



Education (Quality Assurance) Committee

West Lothian Civic Centre
Howden South Road
LIVINGSTON
EH54 6FF

24 October 2022

A hybrid meeting of the **Education (Quality Assurance) Committee** of West Lothian Council will be held within the **Council Chambers, West Lothian Civic Centre, Livingston** on **Tuesday 1 November 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 30 August 2022 (herewith)
5. Validated Self-Evaluation: Meldrum Primary School and Deans North Early Learning and Childcare (ELC) Setting - Report by Head of Education (Primary, Early Years and Resources) (herewith)
6. Validated Self-Evaluation: Bankton Primary School - Report by Head of Education (Primary, Early Years and Resources) (herewith)

DATA LABEL: Public

7. Validated Self-Evaluation: Polkemmet Primary School and Early Learning and Childcare (ELC) Setting - Report by Head of Education (Primary, Early Years and Resources) (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 (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, 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:-

- James Millar, Interim Monitoring Officer and 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

January 2022

MINUTE of MEETING of the EDUCATION (QUALITY ASSURANCE) COMMITTEE held within COUNCIL CHAMBERS, WEST LOTHIAN CIVIC CENTRE, LIVINGSTON, on 30 AUGUST 2022.

Present – Councillors Peter Heggie (Chair), Andrew McGuire, Stuart Borrowman, Pauline Clark, Lawrence Fitzpatrick (substituting for Councillor Ann Davidson), Moira McKee Shemilt and Sally Pattle; Appointed Member Lynne McEwen

Apologies – Councillor Ann Davidson and Appointed Members Kent Ballantyne and Margaret Russell

1. DECLARATIONS OF INTEREST

Item 6 - Validated Self-Evaluation: Williamston Primary School

Councillor Lawrence Fitzpatrick stated that he was a member of the Williamston Primary School Parent Council. However, having applied the objective test he considered that this did not amount to an interest and so took part in the item of business.

2. MINUTES

The committee confirmed the Minutes of its meeting held on held on 11 January 2022 as a correct record. The Minute was thereafter signed by the Chair.

3. VALIDATED SELF-EVALUATION: BLACKRIDGE PRIMARY SCHOOL -

The committee considered a report (copies of which had been circulated) by the Head Of Education (Primary, Early Learning and Resources) bringing to their attention Blackridge Primary School's quality improvement activity and identified areas for improvement for session 2022-2023. Angela Downie, Head Teacher, was in attendance to provide an update on the school's progress and to answer questions from committee members.

Following the Head Teachers presentation, the schools plan for the use of this years allocated Pupil Equity Funds (PEF) was queried with Mrs Downie explaining that, through the application of the authority's new Toolkit, clearer management and monitoring of pupils was possible for those identified as requiring support. Funding enabled staff to work with the identified pupils in order to provide targeted support which in the previous year had led to an increase in the levels achieved within the school.

Discussion continued with a question regarding the introduction of a family learning programme which had been identified as an area for improvement. The committee were informed that this would be targeted initially at the early years - primary one stage with the needs of families

identified and bespoke arrangements put in place, in particular for those pupils who had access to PEF funding.

Information on pupils general progress was also discussed with consideration to any effects as a result of the COVID-19 pandemic. It was explained that vulnerable pupils attending school during the pandemic had benefitted from a high adult to child ratio enabling the school to ensure no further widening of the gap particularly with regards to literacy and numeracy. The focus on these subjects had now been widened to other subjects on the curriculum. The Head Teacher also explained that where data had highlighted the need, support was adjusted, through the use of Pupil Support Assistants and the utilisation of Additional Support Needs packages. Groups would also be amalgamated where there were particularly large gaps.

The discussion concluded with a question on the new nursery building and how this had impacted the children. It was explained that the school benefitted from a great outdoor environment and the nursery space was child friendly which had created a calmer environment overall.

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.

4. VALIDATED SELF-EVALUATION: WILLIAMSTON PRIMARY SCHOOL

The committee considered a report (copies of which had been circulated) by the Head of Education (Primary, Early Learning and Resources) bringing to their attention Williamston's Primary School's validated self-evaluation and identified areas for improvement for session 2022-2023. Jane Livingston, Head Teacher, was in attendance to provide an update on the school's progress and to answer questions from committee members.

Committee requested further information regarding the 37% of primary 7 pupils, detailed within section D2 of the report, as having additional support needs and whether this had presented challenges. Committee were advised that a key strength of the school was their staff confidence in identifying gaps in learning examples of which included care experienced children, dyslexia and autistic spectrum. The school had identified that this particular cohort required to be targeted and an application was made for an additional teacher which was provided by the authority with some additionality from PEF funding.

Outdoor learning was noted in section D3 of the report and the Head Teacher was asked to expand on this. The committee were advised that their VSE had been towards the end of January and at that time there were still cohort bubbles with limited access. Since then, pupils had been consulted with regards to their outdoor learning and were now in a

position to go out around the school area and also had access to Williamston Woods. Furthermore, for this session, there was a teacher leading on Health and Wellbeing who was accessing the wider area and gardening allotment to develop this further for all classes.

The report detailed that for period 2020/21, 100% of pupils at primary 1 stage had achieved expected national Curriculum for Excellence Levels in reading. The Head Teacher was asked if that was accurate and while confirming that was the case explained how it had been achieved. The school benefitted from a Pupil Support Worker (PSW), trained in speech and language and vocabulary, resulting in targeted interventions at an early level with focus now moving from primary 1 to primaries 2 and 3.

The committee then asked what work was undertaken to increase parent and guardian engagement and inclusivity. In response, members were advised that the pandemic had created challenges, however, lockdown had enabled the school to contact particular families via phone calls, in order to provide one to one contact, and staff were also visible at the school gates to meet informally. Following lockdown, the opening of the school provided the opportunity for community catch-up through events such as sports day, teas and coffees within the school and in person parent council meetings. Shared finishing times for every year group had also allowed access to the school building for all groups.

Responding to a question regarding the 1+2 languages curriculum the Head Teacher explained what this involved and was open to a suggestion that the school consider Gaelic as an additional language.

Discussion concluded with a question on the lower allocation of PEF funding for a double stream primary school. It was explained that resources required to be allocated as meaningfully as possible and the school had invested heavily in; a highly skilled PSW team, two Early Years practitioners, two members of staff trained in Maths recovery approaches, investing in PSW training to upskill, nurture groups which also supported children with tailored Health and Wellbeing interventions and a raising attainment teacher. In addition, there were a number of children identified as performing beyond national expectations, hence the 100% reading result discussed earlier and for those pupils challenge and support groups were provided by the raising attainment teacher to make sure they were on track.

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.

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

The committee considered a report (copies of which had been circulated)

by the Head of Education (Primary, Early Learning and Resources) informing of the HM Inspectors of Education (HMIE) scrutiny programme for academic session 2022-23.

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.

6. VALIDATED SELF-EVALUATION APPROACHES 2022/23

The committee considered a report (copies of which had been circulated) by the Heads of Education informing of Education Services' planned approaches to Validated Self-evaluation (VSE) activity for 2022-2023.

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

Decision

To note the contents of the report

7. WORKPLAN

A workplan had been circulated for information.

Decision

To note the workplan.

DATA LABEL: PUBLIC



EDUCATION QUALITY ASSURANCE COMMITTEE

VALIDATED SELF-EVALUATION: MELDRUM PRIMARY SCHOOL AND DEANS NORTH EARLY LEARNING AND CHILDCARE (ELC) SETTING

REPORT BY HEAD OF EDUCATION (PRIMARY, EARLY YEARS AND RESOURCES)

A. PURPOSE OF REPORT

To bring to the Committee's attention Meldrum Primary School and Deans North Early Learning and Childcare (ELC) setting validated self-evaluation and identified areas for improvement for session 2022-2023.

B. RECOMMENDATION

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

C. SUMMARY OF IMPLICATIONS

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

D. TERMS OF REPORT

D1 Background

Date of VSE	5 th and 6 th October 2022
School Census roll	181
Nursery Census roll (Deans North)	29
Staffing and date of appointment of management team	Head Teacher (since Dec 2017) Principal Teacher (since 2005) 12 Teachers Early Years Officer 6 Early Learning Practitioners 6 Pupil Support Workers Clerical Assistant Breakfast Club Assistant
Scottish Index of Multiple Deprivation (SIMD) – 1 st being most deprived and 68 th being least deprived	SIMD Rank – 3822.88 Order 44 out of 68 West Lothian Primary Schools
Pupil Equity Fund Allocation	£31,850

D2 Context of the School

Meldrum Primary School is a non-denominational school serving the Deans area of Livingston and is part of the Deans Community High School Cluster. The school roll is currently 181 pupils organised into 8 classes with 2 Primary 1 classes. There is further provision for 60 children, including eligible two-year-old children, within Deans North Nursery, which is situated within Deans Community High School. All members of the school and nursery community demonstrate strong collegiality and teamwork and this helps to maintain a positive climate for learning for all children. There are strong partnerships with parents, carers and the wider school community. The school and nursery benefit from a supportive Parent Council.

2022/23 GIRFEC Levels (% of students)

Stage	Roll	Level 1	Level 2	Level 3	Level 4
Nursery	29	93.10%	3.45%	3.45%	0.00%
P1	31	80.65%	9.68%	9.68%	0.00%
P2	21	95.24%	4.76%	0.00%	0.00%
P3	22	86.36%	9.09%	4.55%	0.00%
P4	23	73.91%	26.09%	0.00%	0.00%
P5	29	79.31%	17.24%	3.45%	0.00%
P6	26	61.54%	38.46%	0.00%	0.00%
P7	29	65.52%	34.48%	0.00%	0.00%
School	181	76.80%	20.44%	2.76%	0.00%

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

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

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

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

D3 Evaluative Analysis of School's Current position

The Head Teacher's leadership has enabled the school and wider community to develop a school vision which underpins continuous improvement. The school community continues to work together to turn this shared vision and values into daily practice. The Head Teacher's strong commitment to developing positive relationships with learners, families, staff and partners is evident. School staff work as a team to provide positive outcomes for children and families.

There is a caring ethos across the school. Almost all children are polite, well-behaved and willing participants in their learning activities. Staff support children well and have a sound understanding of the principles of nurture. They have created calm learning environments which supports children's readiness to learn.

Almost all children are keen to engage in learning and interact well in almost all lessons and staff should continue to develop their expertise in planning rich tasks and activities which are relevant, more challenging and meet the needs and interests of all children.

In almost all lessons, teachers used questioning to help children understand what they were learning and, in a few lessons, teachers used questions skilfully to explore a range of responses and strategies which enabled children to justify and explain their answers. Across the school, teachers should build on this practice to ensure that their questioning helps children to develop higher order thinking skills which extend learning.

All children benefit from Outdoor Learning and vertical group experiences which has allowed many children to demonstrate skills and attributes not evident within the classroom. Staff should now embrace these opportunities and build on the success.

Through 'Excellence and Equity' meetings teachers participate in regular professional dialogue with the Head Teacher to discuss learner progress and attainment. Individual pupil progress is discussed which results in planned interventions for individuals requiring further support in their learning. Teachers participate in Cluster moderation activities, working collaboratively to plan and assess learning in writing and reading. These practices are beginning to lead to greater confidence in making professional judgements

The nursery setting is calm, inclusive and nurturing, and interactions between children and families are positive. The children are happy, settled and making good progress across key areas of learning. There is a clear vision for improvement within the nursery, and practitioners are committed to developing and improving their practice. The Forest Kindergarten enhances existing outdoor provision and children and families are benefitting from the range of rich learning opportunities offered by enthusiastic and skilled practitioners.

Attainment data presented by the school for the current academic session indicates that overall, most children are progressing in literacy and numeracy from prior levels of attainment. The school's data is based on teacher professional judgement, informed by formative and summative assessments and participation in Cluster literacy moderation. This practice should now be extended to other curricular areas e.g. numeracy and maths, listening and talking.

Staff understand children's barriers to learning. The Head Teacher and support for learning teacher monitor attainment for all children within the school, including identified groups, cohorts and those facing barriers to learning. Although at the early stages, the revised Pupil Equity Fund plan is supporting staff to identify gaps in learning and track the impact of interventions, both universal and targeted.

D4 Identified Areas for Improvement

Continue to develop a shared understanding of teaching pedagogy and approaches, including play pedagogy, to provide consistently high-quality learning, teaching and assessment across the school. Through effective differentiation with learning activities matched more carefully to needs and interests of children, skilful questioning which promotes higher-order thinking skills, staff can further ensure all children are actively engaged in motivating and challenging experiences to ensure continued improvements in attainment across all curricular areas.

Continue to develop the curriculum offer for all children to provide meaningful, progressive experiences which allows children to take increasing responsibility for their learning and to authentically contribute to planning for learning

Further develop systems and processes which robustly interrogate data to ensure all interventions, universal and targeted, lead to positive outcomes for learners e.g. Pupil Equity Plan.

Increase staff confidence in analysing data to refine learning and teaching to meet the needs of all children through continued participation in Cluster moderation activities and extending this practice to other curricular areas.

Staff should also continue to use a range of formative and summative assessment strategies across the school to successfully evaluate and plan for children's learning.

Within the ELC setting, senior leaders should continue to support practitioners to develop and improve the quality of observations and next steps in Learners' Journals and use this information to inform planning and assessment in line with current guidance.

D5 Performance Information

Attendance (Previous Session 2021/22)

Attendance	School – 92.71% West Lothian – 91.63%
Authorised Absence	School – 5.60% West Lothian – 6.32%
Unauthorised Absence	School – 1.67% West Lothian – 2.05%

Teacher Professional Judgement

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

National comparator data for 2021/22 is expected to be published in December 2022.

Pupils Achieving Expected National Curriculum for Excellence Levels – Primary 1

2021/22	Roll	Reading	Writing	Listening & Talking	Numeracy
School	22	72.73%	77.27%	90.91%	95.45%
Authority	2103	82.74%	81.31%	88.40%	85.97%
National	N/A	N/A	N/A	N/A	N/A

2020/21	Roll	Reading	Writing	Listening & Talking	Numeracy
School	17	76.47%	100.00%	88.24%	100.00%
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	24	87.50%	87.50%	87.50%	87.50%
Authority	2191	86.03%	83.61%	90.73%	88.00%
National	N/A	81.53%	79.04%	86.86%	84.70%

Pupils Achieving Expected National Curriculum for Excellence Levels – Primary 4

2021/22	Roll	Reading	Writing	Listening & Talking	Numeracy
School	28	78.57%	71.43%	89.29%	85.71%
Authority	2239	82.09%	78.61%	91.07%	82.13%
National	N/A	N/A	N/A	N/A	N/A

2020/21	Roll	Reading	Writing	Listening & Talking	Numeracy
School	23	69.57%	69.57%	95.65%	73.91%
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	28	78.57%	78.57%	85.71%	82.14%
Authority	2237	83.64%	79.93%	90.34%	82.03%
National	N/A	78.02%	72.71%	85.38%	76.79%

Pupils Achieving Expected National Curriculum for Excellence Levels – Primary 7

2021/22	Roll	Reading	Writing	Listening & Talking	Numeracy
School	27	74.07%	74.07%	88.89%	74.07%
Authority	2281	86.76%	82.16%	92.11%	83.25%
National	N/A	N/A	N/A	N/A	N/A

2020/21	Roll	Reading	Writing	Listening & Talking	Numeracy
School	30	93.33%	90.00%	86.67%	93.33%
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	33	93.94%	93.94%	96.97%	87.88%
Authority	2265	83.89%	80.44%	91.48%	82.47%
National	N/A	79.84%	73.68%	85.61%	75.99%

Quality Indicators	School Evaluations	VSE Evaluations
2.3 Learning, teaching and assessment	Good	Good
3.2 Raising attainment and achievement	Good	Good
Quality Indicators	ELC Evaluations	VSE Evaluations
2.3 Learning, teaching and assessment	Good	Good
3.2 Securing children's progress	Good	Good

E. CONCLUSION

The Quality Improvement Team will continue to work with the Head Teacher, school and Early Years staff on the delivery of the school's improvement plan and will monitor the school's progress through the school's self-evaluation processes.

F. BACKGROUND REFERENCES

Appendices/Attachments:

None

Contact Person: Catriona Macrae, Education Officer
Tel: 07721581885
Email: catriona.macrae@westlothian.org.uk

Greg Welsh, Head of Education (Primary, Early Years and Resources)

Date of meeting: 1st November 2022

DATA LABEL: PUBLIC



EDUCATION QUALITY ASSURANCE COMMITTEE

VALIDATED SELF-EVALUATION: BANKTON PRIMARY SCHOOL

REPORT BY HEAD OF EDUCATION (PRIMARY, EARLY YEARS AND RESOURCES)

A. PURPOSE OF REPORT

To bring to the Committee's attention Bankton Primary School's validated self-evaluation and identified areas for improvement for session 2022-2023.

B. RECOMMENDATION

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

C. SUMMARY OF IMPLICATIONS

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

TERMS OF REPORT

D. Background

D1	Date of VSE	26 th and 27 th September 2022
	School Census roll	308
	Nursery Census roll	49
	Staffing and date of appointment of management team	Head Teacher (August 2019) Depute Head Teacher (August 2019) Principal Teacher (August 2014) 18 Teachers Early Years Officer 8 Early Years Practitioners 8 Pupil Support Workers Administrative Assistant Clerical Assistant
	Scottish Index of Multiple Deprivation (SIMD) – 1 st being most deprived and 68 th being least deprived	SIMD Rank – 2383.82 Order 22 out of 68 West Lothian Primary Schools
	Pupil Equity Fund Allocation	£84,525

D2 Context of the school

Bankton Primary School serves the communities of Dedridge, Adambrae and most recently the new Brotherton area in Livingston. This session, the school roll is 308 children organised into 11 classes with composite classes at P2/1 and P5/6. A further 49 children attend the Early Learning and Childcare setting. The school is managed by the HT, DHT, PT and currently has 18 teachers including Support for Learning, Nurture, PE and Music. There is a PSW team of 8 who support learners in accessing the curriculum. Bankton Primary School is at the heart of the community and has strong links with its cluster schools and with the feeder secondary school, The James Young High School. The key drivers in Bankton, are Health and Wellbeing and Getting it Right For Every Child.

2022/23 GIRFEC Levels (% of students)

Stage	Roll	Level 1	Level 2	Level 3	Level 4
Nursery	50	86.00%	8.00%	6.00%	0.00%
P1	43	81.40%	18.60%	0.00%	0.00%
P2	40	77.50%	15.00%	7.50%	0.00%
P3	42	73.81%	23.81%	2.38%	0.00%
P4	46	71.74%	19.57%	6.52%	2.17%
P5	38	78.95%	21.05%	0.00%	0.00%
P6	49	71.43%	28.57%	0.00%	0.00%
P7	50	62.00%	38.00%	0.00%	0.00%
School	308	73.38%	24.03%	2.27%	0.32%

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

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

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

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

D3 Evaluative Analysis of School's Current position

Children experience very positive relationships across the school and ELC setting. They benefit from a culture and ethos driven by the core values of perseverance, respect and kindness. Children show outstanding conduct and are polite, well-mannered and articulate.

The Senior Leadership Team provide strong, innovative and strategic leadership throughout the school and ELC which empowers children, staff and families. All staff set high expectations for learners ensuring that learning and teaching is underpinned by an ambitious vision for all.

All staff are dedicated to continuous professional learning and development to ensure that there are consistent, robust and clear systems and approaches in place to drive forward improvements which lead to positive outcomes for learners. Practitioners in the ELC use the knowledge they have gained from professional learning to inform their practice, effectively supporting children's schematic play.

Children across the school and ELC setting benefit from learning environments that are inspiring, motivating and enabling for all. These include the use of outdoor areas, play based learning environments and Provocation Stations. ELC Practitioners skilfully extend children's learning through well-considered interactions which maximise creativity, curiosity and choice.

Almost all learners can discuss the purpose of their learning with confidence. They are provided with effective and immediate formative feedback so that they can set effective next steps.

School staff and ELC practitioners work very effectively in partnership with parents, carers and the wider community. Families are provided with timely information regarding their children's learning and almost all parents and carers report very positively about their overall satisfaction with the service.

In almost all classes across the school, children experience well-paced, rich, high-quality tasks enhanced by digital technology to support and challenge learning. The creative approaches encouraged by teachers ensure that almost all learners are engaged and independent. Learning is enriched in the ELC setting by well-planned appropriate group times which are linked to current interests.

Pupil voice in the school drives learning forward in almost all classes. Pupils have opportunities to track their own skills development and speak with confidence about their targets. Children in the ELC setting are beginning to lead play experiences supported by skilled practitioners.

All pupils have leadership roles and opportunities as part of the whole school approach to Class Councils and almost all pupils can confidently discuss how they support their school in driving forward improvement.

A robust School Assessment Model ensures that a variety of assessment approaches are used to allow learners to demonstrate their knowledge and understanding. Assessment evidence is valid and reliable and is tracked effectively across all curricular areas.

Consistent approaches to pedagogy, enhanced by Literacy, Maths and Numeracy Strategy Policies used throughout the school, ensure that almost all learners make very good progress from their prior levels of attainment in literacy and numeracy. Children in the ELC setting are happy, settled and make good progress against learning.

D4 School's Identified Areas for Improvement

Through profiling, pupils and staff should continue to track evidence of attainment, achievement and skills progression, including digital skills, to ensure that pupils continue to fulfil the capacities of A Curriculum for Excellence.

Staff should continue to consider further opportunities to share target setting and discussions about next steps in learning with parents and carers.

Senior leaders in the ELC should continue to support practitioners as they engage with the West Lothian child development trackers. This will support practitioners to link focussed assessments with progression pathways and planning next steps for individual children.

Senior leaders in the ELC should continue to support practitioners to further develop and improve the quality of observations and next steps in Learners' Journals. This information will then better inform planning and assessment in line with current guidance.

D5 Performance Information

Attendance (Previous Session 2021/22)

Attendance	School – 91.33% West Lothian – 91.63%
Authorised Absence	School – 7.69% West Lothian – 6.32%
Unauthorised Absence	School – 0.98% West Lothian – 2.05%

Teacher Professional Judgement

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

National comparator data for 2021/22 is expected to be published in December 2022.

Pupils Achieving Expected National Curriculum for Excellence Levels – Primary 1

2021/22	Roll	Reading	Writing	Listening & Talking	Numeracy
School	39	94.87%	87.18%	92.31%	94.87%
Authority	2103	82.74%	81.31%	88.40%	85.97%
National	N/A	N/A	N/A	N/A	N/A

2020/21	Roll	Reading	Writing	Listening & Talking	Numeracy
School	36	94.44%	94.44%	91.67%	94.44%
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	90.48%	90.48%	90.48%	90.48%
Authority	2191	86.03%	83.61%	90.73%	88.00%
National	N/A	81.53%	79.04%	86.86%	84.70%

Pupils Achieving Expected National Curriculum for Excellence Levels – Primary 4

2021/22	Roll	Reading	Writing	Listening & Talking	Numeracy
School	39	87.18%	84.62%	87.18%	92.31%
Authority	2239	82.09%	78.61%	91.07%	82.13%
National	N/A	N/A	N/A	N/A	N/A

2020/21	Roll	Reading	Writing	Listening & Talking	Numeracy
School	44	90.91%	86.36%	95.45%	90.91%
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	32	96.88%	93.75%	96.88%	93.75%
Authority	2237	83.64%	79.93%	90.34%	82.03%
National	N/A	78.02%	72.71%	85.38%	76.79%

Pupils Achieving Expected National Curriculum for Excellence Levels – Primary 7

2021/22	Roll	Reading	Writing	Listening & Talking	Numeracy
School	37	91.89%	89.19%	97.30%	94.59%
Authority	2281	86.76%	82.16%	92.11%	83.25%
National	N/A	N/A	N/A	N/A	N/A

2020/21	Roll	Reading	Writing	Listening & Talking	Numeracy
School	45	84.44%	82.22%	93.33%	84.44%
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	55	87.27%	80.00%	90.91%	81.82%
Authority	2265	83.89%	80.44%	91.48%	82.47%
National	N/A	79.84%	73.68%	85.61%	75.99%

Quality Indicators	School Evaluations	VSE Evaluations
2.3 Learning, teaching and assessment	Very Good	Very Good
3.2 Raising attainment and achievement	Very Good	Very Good

Quality Indicators	ELC Evaluations	VSE Evaluations
2.3 Learning, teaching and assessment	Very Good	Good
3.2 Securing children's progress	Very Good	Good

E. CONCLUSION

The Head Teacher and staff team are committed to improving outcomes for all learners. The Quality Improvement Team and Early Years Team will continue to provide regular support and challenge to the school on its journey of improvement.

F. BACKGROUND REFERENCES

Appendices/Attachments:

None

Contact Person: Lisa Moore Education Officer
Tel: 07805035159
Email: lisa.moore@westlothian.gov.uk

Greg Welsh, Head of Education (Primary, Early Years and Resources)

Date of meeting: 1st November 2022

DATA LABEL: PUBLIC



EDUCATION QUALITY ASSURANCE COMMITTEE

VALIDATED SELF-EVALUATION: POLKEMMET PRIMARY SCHOOL AND EARLY LEARNING AND CHILDCARE (ELC) SETTING

REPORT BY HEAD OF EDUCATION (PRIMARY, EARLY YEARS AND RESOURCES)

A. PURPOSE OF REPORT

To bring to the Committee's attention Polkemmet Primary School's validated self-evaluation and identified areas for improvement for session 2022-2023.

B. RECOMMENDATION

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

C. SUMMARY OF IMPLICATIONS

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

D. TERMS OF REPORT

D1 Background

Date of VSE	26 th and 27 th September 2022
School Census roll	170
Nursery Census roll	27
Staffing and date of appointment of management team	Head Teacher (August 2017) Principal Teacher (August 2018) 14 Teachers Early Years Officer Excellence and Equity Lead ELC 3 Early Years Practitioners 6.5 Pupil Support Workers (1.5 allocated to ELC) Administrative Assistant Clerical Assistant 2 Supervisory Assistants 1 Breakfast Club Assistant
Scottish Index of Multiple Deprivation (SIMD) – 1 st being most deprived and 68 th being least deprived	SIMD Rank – 1733.32 Order 9 out of 68 West Lothian Primary Schools
Pupil Equity Fund Allocation	£100,450

D2 Context of the school

Polkemmet Primary School is situated in an area of significant multiple deprivation and is part of the Whitburn Regeneration Development Group targeting improvements in life chances for all children and families. There are currently 8 classes, including a P1/2 composite class. The Early Learning and Childcare (ELC) setting provides morning, afternoon and full-day sessions. The school has an excellent relationship with cluster schools, the local community, and the local church. A significant number of children have barriers to learning and the school and community work hard to identify and overcome these, priding itself on providing an inclusive and nurturing learning environment for all children and their families.

2022/23 GIRFEC Levels (% of students)

Stage	Roll	Level 1	Level 2	Level 3	Level 4
Nursery	25	52%	48%	0.00%	0.00%
P1	27	70.37%	29.63%	0.00%	0.00%
P2	26	50.00%	42.31%	7.69%	0.00%
P3	28	71.43%	28.57%	0.00%	0.00%
P4	16	56.25%	43.75%	0.00%	0.00%
P5	22	72.73%	27.27%	0.00%	0.00%
P6	25	80.00%	20.00%	0.00%	0.00%
P7	26	73.08%	26.92%	0.00%	0.00%
School	170	68.24%	30.59%	1.18%	0.00%

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

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

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

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

D3 Evaluative Analysis of School's Current position

A culture of wellbeing, nurture and inclusion is evident throughout the school and nursery in support of the children, parents and local community.

Learners are very much at the heart of the school and ELC ethos and confidently articulate their pride and belonging to their school. Their voices are clearly heard and their opinions and needs acted upon in both the school and ELC settings. This was evident in the positive relationships and nurturing approach fostered in school and nursery.

Pupil Equity Funding is successfully utilised to develop highly effective targeted interventions and family support for families experiencing poverty and disadvantage. Discussion with parents reinforced their view that the school remains a 'lifeline' as a link to the community and to building relationships. They praised the support of the head teacher and staff and report that their children love and thrive in Polkemmet Primary School and nursery. There is a programme in place to support children and their families' transition from home to ELC and from ELC to school and this is highly valued by parents.

New systems and approaches to improving equity have been developed which are beginning to share the ownership and responsibility for the progress of learners across the wider school team to include teachers, PSWs and some partners. Partnership work between the school and the council's central Equality and Equity team, focussing on improving attendance and delivering targeted interventions in literacy and numeracy to improve the attainment of pupils in Quintile 1 and Quintile 2, is evident and emerging as highly effective practice.

Attainment in literacy and numeracy over time for learners is positive with most learners maintaining or making satisfactory to good progress on prior levels. Attainment remains lower than the West Lothian average but in line with or above schools with a similar profile. Improvement methodology principles and strategies introduced in the last session is ensuring staff are becoming more confident and skilled in analysing data to inform planning, learning, teaching and assessment.

A clear strategy to improve achievement and wider achievement for all is proving very successful and includes re-establishing after school clubs, Junior Award Scheme for Schools award and Heritage Awards Scheme. These opportunities are encouraging and developing wider achievement in outdoor learning.

In the ELC, staff have made a very good start to improving the indoor space and, as a result, most children are engaged in play and learning. Early Years practitioners are beginning to use the wellbeing indicators with children to improve their understanding of health and wellbeing.

In the ELC setting, almost all children were moving confidently around the setting, making independent choices. Children confidently approach practitioners for support when required. Planning processes are beginning to take account of children's interests and practitioners are beginning to identify a focus for assessment at this stage, using the tracker statements. Practitioners use Online Learner's Journals to record children's learning and achievement.

D4 Identified Areas for Improvement

Ensure consistent approaches towards high quality learning and teaching in all classes and ELC. This will lead to improved learner engagement and raise levels of attainment across all areas. This should now be a focus for staff dialogue and quality improvement throughout the school.

A focus on literacy and numeracy progression, principles and practices is already planned to be developed, supported and challenged in partnership with the West Lothian pedagogy lead officers to ensure high quality lessons which are relevant, motivating and meaningful.

Staff should engage in rigorous school moderation training to ensure that planning for assessment and understanding of standards, achievement of a level and evaluations promotes improved standards in learning teaching and attainment over time.

Develop the use of Digital technologies and digital learning to further support independent learning and provide rich contexts for applying knowledge and skills for learners

Central Officers will work with the Senior Leaders in the ELC to continue to develop rigorous approaches to self-evaluation. Self-evaluation evidence will better inform planning and assessment in line with current guidance.

D5 Performance Information

Attendance (Previous Session 2021/22)

Attendance	School – 88.39% West Lothian – 91.63%
Authorised Absence	School – 6.07% West Lothian – 6.32%
Unauthorised Absence	School – 5.54% West Lothian – 2.05%

Teacher Professional Judgement

Data was not collected in 2019/20 by the Scottish Government due to the Covid-19 pandemic. National comparator data for 2021/22 is expected to be published in December 2022.

Pupils Achieving Expected National Curriculum for Excellence Levels – Primary 1

2021/22	Roll	Reading	Writing	Listening & Talking	Numeracy
School	25	80.00%	76.00%	84.00%	80.00%
Authority	2103	82.74%	81.31%	88.40%	85.97%
National	N/A	N/A	N/A	N/A	N/A

2020/21	Roll	Reading	Writing	Listening & Talking	Numeracy
School	29	58.62%	58.62%	75.86%	68.97%
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	24	87.50%	87.50%	83.33%	79.17%
Authority	2191	86.03%	83.61%	90.73%	88.00%
National	N/A	81.53%	79.04%	86.86%	84.70%

Pupils Achieving Expected National Curriculum for Excellence Levels – Primary 4

2021/22	Roll	Reading	Writing	Listening & Talking	Numeracy
School	22	63.64%	63.64%	90.91%	72.73%
Authority	2239	82.09%	78.61%	91.07%	82.13%
National	N/A	N/A	N/A	N/A	N/A

2020/21	Roll	Reading	Writing	Listening & Talking	Numeracy
School	29	72.41%	68.97%	89.66%	72.41%
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	19	63.16%	68.42%	68.42%	63.16%
Authority	2237	83.64%	79.93%	90.34%	82.03%
National	N/A	78.02%	72.71%	85.38%	76.79%

Pupils Achieving Expected National Curriculum for Excellence Levels – Primary 7

2021/22	Roll	Reading	Writing	Listening & Talking	Numeracy
School	16	75.00%	68.75%	81.25%	75.00%
Authority	2281	86.76%	82.16%	92.11%	83.25%
National	N/A	N/A	N/A	N/A	N/A

2020/21	Roll	Reading	Writing	Listening & Talking	Numeracy
School	20	75.00%	65.00%	85.00%	80.00%
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	25	80.00%	76.00%	92.00%	80.00%
Authority	2265	83.89%	80.44%	91.48%	82.47%
National	N/A	79.84%	73.68%	85.61%	75.99%

Quality Indicators	School Evaluations	VSE Evaluations
2.3 Learning, teaching and assessment	Satisfactory	Satisfactory
3.2 Raising attainment and achievement	Good	Good
Quality Indicators	ELC Evaluations	VSE Evaluations
2.3 Learning, teaching & assessment	Satisfactory	Satisfactory
3.2 Securing children's progress	Good	Satisfactory

E. CONCLUSION

The Head Teacher and staff team are committed to improving outcomes for all learners. The Quality Improvement Team and Early Years Team will continue to provide regular support and challenge to the school on its journey of improvement.

F. BACKGROUND REFERENCES

Appendices/Attachments:

None

Contact Person:

Tel: Karen Brown Education Officer

Email: karen.brown@westlothian.gov.uk

Greg Welsh, Head of Education (Primary, Early Years and Resources)

Date of meeting: 1st November 2022

EDUCATION (QUALITY ASSURANCE) COMMITTEE (EQAC) WORKPLAN 2022-2023

VSE – Validated Self Evaluation

Title	Purpose	Lead Officer	EQAC date
VSE – Meldrum Primary School	To inform committee of the VSE review and next steps – Meldrum Primary School	Catriona Macrae	1 November 2022
VSE – Bankton Primary School	To inform committee of the VSE review and next steps – Bankton Primary School	Lisa Moore	1 November 2022
VSE – Polkemmet Primary School	To inform committee of the VSE review and next steps – Polkemmet Primary School	Karen Brown	1 November 2022
VSE – Broxburn Academy	To inform committee of the VSE review and next steps – Broxburn Academy	Catriona Hatch	17 January 2023
VSE – Parkhead Primary School	To inform committee of the VSE review and next steps – Parkhead Primary School	Emma Bannantyne	17 January 2023
VSE – St Nicholas' Primary School	To inform committee of the VSE review and next steps – St Nicholas Primary School	Lisa Moore	17 January 2023
Education Scotland Inspection – Deans Primary School	To inform committee of the outcome of the Education Scotland Inspection at Deans Primary School	Catriona Macrae	17 January 2023
			7 March 2023
			25 April 2023
			6 June 2023