



EDUCATION QUALITY ASSURANCE COMMITTEE

UPHALL PRIMARY SCHOOL PROGRESS REPORT

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

A. PURPOSE OF REPORT

To bring to the Committee's attention the progress made towards the actions arising from the school's Education Scotland inspection published in May 2019.

B. RECOMMENDATION

It is recommended that the Committee note the contents of the report and the school's progress in addressing identified areas for improvement.

C. SUMMARY OF IMPLICATIONS

I Council Values	Focusing on our customers' needs; Being honest, open and accountable; Developing employees; Making best use of our resources; Working in partnership
II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	Education (Scotland) Act 1980 Children and Young People (Scotland) Act 2014 Education (Additional Support for Learning) (Scotland) Act 2014
III Implications for Scheme of Delegations to Officers	None
IV Impact on performance and performance Indicators	Education Scotland quality indicators are used to measure the performance of schools – How Good Is Our School?4 (HGIOS?4).
V Relevance to Single Outcome Agreement	Positive inspection reports are used as a key outcome measure in the Single Outcome Agreement. Positive is measured by satisfactory or better in the quality indicators used by Education Scotland.
VI Resources - (Financial, Staffing and Property)	School's Devolved Budget/Pupil Equity Funding
VII Consideration at PDSP	Not applicable
VIII Other consultations	None

D. TERMS OF REPORT

Background

Date of Inspection	February 2019
Date of authority update	October 2019
School roll (13/09/2019)	309
Nursery Roll (13/09/2019)	47
Staffing and date of appointment of management team	1 Acting Head Teacher – Aug 2019 1 Acting Depute Head Teacher – Aug 2019 1 Acting Principal Teacher – Jan 2019 0.5 Additional Principal Teacher 19.49 Class Teachers 1 Early Years Officer 3.98 Nursery Nurses 9.1 Pupil Support Staff
Scottish Index of Multiple Deprivation (SIMD) – 1 st being most deprived and 67 th being least deprived	SIMD rank 3308.69 Order 40 out of 67 West Lothian Primary Schools
Pupil Equity Fund Allocation (2019/20)	£73,200

2019/20 GIRFEC Levels (% of students)

	Roll	Level 1	Level 2	Level 3	Level 4
Nursery	47	100.00%	0.00%	0.00%	0.00%
P1	38	97.37%	0.00%	2.63%	0.00%
P2	39	89.74%	5.13%	5.13%	0.00%
P3	36	86.11%	8.33%	5.56%	0.00%
P4	46	93.48%	6.52%	0.00%	0.00%
P5	49	83.67%	6.12%	10.20%	0.00%
P6	56	71.43%	16.07%	12.50%	0.00%
P7	45	77.78%	8.89%	11.11%	2.22%
School	309	84.79%	7.77%	7.12%	0.32%

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

Background Information

Uphall Primary School was inspected in February 2019 by a team of inspectors from Education Scotland using the full inspection model. Inspectors evaluated the school as follows:

Quality Indicators for Primary	Inspection Evaluations
1.3 Leadership of change	Satisfactory
2.3 Learning, teaching and assessment	Weak
3.1 Ensuring wellbeing, equality and inclusion	Satisfactory
3.2 Raising attainment and achievement	Satisfactory

Inspectors identified the following areas for improvement:

- Work as a team to develop effective approaches to school improvement to better support the strategic direction and pace of change across the whole school community.
- Improve approaches to learning and teaching to ensure children's experiences are of a consistently high quality across the school.
- Ensure robust assessment and moderation arrangements provide reliable evidence to better inform and support progress in learning.
- Develop a shared understanding and improved approaches to planning, monitoring and tracking of children's progress in attainment and achievement in order to improve outcomes for all children.

Progress made since Education Scotland Inspection

- The newly appointed leadership team has prioritised engaging all staff in robust self-evaluation processes in order to quickly gain a shared understanding of key improvement actions and activities required to improve outcomes for learners. Staff are now fully engaged in the improvement agenda and are clear about the actions required to achieve improvements in learning, teaching and assessment.
- The introduction of 'Staff Rotational Groups' is facilitating staff involvement, engagement and leadership of improvements in key areas such as literacy, numeracy, planning, self-evaluation and health and wellbeing. This model is increasing staff confidence and professionalism in leading improvements across the school.
- All teachers are engaged in planned, focussed professional learning in order to increase consistency of effective learning and teaching practice across the school. Recent quality improvement activities evidence differentiation in learning within teachers' planning and in classroom observations. This is resulting in increased levels of engagement and motivating experiences for pupils in most classes.
- It is evident from observations of learning that learning intentions and success criteria are being consistently shared with pupils, which is leading to an increasing number of pupils being able to assess and recognise success in their learning.
- Professional dialogue with staff has demonstrated that the streamlining of planning has taken place, making plans fit for purpose. Staff felt that they were given clear direction on how to use progression pathways to inform teaching and that there was now a consistent approach to planning. Staff found the engagement with the Senior Leadership Team on planning clear and supportive.
- As part of the school's overall curriculum developments, staff are identifying, at the planning stage, a clear link to developing children's skills for learning, life and work. Children are beginning to articulate the skills they are developing and how these can be transferred to other aspects of their learning and the relevance they have to their wider life.

- Recent 'Excellence and Equity' meetings took place with stage partners and there are plans in place for these to be developed to include the support for learning teacher. The Senior Leadership Team has planned further staff engagement with national benchmarks to support and challenge teacher professional judgement. Staff felt that their views were taken account of and the knowledge that they had of individual children.
- Through the direction and support of the leadership team, staff are taking account of available attainment data, including information from standardised assessments, to plan next steps in learning and set appropriate learning goals for pupils.

Areas for ongoing improvement

- Building on recent improvements, further engage staff in reviewing and improving learning environments / spaces, to ensure that they are conducive to independent, group and whole class learning opportunities and are promoting and celebrating work of a high standard.
- Continue to ensure consistency in sharing learning intentions and engaging pupils in co-creating success criteria in order to develop children's ability to articulate their learning and next steps in learning.
- Maintain the current focus in raising expectations of standards in content and presentation of pupil work, particularly in writing, to ensure an aspirational curriculum for all children.
- As identified by the school, develop a reading culture across the school, which enhances children's exposure to a wider variety of genres and authors.
- Working within stages, departments and across the school, develop effective and consistent approaches to providing feedback to pupils in order to identify success in learning and clear next steps for pupils.
- As planned, provide staff with supported opportunities in moderation of Literacy and Numeracy within stages, across a level and with cluster colleagues. These moderation experiences will increase staff knowledge and confidence in standards within and across their stage and level.

Performance Information

Attendance (Previous Session 2018/19)

Attendance	School – 94.72% West Lothian – 94.67%
Authorised Absence	School – 3.07% West Lothian – 3.78%
Unauthorised Absence	School – 2.19% West Lothian – 1.54%

Teacher Professional Judgement

Pupils Achieving Expected National Level – Primary 1

2018/19	Roll	Reading	Writing	Listening & Talking	Numeracy
School	42	97.62%	95.24%	95.24%	97.62%
Authority	2195	85.88%	83.46%	90.57%	87.84%
National	Available in December 2019				

2017/18	Roll	Reading	Writing	Listening & Talking	Numeracy
School	40	77.50%	77.50%	87.50%	92.50%
Authority	2133	81.76%	79.75%	85.70%	85.70%
National	#N/A	81.28%	78.30%	87.02%	84.65%

2016/17	Roll	Reading	Writing	Listening & Talking	Numeracy
School	48	93.75%	91.67%	91.67%	95.83%
Authority	2252	81.75%	78.15%	85.79%	84.28%
National	#N/A	80.21%	77.08%	85.26%	83.44%

Pupils Achieving Expected National Level – Primary 4

2018/19	Roll	Reading	Writing	Listening & Talking	Numeracy
School	50	84.00%	84.00%	84.00%	84.00%
Authority	2239	83.56%	79.86%	90.26%	81.96%
National	Available in December 2019				

2017/18	Roll	Reading	Writing	Listening & Talking	Numeracy
School	57	87.72%	84.21%	85.96%	89.47%
Authority	2206	81.37%	76.70%	87.76%	81.41%
National	#N/A	77.45%	71.77%	84.52%	75.80%

2016/17	Roll	Reading	Writing	Listening & Talking	Numeracy
School	50	82.00%	78.00%	82.00%	80.00%
Authority	2326	81.17%	79.19%	88.91%	81.13%
National	#N/A	76.88%	71.11%	83.04%	74.82%

Pupils Achieving Expected National Level – Primary 7

2018/19	Roll	Reading	Writing	Listening & Talking	Numeracy
School	46	78.26%	73.91%	91.30%	82.61%
Authority	2267	83.86%	80.41%	91.44%	82.44%
National	Available in December 2019				

2017/18	Roll	Reading	Writing	Listening & Talking	Numeracy
School	41	85.37%	85.37%	95.12%	78.05%
Authority	2193	81.94%	78.16%	88.46%	79.16%
National	#N/A	78.74%	72.87%	84.10%	74.77%

2016/17	Roll	Reading	Writing	Listening & Talking	Numeracy
School	25	92.00%	84.00%	76.00%	68.00%
Authority	2101	79.77%	75.30%	86.15%	74.25%
National	#N/A	76.04%	68.60%	81.24%	70.46%

E. CONCLUSION

As a result of the inspection from February 2019, Education Scotland will return to inspect the school within one year of the publication of the report (May 2019). The Quality Improvement Team will continue to provide regular support and challenge to the school to ensure identified areas for improvement are addressed and the overall quality of provision is enhanced.

F. BACKGROUND REFERENCES

Inspection Report (Published May 2019)

<https://education.gov.scot/assets/inspectionreports/uphallpsncins140519.pdf>

Appendices/Attachments:

Appendix 1 – PEF Financial Impact Plan

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