

Members' Library Service Request Form

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Document Title	School Review Summary of Findings

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REPORT TO: Members' Library Service

MEETING DATE:

BY: Depute Chief Executive (Resources and People Services)

SUBJECT: School Review Summary of Findings

1 PURPOSE

- 1.1 To provide Members with an overview of the school review process undertaken by the Quality Improvement Service from November 2016 to May 2018.

2 RECOMMENDATIONS

- 2.1 Members are asked to consider and note the contents of the report.

3 BACKGROUND

- 3.1 The Education Service has taken a focused approach to evaluating the work of its schools within the context of the Scottish Attainment Challenge, implementing national benchmarks such as those in the school self-evaluation framework How Good is Our School 4 and the development of strategies related to the National Improvement Framework.
- 3.2 In November 2016, six primary schools participated as an initial group to use a self-evaluation toolkit specifically devised to support school staff, authority officers and partners in building capacity through leadership and rigorous self-evaluation. The findings of the school reviews were recorded in an individual report shared with each school to support Head Teachers and staff to further improve outcomes for learners.
- 3.3 A review of the process was undertaken in February 2017. A summary of initial findings was shared more widely across East Lothian schools and this helped inform the authority's strategic direction for improvement within the context of Scottish education.

- 3.4 The review visits were conducted over two days and the review teams comprised the Head of Education, Quality Improvement Officers, the Scottish Government Attainment Advisor, Educational Psychologists, peer Head Teachers and other officers as appropriate.
- 3.5 Based on the evaluation of the initial visits, a number of changes to the process were implemented, including changes to the evaluation toolkit. Training was provided for members of the review teams. The updated toolkit for evaluating the performance of schools is set out in Appendix 1.
- 3.6 A programme for school reviews was rolled out; with reviews taking place in a further seven primary schools between May 2017 and June 2018.
- 3.7 In January 2018, two training sessions took place for secondary senior management staff in order to build capacity to undertake reviews in secondary schools. A bespoke secondary evaluation toolkit was developed as set out in Appendix 2.
- 3.8 A pilot secondary review visit was undertaken at Ross High School in March 2018 with a broadly similar review team to the primary reviews. Based on the evaluation of this pilot, a programme of secondary review visits will be taken forward next session.
- 3.9 Following each review, a School Review Visit Record is produced detailing individual strengths and areas for improvement and this is used by the school to inform the improvement planning process. A high-level report is prepared for parents.
- 3.10 Depending on the outcome of the review, a proportionate approach is taken to provide further support to the school. This can take the form of follow up visits, further engagement with the attainment advisor and other officers of the council, professional learning opportunities, peer support and ongoing support from the Quality Improvement Service.
- 3.11 The cumulative findings from the reviews are used to identify and share good practice, as well as identify areas for improvement across the local authority. This informs the reporting and planning for improvement process at a local and national level.
- 3.12 The key strengths identified through the review process are as follows:
 - Vision and partnerships leading to a positive school ethos
 - Committed staff and shared leadership. Enthusiastic working groups where staff reflect on their practice and approaches, particularly in literacy and numeracy.
 - Provision of positive learning experiences and the willingness of staff to improve outcomes for learners leading to motivated and engaged learners.
 - Pastoral care provided by staff and support for children as they transition from stage to stage.

- Schools taking good account of their communities to determine how the Pupil Equity Fund is allocated to address the attainment gap.

3.13 The areas identified for further improvement are as follows:

- Continue to evaluate the impact of initiatives and developments ensuring these lead to raising attainment and achievement for all.
- Continue to develop approaches and evaluate the impact of these on closing the poverty related attainment gap, especially where supported by the Pupil Equity Fund.
- Agree and implement a framework of assessment to improve transitions and ensure all learners build on their prior learning.
- Continue to develop the delivery of the curriculum at all stages.
- Continue to develop high quality learning and teaching to ensure consistent practice across all classes.
- Continue to strengthen approaches to self-evaluation.
- Share the good practice identified in each school.

3.14 In its leadership of school improvement, the education service will continue to support and challenge schools across the areas identified for improvement. Further detail is included in the full summary of findings attached in Appendix 3.

4 POLICY IMPLICATIONS

4.1 None

5 INTEGRATED IMPACT ASSESSMENT

5.1 The subject of this report does not affect the wellbeing of the community or have a significant impact on equality, the environment or economy.

6 RESOURCE IMPLICATIONS

6.1 Financial – None

6.2 Personnel - None

6.3 Other - None

7 BACKGROUND PAPERS

- 7.1 Appendix 1 – Primary Review Visit Toolkit
- 7.2 Appendix 2 – Secondary Review Visit Toolkit
- 7.3 Appendix 3 – School Review Summary of Findings

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DATE	7 May 2018

Appendix 1 (primary)

Purpose of School and Early Learning and Childcare Review

To support self-evaluation for self-improvement against the priorities outlined in the National Improvement Framework with a focus on the quality of learning, teaching and assessment, progress in raising attainment and achievement and leadership of change.

To improve our understanding of existing good practice about effective interventions for our most disadvantaged children and use this evidence to inform the East Lothian Attainment Challenge Strategic Plan.

Review team

The review team will comprise of the Quality Improvement Manager, Quality Improvement Officers, Headteachers, Early Learning and Childcare Officers and will include other officers as appropriate e.g. the Attainment Advisor, Educational Psychologists.

Format and process of the review

- The school will receive notification of the review 3 weeks prior to scheduled visit.
- The school can contact the Quality Improvement Officer prior to the review to discuss the focus and format of the visit:

Primary School – How Good Is Our School 4	
QI 1.3 Leadership of change	Implementing improvement and change
QI 1.5 Management of resources	Promoting equity (including PEF)
QI 2.2 Curriculum	Rationale and design
QI 2.3 Learning, teaching and assessment	Learning and Engagement Quality of teaching
QI 3.1 Ensuring wellbeing, equality and inclusion	Fulfilment of statutory duties Inclusion and equality
QI 3.2 Raising attainment and achievement	Attainment in literacy and numeracy Attainment over time Overall quality of learners' achievement Equity for all learners
Early Learning and Childcare Setting – How Good is our early learning and childcare	
QI 2.2 Curriculum	Pedagogy and play
QI 2.3 Learning, teaching and assessment	Learning and engagement Quality of interactions Effective use of assessment Planning, tracking and monitoring
QI 3.2 Securing children's progress	Progress in communication, early language, mathematics and health and wellbeing Children's progress over time Overall quality of children's achievement Ensuring equity for all children

- The Headteacher should provide the school self-evaluation of key themes to the QIO prior to the visit. This can be the school self-evaluation (appendix 1) with an additional evaluation of QI 1.5 which may not have been evaluated as part of the ongoing school self-evaluation. The Toolkits (appendix 2 and appendix 3) can be used to support further reflection and self-evaluation prior to the visit. The activities column within appendix 2 and 3 provides an indication of what the review team will look for and what to include in the initial meeting for each QI/theme. It also provides guidance as to what review team members will focus on through discussions with staff.
- In addition to the self-evaluation, the Headteacher should send class timetables, a list of teachers against classes and a programme for the 3-day visit. The timetable template (appendix 4) can be used. The QIO will use this to plan class visits for the review team. The programme of the visit includes time to:
 - discuss with teaching staff, Leaders of Learning, children and Headteachers the impact of strategies on the learner(s) as an individual and as a cohort
 - class/nursery class visits
 - interrogate assessment evidence (teacher judgement and sample assessment evidence underpinning this)
 - meet to review evidence and provide feedback (half an hour at the end of each day)
- Evidence of progress and achievement will be requested for a sample group of children within the Nursery, Primary 1, Primary 4 and Primary 7.

- The review team will produce a record of findings for the school and to provide evidence of progress towards the National Improvement Framework priorities (appendix 3). Feedback on Strengths and Areas of Improvement will be provided at the end of day 3 to SMT. The full report will be sent to the school the following day and time will be set aside the following week for two members of the review team and SMT to discuss the findings outlined in the final report.
- The Headteacher should include the findings from the review in the school self-evaluation and school improvement planning process.
- If appropriate, a follow up visit by the QIO and one other review team member may be arranged for approximately 6 months after the initial review visit to evaluate progress made with regard to the identified areas of improvement.

Appendix 2 (secondary)

Purpose of Secondary School Review

To support self- evaluation for self-improvement against the priorities outlined in the National Improvement Framework with a focus on the quality of learning, teaching and assessment, progress in raising attainment and achievement, leadership of change, the curriculum rationale and design and management of resources to promote equity.

To improve our understanding of existing good practice about effective interventions for our most disadvantaged young people and use this evidence to inform the East Lothian Attainment Challenge Strategic Plan.

Review team

The review team will comprise of the Quality Improvement Manager, Quality Improvement Officers, Headteachers, Depute headteachers, Educational Psychologists and will include other officers as appropriate e.g. the Attainment Advisor, Area Lead Officer

Format and process of the review

- The school will receive notification of the review 3 weeks prior to scheduled visit.
- The Quality Improvement Officer will liaise with the headteacher prior to the review to discuss the format of the visit. The visit will focus on the following QIs specifically with regard to literacy and numeracy within the Broad General Education:

Primary School – How Good Is Our School 4	
QI 1.3 Leadership of change	Implementing improvement and change
QI 1.5 Management of resources	Promoting equity (including PEF)
QI 2.2 Curriculum	Rationale and design
QI 2.3 Learning, teaching and assessment	Learning and Engagement Quality of teaching Effective use of assessment
QI 3.2 Raising attainment and achievement	Attainment in literacy and numeracy Attainment over time Overall quality of learners' achievement Equity for all learners

- The headteacher should provide the school self-evaluation of key themes to the QIO prior to the visit. This can be the school self-evaluation (appendix 1) with an additional evaluation of QI 1.5, which may not have been evaluated as part of the ongoing school self-evaluation. The toolkit (appendix 2) can be used to support further reflection and self-evaluation prior to the visit. The activities column within appendix 2 provides an indication of what the review team will look for and what to include in the initial meeting for each QI/theme. It also provides guidance as to what review team members will focus on through discussions with staff.
- In addition to the self-evaluation, the headteacher should send the school timetable for literacy and numeracy and a list of appropriate teachers. The timetable template (appendix 3) will be completed by the QIO in consultation with the headteacher. The QIO will use this to plan class visits for the review team.

The programme of the visit	
Activity	Focus
Initial meeting with the headteacher and SLT as appropriate	To provide the context of the school and an overview in relation to the QIs
Focus groups of teaching staff, leaders of learning and learners	The impact of strategies on the learner(s) as an individual and as a cohort Focus group – S1/S2 Focus group – S3/S4
Class visits	The quality of learning, teaching and assessment Learner engagement Attainment and achievement
Interrogate data	The data analysis, tracking and monitoring for BGE.
Interrogate assessment evidence (teacher judgement and sample assessment evidence underpinning this)	Evidence of progress and achievement will be requested for a sample group of learners within S1/S2

	Evidence of progress and achievement will be requested for a sample group of learners S3/S4
meet to review evidence and provide feedback (half an hour at the end of each day)	Ongoing professional dialogue with headteacher

- The review team will produce a record of findings to provide feedback for the school and to provide evidence of progress towards the National Improvement Framework priorities (appendix 4). Feedback on Strengths and Areas of Improvement will be provided at the end of day 3 to SMT. The full report will be sent to the school and time will be set aside for further professional dialogue with the school to discuss the findings outlined in the final report. This can be negotiated.
- The headteacher should include the findings from the review in the school self-evaluation and school improvement planning process.
- Further engagement with the school will be agreed as appropriate to ensure progress with any areas of improvement identified through the review visit.

School Review Visits- Summary of Findings, December 2016

Context

During November and December 2016 review visits were made to:

- Haddington Infants School
- Kings Meadow Primary School
- St Martin's Primary School
- Musselburgh Burgh School
- Prestonpans Infant School
- Prestonpans Primary School

From May 2016 to June 2018 review visits were made to:

- Dunbar Primary
- Pinkie St Peters Primary
- Pencaitland Primary
- Stoneyhill Primary
- Law Primary
- East Linton Primary
- Yester Primary
- Ross High School

This report is formed from an analysis of the review visit reports and highlights the strengths and areas for further improvement evidenced by the review teams.

Key strengths identified from the school reviews

Across the schools participating in the school reviews, teams found evidence of:

- Vision and partnerships leading to positive school ethos
- Committed staff and shared leadership. Enthusiastic working groups where staff reflect on their practice and approaches, particularly in literacy and numeracy.
- Provision of positive learning experiences and the willingness of staff to improve outcomes for learners leading to motivated and engaged learners.
- Pastoral care provided by staff and support for children as they transition from stage to stage.
- Schools taking good account of their communities to determine how PEF is allocated to address the attainment gap.

Positive features

There are many positive features in each of the schools but these tend to be less consistent within each school and across the group of schools. However, they are worthy of sharing within each school and more widely across schools:

- Headteachers and staff have maintained a focus on developing literacy and numeracy. This is through implementation of progression pathways evidenced in plans. Opportunities for collaborative planning and dialogue about how well learners are making progress are encouraged. Staff are using the benchmarks when planning learning and this is commendable.
- Overall, schools have a good understanding of the needs of children and families. They have a growing awareness of the range of data used to identify disadvantaged learners and those who face barriers to their learning. Support for pupils with additional needs and inclusion is given high priority and prominence. Good understanding and implementation of the authority's staged assessment and intervention systems is evident in most schools. Using assessment data to identify those children requiring support with their learning, is well established.
- Teachers are using assessment information to support their professional judgements is encouraging. Teachers across the schools, use a varied range of formative assessment. They are growing in confidence in their use of a variety of data to support their judgements on children's progress. The curriculum frameworks are also beginning to inform this. Self-evaluation is used to inform learning and teaching groups and differentiated learning within classes. Schools are developing opportunities to apply their literacy and numeracy skills in real life contexts leading to achievement in skills for life and work. Overall, learners are experiencing a broad curriculum and teachers plan for this using a variety of planning formats.
- Early learning in those schools with nursery classes, shows promising signs in the use of assessment linked to planning and learning intentions. Sharing of assessment information from nursery to P1 is leading to improved continuity and progression in learning.

Best practice

This extract from St Martin's Primary School report highlights a particular strength in involving learners in school improvements. This is a feature that should be evident in all schools:

- *The school's vision and values are central to its approaches to improvement with a focus on inclusion and the impact of improvements on learners. Leadership at all levels is valued and is developed meaningfully in the school. Pupil voice is represented fully through staff/pupil learning teams to take forward improvements. Pupils are able to reflect on school improvements, their role in developments and the impact on them as learners. The planned improvements in the school are visible through the School Improvement Learning Wall. The school should build on this effective approach to ownership of the improvement agenda to set out how it will continue to raise attainment and improve outcomes for all.*

Looking outwards and moving forward

The education service encourages all schools to reflect on their practices in light of this summary of findings.

- Continue to evaluate the impact of initiatives and developments ensuring these lead to raising attainment and achievement for all.
- Continue to develop approaches and evaluate the impact of these on closing the poverty related attainment gap, especially where supported by the Pupil Equity Fund.
- Agree and implement a framework of assessment to improve transitions and ensure all learners build on their prior learning.
- Continue to develop the delivery of the curriculum at all stages.
- Continue to develop high quality learning and teaching to ensure consistent practice across all classes.
- Continue to strengthen approaches to self-evaluation.
- Share the good practice identified in each school.

The education service will give consideration to its strategic role in supporting the following findings in its leadership of school improvements:

- Support schools to develop a clear and shared understanding of expected standards and the implementation of national benchmarks to challenge schools in making robust and accurate professional judgements about Curriculum for Excellence levels.
- Support schools to develop their use of curriculum frameworks to ensure a shared understanding of progression across all schools.
- Provide professional learning opportunities to support and challenge schools in consistency of the quality of learning, teaching and effective use of assessment.
- Increase the rigour of self-evaluation leading to self-improvement through robust evidence.
- Align school improvement planning with national and local delivery plans and frameworks to sharpen and sustain the focus on equity and excellence for all.