

Education, Children and Families Committee

10:00am, Tuesday, 6 June, 2023

Quality Improvement and Scrutiny Update

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Note the purpose and learning points from Education Scotland and QICS scrutiny activity.
 - 1.1.2 Note the strengths and areas for improvement identified through internal supported self-evaluation activity.
 - 1.1.3 Agree next steps at 5.1 – 5.4

Amanda Hatton

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Quality Improvement and Scrutiny Update

2. Executive Summary

- 2.1 This report covers a range of Education Scotland scrutiny and local authority reviews. Our main finding continues to be the need to improve consistency of quality in leadership and teachers' skills. This session, participation rates in the Teachers' Charter, our key driver to raise attainment, continue to rise. Progress is noted in developing Equalities and the Rights of young people. We will continue to build leadership capacity by focusing on tracking and monitoring of attendance, attainment and pupils' achievements. This includes increased moderation sessions to deepen teachers' understanding of national standards to inform professional judgement about progress in learning. Sharing best practice and challenging underperformance is the work of the Quality Improvement Service and is recorded in the Capacity and Risk Register of Schools. This will include data to identify Learning Communities in need of intensive or targeted support.

3. Background

- 3.1 Education Scotland has inspected Wester Hailes High School using the short model of inspection. This evaluates two key Quality Indicators from the Performance Framework How Good Is Our School? 4 (See background reading)

- 2.3 Learning, Teaching & Assessment
- 3.2 Raising Attainment & Achievement 2

The QICS provided intensive support to ensure that the school was well prepared for their inspection. This included a supported self-evaluation process with strengths and areas for improvement reported at the April Committee.

- 3.2 Education Scotland has inspected Clovenstone Primary School using the short model of inspection, evaluating two key quality indicators as referenced in Section 3.1. The QICS engaged in shared classroom experience to support the school in preparation for their inspection. A full supported self-evaluation process was not possible due to the short notice of inspection.
- 3.2 There are no Inspection follow-through visits to report to this Committee.
- 3.3 Schools who undertake supported self-evaluation processes are identified primarily by the length of time since they were last inspected; information which is held in the

Capacity & Risk Register. These groups of schools have received targeted pre-inspection support ahead of inspection.

4. Main report

Education Scotland Inspections

4.1 Wester Hailes High School

In February 2023, Education Scotland inspectors visited Wester Hailes High School undertaking a short model inspection. Here are Education Scotland's evaluations:-

School

Quality Indicator	Evaluation
2.3 Learning, Teaching & Assessment	Satisfactory
3.2 Raising Attainment & Achievement	Satisfactory

The letter issued to parents & carers (report), identifying strengths and next steps is attached as Appendix 1. The link to the more detailed full summarised inspection findings, is detailed in the letter (report), and referenced below as background reading.

4.2 Clovenstone Primary School

In February 2023, Education Scotland inspectors visited Wester Hailes High School undertaking a short model inspection. Here are Education Scotland's evaluations:-

School

Quality Indicator	Evaluation
2.3 Learning, Teaching & Assessment	Good
3.2 Raising Attainment & Achievement	Satisfactory

The letter issued to parents & carers (report), identifying strengths and next steps is attached as Appendix 2. The link to the more detailed full summarised inspection findings, is detailed in the letter (report), and referenced below as background reading.

The Quality Improvement Service will undertake a follow-through visit to the Wester Hailes Learning Community schools, within 1 year of inspection, or internal review. Identified areas for improvement will be added to the Capacity and Risk Register with progress closely monitored. The Quality Improvement Service will provide targeted support immediately to take forward improvements in the quality of teaching, learning and assessment, including the development of inclusive curriculum pathways, and the tracking of pupils' progress in learning. This support will include:-

- Edinburgh Learns bespoke professional learning focusing further on the differentiation and assessment for learning aspects of the Teachers' Charter; professional learning to support effective moderation of standards and rigour in teachers' professional judgements.

- QIEO to support the creation of the Learning Community Improvement Plan which details clear actions to take forward areas of improvement related to teaching, learning, assessment and moderation activities.
- QIEO to agree dates for participation in shared classroom experience to evaluate the impact of professional learning on classroom practice.
- QIEO to attend all Learning Community meetings to track progress with identified priorities.
- QIEO to provide coaching in context support to develop aspects of classroom practice and improved tracking and monitoring approaches.

4.3 Supported Self-Evaluation

Since the last Committee, QICS officers have undertaken supported self-evaluation processes (SSEs) with the schools noted below. The main strengths and areas for improvement for each school are detailed in Appendix 3. A summary will also be made available on school websites

- Braidburn Special School
- Wardie Primary School
- Stenhouse Primary School
- Stockbridge Primary School
- Sciennes Primary School

Canalview and East Craigs Primary Schools also took part in SSEs and have now been inspected. Identified Strengths and Areas for improvement will be reported to Committee when the inspection reports are published.

4.2 Follow-Through Visits

There are 6 Primary schools that have not yet had a follow-through visit following inspections which took place prior to the pandemic. Follow-through visits will be prioritised on the basis of data held in the Capacity and Risk Register including Self-evaluation grades, submitted as part of Standards & Quality Reporting for session 2022-23.

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5. Next Steps

- 5.1 QICS to continue to undertake the planned calendar of activity related to follow-through visits which will be reported to Education, Children & Families Committee.
- 5.2 QICS to continue to undertake planned calendar of Supported Self-evaluation activity, the main themes from which will be reported to Education, Children & Families Committee.
- 5.3 QICS to review the Capacity and Risk Register to provide proportionate levels of support and to plan future review activity.
- 5.4 QICS to ensure that all actions for improvement are implemented by schools within agreed timescales.

6. Financial impact

- 6.1 There are no financial implications contained in this report.

7. Stakeholder/Community Impact

- 7.1 The Edinburgh Learns Improving Quality in Learning Board will continue to consult with a range of reference groups i.e. senior leaders, practitioners, parents/carers & young people & Education Scotland to ensure helpful guidance and support is provided to schools to secure continuous improvements and effective self-evaluation approaches.
- 7.2 QIEOs will continue to evaluate Standards & Quality reports and share local knowledge to maintain an accurate Capacity & Risk Register to inform prioritised support. This will include an analysis of quality indicator grades (1.3, 2.3, 3.2, 3.2) which schools self-evaluate.
- 7.3 The QICS will continue to respond to learning from ongoing inspection and internal review processes. Emergent themes focused on areas for improvement will be provided to schools through internal support and challenge activity:- intensive, targeted or universal approaches.

8. Background reading/external references

- 8.1 <https://education.gov.scot/improvement/self-evaluation/HGIOS4>
- 8.2 The Wester Hailes High School Summarised Inspection Findings (SIF) is available on the Education Scotland website at: <https://education.gov.scot/education-scotland/inspection-reports/reports-page/?id=5149>
- 8.3 The Clovenstone School Summarised Inspection Findings (SIF) is available on the Education Scotland website at: <https://education.gov.scot/education-scotland/inspection-reports/reports-page/?id=2086>

9. Appendices

- 9.1 Appendix 1- Wester Hailes High School Inspection Report
- 9.2 Appendix 2 – Clovenstone Primary School Inspection Report
- 9.3 Appendix 3 – Supported Self Evaluation Report

2 May 2023

Dear Parent/Carer

In February 2023, a team of inspectors from Education Scotland visited Wester Hailes 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.

- Positive, mutually respectful relationships are evident between young people and staff across the school which encourage a calm learning environment.
- Improvements in literacy and numeracy qualifications, both from S1 to S3 and for young people leaving school.

The following areas for improvement were identified and discussed with the headteacher and a representative from The City of Edinburgh Council.

- All teachers need to ensure that all young people experience learning activities which are suited to their interests, ability and are challenging enough. All young people should be encouraged to achieve as highly as possible.
- Young people would benefit from staff using the same, consistent approach to check their progress across the school. Staff should also encourage young people to set appropriately demanding targets for learning in order to raise attainment for all young people.

We gathered evidence to enable us to evaluate the school's work using 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 Wester Hailes Education Centre

Quality indicators	Evaluation
Learning, teaching and assessment	satisfactory
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. The City of Edinburgh Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

Frances E. Graham
HM Inspector

25 April 2023

Dear Parent/Carer

In February 2023, a team of inspectors from Education Scotland visited Clovenstone Primary School and Nursery Class. During our visit, we talked to parents/carers and children and worked closely with the acting headteacher and staff.

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

- Senior leaders and staff ensure children benefit from a positive learning environment founded on nurturing, respectful relationships across the school and nursery.
- Staff's strong understanding of the local community and the effective strategies they use to support children and families to engage in learning across the school and nursery.
- The quality of children's learning experiences in the nursery which develop their curiosity, independence and interests.

The following areas for improvement were identified and discussed with the headteacher and a representative from The City of Edinburgh Council.

- Continue to develop high quality learning and teaching across the school, including through play at the early stages to raise attainment and achievement.
- Develop further staff's understanding of national expectations to ensure reliable decisions on children's progress, to inform planned learning across the school and nursery.
- Review the effectiveness of planning and tracking across the school to ensure the needs of all children, including those who need additional support, are met.

We gathered evidence to enable us to evaluate the school's work using 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 Clovenstone Primary School

Quality indicators for the primary school	Evaluation
Learning, teaching and assessment	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	

Quality indicators for the nursery class	Evaluation
Learning, teaching and assessment	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](#).

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. The City of Edinburgh Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

Pamela Adamson
HM Inspector

Improving Quality in Learning Supported Self Evaluation

Supported Self-Evaluation

The following schools have recently undertaken a supported self-evaluation process. Strengths and Areas for Improvement are identified below for each.

Braidburn School

A team of officers from The City of Edinburgh Council undertook a two-day visit to Braidburn Special School on 31st January and 1st February 2023. During the visit, the team observed 20 lessons covering the school nursery, eight primary classes, seven secondary classes, Art, Music, PE and Home Economics. In addition to class observations, the team met with pupil, staff, parent/carer and allied health professional focus groups. The school receives an intensive level of support from senior officers to ensure identified areas for improvement are met, particularly focusing on recruitment and retention of staff and absence management.

Strengths

- The senior leadership team are clear about the school's vision, values and aims and have the improvement journey for the school.
- Good practice in learning and teaching was observed in most classes.
- The communication environment for children and young people is robust and creative approaches are in place to support pupil voice.
- The school has been accredited as a "Communication Friendly School" awarded by NHS Lothian Speech and Language Therapy Special Schools Communication Friendly Award Project.
- Children and young people feel safe, valued and happy.
- There is effective partnership-working between the senior leadership team and allied health professionals.
- Core staff have valued and trusted relationships with the children and young people.

Areas for Improvement

- Ensure full staffing capacity through recruitment and absence management approaches.
- Embed the vision, values and aims across the school team and community to ensure everyone is aware of their role in supporting children and young people.
- More opportunities should be created for effective partnership working between allied health professionals and all staff to ensure the educational and care needs of children and young people are effectively being met.
- Develop a more strategic approach to the development of professional learning for all staff.
- Continue to build on the engagement and involvement of all parents and carers.
- Continue building on the supports in place to ensure the wellbeing of the whole staff team and have more effective systems in place for new staff in the induction process.

Wardie Primary School

On 30th, 31st January and 1st February a team of Quality Improvement Officers visited Wardie Primary School and Nursery Class. During the visit, the team participated in shared classroom experience visits in the School and Nursery, accompanied by a member of school Senior Leadership Team. The team also held meetings with the Senior Leadership Team, teachers, middle leaders, support staff, parents/carers, partners, and pupil focus groups. All class teachers were visited during the process. A parental questionnaire was sent out to all parents/carers prior to the SSE. Themes related to QIs 2.5 and 2.7 were included to provide strengths and next steps around family learning and partnerships. The school receives an intensive level of support from senior officers and the quality improvement education officer to ensure actions for improvement are met.

Strengths

- A strong skilful staff team supporting children's progress in the Nursery.
- Positive relationships exist amongst pupils and staff which leads to effective teamwork. Staff are knowledgeable about the context of the school and demonstrate kindness and compassion in their interactions and approaches to working with children.
- Most children are clear about what they are learning and how they could achieve success.
- Learning is enhanced through the effective use of Digital resources. In all classes, teaching staff made effective use of interactive whiteboards to enhance the learning experience and engage children in their learning.
- The school is well supported by the Parent Council (the Wardie Family Forum). Parents/carers have been consulted and involved in work this session on creating the new school values. They have also recently been invited to take part in shared learning experiences in classes.

Areas for Improvement

- The Headteacher and senior leadership team, in collaboration with all stakeholders, should prioritise bringing clarity to the strategic direction and pace of change of school improvement work.
- A Communications Policy, to shape parental / carer expectations of how and when information will be shared, and queries responded to, should be established as a priority by the Headteacher.
- The Headteacher should ensure that the collective work in developing a shared vision and values relevant to the school community should now be shared with all stakeholders.
- Parental / carer involvement should be built into school improvement planning and decision-making processes. This includes consulting with parents / carers, collating their views, sharing findings and next steps. It is important that the Headteacher

and staff ensure transparency, through informed decision making and outlining the school's rationale and use of data, where appropriate.

- Through parental / carer engagement surveys it is evident that parents and carers show a willingness and eagerness to be involved in the school's work on improvement. This can provide important contributions to the planning of future improvements. The Headteacher and Senior Leadership Team should ensure that the views of the wider community and all existing partners should be considered as part of the strategic planning for change.
- The school should towards ensuring greater consistency in learning and teaching including the role of support for learning in meeting the needs of learners. This should be addressed through the creation of a Learning and Teaching Policy and Support for Learning strategy which identifies clear expectations and standards.
- Differentiated learning needs to be evident across all classrooms with suitably challenging activities planned in all curricular areas.
- A 3-year plan has been created to clarify the approaches to the teaching of literacy.

An action plan, with clear timescales, roles and responsibilities has been created together with an updated School improvement Plan. Regular meetings, with Parents/carers, are in place to provide progress reports on the identified areas for improvement. Parent/carers communication and school improvement planning groups have been set up and meet regularly to ensure increased parental engagement and involvement.

Stenhouse Primary School

A team of officers from The City of Edinburgh Council, including 2 Quality Improvement Education Officers (Primary), 2 Quality Improvement Education Officers (Early Years), Additional Support for Learning Services Depute Head and Service Leader, and the Educational Psychologist linked to the school, undertook a one-day visit to Stenhouse Primary School and Nursery Class on 6th February 2023. They each paired up with a member of staff from the senior leadership team when visiting classes. During the visit, a total of 15 learning episodes across the school were visited, including every class, and covering a range of curricular areas. The self-evaluation activities on the day also included pupil focus groups, staff focus groups, individual meetings with staff members, and visits to the Enhanced Support Base, and extended time spent in the Nursery.

Strengths

- All staff demonstrate a clear understanding of the socio-economic context of the school community and the needs of children and their families.
- Staff and pupils are leading various aspects of school improvement.
- Nursery parents and carers have high levels of involvement and engagement in learning. Staff are highly reflective, value and act on parents/carers and children's views, to implement improvements to create a high quality learning environment.
- All staff have engaged in the Teachers' Charter professional learning, focusing on the differentiation aspect this session.

- Digital practice has been developed to enhance teaching and learning.
- Teachers demonstrate increased confidence in use of assessment and judgements about pupils' progress in learning.
- The school also effectively utilises resources to deliver targeted and intensive supports where required for learners.
- Child Protection procedures were recently reviewed by the school and further improvements made. Safeguarding procedures are clear for school staff, supply staff, students and other visitors.
- Nurture approaches ensure pupils feel safe and supported through the positive relationships which exist.
- Transition practice is well-developed.
- Equalities and diversity are celebrated. Resources have been reviewed to support the diverse pupil population.

Areas for Improvement

- Ensure clarity of understanding of the school vision and values.
 - The school should now consider how to involve parents and carers in the development of improvement priorities.
 - The school should develop a framework for staff to engage with practitioner enquiry, linked to school priorities.
 - Pupils should be provided with further opportunities to lead their own learning, including self-assessment of progress and next steps.
 - Within the Enhanced Support Base provision, consistency in approach requires to be developed, with a particular focus on the learner experience being differentiated in line with individual needs of learners.
 - Partner agency working should be further developed.
 - Continue to implement approaches to continue to improve attendance.
 - Review the curriculum to ensure inclusive pathways for all learners.
 - The school should ensure all pupils' assessments of need, and pastoral notes, are updated as required.
 - Although tracking approaches are well developed, the school should seek to develop a system for tracking pupil participation in wider achievement.
 - The school should evaluate the impact of pupil equity funding, on improving outcomes for learners, more closely.

Stockbridge Primary School

Strengths

- Highly motivated leadership and staff teams who know the school well and are committed to improvement.

- Opportunities for all staff to lead school improvements has created an ethos of learning which staff talk confidently about.
- The creation of a caring culture and ethos.
- Confident and articulate children who spoke in focus groups of their enjoyment of learning.
- In all classes children were engaged in their learning and in most classes, children understood the purpose of their learning and could confidently talk about their next steps.
- All staff have engaged with the Edinburgh Learns Teachers' Charter professional learning sessions, with a focus on differentiation.
- Parents report feeling valued and listened to by the school and feel part of the Stockbridge school community.
- There is a culture and ethos of respect across the school, with positive relationships developed.
- A variety of assessments approaches are used to support the tracking and monitoring of children's attainment throughout the year and to inform learning and teaching.

Areas for Improvement

- Ensure whole school community involvement in the creation of the new vision, values and aims.
- Monitor the pace of change to ensure this is sustainable.
- Provide further pupil leadership opportunities.
- Ensure a consistent approach to learning and teaching throughout the school, including formative assessment and differentiation.
- Children should be encouraged to become more independent in their learning.
- Ensure differentiated learning is planned consistently in all classes.
- Regular moderation activities should be planned to deepen the understanding of standards to inform teachers' professional judgements.
- Avoid over-dependence on adult support for pupils in need of interventions, by supporting pupils to develop independent self-help strategies.
- Further develop enhanced Transition practice particularly at P7-S1.
- Ensure a whole school focus on the shared understanding of the wellbeing indicators.
- Ensure that work on the curriculum rationale identifies the context of Stockbridge and its uniqueness within the local community.
- Continue to develop inclusive approaches to support young people who are neuro-diverse and who require trauma-informed practice.
- The analysis of data should continue to be used to inform all planning and support increased attainment of all learners.
- The Senior Leadership Team should look to fully engage with the Leadership for Equity programme to ensure the effective use of strategies and interventions in raising the attainment of the most disadvantaged learners.

Sciennes Primary School

Strengths

- Staff are provided with opportunities to lead change and improvement.
- The school is well supported by the Parent Council.
- There are strong and productive working relationships across the school.
- Staff work well as a team and are committed to making a difference to children in their care. Most pupils in the focus groups were keen to get involved in supporting their local community and global issues. The majority utilised the opportunity to do so at school.
- Teachers work collaboratively to plan effectively for children's learning and to create an environment for pupils to feel safe and nurtured. Most lessons were well planned and structured.
- Almost all pupils were keen and engaged in their learning with the majority being provided with the opportunity to challenge and extend their learning.
- In almost all lessons there was a positive ethos for learning. The focus of the lessons was understood by almost all pupils. Teachers provided support for learners individually and collectively.
- Most teachers used effective questioning as part of their teaching.
- The majority of pupils were able to talk about the choices they were offered in their learning and how their teachers monitored and provided feedback.
- There is increased staff confidence in the use of a range of digital tools to enhance learning.
- All teaching staff have participated in two aspects of the Teacher Charter Training, Differentiation and Assessment is for Learning Strategies.
- The Wellbeing Indicators are known and understood by pupils.
- Support for Learning staff are skilled at assessing pupils' needs and provide additional supports for pupils making full use of the services of partner providers.
- Pupils in P4-7 were able to talk about children's rights and relate them to other areas of learning. A range of pupil leadership opportunities are provided.
- In Literacy and English and in Numeracy and Mathematics, most children have achieved the appropriate Curriculum for Excellence levels. Most pupils are making appropriate progress against national expectations with a few children exceeding the level in reading and writing at P4 and P7.
- Achievements, including successes outwith school are valued and celebrated well in year group assemblies and on social media.
- Staff utilise a range of data and information to understand the social, economic and cultural context of its local community and take account of this when planning learning, events and opportunities.

Areas for Improvement

- The Head Teacher needs to develop and lead the school's strategic direction and pace of change. Data should be used to identify improvement priorities in order to establish outcomes, set targets and define a clear and structured path to achieve them.
- There is scope to review the school vision, values and aims with all stakeholders in order for it to reflect the changing needs of the school and the equalities work taking place.
- The Head Teacher should revise the quality assurance calendar to ensure all aspects of improvement are tracked effectively.
- The school should review its communication policy with parents and carers to ensure a consistent system is understood by all.
- Tasks and activities should be differentiated more effectively to increase pupil choice and ownership of their learning.
- Pace and challenge should be developed to ensure all learners are making appropriate progress in their learning.
- The school should continue to embed pupils' rights (UNCR) in the curriculum.
- The school was not able to evidence improvements in pupils' attainment over time. In order to provide a whole school perspective, data should be scrutinised in order to track progress and to identify trends. An attainment overview should be created as a matter of priority.
- The Senior Leadership Team should participate in the Leadership for Equity Training.
- Teachers should continue to work with colleagues in and beyond the school to moderate standards in learning to support their professional judgements about pupils' progress.
- The school should develop a system that tracks wider achievements.