



West Lothian
Council

Education (Quality Assurance) Committee

West Lothian Civic Centre
Howden South Road
LIVINGSTON
EH54 6FF

4 May 2016

A meeting of the **Education (Quality Assurance) Committee** of West Lothian Council will be held within **Council Chambers, West Lothian Civic Centre** on **Tuesday 10 May 2016 at 2:00 p.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 15 March 2016 (herewith).
5. Updated Validated Self Evaluation: Whitdale Early Years Centre - Report by Head of Education (Development) (herewith)
6. Validated Self Evaluation: Pinewood School - Report by Head of Education (Quality Assurance) (herewith)
7. Validated Self Evaluation: Seafield Primary School - Report by Head of Education (Development) (herewith)
8. Validated Self Evaluation: Stoneyburn Primary School - Report by Head of Education (Development) (herewith)

9. Validated Self Evaluation: St Ninian's Primary School - Report by Head of Education (Development) (herewith)
10. Validated Self Evaluation: St Nicholas RC Primary School - Report by Head of Education (Development) (herewith)
11. Validated Self Evaluation: East Calder Primary School - Report by Head of Education (Development) (herewith)
12. Validated Self Evaluation: Addiewell Primary School - Report by Head of Education (Development) (herewith)
13. Validated Self Evaluation: St Mary's Primary School (Bathgate) - Report by Head of Education (Development) (herewith)
14. How Good Is Our School ? 4th Edition (HGIOS 4) - Report by Head of Education (Quality Assurance) (herewith)
15. Timetable of Meetings 2016-2017 (herewith)
16. Workplan 2015-2016 (herewith)

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

MINUTE of MEETING of the EDUCATION (QUALITY ASSURANCE) COMMITTEE of WEST LOTHIAN COUNCIL held within COUNCIL CHAMBERS, WEST LOTHIAN CIVIC CENTRE, on 15 MARCH 2016.

Present – Councillors Stuart Borrowman (Chair), Tony Boyle, Alexander Davidson, Jim Dixon (substituting for Danny Logue), Lawrence Fitzpatrick, Carl John, Sarah King, Anne McMillan, Angela Moohan (substituting for David Dodds), Cathy Muldoon (substituting for John McGinty) and George Paul; Appointed Representatives Lynne McEwen and Margaret Russell; Parent Council Representative Eric Lumsden.

Apologies – Councillors David Dodds, Dave King, Danny Logue, John McGinty and Andrew Miller; Appointed Representative Myra Macpherson.

1. DECLARATIONS OF INTEREST

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

2. MINUTE

The Committee approved the minute of the meeting held on 26 January 2016 as being a correct record. The minute was then signed by the Chair.

3. EDUCATION SCOTLAND REPORT: ST JOHN OGILVIE PRIMARY SCHOOL

The Committee considered a report (copies of which had been circulated) by the Head of Education (Development) providing details of St John Ogilvie Primary School's action plan to address the areas for improvement identified in the Education Scotland report published on 19 January 2016. The Education Scotland report, Quality Indicators and the School Improvement Plan were attached as appendices to the report.

The inspection found the following key strengths:

- Confident and well-behaved children who were motivated to learn;
- The caring staff team who worked effectively together to provide high-quality pastoral support and positive learning experiences for children;
- The dedicated head teacher held in high regard by staff, pupils, parents and the wider community; and
- The strong focus on school improvement leading to high achievements.

The head teacher, Margaret Johns, advised the Committee that a rigorous and thorough inspection was carried out which affirmed the schools effective practice to ensure consistently high pace and challenge in all

lessons. The school benefits from effective parental support and from highly effective community partnerships. Overall, staff, pupils and parents were happy with the inspection and felt the experience to be very rewarding.

In response to questions from the Committee in relation to the effective practice carried out in school the head teacher advised that the teaching staff in school shared their skill strengths to develop teaching skills which impacted on classroom practice and whole school developments. Part of the improvement plan set up professional learning groups to look at the quality of professional teaching.

The inspection process highlighted that children took responsibility as lead learners and that they confidently encouraged others to work towards their learning targets. Children were also involved in the successful development of the outdoor area. It was agreed that the following improvements should continue to be made:

- The school should continue to improve the work of the school as planned and build on the good start made in developing health and wellbeing and fully implementing Curriculum for Excellence.

The Committee noted that inspectors were satisfied with the overall quality of the provision and were confident that St John Ogilvie Primary School's self-evaluation processes were leading to improvements. As a result no further visits were required in connection with this inspection.

The Committee acknowledged the strong Education Scotland report and commended the members of staff at St John Ogilvie Primary School for the excellent work carried out under the leadership of the head teacher.

Decision

Noted the contents of the report and the school's plan for improvement.

4. VALIDATED SELF EVALUATION: ST KENTIGERN'S ACADEMY

The Committee considered a report (copies of which had been circulated) by the Head of Education (Quality Assurance) providing details of the outcome of the Validated Self Evaluation (VSE) carried out at St Kentigern's Academy. The focus of the VSE was:

- Self-Evaluation; and
- How effective was the S3 experience in meeting the needs of all of our learners?

The head teacher, Andrew Sharkey, informed the Committee that members of staff welcomed the VSE process which highlighted the key strengths and areas for improvement in school. He was delighted that a strong caring ethos was identified during the process and that learners noted that staff cared about them. A range of opportunities were available to share the excellent practice which existed in school and developments

in the senior phase were well-established and supported by a rigorous tracking and monitoring system.

The head teacher then responded to questions from members of the Committee advising that over the past two years continued improvements had been made to review and refresh the curriculum and systems of support to meet the needs of learners. He also advised that the school has strong parental support with parents nights being attended by 70-90 percent of parents.

The report confirmed that ongoing self-evaluation was strong and accurately reflected the current context of the school. The team was confident that the school's arrangements for improvements through self-evaluation would continue to impact positively. Developments leading to improvements in the S3 experience with deeper learning, raised expectations and increased attainment were supported by the use of a range of self-evaluation tools.

The Committee acknowledged that the school was continuing to make improvements and was making good progress.

Decision

Noted the contents of the report and the update from the head teacher.

5. VALIDATED SELF EVALUATION: HOLY FAMILY RC PRIMARY SCHOOL

The committee considered a report (copies of which had been circulated) by the Head of Education (Development) providing details of the outcome of the Validated Self Evaluation (VSE) of Holy Family RC Primary School. The focus of the VSE was:

- Learners experiences; and
- Self-Evaluation.

The VSE validated the school's judgements about its performance in the school. The school had a clear understanding of its strengths and areas for development and was confident that the arrangements for self-evaluation were leading to improvements.

The head teacher, Collette Murray, informed the Committee that members of staff found the VSE process to be a positive experience. Pupils were actively engaged and motivated in their learning. Professional learning and dialogue has been enhanced which has positively impacted on staff learning and confidence.

The head teacher then responded to questions raised by members of the Committee. She advised that the school recognised that there was an opportunity to share learning more effectively with parents which included the development of learner profiles for pupils.

The Committee was also advised that following improved expectations from Education Scotland more focussed work has been carried out to review the curriculum with opportunities provided to enable staff to work more collaboratively to support this work moving forward. Curriculum developments were based on the evidence gathered through wide ranging approaches to improvements through self-evaluation.

The report advised that school improvement plans contained appropriate improvement priorities which impacted positively on the school's capacity for continuous improvement. It was also noted that the head teacher showed good leadership with a vision for the outcomes of change.

The Committee acknowledged the actions arising following the VSE and was confident that these would lead to improvements.

Decision

Noted the contents of the report and the update from the head teacher.

6. VALIDATED SELF EVALUATION: ARMADALE ACADEMY

The Committee considered a report (copies of which had been circulated) by the Head of Education (Quality Assurance) providing details of the outcome of the Validated Self Evaluation (VSE) carried out at Armadale Academy. The focus of the VSE was:

- Self-Evaluation;
- The quality of the curriculum; and
- The quality of the Senior Phase and its impact on student outcomes.

The Committee was advised that the new 4th Edition How Good Is Our School (HGIOS) quality indicators were used to measure the performance of the school, which validated the school's judgements about its performance and recognised the strong capacity for on-going improvement through self-evaluation. The Head of Education (Quality Assurance) recommended that a report on HGIOS 4th Edition be submitted to a future meeting of the Committee for information.

The head teacher, Campbell Hornell, informed the Committee that members of staff found the VSE process to be a positive experience. A group of 6th year students were invited from James Young High School to be involved as part of the process which enabled shared learning experiences between 6th year groups. A wide range of opportunities for the development of leadership skills in S6 were available. Staff were aware of their strengths and areas for improvement and further work was planned to provide opportunities for stakeholder engagement, in particular with parents and partners. Parents were looking forward to becoming more involved in their children's learning. Clear systems to develop tracking, monitoring and reporting in the Broad General Education (BGE) were planned. Increased opportunities were also available to support

professional dialogue to build confidence in accurately judging achievement of national levels and standards.

The head teacher then responded to questions from members of the Committee. During the course of the discussion Eric Lumsden highlighted that there was no mention of pupils being involved from The James Young High School in the VSE report. He was disappointed that the pupils who were involved from The James Young High School had not been made aware of the outcome of the VSE carried out at Armadale Academy and recommended that they be updated accordingly.

The report concluded by advising that there was a very strong commitment to and leadership for self-evaluation which secured improvement in key areas of the school's work. The VSE team was confident that the school would continue to build on the very good practice observed to secure consistent impact in all areas.

The Committee acknowledged the excellent VSE report. Members were then advised that Mr Hornell was moving on to another job outwith West Lothian. The Committee and Education Services staff thanked him for his commitment and leadership over the years at Armadale Academy as well as the other contributions he made within West Lothian and wished him well for the future.

Decision

1. Noted the contents of the report and the update from the head teacher; and
2. Agreed that a report on HGIOS 4th Edition Quality Indicators be submitted to a future meeting of the Committee.

7. VALIDATED SELF EVALUATION: KIRKHILL PRIMARY SCHOOL

The Committee considered a report (copies of which had been circulated) by the Head of Education (Development) providing details of the outcome of the Validated Self Evaluation (VSE) carried out at Kirkhill Primary School. The focus of the VSE was:

- Meeting learner's needs;
- Self-evaluation (leadership for learning);
- Curriculum; and
- Learning, teaching and assessment.

The report confirmed that the VSE validated the school's evaluations and the team was confident that the school's arrangements for collaborative self-evaluation were leading to ongoing improvements. As the school leadership team continues to develop there was a positive expectation that there would be shared ownership of the school improvement priorities, taking account of individual remits and responsibilities.

The head teacher, Lesley Henderson, informed the Committee that a number of strengths were identified during the VSE process. The school has a very caring ethos and there is a good relationship between staff and pupils. Members of staff understand the need for improvement and were committed to ongoing self-evaluation, professional learning and collegiate working.

The head teacher then responded to questions from members of the Committee confirming that the school has a supportive parent council. In response to a question relating to the quality indicators for the primary and nursery school the head teacher advised that data was being analysed to help improve the situation. The school has a strong action plan in place for continued improvement.

The concerns raised by the Committee relating to the results of the quality indicators were noted however, members were confident that the school improvement priorities would lead to improvements being made.

Decision

Noted the contents of the report and the update from the head teacher.

8. VALIDATED SELF EVALUATION: BATHGATE EARLY YEARS CENTRE

The Committee considered a report (copies of which had been circulated) by the Head of Education (Development) providing details of the outcome of the Validated Self Evaluation (VSE) carried out at Bathgate Early Years Centre. The focus of the VSE was:

- Curriculum: Rationale and Design;
- Literacy, Numeracy, Health and Wellbeing; and
- Partnership working.

The report advised that Bathgate Early Years Centre was very well led and supported by a strong, committed, efficient and effective team of early years' practitioners. Throughout the VSE process the learning community expressed confidence in the leadership of the centre and praised the high quality provision of early learning and childcare. The head teacher and staff performed to a very high standard to ensure positive, supportive, successful partnership working, benefitting their children and families. Staff engaged in a wide range of relevant and challenging continuous professional learning and the Early Years Officer's expertise in developing digital technology in early years has been recognised as sector leading at local and national level.

The head teacher, Mvairi Lynch, then informed the Committee that members of staff found the VSE process to be a positive experience which provided an opportunity to validate Bathgate Early Years Centre's provision and practice through robust self-evaluation indicators. All children attending Bathgate Early Years Centre were secure, happy and

confident and motivated to explore and learn.

The Committee acknowledged the outstanding VSE report and commended all staff involved, under the leadership of the head teacher, for the excellent work carried out.

Decision

Noted the contents of the report and the update from the head teacher.

9. WORKPLAN 2015-2016

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

The Committee agreed that the following reports be included on the workplan relating to:

1. Education Scotland Report: West Calder High School; and
2. How Good Is Our School (HGIOS) 4th Edition Quality Indicators.

Decision

Noted the contents of the workplan subject to including the reports highlighted above.



EDUCATION QUALITY ASSURANCE COMMITTEE

UPDATED VALIDATED SELF EVALUATION: WHITDALE EARLY YEARS CENTRE

REPORT BY HEAD OF EDUCATION (DEVELOPMENT)

A. PURPOSE OF REPORT

To bring to the Committee's attention to the progress of the action plan for Whitdale Early Years Centre.

B. RECOMMENDATION

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

C. SUMMARY OF IMPLICATIONS

I Council Values	Focusing on our customers' needs; Being honest, open and accountable; Developing employees; Making best use of our resources; Working in partnership
II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	None
III Implications for Scheme of Delegations to Officers	None
IV Impact on performance and performance Indicators	Education Scotland quality indicators are used to measure the performance of schools
V Relevance to Single Outcome Agreement	Positive inspection reports are used as a key outcome measure in the Single Outcome Agreement. Positive is measured by satisfactory or better in the quality indicators used by Education Scotland.
VI Resources - (Financial, Staffing and Property)	School's Devolved Budget
VII Consideration at PDSP	Not applicable
VIII Other consultations	None

D. TERMS OF REPORT

Background Updated Validated Self-Evaluation Report

Date of updated validated self-evaluation (VSE)	8 March 2016
School roll	Not Applicable
Nursery class roll	am: 49 children; pm: 38 children
Wraparound Care	No
Staffing	As at September 2015 1 Head Teacher (Primary School) 1 Depute Head Teacher (Primary School) 2 Principal Teachers (Primary School) 3 Nursery Nurses 1 Early Years Officer 1 Pupil Support Worker 1 Administration Assistant
Attendance	Attendance in 2014/2015 was 88.3% which is below the West Lothian average of 90.1%.
Absence	Authorised absence in 2014/2015 was 7.4%% which is below the West Lothian average of 7.8%. Unauthorised absence in 2014/2015 was 4.3% which is above the West Lothian average of 2.2%
Scottish Index of Multiple Deprivation (S IMD)	SIMD Index = 2410, ranking it as 23 rd out of 68 pre-school establishments. (Ranking of 1 indicates high deprivation, 66 indicates low deprivation).

Focus of the follow up VSE

- To review progress with the action plan and assess the impact of improvements on the quality of children's learning experiences.

Findings

- The activities and resources provided have increased children's level of engagement in their learning and challenge their curiosity, inquiry and creativity.
- All staff are engaging with the planning approach and are supported by the Principal Teacher to implement a more robust assessment process.
- SMT monitor and track children's progress ensuring all children are appropriately supported and challenged in their learning.
- Staff are being supported to participate in self evaluation of the early years centre and contribute to continuing improvement through distributed leadership opportunities.

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

*Please note the information in the 3rd column notes the progress from the previous VSE which reported to EQAC on 2nd June 2015.

E. CONCLUSION

All staff demonstrate a strong commitment to improvement and are well placed to take forward developments to support and challenge children's learning and achievement in the early years centre. The school has made very good progress since the previous VSE which reported to EQAC on 2nd June 2015.

- The head teacher and senior management team demonstrate strong leadership and provide opportunities for distributive leadership to take forward school improvement.

Actions Arising

- The early years centre will further develop children's learning experiences implementing the revised practices informed by "Building the Ambition", national guidance.
- The staff will use "How Good is our Early Learning and Childcare" (HGIOELC) to support effective self-evaluation of the early years centre.

F. BACKGROUND REFERENCES

None

Appendices/Attachments: None

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Date of meeting: 10 May 2016



EDUCATION QUALITY ASSURANCE COMMITTEE

VALIDATED SELF EVALUATION: PINWOOD SCHOOL

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) of Pinewood 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

I Council Values	Focusing on our customers' needs; Being honest, open and accountable; Developing employees; Making best use of our resources; Working in partnership
II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	Education (Scotland) Act 1980 Children and Young People (Scotland) Act 2014 Education (Additional Support for Learning) (Scotland) Act 2014
III Implications for Scheme of Delegations to Officers	None
IV Impact on performance and performance Indicators	Education Scotland quality indicators are used to measure the performance of schools – How Good Is Our School (HGIOS).
V Relevance to Single Outcome Agreement	Positive inspection reports are used as a key outcome measure in the Single Outcome Agreement. Positive is measured by satisfactory or better in the quality indicators used by Education Scotland.

VI Resources - (Financial, Staffing and Property)	School's Devolved Budget
VII Consideration at PDSP	Not applicable
VIII Other consultations	None

D. TERMS OF REPORT

Background

Validated Self-Evaluation Report

Date of validated self-evaluation (VSE)	March 2016
School roll	117 at September 2015 (census)
Nursery class roll	Not Applicable
Wraparound Care	No
Staffing and date of appointment of management team	As at September 2015 1 Head Teacher (2009) 1 Depute Head Teacher (01.06.2009) 2 Principal Teachers (both 2010) 21 Teachers 38 Advanced Pupil Support 1 Pupil Support Worker 14 Nursery Nurses 2 Administrative Assistants Workers
Attendance	Previous session 2014/2015 – 93.6% West Lothian average 90.2%
Authorised Absence	Previous session 2014/2015 – 5.1% West Lothian average 5.8%
Unauthorised Absence	Previous session 2014/2015 – 1.4% West Lothian average 3.7%
Scottish Index of Multiple Deprivation (SIMD) – (ranking of 1 indicates high deprivation, 66 indicates low deprivation)	SIMD Index = 2503 3 rd out of 6 special schools.

Team Members

Pam Greig	Headteacher
Tracey Morrison	Depute Headteacher
Gillian Ruddock	Educational Psychology
Charlette Robertson	Education Officer
Valerie Brodie	Peer Headteacher – primary
Carol McDonald	Peer Headteacher - ASN
Graeme Spence	Principal teacher
Lorna Taylor	Principal teacher
Maria Brown	Acting Principal teacher
Marilyn OBrien	Class teacher
Rachel Moffat	Class teacher

School context

Pinewood school meets the needs of children with a wide range of learning difficulties. The curriculum is adapted to meet both physical and learning needs. All children are at level 4 on the West Lothian continuum of additional support.

Focus of the VSE

The school wished to focus on recent work on embedding Getting it Right for Every Child (GIRFEC) within the curriculum and school procedures;

- How well do young people learn, develop and achieve?
- How well is the school improving the quality of their work?
- How well does the school work with their partners?

Findings

How good is our leadership and approach to improvement (5.9)

- The management team are a strength of the school. They know the school well and have a strong vision and strategy for improvement which is shared with all stakeholders. Parents, staff and children are confident in the direction of travel of the school. There are high aspirations for all learners. Staff engage in continuous professional development which impacts positively on the learning experiences for all young people. There is a robust Quality Assurance calendar including opportunities for collaborative working and peer observations. Leadership for professional development for all staff, including teaching and support staff, ensures that planning around the child meets individual needs consistently and effectively.

How good is the quality of care and education we offer (2.1 and 5.1)

- The school has developed a coherent and relevant curriculum rationale in consultation with all stakeholders. This rationale is based on the unique context of Pinewood school, and on continuing work within the GIRFEC agenda. The wellbeing indicators have been introduced in a wide variety of child friendly ways so that children know how to keep safe, well and achieving.
- There is evidence of well planned, differentiated learning experiences. Staff work hard to make the curriculum accessible for all learners.

Formative assessment is used to allow learners to discuss evidence of learning and next steps.

Staff make good use of visuals and symbols to structure the lesson so that young people knew what was expected of them at all points. Visual timetables and social stories are also used very effectively when required.

- Children have access to a very wide range of motivating and engaging learning experiences including drama, swimming, cookery, music and football. There is also access to a sensory room and soft play facilities. Secondary children speak very enthusiastically about the electives they can choose and their choice of lunchtime clubs. There is a strong emphasis on the development of life skills throughout the school. Children are encouraged to understand the calendar, time and money and then use these skills in numerous real life contexts including a very popular monthly community cafe.

How good are we at ensuring the best possible outcomes for all our learners (1.1, 5.3 and 8.1)

- Pinewood school provides a very happy, nurturing environment for its learners. Staff know children very well, and also take account of the circumstances of the whole family when planning for the child. Parents feel supported in their care of a child with complex needs and believe that the school and home work in true partnership. Communication aids are used to enhance learning. Children are treated with respect by all adults. There is an ethos of fairness and equality.
- There is a strong element of pupil voice at all stages of the school. Younger children are part of the Pupil Council and recently have been deciding on school characters for the wellbeing indicators. Children are members of the Eco Group, Gardening club and choir. Older children have many roles and responsibilities within the school including prefects and head boy and girl. Children are very proud of their school and enjoy taking visitors around and discussing the learning environment.
- Children and staff work together to profile learning and evidence progress. Each child has a Learning Profile with a wide range of information about their learning needs and what works best for them. Children gather evidence with the help of staff to support progress towards learning targets. Staff plan using progression pathways so that learners experience pace, coherence and progression.
- Pinewood school works in partnership with a wide range of agencies and community groups. Some of these links are long standing including the local church, the community café and Tesco store. The school has developed links that lead to work experience for young people including Bield sheltered housing and a local garage. These links are positive for the young people but also for the partner providers. The school is seen as a very positive part of the local community.
- The school has very effective systems for multi agency working. Therapists take part in regular meetings to review and update Well Being Plans. Educational Psychology has recently been involved with supporting professional dialogue in both the primary and secondary departments around reviewing wellbeing plans so that they are underpinned by the values of GIRFEC.

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

E. CONCLUSION

The VSE validated the school's judgements about its evaluations in the school, with the exception of Learners' experiences which the team judged to be very good.

The head teacher and depute head teacher provide strong leadership. 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

- Continue with plans to develop links with other schools within the cluster, within the authority and nationally.
- Continue to develop and review the wellbeing plans and goal setting within GIRFEC which is still in the initial stages
- Develop more pupil involvement in goal setting and help support next steps in learning
- Continue to emphasise and develop understanding of the wellbeing indicators with all stakeholders
- Through quality assurance, ensure that all classes are consistent in their use of high quality learning and teaching approaches including use of formative assessment strategies and differentiation of learning.
- Continue to develop the school's monitoring and tracking systems.

F. BACKGROUND REFERENCES

None

Appendices/Attachments:

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Date of meeting: 10 May 2016



EDUCATION QUALITY ASSURANCE COMMITTEE

VALIDATED SELF EVALUATION: SEAFIELD 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 Seafield Primary School.

B. RECOMMENDATION

It is recommended that the Committee:

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

C. SUMMARY OF IMPLICATIONS

I Council Values	Focusing on our customers' needs; Being honest, open and accountable; Developing employees; Making best use of our resources; Working in partnership
II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	Education (Scotland) Act 1980 Children and Young People (Scotland) Act 2014 Education (Additional Support for Learning) (Scotland) Act 2014
III Implications for Scheme of Delegations to Officers	None
IV Impact on performance and performance Indicators	Education Scotland quality indicators are used to measure the performance of schools – How Good Is Our School (HGIOS).
V Relevance to Single Outcome Agreement	Positive inspection reports are used as a key outcome measure in the Single Outcome Agreement. Positive is measured by satisfactory or better in the quality indicators used by Education Scotland.

VI Resources - (Financial, Staffing and Property)	School's Devolved Budget
VII Consideration at PDSP	Not applicable
VIII Other consultations	None

D. TERMS OF REPORT

Background

Validated Self-Evaluation Report

Date of validated self-evaluation (VSE)	March 2016
Current School roll	114
Current Nursery class roll	am – 13 pupils pm – 7 pupils
Wraparound Care	No
Staffing and date of appointment of management team	1 Head Teacher – (01 09 1986) 1 Principal Teacher – (03 11 2014) 8 Teachers 2 Nursery Teachers (Job Share) 2 Nursery Nurses (Job Share) 1 Administrative Assistant 3 Pupil Support Workers
Attendance	Previous session 2014/2015 – 96.6% West Lothian average 95.5%
Authorised Absence	Previous session 2014/2015 – 2.8% West Lothian average 3.4%
Unauthorised Absence	Previous session 2014/2015 – 0.6% West Lothian average 1.1%
Scottish Index of Multiple Deprivation (SIMD) – (ranking of 1 indicates high deprivation, 66 indicates low deprivation)	SIMD Index = 3601 48 th out of 66 primary schools.

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

Stage	Maths	Reading	Phonics	Total
P1 PIPS 2014/15 (End)	In Line With	In Line With	In Line With	In Line With

Stage	Developed Ability	Reading	Mental Arithmetic	General Maths
P3	Above	Above	In Line With	In Line With
P5	In Line With	In Line With	Above	In Line With
P7	Above	Above	In Line With	Above

Team Members

Marjorie Morris	Head Teacher, Seafield PS
Doreen Steel	Head Teacher, Polkemmet PS
Julie Ross	Head Teacher, Blackridge PS
Catherine Thomas	Early Years Development Officer
Lesley Nelson	Educational Psychologist
Alan Millar	Education Officer

Other Relevant Information

Seafield Primary School is a non-denominational school serving the community of Seafield, in West Lothian. The school which was built in 1971 as an infant school and was extended in 2000 to become a full stage primary school with a nursery class. Seafield is a member of the Deans cluster of schools in Livingston and pupils transfer to Deans Community High School at the end of P7.

GIRFEC Levels (% of students)				
	Level 1	Level 2	Level 3	Level 4
	<i>Core – Needs are met within the classroom by teacher</i>	<i>Targeted – A higher level of support possibly in consultation with agencies outwith education</i>	<i>Enhanced - The child's additional support needs requires input from two or more support service and/or different agencies</i>	<i>Intensive - Referral to SORG who will allocate alternative provision</i>
Nursery	55	40	0	5
P1	76	24	0	0
P2	46	54	0	0
P3	60	40	0	0
P4	86	7	7	0
P5	75	25	0	0
P6	58	37	5	0
P7	58	26	16	0

Focus of the VSE

Leadership for improvement
 Learning Teaching and Assessment
 Meeting learner's needs
 Partnership Working

Findings

- The staff team is hardworking, enthusiastic and motivated. The commitment to enhance the pupil's experiences is high. The management team provides strong leadership and staff demonstrated their support and commitment to improving the school. A number of teaching staff have undertaken leadership training courses and all take on leadership roles to support the life and work of the school and enhance their personal professional development.
- Staff provide positive role models leading to a very warm, inclusive and positive ethos in which children feel nurtured and supported.
- Almost all pupils are polite, confident, well-behaved and very proud of their school, they enjoy being at school and show maturity, embrace responsibility and are caring towards each other. Positive behaviour strategies are embedded, understood by all and support a positive learning environment.
- Learners are consulted and are confident that their views are listened to.

- Pupils' progress is tracked and monitored well. Teachers confidently make professional judgements about learner achievements. Staff use assessment evidence to plan appropriate experiences for pupils to meet the needs of all learners.
- School Improvement Priorities impact positively on learning, teaching, achievement and attainment. The curriculum is recognised as being adaptable to the needs of individual pupils. Progression pathways are in place to develop experiences and outcomes and a greater use of these and the significant aspects of learning (SALS) toolkits are now planned.
- Nursery staff are well supported and provide a broad range of learning experiences, based on play and active learning. Planning responds to the children's interests and they are encouraged to make decisions and develop independence. The Learner's Journeys are effective and involve all in recording and evidencing learning. Very good use is made of the outdoor area and visits to local businesses including the local shops and post office assisted in the development of the pupil's knowledge of money and visits to the nursery from the dentist and the doctor helped the pupil's understand how to keep healthy. It is recommended that the school review and refresh the literacy programme to reflect current practice in early years and that real money is used in the nursery play areas.
- Strong, positive relationships across the school community support a rigorous programme of self-evaluation and quality improvement. The views of learners, parents and staff are gathered regularly to inform school improvement. This provides a clear overview of the school's strengths and next steps and is clearly focussed on the needs of pupils. Improvement priorities are well-planned and focus on developing and embedding high quality learning and teaching, raising attainment, celebrating achievement and ensuring the health and well-being of pupils.
- All staff feel valued and involved in all aspects of school life. Staff stated that working collaboratively with all staff and partner agencies was a real strength of the school. Staff are enthusiastic about professional learning activities and appreciate the opportunities being provided which valued their personal development.

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

E. CONCLUSION

The Head Teacher and Principal Teacher demonstrate strong leadership, vision and values and a clear desire to work collegiately with all stakeholders to take forward continuous school improvement.

There is a strong community spirit within the school with the children reporting that they feel happy and safe.

In all areas the VSE team validated the school's judgements about its performance in the school and the nursery. There was clear evidence of continuous improvement and the VSE team recognised that all validated areas included features from the next level and would expect the school to continue to move forward.

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 the nursery.

ACTIONS ARISING

- Continue to review and develop the curriculum to ensure that progression pathways, skills development and the significant aspects of learning are fully embedded in planning and practice.
- Continue to develop and review the curriculum to ensure coverage, skills progression and provide high quality learning opportunities across all areas.
- Continue to support and develop distributed leadership and a shared ethos of responsibility for improvement.
- Continue to develop parental, family and wider community involvement in sharing learning successes and investigate ways of increasing parental involvement in setting and reviewing targets to enrich learning opportunities.
- Review and refresh the nursery literacy programme to reflect developments in early years practice.

F. BACKGROUND REFERENCES

Appendices/Attachments:

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Donna McMaster, Head of Education (Development)

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Date of meeting: 10 May 2016



EDUCATION QUALITY ASSURANCE COMMITTEE

VALIDATED SELF EVALUATION: STONEYBURN 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 Stoneyburn 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

I Council Values	Focusing on our customers' needs; Being honest, open and accountable; Developing employees; Making best use of our resources; Working in partnership
II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	Education (Scotland) Act 1980 Children and Young People (Scotland) Act 2014 Education (Additional Support for Learning) (Scotland) Act 2014
III Implications for Scheme of Delegations to Officers	None
IV Impact on performance and performance Indicators	Education Scotland quality indicators are used to measure the performance of schools – How Good Is Our School (HGIOS).
V Relevance to Single Outcome Agreement	Positive inspection reports are used as a key outcome measure in the Single Outcome Agreement. Positive is measured by satisfactory or better in the quality indicators used by Education Scotland.
VI Resources - (Financial, Staffing and Property)	School's Devolved Budget

VII Consideration at PDSP Not applicable

VIII Other consultations None

D. TERMS OF REPORT

Background

Validated Self-Evaluation Report

Date of validated self-evaluation (VSE)	March 2016
School roll	83 at September 2015 (census)
Nursery class roll	Not Applicable
Wraparound Care	No
Staffing and date of appointment of management team	As at September 2015 1 Head Teacher (shared with Greenrigg PS) – (18 08 14) 1 Principal Teacher – (18 08 15) 4 Teachers 2 x 0.2 RCCT Teachers for Art & Music 1 Administrative Assistant 2 Pupil Support Workers
Attendance	Previous session 2014/2015 – 95.8% West Lothian average 95.5%
Authorised Absence	Previous session 2014/2015 – 3.4% West Lothian average 3.4%
Unauthorised Absence	Previous session 2014/2015 – 0.9% West Lothian average 1.1%
Scottish Index of Multiple Deprivation (SIMD) – (ranking of 1 indicates high deprivation, 66 indicates low deprivation)	SIMD Index = 1966 12/ 66 primary schools.

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

Stage	Maths	Reading	Phonics	Total
P1 PIPS 2014/15 (End)	In Line With	In Line With	In Line With	In Line With

Stage	Developed Ability	Reading	Mental Arithmetic	General Maths
P3	Above	In Line With	In Line With	In Line With
P5	Above	Above	Above	Above
P7	Below	Below	Below	Below

Team Members

Kathy Gibson	Head teacher, Greenrigg & Stoneyburn
Katie Gardinier	Acting Principal Teacher, Stoneyburn
Jacqueline Stewart	Head teacher, Bankton
Lorna McNulty	Educational Psychologist
Fiona Robley	Class Teacher, Stoneyburn
Phyllis Wood	Education Officer

Other Relevant Information

The Head Teacher is head of Stoneyburn Primary and Greenrigg Primary School. There is a PT in each school and opportunities for collaborative working for improvement across the two schools are maximised. The school is strongly committed to providing support for the significant numbers of children at level 2 and above on the continuum of support and uses data well to plan effective intervention from a range of partners. This has helped to raise levels of numeracy and literacy and ensured that pupils make appropriate progress.

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	N/A			
P1 (7 pupils)	14%	72%	14%	
P2 (15 pupils)	73%	27%		
P3 (11 pupils)	18%	36%	36%	10%
P4 (7 pupils)	57%	29%	14%	
P5 (19 pupils)	84%	16%		
P6 (13 pupils)	92%		8%	
P7 (10 pupils)	70%	10%	20%	

Focus of the VSE

- The quality of care and education
- Successes and achievements of learners
- The school's capacity for improvement

Findings

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

1.1 Self-Evaluation for Self- Improvement

1.2 Leadership of Learning

1.3 Leadership of Change

The school has recently reviewed and refreshed its vision, values and aims with staff, parents and with children.

The context of the Stoneyburn community has strongly influenced the updated curriculum rationale. For example the Future Visions Group and the Active Schools Coordinator help to enhance and to provide rich and relevant experiences for learners. The Senior leadership team work well together to foster and create a nurturing school with clear strategic direction for improvement. The school improvement plan has had a positive impact on attainment and achievement in literacy and numeracy. Learning through Philosophy has helped children to become more confident and articulate learners. They can reason and explain and justify their thinking across the curriculum.

Progress has been made in establishing leadership at all levels. All staff have engaged with professional development opportunities at school and cluster level which has improved learning and teaching. For example, theory based training last session is now being actively explored and embedded in classroom practice. The Strategies for Early Arithmetical Learning are help children to demonstrate understanding of numerical concepts. Practitioner understanding of how children learn is now being applied in other subject areas.

There is very good collaborative and collegiate working across Greenrigg and Stoneyburn and Whitburn Cluster. As a result, good practice is shared and standards are understood. Opportunities for teachers to develop and moderate children's writing have raised attainment for all children. Data is carefully analysed to plan interventions to meet the needs of learners. However, there is now a need to further develop systems and processes for assessment, planning, tracking and monitoring across each level to ensure progression.

How good is the quality of care and education offered?

How good is the quality of care and education we offer? (2.1 - 2.7)

2.2 Curriculum

2.3 Learning Teaching and Assessment

2.4 Personalised support

2.7 Partnerships

Staff and parents are involved in shaping the school's curriculum rationale. They have a strong understanding of the unique features of the school and its community and how these inform the needs of the school's curriculum. The curriculum recognises the need to support personal development and enables all children to develop as healthy, balanced, self-confident individuals. At every level there is an ethos of high aspiration and ambition for learners. Attainment, achievement and participation are recognised and celebrated in a variety of ways. Pupils are supported and challenged by using a variety of learning and teaching approaches that take account of how children learn. The impact of curriculum development in Maths, Numeracy, Writing and Listening and Talking across all levels has been significant in increasing teacher confidence and learner engagement. Pupils are now able to use strategies confidently and talk about their learning. The school has a long term plan in place to further develop progressive skills for learning, life and work.

Children benefit from a wide range of experiences in outdoor learning, sports and Enterprise. Strong collaborative working among staff, parents and children across partnership schools has improved the quality of learning and relationships.

Staff and partners work effectively together to meet the needs of the school's diverse learners through effective use of professional learning, support and specialist resources. For example, autism outreach support individual children with transition to secondary school, The targeted support provided by the Literacy Base and the Speech and Language team has built capacity in staff to better support pupils. By working with key partners in this way barriers to learning are removed and the school is proud of its inclusive learning environment.

How good are we at ensuring the best possible outcomes for all our learners? (3.1 – 3.3)

3.2 Raising Attainment and Achievement

The school staff are committed to raising attainment and delivering better outcomes for all learners. Children are happy, confident, nurtured and have a sense of pride in their school, themselves and in each other. They participate in sporting events, festivals, lunchtime and after school clubs and outdoor learning. All children learn the skills of philosophy and this has resulted in them being able to articulate their thoughts, feelings and opinions confidently and respectfully. Most children make good progress from their prior levels of attainment in literacy and numeracy.

Children are able to self-report on their wellbeing and set appropriate goals and targets. Achievements out of school are celebrated. Attendance levels are good and staff are absolutely committed to inclusion of all children. Children make a valuable and recognized contribution to the local community – this includes involvement in the Harburn Art Festival, bulb planting, litter picking and intergenerational activities.

Quality Indicators for School	School	VSE
1.3 Leadership for change	Good	Good
2.2 Curriculum	Satisfactory	Good
2.3 Learning, teaching and Assessment	Good	Good
2.4 Personalised support	Good	Very Good
2.7 Partnerships	Very Good	Very Good
3.2 Raising attainment and achievement	Good	Good

E. CONCLUSION

The school is very well led and has demonstrated a strong capacity for self-evaluation for self-improvement.

Actions Arising

The following areas for development will be included in the school improvement plan

- Staff take increasing responsibility for leading and evaluating the impact of improvements
- Planning, assessment, tracking and monitoring provide clear understanding of learner progress and achievement of levels
- Parents understand levels and are more able to support their child
- Learners experience regular opportunities for creativity across learning
- Evidence from tracking meetings, professional dialogue and assessments effectively measure progress over time
- Assessment evidence is used well to inform teacher judgements about achievement of a level

F. BACKGROUND REFERENCES

None

Appendices/Attachments:

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Donna McMaster, Head of Education (Development)

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Date of meeting: 10 May 2016



EDUCATION QUALITY ASSURANCE COMMITTEE

VALIDATED SELF EVALUATION: ST NINIAN'S 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 St Ninian's RC 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

I Council Values	Focusing on our customers' needs; Being honest, open and accountable; Developing employees; Making best use of our resources; Working in partnership
II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	Education (Scotland) Act 1980 Children and Young People (Scotland) Act 2014 Education (Additional Support for Learning) (Scotland) Act 2014
III Implications for Scheme of Delegations to Officers	None
IV Impact on performance and performance Indicators	Education Scotland quality indicators are used to measure the performance of schools – How Good Is Our School (HGIOS).
V Relevance to Single Outcome Agreement	Positive inspection reports are used as a key outcome measure in the Single Outcome Agreement. Positive is measured by satisfactory or better in the quality indicators used by Education Scotland.

VI Resources - (Financial, Staffing and Property)	School's Devolved Budget
VII Consideration at PDSP	Not applicable
VIII Other consultations	None

D. TERMS OF REPORT

Background

Validated Self-Evaluation Report

Date of validated self-evaluation (VSE)	March 2016
School roll	262 at September 2015 (census)
Nursery class roll	36 children AM / 24 children PM
Wraparound Care	No
Staffing and date of appointment of management team	As at September 2015 Head Teacher (07.01.2013) Depute Head Teacher (22.06.15) Principal Teacher (acting) 18.08.15 16 Teachers 2 Visiting Specialists 1 Administrative Assistant 1 Clerical Assistant 5 Nursery Nurses 4 Pupil Support Workers 1 Supervisory Assistant
Attendance	2014/2015 – 95.3% West Lothian average- 95.5%
Authorised Absence	2014/2015 – 3.1% 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)	SIMD Index = 3166 42/66 primary schools.

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

Stage	Maths	Reading	Phonics	Total
P1 PIPS 2014/15 (End)	Above	In Line With	In Line With	In Line With

Stage	Developed Ability	Reading	Mental Arithmetic	General Maths
P3	In Line With	In Line With	In Line With	In Line With
P5	In Line With	In Line With	In Line With	In Line With
P7	In Line With	In Line With	In Line With	Above

Team Members

Lisamaria Purdie	Head Teacher
Fiona Smythe	Depute Head Teacher
Siobhan McGarty	Head Teacher – St Margaret's Academy
Jill Cameron	Head Teacher – East Calder PS
Fiona McKerral	Head Teacher – St Mary's PS, Bathgate
Ann Doyle	Education Support Officer
William Ogg	Educational Psychologist
Jan Ingram	Education Officer

Other Relevant Information

During the VSE, the quality indicators from the new *How Good is our School? (4th Edition)* (HGIOS 4) were used. The report is now split into 3 sections to represent the 3 high level questions in HGIOS 4.

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
Nursery	83.6	16.4	0	0
P1	100	0	0	0
P2	75.6	19.5	4.9	0
P3	100	0	0	0
P4	86.8	5.3	7.9	0
P5	97.5	2.5	0	0
P6	84.8	6.1	9.1	0
P7	88.2	5.9	2.9	2.9

Focus of the VSE

- The quality of leadership and approaches to improvement through self-evaluation.
- The quality of care and education offered by the school.
- The extent to which the school is improving outcomes for all learners.

Findings

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

1.3 Leadership of Change

The school has a clear vision which involves all stakeholders and is leading to improvements for all children. There is a well-established culture for self-evaluation which involves parents and partners. The school and nursery gathers and reviews evidence systematically and this demonstrates that the school improvement plan is having a positive impact on children's learning. Staff engage in professional learning to review and refresh their practice and they have regular professional dialogue with colleagues to maintain the culture of peer support and challenge.

How good is the quality of care and education offered?

2.2 Curriculum

2.3 Learning, Teaching and Assessment.

2.4 Personalised Support

The school is developing a clear curriculum rationale, with input from stakeholders and based on shared values, to ensure that children are at the centre of curriculum design and development and that their entitlements are met. Children at all stages are meeting expected milestones and are making good progress across the curriculum. Across the nursery and school, all children are consulted about what and how they learn. Planning approaches include children's ideas to offer personalisation and choice in learning. Children are developing skills for learning, life and work through motivating contexts for learning.

The learning environment is positive, nurturing and welcoming, with almost all children across the school and nursery motivated and participating enthusiastically in their learning. All children play an active role in the school and wider community and regularly take on leadership roles including leading learning. Children experience consistently high quality learning experiences, and through effective feedback have an accurate understanding of their progress and what they need to do to improve. Formative assessment and skilled questioning are used well to support children. The nursery provides a rich, enabling environment that supports and challenges children's play, learning and holistic development through a wide range of differentiated activities and resources.

The school community has an inclusive culture and staff are committed to improving outcomes for children. Staff across the school and nursery use differentiation to match tasks, activities and resources to meet the needs of all children. In most lessons, children experience appropriate pace and challenge. The school now needs to develop greater consistency in this area. Well planned interventions are leading to positive outcomes for children. Strong partnership working in the school and nursery contributes to the effective implementation of Getting It Right For Every Child (GIRFEC). Almost all children can use the wellbeing indicators to talk about their strengths and next steps. The school now plans to focus on how they can better meet the diverse needs of children and families

How good is the school at ensuring the best possible outcomes for all children?

3.2 Raising Attainment and Achievement.

Staff across the school and nursery have a clear focus on raising attainment and are improving outcomes for children using a variety of approaches. Most children make very good progress from prior levels of attainment in literacy and good progress in numeracy. Children in the nursery are developing across the four capacities through a range of stimulating and challenging learning experiences. Staff use a variety of assessment tools to track children's progress and attainment and involve children in gathering evidence of their learning. Staff need to continue to develop confidence in professional judgment of standards. The school has robust tracking arrangements in place across key areas of the curriculum and this now needs to be further developed to include all curricular areas. Children develop their personal achievement by participating in school committees and in the wider community. In the school and nursery, children's individual learning journeys are recorded in their learning profile and discussed regularly with their teacher and parents.

Quality Indicators for Primary	School	VSE
1.3 Leadership of Change	Very Good	Very Good
2.2 Curriculum	Good	Good
2.3 Learning, Teaching and Assessment	Good	Very Good *
2.4 Personalised Support	Very Good	Very Good
3.2 Raising attainment and achievement	Good	Good

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

The VSE validated the school's judgements about its evaluations in the school, with the exception of learning, teaching and assessment (formerly learners' experiences) which was agreed to be very good.

In the nursery, evaluations were also agreed, with the exception of Improvements in performance and curriculum, both of which were judged to be very good.

The head teacher and depute head teacher provide strong leadership. The school has a clear understanding of its strengths and areas for improvement and the team is confident that the school's arrangements for self-evaluation will continue to lead to improvement.

Actions Arising

- Finalise the curriculum rationale with a written summary, develop milestones in the remaining curricular areas and embed cross cutting themes across the curriculum.
- Further develop moderation activities to support shared understanding of standards of achievement should be further developed to ensure that teacher judgements are confident and robust.
- Further develop tracking and monitoring to include all curricular areas
- Develop greater consistency in pace and challenge.
- Further develop approaches to meet the diverse needs of children and their families.
- In the nursery introduce the use of *How Good is our Early Learning and Childcare?*

- Use West Lothian Council development grids to further support nursery staff to provide continuity and progression in learning.

F. BACKGROUND REFERENCES

None

Appendices/Attachments:

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Donna McMaster, Head of Education (Development)

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Date of meeting: 10 May 2016



EDUCATION QUALITY ASSURANCE COMMITTEE

VALIDATED SELF EVALUATION: ST NICHOLAS RC 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 St Nicholas RC 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

I Council Values	Focusing on our customers' needs; Being honest, open and accountable; Developing employees; Making best use of our resources; Working in partnership
II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	Education (Scotland) Act 1980 Children and Young People (Scotland) Act 2014 Education (Additional Support for Learning) (Scotland) Act 2014
III Implications for Scheme of Delegations to Officers	None
IV Impact on performance and performance Indicators	Education Scotland quality indicators are used to measure the performance of schools – How Good Is Our School (HGIOS).
V Relevance to Single Outcome Agreement	Positive inspection reports are used as a key outcome measure in the Single Outcome Agreement. Positive is measured by satisfactory or better in the quality indicators used by Education Scotland.

VI Resources - (Financial, Staffing and Property)	School's Devolved Budget
VII Consideration at PDSP	Not applicable
VIII Other consultations	None

D. TERMS OF REPORT

Background

Validated Self-Evaluation Report

Date of validated self-evaluation (VSE)	February 2016
School roll	376 at September 2015 (census)
Nursery class roll	am – 46 children/pm 38 children
Wraparound Care	No
Staffing and date of appointment of management team	As at September 2015 1 Head Teacher – (01/08/2003) 1 Depute Head Teacher – (19/08/2013) 3 Principal Teachers – (20/08/2007; 18/08/2015 and 20/04/2015) 20 Teachers 1 Administrative Assistant 1 Clerical Assistant 1 Early Years Officer 4 Nursery Nurses 2 Advanced Pupil Support Workers 4 Pupil Support Workers 2 Supervisory Assistants
Attendance	Previous session 2014/2015 – 96.0% West Lothian average 95.5%
Authorised Absence	Previous session 2014/2015 – 3.2% West Lothian average 3.4%
Unauthorised Absence	Previous session 2014/2015 – 0.8% West Lothian average 1.1%
Scottish Index of Multiple Deprivation (SIMD) – (ranking of 1 indicates high deprivation, 66 indicates low deprivation)	SIMD Index = 3584 47 th out of 66 primary schools.

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

Stage	Maths	Reading	Phonics	Total
P1 PIPS 2014/15 (End)	In Line With	In Line With	In Line With	In Line With

Stage	Developed Ability	Reading	Mental Arithmetic	General Maths
P3	In Line With	In Line With	In Line With	In Line With
P5	Below	In Line With	Above	In Line With
P7	In Line With	In Line With	Above	Above

Team Members

Phyllis Wood	Lead Officer
Margaret Johns	Head Teacher St Mary's Polbeth
Catherine Thomas	Development Officer (Early Years)
Pamela Foster	Educational Psychologist
Lynn Adams	Educational Psychologist (Depute Principal)
Karen Brown	Head Teacher (School)
Louise Maguire	Principal Teacher (School)

Other Relevant Information

During this VSE we piloted use of the new HGIOS 4th edition indicators throughout the process. The report is now split into 3 sections to represent the 3 high level questions in HGIOS.

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
Nursery	89%	9%	-	2%
P1	92%	6%	-	2%
P2	89%	4%	7%	-
P3	90%	8%	2%	-
P4	89%	7%	4%	-
P5	98%	2%	-	-
P6	85%	15%	-	-
P7	91%	9%	-	-

Focus of the VSE

- The quality of leadership and approaches to improvement through self-evaluation?
- The quality of care and education on offer and in particular improvements in numeracy?
- The extent to which the school is ensuring the best possible outcomes for all our learners?
-

Findings

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

1.1 and 1.2 Self Evaluation for Self- Improvement and Leadership for learning

The Head Teacher and her staff have created a culture of high expectation for improving the school through self-evaluation. The impact of the school improvement plan is substantial. A robust framework is in place which takes account of national advice and toolkits to provide a systematic and strategic approach to improving the work of the school. A very good example of this is demonstrated in the quality of professional dialogue within the learning SETS. This enables the impact of emerging practice to be evaluated and improved. Staff now meet regularly out with agreed SET times. This collaborative practice is now more embedded into the reflective process and the delivery of learning and teaching. The Head Teacher leads staff to regularly evaluate practice by looking within and out with the school to support positive outcomes for learners. For example, there is a well-established programme of planned thematic reviews undertaken to involve cluster schools and stakeholders as appropriate. St Nicholas is at the heart of its community and its contribution to the life and work of the Broxburn locality is highly valued. The school seeks regularly to engage a wide number of stakeholders and there are very good examples of how this has impacted on the quality of learners' experiences. The school now plans to further develop more formal opportunities for stakeholders to participate in self-evaluation activity which leads to joint planned improvement.

Data is carefully analysed at all levels to plan interventions and improve outcomes for pupils. Tracking and monitoring across the school is well planned, and involves dialogue with pupils and staff, is relevant and manageable, and leads to improved learning. There is scope to further develop moderation activities to support teachers to make more confident judgements about achievement of a level.

In nursery, staff are well led by the Head Teacher and the Principal Teacher and are regularly supported to improve their practice. Staff are involved in discussion about areas for improvement through regular meetings. Children's opinions are sought through choosing resources, stories and floor book plans. All staff should now begin to take part in the monitoring process by taking account of national advice and guidance. The nursery should continue to explore and formalise distributed leadership roles for all staff linked to the SIP.

How good is the quality of care and education offered?

2.2 Curriculum

The quality of the curriculum provided for learners is good overall, with a clear rationale which reflects the uniqueness of the school in its environment and as faith community. There is good evidence of focused, planned experiences to support pupils with EAL and ASN needs. Staff are ambitious for all learners and high expectations are being met by most learners. Very good use is made of local, national and international resources to ensure a high quality of continued curriculum development.

Recent bundling of outcomes across curriculum subject areas is now providing progressive and cohesive pathways for deeper and more meaningful learning. The curriculum offered, promotes equity for all learners.

Pupils enjoy their learning and are active participants in planning and evaluating their curriculum, identifying and selecting what they want to learn. Further exploration and planning for innovation and creativity is now required, to ensure that learners are encouraged to be more self-directed and independent learners. Learner profiles at every level are proving very positive in developing young people's awareness of themselves as learners.

These should now be further developed to develop reflection of skills for learning life and work and to help inform planning for future learning.

The curriculum currently offers very good opportunities and experiences for partnership working which include; local business partnerships, global citizenship through the Lenten Appeal charity programme and the annual "I can do Anything" careers conference at P7. A progressive and sustainable approach to involving all partners and stakeholders at the planning stages of the SIP, should now become a feature of the school's curriculum map to ensure consistency in skills progression and sustainability over time.

The nursery curriculum is based on play and active learning and children experience a breadth of early level learning experiences. An effective planning approach is used which consists of responsive and structured sources. Group Time has recently been reviewed and is now more flexible to meet the needs of the children. Transition into and from nursery into Primary 1 follows a programme for children and families and this supports the continuing pastoral care for the children. All staff should further develop their knowledge of the 7 design principles and plan in relation to these.

2.3 Learning, teaching and assessment

The school has created a culture of high expectation, shared vision and values leading to almost all learners being motivated and engaged. There is a nurturing environment and staff are ambitious for the children. This has been enhanced by the development of Growth Mindset principles at every stage. This helps children to understand that a mistake is an opportunity to learn and improve. Children are eager and active participants in their learning and enjoy an extensive range of learning experiences inside and outside the classroom. Almost all children are friendly, motivated, happy, confident and resilient. Children in the school and in the nursery would benefit from increased opportunities for activities which enable creativity and independent learning, leading to them becoming more self-directed.

The quality of teaching is good overall, with some examples of very good and excellent practice. Within numeracy lessons, there is evidence of very skilled questioning. The impact of recent innovation and professional development is helping children to develop a deeper understanding of mathematical strategies and concepts, and their applications in wider contexts. More children are able to use appropriate mathematical language to describe their reasoning and solve problems. The school will now explore how this will be applied across the curriculum. Self-evaluation with SETS will provide the ongoing forum for improving standards further and providing greater consistency.

In the school and nursery, assessment is an integral part of planning for learning and teaching. Effective use of assessment by staff and learners ensures children and young people are making good progress in their learning. A variety of assessment approaches allow learners to demonstrate their knowledge and understanding in different contexts across the curriculum. The purpose of lessons is always shared and children are mostly encouraged to develop their own success criteria. All children have learning journals and the school has identified the need to improve the quality of feedback through planned teacher/learner conversations. In the nursery, online learner journals contain high quality summary statements about progress and demonstrate increased parental engagement.

In the school and nursery, tracking and monitoring are well understood and used effectively to secure improved outcomes for all learners. They gather and analyse a range of assessment data to plan appropriate interventions at each level. There is an opportunity for staff to now track progress using the Wellbeing Indicators.

A good start has been made to involve learners in planning their next steps and this should now be directly linked to conversations about their strengths and what they need to do to improve.

How good is the school at ensuring the best possible outcomes for all learners?

3.2 Raising Attainment and Achievement

Learners make good progress from their prior levels in literacy and numeracy and there are clear flexible frameworks and consistent approaches to learning and teaching in these areas. It was observed that the standards of writing throughout the school, on display and in classrooms, are very good. Literacy and numeracy experiences are embedded through everyday routines and in every area of the nursery. Evidence indicates that the school has raised attainment continuously over time and almost all learners make good or better than good progress from their prior levels of attainment. Overall, the quality of learners' achievements is very good. The school and its' pupils make a very positive contribution to the community of Broxburn, through its involvement in local events, parish and partnership working. The children are confident, positive and friendly and their individual skills and achievements are well recognised. There is a commitment by all in the school community to ensure that no child is left behind.

Quality Indicators for Primary	School	VSE
1.1 Self-evaluation for self-improvement	Good	Very good
2.2 Curriculum	Good	Good
2.3 Learning, teaching and assessment	Good	Good
2.4 Personalised support	Good	Very good
3.2 Raising Attainment and Achievement	Satisfactory	Good

Quality Indicators for Nursery	School	VSE
1.1 Improvements in Performance	Good	Good
2.1 Children's Experiences	Very Good	Very Good
5.1 Curriculum	Satisfactory	Good
5.3 Meeting Learners Needs	Good	Good
5.9 Self Evaluation	Satisfactory	Good
8.1 Partnerships	Very Good	Very Good

E. CONCLUSION

St Nicholas Primary School demonstrates distributive leadership at all levels and there is a well-established culture for self-evaluation which involves relevant stakeholders across the school community. The Head Teacher is very effective and has enabled the school to have a well-deserved reputation for high standards which comes from high expectations for all. The commitment and hard work of all staff and support staff has created a team approach to improvement.

Actions Arising

- Increase opportunities for stakeholders and partners to lead self-evaluation and school improvements.
- Develop more innovative and creative experiences for learners which will include more opportunities for independent learning.
- Further develop moderation activities to support teachers to make more confident judgements about achievement of a level which matches evidence from adaptive testing.

- Increase the effectiveness of differentiation, to ensure that activities and experiences are more clearly matched to learner abilities and link this directly to conversations about learner strengths and what they need to do to improve.

F. BACKGROUND REFERENCES

None

Appendices/Attachments:

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Date of meeting: 10 May 2016



EDUCATION QUALITY ASSURANCE COMMITTEE

VALIDATED SELF EVALUATION: EAST 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 East 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

I Council Values	Focusing on our customers' needs; Being honest, open and accountable; Developing employees; Making best use of our resources; Working in partnership
II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	Education (Scotland) Act 1980 Children and Young People (Scotland) Act 2014 Education (Additional Support for Learning) (Scotland) Act 2014
III Implications for Scheme of Delegations to Officers	None
IV Impact on performance and performance Indicators	Education Scotland quality indicators are used to measure the performance of schools – How Good Is Our School (HGIOS).
V Relevance to Single Outcome Agreement	Positive inspection reports are used as a key outcome measure in the Single Outcome Agreement. Positive is measured by satisfactory or better in the quality indicators used by Education Scotland.

VI Resources - (Financial, Staffing and Property)	School's Devolved Budget
VII Consideration at PDSP	Not applicable
VIII Other consultations	None

D. TERMS OF REPORT

Background

Validated Self-Evaluation Report

Date of validated self-evaluation (VSE)	January 2016
School roll	249 at September 2015 (census)
Nursery class roll	am – 40 children/pm 40 children
Wraparound Care	No
Staffing and date of appointment of management team	As at September 2015 1 Head Teacher - (24/10/2011) 1 Depute Head Teacher – (16/09/2013) 1 Principal Teacher – (18/08/2008) 1 Chartered Teacher 13 Teachers 2 Visiting Specialists 1 Administrative Assistant 1 Clerical Assistant 4 Nursery Nurses 4 Pupil Support Workers 3 Supervisory Assistants
Attendance	2014/2015 – 96.3% West Lothian average 95.5%
Authorised Absence	2014/2015 – 3.1% West Lothian average 3.4%
Unauthorised Absence	2014/2015 – 0.7% West Lothian average 1.1%
Scottish Index of Multiple Deprivation (SIMD) – (ranking of 1 indicates high deprivation, 66 indicates low deprivation)	SIMD Index = 3898 54 th out of 66 primary schools.

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

Stage	Maths	Reading	Phonics	Total
P1 PIPS 2014/15 (End)	Above	In Line With	In Line With	Above

Stage	Developed Ability	Reading	Mental Arithmetic	General Maths
P3	In Line With	In Line With	Above	In Line With
P5	In Line With	In Line With	In Line With	In Line With
P7	Below	In Line With	Below	In Line With

Team Members

Jill Cameron	Head Teacher
Suzie Wood	Depute Head Teacher
Lorraine Collins	Head Teacher Toronto PS
Valerie Brodie	Head Teacher Letham PS
Ann Doyle	Education Support Officer
Alan Hunt	Depute Principal Educational Psychologist
Karen Lees	Quality Improvement Officer - Moray Council
Jan Ingram	Education Officer

Other Relevant Information

East Calder Primary School is a non-denominational school, serving the village of East Calder. The school sits within the West Calder High School cluster.

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
Nursery	98.6	1.4	0	0
P1	97.3	2.7	0	0
P2	97.2	2.8	0	0
P3	87.9	12.1	0	0
P4	81.8	15.2	3.0	0
P5	88.6	11.4	0	0
P6	73.6	21.1	5.3	0
P7	85.3	14.7	0	0

Focus of the VSE

- Learning and teaching, including pace and challenge
- Curriculum

Findings

Children are polite, well behaved and motivated to learn. They are involved in the wider life of the school and within the community. Children feel safe, happy, and that that their views are listened to and taken on board. Children are aware of their group targets for literacy and numeracy and this now needs to be developed to include individual targets.

Children's progress is reviewed through a robust tracking and monitoring programme which is increasing teacher confidence and understanding of progression in children's learning. The majority of children are operating within expected levels across the curriculum. Staff now need to build greater confidence in accurately assessing progress within curriculum for excellence levels. Children's leadership groups, residential experiences, and after school clubs provide children with opportunities for wider and personal achievement. The school now needs to track wider achievement to have a complete overview for each child. Areas for development in the school improvement plan are having a positive impact on children.

Children are benefitting from the use of feedback for learning and the school now needs to develop consistency in this area. In the majority of lessons, children experience differentiation and appropriate pace, but there is still a need to ensure that pace and challenge is appropriate for all children. Barriers to learning are identified using robust systems and procedures based on GIRFEC and interventions put in place to support children. Individualised education programme targets are specific and measurable and staff work in partnership with support for learning and external agencies to meet the needs of children.

The school has a clear, shared curriculum rationale to ensure that children are at the centre of curriculum design and development and that their entitlements are met. This will be refreshed in consultation with parents. Children experience progression across the curriculum. The school should have a more consistent approach to assessment across stages.

The nursery has a warm, nurturing ethos with enthusiastic and motivated staff where children are developing a range of routines. Children now need further opportunities to engage with the local community and develop an awareness of global citizenship. There is breadth and balance in learning with clear links between the purpose of play opportunities and early level learning experiences. Children have a choice of differentiated activities and resources and effective organisation enables children to take responsibility and develop a caring attitude to their learning environment. There is scope to provide more opportunities for learning using real contexts to allow children to experience relevance and develop connections in learning. The use of cross cutting themes will enable children to apply their learning in context.

Parents and partners feel welcome and are positive about communication with the school. The school now needs to further engage parents with their child's learning and develop opportunities to involve all stakeholders in robust self-evaluation activities.

Quality Indicators for Primary	School	VSE
1.1 Improvements in performance	Satisfactory	Good*
2.1 Learners' experience	Good	Good
5.1 Curriculum	Satisfactory	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	Good

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

E. CONCLUSION

The VSE validated the school's judgements about its evaluations in the school, with the exception of improvements in performance and curriculum, both of which were agreed to be good. In the nursery, evaluations were also agreed, with the exception of improvements through self-evaluation which the team judged to be good.

The head teacher and depute head teacher provide strong leadership. 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

- Create an assessment strategy to ensure a consistent approach across stages and to support staff in building greater confidence in accurately assessing progress within curriculum for excellence levels.
- Develop a robust system to track and monitor wider achievement.
- Further develop target setting to ensure that all pupils have individual targets.
- Develop consistency in use of quality feedback to ensure that it impacts positively on all children's learning and progress.
- Ensure that pace of learning is appropriate for all children and that appropriate challenge is built into learners' experiences.
- Develop opportunities across the school and nursery to involve all stakeholders in robust self-evaluation activities.
- Review and refresh the curriculum rationale involving staff, pupils and parents.
- Nursery staff should further develop knowledge of the wellbeing indicators to support with reducing barriers. Improve the quality of observations with a focus on key skills and explore cross cutting themes to allow children to apply learning in context.
- Provide further opportunities for children to engage with the local community and develop an awareness of global citizenship.
- Further engage parents with their child's learning.

F. BACKGROUND REFERENCES

None

Appendices/Attachments: None

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Date of meeting: 10 May 2016



EDUCATION QUALITY ASSURANCE COMMITTEE

VALIDATED SELF EVALUATION: ADDIEWELL 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 Addiewell Primary School.

B. RECOMMENDATION

It is recommended that the Committee:

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

C. SUMMARY OF IMPLICATIONS

I Council Values	Focusing on our customers' needs; Being honest, open and accountable; Developing employees; Making best use of our resources; Working in partnership
II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	Education (Scotland) Act 1980 Children and Young People (Scotland) Act 2014 Education (Additional Support for Learning) (Scotland) Act 2014
III Implications for Scheme of Delegations to Officers	None
IV Impact on performance and performance Indicators	Education Scotland quality indicators are used to measure the performance of schools – How Good Is Our School (HGIOS).
V Relevance to Single Outcome Agreement	Positive inspection reports are used as a key outcome measure in the Single Outcome Agreement. Positive is measured by satisfactory or better in the quality indicators used by Education Scotland.

VI Resources - (Financial, Staffing and Property)	School's Devolved Budget
VII Consideration at PDSP	Not applicable
VIII Other consultations	None

D. TERMS OF REPORT

Background

Validated Self-Evaluation Report

Date of validated self-evaluation (VSE)	January 2016
School roll	104 at September 2015 (census)
Nursery class roll	am – 16 children/pm 18 children
Wraparound Care	No
Staffing and date of appointment of management team	As at September 2015 1 Head Teacher – (06/01/2014) 1 Principal Teacher – (01/12/2003) 8 Teachers 1 Administrative Assistant 1 Nursery Nurse 3 Pupil Support Workers
Attendance	Previous session 2014/2015 – 94.9% West Lothian average 95.5%
Authorised Absence	Previous session 2014/2015 – 4.0% West Lothian average 3.4%
Unauthorised Absence	Previous session 2014/2015 – 1.1% West Lothian average 1.1%
Scottish Index of Multiple Deprivation (SIMD) – (ranking of 1 indicates high deprivation, 66 indicates low deprivation)	SIMD Index = 1583 7 th out of 66 primary schools.

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

Stage	Maths	Reading	Phonics	Total
P1 PIPS 2014/15 (End)	Above	In Line With	In Line With	In Line With

Stage	Developed Ability	Reading	Mental Arithmetic	General Maths
P3	Above	In Line With	In Line With	Above
P5	In Line With	In Line With	Above	In Line With
P7	In Line With	In Line With	Above	Above

Team Members

Laura Gingell	Head Teacher, Addiewell PS
Karen Macmillan	Principal Teacher, Addiewell PS
Claire Kane	Nursery Teacher, Addiewell PS
Jane Livingston	Head Teacher, Lowport PS
Anne Purdie	Head Teacher, St John The Baptist PS
Catherine Thomas	Early Years Development Officer
Alan Millar	Education Officer

Other Relevant Information

School Context

Addiewell Primary School is a non-denominational school serving the community of Addiewell, West Calder in West Lothian. The school, which was built in 1978, shares accommodation with St Thomas' Primary School. The school roll is currently 104 within a 5 class structure. There is capacity for a 20/20 nursery class (current roll 16/18) which is attached to the school within the Early Years Centre.

There is very supportive Parent Council and community links continue to be strong where the school is valued for its open-door culture. The school currently sits in decile 2 according to the Scottish Index of Multiple Deprivation (SIMD). All children in Primary 1-3 are entitled to free school meals. The free meal entitlement for P4-7 is 13%.

GIRFEC Levels (% of students)				
	Level 1	Level 2	Level 3	Level 4
	<i>Core – Needs are met within the classroom by teacher</i>	<i>Targeted – A higher level of support possibly in consultation with agencies outwith education</i>	<i>Enhanced - The child's additional support needs requires input from two or more support service and/or different agencies</i>	<i>Intensive - Referral to SORG who will allocate alternative provision</i>
Nursery	74	24	2	0
P1	80	20	0	0
P2	85	15	0	0
P3	73	27	0	0
P4	85	15	0	0
P5	77	23	0	0
P6	81	19	0	0
P7	100	0	0	0

Focus of the VSE

Leadership for improvement
Learning Teaching and Assessment
Meeting learner's needs
Partnership Working

Findings

- The school and nursery staff are hardworking, enthusiastic and motivated. The commitment to enhance the children's experiences is strong. They provide positive role models leading to a very warm, inclusive and positive ethos in which children feel nurtured and supported.

- Staff take on leadership roles to improve the life and work of the school in consultation with relevant partners and enhance their personal professional development.
The school will further develop strategies for family and wider community involvement in sharing and developing learning successes and in setting and reviewing school, and pupil targets.
- Almost all pupils are motivated and engaged in their learning. They are polite, respectful, well-behaved and very proud of their school. Learners are consulted and are confident that their views are listened to. They enjoy being at school and show respect for adults and each other and are learning how to improve their health and wellbeing.
- The curriculum has a clear vision and rationale that is adapted and flexible to reflect the needs of the school. There is a recognition that more work is required to develop the significant aspects of learning and recognise and support wider achievements both within and outside school in curriculum development.
- A comprehensive system to track and monitor pupil attainment and achievement has been introduced. The school now plans to develop personalisation and choice to further support and enhance the learning experience for all pupils. Regular liaison between class teachers and Support for Learning (SfL) ensures effective support for all pupils.
- Nursery staff are well supported and provide a broad range of learning experiences, based on play and active learning, responding to the children's interests while encouraging decision making and independence.
- The school and nursery work extremely effectively with specialists and a wide range of partner agencies to meet the needs of children and their families.
- Very positive feedback from partners demonstrated that school staff work well collaboratively and use the advice, support and expertise of specialist staff very effectively to support all learners.
- Non-teaching support staff stated that working collaboratively with school staff and partner agencies was a real strength of the school. They were enthusiastic about professional learning activities and appreciated the opportunities being provided which valued their personal development. Children are very well supported by them.
- Pupils, parents and staff recognised the strength across the leadership team and the impact they were having on school improvement.
- Well established nurture groups offer appropriate learning experiences to meet the social and emotional needs of identified children throughout the school. To further enhance the nurturing approach in classrooms, all staff are developing the use of restorative practice to resolve playground conflict.
- The benefits of outdoor learning are recognised by the majority of staff who are committed to developing this aspect of the curriculum. The school grounds are being enhanced to offer wider opportunities for creative and explorative play.

Quality Indicators for Primary	School	VSE
1.1 Improvements in performance	Good	Good
2.1 Learners' experience	Good	Good
5.1 Curriculum	Good	Good
5.3 Meeting learning needs	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	Very Good	Good

E. CONCLUSION

In almost all areas the VSE team validated the school's judgements about its performance in the school and the nursery. There was clear evidence of continuous improvement and the VSE team recognised that within all areas validated as good, there were many features from the next level. The VSE team would expect that the school will move quickly to achieve the next level.

The school is aware of its strengths and areas for development and the team was confident that the school's self-evaluation is leading to improvements.

ACTIONS ARISING

- Further develop personalisation and choice for individual pupils and groups to include, personal and group target setting will further enhance the learning experience for all pupils.
- Further develop the curriculum to ensure that the significant aspects of learning are fully covered and embedded and that the impact and importance of wider achievements are supported.
- Maintain and develop ambitious pace, creativity and challenge across the school
- Further develop the involvement of parents in sharing learning successes and in setting and reviewing targets.
- Further develop family and wider community involvement in learning to enrich opportunities.
- Continue to develop the curriculum to ensure coverage, skills progression and provide high quality learning opportunities across all areas

F. BACKGROUND REFERENCES

None

Appendices/Attachments:

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Donna McMaster, Head of Education (Development)

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Date of meeting: 10 May 2016



EDUCATION QUALITY ASSURANCE COMMITTEE

VALIDATED SELF EVALUATION: ST MARY'S PRIMARY SCHOOL (BATHGATE)

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 **St Mary's Primary School (Bathgate)**.

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

I Council Values	Focusing on our customers' needs; Being honest, open and accountable; Developing employees; Making best use of our resources; Working in partnership
II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	Education (Scotland) Act 1980 Children and Young People (Scotland) Act 2014 Education (Additional Support for Learning) (Scotland) Act 2014
III Implications for Scheme of Delegations to Officers	None
IV Impact on performance and performance Indicators	Education Scotland quality indicators are used to measure the performance of schools – How Good Is Our School (HGIOS).
V Relevance to Single Outcome Agreement	Positive inspection reports are used as a key outcome measure in the Single Outcome Agreement. Positive is measured by satisfactory or better in the quality indicators used by Education Scotland.

VI Resources - (Financial, Staffing and Property)	School's Devolved Budget
VII Consideration at PDSP	Not applicable
VIII Other consultations	None

D. TERMS OF REPORT

Background

Validated Self-Evaluation Report

Date of validated self-evaluation (VSE)	January 2016
School roll	416 at September 2015(census)
Nursery class roll	
Wraparound Care	No
Staffing and date of appointment of management team	1 Head Teacher (09 2014) 1 DHT (08 1990) 2 Principal Teachers 19 Teachers 8 PSW 1 Admin Asst 1 Clerical Asst
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)	SIMD index - 3103 Ranking = 40 th out of 66.

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

Stage	Reading	Phonics	Maths
P1	In line with	In line with	In line with

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

Team Members

Fiona McKerral	Headteacher
Charlette Robertson	Education Officer
Jim McCrory	Headteacher
Lisa Moore	Headteacher
Alison Robertson	Headteacher, Fife
Angela Pearston	Depute Headteacher, Edinburgh
Jenny Gray	Educational Psychologist
Teresa Salvage	Depute Headteacher
Catherine Ann Forbes	Principal Teacher
Kathleen Rodgers	Principal 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
P1	79.7%	18.7%	1.6%	
P2	72.8%	23.6%	3.6%	
P3	73.7%	24.6%	1.7%	
P4	80%	15.4%	4.6%	
P5	90.4%	4.8%	4.8%	
P6	88.8%	6.4%	4.8%	
P7	92.4%	3.8%	3.8%	

Focus of the VSE

GIRFEC

- Changing climate and culture
- Planning to meet learning needs

NURTURE

- Development of a nurturing school

CLASSROOM PRACTICE

- Differentiation
- Pace and challenge
- Assessment is for learning

Findings

- The school has worked with all stakeholders to develop a three year strategic plan for the curriculum. This includes a refresh of the school's vision, values and aims in consultation with children, staff and parents.
- Teaching is good with well planned, engaging learning experiences for children. Teachers use formative assessment strategies to allow children to know themselves as learners.

This needs to continue to be developed so that there is consistency for all learners in all curriculum areas. The curriculum is well resourced.

- Staff capacity for distributed leadership is growing through involvement in school improvement priorities, working groups and self evaluation activities. Professional update procedures have been revised and staff development is clearly linked to improvements for learners. The Headteacher is also involved in a productive collaborative 'trio' within the authority which is positively impacting on school improvement.
- The school is developing good practice in analysing data to identify trends and inform tracking and monitoring processes. This includes information from standardised assessment. This information is used to plan timely interventions and next steps in learning for children. There has been a recent focus on developments in numeracy, increasing skills in mental maths. Staff undertake moderation exercises to help build confidence in standards and to discuss with children how well they are doing and how to improve.
- Planning formats have been introduced based on progression pathways and linking assessment to the significant aspects of learning. This will lead to greater coherence in learning.
- The school has robust systems in place for identification and support of pupils with additional needs including good quality IEPs. Class teachers take part in regular attainment meetings with members of the senior leadership team and most learners make good progress from their prior learning. Assessment information is used to plan next steps in learning and children are supported and challenged according to their abilities.
- Relationships in school between staff and pupils are strong. Children are very well supported by experienced and committed Pupil Support Workers. The staff team in the nurture base work well together and very good practice is beginning to improve outcomes for the most vulnerable children.
- The school has been working to further develop opportunities for Pupil Voice. Children are consulted about school priorities and enjoy the sense of responsibility. They are very proud of their school and speak very positively about their experience in the classroom and in the wider community.
- The school has updated its positive discipline policy in consultation with all stakeholders. Pupils are polite and well mannered.
- Parents tell us that the school is well led and that there is good communication between home and school. They are confident that their children are achieving positive learning outcomes.

Quality Indicators for Primary	School	VSE
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	Good

E. CONCLUSION

- 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 head teacher shows good leadership with a clear strategy for change.

Actions Arising

- The school should continue with plans to develop and embed self evaluation activities leading to school improvement in line with How Good is our School? (4th edition)
- The school should continue to develop opportunities for collaborative planning and moderation within and across levels. Staff could take part in peer observations and learning walks as a way of sharing good practice and building capacity.
- The school will work to continue to develop their learning and teaching policy and practice to ensure that learners experiences have sufficient pace and challenge. Formative assessment strategies should be embedded as a tool for learner engagement and ongoing assessment.
- Some classrooms made very good use of their classroom environment as a learning resource eg visible learning strategies on display, learning walls. This practice should be shared across the school.
- The school intends to further develop its Positive Discipline policy taking account of restorative approaches and nurture. The school should ensure that all stakeholders are involved in this process and that there is consistency in its implementation across the school community.

F. BACKGROUND REFERENCES

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EDUCATION QUALITY ASSURANCE COMMITTEE

HOW GOOD IS OUR SCHOOL? 4TH EDITION (HGIOS 4)

REPORT BY HEAD OF EDUCATION [QUALITY ASSURANCE]

A. PURPOSE OF REPORT

To inform the Committee of the revised Quality Indicators published by Education Scotland's in the fourth edition of How Good is our School? HGIOS 4

B. RECOMMENDATION

It is recommended that the Committee:

1. Note the new Education Scotland Quality Indicators
2. Agree that Validated Self Evaluation Reports will be based on the new indicators from August 2016 onwards

C. SUMMARY OF IMPLICATIONS

I	Council Values	Being honest, open and accountable; working in partnership
II	Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	Education (Scotland) Act 1980 Children and Young People (Scotland) Act 2014 Education (Additional Support for Learning) (Scotland) Act 2014
III	Implications for Scheme of Delegations to Officers	None
IV	Impact on performance and performance Indicators	Education Scotland quality indicators are embedded in EFQM criterion and reported in the National Performance Framework (Proportion of schools receiving positive inspection reports)
V	Relevance to Single Outcome Agreement	Young people are better educated and have access to increased and better quality learning and employment opportunities.
VI	Resources - (Financial, Staffing and Property)	None

VII Consideration at EQAC 10 May 2016

VIII Other consultations None

D. TERMS OF REPORT

D1 Background

The fourth edition of How Good is our School? was published in September, 2015. HGIOS 4 presents a suite of indicators for school self-evaluation, organised within a quality framework used by early years settings, education authorities and children's services. The framework is designed to be used to support self-evaluation and reflection by practitioners at all levels. This set of indicators will be used by Education Scotland in inspections from June 2016 until further notice.

D2 Key Points

As a framework that underpins effective self-evaluation, HGIOS 4 will support practitioners and school leaders at all levels to:

- ensure educational outcomes for all learners are improving;
- address the impact of inequity on wellbeing, learning and achievement;
- consistently deliver high-quality learning experiences;
- embed progression in skills for learning, life and work from 3-18;
- further strengthen school leadership at all levels;
- improve the quality and impact of career-long professional learning;
- extend and deepen partnerships to improve outcomes for all learners;
- increase learning for sustainability; and
- tackle unnecessary bureaucracy.

The framework consists of a set of 15 quality indicators (QIs) designed to answer three questions linked to important aspects of the work and life of schools. The quality indicators are divided into three categories:

- Leadership and Management: How good is our leadership and approach to improvement?
- Learning Provision: How good is the quality of care and education we offer?
- Successes and Achievements: How good are we at ensuring the best possible outcomes for all our learners?

The quality indicators have been developed to reflect the nine criteria set out in the European Foundation for Quality Management (EFQM) excellence model. Use of the framework alongside other Education Scotland frameworks will support collaborative self-evaluation and partnership working focused on improvement across services for children and families. The EFQM criteria have been embedded within the framework so that each criterion is reflected in a number of quality indicators.

D3 Changes in quality improvement team's systems and practices

HGIOS 4 Quality Indicators will be used in the quality improvement team's support to head teachers and practitioners complete the school's self-evaluation summary and the school improvement plan.

The new QIs will underpin review and monitoring of school effectiveness, particularly through validated self-evaluation [VSE].

The quality improvement team has trialled use of the HGIOS 4 indicators in a Secondary school VSE in January 2016 and reported to Committee on 15 March 2016. The new Quality Indicators will form part of the VSE reports from August 2016 onwards.

A comparison of the key indicators used in reports up to August 2016 and those to be used going forward is set out below.

HGIOS 3	HGIOS 4
1.1 Improvements in performance	1.1 Self-evaluation for self-improvement
2.1 Learners experiences	2.2 Curriculum
5.1 Curriculum	2.3 Learning teaching and assessment
5.3 Meeting learners' needs	3.1 Ensuring well-being, equality and inclusion
5.9 Improvement through self-evaluation	3.2 Raising attainment and achievement

The six point grading of Quality Indicators remains in place; Excellent, Very Good, Good, Satisfactory, Weak and Unsatisfactory.

E. CONCLUSION

It is anticipated that HGIOS 4 will enhance school improvement and self-evaluation and the sharper focus on closing the equity gaps reflects the on-going approach in West Lothian as set out in the council's Raising attainment Strategy.

F BACKGROUND REFERENCES

How Good is our School? [4th Edition]

<http://www.educationscotland.gov.uk/resources/h/hgios4>

Appendices: None

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Date of meeting: 10 May 2016

EDUCATION (QUALITY ASSURANCE) COMMITTEE 2016-2017

Deadline for Submission of Items for Agenda (noon)	Committee Issue Final Agenda	Meeting Date	Venue
<i>Tuesday 6 September 2016</i>	Wednesday 7 September 2016	Tuesday 13 September 2016	Council Chambers
<i>Tuesday 25 October 2016</i>	Wednesday 26 October 2016	Tuesday 1 November 2016	Council Chambers
<i>Tuesday 24 January 2017</i>	Wednesday 25 January 2017	Tuesday 31 January 2017	Council Chambers
<i>Tuesday 28 March 2017</i>	Wednesday 29 March 2017	Tuesday 4 April 2017	Council Chambers
<i>Tuesday 20 June 2017</i>	Wednesday 21 June 2017	Tuesday 27 June 2017	Council Chambers
All meetings will be held at 10.00 am unless otherwise advised			

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
VSE – Whitdale EYC (Update on Progress)	To inform committee of the progress made following VSE carried out in April 2015	Ann Doyle	10/05/2016 (2.00 pm)
VSE – Pinewood School	To inform committee of the VSE review and next steps – Pinewood School	Charlette Robertson	10/05/2016 (2.00 pm)
VSE – Seafield PS	To inform committee of the VSE review and next steps – Seafield PS	Alan Millar	10/05/2016 (2.00 pm)
VSE – Stoneyburn PS	To inform committee of the VSE review and next steps – Stoneyburn PS	Phyllis Wood	10/05/2016 (2.00 pm)
VSE – St Ninian's PS	To inform committee of the VSE review and next steps – St Ninian's PS	Jan Ingram	10/05/2016 (2.00 pm)
VSE – St Nicholas PS	To inform committee of the VSE review and next steps – St Nicholas PS	Phyllis Wood	10/05/2016 (2.00 pm)
VSE – East Calder PS	To inform committee of the VSE review and next steps – East Calder PS	Jan Ingram	10/05/2016 (2.00 pm)
VSE – Addiewell PS	To inform committee of the VSE review and next steps – Addiewell PS	Alan Millar	10/05/2016 (2.00 pm)
VSE – St Mary's PS, Bathgate	To inform committee of the VSE review and next steps – St Mary's PS, Bathgate	Charlette Robertson	10/05/2016 (2.00 pm)
How Good is Our School (HGIOS) 4 th Edition Quality Indicators	To inform committee of How Good is our School (HGIOS) 4 th Edition Quality Indicators	Abi Adam	10/05/2016 (2.00 pm)
VSE – St Mary's PS, Polbeth	To inform committee of the VSE review and next steps – St Mary's PS, Polbeth	Maureen McNaughton	28/06/2016
VSE – Dedridge PS (Update on Progress)	To inform committee of the progress made following VSE carried out in November 2014	Charlette Robertson	28/06/2016
VSE – Bridgend PS (Update on Progress (ES))	To inform committee of the progress made following VSE carried out in	Maureen McNaughton	28/06/2016
VSE – Low Port PS (update on Progress (ES))	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: 03/05/16

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

VSE – Whitburn Cluster Numeracy Theme	To inform committee of the VSE review and next steps – Whitburn Cluster Numeracy Theme	Jan Ingram/ Maureen McNaughton	28/06/2016
HMI - St Thomas's PS	To inform committee of the outcome of Education Scotland (HMI) inspection at St Thomas's PS	Maureen McNaughton	28/06/2016
HMI – West Calder HS	To inform committee of the outcome of Education Scotland (HMI) inspection at West Calder HS	Jan Ingram	28/06/2016