

DATA LABEL: PUBLIC



EDUCATION QUALITY ASSURANCE COMMITTEE

VALIDATED SELF-EVALUATION: ST NICHOLAS RC 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 St. Nicholas Primary School and Early Learning and Childcare (ELC) setting 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

School Census roll	393
Nursery Census roll	68
Staffing and date of appointment of management team	1 Head Teacher (since May 2021) 1 Acting Depute Head Teacher (since August 2022) 1 Acting Principal Teacher (August 2022) 1 Seconded Principal Teacher (since August 2022) 19 Teachers 2 Early Years Officers 6 Early Years Practitioners 1 Advanced Pupil Support Worker 9 Pupil Support Workers 1 Administrative Assistant 1 Clerical Assistant 1 Supervisory Assistant 2 Breakfast Club Assistants
Scottish Index of Multiple Deprivation (SIMD) – 1 st being most deprived and 68 th being least deprived	SIMD Rank – 4351.72 Order 51 out of 68 West Lothian Primary Schools
Pupil Equity Fund Allocation	£40,425.00

D2 Context of the school

St. Nicholas RC primary school serves the communities of Broxburn, Uphall, Dechmont and Uphall Station. As a Roman Catholic school, the school's vision and ethos are based on strong Gospel values. The school is fully supported in their mission statement by its local parish of SS John Cantius and Nicholas RC Church, Broxburn. St. Nicholas Primary School provides a welcoming, happy, secure and inspiring learning environment, with a curriculum that is underpinned by the core values of friendship, fairness, trust, respect, kindness and honesty. Learners at St. Nicholas PS are confident, respectful and caring young people, who are a credit to the school and community. Strong partnership links exist across the cluster high school, St. Margaret's Academy, and its feeder primary schools, as well as the geographic cluster of Broxburn Academy and its local primary schools. The school has developed and values excellent partnership working with all stakeholders.

2022/23 GIRFEC Levels (% of students)

Stage	Roll	Level 1	Level 2	Level 3	Level 4
Nursery	68	88.24%	5.88%	5.88%	0.00%
P1	58	70.69%	27.59%	1.72%	0.00%
P2	51	62.75%	33.33%	3.92%	0.00%
P3	63	57.14%	41.27%	1.59%	0.00%
P4	49	48.98%	48.98%	2.04%	0.00%
P5	50	52.00%	42.00%	6.00%	0.00%
P6	63	73.02%	23.81%	3.17%	0.00%
P7	59	77.97%	20.34%	1.69%	0.00%
School	393	63.87%	33.33%	2.80%	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

The school's vision of believing and achieving, along with their shared values, strengthen and build a positive and nurturing ethos across the school and ELC setting. Children's rights and high expectations are embedded across the learning environment and in the strong relationships between children and staff.

The Head Teacher's strong and innovative leadership promotes a very positive and collegiate ethos of teamwork in the ELC setting and school. The Senior Leadership Team empower staff at all levels to support and influence the process of change through their collaborative School Improvement Groups and leadership roles.

A systematic and rigorous approach to self-evaluation creatively involves all members of the ELC and school community, and connects improvement planning, professional learning and the development of consistent classroom practice. All learners are actively involved in leading school improvement through the school's Learner Participation Structure. They feel listened to and know that they make a difference.

The ELC setting clearly reflects a strong play based approach to early level. As a result, children are motivated and engage in a wide and challenging range of learning experiences, particularly in the inspiring indoor environment. Most practitioners support children's play sensitively, demonstrating an awareness of differing needs and using a range of support strategies.

Almost all children across the school are motivated and enthusiastically participate in their learning. Digital technologies are used in most classes to enhance learning, and as part of the creative teaching approaches used by most staff to ensure learners are engaged and independent in their learning. In most classes, instructions and explanations are clear and questioning is effective. The school have identified the need to increased pace and challenge for some learners to maximise the quality of all learners' experience.

Through the school's commitment to high quality learning, teaching and assessment, learners in the ELC and school are making very good progress across the curriculum. Learners demonstrate and share their learning progress in literacy, numeracy, health and wellbeing, and other areas of the curriculum, with parents/carers in a variety of ways including Snapshot Jotters, Curriculum Cafes and approaches to profiling. In the ELC, online Learning Journals are used effectively to share children's and development with parents.

Senior leaders regularly analyse attainment data and trends, and have a robust understanding of attainment in literacy and numeracy across the ELC and school. High levels of attainment are being sustained and increased through the investment in professional learning to build capacity and support teachers to make confident professional judgements about learner progress.

In the ELC setting, practitioners continue to improve the quality of observations and are beginning to utilise the Progression Pathways to identify meaningful and appropriate next steps in learning. Through Excellence and Equity Meetings, all staff contribute to the tracking of learner progress and to plan effective interventions. Commendably, the school has extended the use of the West Lothian tracker to capture staff feedback around the progress of classes, groups and individuals.

Senior Leaders and staff at all levels across the ELC and school are committed to improving outcomes for children and families.

D4 School's Identified Areas for Improvement

Further develop assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes, and in turn enable them to give effective feedback to their peers.

Further develop the curriculum to ensure that all learners have experiences which are inclusive, well-paced and appropriately challenging to ensure success and achievement for all.

Senior Leaders should continue to support the ELC team as they refresh and review the outdoor space to ensure a wide range of learning experiences for children across the curriculum.

The Head Teacher and Principle Teacher should consider the opportunities for further development of the successful transition programme to ensure continuity and progress for all children across the Early Level.

D5 Performance Information

Attendance (Previous Session 2021/22)

Attendance	School – 92.45% West Lothian – 91.63%
Authorised Absence	School – 6.27% West Lothian – 6.32%
Unauthorised Absence	School – 1.28% West Lothian – 2.05%

Teacher Professional Judgement

Data was not collected in 2019/20 by the Scottish Government due to the Covid-19 pandemic.

Pupils Achieving Expected National Curriculum for Excellence Levels – Primary 1

2021/22	Roll	Reading	Writing	Listening & Talking	Numeracy
School	52	92.31%	90.38%	98.08%	94.23%
Authority	2103	82.74%	81.31%	88.40%	85.97%
National	N/A	79.37%	76.86%	86.14%	83.59%

2020/21	Roll	Reading	Writing	Listening & Talking	Numeracy
School	60	91.67%	83.33%	93.33%	93.33%
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	50	96.00%	96.00%	96.00%	88.00%
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	52	86.54%	86.54%	96.15%	88.46%
Authority	2239	82.09%	78.61%	91.07%	82.13%
National	N/A	76.04%	69.68%	84.54%	74.93%

2020/21	Roll	Reading	Writing	Listening & Talking	Numeracy
School	60	95.00%	93.33%	98.33%	93.33%
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	48	89.58%	83.33%	93.75%	85.42%
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	51	94.12%	84.31%	98.04%	92.16%
Authority	2281	86.76%	82.16%	92.11%	83.25%
National	N/A	79.33%	72.92%	85.70%	75.69%

2020/21	Roll	Reading	Writing	Listening & Talking	Numeracy
School	56	83.93%	78.57%	96.43%	83.93%
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	57	87.72%	85.96%	96.49%	80.70%
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	Good	Good
3.2 Raising attainment and achievement	Good	Very Good
Nursery		
2.3 Learning, Teaching & Assessment	Good	Good
3.2 Securing children's progress	Good	Good

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: 17 January 2023