



Education Executive

West Lothian Civic Centre
Howden South Road
LIVINGSTON
EH54 6FF

3 January 2019

A meeting of the **Education Executive** of West Lothian Council will be held within the **Council Chambers, West Lothian Civic Centre** on **Tuesday 15 January 2019** at **10:00am**.

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 13 November 2018 (herewith)

Public Items for Information

5. Achievement of Curriculum for Excellence Levels 2017/18 - report and presentation by Head of Education (Curriculum, Quality Improvement and Performance)(herewith)
6. Assessment and Moderation within the Broad General Education to Support Teacher Professional Judgement - report and presentation by Head of Education (Curriculum, Quality Improvement and Performance) (herewith)

Public Items for Decision

7. Relocation of Cedarbank School, Livingston - report by Head of Education (Learning, Policy and Resources) (herewith)
8. Allocation of Members to Headteacher and Depute Headteacher Appointment Panels - Procedure - report by Head of Education (Learning, Policy and Resources) (herewith)
9. Instrumental Music Service Update - report by Head of Education (Learning, Policy and Resources) (herewith)
10. Instrumental Music Service Delivery Models - report by Head of Education (Learning, Policy and Resources) (herewith)
11. International Education - Polar Academy - report by Head of Education (Curriculum, Quality Improvement and Performance) (herewith)
12. Early Learning and Childcare - Expansion Plan Update - report by Head of Education (Learning, Policy and Resources) (herewith)

NOTE **For further information please contact Rachel Gentleman on 01506 281596 or rachel.gentleman@westlothian.gov.uk**

MINUTE of MEETING of the EDUCATION EXECUTIVE held within COUNCIL CHAMBERS, WEST LOTHIAN CIVIC CENTRE, on 13 NOVEMBER 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, Dom McGuire (substituting for Councillor Muldoon), Andrew Miller, George Paul, Moira Shemilt and Kirsteen Sullivan; Appointed Representatives: Elsie Aitken, Heather Hughes, Myra Macpherson, Lynne McEwen and Margaret Russell.

Apologies – Councillor Cathy Muldoon

1. DECLARATIONS OF INTEREST

There were no declarations of interest made.

2. MINUTE

The Education Executive approved the minute of the meeting held on 11 September 2018 as a correct record. The Chair thereafter signed the minute.

3. PROGRESS IN EDUCATIONAL ATTAINMENT

A presentation was delivered by the Depute Chief Executive detailing the attainment in schools across the local authority area.

The Council had implemented a Raising Attainment in Schools Strategy for 2018-2023 which set out how the Council would raise the quality and value of service provision in order to achieve the corporate priorities of raising attainment and narrowing the attainment gap.

Attainment information was provided on each of the individual secondary schools, as well as at local authority level to illustrate progress towards these priorities. The following key features of attainment were provided which demonstrated the impact of the Raising Attainment in Schools Strategy in making progress towards achieving the outcomes and targets that it contained:

- Pupils were sitting and passing more National 5 examinations at the S4 stage than they were in 2014;
- Pupils were sitting and passing more Higher examinations at the S5 stage than they were in 2014;
- At the S4 stage, pupils were outperforming the virtual comparator and national average in literacy and numeracy at SCQF Levels 4 and 5;

- At the S4 stage, pupils were achieving above the level of the virtual comparator and the national average at key measures of breadth and depth attainment at SCQF Level 5;
- At the S5 stage, pupils were achieving above the level of the virtual comparator and the national average at key measures of breadth and depth attainment at SCQF Level 6;
- At the S6 stage, pupils were leaving education with more qualifications than the virtual comparators and national average at key measures of breadth and depth attainment at SCQF Level 6; and
- The attainment gap in total cumulative tariff points between Q1 and Q5 was smaller than the virtual comparator and national average at every senior phase stage.

The Education Executive commended education staff for the progress which had been made to date. The Education Executive then considered a report (copies of which had been circulated) by the Head of Education (Curriculum, Quality Improvement and Performance) which provided details of progress in educational attainment.

Officers in attendance then responded to a number of questions from members of the Education Executive. In response to a suggestion for an additional report to be provided, which should include a breakdown of subject results within each school, the Chair agreed to determine the most suitable way to communicate this to members.

Finally, members were advised 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 performance of particular subjects, curricular areas, and groups of pupils to be measured.

During the course of the discussion the Depute Chief Executive undertook to encourage Head Teachers to share the information on the progress made in educational attainment with staff within their schools.

It was recommended that the Education Executive:

- Noted the key features of attainment set out in the report and presentation, which demonstrated the impact of the Raising Attainment Strategy in making progress towards achieving the outcomes and targets that it contained; and
- Noted that a further report would be delivered in March 2019 after the February Insight update. This would highlight West Lothian Leavers data (Young people who had left in S4, S5 and S6 in 2017). This would show 1+, 3+ and 5+ Level 6 SCQF Awards at point of exit as the key measure of attainment.

Decision

- 1) To note the presentation and contents of the report.
- 2) To note the suggestion for an additional report providing a breakdown of subject results within each school. The Chair agreed to determine the most suitable way to communicate this to members.
- 3) To note the undertaking by the Depute Chief Executive to encourage Head Teachers to share the information with staff within their schools.



EDUCATION EXECUTIVE

ACHIEVEMENT OF CURRICULUM FOR EXCELLENCE LEVELS 2017/18

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

A. PURPOSE OF REPORT

To inform the Education Executive of the publication of achievement of Curriculum for Excellence (CfE) Levels 2017/18 and the performance of West Lothian pupils.

B. RECOMMENDATION

To note the publication of achievement of Curriculum for Excellence (CfE) levels 2017/18 and the performance of West Lothian pupils.

C. SUMMARY OF IMPLICATIONS

I Council Values	Focusing on our customers' needs; Being honest, open and accountable; Developing employees; Making best use of our resources; Working in partnership
II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	Education (Scotland) Act 1980 Children and Young People (Scotland) Act 2014 Education (Additional Support for Learning) (Scotland) Act 2014
III Implications for Scheme of Delegations to Officers	None
IV Impact on performance and performance Indicators	The achievement of CfE Levels data will be used to improve attainment, in line with the Council's Raising Attainment Strategy.
V Relevance to Single Outcome Agreement	Achievement of CfE Levels provides performance information which will be used by schools and the authority to drive improvement as reflected in Single Outcome Agreement Performance Indicators.
VI Resources - (Financial,	School Devolved Budgets/Pupil Equity Funding

Staffing and Property)

VII Consideration at PDSP	Not applicable
VIII Other consultations	None

D. TERMS OF REPORT

The Scottish Government has published data relating to the Achievement of Curriculum for Excellence (CfE) Levels. The data relates to all pupils in Primary 1, Primary 4, Primary 7 and Secondary 3.

It measures national performance in aspects of literacy (reading, writing, and listening and talking) and numeracy, and reports on the proportion of pupils who have achieved the expected CfE level, based on teacher professional judgements, relevant to their stage.

The information is based on teacher professional judgements as at June 2018.

Key National findings are as follows:-

- The percentage of pupils achieving the CfE level relevant for their stage was highest in listening and talking and lowest for writing in the primary stages.
- Across all primary stages, around 85 per cent of pupils achieved the expected CfE level for their relevant stage in listening and talking; at least 75 per cent for numeracy and reading and over 70 per cent for writing.
- For each organiser (reading, writing, listening and talking and numeracy) around 90 per cent of S3 pupils achieved Third Level or better.
- For each organiser, a higher proportion of pupils living in the least deprived areas achieved the expected CfE level compared to pupils from the most deprived areas.
- The performance gap, between pupils from the most and least deprived areas, generally widens throughout the primary stages.
- At S3 (Third Level or better), the performance gap between pupils from the most and least deprived areas was 10 to 12 percentage points for reading, writing and listening and talking. The gap for numeracy was 14 percentage points.
- The overall pattern of performance by stage and organiser is very similar to that reported in the Achievement of CfE Level 2016/17 results.

It is appropriate, however, to note the performance of West Lothian Schools in the national context. Key features of the achievement of West Lothian pupils are as follows:-

- Pupils are achieving above national performance in 19 of the 20 national measures. The only area below national performance is listening and talking in P1.
- Attainment levels in almost all areas have been sustained or improved in comparison to 2016/17, with the majority of organisers showing improved attainment.

- In some areas the percentage of pupils achieving expected CfE decreases between P1 and P7, however the percentage point decrease is significantly lower than that of the national decrease between P1 and P7.
- The West Lothian 'attainment gap' reflects the national picture described above, with schools addressing the 'gap' as part of the local authority's focussed improvement agenda.

The percentage of pupils achieving expected levels, compared to the Scottish average is presented below. All figures are rounded to nearest whole number.

Percentage of Pupils Achieving Expected Levels By Stage
(National Average in Brackets)

	P1 Early Level	P4 First Level	P7 Second Level	S3 Third Level or better
Literacy	76% (75%)	74% (69%)	75% (70%)	91% (87%)
Reading	82% (81%)	81% (77%)	82% (79%)	93% (90%)
Writing	80% (78%)	77% (72%)	78% (73%)	92% (89%)
Listening & Talking	86% (87%)	88% (85%)	88% (84%)	94% (91%)
Numeracy	86% (85%)	81% (76%)	79% (75%)	93% (89%)

E. CONCLUSION

The Education Executive is asked to note the publication of achievement in the Broad General Education (BGE) of CfE Levels 2017/18 and that the performance of West Lothian pupils is above the national performance in 19 of the 20 measures of attainment and achievement.

The detailed information on pupils' achievement of the expected CfE level, based on teacher professional judgements, provides an additional source of information which will be used by Headteachers, teachers in the classroom, and by the Quality Improvement Team and the Performance Team in their work with individual schools to continue to raise attainment in line with the authority's Raising Attainment Strategy.

F. BACKGROUND REFERENCES

National Improvement Framework –

<https://www.gov.scot/policies/schools/national-improvement-framework/>

School Level CfE Attainment Information -

<https://public.tableau.com/profile/sg.eas.learninganalysis#!/vizhome/AchievementofCurriculumforExcellenceCfELevels-Dashboard/Dashboard1>

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Date of meeting: 15th January 2019

CURRICULUM FOR EXCELLENCE

ACHIEVEMENT OF LEVELS

2017/18

National Improvement Framework (NIF)

The NIF identifies 6 key drivers of improvement. Progress within all of these is needed to deliver the improvements we want to see for all children:

- *School leadership*
- *Teacher professionalism*
- *Parental engagement*
- *Assessment of children's progress*
- *School improvement*
- *Performance information*

Teacher Professional Judgement

National performance in aspects of literacy and numeracy within the Broad General Education is based on teacher professional judgement, drawing on a wide range of assessment evidence.

Supporting teacher professional judgements –

- National benchmarks for all curriculum areas
- School, cluster and authority moderation processes
- Quality Assurance and Moderation Support Officers (QAMSOs)
- Formative and summative assessment approaches within schools
- Moving Forward in Learning working groups
- Authority VSE programme to validate school performance
- HMI Inspections, focusing on Raising Attainment
- Scottish National Standardised Assessments (SNSA)
- Robust primary and secondary attainment meetings with quality improvement team

Achievement of West Lothian pupils:

% of pupils achieving expected levels by stage (June 2018)

	P1 Early Level	P4 First Level	P7 Second Level	S3 Third Level or better
Literacy	76% (75%)	74% (69%)	75% (70%)	91% (87%)
Reading	82% (81%)	81% (77%)	82% (79%)	93% (90%)
Writing	80% (78%)	77% (72%)	78% (73%)	92% (89%)
Listening & Talking	86% (87%)	88% (85%)	88% (84%)	94% (91%)
Numeracy	86% (85%)	81% (76%)	79% (75%)	93% (89%)

(Scottish Performance in Brackets)

Performance Analysis

16/17 and 17/18 WL comparisons

	P1 Early Level	P4 First Level	P7 Second Level	S3 Third Level or better
Literacy	+1%	=	+4%	+1%
Reading	=	=	+2%	+1%
Writing	+2%	-2%	+3%	=
Listening & Talking	=	-1%	+2%	+1%
Numeracy	+1	=	+5%	+1%

Raising Attainment Strategy

CfE Performance

Performance Indicators	2016/17	2017/18	2018/19 Targets
Percentage of Primary Pupils Achieving Expected Curriculum for Excellence (CfE) Level in Literacy	74%	75%	78%
Percentage of Primary Pupils Achieving Expected CfE Level in Numeracy	80%	82%	83%
Percentage of Secondary Pupils Achieving Expected CfE Level in Literacy	90%	91%	91%
Percentage of Secondary Pupils Achieving Expected CfE Level in Numeracy	92%	93%	93%
Percentage point difference between the most and least deprived 20% of Primary Pupils Achieving Expected CfE Levels in Literacy	22%	22%	20%
Percentage point difference between the most and least deprived 20% of Primary Pupils Achieving Expected CfE Levels in Numeracy	19%	17%	16%
Percentage point difference between the most and least deprived 20% of Secondary Pupils Achieving Expected CfE Levels in Literacy	12%	12%	10%
Percentage point difference between the most and least deprived 20% of Secondary Pupils Achieving Expected CfE Levels in Numeracy	6%	10%	7%

Closing the attainment gap

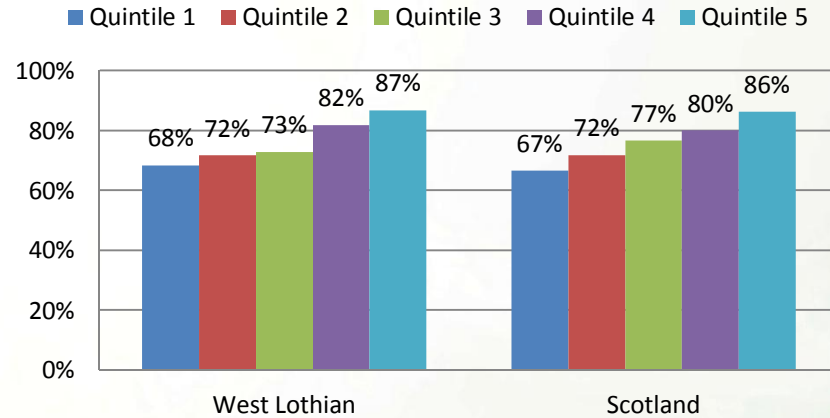
This priority focuses on ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

The 'gap' is based nationally on the difference in attainment between those children and young people from SIMD (Scottish Index of Multiple Deprivation) quintiles 1 and 5.

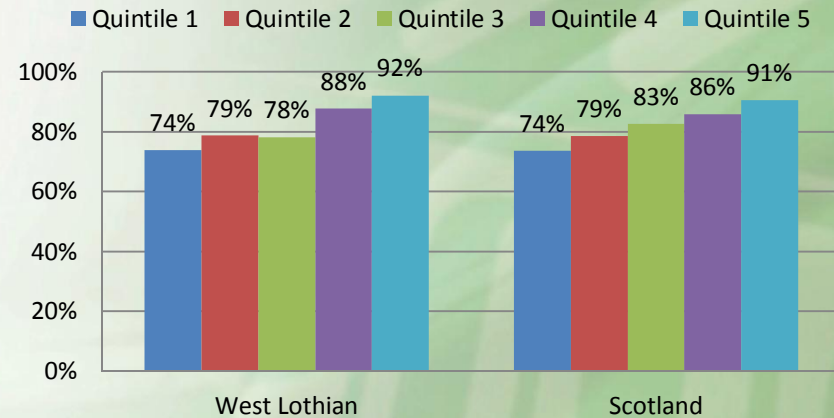
In West Lothian, schools have focussed attainment meetings tracking the progress of all children and young people to maximise attainment and achievement of all.

Primary 1 Literacy by quintile

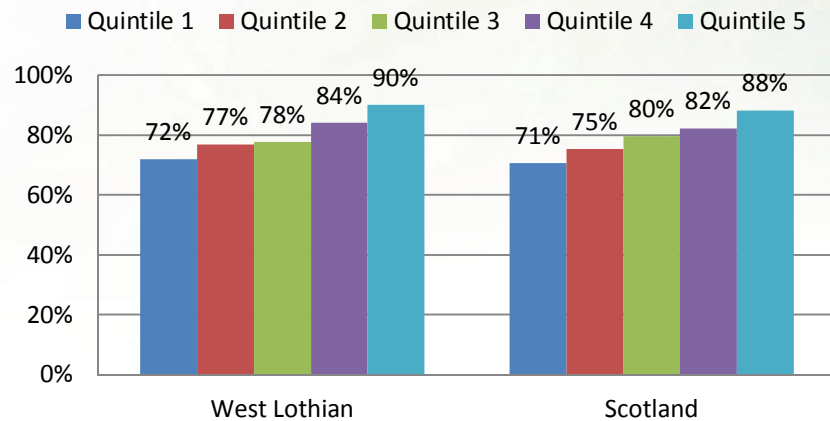
P1 Literacy



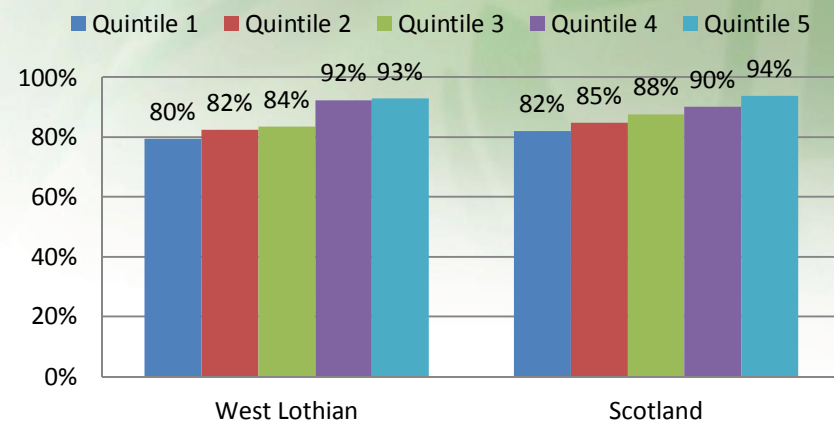
P1 Reading



P1 Writing

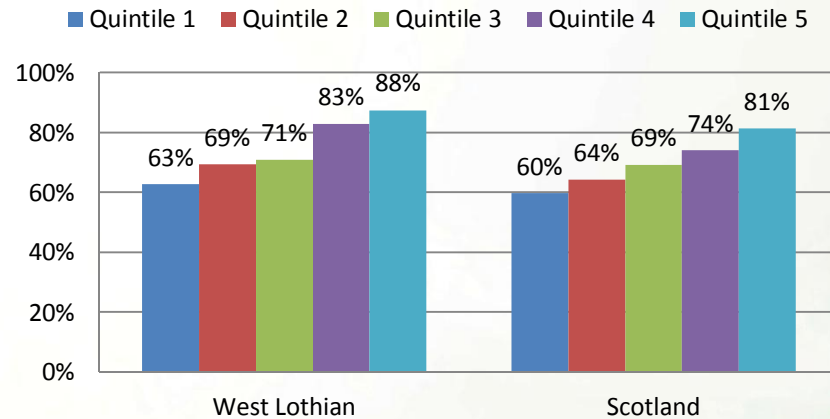


P1 Listening & Talking

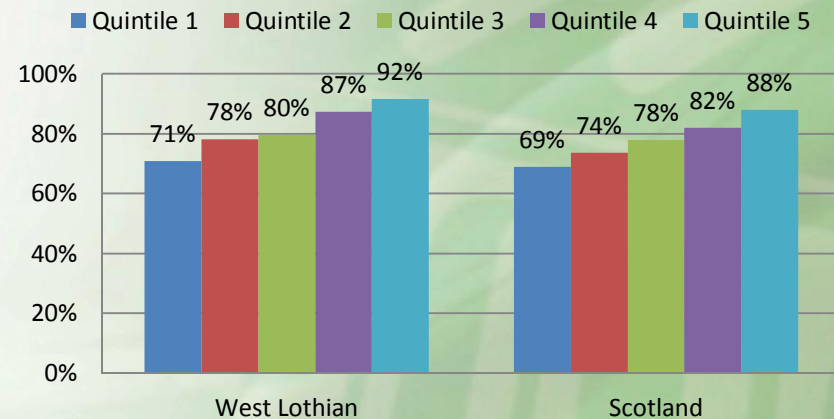


Primary 4 Literacy by quintile

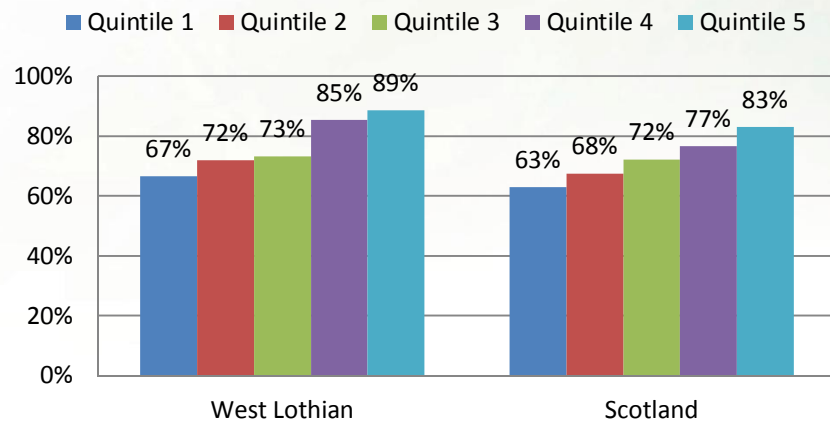
P4 Literacy



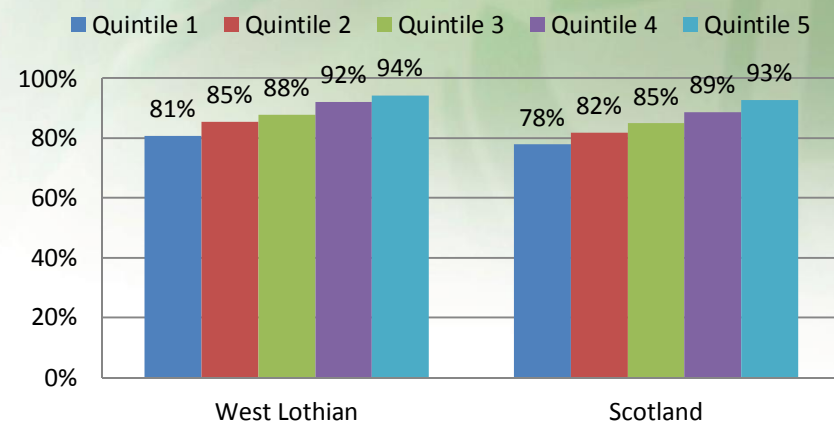
P4 Reading



P4 Writing

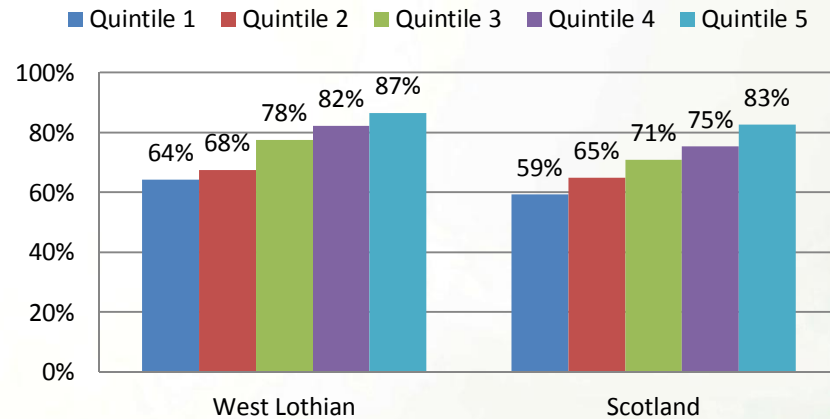


P4 Listening & Talking

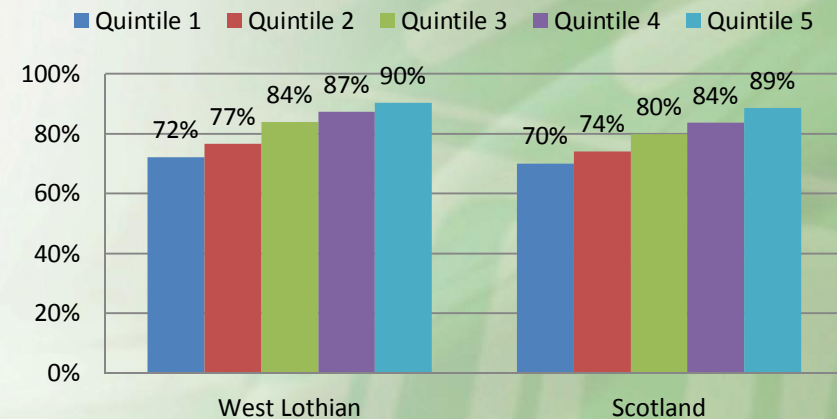


Primary 7 Literacy by quintile

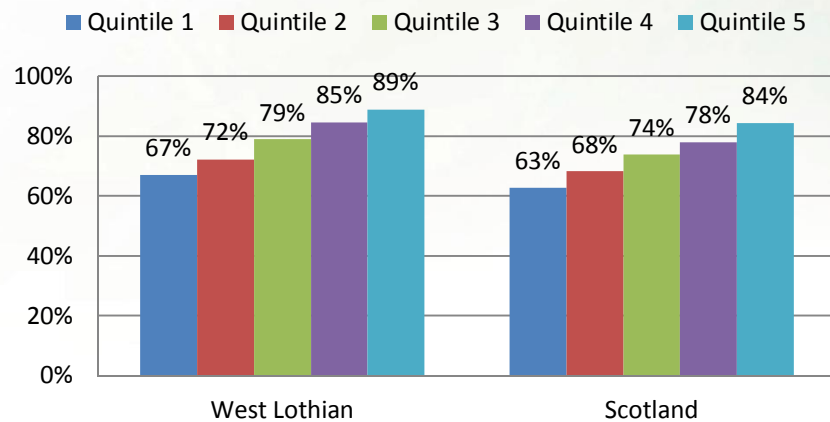
P7 Literacy



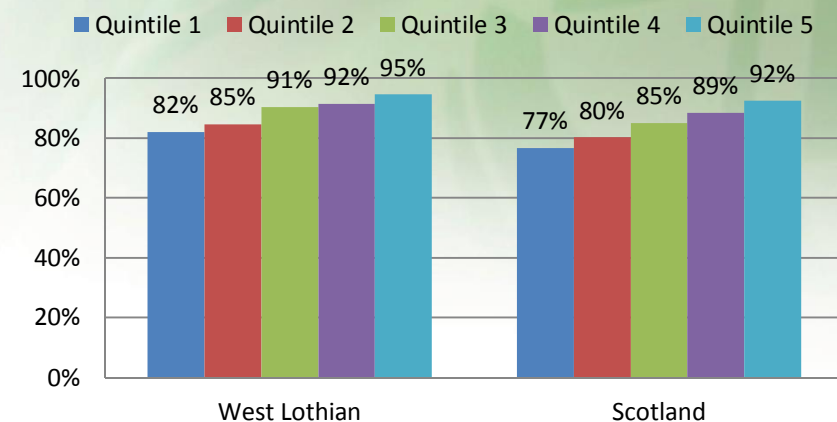
P7 Reading



P7 Writing

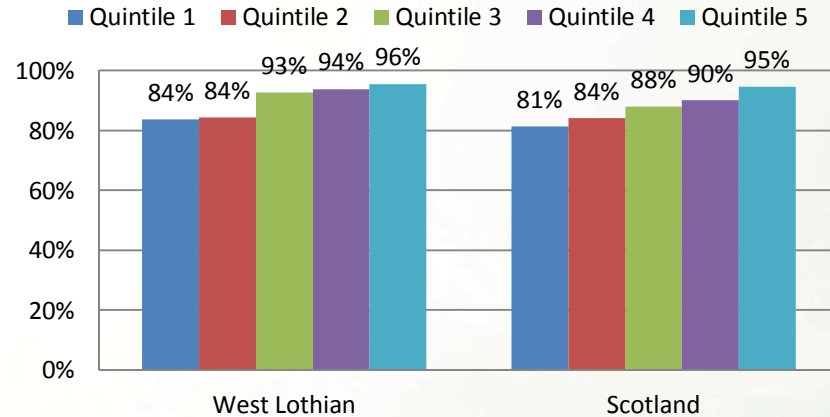


P7 Listening & Talking

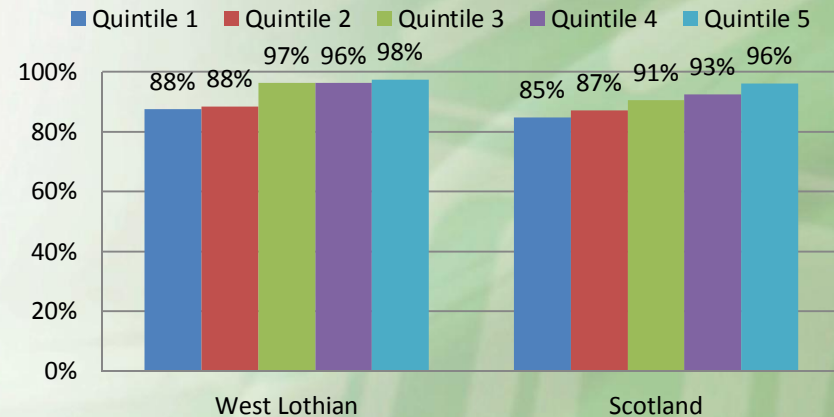


S3 Literacy by quintile

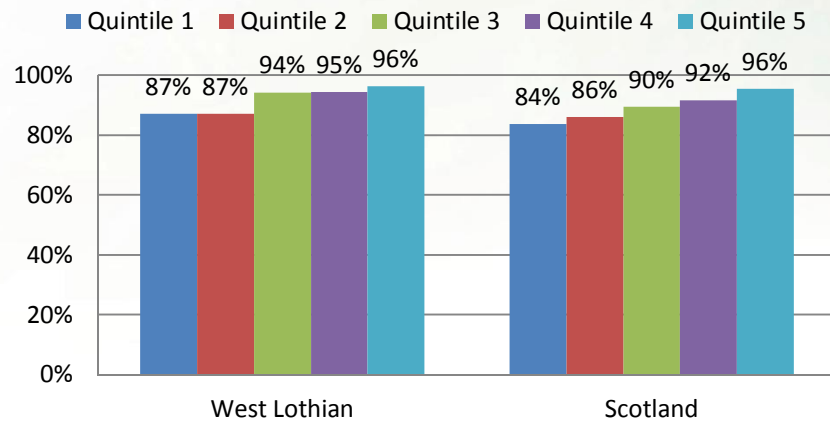
S3 Literacy



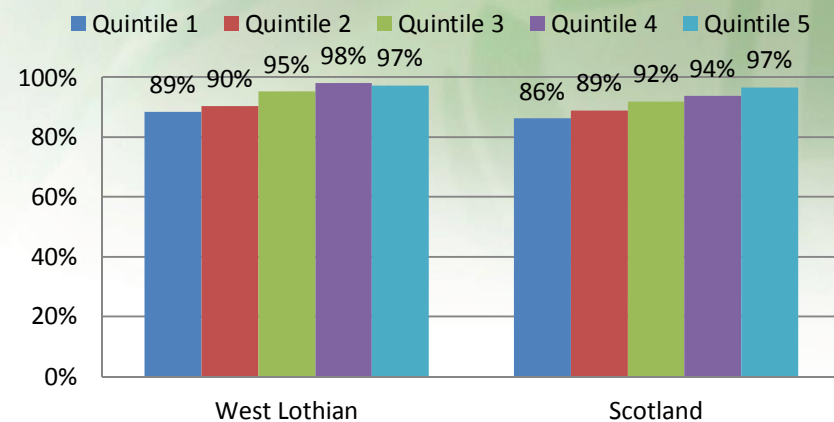
S3 Reading



S3 Writing

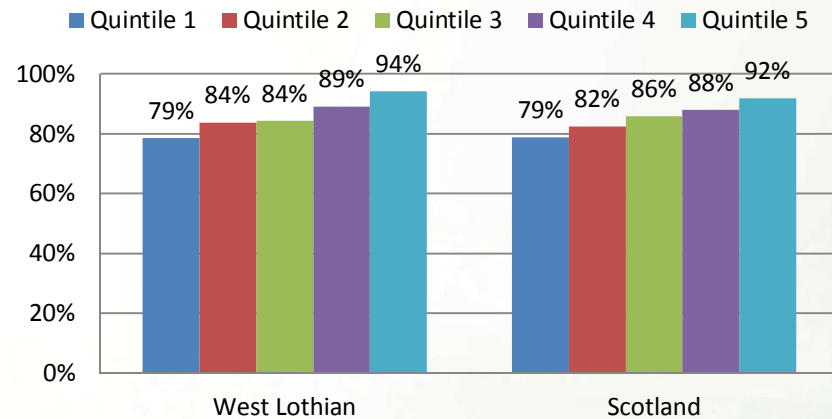


S3 Listening & Talking

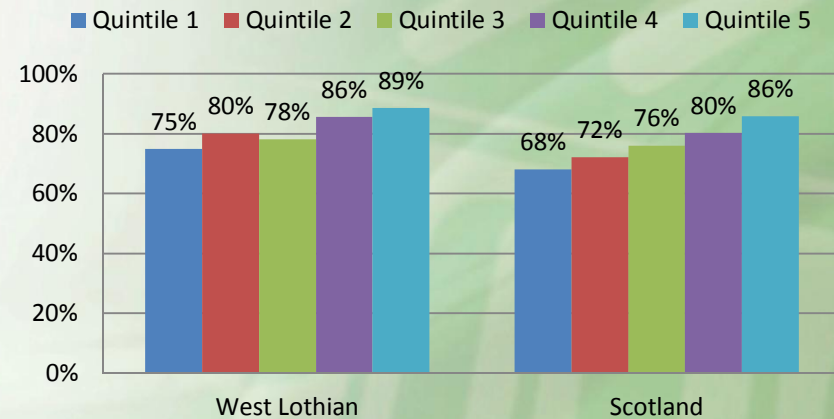


BGE Numeracy by quintile

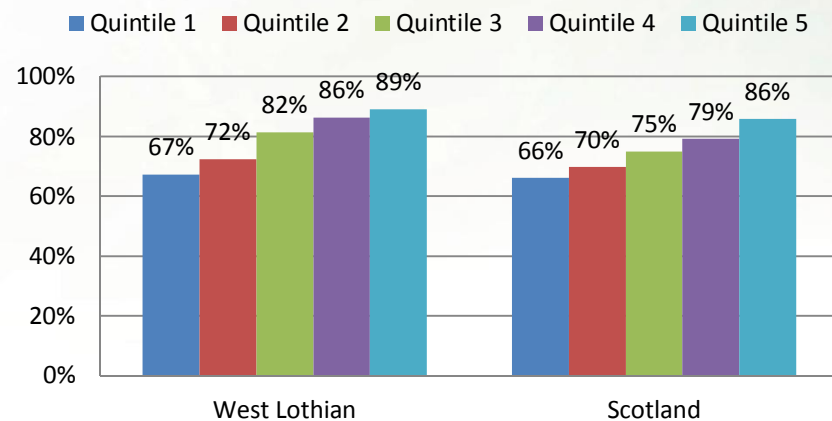
P1 Numeracy



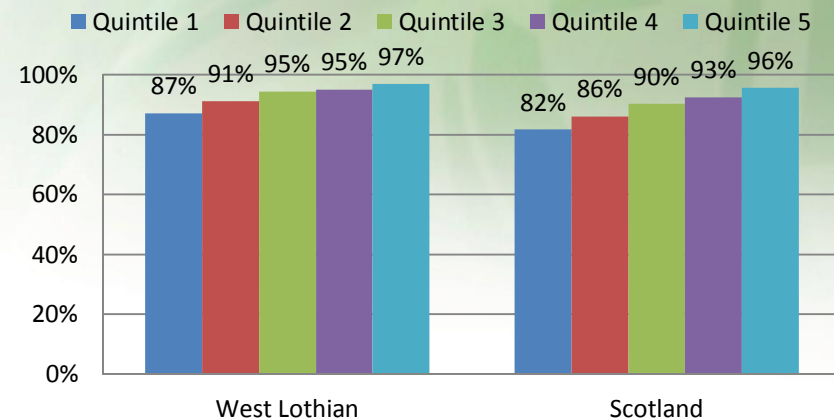
P4 Numeracy



P7 Numeracy



S3 Numeracy



2018/19 Authority priorities for all schools

- Combined Literacy attainment
- Writing attainment
- Quintile 1 focus



EDUCATION EXECUTIVE

ASSESSMENT AND MODERATION WITHIN THE BROAD GENERAL EDUCATION TO SUPPORT TEACHER PROFESSIONAL JUDGEMENT

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

A. PURPOSE OF REPORT

To inform Education Executive of West Lothian's rigorous approaches to assessment and moderation to ensure reliable and robust attainment information within the Broad General Education.

B. RECOMMENDATION

To note the high degree of confidence West Lothian has in the data provided through teacher professional judgement due to the robust approaches to assessment and moderation.

C. SUMMARY OF IMPLICATIONS

I Council Values	Focusing on our customers' needs; Being honest, open and accountable; Developing employees; Making best use of our resources; Working in partnership
II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	Education (Scotland) Act 1980 Children and Young People (Scotland) Act 2014 Education (Additional Support for Learning) (Scotland) Act 2014
III Implications for Scheme of Delegations to Officers	None
IV Impact on performance and performance Indicators	The achievement of CfE Levels data, based on teacher professional judgement, is used to improve attainment, in line with the Council's Raising Attainment Strategy.
V Relevance to Single Outcome Agreement	Achievement of CfE Levels provides performance information which will be used by schools and the authority to drive improvement as reflected in Single Outcome Agreement Performance Indicators.

VI Resources - (Financial, Staffing and Property)	School's Devolved Budget/Pupil Equity Funding
VII Consideration at PDSP	Not applicable
VIII Other consultations	None

D1 TERMS OF REPORT

Background

West Lothian Council has a robust and integrated approach to developing assessment and moderation approaches through the council's Moving Forward in Learning (MFIL) model, the Raising Attainment strategy, cluster and Quality Improvement Partnership (QIPs) collaborations, Validated Self-evaluation activities, and national representation through Quality Assurance and Moderation Support Officers (QAMSOs).

D2 School Practices

Assessment

Teachers assess constantly as part of daily learning and teaching. They get to know their learners well, build up a profile of their progress, strengths and needs and involve them in planning what they need to learn next. From time to time, teachers also take stock of their learners' achievements and progress in order to be able to plan ahead and to record and report on progress. This is vital in ensuring that learners' progress is on track and that action is being taken to address any problems at the earliest possible point. Taking stock of learners' achievements and progress is particularly important at transitions.

Assessment involves gathering, reflecting on and evaluating evidence of learning to enable staff to check on progress. Teachers use a range of assessment approaches to assess the different types of achievement across the curriculum. This range allows learners to demonstrate what they know, understand and can do. It is essential that staff use evidence of learning from a broad range of contexts to check how a learner is progressing and that learning is secure.

The evidence will be different depending upon the kind of learning being assessed, the learning activity and learners' preferences about how to show what they have learned. Evidence comes from day-to-day learning as well as from specific assessment tasks, activities, tests and examinations.

Judgements about children and young people's learning need to be dependable. This means that assessments are valid and reliable. Assessment approaches should be proportionate and fit for purpose: different forms of assessment are appropriate at different stages and in different areas of learning. It is important that an overview is taken across all learners' assessment experiences to ensure breadth, balance and coherence in approaches. It is also important that arrangements do not place excessive burdens on learners and teachers which divert their time and effort from learning and teaching.

Moderation

Moderation is the term used to describe approaches for arriving at a shared understanding of standards and expectations for the broad general education. It involves teachers and other professionals, as appropriate, working together, drawing on guidance and exemplification and building on existing standards and expectations to:

- plan learning, teaching and assessment
- check that assessment tasks and activities provide learners with fair and valid opportunities to meet the standards and expectations
- sample evidence from learners' work and review teachers' judgements
- agree strengths in learners' performances and next steps in learning
- provide feedback on teachers' judgements to inform improvements in practices

Moderation helps to ensure that there is an appropriate focus on outcomes for learners. Teachers' participation in moderation activities is a highly effective form of professional development.

E. CONCLUSION

All head teachers are becoming increasingly skilled at interpreting and using the information from teachers' professional judgement, which includes the range of assessment data gathered, including standardised assessments.

The Performance Team provides schools with a high level of quality performance information.

Continued good practice in all West Lothian schools will ensure that there is a high level of professional dialogue within schools through attainment meetings, stage and level planning meetings and departmental meetings to track and monitor the progress of individuals, groups and cohorts of pupils.

F. BACKGROUND REFERENCES

None

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Donna McMaster, Head of Education (Curriculum, Quality Improvement & Performance)
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Email: donna.mcmaster@westlothian.gov.uk

Date of meeting: 15th January 2019



St. Thomas' Primary School
Addiewell

Assessment and Moderation: Our Perspective

Our Context

- ▶ Scottish Attainment Challenge school
- ▶ Joint school campus
- ▶ Shared headship
- ▶ 27 children
- ▶ 78% children quintile 1
- ▶ 33% children EAL
- ▶ 22% FME
- ▶ Principal teacher, SAC Principal teacher, 2 Class Teachers, Family Support Worker, 2 PSWs



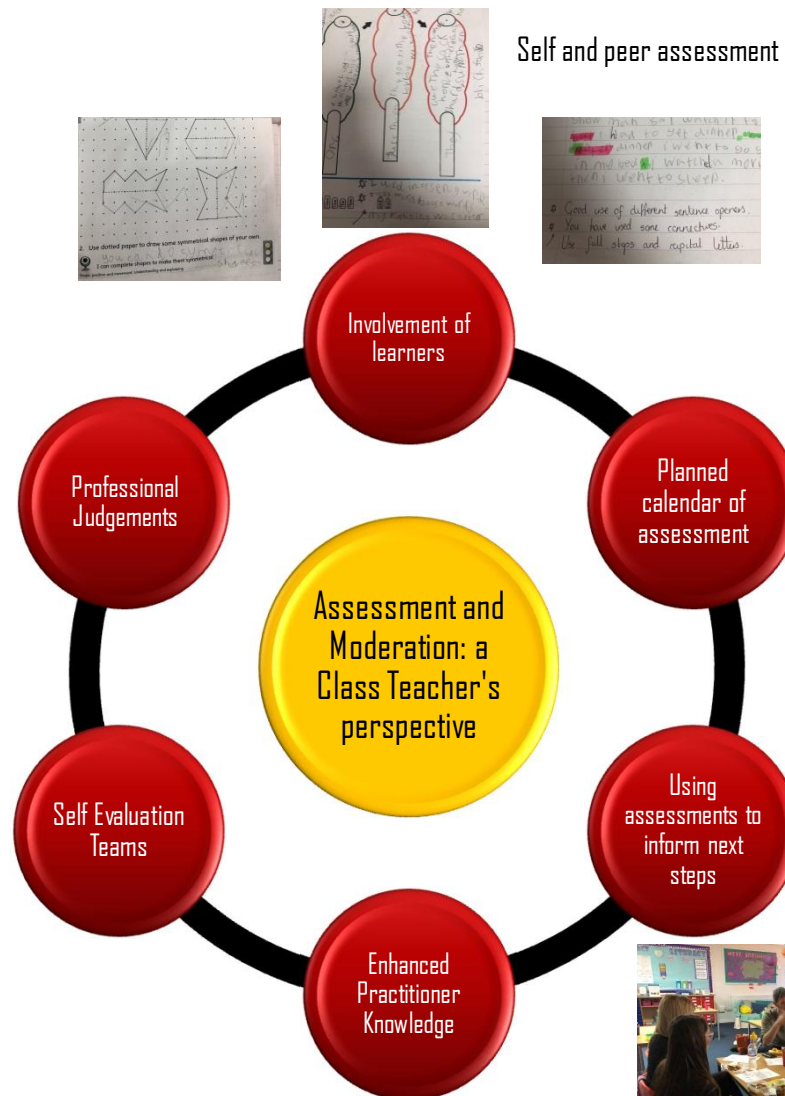
Assessment and Moderation: a class teacher's perspective

Class	Gender	SIMD Decile	Free Meals	CoS	ASN	LAC	PEF Interventions	Attaining 17/18	Attaining Track 1	Engage Track 1
P1	F	1	Yes	3	yes				1	A
P1	F	1	No	1					1	A
P1	F	1	No	1					1	A
P1	M	6	No	2	yes				1	G
P1	M	1	No	2	yes				1	G
P1	M	1	Yes	1					1	G
P1	M	1	Yes	3	yes				1	G

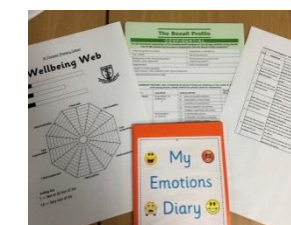
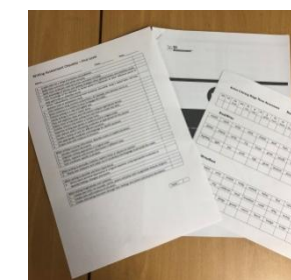
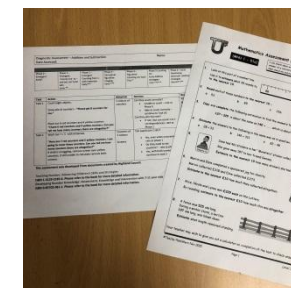
Achievement of a level

	Early	First	Second
August-December	SLT observation	Peer observation	Jotter monitoring (Writing/Literacy)
January-March	Peer observation	Jotter monitoring (Numeracy)	SLT observation
April-June	Jotter monitoring (journals)	SLT observation	Peer observation

Self Evaluation Team activities



Self and peer assessment



Planned assessments

Professional Reading Group



Class	Gender	SIM Decile	Free Meals	CoS	ASN	LAC	PFF Interventions	Attaining 17/18	Attaining Track 1	Engage Track 1
P1	F	1	Yes	3	yes				1	R
P1	F	1	No	1					1	A
P1	F	1	No	1					1	A
P1	M	6	No	2	yes				1	G
P1	M	1	No	2	yes				1	G
P1	M	1	Yes	1					1	G
P1	M	1	Yes	3	yes				1	G

Learning from November		
Week Commencing 17 November 2019		
HIGGINS & KING: Our relationships		
Eight early in the day, the library began to rain. Our observations during the day:		
<p>Widening Theme</p> <p>Children are challenged and supported effectively</p> <p>All of our children are able to access, support and engage meaningfully</p> <p>An array of the resources is available for pupils to use to foster quiet time and independent engagement</p> <p>Staff have positive interactions with pupils and model positive relationships</p> <p>Clear structures and routines are in place and support the learning and engagement of the school</p> <p>Provide necessary resources for children to help them participate in all aspects of the curriculum</p> <p>Support children to become independent</p>	<p>EAC Meeting</p> <p>Area 4 - 6</p> <p>In 1a class</p> <p>Area 2 - 6</p> <p>Area 4 - 6</p> <p>Area 4 - 6</p> <p>In 2a class</p> <p>In 2a class</p> <p>Area 4 - 6</p> <p>In 1a class</p> <p>Area 4 - 6</p> <p>Area 4 - 6</p> <p>In 1a class</p> <p>Area 4 - 6</p>	
<p>A whole school behaviour management policy is adopted by all staff and is consistently used throughout the school</p> <p>Staff to model and observe (e.g. during lunch time to toddler) how children learn, think, listen through speech</p>		<p>Area 4 - 6</p> <p>Area 4 - 6</p> <p>In 1a class</p>

Developing pupil voice at whole school level



* Use the moderation cycle with school and Cluster Staff to examine own practice through Self Evaluation by stage and share expectations of good practice. Reflective questions will be used to provide structure for staff.

School Improvement Plan

Quality Assurance activities

SLT Learning Walk
Wk beginning 3rd September
Wk beginning 5th November
Wk beginning 1st April

Three learning walks will take place during the above weeks with a focus on school improvement progress. Pupils, parents and staff may be involved in these.

3.3 Teaching - Pupil Work	
w/b 24 th September 2017	Maths Jotters
w/b 3 rd December 2017	Writing Jotters
w/b 11 th February 2018	Learning Journals/Profiles
w/b 13 th May 2018	Learning across the Curriculum

The Leadership team will monitor samples of pupil work each term. Teachers will be given feedback and asked to moderate alternative jotters in stages 5 and 6. They will also monitor children's learning across the curriculum.

Tracking and monitoring

Name	Age	NUMERACY												LITERACY																	
		IN						OUT						IN						OUT											
		1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
		1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
		1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
		1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
		1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
		1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
		1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
		1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
		1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
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		1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
		1																													



EDUCATION EXECUTIVE

RELOCATION OF CEDARBANK SCHOOL, LIVINGSTON

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

A. PURPOSE OF REPORT

To seek Education Executive approval to commence formal statutory consultation with initial pre-consultation exercise on the proposal to relocate Cedarbank School, Livingston.

To present to Education Executive the draft consultation document prepared by Council Officers.

B. RECOMMENDATION

It is recommended that Education Executive note the terms of the initial draft consultation paper and approves commencement of formal statutory consultation with initial pre-consultation exercise on the proposal to relocate Cedarbank School.

C. SUMMARY OF IMPLICATIONS

I	Council Values	Focusing on our customers' needs; being honest, open and accountable; making best use of our resources; working in partnership
II	Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	<p>The consultation does not change any existing policies.</p> <p>Legal</p> <p>The Local Government Etc (Scotland) Act 1994. Education (Scotland) Act 1980 and related regulations. The Standards in Schools (Scotland) Act 2000. The School Education (Amendment) (Scotland) Act 2002 and School (Consultation) (Scotland) Act 2010. It is also necessary to consider primary and secondary school provision and catchment area arrangements in the context of the West Lothian Local Development Plan.</p>
III	Implications for Scheme of Delegations to Officers	None
IV	Impact on performance and performance Indicators	None

V	Relevance to Single Outcome Agreement	<p>Outcome 2: We are better educated and have access to increased and better quality learning and employment opportunities.</p> <p>Outcome 3: Our economy is diverse and dynamic, and West Lothian is an attractive place for doing business.</p>
VI	Resources - (Financial, Staffing and Property)	<p>Capital budget provision of £21m has been included in the Capital Programme for development of the special needs school estate with £6m specifically allocated for the proposed relocation of Cedarbank school.</p> <p>Financial resources required are for printing and postage, costs associated with public meetings, for advertisements for the public meetings and for dedicated staff time required for this process.</p>
VII	Consideration at PDSP	<p>Following consideration on 18 December 2018 it was noted that any potential issues relating to traffic management will be given due regard during the statutory consultation.</p>
VIII	Other consultations	<p>Finance and Property Services, Operational Services, Planning Economic Development and Regeneration Services, Legal Services.</p> <p>Formal consultations involve Parent Councils, parent/carers, pupils, staff and trade unions at affected schools. Community Councils within the catchment areas of the affected schools will also be consulted.</p>

D. TERMS OF REPORT

Cedarbank School is a secondary education establishment for children with a range of additional support needs related to learning difficulties and social communication needs. The school is currently located over 3 sites:

Cedarbank School Building – 41 pupils (generally S1 to S3)
Deans Community High School – 36 pupils (generally S4 and S5)
Armada Academy – 13 pupils (generally S6)

Investigation was initiated by West Lothian Council Education Services into reviewing the condition, suitability and capacities of existing property assets establishing feasible modification and relocation options to inform decisions on future delivery of Additional Support Needs provisions.

The outcome of this investigation was the recognition that there was a need to consider options for relocation of Cedarbank School related to (i) existing property asset performance and (ii) the delivery of a single S1-S6 education establishment for pupils with a range of additional support needs related to learning difficulties and social communication needs.

Key determinants for site selection and implementation of said proposal were:

- I. the school to be located in an existing mainstream secondary school campus central to Livingston
- II. the selected mainstream school not to be a Public Private Partnership (PPP) funded establishment
- III. provision of a defined school with separate entrance to that of the mainstream school
- IV. maintain the Cedarbank School identity
- V. 13 class base facility, anticipated capacity of 10 pupils per class

Offering due regard to these factors the following considerations were offered:

D.1 Deans Community High School

- Based in Livingston, Deans Community High School is Public Private Partnership Funded (PPP) therefore not a preferred option for relocation of the proposed new Cedarbank School.

D.2 St Margaret's Academy

- The school site at St. Margaret's Academy has already been extended and as such, the estate has limited scope for further development of the size required to accommodate the proposed new Cedarbank School.
- St. Margaret's Academy being a denominational secondary school has a wide catchment area with a substantial number of pupil transport requirements and a high volume of bus and taxi provisions accessing the premises at the start and end of the school day. There would be concern over traffic management issues with the addition of the required taxi and minibus traffic to transport pupils to and from the proposed Cedarbank School.

D.3 Inveralmond Community High School

- A notable issue when considering the site at Inveralmond Community High School is the vehicular access. The existing access road currently serves Inveralmond Community High School, Inveralmond Early Years Centre, Ladywell Nursery and Harrysmuir Primary School. The addition of the proposed new Cedarbank School would negatively affect the existing traffic management arrangements and which may become unsafe.

D.4 The James Young High School

- Traffic arrangements at The James Young High School are well managed and sufficient. There would be no detriment in additional taxi and minibus traffic for the proposed new Cedarbank School. A designated pick up/drop off layby could be designed to accommodate all Cedarbank School traffic.
- The current estate at The James Young High School has scope for expansion allowing delivery of a defined education establishment separate to the mainstream school.

E. CONCLUSION

By relocating to purpose built accommodation within the estate of The James Young High School, Cedarbank School would maintain its identity and facilitate a single S1 to S6 provision for pupils with a range of additional support needs related to learning difficulties and social communication needs.

Under the management of the Head Teacher of Cedarbank School, pupils would be rooted within their own school community having access to smaller group settings that meet individual needs as required together with access to all the appropriate educational advantages of secondary stage education.

The changes outlined in the draft consultation paper acknowledge demand for placement within specialist education establishments, support school estate property asset performance and make best use of existing and future school capacities.

F. BACKGROUND REFERENCES

- Review of Additional Support Needs (ASN) Provision, Education Executive 12 November 2013
- Review of Additional Support Needs ASN provision, Education Executive 4 February 2017
- Schools (Consultation) (Scotland) Act 2010

Appendices/Attachments:

Appendix 1 Draft Timeline

Appendix 2 Draft Consultation Proposal Paper

Contact Person:

Melanie Laurie, Education Project Officer, West Lothian Civic Centre, Howden South Road, Livingston, West Lothian, EH54 6FF, Tel: 01506 281666

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

Date of meeting: 15 January 2019

Appendix1

DRAFT Statutory Consultation Timeline – Cedarbank Relocation

Date	Event	Description
18 December 2018	Education PDSP	To seek Panel recommendation for submission to Education Executive on proposal to commence formal public consultation
15 January 2019	Education Executive Meeting	Meeting to discuss proposal and agree continuation to statutory consultation phase
Mid- Late January 2019	Pre Consultation	Gather and share information in advance of statutory consultation
26 February	Education Executive	Review of pre-consultation exercise and agree continuation to statutory consultation phase
March 2019	Start of Consultation	Beginning of formal public consultation (min 6 continuous weeks consultation period including min of 30 school days)
March 2019	Public Meeting Period	Public Meetings to discuss proposal
End April 2019	End of Consultation	End of Public Consultation
May 2019*	Submit report to Education Scotland*Dates to be agreed in advance with Education Scotland	West Lothian Council Education Services relays report on proposal and consultation findings to Education Scotland
Early June 2019**	Deadline for Education Scotland three week period for reporting back to Education Services **Education Scotland do not include any schools holiday periods within their 3 week timeframe	Education Scotland response to West Lothian Council submission
July 2019	Give Education Scotland at least 5 days notice prior to publishing final report	Upon receipt of response from Education Scotland and on consideration of previous consultation period representations, Authority will prepare and publish final consultation report
July 2019	Publication of final consultation report	A minimum of three weeks after publication of consultation report Authority will make final decision
Aug/Sept 2019	Education Executive Meeting	Decision made

Appendix 2

WEST LOTHIAN COUNCIL, EDUCATION SERVICES

**RELOCATION OF CEDARBANK SCHOOL,
LIVINGSTON**

**DRAFT CONSULTATION DOCUMENT
MARCH 2019**

SECTION 1: Purpose of this document

SECTION 2: The Proposal

SECTION 3: The Educational Benefit Statement

SECTION 4: Integrated Impact Assessment

SECTION 5: Consultation Process and How To Have Your Say

SECTION 1: PURPOSE OF THE DOCUMENT

The purpose of this document is to give information on:

- West Lothian Council's proposal to relocate Cedarbank School, Livingston as part of the council's continuing commitment to ensure equitable, quality and sustainable provision for pupils with additional support needs;
- the educational benefits to be gained through the implementation of this proposal; and
- how you can give your views and take part in the consultation process.

West Lothian Council believes that thorough and effective consultation will support better outcomes for pupils and their families and will enable the vast majority of pupils with severe and complex needs to be educated within West Lothian with tailored support to meet their needs.

Public consultations are necessary when a local authority is proposing to make a significant change to its school estate in this case, the relocation of a school. To carry out a public consultation the council requires to follow the statutory guidance outlined in the Schools (Consultation) (Scotland) Act 2010. With this in mind, this document is further organised into the following sections:

Section 2 details the proposal, and gives the background and rationale to the proposal.

Section 3 contains the educational benefits statement in relation to the proposal and provides an assessment of the effects of this proposal on the children/young people and their families of the affected school.

Section 4 provides information on the Integrated Impact Assessment undertaken in reference to the proposal. An Integrated Impact Assessment (IIA) is undertaken to ensure that the Council meets its statutory requirement to assess policies and practices and ensure that they meet the legislative requirements in relation to its equality, human rights and socioeconomic obligations.

Section 5 details how West Lothian Council has organised the consultation process to meet the requirements of the legislation, and how you can take part and give your views.

SECTION 2: PROPOSAL AND BACKGROUND TO THE PROPOSAL

2.1. THE PROPOSAL:- TO RELOCATE CEDARBANK SCHOOL, LIVINGSTON

West Lothian Council, Education Services proposes to relocate Cedarbank School, Livingston.

It is proposed that S1-S6 education for pupils with a range of additional support needs related to learning difficulties and social communication needs will be delivered by means of a separate provision within the estate of The James Young High School, Livingston.

Cedarbank School will remain a defined school having a separate entrance to that of the mainstream school, it will maintain its identity and will continue to operate under the management of the Head Teacher of Cedarbank School.

West Lothian Council do not foresee any impact to the existing Cedarbank School roll capacity as a result of implementation of this proposal.

Education authorities have a statutory duty in terms of the Education (Scotland) Act 1980 to make adequate and efficient provision of school education across their area. This duty applies in respect of both the current school population and anticipated pattern of demand.

Furthermore, the Standards in Scotland's Schools Act 2000 details the education authority has a duty to provide every child or young person an education aimed at developing their personality, talents, mental and physical abilities to their fullest potential therefore to this regard, West Lothian Council have a duty to provide support to children and young people who have additional needs which may cause a barrier to their learning. Most pupils who experience barriers to learning can be supported in their mainstream school with specialist intervention, staff training and/or direct support. However, a number of pupils require more intensive support with specialised education and care. This is provided within specialist educational establishments and is in line with the council's commitment to promoting fairness and equality.

West Lothian Council wishes to optimise the educational experience for every pupil by providing the best possible education which meets the need of all learners. The relocation of Cedarbank School from the current sites at Cedarbank School building, Deans Community High School and Armadale Academy to an all-purpose facility will create a single inspiring learning environment for secondary stage pupils that meet the needs of existing and projected pupils with a range of additional support needs related to learning difficulties and social communication needs.

The proposal will ensure that accommodation at Cedarbank School will be fully accessible and equipped with modern solutions to provide opportunities for learners to achieve across all curricular areas, develop skills, attributes and capabilities through secondary education based courses that are aligned with the key principles of Curriculum for Excellence.

2.2 BACKGROUND TO THE PROPOSAL

West Lothian Council undertook public consultation regarding Additional Support

Needs (ASN) provision during 2013 to 2015. Extensive consultation with stakeholders took place and contributions provided valuable feedback on the requirements for future provision.

It was acknowledged at that time, the council's commitment to undertake the necessary consultation process on the delivery of secondary stage education for pupils with a range of additional support needs related to learning difficulties and social communication needs. The Council remains committed to this vision.

Subsequent investigations were initiated by West Lothian Council Education Services into reviewing the condition, suitability and capacities of the existing ASN properties, establishing feasible modification and relocation options to inform decisions on future delivery.

The outcome of these investigations was the recognition that there was a need to consider options for relocation of Cedarbank School related to (i) existing property asset performance and (ii) the delivery of a single S1-S6 education establishment for pupils with a range of additional support needs related to learning difficulties and social communication needs.

2.3 SITE LOCATION

The proposal by council officers is the relocation of Cedarbank School to separate purpose built accommodation within the estate of The James Young High School.

Key determinants considered during the site assessment process were:

- Review of existing property assets within West Lothian with the main focus being delivery of an efficient, sustainable specialist school.
- Preference was for the new Cedarbank School to be located within an existing mainstream secondary school campus central to Livingston.
- The selected mainstream school not to be a Public Private Partnership (PPP) funded establishment.
- Mainstream school estate must have available capacity to accommodate an independent learning facility with a 13 class base structure.
- Provision of a defined school with separate entrance to that of the mainstream school.
- West Lothian Councils duty and commitment to best value by maintaining regard to quality and cost.

On evaluation of existing school estates and review of available land within the authority for relocation, it was considered that the site and provisions within The James Young High School estate offered best opportunity for expansion both internally and externally.

Initial design plans show future accommodation can incorporate all the required functions for the delivery secondary phase education in a personalised specialist

environment.

West Lothian Council offers a range of specialist establishments within the ASN School Estate. Each special school has a clear purpose that caters for the specific need of the child or young person attending. Cedarbank School, having embedded excellent support to those pupils with a range of additional support needs related to learning difficulties and social communication needs is in an excellent position to continue to facilitate this dedicated approach.

Should the proposal be agreed and progressed and on completion of proposed works, the newly constructed Cedarbank School will have capacity to accommodate on a defined purpose built provision within The James Young High School estate, a 13 class base facility for secondary year stages S1 to S6 with an anticipated capacity of 10 pupils per class.

Intended delivery of proposed facilities and relocation of Cedarbank School is August 2022.

Whilst the Councils proposals for building the extension to The James Young High School are being developed with the intention of avoiding the necessity for children and young people to decant during the construction, an unforeseen situation may arise that does require decant of pupils to another facility within the authority, the existing West Lothian Council contingency for such an eventuality will be implemented. This would be managed and communicated sensitively and appropriately with all parties involved.

2.4 ADMISSION CRITERIA

There will be no amendment to criteria for admission to specialist provision in West Lothian as a result of this consultation exercise.

Admission will continue to be in accordance with West Lothian Councils current admission arrangements for specialist provision, details of which are detailed via the attached link:

https://www.westlothian.gov.uk/media/9292/Admission-to-Specialist-Provision---Procedure/pdf/Admission_to_Specialist_Provision_-_Procedure.pdf

2.5 SCHOOL CATCHMENT AREA

Specialist provision (special schools and classes) are managed by West Lothian Council and have a single catchment area covering the whole of West Lothian. There will be no amendment to the current catchment arrangements for specialist provision as a result of this proposal.

The existing school catchment area for The James Young High School will be unaffected under the terms of the proposal.

2.6 NON-DENOMINATIONAL EDUCATION PROVISIONS

All specialist education establishments in West Lothian are non-denominational therefore the provisions offered to children and young people at Cedarbank School are not affiliated to a particular religious denomination.

2.7 PRE-CONSULTATION EXERCISE

As recommended in Education Scotland statutory guidance West Lothian Council will engage with all key stakeholders and conduct a pre-consultation exercise. This valuable exercise offers opportunity at an early stage for dialogue between West Lothian Council and Stakeholders to outline possible options, address identified issues and finalise aspects of the proposal to take forward to Statutory Consultation. It is proposed the pre-consultation exercise will commence January 2019.

2.8 THE JAMES YOUNG HIGH SCHOOL

Should the proposal to relocate Cedarbank School to a provision within the estate of The James Young High School be progressed, West Lothian Council does not foresee any impact to pupils, parents/carers, staff and other relative stakeholders at The James Young High School.

2.8.1 SCHOOL MANAGEMENT AND STAFF TEAMS

The James Young High School will continue to be a defined education establishment with its own identity, management and staff structure. There are no anticipated amendments to existing staff structure, pupil roll and school capacity as a result of this proposal.

2.8.2 CURRICULUM FOR EXCELLENCE

The James Young High School will remain fully equipped to ensure that curricular provisions offer opportunities for learners to achieve across all curricular areas and develop skills, attributes and capabilities through courses aligned with the key principles of Curriculum for Excellence: challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance.

2.8.3 ADMISSION

Criteria for admission and school catchment area for The James Young High School will continue as is and be in accordance with West Lothian Councils current admission arrangements.

2.8.4 SCHOOL TRANSPORT

West Lothian Council do not foresee any amendments to existing transport provisions as a result of this proposal. Any requests for school transport provisions will be considered in accordance with West Lothian Councils School Transport Policy.

https://www.westlothian.gov.uk/media/2152/Transport-to-and-from-School---Mainstream/pdf/Transport_to_and_from_School_-_Mainstream.pdf

2.8.5 TRANSITION

Effective primary to secondary transition programmes offering stability and continuity of education during this key stage of education will continue to be offered to those pupils attending the The James Young High School.

SECTION 3: THE EDUCATIONAL BENEFIT STATEMENT

The current proposal if agreed and implemented would result in the relocation of Cedarbank School providing additional support for secondary aged pupils with a range of additional support needs related to learning difficulties and social communication needs.

The provision at Cedarbank School will allow pupils to access the curriculum in an alternative environment to their mainstream school environment.

Pupils would be rooted within their own school community having opportunity to work in smaller group settings that meet individual needs together with access to all the appropriate educational advantages of secondary stage education.

The specific educational benefits of the proposal are outlined below in terms of the following:

- 3.1 Curriculum For Excellence
- 3.2 Transition
- 3.3 Transport
- 3.4 Mainstream Links
- 3.5 School Management
- 3.6 Staff Teams
- 3.7 Accommodation
- 3.8 School Grounds/ Outdoor Learning
- 3.9 Playground
- 3.10 Community Links
- 3.11 Mentoring and Buddying
- 3.12 Benefits for Any Other School Users

3.1 CURRICULUM FOR EXCELLENCE

Curriculum for Excellence is the national curriculum of experiences and outcomes for all pupils, 3 – 18 years. The national guidance from Education Scotland encourages education authorities to ensure that each school's curriculum is designed on 7 key principles:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance.

The key educational benefits of the proposal in relation to Curriculum for Excellence are stated below with a specific focus on the 7 principles:

The curriculum for pupils with a range of additional support needs related to learning difficulties and social communication needs is based on the same principles as all educational establishments across West Lothian. Design of the curriculum, taking cognisance of these principles will depend on the nature and complexity of the needs of the children and young people. Progression can be achieved through a well-planned, joint and individualised learning programme. In Cedarbank School, staff will develop and refresh the curriculum on a regular basis and manage curriculum change and innovation to improve the range and quality of experiences and outcomes for children and young people and ensure delivery of curriculum entitlements.

The proposed relocation of Cedarbank School to The James Young High School estate will enhance full and progressive participation in the curriculum and will support a clear strategy to provide entitlement to a broad general education and senior phase education. Delivery of secondary education at Cedarbank School will enhance access for pupils (both current and future) to a balanced curriculum that provides the best possible learning opportunities and experiences and will enable pupils to enjoy their education within a supportive specialist setting and develop positive attitudes towards learning.

As an additional support needs secondary school provision, Cedarbank School will be well placed to ensure that the pupils experience challenge and progression through consistent, well-planned teaching which is flexible and responsive to distinctive geographical, cultural, social and special needs contexts.

Every young person is entitled to benefit from a senior phase education. The Senior Phase within Cedarbank School will provide the opportunity for learners to achieve their maximum potential through their learning experiences, awards and qualifications.

Within Cedarbank School this entitlement will involve working with a wider range of partnerships that broaden the scope for attainment and achievement. The skills and attributes which the pupils will develop will help them reach their full potential and the ability to become lifelong learners. Pupils will benefit from relevant experiences in learning at an appropriate level and will progress in achieving learning outcomes in National Qualification alongside other forms of certification.

The breadth of the curriculum will afford opportunities for exercising responsible personal choice as pupils move through their secondary education. This includes opportunities for achievement and celebration of success.

Good relationships and positive behaviour are key to the delivery of Curriculum for Excellence and pupils will be supported in this by experienced specialist teaching and non-teaching staff.

By focusing on the above concepts, the relocation of Cedarbank school to combine all existing three sites (Cedarbank Building, Deans Community High School and Armadale Academy) to one single location can provide the highest quality of individualised learning and teaching experiences that enable young people to thrive and achieve in their education through the development of positive attitudes towards learning.

3.2 TRANSITION

West Lothian Council will endeavour to maintain effective straightforward transition for all pupils progressing through the key stages of their education.

It is recognised that the transition stage in a pupil's education may be difficult therefore all measures will be considered and actioned to negate any possible anxieties and ensure a less traumatic and arbitrary transition process for the individual.

For those pupils with a range of additional support needs related to learning difficulties and social communication needs, adopting a coordinated approach ensures a continuum of support that addresses individual needs.

3.3 TRANSPORT

The school transport provisions currently in place for pupils attending Cedarbank School will remain. No alterations to existing entitlements and schedule of provisions are anticipated as a result of the proposal. All provisions offered will continue to be in conjunction with West Lothian Councils policy on transport. [https://www.westlothian.gov.uk/media/2246/Transport-to-and-from-School---Special-Needs/pdf/Transport to and from School - Special Needs.pdf](https://www.westlothian.gov.uk/media/2246/Transport-to-and-from-School---Special-Needs/pdf/Transport%20to%20and%20from%20School%20-%20Special%20Needs.pdf)

3.4 MAINSTREAM LINKS

The Standards in Scotland's Schools etc Act 2000 indicates that education authorities should provide education to school age children within mainstream settings, unless certain exceptions apply such as where a mainstream school would not be suited to the ability or aptitude of the child.

Strong partnerships between West Lothian Council and outside agencies are helping continue to improve and increase appropriate choices and challenges for the pupils of Cedarbank School with effective procedures and initiatives helping pupils move on from school successfully.

Within Cedarbank School pupils build skills and strategies to help them cope with social and personal relationships, thus enabling them to interact as fully as possible with their mainstream peers and the outside world.

The proposal to relocate Cedarbank School to a single provision within The James Young High School estate will encourage good collaborative practice between both schools and will enable Education Services to build upon, and to further embed, the positive approaches to relationships, attainment and achievement already developed within Cedarbank School. Pupils will be encouraged to become involved in as many aspects of secondary school life as is possible to develop ownership of their learning and to become full members of the school community.

Furthermore, the proposal increases opportunities for providing a balance between the equally important elements of academic attainment and social development.

Where pupils with a range of additional support needs related to learning difficulties and social communication needs feel included and respected they are more likely to develop self-confidence, resilience and positive views about themselves and others.

Any integration between Cedarbank School and The James Young High School will only be progressed when timings are appropriate and convenient to both the

establishments. Integration will be implemented through appropriate assessment of individual needs in line with the councils Child's Planning Process.

3.5 SCHOOL MANAGEMENT

Should the proposal be agreed and implemented Cedarbank School will continue to be managed by the schools current Head Teacher who will have responsibility for the day-to-day operational management of the school.

Any changes to staffing and management structures would be taken forward in line with national staffing guidelines.

3.6 STAFF TEAMS

An effective staff team will be in place to ensure that the learning and care needs of pupils can be fully met. Teachers and support staff work together to meet the needs of pupils and to help them to learn.

It is not anticipated that there would be implications for any staff currently employed at Cedarbank School as a result of this proposal. Current staffing levels would be maintained or enhanced to meet the needs of children and young people appropriately.

Agencies and partners will continue to work closely together to support and inform the planning process for learners. This involves a range of agencies and staff to meet the individual needs of each child. These include:

- Educational Psychology
- School community paediatrician
- School nurse
- Speech and language therapy
- Physiotherapy
- Occupational Therapy

Staffing arrangements will be consistent with West Lothian Council's local agreements. Detailed consultation will be undertaken with members of staff, Trade Unions and Professional Associations for staffing the relocated Cedarbank School.

Learning opportunities delivered by well qualified and skilled staff with high levels of expertise, working in partnership with other agencies and staff to meet individual needs will lead to improvements in teaching and learning

3.7 ACCOMMODATION

West Lothian Council believe that the requirements of secondary pupils with a range of additional support needs related to learning difficulties and social communication needs are best met in a facility designed specifically to support the nature of their needs.

Future accommodation at Cedarbank School will be compliant with the Councils obligations under the Equality Act 2010, fully accessible, specially built and equipped with modern solutions to meet the learning and care needs of pupils and will provide opportunities for a wide range of learning experiences in line with Curriculum for Excellence.

Facilities would enable pupils to have full time placements to fulfil their entitlements to a broad, general education and senior phase education within a highly supportive environment.

Cedarbank School will include meeting rooms to support partnership working with families, multi-agency partners and community partners. Dedicated teaching areas, in addition to small class sizes with a high staff to pupil ratio, will allow staff to plan flexibly to meet pupil needs.

In summary the pupils and parents of Cedarbank School will have access to an educational establishment which will provide a high level of support relevant to meeting the needs of all pupils attending the specialist provision with a range of additional support needs related to learning difficulties and social communication needs.

3.8 OUTDOOR LEARNING

For all pupils, outdoor learning is an integral feature of their education. On a programmed basis, pupils will be given regular opportunities to take their education outdoors into the local countryside and further afield.

The proposed relocation of secondary education at Cedarbank School will provide the benefit of continued access to safe outdoor spaces that the pupils are already familiar with. This will enable learning to take place in the outside world, not only in the formal classroom.

There will be opportunities for spontaneous, planned and purposeful activities, use of the outdoors to develop literacy and numeracy, health and wellbeing and active outdoor learning. This will have a positive impact on the learning environment for pupils. Acquired skills can be applied in real life contexts.

School grounds can offer ample scope for development of the outdoor classroom. This will continue to have a positive impact on the learning environment for Cedarbank School pupils and will support the development of good relationships and positive behaviour, not only in the classroom, but also outdoors and in the wider community.

Within Cedarbank School the outdoor classroom is already used to support interdisciplinary learning, PE, Science, literacy and numeracy across the curriculum. Should the proposal be agreed these learning episodes would be further built upon throughout the secondary phase of the young person's education.

3.9 PLAYGROUND

The playground facilities available to pupils at the new Cedarbank School site will promote social interaction and health and wellbeing and in order to maximise the opportunities for health promotion, all available space will be well utilised, with playground space being promoted, as appropriate, as an extension to the formal classroom.

Playground improvements would be created as safe areas to deliver a variety of activities relevant to secondary aged pupils. Further design of the playground will be taken forward in consultation with staff and pupils.

Cedarbank pupils will also have the opportunity to make use of The James Young

High School external facilities and social areas as and when appropriate in relation to their individual needs.

3.10 COMMUNITY LINKS

A wide range of community links is available to Cedarbank School. The existing strong community links will be built upon further as the children progress through their secondary education.

The relocation of Cedarbank School to a single provision will enable pupils to further benefit from existing strong community links. Acquired skills will be practiced and applied in real life contexts.

Cedarbank School has a wide range of existing strong community links including:

- Links with local mainstream primary and secondary schools
- Community Police Officer
- West Lothian College
- Local church

The existing strong community links shall remain and be further developed. For the pupils, this facilitates active involvement within communities where excellent support for pupils with additional support needs is acknowledged.

Community links facilitates the promotion of a wide range of skills, provides opportunities for new skills to be applied in real life contexts and enables learning to take place in the outside world as well as in the formal classroom.

3.11 MENTORING AND BULLYING

Activities within Cedarbank School, and in the school playgrounds, will lend themselves well to the establishment of whole school buddying/mentoring programmes.

Such interaction between older and younger pupils provides valuable life skills links. As a result, a supportive ethos for younger pupils is provided and responsibility for older pupils developed.

The larger combined roll will afford the pupils opportunities to broaden their social circles.

3.12 BENEFITS FOR ANY OTHER SCHOOL USERS

Changes to the proposed use of the accommodation at Cedarbank would not impact on any other parties.

There is no proposed change to arrangements for any other users of the educational establishment outlined in this proposal.

Cedarbank School is used for the sole purpose of education and there are no other users of the school facilities there would therefore be no impact on any community group or organisation.

SECTION 4: INTEGRATED IMPACT ASSESSMENT

To meet statutory equality duties, the Council conducts an Integrated Impact Assessment (IIA) to critically assess policies and practices and ensure compliance with all legislative requirements.

The aim of an IIA is to examine policies and practices in a structured way taking account of equality, human rights and socioeconomic disadvantage (poverty) implications when making decisions, ensuring the impact within the community is recognised and addressed accordingly.

IIA screening is completed using the Council's Integrated Impact Assessment Toolkit and allows the Authority to recognise positive steps it can take to promote fairness and equality of opportunity for all.

As part of the consultation process the Council will consult with a wide range of stakeholders, staff, parents/carers and young people and will welcome and address comments on the IIA process.

The outcome of the Integrated Impact Assessment will inform the Report on the Outcome of Consultation and the council's consideration of the proposed changes prior to reaching a decision on whether they should be implemented.

SECTION 5: CONSULTATION PROCESS:HAVE YOUR SAY

This section provides information on how West Lothian Council has organised the consultation process for the proposal contained within this document. It also provides information on how you can take part and give your views

In terms of the Schools (Consultation) (Scotland) Act 2010, any proposal to open a stage of education within a school requires a formal consultation process.

The Schools (Consultation) (Scotland) Act 2010, as amended by the Children and Young People (Scotland) Act 2014, sets out the statutory consultation requirements.

The statutory consultees for a proposal to establish a stage of education are prescribed as follows:

- the Parent Council or Combined Parent Council of any affected school
- the parents of the pupils at any affected school
- the parents of any children expected by the education authority to attend any affected school within two years of the date of publication of the proposal paper
- the pupils at any affected school (in so far as the education authority considers them to be of a suitable age and maturity)
- the staff (teaching and other) at any affected school
- any trade union which appears to the education authority to be representative of the persons mentioned in bullet point above
- the community council (if any)

- the Community Planning Partnership (within the meaning of section 4(5) of the Community Empowerment (Scotland) Act 2015 for the area of the local authority in which affected school is situated.
- any other community planning partnerships considered relevant by the Authority.
- any other education authority that the education authority considers relevant
- any other users of any affected school that the education authority considers relevant
- in relation to any relevant proposal which affects a denominational school, the Church, Denominational Body or Scottish Hierarchy of the Roman Catholic Church

Council officers will be present at the public meetings to outline the proposals, facilitate discussions and answer questions.

The Consultation meetings will give interested parties a formal opportunity to express their views.

It is appreciated that there is a limited time at meetings to discuss the subject matter fully and not everyone is comfortable with speaking at a public meeting. Therefore, to make sure that all issues are covered, and everyone gets the opportunity to contribute to the discussion, advance notice of specific questions or issues to be raised will be accepted, in writing only, up to 2 days in advance of the meetings.

The consultation period will incorporate a period of 30 school days (excluding any school holiday) from TBC until TBC 2019. This timescale adheres to the statutory consultation period for such circumstances which is a minimum of 6 consecutive weeks and include at least 30 school days.

The consultation paper will be made available electronically and in paper format.

Public meetings will be held in respect of the proposals at the venue listed below:

Location: TBC	Date/Time: TBC
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During the consultation period any views on this proposal should be sent in writing to the address given below:

Melanie Laurie, Education Services, Civic Centre, Howden Road South, EH54 6FF

Responses can also be made by e-mail to Education.Consultation@westlothian.gov.uk

All interested parties are invited to submit their comments by close of business TBC.

An on-line version of this document and other items related to the consultation can be found on the West Lothian Council website using this link:

www.westlothian.gov.uk/education

Consultation Timeline:

Following the end of the Consultation period West Lothian Council must provide Education Scotland with a report detailing all findings pertaining to the Consultation period.

All written and oral comments received during the Consultation process are recorded and represented in said report, along with the council's response to those comments.

Education Scotland will consider the Council submission and advise their response accordingly.

West Lothian Council will ensure that considerations received from Education Scotland are included in the final Consultation Report. This final Report will be made available and notification will be given to those individuals or groups that have made representations during the consultation period.

West Lothian Council will not make any decision, or put any changes into effect, until the final Consultation Report has been concluded, published and subsequently presented to the Education Executive on August/September 2019 – date to be confirmed.

The above Consultation Timeline encompasses statutory legislative requirements detailed as per Schools (Consultation)(Scotland) Act 2010

West Lothian Council, propozycja przeniesienia Cedarbank School

Aby otrzymać kopię tego dokumentu, prosimy zadzwonić do MELANIE LAURIE 01506 281666.
NALEŻY PODAĆ SVOJE NAZWISKO, ADRES ORAZ JĘZYK, NA KTÓRY DOKUMENT MA BYĆ
PRZETŁUMACZONY

Vestložiānas domes (*West Lothian Council*) priekšlikums mainīt Cedarbank skolas atrašanās vietu

Ja jūs vēlaties saņemt šī dokumenta eksemplāru, lūdzam zvanīt MELANIE LAURIE uz 01506
281666. JUMS JĀNORĀDA JŪSU VĀRDS, UZVĀRDS UN ADRESE, KĀ ARĪ VALODA, KURĀ JŪS
VĒLATIES ŠO DOKUMENTU SAŅEMT

ویسٹ لوٹھین کونسل کی سیڈربینک اسکول کو دوسری جگہ منتقل کرنے کی تجویز

اگر آپ کو اس دستاویز کی ایک نقل چاہیے تو برائے مہربانی میلینی لوری کو 01506 281666 پر فون کریں۔ اپنا نام، پتہ اور اس
زبان کے بارے میں بتاتے ہوئے جس میں آپ اس دستاویز کا ترجمہ کروانا چاہیں گے۔

العرض المقدم من بلدية ويست لوٹیان West Lothian لتغيير موقع مدرسة سيدربانك Cedarbank

واذا رغبت بالحصول على نسخة من هذه الوثيقة ، فيرجى منك الاتصال على ميلاني لوري MELANIE LAURIE على رقم
الهاتف: 01506 281666 وذكر اسمك وعنوانك واللغة التي ترغب بأن تتم ترجمة هذه الوثيقة إليها .

সিডারব্যাঙ্ক স্কুলকে (Cedarbank School -কে) স্থানান্তরিত করার জন্য ওয়েস্ট লোথিয়ান কাউন্সিলের প্রস্তাব

আপনি যদি এই কাগজটির একটা কপি চান, তাহলে দয়া করে 01506 281666 (০১৫০৬ ২৮১৬৬৬)
নম্বরে মেলানী লরীকে (MELANIE LAURIE) টেলিফোন করে আপনার নাম, ঠিকানা এবং কোন
ভাষায় আপনি এই কাগজটি অনুবাদ করা আপনি চান তা জানাবেন

West Lothian 市政府, 提议搬迁Cedarbank School

如果您想要获得本文件的一份副本, 请致电MELANIE LAURIE 01506 281666, 提供您的姓名地址并说明您希望该文件被翻译为什么语言。

西洛錫安議會關於遷移Cedarbank School (旗達伴可學校) 的建議

如果您想要一份本文檔的副本, 請致電給 MELANIE LAURIE, 號碼是 01506 281666。請將您的姓名、地址和希望將該文件翻譯成的語言告訴我們。

Vakarų Lothian savivaldybės pasiūlymas perkelti Cedarbank mokyklą.

Jei norite šios dokumento kopijos, susisiekite su MELANIE LAURIE telefonu 01506 281666. PATEIKITE SAVO VARDĄ, PAVARDĘ, ADRESĄ IR KALBĄ, JKURIA NORĖTUMĖTE, KAD BŪTŲ IŠVERSTAS ŠIS DOKUMENTAS.



EDUCATION EXECUTIVE

**ALLOCATION OF MEMBERS TO HEADTEACHER AND DEPUTE HEADTEACHER
APPOINTMENT PANELS - PROCEDURE**

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

A. PURPOSE OF REPORT

To inform members of the proposed procedure for the allocation of members to each individual Headteacher and Depute Headteacher Appointment Panel, and the impact of the informal application of this procedure in the period 1 October to 30 November 2018.

B. RECOMMENDATION

To agree:-

- 1) To note and consider the proposed procedure for the allocation of Panel members to each individual Headteacher and Depute Headteacher Appointment Panel, and the impact of the informal application of this procedure in the period 1 October to 30 November 2018.
- 2) To adopt formally the proposed procedure for the allocation of Panel members to each individual Headteacher and Depute Headteacher Appointment Panel.
- 3) To delegate to the Depute Chief Executive (Education, Planning, Economic Development and Regeneration Services) the appointment of members to each individual Headteacher and Depute Headteacher Appointment Panel and to take appropriate steps to populate panels, having regard to the proposed procedure and the availability of all members of the panel.
- 4) To delegate to the Depute Chief Executive (Education, Planning, Economic Development and Regeneration Services) the adjustment of the rota for allocation of the second place for Panel members to reflect any future changes to the composition or membership of the Panel.

C. SUMMARY OF IMPLICATIONS

I Council Values

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

II	Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	Standing Orders for the Regulation of Meetings; Scheme of Administration
III	Implications for Scheme of Delegations to Officers	<p>Delegation to Depute Chief Executive (Education, Planning, Economic Development and Regeneration Services) to appoint members to each individual Headteacher and Depute Headteacher Appointment Panel and to take appropriate steps to populate panels, having regard to the proposed procedure and the availability of all members of the panel.</p> <p>Delegation to Depute Chief Executive (Education, Planning, Economic Development and Regeneration Services) to alter the rota for allocation of the second place for elected or appointed members to reflect any future changes in membership of the Panel.</p>
IV	Impact on performance and performance Indicators	None
V	Relevance to Single Outcome Agreement	None
VI	Resources - (Financial, Staffing and Property)	None
VII	Consideration at PDSP	<p>In discussion at the PDSP members noted that the proposed procedure did not result in exact 'political balance' in utilisation of members.</p> <p>It was explained that the purpose of the proposed procedure was not to achieve exact political balance, but rather to increase utilisation of all members in order to allow panels to be arranged as required to meet service need. To this end, the proposed procedure included the retention of utilisation of the appointed members, as this had proved beneficial. It also retained the right of the Chair of the Education Executive to attend Panels as and when he or she wished to do so. These points were covered in more detail in the report.</p>
VIII	Other consultations	None

D. TERMS OF REPORT

D.1 Background

The Executive, at its meeting of 21 August 2018, agreed to expand the membership of the Headteacher and Depute Headteacher Appointment Panel in light of its present and anticipated workload, by increasing the number of Councillor Members from seven to 14.

In order to ensure that the workload of the Panel can be managed effectively, it is proposed to formalise the procedure for selecting individual elected and appointed members to attend meetings of the Appointment Panel.

Previous practice has been to invite one elected and one appointed member of the Education Executive to each panel. This has been for practical reasons, in order to allow panels to be convened with minimum delay. Appointed members have indicated they have good availability, and this is borne out by their ability to attend on the dates required. This practice has also reduced the burden on elected members, and reduced the impact that their availability, which can be limited by the large number of meetings to which they are invited, had on the efficiency of the appointment process. The current religious representatives of the Education Executive have all had significant experience in senior posts in Scottish schools, and bring this experience to bear on their work in relation to appointments.

The religious representative on the Education Executive nominated by the Roman Catholic Church is invited to attend all denominational appointments, as part of the agreed procedure for gaining Church approval for promoted posts at these schools.

Previous practice in relation to selection of elected members was to invite the Chair of the Education Executive first, as participation in the appointment of Headteachers and Depute Headteachers has been seen as an important part of the duties of this role over an extended period.

This practice was never formalised or made explicit to members of the panel. Experience has shown that it resulted in significant variation in utilisation of members.

A more formal procedure is now proposed, retaining some of the features of current practice which have proven beneficial, but ensuring that selection of elected and appointed members is undertaken in a transparent manner, and that utilisation of all members is more equal. This will allow the panel to benefit to a greater extent from the experience that individual members will bring to bear.

D.2 Proposed Procedure for the Allocation of Members to Individual Headteacher and Deputy Headteacher Appointment Panels

- 1) Two elected or appointed members will be invited to each meeting of the Appointment Panel.

- 2) The first of these places will be offered to the Chair of the Education Executive. Should the Chair of the Education Executive not take up the place, it will be offered, in rotation, to one of the appointed members.
- 3) The second of these places will be offered so as to reflect the composition of the remaining members of the Panel. The current composition is Labour 6 (not including chair of Education Executive), Conservative 4 and Independent 1.

1 st Meeting	Lab	7 th Meeting	Lab
2 nd Meeting	Con	8 th Meeting	Con
3 rd Meeting	Lab	9 th Meeting	Lab
4 th Meeting	Con	10 th Meeting	Con
5 th Meeting	Lab	11 th Meeting	Lab
6 th Meeting	Ind		

- 4) Places will be offered by contacting the appropriate members' services support officer. It shall be for each political group to determine how its members are utilised within the framework set out above.
- 5) For appointments in the denominational sector, the religious representative nominated by the Roman Catholic Church will be offered the first place if the Chair of the Education Executive does not take it up. If the Chair of the Education Executive occupies the first place, the Religious Representative nominated by the Roman Catholic Church will be offered the second place.
- 6) In the event that either of the places cannot be filled within a reasonable time using the above procedure, the Depute Chief Executive (Education, Planning, Economic Development and Regeneration Services) will take steps to fill the place, having regard to the availability of all members of the panel.

E. CONCLUSION

This proposed procedure was devised, has been in operation on an informal basis since the start of October, as a result of feedback received from elected members during consideration and implementation of the expansion of the panel.

It should be noted that the practical application of the procedure has not matched, absolutely, the rota set out in paragraph (3) above. This is likely to continue to be the case, should the proposed procedure be continued, for two reasons. Firstly, there will be occasions when a panel has been arranged, but not used, for example where a long leet process has recommended re-advertisement, and so an anticipated short leet has not taken place. Secondly, there will be occasions where a group have been unable to supply a member, and so another group has been approached to provide a member.

In the 8 meetings already held or scheduled in the period 1 October to 30 November 2018, the practical application of the proposed procedure has been the following pattern of attendance:-

Chair – 1 occasion

Appointed members – 7 occasions
Labour members – 5 occasions
Conservative members – 2 occasions
Independent member – 1 occasion

The proposed procedure, if applied exactly, would have resulted in the following pattern of attendance:-

Labour members -4 occasions
Conservative members - 3 occasions
Independent Members – 1 occasion

Within the period 1 October to 30 November 2018, 3 panels were scheduled, but not used. On one occasion a group was unable to supply a member. The impact that these events have had on the pattern of attendance can be seen above.

The Education Executive is invited to approve the proposed procedure for the allocation of members to individual Headteacher and Depute Headteacher Appointment Panels.

F. BACKGROUND REFERENCES

None

Appendices/Attachments: None

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

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

Date of meeting: 15 January 2019



EDUCATION EXECUTIVE

INSTRUMENTAL MUSIC SERVICE UPDATE

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

A. PURPOSE OF REPORT

To provide the Education Executive with an update on the Instrumental Music Service (IMS). A charge of £354 for instrumental music tuition was introduced in August 2018. An initial drop in student numbers was anticipated; but taster sessions undertaken in November 2018 attracted a significant new intake. This report provides an overview of IMS service provision, registered student numbers and financial projections for 2018/19 and 2019/20. With effective resource management it is anticipated that an instrumental music service can be sustained in all disciplines, with opportunity to participate in bands and ensembles, within approved council resources from financial year 2019/20.

B. RECOMMENDATION

It is recommended that the Education Executive:

1. Notes the number of students receiving instrumental tuition and associated financial projections for 2018/19 and 2019/20;
2. Notes that with effective resource management, the IMS service can be continued within approved council resources for financial year 2019/20 onwards.
3. Agrees that a further IMS update will be reported to Education Executive in the autumn term and includes service development proposals to consider opportunity to provide more musical experiences.

C. SUMMARY OF IMPLICATIONS

I	Council Values	Focusing on customers' needs, being honest, open and accountable, making best use of resources, working in partnership.
II	Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	The council is required to approve a balanced revenue budget for each financial year. Audit Scotland and CIPFA best practice guidance recommends medium term financial plans are prepared for at least five years in duration.
III	Implications for Scheme of Delegations to Officers	No implications at this stage.
IV	Impact on performance and performance indicators	Ongoing government funding constraints will have implications for the council's budget and performance.

V	Relevance to Single Outcome Agreement	Effective prioritisation of resources is essential to achieving key outcomes. Local outcome –our children have the best start in life and ready to succeed.
VI	Resources – (Financial, Staffing and Property)	At the budget setting meeting of 13 February 2018, the council agreed a five year revenue budget strategy for 2018/19 to 2022/23. The budget report highlighted an estimated budget gap of £65.329 million over the five years, and agreed budget reduction measures totalling £60.102 million, to assist with balancing the budget. Introduction of charging for the Instrumental Music Service is budgeted to generate income of £288,000 in financial year 2018/19, increasing to £493,000 in 2019/20.
VII	Consideration at PDSP	Not applicable.
VIII	Other Consultations	Financial Management Unit and Corporate Transformational Change Programme Team.

D. TERMS OF REPORT

D.1 Introduction

At the budget setting meeting of 13 February 2018, the council agreed a five year revenue budget strategy for 2018/19 to 2022/23, incorporating a reduced provision for the Instrumental Music Service (IMS). Further detail of a reduced model of IMS provision was presented to Education Executive on 17 April 2018. At that meeting, officers were asked to undertake a family survey and pupil engagement exercise, prior to the Education Executive making a decision on a revised model of delivery. Following completion of the family survey, the Education Executive on 29 May 2018 approved the retention of IMS in its existing form, and introduction of an annual charge. It was recognised that introduction of charging would result in an initial reduction in student numbers. The charge of £354 was based on 1,393 pupils paying a full fee. The meeting on 29 May also agreed a scheme of concessions to be implemented, with an interim review to take place in December 2018 with the outcome to be reported to a future meeting of the Education Executive.

D.2 IMS Student Numbers

As at 20 December 2018, 1,325 students were registered for IMS. Total student numbers comprised 756 pupils continuing from 2017/18 and 569 new registrations. A four week taster session to promote the service was undertaken during November, which proved very popular, with over 800 students involved in the sessions. The comparator figures for December 2017 was 2,065 students participating in instrumental music.

At the beginning of November, 748 pupils had opted to continue with IMS under the new arrangements. An initial reduction in student numbers was anticipated following the introduction of charging. However, the actual drop in student numbers was significantly in excess of the 20% reduction originally predicted. Withdrawal from instrumental tuition was noted in families who were now required to pay a charge for the service and also in those who qualified for free tuition. All families leaving the IMS were provided with the opportunity to participate in an exit survey. Of the 172 responses received, 43.6% made specific reference to the introduction of a fee; the

remaining respondents quoted a variety of reasons.

The taster sessions in November proved very popular with over 800 students participating across the authority. Of the new students who have registered for IMS following the taster sessions, 15.8% qualify for low income eligibility as defined by Free School Meals. A number of students who initially withdrew from the service following the introduction of charging have now opted to return and continue with instrumental tuition. A school by school analysis, detailing the profile of IMS student numbers before charging, after charging and following taster sessions is provided in Appendix 1.

It is fully expected that through time student numbers will gradually increase. This is the general trend experienced following the introduction of any charge. Subject to capacity across individual disciplines, student numbers for 2019/20 is estimated to be around 1,412 pupils. This figure anticipates both further intake and natural drop-off at the end of the academic year. The relevant figures, split across disciplines, for 2018/19 and 2019/20, are detailed in the table below.

Discipline	August Students	December Students	2018/19 Students	2019/20 Projected	Dec 2017 Comparator	(%) Uptake
Percussion	71	27	98	97	190	51.1%
Brass	351	304	655	709	944	75.1%
Woodwind	167	115	282	298	416	71.6%
Strings	129	95	224	238	372	64.0%
Bagpipes	38	28	66	70	143	49.0%
Total	756	569	1325	1412	2065	68.4%

With regard to the profile of students participating in instrumental music, as at 20 December 2018, 68.1% of pupils were eligible for the full IMS charge, with a further 9.4% attracting an additional sibling discount. 22.5% of students receive free tuition; 10.7% qualify for low income eligibility criteria and 11.8% of students receive a relevant SQA discount.

The number of IMS students from low income families, measured by receipt of Free School Meals, has remained broadly unchanged between December 2017 and December 2018. Prior to charging, 10.6% of IMS students were in receipt of Free School Meals. Following the introduction of charging, 10.7% of students now qualify for low income eligibility criteria.

D.3 Changes to the Instrumental Music Service

The instrumental music service continues to provide instrumental music lessons to primary and secondary pupils; students are guaranteed a minimum of 30 lessons within an academic year. It also provides the opportunity for these pupils to play in bands and ensembles that take place throughout the year. However, given the reduction in student numbers, the service has been responsive to the change in student numbers.

West Lothian previously had 13 area bands and ensembles. As at December 2018, following mergers of senior and junior bands, it is likely that there will be eight bands:

- West Lothian Schools Wind Ensemble
- West Lothian Schools Concert Band
- West Lothian Schools Brass Band
- West Lothian Schools String Ensemble
- West Lothian Schools Folk Group
- West Lothian Schools Big Band
- West Lothian Schools Juvenile Pipe Band
- West Lothian Schools Novice Juvenile Pipe Band

There has also been a realignment of resources to more closely align staff capacity with student demand. As at April 2018 there was a budgeted establishment of 21.04 FTE within the IMS structure. Staffing has been reduced to 17.6 FTE as from January 2019 to ensure that the service remains affordable within approved council resources. The staff position includes a reduction in the central team, cessation of three fixed term contracts and non-filling of vacancies. In December 2017 the ratio was 98 students per 1 FTE; in 2019/20, the forecast ratio will be 68.4 students per 1 FTE.

D.4 Financial Projections

A financial forecast has been undertaken for both the current and next financial year. Projections have been based on 1,325 IMS pupils for 2018/19 and an estimated 1,412 students for 2019/20. The financial forecast for 2018/19 is based on the current number of students and associated level of income to be generated. In 2019/20, a natural drop-off in student numbers is anticipated at the end of the academic year, but a new cohort of students is also expected, which will positively influence income projections. Service expenditure takes into account known staffing changes during 2018/19 and the full year impact of such reductions in 2019/20. The tables below show the projected outturn for both the current and next financial year.

2018/19 Projected Outturn

	2018/19 Budget	2018/19 Projection	Variance
	£'000	£'000	£'000
Gross Expenditure	1,039	967	(72)
Income	(319)	(191)	128
Net Expenditure	720	776	56

In 2018/19, there is a projected deficit of £56,000. A £128,000 income shortfall is partially offset by action taken to reduce expenditure. A reduction in staffing costs of £72,000 is expected. A central post remains unfilled. Three fixed term appointments were terminated in January 2019, where spare capacity existed within relevant disciplines.

2019/20 Projected Outturn

	2019/20 Budget	2019/20 Projection	Variance
	£'000	£'000	£'000
Gross Expenditure	1,039	884	(155)
Income	(524)	(355)	169
Net Expenditure	515	529	14

In 2019/20, there is a projected deficit of £14,000. The full year impact of TYC savings will come into effect, with a further £205,000 to be applied to income targets. The projected outturn indicates an under recovery in income of £169,000; offset by staff savings of £155,000. Further options to consider early retirement or voluntary severance measures remain. Any uplift in the charge will be considered and determined by full council at the budget-setting meeting in February in accordance with the revenue budget strategy for 2018/19 to 2022/23. It is considered that with effective resource management, the service can achieve a breakeven position in 2019/20.

As at 18 December 2018, £113,128 had been received through online student accounts. Parents and carers have been provided with an option to pay annually in advance or through 10 instalments through the online school payment system. Financial reports indicate that regular payment is being made, with only 29 accounts indicating no payment activity as at 18 December. These accounts are under review. Regular reminders are issued to individual account holders who are not up to date with payments.

D.5 Next Steps

The IMS provides instrumental music lessons to primary and secondary pupils; tuition is distinct and separate from the teaching of Music, delivered by teachers in a classroom setting, as part of the Curriculum of Excellence. It was recognised at the Education Executive on 29 May 2018 that the introduction of charging would impact on uptake. While the initial impact was greater than was first anticipated, the taster sessions have demonstrated that there is a continuing demand for instrumental music on a chargeable basis within West Lothian. It is encouraging that over 800 pupils participated in taster sessions during November 2018 and 569 new students registered.

As the service moves forward, it will continue to monitor uptake and be responsive to demand. Consideration will be given to capacity to grow the service and promote future uptake. Within the primary sector, any capacity within IMS will be utilised during 2018/19 to provide sessions for whole class groups. Opportunity will be sought to provide young people with a musical experience in areas of relative deprivation, particularly where there has been limited uptake, or a significant reduction in student numbers. All secondary school pupils will continue to have the opportunity to learn an instrument within the Curriculum for Excellence.

The service continues to be responsive to student demand following the introduction of charging; it is still relatively early in the process to accurately project future student numbers. However the service is committed to providing as many pupils as possible with a musical experience, within existing resources. It is encouraging that many pupils participated in the November taster sessions and the current numbers strongly suggest that there is a sustainable model of service delivery for the instrumental music service. A further report on the service will be scheduled for a future meeting of the Education Executive.

E CONCLUSION

At the Education Executive meeting of 29 May 2018 an annual charge of £354 for instrumental tuition budget was agreed for instrumental tuition. While it is difficult to accurately project future numbers so early in the process, it is clearly demonstrable that there is a demand for continuation of instrumental music on a chargeable basis.

F. BACKGROUND REFERENCES

Revenue Budget 2018/19 -2022/23, Report to West Lothian Council 13 February 2018.

TYC - Instrumental Music Service, Report to Education Executive 17 April 2018.

TYC - Instrumental Music Service - Report to Education Executive 29 May 2018.

Appendices/Attachments: One

Appendix 1 – School Analysis of IMS Uptake

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James Cameron

Head of Education (Learning, Policy and Resources)

15 January 2019

INSTRUMENTAL MUSIC SERVICE : STUDENT PROFILE

School Analysis Before Charging / After Charging / Following Taster Sesssions

A. PRIMARY SECTOR IMPACT

Primary School	December 2017	November 2018	Change following charging	November 2018	December 2018	Change following taster session	SIMD Rank
Addiewell	4	0	-4	0	6	6	11
Armadale	4	1	-3	1	5	4	28
Balbardie	36	7	-29	7	18	11	29
Bankton	33	3	-30	3	8	5	23
Bellsquary	26	8	-18	8	12	4	63
Blackburn	5	0	-5	0	3	3	6
Blackridge	6	0	-6	0	1	1	19
Boghall	20	2	-18	2	7	5	25
Bridgend	8	0	-8	0	3	3	7
Broxburn	15	4	-11	4	8	4	48
Carmondean	28	4	-24	4	13	9	44
Croftmalloch	15	2	-13	2	5	3	20
Deans	9	1	-8	1	7	6	18
Dedridge	18	1	-17	1	6	5	14
East Calder	23	5	-18	5	20	15	46
Eastertoun	5	1	-4	1	8	7	40
Falla Hill	13	8	-5	8	11	3	13
Greenrigg	7	0	-7	0	4	4	45
Harrismuir	6	0	-6	0	6	6	10
Holy Family	9	0	-9	0	9	9	31
Howden St Andrews	11	2	-9	2	9	7	17
Kirkhill	15	1	-14	1	2	1	32
Kirknewton	16	4	-12	4	10	6	56
Knightsridge	4	0	-4	0	2	2	4
Letham	9	2	-7	2	3	1	5
Linlithgow Bridge	28	7	-21	7	23	16	65
Linlithgow	33	17	-16	17	50	33	61
Livingston Village	9	1	-8	1	6	5	62
Longridge	9	2	-7	2	5	3	37
Lowport	35	22	-13	22	43	21	67
Meldrum	17	6	-11	6	17	11	47
Mid Calder	16	6	-10	6	17	11	60
Murrayfield	18	4	-14	4	7	3	9
Our Lady of Lourdes	9	0	-9	0	1	1	8
Our Lady's	6	0	-6	0	0	0	26
Parkhead	9	2	-7	2	13	11	35
Peel	35	6	-29	6	18	12	55
Polkemmet	11	0	-11	0	2	2	3
Pumpherstoun & Uphall	6	1	-5	1	2	1	30
Riverside	6	1	-5	1	1	0	2
Seafield	10	3	-7	3	7	4	49
Simpson	18	6	-12	6	13	7	58
Southdale	6	0	-6	0	1	1	54
Sprinfeld	31	12	-19	12	34	22	66
St Anthony's	5	1	-4	1	5	4	34
St Columbas	13	4	-9	4	11	7	22
St John Ogilvie	16	5	-11	5	19	14	42
St John The Baptist	36	2	-34	2	12	10	12
St Joseph's (Linlithgow)	18	3	-15	3	14	11	59
St Joseph's (Whitburn)	23	4	-19	4	11	7	21
St Marys (Bathgate)	31	8	-23	8	22	14	43
St Marys (Polbeth)	12	1	-11	1	6	5	15
St Nicholas	33	9	-24	9	21	12	51
St Ninians	24	11	-13	11	27	16	36
St Pauls	10	0	-10	0	9	9	53
St Thomas'	4	0	-4	0	0	0	1
Stoneyburn	6	0	-6	0	4	4	27
Toronto	10	1	-9	1	9	8	24
Torphichen	14	5	-9	5	13	8	57
Uphall	13	2	-11	2	21	19	41
Whitdale	30	4	-26	4	13	9	16
Williamston	58	13	-45	13	37	24	64
Winchburgh	19	5	-14	5	12	7	39
Windyknowe	9	3	-6	3	10	7	50
Woodmuir	4	1	-3	1	1	0	33
Total	1045	234	-811	234	723	489	

B. SECONDARY SECTOR IMPACT

Secondary	December 2017	November 2018	Change following charging	November 2018	December 2018	Change following taster session	SIMD Rank
Armadale Academy	38	10	-28	10	20	10	8
Bathgate Academy	86	35	-51	35	44	9	5
Broxburn Academy	68	30	-38	30	35	5	9
DCHS	94	26	-68	26	34	8	4
ICHS	68	28	-40	28	34	6	2
Linlithgow Academy	170	126	-44	126	137	11	11
St Kentigern's Academy	120	46	-74	46	50	4	3
St Margaret's Academy	100	53	-47	53	64	11	7
The James Young High School	86	67	-19	67	73	6	10
West Calder High School	110	68	-42	68	79	11	6
Whitburn Academy	64	25	-39	25	32	7	1
Total	1004	514	-490	514	602	88	

Total All Schools2049748-13017481325577



EDUCATION EXECUTIVE

INSTRUMENTAL MUSIC SERVICE DELIVERY MODELS

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

A. PURPOSE OF REPORT

To provide the Education Executive with options for future service delivery models for the PDSP to note and consider.

B. RECOMMENDATION

To agree:-

1. To note that the review of options for service delivery models was based on management guidance on engaging with outside bodies, including ALEOs, approved through the Governance & Risk Board and Corporate Management Team.
2. To note that the service delivery options identified as most relevant to the Instrumental Music Service were in-house delivery, transfer to an existing Arms Length External Organisation (West Lothian Leisure), creation of a new Charitable Trust and Partnership.
3. That continued in house service delivery is the most appropriate delivery model.
4. That, in order to provide additionality, partnership with local community bands be explored further to enhance provision of individual disciplines and performance opportunities at an individual school level.

C. SUMMARY OF IMPLICATIONS

I	Council Values	Focusing on customers' needs, being honest, open and accountable, making best use of resources, working in partnership.
II	Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	Instrumental Music is a discretionary service. The council is required to approve a balanced revenue budget for each financial year. Audit Scotland and CIPFA best practice guidance recommends medium term financial plans are prepared for at least five years in duration.
III	Implications for Scheme of Delegations to Officers	No implications at this stage.
IV	Impact on performance and performance indicators	Ongoing government funding constraints will have implications for the council's budget and performance. The decision of the Education Executive may impact on current performance indicators, including those relating to numbers of pupils in receipt of instrumental tuition, and cost per pupil of providing instrumental tuition.

V	Relevance to Single Outcome Agreement	<p>Effective prioritisation of resources is essential to achieving key outcomes.</p> <p>Local outcome –our children have the best start in life and ready to succeed.</p>
VI	Resources – (Financial, Staffing and Property)	<p>At its meeting of 13 February 2018, the council agreed a five year revenue budget strategy for 2018/19 to 2022/23. The budget report highlighted an estimated budget gap of £65.329 million over the five years, and agreed budget reduction measures totalling £60.102 million, to assist with balancing the budget. It agreed that net expenditure of £993,000 would be reduced to £500,000 in financial years 2018/19 and 2019/20, to reflect the impact of achieving the total saving within school year 2018/19.</p> <p>The introduction of charging for the Instrumental Music Service is budgeted to generate income of £288,000 in financial year 2018/19 increasing to £493,000 in 2019/20.</p>
VII	Consideration at PDSP	<p>During discussion, it was suggested that the conclusion that in house service delivery is the most appropriate delivery model was pre-emptive on the basis that discussions had not taken place with West Lothian Leisure or individual parents who may consider setting up a charitable trust. In response, officers explained that the purpose of the report was to examine models of service delivery.</p> <p>It was suggested that the word ‘existing’ be removed from recommendation 4, with reference to ‘existing community organisations’. This recommendation was intended to refer to community bands. Consideration of partnership had considered risk, and the assessment of risk was that partnership with existing community bands would present a lower level of risk, as their performance could be assessed more accurately, and that start/up costs would be avoided thus making partnership with an existing community band more efficient.</p> <p>In discussion, examples of successful partnerships and the influence the Council could bring to bear through partnership and funding agreements were raised, citing the Council’s work with organisations such as Firefly and Simply Play. It was suggested that the door should not be closed on third sector involvement. Whilst it is true that the Council can seek to influence service delivery by funded partners, and to align their operation to its objectives and priorities, this influence is less than the power the Council has in the case of direct service delivery, and so risk to service delivery is greater. The report recommended increased partnership with third sector organisations, in a way which minimised risk and cost, and provided stability for the implementation of</p>

charging.

VIII Other Consultations

Financial Management Unit and Corporate Transformational Change Programme Team.

D. TERMS OF REPORT

D.1 Introduction

West Lothian Council agreed, at its meeting of 13 February 2018, to introduce a revised model of instrumental music provision maintaining a substantial level of tuition, whilst achieving a saving of £493,000. This saving would be spread across financial years 2018/19 and 2019/20, to reflect the impact of achieving the total saving within school year 2018/19. The agreed report noted that the council's staff establishment would be reduced by 10 full time equivalent posts as a result of this budget reduction. It noted that the revised model would focus on priority areas such as bands.

The Education Executive, at its meeting of 17 April 2018, considered the model recommended by officers. It approved a motion accepting the decision taken on 13th February 2018 and requiring a survey of families of pupils currently in receipt of instrumental music, and engagement with pupils currently in receipt of tuition. It also required officers to investigate alternative options for the long term delivery of a West Lothian Instrumental Music Service, including but not limited to, the establishment of a charitable trust and the establishment of an Arms Length External Organisation (ALEO).

Following completion of the family survey, the Education Executive on 29 May 2018 agreed to implement a charge of £354 for all pupils receiving instrumental music tuition in session 2018/19, and to implement a scheme of concessions.

D.2 Options for Service Delivery Models

The service delivery options identified as most relevant to the Instrumental Music Service are in-house delivery, transfer to an existing ALEO (West Lothian Leisure), creation of a new Charitable Trust, and Partnership.

Service options considered less relevant included contracting out/commissioning; shared service with another local authority; and grant funding.

An ALEO is a body separate from a council which delivers services on behalf of a council. It can be subject to some control and influence, through the council having representation on the board of the organisation, and/or the council being a main funder or shareholder of the organisation.

In order for an ALEO to qualify as a charity, it must meet the charity test as defined within the Charities and Trustee Investment (Scotland) Act 2005. To meet the charity test, it must have only charitable purposes and its activities must provide public benefit in Scotland or elsewhere.

A charitable trust can be set up for the advancement of the arts, heritage, culture or science; or alternatively the advancement of education. A charitable trust could be set up by individuals or parents.

D.3 Consideration of Service Delivery Models

Service delivery models were assessed taking account of management guidance on engaging with outside bodies, including ALEOs, approved through the Governance & Risk Board and

Corporate Management Team. The framework builds on the Accounts Commission Report on Councils' Use of Arms-Length Organisations, the principles of Best Value and the Following the Public Pound Code of Guidance, and is designed to ensure effective scrutiny and transparency is built into the assessment process.

To determine the most appropriate delivery model to deliver service objectives, various factors were considered. These included:-

- any statutory restrictions
- potential delivery vehicles
- associated level of risk
- financial costs/benefits of setting up and operating a new model
- effective structures for management and governance
- appropriate performance monitoring systems

The service delivery options identified as most relevant to the Instrumental Music Service were assessed against these factors. In relation to the risk of each option, it has been determined that continuation of in-house delivery represents the lowest level of risk to the council. It also offers the best organisational stability.

Transfer to an existing ALEO (West Lothian Leisure) represents a medium level of risk. There is a risk associated with ALEOs that if the ALEO fails then the council would have to take that function back in house. There is also risk associated with the transfer of staff, in particular relating to the numbers of staff employed in future, and the conditions of service of those staff. One of the rationales put forward for the introduction of charging was that it would allow the continuation of employment of Instrumental Music Service instructors. Continued employment by West Lothian Council will protect the terms and conditions of staff.

Creation of a new Charitable Trust presents the highest level of risk; with the requirements to establish new governance structures, management and financial systems. This model provides the greatest uncertainty regarding organisational stability and access to existing skill sets.

With regard to financial costs and benefits associated with alternative delivery models; it should be recognised that there are significant costs associated with the setting up of any new organisation. Operating costs would also increase, with the requirement for distinct and separate monitoring and the potential duplication of service support functions. A new service delivery organisation would result in a loss of economies of scale. Financial costs would be highest in relation to a new Charitable Trust, and the greatest economies of scale would be achieved by in-house provision. The requirement for separate financial, legal, managerial and political monitoring arrangements would apply to both an existing ALEO, and creation of a new Charitable Trust, although economies of scale would apply to monitoring of an existing ALEO.

A new Charitable Trust would not have established effective structures for management and governance and performance monitoring, introducing increased risk. An existing ALEO would have such structures, but as has been set out above, these represent duplication. The organisational stability offered by retaining the service in-house is a distinct advantage, as is the continued efficient and effective use of existing management and staff skill and expertise, governance, and performance monitoring systems.

The council would have limited input or influence on the operation of a charitable trust, making it less likely that the work of a trust would contribute to key council strategies, or the outcome priorities of the community planning partnership. Whilst it is true that the Council can seek to influence service delivery by funded partners, and to align their operation to its objectives and priorities, this influence is less than the power the Council has in the case of direct service delivery and so risk to service delivery is greater.

The benefits associated with an ALEO and Charitable Trusts are principally charitable rates relief and access to new funding sources. Following publication of the Barclay Report, the primary financial driver for an ALEO (charitable rates relief) was withdrawn with effect from 1 April 2018. With regard to alternative funding sources, a recent Audit Scotland report, “Arm’s Length Organisations: Are You Getting It Right?” highlighted that while ALEOs can access alternative funding sources, these tend to be for one-off specific projects and do not provide a core funding source.

An ALEO or Charitable Trust could be argued to have the potential for a greater organisational focus on a single activity. It could also be argued however, that the provision of Instrumental Music as a council service leads to synergies within education, and across the wider council, including performance opportunities. Provision as a service will also maximise the extent to which instrumental music can contribute to key council strategies, and the outcome priorities of the community planning partnership

Partnership, in particular with existing community bands, was considered. Although the expertise and excellence of the voluntary sector in instrumental performance is recognised, a high level of risk would exist in the transfer of the existing service to the voluntary sector. In particular, the voluntary sector would not have experience and expertise in the employment of staff and the management of service delivery, financial resources, governance and performance monitoring on the scale associated with the provision of instrumental tuition in West Lothian.

It is recognised, however, that the strong community band presence in West Lothian represents a potential resource, and that increased partnership working could prove beneficial to both parties, and ultimately the young people of West Lothian. Partnership with existing organisations would present a lower level of risk, as their performance could be assessed more accurately, Start-up costs would be avoided if partnership was with existing organisations, thus making partnership with an existing organisation more efficient.

In conclusion there are few obvious financial or other advantages to be gained from delivering the service through either an ALEO or new Charitable Trust, and the potential for increased costs and risk. There is no partner organisation with sufficient scale to deliver the existing range of disciplines and to replicate existing service provision across the whole geographic area of West Lothian. In order to provide additionality, however, it is proposed to explore partnership with existing community organisations to enhance provision of individual disciplines and performance opportunities at an individual school level, whilst minimising additional risk or cost.

D.4 Examination of Service Delivery Models in other Areas

High Life Highland is the only example of Instrumental Music Service being delivered through an ALEO structure in Scotland. Instrumental Music tuition was added recently to the existing ALEO which delivers a range of other community, cultural and leisure services across the Highlands. A visit to High Life Highland to examine its provision was undertaken in November 2018. Highlife Highland provided details of its positive performance, achievements and high level of customer and staff satisfaction.

High Life Highland provides Instrumental Music tuition to approximately 3,000 students. Its turnover is £2.55 million, of which £1.25 million comes from Highland Council. Gross expenditure and staffing numbers per pupil are both proportionately higher than in West Lothian as a result of the dispersed population and rural nature of the Highland area.

Council funding makes up 49% of expenditure in Highland, compared with 54% in West Lothian. Student charges are lower in Highland, at £318, compared to £354 in West Lothian. High Life

Highland offers similar concessions to West Lothian, but an eligible sibling discount is not available. An additional charge of £200-£240 is levied on those participating in the 8 region wide bands and ensembles in Highland. Band and ensemble participation is free in West Lothian. 34 lessons per year are guaranteed in Highland, as opposed to 30 in West Lothian. There is no maximum group size in Highland. In West Lothian, maximum group size is 2-6, dependent on stage.

	Instrumental Music Service Charge	Band Charge	Instrumental Music Service FTE	Student Numbers	Gross Expenditure	Council Funding
HLH	£318	£200-£240	49.5	3,000	£2.55M	£1.25M
WLC	£354	-	20.8	2,000	£0.93M	£0.50M

It can be seen, therefore, that the service delivered by Highlife Highland is directly comparable to that delivered by West Lothian Council, with each organisation having some advantages in terms of service provision over the other.

High Life Highland confirmed that its status as an ALEO has resulted in some additional funding opportunities. External funding did not provide a sustainable contribution to core costs, however, but could support individual projects. High Life Highland confirmed that it did not benefit from advantageous tax arrangements, such as Gift Aid. Benefits had accrued from speed of decision making, synergies with other services within the High Life Highland portfolio, and the contribution of the independent directors.

Wider research indicated that a number of Instrumental Music Service Trusts have been established within the London area. Student and instructor numbers exceed those of West Lothian to a significant extent, geographic concentration is much higher, and charges approximate to £40 per hour. On this basis, it was determined that these service delivery models were of limited use for benchmarking purposes, and no visit to any such trust was undertaken.

E CONCLUSION

Based on the internal assessment framework, and wider research of service delivery models in other areas, it is recommended that service delivery continues in-house for West Lothian. There are no apparent significant financial benefits to be gained from transferring the Instrumental Music Service to an Arms Length External Organisation or Charitable Trust, and the potential for increased costs. The risks of transfer have been identified as greater than those of remaining in house, in relation to retention of staff skill and expertise and continuation of effective management and governance.

Continuing service delivery in-house ensures the maximum stability for the pupils receiving tuition, and for the staff of the Instrumental Music Service, during the period of change accompanying the introduction of charging.

Numbers of participants remain in a state of flux and are not thought to have fully stabilised, but in-house provision has demonstrated effective management in aligning numbers of participants and staff numbers to maintain provision within available resources in response to fluctuating pupil numbers across each discipline and on a school by school basis. In house provision has also demonstrated the ability to maximise the preservation of performance opportunities in area bands and ensembles, during this period of flux.

In order to provide additionality, it is proposed to explore partnership with local community bands to enhance provision of individual disciplines and performance opportunities at an individual

school level.

F. BACKGROUND REFERENCES

Revenue Budget 2018/19 -2022/23, Report to West Lothian Council 13 February 2018.

TYC - Instrumental Music Service, Report to Education Executive 17 April 2018.

TYC - Instrumental Music Service - Report to Education Executive 29 May 2018.

Engaging with Outside Bodies – Guidance by Governance Manager

Contact Person: Andrew Sneddon, Business Change Lead

James Cameron

Head of Education (Learning, Policy and Resources)

15 January 2019



EDUCATION EXECUTIVE

INTERNATIONAL EDUCATION – POLAR ACADEMY

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

A. PURPOSE OF REPORT

To invite members of the Education Executive to consider further support for the ten pupils from Bathgate Academy who will participate in the 2019 Polar Academy expedition to Greenland.

B. RECOMMENDATION

To consider the participation of ten pupils from Bathgate Academy in the 2019 Polar Academy expedition to Greenland, the support already agreed by the Council and whether any further support is required.

C. SUMMARY OF IMPLICATIONS

I	Council Values	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.
II	Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	None
III	Implications for Scheme of Delegations to Officers	None
IV	Impact on performance and performance Indicators	None
V	Relevance to Single Outcome Agreement	None
VI	Resources - (Financial, Staffing and Property)	Bathgate Academy will use £5,000 of its Pupil Equity Fund to support the participation of its pupils in the Polar Academy, and West Lothian Council has paid for each pupil to receive free access to Xcite leisure facilities, worth £2,400,

to help their preparation for the physical challenge they will face.

VII Consideration at PDSP

The Education Policy Development and Scrutiny Panel, at its meeting of 18 December 2018, noted the invitation to participate in the Polar Academy, which will give 10 pupils an exceptional opportunity to participate in a polar expedition with the aim of boosting their self-confidence and self-esteem. The PDSP requested that a report be submitted to the Education Executive exploring any further support the council could provide to the pupils.

VIII Other consultations

Meeting with Polar Academy Fundraising Committee representative.

D. TERMS OF REPORT

The Education Policy Development and Scrutiny Panel, at its meeting of 18 December 2018, noted the participation of Bathgate Academy in the 2019 Polar Academy Expedition.

Polar Academy is a youth training programme which seeks to inspire youth through a 10 day Arctic expedition. The purpose of the programme is to identify young people between the ages of 14-17 and give them the chance to build their physical and mental capacity. The expedition which will give 10 selected pupils an exceptional opportunity to participate in a polar expedition with the aim of boosting their self-confidence and self-esteem.

The PDSP requested that a report be submitted to the Education Executive exploring whether any further support was required.

Polar Academy is a Scottish charity which raises £170,000 annually to operate. The majority of the funds required to support the programme comes from donations to the charity from private donors and companies with an 'outdoors' profile such as Tiso and Bergens. Pupils are provided with high quality equipment at no cost through this sponsorship.

Polar Academy has indicated to Bathgate Academy that it expects to meet its fundraising target for the 2019 expedition, according to the plans it has in place. A meeting with Craig Mathieson, Head of the Polar Academy, has been arranged for Friday 11 January 2019 to confirm the funding position for the Bathgate expedition.

Parents at Bathgate Academy have also set up a fundraising committee, and over £43,000 has been raised for this year's expedition through a combination of donations and sponsored activities. This is understood to be the greatest amount raised by any school participating in the Polar Academy.

Any surplus money raised by Polar Academy, over and above that required to run the current year's expedition, is automatically passed on to the school which will be participating the following year.

West Lothian Council has paid for all pupils to access Xcite leisure facilities free of charge until next Easter 2019, to support the intensive preparation they are undertaking. This support is worth £2,400. Due to the makeup of the pupil group, some of whom are included in the school's Pupil Equity Funding (PEF) planning, Bathgate Academy has contributed £5,000 from PEF towards the cost of the expedition.

The Policy Development and Scrutiny Panel at its meeting of 18 December 2018 also considered a budget monitoring report setting out financial performance within the Education portfolio.

West Lothian Council approved savings of £41.281 million for the three year period 2018/19 to 2020/21 as part of a five year budget strategy on 13 February 2018. For 2018/19, there remain risks around the deliverability of budget reductions. In addition, recurring pressures of £3.894 million will have an impact on how the council can contain overall spending within the approved budget.

The revenue budget forecast position at period 6 for the portfolio of services covered by the Education PDSP is an overspend of £1.497m. This consists of a projected overspend mainly on transport, including Additional Support Needs transport for schools and homelessness transport of £1.703m with facilities management an extra £83,000. This is partially offset by an under-spend in core Education services of approximately £289,000.

Pupils from West Lothian schools participate in a number of international education opportunities every year. These have links to international education, and the four capacities of Curriculum for Excellence. The norm is for such opportunities to be self-financing, so as to minimise any impact on opportunities available to the wider student body within the school, or Council as a whole.

E. CONCLUSION

The Education Executive is invited to consider further support for the ten pupils from Bathgate Academy who will participate in the 2019 Polar Academy expedition to Greenland, in light of the positive fundraising outlook, the support already committed, and the financial position within West Lothian Council.

F. BACKGROUND REFERENCES

None

Appendices/Attachments: None

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

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

Date of meeting: 15 January 2019



EDUCATION EXECUTIVE

EARLY LEARNING AND CHILDCARE – EXPANSION PLAN UPDATE

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

A. PURPOSE OF REPORT

To inform the Education Executive of the progress of the approved Early Learning and Childcare (ELC) Expansion Plan to deliver 1140 free annual hours of ELC within West Lothian for August 2020.

B. RECOMMENDATION

It is recommended that the Executive notes the progress made to date and agrees the following proposals:

1. To provide additional free hours (up to 1000 hours) of ELC in establishments which currently offer flexibility from August 2019 and ;
2. To provide additional free hours (up to 760 hours) of ELC in establishments which do not currently offer flexibility from August 2019, and;
3. To offer additional free hours (up to 1000 hours) of ELC in private partner provider settings August 2019, and;
4. To undertake a pilot scheme to offer additional free hours (up to 1140 hours) of ELC with a child minder from August 2019 for eligible 2 year olds and three and four year olds, and:
5. To increase the hourly rate paid to partner providers to £5.00 from April 2019.
6. To note the requirement to provide free school meals to all eligible ELC children from August 2020.
7. To note the publication of the Funding Follows the Child guidance and National Quality Standard on 18 December 2018.

C. SUMMARY OF IMPLICATIONS

- | | |
|---|---|
| I Council Values | 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 |
| II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk | The Early Learning and Childcare Expansion Plan has been written in response to the Scottish Government policy to expand provision of early learning and childcare from 600 to 1140 |

Assessment)	<p>hours by 2020, as set out in its Planning Guidance for Local Authorities.</p> <p>Local Authorities will retain the statutory responsibility for ensuring that early learning and childcare is available to all eligible children in the area.</p> <p>Statutory Guidance has been issued in relation to early learning and childcare duties under the Children and Young People (Scotland) Act 2014.</p> <p>No environmental, health or risk issues have been identified.</p> <p>An equality relevance assessment has been undertaken.</p>
III Implications for Scheme of Delegations to Officers	None
IV Impact on performance and performance Indicators	None
V Relevance to Single Outcome Agreement	Our children have the best start in life and are ready to succeed.
VI Resources - (Financial, Staffing and Property)	<p>Scottish Government to report in March 2018 on the operational details of the 'Funding Follows the Child' model. Planning assumption that the plan is fully funded in revenue terms and sufficient capital to allow physical expansion of Council capacity.</p> <p>£6,114,000 revenue funding in 2019/20 to expand the early learning and childcare workforce and additional free hours.</p> <p>A Workforce Plan will be developed in consultation with Trade Unions.</p>
VII Consideration at PDSP	None
VIII Other consultations	<p>Parents/carers have been consulted on increased flexibility and choice in early learning and childcare. Additional consultations have been undertaken in relation to the expansion to 1140 hours.</p> <p>A third round of consultations with parents/carers and private partner providers took place in September/October 2018.</p> <p>Discussions have taken place with the Scottish Childminders association (SCMA).</p> <p>Initial consultation with ELC staff was undertaken between November 2017 and June 2018.</p>

D. TERMS OF REPORT

D1 Introduction

Early Learning and Childcare (ELC) Expansion Plans were submitted by each local authority to Scottish Government to inform the national ELC Expansion Programme in Autumn 2017.

Local authority ELC expansion plans are working documents which have and will continue to evolve over time. It is accepted the planning process is iterative and initial plans will be subject to change as further information and funding decisions emerge.

Local authorities are required to address capacity challenges by making best use of existing assets, buying where possible, through supporting a wide range of partners including childminders and third sector partners and building where needed. Local authorities are also now expected to provide an increase to free hours of ELC before 2020 using funding provided by the Scottish Government.

D2 Progress to date

At present, thirty of the sixty-one council run ELC settings with West Lothian now provide up to 760 hours free ELC for parents/carers with effect from August 2018.

Ten new management posts have been created and appointed in order to support the Head teacher and staff in each setting based on a geographic area. These posts will provide support to staff out with the school day (8am – 6pm) and throughout the year with staff taking up post in January 2019.

D3 Phase 2 - August 2019

In the next phase of the ELC expansion for August 2019, it is proposed to offer two full days (8am – 6pm) over 50 weeks per year in the following settings thus offering parents/carers up to 1000 hours free ELC per annum. These locations currently offer two full days during term time, traditional wraparound and provide up to 760 hours free ELC:

- Armadale PS NC
- Southdale PS NC
- Bathgate West NS
- Kirkhill NS
- St Nicholas PS NC
- Winchburgh PS NC
- Letham PS NC
- East Calder PS NC
- Kirknewton PS NC
- Mid Calder PS NC
- Fallahill PS NC
- Fauldhouse NC
- Polbeth NS
- Addiewell EYC

- Bonnytown NS
- Knightsridge EYC
- Glenvue NS
- Ladywell NS
- Inveralmond EYC
- Williamston PS NC
- Croftmalloch PS NC
- Polkemmet PS NC
- Whitdale EYC
- Hopefield NS
- Murrayfield PS NC

In addition, it is proposed to offer two full days (8am – 6pm) in all other settings to offer up to 760 hours free ELC from August 2019 except for those locations which will move to offer 1140 hours as listed below:

- Deans North Nursery – open 50 weeks
- Boghall PS NC – open 50 weeks
- Westfield PS NC – open 38 weeks 8am – 4 pm
- Torphichen PS NC – open 38 weeks 8am – 4pm
- Dechmont PS NC – open 38 weeks 8am – 4pm
- Beatlie School NC – open 38 weeks 8.15am – 3.45pm for ELC pupils with profound, severe and complex needs that require medical support.

Further consultation with Headteachers and staff in each setting will be undertaken in the new year, if these proposals are approved.

In order to make the full transition to providing two full days by August 2020, those children entering their ante-pre school year from August 2019 will only be able to choose the two full day option.

D4 Partner Providers

To provide flexibility and choice for parents/carers, it is proposed that the seven private partner providers will also offer up to 1000 hours free ELC from August 2019.

Following consultation with the current partner providers and the completion of a benchmarking exercise with other local authorities. It is proposed to increase the hourly rate paid to all providers including private partners, playgroups, childminders etc. to £5.00 per hour with effect from 1 April 2019. This increase will enable partner providers to make incremental adjustments to wage rates in 2019 so they can pay the 'real' living wage (£9 per hour in 2018/19) required by August 2020. The hourly rate paid to partner providers will require to be reviewed again to consider increases to the 'real' living wage and indexation for 2020.

Parents/carers will also be offered up to 1140 hours with a registered childminder for a funded placement for three and four year olds. With a pilot scheme being drawn up in partnership with the Scottish Childminder Association (SCMA) for August 2019.

Consideration will be given by the ELC Expansion Board on how to enable non partner providers to offer funded hours, if they meet the National Standard in 2019/20.

- D5** The Scottish Government published 'Funding Follows the Child' and the National Standard for Early Learning and Childcare Providers: Principles and Practice" on 18 December 2018. This joint publication with COSLA sets out the final version of the Funding Follows the Child approach and the National Standard that underpins it.

The National Standard sets out the clear and consistent criteria that all providers who wish to deliver the funded entitlement will have to meet from 2020. This will provide reassurance to parents and carers that any provider offering the funded hours can offer their child a high quality ELC experience.

Funding Follows the Child places choice in parents' and carers' hands, enabling them to access their child's funded entitlement from any provider that meets the new National Standard, has a place available and is willing to enter into a contract with their local authority.

This new approach is designed to be 'provider neutral'. All providers will require to meet the National Standard and have a contractual relationship and quality assurance relationship with a local authority. Scotland Excel has been engaged by Scottish Government to report on possible procurement arrangements with new guidance expected to be published in March 2019.

D6 Survey Results

A further survey of parents/carers was undertaken in August/September 2018 and was issued to 2483 parents/carers who have/will have eligible children. There was a 20.6% response rate (511 respondents) which showed a preference of providers for the increased hours as follows:

Local authority nursery – 82%,

Private nursery – 26.9%,

Child minder – 10.4%

Playgroup – 13.7%,

Other – 1.4%.

Respondents were able to choose more than one option.

Current uptake for funded ELC funded hours in West Lothian for children aged three and four is split 94.4% council setting and 6.6% partner provider nursery with no option to attend a child minder at present. There are a small number of vulnerable and/or eligible two year old children placed with a child minder or playgroups.

From the survey results 49.7% wished provision to extend over the school holidays.

D7 Free School Meals

In addition to the requirement to provide 1140 hours free ELC from August 2020, all eligible children will be entitled to a free school meal. This will mean that an additional 4000 meals will require to be prepared per day, Monday – Thursday throughout the year.

Work is ongoing with schools and Operational Services to identify requirements in relation to additional staffing, equipment and accommodation in order to fulfil this entitlement.

E. CONCLUSION

It is proposed that the phasing of additional free hours of ELC is progressed in the locations outlined within this report.

The proposals will be funded by the additional revenue provided for 2019/20 by Scottish Government for the ELC Expansion.

F. BACKGROUND REFERENCES

A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland: ELC Expansion Planning Guidance for Local Authorities. Scottish Government, 23 March 2017.

<https://www.gov.scot/publications/blueprint-2020-expansion-early-learning-childcare-scotland-elc-expansion-planning/>

Funding follows the child and the national standard for early learning and childcare providers: operating guidance. Scottish Government 18 December 2018

<https://www.gov.scot/publications/funding-follows-child-national-standard-early-learning-childcare-providers-operating-guidance/>

Appendices/Attachments:

Appendix 1 - Parent/carer survey results September 2018

Contact Person: Donna Adam, Strategic Resources Manager
Telephone: 01506 281646 Email: donna.adam@westlothian.gov.uk

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

Date of meeting: 15 January 2019

Expansion of Early Learning and Childcare 2018

1. How would you prefer to spread the 1140 hours over the year? *

Number of participants:
511

254 (49.7%): Every week of the year (excluding two weeks at Christmas/New Year) - 50 weeks.

257 (50.3%): School Term Time (38 weeks).

School Term Time (38 weeks): 50.29%



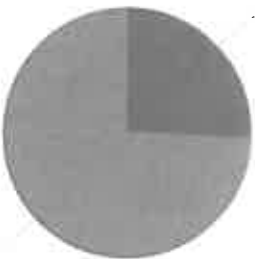
Every week of the year (excluding two weeks at Christmas/New Year) - 50 weeks: 49.71%

2. Would you use provision out with 8am - 6pm? *

Number of participants:
505

130 (25.7%): yes

375 (74.3%): no



yes: 25.74%

no: 74.26%

3. when would you use provision out with 8am - 6pm? *

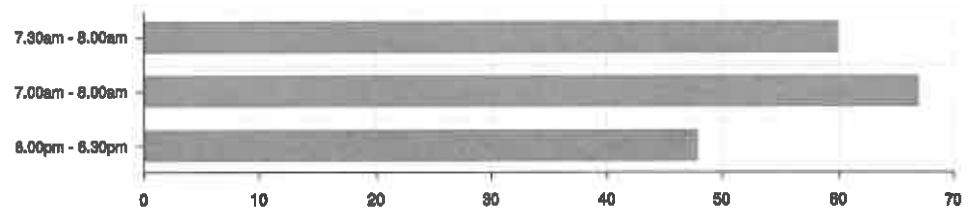
Number of participants:

130

60 (46.2%): 7.30am -
8.00am

67 (51.5%): 7.00am -
8.00am

48 (36.9%): 6.00pm -
6.30pm



4. In which location (Council ward) would you use provision out with 8am - 6pm *

Number of participants:

122

12 (9.8%): Armadale and Blackridge Ward

21 (17.2%): Bathgate Ward

20 (16.4%): Broxburn, Uphall and Winchburgh Ward

8 (6.6%): East Livingston and East Calder Ward

6 (4.9%): Fauldhouse and the Breich Valley Ward

9 (7.4%): Linlithgow Ward

21 (17.2%): Livingston North Ward

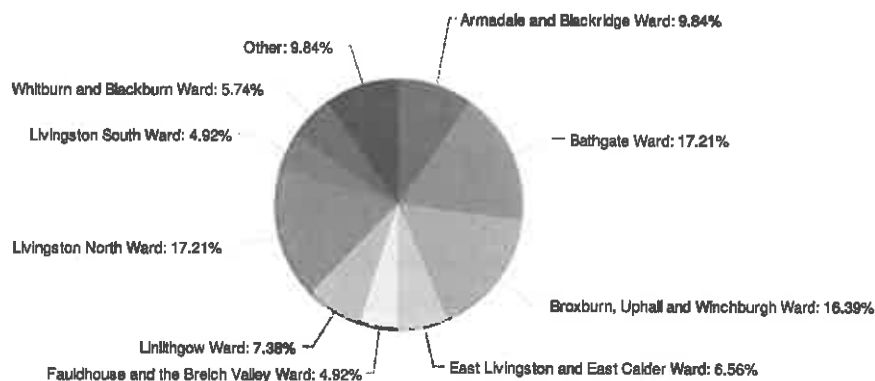
6 (4.9%): Livingston South Ward

7 (5.7%): Whitburn and Blackburn Ward

12 (9.8%): Other

Answer(s) from the additional field:

- Blackburn
- Greenrigg
- Longridge
- West Calder
- MID CALDER
- Kirknewton
- Stoneyburn
- West calder
- Livingston village
- Addiewell
- Pumpherston
- Kirknewton



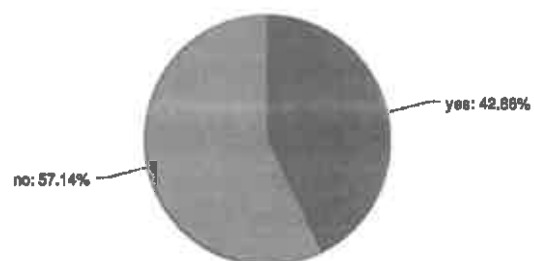
5. Do you require additional childcare in addition to 1140 hours of funded early learning and childcare ? *

Number of participants:

490

210 (42.9%): yes

280 (57.1%): no



6. In which location (Council ward) do you require additional childcare in addition to 1140 hours of funded early learning and childcare? *

Number of participants:

211

14 (6.6%): Armadale and Blackridge Ward

32 (15.2%): Bathgate Ward

24 (11.4%): Broxburn, Uphall and Winchburgh Ward

23 (10.9%): East Livingston and East Calder Ward

10 (4.7%): Fauldhouse and the Breich Valley Ward

20 (9.5%): Linlithgow Ward

25 (11.8%): Livingston North Ward

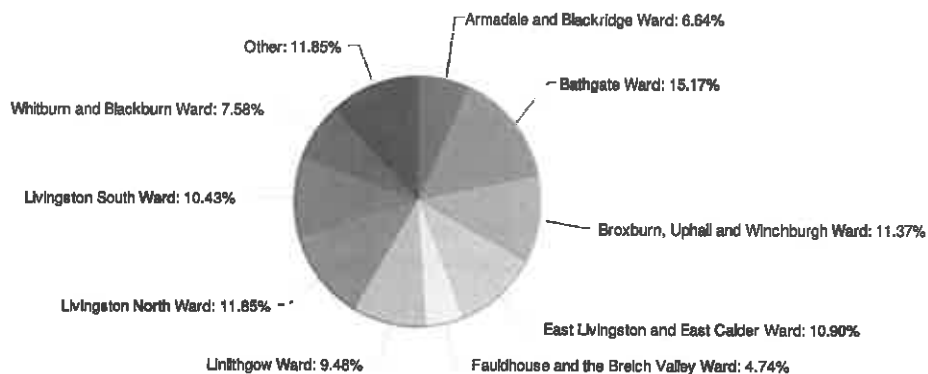
22 (10.4%): Livingston South Ward

16 (7.6%): Whitburn and Blackburn Ward

25 (11.8%): Other

Answer(s) from the additional field:

- Polbeth
- Seafield
- Greenrigg
- Blackburn
- Longridge
- Longridge
- west Calder
- Mid calder
- Mid Calder
- Kirknewton
- Craigshill
- West calder
- Stoneyburn
- West calder
- Kirknewton
- Addiewell
- Harthill
- Winchburgh
- Murieston
- Armadale and/or Bathgate
- KIRKNEWTON
- Angela Elizabeth private nursery
- Pumpherston
- Westlothian Craigshill
- Kirknewton



7. For the 1140 hours of funded early learning and childcare which of the following provision are you most likely to choose? *

Number of participants:

483

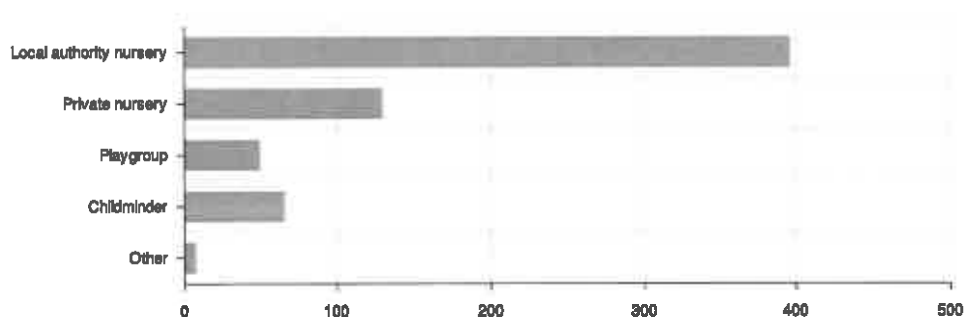
396 (82.0%): Local authority nursery

130 (26.9%): Private nursery

50 (10.4%): Playgroup

66 (13.7%): Childminder

7 (1.4%): Other



Answer(s) from the additional field:

- Relative
- Grandparents
- Family
- Family member
- Depends on the hours available, but LA or private
- Family
- This is not really relevant as my child will be at school. I would have loved a private nursery but you don't have any on your list. I would have loved you to have done expended hours when my child was needing them for ore school 2019.

8. For additional childcare (if required) which of the following are you most likely to purchase?

Number of participants:

205

125 (61.0%): Private
nursery

14 (6.8%): Playgroup

59 (28.8%): Childminder

7 (3.4%): Other

Answer(s) from the
additional field:

- Currently using a
childminder and will
require her to pick child
up from nursery. I think
the current way is
appropriate
- Family centre Blackburn
- Family
- Unsure at this point till i
carry out further research
- Depends entirely upon
availability and whether
require pick up from
school nursery etc (in
which case childminder)
- Family
- Family

