DATA LABEL: Public

![West Lothian Council logo]

Education (Quality Assurance) Committee

West Lothian Civic Centre
Howden South Road
LIVINGSTON
EH54 6FF

11 January 2023

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 17 January 2023** 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 01 November 2022 (herewith)

5.   Validated Self-Evaluation: Broxburn Academy - Report by Head of Education (Secondary, Community Learning and Inclusion) (herewith)

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

7.   Validated Self-Evaluation: St Nicholas RC Primary School and Early

Learning and Childcare (ELC) Setting - Report by Head of Education (Primary, Early Years and Resources) (herewith)

8.   Education Scotland Report: Deans Primary School and Early Learning and Childcare (ELC) Setting - Report by Head of Education (Primary, Early Years and Resources) (herewith)

9.   Her Majesty's Inspectors of Education (HMIE) Scrutiny Programme - Report by Head of Education (Primary, Early Years and Resources) (herewith)

10.   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.

January 2022

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 1 NOVEMBER 2022.

Present – Councillors Peter Heggie (Chair), Andrew McGuire, Stuart Borrowman, Pauline Clark, Moira McKee Shemilt and Sally Pattle; Appointed Member Kent Ballantyne

Apologies – Appointed Members Lynne McEwen, Margaret Russell and Andy Walker

1   DECLARATIONS OF INTEREST

        There were no declarations of interest made.

2   MINUTES

        The committee approved the minute of its meeting held on 30 August 2022. The Chair thereafter signed the minute.

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

        The committee considered a report (copies of which had been circulated) by the Head of Education (Primary, Early Years and Resources) informing members of the Meldrum Primary School and Deans North Early Learning and Childcare (ELC) setting validated self-evaluation and identified areas for improvement for session 2022–2023. Jennifer Russel, Head Teacher, was in attendance to provide an update on the school's progress and to answer questions from committee members.

        During discussion, the Head Teacher highlighted the importance of building staff confidence especially for new staff members and expanded on how the school promoted staff confidence by regular consideration first of individual data and then through collaborative discussion, including at staff meetings. The role of the pedagogy officer and staff on cluster moderation activities were then discussed.

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

        Decision

        To note the terms of the report.

4   VALIDATED SELF-EVALUATION: BANKTON PRIMARY SCHOOL

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

In response to questions from members, the Head Teacher explained how the school listened to the pupils' voices in terms of planning their learning. The school maintained an excellent relationship with parents and had close links with the community. It also regularly supported children and families whose first language was not English. The school's outdoor learning programme was also discussed. Finally, further information was provided on the provocation stations, which promoted children's creativity and problem solving.

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

Decision

To note the terms of the report.

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

The committee considered a report (copies of which had been circulated) by the Head of Education (Primary, Early Years and Resources) informing members of Polkemmet Primary School's validated self-evaluation and identified areas for improvement for session 2022–2023. Linda Baxter, Head Teacher, was in attendance to provide an update on the school's progress and to answer questions from committee members. Jackie Speirs, Quality Improvement Officer, was also in attendance to provide an update on the Equity Team's work.

Following the Head Teacher's presentation, Jackie Speirs spoke about the equity team, providing background and details of engagement with Polkemmet Primary School.

During discussion, the use of PEF on teachers as resources was highlighted. The school had excellent ties with the local community and beyond and parents were encouraged to engage with the school and linked agencies for support with issues such as the cost of living crisis. Unauthorised absence was addressed by engaging with parents and identifying barriers. The school provided targeted support in the effort to progress literacy and numeracy. Children's mental health was also supported and nurtured.

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

Decision

To note the terms of the report.

6   WORKPLAN   - 7 -

A workplan had been circulated for information.

Decision

1. To note the workplan.

2. To note that the Deans Community High School evaluation had been completed on 28 October and a report would likely be presented at the meeting scheduled for 17 January 2023.

DATA LABEL: PUBLIC

West Lothian Council

EDUCATION QUALITY ASSURANCE COMMITTEE

VALIDATED SELF-EVALUATION: BROXBURN ACADEMY

REPORT BY HEAD OF EDUCATION (SECONDARY, COMMUNITY LEARNING AND INCLUSION)

A.   PURPOSE OF REPORT

To bring to the Committee's attention the 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

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D. TERMS OF REPORT

D1 Background

School Census roll	956
Staffing and date of appointment of management team	HT (13/08/2007) DHT (18/04/2011) DHT (23/04/2019) DHT (11/08/2020) 5 Principal Teachers Curriculum 8 Principal Teachers 5 Chartered Teachers 54 Teachers 1 Area Business Manager 1 Pupil Support Manager 2 Advanced Pupil Support Workers 14 Pupil Support Workers 1 Auxiliary 1 Admin officer 1 Admin Assistant 2 Clerical Assistants 1 Music Instructor 1 Lab technician 1 Technician 1 Librarian
Scottish Index of Multiple Deprivation (SIMD) – 1st being most deprived and 11th being least deprived	SIMD Rank – 3657.06 Order 9 out of 12 West Lothian Secondary Schools (1 being most deprived)
Pupil Equity Fund Allocation	£95,550

Broxburn Academy is a non-denominational school serving the communities of Broxburn, Uphall, Uphall Station, Dechmont and Pumpherston. The school admits pupils from four associated primary schools and one local denominational primary school. It is an active member of a proactive cluster which is working together to ensure smooth progression and to improve and enhance attainment and achievement for all young people.

In the post-industrial context of the Broxburn area where several large employers have ceased operations, the school and its partners, including Skills Development Scotland and a range of others, are working hard to ensure the curriculum prepares pupils for further and higher education and employment in other industries, including health and social care services, tourism and leisure services.

The vision at Broxburn Academy "aspires to empower respectful learners. We will achieve through compassion, commitment and pride." The values are summarised in the acronym "RESPECT": Responsible, enthusiastic, successful, positive, equal, committed and trustworthy.

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2021/22 GIRFEC Levels (% of students)

Stage	Roll	Level 1	Level 2	Level 3	Level 4
S1	185	84.32%	9.19%	5.95%	0.54%
S2	181	71.82%	12.15%	15.47%	0.55%
S3	187	75.40%	11.76%	12.30%	0.53%
S4	182	70.88%	12.64%	15.38%	1.10%
S5	136	83.09%	9.56%	7.35%	0.00%
S6	85	84.71%	9.41%	4.71%	1.18%
School	956	77.51%	10.98%	10.88%	0.63%

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 – Learning, Teaching and Assessment

The school vision aspires to empower respectful pupils through compassion, commitment and pride. This sets a direction of travel which the school should continue to develop to take forward improvement within the core business of learning and teaching. All staff show a commitment to shared educational values and professional standards.

There is without doubt a strong appetite from teachers to reflect on and improve the classroom experience and quality of learning and teaching across the school. Staff relationships are excellent and therefore an open door exists for this priority. Some work is already under way, for example, a recent learning festival and work across departments around lesson expectations. Staff are keen for more dialogue across the school to build a consistent understanding of what excellence looks like. Time for dialogue and engagement in recent national and international documentation would assist in building this shared understanding.

The focus for improvement in learning and teaching is currently at faculty level and generally led by Principal Teachers Curriculum (PTCs). Staff appreciate the autonomy this gives within departments to determine learning and teaching improvement areas and the bespoke approach laid out by Faculty thematic reviews. They were able to discuss those areas of focus within their own context and were ably supported by PTCs. Evaluation of learning and teaching is mostly at faculty level.

In most lessons, positive relationships are evident and staff are committed to supporting young people. Most pupils spoke positively about the relationships they have with staff. In particular, senior phase pupils highlighted how staff support pupils to achieve their potential and could exemplify how they were supported in class.

Most pupils are eager to learn. In the majority of lessons, however, they are passively engaged and learning is teacher-led. Challenge, pace and high expectations are variable across the school. There are some positive examples where lessons are appropriately challenging and enjoyable, and well matched to learner needs and interests. Basic lesson routines need to be more consistent in some areas: sharing purpose of learning, clear explanations and instructions, routines. There was evidence of pupils leading learning in a few subject areas.

Questioning and classroom dialogue is a significant area for development to stimulate engagement, pace and challenge. In the majority of lessons, teacher dialogue is dominant and questions are lower-order.

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In a few lessons, questioning was used skilfully to promote curiosity, independence and confidence and to enable higher order thinking. This positive practice should be shared throughout the school. Feedback to learners, both informal and formal, is key to ensuring they know how to make progress.

There is a higher quality of learning and teaching in the Senior Phase than in S1 – S3. There is scope to increase the levels of challenge in the Broad General Education (BGE) in order to improve the learner experience.

The use of digital tools and platforms has been developed over the course of the pandemic throughout the school. Whilst there is definitely continued good practice in some areas of the school, there is some inconsistency in its use overall.

Staff should also consider how to ensure a range of assessment tools are used in order for pupils to demonstrate their learning. In many subject areas there is good practice and confidence in making assessment judgements in the Senior Phase. The school will continue to build on opportunities for staff to work together, both in the school and with networks.

D4   School's Identified Areas for Improvement – Learning, Teaching and Assessment

There is now a need for the vision statement and its meaning to be more consistently shared and discussed as the school begins to build further dialogue and reflection around the key strategic area of learning and teaching. The school vision should evolve thereby allowing ownership of school values to develop further and be embraced by the school community. This is especially needed for young people and a systematic framework for this is required, particularly around how pupil voice can impact positively in the classroom.

A more strategic focus on learning and teaching is required, underpinned by aspirational leadership, in order to drive further improvement. The school has started its journey of defining what excellent learning, teaching & assessment looks like. This should be clarified after a period of self-evaluation, research and dialogue.

The school should consider an expanded offer around professional learning, and how there is a clear line of sight between the school priority of improving pedagogy and the offer. Some good examples at faculty level already exist, including professional enquiry. There is a sense of teacher agency with staff enthusiastic about their own practice and wishing to share ideas, visit classes and engage in dialogue opportunities so this will be welcomed. This will allow staff to be equipped with specific learning & teaching strategies such as questioning, feedback, digital learning, and cooperative learning to support pupils in class effectively.

The school should develop ongoing self-evaluation activity to support continuous improvement. This requires to be led at whole school level, building on the some of the effective practice at faculty level. Consistent, high quality classroom practice needs to be a clearly defined outcome of self-evaluation.

The school should ensure that staff have a consistent and rich understanding of the principles of highly effective feedback. A consistent and strategic framework is required for learning conversations, with clear understanding by pupils, staff and parents of how this leads to improved understanding of progress.

The school should continue with its plans to address the skills and knowledge gaps that have been identified as a result of the pandemic.

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D5 **Evaluative Analysis of School's Current position – Raising Attainment and Achievement**

There is a strong focus on securing both literacy and numeracy qualifications for all young people in the school. Those who face barriers to their learning and pupils in the support bases are given specific opportunities to gain literacy and numeracy qualifications.

Almost all young people are achieving third level or better in Literacy and Numeracy by the end of S3. Most young people achieved fourth level in Numeracy and the majority of young people have achieved fourth level in listening and talking, reading and writing. The additional periods for Literacy and Numeracy are being used to support this progress. For the Senior Phase, almost all young people have left school having achieved SCQF level 4 or better in literacy and numeracy. Most young people left school achieving SCQF level 5 or better in literacy. At SCQF level 5 or better, there are improvements in numeracy from Session 19-20, with most young people achieving at this level in the last two years.

In the Senior Phase, the school is showing an improving attainment picture in almost all measures. The school attributes this success to a rigorous tracking and monitoring process and a suite of interventions to support young people throughout the session.

There is a range of wider achievement opportunities within and out with the school and young people are appreciative of the opportunities that are now beginning to be offered post pandemic. The school should continue with its plans to track and monitor wider achievement.

The school has a strong commitment to ensuring equity for all pupils. Staff have a good knowledge of young people, their families and personal circumstances. There are several support areas within the school to meet the needs of the varying additional needs of the young people.

Senior Leaders place a very strong focus on raising the attainment of all pupils, especially for those who live in areas with the highest socio-economic disadvantage and although Quintile 1 numbers are relatively small which impacts on the data, the evidence would suggest that the attainment of these pupils is strong. This is due to close tracking of this cohort of pupils and appropriate curricular pathways.

D6 **School's Identified Areas for Improvement – Raising Attainment and Achievement**

There have been improvements in Literacy and Numeracy in recent years. There now needs to be a more strategic approach to the Literacy and Numeracy interventions to support attainment at levels 5 and 6, making use of all data from point of entry to exit.

The school is aware that there needs to be further improvements in the BGE tracking system to provide evidence that all young people are making progress from their prior levels of attainment over the course of the BGE. Work has already started on this and the school should continue to analyse progress and the impact of interventions on an ongoing basis.

Senior Leaders are continuously monitoring the number of young people being presented for qualifications and have a refreshed focus on improving the quality of pass now that pass rates are more in line with expectations in most subject areas.

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D7   Performance Information

Attendance (Previous Session 2020/21)

Attendance	School – 90.79% West Lothian – 86.19%
Authorised Absence	School – 4.90% West Lothian – 8.39%
Unauthorised Absence	School – 4.22% West Lothian – 5.37%

Teacher Professional Judgement

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

Pupils Achieving Expected National Curriculum for Excellence Levels – S3

2021/22	Roll	Reading	Writing	Listening & Talking	Numeracy
School	181	96.69%	96.13%	96.69%	97.79%
Authority	2241	97.05%	96.61%	97.55%	96.07%
National	#N/A	#N/A	#N/A	#N/A	#N/A

2018/19	Roll	Reading	Writing	Listening & Talking	Numeracy
School	164	96.95%	97.56%	98.17%	95.12%
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	195	87.18%	82.56%	91.79%	93.33%
Authority	2028	93.18%	91.79%	93.82%	93.05%
National	#N/A	90.00%	89.04%	91.18%	89.04%

Senior Phase Breadth & Depth

SCQF 5+ Level 6 (By end of S5)					
	2017/18	2018/19	2019/20	2020/21	2021/22
School	37.68%	33.57%	39.69%	44.24%	47.56%
Virtual Comparator	21.09%	21.89%	27.01%	23.15%	23.05%
Authority	32.32%	41.15%	43.62%	47.70%	47.53%
National	20.21%	22.36%	24.17%	24.77%	24.15%

SCQF 3+ Level 6 (By end of S5)					
	2017/18	2018/19	2019/20	2020/21	2021/22
School	54.35%	53.15%	50.00%	56.97%	64.02%
Virtual Comparator	41.45%	44.97%	51.75%	47.03%	43.05%
Authority	52.42%	57.82%	59.89%	63.17%	66.51%
National	40.46%	42.72%	46.31%	47.88%	45.68%

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SCQF 1+ Level 6 (By end of S5)					
	2017/18	**2018/19**	**2019/20**	**2020/21**	**2021/22**
School	68.12%	61.54%	70.62%	78.79%	93.29%
Virtual Comparator	64.28%	64.48%	69.23%	64.00%	60.67%
Authority	69.41%	70.78%	74.99%	77.78%	81.75%
National	60.49%	61.75%	64.31%	66.12%	63.83%

SCQF 1+ Level 7 (By end of S6)					
	2017/18	**2018/19**	**2019/20**	**2020/21**	**2021/22**
School	21.18%	27.54%	13.25%	22.16%	29.09%
Virtual Comparator	23.24%	22.39%	24.90%	30.93%	27.03%
Authority	21.61%	20.68%	24.53%	25.40%	24.29%
National	22.39%	21.64%	24.22%	27.47%	27.06%

School Leavers Destinations					
	2016/17	**2017/18**	**2018/19**	**2019/20**	**2020/21**
School	93.24%	94.44%	95.45%	85.07%	95.65%
Virtual Comparator	93.45%	95.14%	94.77%	92.69%	96.02%
Authority	92.74%	94.36%	94.81%	92.88%	95.27%
National	93.33%	94.40%	95.05%	93.36%	95.48%

Subject Performance – S5 SQA Highers

Subject	School Pass Rate 2021/22	National Pass Rate 2021/22	School Presentation Rate (% of S4)	National Presentation Rate (% of S4)
English	81.11%	81.66%	62.07%	56.88%
Mathematics	66.67%	76.66%	20.69%	28.19%

Strengths:

Subject	School Pass Rate 2021/22	National Pass Rate 2021/22	School Presentation Rate (% of S4)	National Presentation Rate (% of S4)
Art and Design	85.00%	83.94%	12.20%	7.99%
Drama	100%	83.50%	5.49%	3.09%
Spanish	94.74%	82.46%	11.59%	2.80%

Areas for Improvement:

Subject	School Pass Rate 2021/22	National Pass Rate 2021/22	School Presentation Rate (% of S4)	National Presentation Rate (% of S4)
History	73.33%	77.50%	9.15%	13.37%
Mathematics	66.67%	76.66%	18.29%	24.89%
Human Biology	63.64%	75.07%	13.41%	8.78%

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Overall Evaluations

Quality Indicators	School	VSE
2.3 Learning, Teaching and Assessment	Good	Satisfactory
3.2 Raising Attainment and Achievement	Good	Good

E.   CONCLUSION

Given the improving outcomes that the school is achieving, the recognition by the school of the strategic leadership actions required and the staff commitment to improving the quality of learning and teaching following the Covid19 pandemic, the local authority is satisfied that Broxburn Academy will continue its work on improving learning, teaching and assessment for all young people.

F.   BACKGROUND REFERENCES

Team Members

Grant Abbot	HT Linlithgow Academy
Patricia Gallagher	HT The James Young High School
Jack McKay	DHT Armadale Academy
Frances Orrock	PTC English, Modern Languages, Drama and Media
Ed Hill	PTC Science
Ali Lewis	Education Officer
Avril McLean	Education Officer
Catrina Hatch	Secondary Quality Improvement

Appendices/Attachments: None

Contact Person:	Peter Reid, Headteacher, Broxburn Academy
Tel:	01506 282300
Email:	peter.reid@westlothian.org.uk

Contact Person:	Siobhan McGarty, Head of Education (Secondary, Community Learning and Inclusion)
Tel:	01506 281680
Email:	siobhan.mcgarty@westlothian.gov.uk

Date of meeting:	17 January 2023

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DATA LABEL: PUBLIC

West Lothian Council

EDUCATION QUALITY ASSURANCE COMMITTEE

VALIDATED SELF-EVALUATION: PARKHEAD 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 Parkhead Primary School 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

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D. **TERMS OF REPORT**

D1 **Background**

Date of VSE	26th and 27th October 2022
School Census roll	367
Nursery Census roll	53
Staffing and date of appointment of management team	Head Teacher (since August 2017) Depute Head Teacher (since August 2018) Principal Teacher (3 days/week since August 2017) Acting Principal Teacher (2 days/week since August 2021) 18.2 Teachers Early Years Officer 9 Early Learning Practitioners 11 Pupil Support Workers Clerical Assistant Breakfast Club Assistant
Scottish Index of Multiple Deprivation (SIMD) – 1st being most deprived and 68th being least deprived	SIMD Rank –3104.88 Order 34 out of 68 West Lothian Primary Schools
Pupil Equity Fund Allocation	£84,525

D2 **Context of the School**

Parkhead Primary School is a non-denominational school serving the Parkhead area of West Calder and is part of West Calder High School Cluster. The school roll is currently 367 pupils organised into 15 classes with 2 classes at all stages, except for 3 classes at Primary 1. There is provision for 60 children within Parkhead Early Learning and Childcare Centre. All members of the school and nursery community demonstrate strong collegiality and teamwork which results in a nurturing and positive climate for all children. There are established partnerships with parents, carers and the wider school community. The school and nursery benefit from a supportive Parent Association and a small Parent Council.

2022/23 GIRFEC Levels (% of students)

Stage	Roll	Level 1	Level 2	Level 3	Level 4
Nursery	53	90.57%	9.43%	0.00%	0.00%
P1	47	95.74%	4.26%	0.00%	0.00%
P2	48	93.75%	6.25%	0.00%	0.00%
P3	49	59.18%	36.73%	4.08%	0.00%
P4	59	67.8%	27.12%	3.39%	1.69%
P5	55	63.64%	34.55%	1.82%	0.00%
P6	54	62.96%	31.48%	5.56%	0.00%
P7	55	78.18%	20.00%	1.82%	0.00%
School	367	73.84%	23.43%	2.45%	0.27%

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

2

D3   Evaluative Analysis of School's Current position

The Senior Leadership team, along with their whole school community, have established a clear vision for all children at Parkhead Primary School and ELC. School staff, learners and their families are committed to working together to ensure their shared vision and values are evident throughout their daily practice and interactions. The school's strong commitment to partnership working has resulted in improved outcomes for learners and families. School staff work very well as a team, with a clear focus on securing positive outcomes for children and families.

There is a positive and caring ethos across the school with a focus on positive relationships throughout the whole school community. Almost all children are polite, well-behaved and willing participants in their learning activities. The learning environment is being used to its full potential, with staff working creatively to develop calm and purposeful spaces for learning.

Almost all children are keen to engage in learning and interact well with their peers and adults, in class and in small group activities. Staff have a good understanding of children as individuals and are developing approaches to build on children's interests. Staff should now continue to develop differentiated learning experiences to meet the needs of all learners and to provide opportunities for learners to lead their own learning.

Through 'Excellence and Equity' meetings, teachers and, where relevant, pupil support workers, participate in regular professional dialogue with the Senior Leadership Team to track and discuss individual learner progress and attainment. The school has developed an effective system to provide timely, responsive and measured interventions, to both support and challenge learners. Staff engage in regular moderation activities within the school and across their cluster, which has led to increased teacher confidence in making judgements about children's progress and attainment.

There is a strong commitment to achieving equity throughout the school. The senior leadership team has a thorough understanding of the context of the school and has developed a clear rationale, focused on Literacy, Numeracy and Health and wellbeing interventions to accelerate progress for learners affected by poverty. The school has identified both intensive and targeted approaches to interventions, effectively supporting the needs of identified children.

Across the school, most learners are making progress towards national expectations in literacy and numeracy. To support teacher professional judgement, the school is working closely with the numeracy pedagogy officer to develop consistency in approaches to teaching, learning and assessment and will engage in cluster moderation this session. The school has well established systems to celebrate children's wider achievements and should now consider ways to monitor and track children's wider achievement to ensure equity and a breadth of opportunity.

The nursery setting has a welcoming, calm and inclusive ethos centred on children's rights and is supported by positive relationships. Interactions between staff and children are warm, nurturing and sensitive. Almost all children actively engage in play opportunities, which are supported effectively by practitioners offering support and encouragement where required. Spaces within the setting have been developed to support children's independence and creativity, with effective use of digital technology enhancing children's experience. Planning is being well used to meet children's learning needs and is based on their interests. The Principal teachers, the Early Learning and Childcare Area Support Manager (ELCASM) and the Early Years Officer (EYO) are supporting practitioners to make accurate judgements about children's progress.

3

D4   Identified Areas for Improvement

The school should now begin to develop their approach to target setting and profiling to support children, and their families, understanding of their existing strengths, progress and next steps in learning.

Continue to develop staff understanding and approaches to differentiation for learners leading to well matched, challenging learning experiences for all children and continued improvement in overall levels of progress and attainment.

Focus on further developing consistency in approaches to learning and teaching by building on the 'Parkhead way' toolkits, particularly in relation to developing approaches to play based learning and designing rich tasks across the curriculum which will result in increased levels of challenge and learner autonomy.

Within the ELC, senior leaders, in collaboration with the ELCASM and EYO, should now work with practitioners to increase and further review the quality and frequency of assessment information. They should work with practitioners to develop increased knowledge of the progression pathways and to use this to set appropriate and challenging next steps in learning for all children in ELC. Senior leaders should also continue to work with practitioners to review group times to ensure all children are engaged and that sessions are differentiated appropriately and are informed by children's interests.

D5   Performance Information

Attendance (Previous Session 2021/22)

Attendance	School – 92.46% West Lothian – 91.63%
Authorised Absence	School – 5.89% West Lothian – 6.32%
Unauthorised Absence	School – 1.66% West Lothian – 2.05%

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

2021/22	Roll	Reading	Writing	Listening & Talking	Numeracy
School	47	82.98%	80.85%	95.74%	87.23%
Authority	2103	82.74%	81.31%	88.40%	85.97%
National	N/A	79.37%	76.86%	86.14%	83.59%

2020/21	Roll	Reading	Writing	Listening & Talking	Numeracy
School	47	72.34%	74.47%	80.85%	76.60%
Authority	2067	82.58%	80.89%	87.71%	84.76%
National	N/A	76.61%	74.05%	83.96%	81.07%

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2018/19	Roll	Reading	Writing	Listening & Talking	Numeracy
School	45	73.33%	75.56%	86.67%	80.00%
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	53	83.02%	67.92%	88.68%	77.36%
Authority	2239	82.09%	78.61%	91.07%	82.13%
National	N/A	76.04%	69.68%	84.54%	74.93%

2020/21	Roll	Reading	Writing	Listening & Talking	Numeracy
School	43	74.42%	67.44%	86.05%	74.42%
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	46	78.26%	76.09%	89.13%	84.78%
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	54	87.04%	83.33%	88.89%	81.48%
Authority	2281	86.76%	82.16%	92.11%	83.25%
National	N/A	79.33%	72.92%	85.70%	75.69%

2020/21	Roll	Reading	Writing	Listening & Talking	Numeracy
School	45	84.44%	77.78%	91.11%	77.78%
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	76.09%	78.26%	78.26%	82.61%
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 Raising attainment and achievement	Good	Good

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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

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Date of meeting: 17 January 2023

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DATA LABEL: PUBLIC

![West Lothian Council logo]

EDUCATION QUALITY ASSURANCE COMMITTEE

VALIDATED SELF-EVALUATION: ST NICHOLAS RC 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 St. Nicholas Primary School and 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

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D.   TERMS OF REPORT

D1   Background

School Census roll	393
Nursery Census roll	68
Staffing and date of appointment of management team	1 Head Teacher (since May 2021) 1 Acting Depute Head Teacher (since August 2022) 1 Acting Principal Teacher (August 2022) 1 Seconded Principal Teacher (since August 2022) 19 Teachers 2 Early Years Officers 6 Early Years Practitioners 1 Advanced Pupil Support Worker 9 Pupil Support Workers 1 Administrative Assistant 1 Clerical Assistant 1 Supervisory Assistant 2 Breakfast Club Assistants
Scottish Index of Multiple Deprivation (SIMD) – 1st being most deprived and 68th being least deprived	SIMD Rank – 4351.72 Order 51 out of 68 West Lothian Primary Schools
Pupil Equity Fund Allocation	£40,425.00

D2   Context of the school

St. Nicholas RC primary school serves the communities of Broxburn, Uphall, Dechmont and Uphall Station. As a Roman Catholic school, the school's vision and ethos are based on strong Gospel values. The school is fully supported in their mission statement by its local parish of SS John Cantius and Nicholas RC Church, Broxburn. St. Nicholas Primary School provides a welcoming, happy, secure and inspiring learning environment, with a curriculum that is underpinned by the core values of friendship, fairness, trust, respect, kindness and honesty. Learners at St. Nicholas PS are confident, respectful and caring young people, who are a credit to the school and community. Strong partnership links exist across the cluster high school, St. Margaret's Academy, and its feeder primary schools, as well as the geographic cluster of Broxburn Academy and its local primary schools. The school has developed and values excellent partnership working with all stakeholders.

2022/23 GIRFEC Levels (% of students)

Stage	Roll	Level 1	Level 2	Level 3	Level 4
Nursery	68	88.24%	5.88%	5.88%	0.00%
P1	58	70.69%	27.59%	1.72%	0.00%
P2	51	62.75%	33.33%	3.92%	0.00%
P3	63	57.14%	41.27%	1.59%	0.00%
P4	49	48.98%	48.98%	2.04%	0.00%
P5	50	52.00%	42.00%	6.00%	0.00%
P6	63	73.02%	23.81%	3.17%	0.00%
P7	59	77.97%	20.34%	1.69%	0.00%
School	393	63.87%	33.33%	2.80%	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

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D3 **Evaluative Analysis of School's Current position**

The school's vision of believing and achieving, along with their shared values, strengthen and build a positive and nurturing ethos across the school and ELC setting. Children's rights and high expectations are embedded across the learning environment and in the strong relationships between children and staff.

The Head Teacher's strong and innovative leadership promotes a very positive and collegiate ethos of teamwork in the ELC setting and school. The Senior Leadership Team empower staff at all levels to support and influence the process of change through their collaborative School Improvement Groups and leadership roles.

A systematic and rigorous approach to self-evaluation creatively involves all members of the ELC and school community, and connects improvement planning, professional learning and the development of consistent classroom practice. All learners are actively involved in leading school improvement through the school's Learner Participation Structure. They feel listened to and know that they make a difference.

The ELC setting clearly reflects a strong play based approach to early level. As a result, children are motivated and engage in a wide and challenging range of learning experiences, particularly in the inspiring indoor environment. Most practitioners support children's play sensitively, demonstrating an awareness of differing needs and using a range of support strategies.

Almost all children across the school are motivated and enthusiastically participate in their learning. Digital technologies are used in most classes to enhance learning, and as part of the creative teaching approaches used by most staff to ensure learners are engaged and independent in their learning. In most classes, instructions and explanations are clear and questioning is effective. The school have identified the need to increased pace and challenge for some learners to maximise the quality of all learners' experience.

Through the school's commitment to high quality learning, teaching and assessment, learners in the ELC and school are making very good progress across the curriculum. Learners demonstrate and share their learning progress in literacy, numeracy, health and wellbeing, and other areas of the curriculum, with parents/carers in a variety of ways including Snapshot Jotters, Curriculum Cafes and approaches to profiling. In the ELC, online Learning Journals are used effectively to share children's and development with parents.

Senior leaders regularly analyse attainment data and trends, and have a robust understanding of attainment in literacy and numeracy across the ELC and school. High levels of attainment are being sustained and increased through the investment in professional learning to build capacity and support teachers to make confident professional judgements about learner progress.

In the ELC setting, practitioners continue to improve the quality of observations and are beginning to utilise the Progression Pathways to identify meaningful and appropriate next steps in learning. Through Excellence and Equity Meetings, all staff contribute to the tracking of learner progress and to plan effective interventions. Commendably, the school has extended the use of the West Lothian tracker to capture staff feedback around the progress of classes, groups and individuals.

Senior Leaders and staff at all levels across the ELC and school are committed to improving outcomes for children and families.

3

D4   School's Identified Areas for Improvement

Further develop assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes, and in turn enable them to give effective feedback to their peers.

Further develop the curriculum to ensure that all learners have experiences which are inclusive, well-paced and appropriately challenging to ensure success and achievement for all.

Senior Leaders should continue to support the ELC team as they refresh and review the outdoor space to ensure a wide range of learning experiences for children across the curriculum.

The Head Teacher and Principle Teacher should consider the opportunities for further development of the successful transition programme to ensure continuity and progress for all children across the Early Level.

D5   Performance Information

Attendance (Previous Session 2021/22)

Attendance	School – 92.45% West Lothian – 91.63%
Authorised Absence	School – 6.27% West Lothian – 6.32%
Unauthorised Absence	School – 1.28% West Lothian – 2.05%

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

2021/22	Roll	Reading	Writing	Listening & Talking	Numeracy
School	52	92.31%	90.38%	98.08%	94.23%
Authority	2103	82.74%	81.31%	88.40%	85.97%
National	N/A	79.37%	76.86%	86.14%	83.59%

2020/21	Roll	Reading	Writing	Listening & Talking	Numeracy
School	60	91.67%	83.33%	93.33%	93.33%
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	50	96.00%	96.00%	96.00%	88.00%
Authority	2191	86.03%	83.61%	90.73%	88.00%
National	N/A	81.53%	79.04%	86.86%	84.70%

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Pupils Achieving Expected National Curriculum for Excellence Levels – Primary 4

2021/22	Roll	Reading	Writing	Listening & Talking	Numeracy
School	52	86.54%	86.54%	96.15%	88.46%
Authority	2239	82.09%	78.61%	91.07%	82.13%
National	N/A	76.04%	69.68%	84.54%	74.93%

2020/21	Roll	Reading	Writing	Listening & Talking	Numeracy
School	60	95.00%	93.33%	98.33%	93.33%
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	48	89.58%	83.33%	93.75%	85.42%
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	51	94.12%	84.31%	98.04%	92.16%
Authority	2281	86.76%	82.16%	92.11%	83.25%
National	N/A	79.33%	72.92%	85.70%	75.69%

2020/21	Roll	Reading	Writing	Listening & Talking	Numeracy
School	56	83.93%	78.57%	96.43%	83.93%
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	57	87.72%	85.96%	96.49%	80.70%
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	Very Good
Nursery		
2.3 Learning, Teaching & Assessment	Good	Good
3.2 Securing children's progress	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.

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F.   BACKGROUND REFERENCES

Appendices/Attachments:
None

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Date of meeting: 17 January 2023

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DATA LABEL: PUBLIC

EDUCATION QUALITY ASSURANCE COMMITTEE

EDUCATION SCOTLAND REPORT: DEANS PRIMARY SCHOOL AND EARLY LEARNING AND CHILDCARE (ELC) SETTING

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

A.   PURPOSE OF REPORT

To inform Committee of the outcome of the Education Scotland (HMI) inspection at Deans Primary School and Early Learning and Childcare (ELC) Setting.

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

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D. TERMS OF REPORT

D1 Background

Date of Inspection	26th-30th September 2022 (full inspection model)
School Census roll	224
Nursery Census roll	41
Staffing and date of appointment of management team	1 Head Teacher (since June 2019) 1 Depute Head Teacher (since Jan 2017) 1 Principal Teacher (since August 2015) 13 Teachers 1.5 Early Years Officers 5 Early Year Practitioners 9 Pupil Support Workers 1 Administrative Assistant 1 Supervisory Assistant 4 Breakfast Club Assistants 1 Instructor (Inst Music)
Scottish Index of Multiple Deprivation (SIMD) – 1st being most deprived and 68th being least deprived	SIMD Rank – 1987.40 Order 12 out of 68 West Lothian Primary Schools
Pupil Equity Fund Allocation	£85,750.00

D2 Context of the school

Deans Primary School is a non-denominational school situated in the North of Livingston, serving the community of Deans. The school sits within the Deans Community High Cluster. The school roll is currently 222 pupils organised into ten classes, with three composite classes at P3/2, P5/4 and P7/6. The Early Learning and Childcare (ELC) setting has a 40/40 provision. The school runs a successful breakfast club which is well attended by pupils at all stages.

71% of the children reside in quintiles 1 and 2 of the Scottish Index of Multiple Deprivation. In collaboration with the WL Equity Team, effective use of Pupil Equity Funding (PEF) is improving outcomes for learners particularly those facing barriers to learning.

The school provides a nurturing and safe environment for all children, ensuring that all learners experience high quality learning, teaching and assessment. There are excellent relationships with parents, cluster schools, local church and local businesses to support ongoing improvement work.

2022/23 GIRFEC Levels (% of students)

Stage	Roll	Level 1	Level 2	Level 3	Level 4
Nursery	44	75.00%	15.91%	9.09%	0.00%
P1	21	85.71%	14.29%	0.00%	0.00%
P2	34	82.35%	11.76%	5.88%	0.00%
P3	29	68.97%	31.03%	0.00%	0.00%
P4	31	80.65%	16.13%	3.23%	0.00%
P5	37	81.08%	13.51%	5.41%	0.00%
P6	32	84.38%	12.50%	3.13%	0.00%
P7	40	67.50%	32.50%	0.00%	0.00%
School	224	78.13%	19.20%	2.68%	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

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D3   The Report

In September 2022, a team of inspectors from Education Scotland visited Deans Primary School and Early Learning and Childcare (ELC) setting using the full inspection model. During their visit, inspectors talked to parents/carers and children and worked closely with the Head Teacher and staff.

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

- Across the school and ELC children experience a very positive, caring and nurturing ethos. Children and staff are very proud of their school. Relationships across the school community are positive, respectful and reflect the school's values. Children and staff demonstrate the values in their behaviours and interactions. The vision 'a love of learning, for life, for all' is a key driver in school improvement.

- All members of the school and ELC community have a strong belief in the dignity and worth of every child. Children are confident that adults in school care about them and are helping them to improve their wellbeing

- The Head Teacher provides highly effective leadership to the school and ELC community. She has established a strong nurturing ethos where all members of the school community are valued and respected. The Head Teacher is ambitious and relentless in her aim for all children to achieve their best.

- There is effective communication at all levels. The Depute Head Teacher (DHT), with delegated responsibility for the ELC, is highly visible, approachable and supportive. Practitioners appreciate the support offered both personally and professionally, and teamwork is developing well.

- Within the ELC children experience a curriculum that is firmly based on play and is highly responsive to their needs and interests. Planning is in line with national and local guidance. Practitioners follow children's ideas to ensure children are motivated and interested. There is a curriculum rationale which reflects the strong focus on nurture and supportive relationships.

- Staff work very well with partners, including local authority staff to take forward development work. Teachers are proactive in seeking advice and support from a wide range of partners. For example, staff worked alongside the local authority literacy team to review and improve approaches to teaching literacy and English. Senior leaders skilfully manage the pace of change. They ensure staff focus on priorities that will accelerate progress for learners.

- Children participate in a range of opportunities to take their learning outdoors. This is increasing their confidence, enjoyment and skills across a range of curricular areas. For example, visits to a local building site, partnership with Social Enterprise Scotland, community regeneration work and residential experiences are enriching learning across the curriculum.

- Teachers use local authority progression pathways to plan for depth, progression and skills development in areas such as 1+2 languages and science, technology, engineering and mathematics (STEM) activities. Children access their entitlement to a full Broad General Education. Children are beginning to explore STEM based learning with a focus on developing skills for life, learning and work. Children relate the skills they are developing though STEM activities to other aspect of their learning.

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- All staff ensure inclusion and tackling inequality is at the heart of everything that happens at Deans Primary School. They are sensitive to the unique needs of children and families. As a team, they work well together to help families overcome any barriers they may face. Children and families benefit from the strong focus on equality and a determination to translate this into enabling all children to experience success.

- Senior leaders quickly identified gaps in attainment as a result of the pandemic. They prioritised support for learning in all literacy and numeracy lessons to close identified gaps. Across the school, children benefit from working in small groups with increased direct teaching time in reading, writing and numeracy and mathematics lessons. This is having a positive impact on children's progress and attainment across the school.

- Staff effectively track the progress and attainment of children supported through Pupil Equity Funding (PEF). The Head Teacher uses PEF funding to provide additional teaching and support staff. These additional staff members and senior leaders, work in class, alongside class teachers to provide targeted support for identified children. This ensures identified children receive effective support within their core teaching and alongside their peers. As a result of this approach, the school is making very good progress in closing the poverty related attainment gap.

D4   Identified Areas for Improvement

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

- Continue to develop the curriculum across the nursery class and school.

- Continue to raise attainment for all children in literacy and English and numeracy and Mathematics.

- To further participate in a range of moderation activities across all curricular areas. This should include the planning of high-quality assessments to allow children to demonstrate the application of skills in new and unfamiliar contexts.

- Support learners to influence and map their learning journey through involving them fully in planning and evaluating learning and helping them to link their skills progression.

- With support from the DHT and Early Learning and Childcare Area Support Manager (ELCASM), ELC staff now need to be a clearer on how they plan for breadth, depth and challenge more effectively.

D5   Performance Information

Attendance (Previous Session 2021/22)

Attendance	School – 90.11% West Lothian – 91.63%
Authorised Absence	School – 8.62% West Lothian – 6.32%
Unauthorised Absence	School – 1.27% West Lothian – 2.05%

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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

2021/22	Roll	Reading	Writing	Listening & Talking	Numeracy
School	33	72.73%	72.73%	81.82%	81.82%
Authority	2103	82.74%	81.31%	88.40%	85.97%
National	N/A	79.37%	76.86%	86.14%	83.59%

2020/21	Roll	Reading	Writing	Listening & Talking	Numeracy
School	28	78.57%	75.00%	75.00%	82.14%
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	36	69.44%	69.44%	77.78%	75.00%
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	36	69.44%	69.44%	83.33%	72.22%
Authority	2239	82.09%	78.61%	91.07%	82.13%
National	N/A	76.04%	69.68%	84.54%	74.93%

2020/21	Roll	Reading	Writing	Listening & Talking	Numeracy
School	35	77.14%	77.14%	85.71%	82.86%
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	33	87.88%	81.82%	84.85%	75.76%
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	32	87.50%	84.38%	90.63%	90.63%
Authority	2281	86.76%	82.16%	92.11%	83.25%
National	N/A	79.33%	72.92%	85.70%	75.69%

2020/21	Roll	Reading	Writing	Listening & Talking	Numeracy
School	35	80.00%	82.86%	88.57%	80.00%
Authority	2216	82.27%	78.25%	89.89%	80.32%
National	N/A	75.74%	69.01%	82.32%	71.90%

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2018/19	Roll	Reading	Writing	Listening & Talking	Numeracy
School	35	80.00%	65.71%	85.71%	71.43%
Authority	2265	83.89%	80.44%	91.48%	82.47%
National	N/A	79.84%	73.68%	85.61%	75.99%

Quality Indicators	HMI Evaluations
1.3 Leadership of Change	Very Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Very Good
3.2 Raising attainment and achievement	Good
Nursery	
1.3 Leadership of Change	Good
2.3 Learning, Teaching & Assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Very Good
3.2 Securing children's progress	Good

E.   CONCLUSION

Inspectors are confident that the school has the capacity to continue to improve so will make no more visits in connection with this inspection. The school is well supported by West Lothian Council, and Quality Improvement Officers will support the school in addressing the actions identified for improvement.

F.   BACKGROUND REFERENCES

Education Scotland Report –

https://education.gov.scot/media/pg4f2lol/deans-psnc-ins-221122.pdf

Summarised Inspection Findings (Primary) –

https://education.gov.scot/media/jibhqold/deans-ps-sif-221122.pdf

Summarised Inspection Findings (ELC) –

https://education.gov.scot/media/qqtjrecb/deans-psnc-sif-221122.pdf

Appendices/Attachments:

Appendix 1 – Education Scotland letter

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

Contact Person: Greg Welsh, Head of Education (Primary), Early Years and Resources)
Tel: 01506 282279
Email: greg.welsh@westlothian.gov.uk

Date of meeting: 17 January 2023

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22 November 2022

Dear Parent/Carer

In September 2022, a team of inspectors from Education Scotland visited Deans Primary School and Nursery Class. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

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

- The strong leadership of the headteacher and depute headteacher across the school and nursery class. Together they lead a highly-motivated team who use their shared values to improve outcomes for children and families.

- The effective whole school approach to wellbeing and inclusion. This ensures children are very well supported in a calm, nurturing learning environment.

- Children who are proud of their school and are respected and valued members of their community.

- Effective approaches to monitoring children's progress. This is leading to positive outcomes for children including those who require additional support.

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

- Continue to develop the curriculum across the nursery class and school.

- Continue to raise attainment for all children in literacy and English and numeracy and mathematics.

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1 | Deans Primary School and Nursery Class, West Lothian Council, 5507626

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

Here are Education Scotland's evaluations for Deans Primary School and Nursery Class

Quality indicators for the primary stages	Evaluation
Leadership of change	**very good**
Learning, teaching and assessment	**good**
Ensuring wellbeing, equality and inclusion	**very good**
Raising attainment and achievement	**good**
Descriptions of the evaluations are available from: How good is our school? (4th edition), Appendix 3: The six-point scale	

Quality indicators for the nursery class	Evaluation
Leadership of change	**good**
Learning, teaching and assessment	**good**
Ensuring wellbeing, equality and inclusion	**very good**
Securing children's progress	**good**
Descriptions of the evaluations are available from: How good is our early learning and childcare? Appendix 1: The six-point scale	

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

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What happens next?

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

Marion Carlton
HM Inspector

DATA LABEL: PUBLIC

EDUCATION QUALITY ASSURANCE COMMITTEE

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

REPORT BY HEAD OF EDUCATION (Primary, Early Years and Resources)

A. PURPOSE OF REPORT

To inform committee of HM Inspectors of Education (HMIE) scrutiny programme for academic session 2022-23.

B. RECOMMENDATION

It is recommended that the committee note the contents of the report and 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.

Since March 2020, following the first national lockdown and period of school closure, Education Scotland, which provide the national scrutiny body, had postponed all individual school inspection activities.

D2 HM Inspectors of Education Scrutiny Programme 2022-23

HM Inspectors of Education (HMIE) provided an update to all Directors of Education late May 2022 of the planned resumption of inspection and scrutiny activity for academic session 2022-23.

HMIE will resume their routine programme of inspections from week beginning 5th September 2022. HMIE will resume their normal practice of notifying schools/settings, with first notifications being issued in August 2022.

HMIE will continue to select settings and schools for inspection on a proportionate basis, using a sampling approach. Its overall programme of inspections will reach across all local authorities and will use predetermined criteria to select the annual sample of full model inspections. This criteria takes account of the context and characteristics of schools, including the type of school, deprivation and balance across local authorities. For short model inspections, HMIE place an increased focus on the length of time since the last inspection as well as context and characteristics.

HMIE have provided assurances that there is an awareness of the ongoing challenges faced by local authority staff, education staff, learners and communities resulting from the COVID-19 pandemic. To this end, HMIE has stated its intention to be responsive to the pressures and challenges faced by the education system.

D3 Focus of HMIE Inspections

HMIE will resume its inspection programme using the established quality improvement frameworks, *How Good Is Our School? (4th Edition)* and *How Good Is Our Early Learning and Childcare?*

As required for the National Improvement Framework, HMIE will report on and provide grades for the following Quality Indicators (QIs) as part of its full model inspections:

QI 1.3 – leadership of change
QI 2.3 – learning, teaching and assessment
QI 3.1 – ensuring wellbeing, equality and inclusion
QI 3.2 – raising attainment and achievement

HMIE will also reintroduce a focus on the following themes from other QIs
QI 2.2 curriculum: learning pathways
QI 2.7 partnerships: parental engagement

HMIE short model inspections will continue to focus on two QIs:
QI 2.3 – learning, teaching and assessment
QI 3.2 – raising attainment and achievement

HMIE will continue to have a focus on safeguarding in every inspection.

In inspections of early learning and childcare settings, HMIE shall use the equivalent QIs from *How good is our early learning and childcare?*

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

How Good is Our School 4?/How Good is Our Early learning and Childcare?

Appendices/Attachments:

Contact Person: Geraldine Armstrong, Quality Improvement Manager
Tel: 01506 282279
Email: geradline.armstrong@westlothian.gov.uk

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

Date of meeting: 30 August 2022

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

VSE – Validated Self Evaluation

Title	Purpose	Lead Officer	EQAC date
VSE – Broxburn Academy	To inform committee of the VSE review and next steps – Broxburn Academy	Catrina 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	Lisamaria Purdie	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
VSE – Southdale Primary School	To inform committee of the VSE review and next steps – Southdale Primary School	Catriona Macrae	7 March 2023
VSE – St Ninian's Primary School	To inform committee of the VSE review and next steps – St Ninian's Primary School	Lisamaria Purdie	7 March 2023
Education Scotland Inspection – Deans Community High School	To inform committee of the outcome of the Education Scotland Inspection at Deans Community High School	Catrina Hatch	7 March 2023
Education Scotland Inspection – Out Lady's Primary School	To inform committee of the outcome of the Education Scotland Inspection at Our Lady's Primary School	Lisa Moore	7 March 2023
VSE – Skills Centre	To inform committee of the VSE review and next steps – Skills Centre	Kristyna Macsween	25 April 2023
VSE – Primary (tbc)			
VSE – Primary (tbc)			
VSE – St Kentigern's Academy	To inform committee of the VSE review and next steps – St Kentigern's Academy	Catrina Hatch	6 June 2023
VSE – Primary (tbc)			
VSE – Primary (tbc)			