



EDUCATION QUALITY ASSURANCE COMMITTEE

EDUCATION SCOTLAND REPORT : SPRINGFIELD PRIMARY SCHOOL AND BONNYTOUN NURSERY

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

A. PURPOSE OF REPORT

To inform Committee of the outcome of the Education Scotland (HMI) inspection at Springfield Primary School and Bonnytoun Nursery.

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

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	May 2019
School roll	329
Nursery roll	78
Staffing and date of appointment of management team	1 Head Teacher – May 2017 1 Depute Head Teacher – Apr 2016 2 Principal Teachers – June 17/Aug 17 15.98 Teachers 5.48 Pupil Support Workers
Scottish Index of Multiple Deprivation (SIMD) – 1 st being most deprived and 67 th being least deprived	SIMD Rank – 5864.76 Order 66 out of 67 West Lothian Primary Schools
Pupil Equity Fund Allocation (2019/20)	£18,360

Context of the school

Springfield Primary School is a large non-denominational primary school situated on the East side of Linlithgow in West Lothian. The school roll is organised across 13 classes. In session 2019/2020 there is one composite class at P5/6. The school currently has 78 children who attend Bonnytown nursery. This is organised into 17 children in the morning session, 14 in the afternoon session and 47 children who attend 2 full days throughout the week.

The school has a supportive parent body and works closely with the local community to establish effective links to support our children's learning. The school benefits from the extensive opportunities provided by the surrounding environment and staff are encouraged to utilise this in learning and teaching, whenever possible.

The school is very well supported by an active Parent Council who organise a number of events throughout the school session. They are also regularly involved in school improvement activities and play a key part in our continuous improvement agenda.

2019/20 GIRFEC Levels (% of students)

Stage	Roll	Level 1	Level 2	Level 3	Level 4
Nursery	78	100.00%	0.00%	0.00%	0.00%
P1	42	100.00%	0.00%	0.00%	0.00%
P2	45	93.33%	6.67%	0.00%	0.00%
P3	48	91.67%	8.83%	0.00%	0.00%
P4	51	92.16%	7.84%	0.00%	0.00%
P5	47	89.36%	10.64%	0.00%	0.00%
P6	37	75.68%	24.32%	0.00%	0.00%
P7	59	96.61%	1.69%	1.69%	0.00%
School	329	91.79%	7.90%	0.30%	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

The Report

In May 2019, a team of inspectors from Education Scotland visited Springfield Primary School and Bonnytown Nursery. During their visit, inspectors talked to parents/carers and children and worked closely with the Head Teacher and staff.

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

- The effective leadership of senior leaders which is improving the culture of change. They are providing clear strategic direction in a number of important areas across the school and nursery resulting in improvements in children's experiences. Staff have high expectations of themselves and children and this contributes strongly to a climate of aspiration and ambition.
- The very successful approaches to planning learning, teaching and assessment that result in children experiencing high levels of challenge. This is supported very well by the increasingly consistent use of well-planned assessment and sharing of standards to ensure children make appropriate progress in their learning.
- Children who are highly motivated, actively engaged and increasingly applying their learning in real life contexts across the school and nursery.
- The agreed values of resilience, respect, kindness, confidence and inclusion are completely embedded with integrity and authenticity across the life and work of the school and nursery. Everyone consistently applies positive approaches to Getting it Right for Every Child that results in children experiencing success in their learning and wellbeing with their needs being very well met.
- Attainment over time shows a consistent pattern and trend of high performance.
- The effective nursery team who have developed a rich indoor and outdoor learning environment to secure positive outcomes for children and families.

The school has undergone a period of staff change in recent years including changes in headship. Both the Head Teacher and Depute Head Teacher have been in post for just over two years and have gained the trust of all stakeholders. Staff have responded positively to this change agenda. The local authority through their support visits and validated self-evaluation have been instrumental in supporting the school with their improvement journey.

Staff have undertaken professional learning, supported and provided by the local authority, which is helping to improve their practice. In particular, the use of the local authority progression pathways for all curricular areas supports teachers with their planning and assessment approaches. This is of a high quality across the school.

Teachers plan learning, teaching and assessment that challenges children's understanding. Children are increasingly thinking more critically and applying their learning to real life contexts. These contexts are challenging and enjoyable, and include creative and investigative activities. There is an ethos of self-challenge for children along with a culture of ambition. Teachers have worked very effectively to develop these shared, high expectations of effort and success whereby children feel valued and supported enough to take some risks in learning. Teachers are highly skilled in monitoring and tracking the progress of children and making subsequent adaptations to their planning. This again represents a major strength of the school's work.

Ensuring wellbeing, equality and inclusion has several outstanding features. The school's approach to wellbeing is underpinned by the very strong commitment of children, staff, parents and partners to the recently established shared values of the school community. Children can talk confidently about the importance of their school values and their responsibility for enacting these. During the inspection, inspectors found evidence of many strong examples of children developing not only their own mental, emotional, social and physical wellbeing, but that of others as well. All staff are highly committed to the school community and give freely of their time to ensure children are exceptionally well supported, and to give the children rich experiences. Commendably, school leaders are mindful of the health and wellbeing needs of the staff team. Children's wellbeing lies at the heart of the work of Springfield Primary School.

Inspectors discussed and agreed the priorities for continuing improvement with the school and a local authority representative. These priorities are to:

- Refine approaches to monitoring and evaluating the work of the school to highlight more clearly impact on children's learning, progress and achievements.
- Practitioners should continue to offer opportunities for all children to be fully involved in leading their own learning and developing their leadership skills.

Performance Information

Attendance (Previous Session 2018/19)

Attendance	School – 96.66% West Lothian – 94.67%
Authorised Absence	School – 2.75% West Lothian – 3.78%
Unauthorised Absence	School – 0.60% West Lothian – 1.54%

Teacher Professional Judgement

Pupils Achieving Expected National Level – Primary 1

2018/19	Roll	Reading	Writing	Listening & Talking	Numeracy
School	45	95.56%	93.33%	93.33%	95.56%
Authority	2195	85.88%	83.46%	90.57%	87.84%
National	Available in December 2019				

2017/18	Roll	Reading	Writing	Listening & Talking	Numeracy
School	48	93.75%	93.75%	95.83%	100.00%
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	49	93.88%	93.88%	97.96%	93.88%
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	47	93.62%	89.36%	91.49%	91.49%
Authority	2239	83.56%	79.86%	90.26%	81.96%
National	Available in December 2019				

2017/18	Roll	Reading	Writing	Listening & Talking	Numeracy
School	37	89.19%	89.19%	100.00%	91.89%
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	58	91.38%	98.28%	100.00%	96.55%
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	50	94.00%	84.00%	100.00%	94.00%
Authority	2267	83.86%	80.41%	91.44%	82.44%
National	Available in December 2019				

2017/18	Roll	Reading	Writing	Listening & Talking	Numeracy
School	62	95.16%	96.77%	98.39%	95.16%
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	50	96.00%	96.00%	98.00%	94.00%
Authority	2101	79.77%	75.30%	86.15%	74.25%
National	#N/A	76.04%	68.60%	81.24%	70.46%

Quality Indicators for ELC setting	Inspection Evaluations
1.3 Leadership of change	Very Good
2.3 Learning, teaching and assessment	Very Good
3.1 Ensuring, wellbeing, equality and inclusion	Very Good
3.2 Securing children's progress	Very Good

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

Quality Improvement Team Role

The Quality Improvement Team will continue to support the school leadership team and will monitor the school's progress through the school's self-evaluation processes.

E. CONCLUSION

Inspectors are confident that the school has the capacity to continue to improve so will make no more visits in connection with this inspection. The school is well supported by West Lothian Council.

F. BACKGROUND REFERENCES

Education Scotland Report –

<https://education.gov.scot/assets/inspectionreports/springfieldps-bonnytounncins011019.pdf>

Summarised Inspection Findings (Primary) -

<https://education.gov.scot/assets/inspectionreports/springfieldpssif011019.pdf>

Summarised Inspection Findings (Nursery) -

<https://education.gov.scot/assets/inspectionreports/bonnytounncsif011019.pdf>

Appendices/Attachments:

Appendix 1 – Education Scotland letter

Appendix 2 – PEF Financial Impact Plan

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Date of meeting: 5 November 2019