



West Lothian  
Council

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

West Lothian Civic Centre  
Howden South Road  
LIVINGSTON  
EH54 6FF

6 September 2016

A meeting of the **Education (Quality Assurance) Committee** of West Lothian Council will be held within the **Council Chambers, West Lothian Civic Centre** on **Tuesday 13 September 2016 at 10:00am.**

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 28 June 2016 (herewith).
5. Education Scotland Report: West Calder High School - Report by Head of Education (Quality Assurance) (herewith)
6. Education Scotland Report: Low Port Primary School Update - Report by Head of Education (Development) (herewith)
7. Workplan (herewith)

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NOTE      **For further information please contact Val Johnston on 01506**

DATA LABEL: Public

**281604 or email [val.johnston@westlothian.gov.uk](mailto:val.johnston@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 28 JUNE 2016.

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

Apologies – Councillors Lawrence Fitzpatrick and Carl John; Appointed Representative Lynne McEwen and Parent Council Representative Eric Lumsden.

1. DECLARATIONS OF INTEREST

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

2. MINUTE

The committee approved the minute of the meeting held on 10 May 2016 as being a correct record. The minute was then signed by the Chair.

3. EDUCATION SCOTLAND REPORT: ST THOMAS' RC PRIMARY SCHOOL

The committee considered a report (copies of which had been circulated) by the Head of Education (Development) providing details of the action plan to address the areas for improvement identified in the Education Scotland report published on 22 March 2016. The Education Scotland report, Education Scotland Quality Indicators and the School Improvement Plan were attached as appendices to the report.

The inspection found the following key strengths:

- The impact of the work of children, parents and staff to create a new vision and values for the school;
- The collaboration between St Thomas' Primary School and Addiewell Primary School to enhance children's learning experiences; and
- Led by the head teacher, the work of all staff in improving self-evaluation which has enabled children to feel very proud of their school.

The head teacher, Joanne McKissack, advised the committee that following the inspection a number of actions were carried out which have led to improvements. Staff continued to work with the community to improve the curriculum and systems were in place for tracking and monitoring children's progress. Staff worked well together to improve

children's skills in literacy and numeracy and children were able to demonstrate their learning in health and well-being. Early indicators have shown that there has been an increase in parental involvement in the school.

In response to questions from the committee in relation to the school's plans for improvement the head teacher advised that further improvements included continued collaborative working with Addiewell Primary School to enable the sharing of visions and plans with staff working together to improve attainment. Clear plans were also set out for improvement through the Scottish Attainment Challenge.

The report confirmed that inspectors were satisfied with the overall quality of provision and confident that the school's self-evaluation processes were leading to improvements. Inspectors noted that children felt happy, cared for and proud of their school and was well supported by West Lothian Council. It was agreed that the following improvements should continue to be made:

- Increase children's capacity as learners to enable them to become more independent in their learning;
- Continue to work with the community to improve the design of curriculum and ensure that it meets the needs of all children; and
- As a staff team, continue to improve how well children's progress was evaluated to improve attainment and achievement across the school.

As a result of the outcome of the inspection no further visits were required by HM Inspectors.

The committee noted that the quality indicators had improved since the previous inspection. However, to allow evidence to be provided that improvements were being made it was recommended that an update report be submitted for consideration in six months.

#### Decision

1. Noted the contents of the report and the update from the head teacher; and
2. Agreed that an update report be submitted in six months.

#### 4. VALIDATED SELF EVALUATION: ST MARY'S (POLBETH) RC PRIMARY SCHOOL

The committee considered a report (copies of which had been circulated) by the Head of Education (Development) providing details of the outcomes of the Validated Self Evaluation (VSE) of St Mary's (Polbeth) RC Primary School. The VSE carried out was on the school's approaches to raising attainment and self-evaluation for self-improvement which focused on:

- How good is our leadership and approach to improvement?
- How good is the quality of the care and education we offer? And
- How good are we at ensuring the best possible outcomes for all our learners?

The report confirmed that through the school's approaches to self-evaluation for self-improvement it had correctly identified the strengths and key priorities for future improvement. The acting head teacher has built on the work which was previously done and working with the staff has developed a clear action plan for improvement. The committee also noted that the nursery recently participated in a very successful inspection by Education Scotland but was not included in the VSE process.

The Head of Education (Development) advised the committee that the school has experienced a number of changes in the leadership team over the past few years. Margaret Johns has been the acting head teacher since February 2016 and has led the school in a positive improvement journey. A new head teacher has been appointed and would take up her post in August 2016.

The acting head teacher, Margaret Johns, then advised the committee that since being appointed in February 2016 her remit was to carry out a thorough evaluation of the school's progress. Members of staff were already more confident and worked together to ensure that more rigorous and consistent assessment practices were being used to further develop and improve curriculum. Tracking and monitoring systems were in place and opportunities available for outdoor learning. The school's priority for moving forward included clear strategies for improvement with an action plan for improvement in place. Parents were also incredibly supportive of staff and more involved in their children's learning.

The acting head teacher then responded to questions from members. In response to a question about the addition of the ASD classes in school she advised that the ASD pupils were now well integrated into mainstream school.

The Education Officer, Maureen McNaughton, spoke on behalf of the Parent Council, who expressed sincere thanks to the acting head teacher for the excellent work carried out in the school over the past few months and for providing strong leadership to staff to ensure positive changes were made.

The committee thanked Ms Johns for the support provided to the school. It was recommended that an update report be submitted for consideration by the committee in six months to assess improvements made.

### Decision

1. Noted the contents of the report and the update from the acting head teacher;

2. Noted that a new head teacher had been appointed to take up post in August 2016;
3. Agreed that an update report be submitted for consideration by the committee in six months.

5. UPDATED VALIDATED SELF EVALUATION: DEDRIDGE PRIMARY SCHOOL AND GLENVUE NURSERY SCHOOL

The committee considered a report (copies of which had been circulated) by the Head of Education (Development) providing details of the progress of the action plan for Dedridge Primary School and Glenvue Nursery School.

The Head of Education (Development) advised the committee that the acting head teacher had been in post for the past year and has led the school in a positive way. The updated VSE carried out in May 2016 focused on the whole school approach which included early years and the ASD provision and was based on the new How Good is our School (HGIOS) 4 indicators.

The acting head teacher, Kathryn French, stated that the updated VSE carried out in May 2016 was a follow up from the previous VSE carried out in November 2014. The VSE verified the strengths of the school and identified the next steps for improvements.

The findings of the VSE highlighted the strong leadership team in school which was leading to improved classroom practice and better collaborative working. The ASD provision was very settled and the early years centre has many elements of very good practice and provides a motivating, nurturing environment for the youngest learners.

The school has developed very effective procedures for self-evaluation and quality assurance, analysing performance data at all levels. Staff were committed to producing a school improvement plan focusing on closing the attainment gap and encouraging parents to be involved in their children's learning. Revised approaches were also being taken to tracking and monitoring children's progress.

The committee acknowledged the work carried out in school and was satisfied that the school continued to make progress.

Decision

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

6. PROGRESS UPDATE REPORT: BRIDGEND PRIMARY SCHOOL

The committee considered a report (copies of which had been circulated) by the Head of Education (Development) providing details of the progress

made on the school's action plan following the HMI inspection held in March 2015.

In June 2015 the school presented its plan for action following the publication of its HMI report in April 2015. A request was made for a progress report to be provided for consideration by the committee within twelve months to ensure that improvements were being sustained.

The committee was advised that the acting head teacher has been in post since April 2016 and has made a significant impact in school since her appointment.

The acting head teacher, Clare Deas, advised that the school has a clear focus on raising attainment for all learners. A strong staff team were in place to support improvements and were confident that the school's arrangements for self-evaluation would continue to lead to improvements. The school was identified as being one of two schools in West Lothian which were included within the Scottish Government's Attainment Challenge programme. The school has identified key priorities for enhanced focus which were aimed at raising attainment in literacy and mathematics to reduce the poverty related attainment gap. Staff and pupils were proud of their school and had a shared vision for improvement.

The report also provided details of the actions carried out in the following three priority areas:

1. Curriculum – continue to develop the curriculum so that learning is deep and challenging and of a consistently high quality through the school;
2. Learning and teaching – help children become more independent learners using high quality feedback from staff to set themselves goals for improvement; and
3. Assessment – increase teacher's confidence in the use of assessments and data so that children make better progress.

The acting head teacher then responded to questions from members advising that there were clear plans in place to develop staff knowledge and intensive training opportunities were available for staff. Staff would also continue to engage with parents to encourage them to become involved in their children's learning and there were also plans in place to engage with the community.

The committee noted that the acting head teacher has made a very strong start and continues to work with the Quality Improvement Team and with the Attainment Advisor. A clear plan for continuing improvements in the school has been identified to ensure that the pace of change and improvement was maintained to improve outcomes for learners.

The committee acknowledged the improvements made in school.

Decision

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

7. VALIDATED SELF EVALUATION: WHITBURN CLUSTER SCHOOLS - NUMERACY

The committee considered a report (copies of which had been circulated) by the Head of Education (Development) providing details of the outcomes of the Numeracy Validated Self-Evaluation of Whitburn Cluster Schools.

The report advised that planned improvements within the Whitburn cluster had a clear aim of improving attainment in numeracy. Additional funding secured through the Access to Education fund has supported additional staff training in Maths Recovery. There has also been targeted training and support in approaches to securing understanding in Stages of Early Arithmetical Learning (SEAL) across all schools in the cluster.

In May 2016, staff within the cluster worked with colleagues from West Lothian Quality Improvement, Education Psychology and Numeracy Development Teams, together with staff from Education Scotland to carry out a Validated Self-Evaluation focussing on numeracy across the cluster. The approach was a pilot model established to build the capacity of the learning community to evaluate its own performance and improve the quality of outcomes for its learners.

The Head of Education (Development) advised the committee that the process was found to be a positive experience which would be shared across school clusters in West Lothian. The schools in the Whitburn cluster responded positively to the extended VSE process.

The head teacher of Whitburn Academy, Ian Adair, stated that a cluster improvement plan was put in place focusing on the following key aims:

- Self-evaluation for self-improvement;
- Learning, teaching and assessment;
- Personalised support; and
- Raising achievement and attainment.

The head teacher of Whitdale Primary School, Iain McDermott, stated that the numeracy VSE model was found to be a powerful tool. Members of staff were committed to collaborative working and would challenge each other and demonstrate approaches which were providing support for children's learning in numeracy.

Since the VSE was carried out the cluster continued to:.



- Develop the understanding of all staff in using SEAL strategies and how to apply these to all areas of the curriculum;
- Work to continue to build the capacity of learners to apply their skills, in different contexts, solve problems and work collaboratively;
- Further develop arrangements for family learning and involvement across the cluster;
- Continue to develop collaborative approaches to addressing the poverty related attainment gap within and beyond the cluster; and
- Share this model of effective collaborative working to inform and support other clusters.

The head teachers then responded to questions from members.

Cluster approaches to collaborative working and improving outcomes in numeracy were impacting positively on learner's confidence, motivation and outcomes. Staff commitment to collaborative working and adopting innovative approaches to this impacted positively on the cluster's capacity for continued improvement.

The Head of Education (Development) was happy to report that the effective cluster working and the impact it was having on outcomes for learners was recommended by HMI Education Scotland as being a model of excellent practice to be shared both locally and nationally. The committee commended staff for the excellent work carried out and acknowledged the excellent report submitted.

### Decision

Noted the contents of the report, the findings of the VSE and the actions arising.

### Final Comment

The Head of Education (Development) advised the committee that Ian Adair, Head Teacher at Whitburn Academy, had been successfully appointed as Head Teacher by another authority. The committee wished Ian every success and best wishes for the future and commended him for the contributions he made to the schools in West Lothian.

## 8. WORKPLAN 2015-2016

The committee noted the contents of the workplan (copies of which had been circulated). The committee recommended that update reports be submitted by St Thomas RC Primary School and St Mary's (Polbeth) RC Primary School in six month time.

The Head of Education (Development) advised the committee that the workplan submitted to the meeting held on 10 May 2016 indicated that a report would be available to inform the committee of the Education Scotland (HMI) inspection carried out at West Calder High School. Unfortunately, due to the action plan being constructed, the report was not available for consideration but would be included on the agenda for the next meeting. The committee was assured that West Calder High School was making significant progress and support continued to be provided from Education Services.

#### Decision

1. Noted the workplan;
2. Noted that an update report would be submitted by St Thomas RC PS in six months;
3. Noted that an update report would be submitted by St Mary's (Polbeth) RC Primary School in six months; and
4. Noted that West Calder High School HMI report would be submitted to the next meeting scheduled to be held on 13 September 2016.



**EDUCATION QUALITY ASSURANCE COMMITTEE**

**EDUCATION SCOTLAND REPORT: WEST CALDER HIGH SCHOOL**

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

**A. PURPOSE OF REPORT**

To bring to the Committee's attention, West Calder High School's action plan to address the areas for improvement identified in the Education Scotland report published on 10th May 2016.

**B. RECOMMENDATION**

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

**C. SUMMARY OF IMPLICATIONS**

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

**VII Consideration at PDSP** Not applicable

**VIII Other consultations** None

## D. TERMS OF REPORT

### Background

Date of Inspection	22 <sup>nd</sup> February 2016		
School roll	822 at September 2015 (census)		
Staffing and date of appointment of management team	As at May 2016 1 Acting Head Teacher - (April 2016) 1 Depute Head Teacher (Curriculum) – (August 2015) 1 Acting Depute Head Teacher (Support) – (April 2016) 9 Principal Teachers Curriculum 53 Teachers		
Attendance	Previous session 2014/15 – 91.0% West Lothian average 91.7%		
Authorised Absence	Previous session 2014/15 – 5.8% West Lothian average 5.2%		
Unauthorised Absence	Previous session 2014/15 – 3.1% West Lothian average 2.9%		
Scottish Index of Multiple Deprivation (SIMD) – 1 <sup>st</sup> being most deprived and 11 <sup>th</sup> being least deprived	SIMD rank 3453.29 Order 9 out of 11 West Lothian Secondary Schools		
Positive Destinations (%)		School	WLC
	2010/11	93%	89%
	2011/12	87%	91%
	2012/13	84%	93%
	2013/14	93%	93%
	2014/15	96%	93%

### Other Relevant Information

#### Context of the school

West Calder High School serves a wide geographic area in the south of West Lothian, including Kirknewton, East Calder, Mid Calder, West Calder, Addiewell, Woodmuir and Breich. The free meal registration rate of 12.8% is broadly in line with national averages. There are six associated primary schools. Attendance is in line with national averages. Around two thirds of pupils travel by bus. The school roll (822 at the time of the September 2015 census) has fallen steadily in recent years. The school is due to move to a new building in 2018.

## **The Report**

The report on the inspection of West Calder High School was published in May 2016.

Inspectors noted a number of strengths in the school's provision of education for its young people:

Most students were keen to learn, behaved responsibly and worked purposefully on tasks during lessons. Across the faculties, subject teachers were developing a range of approaches to assessing young people's progress, and they had ready access to high quality analysis of attainment data to assist them with this.

There was a broad range of wider curricular opportunities available to young people, allowing them to exercise responsibility and develop their personal and life skills. Students were making a positive contribution to their school and to the community, with an increasing number of them having their achievements recognised through a range of award programmes.

The school had recently focused on improving the proportion of young people progressing into positive destinations and over the past two years had raised the figure from 84% to 96% - higher than the Virtual Comparator School and the West Lothian and national averages.

Inspectors noted that the school's work on numeracy and mathematics with its associated primary schools demonstrates features of highly effective practice.

In addition to these positive aspects, the inspectors also highlighted areas for development where significant progress is now required.

The school needs to thoroughly refresh its approaches to promoting positive behaviour, as a foundation for an improved climate for learning and achievement.

Although there are now clear processes in place to support self-evaluation, these have yet to fully impact on improving consistency of learning and teaching, and there is a need to focus on developing high quality learning and teaching across the school. Young people in focus groups were not always positive about their learning experiences, and in a significant minority of observed lessons the pace was too slow, with insufficient challenge being provided.

The school also needs to review, as a priority, its support for young people with social and behavioural difficulties and consider approaches, courses, programmes and opportunities for its most vulnerable young learners.

Staff also need to explore young people's concerns and demonstrate how they will address these.

Additionally, the school needs to develop and improve the curriculum, and hence learners' experiences, in order to meet the needs of all young people, including those students who have more complex needs.

## **E. CONCLUSION**

As a result of the inspection report, and through further discussion with school staff and West Lothian Council officers, the school has produced its annual school improvement plan (appended) to take account of the points for action.

Improvements in school ethos, learning, teaching and attainment will be progressed over a two year time frame, with detailed targets and actions set for year one in the school improvement plan.

Progress on these school improvements will be tracked by the school's senior leadership team in conjunction with council officers, but with members of the wider school community having ownership and responsibility for developments through leading and participating in specific working groups.

Additionally, Education Scotland will maintain contact and monitor progress through its Area Lead Officer. Inspectors will make a return visit to assess the school's progress within one year of the publication of the inspection letter (May 2016).

We are confident that the school is currently in a position to make good progress on the identified areas for development.

## **F. BACKGROUND REFERENCES**

None

Appendices/Attachments: 3

Appendix 1 – Education Scotland Report

Appendix 2 – Education Scotland Quality Indicators

Appendix 3 – School Improvement Plan

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Date of meeting: 13 September 2016

10 May 2016

Dear Parent/Carer

**West Calder High School  
West Lothian Council**

Recently, as you may know, my colleagues and I inspected your child's school. During our visit, we talked to parents and young people and worked closely with the headteacher and staff. We wanted to find out how well young people are learning and achieving and how well the school supports young people to do their best. The headteacher shared with us the school's successes and priorities for improvement. We looked at some particular aspects of the school's recent work, including tracking and monitoring young people's progress from S1 to S3, and how the school works with partners to strengthen its curriculum. As a result, we were able to find out how good the school is at improving young people's education.

**How well do young people learn and achieve?**

Most young people are keen to learn, behave well and work purposefully on tasks during lessons. They enjoy being actively involved in their learning and collaborate well with others, taking on responsible roles within group tasks when given the opportunity. Young people would benefit from more opportunities to be independent and to take on greater responsibility for their own learning. Overall, young people's learning experiences across the school are not of a consistently high enough quality. The extended leadership team should continue to support teachers so that they share with young people what they want them to learn so they can attain as highly as possible. The school's professional teacher learning communities could be a good platform in which to do this. Young people are not always sufficiently aware of how to improve their own learning. More specific feedback from teachers would help young people to make better progress. Young people reflect on their learning in a range of ways such as through discussion with their tutors and completion of 'didbooks', which provide a helpful summary of the work they have completed. The school should proceed with plans to review the use of tutor time so that young people have more frequent high-quality discussion about their progress. This will ensure they are clearer about their strengths and areas for improvement, and are able to set more meaningful targets for their learning. Overall, relationships across the school between young people and staff are positive and most young people respond well to teachers' guidance and instructions. However, a minority of young people display poor behaviour that disrupts the learning of others. The school does not gather effectively the views of young people on the quality of their learning, or give them a strong enough role in improving learning.

Young people benefit from a wide range of opportunities to achieve beyond the classroom. These opportunities include sporting, musical and cultural activities and learning out of school. Through their involvement in a range of sports, young people improve their fitness levels, communication and team-working skills. Increasing numbers of young people are having their achievements recognised through a range of award programmes with the support of Community Learning partner agencies. These include Saltire awards, Dynamic Youth awards and the Duke of Edinburgh's awards. Senior pupils also have a range of opportunities to develop their leadership skills through delivering sports activities on 'Mega Mondays'. Such opportunities need to be extended so that young people from S1 onwards can develop skills for learning, life and work.

Across faculties, subject teachers use a range of approaches to assess young people's work, providing useful information about their progress. However, the school does not yet have a clear enough overview of young people's progress from S1 to S3. Staff need to ensure that they have reliable evidence of young people's progress across learning during the first three years of secondary school. This evidence can then inform work to raise attainment. There are important early indications that the school is improving young people's attainment, including aspects of the school's performance in National Qualifications. In almost all key measures, young people attain as well as those with similar needs and backgrounds in schools across Scotland. The attainment of young people at S4 to S6 has improved overall in recent years. For example, the proportion at S5/S6 achieving Higher awards has increased. Staff have worked effectively with partners in the community, including Skills Development Scotland, to increase the number of young people who move on to a positive destination when they leave school.

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

Teachers meet the learning needs of young people in the majority of classes by providing suitable tasks, activities and resources. In a minority of classes, activities are not always sufficiently challenging and the pace of progress not always appropriate. Young people's learning needs are identified well on entry to S1, helped by close working with associated primary schools and partner agencies. Class teachers receive information and advice to support young people with additional support needs but the quality of this could be improved. However, there are important weaknesses in arrangements for meeting the learning needs of all young people. We have asked the school to review the way learning support teachers and class teachers work together to provide support for all young people, in particular those with social, emotional and behavioural needs, to ensure they achieve as highly as possible. Often they do not feel part of the school, with a few teachers too readily extracting them from class. Young people would benefit from greater clarity on which staff they should go to if they need help. A significant minority do not feel that they can speak to any staff member if they are worried about something. We have asked senior leaders to review their approaches to meeting the needs of young people to ensure that they have frequent opportunities to discuss their learning, progress and needs with an adult that knows them well.

The school's curriculum aims to reflect its motto 'learning to live, living to learn' and has a strong focus on the United Nations Convention of the Rights of the Child. The S1 to S3 curriculum aims to ensure that all young people maintain a suitable breadth



of learning. This includes opportunities for young people to make connections across their learning through projects such as the Livingston Young Week. We have asked teachers to continue to improve the curriculum to ensure that it caters more effectively for young people's needs and interests from S1 to S3. Much of the work undertaken by staff in recent months has focused on developing programmes and courses to prepare young people for National Qualifications. Staff should collaborate more extensively with partners, to extend young people's opportunities to gain qualifications and to benefit from training in skills for work. The school's work on numeracy and mathematics, through its close collaboration with its primary schools, is particularly effective. As a result, young people are benefiting from better quality opportunities to develop their numeracy skills. There is more work to be done to ensure that young people have opportunities to develop their literacy skills and their health and wellbeing across the school. The school has built effectively on its strong community links in taking forward national priorities such as developing the young workforce agenda.

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

The leadership team has set out a number of appropriate priorities for school improvement. The school uses a range of effective approaches for evaluating and improving the quality of its work including surveys, reviewing examination results and classroom visits by the senior leadership team to observe learning. With the support of West Lothian Council, teachers now reflect more effectively on assessment of young people's performance, identifying their strengths and areas for improvement. Most staff have led curriculum developments effectively within their faculties, including the preparation of programmes for new National Qualifications. Overall, staff reflect on their own practice, are committed to improving their skills through professional learning, and participate in a range of improvement groups to help take forward school priorities. They would welcome more formal arrangements to work in teams and share good practice across the school. The school now need to implement its system for monitoring and tracking young people's progress from S1 to S3 to help improve attainment further. We have asked senior leaders to involve young people more effectively in improving the school.

This inspection found the following key strengths.

- The willingness of young people in senior stages to take on leadership and citizenship roles.
- Improvements in attainment at Higher level by S5 and S6.
- The school's approaches, working with its associated primary schools, to promoting young people's skills in numeracy and mathematics.
- The quality of community and partnership working.

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

- Improve the quality and consistency of learning and teaching across the school.
- Continue to improve the curriculum, in particular young people's experiences from S1 to S3.
- Improve approaches to meeting the learning needs of all young people, in particular those with social, emotional and behavioural needs.

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

As a result of our inspection findings, we think that the school needs additional support and more time to make necessary improvements. Our Area Lead Officer will work with West Lothian Council to build capacity for improvement, and will maintain contact to monitor progress. We shall return to carry out a further inspection within a year of publication of this letter. We shall then issue another letter to parents on the extent to which the school has improved.

Guch Dhillon  
HM Inspector

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

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

If you want to give us feedback or make a complaint about our work, please contact us by telephone on 0131 244 4330, or e-mail: [complaints@educationscotland.gsi.gov.uk](mailto:complaints@educationscotland.gsi.gov.uk) or write to us addressing your letter to the Complaints Manager, Denholm House, Almondvale Business Park, Livingston EH54 6GA.

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

Here are the evaluations for West Calder High School.

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

We also evaluated the following aspects of the work of the school.

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

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

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<sup>1</sup> *How good is our school? The Journey to Excellence: part 3*, HM Inspectorate of Education, 2007, [http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3\\_tcm4-684258.pdf](http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3_tcm4-684258.pdf)  
Please note that the term "adequate" in the document has been replaced with "satisfactory".





# **WEST CALDER HIGH SCHOOL IMPROVEMENT PLAN**

**2016 / 2017**

## School Engagement with the National Improvement Framework



## **Factors Influencing the Improvement Plan**

### **School factors**

Addressing Action Points identified in school's Self Evaluation procedures

Cluster Improvement Plan

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

Flexible early learning and childcare implementation

### **Local authority factors**

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

Raising attainment, including closing the gap

Better Outcome agreement

Single Outcome agreement

Corporate Plan

Integrated Children's Services Plan (Life Stages)

Education Services Management Plan

West Lothian's Early Years' Framework

West Lothian Parental Engagement Framework

Increased entitlement to early years' provision

### **National factors**

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

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

OECD recommendations

Getting it Right for Every child (GIRFEC)

Curriculum for Excellence

Developing Scotland's Young Workforce

Building the Ambition

National Qualifications

Child Protection Issues / Guidance

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

GTCS standards and professional update

### **Our Vision**

To provide education of the highest quality for all pupils which will meet their educational, personal and spiritual needs and which enable them to be:

Successful Learners

Confident Individuals

Responsible Citizens

Effective Contributors

### **Our Values**

- **Learning**
- **Relationships**
- **Positive Attitudes**

### **Our Aims**

#### **Learning and Teaching**

- To provide high quality learning and teaching experiences, with appropriate pace and challenge, to enable young people to be actively involved in and enjoy their education, developing positive attitudes towards learning.
- To ensure that all learners are able to realise their potential through the promotion of achievement and excellence.

#### **Vision and Leadership**

- To foster in young people a desire for knowledge and understanding, whilst equipping them with skills and attitudes that provide a foundation for lifelong learning.

#### **Partnership**

- To build and maintain effective partnerships between the school and our parent body, external support agencies and wider communities.
- To work with parents and outside agencies to provide effective support systems for all learners which promote personal and social development and underpin academic achievement.

#### **People**

- To build capacity in all staff to ensure maximum impact on teaching and learning and the pupil experience.
- To promote leadership skills at all levels.

#### **Culture and Ethos**

- To ensure that every young person enjoys equality of access to educational opportunities, regardless of social or economic background.
- To foster good health in all young people through strategies which promote physical and mental wellbeing and self-esteem.



Session	Area for Improvement	Three Year Strategic Plan	
		Outcomes	
2015/2016	Raising Attainment through implementation of GIRFEC procedures	<ul style="list-style-type: none"> <li>Through increased levels of tracking and monitoring in tutor time, all pupils report feeling fully supported and safe, healthy, achieving, nurtured, active, responsible, respected and included throughout the school.</li> <li>All pupils make continual steady progress within and across levels in the Broad General Education benefitting from cluster collaboration to extend and improve transition in certain curricular areas.</li> <li>Engaging all parents in supporting pupils' progress</li> </ul>	
	Raising Attainment – Learning and Teaching	a) Teacher Learner Communities support teachers in reflecting on and developing their practice and sharing good practice across the whole school. b)	
2016/2017	Raising Attainment – Ensuring Equity	<ul style="list-style-type: none"> <li>Learners and Staff make effective use of assessment to ensure all pupils achieve and exceed appropriate levels.</li> <li>Pupils and staff raise attainment levels in Literacy / Numeracy / Health &amp; Wellbeing as a central feature of improvement.</li> <li>Learners' experiences are challenging, enjoyable and well matched to their needs and interests.</li> </ul>	
	Health and Wellbeing – Culture, Values and Ethos	<ul style="list-style-type: none"> <li>All members of the school community are involved in the creation and implementation of our vision and values.</li> <li>All members of the school community are included, engaged and involved in the life of the school.</li> </ul>	
2017-2018	Raising Attainment – Ensuring Equity	<ul style="list-style-type: none"> <li>Implement a revised curriculum structure to increase student progression and choice in the Broad General Education and the Senior Phase to include the Developing the Young Workforce Priorities</li> <li>Further develop rich tasks and interdisciplinary learning across the BGE</li> <li>Continue to embed literacy, numeracy and health and wellbeing outcomes across the wider curriculum</li> </ul>	
	Health and Wellbeing – Culture, Values and Ethos	<ul style="list-style-type: none"> <li>Implementation of Restorative Approaches to positive relationships</li> <li>Family learning is leading to stronger home-school links which are improving outcomes for learners</li> </ul>	

Priority 1: RAISING ATTAINMENT ENSURING EQUITY					
Area for development:					
Desired Outcome	Implementation Process (Actions)	By whom?	Time Scale	Resources / Costs / Training needs	Monitoring by whom ? how?
1.Learners and Staff make effective use of assessment to ensure all pupils achieve and exceed appropriate levels.	a) Plan for tracking and assessment using SALS. b) Record pupils progress in BGE tracking. c) Staff access moderation opportunities. d) Learners receive high quality feedback, and are aware of their level and next steps for learning. e) All staff develop skills in data analysis focused on improvement. i.e. Insight, LIPs, BGE Tracking. f) Learners and parents/carers are involved in Personal Development Meetings at key points in pupils' Learners Pathways.	a)staff at all levels b)teaching staff c)all staff d)all staff e)all staff f)pupil, parents/carers and staff	a)Aug 2016 b)2 identified points for each dept c)3x Hub moderation afternoons d)assessment and tracking points in courses e)August 2016 f)tbc pending course choice changes for 17/18	Ongoing costs for BGE tracking tool Inset training on BGE tracking tool/Lips/Insight	a)DHT Curriculum – data b,c,d)PTC/DHT Curriculum e)PTC, DHT Curriculum f)PTS, SLT
2. Pupils and staff raise attainment levels in Literacy / Numeracy / Health & Wellbeing as a central feature of improvement.	a) Plan for teaching and assessment of literacy / numeracy / Health & Wellbeing. b) Record pupils' progress in BGE tracking tool. c) Staff assessment and mod opportunities. d) Learners receive high quality feedback which informs how well they are learning and progressing. e) Staff access co-ordinators as part of CLPL.	a)teaching staff b)teaching staff c)all staff d)staff and pupils e)Responsibilities of all co-ordinators, all staff	a)plan and timescales set by SIG b)2 identified points in each dept c)focussed around 3x Hub moderation afternoons d)assessment and tracking points in courses e)faculty meetings/inset days/ as required	Ongoing costs for BGE tracking tool Inset training on BGE tracking tool	a)PTCs, DHT Curriculum b)literacy co-ordinator, DHT Curriculum c) PTCs d)PTCs, SLT e)PTCs, co-ordinators, DHT Curriculum
3. Learners' experiences are challenging, enjoyable and well matched to their needs and interests.	a) All staff plan activities that are varied, differentiated, active and provide effective support and challenge. b) Learners and partners are involved in planning and evaluating learning. c) Staff and pupils utilise digital platforms when and where it is appropriate within the learning environment to enable learners to lead and personalise their own learning. d) All stakeholders will be consulted on a review of the curriculum structure with a view to implementation of the revised structure in session 17-18	a)teaching and support staff b)pupils, teaching staff, parents, partners c)all staff d)all stakeholders	a)as part of dept. planning processes b)as part of dept. planning and evaluation cycle c)as part of dept/ planning process, planned training throughout the year through 'LWW' co-ordinator d)August – December 2016	Inset training, SIGs, survey monkey/MS forms,	a)PTCs, SLT b)PTCs c)'LWW' co-ordinator, PTCs, DHT Curriculum d)DHT Curriculum

<p><b>Evaluation (linked to challenge questions within HGIOS4 / HGIOELC)</b></p> <p>1a, b, c) How well do we apply the principles of planning, observations, assessment, recording and reporting as an integral feature of learning and teaching? (2.3.9)</p> <p>1d) How well do we make use of a range of valid, reliable and relevant assessment tools and approaches to support the improvement of children and young people's learning? (2.3.10)</p> <p>1e) How well do we record, analyse and use assessment information to identify development needs for individual learners and specific groups? (2.3.11)</p> <p>1f, 3b) How effectively do we involve learners and parents in planning and evaluating learning? (2.3.12)</p> <p>2a, b) How well is our focus on literacy and numeracy leading to raising attainment across the curriculum? (3.2.2)</p> <p>2c) How well is assessment evidence used to inform teacher judgements? (3.2.4)</p> <p>2d) How well do we communicate the purpose of learning and give effective explanations for all learners? (2.3.6)</p> <p>2e, 3a, 3c) How confident are we that all learners experience activities which are varied, differentiated, active, and provide effective support and challenge? (2.3.5 highly effective practice)</p> <p>3d) To what extent does our curriculum promote equity and raise attainment for all children and young people?</p>	<p><b>Evidence (How do we know?) (Why? How? Who? What? When? for gathering planned evidence)</b></p> <p>Behaviour referrals</p> <p>Pupil voice – pupil focus groups</p> <p>Staff voice – staff questionnaires</p> <p>Parent/carer responses to questionnaires/survey</p> <p>Pupil and Parent council feedback</p> <p>Parents evenings</p> <p>Increased levels of engagement (pupil and partners)</p> <p>Exclusion figures</p> <p>Learner conversations</p> <p>BGE and Senior Phase Tracking Data</p> <p>QA and 'sharing good practice' data</p>
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Priority 2: Culture, Ethos and Values					
Area for development: Developing and implementing a shared vision of culture, ethos and values					
Desired Outcome	Implementation Process (Actions)	By whom?	Time Scale	Resources / Costs / Training needs	Monitoring by whom ? how?
1. All members of the school community are involved in the creation and implementation of our vision and values.	a) All members of the school community are striving to achieve equality and inclusion through positive and respectful relationships which support the wellbeing of all. (3.1)	All staff, Pupil Leadership Team (PLT), Partners	Dec 2016	Meeting time; Training – equality & inclusion	SLT
	b) All members of the school community are proactive in encouraging all young people to strive for excellence and celebrate their successes and wider achievements. (3.1)	All staff, PLT, Parents, & Partners	June 2017	Meeting time	ELT
	c) All staff and young people contribute to a learning environment which is built on positive, nurturing and appropriately challenging relationships leading to high quality learning and improved outcomes for all young people. (2.3)	Short Life School Improvement Groups, School Improvement Groups, All staff, PLT	June 2017	School approach to promoting positive relationships; time for QA	SLT, ELT
2. All members of the school community are included, engaged and involved in the life of the school.	a) Staff know, understand and are implementing GIRFEC and the wellbeing indicators, thus enabling young people to grow, develop and reach their full potential. (2.5/3.1)		Dec 2016	Training – GIRFEC & the wellbeing indicators; QA	DHT Support, HoH Team
	b) Pupils are motivated to actively participate in the school and wider community and regularly take on leadership roles including leading learning. (1.3)	Rights, Support & Wellbeing Team, All staff	June 2017	Time to measure impact	SLT, ELT
	c) Staff are motivated to actively participate in the school and wider community and regularly take on leadership roles including leading learning and school improvement. (1.3)	All staff, PLT, Partners	June 2017	Time for task; Time to measure impact	SLT
	d) Targeted support is provided for those young people who benefit from additional support beyond that provided at Level 1 in the WLC Continuum of Support, resulting in a reduction in exclusion from school	ELT, All staff	Sept 2016	Restructuring of physical space; Time for staff training; QA	SLT, PTC Wellbeing and Inclusion
	e) Parents and carers are supported to actively and meaningfully engage in their children's learning and life at school	Wellbeing and Inclusion Faculty	June 2017	Social media; Time for task	SLT
		SLT, ELT, All staff			

<p><b>Evaluation (linked to challenge questions within HGIOS4 / HGIOELC)</b></p> <p>1a) To what extent do staff and young people demonstrate positive and respectful relationships? (3.1)</p> <p>1a) To what extent is there an ethos and culture of inclusion, participation and positive relationships across the school? (3.1)</p> <p>1b) To what extent do we provide opportunities for young people to strive for excellence and celebrate success and wider achievements? (3.2)</p> <p>1c) To what extent have we established an inclusive learning environment which meets the needs of all learners? (3.1)</p> <p>2a) How well do all staff know and understand GIRFEC and the wellbeing indicators? (2.5/3.1)</p> <p>2a) How well do all staff understand their role and responsibility in supporting learners' health and wellbeing? (3.1)</p> <p>2a) How well do we ensure that all young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included? (3.1)</p> <p>2b) To what extent are all pupils involved in leading learning within the school? (1.2)</p> <p>2b) To what extent do young people take responsibility for their own learning and progress? (1.2)</p> <p>2c) To what extent are all staff involved in leading learning across and beyond our school? (1.2)</p> <p>2c) How effective are we at building on individual skills and talents to lead improvements? (1.2)</p> <p>2d) Staff make effective use of staged intervention processes to ensure children and young people's needs are met.</p> <p>2d) Does the school promote an ethos and culture of positive engagement and participation with its pupils and parents?</p> <p>2e) Creative approaches are used to engage families</p>	<p><b>Evidence (How do we know?) (Why? How? Who? What? When? for gathering planned evidence)</b></p> <p>Behaviour referrals</p> <p>Pupil voice – pupil focus groups</p> <p>Staff voice – staff questionnaires</p> <p>Parent/carer responses to questionnaires/survey</p> <p>Pupil and Parent council feedback</p> <p>Parents evenings</p> <p>Increased levels of engagement (pupil and partners)</p> <p>Exclusion figures</p> <p>Learner conversations</p>
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### Plan for Additional Tasks

Additional Tasks	Responsibilities	SLT Point of contact
<p>Review Universal Support structures for all pupils and implement revised Tutor Time system supporting pupils to reflect on their learning.</p> <p>Introduce Building Learning Power programme to S1 &amp; S2 curriculum</p> <p>Introduce S1 Residential Programme, supported by Pupil Leadership Team</p>	<p>School Improvement Group</p> <p>Heads of House</p> <p>PE department, S1 Tutors and pupil leadership team</p>	<p>LG / LQ</p>
<p>Introduce an enhanced curriculum for targeted pupils to ensure engagement and meeting learning needs</p>	<p>ELT</p>	<p>HS / LG</p>



**EDUCATION QUALITY ASSURANCE COMMITTEE**

**EDUCATION SCOTLAND REPORT: LOW PORT PRIMARY SCHOOL**

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

**A. PURPOSE OF REPORT**

To bring to the Committee's attention to the report by Education Scotland on their return visit to Low Port Primary School in April 2016.

**B. RECOMMENDATION**

It is recommended that the Committee note the contents of the report and that Education Scotland will make no further visits in connection with the inspection of January 2013.

**C. SUMMARY OF IMPLICATIONS**

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

<b>VII Consideration at PDSP</b>	Not applicable
<b>VIII Other consultations</b>	None

## **D. TERMS OF REPORT**

### **Background**

Low Port Primary school was inspected in January 2013 and has been supported by Education Scotland and the Local Authority to meet recommendations in the original and subsequent reports.

### **Other Relevant Information**

#### **Context of the school**

Low Port Primary School is a non-denominational school serving the community of Linlithgow, West Lothian. This session the roll is 203 with 8 classes. The Head Teacher and Principal Teacher have been in post since February 2014. The school sits in decile 10 and the free meal entitlement is 2.7% from P4 to P7.

#### **The Report**

Under the leadership of the Head Teacher the school has continued to build on the progress made up to March 2015 when a joint local authority/Education Scotland VSE took place.

The Head Teacher supported by the principal teacher has demonstrated very effective leadership which has had a positive impact for learners in the school. The staff commented that they are now better supported and challenged to improve the work of the school.

Children have a very positive attitude to their learning and are more engaged and involved in their learning. They are able to talk about their strengths and what they need to do to improve.

Good partnership working between the school and parents has been established and the parent council will continue to support the school to move forward.

#### **Education Officer Role**

The quality improvement team is confident that the school is now well placed to continue to secure improvements identified in the school improvement plan and will continue to support the Head Teacher through quality improvement processes. This will entail a further visit to the school for an informal update on progress in March 2017.

## **E. CONCLUSION**

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



## **F. BACKGROUND REFERENCES**

None

Appendices/Attachments:

Appendix 1 – Education Scotland report

Appendix 2 – School Improvement Plan

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Date of meeting: 13 September 2016



30 August 2016

Dear Parent/Carer

**Low Port Primary School  
West Lothian Council**

In March 2013, HM Inspectors published a letter on your child's school. We subsequently returned to the school to look at how it had continued to improve its work, and published a letter in April 2014. We also supported West Lothian Council in a validated self-evaluation of the school in March 2015. Recently, as you may know, we visited the school again. During our visit, we talked to children and worked closely with the headteacher and staff. We heard from the headteacher and other staff how the school has continued to improve. We looked at particular areas that had been identified in the original inspection and at other aspects of the school's work, as proposed by the headteacher. As a result, we were able to find out how well children are now learning and achieving and how the school is continuing to support them to do their best. This letter sets out what we found.

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

Overall, there have been important improvements to the way children learn and achieve. Children continue to have a very positive attitude to their learning and show great pride in their school. They remain well-behaved and show consideration to those around them. Children told us that they now have more opportunities to talk about their own learning through, for example, their reflection jotters. As a result they feel more involved in what they are learning in class. Across the school, staff now demonstrate a greater consistency in how they share the purpose of lessons with children and what they are going to learn. In the best lessons, staff use plenary sessions well to reinforce children's understanding of what they have learned. As a result, in almost all classes, children are becoming more aware of their own strengths as learners and what they need to do to improve. We have discussed with the headteacher that the school still needs to ensure that this is happening consistently well across all classes. Across the school, children now have increased opportunities to lead their own learning. They respond well to the more active approaches to learning which are being developed. For example, all children are now involved in a 'Vertical Learning Group' which allows them to influence the work of their school and give a greater depth to their own learning. Examples of this include, work achieved on the Rights Respecting School which is now a clear strength of the school, and with Fair Trade and Eco activities. Children continue to develop various skills for life and work, including enterprise, as a result of these improved whole-school learning experiences. Children continue to benefit from learning outdoors including, for example, problem solving in the 'Rigg' area, with

children in P5 benefitting from an 'Outdoor Education Week' with Low Port Centre. This is now more structured and an integral part of the curriculum. Children take pride in their varied achievements outwith the classroom. For example, they participate in a wide range of clubs and activities, run by staff and parents, such as, skiing, chess and the school choir which performs regularly in the local community.

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

The way in which the school meets the needs of children has improved and is continuing to improve. Teachers now have higher expectations and a better understanding of the starting points of children's learning. Across the school, data on children's attainment in numeracy and literacy is now being used more effectively. This is enabling teachers to better match tasks and activities to the individual learning needs of children. Teachers are becoming more confident in using assessment information to comment on children's progress, although the school recognise that further moderation work is still required. All of this now puts the school in a better place to ensure that children's attainment continues to improve. Overall, staff are now planning more relevant and stimulating tasks which deliver more appropriate learning experiences for children. As a result, in almost all lessons, the pace of learning is now more appropriately challenging. We have discussed with staff the need to ensure that all children are appropriately and consistently challenged across their learning. This remains a focus for the school's work. The school now has more effective arrangements for targeting children who may require specific support. Together with the management team, the support for learning teacher has worked hard to evaluate her interventions in a more rigorous and robust manner, for example, evaluating phonics support for P1 children. There are now support plans in place for children who may need additional help in their learning, where targets are reviewed on a regular basis.

Staff now provide children with a broader and more balanced curriculum that reflects the school's vision and values. There are now more robust arrangements in the school to help staff implement Curriculum for Excellence. Staff have now developed appropriate programmes across most areas of the curriculum which are giving children access to a broader general education. For example, children told us that they are now benefitting from more science. The headteacher has implemented a range of successful strategies, including learning conversations with children, to ensure there is a greater consistency across the school in the curriculum which the children receive. Whilst there is still work to be undertaken on the curriculum there has been notable progress since the initial inspection. Overall, staff now provide children with more relevant, well-planned themes to link their learning across a range of curriculum areas. For example, in P7 children have been learning about the European Parliament, whilst in P5 children have been creating bridges as part of their work on financial education. The quality of art work around the school now shows a clearer progression in skills. The school now needs to continue with plans, building on the strong progress already made, to develop the curriculum fully and keep parents informed in the process.

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

Since the initial inspection in March 2013, there have been significant changes to the leadership and staff teams. The headteacher has given the school much-needed stability in leadership. She has developed a clearer vision for continuous improvement in the school and is sharing this effectively. Staff told us that they now feel much better supported and challenged in their work and this is impacting positively on children's learning. Together with staff, the management team have established a range of strategies to monitor approaches to learning and teaching and children's progress. These include the monitoring of teachers' planning and observations of learning and teaching by peers and the management team. From all of this, staff are given helpful feedback to improve their practice further as well as being able to gather evidence to monitor recent improvements to the curriculum. As a result, the plans for improvement, identified from the initial inspection of March 2013 and validated self-evaluation of March 2015, are now being developed more systematically and are clearly impacting positively on children's learning. Parents are consulted regularly through the Parent Council, newsletters and social media. We have discussed with the chair of the Parent Council ways in which the Council can give more support and challenge to the school in continuing to move forward. Approaches to the school reviewing its work now have sufficient rigour to give us confidence that improvements are being made. The headteacher and staff are aware that these improvements now need to be sustained, and continued to be developed, to ensure that all recommendations from the initial inspection are fully, and consistently, met across the school. Together, with the continued support from the Parent Council and from West Lothian Council, we have confidence that the school is in a better position to continue to secure the improvements which are still necessary.

## **What happens next?**

As a result of the progress made by the school as outlined in this letter, we will make no further visits in connection with this inspection. As part of its arrangements for reporting to parents on the quality of education, West Lothian Council will inform parents about the school's progress.

Alan Urquhart  
HM Inspector

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

If you want to give us feedback or make a complaint about our work, please contact us by telephone on 0131 244 4330, or e-mail: [complaints@educationscotland.gsi.gov.uk](mailto:complaints@educationscotland.gsi.gov.uk) or write to us addressing your letter to the Complaints Manager, Denholm House, Almondvale Business Park, Livingston EH54 6GA.

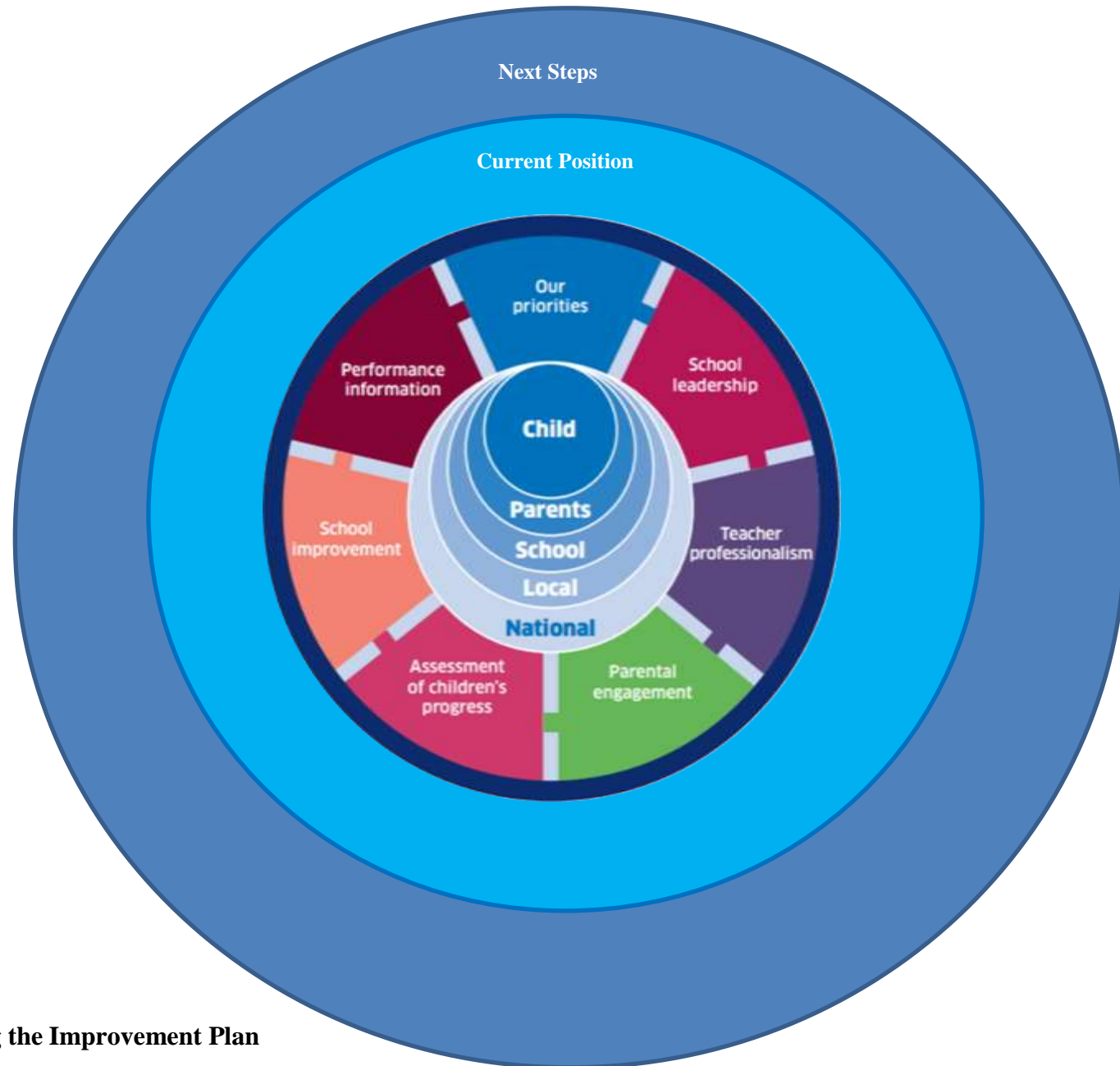




# **LOW PORT PRIMARY SCHOOL IMPROVEMENT PLAN**

**2016 / 2017**

**School Engagement with the National Improvement Framework**



**Factors Influencing the Improvement Plan**



### **School factors**

Addressing Action Points identified in school's Self Evaluation procedures

Cluster Improvement Plan

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

Flexible early learning and childcare implementation

Education Scotland Follow Up Visit Inspection April 2016 and Record of Findings

### **Local authority factors**

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

Raising attainment, including closing the gap

Better Outcome agreement

Single Outcome agreement

Corporate Plan

Integrated Children's Services Plan (Life Stages)

Education Services Management Plan

West Lothian's Early Years' Framework

West Lothian Parental Engagement Framework

Increased entitlement to early years' provision

### **National factors**

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

OECD recommendations

Getting it Right for Every child (GIRFEC)

Curriculum for Excellence

Developing Scotland's Young Workforce

Building the Ambition

National Qualifications

Child Protection Issues / Guidance

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

GTCS standards and professional update

## **Our School Values, Vision and Aims:**

### **Vision Statement**

**Low Port Primary School: Where you are given opportunities and leave with happy memories.**

**School Aims:**

Confidence  
Fairness  
Honesty  
Respect

Let's create a safe, happy and welcoming learning community where all children are able to recognise their full potential through promotion and recognition of attainment and achievement.

Positively foster an ethos of equality and inclusion where children are given a voice and opportunities to develop the values and attitudes which will equip them for their lifelong journey.

Plan to work cooperatively with parents, carers and partners agencies to teach children respect and develop the skills they require to grow into caring, confident, responsible and considerate young people.

Strive to develop a cohesive, progressive and challenging curriculum which provides high quality, relevant and enjoyable learning experiences which meet the needs of all our children.

**Our Aims**

**Leadership and Management**

- To foster an ethos of effective partnership working with school, home, partner agencies and the wider community to empower our children.

**Learning Provision**

- To create a safe and enjoyable learning environment where children and staff can thrive and succeed, and each individual's uniqueness is celebrated.
- To develop a progressive and challenging curriculum, which develops skills for life-long learning, which is meaningful, relevant and enjoyable.

**Successes and Achievements**

- To ensure the best possible outcomes for all our learners

Session	Area for Improvement	Outcomes
2015/2016	Raising Attainment – Curriculum	<p>We ensure the curriculum provides a coherent experience for learners and monitor and evaluate the impact and outcomes of changes in the curriculum in an on-going way.</p> <p>Curriculum transition procedures and programmes are designed to meet the needs of all learners and ensure continuity and progression in learning.</p>
	Raising Attainment - Learning and Teaching	<p>Our teaching and learning approaches are motivating and well-paced and ensure experiences are well matched to learners' needs. Formative assessment techniques are embedded in learning and teaching throughout the school.</p> <p>Learning experiences are well planned with pupil involvement, build on previous learning and allow pupils to make progress in developing skills.</p>
	Raising Attainment - Assessment and Self-evaluation	<p>We have leadership at all levels which is focussed on improvements for learners and informed by accurate self-evaluation.</p> <p>We have rigorous, systematic and transparent processes and procedures in place to gather evidence and inform priorities for improvement.</p>
2016/2017	Excellence through raising attainment and achieving equity – Moderation and self-evaluation of math/numeracy	We have established systems for moderation of math/numeracy to develop a shared understanding at all levels of what secure learning looks like across levels.
	Excellence through raising attainment and achieving equity – Assessing progress and achievement	We develop our systems in school to profile learning, attainment, achievement and to track progress.
2017-2018	Excellence through raising attainment and achieving equity – Moderation and self-evaluation of the wider curriculum.	We have established systems for moderation across the curriculum to develop a shared understanding at all levels of what secure learning looks like across levels.
	Excellence through raising attainment and achieving equity – Assessing progress and achievement	We continue to develop our systems in school to profile learning, attainment, achievement and to track progress.

**Priority 1: EXCELLENCE THROUGH RAISING ATTAINMENT AND EQUITY**

**Area for development: Moderation of numeracy**

School's current position: We have identified a need to develop a greater consistency of staff knowledge and understanding of numeracy moderation to develop a shared understanding at all levels of what secure learning looks like at key stages. We are building on the existing collaborative practice already established in the school.					
Desired Outcome	Implementation Process (Actions)	By whom?	Time Scale	Resources / Costs / Training needs	Monitoring by whom ? how?
<p>Staff have a shared knowledge and understanding of numeracy moderation and achievement of a level.</p> <p>Learners benefit from improved learning and teaching as a result of moderation and assessment processes.</p> <p>All staff understand their responsibility in improvement process.</p> <p>We can show clear evidence of improvement based on actions.</p> <p>Attainment levels in numeracy are a central feature for our priorities for improvement and are raising attainment.</p>	<p>All staff are actively engaged with cluster colleagues at their appropriate level for moderation and achievement of a level as part of Professional Learning Communities.</p> <p>Establish lesson study trios within the school with the remit of –</p> <ul style="list-style-type: none"> <li>Professional reading regarding lesson study approaches</li> <li>Professional reading linked to numeracy and outdoor learning</li> <li>Plan together and moderate a series of maths lessons that are linked to SEAL / active maths / outdoor learning.</li> <li>Use the Scottish Attainment Challenge model to support planning, assessment and moderation.</li> <li>Trios involved in a thematic review/learning round term 2 as part of QA calendar.</li> </ul>	<p>Cluster HTs All staff</p>	09.09.16	<p>Time Carol Copstick</p>	<p>Cluster HTs All staff</p>
		<p>All staff All staff</p>	23.09.16	<p>CAT Time Readings PT input as lead learner Cover for observations</p>	<p>SMT Lead learner - PT School Quality Assurance All staff School Quality Assurance Planning and tracking meetings</p>
	<p>Identify individual learners to track progress and implement strategies to impact on learner's attainment in line with cluster moderation model.</p>	<p>All staff</p>	<p>March 2017</p>		
	<p>SEAL champion support sessions at key levels – Early, First, Second levels.</p>	<p>SfL teacher All staff</p>	<p>June 2017 Terms 1 -4</p>	<p>Evidence of children's learning Data WTA time</p>	<p>All Staff Planning and tracking meetings Pupil work Feedback from SEAL champion sessions</p>
	<p>SEAL parent workshop for P1 and P2 families. Family learning event – whole school</p>	<p>HT All staff</p>	<p>Dec 2016</p>	<p>Sept 16 Term 4</p>	<p>HT - feedback</p>
	<p>Monitor progress and impact.</p>	<p>All staff and SMT</p>	<p>June 2017</p>		<p>SMT and All Staff Planning and tracking meetings Pupil work</p>

<p><b>Evaluation (linked to challenge questions within HGIOS4 / HGIOELC)</b></p> <p>How has the moderation process impacted on learning, teaching and assessment? How do we know?</p> <p>Are professional learning activities linked to the results of self-evaluation and identified areas of improvement?</p> <p>Is our moderation programme robustly consistent across the school?</p> <p>Are staff working effectively as a team with a strong ethos of sharing practice, peer support and challenge? Has collegiate working created the climate of a learning community?</p> <p>Do all staff understand the need to be outward and forward-looking in their evaluation and improvement activities? Do all staff understand their responsibility in closing the attainment gap?</p> <p>Are teachers using a range of different assessments to measure children's progress?</p> <p>Are teachers working effectively with colleagues across the learning community to moderate standards?</p> <p>How well is assessment evidence used to inform teacher judgement?</p> <p>Has staff confidence and professional judgement in assessing the achievement of a level increased?</p>	<p><b>Evidence (How do we know?) (Why? How? Who? What? When? for gathering planned evidence)</b></p> <p>Moderation processes are in place, have been evaluated and attainment levels have increased.</p> <p>Regular feedback from trios with regards to improvements.</p> <p>Records of professional dialogue and learning conversations with all stakeholders.</p> <p>Moderation is linked to HGIOS 4. All staff are involved in the process to review and evaluate strengths and next steps.</p> <p>Evidence that staff are reflective about their practice and engaging in professional dialogue within trios regarding impact on learners.</p> <p>QA – planning and tracking; records of moderation sessions together; plans; observations; learner conversations.</p> <p>Feedback from SEAL champion sessions.</p> <p>Feedback from focus groups – pupil and staff.</p> <p>Family learning feedback.</p>
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<b>Priority 2: EXCELLENCE THROUGH RAISING ATTAINMENT AND EQUITY</b>					
<p><b>Area for development: We develop our systems in school to profile learning, attainment, achievement and to track progress through robust monitoring and tracking of attainment, achievement and progress, including the piloting of online learning journals (P1-3)</b></p> <p>School's current position: We have identified a need to develop profiling further to track progress, achievements and agree targets for next steps in learning. We need to further develop processes to fully engage with learners, their families and staff in this process.</p>					
<b>Desired Outcome</b>	<b>Implementation Process (Actions)</b>	<b>By whom?</b>	<b>Time Scale</b>	<b>Resources / Costs / Training needs</b>	<b>Monitoring by whom ? how?</b>
<p>We have a robust tracking system together with effective interventions to ensure continuous progress for learners across the curriculum and at all levels.</p> <p>We have effective systems in place to promote equity of</p>	Staff are engaging with the use of wellbeing indicators as part of the tracking and monitoring process.	HT/PT	Sept 2016	CAT time/T&M meetings	SMT – termly meetings
	Learners are actively involved in tracking their own achievement on an ongoing basis.	CT/SMT	June 2017	Pupil Council time	SMT – learning conversations
	Staff training for Early and First level staff (P1-3) to become familiar with Online Learning Journal (OLJ) and develop confidence in using the programme.	HT/PT/ Cluster trainer	Sept 2016 – June 2017	School budget Cluster trainer CAT time	SMT – feedback following training.

<p>success and achievement for all learners.</p> <p>There is evidence that learners are applying and increasing their achievements through active participation in the community.</p> <p>Families are engaging with the online learning journals / profiles and in family learning related to these. (P1-3)</p>	<p>Develop consistent practice across Early – First level/infant department</p> <ul style="list-style-type: none"> <li>• One observation per term in Literacy, Maths/Numeracy, HWB and one example from other curricular areas over the school session.</li> <li>• Next steps identified and tracked, involving pupils in this process.</li> <li>• Regularly moderate to ensure high quality and consistent approaches.</li> <li>• Interim summative statement</li> <li>• Pilot the use of the new report</li> </ul> <p>Parents/Carer workshop to explore the online learning journals and opportunities for questions. Encourage parent/carers comment on observations.</p> <p>Evaluation of the online learning journals from all stakeholders – pupils, parents and staff</p>	HT/PT	June 2017	Collegial hours Funding for I pads.	SMT – professional dialogue, moderation of online journals. Decision on piloting of new report based on consistency of OLJ content.
			June 2017		
			June 2017		
			Dec 2016 June 2017		
		HT/PT/ Rep from OLJ	Dec 2016	Evening workshop Rep from OLJ	SMT – feedback following family learning event.
		HT/PT	June 2017	Evaluation sessions planned for all groups	SMT – feedback from all stakeholders.
<b>Evaluation (linked to challenge questions within HGIOS4 / HGIOELC)</b>			<b>Evidence (How do we know?) (Why? How? Who? What? When? for gathering planned evidence)</b>		
<p>How well do we use evidence from tracking meetings, professional dialogue and assessments to measure progress over time and at particular points of transition?</p> <p>How well do we track and recognise achievements?</p> <p>How well do we recognise and value the personal achievements of all learners?</p> <p>To what extent have we created processes for staff to engage in professional dialogue to develop a shared understanding of quality assessment observations?</p> <p>To what extent have processes of moderation and assessment resulted in improved learning?</p> <p>To what extent have we improved opportunities for learners to be involved in improving learning?</p> <p>Are staff at P1-3 confidently using Online Learning Journals?</p> <p>Has parental and pupil engagement increased with the introduction of the Online Learning Journals?</p>			<p>Records reflect that tracking and monitoring meetings are focused on wellbeing as well as attainment and achievement.</p> <p>Pupil records of achievement.</p> <p>Records of professional dialogue and learning conversations with all stakeholders.</p> <p>Termly tracking and monitoring of pupil progress.</p> <p>Quality assurance process, including learning conversations, demonstrates a shared understanding of expectations and standards and consistent approaches to OLJ.</p> <p>Feedback from parent workshop and ongoing evaluation.</p> <p>Feedback from focus groups representing all stakeholders.</p>		

<p><b>Evaluation (linked to challenge questions within HGIOS4 / HGIOELC)</b></p> <p>How well do we use evidence from tracking meetings, professional dialogue and assessments to measure progress over time and at particular points of transition?</p> <p>How well do we track and recognise achievements?</p> <p>How well do we recognise and value the personal achievements of all learners?</p> <p>To what extent have we created processes for staff to engage in professional dialogue to develop a shared understanding of quality assessment observations?</p> <p>To what extent have processes of moderation and assessment resulted in improved learning?</p> <p>To what extent have we improved opportunities for learners to be involved in improving learning?</p> <p>Are staff at P1-3 confidently using Online Learning Journals?</p> <p>Has parental and pupil engagement increased with the introduction of the Online Learning Journals?</p>	<p><b>Evidence (How do we know?) (Why? How? Who? What? When? for gathering planned evidence)</b></p> <p>Records reflect that tracking and monitoring meetings are focused on wellbeing as well as attainment and achievement.</p> <p>Pupil records of achievement.</p> <p>Records of professional dialogue and learning conversations with all stakeholders.</p> <p>Termly tracking and monitoring of pupil progress.</p> <p>Quality assurance process, including learning conversations, demonstrates a shared understanding of expectations and standards and consistent approaches to OLJ.</p> <p>Feedback from parent workshop and ongoing evaluation.</p> <p>Feedback from focus groups representing all stakeholders.</p>
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### Plan for Additional Tasks

Additional Tasks	Responsibilities	SLT Point of contact
Review positive behaviour policy in line with Rights Respecting Schools and restorative practice approaches. Continue to work towards the Level 1 RRS Award. Update whole school positive behaviour policy.	All staff, including PSW	HT PT
Eco Schools - Continue to work towards our 6 <sup>th</sup> Green Flag.	All staff	HT PT
Further develop 1+2 languages. Review of current planning and audit of resources.	All CT	PT
Work towards promoting Dyslexia Friendly Schools approaches	SfL teacher, PSW staff	SfL teacher
Embed Growth Mindsets with all classes using approaches	All CT	HT PT
Embedding GIRFEC processes and bring in wellbeing indicators into tracking and monitoring. Monitor and track at whole school level factors affecting learning, achievement and support offered to address these.	All staff, including PSW	HT PT
Develop the curriculum as follows:- HWB – Playback ICE resource across all levels to promote citizenship, inclusion and equality at all levels. Develop a school bereavement policy, toolkit and training Literacy – embed active literacy approaches Consistent approaches to provision of the broad general education i.e. expressive arts SEAL champion support in embedding the pedagogy across all levels.	All staff	HT PT
Further develop family learning in line with School Improvement priorities and additional tasks.	All staff/HT/PT	HT PT
Continue to support staff in Professional Update	All staff	HT PT
Further develop a whole school/departmental approach to planning, assessing and moderating within a context in literacy or numeracy – anti bullying month and Rookie Rockstars / second level Shakespeare.	All staff	HT PT





## EDUCATION (QUALITY ASSURANCE) COMMITTEE (EQAC) WORKPLAN 2016-2017

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

VSE – Validated Self Evaluation

Title	Purpose	Lead Officer	EQAC date
Education Scotland Inspection – West Calder HS	To inform committee of the outcome of Education Scotland (HMI) inspection at West Calder HS	Alex Black	13/09/2016 (10.00 am)
Education Scotland Inspection – Low Port PS (Update on Progress)	To inform committee of the outcome of Education Scotland (HMI) follow up inspection at Low Port PS	Phyllis Wood	13/09/2016 (10.00 am)
VSE - Inveralmond EYC/Ladywell NS/Eliburn NC	To inform committee of the VSE review and next steps – Inveralmond Early Years Centre/Ladywell NS and Eliburn NC	Ann Doyle	01/11/2016 (10.00 am)
VSE – Harrysmuir PS	To inform committee of the VSE review and next steps – Harrysmuir PS	Alex Black/ Maureen McNaughton	01/11/2016 (10.00 am)
VSE – Linlithgow Bridge PS	To inform committee of the VSE review and next steps – Linlithgow Bridge PS	Jan Ingram/ Greg Welsh	01/11/2016 (10.00 am)
VSE (Themed) – Deans Community High School	To inform committee of the Themed VSE review and next steps – Deans community High School	Phyllis Wood	01/11/2016 (10.00 am)
Education Scotland Inspection – Bridgend PS (Update)	To further update committee of the progress made on the school's action plan following Education Scotland (HMI) inspection in March 2015	Maureen McNaughton	01/11/2016 (10.00 am)
VSE – Blackridge PS	To inform committee of the VSE review and next steps – Blackridge PS	Jan Ingram	31/01/2017 (10.00 am)
VSE – Croftmalloch PS	To inform committee of the VSE review and next steps – Croftmalloch PS	Maureen McNaughton	31/01/2017 (10.00 am)
VSE – Deans PS	To inform committee of the VSE review and next steps – Deans PS	Greg Welsh	31/01/2017 (10.00 am)
VSE – Kirknewton PS	To inform committee of the VSE review and next steps – Kirknewton PS	Alan Millar	31/01/2017 (10.00 am)
VSE – Polkemmet PS	To inform committee of the VSE review and next steps – Polkemmet PS	Maureen McNaughton	31/01/2017 (10.00 am)

VSE (Themed) – St Margaret's Cluster	To inform committee of the Themed VSE review and next steps – St Margaret's Cluster	Phyllis Wood	31/01/2017 (10.00 am)
VSE – St Mary's PS, Polbeth (Update)	To inform committee of the progress made following VSE carried out in April 2016	Maureen McNaughton	31/01/2017 (10.00 am)
Education Scotland Inspection – St Thomas's PS (Update)	To inform committee of the progress made on the school's action plan following Education Scotland (HMI) inspection in February 2016	Maureen McNaughton	31/01/2017 (10.00 am)
VSE – Our Lady's PS	To inform committee of the VSE review and next steps – Our Lady's PS	Greg Welsh	04/04/2017 (10.00 am)
VSE - Springfield PS	To inform committee of the VSE review and next steps – Springfield PS	Alex Black/ Alan Millar	04/04/2017 (10.00 am)
VSE – St Anthony's PS	To inform committee of the VSE review and next steps – St Anthony's PS	Phyllis Wood/ Maureen McNaughton	04/04/2017 (10.00 am)
VSE – Williamston PS	To inform committee of the VSE review and next steps – Williamston PS	Phyllis Wood/ Donna Canning	04/04/2017 (10.00 am)
VSE (Themed ) – Linlithgow Academy	To inform committee of the Themed VSE review and next steps – Linlithgow Cluster	Phyllis Wood	31/01/2017 (10.00 am)
VSE – Livingston Village PS	To inform committee of the VSE review and next steps – Livingston Village PS	Greg Welsh	27/06/2017 (10.00 am)
VSE – Longridge PS	To inform committee of the VSE review and next steps – Longridge PS	Maureen McNaughton/ Donna Canning	27/06/2017 (10.00 am)
VSE – St Joseph's PS, Linlithgow	To inform committee of the VSE review and next steps – St Joseph's PS, Linlithgow	Alan Millar	27/06/2017 (10.00 am)
VSE - Bankton PS	To inform committee of the VSE review and next steps – Bankton PS	Phyllis Wood/ Donna Canning	27/06/2017 (10.00 am)
VSE – Woodmuir PS	To inform committee of the VSE review and next steps – Woodmuir PS	Maureen McNaughton/ Donna Canning	27/06/2017 (10.00 am)

