



Education (Quality Assurance) Committee

West Lothian Civic Centre
Howden South Road
LIVINGSTON
EH54 6FF

2 March 2021

A meeting of the **Education (Quality Assurance) Committee** of West Lothian Council will be held within the **Webex Virtual Meeting Room** on **Tuesday 9 March 2021** 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, declarations of interest in any urgent business and consideration of reports for information.

The Chair will invite members to identify any such reports they wish to have fully considered, which failing they will be taken as read and their recommendations approved.
4. Confirm Draft Minutes of Meeting of Education (Quality Assurance) Committee held on Tuesday 12 January 2021 (herewith)
5. Impact of West Lothian Digital Strategy and Delivery of Remote Learning: Southdale Primary School - Report by Head of Education (Primary) (herewith)
6. Impact of West Lothian Digital Strategy and Delivery of Remote Learning: West Calder High School - Report by Head of Education (Secondary) (herewith)

DATA LABEL: Public

7. Impact of Quality Improvement Team Supporting School Closure Period, Reopening of Schools and Remote Learning - Report by Head of Education (Primary) and Head of Education (Secondary) (herewith)
8. Workplan (herewith)

NOTE **For further information please contact Anastasia Dragona on tel. no. 01506 281601 or email 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, James Millar, Governance Manager, 01506 281695, james.millar@westlothian.gov.uk, Carol Johnston, Chief Solicitor, 01506 281626, carol.johnston@westlothian.gov.uk, Committee Services Team, 01506 281604, 01506 281621, 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 WEBEX VIRTUAL MEETING ROOM, on 12 JANUARY 2021.

Present – Councillors Stuart Borrowman (Chair), David Dodds, Pauline Clark, Peter Heggie, Chris Horne, Charles Kennedy, John McGinty, Andrew McGuire, George Paul, Moira Shemilt and Damian Timson; Appointed Members Lynne McEwen, Myra MacPherson and Margaret Russell

Apologies – Councillors Carl John and Andrew Miller

1 DECLARATIONS OF INTEREST

There were no declarations of interest made.

2 ORDER OF BUSINESS

The Chair ruled that agenda item 6 (*Update Report: Bathgate Academy*) would be considered before agenda item 5 (*Update Report: Letham Primary School and Nursery Class*).

3 MINUTES

The committee approved the minute of its meeting held on 3 November 2020 subject to the addition of Councillor George Paul in the sederunt. The Chair thereafter signed the minute.

4 UPDATE REPORT: BATHGATE ACADEMY

The committee considered a report (copies of which had been circulated) by the Interim Head of Education (Secondary) providing an update on the progress made by Bathgate Academy since its Education Scotland Inspection (HMI) in January 2019. Grant Abbot, Head Teacher, was in attendance to provide an update on the school's progress and to answer questions from committee members.

During discussion, the ongoing monitoring of progress was stressed as well as the sharing of good practice among teachers. As a result of the inspection, the school had reviewed and focused its priorities, with special emphasis on numeracy and maths. The Head Teacher also spoke about lessons learned from the pandemic, relationship building and adapting activities to allow continuing engagement of pupils as well as parents.

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

Decision

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

5 UPDATE REPORT: LETHAM PRIMARY SCHOOL AND NURSERY CLASS

The committee considered a report (copies of which had been circulated) by the Interim Head of Education (Primary) providing an update on the progress made by Letham Primary School and Nursery Class since its Education Scotland Inspection in May 2019. Sharon Wallace, Head Teacher, was in attendance to provide an update on the school's progress and to answer questions from committee members.

Discussion highlighted the importance of relationship building for remote learning. It was also noted that individual children's progress was continually monitored and assessed.

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

Decision

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

6 UPDATE REPORT: DEANS COMMUNITY HIGH SCHOOL

Margaret Russell left 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 Interim Head of Education (Secondary) providing an update on the progress made by Deans Community High School since its VSE in September 2019. Pauline Allison, Head Teacher, was in attendance to provide an update on the school's progress and to answer questions from committee members.

Evidence gathering and assessment of how well students had adapted to the circumstances created by the pandemic would be one of the school's main points of focus towards the next evaluation.

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

Decision

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

7 UPDATE REPORT: CEDARBANK SCHOOL

The committee considered a report (copies of which had been circulated) by the Head of Education (Learning, Policy and Resources) providing an

update on the progress made by Cedarbank School since its VSE in September 2019. Ann O'Hagan, Head Teacher, was in attendance to provide an update on the school's progress and to answer questions from committee members.

During discussion, the Head Teachers spoke about the school's focus on positive destinations given the current economy and job challenges, as well as the positive impact the new school building would have on school operation.

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

Decision

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

8 WORKPLAN

A workplan had been circulated for information.

Decision

To note the workplan.

DATA LABEL: PUBLIC



EDUCATION QUALITY ASSURANCE COMMITTEE

IMPACT OF WEST LOTHIAN DIGITAL STRATEGY AND DELIVERY OF REMOTE LEARNING: SOUTHDAL PRIMARY SCHOOL

REPORT BY HEAD OF EDUCATION (PRIMARY)

A. PURPOSE OF REPORT

To bring to the Committee's attention the impact of the West Lothian Digital Strategy on improving learning, teaching and assessment at Southdale Primary School and the effectiveness of the school's delivery of remote learning.

B. RECOMMENDATION

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

C. SUMMARY OF IMPLICATIONS

I Council Values	Focusing on our customers' needs; Being honest, open and accountable; Developing employees; Making best use of our resources; Working in partnership
II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	Education (Scotland) Act 1980 Children and Young People (Scotland) Act 2014 Education Continuity (No.7) Direction Education Continuity (No.8) Direction
III Implications for Scheme of Delegations to Officers	None
IV Impact on performance and performance Indicators	Education Scotland quality indicators are used to measure the performance of schools – How Good Is Our School?4 (HGIOS?4).
V Relevance to Single Outcome Agreement	Positive inspection reports are used as a key outcome measure in the Single Outcome Agreement.
VI Resources - (Financial, Staffing and Property)	School's Devolved Budget/Pupil Equity Funding
VII Consideration at PDSP	Not applicable
VIII Other consultations	None

D. TERMS OF REPORT

Background

School roll	249
Staffing and date of appointment of management team	1 Head Teacher – Aug 2016 1 Principal Teachers – Aug 2019 15.7 Teachers 6.0 Nursery Nurse 1.3 Advanced Pupil Support Workers 6.2 Pupil Support Workers
Pupil Equity Fund Allocation	£25,846

Context of the school

Southdale Primary School is a mainstream, non-denominational primary school which opened in August 2016. Upon opening the school roll was 112 and is now 227 children in P1-7 and 68 children in ELC. Parents, pupils, partners and staff were all involved in the creation and ongoing review of the vision, values and aims of the school.

Within the first three years of the school opening numeracy, literacy, digital learning, developing the young workforce and health and wellbeing were the core features of the school's improvement work. These areas have continued to be enhanced alongside the new priorities of developing 1+2 Languages and Outdoor Learning. The school achieved the Digital Schools Award in June 2019. The school has also gained national recognition through the Silver Sports Award, Bronze Rights Respecting Schools recognition and RHS School Gardening Award Levels 1 and 2.

The school had a positive validation of its work by West Lothian Council in November 2017 and since then opportunities for positive cluster validation have been utilised. The VSE team in 2017 found the following strengths in the school's work; the strong identity in the community, leadership of the Head Teacher and Principal Teacher, confidence of staff and pupils in initiating change, strategic direction and pace of change, digital technologies, relationships and behaviour, strong positive working relationships between staff and families and a strong nurturing ethos in the Early Learning and Childcare (ELC) setting.

Southdale ELC is registered to accommodate seventy children in the morning and in the afternoon. At present the ELC offers four morning and afternoon sessions and two full day sessions. It has a large open planned area that incorporates defined play and learning spaces. There is a large outdoor space that offers the children a variety of stimulating activities. The setting has direct access into the school building, allowing the children to use all school facilities. To enhance transition the school has created a shared space PAL Zone (Play and Learn) which is located between ELC and Primary 1. In June 2019 the Care Inspectorate visited the setting to evaluate the Quality of Care and Support and the Environment. Both were graded as 'very good'.

As part of the process of evaluating the effectiveness of Southdale Primary School's remote learning offer, officers met virtually with a number of focus groups and analysed data from engagement trackers and feedback from stakeholder surveys. Focus groups consisted of the school's leadership team, staff groups, pupil group and parent/carer group.

Areas of strength

- The school has built on its experience from the March-June school closure period to further develop its vision and rationale for developing an agile approach to learning. The culture for continuous improvement and the outstanding commitment of staff has resulted in a strong digital offer within school, and allowed for an effective transition to remote learning in January.
- The school has co-created with staff a clear set of expectations for remote learning which has led to a consistent and effective remote learning model for literacy, numeracy and health and wellbeing. The model includes 'live' interactive sessions, independent learning experiences and weekly reflections of learning.
- As part of the school's approaches to targeted interventions, one to one support and small group supports have been established with 'live' interactive sessions led by teaching staff or Pupil Support Workers. Pupil Support Workers share impact reports weekly with teaching staff and line managers to identify next steps in learning for those individuals.
- In the areas of Literacy and Numeracy, staff plan for and provide differentiated learning experiences to meet the needs of individuals. At all stages, assessment approaches in Literacy and Numeracy are varied to assess progress and identify next steps in learning.
- The school has recognised the requirement for maintaining strong relationships within its community and has implemented daily check-ins for all pupils, weekly virtual assemblies and has recently introduced a 'virtual playground' for P4-P7 pupils. Staff, pupils and parents all commented on the value of the social interaction opportunities being provided.
- There is a strong sense of collegiate working amongst staff to improve outcomes for learners. Approaches include agreeing school level expectations for remote learning; weekly staff moderation/meeting sessions; continuation of literacy and numeracy tracking and subsequent professional dialogue; Teams/SeeSaw groups have senior leaders as members; ongoing monitoring and tracking of pupil engagement in learning.
- Where pupil engagement is tracked as Amber or Red, the school makes direct contact with parents/carers at least weekly to discuss barriers and offer further supports. The school's engagement data highlights some barriers, most notably at P4 (literacy and numeracy) and P6 (wellbeing), with ongoing interventions at P7 (wellbeing, literacy and numeracy). The school has a clear understanding of each family's circumstances and is supporting appropriately.
- Parents reported that the school provides very clear communication to enable them to support the remote learning offer. Parents were extremely complimentary about the accessibility of the digital platforms being used, especially the introduction of SeeSaw for P1-P3. Parents also highlighted the prompt feedback teachers provide regarding their children's learning, which is ensuring they are making progress.

- Pupils were very positive about the steps the school has taken to ensure daily interaction with their teachers and peers. Pupils were very confident and articulate sharing their knowledge and skills in their use of OneNote/Seesaw and ability to insert video, sound files, pictures and texts into their 'digital jotters'. Although positive about many aspects of remote learning, pupils shared that they missed their school environment.
- The Early Learning and Childcare setting provides high quality, tailored support and learning programmes for all children and families throughout the current period where children are unable to attend the setting due to COVID restrictions.

Areas for consideration

- Expand the remote curriculum offer to ensure children receive their full entitlement through the promotion and use of West Lothian central learning offers e.g. StayInspired, WL Sways of Learning (learning experiences produced by central pedagogy officers) or more project-based learning experiences. This would also provide an opportunity for increased personalised learning.
- Through the expansion of the remote curriculum offer, staff could also consider the range and breadth of learning experiences being provided. A blend of rich digital experiences balanced with an increasingly wider range of alternative high-quality experiences.
- Explore and develop further P1-P3 staff/pupil interaction using the digital platforms available i.e. Skype for Business and SeeSaw.

Performance Information

Learner and Parent/Carer Remote Learning Feedback (January Survey)

Response Rates:

Pupils - 40.16% / WL 46.96% Parents/Carers - 39.76% / WL 28.16%

	Positive Response	
	School	Authority
Pupils:		
Accessing Online Platforms	98.00%	95.11%
Enjoying Learning	95.92%	90.33%
Regular Teacher Interaction	99.00%	99.09%
Supporting Wellbeing	93.18%	93.33%
Access to Support	97.73%	95.33%
Quantity of Activities *	86.05%	77.54%
Parents:		
Information to Support Wellbeing	95.96%	93.21%
Information to Support Learning	96.97%	92.93%
Confidence to Support Wellbeing	96.97%	96.22%
Confidence to Support Learning	91.92%	89.85%
Quantity of Activities *	80.81%	74.97%

* Those responding that there is too much.

Pupils – School 12% / WL 19%

Parent/Carers – School 17% / WL 17%

Learner Engagement Levels in Remote Learning

All West Lothian primary schools are adopting a consistent approach to tracking learner engagement in remote learning. The agreed categories for tracking learner engagement are:

Green – The learner is interacting well across all learning contexts. The learner is engaging in conversations and meeting deadlines in most circumstances. They are maintaining their pace of learning. The school is satisfied with the level of engagement.
Amber – The learner has logged in and is active and interacting with the content. Learner has submitted few pieces of work. The school requires to provide some level of intervention to support maintaining progress in learning.

Red – The learner is not engaging in learning. The school requires ongoing interventions to support the learner.

	Roll	H&WB Status			Literacy			Numeracy		
		Red	Amber	Green	Red	Amber	Green	Red	Amber	Green
P1	37	2.70%	0.00%	97.30%	2.70%	0.00%	97.30%	2.70%	0.00%	97.30%
P2	41	0.00%	0.00%	100.00%	2.44%	2.44%	95.12%	2.44%	2.44%	95.12%
P3	46	0.00%	0.00%	100.00%	4.35%	0.00%	95.65%	4.35%	0.00%	95.65%
P4	39	0.00%	0.00%	100.00%	0.00%	17.95%	82.05%	0.00%	17.95%	82.05%
P5	42	0.00%	0.00%	100.00%	2.38%	9.52%	88.10%	2.38%	9.52%	88.10%
P6	23	0.00%	13.04%	86.96%	0.00%	8.70%	91.30%	0.00%	8.70%	91.30%
P7	21	0.00%	0.00%	100.00%	0.00%	9.52%	90.48%	0.00%	9.52%	90.48%
School	249	0.40%	2.41%	97.19%	2.01%	6.43%	91.57%	2.01%	6.43%	91.57%

E. Education Officer Role

The Quality Improvement Team will continue to work with the school leadership team on delivering the areas identified for further improvement.

F. CONCLUSION

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

BACKGROUND REFERENCES

Officers engaging with the school

Greg Welsh	Interim Head of Education (Primary)
Geraldine Armstrong	Interim Quality Improvement Manager
Laura Compton	Digital Learning Manager

Appendices/Attachments: None

Contact Person: Geraldine Armstrong, Interim Quality Improvement Manager
Email: geraldine.armstrong@westlothian.gov.uk

Greg Welsh, Interim Head of Education (Primary)
Email: greg.welsh@westlothian.gov.uk

Date of meeting: Tuesday 9 March 2021

DATA LABEL: PUBLIC



EDUCATION QUALITY ASSURANCE COMMITTEE

IMPACT OF WEST LOTHIAN DIGITAL STRATEGY AND DELIVERY OF REMOTE LEARNING: WEST CALDER HIGH SCHOOL

REPORT BY HEAD OF EDUCATION (SECONDARY)

A. PURPOSE OF REPORT

To bring to the Committee's attention the impact of the West Lothian Digital Strategy on improving learning, teaching and assessment at West Calder High School and the effectiveness of the school's delivery of remote learning.

B. RECOMMENDATION

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

C. SUMMARY OF IMPLICATIONS

I Council Values	Focusing on our customers' needs; Being honest, open and accountable; Developing employees; Making best use of our resources; Working in partnership
II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	Education (Scotland) Act 1980 Children and Young People (Scotland) Act 2014 Education (Additional Support for Learning) (Scotland) Act 2014
III Implications for Scheme of Delegations to Officers	None
IV Impact on performance and performance Indicators	Education Scotland quality indicators are used to measure the performance of schools – How Good Is Our School?4 (HGIOS?4).
V Relevance to Single Outcome Agreement	Positive inspection reports are used as a key outcome measure in the Single Outcome Agreement.
VI Resources - (Financial, Staffing and Property)	School's Devolved Budget/Pupil Equity Funding
VII Consideration at PDSP	Not applicable
VIII Other consultations	None

D. TERMS OF REPORT

Background

School roll	847
Staffing and date of appointment of management team	1 Head Teacher – 1 Depute Headteacher – 1 Acting Depute Headteacher Area Business Manager 7 Principal Teachers Curriculum 5 Principal Teachers 1 Pupil Support Manager
Pupil Equity Fund Allocation	£66, 161

Context of the school

West Calder High School (WCHS) serves a large geographical area within West Lothian, from the border with Edinburgh City Council to the east, to the Lanarkshire boundary in the west. There are 6 Cluster Primary Schools: Addiewell, East Calder, Kirknewton (also recognised as serving Balerno High School, City of Edinburgh Council), Mid Calder, Parkhead and Woodmuir.

WCHS catchment area comprises a wide demographic with 23% of the school roll registered for Free School Meals. WCHS has a pupil roll of 847 and a teaching complement of 60 FTE.

WCHS has significantly increased the level of pupil involvement in the life of the school, promoting active citizenship through charity work and community engagement. The school has also achieved the Sports Scotland Silver School Sports Award. The school has good links with a variety of community and health and wellbeing partners.

The school has a state-of-the-art building which promotes and facilitates independent and flexible learning for young people, and inspires new, creative approaches to digital learning.

Areas of strength

- The school has built on its experience from the March-June school closure period to further develop its vision and rationale for developing an agile approach to learning. The culture of ambition, creativity and innovation and the outstanding commitment of staff, led effectively by the Senior and Middle leadership teams, has resulted in a strong digital offer within the school and allowed for an effective transition to remote learning in January.
- The school has developed a clear set of expectations for remote learning which has led to a consistent, effective and clearly communicated remote learning model across the curriculum S1-S6. The model includes 'live' interactive sessions, pre-recorded learning materials which can be accessed anywhere, at any time by pupils, and independent learning experiences. Pupils and parents/carers commend the weekly learning planners sent electronically by the school to help families to plan their time.

- The school has worked hard to ensure that pupils all have access to devices and the software needed to engage with remote learning. They offer a range of supports to pupils, parents and carers including weekly “digital drop ins” which are well used and highly valued by pupils and parents/carers.
- The school places the health and wellbeing of its pupils at the centre of its planning and has embedded systems to support pupils and to track their engagement in remote learning. This is done on a weekly basis and communicated with all staff. There are very strong relationships between the pupil support team and families. The school's effective pupil support strategy includes a learning mentor for each senior phase pupil as a single point of contact for families. Parents/carers spoke positively of this support structure. There are clear interventions planned for pupils not engaging in their learning and the school can clearly demonstrate the positive impact of these interventions in improving pupil engagement as remote learning has continued.
- The strong leadership across the school has led to a shared vision for improvement based on what the school community has learned during this period of remote learning. Innovative infrastructure in school including the creation of curricular collaborative teams, with subject teams paired together to plan collaborative improvement activities, support the embedding of this shared vision. This is further enhanced by the appointment of a Digital Transformation development post,
- There is a strong professional learning culture in the school. Staff are passionate about continuous improvement and demonstrate a willingness to develop creative and innovative approaches to remote online learning. They are keen to learn from each other and to look outwards and learn from interesting practice out with the school and local authority. There is a shared vision regarding the priorities for further improvement this session and beyond once this period of remote learning ends.
- Middle and Senior Leaders are working with staff to make use of a range of strategies to quality assure the remote learning offer including sampling live lessons over Microsoft Teams, gathering the views of groups of pupils and sampling pupils' electronic work completed over Microsoft Onenote. This is enabling them to identify areas for improvement for the school as they move forward.

Areas for consideration

- Ensure the consistency of the remote learning experience being offered and that the highly creative and innovative learning and teaching in some subject areas is on offer across the curriculum. In particular, pupils and parents/carers would like to see different types of learning experience that are not screen based as part of the remote learning offer, and improved ways of giving feedback to pupils on their learning. The subject improvement collaboratives offer a strong capacity for improvement here.
- Continue to review the remote learning offer in the Broad General Education to ensure that this is providing an appropriately challenging experience for all learners.
- Make greater use of the data gathered during remote learning, including engagement data, to inform planning and interventions.
- Give further consideration as to how to support learner wellbeing and relationship building during remote learning. An example of this would be the provision of supervised digital “breakout spaces” for interactions that are not focused on formal learning, particularly as remote learning continues.

Performance Information

Learner and Parent/Carer Remote Learning Feedback (January Survey)

Response Rates:

Pupils – 39%

Parents/Carers - 25%

	Positive Response	
	School	Authority
Pupils:		
Accessing Online Platforms	91.00%	86.00%
Enjoying Learning	75.00%	71.00%
Regular Teacher Interaction	94.00%	94.00%
Supporting Wellbeing	80.00%	90.00%
Access to Support	90.00%	94.00%
Quantity of Activities*	70.00%	50.00%
Parents:		
Information to Support Wellbeing	89.00%	87.00%
Information to Support Learning	83.00%	74.00%
Confidence to Support Wellbeing	95.00%	95.00%
Confidence to Support Learning	91.00%	87.00%
Quantity of Activities*	80.00%	62.00%

* Those responding that there is too much.

Pupils – School 25% / WL 48%

Parent/Carers – School 10% / WL 22%

*Those responding that there is too little

Pupils – School 5%/WL 2%

Parents – School 10%/WL 16%

Learner Engagement levels in Remote Learning

All West Lothian secondary schools are adopting a consistent approach to tracking learner engagement in remote learning. The agreed categories for tracking learner engagement are:

Green: The learner is interacting well on the team and across the three defined learning contexts. The learner is engaging in conversations and meeting deadlines in most circumstances. They are maintaining pace in their learning. The school is satisfied with the level of engagement.

Amber: The learner has logged in, is active on the team and is interacting with the content but has not submitted any work or completed any of the set assignments. The school has some concerns regarding the level of engagement.

Red: The learner has not engaged with any content that relates to the three defined learning contexts. The school has significant concerns regarding the level of engagement.

S1-S3 %	S1-S3%	S1-S3%
12	19	69

S4-S6 %	S4-S6%	S4-S6%
11	17	72

E. Education Officer Role

The Quality Improvement Team will continue to work with the school leadership team on delivering the areas identified for further improvement.

F. CONCLUSION

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

BACKGROUND REFERENCES

Officers engaging with the school

Catrina Hatch	Interim Head of Education (Secondary)
Geraldine Armstrong	Interim Quality Improvement Manager
Ali Lewis	Interim Education Officer (Secondary)
Laura Compton	Digital Learning Manager

Appendices/Attachments: None

Contact Person:

Ali Lewis, Interim Education Officer (Secondary)

Email: alison.lewis@westlothian.gov.uk

Catrina Hatch, Interim Head of Education (Secondary)

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Date of meeting: 9 March 2021

DATA LABEL: PUBLIC



EDUCATION QUALITY ASSURANCE COMMITTEE

IMPACT OF QUALITY IMPROVEMENT TEAM SUPPORTING SCHOOL CLOSURE PERIOD, REOPENING OF SCHOOLS AND REMOTE LEARNING

REPORT BY HEAD OF EDUCATION (PRIMARY) AND HEAD OF EDUCATION (SECONDARY)

A. PURPOSE OF REPORT

To inform the Committee of the role and impact of the Quality Improvement Team in supporting schools during periods of school closure, reopening of schools and implementation of remote learning.

B. RECOMMENDATION

It is recommended that the Committee note the contents of the report and the authority's approaches for ensuring continuous improvement throughout COVID period to date.

C. SUMMARY OF IMPLICATIONS

I Council Values	Focusing on our customers' needs; Being honest, open and accountable; Developing employees; Making best use of our resources; Working in partnership
II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	Education (Scotland) Act 1980 Children and Young People (Scotland) Act 2014 Education (Additional Support for Learning) (Scotland) Act 2014 Education Continuity Directions (January 2021)
III Implications for Scheme of Delegations to Officers	None
IV Impact on performance and performance Indicators	Quality of school performance impacts on key attainment PIs
V Relevance to Single Outcome Agreement	Raising attainment and ensuring our children get the best start in life
VI Resources - (Financial, Staffing and Property)	WLAM Unit Activity Budget (outlined in Education Services' Management Plan)
VII Consideration at PDSP	Not applicable
VIII Other consultations	None

D. TERMS OF REPORT

D1 Background – Quality Improvement Team Role

The core function of the Quality Improvement Team (QIT) is to support and challenge school leaders in all schools to build capacity for self-evaluation that leads to improvement in the key areas of:

- Leadership and Management
- Learning Provision
- Success and Achievements

The team plays a key role in driving the implementation of the Raising Attainment Strategy, through effective quality improvement activities, which includes validated self-evaluation. The team also carries out individual and collective school attainment reviews, engaging school leaders in the forensic analysis of performance data to inform improvements and interventions.

The core function of the Performance Team is to provide the Quality Improvement Team and schools with support in the management, analysis and intelligent use of data to support improvements in key indicators of performance. The Quality Improvement team will also support improvements in Early Learning and Childcare in Council establishments and partner providers.

D2 School Closure Period (March – June 2020)

During the initial school closure period, the Quality Improvement Team continued to provide the following key activities and deliver positive outcomes through engagement with school leaders and directly with teaching staff through virtual platforms –

- Continued to achieve effective school improvement and raise attainment through the Moving Forward in Your Learning Steering Group. This led to West Lothian's commitment to an 'Agile Learning' culture. An Agile learning culture ensures that learning can take place remotely, can be supported by others and leads to motivated and engaged learners. A series of professional learning sessions with all practitioners has built capacity and a readiness within the system to facilitate remote learning.
- Developed Curriculum Recovery Maps for Health and Wellbeing (HWB), Literacy and Numeracy to guide and support schools in these key areas of the curriculum. The recovery maps support the delivery of high-quality learning, teaching and assessment, providing progression pathways, practical resources and relevant professional learning.
- Introduced HWB self-reporting toolkits for all pupils to track wellbeing status. This data was analysed by the central performance team to ascertain the wellbeing position of each school. Targeted and universal interventions have been provided to support the improvement of wellbeing for all pupils.
- Provided high quality professional learning based on the newly revised West Lothian Numeracy Progression Pathways. These pathways further support practitioners to provide excellent and equitable, high quality experiences to engage, motivate and inspire all learners to meet their individual needs in numeracy and mathematics.
- Provided resources and training to embed a reading and writing culture across schools and listening and talking skills across the curriculum. The Literacy Strategic Steering Group migrated to online working to continue sharing and collaborating in Teams spaces for school-based Literacy Champions and targeted schools.
- Provided detailed guidance, fortnightly Head Teacher briefings and one to one sessions to ensure that all schools had a 2020/21 School Improvement and Recovery Phase Plan in place by June 2020.

These plans were informed by national priorities and local, contextual data analysis of attainment and online learner engagement. All schools produced an interim curriculum rationale that took account of the most recent national and local guidance related to the current situation.

- Focussed on providing clear and accessible guidance and support to schools' improvements in Literacy and Numeracy and providing exemplification of approaches to remote learning. The central pedagogy officers actively engaged in producing bitesize professional learning for all staff – short, focused recordings which emphasise the strong messages embedded in the Progression Pathways.
- Provided parent/carer information and support materials with a focus on wellbeing and supporting learning at home. As a result of the analysis of parent/carer surveys, the team shared key messages for schools to consider for future online learning experiences. Clear communication of national and local updates to parent and carers continue to be a priority.
- Initial tracking and monitoring of School Home Learning Engagement took place in May 2020. This gave an authority overview of the provision of home learning and the engagement taking place.

D3 Reopening of Schools (August – December 2020)

During the reopening of schools in August, the Quality Improvement Team provided the following key activities -

- 'Data to drive improvement' sessions clearly identified the authority priorities for session 2010/2021. Priorities agreed with school leaders were Health and Wellbeing and the safe return of our children and staff; continued focus on improvement in attainment in literacy and numeracy; a specific focus on listening and talking attainment to positively impact on overall literacy attainment; and a relentless focus of progress of children from most deprived areas (Quintile 1 group). The focus on these priorities has remained throughout the current period of remote learning.
- Delivered a central support model to provide support and challenge to all schools. The model included focused 1:1 attainment meetings with link officers to analyse data and set clear and timeous actions; individual school meetings with the Performance Team to support understanding and interpretation of data; and bitesize professional development sessions at weekly HT briefings.
- Agreed, in consultation with West Lothian Local Negotiation Committee for Teachers, advice for all school on Remote and Blended Learning. Guidance sets out an authority approach to the use of digital tools to support learning, teaching and assessment across all areas of the curriculum, in all circumstances. The digital focus since returning to school in August 2020 has ensured that every teacher and learner in P4 –S6, has a level of confidence in using Microsoft 365 within Glow and Teams and every teacher and learner in P1 – P3, has a level of confidence in using SeeSaw.
- Refined systems for tracking learner progress towards Curriculum for Excellence levels, addressing the impact of the school closure periods.
- Continued, as planned, to monitor and track progress of learners in line with the authority's attainment programme (*appendix 1*). The performance team continued to play a strategic role in supporting schools to analyse and interpret their school data.
- Redesigned probationer teachers' professional learning programme to a virtual platform utilising Microsoft Teams. This features revised content including sessions on Literacy, Numeracy and HWB recovery, digital learning and additional support for practitioner enquiry. This has ensured that all probationers have additional support and professional learning to provide high quality learning and teaching for all learners.

- Further supported schools and parents with a focus on virtual parental engagement opportunities. Training sessions were provided on the introduction of online parents' evenings, guidance for schools and Parent Councils on holding virtual parent meetings and Parent Council meetings. In addition, a WL Parental Engagement Channel was established for schools to be able to share links and resource.

D4 Remote Learning (January 2021 – current)

As a result of the national move to remote learning commencing on 11 January 2021, and return to some specific stages of in-school learning from 22nd February, the Quality Improvement Team is providing the following key activities -

- Produced remote learning guidance to support schools with the planning and preparation for the period of remote learning. The document sets out sector specific guidance on a shared understanding and expectations of what remote learning means for our schools across West Lothian Council. This has led to an improvement in the remote learning offer ensuring that all learners have the opportunity to progress and extend their learning, interact and collaborate with their peers and work independently.
- Produced Early Learning and Childcare (ELC) Remote Learning Framework to ensure a strong focus on children's health and wellbeing and high-quality learning, teaching and assessment through a play-based approach. This has ensured that each setting has analysed their tracking data, identified gaps and is providing daily experiences in literacy and numeracy to promote children's learning and development.
- In collaboration with Performance Team, further developed tracking and monitoring of learner engagement to effectively track and monitor learner engagement and progress in learning, regardless of their learning environment. In primary schools it will capture an overview of learner engagement within literacy, numeracy and HWB. In secondaries engagement will be captured across the curriculum. In ASN schools individual targets in relevant subject areas will be captured.
- Developed school learner engagement guidance, providing clear standards and expectations of learning and teaching, assessment, feedback, and high-quality interactions. This has ensured that schools can quickly identify the quality of learner engagement through remote learning and how to support all learners to reach their full potential.
- Evolved link officer support and challenge engagements with individual schools. This facilitates individual engagement with schools to ensure continuous improvement in remote learning. Adapted Quality Improvement activities have allowed for virtual engagement with senior leadership teams, staff, parents/carers and learners to evaluate the effectiveness of the remote learning offer. Key to this process are a set of reflective questions (*appendix 2*) based on the core Quality Indicators within 'How Good is Our School 4?'. All schools supported by the QIT are evaluating and reviewing their plans and practice on an ongoing basis to ensure their remote learning offer is aligned to national and local guidance.
- Captured the initial experience of remote learning through a survey to all learners and parents/carers attending primary and secondary schools. The feedback provided was extremely positive in terms of the delivery of remote learning across schools identifying significant strengths due to the authority's strategic approach and consistent guidance issued to schools. Identified areas for consideration along with national guidance, has informed planned bitesize sessions on reporting to parents, parent communication and feed and family wellbeing and family learning.
- In addition, ELC settings issued parental engagement surveys. Data from these demonstrate that practitioners engage regularly with parents/carers to monitor, review and adapt the activities on offer to ensure continued engagement. Most parents responded that they felt their child's ELC setting provided the right amount of information for them to support their child's learning at home.

- Developed guidance and a suite of resources that demonstrate where assessment sits within Literacy and Numeracy progression pathways. Effective assessment approaches continue to be part of daily learning and teaching as part of remote learning. Focus will be given to strengthening the ability of children and young people to plan and assess their own learning, and enabling and building on the role of parents and carers in supporting this.
- Providing supportive professional learning opportunities, in partnership with Education Scotland's Scrutiny Team, for identified schools on school improvement planning, a group of senior leaders on effective approaches to self-evaluation and all ELC Area Support Managers to build consistency of understanding of what high quality ELC provision looks like.

E. CONCLUSION

The Quality Improvement Team, will continue to engage school leaders and middle leaders to ensure the delivery of high-quality learning, teaching and assessment within an agile learning culture. The team will also continue to monitor and track pupil engagement levels and progress in learning to ensure attainment continues to improve.

F. BACKGROUND REFERENCES

How Good is Our School 4?

https://education.gov.scot/improvement/Documents/FRWK2_HGIOS4.pdf

West Lothian Learner and Parent/Carer Survey of Remote Learning (PDSP Paper)

<https://coins.westlothian.gov.uk/coins/viewDoc.asp?c=e%97%9Dh%97n%7F%8D>

Appendices/Attachments:

Appendix 1 – Primary Attainment Programme 2020/21

Appendix 2 – Reflective Questions

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Date of meeting: 9 March 2021

Appendix 1 - QUALITY IMPROVEMENT TEAM 2020/21 Primary Attainment Programme



Timeline of Activity	Responsibility	Timing
Tracking and Monitoring meeting – overview of the programme	QI Team	29 th September
School update and review progress of P1, P4 and P7 pupils - Quality Assured through Benchmark Groups	HTs	23 rd October
P1, P4 and P7 update of progress submitted to Performance Team	HTs	30 th October
HT engagement session – Analysis of authority P1, P4 and P7 progress	QI Team / Perf Team	10 th and 11 th Nov.
HT Engagement Session - Planned intervention and support / progress being made (Benchmarking Groupings)	HTs	19 th Nov.
Update and review progress of P2, P3, P5 and P6 pupils - Quality Assured through Benchmark Groups Submit P2, P3, P5 and P6 update of progress	HTs	29 th January
HT engagement session – progress being made (Benchmarking Groupings)	HTs	2 nd Feb
Analysis of authority P2, P3, P5 and P6 progress and planned intervention and support	QI Team Perf Team	5 th February
Update and review progress of P1, P4 and P7 pupils - Quality Assured through Benchmark Groups Submit P1, P4 and P7 progress	HTs QI Team/Perf Team	12 th March 26 ^h March
HT engagement session – progress being made (Benchmarking Groupings)	QI Team/Perf Team	27 th and 28 th April
Update and review progress for all stages - Quality Assured through Benchmark Groups	HTs	May/June
HT engagement session – progress being made (Benchmarking Groupings)	HTs	3 rd June
Submission of all stages for Scottish Government return for P1, P4 and P7	HTs	11 th June
HT engagement session – review of West Lothian attainment picture	QI Team / Perf Team	16 th June

Appendix 2



3.1 Ensuring wellbeing and Equity/3.2 Raising attainment and achievement/2.2 Curriculum/2.3 Learning, teaching and assessment
January/February 2021

School:

Cluster:

Attainment and Support Meeting

Reflective Questions
How will you be able to implement those plans/actions identified at attainment meetings this session?
What does the 'remote learning offer' look like in your school? How well does the 'remote learning offer' in your school ensure that every opportunity is focused on raising attainment in literacy and numeracy?
Is there a clear and shared understanding across the school that Remote Learning involves pupils receiving their full learning entitlement 'in home'?
How will you ensure that all teachers deliver high quality learning experiences for all children?
How will you ensure that teacher professional judgement informs: <ul style="list-style-type: none"> the learning experiences planned? planned opportunities for teacher/pupil and pupil/pupil interactions? planned assessment and feedback approaches?
How will you now continue to meet the needs and secure the progress of learners in Quintile 1 and our vulnerable learners?
How will you continue to review the identification and support for vulnerable learners?
How will you ensure that effective interventions continue to be in place for your learners
Is there a shared understanding across the school for the need to focus on pupils' continued progress in literacy and numeracy and to engage with the pathways and benchmarks to plan and assess learning?

EDUCATION (QUALITY ASSURANCE) COMMITTEE (EQAC) WORKPLAN 2020-2021

VSE – Validated Self Evaluation

Title	Purpose	Lead Officer	EQAC date
WL Digital Strategy (Primary)	To inform committee of the impact of the Council's Digital Learning Strategy at Southdale PS.	Greg Welsh	9 March 2021
WL Digital Strategy (Secondary)	To inform committee of the impact of the Council's Digital Learning Strategy at West Calder High School	Catrina Hatch	9 March 2021
QI Team Impact Report	To inform committee of the QI Teams impact on driving improvement during school closure and recovery phase	Greg Welsh	9 March 2021
Education Scotland Inspection – Riverside Primary School and Nursery Class – Update	To inform committee of the progress made on the school's action plan following Education Scotland inspection at Riverside Primary School and Nursery carried out in February 2020	Catriona Macrae	27 April 2021
			8 June 2021