



EDUCATION QUALITY ASSURANCE COMMITTEE

EDUCATION SCOTLAND REPORT : WINCHBURGH PRIMARY SCHOOL AND NURSERY CLASS

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 Winchburgh Primary School and Nursery Class.

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	October 2019 (full inspection model)
School roll	252
Nursery roll	102
Staffing and date of appointment of management team	1 Head Teacher – Apr 2018 1 Depute Head Teacher (Acting) – Aug 2019 1 Principal Teacher - Acting 16 Teachers 2 Early Years Officers 9 Nursery Nurses 5 Pupil Support Workers
Scottish Index of Multiple Deprivation (SIMD) – 1 st being most deprived and 67 th being least deprived	SIMD Rank – 3464.87 Order 42 out of 67 West Lothian Primary Schools
Pupil Equity Fund Allocation (2019/20)	£63,600

Context of the school

Winchburgh Primary is a non-denominational school with a roll of 252 primary children and a 64/64 nursery (with 36 full-day spaces). The school benefits from a mixed catchment area with a Free Meal Entitlement of 13%. The school is a shared campus with Holy Family RC Primary School.

Winchburgh is a rapidly expanding community due to significant house building in the area. The school is managing a significant and continuing increase in its school roll. Both schools on the joint campus work together to best utilise the space available to both schools. The school's extension and refurbishment work provided a new nursery for Winchburgh Primary School along with 2 further early years classrooms.

The school runs a very successful Breakfast Club which is well attended by children. The school was part of the local authority supported Validated Self-Evaluation programme in session 2017/18 and continues to work in partnership with the local authority to bring about further improvements.

The school has a long established and fully supportive Parent Council. The school has good relationships with the Cluster Schools, the local community, and the local Church.

2019/20 GIRFEC Levels (% of students)

Stage	Roll	Level 1	Level 2	Level 3	Level 4
Nursery	102	99.02%	0.00%	0.98%	0.00%
P1	55	85.45%	14.55%	0.00%	0.00%
P2	44	86.36%	13.64%	0.00%	0.00%
P3	33	69.70%	24.24%	6.06%	0.00%
P4	33	75.76%	24.24%	0.00%	0.00%
P5	31	74.19%	25.81%	0.00%	0.00%
P6	26	61.54%	23.08%	15.38%	0.00%
P7	30	73.33%	23.33%	3.33%	0.00%
School	252	76.98%	20.24%	2.78%	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 October 2019, a team of inspectors from Education Scotland visited Winchburgh Primary School and Nursery Class using the full inspection model. 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 Head Teacher's effective leadership of school improvements and his success in developing teamwork across the school and nursery class.
- The nurturing and supportive relationships across the school and nursery class leading to children's readiness to learn.
- The staff team across the nursery class and primary stages who effectively work together to continually improve children's experiences. This is leading to positive learning experiences for all children.
- The motivating nursery environment created by supportive practitioners. This helps children to make a positive start to their learning journey.

The Head Teacher demonstrates strategic leadership and has clear aspirations for all children. He has implemented successfully a positive ethos and culture of improvement in the school, through very well managed pace of change. Staff in promoted posts support effectively the work of the school through clear remits. Collectively, they have developed a culture of empowerment for staff to take ownership of leadership of change and improvements for the school. This is resulting in positive learning experiences for children and children's improved skills in resilience.

Teachers are empowered in deciding the priorities for improvement, based on evidence from collective self-evaluative activities. Recently, teachers created clear expectations linked to high quality learning and teaching. Senior leaders use this well to support a range of self-evaluation activities with a clear focus on raising children's attainment in literacy and English language, numeracy and mathematics and health and wellbeing.

Staff worked collectively to construct the 'Winchburgh Learning and Teaching Overview'. This supports teachers well in sharing a clear understanding of expectations for learning and teaching. Teachers use this to help improve consistency in children's learning experiences. They worked collaboratively with other staff from the shared campus to share experiences and develop further these expectations.

Children report having key staff members they can talk with. The recently introduced 'Go to adult' system ensures all children identify a staff member they can approach with any worries or concerns. Children speak positively about this and recognise the benefits it presents.

Across the nursery, children engage well and enjoy their learning. Over the last few months, practitioners and senior leaders, with support from the area manager, have made significant changes to the nursery environment. These changes ensure children have free access to resources across the nursery encouraging creative, explorative play. The principles of Getting it right for every child, and the national wellbeing indicators underpin practice in the nursery. Children are relaxed with adults in the nursery and are caring and kind towards their friends. Practitioners make good use of praise and model positive interactions consistently well. They help children to become aware of their feelings and reactions, and what they can do to regulate their own behaviour. Practitioners know children and families well. They strive to ensure that they have a good understanding of any potential barriers to wellbeing children might experience.

The overall quality of children's attainment in literacy and English and numeracy and mathematics is good. Data provided by the school for session 2018/19 shows that almost all children at P1 and most children at P4 achieved expected Curriculum for Excellence (CfE) levels in literacy and numeracy. The majority of children at P7 achieved the expected CfE levels in literacy and English and numeracy and mathematics. The Inspection Team agreed with teachers' professional judgements for achievement of a level.

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

- Continue to develop consistency in approaches to learning, teaching and assessment across the school and nursery class.
- Continue to raise attainment and achievement for all children and develop a clear overview of the needs of children. This should help to ensure all appropriate supports and interventions are in place to meet the needs of all children.

Performance Information

Attendance (Previous Session 2018/19)

		2016/17	2017/18	2018/19
Attendance	School	96.77%	95.81%	95.60%
	Authority	95.05%	94.49%	94.67%
Authorised Absence	School	1.70%	3.02%	3.18%
	Authority	3.53%	3.92%	3.78%
Unauthorised Absence	School	1.53%	1.16%	1.22%
	Authority	1.41%	1.57%	1.54%

Teacher Professional Judgement

Pupils Achieving Expected National Level – Primary 1

2018/19	Roll	Reading	Writing	Listening & Talking	Numeracy
School	43	93.02%	93.02%	97.67%	93.02%
Authority	2191	86.03%	83.61%	90.73%	88.00%
National	#N/A	81.53%	79.04%	86.86%	84.70%

2017/18	Roll	Reading	Writing	Listening & Talking	Numeracy
School	30	86.67%	86.67%	96.67%	96.67%
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	25	88.00%	84.00%	92.00%	88.00%
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	31	90.32%	83.87%	100.00%	90.32%
Authority	2237	83.64%	79.93%	90.34%	82.03%
National	#N/A	78.02%	72.71%	85.38%	76.79%

2017/18	Roll	Reading	Writing	Listening & Talking	Numeracy
School	28	92.86%	89.29%	96.43%	92.86%
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	27	85.19%	88.89%	96.30%	77.78%
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	18	72.22%	72.22%	94.44%	66.67%
Authority	2265	83.89%	80.44%	91.48%	82.47%
National	#N/A	79.84%	73.68%	85.61%	75.99%

2017/18	Roll	Reading	Writing	Listening & Talking	Numeracy
School	17	82.35%	76.47%	76.47%	70.59%
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	11	90.91%	81.82%	81.82%	90.91%
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	Good
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Securing children's progress	Good

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

Quality Improvement Team Role

The Quality Improvement Team will continue to monitor and support 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://www.education.gov.scot/media/infhmvad/winchburghpsncins110220.pdf>

Summarised Inspection Findings (Primary) –

<https://www.education.gov.scot/media/250pvz5k/winchburghpsncprimarysif110220.pdf>

Summarised Inspection Findings (Nursery) –

<https://www.education.gov.scot/media/42aemywj/winchburghpsncnurserysif110220.pdf>

Appendices/Attachments:

Appendix 1 – Education Scotland letter

Appendix 2 – PEF Financial Impact Plan

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