



Education (Quality Assurance) Committee

West Lothian Civic Centre
Howden South Road
LIVINGSTON
EH54 6FF

28 February 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 7 March 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 17 January 2023 (herewith)
5. Education Scotland Report: Deans Community High School - Report by Head of Education (Secondary, Community Learning & Inclusion) (herewith)
6. Education Scotland Report: Our Lady's Primary School and Early Learning and Childcare (ELC) Setting - Report by Head of Education (Primary, Early Years and Resources) (herewith)

DATA LABEL: Public

7. Validated Self-Evaluation: Southdale Primary School and Early Learning and Childcare - Report by Head of Education (Primary, Early Years and Resources) (herewith)
8. Validated Self-Evaluation: St Ninian's Primary School and Early Learning and Childcare - Report by Head of Education (Primary, Early Years and Resources) (herewith)
9. Workplan (herewith)

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



CODE OF CONDUCT AND DECLARATIONS OF INTEREST (2021)

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

Interests must be declared at the meeting, in public.

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

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

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

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

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

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

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

More detailed information is on the next page.

Look at each item on the agenda, consider if there is a “connection”, take advice if necessary from appropriate officers in plenty of time. A connection is any link between the item of business and:-

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

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

A connection does not exist where:-

- you are a council tax payer, a rate payer, or a council house tenant, including at budget-setting meetings
- services delivered to the public are being considered, including at budget-setting meetings
- councillors’ remuneration, 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 17 JANUARY 2023.

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

Apologies – Appointed Members Kent Ballantyne and Andy Walker

1 DECLARATIONS OF INTEREST

There were no declarations of interest made.

2 ORDER OF BUSINESS

The Chair advised that agenda item 9 had been to committee previously and would be taken as read, unless members wished to ask any questions. Questions would be asked on agenda items 5 to 8 in accordance with Standing Order 8(3).

3 MINUTES

The committee approved the minute of its meeting held on 1 November 2022. The Chair thereafter signed the minute.

4 VALIDATED SELF-EVALUATION: BROXBURN ACADEMY

The committee considered a report (copies of which had been circulated) by the Head of Education (Secondary, Community Learning and Inclusion) bringing to members' attention the school's validated self-evaluation and identified areas for improvement for session 2022–2023. Peter Reid, Head Teacher, was in attendance to provide an update on the school's progress and to answer questions from committee members.

The school was commended on its above-average attendance record. A number of questions were then asked by members. The Head Teacher explained that the school's successful e-tracking system had been in place for a number of years and was continually updated and improved. The school promoted active learning by developing and listening to pupils' voices and encouraging teachers to increase participation opportunities. The Head Teacher assured the committee that every effort was being

made to raise its VSE scores, with good practice identified and shared throughout the school. A strategic and consistent approach was promoted for improving literacy and numeracy and the school was confident of improved results in the future. The Head Teacher also explained that staffing issues had affected the school's quality assurance work but the school continued to improve its focus on the quality of learning and teaching. Officers also assured the committee that they were working closely with the school and would revisit the school after the summer break to assess its improvement.

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

Decision

1. To note the terms of the report and the update from the Head Teacher.
2. School to return to Education Quality Assurance Committee after officers had revisited the school to review progress in summer 2023.

5

VALIDATED SELF-EVALUATION: PARKHEAD 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) bringing to members' attention Parkhead Primary School Early Learning and Childcare (ELC) setting validated self-evaluation and identified areas for improvement for session 2022-2023. Vicky Fish, 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 explained how more able children were being challenged and how the school celebrated wider achievements by regular communications with children and parents. Next steps to improve scores to 'very good' would include a focus on digital technologies, staff empowerment, encouraging learner creativity and taking responsibility for their own learning. The school was also actively promoting outdoor learning through a number of initiatives.

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

Decision

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

6 VALIDATED SELF-EVALUATION: ST NICHOLAS RC 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) bringing to members' attention St. Nicholas Primary School and Early Learning and Childcare (ELC) setting validated self-evaluation and identified areas for improvement for session 2022–2023. Siobhan Kellock, Head Teacher, was in attendance to provide an update on the school's progress and to answer questions from committee members.

The school had a high number of children for whom English was a second language. Children and families were supported in their ESL journey and exchanges of heritage experiences were used as a learning tool for all children. The school's play-based learning programme was successful and was continually expanded and improved.

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

Decision

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

7 EDUCATION SCOTLAND REPORT: DEANS 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 the outcome of the Education Scotland (HMI) inspection at Deans Primary School and Early Learning and Childcare (ELC) Setting. Frances Stewart, Head Teacher, and Alison Dunsmore, Parent Council Chair were in attendance to provide an update on the school's progress and to answer questions from committee members.

During discussion, it was noted that the school continued to increase staff skills and allowed staff to take ownership of planning. A focus on learning and teaching targets had resulted in improvements. Proactively supporting children's wellbeing was at the top of the school's priorities. The school also successfully collaborated with Social Enterprise Scotland. The Parent Council Chair, who was present at the meeting, confirmed that

parents were impressed with the school's performance.

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

Decision

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

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

It had been noted that the report had been previously considered by the committee in August 2022 and was on the agenda for information only.

The committee considered a report (copies of which had been circulated) by the Head of Education (Primary, Early Years and Resources) informing members of 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 terms of the report.

9 WORKPLAN

A workplan had been circulated for information.

Decision

1. To note the workplan.
2. To add a return visit from Broxburn Academy to a future meeting.

DATA LABEL: PUBLIC



EDUCATION QUALITY ASSURANCE COMMITTEE

EDUCATION SCOTLAND REPORT: DEANS COMMUNITY HIGH SCHOOL

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

A. PURPOSE OF REPORT

To inform Committee of the outcome of the Education Scotland (HMI) inspection at Deans Community High School.

B. RECOMMENDATION

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

C. SUMMARY OF IMPLICATIONS

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 Inspection	24-28 October 2022 (Full Inspection Model)
School Census roll	980
Staffing and date of appointment of management team	1 Head Teacher (Aug 2015) 3 Depute Head Teachers (Aug 2017/Sept 2016/Jan 2019) 10 Principal Teachers 62.83 Teachers 0.92 Business Support 1.29 Pupil Support Worker Advanced 3.53 Pupil Support Worker 1.84 Administrative 0.92 Clerical 4.19 Technician 1.58 Auxiliary
Scottish Index of Multiple Deprivation (SIMD) – 1 st being most deprived and 12 th being least deprived	SIMD Rank – 3183.57 Order 4 out of 12 West Lothian Secondary Schools
Pupil Equity Fund Allocation	£133,525

D2 Context of the school

Deans Community High School is a non-denominational school situated within North Livingston. Students come from a variety of backgrounds, including socio-economic and ethnic, with around 111 for whom English is not their first language. There are close links with Cluster Primary Schools; Carmondean PS, Deans PS, Knightsridge PS, Meldrum PS and Seafield PS.

2021/22 GIRFEC Levels (% of students)

Stage	Roll	Level 1	Level 2	Level 3	Level 4
S1	168	73.81%	20.83%	5.36%	0.00%
S2	180	78.89%	17.22%	3.89%	0.00%
S3	207	77.78%	18.84%	3.38%	0.00%
S4	186	77.42%	17.74%	4.84%	0.00%
S5	157	83.44%	13.38%	2.55%	0.64%
S6	82	95.12%	2.44%	2.44%	0.00%
School	980	79.59%	16.43%	3.88%	0.10%

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

In October 2022, a team of inspectors from Education Scotland visited Deans Community High School using the full inspection model. During their visit, inspectors talked to parents/carers and young people and worked closely with the Headteacher and staff.

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

- The leadership of the headteacher, supported ably by the senior management team. They have empowered and motivated all members of the school community. Staff work very well together to drive forward school improvement and initiate change.
- The extended leadership team's role in supporting the senior management team to monitor and improve the work of departments and the school.
- The strong emerging work of the Skills Academy programme, which is encouraging young people to reflect on their skills related to the world of work.
- Staff's approach to supporting young people's wellbeing. Strong and respectful relationships between staff and young people help young people to feel valued and included. Young people have a strong understanding of their wellbeing.

D4 School's Identified Areas for Improvement

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

- Continue to improve the consistency of learning, teaching and assessment, especially ensuring tasks and activities meet the needs of all young people.
- Improve the quality of young people's success across their qualifications and focus specifically on improving young people's attainment in literacy.

D5 Performance Information

Attendance (Previous Session 2021/22)

Attendance	School – 84.66% West Lothian – 86.19%
Authorised Absence	School – 7.43% West Lothian – 8.39%
Unauthorised Absence	School – 7.86% 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	187	93.58%	93.04%	94.12%	93.05%
Authority	2241	97.05%	96.61%	97.55%	96.07%
National	#N/A	88.39%	87.35%	89.29%	89.07%

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

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

Senior Phase Breadth & Depth

SCQF 5+ Level 6 (By end of S5)					
	2017/18	2018/19	2019/20	2020/21	2021/22
School	31.49%	34.30%	32.63%	39.90%	36.07%
Virtual Comparator	19.61%	18.78%	23.53%	23.01%	21.58%
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	50.83%	51.16%	45.26%	53.89%	48.09%
Virtual Comparator	38.56%	38.84%	47.21%	46.94%	43.28%
Authority	52.42%	57.82%	59.89%	63.17%	60.99%
National	40.46%	42.72%	46.31%	47.88%	45.68%

SCQF 1+ Level 6 (By end of S5)					
	2017/18	2018/19	2019/20	2020/21	2021/22
School	65.19%	68.02%	60.00%	70.47%	69.40%
Virtual Comparator	59.17%	57.56%	65.47%	66.48%	62.13%
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	17.88%	22.78%	16.00%	21.16%	15.98%
Virtual Comparator	18.04%	21.22%	22.17%	28.41%	27.32%
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	91.63%	93.25%	93.71%	91.98%	93.87%
Virtual Comparator	92.36%	93.31%	95.31%	92.19%	94.62%
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	77.78%	81.66%	39.34%	50.22%
Mathematics	65.79%	76.66%	20.77%	24.89%

Strengths:

Subject	School Pass Rate 2021/22	National Pass Rate 2021/22	School Presentation Rate (% of S4)	National Presentation Rate (% of S4)
Biology	83.33%	76.50%	6.56%	9.29%
Chemistry	78.38%	80.08%	19.68%	12.79%
Physical Education	96.43%	87.84%	15.30%	17.33%

Areas for Improvement:

Subject	School Pass Rate 2021/22	National Pass Rate 2021/22	School Presentation Rate (% of S4)	National Presentation Rate (% of S4)
Computing Science	40.00%	71.82%	2.65%	4.70%
French	44.44%	84.46%	6.12%	3.50%
Geography	71.43%	84.87%	4.76%	9.49%

Overall Evaluations

Quality Indicators	HMI evaluation
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	Satisfactory

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/z1bpwrna/deans-community-hs-ins-240123.pdf>

Summarised Inspection Findings – <https://education.gov.scot/media/cgblk125/deans-community-hs-sif-240123.pdf>

Appendices/Attachments:

Appendix 1 – Education Scotland letter

Contact Person: Catrina Hatch (Secondary Quality Improvement, Strategic Partnerships & Equity)

Tel: 01506 283924

Email: catrina.hatch@westlothian.gov.uk

Contact Person: Siobhan McGarty, Head of Education (Secondary, Community Learning & Inclusion)

Tel: 01506 281680

Email: siobhan.mcgarty@westlothian.gov.uk

Date of meeting: 7 March 2023

24 January 2023

Dear Parent/Carer

In October 2022, a team of inspectors from Education Scotland visited Deans Community High School. During our visit, we talked to parents/carers and young people and worked closely with the headteacher and staff.

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

- The leadership of the headteacher, supported ably by the senior management team. They have empowered and motivated all members of the school community. Staff work very well together to drive forward school improvement and initiate change.
- The extended leadership team's role in supporting the senior management team to monitor and improve the work of departments and the school.
- The strong emerging work of the Skills Academy programme, which is encouraging young people to reflect on their skills related to the world of work.
- Staff's approach to supporting young people's wellbeing. Strong and respectful relationships between staff and young people help young people to feel valued and included. Young people have a strong understanding of their wellbeing.

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

- Continue to improve the consistency of learning, teaching and assessment, especially ensuring tasks and activities meet the needs of all young people.
- Improve the quality of young people's success across their qualifications and focus specifically on improving young people's attainment in literacy.

We gathered evidence to enable us to evaluate the school's work using four quality indicators from [How good is our school? \(4th edition\)](#). 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 Community High School

Quality indicators	Evaluation
Leadership of change	very good
Learning, teaching and assessment	good
Ensuring wellbeing, equality and inclusion	very good
Raising attainment and achievement	satisfactory
Descriptions of the evaluations are available from: How good is our school? (4th edition), Appendix 3: 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](#)

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.

Celia McArthur
HM Inspector

DATA LABEL: PUBLIC



EDUCATION QUALITY ASSURANCE COMMITTEE

EDUCATION SCOTLAND REPORT: OUR LADY'S 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 Our Lady's 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

D. TERMS OF REPORT

D1 Background

Date of Inspection	28 th November - 2 nd December (Full Inspection Model)
School Census roll	78
Nursery Census roll	11
Staffing and date of appointment of management team	1 Head Teacher (since August 2021) 1 Principal Teacher (since August 2022) 6 Teachers 1 Early Years Officers 3 Early Year Practitioners 4 Pupil Support Workers 1 Administrative Assistant
Scottish Index of Multiple Deprivation (SIMD) – 1 st being most deprived and 68 th being least deprived	SIMD Rank – 2610.72 Order 28 out of 68 West Lothian Primary Schools
Pupil Equity Fund Allocation	£22,050.00

D2 Context of the school

Our Lady's Primary School is a denominational school situated in the village of Stoneyburn and Bents, in West Lothian. The Acting Head Teacher has been in post since August 2021. She has a shared headship with St Thomas's Primary School in Addiewell. The Acting Principal Teacher has been in post since August 2022. Although not class committed, she is timetabled significantly across the school as part of the school's focus on accelerating progress and improving wellbeing. Currently the school has 78 children, organised into four composite classes of P1/2, P2/3, P4/5 and P6/7. Eleven children attend the nursery. Over a third of the school roll live in deciles 1-3 of the Scottish Index of Multiple Deprivation (SIMD) with just under two thirds living in deciles 5-6. The school received £22,050 Pupil Equity Funding (PEF) this session.

2022/23 GIRFEC Levels (% of students)

Stage	Roll	Level 1	Level 2	Level 3	Level 4
Nursery	9	88.89%	0.00%	11.11%	0.00%
P1	10	70.00%	10.00%	20.00%	0.00%
P2	10	40.00%	40.00%	20.00%	0.00%
P3	12	58.33%	25.00%	16.67%	0.00%
P4	11	72.73%	18.18%	9.09%	0.00%
P5	12	91.67%	8.33%	0.00%	0.00%
P6	10	70.00%	30.00%	0.00%	0.00%
P7	10	50.00%	40.00%	10.00%	0.00%
School	75	65.33%	24.00%	10.67%	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

In November 2022, a team of inspectors from Education Scotland visited Our Lady's 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:

- The nurturing and respectful relationships between staff and children. Children are polite, courteous and proud of their school and nursery. They exemplify the school's values through the way they look after one another.
- Teachers use the language of the wellbeing indicators to help children reflect and self-report on their own wellbeing. Children use visual prompts to share how they are feeling so that those who require it can receive additional support. Teachers support children to complete termly check-ins to help track and monitor children's wellbeing. As a result of these approaches, children feel safe, calm and ready to learn. They feel listened to and included in decisions about their welfare. Furthermore, children talk about actions they can take to ensure their wellbeing, and that of others, is looked after.
- The Head Teacher, ably supported by the principal teacher, is leading change very effectively across the school. They both have a sound understanding of the strengths of the school and the areas for development. Senior leaders place a high value on the views of all stakeholders. They use feedback from children, staff, parents and partners to inform school improvement priorities. Staff and parents talk positively about the impact they are having on improving the school and outcomes for children. The approach to self-evaluation is rigorous and inclusive resulting in staff who feel they have full ownership of school improvement priorities.
- Across the school the quality of teaching is good. Teachers have identified effective pedagogies and approaches for key curriculum areas which is supported by educational research. In almost all lessons, teachers ensure explanations are clear and concise and they involve children in talking about what they need to do to be successful. They use interactive learning displays skilfully with children in all classrooms. These displays are making learning more explicit to children and involving them in the planning process, through identifying their successes and next steps in learning. They offer both verbal and written feedback to children to identify next steps. Children have regular opportunities for self and peer assessment.
- Outdoor learning is an increasing feature across the school. Children are motivated by this and engage well. This approach is enabling them to practise skills in problem solving, teamwork and communication. They are developing their confidence and show respect of their environment.
- Across the school and nursery, staff undertake high quality professional learning which is having a positive impact on the quality of learning and teaching and the progress children are making.
- Children in the nursery are making very good progress in their learning. Leadership at all levels is resulting in consistently high-quality learning experiences. Children are developing a wide range of skills as a result of their experiences in woodwork.
- The implementation of a local authority framework across the nursery has a clear focus on health and wellbeing, literacy and numeracy. Practitioners capture these key areas of children's progress in learning very effectively. Senior leaders and practitioners come together regularly to moderate children's progress across the year.

- Overall attainment in literacy and numeracy across the school is good and most children make good progress from prior levels of attainment. A few children are making very good progress.
- Staff celebrate children's achievements using their 'We Achieve' wider achievement programme, social media and weekly assemblies. Children at all stages enjoy success and develop skills through a range of lunchtime and after school clubs. Senior leaders monitor attendance to ensure no child misses out.
- Parents value the regular communication from the school and the different ways they can keep in touch with the learning and events in school such as social media. Staff use a variety of online platforms and apps to share information about children's learning and seek the views of parents. They can share their child's achievements through social media.

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:

- Within the school and nursery, capture the wider range of skills children develop as a result of their learning across the curriculum.
- As planned, teachers should develop approaches to high quality assessments which enable children to apply and demonstrate skills in new and unfamiliar contexts. They should engage with a wider range of schools to moderate their planning and assessment to continue to improve their professional judgements. This will support them to continue to increase attainment across the school.

D5 Performance Information

Attendance (Previous Session 2021/22)

Attendance	School – 88.91% West Lothian – 91.63%
Authorised Absence	School – 7.15% West Lothian – 6.32%
Unauthorised Absence	School – 3.94% 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	10	60.00%	60.00%	80.00%	90.00%
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	11	63.64%	63.64%	72.73%	81.82%
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	10	100.00%	90.00%	100.00%	100.00%
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	12	91.67%	91.67%	100.00%	100.00%
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	9	77.78%	66.67%	100.00%	66.67%
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	15	66.67%	60.00%	66.67%	73.33%
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	15	93.33%	80.00%	100.00%	86.67%
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	14	71.43%	71.43%	100.00%	78.57%
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	15	86.67%	86.67%	86.67%	73.33%
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	Very Good
2.3 Learning, Teaching & Assessment	Very Good
3.1 Ensuring wellbeing, equality and inclusion	Very Good
3.2 Securing children's progress	Very 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/pyyjhzy4/our-ladys-psnc-ins-240123.pdf>
 Summarised Inspection Findings (Primary) –
<https://education.gov.scot/media/zwmp4vi4/our-ladys-ps-sif-240123.pdf>
 Summarised Inspection Findings (ELC) –
<https://education.gov.scot/media/wcddbe4b/our-ladys-psnc-sif-240123.pdf>

Appendices/Attachments:

Appendix 1 – Education Scotland letter

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Contact Person: Greg Welsh, Head of Education (Primary, Early Years and Resources)
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Date of meeting: 7 March 2023

24 January 2023

Dear Parent/Carer

In November 2022, a team of inspectors from Education Scotland visited Our Lady's 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 nurturing and respectful relationships between staff and children. Children are polite, courteous and proud of their school and nursery. They exemplify the school's values through the way they look after one another.
- The strong strategic direction from all senior leaders who are well respected by the school community. They know the strengths and areas for improvement in the school and nursery.
- Across the school and nursery, staff undertake high quality professional learning which is having a positive impact on the quality of learning and teaching and the progress children are making.
- Children in the nursery are making very good progress in their learning. Leadership at all levels is resulting in consistently high-quality learning experiences. Children are developing a wide range of skills as a result of their experiences in woodwork.

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

- Within the school and nursery, capture the wider range of skills children develop as a result of their learning across the curriculum.
- As planned, teachers should develop approaches to high quality assessments which enable children to apply and demonstrate skills in new and unfamiliar contexts. They should engage with a wider range of schools to moderate their planning and assessment to continue to improve their professional judgements. This will support them to continue to increase attainment across the school.

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 Our Lady's 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	very good
Learning, teaching and assessment	very good
Ensuring wellbeing, equality and inclusion	very good
Securing children's progress	very 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:
<https://education.gov.scot/education-scotland/inspection-reports/reports-page//?id=3957>

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.

Gillian Frew
HM Inspector

DATA LABEL: PUBLIC



EDUCATION QUALITY ASSURANCE COMMITTEE

VALIDATED SELF-EVALUATION: SOUTHDALE PRIMARY SCHOOL AND EARLY LEARNING AND CHILDCARE

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

A. PURPOSE OF REPORT

To bring to the Committee's attention Southdale Primary School and ELC'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	24 th and 25 th January 2023
School Census roll	299
Nursery Census roll	46
Staffing and date of appointment of management team	1 Head Teacher (since Aug 2018) 1 Deputy Head Teacher (since Aug 2021) 1 Acting Principal Teacher (since Aug 2021) 16 Teachers 2 Early Years Officer 6 Nursery Nurse 9 Pupil Support Worker 1 Administrative Assistant 1 Clerical Assistant 1 Breakfast Club Assistant
Scottish Index of Multiple Deprivation (SIMD) – 1 st being most deprived and 68 th being least deprived	SIMD Rank – 4501.23 Order 54 out of 68 West Lothian Primary Schools
Pupil Equity Fund Allocation	£24,500.00

D2 Context of the school

Opened in 2016, Southdale Primary School serves the community of Armadale. This session, the roll is 299 children organised into 11 classes with composite classes at P2/1, P4/3, P5/4 and P7/6. A further 46 children access the Early Learning and Childcare setting. Southdale Primary School has strong links with its cluster schools and with the feeder secondary school, Armadale Academy. The core values of the school of achievement, fairness, respect and responsibility are reinforced through the schools approaches to embedding the Rights of the Child. Southdale Primary School and ELC strives to provide a learning environment and culture 'where everyone leads and everyone learns'.

2022/23 GIRFEC Levels (% of students)

Stage	Roll	Level 1	Level 2	Level 3	Level 4
Nursery	46	84.78%	13.04%	2.17%	0.00%
P1	39	92.31%	5.13%	2.56%	0.00%
P2	40	85.00%	10.00%	5.00%	0.00%
P3	39	92.31%	7.69%	0.00%	0.00%
P4	45	91.11%	4.44%	4.44%	0.00%
P5	49	97.96%	2.04%	0.00%	0.00%
P6	45	86.67%	8.89%	4.44%	0.00%
P7	42	83.33%	11.90%	4.76%	0.00%
School	299	89.97%	7.02%	3.01%	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

Across the school there are positive and nurturing relationships where the school values of achievement, fairness, respect and responsibility are evident. Almost all children are proud of their school and speak positively about their school experience and learning.

Children are enthusiastic, eager to learn and engage in the life of the school. Achievements are celebrated in a variety of ways for example, assemblies, certificates, and on social media. Through a range of pupil participation groups children have opportunities to lead, contribute and be responsible. This is supporting children to develop key skills for life, learning and work as part of the Southdale Skills. The senior leadership team should now monitor participation and be proactive in addressing barriers to participation, track engagement and skills development through digital profiling.

Staff collegiality and teamwork is a strength across the school and the nursery class. They are supportive of one another and use the expertise of colleagues to enhance their practice. Almost all staff are committed to change and play a key role in the school improvement journey and improving outcomes for learners. Senior leaders encourage and empower staff to lead interventions and new practice including play pedagogy at early level, outdoor learning and project-based learning within P6 and P7/6.

Teachers are beginning to prioritise the delivery of other curricular areas and have redesigned the curriculum to incorporate, Sustainable Development Goals (to action to end poverty, protect the planet, ensure all people enjoy peace and prosperity), Southdale Skills (skills for life, learning and work) and UNCRC (Rights of the Child). They use West Lothian progression pathways to plan, depth and progression. This is increasing children's confidence, enjoyment and skills across a range of curricular areas.

Across the school, the four-part lesson structure (connect, activation, demonstration and consolidation) has been implemented to ensure a consistent approach and shared understanding of expectations in learning, teaching and assessment. Almost all teacher explanations and instructions are clear and linked closely to children's learning activities. The purpose of learning is shared and discussed through succinct learning intentions, however learners would now benefit from further opportunities to be involved in co-creating how they demonstrate success.

Senior leaders analyse data and engage in professional dialogue with teachers on children's progress, attainment and achievement. Through Excellence and Equity meetings they support teachers in considering and planning how to most effectively meet children's needs, through universal and targeted interventions.

Overall attainment in literacy and numeracy is good across the school. At early level almost all children are achieving expected Curriculum for Excellence (CfE) levels in reading, writing, listening and talking and numeracy. At first level most children are achieving expected CfE levels in reading and almost all in writing, listening and talking and numeracy. At second level most children are achieving expected CfE levels in reading, writing and almost all in listening and talking and numeracy. Across the school some children at each stage are exceeding expectations and the school should continue to focus on accelerating progress to ensure all children are appropriately challenged in their learning.

The ELC team are warm and welcoming and this is reflected in the positive relationships with children, families and the wider community. Practitioners are highly committed to improving outcomes for children and families. All staff have distributive roles with delegated responsibility linked to the priorities for improvement within the action plan. Children who attend the nursery are happy, settled and engaged and staff are responsive to their needs.

With the support of Senior Leadership Team and the Early Learning and Childcare Area Support Manager the ELC team have refreshed the indoor and outdoor spaces in line with current practice and guidance. As a result, children have access to a wide range of rich, creative learning experiences.

D4 School's Identified Areas for Improvement

The school should focus on developing skilled questioning to further promote higher-order thinking skills to engage children's curiosity, independence and confidence.

As planned, continue to develop approaches to using assessment information to ensure that all children across the nursery and primary classes can make the best possible progress.

Continue to plan and create the conditions for extending play pedagogy experiences across the school.

Further develop individual next steps in literacy and numeracy experiences in the ELC for all children.

D5 Performance Information

Attendance (Previous Session 2021/22)

Attendance	School – 92.51% West Lothian – 91.63%
Authorised Absence	School – 5.84% West Lothian – 6.32%
Unauthorised Absence	School – 1.65% 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	39	92.31%	92.31%	89.74%	92.31%
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	38	100.00%	97.37%	100.00%	97.37%
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	47	93.62%	93.62%	95.74%	95.74%
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	50	98.00%	96.00%	98.00%	96.00%
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	40	92.50%	85.00%	90.00%	92.50%
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	20	90.00%	80.00%	90.00%	85.00%
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	81.48%	74.07%	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	21	85.71%	71.43%	80.95%	85.71%
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	14	100.00%	100.00%	92.86%	92.86%
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	Very Good	Good
Nursery		
2.3 Learning, Teaching & Assessment	Very 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 and nursery on its journey of improvement.

F. BACKGROUND REFERENCES

Appendices/Attachments:
None

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Date of meeting: 7 March 2023

DATA LABEL: PUBLIC



EDUCATION QUALITY ASSURANCE COMMITTEE

VALIDATED SELF-EVALUATION: ST NINIAN'S PRIMARY SCHOOL AND EARLY LEARNING AND CHILDCARE

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

A. PURPOSE OF REPORT

To bring to the Committee's attention St Ninian's Primary School and ELC'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	1 st and 2 nd February 2023
School Census roll	256
Nursery Census roll	31
Staffing and date of appointment of management team	1 Head Teacher (since January 2013) 1 Acting Depute Head Teacher (since August 2019) 1 Acting Principal Teacher (October 2022) 16 Teachers 1 Early Years Officer 5 Nursery Nurse 10 Pupil Support Workers 1 Administrative Assistant 1 Clerical Assistant 2 Breakfast Club Assistant
Scottish Index of Multiple Deprivation (SIMD) – 1 st being most deprived and 68 th being least deprived	SIMD Rank – 3069.85 Order 32 out of 68 West Lothian Primary Schools
Pupil Equity Fund Allocation	£57,575.00

D2 Context of the school

St. Ninian's Primary School is a denominational primary school serving the communities of Dedridge, Adambrae and Murieston. The school roll is 256 and a further 37 children access the nursery class. The children are organised into 11 classes with composite classes at P2/3 and P7/6. St Ninian's Primary School is at the heart of the community and has strong links with its cluster schools and with the feeder secondary school, St Margaret's Academy. The catchment area is wide spread and has a diverse and multi-cultural school community. 18% of learners have English as an additional language. At the heart of the school's vision are Christian values and a strong Catholic ethos, which forms a community of faith and learning. Partnership working and creative self-evaluation approaches are central to the success of the vibrant learning community.

2022/23 GIRFEC Levels (% of students)

Stage	Roll	Level 1	Level 2	Level 3	Level 4
Nursery	31	90.32%	3.23%	6.45%	0.00%
P1	42	92.86%	4.76%	2.38%	0.00%
P2	36	77.78%	19.44%	2.78%	0.00%
P3	34	91.18%	8.82%	0.00%	0.00%
P4	32	78.13%	18.75%	3.13%	0.00%
P5	37	67.57%	29.73%	2.70%	0.00%
P6	32	78.13%	21.88%	0.00%	0.00%
P7	41	65.85%	26.83%	7.32%	0.00%
School	256	78.91%	18.36%	2.73%	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 school's values underpin a positive and nurturing ethos across the school and nursery class. All children experience a warm, supportive classroom ethos underpinned by positive, nurturing and mutually respectful relationships. Strongly led by the Head Teacher, all staff are committed to providing the best for children and have high aspirations for all learners. There is a very good understanding of the diverse context of the school and the local community. As a result, all staff know children very well and are responsive to their pastoral and learning needs.

Endorsed by a commitment to United Nations Rights of the Child Article 12, Respect for Children's Views, children are actively involved in self-evaluation and leading school improvement. There is a strong commitment to the development of the whole child. Learners contribute to the life of the school and the nursery in a range of well-planned activities. All staff are clearly committed to The Charter for Catholic Schools where the inclusive ethos honours the life, dignity and voice of each person, made in the image of God.

Almost all children are motivated and engaged in their learning. They are eager and enthusiastic learners who work confidently during set activities and learning experiences. Learning intentions, success criteria and the application of meta cognition skills are introduced at the beginning of lessons in almost all classes to support children's understanding of what they are learning and how to succeed. When these were used most effectively they were regularly revisited by the teacher and the learners. The school's consistent focus on providing high quality written and verbal feedback is enabling children to confidently discuss their progress and next steps in learning.

A strong culture of collaboration and trust amongst the staff team, enhanced by a commitment to continuous professional learning, ensures that staff lead and influence developments in practice. Well established and creative team-teaching approaches have positively impacted across the nursery and school in areas including early level play pedagogy and the quality of learners' writing experiences. In the nursery class almost all children are actively engaged in well planned play opportunities, linked to their current interests, supported effectively by practitioners.

Excellence and Equity meetings ensure that the professional knowledge of all staff working within a class, contribute to the assessment and planning of progress for all learners against progression pathways and benchmarks. A wide range of data and evidence is used to ensure that the learning needs of all learners are met. This ensures that appropriate support and challenge is in place and has a positive impact on the progress of all learners. In the nursery, children with Additional Support Needs (ASN) are well supported by an enabling learning environment, the use of planning tools and consistent strategies.

A variety of tracking and monitoring processes are used which provide rich data to inform learning and teaching. Moderation activities are planned across levels with all cluster staff and is currently focused on writing. Teachers' well-developed skills in data analysis provides a confidence in teacher professional judgement and achievement of a level. Teachers know their children very well and can use data to plan for next steps in learning. Planning is proportionate, staff make use of the West Lothian progression pathways and they clearly identify what needs to be assessed to ensure progression.

The robust data presented by the school demonstrates that the school is maintaining high standards of attainment for all learners. Most children make very good progress from their prior levels, achieving Curriculum for Excellence levels in literacy and numeracy, relative to their age and stage. Those children exceeding national expectations in literacy and numeracy benefit from high quality and appropriately challenging learning experiences.

For children with additional barriers to learning, the school's wealth of evidence demonstrates that they are attaining and progressing appropriately for their individual levels of need.

A comprehensive tracking system captures a wide and diverse range of achievements which reflects children's achievements as active participants in school and the wider community. These achievements include, in-school achievements, after school clubs, pupil committees, faith, languages and Junior Duke Awards. This system will be supported by the well-established approaches to ensuring all children have a wide range of opportunities to develop skills for life, learning and work. Those children who are at risk of missing out are easily identifiable and appropriate interventions and experiences can be planned for.

There is a shared understanding of equity throughout the school community which is underpinned and strengthened by the culture and values of the school. A wide range of data and evidence is used to identify learners requiring interventions and to specifically identify their gaps in learning. The holistic needs of the children are considered when planning interventions, with health and wellbeing being a priority. A recent ethos survey indicated that almost all of parents felt that the school is helping to reduce day to day school costs. Leading the Participatory Budgeting Process effectively, learners took part in meaningful decision making to complement the school's work on reducing the cost of the school day.

D4 School's Identified Areas for Improvement

Continue with creative approaches to the curriculum to enable all children to confidently lead their own learning.

As planned, further develop approaches to profiling to demonstrate the breadth of learners' experiences and achievements across the four capacities.

Supported by the Senior Leadership Team, practitioners in the nursery should develop their knowledge of progression pathways and use this to inform planning and assessment to effectively track and monitor children's learning.

D5 Performance Information

Attendance (Previous Session 2021/22)

Attendance	School – 91.69% West Lothian – 91.63%
Authorised Absence	School – 6.10% West Lothian – 6.32%
Unauthorised Absence	School – 2.20% 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	36	83.33%	86.11%	91.67%	91.67%
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	33	84.85%	84.85%	93.94%	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	41	92.68%	90.24%	90.24%	90.24%
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	83.33%	80.56%	94.44%	83.33%
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	30	100.00%	93.33%	93.33%	96.67%
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	31	87.10%	87.10%	96.77%	87.10%
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	31	80.65%	80.65%	96.77%	80.65%
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	39	84.62%	84.62%	100.00%	79.49%
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	39	82.05%	76.92%	84.62%	76.92%
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	Very 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.

F. BACKGROUND REFERENCES

Appendices/Attachments:
None

Contact Person: Geraldine Armstrong, Interim Quality Improvement Manager
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Contact Person: Greg Welsh, Head of Education (Primary, Early Years and Resources)
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Email: greg.welsh@westlothian.gov.uk

Date of meeting: 7 March 2023

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

VSE – Validated Self Evaluation

Title	Purpose	Lead Officer	EQAC date
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	Geraldine Armstrong	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	Catriona Hatch	7 March 2023
Education Scotland Inspection – Our 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 – Kirkhill Primary School	To inform committee of the VSE review and next steps – Kirkhill Primary School	Catriona Macrae	25 April 2023
VSE – St John the Baptist Primary School	To inform committee of the VSE review and next steps – St John the Baptist Primary School	Lisa Moore	25 April 2023
VSE – St Kentigern’s Academy	To inform committee of the VSE review and next steps – St Kentigern’s Academy	Catriona Hatch	6 June 2023
VSE – Westfield Primary School	To inform committee of the VSE review and next steps – Westfield Primary School	Emma Ballantyne	6 June 2023
VSE – St Joseph’s Primary School (Whitburn)	To inform committee of the VSE review and next steps – St Joseph’s Primary School (Whitburn)	Lisa Moore	6 June 2023