



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

West Lothian Civic Centre  
Howden South Road  
LIVINGSTON  
EH54 6FF

22 March 2017

A meeting of the **Education (Quality Assurance) Committee** of West Lothian Council will be held within **Council Chambers, West Lothian Civic Centre** on **Tuesday 28 March 2017** at **2:00 p.m.**

For Chief Executive

### **BUSINESS**

#### **Public Session**

1. Apologies for Absence
2. Declarations of Interest - Members should declare any financial and non-financial interests they have in the items of business for consideration at the meeting, identifying the relevant agenda item and the nature of their interest.
3. Order of Business, including notice of urgent business and declarations of interest in any urgent business
4. Confirm Draft Minute of Meeting of the Education (Quality Assurance) Committee held on Tuesday 31 January 2017 (herewith).
5. Education Scotland Report: Broxburn Primary School - Report by Head of Education (Curriculum, Quality Improvement and Performance) (herewith)
6. Validated Self Evaluation: Our Lady's Primary School, Stoneyburn - Report by Head of Education (Curriculum, Quality Improvement and Performance) (herewith)
7. Validated Self Evaluation: Kirknewton Primary School - Report by Head of Education (Curriculum, Quality Improvement and Performance) (herewith)

DATA LABEL: Public

8. Validated Self Evaluation: St Anthony's Primary School - Report by Head of Education (Curriculum, Quality Assurance and Performance) (herewith)
9. HMI Inspection Processes and Reporting for all Schools - Report by Head of Education (Curriculum, Quality Improvement and Performance) (herewith)
10. Workplan 2016-2017 (herewith)

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

MINUTE of MEETING of the EDUCATION (QUALITY ASSURANCE) COMMITTEE of WEST LoTHIAN COUNCIL held within COUNCIL CHAMBERS, WEST LoTHIAN CIVIC CENTRE, on 31 JANUARY 2017.

Present – Councillors Stuart Borrowman (Chair), David Dodds, Tony Boyle, Alexander Davidson, Lawrence Fitzpatrick, Carl John, Dave King, Sarah King, Danny Logue and John McGinty; Appointed Representatives Myra Macpherson, Lynne McEwen and Margaret Russell; Parent Council Representative Eric Lumsden

Apologies – Councillor Anne McMillan, Andrew Miller and George Paul

1. DECLARATIONS OF INTEREST

Agenda Item 9: VSE – Blackridge Primary School

Lynne McEwen declared a non-financial interest due to her daughter being employed as a teacher at Blackridge Primary School.

2. ORDER OF BUSINESS

The Chair ruled in terms of Standing Order 11 that Agenda items 6 (Inveralmond Early Years Centre), 7 (Eliburn Nursery Class) and 8 Ladywell Nursery School) be considered at the same time as they were all managed by the same Head Teacher.

3. MINUTE

The Committee confirmed the minute of its meeting held on 1 November 2016 as being a correct record. The minute was thereafter signed by the Chair.

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

The Committee considered a report (copies of which had been circulated) by the Head of Education (Curriculum, Quality Improvement and Performance providing an update on the progress made on the school's action plan to address the areas for improvement identified in Education Scotland's report published on 22 March 2016.

The Committee was advised that since the HMI inspection carried out in January 2016 very good progress has been made under the strong leadership of the head teacher.

The Head Teacher, Joanne McKissack, provided the Committee with an update on the progress made on the school's action plan relating to the following areas:

- Increasing children's capacity as learners to enable them to become

more independent in their learning;

- Continuing to work with the community to improve the design of the curriculum and ensure that it meets the needs of all learners; and
- Staff team to continue to improve how well children's progress was evaluated to improve attainment and achievement across the school.

The school has made good progress, working with parents and other key partners to embed the school's vision in the design and development of its curriculum. Revised arrangements for collaborative working were impacting positively on increased staff confidence, professional judgement and improved approaches to planning learning, teaching and assessment. Children were more confident in talking about their learning which was having a positive impact on their resilience and positive responses to challenge and new experiences.

The Parent Council Chair, Anne-Marie McGuckin, advised the Committee that over the last year parents were happy with the improvements made in school and the children appeared to be happy and doing well.

In response to a question from the Committee in relation to the work being carried out with parents and the local community the head teacher stated that a number of sessions and workshops had been set up to support parents to help improve approaches in learning and developing family engagement, focusing on raising attainment in literacy, numeracy, health and well-being. The school's self-evaluation processes were also leading to improvements.

Finally, the Quality Improvement team would continue to work with the head teacher and the school would monitor and evaluate progress at regular quality assurance visits.

The Committee welcomed the update and acknowledged the progress made and the positive feedback received from the Parent Council Chair.

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

#### Decision

1. To note the contents of the report and the arrangements for continued improvement;
2. To note the update from the Head Teacher and Parent Council Chair; and
3. To note that the school was making good progress under the strong leadership of the head teacher.

5. UPDATED VALIDATED SELF EVALUATION: INVERALMOND EARLY YEARS CENTRE, ELIBURN NURSERY CLASS AND LADYWELL NURSERY SCHOOL

The Committee considered reports relating to the Updated Validated Self Evaluation (VSE) for Inveralmond Early Years Centre and VSE for Eliburn Nursery Class and Ladywell Nursery School (copies of which had been circulated) by the Head of Education (Curriculum, Quality Improvement and Performance) providing details of the outcomes of the VSE's and the actions arising.

Prior to the reports being considered the Head of Education (Curriculum, Quality Improvement and Performance) advised the Committee that the Early Years Team worked closely to support the three establishments and supported the Head Teacher to ensure continued improvements were made. The Committee also noted that the leadership of Eliburn Nursery Class was now allocated to the Head Teacher at Peel Primary School to help build on transition arrangements. This would allow the Head Teacher to focus on Inveralmond Early Years Centre and Ladywell Nursery School.

The focus of the VSE related to learners' experiences, with specific focus on support and challenges for learners.

The Head Teacher, Aileen German, advised the Committee that the VSE's carried out had common themes across all three nursery schools. Learners' experiences were reviewed with specific focus on support and challenges for learners. Action plans were put in place with targets and expectations identified.

Members of staff were aware of their strengths and were committed to improvements being made. Relationships across the nursery were positive and the staff team were proactive in promoting the wellbeing of all children and their families through the effective implementation of Getting it Right for Every Child (GIRFEC), nurturing a climate of mutual respect. Tracking and monitoring procedures were implemented to ensure shared high expectations. Staff were also being supported to gain an understanding of key learning within early literacy and numeracy and to develop skills to assess this. Arrangements in place for self-evaluation would continue to lead to further improvement for learners.

The Head Teacher, Head of Education and Early Years Officer then answered questions from Committee members confirming that plans were in place to identify the needs of all staff with clear learning plans in place to drive forward further improvements. CPD training sessions were carried out and members of staff also visited other nursery schools to share good practice.

The Chair then highlighted that within the three establishments, ten of the fifteen quality indicators were scored as "satisfactory" which was disappointing. However, he acknowledged that steps were being taken to address these issues.

The Committee recommended that an update report relating to Inveralmond Early Years Centre, Eliburn Nursery Class and Ladywell Nursery School be submitted to the first suitable meeting of the Committee following the summer recess period.

#### Decision

It was recommended that the Committee:

1. Note the contents of the report;
2. Note the findings of the VSE and the actions arising; and
3. Note any other actions required.

#### Decision

1. To note the findings of the VSE and the actions arising for Inveralmond Early Years Centre, Eliburn Nursery Class and Ladywell Nursery School; and
2. To agree that an update report relating to Inveralmond Early Years Centre, Eliburn Nursery Class and Ladywell Nursery School be submitted to the first suitable meeting of the Committee following the summer recess period to assess the progress made.

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

The Committee considered a report (copies of which had been circulated) by the Head of Education (Curriculum, Quality Improvement and Performance) providing details of the outcomes of the VSE carried out at Blackridge Primary School.

The Head of Education advised the Committee that the head teacher and staff have achieved significant improvement in many areas within the school leading to improvement and raised attainment for learners.

The focus of the VSE was:

- Leadership of change;
- Learning, Teaching and Assessment;
- Ensuring Wellbeing, Equality and Inclusion;
- Attainment and Achievement (Primary); and
- Securint Children's progress (Nursery).

The Head Teacher, Julie Ross, advised the Committee that staff welcomed the opportunity to highlight the outcome of the VSE carried out in school. Members of staff were well placed to meet the needs of all

learners. Strategies were in place to develop pupil ownership and accountability and pupils were aware that their voices were being heard. Effective processes to track, monitor and evaluate learners' progress enabled the school to build in appropriate support for all pupils including those facing barriers to their learning. Work would continue to support and develop the curriculum to ensure that benchmarks were fully embedded in planning and practice with a focus on literacy and numeracy. Progress in literacy and numeracy was being carefully tracked and the majority of children were making progress appropriate to their individual needs. The Head Teacher was confident that the strategies put in place for self-evaluation would continue to lead to improvement and raised attainment for learners.

The Head Teacher then responded to questions from members of the Committee confirming that staff were aware of the need to ensure that there was consistency of pace and challenge for all pupils. Areas of best practice would be reviewed and promoted to continue to develop learning and teaching practices ensuring challenging learning opportunities were available for all pupils.

Relationships between staff, pupils and parents were very positive with parents being supported in reading to their children and being involved in their children's learning.

The Committee acknowledged the excellent report and members were happy with the steps being taken to improve literacy within the school.

It was recommended that the Committee:

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

#### Decision

- To Note the contents of the report and the update from the Head Teacher; and
- To note that the Committee was happy with the steps being taken which were leading to improvements being made in school.

#### 7. VALIDATED SELF EVALUATION: CROFTMALLOCH PRIMARY SCHOOL

The Committee considered a report (copies of which had been circulated) by the Head of Education (Curriculum, Quality Assurance and Performance) providing details of the outcomes of the VSE carried out at Croftmalloch Primary School.

The focus of the VSE was:

- Self-evaluation for self-improvement;
- Leadership of change; and
- Arrangements for ensuring wellbeing, equality and inclusion.

The Head Teacher, Vicky Fish, advised that members of staff have a clear understanding of the school's strengths and areas for improvement and were confident that the school's arrangements for self-evaluation would continue to lead to improvement and raised attainment for learners. A robust system was in place to track and monitor attainment with a clear focus on the need to address possible barriers to learning. The school's strong commitment to children's rights and positive relationships was strongly embedded in the ethos, culture and actions in the school and children were respectful and more engaged in their learning.

The school continued to engage with pupils, parents and partners to develop all aspects of the curriculum. Members of staff were encouraged to work together and take on new resources to develop pace and challenges in learning across the school to meet the needs of all children. A digital learning strategy was being developed to promote active, independent and collaborative learning in school supporting children to become independent learners.

The Committee welcomed the update and was pleased with the progress made within the school.

Councillor McGinty spoke on behalf of Councillor Paul, Elected Member for Whitburn and Blackburn, who was unable to attend the meeting, advising that he commended the Head Teacher and staff for the excellent work carried out and was pleased with the achievements made within the school.

It was recommended that the Committee note the findings of the VSE and the actions arising, affirm, or otherwise, the schools capacity for improvements and note any other action required.

#### Decision

- To Note the contents of the report and the findings of the VSE carried out; and
- To commend the staff team, under the leadership of the Head Teacher, for the excellent work carried out in school.

#### 8. VALIDATED SELF EVALUATION: DEANS PRIMARY SCHOOL

The Committee considered a report (copies of which had been circulated) by the Head of Education (Curriculum, Quality Improvement and Performance) providing details of the outcomes of the VSE carried out at Deans Primary School.

The Head of Education advised the Committee that the Acting Head Teacher had been in post since January 2016 and has provided effective leadership leading to significant improvements being made within the school.

The focus of the VSE was:

- Leadership of change;
- Raising attainment and achievement; and
- Arrangements for ensure wellbeing, equity and inclusion.

The Acting Head Teacher, Fiona Wales, stated that staff welcomed the VSE process and were committed to ensuring that the children's learning and social needs were being met. Raising attainment levels in literacy and numeracy were one of the main priorities for improvement with robust monitoring and tracking systems in place to ensure improved progress in the children's learning. Staff were aware of the schools strengths and areas for improvement and were confident that arrangements for self-evaluation would continue to develop and improve practice. Since the VSE was carried out staff continued through their journey of improvement and an action plan was created with clear action points and timescales identified to ensure future improvements.

The Acting Head Teacher then responded to questions from members of the Committee. In response to a question regarding issues highlighted in the report relating to numeracy and literacy, she advised that systems and supports were available to address gaps in literacy and numeracy and targeted interventions were in place to identify areas for development. Staff were also trained to support children experiencing difficulties and implement timely interventions to meet their individual needs.

Details of the actions arising following the VSE were outlined within the report which included the actions taken to ensure that improved learning and outcomes for children were being achieved.

The Committee was pleased that the issues highlighted in the report were being addressed and looked forward to progress being made in the future.

It was recommended that the Committee note the findings of the VSE and the actions arising.

#### Decision

1. To note the contents of the report, the findings of the VSE and the actions arising; and
2. To note the update from the Acting Head Teacher, particularly in relation to the interventions and systems in place to address gaps in literacy and numeracy.

## 9. VALIDATED SELF EVALUATION: ST MARGARET'S ACADEMY

The Committee considered a report (copies of which had been circulated) by the Head of Education (Curriculum, Quality Improvement and Performance) providing details of the outcomes of the VSE carried out at St Margaret's Academy.

The focus of the VSE was to evaluation the quality of:

- Leadership and management;
- Learning provision; and
- Successes and achievement.

The Head Teacher, Siobhan McGarty, advised the Committee that a number of key strengths were identified following the VSE. Performance information highlighted high levels of attainment results with a high percentage of young people moving on to positive destinations. The staff team were committed to providing children and young people with high quality learning experiences focusing on raising attainment for all. Staff participated in professional learning to enhance and improve outcomes for learners. The report also highlighted positive responses from learners in relation to their spiritual well-being. Effective tracking and monitoring systems were in place to promote success and achievement for all children and young people in school. Partnership working with stakeholders, including parents and carers and members of the local community, was positive leading to improved outcomes for learners. Self-evaluation was well established and robust and provided confidence that the school had demonstrated its capacity to improve outcomes for learners. A range of strategies were being used to support children and young people to take responsibility for their own learning and progress. The Head Teacher then summarised the work carried out relating to the actions arising from the VSE.

The Committee acknowledged the excellent report and commended the staff, under the leadership of the Head Teacher, for the hard work carried out in school.

It was recommended that the Committee note the findings of the VSE and the actions arising and affirm, or otherwise, the school's capacity for improvement.

### Decision

- To note the findings of the VSE and the actions arising; and
- To commend the staff, under the leadership of the Head Teacher, for all their hard work carried out in school.

10. 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 providing details of the progress made in St Mary's PS, Polbeth, to address the areas for improvement identified in the report to committee on 29 June 2016.

The report recalled that in June 2016, it was recommended by the committee that an update report be submitted for consideration by the committee within six months to assess improvements made.

The Head of Education advised that the school has made excellent progress under the strong leadership of the new Head Teacher.

The school has been subject to significant changes over the last three years with a number of changes in the leadership team. The current Head Teacher was appointed in August 2016.

The report provided an update on the following action points:

- Raising attainment by continuing to develop the totality of the curriculum, providing broader experiences for all learners;
- Establishing greater consistency and rigour in systems and processes to improve outcomes for all learners; and
- Working with the quality improvement team to monitor and track the impact of the school's plan for raising attainment.

The Head Teacher, Siobhan Kellock, advised the Committee that progress had been made to address the areas identified for improvement in the report to the Committee on 29<sup>th</sup> June 2016. Staff have a clearer understanding of what progression looks like across the school and have engaged in professional dialogue to develop a curriculum to meet the learners needs raising awareness for staff, pupils and parents and carers. A tracking and monitoring system was introduced which supports teachers in identifying and addressing barriers to learning, highlighting the resources required to overcome these.

The school has a clear vision to secure change and improvement at a manageable and ambitious pace. Members of staff have a better understanding of securing improvements through self-evaluation and worked collaboratively to ensure that a clear action plan was in place to deliver on the points for action identified in the VSE carried out in May 2016. The Quality Improvement team would continue to work with the Head Teacher on the action plan and would monitor and evaluate progress at regular quality assurance visits.

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

It was recommended that the Committee notes the contents of the report

and the school's plan for continuing improvement.

Decision

- To note the contents of the report and the school's plan for continued improvement; and
- To note that the Committee acknowledged the excellent progress made in school under the leadership of the new Head Teacher.

11. WORKPLAN 2016-2017

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

Decision

Noted the contents of the workplan.



**EDUCATION QUALITY ASSURANCE COMMITTEE**

**EDUCATION SCOTLAND REPORT : BROXBURN PRIMARY SCHOOL**

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

**A. PURPOSE OF REPORT**

To bring to the Committee's attention, Broxburn Primary School's action plan to address the areas for improvement identified in the Education Scotland report published on 31<sup>st</sup> January 2017.

**B. RECOMMENDATION**

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

**C. SUMMARY OF IMPLICATIONS**

<b>I Council Values</b>	Focusing on our customers' needs; Being honest, open and accountable; Developing employees; Making best use of our resources; Working in partnership
<b>II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)</b>	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?4 (HGIOS?4).
<b>V Relevance to Single Outcome Agreement</b>	Positive inspection reports are used as a key outcome measure in the Single Outcome Agreement. Positive is measured by satisfactory or better in the quality indicators used by Education Scotland.

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

**D. TERMS OF REPORT**

**Background**

Date of Inspection	28 November 2016
School roll	406
Nursery roll	82 (50 AM/32 PM)
Wraparound Care	yes
Staffing and date of appointment of management team	1 Head Teacher (June 2016) 1 Depute Head Teacher (Sept 2015) 2 Principal Teachers (Dec 2015 and August 2016) 22 Teachers 1 Early Years Officer 4 Nursery Nurses 5 Pupil Support Workers 1 Admin Assistant 2 Wraparound Care Team
Attendance	Previous session 2015/16 – 95.6% West Lothian average 95.3%
Authorised Absence	Previous session 2015/16 – 3.5% West Lothian average 3.5%
Unauthorised Absence	Previous session 2015/16 – 0.9% West Lothian average 1.2%
Scottish Index of Multiple Deprivation (SIMD) – 1 <sup>st</sup> being most deprived and 67 <sup>th</sup> being least deprived	SIMD rank 3860.8 Order 47 out of 67 West Lothian Primary Schools

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

Stage	Maths	Reading	Phonics	Total
P1 PIPS 2015/16 (End)	In Line With	Below	In Line With	Below

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	Below	In Line With	In Line With
P7	In Line With	In Line With	Below	In Line With

<b>Stage</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
Nursery	100.00%	0.00%	0.00%	0.00%
P1	98.11%	1.89%	0.00%	0.00%
P2	87.88%	12.12%	0.00%	0.00%
P3	76.79%	23.21%	0.00%	0.00%
P4	82.76%	12.07%	5.17%	0.00%
P5	78.46%	18.46%	1.54%	1.54%
P6	75.00%	25.00%	0.00%	0.00%
P7	78.33%	16.67%	5.00%	0.00%

## **Context of the school**

Broxburn Primary School is a non-denominational school serving the community of East Broxburn. The school has 15 primary classes, a nursery class and a small wraparound facility. The school roll is 406 with an additional 82 part-time nursery children. There are two classes at every stage and a composite P2/1 class. The teaching staff of 25 includes the seconded head teacher, depute head teacher and 2 principal teachers.

## **The Report**

Inspectors noted the following key strengths of the school -

The leadership of the seconded head teacher and leadership team, supported by the hard work of staff, in identifying and addressing necessary areas for improvement. The school has had success with this and recent improvements are now evident across many aspects of children's learning.

Children who are enthusiastic, happy to share their learning and are keen to take on increasingly more leadership opportunities. They show confidence in their roles as house captains and through the recently-introduced vertical groups where children have the opportunity to influence school life.

Improved relationships across the school community which has established a calmer and more purposeful ethos for learning in the nursery and primary classes. This has resulted in improvements to children's behaviour and how children approach their learning.

Effective partnerships which have been established with parents, other agencies and the wider community. Parents give strong support to the school with the Parent Council having a clear focus on supporting the school in driving school improvement.

## **Education Officer Role**

The Quality Improvement Team will continue to work with the head teacher on the action plan and will monitor and evaluate the school's progress at regular quality improvement visits.

## **E. CONCLUSION**

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

## **F. BACKGROUND REFERENCES**

Education Scotland Summarised Inspection Findings -

<https://www.education.gov.scot/assets/inspectionreports/broxburnpssif230217.pdf>

Appendices/Attachments:

Appendix 1 – Education Scotland letter

Appendix 2 – School's Action Plan

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Date of meeting: 28<sup>th</sup> March 2017

31 January 2017

Dear Parent/Career

In November 2016 a team of inspectors from Education Scotland and the Care Inspectorate visited Broxburn Primary School. During our visit, we talked to parents/carers and young people and worked closely with the headteacher and staff. We gathered evidence to evaluate the quality of leadership and management, learning provision and children's success and achievements.

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

- The leadership of the seconded headteacher and leadership team, supported by the hard work of staff, in identifying and addressing necessary areas for improvement. The school has had success with this and recent improvements are now evident across many aspects of children's learning.
- Children who are enthusiastic, happy to share their learning and are keen to take on increasingly more leadership opportunities. They show confidence in their roles as house captains and through the recently-introduced vertical groups where children have the opportunity to influence school life.
- Improved relationships across the school community which has established a calmer and more purposeful ethos for learning in the nursery and primary classes. This has resulted in improvements to children's behaviour and how children approach their learning.
- Effective partnerships which have been established with parents, other agencies and the wider community. Parents give strong support to the school with the Parent Council having a clear focus on supporting the school in driving school improvement.

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

- Continue to develop the curriculum giving a greater focus to skills for life, learning and work whilst ensuring all curricular areas have appropriate coverage in all classes. The school should also consider the role that partners in the wider community can play in supporting the curriculum.
- Improve approaches to learning and teaching ensuring that all children benefit from engaging, relevant and challenging learning experiences. Staff should ensure a consistency in approaches across all stages building on some good practice which already exists in the school.

- Increase expectations to ensure attainment in numeracy and literacy, particularly writing, is improved as children move through the school. The school has recognised the need to continue to improve children's writing and should do so as it further develops more active approaches to literacy.
- Continue to improve further, approaches to self-evaluation notably ways in which children's progress is tracked in the nursery and primary classes. Staff should build upon the positive start already made with tracking children's progress.

**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? for the primary stages and for the nursery class, How good is our Early Learning and Childcare?*<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 Education Scotland’s evaluations for Broxburn Primary School

### Primary stages

<b>Leadership of change</b>	<b>Good</b>
<b>Learning, teaching and assessment</b>	<b>Satisfactory</b>
<b>Raising attainment and achievement</b>	<b>Satisfactory</b>
<b>Ensuring wellbeing, equality and inclusion</b>	<b>Good</b>

### Nursery class

<b>Leadership of change</b>	<b>Satisfactory</b>
<b>Learning, teaching and assessment</b>	<b>Satisfactory</b>
<b>Securing children’s progress</b>	<b>Good</b>
<b>Ensuring wellbeing, equality and inclusion</b>	<b>Good</b>

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<sup>1</sup> *How good is our school? (4<sup>th</sup> Edition) 2015; How good is our Early Learning and Childcare? 2016* – [How Good Is Our School?](#) [How good is our early learning and childcare?](#)

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

<b>Quality of care and support</b>	<b>Good</b>
<b>Quality of environment</b>	<b>Good</b>
<b>Quality of staffing</b>	<b>Good</b>
<b>Quality of management and leadership</b>	<b>Good</b>

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

During the previous Care Inspectorate inspection, the school had no requirements and two recommendations. Both recommendations have been met. As a result of this inspection, there are no requirements and no recommendations.

The letter and a more detailed summary of inspection findings will be available on the Education Scotland and Care Inspectorate websites at <https://education.gov.scot/reports/west-lothian/5506026> and

<http://www.scswis.com/>

### **What happens next?**

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

Alan Urquhart  
HM Inspector

Patricia Bunyan  
Care Inspector

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**The Complaints Manager**

**Education Scotland**

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Broxburn Primary School – HMI Action Plan

<b>Key Strengths of school and nursery</b>			
<p>The leadership of the seconded head teacher and leadership team, supported by the hard work of staff, in identifying and addressing necessary areas for improvement. The school has had success with this and recent improvements are now evident across many aspects of children's learning.</p> <p>Children who are enthusiastic, happy to share their learning and are keen to take on increasingly more leadership opportunities. They show confidence in their roles as house captains and through the recently-introduced vertical groups where children have the opportunity to influence school life.</p> <p>Improved relationships across the school community which has established a calmer and more purposeful ethos for learning in the nursery and primary classes. This has resulted in improvements to children's behaviour and how children approach their learning.</p> <p>Effective partnerships which have been established with parents, other agencies and the wider community. Parents give strong support to the school with the Parent Council having a clear focus on supporting the school in driving school improvement.</p>			
<b>Area for Improvement</b>			
<p>Continue to develop the curriculum giving a greater focus to skills for learning, life and work whilst ensuring all curricular areas have appropriate coverage.</p> <p>The school should consider the role of partners in the wider community can play in supporting the curriculum</p>			
<b>Summary of findings</b>	<b>Action Plan</b>	<b>Timescale</b>	<b>Evaluation</b>
<ul style="list-style-type: none"> <li>• Need to work to embed values</li> <li>• Take account of unique context of school and reflect local community</li> <li>• Work with all stakeholders including school council and parent body</li> </ul>	<p>Continue development of school curriculum rationale taking account of;</p> <ul style="list-style-type: none"> <li>• Embed Vision and Values involving all stakeholders</li> <li>• Ensure balance of curriculum areas; guidance for staff; monitoring of Annual – termly – weekly overviews</li> <li>• Continue development of social studies programme; embed skills tracker for skills for learning, life and work; focus for quality assurance and professional dialogue in</li> </ul>	<p>To form part of 17/18 SIP actions</p>	<p>Work with Vision and Values through School Council, Parent Council and workshop at Parents' Night. Awareness raising with children and parents</p>

<ul style="list-style-type: none"> <li>• Link vision and values to skills for learning, life and work</li> <li>• Good work by staff on collaborating on social studies development – continue and link to careers education</li> <li>• Need for shared understanding of curriculum rationale and design to ensure consistency and progression across all stages</li> <li>• Interdisciplinary learning should be more meaningful and become a driver for deep learning</li> <li>• Need to ensure balance across all curriculum areas</li> <li>• Needs to be more focus on the language of skills for learning, life and work</li> </ul>	<p>school</p> <ul style="list-style-type: none"> <li>• Consultation on partners within local community; linked to social studies, IDL and wider achievement</li> <li>• School CLPL on Interdisciplinary learning; peer observations; visits to other schools to observe good practice</li> <li>• School policy for teaching of STEM subjects finalised</li> <li>• Continue development of Developing Young Workforce; World of work week for whole school May 2017</li> </ul> <p>Focus on development of programmes of study for creative arts; Drama, Art and Design and Music building on West Lothian Progression Pathways</p>	<p>June 2017</p> <p>Session 17/18</p>	<p>Real life contexts in Science and technology through Generation Science workshops – March 17</p>
<p><b>Area for Improvement</b></p>			
<p>Improve approaches to learning and teaching ensuring that all children benefit from engaging, relevant and challenging learning experiences. Staff should ensure consistency across school – building on good practice which already exists</p>			
<ul style="list-style-type: none"> <li>• Continued development of purposeful play which</li> </ul>	<ul style="list-style-type: none"> <li>• Early years staff to create guidance on pedagogy practice including purposeful play</li> </ul>	<p>June 2017</p>	

<p>enhances personalisation and choice – should feature in all early years classrooms</p> <ul style="list-style-type: none"> <li>• Self evaluation should lead to improvements in classroom practice and ensure the highest quality of progress for all</li> <li>• Children should understand the purpose of their learning and this should feature in lessons</li> <li>• Expectations for all learners not consistently high</li> <li>• Target setting not consistent</li> <li>• Learners should know what they need to do to improve and how they can build on previous learning</li> <li>• Teaching can be too ‘teacher led’ with not enough opportunities for children to develop independence</li> <li>• Pace of learning not always suitably challenging</li> <li>• Need to review teaching and learning approaches including use of digital technologies and range of learning environments</li> <li>• Questioning can be limited.</li> </ul>	<ul style="list-style-type: none"> <li>• School to formulate policy for effective teaching and learning based on update West Lothian statement.</li> <li>• Programme of quality assurance throughout session 17/18 and 18/19 focusing on aspects including; <ul style="list-style-type: none"> <li>* Quality feedback; linked to school policy on target setting and profiling. Continue development of online journals.</li> <li>* Effective questioning; develop use of higher order thinking skills; use of HOTS fans in literacy work</li> <li>* Revisit school policy on Formative assessment and ensure (through QA) consistent use of LI and SC in all lessons – with pupil participation at all stages</li> <li>* Develop Broxburn PS ‘Feature of an effective lesson’ in consultation with pupils and staff and create school visual for classroom display</li> <li>* Finalise staff policy in planning; short, medium and long term procedures</li> <li>* Continue to develop tracking and monitoring procedures; set up programme of Excellence and Equity meetings throughout session, including targeted support of identified groups</li> </ul> </li> </ul> <p>Revise school SFL policy and procedures in consultation with all stakeholders; staff, parents, children and partners</p>	<p>March 2017</p> <p>March 2017</p> <p>Session 17/18</p> <p>Session 17/18</p> <p>June 2017</p> <p>June 2017</p> <p>Session 17/18</p>	<p>Staff confident in use of WL Teaching, learning and assessment statement – peer observations and professional dialogue</p>
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<p>Need to develop higher order thinking skills</p> <ul style="list-style-type: none"> <li>• Use of formative assessment varies across classes; peer and self assessment, use of LI and SC (shared and developed with children)</li> <li>• Develop use of high quality feedback</li> <li>• Continue to develop approaches to planning</li> <li>• Continue to develop effective tracking and monitoring conversations</li> <li>• Use standardised assessment information rigorously</li> <li>• Staff using collegiate planning time well</li> <li>• Need to monitor removal of children from class for SFL or class roles</li> <li>• Continue with approaches to pupil leadership eg vertical groups</li> </ul>			
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Area for Improvement			
Increased expectations to ensure attainment in literacy and numeracy, particularly writing. School to continue to develop active literacy approaches			
<p>Literacy</p> <ul style="list-style-type: none"> <li>• At second level, need to develop different types of questions</li> <li>• Need to develop understanding of more complex vocabulary within texts</li> <li>• Need to develop understanding of author's style</li> <li>• Need to increase amount and expectations of writing – need for children to transfer skills taught in spelling, grammar etc to free writing – increase genres</li> </ul> <p>Numeracy</p> <ul style="list-style-type: none"> <li>• Need to maintain progress as children travel through school</li> <li>• Need to continue to develop link to real life contexts – need for children to discuss how learning would help them in real life or future employment</li> <li>• Continue to develop focus on</li> </ul>	<p>Literacy</p> <ul style="list-style-type: none"> <li>• Programme of CLPL for staff in session 17/18 on reflective reading methods ensuring a consistent programme and progression of skills throughout school</li> <li>• Close monitoring of writing across school (March 2017) to allow gathering of baseline evidence.</li> <li>• Continue development of school policy and practice in Big Writing; ensure consistency and progression across school; whole year plan to ensure coverage of genres and opportunities for writing across the curriculum; focus week 17/18; focus on parental engagement in writing (how to support at home)</li> <li>• Continue development of school programme for grammar, spelling and punctuation.</li> <li>• Continue moderation processes</li> <li>• Continue development of teacher confidence in national benchmarks</li> </ul> <p>Numeracy</p> <ul style="list-style-type: none"> <li>• Continue development of school's Numeracy action plan</li> <li>• Use of updated progression pathways featuring national benchmarks</li> <li>• School maths and numeracy policy finalised including progression in SEAL approaches and Number Talks</li> <li>• CLPL in problem solving approaches and resources</li> </ul>	<p>Session 17/18</p> <p>March 2017</p> <p>June 2017</p> <p>June 2017</p> <p>ongoing</p> <p>Session 17/18</p> <p>Session 17/18</p> <p>March/June 17</p>	<p>consistency of writing practice and sharing of high expectations</p> <p>third round of moderation practice in school – increased confidence in use of benchmarks</p>

<p>planned, regular learning and teaching focused on numeracy skills</p> <ul style="list-style-type: none"> <li>• Develop skills in problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring of termly overviews for focus on opportunities for real life contexts within numeracy eg focus weeks</li> <li>• Continue moderation practices</li> </ul>	<p>ongoing</p>	<p>Successful cluster moderation in numeracy – sharing ‘learning journey’ across early to second level</p>
<p><b>Area for Improvement</b></p>			
<p>Continue to improve further approaches to self evaluation, and ways of tracking progress in nursery and school. Staff should build upon the positive start that has been made.</p>			
<ul style="list-style-type: none"> <li>• Take account of local cultural and economic factors to identify and address the attainment gap</li> <li>• Leadership at all levels should continue to be developed</li> <li>• Continue to build on positive work with collaboration and moderation</li> <li>• Continue professional enquiry approach, but school should have strategic direction and balance this with cluster priorities</li> <li>• Need for consistent approach across school to evaluating learning – agreed system to record and monitor children’s</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted support through use of Pupil Equity Fund; discussion with all partners on most effective interventions</li> <li>• Close scrutiny of baseline evidence; pupil questionnaires, attendance information, behaviour logs, standardised assessment information, tracking information – to form plans for closing poverty related attainment gap</li> <li>• Continue practitioner enquiry model in school and development of teacher leadership but closely aligned to school based priorities</li> <li>• Continue development of school’s monitoring and tracking systems; new West Lothian system embedded</li> </ul>	<p>June 2017</p> <p>March/June 17</p> <p>Session 17/18</p> <p>ongoing</p>	<p>Staff CAT session looking at range of evidence across all indicators</p>

<p>progress across all curriculum areas</p> <ul style="list-style-type: none"> <li>• Need to track skills</li> <li>• Need to track and monitor specific groups – closing the gap</li> </ul>			
<b>3.1 Ensuring wellbeing, equality and inclusion</b>			
<ul style="list-style-type: none"> <li>• Children enthusiastic about being the best they can be in school and in the playground</li> <li>• New reward system fairer</li> <li>• Continue to work for consistency with most challenging children – continue to develop nurturing approaches</li> <li>• Children enjoying responsibilities eg house captains, vertical groups, school council, P7 Leaders</li> <li>• Children extracted too often for targeted support – need to achieve better balance between support in class and outwith</li> <li>• Some parents felt they were not welcomed warmly when they come into school</li> </ul>	<ul style="list-style-type: none"> <li>• Continue development of opportunities for pupil voice and pupil leadership at all levels of school</li> <li>• Continue development of procedures to capture wider achievement; online journals, WA Wall; assemblies. Track achievement of skills.</li> <li>• Review SFL policy (as above)</li> <li>• Continue to embed aspects for improvement from communication survey.</li> </ul>	<p>ongoing</p> <p>Session 17/18</p> <p>ongoing</p>	





West Lothian  
Council

**EDUCATION QUALITY ASSURANCE COMMITTEE**

**VALIDATED SELF EVALUATION: OUR LADY'S PRIMARY SCHOOL, STONEYBURN**

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

**A. PURPOSE OF REPORT**

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

**B. RECOMMENDATION**

It is recommended that the Committee:

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

**C. SUMMARY OF IMPLICATIONS**

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

**VII Consideration at PDSP** Not applicable

**VIII Other consultations** None

**D. TERMS OF REPORT**

**Background**

**Validated Self-Evaluation Report**

Date of VSE	23 <sup>rd</sup> January 2017
School roll	86 (06/02/2017)
Nursery roll	38 (20 AM/18 PM)
Wraparound Care	No
Staffing and date of appointment of management team	1 Head Teacher (June 2015) 1 Principal Teacher (Oct 2014) 5 Teachers 3 Nursery Nurses 3 Pupil Support Workers 1 Admin Assistant
Attendance	Previous session 2015/16 – 94.44% West Lothian average 95.3%
Authorised Absence	Previous session 2015/16 – 4.22% West Lothian average 3.5%
Unauthorised Absence	Previous session 2015/16 – 1.34% West Lothian average 1.2%
Scottish Index of Multiple Deprivation (SIMD) – 1 <sup>st</sup> being most deprived and 67 <sup>th</sup> being least deprived	SIMD rank 2549.50 Order 27 out of 67 West Lothian Primary Schools

**Teacher Professional Judgement 2015/16 – Pupils Achieving Expected National Level**

Stage	Roll	Reading	Writing	Listening & Talking	Numeracy
P1 (Early)	14	64.29%	64.29%	71.43%	57.14%
P4 (First)	16	81.25%	81.25%	93.75%	81.25%
P7 (Second)	6	50.00%	50.00%	83.33%	83.33%

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

Stage	Roll	Maths	Reading	Phonics	Total
P1 PIPS 2015/16 (End)	14	In Line With	In Line With	Above	In Line With

Stage	Roll	Developed Ability	Reading	Mental Arithmetic	General Maths
P3	3	In Line With	Below	Below	Below
P5	10	In Line With	In Line With	In Line With	In Line With
P7	6	In Line With	Below	Below	Below

## 2016/17 GIRFEC Levels (% of students)

Stage	Roll	Level 1	Level 2	Level 3	Level 4
Nursery	38	100.00%	0.00%	0.00%	0.00%
P1	14	92.86%	7.14%	0.00%	0.00%
P2	15	100.00%	0.00%	0.00%	0.00%
P3	15	100.00%	0.00%	0.00%	0.00%
P4	3	100.00%	0.00%	0.00%	0.00%
P5	17	88.89%	5.56%	5.56%	0.00%
P6	12	100.00%	0.00%	0.00%	0.00%
P7	9	88.89%	0.00%	0.00%	11.11%

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

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

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

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

### Other Relevant Information

Our Lady's Primary School is a denominational school serving the community of Stoneyburn. The joint management of the school continues to link Our Lady's with St Thomas' Primary School in Addiewell. The school also works throughout the year with Stoneyburn Primary School and during this year, a more collaborative relationship between staff, pupils and parents has been established to enhance transition arrangements from nursery to Primary 1.

### Team Members

Joanne McKissack	Headteacher
Greg Welsh	Acting Quality Improvement Manager
Laura Caulfield	Principal Teacher
Jackie Mill	Consortium Depute Headteacher
Ann Doyle	Early Years' Officer
Fiona McKerral	Assisting Headteacher
Nicola Hamilton	Assisting Headteacher
Hannah Brauer	Educational Psychologist

### Focus of the VSE

- Leadership of change
- Raising attainment and achievement
- Arrangements for ensuring wellbeing, equity and inclusion

### Findings

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

##### 1.3 Leadership of Change

All staff have an understanding of the ambitious vision underpinning the work of the school, and have a strong commitment to fulfil this in their daily practice to achieve the best possible outcomes for learners and families.

All staff, including support staff, are committed to change to improve outcomes for learners through effective engagement in collegiate working and improvement planning activities. As a result of this active collaboration, the school community has ownership of the school's vision and values.

The headteacher, supported ably by the principal teacher and consortium depute headteacher, has created effective conditions for improvement. They carefully guide the strategic pace and direction for change to support and motivate staff. All staff are involved in the process of evaluating change, relating this to local and national benchmarks, leading to clear action plans to improve outcomes for learners. Through these collaborative approaches to self-evaluation and improvement, the school has correctly identified its priorities for improvement.

All staff are clear on the school's strengths and areas for development based on a range of evidence, and this is used to create a clear rationale for future improvements. All staff have planned individual and collective career long professional learning in response to the school's improvement priorities and most staff are effectively evaluating the impact of this on the outcomes for learners.

Within the early learning and childcare setting, all staff have engaged with "Building the Ambition" national practice guidance, and there are regular, planned opportunities for reflection on Early Learning and Childcare provision and practice/pedagogy. All practitioners in the early learning setting engage proactively in the change process.

### **How good is the quality of care and education offered?**

#### **2.2 Curriculum**

#### **2.3 Learning, Teaching and Assessment**

The school continues to review and shape its curriculum based on a commitment to ensuring excellence and equity for all learners. Using local and national guidance, the school continues to focus on developing flexible learning pathways which meet the needs of all learners in all areas of the curriculum. The school's leadership team is working collaboratively with leadership teams from schools of similar size and composition to further develop its curriculum, ensuring progression in learning across all areas of the curriculum.

The school's recent review and development of its curriculum rationale reflects the uniqueness of its setting taking account of the views of all stakeholders. The strategic overview is used to ensure a shared understanding of the purpose and design of the curriculum. It takes a good account of the four contexts for learning and is underpinned by a coherent approach for learning for sustainability. This has led to a newly developed 'Learning Passport' for all pupils, which has been developed in consultation with all stakeholders, and reflects the range of opportunities and experiences for attainment and achievement throughout their time at primary school.

The school's very strong commitment to children's rights and positive relationships is strongly embedded in the ethos, culture and actions in the school. As a result, almost all children are eager to learn, actively engage in their learning and participate in the wider life of the school. In the majority of classes, children understood the purpose of the learning and were able to discuss the relevance of this and how new learning would be achieved and applied. Children were able to select appropriate opportunities to use a variety of digital technologies to support learning. Pupil Support Workers are deployed well and their skills are impacting positively on the attainment of targeted groups. The school now needs to develop pace and challenge in learning across the school by developing greater consistency in the effective use of differentiation and effective questioning to develop children's higher order thinking skills.

This session, the school has introduced new approaches to developing higher order thinking skills, following a period of consultation and research with Education Psychological Services. This has included 'Philosophy for Children (P4C) and the 'Thinking Hats' approach to reading.

These approaches are promoting curiosity, independence and confidence in learners in the classes using this approach. Pace and challenge of lessons is being positively impacted by these approaches. The school now needs to further develop pace and challenge in learning across all classes in the school by developing greater consistency in the effective use of differentiation and effective questioning to develop children's higher order thinking skills.

Ongoing assessments inform teachers' planning. Close observation of learners informs appropriate and well-timed interventions, using appropriate resources within school, including input from support staff. Assessment for Learning strategies are being effectively implemented at some stages of the school, and greater consistency of this would enhance pupils' abilities to reflect on their learning. Most staff use feedback effectively to support progress in learning and provide pupils with very clear next steps in their learning, particularly in writing.

There is a broad range of learning experiences that engage and challenge children in the ELC setting. Children's experiences in the setting develop the four capacities in meaningful and relevant contexts. High quality staff interactions and effective questioning in the ELC setting extends children's learning across the curriculum. All practitioners in the setting have contributed to recent development of the early pedagogy, the environment and resources. As a result of this work, well-timed and skilled interventions effectively promote children's creativity, extend their thinking, widen their skills and consolidate their learning in play. Practitioners recognise that they now need to continue to develop processes for tracking and monitoring progress and devise effective arrangements for sharing these.

### **3.1 Ensuring Wellbeing, Equality and Inclusion**

### **3.2 Raising Attainment and Achievement**

The school has a strong ethos built on positive, supportive relationships across the school community. All staff and partners model behaviour which promotes and supports the wellbeing of all, and staff are sensitive and responsive to each child's needs. This has resulted in an environment where all children are respected, valued and nurtured. In the ELC setting there is a wide range of opportunities for children to develop holistically, with a strong focus on children's health and wellbeing

The school has strong formal and informal opportunities for pupils, parents and staff to be active participants in discussions and decisions which inform school improvements and developments. The introduction of the school's parents' 'Chit, Chat' has been a positive introduction in response to parental feedback to engage parents in shaping school improvement activities.

Raising attainment levels in literacy and numeracy are a central feature of the school's priorities for improvement. Last session, most pupils achieved expected levels of achievement in literacy and numeracy, and projections for attainment in reading, writing, listening and talking, and numeracy predict that most children in P1, P4 and P7 will again achieve the nationally expected levels of attainment this session.

Most children are making good progress from prior levels of attainment in all aspects of literacy. Less than half of all children are making the same progress in numeracy, which has already been identified by the school and is being addressed through the school's improvement plan this session. Further interventions are also planned to improve outcomes for learners in numeracy.

A robust tracking system is in place to inform ongoing professional dialogue to monitor pupil progress, making increasing use of effective teacher assessment, performance information and moderation of pupil work.

This means that barriers to learning and engagement are identified early and appropriate interventions and supports are planned. The school will continue to refine its practices in evaluating the impact on these interventions on outcomes for learners.

<b>Quality Indicators for ELC setting</b>	<b>ELC setting</b>	<b>VSE</b>
<b>1.3 Leadership of Change</b>	Good	Good
<b>2.3 Learning, Teaching and Assessment</b>	Good	Good
<b>3.1 Ensuring wellbeing, equality and inclusion</b>	Very good	Very good
<b>3.2 Securing children's progress</b>	Satisfactory	Satisfactory

<b>Quality Indicators for Primary</b>	<b>School</b>	<b>VSE</b>
<b>1.3 Leadership of Change</b>	Good	Good
<b>2.3 Learning, Teaching and Assessment</b>	Good	Good
<b>3.1 Ensuring wellbeing, equality and inclusion</b>	Very good	Very good
<b>3.2 Raising attainment and achievement</b>	Satisfactory	Satisfactory

## **E. CONCLUSION**

The head teacher provides very effective leadership. The school is well respected within the community and has a clear understanding of its strengths and areas for improvement. The VSE team is confident that the school's arrangements for self-evaluation will continue to lead to improvement and raised attainment for learners.

### **Actions Arising**

- Continue engagement with all stakeholders to monitor and evaluate the impact of the school's ambitious vision on children's achievements and attainment.
- Staff to implement new learning and teaching approaches e.g. SEAL, Number Talks to raise attainment and achievement in numeracy
- Staff in ELC to engage in the authority's progress tracker to give focus to observations and assessment in literacy and numeracy
- Further develop ELC staff's knowledge and implementation of the key aspects of learning in Literacy and Numeracy to ensure appropriate progression for all
- Build on the good practice within school to develop approaches to differentiation to ensure that all children are being appropriately challenged in their learning
- Extend the use of effective questioning across school through effective CLPL, peer observations and professional reading/dialogue

## **F. BACKGROUND REFERENCES**

None

Appendices/Attachments:

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Date of meeting: 28 March 2017





**EDUCATION QUALITY ASSURANCE COMMITTEE**

**VALIDATED SELF EVALUATION: KIRKNEWTON PRIMARY SCHOOL**

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

**A. PURPOSE OF REPORT**

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

**B. RECOMMENDATION**

It is recommended that the Committee:

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

**C. SUMMARY OF IMPLICATIONS**

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

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

#### D. TERMS OF REPORT

##### Background

##### Validated Self-Evaluation Report

##### Kirknewton Primary School

Date of VSE	6 <sup>th</sup> - 9 <sup>th</sup> February
School roll	202 (06/02/2017)
Nursery roll	47 (21 AM/26 PM)
Wraparound Care	No
Staffing and date of appointment of management team	1 Head Teacher (October 2014) 1 Principal Teacher (April 2015) 15 Teachers 2 Nursery Nurses 4 Pupil Support Workers 1 Admin Assistant
Attendance	Previous session 2015/16 – 96.83% West Lothian average 95.3%
Authorised Absence	Previous session 2015/16 – 2.42% West Lothian average 3.5%
Unauthorised Absence	Previous session 2015/16 – 0.74% West Lothian average 1.2%
Scottish Index of Multiple Deprivation (SIMD) – 1 <sup>st</sup> being most deprived and 67 <sup>th</sup> being least deprived	SIMD rank 4739.22 Order 56 out of 67 West Lothian Primary Schools

##### Teacher Professional Judgement 2015/16 – Pupils Achieving Expected National Level

Stage	Roll	Reading	Writing	Listening & Talking	Numeracy
P1 (Early)	31	90.32%	90.32%	93.55%	93.55%
P4 (First)	27	92.59%	96.30%	100.00%	70.37%
P7 (Second)	28	82.14%	82.14%	100.00%	82.14%

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

Stage	Roll	Maths	Reading	Phonics	Total
P1 PIPS 2015/16 (End)	31	Below	In Line With	In Line With	Below

Stage	Roll	Developed Ability	Reading	Mental Arithmetic	General Maths
P3	35	In Line With	Above	In Line With	In Line With
P5	30	In Line With	In Line With	Below	Below
P7	29	In Line With	Below	In Line With	In Line With

**2016/17 GIRFEC Levels (% of students)**

Stage	Roll	Level 1	Level 2	Level 3	Level 4
Nursery	47	100.00%	0.00%	0.00%	0.00%
P1	27	96.30%	3.70%	0.00%	0.00%
P2	32	100.00%	0.00%	0.00%	0.00%
P3	27	88.89%	7.41%	3.70%	0.00%
P4	34	82.35%	17.65%	0.00%	0.00%
P5	26	88.46%	7.69%	3.85%	0.00%
P6	29	86.21%	13.79%	0.00%	0.00%
P7	27	88.89%	11.11%	0.00%	0.00%

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

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

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

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

**Other Relevant Information**

**Team Members**

Eileen Brown	Headteacher
Alan Millar	Education Officer
Donna Canning	Education Officer
Helen Torsney	Assisting Headteacher
Judith McEwan	Assisting Headteacher
Catherine Thomas	Early Years Development Officer
Susan Anderson	Principal Teacher
Joanna Hookham	Educational Psychologist

**Focus of the VSE**

- Leadership of change
- Learning, Teaching and Assessment
- Ensuring Wellbeing, Equality and Inclusion
- Attainment and Achievement (Primary)
- Securing Children's progress (Nursery)

## **Findings**

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

#### **1.3 Leadership of Change**

The school has created a shared vision that reflects fully the values, aims and ambitions of all stakeholders. Pupils are beginning to be able to talk about school values and this is reinforced using display and within the content of school assemblies. The school is developing a culture of regular, systematic and informed approaches to self-evaluation and this is having a direct impact on improved outcomes for learners. Leadership is recognised as a broad and a whole school community responsibility, with some staff taking on additional responsibilities. This should now be further developed with all stakeholders to increase distributive leadership and promote school improvement in all areas.

The senior leadership team has worked to create a positive learning environment with pupils, staff and parents. This now has a firm foundation throughout the school.

The school is forward thinking in its approaches to encouraging partners, including parents and carers, to be involved in improvements. Parents are very supportive of the school and noted that the school has made significant progress in recent years. Staff recognise the ongoing need to continue to evaluate and develop practice that supports creativity and innovation and are well placed to take this forward. Pupils know that their voice is heard in contributing to improvements and as a result they are confident in evaluating and contributing to the work of the school.

Data and attainment information from a wide range of sources, including teacher judgement and adaptive tests are used to improve the quality of learning and teaching and to ensure that the school has a clear focus on further improving its arrangements for meeting the needs of all learners.

Staff engage in a variety of professional learning activities including professional dialogue related to pupil attainment and achievement and peer mentoring. They are committed to self-evaluation and change that results in improvements in performance that impact positively on pupils.

Staff in the nursery have weekly professional dialogue meetings with the Headteacher and are engaged fully with national practice guidelines and are proactive in the change process to take forward improvements.

### **How good is the quality of care and education offered?**

#### **2.2 Curriculum**

#### **2.3 Learning, Teaching and Assessment**

Learning pathways are in place and continue to be developed to fully embed the key aspects of learning, and reflect the national benchmark guidance for Literacy and Numeracy and Mathematics. Ongoing review of the pathways established to ensure they are progressive and continue to be based on Curriculum for Excellence experiences and outcomes.

The school is developing its curriculum rationale to reflect all areas of the curriculum, that is based on shared values, has excellence and equity at the centre, and ensures pupils' entitlements are being met.

Most learning and teaching practices are well paced and provide stimulating, engaging and challenging learning opportunities but these now need to be more consistent across the school. Staff need to ensure that there is a consistency of pace and challenge for all pupils. Assessment for learning strategies are used to help support varied assessment information and to develop pupil ownership and accountability. These need to be used more consistently across the school. The regular use of a wide range of attainment data is building the school's capacity to clearly focus on further improving its approaches for meeting the needs of all learners.

There was clear evidence that ICT is used effectively to support learning in all areas of the school and nursery.

In the nursery staff have warm, responsive relationships, they use skilled questioning and sensitive interaction and interventions that create a positive climate for achievement. Practitioners use floorbooks very effectively, responding to individual learner voice.

The outdoor nursery area suffers from drainage issues and this must be resolved to allow staff to continue to further develop the outdoor area to provide increased opportunities for curiosity, inquiry and creativity.

The ethos and culture of the school reflects its commitment to children's rights and positive relationships. The learning environment is positive, nurturing and welcoming, with almost all children across the school and nursery motivated and participating enthusiastically in their learning. Achievements in and increasingly out of school are recognised, shared and celebrated.

Pupils in the upper school are beginning to link learning to skills for life and work. Learners play an active role in the school and wider community and regularly have opportunities to contribute to school groups and have leadership roles within these.

There are effective processes to track, monitor and evaluate learners' progress, which enables the school to build in appropriate support for all pupils including those facing barriers to their learning.

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

#### **3.1 Ensuring Wellbeing, Equality and Inclusion**

#### **3.2 Raising Attainment and Achievement**

Staff knowledge of their pupils and the community has created an environment where children feel listened to and secure to share and discuss personal and sensitive issues. Across the school and nursery relationships between staff, pupils and parents are very positive, supportive and nurturing founded on a climate of mutual respect and trust. All staff are proactive in promoting positive relationships in the classroom, playground and wider community. Effective and supportive lines of communication are in place with parents and carers that build positive relationships to meet the needs of all children and families. Children who face barriers to learning are being well supported through effective partnership working, targeted resourcing and individual target setting.

Staff provide a wide variety of after school activities that are well attended and enjoyed by all who attend.

All staff have high expectations for pupils. Professional dialogue within attainment meetings and more widely allows the school to focus on individual pupils and to plan support and challenge.

SEAL arithmetical approaches are being embedded in the infant stages of the school and this along with the use of number talks across the school is having an impact on improved numeracy attainment. The children are more able to discuss their numeracy, they can verbalise their strategies and self-correct.

Reading resources have been evaluated and developed to ensure children have access to appropriate texts that support and develop their learning. A whole school spelling approach has been introduced to support improved outcomes for learners.

Monitoring and Tracking of pupil attainment is embedded and this is now being further extended to include wider achievement within the school and the wider community. Achievement at all levels is shared and celebrated.

Within the nursery children are becoming increasingly confident as independent learners and are able to exercise responsibility well e.g. at snack, tooth brushing, voting and making decisions. Practitioners build secure relationships and attachments with children and families and recognise the importance of supporting the development of the whole child to ensure their individual needs are met.

<b>Quality Indicators for Primary</b>	<b>School</b>	<b>VSE</b>
<b>1.3 Leadership of Change</b>	Good	Good
<b>2.2 Curriculum</b>	Satisfactory	Satisfactory
<b>2.3 Learning, Teaching and Assessment</b>	Good	Good
<b>3.1 Ensuring Wellbeing, Equity &amp; Inclusion</b>	Good	Good
<b>3.2 Raising attainment and achievement</b>	Good	Good

<b>Quality Indicators for Nursery</b>	<b>School</b>	<b>VSE</b>
<b>1.3 Leadership of Change</b>	Good	Good
<b>2.2 Curriculum</b>	Good	Good
<b>2.3 Learning, Teaching and Assessment</b>	Good	Good
<b>3.1 Ensuring Wellbeing, Equity &amp; Inclusion</b>	Good	Good
<b>3.2 Securing Children's Progress</b>	Good	Good

## **E. CONCLUSION**

The school is very well respected within the community and has a clear understanding of its strengths and areas for improvement. The VSE team is confident that the school's arrangements for self-evaluation will continue to lead to improvement and raised attainment for learners.

### **Actions Arising**

- The school and nursery, in partnership with the VSE team, have reviewed the appropriate quality indicators and the school should now update the school self-evaluation statement with the VSE findings to ensure that planned actions impact positively on the quality of the curriculum, pupils' learning experiences and attainment.
- Continue to support and develop a range of distributed leadership opportunities for school and nursery staff that supports a shared ethos of responsibility for improvement.

- Continue to review and develop the curriculum to ensure that curriculum benchmarks are embedded in planning and practice.
- Continue to develop learning and teaching practices that are based on robust assessment information and strategies, well paced and provide stimulating, engaging and challenging learning opportunities for all pupils
- Continue to further develop the nursery outdoor area to provide increased opportunities for curiosity, inquiry and creativity.
- Continue to develop the online Learner's Journey in the nursery and continue to encourage children and parents to discuss learning and achievement.

## **F. BACKGROUND REFERENCES**

None

Appendices/Attachments: none

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Date of meeting: 28 March 2017





**EDUCATION QUALITY ASSURANCE COMMITTEE**

**VALIDATED SELF EVALUATION: ST ANTHONY'S PRIMARY SCHOOL**

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

**A. PURPOSE OF REPORT**

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

**B. RECOMMENDATION**

It is recommended that the Committee

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

**C. SUMMARY OF IMPLICATIONS**

<b>I Council Values</b>	Focusing on our customers' needs; Being honest, open and accountable; Developing employees; Making best use of our resources; Working in partnership
<b>II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)</b>	Education (Scotland) Act 1980 Children and Young People (Scotland) Act 2014 Education (Additional Support for Learning) (Scotland) Act 2014
<b>III Implications for Scheme of Delegations to Officers</b>	None
<b>IV Impact on performance and performance Indicators</b>	Education Scotland quality indicators are used to measure the performance of schools – How Good Is our School (HGIOS)

<b>V Relevance to Single Outcome Agreement</b>	Positive inspection reports are used as a key outcome measure in the Single Outcome Agreement. Positive is measured as satisfactory or better in the Quality Indicators used by Education Scotland.
<b>VI Resources - (Financial, Staffing and Property)</b>	School's Devolved Budget
<b>VII Consideration at PDSP</b>	Not applicable
<b>VIII Other consultations</b>	None

#### D. TERMS OF REPORT

##### Background

Date of VSE	7/02/2017
School roll	226 at 7/02/2017
Nursery roll	72 (38 AM/ 34 PM)
Wraparound Care	No
Staffing and date of appointment of management team	1 Head Teacher (August 2000) 1 Principal Teacher (August 1993) 1 Early Years Officer 4 Nursery Nurse(s) 6 Pupil Support Workers 1 Admin Assistant
Attendance	Previous session 2015/16 – 95.01% West Lothian average 95.3%
Authorised Absence	Previous session 2015/16 – 2.84% West Lothian average 3.5%
Unauthorised Absence	Previous session 2015/16 – 2.15% West Lothian average 1.2%
Scottish Index of Multiple Deprivation (SIMD) – 1 <sup>st</sup> being most deprived and 67 <sup>th</sup> being least deprived	SIMD rank 3209.01 Order 37 out of 67 West Lothian Primary Schools

##### Teacher Professional Judgement 2015/16 – Pupils Achieving Expected National Level

Stage	Roll	Reading	Writing	Listening & Talking	Numeracy
P1 (Early)	29	100.00%	100.00%	100.00%	100.00%
P4 (First)	29	75.86%	82.76%	89.66%	75.86%
P7 (Second)	32	71.88%	75.00%	75.00%	75.00%

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

Stage	Roll	Maths	Reading	Phonics	Total
P1 PIPS 2015/16 (End)	29	In Line With	In Line With	In Line With	In Line With

Stage	Roll	Developed Ability	Reading	Mental Arithmetic	General Maths
P3	28	In Line With	In Line With	In Line With	In Line With
P5	29	In Line With	In Line With	Below	Below
P7	30	Below	Below	Below	Below

**2016/17 GIRFEC Levels (% of students)**

Stage	Roll	Level 1	Level 2	Level 3	Level 4
Nursery	72	98.00%	1.00%	1.00%	0.00%
P1	36	97.22%	2.78%	0.00%	0.00%
P2	30	83.33%	6.67%	10.00%	0.00%
P3	44	84.09%	15.91%	0.00%	0.00%
P4	33	81.82%	12.12%	6.06%	0.00%
P5	29	76.47%	23.53%	0.00%	0.00%
P6	29	93.33%	3.33%	3.33%	0.00%
P7	26	83.33%	13.33%	3.33%	0.00%

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

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

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

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

**Other relevant Information**

**Team Members**

<b>Jim McCrory</b>	<b>Head Teacher</b>
<b>Margaret Johns</b>	<b>Assisting Headteacher</b>
<b>Eileen Brennan</b>	<b>Assisting Headteacher</b>
<b>Hannah Brauer</b>	<b>Educational Psychologist</b>
<b>Christine Ilgunas</b>	<b>Acting Principal Teacher</b>
<b>Lynn Bradshaw</b>	<b>Acting Principal Teacher</b>
<b>Georgina Urquhart</b>	<b>Literacy Development – St Kentigern's</b>
<b>Ann Doyle</b>	<b>Early Years Development Officer</b>
<b>Greg Welsh</b>	<b>Education Officer</b>
<b>Maureen McNaughton</b>	<b>Education Officer</b>

**Focus of the VSE**

- Self-evaluation for self-improvement
- Leadership of change
- Arrangements for ensuring wellbeing, equality and inclusion

## **Findings**

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

#### **1.3 Leadership of change**

The school has a strong welcoming ethos; its strong collaborative culture is reflected in the actions and attitudes of almost all staff and learners. The school has recently revised its vision and shared values. It recognises the importance of embedding this shared understanding of these vision and values and has begun to address this need. As part of this work, it has started to engage learners in evaluating the work of the school and recognises that it must continue to do so as the school grows in size.

Senior leaders should continue to work with children, staff and partners to ensure that this work has a clear focus on improving outcomes for all learners, including those who are at risk of not attaining expected levels of attainment. The head teacher demonstrates strong commitment to developing staff leadership skills. Leadership at many levels is evident in the school. Almost all staff feel confident to initiate well-informed change and are committed to collective responsibility in the process of change. They understand the local community and the context of learners. Staff in the nursery class use national and local advice to improve their practice.

### **How good is the quality of the care and education we offer?**

#### **2.2 Curriculum**

#### **2.3 Learning, teaching and assessment**

The school has recently revisited and defined its curriculum rationale in line with revised values, vision and aims. Staff recognise that this now needs to be used to further develop progressive learning pathways. All staff expect high levels of attainment and achievement for all learners. Professional dialogue in the school and ELC, has a clear focus on improving outcomes for all learners. This impacts positively on learner experiences which are enhanced by strong staff knowledge and a commitment to reinforcing career and employability prospects. All pupils in the upper school have opportunities to access a wider range of experiences which will support the development of skills for learning, life and work. These opportunities challenge gender stereotypes. Supported by a Scottish Centre for Educational Leadership and British Council initiative focussing on core skills for learning, well-developed plans are in place for the school to work in partnership with cluster schools.

Almost all children are motivated by their engagement in high quality learning experiences which are linked to real-life contexts. Almost all learners experience activities, which were varied and differentiated with clear learning intentions and success criteria. Learners have independent access to a wide range of creative and digital technologies to effectively support and enhance learning. High quality collaborative learning was evident across the school. Revised arrangements for planning learning are proportionate and manageable. This includes approaches to consultative planning in the nursery class. Across the school, staff recognise that they should now develop learner and partner involvement in planning and evaluating learning. Revised tracking and monitoring systems are beginning to support and inform teacher judgement about learning. Arrangements for recording, analysing and using assessment information, in line with national guidance, need to be reviewed.

## **How good are we at ensuring the best possible outcomes for our learners?**

### **3.1 Ensuring wellbeing, equality and inclusion**

### **3.2 Raising attainment and achievement**

Almost all learners routinely demonstrate respect, positive behaviour and appropriate relationships. Most pupils talk with confidence about their learning around the wellbeing indicators and note that they feel valued and included in the wider life of the school. Learners feel listened to and are secure in their ability to discuss personal and sensitive aspects of their lives because they feel cared about. The school has made good progress in ensuring that staff have a strong understanding of their role and responsibility in supporting learners health and wellbeing. Guided by the Support for Learning Teacher all staff use relevant local and national guidance to inform their practice.

Parents note that they feel valued on joining the school community and are given useful information about the way that the school supports children's learning and how they can enhance this at home. The recently re-established Parent Council has plans in place to use the vision, values and aims to review the ways in which the school's communication can be further improved. Planned developments of the newly extended outdoor area linking the benefits of outdoor learning and green space with wellbeing are scheduled for Spring 2017.

Most learners are attaining expected levels of achievement in literacy and numeracy and are making satisfactory progress from prior levels of attainment. Some pupils at early and first levels are making good progress as a result of the school's early intervention approaches. The focus on raising attainment in literacy and numeracy is impacting positively on raising attainment and improving outcomes for almost all children. Attainment predictions reflect increased expectations. Planned further development of tracking and monitoring, linked to professional dialogue will ensure progress over time can be measured and the evidence of this used to inform next steps and strategic interventions

All pupils have opportunities to showcase their talents and wider achievements. The school recognises that it now needs to capture these achievements through its profiling approaches. Almost all learners are developing a range of skills for life and attributes through a range of activities and experiences through the life of the school and in its wider community.

<b>Quality Indicators for Primary</b>	<b>School</b>	<b>VSE</b>
<b>1.3 Leadership of Change</b>	Good	Good
<b>2.2 Curriculum</b>	Satisfactory	Satisfactory
<b>2.3 Learning, Teaching and Assessment</b>	Good	Good
<b>3.1 Ensuring Wellbeing, Equality &amp; Inclusion</b>	Very Good	Very Good
<b>3.2 Raising attainment and achievement</b>	Good	Satisfactory

<b>Quality Indicators for Nursery</b>	<b>School</b>	<b>VSE</b>
<b>1.3 Leadership of Change</b>	Good	Satisfactory
<b>2.2 Curriculum</b>	Good	Good
<b>2.3 Learning, Teaching and Assessment</b>	Good	Good
<b>3.1 Ensuring Wellbeing, Equality &amp; Inclusion</b>	Good	Good
<b>3.2 Securing Children's Progress</b>	Good	Satisfactory

## E. CONCLUSION

Working with the VSE team, school has a better 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 and raised attainment for learners

### Actions Arising

- Develop and implement the use of progressive curricular pathways to support a shared understanding of what progression looks like across all areas of the curriculum.
- Continue to develop tracking and monitoring to ensure progress over time can be measured and the evidence of this used to inform strategic interventions
- Further develop learner and partner involvement in evaluating the work of the school including planning and evaluating learning.

## F. BACKGROUND REFERENCES

None

Appendices/Attachments: none

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Date of meeting: 28 March 2017



**EDUCATION QUALITY ASSURANCE COMMITTEE**

**HMI INSPECTION PROCESSES AND REPORTING FOR ALL SCHOOLS**

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

**A. PURPOSE OF REPORT**

To provide members with an update of HMI short inspection model for schools and how the local authority supports schools in this process.

To provide members with an update on how HMI will report inspection findings.

**B. RECOMMENDATION**

To note the update of HMI's approaches to inspections and its impact for schools.

**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?4 (HGIOS?4).
<b>V Relevance to Single Outcome Agreement</b>	Positive inspection reports are used as a key outcome measure in the Single Outcome Agreement. Positive is measured by satisfactory or better in the quality indicators used by Education Scotland.

<b>VI Resources - (Financial, Staffing and Property)</b>	School's Devolved Budget
<b>VII Consideration at PDSP</b>	Not applicable
<b>VIII Other consultations</b>	West Lothian's Quality Improvement Framework 'Moving Forward in Learning' Working Groups Authority Validated Self-Evaluation processes

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

Education Scotland has introduced a suite of inspection models, which includes the following approaches:

- Full inspection model
- Short inspection model
- Localised Thematic model
- Neighbourhood model

##### Full Inspection Model

The full inspection model is a continuation of current practices and will inspect schools on the following Quality Indicators (QI) from How Good is Our School? 4

- 1.3 Leadership of Change
- 2.3 Learning, Teaching and Assessment
- 3.1 Ensuring Wellbeing, Equality and Inclusion
- 3.2 Raising Attainment and Achievement

The full inspection model will also evaluate the school's learning pathways, parental engagement and a further QI of the school's choosing.

##### Short Inspection Model

Education Scotland has introduced a 'try out' model of inspection in primary schools across Scotland from January 2017. The focus of these 'try out' inspections will take place over a two day period and will evaluate schools' performance on the following core Quality Indicators from How Good is Our School? 4.

- 1.1 Self-evaluation for self-improvement
- 3.2 Raising attainment and achievement

All inspections will also have a focus on safeguarding.

##### Localised Thematic Model and Neighbourhood Model

Planning for these two models of inspection is still ongoing within Education Scotland. It is anticipated that further advice and guidance on these models for inspection will be issued to schools and local authorities before the end of the current school session.

## Reporting of Inspection Findings

Following all inspection models, Education Scotland will highlight what they have learned about schools in a letter issued to parents and carers after the inspection visit. The letter will indicate key strengths of the school and aspects which need to be improved. Education Scotland will provide a statement of the confidence they have in the school's capacity to improve the quality of its own work and share evaluations for the core QIs inspected. Education Scotland will also outline any further inspection activities they will undertake as continuing engagement with the school.

In addition, Education Scotland will also produce and publish a document entitled the Summarised Inspection Findings (SIF). It will summarise the findings from all the evidence gathered during the inspection visit. Following the inspection, Education Scotland will send a draft of the SIF to the school and the education authority to provide an opportunity to check for accuracy. Following this process, Education Scotland will make the SIF public through the publication of this on their website.

## Local Authority Supports

The local authority will continue to support schools in line with the new inspection processes. This will include:

- Ongoing development to support schools in the creation of accurate Self-Evaluation summaries of current strengths and areas for development
- Support schools to prepare for their inspection visit and provide follow up support
- Attend meetings as invited by the inspection team, which will include the initial scoping meeting and feedback session at the end of the inspection process
- Evaluate the key findings with the school's leadership team and support the creation of any subsequent improvement plans and actions
- Look at an overview of inspection findings in the local authority to analyse overall improvement needs for appropriate action

## **E. CONCLUSION**

The authority's Quality Improvement Team continues to keep all school leaders abreast of national developments with evolving inspection models, in preparation of any potential inspections. The Quality Improvement Team will continue to engage with schools, reflecting on their evaluations of their provision, and provide a proportionate and responsive level of support to achieve excellence and ensure equity in all of our schools.

## **F. BACKGROUND REFERENCES**

How Good Is Our School? 4

Appendices/Attachments: School Improvement Plan Template

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Date of meeting: 28 March 2017

# **ANYWHERE SCHOOL/CLUSTER/FACULTY IMPROVEMENT PLAN**

**2017 / 2018**

# Factors Influencing the Improvement Plan

## School factors

Addressing Action Points identified in school's Self Evaluation procedures  
Cluster Improvement Plan  
Consistency in learning and teaching, implementing recommendations of *Improving Scottish Education*  
Flexible early learning and childcare implementation

## Local authority factors

*Moving Forward in Learning – Leadership for Improvement; Learning, Teaching and Assessment; Wellbeing and Inclusion; Early Years Framework*  
Raising attainment, including closing the gap  
*Delivering Better Outcomes*  
Single Outcome agreement  
Corporate Plan  
Integrated Children's Services Plan (Life Stages)  
Education Services Management Plan  
West Lothian's Early Years' Framework  
West Lothian Parental Engagement Framework  
Increased entitlement to early years' provision

## National factors

National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All  
Pupil Equity Funding  
How Good is Our School? 4<sup>th</sup> Edition and How Good is Our Early Learning and Childcare  
Getting it Right for Every child (GIRFEC)  
Curriculum for Excellence  
Developing Scotland's Young Workforce  
Building the Ambition  
Standardised Assessments  
Child Protection Issues / Guidance  
National Legislation: Children and Young People (Scotland) Act 2014  
GTCS standards and professional update



*Insert Vision and Values aims here.*

Anywhere School/Cluster/Faculty			Ensuring Excellence and Equity			
Desired outcomes linked to NIF priorities <i>(observable, measurable outcomes which focus on learning, achievement and wellbeing)</i>	NIF driver mapping <i>(check as appropriate)</i>	HGIOS4 HGIOELC QIs	Proposed Actions	By Whom	By When	Evidence <i>(include performance data, quality indicators and stakeholders' views)</i>
<b>Raising attainment for all:</b> *	<input type="checkbox"/> School Improvement <input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assess. of Children's Progress <input type="checkbox"/> Performance Information					
<b>Improvement in Literacy for all:</b> *	<input type="checkbox"/> School Improvement <input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assess. of Children's Progress <input type="checkbox"/> Performance Information					
<b>Improvement in Numeracy for all:</b> *	<input type="checkbox"/> School Improvement <input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assess. of Children's Progress <input type="checkbox"/> Performance Information					
<b>Improvement in all children and young people's wellbeing:</b> *	<input type="checkbox"/> School Improvement <input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assess. of Children's Progress <input type="checkbox"/> Performance Information					
<b>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</b> *	<input type="checkbox"/> School Improvement <input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assess. of Children's Progress <input type="checkbox"/> Performance Information					

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

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

\*

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

**PART 2: Actions & Outcomes**

<b>PEF Priority</b>	<b>Proposed Actions &amp; Resources</b> <i>(These should be based around the organisers of Learning &amp; Teaching, Leadership, and Families &amp; Communities. Also consider activities within and beyond the classroom)</i>	<b>What is the expected impact on reducing the gap in your context of your proposed actions?</b> <i>(What story will your data tell by end of next session? By June 2020? You should include any targets linked to data)</i>	<b>How will you measure the impact?</b> <i>(You must be specific here in terms of:</i> <ul style="list-style-type: none"> <li>• <i>new and existing performance data and other quantitative and qualitative information that will be required</i></li> <li>• <i>plans for how data will be collected and reported)</i></li> </ul>
Literacy			
Numeracy			
Health and Wellbeing			
Across Learning			

**PART 3: Planned Expenditure**

<b>Type of Expenditure April 2017 – June 2018</b>		<b>Notes</b> <i>(eg FTE, no of hrs)</i>	<b>Cost</b>
Staffing:			
Professional Learning:			
Programmes & Interventions:			
Total:			

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

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

VSE – Validated Self Evaluation

<b>Title</b>	<b>Purpose</b>	<b>Lead Officer</b>	<b>EQAC date</b>
VSE – Our Lady’s PS	To inform committee of the VSE review and next steps – Our Lady’s PS	Greg Welsh	28/03/2017 (2.00 pm)
VSE – Kirknewton PS	To inform committee of the VSE review and next steps – Kirknewton PS	Alan Millar	28/03/2017 (2.00 pm)
VSE – St Anthony’s PS	To inform committee of the VSE review and next steps – St Anthony’s PS	Phyllis Wood/ Maureen McNaughton	28/03/2017 (2.00 pm)
Education Scotland Inspection – Broxburn Primary School	To inform committee of the outcome of Education Scotland (HMI) inspection at Broxburn Primary School	Greg Welsh	28/03/2017 (2.00 pm)
HMI Inspection Processes and Reporting for All Schools	To inform committee of HMI short inspection model, how HMI will report inspection findings and local authority support in this process	Greg Welsh	28/03/2017 (2.00 pm)
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)

VSE – Linlithgow Academy	To inform committee of the VSE review and next steps – Linlithgow Cluster	Phyllis Wood	27/06/2017 (10.00 am)
Education Scotland Inspection – Westfield Primary School	To inform committee of the outcome of Education Scotland (HMI) inspection at Westfield Primary School	Catrina Hatch	27/06/2017 (10.00 am)
Education Scotland Inspection – Pinewood School	To inform committee of the outcome of Education Scotland (HMI) inspection at Pinewood School	Alan Millar/ Alex Black	27/06/2017 (10.00 am)
Education Scotland Inspection – Carmondean Primary School	To inform committee of the outcome of Education Scotland (HMI) inspection at Carmondean Primary School	Greg Welsh	27/06/2017 (10.00 am)
Education Scotland Inspection – Knightsridge Primary School	To inform committee of the outcome of Education Scotland (HMI) inspection at Knightsridge Primary School	Greg Welsh	27/06/2017 (10.00 am)

VSE - Inveralmond EYC/Ladywell NS/Eliburn NC	To inform committee of the review of Inveralmond Early Years Centre/Ladywell NS and Eliburn NC following the VSE carried out in October 2016 in (as per minute of 31 January 2017)	Ann Doyle	2017-18 timetable
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