



## ***Education Executive***

West Lothian Civic Centre  
Howden South Road  
LIVINGSTON  
EH54 6FF

6 September 2018

A meeting of the **Education Executive** of West Lothian Council will be held within **Council Chambers, West Lothian Civic Centre** on **Tuesday 11 September 2018** at **10:00 a.m.**

For Chief Executive

### **BUSINESS**

#### **Public Session**

1. Apologies for Absence
2. Declarations of Interest - Members should declare any financial and non-financial interests they have in the items of business for consideration at the meeting, identifying the relevant agenda item and the nature of their interest.
3. Order of Business, including notice of urgent business and declarations of interest in any urgent business
4. Confirm Draft Minute of Meeting of the Education Executive held on Tuesday 29 May 2018 (herewith)
5. Note Correspondence Arising From Previous Decisions (herewith)

#### **Public Items for Decision**

6. National Improvement Framework Progress Report
  - (a) Report by Head of Education (Curriculum, Quality Improvement and Performance) (herewith)
  - (b) Presentation
7. West Lothian National Improvement Framework Improvement Plan - Report by Head of Education (Curriculum, Quality Improvement and Performance) (herewith)

8. September Conference For Local Authority Church Representatives - Report by Depute Chief Executive (Education, Planning, Economic Development and Regeneration Services) (herewith)
9. Raising Attainment Strategy 2018/23 - Report by Head of Education (Curriculum, Quality Improvement and Performance) (herewith)
10. Managing Critical Incidents in School - Report by Head of Education (Learning, Policy and Resources) (herewith)

**Public Items for Information**

11. Dyslexia Assessment and Identification - Report by Head of Education (Learning, Policy and Resources) (herewith)
12. Education Services Management Plan - Report by Head of Education (Curriculum, Quality Improvement and Performance) and Head of Education (Learning, Policy and Resources) (herewith)
13. S5 and S6 SCQF Examination Results 2018
  - (a) Report by Head of Education (Curriculum, Quality Improvement and Performance) (herewith)
  - (b) Presentation

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NOTE      **For further information please contact Elaine Dow on 01506 281594 or email [elaine.dow@westlothian.gov.uk](mailto:elaine.dow@westlothian.gov.uk)**

MINUTE of MEETING of the EDUCATION EXECUTIVE of WEST Lothian COUNCIL held within COUNCIL CHAMBERS, WEST Lothian Civic Centre, on 29 MAY 2018.

Present – Councillors David Dodds (Chair), Lawrence Fitzpatrick, Stuart Borrowman, Harry Cartmill, Pauline Clark, Tom Conn, Peter Heggie, Chris Horne, Charles Kennedy, Dave King, Sarah King, John McGinty, Andrew McGuire, Andrew Miller, Cathy Muldoon, George Paul, Moira Shemilt, Kirsteen Sullivan; Appointed Representatives Elsie Aitken, Heather Hughes, Myra Macpherson, Lynne McEwen; Parent Council Representative Eric Lumsden.

Apologies: Appointed Representative Margaret Russell.

1. DECLARATIONS OF INTEREST

Members made declarations of interest as undernoted:

Agenda Item 7 – Transforming Your Council – Instrumental Music Service

Councillor Pauline Clark declared an interest as her child(ren) benefitted from the Instrumental Music Service.

Councillor Sarah King declared an interest as her child(ren) benefitted from the Instrumental Music Service.

Councillor Andrew Miller declared an interest as his child(ren) benefitted from the instrumental Music Service.

Eric Lumsden declared an interest as his child(ren) benefitted from the Instrumental Music Service.

Lynne McEwen declared an interest as her grandchild(ren) benefitted from the Instrumental Music Service.

Heather Hughes declared an interest as the local Association Secretary of the EIS which included Instrumental Music Teachers as members.

2. ORDER OF BUSINESS

The Chair agreed that the supplementary item included at agenda item 17 (Establishment of Secondary Stages of Education Within Ogilvie School Campus) be considered before agenda item 16 (Early Learning and Childcare – Expansion Plan Update) as this was a public item for decision by the Education Executive.

3. REQUEST FOR DEPUTATION

The Chair informed the Education Executive that a request for a deputation had been made by Yvonne Hall on behalf of Save our Strings and Percussion Campaign, who wished to address the meeting in relation

to agenda item 7 - Transforming your Council – Instrumental Music Service.

The Education Executive agreed that the deputation be heard.

The Chair then ruled that the deputation be heard immediately before consideration of the officer's report on the Instrumental Music Service.

4. MINUTE

The Education Executive confirmed the minute of the meeting held on 17 April 2018 as being a correct record. The Chair thereafter signed the minute.

5. CORRESPONDENCE

The Education Executive noted correspondence arising from previous decisions.

6. TRANSFORMING YOUR COUNCIL - INSTRUMENTAL MUSIC SERVICE

Deputation

Yvonne Hall spoke on behalf of Save our Strings and Percussion Campaign against the proposal to cut string and percussion disciplines from schools in West Lothian. Children in West Lothian have benefitted from receiving instrumental music tuition in schools. Ms Hall acknowledged that due to budget constraints West Lothian Council had to make difficult decisions in relation to delivering the Instrumental Music Service. However, responses received from the recent survey carried out indicated that charging some children to receive music tuition was not a fair option as this targeted and discriminated against specific groups of children. The Education Executive was asked to look at a solution for the long term sustainability of the music service for all children. Consideration should also be given to seek additional funding to support the service through an Arms-Length Organisation or Charitable Trust. It was important that everyone worked together to find a solution to continue to provide instrumental music tuition within all disciplines to children in West Lothian.

The Chair thanked Ms Hall for her presentation.

Report by Head of Education (Learning, Policy and Resources)

The Education Executive considered a report (copies of which had been circulated) by the Head of Education (Learning, Policy and Resources) inviting members of consider the outcome of the family survey and pupil engagement undertaken in line with the decision of the Education Executive of 17 April 2018.

The Business Transformation Lead – Education Services, advised that the Education Executive at its meeting of 17 April 2018 approved a motion by

Councillor Dodds accepting the decision taken by council on 13 February 2018 and instructed a survey of families of pupils currently in receipt of instrumental music, and engagement with pupils currently in receipt of tuition. The results of the survey were outlined in the report.

It was recommended that the Education Executive considers the outcome of the family survey and pupil engagement undertaken in line with the decision of the Education Executive of 17 April 2018, and determines the future model of instrumental music tuition in West Lothian in accordance with council's decision on 13 February 2018.

### Motion

The Education Executive accepts the decision taken on 13 February 2018 to introduce a revised model of instrumental music provision maintaining a substantial level of tuition while achieving a saving of £493,000.

The response to the survey undertaken following the Education Executive meeting on 24 April 2018 shows a clear majority in favour of introducing charges for instrumental music tuition. While the total number of responses in favour of charging represents less than 20% of the total number of families eligible to take part the Executive will be guided by the majority view.

The Education Executive is aware that the introduction of charging may have adverse effects on the instrumental music service in the longer term, reducing the number of participants and impacting on the quality of the service. For this reason the Education Executive instructs officers to put in place a number of safeguards designed to ensure, as far as possible, that children and young people are not forced to abandon or decline instrumental music tuition because their families are unable to afford it.

The Education Executive therefore instructs officers:-

1. To implement a charge of £354 for all pupils receiving instrumental music tuition in session 2018/19 to be paid in advance. This level of charge is necessary to recover the full cost of providing the service and includes an allowance for the introduction of concessions, a drop in uptake and non-payment. A review of charges should take place in April 2019
2. To implement a scheme of concessions with:-
  - a) free tuition provided to pupils in receipt of free school meals, looked after children and pupils whose SQA performance module is in the same instrument in which they receive tuition.
  - b) a 50% reduction in the cost of tuition of the second and each of the subsequent siblings who receive tuition.
3. To inform all users and potential users of the service of these charges as soon as reasonably practicable.

The Education Executive further instructs officers to consider schemes in other Scottish local authorities, and elsewhere, that allow families not in receipt of free school meals but who would nevertheless struggle to afford the full cost of instrumental tuition to receive tuition at a discounted rate.

The Education Executive instructs the Chief Executive to write to the First Minister of Scotland, the Depute First Minister of Scotland, the Cabinet Secretary for Finance and the Constitution and the Cabinet Secretary for Culture, Tourism and External Affairs with details of the decisions taken by the Education Executive on charging for instrumental music. The Chief Executive should make clear that these decisions are a direct consequence of the failure of the Scottish Government to fully fund local authorities in Scotland and should call upon the Scottish Government to increase funding to all local authorities to allow all children in Scotland to have access to free instrumental music tuition as part of their education.

Moved by Councillor Dodds, seconded by Councillor Fitzpatrick.

#### Amendment

The Education Executive accepts the decision taken on 13<sup>th</sup> February 2018 to introduce a revised model of instrumental music provision maintaining a substantial level of tuition whilst achieving a saving of £493,000.

The Education Executive acknowledges the results of the family survey and pupil engagement which showed support from Students and Parents to include a charging element for the IMS to deliver the required savings.

The Education Executive notes the following extract from the Education Executive paper agreed on the 17<sup>th</sup> April 2018. (Page 10 last 3 paragraphs).

The configuration of the new model of instrumental music tuition will be an operational matter for officers to determine, and the implementation of the new model will be undertaken according to the Council's Workforce Management Policy. Officers will seek to maximise the opportunity for pupils to continue their instruction in the remaining disciplines to be offered, and this will be a factor in the deployment of staff.

The total efficiency is achieved through a combination of staff savings, overtime and supplies. Within this model, efficiencies in management and central support, the overtime necessary to support bands and ensembles, and reductions in instrument purchase and repair budgets will be possible as the overall service size will decrease by approximately half.

Further efficiency will be achieved where necessary to ensure continuity of provision in remaining disciplines by a reduction in teaching time and/or larger teaching groups, increasing the pupil:instructor ratio. A reduction in pupil numbers will be achieved through natural turnover and reduced intake rates.

The Education Executive therefore instructs officers to maximise the tools

available in the above paragraphs and any other suitable methods in order to reduce the proposed estimated cost per pupil from £354.00.

Moved by Councillor Heggie.

The Chair adjourned the meeting for ten minutes to allow members to consider the motion and amendment.

Councillor Dodds advised that following discussion a joint position was proposed. A position was subsequently agreed without division.

### Decision

To unanimously agree a position as undernoted:

The Education Executive accepts the decision taken on 13 February 2018 to introduce a revised model of instrumental music provision maintaining a substantial level of tuition while achieving a saving of £493,000.

The response to the survey undertaken following the Education Executive meeting on 24 April 2018 shows a clear majority in favour of introducing charges for instrumental music tuition. While the total number of responses in favour of charging represents less than 20% of the total number of families eligible to take part the Executive will be guided by the majority view.

The Education Executive is aware that the introduction of charging may have adverse effects on the instrumental music service in the longer term, reducing the number of participants and impacting on the quality of the service. For this reason the Education Executive instructs officers to put in place a number of safeguards designed to ensure, as far as possible, that children and young people are not forced to abandon or decline instrumental music tuition because their families are unable to afford it.

The Education Executive therefore instructs officers:-

1. To implement a charge of £354 for all pupils receiving instrumental music tuition in session 2018/19 to be paid in advance with flexibility allowed in the method of payment. This level of charge is necessary to recover the full cost of providing the service and includes an allowance for the introduction of concessions, a drop in uptake and non-payment. An interim review of the level of charging will take place in December 2018 with a report coming forward to the Education Executive for consideration.
2. To implement a scheme of concessions with:-
  - a) free tuition provided to pupils in receipt of free school meals, looked after children and pupils whose SQA performance module is in the same instrument in which they receive tuition

- b) a 50% reduction in the cost of tuition of the second and each of the subsequent siblings who receive tuition.
- 3. To inform all users and potential users of the service of these charges as soon as reasonably practicable.

The Education Executive further instructs officers to consider schemes in other Scottish local authorities, and elsewhere, that allow families not in receipt of free school meals but who would nevertheless struggle to afford the full cost of instrumental tuition to receive tuition at a discounted rate.

The Education Executive instructs the Chief Executive to write to the First Minister of Scotland, the Depute First Minister of Scotland, the Cabinet Secretary for Finance and the Constitution and the Cabinet Secretary for Culture, Tourism and External Affairs with details of the decisions taken by the Education Executive on charging for instrumental music. The Chief Executive should make clear that these decisions are a direct consequence of the failure of the Scottish Government to fully fund local authorities in Scotland and should call upon the Scottish Government to increase funding to all local authorities to allow all children in Scotland to have access to free instrumental music tuition as part of their education.

## 7. SCHOOL SESSION DATES 2019/20

The Education Executive considered a report (copies of which had been circulated) by the Head of Education (Learning, Policy and Resources) providing details of the proposed school session dates for 2019/20.

The report advised that the proposed session dates were in line with the policy as agreed by the Education Executive at its meeting of 9 June 2015, following consultation with Parent Councils, Head Teachers and the Local Negotiating Committee for Teachers (LNCT). Appendix 1 to the report listed the proposed school session dates for 2019/20 and appendix 2 showed these dates in a calendar format for ease of reference. Appendix 3 showed the proposed session dates in those neighbouring authorities which have published dates so far for session 2019/20. Members noted that the dates differed from each other as it was not possible to set holidays which coincided with all neighbouring authorities. Some authorities have not yet published their dates for 2019/20 therefore the information in appendix 3 was subject to change.

It was recommended that The Education Executive approve the proposed session dates for 2019/20.

### Decision

To approve the terms of the report.



8. EARLY LEARNING AND CHILDCARE SERVICE MODEL FOR 2020 CONSULTATION

The Education Executive considered a report (copies of which had been circulated) by the Head of Education (Learning, Policy and Resources) providing details of the Scottish Government consultation on the Early Learning and Childcare Service model for 2020.

The report explained that the Scottish Government launched a consultation in relation to the Early Learning and Childcare Service model for 2020 on 29 March 2018. The draft response to the consultation was attached as an appendix to the report.

The Education Executive was asked to consider and agree the draft response to the Scottish Government consultation on the Early Learning and Childcare Service model for 2020.

Decision

To approve the terms of the report.

9. EDUCATION SERVICES POLICY FOR LOOKED AFTER CHILDREN AND YOUNG PEOPLE

The Education Executive considered a report (copies of which had been circulated) by the Head of Education (Learning, Policy and Resources) providing details of the revised Education Service Policy for Looked After Children and Young People.

The revised Education Service Policy for Looked After Children, attached as an appendix to the report, provided up to date advice and guidance for those undertaking the role of Designated Member of Staff in schools. It also provided clear guidance on processes and procedures that were required through relevant legislation. The policy should be read in conjunction with the Positive Relationships policy recently revised by Education Services which provided specific guidance on supporting Looked After Children as part of this approach.

It was envisaged that, through careful implementation of the guidance contained in the policy, outcomes for children and young people would be improved through clarity of the role for Designated Members of Staff in educational establishments. Guidance on staff development and training was also included along with processes for quality assurance.

It was recommended that the Education Executive approves the Education Service Policy for Looked After Children as set out in Appendix 1 to the report.

Decision

To approve the terms of the report.

***The Principal Education Planning Officer advised the Education Executive that the Draft Consultation Documents referred to in items 10 to 14 below allowed officers to further develop consultation proposals for use during the statutory consultation period and could therefore be subject to changes following consultation with stakeholders. Approval was being sought from the Education Executive to commence public consultation.***

***A number of catchment area reviews were required by Education Services to ensure housing developments outlined within the council's capital programme have appropriate catchment schools specified and to also ensure that West Lothian Council meets statutory educational responsibilities.***

10. THE ESTABLISHMENT OF A NEW NON-DENOMINATIONAL PRIMARY SCHOOL AND REVIEW OF THE NON-DENOMINATIONAL SCHOOL CATCHMENT AREA AT EAST CALDER PRIMARY SCHOOL

The Education Executive considered a report (copies of which had been circulated) by the Head of Education (Learning, Policy and Resources) seeking approval to commence formal public consultation to establish a new non-denominational primary school at Calderwood, East Calder, and change the non-denomination catchment area of East Calder Primary School. The draft consultation document prepared by council officers was attached as an appendix to the report.

The Principal Education Planning Officer advised that a site for a new non-denominational primary school at Calderwood, East Calder was identified in the 2009 West Lothian Local Plan. The site identified would allow children from the entire Calderwood housing development to be educated at a new primary school within the development area. The developer would transfer the land to the council at no cost and would pay in full for the construction and delivery of the new primary school.

The creation of a new educational establishment and commencement of a catchment review of East Calder Primary School offers West Lothian Council the opportunity to amend where deemed most viable the existing non-denominational catchment specifications in East Calder. The changes outlined in the draft consultation paper would make best use of existing and future school capacities. Details of the proposals were outlined within the report.

It was recommended that Education Executive approves commencement of public consultation to establish a new non-denominational primary school at Calderwood, East Calder and change the non-denominational catchment area of East Calder Primary School.

Decision

To approve the terms of the report.

11. REVIEW OF NON-DONOMINATIONAL PRIMARY SCHOOL CATCHMENT AT HARRYSMUIR PRIMARY SCHOOL AND TORONTO PRIMARY SCHOOL

The Education Executive considered a report (copies of which had been circulated) by the Head of Education (Learning, Policy and Resources) seeking approval to commence formal public consultation to change the catchment areas of Harrysmuir Primary School and Toronto Primary School. The draft consultation document prepared by council officers was attached as an appendix to the report.

The report explained that the former Operational Services depot at Eagle Brae has been identified as a site for housing development in the Local Development Plan and has a provisional allocation of 30 dwellings. The catchment of Harrysmuir Primary School was under pressure with a roll of 409, close to the school's capacity of 415. Harrysmuir Primary School has been operating close to or just above capacity since 2015 and forecasts show it was likely to remain for the foreseeable future.

The consultation transfers the development site at Eagle Brae depot from Harrysmuir Primary School catchment to Toronto Primary School catchment where existing and future capacity was available. No external residential properties were proposed to be transferred.

It was recommended that the Education Executive approves commencement of public consultation to change the catchment areas of Harrysmuir Primary School and Toronto Primary School.

Decision

To approve the terms of the report.

12. RELOCATION OF HOLY FAMILY PRIMARY SCHOOL, WINCHBURGH

The Education Executive considered a report (copies of which had been circulated) by the Head of Education (Learning, Policy and Resources) seeking approval to commence formal public consultation to relocate Holy Family Primary School, Winchburgh. The draft consultation document was attached as an appendix to the report.

The report explained that Holy Family Primary School shared premises with Winchburgh Primary School at Glendevon Park, Winchburgh. As part of the continuing expansion of the Winchburgh Core Development Area it was proposed to relocate Holy Family Primary School to a newly built, developer funded school in the north of Winchburgh on the Beattie Road.

The school would initially be constructed as a full single stream capacity however, the intended site has capacity for expansion to a full two stream capacity establishment to accommodate demand from across the Winchburgh and East Broxburn Core Development Areas.

Delivery of a new single site education establishment would allow

relocation of the existing Holy Family Primary School in Winchburgh.

It was recommended that the Education Executive approves commencement of public consultation to relocate Holy Family Primary School, Winchburgh.

Decision

To approve the terms of the report.

13. REVIEW OF NON-DENOMINATIONAL PRIMARY SCHOOL CATCHMENT AT SIMPSON PRIMARY SCHOOL AND BOGHALL PRIMARY SCHOOL

The Education Executive considered a report (copies of which had been circulated) by the Head of Education (Learning, Policy and Resources) seeking approval to commence formal public consultation to change the catchment areas of Simpson Primary School and Boghall Primary School. The draft consultation document prepared by council officers was attached as an appendix to the report.

The report advised that the Guildiehaugh Depot site was proposed for redevelopment as housing now that it was surplus to requirements for the council's Operational Services team. One hundred residential properties were proposed in the Local Development Plan for this site.

Simpson Primary School does not have capacity to accommodate the children from a development of this size therefore it was proposed to transfer the site into the Boghall Primary School catchment which does have existing capacity and future capacity. No existing residential properties were proposed to be transferred.

It was recommended that the Education Executive approves commencement of public consultation to change the catchment areas of Simpson Primary School and Boghall Primary School.

Decision

To approve the terms of the report.

14. REVIEW OF DENOMINATIONAL PRIMARY SCHOOL CATCHMENT AREAS AT ST PAUL'S PRIMARY SCHOOL, ST NINIAN'S PRIMARY SCHOOL AND ST MARY'S PRIMARY SCHOOL, WEST CALDER

The Education Executive considered a report (copies of which had been circulated) by the Head of Education (Learning, Policy and Resources) seeking approval to commence formal public consultation to review the denomination primary school catchment areas at St Paul's Primary School, St Ninian's Primary School and St Mary's Primary School. The draft consultation document prepared by council officers was attached as an appendix to the report.

The Principal Education Planning Officer advised that the map attached at appendix 5 to the report was incorrect. The correct map was then tabled. It was also noted that St Mary's Primary School was in Polbeth and not West Calder as recorded in the report.

The report recalled that on 18 January 2011 the Education Executive approved a paper to remove from St Paul's Primary School catchment areas which crossed the boundary with City of Edinburgh Council. As part of the process new maps showing the catchment for St Paul's Primary School were produced. The adoption of the new catchment maps inadvertently left a small area of land south of Murieston outwith the St Paul's Primary School catchment without including it in the catchment area of any other school. This catchment review was intended to rectify that anomaly as well as to move a small number of properties (14 in total) that were in the St Paul's Primary School catchment but which were associated with Livingston or West Calder rather than Mid and East Calder. Details of the proposals were outlined within the report.

It was recommended that the Education Executive approves commencement of public consultation to review the denominational primary school catchment areas at St Paul's Primary School, St Ninian's Primary School and St Mary's Primary School.

#### Decision

To approve the terms of the report subject to the following amendments:

- To replace the map at appendix 5 to the report with the correct map; and
- To amend St Mary's Primary School (West Calder) with St Mary's Primary School (Polbeth) in future reports/consultation documents.

#### 15. ESTABLISHMENT OF SECONDARY STAGES OF EDUCATION WITHIN OGILVIE SCHOOL CAMPUS

The Education Executive considered a report (copies of which had been circulated) by the Head of Education (Learning, Policy and Resources) providing details of proposals to commence formal public consultation in relation to Ogilvie School Campus becoming a 5-18 all-through school offering both primary and secondary education for children with severe and complex needs as agreed in the council's ASN Review 2014. The draft consultation proposal was attached as an appendix to the report.

The report advised that following the pre-consultation exercise a draft Consultation Proposal was prepared in relation to the establishment of a secondary stage within Ogilvie School Campus.

The Education Executive was requested to authorise the commencement of the Consultation in order that officers could further develop and conclude drafting of the Consultation Proposal for use during the statutory consultation period.

Decision

To approve the terms of the report.

16. EARLY LEARNING AND CHILDCARE - EXPANSION PLAN UPDATE

The Education Executive considered a report (copies of which had been circulated) by the Head of Education (Learning, Policy and Resources) providing an update on the revenue and capital funding allocations provided by the Scottish Government for 2018/19 – 2021/22 to West Lothian Council.

The Scottish Government confirmed to local authorities the revenue and capital funding allocations for 2017/2018 – 2021/2022 on 1 May 2018. Details of the funding provided to West Lothian were outlined within the report.

It was recommended that the Education Executive notes the revenue and capital funding allocations provided to West Lothian Council by the Scottish Government for the period 2018/19 – 2021/22 for the ELC expansion.

Decision

To note the contents of the report.



**West Lothian  
Council  
Chief Executive Office**

West Lothian Civic Centre  
Howden South Road  
Livingston  
West Lothian  
EH54 6FF

Our Ref: CEO/CH  
Your Ref:

Contact: **Carrie Heron**  
Tel: 01506 281675  
e-mail: [carrie.heron@westlothian.gov.uk](mailto:carrie.heron@westlothian.gov.uk)

**Private & Confidential**  
Mr John Swinney MSP  
Deputy First Minister for Scotland  
The Scottish Government  
St Andrew's House  
Regent Road  
Edinburgh  
EH1 3DG

31 May 2018

Dear Deputy First Minister

**Instrumental Music Service – West Lothian Council**

I refer to your letter of 27 May 2018 in relation to the above.

Further to our recent correspondence, I can advise that a meeting of West Lothian Council's Education Executive was held on 29 May 2018, at which the above matter was discussed.

At the meeting it was agreed that I write to you in the following terms:

"The Education Executive instructs the Chief Executive to write to the First Minister of Scotland, the Deputy First Minister of Scotland, the Cabinet Secretary for Finance and the Constitution and the Cabinet Secretary for Culture, Tourism and External Affairs with details of the decisions taken by the Education Executive on charging for instrumental music. The Chief Executive should make clear that these decisions are a direct consequence of the failure of the Scottish Government to fully fund local authorities in Scotland and should call upon the Scottish Government to increase funding to all local authorities to allow all children in Scotland to have access to free Instrumental music tuition as part of their education."

I attach a copy of the officers' report to the Education Executive on 29 May 2018 and the agreed Notice of Motion to which I would welcome your response.

In the meantime, I note your suggestion of a meeting with Scottish Government officials and will make contact with Zarina Naseem to progress this.

Yours sincerely

**Graham Hope  
Chief Executive**

Encl.



[westlothian.gov.uk](http://westlothian.gov.uk)







Our Ref: CEO/CH  
Your Ref:

Contact: **Carrie Heron**  
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**Private & Confidential**  
Mr Derek Mackay MSP  
Cabinet Secretary for Finance and Constitution  
St Andrew's House  
Regent Road  
Edinburgh  
EH1 3DG

31 May 2018

Dear Cabinet Secretary

**Instrumental Music Service – West Lothian Council**

A meeting of West Lothian Council's Education Executive was held on 29 May 2018, at which the above matter was discussed.

At the meeting it was agreed that I write to you in the following terms:

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I attach a copy of the officers' report to the Education Executive on 29 May 2018 and the agreed Notice of Motion.

I look forward to receiving your response.

Yours sincerely

**Graham Hope**  
Chief Executive

Encl.





Our Ref: CEO/CH  
Your Ref:

Contact: **Carrie Heron**  
Tel: 01506 281675  
e-mail: [carrie.heron@westlothian.gov.uk](mailto:carrie.heron@westlothian.gov.uk)

**Private & Confidential**  
Ms Fiona Hyslop MSP  
Cabinet Secretary for Culture, Tourism and  
External Affairs  
St Andrew's House  
Regent Road  
Edinburgh  
EH1 3DG

31 May 2018

Dear Cabinet Secretary

**Instrumental Music Service – West Lothian Council**

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I attach a copy of the officers' report to the Education Executive on 29 May 2018 and the agreed Notice of Motion.

I look forward to receiving your response.

Yours sincerely

**Graham Hope**  
Chief Executive

Encl.





Our Ref: CEO/CH  
Your Ref:

Contact: **Carrie Heron**  
Tel: 01506 281675  
e-mail: [carrie.heron@westlothian.gov.uk](mailto:carrie.heron@westlothian.gov.uk)

**Private & Confidential**  
The Right Honourable Nicola Sturgeon MSP  
First Minister for Scotland  
The Scottish Government  
St Andrew's House  
Regent Road  
Edinburgh  
EH1 3DG

31 May 2018

Dear First Minister

**Instrumental Music Service – West Lothian Council**

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I attach a copy of the officers' report to the Education Executive on 29 May 2018 and the agreed Notice of Motion.

I look forward to receiving your response.

Yours sincerely

**Graham Hope**  
Chief Executive

Encl.





F/T: 0300 244 4000  
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Mr Graham Hope

By email: [carrie.heron@westlothian.gov.uk](mailto:carrie.heron@westlothian.gov.uk)

Your ref: CEO/CH  
Our ref: 2018/0018080

21 June 2018

*G M Hope,*

Many thanks for your letters of 31 May to myself, the First Minister, the Cabinet Secretary for Finance and Constitution, and the Cabinet Secretary for Culture, Tourism and External Affairs, notifying us of the outcome of the Education Executive meeting on 29 May.

I welcome the Education Executive's decision to reverse its decision to abolish the provision of instrumental music tuition for strings and percussion and to instead introduce charges across the board, which was clearly the option favoured by those responding to your survey. Despite the welcome commitment to free tuition for pupils in receipt of free school meals, looked after children, and pupils sitting SQA qualifications, I appreciate that there remain concerns about affordability for many families. It is reassuring that West Lothian Council will consider best practice in other local authorities to address this.

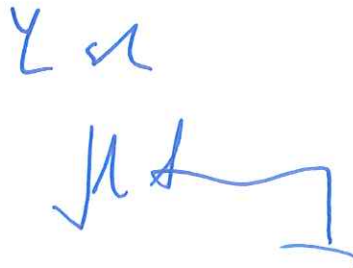
I note the Education Executive's statement regarding funding for local authorities in Scotland. I must reiterate my comments in my previous correspondence of 29 May that, despite continued UK Government real terms cuts to Scotland's resource budget, the settlement with local government is very fair. The £10.7 billion local government finance settlement in 2018/19 will provide a real terms boost in both revenue and capital funding. While local authority budget setting is the responsibility of individual authorities, the total funding they have available will increase by almost £342 million in 2018/19.

West Lothian Council will receive £332 million Scottish Government funding in 2018/19. Taken together with the decision to increase council tax by 3%, West Lothian Council will have an additional £10.9 million to support services compared to 2017/18.

Scottish Ministers, special advisers and the Permanent Secretary are covered by the terms of the Lobbying (Scotland) Act 2016. See [www.lobbying.scot](http://www.lobbying.scot)



While respecting the autonomy of local councils, Ministers have committed to working in collaboration with partners to find solutions that help ensure instrumental music remains accessible to all. Following a meeting with John Wallace, Chair of the Music Education Partnership Group, I have accepted an invitation for Scottish Government officials to join discussions they are setting up with COSLA representatives to identify ways of ensuring instrumental music remains accessible to all.



**JOHN SWINNEY**

Scottish Ministers, special advisers and the Permanent Secretary are covered by the terms of the Lobbying (Scotland) Act 2016. See [www.lobbying.scot](http://www.lobbying.scot)

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## **EDUCATION EXECUTIVE**

### **NATIONAL IMPROVEMENT FRAMEWORK PROGRESS REPORT**

#### **REPORT BY HEAD OF EDUCATION (CURRICULUM, QUALITY IMPROVEMENT AND PERFORMANCE)**

##### **A. PURPOSE OF REPORT**

To inform members of the West Lothian National Improvement Framework Progress Report.

##### **B. RECOMMENDATION**

To approve the contents of the West Lothian Progress Report in driving forward the key priorities of the National Improvement Framework: raising attainment, closing the attainment gap, improving health and well-being, and improving employability.

##### **C. SUMMARY OF IMPLICATIONS**

<b>I</b>	<b>Council Values</b>	Focusing on our customers' needs; being honest, open and accountable; providing equality of opportunities; developing employees; making best use of our resources; working in partnership
<b>II</b>	<b>Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)</b>	The publication of a Progress Report is required by the Standards in Scotland's Schools etc Act 2000. Raising Attainment is a key strategic objective of West Lothian Council. An Equality Relevance assessment was undertaken on the initial plan.
<b>III</b>	<b>Implications for Scheme of Delegations to Officers</b>	None.
<b>IV</b>	<b>Impact on performance and performance Indicators</b>	The National Improvement Framework Progress Report is linked to performance indicators including those relating to attainment and positive destinations.
<b>V</b>	<b>Relevance to Single Outcome Agreement</b>	The National Improvement Framework Progress Report is closely linked to the performance indicators within the Single Outcome Agreement including those relating to attainment and positive destinations.
<b>VI</b>	<b>Resources - (Financial,</b>	The National Improvement Framework

**Staffing and Property)**

Progress Report will be delivered within agreed central education and devolved school budgets.

**VII Consideration at PDSP** Yes

**VIII Other consultations**

## **D. TERMS OF REPORT**

The Standards in Scotland's Schools etc Act 2000, as amended by the Education (Scotland) Act 2016, requires the preparation of an annual progress report and plan setting out progress the Council has made to achieve the four key priorities of the National Improvement Framework.

Statutory Guidance requires the publication of the local plan by September 2018.

The four key priorities of the National Improvement Framework (NIF) are:

- to improve attainment, particularly literacy and numeracy
- to close the attainment gap between the most and least disadvantaged children
- to improve health and wellbeing
- to improve employability skills and sustained positive school leaver destinations

The Report details progress made with improvement actions which were outlined in the West Lothian National Improvement Framework Improvement Plan (NIFIP) 2017-18. It should be noted that Curriculum for Excellence levels are subject to further moderation and Senior Phase measures will be confirmed following the publication of Insight in September.

### **Summary of key progress highlights with NIF Priorities:**

#### **Improvements in attainment, particularly literacy and numeracy:**

- Primary Literacy has improved from 74% to 75%
- Primary Numeracy has improved from 80 % 82%
- Secondary Literacy has improved from 90% to 91%
- Secondary Numeracy has improved from 92% to 93%
- 1+ SCQF Level 6 in S5 has improved from 66% to 71%
- 3+ SCQF Level 6 in S5 has improved from 46% to 53%
- 5+ SCQF Level 6 in S5 has improved from 28% to 33%
- S4 National 5 Maths has improved from 59% to 69%
- S5 Higher Maths has improved from 67% to 76%

Closing the attainment gap between the most and least disadvantaged children:

Improvements in Quintile 1 performance:

- Primary 1 writing from 71% to 73%
- Primary 4 reading from 69% to 71%
- Primary 7 reading from 70% to 72%
- Primary 4 numeracy from 71% to 75%
- Primary 7 numeracy from 61% to 68%
- Secondary literacy measures are already above the national stretch aim

- Secondary numeracy measure is already above the national stretch aim

Improvements in performance of most deprived 30%:

- 3+ SCQF Level 5 in S4 has improved from 50% to 58%
- 5+ SCQF Level 5 in S4 has improved from 34% to 38%
- 3+ SCQF Level 6 in S5 has improved from 31% to 34%

#### **Improvements in health and wellbeing:**

- Significant progress has been made in the development of strategic approaches to improve health and wellbeing. A national census on health and wellbeing is to be introduced next session which may allow more specific measurement of progress in outcomes to be reported.

#### **Improvements in employability skills and sustained positive school leaver destinations:**

- 93.93% of Senior Phase School Leavers went into a positive destination as recorded in October 2017. This is a 1.19% increase on last year and a 4.1% increase in West Lothian over the last 6 years.
- Out of 32 Local Authorities West Lothian Council was 18th. It is worth noting that the difference between West Lothian and the Local Authority in 9th place was 0.8%.
- The positive destinations for Senior Phase School Leavers in West Lothian schools are above our virtual comparator, the Forth Valley and West Lothian Collaborative average and the National Average.

## **E. CONCLUSION**

The National Improvement Framework Progress Report is the annual strategic document reporting on improvement in the key priorities of raising attainment, closing the attainment gap, improving health and well-being, and improving employability. It closely correlates with the Raising Attainment Strategy. It will satisfy the requirement within the Standards in Scotland's Schools etc. Act 2000 to produce an annual report on progress.

The report demonstrates that West Lothian has made significant progress in achieving the four key priorities.

**F. BACKGROUND REFERENCES**

None

Appendices/Attachments: West Lothian National Improvement Framework Progress Report 2017-18

Contact Person:

*Catrina Hatch, Senior Development Officer (National Improvement Framework and Pupil Equity Fund)*

*Donna McMaster*

*Head of Education (Curriculum, Quality Improvement and Performance)*

Date of meeting: 11 September 2018

# NATIONAL IMPROVEMENT FRAMEWORK PROGRESS REPORT

## WEST LoTHIAN COUNCIL

### SESSION 2017-18

ACHIEVING EXCELLENCE AND EQUITY



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## WEST LoTHIAN PERSPECTIVE

West Lothian Council has a relentless focus on improving the attainment, achievement and life chances of our children and young people. In line with the National Improvement Framework (NIF), our mission is to ensure excellence and equity for every child we have the privilege of teaching in our early learning centres and schools. We will achieve this through:



- rigorously improving attainment, particularly in literacy and numeracy - a priority in which we have already had significant success
- relentlessly and creatively embracing effective interventions to close the attainment gap between the most and least disadvantaged children
- uncompromisingly focussing on improving children and young people's health and wellbeing
- persistently pursuing ongoing improvement in employability skills and sustained, positive school-leaver destinations for all young people

This NIF Progress Report represents West Lothian Council's annual statement of progress made with improvement objectives.

## COLLABORATIVE PRACTICES PROGRESS

West Lothian Education Services has an ongoing commitment to promoting and embedding a culture of professional collaboration within and between schools. This also extends to having a clear desire to work with, learn with and influence improvements across authorities and nationally. Well established and effective collaborations are in place, which lead to continuous improvement in West Lothian schools.

This session collaboration has continued through the relevant structures and framework as outlined in the NIF Plan August 2017. In addition work has begun on the Forth Valley and West Lothian (FVWLC) Regional Improvement Collaborative with Stirling, Falkirk, Clackmannanshire and West Lothian. Planning of key actions has focussed on:

i. Performance and Improvement	
ii. Career Long Professional Learning	
iii. Early learning and childcare	
iv. Numeracy	
v. Literacy	



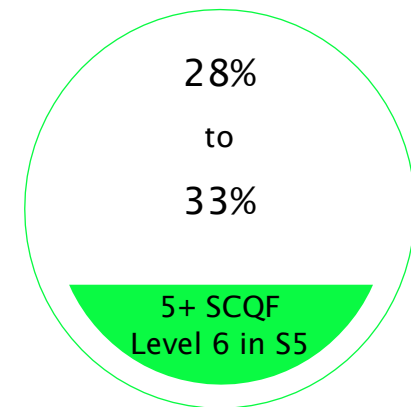
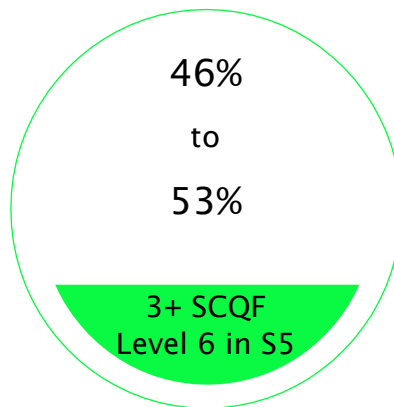
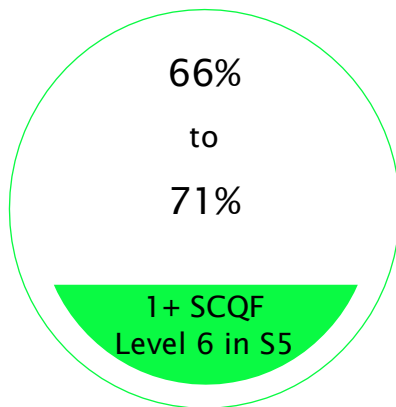
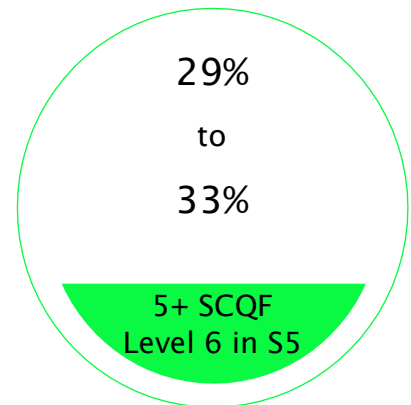
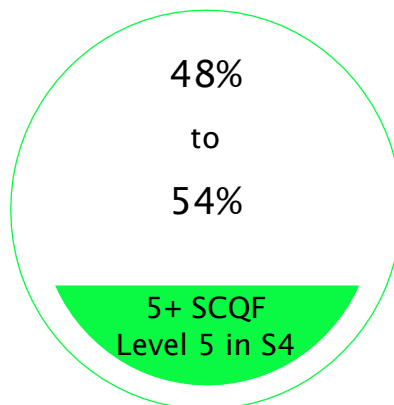
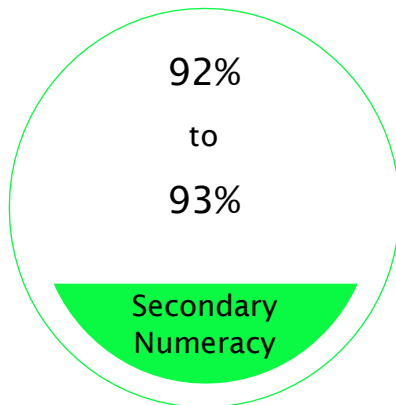
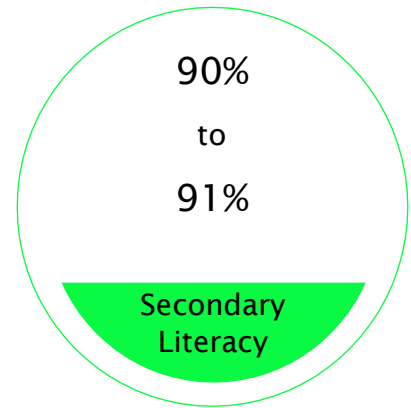
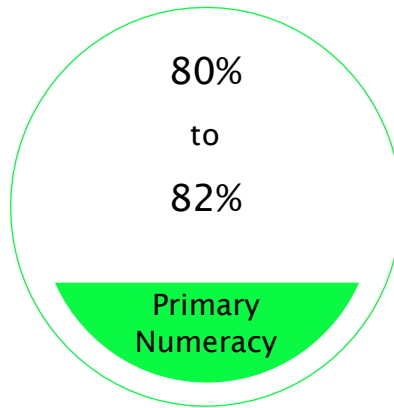
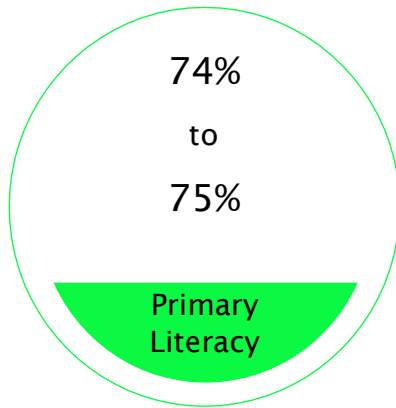
## PRIORITY 1: IMPROVEMENTS IN ATTAINMENT

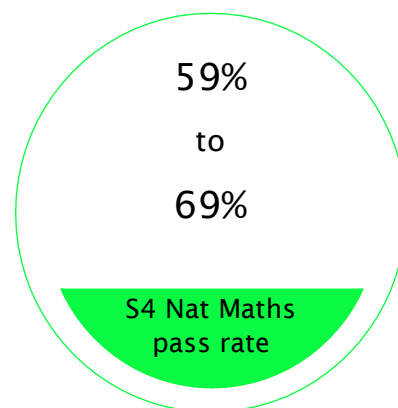
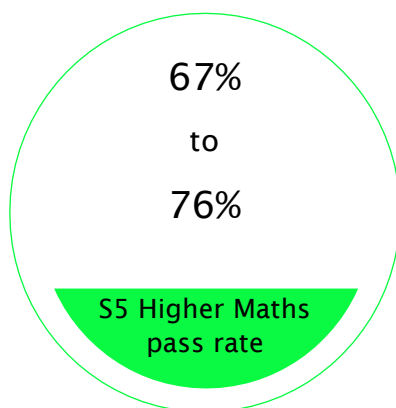
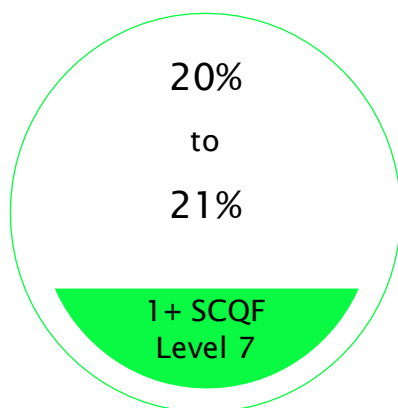
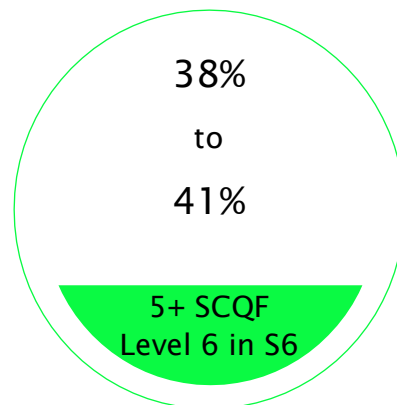
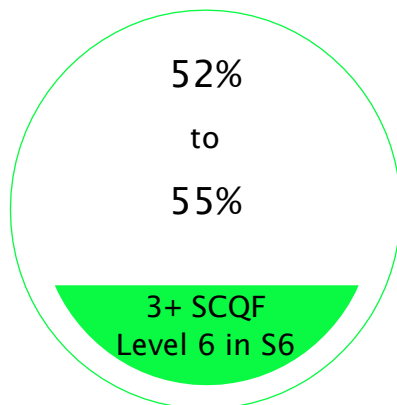
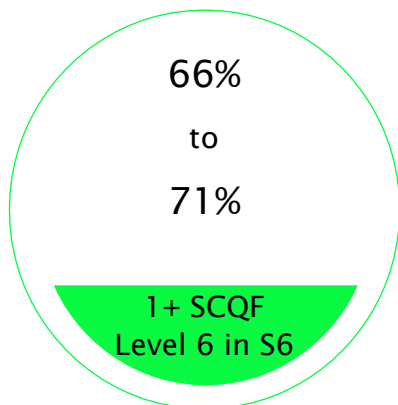
In Session 2017/18, progress made with improvement activities is outlined below:

- An update of improvement activities in literacy and numeracy can be found in Appendix 1.
- The Curriculum Moving Forward in Learning (MFIL) working group has reviewed and updated Progression Pathways in Numeracy, Literacy, Health and Wellbeing, Science and Technologies and linked to benchmarks. There has been a focus on consistent transition pathways from P7-S1.
- A Curriculum Guidance tool has been developed and shared with all schools. A Quality Improvement session shared practical suggestions on evaluating the totality of the curriculum. The Secondary Curriculum team devised and led an intensive programme to support Senior Leaders in reviewing and shaping the Broad General Education (BGE) curriculum. This is being supported by a Validated Self Evaluation (VSE) model to review every school's BGE curriculum and impact on learning and teaching.
- Career Long Professional Learning (CLPL) was offered across sectors on developing a curriculum rationale. This identified the requirement to establish the unique features of each school, develop curriculum according to drivers identified and linked to vision, values and aims. The sessions provided increased clarity around developing a curriculum rationale and the principles of curriculum design and facilitated beneficial professional dialogue around the process of curriculum development. Headteachers have more clarity around curriculum design, incorporating curricular themes such as learning for sustainability and developing the young workforce.
- Teams in schools have increased confidence in reviewing, discussing and shaping their curriculum rationale. There is an increased awareness of very good practice from other local authority schools. There are emerging models of change to renew, build and enhance the BGE with a focus on breadth, depth and progression.
- Evidence from schools indicates that there is a deeper understanding of the process, and strategies for involving the school community/ partners and identification of drivers relevant to the individual school context.
- Through joint working with the Career Long Professional Learning (CLPL) steering group this session, the Inclusion and Wellbeing Service contributed to the provision of professional learning opportunities for Support for Learning Teachers.
- Good progress has also been made by the Education Psychology Service on support with the Practitioner Enquiry Programme within one of the clusters.



## RAISING ATTAINMENT FOR ALL: IMPROVEMENTS IN PERFORMANCE





## **PRIORITY 2: CLOSING THE GAP BETWEEN THE MOST AND LEAST DISADVANTAGED CHILDREN**

In Session 2017/18, progress made with improvement activities is outlined below:

- Throughout last session the Inclusion and Wellbeing Service (IWS) in West Lothian has updated key Additional Support policies including the Promoting Positive Relationships Policy; Co-ordinated Support Plans guidance; Looked After Children policy and have planned a refresh of the Continuum.
- The IWS has also been re-designed with the aim of enhancing support for pupils with barriers to learning, in mainstream schools.
- The Educational Psychology Service (EPS) has implemented both Nurture Group and Whole-School Nurture Training with follow-up support.
- Very good progress has been made with implementing Corporate Parenting development work for Looked After Children (LAC). This has included training for Designated Members of Staff, the revision of the Education Services LAC policy, attainment visits to secondary schools, self-evaluation through the Centre for Excellence for Looked After Children in Scotland (CELCIS) summary report, and plans being developed to include a focus on LAC pupils in the VSE process.
- EPS has also held a Pupil Support Worker Conference with a specific focus on health and wellbeing, involving multi-agency partners.
- A twilight session as part of the secondary curriculum programme supported Closing the poverty related attainment gap and its link to the impact of the curriculum.

### **PUPIL EQUITY FUNDING (PEF)**

**Further detail on PEF is included in Appendix 2.**

On the following pages there is clear evidence of improvements in the performance of Quintile 1 children and young people. However, this has not always led to a reduction in the gap given, in many cases, an improved performance with Quintile 5 learners. There are early indications that the use of PEF has impacted positively on the experiences of children and young people, and on reducing inequalities, however the longer term impact in meeting the strategic priorities of the NIF have still to be achieved.

Headteachers made use of local data to understand which children and young people would benefit from targeted support, and to monitor and track learners' progress over time. The majority of schools articulated clearly defined outcomes to enable progress and impact to be measured however more work is required in this area. To ensure transparency, schools were expected to involve their pupils, staff, Parent Council and the wider parent body in their planning process. Information on PEF is included in their annual School Improvement Plans and

progress reported in their Standards and Quality Reports. These plans and reports are accessible on school websites.

The expectation is that, other than in exceptional circumstances, the majority of funding allocated to West Lothian for Session 2017-2018 will be spent within the current academic year.

Schools have been highly creative, as well as rigorous, in ensuring appropriate strategies are being adopted. They have focussed their interventions on Literacy, Numeracy, Health and Wellbeing and more generally across learning to improve outcomes for our most disadvantaged learners. Many schools have purchased additional resources to improve reading, increase vocabulary and support numeracy learning. As part of these interventions, they have been promoting parental engagement and family learning from early years to secondary.

Other interventions include working with a range of partners on areas such as outdoor learning initiatives and play therapy. An authority-wide intervention has involved a significant number of schools working with Tapestry which focusses on improving learning and teaching in the context of poverty. A cluster of schools has also been working with an educational consultant looking at the impact of adverse childhood experiences and trauma on wellbeing and attainment. Several schools have a focus on employability, improving attendance and reducing exclusions for Quintile 1 (most deprived 20%) pupils through the employment of additional staff to support this. Many schools have been further developing nurturing principles. A number of schools are also undertaking activities to help to reduce the cost of the school day for targeted pupils.

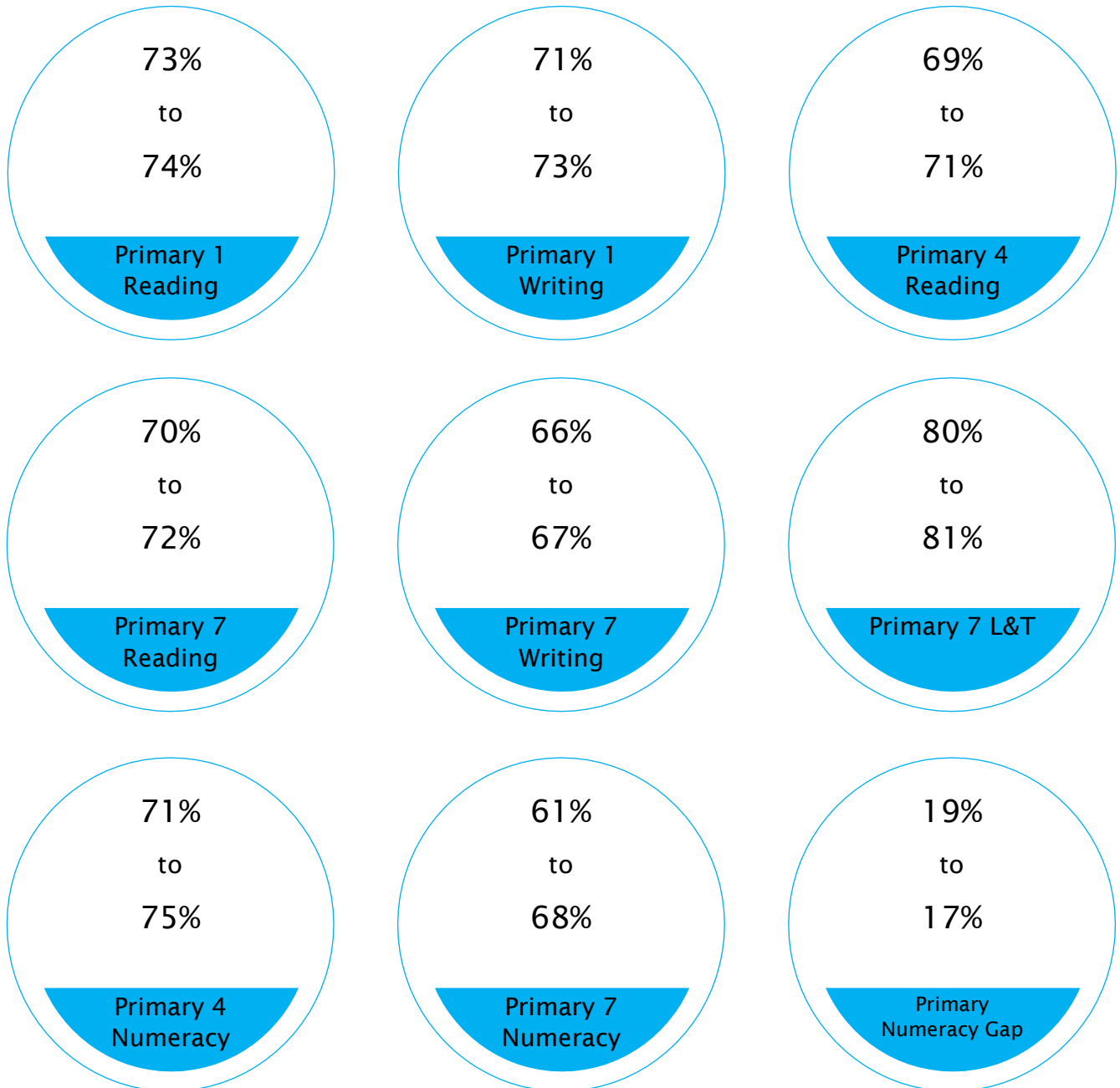
119 development posts have been created to support Literacy, Numeracy and/or Health and Wellbeing, 149 pupil support workers along with 69 teachers were employed, or partially employed last session.

PEF interventions are supported by a central PEF team. The team organised a very successful PEF Conference on 16th March 2018 which raised awareness of the impact of poverty both locally and nationally and adverse childhood experiences. It also celebrated the success of current practice throughout West Lothian Council with 16 workshops highlighting successful interventions took place. Feedback from delegates included *"Inspirational, thought provoking, challenging. Reinforced that we must do better to support the wellbeing of our most vulnerable young people"*.

The PEF team have reviewed the supports they provided this session and have produced an action plan for next session. The focus will be on addressing areas where the largest 'gaps' exist between children and young people in quintile 1 (the most deprived 20%) with quintile 5 (the least deprived 20%) in the areas of reading, writing, numeracy, attendance and exclusion. Next session schools will be supported with a programme on ways to address the cost of the school day. The central PEF team have recently undertaken the first part of the Children and Young People's Improvement collaborative (CYPIC) Scottish Coaching and Leading for Improvement Programme. This will allow the team to further support schools and head teachers in identifying gaps and to monitor the progress and the impact of programmes. This will help to further embed an ethos of improvement methodology across West Lothian education.

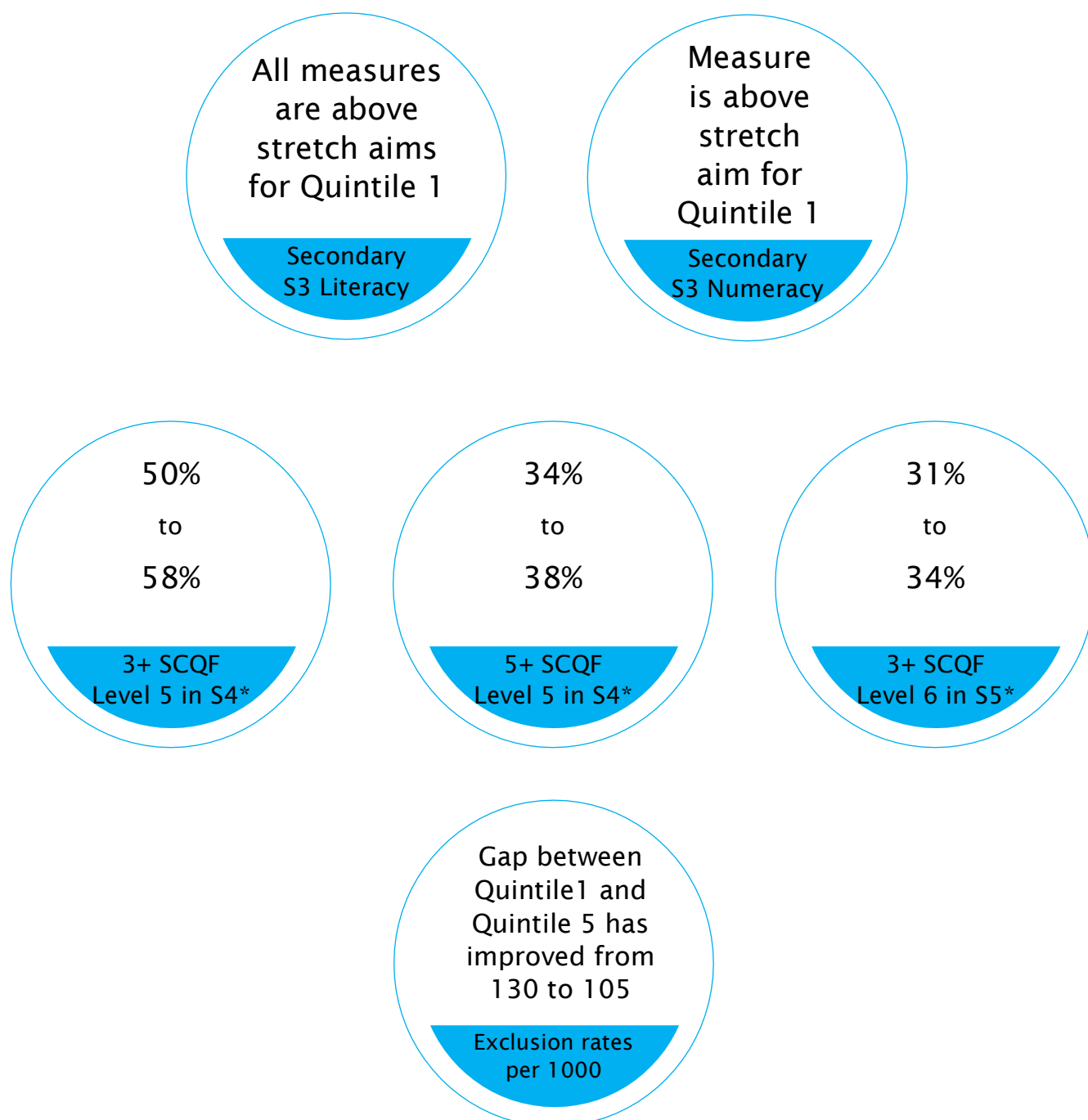
## QUINTILE 1:

### IMPROVEMENTS IN PERFORMANCE (Primary)



Please note that the CfE levels are not due to be published by the Scottish Government until December and therefore all information is subject to further moderation

## MOST DEPRIVED: IMPROVEMENTS IN PERFORMANCE (Secondary)



Please note that all Senior Phase measures will be confirmed following the publication of Insight in September

\* most deprived 30%

## **PRIORITY 3: IMPROVEMENTS IN CHILDREN AND YOUNG PEOPLE'S HEALTH AND WELLBEING**

Progress made with improvement activities is outlined below:

- The Moving Forward in Learning (MFIL) Health and Wellbeing (HWB) strategy is now well established and effectively supports the strategic delivery of the National Improvement Framework with partners.
- School leadership teams have increased awareness of national messages and priorities for leadership of wellbeing as a result of Hub training and are consequently developing effective approaches to support this.
- A network of HWB Champions has been established, creating a collaborative forum which is supporting leadership of wellbeing. The HWB Hub session and HWB Champion CLPL sessions are evaluated and inform next steps. HWB newsletters outline key progress and actions. Feedback from training sessions shows that HWB Champions feel well-informed/supported and they are benefitting from sharing practice.
- Frameworks and tools to support reflection and self-evaluation of wellbeing have been shared with all schools. These are being trialled in every establishment. This has provided greater clarity around expectations for effective self-evaluation in wellbeing. School self-evaluation summaries, VSE reports and thematic reviews are beginning to indicate more systematic self-evaluation of wellbeing is being undertaken. School self-evaluation summaries are beginning to report on the quality of wellbeing more consistently and explicit priorities for improving wellbeing are being identified.
- Plans are in place to share expectations with schools of national stretch aims for wellbeing. Schools are at an early stage of development. Evidence indicates variability in use of systems to measure progress with wellbeing indicators.
- Headteachers and partners (through MFIL HWB and T&M Groups) are working collaboratively to develop effective systems to measure progress in wellbeing.
- Improvement methodology is becoming established as a means of developing effective practice in wellbeing across schools.
- A HWB conference (took place in June 2018) to share strategic guidance to schools and progress to date which will inform future planning. The Wellbeing Indicators group has made good progress in developing and sharing good practice in engaging with wellbeing indicators. Plans are in place for HWB Champions to explore and agree consistent use of wellbeing indicators to report on learner progress and identify next steps in learning. The purpose is to upskill teachers in the use of wellbeing indicators to report on learner progress and identify next steps in learning. Schools are being supported to evaluate progress in wellbeing at whole school level.
- MFIL Curriculum group is finalising reviewed and refreshed West Lothian progression pathways in line with national benchmarks for Personal and Social Education, Physical

Education and Food and Health. These are being shared with schools to ensure consistency and clarity in standards within the HWB curriculum. The West Lothian Wellbeing Curriculum pathways will be published for adaptation to suit the unique context in every school.

- Expectation has been shared that schools will use the wellbeing indicators with parents to assess individual, group and whole school strengths and next steps for improvement. There is a need to develop more consistency. Evidence indicates that some schools are effectively engaging parents in dialogue with their child and staff around wellbeing indicators on a regular basis. All schools use wellbeing indicators as part of the GIRFEC planning process.
- MFiL Parental Engagement group and plan is being established. This will support schools to define and promote family learning through effective planning for equity in learning. The intention is to further develop effective partnership working to deliver wellbeing outcomes in schools.
- Education Officers for HWB are contributing to the redesign of Children's Services to impact on early intervention and inclusion. MFiL sub groups are generating increased and more effective cross-sector working. As a result, more targeted services for schools are emerging which is impacting positively on young people.
- School Improvement Plans and Pupil Equity Plans demonstrate increased engagement with partners in planning and evaluating their joint delivery of wellbeing interventions.
- As a result of Hub training, school leaders and HWB Champions are more aware of national messages regarding the importance of engaging all staff and stakeholders with wellbeing indicators. Some schools are gathering this information and are considering how they can use effectively to assess progress. Greater consistency is now required and data needs to be collated to inform analysis at local authority level.
- MFiL Monitoring and Tracking group is developing a consistent system to record self-reporting which was shared with all schools at HWB Conference (June 2018). The group is also developing consistent criteria to support effective assessment in levels of participation and engagement. Schools are being introduced to an increasing range of information and data that can be used to support planning in wellbeing. Interventions are becoming more aligned to data. Further work is required to develop this and to make most effective use of research and statistics from a range of partners.
- A pilot of anxiety groupwork has taken place by EPS in 5 secondary schools to support early intervention in anxiety management. In addition, EPS has made very good progress with the provision of Give us a Break training for schools to build capacity in staff to deliver this bereavement and loss focused programme.



## **PRIORITY 4: IMPROVEMENT IN EMPLOYABILITY SKILLS AND SUSTAINED, POSITIVE SCHOOL-LEAVER DESTINATIONS FOR ALL YOUNG PEOPLE**

In Session 2017/18:

- 93.93% of Senior Phase School Leavers went into a positive destination as recorded in October 2017. This is a 1.19% increase on last year and a 4.1% increase in West Lothian over the last 6 years.
- Out of 32 Local Authorities West Lothian Council was 18th. It is worth noting that the difference between West Lothian and the Local Authority in 9th place was 0.8%.
- There was a slight increase in the number of young people undertaking Activity Agreements which is in line with the rest of Scotland
- The destinations of only 3 young people cannot be confirmed which was 0.15% of the cohort.
- 25.08% of young people are in employment which is a rise of 2.68% compared to last year.
- There was a slight drop from last year in the number of school leavers participating in training to 2.31% which was in line with National trend.
- There was a drop in the percentage of unemployed seeking and not seeking which again was in line with national trends.
- The positive destinations for Senior Phase School Leavers in West Lothian Schools are above our virtual comparator, the Forth Valley and West Lothian Collaborative average and the National Average.

Progress made with improvement activities is outlined below:

- Key Worker allocation has been targeted using the SEEMiS Risk Matrix and Data Hub to provide increased support to secondary schools, with the largest number of pupils identified as being most at risk of a negative post school destination. A programme of a Positive Participation Key Worker who has been based in West Lothian College to support school leavers has resulted in more students sustaining college courses, an increase in West Lothian School Leavers being accounted for and a quicker and appropriate response to leavers who have issues with their destinations after leaving school.
- A cross service programme working between Education Services and Operational Services where Environmental Wardens help to contact young people who have left school and are not engaging with any council services and where necessary signpost them to the More Choices More Chances (MCMC) team for additional support.

- More robust data is being used to allocate resources efficiently across the authority. School staff also use this data to track, monitor and support pupils well in advance of their statutory leaving date.
- The partnership with West Lothian College provides a wide range of high quality options for school pupils and helps to create a successful transition from school to Higher and Further Education.
- The allocation of support funding to enable each school to appoint a Development Post Holder with responsibility for improving links between the school and local businesses. Targeted visits to schools to offer support and guidance to help improve the destinations of West Lothian's school leavers. Review Visits to internal Hubs to identify examples of good practice. A Transition to Work Coordinator from another school is part of the review team to encourage sharing of good practice.
- A wider and more varied range of short life vocational programmes available to students who are approaching their official leaving date. These programmes are designed to develop their personal and employability skills and to help them with the transition from school.
- A wide variety of programmes are offered through HYPE (Helping Young People Engage). These programmes are designed to help young people post school to re-engage in learning and developing skills for work through a youth work approach.
- Activity Agreements have been adapted to include an assessment period to ensure the young people are receiving the appropriate support.
- Strategies to raise attainment as well as prepare young people for the world of work and Developing Scotland's Young Workforce continue to prove successful in helping pupils from West Lothian's secondary schools to enter into a positive destination after leaving school.
- Schools and partners on the Developing Scotland's Workforce Steering Board are continuing to work with a range of organisations and stakeholders to develop and extend provision of vocational experiences for young people as part of the Senior Phase.



## **APPENDIX 1**

### **PRIORITY 1: RAISING ATTAINMENT FOR ALL**

#### **Improvements in Literacy:**

Literacy developments and improvements across West Lothian, were driven and co-ordinated by the Literacy Strategy Group in line with the Literacy Action Plan 2016-2018:

- This work has had a clear focus on consolidating understanding of the West Lothian Literacy Framework and the use of the updated Literacy Pathways early to second level, while developing the pathways across the BGE. The Literacy Strategy Group ensures that professional learning opportunities secure this outcome. The Literacy Pathways are being widely used to develop the literacy curriculum in schools.
- Throughout 2017–2018, the Literacy Strategy Group has worked with colleagues to agree West Lothian Council Literacy Action Plan 2018–2020. This document will be launched in September 2018. The delivery of the key outcomes captured in this plan complements the priorities agreed in the Forth Valley and West Lothian Regional Collaborative Literacy Plan.
- In Session 2017-2018, a secondary schools' literacy Principal Teacher Curriculum (PTC) network has been established to agree literacy across learning pathways and to support staff in delivering the literacy framework. A literacy lead learners network for primary colleagues has been established. There are plans in place to extend further the work of these groups, linking them even more closely with the Moving Forward in Learning Curriculum Working Group.
- High quality CLPL opportunities have been provided for staff. 229 members of staff have attended centrally co-ordinated literacy courses this session. These have focused on building staff capacity to deliver on the West Lothian Literacy Pathways. Literacy CLPL builds staff capacity to deliver universal and targeted approaches to raising attainment. They also focus on developing awareness of possible targeted interventions, building capacity to address equity concerns.
- In developing a digital platform to support CLPL and the full implementation of the Literacy Pathways, staff have easier access to materials. This has impacted positively on the use of these materials.

## Improvements in Numeracy:

Following the establishment of a Maths Strategy group, an authority wide 5 year Maths and Numeracy Action Plan to inform future improvements in learning, teaching and attainment in Numeracy and Maths has been created with clear targeted outcomes and associated deliverables:

- An engagement session was held with representation from all schools to inform final plan. The Action Plan was issued to staff at May inset Maths conference, which all secondary maths staff attended along with representatives from every primary school. The plan is now being used to inform school improvement priorities for Session 2018-19.
- Throughout the session, high quality CLPL opportunities have been provided for staff. These have included centrally provided sessions, in conjunction with the Pupil Equity Fund team, in Numeracy in the Nursery, Numeracy in Primary 1, Stages of Early Arithmetical Learning (SEAL), Advanced SEAL, Number Talks, Advanced Number Talks and Mathematical Mindsets. Concrete, Pictorial, Abstract (CPA) overview training was provided to all primary teachers and all secondary Maths staff. In most cases, the format of the numeracy training in West Lothian has been changed to a triangulated model whereby CLPL consists of more than one session and links to work carried out in the classroom before further sessions are delivered.
- In addition to the above CLPL for teaching staff, introductory training has been provided for Pupil Support Workers in SEAL, CPA and Number Talks. This has been delivered to 8 clusters. Attendance and evaluations of centrally organised CLPL sessions has been extremely positive.
- Significant work has been done this session on implementing a leadership programme with every secondary Principal Teacher Curriculum (PTC) in maths. The PTCs met regularly and were trained in improvement methodology, working with the Improvement Advisor. They each created a small test of change on improving National 5 and Higher Maths, and have shared results in a celebrating success symposium in June 2018. Their work has fed into the authority-wide Maths and Numeracy Action plan.
- The Educational Psychologist research team, carried out research with a number of National 5 pupils and parents, on mindset in maths – the results of which are impacting on the work of this group. The research team are looking to extend their work into the BGE next session, in line with supporting the 5 year Action Plan.

## **APPENDIX 2**

### **PUPIL EQUITY FUNDING**

#### **Literacy update:**

Throughout the course of the last school year West Lothian has implemented a number of literacy interventions across the Primary and Secondary sectors to reduce the poverty related attainment gap. These initiatives and early indication of impact are detailed below:

A long term plan to close identified gaps in reading and writing has been created, and whilst the gaps have not yet reduced, the performance of Quintile 1 learners in many areas of literacy has improved. The main focus for 2017-2018 was to build a reading culture across the authority. The plan and the research underpinning the engaged practitioners in a range of interventions, including joint initiatives with Speech and Language therapy, and a CLPL programme designed to develop the capacity required to raise attainment and close the gap.

Underpinning the initiative was evidence drawn from the EEF Toolkit, from engagement with research carried out by the University of Edinburgh, from NHS Lothian's Speech and Language team, from Education Scotland SAC case studies and from visits to the schools of the Scottish Education Awards' finalists. In addition to CfE data, VSE and QUISE reports also identified reading for pleasure and reading comprehension as areas of focus.

Building a Reading Culture CLPL sessions were created and shared. Practitioners' confidence measures revealed 90% of practitioners attending were confident in their ability to embed reading in their school's culture. Learners were encouraged to lead the development of reading environments/Imagination Stations, putting learners at the centre of decision-making as recommended by the work of Professor Sue Ellis. Support was given to schools and clusters by the PEF literacy officer to enable them to develop existing knowledge of Big Bedtime Read, Read, Write, Count and First Minister's Reading Challenge Schools created and developed partnerships with local libraries and bookshops. Parental engagement ranged from read-along sessions, the creation of pictorial representation of reading journeys in school foyer to reading cafes. Schools engaged with national and local programmes and events such as World Book Day dress-up; Read, Write, Count book bag launches incorporating parent/carer "how-to" sessions and First Minister's Reading Challenge. They engaged in "extreme reading", sharing photographs and worked to increase the "visibility" of reading in the school. Twitter feeds highlighted schools' engagement with DEAR and ERIC sessions. Anecdotally, Therapets and "Snack and Story" sessions are engaging larger numbers of learners.

Individual Headteachers report considerable progress in the use of PEF to create a reading culture within the school. This has been all-encompassing – involving the development of the library, classroom reading spaces. Evidence from videos of children discussing their learning reveals how this programme has changed the learning culture within the school and attitudes towards reading.

The Scotland Reads paired reading intervention was agreed with headteachers as an approach which could impact positively on those children in Quintile 1. A cluster training programme for

Pupil Support Workers was delivered. The responses from 170 PSWs to professional learning sessions captured high levels of confidence and feedback rated the sessions excellent on the West Lothian CLPL scale.

Headteachers report that “Building a Reading Culture” has changed the learning culture within the school / attitudes of children towards reading. Feedback from PSWs following training in the Scotland Reads techniques revealed that practitioner confidence rates had increased by 100%. One secondary school reported that reading enjoyment has increased from 40% to 100% among target learners following the PSW-led Scotland Reads intervention. Parental feedback is positive: learners are more interested in books and reading than before and there is anecdotal evidence that the strategy has raised the profile of reading for pleasure with both practitioners and parents and that reading is both supporting parental engagement and raising the profile and professional responsibility of PSWs.

An increased number of schools created Read, Write Count celebration events, impacting on positive parental engagement and raising the profile of reading. Increased engagement with the expansion of First Minister’s Reading Challenge resulted in 100% increase in schools invited by Scottish Book Trust to showcase their reading journey.

The second element of the strategy involved developing reading comprehension pedagogy. Schools have used PEF to deliver a range of reading skills’ interventions such as ReadingWise, Active Literacy, Accelerated Reader, Reflective Reading and Fresh Start to address the skills gap. 168 teachers received central CLPL in higher order thinking skills and reading comprehension strategies was delivered, an important element of CfE reading. Training in analysis of diagnostic data resulting from SNSA reading assessments supported the Reading Comprehension and Higher Order Thinking Skills. Thinking reader strategies were integral to the Scotland Reads training provided to PSWs. 95% of staff reported increased knowledge of and confidence in teaching reading strategies following central CLPL but data gathered clarified further input needs.

Further evidence of the success of West Lothian’s focus on building a reading culture was provided by the Authority’s achievement of national recognition by Scottish Book Trust: The First Minister’s Reading Challenge Local Authority Learning Journey Award. In addition, the number of West Lothian schools receiving recognition of impact from Scottish Book Trust increased by 400%.

Specialist Speech and Language Therapy (SLT) services were purchased via a service level agreement with PEF. Speech and Language Therapists and Technicians worked with identified learners and provided training packages and ongoing support to raise attainment in areas such as vocabulary development, development of narrative and listening skills.

The three main initiatives: Word Boost, Narrative Groups and Teaching Children to Listen have resulted in significant improvement in pre and post assessment results as are evidenced in the [Speech and Language Therapy PEF Summary Report 2017](#).

The significant improvement in language skills has not yet impacted on the gap in reading identified by CfE Literacy levels, but the performance of Quintile 1 learners has increased.

## PUPIL EQUITY FUNDING

### Numeracy update:

Throughout the course of the last school year West Lothian has implemented a number of numeracy interventions across the Primary and Secondary sectors to reduce the poverty related attainment gap. These initiatives and early indications of impact are detailed below:

#### Maths Recovery

Schools have used Pupil Equity Funding (PEF) monies to train teaching staff in Maths Recovery. The PEF team coordinated training from the Maths Recovery Council for 25 teachers to be trained. Another cluster also participated in Maths Recovery training and completed this as a cluster.

West Lothian has implemented a sustainable model for delivering maths recovery training. Two fully accredited maths recovery teachers from the authority are in the process of becoming maths recovery trainers. This will allow for more freedom as to when we deliver the sessions throughout the year as well as delivering training at a much reduced cost.

#### Interim Outcome:

Learners involved have shown increased confidence and engagement when working in Numeracy lessons and in one to one intervention sessions.

Qualitative and quantitative data available to date has shown that after the planned Maths recovery intervention period learners are indeed making very good progress in achieving at least two additional stages in the Maths Recovery stages of early arithmetical learning.

Maths recovery training has upskilled teachers from secondary schools to enhance their knowledge, understanding, and confidence in how to assess and teach pupils who have been struggling with numeracy.

Almost all Secondary schools have teachers who are trained in and are delivering maths recovery techniques to learners who are struggling with Numeracy. Pre and post training questionnaires have shown a significant increase in teacher confidence in teaching pupils using maths recovery techniques.

#### Number Talks

At the onset of session 2017/2018 the PEF team created Number Talks CLPL for teachers in West Lothian. This training was 2-fold: Introductory sessions for teachers new to number talks as well as advanced sessions for teachers who had become proficient in using number talks. Almost all of these CLPL events were fully subscribed. This training was delivered using a triangulated model. Training was delivered, teachers used this training in the classroom and then they came back together at a later date to discuss their learning journey in the classroom.

In addition almost all secondary schools received in house Number Talks training.

#### Interim Outcome:

These sessions were rated as excellent by participants in the West Lothian CLPL Scale. Qualitative data taken pre and post training has highlighted enhanced teacher confidence and pedagogy in delivering mental agility and mental computation training. Teachers have also reported that learners have become much more confident in discussing and sharing their learning with their peers. Pupils struggling with Numeracy have become much more confident in discussing their learning and are increasingly using mathematical language when articulating their thinking.

#### Concrete Pictorial Abstract (CPA)

All staff in primary and secondary sectors and some in the early years have received CPA training. This training was an opportunity for primary teachers to refresh their understanding of the CPA approach. Secondary teacher training was their first introduction to the CPA model.

#### Interim Outcome:

CPA approach is further embedded in primary schools. Much focus has been on P2-4 first level. This is reflected in first level teacher judgement data which shows an 8% reduction in the poverty related attainment gap.

#### Probationer Training

Numeracy training for probationers has taken a higher profile. Probationers received introductory training from the PEF team in Number Talks and SEAL. Again this training was triangulated linking to classroom practice. Feedback from the sessions was rated as excellent by probationer teachers.

#### Interim Outcome:

Feedback from the sessions was rated as excellent by probationer teachers. Probationer teachers have developed a better understanding of different pedagogies in the teaching of numeracy in the classroom. A range of evidence has shown that they have engaged with key aspects of effective teaching in Numeracy eg use of mathematical language, concrete materials, working walls etc.

Two school clusters used PEF monies to utilise a Principal Teacher with particular expertise in Numeracy to work in all cluster schools with a focus on first level. 2017/2018 teacher judgement data at First and Second level has indicated that there has been a considerable reduction in the poverty related attainment gap in Numeracy at First and Second level in some cluster schools.

In summary, these numeracy interventions and CLPL have been implemented to help reduce the poverty related attainment gap in numeracy. CPA and Maths recovery implementation has had a focus of improving teacher pedagogy and on numeracy recovery of pupils in first level. Teacher judgement data shows that there has been an 8% reduction in the poverty related attainment gap at first level. Number Talks is now being used extensively across all clusters in first and second level. Teacher judgement has shown that there has been a reduction in the poverty related attainment gap in numeracy at these levels across the authority.



## PUPIL EQUITY FUNDING

### Health and Wellbeing update:

Over the last year West Lothian schools have implemented a range of programmes and interventions to support improvement in the Health and Wellbeing of all our children and young people. A particular focus has been placed on the emotional and mental wellbeing of both primary and secondary pupils.

Research was undertaken with support from EPS to identify the most appropriate methods for baselining HWB and consequently schools have used surveys and profiles such as the Glasgow Motivation and Wellbeing Profile to establish priorities for schools in HWB.

Schools have used PEF to provide additional appropriate staff, and a range of resources to support interventions linked to health and wellbeing. Interventions underway this session include the provision of therapy programmes such as art and play therapy, mindfulness, yoga and physical activities and schools are attempting to ensure sustainability by training staff and cascading techniques and information. Early qualitative evidence shows increased focus and engagement in learning and that young people are better able to articulate their language around emotions, developing strategies to deal with emotional regulation. One school developing a mindfulness approach commented on how the school has a "calmer feeling throughout". Additionally a number of the HWB initiatives undertaken have led to increased parental engagement.

A number of secondary schools have employed counsellors to work with targeted young people on a regular basis in school. Schools have also worked with consultants to provide staff with training, pupils with HWB workshops and support for schools to implement programmes around emotional resilience. Interventions have also been put in place to address attendance and exclusion. All interventions are becoming better aligned to the data that schools hold and that that is provided centrally.

Schools have made use of PEF to give young people access to activities and experiences in areas such as outdoor education and sporting activities previously unavailable to targeted pupils.

Family support/link workers have been appointed both through third sector organisations and authority recruitment to support schools, young people and their families. Schools have used the skills and services of these staff in a variety of different ways including addressing issues surrounding attendance, late-coming, family engagement and transition at key points.

School staff at all levels are becoming more "mental health aware". In partnership with the City of Edinburgh Council training has been run for a number of primary school staff in Growing Confidence and for session 2018-19 this will be extended to the remainder of Edinburgh's suite of resilience and wellbeing programmes in primary and secondary schools. In partnership with colleagues from Social Policy and the Health Improvement Team, through MFIL framework, a rollout of authority wide training in Scottish Mental Health First Aid for Young People (SMFHA: YP) has been put in place and will be expanded to train more staff in the next session. It is

further planned to enable a member of staff in each of our eleven clusters to be trained as a SMFHA:YP trainer. This will allow schools and clusters to plan and deliver their own training.

Schools are participating in PEF funded projects, participating in training and information sessions around Adverse Childhood Experiences (ACEs) and trauma informed practice in line Scottish Government commitment to preventing and mitigating ACEs. School staff are becoming more aware of the challenges faced by our children who are experiencing ACEs and schools are building cultures and an ethos around this. The work in this area will be supported going forward by the newly established West Lothian ACEs Hub.

West Lothian schools will be supported to produce a statement of action for plans to address the cost of the school day and to raise awareness of poverty within their school community.

Within the Pupil Equity newsletter schools are signposted to new resources and initiatives on a monthly basis and through a central information SharePoint.

Some headline figures:

- 7 schools have received Mental Health Awareness training
- 84 staff have received training in Mental Health First Aid this session
- 20 staff will receive training in Growing Confidence
- 6 schools have engaged with Family Support Workers through Action for Children
- 7 schools have employed their own Family Support Workers
- 3 schools have employed Family Learning Workers
- 1 school has employed a Youth Services Mentor
- 2 special schools have employed the services of clinical psychologists

## **PUPIL EQUITY FUNDING**

### **Procedural and administrative arrangements:**

The Headteachers decided to appoint a Central Team at the start of the session. This consisted of 3 Principal Teachers as leads for Literacy, Numeracy and Health and Wellbeing. The leads are supported by an Early Years specialist. In addition, a key role has been the appointment of a 3 day a week central Business Manager to support schools with aspects of recruitment, procurement and financial monitoring. This team has proved effective in supporting schools and delivering central support for planning, monitoring and reporting and providing CLPL. The team reports to a Senior Development Officer who in turn reports to Head of Service.

West Lothian PEF guidance was issued to schools at the start of the year and covers a range of functions, including PEF planning, monitoring, and reporting. It also provides links to resources to assist schools plan the most effective use their PEF allocations.

A standard plan format was provided to schools to detail their annual PEF plan. Initial feedback for schools on plans was provided at the start of the session. The Central Team regularly visit school clusters to review the impacts of the PEF activities being undertaken. A mid-session exercise is being carried out to assess progress in each planned PEF activity to date, and to assess the impact of each activity to date.

Mid-session activity impact assessments were documented by schools and their quality improvement partnerships, with any concerns on progress being supported by the Central Team. Completed VSEs for individual schools are reported to the Education Quality Assurance Committee. These evaluations consider and refer to PEF activity impacts as part of the evaluation of the school's quality indicators.

Improvement methodology training has taken place for Headteachers/PEF leads in schools. One to one meeting drop in sessions were arranged for all schools with central team. The team has created an authority-wide CLPL programme for specific PEF interventions.

6 weekly newsletters highlighting key developments in literacy, numeracy, health & wellbeing and early years have been provided. The central team has considered research in order to support schools as required. Updates to Leadership meetings have been provided regularly.

Central recruitment has taken place where appropriate. Termly financial updates were provided by the central team. Monthly finance updates are carried out by schools – supported by professional learning for Admin/Business Managers.

The Central Team has provided reports to internal auditors, Councillors, Children & Families strategic partners and Scottish Government as required.

The Central Support Team has been deemed effective and Headteachers have wanted this to continue again next session. Without this, the provision of support to schools would have been extremely challenging.

## **APPENDIX 3:**

### **Improvement driver progress update:**

Improvement activities across the authority are primarily driven by our Moving Forward in Learning working groups, based on the 6 drivers and supported by the central Performance and Quality Improvement Team. This underpins the pursuit of excellence and equity by all schools for all children and young people.

#### **SCHOOL LEADERSHIP/TEACHER PROFESSIONALISM**

Last session a new Professional Learning steering group was formed which has made very good progress against targets set. This group have supported the leadership development of aspiring and current headteachers through the implementation and expansion of the West Lothian leadership Career Long Professional Learning (CLPL) pathways programmes, both through internally developed opportunities as well as the promotion of engagement of staff in national initiatives. Good progress has also been made on an extended new headteacher induction programme. A series of interactive workshop sessions for all headteachers and leadership team have been delivered through Headteacher meetings throughout the session with specific focus on collaborative practice in developing understanding confidence of QI 1.2 Leadership for Learning.

A Level 1 Support for Learning course has taken place with 32 members of staff successfully taking part, with very positive feedback. A Probationer Support document has been completed and agreed which includes position statements and advice for schools. In addition a Student Placement document is about to be completed to ensure consistency across the authority. There has been good progress made on establishing a DHT and PT network across primary schools, with an improvement agenda linked closely to MFiL priorities.

SCEL programme applications have increased this session.

Corporate Bitesize opportunities for staff have been promoted and evaluated as very good.

There has been a significant increase in CLPL opportunities for Literacy, Numeracy and Health and Wellbeing, as well as other opportunities directly linked with the work of the MFiL groups and the central PEF team.

Through the Regional Improvement Collaborative, enhanced links have been established across authorities and nationally in order to further our collaborative approaches to improving school leadership.

A leadership programme for Early Years' Officers in order to build capacity and sustainability in early years' leadership was very successfully implemented with over 60 practitioners receiving certification. 100% of participants rated the course as Level 4 (Excellent) in terms of CLPL value, clear aims and relevant content.

*“I have lots of ideas and more knowledge of leadership skills that I hope to bring to my setting and enhance my practice” EYO comment*

Quality Improvement Partnerships (QIPs) were established across all of our schools enabling groups of schools to work together at all leadership levels to support collaborative improvement.

CLPL opportunities for individual schools, clusters and across the authority has helped to build capacity of teaching staff through Practitioner Enquiry approaches to improve learning and teaching in partnership with Educational Psychological Services, and through training provided on Improvement Methodology with the Improvement Adviser.

Teacher Learning Communities (TLCs) were established across many schools as a key element of improving learning and teaching through the planned engagement with professional partners Tapestry, on ‘Assessment in the Context of Poverty’. The timescale for the project is September 2017 to December 2018.

There are now 66 TLCs across West Lothian’s primary and secondary schools. All clusters are represented. 132 leaders are being developed as how to lead a TLC and attended the Dylan William masterclass in September. The programme is in its mid phase, having covered the masterclass, the introductory workshop and sessions 1, 2 and 3. Each session is evaluated using the same questions, so that changes in the TLC leaders’ confidence, readiness and understanding is tracked.

An interim evaluation has demonstrated the following that full satisfaction about opportunities for sharing about supporting has increased over the three sessions. The quality of opportunity for reflection on the topic of the workshop has increased from 75% to 90%. Confidence in applying the topic area to their own practice improved from 48% green to 84% green. The Tapestry tutors have commented that this data indicates a highly positive view of the programme in comparison with other authorities.

Individual schools, clusters and TLCs have been invited to carry out a more detailed self-evaluation in relation to the strategies outlined in the five key messages from Dylan Wiliam, which will support the evidence gathering required to accompany the process of GTCS professional recognition for TLC leaders. Schools are sharing evidence of increased discussion of learning and teaching in departmental meetings as a result of Tapestry by a factor of 50%, professional discussion and share-support-challenge approaches are leading to noticeable improvements in classrooms, understanding about effective learning intentions/success criteria is improving, and teachers reporting that learning is improving.

## **PARENTAL ENGAGEMENT**

An early years’ development post holder was appointed to support all early learning and childcare settings to implement online Learners’ Journals. With the support of central officers, this has provided increased access for parents to their child's learning journey and promote greater home/school links to support learning.

The Educational Psychology Services developed the Solihull (staff programme) and Triple P (parenting programme) to support early years staff and early intervention strategies in positive attachments. This session a Family Learning steering group was formed. A key aim of this group was to support schools in the process of self-evaluation of their current provision of Family Learning and to share best practice across the authority.

Across the authority there are over 50 Parent as Early Education Partners (PEEP) groups, reaching 291 families with babies to children age 5 years old to support children's learning and the adults' understanding of social, emotional literacy and numeracy development. Seventeen parents/carers from 3 settings achieved SQA accreditation by completing a Communication and Language module.

Very good progress has been made with the formation of the Family Learning Steering group Action Plan. Good progress has also been made with partnership working.

## **ASSESSMENT OF CHILDREN'S PROGRESS**

Refinement of our approaches to Assessment and Moderation is an ongoing priority for head teachers and schools, to ensure we have robust and reliable data. There is increased confidence for practitioners as QAMSOs share practice in their own schools and at cluster level. Work has been refined on further developing an agreed tracking system across primary with supportive CLPL. Tracking of engagement and participation has begun. Associated changes to reporting to parents has been implemented.

All early years' practitioners now use the West Lothian early years' tracker which provides a more effective method of progressing children's learning and identifying key developmental gaps which impact on the capacity of the child to fulfil their educational potential. This is now supplemented with the "Word Finding Vocabulary Test" to baseline children at age 3 years 3 months and then to demonstrate progress, linking with transition data provided into Primary 1. In Primary 1, some schools now use Language Link to provide a diagnostic profile and intervention plan for children.

Further refinement of progression pathways for all curriculum areas in line with finalised national benchmarks has taken place and shared with schools.

New National Standardised Assessments have been implemented, and schools supported in using the diagnostic information to help teachers understand how children are progressing with their learning and to plan next steps.

Approaches to assessing, and monitoring and tracking children's progress in health and wellbeing are emerging.

## **SCHOOL IMPROVEMENT/PERFORMANCE INFORMATION**

Throughout last session, the central Performance and Quality Improvement Team, supported by school leaders, continued to implement a rigorous authority supported VSE programme to support improvement and evaluate the quality of Leadership and Management, Learning Provision, Successes and Achievements, Impact of Moving Forward in Learning Strategy and Child Protection Procedures.

The outcome of validations against school self-evaluations of the core QIs are as follows:

(note that this includes ELC settings)

### **QI 1.3 Leadership of change**

38 schools were validated through either HMI (5) or VSE (33) in session 2017-18:

63% of school evaluations were validated

21% were increased following the process

16% were lowered following the process

79% were good or better (100% were satisfactory or better)

### **QI 2.3 Learning, teaching and assessment**

38 schools were validated through either HMI (5) or VSE (33) in session 2017-18:

82% of school evaluations were validated

11% were increased following the process

7% were lowered following the process

79% were good or better (100% were satisfactory or better)

### **QI 3.2 Raising attainment and achievement**

40 schools were validated through either HMI (7) or VSE (33) in session 2017-18:

75% of school evaluations were validated

8% were increased following the process

17% were lowered following the process

73% were good or better (100% were satisfactory or better)

A curriculum review of the Broad General Education (BGE) is helping to ensure a creative yet consistent approach to curricular rationale and design, providing ambitious and appropriate learner journeys for all our children and young people.

The new approach to School Improvement Planning and Self Evaluation Summaries was evaluated positively. This has ensured a greater focus on the priorities of the National Improvement Framework.

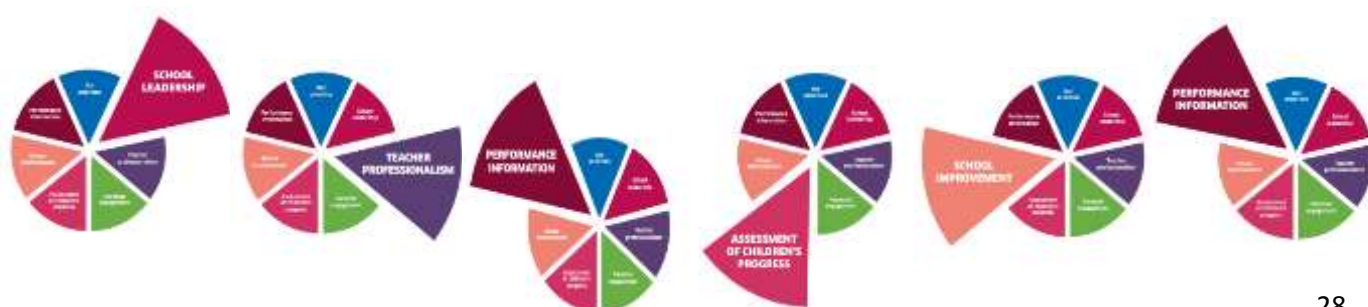
The newly developed West Lothian tracking and monitoring system (BGE) was implemented in all primary schools, allowing schools to engage in meaningful target setting and intervention decisions to ensure optimum levels of progress and attainment for every learner.

At the start of last session, all Headteachers were provided with an individual school Performance Profile and performance information to schools to allow them to analyse the performance and progress of identified groups of children e.g. by SIMD, pupils with identified additional support needs, the lowest/highest performing 20% and support schools in planning appropriate and relevant interventions.

Additional training was provided in the use of Insight to school leaders with a clear expectation that Insight data is used by class teachers as well as school leaders to drive further improvement, at all levels, and for all identified groups of young people.

A specific focus on transition data was created to support P7 to S1 transition.

CLPL opportunities to support staff in the analysis and interrogation of data continued throughout the session.





## APPENDIX 4:

### Early Learning and Childcare progress update:

Throughout Session 2017-18, West Lothian Council has used the Early Learning and Childcare (ELC) Expansion Plan to ensure that the provision of ELC contributes to excellence and equity for all. Equity of outcome is being delivered through a universal, comprehensive service, ensuring real integration of early learning, and continuity of delivery of curriculum for excellence at early level. We have worked with partners to ensure effective transitions from ELC to Primary 1.

A key aim of the Building our Ambition MFIL strategy was to ensure a consistent and robust approach to self-evaluation in place in 80% of ELC settings across West Lothian by December 2018. Very good progress has been made in ensuring this in 100% of ELC settings across West Lothian. 100% of ELC settings participated in 3 CLPL sessions for practitioners to effectively participate in self-evaluation activity using HGIOELC. 100% of settings effectively using self-evaluation tools (benchmarking wheels, self-evaluation grids).

The second aim of the strategy was to ensure a high quality learning experiences and effective assessment practices are provided in 80% of ELC settings across West Lothian by December 2018. Very good progress has been made to ensure high quality learning experiences are provided in 100% of ELC settings. All settings carried out an environmental audit and action plan to effectively promote literacy and numeracy rich environments and to evaluate use of digital technology. 96% of practitioners reported that this resulted in excellent/very good impact on their practice.

100% of participants reported that the aims of the session Creating & Sustaining a Highly Quality ELC Environment to Effectively Promote Literacy & Numeracy were clear and fully met.

*“This has had huge impact in our setting. We systematically refreshed all our environment areas and displays following the information”* Practitioner comment

94% of participants stated that the digital learning session made excellent/very good impact on their practice.

*“Allowed us to evaluate the setting and make action points going forward, both individually and as a team”.* Practitioner comment

Practitioner confidence and skill in supporting Language & Literacy development has improved through robust CLPL strategy. 100% of ELC settings attended Early Years Conference - Building our Ambition in Literacy including private partners, playgroups and childminders (approx. 400 participants). Very positive feedback with 99% of attendees rating the experience as excellent/very good. Participants commented on ‘Having a much clearer insight into the importance of having a clear strategy to support language development in young children’.

Parent and carer confidence and skill in supporting Language & Literacy development has improved. All ELC settings were supported to hold an event to gift the Scottish Book Trust Explorer Book Bags. 100% of ELC settings will have held gifting events by the end of June 2018, resulting in bags being used more effectively in all 1677 homes across West Lothian further engaging parents in supporting children’s language development.

In Session 2016/2017 5 ELC settings (8%) implemented the Big Bedtime Read, a programme to engage parents in establishing bedtime routines and regular sharing of story with their children. In Session 2017/ 2018 this increased to 52 settings (84%). Data collected from establishments report improvement in parental engagement, an increase in the amount of stories being read in homes across West Lothian and an increase in children's motivation and engagement with story in ELC settings.

Following on from a pilot in session 2016/17, all ELC establishments are now using the WL Tracker to track progress in Literacy, Numeracy and HWB. The tracker now includes a baseline vocabulary assessment. This information is passed to primary 1 to ensure continuity and progression across early level.

The cluster network leaders led three sessions linked to the Moving Forward in Learning strategy. 97% of practitioners stated that the cluster network sessions have been a valuable CLPL experience rated at excellent/very good. 96% of practitioners reported that these sessions resulted in excellent/very good impact on their practice. 94% of practitioners stated that the sessions were an excellent/very good opportunity to share practice and network. The impact of the sessions has been validated through HMIE inspections, Care Inspections, VSEs and support visits. 100% of WL ELC practitioners have requested that the network model continues.

#### **Impact of £2000 given to all establishments for a literacy or numeracy intervention:**

Monies were spent in a variety of different ways across our ELC establishments. The majority of establishments used the money to fund Big Bedtime Read. Other interventions included Family Learning Initiatives (eg story & numeracy sacks) and Developing Literacy & Numeracy rich Outdoor Learning Environments. At one school, funds were used to invest in Word Aware which is a vocabulary building initiative. Impact of this was evidenced during the VSE where good use of strategies to develop vocabulary and to support children to articulate their thinking were observed.

#### **Evaluation of Targeted Interventions:**

40 practitioners representing 22 establishments are currently undertaking an accredited University of Edinburgh Froebel in Childhood Practice course attending 5 Saturday training sessions & completing 3 assignments over and above their working time agreement. This opportunity was targeted at the settings with highest levels of deprivation. The impact of this course will be to improve pedagogy and practice in ELC settings. Educational Psychologist Service has been involved with the Early Years Language meets Literacy Practicum which has influenced key planning for early intervention in language development.

The service also contributed to the Early Years conference focusing on Early Years assessment of additional support needs. Good progress has been made with supporting hubs of schools with this. They also delivered training for all ELC practitioners in supporting children with complex needs in ELC settings.

## **APPENDIX 5:**

### **Community Learning and Development progress update:**

The National Improvement Framework Improvement Plan (NIFIP) and the three year Community Learning and Development Plan will present a coherent, co-ordinated approach to improving attainment, particularly Literacy and Numeracy; closing the attainment gap between the most and least disadvantaged; improving Health and Wellbeing; and improving employability skills and sustained positive destinations, in relation to school age learners and their families.

Progress made throughout Session 2017-18:

#### **Family Learning**

##### **Adult Learning Service**

A range of family learning inputs have taken place to provide support for families of both early years and school aged children with 80 adult learners participating. Of those, 96% identified feeling more confident with learning for their family. Learners also achieved a range of outcomes relating to Literacy, Numeracy, IT, Financial Management and Health and Wellbeing.

An ongoing family learning group has been formed in partnership with Family and Community Development West Lothian (FCDWL) and located at the Dale Hub in Armadale. The group has been well attended with numbers increasing through word of mouth. Each term, the group has devised its own programme of learning including using apps to support children's learning, developing learning through play at home and being safer online. The group have named themselves Play 4 Parents and have created their own marketing which is displayed in the hub. They have also engaged with local community consultation relating to community engagement and the anti-poverty strategy refresh.

#### **Employability skills and sustained positive school leaver destinations**

##### **CLD Youth Services**

##### *Activity Agreement/ Helping Young People Engage (HYPE) programme*

An Activity Agreement can be a learning option for a young person aged 16-19, (up to their 20th birthday) who is regarded as being the farthest from the labour market. An Activity Agreement is a learning contract between a trusted professional and a young person who faces barriers to progression. The learning is tailored to their individual needs. The HYPE Programme continues to offer young people on Activity Agreements in West Lothian a wide range of activity based courses where young people can grow in self-confidence, begin to address the barriers to them moving on to their 'next step' and develop a range of life skills. The HYPE Team engage with young people through a youth work approach. Young people can access help to improve their Numeracy and Literacy skills with an Adult Learning Worker and also have a MCMC Keyworker.

Young people participating in Activity Agreements have achieved qualifications including, Dynamic Youth Award, Emergency First Aid, NI Climbing AS Level 1, Bike Fix Leadership Award.

From April 2017 – March 2018, 44 young people have been referred to and engaged in an Activity Agreement. In this reporting period, 51 young people have moved on from Activity Agreements, 39 of whom have moved to a positive destination (76%). This is a 10 percentage point increase on Activity Agreement outcomes compared to the previous year.

### *Duke of Edinburgh's Award*

The service supports school staff and community volunteers to deliver the Duke of Edinburgh's Award. An annual training programme is established for school staff and community volunteers to gain the Expedition Leader qualification which enables them to take young people on expedition training in the hills and countryside.

Good progress has been made in developing the award in West Lothian and numbers of young people taking up and completing the award is improving.

132 young people completed their Duke of Edinburgh's Award; this represents a 9% increase in completions from 2016/17. Notably, the numbers of young people participating in the award resident in the 20% most deprived areas of West Lothian and completing the Duke of Edinburgh's Award doubled in comparison to completions in the previous year.

The service plans to continue to increase participation in the award from under-represented groups of young people with a focus on raising attainment and improving positive destinations.

### *Skills Training Programme*

32 young people participated in the Skills Training Programme (16 males (50%) and 16 females (50%)) from April 2017 – March 2018. 28 young people have left the programme during this same time period, 25 of whom have progressed to a positive destination (89%). This represents a 2 percentage point increase on Skills Training Programme outcomes from the previous year. Of these, 19 young people have progressed into employment, two returned to school, three are engaging in Activity Agreements and one transitioned to a further education programme.

Since January 2017, 40 young people who have participated in the Skills Training Programme have achieved the West Lothian Employability Award. This customised SQA Award is designed to recognise the work young people have done to improve their employability skills. The programme is also offered in some West Lothian Secondary Schools with the remainder intending to offer the course in the coming session.

### *MCMC Keyworkers – Support to young people in schools and WL College*

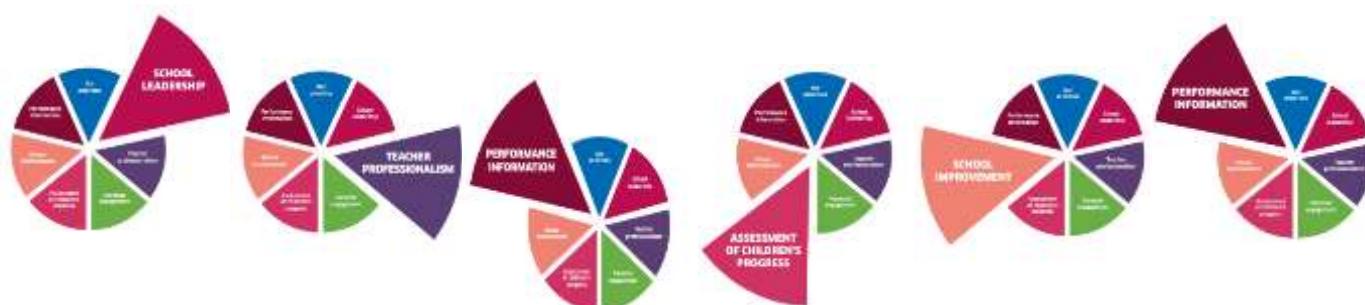
From April 2017 – March 2018, 235 young people have been referred to the MCMC keyworkers supporting schools. During this same time period, 190 young people progressed to a positive destination, and 201 left the service. This equates to a positive outcome of 95%, which is a 3.5% percentage point increase on the previous year's outcomes.

## GLOSSARY

### NIF Drivers:

SL	School Leadership
TP	Teacher Professionalism
PE	Parental Engagement
ACP	Assessing Children's Progress
SI	School Improvement
PI	Performance Information

BGE	Broad General Education
CLD	Community Learning & Development
CLPL	Career Long Professional Learning
ELC	Early Learning and Childcare
EPS	Education Psychology Service
FL	Family Learning
HGIOELC	How Good is Our Early Learning and Childcare?
HMI	Her Majesty's Inspections
HND	Higher National Diploma
HoS	Head of Service
IWB	Inclusion and Wellbeing
MFIL	Moving Forward In Learning
PEF	Pupil Equity Funding
QI	Quality Indicator (based on How Good is Our School 4? (Unless otherwise indicated)
QIP	Quality Improvement Partnership
QIT	Quality Improvement Team
SCEL	Scottish Council for Education Leadership
SP	Senior Phase
SSES	School Self Evaluation Summaries
STEM	Science, Technology, Engineering, Maths
VSE	Validated Self Evaluation





# National Improvement Framework

## West Lothian Progress Report

For Session 2017-18



[www.westlothian.gov.uk](http://www.westlothian.gov.uk)



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West Lothian  
Council

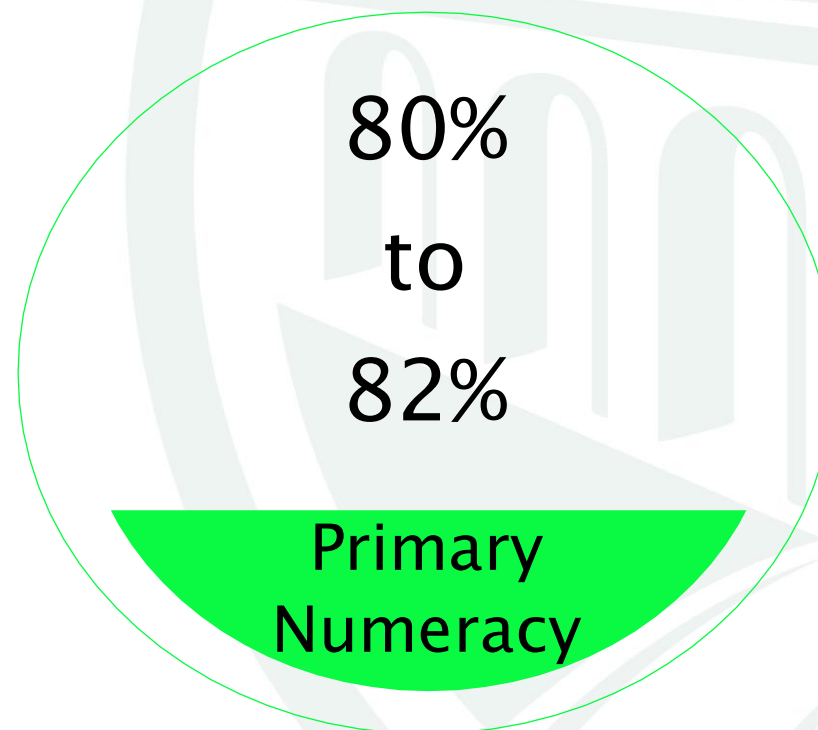
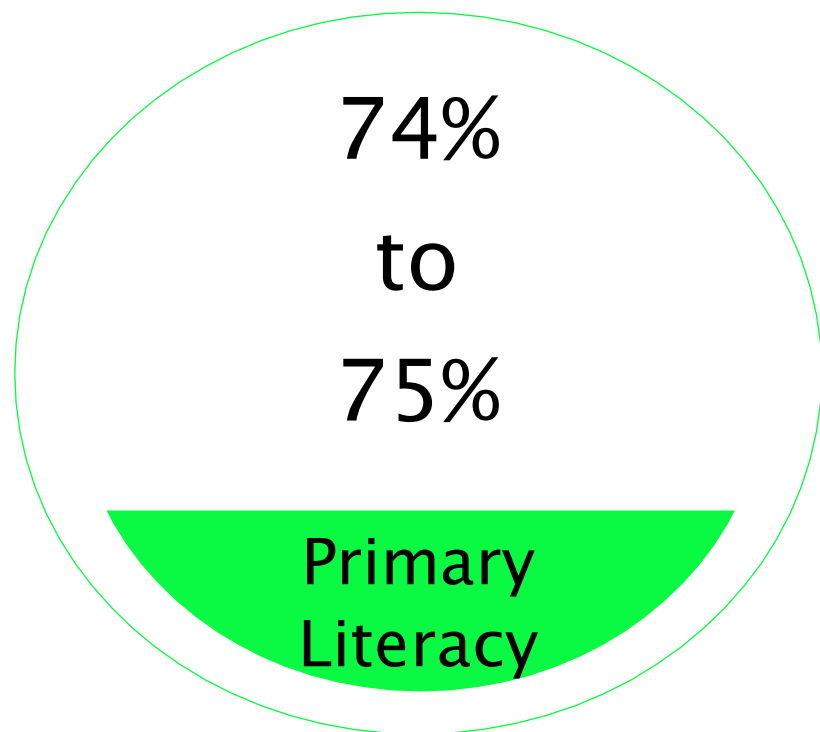
The Standards in Scotland's Schools etc Act 2000, as amended by the Education (Scotland) Act 2016, requires the preparation of an annual progress report and plan setting out progress the Council has made to achieve the four key priorities of the National Improvement Framework.



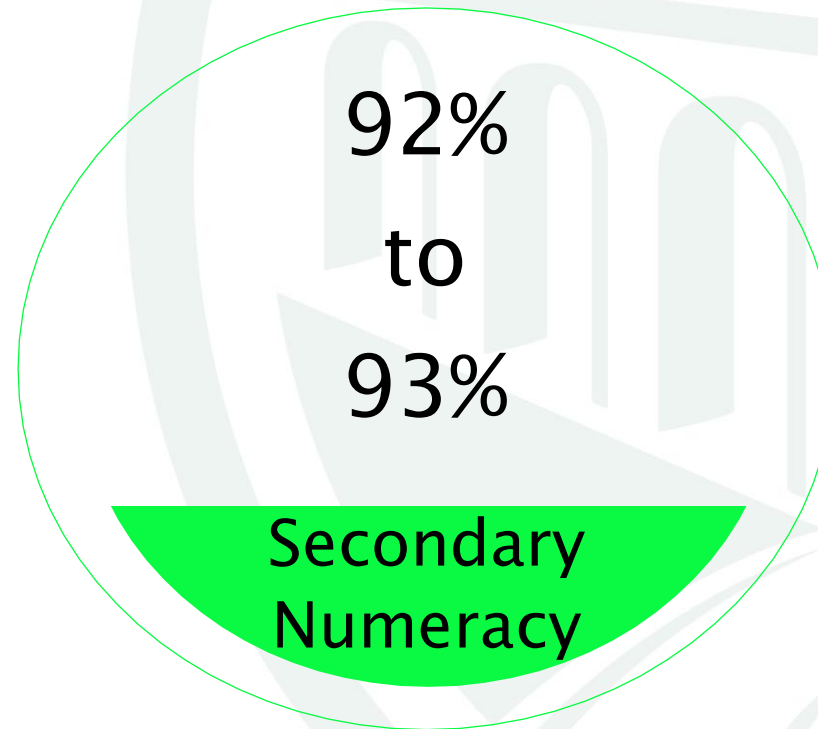
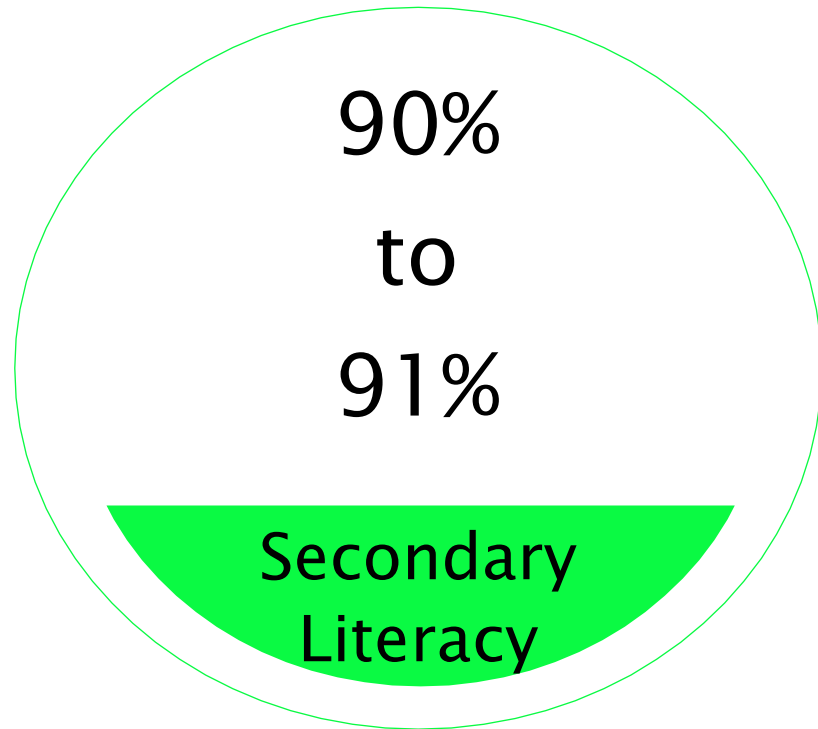
# National Priorities:

- to improve attainment, particularly literacy and numeracy
- to close the attainment gap between the most and least disadvantaged children
- to improve health and wellbeing
- to improve employability skills and sustained positive school leaver destinations

# To improve attainment, particularly literacy and numeracy:



# To improve attainment, particularly literacy and numeracy:



# To improve attainment, particularly literacy and numeracy:

29%

to

33%

5+ SCQF Level  
6 in S5

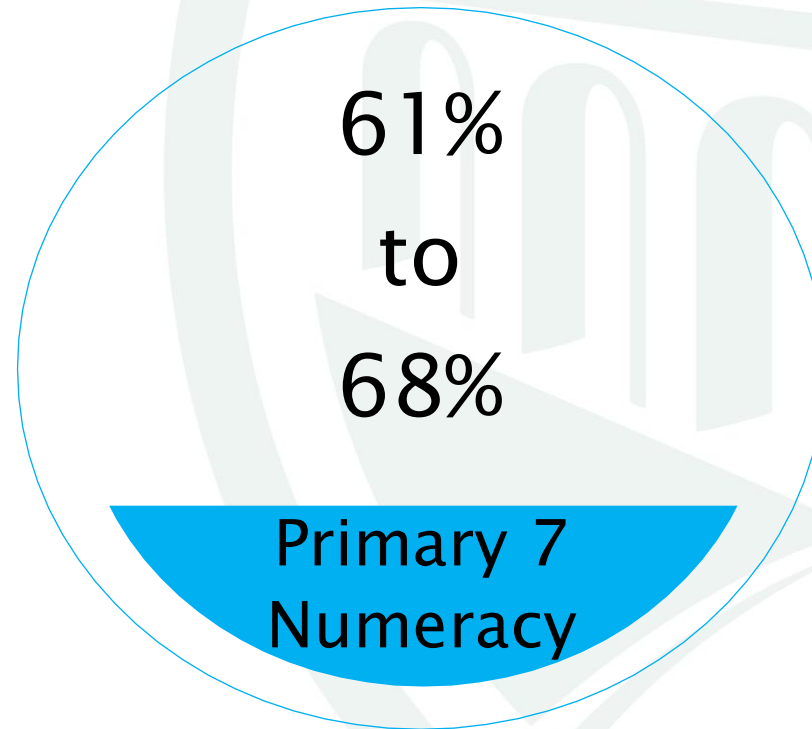
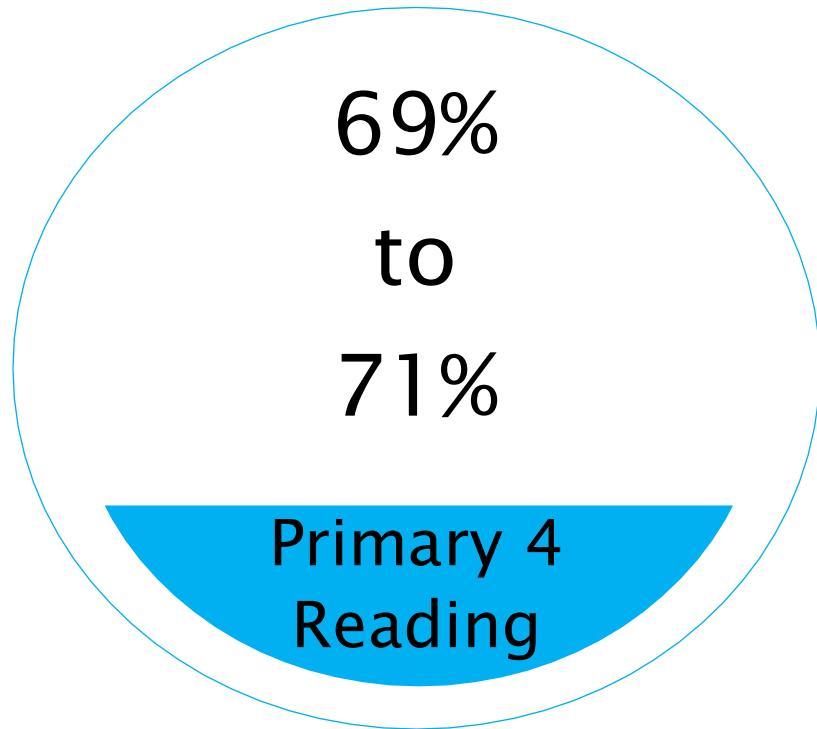
67%

to

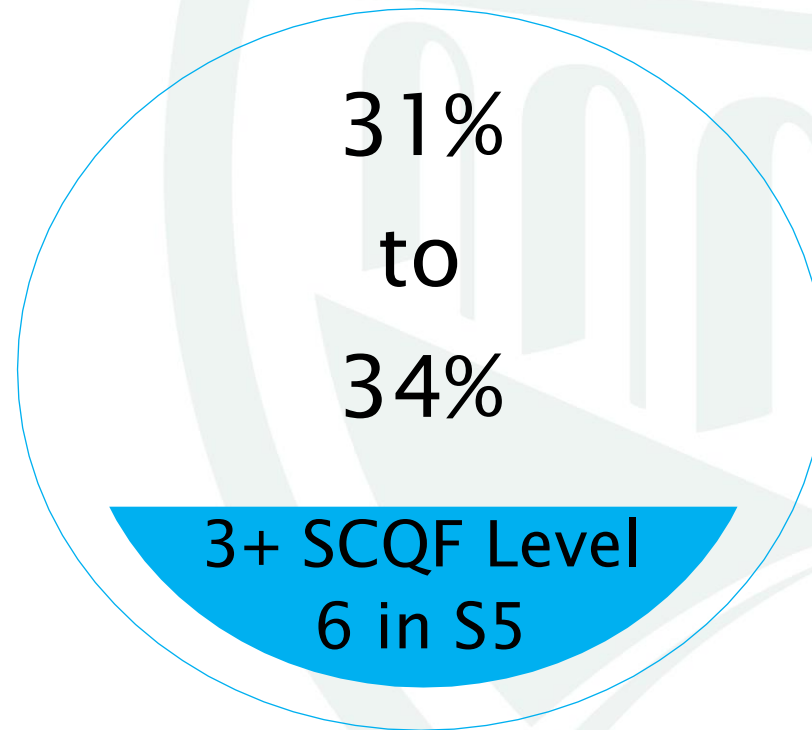
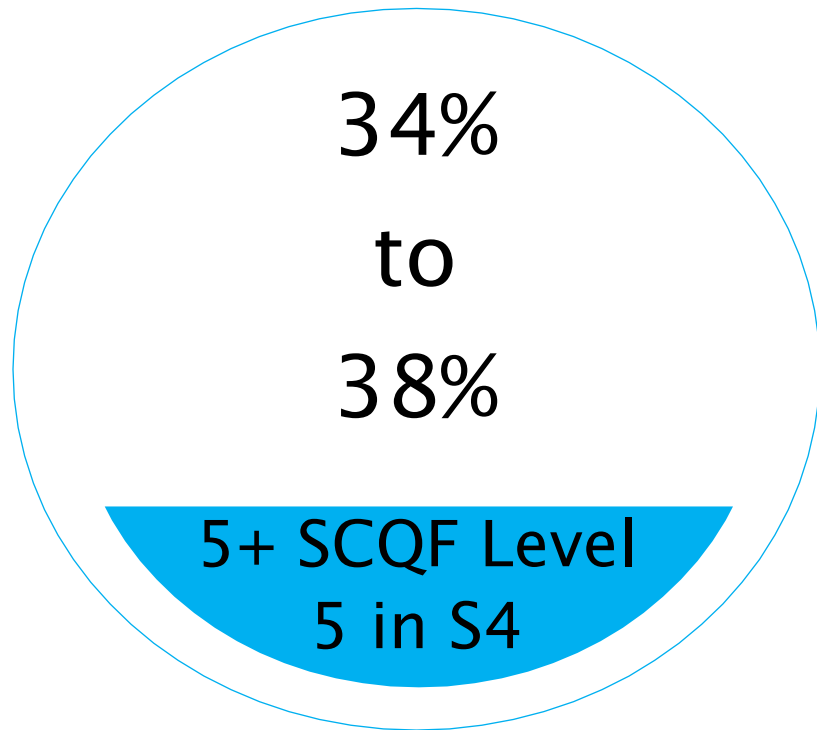
76%

S5 Higher Maths  
pass rate

# To close the attainment gap between the most and least disadvantaged children:



# To close the attainment gap between the most and least disadvantaged children:



# To improve health and wellbeing:

- A national census on health and wellbeing is to be introduced next session which may allow more specific measurement of progress in outcomes to be reported.
- Significant progress has been made in the development of strategic approaches to improve health and wellbeing including in the area of mental health.
- Health and Wellbeing champions

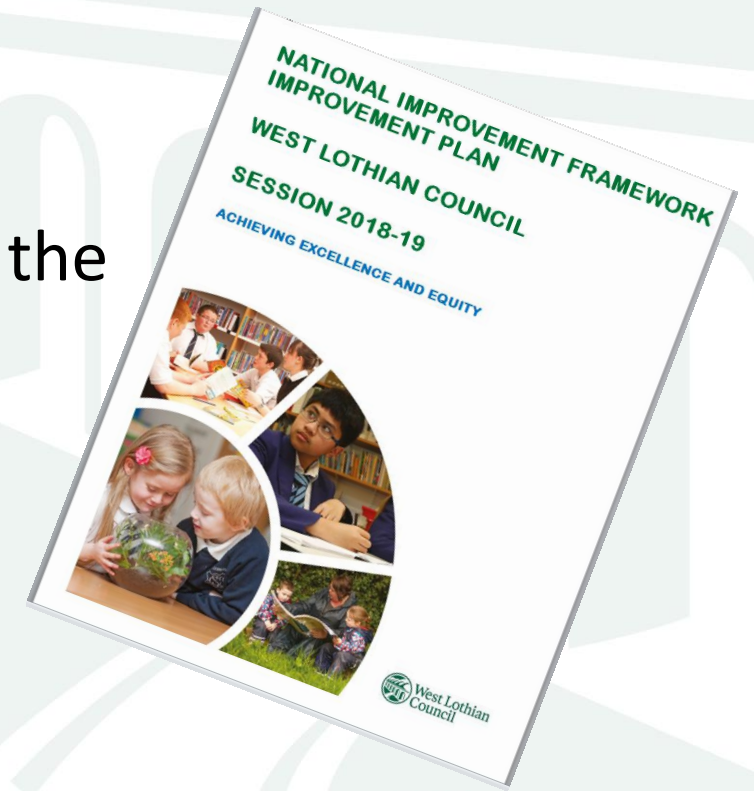
# To improve employability skills and sustained positive school leaver destinations:

- 93.93% of Senior Phase School Leavers went into a positive destination as recorded in October 2017. This is a 1.19% increase on last year and a 4.1% increase in West Lothian over the last 6 years.
- The positive destinations for Senior Phase School Leavers in West Lothian schools are above our virtual comparator, the Forth Valley and West Lothian Collaborative average and the National Average.



# CONCLUSION:

- Significant progress been demonstrated across all 4 priorities and is captured within the progress report
- Future improvement actions are captured within the National Improvement Framework: West Lothian Improvement Plan







## **EDUCATION EXECUTIVE**

### **WEST LOTHIAN NATIONAL IMPROVEMENT FRAMEWORK IMPROVEMENT PLAN**

#### **REPORT BY HEAD OF EDUCATION (CURRICULUM, QUALITY IMPROVEMENT AND PERFORMANCE)**

##### **A. PURPOSE OF REPORT**

To inform members of the West Lothian National Improvement Framework Improvement Plan (NIFIP).

##### **B. RECOMMENDATION**

To approve the contents of the West Lothian National Improvement Framework Improvement Plan as West Lothian Council's strategic approach to driving forward improvement in the key priorities: raising attainment, closing the attainment gap, improving health and well-being, and improving employability.

##### **C. SUMMARY OF IMPLICATIONS**

<b>I Council Values</b>	Focusing on our customers' needs; being honest, open and accountable; providing equality of opportunities; developing employees; making best use of our resources; working in partnership
<b>II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)</b>	The publication of an Improvement Plan is required by the Standards in Scotland's Schools etc Act 2000. Raising Attainment is a key strategic objective of West Lothian Council. An Equality Relevance assessment was undertaken.
<b>III Implications for Scheme of Delegations to Officers</b>	None.
<b>IV Impact on performance and performance Indicators</b>	The National Improvement Framework Improvement Plan will have a positive impact on performance indicators including those relating to attainment and positive destinations.
<b>V Relevance to Single Outcome Agreement</b>	The National Improvement Framework Improvement Plan will have a positive impact on performance indicators within the Single Outcome Agreement including those relating to

	attainment and positive destinations.
<b>VI Resources - (Financial, Staffing and Property)</b>	The National Improvement Framework Improvement Progress Plan will be delivered within agreed central education and devolved school budgets.
<b>VII Consideration at PDSP</b>	Yes
<b>VIII Other consultations</b>	

## **D TERMS OF REPORT**

The Standards in Scotland's Schools etc Act 2000, as amended by the Education (Scotland) Act 2016, requires the preparation of an annual progress plan setting out:-

- the steps the Council will take to achieve the four key priorities of the National Improvement Framework (NIF)
- the steps it will take to reduce inequalities of outcome resulting from socio-economic disadvantage
- the steps it will take to involve a wide range of stakeholders, including headteachers, pupils, teaching unions, and partners, in the discharge of the new statutory duty ('the Socio-Economic Duty') which requires the Council to continually consider whether the Council can do more to help those pupils impacted by socio-economic disadvantage to achieve equality of outcome, and to give due weight to the outcome of those considerations when delivering school education.

The four key priorities of the NIF are:-

- to improve attainment, particularly literacy and numeracy
- to close the attainment gap between the most and least disadvantaged children
- to improve health and wellbeing
- to improve employability skills and sustained positive school leaver destinations

Statutory Guidance requires the publication of the local plan by September 2018.

The West Lothian Council National Improvement Framework Improvement Plan sets out the West Lothian Council context, in line with the implementation of the Raising Attainment Strategy 2018-2023, and the transformational change achieved through the collaborative Moving Forward in Learning approach. It also sets out the national context including the stretch aims agreed in partnership with Education Scotland in relation to literacy, numeracy and positive destinations.

It outlines Education Service's vision, values and ambition, and details the links to the Corporate Plan and the Single Outcome Agreement.

The Plan addresses each of the four key priorities of the National Improvement Framework in terms of the key drivers of improvement identified within the NIF

(School Leadership, Teacher Professionalism, Parental Engagement, Assessment of Children's Progress, School Improvement, Performance Information)

## **E. CONCLUSION**

The National Improvement Framework Improvement Plan is the annual strategic document driving forward improvement in the key priorities of raising attainment, closing the attainment gap, improving health and well-being, and improving employability. It closely correlates with the Raising Attainment Strategy. It satisfies the requirement within the Standards in Scotland's Schools etc Act 2000 to produce an annual statement of improvement objectives.

The Plan demonstrates the strength of the existing coherent, strategic approach taken within West Lothian to achieving the four key priorities, and sets out how this work will continue.

## **F. BACKGROUND REFERENCES**

None

Appendices/Attachments:

West Lothian National Improvement Framework Improvement Plan 2018-19

Contact Person:

*Catrina Hatch, Senior Development Officer (National Improvement Framework and Pupil Equity Fund)*

*Donna McMaster*

*Head of Education (Curriculum, Quality Improvement and Performance)*

Date of meeting: 11 September 2018



# NATIONAL IMPROVEMENT FRAMEWORK IMPROVEMENT PLAN

## WEST LoTHIAN COUNCIL

### SESSION 2018-19

#### ACHIEVING EXCELLENCE AND EQUITY



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# WEST LoTHIAN PERSPECTIVE



This West Lothian National Improvement Framework Improvement Plan (NIFIP) represents West Lothian Council's annual statement of improvement objectives. As such, it is consistent with the [Council's Corporate Plan](#) and the Community Planning Partnership's Single Outcome Agreement. It will provide the mechanism by which the Service will fulfil the objectives and meet the targets in these plans and will link directly with the [West Lothian Raising Attainment Strategy](#).

Our mission to ensure excellence and equity for all our children and young people is strongly reflected within the Vision, Values and Ambition of West Lothian Council, as well as the Single Outcome Agreement and Corporate Priorities.

In support of the Council's Corporate Plan 2018/23 and the eight priorities, the Raising Attainment Strategy and the West Lothian NIFIP will directly influence and impact on the delivery of the Council's number one priority of improving attainment and positive destinations. It aims to ensure that children and young people are well placed to move into adult life and employment or further/higher education. There is an expectation by West Lothian Council that effective learning and teaching throughout each young person's school experience enables them to maximise their potential.

West Lothian Council is committed to improving attainment for all children and young people in line with the National Improvement Framework and through the effective delivery of Curriculum for Excellence. Schools in West Lothian have consistently demonstrated their capacity to improve attainment. Within this strategy, the overarching themes are to raise the attainment of all in achieving excellence, and to ensure equity through closing the gap in education outcomes between children from the most and least deprived backgrounds.

## Vision, Values and Ambition of West Lothian Council

West Lothian Council Education Services, working with key partners, will:

- promote the expectation that every child matters and has the capacity to learn
- intervene systematically to break the cycle of disadvantage at all stages, and with an emphasis on the early years and subsequent sustained intervention
- create a collaborative culture which enables strong leadership of learning and which values visionary leaders who are focused on improved outcomes for all learners
- expect and support the development of effective and reflective teachers and leaders through robust quality improvement
- expect and support the development of effective programmes which lead to improved learning and teaching in every classroom
- improve the quality of the evidence which demonstrates the link between learning and teaching and sustained life outcomes for school leavers.
- create effective performance management systems for all leaders and practitioners which draw on rich and robust data



West Lothian Council has a relentless focus on improving the attainment, achievement and life chances of our children and young people. Our mission to ensure excellence and equity for every child we have the privilege of teaching in our early learning centres and schools, will be achieved through:

- rigorously improving attainment, particularly in literacy and numeracy - a priority in which we have already had significant success
- relentlessly and creatively embracing effective interventions to close the attainment gap between the most and least disadvantaged children
- uncompromisingly focussing on improving children and young people's health and wellbeing
- persistently pursuing ongoing improvement in employability skills and sustained, positive school-leaver destinations for all young people

In order to achieve these outcomes, the strategy will focus on the delivery of specific actions and activities directly linked to the six **National Improvement Framework drivers**:

- **School Improvement:** Collaborative quality improvement activities across West Lothian Education Services will continue to drive improvement in outcomes for learners. School improvement planning will focus on raising attainment and actively address the equity gap.
- **School Leadership:** Strategic leadership will continue to develop leaders at all levels in order to further develop capacity and improve outcomes. This will be achieved through the implementation and expansion of leadership Career Long Professional Learning (CLPL) pathways.
- **Performance Information:** Intelligent use of data ensures the identification of gaps in learning resulting in assertive target setting with schools. Targets will be aspirational, challenging and relevant with progress tracked.
- **Teacher Professionalism:** Authority and school activities will be focussed on delivering excellent learning, teaching and assessment. School leaders will work with their staff teams to ensure that lessons are motivating, engaging, well-planned and differentiated to meet the needs of all learners, based on the West Lothian statement of expectation for all practitioners.



- **Assessment of Children's Progress:** West Lothian Progression Pathways for Literacy and Numeracy will be used to ensure further improvement in literacy and numeracy levels. Transition arrangements will focus on curricular transition and continuous progression in learning with schools making effective use of the monitoring and tracking information.

- **Parental Engagement:** The quality of engagement that parents have with their child's learning is a key factor to ensuring successful outcomes. School leaders will improve and increase ways in which parents and families can engage in partnership with schools to support their children.

## The Socio-Economic Duty

West Lothian Council has a deep commitment to ensuring equality of outcome for those pupils impacted by socio-economic disadvantage. This has been addressed in numerous ways. Time limited expenditure has been given to secondary schools whose pupils live within areas of deprivation to support efforts to raise attainment. Additional resources have been allocated to those schools with pupils living in the most deprived areas, including additional staffing to support the establishment of a nurture approach. Schools within West Lothian have participated in the Scottish Attainment Challenge. Other actions include the establishment of Breakfast Clubs in all primary schools, Holiday Lunch and Activity Clubs, the payment of a high level school clothing grant, the establishment of school clothing stores, and implementation of the Council's Anti-Poverty Strategy.

West Lothian Council has well established mechanisms for consulting, involving and collaborating with Headteachers, pupils, parents, teaching unions and partners including those on the Community Planning Partnership. Discussion and collaboration in relation to the establishment and improvement of services which will help those pupils impacted by socio-economic disadvantage takes place through these mechanisms as a matter of routine.

In order to ensure that consideration of the Socio-Economic Duty is given due weight when strategic decisions regarding education provision are taken, reference to the Socio-Economic Duty will be made in all reports submitted by officers of Education Services to the Education Executive.



## COLLABORATIVE PRACTICES

West Lothian Education Services has an ongoing commitment to promoting and embedding a culture of professional collaboration within and between schools. This also extends to having a clear desire to work with, learn with and influence improvements across our Regional Improvement Collaborative and at a national level. Well established and effective collaborations are in place, which lead to continuous improvement in West Lothian schools.

Our collaborations include the use of research to inform practice, ensuring we use a variety of research and evaluative tools to inform future improvement and to help promote innovation. In addition to using performance data and VSE evaluations to support improvement, we will continue to:

- further develop the use of practitioner enquiry in schools, in partnership with the Educational Psychology Service
- establish further Teacher Learning Communities, in partnership with Tapestry
- use quantitative data sets including the Scottish National Standardised Assessments, Scottish Qualifications Authority results, Realigning Children's Services data and Health and Wellbeing Survey, Achievement of Curriculum for Excellence Levels – Teacher Professional Judgement data
- use national and international evidence eg the National Improvement Hub, the Education Endowment Foundation, the Organisation of Economic Co-operation and Development Reports
- share examples of excellent improvement practice throughout West Lothian
- hold another authority-wide conference to highlight examples of Pupil Equity Funding which is clearly demonstrating improvement
- continue to develop on-line resources to support school improvement
- continue to work in partnership with academic partners eg University of Strathclyde, University of Edinburgh, University of Stirling

West Lothian's Quality Improvement and Performance Teams provide support, challenge and guidance to all of the established collaboration models, ensuring that our schools are very well placed to continually improve and achieve the targets set by the local authority.

This role includes:

- working to build capacity amongst senior school leaders and their staff for robust and accurate self-evaluation and identifying the need for high quality career long professional learning which leads to effective school improvement;
- promoting the cycle of improvement through professional dialogue, advice, and support around school evaluations and improvement plans;
- holding regular attainment meetings and professional dialogue with head teachers (and extended leadership teams) using robust data analysis from Curriculum for Excellence attainment information, SQA results and standardised testing provided by the Performance Team to agree action for improvement;
- engaging directly with schools, as needed, to support in-school monitoring and self-evaluation, where identified action is required and with those schools involved in Education Scotland inspections;
- bringing evidence from ongoing dialogue, in-school observations and school submissions to identify schools for strategic interventions or authority support. A programme of council supported VSE will involve the Quality Improvement Team and Senior Education Managers working with schools, other service staff and partners;
- advising Senior Education Services' Managers timeously of challenges facing schools affecting their capacity for continuous improvement.

## Moving Forward in Learning

[Moving Forward in Learning \(MFIL\)](#), established in 2013, is a steering group comprising of senior officers, senior school leaders and partners, which centres on collaboration and networking to achieve effective school improvement and raise attainment, supporting the principle of improvement as a shared responsibility. Collaboration strategies include practices which increase the capacity of schools and their partners to implement the changes necessary to secure improvement.

## Validated Self-Evaluation Programme

The success of West Lothian's authority supported [Validated Self-Evaluation programme](#), introduced in 2013, has built capacity and capability in our education system, leading to effective collaboration within and between schools.

The focus of the authority supported VSE process is to support improvement and evaluate the quality of Leadership and management, Learning provision, and Successes and achievements.

VSE involves collaboration between the school, its Quality Improvement Partners (QIPs) and Education Officers (EOs) to support wider challenge and enhance the school's own self-evaluation processes for continuous improvement. VSE is led by the school and is:

- Focused on outcomes
- Proportionate to need
- Flexible, with scope to recognise differences in school contexts
- Rigorous and transparent

## Cluster / Learning Communities / HUBs

Clusters and Learning Communities are groups of schools linked by associated secondary schools. This collaboration allows for schools to work together in the context of their local communities and enhance continuity in learning from early years to primary to secondary and then beyond. HUBs are groups of 3 or 4 Clusters/Learning Communities linked to provide enhanced collaboration on a wider network, giving scope for in depth engagement.

## Quality Improvement Partnerships (QIPs)

QIPs enable groups of schools to work together at all levels to support collaborative improvement. Schools consider their own context, profile, improvement priorities, leadership development needs and staff development needs when forming their aims for the year. The purpose of these groups are to develop collaborative, improvement-focussed activity which is owned and driven by Headteachers.



## **Getting It Right for Every Child (GIRFEC)**

In West Lothian, we have a particular focus on Nurture and the importance of early attachment relationships which enables schools to create the context for learning. This approach incorporates both traditional Nurture Groups and, more recently, whole school nurture practice. We are particularly focused on the health and wellbeing of our Looked After Children and on supporting our Young Carers. There are a range of activities aimed at supporting staff to support our Looked After Children effectively as part of the Council's Corporate Parenting Plan.

The ability of children and young people to form and sustain positive and respectful relationships is at the heart of health and wellbeing. Schools and their partners have a responsibility to create the right environment for effective learning and teaching where children and young people are active and achieving, safe, healthy and nurtured, respected, responsible and included. Opportunities for children's achievements and contributions to be valued and celebrated will enable them to develop self-confidence, resilience and readiness to learn.

We have significant work being undertaken in the GIRFEC agenda. This involves 3 key groups working collaboratively with partners both across and outwith West Lothian to drive forward the GIRFEC agenda in order to 'close the gap' and improve the health and wellbeing of our children and young people.

Our *MFIL Leadership for Health and Wellbeing* group work in conjunction with our Inclusion and Wellbeing Service, [Educational Psychology Services](#) and partners from CLD, social policy and health, and next session will focus on Improving Attendance, Mental Wellbeing and using the Wellbeing Indicators to track progress. Our *Inclusion and Wellbeing Service* will focus on the development of the Continuum of Support, Corporate Parenting (Quality Assurance Focus), Transitions and CLPL for health and wellbeing. Our *Educational Psychology Service*, will focus on Nurture, Early Years / Early Intervention, Learning and teaching through evidence based approaches, Corporate Parenting (staff development focus) and Health and wellbeing interventions (loss and bereavement, attachment, anxiety).

## **Early Learning and Childcare**

West Lothian Council will use the Early Learning and Childcare (ELC) Expansion Plan to ensure that the provision of ELC contributes to excellence and equity for all. Equity of outcome will best be delivered through a universal, comprehensive service, ensuring real integration of early learning, and continuity of delivery of curriculum for excellence at early level. We will work with partners to ensure effective transitions from ELC to Primary 1.

The provision of a universal service recognises the importance of effective early intervention to both raising attainment, in particular literacy and numeracy, and to closing the attainment gap resulting from socio-economic deprivation. Within this service, children will benefit from the strong multi-agency partnerships, involving Community Planning Partners, that already exist in each school to ensure that the most vulnerable children receive appropriate support.

This approach is consistent with the requirement of the Socio Economic Duty (Standards in Scotland's Schools etc Act 2000) that education authorities must continually consider whether they can do more to help those pupils impacted by socio economic disadvantage, to achieve equality of outcome and to give due weight to the outcome of these considerations when delivering school education. This duty applies to children receiving ELC. West Lothian Council, in considering the application of the Socio-economic duty to the provision of ELC, will plan for the delivery of a service that emphasises excellence and equity for all, and where investment in ELC will be targeted clearly at those experiencing socio-economic disadvantage.



## Community Learning & Development

The National Improvement Framework Improvement Plan (NIFIP) and the three year Community Learning and Development Plan will present a coherent, co-ordinated approach to improving attainment, particularly literacy and numeracy; closing the attainment gap between the most and least disadvantaged; improving health and wellbeing; and improving employability skills and sustained positive destinations, in relation to school age learners and their families.

To raise the attainment of the most disadvantaged, it is appropriate that there is greater partnership working between schools and Community Learning and Development, with a greater emphasis on targeted interventions. Forming and enhancing relationships at school level with partner organisations will increase the co-ordination of these interventions, and ensure that they are targeted at the most disadvantaged pupils utilising the intelligence available to schools.

The CLD Plan sets out how we will co-ordinate provision of CLD through the Community Development Learning Partnerships which have been set up within the catchment area of each non-denominational secondary school; how CLD provision as it relates to school age children and their families, will be led by schools forming appropriate partnerships with providers in their area; and how it will be targeted at the most disadvantaged pupils and their families, utilising intelligence available to the schools. The provision will include youth work, family learning and other early intervention work with pupils and their families.

This co-ordinated approach will ensure that the specific focus of CLD, improved life chances for people of all ages through learning, personal development and active citizenship, and stronger, more resilient, supportive, influential and inclusive communities, is met in West Lothian.



## Targets for Improvement

West Lothian Council's National Improvement Framework Plan for Session 2018-19 has the following targets for improvement, based on performance to date and with the intention of meeting the stretch aims set by the national agenda. Targets will also be set for individual schools. The targets represented below are in line with the West Lothian Council Raising Attainment Strategy 2018 - 2023:

OUTCOME 1 – RAISING ATTAINMENT FOR ALL IN THE BROAD GENERAL EDUCATION (BGE)						
Indicators	Baseline Performance 2016/17	Target 2017/18	Target 2018/19	Target 2019/20	Target 2020/21	End of Strategy Performance Target 2021/22
Percentage of Primary Pupils Achieving Expected Curriculum for Excellence (CfE) Level in Literacy	74%	75%	77%	79%	81%	83%
Percentage of Primary Pupils Achieving Expected CfE Level in Numeracy	80%	81%	82%	83%	84%	85%
Percentage of Secondary Pupils Achieving Expected CfE Level in Literacy	89%	90%	91%	92%	93%	93%
Percentage of Secondary Pupils Achieving Expected CfE Level in Numeracy	92%	93%	93%	94%	94%	94%
Percentage of primary, secondary, special schools and pre-school establishments receiving an Education Scotland inspection evaluation of 'good' or better for Raising Attainment	60%	70%	80%	90%	100%	100%

OUTCOME 2 – CLOSING THE POVERTY RELATED ATTAINMENT GAP IN THE BGE						
Indicators	Baseline Performance 2016/17	Target 2017/18	Target 2018/19	Target 2019/20	Target 2020/21	End of Strategy Performance Target 2021/22
Percentage point difference between the most and least deprived 20% of Primary Pupils Achieving Expected CfE Levels in Literacy	22%	21%	20%	16%	14%	12%
Percentage point difference between the most and least deprived 20% of Primary Pupils Achieving Expected CfE Levels in Numeracy	19%	18%	16%	13%	12%	10%
Percentage point difference between the most and least deprived 20% of Secondary Pupils Achieving Expected CfE Levels in Literacy	12%	11%	10%	9%	8%	7%
Percentage point difference between the most and least deprived 20% of Secondary Pupils Achieving Expected CfE Levels in Numeracy	7%	7%	7%	6%	6%	6%

OUTCOME 3 – RAISING ATTAINMENT FOR ALL IN THE SENIOR PHASE						
Indicators	Baseline Performance 2016/17	Target 2017/18	Target 2018/19	Target 2019/20	Target 2020/21	End of Strategy Performance Target 2021/22
Percentage of School Leavers Achieving 5 or more Awards at SCQF Level 5 or above	64%	64%	65%	66%	68%	69%
Percentage of School Leavers Achieving 5 or more Awards at SCQF Level 6 or above	38%	39%	39%	40%	41%	42%
Percentage of S5 Students Achieving 1 or more Awards at SCQF Level 6 or above	66%	71%	72%	72%	73%	73%
Percentage of S5 Students Achieving 3 or more Awards at SCQF Level 6 or above	46%	53%	54%	54%	55%	55%
Percentage of S5 Students Achieving 5 or more Awards at SCQF Level 6 or above	29%	33%	34%	34%	35%	35%
Percentage of School Leavers entering a Positive Destination	94%	94%	94%	95%	95%	95%

OUTCOME 4 – CLOSING THE POVERTY RELATED ATTAINMENT GAP IN THE SENIOR PHASE						
Indicators	Baseline Performance 2016/17	Target 2017/18	Target 2018/19	Target 2019/20	Target 2020/21	End of Strategy Performance Target 2021/22
Percentage point difference between the most and least deprived 30% of School Leavers Achieving SCQF Level 5 Literacy	25%	24%	23%	22%	21%	19%
Percentage point difference between the most and least deprived 30% of School Leavers Achieving SCQF Level 5 Numeracy	27%	26%	25%	24%	22%	20%
Percentage point difference between most and least deprived 30% of School Leavers Achieving 1 or more Awards at SCQF Level 6	30%	29%	27%	25%	23%	21%
Percentage point difference between the most and least deprived 30% of School Leavers entering a positive destination	7%	6%	6%	6%	5%	5%



## PRIORITY 1: IMPROVEMENTS IN ATTAINMENT

Our vision is to help West Lothian's young people make the most of their opportunities and to go on to achieve positive outcomes in their lives. We believe that the quality of learning and teaching that our young people receive in schools, pre-schools and nurseries is a critical factor in their ability to succeed. In the last Corporate Plan 2012/17, the council invested in our schools and provided additional, specialist support to improve the quality of teaching and embed the Curriculum for Excellence. During this period pupils achieved the best exam results ever recorded in West Lothian. We want to build on these outstanding results and continue to develop a culture of aspiration for all our young people.



The aims of Session 2018/19 will be:

- To ensure that all Early Learning and Childcare (ELC) settings will develop a vision, values and aims that reflects the aspirations of children, parents/carers, practitioners and partners.
- To work with all ELC settings to develop a shared, agreed curriculum rationale specific to their individual context.
- To support schools in ensuring that continuity and progression is in place from ELC to P1 for all children. All primary 1 teachers are to implement an effective early years pedagogy.
- To continue to build capacity in schools in intelligent use of data through the introduction of annual Primary attainment meetings, associated professional learning sessions, and Insight into Insight courses for secondary staff. Schools will also be supported in the use of the new BGE Benchmarking Tool and will be given further support in the diagnostic use of Scottish National Standardised Assessment (SNSA) data.
- To effectively use the WL ELC tracker in all ELC settings through robust assessment and moderation procedures.
- To enhance understanding of effective self-evaluation across sectors including maximising the use of performance data, learner participation and improvement science to ensure better outcomes for learners.
- To continue to improve the quality of the curriculum in primary and secondary through confidence in curriculum rationale, professional learning opportunities and the review and embedding of progression pathways.
- To continue to support teacher judgement across primary and secondary sectors in order to develop consistency of understanding.
- To continue to develop profiling and reporting guidance across all schools.
- To further develop Broad General Education (BGE) tracking to include wellbeing, engagement and participation.
- To further develop professional learning pathways for staff which enhance their practice in the delivery of high quality learning experiences for all children and young people.
- To continue to improve the attainment of Looked After Children, building on last sessions' self-evaluation work in line with the priorities identified in the Children Services Plan.
- To increase numbers of young people participating in wider achievement awards in partnership with Community Learning and Development (CLD).

## IMPROVEMENTS IN LITERACY

**Our vision is for every child and young person in West Lothian to develop Literacy and English skills which enable them to thrive, and prepare them for life, future learning and work.**

In order to realise our vision for the children and young people of West Lothian, the following aims have been set:

- All staff will provide excellent and equitable, high quality experiences to engage, motivate and inspire all learners to meet their individual needs in Literacy and English.
- The curriculum will ensure that all children and young people achieve their potential through clear progression in their learning from early years through to senior phase.
- All partners work in collaboration to develop and enrich Literacy and English experiences for all children and young people in school and beyond.

A draft Literacy Action Plan 2018-2023 has been developed as the basis for future collaboration between schools, and to drive forward the above aims.

The aims of Session 2018/19 will be:

### **Raising Attainment:**

- To finalise and launch the West Lothian Literacy Action Plan and Framework
- To expand the use of the Literacy Sharepoint digital resource to support Literacy across Learning practice in all schools.
- To ensure that the Literacy Steering Group continue to lead and promote literacy learning across West Lothian and within the FVWL Improvement Collaborative
- To further develop links with partner agencies to support literacy across learning across all school sectors.
- To further develop our understanding of early vocabulary building through involvement in the Children and Young People's Improvement collaborative (CYPIC) Practicum; Language Literacy.
- To ensure that all Literacy and English progression pathways are aligned to the benchmarks.

### **Raising Attainment in Reading:**

- To support the continued building of a reading culture across West Lothian schools.
- To ensure that the West Lothian Literacy Action Plan and Framework are reflective of the needs of schools in building a reading culture.
- To promote effective practice through the West Lothian Literacy Sharepoint which allows all schools access.



### **Raising Attainment in Writing:**

- To support the building of a writing culture across West Lothian schools
- To ensure that the West Lothian Literacy Action Plan and Framework are reflective of the needs of schools in building a writing culture
- To promote effective practice through the West Lothian Literacy Sharepoint which allows all schools to access

### **Developing a collaborative culture to raise attainment in reading (Forth Valley and West Lothian Improvement Collaborative):**

- To engage with improvement collaborative colleagues and leads to share effective practice and resources in the development of a reading culture
- To share national advice and support accurate practitioner judgement of Curriculum for Excellence (CfE) levels in reading
- To develop approaches to building practitioners' skills in pedagogies required to engage learners in building a reading culture
- To support practitioners as they build and share skills in pedagogies required in vocabulary development
- To be responsive to changing structures and offers from Education Scotland to ensure that work across West Lothian is aligned with the other local authorities



## IMPROVEMENTS IN NUMERACY

**Our vision is for every child and young person in West Lothian to develop effective Numeracy and Mathematics skills to enable them to thrive, and prepare them for life, future learning and work.**

In order to realise our vision for the children and young people of West Lothian, the following aims have been set:

- All staff will provide excellent and equitable, high quality experiences to engage, motivate and inspire all learners to meet their individual needs in Numeracy and Mathematics.
- The curriculum will ensure that all children and young people achieve their potential through clear progression in their learning from early years through to senior phase.
- All partners work in collaboration to develop and enrich Numeracy and Mathematics experiences for all children and young people in school and beyond.

Following collaboration with schools, a [Maths Action Plan 2018-2023](#) has been developed. Individual school improvement plans 2018/19 will reflect key drivers and deliverables from the action plan.

The key drivers for the plan are as follows:

- CLPL programme led by the Inspire Maths Team
- Curriculum Design
- Performance Analysis
- Research based interventions
- Middle Leadership Development
- Numeracy Learning Communities
- Family Learning
- Study Support and Masterclasses



The deliverables for the plan are as follows:

- The curriculum will ensure that all children and young people receive a challenging and progressive curriculum in the BGE through the delivery of West Lothian progression pathways
- All staff provide effective, high quality experiences to engage, motivate and inspire all learners to meet their individual needs in Numeracy and Mathematics
- All primary and secondary schools will have a minimum time allocation for the delivery of Numeracy, as part of a flexible curriculum to meet the numeracy needs of pupils
- CLPL programme and opportunities for all staff, including school leaders, teachers, PSWs, SfL and Early Years' staff, will enhance practice
- All schools have rigorous approaches to monitoring and tracking of individual learners' progress to ensure appropriate progression in learning, and maximising attainment.
- All schools implement a programme which engages parents, employers and local communities to develop greater awareness of the importance of Maths to everyday life and future jobs.
- Devise a West Lothian problem solving strategy for primary and secondary schools (including Cognitively Guided Instruction)
- Develop an online portal for resource sharing and collaboration amongst teachers
- Moderation practices, supported by Quality Assurance and Moderation Support Officers (QAMSOs), are established within and across all schools and sectors to support staff's understanding of progression and achievement of levels.

The Education Psychological Services (EPS) will continue to support the Maths Action Plan through conducting pupil research on Maths and Numeracy.

## PRIORITY 2: CLOSING THE GAP BETWEEN THE MOST AND LEAST DISADVANTAGED CHILDREN

**Our vision is to work collaboratively and collectively to interrupt the cycle of inter-generational poverty in order to improve the life chances of children and young people in communities in West Lothian.**

Headteachers will continue to make best use of local data to understand which children and young people would benefit from targeted support, and to monitor and track learners' progress over time. Interventions may also be supported by Pupil Equity Funding (PEF) in a way deemed appropriate by the schools in conjunction with pupils, staff, Parent Council and the wider parent body. Information on PEF is included in their annual School Improvement Plans and schools report on progress in their Standards and Quality Reports. These plans and reports are accessible on school websites.

Following collaboration with Headteachers, a [Pupil Equity Funding Action Plan 2018-2019](#) has been developed for a central team to support the work of schools.

### Literacy:

- Provide Pupil Support Worker (PSW) training in Early Years in quality interactions and supporting vocabulary development
- Continue to develop practitioners' knowledge and application of reading comprehension strategies via created and delivered CLPL in order to increase the percentage of quintile 1 pupils achieving expected reading levels.
- Extend delivery of Scotland Reads paired reading strategy to parents/carers & senior pupils.
- Engagement with (Regional Improvement Collaborative) RIC - use of QAMSOS to support moderation of reading at all levels.
- Participation in an early years CYPIC practicum: language meets literacy
- Develop and deliver Career Long Professional Learning (CLPL) focused on improving first level writing (P2 – P4)
- Creation and delivery of CLPL focused on West Lothian writing progression pathways
- Support PTCs/Literacy Leads in the use of high level literacy maps focusing on increased pace and challenge for learners in Quintile 1.
- Develop third and fourth level progression pathways to support teacher professional judgement. Creation and delivery of CLPL for progression pathways & writing strategies. CLPL sessions to focus on increasing the percentage of S3 quintile 1 learners achieving fourth level literacy.



### Numeracy:

- In line with the West Lothian Maths Strategy, create and deliver CLPL designed to further embed pedagogy in Stages of Early Arithmetical Learning (SEAL), Number Talks and Concrete, Pictorial, Abstract (CPA) training.
- Coordinate the further roll out of Maths recovery training across the authority in order to develop a sustainable model.

- Provide guidance on research-based initiatives in Numeracy to lead and support schools in tests of change improving outcomes for Quintile 1 pupils

#### **Health & Wellbeing (HWB):**

- Develop appropriate CLPL on early interventions to improve attendance for S3 pupils in Quintile 1
- Implement a test of change to reduce the levels of exclusion with a focus on S1-3 boys from Quintile 1
- Continue to coordinate, develop and deliver a range of whole school and targeted mental health and well-being CLPL to increase the number of practitioners across West Lothian schools who are 'mental health aware'.
- Increasing awareness, and developing programmes, in line with Education Scotland around Adverse Childhood Experiences (ACEs), resilience and trauma, along with a mentoring programme for vulnerable young people

#### **Across Learning:**

- Provide training for ELC practitioners in self-regulation strategies, parental involvement and high quality pedagogy in Primary 1.
- Creation of band D posts (Advanced Skilled Classroom Assistants – ASCAs) with a focus on Literacy, Numeracy, HWB – supported by a central CLPL programme including improvement methodology
- Develop and implement a programme of support for schools to use in order to create a poverty proofing action plan. The aim of this is to give school staff, pupils and parents the tools to take action to address identified problems and barriers arising from the cost of the school day.

In addition to work done around the use of Pupil Equity Funding, the following plans are in place for improvement led by the **Inclusion and Wellbeing Service (IWS)** and **Educational Psychology Service (EPS)**:

- Continuum of Support will be updated and revised training and support with implementation will be offered in conjunction with the CLPL working group and Educational Psychology Service.
- Inclusion and Wellbeing Forum will shift focus as a result of key Devolved School Management processes.
- Inclusion and Wellbeing Service will be fully re-designed and accessible to schools. Key information about service delivery and accessibility will be provided through the Continuum of Support and associated training
- Ongoing delivery of training to schools in both Nurture Groups and Whole School Nurture approaches. Looking at ways of incorporating Adverse Childhood Experience and Neuro-sequential research into the training programmes to enhance learning.
- Ongoing development of training and support for Designated Members of Staff (DMS) and whole staff groups (using a cascade model) on the issues faced by our children and young people who are Looked After. This will be offered to all schools as part of an ongoing roll out during next session.
- Joint work with Education officer team will take place to include LAC discussions in the VSE process.



The **Opportunities for All** team will continue to work on Closing the Gap in the following ways:

- Providing a greater awareness of the Careers Standard in schools and the support materials associated with it.
- Challenging gender stereotyping at all levels but in particular in connection with careers where there is a gender imbalance.
- Making available more information for Parents/Carers about the many and varied career pathways available to young people.
- Ensuring young people have a clear understanding of the skills they are learning, their applications to careers and are able to identify the skills they are good at.
- Promoting parity of esteem between skills and attainment and a recognition of the value of both.

**Community Learning & Development (CLD)** supports the work being done to Close the Gap through:

- Increasing awareness and recognition of the principles and practices of CLD in West Lothian, and the added value CLD providers (council and third sector) bring to children, young people and adults health and wellbeing, learning and attainment.
- Encouraging more young people in SIMD areas 1, 2 and 3 are accessing and gaining accreditation by participating in the Duke of Edinburgh's Award programme as part of their school experience., through Youth Services.

*"Promoting  
equity of success  
and achievement  
for all our  
children and  
young people"*

*(How Good is Our  
School? 4 2016)*



## PRIORITY 3: IMPROVEMENTS IN CHILDREN AND YOUNG PEOPLE'S HEALTH AND WELLBEING

**Our vision is that every child and young person will experience an inclusive culture with highly effective systems and practice for wellbeing in every school which equips them with the skills, knowledge, attitudes and dispositions to lead healthy, happy lives and to respect others.**

The aims of Session 2018/19 will be:

- To embed HWB strategic framework, systems and processes including through the work of the key HWB sub groups
- To further develop capacity of school leaders and Health and Wellbeing Champions to lead improvements based on effective self-evaluation of Health and Wellbeing.
- To raise awareness among all WLC school leaders and Health and Wellbeing Champions are aware of the impact of trauma and Adverse Childhood Experiences. Practitioners are more informed about trauma and its impact on children and young people and work to alleviate the effects of trauma.
- To ensure schools have a clear understanding of refreshed progression pathways in Health and Wellbeing curriculum areas. These are used to support effective curriculum design and support learner progress.
- To promote consistency of use of the wellbeing indicators by schools to track individual, group and whole school progress in wellbeing. The five measures for equity – Attendance, Inclusion, Participation, Engagement and Attainment are well understood and schools use the wellbeing indicators in relation to these measures to identify and plan interventions for those children at risk of missing out.
- To support schools to engage learners in regular conversations about their wellbeing and achievements using the wellbeing indicators and measures for equity.
- To support schools to implement West Lothian monitoring and tracking system for wellbeing.
- To support schools to use data gathered to plan effective interventions at school and local authority level
- To support MFIL Monitoring and Tracking group to trial and develop use of participation and engagement strategies and measures
- To work closely with partners to support the wellbeing of our Looked After Children also our Young Carers, and to maximise their potential.



The IWS and EPS continue to support the improvements in Health and Wellbeing through the HWB Conference and professional learning opportunities for Pupil Support Workers. A model of further delivery of Anxiety Management groupwork will be developed, building on success from last session.

Active Schools & Community Sports continue to support improvement in Health and Wellbeing through the overarching key priority to increase the number of pupils taking part in Active Schools programmes.

Community Learning & Development continue to support improvements in Health and Wellbeing through development of Parental engagement in Fitter Bits/Positively Healthy programmes encourages healthy practices at home. Youth Services health and wellbeing activities and programmes continue to provide opportunities for young people to improve their physical and mental health, and emotional wellbeing.



## IMPROVEMENT IN EMPLOYABILITY SKILLS AND SUSTAINED, POSITIVE SCHOOL-LEAVER DESTINATIONS FOR ALL YOUNG PEOPLE

**Our vision is to develop a young workforce that has the skills, confidence and aspiration to achieve their goals and ultimately reach their full potential.**

The aims of the Developing West Lothian's Young Workforce team, throughout Session 2018/19 will be:

- To ensure that all internal hubs in secondary schools use the risk matrix information, for early identification with young people at risk of not achieving a positive destination and plan appropriate interventions.
- To support schools to work with partners to continue to evaluate their curriculum to ensure that appropriate learner pathways are in place for all young people. This should be based on labour market intelligence and take into account the new pathways.
- To further develop business partnerships to support transition from school into positive destinations based on labour market intelligence
- To provide CLPL opportunities for Transition to Work Coordinators and Business Partnership Coordinators
- To ensure effective careers information is available at all ages and stages.
- To challenge gender stereotyping at all levels.
- To support schools in offering access to an increased number of vocational courses
- To further develop partnership work with Economic Development to raise awareness of the Positive Destinations website for pupils and parents/carers.
- To promote and implement West Lothian additional awards in the Senior Phase: West Lothian Employability Award, the new Foundation Apprenticeships and courses run in partnership with CLD Youth Services, College, Employers and local training providers.



The MFIL Curriculum group will further develop DYW Cluster Improvement Planning.

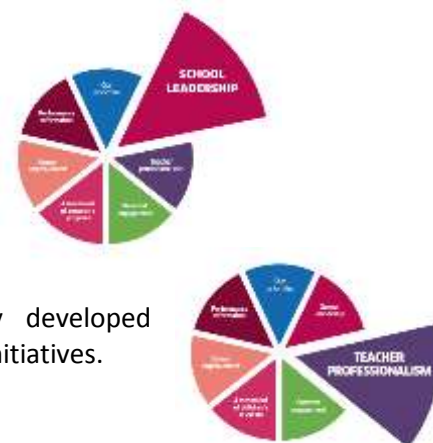
Post-school transitions will be a focus for improvement for the Inclusion and Wellbeing Service next session. This will involve linking with key contacts in adult services and social policy colleagues working with children and young people.



Youth Services activity supports young people's readiness for the world of work through a diverse range of programmes which offer personal and skills development opportunities.

## MOVING FORWARD IN LEADERSHIP:

In Session 2018-2019 we will continue to support improvement in the 4 national priorities through the development of a strategic Moving Forward in Leadership 5 year Action Plan. This will support Career Long Professional Learning (CLPL) pathways programmes at all levels.

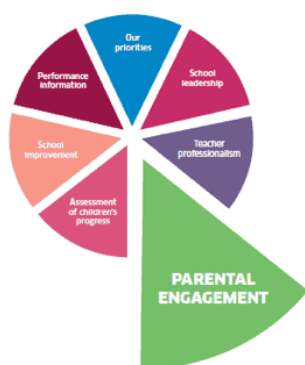


Our leadership pathways opportunities will include both internally developed opportunities as well as the promotion of engagement of staff in national initiatives.



## PARENTAL ENGAGEMENT/FAMILY LEARNING:

In Session 2018-19 we will:



- Communicate work undertaken in Session 2017-18 effectively with schools and partners
- Collect audit information of effective practice
- Complete a 3-year Strategy for Parental Engagement working alongside schools and partners
- Share Education Scotland work on 'Learning at Home' with schools and develop WL strategy
- To further develop high quality outdoor learning in ELC settings by providing CLPL, creating an audit tool for practitioners and a resource to support family understanding of outdoor learning
- To further develop the Peep Pathway across West Lothian giving more parents/carers the opportunity to gain SQA accreditation
- Create a network of support for family support/learning workers
- CLD will continue to develop adult learning in numeracy

## Ownership, Scope and Quality Assurance of our NIF Improvement Plan

The Head of Education (Curriculum, Quality Improvement and Performance) has overall responsibility for the implementation of the National Improvement Framework Improvement Plan.

The Education Executive approves the plan and the approach to be adopted in its implementation.

Implementation of the actions necessary to raise attainment and address the equity gap are the responsibility of Headteachers and centrally based officers, as set out in the NIFIP.

Progress and implementation of the NIFIP, including council wide attainment and quality indicators, is monitored by the Education Policy Development and Scrutiny Panel.

Performance indicators are monitored by the Education Senior Management Team, and by the Chief Executive's Scrutiny Panel through the West Lothian Assessment Model process.

Education Services Quality Improvement Team validates schools' self-evaluation of their standards and quality. A programme of Validated Self Evaluation is carried out collaboratively with Headteachers, school staff, parents/carers and community partners and, in some cases, in partnership with Education Scotland. This process is used to monitor progress of improvements in individual schools.

Schools are also subject to independent scrutiny by Her Majesty's Inspectors (Education Scotland). The Education Quality Improvement Team support and monitor the implementation of the action plan arising from each inspection.

The Education Quality Assurance Sub-Committee (EQAC) provides a focused and targeted scrutiny on quality improvement and performance of individual schools in terms of the How Good is Our School? (HGIOS) and How Good is Our Early Learning and Childcare (HGIOELC) indicators of quality and effectiveness, following an HMI inspection or authority supported VSE.



## GLOSSARY

### NIF Drivers:

SL	School Leadership
TP	Teacher Professionalism
PE	Parental Engagement
ACP	Assessing Children's Progress
SI	School Improvement
PI	Performance Information

BGE	Broad General Education
CLD	Community Learning & Development
CLPL	Career Long Professional Learning
ELC	Early Learning and Childcare
EPS	Education Psychology Service
FL	Family Learning
HGIOELC	How Good is Our Early Learning and Childcare?
HMI	Her Majesty's Inspections
HND	Higher National Diploma
HoS	Head of Service
IWB	Inclusion and Wellbeing
MFIL	Moving Forward In Learning
PEF	Pupil Equity Funding
QI	Quality Indicator (based on How Good is Our School 4? (Unless otherwise indicated)
QIP	Quality Improvement Partnership
QIT	Quality Improvement Team
SCEL	Scottish Council for Education Leadership
SP	Senior Phase
SSS	School Self Evaluation Summaries
STEM	Science, Technology, Engineering, Maths
VSE	Validated Self Evaluation





## **EDUCATION EXECUTIVE**

### **SEPTEMBER CONFERENCE FOR LOCAL AUTHORITY CHURCH REPRESENTATIVES**

#### **REPORT BY DEPUTE CHIEF EXECUTIVE (EDUCATION, PLANNING, ECONOMIC DEVELOPMENT AND REGENERATION SERVICES)**

##### **A. PURPOSE OF REPORT**

To seek approval from the Education Executive for the attendance of the three Religious Representatives at the 2018 September Conference for Local Authority Representatives in Glasgow on Thursday 20 September 2018.

##### **B. RECOMMENDATION**

To approve the attendance of the three Religious Representatives at the 2018 September Conference for Local Authority Representatives in Glasgow on Thursday 20 September 2018.

##### **C. SUMMARY OF IMPLICATIONS**

<b>I</b>	<b>Council Values</b>	Focusing on our customers' needs; being honest, open and accountable; providing equality of opportunities; developing employees; making best use of our resources; working in partnership
<b>II</b>	<b>Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)</b>	None
<b>III</b>	<b>Implications for Scheme of Delegations to Officers</b>	None
<b>IV</b>	<b>Impact on performance and performance Indicators</b>	None
<b>V</b>	<b>Relevance to Single Outcome Agreement</b>	None
<b>VI</b>	<b>Resources - (Financial, Staffing and Property)</b>	Nominal conference fee and travel costs.
<b>VII</b>	<b>Consideration at PDSP</b>	N/A

**VIII Other consultations** None

**D. TERMS OF REPORT**

The Church of Scotland has issued an invitation to the three Religious Representatives to the 2018 September Conference for Local Authority Representatives in Glasgow on Thursday 20 September 2018.

Previous attendees have found the conferences organised by the Church of Scotland to be a valuable opportunity to discuss their role and contribution with representatives from other parts of Scotland.

The conference will be held at the Scottish Catholic Education Services facilities at Craigpark, Glasgow. The Scottish Catholic Education Services will charge a small fee to cover catering and administration, with the exact amount still to be confirmed.

The conference will be based around the theme of health and wellbeing, and in particular mental health policies for schools and the impact of health and wellbeing on closing the attainment gap.

Mhari Shaw, the lead officer for the West Regional Improvement Collaborative will speak about how this collaborative will work with schools and the role of the church representatives in its work.

**E. CONCLUSION**

It is proposed that West Lothian Council is represented by the three Religious Representatives at the 2018 September Conference for Local Authority Representatives in Glasgow on Thursday 20 September 2018.

**F. BACKGROUND REFERENCES**

None.

Appendices/Attachments: None

Contact Person: Andrew Sneddon, Service Manager – Learning, Policy and Performance

*Elaine Cook, Depute Chief Executive (Education, Planning, Economic Development and Regeneration Services)*

Date of meeting: 11 September 2018



## **EDUCATION EXECUTIVE**

### **RAISING ATTAINMENT STRATEGY 2018/23**

### **REPORT BY HEAD OF EDUCATION (CURRICULUM, QUALITY IMPROVEMENT AND PERFORMANCE)**

#### **A. PURPOSE OF REPORT**

To present the 2018/23 Raising Attainment Strategy, which supports the council's Corporate Plan and strategic priorities during the period 2018/19 to 2022/2023.

#### **B. RECOMMENDATION**

It is recommended that the Education Executive:

1. Approves the Raising Attainment Strategy 2018/23.

#### **C. SUMMARY OF IMPLICATIONS**

<b>I Council Values</b>	Focusing on our customers' needs Being honest, open and accountable Developing employees Making best use of our resources Working in partnership
<b>II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)</b>	Education (Scotland) Act 1980 Children and Young People (Scotland) Act 2014 Education (Additional Support for Learning) (Scotland) Act 2014
<b>III Implications for Scheme of Delegations to Officers</b>	N/A
<b>IV Impact on performance and performance Indicators</b>	The strategy is designed to raise educational attainment and to close the poverty related gap in educational outcomes, both of which are reflected in performance indicators and Local Government Benchmarking Framework.
<b>V Relevance to Single Outcome Agreement</b>	Improving attainment and positive destinations
<b>VI Resources - (Financial, Staffing and Property)</b>	Within agreed Education Revenue Budgets for forthcoming financial years
<b>VII Consideration at PDSP</b>	Considered at PDSP on 28 <sup>th</sup> August 2018.

**D. TERMS OF REPORT****D.1 Background**

In support of the council's Corporate Plan 2018/23, the Raising Attainment Strategy will directly influence and impact on the delivery of the Council's number one priority of improving attainment and positive destinations.

West Lothian Council is committed to improving attainment for all in line with the National Improvement Framework and through the effective delivery of Curriculum for Excellence. Schools in West Lothian have consistently demonstrated their capacity to improve attainment. Within this strategy, the two overarching themes are to raise the attainment of all in achieving excellence, and to ensure equity through closing the gap in education outcomes between children from the most and least advantaged backgrounds.

The draft 2018/23 Raising Attainment Strategy outlines the outcomes and activities planned, which are in line with the 2018 National Improvement Framework and Improvement Plan for Scottish Education. Ambitious and aspirational targets have been set to ensure that West Lothian continues to achieve excellence for its learners and continues to address the poverty related attainment gap.

**D.2 Raising Attainment Strategy Outcomes**

The Raising Attainment Strategy builds on previous strategies, and has identified four specific outcomes as set out below:

1. Outcome one focuses on increasing attainment and achievement for all West Lothian learners from early years to S3. This outcome will ensure the delivery of a well-designed and challenging curriculum that meets the needs of all learners in order to maximise attainment and achievement.
2. Outcome two focuses on increased equity, based on socio- economic factors, in educational outcomes across all West Lothian schools. This outcome will address the poverty related attainment gap, which exists locally and nationally, through the implementation of focused interventions to support identified children and families.
3. Outcome three focuses on increasing attainment for all learners from S4-S6. This will enable young people to extend and deepen their learning and continue to develop skills for learning, life and work, through qualifications and a range of opportunities for personal development. It ultimately supports young people in moving on to a positive destination.
4. Outcome four focuses on increased equity, based on socio-economic factors, in educational outcomes for West Lothian learners in the Senior Phase. The Senior Phase is where young people build up a portfolio of qualifications and skills, providing the foundation for future career plans. It is of key importance that activities need to be put in place in order to maximise the potential of our learners from areas of greatest deprivation.



### **D.3 Performance Scorecard and Reporting**

Key measures of the success for the four outcomes have been identified and these will be used to track, monitor and report on performance throughout the lifetime of this strategy.

An annual review will be undertaken and reported to the council's Corporate Management Team and to the Education PDSP. This will include an update on the agreed performance scorecard and action plan and will also be published on the performance pages of the council website.

An end of strategy review will be undertaken in the final year of the strategy to report on the achievement in the outcomes and final position in the performance indicators (against the target) and the agreed actions.

### **D.4 Action Plan**

There are nine high level actions identified to support the delivery of the Raising Attainment Strategy outcomes. Progress in the actions will be included in the monitoring arrangements for the strategy.

## **E. CONCLUSION**

The 2018/23 Raising Attainment Strategy aims to ensure that children and young people are well placed to move into adult life, and employment or further/higher education. There is an expectation by West Lothian Council that effective learning throughout each young person's school experience enables them to maximise their potential.

Over the term of this strategy, West Lothian Council aims to continue to raise attainment and close the poverty related attainment gap as set out in the key performance indicators for each of the outcomes.

## **F. BACKGROUND REFERENCES**

Raising Attainment Strategy 2015/17

Appendices/Attachments: 1

Appendix 1: Draft Raising Attainment Strategy 2018/23

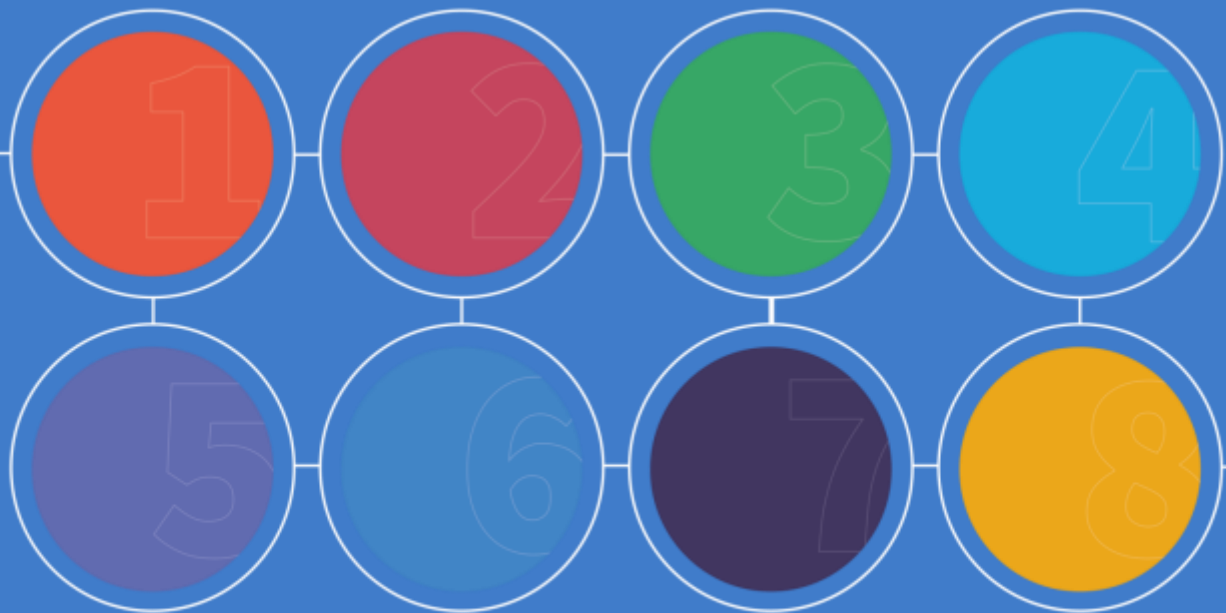
Contact Person: Greg Welsh (Quality Improvement Manager)  
Tel: 01506 282279  
Email: Greg.Welsh@westlothian.gov.uk

**Donna McMaster**  
**Head of Education (Curriculum, Quality Improvement & Performance)**

Date of meeting: 11<sup>th</sup> September 2018



# Raising Attainment Strategy 2018/19 to 2022/23



## Welcome to the Raising Attainment Strategy

The strategy sets out the key outcomes, activities and behaviours that the council will pursue in support of our corporate priorities and a culture of continuous improvement

The council aims to help West Lothian's young people make the most of their opportunities and to go on to achieve positive outcomes in their lives. We believe that the quality of learning and teaching that our young people receive in schools, pre-schools and nurseries is a critical factor in their ability to succeed. In the last Corporate Plan 2012/17, the council invested in our schools and provided additional, specialist support to improve the quality of teaching and embed the Curriculum for Excellence. During this period pupils achieved the best exam results ever recorded in West Lothian. We want to build on these outstanding results and continue to develop a culture of aspiration for all our young people.

In support of the council's Corporate Plan 2018/23 and the eight priorities, the Raising Attainment Strategy will directly influence and impact on the delivery of the Council's number one priority of improving attainment and positive destinations. It aims to ensure that children and young people are well placed to move into adult life and employment or further/higher education. There is an expectation by West Lothian Council that effective learning and teaching throughout each young person's school experience enables them to maximise their potential.

West Lothian Council is committed to improving attainment for all children and young people in line with the National Improvement Framework and through the effective delivery of Curriculum for Excellence. Schools in West Lothian have consistently demonstrated their capacity to improve attainment. Within this strategy, the overarching themes are to raise the attainment of all in achieving excellence, and to ensure equity through closing the gap in education outcomes between children from the most and least deprived backgrounds.



Lawrence Fitzpatrick  
Leader of the Council



Graham Hope  
Chief Executive

## Strategy outcomes

The West Lothian Council Raising Attainment Strategy provides an increased strategic focus to Education Services' activities in raising attainment. The strategy was developed taking account of best practice in West Lothian schools, the professional knowledge and experience of school and centrally based staff, national practice and international perspective and recommendations.

The Raising Attainment Strategy has four outcomes and these are:

- ◆ Raising Attainment for All in the Broad General Education (BGE) – Ensuring Excellence
- ◆ Closing the Poverty Related Attainment Gap in the BGE – Ensuring Equity
- ◆ Raising Attainment for All in the Senior Phase – Ensuring Excellence
- ◆ Closing the Poverty Related Attainment Gap in the Senior Phase – Ensuring Equity

In order to achieve these outcomes, the strategy will focus on the delivery of specific actions and activities directly linked to the six **National Improvement Framework drivers**:

- **School Improvement:** Collaborative quality improvement activities across West Lothian Education Services will continue to drive improvement in outcomes for learners. School improvement planning will focus on raising attainment and actively address the equity gap.
- **School Leadership:** Strategic leadership will continue to develop leaders at all levels in order to further develop capacity and improve outcomes. This will be achieved through the implementation and expansion of leadership Career Long Professional Learning (CLPL) pathways.
- **Performance Information:** Intelligent use of data ensures the identification of gaps in learning resulting in assertive target setting with schools. Targets will be aspirational, challenging and relevant with progress tracked.
- **Teacher Professionalism:** Authority and school activities will be focussed on delivering excellent learning, teaching and assessment. School leaders will work with their staff teams to ensure that lessons are motivating, engaging, well-planned and differentiated to meet the needs of all learners, based on the West Lothian statement of expectation for all practitioners.
- **Assessment of Children's Progress:** West Lothian Progression Pathways for Literacy and Numeracy will be used to ensure further improvement in literacy and numeracy levels. Transition arrangements will focus on curricular transition and continuous progression in learning with schools making effective use of the monitoring and tracking information.
- **Parental Engagement:** The quality of engagement that parents have with their child's learning is a key factor to ensuring successful outcomes. School leaders will improve and increase ways in which parents and families can engage in partnership with schools to support their children.

# 1 Raising Attainment for All in the BGE - Ensuring Excellence

## Description

This outcome aims to increase attainment and achievement across all West Lothian Schools, and for all West Lothian learners from early years to S3. Raised educational attainment and achievement increases personal, social, cultural and economic opportunities, and ensures that young people are in a position to fulfil their potential and contribute to the improved social and economic wellbeing of the community in West Lothian.

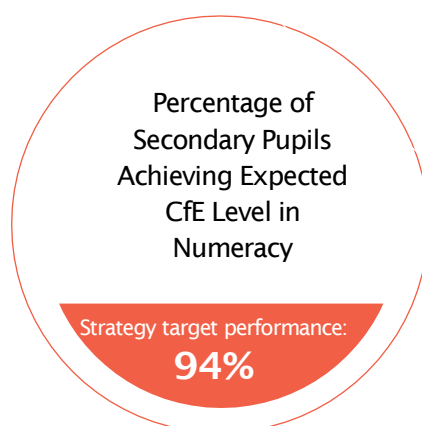
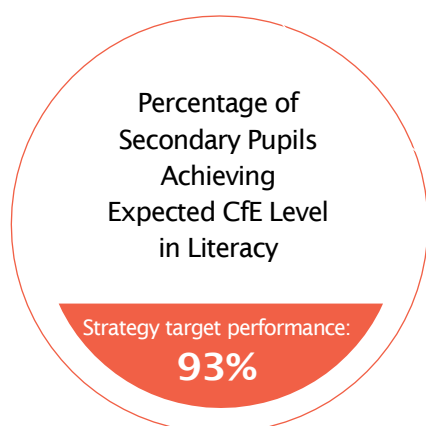
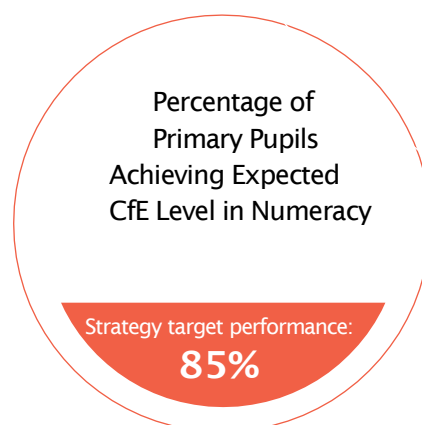
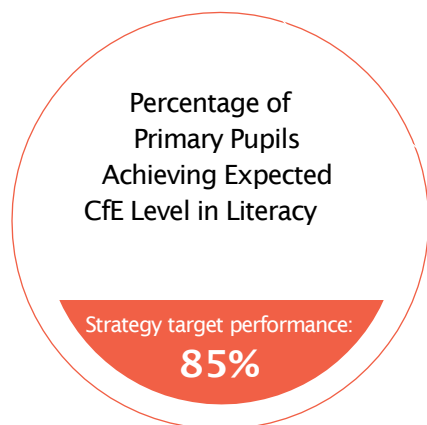
## Activities

The main activities of the service during the period of the strategy will be to:

- ◆ Ensure that individual school improvement plans and activities focus on the quality of learning, teaching and assessment, as well as the quality of the partnerships that are in place, to support all children and young people to attain and achieve.
- ◆ Ensure all establishments effectively use self-evaluation frameworks and approaches, performance information and improvement science to ensure educational outcomes are improving. This includes supporting young people's and partners' participation in self-evaluation and school improvement.
- ◆ Work with schools to ensure that the curriculum is well designed to meet the needs of all learners and well researched programmes are developed to improve learning and teaching in and across schools and clusters. Effective assessment approaches must be in place to ensure that all pupils make well-paced progress in their learning.
- ◆ Develop professional learning pathways for staff which enhance their practice in the delivery of high quality learning experiences for all children and young people. This will include a focus on delivering effective teaching and learning of literacy and numeracy.
- ◆ Ensure that effective tracking and monitoring and target-setting is in place to ensure optimum levels of progress and attainment for every learner, including at transition points. Quality improvement approaches must focus on learners and ensure that no child is left behind, and are making good progress from prior levels of attainment.
- ◆ Ensure that all learners receive regular, useful feedback to support their progress and use self and peer assessment to help identify next steps in learning. They should be regularly consulted about the quality of lessons and encouraged to provide feedback on how well they are learning.
- ◆ Provide high quality support, using a multi-agency approach, to enable all young people to achieve success, highlighting the importance of wellbeing and involving young people in decisions about how their needs should be met.

## Key performance indicators

We have identified the key measures of the success for this outcome and will track, monitor and report on our performance in these performance indicators throughout the lifetime of our strategy:



## 2 Closing the Poverty Related Attainment Gap in the BGE - Ensuring Equity

### Description

This outcome aims to increase equity, based on socio- economic factors, in educational outcomes across all West Lothian Schools, and for all West Lothian learners. The attainment of children and young people from the areas of greatest deprivation is significantly lower than that of children from least deprived areas. This gap starts early and it grows throughout primary and secondary school. This outcome is focussed on enabling all children and young people, including Looked After Children, to achieve success.

### Activities

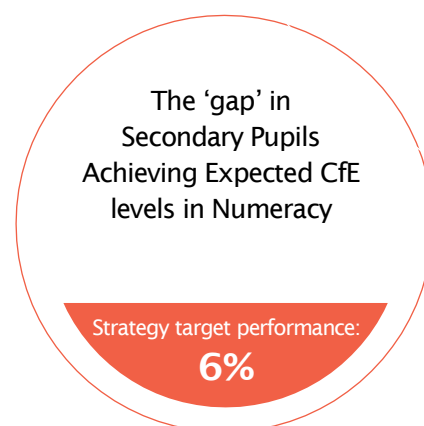
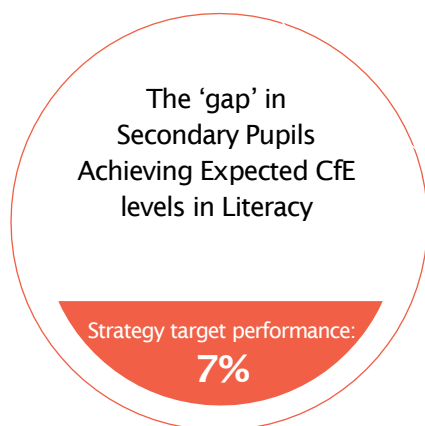
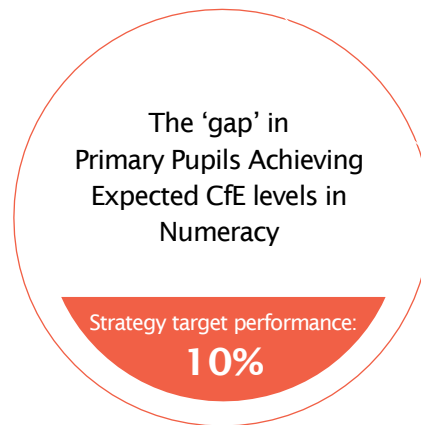
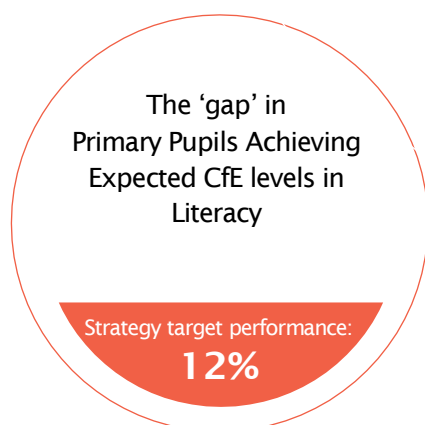
The main activities of the service during the period of the strategy will be to:

- ◆ Ensure all schools continue to define the poverty related attainment gap within their own setting, using a wide range of data including the Scottish Index of Multiple Deprivation (SIMD) in order to align improvement activities within the context of their setting.
- ◆ Develop and implement professional learning programmes based on local, national and international research to build staff capacity in early intervention in literacy, numeracy and mental health, particularly within the context of poverty. This will focus on meeting the needs of children from areas of the greatest deprivation.
- ◆ Enhance the use of effective tracking and monitoring in all sectors to ensure a continual focus on planning interventions to address the gaps identified. Interventions will be continually evaluated for impact on children's progress and attainment in order to take further action where needed. Tracking will focus on attainment, attendance, exclusion, participation and engagement.
- ◆ Support all schools in the development of individual poverty proofing statements, which outline their actions to address barriers arising due to the cost of the school day.
- ◆ Provide high quality support, utilising support from health professionals and children's services' staff, to enable all young people to achieve success, highlighting the importance of wellbeing and involving young people in decisions about how their needs should be met.



## Key performance indicators

We have identified the key measures of the success for this outcome and will track, monitor and report on our performance in these performance indicators throughout the lifetime of our strategy. The 'gap' refers to the percentage point difference between the most and least deprived 20% of pupils based on Scottish Index of Multiple Deprivation (SIMD) who are achieving the following expected levels of attainment:



### 3 Raising Attainment for All in the Senior Phase - Ensuring Excellence

#### Description

The aim of this outcome is to increase attainment for all learners from S4 – S6. This will enable young people to extend and deepen their learning and continue to develop skills for learning, life and work, through qualifications and also through a range of opportunities for personal development. It ultimately supports young people in moving on to a positive destination.

The SCQF (Scottish Credit and Qualifications Framework) is the national qualifications framework for Scotland, and is a way of highlighting the wide range of Scottish qualifications. SCQF covers achievements from school, college, university, and many work-based qualifications. The SQA (Scottish Qualifications Authority) is the national awarding and accreditation body for Scotland and is responsible for National Qualifications and other qualifications and awards, many of which sit within the SCQF.

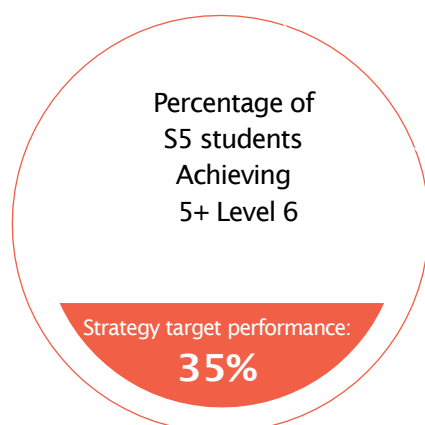
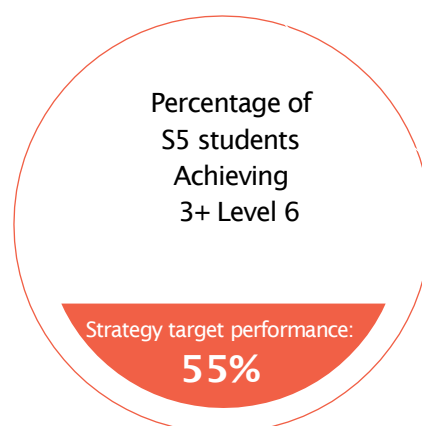
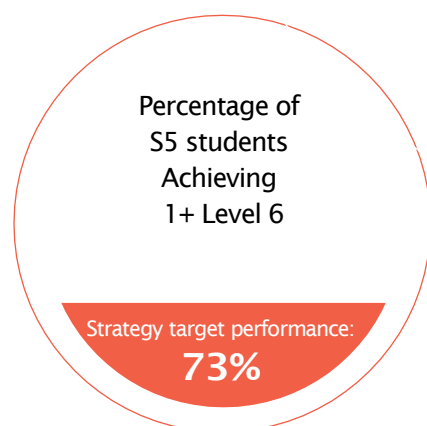
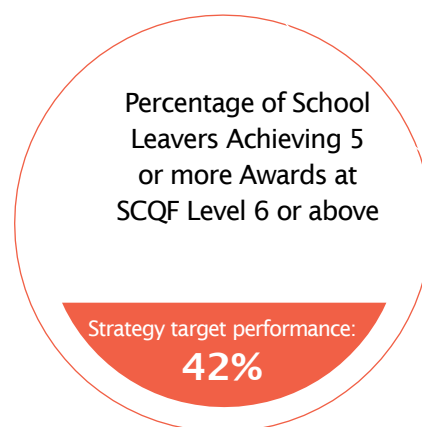
#### Activities

The main activities of the service during the period of the strategy will be to:

- ◆ Improve the quality of learning and teaching in the Senior Phase.
- ◆ Lead change within the Senior Phase curriculum, which builds on challenge within the Broad General Education, and provides flexible pathways to meet the needs of all learners. Consider the full range of qualifications within the SCQF in order to maximise the attainment and achievement of young people.
- ◆ Develop local partnerships with other education providers and employers to increase the range of choices available to young people at all levels.
- ◆ Ensure the school community uses effective tracking and monitoring and target-setting in order that there is clear information on attainment across all subjects to maximise potential, and support appropriate and timely interventions.
- ◆ Engage with appropriate SQA professional learning opportunities to build knowledge and understanding of the national qualifications expectations.
- ◆ Review the impact of the provision of study support in the Senior Phase to maximise effectiveness and ensure it meets the needs of all pupils, including those who face barriers to learning.

## Key performance indicators

We have identified the key measures of the success for this outcome and will track, monitor and report on our performance in these performance indicators throughout the lifetime of our strategy:



## 4 Closing the Poverty Related Attainment Gap in the Senior Phase - Ensuring Equity

### Description

The aim of this outcome is to increase equity, based on socio-economic factors, in educational outcomes for West Lothian learners in the Senior Phase.

The Senior Phase is the phase when the young person will build up a portfolio of qualifications and skills, providing the foundation for future career plans. Data shows that there is a gap in achievement and attainment of young people from the least and most deprived areas. Therefore it is of key importance that activities need to be put in place in order to address this inequity and maximise the potential of our learners from areas of the highest deprivation, including Looked After Children.

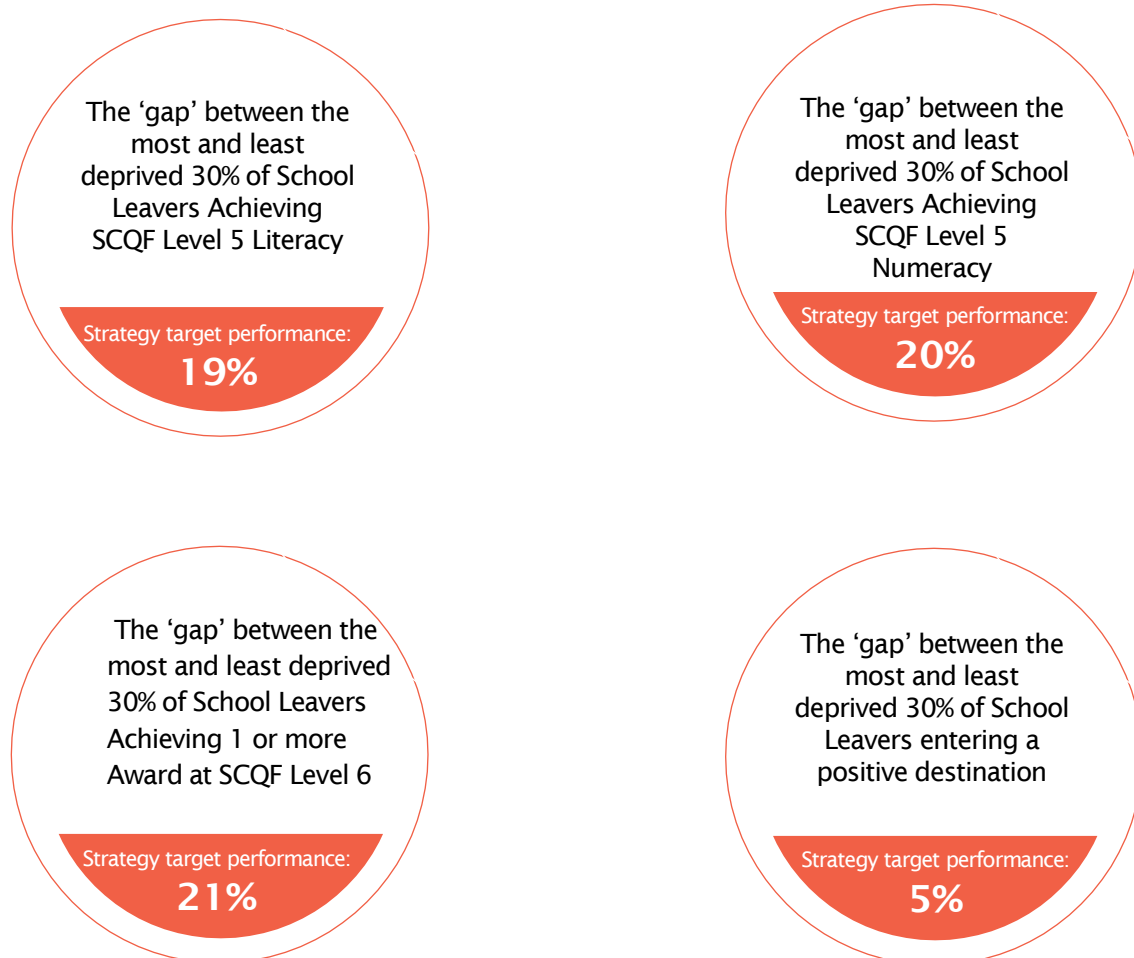
### Activities

The main activities of the service during the period of the strategy will be:

- ◆ Ensure all schools continue to make use of data and tracking information developed in the BGE, with a particular focus on eliminating patterns linked to poverty. These include attainment, attendance, exclusion, engagement and participation.
- ◆ Continue to lead change within the Senior Phase curriculum, which provides flexible pathways to engage and motivate all learners. This includes rigorous and aspirational support for curriculum choices throughout the Senior Phase.
- ◆ Develop and implement effective pedagogy, based on research to build staff capacity in addressing barriers to learning. There should be a particular focus on increasing challenge and aspiration for all young people to work towards achieving their potential.
- ◆ Work with parents/carers to secure better outcomes through enabling them to support their child's learning. Within the Senior Phase, this would mean working with targeted groups of parents to maximise achievements in literacy and numeracy as well as across the curriculum.
- ◆ Work in partnership with the Developing Young Workforce (DYW) teams is focussed on closing the poverty related attainment gap.
- ◆ Provide high quality support in the Senior Phase to enable all young people to achieve success, highlighting the importance of health and wellbeing.

## Key performance indicators

We have identified the key measures of the success for this outcome and will track, monitor and report on our performance in these performance indicators throughout the lifetime of our strategy. The 'gap' refers to the percentage point difference between the most and least deprived pupils based on Scottish Index of Multiple Deprivation (SIMD) who are achieving the following expected levels of attainment:



# Developing the strategy and reporting progress

The strategy was developed to support the delivery of the council's Corporate Plan and to take account of a range of factors that are likely to impact the delivery of council services in the next five years.

## Context

The next five years will be a period of significant challenge for the council with ongoing spending constraints expected to continue. However, the council has clearly defined long term aims relating to the development of high quality services, designed to meet the needs of its customers. These long term aims are captured in the Local Outcome Improvement Plan, Community Plan and in the council's Corporate Plan and together these strategic plans determine the work of the council's services.

The development of the Corporate Plan 2018/23 has been directly influenced by the views of the people living and working in West Lothian, ensuring that all employees are focused on meeting the needs of a growing and vibrant community. The Corporate Plan sets the strategic priorities for the council up to 2022/23 and this will be the continued focus for all council services during the period.

This will help to ensure that we continue to tackle the most important issues for West Lothian. Also, that we invest in and prioritise the services which make the most significant contribution to the achievement of positive outcomes. The Raising Attainment Strategy has been developed to support the delivery of the Council's number one priority of improving attainment and positive destinations, and to support the Council's long term focus on addressing inequality in society.

## Influences

There will be many internal and external factors which will influence the implementation of the Raising Attainment Strategy. The more prominent include;

- ◆ The national Governance Review, including the planned introduction of the Head Teachers' Charter
- ◆ The development of the National Improvement Framework (NIF) and NIF Evidence Reports
- ◆ The expansion of Early Learning and Childcare
- ◆ Education Scotland inspection findings and advice notes
- ◆ Pupil Equity Funding provision and guidance from Scottish Government
- ◆ The development of the Forth Valley and West Lothian Regional Improvement Collaborative

## **Strategy development process**

The strategy was developed by Education Services' Management Team, the Quality Improvement Team and the Moving Forward in Learning Steering Board using a range of information to ensure that outcomes, activities and resources are aligned to:

- ◆ The council's Corporate Plan and the deliverables as set out in the council's number one area of priority, 'Improving Attainment and Positive Destinations'.
- ◆ Supporting the delivery of the council's Transformation Programme and Digital Transformation Strategy
- ◆ The council's Property Strategy, which influences school estate provision through the council's capital programme

The process and timescales for the development, publication and review of the strategy are set out, including consultation with the appropriate stakeholders.

Strategy governance		
Group	Governance Scrutiny role	Reporting Frequency
Education Executive	a. Engagement on the strategy and outcomes b. Updates to the Education Executive on the progress of specific programmes of work	<ul style="list-style-type: none"> <li>◆ Approval</li> <li>◆ End of strategy review</li> </ul>
Education PDSP	a. Engagement on the strategy and outcomes b. Updates to the Education PDSP on the progress of specific programmes of work	<ul style="list-style-type: none"> <li>◆ Consultation</li> <li>◆ Annual strategy review</li> <li>◆ End of strategy review</li> </ul>
Education Quality Assurance Committee (EQAC)	a. Consider reports on individual schools, in terms of the How Good is Our School?4 (HGIOS?4) and How Good is Our Early Learning and Childcare? (HGIOELC?) indicators of quality and effectiveness	<ul style="list-style-type: none"> <li>◆ Individual School Review of progress</li> </ul>
Corporate Management Team	a. Engagement on the strategy and strategy outcomes at the development stage b. Regular updates to the Corporate Management Team on the progress of specific programmes of work	<ul style="list-style-type: none"> <li>◆ Consultation</li> <li>◆ Annual strategy review</li> <li>◆ End of strategy review</li> </ul>
Moving Forward in Learning Steering Board Stakeholders	a. Development of the strategy and strategy outcomes  a. Head teachers b. LNCT c. Regional Improvement Collaborative authorities	<ul style="list-style-type: none"> <li>◆ Strategy review 6 weekly</li> <li>◆ Consultation</li> </ul>
Customers	a. Pupils – Engagement with How Good is OUR School? b. Parents / carers	<ul style="list-style-type: none"> <li>◆ Consultation</li> <li>◆ Annual evaluation</li> <li>◆ Ethos Surveys</li> </ul>

## Strategy monitoring

The Head of Service (Curriculum, Quality Improvement and Performance), Quality Improvement Team and Moving Forward in Learning Steering Board will ensure that appropriate arrangements are in place to track and monitor in-year progress.

An annual review will be undertaken and reported to the council's Corporate Management Team and to Education PDSP. This will include an update on the agreed performance scorecard and action plan, and will also be published on the performance pages of the council website.

An end of strategy review will be undertaken in the final year of the strategy to report on the achievement in the outcomes and final position in the performance indicators (against the target) and the agreed actions.



## Appendix 1: Strategy Scorecard

The council will report on the following key measures of the success throughout the lifetime of our strategy, targeting performance improvement against the baseline year. (Due to the Raising Attainment Strategy's performance measures being linked with school academic sessions, the baseline data is 2016/17 performance information)

<b>OUTCOME 1 – RAISING ATTAINMENT FOR ALL IN THE BROAD GENERAL EDUCATION (BGE)</b>						
<b>Indicators</b>	<b>Baseline Performance 2016/17</b>	<b>Target 2017/18</b>	<b>Target 2018/19</b>	<b>Target 2019/20</b>	<b>Target 2020/21</b>	<b>End of Strategy Performance Target 2021/22</b>
Percentage of Primary Pupils Achieving Expected Curriculum for Excellence (CfE) Level in Literacy	74%	75%	78%	81%	83%	<b>85%</b>
Percentage of Primary Pupils Achieving Expected CfE Level in Numeracy	80%	82%	83%	84%	84%	<b>85%</b>
Percentage of Secondary Pupils Achieving Expected CfE Level in Literacy	89%	90%	91%	92%	93%	<b>93%</b>
Percentage of Secondary Pupils Achieving Expected CfE Level in Numeracy	92%	93%	93%	94%	94%	<b>94%</b>
Percentage of primary, secondary, special schools and pre-school establishments receiving an Education Scotland inspection evaluation of 'good' or better for Raising Attainment	60%	70%	80%	90%	100%	<b>100%</b>

<b>OUTCOME 2 – CLOSING THE POVERTY RELATED ATTAINMENT GAP IN THE BGE</b>						
<b>Indicators</b>	<b>Baseline Performance 2016/17</b>	<b>Target 2017/18</b>	<b>Target 2018/19</b>	<b>Target 2019/20</b>	<b>Target 2020/21</b>	<b>End of Strategy Performance Target 2021/22</b>
Percentage point difference between the most and least deprived 20% of Primary Pupils Achieving Expected CfE Levels in Literacy	22%	21%	20%	16%	14%	<b>12%</b>
Percentage point difference between the most and least deprived 20% of Primary Pupils Achieving Expected CfE Levels in Numeracy	19%	18%	16%	13%	12%	<b>10%</b>

**OUTCOME 2 – CLOSING THE POVERTY RELATED ATTAINMENT GAP IN THE BGE**

Indicators	Baseline Performance 2016/17	Target 2017/18	Target 2018/19	Target 2019/20	Target 2020/21	End of Strategy Performance Target 2021/22
Percentage point difference between the most and least deprived 20% of Secondary Pupils Achieving Expected CfE Levels in Literacy	12%	11%	10%	9%	8%	7%
Percentage point difference between the most and least deprived 20% of Secondary Pupils Achieving Expected CfE Levels in Numeracy	7%	7%	7%	6%	6%	6%

**OUTCOME 3 – RAISING ATTAINMENT FOR ALL IN THE SENIOR PHASE**

Indicators	Baseline Performance 2016/17	Target 2017/18	Target 2018/19	Target 2019/20	Target 2020/21	End of Strategy Performance Target 2021/22
Percentage of School Leavers Achieving 5 or more Awards at SCQF Level 5 or above	64%	64%	65%	66%	68%	69%
Percentage of School Leavers Achieving 5 or more Awards at SCQF Level 6 or above	38%	39%	39%	40%	41%	42%
Percentage of S5 Students Achieving 1 or more Awards at SCQF Level 6 or above	66%	71%	72%	72%	73%	73%
Percentage of S5 Students Achieving 3 or more Awards at SCQF Level 6 or above	46%	53%	54%	54%	55%	55%
Percentage of S5 Students Achieving 5 or more Awards at SCQF Level 6 or above	29%	33%	34%	34%	35%	35%
Percentage of School Leavers entering a Positive Destination	94%	94%	94%	95%	95%	95%

**OUTCOME 4 –CLOSING THE POVERTY RELATED ATTAINMENT GAP IN THE SENIOR PHASE**

<b>Indicators</b>	<b>Baseline Performance 2016/17</b>	<b>Target 2017/18</b>	<b>Target 2018/19</b>	<b>Target 2019/20</b>	<b>Target 2020/21</b>	<b>End of Strategy Performance Target 2021/22</b>
Percentage point difference between the most and least deprived 30% of School Leavers Achieving SCQF Level 5 Literacy	25%	24%	23%	22%	21%	<b>19%</b>
Percentage point difference between the most and least deprived 30% of School Leavers Achieving SCQF Level 5 Numeracy	27%	26%	25%	24%	22%	<b>20%</b>
Percentage point difference between most and least deprived 30% of School Leavers Achieving 1 or more Awards at SCQF Level 6	30%	29%	27%	25%	23%	<b>21%</b>
Percentage point difference between the most and least deprived 30% of School Leavers entering a positive destination	7%	6%	6%	6%	5%	<b>5%</b>

## Appendix 2: Strategy Action Plan

The council will undertake a range of actions to support delivery of corporate priorities and objectives, improve services and deliver transformation.

Actions 2018/23							
Action	Description	Planned Outcome	Owner(s)	Start	End	Status	Update
<b>Provide robust Performance Analysis</b>	Analyse key performance data to identify next steps requiring improvement	All schools maximise attainment through robust analysis of performance information. This should lead to 'good' or better evaluations for Raising Attainment	Quality Improvement Manager	April 2018	March 2023	Planned	
<b>Embed Maths Action Plan 2018-2023</b>	Provide schools with a framework to develop effective numeracy and maths skills through a relevant and meaningful curriculum	Coherent approach to improving maths and numeracy across schools towards focussed targets to improve attainment in maths and numeracy	Education Officer (Numeracy)	April 2018	March 2023	Planned	
<b>Implement West Lothian PEF Action Plan</b>	Defined set of actions for central PEF team to support schools to address the poverty related attainment gap and use of PEF	Reduce the poverty related attainment gap in targeted areas	Senior Development Officer	April 2018	March 2019	Planned	

**Actions 2018/23**

Action	Description	Planned Outcome	Owner(s)	Start	End	Status	Update
<b>Embed the Literacy (RIC) Plan</b>	Plan developed with the RIC in order to drive improvements in literacy across all schools	Improve outcomes through building a reading and writing culture as part of an overarching Literacy framework	Education Officer (Literacy)	April 2018	March 2019	Planned	
<b>Continue to develop the HWB Strategic Action Plan</b>	Plan to drive improvement across all aspects of HWB	Improve outcomes through embedding the HWB strategic framework, systems and processes with partners	Education Officer (HWB)	April 2018	March 2019	Planned	
<b>Review and enhance a CLPL Framework</b>	Promote the drivers of school leadership, teacher professionalism and school improvement, and reinforce the work on the 4 national priorities	A comprehensive Moving Forward in Leadership framework is being fully accessed and utilised by staff at all levels to improve and develop practice	Education Officer (CLPL)	April 2018	March 2023	Planned	
<b>Implement the Early Years Improvement Agenda</b>	Agenda to ensure that children have the best start in life taking account of national changes	High quality early years' provisions are delivering expanded hours, retaining a focus on quality of experiences.	Early Years' Lead Officer	April 2018	March 2023	Planned	

**Actions 2018/23**

Action	Description	Planned Outcome	Owner(s)	Start	End	Status	Update
<b>Enhance the work of the Quality Assessment and Moderation Support Officers (QAMSOs)</b>	Quality Assessment and Moderation Support Officers support colleagues in their understanding and application of moderation in its widest sense in Literacy and Numeracy	Teacher judgement of progression in learning and achievement of CfE levels in Literacy and Numeracy is robust, accurate and consistent across all West Lothian schools.	Assessment & Moderation Co-ordinator	April 2018	March 2020	Planned	
<b>Continue the work of the Family Learning Steering group</b>	The steering group disseminates local and national good practice case studies of Parental Involvement and inter-generational Family Learning in order to support schools.	All schools will provide a comprehensive programme for Family Learning that is bespoke to their context and community. Schools will be able to evidence impact of these programmes on pupil attainment.	Education Officer (Family Learning)	April 2018	March 2023	Planned	

# Raising Attainment Strategy

## West Lothian Council

**Donna McMaster**  
**Head of Education**  
**(Curriculum, Quality Improvement and Performance)**

**James Cameron**  
**Head of Education**  
**(Learning, Policy and Resources)**

**June 2018**

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**EDUCATION EXECUTIVE**

**MANAGING CRITICAL INCIDENTS IN SCHOOL**

**REPORT by HEAD OF EDUCATION (LEARNING, POLICY AND RESOURCES)**

**A. PURPOSE OF REPORT**

To provide the Panel with a copy of the recently updated Managing Critical Incidents in Schools Policy. This existing policy has been recently updated and amended in line with the regular schedule of review.

**B. RECOMMENDATION**

To note and consider the following recommendation which is intended to be submitted to Education Executive for approval.

That the updated Policy on Managing Critical Incidents be agreed as the final, updated version of this policy for all educational establishments.

**C. SUMMARY OF IMPLICATIONS**

I	<b>Council Values</b>	Being honest, open and accountable; Developing employees; Making best use of our resources; Working in partnership
II	<b>Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)</b>	None
III	<b>Implications for Scheme of Delegations to Officers</b>	None
IV	<b>Impact on performance and performance Indicators</b>	None
V	<b>Relevance to Single Outcome Agreement</b>	We are better educated and have access to increased and better quality learning and employment opportunities;  We live in resilient, cohesive and safe communities. People most at risk are

		protected and supported to achieve improved life chances
<b>VI</b>	<b>Resources - (Financial, Staffing and Property)</b>	None
<b>VII</b>	<b>Consideration at PDSP</b>	Education PDSP
<b>VIII</b>	<b>Other consultations</b>	A full range of partners have been consulted on this updated version of the policy.

#### **D. TERMS OF REPORT**

West Lothian Education Services have had a policy for supporting schools to manage critical incidents in place since 2009. The policy was last updated in 2014 and has been updated again in the current format in line with the regular review cycle.

The term “Critical Incident” can refer to a wide range of events from major disasters to localised single events. The council has procedures in place to deal with large scale emergency situations requiring coordinated multi-agency responses of the emergency services. These situations will utilise designated school buildings as rest centres for the local community especially where evacuations might be needed but they do not necessarily involve the school community in managing the incident.

The focus of this policy is where a Critical Incident involves the school community directly and personally, typically an incident that involves the unexpected threat of serious injury or death to a member(s) of the school community. Senior managers find themselves having to make quick decisions in the context of a shocking and potentially disturbing event at a point when thinking clearly is especially challenging. In such unusual or extreme conditions, good decisions are harder to reach and managing the needs of the whole school community can feel overwhelming.

The aims of the policy are:

- (i) to support school managers to deal effectively with the initial stages of a Critical Incident by providing a simple reference guide
- (ii) to help schools recognise the needs of the whole community for emotional support
- (iii) to suggest ways in which these needs can be addressed in the immediate term and to signpost to resources for longer term support.

The policy has been updated to reflect the significant societal changes in relation to the use of social media and the implications that this has for managing critical incidents in schools. Renewed guidance for schools has been provided to give clear information about how best to manage this aspect of the Critical Incident process.

Information relating to current external support agencies and resources has also been updated.

#### **E. CONCLUSION**

Critical Incidents remain a regular feature of life within educational establishments. The need for this guidance therefore remains of significant importance. The

updated version of the guidance has been shared with all of the key partners mentioned within the policy and feedback incorporated into the final version.

## **F. BACKGROUND REFERENCES**

None

Appendices/Attachments: Managing Critical Incidents: A Framework for Schools

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James Cameron (Head of Education: Learning, Policy and Resources)

Date of meeting: 11 September 2018



**Policy: Managing Critical Incidents: A Framework for Schools**

**Author: Jennyfer McNiven**

**Service: Educational Psychology Service**

**Last Updated: Revised May 2018**

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## **FOREWORD: MANAGING CRITICAL INCIDENTS**

We are all aware of the shattering effect that serious incidents can have on a school community. These can range from the death of a pupil, a teacher or other member of the school community to events of national significance.

The guidance contained in this document recognises that, in times of distress, children, and indeed colleagues will turn for support to the people they know, and the staff of the school will have a key role in providing support.

When the need arises for a level of co-ordinated support and intervention that the school is unable to provide, school staff need to know who they can turn to and what resources can be provided for them.

Finally, young people need to learn to cope with grief and distress as part of their education for life. The guidance contains some recommended reading materials to facilitate this learning process.

The information contained in this document is based on experience gained by West Lothian Educational Psychologists over a number of years, in a range of settings and in the context of different types of incidents.

The document is designed to be used by schools to structure their own systemic responses to Critical Incidents. It is intended therefore that schools will take the information provided, discuss with key management colleagues and customise it to meet their own individual requirements. The broad plan developed for each school should be reviewed regularly as part of a planned process and in particular in the light of changes of key staff.

## **Section One: Summary Documents**

### **Introduction**

The term "Critical Incident" can refer to a wide range of events from major disasters to localised single events. The council has procedures in place to deal with large scale emergency situations requiring coordinated multi-agency responses of the emergency services. These situations will utilise designated school buildings as rest centres for the local community especially where evacuations might be needed but they do not necessarily involve the school community in managing the incident.

The focus of this document is where a Critical Incident involves the school community directly and personally, typically an incident that involves the unexpected threat of serious injury or death to a member(s) of the school community. As such, a Critical Incident is accompanied by a sense of shock and disbelief. Senior managers find themselves having to make quick decisions in the context of a shocking and potentially disturbing event at a point when thinking clearly is especially challenging. In such unusual or extreme conditions, good decisions are harder to reach and managing the needs of the whole school community can feel overwhelming.

By their very nature, critical incidents are unpredictable. Examples of the type of critical incident which schools may have to respond to are : -

- The sudden death of a pupil or member of staff
- The suicide of a pupil
- Fatalities or serious injuries as the result of road traffic accidents: including school trips

Clearly, these incidents are not part of the normal demands faced by effective Senior Managers everyday of the school year. Each critical incident is a unique event in its own right and cannot be legislated for. What follows is therefore a flexible framework, based on the actual experiences of school staff which have been found to help them feel more confident in making considered decisions around the key issues raise.

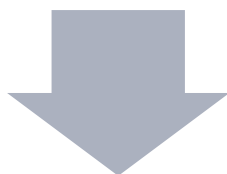
It is intended that this paper should be read and discussed by those senior members of staff who would be in the position of 'managing' should their school be involved in a critical incident. An early opportunity to discuss how the framework could be applied is a useful preparation but is not expected to translate fully into managing any specific incident. The paper should be seen as a working document and 'customised' to the particular organisational structures of the school. It is designed as a resource to be referred back to, if and when required and should therefore be kept in a suitable location(s).

The aims of the paper are:

- (i) to support school managers to deal effectively with the initial stages of a Critical Incident by providing a simple reference
- (ii) to help schools recognise the needs of the whole community for emotional support
- (iii) to suggest ways in which these needs can be addressed and signpost some resources

The following page contains a flow diagram for supporting planning during a Critical incident.

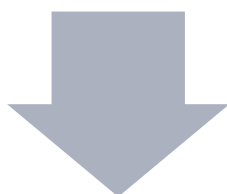
**CRITICAL INCIDENT**



**NOTIFY**

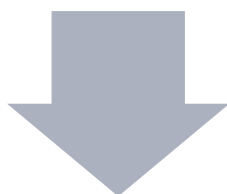
WLC: Head of Education  
Chairperson of Parent Council  
Corporate Communications

And where required:  
The Educational Psychology Service



**PREPARE**

Before school staff briefing  
Timetable for the day  
What to say to pupils  
Communication to parents (if necessary)  
Media statement (Corporate Communications will manage this process)



Support colleagues

Identify vulnerable children and young people

Increase availability of staff to support children and young people



## **SUGGESTED PROTOCOL FOR RESPONDING TO CRITICAL INCIDENTS**

### **Contact List**

Each school should take time to consider who their key contacts would be in the event of a Critical Incident and to ensure contact information is up to date and readily accessible. It can be the case that an incident occurs after school hours. The following list provides some suggestions:

- Head Teacher and Senior teaching staff
- Other key members of staff eg secretarial or janitorial staff
- Relevant Head of Service (Education)
- Chairperson of Parent Council
- Whoever is likely to answer the phone and potentially first to manage the initial details of a call – admin/clerical

*Where required:*

- Educational Psychology Service (01506 283130)
- West Lothian Corporate Communications (Phone:01506 282005, 282006 or 282007)

Up to date emergency contact numbers for relevant members of the Education Senior Management Team can be found in the Emergency Telephone Directory.

If possible, designate a telephone in school for incoming calls only and provide the Authority with this number.

### **Notify Staff**

Notify key staff as soon as possible, even if the time seems inconvenient, it will provide more thinking time. Designate key tasks where appropriate. Consider the mode of communication and where it is felt that telephone contact is preferable, a calling tree system spreads the load e.g. SMT inform designated promoted staff who notify subject/class teachers. Provide all staff with the following information:

- A summary of the facts as they are currently known – information frequently changes or is confused in these situations
- The time and location of an initial briefing for staff (before school/the next session).
- Any preliminary plans e.g. it is generally helpful for children to be told 'bad news' in class sized groups by familiar adults (see 'telling children bad news'). If possible, bring children together for an extended registration to be informed in an age appropriate way of key pieces of established facts around the incident and any changes planned to their normal routine.

Notify support staff, in time to prepare them for their role in supporting pupils. Vulnerable children in particular may have important relationships with support workers. Allow an opportunity for staff to discuss any concerns.

Prepare a before-school staff briefing to include: -

- Updated facts
- Discussion of what staff will say to children and young people in broad terms
- Clarification of support for staff

- Permission for people to be upset
- Arrangements for increased support of vulnerable children and young people. Staff should consider those who are particularly vulnerable including those who are socially excluded, young people already struggling with their emotional well being and those who have suffered previous bereavements of any nature.
- Suggest the setting up of a specific area / base that will be staffed and where pupils can attend if they are particularly upset, with permission from staff.
- If the incident involves suicide, see notes on page 6 of this document

## **Communication with Parents**

Where possible, consider your process for communicating with parents regarding important incidents that happen in school as part of your general day to day operations. Follow this protocol during the critical incident. It is likely that this will involve the use of Groupcall in the immediate term.

A sample communication for parents to let them know what has happened and how the school is dealing with it is included in this guidance (page 9). In some circumstances a helpline may be provided and the telephone number included with relevant information.

Careful consideration should be given to the use of any updated information provided on school web-sites and any information of this type should be agreed through Corporate Communications.

## **Suggested Timetable for the First Day**

A proposed timetable for the first day is outlined below. The aim should always be a sensitive return to normal routines as soon as possible. Recognition that reactions to an incident will vary – some children will not be affected, some will be affected directly and some will be indirectly affected, perhaps as a result of personal experiences unknown to school staff.

### **Suggested Timetable for Day (Primary)**

Normal routines should be adhered to wherever reasonable but a possible structure for the first day might be:

- before school staff briefing
- class group discussions / reflections / sharing
- sensitive return to “normal” routines / timetable
- Staff re-briefing at lunch time
- Class based, end of day discussion / information sharing / letter distribution
- whole staff meeting to reflect on the day’s events
- plan next steps

### **Suggested Timetable for Day (Secondary)**

Normal routines should be adhered to wherever reasonable but a possible structure for the first day might be:

- In some circumstances school management may judge that early assemblies for each year group, given by an appropriate member of SMT will be appropriate. The pupils will be given updated facts. However, bringing large numbers of upset pupils together may create additional anxiety and should therefore be carefully considered within the context of the incident and an understanding of the pupils.
- An alternative would be, a delayed bell at the beginning of the day. This could provide senior staff with an opportunity to meet with key class groups to inform pupils and to explain what will be happening.
- Interval - staff briefing where there will be updated facts and a discussion of what staff will say to young people in broad terms.
- Clarification of support for staff (school counsellor, Educational Psychology Service, West Lothian Council Occupational Health (via Head Teacher) staff support and Professional Association helplines.)
- Arrangements for increased support for young people.
- Vulnerable group discussions / reflections / sharing
- Where considered appropriate - a whole year assembly
- Communication to parents informing them of the death of a pupil / member of staff.
- Whole staff meeting
- Plan next steps

### **Media**

All media responses should be dealt with through West Lothian Corporate Communications Team. Staff should not discuss the details of a crisis with the media and should direct all enquiries to the Corporate Communications Team who will consult with the school via a Senior Officer from the Education Service.

The Senior Officer will also take responsibility for dealing with reporters who, in some circumstances may be around the school building, trying to speak to parents or pupils. Staff and pupils should be alerted that the media may be present but that the authority is dealing with this and they should not feel pressured into saying anything.

It may be helpful for a Senior Manager or pastoral staff to tour areas of the school/join colleagues who are finding it difficult to manage the feelings generated. A colleague popping in to a lesson can be supportive and communicates to children and young people that the school community is acting coherently and supporting each other.

### **Identification of vulnerable groups**

It is important to identify any particularly vulnerable groups. These may include:

- The affected class/year
- Friends in other year groups/schools
- Siblings in other year groups/schools
- Children who have experience of loss and / or trauma
- Children and young people who are in families under stress or who are Looked After or accommodated.
- Children and young people who are known to have experienced difficulties in managing their emotional wellbeing.

Staff may need to monitor how these groups of children and young people are coping and provide them with greater supervision or pastoral support. Children who are vulnerable are likely to need more security and this can be provided by a sensitive adherence to routines and appropriate boundaries. Keeping children in familiar groups provides continuity and coherence and a balance of reactions and coping strategies within their peer group.

### **Planning for Related Events**

Prepare for the possibility of other events related to the critical incident which could include any of the following:-

- Hospital Visits
- A Fatal Accident Inquiry
- Funeral Service(s)
- On-going Police Investigation
- A Trial which may be delayed or protracted
- Anniversaries

NB: A collection or memorial service may be considered but care should be exercised in the case of **suicide** - nothing should be done to glorify this event as in certain circumstances modelling behaviour can be triggered. It would not, for example, be advisable to set up a permanent memorial (benches or trees). Instead, a collection to be donated to an identified charity in the person's name is an appropriate gesture with the family's consent.

The attendance of pupils and staff at funerals needs to be carefully considered. Decisions should take account of the wishes of the family of the deceased and the understanding of the pupils from the school. (For more information on this issue, please refer to "A Whole Community Approach to Supporting Loss and Bereavement." Available through the Moving Forward in Learning Health and Wellbeing work group)

If pupil representatives are to go from school, permission from their parents should be sought and attention given to the emotional support available immediately after the funeral.

Consideration should be given to the preparation of staff both prior to the funeral and after the service for emotional support.

### **Sample Communication to Parents**

Dear Parent/Carer,

It is with great sadness that I have to inform you about the (sad/sudden/unexpected) death of Xxx, one of our pupils/teachers in Primary/Secondary X. The children/young people were told this morning by their class teacher/in assembly.

Xxx's family have given us permission to say that they died as a result of (an accident/illness/unexplained event) /the full details are not known at this stage. Your child may or may not want to talk about it, but it is likely that s/he may need reassurance at this upsetting time.

Our thoughts are with Xxx's family at this difficult time, and the whole school community sends them our sympathy and support. We will be considering a memorial in consultation with their relatives in due course but in the meantime, we are trying to keep school routines as normal as possible over the coming days whilst allowing the children/young people opportunities to talk about Xxx if they want.

If you have any questions or comments, please do not hesitate to contact me. If you feel that your child needs extra support, please let us know.

Yours sincerely,

The following information may be useful for sharing with parents in the initial stages of a critical incident.

## **Information for Parents**

It is normal for children to deal with “bad news” in different ways. It is very difficult to predict how any individual child will respond. Some children may be immediately sad or angry while for others, they will have no obvious response until something occurs that makes the loss ‘real’ or personally meaningful.

**When children are stressed or worried, it is normal for them to show some of these signs. They may be:**

- More clingy, anxious, emotional
- More difficult to put to bed, have difficulty going to sleep or staying asleep or have nightmares
- Needing to go to the toilet more often than usual
- Showing loss of recently acquired skills (eg wetting the bed, being more accident prone/clumsy or forgetful)
- Finding routine skills more challenging
- Wanting to talk about what happened, or not wanting to talk
- Re-enacting a feature of the event through repetitive play / ask the same questions
- More likely to make “silly” mistakes, have difficulty concentrating or struggle to remember things
- More irritable or short tempered
- Experiencing physical symptoms e.g.. feeling sick / headaches
- Showing a reduced sense of humour or be more ‘moody’ than normal

**These are some ways in which you may help your child:**

- Provide more reassurance than usual
- Stick to routines as far as possible
- Be understanding and accept your child’s reactions to the circumstances
- Be available by providing time and support for your child to acknowledge his/her feelings
- Sensitively maintain the usual boundaries and expectations of behaviour
- Try to be consistent, clear and patient in what you say
- Acknowledge that the event was distressing but balance with re-assurance that the world is usually reliable, predictable and dependable.
- Make allowances for your child (and yourself)
- Listen to what your child is saying rather than what you think they might be saying. Don’t deny or contradict your child’s perceptions but appropriately challenge rumours or speculation.
- Be prepared to answer the same questions over and over, this can be your child’s way of making sense of the situation.

**Most children cope well with “bad news” when they are given the kind of support suggested here. However, if you have continuing concerns about your child, please seek advice from the school.**

## **Section Two: Guidance on Key Issues**

### **Information about other agencies who can offer help**

Below is a list of local agencies and what they can offer schools in the event of a Critical Incident. This is not an exhaustive list and schools may be aware of other agencies who are able to offer support.

Sometimes, schools can feel overwhelmed by the incident and by the offers of support received. It is important therefore that someone is identified to co-ordinate the support and to ensure that it is appropriate to the immediate needs of the school.

“Emotional first aid” (children being spoken to and reassured by familiar adults or peers) is very important immediately after the incident. Schools can also support pupils and staff in the longer term through their own staff and pastoral care resources. However, for some staff and pupils, more formal support may be required. In these cases, referral to other agencies will be necessary.

Careful discussion about the issues to be addressed, the timing and appropriate referral / permissions required will ensure the appropriate referrals to partner agencies are made. Educational Psychologists can support this process.

### **Educational Psychology Service (EPS)**

The role of the Educational Psychology Service in a Critical Incident is firstly to provide a speedy response for consultation. Members of the EPS have considerable experience of supporting schools who are dealing with a Critical Incident.

Our primary aim is to support the school's SMT to make good decisions in a situation that is unfamiliar, potentially shocking and constantly evolving. We also aim to help assess and prioritise the needs of all members of the school community. The prime focus of our work is to strengthen, not replace, the support systems already available in the school and to facilitate the sensitive return to normal routine appropriately.

To this end we can offer a range of interventions with both school staff and children. These might include whole staff support meetings, consultation with individual members of staff, group meetings with children and general advice and consultation to the SMT. Finally our role is to help the school consider if onward referrals are necessary and if so, to whom and when. The EPS can be contacted on 01506 283130.

### **Chaplaincy Team**

The Chaplaincy Team are available to support schools in a range of areas including Critical Incidents. In relation to Critical Incidents, the team can offer support to staff in schools following cases of bereavement. They may also offer support to individual or small groups of pupils as appropriate.

Schools can contact the service through their own Chaplain or by making direct contact with the Chaplaincy Team Co-ordinator who provides advice and consultation in this area across the authority. They can be contacted here: [chaplaincy@westlothian.gov.uk](mailto:chaplaincy@westlothian.gov.uk)

### **Children and Young People's Team (CYPT)**

The Children and Young People Team incorporates AIMS, Mental Health and Mental Wellbeing, and Parenting / Groupwork teams. There are designated workers covering all the Mainstream schools in West Lothian. The team works with young people and their families who have a wide variety of needs and will often be involved in crisis situations including bereavement and sudden death of a pupil.

It is likely that our staff would be involved initially in supporting pupils that we already know and have relationships with but we could be called upon to support other pupils as well. Staffs experience in previous incidents tells us that pupils who are affected by a sudden critical incident get their most valuable support from their peers and from the security of the school 'family', and people they have positive relationships with (family members, friends, neighbours.) Contact should be made in the first instance with the duty manager on 01506 282948.

### **Mental Health and Wellbeing Screening Group (longer term support)**

In the longer term, referrals can be made for pupils who are not coping with the aftermath of the incident. Individual referrals for the above services should all be forwarded to the Mental Health and Wellbeing Screening Group. Referrals to the Screening Group can be made by via existing CYPT referral routes, or you can contact the duty manager on 01506 282948.

### **Mental Health Link Workers**

In incidents where staff have concerns about the effects of trauma on children, further advice and consultation can be sought from the Mental Health Link Worker. In cases where it is felt that more direct input may be required, the Child and Family Psychiatry team can be contacted for telephone consultation using this number: 01506 434 274

Monday 1pm – 3pm

Tuesday 9am - 11am

Wednesday 9am - 11am

Thursday 9am - 11am

Friday 9am - 11am

### **Children and Families Team: Social Policy**

The Children and Families team within social policy provides a range of services to children young people and their families / carer. These services include statutory social work, residential and foster care., early years services, school based services, youth justice, domestic abuse and other services. Further information is available on the West Lothian CHCP web-site.

### **Health Services**

The Community Health and Care Partnership (CHCP) can provide schools and parents with a series of leaflets designed to support those affected by bereavement. These can be accessed through the CHCP at St John's Hospital.

### **School Nursing Team**

The School Nurse service in West Lothian aim to support all children, young people and their families with a variety of issues including physical, sexual, emotional and psychological health. In order to achieve this, there is a named School Nurse for every school who can be contacted for advice and/or consultation following an incident in school.



The School Nurse service can be contacted on 01506 651 824 or by e-mail at [SchoolNursingWLothian@nhslothian.scot.nhs.uk](mailto:SchoolNursingWLothian@nhslothian.scot.nhs.uk)

## **Heads of Service (Education)**

In the event of a Critical Incident, schools are required to contact the Head of Service to inform them of the event. In response to this, the relevant Head of Service will provide advice and consultation initially by telephone and will arrange to visit the school. They will also advise Head Teachers that the Educational Psychology Service can be contacted for further practical advice and support.

The Head of Service will facilitate the Head Teacher in making decisions relating to the running of the school day and will take responsibility for liaison with the press via the Council Media Office in order to alleviate this pressure on schools.

The Head of Service will maintain contact with the school and the media office following the event at regular intervals until it is agreed that this is no longer necessary.

In the case of the absence of the Head of Service, another Head of Service or nominated senior officer, will be identified to support the school.

## **Telling Children “Bad News”**

Teachers need time to consider/prepare their role in managing this task. They will need support from colleagues and possibly other professionals. Below is a suggested structure for a session in which children are to be told distressing news.

### **Overview**

- I Preparation:-
  - ❑ Explain that you have some very bad/difficult news to tell the class.
  - ❑ Highlight that people react differently in these situations because everyone is an individual. Some people may be very upset, some people will feel less upset but there is no ‘right or wrong’ way to be. If anyone feels like crying (including you!) they can.
- II Facts:-
  - ❑ Explain you will tell the children the facts as you understand them but that our understanding may change as new information becomes available.
  - ❑ Stick to the facts, acknowledge uncertainty and don’t speculate or make promises e.g. this won’t happen to you/will never happen again.
  - ❑ Emphasise the following, where appropriate e.g.
    - Accidents → No one was to blame.
    - Illness/Suicide → The uniqueness of the person’s situation.
    - Murder → The rarity of the event and how unlikely it is to happen to anyone.
  - ❑ Be aware of the implications of language used so, saying someone “fell asleep”; was “lost” or “went to heaven” are likely to raise further questions (where is heaven? will they come back?) or anxieties about going to sleep or getting lost.
  - ❑ Using the word ‘died’ is perfectly acceptable. For many children their understanding of death is worth exploring e.g. what has their previous experience been, particularly what happened after the person died. Very young children, for example, do not understand the abstract concept of death as a permanent state.

### III Class Discussion:-

- Invite children to express their thoughts, to comment, ask questions and raise concerns. Validate these as appropriate but do not try to answer them all. Write down questions so they do not get lost and can be referred back to. Be aware of different cultural, social and religious beliefs e.g. some people think ..... but others believe..... What do you think?

Don't be afraid of saying I don't know - it is honest and open. Don't be pressured into making decisions regarding belongings, seating arrangements, memorials, or tributes. Allow yourself thinking space to consider children's suggestions or ideas, they will need to be discussed with other people (school or family personnel) and can be revisited later.

### IV Conclusion:-

End the session by saying how pleased/proud you are of how the children have responded. Explain that you all have lots to think about and talk about over the next little while. Outline the plan for the rest of the day as you understand it - highlight any changes.

## **Rumours**

At some point it is likely that rumours may circulate and this is most helpfully seen, in part, as a need to resolve uncertainties - they are generally 'explanations' of things which are unknown or inexplicable and an attempt to 'make sense' of things which are incomprehensible. If rumours become problematic or malicious they may need to be dealt with by explaining the difference between fact and opinion and encouraging children to check the source of information. Reassuring children that staff will tell them the truth as facts/information develops can help the rumours to be minimised and encourages pupils to trust the adults. For some children, the need to try to take control of a situation by asserting opinions as fact is very powerful.

The plethora of social media platforms and devices has given rise to a range of ways for young people and the public to communicate with each other. Schools will already have on-going discussions with pupils about the appropriate use of this media and reminders on keeping safe on-line would be timely.

## **Suicide**

There should be extra attention given to the use of social media in the event of a suicide. Evidence strongly suggests that the setting up and use of R.I.P sites should be discouraged as they can often be seen to glamorise death and to reflect a more heroic sense to a completed suicide. For young people who are already faced with multiple life challenges, exposure to such sites is unhelpful. Although schools cannot control use of such sites, they should make their position clear.

Increased awareness in schools around suicide can support young people developing empathy towards others experiencing thoughts of suicide, increased awareness in schools does not increase young peoples risk of suicide. Further training in this area can be sourced through the Applied Suicide Intervention Skills Training (ASIST) programme which is delivered nationally.

<http://www.chooselife.net/Training/asist.aspx>

## **Models of coping**

Do not be afraid that as a key adult working in school, becoming tearful or upset is either unprofessional or damaging for children. In reality the opposite is probably closer to the truth: teachers come into the profession because they care about children and if something distressing happens it is entirely congruent that teachers will be upset. Equally for children to see adults being able to tolerate and accept their own feelings in an open but contained way reassures them that these feelings are manageable/bearable. In other words children need to learn how to grieve; they do this by watching others.

Young People who experience grief have reported that the following types of supports can help:

- Extra time to finish work
- All teachers need to know – it is easy to miss the email
- Don't ask me why I am in the corridor – I won't be able to answer honestly
- Extra help from those who already know me
- 1:1 catch up time for work I have missed or when I've been struggling to concentrate
- I want the choice to know practical things – police investigation, what is crematorium, what happens at a funeral?
- If people offer opportunities to talk/for support, young people can choose to take them if they are not offer it is unlikely a young person will be able to find the words to ask at this time
- Act out in very uninviting ways – even someone shouting can be a way of asking for help

## **Support for staff**

Through time, some staff may request additional emotional support in relation to specific incidents. This can be accessed through the following routes:

Educational Institute of Scotland (EIS) and other relevant trade union organisations  
(members only)

West Lothian Council support  
Occupational Health Counselling service. This can be accessed through discussion with relevant line managers.

## **Additional Information – “Whole Community Approach to Supporting Loss and Bereavement” (West Lothian multi-agency Guidance)**

For more detailed information about the impact of grief and loss on children and young people, please refer to:

Whole Community approach to supporting Loss and Bereavement (available through the Moving Forward in Learning Health and Wellbeing workgroup)

There is also a significant range of additional resources outlined in this document for future reference.

## **Useful websites / Web Resources**

### **Training**

#### **Grief Matters**

Grief Matters offers free bereavement awareness training aimed at staff who work directly with children and young people. It is a half day training covering the impact of bereavement on children and young people, and provides tools and ideas on how to work confidently with these children. Three training days are run throughout the year. Grief Matters is a service run through West Lothian Drug and Alcohol Service.

To register your interest in future dates please contact [enquiries@wldas.org](mailto:enquiries@wldas.org)

#### **Give us a Break!**

Give us a Break! (GUAB) is an 8 week group programme for children and young people who are coping with change or loss in their lives, including family break-up and bereavement. GUAB uses a Solution Focused approach to help young people make sense of their experiences in a supportive environment with others who have gone through similar changes, while paying particular attention to their strengths and possibilities.

If you are interested in attending training to become a GUAB facilitator please contact the Educational Psychology Service on 01506 283130.

#### **[www.childbereavement.org.uk](http://www.childbereavement.org.uk)**

Child bereavement Charity (01494 446648) This charity offer specialised support, information and training to all those affected when a child dies, and when a child is bereaved of someone important in their lives.

#### **[www.chooselife.net](http://www.chooselife.net)**

Choose Life is Scotland's National Strategy and action plan to prevent suicide. The web site offers practical advice and support for people who are concerned about and affected by suicide. Training is available for people who are interested in preventing suicide through the ASIST (Applied Suicide Intervention Skills Training) and Safetalk programmes. Details can be found on the web-site.

#### **[www.handsonscotland.co.uk](http://www.handsonscotland.co.uk)**

NHS web-site with advice and support for children on a number of mental health and wellbeing issues including bereavement.

Help is at Hand: A resource for people bereaved by suicide.

<http://www.nhs.uk/Livewell/Suicide/Documents/Help%20is%20at%20Hand.pdf>

For more information on stopping cyber bullying including the role of pupils, parents and schools see above.

[www.stopcyberbullying.org/take\\_action/take\\_a\\_stand\\_against\\_cyberbullying.html](http://www.stopcyberbullying.org/take_action/take_a_stand_against_cyberbullying.html)

#### **[www.papyrus-uk.org](http://www.papyrus-uk.org)**

Papyrus is a voluntary UK organisation committed to the prevention of young suicide. Helpline 0870 170 4000

[www.winstonswish.org.uk](http://www.winstonswish.org.uk)

Winstonswish works with children and young people who have suffered a bereavement.  
Helpline 0845 20 30 40 5

[www.samaritans.org.uk](http://www.samaritans.org.uk)

[www.sobs.admin.care4free.net](http://www.sobs.admin.care4free.net)

Support for anyone bereaved by suicide. Helpline 0870 241 3337

[www.tcf.org.uk](http://www.tcf.org.uk)

The Compassionate Friends: Organisation of bereaved parents offering support to relatives, friend and professionals, after the death of a child.

[www.breathingspace.scot](http://www.breathingspace.scot)

A confidential phonenumber for anyone in Scotland feeling low, anxious or depressed

[www.livinglifetothefull.com](http://www.livinglifetothefull.com)

Resources for low mood and stress

[www.mentalhealth.org.uk](http://www.mentalhealth.org.uk)

Support and research for good mental health

[www.stepsforstress.org](http://www.stepsforstress.org)

Guide to stressing less and enjoying life more.





## **EDUCATION EXECUTIVE**

### **DYSLEXIA ASSESSMENT AND IDENTIFICATION**

#### **REPORT BY HEAD OF EDUCATION (LEARNING, POLICY AND RESOURCES)**

##### **A. PURPOSE OF REPORT**

To provide an overview of a recent review of practice in schools relating to the assessment and identification of Dyslexia.

##### **B. RECOMMENDATION**

To note that on 16<sup>th</sup> January 2018, Council resolved that officers bring a report to this PDSP in relation to current practice in schools related to the identification of and support for pupils who have Dyslexia.

##### **C. SUMMARY OF IMPLICATIONS**

<b>I</b>	<b>Council Values</b>	Focusing on our customers' needs Being honest, open and accountable Providing equality of opportunities Developing employees Making best use of our resources
<b>II</b>	<b>Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)</b>	This report provides information about existing guidance on assessment and identification of dyslexia and its operation within schools. The relevant legislation is the Additional Support for Learning Act (2014).
<b>III</b>	<b>Implications for Scheme of Delegations to Officers</b>	None
<b>IV</b>	<b>Impact on performance and performance Indicators</b>	None
<b>V</b>	<b>Relevance to Single Outcome Agreement</b>	We are better educated and have access to increased and better quality learning and employment opportunities
<b>VI</b>	<b>Resources - (Financial, Staffing and Property)</b>	Delegated School Budgets. <b>Error! Bookmark not defined.</b>
<b>VII</b>	<b>Consideration at PDSP</b>	Yes

## **VIII Other consultations**

Consultation has taken place with all Head Teachers as part of the review process.

### **D. TERMS OF REPORT**

Dyslexia is a continuum of difficulties associated with the development of fluent literacy skills. It affects approximately 10% of the general population to some degree.

Accurate assessment and identification of difficulties leads to effective intervention and support to develop literacy skills. It is therefore relevant to the Single Outcome Agreement priority for West Lothian Council which seeks to ensure that “we are better educated and have access to increased and better quality learning and employment opportunities.”

At the request of the Full Council meeting held on 16<sup>th</sup> January 2018 a review of current practice in relation to the recording of assessment and identification processes for Dyslexia took place across West Lothian schools.

Following this request, a full consultation was undertaken by Officers with all Head Teachers.

The consultation highlighted that the majority of schools were effectively implementing the Dyslexia Toolkit in line with Scottish Government guidance. The steps of assessing and putting support in place were robust however the recording of the identification of dyslexia on SEEMIS records was not consistently applied across schools.

Following this review, a session with all Head Teachers was undertaken to re-visit the Dyslexia Toolkit and emphasise the importance of the recording aspects within SEEMIS.

#### **Current Supports for Schools**

The existing guidance for schools (Appendix One) was considered to be appropriate and robust and in line with Scottish Government guidance as outlined in the Addressing Dyslexia Toolkit (background references).

The Addressing Dyslexia Toolkit is a nationally recognised resource, developed through multi-agency liaison as the key tool for supporting schools in the assessment and identification of Dyslexia. West Lothian schools are advised to adopt and implement the guidance contained in this resource to assist them in this work.

In addition to the use of the Toolkit, West Lothian Council Literacy Base staff offer consultation and advice to schools to assist them further with the assessment and identification process. This includes:

- the delivery of a Career Long Professional Learning session on the "Pathway for the Assessment, Identification and Support of Dyslexia. This is available to all staff on a voluntary basis.
- The delivery of specific training for Support for Learning Teachers accessing the introductory course for these staff.
- Modelled Assessment for people new to Support for Learning which includes on-the-job training in how to administer and interpret various assessments
- 'drop-in sessions' where staff in schools can book a slot to bring along



assessments they have completed to receive advice and consultation on whether or not an identification is appropriate. Advice on teaching strategies, next steps, and appropriate resources are also provided during these sessions.

- The development of an additional proforma to support schools in the recording of the assessment process is also available through the Literacy Support Base.

Information on all of the above is available to all education staff in GLOW. In addition to the above, the Educational Psychology Service is also available to offer consultation and advice in complex situations. It has therefore been concluded that schools are well supported to engage in the assessment and identification of Dyslexia.

### **Recording within SEEMIS**

Following revised advice provided to schools regarding the recording of the identification of Dyslexia within SEEMIS, 7.3% of West Lothian mainstream pupils have a formal identification of Dyslexia.

Work is ongoing with schools on the implementation of the assessment and identification flowchart (appendix 1) to ensure robust and accurate information is available at school and local authority level.

As a result of revised guidance, the formal recording figures provide an accurate representation of levels of Dyslexia in West Lothian.

### **Support provided for Pupils with identified literacy needs**

The review highlighted the very effective practices being implemented to meet the literacy needs of identified pupils.

	<b>Percentage of schools responding to the survey</b>
<b>Small group work</b>	96%
<b>Peer Support</b>	66%
<b>IEP/Group Plan</b>	96%
<b>Curricular/timetable adjustments</b>	65%
<b>Extra time for literacy tasks</b>	91%
<b>Limited copying from blackboard</b>	80%
<b>Targeted literacy interventions based on identified needs</b>	87%
<b>Hand writing training</b>	59%
<b>Sight vocabulary training</b>	74%
<b>Targeted phonics teaching and revision of spelling patterns and alternatives</b>	91%
<b>Decoding and fluency training</b>	89%
<b>Training in reading strategies</b>	82%
<b>Using ITC for extended writing</b>	94%
<b>Differentiation</b>	100%

### **Quality Assurance**

In order to provide ongoing quality assurance relating to the processes, discussions regarding practice relating to the assessment and identification of Dyslexia will be included as part of the additional support needs profile provided by the Performance Team for each school and will form part of central quality improvement activities.

## **E. CONCLUSION**

Schools in West Lothian are currently supported through a range of guidance tools, specific support services and training to assess and identify Dyslexia.

The guidance relating to the recording of these decisions within SEEMIS has been amended to ensure that the data held centrally within SEEMIS is accurate. This amendment has been implemented through correspondence with all Head Teachers at the Head Teacher Leadership meeting on 19<sup>th</sup> April 2018.

Ongoing monitoring and review of processes will take place through annual Quality Improvement activities.

## **F. BACKGROUND REFERENCES**

Addressing Dyslexia Toolkit

<https://www.dyslexiascotland.org.uk/addressing-dyslexia-toolkit>

Appendices/Attachments:

Pathway for the Assessment, Identification and Support of Dyslexia

Contact Person: Jennyfer McNiven (Principal Educational Psychologist) / Greg Welsh (Quality Improvement Manager)

James Cameron (Head of Education: Learning, Policy and Resources)

Date of meeting: 11 September 2018

Pathway for the Assessment, Identification and Support of Dyslexia



Initial concern about progress in literacy/difficulty with the acquisition of literacy skills, expressed by teacher, parent/carer or child/young person

**Class Teacher begins the process:**

**Assessment.....**

- Access Addressing Dyslexia Toolkit
- Complete **Dyslexia checklist** / 'What to Look for' or equivalent
- Liaise with parent/carer to gather information and discuss progress *as appropriate*

**Support.....**

- Implement **support strategies, classroom adaptations** and differentiated teaching approaches *as appropriate*
- Monitor pupil progress and response to interventions

Teacher continue to monitor progress

NO

Concerns and difficulties still persist?

YES

Continue with support and assessment process

**Assessment.....**

- Class teacher and ASN teacher continue to gather evidence over time using observation and further assessments *as appropriate* (see Appendix for suggested assessments)
  - Reading, Spelling, Writing
  - Processing skills and memory
  - Organisation and motor skills
  - Behaviour and concentration
  - Overall classroom performance
  - Pupil questionnaire (if appropriate)
- Consider pupil strengths and areas going well

**Support.....**

- Teacher consults with SMT/ASN teacher as appropriate regarding further support required
- **Classroom support strategies, adaptations and differentiated teaching continue**
- **Additional, targeted intervention and appropriate programme of work** put in place
- Monitor pupil progress and response to interventions
- Consultation with other agencies/professionals for advice/support/input *as appropriate*

Teacher continue to monitor progress and repeat cycle as required

NO

Concerns and difficulties still persist?

YES

Continue with Identification process

**Collaborative Professional Dialogue/Meeting:**

- Assessment evidence, information on classroom performance and response to intervention considered alongside the Scottish definition
- It is important to consider any additional barriers to learning and assessment evidence from other professionals *as appropriate*

**Cannot identify Dyslexia at present**

Record formally  
Share with parent/carer and agree next steps

NO

Is the evidence gathered **highly confirmatory**?

YES

**Identify pupil with Dyslexia**

Update record in SEEMIS  
Record formally  
Share with parent/carer/pupil and agree next steps

- Regardless of the decision, support strategies, classroom adaptations and differentiated teaching approaches should continue *as required by the individual pupil*
- Monitoring of pupil progress and response to intervention to continue *as required*
- The pupil does not need the 'label' in order to have their needs met, however if Dyslexia is identified the use of the term can be helpful for a number of reasons.



Name of Assessment	Comments and Publisher Details
<b>PM Benchmark</b>	Benchmark Kits are an essential resource to accurately track and assess pupils' reading progress across the whole school, ensuring consistent and accurate levelling in reading. <b>Age range:</b> reading age 5 – 12 years <b>Publisher:</b> Scholastic
<b>Single Word Reading Test (SWRT)</b>	Contains six graded sets of ten words of increased difficulty. Useful for gaining information on sight vocabulary analysis and error analysis. <b>Age range:</b> 6 – 16 years <b>Publisher:</b> GL Assessment
<b>New Group Reading Test (NGRT)</b>	Includes sentence completion and passage comprehension at all levels. The new edition features a single test for pupils aged 6 (P2) on phonics, sentence completion and comprehension. <b>Age range:</b> 6 – 16 years <b>Publisher:</b> GL Assessment
<b>York Assessment of Reading Comprehension</b>	Consists of early reading (letter-sound knowledge, early word recognition and phoneme awareness) and passage reading (decoding, fluency and text comprehension). <b>Age range:</b> 4 – 6 years (Early) <b>Age range:</b> 5 – 11 years <b>Publisher:</b> GL Assessment
<b>York Assessment of Reading Comprehension: Passage Reading Secondary</b>	Comprises a series of prose passages (both fiction and non-fiction) to assess reading comprehension and fluency. Contains passages to be read silently (ages 12-16) and also passages developed for a reading age of 8 – 9 years which are read aloud and include a miscue analysis. <b>Age range:</b> 12 – 16 years <b>Publisher:</b> GL Assessment
<b>Single Word Spelling Test (SWST)</b>	This test covers everyday vocabulary and contains between 30 and 50 words (depending on level). The tests map on to a set of structured spelling lists that provide a quick and easy reference for finding words with similar visual and phonological patterns. <b>Age range:</b> 6 – 14 years <b>Publisher:</b> GL Assessment
<b>Phonological Assessment Battery (PhAB)</b>	An assessment which comprises six tests of phonological processing: alliteration, naming speed, rhyme, spoonerisms, fluency and non-word reading. <b>Age range:</b> 6 – 14 years 11 m <b>Publisher:</b> GL Assessment
<b>Phonological Assessment Battery 2 (PhAB2)</b>	Newly standardised, the PhAB2 Primary comprises ten tests of phonological processing: alliteration, naming speed, rhyme, spoonerisms, fluency, non-word reading, blending, phonological working memory, phoneme segmentation and deletion. <b>Age range:</b> 5 – 11 years <b>Publisher:</b> GL Assessment
<b>British Picture Vocabulary Scale (BPVS) 3<sup>rd</sup> Edition</b>	A verbal comprehension screener which does not require any reading, speaking or writing. Assesses receptive vocabulary. <b>Age range:</b> 3 – 16 years <b>Publisher:</b> GL Assessment
<b>Dyslexia Screener</b>	A computer-based assessment designed to help you identify pupils who may be at risk of dyslexia. An initial screening tool. <b>Age range:</b> 5 – 16 years <b>Publisher:</b> GL Assessment
<b>Dyslexia Screening Test Junior (DST-J)</b>	Aims to identify children who are at risk of dyslexia. Profiles strengths and weaknesses across a range of skills: Rapid Naming, Bead Threading, One Minute Reading, Postural Stability, Phonemic Segmentation, Two Minute Spelling, Backwards Digit Span, Nonsense Passage Reading, One Minute Writing, Verbal Fluency, Semantic Fluency, Rhyme, Vocabulary. <b>Age range:</b> 6 years 6 months – 11 years 5 months <b>Publisher:</b> Pearson Clinical
<b>Dyslexia Screening Test Secondary (DST-S)</b>	Aims to identify children who are at risk of dyslexia. Profiles strengths and weaknesses across a range of skills: Rapid Naming, Bead Threading, One Minute Reading, Postural Stability, Phonemic Segmentation, Two Minute Spelling, Backwards Digit Span, Nonsense Passage Reading, One Minute Writing, Verbal Fluency, Semantic Fluency, Spoonerisms, Non-verbal reasoning. <b>Age range:</b> 11 years 6 months – 16 years 5 months <b>Publisher:</b> Pearson Clinical
<b>Dyslexia Portfolio</b>	A battery of short, diagnostic tests that help identify areas of difficulty in literacy learning. The Portfolio comprises eight tests: single word reading/spelling, reading fluency, phoneme deletion, non-word reading, rapid picture naming, writing speed & digit span. <b>Age range:</b> 6 – 16 years <b>Publisher:</b> GL Assessment



## **EDUCATION EXECUTIVE**

### **EDUCATION SERVICES MANAGEMENT PLAN**

#### **REPORT BY HEAD OF EDUCATION (CURRICULUM, QUALITY IMPROVEMENT AND PERFORMANCE) AND HEAD OF EDUCATION (LEARNING, POLICY AND RESOURCES)**

##### **A. PURPOSE OF REPORT**

To present the Education Services Management Plan for 2018/19 to the Educative Executive.

##### **B. RECOMMENDATION**

It is recommended that the Education Executive note the Education Services Management Plan for 2018/19.

##### **C. SUMMARY OF IMPLICATIONS**

- |   |  |
|---|--|
| <b>I Council Values</b>   | Focusing on our customers' needs; being honest, open and accountable; providing equality of opportunities; developing employees; making best use of our resources; and working in partnership.   |
| <b>II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)</b> | <p>The production of a management plan is a key feature of West Lothian Council's integrated performance management and improvement framework.</p> <p>No Environmental, Equality, Health or Risk issues have been identified.</p>  |
| <b>III Implications for Scheme of Delegations to Officers</b>   | None.  |
| <b>IV Impact on performance and performance Indicators</b>  | Improvement activities contained within the plan will contribute to improving performance.   |
| <b>V Relevance to Single Outcome Agreement</b>  | <p>Our children have the best start in life and are ready to succeed.</p> <p>We are better educated and have access to increased and better quality learning and employment opportunities.</p> <p>We live in resilient, cohesive and safe communities.</p> <p>We live longer, healthier lives and have reduced health inequalities</p> |

<b>VI Resources - (Financial, Staffing and Property)</b>	As set out in the approved revenue budgets included within the plan.
<b>VII Consideration at PDSP</b>	28 August 2018.
<b>VIII Other consultations</b>	Chief Executive's Review Panel and Quality Improvement Team.

#### **D. TERMS OF REPORT**

West Lothian Council has identified Management Plans as a key driver for the provision of excellent services. As such, they are collated and presented at the service group level. The Education Service is the collection of Schools and West Lothian Assessment Model (WLAM) service units under the responsibility of the Head of Education (Curriculum, Quality Improvement and Performance) and Head of Education (Learning, Policy and Resources).

The plan provides an overview of:-

- The services and activities that Education Services provides;
- The aims and objectives of the service that are to be communicated to elected members, staff and partners;
- How success will be measured and the targets that are to be achieved;
- The improvement activities that the service is committed to completing in order to change or improve services.

The Management Plan will be utilised by the management team and stakeholders to assess and gauge performance and improvement. The measures, targets and initiatives of each plan are available for management, monitoring and reporting on the corporate performance management systems.

#### **E. CONCLUSION**

The Education Executive is asked to note the Education Services Management Plan for 2018/19.

#### **F. BACKGROUND REFERENCES**

None.

Appendices/Attachments - Education Services Management Plan for 2018/19

Contact Person: Beverley Akinlami, Interim Manager Community and Policy  
Tel: 01506 281093 Email: [beverley.akinlami@westlothian.gov.uk](mailto:beverley.akinlami@westlothian.gov.uk)

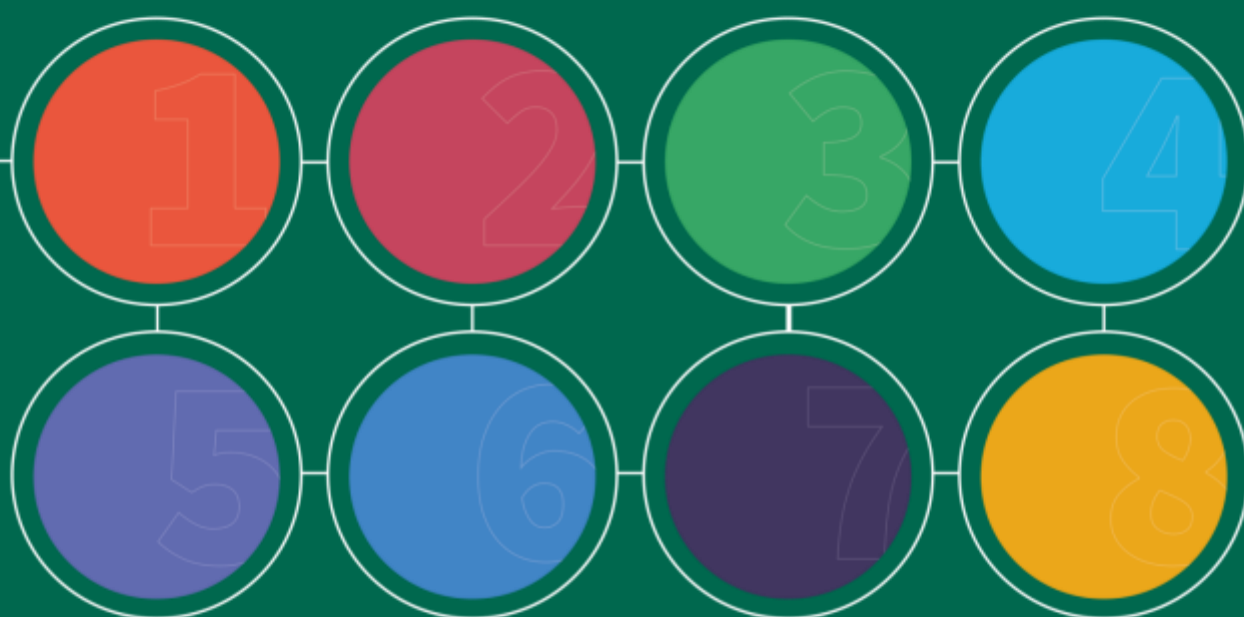
**James Cameron**  
**Head of Education (Learning, Policy and Resources)**

**Donna McMaster**  
**Head of Education (Curriculum, Quality Improvement and Performance)**

Data label: OFFICIAL

# Education Services

## Management Plan 2018/19



# An introduction to the Management Plan from the Heads of Education Services

The Management Plan is a key planning document that will explain how the service will support in the delivery of the council's eight priorities in 2018/19

Education Services plays a leading role in improving attainment and positive destinations, through the provision of school based education, and community learning, to delivering positive outcomes and early interventions for early years through the expansion of early learning and childcare.

Education Services contributes to minimising poverty by seeking to reduce the poverty related attainment gap, and through the provision of education maintenance allowance, clothing grants, free school meals and holiday lunches.

The service delivers positive outcomes on health through health programmes in schools including tooth brushing and immunisations, delivery of curriculum for excellence, and through the work of Active Schools and Community Sport.

Education Services contributes to reducing crime and improving community safety by delivery of the Divert and Prevent strategies, aimed at ensuring young people do not become involved in serious criminal activity or become radicalised. The service works with both health and the police to reduce drug use amongst young people, improving outcomes relating to both health and community safety

**Corporate Priorities 2018/23** | The council re-committed to eight ambitious priorities following a large public consultation in 2017/18. We believe these priorities will continue to support improvement in the quality of life for everyone living, working and learning in West Lothian and will be the focus for council services, resources and staff in the next five years.



In support of the Corporate Plan 2018/23 and the eight priorities we will continue to strive to improve the quality and value of council services. As well as assuring effective governance and compliance, Education Services will maintain a clear focus on delivering Best Value, whilst empowering residents and stakeholders to have their say on how council services develop and transform.

This management plan sets out how the service will use its resources to deliver positive outcomes for West Lothian.



**James Cameron**  
Head of Service



**Donna McMaster**  
Head of Service



## Our services

The services that we will deliver through collaboration with our partners in 2018/19

Education Services delivers high quality education services to over 26,000 pupils and over 4,000 pre-school children. The main focus of the service is to improve attainment and positive destinations for all children and young people in West Lothian, and to deliver positive outcomes and early interventions for early years, as well as improving outcomes in relation to learning, equality, health and community safety to children, young people and the wider community. The constituent parts of the service are all focused on these outcomes.

In the next five years Education Services will continue to deliver value adding activities, focusing on the following areas:

- ◆ Raising attainment, building on the best ever exam results that were achieved in 2018
- ◆ Closing the equity gaps in attainment and achievement
- ◆ Expanding early learning and childcare
- ◆ Working through the Regional Improvement Collaborative to improve quality and performance
- ◆ Implementing governance changes and the Headteachers' Charter.

The key activities of the service are identified in the Management Plan.

		Page
Schools	67 primary schools, 11 secondary schools, 60 early learning and childcare establishments and 5 schools specifically for support for additional learning needs deliver education services to over 26,000 pupils, over 4,000 pre-school children.	13 - 19
Quality Improvement	The team supports the implementation of the council's Raising Attainment Strategy and the National Improvement Framework through quality assurance procedures including validated self-evaluation and rigorous use of performance data.	20 - 22
Educational Psychology Service	The service is working to improve the well-being and educational outcomes of all children and young people in West Lothian through the application of psychology, working directly with children and their families, schools and partners to improve educational and mental health and well-being outcomes.	23 - 25
Inclusion and Well-being Service	The service supports schools in improving the delivery of education provision, learning experiences and opportunities for children and young people with additional support needs across the curriculum in every educational context and setting, enabling all pupils to achieve at their highest potential.	26 - 31
Strategic Resources	The service supports schools and delivery of education services through application of effective resource planning and management. This includes workforce planning, asset management and a range of compliance matters. The service also delivers, art, culture, instrumental music and sport services.	32 - 41
Learning, Policy and Performance	The service supports schools and delivery of education through policy advice and efficient allocation of financial resources. This includes pupil placement, customer services, and grants, allowances, free school meals and holiday lunches. The service also delivers community learning and development.	42 - 51
	Developing the Management Plan and reporting progress	52 - 53
	Education Services Action Plan 2018/19	54 - 59
	Education Services Scorecard 2018/19	60 - 61

# Supporting the delivery of Council priorities

The service will support the delivery of the Council's Corporate Plan priorities and strategies

The service will make a meaningful and measurable contribution to the delivery of the Council's Corporate Plan 2018/23. The service's key processes are aligned to the Corporate Plan priorities/enablers and deliverables in the following table.

Alignment with Corporate Priorities / Enablers					
Council enabler	Deliverable	Education Services key activity / process	Indicator(s)	2017/18 Performance	2018/19 Target
1 Improving attainment and positive destinations	(P1.1) Improving the quality of learning and teaching to ensure all learners experience motivating, engaging, well-planned and differentiated learning opportunities that maximise attainment and achievement.	<ul style="list-style-type: none"> <li>◆ HTs, supported by leadership teams, align all school and cluster improvement activities with national and local priorities</li> <li>◆ Analyse all schools' self-evaluations against national QIs and relevant evidence from VSE programme to assess how well school improvements are impacting on raising attainment</li> <li>◆ Establish networking for sharing practice within and across schools, both within West Lothian and out with, focused on improving the quality of learning and teaching.</li> <li>◆ Develop the established Teacher Learning Communities (TLCs) as a key element of improving learning and teaching through the initial engagement with professional partners Tapestry, on 'Assessment in the Context of Poverty'</li> <li>◆ In partnership with HTs, review the Broad General Education from S1-S3 in order to share and develop effective practices across the authority.</li> <li>◆ Engage all senior primary school leaders in reviewing, evaluating and improving their curriculum through good practice conferences and engagement in authority VSE programme.</li> </ul>	SOA130214 Percentage of primary, secondary, special schools and pre-school establishments receiving positive inspection reports	91%	100%

**Alignment with Corporate Priorities / Enablers**

Council enabler	Deliverable	Education Services key activity / process	Indicator(s)	2017/18 Performance	2018/19 Target
1 Improving attainment and positive destinations	(P1.2) Creating a culture of high ambition and aspiration through a robust programme of target setting for every learner and effective tracking and monitoring to deliver optimum levels of attainment and achievement.	<ul style="list-style-type: none"> <li>◆ Implement authority agreed whole school tracking and monitoring systems to forensically analyse performance at class and school level.</li> <li>◆ Through QI activities, Headteachers ensure that every class teacher monitors and supports learners' progress and helps them to understand their learning.</li> <li>◆ Provide all schools with a Performance Profile analysing and reviewing individual school performance and attainment data.</li> <li>◆ Introduce an attainment review programme to ensure that performance information is gathered and analysed to track attainment and progress of individuals, groups, classes, cohorts and schools at all stages of the BGE.</li> <li>◆ Continue to rigorously analyse all aspects of school performance in the Senior Phase</li> <li>◆ Use the diagnostic information provided from National Standardised Assessments to help teachers understand how children are progressing with their learning and to plan next steps.</li> </ul>	EDSCH078 Percentage of primary, secondary, special schools and pre-school establishments receiving an HMI inspection evaluation of 'good' or better for Raising Attainment	New PI 2018/19	90%
1 Improving attainment and positive destinations	(P1.3) Placing greater emphasis on curricular transition and continuous progression in learning from ages 3 to 18, with a continued focus on key stages of transition (nursery-P1; P7-S1; S3-Senior Phase), through the use of reliable and consistent data about learners' progress.	<ul style="list-style-type: none"> <li>◆ Develop a consistent approach across all schools for assessing, and monitoring and tracking children's progress in literacy, numeracy and health and wellbeing, building on local and national practice, and ensuring continuous progression in learning.</li> </ul>	SOA130214 Percentage of primary, secondary, special schools and pre-school establishments receiving positive inspection reports	91%	100%

**Alignment with Corporate Priorities / Enablers**

Council enabler	Deliverable	Education Services key activity / process	Indicator(s)	2017/18 Performance	2018/19 Target
1 Improving attainment and positive destinations	(P1.4) Embedding the engagement of parents and carers as partners in their child's learning through family learning programmes and support.	<ul style="list-style-type: none"> <li>◆ Create a toolkit in order to support schools in evaluating the range, reach and impact of their approaches to Parental Engagement and Family Learning, using national advice and international research.</li> <li>◆ Support parents to become further involved in their children's learning through the provision of Family Learning opportunities.</li> <li>◆ Partnership working will be essential to the effective planning and delivery of this and developments will include piloting a number of partnerships with Community Learning and Development in the form of Family Learning, Youth and Family Development Workers, as well as Family Support Workers.</li> </ul>	EDQIT028 Percentage of schools providing parents with guidance and overviews of learning at all stages of primary and secondary	100%	100%
1 Improving attainment and positive destinations	(P1.5) Continuing commitment to building strong leadership, which seeks to empower staff and build capacity at all levels. This will be underpinned by the work done by the Regional Improvement Collaborative and the West Lothian Moving Forward in Learning framework, which supports a collaborative, developmental leadership culture for school leaders to improve learning outcomes.	<ul style="list-style-type: none"> <li>◆ Implement a cohesive CLPL strategy and programme, effectively utilising the expertise of partners that builds capacity and capability within our education system to deliver on the four national priorities. In the main, CLPL will focus on literacy and numeracy tools, with a particular emphasis of meeting the needs of our disadvantaged pupils.</li> </ul>	EDQIT029 Number of participants engaging with Education Services' central professional learning programme	1487	1500
1 Improving attainment and positive destinations	(P1.7) Embedding digital literacy within the learning experience.	<ul style="list-style-type: none"> <li>◆ The Digital Learning team provide support to schools to enable them to develop on line teaching resources and to complete their strategy for the ICT platforms within their school. The team also support the Council's Virtual Campus and use of GLOW</li> </ul>	EDSR106 Percentage of schools using GLOW to support learning and teaching.	<i>New PI 2018/19</i>	100%

## Alignment with Corporate Priorities / Enablers

Council enabler	Deliverable	Education Services key activity / process	Indicator(s)	2017/18 Performance	2018/19 Target
1 Improving attainment and positive destinations	(P1.8) Expanding links between local employers and schools to continue to improve positive destinations and enhance the quality of vocational options offered.	◆ Community Learning and Development Youth Services - Developing the Young Workforce lead and Education for Work Officer support School Business Partnership and Transition to Work Coordinators to maintain and expand links with local businesses.	EDCYS053 The number of new employers engaging with West Lothian Secondary Schools and offering vocational learning opportunities for young people	New PI 2018/19	50
1 Improving attainment and positive destinations	(P1.9) Promoting lifelong learning, including adult learning in literacy and English for speakers of other languages.	◆ Adult Learning offer opportunities to gain initial qualifications to upskill adults to gain and retain employment.	EDALYS029 Percentage of Adult Learning students improving skills relating to their personal learning goals.	89%	87%
1 Improving attainment and positive destinations	(P1.10) Promoting access to employment by ensuring young people have an opportunity to progress into a positive destination on leaving school.	◆ Community Learning and Development – Youth Services supports young people into positive destinations through personal skills development and employability focused programmes.	EDCY071 The annual percentage of More Choices More Chances young people who sustain a positive destination for 6 months	76%	80%
2 Delivering positive outcomes and early interventions for early years	(P2.3) Provide expanded high quality early learning and childcare for all children 3 and 4 years old and 2 year olds from eligible households by building capacity in early learning and childcare professionals.	<ul style="list-style-type: none"> <li>◆ Staff development and career long professional learning will be well coordinated providing early years' staff with Froebel learning in partnership with Edinburgh University.</li> <li>◆ Early Years' Network Leaders will actively engage all early years' staff in professional learning activities to improve their practice.</li> <li>◆ Early Years' Officer leadership programme will be extended to further build capacity within all early years' settings</li> </ul>	SOA130214 Percentage of primary, secondary, special schools and pre-school establishments receiving positive inspection reports	91%	100%

**Alignment with Corporate Priorities / Enablers**

Council enabler	Deliverable	Education Services key activity / process	Indicator(s)	2017/18 Performance	2018/19 Target
2 Delivering positive outcomes and early interventions for early years	(P2.5) Implementing extended nursery hours, offering children the best possible start in life and a greater level of supported child care for working parents and carers.	<ul style="list-style-type: none"> <li>◆ The Strategic Resources team undertakes workforce planning and estate expansion</li> <li>◆ Increased flexibility and choice is implemented through Pupil Placement.</li> </ul>	EDPP217 Number of pre-school children utilising full day nursey provision.	513	600
2 Delivering positive outcomes and early interventions for early years	(P2.6) Continuing support to pupils who face challenge in their learning as they progress through school through nurture activities including Nurture Groups and Whole School Nurture practice.	<ul style="list-style-type: none"> <li>◆ The Educational Psychology Service (EPS) provides training and development support for schools planning to implement the Nurture approach through both Nurture Group and Whole School Nurture methods.</li> </ul>	EDPSY038 Number of schools trained by the EPS in establishing and running Nurture Group.	18	15
			EDPSY039 Number of schools trained in Whole School Approaches to Nurture	13	10
2 Delivering positive outcomes and early interventions for early years	(P2.7) Providing support to care experienced children and young people to help achieve positive educational outcomes.	<ul style="list-style-type: none"> <li>◆ In conjunction with the Head of Service, the Educational Psychology Service is conducting a series attainment visits with all Secondary Schools focusing on children and young people who are Looked After.</li> <li>◆ The Educational Psychology Service is providing, in conjunction with key partners, revised training for Designated Members of Staff in school to assist them in supporting our children and young people who are Looked After.</li> <li>◆ Education Services are updating the policy for Looked After Children (LAC) to provide greater clarity for staff working with our children and young people who are Looked After</li> </ul>	EDSQA108 Percentage of care experienced young people in the senior phase achieving SCQF Level 4 Literacy	69.62%	75%

**Alignment with Corporate Priorities / Enablers**

Council enabler	Deliverable	Education Services key activity / process	Indicator(s)	2017/18 Performance	2018/19 Target
3 Minimising poverty, the cycle of deprivation and promoting equality	(P3.6) Providing clothing grants, free school meals, and Education Maintenance Allowance to parents and carers who qualify, and promoting these benefits and grants through all schools.	<ul style="list-style-type: none"> <li>◆ The Customer Care Team promotes grants and benefits and processing applications.</li> <li>◆ The Customer Care Team works closely with internal and external partners to maximise uptake and automatic entitlement where possible.</li> <li>◆ The Customer Care Team manages the provision of holiday lunch and activity clubs, managed by the Customer Care Team, with input from the Active Schools Team and Community Learning and Development.</li> </ul>	EDPP331 Percentage of parents/carers aware of School Clothing Grant	81%	82%
			EDPP346 Number of children utilising the holiday lunch and activity programme.	175	220
6 Delivering Positive Outcomes on Health	(P6.1) Promoting positive health and wellbeing to all, including through the provision of leisure facilities and well maintained open spaces.	<ul style="list-style-type: none"> <li>◆ Delivering specific experiences and outcomes in relation to health contained in curriculum for excellence</li> <li>◆ Delivering specific health programmes in partnership with Lothian Health, including tooth brushing and immunisation.</li> <li>◆ Delivering specific programmes of physical activity to school age children through the Active Schools Team.</li> <li>◆ Delivering specific programmes relating to substance misuse in partnership with Lothian Health, Police Scotland and the Third Sector.</li> </ul>	CP:EDASCS25 Active Schools and Community Sport- Total Pupil Engagement	18,278	18,500

**Alignment with Corporate Priorities / Enablers**

Council enabler	Deliverable	Education Services key activity / process	Indicator(s)	2017/18 Performance	2018/19 Target
7. Reducing Crime and Community Safety	(P7.1) Reducing antisocial behaviour and hate crime within our communities and ensuring that violence within our communities is not tolerated through a range of targeted preventative, diversionary and educational interventions.	<ul style="list-style-type: none"> <li>Working with partners on the Serious and Organised Crime Working Group Schools and Community Learning and Development to deliver inputs designed to prevent young people becoming involved in crime, or becoming radicalised in order to implement Divert and Prevent.</li> </ul>	csspSOCDVT01 Divert – Percentage of supported More Choices More Chances (MCMC) young people moving into a positive destination	92%	93%
		<ul style="list-style-type: none"> <li>Delivering specific programmes relating to safe use of IT, drugs and knife crime in partnership with Police Scotland.</li> <li>Providing diversionary activities for young people through Active Schools, Community Learning and Development and Schools.</li> </ul>	EDCYS061 The annual number of antisocial behaviour calls regarding young people registered with the Community Safety Unit.	2309	2263





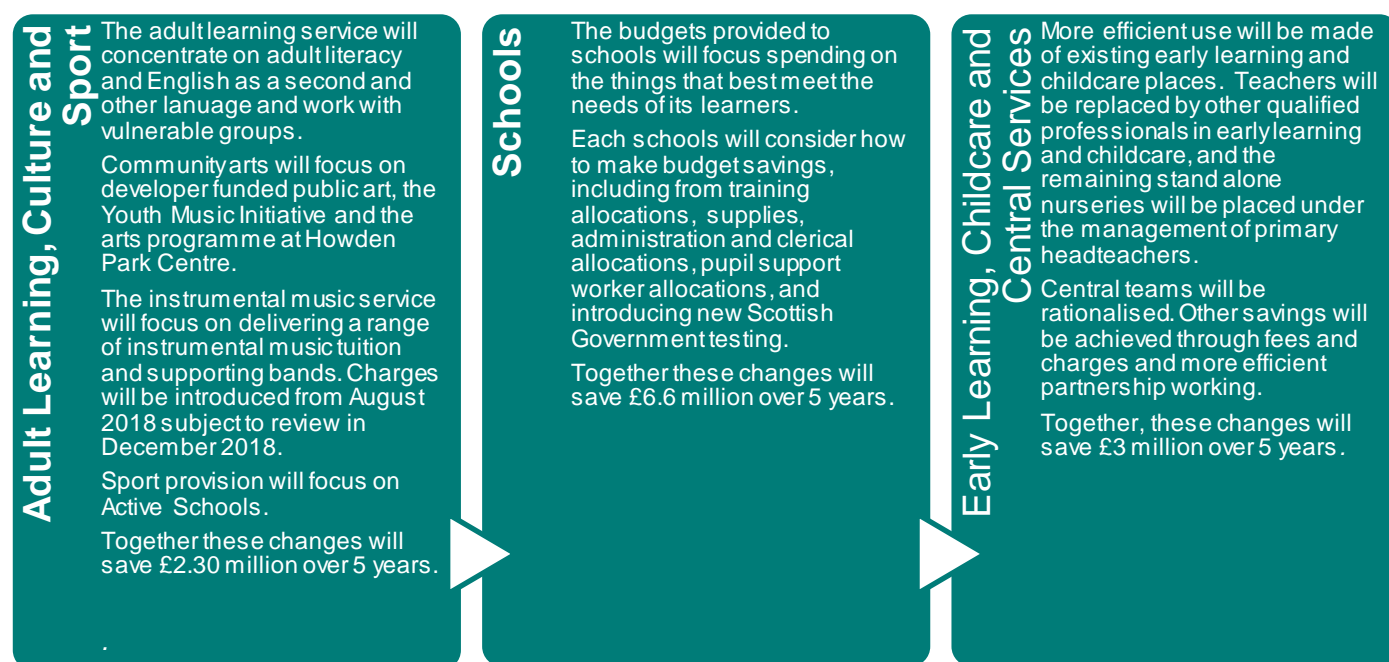
## Transforming Your Council

How Education Services will transform in the next five years

The council will embark on an ambitious programme of transformation in order to support the delivery of services that are accessible, digital and efficient. The Transforming Your Council programme is intended to deliver over £65.3 million in savings and will fundamentally change the way that council services are delivered.

Transformational change within Education Services will be grouped around three main themes – adult learning, culture and sport; schools; and early learning and childcare and central services. Projects within Education Services will achieve over £11.9 million over a five year period. During this period, however, the budget of Education Services is expected to benefit from significant additional funding to support the expansion of early learning and childcare (£1.8 million in 2018/19) and also to reflect the growing population of children and young people (£1.8 million in 2018/19).

**Transformation in the service will be grouped around three key themes.**



### Engagement methods

Throughout the period of this plan, Education Services will continue to engage and consult with customers, employees, partners and stakeholders on the effectiveness of the services that we provide and also, any changes that are proposed to the offering. Details of planned engagement and consultation methods will be provided in the annual update to the Management Plan.

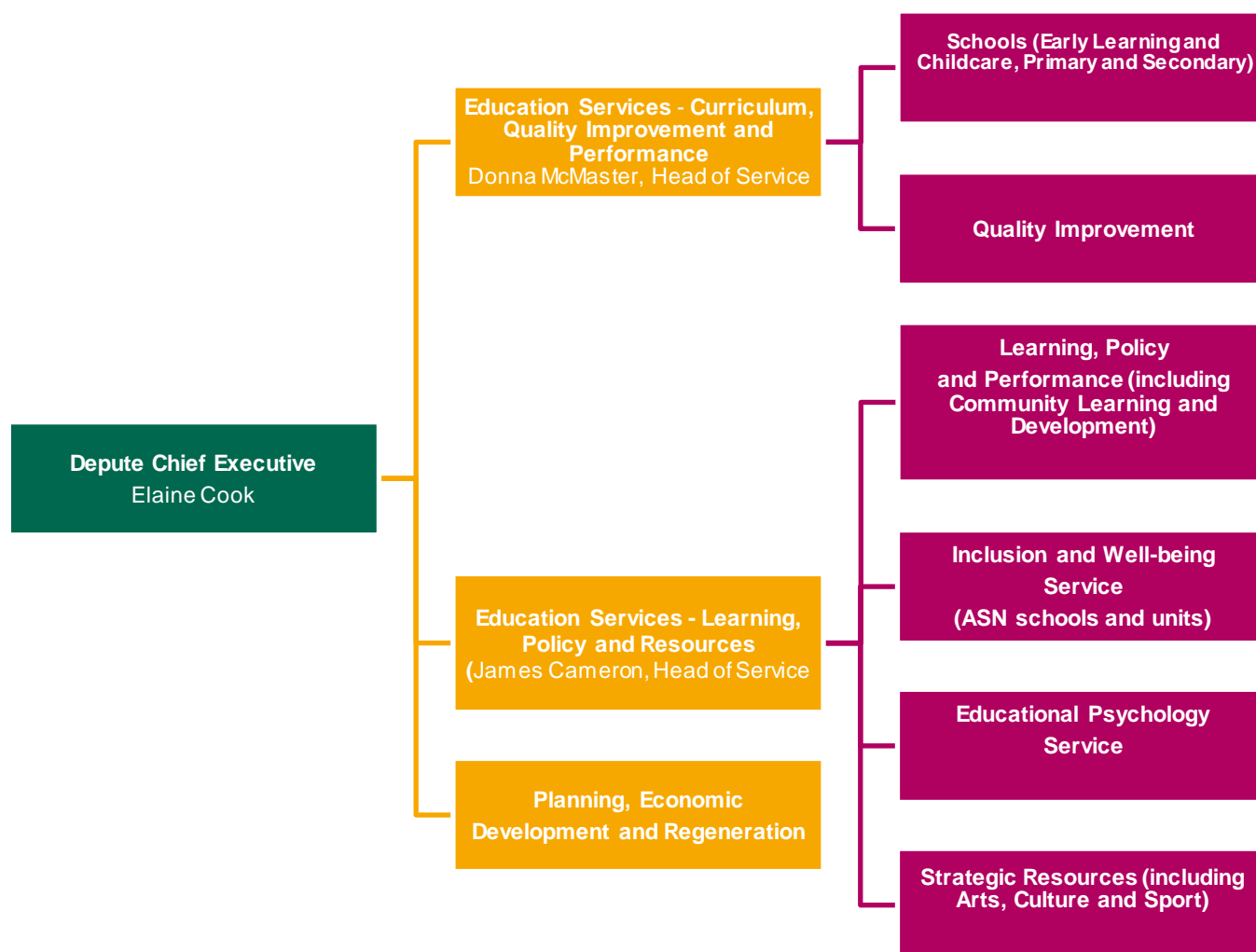
Education Services make the following commitments to customers, employees and partners:

- ◆ Involve and engage employees, customers and partners in service improvement and transformation activity through a range of appropriate methods;
- ◆ Ask customers about the quality and effectiveness of the services that we provide through regular consultation and surveys and use their views to inform decision making in the service.

## Service Activity

The Education, Planning and Regeneration Services directorate is focused on the delivery of services that will support our community to grow and develop with better outcomes in early years, education and employability.

The main focus of activity within Education Services is the delivery of school based education. Schools are supported by teams dealing with quality improvement, education psychology, inclusion and wellbeing, resources, policy and performance. Services are also provided to children, young people and the wider community through arts, cultural and sport services and community learning and development.



Education Services is made up of primary and secondary schools, early learning and childcare establishments, and additional support for learning establishments and units, and five services, known as West Lothian Assessment Model (WLAM) units, under the direction of the two Heads of Education Services.

The following section provides more information on the activities and resources of schools and each WLAM unit.

## Employee Engagement

Education Services has a total of 2860 (full time equivalent) employees delivering our services.

Motivation and commitment are key drivers of employee performance and the service aims to effectively engage and develop employees through improved communication and increased participation. The service uses the council's employee engagement framework, ensuring that employees have access to the information and support they need to succeed, also that there is constructive, regular two-way communication throughout the service.

The schedule of engagement that will take place in each of our WLAM units is outlined in the table.

Employee Engagement Schedule			
Employee Group	Method	Frequency	Responsible Officer
All employees	One-to-ones	Monthly / Termly	Head teachers and managers
All employees	Team meetings	Monthly	Head teachers and managers
All employees	Team briefings	Quarterly	Head teachers and managers
All employees	Employee survey	Annually	Head teachers and managers
All employees	Professional Update / Appraisal and Development Review (ADR)	Annually	Head teachers and managers
All employees	Employee Focus Group	Annually	Head teachers and managers
All employees	Management Plan Launch	Annually	Head of Service / Head teachers
All employees	Circulation of the Education Services CMT update report	Monthly	Head of Service

## Schools

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- Heads of Service:** Donna McMaster, Head of Service (Early Learning, Primary and Secondary Schools)  
James Cameron, Head of Service (Additional Support Needs Schools and Units)
- Number of staff:** 2,713 (full time equivalents)
- Location:** Schools throughout West Lothian

### Purpose

The purpose of schools is to ensure that children and young people develop to their fullest potential whilst continuously raising attainment and achievement and securing positive destinations for all school leavers. Schools strive to improve the quality and performance of the service they provide to pupils and parents/carers who are their key customers.

West Lothian Council's 67 primary schools, 11 secondary schools, 60 early learning and childcare settings and 5 additional support needs schools deliver Education Services to approximately 26,000 pupils and approximately 4000 pre-school children, their parents/carers and the wider community.

Education is provided in terms of the Education (Scotland) Act 1980, the Standards in Scotland's Schools Etc. Act 2000, the Education (Additional Support for Learning) (Scotland) Act 2004, and the Children and Young People (Scotland) Act 2014.

Schools work towards achieving the key strategic aims of the council. In particular, Schools improves opportunities for young people, in partnership with centrally based officers, other Council services and external partners by:

- ◆ Raising standards of attainment and achievement
- ◆ Improving employability and positive destinations for all school leavers
- ◆ Improving the learning environment
- ◆ Promoting equality of access to education
- ◆ Promoting citizenship and community engagement
- ◆ Promoting skills for lifelong learning including enterprise and creativity

### Activities

The main activities of the service during the period of the Management Plan will be:

- ◆ Continuing to improve attainment through the implementation of the revised Raising Attainment Strategy (2018-2023) and intelligent use of performance data to improve performance
- ◆ Closing the equity gaps in attainment and achievement arising from social and economic circumstances through the implementation of a centrally supported Pupil Equity Funding action plan
- ◆ Engaging all school leaders in effective school improvement and Pupil Equity Funding planning to ensure that the needs of children and families are being met locally.
- ◆ Implementing a strategic Health and Wellbeing plan through a collaborative network of Health and Wellbeing school champions, improvement groups, partner agencies and services. All schools will consistently use the wellbeing indicators to track individual, group and whole school progress in wellbeing, and engage learners in regular conversations about their wellbeing and achievement.

- ◆ Continuing to develop the curriculum in the broad general education (BGE) and conduct a review of the BGE in S1-S3 in order to improve practice across the authority
- ◆ Launch and implementation of West Lothian Maths Strategy to support schools in raising attainment in numeracy and mathematics
- ◆ Continuing to focus on ensuring that all teachers know what excellent learning, teaching and assessment looks like through facilitating networking and sharing practice within and across schools
- ◆ Ensuring that all eligible pre-school children have access to high quality early learning and childcare that meets the needs of parents/carers and working families
- ◆ Working with partners in developing the young workforce and maximising opportunities for young people to progress to positive destinations
- ◆ Enhancing intervention approaches for children and young people facing challenges in life and learning, particularly children with additional support needs and looked after children.

## Key Partners

The service actively works with our partners to plan, design and deliver improved services for our customers.

Our key partners include; other council services, Education Scotland, Forth Valley and West Lothian Regional Collaborative, Scottish Qualifications Agency, General Teaching Council for Scotland, West Lothian College, Central Scotland Partnership (Continuous Professional Learning), NHS Lothian, Police Scotland and Care Inspectorate.

## Customer Participation

The service will actively engage customers and potential customers in the delivery and re-design of services to ensure that they are accessible and focused on their needs and preferences.

Customer Consultation Schedule 2018/19				
Customer Group	Method	Frequency	Responsible Officer	Feedback Method
<b>Pupil Councils</b>	Regular Meetings	Throughout Year	Head Teacher	Minute, School Newsletter
<b>Parent Councils</b>				
<b>S5/6 Students</b>	Focus Group with Depute Chief Executive, Education Senior Management Team and Executive Councillor	Annual (March)	Customer Services Manager	Minute
<b>S4 Students</b>	Focus Group with DCE, ESMT and Executive Councillor	Annual (November)	Customer Services Manager	Minute
<b>Primary Pupils</b>	Ethos Survey of all P5-7 pupils	Annual (November-May)	Performance Officer	Public performance reporting
<b>Secondary Pupils</b>	Ethos Survey of all secondary pupils	Annual (November - May)	Performance Officer	Public performance reporting
<b>Parents / Carers</b>	West Lothian Parent Representatives Forum meetings	4 times per year	Customer Services Manager	Minute

**Customer Consultation Schedule 2018/19**

Customer Group	Method	Frequency	Responsible Officer	Feedback Method
<b>Parents / Carers</b>	Ethos Survey of all parents	Annual (June)	Performance Officer	Public performance reporting
<b>Pupils</b>	Pupil focus groups in schools undergoing Validated Self Evaluations	Throughout year – approx. 20 schools	Quality Improvement Officer	Reports to Education Quality Assurance Committee

## Activity Budget 2018/19

Schools – Early Learning and Childcare Schools								
Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2018/19	PI Category	Staff Resources (FTE)	Revenue Expenditure Budget 2018/19 £	Revenue Income Budget 2018/19 £	Net Revenue Budget 2018/19 £
Early Learning and Childcare – council provision	To ensure that all eligible 2, 3 & 4 year olds have access to a nursery place and are provided with a quality learning experience. To introduce and increase flexibility and choice for parents.	1 Improving attainment and positive destinations for school children	SCHN03 Nursery Education: Cost Per Pre School Place Target: £3,400.00	High Level	132.0	8,638,538	(739,000)	7,899,538
			SOA13010 Percentage Attendance Rates at Nursery Stages Target: 91%	High Level				
Service support	Provision of management and administrative Support.	Enabler service – Corporate Governance and Risk	Support activities contribute towards the overall performance of the service. Performance is monitored through the indicators for front line activities.		0.1	4,278	0	4,278
Total:					132.1	8,642,816	(739,000)	7,903,816

**Schools – Primary Education**

Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2018/19	PI Category	Staff Resources (FTE)	Revenue Expenditure Budget 2018/19 £	Revenue Income Budget 2018/19 £	Net Revenue Budget 2018/19 £
<b>Education of pupils - primary classes</b>	Quality teaching provision, early intervention and raising attainment for all pupils, taking account of the implementation of the 3-18 curriculum.	1 Improving attainment and positive destinations for school children	SCHN01 Cost per Pupil in West Lothian Primary Schools Target: £4,900	High Level	996.3	48,239,573	0	48,239,573
			SCHNO79 Percentage of Primary Pupils Achieving Expected Curriculum for Excellence Levels in Literacy Target: 78%	High Level				
<b>Education of pupils - primary classes</b>	Reducing inequality, improving early intervention to raise attainment for all children and young people. Primary School support provision to P1-P7 pupils.	1 Improving attainment and positive destinations for school children	SCHN01 Cost per Pupil in West Lothian Primary Schools Target: £4,900	High Level	357.7	10,569,154	0	10,569,154
			SCHNO80 Percentage point difference between the most and least deprived 20% of Primary Pupils Achieving Expected CfE Levels in Literacy Target: 18%	High Level				
<b>Service support</b>	Provision of management and administrative Support.	Enabler service – Corporate Governance and Risk	Support activities contribute towards the overall performance of the service. Performance is monitored through the indicators for front line activities.		0.9	163,139	0	163,139
<b>Total:</b>					<b>1355.3</b>	<b>59,017,220</b>	<b>0</b>	<b>59,017,220</b>



**Schools – Secondary Education**

Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2018/19	PI Category	Staff Resources (FTE)	Revenue Expenditure Budget 2018/19 £	Revenue Income Budget 2018/19 £	Net Revenue Budget 2018/19 £
<b>Education of pupils - secondary classes</b>	Quality core teaching provision available to pupils aged 11-18 in mainstream secondary schools.	1 Improving attainment and positive destinations for school children	SCHN02 Cost per Pupil in West Lothian Secondary Schools Target: £6,609.00	High Level	880.5	48,837,054	0	43,837,054
			EDSQA070 Percentage of Pupils in S5 Achieving 5+ Qualifications at Level 6 (Higher Grade) or Better (by end of S5) Target: 25%	Public				
<b>Education of pupils - secondary classes</b>	Quality core support provision for pupils aged 11-18 in mainstream secondary schools.	1 Improving attainment and positive destinations for school children	SCHN02 Cost per Pupil in West Lothian Secondary Schools Target: £6,609.00	High Level	67.9	5,345,362	0	5,346,362
			EDSCH056 Percentage Attendance Levels in West Lothian Secondary Schools Target: 92%	High Level				
<b>Service support</b>	Provision of management and administrative Support.	Enabler service – Corporate Governance and Risk	Support activities contribute towards the overall performance of the service. Performance is monitored through the indicators for front line activities.		0.9	163,139	0	163,139
<b>Total:</b>					<b>949.3</b>	<b>49,345,555</b>	<b>0</b>	<b>49,345,555</b>

**Schools – Additional Support Needs Schools and Units**

Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2018/19	PI Category	Staff Resources (FTE)	Revenue Expenditure Budget 2018/19 £	Revenue Income Budget 2018/19 £	Net Revenue Budget 2018/19 £
<b>Additional Support for Learning – ASN schools and units</b>	Meeting the needs of pupils requiring education in a special school or unit.	1 Improving attainment and positive destinations for school children	SOA130214 Percentage of schools and pre-school establishments receiving positive inspection reports Target: 100%	Management	222.9	8,078,969	0	8,078,969
<b>Service support</b>	Provision of management and administrative Support.	Enabler service – Corporate Governance and Risk	Support activities contribute towards the overall performance of the service. Performance is monitored through the indicators for front line activities.		0.4	45,345	0	45,345
<b>Total:</b>					<b>223.3</b>	<b>8,124,314</b>	<b>0</b>	<b>8,124,314</b>

## Quality Improvement

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**Manager:** Greg Welsh, Quality Improvement Manager  
**Number of Staff:** 8 (full time equivalents)  
**Location:** Civic Centre

### Purpose

The core function of the Quality Improvement Team (QIT) is to support and challenge school leaders in all schools to build capacity for self-evaluation that leads to improvement in the key areas of:

- ◆ Leadership and Management
- ◆ Learning Provision
- ◆ Success and Achievements

The Quality Improvement team assist with the recruitment and appointment of senior leaders in schools (Head Teachers and Depute Head Teachers), and builds capacity for effective senior leadership and leadership at all levels.

Every school has an allocated link officer from the QIT whose function is to act as a point of contact for the school and who will:

- ◆ Provide proportionate and responsive support and challenge around school self-evaluation and school improvement planning
- ◆ Engage in annual school improvement activities to support ongoing service developments
- ◆ Affirm and validate the GTCS professional update process for Head Teachers
- ◆ Support the school with stage 2 complaints, significant HR issues and provide any additional policy implementation advice

The core function of the Performance Team is to provide the Quality Improvement Team and schools with support in the management, analysis and intelligent use of data to support improvements in key indicators of performance. The Quality Improvement team will also drive improvement in Early Learning and Childcare in Council establishments and partner providers.

The team plays a key role in supporting the implementation of the Raising Attainment Strategy, through quality assurance procedures including validated self-evaluation, individual and collective school attainment reviews, head teacher engagement and performance data.

### Activities

The main activities of the service during the period of the Management Plan will be:

- ◆ To lead and support the implementation of the 2018-2023 Raising Attainment Strategy and WL Maths Strategy through challenging and supportive quality improvement activities across schools.
- ◆ To deliver a proportionate and responsive programme of school review and support for schools based on Validated Self-Evaluation approaches.

- ◆ Implement the West Lothian National Improvement Framework Plan through the Moving Forward in Learning (MFIL) steering group; in order to drive up standards in the quality of education through more effective collaborative working at all levels.
- ◆ Implementation of central Pupil Equity Funding action plan to support schools in addressing the poverty related attainment gap.
- ◆ Through involvement in the Regional Improvement Collaborative (RIC), directly support practitioners to develop their knowledge, understanding and application of research informed approaches to transform learning and teaching.
- ◆ Develop a coordinated approach to prepare Education Services for an Education Scotland local authority inspection.
- ◆ Continue to develop and implement a strategic plan that ensures high quality provision of Career Long Professional Learning for all Education staff, including probationer induction and training.
- ◆ Improve the use of data at all levels to plan effective interventions which lead to improved successes and achievements for all learners in all schools, with a particular emphasis on Raising Attainment.

## Key Partners

The service actively works with our partners to plan, design and deliver improved services for our customers.

Our key partners include; other council services, Education Scotland, Forth Valley and West Lothian Regional Improvement Collaborative, Scottish Qualifications Agency, General Teaching Council for Scotland, West Lothian College, Central Scotland Partnership (Continuous Professional Learning), NHS Lothian, Police Scotland and Care Inspectorate.

## Customer Participation

The service will actively engage customers and potential customers in the delivery and re-design of services to ensure that they are accessible and focused on their needs and preferences.

### Customer Consultation Schedule 2018/19

Customer Group	Method	Frequency	Responsible Officer	Feedback Method
<b>Head Teachers</b>	Cluster Head teacher Representative Group	Every 6 weeks	QI Manager	Internal Team Evaluations and Action Planning
<b>Head Teachers</b>	HUB Sessions – collective groups of clusters engaging with QI Team	Every 6 weeks	All Officers	Internal Team Evaluations and Action Planning
<b>Head Teachers</b>	Evaluation of VSE (Validated Self-Evaluation) programme	After every VSE	Lead Officer	Public performance reporting
<b>Head Teachers</b>	Evaluation of support with Education Scotland Inspection	After every school inspection	Lead Officer	Public performance reporting
<b>Head Teachers</b>	Evaluation of Continuous Lifelong Professional Learning opportunities	Annual summary	Professional Update Development Officer	Public performance reporting

## Activity Budget 2018/19

Quality Improvement								
Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2018/19	PI Category	Staff Resources (FTE)	Revenue Expenditure Budget 2018/19 £	Revenue Income Budget 2018/19 £	Net Revenue Budget 2018/19 £
Learning and Teaching Support and Quality Improvement	To support and challenge Head Teachers to improve quality of learning and teaching, attainment, and other outcomes.	1 Improving attainment and positive destinations for school children	EDQIT025 Cost per school of Education Officers team Target: £6,790	High Level	5.4	324,883	0	324,883
			SOA130214 Percentage of schools and pre-school establishments receiving positive inspection reports Target: 100%	High Level				
Central professional learning	To coordinate and provide centrally professional learning opportunities to build the capacity of school staff to support the implementation of national and local priorities.	1 Improving attainment and positive destinations for school children	EDQIT026 Cost per pupil of providing Continuous Professional Development services in Education Target: £7.20	High Level	2.2	133,056	0	133,056
			EDQIT029_Number of Participants Engaging With Education Services Central Professional Learning Programme Target: 1,500	High Level				
Service support	Provision of management and administrative Support.	Enabler Service – Corporate Governance and Risk	Support activities contribute towards the overall performance of the service. Performance is monitored through the indicators for front line activities.		0.4	14,704	0	14,704
Total:					8.0	472,643	0	472,643

## Educational Psychology Service

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**Service manager:** Jennyfer McNiven, Principal Educational Psychologist

**Number of staff:** 12.8 (full time equivalents)

**Location:** Civic Centre

### Purpose

The Educational Psychology Service (EPS) works directly with children and their families, schools and multi-agency partners to contribute to the overall aims of the council in relation to the educational achievements and mental health and wellbeing outcomes for West Lothian's children and young people.

The vision of the Educational Psychology Service is to improve the well-being and educational outcomes of all children and young people in West Lothian through the application of psychology. The purpose of the service is to support schools, families and individual children/young people to continuously improve learning and attainment. This is achieved by:

- ◆ Placing the needs of children and young people at the centre of service delivery
- ◆ Identifying and addressing barriers to learning
- ◆ Working collaboratively with partners
- ◆ Building capacity at individual and systemic levels
- ◆ Operating within a context of continuous improvement

Educational Psychologists contribute locally and nationally to developing and implementing strategies to ensure educational progress for all children and young people through the five core functions of Consultation, Assessment, Intervention, Staff Development and Research.

### Activities

The main activities of the service during the period of the Management Plan will be:

- ◆ Service Delivery Model for the EPS to be considered in light of developments resulting from the National Governance Review and the Transforming Your Council process.
- ◆ To continue to support the local and national agenda of closing the poverty relating attainment gap through the successful implementation of Nurture and Attachment practice in schools in line with Corporate Plan priority 2.6.
- ◆ To continue to work as part of the EPS / Inclusion and Wellbeing Service WLAM unit on the embedding of planning and staff development frameworks to support pupils who require additionality to maximise their learning.
- ◆ To provide high quality research and professional development activity focusing on the most effective approaches for maximising learning and teaching and supporting mental health and wellbeing.
- ◆ To work collaboratively with key partners to develop and enhance the support for and to increase the attainment of our Care Experienced children and young people as part of the Corporate Parenting Strategy and in line with Corporate Plan priority 2.7.

## Key Partners

The service actively works with our partners to plan, design and deliver improved services for our customers.

Our key partners include; other council services, schools, parents / carers, children and young people, voluntary organisations, NHS Lothian Health (Community Child Health, Child and Adolescent Mental Health), (CAMHS) and other Allied Health Services.

## Customer Participation

The service will actively engage customers and potential customers in the delivery and re-design of services to ensure that they are accessible and focused on their needs and preferences.

Customer Consultation Schedule 2018/19				
Customer Group	Method	Frequency	Responsible Officer	Feedback Method
<b>Parents / carers</b>	Electronic survey	Annually	Principal Educational Psychologist	<ul style="list-style-type: none"> <li>Standards and Quality report</li> <li>"You said, we did" on council website</li> </ul>
<b>Head Teachers</b>	Review of Service Level Agreement / customer satisfaction survey	Annually	Principal Educational Psychologist	<ul style="list-style-type: none"> <li>Standards and Quality report</li> <li>"You said, we did" on council website</li> </ul>
<b>Head Teachers</b>	Focus groups	As and when required during the year	Principal Educational Psychologist	<ul style="list-style-type: none"> <li>Standards and Quality report</li> </ul>
<b>Partner agencies</b>	Partner focus groups	As and when required during the year	Principal Educational Psychologist	<ul style="list-style-type: none"> <li>Standards and Quality report</li> </ul>

## Activity Budget 2018/19

Educational Psychology Service								
Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2018/19	PI Category	Staff Resources (FTE)	Revenue Expenditure Budget 2018/19 £	Revenue Income Budget 2018/19 £	Net Revenue Budget 2018/19 £
Educational Psychology	To promote effective teaching and learning for all pupils through the effective delivery of the five national core functions of consultation, assessment, intervention, staff development and research.	1 Improving attainment and positive destinations for school children	EDPSY028 Cost per school of Psychological Services Provision Target: £8,554.	High Level	12.8	716,610	0	716,610
		2. Delivering positive outcomes and early interventions for early years	EDPSY040 Percentage of children and young people attending the Educational Psychology Service Anxiety Management Groupwork programme for whom anxiety levels have reduced	High Level				
Service support	Provision of management and administrative Support.	Enabler Service – Corporate Governance and Risk	Support activities contribute towards the overall performance of the service. Performance is monitored through the indicators for front line activities.		0.0	81,791	0	81,791
Total:					12.8	798,401	0	798,401



## Inclusion and Wellbeing Service

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**Service manager:** Alison Raeburn, Inclusion and Well-being Manager

**Number of staff:** 60.8 (full time equivalents)

**Location:** Civic Centre and Across All Schools

### Purpose

The Inclusion and Wellbeing Service (IWS) works in partnership with schools, the Educational Psychology Service, the Quality Improvement Team and multi-agency partners to deliver education services and contribute to the overall aims of the council in relation to the educational attainment, achievement and health and wellbeing outcomes for West Lothian's children and young people.

More specifically, the service supports schools in improving the delivery of education provision, learning experiences and opportunities for children and young people with additional support needs across the curriculum in every educational context and setting, enabling all pupils to achieve at their highest potential. Collaborative planning with multi-agency partners is a key focus throughout the service's strategic and operational activities with the Getting It Right for Every Child (GIRFEC) agenda underpinning all partnership working.

The Inclusion and Well-being Service's vision is the achievement of long term sustainable quality educational provision for all West Lothian's children and young people which is sufficiently inclusive to remove barriers to participation, learning and achievement, and to promote equality. This is achieved by:

- ◆ Placing the needs of children and young people at the centre of service delivery
- ◆ Identifying and addressing barriers to participation, learning and achievement
- ◆ Working collaboratively with partners
- ◆ Building capacity at individual and systemic levels, and
- ◆ Operating within a context of continuous improvement
- ◆ Outreach services are merged and delegated to Headteachers

### Activities

The main activities of the service during the period of the 2018/19 Management Plan will be to:

- ◆ Continue to ensure long term sustainability of specialist provision (in line with Corporate Plan Priority 1)
- ◆ Continue to support the child's planning process in the allocation of specialist provision to appropriately identified need (in line with Corporate Plan Priority 1).
- ◆ Work collaboratively with key partners to develop and enhance our educational provision for children and young people with Autistic Spectrum Disorder; and Social, Emotional and Behavioural Needs; Severe and Complex Needs; and Moderate Learning Difficulties (in line with Corporate Plan priority 1, 2, 5, 6 and 7).
- ◆ Continue to work collaboratively with key partners to develop and enhance our support for and to increase the attainment of our Care Experienced children and young people as part of the Corporate Parenting Strategy (and in line with Corporate Plan priority 2.)
- ◆ Continue to support the local and national agenda of closing the poverty related attainment gap through the successful embedding of a re-structured Inclusion and Wellbeing Service to

realise the service's commitment of building capacity within mainstream schools to meet the needs of all pupils (in line with Corporate Plan priority 1, 2, 5 and 6).

- ◆ Continue to work with the Educational Psychology Service and multi-agency partners on the embedding of child's planning and staff development frameworks to support pupils who require additionality to maximise their learning (in line with Corporate Plan priority 1, 2, 5 and 6).
- ◆ Contribute to the school improvement agenda by working jointly with the Quality Improvement Team to support the Moving Forward in Learning Framework (in line with Corporate Plan priority 1, 2, 5, 6 and 7).
- ◆ Work collaboratively with NHS to develop and enhance support for all pupils requiring support from Community Child Health, Child and Adolescent Mental Health (CAMHS); Speech and Language Therapy Services; Physiotherapy Services and Occupational Health Services (in line with Corporate Plan priority 1, 2, and 6).
- ◆ Continue to support schools, children/young people and families through policy development and support in the areas of, Positive Relationships; Management of Health Care Needs in Schools; Attendance at School; Home Education; and Co-ordinated Support Plans (in line with Corporate Plan priority 1, 2, 5, 6 and 7).
- ◆ Continue to support the Quality Improvement Team in the administration of schools' senior management recruitment process and student placements (in line with Corporate Plan priority 1).
- ◆ Consider a service delivery model for the inclusion and Wellbeing Service in light of developments resulting from the National Governance Review and the Transforming Your Council process (in line with Corporate Plan priority 1, 2, 5, 6 and 7).

## Key Partners

The service actively works with our partners to plan, design and deliver improved services for our customers.

Our key partners include: other council services; parents, children and young People; NHS Lothian (Community Child Health, Child and Adolescent Mental Health (CAMHS) and other Allied Health Services); Police Scotland; Education Scotland including HMI; SEEMiS (Information Management System); Common Ground Mediation (Education Services' independent mediation organisation); Schoolhouse (Home Education Support Charity); Scottish Autism; and National Deaf Children's Society.

## Customer Participation

The service will actively engage customers and potential customers in the delivery and re-design of services to ensure that they are accessible and focused on their needs and preferences.

### Customer Consultation Schedule 2018/19

Customer Group	Method	Frequency	Responsible Officer	Feedback Method
<b>Parents / carers</b>	Focus groups/ Survey	As individual projects dictate	Inclusion and Well-being Manager	<ul style="list-style-type: none"> <li>Customer feedback/survey monkey</li> </ul>
<b>Head Teachers</b>	Customer satisfaction survey	Annually	Inclusion and Well-being Manager	<ul style="list-style-type: none"> <li>Customer feedback/survey monkey</li> </ul>
<b>Head Teachers</b>	Focus groups/ working groups	As and when required during the year	Inclusion and Well-being Manager	<ul style="list-style-type: none"> <li>Minutes of meetings</li> <li>E-mail</li> </ul>
<b>Pupils</b>	Focus Groups	As and when required during the year	Inclusion and Well-being Headteacher	<ul style="list-style-type: none"> <li>Minutes of meetings</li> </ul>
<b>Partner agencies</b>	Partner focus groups	As individual projects dictate	Inclusion and Well-being Manager	<ul style="list-style-type: none"> <li>Customer feedback/survey monkey</li> <li>Email</li> </ul>

## Activity Budget 2018/19

Inclusion and Well-being Service								
Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2018/19	PI Category	Staff Resources (FTE)	Revenue Expenditure Budget 2018/19 £	Revenue Income Budget 2018/19 £	Net Revenue Budget 2018/19 £
Inclusion and Well-being Forum	Meeting the needs of pupils with additional support needs within mainstream schools through the allocation of additional funding to schools by the Inclusion and Wellbeing Forum.	1 Improving attainment and positive destinations for school children	EDIWS030 Cost per pupil of Inclusion and Wellbeing Forum allocations. Target: £39.31	High Level	0.0	1,058,607	0	1,058,607
			SOA130214 Percentage of schools and pre-school establishments receiving positive inspection reports Target: 100%	Management				
Service level Agreements	Service level agreements for: the purchase of communication equipment; NHS Access/OT Services; and Mental Health Support for primary aged pupils.		EDIWS024 Cost per pupil of Service Level Agreements Target: £6.34	High level	0.0	170,596	0	170,596
			SOA130214 Percentage of schools and pre-school establishments receiving positive inspection reports Target: 100%	Management				
Inclusion and Wellbeing Service	Meeting the needs of pupils with additional support needs within mainstream schools: Visual Impairment; Hearing Impairment; ASD; ADHD; Hospital Tuition; Mental Health; Looked After and Pre-school.	1 Improving attainment and positive destinations for school children	EDIWS025 Cost per pupil of Inclusion and Wellbeing Service meeting the needs of pupils with additional support needs in mainstream schools Target: £127.47	High Level	43.7	3,432,609	0	3,432,609

Inclusion and Well-being Service								
Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2018/19	PI Category	Staff Resources (FTE)	Revenue Expenditure Budget 2018/19 £	Revenue Income Budget 2018/19 £	Net Revenue Budget 2018/19 £
Literacy and Language	Meeting the needs of pupils with language and communication needs. This includes both the in-reach and outreach services of Murrayfield Language Centre, The Literacy base and NHS SALT SLA.	1 Improving attainment and positive destinations for school children	SOA130214 Percentage of schools and pre-school establishments receiving positive inspection reports Target: 100%	Management				
			EDIWS026 Cost per pupil of Literacy and Language support. Target: £33.07	High Level	9.3	890,468	0	890,468
			SOA130214 Percentage of schools and pre-school establishments receiving positive inspection reports Target: 100%	Management				
Independent Mediation Services	Procure Mediation Services for parents of pupils with ASN.	Enabler Service - Corporate Governance and Risk	EDIWS027 Cost per pupil of Independent Mediation Services. Target: £0.24	High Level	0.0	6,580	0	6,580
			EDIW023 Percentage of families successfully engaging in independent mediation services Target: 100%	Management				

Inclusion and Well-being Service								
Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2018/19	PI Category	Staff Resources (FTE)	Revenue Expenditure Budget 2018/19 £	Revenue Income Budget 2018/19 £	Net Revenue Budget 2018/19 £
Other Local Authority Schools	Meeting the needs of West Lothian pupils with additional support needs in mainstream placements in Other Local Authority Schools.	1 Improving attainment and positive destinations for school children	EDIWS028 Cost Per pupil of placements in Other Local Authority schools. Target: £8.29	High Level	0.0	223,177	(372,355)	149,178
			SOA130214 Percentage of schools and pre-school establishments receiving positive inspection reports Target: 100%	Management				
Specialist Equipment in Additional Support Needs schools	Meeting the needs of pupils with additional support needs requiring the purchase of specialist equipment to access school placement.	1 Improving attainment and positive destinations for school children	EDIWS029 Cost per pupil of Specialist Equipment in Additional Support Needs schools. Target: £0.88	High Level	0.0	23,812	0	23,812
			SOA130214 Percentage of schools and pre-school establishments receiving positive inspection reports Target: 100%	Management				
Service support	Provision of management and administrative Support	Enabler service – Corporate Governance and Risk	Support activities contribute towards the overall performance of the service. Performance is monitored through the indicators for front line activities.		7.8	381,321	0	381,321
Total:					283.7	14,266,139	(372,355)	13,893,784

## Strategic Resources

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**Service manager:** Donna Adam, Strategic Resources Manager

**Number of staff:** 76.7 (full time equivalents)

**Locations:** Civic Centre /Schools

### Purpose

The Strategic Resources Section comprises of six teams: Resources, Early Years, Digital Learning, Active Schools and Community Sport, Community Arts and Instrumental Music Service (IMS) and ensures that school and corporate requirements are met in relation to business efficiency and effectiveness and enable educational professional staff to focus on teaching and learning functions.

### Strategic Resources

The Resources team manages school based Area Business Support Managers, the business element of the wraparound care service across fourteen centres and Early Learning and Childcare (ELC) settings for eligible 2 year olds. The team is responsible for the provisioning on new schools and early learning and childcare settings. The team is the client interface with Property Services and Operational Services for services to schools and has responsibility for health and safety, business continuity planning, statutory compliance and control of risk across the service.

The team undertakes workforce planning for teaching and non-teaching staff across the service including job sizing for promoted teaching posts. The team provides schools with support for SEEMIS (schools management information system for staff and pupils) including completing census annual returns for the Scottish Government (ScotXed). The team provides support for Ipayimpact (on line payment facility for parents/carers).

Strategic Resources work with colleagues in Planning, Finance, Estates and Property Services in order to ensure that the school estate meets the needs of an expanding population and the curriculum for excellence. This work will continue as West Lothian Council's population continues to grow and in particular the expansion of ELC to 1,140 hours for August 2020.

### Early Years

The Early Years Team have a lead role in service for the Early Learning and Childcare (ELC) Expansion to ensure that the Council is able to provide 1140 hours free ELC for every eligible 2 year old, three and four year old with a ELC place. The team also provides support to local playgroups and childminders for the provision of services to eligible two year olds.

### Digital Learning

The Digital Learning team provide support to schools to enable them to develop on line teaching resources and to complete their strategy for the ICT platforms within their school. The team also support the Council's Virtual Campus and use of GLOW. The team are a key part of provisioning for new schools and early learning settings.

## **Active Schools and Community Sport**

Active Schools and Community Sport provides a range of curricular and community-based learning and development opportunities that contribute to a wide range of outcomes. Programmes of work delivered by the service impact positively on attainment and achievement; improve physical and mental health and wellbeing; assist in the development of skills for lifelong learning and employability; promote community resilience and cohesion and improve the built and natural environment. The service encourages participation among the widest possible range of people but also targets individuals and communities who may be less likely to participate due to physical, social or economic barriers.

Following the transfer of some sports, leisure facilities and functions including the Low Port Centre and Outdoor Education to West Lothian Leisure on 1 April 2017; the transfer has strengthened the partnership between the council and West Lothian Leisure and will deliver a number of operational, financial and customer benefits including increased participation in sports and leisure activities in West Lothian. The service leverages significant external funding from Sportscotland and to deliver programmes and projects within the authority.

The team provide support, training and guidance relating to Physical Education, Physical Activity and Sport to all 11 secondary, 67 primary and 6 ASN schools. Key areas of work directly contribute to West Lothian Council's Priority 7: Delivering Positive Outcomes on Health and support schools to improve educational attainment and achievement. Active Schools Coordinators work closely with key partners including Sportscotland, West Lothian Leisure, community clubs and other organisations to provide a wide range of high quality opportunities connected to physical education, school sport and club sport. Community Sport Coordinators work in partnership with a wide range of sporting organisations, National Governing Bodies of Sport and funders to develop the capacity of local clubs to deliver high quality, safe and accessible sporting activities for the wider community.

## **Community Arts**

The Community Arts team supports the development of arts and cultural activity in West Lothian and provides opportunities to participate in the arts by offering a range of curricular and community-based learning and development opportunities. Arts Officers manage the community arts programme including the Youth Music Initiative. Working in partnership with Planning and Economic Development, the service manages the council's Public Art programme which is funded by developer contributions. Grassroots Public Art grants enable communities to manage the commissioning of new pieces of public art which are based on community consultation and engagement.

Community Arts works with West Lothian Leisure to provide high quality cultural facilities at Howden Park Centre and Arts Officers manage a year-round performing and visual arts programme at both Linlithgow Burgh Halls and Howden Park Centre. Linlithgow Burgh Halls also provides a range of flexible spaces for hire to community groups and individuals. Community Arts supports the voluntary arts sector, manages the



council's Arts Grants scheme and supports Firefly Arts Ltd. Link Officers monitor these organisations' performance in achieving the outcomes which are purchased through Funding Agreements.

### **Instrumental Music Service**

The Instrumental Music Service encourages achievement, enhances and supports the music curriculum within schools and delivers all aspects of Curriculum for Excellence to our young musicians. The service delivers music tuition in a range of instruments to children and young people in West Lothian.

Instructors work across groups of schools, ensuring access to instrumental tuition and extending pupil experience. The central team is responsible for managing, developing and supporting all aspects of the Instrumental Music Programme on behalf of West Lothian Education Service and for organising and delivering career long professional learning development opportunities. This ensures that good professional standards are maintained. The team also organises, manages and delivers the West Lothian Schools Area Bands and Ensembles Programme.

### **Activities**

The main activities of the service during the period of the Management Plan will be:

- ◆ Ensuring the quality of the learning environment in all schools through resource management of education property, acting as client contact for Education projects within the Council's agreed capital programme and developer funded projects. Including the commissioning of the new West Calder High School and new early learning and childcare setting at Torphichen Primary School for August 2018.
- ◆ Ensuring appropriate staff resources are available across schools through workforce planning.
- ◆ Ensuring business continuity planning and risk management is delivered across all establishments and services including fire risk assessment, health & safety compliance and winter arrangements.
- ◆ Ensuring quality and affordable childcare alongside pre-school education.
- ◆ Forward planning of the learning estate and Learning Estate Management Plan (LEMP) in consultation with Finance and Property Services.
- ◆ Planning for the expansion of early learning and childcare to 1140 hours per child for eligible two year olds, three and four year olds for August 2020.
- ◆ Ongoing support for the development of Community Playgroups.
- ◆ Increase the uptake of Ipayimpact (on-line payments system) by parents/carers.
- ◆ To continue to develop and strengthen relationships with West Lothian Leisure to ensure the continued delivery of high quality services for customers in Arts and Sports.
- ◆ Support Head Teachers to effectively invest their Pupil Equity Funding allocation to improve the educational outcomes of children affected by poverty and close the poverty related attainment gap through the provision of arts, music and sports interventions
- ◆ Develop geographic Community Sport Hubs across secondary school facilities within West Lothian.
- ◆ Create an Active Schools and Community Sport website to improve information on service provision and explore the potential to use automated systems, where possible.

- ◆ Establish a West Lothian Sports Network which will encompass Sportscotland funded regional development posts and local sports partnership posts to enable the delivery of shared outcomes.
- ◆ Work in partnership with Customer and Community Services to develop an integrated customer service interface between the Linlithgow Burgh Halls and Linlithgow Partnership Centre
- ◆ Work in partnership with Head Teachers to further align the Creative Learning Network with the Moving Forward in Learning Strategy.
- ◆ Refresh the Public Art Plan and contribute to the Open Space Strategy Group to ensure that Public Art is represented in the Open Space Strategy 2020.
- ◆ Provide all instrumental music instructors with the opportunity to become GTCS registered and bring instructors' review process in line with Professional Update.
- ◆ Explore the potential of Glow to improve communication with staff, pupils, parents, area groups, schools and other stakeholders by sharing information through online and digital channels.

## Key Partners

The service actively works with our partners to plan, design and deliver improved services for our customers.

Our key partners include; other council services, Alpha Schools (West Lothian) Ltd (PPP1), Kajima Partnership Ltd (PPP3), Simply Play, Community playgroups, ADES Resources, Early Years and Personnel Networks, West Lothian Leisure, Sportscotland, West Lothian Sports Council, National Youth Orchestra of Scotland, Generation Arts, Firefly Arts, Winchburgh Development Ltd, Twinning Associations, Music Education Partnership, Trinity Guildhall and the National Youth Choir of Scotland.

## Customer Participation

The service will actively engage customers and potential customers in the delivery and re-design of services to ensure that they are accessible and focused on their needs and preferences.

Customer Consultation Schedule 2018/19				
Customer Group	Method	Frequency	Responsible Officer	Feedback Method
<b>Head Teachers</b>	Survey	Annual	Performance Officer	Pentana
<b>Voluntary Arts Groups</b>	Customer satisfaction survey	Annual	Senior Arts Officer	Pentana
<b>Youth Inclusion Project</b>	Focus groups	Annual	Arts Officer (Wellbeing)	E-mail

**Customer Consultation Schedule 2018/19**

Customer Group	Method	Frequency	Responsible Officer	Feedback Method
<b>Schools – Teachers</b>	Survey and focus groups	Annual	Arts Officer (Learning)	Pentana
<b>Generation Arts</b>	Focus group	Annual	Arts Officer (Wellbeing)	E-mail
<b>Area Ensembles</b>	Survey	Termly	Principal Officer (IMS)	Team meetings and on In Service days. E-mail letter to parents/carers
<b>Parents/carers of pupils receiving instrumental music tuition</b>	Survey	Annual	Principal Officer (IMS)	Pentana and team meetings
<b>Schools – teachers</b>	Survey and feedback forms	Quarterly	Active Schools Co-ordinator	Customer feedback form /survey monkey
<b>Pupils</b>	Focus Groups	Annual	Active Schools Co-ordinator	Customer feedback form
<b>Community Sports Clubs and Organisations</b>	Customer survey and feedback forms	Annual	Community Sport Co-ordinator	Customer feedback form /survey monkey
<b>Holiday Programme Participants</b>	Customer survey and feedback forms	Annual	Active Schools Co-ordinator/ Community Sport Co-ordinator	Customer feedback form /survey monkey
<b>Digital Learning</b>	Survey	Annual	Digital Learning Manager	Customer feedback form /survey monkey

## Activity Budget 2018/19

Strategic Resources								
Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2018/19	PI Category	Staff Resources (FTE)	Revenue Expenditure Budget 2018/19 £	Revenue Income Budget 2018/19 £	Net Revenue Budget 2018/19 £
<b>Resource management – Property</b>	To provide a high quality learning environment in all schools.	Enabler service – Financial Planning	EDSRPP101_Cost Per School of Central Resources Target: £8,790	High Level	0.0	2,172	0	2,172
			EDSRPP101_Percentage of primary / secondary / special schools where the building condition is rated Good or Satisfactory Target: 100%	High Level				
<b>Resource management – Staff</b>	Ensure a suitably qualified workforce in all schools.	Enabler service – Modernisation and Improvement	EDSRPP101_Cost Per School of Central Resources Target: £8,790	High Level	1.0	71,083	0	71,083
			EDSRPP104_Percentage of schools where staffing is delivered within budget and statutory guidelines Target: 100%	High Level				
<b>Resource management – Risk</b>	Provide all properties with a BCP and risk register and on-going training.	Enabler service – Corporate Governance and Risk	EDSRPP101_Cost Per School of Central Resources Target: £8,790	High Level	1.0	77,006	0	77,006
			EDSRPP105_Percentage of Fire Risk Assessments completed on an annual basis Target: 100%	High Level				

**Strategic Resources**

Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2018/19	PI Category	Staff Resources (FTE)	Revenue Expenditure Budget 2018/19 £	Revenue Income Budget 2018/19 £	Net Revenue Budget 2018/19 £
<b>Resource management – Business Support</b>	Ensure all schools receive appropriate, finance, HR and other business support.	Enabler service – Financial Planning	EDSRPP101_Cost Per School of Central Resources Target: £8,790	High Level	8.9	543,600	0	543,600
			EDSRPP104_Percentage of schools where staffing is delivered within budget and statutory guidelines Target: 100%	High Level				
<b>Public Private Partnership</b>	To provide a high quality learning environment for primary and secondary age pupils.	Enabler service – Modernisation and Improvement	EDSRPP101_Cost Per School of Central Resources Target: £8,790	High Level	1.4	13,681,428	0	13,681,428
			EDSRPP101_Percentage of primary / secondary / special schools where the building condition is rated Good or Satisfactory Target: 100%	High Level				
<b>Childcare</b>	To provide quality & affordable childcare alongside early learning. Reducing inequality and increasing participation in the labour market.	2 Delivering positive outcomes and early interventions for early years	EDSRPP101_Cost Per School of Central Resources Target: £8,790	High Level	11.9	427,645	(326,091)	101,554
			EDCCS005_Childcare: Percentage of financially supported playgroups receiving positive inspection report from Care Inspectorate Target: 100%	High Level				

**Strategic Resources**

Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2018/19	PI Category	Staff Resources (FTE)	Revenue Expenditure Budget 2018/19 £	Revenue Income Budget 2018/19 £	Net Revenue Budget 2018/19 £
<b>Service support</b>	Provision of management and administrative support.	Enabler service – Corporate Governance and Risk	Support activities which contribute towards the overall performance of the service.		0.0	131,687	0	131,687
<b>Arts Development Programme</b>	To ensure that everyone in West Lothian has the opportunity to experience the social, economic, educational, environmental, health and creative benefits of the arts.	8. Protecting the built and natural environment	EDCA090 Cost of community arts service per 1,000 population Target: £4,100	PPR	8.0	595,738	(267,896)	327,842
<b>Linlithgow Burgh Halls</b>	To provide high quality facilities and arts programme for the people of West Lothian.	8. Protecting the built and natural environment	EDCA62 Number of people participating in community arts activities. Target: 4,000	PPR	4.0	237,267	(308,520)	(71,253)
<b>West Lothian Leisure – Sports &amp; Arts</b>	Monitor performance of West Lothian Leisure in accordance with lease and funding agreement.	Enabler service – Corporate Governance and Risk	EDSOE301 Number of attendances per 1,000 population at indoor sport & leisure facilities. Target: 9,500.	Public	0.5	3,731,463	(1,551,717)	2,179,746
<b>Instrumental Music Service to schools</b>	Deliver instrumental music lessons to schools and provide performance opportunities	1. Improving attainment and positive destinations for children	EDIMS024 Cost per schools of the IMS. Target: £11,818.	High Level	21.04	1,039,172	318,696	720,476
			EDIMS0001 IMS number of pupils taught. Target: 2,100	High Level				

**Strategic Resources**

Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2018/19	PI Category	Staff Resources (FTE)	Revenue Expenditure Budget 2018/19 £	Revenue Income Budget 2018/19 £	Net Revenue Budget 2018/19 £
<b>Equality and Inclusion</b>	Under-represented groups will be provided with opportunities.	5. Minimising poverty, the cycle of deprivation and promote equality.	EDASCS027 West Lothian pupil attendances at Lothian Disability sports events. Target: 250.	High Level	2.0	50,396	(5,451)	44,945
<b>Developing Clubs</b>	Supporting local sports clubs to grow and develop.	7. Delivering positive outcomes on health.	EDASCSC517 Number of West Lothian community sports clubs and organisations on Club Accreditation scheme. Target: 65.	High Level	2.0	50,396	(5,451)	44,945
<b>Community Sports HUB Development</b>	Local sports clubs and organisations are provided with an environment which supports the development of sport.	7. Delivering positive outcomes on health	EDASCS220 Number of clubs and organisations within Community Sports Hubs Target: 28.	High Level	2.0	50,396	(5,451)	44,945
<b>Extracurricular activity sessions</b>	Children and young people are provided with opportunities to develop Health and Wellbeing through extra-curricular activities	7. Delivering positive outcomes on health	EDASCS028 Number of extra-curricular attendances. Target: 148,179.	High Level	6.9	173,869	(18,807)	155,062

Strategic Resources								
Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2018/19	PI Category	Staff Resources (FTE)	Revenue Expenditure Budget 2018/19 £	Revenue Income Budget 2018/19 £	Net Revenue Budget 2018/19 £
<b>Raising the quality of PE in primary schools</b>	To ensure that 2 hours of quality PE are delivered in all West Lothian primary schools.	7. Delivering positive outcomes on health	EDASC022 Cost per pupil of the Active Schools and Community Sport Services. Target: £5.50.	High Level	0.6	15,119	(1,635)	13,484
<b>Coaching and Volunteering</b>	Coaches and volunteers within schools and the community are provided with opportunities for personal development to support the delivery of sport.	7. Delivering positive outcomes on health.	EDASCS029 Number of volunteers providing extracurricular sport and physical activity opportunities. Target: 525.	High Level	2.0	50,396	(5,451)	44,945
<b>Competitive School Sport</b>	Children and young people are provided the opportunities to develop	7. Delivering positive outcomes on health	EDASCS029 National school sport performance. Target: 36 podium places.	High Level	2.0	50,396	(5,451)	44,945
<b>Digital Learning</b>	Support schools with the use of Digital Learning. Enhanced use of GLOW	8. Protecting the built and natural environment.	EDSR106 Percentage of school using GLOW to support learning and teaching. Target: 100%.	High Level	1.5	74,876	0	74,876
<b>Total:</b>					<b>76.7</b>	<b>20,986,420</b>	<b>2,509,421</b>	<b>18,476,999</b>



## Learning, Policy and Performance

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**Service manager:** Andrew Sneddon, Service Manager, Learning, Policy and Performance

**Number of staff:** 63.6 (full time equivalents)

**Locations:** Civic Centre and Partnership/Community Centres

### Purpose

The Learning, Policy and Performance Section comprises of five teams: Pupil Placement, Customer Services, Performance, Policy and Performance, Adult Learning and Community Learning and Development Youth Services. The teams deliver education services and contribute to the overall aims of the council in relation to the educational attainment, achievement, participation and health and wellbeing outcomes for West Lothian's children, young people, adults and families.

### Pupil Placement

The Pupil Placement Team allocates early learning and childcare and wraparound care placements, and placements at the P1 and S1 stages. This process is conducted concurrently with the allocation of staffing to all early learning and childcare establishments and primary and secondary schools and therefore determines the Devolved School Management budgets of these establishments and schools totalling £116.2 million, in order to maximise both parental choice and efficient use of the council's resources. The Team has successfully increased placements in wraparound care, full day early learning and childcare and two year old provision, supporting working parents and ensuring children get the best start in life.

### Customer Services Team

The Customer Services Team provides clothing grants, free school meals, education maintenance allowances and holiday lunch and activity clubs in support of the Council's Anti-Poverty Strategy. It advises on and responds to freedom of information service and complaints. It undertakes the letting of primary schools and halls, management of internal and external web content, communication and the achievement of customer quality standards, and support to parent councils.

### Performance Team

The Performance Team supports the implementation of the Raising Attainment Strategy. It provides performance information to support corporate monitoring of the single outcome agreement, community planning objectives, local government benchmarking framework, corporate strategies such as the IT strategy, and partnership action plans such as the serious and organised crime action plan.

### Policy and Performance

The Policy and Performance service area is responsible for the contract with private nurseries and child-minders for the provision of services to pre-school children. Working with the Early Years Development Officers, the service has successfully delivered the redesign of pre-school provision to introduce greater flexibility and choice. Working with the Strategic Resources Manager, the service has successfully delivered pre-school provision for two year old children.

The Policy and Performance service area performs service wide function including supporting achievement of internal and external customer quality standards, service planning and performance management, policy development, policy advice to Head Teachers to ensure consistency of approach, and consultation with and provision of information to Head Teachers and the Local Negotiating Committee for Teachers.

### **Adult Learning and Community Learning and Development (CLD) Youth Services**

Adult Learning and CLD Youth Services has a strong focus on early intervention, prevention and tackling inequalities. These services empower people individually and collectively to make positive changes in their lives and in their communities; in line with corporate plan priorities 1, 3, 5, 6 and 7. Access to high quality learning, skills development, attainment and activities to promote health and wellbeing are important factors in determining life chances and can be a key to reducing inequality. Working together and with our partners CLD Youth Services and Adult Learning aim to ensure that disadvantaged communities have access to community learning and development support they need and help our most disadvantaged citizens develop the skills and support to participate fully in society.

CLD Youth Services provides a diverse range of learning opportunities for young people aged 11 – 25 focused on:

- building self-esteem and self-confidence to create confident individuals
- developing the ability to manage personal and social relationships, supporting and promoting health and wellbeing of young people
- creating learning, developing new skills and becoming successful learners
- supporting young people in transition into positive and sustainable destinations
- building the capacity of young people to consider risk, make reasoned decisions and become effective contributors
- developing a world view which widens horizons and supports responsible citizenship; and
- volunteer development.

The Adult Learning Service focusses on working with adults with few, if any qualifications, to develop their core skills and qualifications through:

- community-based adult learning, including adult literacies and English for Speakers of Other Languages (ESOL), digital learning skills and financial literacy;
- learning for vulnerable and disadvantaged groups in the community, for example, people with disabilities, care leavers or offenders; and
- family learning and other early intervention work with children, young people and families is delivered through specialist programmes such as: Triple P, Incredible Years and Playlab.

Adult Learning and CLD Youth Services are designed to enable personal development, the acquisition of skills and qualifications, promote health and well-being, and build community capacity.

### **Activities**

The main activities of the service during the period of the Management Plan will be:

- ◆ Providing an equitable and responsive service for the placement of pupils at nursery, primary and secondary schools.

- ◆ Determining staffing for 67 primary schools and 56 early learning and childcare establishments, thereby determining their budgets, in order to maximise parental choice and achieve best value.
- ◆ Providing a customer focused service for parent/pupil benefit applications for clothing grants, free school meals, Education Maintenance Allowance and bursaries.
- ◆ Providing a responsive customer complaints and Freedom of Information service leading to service improvement.
- ◆ Managing analysis and reporting of performance data to the public and internal and external stakeholders.
- ◆ Establishing and support Parent Councils and train Parent Council members.
- ◆ Planning for the expansion of provision for two year old children.
- ◆ Planning for the expansion of early learning and childcare to 1140 hours.
- ◆ Introducing greater flexibility and choice to early learning and childcare.
- ◆ Expanding the provision of free school meals during school holidays.
- ◆ Improve literacy, numeracy, lip reading, IT and English as a Second or Other Language (ESOL) skills.
- ◆ Offer opportunities to gain initial qualifications to upskill adults to gain and retain employment.
- ◆ Support the development of family learning through targeted learning opportunities including Attainment Challenge projects and Pupil Equity Fund.
- ◆ Further develop the Dyslexia Network to better support professionals and front line workers to support adults to become dyslexic friendly organisations.
- ◆ Lead on the implementation of Learning Community Partnerships and Plans based on school catchment areas.
- ◆ Coordinate the Developing the Young Workforce Strategy and implementation.
- ◆ Promoting youth participation and continuing support to members of the Scottish Youth Parliament.
- ◆ Support collaborative approaches between schools and Youth Services to enable targeted groups of young people to access wider achievement opportunities through youth clubs and projects.
- ◆ Continue to offer a high quality work experience programme.
- ◆ Further promote West Lothian Employability Award across the senior phase and Science, Technology, Engineering and Mathematics STEM related industries within nursery, primary and secondary schools.
- ◆ Intensive keyworker support to young people identified as requiring additional support to achieve and sustain positive destinations.
- ◆ Deliver the Youth Work in Schools Programme to develop skills for life learning and work; democratic literacy, health and wellbeing, community and personal safety group work sessions.
- ◆ Continue to develop post school employability programmes - Activity Agreement and Skills Training Programme.

## Key Partners

The service actively works with our partners to plan, design and deliver improved services for our customers.

Our key partners include; other council services, Scottish Government (Education Maintenance Allowance) and (Activity Agreements), Scottish Parental Involvement Officers Network, West Lothian Parent Council Forum, Local Negotiating Committee for Teachers, partner providers (private nurseries) and child-minders; Scotland's Learning Partnership, Voluntary Sector Gateway West Lothian, young people and adult learners, community and voluntary sector organisations, schools and early years learning providers, work-based training providers, West Lothian College, Skills Development Scotland, NHS Lothian, Youthlink Scotland, Education Scotland, Electoral Registration Office, Duke of Edinburgh Awards, Youth Scotland, LGBT Youth Scotland, Livingston Designer Outlet, Department for Work and Pensions, Newbattle Abbey College, Scottish Rural and Urban College, Police Scotland and Community Councils.

## Customer Participation

The service will actively engage customers and potential customers in the delivery and re-design of services to ensure that they are accessible and focused on their needs and preferences.

### Customer Consultation Schedule 2018/19

Customer Group	Method	Frequency	Responsible Officer	Feedback Method
<b>S6 students</b>	Focus Group with Depute Chief Executive, Education Senior Management Team and Executive Councillor	Annual (March)	Customer Services Manager	Minute
<b>S5 students</b>	Focus Group with DCE, ESMT and Executive Councillor	Annual (December)	Customer Services Manager	Minute
<b>S4 students</b>	Focus Group with DCE, ESMT and Executive Councillor	Annual (November)	Customer Services Manager	Minute
<b>P7 pupil survey</b>	Survey of all P7 pupils	Annual (June)	Performance Officer	Public performance reporting
<b>Secondary pupil survey</b>	Survey of all secondary pupils	Annual (June)	Performance Officer	Public performance reporting
<b>Parents / carers</b>	West Lothian Parent Representatives Forum Meetings	4 times per year	Customer Services Manager	Minute
<b>Parents / carers</b>	Survey of all parents	Annual (June)	Performance Officer	Public performance reporting
<b>Pupils</b>	Ethos survey of all pupils in schools undergoing Validated Self Evaluations	Throughout year – approx. 10 schools	Performance Officer	Reports to Education Quality Assurance Committee
<b>Parents using Pupil Placement</b>	Survey relating to services provided	Annual	Statistics and Pupil Placement Officer	Public performance reporting

**Customer Consultation Schedule 2018/19**

Customer Group	Method	Frequency	Responsible Officer	Feedback Method
<b>Parents in receipt of Education Maintenance Allowance</b>	Survey relating to services provided	Annual	Customer Services Manager	Public performance reporting
<b>Parents in receipt of free school meals</b>	Survey relating to services provided	Annual	Customer Services Manager	Public performance reporting
<b>Adult Learning students</b>	Satisfaction Survey	6 monthly	Adult Learning Manager	Via tutor
<b>Schools</b>	Youth Work in Schools Programme and Work Experience Surveys	Annually	Youth Services Manager	Via practitioners and Service Newsletter
<b>Young People</b>	Customer Satisfaction Survey	Annually	Youth Services Manager	Service Newsletter and via practitioners

## Activity Budget 2018/19

## Learning, Policy &amp; Performance

Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2018/19	PI Category	Staff Resources (FTE)	Revenue Expenditure Budget 2018/19 £	Revenue Income Budget 2018/19 £	Net Revenue Budget 2018/19 £
Parent / pupil support	To provide a responsive service for parent/pupil benefit applications for clothing grants, free school meals, and Education Maintenance Allowance. Reducing inequality and maximising uptake of families and pupils who receive extra support. To provide a responsive letting service for primary schools and halls.	3 Minimising poverty, the cycle of deprivation and promoting equality	EDPP340 Cost Per Pupil of Customer Care Service Target: £8.25	High Level	2.1	279,292	0	279,292
			EDPP330 Percentage of parents/carers aware of Free School Meals Target: 93%	High Level				
School holiday lunch and activity clubs	To provide nutritious free meals and fun activities for pupils in some of the most disadvantaged communities in West Lothian	1 Improving the attainment and positive destinations for school children	EDPP346 Number of children utilising the holiday lunch and activity club programme. Target: 300 per day	High Level	1.0	300,000	0	300,000
			EDPP340 Cost Per Pupil of Customer Care Service Target: £8.25					

**Learning, Policy & Performance**

Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2018/19	PI Category	Staff Resources (FTE)	Revenue Expenditure Budget 2018/19 £	Revenue Income Budget 2018/19 £	Net Revenue Budget 2018/19 £
<b>Complaints, Freedom of Information, Website management, Policy and Equality Advice, Staff, Pupil and Parental Engagement</b>	Provide a responsive customer complaints service leading to service improvement. Provide a responsive FOI service. Provide comprehensive electronic information to internal and external customers. Provision of policy and equality advice to internal and external customers leading to consistent application of policy. Consult a sample of parents, carers, pupils and staff annually increasing the customer insight leading to better designed services.	Enabler service – Modernisation and Improvement	EDPP340 Cost Per Pupil of Customer Care Service Target: £9.00	High Level	0.9	286,048	0	286,048
			EDPP344 Percentage of Freedom of Information (FOI) Act enquiries responded to within 20 working days – Target: 85%	High Level				

**Learning, Policy & Performance**

Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2018/19	PI Category	Staff Resources (FTE)	Revenue Expenditure Budget 2018/19 £	Revenue Income Budget 2018/19 £	Net Revenue Budget 2018/19 £
<b>Pupil Placement</b>	To provide an equitable and responsive service that meets legislative and regulatory requirements for placements in early learning and childcare, primary and secondary schools.	1 Improving attainment and positive destinations for school children	EDPP210 Cost Per pupil of Pupil Placement Service Target: £10.30	High Level	5.4	651,593	0	651,593
			EDPP214 Percentage of P1 and S1 Requests Granted by the School Placement Panel Target: 95%	High Level				
<b>Performance Management</b>	Manage pupil attainment analysis in relation to all categories of data, including adaptive testing in Primary Schools, Cognitive Ability Tests, Insight analysis on Secondary Schools. Support Managers in maintaining Pentana Performance Management System. Maintain Performance Management System for Schools Provision of management and administrative support	Enabler service – Modernisation and Improvement	EDPP400 Cost per pupil of Performance Team Target: £9.00	WLAM	2.4	279,292	0	279,292
			EDPP401 Percentage of Schools supported through the provision of detailed performance information Target: 100%	High Level				
<b>Service Support</b>		Enabler service – Corporate Governance and Risk	Support activities contribute towards the overall performance of the service. Performance is monitored through the indicators for front line activities.		0.1	87,089	0	87,089



**Learning, Policy & Performance**

Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2018/19	PI Category	Staff Resources (FTE)	Revenue Expenditure Budget 2018/19 £	Revenue Income Budget 2018/19 £	Net Revenue Budget 2018/19 £
<b>Adult Learning Service</b>	Planning and provision of adult learning activities delivering positive outcomes on health and wellbeing, support digital and financial inclusion, improving accredited learning and wider achievement opportunities, works with parents, including family learning, and, supports improved skills in literacy, numeracy and English for speakers of other languages.	3. Minimising poverty, the cycle of deprivation and promote equality	EDALYS022 Unit cost per learner. Target: £525	High Level	13.3	682,393	0	682,393
			EDALYS024 Percentage of learners resident in 20% most disadvantaged areas. Target: 30%	Public				
<b>CLD Youth Services</b> More Choices More Chances	Delivery of employability services in school and post school targeted vulnerable and disengaged young people, through pro-active intervention and the establishment of partnerships and networks to assist in the process.	1. Improving attainment and positive destinations for school children	EDCYS62 Percentage of More Choices More Chances young people supported moving into a positive destination. Target: 90%	Public	13.7	741,934	0	741,934
			EDCYS052 The annual number of More Choices More Chances young people registered and engaging with the service. Target: 240.	WLAM				

**Learning, Policy & Performance**

Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2018/19	PI Category	Staff Resources (FTE)	Revenue Expenditure Budget 2018/19 £	Revenue Income Budget 2018/19 £	Net Revenue Budget 2018/19 £
<b>CLD Youth Services</b> Work with Young People	In partnership with young people, schools and communities the team plans and delivers appropriate targeted and universal learning opportunities supporting young people to develop skills for life learning and work, achieve qualifications and enabling them to gain a voice, influence and place in society.	1. Improving attainment and positive destinations for school children	EDCYS041 Unit cost per young person attendance at youth clubs. Target: £5.50	WLAM	24.6	945,176	(25,800)	919,376
			EDCYS056 Percentage of young people participating in structured activity / learning programmes successfully achieving an externally accredited/certified learning qualification. Target 88%					
<b>Service Support</b>	Provision of management and administrative support.	Enabler service- Corporate Governance and Risk	Support activities contribute towards the overall performance of the service. Performance is monitored through the indicators for frontline activities.		0.1	10,099	0	10,099
<b>Total:</b>					<b>63.6</b>	<b>4,262,916</b>	<b>25,800</b>	<b>4,237,116</b>

# Developing the Management Plan and reporting progress

The Management Plan was developed to support the delivery of the Council's Corporate Plan and to take account of a range of factors that are likely to impact the delivery of council services in the next five years.

## Context

The next five years will be a period of significant challenge for the council with ongoing spending constraints expected to continue. However, the council has clearly defined long term aims relating to the development of high quality services, designed to meet the needs of its customers. These long term aims are captured in the Local Outcome Improvement Plan, Community Plan and in the council's Corporate Plan and together these strategic plans determine the work of the council's services.

The development of the Corporate Plan 2018/23 has been directly influenced by the views of the people living and working in West Lothian, ensuring that all employees are focused on meeting the needs of a growing and vibrant community. The Corporate Plan sets the strategic priorities for the council up to 2022/23 and this will be the continued focus for all council services during the period.

This will help to ensure that we continue to tackle the most important issues for West Lothian. Also, that we invest in and prioritise the services which make the most significant contribution to the achievement of positive outcomes.

## Influences

There will be many internal and external factors which will influence the work of Education Services. The more prominent include;

- ◆ The development of the National Improvement Framework (NIF) and NIF Evidence Reports
- ◆ The introduction of Regional Improvement Collaboratives
- ◆ The expansion of Early Learning and Childcare
- ◆ The national Governance Review, the introduction of the Headteachers' Charter.
- ◆ The Transforming Your Council programme.

## Planning Process

The Management Plan was developed by the Education Services Management team, using a range of information to ensure that services, activities and resources are aligned to:

- ◆ The council's Corporate Plan and the deliverables for which Education Services will be responsible for achieving or contributing to;
- ◆ Supporting the delivery of the council's transformation programme and Digital Transformation strategy
- ◆ The National Improvement Framework
- ◆ The Regional Improvement Collaborative Regional Improvement Plan.

The process and timescales for the development and publication of the management plan is set out, including consultation with the appropriate stakeholders.

Corporate Plan	The Corporate Plan is approved by West Lothian Council, setting out the key priorities for all council services for the period 2018/19 to 2022/23.	February 2018
Education Services Planning	The service management team develop the plan taking account of a range of factors, business requirements and customer needs.	February to March 2018
Executive Management Team approval	The council's executive management team (EMT) will review all service management plans to ensure they are sufficiently focused on corporate priorities. The EMT will also review the plans annually, scrutinising performance and progress in the stated outcomes and actions.	March 2018
PDSP consultation	The Management Plan is taken to the relevant Policy Development and Scrutiny Panel(s) for consultation, providing Panel members the opportunity to shape planning and resource allocation.	April to June 2018
Management Plan launch	The service cascades the plan to Education Service employees to ensure that they understand the key priorities and challenges ahead and how they will contribute to successful outcomes.	April to June 2018
WLC website	The Management Plan is published on the council's website to provide detailed information for the public and external stakeholders on council services, resource allocation and performance.	July 2018
Management Plan updates	The Management Plan progress is reviewed by the appropriate PDSP each year	April to June

## Continuous Improvement

Education Services will continue to play a key role in the development and support of high quality customer services. Education Services will continue to engage with our customers to modernise structures and processes to ensure that they continue to provide the most efficient and effective model for service delivery.

Planned Improvement Activity in 2018/19 will focus on the implementation and achievement of the targets set out in the Council's Raising Attainment Strategy. Quality and performance will be improved through the work of the Regional Improvement Collaborative, and the Regional Improvement Plan will link the Council's performance targets to those set out in the National Improvement Framework.

The expansion of early learning and childcare, to deliver 1140 hours to every eligible child by 2020, will continue, building on the strong progress towards increased flexibility and choice already achieved by introducing full day placements and expanding the availability of wraparound care.

The Transforming Your Council programme will see changes to the way in which education, cultural and sport services are delivered. The implementation of the Headteacher's Charter and the anticipated Education Bill will also provide opportunities for schools and the Council to work better together to deliver improved outcomes.

# Education Services Action Plan

The service will undertake a range of actions to support delivery of corporate priorities and objectives, improve services and deliver transformation.

## Education Services Actions 2018/19

Action	Description	Planned Outcome	Owner(s)	Start	End	Status	Update
<b>Raising Attainment Strategy</b>	Development, implementation and ongoing monitoring and reporting of the council's corporate strategy.	An effective strategy that will ensure the service has a strong culture of high performance and capacity to deliver in the priorities.	Head of Education Services	April 2018	June 2018	Active	The draft strategy will proceed to Education PDSP and Executive in the first quarter of the school session 2018/19 for approval.
<b>Service Strategy</b>	Development, implementation and ongoing monitoring and reporting of the strategy.	An effective strategy that will ensure the service has a strong culture of high performance and capacity to deliver in the priorities.					The draft strategy will proceed to Education PDSP and Executive in the second quarter of the school session 2018/19 for approval.
<b>National Improvement Framework</b>	Deliver excellence and equity through Moving Forward in Learning, in line with 4 National Priorities, as outlined in the National Improvement Framework	Schools understand the expectations of QI 1.1 (Self-evaluation for Self-Improvement) and can self-evaluate their performance accurately. Schools are supported in developing their curriculum to ensure strong outcomes for all learners, using tools to measure achievements in relation to skills and attributes.	QI Manager Senior Development Officer	April 2018	March 2019	Active	Progress reports will be available every 6 weeks for the service.

**Education Services Actions 2018/19**

Action	Description	Planned Outcome	Owner(s)	Start	End	Status	Update
<b>Raising Attainment Review and Evaluation</b>	Development, implementation and ongoing monitoring and reporting of the council's corporate strategy.	An effective strategy that will ensure the service has a strong culture of high performance and capacity to deliver in the priorities.	Head of Education (Curriculum, Quality Improvement and Performance); Quality Improvement Manager	April 2018	June 2018	Active	The draft strategy will proceed to Education PDSP and Executive in the first quarter of the school session 2018/19 for approval.
<b>Raising Attainment Review and Evaluation</b>	Develop a coordinated approach for preparing Education Services for an Education Scotland local authority inspection	Engagement with all relevant staff and partners to evaluate and report the authority's performance in each of the QIs detailed in Education Scotland's evaluation toolkit	Head of Education (Curriculum, Quality Improvement and Performance); Quality Improvement Manager	April 2018	March 2019	Active	Project scope and plan defined.

**Education Services Actions 2018/19**

Action	Description	Planned Outcome	Owner(s)	Start	End	Status	Update
<b>Regional Improvement Collaborative</b>	Through involvement in the Forth Valley and West Lothian Regional Improvement Collaborative, directly support practitioners to develop their knowledge, understanding and application of research informed approaches to transform learning.	Schools will apply the findings of self-evaluation to bring about and secure improvement for children, young people and their families. Improved accuracy of teacher judgement, through high quality moderation activities, supports schools to use valid and reliable data and information to inform next steps. Attainment levels in literacy and numeracy improve at all key stages.	Head of Education (Curriculum, Quality Improvement and Performance); Quality Improvement Manager	April 2018	March 2019	Active	Project scope and plan defined.
<b>Expansion of Early Learning and Childcare</b>	Expansion of the availability of early learning and childcare places.	Each eligible child receives 1140 hours of early learning and childcare by 2020.	Head of Education (Learning, Policy and Resources); Strategic Resources Manager; Service Manager – Learning, Policy and Performance	April 2018	August 2020	Active	Expansion Plan submitted to Scottish Government. Update reports submitted to Education Policy Development and Scrutiny Panel.

**Education Services Actions 2018/19**

Action	Description	Planned Outcome	Owner(s)	Start	End	Status	Update
<b>Education Governance and Headteachers' Charter</b>	Redefined relationship between schools and local authorities.	Schools having greater financial and curricular freedom to meet the needs of learners in their school. Schools continue to benefit from high quality support services delivered by education authorities and through the Regional Improvement Collaboratives.	Head of Education (Learning, Policy and Resources); Service Manager – Learning, Policy and Performance	April 2018	March 2019	Active	Revised Devolved School Management Manuals agreed, with Revised Devolved School Management Framework to be developed and agreed.
<b>Schools</b>	Increase efficiency in school education to achieve set targets.	The budgets provided to schools will be reduced, with each school focusing its spending on the things that best meet the needs of its learners. Each school will consider how to make budget savings, including from training allocations, supplies, administration and clerical allocations, pupil support worker allocations, and introducing new Scottish Government testing.	Head of Education (Learning, Policy and Resources)	April 2018	March 2022	Active	Project scope and plan defined within TYC Programme governance and monitoring. Revised Devolved School Management Manuals agreed.



**Education Services Actions 2018/19**




Action	Description	Planned Outcome	Owner(s)	Start	End	Status	Update
<b>Early Learning and Childcare and Central Services</b>	Increase efficiency in early learning and childcare and school education to achieve set targets.	More efficient use will be made of existing early learning and childcare places. Teachers will be replaced by other qualified professionals in early learning and childcare, and the remaining stand-alone nurseries will be placed under the management of primary headteachers. Central teams will be rationalised. Other savings will be achieved through fees and charges and more efficient partnership working.	Head of Education (Learning, Policy and Resources)	April 2018	March 2022	Active	Project scope and plan defined within TYC Programme governance and monitoring.
<b>Digital transformation projects</b>	Introduce the SEEMIS 'Parent Portal' in West Lothian, as an early adopter.	To deliver improved user-focused digital public services, and customer benefits, by grouping on-line services for parents in the 'parent portal'. Services will include on-line payments, annual data check, school applications etc.	Head of Education (Learning, Policy and Resources)	April 2018	March 2022	Active	Project scope and plan defined, and agreement reached out of Parent Portal in West Lothian












**Education Services Actions 2018/19**

Action	Description	Planned Outcome	Owner(s)	Start	End	Status	Update
<b>CLD, Arts and Sport</b>	Increase efficiency in Community Learning and Development, Arts and Sport to achieve set targets.	<p>The adult learning service will concentrate on adult literacy and English as a second and other language and work with vulnerable groups.</p> <p>Community arts will focus on developer funded public art, the Youth Music Initiative and the arts programme at Howden Park Centre.</p> <p>The instrumental music service will focus on delivering a range of instrumental music tuition and supporting bands.</p> <p>Charges will be introduced from August 2018 subject to review in December 2018.</p> <p>Sport provision will focus on Active Schools.</p>	Head of Education (Learning, Policy and Resources)	April 2018	March 2022	Active	Project scope and plan defined within TYC Programme governance and monitoring.

The action plan focuses on high level or strategic actions during the period. Each WLAM unit will maintain more detailed action plans at a local level to address recommendations from improvement processes, external audits and assessments and service enhancements or changes in operations.

# Education Services Scorecard

The service will report on the following key measures of the success throughout the lifetime of our plan (short term trend arrows: performance improved from previous year =  / performance stayed same as previous year =  / performance declined from previous year = ):

Indicators					
WLAM unit / service	PI Code & Short Name	2017/18 Performance	2017/18 Target	Performance against Target	2018/19 Target
<b>Schools</b>	SCHN10_Percentage of Adults Satisfied with local schools	79.67%	86%		76%
	EDSCH012_Total number of complaints received by Education: Schools	221	210		220
	SCHN02_Cost per secondary school pupil	£6,609.00	£6,479.00		£6,609.00
	SOA1302_Percentage of pupils in S5 attaining 5+ qualifications at level 6	24%	23%		25%
<b>Quality Improvement</b>	EDQIT002_Percentage of Education Quality Improvement Team customers who rated the service delivered as good or excellent	94%	100%		96%
	EDQIT014_Total number of complaints received by Education: Quality Improvement Team	0	1		4
	EDQIT025_Cost Per School of Quality Improvement Team	£6,892.50	£6,938.00		£6,790.00
	EDQIT028_Percentage of Schools Providing Parents With Guidance and Overviews of Learning at All Stages in Mainstream Primary and Secondary Schools	100%	100%		100%
<b>Educational Psychology Service</b>	EDPSY014_Percentage of schools responding to satisfaction survey who agree with the statement "The overall quality of customer service received from the Educational Psychology Service is good / excellent."	100%	95%		95%
	EDPSY017_Total number of complaints received by Educational Psychology Service	1	5		5
	EDPSY028_Cost per School of Psychological Services Provision.	£8,230	£8,544.00		£8,230

Indicators					
WLAM unit / service	PI Code & Short Name	2017/18 Performance	2017/18 Target	Performance against Target	2018/19 Target
	EDPSY035_Percentage of schools responding to Customer Satisfaction survey who agree or strongly agree with the statement: "The Educational Psychologist helps the school to achieve aspects of its improvement plan."	92%	95%	↓	95%
<b>Inclusion and Well-being Service</b>	Percentage of Inclusion and Wellbeing Service customers who rated the overall quality of the service as good or excellent	100%	95%	↑	100%
	EDIWS020_Total number of complaints received by Education: Inclusion and Wellbeing Central staff	0	5	↑	5
	EDIWS029_Cost per pupil of Specialist Equipment in Additional Support Needs schools.	New PI 2018/19	New PI 2018/19	—	£0.88
	EDIWS030_Percentage of Families successfully engaging in Independent Mediation Services.	100%	100%	—	100%
<b>Strategic Resources</b>	EDSR001_Percentage of Headteachers Rating the Business Support Management (BSM) function in Schools as Good/Excellent.	84%	78%	↑	84%
	EDPP004_Total number of complaints received by Education: Strategic Resources and Policy and Performance	6	10	↑	10
	EDSR101_Central Resources: Cost Per School of Central Resources.	£9,108.00	£8,790.00	↓	10.32
	EDSR103_Percentage of School Payments Made Online	51.84%	50%	↑	60%
<b>Learning, Policy and Performance</b>	EDPP208_Pupil Placement: Percentage of Customers Rating Overall Service as Good/Excellent - P1/S1.	88%	82%	↑	80%
	EDPP004_Total number of complaints received by Education: Strategic Resources and Policy and Performance	6	10	↑	10
	EDPP210_Pupil Placement: Cost Per pupil of Pupil Placement Service.	£10.32	£10.00	↓	10.32
	EDPP214_Pupil Placement: Percentage of P1 and S1 Requests Granted by the School Placement Panel.	99%	95%	↑	97%

\*School data refers to 2016/17 results.

# Education Services Management Plan 2018/19

**June 2018**

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## **EDUCATION EXECUTIVE**

### **S5 AND S6 SCQF EXAMINATION RESULTS 2018**

#### **REPORT BY HEAD OF EDUCATION (CURRICULUM, QUALITY IMPROVEMENT AND PERFORMANCE)**

##### **A. PURPOSE OF REPORT**

To inform the Education Executive of the performance of students in attaining Scottish Curriculum and Qualification Framework (SCQF) Awards at Level 6 (Higher or equivalent) in the S5 and S6 stages, and at Level 7 (Advanced Higher or equivalent, including HNC) in the S6 stage.

##### **B. RECOMMENDATION**

It is recommended that the Education Executive notes:-

- that performance of S5 students in 5+, 3+ and 1+ Awards at SCQF Level 6 (Higher or equivalent) has risen in the five year period.
- that performance of S6 students in 5+, 3+ and 1+ Awards at SCQF Level 6 (Higher or equivalent) has risen in the five year period.
- that SCQF examination performance of S6 students in 1+ Awards at Level 7 (Advanced Higher or equivalent, including HNC) has risen in the five year period.
- that further detail of school by school performance will be presented to a future meeting of the Education Executive.

##### **C. SUMMARY OF IMPLICATIONS**

<b>I Council Values</b>	Focusing on our customers' needs; being honest, open and accountable; providing equality of opportunities; developing employees; making best use of our resources; working in partnership
<b>II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)</b>	Raising Attainment is a key strategic objective of the Council as set out in the Single Outcome Agreement, Corporate Plan and National Improvement Framework Improvement Plan.
<b>III Implications for Scheme of Delegations to Officers</b>	None
<b>IV Impact on performance and performance Indicators</b>	SCQF attainment is reflected in the key performance indicators of the service

<b>V</b>	<b>Relevance to Single Outcome Agreement</b>	SCQF attainment is reflected in the performance indicators contained in the Single Outcome Agreement.
<b>VI</b>	<b>Resources - (Financial, Staffing and Property)</b>	Examination results are delivered within agreed central education and devolved school budgets.
<b>VII</b>	<b>Consideration at PDSP</b>	None.
<b>VIII</b>	<b>Other consultations</b>	None.

## **D TERMS OF REPORT**

### **D1**

#### **Introduction**

The Education Executive, at its meeting of 6 December 2016, agreed to adopt Scottish Credit and Qualifications Framework Awards as the key measure of attainment reported to members, parents and the public with effect from the 2017 exam diet.

The Education Executive noted that moving to the SCQF framework was appropriate as it includes and recognises an extended and enhanced range of achievement in the senior phase which is in line with the principles of Developing the Young Workforce. Specifically, it was agreed to adopt 5+, 3+ and 1+ Level 6 SCQF Awards at point of exit as the key measure of attainment.

It was noted that this change would allow easier comparison with national performance for members, parents and the public, and would present the fullest and most accurate measure of the totality of the attainment and achievement of young people throughout the totality of their school attendance. It was also noted, however, that performance management undertaken at schools and authority level would continue to rely on a wide range of measures in order to allow performance to be measured at key stages, and the performance of particular subjects, curricular areas, and groups of pupils to be measured.

The attainment of 5+, 3+ and 1+ SCQF Awards at Level 6 by students at the S5 stage, and 1+ SCQF Award at Level 7 by students at the S6 stage remain important measures of school performance, and for this reason they will continue to be reported to members annually. In addition in this report the attainment of 5+, 3+, and 1+ SCQF awards at level 6 by students at the S6 stage has been included.

### **D2**

#### **Attainment at SCQF Level 6 in S5**

Over the 5 year period 2014 to 2018, the percentage of students attaining 5+, 3+ and 1+ Awards at SCQF Level 6 (Higher or equivalent) in S5 has improved.



In each of the measures, performance of West Lothian schools and students has outperformed both the national average (in 2014 the percentage of West Lothian students attaining 5+ Awards at SCQF Level 6 in S5 was above the national average when not rounded to a whole number), and the virtual comparator. Please note, comparative data for 2018 is not yet available.

The virtual comparator is made up of pupils from schools in other local authorities who have similar characteristics to those in West Lothian schools in terms of factors including stage, gender, additional support needs, and the Scottish Index of Multiple Deprivation.

#### 5 + Awards at SCQF Level 6 (Higher or equivalent) in S5

	2014	2015	2016	2017	2018
West Lothian	17	23	26	29	33
Virtual Comparator	16	19	19	19	N/A
National	17	18	19	20	N/A

#### 3 + Awards at SCQF Level 6 (Higher or equivalent)

	2014	2015	2016	2017	2018
West Lothian	34	42	43	46	53
Virtual Comparator	33	39	40	38	N/A
National	33	37	39	40	N/A

#### 1+ Awards at SCQF Level 6 (Higher or equivalent)

	2014	2015	2016	2017	2018
West Lothian	54	62	63	66	71
Virtual Comparator	53	59	60	58	N/A
National	53	58	59	60	N/A

Schools have access to the Results Service (there is no longer an appeals service). Where students have not achieved their expected grades, schools can request a remarking. This may result in a minor increase in 2018 attainment in each measure. Any differences between figures published in this report compared to previous reports are due to Insight updates.

### **D3 Attainment at SCQF Level 6 in S6**

Over the 5 year period 2014 to 2018, the percentage of students attaining 5+, 3+ and 1+ Awards at SCQF Level 6 in S6 has improved.

#### **5 + Awards at SCQF Level 6 (Higher or equivalent) in S6**

	2014	2015	2016	2017	2018
West Lothian	32	30	37	38	41
Virtual Comparator	30	30	35	35	N/A
National	29	31	33	34	N/A

#### **3 + Awards at SCQF Level 6 (Higher or equivalent)**

	2014	2015	2016	2017	2018
West Lothian	45	45	50	52	55
Virtual Comparator	44	44	49	49	N/A
National	42	44	47	48	N/A

#### **1+ Awards at SCQF Level 6 (Higher or equivalent)**

	2014	2015	2016	2017	2018
West Lothian	60	60	66	66	71
Virtual Comparator	59	60	65	65	N/A
National	57	59	63	63	N/A

#### **D4 Attainment at SCQF Level 7 in S6**

Over the 5 year period 2014 to 2018, the percentage of students attaining 1+ Awards at SCQF Level 7 has improved.

##### **1+ Awards at SCQF Level 7 (Advanced Higher or equivalent, including HNC)**

	2014	2015	2016	2017	2018
West Lothian	18	18	19	20	21
Virtual Comparator	19	20	22	22	N/A
National	19	20	21	21	N/A

The 2018 attainment of 1+ Award at SCQF Level 7 does not at this stage include all college based HNC candidate results.

Schools have access to the Results Service (there is no longer an appeals service). Where students have not achieved their expected grades, schools can request a remarking. This may result in a minor increase in 2018 attainment in this measure.

#### **E. CONCLUSION**

Attainment has been raised through focused and rigorous application of the Raising Attainment Strategy in all West Lothian Schools. The National Improvement Framework (NIF) Improvement Plan is also used to continue to drive improvement in performance.

The SCQF attainment figures demonstrate that the attainment of West Lothian students has risen over the five year period. They demonstrate that West Lothian students are outperforming the Scottish average and the average of pupils with similar socio economic characteristics at Level 6 in both S5 and S6.

Further detail of school by school performance will be presented to a future meeting of the Policy Development and Scrutiny Panel.

#### **F. BACKGROUND REFERENCES**

Reports to the Education Executive 6<sup>th</sup> December 2016, 29<sup>th</sup> August 2017 and 28<sup>th</sup> November 2017.

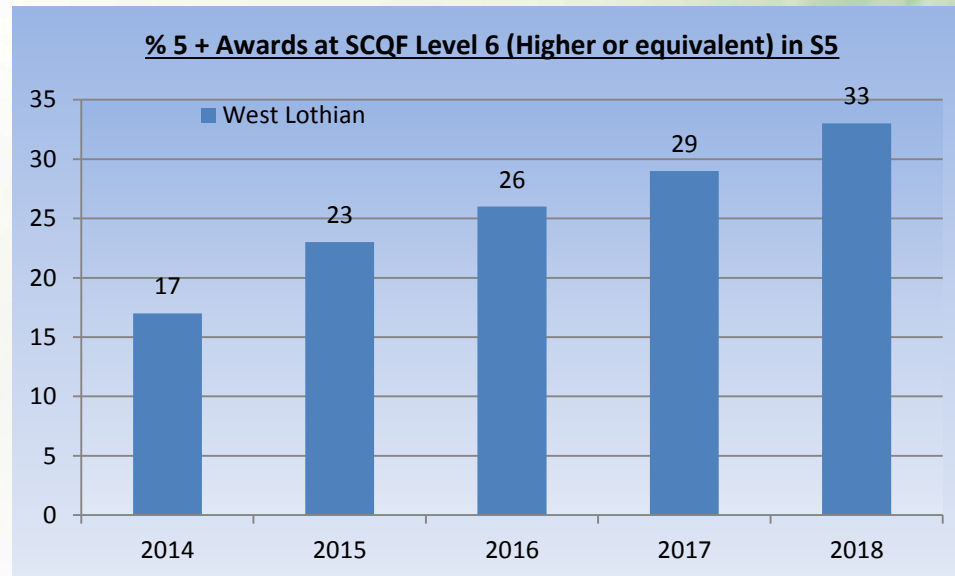
Appendices/Attachments: None  
Contact Person: Catrina Hatch Senior Development Officer  
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Donna McMaster  
Head of Education (Curriculum, Quality Improvement and Performance)  
Date of meeting: 11<sup>th</sup> September 2018



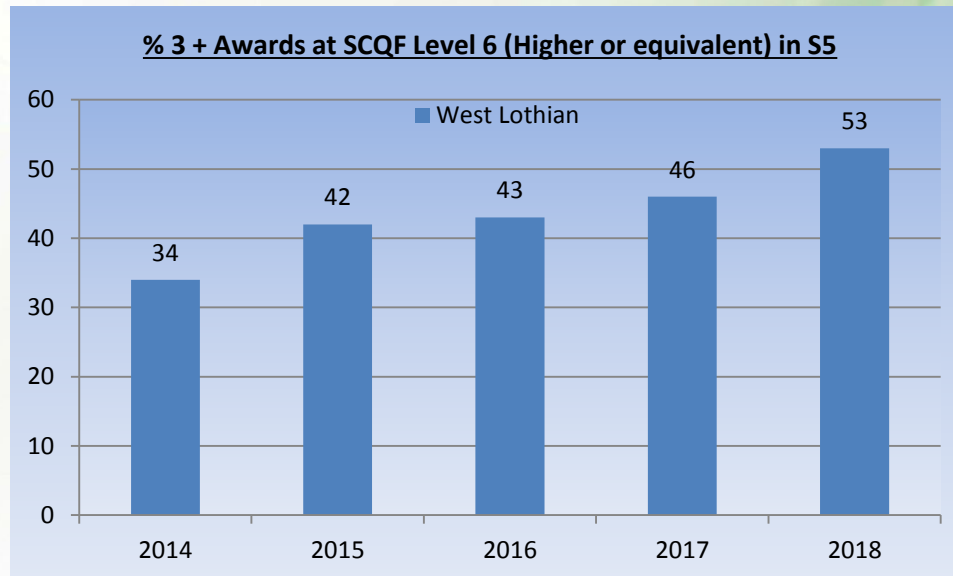
# S5 SCQF examination results 2018

5 + Awards at SCQF Level 6 (Higher or equivalent) in S5



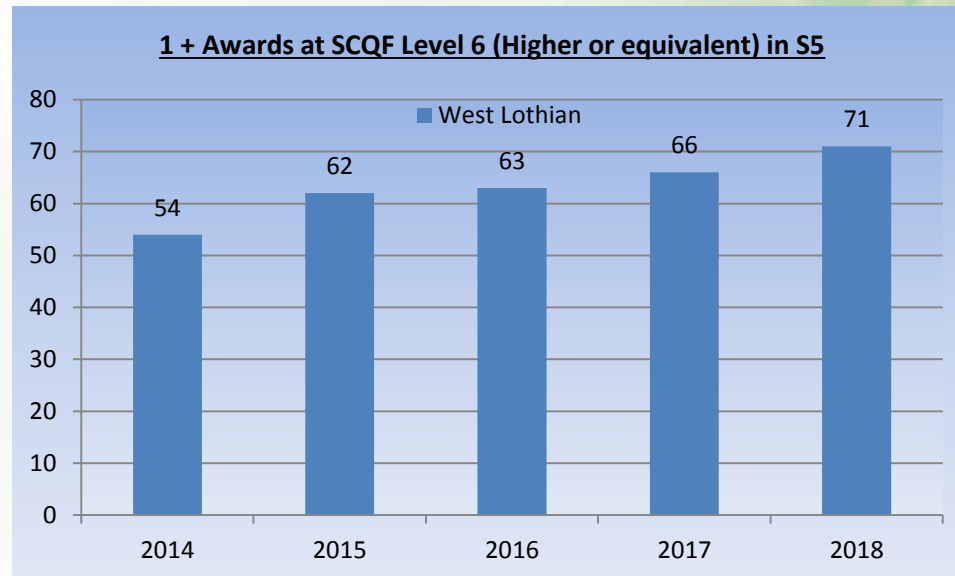
# S5 SCQF examination results 2018

3 + Awards at SCQF Level 6 (Higher or equivalent) in S5



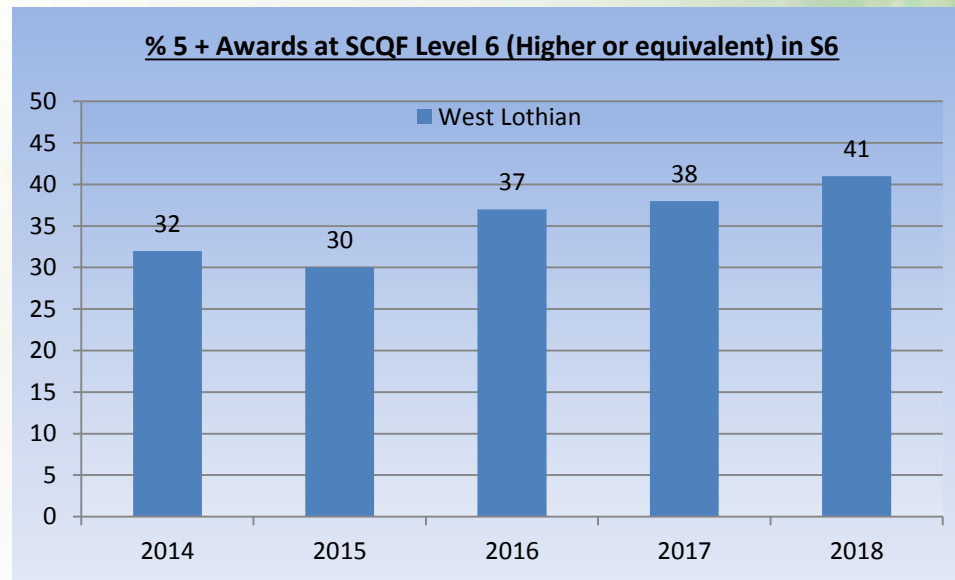
# S5 SCQF examination results 2018

1 + Awards at SCQF Level 6 (Higher or equivalent) in S5



# S6 SCQF examination results 2018

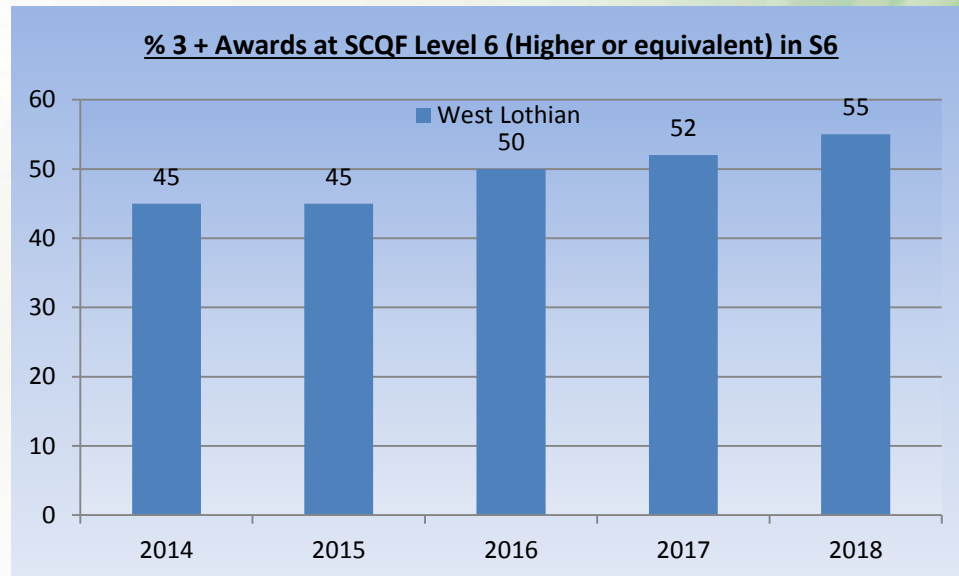
5 + Awards at SCQF Level 6 (Higher or equivalent) in S6





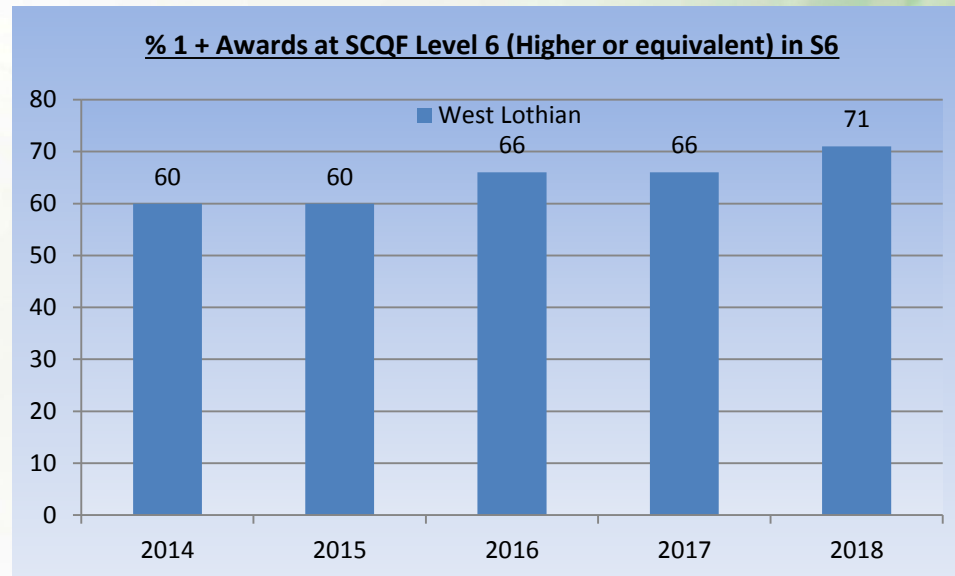
# S6 SCQF examination results 2018

3 + Awards at SCQF Level 6 (Higher or equivalent) in S6



# S6 SCQF examination results 2018

1 + Awards at SCQF Level 6 (Higher or equivalent) in S6



# S6 SCQF examination results 2018

1 + Awards at SCQF Level 7 (Adv. Higher or equivalent incl. HNC) in S6

