



Education (Quality Assurance) Committee

West Lothian Civic Centre
Howden South Road
LIVINGSTON
EH54 6FF

6 January 2022

A meeting of the **Education (Quality Assurance) Committee** of West Lothian Council will be held within the **MS Teams Virtual Meeting Room** on **Tuesday 11 January 2022** at **2:00pm**.

For Chief Executive

BUSINESS

Public Session

1. Apologies for Absence
2. Declarations of Interest - Members must declare any interests they have in the items of business for consideration at the meeting, identifying the relevant agenda items and the nature of their interests.
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 02 November 2021 (herewith)
5. Validated Self-Evaluation (VSE) Report on Learning, Teaching and Assessment: Deans Community High School - report by Head of Education (Secondary Schools) (herewith)
6. Education Scotland Report: Uphall Primary School and Nursery - report by Head of Education (Primary) (herewith)

DATA LABEL: Public

7. Her Majesty's Inspectors of Education (HMIE) Thematic Inspection Programme - report by Heads of Education (herewith)
8. Her Majesty's Inspectors of Education (HMIE) Scrutiny Programme Update - report by Heads of Education (herewith)
9. Workplan (herewith)

NOTE **For further information please contact Karen McMahon on tel. no. 01506 281621 or email karen.mcmahon@westlothian.gov.uk**

CODE OF CONDUCT AND DECLARATIONS OF INTEREST (2021)

This form is a reminder and an aid. It is not a substitute for understanding the Code of Conduct and guidance.

Interests must be declared at the meeting, in public.

Look at every item of business and consider if there is a connection.

If you see a connection, decide if it amounts to an interest by applying the objective test.

The objective test is whether or not a member of the public with knowledge of the relevant facts would reasonably regard your connection to a particular matter as being so significant that it would be considered as being likely to influence your discussion or decision-making.

If the connection does not amount to an interest then you have nothing to declare and no reason to withdraw.

If the connection amounts to an interest, declare it as soon as possible and leave the meeting when the agenda item comes up.

When you declare an interest, identify the agenda item and give enough information so that the public understands what it is and why you are declaring it.

Even if the connection does not amount to an interest you can make a statement about it for the purposes of transparency.

More detailed information is on the next page.

Look at each item on the agenda, consider if there is a “connection”, take advice if necessary from appropriate officers in plenty of time.

A connection is any link between the item of business and:-

- you
- a person you are associated with (e.g., employer, business partner, domestic partner, family member)
- a body or organisation you are associated with (e.g., outside body, community group, charity)

Anything in your Register of Interests is a connection unless one of the following exceptions applies.

A connection does not exist where:-

- you are a council tax payer, a rate payer, or a council house tenant, including at budget-setting meetings
- services delivered to the public are being considered, including at budget-setting meetings
- councillors’ remuneration, allowances, expenses, support services or pensions are being considered
- you are on an outside body through a council appointment or nomination unless it is for regulatory business or you have a personal conflict due to your connections, actions or legal obligations
- you hold a view in advance on a policy issue, have discussed that view, have expressed that view in public, or have asked for support for it

If you see a connection then you have to decide if it is an “interest” by applying the objective test.

The objective test is whether or not a member of the public with knowledge of the relevant facts would reasonably regard your connection to a particular matter as being so significant that it would be considered as being likely to influence your discussion or decision-making.

If the connection amounts to an interest then:-

- declare the interest in enough detail that members of the public will understand what it is
- leave the meeting room (physical or online) when that item is being considered
- do not contact colleagues participating in the item of business

Even if decide your connection is not an interest you can voluntarily make a statement about it for the record and for the purposes of transparency.

The relevant documents are:-

- [Councillors’ Code of Conduct, part 5](#)
- [Standards Commission Guidance, paragraphs 129-166](#)
- [Advice note for councillors on how to declare interests](#)

If you require assistance, contact:-

- Julie Whitelaw, Monitoring Officer, 01506 281626, julie.whitelaw@westlothian.gov.uk
- James Millar, Governance Manager, 01506 281613, james.millar@westlothian.gov.uk
- Carol Johnston, Chief Solicitor and Depute Monitoring Officer, 01506 281626, carol.johnston@westlothian.gov.uk
- Committee Services Team, 01506 281604, 01506 281621
committee.services@westlothian.gov.uk

MINUTE of MEETING of the EDUCATION (QUALITY ASSURANCE) COMMITTEE held within MS TEAMS VIRTUAL MEETING ROOM, on 2 NOVEMBER 2021.

Present – Councillors Stuart Borrowman (Chair), David Dodds, Pauline Clark, Bruce Fairbairn, Peter Heggie, Chris Horne, Charles Kennedy, Maria MacAulay, John McGinty, Andrew McGuire, Andrew Miller, Moira Shemilt and Appointed Member Margaret Russell

Apologies - Appointed Members Derek Cornwall, Lynne McEwen and Myra MacPherson

Absent – Councillor George Paul

1. DECLARATIONS OF INTEREST

Agenda Item 7 - Validated Self Evaluation (VSE) Report: St Margaret's Academy

Councillor Moira Shemilt declared an interest in that she had a family member at St Margaret's Academy. She would participate in this item of business.

2. MINUTES

The committee approved the minute of its meeting held on 27 April 2021 as a correct record.

3. HER MAJESTY'S INSPECTORS OF EDUCATION (HMIE) SCRUTINY PROGRAMME

The committee considered a report (copies of which had been circulated) by the Heads of Education informing of the HM Inspectors of Education (HMIE) scrutiny programme for academic session 2021-22.

It was recommended that the committee note the contents of the report and the programme of scrutiny outlined by HMIE.

Decision

To note the contents of the report.

4. VALIDATED SELF-EVALUATION: ST ANTHONY'S PRIMARY SCHOOL

The committee considered a report (copies of which had been circulated) by the Head of Education (Primary) bringing to their attention St Anthony's Primary School's validated self-evaluation and identified areas for improvement for session 2021-2022. Johanne Gardner, Head Teacher, was in attendance to provide an update on the school's progress and to answer questions from committee members.

Following Mrs Gardner's presentation, committee highlighted the school's data in achieving the Curriculum for Excellence levels compared to authority and national figures. The Head Teacher detailed the various means in which this was being addressed which included a collaborative and consistent staff approach. Specifically addressing numeracy levels in primary 1, Mrs Gardner advised interventions had been put in place for a number of pupils which led to a percentage increase from 77% in June to 82% in October. Officers expanded on the data detailed for 2020/21 advising that the authority were looking closely at this as a whole in relation to the interrupted periods of learning throughout the COVID-19 pandemic. A publication was expected through the National Improvement Framework detailing the national impact which could provide wider context.

Further discussion followed and included a query regarding the schools own evaluation of performance indicators 2.3 and 3.1 as satisfactory in comparison to the VSE's outcome of good. It was explained that in order to assess the outcome sound evidence was required and the VSE team had supported the school in understanding they had suitable evidence to achieve the better rating.

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. VALIDATED SELF EVALUATION (VSE) REPORT: ST MARGARET'S ACADEMY

Councillor Andrew McGuire left the meeting as this item was being concluded and did not participate in the remaining items of business.

The committee considered a report (copies of which had been circulated) by the Head of Secondary Education bringing to their attention the outcomes of the Validated Self Evaluation (VSE) of St Margaret's Academy's approach to recovery and continuing improvement. Siobhan McGarty, Head Teacher, was in attendance to provide an update on the school's progress and to answer questions from committee members.

Committee noted the Head Teacher's update and discussion led to an enquiry on how engagement with families was achieved considering the large catchment area. Mrs McGarty confirmed this was addressed through digital means, such as online parents evenings and also through the use of the school newsletter which provided the opportunity to make parents aware of what happens in the classrooms and the school in general.

It was acknowledged that the school performed consistently well with school leavers progressing to an initial positive destinations. Mrs McGarty

explained this was achieved through the schools close links with various partners, 1-1 engagement with pupils who were applying for university and by “going the extra mile” to ensure pupils were leaving school with a suitable destination. Career discussions started with pupils early in their time at the school with work experience and presentations from employers assisting those who may not yet have a clear career plan.

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

Decision

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

6. VALIDATED SELF-EVALUATION: CALDERWOOD PRIMARY SCHOOL

The committee considered a report (copies of which had been circulated) by the Head of Education (Primary) bringing to their attention Calderwood Primary School’s validated self-evaluation and identified areas for improvement for session 2021-2022. Sarah Burton, Head Teacher, was in attendance to provide an update on the school’s progress and to answer questions from committee members.

Miss Burton’s update explained that although primary pupils had not started in the school until September 2021 her Head Teacher post had commenced in May. This provided the opportunity to build relationships with families, through the use of media channels, in order to build confidence in the school prior to the pupils attending. Miss Burton also explained the transition process, which was personalised through contact with existing establishments in order to assist any pupils who may have required personalised supports.

The committee highlighted similarities between Calderwood and the new community developments in Winchburgh, querying how the community could be actively built. Miss Burton explained the school’s continual engagement with families towards the development of the school and the support the school received from families in return. Due to the close proximity of Calderwood Country Park, the school could make use of their surroundings for outdoor learning with the community appreciating seeing pupils using the area to support their learning.

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

Decision

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

7. WORKPLAN

A workplan had been circulated for information.

Officers advised that the workplan would be updated to detail a change from the noted VSE for St John the Baptist Primary School which would be replaced with St Paul's Primary School, East Calder. The workplan would also be updated for the full academic session following review of the HMIE scrutiny programme and Scottish Government guidance.

Decision

1. To note the workplan;
2. To note the VSE detailed for St John the Baptist Primary School would be replaced with St Paul's Primary School, East Calder; and
3. To note officers would continue to review Scottish Government guidance and the re-engagement of the HMIE scrutiny programme and update the workplan for the full academic session.

DATA LABEL: PUBLIC



EDUCATION QUALITY ASSURANCE COMMITTEE

VALIDATED SELF-EVALUATION (VSE) REPORT ON LEARNING, TEACHING AND ASSESSMENT: DEANS COMMUNITY HIGH SCHOOL

REPORT BY HEAD OF EDUCATION (SECONDARY SCHOOLS)

A. PURPOSE OF REPORT

To bring to the Committee's attention the outcomes of the Validated Self Evaluation (VSE) of Deans Community High School. The VSE focussed specifically on Quality Indicator 2.3 Learning, Teaching and Assessment.

B. RECOMMENDATION

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

C. SUMMARY OF IMPLICATIONS

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

VIII Other consultations

None

D. TERMS OF REPORT

Background

Date of VSE	15 th & 18 th November 2021
School roll	977
Staffing and date of appointment of management team	1 Head Teacher (Aug 2015) 3 Depute Head Teachers (Aug 2017/Sept 2016/Jan 2019) 10 Principal Teachers 62.83 Teachers 0.92 Business Support 1.29 Pupil Support Worker Advanced 3.53 Pupil Support Worker 1.84 Administrative 0.92 Clerical 4.19 Technician 1.58 Auxiliary
Scottish Index of Multiple Deprivation (SIMD) – 1 st being most deprived and 11 th being least deprived	SIMD rank of 3180.21 Order 4 out of 11 West Lothian Secondary Schools
PEF Allocation	£136,671

Context of the School

Deans Community High School is a non-denominational school situated within North Livingston. Students come from a variety of backgrounds, including socio-economic and ethnic, with around 111 for whom English is not their first language. There are close links with Cluster Primary Schools; Carmondean PS, Deans PS, Knightsridge PS, Meldrum PS and Seafield PS. The school has an annexe for Senior Phase students from Cedarbank School who attend a mixture of classes in the annexe and the wider school.

2021/22 GIRFEC Levels (% of students)

Stage	Roll	Level 1	Level 2	Level 3	Level 4
S1	173	83.82%	13.87%	1.73%	0.58%
S2	201	84.08%	12.94%	2.99%	0.00%
S3	184	84.24%	13.59%	2.17%	0.00%
S4	190	84.21%	12.11%	3.16%	0.53%
S5	147	85.03%	10.20%	4.76%	0.00%
S6	82	82.93%	14.63%	2.44%	0.00%
School	977	84.14%	12.79%	2.87%	0.20%

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:

- There are very positive and respectful relationships between staff and learners across the school, which create the climate for effective learning. Staff are highly committed to supporting learners in a range of ways both in and out with the classroom. This is evident during lessons, individual interactions between staff and learners and across the wider life of the school.
- There is a calm and organised environment for learning in all teaching areas visited by the team. In all lessons observed, the team saw young people who were respectful, attentive and focused on their learning. Staff should be commended for the structures and planning they have put in place to create this.
- Digital technology is being used extensively in the Senior Phase, building on systems and pedagogies developed during remote learning, to support learners to progress. Senior pupils feel strongly that this impacts positively on their learning experience.
- Middle leaders have developed an increasingly clear understanding of their role as leaders of learning in the school. Their collaborative professional learning is having an impact on improving learning and teaching across the school. There is a clear commitment from this group to continue to drive forward improvements in this way.
- Learner conversations and feedback are valued by learners and parents/carers in the Senior Phase. Learners are aware of their targets and knowledgeable about their next steps and how to action these.
- The school's Leading Learning strategy, which is in its third year of implementation, is welcomed by staff. This has led to visible improvements in the quality of learning and teaching across the school. There is a commitment across the school to using educational research to further improve learning, teaching and assessment.

Areas for Development

- The school should continue to develop a shared understanding of active engagement across its staff and pupils. Further opportunities should be taken by the school, particularly in the Broad General Education, to engage learners actively in lessons, for example by increasing pupil ownership of learning and sense of agency.
- The school recognises the need to improve pace and challenge within the Broad General Education. This should be further developed as an integral part of planning of lessons, with effective differentiation integral to this.
- The school is aware that there needs to be a continued focus on learner conversations and feedback in the Broad General Education. Staff need to be more explicit with students about their targets and next steps in the Broad General Education.
- The school should continue with its plans to develop its Learning, Teaching and Assessment strategy linked to Career Long Professional Learning. This will help to build staff shared understanding of impactful pedagogy.
- The school should build on its successes in the Senior Phase, further embedding Digital Technology into learning and teaching, to ensure that this is an integral part of students' learning in the Broad General Education. This would ensure that the digital skills developed during remote learning are further evolved.

Performance Information

Attendance (Previous Session 2020/21)

Attendance	School – 90.75% West Lothian – 91.76%
Authorised Absence	School – 4.62% West Lothian – 5.14%
Unauthorised Absence	School – 4.60% West Lothian – 3.06%

Teacher Professional Judgement

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

Data was not collected in 2019/20 or 2020/21 by the Scottish Government due to the Covid-19 pandemic.

2018/19	Roll	Reading	Writing	Listening & Talking	Numeracy
School	192	92.19%	90.63%	92.19%	95.83%
Authority	2067	96.81%	96.13%	97.87%	94.63%
National	#N/A	90.50%	89.60%	91.46%	90.17%

2017/18	Roll	Reading	Writing	Listening & Talking	Numeracy
School	189	93.62%	93.62%	94.65%	93.65%
Authority	2028	93.18%	91.79%	93.82%	93.05%
National	#N/A	90.00%	89.04%	91.18%	89.04%

2016/17	Roll	Reading	Writing	Listening & Talking	Numeracy
School	172	94.19%	94.77%	93.60%	89.53%
Authority	1925	92.57%	91.48%	92.78%	92.24%
National	#N/A	90.02%	88.83%	90.83%	88.24%

Senior Phase Breadth & Depth

SCQF 5+ Level 6 (By end of S5)					
	2016/17	2017/18	2018/19	2019/20	2020/21
School	21.11%	31.49%	34.30%	32.63%	36.27%
Virtual Comparator	14.50%	18.23%	20.70%	21.95%	22.85%
Authority	28.51%	32.32%	41.15%	43.62%	47.03%
National	19.54%	20.21%	22.36%	24.17%	24.68%

SCQF 3+ Level 6 (By end of S5)					
	2016/17	2017/18	2018/19	2019/20	2020/21
School	35.56%	50.83%	51.16%	45.26%	51.30%
Virtual Comparator	32.17%	38.67%	40.93%	45.32%	44.15%
Authority	46.18%	52.42%	57.82%	59.89%	62.84%
National	39.60%	40.46%	42.72%	46.31%	47.78%

SCQF 1+ Level 6 (By end of S5)					
	2016/17	2017/18	2018/19	2019/20	2020/21
School	53.33%	65.19%	68.02%	60.00%	69.95%
Virtual Comparator	51.44%	57.18%	60.12%	64.05%	63.32%
Authority	66.34%	69.41%	70.78%	74.99%	77.59%
National	59.78%	60.49%	61.75%	64.31%	66.00%

SCQF 1+ Level 7 (By end of S6)					
	2016/17	2017/18	2018/19	2019/20	2020/21
School	20.41%	17.88%	22.78%	16.00%	21.16%
Virtual Comparator	20.46%	19.55%	20.11%	24.23%	27.57%
Authority	20.28%	21.61%	20.68%	24.53%	25.35%
National	21.49%	22.39%	21.64%	24.22%	27.45%

Leavers Entering Initial Positive Destinations

	2015/16	2016/17	2017/18	2018/19	2019/20
School	90.00%	91.63%	93.25%	93.71%	91.98%
Virtual Comparator	92.71%	92.36%	93.25%	93.03%	91.66%
Authority	92.74%	93.93%	94.36%	94.81%	92.88%
National	93.33%	93.72%	94.40%	95.05%	93.36%

Subject Performance – S5 SQA Highers

Subject	School Pass Rate 2020/21	National Pass Rate 2020/21	School Presentation Rate (% of S4)	National Presentation Rate (% of S4)
Mathematics	88.89%	89.05%	22.28%	26.54%
English	76.74%	80.14%	41.97%	52.24%

Overall Evaluations

Quality Indicators	School	VSE
2.3 Learning, Teaching and Assessment	Good	Good

E. CONCLUSION

There is evidence of improvement in learning and teaching in the school and the VSE team are confident in the school's capacity to continue to improve. The local authority will continue to support and challenge Deans Community High School in continuing its work on improving outcomes for young people.

F. BACKGROUND REFERENCES

Team Members

Pauline Allison	Head Teacher Deans Community High School
Caroline Bleach	Depute Head Teacher Deans Community High School
Dawn Fleming	Depute Head Teacher Deans Community High School
Stephen Small	Depute Head Teacher Deans Community High School
Catrina Hatch	Interim Head of Education (Secondary Schools)
Ali Lewis	Education Officer (acting)
Avril Mclean	Education Officer (acting)
Claire Gill	Education Officer (acting)
Sarah Moffatt	Depute Head Teacher Bathgate Academy
Steven Mackenzie	Principal Teacher Curriculum Inveralmond Community High School

Appendices/Attachments: none

Contact Person: Alison Lewis, Education Officer (Acting)

Email: Alison.lewis@westlothian.gov.uk

Head of Service: Catrina Hatch, Head of Education (Interim)

Email: catrina.hatch@westlothian.gov.uk

Date of meeting: 11 January 2022

DATA LABEL: PUBLIC



EDUCATION QUALITY ASSURANCE COMMITTEE

EDUCATION SCOTLAND REPORT: UPHALL PRIMARY SCHOOL AND NURSERY

REPORT BY HEAD OF EDUCATION (PRIMARY)

A. PURPOSE OF REPORT

To bring to the Committee's attention Education Scotland's report on the progress of Uphall Primary School to address the areas for improvement identified in the Education Scotland report published on 14 May 2019.

B. RECOMMENDATION

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

C. SUMMARY OF IMPLICATIONS

I Council Values	Focusing on our customers' needs; Being honest, open and accountable; Developing employees; Making best use of our resources; Working in partnership
II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	Education (Scotland) Act 1980 Children and Young People (Scotland) Act 2014 Education (Additional Support for Learning) (Scotland) Act 2014
III Implications for Scheme of Delegations to Officers	None
IV Impact on performance and performance Indicators	Education Scotland quality indicators are used to measure the performance of schools – How Good Is Our School?4 (HGIOS?4).
V Relevance to Single Outcome Agreement	Positive inspection reports are used as a key outcome measure in the Single Outcome Agreement. Positive is measured by satisfactory or better in the quality indicators used by Education Scotland.

VI Resources - (Financial, Staffing and Property)	School's Devolved Budget/Pupil Equity Funding
VII Consideration at PDSP	Not applicable
VIII Other consultations	None

D. TERMS OF REPORT

Background

Date of continuing engagement inspection	25 th and 26 th October 2021
School roll	248
Nursery Roll	40
Staffing and date of appointment of management team	Head Teacher (Nov 2020) Acting Depute Head Teacher (Jan 2021) Principal Teacher (April 2021) 0.8 Acting Principal Teacher (March 2019) 16.5 Teachers 1 Early Years Officer 5 Early Years Practitioner 6 Pupil Support Worker Administrative Assistant 0.5 Clerical Assistant Supervisory Assistant Breakfast Club Assistant
Scottish Index of Multiple Deprivation (SIMD) – 1 st being most deprived and 67 th being least deprived	SIMD Rank – 3148.17 Order 35 out of 68 West Lothian Primary Schools
Pupil Equity Fund Allocation	£80,311.86

Context of the school

Uphall Primary School and Nursery serves the villages of Uphall and Ecclesmachan, set within the Broxburn Cluster. The school has 11 classes with 3 composite classes at P2/1, P3/2, P5/4. There is also a small group setting provision for identified pupils with additional support needs. The ELC capacity is 56/56 with 12 full day places. In November 2020 the current Head Teacher was appointed and has effectively led the school with the support of Acting DHT, appointed in January 2021, and 2 Principal Teachers.

2021/22 GIRFEC Levels (% of students)

Stage	Roll	Level 1	Level 2	Level 3	Level 4
Nursery	53	92.45%	1.89%	5.66%	0.00%
P1	24	95.83%	4.17%	0.00%	0.00%
P2	24	54.17%	45.83%	0.00%	0.00%
P3	34	61.76%	32.35%	2.94%	2.94%
P4	38	78.95%	21.05%	0.00%	0.00%
P5	35	51.43%	48.57%	0.00%	0.00%
P6	44	65.91%	31.82%	2.27%	0.00%
P7	50	60.00%	34.00%	6.00%	0.00%
School	249	74.14%	45.12%	20.91%	20.48%

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

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

Level 3 (Enhanced): The child's additional support needs require input from two, or more, support services and/or different agencies

Level 4 (Intensive): Referral to SORG who will allocate alternative provision

Context of the report

In May 2019, Education Scotland published a report on Uphall Primary School. The letter set out a number of areas for improvement which were agreed with the school. Inspectors discussed the school's capacity to improve with West Lothian Council. Inspectors from Education Scotland committed to return to carry out a further inspection of the school within one year of publication of the May 2019 report. Due to the impact of COVID-19 pandemic, re-engagement with Education Scotland was delayed until November 2021 when Scottish Government School Guidance restrictions had eased.

The report in May 2019, identified four key areas for improvement for the school

- 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.

In November 2021, Education Scotland visited the school again and looked at the particular areas that had been identified in the original inspection. They also considered other aspects of the school's work including the impact of the pandemic on Uphall Primary School and the actions taken to support recovery, children's health and wellbeing, learning and progress.

Re-engagement Findings

Inspectors stated that the school has made significant progress addressing recommendations and responding to the challenges resulting from the COVID-19 pandemic. They will make no further visits to the school in connection with the inspection and noted the following key strengths of the school

- The calm and effective leadership provided by the headteacher ensured children, families and staff were well supported. The staff team demonstrated a real commitment to ensuring positive outcomes for all children.
- Local authority and school recovery plans have a strong focus on recovery and improvement. Health and wellbeing is central to these plans and there are signs of the positive impact this is having across the school. Staff have created individual wellbeing and learning supports to meet the needs of all children.
- The school continues to strengthen its relationships with children and their families through regular communication.
- The headteacher has re-energised the school. Children and staff confidently shared their successes, the challenges they have faced and steps they have taken to support recovery and renewal. Children spoke proudly of each other and staff. All staff, led by the headteacher, have made significant progress in addressing school improvement in a number of important ways.
- Positive and effective teamwork at all levels is now a strength of the school. The headteacher has brought a clarity of vision, consults effectively and pays close attention to the wellbeing and professional learning needs of staff at all levels. As a result, staff now make a valuable contribution to improving all aspects of the school through self-evaluation and leading improvement priorities.
- Good progress is being made in improving the quality of learning and teaching and effective professional learning is helping to bring about greater consistency in all classes.
- The headteacher and leadership team are focused on improving outcomes for children. They have established clear structures to ensure effective planning, monitoring and tracking is in place and is reviewed regularly.

Teacher Professional Judgement

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

Pupils Achieving Expected National Curriculum for Excellence Levels – Primary 1

2020/21	Roll	Reading	Writing	Listening & Talking	Numeracy
School	22	90.91%	90.91%	95.45%	90.91%
Authority	2067	82.58%	80.89%	87.71%	84.76%
National	N/A	76.61%	74.05%	83.96%	81.07%

2018/19	Roll	Reading	Writing	Listening & Talking	Numeracy
School	42	97.62%	95.24%	95.24%	97.62%
Authority	2191	86.03%	83.61%	90.73%	88.00%
National	N/A	81.53%	79.04%	86.86%	84.70%

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%

Pupils Achieving Expected National Curriculum for Excellence Levels – Primary 4

2020/21	Roll	Reading	Writing	Listening & Talking	Numeracy
School	35	71.43%	62.86%	80.00%	68.57%
Authority	2162	80.25%	77.15%	89.82%	81.54%
National	N/A	73.32%	66.67%	82.04%	71.59%

2018/19	Roll	Reading	Writing	Listening & Talking	Numeracy
School	50	84.00%	84.00%	84.00%	84.00%
Authority	2237	83.64%	79.93%	90.34%	82.03%
National	N/A	78.02%	72.71%	85.38%	76.79%

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	77.49%	71.81%	84.55%	75.84%

Pupils Achieving Expected National Curriculum for Excellence Levels – Primary 7

2020/21	Roll	Reading	Writing	Listening & Talking	Numeracy
School	51	68.63%	62.75%	88.24%	74.51%
Authority	2216	82.27%	78.25%	89.89%	80.32%
National	N/A	75.74%	69.01%	82.32%	71.90%

2018/19	Roll	Reading	Writing	Listening & Talking	Numeracy
School	46	78.26%	73.91%	91.30%	82.61%
Authority	2265	83.89%	80.44%	91.48%	82.47%
National	N/A	79.84%	73.68%	85.61%	75.99%

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	78.75%	72.87%	84.10%	74.77%

Quality Improvement Officer Role

The Quality Improvement Team will continue to work with the Head Teacher and school staff on the delivery of the school's improvement plan 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 and so we will make no more visits in connection with this inspection. Education Scotland will inform parents of the school's progress in addressing the improvement actions and West Lothian Council will inform parents about the school's progress as part of its annual arrangements for reporting on the quality of provision.

F. BACKGROUND REFERENCES

Education Scotland Inspection Report May 2019
<https://education.gov.scot/media/1muilv1x/uphallpsncins140519.pdf>

Appendices/Attachments:

Appendix 1 – Education Scotland Summary of Visit

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Date of meeting: 11 January 2022

Summary of visit to Uphall Primary School and Nursery Class

About this summary document

Her Majesty's Inspectors of Education (HM Inspectors) have prepared this document following a recent visit to Uphall Primary School and Nursery Class that they carried out along with officers from West Lothian Council. It contains more detail than the letter we sent to parents/carers. We hope that schools will find this document helpful to continue to support recovery, renewal and improvement work.

About our visit

We made the commitment some time ago to revisit Uphall Primary School and Nursery Class following a previous inspection, and our recent visit was arranged to fit in with the school's individual circumstances.

All of the activities undertaken by HM Inspectors during the visit were discussed in advance with the headteacher and with local authority officers. Taking into account the COVID-19 pandemic, some activities have been carried out remotely.

The visit included discussions to consider the progress made by the school since the original inspection. HM Inspectors also explored the impact of the pandemic on the school as well as the actions being taken to support recovery. HM Inspectors recognise that some priorities may have been paused or overtaken as the school responded to the pandemic.

Current context of the school – impact of COVID-19

Uphall Primary School and Nursery Class is situated in the village of Uphall in West Lothian, serving the Uphall and Ecclesmachan areas. The school faced significant challenges brought on by COVID-19. This included providing support for vulnerable families, managing staff absence, using technology to deliver learning and engaging all children in remote learning. However through these challenges, the school community has strengthened and supported each other. The headteacher was appointed in November 2020. Her strong strategic leadership has supported the school community well, and the staff team are committed to ensuring positive outcomes for all children. Whole school nurture approaches have ensured children feel supported and safe. As a result, children are now demonstrating more resilience in learning.

Steps the establishment is taking in relation to COVID-19 recovery

All staff recognise the impact the COVID-19 pandemic has had on children, particularly those who are vulnerable or who have barriers to their learning. Staff have created bespoke wellbeing and learning supports to meet the needs of individuals. This includes targeted small group support, access to counselling and continued weekly check-ins for a few families. The headteacher continues to utilise staff flexibly to manage staff absence and ensure the continuity of learning for all children. Effective use of digital technologies supports children who are isolating to access learning.

The implementation of local authority and school recovery plans has ensured a focus on relevant priorities to address the needs of all children. Health and wellbeing is central to recovery planning. Universal and targeted approaches support children with their social, emotional and mental wellbeing. Robust analysis of both formative and summative assessment data has allowed staff to identify any gaps in learning. They have put in place appropriate interventions, which are effectively meeting the needs of individuals. The school continues to strengthen its relationships with families and learners through regular communication. The school has evolved its vision in partnership with families, staff and children. As a result, the school's vision now reflects its current context and underpins the caring ethos and culture of the school community.

Safeguarding

The headteacher has taken appropriate action to address the area for improvement cited at the original inspection. Teachers have developed the health and wellbeing curriculum to ensure there is a strong focus on supporting children's understanding of their emotional wellbeing. All children have identified a trusted adult in school who they can ask to speak at any time. Children speak positively about this approach and articulate the impact this has on their emotional wellbeing. The headteacher has developed an assembly programme with a strong focus on the wellbeing indicators. Questionnaire data gathered by the school shows a significant increase in the number of children reporting that they now feel safe in school.

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.

Working together, local authority officers, senior leaders and HM Inspectors identified strengths, progress and areas for further consideration during the visit.

Very good progress has been made in taking forward this area for improvement.

The headteacher has an energetic and transparent leadership style which is supporting the school and community to realise the vision they have worked together to set. She has established a positive mindset across the school and leads change at a pace appropriate to the challenging context created by the pandemic. Children and staff are upbeat and solution focused. This has built trust and confidence in her leadership and that of the senior leadership team. As a result, staff believe strongly in the improvement actions she has set for the school and are committed to achieving them.

The school plan sets out clear and relevant improvement priorities based on robust self-evaluation. The priorities rightly have a strong focus on improving learning and teaching and there is clear evidence of their impact within classes across the school.

The headteacher has established teacher leadership groups. These have been fundamental to the success of teacher-led professional learning and capacity building. Teachers are rightly proud of their work in leading improvements across the school. A well-planned collegiate calendar ensures the work of the groups is shared with all staff. Staff monitor and evaluate new initiatives and approaches to ensure they lead to improved experiences for children across the school.

Pupil Support Workers (PSWs) participate in regular, well-planned professional learning. They value this highly and speak positively about their role in taking forward improvements in learning and teaching. They have had a particularly positive impact on the school's work to develop health and wellbeing. All PSWs have completed a programme of study through the Open University to develop their skills in supporting the social and emotional wellbeing of children. They apply their knowledge effectively when working with individuals and small groups.

The senior leadership team have reviewed approaches to providing interventions for children who require additional support with their learning. A more strategic approach is now ensuring that data informs the decisions made in planning this support. Senior leaders monitor interventions to ensure there is impact in closing the attainment gap.

The pace of change has been appropriate and has supported staff wellbeing. The staff team are now ready to increase the pace of change. Senior leaders and staff should continue to use robust self-evaluation to inform school improvement planning.

Improve approaches to learning and teaching to ensure children's experiences are of a consistently high quality across the school.

Working together, local authority officers, senior leaders and HM Inspectors identified strengths, progress and areas for further consideration during the visit.

Good progress has been made in taking forward this area for improvement.

There is a clear commitment to improving learning and teaching across the school. Most children are settled in class, respectful to their teachers and peers, and can stay on task. The headteacher and staff recognise that this needs to be a continuing priority. They should continue to work as a team to further develop approaches to differentiation.

Children say their teachers work hard to ensure they understand what they are learning about and how they will know if they have been successful. They commented very positively on the flexible nature of many of their tasks to bring about the right levels of challenge.

Teachers have created learning spaces within and out with the classroom that enable child-led approaches to learning. They make good use of available space to enhance teaching and enable children to share their own learning journeys through displays. The use of digital learning approaches also enable children to talk about their learning. Children spoke positively about the efforts of their teachers to provide interesting learning experiences during periods of remote learning.

Staff professional learning has had a strong focus on promoting positive relationships. This has been a growth area for the school during the pandemic. 'Zones of regulation' help children make sense of the emotions they feel on a daily basis. Children feel their teachers care for them and they value their positive relationships with adults in the school. Staff manage children's behaviour in a consistent and sensitive manner. A few children receive well-planned, targeted support for their social and emotional needs. The newly introduced small group setting is providing effective support for children who require a higher level of support.

Teacher leadership groups focus on improving approaches to literacy and English, numeracy and mathematics and health and wellbeing. They have created an agreed lesson structure, a

statement on agreed expectations and 'non-negotiables' for each curricular area. This work is beginning to have a positive impact on learning and teaching.

Teachers have built on work started to support remote learning in planning across a level. As a result, children experience increasingly consistent approaches to learning and teaching across the school. Teachers are keen to build on this approach to planning across a level to share and develop their practice.

There continues to be scope to embed further and deepen the understanding of the pedagogical approaches teachers now use in their day-to-day work. This will continue to build capacity to improve teaching further. It will also build teachers' confidence to be innovative and creative.

Ensure robust assessment and moderation arrangements provide reliable evidence to better inform and support progress in learning.

Working together, local authority officers, senior leaders and HM Inspectors identified strengths, progress and areas for further consideration during the visit.

Satisfactory progress has been made in taking forward this area for improvement.

Staff have rightly focused on improving teachers' pedagogical understanding of quality learning and teaching, particularly through the pandemic. They now recognise the need to strengthen approaches to assessment and moderation and ensure they make a measurable difference to children's attainment and achievement.

The headteacher and senior leadership team are successfully building capacity across the school through professional learning and focused discussions with staff. All teachers have engaged in professional learning to develop their understanding of and approaches to moderation at a stage and school level. They are at the early stages of engaging in moderation activities. Opportunities to engage in moderation with cluster colleagues have the potential to develop teachers' approaches to using assessment to inform planning.

Most teachers use formative assessment strategies effectively during lessons. They provide ongoing feedback to children within lessons to support learning. Teachers should continue to engage in professional learning and share their practice to ensure approaches to assessment are consistent throughout the school. Teachers should ensure children understand the role of formative assessment in helping them to identify their strengths and next steps 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.

Working together, local authority officers, senior leaders and HM Inspectors identified strengths, progress and areas for further consideration during the visit.

Good progress has been made in taking forward this area for improvement.

The headteacher and senior leadership team are focused on improving outcomes for children. They have established suitable arrangements to ensure planning, monitoring and tracking are in place and reviewed regularly. The senior leadership team are realistic about the progress they

have made and provide important professional learning for staff to improve further this aspect of the school's work.

Senior leaders and teachers now use the local authority tracking tool. Regular excellence and equity meetings provide valuable opportunities for senior leaders and teachers to discuss children's progress. They identify children who are not on track and plan supports and interventions for individuals and groups. Staff should continue to develop their skills in analysing and using data to inform their planning and improve outcomes for all.

PSWs provide effective targeted support to groups and individuals. They work well with teachers to plan for children and contribute to the ongoing monitoring and evaluation of support and interventions.

Senior leaders have made good use of attainment data to identify classes requiring significant additional support. There are early signs of progress in these classes. Senior leaders should continue to use data in this way to support the school's work to improve attainment for all. All teachers now use local authority progression pathways to plan learning for all curricular areas. This is leading to greater consistency in children's experiences as they move through the school. An increase in stage and level planning is supporting teachers to develop a shared understanding children's progress within a level. Senior leaders should now support teachers to plan using relevant and creative contexts.

Importantly, throughout the pandemic and resulting transitions in and out of school, the headteacher has ensured staff take full account of the varying extent to which children have progressed in their wellbeing and learning. Close relationships and regular work with families has enhanced this work.

What happens next?

Understandably, the school has been responding to the challenges resulting from the COVID-19 pandemic. These have had a significant impact on the work of the school. Staff are implementing plans to support recovery. Staff have addressed the recommendations from the original inspection successfully. As a result, we will make no more visits to the school in connection with the original inspection. West Lothian Council will continue to inform parents about the school's progress as part of its usual arrangements for reporting on the quality of its education service.

DATA LABEL: PUBLIC



EDUCATION QUALITY ASSURANCE COMMITTEE

HER MAJESTY'S INSPECTORS OF EDUCATION (HMIE) THEMATIC INSPECTION PROGRAMME

REPORT BY HEADS OF EDUCATION

A. PURPOSE OF REPORT

To inform committee of West Lothian schools engagement in HM Inspectors of Education (HMIE) thematic inspection programme for academic session 2021-22.

B. RECOMMENDATION

It is recommended that the committee note the contents of the report and the detail of the thematic inspection undertaken by HMIE in West Lothian schools.

C. SUMMARY OF IMPLICATIONS

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

D. TERMS OF REPORT

D1 Background

On 13 March 2020, Education Scotland took the decision to pause the routine inspection programme due to the COVID-19 pandemic to allow schools and education establishments to focus on providing support to their colleagues, learners and local communities. As part of a phased re-introduction approach to scrutiny, Her Majesty's Inspectorate of Education (HMIE) carried out three national thematic inspections in the period September to December 2021 to support education recovery. These national thematic inspections focused on the following areas:

- Approaches to supporting children's and young people's wellbeing
- Outdoor learning
- Local approaches to recovery

East Calder Primary School, Inveralmond Community High School and Burnhouse Skills Centre were the West Lothian schools involved in the thematic inspections. The key strengths and next steps were shared with the respective schools' leadership teams and are outlined below.

D2 East Calder Primary School - Approaches to supporting children's and young people's wellbeing

Key strengths

Positive impact of the well-established relationships between the school and its community, by means of ongoing and open communication channels throughout the period of the pandemic.

The school's responsiveness to the wellbeing of individual pupil, family and staff needs and ensuring access to the most appropriate support mechanisms, including counselling, the school's mental health first aider and the introduction of Zones of Regulation to support learners. These provided opportunities for children to discuss their emotions effectively and provide strategies to regulate their emotions.

Appropriate progress and pace of change for improvements in digital literacy and digital technologies resulting in the upskilling of staff and learners. This has enhanced the school's digital journey which was recognised in June 2021 in achieving the Digital Schools Award and recognition for their work around Cyber Resilience and Internet Safety.

Next steps

Continue to review interventions in place with a focus on measuring impact over time.

Inveralmond Community High School - Outdoor learning

Key strengths

Recognition of the school's creative approaches to outdoor learning which is underpinned by a clear vision for the place of outdoor learning within the wider curriculum.

A clear commitment to outdoor learning in a range of subjects including English, Art and Design, Geography, Science, PE and History. In addition, the school offers the Duke of Edinburgh programme for all young people and a targeted intervention – 'Kids Gone Wild' – for a group of young people with a diagnosis of Autistics Spectrum Disorder (ASD). Early evidence is that this programme is highly valued by young people and their parents and is impacting positively on their attendance and engagement in learning.

Next steps

Continue to extend the use of outdoor learning across the school.

Burnhouse Skills Centre - Approaches to recovery and improvement planning

Key Strengths

A calm, secure, nurturing and safe environment for all learners. The school building is being used creatively utilising all spaces effectively to meet learners' needs and promote a wide variety of opportunities for learning.

The school is focused on recovery of children and families alongside maintaining staff wellbeing. Families feel nurtured and supported, helping them to be successful, confident parents and advocates for their children.

As a result of the efforts and commitment of the staff team there is significant opportunities for success available to every child and their families, focussing on successful outcomes for all.

The school's award-winning approach to improvement, 'One Child at a Time Approach', uses a range of focused interventions in literacy and numeracy leading to a positive impact on participation, attendance and achievement.

Next steps

Continue to make use of the school improvement plan and professional enquiry approaches to establish next steps in the recovery journey.

Continue to develop creative approaches to capturing and valuing the voice of children and families to instil the belief of success.

E. CONCLUSION

Overwhelmingly the feedback from HMIE was very positive across all establishments and the next steps highlighted had already been identified by each of the establishments as areas for continuous improvement. HM Inspectors will provide national messages for each theme in early 2022. The Quality Improvement Team will continue to support schools to address any actions as a result of the national thematic inspections.

F. BACKGROUND REFERENCES

Appendices/Attachments:

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Date of meeting: 11 January 2022

DATA LABEL: PUBLIC



EDUCATION QUALITY ASSURANCE COMMITTEE

HER MAJESTY'S INSPECTORS OF EDUCATION (HMIE) SCRUTINY PROGRAMME UPDATE

REPORT BY HEADS OF EDUCATION

A. PURPOSE OF REPORT

To inform committee of HM Inspectors of Education (HMIE) updated scrutiny programme for academic session 2021-22.

B. RECOMMENDATION

It is recommended that the committee note the contents of the report and the changes to the programme of scrutiny outlined by HMIE.

C. SUMMARY OF IMPLICATIONS

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

D. TERMS OF REPORT

D1 Background

The Education (Quality Assurance) Committee carries out a scrutiny role in relation to internal and external schools' assessment and inspection reports. It provides a dedicated and specialised forum for scrutiny of performance and inspection outcomes for schools and educational establishments.

At its meeting on 2nd November, members of the committee were informed of HM Inspectors of Education (HMIE) intended programme of scrutiny for the remainder of academic session 2021/22. In line with public health guidance and local circumstances related to the pandemic this programme has been reviewed and amended by HMIE.

D2 Update on Her Majesty's Inspectorate of Education Programme for January 2022

During the implementation of Phase 1 of the resumption of scrutiny programme, inspectors observed first hand the challenges staff and learners are facing. Inspectors have also engaged with stakeholders on their views regarding the resumption of inspections in January 2022. In considering the views of stakeholders, along with the ongoing challenges settings and schools are facing in dealing with COVID-19, HMIE have taken the decision **not to resume** the routine school and early learning and childcare school inspection programme as previously outlined.

It is now the intention that following the mid-term February break, if COVID-19 conditions allow, HM Inspectors will carry out 'recovery visits' to a selection of early learning and childcare settings and schools.

During these visits, HM Inspectors will focus on how schools and settings are addressing the impact of COVID-19 and will seek to learn about what is working well and also highlight the ongoing challenges. HM Inspectors will explore with staff that range and quality of learning children and young people are experiencing and the work being done to meet children's and young people's learning and wellbeing needs. HM Inspectors will not report on specific quality indicators nor assign summative grades as part of their visits.

HM Inspectors will provide more information regarding the revised programme of scrutiny in January 2022.

E. CONCLUSION

The Quality Improvement Team and Performance Team will continue to provide schools with a high level of support and challenge in the preparation for inspection. The outcome of inspection is used to inform school, cluster and local authority improvement priorities and activities.

F. BACKGROUND REFERENCES

EQAC Paper (02.11.21)- HMIE Scrutiny Programme Paper
[West Lothian Council Committee Information - View Committee Document](#)

Appendices/Attachments:

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Date of meeting: 11 January 2022

EDUCATION (QUALITY ASSURANCE) COMMITTEE (EQAC) WORKPLAN 2021-2022

VSE – Validated Self Evaluation

Title	Purpose	Lead Officer	EQAC date
VSE – Deans Community High School	To inform committee of the VSE review, focusing on Learning, Teaching and Assessment – Deans Community High School	Ali Lewis	11 Jan 2022
Her Majesty's Inspectors – Uphall Primary School Update	To inform committee of the outcome of Her Majesty's Inspectors ongoing engagement with Uphall Primary School	Catriona Macrae	11 Jan 2022
Her Majesty's Inspection Scrutiny Programme Update	To inform committee of HMI's updated programme for scrutiny	Greg Welsh	11 Jan 2022
Her Majesty's Inspectors Thematic Inspection	To inform committee of West Lothian schools engagement in national thematic inspections	Geraldine Armstrong	11 Jan 2022
VSE – Low Port Primary School	To inform committee of the VSE review and next steps – Low Port Primary School	Karen Brown	8 March 2022
VSE – St Paul's Primary School	To inform committee of the VSE review and next steps – St Paul's Primary School	Lisamaria Purdie	8 March 2022
VSE – Linlithgow Bridge Primary School	To inform committee of the VSE review and next steps – Linlithgow Bridge Primary School	Karen Brown	8 March 2022
VSE – Inveralmond Community High School	To inform committee of the VSE review, focusing on Learning, Teaching and Assessment –Inveralmond Community High School	Ali Lewis	8 March 2022
VSE – Greenrigg Primary School	To inform committee of the VSE review and next steps – Greenrigg Primary School	Catriona Macrae	26 April 2022
VSE – Longridge Primary School	To inform committee of the VSE review and next steps – Longridge Primary School	Karen Brown	26 April 2022
VSE – Blackridge Primary School	To inform committee of the VSE review and next steps – Blackridge Primary School	Jackie Speirs	7 June 2022
VSE – Simpson Primary School	To inform committee of the VSE review and next steps – Simpson Primary School	Julie Ross	7 June 2022

