

DATA LABEL: PUBLIC



## **EDUCATION QUALITY ASSURANCE COMMITTEE**

### **HER MAJESTY'S INSPECTORS OF EDUCATION (HMIE) THEMATIC INSPECTION PROGRAMME**

#### **REPORT BY HEADS OF EDUCATION**

##### **A. PURPOSE OF REPORT**

To inform committee of West Lothian schools engagement in HM Inspectors of Education (HMIE) thematic inspection programme for academic session 2021-22.

##### **B. RECOMMENDATION**

It is recommended that the committee note the contents of the report and the detail of the thematic inspection undertaken by HMIE in West Lothian 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>	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?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 / Pupil Equity Funding
<b>VII Consideration at PDSP</b>	Not applicable
<b>VIII Other consultations</b>	None

## **D. TERMS OF REPORT**

### **D1 Background**

On 13 March 2020, Education Scotland took the decision to pause the routine inspection programme due to the COVID-19 pandemic to allow schools and education establishments to focus on providing support to their colleagues, learners and local communities. As part of a phased re-introduction approach to scrutiny, Her Majesty's Inspectorate of Education (HMIE) carried out three national thematic inspections in the period September to December 2021 to support education recovery. These national thematic inspections focused on the following areas:

- Approaches to supporting children's and young people's wellbeing
- Outdoor learning
- Local approaches to recovery

East Calder Primary School, Inveralmond Community High School and Burnhouse Skills Centre were the West Lothian schools involved in the thematic inspections. The key strengths and next steps were shared with the respective schools' leadership teams and are outlined below.

### **D2 East Calder Primary School - Approaches to supporting children's and young people's wellbeing**

#### Key strengths

Positive impact of the well-established relationships between the school and its community, by means of ongoing and open communication channels throughout the period of the pandemic.

The school's responsiveness to the wellbeing of individual pupil, family and staff needs and ensuring access to the most appropriate support mechanisms, including counselling, the school's mental health first aider and the introduction of Zones of Regulation to support learners. These provided opportunities for children to discuss their emotions effectively and provide strategies to regulate their emotions.

Appropriate progress and pace of change for improvements in digital literacy and digital technologies resulting in the upskilling of staff and learners. This has enhanced the school's digital journey which was recognised in June 2021 in achieving the Digital Schools Award and recognition for their work around Cyber Resilience and Internet Safety.

#### Next steps

Continue to review interventions in place with a focus on measuring impact over time.

### **Inveralmond Community High School - Outdoor learning**

#### Key strengths

Recognition of the school's creative approaches to outdoor learning which is underpinned by a clear vision for the place of outdoor learning within the wider curriculum.

A clear commitment to outdoor learning in a range of subjects including English, Art and Design, Geography, Science, PE and History. In addition, the school offers the Duke of Edinburgh programme for all young people and a targeted intervention – 'Kids Gone Wild' – for a group of young people with a diagnosis of Autistics Spectrum Disorder (ASD). Early evidence is that this programme is highly valued by young people and their parents and is impacting positively on their attendance and engagement in learning.

#### Next steps

Continue to extend the use of outdoor learning across the school.

### **Burnhouse Skills Centre - Approaches to recovery and improvement planning**

#### Key Strengths

A calm, secure, nurturing and safe environment for all learners. The school building is being used creatively utilising all spaces effectively to meet learners' needs and promote a wide variety of opportunities for learning.

The school is focused on recovery of children and families alongside maintaining staff wellbeing. Families feel nurtured and supported, helping them to be successful, confident parents and advocates for their children.

As a result of the efforts and commitment of the staff team there is significant opportunities for success available to every child and their families, focussing on successful outcomes for all.

The school's award-winning approach to improvement, 'One Child at a Time Approach', uses a range of focused interventions in literacy and numeracy leading to a positive impact on participation, attendance and achievement.

#### Next steps

Continue to make use of the school improvement plan and professional enquiry approaches to establish next steps in the recovery journey.

Continue to develop creative approaches to capturing and valuing the voice of children and families to instil the belief of success.

## **E. CONCLUSION**

Overwhelmingly the feedback from HMIE was very positive across all establishments and the next steps highlighted had already been identified by each of the establishments as areas for continuous improvement. HM Inspectors will provide national messages for each theme in early 2022. The Quality Improvement Team will continue to support schools to address any actions as a result of the national thematic inspections.

## **F. BACKGROUND REFERENCES**

Appendices/Attachments:

Contact Person: Geraldine Armstrong, Quality Improvement Manager  
Tel: 01506 282279  
Email: [geraldine.armstrong@westlothian.gov.uk](mailto:geraldine.armstrong@westlothian.gov.uk)

**James Cameron, Education Head of Service (Learning, Policy & Resources)**

Tel: 01506 281680, Email: [james.cameron@westlothian.gov.uk](mailto:james.cameron@westlothian.gov.uk)

**Catrina Hatch, Interim Education Head of Service (Secondary Schools)**

Tel: 01506 283924, Email: [catrina.hatch@westlothian.gov.uk](mailto:catrina.hatch@westlothian.gov.uk)

**Greg Welsh, Interim Education Head of Service (Primary Schools)**

Tel: 01506 282279, Email: [greg.welsh@westlothian.gov.uk](mailto:greg.welsh@westlothian.gov.uk)

Date of meeting: 11 January 2022