



Education Policy Development and Scrutiny Panel

West Lothian Civic Centre
Howden South Road
LIVINGSTON
EH54 6FF

8 February 2019

A meeting of the **Education Policy Development and Scrutiny Panel** of West Lothian Council will be held within the **Council Chambers, West Lothian Civic Centre** on **Thursday 14 February 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 Panel held on Tuesday 18 December 2018 (herewith)
5. Quarterly Performance Report - Quarter 3 of 2018/19 - report by Head of Education (Curriculum, Quality Improvement and Performance) and Head of Education (Learning Policy and Resources) (herewith)
6. National Learn To Teach 2019 - report by Depute Chief Executive (herewith)
7. Forth Valley & West Lothian Regional Improvement Collaborative - report by Depute Chief Executive (herewith)

DATA LABEL: Public

8. The National Standard for Eligibility to Become a Funded Provider of Early Learning and Childcare - report by Head of Education (Learning, Policy and Resources) (herewith)
9. Youth Music Initiative Year 17 Proposed Programme - report by Head of Education (Learning, Policy and Resources) (herewith)
10. Call Push Rescue (CPR) Training Roll Out - report by Head of Education (Curriculum, Quality Improvement and Performance) (herewith)
11. Workplan (herewith)

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

MINUTE of MEETING of the EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL held within COUNCIL CHAMBERS, WEST LOTHIAN CIVIC CENTRE, on 18 DECEMBER 2018.

Present – Councillors David Dodds (Chair), Lawrence Fitzpatrick, Stuart Borrowman, Peter Heggie, Tom Kerr, John McGinty, and Andrew Miller; Elsie Aitken, Eric Lumsden, Margaret Russell, Myra Macpherson and Lynne McEwen.

Apologies – Heather Hughes

1 DECLARATIONS OF INTEREST

Eric Lumsden declared an interest in item 9 as he was the Clerk to the Parent Council at James Young High School and item 12 as he had a business relationship with West Lothian Leisure.

2 ORDER OF BUSINESS

The Chair noted that a presentation would be delivered at agenda item 7 (Improving Attainment in Mathematics).

3 MINUTES

The Panel approved the minute of its meeting held on Tuesday 23 October 2018 as a correct record. The minute was thereafter signed by the Chair.

4 2018/19 FINANCIAL PERFORMANCE - MONTH 6 MONITORING REPORT

An update report by the Head of Finance and Property Services (copies of which had been circulated) was presented on the financial performance of the Council's Education portfolio of the General Fund Revenue budget as at month six of 2018/19.

The report noted that the Council's overall General Fund Revenue budget for 2018/19 had forecast an overspend of £1.352 million, and a net projected overspend of £300,000 after some budget reductions had been delivered within Social Policy.

The Education portfolio in particular had a projected overspend of £1.497 million. It was noted that agreed savings for 2018/19 had been delivered in full and that savings for 2019/20 and 2020/21 were in progress. It was advised that there were budget pressures in place of £3.67 million which required mitigating action to be taken to manage these pressures on a recurring basis.

Discussion took place regarding the level of overspend on transport and

whether this was impacted by families being allocated homeless accommodation out with school areas. Members also asked whether school transport contracts were planned to be reviewed in light of recent performance issues and whether financial penalties for underperformance would be considered. It was noted that discussions were taking place and that the level of risk if amendments were made current contracts would need to be assessed.

The Panel were recommended to:

1. Note the financial performance of the Education portfolio as at month six;
2. Note that the Education portfolio position at month six was part of the overall council budget position reported to the Council Executive; and
3. Consider any actions required to be taken by Heads of Service and budget holders to manage spend within available resources.

Decision

- 1) To note the terms of the report.
- 2) To request information from housing officers on whether consideration was given to the school a child attends when allocating homeless accommodation.

5 QUARTERLY PERFORMANCE REPORT - QUARTER 2 OF 2018/19

The Panel considered a report by the Head of Education (Curriculum, Quality Improvement and Performance) and the Head of Education (Learning, Policy and Resources) providing an update on the performance against set indicators for the Education portfolio for Quarter 2 of the 2018/19 period.

Performance indicators supported the Council's Corporate Plan and tracked the performance of each of the services which were the responsibility of PDSPs. The Quarter 2 Performance Scorecard for education was attached at Appendix 1 to the report.

Each indicator had been given a red, amber, green or unknown status to assess the performance against targets which had been set by the service in consultation with relevant stakeholders. There were six indicators in the Education scorecard, all of which had been rated 'green'.

The Panel were recommended to note the performance information and determine if further action or enquiry was necessary for any of the performance indicators detailed in the report.

Decision

To note the terms of the report.

6 IMPROVING ATTAINMENT IN MATHEMATICS

Greg McDowall, Acting Headteacher St Margaret's Academy, and Peter Duncan, Acting Depute Headteacher West Calder High School, delivered a presentation on the improvements in performance at National 5 and Higher level mathematics. A report by the Head of Education (Curriculum, Quality Improvement and Performance) was also presented.

Work had been undertaken by staff to sustain and build upon the improvements in maths achievements over previous years, including the development of a West Lothian Maths Improvement Action Plan for 2018-2023. Each school was working on their own project to raise attainment in collaboration with other West Lothian schools, led by Principal Teachers.

In the 2017/18 school year, the project had resulted in an improvement in the pass rates of 9.7% at National 5 level and 8.13% at Higher level. The vision for the future to continue raising attainment was also outlined in the presentation.

The Panel then considered the report which detailed the aims and objectives of the Action Plan and information on the Career-Long Professional Learning programme which had been developed as part of the project. The Making Maths Count: One Year Review Report, the Maths Action Plan and a May 2018 Update to the Action Plan were attached at appendices 1 to 3. Attention was brought to section D4 as it stated an incorrect figure for the improvement in Higher attainment which should have read 8.13%.

West Lothian had recently won in the Excellence for Quality Improvement in Secondary Years category at the National Quality and Improvement Awards 2018 as a result of the project. Members commended staff for their dedication and congratulated the team on winning the award.

The Panel was recommended to note:

1. The improvement in performance in mathematics for session 2017/18;
2. The success at the National Quality and Improvement Awards 2018 in the 'Excellence for Quality Improvement in Secondary Years' category by raising attainment in National 5 mathematics by ten percentage points and in Higher by nine percentage points;
3. The development of a Numeracy/Mathematics Action Plan for session 2018/23.

Decision

- 1) To note the terms of the report.
- 2) To note there was an error in section D4 which should have stated an 8.13% improvement in Higher S5 attainment.

- 3) To thank teaching staff for their dedication in raising attainment in maths and congratulate them on winning their recent Quality Improvement Award.

7 RELOCATION OF CEDARBANK SCHOOL, LIVINGSTON

The Panel considered a report by the Head of Education (Learning, Policy and Resources) (copies of which had been circulated) on a proposal to relocate Cedarbank School to the estate of The James Young High School (JYHS). A draft statutory consultation timeline and the draft consultation document were attached to the report at Appendix 1 and Appendix 2 respectively.

Cedarbank School was a secondary education establishment for pupils with a range of support needs related to learning difficulties and social communication needs. The school was currently located over three sites within Cedarbank School Building, Deans Community High School and Armadale Academy. The relocation was proposed as while the current model had been beneficial, there were some impacts on the delivery of curriculum and the development of the school community and peer socialisation.

The report outlined the key determinants for the site location and implementation. It concluded that relocating to a purpose-built accommodation within JYHS would maintain the identity of the school and facilitate a single S1 to S6 provision for pupils.

The Panel queried the consultation procedure with regard to concerns about traffic management issues surrounding JYHS at peak times should Cedarbank School be built in the grounds. The Head of Education (Learning, Policy and Resources) advised that these details were still being finalised but that indicative plans and information on the predicted impact could be included with the consultation document.

The Panel was recommended to note the proposal which was intended for submission to the Education Executive for consideration.

Decision

- 1) To note the report and the proposal for submission to the Education Executive.
- 2) To ensure as much information as possible was provided with the consultation such as location maps, layout and the impact on traffic around the school.

8 ACTIVE SCHOOLS AND COMMUNITY SPORT PERFORMANCE REPORT

A report by the Head of Education (Learning, Policy and Resources) on the performance of the Active Schools and Community Sport service was

presented to the Panel.

Details were provided of the activities and impact of the service in the school year 2017/18. The service provided an integrated approach to the planning and delivery of physical education (PE), school and community sport across West Lothian and ensured that opportunities to participate in sport and physical activity within schools and the wider community were available.

The report outlined the performance indicators used to measure the success of the service over the year at Appendix 1, and highlighted key achievements against these for active schools and community sport services. Information was also provided on the Physical Education Lead Officer whose role was to provide support, training and guidance relating to PE, physical activity and sport to all primary PE specialists.

The Panel noted in particular that 16 schools had been awarded the Gold School Sport Award and that pupils involved with the Excellence in School Sports Programme had achieved more podium places at sport events than previous years. With regard to community sport, there were currently 65 West Lothian clubs registered within the Club Accreditation Scheme and three new community sport hubs were being developed in Broxburn, Fauldhouse and West Calder.

The Panel was asked to note:

1. The record performances achieved by Active Schools and Community Sport across all key areas of work.
2. That activities and programmes were delivered to over 30,000 service users across school and community sport.
3. That more West Lothian pupils were more active, more often than ever before.
4. That 16 schools held a Gold School Sport Award; and
5. The development of three additional Community Sport Hubs in Broxburn, West Calder and Fauldhouse.

Decision

To note the terms of the report.

9 ALLOCATION OF MEMBERS TO HEADTEACHER AND DEPUTE HEADTEACHER APPOINTMENT PANELS – PROCEDURE

The Panel considered a report by the Head of Education (Learning, Policy and Resources) (copies of which had been circulated) detailing a proposed procedure for the allocation of members to Headteacher and Depute Headteacher Appointment Panels following the informal application of this during October and November 2018.

For all Headteacher and Depute Headteacher roles, the Council held Appointment Panels, of which 14 Councillors and two appointed religious representatives were members. Each Panel consisted of the Chair and members of the Education Executive, but the allocation of members to each Panel was not set out in a formal procedure. A practice had been established and the report proposed to formalise this procedure.

The proposed procedure would include two places for elected or appointed members, the first of which would be offered to the Chair of the Education Executive. If the Chair did not take up the place, both places would be offered in rotation to the other members. The religious representative nominated by the Roman Catholic Church would be offered a place on Panels concerning appointments in the denominational sector. To ensure Panels were available in a timely manner, should any places not be taken up in line with the procedure, the Depute Chief Executive would take steps to fill these.

Members discussed the proportion of members from each political group and the importance of ensuring the process was transparent for all members. It was noted that not all political groups had made appointments to the Panel due to these concerns. It was also considered whether a formal procedure was necessary.

The Panel was advised that the appointed members of the Panel had significant flexibility and experience and were available and suitable to take up places at short notice if required. The Chair agreed that the comments made should be included in the report to the Education Executive.

The Panel was asked to note and consider the following recommendations intended for submission to the Education Executive:

1. To note and consider 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; and
2. To adopt formally the proposed procedure for the allocation of members to each individual Headteacher and Depute Headteacher Appointment Panel.

Decision

- 1) To note the report and the recommendations for submission to the Education Executive.
- 2) To note that the comments made in respect of the political composition of the Appointment Panels would be included in the report to Education Executive.

10 EARLY LEARNING AND CHILDCARE - EXPANSION PLAN UPDATE

A report by the Head of Education (Learning, Policy and Resources) (copies of which had been circulated) provided an update on the Early Learning and Childcare (ELC) Expansion Plan and the Council's progress towards delivering 1140 free annual hours of ELC within West Lothian by 2020.

The report noted that local authority expansion plans were working documents which would evolve over time. Local authorities were required to address capacity challenges by making best use of existing assets through supporting a wide range of partners including childminders and third sector partners and building where needed.

Local authorities in Scotland were expected to provide the increase in free hours by 2020, using funding provided by the Scottish Government. Since August 2018, 30 of 61 council-run ELC settings in West Lothian provided up to 760 hours of free ELC. The Council had also successfully created and recruited to ten new management positions to support staff in the delivery. The next phase of the programme for August 2019 was to offer two full days over 50 weeks of the year in a number of settings which were noted in the report.

Consultation had been undertaken with parents and carers in August and September 2018, and if the report was approved by the Education Executive, further consultation would be carried out with staff in each location. The proposal to increase the hourly rate paid to partner providers to £5.00, and the requirement to provide free school meals to eligible children were highlighted.

Members were reassured that the plan was achievable and welcomed the progress made to date.

The Panel were recommended to note the progress made to date and the proposals intended for submission to the Education Executive:

1. To provide additional free hours (up to 1000 hours) of ELC in establishments which currently offered flexibility from August 2019;
2. To provide additional free hours (up to 760 hours) of ELC in establishments which did not currently offer flexibility from August 2019;
3. To offer additional free hours (up to 1000 hours) of ELC in private partner provider settings from August 2019;
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 two, three and four year olds;
5. To increase the hourly rate paid to partner providers to £5.00 from April 2019; and

6. To note the requirement to provide free school meals to all eligible ELC children from August 2020.

Decision

To note the report and the proposals to be submitted to the Education Executive.

11 INSTRUMENTAL MUSIC SERVICE DELIVERY MODELS

The Council had previously agreed to introduce charging for instrumental music tuition with a scheme of concessions and to identify sustainable models of service delivery for the long-term. A report by the Head of Education (Learning, Policy and Resources) (copies of which had been circulated) provided the Panel with options for future service delivery models for consideration. These options were intended to be presented to the Education Executive in January 2019.

The report set out four options which were identified as being most relevant to the Instrumental Music Service: in-house delivery, transfer to an existing Arms Length External Organisation (ALEO) (West Lothian Leisure), and the creation of a new Charitable Trust and Partnership.

The factors which were considered to determine the most appropriate future service delivery model were outlined in the report. It was proposed that the continuation of in-house delivery was most appropriate as it represented the lowest risk to the Council and the best organisational stability. It was noted that working in partnership with other organisations such as local bands could be beneficial and that this was intended to be explored further.

The risks relating to the other potential options of transfer to an existing ALEO or voluntary organisation and the creation of a new Charitable Trust were set out and the rationale for discounting these options. Information was also provided on other areas which delivered a similar service for comparative purposes.

During discussion a number of points were raised on the merits of each option. It was queried whether West Lothian Leisure had been involved in any discussions regarding the option of transfer to an ALEO or whether any groups, such as parents' groups, had expressed an interest in setting up a Charitable Trust. The Panel was advised that at this stage the focus was on the delivery models rather than specific details.

It was agreed that linking with voluntary groups in West Lothian could be beneficial to both pupils and groups involved. A majority of the Panel favoured the proposed in-house delivery option; however, concerns were raised by Councillor Miller in particular regarding the wording of recommendations 3 and 4 and that there had not been sufficient discussion on all options to rule them out at this stage.

The Panel was recommended to note and consider the following

recommendations intended for submission to the Education Executive for approval:

1. To note that the review of options for service delivery models was based on the Council's Governance Manager's guidance and framework.
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. To agree that continued in house service delivery was the most appropriate delivery model.
4. To agree that, in order to provide additionality, partnership with existing community organisations be explored further to enhance provision of individual disciplines and performance opportunities at an individual school level.

Decision

- 1) To note the report and the recommendations to be submitted to the Education Executive.
- 2) To note the comments made by Councillor Miller with regard to the pre-emptive nature of recommendation 3 in stating that in-house delivery was the most appropriate service delivery model, and recommendation 4 which stated 'existing community organisations', excluding any new organisations which could be established.

12 WEST LOTHIAN COMMUNITY LEARNING AND DEVELOPMENT INSPECTION

The Panel considered a report by the Head of Education (Learning, Policy and Resources) (copies of which had been circulated) on the outcome of the latest Education Scotland Inspection of Community Learning and Development (CLD) in West Lothian.

The inspection had taken place during August and September 2018 and the key findings were presented in the report. The full inspection report, published in November 2018, was attached at Appendix 1. This included a strategic inspection of CLD partners within West Lothian Council and a place-based inspection which focussed on the Armadale and Whitburn areas.

The purpose of the inspection was to find out the quality of the strategic leadership of CLD and the quality of CLD provision; how well paid staff and volunteers were developing their own practices and building capacity; and how well partners contributed to current and evolving national policy objectives, such as addressing the attainment gap, prevention, social isolation, health inequalities and empowering communities.

The report concluded that leadership and self-evaluation were of a high quality, that partners had a good understanding of the strengths and areas for improvement and that communities were achieving well.

Members congratulated officers on the good report which recognised that well targeted programmes were delivering positive outcomes in the community.

The Panel was recommended to note the Community Learning and Development in West Lothian Inspection Report which was attached at Appendix 1, in particular:

1. The high quality programmes delivered by CLD practitioners to young people in secondary schools.
2. That well targeted programmes were leading to positive outcomes; and
3. The achievement by CLD Youth Services of the Gold Chartermark Award from LGBT Youth Scotland for inclusion.

Decision

To note the terms of the report.

13 INTERNATIONAL EDUCATION - POLAR ACADEMY

A report by the Head of Education (Curriculum, Quality Improvement and Performance) (copies of which had been circulated) was presented on the Polar Academy programme which Bathgate Academy pupils were currently participating in.

Ten pupils from Bathgate Academy had been selected to take part in an expedition to Greenland in April 2019. The Polar Academy was a charitable organisation which aimed to help young people boost their self-esteem and confidence. Pupils from S1 to S3 were selected from a different secondary school each year and undertook extensive and challenging training for ten months prior to the expedition.

The expedition was funded through a combination of sponsorships and donations for which parents, the school and the organisers had worked hard to fundraise. The report outlined their achievements to date and the support the school and the Council had provided, including free access to West Lothian Leisure facilities to assist with their training, and £5000 of Pupil Equity Funding which had been contributed by the school.

During discussion, members queried the contribution the Council had made towards the fundraising and whether this was consistent with other local authorities which had taken part in previous years. It was noted that the group had recently attended a meeting of the Bathgate Local Area Committee to present to ward members on the expedition, and donations continued to be sought.

It was suggested that the Council should consider whether any further support could be provided to the organisation to ensure its success and submit a report to the Education Executive for consideration. Members also commended the hard work of the pupils, staff and parents at Bathgate Academy for their success to date.

The Panel were asked to note and consider the report and the participation of ten pupils from Bathgate Academy in the Polar Academy.

Decision

- 1) To note the terms of the report.
- 2) To request that a report exploring any further support the Council could provide to the Polar Academy be presented to the Education Executive meeting in January 2019.

14 WORKPLAN

The workplan for the Panel was presented. In response to a question, it was advised that a report on school roll forecasts was expected to be presented to the February 2019 meeting.

Decision

To note the workplan and the update that the school roll forecast was expected to be presented in February 2019.



EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL

QUARTERLY PERFORMANCE REPORT – QUARTER 3 OF 2018/19

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

REPORT BY HEAD OF EDUCATION (LEARNING POLICY AND RESOURCES)

A. PURPOSE OF REPORT

The purpose is to report the current level of performance for all indicators that support the council's Corporate Plan and are the responsibility of the Education Policy Development and Scrutiny Panel.

B. RECOMMENDATION

It is recommended that the Panel note the performance information and determine if further action or enquiry is necessary for any of the performance indicators in the report.

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)	In compliance with the Code of Corporate Governance
III Implications for Scheme of Delegations to Officers	None
IV Impact on performance and performance Indicators	Challenges current service performance through the evaluation of performance indicators
V Relevance to Single Outcome Agreement	Indicators support various outcomes in the SOA
VI Resources - (Financial, Staffing and Property)	Met from existing budgets
VII Consideration at PDSP	14 February 2019
VIII Other consultations	None

D. TERMS OF REPORT

D.1 Background

Overseeing and challenging council performance is contained within the remit of every Policy Development and Scrutiny Panel (PDSP). Scrutiny of performance by elected members in PDSPs forms a key part of the council's wider scrutiny and public performance reporting arrangements.

To support this, each PDSP is allocated areas of the Corporate Plan, strategic priorities and key council performance, relevant to the focus areas of the Panel, and receives quarterly and annual performance reports.

D.2 Quarterly Performance Report





Nature of the way in which Quality Improvement, Educational Psychology, Inclusion and Wellbeing, Adult Learning and CLD Youth Services and Strategic Resources are delivered do not currently necessitate quarterly or monthly reporting other than what is already presented within the scope of this report. Consideration is being given and decision will be made regarding introduction of new relevant and meaningful quarterly and monthly performance measures linked to the Remit of Education PDSP.

Please note that School Performance Data is collected and reported annually therefore relevant performance measures will be captured within the Annual Scorecard.

The quarterly performance scorecard report for the Education PDSP contains a range of relevant service performance information for scrutiny.

A summary position of the status of the 6 performance indicators in the Education PDSP scorecard is contained in Appendix 1. The quarterly scorecard report relates to most up to date monthly and quarterly data.

The 6 performance indicators are categorised as follows:

Summary of Performance Indicator status (RAG)	
Status (against target)	Number of PIs
 Green	5
 Amber	1
 Red	0
 Unknown	0

**Unknown status occurs when a service does not record performance during the period, for example, if the service did not receive any complaints to process.*

The RAG status is against the performance target that has been set by the service in consultation with the relevant stakeholders.

Each indicator in Appendix 1 is accompanied by trend chart commentary, which offers an explanation on the current performance levels (against the target). This information will also highlight any below target performance to the Panel and outline the measures that services are taking to improve performance.

D.3 Red Performance Indicators

None.

D.4 Amber Performance Indicators

EDSCH037_7b.1 Percentage of sickness absence in Schools.

The absence rate in December 2018 was 3.8% which is higher than previous months and is mainly due to high level of sickness absence in Special Schools (251 absences from 5,168 working days, Secondary Schools - 779 absences from 19,741 and Primary Schools - 1,187 absences from 33,406 working days).

Sickness levels are monitored on a monthly basis and the service takes the appropriate action in compliance with the Council's Sickness Absence Policy to manage all periods of absence.

E. CONCLUSION

The performance scorecard shows that a significant proportion of performance indicators are achieving targeted levels of performance. Where performance is not at the expected level details provided in section D.3 and D.4) advises the Panel of the corrective actions being taken by services to improve performance.

F. BACKGROUND REFERENCES

None

Appendices/Attachments: 1

Appendix 1 – Education PDSP Performance Scorecard Detailed Report Q3 2018-19

Contact Person: Gosia Lawes

Telephone: 01506 282356 Email: Gosia.Lawes@westlothian.gov.uk

James Cameron

Head of Education (Learning, Policy & Resources)

Donna McMaster

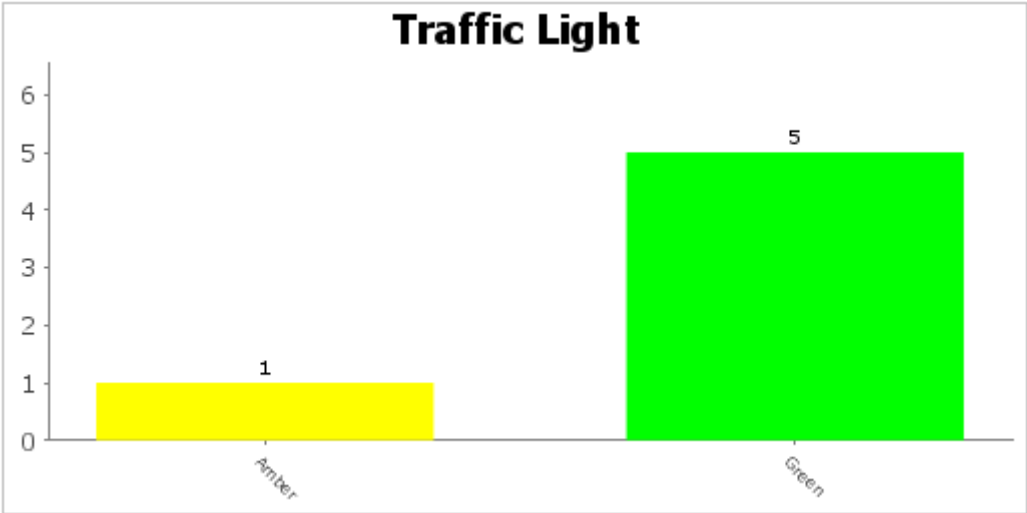
Head of Education Service (Curriculum, Quality Improvement & Performance)

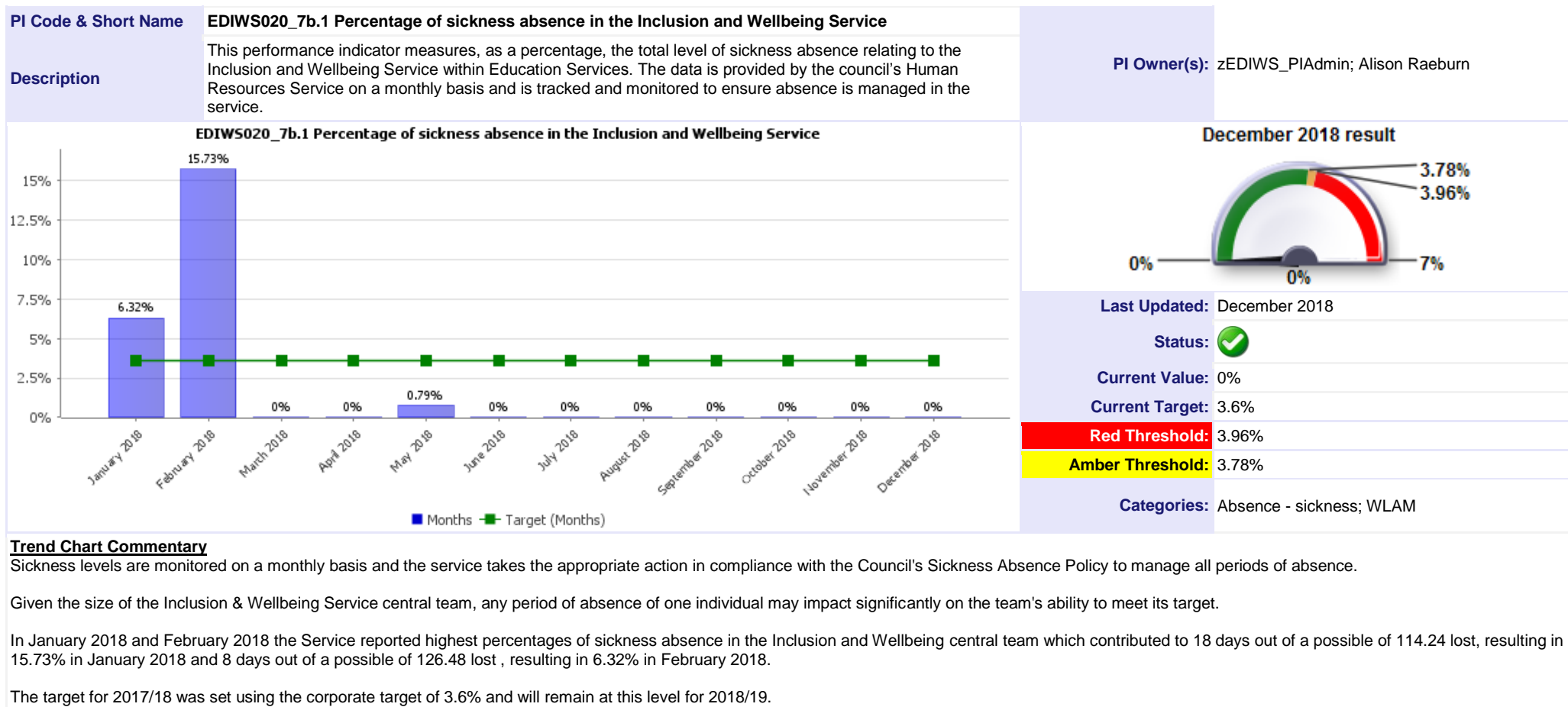
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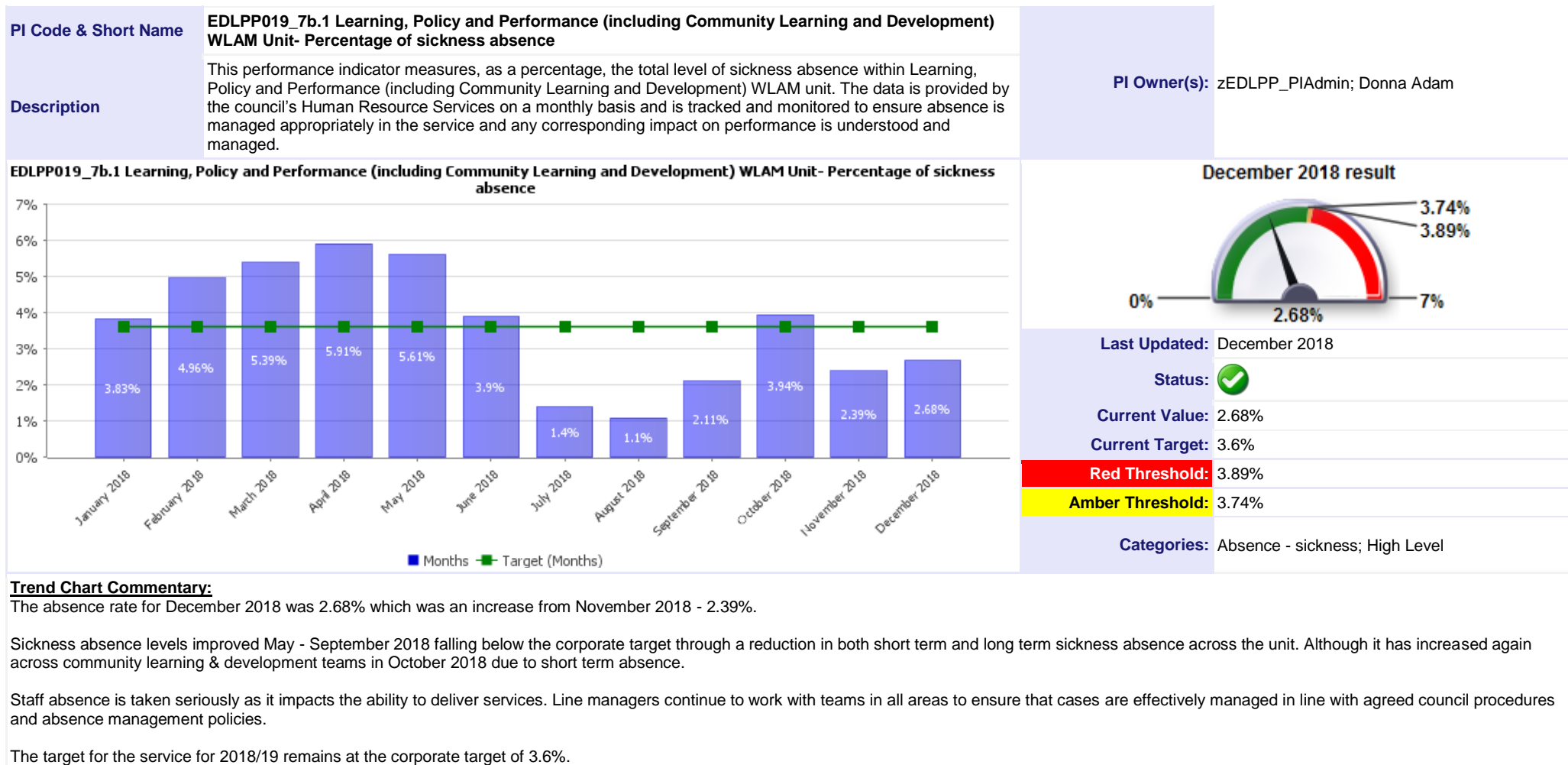
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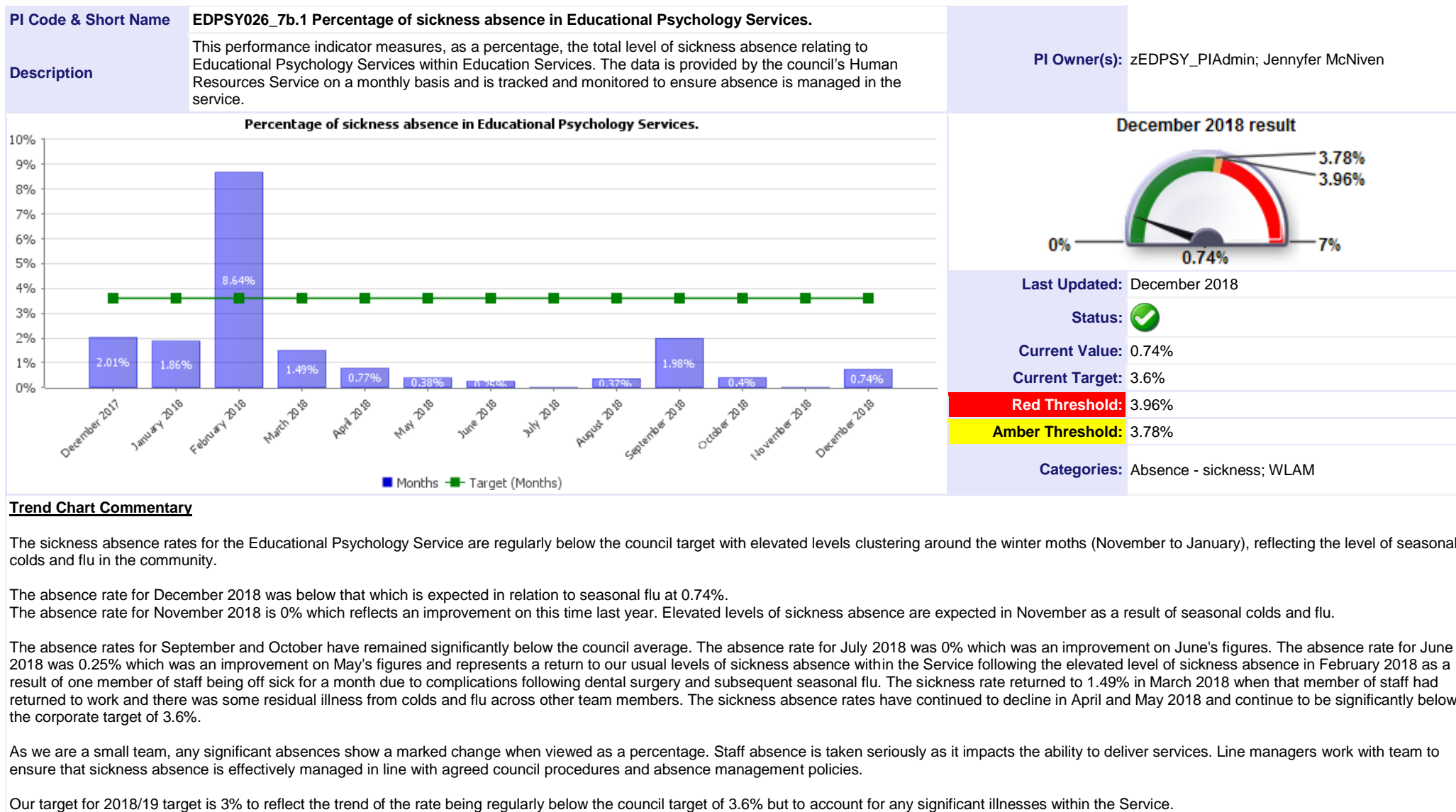
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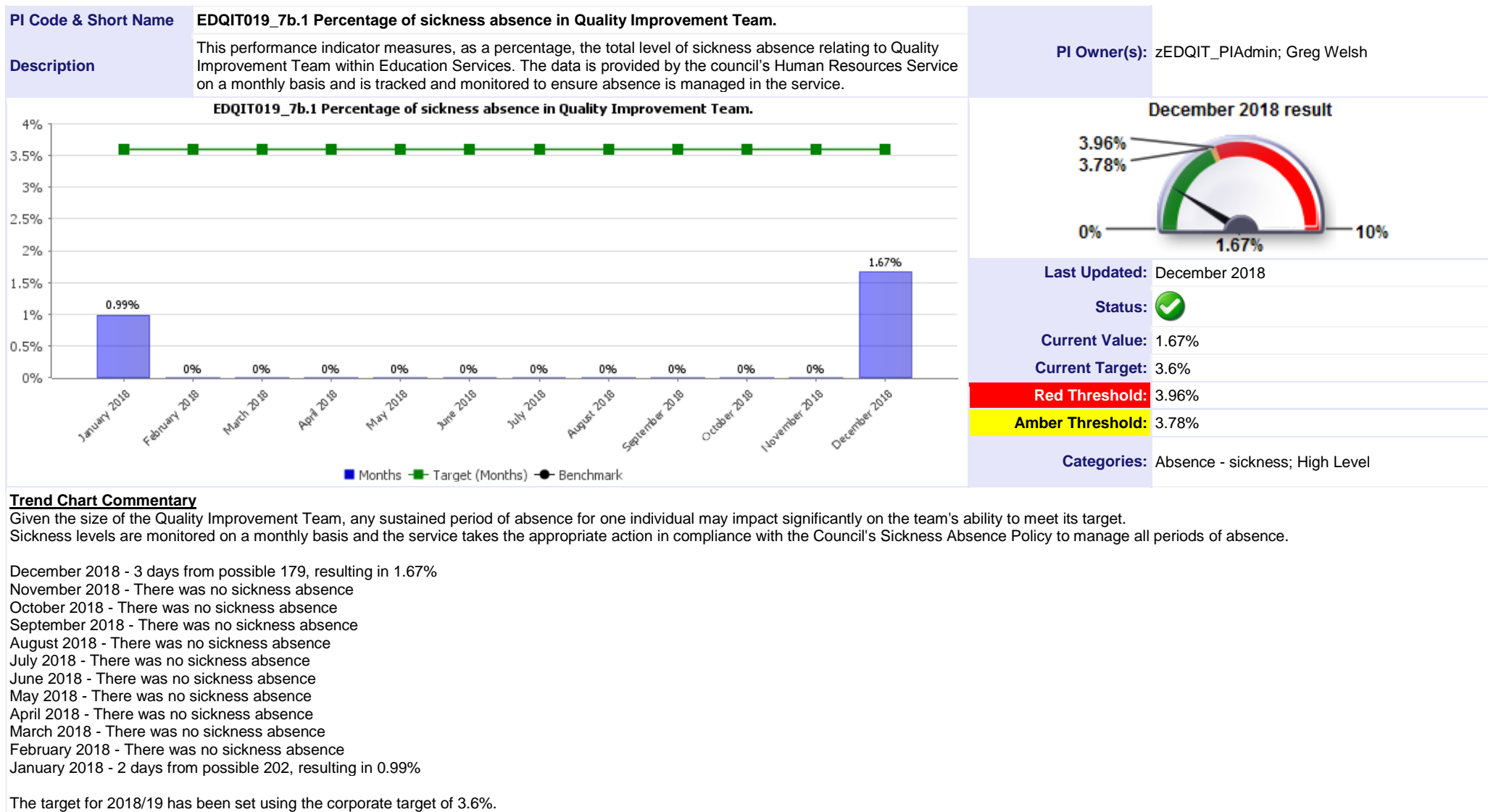
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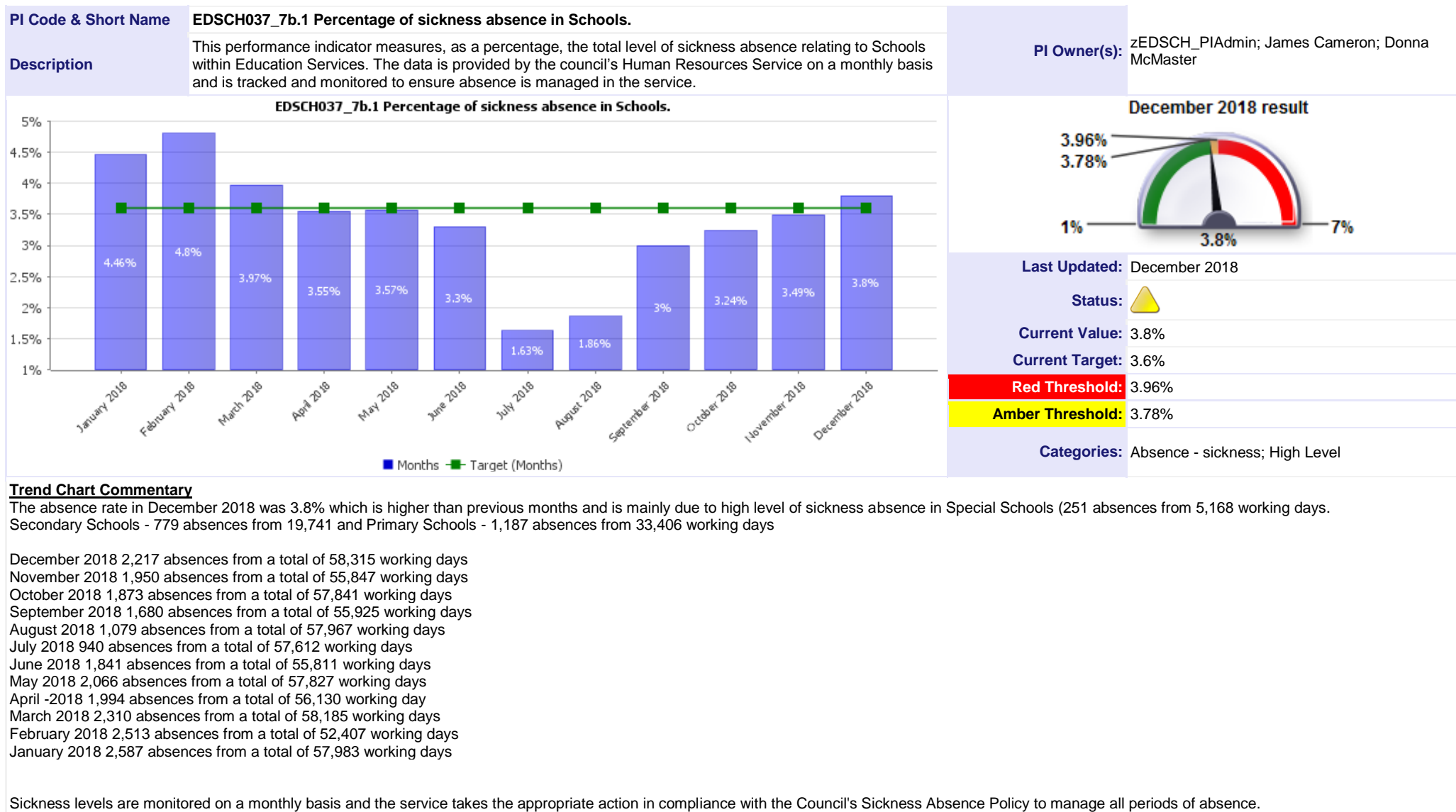




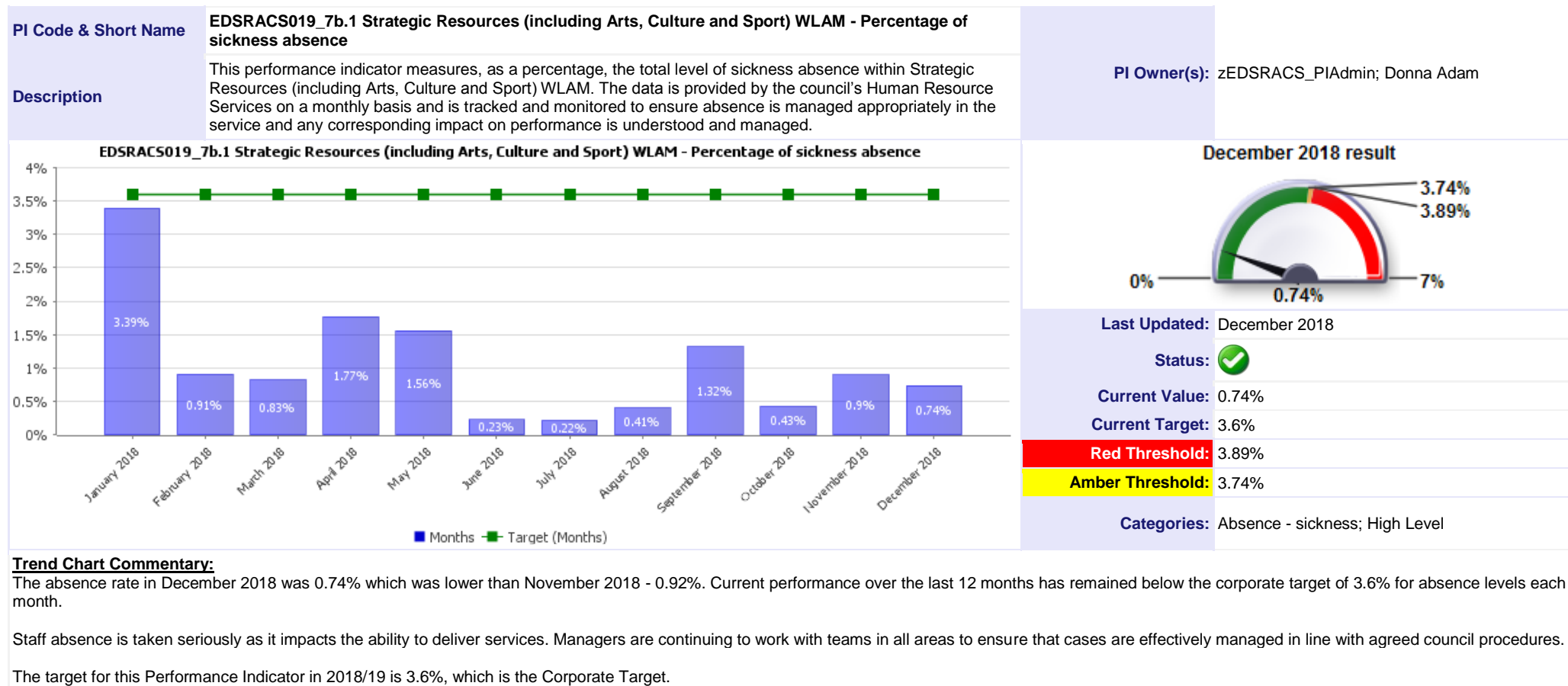








The target for this Performance Indicator in 2018/19 is 3.6%, which is the Corporate Target.





EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL

NATIONAL LEARN TO TEACH 2019

REPORT BY DEPUTE CHIEF EXECUTIVE

A. PURPOSE OF REPORT

To update the Education Policy Development and Scrutiny Panel (PDSP) on the National Learn to Teach 2019.

B. RECOMMENDATION

It is recommended that the PDSP notes the content of report.

C. SUMMARY OF IMPLICATIONS

I Council Values	Being honest, open and accountable; providing equality of opportunities; developing employees; making best use of our resources; working in partnership
II Policy and Legal	None.
III Implications for Scheme of Delegations to Officers	None
IV Impact on performance and performance Indicators	None
V Relevance to Single Outcome Agreement	Increasing teacher numbers
VI Resources - (Financial, Staffing and Property)	Covered by existing resources
VII Consideration at PDSP	14 February 2019
VIII Other consultations	None

D. TERMS OF REPORT

D1 BACKGROUND

The council participated in the inaugural National Learn to Teach initiative launched in October 2017. This initiative was designed to attract employees within local government to retrain as primary teachers. There were 20 funded places allocated to our hub which included Falkirk, Clackmannanshire and Stirling Councils.

There were over 50 applications received from West Lothian Council employees with 22 being submitted to Dundee University for entry consideration. Ten of these individuals were successful in gaining a place.

D2 CURRENT PROGRAMME

The ten successful employees started their 18 month part time study with Dundee University in January 2018. Eight employees will complete their PDGE in June and be offered a probationary post if successful in gaining the qualification. Two employees withdrew before undertaking placements.

The council are supporting the initiative by providing school placements to the candidates and allowing them to attend their three six week placements whilst in their current role and at their current salary. All other study commitments are undertaken within their own time.

A copy of the Learning Agreement is attached in the Appendix.

D3 BENEFITS TO THE COUNCIL

The initiative will help to increase teacher numbers for the council if the current candidates successfully complete their course of study.

The initiative has also allowed some of the participating employees to seek a successful outcome for themselves as they were in posts at risk as a result of the Transforming Your Council programme. Their posts were in Active Schools, Community Sport and Community Youth Services.

Those who successfully complete their PDGE will resign from their post to take up a probationary teaching place generating vacancies and creating capacity which may be beneficial to those seeking redeployment.

D3 NATIONAL LEARN TO TEACH 2019

The Scottish Government has confirmed that the National Learn to Teach Initiative will continue in 2019, with an intake of students in August 2019. Dundee University is planning an information night on the 14 February before inviting applications.

As in 2017 this will be delivered by Dundee University who will provide funded places for local government employees to undertake their PDGE qualification to be a primary school teacher.

There has been a continuing interest from council employees over 2018, with a number indicating their intention to apply if the opportunity is provided again.

The University of Dundee also offered an 18 month PGDE Programme for secondary teachers for STEM subjects (Mathematics, Chemistry, Physics, Home Economics and Computer Studies). The aim of this programme is to help reduce the shortage of teachers in STEM subjects. Students are financially supported and at the end of the programme are both fully qualified and fully registered teachers.

This is a full time programme and council employees have to resign their employment to take up this opportunity. The council publicised this opportunity to employees in November 2018.

E. CONCLUSION

National Learn to Teach 2019 is a government funded initiative designed to increase teacher numbers through retraining local government employees as primary school teachers whilst continuing in their current employment.

The programme was run in 2017 and has provided 8 employees with the opportunity to retrain as primary teachers, some of whom are in jobs at risk.

The key council commitment in supporting this initiative is to allow employees to undertake the placements required to complete the PDGE qualification to be a primary school teacher whilst continuing in their current role.

F. BACKGROUND REFERENCES

None

Appendices/Attachments: Appendix – Learning Agreement

Contact Person; Chris Keenan, Senior HR Adviser

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Elaine Cook,

Depute Chief Executive

Date of meeting: 14 February 2019

West Lothian Council

National Learn to Teach Initiative

Learning Agreement

This Learning Agreement has been developed to ensure that individuals participating in the Learn to Teach Programme are aware of the support that will be provided by West Lothian Council both during the 18 month training programme and probationer placement. It also sets out expectations of individuals participating in the programme and requires to be signed prior to any support being made available by West Lothian Council.

Learn to Teach is an innovative national programme supporting our employees to retrain into the teaching profession, whilst increasing the supply of teachers to work within West Lothian schools.

Individuals will be expected to have fully considered the time commitment involved in undertaking both the training and probationer placement prior to applying to take part in the programme. Employees are encouraged to be mindful of their own health and wellbeing during the period of study.

The academic component of the programme consists of:-

- Introductory days – at the University of Dundee (2 days)
- Attendance at Workshops – 8 across the 18 months mainly on Saturdays
- Summer School – 2 weeks in summer – at the University of Dundee

In addition to face to face sessions students will participate in a range of online learning materials including online lectures.

Conditions of the Agreement

- Employees will be required to work their normal contractual hours for the duration of the programme, with the exception of placement weeks.
- Tuition fees will be paid by the Scottish Government direct to the University of Dundee.
- If the Introductory days at Dundee University fall on an employee's normal working day they will be released to attend without having to pay back lost working time.
- Services will release employees for 18 weeks of school placement (3 blocks of 6 weeks). During the school placements, employees will continue to receive their normal pay.
- Placements will be subject to employees obtaining a satisfactory PVG check
- Employees will be expected, where possible to schedule any meetings with the university outwith their normal working days. If this is not possible, any lost working time should be made up via the use of flexi, TOIL or annual leave, in agreement with their line manager.
- Employees who participate in the Council's flexi time scheme will continue to have access to this, however it will not be available when undertaking school placements.

- Employees will be expected to meet any additional costs associated with the course including the cost of books and study materials.
- The Council will endeavour to provide the necessary support to enable employees to successfully complete the training programme and probationer placement. However should an employee fail a placement for reasons of performance, illness or for any other personal circumstance and therefore be required to complete additional placement weeks, they will be expected to use annual leave or apply for unpaid leave for the additional placement weeks.

The following will not be available to employees:

- The use of work time for personal study.
- Travel time and financial costs associated with travel in relation to the programme.
- Paid time off to attend the two weeks of summer school (employees will be required to use annual leave).

Management Arrangements

Current line management arrangements will continue whilst employees undertake the programme and employees are expected to follow the normal arrangements for sickness, requesting annual leave, etc. Employees will not be granted leave during school placement weeks. Employees will also be required to report any sickness absence to the University as well as their line manager whilst on placement.

Probation Year

Following successful completion of the programme (i.e. upon graduation), employees will be assigned a probationary teaching position within the West Lothian area subject to the necessary PVG check. It is at this time that employees will be required to resign from their substantive post and transfer to Teachers' terms and conditions of employment. Salary placement will be on the probationer teacher point of the Teachers' Salary Scale.

Employees will also revert to the Scottish Teachers' Superannuation Scheme. Local Government Pension Scheme benefits will be preserved until employees retire, unless they choose to transfer their benefits to the Teacher's Scheme. Those wishing to transfer their benefits will be required to do so, within 12 months of commencing employment as a probationer teacher. There is no break in continuous service between the employee's substantive post, probationer placement and first teaching post.

First Teaching Post

The Council is committed to taking all steps to ensure that all probationer teachers have the greatest opportunity to secure future employment with us. All probationary teachers will therefore be guaranteed an interview in the January/ February following the commencement of the one year probationer placement. Those successful at interview will be considered for a teaching post within any West Lothian school subject to the relevant pre-employment checks, as part of the Annual Teachers' Staffing Exercise. Probationer teachers who do not secure a teaching post may be offered supply work and placed in vacancies across the West Lothian area as they arise.

The council expects that those who have been supported through the Learn to Teach Programme by the council will continue in employment with by West Lothian Council during the probationary period and for a period of at least 2 years after qualifying as a teacher.

Agreement

I, (Block Capitals)

Residing at

Employed by West Lothian Council as a (Block Capitals)

Agree that in exchange for certain facilities provided to me by West Lothian Council to enable me to carry out a course of study, hereby agree and undertake to complete the PGDE Primary qualification.

The information you have provide will be used by West Lothian Council (the 'data controller' for the purposed of the Data Protection Act 1998) in order to process your qualifying course application. The information will be held securely by the Council and will be treated as confidential except where the law requires it to be disclosed.

Signed

Date



EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL

FORTH VALLEY & WEST LOTHIAN REGIONAL IMPROVEMENT COLLABORATIVE

REPORT BY DEPUTE CHIEF EXECUTIVE

A. PURPOSE OF REPORT

To provide members with an update on the work of the Forth Valley & West Lothian Regional Improvement Collaborative including West Lothian, Clackmannanshire, Falkirk and Stirling Councils.

B. RECOMMENDATION

To note and consider the contents of the Forth Valley & West Lothian Regional Improvement Collaborative Governance Plan and Achievements to Date.

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)	The publication of an Improvement Plan is required by the Scottish Government. Raising Attainment is a key strategic objective of West Lothian Council and the other local authorities in the RIC.
III	Implications for Scheme of Delegations to Officers	None
IV	Impact on performance and performance Indicators	The Forth Valley & West Lothian Regional Improvement Plan will have a positive impact on performance indicators including those relating to attainment and positive destinations.
V	Relevance to Single Outcome Agreement	The Forth Valley & West Lothian Regional Improvement Plan will have a positive impact on performance indicators within the Single Outcome Agreement including those relating to attainment.

VI	Resources - (Financial, Staffing and Property)	All work undertaken to date by the Regional Improvement Collaborative has been met from within the existing resources of the four participating Councils. FVWLIC received a share of the £10m to be allocated from the Scottish Government (received £899270).
VII	Consideration at PDSP	14 February 2019
VIII	Other consultations	

D. TERMS OF REPORT

The aim of the RIC is to provide additionality and enhancement to support attainment and achievement strategies already in place in West Lothian.

The Scottish Government required the preparation of a progress plan (phase 2) by the 4th September 2018, which was noted by the PDSP. It was agreed to provide further reports which would detail:

- feedback received from Education Scotland on the Phase 2 Regional Improvement Plan;
- the level of support the FVWL Collaborative will receive from the Scottish Government.

This report provides information regarding the feedback from Education Scotland on the Phase 2 Regional Improvement Plan and the level of support the FVWL Collaborative will receive from the Scottish Government.

Feedback from Education Scotland

The Lead Officer and RIC Development Officer participated in a peer review process with colleagues from Education Scotland and from the West Partnership Regional Improvement Collaborative at the end of September 2018.

This process involved evaluative discussion regarding progress with the Phase 1 Plans and the content and aspiration of the Phase 2 Plans of the FVWL Regional Improvement Collaborative and the West Partnership. As an outcome of this process key actions for each of these Regional Improvement Collaboratives were agreed.

The key actions agreed for the FVWL Regional Improvement Collaborative were that:

- Over time the Collaborative will develop a Governance model going forward that effectively reflects the principle of leading from the middle, collaboration and bottom up. The Governance structure will ensure that the leadership and work stream groups will be responsible for developing the “**offer**” to schools and practitioners, with the reference and engagement groups helping to develop the “**ask**”. Engagement groups will be comprised of pupils, parents, practitioners and wider stakeholder groups: and

- The Lead Officer will report on the progress of the Collaborative to respective Chief Executives and to local elected members via the relevant education committees of each council. Centre colleagues will also be updated on the work of the RIC.

Scottish Government Funding Support

The Forth Valley and West Lothian Regional Improvement Collaborative received an offer of grant for £899,270 from the Scottish Government on 1 November 2018. This grant covers the period from 1 August 2018 to 31 July 2019. Details of the planned use of this funding are outlined later in this report.

Progress with Key Actions identified in the Review of the Phase 2 Plan

To support the work of the Collaborative, a Governance Plan has been produced which outlines the roles and responsibilities of each group.

In order to strengthen and develop the governance arrangements for the FVWL Regional Improvement Collaborative the Lead Officer met with senior elected members from each local authority, the local authority Chief Executives and a representative from Education Scotland on 30 November 2018 to discuss and agree arrangements for monitoring and evaluating the work of the Collaborative.

It was agreed that a Regional Board would be established whose members would comprise a senior elected member (Council Leader or Education Portfolio Holder/Convener) from each local authority and the four Council Chief Executives.

This Regional Board will receive reports from the Lead Officer; will monitor the progress and pace of the work of the collaborative; and provide appropriate challenge for emerging areas for collaborative work. The Regional Board will meet twice per year, in March and September. It has been agreed that the Chief Executive Officer, RIC Lead Director and RIC Development Officer will sit within one LA for an 18 month period and then be reviewed.

Progress on the work of the Collaborative

Significant progress has been made in establishing the Regional Improvement Collaborative and in progressing some key activities and actions regarding both the original work-streams and developing new areas of focus.

A report entitled “Achievements to Date” detailing this progress is attached as an appendix to this report.

Use of Scottish Government Funding Support

The Grant from the Scottish Government will be used primarily to pay for the secondment of staff from the existing workforces of the four local authorities to lead key areas of development work. At the time of writing a recruitment process is underway which is being supported by Corporate Human Resources personnel from Falkirk and West Lothian Councils. Seconded staff will continue to be employed by their own local authority for the duration of their secondments.

Staff are being seconded to the following roles:

- Work-stream leads (for Literacy, Numeracy, Early Learning and Childcare, and Career Long Professional Learning);
- Data Analyst;

- Data Coaches
- Administrative Support
- Communication
- Regional Improvement Collaborative Development Officer.

Consultation

The Phase 1 and Phase 2 Plans were developed in collaboration across all four local authority areas.

The Lead Officer continues to engage with wider stakeholders from each Council's Community Planning Partnerships and with trade union and parent representatives to ensure that they are included in the developing work of the collaborative.

Further consultation is ongoing through the implementation of the Phase 2 Plan. Further details are included within Appendix 2 to this report "Achievements to Date".

E. CONCLUSION

The Forth Valley & West Lothian Regional Improvement Collaborative Plan is the strategic document driving forward improvement in the key priorities of raising attainment and closing the attainment gap. It will support the development of appropriate regional education collaborative to deliver quality professional learning activities. The Governance Plan will support working relationships across the four councils of the Collaborative.

The work of the FVWL Regional Improvement Collaborative is ongoing and it is anticipated that the pace of progress will continue to increase once the current recruitment exercise to second staff to various development roles is completed. The various themed groups, led by officers from across the four councils are working effectively and identifying approaches to engage with front line staff to exemplify and improve practice in our classrooms.

F. BACKGROUND REFERENCES

None

Appendices/Attachments:

Forth Valley & West Lothian Regional Improvement Collaborative Governance Plan

Forth Valley & West Lothian RIC Achievements to Date

Contact Person:

Siobhan McGarty, RIC Development Officer

Elaine Cook

Depute Chief Executive (Education, Planning and Regeneration)

Date of meeting: 14 February 2019

Forth Valley & West Lothian RIC

Achievements to Date

January 2019



Aims of the RIC

The FV&WL Collaborative has agreed a shared vision to work together in partnership to identify key areas for improvement that aim to achieve the twin aims of the NIF:

Excellence through raising attainment

Achieving equity

There is a clear focus on shared priorities which are summarised as:

1. Numeracy
2. Literacy
3. Early learning and Childcare
4. CLPL
5. Improving performance

5 lead officers supported by the lead team of directors have taken these priorities forward and progress is outlined in [Appendix 1](#).

In phase 2 of planning, a **Communication and Engagement Strategy** has been created and has been central to developments in building awareness and engagement with the RIC.

Progress includes:

- Head Teacher messages (power points) to discuss at inset days
- RIC lead team attending range of HT/Heads of Establishment meetings ([Appendix 2](#))
- RIC lead team presenting the plan at LA committee meetings
- RIC lead/development officer meeting with non-teaching unions
- Development officer meeting with wider partners
- Sharing the plan and sending to all schools/educational establishments
- FV&WL Brand logo and strapline 'Collaborating for Improvement'
- Launch of RIC update (Autumn, Winter)
- Consultation paper with stakeholders- closed 12th January, outcomes being considered.
- Launch of Communication team
- Launch of Connect Team - minutes and progress updates to lead team; meetings aligned with directors and performance team meetings
- Support from Performance team, Improvement Adviser and Communication Team reps at each Connect Team meeting
- FV&WL RIC Digital platform nearing completion
- Twitter established
- Secondary and Primary HT reference groups created

- Mapping of all 6 RIC plans- overview and sharing ideas with West Partnership and partner Development Officers

In progress

The following developments are in progress:

Governance plan- to be shared with Committees

Update on full RIC Profile including performance

Measurement plan update

Recruitment plan

Digital and data sharing agreements

Phase 3 plan

Growth Mindset project (Numeracy & Literacy) in collaboration with third sector charity, aligned with university accredited PL for practitioners

Evolving RIC

There are a number of evolving projects which are being discussed and designed in consultation with teachers and partners ([Appendix 3](#))

Recruitment

The following full time seconded posts are in the process of being recruited to support the work of the RIC and as a result of the successful bid for funding from the Scottish Government:

Work stream leads in Literacy, Numeracy, CLPL, ELCC

Data Analyst (Performance Officer)

Data Coaches x 4 (1 for each Local Authority)

Admin Officer (0.5) and Communication officer (0.2)

Improving Performance

The Performance Team role is focused on:

Producing an up to date RIC Performance Profile

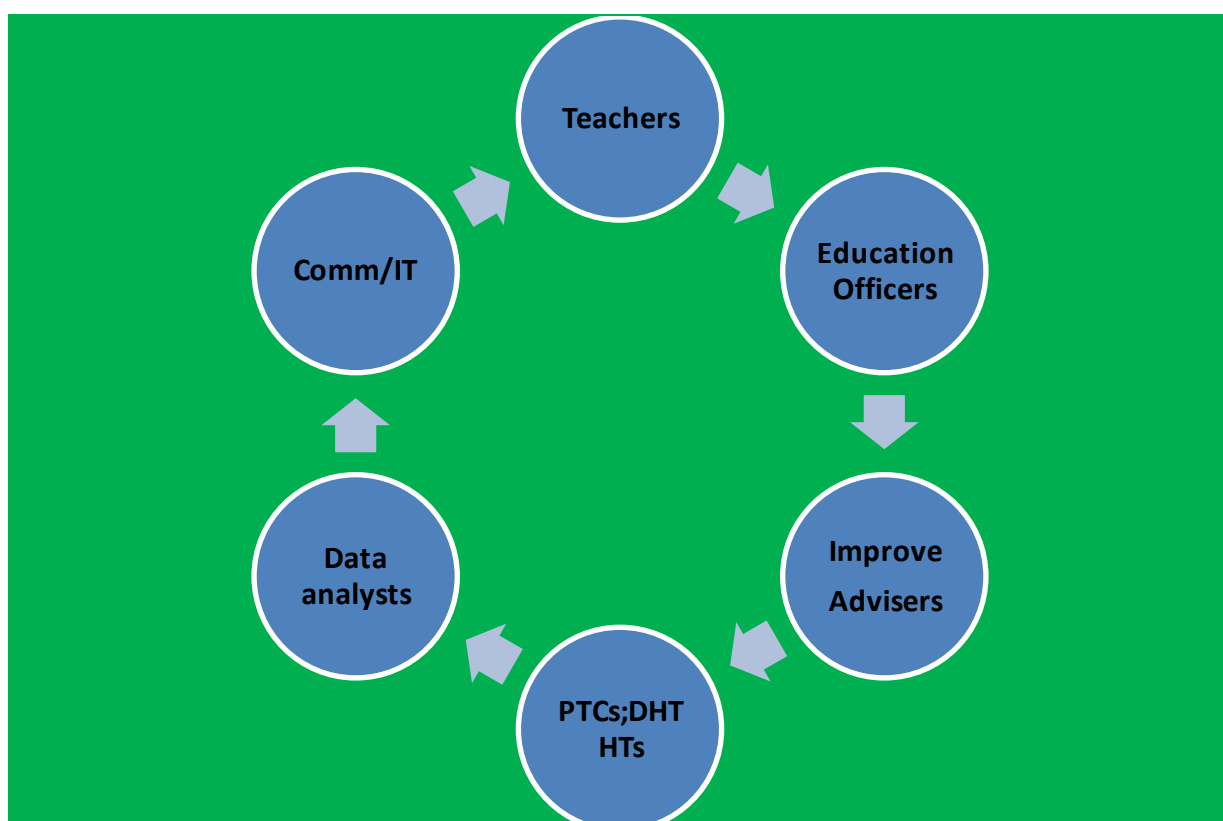
Supporting Measurement Plans and data analysis for each of the work streams

Developing a practitioner programme to improve confidence in using data to improve performance

Mapping out numeracy and literacy strategies across similar schools to peer collaborate
Identifying successful 'Closing the Gap' strategies and supporting a collaborative network

Empowering RIC

The RIC is underpinned by an empowering culture of practitioner involvement, engagement and leadership in a growing range of innovative projects. A diverse range of people are working together to shape, influence and develop themes.



The FV&WL RIC has been the first to undertake the national Improvement Training programme which is supported by the Scottish Government- SCLIP (Scottish Coaching & Leading Improvement Programme). 30 practitioners from across the RIC have undertaken the programme which involves 2x3 full days, 4x 2 hour Webex sessions, reading texts and engaging in a practical project. The main themes are Coaching, Leadership and Improvement techniques.

With the addition of full time work stream leads, reference groups and expanding projects a further Improvement Methodology programme has been requested of the National Improvement Adviser Team.

Appendix 1

Progress of the Work Streams

Numeracy

The Numeracy team have developed a project to target a specific group of children in P2 who have gaps in their learning from Early Level to Level 1 Numeracy. Using Improvement methodology principles, the group has started with a relatively small number of pupils and schools (3 from each LA / 12).

The aim is to upskill staff, and improve confidence in teaching 'Number Talks' as an intervention strategy. The aim is for 80% of identified P2 pupils to be secure at phase 2 (in – house scale) in early number structure by May 2019.

Progress

CLPL training has been undertaken with the pilot team.

A lesson study model has been created and is being used in class.

A collaborative approach with regular meetings of practitioners with the support team is being used.

Practitioners are teamed with each other to provide peer support.

Number walls and daily number talks are being used with pupils.

Team members are acting as mentors for practitioners and visiting schools to support progress.

The team have presented the project to Education Scotland, 22.11.18 (the only RIC team in a group of LAs) who are very interested and positive about the work done so far.

Next steps

A measurement plan has been devised with the support of the RIC Improvement Adviser. An in-house measure is being applied from a baseline with tracking progress charts being created.

Milestones will be charted and provided as a report.

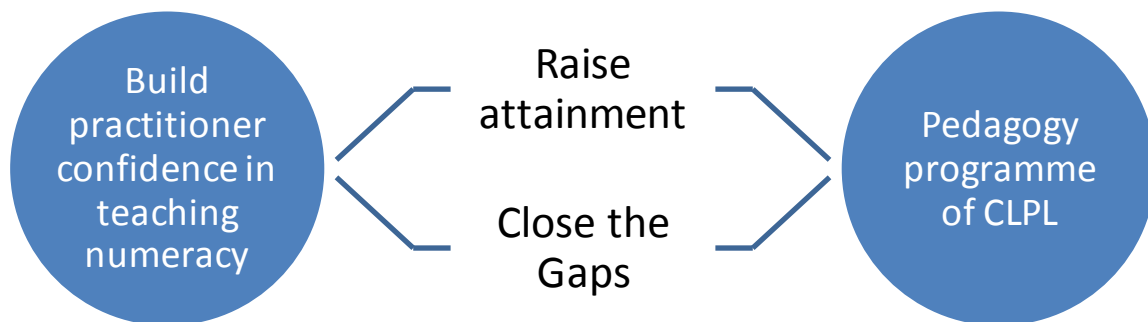
What needs to happen

An agreement with the lead team that the timeline will show significant progress by May 2019.

An upscaling strategy ready to launch with schools across the RIC from May 2019.

With the addition of a full time Numeracy lead, the scope of the Numeracy group will increase (see Evolving RIC).

The main approach will be two pronged:



The starter project will be up-scaled to support improving pedagogy in teaching Numeracy.

This will be complimented by a project to build confidence and a positive mind-set for teachers, pupils and parents in working with numbers.

Evolving RIC (Numeracy & Literacy)

The team need to work with the Performance and Literacy teams to develop the remit of the Data Coaches.

The Ed Psych numeracy projects need to be considered in terms of scope/possible case studies (can go in to the Numeracy blog on the RIC site).

Explore the feasibility of a joint project with FV & WL Colleges to deliver the 'Confidence building'/Mindset aspect of improving numeracy, to support young people who are undertaking foundation apprenticeships.

Map out Maths Strategies from each LA and collaborate on developments.

Literacy

The literacy team's initial aim is to improve reading throughout the BGE and in so doing, support improvement in writing ability. There is a three pronged approach and sub-teams have taken on each project:

1. Directly support practitioners to develop their knowledge, understanding and application of research informed pedagogy which is proven to improve outcomes for children and young people.
2. Develop face to face and digital collaboration between practitioners within and across local authorities and health boards to promote leadership at all levels.

3. Strive to raise attainment for all and close the poverty related attainment gap by supporting reflection on the performance of learners to enable continuous improvement.

Progress

Sub group 1- Have finalised CLPL materials including video materials which will support professional judgement and confidence in CfE levels.

Sub group 2- Developing a reading culture, working with Sarah McGowan from Edinburgh University, establishing reading mentors and ready to launch Blog.

Sub group 3- Developing early vocab, sharing LIFT and intervention strategies which are being exemplified with case studies.

Currently launching through a RIC digital platform.

Next steps

Working with the Communication team to put materials onto the RIC blog.

Working with the RIC improvement adviser to create a measurement plan which details baseline measures and progress milestones: impact of professional learning & impact on pupil progress in reading.

Design a launch event (high profile media coverage).

What needs to happen

With the addition of a full time Literacy lead, the scope of the Literacy group will increase (see Evolving RIC).

This will also involve a two pronged approach which mirrors the numeracy strategy. There is scope with the Literacy confidence building strategy to co-design this with university based researcher input. The aim here would be to build confidence in professional judgement of CfE levels in each of the literacy strands.

Early Learning & Childcare

The initial aim of the ELCC team is to build and sustain quality in learning and teaching for 2 to 3 year olds in early years establishments. The approach is to develop a QA framework and trial in pilot nurseries using the improvement approach which establishes a baseline measure, tracks progress, tests change and then up-scales if successful.

Progress

Pilot establishments identified to undertake test of change in each local authority, these are well underway with a view to evaluate and scale up.

QA framework designed for trial and consultation.

Progress and regular updates provided and shared with the lead team.

Froebel training (play and relationships in learning contexts) being undertaken by some practitioners.

Initial discussions have taken place about sharing VSE models.

Next steps

Preparing case studies of successful implementation.

Organising Inset event for 200 practitioners and lead teams (February 12th 2019) to share progress, case studies and plan to upscale.

Initial group has met to discuss sharing parental engagement strategies, further discussion and planning required.

What needs to happen

Discuss what further themes need to be supported additionally through collaboration in ELCC.

Discuss the scope of the ELCC lead role and use of funding for the work stream lead.

Explore wider collaboration with partners eg. opportunity to consider SEBN and ASN.

CLPL

The initial aim of the team was to map out CLPL across the region and consider how to support school improvement plans by identifying common themes. This identified:

Building leadership

Learning & Teaching- pace and challenge

Evidencing progress in learning

Progress

A combined in-house programme based on the existing CSP model shared across the RIC and led by the 4 CPD co-ordinators.

Symposiums designed to support common themes with input from HMI and work-shops led by teachers from each of the 4 LAs.

The 'Pace & Challenge' symposium was attended in November 2018 by 60 practitioners with an evaluation providing positive and useful feedback.

The 'Evidencing Progress' symposium took place in December 2018 and practitioners were involved in leading sessions along with input from HMle.

An 'Assessment & Moderation' event took place in December which was co-ordinated by the 4 Assessment Co-ordinators and delivered by Education Scotland.

Next steps

The team are developing a new RIC CLPL programme and are currently working across the other work streams to identify the 'ask and the offer'. This will be informed by an analysis of recent inspection reports that identify common themes for improvement.

What needs to happen

A review of the scope of the work stream.

A consideration of how developing the Curriculum can be supported through this work stream. Discussions are emerging about additional input to develop the STEM Curriculum areas.

Research of quality evidence proven pedagogy programme to continue to improve quality and consistently high standards of learning and teaching.

Planning for a robust programme to support assessment and moderation of CfE.

Consider collaboration between colleges, schools and DYW developments.

Appendix 2

Sharing the FV&WL RIC Plan Phase 2

Activity	Date	LA	Lead
Committee	Aug 18	Falkirk	RN
People Committee Recommendations	30.08	Clackmannanshire	AP
Moving Forward In Learning (MFIL) Steering Group	5.9.18	West Lothian	SM
HT (All)	12.9.18	Falkirk	SM
Secondary HT	12.9.18	West Lothian	SM
Secondary HT	14.9.18	Falkirk	SM
Early Years Team	18.9.18	Stirling	SM
Early Years Business Meet	20.9.18	Stirling	SM
Strategy Launch	25.9.18	Stirling	RN
C&YP Committee	27.9.18	Stirling	KK/SM
PDSP	23.10.18	West Lothian	EC
Secondary HT	2.11.18	Stirling	KK/SM
All HT leadership	8.11.18	West Lothian	SM
WL College	8.11.18	West Lothian	SM
Unison & non teaching reps	Nov 18	Falkirk	RN/SM
Secondary HT	14.11.18	West Lothian	SM
ADES Annual Conference	16.11.18	RIC	RN/SM/JE
EY Business meeting	20.11.18	Stirling	SM
HT meeting	27.11.18	Clackmannanshire	SM
Secondary HT Reference Group	29.11.18	RIC	SM
CEO/Leaders meeting	30.11.18	RIC	Directors & SM
SEBN meet	30.11.18	RIC	SM
Team managers meeting	3.12.18	Falkirk	SM
Primary HT Reference Group	10.12.18	RIC	SM
Principal Ed Psychs	11.12.18	RIC	SM
Attainment Advisers	9.1.19	RIC	SM

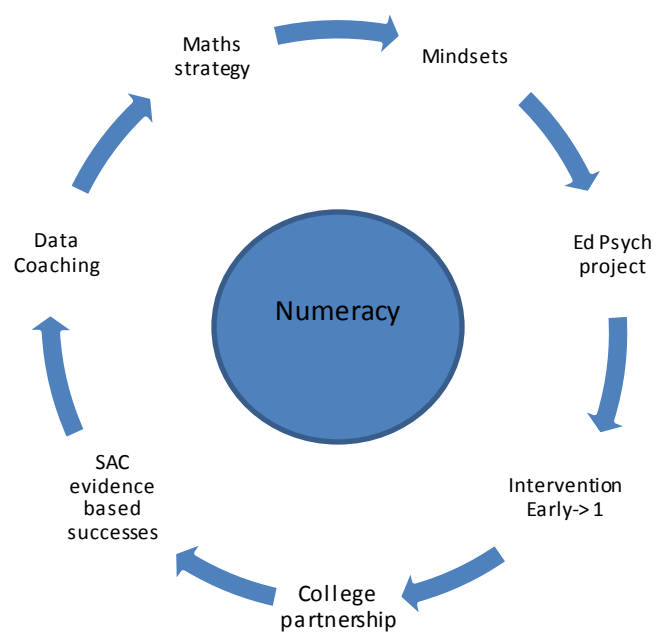
Forthcoming Events

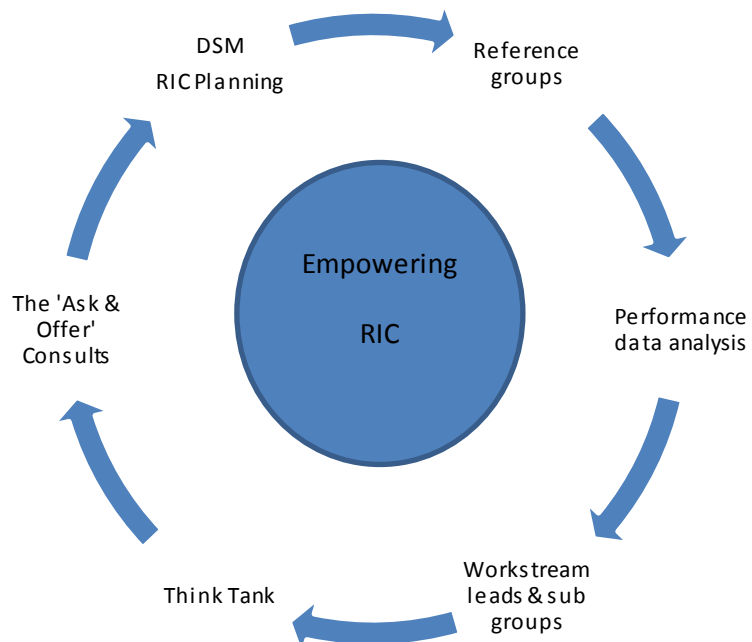
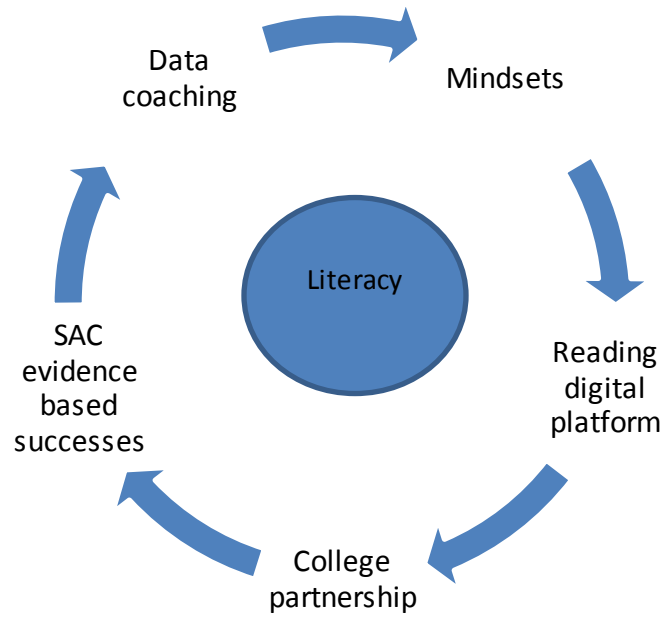
Activity	Date	LA	Lead
Consult Evaluation	12.2.19	RIC	SM

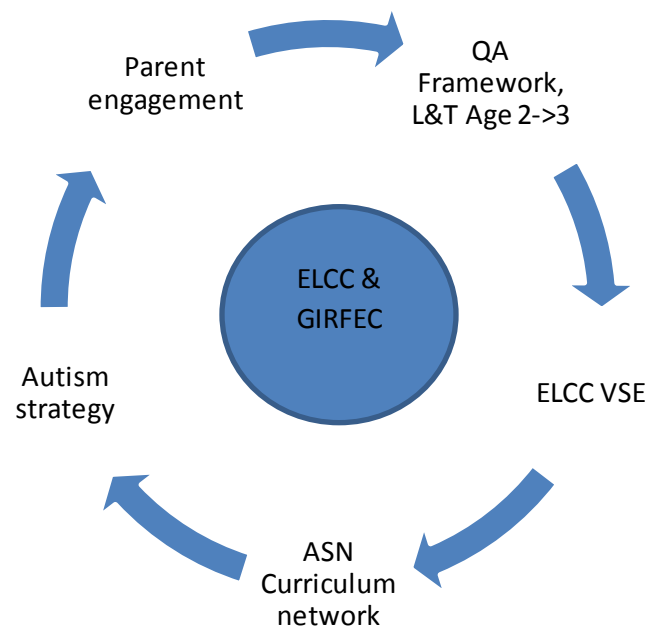
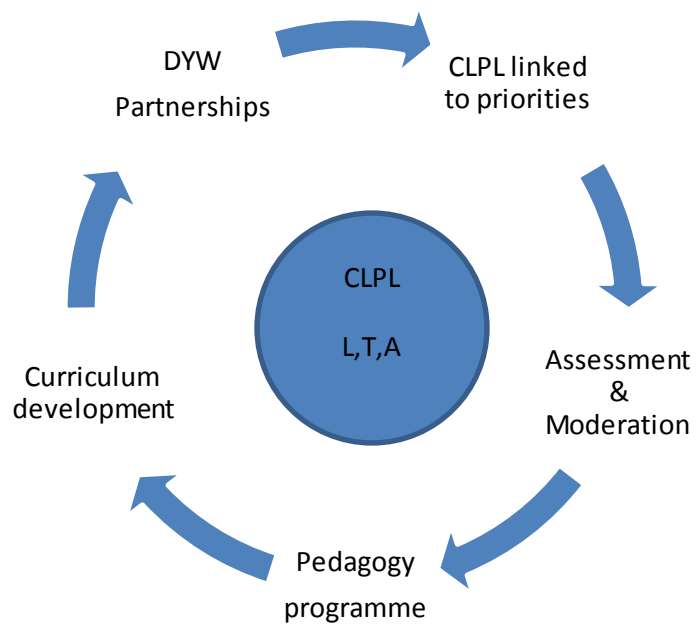
FV College	TBA	Forth Valley	SM
CLD	TBA	RIC	SM
Parent Council Chairs	TBA	Each LA	SM
Stirling University	TBA	RIC	RIC leads/SM

Appendix 3

Evolving RIC Ideas







**Forth Valley & West Lothian
Regional Improvement Collaborative
Governance Plan
January 2019**



Governance Arrangements

Each Local Authority has its own unique set of circumstances. The experiences and learning from the SAC and PEF inform the way we work in partnership. The Forth Valley & West Lothian RIC aims to improve outcomes for children and young people in line with the National Improvement Framework for Education:

- Excellence through raising attainment: ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed and
- Achieving equity: ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty related attainment gap.

Each Local Authority is responsible for the provision of education for children and young people in terms of planning and delivery and will be accountable for attainment and achievement outcomes. The RIC will provide 'added value' to the work of each LA and will engage in an annual review which is informed by robust evaluation and a revised plan submitted to the regional board.

It has been agreed by the four Local Authorities that lead roles will be aligned to provide coherence to the work that is being undertaken on a regional basis. The Chief Executive Officer, RIC Lead Director and RIC Development Officer will sit within one LA for an 18 month basis and then be reviewed. Any change would involve discussion with Education Scotland before approval of a new RIC Lead.

Funding: FV&WL Grant

The Scottish Government has given the RIC a grant (1 year). It was agreed that monies will sit separately from the 'Lead' LA for auditing purposes. A report on the use of grant funds will be produced and shared with the Regional Board and Scottish Government.

Staff employed to support the work of the RIC do so on a secondment basis and are line managed by their LA Lead Director. They remain accountable to their LA.

Strategic and Operational Leadership

The work of the RIC will be supported by a number of strategic and operational teams. The purpose and role of each team within the governance arrangements are as follows:

1. Regional Board

Membership

Chief Executive Officers and Education Spokespersons of Falkirk, Clackmannanshire, West Lothian and Stirling.

Purpose

- To share the vision of the Collaborative.
- To drive the success of the FV&WL RIC plan.
- To support and facilitate collaborative projects and working together.
- To oversee the RIC grant allocation from the Scottish Government.

Reporting

The Regional Board will receive reports on the progress of the RIC from the Regional Lead Officer and Directors' group and will meet biannually (March & September). Chief Executive Officers will be responsible for political reporting arrangements and sign off the plan in their own LA. The Chief Inspector of Education Scotland will be involved in signing off the annual plan and be updated on progress through the Education Scotland Regional Adviser. The Regional Lead Officer will attend the National Council of RIC Lead Officers and will share progress of RICs at a national level.

2. Lead Directors Team

Membership

Relevant Director/Chief Education Officer with responsibility for Education from each Local Authority. The Regional HMI lead from Education Scotland is also a member of this team.

Purpose

- To provide clarity and direction to the vision and aims of the RIC.
- To support the Connect Team (work stream leads) in shaping and delivering outcomes for each priority.
- To ensure that all partners and stakeholders are fully consulted and engaged in the development of the RIC.
- To share key developments in their own Local Authorities and consider opportunities for collaborative working that will support improvement outcomes.
- To evaluate the overall performance of the RIC and support a robust measurement plan.
- To facilitate clear communication between the key groups that will drive the work of the RIC forward.
- To review and report on the impact of the grant on progress with achieving targeted outcomes.

Reporting

The Lead Directors team reports to the regional board. It meets every six weeks and receives updates on progress of the work streams from the RIC Development Officers. Formal reports will be produced from each work stream quarterly which will be presented

to the lead directors' team for evaluation of progress. The evaluation of progress will be supported by the Performance Team. Each director will present regular progress of the RIC to elected members at each LA's committee meetings.

3. Connect Team (Work Stream Leads)

Membership

RIC Development Officer; the lead from each work stream- Numeracy, Literacy, Early Learning & Childcare, CLPL(Career Long Professional Learning); a representative from the Performance Team; a representative from the Communication Team.

Purpose

- To add value to the work of each Local Authority.
- To bring coherence across the priority work streams and work collaboratively to plan and develop themes for improvement.
- To use information from the RIC Performance Profile to inform the direction of focus and to identify areas requiring improvement to support achieving excellence and equity aims.
- To develop and implement a Communication and Engagement strategy in collaboration with the Communication Team.
- To support and develop a culture that empowers practitioners and develops systems leadership capacity by delivering quality professional learning programmes and providing opportunities to lead the growing range of projects supporting the RIC priorities.

Reporting

The Connect Team reports to the Lead Directors Team. It meets monthly and will produce quarterly reports for the lead team. It will also provide updated plans on an annual basis. Reporting will be supported by data from the Performance Team.

4. Work Streams

Membership

Work stream leads; Range of practitioners & Education officers; A representative from the Performance Team; A representative from the Communication Team (both will attend aligned with the venue which rotates); RIC Improvement Adviser; Care Inspectorate (ELCC Team); Forth Valley & West Lothian College representative.

Purpose

- To support the development of 'the Ask and the Offer' of the RIC.
- To create and produce driver diagrams and action plans for each priority.

- To clarify overarching aims and provide detail of what is to be achieved.
- To develop measurement plans that demonstrate baseline measures, tracking and monitoring of progress, targets and outcomes.
- To reflect on and act on the analysis provided by the Performance Team to develop robust processes to measure, collect and collate data which will be analysed to inform progress.
- To co-ordinate and monitor progress of sub-teams leading on the range of related projects for each priority theme.
- To communicate the work of the group to all stakeholders and partners and build collaborative networks to support developing themes.
- To engage with stakeholders on the work and progress of projects and inform next steps from feedback through RIC Consultation events/evaluations and meeting with RIC reference groups.

Reporting

The work streams – report to the RIC Development Officer. They will meet monthly with diaries agreed for the year.

5. Performance Team

The Performance Team comprises a data analyst from each LA and the role of the team is to provide a full Performance Profile for the RIC, support the work stream measurement plans and support and build confidence in practitioners using data for improvement. The team reports to the Lead Directors' Team. The team is supported by the National Analytic Team (Scottish Government).

Communication Team

The Communication Team comprises an IT lead from each LA with input from LA Communication Officers. The role of the team is to support the creation of a RIC digital platform that will provide a communication portal for collaboration across the four local authorities. A digital sharing agreement will support communication throughout the RIC. The team will work with work-streams to develop relevant communication media for example, twitter, webinars, and blogs. They will also support strategies for PR in advertising professional learning opportunities and RIC events.

Engagement Groups

A number of Reference Groups- Early Years, Primary and Secondary HTs; Practitioners will be formed to discuss current and evolving priority themes, and support building the scope of the RIC.

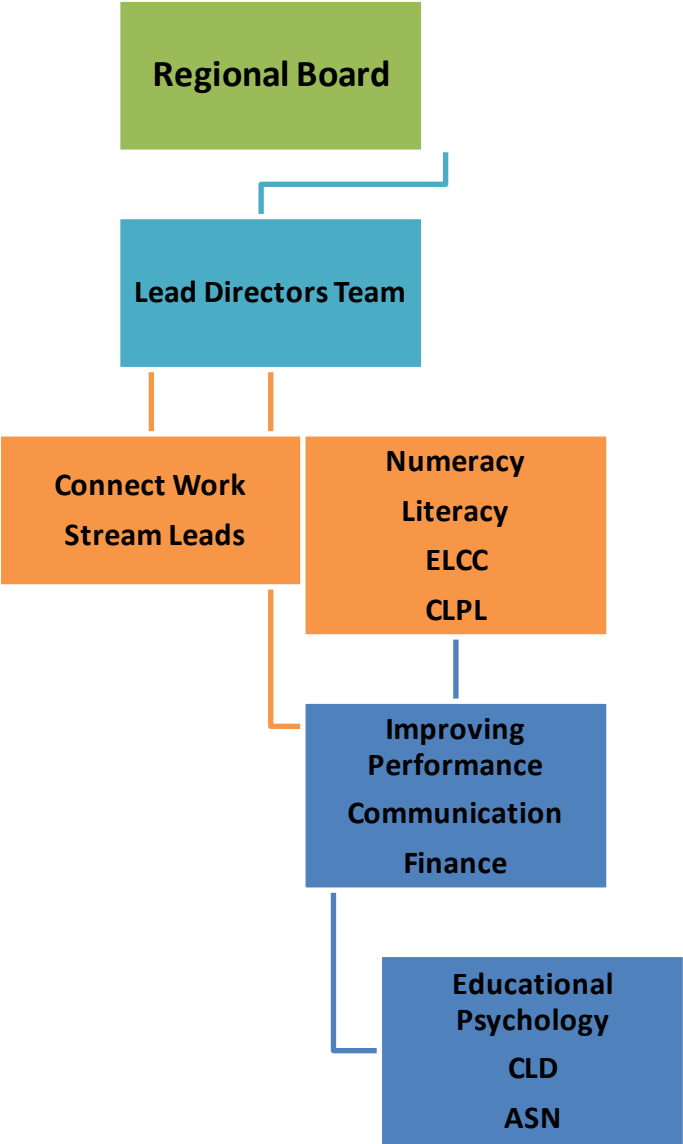
Professional Associations have met with the RIC Lead Officer and a formal calendar of engagement meetings will be established. We will meet and engage with LNCT and single

status representatives. We will also engage with Children & Young People, Parents, Officers, and Partners to develop the work of the RIC.

Widening Collaboration

As the scope of the RIC expands, new groups are forming and will be considered in the wider planned vision. These include projects led by Education Psychology Teams, CLD, ASN, Finance Teams. Groups not directly leading on priorities will be included as 'self-generating RIC teams' and welcomed to spread the collaborative nature of the region.

Forth Valley & West Lothian Regional Improvement Collaborative



Membership of Teams

	Clacks	Falkirk	Stirling	West Lothian
Strategic Board CEO Education Chair	Nikki Bridle Cllr Graham Lindsay	Kenneth Lawrie Cllr Adanna McCue	Carol Beattie Cllr Susan McGill	Graham Hope Cllr David Dodds
Elected members	People Committee	Education Executive	Children & Young People Committee	Policy Development & Scrutiny Panel
RIC Lead		Robert Naylor		
Lead Directors Team	Anne Pearson		Kevin Kelman	Elaine Cook
RIC Development Officer				Siobhan McGarty

Connect Team Work stream leads	Numeracy Cathy Quinn	CLPL Rhona Jay	ELCC Judy Edwards	Literacy Maureen McNaughton
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EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL

THE NATIONAL STANDARD FOR ELIGIBILITY TO BECOME A FUNDED PROVIDER OF EARLY LEARNING AND CHILDCARE

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

A. PURPOSE OF REPORT

To inform the panel of the National Standard for Early Learning and Childcare (ELC) providers which was published on 18 December 2018.

B. RECOMMENDATIONS

It is recommended that the panel notes that the Scottish Government have published in 2018, a new National Standard which will be used to evaluate the suitability of ELC providers to enter into contract with West Lothian Council.

C. SUMMARY OF IMPLICATIONS

I Council Values	Focusing on our customers' needs; being honest, open and accountable, making best use of our resources.
II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	Direct awards will be made in accordance with Standing Orders of West Lothian Council and the Public Contracts (Scotland) Regulations 2015.
III Implications for Scheme of Delegations to Officers	None.
IV Impact on performance and performance Indicators	None.
V Relevance to Single Outcome Agreement	Our public services are high quality, continually improving, efficient and responsive to local people's needs.
VI Resources - (Financial, Staffing and Property)	£6,114,000 revenue funding in 2019/20 to expand early learning and childcare.
VII Consideration at PDSP / Executive Committee	14 February 2019
VIII Other consultations	Parents/carers have been consulted on increased flexibility and choice in ELC. Consultations to commence with private providers in February / March 2019.

D. TERMS OF REPORT

D.1 Background

West Lothian Council Education Service is committed to ensuring a high quality early learning and childcare. Service.

The council's expansion plan aims to give children the best start in life and contribute to closing the poverty related attainment gap. The publication of the National Standard following consultation with all stakeholders, including local authorities, provides welcome guidance in relation to expanding the range of providers delivering early learning and childcare and maintains the role of the local authority in quality assuring the provision across all providers.

D.2 The National Standard for Early Learning and Childcare

The National Standard is aligned to the four guiding principles for the expansion to 1140 hours: quality; flexibility; accessibility and affordability.

The National Standard sets a minimum quality threshold for funded providers and provides clear and consistent quality criteria to apply which is fair and proportionate during the eligibility process.

The National Standard applies to all providers: within public, private or third sectors including childminders.

This will provide parents and carers with the certainty that those providers are offering high quality ELC provision.

D.3 Criteria for all Settings.

- Criteria 1 – Staffing, leadership and management
Criteria 1 - Childminding businesses
- Criteria 2 – Development of children's cognitive skills, health and wellbeing
- Criteria 3 – Physical environment
- Criteria 4 – Self – evaluation and improvement
- Criteria 5 – Parent and carer engagement and involvement in the life of the setting
- Criteria 6 – Inclusion
- Criteria 7 – Business sustainability
- Criteria 8 – Fair work practices, including payment of the living wage
- Criteria 9 – Payment processes
- Criteria 10 – Food

Our expectation and now confirmed as the national expectation is that all funded providers achieve an evaluation of Good or Better by Care Inspectorate in Criteria 1 to 5.

Criteria 6-10 are mandatory and will be assessed separately under technical guidance.

D.4 Transitional arrangements

Existing funded providers will be expected to meet the National Standard from the full statutory roll-out of the entitlement to 1140 hours in August 2020. If they are unable to demonstrate that they meet the criteria, their funded provider status will be withdrawn.

Existing settings who are not currently offering the funded hours, but wish to start offering them, will be eligible to apply only if they meet the National Standard.

Newly registered settings need not wait for their first inspection before being able to apply to become a funded provider. The rigour of the Care Inspectorate registration process should provide reassurance that the newly registered setting is able to deliver the funded hours on a probationary basis, pending the outcome of their first inspection by Care Inspectorate with the proviso that W.L.C. is assured that they have the potential to meet all other criteria in the National Standard.

Funded providers in W.L.C. who are evaluated below the required quality criteria will be given an Action Plan and proportionate support from the Early Years Team, working in partnership with Care Inspectorate and in line with national guidance on improvement timescales.

In addition, we will engage with the Care Inspectorate and Education Scotland, as well as the national organisations that represent the ELC sector, to raise awareness of the National Standard amongst those involved in the provision of ELC.

D.5 Supporting Guidance

As part of the implementation of the National Standard, national operating guidance is available to assist providers with the application process to become a funded provider.

These documents will also support local authorities' assessment of the eligibility of applicants to become a funded provider.

All settings wishing to become a funded provider in Scotland will be assessed against the same National Standard criteria and no additional criteria will be applied in specific areas of the country.

E. CONCLUSION

It is recommended that the panel notes the new National Standard which will be used to evaluate the eligibility of ELC providers to enter into contract with West Lothian Council.

F. BACKGROUND REFERENCES

A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland. Funding follows the child and the national standard for early learning and childcare providers: Principles and Practice.

Scottish Government, December 2018

Appendices/Attachments:

None

Contact Person: Donna Adam, Strategic Resource Manager donna.adam@westlothian.gov.uk
Tel No. 01506 281646.

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

Date of meeting: 14 February 2019



EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL

YOUTH MUSIC INITIATIVE YEAR 17 PROPOSED PROGRAMME

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

A. PURPOSE OF REPORT

The purpose of the report is to update the Policy Development and Scrutiny Panel on progress with the Youth Music Initiative Year 17 application to Creative Scotland who grant the funding for the programme.

B. RECOMMENDATION

To note the report and to note that the award of contracts will be subject to Education Executive approval.

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)	Enables West Lothian Council to meet the Youth Music Initiative Scottish Government commitment that every school pupil in Scotland should be offered a year of free music tuition by the time they leave primary school. This is universal provision open to all schools including those schools requiring additional learning support. Equality relevance assessment undertaken.
III	Implications for Scheme of Delegations to Officers	None.
IV	Impact on performance and performance Indicators	Number of people participating in Youth Music Initiative Activities
V	Relevance to Single Outcome Agreement	Our children have the best start in life and are ready to succeed

SOA2: We are better educated and have access to increased and better quality learning and employment opportunities.

VI	Resources - (Financial, Staffing and Property)	External funding from Creative Scotland, Youth Music Initiative Formula Funding, £220,896, subject to approval.
VII	Consideration at PDSP	14 February 2019.
VIII	Other consultations	Financial Management Unit.

D. TERMS OF REPORT

Youth Music Initiative funding enables schools to meet the refreshed Scottish Government commitment that “every school pupil in Scotland should be offered a year of free music tuition by the time they leave primary school.” Youth Music Initiative projects enable the council to tackle inequality and engage young people (of school age) who otherwise would not participate with meaningful, quality music making opportunities. These commitments are met by commissioning specialist individuals and organisations to deliver a range of music education projects to pupils in West Lothian.

Community Arts successfully applied to Creative Scotland for Year 16 funding for the Youth Music Initiative programme for 2018/19 and received the maximum award available: £220,896. This year’s programme will run from August 2010 to June 2020 and will include 13 projects plus investment in management, promotion and evaluation.

The outline cost for each project is as follows:

Project 1	Sound Orchestra	£23,080
Project 2	Band After School	£13,905
Project 3	Saturday Strings	£25,000
Project 4	Move to the Beat!	£17,409
Project 5	Voice Rocks	£13,600
Project 6	Sound Stories	£7,880
Project 7	Song Writing CLPL	£1,400
Project 8	Active Learning	£8,990
Project 9	Go for Bronze	£51,415
Project 10	Wee Story, Big Sound	£7,640
Project 11	Sing Out!	£9,650
Project 12	Jingle & Jump!	£11,280
Project 13	Makey Makey!	£3,850
	Management, promotion, contingency	£25,797
	Total	£220,896

All contracts have been advertised in line with corporate procurement procedures. Contracts for the delivery of the projects outlined in the application will be awarded following confirmation of funding. Subject to Council Executive approval, the Year 17 application will be submitted to Creative Scotland by the deadline date in March 2018.

The projects outlined in the Youth Music Initiative application will be extremely beneficial to the young people who will participate, providing opportunities for them to work closely with professional musicians, creating performance opportunities and developing their listening, creative and critical thinking skills. They will develop increased self-confidence and self-esteem as well as having an enjoyable experience. The projects will make a significant contribution to enabling the participants to embrace the principles and capacities of Curriculum for Excellence. The programme will also be of benefit to teachers as the associated Career Long Professional Learning programme is designed to enhance teaching practice in the classroom and develop skills in using music as a tool for interdisciplinary learning across the curriculum.

E. CONCLUSION

Community Arts will deliver and manage the 2019/20 Youth Music Initiative programme which will make a significant contribution to enabling the participants to embrace the principles and capacities of Curriculum for Excellence through a high quality programme of music making activities.

F. BACKGROUND REFERENCES

A copy of the Youth Music Initiative Year 17 application is available from the Arts Officer - Learning, Community Arts, Education Services.

Appendices/Attachments: None

Contact Person: Laura Tyrrell, Community Arts & Instrumental Music Service Manager.
Telephone: 01506 280994 Email: laura.tyrrell@westlothian.gov.uk

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

Date of meeting: 14 February 2019



EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL

CALL PUSH RESCUE (CPR) TRAINING ROLL OUT

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

A. PURPOSE OF REPORT

To inform the panel of the planned roll out of the British Heart Foundation's Call Push Rescue training (CPR) across all West Lothian Secondary Schools.

B. RECOMMENDATION

To note the actions planned to improve Health and Wellbeing and provide vital life saving skills for our learners, in line with other Local Authorities across Scotland.

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	We live in resilient, cohesive and safe communities. People most at risk are protected and supported to achieve improved life chances. We live longer, healthier lives and have reduced health inequalities.

VI	Resources - (Financial, Staffing and Property)	None
VII	Consideration at PDSP	14 February 2019
VIII	Other consultations	British Heart Foundation West Lothian Fire and Rescue Service

D. TERMS OF REPORT

The British Heart Foundation (BHF) is campaigning for the delivery of Call Push Rescue (CPR) training for all secondary pupils in session 2018-19. As of Dec 2018 15 Scottish Local Authorities have made this commitment.

The UK government have committed to roll out this training in all schools as part of the national curriculum.

All schools have appropriate kit either existing from the Heartstart programme, or specially ordered for Call Push Rescue. This is monitored and supported by the BHF, at no cost to schools for the basic kit.

In addition to the BHF, West Lothian Education Service are working in partnership with the West Lothian Fire and Rescue Service who may provide additional support, at the request of schools, in the form of:

- Crew attending arranged session/s with pupils to assist and support
- Provision of some additional kit on the day/s
- Support for staff who will lead the CPR session/s in advance, in order to build confidence in using the resource.

Training takes place during a one period lesson, using an online video resource. No specialist training is required.

An annual follow up for all S1 and a refresher at Senior phase will support sustainability.

The Health and Wellbeing Co-ordinator, prior to the end of this session, will undertake verification of completion by schools.

There may be scope for extending CPR to the wider community as a family learning opportunity.

Links should already be established with local Fire & Rescue crew. However, a newly appointed Liaison Officer will be able to:

- Introduce schools to the relevant team
- Clarify if there any questions regarding Fire and Rescue service role
- Visit schools to support staff.

E. CONCLUSION

Education is working in partnership with local and national agencies to support the delivery of Call Push Rescue to all secondary pupils with initial full coverage, followed by a sustainable plan going forward. This will provide young people with vital skills as first attenders to deliver possible life-saving actions in real-life situations.

F. BACKGROUND REFERENCES

<https://www.bhf.org.uk/what-we-do/in-your-area/scotland/saving-lives>

<https://www.bhf.org.uk/how-you-can-help/how-to-save-a-life/cpr-kits/using-your-call-push-rescue-training-kit>

Appendices/Attachments: None

Contact Person: Greg Welsh

Quality Improvement Manager

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Donna McMaster

Head of Education (Curriculum, Quality Improvement and Performance)

Date of meeting: 14 February 2019

EDUCATION PDSP WORKPLAN 2018/19

Title	Purpose	Lead Officer	PDSP	Referral to Education Executive
Quarterly Performance Report – Quarter 3 of 2018/19	To report the current level of performance for all indicators that support the council's Corporate Plan and are the responsibility of the Policy Development and Scrutiny Panel.	Donna McMaster James Cameron	14/02/2019	N/A
National Learn To Teach 2019	To update the panel on the National Learn to Teach 2019.	Chris Keenan	14/02/2019	N/A
Forth Valley West Lothian Regional Improvement Collaborative	To provide members with an update on the work of the Forth Valley West Lothian Regional Improvement Collaborative including West Lothian, Clackmannanshire, Falkirk and Stirling Councils.	Siobhan McGarty	14/02/2019	N/A
National Standard Early Learning and Childcare	To inform the panel of the National Standard for Early Learning and Childcare (ELC) providers which was published on 18 December 2018.	Donna Adam	14/02/2019	N/A
Youth Music Initiative	To update the panel on progress with the Youth Music Initiative Year 17 application to Creative Scotland who grant the funding for the programme.	Laura Tyrrell	14/02/2019	26/02/2019
Call Push Rescue Roll Out	To inform the panel of the planned roll out of the British Heart Foundation's Call Push Rescue training (CPR) across all West Lothian Secondary Schools.	Greg Welsh	14/02/2019	N/A
Winchburgh Non-denominational Secondary Pre-consultation	To inform panel of proposal to commence formal public consultation with initial pre-consultation exercise on proposal to establish a new non-denominational secondary school at Winchburgh and review of admission arrangements arising from proposed variations to the non-denominational secondary school catchment areas at Broxburn Academy, Linlithgow Academy and WCHS.. To present to panel the draft consultation document prepared by Council officers.	James Cameron	26/03/2019	23/04/2019
Holy Family Catchment Review Update	To update the panel on proposed changes to school location	James Cameron	26/03/2019	23/04/2019
Calderwood Catchment Review Update	To update the panel on proposed changes to school location.	James Cameron	26/03/2019	23/04/2019

EDUCATION PDSP WORKPLAN 2018/19

Supporting Mental Wellbeing in Schools	To update the panel on developments in support of mental wellbeing work across West Lothian schools.	Jackie Speirs	26/03/2019	N/A
Exit point attainment update	To inform members of progress in education attainment at point of exit.	Donna McMaster	26/03/2019	23/04/2019
School Roll Forecast	To inform the members of the school pupil forecast based on the 2017 pupil data.	Craig McCorriston	26/03/2019	23/04/2019
Performance Report – Quarters 1 – 4 of 2018/19	To report the level of performance for all indicators that support the council's Corporate Plan and are the responsibility of the Policy Development and Scrutiny Panel.	Donna McMaster James Cameron	28/05/2019	N/A
ASN Resource - Work Placements and Work Inspiration Activity in Secondary Schools	To update the panel on developments for pupils with Additional Support Needs a resource for work placements and work inspiration activity.	Michelle Robertson	28/05/2019	N/A
Education Services Management Plan	To present the Education Services Management Plan for 2019/20.	James Cameron Donna McMaster	28/05/2019	11/06/2019
Digital Learning	To update the panel on developments in digital learning and the virtual campus.	James Cameron	28/05/2019	N/A