

DATA LABEL: PUBLIC



EDUCATION QUALITY ASSURANCE COMMITTEE

VALIDATED SELF-EVALUATION: POLKEMMET PRIMARY SCHOOL AND EARLY LEARNING AND CHILDCARE (ELC) SETTING

REPORT BY HEAD OF EDUCATION (PRIMARY, EARLY YEARS AND RESOURCES)

A. PURPOSE OF REPORT

To bring to the Committee's attention Polkemmet Primary School's validated self-evaluation and identified areas for improvement for session 2022-2023.

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

D1 Background

Date of VSE	26 th and 27 th September 2022
School Census roll	170
Nursery Census roll	27
Staffing and date of appointment of management team	Head Teacher (August 2017) Principal Teacher (August 2018) 14 Teachers Early Years Officer Excellence and Equity Lead ELC 3 Early Years Practitioners 6.5 Pupil Support Workers (1.5 allocated to ELC) Administrative Assistant Clerical Assistant 2 Supervisory Assistants 1 Breakfast Club Assistant
Scottish Index of Multiple Deprivation (SIMD) – 1 st being most deprived and 68 th being least deprived	SIMD Rank – 1733.32 Order 9 out of 68 West Lothian Primary Schools
Pupil Equity Fund Allocation	£100,450

D2 Context of the school

Polkemmet Primary School is situated in an area of significant multiple deprivation and is part of the Whitburn Regeneration Development Group targeting improvements in life chances for all children and families. There are currently 8 classes, including a P1/2 composite class. The Early Learning and Childcare (ELC) setting provides morning, afternoon and full-day sessions. The school has an excellent relationship with cluster schools, the local community, and the local church. A significant number of children have barriers to learning and the school and community work hard to identify and overcome these, priding itself on providing an inclusive and nurturing learning environment for all children and their families.

2022/23 GIRFEC Levels (% of students)

Stage	Roll	Level 1	Level 2	Level 3	Level 4
Nursery	25	52%	48%	0.00%	0.00%
P1	27	70.37%	29.63%	0.00%	0.00%
P2	26	50.00%	42.31%	7.69%	0.00%
P3	28	71.43%	28.57%	0.00%	0.00%
P4	16	56.25%	43.75%	0.00%	0.00%
P5	22	72.73%	27.27%	0.00%	0.00%
P6	25	80.00%	20.00%	0.00%	0.00%
P7	26	73.08%	26.92%	0.00%	0.00%
School	170	68.24%	30.59%	1.18%	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

D3 Evaluative Analysis of School's Current position

A culture of wellbeing, nurture and inclusion is evident throughout the school and nursery in support of the children, parents and local community.

Learners are very much at the heart of the school and ELC ethos and confidently articulate their pride and belonging to their school. Their voices are clearly heard and their opinions and needs acted upon in both the school and ELC settings. This was evident in the positive relationships and nurturing approach fostered in school and nursery.

Pupil Equity Funding is successfully utilised to develop highly effective targeted interventions and family support for families experiencing poverty and disadvantage. Discussion with parents reinforced their view that the school remains a 'lifeline' as a link to the community and to building relationships. They praised the support of the head teacher and staff and report that their children love and thrive in Polkemmet Primary School and nursery. There is a programme in place to support children and their families' transition from home to ELC and from ELC to school and this is highly valued by parents.

New systems and approaches to improving equity have been developed which are beginning to share the ownership and responsibility for the progress of learners across the wider school team to include teachers, PSWs and some partners. Partnership work between the school and the council's central Equality and Equity team, focussing on improving attendance and delivering targeted interventions in literacy and numeracy to improve the attainment of pupils in Quintile 1 and Quintile 2, is evident and emerging as highly effective practice.

Attainment in literacy and numeracy over time for learners is positive with most learners maintaining or making satisfactory to good progress on prior levels. Attainment remains lower than the West Lothian average but in line with or above schools with a similar profile. Improvement methodology principles and strategies introduced in the last session is ensuring staff are becoming more confident and skilled in analysing data to inform planning, learning, teaching and assessment.

A clear strategy to improve achievement and wider achievement for all is proving very successful and includes re-establishing after school clubs, Junior Award Scheme for Schools award and Heritage Awards Scheme. These opportunities are encouraging and developing wider achievement in outdoor learning.

In the ELC, staff have made a very good start to improving the indoor space and, as a result, most children are engaged in play and learning. Early Years practitioners are beginning to use the wellbeing indicators with children to improve their understanding of health and wellbeing.

In the ELC setting, almost all children were moving confidently around the setting, making independent choices. Children confidently approach practitioners for support when required. Planning processes are beginning to take account of children's interests and practitioners are beginning to identify a focus for assessment at this stage, using the tracker statements. Practitioners use Online Learner's Journals to record children's learning and achievement.

D4 Identified Areas for Improvement

Ensure consistent approaches towards high quality learning and teaching in all classes and ELC. This will lead to improved learner engagement and raise levels of attainment across all areas. This should now be a focus for staff dialogue and quality improvement throughout the school.

A focus on literacy and numeracy progression, principles and practices is already planned to be developed, supported and challenged in partnership with the West Lothian pedagogy lead officers to ensure high quality lessons which are relevant, motivating and meaningful.

Staff should engage in rigorous school moderation training to ensure that planning for assessment and understanding of standards, achievement of a level and evaluations promotes improved standards in learning teaching and attainment over time.

Develop the use of Digital technologies and digital learning to further support independent learning and provide rich contexts for applying knowledge and skills for learners

Central Officers will work with the Senior Leaders in the ELC to continue to develop rigorous approaches to self-evaluation. Self-evaluation evidence will better inform planning and assessment in line with current guidance.

D5 Performance Information

Attendance (Previous Session 2021/22)

Attendance	School – 88.39% West Lothian – 91.63%
Authorised Absence	School – 6.07% West Lothian – 6.32%
Unauthorised Absence	School – 5.54% West Lothian – 2.05%

Teacher Professional Judgement

Data was not collected in 2019/20 by the Scottish Government due to the Covid-19 pandemic. National comparator data for 2021/22 is expected to be published in December 2022.

Pupils Achieving Expected National Curriculum for Excellence Levels – Primary 1

2021/22	Roll	Reading	Writing	Listening & Talking	Numeracy
School	25	80.00%	76.00%	84.00%	80.00%
Authority	2103	82.74%	81.31%	88.40%	85.97%
National	N/A	N/A	N/A	N/A	N/A

2020/21	Roll	Reading	Writing	Listening & Talking	Numeracy
School	29	58.62%	58.62%	75.86%	68.97%
Authority	2067	82.58%	80.89%	87.71%	84.76%
National	N/A	76.61%	74.05%	83.96%	81.07%

2018/19	Roll	Reading	Writing	Listening & Talking	Numeracy
School	24	87.50%	87.50%	83.33%	79.17%
Authority	2191	86.03%	83.61%	90.73%	88.00%
National	N/A	81.53%	79.04%	86.86%	84.70%

Pupils Achieving Expected National Curriculum for Excellence Levels – Primary 4

2021/22	Roll	Reading	Writing	Listening & Talking	Numeracy
School	22	63.64%	63.64%	90.91%	72.73%
Authority	2239	82.09%	78.61%	91.07%	82.13%
National	N/A	N/A	N/A	N/A	N/A

2020/21	Roll	Reading	Writing	Listening & Talking	Numeracy
School	29	72.41%	68.97%	89.66%	72.41%
Authority	2162	80.25%	77.15%	89.82%	81.54%
National	N/A	73.32%	66.67%	82.04%	71.59%

2018/19	Roll	Reading	Writing	Listening & Talking	Numeracy
School	19	63.16%	68.42%	68.42%	63.16%
Authority	2237	83.64%	79.93%	90.34%	82.03%
National	N/A	78.02%	72.71%	85.38%	76.79%

Pupils Achieving Expected National Curriculum for Excellence Levels – Primary 7

2021/22	Roll	Reading	Writing	Listening & Talking	Numeracy
School	16	75.00%	68.75%	81.25%	75.00%
Authority	2281	86.76%	82.16%	92.11%	83.25%
National	N/A	N/A	N/A	N/A	N/A

2020/21	Roll	Reading	Writing	Listening & Talking	Numeracy
School	20	75.00%	65.00%	85.00%	80.00%
Authority	2216	82.27%	78.25%	89.89%	80.32%
National	N/A	75.74%	69.01%	82.32%	71.90%

2018/19	Roll	Reading	Writing	Listening & Talking	Numeracy
School	25	80.00%	76.00%	92.00%	80.00%
Authority	2265	83.89%	80.44%	91.48%	82.47%
National	N/A	79.84%	73.68%	85.61%	75.99%

Quality Indicators	School Evaluations	VSE Evaluations
2.3 Learning, teaching and assessment	Satisfactory	Satisfactory
3.2 Raising attainment and achievement	Good	Good
Quality Indicators	ELC Evaluations	VSE Evaluations
2.3 Learning, teaching & assessment	Satisfactory	Satisfactory
3.2 Securing children's progress	Good	Satisfactory

E. CONCLUSION

The Head Teacher and staff team are committed to improving outcomes for all learners. The Quality Improvement Team and Early Years Team will continue to provide regular support and challenge to the school on its journey of improvement.

F. BACKGROUND REFERENCES

Appendices/Attachments:

None

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Date of meeting: 1st November 2022