



## ***Education (Quality Assurance) Committee***

West Lothian Civic Centre  
Howden South Road  
LIVINGSTON  
EH54 6FF

24 April 2019

A meeting of the **Education (Quality Assurance) Committee** of West Lothian Council will be held within the **Council Chambers, West Lothian Civic Centre** on **Tuesday 30 April 2019 at 2:00pm**.

For Chief Executive

### **BUSINESS**

#### **Public Session**

1. Apologies for Absence
2. Declarations of Interest - Members should declare any financial and non-financial interests they have in the items of business for consideration at the meeting, identifying the relevant agenda item and the nature of their interest
3. Order of Business, including notice of urgent business and declarations of interest in any urgent business
4. Confirm draft Minutes of Meeting of Education (Quality Assurance) Committee held on Tuesday 05 March 2019 (herewith)
5. Education Scotland Report: Bathgate Academy - Report by Head of Education (Curriculum, Quality Improvement and Performance) (herewith)
6. Validated Self Evaluation: Livingston Village Primary School and Early Learning Centre - Report by Head of Education (Curriculum, Quality Improvement and Performance) (herewith)
7. Validated Self Evaluation: St. Mary's Primary School and Polbeth Early Learning Centre - Report by Head of Education (Curriculum, Quality Improvement and Performance) (herewith)

DATA LABEL: Public

8. Update Report: Polkemmet Primary School and Early Learning Centre - Report by Head of Education (Curriculum, Quality Improvement and Performance) (herewith)
9. Workplan 2018-2019 (herewith)

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NOTE **For further information please contact Anastasia Dragona on tel. no. 01506 281601 or email [anastasia.dragona@westlothian.gov.uk](mailto:anastasia.dragona@westlothian.gov.uk)**

MINUTE of MEETING of the EDUCATION (QUALITY ASSURANCE) COMMITTEE held within COUNCIL CHAMBERS, WEST LOTHIAN CIVIC CENTRE, on 5 MARCH 2019.

Present – Councillors Stuart Borrowman (Chair), David Dodds, Pauline Clark, Peter Heggie, Chris Horne, Carl John, Dave King, Andrew McGuire, Andrew Miller, George Paul, Moira Shemilt and Damian Timson; Appointed Members Myra MacPherson and Lynne McEwen

Apologies – Councillor Charles Kennedy and Appointed Member Margaret Russell

Absent – Appointed Member Eric Lumsden

1. DECLARATIONS OF INTEREST

Agenda item 6: Education Scotland Report - West Calder High School

Councillor Pauline Clark declared an interest as she had two children attending West Calder High School. Councillor Clark advised that she would participate in consideration of this item of business.

2. MINUTE

The committee confirmed the minute of its meeting held on 15 January 2019 as being a correct record. The Chair thereafter signed the minute.

3. EDUCATION SCOTLAND INSPECTIONS - UPDATE

The committee considered a report (copies of which had been circulated) by the Head of Education (Curriculum, Quality Improvement and Performance) providing an update on Education Scotland's approaches to inspection activity and the national outcome of inspections from 2016 to 2018.

The report outlined the full and short models of inspection and noted that as part of Education Scotland's new approach to scrutiny and improvement across all aspects of education, a 30% increase in the number of inspections had been implemented since April 2018. The report also provided national data for primary and secondary inspections. The Support through Education Scotland Inspection Process 2018–2019 was shown in Appendix 1.

During discussion, the committee was informed that the type of inspection model used was determined by Education Scotland, while in response to a query with regard to Education Scotland accountability, it was noted that the agency's chief executive was responsible to Scottish ministers.

In response to concerns raised by the committee with regard to the

effectiveness of the short inspection model, the Head of Education (Curriculum, Quality Improvement and Performance) and the Quality Improvement Manager indicated that regardless of the number of quality indicators used at the inspection, all fifteen indicators were interlinked and the level of performance in the short model was indicative of the school's overall performance. It was also noted that evaluation processes were continually reviewed and that schools produced summary reports of their performance every year.

It was recommended that the committee note the contents of the report and the Quality Improvement Team's approaches for supporting West Lothian schools through inspection.

#### Decision

To note the contents of the report.

#### 4. EDUCATION SCOTLAND REPORT: WEST CALDER HIGH SCHOOL

The committee considered a report (copies of which had been circulated) by the Head of Education (Curriculum, Quality Improvement and Performance) informing members of the outcome of the Education Scotland (HMI) Continuing Engagement Inspection at West Calder High School. The Education Scotland letter outlining the results of the inspection was attached to the report as Appendix 1.

Following inspections in 2016 and 2017, inspectors had visited the school again in January 2019 in order to ascertain the progress the school had made and how well this was supporting young people's learning and achievements.

The report listed three previously identified areas for improvement, namely: To improve the quality and consistency of learning and teaching across the school, to continue to improve the curriculum, in particular young people's experiences from S1 to S3, and to improve approaches to meeting the learning needs of all young people, in particular those with social, emotional and behavioural needs.

Key strengths of the school included effective leadership and enthusiastic staff, pupils' sense of purpose and pride in their school, the school's value of respect, effective approaches to meeting pupils' needs, facilities conducive to creativity, improved curriculum and new skills-based courses.

Next steps suggested included more consistent high quality of learning experiences, improved quality of feedback, monitoring of new courses and ongoing improvements in a minority of classes to ensure sufficient challenge and pace of progress.

The report concluded that the school had made significant progress since the original inspection. Inspectors were confident that the school had the capacity to continue to improve, and they would make no more visits in connection with this inspection. The school was well supported by West

Lothian Council.

The committee acknowledged the school's progress since the original inspection. In response to a question by the committee about low Highers results in certain subjects, Julie Calder, Head Teacher, indicated that the school had taken steps towards improving those results. The Head Teacher also provided more information on the skills-based courses offered by the school. Catchment areas and parental choice of school were then discussed.

It was recommended that the committee note the contents of the report and the school's arrangements for continuing improvement.

#### Decision

To note the contents of the report and the update by the Head Teacher.

### 5. EDUCATION SCOTLAND REPORT: ARMADALE ACADEMY

Councillor George Paul left the meeting during this item and did not participate in the remaining items of business.

The committee welcomed Graham Paris, Armadale Academy's new Head Teacher, and wished him well in his role.

The committee considered a report (copies of which had been circulated) by the Head of Education (Curriculum, Quality Improvement and Performance) informing members of the outcome of the Education Scotland (HMI) inspection at Armadale Academy. The Education Scotland letter outlining the results of the inspection was attached to the report as Appendix 1.

The report outlined the school's strengths, namely: positive and collaborative relationships, pupils' good manners and sense of pride in their school, increasing variety of courses on offer and encouraging trends in achievement and attainment outcomes.

Areas of improvement identified were: increased leadership opportunities for teachers, pupils and partners; continued focus on improving outcomes for maximum achievement and consistent experiences; supporting an improved sense of wellbeing for pupils; and continued skills building for staff in the use of data tracking pupils' attainment.

Inspectors were confident that the school had the capacity to continue to improve, and they would make no more visits in connection with this inspection. The school was well supported by West Lothian Council.

During discussion the committee acknowledged that the school had faced challenging times in the past and noted the steps taken to prioritise and safeguard student wellbeing. In that context it was also noted that the council was in discussions with NHS and COSLA and efforts were being made to reduce the CAMHS waiting list. Further priorities for the school included consistency of stay-on rates between pupils of different

backgrounds and tracking attainment.

It was recommended that the committee note the contents of the report and the school's arrangements for continuing improvement.

#### Decision

To note the contents of the report and the update by the Head Teacher.

### 6. EDUCATION SCOTLAND REPORT: MURRAYFIELD PRIMARY SCHOOL AND NURSERY CLASS AND LANGUAGE CENTRE

Councillor Andrew Miller left the meeting during this item and did not participate in the remaining items of business.

The committee considered a report (copies of which had been circulated) by the Head of Education (Curriculum, Quality Improvement and Performance) informing members of the outcome of the Education Scotland (HMI) inspection at Murrayfield Primary School, Nursery Class and Language Centre. The Education Scotland letter outlining the results of the inspection was attached to the report as Appendix 1.

The report listed a number of strengths the inspectors identified, namely effective leadership of the Head Teacher and staff teamwork, positive relationships between staff and children, positive approaches to wellbeing and effective work of the language unit.

Areas of improvement included developing approaches to learning, teaching and assessment and ensuring consistency in the quality of interactions in the early learning and childcare class to allow children to reach their maximum potential.

Inspectors were confident that the school had the capacity to continue to improve, and they would make no more visits in connection with this inspection. The school was well supported by West Lothian Council.

The Head Teacher, Catriona Macrae, then responded to questions from the committee and noted that the school made efforts to maintain consistency of practice across all levels.

It was recommended that the committee note the contents of the report and the school's arrangements for continuing improvement.

#### Decision

To note the contents of the report and the update from the Head Teacher.

### 7. VALIDATED SELF EVALUATION: BOGHALL PRIMARY SCHOOL AND NURSERY CLASS

Councillors Chris Horne and Andrew McGuire left the meeting during this item and did not participate in the remaining items of business.

The committee considered a report (copies of which had been circulated) by the Head of Education (Curriculum, Quality Improvement and Performance) providing details of the outcomes of the Validated Self-Evaluation (VSE) of Boghall Primary School and Nursery Class.

The report outlined a number of key strengths and areas for ongoing improvement. Details of performance information for the school were provided in the report relating to attendance for session 2017/18 and teacher professional judgements for pupils achieving expected national levels in 2017/18 at Primary 1, 4 and 7.

Ann Duncan, Head Teacher, then responded to questions from the committee and highlighted that pupils were active in a number of community initiatives. The Head Teacher also explained how the school made effective use of its outdoor space. Finally, the school's approaches to poverty proofing were discussed.

It was recommended that the committee note the contents of the report and the school's arrangements for continuing improvement.

#### Decision

To note the contents of the report and the update from the Head Teacher.

### 8. WORKPLAN

A workplan had been circulated for information.

#### Decision

To note the workplan.







**EDUCATION QUALITY ASSURANCE COMMITTEE**

**EDUCATION SCOTLAND REPORT: BATHGATE ACADEMY**

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

**A. PURPOSE OF REPORT**

To inform the Committee of the outcome of the Education Scotland (HMI) inspection at Bathgate Academy.

**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**

<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**

##### **Background**

Date of Inspection	28 <sup>th</sup> January 2019
School roll	886
Staffing and date of appointment of management team	1 Head Teacher – Jan. 2012 2 Depute Head Teachers – Aug 2012 / Oct 2004 9 Principal Teachers Curriculum 1 Chartered Teacher 57.9 Teachers 14.4 Support Staff
Scottish Index of Multiple Deprivation (SIMD) – 1 <sup>st</sup> being most deprived and 11 <sup>th</sup> being least deprived	SIMD rank of 3216.5 Order 5 out of 11 West Lothian Secondary Schools
PEF Allocation	£97,200

##### **2018/19 GIRFEC Levels (% of students)**

<b>Stage</b>	<b>Roll</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
S1	211	67.77%	30.33%	1.90%	0.00%
S2	174	78.74%	17.82%	3.45%	0.00%
S3	170	75.29%	14.71%	8.82%	1.18%
S4	165	87.27%	9.09%	3.03%	0.61%
S5	98	92.86%	7.14%	0.00%	0.00%
S6	68	89.71%	7.35%	2.94%	0.00%
<b>School</b>	<b>886</b>	<b>79.46%</b>	<b>16.59%</b>	<b>3.61%</b>	<b>0.34%</b>

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

## **Context of the School**

Bathgate Academy is a non-denominational school with a mix of young people across each SIMD decile with pockets of significant socio-economic deprivation.

Effective cluster working ensures continuity with five associated primary schools: Balbardie, Blackburn, Murrayfield, Simpson and Boghall.

The school aims to provide a secure, supportive and challenging environment based on mutual respect where staff and pupils develop their skills to the highest level. They also seek to promote education as an active partnership through home and wider community links.

The school vision statement underpins school improvement: educating the whole person, in a spirit of enquiry, to judge wisely, act fairly and live well.

## **The Report**

In January 2019, a team of inspectors from Education Scotland visited Bathgate Academy. They spoke to parents/carers and young people and worked closely with the headteacher and staff.

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

- The effective leadership of the headteacher, ably supported by his deputies, taking forward improvements in the school. The school's vision, values and aims are ambitious, inclusive and shared across its community. These are being used effectively to underpin the positive ethos. The culture of collegiality drives all aspects of change and improvement.
- The highly motivated staff who work well together across the school and are supportive of young people. This is sustaining a learning environment where young people are eager to learn and enthusiastic about their school.
- The supportive and nurturing environment is helping young people to feel valued and included well in aspects of school life. Young people demonstrate a good understanding of their wellbeing and they appreciate the opportunities to discuss matters that affect them and to influence decision making within the school.

The following areas for improvement were identified and discussed with the headteacher and representatives from West Lothian Council:

- Continue to build on the procedures for leading school improvement. Make sure there are a few well focussed priorities that everyone across the school will be involved in implementing. This will support greater consistency in experiences for young people, leading to better outcomes.
- Young people would benefit from an increase in the pace at which they learn. There should also be a particular focus in the broad general education, on the challenge provided in learning. Teachers should ensure that learning is appropriate to the needs of each learner.
- Staff should continue to prioritise raising attainment across all stages, through the use of available data. This will target support and provide the right courses at the right levels in the senior phase. Coupled with the school's renewed focus on learning and teaching, this will increase attainment for all.

## Performance Information

### Attendance (Previous Session 2017/18)

Attendance	School - 89.21% West Lothian 90.15%
Authorised Absence	School - 6.68% West Lothian – 6.41%
Unauthorised Absence	School - 4.05% West Lothian – 3.37%

## Teacher Professional Judgement

### Pupils Achieving Expected National Curriculum for Excellence Levels by the end of S3

2017/18	Roll	Reading	Writing	Listening & Talking	Numeracy
School	164	93.25%	88.96%	93.87%	80.98%
Authority	2035	93.18%	91.79%	93.82%	93.05%
National	#N/A	90.00%	89.04%	91.18%	89.04%

2016/17	Roll	Reading	Writing	Listening & Talking	Numeracy
School	143	85.21%	80.28%	81.69%	73.94%
Authority	1933	92.57%	91.48%	92.78%	92.24%
National	#N/A	90.02%	88.83%	90.83%	88.24%

## Senior Phase Breadth & Depth 2017/18

SCQF 5+ Level 6 (By end of S5)					
	2013/14	2014/15	2015/16	2016/17	2017/18
School	13.74%	16.39%	18.90%	26.43%	28.39%
Virtual Comparator	15.38%	18.20%	15.91%	16.21%	15.10%

SCQF 3+ Level 6 (By end of S5)					
	2013/14	2014/15	2015/16	2016/17	2017/18
School	32.42%	33.33%	40.24%	42.86%	47.10%
Virtual Comparator	33.30%	38.25%	36.16%	36.21%	34.13%

SCQF 1+ Level 6 (By end of S5)					
	2013/14	2014/15	2015/16	2016/17	2017/18
School	50.55%	56.28%	56.10%	59.29%	65.81%
Virtual Comparator	54.12%	60.77%	55.85%	57.21%	52.84%

<b>SCQF 1+ Level 7 (By end of S6)</b>					
	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>
School	16.32%	17.32%	12.64%	18.52%	23.13%
Virtual Comparator	20.11%	19.39%	22.14%	18.83%	19.55%

### Leavers Entering Initial Positive Destinations

	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>
School	92.19%	93.55%	90.68%	90.91%	91.28%
VC	92.24%	91.88%	91.80%	92.94%	93.56%
Authority	92.75%	93.44%	92.74%	93.93%	94.36%

### Subject Performance – S5 SQA Highers

<b>Subject</b>	<b>School Pass Rate 2017/18</b>	<b>National Pass Rate 2017/18</b>
Mathematics	51.85% (14/27)	76.55%
English	74.14% (43/58)	78.01%

(number passed / number presented)

### Strengths:

<b>Subject</b>	<b>School Pass Rate 2017/18</b>	<b>National Pass Rate 2017/18</b>
Physical Education	100.00% (24/24)	86.12%
Physics	88.89% (16/18)	77.89%
Computing Science	80.00% (12/15)	68.43%
Administration and IT	100.00% (8/8)	75.44%

### Areas for Improvement:

<b>Subject</b>	<b>School Pass Rate 2017/18</b>	<b>National Pass Rate 2017/18</b>
History	69.2% (9/13)	84.45%
Modern Studies	54.55% (6/11)	75.33%
Art and Design	53.33% (8/15)	84.89%
Human Biology	46.67% (7/15)	73.82%

### Overall Evaluations

<b>Quality Indicators</b>	<b>School</b>
<b>1.3 Leadership of change</b>	Good
<b>2.3 Learning, Teaching and Assessment</b>	Satisfactory
<b>3.1 Ensuring wellbeing and equality</b>	Good
<b>3.2 Raising Attainment and Achievement</b>	Satisfactory

## **E. CONCLUSION**

Inspectors are confident that the school has the capacity to continue to improve and 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/bathgateacademyins020419.pdf>

Summarised Inspection Findings:

<https://education.gov.scot/assets/inspectionreports/bathgateacademysif020419.pdf>

Appendices/Attachments:

Appendix 1 – Education Scotland Letter

Contact Person: Catrina Hatch, Senior Development Officer  
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Email: [catrina.hatch@westlothian.gov.uk](mailto:catrina.hatch@westlothian.gov.uk)

Donna McMaster, Head of Service (Curriculum, Quality Improvement and Performance)

Tel: 01506 281673  
Email: [donna.mcmaster@westlothian.gov.uk](mailto:donna.mcmaster@westlothian.gov.uk)  
Date of meeting: 30 April 2019

2 April 2019

Dear Parent/Carer

In January 2019, a team of inspectors from Education Scotland visited Bathgate Academy. During our visit, we talked to parents/carers and young people and worked closely with the headteacher and staff.

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

- The effective leadership of the headteacher, ably supported by his deputies, taking forward improvements in the school. The school's vision, values and aims are ambitious, inclusive and shared across its community. These are being used effectively to underpin the positive ethos. The culture of collegiality drives all aspects of change and improvement.
- The highly motivated staff who work well together across the school and are supportive of young people. This is sustaining a learning environment where young people are eager to learn and enthusiastic about their school.
- The supportive environment is helping young people to feel valued and included in aspects of school life. Young people have a good understanding of their wellbeing. They appreciate the opportunities to discuss matters that affect them and are able to influence decision making within the school.

The following areas for improvement were identified and discussed with the headteacher and representatives from West Lothian Council.

- Continue to build on the procedures for leading school improvement. Make sure there are a few well focussed priorities that everyone across the school will be involved in implementing. This will support greater consistency in experiences for young people, leading to better outcomes.
- Young people would benefit from an increase in the pace at which they learn. There should also be a particular focus in the broad general education, on the challenge provided in learning. Teachers should ensure that learning is appropriate to the needs of each learner.
- Staff should continue to prioritise raising attainment across all stages. The use of available data will help to target support as well as ensure the right courses at the right levels are offered in the senior phase. Coupled with the school's renewed focus on teaching and learning, these efforts should lead to increased attainment for all.

We gathered evidence to enable us to evaluate the school's work using four quality indicators from [How good is our school? \(4<sup>th</sup> edition\)](#). Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of our evaluations to keep track of how well Scottish schools are doing.

## Here are Education Scotland's evaluations for Bathgate Academy

Quality indicators	Evaluation
<b>Leadership of change</b>	<b>good</b>
<b>Learning, teaching and assessment</b>	<b>satisfactory</b>
<b>Raising attainment and achievement</b>	<b>satisfactory</b>
<b>Ensuring wellbeing, equality and inclusion</b>	<b>good</b>
Descriptions of the evaluations are available from: <a href="#">How good is our school? (4<sup>th</sup> edition), Appendix 3: The six-point scale</a>	

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at:

<https://education.gov.scot/inspection-reports/west-lothian/5509432>

## What happens next?

We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. West Lothian Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

Ann Floyd  
HM Inspector





## **EDUCATION QUALITY ASSURANCE COMMITTEE**

### **VALIDATED SELF EVALUATION: LIVINGSTON VILLAGE PRIMARY SCHOOL AND EARLY LEARNING CENTRE**

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

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

To bring to the Committee's attention the outcomes of the Validated Self Evaluation (VSE) of Livingston Village Primary School.

#### **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**

<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

### Background

Date of VSE	4 <sup>th</sup> March 2019
School roll	267 (200 school 67 nursery)
Staffing and date of appointment of management team	1 Head Teacher August 17 2 Principal Teachers (Acting) December 18 8 Teachers 4 Pupil Support Workers 4 Nursery Nurses
Scottish Index of Multiple Deprivation (SIMD) – 1 <sup>st</sup> being most deprived and 67 <sup>th</sup> being least deprived	SIMD Rank – 5286.50 Order 62 out of 67 West Lothian Primary Schools
Pupil Equity Fund Allocation	£16,200

### Context of School

Livingston Village Primary School is a non-denominational school serving its local community and is part of the Inveralmond Learning Community. The current roll is 200 primary children in 8 classes from Primary 1-7 and a 50/30 nursery. It also provides wraparound care. The senior management team comprises of a Head Teacher and two Acting Principal Teachers.

The school has a strong relationship with the Inveralmond Cluster schools, the local community and the local chaplain. The school has a very positive reputation in the local community. The school has a Pupil Council and well-established and supportive Parent Council who are very active, especially in the areas of fundraising.

### 2018/19 GIRFEC Levels (% of students)

Stage	Roll	Level 1	Level 2	Level 3	Level 4
Nursery	67	92.54%	2.99%	0.00%	4.48%
P1	29	93.10%	6.90%	0.00%	0.00%
P2	28	92.86%	7.14%	0.00%	0.00%
P3	30	86.67%	13.33%	0.00%	0.00%
P4	28	78.57%	21.43%	0.00%	0.00%
P5	28	85.71%	14.29%	0.00%	0.00%
P6	28	67.86%	25.00%	7.14%	0.00%
P7	29	86.21%	10.34%	3.45%	0.00%
School	200	84.50%	14.00%	1.50%	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.

### **Key Strengths Primary School**

- The co-creation of Vision, Values and Aims has enabled the school and community to have ownership and a shared understanding of what the school wants to achieve. This has resulted in a collective commitment to achieving the highest possible standards and success for all learners.
- The leadership team and staff have created a culture where everyone is valued, respected, consulted and included in helping the school to improve.
- The positive attitude to learning in almost all classrooms means the school is now well placed to promote engagement curiosity and independence in learning.
- Throughout the school learners have a very good range of opportunities to lead and contribute to the life of the school and wider community. These include Pupil Council, Sports Committee and the House System.
- A good start has been made in creating the curriculum rationale based on the school's vision, values and aims. There is clearer focus on curricular progression in literacy, numeracy and health and wellbeing.
- The school has developed a shared understanding of wellbeing and relationships across the school community are very positive and supportive and are founded on a climate of mutual respect.
- Almost all children are attaining appropriate levels in literacy and numeracy with a few exceeding these.
- Interactions in the ELC are warm, positive and supportive and underpin the work of the team resulting in children who are growing in confidence. The ELC reflects the whole school commitment to inclusion and equality.
- Children are involved in decision making across learning in the setting. They are listened to and given time to express their thoughts and ideas and there is clear evidence of this in the displays and Floorbooks. Children with IEPs are well supported by all practitioners who plan appropriately to support learners' individual needs.
- The environment reflects Froebelian principles and this has had a positive impact on learning approaches and richness of children's experiences.
- The practitioner team has continued to develop the rich, enabling outdoor area to promote curiosity, creativity and inquiry, with loose parts play in evidence. All practitioners have been involved in this area of improvement and are highly committed to providing quality learning experiences indoors and outdoors.
- ELC practitioners are working to ensure that assessment approaches link with the key aspects of learning and development from the WL tracker. There are regular planned opportunities to discuss children's progress and plan for interventions and support to ensure equity and inclusion.

### **Areas for Ongoing Improvement**

- Continue to review the school's curriculum rationale to better reflect the unique context of the school and provide equal opportunities to maximise the successes and achievements of all learners. This should also place greater emphasis on creativity, innovation and enquiry across the curriculum to enrich learners' experiences.
- Practitioners should be more fully engaged in data analysis to support improvements in learner progress, ensuring that more learners are exceeding nationally expected levels of attainment in literacy and numeracy.
- Develop and enhance approaches to learner conversations in order that children are more fully engaged in identifying their next steps in learning based on understanding of what progress looks like.
- Enhance leadership opportunities for collaborative working across the Early Level to develop play based learning and practice in Primary 1.
- Further encourage parents and carers to actively engage with the learning walls and floorbooks. Further development of effective partnerships will provide children with a greater awareness about the world of work.
- Further develop ELC practitioners' understanding of progression pathways and moderation of children's learning to ensure greater consistency in the quality of observations and assessment to inform professional judgement.

### **Performance Information**

#### **Attendance (Previous Session 2017/18)**

Attendance	School – 96.18% West Lothian – 94.49%
Authorised Absence	School – 2.80% West Lothian – 3.92%
Unauthorised Absence	School – 1.02% West Lothian – 1.57%

### **Teacher Professional Judgement**

#### **Pupils Achieving Expected National Level – Primary 1**

<b>2017/18</b>	<b>Roll</b>	<b>Reading</b>	<b>Writing</b>	<b>Listening &amp; Talking</b>	<b>Numeracy</b>
School	28	82.14%	92.86%	100.00%	92.86%
Authority	2133	81.76%	79.75%	85.70%	85.70%
National	#N/A	81.28%	78.30%	87.02%	84.65%

<b>2016/17</b>	<b>Roll</b>	<b>Reading</b>	<b>Writing</b>	<b>Listening &amp; Talking</b>	<b>Numeracy</b>
School	24	91.67%	100.00%	91.67%	95.83%
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

2017/18	Roll	Reading	Writing	Listening & Talking	Numeracy
School	28	100.00%	100.00%	100.00%	100.00%
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	81.48%	81.48%	96.30%	92.59%
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

2017/18	Roll	Reading	Writing	Listening & Talking	Numeracy
School	28	96.43%	96.43%	96.43%	96.43%
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	29	100.00%	100.00%	100.00%	72.41%
Authority	2101	79.77%	75.30%	86.15%	74.25%
National	#N/A	76.04%	68.60%	81.24%	70.46%

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

Quality Indicators for ELC	ELC	VSE
1.3 Leadership of change	Very Good	Very Good
2.2 Curriculum	Good	Very Good
2.3 Learning, teaching and assessment	Good	Very Good
3.1 Ensuring wellbeing, equality and inclusion	Good	Good
3.2 Raising attainment and achievement	Good	Good

#### E. CONCLUSION

The Senior Leadership Team provides effective leadership and the school has a clear understanding of its strengths and areas for improvement. The team is confident that the school's arrangements for self-evaluation will continue to lead to further improvements.

## F. BACKGROUND REFERENCES

### Team Members

Jackie Mill	Head Teacher
Lorna Clyne	Acting Principal Teacher
Lesley Fraser	Acting Principal Teacher
Phyllis Wood	Education Officer
Julie Ross	Assisting Head Teacher
Pam Fletcher	Depute Head Teacher
Anne Doyle	Early Years' Development Officer
Mvairi Lynch	Early Years' Lead Officer

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Date of meeting: 30 April 2019



## **EDUCATION QUALITY ASSURANCE COMMITTEE**

### **VALIDATED SELF EVALUATION: ST. MARY'S PRIMARY SCHOOL AND POLBETH EARLY LEARNING CENTRE**

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

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

To bring to the Committee's attention the outcomes of the Validated Self Evaluation (VSE) of St Mary's Primary School and Polbeth Early Learning Centre

#### **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**

<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

### Background

Date of VSE	11 <sup>th</sup> March 2019
School roll	163
Nursery Roll	75
Staffing and date of appointment of management team	1 Head Teacher – August 2016 1 Acting Depute Head Teacher – January 2019 1 ASD Principal Teacher – August 2015 1 Chartered Teacher 12.47 Teachers 11.37 Support Staff
Scottish Index of Multiple Deprivation (SIMD) – 1 <sup>st</sup> being most deprived and 67 <sup>th</sup> being least deprived	SIMD Rank – 2125.11 Order 16 out of 67 West Lothian Primary Schools
Pupil Equity Fund Allocation	£80,400

### 2018/19 GIRFEC Levels (% of students)

Stage	Roll	Level 1	Level 2	Level 3	Level 4
Nursery	75	78.67%	16.00%	5.33%	0.00%
P1	25	88.00%	8.00%	0.00%	4.00%
P2	20	80.00%	10.00%	0.00%	10.00%
P3	20	45.00%	20.00%	0.00%	35.00%
P4	24	50.00%	25.00%	4.17%	20.83%
P5	27	44.44%	25.93%	11.11%	18.52%
P6	30	56.67%	30.00%	3.33%	10.00%
P7	17	41.18%	47.06%	5.88%	5.88%
School	163	58.28%	23.31%	3.68%	14.72%

Level 1 (Core): Needs are met within the classroom by teacher

Level 2 (Targeted): A higher level of support possibly in consultation with agencies out with 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

### Other Relevant Information

St Mary's RC Primary School is a denominational school which serves the communities of Polbeth and West Calder. In session 2018/ 2019, the school has a roll of 163 children across 7 mainstream classes (140) and 4 ASD classes (23). The nursery has a roll of 31 in the morning, 30 in the afternoon and 8 all day places. The nursery also has 6 two year olds.

The school runs a very successful Breakfast Club which is well attended. They have a long established and fully supportive Parent Council, who are very active in school, especially in the areas of fundraising and general parental communication and liaison. Improvements in the school and early learning centre are supported by very effective partnership working. The school has very good relationships with the Cluster Schools, local community, and the local church.



## **Key Strengths**

- The strong leadership of the Head Teacher in securing collective commitment to improvement which results in significantly enriched experiences, increased expectations and improved attainment for all learners across the school and nursery community.
- Staff at all levels, including the highly effective pupil support workers and early years' practitioners, have a wide range of opportunities to lead on improvements which have a strong focus on getting it right for every child. The school has relentless focus on securing effective approaches to inclusion, including for those who face significant barriers to learning.
- Polite, well-mannered children who identify strongly with the school and its values and who are growing in confidence in their learning as a result of positive, nurturing relationships across the school. Children are proud of their school and talk confidently about the ways in which they influence and drive change.
- The clear rationale for change and improvement which is driven by rigorous approaches to self-evaluation. The ways in which self-evaluation evidence is used to inform and measure the impact of a wide range of universal and targeted interventions. These interventions secure improvements in attainment for individuals and groups of children.
- Across the school, teaching is underpinned by a strong, shared commitment to delivering expected standards of learning, teaching and assessment. Staff and learners across the school have contributed to clear guidance in this area. This specific guidance complements agreed guidance in other areas, which supports many aspects of the school's work.
- Staff plan together using the moderation cycle model from Education Scotland and benefit from regular, planned opportunities to collaborate with cluster colleagues. This work is contributing to an even stronger confidence in the reliability of teachers' professional judgement of achievement of a level.
- The school has clear plans in place for Pupil Equity Funding. These ensure effective strategies are in place to improve attainment and achievement for children and their families facing challenges.
- Robust tracking and monitoring systems, together with highly effective quality assurance processes, support staff to use a wide range of assessment evidence to drive improvements in attainment.
- Recent and wide-ranging development of the curriculum across the school and ELC has resulted in well-planned and increasingly more active opportunities for children to learn and achieve across varied and increasingly more motivating contexts.
- In the ELC, a wide range of imaginative experiences are planned in response to children's interests. As a result of this, children are encouraged and supported to take a lead in planning their own learning. The ELC practitioner team continue to develop the rich outdoor area to promote curiosity, creativity and enquiry for all children.

### **Areas for ongoing improvement**

- As planned, continue to extend the opportunities for children to regularly lead learning, including making informed choices about the use of digital technologies to enrich learning and share learning.
- As planned, continue to develop a skills framework which provides progressive learning in line with delivering the entitlements and expectations in the Career Education Standard for developing the young workforce.
- Develop the range of ways in which children and their parents can be further involved in planning and evaluating learning.
- The Senior Leadership Team, working with key staff and partners, should lead collaborative working across the Early Level to develop play based pedagogy and practice in P1.

### **Performance Information**

#### **Attendance (Previous Session 2017/18)**

Attendance	School – 93.35% West Lothian – 94.49%
Authorised Absence	School – 4.90% West Lothian – 3.92%
Unauthorised Absence	School – 1.74% West Lothian – 1.57%

### **Teacher Professional Judgement**

#### **Pupils Achieving Expected National Level – Primary 1**

<b>2017/18</b>	<b>Roll</b>	<b>Reading</b>	<b>Writing</b>	<b>Listening &amp; Talking</b>	<b>Numeracy</b>
School	21	71.43%	76.19%	80.95%	76.19%
Authority	2133	81.76%	79.75%	85.70%	85.70%
National	#N/A	81.28%	78.30%	87.02%	84.65%

<b>2016/17</b>	<b>Roll</b>	<b>Reading</b>	<b>Writing</b>	<b>Listening &amp; Talking</b>	<b>Numeracy</b>
School	21	47.62%	47.62%	66.67%	47.62%
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**

<b>2017/18</b>	<b>Roll</b>	<b>Reading</b>	<b>Writing</b>	<b>Listening &amp; Talking</b>	<b>Numeracy</b>
School	22	63.64%	63.64%	68.18%	63.64%
Authority	2206	81.37%	76.70%	87.76%	81.41%
National	#N/A	77.45%	71.77%	84.52%	75.80%

<b>2016/17</b>	<b>Roll</b>	<b>Reading</b>	<b>Writing</b>	<b>Listening &amp; Talking</b>	<b>Numeracy</b>
School	32	62.50%	62.50%	62.50%	59.38%
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

2017/18	Roll	Reading	Writing	Listening & Talking	Numeracy
School	19	100.00%	100.00%	100.00%	100.00%
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	22	63.64%	63.64%	63.64%	63.64%
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	School	VSE
1.3 Leadership of change	Very Good	Very Good
2.3 Learning, teaching and assessment	Very Good	Very Good
3.1 Ensuring wellbeing, equality and inclusion	Good	Very Good
3.2 Securing children's progress	Good	Very Good

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

## CONCLUSION

### E.

The Quality Improvement Team will continue to provide regular support and challenge to the school on its continuous journey of improvement.

### F. BACKGROUND REFERENCES

Team Members

Siobhan Kellock	Head Teacher
Helen Pritchard	Acting Depute Head Teacher
Laura Caulfield	Assisting Head Teacher
Margaret Johns	Assisting Head Teacher
Vicky Fish	Assisting Head Teacher
Fiona MacPhail	Assisting Head teacher
Fraser Gillan	Assisting Head Teacher (Fife)
Andrew Sharkey	Assisting Head Teacher (Secondary)
Maureen McNaughton	Education Officer

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Date of meeting: 30 April 2019





## **EDUCATION QUALITY ASSURANCE COMMITTEE**

### **UPDATE REPORT : POLKEMMET PRIMARY SCHOOL AND EARLY LEARNING CENTRE**

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

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

To bring to the Committee's attention an update on the progress made by Polkemmet Primary School and Early Learning Centre since its VSE in February 2018.

#### **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**

<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

**VIII Other consultations**

None

**D. TERMS OF REPORT****D1 Background**

School roll	148
Nursery roll	50
Staffing and date of appointment of management team	1 Head Teacher – Aug 2017 1 Acting Principal Teacher – Aug 2018 10.57 Teachers 2 Early Years' Officers 1 Graduate EYO 2 Nursery Nurses 6.73 Support Staff
Scottish Index of Multiple Deprivation (SIMD) – 1 <sup>st</sup> being most deprived and 67 <sup>th</sup> being least deprived	SIMD Rank – 1324.22 Order 3 out of 67 West Lothian Primary Schools
Pupil Equity Fund Allocation	£86,400

**D2 Context of the school**

Polkemmet Primary school serves the community in the West of Whitburn. The current roll is organised over 7 classes in the primary school. In the ELC, there are 18 morning and 18 afternoon children, and 15 children who attend all day. The school is part of the Whitburn cluster of schools and links very effectively with other schools within the cluster group.

The school uses its values of Achieving, Respected, Friendship, Active, Responsible and Safe to effectively inform improvements and the children's strong sense of identity with the school.

**2018/19 GIRFEC Levels (% of students)**

Stage	Roll	Level 1	Level 2	Level 3	Level 4
Nursery	50	90.00%	8.00%	0.00%	2.00%
P1	24	91.67%	8.33%	0.00%	0.00%
P2	26	92.31%	7.69%	0.00%	0.00%
P3	24	79.17%	20.83%	0.00%	0.00%
P4	19	89.47%	10.53%	0.00%	0.00%
P5	15	86.67%	13.33%	0.00%	0.00%
P6	17	94.12%	5.88%	0.00%	0.00%
P7	23	91.30%	8.70%	0.00%	0.00%
School	148	89.19%	10.81%	0.00%	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 Progress Report**

Areas for action which were identified through the VSE carried out in February 2018 have been addressed as part of the school's improvement planning process.

**Continue to be increasingly innovative and creative in approaches to encouraging parents to be involved in decision making and improvements within the school.**

- The school has made good progress in this area.
- The school, working with parents and partners, now has an established system to review and evaluate this area of its work. Systematic approaches to seeking parental views, including through the use of digital technologies, are being embedded as a feature of school and ELC improvement.
- The school has significantly expanded the number of regular parent and community volunteers who enhance learning experiences and support improvements in both the school and nursery.

**Develop a whole school framework which will enable children to make connections between skills for learning, life and work.**

- The school has made good progress in this area.
- Parents, staff, partners and learners have worked collaboratively to develop and deliver a whole school framework which enables children to make connections between skills for learning, life and work.
- Already, this is embedded in practice from P5 – P7 where pupils formally reflect weekly on their skills development. Pupils from P1 – P4 have regular planned opportunities to develop their use of the vocabulary which enables them to talk more confidently about their progress in this area.
- The school has plans in place to develop the ways in which senior pupils can act as peer tutors as the school refines its approaches to developing the young workforce. Plans for future development in this area recognise the need to work creatively with local businesses and employers.

**Continue to develop the curriculum to ensure that learners' experiences impact positively on the school's success in raising attainment for all.**

- The school continues to make good progress in this area.
- There has been an ongoing focus on developing the literacy, numeracy, health and wellbeing and digital skills curriculum. This work has been well resourced.
- Investment in professional learning has enhanced the wider staff understanding of curriculum development and as a result many have undertaken curriculum leadership roles.
- The West Lothian Curriculum Progression Pathways are used throughout the school and in the ELC. Teachers' professional judgement has been further strengthened by the school's approaches to developing the curriculum. The school recognises that continuing to develop its curriculum, indoors and outdoors, should remain a priority.
- This work should continue to include approaches to securing curriculum continuity across the early level as children move from the ELC to Primary 1.

**Establish consistent approaches to learning, teaching and assessment to ensure that learners' experiences impact positively on the school's success in raising attainment for all.**

- The school has made good progress in this area.
- Teacher leadership across the school has enabled the school to define agreed approaches to learning, teaching and assessment. This work is beginning to impact on the school's capacity to ensure that all learners receive high quality feedback on all learning.
- Staff and pupils have worked collaboratively to evaluate and improve the environments for learning across the school. The school has correctly identified that it now needs to extend its work, involving children in planning and evaluating their learning with opportunities for engagement in peer and self-assessment to improve learning.
- The ELC staff consult with children when planning improvements to their environment. This supports challenge and creativity. Practitioners are now identifying assessment opportunities when planning for learning, resulting in more focused observations. This in turn has enabled staff to develop confidence and accuracy in tracking children's progress.

**Develop approaches to outdoor learning to ensure outdoor spaces are used effectively to promote positive relationships and learner wellbeing.**

- The school has made good progress in this area and has plans in place to further enhance the wider outdoor options in the coming weeks, including partnership working with the Skills Centre.
- Children have been consulted throughout this work and encouraged to evaluate and self-report using the wellbeing indicators. Positive relationships and restorative conversations, together with regular references to the school values, have resulted in significantly improved outdoor experiences.
- Pupil Equity Funding has been used to support this aspect of the school's work. The school plans to have a focus on outdoor learning.
- The ELC continues to place outdoor play at the heart of learning. Planned development work in the grounds will further impact positively on the quality of the environment.

**Embed systems and processes which support the school to measure the impact of universal and targeted interventions.**

- The school has made good progress in this area.
- Staff have participated in improvement science activities which have increased their understanding of the ways in which they can baseline and measure the impact of targeted interventions.
- Approaches to tracking and monitoring learner progress are now embedded.
- Through regular, planned meetings, staff confidence and success in the interpretation and intelligent use of data has improved.
- There are plans in place to use a data coach to work with staff in the coming term.
- The role of the additional graduate in the ELC is being used to close vocabulary and language gaps through a programme of measured, targeted interventions. The close working partnership between speech and language therapist and nursery staff that is part of this work plan is impacting positively on children's progress.



## Performance Information

### Attendance (Previous Session 2017/18)

Attendance	School – 93.61% West Lothian – 94.49%
Authorised Absence	School – 3.16% West Lothian – 3.92%
Unauthorised Absence	School – 3.21% West Lothian – 1.57%

### Teacher Professional Judgement

#### Pupils Achieving Expected National Level – Primary 1

2017/18	Roll	Reading	Writing	Listening & Talking	Numeracy
School	24	79.17%	79.17%	79.17%	79.17%
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	22	72.73%	72.73%	81.82%	77.27%
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

2017/18	Roll	Reading	Writing	Listening & Talking	Numeracy
School	15	73.33%	73.33%	86.67%	73.33%
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	19	57.89%	84.21%	84.21%	78.95%
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

2017/18	Roll	Reading	Writing	Listening & Talking	Numeracy
School	26	76.92%	65.38%	92.31%	76.92%
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	21	61.90%	57.14%	52.38%	61.90%
Authority	2101	79.77%	75.30%	86.15%	74.25%
National	#N/A	76.04%	68.60%	81.24%	70.46%

## **Education Officer Role**

The Quality Improvement Team will continue to work with the school leadership team on its improvement plan and will monitor the school's progress through the school's self-evaluation processes.

## **E. CONCLUSION**

The Quality Improvement Team will continue to provide regular support and challenge to the school on its continuous journey of improvement.

## **F. BACKGROUND REFERENCES**

None

Appendices/Attachments:

None

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Date of meeting: 30 April 2019

## EDUCATION (QUALITY ASSURANCE) COMMITTEE (EQAC) WORKPLAN 2018-2019

ES (HMI) – Education Scotland (Her Majesty’s Inspectorate)

VSE – Validated Self Evaluation

Title	Purpose	Lead Officer	EQAC date
VSE – Polkemmet Primary School – Update	To update committee of the progress made following VSE carried out in February 2018	Maureen McNaughton	30 April 2019
VSE – Livingston Village Primary School	To inform committee of the VSE review and next steps – Livingston Village Primary School	Phyllis Wood	30 April 2019
VSE – St Mary’s Primary School, Polbeth	To inform committee of the VSE review and next steps – St Mary’s Primary School, Polbeth	Maureen McNaughton	30 April 2019
Education Scotland Inspection – Bathgate Academy	To inform committee of the outcome of the Education Scotland (HMI) inspection at Bathgate Academy	Catrina Hatch	30 April 2019
VSE – St Mary’s Primary School, Bathgate	To inform committee of the VSE review and next steps – St Mary’s Primary School, Bathgate	Jackie Speirs	4 June 2019
Education Scotland Inspection – Mid Calder Primary School	To inform committee of the outcome of the Education Scotland (HMI) inspection at Mid Calder Primary School	Greg Welsh	4 June 2019
Education Scotland Inspection - Uphall Primary School	To inform committee of the outcome of the Education Scotland (HMI) inspection at Uphall Primary School	Geraldine Armstrong	4 June 2019
Education Scotland Inspection – Torphichen Primary School	To inform committee of the outcome of the Education Scotland (HMI) inspection at Torphichen Primary School (if published)	Greg Welsh	4 June 2019

VSE – The James Young High School	To inform committee of the VSE review and next steps – The James Young High School	Siobhan McGarty	Sept 2019 ?
VSE Procedure Update	To update committee on the procedure for VSE reviews	Greg Welsh	Sept 2019
VSE – East Calder Primary School	To inform committee of the VSE review and next steps – East Calder Primary School		Sept 2019