



West Lothian  
Council

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

West Lothian Civic Centre  
Howden South Road  
LIVINGSTON  
EH54 6FF

28 October 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 3 November 2015 at 10:00 a.m.**

For Chief Executive

### **BUSINESS**

#### **Public Session**

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.
4. Confirm Draft Minute of Meeting of the Education (Quality Assurance) Committee held on Tuesday 22 September 2015 (herewith).

#### **Public Items for Information**

5. Validated Self Evaluation: Bathgate West Nursery School and Balbardie Primary School - Report by Head of Education (Development) (herewith)
6. Validated Self Evaluation: Parkhead Primary School - Report by Head of Education (Development) (herewith)
7. Validated Self Evaluation: Bathgate Academy - Report by Head of Education (Quality Assurance) (herewith)
8. Validated Self Evaluation: Mid Calder Primary School - Report by Head of Education (Development)

DATA LABEL: Public

9. Workplan 2015-2016 (herewith)

-----

NOTE     **For further details 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 22 SEPTEMBER 2015.

Present – Councillors Stuart Borrowman (Chair), Lawrence Fitzpatrick, Carl John, Dave King, Sarah King, Danny Logue, John McGinty, Anne McMillan, Andrew Miller, Angela Moohan (substituting for Alexander Davidson) and George Paul; Appointed Representatives Lynne McEwen and Myra MacPherson.

Apologies – Councillor Alexander Davidson and Appointed Representative Eric Lumsden.

Absent – Councillors David Dodds and Tony Boyle

1. DECLARATIONS OF INTEREST

No declarations of interest were made in terms of the Councillors' Code of Conduct.

2. MINUTE

The Committee approved the minute of the meeting held on 2 June 2015 as being a correct record. The minute was then signed by the Chair.

3. EDUCATION SCOTLAND REPORT: LINLITHGOW PRIMARY SCHOOL

The Committee considered a report (copies of which had been circulated) by the Head of Schools with Education Support providing details of the action plan to address the areas for improvement identified in the Education Scotland report published on 24 August 2015, details of which were attached as appendices to the report.

The inspection found the following key strengths:

- Confident and enthusiastic children who have a very positive attitude to learning and are proud of their school;
- The effective leadership of the headteacher; and
- Children's learning in the local and wider community.

The headteacher, Charlette Robertson, advised the Committee that she was appointed as headteacher in January 2013. A Validated Self Evaluation (VSE) was carried out in school in December 2014 which members of staff found useful in developing the curriculum to meet the needs of the children.

Strategies were put in place to monitor and evaluate the work of the school. These approaches to self-evaluation were leading to improvements in learning and teaching across the school. Members of

staff were working in partnership with parents and the wider community looking at opportunities for children to be involved in the life and work of the school.

Members were advised that one area for development was to create a specific action plan for improvement within the nursery class. The headteacher then provided an update on the work identified within the action plan. Further development of a system was underway to track and monitor children's progress. Special folders were also being created which were personal to each child and included learning at home, which were available for children and parents to access regularly. Floorbooks and learning walls were introduced as a record of child planning.

The school's action plan highlighted the steps to be taken to ensure that improvements continued to be made in the school and nursery class. The improvements to be taken forward in school were:

- Ensure all children were provided with appropriately challenging learning activities;
- Continue to improve approaches to tracking children's progress to ensure they attain as highly as possible;
- Continue with plans to develop the curriculum, taking account of the interests of children.

The headteacher then responded to questions raised by members of the Committee advising that the school's numeracy and literacy curriculum was being developed using SEAL approaches which were also being trialled at the early stages. In response to a request from members the Head of Schools with Education Support undertook to circulate the action plan for improvement for Linlithgow Nursery Class to members following the meeting.

Finally, the Committee noted that the inspectors were satisfied with the overall quality of provision and were confident that the school's self-evaluation processes were leading to improvements and as a result, no further evaluation visits were required in connection with this inspection.

The Committee congratulated the staff, under the leadership of the headteacher, for the work carried out, particularly in relation to the nursery class.

#### Decision

1. Noted the contents of the report and endorsed the school's plan for improvement;
2. Noted that the Head of Schools with Education Support undertook to circulate to members the action plan for improvement for Linlithgow Nursery Class.

4. WORKPLAN 2015-2016

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

Decision

Approved the contents of the workplan.





**EDUCATION QUALITY ASSURANCE COMMITTEE**

**VALIDATED SELF EVALUATION: BATHGATE WEST NURSERY SCHOOL AND  
BALBARDIE PRIMARY SCHOOL**

**REPORT BY HEAD OF EDUCATION (DEVELOPMENT)**

**A. PURPOSE OF REPORT**

To bring to the Committee's attention the outcomes of the Validated Self Evaluation (VSE) of Bathgate West Nursery School and Balbardie Primary School.

**B. RECOMMENDATION**

It is recommended that the Committee:

1. Note the findings of the VSE and the actions arising and
2. Affirm, or otherwise, the school's capacity for improvement
3. Note any other action required

**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 (HGIOS).
<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)	14 September 2015
School roll	446 at September 2014 (census)
Nursery class roll	am-44 children/pm-32 children
Wraparound Care	No
Staffing and date of appointment of management team	As at September 2015 1 Head Teacher (August 2011) 1 Depute Head Teacher (August 2015) 5 x Principal Teachers - (August 2011) (August 2012) (August 2014 x 2) (November 2014) 25 x Teachers 1 Learning Support 1 Specialist Teacher 10 Pupil Support Workers 8 Nursery Nurses 2 Supervisory Assistants 2 Admin Assistants 1 Clerical Assistant
Attendance	2014- 2015 – 94.8% West Lothian average 95.5%
Authorised Absence	2014- 2015 – 3.6% West Lothian average 3.4%
Unauthorised Absence	2014- 2015 – 1.6% West Lothian average 1.1%
Scottish Index of Multiple Deprivation (SIMD) – (ranking of 1 indicates high deprivation, 66 indicates low deprivation)	Ranking 35th



**Performance information against West Lothian decile average – above, in line with or below)**

Stage	Reading	Phonics	Maths
P1 (end of year)	In line with	In line with	In line with

Stage	Developed Ability	Reading	Mental Arithmetic	General Maths
P2	In line with	In line with	In line with	In line with
P3	Below	In line with	In line with	In line with
P4	In line with	In line with	Below	In line with
P5	In line with	In line with	In line with	In line with
P6	Above	In line with	In line with	In line with
P7	In line with	In line with	In line with	In line with

**Team Members**

Name	Designation
Phyllis Wood	Quality Improvement Manager
Charlette Robertson	Education Officer
Steven Eagleson	Assisting Head Teacher
Catriona McRae	Assisting Head Teacher
Catherine Thomas	Early Years Development Officer
Anne Keenan	Child Protection Officer
Donna Stephen	Development Officer (ASN)
Joanna Hookham	Educational Psychologist

**Other Relevant Information**

GIRFEC Levels (% of students)				
	Level 1	Level 2	Level 3	Level 4
	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
Nursery	90.4%	9.3%	1.3%	0%
P1	90.9%	7.6%	1.5%	0%
P2	89.3%	7.7%	1.5%	1.5%
P3	91.5%	5.1%	1.7%	1.7%
P4	85.3%	1.5%	2.9%	10.3%
P5	87.9%	7.6%	0%	4.5%
P6	74.9%	14.1%	1.6%	9.4%
P7	86.2%	6.9%	1.7%	5.2%

**Focus of the VSE**

**Overall Quality of the curriculum including:**

- How well does the design of the curriculum meet the needs of all children, including those with additional support needs?
- How well does the curriculum provide progression and flexibility for staff to provide creative content?

- How effective are transition procedures and programmes in meeting the needs of all learners to ensure continuity and progression?

## Findings

The school promotes and ensures equality and fairness through the curriculum and all aspects of its work where everyone is given the opportunity to “achieve believe and celebrate”.

There is an effective distributive model of leadership which empowers all within the school to take ownership for improving the work of the school and a clear commitment from all to achieve this.

The school's Nurture strategy and approach allows children to develop literacy and numeracy skills, whilst developing their social and emotional well-being in a nurturing environment.

The flexible and responsive deployment of a highly motivated and committed support staff contributes effectively to meeting needs.

The school has a clear rationale and design for its curriculum with a clearly shared vision. The ‘Mission to Learn’ approach is effective in creating a consistent and shared understanding of effective learning and teaching. Staff use techniques of backward mapping effectively to identify and close gaps to ensure that children receive their entitlement to a broad, general education.

The successful development and implementation of progression pathways in Literacy and Numeracy, with a balance of developing knowledge and skills, has had a positive impact on adding value to attainment and achievement. The school now plans to further develop progression pathways in other curricular areas.

The nursery provides well organised areas that support children's learning through a wide range of differentiated activities and resources. Children are motivated and engaged in their learning. The school now plans to further develop the early level curriculum to provide more opportunities for creativity, challenge and independent learning.

All children regularly reflect on their learning and next steps in learning. In the early and middle years this is recorded through Learners' Journeys and review jotters. The effective use of target boards and children's engagement in the IEP review process is supporting vulnerable learners in identifying their next steps in learning.

Children are confident and are able to articulate how their health and wellbeing needs are being met through the eight indicators. This is evident in the ethos and work of the school, and children feel happy and secure.

Mainstream and Autism Resource (ARB) staff work well together to ensure that children from the ARB are appropriately included in school life, and that children in mainstream take advantage of the opportunity to learn about ASD and diversity of needs.

In the Autism Resource, children are included in meetings and have an understanding of their targets and the progress they are making towards these. Progression pathways and backward mapping are used to ensure breadth and depth of the curriculum, on an individual basis. Planning is comprehensive but used flexibly and adapted as required.

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	Good	Good

Quality Indicators for Nursery	School	VSE
1.1 Improvements in performance	Very Good	Very Good
2.1 Learners' experience	Very Good	Very Good
5.1 Curriculum	Very 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	Good	Very Good

## E. CONCLUSION

The VSE established that the school is well led and that a very good distributive model for leadership for improvement is in place.

The school has demonstrated a very good capacity for improvement and used the VSE process well to adjust some of its evaluations and to sharpen the focus for priorities for improvement.

### Actions Arising

- Develop a consistent approach to an enquiry based play curriculum across the early level, providing opportunities for creativity, challenge and independent learning.
- Increase opportunities for internal and external moderation to enhance understanding and confidence in teacher judgement of children's achievement through levels
- Work together to agree progression in learning and set out the expectations across Social Subjects, Sciences and Technologies to ensure progression, balance and depth of learning is in place from early to second level.

## F. BACKGROUND REFERENCES

None

Appendices/Attachments:

Contact Person: Phyllis Wood, Quality Improvement Manager

Tel: 01506 282633

Email: [phyllis.wood@westlothian.gov.uk](mailto:phyllis.wood@westlothian.gov.uk)

Donna McMaster, Head of Education (Development)

Tel: 01506 281673

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

Date of meeting: 3 November 2015



**EDUCATION QUALITY ASSURANCE COMMITTEE**

**VALIDATED SELF EVALUATION: PARKHEAD PRIMARY SCHOOL**

**REPORT BY HEAD OF EDUCATION (DEVELOPMENT)**

**A. PURPOSE OF REPORT**

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

**B. RECOMMENDATION**

It is recommended that the Committee:

1. Note the findings of the VSE and the actions arising and
2. Affirm the school's capacity for improvement
3. Note any other action required

**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 (HGIOS).
<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)	14 September 2015
School roll	342 at September 2015(census)
Nursery class roll	am - 32 children/pm -19 children
Wraparound Care	No
Staffing and date of appointment of management team	As at September 2015 1 Head Teacher (December 2009) 1 Depute Head Teacher (October 2013) 1 Principal Teacher (August 2006) 19 Teachers 1 teacher Learning Support 1 PE Specialist Teacher 2.5 Nursery Nurses 6.5 Pupil Support Workers 1 Admin staff 2 Clerical staff
Attendance	2014/15– 95.5% West Lothian average 95.5%
Authorised Absence	2014/15– 3.6% West Lothian average 3.4%
Unauthorised Absence	2014/15– 0.9% West Lothian average 1.1%
Scottish Index of Multiple Deprivation (SIMD) – (ranking of 1 indicates high deprivation, 66 indicates low deprivation)	Ranking 36th

##### **Performance information against West Lothian decile average – above, in line with or below)**

<b>Stage</b>	<b>Maths</b>	<b>Reading</b>	<b>Phonics</b>
P1	In line with	Below	In line with

<b>Stage</b>	<b>Developed Ability</b>	<b>Reading</b>	<b>Spelling</b>	<b>Mental Arithmetic</b>	<b>General Maths</b>
P2	In line with	Below	In line with	In line with	In line with
P3	In line with	In line with	In line with	In line with	In line with
P4	In line with	In line with	In line with	Above	In line with
P5	Below	Below	Below	In line with	In line with
P6	In line with	Below	In line with	Below	In line with
P7	Below	Below	In line with	Below	Below

## Team Members

Maureen McNaughton	Education officer
Jackie Speirs	Head Teacher
Colette Murray	Head Teacher
Ann Doyle	Education Support Officer
Donna Stephen	Curriculum Development Officer
Anne Keenan	Child Protection Officer
Lorna McNulty	Educational Psychologist
Morag Stewart	Head Teacher
Jackie Aitken	Depute Head Teacher

## Other Relevant Information

GIRFEC Levels (% of students)				
	Level 1	Level 2	Level 3	Level 4
	Core – Needs are met within the classroom by teacher	Targeted – A higher level of support possibly in consultation with agencies outwith 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
<b>Nursery</b>	<b>98%</b>	<b>2%</b>	<b>0</b>	<b>0</b>
<b>P1</b>	<b>86%</b>	<b>14%</b>	<b>0</b>	<b>0</b>
<b>P2</b>	<b>95%</b>	<b>5%</b>	<b>0</b>	<b>0</b>
<b>P3</b>	<b>96%</b>	<b>4%</b>	<b>0</b>	<b>0</b>
<b>P4</b>	<b>91%</b>	<b>6%</b>	<b>3%</b>	<b>0</b>
<b>P5</b>	<b>95%</b>	<b>5%</b>	<b>0</b>	<b>0</b>
<b>P6</b>	<b>96%</b>	<b>4%</b>	<b>0</b>	<b>0</b>
<b>P7</b>	<b>83%</b>	<b>15%</b>	<b>2%</b>	<b>0</b>

## Focus of the VSE

- The impact of teaching for effective learning on learner engagement
- The quality of transition for parents and children from nursery to primary one

## Findings

- Almost all learners show high levels of motivation and engagement in learning. They identify strongly with the school community and note that their views are listened to and valued.
- Learners, and the extended school community, including its partners, welcome the schools commitment to promoting children's rights and positive relationships and the way that this impacts positively on the climate for learning and leads to improvements through self-evaluation.
- Learner success and achievements are widely promoted and celebrated.
- The school's strong ethos and its commitment to meeting the needs of all learners, together with staff knowledge and understanding, serve to support the school in minimising the impact of potential barriers to learning.
- Children and young people are encouraged to take increasing responsibility for their own learning and progress. Almost all learners are able to talk about their strengths and next steps in learning. Learners now need to be challenged to do this independently. The school has recognised that plans for ensuring that high quality feedback is provided consistently to all learners will impact on individual learners' skills in setting improvement targets.

- Learners now need to be given even more opportunities to engage in challenging dialogue about their learning to assist them in setting clear learning targets which are tracked and monitored by staff and result in improved attainment.
- The school has correctly identified the need to ensure that its systems for tracking and monitoring of learner progress are revised so that the information gathered can be used effectively to secure improved attainment for all learners.
- The school, under the strong leadership of the head teacher, has created the conditions for effective leadership at all levels. This is as a result of all staff undertaking leadership roles which focus on leading learning. This approach means that almost all staff and learners have ownership of improving the work of the school.
- The school has established a range of systems and processes to support collegiate working and enhance staff learning. There is a clear focus on improving learning and outcomes for learners in this.
- The school's focus on improving learning and raising attainment is informed by good use of local and national guidance, information and support. The school's use of curriculum pathways is starting to impact positively on planning for progression in all areas of the curriculum. This has resulted in improved learner experiences. The school recognises that this is an area of continuing development.
- Pastoral care in the school and the nursery are recognised as a strength and this contributes to the high standard of support to learners and their families which is based on mutual trust and respect.
- Almost all children responded well to the routines and opportunities to play and learn in the nursery. The nursery team recognise that there are opportunities to review sufficiency of natural and open ended resources to further stimulate children's interests, imagination and to challenge their thinking through enquiry based learning.
- The school and nursery have reviewed and refreshed their arrangements for transition from nursery to primary 1. These arrangements have been welcomed by parents and this success is reflected in the high levels of children's confidence and their engagement in learning.

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

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



## **E. CONCLUSION**

- The school is very well led and it used the VSE process effectively to adjust some of its evaluations and to sharpen the focus for priorities for improvement.
- The school has a clear understanding of its strengths and areas for development and the team was confident that the school's arrangements for self-evaluation are leading to improvements.
- The positive ethos and collaborative culture within the school has enhanced the identity of the school and enabled pupils to develop a sense of pride in their school and their capacity to attain and achieve success.

### **Actions Arising**

- The school will review and update the standards and quality report 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.
- A nursery action plan will be developed and implemented to address points for action agreed in the VSE. This will include arrangements to provide children with learning opportunities in their wider environment and continue to provide opportunities for exploratory and investigative play reflecting on the key messages from Building the Ambition.
- The school will continue to develop its system to track and monitor pupil progress in key skills from nursery to P7 to continue to raise attainment
- The school will further review and develop the curriculum using the West Lothian Curriculum Pathways and national advice to support this work

## **F. BACKGROUND REFERENCES**

None

Appendices/Attachments:

Contact Person: Maureen McNaughton, Education Officer

Tel: 01506 283139

Email: [maureen.mcnaughton@westlothian.gov.uk](mailto:maureen.mcnaughton@westlothian.gov.uk)

Donna McMaster, Head of Education (Development)

Tel: 01506 281673

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

Date of meeting: 3 November 2015





**EDUCATION QUALITY ASSURANCE COMMITTEE**

**VALIDATED SELF EVALUATION: BATHGATE ACADEMY**

**REPORT BY HEAD OF EDUCATION (QUALITY ASSURANCE)**

**A. PURPOSE OF REPORT**

To bring to the Committee's attention the outcomes of the Validated Self Evaluation (VSE) which looked at challenge in learners' experiences in S3

**B. RECOMMENDATION**

It is recommended that the Committee:

1. Note the findings of the VSE and the actions arising and
2. Affirm, or otherwise, the school's capacity for improvement
3. Note any other action required

**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 (HGIOS).
<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)	October 2015		
School roll	830 at September 2015 (census)		
Staffing and date of appointment of management team	As at September 2015 1 Head Teacher - (January 2012) 1 Depute Head Teacher (Curriculum) – (January 2014) 1 Depute Head Teacher (Support) – (August 2012) 9 Principal Teachers Curriculum 58 Teachers 1 Pupil Support Manager 10 Pupil Support Workers 1 Admin Officer 1 Business Support Manager 1 Admin Assistant 3 Auxiliaries 2 Clerical Assistants 1 Librarian 4 Sport & Leisure Assistants 1 Technical Analyst 1 Workshop Technician 1 Science Technician		
Attendance	2014/15 – 91.7% West Lothian average 91.7%		
Authorised Absence	2014/15 – 5.6% West Lothian average 5.2%		
Unauthorised Absence	2014/15 – 2.6% West Lothian average 2.9%		
Scottish Index of Multiple Deprivation (SIMD) – 1 <sup>st</sup> being most deprived and 11 <sup>th</sup> being least deprived	SIMD index = 2826 and rank order is 4th out of 11 West Lothian Secondary Schools		
Positive Destinations (%)		School	WLC
	2009/10	78	84
	2010/11	88	89
	2011/12	88	91
	2012/13	94	92
	2013/14	93	93

##### **Performance information against West Lothian and Virtual Comparator averages**

(above, in line with or below)

### Whole School

#### SCQF Level 3/4/5 Results (S4) 2015 only

% Achievement			
	Level 3	Level 4	Level 5
Bathgate Ac	99	94	74
Virtual Comparator	96	95	80

Comment: Highest achievement over 5 years at level 3. At Level 4, second highest achievement over recent years. Above comparator at level 3, in line with at level 4 and below at level 5.

#### SCQF 5 + Level 6 Results (S5)

School	5+ level 6 % Achievement				
	2011	2012	2013	2014	2015
Bathgate Acad	6	10	16	14	16
Virtual Comparator	10	11	12	16	19

Comment: Overall trend of improvement. 2015 performance was equal highest over past 5 years. Over past 5 years, rate of improvement has been higher than Comparator. Over period 2011-13, gap between school and Comparator performance had been narrowing. In 2013 Bathgate outperformed its Comparator. Below Comparator's achievement in past two years.

#### SCQF 3+ Level 6 Results (S5)

School	3+ level 6 % Achievement				
	2011	2012	2013	2014	2015
Bathgate Acad	17	23	32	32	33
Virtual Comparator	26	26	27	33	40

Comment: Strong and consistent trend of improvement. Rate of improvement was higher than the Comparator. 2015 performance was the highest over past 5 years. Over period 2011-14, the gap between school and Comparator performance had been narrowing and in 2013 Bathgate outperformed its Comparator. Below Comparator's achievement in 2015.

#### SCQF 1+ Level 6 Results (S5)

School	1+ level 6 % Achievement				
	2011	2012	2013	2014	2015
Bathgate Acad	30	39	57	51	56
Virtual Comparator	45	46	48	54	62

Comment: Overall trend of improvement over past 5 years. 2015 performance was second highest. Over 5 year period, the gap between school and Comparator had been narrowing overall and in 2013 Bathgate outperformed its Comparator. Below Comparator's achievement in past two years.

#### SCQF 1+ Level 7 Results (S6)

School	1+ level 7 % Achievement				
	2011	2012	2013	2014	2015
Bathgate Acad	13	12	15	16	17
Virtual Comparator	17	14	16	17	19

Comment: General trend of improvement over past 5 years. 2015 performance was highest. Over the 5 year period 2011-14, the gap between school and Comparator's performance has been narrowing.

#### Team Members

Name	Designation
Grant Abbot	Head Teacher
John Fleming	Depute Head Teacher
Grace Burns	Depute Head Teacher
Jennifer Fox	Teacher
Karen Jarvis	Head Teacher, Linlithgow Academy
Tricia Gallagher	Depute Head Teacher, James Young High School
Nicola Ferris	Depute Head Teacher, Simpson Primary School
Maureen McNaughton	Education Officer
Anne Keenan	Child Protection Officer
Donna Stephen	Additional Support Needs Development Officer
Lily McGhee	Educational Psychologist
Jan Ingram	Quality Improvement Manager (acting)

#### Other Relevant Information

Bathgate Academy, which has 5 cluster primary schools, aims to provide a secure, supportive and challenging environment based on mutual respect where staff and pupils develop their skills to the highest level.

The school has now developed a structure within Curriculum for Excellence where learners experience a broad general education from S1 to S3 and pupils do not sit national examinations until the senior phase. Previously, S3 pupils sat national examinations in an early presentation model.

<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 outwith 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
<b>First Year</b>	91.8	8.2	0	0
<b>Second Year</b>	76.4	20.3	2.7	0.7
<b>Third Year</b>	82.4	15.0	2.6	0
<b>Fourth Year</b>	88.8	6.7	3.7	0.7
<b>Fifth Year</b>	88.1	8.9	1.5	1.5
<b>Sixth Year</b>	96.6	3.4	0	0

### **Focus of the VSE**

- Challenge and learners' experiences in S3

### **Findings**

- The school has a positive ethos and strong relationships which support effective learning. Throughout the school most pupils are engaged in their learning. The school has a well-structured support network and almost all pupils feel safe and well supported.
- The areas for development in the school improvement plan (SIP) are appropriate and early indications show that they are beginning to impact on learning and teaching. The organisation of the SIP encourages the involvement of all staff with targeted areas for improvement based on self-evaluation.
- The school has a clear, shared rationale for the curriculum underpinned by school values and vision. The curriculum is based on a wide range of local and national guidance. Staff are beginning to discuss skills and how they can be transferred across learning with pupils. However, this needs to become embedded across the whole school to ensure that learners are clear about the skills they are developing.
- Faculties review and refresh the curriculum to ensure it is stimulating and challenging for all learners, allowing appropriate progression for learners. However, there needs to be a shared recognition of the impact that homework and study support have on progress and achievement. They also need to develop further approaches to embedding literacy and numeracy across the curriculum.
- The school has a wide range of highly effective partnerships which support learners and target support for individuals. Staff are strongly committed to working collaboratively with partners to enhance the curriculum for learners. A proactive, collaborative approach with a range of external partners impacts positively on learners by focusing on removing social, emotional and behavioural barriers to learning. Early and sustained interventions are planned, implemented and reviewed to maximise positive destinations for all.

- Across a wide range of subjects, learners are beginning to experience appropriate pace and challenge, which is allowing them to feel that they are being prepared for the senior phase. Staff now need to ensure that appropriate pace and challenge in learning becomes embedded across the school. In addition, the school is planning greater focus on the transition from Broad General Education (BGE) to Senior Phase (SP) by ensuring that pupils' progress across the BGE is rigorously tracked and monitored so they are well prepared to make informed choices as they move into the next stage of their learning.
- Pupils identified that they find quality feedback helps them to make progress in learning. The school needs to develop the use of high quality feedback and ensure that it impacts positively on learners' experiences.
- The school needs to review systems for the small group of pupils with significant and sustained barriers to learning.
- The school has effective systems in place to identify and support improvement through professional learning. The next steps involve considering the impact of professional learning on learning and teaching.

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

## **E. CONCLUSION**

- The VSE validated the school's judgements about its performance in the school, with the exception of partnerships with the community, educational establishments, agencies and employers which was judged to be very good, rather than good.
- Ongoing self-evaluation is strong and accurately reflects the current context of the school. The school has a clear understanding of its strengths and areas for improvement and the team was confident that the school's arrangements for self-evaluation will continue to lead to improvement.

### **Actions Arising**

- The school should continue to improve the pace and challenge of learner experiences already emerging in S3 and should give consideration as to how 'culmination of learning in the BGE' at the end of S3 may be developed.
- There needs to be more effective liaison between teaching staff and support staff to maximise the impact of support for pupils' learning. Targets in Individualised Education Plans (IEP) need to be directly related to barriers to learning. They should be set and regularly reviewed through professional dialogue by support staff and class teachers.



- Staff should improve planning to include a range of assessment opportunities which allow learners to demonstrate their learning and understand what they need to do to improve. Staff should increase the use of feedback for improvement, both oral and written, to inform learners' progress and next steps. The school should support development of a consistent approach to the use of homework and study provision to enhance learning.
- The school should further develop the skills dialogue currently taking place in some classes, to ensure that learners are clear about the skills which they are developing and how they can be transferred across learning and into life and work.
- The school should continue to develop the monitoring and tracking of progress within the BGE to support assessment, planning of next steps and allow informed choices to be made moving into the SP. The transition from BGE to SP should enhance learner engagement and be a smooth, and appropriate progression into the senior phase based on learners strengths.
- The school now needs to implement its plans for a whole school literacy and numeracy framework to support improvements in these areas across the school.
- Staff now need to develop approaches to measure the impact of improvements through professional learning on practice in the classroom.

## **F. BACKGROUND REFERENCES**

None

Appendices/Attachments: None

Contact Person: Jan Ingram, Quality Improvement Manager (acting)

Tel: 01506 282628

Email: [jan.ingram@westlothian.gov.uk](mailto:jan.ingram@westlothian.gov.uk)

James Cameron, Head of Education (Quality Assurance)

Tel: 01506 281680

Email: [james.cameron@westlothian.gov.uk](mailto:james.cameron@westlothian.gov.uk)

Date of meeting: 3 November 2015





**EDUCATION QUALITY ASSURANCE COMMITTEE**

**VALIDATED SELF EVALUATION: MID CALDER PRIMARY SCHOOL**

**REPORT BY HEAD OF EDUCATION (DEVELOPMENT)**

**A. PURPOSE OF REPORT**

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

**B. RECOMMENDATION**

It is recommended that the Committee:

1. Note the findings of the VSE and the actions arising and
2. Affirm, or otherwise, the school's capacity for improvement
3. Note any other action required

**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 (HGIOS).
<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)	September 2015
School roll	254 at September 2015 (census)
Nursery class roll	am – 20 children/pm - 13 children
Wraparound Care	No
Staffing and date of appointment of management team	As at September 2015 1 Head Teacher (January 2014) 1 Depute Head Teacher (April 2014) 1 Principal Teacher (acting) (August 2015) 2 Chartered Teachers 11 Teachers 1 teacher –Support for Learning (part-time) 4.5 Pupil Support Workers 1.5 Nursery Nurse 2 Admin staff
Attendance	2014/15– 95.5% West Lothian average 95.5%
Authorised Absence	2014/15– 3.6% West Lothian average 3.4%
Unauthorised Absence	2014/15– 0.9% West Lothian average 1.1%
Scottish Index of Multiple Deprivation (SIMD) – (ranking of 1 indicates high deprivation, 66 indicates low deprivation)	Ranking 60th

##### **Performance information against West Lothian decile average – above, in line with or below)**

<b>Stage</b>	<b>Reading</b>	<b>Phonics</b>	<b>Maths</b>
P1	In line with	In line with	In line with

<b>Stage</b>	<b>Developed Ability</b>	<b>Reading</b>	<b>Mental Arithmetic</b>	<b>General Maths</b>
P2	In line with	In line with	Below	In line with
P3	Below	Below	Below	In line with
P4	Below	Below	Below	Below
P5	In line with	Below	Below	Below
P6	In line with	In line with	In line with	In line with
P7	Below	Below	Below	Below

## Team Members

<b>Name</b>	<b>Designation</b>
Nicola Thompson	Head Teacher
Sarah Burton	Depute Head Teacher
Fiona Hollands	Head Teacher - Williamston PS (acting)
Susan Mackenzie	Head Teacher - Harrysmuir PS
Ann Doyle	Early Years Development Officer
Anne Keenan	Child Protection Officer
Fiona Sturrock	Educational Psychologist
Jan Ingram	Quality Improvement Manager (acting)

## Other Relevant Information

Mid Calder primary School sits within the West Calder High School cluster. The school took part in VSE processes in March 2014 and February 2015 to assist in its improvement journey. This VSE was arranged as a follow through to identify progress from February 2015.

The school is committed to raising attainment and is focusing on improving teaching and learning across the curriculum and in particular within literacy and numeracy.

<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 outwith 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
<b>Nursery</b>	97.3	2.7	0	0
<b>P1</b>	100	0	0	0
<b>P2</b>	93.3	6.7	0	0
<b>P3</b>	88.6	11.4	0	0
<b>P4</b>	84.6	15.4	0	0
<b>P5</b>	76.3	23.7	0	0
<b>P6</b>	83.8	16.2	0	0
<b>P7</b>	90	10	0	0

## Focus of the VSE

- Curriculum
- Learners' Experiences

## Findings

- The school has a positive ethos of collaboration and community. Relationships are positive and nurturing. Staff demonstrate a strong commitment to improving the educational experiences for learners. Getting it Right for Every Child (GIRFEC) is central to the work of the school supporting the development of the whole child.
- Children are polite, confident, well-behaved and very proud of their school. Learners are consulted and are confident that their views are listened to.
- Pupils' leadership is a strength and they confidently carry out their roles within the various groups, delivering positive outcomes for all in their school.
- Learners now have more opportunities to be actively involved in discussing their learning. The school is continuing to develop learners' fluency in the language of learning to enable them to talk more confidently about strengths and next steps
- The school now has a clear rationale for the curriculum which is impacting on the quality of learning and teaching. Use of West Lothian progression pathways ensures that there is continuity and progression in learning across curricular areas. Interdisciplinary learning is strong across the school providing opportunities for personalisation and choice and application of skills. Staff will continue to refresh the curriculum, in the context of the school, to ensure that it fully meets the needs of all learners.
- There is now a more coherent approach to assessment with a framework in place ensuring appropriate assessments at key milestones. This framework should now be developed further to include a range of formative assessment and moderation strategies and include use of the National Assessment Resource (NAR). In the nursery, staff need to further develop assessment to support children's learning.
- A new tracking and monitoring system supports staff in ensuring that learners make appropriate progress. A range of strategies are in place to support and challenge learners to fulfil their potential and work towards closing the gap.
- Nursery staff are now building home visits into the home to nursery transition process but there is a need to further develop both these arrangements and those from nursery to primary 1.
- The nursery provides a breadth of early level learning experiences that develop children's curiosity, inquiry and creativity. Staff extend children's learning through quality conversations and skilled questioning.
- Children in the nursery are enthusiastic and engaged in their learning. Staff respond to children's interests which informs planning. The children are consulted as part of the planning process and involved in decision making.

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

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

## **E. CONCLUSION**

- The VSE validated the school's judgements about its performance in the school and nursery with the exception of improvements in performance in the nursery, which were judged to be good, rather than satisfactory.
- 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 raised attainment. Improvements have been made since the last VSE a few months ago, and these are beginning to have an impact.
- The head teacher and depute head are building strong teams in the school and nursery by providing opportunities for distributive leadership and supporting and challenging staff.

## **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.
- Staff will continue to work on ensuring that children develop the language of learning across the school, providing effective feedback and talking to children about their learning regularly, ensuring that they know what to do to improve.
- The school will continue to refresh and further develop its curriculum within the context of the school, to ensure clear and coherent progression for all learners across the areas of the curriculum.

- The school should extend the assessment framework to include development of robust and consistent approaches to moderation and assessment using the significant aspects of learning and consistent use of formative assessment.
- The school will continue to develop the use of its systems for tracking and monitoring pupil progress to ensure that they provide appropriate information to support staff in identifying next steps and interventions for individuals.
- Nursery staff should develop an effective assessment process and ensure that individual next steps in learning provide support and challenge for children.
- Nursery staff should continue to develop their transition processes from home to nursery and nursery to primary 1 to ensure that children and families are fully supported and that there is progress in learning.

## **F. BACKGROUND REFERENCES**

None

Appendices/Attachments: None

Contact Person: Jan Ingram, Quality Improvement Manager (acting)

Tel: 01506 282628

Email: [jan.ingram@westlothian.gov.uk](mailto:jan.ingram@westlothian.gov.uk)

Donna McMaster, Head of Education (Development)

Tel: 01506 281673

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

Date of meeting: 3 November 2015



# EDUCATION (QUALITY ASSURANCE) COMMITTEE (EQAC) WORKPLAN 2015-2016

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

VSE – Validated Self Evaluation

Title	Purpose	Lead Officer	EQAC date
ES (HMI) Linlithgow PS and Nursery Class	To inform committee of the outcome of Education Scotland (HMI) inspection at Linlithgow PS and Nursery Class	Phyllis Wood	22/09/2015
VSE – Mid Calder PS – Update on Progress	To inform committee of the progress made following VSE carried out in February 2015	Jan Ingram	03/11/2015
VSE – Parkhead PS	To inform committee of the VSE review and next steps – Parkhead PS	Maureen McNaughton	03/11/2015
VSE – Balbardie PS including ASD Unit	To inform committee of the VSE review and next steps – Balbardie PS and ASD Unit	Phyllis Wood/ Charlette Robertson	03/11/2015
VSE – Bathgate Academy	To inform committee of the VSE review and next steps – Bathgate Academy	Jan Ingram	03/11/2015
VSE – Murrayfield PS	To inform committee of the VSE review and next steps – Murrayfield PS	Charlette Robertson	26/01/2016
VSE – Peel PS	To inform committee of the VSE review and next steps – Peel PS	Alan Millar	26/01/2016
VSE – St Joseph's PS, Whitburn	To inform committee of the VSE review and next steps – St Joseph's PS, Whitburn	Phyllis Wood	26/01/2016
VSE – St Kentigern's Academy	To inform committee of the VSE review and next steps – St Kentigern's Academy	Maureen McNaughton	26/01/2016
HMI – Polbeth Nursery School	To inform committee of the outcome of Education Scotland (HMI) inspection at Polbeth Nursery School	Maureen McNaughton	26/01/2016
HMI – Cedarbank School – poss – depending on publication date	To inform committee of the outcome of Education Scotland (HMI) inspection at Cedarbank School	Phyllis Wood	26/01/2016
			08/03/2016
			10/05/2016
VSE – Low Port PS – Update on Progress	To inform committee of the progress made following the VSE carried out in March 2015 (HMI involvement)	Phyllis Wood	28/06/2016

Date of Issue: 27/10/15

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

