



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

West Lothian Civic Centre  
Howden South Road  
LIVINGSTON  
EH54 6FF

30 October 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 5 November 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 03 September 2019 (herewith)
5. Uphall Primary School Progress Report - Report by Head of Education (Curriculum, Quality Improvement and Performance) (herewith)
6. Education Scotland Report: Springfield Primary School and Bonnytown Nursery - Report by Head of Education (Curriculum, Quality Improvement and Performance) (herewith)
7. Validated Self-Evaluation (VSE): Cedarbank School - Report by Head of Education (Learning, Policy and Resources) (herewith)
8. Validated Self-Evaluation (VSE): The James Young High School - Report by Head of Education (Curriculum, Quality Improvement and

DATA LABEL: Public

Performance) (herewith)

9. Workplan (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)**

## CODE OF CONDUCT AND DECLARATIONS OF INTEREST

This form is to help members. It is not a substitute for declaring interests at the meeting.

Members should look at every item and consider if they have an interest. If members have an interest they must consider if they have to declare it. If members declare an interest they must consider if they have to withdraw.

NAME	MEETING	DATE

AGENDA ITEM NO.	FINANCIAL (F) OR NON- FINANCIAL INTEREST (NF)	DETAIL ON THE REASON FOR YOUR DECLARATION (e.g. I am Chairperson of the Association)	REMAIN OR WITHDRAW

The objective test is whether a member of the public, with knowledge of the relevant facts, would reasonably regard the interest as so significant that it is likely to prejudice your discussion or decision making in your role as a councillor.

Other key terminology appears on the reverse.

If you require assistance, please ask as early as possible. Contact Julie Whitelaw, Monitoring Officer, 01506 281626, [julie.whitelaw@westlothian.gov.uk](mailto:julie.whitelaw@westlothian.gov.uk), James Millar, Governance Manager, 01506 281695, [james.millar@westlothian.gov.uk](mailto:james.millar@westlothian.gov.uk), Carol Johnston, Chief Solicitor, 01506 281626, [carol.johnston@westlothian.gov.uk](mailto:carol.johnston@westlothian.gov.uk), Committee Services Team, 01506 281604, 01506 281621, [committee.services@westlothian.gov.uk](mailto:committee.services@westlothian.gov.uk)

## **SUMMARY OF KEY TERMINOLOGY FROM REVISED CODE**

### **The objective test**

“...whether a member of the public, with knowledge of the relevant facts, would reasonably regard the interest as so significant that it is likely to prejudice your discussion or decision making in your role as a councillor”

### **The General Exclusions**

- As a council tax payer or rate payer or in relation to the council's public services which are offered to the public generally, as a recipient or non-recipient of those services
- In relation to setting the council tax.
- In relation to matters affecting councillors' remuneration, allowances, expenses, support services and pension.
- As a council house tenant, unless the matter is solely or mainly about your own tenancy, or you are in arrears of rent.

### **Particular Dispensations**

- As a member of an outside body, either appointed by the council or later approved by the council
- Specific dispensation granted by Standards Commission
- Applies to positions on certain other public bodies (IJB, SEStran, City Region Deal)
- Allows participation, usually requires declaration but not always
- Does not apply to quasi-judicial or regulatory business

### **The Specific Exclusions**

- As a member of an outside body, either appointed by the council or later approved by the council
- The position must be registered by you
- Not all outside bodies are covered and you should take advice if you are in any doubt.
- Allows participation, always requires declaration
- Does not apply to quasi-judicial or regulatory business

### **Categories of “other persons” for financial and non-financial interests of other people**

- Spouse, a civil partner or a cohabitee
- Close relative, close friend or close associate
- Employer or a partner in a firm
- A body (or subsidiary or parent of a body) in which you are a remunerated member or director
- Someone from whom you have received a registrable gift or registrable hospitality
- Someone from whom you have received registrable election expenses

MINUTE of MEETING of the EDUCATION (QUALITY ASSURANCE) COMMITTEE held within COUNCIL CHAMBERS, WEST LOTHIAN CIVIC CENTRE, on 3 SEPTEMBER 2019.

Present – Councillors Stuart Borrowman (Chair), David Dodds, Peter Heggie, Chris Horne, Carl John, Charles Kennedy, Dave King, Dom McGuire (substituting for Councillor Andrew McGuire), Andrew Miller and George Paul.

Apologies – Councillors Pauline Clark, Andrew McGuire, Moira Shemilt and Damian Timson; Appointed Members Eric Lumsden and Lynne McEwen.

1        DECLARATIONS OF INTEREST

There were no declarations of interest made.

2        MINUTE

The committee confirmed the minute of its meeting held on 4 June 2019 as being a correct record. The Chair thereafter signed the minute.

3        EDUCATION SCOTLAND REPORT: TORPHICHEN PRIMARY SCHOOL AND NURSERY CLASS

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 Torphichen Primary School and Nursery Class. The Education Scotland letter outlining the results of the inspection was attached to the report as Appendix 1.

In April 2019, a team of inspectors from Education Scotland and the Care Inspectorate had visited Torphichen Primary School and Nursery Class. During the visit, inspectors had talked to parents/carers and children and worked closely with the Head Teacher and staff.

The inspectors had identified the following strengths in the school's and nursery's work: The highly effective leadership of the seconded Head Teacher, together with the new Head Teacher; positive relationships and supportive interactions by staff in the nursery class and across the school; nurturing climate for learning in the nursery class and across the school where children are valued and work within an ethos of respect and care; effective practice towards improved attainment in literacy and numeracy; and strong commitment from parents and families to widen learning experiences for children.

The following priorities for continuing improvement had been identified: clear progression pathways across all curriculum areas in the nursery class; clear strategies and interventions to continue to raise attainment;

and evaluating more regularly progress and improvement over time.

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

During discussion Marnie Ferguson, Head Teacher, highlighted the school's efforts to efficiently address any potential emotional issues. The school also made a point of focusing on individual pupil needs to ensure appropriate support measures were in place at all times.

In response to questions about further improving attainment, the Head Teacher explained that attainment was tracked very closely and data were analysed regularly, while the school also made use of all available resources in the community to ensure the fast pace of teaching and learning achieved in the past two years continued.

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.

#### 4 VALIDATED SELF EVALUATION: EAST CALDER PRIMARY SCHOOL

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 outcome of the Validated Self Evaluation of East Calder Primary School.

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 2018/19 and teacher professional judgements for pupils achieving expected national levels in 2018/19 at Primary 1, 4 and 7.

Fiona Stewart, Head Teacher, then responded to questions from the committee and assured members that the school adapted to local area needs and community expansion. Details about pupil involvement in the creation of the new class charters were then discussed as well as areas for further improvement in the school and ways to achieve that improvement.

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.

#### 5 WORKPLAN

A workplan had been circulated for information.

Decision

To note the workplan.





## **EDUCATION QUALITY ASSURANCE COMMITTEE**

### **UPHALL PRIMARY SCHOOL PROGRESS REPORT**

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

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

To bring to the Committee's attention the progress made towards the actions arising from the school's Education Scotland inspection published in May 2019.

#### **B. RECOMMENDATION**

It is recommended that the Committee note the contents of the report and the school's progress in addressing identified areas for 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	February 2019
Date of authority update	October 2019
School roll (13/09/2019)	309
Nursery Roll (13/09/2019)	47
Staffing and date of appointment of management team	1 Acting Head Teacher – Aug 2019 1 Acting Depute Head Teacher – Aug 2019 1 Acting Principal Teacher – Jan 2019 0.5 Additional Principal Teacher 19.49 Class Teachers 1 Early Years Officer 3.98 Nursery Nurses 9.1 Pupil 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 3308.69 Order 40 out of 67 West Lothian Primary Schools
Pupil Equity Fund Allocation (2019/20)	£73,200

### 2019/20 GIRFEC Levels (% of students)

	Roll	Level 1	Level 2	Level 3	Level 4
Nursery	47	100.00%	0.00%	0.00%	0.00%
P1	38	97.37%	0.00%	2.63%	0.00%
P2	39	89.74%	5.13%	5.13%	0.00%
P3	36	86.11%	8.33%	5.56%	0.00%
P4	46	93.48%	6.52%	0.00%	0.00%
P5	49	83.67%	6.12%	10.20%	0.00%
P6	56	71.43%	16.07%	12.50%	0.00%
P7	45	77.78%	8.89%	11.11%	2.22%
School	309	84.79%	7.77%	7.12%	0.32%

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

### Background Information

Uphall Primary School was inspected in February 2019 by a team of inspectors from Education Scotland using the full inspection model. Inspectors evaluated the school as follows:

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

Inspectors identified the following areas for improvement:

- Work as a team to develop effective approaches to school improvement to better support the strategic direction and pace of change across the whole school community.
- Improve approaches to learning and teaching to ensure children's experiences are of a consistently high quality across the school.
- Ensure robust assessment and moderation arrangements provide reliable evidence to better inform and support progress in learning.
- Develop a shared understanding and improved approaches to planning, monitoring and tracking of children's progress in attainment and achievement in order to improve outcomes for all children.

### **Progress made since Education Scotland Inspection**

- The newly appointed leadership team has prioritised engaging all staff in robust self-evaluation processes in order to quickly gain a shared understanding of key improvement actions and activities required to improve outcomes for learners. Staff are now fully engaged in the improvement agenda and are clear about the actions required to achieve improvements in learning, teaching and assessment.
- The introduction of 'Staff Rotational Groups' is facilitating staff involvement, engagement and leadership of improvements in key areas such as literacy, numeracy, planning, self-evaluation and health and wellbeing. This model is increasing staff confidence and professionalism in leading improvements across the school.
- All teachers are engaged in planned, focussed professional learning in order to increase consistency of effective learning and teaching practice across the school. Recent quality improvement activities evidence differentiation in learning within teachers' planning and in classroom observations. This is resulting in increased levels of engagement and motivating experiences for pupils in most classes.
- It is evident from observations of learning that learning intentions and success criteria are being consistently shared with pupils, which is leading to an increasing number of pupils being able to assess and recognise success in their learning.
- Professional dialogue with staff has demonstrated that the streamlining of planning has taken place, making plans fit for purpose. Staff felt that they were given clear direction on how to use progression pathways to inform teaching and that there was now a consistent approach to planning. Staff found the engagement with the Senior Leadership Team on planning clear and supportive.
- As part of the school's overall curriculum developments, staff are identifying, at the planning stage, a clear link to developing children's skills for learning, life and work. Children are beginning to articulate the skills they are developing and how these can be transferred to other aspects of their learning and the relevance they have to their wider life.

- Recent 'Excellence and Equity' meetings took place with stage partners and there are plans in place for these to be developed to include the support for learning teacher. The Senior Leadership Team has planned further staff engagement with national benchmarks to support and challenge teacher professional judgement. Staff felt that their views were taken account of and the knowledge that they had of individual children.
- Through the direction and support of the leadership team, staff are taking account of available attainment data, including information from standardised assessments, to plan next steps in learning and set appropriate learning goals for pupils.

### **Areas for ongoing improvement**

- Building on recent improvements, further engage staff in reviewing and improving learning environments / spaces, to ensure that they are conducive to independent, group and whole class learning opportunities and are promoting and celebrating work of a high standard.
- Continue to ensure consistency in sharing learning intentions and engaging pupils in co-creating success criteria in order to develop children's ability to articulate their learning and next steps in learning.
- Maintain the current focus in raising expectations of standards in content and presentation of pupil work, particularly in writing, to ensure an aspirational curriculum for all children.
- As identified by the school, develop a reading culture across the school, which enhances children's exposure to a wider variety of genres and authors.
- Working within stages, departments and across the school, develop effective and consistent approaches to providing feedback to pupils in order to identify success in learning and clear next steps for pupils.
- As planned, provide staff with supported opportunities in moderation of Literacy and Numeracy within stages, across a level and with cluster colleagues. These moderation experiences will increase staff knowledge and confidence in standards within and across their stage and level.

### **Performance Information**

#### **Attendance (Previous Session 2018/19)**

Attendance	School – 94.72% West Lothian – 94.67%
Authorised Absence	School – 3.07% West Lothian – 3.78%
Unauthorised Absence	School – 2.19% West Lothian – 1.54%

## Teacher Professional Judgement

### Pupils Achieving Expected National Level – Primary 1

2018/19	Roll	Reading	Writing	Listening & Talking	Numeracy
School	42	97.62%	95.24%	95.24%	97.62%
Authority	2195	85.88%	83.46%	90.57%	87.84%
National	Available in December 2019				

2017/18	Roll	Reading	Writing	Listening & Talking	Numeracy
School	40	77.50%	77.50%	87.50%	92.50%
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	48	93.75%	91.67%	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

2018/19	Roll	Reading	Writing	Listening & Talking	Numeracy
School	50	84.00%	84.00%	84.00%	84.00%
Authority	2239	83.56%	79.86%	90.26%	81.96%
National	Available in December 2019				

2017/18	Roll	Reading	Writing	Listening & Talking	Numeracy
School	57	87.72%	84.21%	85.96%	89.47%
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	50	82.00%	78.00%	82.00%	80.00%
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	46	78.26%	73.91%	91.30%	82.61%
Authority	2267	83.86%	80.41%	91.44%	82.44%
National	Available in December 2019				

2017/18	Roll	Reading	Writing	Listening & Talking	Numeracy
School	41	85.37%	85.37%	95.12%	78.05%
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	25	92.00%	84.00%	76.00%	68.00%
Authority	2101	79.77%	75.30%	86.15%	74.25%
National	#N/A	76.04%	68.60%	81.24%	70.46%

## E. CONCLUSION

As a result of the inspection from February 2019, Education Scotland will return to inspect the school within one year of the publication of the report (May 2019). The Quality Improvement Team will continue to provide regular support and challenge to the school to ensure identified areas for improvement are addressed and the overall quality of provision is enhanced.

## F. BACKGROUND REFERENCES

Inspection Report (Published May 2019)

<https://education.gov.scot/assets/inspectionreports/uphallpsncins140519.pdf>

Appendices/Attachments:

Appendix 1 – PEF Financial Impact Plan

Contact Person: Greg Welsh  
Tel: 01506 282279  
Email: [greg.welsh@westlothian.gov.uk](mailto:greg.welsh@westlothian.gov.uk)

Donna McMaster, Head of Education (Curriculum, Quality Improvement & Performance)  
Tel: 01506 281673  
Email: [donna.mcmaster@westlothian.gov.uk](mailto:donna.mcmaster@westlothian.gov.uk)

Date of meeting: 5 November 2019

## PEF Financial Impact Plan

### Uphall Primary School

PEF Budget

£73,200

Gap Identified/Issue Identified	Action	Measurable Outcome
42% of Quintile 1 P1 pupils below expected levels of vocabulary, early literacy knowledge and skills	Employ PSW to work with target groups and individuals delivering 5 Minute Box	Raising attainment in literacy and numeracy by 20% or more from their current level of attainment
57% of Quintile 1 P4 pupils below expected levels of literacy and 43% below expected levels for numeracy	Employ PSW to work with target groups and individuals delivering 5 Minute Box, nurture	Raising attainment in literacy and numeracy by 20% or more from their current level of attainment
57% of Quintile 1 P4 pupils below expected levels of literacy and 43% below expected levels for numeracy	Employ PSW to work with target groups and individuals delivering 5 Minute Box	Raising attainment in literacy and numeracy by 20% or more from their current level of attainment
Increase and sustain learner engagement	Music instructor employed to deliver record music instruction	Increased learner engagement and motivation. Increase learner experiences
Increase and sustain attendance for Quintile 1 learners to above 90%	Employed to work with target groups to develop social, emotional wellbeing through nurture. Support the introduction of Emotion Works	Reduce attendance gap by 5%. Reduce lateness gap by 50% with target families. Increase learner engagement and motivation to learning





## **EDUCATION QUALITY ASSURANCE COMMITTEE**

### **EDUCATION SCOTLAND REPORT : SPRINGFIELD PRIMARY SCHOOL AND BONNYTOUN NURSERY**

### **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 Springfield Primary School and Bonnytoun Nursery.

#### **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	May 2019
School roll	329
Nursery roll	78
Staffing and date of appointment of management team	1 Head Teacher – May 2017 1 Depute Head Teacher – Apr 2016 2 Principal Teachers – June 17/Aug 17 15.98 Teachers 5.48 Pupil Support Workers
Scottish Index of Multiple Deprivation (SIMD) – 1 <sup>st</sup> being most deprived and 67 <sup>th</sup> being least deprived	SIMD Rank – 5864.76 Order 66 out of 67 West Lothian Primary Schools
Pupil Equity Fund Allocation (2019/20)	£18,360

### Context of the school

Springfield Primary School is a large non-denominational primary school situated on the East side of Linlithgow in West Lothian. The school roll is organised across 13 classes. In session 2019/2020 there is one composite class at P5/6. The school currently has 78 children who attend Bonnytown nursery. This is organised into 17 children in the morning session, 14 in the afternoon session and 47 children who attend 2 full days throughout the week.

The school has a supportive parent body and works closely with the local community to establish effective links to support our children's learning. The school benefits from the extensive opportunities provided by the surrounding environment and staff are encouraged to utilise this in learning and teaching, whenever possible.

The school is very well supported by an active Parent Council who organise a number of events throughout the school session. They are also regularly involved in school improvement activities and play a key part in our continuous improvement agenda.

### 2019/20 GIRFEC Levels (% of students)

Stage	Roll	Level 1	Level 2	Level 3	Level 4
Nursery	78	100.00%	0.00%	0.00%	0.00%
P1	42	100.00%	0.00%	0.00%	0.00%
P2	45	93.33%	6.67%	0.00%	0.00%
P3	48	91.67%	8.83%	0.00%	0.00%
P4	51	92.16%	7.84%	0.00%	0.00%
P5	47	89.36%	10.64%	0.00%	0.00%
P6	37	75.68%	24.32%	0.00%	0.00%
P7	59	96.61%	1.69%	1.69%	0.00%
School	329	91.79%	7.90%	0.30%	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 May 2019, a team of inspectors from Education Scotland visited Springfield Primary School and Bonnytown Nursery. 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 effective leadership of senior leaders which is improving the culture of change. They are providing clear strategic direction in a number of important areas across the school and nursery resulting in improvements in children's experiences. Staff have high expectations of themselves and children and this contributes strongly to a climate of aspiration and ambition.
- The very successful approaches to planning learning, teaching and assessment that result in children experiencing high levels of challenge. This is supported very well by the increasingly consistent use of well-planned assessment and sharing of standards to ensure children make appropriate progress in their learning.
- Children who are highly motivated, actively engaged and increasingly applying their learning in real life contexts across the school and nursery.
- The agreed values of resilience, respect, kindness, confidence and inclusion are completely embedded with integrity and authenticity across the life and work of the school and nursery. Everyone consistently applies positive approaches to Getting it Right for Every Child that results in children experiencing success in their learning and wellbeing with their needs being very well met.
- Attainment over time shows a consistent pattern and trend of high performance.
- The effective nursery team who have developed a rich indoor and outdoor learning environment to secure positive outcomes for children and families.

The school has undergone a period of staff change in recent years including changes in headship. Both the Head Teacher and Depute Head Teacher have been in post for just over two years and have gained the trust of all stakeholders. Staff have responded positively to this change agenda. The local authority through their support visits and validated self-evaluation have been instrumental in supporting the school with their improvement journey.

Staff have undertaken professional learning, supported and provided by the local authority, which is helping to improve their practice. In particular, the use of the local authority progression pathways for all curricular areas supports teachers with their planning and assessment approaches. This is of a high quality across the school.

Teachers plan learning, teaching and assessment that challenges children's understanding. Children are increasingly thinking more critically and applying their learning to real life contexts. These contexts are challenging and enjoyable, and include creative and investigative activities. There is an ethos of self-challenge for children along with a culture of ambition. Teachers have worked very effectively to develop these shared, high expectations of effort and success whereby children feel valued and supported enough to take some risks in learning. Teachers are highly skilled in monitoring and tracking the progress of children and making subsequent adaptations to their planning. This again represents a major strength of the school's work.

Ensuring wellbeing, equality and inclusion has several outstanding features. The school's approach to wellbeing is underpinned by the very strong commitment of children, staff, parents and partners to the recently established shared values of the school community. Children can talk confidently about the importance of their school values and their responsibility for enacting these. During the inspection, inspectors found evidence of many strong examples of children developing not only their own mental, emotional, social and physical wellbeing, but that of others as well. All staff are highly committed to the school community and give freely of their time to ensure children are exceptionally well supported, and to give the children rich experiences. Commendably, school leaders are mindful of the health and wellbeing needs of the staff team. Children's wellbeing lies at the heart of the work of Springfield Primary School.

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

- Refine approaches to monitoring and evaluating the work of the school to highlight more clearly impact on children's learning, progress and achievements.
- Practitioners should continue to offer opportunities for all children to be fully involved in leading their own learning and developing their leadership skills.

## Performance Information

### Attendance (Previous Session 2018/19)

Attendance	School – 96.66% West Lothian – 94.67%
Authorised Absence	School – 2.75% West Lothian – 3.78%
Unauthorised Absence	School – 0.60% West Lothian – 1.54%

## Teacher Professional Judgement

### Pupils Achieving Expected National Level – Primary 1

2018/19	Roll	Reading	Writing	Listening & Talking	Numeracy
School	45	95.56%	93.33%	93.33%	95.56%
Authority	2195	85.88%	83.46%	90.57%	87.84%
National	Available in December 2019				

2017/18	Roll	Reading	Writing	Listening & Talking	Numeracy
School	48	93.75%	93.75%	95.83%	100.00%
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	49	93.88%	93.88%	97.96%	93.88%
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	47	93.62%	89.36%	91.49%	91.49%
Authority	2239	83.56%	79.86%	90.26%	81.96%
National	Available in December 2019				

2017/18	Roll	Reading	Writing	Listening & Talking	Numeracy
School	37	89.19%	89.19%	100.00%	91.89%
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	58	91.38%	98.28%	100.00%	96.55%
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	50	94.00%	84.00%	100.00%	94.00%
Authority	2267	83.86%	80.41%	91.44%	82.44%
National	Available in December 2019				

2017/18	Roll	Reading	Writing	Listening & Talking	Numeracy
School	62	95.16%	96.77%	98.39%	95.16%
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	50	96.00%	96.00%	98.00%	94.00%
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	Very Good
3.1 Ensuring, wellbeing, equality and inclusion	Very Good
3.2 Securing children's progress	Very Good

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

### Quality Improvement Team Role

The Quality Improvement Team will continue to support the school leadership team and will monitor 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://education.gov.scot/assets/inspectionreports/springfieldps-bonnytounncins011019.pdf>

Summarised Inspection Findings (Primary) -

<https://education.gov.scot/assets/inspectionreports/springfieldpssif011019.pdf>

Summarised Inspection Findings (Nursery) -

<https://education.gov.scot/assets/inspectionreports/bonnytounncsif011019.pdf>

Appendices/Attachments:

Appendix 1 – Education Scotland letter

Appendix 2 – PEF Financial Impact Plan

Contact Person: Greg Welsh, Quality Improvement Manager

Tel: 01506 282279

Email: [greg.welsh@westlothian.gov.uk](mailto:greg.welsh@westlothian.gov.uk)

Donna McMaster, Head of Education (Curriculum, Quality Improvement & Performance)

Tel: 01506 281673

Email: [donna.mcmaster@westlothian.gov.uk](mailto:donna.mcmaster@westlothian.gov.uk)

Date of meeting: 5 November 2019

1 October 2019

Dear Parent/Carer

In May 2019, a team of inspectors from Education Scotland visited Springfield Primary School and Bonnytown Nursery Class. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

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

- The effective leadership of senior leaders which is supporting staff to engage more effectively in the culture of change. They are providing clear strategic direction in a number of important areas across the school and nursery resulting in improvements in children's experiences. Staff have high expectations of themselves and children and this contributes strongly to a climate of aspiration and ambition.
- The very successful approaches to planning learning, teaching and assessment that result in children experiencing high levels of challenge. This is supported very well by the increasingly consistent use of well-planned assessment and sharing of standards to ensure children make appropriate progress in their learning.
- Children who are highly motivated, actively engaged and increasingly applying their learning in real life contexts across the school and nursery.
- The agreed values of resilience, respect, kindness, confidence and inclusion are completely embedded with integrity and authenticity across the life and work of the school and nursery. Everyone consistently applies positive approaches to Getting it Right for Every Child. Children are experiencing success in their learning and wellbeing with their needs being very well met.
- Attainment over time indicates a consistent pattern and trend of high performance.
- The strong nursery team who have developed a rich indoor and outdoor learning environment to secure positive outcomes for children and families.

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

- Refine approaches to monitoring and evaluating the work of the school to highlight more clearly impact on children's learning, progress and achievements.
- Practitioners should continue to offer opportunities for all children to be fully involved in leading their own learning and developing their leadership skills.

We gathered evidence to enable us to evaluate the school's work using four quality indicators from [How good is our school? \(4<sup>th</sup> edition\)](#) and [How good is our early learning and childcare?](#). 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 Springfield Primary School and Bonnyton Nursery Class

Quality indicators for the primary stages	Evaluation
<b>Leadership of change</b>	<b>good</b>
<b>Learning, teaching and assessment</b>	<b>very good</b>
<b>Raising attainment and achievement</b>	<b>very good</b>
<b>Ensuring wellbeing, equality and inclusion</b>	<b>excellent</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>	

Quality indicators for the nursery class	Evaluation
<b>Leadership of change</b>	<b>very good</b>
<b>Learning, teaching and assessment</b>	<b>very good</b>
<b>Securing children's progress</b>	<b>very good</b>
<b>Ensuring wellbeing, equality and inclusion</b>	<b>very good</b>
Descriptions of the evaluations are available from: <a href="#">How good is our early learning and childcare? Appendix 1: 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/5512026>

### 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.

Guch Dhillon  
HM Inspector



## Springfield Primary School

### PEF Financial Impact Plan

Gap Identified/Issue Identified	Action	Measurable Outcome
Engagement, focus and concentration for identified children is having impact on literacy attainment	Step Physical Literacy Programme along with employing PSW to deliver it to identified children.	Children in year 2 of the programme will be back on track in literacy by end of session. Children in year 1 of programme will increase balance, coordination and eyetracking scores by at least 3 points. Engagement scale measure will show children at 4/5 consistently throughout the session.
Identified children requiring specialist transport/equipment to allow them to access same curricular experiences as their peers	Set aside agreed budget to contribute to additional costs incurred to arrange for specialist transport/provision of activities throughout the session.	Participation for identified children will be possible for all activities





**EDUCATION QUALITY ASSURANCE COMMITTEE**

**VALIDATED SELF-EVALUATION (VSE) CEDARBANK SCHOOL**

**REPORT BY HEAD OF EDUCATION (LEARNING, POLICY AND RESOURCES)**

**A. PURPOSE OF REPORT**

To inform Committee of the outcome of the Validated Self-Evaluation (VSE) of Cedarbank 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	23 <sup>rd</sup> – 25 <sup>th</sup> September 2019
School roll (26/09/2019)	98
Staffing and date of appointment of management team	1 Head Teacher – December 2017 1 Depute Head Teacher – June 2018 1 Additional DHT – March 2018 1 Principal Teachers – May 2018 1 Additional Principal Teacher – September 2018 17.6 Teachers 16.3 Pupil Support Workers
Pupil Equity Fund Allocation (2019/20)	£42,000

### School Roll by Stage

Stage	S1	S2	S3	S4	S5	S6
No of Pupils	24	14	19	12	15	14

### Context of the school

Cedarbank School is a non- denominational secondary school, situated in the Ladywell district of Livingston, which makes provision for pupils from all over West Lothian who have a variety of additional learning needs. The school offers a full curriculum and has its own gym hall and Art, Craft, Design & Technology, Music, Science and Home Economics rooms. The school functions across three sites with the majority of S1-S3 pupils in the Cedarbank building and S4-S5 pupils based in the Cedarbank Annexe within Deans Community High School. S6 pupils are based at Armadale Academy.

The Head Teacher has strategic responsibility for the quality of the provision, and devolves responsibility for the delivery and improvement of the Broad General Education (S1-S3) to one DHT, and the Senior Phase (S4-S6) to the other DHT. Additional management resource has been provided to support the three site model.

Cedarbank School has a supportive Parent Council (formed five years ago) and a Pupil Council in operation. Education Scotland inspected the school in December 2015 and a Progress Report was submitted to Education Scotland by West Lothian Council in February 2018.

### Key Strengths of the school

- The very positive relationships that exist between staff and pupils, in a nurturing and caring environment, ensure that children feel valued and included. Partnership working with parents/carers ensures that families are very well supported, and children's wellbeing is a central priority for the school.
- Staff are highly committed to the school community and display a clear desire to continually improve practices to further improve outcomes for learners, as evidenced in the wider range of opportunities now afforded to young people.
- In some classes, the pace and challenge of learning and teaching ensured high levels of pupil engagement and clear progress in learning.

- The developing use of consistently shared Learning Intentions, Success Criteria and Thinking Skills is beginning to focus staff and pupils on the purpose and relevance of planned learning.
- The Senior Phase curriculum, including the extended and successful work placement programme, is now supporting the development of skills and qualities learners require to enter a positive and sustained destination. The majority of learners are achieving a range of national qualifications and awards.
- The opportunities afforded to S6 students for inclusion in a large mainstream secondary school is providing learners with an opportunity to access and succeed in a significantly wider range of subjects and courses.

### **Key Areas for Improvement**

- Senior leaders, in collaboration with staff at all levels, should ensure the school's vision sets out to achieve the highest possible standards and success for all learners, and strategically deliver this with an increased pace of change.
- Through the introduction of robust range of quality improvement activities, build consistency in the quality of teaching across the school to ensure appropriate pace, challenge and engagement in learning, including developing the use of digital technologies to enhance learning.
- Refine the school's approaches to tracking and monitoring systems across the BGE and Senior Phase, to ensure all staff engage in measuring progress in learning to inform timely interventions, ensuring pupil progress is maximised.
- Review Senior Phase curriculum delivery model in order to plan 2-3 year curriculum models for individual young people to maximise attainment and achievement.

### **Performance Information**

#### **Attendance/Exclusions (3 year trends)**

	<b>Attendance</b>	<b>Authorised Absence</b>	<b>Unauthorised Absence</b>
2016/17	90.85%	6.71%	2.00%
2017/18	91.74%	6.29%	1.84%
2018/19	90.73%	6.74%	2.44%

	<b>Pupils Excluded</b>	<b>Incidents</b>
2016/17	14	28
2017/18	8	9
2018/19	2	5

## Broad General Education (Teacher Professional Judgement)

Number of pupils having achieved Curriculum for Excellence levels at the end of S3

### Reading

	Not yet achieved Early level	Achieved Early Level	Achieved First Level	Achieved Second Level	Achieved Third Level	Achieved Fourth Level
2016/17	0	0	17	10	0	0
2017/18	0	1	12	3	0	0
2018/19	0	0	7	5	0	0

### Writing

	Not yet achieved Early level	Achieved Early Level	Achieved First Level	Achieved Second Level	Achieved Third Level	Achieved Fourth Level
2016/17	0	0	16	11	0	0
2017/18	0	2	12	2	0	0
2018/19	0	1	10	1	0	0

### Listening & Talking

	Not yet achieved Early level	Achieved Early Level	Achieved First Level	Achieved Second Level	Achieved Third Level	Achieved Fourth Level
2016/17	0	0	18	9	0	0
2017/18	0	1	13	2	0	0
2018/19	0	2	3	7	0	0

### Numeracy

	Not yet achieved Early level	Achieved Early Level	Achieved First Level	Achieved Second Level	Achieved Third Level	Achieved Fourth Level
2016/17	0	0	11	16	0	0
2017/18	0	0	11	5	0	0
2018/19	0	2	7	3	0	0

## Senior Phase Qualifications

Number of Awards/Qualifications of S4-S6 Pupils

	SCQF Level 2	SCQF Level 3	SCQF Level 4	SCQF Level 5	SCQF Level 6
2016/17	26	129	22	0	0
2017/18	67	88	21	2	0
2018/19	26	100	46	12	1

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

## E. CONCLUSION

Education Services will support the school in planning and delivering the areas of improvement highlighted within the report.

## F. BACKGROUND REFERENCES

### Team Members

Ann O'Hagan	Head Teacher
Alison Lindsay	Depute Head Teacher
Louise Queen	Depute Head Teacher
Vicky Cairns	Principal Teacher
Greg Welsh	Quality Improvement Manager
Carol McDonald	Principal Officer ASN
Kristyna Macsween	Assisting Head Teacher

Appendices/Attachments:

Appendix 1 – PEF Financial Impact Plan

Contact Person: Carol McDonald, Principal Officer ASN

Tel: 01506 282194

Email: [carol.mcdonald@westlothian.gov.uk](mailto:carol.mcdonald@westlothian.gov.uk)

James Cameron, Head of Education (Learning, Policy and Resources)

Tel: 01506 281673

Email: [james.cameron@westlothian.gov.uk](mailto:james.cameron@westlothian.gov.uk)

Date of meeting: 5 November 2019



## Cedarbank School

### PEF Financial Impact Plan

Gap Identified/Issue Identified	Action	Measurable Outcome
To ensure consistency of numeracy experiences for all learners across S1 - S6.	To employ a Numeracy Development Post holder for the school.	There is a consistent trend of improvement in numeracy across all breadth, depth and experience measures through the BGE and Senior Phase.
Given the wide geographical area our pupils come from there is a need for stronger home-school links which are improving outcomes for our learners.	To employ a Family Engagement Development Post holder for the school.	There will be a measureable difference in family engagement and in parents/carers feeling confident in supporting their young person with their learning.
To ensure consistency of literacy experiences for all learners across S1 - S6.	To employ a Literacy Development Post holder for the school.	There is a consistent trend of improvement in literacy across all breadth, depth and experience measures through the BGE and Senior Phase.
The Lifeskills programme for S1 - S6 needs to be reviewed. The Wider Achievement programme in S1 - S3 requires further development.	To employ a H&WB Development Post Holder to work with the H&WB Champion to address the two issues identified.	The Lifeskills programme will be mapped in line with the H&WB Benchmarks. The Wider Achievement programme will be part of the curriculum rationale for the BGE.
The Pupil Council will vote on which project they would like taken forward.	Participatory Budgeting Contribution	
To develop the Skills for Learning, Skills for Life and Skills for Work for young people with ASN.	Six pupils will attend The Larder one day a week for a year.	All pupils will receive the National Progression Award in Hospitality.
To improve the learning and teaching pedagogy across the school.	Two members of staff will take part in the Tapestry programme.	A clear learning and teaching strategy will be developed for the school.
Gap Identified/Issue Identified	Action	Measurable Outcome

Pupils were experiencing bereavement, had anger issues or required support with change.	To employ a counsellor to work in the school on an individual basis.	Reduction in exclusions, incidents with peers, pupils being equipped with strategies to help with specific situations.
A number of young people cannot afford to take part in our whole-school camp.	Places either fully or part subsidised.	All the young people who cannot afford to go to camp and want to go are able to take part.
Our S3 pupils can struggle with the transition to our classrooms at Deans Community High School for S4.	Skillforce undertake a twelve week team building, confidence and resilience programme.	S3 pupils are better equipped for the challenge of moving to a new site.
Our pupils can find numeracy/mathematics very challenging and can struggle to engage with these areas of the curriculum.	To run a three day Maths Games Tournament during Scottish Maths Week and involve all pupils from S1 - S6.	As well as the tournament we will be given packs of maths games which can be used across the whole school to increase engagement in maths and numeracy.
The curriculum in S1 - S3 needs opening up to include a Wider Achievement Programme.	All pupils in S1 - S3 will take part in the ASDAN Personal Development programme.	All pupils in S1 - S3 will achieve a Bronze Award.
Outdoor Learning was an area of the curriculum which was identified as requiring further development.	A member of staff will be trained to be a Forest School Leader.	Pupils will experience more Outdoor Learning.
To continue to develop the PEF funded work from last session of introducing a school library.	Renew our subscription to the Library Management system which pupils are trained to use.	Pupils in S1 - S3 will experience a library period on their timetable in 19/20.
As the needs of staff arise.	Staff will have the opportunity to take part in CPD directly linked to our PEF plan.	Staff will feel more confident in supporting PEF initiatives.

<b>Gap Identified/Issue Identified</b>	<b>Action</b>	<b>Measurable Outcome</b>
We do not have the funds to take our pupils to the various DYW events that are available.	Pupils will have the opportunity to take part in DYW events.	There will be an increase in pupil participation which will consequently impact on their

		development of the Skills for Learning, Skills for Life and Skills for Work.
We do not have the funds to take our pupils to the various Lothian Disability Sports events.	Pupils will have the opportunity to take part in Lothian Disability Sports events.	There will be an increase in pupil participation which will consequently impact on their Health and Wellbeing.





## **EDUCATION QUALITY ASSURANCE COMMITTEE**

### **VALIDATED SELF-EVALUATION (VSE) : THE JAMES YOUNG HIGH SCHOOL**

### **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 The James Young High 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

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

Date of VSE	10 June 2019
School roll	1150 (13 <sup>th</sup> Sep 2019)
Staffing and date of appointment of management team	1 Head Teacher – Oct 2016 2 Depute Head Teachers – Oct 2016 & Feb 2019 9 Principal Teachers 4.65 Chartered Teachers 82.01 Class Teachers 1 Librarian 1 Pupil Support Manager 14.62 Pupil 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 4097.59 (Sept 2018) Order 10 out of 11 West Lothian Secondary Schools
PEF Allocation	£91,200

**Context of the School**

JYHS is a non-denominational secondary school in West Lothian, serving the communities of Dedridge, Bankton, Murieston and Bellsquarry. The demographic profile is 31% of young people living in SIMD 1-3 and 45% living in SIMD 8-10.

**2019/20 GIRFEC Levels (% of students)**

Stage	Roll	Level 1	Level 2	Level 3	Level 4
S1	208	77.40%	15.38%	5.77%	1.44%
S2	203	73.89%	18.23%	6.40%	1.48%
S3	210	74.76%	20.00%	2.86%	2.38%
S4	219	66.67%	22.37%	8.68%	2.28%
S5	174	75.86%	18.39%	3.45%	2.30%
S6	136	75.74%	19.85%	1.47%	2.94%
<b>School</b>	<b>1150</b>	<b>73.83%</b>	<b>19.04%</b>	<b>5.04%</b>	<b>2.09%</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

**Key Strengths:**

- The school is developing a shared vision which is ambitious and focuses on aspirational improvements in outcomes for all. The Senior Leadership Team has a clear vision and strategy for improvement. It is carefully guiding the pace of change and uses data very effectively to inform improvement. The extended team has a sense of ownership of review and planning and this is facilitated by opportunities for whole staff contribution. Staff have a very good understanding of the context of the school community, the culture and development needs of the school.
- There is a positive ethos underpinned by strong relationships in classes – this is built on a commitment from staff that relationships underpin all aspects of learning. In most classes pupils are actively engaged in their learning and motivated to do well. Pupils in the Senior Phase expressed that they are progressing well in their learning, staff encourage them to do the best they can and they get help from their teachers when they need it. They value the extra support and resources offered by their teachers.
- The school has significantly raised attainment over the last 5 years in the Senior Phase with this session's results seeing the best in the history of the school for the third consecutive year.
- Young people feel they have at least one person in the school that they can go to if they have concerns. Surveys and focus groups highlight that young people feel safe, happy and included. Young people felt that pupils with ASN are included in the life of the school and have a coherent, progressive and continuous curriculum, which is flexible and bespoke to individual pupil needs.

**Areas for Improvement:**

- The majority of learners are appropriately challenged; however, teachers should continue to increase the pace of learning to meet individual needs and to provide a consistent level of challenge. Differentiation should be a key focus for improvement moving forward.
- There is an emerging understanding of wellbeing amongst staff which has been supported by professional learning during in-service days. The school should continue to implement plans to evaluate Health and Wellbeing across curriculum areas which should then lead to improvement in outcomes.
- The school does not yet have sufficient evidence on the impact of the work of pupil support staff on the outcomes for young people. The extended leadership team, engaging with all staff in pupil support, need to move at pace to consider their role in driving strategic improvement, based on data and evidence. This will help them develop a clear vision for future improvement and allow them to clearly articulate the difference they are making from the work they are doing.
- The school should continue with its plans to review the Personal and Social Education programme, ensuring it is mapped against benchmarks in order that staff can clearly demonstrate progress in learning and stronger coherence across all year groups.
- Schools should continue with their plans to enhance pupil voice. There is some evidence of pupils taking responsibility for their learning and this will be developed further through the school's plans for improving learning and teaching.

## Performance Information

### Attendance (Previous Session 2018/19)

Attendance	School – 91.08% West Lothian – 89.72%
Authorised Absence	School – 5.59% West Lothian – 6.41%
Unauthorised Absence	School – 3.29% West Lothian – 3.81%

## Teacher Professional Judgement

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

2018/19	Roll	Reading	Writing	Listening & Talking	Numeracy
School	217	96.77%	95.39%	98.16%	96.77%
Authority	2069	96.71%	96.04%	97.78%	94.54%
National	Available in December 2019				

2017/18	Roll	Reading	Writing	Listening & Talking	Numeracy
School	186	96.77%	96.77%	96.24%	94.09%
Authority	2035	92.58%	91.15%	93.22%	92.73%
National	#N/A	90.00%	89.04%	91.18%	89.04%

2016/17	Roll	Reading	Writing	Listening & Talking	Numeracy
School	194	91.24%	88.66%	94.85%	93.30%
Authority	1933	92.19%	91.10%	92.40%	91.62%
National	#N/A	90.02%	88.83%	90.83%	88.24%

## Senior Phase Breadth & Depth 2018/19

SCQF 5+ Level 6 (By end of S5)					
	2014/15	2015/16	2016/17	2017/18	2018/19
School	30.14%	32.02%	33.33%	38.29%	53.85%
Virtual Comparator	23.64%	25.04%	21.18%	22.16%	24.62%
Authority	23.47%	25.86%	28.51%	32.32%	41.09%
National	18.02%	18.77%	19.54%	20.21%	22.30%

<b>SCQF 3+ Level 6 (By end of S5)</b>					
	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>	<b>2018/19</b>
School	48.33%	50.00%	49.02%	56.31%	65.13%
Virtual Comparator	44.07%	46.71%	42.11%	41.94%	46.62%
Authority	41.53%	43.22%	46.18%	52.42%	57.82%
National	37.02%	38.81%	39.60%	40.46%	42.66%

<b>SCQF 1+ Level 6 (By end of S5)</b>					
	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>	<b>2018/19</b>
School	65.55%	67.54%	67.16%	71.62%	75.38%
Virtual Comparator	63.59%	66.54%	61.47%	60.90%	66.26%
Authority	62.08%	62.98%	66.34%	69.41%	70.73%
National	57.52%	59.06%	59.78%	60.49%	61.69%

<b>SCQF 1+ Level 7 (By end of S6)</b>					
	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>	<b>2018/19</b>
School	24.62%	23.70%	26.72%	27.14%	25.33%
Virtual Comparator	21.44%	25.07%	26.81%	25.10%	23.80%
Authority	17.92%	18.61%	20.28%	21.61%	20.63%
National	19.88%	20.85%	21.49%	22.39%	21.56%

### 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	92.31%	91.88%	94.31%	96.00%	95.24%
VC	93.41%	92.94%	93.93%	93.29%	95.45%
Authority	92.75%	93.44%	92.74%	93.93%	94.36%

### Subject Performance – S5 SQA Highers

Subject	School Pass Rate 2018/19	National Pass Rate 2018/19
Mathematics	83.33% (55/66)	74.64%
English	74.11% (83/112)	76.34%

(numbers passed/numbers presented)

### Strengths:

Subject	School Pass Rate 2018/19	National Pass Rate 2018/19
Design and Manufacture	84.62% (11/13)	55.24%
French	100.00% (10/10)	86.91%
Mathematics	83.33% (55/66)	74.64%
Religious, Moral and Philosophical Studies	92.31% (12/13)	71.42%

**Areas for Improvement:**

<b>Subject</b>	<b>School Pass Rate 2018/19</b>	<b>National Pass Rate 2018/19</b>
Art and Design	54.55% (6/11)	80.55%
History	62.50% (15/24)	74.40%
Physics	69.57% (16/23)	77.34%
Spanish	70.00% (7/10)	83.94%

**Overall Evaluations**

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

**E. CONCLUSION**

The strategic leadership, motivation and drive of the Head Teacher and Senior Leadership Team cultivates an ambitious vision for change which builds the capacity of staff at all levels, and sets high expectations to encourage a climate of continuous improvement.

**F. BACKGROUND REFERENCES****Team Members**

Tricia Gallagher	Head Teacher
Claire McTiernan	Depute Head Teacher
Evelyn Russell	Depute Head Teacher
Graham Henderson	Acting Depute Head Teacher
Siobhan McGarty	Senior Development Officer
Julie Calder	Assisting Head Teacher
Karen Jarvis	Assisting Head Teacher
Hamish Shankland	Assisting Depute Head Teacher
Yvonne Ferguson	Assisting Depute Head Teacher
Graham Boyce	Assisting Depute Head Teacher
Catrina Hatch	Senior Development Officer

**Appendices/Attachments:**

Appendix 1 – PEF Financial Impact Plan

Contact Person: Catrina Hatch, Senior Development Officer  
 Tel: 01506 283924  
 Email: [catrina.hatch@westlothian.gov.uk](mailto:catrina.hatch@westlothian.gov.uk)

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: 5 November 2019

## The James Young High School

### PEF Financial Impact Plan

Gap Identified/Issue Identified	Action	Measurable Outcome
Gap in number of pupils in S3 gaining Level 4 numeracy between Q1 & Q5 is: numeracy: 33%. (Gap has already reduced by 20% over last 3 years)	<p>1. Identified pupils will work in small group settings to increase confidence in numeracy, including use of study/homework group for pupils in this group</p> <p>2. Parental engagement &amp; support for pupils in small groups to support numeracy.</p> <p>3. Continuing across all years group input in times tables.</p> <p>4. Family learning event for literacy and numeracy.</p>	<p>Gaps reduced in both literacy and numeracy.</p> <p>Reduce gap for 4th level numeracy at end of S3 (Q1 - Q5) from 33% to 25% by June 2020</p>
<p>Gap in number of pupils in S3 gaining Level 4 literacy between Q1 &amp; Q5 is: literacy: 30% (Gap has already reduced by 20% over last 3 years)</p> <p>Increase the reading age for identified pupils.</p> <p>Narrow the gap in reading and writing by 2020.</p>	<p>1. Identified pupils will work in small group settings to increase confidence in reading.</p> <p>2. Group of identified pupils - Scotland reads paired reading programme working with senior pupils 2 mornings a week. S2 pupils from last year will be part of group too.</p> <p>3. Booster English Group. Pupils who are not targeted in 1 or 2 above but whose reading age is less than 10.5 years that is required to access the secondary curriculum.</p>	<p>Gaps reduced in both literacy and numeracy.</p> <p>Reduce gap for 4th level literacy at end of S3 (Q1 -Q5) from 30% to 23% by June 2020.</p>
Q1 cohort over the last 3 years in terms of 5+ SQCQF L5 has sat below local comparators	Focus group of pupils in S3 target group to consider career paths. Actions to come from PF meeting	By August 2021 at least 50% of our Q1 to achieve 5+ Level 5 SCQF
Participation gap between Q1 & Q5 is 13% in S1 when they begin JYHS. Participation includes activities in school at break and lunch time and outwith school.	<p>All S1 pupils participation will be tracked through meetings with HHs.</p> <p>Focus on promoting school activities via website and in school through PST and possible activities event.</p> <p>Link S1 &amp; S6 PST classes 1 day a week with focus on Q1 pupils.</p>	95% of all pupils in S1 will have participated in some activities/groups in or out of school by June 2020.

<b>Gap Identified/Issue Identified</b>	<b>Action</b>	<b>Measurable Outcome</b>
<p>Gap in attendance across school Q1-Q5 (S1-S3) is 8%.</p> <p>Remove emotional wellbeing barriers preventing some young people accessing learning.</p>	<p>Employ a PSW to work with targeted pupils to support them to engage in school and/or work in i-aspire.</p> <p>Develop strategies within i-Aspire to support attendance.</p> <p>Liaise and direct FSW to work with identified pupils and families to improve attendance.</p> <p>Continue to employ counsellor to work with identified pupils to improve wellbeing and increase participation and engagement in school.</p>	<p>Increase attendance from 87% (2017) in quintile 1 to 93% by June 2021.</p> <p>Removing emotional wellbeing barriers to learning.</p> <p>Increase in attendance in timetabled classes for individual pupils.</p> <p>Increase in pupils reporting positively against the wellbeing indicators.</p>
<p>Cost of the School Day initiative</p>	<p>Create a statement of poverty proofing by June 2020 &amp; deliver proportion of PEF budget by PB.</p> <p>CoSD embedded across school.</p> <p>Create pre-loved uniform shop to build on Pop-Up Prom shop from 2018-19</p> <p>Establish link with Asda to explore shirt vouchers/ free tie initiatives.</p>	<p>JYHS Poverty Proofing Statement finalised by June 2020</p> <p>All costs associated with curriculum removed in order to ensure that all pupils have access to learning.</p> <p>Increased participation for Q1 pupils.</p>

## EDUCATION (QUALITY ASSURANCE) COMMITTEE (EQAC) WORKPLAN 2019-2020

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

VSE – Validated Self Evaluation

Title	Purpose	Lead Officer	EQAC date
VSE – The James Young High School	To inform committee of the VSE review and next steps – The James Young High School	Catrina Hatch	5 Nov 2019
VSE – Cedarbank School	To inform committee of the VSE review and next steps – Cedarbank School	Carol McDonald	5 Nov 2019
Education Scotland Inspection – Springfield Primary School	To inform committee of the outcome of the Education Scotland (HMI) inspection at Springfield Primary School	Greg Welsh	5 Nov 2019
Education Scotland Inspection – Uphall Primary School - Update	To inform committee of the progress made on the school’s action plan following Education Scotland (HMI) inspection at Uphall Primary School carried out in February 2019	Geraldine Armstrong	5 Nov 2019
VSE – St Nicholas Primary School	To inform committee of the VSE review and next steps – St Nicholas Primary School	Lisamaria Purdie	14 Jan 2020
VSE – Bellsquarry Primary School	To inform committee of the VSE review and next steps – Bellsquarry Primary School	Lisamaria Purdie	14 Jan 2020
VSE – Kirknewton Primary School	To inform committee of the VSE review and next steps – Kirknewton Primary School	Greg Welsh	14 Jan 2020
VSE – Deans Community High School	To inform committee of the VSE review and next steps – Deans Community High School	Catrina Hatch	14 Jan 2020
Education Scotland Inspection – Letham Primary School	To inform committee of the outcome of the Education Scotland (HMI) inspection at Letham Primary School	Greg Welsh	14 Jan 2020
VSE – Riverside Primary School	To inform committee of the VSE review and next steps – Riverside Primary School	Geraldine Armstrong	3 March 2020
VSE – Kirkhill Primary School	To inform committee of the VSE review and next steps – Kirkhill Primary School	Geraldine Armstrong	3 March 2020
Education Scotland Inspection – Winchburgh Primary School	To inform committee of the outcome of the Education Scotland (HMI) inspection at Winchburgh Primary School	Jackie Speirs	3 March 2020
Education Scotland Inspection – Whitburn Academy	To inform committee of the outcome of the Education Scotland (HMI) inspection at Whitburn Academy	Catrina Hatch	3 March 2020
VSE – Addiewell Primary School VSE – Stoneyburn Primary School	To inform committee of the VSE review and next steps – Addiewell and Stoneyburn Primary Schools	Jackie Speirs	28 April 2020

VSE – Whitdale Primary School	To inform committee of the VSE review and next steps – Whitdale Primary School	Jackie Speirs	28 April 2020
VSE – Williamston Primary School	To inform committee of the VSE review and next steps – Williamston Primary School	Greg Welsh	28 April 2020
Education Scotland Inspection – Bathgate Academy - Update	To inform committee of the progress made on the school's action plan following Education Scotland (HMI) inspection at Bathgate Academy carried out in January 2019	Catrina Hatch	28 April 2020
VSE – St Margaret's Academy	To inform committee of the VSE review and next steps – St Margaret's Academy	Catrina Hatch	9 June 2020
VSE – Blackridge Primary School	To inform committee of the VSE review and next steps – Blackridge Primary School	Jackie Speirs	9 June 2020
VSE – Linlithgow Bridge Primary School	To inform committee of the VSE review and next steps – Linlithgow Bridge Primary School	Jackie Speirs	9 June 2020
VSE – Balbardie Primary School	To inform committee of the VSE review and next steps – Balbardie Primary School	Geraldine Armstrong	9 June 2020