



West Lothian
Council

Education Policy Development and Scrutiny Panel

West Lothian Civic Centre
Howden South Road
LIVINGSTON
EH54 6FF

21 October 2014

A meeting of the **Education Policy Development and Scrutiny Panel** of West Lothian Council will be held within **Council Chambers, West Lothian Civic Centre**, on **Monday 27 October 2014 at 11:00 a.m.**

For Chief Executive

BUSINESS

Public Session

1. Apologies for Absence
2. Order of Business, including notice of urgent business
3. 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.
4. Confirm Draft Minute of Meeting of the Education Policy Development and Scrutiny Panel held on Tuesday 9 September 2014 (herewith).
5. School Estate Accommodation Feasibility Studies Update - Joint Report by Head of Finance and Estates and Head of Schools with Education Support (herewith)
6. Home Educated Children and Young People Policy - Report by Head of Education (Quality Assurance) (herewith)
7. School Excursion Policy - Report by Head of Schools with Education Support (herewith)

DATA LABEL: Public

8. Standards and Quality Report 2013/14 - Report by Head of Education (Quality Assurance) and Head of Schools with Education Support (herewith)
9. The Use of the Insight Toolkit in Secondary Schools and West Lothian's Performance in S4 National Qualification in 2014 - Report by Head of Education (Quality Assurance) (herewith)
10. Workplan 2014-15 (herewith)

NOTE **For further information please contact Elaine Dow on 01506 281594 or email elaine.dow@westlothian.gov.uk**

MINUTE of MEETING of the EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL of WEST LOTHIAN COUNCIL held within COUNCIL CHAMBERS, WEST LOTHIAN CIVIC CENTRE, on 9 SEPTEMBER 2014.

Present – Councillors Lawrence Fitzpatrick (Chair), David Dodds, Stuart Borrowman, John McGinty and Jim Walker; Appointed Representatives Elsie Aitken, John Hendrie, Eric Lumsden, Myra MacPherson, Lynne McEwen and Graham Stormont.

Apologies – Councillor Andrew Miller and Maureen Finlay, Senior People's Forum Representative.

1. DECLARATIONS OF INTEREST

Councillor Dodds declared a general non-financial interest arising from his wife being employed by West Lothian Council as a Nursery Nurse.

Agenda Item 10 (Early and Enhanced Intervention): Nurture

Lynne McEwen declared a non-financial interest in that she worked with Dr Binnie in setting up the secondary nurture group in Whitburn Academy.

Agenda Item 12 (Active Schools Evaluation 2013-14)

Lynne McEwen declared a non-financial interest in that her daughter was employed by West Lothian Council as an Active Schools Co-ordinator.

2. MINUTE

The Panel confirmed the Minute of the meeting held on 20 May 2014 as being a correct record. The Chair thereafter signed the Minute.

3. 2014 SUMMER SCHOOLS PROGRAMME UPDATE

The Education PDSP noted a presentation by the Construction and Design Manager providing details of the 2014 summer schools capital works programme carried out.

The Panel was advised that part of the General Services Capital Programme delivery was to undertake major planned improvement works in schools. As this work would be too disruptive to complete during term time, Construction Services developed programmes of work to complete, where appropriate, within planned school holiday periods with Summer being the main focus for this work due to the length of time the schools were unoccupied.

During the school summer holiday period for 2014, Construction Services managed 59 separate projects totalling £3.2m which included works at:

- Armadale Primary School Temporary Units;
- Balbardie Primary School Hall Extension;

- Bellsquarry Primary School Re-roofing;
- St Joseph's RC Primary School (Whitburn) Re-wire; and
- Parkhead Primary School Accessibility Work.

The Panel then noted a DVD prepared by pupils of Armadale Primary School on the work carried out to install four temporary classroom units in the school. This involved a very tight programme of work at the rear of the school, however, the classrooms were completed one week prior to the start of the new term.

On conclusion of the presentation the Depute Chief Executive, on behalf of Education Services, expressed a note of thanks to all staff involved within the Construction Services Team for the excellent work carried out.

The Head of Schools with Education Support then highlighted the commitment of staff throughout the process to ensure that Head Teachers and senior management in Education Services were kept updated of the progress of the work carried out in schools.

The Education PDSP then considered a report (copies of which had been circulated) by the Head of Schools with Education Support and the Head of Housing, Construction & Building Services providing details of the 2014 summer schools capital works programme. Details of the work carried out in the 2014 Summer Schools Programme were attached as an appendix to the report.

In conclusion, it was noted that an extremely ambitious summer works programme was delivered by Construction Services with 59 projects completed totalling £3.2m. The success was achieved through careful planning and monitoring and ensuring that communication and consultation took place at the appropriate time with all parties concerned.

Work was already underway to develop the programme of works for Summer 2015 and information on this would be available in due course.

The Chair, on behalf of the Panel, congratulated all staff involved for the excellent delivery of the 2014 summer schools capital works programme.

Decision

1. Noted the presentation by the Construction & Design Manager; and
2. Noted the contents of the report highlighting the successful delivery of the 2014 summer schools capital works programme and the work of the Construction Services Team in delivering this.

4. ADAPTIVE TESTING IN PRIMARY SCHOOLS

The Education PDSP noted a presentation carried out by the Education Officer providing an update on the adaptive test results following analysis

of the second set of results obtained from tests in Primary Stages 2 to 7 in 2014. A number of key measures assessed at stages P2-P7 provided an indication of a pupils' ability to learn.

The Panel was advised that adaptive testing has provided reliable and robust data in key measures of attainment in primary schools and has enabled Education Services to prioritise support. The Panel was also advised that information from Primary 7 testing was shared with associated secondary school(s) to enhance the transition process. Further reports on adaptive tests results would be submitted to the Education PDSP as more data became available from future tests which would include an evaluation of the impact of measures introduced to secure improvements in attainment.

The Education Officer then responded to questions raised by the Panel members advising that analysis of the test data highlighted areas where more focussed support was required to raise attainment levels in schools.

Following conclusion of the presentation the Panel considered a report (copies of which had been circulated) by the Head of Schools with Education Support advising that the use of adaptive testing was intended to gain information to improve the robustness of the processes involved. Overall outcomes from adaptive tests in session 2014 primary stages 2-7 highlighted the key performance measures and the action taken following analysis of the test results.

The Chair, on behalf of the Panel, then thanked officers and teaching staff for their commitment and support in raising attainment in schools.

Decision

Noted the presentation and contents of the report.

5. IMPLEMENTATION OF WOOD REPORT RECOMMENDATIONS

The Panel considered a report (copies of which had been circulated) by the Head of Education (Quality Assurance) providing details of the implementation of the recommendations made by the Commission for Developing Scotland's Young Workforce Final Report (Wood Report).

The report explained that the Commission for Developing Scotland's Young Workforce was set up in January 2013. Within West Lothian Council there were two key groups which informed developments within this area which were the Senior Phase Steering Board and Opportunities for All Steering Board. Both groups have well developed Improvement Plans in place which were developed with a wide variety of key stakeholders/partners. Both plans build on current vocational provision and were aligned to the principles of the Wood Report.

The Senior Phase Development Officer advised the Panel that a number of the key recommendations within the Wood Report were already being delivered within The Opportunities for All Improvement Plan and the Senior Phase Improvement Plan, details of which were outlined in the

report. The current provision meets a significant number of the recommendations placing West Lothian in a strong position to fully implement the recommendations. The Panel was advised that a detailed mapping exercise was being carried out which would identify the key service areas and partners who would be involved in delivering the full range of recommendations to benefit the young people of West Lothian. An update would be provided to a future meeting of the Education PDSP on the joint planning towards achieving all the recommendations within the Wood Report.

The Panel noted the significant amount of good practice already in place to support the young people of West Lothian into the workplace and noted that the local authority was well positioned to implement all the relevant recommendations from the Wood Report.

Decision

1. Noted the contents of the report;
2. Noted that an update would be provided to a future meeting on the joint planning towards achieving all the recommendations within the Wood Report.

6. PARTNERSHIP WITH WEST LOTHIAN COLLEGE - FOUNDATION APPRENTICESHIP

The Panel considered a report (copies of which had been circulated by the Head of Education (Quality Assurance) providing details of the new two year Foundation Apprenticeship course being offered to pupils commencing S4 in 2014. This opportunity supported the recommendations made by the Commission for Developing Scotland's Young Workforce (Wood Report).

Education Services working in partnership with West Lothian College were providing a wide range of curricular options for young people in the senior phase of their education, ensuring flexible learning opportunities and clear career pathways. As the partnership developed pupils were able to choose from a richer set of curricular options designed to meet local and national labour market needs, equipping the young people with the skills and experiences required to gain and sustain meaningful employment.

The Education Officer advised the Panel that this was an exciting and ambitious project. The Foundation Apprenticeship course would operate in partnership with West Lothian College, Education Services, Skills Development Scotland, Chamber of Commerce, Federation of Small Businesses and Apprenticeships in Scotland supporting joint delivery over a two year period to 32 S4 pupils on a progression pathway of leaving school at the end of S5 onto a modern apprenticeship (MA) employment with a small, medium employer (SME). The focus would be on Science, Technology, Engineering and Mathematics (STEM) subjects to provide the young people with meaningful work based skills training to meet the

industrial challenges in the workplace. The SME's would also work with the young people throughout the duration of the course helping to develop work ready and motivated young people with the relevant skills to support business growth.

In conclusion, pupils would be supported over the two year period in securing a substantial placement experience and meaningful contact with employers. Young people would develop a good understanding of the process of finding, applying for, gaining and sustaining employment and receive meaningful exposure to employers and high quality work experience to increase future employment opportunities. The progress and outcomes for the pupils would be closely monitored throughout the duration of the course and reported on when appropriate.

The Panel was asked to note the partnership approach and how this qualification matched local and national labour market needs.

Decision

Noted the contents of the report.

7. WORK EXPERIENCE PILOT

The Panel considered a report (copies of which had been circulated) by the Head of Education (Quality Assurance) which provided details of the proposed pilot for West Lothian Council Work Experience which reflected a new model of delivery aligned to Curriculum for Excellence – Senior Phase. West Lothian Council's Work Experience Policy and the Commission for Developing Scotland's Young Workforce Executive Summary were attached as appendices to the report.

The report recalled that work experience was an essential element in developing young people's Skills for Life and Skills for Work within Curriculum for Excellence. Supporters of the School Work Experience Programme were being asked to provide placement opportunities for other employability programmes, which included StepsN2Work, Skills Training Programme, West Lothian College, Job Centre Plus and Edinburgh Guarantee. A number of employers who participated in the West Lothian Council Work Experience Programme welcomed the support to better shape the work placement experience they offered to be a richer experience for the young person involved.

The Education for Work Officer advised that, in line with the recently released Wood Commission report, there was a need to develop the Council's current Work Experience offering in order to better meet the career intention of young people and also to align with the requirements of the business community.

In conclusion, the pilot and related developments would focus on pupils in the senior phase and be part of the planning for transition to work, training and further education. The new delivery model would be piloted in Armadale Academy and Broxburn Academy in November 2014. A further

report evaluating the pilot would be presented to the Panel in March 2015.

The Panel was asked to note the Work Experience pilot and agree to a further report in 2015 detailing the evaluation of the pilot.

Decision

1. Noted the contents of the report;
2. Agreed that a further report would be submitted to the Education PDSP for consideration in March 2015.

8. EARLY AND ENHANCED INTERVENTION: NURTURE (TIME LIMITED INVESTMENT PROJECT)

The Panel considered a report (copies of which had been circulated) by the Head of Education (Quality Assurance) providing details of the Early and Enhanced Intervention (Nurture) project which had been evaluated as part of the time limited investment programme. West Lothian Council Enhanced Early Intervention – Evaluation Report 2014 was attached as an appendix to the report.

The report explained that West Lothian Education Services introduced the nurture approach into schools in 2004 with the successful development and implementation of part-time extraction Nurture Groups in some primary schools, known as 'Teaching and Learning Centres (TLCs)'. The Educational Psychology Service provided a wide range of evidence to identify the impact of these primary nurture groups with pupils displaying increased confidence, self-esteem and improved behaviour. In 2010 a secondary school nurture model was successfully piloted in Whitburn Academy highlighting links to increased attendance and reduced exclusions for nurture pupils, in addition to the positive social, emotional and behaviour changes.

Following on from this success, the local authority provided time-limited investment funding for a period of two years for the period 2012/13 and 2013/14 for a number of new groups to be established across late primary school (P5-7) and early secondary school (S1-2) stages.

The Depute Principal Educational Psychologist reported that overall, parents indicated positive feedback on the success of the project. Children were more engaged in their learning which had a positive impact on the child's behaviour at home and in their relationship with their parents. Significant progress has been made in social, emotional and behavioural development with indications of improvements in attainment and attendance.

The sustainability of the nurture groups would now be the responsibility of the school's senior management team and would sit within the schools framework for promoting positive relationships and behaviour which would be done within available devolved school resources. The Education Psychology Service would continue to support the nurture staff through training, network events and consultation with Nurture staff to build on the

success of the nurture groups within West Lothian.

In response to questions from members regarding the sustainability of embedding the nurturing approach in schools within the devolved school resources, it was agreed that a report would be submitted to a future meeting of the Education PDSP providing information on the nurturing framework across schools.

The Chair, on behalf of the Panel, thanked staff involved for the excellent work carried out to enable a framework to be developed to support positive relationships and behaviour across schools.

The Panel was asked to note the successful outcomes relating to the project and support ongoing developments in this area.

Decision

1. Noted the contents of the report;
2. Agreed that an update report would be submitted to a future meeting of the Education PDPS providing information on the nurturing framework across schools.

9. SCHOOL LEAVER DESTINATIONS

The Panel considered a report (copies of which had been circulated) by the Head of Education (Quality Assurance) which provided details of the changes in the School Leaver Destination Results (SLDR) for 2012/13 based on the follow-up School Leavers' Destinations Review carried out by Skills Development Scotland in March 2014.

The report advised that the School Leaver Destination Follow-Up Results were published annually by Skills Development Scotland, which highlighted the extent to which the initial post-school destinations had been sustained since the initial data collection in September 2013. The 2012/13 follow-up survey was undertaken during March 2014 and produced a snap shot of destinations as at 28 March 2014. The survey provided the number and proportion of young people in positive destinations (Higher Education, Further Education, Training, Employment, Voluntary Work and Activity Agreements) plus those unemployed or whose destination was not known.

The Senior Phase Development Officer reported that in March 2013, 88.3% of West Lothian's school leavers had sustained positive destinations which was the highest figure achieved in West Lothian for a follow-up review and continued an upward trend over the past four year period. Work would continue to provide advice and support to young people with strategies deployed to improve positive destinations.

The Panel was asked to note that the proportion of young people sustaining a positive destination on leaving school was being maintained.

Decision

Noted the contents of the report.

10. ACTIVE SCHOOLS EVALUATION 2013-14

The Panel considered a report (copies of which had been circulated) by the Head of Education (Quality Assurance) providing details of the progress made in West Lothian in relation to the national aims of Active Schools during academic year 2013-14. The Active Schools Performance Report for 2013-14 was attached as an appendix to the report.

The Active Schools Manager advised the Panel that 40 West Lothian schools took part in the School Sport Award pilot with 17 achieving bronze, 11 schools achieving silver and Balbardie, St Josephs (Linlithgow) and Livingston Village Primary Schools and Deans CHS securing gold awards. St Margaret's Academy secured first place in the league within the thirty-eight competitive school sport opportunities provided by the School Sport Partnership at the end of all events, with Deans CHS and St Kentigern's Academy in second and third positions.

In conclusion, it was reported that individual pupils were recorded as taking part in regular extracurricular physical activity which indicated that more West Lothian pupils were active than ever before.

In response to a request from members the Active Schools Manager agreed to provide a breakdown of sports activities available in all schools in West Lothian following the meeting.

The Panel noted the excellent performance reported which provided evidence of an outstanding year for sport and physical activity across West Lothian schools.

Decision

1. Noted the contents of the report; and
2. Agreed that the Active Schools Manager would provide members with a breakdown of the sports activities available in schools in West Lothian following the meeting.

11. LANGUAGE LEARNING IN SCOTLAND - A 1+2 APPROACH IN WEST LOTHIAN

The Panel considered a report (copies of which had been circulated) by the Head of Schools with Education Support which provided details of the plans for implementing the recommendations in the report Language Learning in Scotland – A 1+2 Approach. The 1+2 Approach to Language Learning in West Lothian Implementation Plan 2014-2017 was attached as an appendix to the report.

The report recalled that in 2012 the Scottish Government published a report and recommendations (Language Learning in Scotland: A 1+2

Approach (2012)) with a commitment to introduce a new model of language learning in schools based on the European Union 1 + 2 model – to create the conditions in which every child would learn two languages in addition to their own mother tongue.

The Head of Schools with Education Support advised the Panel that the 1+2 Approach to Language Learning in West Lothian was reported to the Education PDSP at its meeting held on 20 May 2014. The Scottish Government has committed time limited spending of £4 million, in sessions 2013-2014, 2014-2015 and 2015-2016, to support developments in this area, £157,000 of which was allocated in each of these years to West Lothian. In 2014-2015 an additional £33,585 was allocated to support developments.

As a result of the funding, development officer posts were created to build staff capacity and to support collaborative working between teachers and across schools.

In conclusion, West Lothian was committed to the delivery of the recommendations in the report Language Learning in Scotland – A 1+2 Approach (May 2012). The 1+2 Approach to Language Learning in West Lothian's Implementation Plan provided support to schools in delivering this for our young people.

Decision

Noted the contents of report and the 1+2 Approach to Language Learning in West Lothian Implementation Plan.

12. REVIEW OF EARLY LEARNING AND CHILDCARE WORKFORCE AND OUT OF SCHOOL CARE WORKFORCE

The Panel considered a report (copies of which had been circulated) by the Head of Schools with Education Support providing details on the proposed response to the Scottish Government's Consultation on the review of the early learning and childcare workforce and out of school care workforce. The response to the consultation was attached as an appendix to the report.

The report explained that following concerns that there might not be adequate availability of a trained workforce to meet the demand created by the expansion of early learning and childcare, the Scottish Government requested a consultation be carried out to seek the views of individuals and organisations with an interest in and responsibility for the delivery of Early Learning and Childcare and Out of School Care. This was to ensure that councils had a suitably skilled and trained workforce who could best meet the needs of the children in their care and a workforce who were lifelong learners and were able to achieve recognition of the importance of their role. The workforce would provide all children with opportunities appropriate to their age and stage of development and enable them to be the best they could be in a nurturing and supportive environment.

In conclusion, in responding to the consultation, a clear assessment of the situation within West Lothian Council was provided along with carefully considered suggestions as to the most appropriate next steps to achieve the aims.

Decision

1. Noted the contents of the report; and
2. Agreed that the report be submitted to the Education Executive for approval.

13. PARTNERSHIP AGREEMENT WITH EDUCATION SCOTLAND

The Panel considered a report (copies of which had been circulated) by the Head of Education (Quality Assurance) and the Head of Schools with Education Support providing details of Education Services' proposed Partnership Agreement with Education Scotland for 2014-15. West Lothian's Partnership Agreement for session 2014-15 was developed with Education Scotland and was attached as an appendix to the report.

The report explained that the partnership agreement set out a number of areas of development support and activity between Education Scotland and West Lothian Council which would assist both organisations in taking forward priority objectives designed to improve outcomes for learners, families and communities. As a result of the Validated Self-Evaluation (VSE), West Lothian officers developed a new improvement strategy, applying some of the principles of the VSE. This work provided a sound basis for developing a culture of effective partnership working between West Lothian Council and Education Scotland focusing on improving outcomes.

The Council would continue to work closely with Education Scotland to develop this partnership approach for continuous improvement to ensure positive outcomes for West Lothian's children and young people.

Decision

1. Noted the contents of the report; and
2. Agreed that the report be submitted to the Education Executive for approval.

14. PRIMARY SCHOOL ACCOMMODATION - LIVINGSTON VILLAGE

The Panel considered a report (copies of which had been circulated) by the Head of Education (Quality Assurance) and Head of Schools with Education Support advising of the requirement to extend Livingston Village Primary School in order to facilitate the redevelopment of Kirkton Business Centre and to highlight the preferred option in the recent feasibility study. The Kirkton Business Centre site had deteriorated and

detracted from the visual and residential amenity of the surrounding area.

The report advised that following the submission of planning application ref: 0255/P/13 for Planning Permission in Principle for a 1.5 Ha residential development at the former Kirkton Business Centre site in April 2013, Education Planning offers advised that there was insufficient capacity at Livingston Village Primary School to support the development of the site for housing. The application was subsequently held in abeyance to allow the council to undertake feasibility work for increasing capacity at Livingston Village Primary School. A solution to the capacity issues at Livingston Village Primary School would allow for the demolition and redevelopment at Kirkton Business Centre site.

The Senior Planning Officer then advised the Panel that the feasibility work had now been completed with various options for extensions/alternations at the school building considered. Details of the proposed feasibility plans for extensions to Livingston Village Primary School were attached as an appendix to the report. Initial consultation had taken place with the Head Teacher, the Parent Council and the Community Council on the proposals. The Panel was then advised that the Kirkton Business Centre applicant agreed to enter into a legal agreement to fund the necessary extensions and transfer additional land into the overall school site boundary.

In conclusion, the extension and land transfer was recommended in order to achieve the education solution to facilitate the redevelopment of the Kirkton Business Centre site.

Decision

1. Noted the contents of the report; and
2. Agreed that the report be forwarded to the Education Executive for approval.

15. WORKPLAN 2014-15

The Panel considered the contents of the workplan (copies of which had been circulated). The Panel agreed the workplan subject to noting that Education Services had been unable to respond to the Gaelic Education Consultation within the timescale set by the Scottish Government, i.e. by 10 September 2014.

Decision

Noted the contents of the workplan.



EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL

SCHOOL ESTATE ACCOMMODATION FEASIBILITY STUDIES UPDATE

**JOINT REPORT BY HEAD OF FINANCE AND ESTATES AND HEAD OF SCHOOLS
WITH EDUCATION SUPPORT**

A. PURPOSE OF REPORT

To advise members of the panel of the feasibilities undertaken to consider potential hall extensions at Peel, Carmondean and Broxburn Primary Schools to facilitate the delivery of higher volumes of free school meals and continuing requirements for two hours effective physical education.

B. RECOMMENDATION

Members of the Panel are requested to note the outcome of the feasibilities and the costs associated as follows:

1. Peel Primary School, new hall with an estimated cost of approximately £1.2m;
2. Carmondean Primary School new hall with estimated cost of approximately £1.2m; and
3. Broxburn Primary School, hall extension with an estimated cost of approximately £0.6m.

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)	None
III Implications for Scheme of Delegations to Officers	None
IV Impact on performance and performance Indicators	Suitability of accommodation to support the delivery of higher demand for free school meals whilst continuing to sustain two hours effective physical education will be delivered.

V Relevance to Single Outcome Agreement	<p>The feasibilities highlight the accommodation that would be required to deliver the additional free school meal requirements whilst continuing to deliver two hours effective physical education both of which help support the delivery of the following outcomes;</p> <p>Our children have the best start in life and are ready to succeed;</p> <p>We are better educated and have access to increased and better quality learning and employment opportunities;</p> <p>We live longer, healthier lives and have reduced health inequalities; and</p> <p>We make the most efficient and effective use of resources by minimising our impact on the built environment.</p>
VI Resources - (Financial, Staffing and Property)	No funding is currently available for the delivery of the accommodation identified in the feasibilities. Discussions are ongoing with the Scottish Government on the funding of the proposals.
VII Consideration at PDSP	N/A
VIII Other consultations	Housing and Construction Services

D. TERMS OF REPORT

D.1 Background

The Scottish Government announced on 7 January 2014 that all Scottish Primary 1 to Primary 3 pupils will be entitled to receive a free school meal from January 2015. This is included within the Children and Young People (Scotland) Act, making the provision of P1 to P3 meals a statutory requirement. In addition, Ministers will have the power to impose a duty on councils to deliver this policy change.

The Education Policy Development and Scrutiny Panel at its meeting on 24 February 2014 noted that the future report on the performance of the school estate would contain further details of the feasibility studies to be undertaken on Peel, Carmondean and Broxburn Primary Schools be presented. These feasibilities were to consider the suitability of the existing accommodation to deliver the increased demand for free school meals, provision of physical education (PE) and the potential for improved community utilisation. On the basis that these feasibilities primarily related to the need to deliver the Scottish Governments free school meal statutory requirements it was determined by officers that a separate report outlining the outcomes of the feasibilities be presented in advance of the annual school estate performance report.

The following can be report in relation to each of the feasibilities undertaken for each school.

D.2 Peel Primary School, Livingston – New Hall (Appendix 1)

The feasibility undertaken identified the potential to construct a new hall at the south side of the existing school as illustrated in Appendix 1. This will allow the school to have a designated space for PE, and retain the existing hall which can then be utilised for dining to accommodate the higher volumes of free school meals. When not in use for dining it will provide general purpose space for school activities. This proposal will also facilitate improved community facilities which will be independently accessible from the south west corner of the grounds.

The estimated cost of the proposal is £1.2m.

D.3 Carmondean Primary School, Livingston – New Hall (Appendix 2)

A proposed a new hall between the school and nursery existing entrances as illustrated in Appendix 2 was identified following a feasibility appraisal to review the suitability of the existing hall accommodation. The provision of a new externally accessible PE hall will facilitate community use and allow the retention of the existing dining hall. The dining hall will also be utilised as additional general purpose accommodation whilst the PE hall will also be available for nursery use.

The estimate cost of the proposal is £1.2m

D.4 Broxburn Primary School, Broxburn – Hall Extension (Appendix 3)

A proposal to extend the existing hall that would increase floor area from 190 sq.m to 247 sq.m was considered to be viable. Whilst this would mean the space would continue to be shared for PE and dining it would exceed the minimum assembly hall size of 231sqm and accommodate the additional dining space requirements. It would also provide additional storage. The provision of the extension would facilitate the potential for increased community utilisation.

The estimated cost of the proposal is £0.6m

D.5 Funding

The capital cost implications of the requirement to increase the provision of free school meals through extensions at Peel, Carmondean and Broxburn were outlined in the report to Council Executive dated 10 June 2014. Initial estimates within the report highlighted an approximate cost of between £3m and £3.6m. Following more detailed investigations and value engineering of proposals the total cost of the improvements to deliver additional free school meals for the three schools noted is approximately £2.8m. This has been advised to the Scottish Government for determination.

Within the existing approved general services capital programme there is no funding allocated for these projects. Officers have been liaising with the Scottish Government on the potential for funding to be provided by them. We understand a formal decision on this will be announced following determination by them and the Convention of Scottish Local Authorities (CoSLA) distribution group. Once the decision has been notified to the council it is proposed that officers will present a further report to the Council Executive.

E. CONCLUSION

The provision of new halls and extension as outlined in the feasibilities would facilitate the delivery of our increased free school meal requirements whilst also improving

physical education provision at Peel, Carmondean and Broxburn Primary Schools. An update on the funding position will be provided following confirmation by the Scottish Government and CoSLA.

F. BACKGROUND REFERENCES

Education Policy and Scrutiny Panel Report titled School Estate Performance 2012/13 – Condition and Suitability dated 24 February 2014

Council Executive Report titled Delivery of Free School Meals Primary 1 to Primary 3 dated 10 June 2014

Appendices/Attachments:

Appendix 1 – Peel Primary, Livingston – New Hall Proposals

Appendix 2 – Carmondean Primary, Livingston – New Hall Proposals

Appendix 3 – Broxburn Primary, Broxburn – Hall Extension Proposals

Contact Person:

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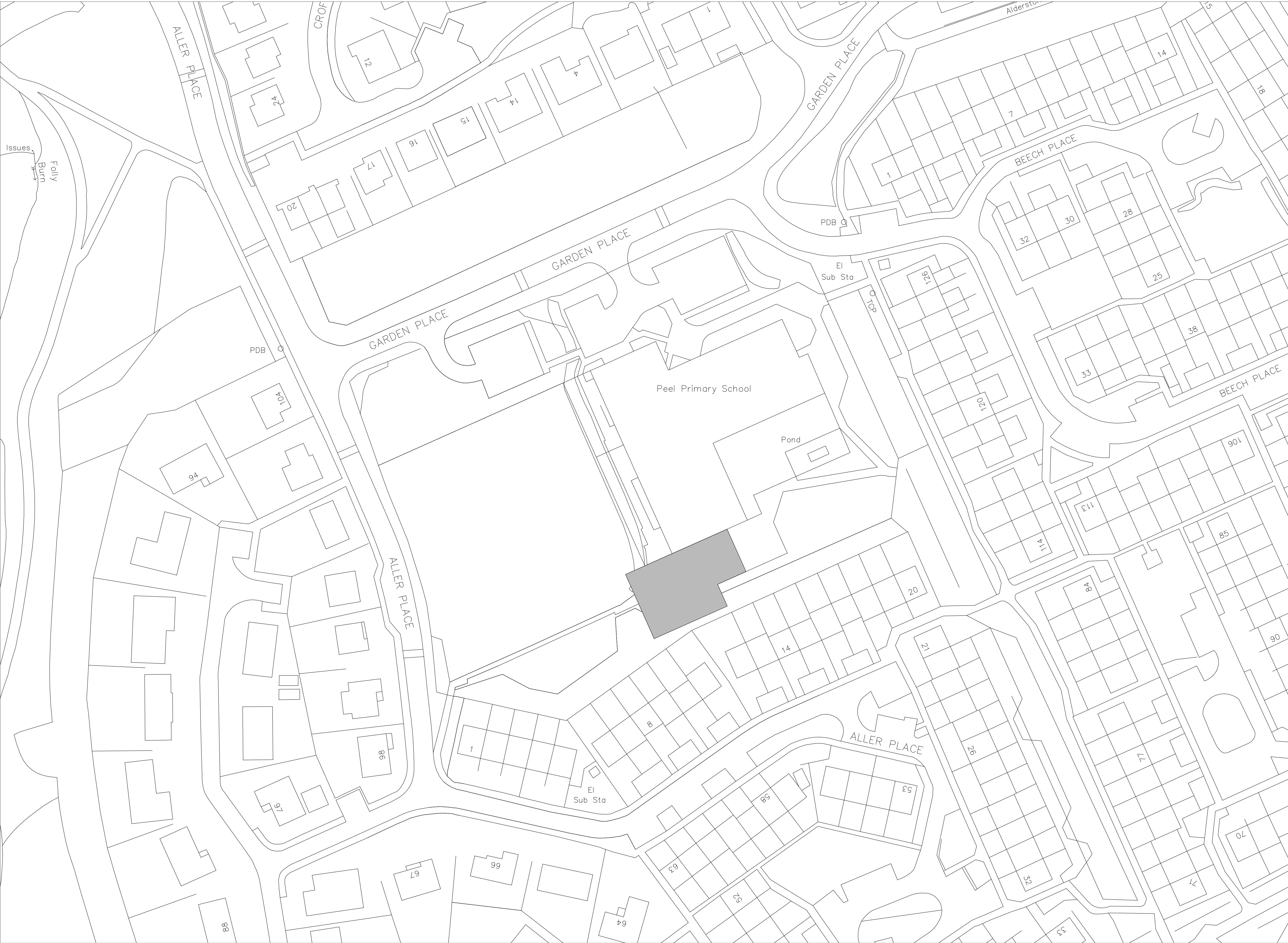
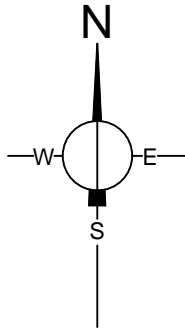
James Cameron
Head of Schools with Education Support

Donald Forrest
Head of Finance and Estates

Date: 27 October 2014

Appendix 1- Peel Primary Hall Extension

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Date	August 2013
Drawn	DG

• all dimensions to be checked on site

• do not scale from drawings

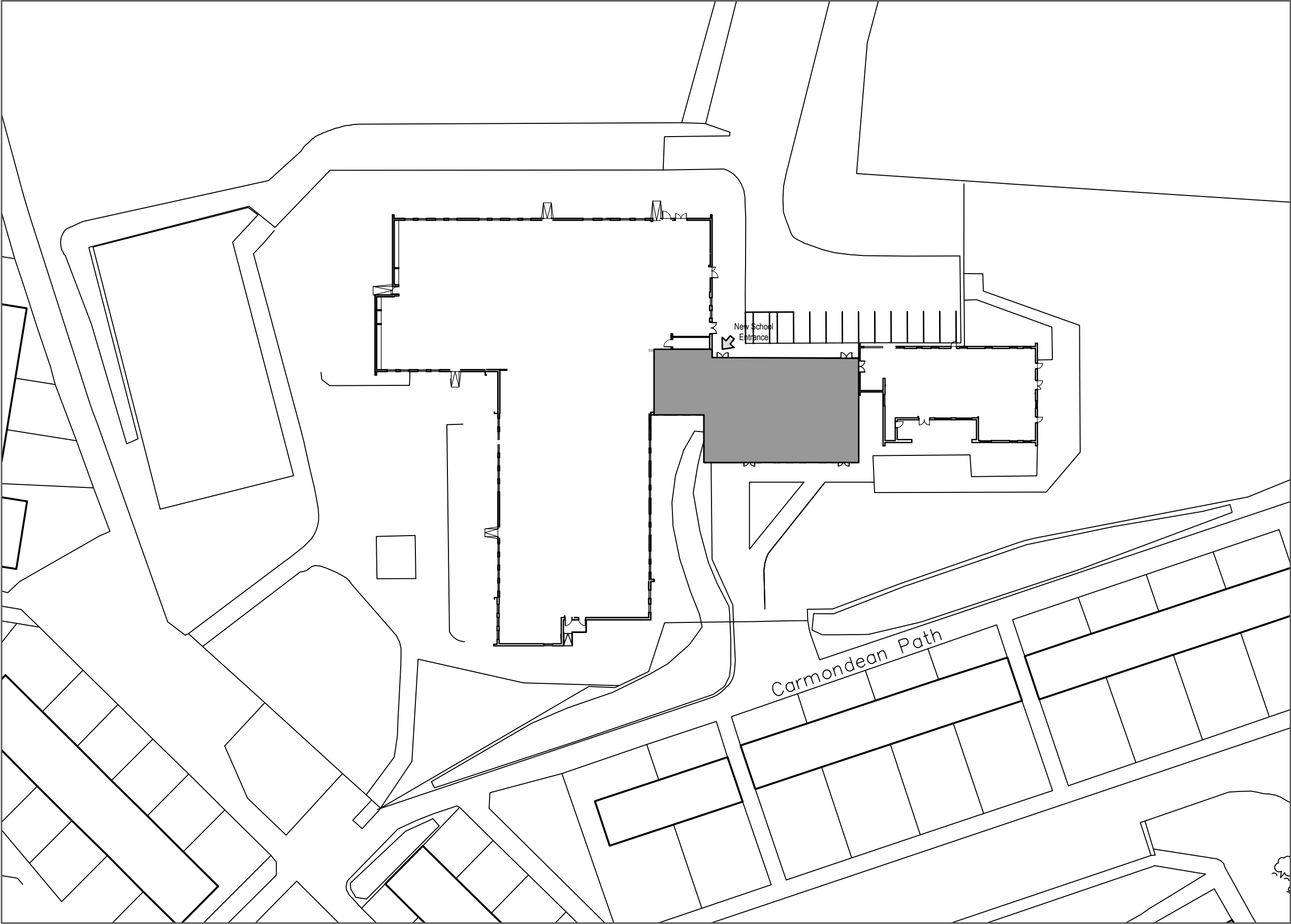


Construction Services
Housing, Construction & Building Services
West Lothian Civic Centre
Howden South Road, Livingston EH54 6FF
Tel: (01506) 282043

Property

Peel Primary School Garden Place, Elburn East Livingston	
Post Code	EH54 6RA
Property Number	97304

Appendix 2- Carmondean Primary Hall Extension



issue	date	details
•		all dimensions to be checked on site
•		do not scale from drawings
AS BUILT		
CONTRACT		
TENDER		
BILLING		
PRTY No.		***

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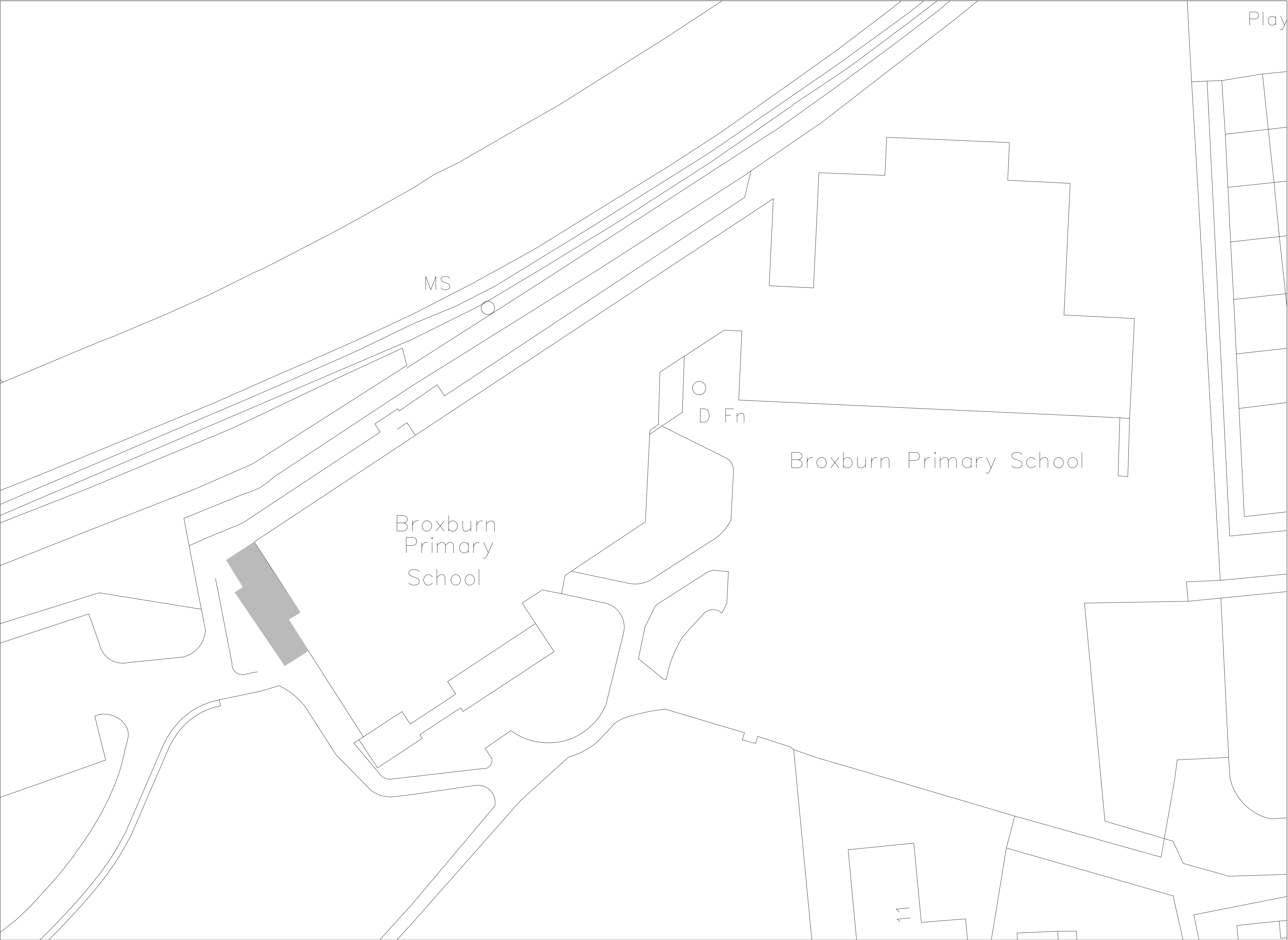
PROJECT
Carmondean
Primary School

DRAWING
Proposed Ground Floor Plan
Option 1

date	scale(s)	drawn
Oct 2014		
project no.	drawing no.	issue
		-

Appendix 3- Broxburn Primary Hall Extension

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Date	***
Drawn	**

• all dimensions to be checked on site

• do not scale from drawings



Construction Services
Housing, Construction & Building Services
West Lothian Civic Centre
Howden South Road, Livingston EH54 6FF
Tel: (01506) 282043

Property
BROXBURN PRIMARY SCHOOL
School Lane, Off West Main Street, Broxburn

Post Code	EH52 5RP
Property Number	098104



EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL

HOME EDUCATED CHILDREN AND YOUNG PEOPLE POLICY

REPORT BY HEAD OF EDUCATION (QUALITY ASSURANCE)

A. PURPOSE OF REPORT

To invite the Policy Development and Scrutiny Panel to consider the outcome of a review of the Home Educated Children and Young People Policy.

B. RECOMMENDATION

- 1) To recommend to the Education Executive that it note the outcome of the review of the Home Educated Children and Young People Policy that:-
 - i) West Lothian Council's Home Educated Children and Young People Policy is compatible with current Scottish Government Guidance.
 - ii) West Lothian Council is amongst those Authorities offering a greater level of flexibility to the parents of home educated children and young people.
 - iii) West Lothian Council is at the forefront of Authorities in terms of offering clarity to parents on how requests for flexible access to Authority school courses or classes by children educated at home will be dealt with.
 - iv) The Home Educated Children and Young People Policy is resulting in an appropriate level of flexibility for parents of home educated children and young people.
- 2) To recommend to the Education Executive that the policy be amended as set out:-
 - i) to clarify the ages of children to which each section of the advice on flexible access to school classes and courses applies,
 - ii) to provide guidance on the Council's duty to intervene if it believes that an efficient guidance is not being provided for a child,
 - iii) to reflect changes in structure
 - iv) to take account of changes suggested by parents as set out in Appendix 4.

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)	Scottish Government Guidance on Home Education. Equality Relevance Assessment Completed.
III Implications for Scheme of Delegations to Officers	None
IV Impact on performance and performance Indicators	None
V Relevance to Single Outcome Agreement	None
VI Resources - (Financial, Staffing and Property)	Entry of home educated children and young people into specific classes or courses may have some resource implications for the Authority. It Should be noted, however, that should these children opt to enter a local authority school full time, the Authority would be obliged to make provision for them. The number of home educated children and young people is very small (25 in session 2013/14, 27 in session 2014/15). Only two were accessing local authority provision on a flexible basis in session 2013/14, and two were accessing local authority provision on a flexible basis in session 2014/15.
VII Consideration at PDSP	Underway
VIII Other consultations	All parents of home educated children

D. TERMS OF REPORT

Background

The Home Educated Children and Young People Policy was last updated in October 2013. This update was undertaken following the investigation of a complaint by the Scottish Public Services Ombudsman which found that the information that the parent of a home educated child had received had been inconsistent and unclear. The Scottish Public Services Ombudsman asked West Lothian Council to develop written guidelines regarding access to Community Schools in relation to home education.

As a result, the Education Executive agreed, at its meeting of 1 October 2013, to insert the following section in the Policy:-

1. Home educated young people can access courses at West Lothian Community High Schools when they are over the age of 16 subject to-
 - i) the availability of places in the class, as determined by the school
 - ii) The attainment of any entry qualifications applying to the course, as determined by the school
 - iii) Fee arrangements in relation to SQA registration and exam entrance

2. Requests from parents/carers of home educated children and young people of school age for access to West Lothian schools including Community High Schools will be considered on their own merit. For home educated children to have access to West Lothian schools they must register for the class. All applications for access to part-time home education and local authority provision will be determined by the Additional Support for Learning Team in consultation with the school.
3. In all cases, pupils enrolled at a West Lothian school will have priority for course provision over members of the community, including home educated children and young people.

The Education Executive also asked that the policy be reviewed during 2014.

Review

The review of the Home Educated Children and Young People Policy focussed on the following four areas:-

- 1) Compatibility with Scottish Government Guidance.
- 2) Practice in other Local Authority Areas.
- 3) Outcomes for West Lothian home educated children and young people.
- 4) Minor revisions to further increase clarity.

Scottish Government Guidance

Current Scottish Government Guidance (Appendix 1) was published in 2007. The guidance covers:-

- 1) the legislative position
- 2) the procedure for parents to follow if they wish to withdraw their child from school including requests for flexi schooling
- 3) contact between home educating families and local authorities including how child protection and other concerns should be addressed
- 4) good practice for local authorities including the provision of practical support and resources
- 5) suggested characteristics of an efficient and suitable education
- 6) information for parents, including education maintenance allowance and examinations
- 7) further information for parents of children with additional support needs.

The Home Educated Children and Young People Policy (Appendix 2) covers the same content. The policy sets out:-

- 1) who needs consent to withdraw a child from school
- 2) the procedure for dealing with a request from a parent to withdraw their child from school
- 3) movement between local authority areas
- 4) flexi schooling
- 5) children with additional support for learning needs
- 6) child protection.

Legislation, information on an efficient and suitable education including contact and monitoring, and a guide for parents including information for parents on provision of practical support, education maintenance allowance and examinations are included as appendices.

There is, therefore, a very high level of compatibility between Scottish Government Guidance and the Home Educated Children and Young People Policy both in terms of structure and content. The Home Educated Children and Young People Policy makes explicit to parents the procedures followed within West Lothian, with additional clarity following the insertion of the additional section regarding flexi schooling in October 2013.

Practice in Other Local Authority Areas.

In October 2013 West Lothian Council asked other Local Authorities through the Association of Directors of Education in Scotland (ADES) for sight of any formal policy or guidance in relation to Children Educated at Home over and above that provided by the Scottish Government. In particular, Authorities were asked for any policy or guidance in relation to flexible access to Authority school courses or classes by children educated at home.

Fourteen Authorities responded, and the responses in relation to flexible access to Authority school courses or classes is set out in Appendix 3.

Authorities are split between the six which either mention flexible access to Authority school courses or classes in their policy, or would allow such an approach (Dumfries and Galloway, East Dumbartonshire, East Renfrew, Orkney, South Lanarkshire and West Dumbartonshire) and the eight which make no mention of such flexible access or do not facilitate it (Argyle and Bute, East Ayrshire, Edinburgh, Glasgow, Midlothian, North Ayrshire, Renfrewshire and Shetland)

West Lothian Council makes specific mention of flexible access to Authority school courses or classes in its policy, placing it amongst those Authorities offering a greater level of flexibility to the parents of home educated children and young people. West Lothian Council offers specific guidance on the factors to be considered when considering whether such an arrangement in each case is feasible, placing it at the forefront of Authorities in terms of offering clarity to parents.

Outcomes for West Lothian Home Educated Children and Young People

In session 2013/14 13 primary aged pupils were educated at home. In 2014/15 the figure is 12.

In session 2013/14 12 secondary pupils were educated at home. Two were 'flexi schooling' as defined in Paragraph 3.6 of the Scottish Government Guidance; that is the pupils are attending school only on certain days or for certain subjects. In 2014/15, 15 pupils were educated at home with 2 'flexi schooling', one at Bathgate Academy (S4) and one at Cederbank (S4).

Entry of home educated children and young people into specific classes or courses may have some resource implications for the Authority. It should be noted, however, that should these children opt to enter a local authority school full time, the Authority would be obliged to make provision for them.

The granting of flexible entry into specific classes or courses demonstrates that the policy is resulting in flexibility for parents of home educated children and young people, subject to necessary constraints.

Minor Revisions to Further Increase Clarity

- 1) At the meeting of the Education of Executive of 1 October 2013, there was some confusion between the application of the first and second paragraphs inserted into the policy. The paragraphs were felt by some members to be incompatible. Paragraph 1 refers to young people aged over 16. Paragraph 2 refers to children and young people of 'school age'. 'School age' is defined by Section 31 of the Education (Scotland) Act 1980 as a child who has attained the age of 5 years and not yet attained the age of 16 years. The paragraphs refer, therefore, to different groups of children and young people.

In order to increase clarity for parents it is proposed that the first sentence of the second paragraph be revised to read:- "Requests from parents/carers of home educated children and young people of school age (that is 5 or over but not yet 16) for access to West Lothian schools including Community High Schools will be considered on their own merit."

- 2) Section 37(2) of the Education (Scotland) Act 1980 and Scottish Government Guidance make clear that if the local authority has reason to believe that an efficient education is not being provided for a home educated child, they have a duty to intervene. This duty applies equally in relation to all children, regardless of whether or not they have previously attended a local authority school in the area.

In order to increase clarity for parents, it is proposed to include this wording in Appendix 4 of the policy under the heading Contact/Monitoring.

Revisions to Reflect Changes in Structures

The opportunity has been taken to update the policy to reflect the current job titles of the council officers who undertake particular functions. These revisions do not affect the operation of the policy.

Revisions Suggested by Parents

All parents of children and young people educated at home were consulted on the policy, and two replied. The comments of parents and the responses of the Council are included in Appendix 4 to this report.

A concern expressed by both parents who commented related to the use of the job title Child Protection Officer within the policy, as they felt that this implied that the Council saw home education as a child protection issue. It is normal practice within Education Services for centrally based officers to perform a range of duties. The service does not employ one person to work exclusively on child protection issues, and the officer with the title Child Protection Officer performs other roles for the service including certain duties relating to children missing from education and children and young people educated at home. In order to remove this confusion, and the potential for offence, the job title 'Child Protection Officer' has been removed from the report.

An additional concern related to sharing of information. The comments indicated that the primary concern was sharing information with the Child Protection Officer. As stated above, this was not because the Council sees home education as a child protection issue, but rather because officers employed in the central education service typically perform more than one role. The title Child Protection Officer has been removed from the policy to prevent any misunderstanding that information is being shared for the purposes of child protection in any inappropriate way.

The responses to other comments are included within appendix 4, and where appropriate, these are included in the draft revised policy attached as appendix 2.

E. CONCLUSION

The Home Educated Children and Young People Policy is compatible with Scottish Government guidance; offers a greater level of flexibility to the parents of home educated children and young people than available in many Council areas; is at the forefront of Authorities in terms of offering clarity to parents on how requests for flexible access to Authority school courses or classes by children educated at home will be dealt with; and is resulting in an appropriate level of flexibility for parents of home educated children and young people, subject to necessary constraints.

F. BACKGROUND REFERENCES

Home Educated Children and Young People Policy – Report to Education Executive 1
October 2013

Appendices/Attachments:

1. Scottish Government Guidance On Home Education
2. Home Educated Children and Young People Policy
3. Practice in Other Local Authorities
4. Comments of Parents.

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Elaine Cook

Head of Education (Quality Assurance)

Date of meeting: 27 October 2014

home education guidance



CHOICE



DIVERSITY

FLEXIBILITY

DECISIONS

home education guidance

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1. Introduction

Every child has a right to an education, and it is the duty of the parent of every school age child to provide that education, either by sending the child to school, or by other means.

Home education is a key aspect of parental choice, and is an equally valid choice alongside the option to send a child to school. However, it is a choice which only a minority of parents make. Each individual enquiry about home education, request to withdraw a child from school, or contact between a local authority and a home educating family should be dealt with as fairly, consistently, timeously and accurately as possible.

This guidance is issued under Section 14 of the Standards in Scotland's Schools etc. Act 2000 and must be read in conjunction with that Act and the Education (Scotland) Act 1980. Relevant legislation is set out in section 2.

This guidance applies to home education provided by parents, not to education being provided outwith school by local authorities.

The purpose of this guidance is to set out the legislative position, provide advice on the roles and responsibilities of local authorities and parents in relation to children who are home educated, and to encourage local authorities and home educating parents to work together to develop trust, mutual respect and a positive relationship that functions in the best educational interests of the child.



Guidance was first published in 2004. This revised guidance has been developed following consultation with interested parties.

2. Legislative position

This section sets out the legislation relevant to home education. It covers the statutory nature of this guidance, a child's right to an education, the parent's responsibility for providing that education, the need for consent to withdraw from a public school, and a local authority's responsibility to satisfy itself that suitable and efficient education is being provided. It also provides references to case law and international law that are of relevance to home education. Most of the topics covered are expanded upon in later sections of this guidance.

2.1 This guidance

Standards in Scotland's Schools etc Act 2000 – Section 14

Guidance to education authorities as to home education. The Scottish Ministers may issue guidance as to the circumstances in which parents may choose to educate their children at home; and education authorities shall have regard to any such guidance.

This guidance is issued under Section 14 of the Standards in Scotland's Schools etc Act 2000. This means that education authorities must have regard to the guidance.

2.2 The right to an education

Standards in Scotland's Schools etc Act 2000 – Sections 1 and 2

1. It shall be the right of every child of school age to be provided with school education by, or by virtue of arrangements made, or entered into, by, an education authority.

2. (1) Where school education is provided to a child or young person by, or by virtue of arrangements made, or entered into, by, an education authority it shall be the duty of the authority to secure that the education is directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential.

2. (2) In carrying out their duty under this section, an education authority shall have due regard, so far as is reasonably practicable, to the views (if there is a wish to express them) of the child or young person in decisions that significantly affect that child or young person, taking account of the child or young person's age and maturity.



2.3 Parents are responsible for providing their child with an education

Education (Scotland) Act 1980 – Section 30

(1) It shall be the duty of the parent of every child of school age to provide efficient education for him suitable to his age, ability and aptitude either by causing him to attend a public school regularly or by other means.

(2) Section 1 of the Standards in Scotland's Schools etc. Act 2000 (right of child to be provided with school education by, or by virtue of arrangements made by, an education authority) is without prejudice to the choice afforded a parent by subsection (1) above.

Education (Scotland) Act 1980 – Section 135 (1)

The definition of a parent 'includes guardian and any person who is liable to maintain or has parental responsibilities (within the meaning of Section 1(3) of the Children (Scotland) Act 1995) in relation to, or has care of a child or young person'.

While most parents fulfil their responsibility to provide education by sending their children to school, others choose to provide home-based education. Home education is a right conditional upon the parents providing an efficient education suitable to the age,

ability and aptitude of the child, and choosing this option does not

in itself require permission. A child is defined as being of

school age (i.e. education must be being provided) if

he or she has attained the age of 5 years but has

not yet attained the age of 16 years. However,

the exact rules surrounding school starting

and leaving dates are complex and are

set out in sections 32 and 33

respectively of the Education

(Scotland) Act 1980. For example,

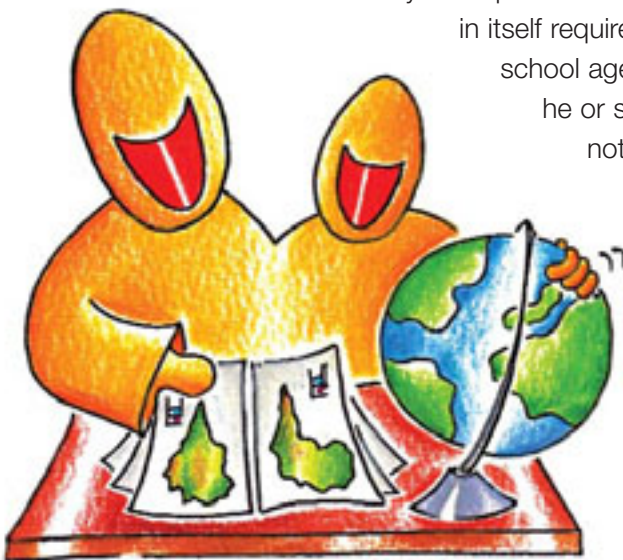
the rules surrounding leaving dates

may mean that a child who has

already attained the age of sixteen

may still require consent to be

withdrawn from school.¹



¹ Leaving age: if a child becomes 16 between 1 March and 30 September, compulsory education ends on 31 May between those two dates; if a child becomes 16 between 1 October and 28/29 February compulsory education ends the day before the Christmas holidays between those two dates. Therefore it is possible for a child to have attained the age of 16 and still be of compulsory school age, and consequently require consent to withdraw from school.

2.4 Duties placed on local authorities

Education (Scotland) Act 1980 – Section 28(1)

In the exercise and performance of their powers and duties under this Act, the Secretary of State² and education authorities shall have regard to the general principle that, so far as is compatible with the provision of suitable instruction and training and the avoidance of unreasonable public expenditure, pupils are to be educated in accordance with the wishes of their parents.

Education (Scotland) Act 1980 – Section 35

(1) Where a child of school age who has attended a public school on one or more occasions fails without reasonable excuse to attend regularly at the said school, then, unless the education authority have consented to the withdrawal of the child from the school (which consent shall not be unreasonably withheld), his parent shall be guilty of an offence against this section.

Education (Scotland) Act 1980 – Section 37(1)

(1) Where a child of school age has not attended a public school in the area in which his parent is residing, or has attended such a school and has been withdrawn therefrom with the consent of, or excluded by, the education authority, then, if the authority are not satisfied that the parent is providing efficient education for him suitable to his age, ability and aptitude, it shall be the duty of the authority to serve a notice on the parent requiring him within such time as may be specified in the notice (not being less than seven or more than fourteen days from the service thereof) either -

(a) to appear (with or without the child) before the authority and give such information as the authority may require regarding the means, if any, he has adopted for providing education, or

(b) in the option of the parent, to give such information to the authority in writing.

Education (Scotland) Act 1980 – Section 37(2)

If a parent on whom a notice has been served in pursuance of subsection (1) above fails to satisfy the authority that he is providing efficient education for the child suitable to his age, ability and aptitude or that there is a reasonable excuse for his failure to do so, the authority shall make an attendance order in respect of the child in accordance with the provisions of section 38 of this Act.

² Since the advent of the Scottish Parliament references to the Secretary of State have been replaced by Scottish Ministers



In all their educational responsibilities, local authorities should have regard to the views of parents and the decisions that they make in relation to their child's education. Authorities should seek to support parents in the choices that they make by offering advice, clear and accurate information and resources where feasible.

Section 35 and Section 37 of the Education (Scotland) Act 1980 are relevant in relation to home education. Section 35 stipulates that the consent of the authority is required for a child to be withdrawn from a public school. Section 37 requires an authority to take action where they are not satisfied that an efficient and suitable education is being provided.

2.5 Efficient and suitable education

There is no definition of efficient and suitable education in statute law, however, there are two examples of case law from England and Wales which may be of assistance in the interpretation of this:

Harrison & Harrison v Stevenson. Appeal 1981 Worcester Crown Court (unreported)

The Judge defined the outcomes of a suitable education as

1. to prepare the children for life in a modern civilised society; and
2. to enable them to achieve their full potential

R v Secretary of State for Education, ex parte Talmud Torah Machzikei Hadass School Trust. Judicial review 1985, *The Times*, 12 April 1985

Mr Justice Woolf said: 'Education is suitable if it primarily equips a child for life within the community of which he is a member, rather than the way of life in the wider country as a whole, as long as it does not foreclose the child's options in later years to adopt some other form of life if he wishes to do so.'

2.6 International Law

European Convention on Human Rights – Article 2 of Protocol 1

No person shall be denied the right to education. In the exercise of any functions which it assumes in relation to education and to teaching, the State shall respect the right of parents to ensure such education and teaching is in conformity with their own religious and philosophical convictions.

UN Convention on the Rights of the Child – Article 12³

Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

UN Convention on the Rights of the Child – Article 28

Parties recognise the right of the child to education.

International law gives children a right to education. This right is enshrined in Scots law in Sections 1 and 2 of the Standards in Scotland's Schools etc Act 2000 and qualified by Section 30 (2) of the Education Scotland Act 1980.

³ The UNCRC has not been directly incorporated into Scots law and its provisions are not directly enforceable. It can, however, be used as an interpretative tool by the courts where a provision in Scots law is ambiguous. The Convention is indicative of international standards and it is the policy of the Scottish Government to reflect the provisions of the Convention wherever possible in the development of policy and legislation.



3. Withdrawing a child from school

3.1 Why parents choose to home educate

Parents choose to home educate their children for many different reasons. Parents do not have to give a reason for choosing home education when requesting to withdraw their child from school. Any reason given should have no bearing on whether or not consent is given, as the authority's interest lies in how the parents intend to educate their children not their reason for doing so. The following reasons are common, but not exhaustive:

- › The wish to follow a particular educational or ideological philosophy.
- › Religious or cultural beliefs.
- › Dissatisfaction with the system.
- › A child's reluctance to go to school.
- › A child's problems when at school, e.g. bullying.
- › Geographical – due to remoteness, or mobility for work or cultural reasons.
- › The wish to deal with a child's additional support needs in a particular way.
- › As a short term intervention for a particular reason.

It may be helpful for the local authority to know if the reason is dissatisfaction with the school, or problems, such as bullying, being faced by the child at school.

3.2 Who needs consent?

Under Section 35 of the Education (Scotland) Act 1980, parents of a child who has been attending a public school⁴ must seek the local authority's consent before withdrawing their child from that school, and the authority must not unreasonably withhold consent. It should be noted that while consent is needed for withdrawal from school, consent is not needed to home educate in itself.

Consent is not needed in the following situations:

- › The child has never attended a public school.
- › The child has never attended a public school in that authority's area.
- › The child is being withdrawn from an independent school.
- › The child has finished primary education in one school but has not started secondary education in another.
- › The school the child has been attending has closed.

⁴ Public school means any school under the management of a local authority.

Although there is no statutory duty upon parents to inform the local authority that they are home educating if they do not require consent, many authorities would prefer home educators in their area, or moving into their area, to contact them.

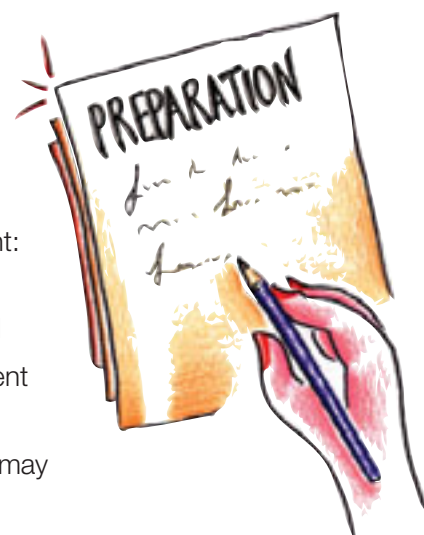
3.3 Withdrawing the child from school – the process

Procedures for considering a parent's request to withdraw a child from school should be fair, clear, consistent and without delay. Local authorities should remember that home education is a key aspect of parental choice, and that consent to withdraw a child from school should not be unreasonably withheld. On the other hand, sufficient time must be allowed for local authorities to take an informed decision on an important matter which will have an effect on the child's future learning.

The following checklists are suggested as good practice:

For parents

- Establish whether consent is needed.
- If consent is needed, write to the local authority to request their consent:
 - as early as possible and, where reasonably practical, well in advance of the date you wish to withdraw your child from school
 - include initial proposals as to how you intend to provide an efficient and suitable education for your child
 - you are not required to indicate the reasons for your decision, but may choose to do so.



For local authorities

Is there anything in the child's record to cause concern?

- On receipt of a request from a parent, you should consider quickly whether there is any existing evidence, either in an authority's own records or from other services or agencies, indicating that there may be good reason to refuse consent. Previous irregular attendance is not of itself a sufficient reason for refusing consent. Specific instances where consent may not be able to be granted immediately are:
 - where a child has been referred to social work or the police for child protection reasons, and the matter is being investigated
 - where a child is on the child protection register
 - where a child has been referred to the reporter on care and protection grounds, and the referral is being considered
 - where the child is the subject of a supervision requirement.

Is there evidence of the intention to provide efficient and suitable education?

- If information exists casting doubt on whether an efficient and suitable education can be provided, or if the parent has failed to provide outline proposals on the proposed educational provision, the authority should seek to gather any relevant information that will assist them in reaching a decision. This should include seeking further information from the parents about their plans for education provision. Parents should be given the opportunity to address any specific concerns that the authority has. The child should also be given the opportunity to express his or her views.
- If no evidence exists of reasonable grounds to withhold consent, and parents have provided some indication of their educational objectives and proposed resources, consent can be granted immediately.

Timescales

- **The aim should be to issue a decision within 6 weeks of the receipt of the original application.**
- The majority of applications can and will be dealt with well within this timescale.
- In a small minority of cases, where information has to be sought from various sources, it may not be possible for a decision to be issued within 6 weeks. The parent should be kept informed of the progress of the application, the reason for any delay, and the likely timescale to reach a decision. The authority should seek to issue a decision as soon as possible.
- Authorities should have regard to any problems a child is experiencing at school, and should endeavour to issue as quick a response as possible in those cases where a child may be suffering distress or experiencing some kind of problem as a result of continued attendance at school.

Points to bear in mind

- The local authority may not unreasonably withhold consent. The authority should notify the parents in writing of their decision, setting out reasons and the grounds for refusal if consent is withheld.
- If consent is withheld, the parents should be given the opportunity, within a reasonably practicable period, to address the grounds for refusal and resubmit their request for reconsideration.
- In reaching a decision the authority may wish to have regard to the suggested characteristics of an efficient and suitable education set out in Section 6 of this guidance. However, authorities should bear in mind that, in these early stages, parents' proposals may not be detailed and they may not yet be in a position to demonstrate all of the characteristics suggested.

- In the period between receipt of an application to withdraw the child and a decision being issued, the authority should take a reasonable approach to attendance procedures. In most cases it would be inappropriate to initiate or pursue attendance procedures in respect of a child awaiting consent to be withdrawn from school.
- Local authorities should acknowledge that potential home educators come from all social, economic, racial and religious backgrounds, and that these factors should not bear upon the authority's decision.
- Parents are not required to have any qualifications or training to home educate their children.

3.4 Appeals by parents against a local authority's decision

There is no statutory right to appeal against an authority's decision to withhold consent to withdraw a child from school. However, all decisions should be reviewed internally by local authorities on request. Local authorities should provide parents with details about their complaints procedure. Decisions made by authorities under their statutory powers are also generally subject to external review by the Court of Session through the judicial review process. Some local authorities have mediation services and the existence of these should be made known to home educating families. Parents may also choose to pursue the matter with the Scottish Public Services Commissioner (Ombudsman).

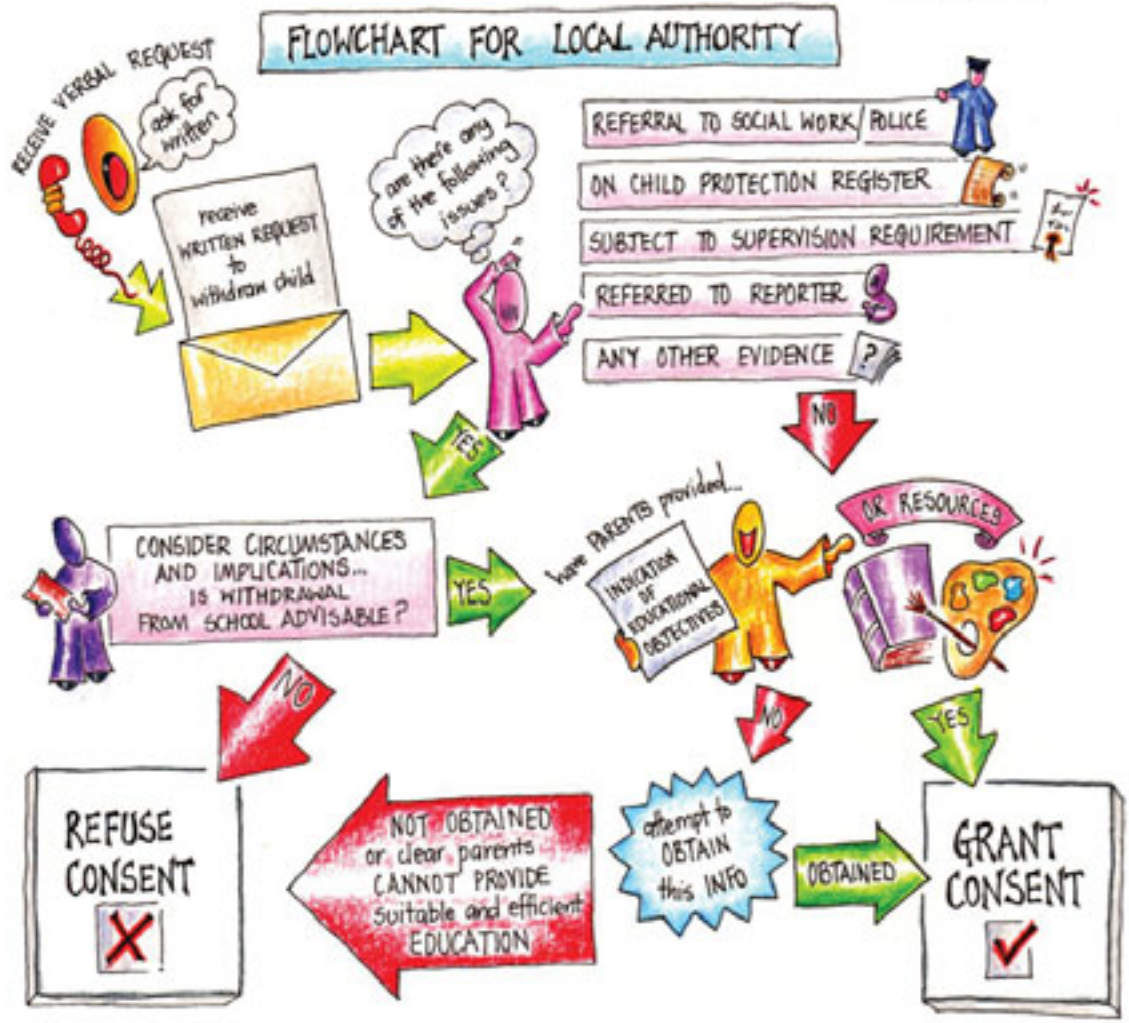
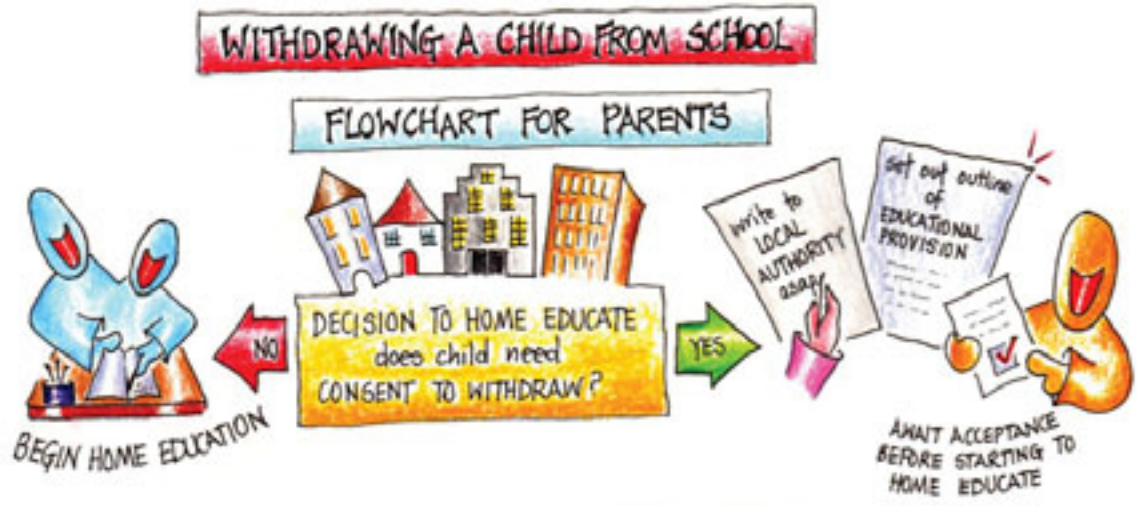
3.5 Movement between local authority areas

Some families may have lifestyles which mean they move or travel, sometimes seasonally, between local authority areas, sometimes for work or cultural reasons, for example Gypsies and Travellers. The same considerations for consent to withdraw from school, and for ongoing contact, apply to these families. Some Traveller families have arrangements in place whereby children are on a school roll and attend for part of the year, using means other than home education to maintain continuity in learning while travelling. Only where children do not attend any school, and where the education is provided predominantly by the parents, should the arrangement be considered to be home education.

3.6 Flexi schooling

Local authorities may occasionally receive a request to withdraw a child part time from school, e.g. for the child to attend school only on certain days, or for certain subjects. The feasibility of each request should be considered on its own merit, while taking into consideration that under Section 28 of the Education (Scotland) Act 1980 '*so far as is compatible with the provision of suitable instruction and training and the avoidance of unreasonable public expenditure, pupils are to be educated in accordance with the wishes of their parents*'. Ultimately, however, it is a decision for each local authority and school as to whether they can support such an arrangement.





4. Contact between home educating families and local authorities

4.1 Legal duty on local authorities

It is worth repeating here the relevant legislation which relates to ongoing contact between home educating families and local authorities.

Education (Scotland) Act 1980 – Section 37(1)

(1) Where a child of school age has not attended a public school in the area in which his parent is residing, or has attended such a school and has been withdrawn therefrom with the consent of, or excluded by, the education authority, then, if the authority are not satisfied that the parent is providing efficient education for him suitable to his age, ability and aptitude, it shall be the duty of the authority to serve a notice on the parent requiring him within such time as may be specified in the notice (not being less than seven or more than fourteen days from the service thereof) either -

(a) to appear (with or without the child) before the authority and give such information as the authority may require regarding the means, if any, he has adopted for providing education, or

(b) in the option of the parent, to give such information to the authority in writing.

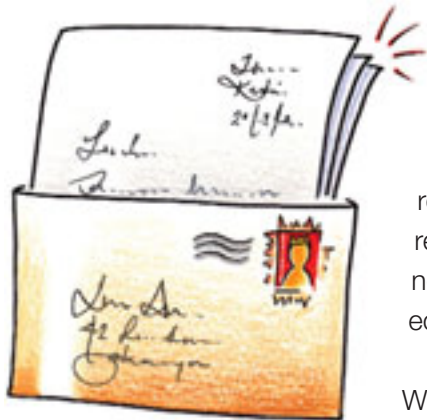
Education (Scotland) Act 1980 – Section 37(2)

If a parent on whom a notice has been served in pursuance of subsection (1) above fails to satisfy the authority that he is providing efficient education for the child suitable to his age, ability and aptitude or that there is a reasonable excuse for his failure to do so, the authority shall make an attendance order in respect of the child in accordance with the provisions of section 38 of this Act.

There is no statutory duty upon local authorities to ‘monitor’ ongoing home education provision. However, in law they have a duty to serve a notice on any parent who they are not satisfied is providing efficient education suitable to their child’s age, ability and aptitude. The law does not specify how, and to what extent, local authorities should actively seek the information that will inform them on whether home educating parents’ educational provision is suitable and efficient. Section 4.2 overleaf sets out recommendations on this.

If the local authority has reason to believe that an efficient education is not being provided for a home educated child, they have a duty to intervene. This duty applies equally in relation to all children, regardless of whether or not they have previously attended a local authority school in the area.





4.2 Contact

We recommend that authorities should ordinarily make contact on an annual basis with those families they know to be home educating in their area. This annual contact is not a statutory requirement. However, it is a suggestion as to how authorities may reasonably inform themselves in order to fulfil their duty to serve a notice on any parent who is not providing efficient and suitable education.

We recommend that contact is made in writing initially to the family, seeking a meeting or requesting an updated report. The primary purpose of the contact should be for the authority to satisfy themselves that suitable and efficient education is being provided. This can be done either through a meeting, at a mutually agreed location, or through other means, e.g. the submission by the family of written, recorded or electronic material. Authorities should not be prescriptive about the format in which information can be submitted. The important factor is whether the information can demonstrate that suitable and efficient education is being provided.

Following this contact, the local authority should write to the family letting them know the outcome, i.e. whether or not the educational provision was seen to be suitable and efficient. If there was no problem with the educational provision, there will be no need for further contact until the following year. Where there are concerns about the efficiency or suitability of the education being provided, the local authority should make the exact nature of these concerns clear to the parent.

If, from whatever source, an authority becomes aware of concerns about the home education of any child, outwith the normal contact time, they will need to gather the necessary information in order to form a view on whether those concerns are justified or whether the parents are providing an efficient education suitable to the age, ability and aptitude of the child.

4.3 Access to the child and home

It is important to acknowledge that learning takes place in a wide variety of environments and not simply in the home. Where the education is taking place in the home, it may be thought desirable for a local authority to have the opportunity to see the child in that learning environment, to enable them to see the provision at first hand, and thus determine whether suitable and efficient education is being provided. The authority does not, however, have a right of access to the home and the child. Trusting relationships may need time to develop before a parent is willing to invite an officer to visit. Where a parent elects not to allow access to their home or their child, this does not of itself constitute a ground for concern about the education provision. Depending upon the circumstances, there may be occasions when a denial of access raises child protection concerns, in which case the general principal set out in section 4.6 should apply.

Although it is recognised that the learning environment can have a bearing on the effectiveness of learning, local authorities should, in the vast majority of cases, be able to discuss and evaluate the parents' educational provision by alternative means. Parents might prefer, for example, to write a report, provide samples of work, either in hard copy or electronically, or provide evidence in some other appropriate form.

4.4 Exceptional circumstances

Where the authority has concerns about the education provision which are not allayed by the presentation of written or alternative forms of evidence, and ongoing dialogue, and the only way the authority can clarify whether suitable and efficient education is being provided is to seek access to the home environment, then they may request to do so. However, the authority must have demonstrable grounds for concern and must outline those grounds to the parent when requesting access to the home. If, in these circumstances, the parent refuses to allow access to the home, the authority might reasonably conclude that they have insufficient information to satisfy themselves as to the efficiency and suitability of education provision, and serve a notice on the parent under Section 37 of the 1980 Act.



4.5 Making an attendance order

A parent's wish to educate a child at home should be respected and, where possible, effort should be made to resolve issues about provision by a process of ongoing dialogue before Section 37 is invoked. Only in extreme cases should notice be served, i.e. where

- The education is clearly not efficient and suited to the age, ability and aptitude of the child, and this situation is unlikely to be resolved by further ongoing dialogue, or
- The authority has made every effort to secure the information required to enable it to satisfy itself that the education is efficient and suited to the age, ability and aptitude of the child, and that information has not been provided by the parent.

Under Section 37, notice will allow between 7 and 14 days for the parent to provide the education authority with whatever information they require to satisfy themselves about the suitability of the education. The parent may choose to do this by meeting with the authority in person, or by supplying the information in writing. The authority should make an attendance order where the parent, on whom notice has been served, fails to satisfy the authority that efficient education is being provided, suitable to the age, ability and aptitude of the child, or that there is reasonable excuse for his or her failure to do so.

4.6 Child protection concerns by local authority officers

The welfare and protection of all children, both those who attend school and those who are educated by other means, is of paramount concern and is the responsibility of the whole community. As with school educated children, child protection issues may arise in relation to home educated children. It should not be assumed that child protection issues are more likely to arise for children who are home educated. If any child protection concerns come to light in the course of engagement with children and families, these concerns should immediately be referred to the appropriate authorities using established protocols.

5. Good practice for local authorities

5.1 Clear information

Local authorities should provide clear and accurate written information and website information on home education. Contact details for home education support organisations should also be provided (see end of this guidance). All written information should be made available to parents in community languages and alternative formats on request.

Local authorities should provide parents who are, or who are considering, home educating with a named contact within the authority who is familiar with home education policy and practice and has an understanding of a range of educational philosophies. The authority may wish to invite the parents to meet with a named officer to discuss their proposals or provision. Any such meeting should take place at a mutually acceptable location. The child should be given the opportunity to attend that meeting, or otherwise to express his or her views, but the child's attendance should not be seen as compulsory. Either during such a meeting, or otherwise, the parents and the authority should consider and agree what future contact there will be between them. In some cases, where parents have a clear idea of what home education entails and where there are no other concerns, such a meeting may not be necessary.

Local authorities should, as far as practicable, ensure that staff who may be the first point of contact for a potential home educating parent, e.g. answering telephone enquiries, understand the right of a parent to choose home education. Authorities generally should aim to ensure that parents are provided with accurate information from the outset.

5.2 Record keeping

Local authorities should keep a written record setting out any discussions, recommendations or agreements made with parents, and where relevant the reasons for them. Any written report should be copied to the parents, and where appropriate, the child. In exceptional cases, where there is a reasonable concern that a passage in any written record might cause serious harm to the physical or mental health or condition of any person concerned, consideration should be given to withholding that part of it. The authority will be aware of the need to comply with data protection and freedom of information principles.



5.3 Practical support and resources

Authorities are not legally obliged to provide any resources for home educated children. However, they may choose to do so, particularly where there are minimal resource implications.

Some of the ways in which authorities might choose to support home educating families include:

- › Providing general advice.
- › Allowing access to learning centre resources.
- › Allowing access to school resources where feasible.
- › Allowing access to examination centres where feasible.
- › Facilitating access to any discounted rates for educational materials.
- › Providing access to local authority owned community and sports facilities on the same basis as for school children.
- › Informing home educating families of any projects or programmes which might reasonably be accessed by home educated children.

5.4 Review

As a matter of good practice, authorities should regularly review all of their procedures and practices, including in relation to home education. This could focus on whether improvements could be made in the processing of requests to withdraw a child from school, and contact with home educating families, and generally to meet the needs of children and parents. Home education organisations and home educating parents should be involved in this process of review. Effective reviews, together with the sensitive handling of any complaints, will help to secure effective partnership.



6. Efficient and suitable education

6.1 Acknowledging diversity

Parents' educational provision will reflect a diversity of approaches and interests. Some parents may wish to provide education in a formal and structured manner, following a traditional curriculum and using a fixed timetable that keeps to school hours and terms. Other parents may decide to make more informal provisions that are responsive to the developing interests of their child. One approach is not necessarily any more valid than another. Although some parents may welcome general advice and suggestions about resources, methods and materials, local authorities should not specify a curriculum which parents must follow.

Children learn in different ways and at different times and speeds. It should be appreciated that parents and children embarking on home education for the first time might require a period of adjustment before finding their preferred mode of learning. Parents are not required to have any qualifications or training to provide their children with an appropriate education. Their commitment to providing an efficient education that is suitable for their child may be demonstrated by them providing some indication of their objectives and resources.

The approach home educating parents take to assessing their child's progress is likely to be dictated by their own philosophy or views, and in many cases, the absence of formal assessment may be a feature of the education provision. Progress, over the long term, may take a variety of forms.



6.2 Suggested characteristics of efficient and suitable education

There is no definition of suitable and efficient education set out in primary legislation. However, as set out in section 2, the following examples of case law may be helpful in forming definitions:

Harrison & Harrison v Stevenson. Appeal 1981 Worcester Crown Court (unreported)

The Judge defined the outcomes of a suitable education as

1. to prepare the children for life in a modern civilised society; and
2. to enable them to achieve their full potential

R v Secretary of State for Education, ex parte Talmud Torah Machzikei Hadass School Trust. Judicial review 1985, *The Times*, 12th April 1985

Mr Justice Woolf said: 'Education is suitable if it primarily equips a child for life within the community of which he is a member, rather than the way of life in the wider country as a whole, as long as it does not foreclose the child's options in later years to adopt some other form of life if he wishes to do so'.

In their consideration of parents' provision of home education, authorities may reasonably expect the provision to include the following characteristics:

- › Consistent involvement of parents or other significant carers.
- › Presence of a philosophy or ethos (not necessarily a recognised philosophy), with parents showing commitment, enthusiasm, and recognition of the child's needs, attitudes and aspirations.
- › The opportunity for the child to be stimulated by their learning experiences.
- › Involvement in a broad spectrum of activities appropriate to the child's stage of development.
- › Access to appropriate resources and materials.
- › The opportunity for an appropriate level of physical activity.
- › The opportunity to interact with other children and adults.

School education is changing with the introduction of the Curriculum for Excellence, which is not primarily about prescriptive curriculum content or structures. Rather it is about focussing on the outcomes that learning and teaching will achieve for young people. This chimes well with the philosophy of many home educating parents, and local authorities may also find it useful to consider the principles which govern Curriculum for Excellence as characteristics of suitable and efficient education.

To summarise, these principles are that every child:

- Has opportunity to develop as a successful learner, effective contributor, confident individual and responsible citizen.
- Knows they are valued and supported.
- Has opportunity to develop skills for learning, vocational skills and skills for life.
- Has opportunity to develop a range of knowledge and skills that adds up to a general education.
- Finds learning relevant and meaningful.
- Is challenged and engaged by their learning.



7. Information for parents

7.1 Education Maintenance Allowances (EMAs)

Home educated children are eligible for EMAs, subject to the same criteria as set out for school educated children. EMAs are available to eligible young people who are undertaking full-time non-advanced level study by home education. The EMA programme is administered by the local authority in which the home education is based. Applications should be made to the local authority. Students applying for an EMA as a home educated student must have a history of home education prior to reaching their official school leaving date. The Scottish Government publish updated guidance annually in March. Parents should refer to the latest guidance for more details.

7.2 Examinations for home educated children

There is no legal requirement for children to sit a particular set of examinations. If parents want a child to take a particular qualification, they should investigate thoroughly whether, and how easily, their child will be able to access examination and assessment arrangements. The internal assessment component of many qualifications such as Standard Grades, National Qualifications, GCSEs and A Levels can restrict the certification of external candidates. For instance, many National Qualifications courses at Intermediate 1 and 2, Higher and Advanced Higher require candidates to pass unit assessments as well as an external assessment to achieve a course award. These are not, however, the only types of qualification available and parents may wish to investigate alternative options which may be better suited to home education. Some study options are set out below.

Authorities are not required to meet any costs associated with home educated candidates taking examinations or other qualifications. Authorities should, however, where circumstances allow, take a reasonable approach and make available any resources or support that they can offer, and give information about alternative qualifications and the arrangements needed for children to take them, where applicable.

7.3 Study options for educational qualifications

Enrolment at a Further Education College

Home educated young people are eligible to be considered for further education college courses. As with school pupils, it is a matter for the college concerned whether to enrol a home educated young person. Courses are usually part-time, though colleges may in exceptional circumstances enrol young people under the age of 16 on to full-time programmes.

Enrolment at college has the advantage that all the work and entry for qualifications is organised by the college, but it does require at least some attendance at classes which will not appeal to all home educating families. If a student enrolls at a college, their parents will be liable

to pay all of the course fees themselves unless the education authority is willing to provide funding. Colleges also have the discretion to waive fees, which they tend to do for low income families in accordance with Scottish Funding Council's fee-waiver policy.

Self-Study

Many home educating families choose to work independently towards qualifications. Because of compulsory internal assessment components, there are many subjects and qualifications which are not available to external candidates unless an appropriate arrangement can be made with an approved centre which meets with the examining board's requirements. Some centres and examining boards may be willing to accept coursework which has been marked and authenticated by a private tutor.

Families who study for qualifications from home will need to:

- Contact the relevant examination board to find out about their requirements.
- Register with an approved centre for their child to be presented for the qualification.
- Pay a registration fee for each subject their child will take.

It may also be possible for a group of home educators to consider seeking approved status in their own right. Further information on this can be obtained from the Scottish Qualifications Authority (contact details at end of guidance).

Correspondence Courses

Correspondence courses can be an option for students who prefer to work independently, though they will be required in most cases to follow a structured curriculum and programme of work. Correspondence courses offer a wide range of qualifications at different levels and the organisations offering these courses will advise about arrangements which need to be made for registering with an examination centre and for marking and authenticating coursework. The cost of this option varies depending on the organisation and the qualification chosen, but can prove expensive.



7.4 Child protection assurances for parents

Parents may choose to employ other people to educate their child, though they themselves will continue to be responsible for the education provided. They will also be responsible for ensuring that those they engage are suitable persons to have access to children. They will therefore wish to satisfy themselves, for example, by taking up appropriate references, or requesting that a Disclosure check is carried out. Further information about Disclosure checks is available from Disclosure Scotland (contact details at end of guidance).

8. Children with additional support needs

8.1 The right to home educate

A parent's right to educate a child at home applies equally where that child has additional support needs. The fact that a child has additional support needs should not, in itself, be a reason to refuse consent to withdraw a child from school. Additional considerations do, however, apply. It is reasonable for an education authority to ask parents to indicate how they propose to cater for their child's additional support needs at home.

When considering a request for consent, or considering whether the education is suitable, taking account the age, ability and aptitude of the child, the authority may need to consider the environment in which a child with additional support needs is to be educated and its appropriateness for the individual child. With the agreement of the parents, an educational psychologist might be involved in assessing the proposed provision for a child with additional support needs.

Local authorities have no statutory obligation to provide financial or other support for the education of children with additional support needs whose parents elect to home educate.

8.2 The law and children with additional support needs

The Education (Additional Support for Learning) (Scotland) Act 2004 came into force in November 2005. It replaced the system of assessment and recording of children and young people with 'special educational needs' with a new framework for additional support needs. This term applies to any child or young person who, for whatever reason, requires additional support, to benefit from education. Education authorities are required to identify, meet and keep under review the additional support needs of all pupils for whose education they are responsible. Appropriate agencies such as NHS Boards and social work services also have duties placed on them to help education authorities when asked to do so.

While education authorities are not responsible for the education of children or young people who are home educated, parents of home educated children have the right to ask their local authority to find out whether or not their child has additional support needs, and to assess what level of support they might need. A young person also has similar rights. The local authority can choose to agree with the request, and provide the necessary support, but it is under no legal duty to do so.

Useful contacts

Home Education Organisations – Scotland

Schoolhouse Home Education Association

Contact:

Address: PO Box 18044, Glenrothes, Fife KY7 9AD

Tel: 01307 463 120

Email: info@schoolhouse.org.uk

Website: www.schoolhouse.org.uk

North of Scotland Home Educators

Contact:

Email: norscothe@hotmail.co.uk

Home Education Organisations – UK wide

Education Otherwise

Contact:

PO Box 325, Kings Lynn PE34 3XW

Tel: 0845 478 6345

Email: eoemailhelpline@education-otherwise.org

Website: www.education-otherwise.org

Home Education Advisory Service

Contact:

PO Box 98, Welwyn Garden City, Herts AL8 6AN

Tel: 01707 371 854

Email: enquiries@heas.org.uk

Website: www.heas.org.uk

Home education organisations also have local branches affiliated to them. Further information available from the individual organisations.



Other useful contacts

Disclosure Scotland

Contact:

Disclosure Scotland, PO Box 250, Glasgow G51 1YU

Tel: 0141 282 5000 Fax: 0141 282 5050

Email: info@disclosurescotland.co.uk

Website: www.disclosurescotland.co.uk

Learning and Teaching Scotland

The national body in Scotland providing advice and support for all matters on the curriculum, and providing a wide range of online services and resources.

Contact:

The Optima, 58 Robertson Street, Glasgow G2 8DU

Tel: 0870 609 6006 Fax: 0870 609 6996

Email: enquiries@ltscotland.org.uk

Website: www.ltscotland.org.uk

Scottish Government Education Directorate

Contact:

Educational Options Team, Victoria Quay, Edinburgh EH6 6QQ

Tel: 0131 556 8400

Email: ceu@scotland.gsi.gov.uk

Website: www.scotland.gov.uk

The Scottish Qualifications Authority (SQA)

The national body in Scotland responsible for the development, accreditation, assessment, and certification of qualifications other than degrees.

Contact:

The Optima, 58 Robertson Street, Glasgow G2 8DQ

Telephone Helpdesk: 0845 279 1000

Email: Customer@sqa.org.uk

Website: www.sqa.org.uk



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Policy: **HOME EDUCATED CHILDREN
AND YOUNG PEOPLE**

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Service: Education Development

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A. INTRODUCTION

Every child has a right to an education and the responsibility for a child's education rests with their parent. While most parents fulfil this responsibility by sending their children to school, others may choose to provide home-based education.

In March 2004 the Scottish Executive published "Guidance on the Circumstances in which Parents may choose to Educate Their Children at Home". Revised guidance has been issued in 2007 following consultation with interested parties. This guidance advises that Home Education is a right conditional upon the parents providing an efficient education suitable to the age, ability, and aptitude of the child, and that choosing this option does not in itself require permission.

The procedure contained in this document follows the Scottish Executive's suggested good practice on how authorities should deal with requests by parents to Home Educate their child.

The Scottish Executive Guidance highlights the following two main principles:

- Authorities should have regard to the views of parents and the decisions that they make in relation to their child's education; and
- Authorities should seek to build relationships with parents and children that support them in the choices that they make by offering advice, information and resources where feasible.

It is also important to draw attention to two legislative requirements with regard to Home Education:

- The consent of the Education Authority is required for a child to be withdrawn from school; and
- Education Authorities are required to take action where they are not satisfied that an efficient education is being provided.

Appendix One sets out the legislation relevant to Home Education in more detail.

B. WHO NEEDS CONSENT TO WITHDRAW A CHILD FROM SCHOOL?

Under Section 35 of the Education (Scotland) Act 1980, parents of children who have started to attend a West Lothian School must seek West Lothian Council's consent before withdrawing their child and the Council must not unreasonably withhold consent.

Parents are not required to seek the council's consent in order to home educate their child if:

- their child has never attended a public school
- their child has never attended a school in West Lothian
- their child is being withdrawn from an independent school
- their child has finished primary education in one school but has not started secondary education in another. In this case parents should notify the Authority that they intend to home educate but consent is not needed.
- The school the child has been attending has closed. In this case parents should notify the Authority that they intend to home educate but consent is not needed.

Where parents apply to withdraw their child from school in order to make alternative educational provision such as home education, West Lothian Council must ensure that it allows the child to express any views in an appropriate way.

Parents choose home education for their children for many different reasons. The reasons should have no bearing on whether or not consent is given as West Lothian Council's interest lies in how the parents intend to educate their children, not their reason for doing so. The following examples are common, but not exhaustive.

- The wish to follow a particular educational or ideological philosophy
- Dissatisfaction with the system
- Religious or cultural beliefs
- A child's reluctance to go to school
- A child's problems when at school eg bullying
- Geographical – due to remoteness or mobility for work or cultural reasons
- The wish to deal with a child's additional support needs in a particular way
- As a short term intervention for a particular reason

When a parent offers an account of their dissatisfaction with the public system of education provision, West Lothian Council will investigate the situation and endeavour to use this information to improve its service if required.

C. PROCEDURE FOR DEALING WITH A REQUEST FROM A PARENT TO WITHDRAW THEIR CHILD FROM SCHOOL

The procedure for considering parents' requests to withdraw their child from school needs to be fair, clear, consistent and without delay in order to provide a good foundation for the development of trusting relationships.

Home education is a key aspect of parental choice and consent to withdraw a child from school should not be unreasonably withheld. On the other hand, sufficient time must be allowed for the Council to take an informed decision on such an important matter which will have an effect on the child's future learning.

The procedure outlined below should be followed when dealing with a request from a parent to withdraw their child from school. A flow diagram is attached as Appendix Two:

- 1. Notification of intention to withdraw a child from school and requests for consent for home education for a child should be submitted to the Additional Support Needs Manager, Education Services, West Lothian Civic Centre, Howden South Road, Livingston.**

Taking Section B above into account, parents have a responsibility to inform West Lothian Council that they wish to withdraw their child from school in order to home educate them and to request the Council's consent.

In order to avoid unsettling the child unnecessarily, parents should write to the following address as early as possible, and where reasonably practical, in advance of the date they wish to withdraw their child from school:

Additional Support Needs Manager
Education Services
West Lothian Civic Centre
Howden South Road
Livingston
EH54 6FF

Parents should also include initial proposals as to how they intend to provide an efficient education for their child. The “Parents’ Initial Education Proposal Proforma” is available to help parents with this process and is attached as Appendix Three (ii). It is recognised, however, that, at this early stage, parents’ proposals may not be detailed and that they may not yet be in a position to demonstrate some of the characteristics of efficient and suitable education (see Appendix four for description of efficient and suitable education).

It should be noted that parents are not required to indicate the reasons for their decisions, but they may choose to do so.

The aim is to issue a decision within 6 weeks of the receipt of the original application.

2. Additional Support Needs Manager :

- acknowledges receipt of notification within 3 working days (pro forma letter attached as Appendix Three (i)); and
- copies all correspondence to the Education Officer
- asks the relevant school and all partner-agencies if there is any existing evidence which indicates that there may be a good reason to refuse consent.
- identifies and liaises with the relevant Education Officer.

The acknowledgement letter to parents covers the following information:

- it provides the “Parents’ Initial Education Proposal Proforma” (Appendix Three (ii));
- it informs parents that the Council will consider existing multi-agency information in its effort to make an informed decision on consent;
- it offers a meeting with Education Officers, the purpose of which is to discuss the parents’ proposals or provision. The relevant Education Officer will make specific arrangements for this meeting direct with the parents (see step 3 below). It is important that the meeting takes place in a mutually acceptable location;
- it is highlighted that the child should be given the opportunity to attend the meeting with the Education Officers or otherwise be given an opportunity to express his/her views;
- It indicates that there is a need to consider and agree what future contact there will be between parents and West Lothian Council Education Services; and
- It gives an indication of the expected timescale in which a decision is likely to be made.

The purpose of communication at this stage with the relevant school and all partner-agencies is to ascertain whether there is any existing evidence, either in West Lothian Council’s own records or from other services or agencies, indicating that there may be a good reason to refuse consent. It is important to note that previous irregular attendance is not of itself a sufficient reason to refuse consent. Specific instances where consent may not be able to be granted immediately include:

- where a child has been referred to social work or the police for child protection reasons, and the matter is being investigated;
- where a child is on the child protection register;
- where a child has been referred to the reporter on care and protection grounds, and the referral is being considered;
- where the child is the subject of a supervision requirement;

3. The Education Officer:

- contacts parents to arrange to meet with parents/child (if agreed by parents)
- submits a report of the meeting with parents to the Additional Support Needs Manager.

The report should include:

- any recommendations that have been discussed and the reasons for them;
- the detail of agreement/consideration of future contact with parents
- copy the report of the meeting to the parents (and child where appropriate).

When meeting with parents it is good practice to have two officers of the Council present at the meeting. It is not advisable for Education Officers to meet parents on their own.

Following any meeting with parents, a report must be made by the Education Officer, which sets out any recommendations that have been discussed and made, with the reasons for them. The Education Officer must copy the report to the parents, and where appropriate, the child. In exceptional cases, where there is a reasonable concern that a passage in the report might cause serious harm to the physical or mental health or condition of the applicants or a named third party, consideration should be given to withholding that part of it. Any decision about the communication or otherwise of information requires to comply with the data protection principles.

The frequency with which the Education Officer will contact parents to discuss their ongoing home education provision will vary depending on the individual circumstances of each family. It is recommended that Education Officers should ordinarily make contact with parents on an annual basis. Contact should be made in writing to the family to seek a meeting or requesting an updated report. The Education Officer must submit a report to the Child Protection Officer after such contact and copy this to the family stating whether the Education Officer has any concerns about the education provision. Where there are concerns about the efficiency or suitability of the education being provided for the child, more frequent contact may be required. Where concerns merit frequent contact the Education Officer should discuss these concerns with the child's parents, with a view to helping them to improve their provision in the best interests of the child. Throughout the process parents are encouraged to make contact with the authority for support and advice at any time.

4(a) Additional Support Needs Manager to confirm consent in writing to parents, outlining agreed monitoring procedures if:

- no evidence to refuse consent exists, and
- parents have provided some indication of their educational objectives and proposed resources.

West Lothian Council will not unreasonably withhold consent and all applications for consent require to be processed as quickly as possible.

- 4(b) If information exists casting doubt on whether an efficient education can be provided, or if the parent has failed to provide proposals on the proposed educational provision then Additional Support Needs Manager seeks to gather any relevant information that will assist in reaching a decision and refers the matter to the Additional Support Needs Manager.**

Additional Support Needs Manager to write to the parents indicating the reason for the delay in decision and a timescale in which a decision is likely to be reached.

On advice from the Additional Support Needs Manager, the Education Officer may be requested to seek from the parents any further information that they wish to provide explaining how they intend to provide an efficient education. At this point the Education Officer must give parents the opportunity to address any specific concerns that have arisen. An additional meeting between the Education Officer and the parents may be required, and if so, the child must also be given the opportunity to attend this meeting or express his or her views in some way.

As detailed above, following any meeting with parents, a report must be made by the Education Officer which sets out any recommendations that have been discussed and made, with the reasons for them. The Education Officer must copy the report to the parents, and where appropriate, the child. In exceptional cases, where there is a reasonable concern that a passage in the report might cause serious harm to the physical or mental health or condition of the applicants or a named third party, consideration should be given to withholding that part of it. Any decision about the communication or otherwise of information requires to comply with the data protection principles.

The Additional Support Needs Manager will write to the parents indicating the reasons for the delay in decision and a timescale in which a decision is likely to be reached.

The aim is to issue a decision within 6 weeks of the receipt of the original application. The majority of applications can and will be dealt with well within this timescale. In a small minority of cases, where information has to be sought from various sources, it may not be possible for a decision to be issued within 6 weeks. It is important that the Education Officer has regard to any problems a child is experiencing at school in these circumstances and liaise with the head teacher of the relevant school to implement strategies to minimise any distress or problems that may be occurring as a result of continued attendance at schools.

- 5 Additional Support Needs Manager to make decision based on information provided.**

The Additional Support Needs Manager will consider all information gathered with a view to the application for consent being processed as quickly as possible.

It is acknowledged that potential home educators come from all social, economic, racial and religious backgrounds, and that these factors do not bear upon West Lothian Council's decisions. It is also acknowledged that parents are not required to have any qualifications or training to home educate their children.

- 6(a) If consent is given, Additional Support Needs Manager to write to parents, outlining agreed monitoring procedures.**

6(b) If consent is withheld, Additional Support Needs Manager to notify parents in writing of decision.

The Additional Support Needs Manager will write to the parents setting out the reasons and grounds for refusal. This letter will also explain to parents that they have the opportunity, within a reasonably practicable period, to address the grounds for refusal and resubmit their request for consideration.

7 Appeals

There is no statutory right to appeal against a decision to withhold consent to withdraw a child from school. It is the case, however, that West Lothian Council will internally review decisions to withhold consent on request.

Parents may make use of the Mediation Service (Common Ground Mediation Tel: 0131 664 9324) and/or may also make a complaint about a decision via the Education Services Complaints Procedure by contacting the following:

Customer Services Manager
Education Services
West Lothian Civic Centre
Howden South Road
Livingston
01506 281255

D MOVEMENT BETWEEN LOCAL AUTHORITY AREAS

Some families may have lifestyles which mean they move or travel, sometimes seasonally, between Local Authority areas, sometimes for work or cultural reasons, for example Gypsy/Travellers. The procedure outlined in this document applies to these families.

Some travelling families have arrangements in place whereby children are on a school roll and attend for part of the year, using means other than home education to maintain continuity in learning while travelling. Only where children do not attend any school, and where the education is provided predominantly by the parents, should the arrangement be considered to be home education.

E FLEXI-SCHOOLING

On occasion requests are submitted to withdraw a child part-time from school or to request that a home educated child attends a local authority school on a part-time basis, eg for the child to attend school only on certain days, or for certain subjects. The feasibility of each request will be considered on its own merit, while taking into consideration that under Section 28 of the Education (Scotland) Act 1980 "so far as is compatible with the provision of suitable instruction and training and the avoidance of unreasonable public expenditure, pupils are to be educated in accordance with the wishes of their parents". West Lothian Council will make a decision based on whether it can support the particular arrangement requested within the following parameters:

1. Home educated young people can access courses at West Lothian Community High Schools when they are over the age of 16 subject to:-
 - i) The availability of places in the class, as determined by the school
 - ii) The attainment of any entry qualifications applying to the course, as determined by the school
 - iii) Fee arrangements in relation to SQA registration and exam entrance

2. Requests from parents/carers of home educated children and young people of school age (that is 5 or over but not yet 16) for access to West Lothian schools including Community High Schools will be considered on their own merit. For home educated children to have access to West Lothian schools they must register for the class. All applications for access to part-time home education and local authority provision will be determined by the Additional Support for Learning Team in consultation with the school.
3. In all cases, pupils enrolled at a West Lothian school will have priority for course provision over members of the community, including home educated children and young people.

F CHILDREN WITH ADDITIONAL SUPPORT FOR LEARNING NEEDS

The Right to Home Educate

A parent's right to home educate a child applies equally where that child has additional support needs. The fact that a child has additional support needs should not, in itself, be a reason to refuse an application for home education.

Additional considerations do, however, apply. It is reasonable for West Lothian Council to ask parents to indicate how they propose to cater for their child's additional support needs at home.

When considering an application for consent, or considering whether the education is suitable, taking account the age, ability and aptitude of the child, the Council will consider the environment in which a child with additional support needs is to be educated and its appropriateness for the individual child. With the agreement of the parents, the child's Educational Psychologist may be involved in assessing the proposed provision for a child with additional support needs.

There is no statutory responsibility on West Lothian Council to provide financial or other support for the education of children with additional support needs whose parents elect to home educate.

The law and children with additional support needs

The Education (Additional Support for Learning) (Scotland) Act came into force in November 2005. It replaced the system of assessment and recording of children and young people "special educational needs" with a new framework for additional support needs. This term applies to any child or young person who, for whatever reason requires additional support, to benefit from education. West Lothian Council is required to identify, meet and keep under review the additional support needs of all pupils for whose education they are responsible. Appropriate agencies such as Health and Social Policy also have duties placed on them to help Education Services when asked to do so.

While West Lothian Council is not responsible for the education of children or young people who are home educated, parents of home educated children have the right to ask the Council to find out whether or not their child has additional support needs, and to assess what level of support they might need. A young person also has similar rights. West Lothian Council can choose to agree with the request, and provide the necessary support, but it is under no legal duty to do so.

G CHILD PROTECTION

The welfare and protection of all children, both those who attend school and those who are educated by other means, is the paramount concern and is the responsibility of the whole community. As with school-educated children, child protection issues may arise in relation to home educated children. It should not be assumed that child protection issues are more likely to arise for children who are home educated. If any child protection concerns come to light in the course of engagement with children and families, these concerns should immediately be referred via West Lothian Council's established Child Protection Procedures.

APPENDIX ONE – RELEVANT LEGISLATION

Set out below is the legislation relevant to home education. It covers:

- the statutory nature of the issue of home education
- a child's right to an education
- the parent's responsibility for providing that education
- the need for consent to withdraw from school, and
- West Lothian Council's responsibility to satisfy itself that suitable and efficient education is being provided.

References are also made to case law and international law that are of relevance to home education.

The statutory nature of the issue of home education

Standards in Scotland's Schools Etc Act 2000 – Section 14

Guidance to education authorities as to home education: the Scottish Ministers may issue guidance as to the circumstances in which parents may choose to educate their children at home; and education authorities shall have regard to any such guidance.

In March 2004 the Scottish Executive published "Guidance on the Circumstances in which Parents may Choose to Educate Their Children at Home". Revised guidance was issued in 2007 following consultation with interested parties. This guidance is issued under Section 14 of the Standards in Scotland's Schools etc Act 2000. This means that West Lothian Council must have regard to the guidance.

A Child's right to an education

Standards in Scotland's Schools Etc Act 2000 – Sections 1 and 2

1. *It shall be the right of every child of school age to be provided with school education by, or by virtue of arrangements made, or entered into, by, an education authority.*

2. (1) *Where school education is provided to a child or young person by, or by virtue of arrangements made, or entered into, by, an education authority it shall be the duty of the authority to secure that the education is directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential.*

(2) *In carrying out their duty under this section, an education authority shall have due regard, so far as is reasonably practicable, to the views (if there is a wish to express them) of the child or young person in decisions that significantly affect that child or young person, taking account of the child/young person's age and maturity.*

Note - A child is defined as being of school age (i.e. education must be being provided) if he or she has attained the age of 5 years but has not yet attained the age of 16 years. However, the exact rules surrounding school starting and leaving dates are complex and are set out in sections 32 and 33 respectively of the Education (Scotland) Act 1980. For example, the rules surrounding leaving dates may mean that a child who has already attained the age of sixteen may still require consent to be withdrawn from school.

The parent's responsibility for providing that education

Education Scotland Act 1980 – Section 30

(1) It shall be the duty of the parent of every child of school age to provide efficient education for him suitable to his age, ability and aptitude either by causing him to attend a public school regularly or by other means.

(2) Section 1 of the Standards in Scotland's Schools etc. Act 2000 (right of child to be provided with school education by, or by virtue of arrangements made by, an education authority) is without prejudice to the choice afforded a parent by subsection 1 above.

Education Scotland Act 1980 – Section 135 (1)

The definition of a parent 'includes guardian and any person who is liable to maintain or has parental responsibilities (within the meaning of section 1(3) of the children (Scotland) Act 1995 in relation to, or has care of a child or young person.'

While most parents fulfil their responsibility to provide education by sending their children to school, others choose to provide home-based education. Home education is a right conditional upon the parent providing an efficient education suitable to the age, ability and aptitude of the child, and choosing this option does not in itself require permission.

Duties placed on West Lothian Council

Education Scotland Act 1980 – Section 28 (1)

In the exercise and performance of their powers and duties under this Act, the Secretary of State and education authorities shall have regard to the general principle that, so far as is compatible with the provision of suitable instruction and training and the avoidance of unreasonable public expenditure, pupils are to be educated in accordance with the wishes of their parents.

Education Scotland Act 1980 – Section 35

(1) Where a child of school age who has attended a public school on one or more occasions fails without reasonable excuse to attend regularly at the said school, then, unless the education authority have consented to the withdrawal of the child from the school (which consent shall not be unreasonably withheld), his parent shall be guilty of an offence against this section.

Education Scotland Act 1980 – Section 37 (1)

(1) Where a child of school age has not attended a public school in the area in which his parent is residing, or has attended such a school and has been withdrawn therefrom with the consent of, or excluded by, the education authority, then, if the authority are not satisfied that the parent is providing efficient education for him suitable to his age, ability and aptitude, it shall be the duty of the authority to serve a notice on the parent requiring him within such time as may be specified in the notice (not being less than seven or more than fourteen days from the service thereof) either -

(a) to appear (with or without the child) before the authority and give such information as the authority may require regarding the means, if any, he has adopted for providing education, or

(b) in the option of the parent, to give such information to the authority in writing.

Education Scotland Act 1980 – Section 37 (2)

If a parent on whom a notice has been served in pursuance of subsection (1) above fails to satisfy the authority that he is providing efficient education of the child suitable to his age, ability and aptitude or that there is a reasonable excuse for his failure to do so, the authority shall make an attendance order in respect of the child in accordance with the provisions of section 38 of this Act.

In all its educational responsibilities, West Lothian Council is required to have regard to the views of parents and the decisions that it makes in relation to their child's education. The Council is also required to seek to build relationships with parents and children that support parents in the choices that they make by offering advice, information and resources where feasible.

Section 35 and Section 37 of the Education (Scotland) Act 1980 are relevant in relation to home education. Section 35 stipulates that the consent of the authority is required for a child to be withdrawn from school. Section 37 requires an authority to take action where they are not satisfied that an efficient and suitable education is being provided.

Efficient and suitable education

There is no definition of efficient and suitable education in statute law, however, there are two examples of case law from England and Wales which may be of assistance in the interpretation of this:

Harrison & Harrison v Stevenson. Appeal 1981 Worcester Crown Court (unreported)

The Judge defined the outcomes of a suitable education as 1. To prepare the children for life in a modern civilised society; and 2. To enable them to achieve their full potential

R v Secretary of State for Education, ex parte Talmud Torah Machzikei Hadass School Trust. Judicial review 1985, The Times, 12 April 1985

Mr Justice Woolf said: 'Education is suitable if it primarily equips a child for life within the community of which he is a member, rather than the way of life in the wider country as a whole, as long as it does not foreclose the child's options in later years to adopt some other form of life if he wishes to do so

International Law

European Convention on Human Rights – Article 2 of Protocol 1

No person shall be denied the right to education. In the exercise of any functions which it assumes in relation to education and to teaching, the State shall respect the right of parents to ensure such education and teaching is in conformity with their own religious and philosophical convictions.

UN Convention on the rights of the Child – Article 12 ()*

Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

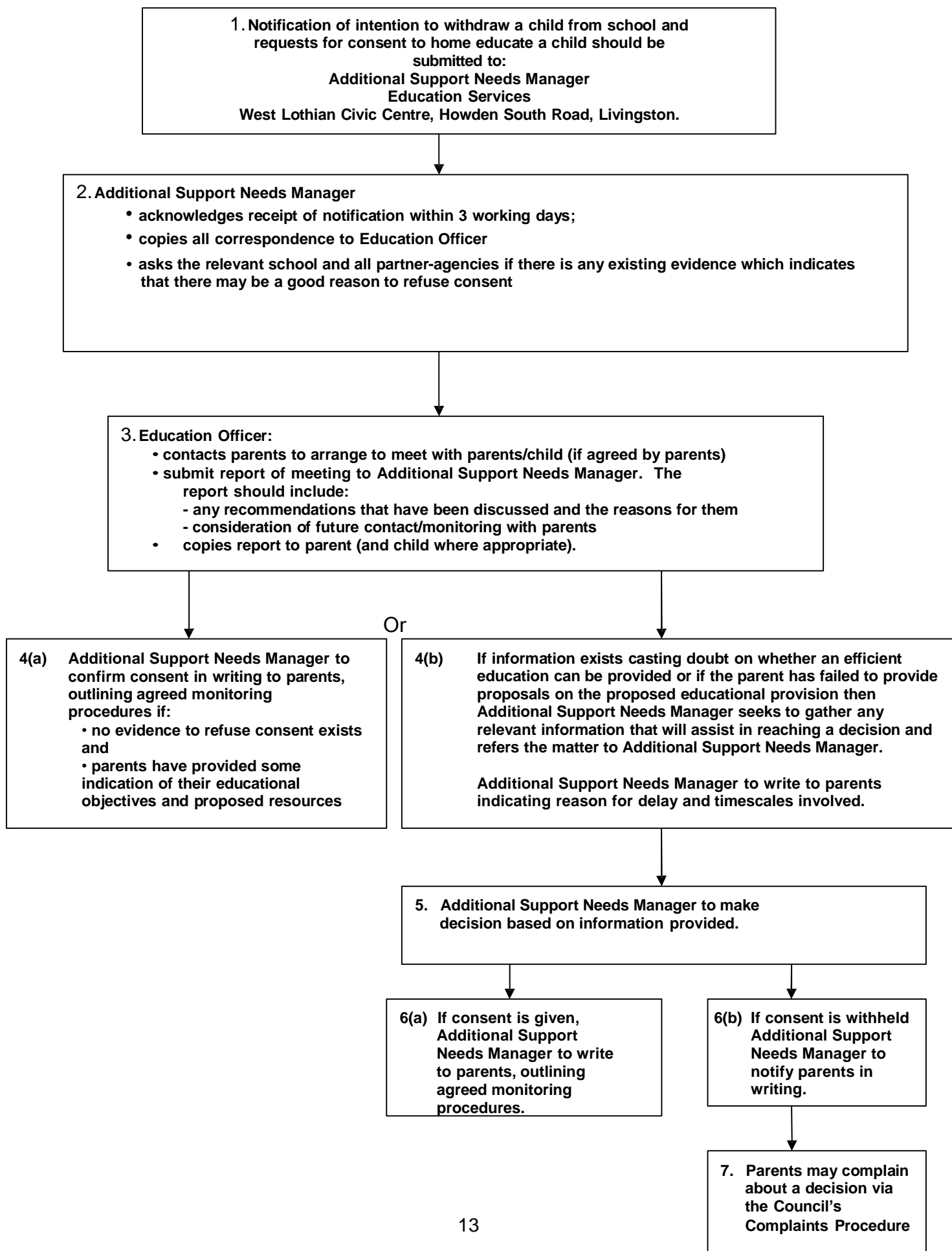
UN Convention on the Rights of the Child – Article 28

Parties recognise the right of the child to education.

International law gives children a right to education. This right is enshrined in Scots law in Sections 1 and 2 of the Standards in Scotland's Schools etc act 2000 and qualified by Section 30 (2) of the Education Scotland Act 1980.

**The UNCRC has not been directly incorporated into Scots law and its provisions are not directly enforceable. It can, however, be used as an interpretative tool by the courts where a provision in Scots law is ambiguous. The Convention is indicative of international standards and it is the policy of the Scottish Government to reflect the provisions of the Convention wherever possible in the development of policy and legislation.*

APPENDIX TWO – PROCEDURE FLOW DIAGRAM



APPENDIX THREE (I) – PRO FORMA ACKNOWLEDGEMENT LETTER TO PARENTS

Ref:

date

name and address

Dear

HOME EDUCATION – INITIAL EDUCATION PROPOSAL

I acknowledge receipt of your letter dated **xxxxx** requesting consent to withdraw your **son/daughter, name**, from **school** with a view to home educating **him/her**.

Home educating children is a right of parents which is conditional upon parents providing an efficient education suitable to the age, ability and aptitude of the child. To this end, I would ask that you provide, in the first instance, an outline of your proposal to home educate **name** in relation to **his/her** age, ability and aptitude. I have enclosed a proforma which you may wish to use to detail this information. I can also arrange for an Education Officer to provide advice and support on how to outline your proposal. Please let me know if you wish me to do so.

I have enclosed information outlining the steps that will be taken in order for the council to make a decision with regard to your request. If you have any questions about this please feel free to contact Alison Raeburn, Additional Support Needs Manager on telephone Number 01506 282 634.

Once you have submitted your proposal, Education Officers will offer to meet with you and **name** to discuss this in more detail. As part of this meeting there will be discussion around what future contact there will be between yourself and West Lothian Council. In the meantime, I shall be contacting West Lothian Council's multi-agency partners to request supporting/background information to inform the decision.

West Lothian Council will not unreasonably withhold consent and all applications for consent will be processed as quickly as possible.

Pending formal consent from the council to withdraw **name** from **school**, the expectation is that **name** continues to attend school.


I look forward to receiving your proposal outline.

Yours sincerely

Additional Support
Needs Manager

DATA LABEL: PROTECT: PRIVATE/CONFIDENTIAL

APPENDIX THREE (II) – PRO FORMA – PARENTS INITIAL EDUCATION PROPOSAL

 <p>West Lothian Council Education Services</p>	<p>PARENTS' INITIAL EDUCATION PROPOSAL</p>
<p>You may wish to use some or all of the sections of this proforma to assist you in giving detail of your initial proposals for home education. Other ways by which you can give or expand on this information include:</p> <ul style="list-style-type: none">• Invite an Education Officer to meet with you in your home, with or without your child present e.g. The Education Officer will help you to describe your plans.• Request a meeting at your child's school, which the Education Officer would attend. You may also request that any other relevant professionals working with your child attend this meeting. <p>SECTION A - PERSONAL DETAILS</p> <p>Name of Child: _____ DOB _____</p> <p>Address: _____ _____</p> <p>School attended (if applicable) _____</p>	

DATA LABEL: PROTECT: PRIVATE/CONFIDENTIAL

SECTION B - OBJECTIVES

- You may wish to outline general objectives, which you have in mind.
- These may give details of your short and longer term goals.

SECTION C - CHILD'S CURRENT APTITUDE AND ABILITY

- Please give details of your child's current aptitude and ability.
- This may be based on up-to-date information from school, your parental knowledge, or information from others who 'teach' your child.
- In particular, please give detail of any special educational needs, which you or others perceive to be relevant.

SECTION C - EDUCATIONAL PROGRAMME

- Please detail how you will provide for your child's needs in the following areas:
 - 1 Intellectual
 - 2 Social
 - 3 Emotional
 - 4 Imaginative
 - 5 Physical
- You may wish to explain how you will facilitate and support learning within specific subjects.
- You may wish to describe a style and approach specific to your philosophy or child's needs.

Questions to think about when designing the programme:

- Does the programme provide breadth and balance to your child's learning experience?
- Will this breadth and balance be achieved within a regular structured timeframe or more "flexible approach"?
- How do you intend to assess/monitor your child's progress?

SECTION D - RESOURCE PROVISION

Please give details of any core resources which you have purchased and also detail what use will be made of existing resources and space both within and outwith the home.

Thank you for the information you have provided

APPENDIX 4 – EFFICIENT AND SUITABLE EDUCATION

What is considered 'Efficient' and 'Suitable' education/the Procedure to be followed when it is considered that Efficient and Suitable education is not being provided/Monitoring the provision.

The approach home educating parents take to assessing their child's progress is likely to be dictated by their own philosophy or views, and in many cases, the absence of formal assessment may be a feature of the education provision. Progress, over the long-term, may take a variety of forms.

The education authority West Lothian Council will assume that efficient educational provision is taking place, which is suitable for the child, unless there is evidence to the contrary. If there is reason to believe that an efficient education is not being provided, then there is a duty on the Council to intervene. This duty applies equally in relation to all children, regardless of whether or not they have previously attended a West Lothian school.

Education (Scotland) Act 1980 Section 37(1)

(i) Where a child of school age has not attended a public school in the area in which his parent is residing, or has attended such a school and has been withdrawn therefrom with the consent of, or excluded by, the education authority, then, if the authority are not satisfied that the parent is providing efficient education for him suitable to his age, ability and aptitude, it shall be the duty of the authority to serve a notice on the parent requiring him within such time as may be specified in the notice (not being less than seven or more than fourteen days from the service thereof) either –

(a) to appear (with or without the child) before the authority and give such information as the authority may require regarding the means, if any, he has adopted for providing education, or

(b) in the option of the parent, to give such information to the authority in writing.

Education (Scotland) Act 1980 Section 37(2)

If a parent on whom a notice has been served in pursuance of subsection (1) above fails to satisfy the authority that he is providing efficient education for the child suitable to his age, ability and aptitude or that there is a reasonable excuse for his failure to do so, the authority shall make an attendance order in respect of the child in accordance with the provisions of section 38 of this Act.

If, from whatever sources, West Lothian Council becomes aware of concerns about the home education of any child, this should be reported to the Additional Support Needs Manager who will gather the necessary information in order for the Senior Education Development Manager to form a view on whether the parents are providing an efficient education suitable to the age, ability and aptitude of the child. This will include requesting the relevant Education Officer to give consideration to the following characteristics:

Suggested characteristics of 'efficient' and 'suitable' education

It is reasonable to expect the provision to include:

- Consistent involvement of parents or other significant carers – it is expected that parents or significant carers would play a significant role, although not necessarily constantly or actively involved in providing education.

- Presence of a philosophy or ethos (not necessarily a recognised philosophy) – it is expected that the parents have thought through their reasons, showing signs of commitment and enthusiasm, and recognition of the child's needs.
- Opportunities for the child to be stimulated by their learning experiences.
- Involvement in activities – a broad spectrum of activities to cater for wide varieties of interests appropriate to the child's stage of development.
- Access to resources/materials required to meet the objectives of the parents – such as paper and pens, books and libraries, arts and crafts materials, physical activity, ICT and the opportunity to interact with peers and with other adults.

If, on considering the educational provision, one or more of the characteristics listed above appear to be lacking, the Council may choose to further investigate whether or not an efficient education is being provided. The Education Officer will be called upon to discuss these concerns with the parents and, if appropriate, clearly articulate their concerns in writing. If this investigation concludes that efficient education is not being provided, and the parents, having been given an opportunity to improve their provision, have not done so, West Lothian Council will activate the formal attendance procedure in accordance with the Section 37 provisions of the 1980 Act.

Contact/Monitoring

There is no statutory duty on West Lothian Council to investigate actively (ie monitor) ongoing home education provision. However, Section 37(2) of the Education (Scotland) Act 1980 and Scottish Government Guidance make clear that if the local authority has reason to believe that an efficient education is not being provided for a home educated child, they have a duty to intervene. This duty applies equally in relation to all children, regardless of whether or not they have previously attended a local authority school in the area. The law does not, however, specify how, and to what extent the Council should actively seek the information that will inform it on whether home educating parent's educational provision is suitable and efficient.

In West Lothian Council, Education Officers will make contact with those families known to be home educating on an annual basis.

Contact should be made in writing initially to the family, seeking a meeting or requesting an updated report. The primary purpose of the contact is to satisfy the Council that suitable and efficient education is being provided. The Education Officer will not be prescriptive about the format in which information is submitted, the important factor is whether the information can demonstrate that suitable and efficient education is being provided.

Throughout the process parents are encouraged to make contact with the authority for support and advice at any time.

Following the contact, the Education Officer will submit a report to the Home Education Officer who will write to the family letting them know the outcome, ie whether or not the educational provision was seen to be suitable and efficient. If there was no problem with the educational provision, the Education Officer will not make contact with the family for another year. Where there are concerns about the efficiency or suitability of the education being provided, the Home Education Officer will write to parents to clarify the exact nature of these concerns.

Access to the child at home

It is important to acknowledge that learning takes place in a wide variety of environments and not simply in the home. Where the education is taking place in the home, it may be thought desirable for the Education Officer to have the opportunity to

see the child in that learning environment, to enable them to see the provision at first hand, and thus make a recommendation on whether suitable and efficient education is being provided. West Lothian Council does not, however, have a right of access to the home and the child. Trusting relationships may need time to develop before a parent is willing to invite an officer to visit. Where a parent elects not to allow access to their home or their child, this does not in itself constitute a ground for concern about the education provision.

Although it is recognised that the learning environment can have a bearing on the effectiveness of learning, Education Officers should offer to discuss and evaluate the parents' educational provision by alternative means. Parents might prefer, for example, to write a report, provide samples of work, either in hard copy or electronically, or provide evidence in some other appropriate form.

Exceptional circumstances

Where West Lothian Council has concerns about the education provision which are not allayed by the presentation of written or alternative forms of evidence, and ongoing dialogue, and the only way the authority can clarify whether suitable and efficient education is being provided is to seek access to the home environment, then it may request to do so. However, there must be demonstrable grounds for concern and the Education Officer must outline those grounds to the parent when requesting access to the home. If, in these circumstances, the parent refuses to allow access to the home, the authority might reasonably conclude that they have insufficient information to satisfy themselves as to the efficiency and suitability of education provision, and serve a notice on the parent under Section 37 of the 1980 Act.

The welfare and protection of all children, both those who attend school and those who are educated by other means, is a paramount concern. It is no more likely that child protection issues will arise in relation to home educated children than school educated children. However, if such concerns do arise, they should be referred to the appropriate authorities.

Making an attendance order

A parent's wish to home educate a child should be respected and, where possible, effort should be made to resolve issues about provision by a process of ongoing dialogue before Section 37 is invoked. Only in extreme cases should notice be served, ie where:

- The education is clearly not efficient and suited to the age, ability and aptitude of the child, and this situation is unlikely to be resolved by further ongoing dialogue, or
- West Lothian Council has made every effort to secure the information required to enable it to satisfy itself that the education is efficient and suited to the age, ability and aptitude of the child, and that information has not been provided by the parent.

Under Section 37, notice will allow between seven and fourteen days for the parent to provide the Council with whatever information they require to satisfy themselves about the suitability of the education. The parent may choose to do this by meeting with the Education Officer in person, or by supplying the information in writing.

West Lothian Council will make an attendance order where the parent, on whom notice has been served, fails to satisfy the Council that efficient education is being provided, suitable to the age, ability and aptitude of the child, or that there is reasonable excuse for his or her failure to do so.

Once an attendance order has been served, the parent has two weeks to appeal to the sheriff, who may confirm, change, or annul it.



West Lothian
Council
Education Services



HOME EDUCATION - A GUIDE FOR PARENTS

Data Label: Public

HOME EDUCATION

WEST LOTHIAN COUNCIL'S GUIDE FOR PARENTS

INTRODUCTION

Every child has a right to an education, and it is the duty of the parent of every school age child to provide that education, either by sending the child to school, or by other means.

The purpose of this guidance is to provide advice to parents, who are thinking about home educating their children. For more information, you can contact one of the organisations listed at the back of this booklet.

Parents choose to home educate their children for many different reasons. Parents do not have to give a reason for choosing home education however, it may be helpful to the council to know if the reason is dissatisfaction with the school, or problems, such as bullying, being faced by the child at school.

Under Section 35 of the Education (Scotland) Act 1980, parents of a child who has been attending a local authority school must seek the council's consent before withdrawing their child from that school, and the council must not unreasonably withhold consent.

Consent is not needed if

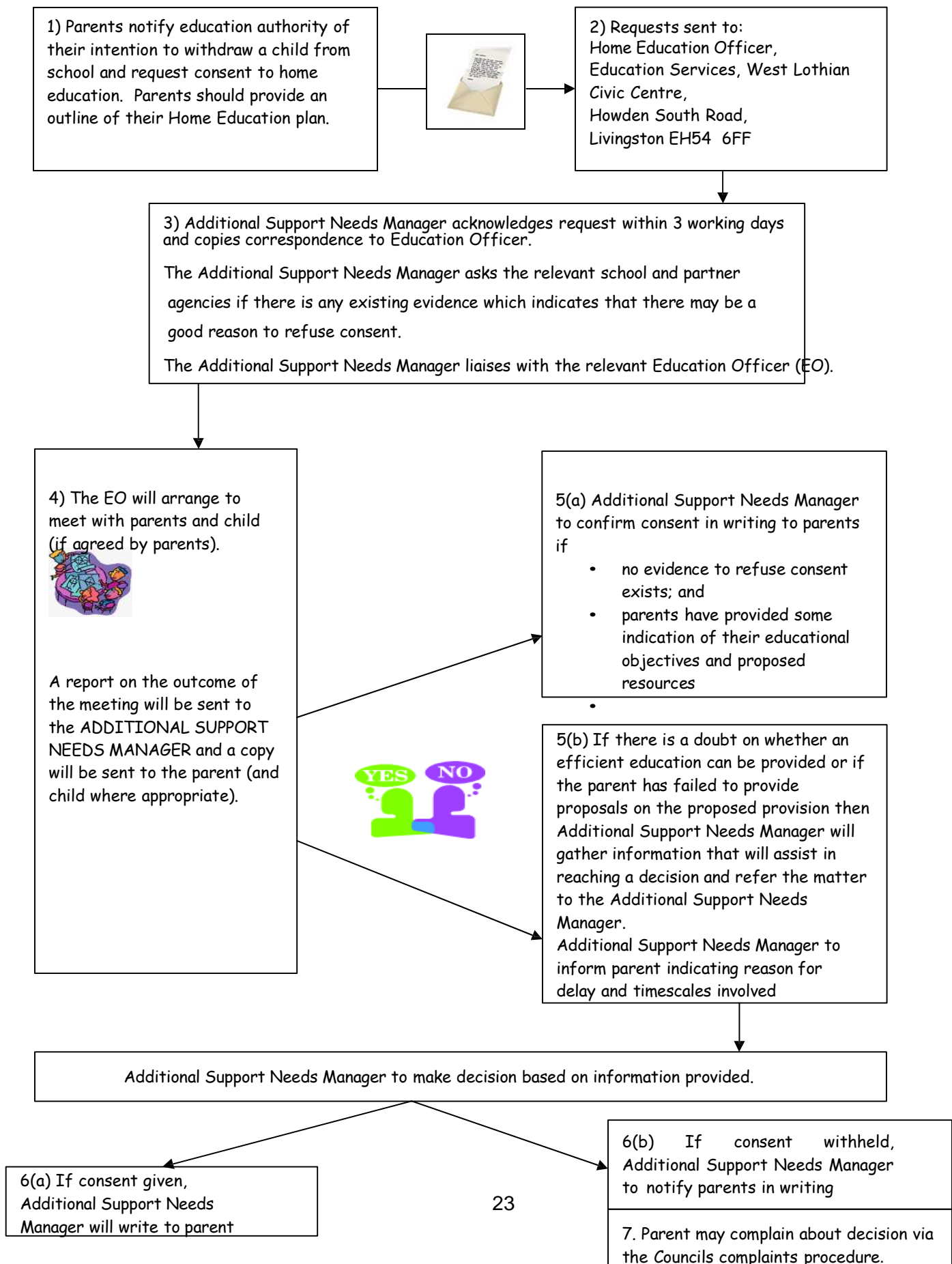
- The child has never attended a local authority school.
- The child has never attended a local authority school in that authority's area.
- The child is being withdrawn from an independent school.
- The child has finished primary education in one school but has not started secondary education in another.
- The school the child has been attending has closed.

Although there is no statutory duty upon parents to inform the local authority that they are home educating if they do not require consent, West Lothian Council would prefer home educators in their area, or moving into their area, to contact them.

PROCESS

WITHDRAWING A CHILD FROM SCHOOL

FLOWCHART FOR PARENTS



Suggested good practice for parents:

- Establish whether consent is needed.
- If consent is needed, write to the council to request their consent:
 - as early as possible and, where reasonably practical, well in advance of the date you wish to withdraw your child from school
 - include initial proposals as to how you intend to provide an efficient and suitable education for your child
 - you are not required to indicate the reasons for your decision, but may choose to do so.

The aim of the council is to issue a decision within 6 weeks of the receipt of the original application.

Practical support and resources

Some of the ways in which West Lothian Council may be able to support home educating families include:

- Providing general advice.
- Allowing access to school resources where feasible.
- Allowing access to examination centres where feasible.
- Facilitating access to any discounted rates for educational materials.
- Providing access to council owned community and sports facilities on the same basis as for school children.
- Informing home educating families of any projects or programmes which might reasonably be accessed by home educated children.

The council has no statutory obligation to provide financial or other support for the education of children with additional support needs whose parents elect to home educate.

Appeals by parents

There is no statutory right to appeal against the council's decision to withhold consent to withdraw a child from school. However, all decisions are reviewed internally by the council on request. Decisions made by authorities under their statutory powers are also generally subject to external review by the Court of Session through the judicial review process.

The council operates a complaints procedure which is available to you should you wish to make a complaint. Complaints should be addressed to West Lothian Council, Customer Care, Civic Centre, Howden South Road, Livingston EH54 6FF. Parents may also choose to pursue the matter with the Scottish Public Services Commissioner (Ombudsman). There is also a mediation service available through Common Ground Mediation, PO Box 28094, Edinburgh EH16 6WH.

USEFUL INFORMATION

Education Maintenance Allowances (EMAs)

Home educated children are eligible for EMAs, subject to the same criteria as set out for school educated children. EMAs are available to eligible young people who are undertaking full-time non-advanced level study by home education. The EMA programme is administered by the council and applications should be made to it. Students applying for an EMA as a home educated student must have a history of home education prior to reaching their official school leaving date. The Scottish Government publish updated guidance annually in March. Parents should refer to the latest guidance for more details.

Examinations for home educated children

There is no legal requirement for children to sit a particular set of examinations. If parents want a child to take a particular qualification, they should investigate thoroughly whether, and how easily, their child will be able to access examination and assessment arrangements. Parents may wish to investigate alternative options, which may be better suited to home education. The council is not required to meet any costs associated with home educated candidates taking examinations or other qualifications. The council, where circumstances allow, will take a reasonable approach and make available any resources or support and give information about alternative qualifications and the arrangements needed for children to take them, where applicable.

Child Protection

Parents may choose to employ other people to educate their child, though they themselves will continue to be responsible for the education provided. They will also be responsible for ensuring that those they engage are suitable persons to have access to children. They will therefore wish to satisfy themselves, for example, by taking up appropriate references, or requesting that a Disclosure check is carried out. Further information about Disclosure checks is available from Disclosure Scotland (contact details at end of guidance).

Children with additional support needs

A parent's right to home educate a child applies equally where that child has additional support needs. The fact that a child has additional support needs is not, in itself, a reason to refuse consent to withdraw a child from school. Additional considerations do, however, apply.

When considering a request for consent, or considering whether the education is suitable, taking account the age, ability and aptitude of the child, the council may need to consider the environment in which a child with additional support needs is to be educated and its appropriateness for the individual child. With the agreement of the parents, an educational psychologist might be involved in assessing the proposed provision for a child with additional support needs.

Useful links/contacts

Scottish Government Website

Home Education Guidance

Website: www.scotland.gov.uk/Publications/2007/12/17133313/0

West Lothian Council

Education Services

Contact:

West Lothian Civic Centre

Howden South Road

Livingston EH54 6FF

Tel: 01506 282041

Website: www.westlothian.gov.uk/social_health/861/874/876

Home Education Organisations - Scotland

Schoolhouse Home Education Association

Contact:

Schoolhouse Home Education Association

c/o Eighteen And Under

Room 10

1 Victoria Road

Dundee

DD1 1EL

01307 463120

Email: info@schoolhouse.org.uk

Website: www.schoolhouse.org.uk

North of Scotland Home Educators

Contact:

Email: norscothe@hotmail.co.uk

Home Education Organisations - UK wide

Education Otherwise

Contact:

PO Box 3761

Swindon SN2 9GT

Tel: 0845 478 6345

Email: eoemailhelpline@education-otherwise.org

Website: www.education-otherwise.org

Home Education Advisory Service

Contact:

PO Box 98,
Welwyn Garden City,
Herts
AL8 6AN

Tel: 01707 371 854

Email: enquiries@heas.org.uk

Website: www.heas.org.uk

Home education organisations also have local branches affiliated to them. Further information available from the individual organisations.

Disclosure Scotland

Contact:

Disclosure Scotland,
PO Box 250,
Glasgow G51 1YU

Tel: 0870 609 6006 Fax: 0870 609 6996

Email: info@disclosurescotland.co.uk

Website: www.disclosurescotland.co.uk

Learning and Teaching Scotland

The national body in Scotland providing advice and support for all matters on the curriculum, and providing a wide range of online services and resources.

Contact:

The Optima,
58 Robertson Street,
Glasgow G2 8DU

Tel: 0141 282 5000

Fax: 0141 282 5050

Email: enquiries@ltscotland.org.uk

Website: www.ltscotland.org.uk

Scottish Government Education Directorate

Contact:

Educational Options Team,
Victoria Quay,
Edinburgh EH6 6QQ

Tel: 0131 556 8400

Email: ceu@scotland.gsi.gov.uk

Website: www.scotland.gov.uk

The Scottish Qualifications Authority (SQA)

The national body in Scotland responsible for the development, accreditation, assessment, and certification of qualifications other than degrees.

Contact:

The Optima,

58 Robertson Street,

Glasgow G2 8DQ

Telephone Helpdesk: 0845 279 1000

Email: Customer@sqa.org.uk

Website: www.sqa.org.uk

Common Ground Mediation

A Voluntary Organisation which supports parents of children with additional support needs.

Contact:

PO Box 28094

Edinburgh

EH16 6WH

Telephone: 0131 664 9324 or 07760 486 465

email: info@commongroundmediation.co.uk

Website: www.commongroundmediation.co.uk

Appendix 3

Practice in Other Local Authorities

Local Authority	Guidance in Relation to Flexible Access to Authority School Courses or Classes by Children Educated at Home.
Argyle and Bute	No mention of flexible access to Authority school courses or classes by children educated at home.
Dumfries and Galloway	The feasibility of each request for 'Flexi-schooling' in terms of paragraph 3.6 of the Scottish Government Guidance will be considered on its own merits. Arrangements will be negotiated between the parents and the school and must be manageable for the school.
East Ayrshire	No mention of flexible access to Authority school courses or classes by children educated at home. The policy states that 'Education Authorities are not legally obliged to provide any resources for home education. They may however wish to provide advice or access to resources.'
East Dumbartonshire	<p>The policy states that East Dumbartonshire Council is happy to provide advice on a curriculum similar to that offered in schools.</p> <p>The Council may, at times and dependent on local availability, offer flexibility including:-</p> <ul style="list-style-type: none"> • Providing general advice • Allowing access to learning centre resources • Allowing access to school resources where feasible • Allowing access to examination centres where feasible • Facilitating access to any discounted rates for educational materials • Providing access to local authority owned community and sports facilities on the same basis as for school children
East Renfrewshire	Responsibility for equipment and other costs lies with the parent. East Renfrewshire Council would be prepared to loan specific equipment to support home learning and offer reduced entry costs to sports facilities if appropriate. Any child or young person accessing school courses or classes on a less than full time basis would continue to be enrolled in the school. This arrangement requires the permission of a Head of Service.

Edinburgh	<p>‘The education authority will aim to adopt a reasonable and flexible approach to the provision of resources where possible. However it should be noted that the authority is not legally obliged to provide any resources for home educated children.</p> <p>Some of the ways in which the education authority might support home educating families include:</p> <ul style="list-style-type: none"> • Providing general advice • Accessing learning centre resources • Providing information on educational materials • Accessing local authority owned community and sports facilities on the same basis as for school children • Guidance for families who apply for Education Maintenance Allowance.’
Glasgow	No mention of flexible access to Authority school courses or classes by children educated at home.
Midlothian	No mention of flexible access to Authority school courses or classes by children educated at home. ‘Parents are responsible for providing any books, equipment and materials needed to educate a child at home. The Education and Children’s Services Division will provide information and advice to any parent...’
North Ayrshire	No mention of flexible access to Authority school courses or classes by children educated at home in policy. Current practice is that children or young people educated at home would not be involved with Local Authority Schools unless there were very exceptional circumstances.

Orkney	<p>‘Although there are no legal obligations to provide any resources for home educated children. However, the education authority will adopt a reasonable and flexible approach in this respect, particularly where there are minimal resource implications.</p> <p>In addition to providing general support and advice, the approach taken may include:</p> <ul style="list-style-type: none"> • Allowing planned access to centrally held resources • Allowing access to school resources where feasible • Facilitating access to any discounted rates for educational materials • Providing access to local community and sports facilities or arts events on the same basis as school children • Providing some access to school-based extra-curricular activities. <p>Orkney Council also supports children who are educated at home because of the location of their home and extreme remoteness from the nearest educational establishment, including part-time attendance with enhanced support.</p>
Renfrewshire	<p>No mention of flexible access to Authority school courses or classes by children educated at home in policy. Current practice is that access to authority school courses and classes is not offered.</p>
Shetland	<p>Current practice is that access to authority school courses and classes is not offered. A home-link teacher works with individual families of children whose parents decide to home educate based on individual circumstances. Opportunities for home educating families and children to meet up are provided, as is access to some events such as Science Festivals that take place out with schools.</p>
South Lanarkshire	<p>No mention of flexible access to Authority school courses or classes by children educated at home in policy. A very small number of children have combined home education and school. These cases were dealt with on their individual merits.</p>

West Dumbarton	<p>‘Education authorities are not legally obliged to provide any financial support or resources for home educated children but it will be the role of the named education authority officer to provide the family with information on the available local authority resources and other programmes or organisations that may be able to provide support.</p> <p>The support generally available to home educating families will include:-</p> <ul style="list-style-type: none"> • General advice on curriculum issues, resources and assessment • Access to learning and teaching resources where appropriate • Access to some school resources where appropriate • Access to local sports development initiatives on the same basis as school children. • Links with other home educating parents in the local area.’
West Lothian	<p>‘Some of the ways in which West Lothian Council may be able to support home educating families include:</p> <ul style="list-style-type: none"> • Providing general advice • Allowing access to school resources where feasible • Allowing access to examination centre where feasible • Facilitating access to any discounted rates for educational materials • Providing access to council owned community and sports facilities on the same basis as for school children • Informing home educating families of any projects or programmes which might reasonably be accessed by home educating children.”

Appendix 4

Comments from Parents A

Comment	Response
<p>PAGE2, A. INTRODUCTION</p> <p>The wording of the first bullet point should be revised to provide accurate information in accordance with the Guidance on Home Education “The consent of the Education Authority is required for a child to be withdrawn from a WLC council school which she/he has attended on one occasion or more.”</p>	<p>This section refers to Appendix 1 which gives a full quotation from the Education (Scotland) Act 1980 for the avoidance of doubt.</p>
<p>B. WHO NEEDS CONSENT?</p> <p>This is a, misleading title, as parents are never required to seek the council’s consent to home educate per se. The duty in law to provide compulsory education is exclusively parental. It should read: “Parents are not obliged to notify the council of their decision to home educate if the following circumstances apply:”</p> <p>Neither consent nor notification is mandatory in the last two examples cited, so “should notify” needs to be removed, but the council might reasonably suggest that it would be “helpful” for parents to notify them of the fact that they do not require a school place.</p>	<p>This section is consistent with the language used in Paragraph 3.2 of the Scottish Government Guidance.</p> <p>The reference to notification is consistent with Paragraph 3.2 of the Scottish Government Guidance and appropriate to allow the Council to satisfy itself that the parent is providing and efficient education, a duty imposed on the Council by Section 37 (1) of the Education (Scotland) Act 1980.</p>
<p>PAGE 3</p> <p>First sentence: The council has no power to compel a child to express his/her views, but should allow the opportunity where expressed voluntarily by the child, who need not engage with any council employee. In the interests of balance, the council should also provide an opportunity for every school pupil to express a view on his/her education, but should make it clear that, in law, the final decision is made by parents. Given that a schooling parent would in no circumstances be expected to accede to their child’s wish to be home educated parents who choose to provide a suitable and efficient education “by other means” are equally fulfilling their legal duty.</p>	<p>The Council’s policy is to give the child the opportunity to express any views in every case. The word ‘must’ refers, therefore, to Council staff and not the child.</p> <p>The Council has a wide range of methods of engaging with pupils including the Pupil Voice policy, focus groups with senior staff and annual surveys.</p>

<p>C. PROCEDURE FOR DEALING WITH A REQUEST...</p> <p>Trusting relationships are unlikely to be established or maintained if WLC persist in using a child protection officer to engage with home educating parents. This has previously been described by parents as “grossly offensive”, and the council should seriously consider re-naming the role as something more acceptable, e.g. elective home education liaison officer, in the interests of building good relationships. Section (and all such similar references) should be re-worded in the spirit of the above, e.g. “...requests for consent for withdrawal should be submitted to the elective home education liaison officer.” “</p>	<p>The Council agrees that the use of the job title ‘Child Protection Officer’ in the policy could give the impression that home education was seen as a child protection issue. This is not the case, and was intended to provide clarity of the job title of the person undertaking specific functions in relation to the policy, along with the other duties undertaken by this post holder.</p> <p>In order to avoid confusion and offence, this job title has been removed.</p>
<p>PAGE4</p> <p>First paragraph: Please make it clearer that parents need not use the council’s pro forma, and may provide an outline of their proposed provision by alternative means.</p>	<p>The policy does make clear that the proforma is available to help them make initial proposals.</p>
<p>Bullet point 3, 1 paragraph: “asks the relevant school and partner-agencies if there is any existing evidence”. This data processing activity is likely to be in breach of the Data Protection Act, if informed consent from the data subjects has not been lawfully obtained. Where the child protection threshold is met, concerns would already be recorded or shared, with or without consent. ‘Fishing expeditions’ however, where the tests of “necessary” and “proportionate” have not been met, have been ruled unlawful under Article 8 of the European Convention on Human Rights (ECHR), and the Data Protection Act (DPA), both of which apply across the UK (ref. Judge Thornton’s ruling in the Haringey case). Informed consent must be obtained for the processing of all personal data in all other circumstances and should not be presumed. Exercising a lawful educational choice does not constitute a child protection concern, and a robust consent process should be initiated to ensure council compliance. It is contended that, even with a consent process in place, relationships are likely to be compromised by such a disproportionate response to parents who are exercising an entirely lawful educational choice.</p>	<p>The Council has put in place Data Sharing Protocols to ensure legislative compliance. Specific legal guidance shall be sought, however, out with the scope of this policy review on the data sharing arrangements outlined.</p> <p>The focus of the data sharing outlined is to provide evidence to support Council decision making, and the exercise of the Council’s statutory duties, rather than solely on child protection.</p>

<p>Acknowledgment letter bullet points:- The inference that a meeting between council officers and parents/child(ren) is mandatory should be removed in order to make the lack of obligation clear. No arrangements for any meeting should be made without the prior written agreement of parents. Information about the (proposed) home education provision may be submitted in writing or by any other means deemed appropriate by parents.</p>	<p>Compulsion to arrange a meeting is not inferred by the policy which makes it clear that a meeting will only take place if agreed by parents.</p>
<p>PAGE 5 3. The Education Officer This section requires significant review. A meeting is being assumed where this may not always (or ever) be the case if parents are fully informed. The Education Officer should form a view on the basis of the outline of home education provision submitted by parents, and process consent immediately where it demonstrates that it satisfies the characteristics of a suitable education. There is no need to process further personal data by sharing it with a child protection officer who has no remit within education unless a child is deemed “at risk of significant harm”.</p>	<p>Compulsion to arrange a meeting is not inferred by the policy which makes it clear that a meeting will only take place if agreed by parents.</p> <p>The policy is consistent with Section 3.3 of the Scottish Government Guidance.</p>
<p>A meeting is again being assumed in the paragraph which notifies parents that two council officers will be (future, not conditional tense) in attendance. Surely this is a poor use of public funds when the council’s role is limited to forming a view of the provision submitted and seeking clarification on any specific questions.</p>	<p>Compulsion to arrange a meeting is not inferred by the policy which makes it clear that a meeting will only take place if agreed by parents.</p> <p>The Council considers it appropriate for two officers to attend a wide variety of meetings as standard practice, for example to ensure personal safety, to allow note taking etc.</p>
<p>N.B. In the spirit of ‘partnership’, and as a matter of good practice, it would be useful here to include a short resume of the council officers’ qualifications, training and experience in elective home education, which rarely bears any resemblance to schooling and therefore demands a higher level of knowledge and experience on the part of officers undertaking such a role Note that this would be in keeping with the spirit of the Guidance on Home Education Section 5.1 which states: Local authorities should provide parents who are, or who are considering, home educating with a named contact within the authority who is familiar with home education policy and practice and has an understanding of a range of educational philosophies.</p>	<p>As the staff undertaking the roles outlined in this policy will have a variety of qualifications, backgrounds and length and range of experience, and will change over time, the Council does not consider it appropriate to include this information.</p>

Paragraph beginning “Following any meeting with parents...” is unduly convoluted and poorly constructed. The data protection principles referred to in this document apply to every instance of data processing, and parents should be informed of their right to appeal any decision to withhold all or part of a report on them, and their child(ren), to the Information Commissioner.	The right to refer matters to the Information Commissioner exists in law and is not included, as a matter of course, in West Lothian Council policy.
Paragraph beginning “the frequency with which...” should make clear under which circumstances some parents may be treated differently from others in terms of frequency of contact with the council, so that they can satisfy themselves that their rights under equalities legislation are being properly upheld.	<p>The policy states (P6) that “It is acknowledged that potential home educators come from all social, economic, racial and religious backgrounds, and that these factors do not bear upon West Lothian Council’s decisions.”</p> <p>The policy will be applied in a manner consistent with the Council’s equality duties.</p>
“...outlining agreed monitoring procedures if:” The council has no duty or right to monitor elective home education on a routine basis, which is made clear in statutory guidance, and reference to monitoring should be removed in order to make this clear. The duty to provide education rests with the parents, not the council, whose remit following the withdrawal of a child from a council school is limited to seeking updates of ongoing provision at reasonable intervals.	The Council had a duty under Section 37 (1) of the Education (Scotland) Act 1980 to satisfy itself that the parent is providing and efficient education. Legislation does not specify how the Council will discharge this duty. The West Lothian Council Policy is consistent with Paragraphs 4.1 and 4.2 of the Scottish Government Guidance.
PAGE 6 5. ‘Why so many hoops? One report by the education officer to the education officer’s line manager with the relevant decision making authority should be sufficient, given public sector resource constraints.	The process envisaged is that one officer of the education service will report to their line manager in order to reach a decision, as suggested.
PAGE 8 3. “In all cases, pupils enrolled at a West Lothian School.” Prioritising a council school pupil over a child or young person who is home educated in terms of course access might be seen to amount to unlawful discrimination, most especially if the young person is a member of a group with protected characteristics under equalities legislation and/or who may have previously been educated out with school due to a disability or other protected characteristic.	<p>The duties of the Council in relation to children with additional support for learning needs including disability are covered by separate legislation and policy.</p> <p>The duties of the Council in relation to protected characteristics are set out in legislation, and the Council will follow and apply these duties. It is unclear how possession of a protected characteristics including Sex, Race, Religion or belief, Pregnancy and maternity, Marriage and civil partnership, Sexual orientation Gender reassignment would give rise to any priority for access to a school. Education establishments are permitted to differentiate service on the basis of age, and in relation to denominational schools religion or belief.</p>

<p>F The right to home educate</p> <p>In order to obtain parental agreement for the involvement of an education psychologist in advising on EHE provision, there should be a process in place for the council to obtain informed consent from parents.</p>	<p>The policy states that educational psychologist involvement is with the agreement of the parents.</p>
<p>PAGE 9</p> <p>“It should not be assumed that child protection issues are more likely to arise for children who are home educated”</p> <p>This sentence, which is copied directly from section 4.6 of the Government’s Home Education Guidance, is inconsistent with the tone of this Policy document. The practise of using a Child Protection Officer to deal with elective Home Education within West Lothian is at direct odds with the above Guidance statement.</p>	<p>The Council agrees that the use of the job title ‘Child Protection Officer’ in the policy could give the impression that home education was seen as a child protection issue. This is not the case, and was intended to provide clarity of the job title of the person undertaking specific functions in relation to the policy, along with the other duties undertaken by this post holder.</p> <p>In order to avoid confusion/offence, this job title has been removed.</p>
<p>APPENDIX ONE</p> <p>It may be useful to include here the primary legislative definition of “school age” - Education (Scotland) Act 1980 - since there is considerable confusion over this. No consent is required to withdraw from a council school a child who has not attained compulsory education age (ordinarily the August following the child’s fifth birthday) and in particular, no consent is required to withdraw a child from a council nursery.</p>	<p>A definition of school age will be included in section E of the report, and in this section.</p>
<p>APPENDIX TWO</p> <p>I The flow chart needs to use the correct terminology; see “consent to withdraw a child from a council school”. No consent is required to home educate per se as the provision of education in the compulsory years is a parental duty.</p>	<p>This section is consistent with the language used in Paragraph 3.2 of the Scottish Government Guidance.</p>
<p>APPENDIX THREE (1) PRO FORMA LETTER</p> <p>Paragraph 1: Replace “permission” with “consent”.</p>	<p>Agreed.</p>
<p>Paragraph 4: It is strongly inferred that a meeting is defacto compulsory when it is up to parents to decide the means of submitting an. outline of their provision.</p>	<p>Compulsion to arrange a meeting is not inferred by the policy which makes it clear that a meeting will only take place if agreed by parents.</p>
<p>APPENDIX THREE (2)</p> <p>Introduction: It should be made clear that there is no need for parents to use the given pro forma, and the “other ways” by which they can give information should include submitting an outline of provision in writing, since a meeting is not mandatory for the council to satisfy itself as to suitability and the efficiency of the provision.</p>	<p>The policy does make clear that the proforma is available to help them make initial proposals.</p>

<p>Section C: This should refer parents to the suggested characteristics as outlined in the statutory guidance. School curriculum comparisons may not be appropriate. There is no obligation to provide an education that is “broad and balanced”, only one which is “suitable and efficient”. Many parents follow an autonomous/unschooling approach where no formal “assessment” is undertaken, and this should be acknowledged.</p>	<p>A parent can use this section to present their own approach, as outlined in the parental comment.</p>
<p>Section D: Space within the home has no relevance to the provision of elective home education, much of which occurs outside the home.</p>	<p>Parents can make this point on the form should they wish to.</p>
<p>APPENDIX FOUR Remove all references to “monitoring” for which the council has no statutory duty or responsibility.</p>	<p>The Council had a duty under Section 37 (1) of the Education (Scotland) Act 1980 to satisfy itself that the parent is providing and efficient education. Legislation does not specify how the Council will discharge this duty. The West Lothian Council Policy is consistent with Paragraphs 4.1 and 4.2 of the Scottish Government Guidance.</p>
<p>Access to the child at home. The wording of this section title might be construed as coercive. Access to a private family home and/or child is entirely at the discretion of the parents and/or child, full stop. Parents might never choose to allow such access, regardless of the level of trust attained in their relationship with a council employee.</p>	<p>The policy makes clear that there is no right of access to the home and the child, and that where a parent elects not to allow access to their home or their child, this does not in itself constitute a ground for concern about the education provision.</p>
<p>WLCDRAFT—PART3 The font suggests this Guide is designed for a child.</p>	<p>Noted.</p>

Comments from Parent B

Comment	Response
Firstly, could the reason be given to why it is a child protection officer rather than an education officer who is the recipient of the proposals and the main correspondent with the parents. I was pleased to note that the council policy determines that child protection issues should not be assumed to be more likely for home educated children (p.9), however the correspondence being through child protection officer does not give the impression of this consideration.	<p>The Council agrees that the use of the job title 'Child Protection Officer' in the policy could give the impression that home education was seen as a child protection issue. This is not the case, and was intended to provide clarity of the job title of the person undertaking specific functions in relation to the policy, along with the other duties undertaken by this post holder.</p> <p>In order to avoid offence, this job title has been removed.</p>
Secondly, regarding the paragraph on flexi-schooling (p.7). I feel the paragraph is biased towards home educated children requesting some time in school, and disregarding the complementary case of schooled children requesting some time at home for additional or alternative study.	The policy does provide for requests to withdraw a child part time from school (P7 Section E) and such a request would be considered in terms of the policy if received.
Thirdly, regarding support. A reconsideration of the council's policy to not meet the costs of examination (p.26) would in my opinion be appropriate, given the personal costs involved to home educate and the savings to the council when a place is not taken up. It seems feasible and practical to me for home educated children to attend their local school's exam centres at the appropriate times to join in with formal assessment when desired. I would be interested to know if this inclusive policy direction has been considered.	The Council has not identified any financial resources in its revenue budget to meet such expenses.
Finally, a general point regarding the respect and recognition within the policy for the different forms education and progress can take, and the restraint in requiring proof of learning to be in a particular form. I feel this is wholly appropriate to home education and as such am glad to see it sustained in this document.	Noted with thanks.



EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL

SCHOOL EXCURSION POLICY

REPORT BY HEAD OF SCHOOLS WITH EDUCATION SUPPORT

A. PURPOSE OF REPORT

To invite the PDSP to consider additions to the School Excursion Policy to clarify the national context within which it should be interpreted and applied..

B. RECOMMENDATION

To recommend to the Education Executive approval of the amended School Excursion Policy.

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 draft Excursions Policy has been developed in line with revised 'Going Out There' National Policy, and in order to ensure compliance with the Council's statutory obligations for Health and Safety.
III	Implications for Scheme of Delegations to Officers	None
IV	Impact on performance and performance Indicators	None
V	Relevance to Single Outcome Agreement	None
VI	Resources - (Financial, Staffing and Property)	None
VII	Consideration at PDSP	Underway
VIII	Other consultations	Comments received from schools and parents, Corporate Health and Safety Manager, Head of Internal Audit.

D. TERMS OF REPORT

- D1 The School Excursion Policy is designed to ensure that risks arising from trips and excursions are minimised, so that the safety and wellbeing of pupils is protected.

As such it is necessary to balance a robust approach to planning and organising trips and excursions with the disadvantages that could arise from an overly bureaucratic approach.

Our local policy is implemented within the framework of national Scottish Government Guidance. The Scottish Government recognises that while local authorities' guidance and regulations remain authoritative, it is expected that 'Going Out There', the national advice, should be adopted as a common framework across Scotland by all those managing or organising visits or providing activities and venues. A key feature of 'Going Out There' is that it adopts a low bureaucracy, enabling approach to outdoor experience and off-site visits, reflecting the step change in the approach to educational visits detailed in the HSE High Level Statement, '[School trips and outdoor learning activities: Tackling the health and safety myths](#)'. The HSE statement makes clear that:

- The focus should be on how the real risks arising from such visits are managed rather than a focus on paperwork
- There is a need for a proportionate and sensible approach for planning and organising off-site activities

- D2 Within West Lothian, a recent audit of the application of the School Excursion Policy found significant non-compliance. The Education Services Senior Management Team subsequently instructed all schools must comply with the policy.

The policy does, however, require to be interpreted and applied within the context of the above national advice.

Schools should take a sufficiently robust approach to planning and organising trips and excursions, whilst at the same time adopting a low bureaucracy, enabling approach to outdoor experience and off-site visits, and a proportionate and sensible approach. Schools should focus on how the real risks arising from such visits are managed rather than on paperwork, as required by national guidance. It is therefore proposed to incorporate the national guidance referred to above in the introduction of the policy, as the overriding framework within which the policy is applied.

In order to avoid any confusion about the paperwork necessary for audit purposes, a new section has been inserted into the policy specifying the minimum requirements. For audit purposes, the following documentation should be retained for a period of three months following the excursion, or the last of a series of repeat excursions:-

- Mandatory Checklist (which records the completion of all stages of the policy.)
- EE0 Form (where required)
- EE1 Form (where required)
- EE2 Forms
- Final Risk Assessment

E. CONCLUSION

The above approach will ensure that schools take a sufficiently robust approach to planning and organising trips and excursions, whilst at the same time adopting a low bureaucracy, enabling approach to outdoor experience and off-site visits, and a proportionate and sensible approach with a focus on how the real risks arising from such visits are managed rather than on paperwork, as required by national guidance.

F. BACKGROUND REFERENCES

None

Appendices/Attachments: School Excursion Policy

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School Excursion Policy

Andrew Sneddon
Education
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Education & Cultural Services

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1. INTRODUCTION

The Council recognises that excursions out of school enhance the educational experience of pupils. They should have a clear educational purpose and pre-determined educational objectives which underpin the Curriculum for Excellence Framework. These should be shared with parents/carers. It is essential that excursions are properly planned. This policy is designed to provide a framework for excursion leaders to use when planning an excursion. This policy will not apply to excursions organised by parents or the parent council.

The School Excursion Policy is designed to ensure that risks arising from excursions are minimised, so that the safety and wellbeing of pupils is protected.

Our local policy is implemented within the framework of national Scottish Government Guidance. The Scottish Government recognises that while local authorities' guidance and regulations remain authoritative, it is expected that 'Going Out There', the national advice, should be adopted as a common framework across Scotland by all those managing or organising visits or providing activities and venues. A key feature of 'Going Out There' is that it adopts a low bureaucracy, enabling approach to outdoor experience and off-site visits, reflecting the step change in the approach to educational visits detailed in the HSE High Level Statement, ['School trips and outdoor learning activities: Tackling the health and safety myths'](#). The HSE statement makes clear that:

- *The focus should be on how the real risks arising from such visits are managed rather than a focus on paperwork*
- *There is a need for a proportionate and sensible approach for planning and organising off-site activities*

In implementing this policy, therefore, it is necessary to adopt a robust approach to planning and organising excursions whilst at the same time ensuring that the approach is proportionate and sensible, and focuses on managing real risk rather than on paperwork.

2. DEFINITION OF SCHOOL EXCURSION

An excursion is any visit that is arranged by teachers and other West Lothian Council staff for pupils. This will include day or evening visits of a curricular nature, day/evening visits of an extra-curricular nature, overnight/residential excursions, outdoor education and foreign excursions, and will include the following examples:

Day/evening visits of a curricular nature

- Any activity or excursion out with the school boundary
- History field excursion
- Biology visit to Botanic Gardens
- Drama visit to theatre
- Visit to Time Capsule
- Visit to a Music Performance
- Excursion to the library
- Excursion to Country Park
- Outdoor education

- Pupils on alternative curriculum undertaking activities out with the school boundary
- Pupils undertaking classes at another school
- Pupils undertaking work experience (covered by Work Experience Policy)

Day/evening visit of an extra-curricular nature

- An outing to watch a sports event
- An outing to a theme park
- Participating in a sports event
- Participating in a cultural event

Overnight excursions in the UK

- Weekend excursion to Lagganlia
- Two day visit to London

Foreign excursion

- Water sports excursion to France
- Skiing excursion to Switzerland
- Battlefield excursion to Belgium
- Exchange visits for Modern Languages

3. REPEAT/REGULAR SCHOOL EXCURSIONS

The policy will apply to all excursions, and this will include repeat and regular excursions.

Repeat and regular excursions will include weekly excursions to the swimming pool, regular visits to the library, regular visits to Howden Park Centre, and pupils on alternative curriculum undertaking activities out with the school boundary.

In the case of repeat and regular excursions, mandatory permissions and advice as set out in Section 4 below, and the mandatory planning checklist set out in Section 5 need only be completed

- on the first occasion the excursion is undertaken;
- when any significant change to the excursion is made; and
- at least annually thereafter.

4. MANDATORY PERMISSION AND ADVICE FOR ARRANGING SCHOOL EXCURSION

This is the **mandatory** procedure to be followed for all school excursions. It is **essential** that each step is followed.

- ***Approval must be sought, as set out below, at the start of planning for excursions before any arrangements are made i.e. collecting deposits.***
- Member of staff organising excursion undertakes initial risk assessments following the instructions in Section 8 of this policy.
- Member of staff organising excursion must seek appropriate **professional advice** (from Team Leader, Sport and Outdoor Education, Low Port Centre) depending on the nature of any activities to be undertaken i.e. sporting activities, activities with risk to participants.
- Member of staff organising excursion must seek **school permission** by completing form EE0 form - Request for Approval of School Excursion and submits it to the Headteacher, or designated member of SMT with responsibility for school excursions, along with supporting documentation including initial risk assessments, and any professional advice sought, for approval.
- Once school approval obtained, member of staff organising excursion must seek **Sport and Outdoor Education permission** by completing form EE1– Request for Approval of School Excursion involving Foreign Travel, Overnight Stay or Outdoor Education where appropriate. Form EE1 is submitted to the Team Leader, Sport and Outdoor Education, Low Port Centre for approval, and any professional advice sought. This should be undertaken at least **four weeks** before the proposed excursion (**eight weeks** for a foreign excursion).
- Once Sport and Outdoor Education approval obtained, member of staff organising excursion must seek **parental/carers permission** by distributing form EE2 – Parental/Carer Agreement to Educational Excursion to all parents/carers.
- Once form EE2 returned from parents/carers member of staff organising excursion must seek **advice on any medical issues/additional support needs/other needs** raised (from Occupational Health/Health and Safety/Additional Support for Learning Team)
- ***If the above permissions and advice have not been obtained an excursion cannot take place. It is the responsibility of the member of staff organising the excursion to leave sufficient time for all steps to be completed, and to liaise with those required to give permission or advice.***

5. MANDATORY SCHOOL EXCURSION PLANNING CHECKLIST

Use of the excursion planning checklist by the Excursion Leader, and the undertaking of all steps on the checklist, is **mandatory**

EXCURSION TITLE

EXCURSION DATES

EXCURSION LEADER

INITIAL PREPARATION	DATE	SIGNED
<ul style="list-style-type: none"> Seek permission and advice as set out in Section 4 of the School Excursion Policy 		
DETAILED PREPARATION		
<ul style="list-style-type: none"> Plan staff numbers, roles, responsibilities. 		
<ul style="list-style-type: none"> Plan financial arrangements including cash collection and cash holding. 		
<ul style="list-style-type: none"> Ensure insurance in place. 		
<ul style="list-style-type: none"> Plan first aid provision. 		
<ul style="list-style-type: none"> Consider child protection implications and agree any necessary action. 		
<ul style="list-style-type: none"> Make provisional bookings for transport, equipment, accommodation etc. 		
<ul style="list-style-type: none"> Provide initial information to parents/carers and pupils including, staff involved, total costs, transport arrangements, activities and risks, behaviour/code of conduct. A meeting is recommended for overnight and foreign excursions, and should be considered for other excursions. 		
<ul style="list-style-type: none"> Distribute form EE2 – Parental/Carer Agreement to Educational Excursion to all parents/carers. 		
<ul style="list-style-type: none"> Seek advice from parent on any medical issues/additional support needs raised (from Occupational Health/Health and Safety/ASL Team) and agree any necessary action. 		
<ul style="list-style-type: none"> Ensure that procedures are in place for carriage of medicines of a high risk nature. 		
<ul style="list-style-type: none"> Identify contingency and emergency arrangements, including designated school emergency contact. 		
<ul style="list-style-type: none"> Finalise party composition (staff and pupils). 		
<ul style="list-style-type: none"> Ensure that for any excursion requiring time out of school, pupil names are circulated to staff two weeks prior to the excursion taking place. 		
<ul style="list-style-type: none"> Log excursion on school calendar. 		
<ul style="list-style-type: none"> Discuss class cover implications with member of staff responsible for cover. 		

FINAL PREPARATIONS		
<ul style="list-style-type: none"> Confirm and record staff roles and responsibilities including supervision. Brief all staff. 		
<ul style="list-style-type: none"> Confirm and record contingency and emergency contacts/procedures. Brief all staff. 		
<ul style="list-style-type: none"> Ensure excursion party emergency contact details (i.e. copy of form EE2s), copies of travel documents, insurance documents, medical papers left in folder in prominent place in school office and a copy is given to designated school emergency contact. 		
<ul style="list-style-type: none"> Confirm travel arrangements. 		
<ul style="list-style-type: none"> Confirm accommodation. 		
<ul style="list-style-type: none"> Inform and prepare all participants on all aspects of excursion. Meeting(s) is/are recommended for overnight and foreign excursions, and should be considered for other excursions. 		
<ul style="list-style-type: none"> Conduct final risk assessment and submit to Headteacher, or designated member of SMT with responsibility for school excursions . 		

AT THE START OF THE EXCURSION		
<ul style="list-style-type: none"> Check and record presence of all participants and change list if necessary. Ensure school copy is also changed. 		
<ul style="list-style-type: none"> Remind participants of grouping and supervision arrangements 		
<ul style="list-style-type: none"> Remind participants of contingency and emergency plans and check understanding 		
<ul style="list-style-type: none"> Check that pupils have sufficient supplies of any necessary medication with them, e.g. inhaler for asthma 		
<ul style="list-style-type: none"> Check equipment 		
<ul style="list-style-type: none"> Check weather forecast and road conditions 		
<ul style="list-style-type: none"> Take a copy of all EE2s, copies of travel documents, insurance documents, medical papers on excursion 		

AFTER EXCURSION		
<ul style="list-style-type: none"> Inform school contact/emergency contact of safe return if the excursion is out with the school day 		
<ul style="list-style-type: none"> Return resources 		
<ul style="list-style-type: none"> Review the excursion, record and implement any action required on the Debrief Form 		
<ul style="list-style-type: none"> Submit incident reports if necessary 		

6. ROLES AND RESPONSIBILITIES

6.1 The Headteacher (or designated member of SMT with responsibility for school excursions) will:

- Consider the Request for Approval of School Excursion form EE0 submitted in relation to each proposed excursion.
- Be fully conversant with relevant West Lothian Council policy, guidelines and procedures and take overall responsibility for their application to each excursion.
- In particular, in relation to each excursion, the Headteacher will:-
 - Ensure that the excursion has suitable aims and effective ways of achieving them.
 - Ensure that all staff involved in excursions are fully conversant with relevant West Lothian Council policy, guidelines and procedures.
 - Ensure that all staff involved in excursions are competent and sufficiently experienced. Experience can be demonstrated, for example through participation in an excursion of the type being planned in a role supporting the experienced Excursion Leader.
 - Ensure that roles and responsibilities of all staff involved in excursions are clearly defined, based on the roles and responsibilities set out in this policy (i.e. first aid, administration of medicine).
 - Ensure that proposed excursion or activity is appropriate to pupil abilities.
 - Ensure that permission has been obtained and that parents/carers are informed appropriately of all relevant information including emergency contacts, code of conduct etc.
 - Ensure that appropriate risk assessments have been completed and proportionate safety measures put in place.
 - Ensure that effective child protection procedures are in place.
 - Ensure that insurance arrangements are in line with Council policy and procedure, and that all parents/carers are informed of the insurance arrangements.
 - Ensure that financial arrangements are in line with Council policy and procedure, including that cash collection and cash holding is in accordance with sections 5 and 8 of the Council's cash procedure and that cash holding is minimised and does not exceed the relevant insurance limit.
 - Ensure contingency procedures and procedures in case of emergency are in place.
- Devise an effective system to review and assess excursions.

The Headteacher will retain ultimate responsibility for all excursions.

6.2 The Excursion Leader will:

- Be fully conversant with relevant West Lothian Council policy, guidelines and procedures, including child protection.
- Undertake the mandatory steps set out in Section 4 of this policy.
- Undertake all other planning for the excursion as set out in the mandatory check list in Section 5 of this policy.
- Select the staff team for excursion, in particular a deputy leader who will take responsibility in the event of an emergency.

- Delegate responsibilities as appropriate to other members of the team, in line with the roles and responsibilities set out in this policy (i.e. deputy leader, first aid, administration of medicine)
 - Liaise with parents/carers and ensure that parents/carers have received all relevant information regarding the excursion be provided with all relevant information regarding the excursion including the learning objectives of the excursion, the venue and activities, insurance arrangements, transport arrangements, first aid arrangements, emergency arrangements and any periods of 'free time' when pupils will have reduced or no direct supervision.
 - Hold a parent/carers meeting for overnight or foreign excursions.
 - Inform and prepare pupils for excursion.
 - Ensure the health and safety of the participants, and the maintenance of order and discipline.
 - Provide the Code of Conduct.
- **The Excursion Leader will take responsibility during the excursion.**

6.3 Members of Staff Accompanying the Excursion

Staff accompanying the excursion will:

- Take specific responsibility for an aspect of the excursion, in line with the roles and responsibilities set out in this policy (i.e. deputy leader, first aid, administration of medicine) as delegated by the Excursion Leader.
- Assist in ensuring the health and safety of the participants, and the maintenance of order and discipline.

6.4 Parents/Carers Responsibilities

Parents/carers will:

- Complete form EE2 – Parental/Carer Agreement to Educational Excursion for **all** excursions falling within the definition in this policy
- Acknowledge receipt of information supplied and agree or otherwise to their child's participation
- Confirm relevant aspects of ability and fitness of their child, and any particular medical or other needs
- Provide all information requested by the Excursion Leader in order to ensure the well-being of their child
- Consent to essential medical treatment
- Acknowledge and agree expected behaviour of their child during the excursion, including the Code of Conduct where appropriate
- Confirm contact telephone number(s) for the period of the excursion

6.5 Participants Responsibilities

In agreement with parents/carers and the Excursion Leader, participants will:

- Not take unnecessary risks

- Follow the instructions of the Excursion Leader, other staff, and staff at the venues visited
- Dress appropriately
- Behave in accordance with normal school rules and discipline or code of conduct where appropriate

7. CODE OF CONDUCT

The excursion leader must establish expectations of behaviour in advance for both pupils and parents/carers.

For day/evening excursions pupils and parents/cares should be informed that:

- normal school rules and disciplinary sanctions apply and that a high standard of behaviour is expected.
- pupils must follow the instructions of the excursion leader and other supervisors including those at the venue of the excursion
- pupils must dress appropriately

A written code of conduct must be put in place for overnight and foreign excursions. The excursion leader must make it clear to participants that they must accept the code of conduct as established in advance of the excursion. Parents/carers will be informed that they are expected to reinforce the excursion's code of conduct with their child.

Parents/carers should be asked to agree the arrangements for sending a participant home and if necessary, who should meet the cost.

A sample code of conduct is included as appendix 4.

8. RISK ASSESSMENT

The Council is responsible for the health safety and welfare at work of its employees, and has a duty to ensure, as far as is reasonably practicable, the health and safety of others. This includes all participants in school excursions.

At least two risk assessments must be carried out for all excursions, one at the initial planning stage to inform the detailed planning of the excursion, and one at the end of the detailed planning process. The purpose of these risk assessments is to ensure that all significant risks have been identified and control measures implemented.

Risk assessment should include the following considerations:

- What are the hazards (including during travel)?
- Who might be affected by them?
- Are staff competent and sufficiently experienced to lead the excursion, taking account of the nature of the excursion and the hazards identified?
- What supervision ratio is appropriate to the excursion and the participants?
- What safety measures need to be taken to reduce the risk?
- Can the group leader ensure that the safety measures in place are adhered to?
- What steps will be taken in an emergency?
- What steps can be taken to ensure Child Protection?

Many venues will have conducted their own risk assessments which can be made available to visiting schools. These may be incorporated into, or used as the basis for, the excursion leader's risk assessment, but will not remove the necessity of conducting risk assessments, and the responsibility for conducting risk assessments, as set out in this section. The Excursion Leader should consider the qualification of the person conducting the venue's risk assessment, if known, and how recently it was carried out.

Completed risk assessments must be submitted to Headteacher, or designated member of SMT with responsibility for school excursions, for retention. A copy of completed risk assessments must accompany form EE1.

Training in carrying out risk assessments is available through the CPD directory.

Examples of risk assessment forms, and further guidance are accessible in Edweb (see Section 18).

9. FIRST AID

First Aid must form part of the risk assessment for the excursion. The excursion leader must assess what level of First Aid might be needed. This must take into account the medical needs of pupils participating in the excursion as declared on the Form EE2 or otherwise disclosed to the school. Provision must be made to cater for the particular needs of pupils participating in the excursion, for example administration of epi-pen.

The Excursion Leader must have ready access to a suitably stocked First Aid kit. One member of staff accompanying the excursion must be designated as responsible for first aid. All adults on the excursion should know how to contact the emergency services.

For overnight and foreign excursions it is essential that at least one member of staff accompanying the excursion holds a current first aid certificate.

For day/evening excursions the risk must be assessed. Factors to consider will include the individual medical needs of participants, the length of time the excursion will last, whether the excursion will take place in an area remote from emergency assistance.

10. MEDICAL AND OTHER NEEDS, INCLUDING DIETARY NEEDS

The Excursion Leader must hold written information detailing participant's medication and other needs, including dietary needs, and must put in place arrangements to ensure that these needs can be met.

All adults accompanying the excursion should be aware of participant's medical and other needs, including dietary needs. A member of staff accompanying the excursion should be identified as having responsibility to support and administer medication if required to do so, in line with the Council's Guidance on the Management of Medication, Medical Assistance and Therapy Intervention in Educational Provision.

Training may be required to be put in place for the member of staff to fulfil this role. It may be appropriate to ask a parent/carer or a support worker to accompany a pupil in order to ensure their well-being.

The following information will be required from all parents/carers:

- details of medical condition
- dietary requirements
- emergency contact numbers
- GP's or appropriate medical practitioner's name, address and phone number
- written details of medication and how it should be administered
- parental/carer permission if the participant needs to administer their own medication or agreement for a member of staff accompanying the excursion to do this.
- advice/information to assist with the preparation of an emergency plan

11. SUPERVISION

It is important to have a suitable ratio of staff to participants for all excursions. Parent/carer helpers can be included for the purposes of calculating ratios.

The following ratios are recommended:

- 1 adult to 15 participants for excursions where the element of risk to be encountered is similar to that normally encountered in daily life, e.g. excursions to sites of historic interest, most field work, local walks etc.
- 1 adult to 10 participants for all excursions abroad, with a minimum of two adults, with an appropriate gender mix to be considered.
- 1 adult to 15 participants for all residential excursions, with a minimum of 2 adults, with an appropriate gender mix to be considered.
- 1 adult to 6 (or fewer) participants for children under the age of 8 and pupils with additional support needs, with a minimum of two adults.
- For pre-school aged children, the appropriate supervision ratio may be as high as 1 adult to 2 children. Particular care should be taken when determining the appropriate level of supervision for pre-school aged children.

The Excursion Leader must consider the number of staff necessary for supervision in the planning stages. Supervision requirements should be considered as part of the initial and final risk assessment. Any departure from the recommendations above must be supported by a risk assessment which records the reasons for the decision.

The factors to take into consideration include:-

- sex, age and ability of group
- those with additional support or medical needs
- nature of activities
- experience of adults in off-site supervision
- duration and nature of the journey
- type of any accommodation
- competence of staff on specific activities
- requirements of the organisation/location to be visited
- anticipated behaviour of participants
- First Aid requirements

Residential excursions to Low Port Centre may be considered as an exception from the above recommendation, on the basis that its location in West Lothian would allow the attendance of school staff in an emergency, for example to escort a child home. In considering supervision levels at Low Port Centre, the Excursion Leader should also take account of its status as a Council run establishment, and the status of its staff as Council employees.

For higher risk activities, consideration will need to be given to greater adult supervision, as appropriate, for example 1-6 on river activities, 1-3 in dinghy sailing etc. In the case of higher risk activities, the advice of the Team Leader, Sport and Outdoor Education should be sought.

For higher risk activities, and activities where certain qualifications are required, the Team Leader, Sport and Outdoor Education should be consulted. Remember to check that the qualifications of those providing the activity are up-to-date, relevant and specific to the activity.

The Excursion Leader, prior to departure, should give consideration through the risk assessment process to the composition of groups where appropriate and allocate staff in relation to group activities.

Staff assisting with the excursion should only be left in sole charge of participants where this had been previously agreed as part of a risk assessment.

For overnight and foreign excursions the Excursion Leader must put in place appropriate sleeping arrangements and ensure adequate and appropriate staff supervision of pupils during the night.

Working without immediate supervision can help learners develop independence and self reliance. It is not envisaged that all activities out with the school boundary will be subject to direct supervision, including pupils attending classes at other schools or colleges, or undertaking work experience. In such cases, the age and capacity of the child or young person must be considered and explicit parental agreement obtained. Pupils must be fully briefed with regard to what to do in the event of delays, missed transport, incidents or accidents.

12. EQUAL OPPORTUNITIES

Equalities legislation makes it unlawful to discriminate without justification against pupils in all aspects of school life including school excursions. All pupils should be able to participate in excursions and activities, irrespective of additional support, medical needs, ethnic origin, gender, religion and belief and economic circumstance. All young people should be encouraged to participate in as wide a range of activities as possible.

Legislation makes it unlawful for a disabled pupil to be less favourably treated, or put at a substantial disadvantage, for a reason related to their disability in comparison to their non- disabled peers without justification. Pupils with a disability or additional support needs must be given the opportunity to participate in excursions. Special attention should be given to appropriate ratios and additional safety measures should be considered at the planning stage. Where a pupil cannot participate in a particular activity as a result of a disability or an additional support need, an alternative activity of equal educational value, should be provided.

13. CHILD PROTECTION

All members of staff involved in excursions must be trained in Child Protection and be able to follow the correct procedures. The Excursion Leader will take the role of Designated Member of staff for Child Protection and will follow the Edinburgh and Lothian's Child Protection Procedures.

Child Protection should be considered during all risk assessments conducted in relation to the excursion, and appropriate steps put in place to minimise risks.

For foreign excursions, the Excursion Leader must refer to the Guidelines for The Protection of Young People in the Context of International Visits. This is available on the Scottish Government website.

14. CONTINGENCY PLANNING

The Excursion Leader is responsible for contingency planning. Plans may have to be changed without notice for a variety of reasons. The Excursion Leader should consider potential circumstances where plans may need to be changed, and a potential response, in relation to each individual excursion.

The Excursion Leader and other staff accompanying the excursion should monitor risk throughout the excursion and take appropriate action as necessary.

Regular head counting of participants should take place. The Excursion Leader must establish rendezvous points and tell participants what to do if they become separated from the group.

The following guidance must be considered in relation to each excursion:

- The Excursion Leader and staff accompanying the excursion should have mobile phones so that immediate contact can be maintained where possible. Additional planning is necessary in the case of remote areas where reception may not be possible.
- In the case of foreign excursions the Excursion Leader and staff accompanying the excursion must ensure that their mobile phones will operate in all countries to be visited.
- Participants and their parents/carers must be made aware that last minute changes may be necessary and that they must follow the instructions of the Excursion Leader and staff accompanying the excursion in such circumstances.
- the Excursion Leader is responsible for making the decision to make changes
- the Excursion Leader will consider the safety of participants when making any changes
- the Excursion Leader must carry "Immediate Action" cards setting out the emergency action outlined in Section 15 below in response to Category 1-3 emergencies.
- The Excursion Leader and staff accompanying the excursion should know how and where to contact appropriate help, e.g. if abroad knowledge of how to use local telephone system, knowledge of relevant local numbers and appropriate coins or cards for public telephone use.
- In the case of outdoor pursuits, e.g. hill walking, sailing, canoeing, the Excursion Leader and staff accompanying the excursion should know how to call on the assistance of local rescue services.
- Where appropriate, official rescue services should be given details of proposed activities e.g. for coastal sailing and canoeing contact HM Coastguard.

15. EMERGENCY PROCEDURES

Excursion Leaders and staff accompanying the excursion have a common law duty to act as a reasonably prudent parent would. They should not hesitate to act in an emergency and to take life-saving action in an extreme situation.

The Excursion Leader must consider contingency plans and plan for emergencies. Emergencies range from what is categorised as minor (Category 1) to very serious (Category 3).

In the event of an emergency the Excursion Leader will take the principal role. The Excursion Leader will assess the situation, delegate and take appropriate action. Contingency planning should identify another member of staff who will take over if the excursion leader is incapacitated.

Examples include:

Category 1	<p>The coach breaks down en-route or on return</p> <p>Road works cause delay</p> <p>Bad weather causes delay</p>	<p>The Excursion Leader will implement contingency plans, and inform school/parents/carers of any changes in pick-up time etc as required.</p>
Category 2	<p>A pupil is injured (non life threatening) and needs medical attention. e.g. broken ankle, bad cut.</p> <p>A pupil becomes ill. e.g. appendicitis</p>	<p>The designated member of staff will provide appropriate First Aid/Emergency Aid.</p> <p>The Excursion Leader will seek appropriate medical assistance e.g. ambulance/doctor ensuring any medical or other relevant information relating to the injured pupil is passed on.</p> <p>The Excursion Leader will ensure the remainder of the group are not at risk and are appropriately supervised.</p> <p>The Excursion Leader must inform the school contact of the situation, and provide updates. The school contact will take responsibility for informing parents/carers.</p> <p>:</p> <p>The Excursion Leader will record in writing circumstances surrounding the incident at the first opportunity, and preserve any evidence.</p> <p><i>In the event of an accident taking place, the excursion leader should relate the facts about child's conditions and whereabouts and give a brief outline of what has happened. The leader should not admit liability but give the parents/carers the assurance that a full investigation will take place where appropriate.</i></p> <p><i>The excursion leader must refer all media representatives to West Lothian Council (01506 280000) and must not make any comment to the media.</i></p>

Category 3	<p>A pupil or member of staff is seriously injured (life threatening)</p> <p>A pupil or member of staff is killed</p> <p>A coach or car crashes killing or injuring several of the party</p> <p>A pupil or member of staff goes missing</p>	<p>The Excursion Leader, or other member of staff, will inform the emergency services as appropriate, ensuring any medical or other relevant information relating to the pupil is passed on, and act on their advice.</p> <p>The designated member of staff will provide appropriate First Aid/Emergency Aid while waiting for the emergency services to arrive.</p> <p>The Excursion Leader will ensure the remainder of the group are not at risk and are appropriately supervised.</p> <p>The Excursion Leader will inform a member of School SMT as soon as possible, using the agreed emergency contact arrangements, and act on their advice particularly on contact with emergency services.</p> <p>The Excursion Leader will record in writing circumstances surrounding the incident at the first opportunity, and preserve any evidence.</p> <p>Where practical, the Excursion Leader will ensure contact with parents/carers is through the school, and will not permit pupils to use mobile phones</p> <p>The school will inform a member of the Education SMT as soon as possible. The Education SMT will implement corporate emergency procedures including informing Corporate Communications.</p> <p><i>In the event of an accident or serious incident taking place, the excursion leader should not admit liability but should co-operate fully with the emergency services.</i></p> <p><i>The excursion leader must refer all media representatives to West Lothian Council (01506 280000 and must not make any comment to the media.</i></p>
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Following any serious incident a review of the incident and how it happened must be conducted. The corporate Health and Safety Unit must be informed. In accordance with section B.4 of the council's Financial Regulations, the Financial Management Unit must be informed of any loss, liability or damage or any event likely to lead to an insurance claim. Any lessons learned will be incorporated into policy and risk assessments.

16. INSURANCE

The Excursion Leader must ensure that appropriate insurance arrangements are in place prior to the excursion taking place..

The Council has School Journey Insurance available. The Financial Management Unit can advise schools of the appropriate insurance arrangements.

17. TRANSPORT

The Excursion Leader must give careful thought to planning transport. This should include:-

- Mode of transport i.e. reputable transport provider, transport provided as part of a package, use of public transport, use of Council minibus.
- Contingency funds and arrangements in case of travel disruption.
- Level of supervision on transport. A member of staff driving a Council minibus should not normally be responsible for supervision, although this may be appropriate dependant on the number and age of the participants, and the length of the journey. If under consideration, this should be covered by a risk assessment.

Coaches and buses should be hired from a reputable company, in accordance with Council procurement procedures. Compliance with legal requirements is the responsibility of the transport company, not the hirer.

If using a Council minibus, the Excursion Leader must ensure that drivers have the correct entitlements on their licence, and must follow the Transport – Use of Minibuses Policy.

Parents/carers can provide transport for pupils. Such parents/carers should undergo the same level of checks as a parent/carer helper. Such parents/carers must ensure that they have appropriate insurance cover in place. All other parents/carers should be made aware that transport would be provided by another parent/carer, and should provide written consent to this. The Excursion leader must ensure that any such arrangement is covered by a risk assessment. Parents/carers should also be encouraged to consider the risk of any such arrangement.

18. FINANCIAL ARRANGEMENTS

All financial arrangements, including cash collection and handling, must be in accordance with:

- the Council's Financial Regulations;
- sections 5 and 8 of the the Council's cash procedure i.e. cash holding must be minimised and must not exceed the relevant insurance limit;
- Education School Fund Account Procedures (section B.7) in relation to contributions received from students; all material contributions must be properly receipted and accurate records of income and expenditure, maintained;

19. FURTHER ADVICE

Further advice is available from:-

Corporate Health and Safety Unit
Occupational Health
Additional Support for Learning Team
Child Protection Officer
Team Leader, Outdoor Education, Low Port Centre for advice on excursions involving outdoor education or hazardous activities, residential visits and visits abroad
Financial Management Unit (including in relation to insurance queries)
Audit and Risk Management Unit

20. AUDIT

For audit purposes, the following documentation should be retained for a period of three months following the excursion, or the last of a series of repeat excursions:-

- *Mandatory Checklist*
- *EE0 Form (where required)*
- *EE1 Form (where required)*
- *EE2 Forms*
- *Final Risk Assessment*

21. ADDITIONAL INFORMATION

Going Out There – Scottish Framework for Safe Practice in Off-site Visits (including guidance on excursions involving outdoor education or hazardous activities, residential visits and visits abroad) (available on Edweb)

Zurich Insurance Risk Assessment (available on Edweb)

http://edweb.westlothian.org.uk/educationschoolexcursion/section4/4_0_01.htm

West Lothian Council Health and Safety Guidance (available on My Toolkit)

[**http://mytoolkit.westlothian.gov.uk/home_hs.asp**](http://mytoolkit.westlothian.gov.uk/home_hs.asp)

Zurich Municipal School Journey Insurance

Transport – Use of Minibuses Policy (available on Edweb)

Guidance on the Management of Medication, Medical Assistance and Therapy Intervention in Educational provision (available on Edweb)

Edinburgh and Lothian's Child Protection Procedures (available on Edweb)

Farm Visits Policy (available on Edweb)

Work Experience Policy (available on Edweb)

The Travel and International Health (T&IH) team at Health Protection Scotland has recently compiled Travel Health Guidance for Schools (<http://www.fitfortravel.nhs.uk/news/newsdetail/3981.aspx>). Primarily aimed at those planning school excursions abroad, it provides practical advice on health considerations for those going on an overseas excursion.

FORM EE0 - REQUEST FOR APPROVAL FOR SCHOOL EXCURSION

INITIAL PROPOSAL	
1. Purpose of Proposed Visit & Objectives (including Risk Assessment Form)	
2. Places to be Visited	
3. Dates and times	
4. Excursion Leader	
5. Staff Participating	
6. Numbers Participating	<ul style="list-style-type: none"> • Pupils • Males/females ----- • Age Range -----
7. Education Service to be contacted (EE1)	Yes/No If Yes has contact been made
8. Estimated cost per student	
9. Name of emergency trained person	
10. Transport required	
11. Signature	Date
12. Designation	
APPROVAL BY SMT	
	Signed Date.....

FUNDING	
Total Cost of Excursion (Including entrance & transport)	
Funding from other sources	
Cost per student	
Funding Requested from School	
Approval by SMT	
Funding Granted from School	Signed..... Date.....

BUS BOOKING (where appropriate)	Please pass the form to office staff to allow bus booking to be made. Form will be returned asap
1. Bus Company	
2. Date Booked/cost	
3. Signed (School Office)Date.....

REQUEST FOR FINAL APPROVAL	
1. EE1 accepted (if appropriate)	
2. Parents/carers notified of activity	Yes/No
3. Parental/Carer Consent (EE2) received from all attending (Copy of forms to be left in main office and with out of hours emergency contact)	Yes/No
4. List of participants to office for entry onto register	Yes/No
5. Risk Assessment completed for excursion	Yes/No
6. Insurance Arrangements in place	Yes/No
7. Contact Number for Excursion Leader	Yes/No
8. Copy to Business Manager or HT for class cover	Yes/No

The Excursion must not proceed until all permissions required by the School Excursion Policy have been obtained.

I am satisfied that every effort has been made to meet the requirements of 'West Lothian Policy on School Excursions'.

Signature of Excursion Leader

Date

Excursion/Activity

Approved: Yes/No

Headteacher (or designated member of SMT with responsibility for school excursions)

.....

Date

.....

EE1– Request for Approval of School Excursion involving Foreign Travel, Overnight Stay or Outdoor Education

To be submitted to the **Sport and Outdoor Education Manager** at the start of the planning process and least **four weeks** before the proposed excursion (**eight weeks** for a foreign excursion).

SECTION 1

Establishment Name	
Head of Establishment Name	
Full Address	

SECTION 2 – TO BE COMPLETED BY ALL APPLICANTS

Brief Description of Purpose of Excursion	
Type and Address of Accommodation (where appropriate)	
Date and Estimated Time of Departure	
Date and Estimated Time of Return	
Places to be Visited	
Total Number of Participants	
Number of Male Participants	
Number of Female Participants	
Age Range	
Class(es) (where appropriate)	
Excursion Leader	
Members of Staff Accompanying the Excursion	
Emergency Aid/First Aid qualifications held	
Form of Transport (i.e.	

hired/self drive and type of vehicle)	
---------------------------------------	--

SECTION 3 – TO BE COMPLETED FOR FOREIGN TRAVEL

Details of Insurance Arrangements	
-----------------------------------	--

SECTION 4 – TO BE COMPLETED FOR OUTDOOR EDUCATION

Details of Activities (i.e. climbing, skiing, hill-walking, canoeing)	
---	--

Names and qualifications of instructors (except where activity is being provided by Low Port Centre)	
--	--

Level of Activity Planned	
---------------------------	--

Precise Location of Activity	
------------------------------	--

Previous Experience of Participants	
-------------------------------------	--

SECTION 5 – ANY OTHER RELEVANT INFORMATION

--

SECTION 6 – APPROVAL OF HEAD OF ESTABLISHMENT

I certify that I am Head of Establishment as detailed in Section 1 and that the details that I have given on this application are correct.

Signed (Head of Establishment)	
--------------------------------	--

Date	
------	--

Additional information (i.e. copies of risk assessments, professional advice) sent - Yes/No (delete as appropriate)

SECTION 7 – APPROVAL OF SPORT AND OUTDOOR EDUCATION TEAM LEADER

Signed (Sport and Outdoor Education Manager)	
--	--

Date	
------	--

Excursion Approved	
--------------------	--

Excursion Not Approved	
------------------------	--

Additional Letter	
-------------------	--

Yes/No (delete as appropriate)	
--------------------------------	--

FORM EE2 – PARENTAL/CARER AGREEMENT TO SCHOOL EXCURSION**SECTION A – To be retained by Parent/Carer****1. Dates and estimated times of:**

a. Departure **b) Return**

2. Destination/Description of Excursion

.....

3. Cost of Excursion (where applicable)**4. Member of Staff responsible for Excursion**

5. Tel No - School Hours - **Other -**



--

SECTION B – To be returned to school

Excursion to **Date**.....

Surname..... **Forename**..... **Class**.....

Address.....

.....

Contact Telephone Number – School Hours

Other Times

Emergency Contact

Relevant Medical Details (e.g. asthma)

.....

.....

I agree to my son/daughter taking part in the above named excursion

Signature of Parent/Carer..... **Date**.....

NOTE : Section C is to be completed **only** for excursions that involve either an **overnight stay** or **outdoor education**

SECTION D MUST BE COMPLETED FOR ALL EXCURSIONS

SECTION C

Please circle as applicable

1. Does your child suffer from any allergies? YES NO
2. Is your child taking any medication at present? YES NO
3. Does your child suffer from any condition that may affect participation? YES NO
4. Has your child been in contact with any contagious or infectious disease or suffered from anything in the past four weeks that may become Infectious or contagious? YES NO
5. When did your last have a tetanus injection? Date.....
6. Does your child have any special dietary requirements? YES NO
7. Is there any activity in which your child must not participate? YES NO

IF YOU HAVE ANSWERED YES TO ANY OF THE QUESTIONS ABOVE PLEASE GIVE DETAILS HERE:

.....

SECTION D PARENTAL/CARER AGREEMENT TO RECEIVING EMERGENCY MEDICAL TREATMENT

Pupil Date of Birth.....

Name, telephone number and address of Family Doctor

.....

***I agree to my child receiving emergency medical treatment, including blood transfusion, and anaesthetic as considered necessary by the medical authorities present.**

***I agree to my child receiving medical treatment/anaesthetic as considered necessary by the medical authorities present with the exception of the administration of blood or blood products. I accept full legal responsibility for this decision and release West Lothian Council and its staff from any liability for any consequences resulting from my decision not to consent to the transfusion of blood or blood products.**

*(*please delete as appropriate)*

Date..... Signed by Parent/Carer

SAMPLE CODE OF CONDUCT

Code of Conduct

Your health, safety and welfare on this visit are of paramount importance to the school. In line with West Lothian policy, to ensure that the above aims are met, each participant and their parent/carer must sign the following “Code of Conduct”.

- normal school rules apply – a high standard of behaviour is expected
- rules at the camps must be observed at all times
- be punctual at all meeting times
- always wear a seatbelt on the coach
- if mobile phones are to be carried, must be informed. In certain circumstances use of the phones may be prohibited.
- no pupil should ever be on their own
- purchase, carrying or consumption of alcohol, tobacco or illegal substances is strictly forbidden
- only pupils assigned to particular rooms/tents are allowed in them

If there is any significant violation of the Code, the group leaders reserve the right to send the offending pupil home at the parent/carers' expense

We have read the Code of Conduct and agree to abide by it at all times.

Signed (pupil)

Signed (parent/carer)

Date

Return to

SAMPLE EMERGENCY ACTION CARD

Party Leader Ensure this card is available at all times	Warnings and advice
School Contact Person/s: School Contact Telephone Number(s) Authority Emergency Telephone Number:- Out of Hours Emergency Telephone Number: Calls from abroad:	<ul style="list-style-type: none"> • Co-operate fully with emergency services • Do not admit liability • Do not make comment to the media – refer to West Lothian Council (01506 280000) • Keep a written record of all facts • Preserve vital evidence - photos might be helpful • Inform school emergency contact who will ensure school SMT and Education Services SMT are aware of the situation • Seek and follow advice from school/education SMT • Do not contact parent/carers – school contact will take charge of this.

SAMPLE DEBRIEF FORM

EXCURSION TITLE

EXCURSION DATES

EXCURSION LEADER

	Action to Take	Date Actioned	Signed
Points to follow up with parents			
Points to follow up with pupils			
Points to follow up with staff			
Lessons for future excursions			

	Action to Take	Date Actioned	Signed
Issues to report to School SMT			
Issues to report to Education SMT			
Other issues to report (i.e. health and safety, child protection)			



EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL

STANDARDS AND QUALITY REPORT 2013/14

REPORT BY HEAD OF EDUCATION (QUALITY ASSURANCE) AND HEAD OF SCHOOLS WITH EDUCATION SUPPORT

A. PURPOSE OF REPORT

To invite the Policy Development and Scrutiny Panel to scrutinise the performance of Education Services as set out in the Standards and Quality Report 2013/14.

B. RECOMMENDATION

To note the performance of Education Services as set out in the Standards and Quality Report 2013/14.

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 production of a Standards and Quality report is a requirement of the Standards in Scotland's Schools etc. Act 2000.
III Implications for Scheme of Delegations to Officers	None
IV Impact on performance and performance Indicators	The Standards and Quality Reports is one of the key methods of reporting on the Service's Performance Indicators, and sets out how performance will be improved.
V Relevance to Single Outcome Agreement	The Standards and Quality Report sets out performance in relation to the Single Outcome Agreement Performance Indicators, and sets out how performance will be improved.
VI Resources - (Financial, Staffing and Property)	None
VII Consideration at PDSP	Underway

D. TERMS OF REPORT

The Standards and Quality report sets out the performance of the service, along with the principal activities of the service, key achievements and areas for improvement. These are presented following the same structure as the Management Plan, covering schools, and each section of the central Education Service.

The Standards and Quality Report, along with the Management Plan, is one of the main methods of informing Members and other stakeholders of our performance, and principal activities, key achievements and areas for improvement.

E. CONCLUSION

The Policy Development and Scrutiny Panel is invited to scrutinise the performance of Education Services as set out in the Standards and Quality Report 2013/14.

F. BACKGROUND REFERENCES

None

Appendices/Attachments: Standards and Quality Report 2013/14.

Contact Person: Andrew Sneddon, Customer and Performance Manager, Education Services, Civic Centre, Howden Road South, Livingston, EH54 6FF
Tel: 01506 281678 Email: andrew.sneddon@westlothian.gov.uk

James Cameron
Head of Schools and Education Support

Elaine Cook
Head of Education (Quality Assurance)

Date of meeting: 21 October 2014



Delivering Better Outcomes Education Services Standards and Quality Report

School Year 2013/14

Contents

1 Introduction

2 Service Activity

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2.1 Schools

2.2 Quality Assurance

2.3 Central Resources

2.4 Customer and Performance

2.5 Active Schools

2.6 Instrumental Music

2.7 Additional Performance Indicators

1 Introduction

West Lothian Council's 66 primary schools, 11 secondary schools, 14 pre-school establishments and 5 special schools deliver Education Services to over 26,000 pupils, and over 4,000 pre-school children, their parents/carers, and the wider community.

Education Services works towards achieving the key strategic aims of the Council. In particular, Education Services improves opportunities for young people by:

- Raising standards of attainment and achievement
- Improving employability and positive destinations for all school leavers
- Improving the learning environment
- Promoting equality of access to education
- Developing values and citizenship
- Promoting learning for life and encouraging a creative, enterprising and ambitious outlook

Central Education Services provides direct services to parents/carers, including pupil placement, wraparound care, child care development, allowances, grants and bursaries and central complaints handling. Services are also provided where schools and individual teachers are the customers. This includes ensuring that our schools are of a high quality through performance management, continuous professional development, planning school provision, health & safety, workforce planning and property management. Active Schools provide a wide range of opportunities for children and young people connected to physical education, school sport and club sport. The Instrumental Music Service delivers music tuition in a range of instruments to children and young people in West Lothian.

Our purpose is to continuously raise attainment and achievement for all children and young people and achieve positive destinations for all school leavers. We strive to improve the quality and performance of the education services provided to pupils and parents/carers, our key customers. Our priority is to continuously raise attainment.

The performance and key achievements of each part of the Education Service, against the objectives and targets in the Corporate Plan and Management Plan are set out in the pages that follow, along with the planned activities and developments for the forthcoming year.



**James
Cameron**
**Head of
Service
Schools
with
Education
Support**



Elaine Cook
**Head of
Service
Education
(Quality
Assurance)**

1.1 Outcomes, Priorities and Activities

The council has set eight priorities in the current Corporate Plan (2013/17) in consultation with the local community, partners, stakeholders and our staff. These priorities, along with the three enablers themes, represent all the vital activities that the council will undertake in order to achieve better outcomes for West Lothian.

Figure 1 illustrates where the units in the service *directly* contribute to the council's priorities (and/or) enablers.

	Quality Assurance	Central Resources	Customer and Performance	Active Schools	Instrumental Music
Council Priorities					
1. Delivering positive outcomes and early intervention for early years	✓	✓	✓		
2. Improving the employment position in West Lothian					
3. Improving attainment and positive destinations for school children	✓				✓
4. Improving the quality of life for older people					
5. Minimising poverty, the cycle of deprivation and promoting equality			✓		
6. Reducing crime and improving community safety					
7. Delivering positive outcomes on health				✓	
8. Protecting the built and natural environment		✓			
Enablers					
Financial planning		✓			
Corporate governance and risk		✓	✓		
Modernisation and improvement	✓		✓		

Figure 1: Council priorities and activities

1.2 Corporate Strategies

The council has corporate strategies that set out what we want to achieve for a particular priority, outcome or targeted group within a corporate planning period (four years). Including what we will do, with our partner services and agencies, to deliver those outcomes. The service has responsibility for the development and implementation of the following corporate strategies:

Corporate Strategy	Strategy Outcomes	Start	End	Review Date
Attainment Strategy	■ Improved literacy and numeracy	2012	2015	January annually
	■ Improved engagement of parents/carers in the learning of the child	2012	2015	January annually
	■ Improved progression in learning through effective monitoring and tracking and reporting to parents	2013	2015	January annually
	■ Children/young people facing challenge remain engaged with school	2012	2015	January annually
	■ Young people benefit from increased opportunities for vocational learning	2013	2015	January annually
	■ Improvement in attainment	2012	2015	August and February annually

Corporate Strategy	Strategy Outcomes	Start	End	Review Date
Active West Lothian Strategy <i>(Strategy developed with Area Services)</i>	<ul style="list-style-type: none"> ■ Increased lifelong participation in sport and physical activity ■ Resources are used to maximum effect ■ Clubs and individuals encouraged to meet their full potential ■ Services and facilities provided to meet the needs of the West Lothian community 	2013	2018	Strategy in draft form

Figure 2: Corporate Strategies

1.3 The Planning Framework

Education Services operates within a framework of national government objectives and outcomes and Council priorities.

Education Services is required by statute to set a Local Improvement Plan. Within West Lothian, the Education Services Management Plan fulfils the function of the Local Improvement Plan, with longer term objectives contained within the relevant sections of the Corporate Plan, the Single Outcome Agreement, and the Community Plan. The Council's commitment to promoting a corporate, joined up approach to delivering better outcomes is reflected in its planning framework which emphasises joint working by services to deliver outcomes.

This Standards and Quality Report will, therefore, report on the achievement of objectives and targets contained in the Education Services Management Plan, and also the Corporate Plan, Single Outcome Agreement and Community Plan.

Performance is reported annually in the Management Plan and through the Standards and Quality Report, as well as through publicly available reports to the Performance Committee and the Education Quality Assurance Committee. Performance is reported electronically through the Covalent System, and through the School Performance Pages available on the West Lothian Council website. Comparative information with previous years and with the national position and comparator authorities is included where available.

The Education Service is part of a coherent planning and reporting framework through which a strong 'golden thread' links service, council, local and national objectives and outcomes.

1.4 The Corporate Plan

Priority 3: Improving attainment and positive destinations for school children

The council aims to help our young people make the most of their opportunities in life and become effective contributors to our local community. Improving educational attainment and qualifications will better support school children to develop the essential skills for work and compete in a modern, integrated society.

Educational attainment makes a significant contribution to the community, including:

- Children's life chances: ensure that young people have high aspirations for themselves, and are in a position to fulfil their potential and have a successful life.
- Social and economic wellbeing: higher levels of educational achievement go hand in hand with improved local employment, greater inward investment, less poverty and increased optimism, especially among young people.
- Reputation and civic pride: West Lothian should be known as a place of educational success.

To improve attainment and positive destinations in West Lothian, the council will focus on:

1. Improving the quality of learning and teaching and increasing attainment through the changes brought about in Curriculum for Excellence for all young people
2. Creating an environment for success in our schools by continuing to develop a culture of aspiration and ambition in our young people.
3. Placing greater emphasis on curriculum support across all areas, with a particular focus on transition between school stages, support for children with special literacy and numeracy needs and improving positive outcomes for looked after children.
4. Embedding the engagement of parents as partners in their child's learning in a whole school and service strategy, as this is a critical factor in raising educational attainment.
5. Continuing commitment to professional learning, collaborative working to improve standards and sharing good practice to enhance the quality of the learning experience for young people.
6. Guaranteeing access to a free Breakfast Club for all primary pupils and for secondary pupils with free meal entitlement, in recognition of the link between health and attainment.
7. Integrating ICT with the learning experience, including, online and distance learning through GLOW, and the full implementation of the Anytime, Anywhere Learning project.
8. Improving positive destinations with an increase in the range of vocational options offered, including a suitably provisioned vocational workshop for the 16+ group, with an improved school and college partnership to increase the range of options for students.
9. Promoting lifelong learning through close working with community education colleagues, for example, in supporting adult literacy.
10. Collaborating with the business community to ensure that education and training produces skills which match market demands.

2 Service Activity

2.1 Schools

Manager:	Jim Cameron and Elaine Cook
Number of Staff (FTE):	2423.3
Location:	Throughout West Lothian

Purpose

West Lothian Council provides 66 primary schools, 11 secondary schools, 14 pre-school establishments and 5 special schools to meet the individual needs of over 26,000 pupils, and over 4,000 pre-school children.

Education is provided in terms of the Standards in Scotland's Schools Etc. Act 2000 and the Education (Additional Support for Learning) (Scotland) Act 2004.

West Lothian Council focuses on raising the quality of education, in order to raise attainment. Raising attainment will increase the opportunities open to young people when they leave school, and increase their chances of progressing to a positive destination. Improving attainment for young people and developing essential skills for work contributes directly to local and national economic growth and prosperity. West Lothian Council recognises the economic benefit to individuals, and hence the community, of improving educational attainment.

Children and young people deserve the best possible start in life through the provision of high quality pre-school education. The Council will continue to ensure that all eligible 3 and 4 year olds have access to a nursery place in recognition of the importance of teacher-led pre-school education, and implement access for eligible 2 year olds. The learning and health needs of children are developed in pre-school centres and classes where there is a clear focus on supporting the child and family through a nurturing approach. Early years centres in particular deliver a joined up health, education and social care service. Inequality is addressed by the provision of these centres within some of the most deprived communities in West Lothian.

Providing a quality learning experience in every school requires West Lothian Council to continue to develop the professional learning and leadership opportunities for all school staff. Continued investment in high quality school buildings, ICT and resources is needed to ensure the optimum learning environment for all of our young people.

The Curriculum for Excellence is improving the quality of learning and teaching and increasing attainment for all young people in West Lothian (including those children who need additional support in their learning). Schools are developing a culture of aspiration and ambition. This creates an environment for success producing better prepared school leavers more able to contribute to the prosperity of West Lothian.

Engaging parents as partners in their child's learning is embedded in school and service strategy. The degree and quality of engagement that parents have with their child's learning is a critical factor in educational attainment.

As more students are now returning to S5 and S6, delivery of a relevant curriculum becomes increasingly important. The Council continues to develop vocational courses and work in partnership with West Lothian College to meet the educational needs of all young people.

To continue to support learners who face challenge in their learning as they progress through school, nurture groups have been set up in a range of primary and secondary schools. These are for young people at the upper stages of primary and the lower stages in secondary and are aimed at ensuring that the young people make a successful transition to secondary school and prevent exclusion or low attendance. Staff receive high quality training in a nurturing approach and the young people receive direct support in managing their school experience and the further development of literacy and numeracy skills.

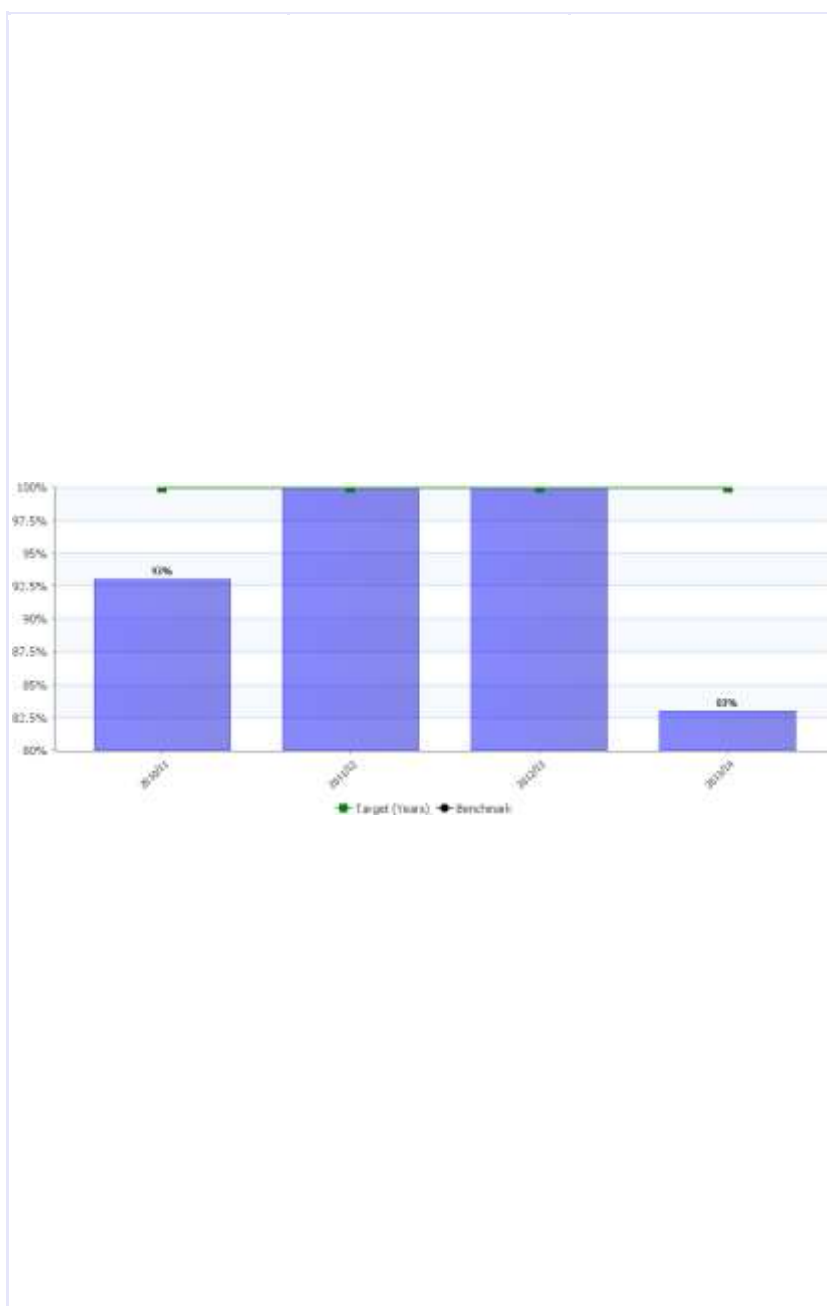
Emphasis is placed on Curriculum Support including study support, homework clubs, the development of literacy and numeracy skills in order to improve transition of learning from nursery to primary and primary secondary. To minimise inequality of opportunity, support for children with special literacy needs is provided. Similarly, improving positive outcomes for looked-after children is a priority.

In recognition of the links between health and attainment, the Council will guarantee access to a free Breakfast Club for all primary pupils and for secondary pupils with free meal entitlement. The Council promotes lifelong learning through close working with community education colleagues for example in supporting adult literacy.

A number of challenges face the provision of school education. The extension to pre-school hours will pose a significant challenge. There is a challenge in maintaining the quality and number of core staff at a time of recruitment shortages at a national level. Significant challenges will arise in meeting the needs of pupils with additional support for learning requirements in special schools and classes, and in mainstream establishments. These challenges increase as the number of children considered to have additional support needs rises and new legislation places greater obligations on the Council. Improving the learning and life chances of young people for whom English is an additional language will continue to be a significant concern in West Lothian schools as numbers increase.

Performance 2013/14

Performance Indicator	SOA1302_14 Percentage of primary, secondary, special schools and pre-school establishments receiving positive inspection reports
Description	Indicator shows the percentage of Primary, Secondary and Special Schools and Pre-School Education Establishments receiving a positive inspection report. A positive inspection report from Education Scotland is defined as the three reference quality indicators being evaluated as satisfactory or above.



Trend Chart Commentary:

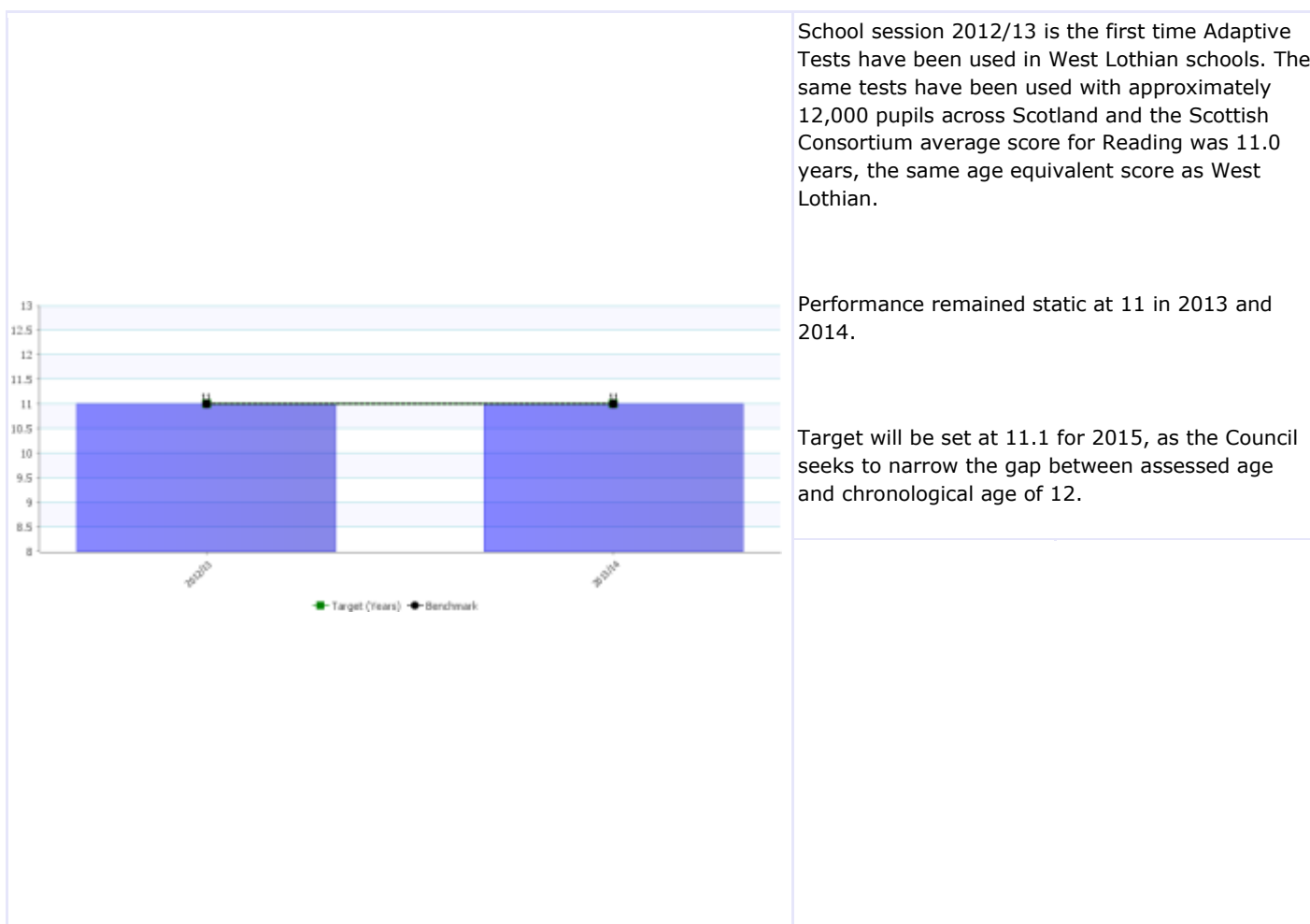
The percentage of schools receiving a positive inspection report from Education Scotland has fallen to 83% from the 100% achieved in the previous two years.

Knightsridge Early Years Centre and Toronto Primary School did not achieve positive inspection reports. Knightsridge Early Years Centre was found to be weak in Meeting Learning Needs. Toronto Primary School was found to be weak in Improvements in Performance and Meeting Learning Needs

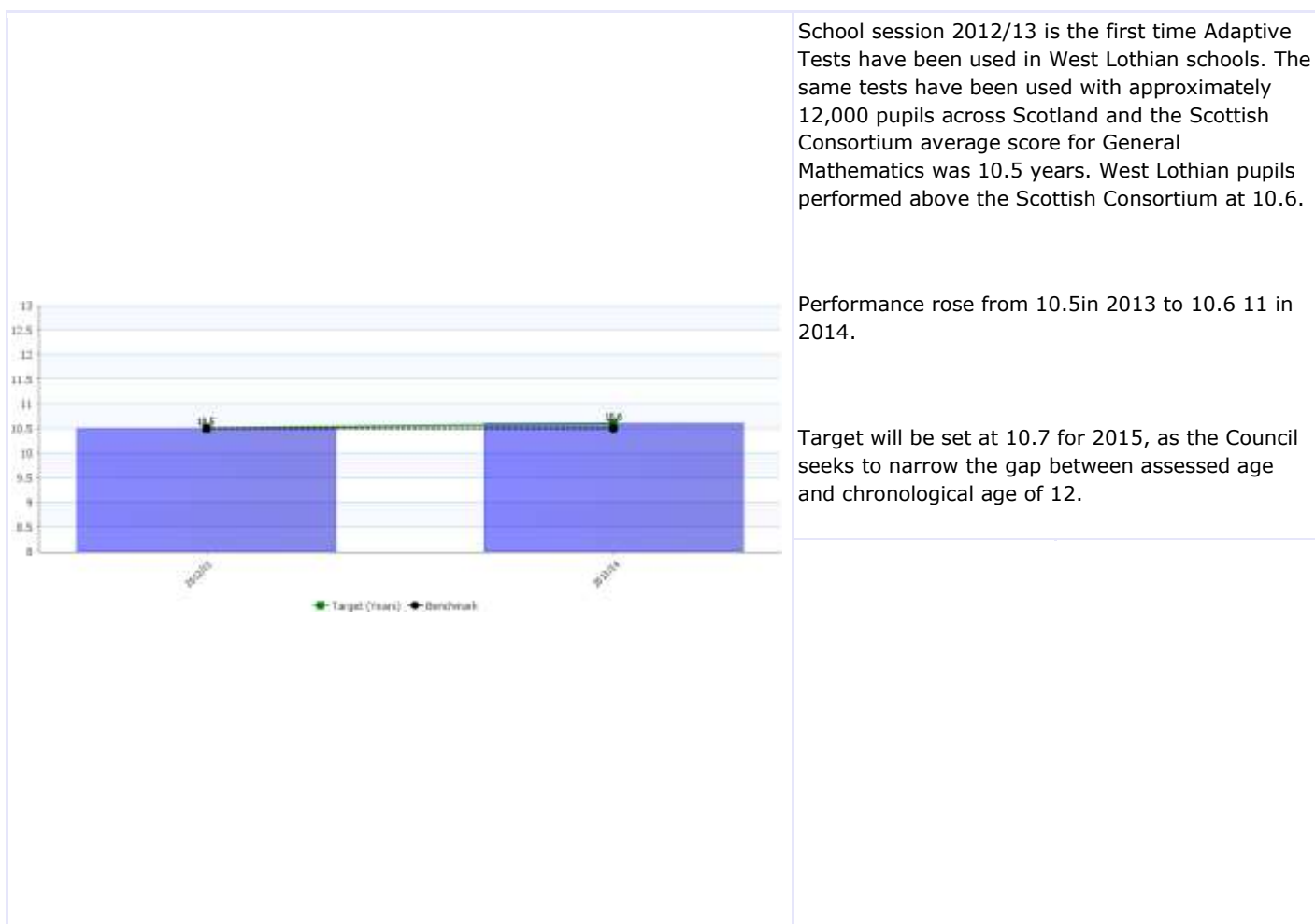
In each case an action plan was prepared to improve performance, and submitted for scrutiny to the Education Policy Development and Scrutiny Panel/Education Quality Assurance Sub-Committee.

The target will remain at 100% for session 2014/5.

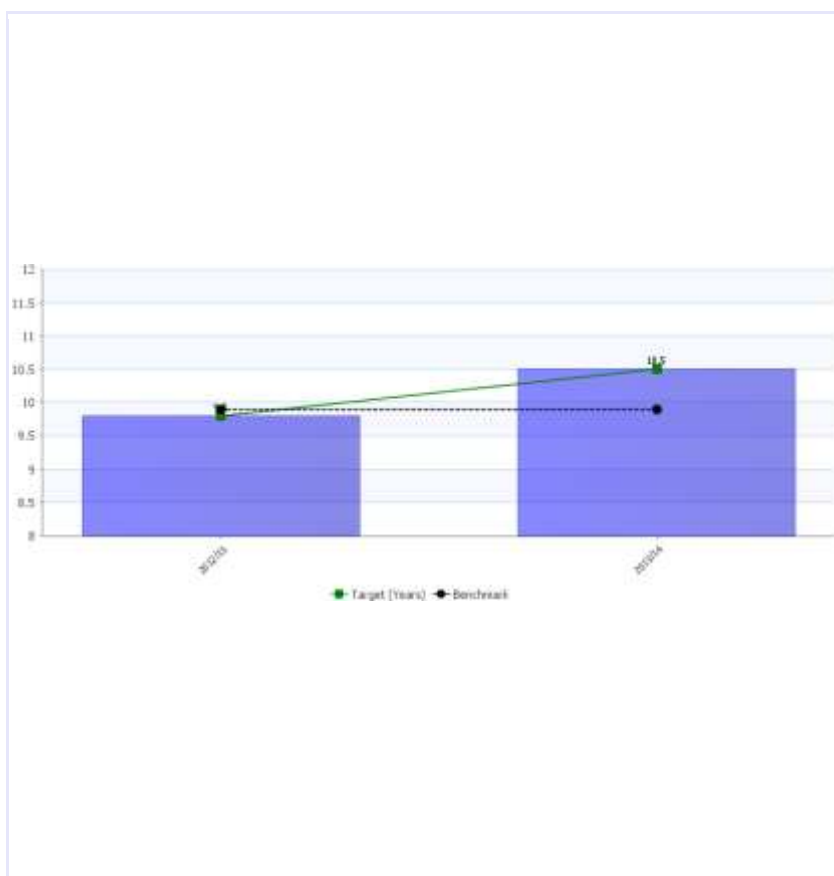
Performance Indicator	EDSCH074_9b.1a Assessment: Age Equivalent Score for Reading - Primary 7 Pupils.
Description	This indicator shows the age equivalent score for Primary 7 pupils who have been assessed using Adaptive Tests in Reading. All Primary 7 pupils have been assessed in Reading, General Maths, Spelling, Mental Arithmetic and Developed Ability.



Performance Indicator	EDSCH075_9b.1a Assessment: Age Equivalent Score for General Mathematics - Primary 7 Pupils.
Description	This indicator shows the average age equivalent score for Primary 7 pupils who have been assessed using Adaptive Tests in General Mathematics. All Primary 7 pupils have been assessed in Reading, General Maths, Spelling, Mental Arithmetic and Developed Ability.



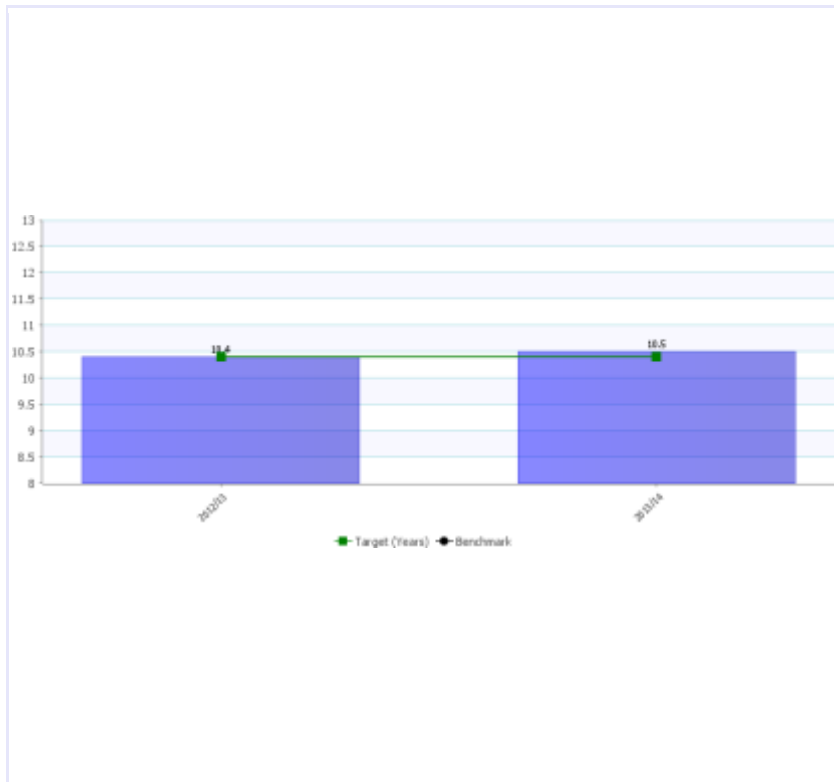
Performance Indicator	EDSCH082_9b.1a Assessment: Age Equivalent Score for Mental Arithmetic - Primary 7 Pupils.
Description	This indicator shows the average age equivalent score for Primary 7 pupils who have been assessed using Adaptive Tests in Mental Arithmetic. All Primary 7 pupils will have been assessed in Reading, General Maths, Spelling, Mental Arithmetic and Developed Ability.



School session 2012/13 was the first time these Adaptive Tests have been used in West Lothian schools. The same tests have been used with approximately 12,000 pupils across Scotland and the Scottish Consortium age equivalent score for Mental Arithmetic was 9.9 years. The West Lothian score of 10.5 in 2013/14 is significantly higher than the Scottish Consortium average.

Target for 2014/15 will be 10.6, as the Council seeks to narrow the gap between assessed age and chronological age of 12.

Performance Indicator	EDSCH077_9b.1a Assessment: Age Equivalent Score in P7 of Pupils in Lowest 20% - Reading.
Description	This indicator shows the age equivalent score of P7 pupils in the lowest performing 20% of pupils in Reading



The age equivalent score achieved by West Lothian P7 pupils in the lowest 20% in reading in 2013 is 10.4 which is below the Scottish average of 11. In session 2013/14 the reading score of the lowest 20% increased to 10.5.

The target for 2014/15 will be 10.6 as the Council seeks to narrow the gap between the lowest performing 20% and the remaining 80%.

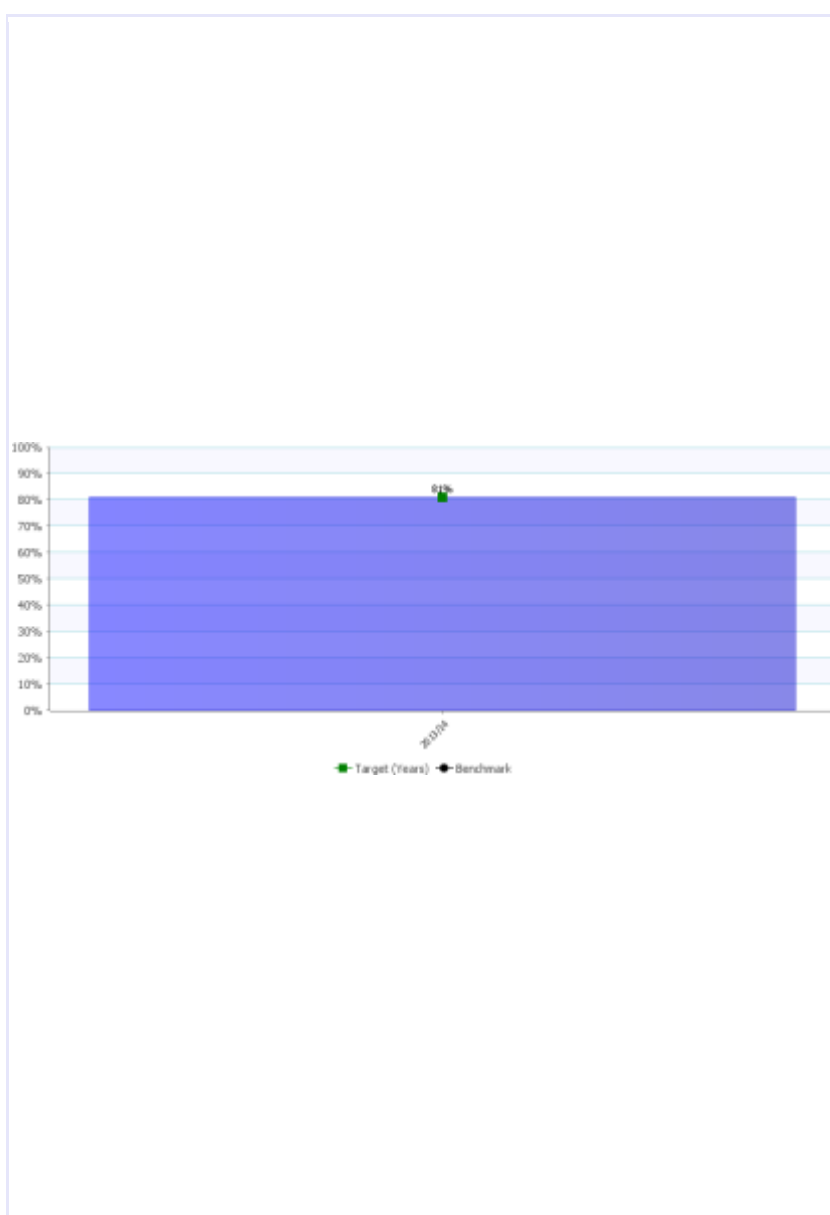
Performance Indicator	EDSCH078_9b.1a Assessment: Age Equivalent Score in Primary 7 of Pupils in Lowest 20% - General Mathematics.
Description	This indicator shows the age equivalent score of Primary 7 pupils in the lowest 20% in General Mathematics



The age equivalent score achieved by West Lothian P7 pupils in the lowest 20% in general maths in 2013 was 9.9 which is below the Scottish average of 10.5. In session 2013/14 the age equivalent score was 10.0

Target for 2015 will be 10.1 as the Council seeks to narrow the gap between the lowest performing 20% and the remaining 80%.

Performance Indicator	CP:EDSQA65_9b.1c Percentage of Pupils in S4 Achieving 5 or More Qualifications at Level 3 or Above by the end of S4.
Description	This indicator shows the percentage of pupils in their 4th year of secondary education (S4) achieving 5 or more National Qualifications at Level 3 or above. Pupils are presented for National Qualifications at a number of different levels. All qualifications gained by pupils in West Lothian schools are accredited by the Scottish Qualifications Authority (SQA). SQA is the national accreditation and awarding body in Scotland. The calculation of this performance indicator is carried out by statisticians in the Scottish Government. The Scottish Government will calculate this statistic based on the appropriate S4 roll.



Trend Chart Commentary:

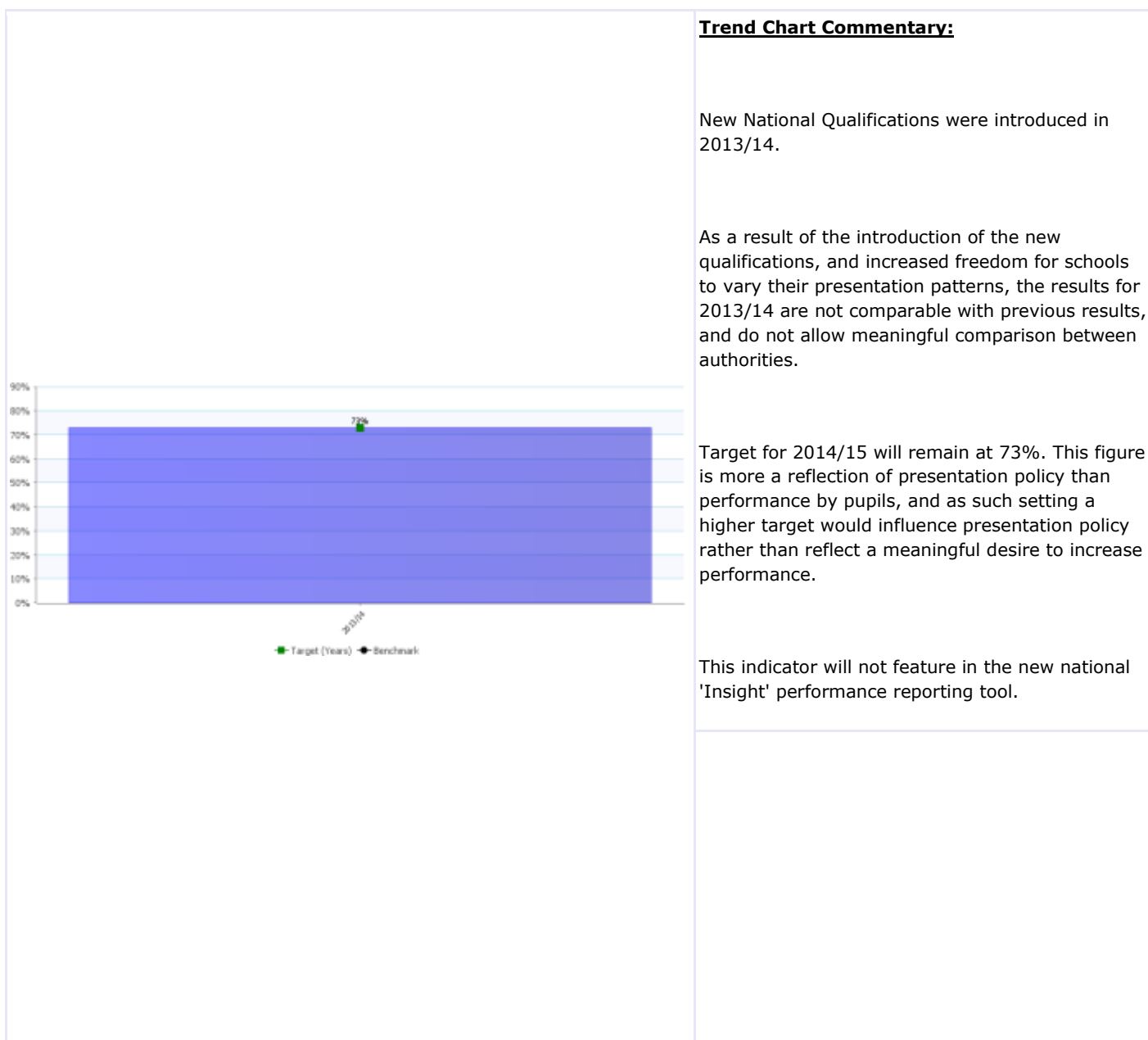
New National Qualifications were introduced in 2013/14.

As a result of the introduction of the new qualifications, and increased freedom for schools to vary their presentation patterns, the results for 2013/14 are not comparable with previous results, and do not allow meaningful comparison between authorities.

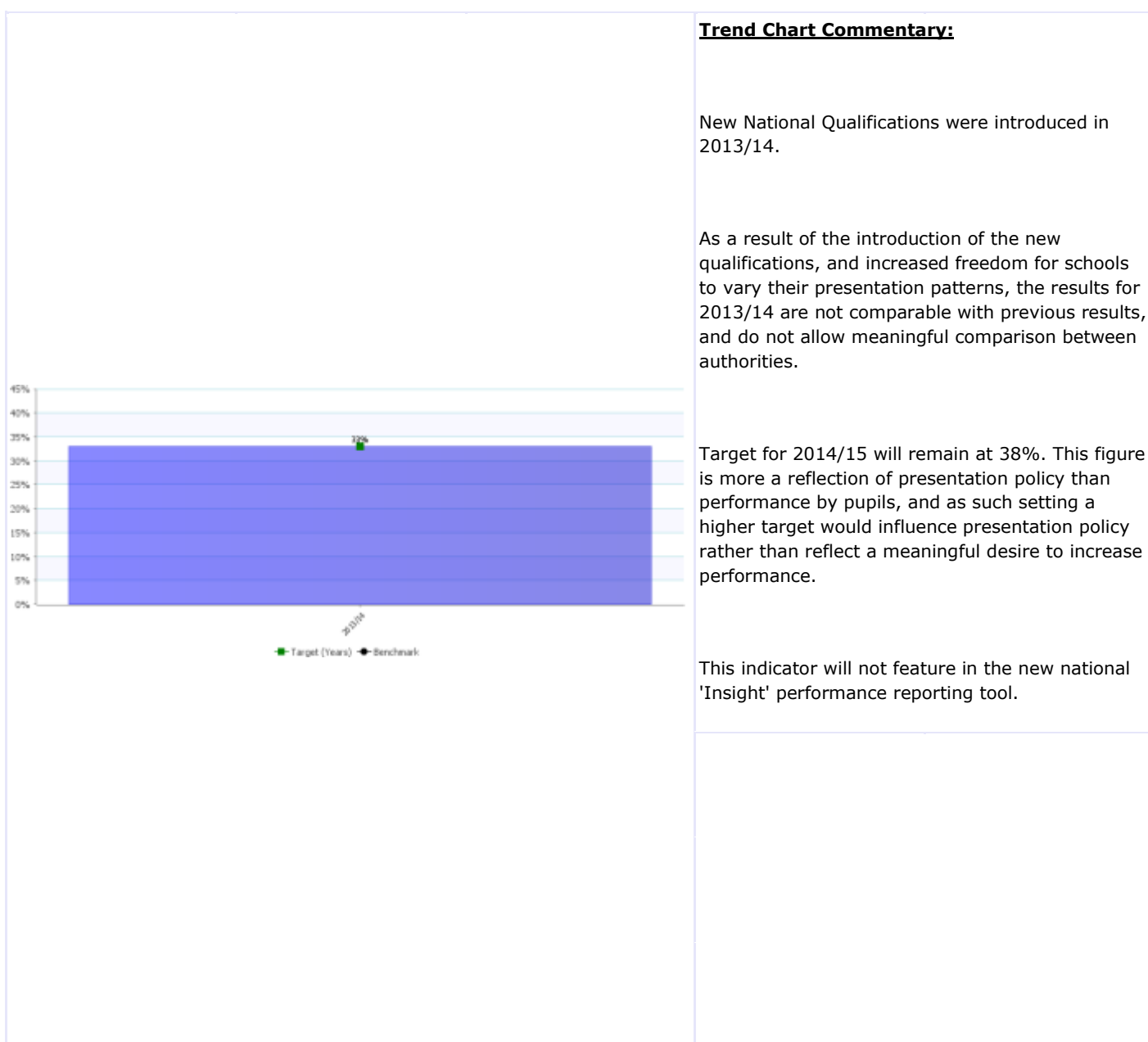
Target for 2014/15 will remain at 81%. This figure is more a reflection of presentation policy than performance by pupils, and as such setting a higher target would influence presentation policy rather than reflect a meaningful desire to increase performance.

This indicator will not feature in the new national 'Insight' performance reporting tool.

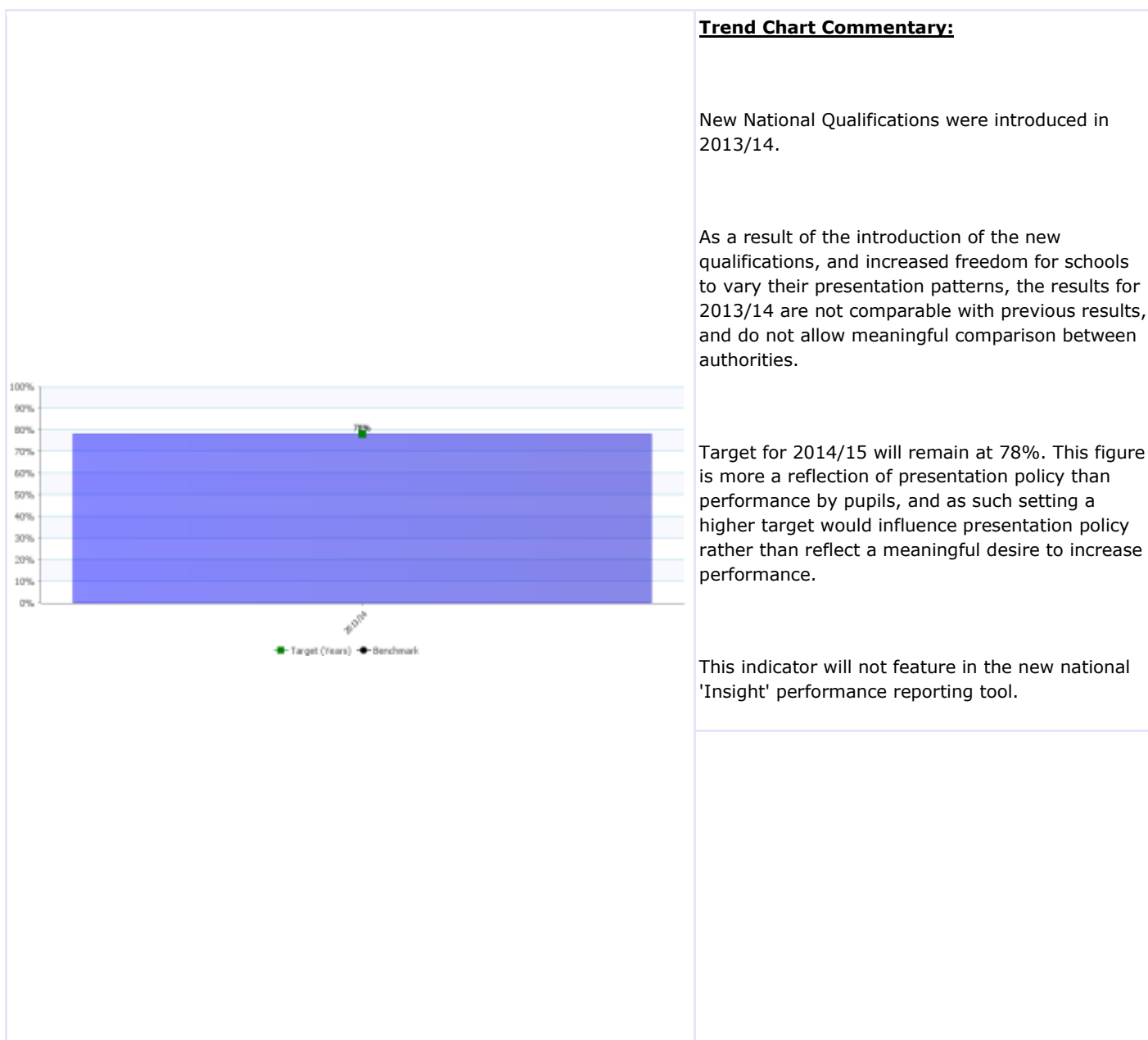
Performance Indicator	CP:EDSQA66_9b.1c Percentage of pupils in S4 Achieving 5 or More Qualifications at Level 4 or Above by the end of S4.
Description	This Performance Indicator shows the Percentage of pupils in their 4th year of secondary education (S4) achieving 5 or more National Qualifications at Level 4 or above. Pupils are presented for National Qualifications at a number of different levels. All qualifications gained by pupils in West Lothian schools are accredited by the Scottish Qualifications Authority (SQA). SQA is the national accreditation and awarding body in Scotland. The calculation of this performance indicator is carried out by statisticians in the Scottish Government. The Scottish Government will calculate this statistic based on the appropriate S4 roll.



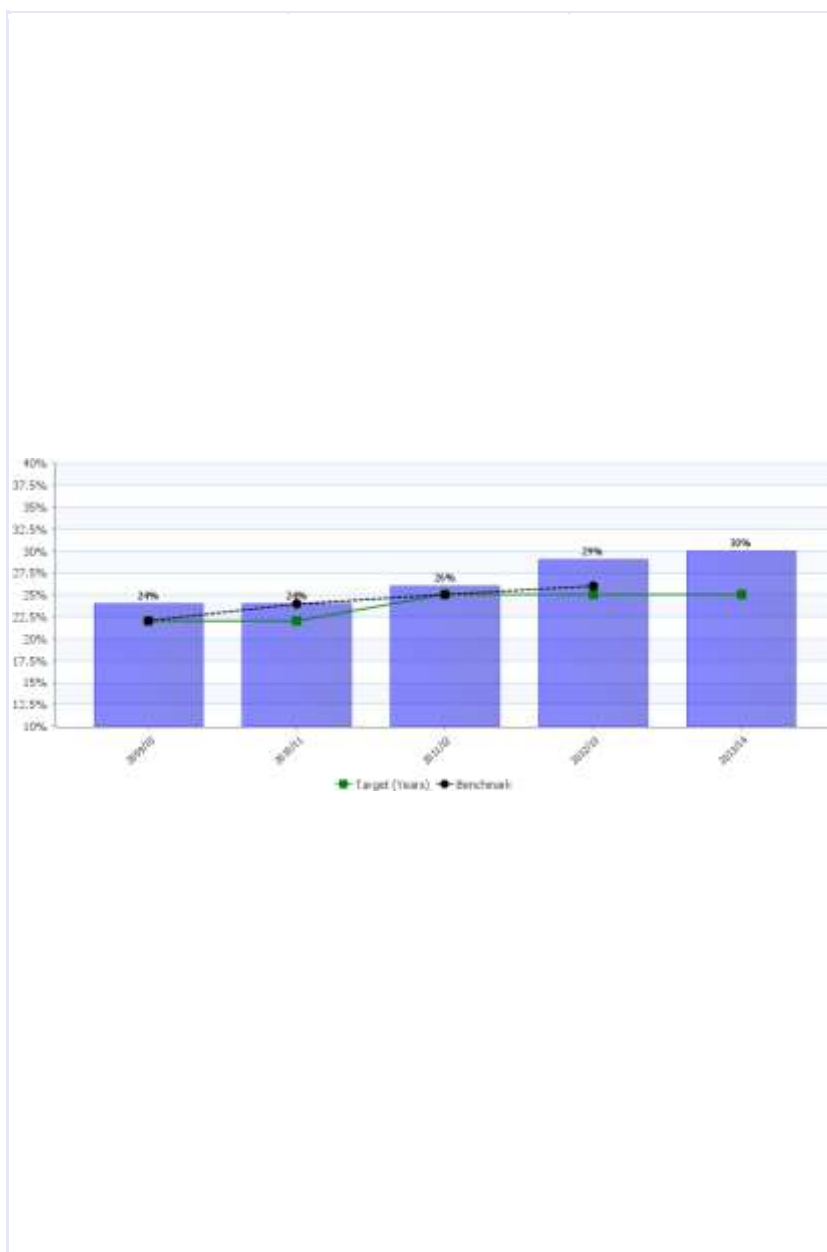
Performance Indicator	CP:EDSQA67_9b.1c Percentage of Pupils in S4 Achieving 5 or More Qualifications at Level 5 or Above by the end of S4.
Description	Indicator shows the percentage of pupils in their 4th year of secondary education (S4) achieving 5 or more National Qualifications at Level 5 or above. Pupils are presented for National Qualifications at a number of different levels. All qualifications gained by pupils in West Lothian schools are accredited by the Scottish Qualifications Authority (SQA). SQA is the national accreditation and awarding body in Scotland. The calculation of this performance indicator is carried out by statisticians in the Scottish Government. The Scottish Government will calculate this statistic based on the appropriate S4 roll.



Performance Indicator	CP:EDSQA68_9b.1c Percentage of Pupils in S4 Achieving English and Mathematics Qualifications at Level 3 or Above by the end of S4.
Description	This indicator shows the percentage of pupils in their 4th year of secondary education (S4) achieving English and Mathematics qualifications at Level 3 or above. Pupils are presented for National Qualifications at a number of different levels. All qualifications gained by pupils in West Lothian schools are accredited by the Scottish Qualifications Authority (SQA). SQA is the national accreditation and awarding body in Scotland. The calculation of this performance indicator is carried out by statisticians in the Scottish Government. The Scottish Government will calculate this statistic based on the appropriate S4 roll.



Performance Indicator	CP:EDSQA69_9b.1c Percentage Pupils in S5 Achieving 3+ Qualifications at Level 6 (Higher Grade) or Better by end of S5.
Description	Percentage of pupils in their 5th year of secondary education (S5) achieving 3 or more higher grade qualifications at Level 6 or above. All qualifications gained by pupils in West Lothian schools are accredited by the Scottish Qualifications Authority (SQA). SQA is the national accreditation and awarding body in Scotland. The calculation of this performance indicator is carried out by statisticians in the Scottish Government. The Scottish Government will calculate this statistic based on the appropriate S4 roll.



Trend Chart Commentary:

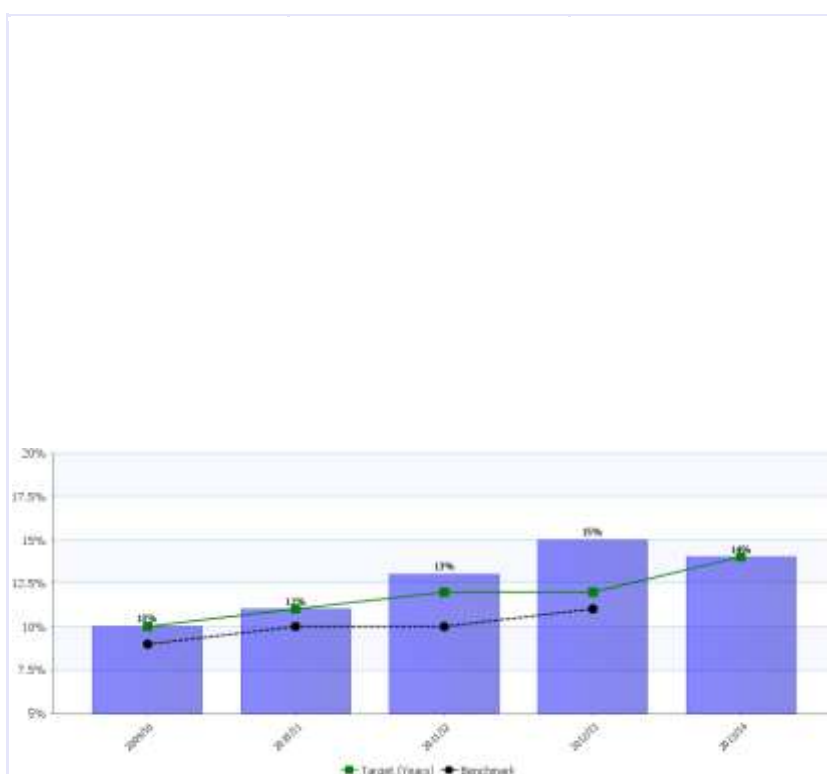
Over the five year period, the percentage of pupils in S5 achieving three or more qualifications at level 6 or above, by the end of S5, has risen. Attainment has exceeded the target. Performance in this measure in school session 2013/14 is at it's highest over the last 10 years. August figures are pre appeal and have been extracted from SEEMIS MIS system. Pre appeal figures may change as a result of appeals are known and college results are known.

Performance in this indicator will be influenced by the number of pupils attaining 5+standard grade credit passes in their fourth year of secondary education and the number of pupils returning to S5. Performance will vary from year to year as different cohorts of pupils sit different exams, and the pattern of subjects sat will change. Schools will work to raise the performance of each individual pupil.

The long term trend in West Lothian Council has been for improvements to attainment, and this has been recognised by Education Scotland.

Target for 2014/15 is 31%.

Performance Indicator	CP:EDSQA70_9b.1c Percentage of Pupils in S5 Achieving 5+ Qualifications at Level 6 (Higher Grade) or Better by end of S5.
Description	Percentage of pupils in their 5th year of secondary education (S5) achieving 5 or more higher grade qualifications at Level 6 or above. All qualifications gained by pupils in West Lothian schools are accredited by the Scottish Qualifications Authority (SQA). SQA is the national accreditation and awarding body in Scotland. The calculation of this performance indicator is carried out by statisticians in the Scottish Government. The Scottish Government will calculate this statistic based on the appropriate S4 roll.



Trend Chart Commentary:

Over the five year period, the percentage of pupils in S5 achieving five or more qualifications at level 6 or above, by the end of S5, has risen.

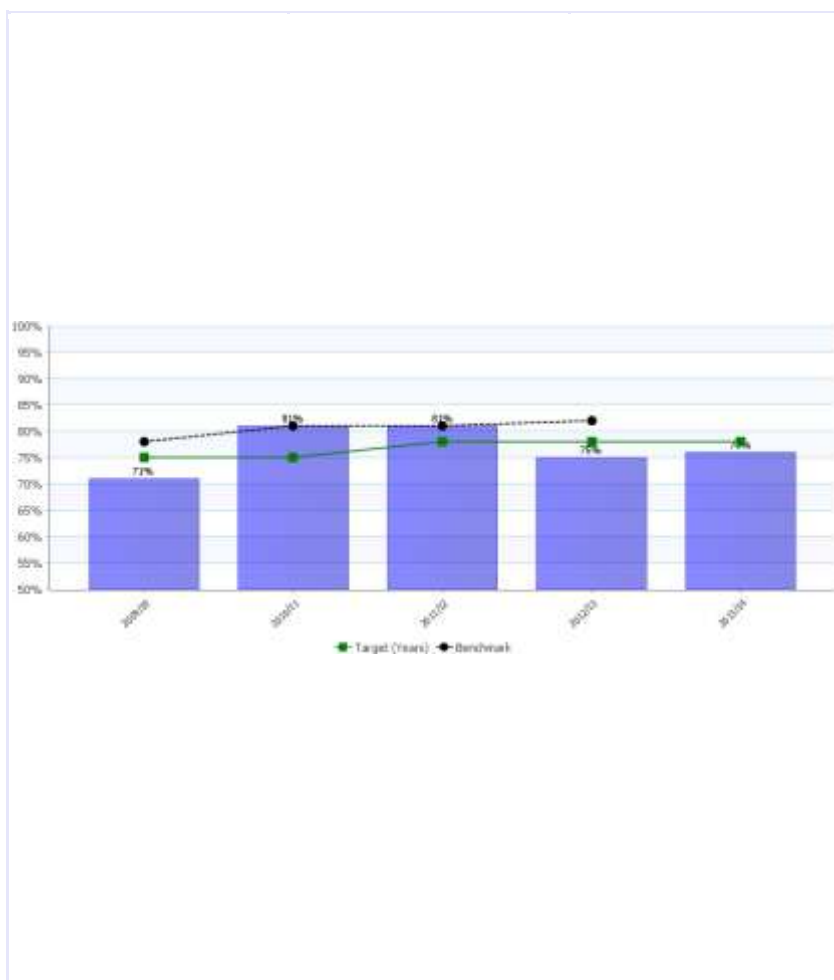
Attainment is in line with the target. Performance in this measure has dropped to 14% from the 2012/13 of 15% although the figure for 2013/14 is pre appeal. The actual figure for 2013/14 is 14.4% and does not include awards gained by students at college. It is envisaged that the post appeal figure will rise to 15%.

Performance will vary from year to year as different cohorts of pupils sit different exams, and the pattern of subjects sat will change. Schools will work to raise the performance of each individual pupil. Schools have prioritised improving attainment at this level.

The long term trend in West Lothian Council has been for improvements in attainment, and this has been recognised by Education Scotland.

A target of maintaining performance at the historically high level of 15% will be set for 2014/15.

Performance Indicator	EDSQA071_9b.1c Scottish Qualifications Authority Results: Percentage of Pupils in S5 Achieving Higher English (by end of S5).
Description	This indicator shows the percentage of pupils achieving an A-C pass in Higher English by the end of S5. This is the 'pass rate'. The calculation of this performance indicator is carried out by statisticians in the Scottish Government. The Scottish Government will calculate this statistic based on the number of pupils presented for Higher English.



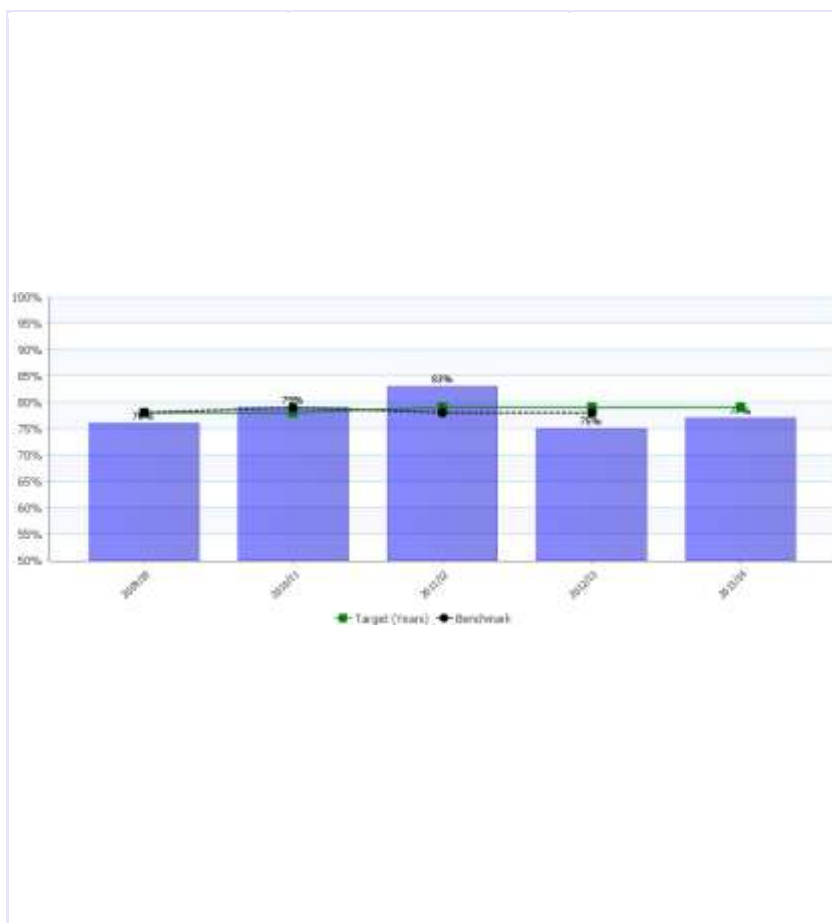
Trend Chart Commentary

Performance in this indicator has risen between 2012/13 and 2013/14.

Performance will vary from year to year as different cohorts of pupils sit different exams, and the pattern of subjects sat will change. Schools will work to raise the performance of each individual pupil. Schools have prioritised improving attainment at this level.

Target remains 78% for 2014/15

Performance Indicator	EDSQA072_9b.1c Scottish Qualifications Authority Results: Percentage of Pupils Achieving Higher Maths (by end of S5).
Description	This indicator shows the percentage of pupils achieving an A-C award in Higher Mathematicss. This is the 'pass rate'. The calculation of this performance indicator is carried out by statisticians in the Scottish Government. The Scottish Government will calculate this statistic based on the number of pupils presented for Higher Mathematics.



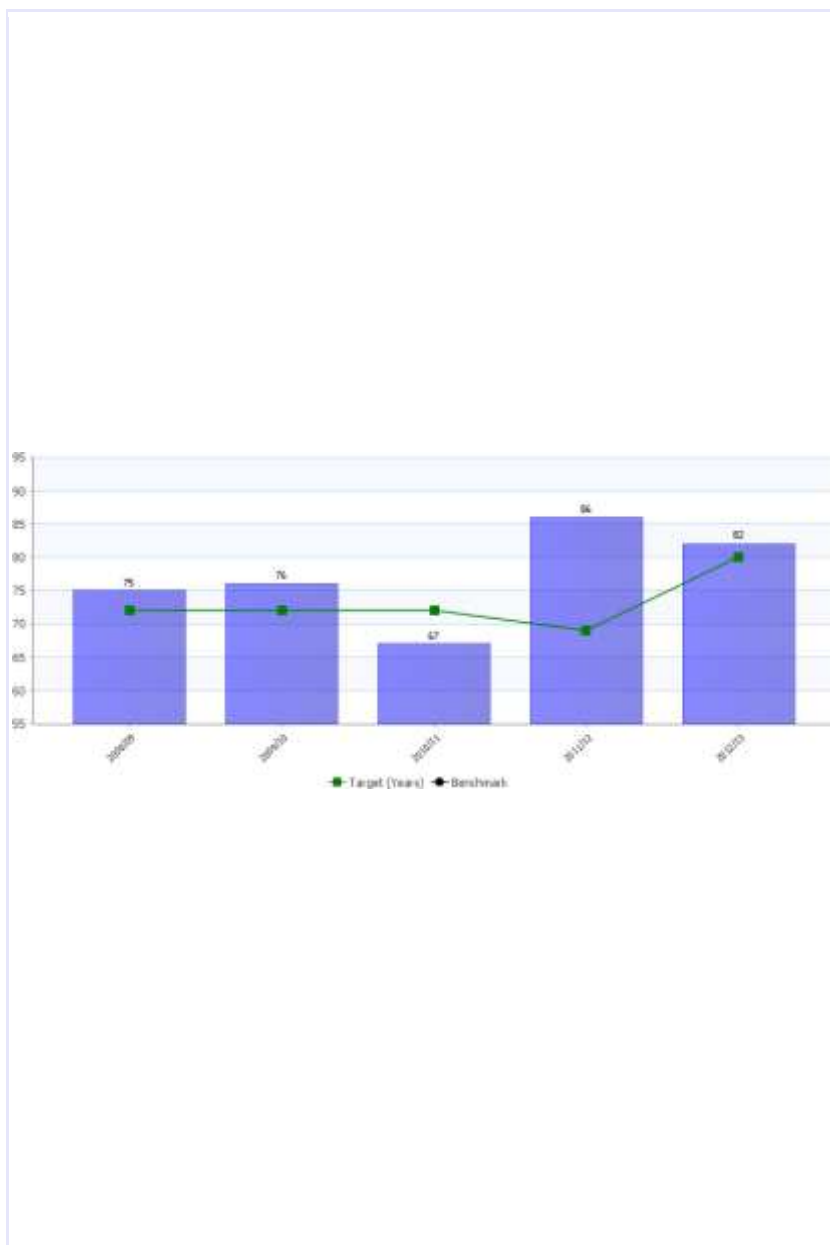
Trend Chart Commentary

Performance in this indicator has risen between 2012/13 and 2013/14.

Performance will vary from year to year as different cohorts of pupils sit different exams, and the pattern of subjects sat will change. Schools will work to raise the performance of each individual pupil. Schools have prioritised improving attainment at this level.

Target remains 79% for 2014/15

Performance Indicator	EDSQA073_9b.1c Scottish Qualifications Authority Results: Average Tariff Score of Pupils in the Lowest 20% (By The End of S4).
Description	This indicator shows the average points score of pupils in the lowest attaining 20% in S4. The lowest 20% will include pupils with additional support needs, looked after children and chronic non attenders. All SQA awards are allocated a points value according to the SCQF (Scottish Certification and Qualifications Framework). The average points score of the lowest 20% (by the end of S4) is calculated by the Scottish Government.



Trend Chart Commentary:

The lowest 20% of pupils will comprise pupils with additional support needs, pupils in care or pupils that are chronic non attenders. Performance in this indicator is volatile due to the make up of the group.

Performance in this indicator has increased over the five year period, and has increased significantly between 2009 to 2013 from 75 to 82. Performance in 2013 has dropped slightly from the previous years figure of 86.

The 2013 figure is currently post appeal. In session 2013 the performance of the lowest 20% was above (or equal) to all comparator authorities (North Lanarkshire 77, South Lanarkshire 63, Midlothian 71, Fife 73 and Clackmannanshire 82).

Target was raised to 80% to reflect increased performance in 2012. Target for 2014 remains at 80% taking account volatility of performance

Figures relating to the 2014 examinations will not be available until 2015.

Performance Indicator

EDSCH031_9b.1a Leavers Destinations: Percentage of School Leavers Entering a Positive Destination.

Description

This is a key indicator for measuring the progress of young people on leaving school. West Lothian and other South East Scotland local authority areas have historically under performed with low levels of progression into training opportunities in particular. Skills Development Scotland (SDS) collects this data through an annual survey conducted each autumn. It produces a snapshot of destinations. Annual figure for 2013/14 will be available December 2014.

SDS supply information on leavers destinations at pupil level to the Scottish Governments Education Analytical Services Division. The data is based on a follow up of young people who leave school between 1st August and 31st July each year.

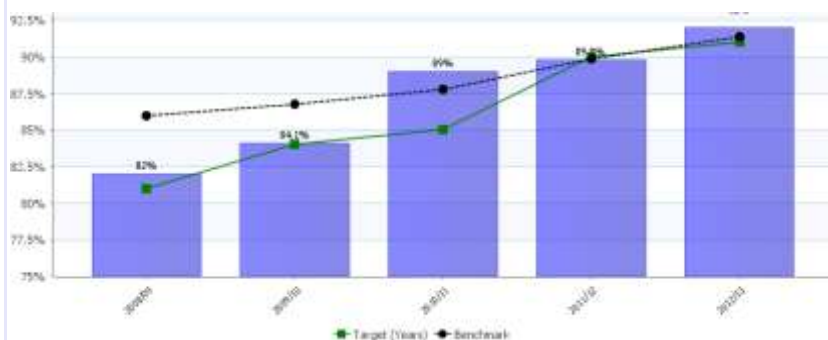
Trend Chart Commentary:

A positive destination for a school leaver is defined as further education, higher education, training, employment or voluntary work. Over the last five years, West Lothian has seen continued improvements in the levels of school leavers achieving a positive destination. The latest figures for 2012/13 show 92.0% of school leavers have moved in to a positive destination exceeding the target of 91%. Since 2005/06, positive destinations have increased by 12.0%. The largest increase has occurred between 2009/10 and 2010/11 with an increase of 4.8%.

West Lothian Council is ranked first when compared to our comparator authorities (Fife 89.7%, South Lanarkshire 88.6%, Clackmannanshire 88.3%, North Lanarkshire 90.0% and Midlothian 89.2%). Nationally 91.49% of school leavers entered a positive destination.

This positive trend has been achieved against the backdrop of extremely challenging economic circumstances. Numbers and percentages progressing into higher, further education, training and voluntary work have increased.

Target for 2013/14 is 94%



Performance Indicator

P:EDSCH070_9b.1c Percentage Attendance Levels in West Lothian Council Pre School Stages .

Description

This indicator shows the percentage attendance levels of children attending West Lothian Council pre school centres. Differing recording practices across Local Authorities mean comparisons between authorities will be affected by this.

Trend Chart Commentary:

Attendance levels in West Lothian pre school stages remain consistently around 90%. Performance has remained fairly static over the last 5 years. Attendance levels in 2013/14 (91.67%) are slightly above the 2012/13 (91.17%). Although attendance is non-statutory West Lothian Council has a positive attendance policy that matches national advice that is implemented effectively by schools.

Attendance levels do include some years where a rise or fall has taken place. Some fluctuations occur year on year and this can be expected to continue as conditions are not replicated exactly in schools on a year on year basis, with factors such as the weather and levels of sickness which will influence attendance varying over time.

The implementation of greater flexibility for parents, in line with Scottish Government guidance, has led to more requests for less than full time attendance being granted, which will have a negative impact on attendance levels. Target will therefore be set at the current level of 91% for 2014/15.



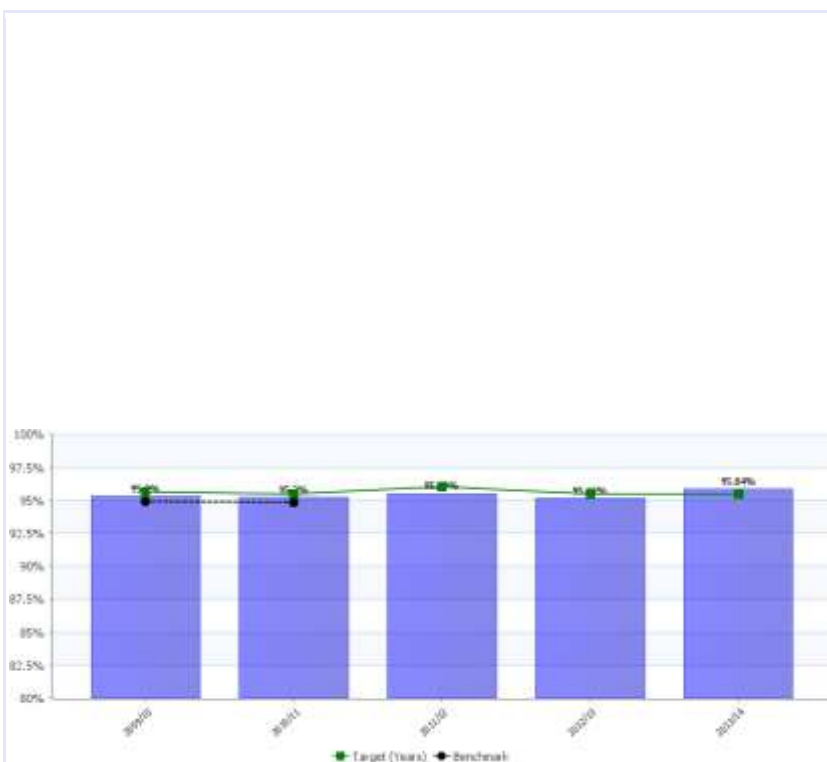
Performance Indicator

CP:EDSCH36_9b.1c Percentage Attendance Levels in West Lothian Primary Schools.

Indicator shows the percentage attendance levels of pupils attending West Lothian primary schools. The data in this indicator reports the recorded information on pupils' attendance in West Lothian primary schools. Differing recording practices across Local Authorities mean comparisons between authorities will be affected by these differences in recording.

Description

In 2007, the Scottish Government published guidance Included, Engaged and Involved Part 1 which replaced Scottish Executive Circular 5/03 on the management of attendance and absence in Scottish schools. This guidance 1) Clarifies classification and recording requirements, 2) Addresses wider issues of promotion and management of attendance and 3) Strengthens links between absence and protection of children.



Trend Chart Commentary:

Attendance levels in West Lothian primary schools are at a high level and remain consistently high around 95%. Attendance levels for session 2013/14 (95.84%) have risen slightly above the 2012/13 figure (95.13%) and are above target. Attendance levels are at their highest across the last five years. The secondment of a Development Officer who has been working closely with schools looking at attendance procedures will have contributed to the increase in primary school attendance levels.

Attendance levels continue to be above the national average (94.9% 2012/13). No national or inter authority data will be available for 2013/14. West Lothian Council has a positive attendance policy that matches national advice that is implemented effectively by schools. In addition, the improved quality of learning and teaching and success in meeting the needs of individual learners will impact positively on attendance.

Target is set as 95.9% which is previous year's performance plus 0.1%.

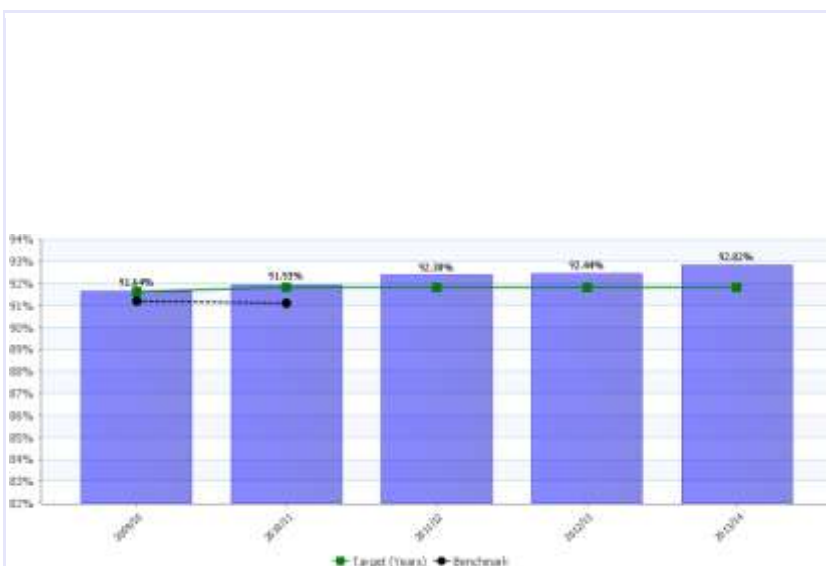
Performance Indicator

CP:EDSCH37_9b.1c Percentage Attendance Levels in West Lothian Secondary Schools.

Indicator shows the percentage attendance levels of pupils attending West Lothian secondary schools. The data in this indicator reports the recorded information on pupils' attendance in West Lothian primary schools. Differing recording practices across Local Authorities mean comparisons between authorities will be affected by these differences in recording.

Description

In 2007, the Scottish Government published guidance Included, Engaged and Involved Part 1 which replaced Scottish Executive Circular 5/03 on the management of attendance and absence in Scottish schools. This guidance 1) Clarifies classification and recording requirements, 2) Addresses wider issues of promotion and management of attendance and 3) Strengthens links between absence and protection of children.



Trend Chart Commentary:

Attendance levels in West Lothian secondary schools are at a high level and remain consistently high around 92%. Attendance levels for session 2013/14 (92.82%) have risen slightly above the 2012/13 figure (92.44%) and are above target. Attendance levels are at their highest across the last five years. The secondment of a Development Officer who has been working closely with schools looking at attendance procedures will have contributed to the increase in secondary school attendance levels.

Attendance levels continue to be above the national average (91.9% 2012/13). No national or inter authority data will be available for 2013/14. West Lothian Council has a positive attendance policy that matches national advice that is implemented effectively by schools. In addition, the improved quality of learning and teaching and success in meeting the needs of individual learners will impact positively on attendance.

Target is set as 92%, which is previous year's performance plus 0.1%.

Performance Indicator

EDSCH067_9b.1c Pupil Attendance: Percentage Attendance Levels in West Lothian Special Schools.

Description

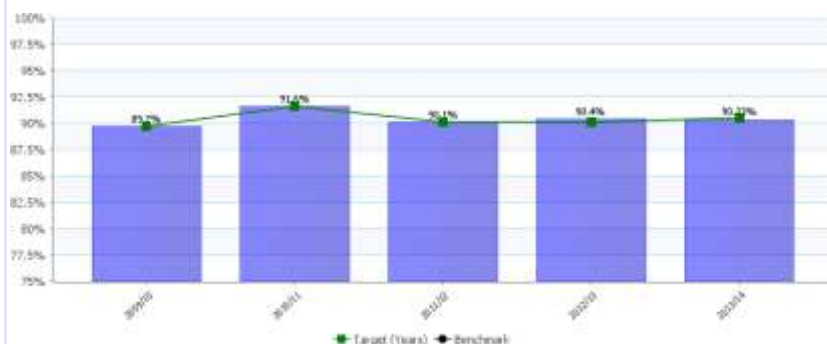
This indicator shows the percentage attendance levels of pupils attending West Lothian special schools. The data in this indicator reports the recorded information on pupils' attendance in West Lothian secondary schools. Differing recording practices across Local Authorities mean comparisons between authorities will be affected by these differences in recording.

Trend Chart Commentary:

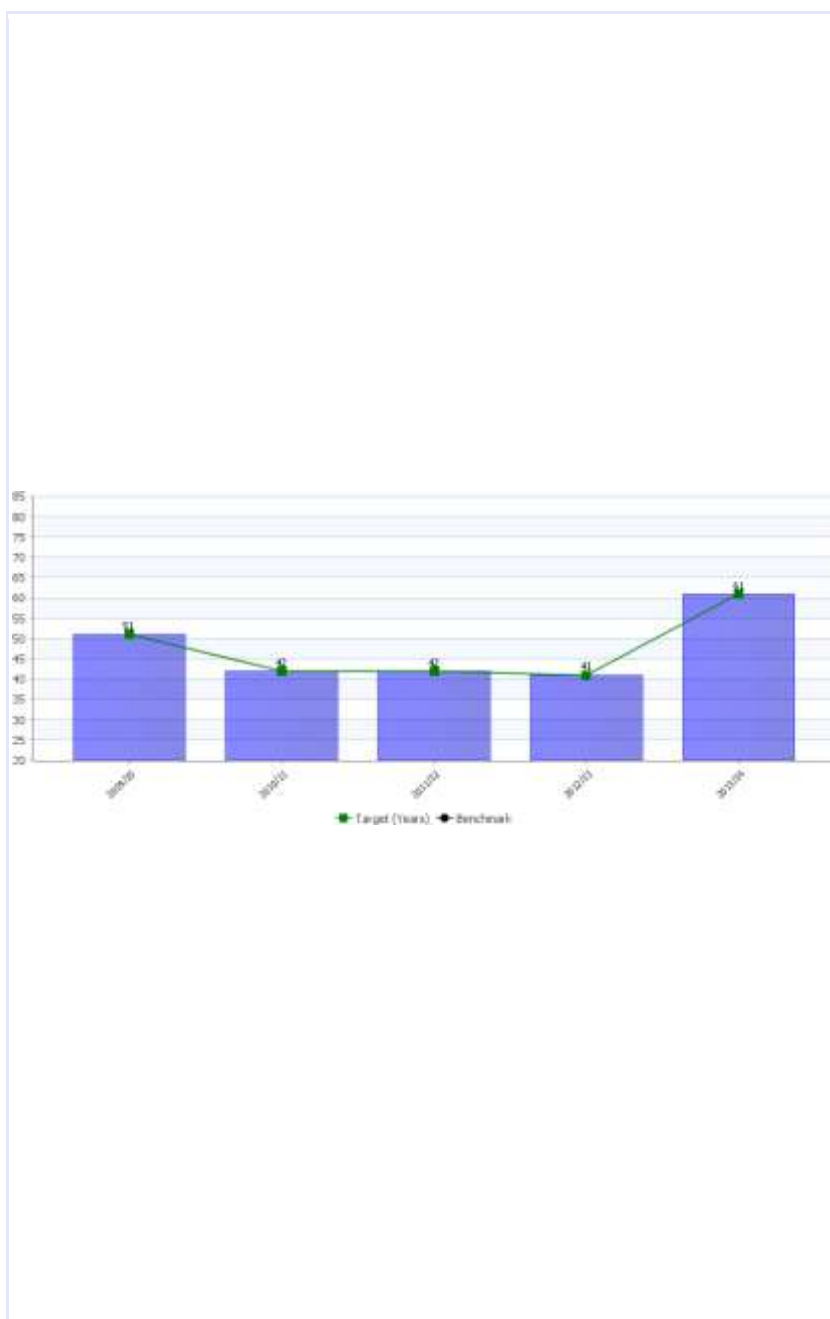
Attendance levels in West Lothian special schools have mostly been above 90%. Performance in 2013/14 (90.33%) has dropped from the 2012/13 (90.4%). West Lothian Council has a positive attendance policy that matches national advice that is implemented by schools. Attendance in 2013/14 is below the national figure for 2012/13 (90.5%). No national data will be available for 2013/14 as it is no longer collected.

Attendance levels do include some years where a rise has taken place. Some fluctuations occur year on year and this can be expected to continue as conditions are not replicated exactly in schools on a year on year basis, with factors such as the weather and levels of sickness varying over time will influence attendance.

Target is set as 90.4% previous year's performance plus 0.1%.



Performance Indicator	CP:EDSCH27_9b.1c Exclusions: Number of Openings Lost per 1000 Pupils Due to Exclusion in Primary Schools.
Description	Number of half-days (openings) per year per 1,000 pupils that children are not allowed to attend primary school due to unacceptable behaviour, resulting in a loss to the amount of education they receive.



Trend Chart Commentary:

There was been a downward trend from 2009/10 to 2012/13 in the amount of time missed by primary school pupils as a result of exclusion.

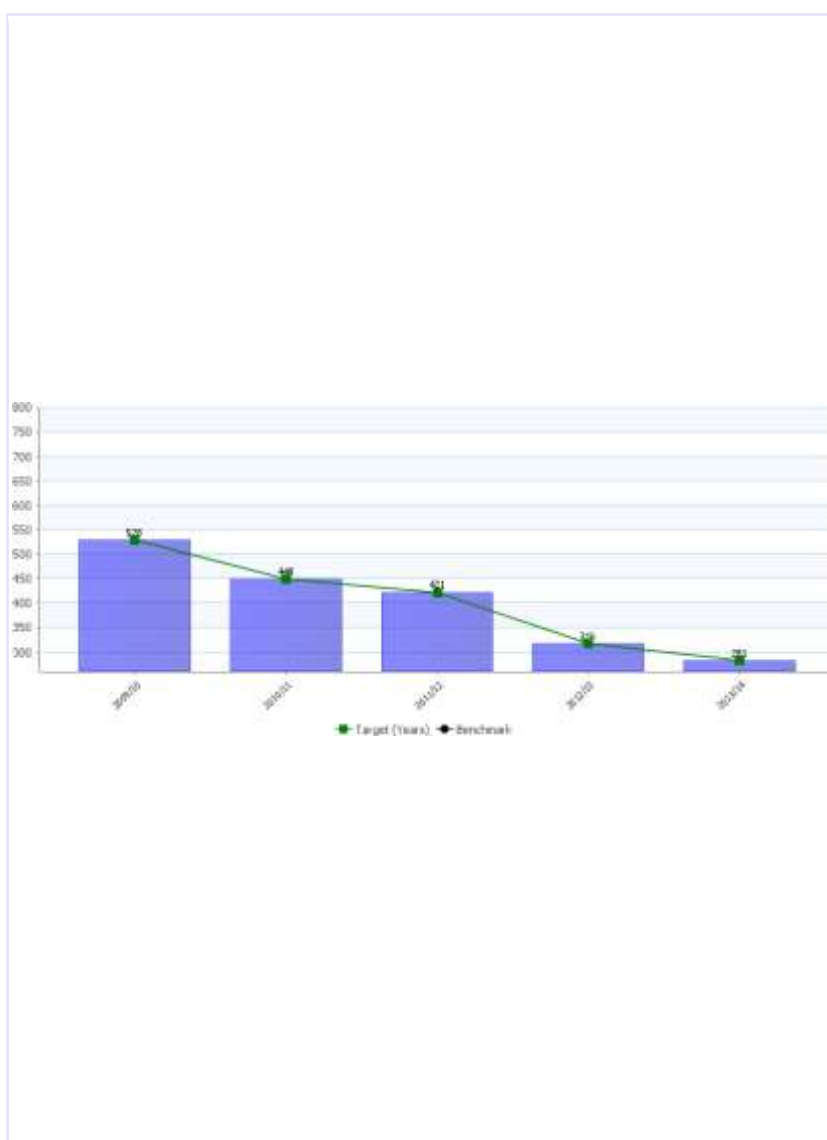
This was been achieved partly through a revised policy, increased behaviour support through outreach services, and increased use of alternatives to inclusion. It is also the case, however, that improved learning and teaching, and improvements in meeting the needs of individual learners, will have a positive impact on behaviour. The number of openings lost/1000 pupils in 2012/13 was at its lowest level over the last 6 years.

The number of openings lost increased in 2013/14 in response to specific incidents involving primary aged children. This is being analysed.

No benchmarking data exists for session 2012/13 as it is no longer collected nationally.

National guidance directs local authorities not to set targets for exclusion from schools. Performance and targets are at the same level, as this indicator is provided for general information and is not used as a key driver for school performance.

Performance Indicator	CP:EDSCH28_9b.1c Exclusions: Number of Openings Lost per 1000 Pupils Due to Exclusion in Secondary Schools.
Description	Number of half-days (openings) per year that children are not allowed to attend secondary school due to unacceptable behaviour - per 1,000 pupils



Trend Chart Commentary:

There has been a downward trend over the last 5 years in the amount of time missed by secondary school pupils as a result of exclusion. This has been achieved partly through a revised policy, increased behaviour support through outreach services, and increased use of alternatives to inclusion. It is also the case, however, that improved learning and teaching, and improvements in meeting the needs of individual learners, will have a positive impact on behaviour. The number of openings lost/1000 pupils in 2013/14 is at its lowest level over the last 5 years.

No benchmarking data exists for session 12/13 as it is no longer collected nationally.

National guidance directs local authorities not to set targets for exclusion from schools. Performance and targets are at the same level, as this indicator is provided for general information and is not used as a key driver for school performance.

Performance Indicator	EDSCH066_9b.1c Exclusions: Number of Openings Lost per 1000 Pupils Due to Exclusion (Special Schools).
Description	Number of half-days (openings) per year that children are not allowed to attend special school due to unacceptable behaviour - per 1,000 pupils



Trend Chart Commentary:

The number openings lost per 1000 pupils due to exclusion in special schools has varied year on year.

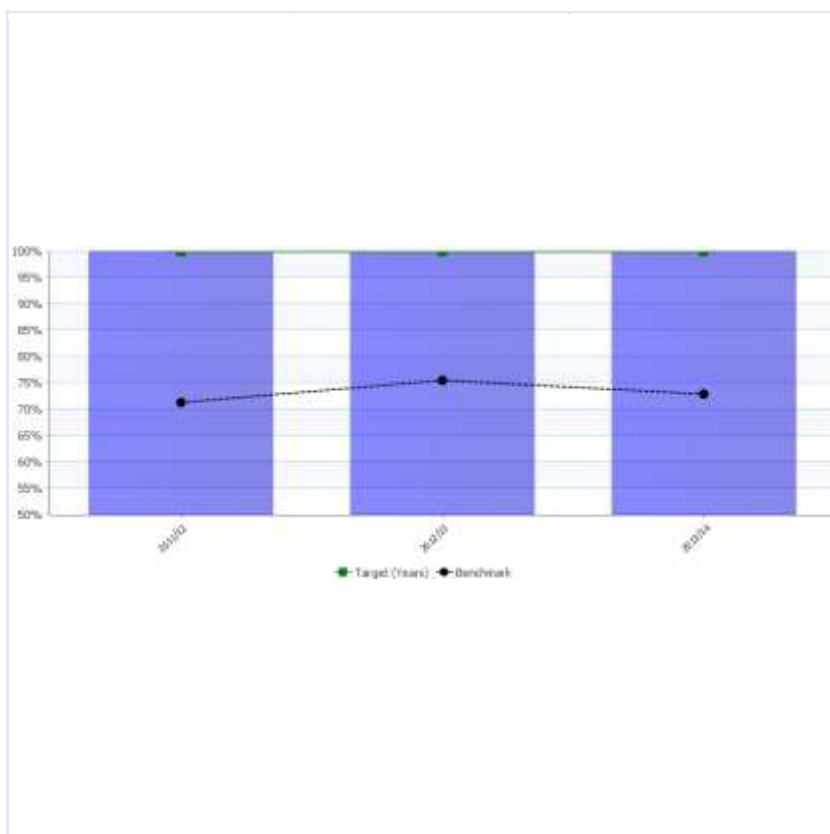
In 2013/14 the figure has declined from the previous year, and is at its lowest in five years.

This was been achieved partly through a revised policy, increased behaviour support through outreach services, and increased use of alternatives to inclusion. It is also the case, however, that improved learning and teaching, and improvements in meeting the needs of individual learners, will have a positive impact on behaviour.

No benchmarking data exists for session 2012/13 as it is no longer collected nationally.

National guidance directs local authorities not to set targets for exclusion from schools. Performance and targets are at the same level, as this indicator is provided for general information and is not used as a key driver for school performance.

Performance Indicator	EDSCH069_9b.1c Pre School: Percentage of Pre School Children With Access to a General Teaching Council Registered Teacher.
Description	This indicator shows the percentage of children in pre-school establishments with access to a General Teaching Council registered teacher.



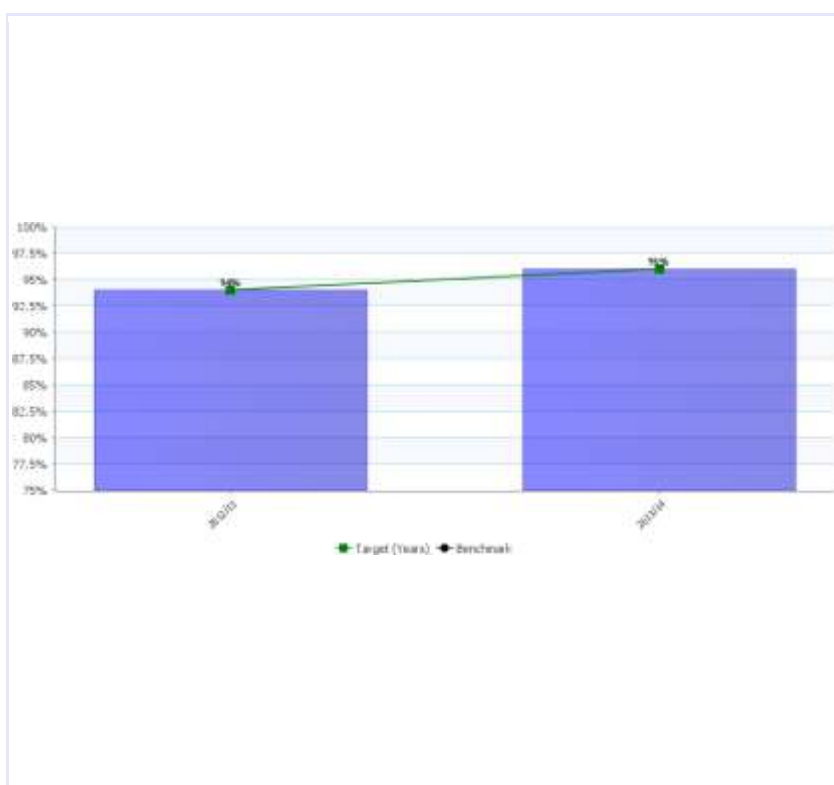
Trend Chart Commentary:

The percentage of pre school pupils in West Lothian schools with access to a General Teaching Council registered teacher has remained constant at 100%.

Nationally 75.4% of pre school children had access to GTC registered teacher as shown on the chart.

Target for 2014/15 remains at 100%.

Performance Indicator	SOA1308_06 Percentage of schools achieving Eco-Schools Scotland accreditation at Bronze, Silver and Green
	<p>This indicator shows the percentage of West Lothian Council schools which have achieved accreditation at Bronze Silver and Green Levels. Assessment is against the following seven criteria:-</p> <p>The Eco Committee – made up of children and of adults where required</p> <p>Environmental Review of the School,</p> <p>Action Plan, prioritises targets and shows cost implications and include how activity will be monitored and evaluated</p> <p>Monitoring & Evaluation - ensures that evaluation of action is ongoing</p> <p>Linking to the Curriculum - Aspects of Eco Schools activities are integrated into a range of subjects across the curriculum</p> <p>Involving whole school and wider community- The wider community is involved in the activities going on in the school</p> <p>Eco Code - The Eco Committee draw up a code from suggestions collected and is approved by the school</p>
Description	

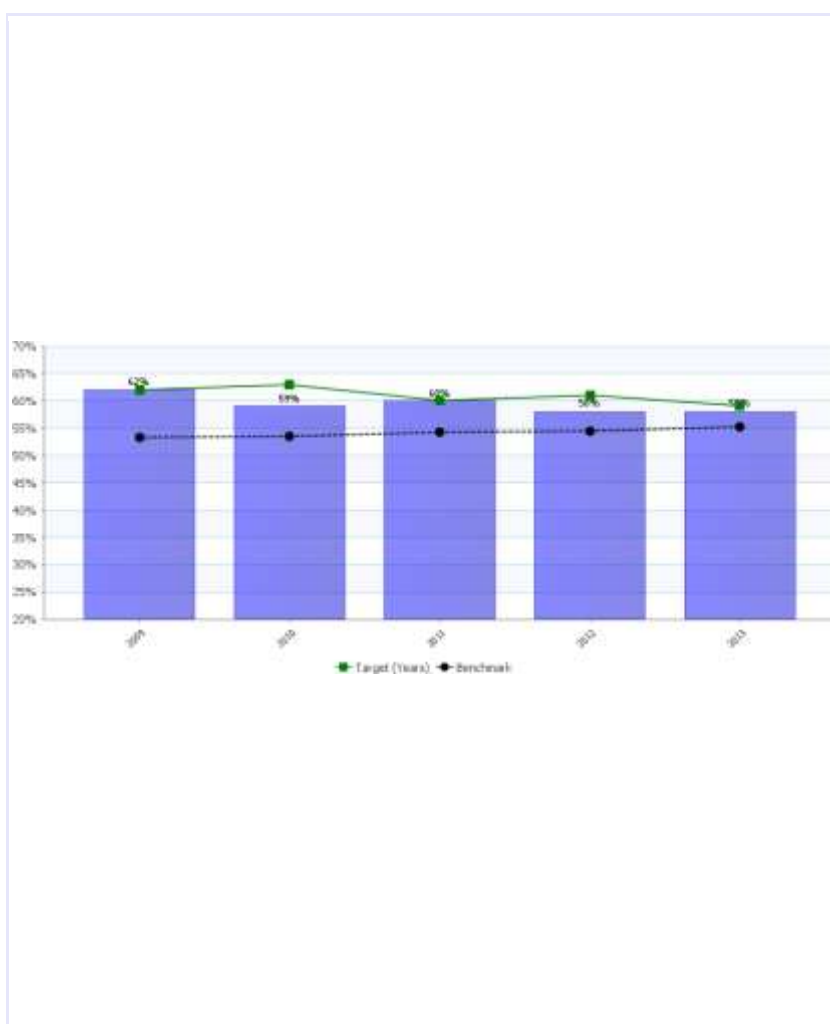


Trend Chart Commentary :

Currently 89 out of 93 schools, or 96% of schools, in West Lothian have achieved accreditation at Bronze Silver and Green.

Target is set as current year plus two percentage points to reflect efforts to encourage all schools to achieve eco-schools.

Performance Indicator	SOA1308_19 Percentage of primary school children travelling actively to school
Description	This indicator shows the percentage of primary school children walking, cycling, scootering or skating to school, as determined by the annual Hands Up Survey undertaken by Sustrans.



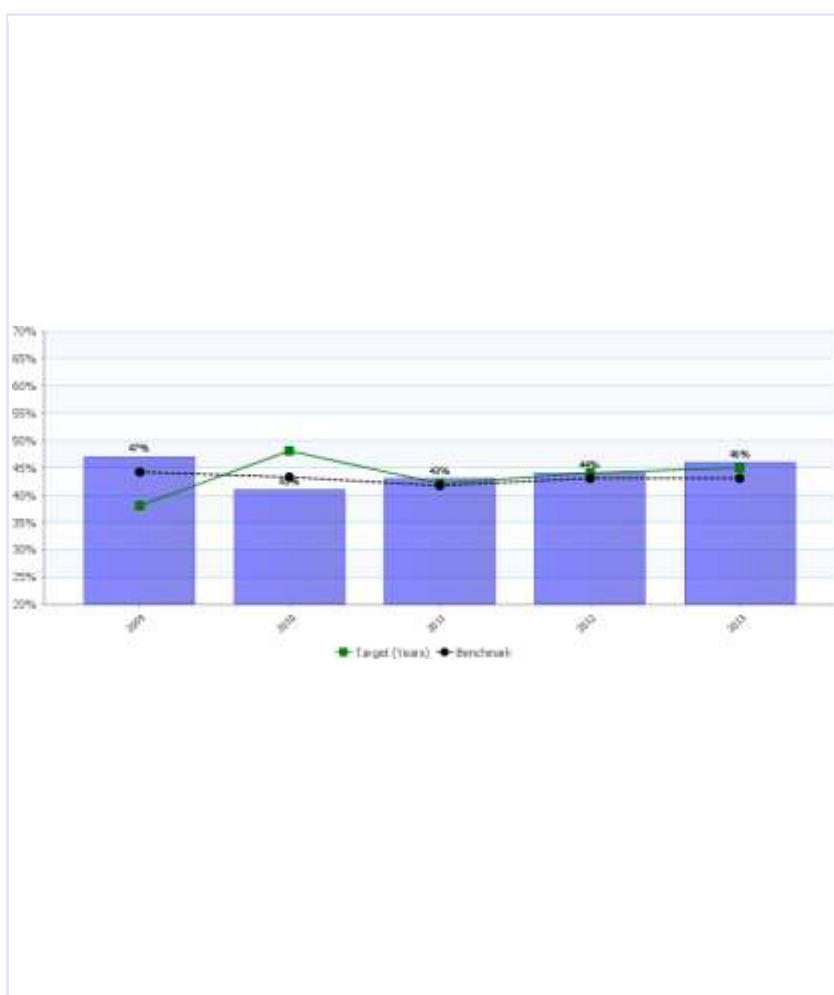
Trend Chart Commentary:

Performance in 2013 (58%) is the same as in 2012. It is down from peak performance in 2009, and below target. It is, however, above the national figure of 55.3%.

Target is previous year's performance plus one, 59%, in order to recognise the promotion of physical activity and sustainable transport.

The Hands Up Scotland 2013 survey took place between 9th and 13th September 2013.

Performance Indicator	SOA1308_20 Percentage of secondary school children travelling actively to school
Description	This indicator shows the percentage of secondary school children walking, cycling, scootering or skating to school, as determined by the annual Hands Up Survey undertaken by Sustrans.



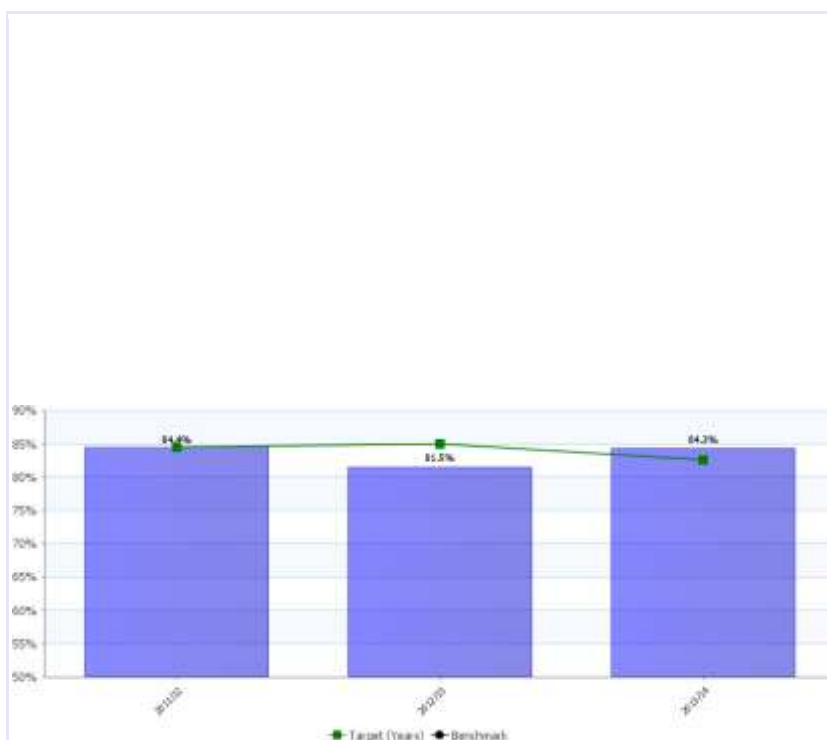
Trend Chart Commentary:

Performance in 2013 (46%) is up two percent on the previous year, and above target. It is above the national figure of 43%.

Target is previous year's performance plus one, 47%, in order to recognise the promotion of physical activity and sustainable transport.

The Hands Up Scotland 2013 survey took place between 9th and 13th September 2013.

Performance Indicator	CP:EDSCH055_6a.7 Percentage of Parents Rating their Overall Satisfaction With their Child's School and Education as Good or Excellent.
Description	This indicator shows the percentage of parents/carers rating their overall satisfaction with their child's school and education as good or excellent. Parents were asked to indicate their overall satisfaction with their child's school and education.



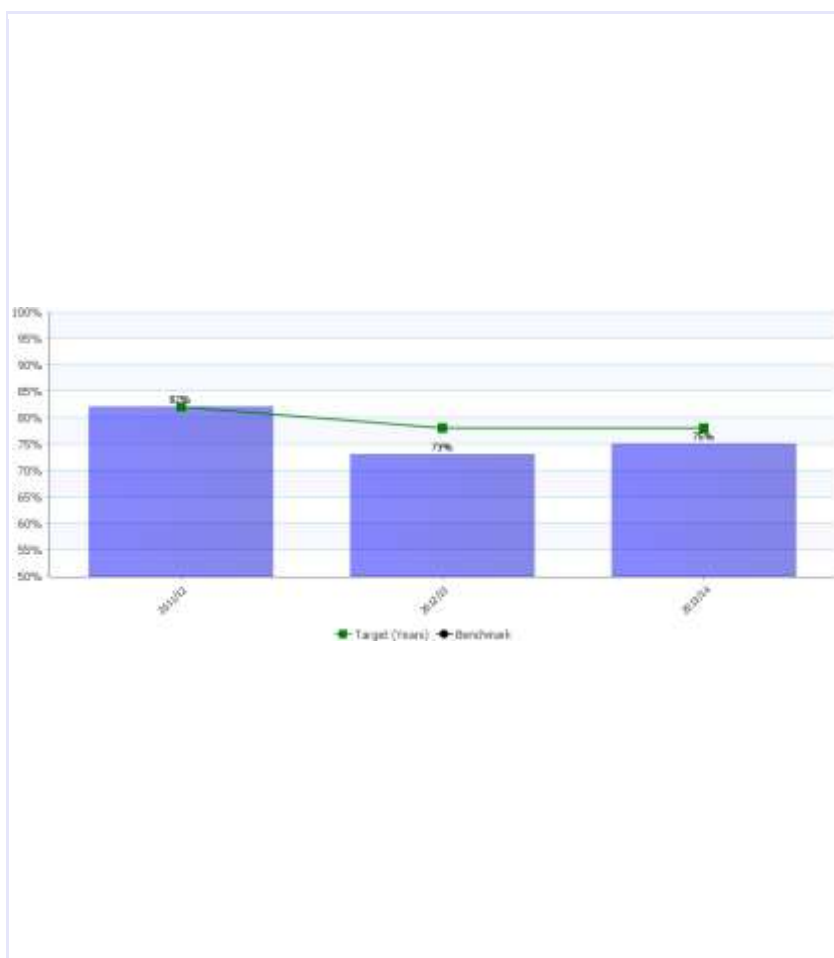
Trend Chart Commentary:

An e-mail survey of 16840 parents was carried out using online survey questionnaire software. A total of 4054 parents responded to the survey representing a return rate of 24.1%. A total of 84.3% of parents/carers rated their child's school and education as good or excellent. This figure is up from the previous year's figure of 81.5% and is above the target of 82.5%.

Target is set as previous year's performance plus 1%. Target for 2014/15 will be 85.5%.

In 2011/12 over 3000 parents responded to this survey whilst only 1723 responded in 2012/13.

Performance Indicator	EDSCH056_6a.7 Customer Satisfaction - Percentage of Students in Secondary Schools Rating their Satisfaction with their School and Education as Good or Excellent.
Description	This indicator shows the percentage of students in secondary schools rating their satisfaction levels with their school and education as good or excellent. S1-6 pupils were all surveyed using Opiniotaker software. This survey is carried out annually.



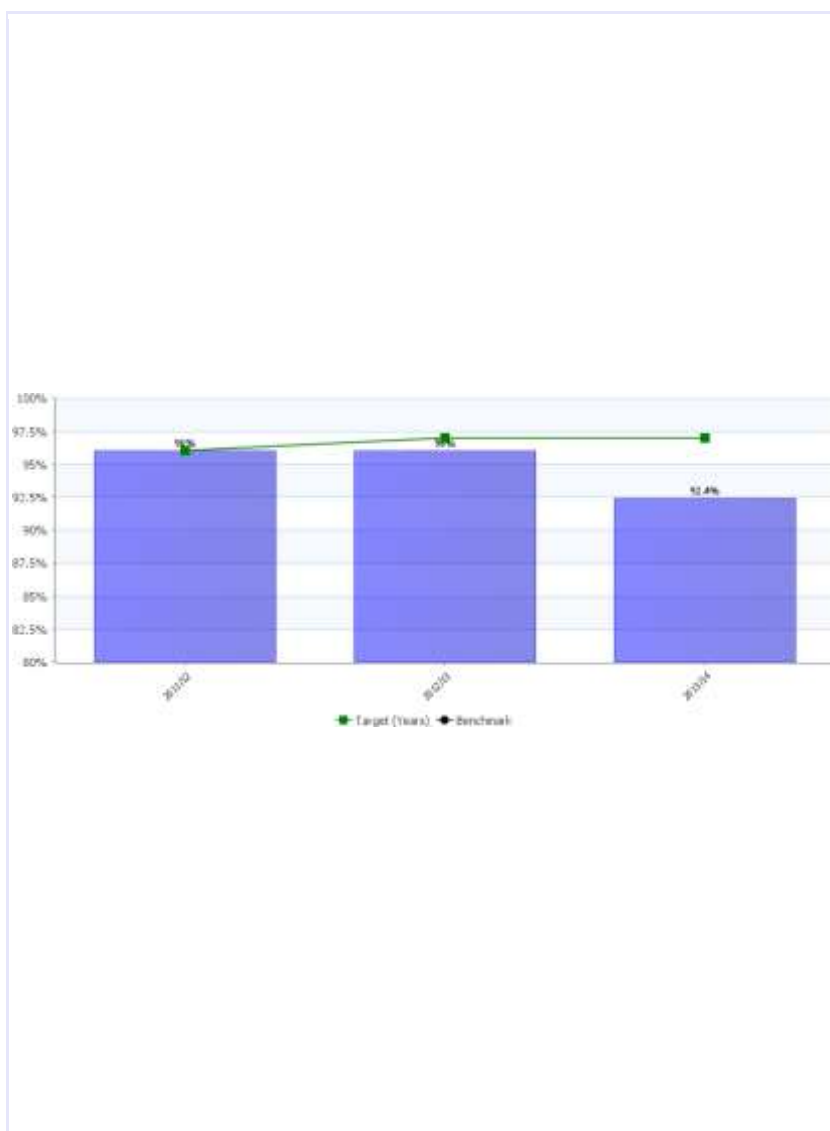
Trend Chart Commentary

The percentage of secondary students rating their satisfaction with their school and education as good or excellent has increased from 73% to 75% and is below target. Target is set as previous year's performance plus 1%. Target for 2014/15 will be 76%.

Only 0.3% of students (28 out of a total of 10577) actually responded to the survey. This is down significantly on the 2012/13 figure.

The service will work with Headteachers to produce a larger sample in future years.

Performance Indicator	EDSCH057_6a.7 Customer satisfaction – Percentage of Primary 7 Pupils Rating their Satisfaction with their School and Education as Good or Excellent.
Description	This indicator shows the percentage of Primary 7 pupils in schools rating their satisfaction levels with their school and education as good or excellent. Primary 7 pupils were all surveyed using Opiniontaker software. This survey is carried annually.



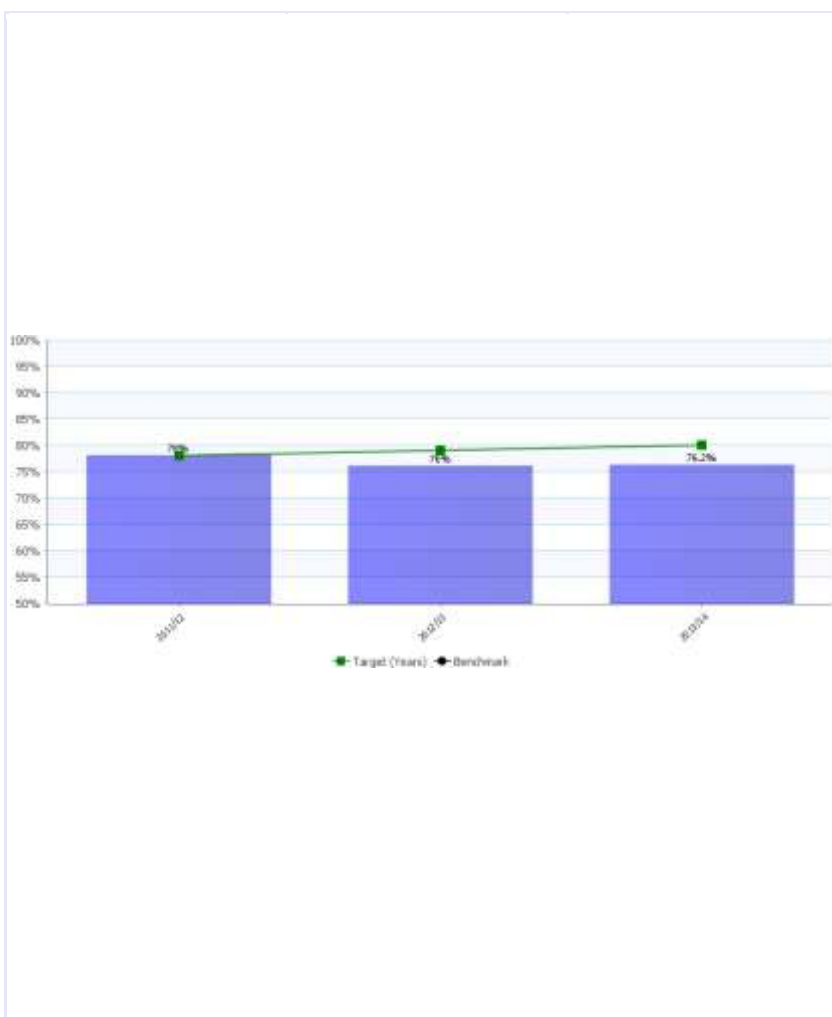
Trend Chart Commentary

Satisfaction amongst primary school pupils has fallen from 96% to 92%. This is the lowest this figure has been at across the 3 years data has been collected. A total of 209 primary pupils out of 1977 responded to a survey about their attitudes towards their school. This represents a return rate of 10.6% which is down on the previous year's return rate of 27%.

Target is previous year's satisfaction, plus 1%, to reflect the desire of the council to improve satisfaction. Target for 2014/15 will be 93.5%

The service will work with Headteachers to increase the size of the sample.

Performance Indicator	EDSCH040_6a.6 Customer Satisfaction: Percentage of Parents Rating the Equality & Fairness in Their Child's School as Good or Excellent..
Description	This indicator shows the percentage of parents/carers rating the equality and fairness in their child's school as good or excellent. A survey is carried out annually of all parents where we are able to collect an email address using online survey questionnaire software.



Trend Chart Commentary

A total of 4054 out of 16840 parents/carers responded to the annual parental customer satisfaction survey.

76.2 % of parents surveyed rated the equality and fairness in their child's school as good or excellent. This is up slightly on the previous year's figure of 76%. This is below the target of 80%. A more detailed analysis of the responses will be carried by school to investigate if there are any issues with this indicator in specific schools.

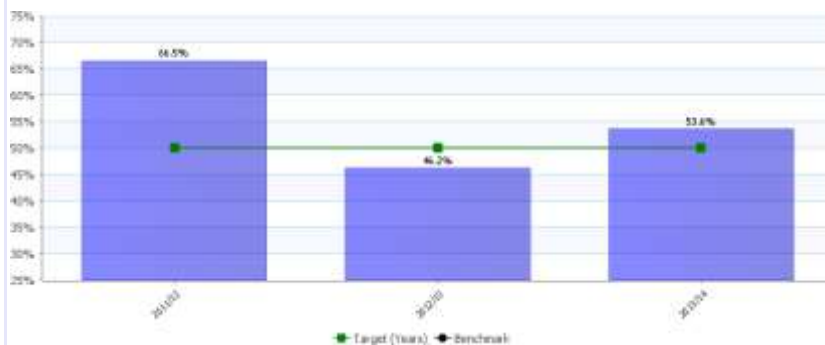
Target is set as previous year plus 1%.

Performance Indicator

EDSCH080_6a.6 Customer Satisfaction: Percentage of Students in Secondary Schools Rating the Equality & Fairness in Their School as Good or Excellent..

Description

This indicator shows the percentage of secondary school students rating the equality and fairness in their school as good or excellent.



Trend Chart Commentary

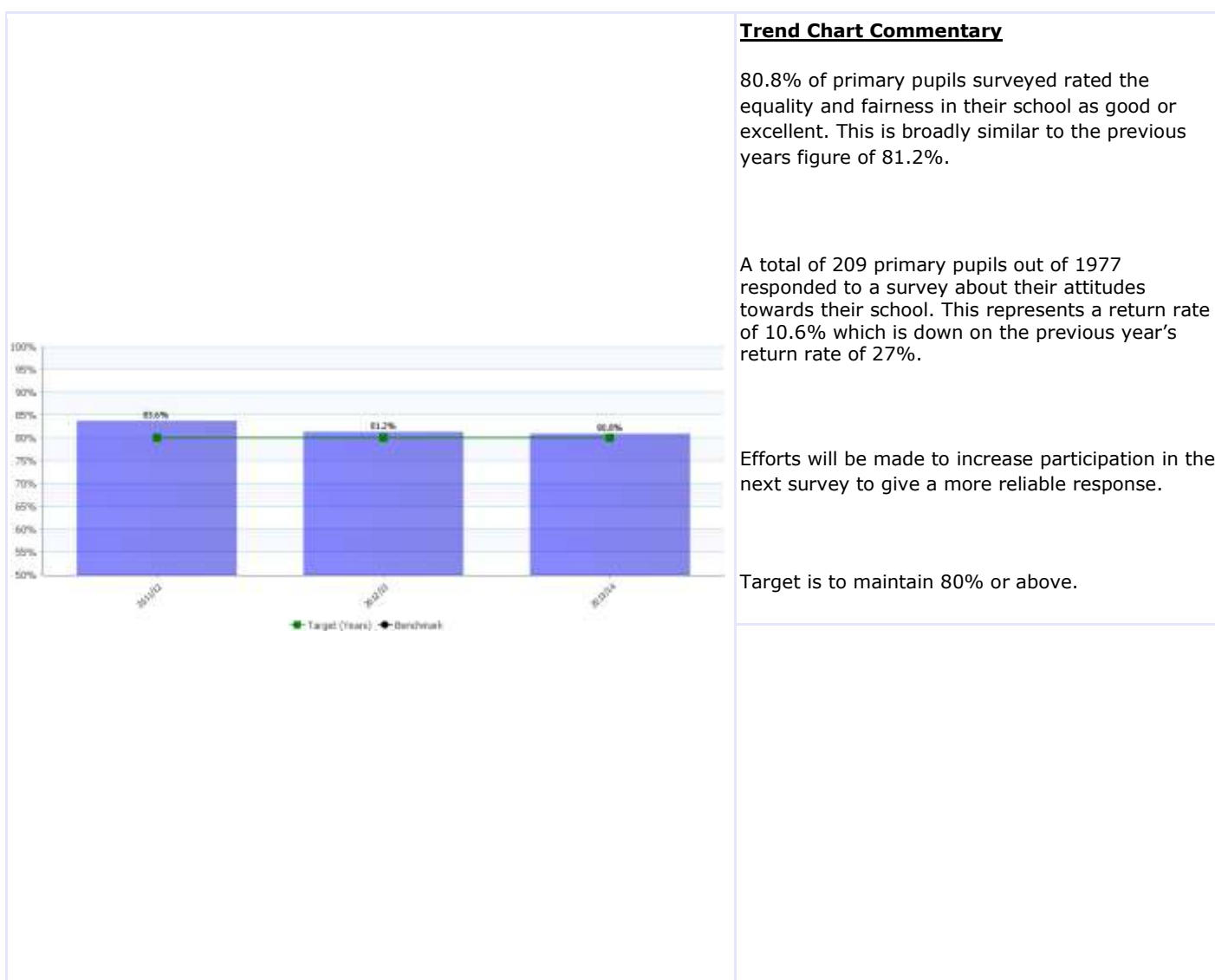
53.6% of secondary students surveyed rated the equality and fairness in their school as good or excellent. This is up on the previous year's figure of 46.2%.

Only 0.3% of students (28 out of a total of 10577) actually responded to the survey. This is down significantly on the previous years response rate.

Efforts will be made to increase participation in the next survey to give a more reliable response.

Target is to maintain 50% or above.

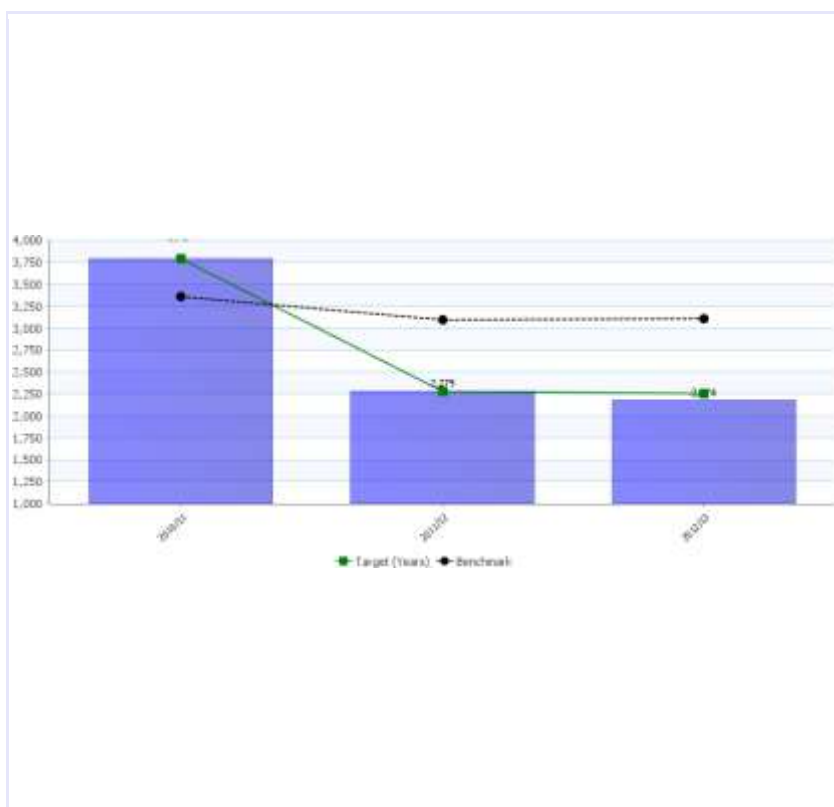
Performance Indicator	EDSCH081_6a.6 Customer Satisfaction: Percentage of Pupils in Primary Seven Rating the Equality & Fairness in Their School as Good or Excellent..
Description	This indicator shows the percentage of primary seven pupils rating the equality and fairness in their school as good or excellent.



Performance Indicator	EDSCH079_9b.1c Number of Racial Incidents in West Lothian Schools.
Description	This indicator shows the number of racial incidents in schools, as recorded by all schools using the SEEMIS system.



Performance Indicator	EDSCH073_9a.1c Nursery Education: Cost Per Pre School Place.
Description	This indicator shows the average amount of money spent on each pre school child in West Lothian pre school establishments each year. This national measure is used to assess efficiency in the delivery of pre school education.



Trend Chart Commentary:

Since 2010/11 the actual cost per pre school place has decreased by £1,613 from £3,787 to £2,174. This represents a 42.6% decrease. Nationally the same measure has decreased by £254 per pupil (£3,360 to £3,106) or a 7.6% decrease.

2013/14 data will be available early in 2015.

Performance Indicator

P:EDSCH071_9a.1c Cost per Pupil in West Lothian Primary Schools.

Description

This indicator shows the average amount of money spent on each pupil in West Lothian Secondary Schools each year. This national measure is used to assess efficiency in the delivery of school education. High levels of occupancy result in greater efficiency and ensure best value for the West Lothian community. This allows approximately 90% of the Education budget to be devolved to schools. Larger items of expenditure not devolved include catering and cleaning, free school meals, clothing grants, Public Private Partnership costs and other central services.

Trend Chart Commentary:

High levels of occupancy result in greater efficiency and ensure best value for the West Lothian community. Approximately 90% of the Education budget is devolved to schools. Larger items of expenditure not devolved include catering and cleaning, free school meals, clothing grants, Public Private Partnership costs and other central services.

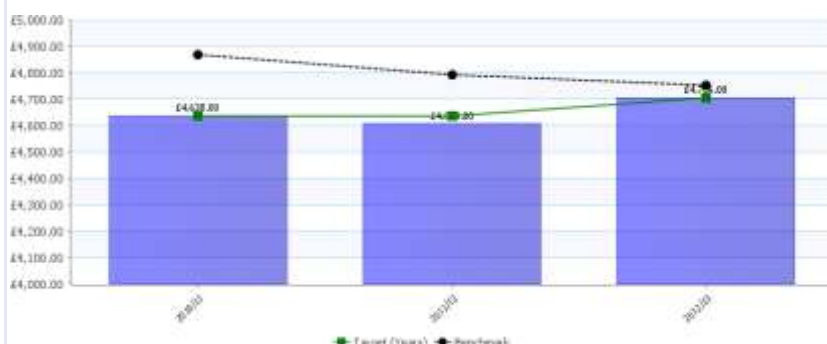
This indicator will be influenced by changes in the amount of budget allocated to schools and fluctuations in pupil numbers. West Lothian Council aims to continue to invest in Education for the benefit of the young people of West Lothian, whilst maximising the efficiency of service delivery.

Since 2010/11 the actual cost per pupil of a West Lothian primary pupil has increased by £68 from £4,638 to £4,706. This represents a 1.5% increase. Nationally the same measure has decreased by £116 per pupil (£4,868 to £4,752) or a 2.4% decrease.

Improving attainment and low cost demonstrate efficient and effective use of resources. Target for 2013/14 will be £4,800, as the Council will aim to improve quality of provision within existing resources.

In future years a decrease will occur as time limited resources are withdrawn.

Figures for 2013/14 will be available in early 2015.

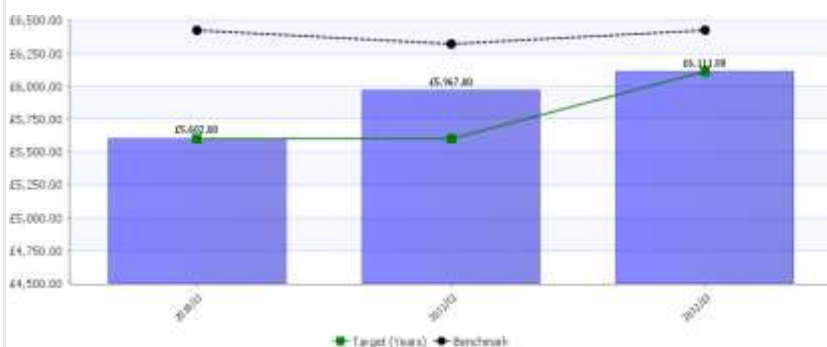


Performance Indicator

P:EDSCH072_9a.1c Cost per Pupil in West Lothian Secondary Schools

Description

This indicator shows the average amount of money spent on each pupil in West Lothian Secondary Schools each year. This national measure is used to assess efficiency in the delivery of school education. High levels of occupancy result in greater efficiency and ensure best value for the West Lothian community. This allows approximately 90% of the Education budget to be devolved to schools. Larger items of expenditure not devolved include catering and cleaning, free school meals, clothing grants, Public Private Partnership costs and other central services.



Trend Chart Commentary:

High levels of occupancy result in greater efficiency and ensure best value for the West Lothian community. Approximately 90% of the Education budget is devolved to schools. Larger items of expenditure not devolved include catering and cleaning, free school meals, clothing grants, Public Private Partnership costs and other central services.

This indicator will be influenced by changes in the amount of budget allocated to schools and fluctuations in pupil numbers. West Lothian Council aims to continue to invest in Education for the benefit of the young people of West Lothian, whilst maximising the efficiency of service delivery.

Since 2010/11 the actual cost per pupil of a West Lothian secondary pupil has increased by £509 from £5,602 to £6,111. This represents a 9.1% increase. Nationally the same measure has increased by £5 per pupil (£6,422 to £6,427) or a 0.1% increase.

Improving attainment and low cost demonstrate efficient and effective use of resources. Target for 2013/14 will be £6,247, as the Council will aim to improve quality of provision within existing resources.

In future years a decrease will occur as time limited resources are withdrawn.

Figures for 2013/14 will be available in early 2015.



Key Achievements 2013/14

1. Continuing to raise attainment at transition from Primary to Secondary through the collaborative improvement model introduced in the primary sector.
2. Implementing cross sector reading and literacy initiatives to improve transition from Primary to Secondary, supported by literacy developments at a cluster level, aiming to improve the pace of learning so that children and young people make better progress resulting in higher attainment.
3. Continue to improve attainment in Primary and Secondary Schools through the implementation of the Attainment Strategy and increased use of performance data.
4. Implementing the Attainment Strategy by:-
 - Putting in place a more robust and challenging programme of monitoring levels of attainment. A schedule of regular and focused meetings with schools' Senior Management has further developed the quality and impact of professional discussions about attainment. Briefings about and discussions of attainment issues are regular items on the agenda for Head Teachers.
 - Education Officers and schools working together to prioritise areas for improvement. In addition, more intensive and targeted support is provided over a longer period to schools where improvement in attainment is most required.
 - Grouping local schools has encouraged schools to collaborate more effectively by sharing staff expertise and experience, by reflecting upon curriculum developments and by joint provision of staff professional development.
 - Introducing Adaptive Testing in Primary Schools to provide robust attainment data on which to base improvement and measure value added by schools.
 - Forming a Steering Group, with representation from each secondary school, to support effective use of the new tool for analysing SQA data (Senior Phase Benchmarking Toolkit). The group shares information widely about the new tool, informs national developments on it and will help identify training needs for staff.
 - Focusing on improving attainment at Higher Grade across key subject areas, including English, Mathematics and the Sciences. Meetings have been held with school representatives from each of these subjects and planning for improvement is in progress in all. A dedicated Development Post-holder has also been appointed in each of these subject areas to coordinate improvement activities.
 - Providing schools with significant support from the Secondary Attainment Task Team (SATT) and the Pre-School and Primary Improvement Team (PPIT), which are made up of Education Officers, for target schools and curriculum areas.
5. Making effective use of the adaptive test data from Primary Schools to secure improvements including:-
 - producing a detailed Attainment Report for each primary school enabling schools and Education Officers to develop improvement actions and monitor their impact on attainment;
 - holding briefing sessions with Headteachers and Education Officers to develop their ability to interpret and make effective use of the data; sharing information from Primary 7 testing with associated secondary school(s) to enhance transition processes;

- providing an additional, in-depth report on attainment across a cluster to each cluster school to inform discussions about progression in learning and achievement, and to facilitate more targeted support for pupils;
 - supporting more effective benchmarking through analysis of comparative data e.g. comparison across Scottish Index of Multiple Deprivation decile bands.
6. Continue to support improved access to relevant courses and educational and vocational opportunities through further development of the West Lothian Campus.
 7. Continuing effective collaborative planning between West Lothian College and West Lothian secondary schools to meet the needs of all young people across the authority through an enhanced curriculum offering greater personalisation and choice for secondary students, fulfilling the key principals of Curriculum for Excellence, and providing a strong foundation for raising attainment and supporting young people into positive post-school destinations.
 8. Offering the following options at West Lothian College for students in S4, S5 and S6 as part of the campus provision:- Computer Hardware Installation and Maintenance(Higher National units); ESOL – English for Speakers of Other Languages (Access and Intermediate 1&2); Skills for Work courses in Energy, Early Education & Childcare, Hairdressing, Creative Industries, Laboratory Science and Health Sector; Intermediate 2 Photography units, Carpentry and Joinery units and Access to Higher Professional Cookery units; Higher Photography and Early Education and Childcare; and Advanced Higher Physical Education.
 9. Enabling pupils entering S5 to study Higher National Certificates in Computing or Engineering at West Lothian College as part of their school curriculum. The courses will run for 2 afternoons per week for two years. Upon successful completion of the course, West Lothian students will attain a level of qualification which very few school students across the country will have achieved by their school leaving date.
 10. Enhance early intervention in Primary, Secondary and Special Schools with children and young people facing challenge in life and learning supported through nurture groups to remain engaged with school. Education Services first introduced the nurture approach into schools in 2004 with the successful development and implementation of part-time extraction Nurture Groups in some Primary schools, known as ‘Teaching and Learning Centres (TLCs)’. In 2010, a secondary school nurture model was successfully piloted in Whitburn Academy, highlighting links to increased attendance and reduced exclusions for nurture pupils, in addition to the positive social, emotional and behaviour changes. Following on from this success, the Local Authority provided time-limited investment funding for a period of two years, for a number of new groups to be established across late primary school (P5-7) and early secondary school (S1-2) stages. In total, 24 schools were involved in the project during school session 2012-2013, with an additional 11 schools receiving funding for school session 2013-14. Overall results have shown a very positive effect on the pupils attending the nurture groups. Significant progress has been made in social, emotional and behavioural development and there are also indications of improvements in attainment and attendance. The Educational Psychology Service will continue to support the nurture staff through training, network events and consultation with Nurture staff to build on the success of the nurture groups within West Lothian.
 11. Participating in the national Early Years Collaborative led by the Scottish Government with expert input from the Institute for Healthcare improvement, involving collaboration between all professionals with an interest in early years, with the aim of making Scotland a better place for children to grow up in.

12. Putting in place arrangements to build capacity in schools to support children for whom English was an Additional Language, with training provided by Edinburgh College to one member of staff in each school, and then cascaded within that school, and central resources available to staff.
13. Roll out Language Link out to all schools and training P1 teachers and Support for Learning Teachers in its use. Schools have experienced a positive effect on literacy. A development officer will continue to support schools in this area.
14. Developing a West Lothian Modern Languages Framework in line with the Scottish Government strategy for Modern Languages. The council has invested in the skills of staff and in providing schools with resources to support high quality language learning for our young people and to support the implementation of Language Learning in Scotland: A 1+2 Approach. Language teaching is firmly embedded in our school curriculum in the Broad General Education and senior phase in all of our secondary schools. Almost all children in primary schools have the opportunity to learn a modern language from primary 6 and for some even earlier than this. A very good network of supports for the teaching of languages in primary and secondary schools has been established and there are examples of recognised national best practice in some of our schools. A wide range of languages are taught including French, German, Spanish, Italian and Mandarin.
15. Implementing the Literacy Framework, launched in June 2013, supported by the development officers for raising attainment (DORAS)
16. Continuing to develop approaches to numeracy to complement the work undertaken on improving literacy, utilising the development officers for raising attainment (DORAS) funded from time limited investment.
17. Developing a Numeracy Framework in response to the Adaptive Testing data and the need to improve attainment in Mathematics and Numeracy, including a focus on mental mathematics developed to address the gap in age related performance in mental arithmetic.
18. Continuing to support schools in session 2013/14 through the work of the development officers for raising attainment (DORAS)/Raising Attainment Team established in session 2012/13 using time-limited investment funding. The development officers for raising attainment (DORAS)/Raising Attainment Team has taken a strategic role in working with cluster head teachers to build capacity across the clusters to ensure that improved collaborative working occurs consistently within and between associated primary schools and between departments at secondary level. Over the period of the funding (2012/13 and 2013/14) clusters prioritised raising attainment in both literacy and numeracy, and raising attainment became the key priority in all school and cluster improvement plans. Work has included:-
 - developing a shared approach to raising attainment by building capacity of staff at all levels and creating shared approaches which improve continuity and progression through working with head teachers within clusters to ensure that attainment and achievement is at the centre of all improvement planning;
 - improving learning and teaching; promoting collegiate working which impacts on literacy and numeracy programmes;

- building assessment and moderation opportunities to build staff confidence in assessment and understanding of standards leading to improved attainment and achievement for all learners;
 - improving learners' experiences and meeting the needs of all pupils;
 - developing a culture of self evaluation;
 - enhancing professional dialogue and supporting improved formal and informal collaboration.
 - providing training which has resulted in improved consistency in the delivery of core skills and a greater understanding of Curriculum for Excellence outcomes and evidence of improved collaboration and collegiate working and a greater willingness of cluster schools to work together to achieve common goals.
19. Ensuring that the work carried out by the Development Officers Raising Attainment (DORAs)/Raising Attainment Team utilising time limited expenditure focusing on raising attainment is embedded in all schools by:-
- improving continuity and progression through working with the head teachers within West Lothian cluster schools to ensure that attainment and achievement is at the centre of all improvement planning;
 - ensuring that the cluster improvement plan is at the heart of cluster working; building capacity of staff at all levels to promote collaborative practices which has an impact on literacy and numeracy programmes;
 - building capacity of staff at all levels to promote collaborative practices which have an impact on assessment and moderation of pupils' work;
 - building capacity of staff at all levels to improve the learners' experiences and meet the needs of all pupils;
 - building capacity of staff to provide effective feedback for pupils and to develop self evaluation processes which identify next steps in pupils' learning; and
 - sharing the work of the raising attainment team in all West Lothian schools.
20. Piloting a cluster level quality assurance model in the Armadale Cluster with the aim of building capacity to achieve positive outcomes for all members of the learning community, by creating a climate for positive and meaningful professional dialogue.
21. Implementing the new National Qualifications. In session 2013/14, S4 students followed courses leading to the new National qualifications i.e. National 3, 4 and/or 5. The natural progression from National 5 is the new Higher. The only exception is Bathgate Academy, as a result of their previous early presentation policy at the school. Current S4 students were presented for Standard Grade in S3 therefore will continue to follow the Intermediate and old Higher as the best route for progression.
22. Supporting the introduction of the new Highers by creating subject development posts to ensure collaborative working between teachers across all schools, co-ordinate the development of resources for the new Higher and promote confidence in staff. This included the use and adaptation of nationally produced resources and shared resources from neighbouring authorities. Staff across schools will work closely to share course materials and expertise.
23. Making use of materials from Scholar, a supported-learning programme which provides common educational resources and a 'virtual college' style support network, at both Advanced Higher and Higher levels and to support Anywhere Anytime Learning provision and winter readiness strategies. There is evidence that students value the materials.

24. Continuing to improve positive destinations for school leavers. Over the last five years, West Lothian has seen year on year improvements in the numbers of school leavers achieving a positive destination. Since 2007/08, the proportion of school leavers entering a positive destination (higher education, further education, training, volunteering or employment) has increased by 11.2%. Analysis of individual schools no longer shows a distinct north/east to south/west split, with schools in the south and west of West Lothian achieving lower than average positive destinations. The 2012/13 results, published in December 2013, 92.0% of West Lothian's school leavers progressed into positive destinations, an increase of 2.2% on the 2011/12 level. This is the highest ever level of positive destinations for West Lothian. West Lothian's performance overall is above the Scottish average of positive destinations for school leavers. The percentage of leavers entering higher education is 37.2% which is 0.7% higher than the national average of 36.5%. In comparison to 2011/202 this is a rise of 2.7 % within West Lothian. Out of 32 local authorities, West Lothian is in 16th position, an increase of two places on the position in 2011/12. West Lothian is placed 1st in the rank order of comparator authorities.
25. Improving support for young people to move into positive destinations through Key Worker support targeted at secondary schools on the basis of Scottish Index of Multiple Deprivation and School Leaver Destination information; the provision of additional support funding to enable schools to expand the availability of vocational experiences for young people; the allocation of support funding to enable each school to appoint a Development Postholder with responsibility for improving links between the school and local businesses; the continued employment of a MCMC Development Officer; and targeted visits to schools which did not contribute positively to West Lothian's School Leaver Destination performance to identify areas for improvement.
26. Continue to support improvements to employability in Secondary Schools through the 16+ Learning Choices vocational provision, with young people benefiting from an improved and appropriate range of vocational courses suited to their need.
27. Develop the West Calder Undercroft as a Skills for Work area to further improve 16+ Learning Choices so that young people are able to access mechanics and other practical courses at West Calder High School through the West Lothian Campus. The Skills for Work area was used by Pupils of West Calder High School from S3 to S5; 17 pupils completed an award of Int1 in Automotive Skills, 8 pupils completed Construction Crafts and a range of individual SQA units. 10 of these pupils are going on to related college courses, almost all at West Lothian college, one at Forth Valley college, and one pupil has secured an electrician's apprenticeship. It was used by four pupils from The James Young HS who completed Int1 units in Automotive skills. These pupils attended from August until December. 20 pupils from around West Lothian were instructed in basic mechanics by the training group GTG. They used the area for two half days per week in two groups of ten. This was organised by Andrew Miller under the MCMC banner. Andrew may be able to give more details about the actual cohort, the qualifications achieved and any indication of how that may have impacted on positive destinations.
28. Introducing the Get Ready for College course for thirty students and is specifically for S5 and S6 students at risk of falling into a negative post school destination. This course has been designed to remove barriers preventing young people moving into further education, training and employment. The course will run for two afternoons per week with one venue in Whitburn for students in schools in the west of the authority and another in Livingston. The course will be delivered by college staff and supported by Community Learning and Development and Youth Services staff.

29. Continuing to deliver Journey 2 Employment, now entering its sixth year, a one year part time course recruiting 26 S4 students at risk of moving into a negative post school destination. Delivered in partnership between college staff and the Youth Action Project, the programme runs for one day per week and has a focus on developing pupils' core and employability skills in order to prepare them to move into an appropriate and sustainable positive post school destination. Students study at college in the morning, where they are fully integrated into the college environment and the afternoon sessions are delivered in Craigs Farm by Youth Action Project staff. These sessions focus on developing softer employability skills in confidence and teambuilding, and allow time for students to engage in planning individual tasks and community projects. The programme has a high success rate in moving young people into full time college courses or choosing to stay on at school. Successful completion of the course gives the students a Level 4 SCQF qualification in ICT and Communication.
30. Introducing a new Data Hub within SEEMIS, the Education management information system, to be used to record information on career aspirations, intended leaving date and actual destinations. The new approach will ensure a more accurate overview of likely school leaver destinations figures at any point in the year. The information collected from the Data Hub will be able to influence the development of new curricular areas and the introduction of more targeted programmes relating to intended destinations and career aspirations.
31. Continuing to make good progress towards meeting the two hours of Physical Education (PE) in primary and two periods of PE in secondary, with 98.5% of primary schools and 98% of secondary schools meet the target of two hours / two periods of quality physical education in October 2013.
32. Implementing the Game On Scotland/Support a Second Team programme to provide inspirational learning and teaching activities linked to the 2014 Commonwealth Games.
33. Completing the replacement Woodmuir Primary School, Breich by the start of school session 2013/4.

Planned Activities 2014/15

The main activities of the service in 2014/15, as set out in the Activity Based Budget, will be:

- To ensure that all eligible 3 & 4 year olds have access to a nursery place and are provided with a quality learning experience.
- Quality teaching provision, early intervention and raising attainment for all pupils, taking account of the implementation of the 3-18 curriculum.
- Reducing inequality, providing appropriate early intervention, and raising attainment for all children and young people.
- To provide support to children with Additional Support Needs and their families prior to accessing formal education.

Planned Improvements 2014/15

1. Continuing to build on the improvement strategies promoted by the Raising Attainment Team at a cluster level. A culture of continuous improvement through collaborative

working, sharing of good practice, high quality learning and teaching and curriculum innovation will remain the core business of all schools and clusters.

2. Implementing the new Higher commencing in August 2014 on the basis that this will be in the best interests of the young people currently studying National 5. The new Higher represents genuine progression from the broad general education and from the National 5. All schools have been working hard to ensure that young people are well prepared to engage with the new Highers. As a result of the concerns raised by teachers and Head Teachers in some subject areas, Education Services has agreed to a flexible position to ensure that the best possible outcomes for the young people are achieved. The large majority of departments are opting for the new Higher.
3. Continuing to develop the 2+1 Languages model in order to ensure that learners have early access to languages through enhanced partnerships between staff in primary and secondary sectors; closer collaboration and highly effective use of technology. Plans are also in place to collaborate with colleagues in other local authorities. Links have been made with the cultural organisations such as the French Institute, the Goethe Institute, the Spanish Consejería and with colleagues in higher and further education institutions. Development officer posts have been created to build staff capacity and to support collaborative working between teachers and across schools. Staff across schools will work closely together to share materials and expertise. The Confucius Hub which supports the teaching of Mandarin, will be located in The James Young High School and a 1+2 development and training base will be established in St Ninian's Primary School from August 2014. Training opportunities will be provided for staff to build staff confidence and to develop expertise in responding to this new model of language teaching.
4. Continuing to improve evaluation of Scholar in order to identify which aspects of the resources are of greatest value within each subject area; Promote the appropriate use of Scholar, by researching and sharing best practice in the use of Scholar with schools and subject leaders; and encouraging schools to ensure that pupils are able to access and information about the potential benefits of Scholar.
5. Continuing to support schools in the provision of two hours of Physical Education (PE) in primary and two periods of PE in secondary by providing new and extended facilities, and putting in place a PE support action plan supported by a dedicated officer.
6. Implementing a revised Campus model based on programming courses where there was a demonstrable need, across two afternoons.
7. Improving internet access to support learning and teaching with a £1.9 million investment to improve bandwidth.
8. Extending Pre-School Provision: West Lothian is recognised nationally for the very high standard of education provision in Council pre-school centres and through contracted partner providers. All children in pre-school provision in West Lothian have access to a teacher. The extension of provision to 600 hours from August 2014 will be delivered by providing five extended morning sessions which include a healthy breakfast snack and four extended afternoon sessions which include a healthy snack. All two year old children living in households where one parent is workless and in receipt of qualifying benefits will also be entitled to 600 hours of early learning and childcare from the start of term following their second birthday. Provision of early learning and childcare for these children has two aims – to aid child development and to assist parents to access employment.

2.2 Quality Assurance

Manager:	Ann Durnian
Number of Staff (FTE):	77.4
Location:	Civic Centre

Purpose

The Quality Assurance Service is responsible for ensuring that the education provided in West Lothian Council's 66 primary schools, 11 secondary schools, 14 pre-school establishments and 5 special schools is of the highest quality, and meets the standards required by the Standards in Scotland's Schools Etc. Act 2000 and the Education (Additional Support for Learning) (Scotland) Act 2004.

Education Officers

Education Officers support and challenge schools through quality assurance procedures based on the national Quality Indicators contained in 'How Good is our School' and 'The Child at the Centre'.

The Education Officer team:

- Works with schools on continuous improvement
- Offers support and challenge to schools in raising attainment and achievement
- Supports curriculum development and change locally and nationally.

Education Psychology

The Educational Psychology Service is managed by the Principal Educational Psychologist who reports to the Senior Education Development Manager. The service works directly with children and their families, schools and multi-agency colleagues within the authority. The purpose is to support schools and individual children/young people to continuously improve learning and attainment.

Educational Psychologists:

- Contribute locally and nationally in developing and implementing strategies to ensure progress for children and young people requiring additional support in learning
- Offer professional advice and support to the Education Service in consultation, assessment, intervention, research and training.

Additional Support Needs

The Additional Support Needs Team is responsible for improving education provision, learning experiences and opportunities for children and young people with additional support needs and for supporting schools in delivering that provision. Collaborative planning with multi-agency partners is a key focus throughout the team's strategic and operational activities.

A group of support staff, managed by the Principal Officer (ASN), supports the day to day activities of the Additional Support Needs team.

Information and Communication Technology Learning and Teaching

The Information and Communication Technology team is responsible for supporting schools and staff to enhance learning and teaching in schools and to improve access to the curriculum for pupils with Additional Support Needs through the effective use of information technology.

Child Protection

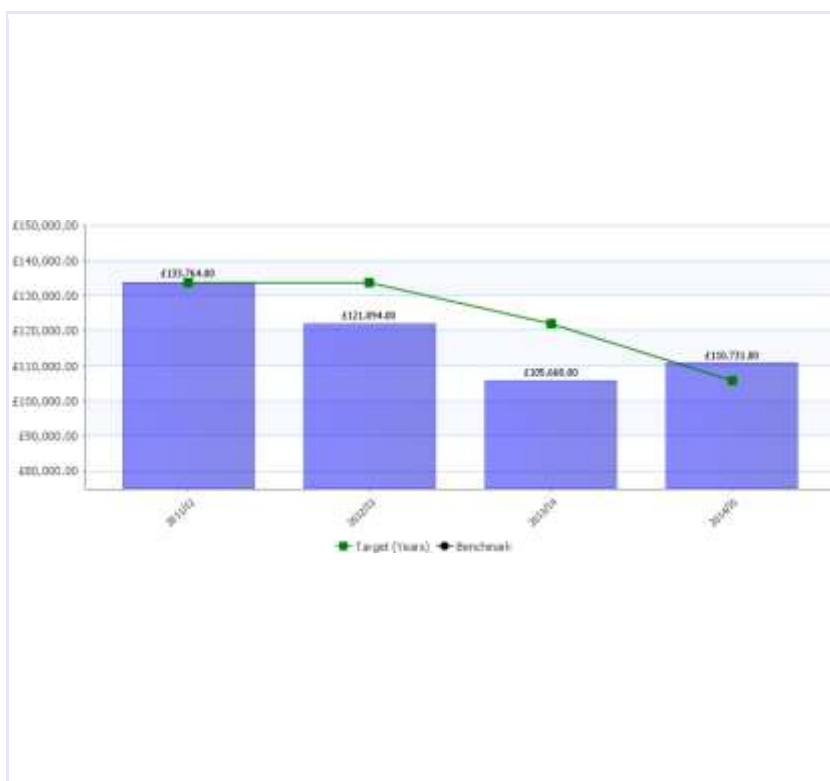
The Child Protection Officer is part of the Additional Support Needs and Quality Assurance Service and offers advice, support and training to all schools. The officer also works closely with multi-agency partners including social policy, health and the police. In addition, the post holder ensures the implementation of the Children Educated at Home and the Children Missing from Education policies and systems. This work is continuous and supports schools in ensuring that children and young people are safe.

Continuous Professional Development

The Continuing Professional Development Officer is responsible for providing development opportunities for teaching and non-teaching staff within schools. The officer is also responsible for probationer induction and training, the placing of student teachers and liaison with higher education providers.

Performance 2013/14

Performance Indicator	EDASN001_9a.1c Additional Support Needs: Cost Per School of Additional Support Needs (ASN) Services.
Description	This indicator shows the cost per school of providing ASN services. This is calculated by dividing the activity budget of the service by the number of primary/special/secondary/nursery schools (96 schools). Measuring the cost per school of the central education services allows comparison of the cost of providing each part of the service.

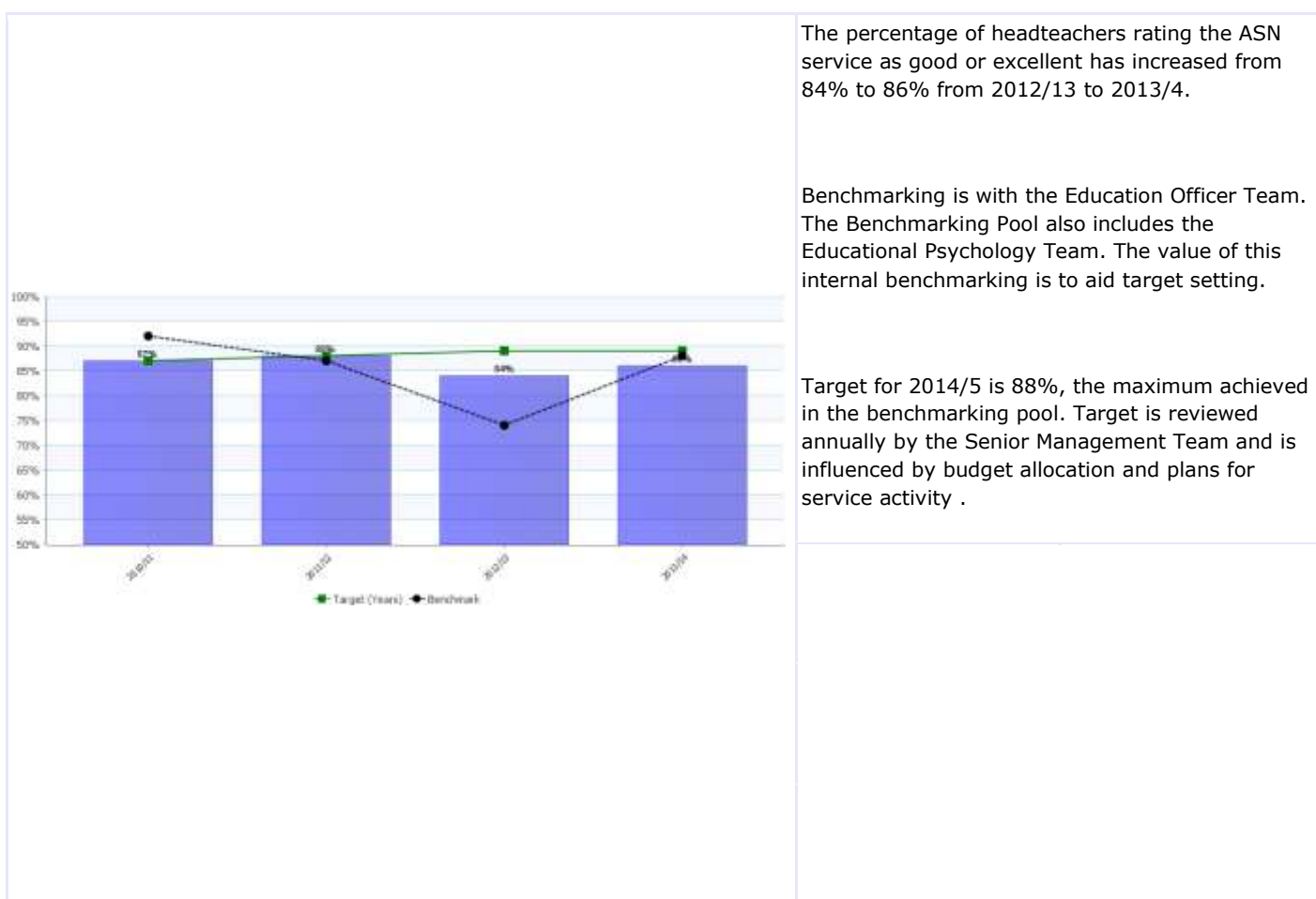


Trend Chart Commentary:

Expenditure has declined from 2011/12 to 2014/15, although it has increased marginally from 2013/14 to 2014/15.

Target is reviewed annually by the Senior Management Team and is influenced by budget allocation and plans for service activity .

Performance Indicator	EDASN003_6a.7 Percentage of Headteachers Rating the Additional Support Needs (ASN) Provision Within West Lothian as Good/Excellent.
Description	This indicator shows the results of customer satisfaction surveys carried out by the Central Education Service. It shows the percentage of headteachers rating the ASN (Additional Support Needs) Team as good or excellent. The Additional Support Needs Team is responsible for improving education provision, learning experiences and opportunities for children and young people with additional support needs, and for supporting schools in delivering that provision. Headteachers are the main recipients of advice and support from the team, and are therefore the key group targetted in the survey.

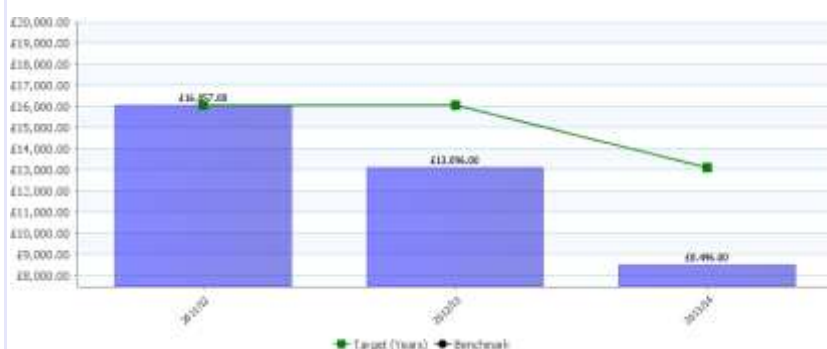


Performance Indicator

EDEDQ014_9a.1c Education Officer Team: Cost Per School of Education Officers Team.

Description

This indicator shows the cost per school of providing Quality Assurance services. This is calculated by dividing the activity budget of the service by the number of primary/special/secondary/nursery schools (96 schools). Measuring cost per school of the Education Officer Team allows comparison of the cost of providing each part of the service.



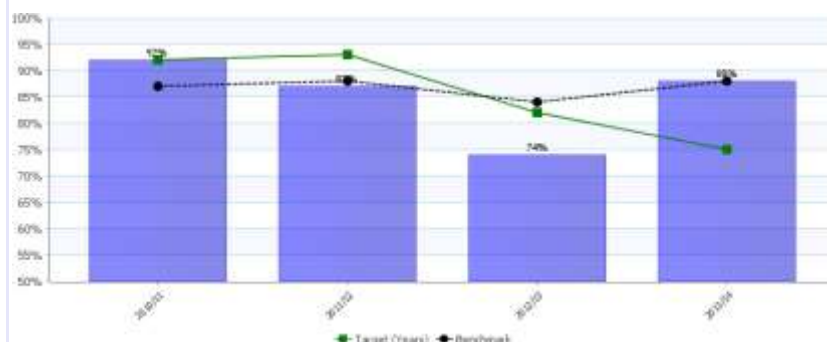
Trend Chart Commentary:

The cost of delivering quality assurance services has declined significantly between 2011/12 and 2013/14, as a result of planned service redesign. This should be compared with the increase in satisfaction achieved, demonstrating an increase in efficiency.

The 2014/15 Activity Based Budget treats quality assurance as a management cost to reflect the new method of delivering the service.

Target for 2014/15 is set as previous year's expenditure.

Performance Indicator	EDEDQ008_6a.7 Percentage of Headteachers Rating the Support and Challenge Provided by the Education Officer Team as Good/Excellent..
Description	Indicator shows the results of customer satisfaction surveys carried out in Education Development & Quality Assurance. Indicator shows the percentage of customers rating the support & challenge as good or excellent.



The percentage of headteachers rating the Support and Challenge provided by the Education Officer team has increased from 74% to 88% from 2012/13 to 2013/14.

This follows a decrease the previous year, which resulted from a change in the way the Quality Assurance function was delivered. As the new model has bedded in, satisfaction has increased, as anticipated. The new model is based on empowering Headteachers, the customers of the Team, which has led to increased satisfaction.

Benchmark is with Additional Support Needs and Education Psychologists. The teams share the same customers and operate in the same environment, making comparisons valid. The value of this internal benchmarking is to aid target setting.

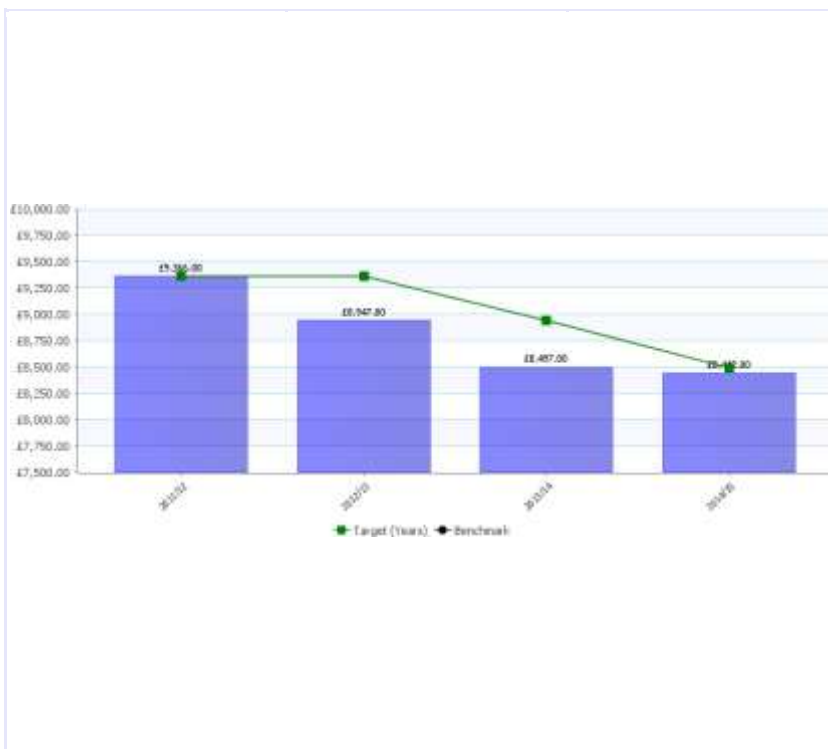
Target is reviewed annually by the Senior Management Team and is influenced by budget allocation and plans for service activity . Target for 2014/15 will be set at 89% in order to achieve continuous improvement from best in class.

Performance Indicator

EDPSY001_9a.1c Psychological Services: Cost per School of Psychological Services Provision.

Description

This indicator shows the cost per school of providing Educational Psychology services. This is calculated by dividing the activity budget of the service by the number of primary/special/secondary/nursery schools (96 schools). Measuring the cost per pupil of the central education services allows comparison of the cost of providing each part of the service.



Trend Chart Commentary:

The cost of delivering psychological services has declined between 2011/12 and 2014/15, as a result of planned service redesign resulting in staffing decreases.

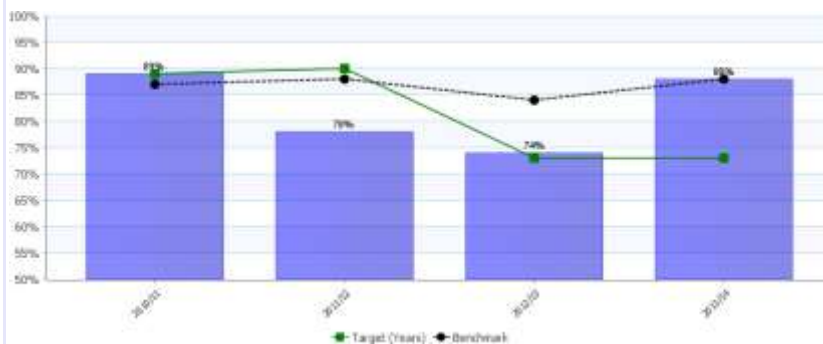
Target for 2015/16 will be £7900 to reflect efficiencies currently anticipated.

Performance Indicator

EDPSY011_6a.7 Psychological Services: Percentage of Headteachers Rating the Psychological Services Provision Within Education Services as Good/Excellent.

Description

This indicator shows the percentage of customers rating the psychological services provision within Education Services as good or excellent in customer satisfaction surveys carried out by the Central Education Service.



Trend Chart Commentary:

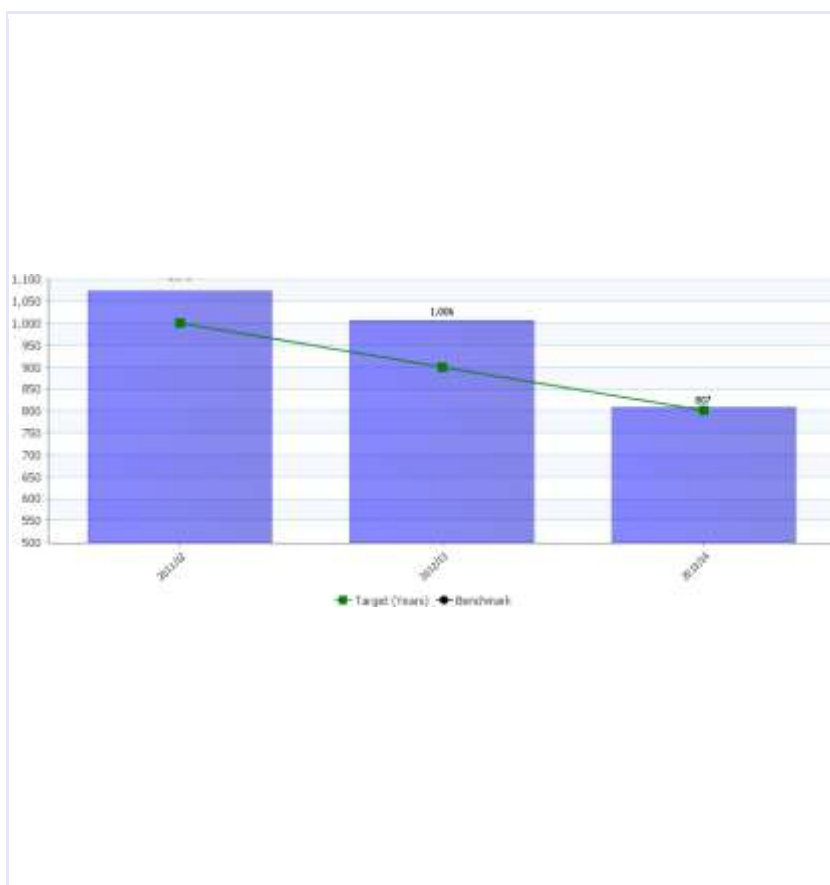
The percentage of headteachers rating the service as good or excellent has increased from 74% to 88% from 2012/13 to 2013/14, after declining from 2010/11 to 2012/13.

The new model of service provision is now being recognised by Headteachers as effective and satisfaction has risen. Performance in 2013/14 was also well above target (73%).

Benchmark is with Additional Support Needs and Education Officers. The teams share the same customers and operate in the same environment, making comparisons valid. The value of this internal benchmarking is to aid target setting.

Target for 2014/15 will be set at 89% to reflect this rise in satisfaction, and performance of best in class.

Performance Indicator	EDPSY010_9b.1a Psychological Services: Number Pupils Referred to the Service.
Description	This indicator shows the number of young people referred to the Education Psychology service in each school year. Referrals are made by schools, but can be initiated by parental request. A referral will result in a formal assessment of the child's needs by an Educational Psychologist.



This indicator shows the number of children referred to the service in any 12 month period.

There has been a significant reduction in number of referrals between 2013 and 2014 as a result of service development work on clarifying the criteria for assessment / file closure process and on the development of the Consultation role of the service which takes place before referral.

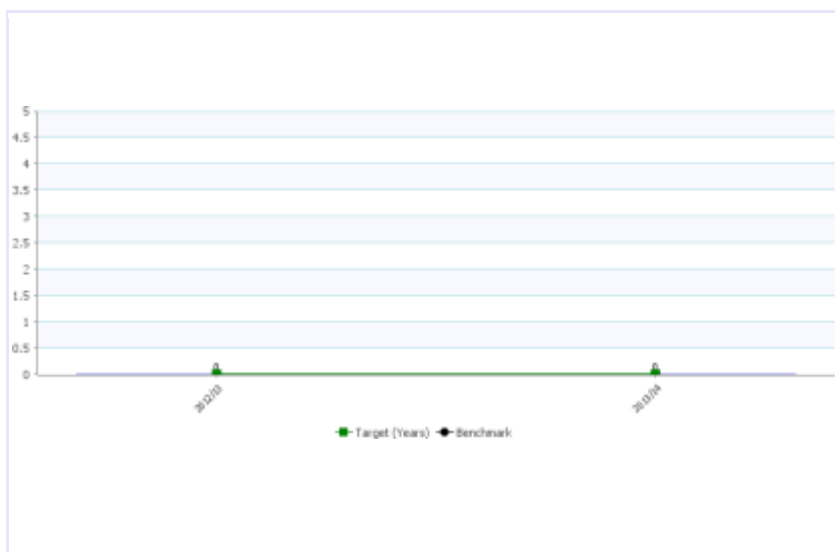
During academic session 2011-2012, there was a particularly high number of Early Years referrals through SORG, all of which were supported with Ed Psych assessment.

Performance Indicator

EDEDQ015_9b.1b Number of Children Missing From Education.

Description

This indicator shows the number of pupils classified as missing from education each year. Children 'missing from education' are children and young people of compulsory school age who are not on a school roll and are not being educated otherwise (at home, privately or in an alternative provision) or are on the school roll but have been absent from school without notice or reason. They have usually not attended school for a substantial period of time (agreed as 4 weeks or less for vulnerable children).



The number of children classified as missing from education in West Lothian was zero for school session 2013/14. The target will remain zero for 2014/15.

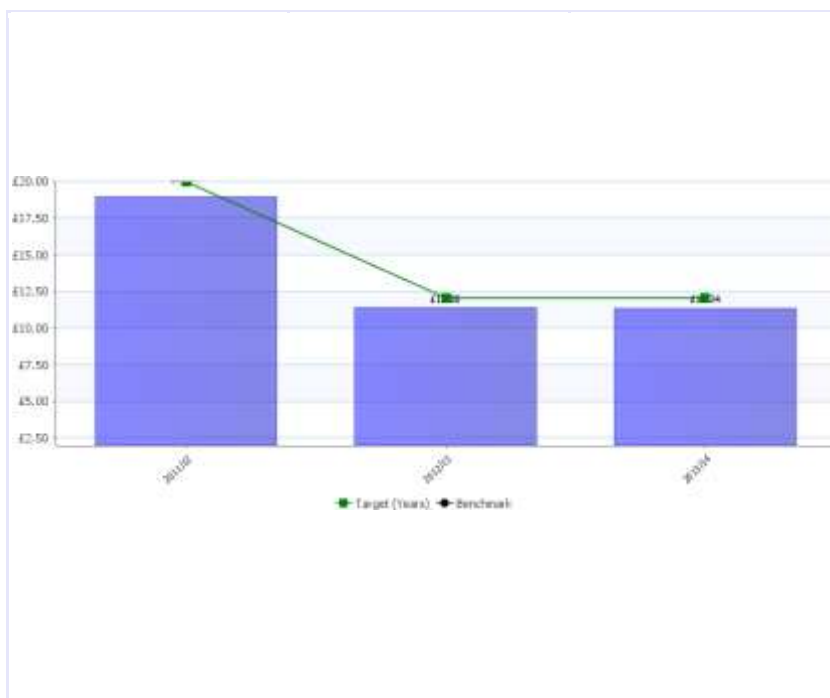
Performance Indicator	EDLTT003_9a.1c ICT/GLOW Services: Cost Per pupil of Information Communication Technology Services.
Description	This indicator shows the cost per pupil of providing ICT/GLOW services to support education. This is calculated by dividing the activity budget of the service by the number of primary/special/secondary pupils. Measuring the cost per pupil of the central education services allows comparison of the cost of providing each part of the service.



Trend Chart Commentary:

The budget for ICT/GLOW services has risen slightly in relation to pupil numbers reflecting the continued prioritisation of investment in this area.

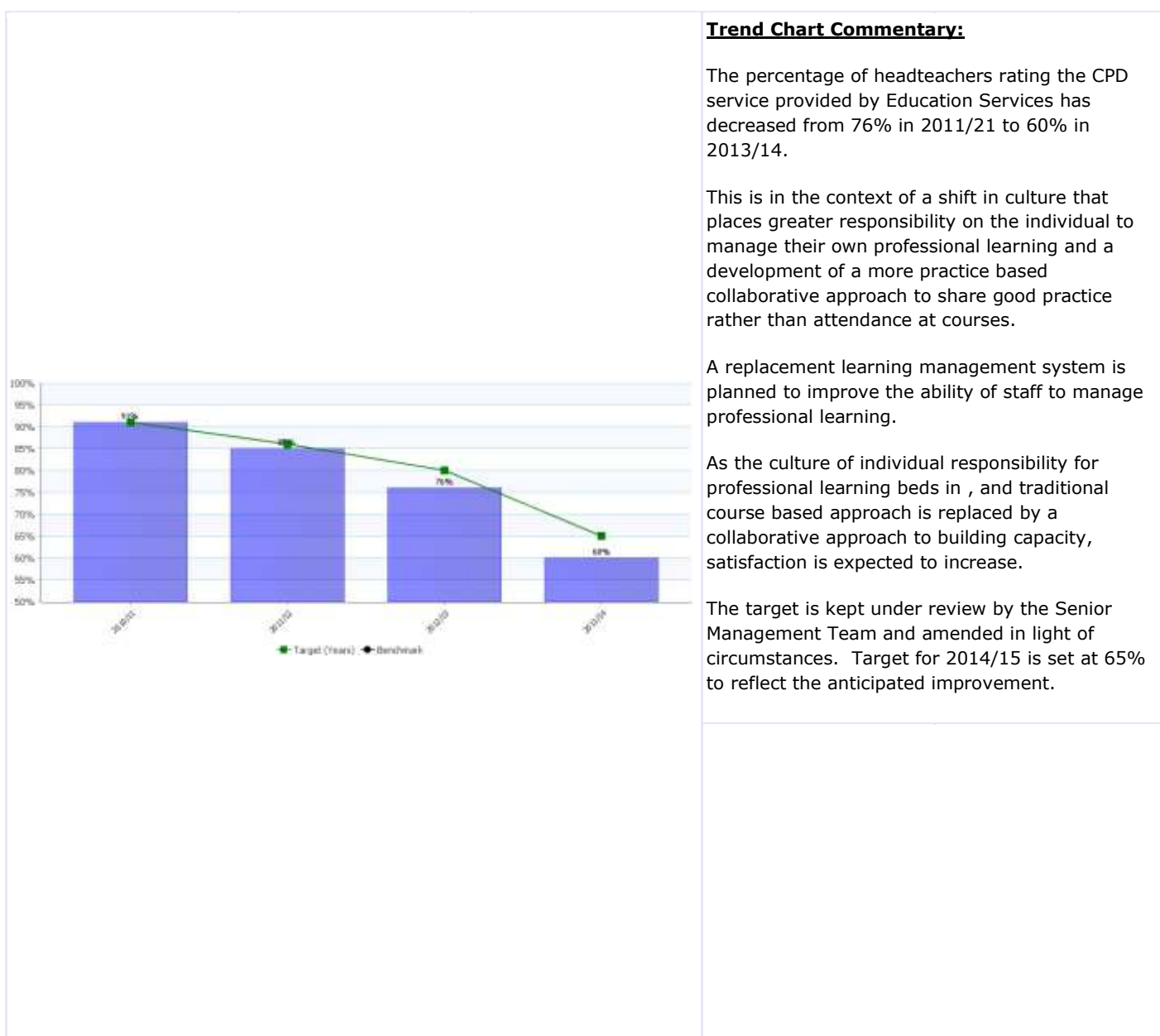
Performance Indicator	EDCPD002_9a.1c CPD: Cost Per Pupil of Providing Continuous Professional Development Services in Education.
Description	This indicator shows the cost per pupil of the Continuous Professional Development service. This is calculated by dividing the activity budget of the service by the number of primary/special/secondary pupils. Measuring the cost per pupil of the education services allows comparison of the cost of providing each part of the service.



Trend Chart Commentary:

This efficiency target measures the cost of providing CPD services within education. Expenditure has decreased reflecting the drive for efficiency and the introduction of new models of delivering CPD less reliant on central support and direction.

Performance Indicator	EDCPD001_6a.7 Percentage of Headteachers Rating the Continuous Professional Development Service Provided by Education Services as Good/Excellent.
Description	This indicator shows the percentage of customers rating the Continuous Professional Development (CPD) service provision within Education Services as good or excellent in customer satisfaction surveys carried out by the Central Education Service.



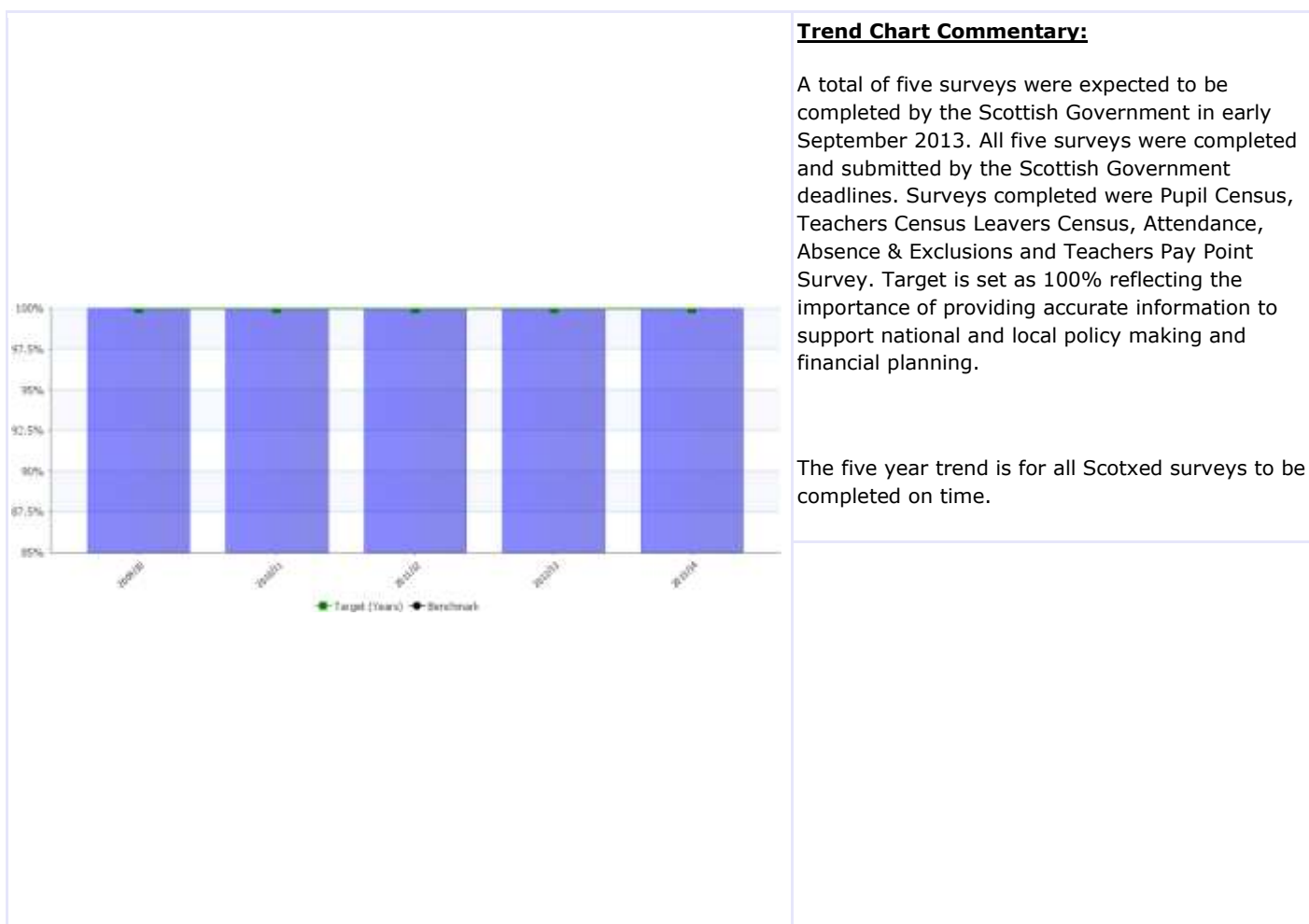
Performance Indicator	EDPIS003_9a.1c Performance Management Services: Cost Per pupil of Performance Management Services.
Description	This indicator shows the cost per pupil of delivering Performance Management services. This is calculated by dividing the activity budget of the service by the number of primary/special/secondary pupils. Measuring the cost per pupil of the central education services allows comparison of the cost of providing each part of the service against the others.



Trend Chart Commentary:

This efficiency target measures the cost of providing performance management services within education. There has not been a significant variation in the cost per pupil of providing performance management services.

Performance Indicator	EDPIS006_9b.1a Performance Management Services: Percentage of Scotxed Surveys Completed According to Scottish Government Timescales
Description	<p>This indicator shows the percentage of Scotxed (Scottish Exchange of Educational Data) surveys carried out each year within prescribed timescales. The main surveys are the Pupil Census, Teachers Census, Teachers Pay Point Survey and the Attendance, Absence & Exclusions Survey. The Performance Group also support a number of other surveys annually such as the Openings & Closures Survey, Core Estates Facts Survey, The Healthy Living Survey and the Pre School Teachers Survey.</p> <p>Session 2012/13 will be the first school session where Attendance, Absence and Exclusion data has not been collected from schools since the Scottish Government have moved to bi-annual surveying. The main Scotxed surveys are carried out in September/October of each year.</p>



Key Achievements 2013/14

1. Fulfilling the Council's statutory obligation to monitor the quality of educational provision in its schools and to ensure high quality learning and teaching, leadership and management with a focus on continuous improvement through regular, timetabled school visits with set agendas; classroom observation by the school's Education Officer and subsequent professional dialogue with teachers and senior managers; monitoring annual school Standards and Quality Reports and School Improvement Plans; supporting the school in its process of self evaluation; interrogating performance information and conducting performance visits; conducting Headteacher reviews and school and/or department reviews; and preparing for HMI inspection and responding to HMI reports through effective action plans.
2. Carrying out an annual school review programme to monitor schools' capacity for continuous improvement taking account of feedback from education officers, and performance information, and focusing on the implementation of an action plan following either Education Scotland (Inspectorate of Schools) inspection or school review and on schools likely to be inspected and Headteachers who have requested an enhanced review or who have been in post for two years. The 2013/14 school review programme focused on ensuring school self evaluation is rigorous, systematic and positively impacts on learning and teaching and outcomes for children and young people; implementation of Curriculum for Excellence and impact on learning; monitoring and tracking of progress in literacy and numeracy ensuring continuity in learning at the transition stages from nursery into P1 and between P7 and S1; and the effectiveness and impact of partnership working with stakeholders, the community, agencies and employers and their involvement in school self evaluation.
3. Agreeing an action plan following the Education Services Validated Self Evaluation (VSE). The focus of the VSE was on the key transition stages from early level from pre-school to P1; from P7 to S1; from the broad general education to the senior phase; and young people into positive destinations. The key purpose of the VSE was to identify good practice and to determine the level of consistency within and across schools and clusters in ensuring continuous progression in learning. Through the VSE, Education Scotland was able to confirm that West Lothian Council's self evaluation is accurate and robust. Action taken to address the findings of each of the evidence teams will ensure that the children and young people within West Lothian will move smoothly between key transition points, building on prior learning and achievement in a way that meets their individual learning needs.
4. Piloting the Validated Self Evaluation (VSE) approach, based on self evaluation as a continuous, systematic process where ownership lies with those carrying out the self evaluation of their own practice and achievements in a number of schools in session 2013/14.
5. Entering into a partnership agreement with Education Scotland. The partnership agreement is aligned with Council priorities and Education Scotland objectives. It has clear, measurable outcomes that will have a positive impact on all learners, and will engage all staff within schools (and other partners) in collaborative work to extend the skills base in schools. The four priorities in the partnership agreement are developing a curriculum framework from 3-18 to ensure consistency in approach across all schools including ensuring progression at all stages but in particular from the broad general education into the senior phase; improving collaborative working within and between

schools to enable greater consistency in the learning experiences for children and young people; building capacity in schools and staff to carry out self evaluation that is rigorous, accurate and positively impacts on outcomes for children and young people; and improving the quality of education provision as evidenced in Education Scotland inspections and school Validated Self Evaluation.

6. Putting in place a new Quality Assurance Model with each cluster having a named link Education Officer (EO). The role will be to support, challenge and build capacity for robust self evaluation leading to school improvement. The link EO would be involved in headteacher/depute headteacher interviewing, the production of the standards and quality report and the school improvement plan, and complaints about the standard of education provision. The EOs on the Secondary Improvement Task Team (SATT) and the Primary and Pre-school Improvement Team (PPIT) would concentrate on improvement within the respective sectors, as well as their cluster EO role. The SATT EOs would not take part in Validated Self Evaluations in Primary School in their cluster with EO members PPIT undertaking this role.
7. Developing good practice across schools through three Workstreams involving Education Officers and Headteachers focusing on developing the curriculum, developing a framework for assessment and quality improvement. The workstreams were part of a strategic programme to raise the quality of education. This was necessary in order to ensure the positive outputs required by the Attainment Strategy.
8. Working with school based staff and development posts to further develop the Literacy and Numeracy Frameworks to ensure standards in literacy and numeracy are raised from early years to adulthood.
9. Supporting the school based subject development posts working on the introduction of the new Highers.
10. Joining the second pilot of professional update, involving two clusters from which a percentage of staff volunteered to go through the pilot professional update process where teachers validate, on a five year cycle, that they had been involved in professional development and review, and managers confirm this.
11. Providing free school breakfasts to all primary school children who wish to access this service and all secondary school students who are entitled to free school meals since August 2013. The Breakfast Club and Food in Schools Group (BCFSG) continues to promote the uptake of breakfast by children entitled to free school meals and to develop all aspects of food in schools through its action plan.
12. Reviewing the Children and Young People Educated at Home Policy, following investigation of a recent complaint by a parent of a home educated child, and the recommendation of the Scottish Public Services Ombudsman that West Lothian Council to develop written guidelines regarding access to Community Schools in relation to home education, in order to ensure clarity for parents and carers in accessing courses in Community Schools whilst home educating their child.
13. Working with the GIRFEC (Getting it Right for Every Child) Implementation Group chaired by social policy colleagues, and consisting of representatives from health, social policy, voluntary organisations and education.
14. Developing a training programme on GIRFEC which the Additional Support Needs Team has delivered to all schools. The training provided input on the GIRFEC roles and responsibilities as they relate to education staff, new procedures for supporting the

planning process for all children and revised guidance on the effective use of Child's Planning Meetings.

15. Redrafting and revising West Lothian Education Service Continuum of Support guidance to bring it in line with current Scottish Government guidance.
16. Rolling out the GIRFEC e-learning tool that has been recently distributed to social policy colleagues within the council to all staff working in our schools in order to provide basic awareness raising information about the GIRFEC approach.
17. Providing all schools with support to further embed the GIRFEC approach in the planning process.
18. Planning and initiating a consultation process on the proposal to create more inclusive school communities in line with national best practice which will result in increased opportunities for inclusion and access to mainstream education, and which will meet demographic need. The proposal involves pupils with: Social, Emotional and Behavioural Needs (SEBN), Autism Spectrum Disorder (ASD) and Severe and Complex Needs. The consultation will include a review of the behaviour support service to ensure a more flexible approach across sectors, covering all schools 5-18, to enable all children and young people facing challenges in learning to remain engaged in school, to learn and achieve.
19. Working with the Strategic Resources Manager and Customer and Performance Manager, and colleagues in finance and human resources, to implement the requirement to increase the amount of free pre-school education and child care from 475 hours a year to 600 hours.
20. Further integrating Information and Communication Technology into learning and teaching so that ICT becomes a learning tool integral to the learning experience and pupil learning is empowered through appropriate technology.
21. Continuing to develop the Anywhere Anytime Learning programme in order to allow pupils to access learning and teaching resources through a variety of mobile devices.
22. Introducing Microsoft 365 e-mail in order to increase the opportunities for communication and collaboration, for example sharing documents using the skydrive and supporting Anytime, Anywhere Learning, by allowing pupils to open documents and spreadsheets regardless of whether their device had the relevant software.

Planned Activities 2014/15

The main activities of the service in 2014/15, as set out in the Activity Based Budget, will be:

- Through the Education Officer team, to support and challenge Headteachers to improve the quality of education, attainment, and the implementation of council policies and advice
- Through the Education Psychologist team to support school placements of children and young people who require additional support in their learning
- To ensure the consistent application of child protection procedures across the service

- To support schools in the consistent provision of additional support for learning to suit the needs of all children and young people
- To work with partners and schools to continue to improve positive and sustained destinations for all school leavers
- To deliver an ICT service to schools to improve learning and teaching, and anytime, anywhere access to learning resources.
- To provide continuous professional development that effectively supports professional growth
- To raise attainment through improving literacy and numeracy skills within and across schools
- To raise attainment through effective transition arrangements and with a clear focus on progression in learning at the key stages
- To raise attainment and improve achievement through providing support in nurture bases for children and young people who face challenge in learning
- To support schools, children and families facing challenge through the further development of the Behaviour Support Service
- To continue to improve the life chances of all young people through the further development of West Lothian Campus and partnership with West Lothian College
- To raise attainment and achievement through continued review of West Lothian provision for children and young people who require additional support in their learning
- To monitor the delivery of 2 hours of PE per week.

Planned Improvements 2014/15

1. Continue to support the implementation of the Attainment Strategy, including action to support literacy and numeracy and a 1+2 approach to language learning.
2. Implementing Moving Forward in Learning – Transformational Change, which centres on collaboration and networking to achieve effective school improvement and raise attainment, supporting the principle of improvement as a shared responsibility.
3. Finalise a new Quality Improvement Policy based on self evaluation and challenge and support within a model of collaborative working.
4. Build further capacity across the workforce to raise attainment through Education Officers promoting collaborative working to improve self evaluation and share and develop effective practice, including that developed through the Curriculum, Assessment and Quality Improvement Workstreams.
5. Continue to implement the Validated Self Evaluation (VSE) model of school review, based on self evaluation as a continuous, systematic process for school improvement.

6. Education Officers will ensure that the raising attainment strategies promoted by the develop officers raising attainment (DORAS)/Raising Attainment Team will continue ensuring quality learning and teaching in all schools; ensuring the curriculum provides breadth, depth and progression to enable children and young people to develop the knowledge and skills to improve their life chances; and promoting effective leadership at all levels.
7. Deliver an ongoing programme of training to continue to support schools and partners with their new responsibilities under the GIRFEC (Getting it Right for Every Child) framework. This work is already in progress and there are plans to implement a course of training that will provide additional advice and guidance on the key GIRFEC roles of Named Person and Lead Professional and also on the use of the National Practice Model to support the planning process. The intention is to deliver this training on a multi-agency basis in order to further support and develop partnership working.
8. Review Additional Support Needs (ASN) Provision: ASN provision within West Lothian Council has gone through a sustained period of expansion. This has had a significant impact upon the availability of resources, including school buildings. Increases in provision have resulted in the widespread location of ASN classes throughout the authority. This has included the establishment of a wide range of provision within Ogilvie School Campus and the dispersion of severe to complex provision across the Authority. Advances in early identification of need have enabled more accurate forecasts of need and an increase in West Lothian population has identified that further expansion and development of provision will be required. For the most efficient deployment of resources, to make optimal use of provision and for the benefit of pupils and their families a systematic review of existing provision is being undertaken.
9. Building the capacity of staff in mainstream schools to meet the range of additional support needs.
10. Implementing the aims and principles of the Early Years Collaborative through multi agency work to reduce inequality and ensure that all children have the best start in life and are ready to succeed.
11. Implement Professional Update in accordance with the General Teaching Council Scotland timeline.
12. Building the capacity of staff working with pre-school children to support the extended entitlement to 600 hours of early learning and childcare, in particular to meet the needs of two year olds whose families are in receipt of qualifying benefits.

2.3 Central Resources

Manager:	Donna Adam, Strategic Resources Manager
Number of Staff (FTE):	28.3
Location:	Civic Centre

Purpose

The Strategic Resources Manager manages Public/Private Partnership contracts – PPP1 and PPP3, school based Area Business Support Managers and Resource Officers, the business element of the wraparound care service across eight centres, is the client interface with Construction Services and Operation Services for services to schools and has responsibility for health and safety, business continuity planning, statutory compliance and control of risk across the service.

The Strategic Resource Manager undertakes workforce planning for teaching and non-teaching staff across the service including chairing the job sizing panel for promoted teaching posts and the service health & safety committee.

The Public/Private Partnership Team is managed by the Strategic Resources Manager. The team monitors the terms of the PPP1 contract with Alpha Schools (West Lothian) Ltd for 3 secondary and 3 primary schools. The team also monitors the contract with HDM Schools Solutions Ltd for the second Public Private Partnership (PPP) project PPP3 at Armadale Academy and Deans Community High School. Monitoring ensures that the projects continue to deliver Best Value in terms of high quality services and accommodation for the Council over the thirty year life of the contracts.

The Early Years Service supports the delivery of childcare through partnership with the voluntary and commercial sectors. This includes the continued development and implementation of childcare strategy in West Lothian, working with a range of partners and in close liaison with the Early Years and Childcare Partnership; and working with playgroup committees to develop and implement a new model of management for playgroups and an associated business plan.

Performance 2013/14

Performance Indicator

EDCES005_9a.1c Central Resources: Cost Per School of Central Resources.

Description

This indicator shows the cost per school of delivering Central Resources. This indicator includes Property Management, Staffing & Workforce Planning, Public Private Partnership, Health & Safety and Business Continuity Planning. This is calculated by dividing the activity budget of the service by the number of primary/special/secondary/nursery schools (96 schools). Measuring the cost per school of the central resources allows comparison of the cost of providing each part of the service against the others.

Trend Chart Commentary:

This efficiency target measures the cost of providing Central Resources within education.

Costs fell in 2012/13 as a result of planned efficiencies within the service.

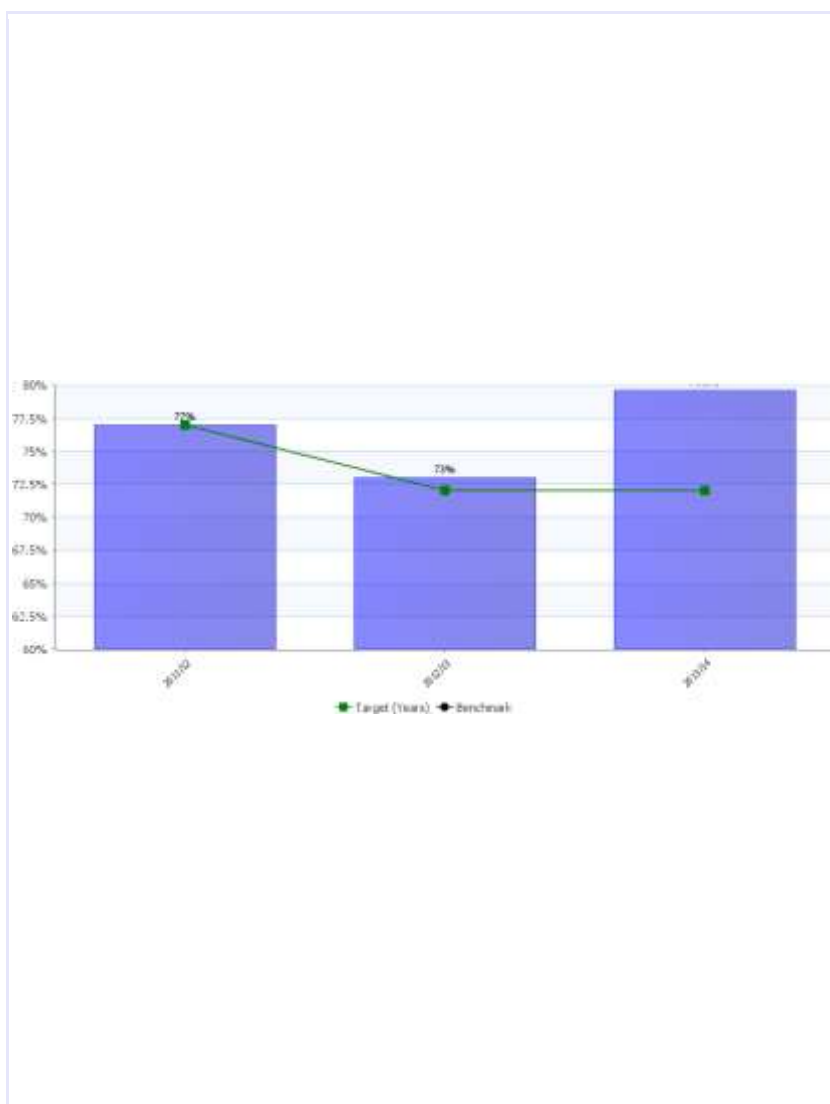
A significant increase in costs in 2013/14 is the result of the inclusion of Business Support Managers, not previously included in this activity budget.

The 2014/15 figure fell as a result of planned efficiencies within the service.

Target for 2014/15 will be previous year's expenditure £9422.



Performance Indicator	EDSCH068_6a.7 Percentage of Headteachers Rating the Business Support Management (BSM) function in Schools as Good/Excellent.
Description	This indicator shows the percentage of customers rating the Business Support Management provision within Education Servicers as good or excellent in customer satisfaction surveys carried out by the Central Education Service.



Trend Chart Commentary:

The percentage of headteachers rating the Business Support Manager function in schools as good or excellent has increased from 73% to 79.6% over the last two years.

The number of headteachers responding has dropped from 62 to 50 between 2011/12 and 2012/13.

The management model changed in 2011/12, leading to a decrease in satisfaction in the following year's survey. The model has now been fully implemented as planned, leading to a rise in satisfaction with the service delivered.

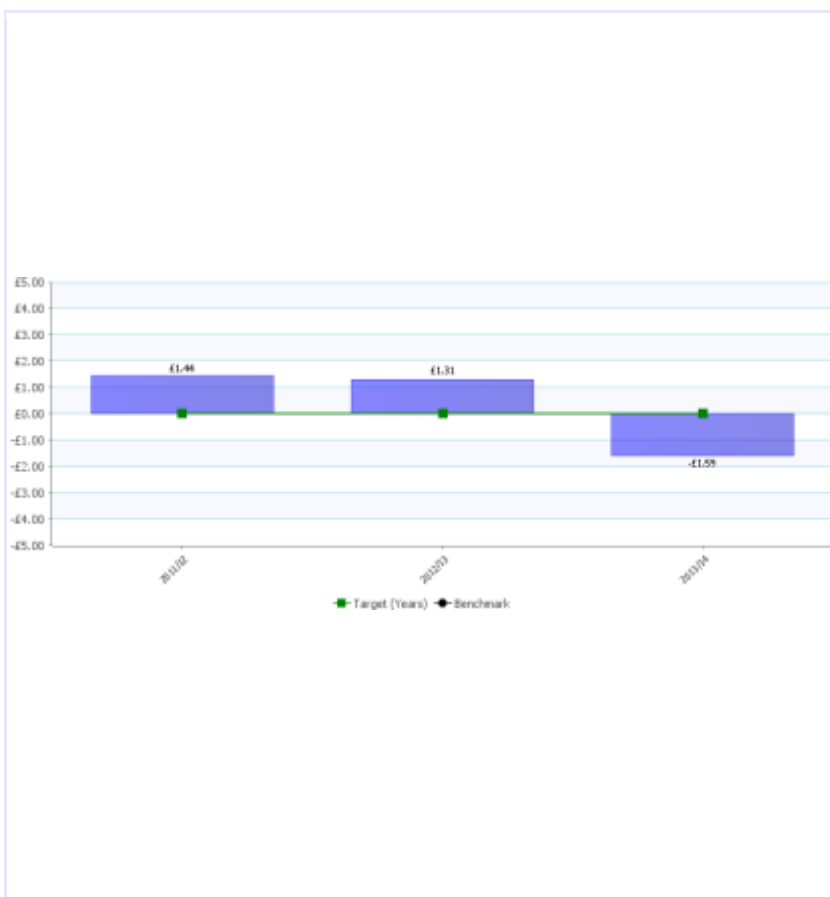
Target was adjusted down to reflect anticipated decrease in satisfaction related to the factors above.

Performance Indicator

EDCCS003_9a.1c Wraparound: Cost Per Pupil Accessing/Using Wraparound Services.

Description

This indicator shows the cost per pupil of delivering Wraparound childcare services. This is calculated by dividing the net activity budget (after income is added) of the service by the number of primary/special/secondary pupils. Measuring the cost per pupil of the central education services allows comparison of the cost of providing each part of the service against the others.



Trend Chart Commentary:

Cost per pupil of delivering Wraparound childcare services has fallen from 2011/12 to 2013/14, and is now a negative figure, indicating that all costs are covered by income. Following a review of wraparound care the service was rationalised to focus on the most economically viable centres.

Target for 2014/15 will remain at £0 to reflect the aim of matching charges to costs.

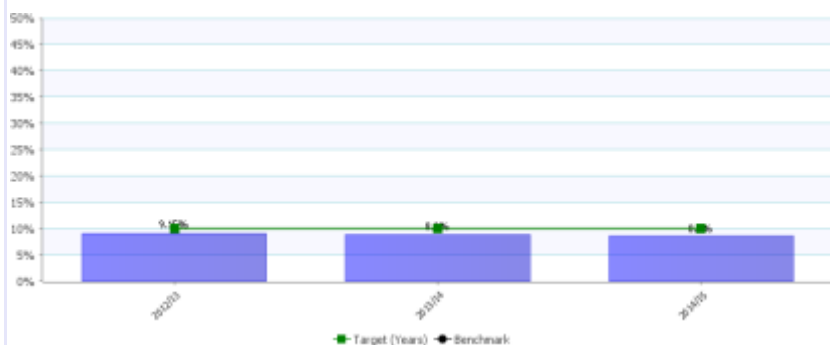
Performance Indicator

EDCCS004_9b.1b Wraparound: Percentage of Children Accessing Wraparound Services Living in Most Deprived 20% of Datazones.

Description

This indicator shows the percentage of children who access wraparound services that live in the most 20% deprived areas. Wraparound care facilities are provided at some of our pre-school education establishments in line with Scottish Government guidance. To be eligible for wraparound care children must be in pre-school education or attending P1 to P3.

Wraparound care is not a free service. Charges for wraparound care are currently £3.60 per hour, with an annual administration fee of £20. Reduced charges are applied where families are in receipt of Working Tax Credit, lone parents, parents in full time training or education, where family income is a student grant or family is in receipt of Department of Works and Pensions Income Support.



Trend Chart Commentary:

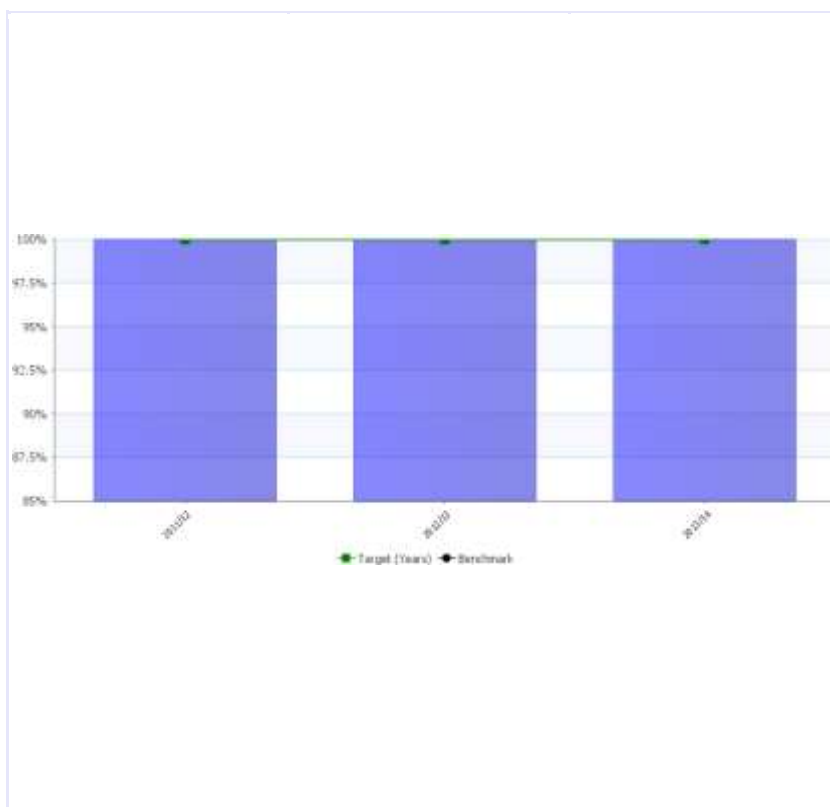
Session 2012/13 is the first year this data has been collected and as such no comparable data exists for previous years. The percentage of children accessing wraparound services who live in the most deprived 20% areas is very low at 9.15%. In contrast greatest use (38.73%) of the service is made by children from the most affluent 20%.

The percentage of users from the most deprived areas has fallen in both 2013/14 and 2014/15, indicating that the provision of Wraparound care is not contributing to the Council's anti-poverty strategy. It will be a policy decision whether wraparound care should be retained or refocused. This will be addressed in the Plan for Flexibility in Early Learning and Childcare to be produced during 2015.

The service as currently delivered benefits disproportionately the most affluent 20% of residents of West Lothian.



Performance Indicator	EDCES007_9b.1c Percentage of Educational Establishments With a Business Continuity Plan in Place in Accordance With Agreed Guidelines.
Description	This indicator shows the percentage of schools whose building condition has been rated as good or satisfactory in the annual condition survey undertaken by the Council for the Scottish Government. .



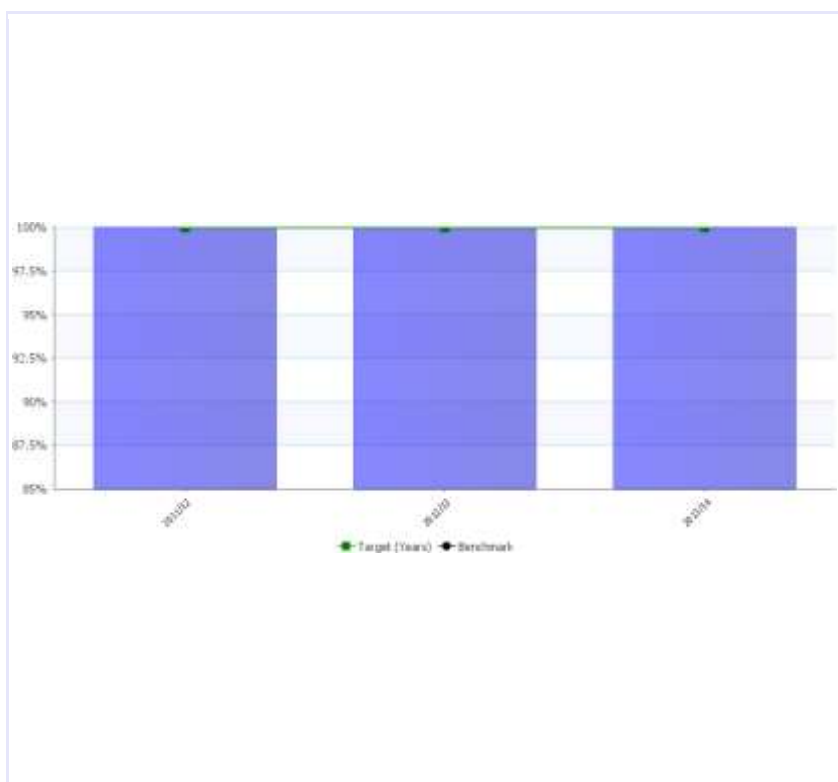
Trend Chart Commentary:

It is a corporate requirement that all establishments have a robust business continuity plan in place.

Performance has remained at 100% as this requirement is met.

Target performance remains at 100%.

Performance Indicator	EDCES008_9b.1c Percentage of Fire Risk Assessments Completed on an Annual Basis.
Description	Indicator shows the percentage of fire risk assessments completed on an annual basis according to agreed Council guidelines. The fire risk assessment ensures the risk to life and property from fire is mitigated.

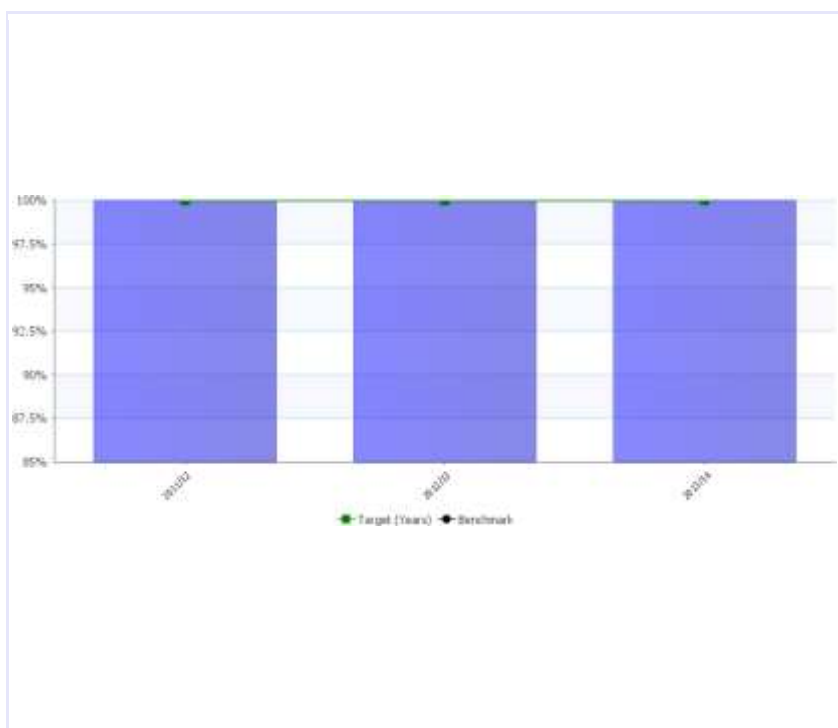


Trend Chart Commentary:

West Lothian Council places a high importance on fulfilling its health and safety obligations, including fire risk assessments. 100% of schools have completed fire risk assessments in 2013/14, and the target will remain at 100% for 2014/15.

No comparator data exists.

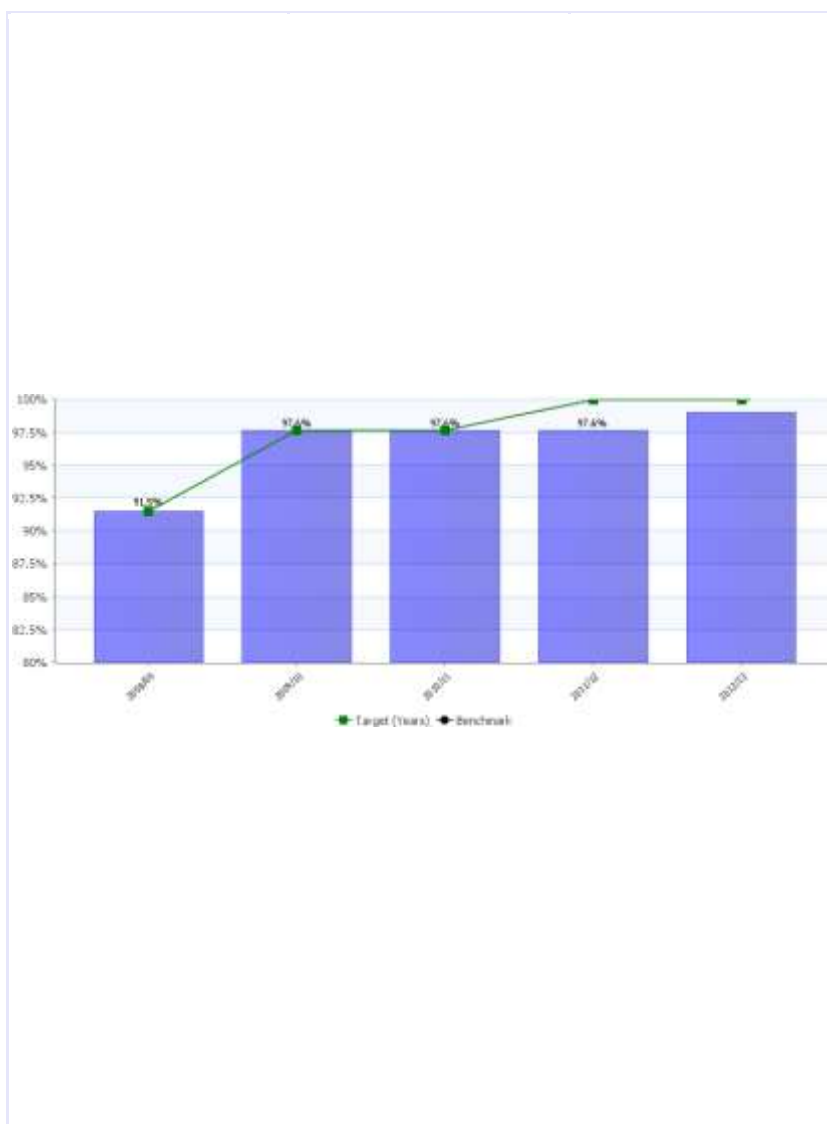
Performance Indicator	EDCES009_9b.1c Percentage of Schools Where Staffing is Delivered Within Budget and Statutory Guidelines.
Description	Indicator shows the percentage of schools where staffing is delivered within budget and statutory guidelines. This means that national class size limits and supervision ratios are met, within the total budget made available to the Council for this purpose.



West Lothian Council places a high importance on delivering staffing within budget and statutory guidelines. This is achieved by the efficient allocation of pupils and staff across all schools as part of the staff planning and pupil placement processes.

Performance in 2013/14 was 100%, and target for 2014/15 remains at 100%.

Performance Indicator	EDCES004_9b.1a Central Education Services: Percentage of Primary/Secondary/Special Schools where the Building Condition is Rated Good/Satisfactory.
Description	<p>This indicator shows the percentage of schools whose building condition has been rated as good or satisfactory in the annual condition survey.</p> <p>.</p>



Trend Chart Commentary:

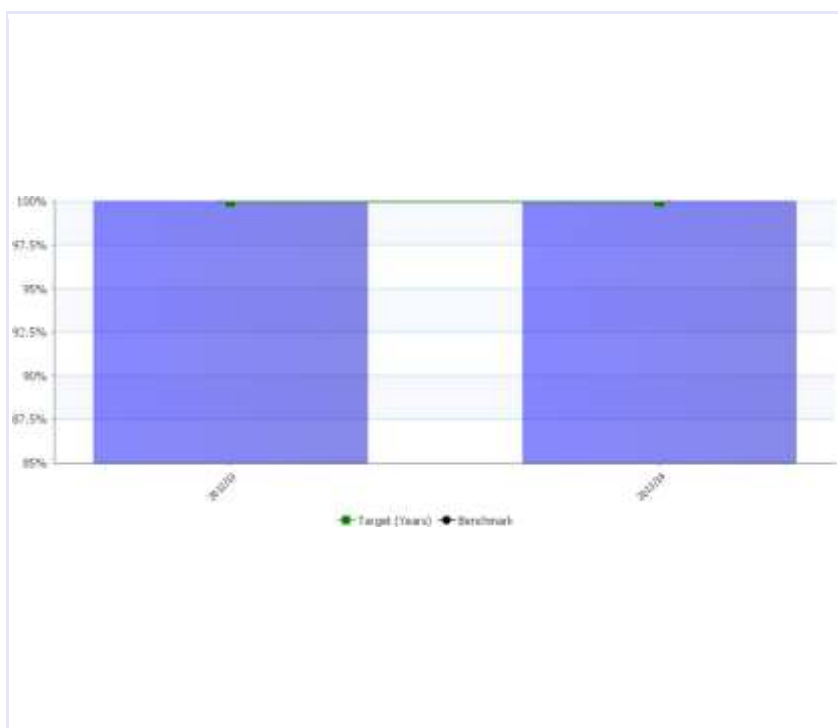
Out of the 82 special/primary/secondary schools only two were rated as poor in 2011/12. These were Meldrum PS and Woodmuir PS. Meldrum PS has been extensively refurbished since this survey was carried out and a new school in Breich has been constructed.

The figure for 2012/13, showed an improvement to 99% on the basis of the refurbishment of Meldrum PS.

It is anticipated that the figure for 2013/14, to be published in December 2014, will be 100% on the basis of the opening of the new school in Breich.

Target performance, therefore, is 100%.

Performance Indicator	EDCCS005_9b.1c Childcare: Percentage of Financially Supported Playgroups Receiving Positive Inspection Report from Care Inspectorate
Description	Indicator shows the percentage of financially supported childcare providers in West Lothian receiving a positive inspection report after a Care Inspectorate inspection. The Council provides financial support to playgroups in order to increase the range of childcare options available to communities. A positive inspection reports is where all quality indicators have been evaluated as satisfactory or above.



Trend Chart Commentary:

In School Session 2012/13 and 2013/14 all financially supported childcare providers received a positive inspection report from the Care Inspectorate. A positive inspection report is where all indicators evaluated were rated satisfactory or above. Target is 100% reflecting the importance that West Lothian Council places on the quality of childcare provision.

Key Achievements 2013/14

1. Developing and implement plans for improved service provision and greater efficiency in Wraparound Care in line with council efficiency objectives. The provision of wraparound care is reviewed on an annual basis as part of the pupil placement process. This is to ensure that staffing levels reflect current demand in an area and that service remains financially viable. The Wraparound Care Service currently operates within six centres at present: Broxburn Primary School (after school/pm nursery only); Livingston Village Primary School; Inveralmond Early Years Centre; Bathgate Early Years Centre; Linlithgow Primary School (provided after school and following the afternoon nursery session Monday – Thursday); Williamston Primary School. With the increase to nursery hours in August 2014 from 475 hours to 600 hours per annum, there will be no wraparound provision offered prior to the start of the nursery/school day.
2. Continuing to work in partnership with Simply Play to provide out-of-school care services. Simply Play was created in early 2010 in response to requests from the parent-led Out of School Care sector in West Lothian who were struggling, and in many cases failing, to comply with the increasing legislative and regulatory demands of running a childcare business. Now in its fourth year, Simply Play operates nine clubs that transferred ownership to the new organisation and are now about to open a new, tenth service at Simpson Primary School in Wester Inch, Bathgate. There are still seven independent out of school care clubs that choose not transfer over to the new organisation, two of these clubs are for children and young people with additional support needs. Over the last three years, Simply Play have managed clubs' attendance levels, staffing and finance, providing stable local employment for 50 staff and security of service provision for children and families. One of the key improvements has been in the rise in the quality of the service provision, which has been evidenced by Care Inspectorate inspections.
3. Working with the Customer and Performance Manager to plan the provision of 600 hours of early learning and childcare for two year olds in 'workless' households from August 2014 from the start of term following their second birthday in order to support child development and to assist parents to access employment.
4. Providing support to schools to increase use of SEEMIS, the Education management information system.

Planned Activity 2014/15

The main activities of the service in 2014/15, as set out in the Activity Based Budget, will be:

- To ensure the quality of the learning environment in all schools through resource management of education property, acting as client contact for Education projects within the Council's agreed capital programme and developer funded projects.
- To ensure appropriate staff resources are available across the service through workforce planning.
- To ensure business continuity planning and risk management is delivered across all establishments and services including fire risk assessment, health and safety compliance and winter arrangements.

- To provide quality and affordable childcare alongside pre-school education.

Planned Improvements 2014/15

1. Implement the delivery of 600 hours of early learning and childcare to eligible 2 year olds and 3 and 4 year olds, by ensuring the provision of appropriate settings, obtaining Care Inspectorate approval, and allocating sufficient qualified staffing.
2. Negotiating with playgroups to deliver 600 hours of early learning and childcare to eligible 2 year olds.
3. Planning future provision for 600 hours of early learning and childcare to eligible 2 year olds to meet the anticipated increase in eligible children in August 2015.
4. Extending the range of activities covered by business continuity plans.
5. Delivering improvements and extensions to the school estate to meet the population projections provided by Planning and Development.

2.4 Customer and Performance

Manager:	Andrew Sneddon, Customer and Performance Manager
Number of Staff (FTE):	14.6
Location:	Civic Centre

Purpose

The Pupil Placement Team is responsible for administering pre-school placements, placements at the P1 and S1 stages, and processing wraparound care applications. The outcomes of an officer review and a Citizen's Led Inspection have been implemented to increase efficiency and customer focus.

The Customer Care and Support Services Team is managed by the Customer Care Manager, who reports to the Strategic Customer and Information Manager.

The team has responsibility for supporting parent councils, co-ordinating freedom of information requests and the central complaints service for the education function. It also covers the provision of clothing grants, free school meals, education maintenance allowances and bursaries, the letting of primary schools and halls, and responding to enquiries on behalf of the service.

The Customer and Performance Officer is responsible for implementing records and information management across all schools, the annual Stellar awards, and ensuring compliance with council and service policies.

The Customer and Performance Manager plays a key strategic role in planning, reporting, performance management, equalities and policy development across the service.

Performance 2013/14

Performance Indicator

EDCUS022_9a.1c Customer Care: Cost Per Pupil of Customer Care Service.

Description

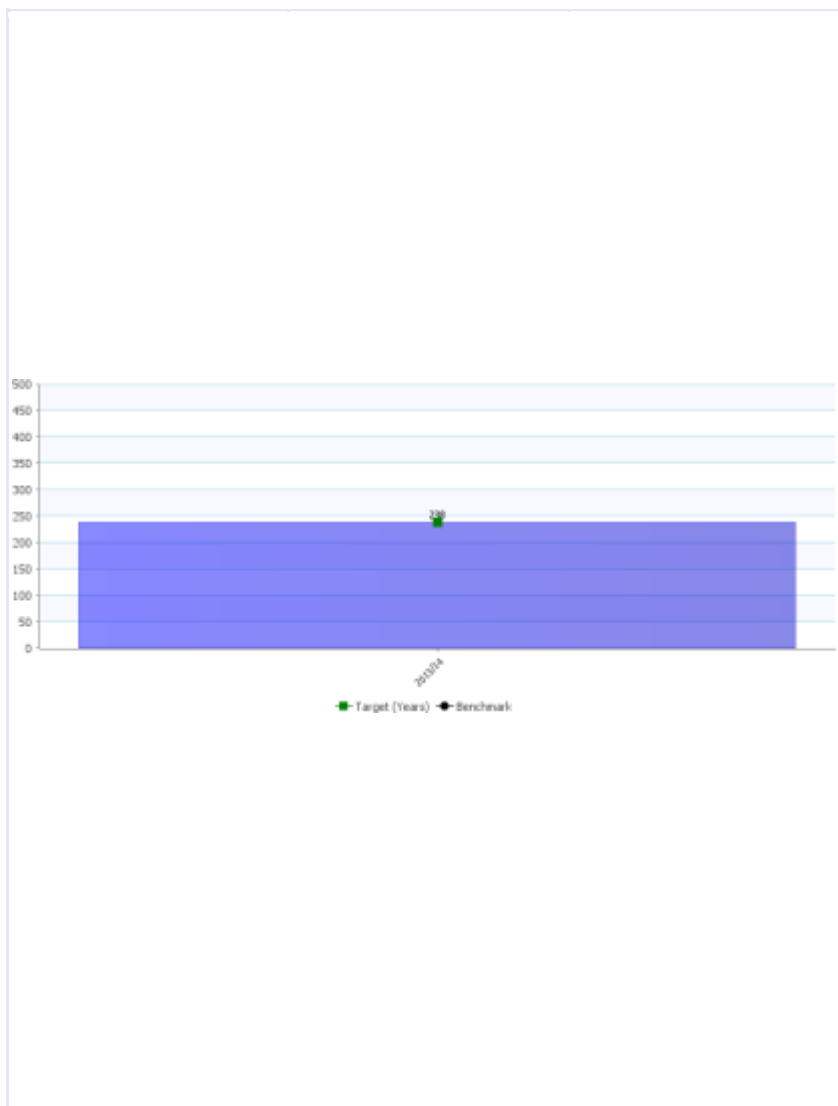
This indicator shows the cost per pupil of delivering Customer Care. This indicator will include complaints, Freedom of Information Requests, and Free School Meal, Education Maintenance Allowance and Clothing Grant Administration. This is calculated by dividing the activity budget of the service by the number of primary/special/secondary pupils. Measuring the cost per pupil of the central education services allows comparison of the cost of providing each part of the service against the others.



This efficiency target measures the cost of providing Customer Care services. Efficiency has increased as a result of planned savings in staff and administrative costs. This led to a decrease in cost per pupil from 2011/12 to 2012/13 and 2013/14. Further savings in 2014/15 were offset by the creation of the new post of Customer and Performance Officer in order to undertake key corporate responsibilities, for example records management. This led to an increase from £8 in 2013/14 to £8.41 in 2014/15.

Target for 2015/16 remains at £8.50 per pupil as no further efficiencies are planned within this team.

Performance Indicator	EDCUS008_6b.1 Complaints: Total Number of Complaints Received by Education Services
Description	This indicator shows the complaints closed within each complete school session for all units within Education Services. The timescales are based on working days and therefore exclude Saturday, Sunday and Public Holidays from the calculations.

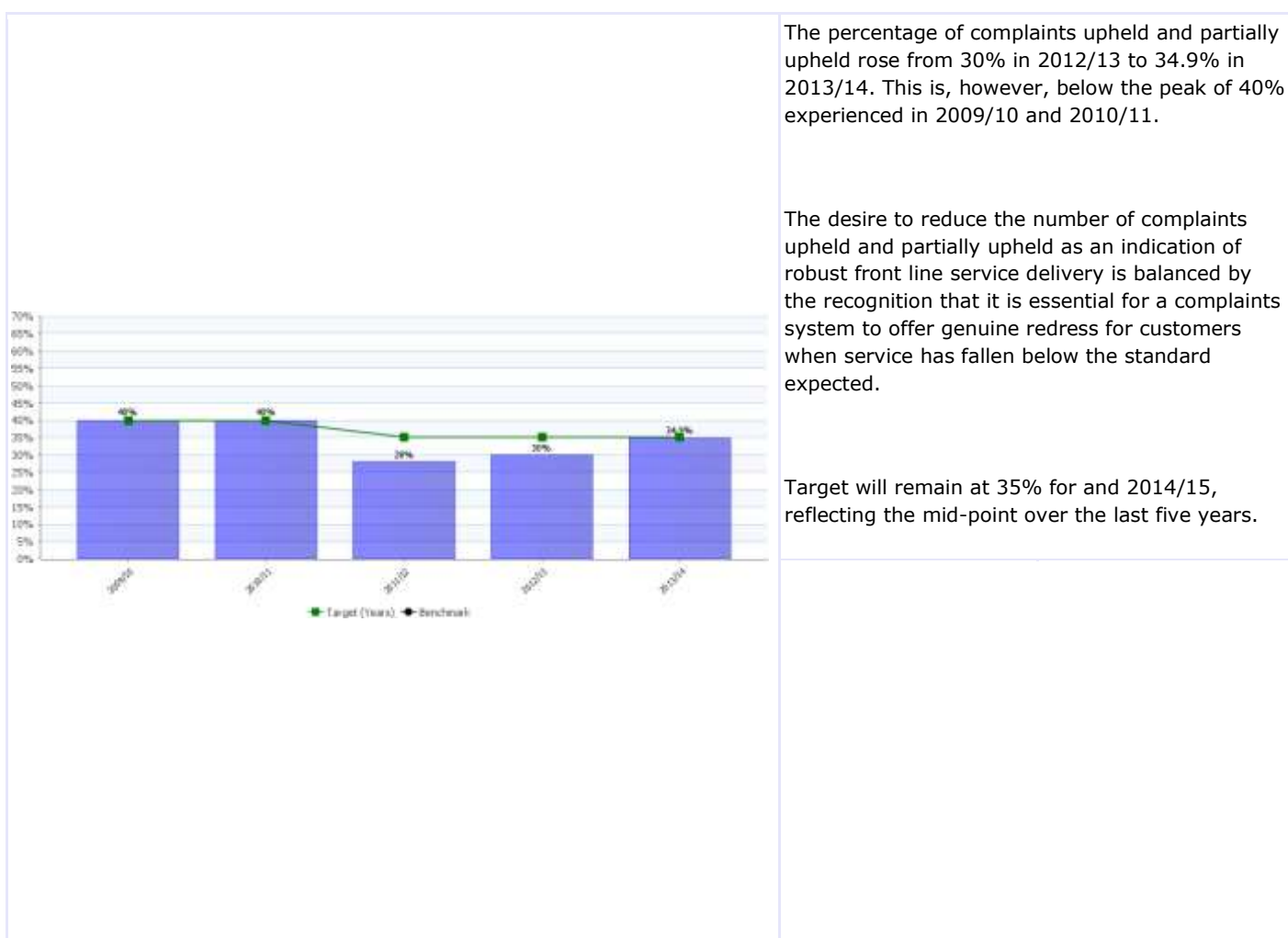


2013/14 is the first year that this indicator has been reported, and no comparative data is available.

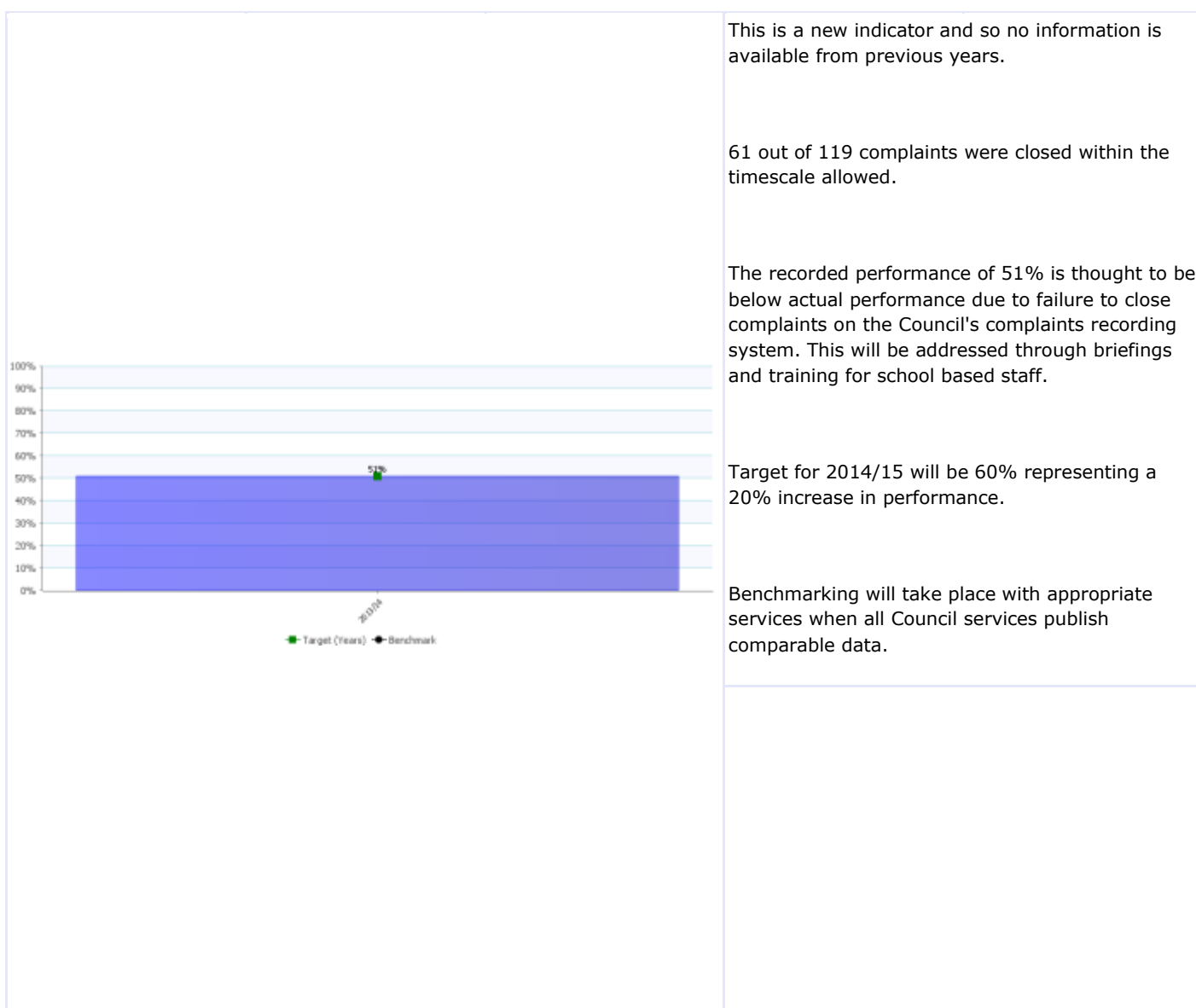
A target for 2014/15 will be set in light of ongoing performance. The desire to reduce complaints as a measure of increased satisfaction is balanced by the recognition that it would be desirable to increase the number of Stage 1 complaints captured and recorded at school level. Schools have received advice to ensure an increased number of Stage 1 complaints are captured, and will be offered training to help them achieve this objective.

The target for 2014/15 will be set at 350 in light of this advice, and adjusted in light of ongoing performance.

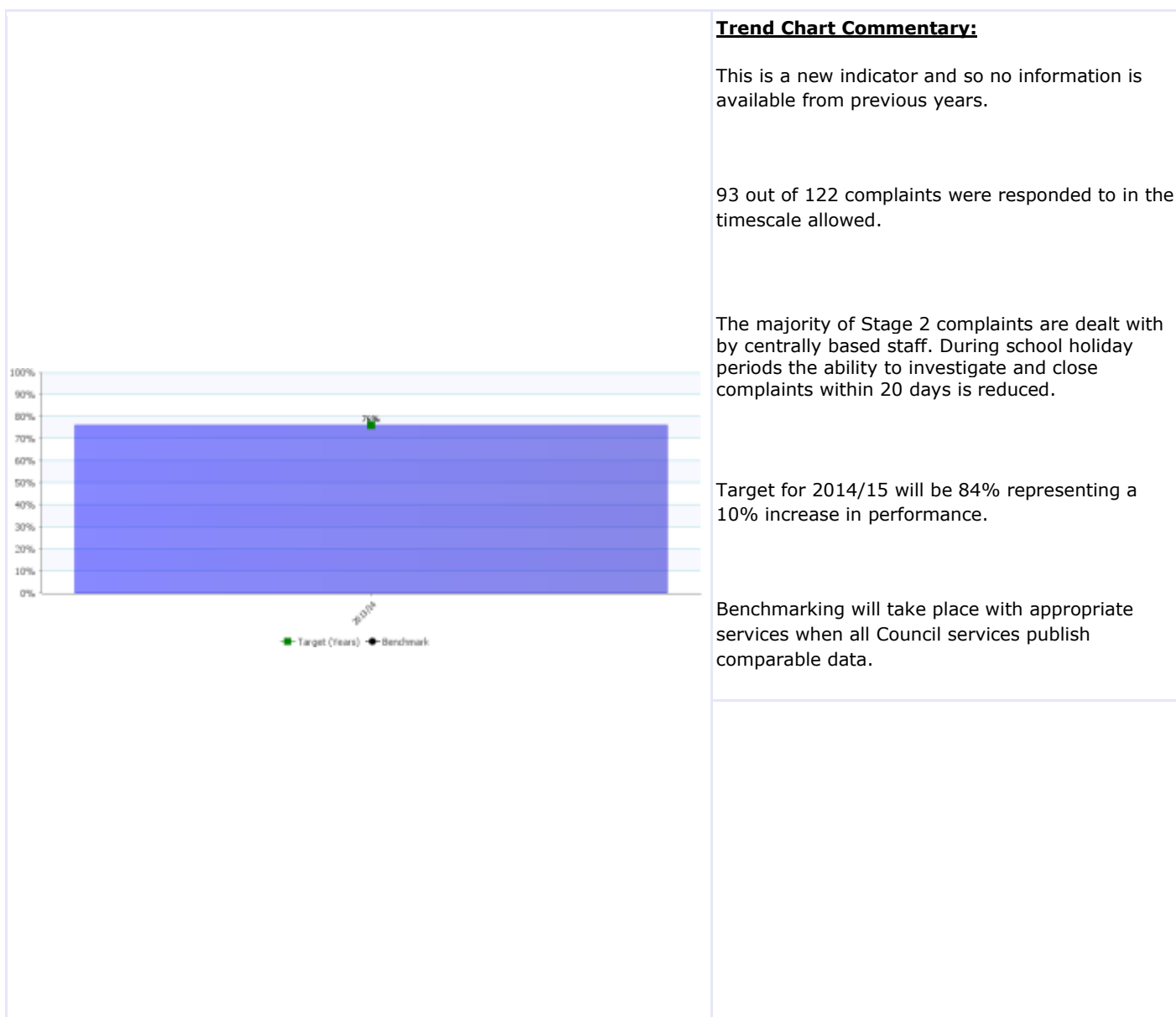
Performance Indicator	EDCUS009_6b.1 Complaints: Percentage of Education Services Complaints Upheld and Partially Upheld..
Description	This indicator shows the percentage of complaints received by the central Customer Care Team that are upheld/partially upheld..



Performance Indicator	EDCUS010_6b.1 Customer Care: Percentage of Education Services Complaints Resolved at Stage 1 within 5 day Timescale
Description	This indicator shows the percentage of all Stage 1 complaints that are received by education services within 5 days. A Stage 1 Complaint is one that can be resolved at the front line with little or no investigation.



Performance Indicator	EDCUS011_6b.1 Customer Care: Percentage of Education Services Complaints Resolved at Stage 2 within 20 day Timescale
Description	This indicator shows the percentage of all Stage 2 complaints that are received by Education Services at Stage 2 that are resolved within 20 days. A Stage 2 Complaint is a complex complaint, or one which requires investigation.



Performance Indicator	EDCUS025_9b.1a Customer Care: Percentage of Freedom of Information (FOI) Act Enquiries Responded to Within 20 Working Days.
Description	This indicator shows, on a quarterly basis, the percentage of Freedom of Information (FOI) Act enquiries that were responded to by Education Services within the 20 days legislative time limit.



Trend Chart Commentary:

Performance in Quarter 1 of 2014/15 has increased from Quarter 4 of 2013/14.

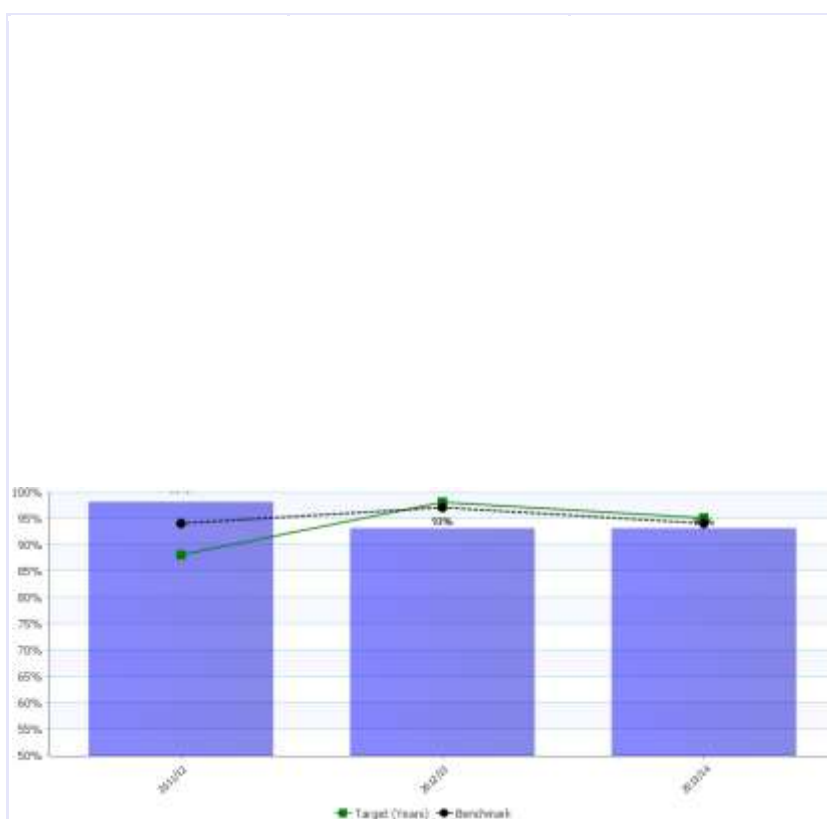
Changes in staff and reprioritisation of workload led to an increase in performance throughout 2013/14, with the exception of quarter three. Requests received during holidays (October and Christmas) continued to impact on the Service's ability to meet 20 day timescale in quarter 3 2013/14, leading to a decline in performance.

During the school holidays it is not possible to gather information from school based staff.

This work continued to be given the high priority within the team, and Headteachers have been briefed by Head of Service on the importance of supplying information when requested in order to allow a response within timescale.

The corporate target remains at 80%.

Performance Indicator	EDCUS015_6a.7 Customer Care: Percentage of Customers Rating Service as Good/Excellent - Educational Maintenance Allowance.
Description	This performance indicator measures the number of customers that rated the overall service for Educational Maintenance Allowance as good or excellent. Educational Maintenance allowance is paid to eligible students who stay on at school after age 16 and maintain a set attendance level.



Trend Chart Commentary:

The target for 2012/13 was set at the level achieved in the previous year. Performance in 2012/13 declined from the level achieved in 2011/12.

In 2012/13, the Customer Care Team has experienced particular staffing issues, and reductions in staffing in line with Council efficiencies. At the same time workload associated with complaints, freedom of information and records management, also managed by the Customer Care team, has increased.

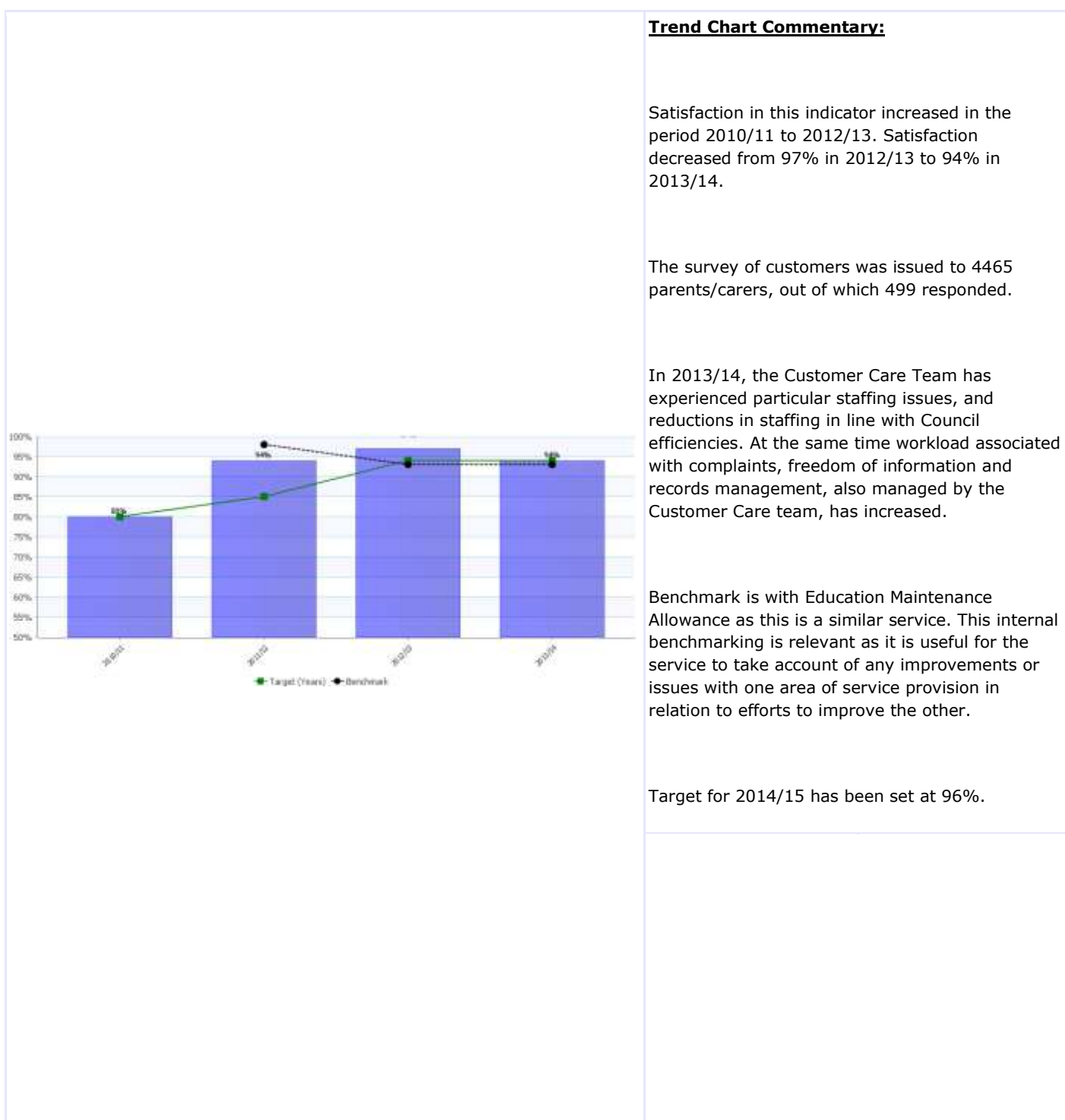
Satisfaction in 2013/14 has been maintained at the 2012/13 level despite the continuation of the above factors.

The survey was sent to 531 students, of whom 46 responded.

Benchmark is with Free Meals/School Clothing Grants as this is a similar service. This internal benchmarking is relevant as it is useful for the service to take account of any improvements or issues with one area of service provision in relation to efforts to improve the other.

Target for 2014/15 has been set at 95%.

Performance Indicator	EDCUS017_6a.7 Customer Care: Percentage of Customers Rating Service as Good/Excellent - Free Meals/School Clothing Grants.
Description	This performance indicator measures the number of customers that rated the overall service of allocating and paying free school meals and clothing grants as good or excellent.



Performance Indicator	EDCUS027_9b.1c Customer Care: Percentage Uptake of Educational Maintenance Allowance (EMA).
Description	This indicator shows the percentage uptake of Educational Maintenance Allowance (EMA) in West Lothian schools. EMA was introduced across Scotland in August 2004 to provide financial support to young people from low income families. EMA is available to eligible 16-19 year olds.



Trend Chart Commentary:

The percentage uptake of Educational Maintenance Allowance increased between 2011/12 and 2012/13 by 3% from 25.8% to 28.8%. The number of grants paid increased by 147. The Council aims to maximise access to and uptake of EMA, in support of its Anti-poverty Strategy, and advertises and promotes EMA to students and parents. The increase from 2011/12 reflects the efforts of the Council to advertise and promote EMA to students and parents, but also the prevailing economic conditions.

The percentage uptake in 2013/14 fell from 28.8% to 27.5%. This indicator is influenced by the number of people in West Lothian in receipt of qualifying benefits. 1021 students were awarded EMA out of a cohort of 3717.

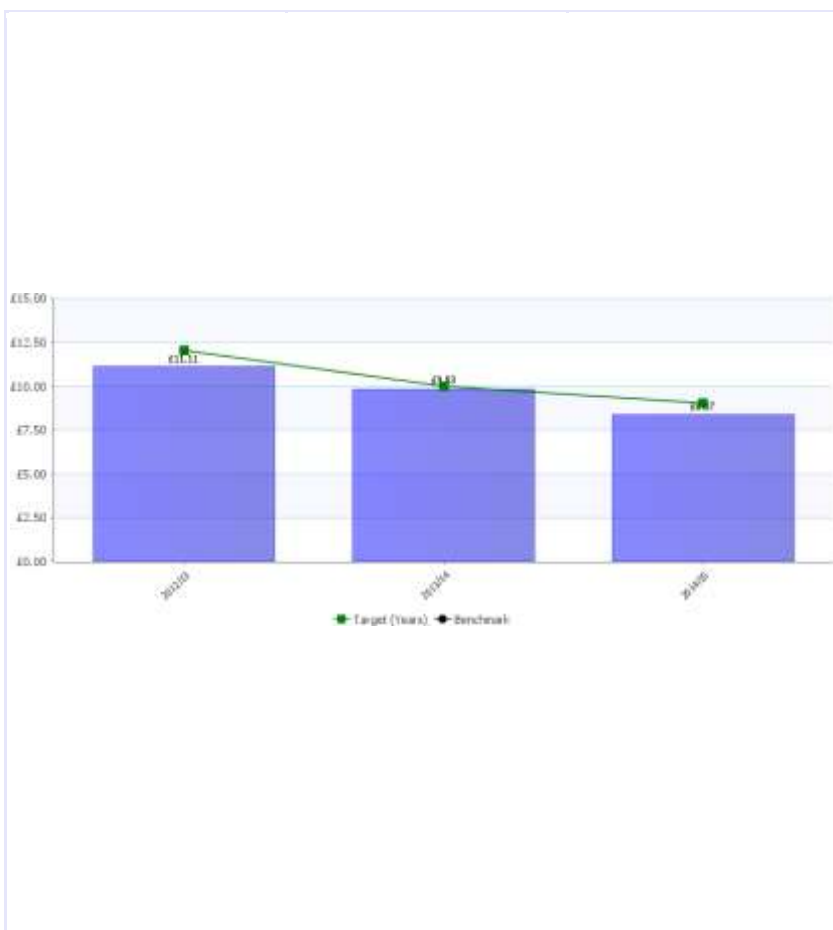
Target will be 28.5% in 2014/15.

Performance Indicator

EDPPL020_9a.1c Pupil Placement: Cost Per pupil of Pupil Placement Service.

Description

This indicator shows the cost per pupil of the Pupil Placement Service. This is calculated by dividing the budget of the service by the number of pupils. Measuring the cost per pupil of the central education services allows comparison of the cost of providing each part of the service against the others.

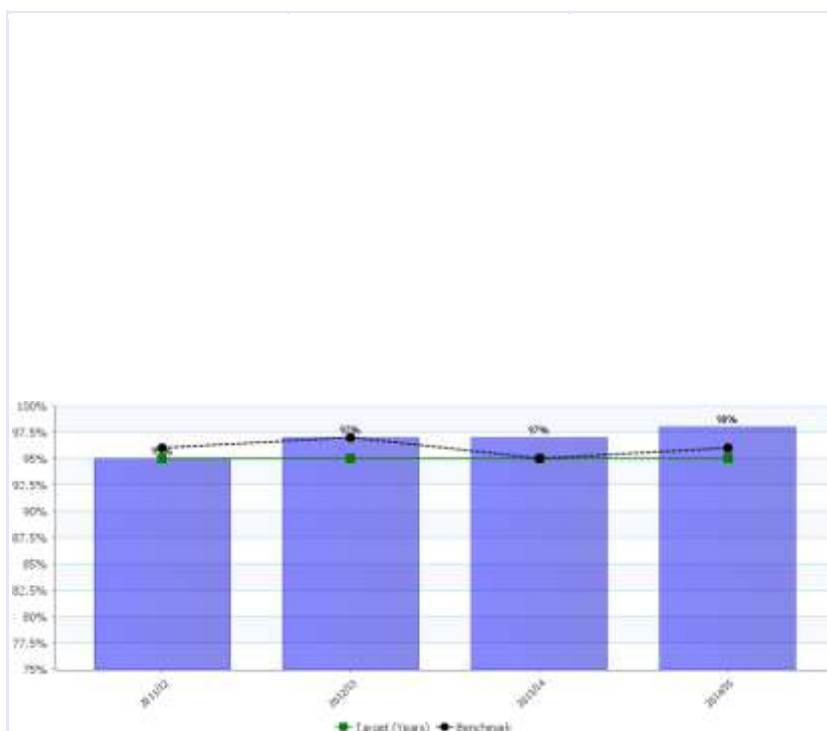


Trend Chart Commentary:

Cost per pupil has decreased from 2012/13 to 2013/14 and 2014/15 to the current level of £8.37. This is due to planned efficiencies in the service leading to lower staffing and administrative costs. These were achieved, in part, by efficiencies achieved as a result of a Citizen's Led Inspection.

The target for 2015/16 has risen due to anticipated increased expenditure as a result of the service expansion necessary to place eligible 2 year olds from August 2014.

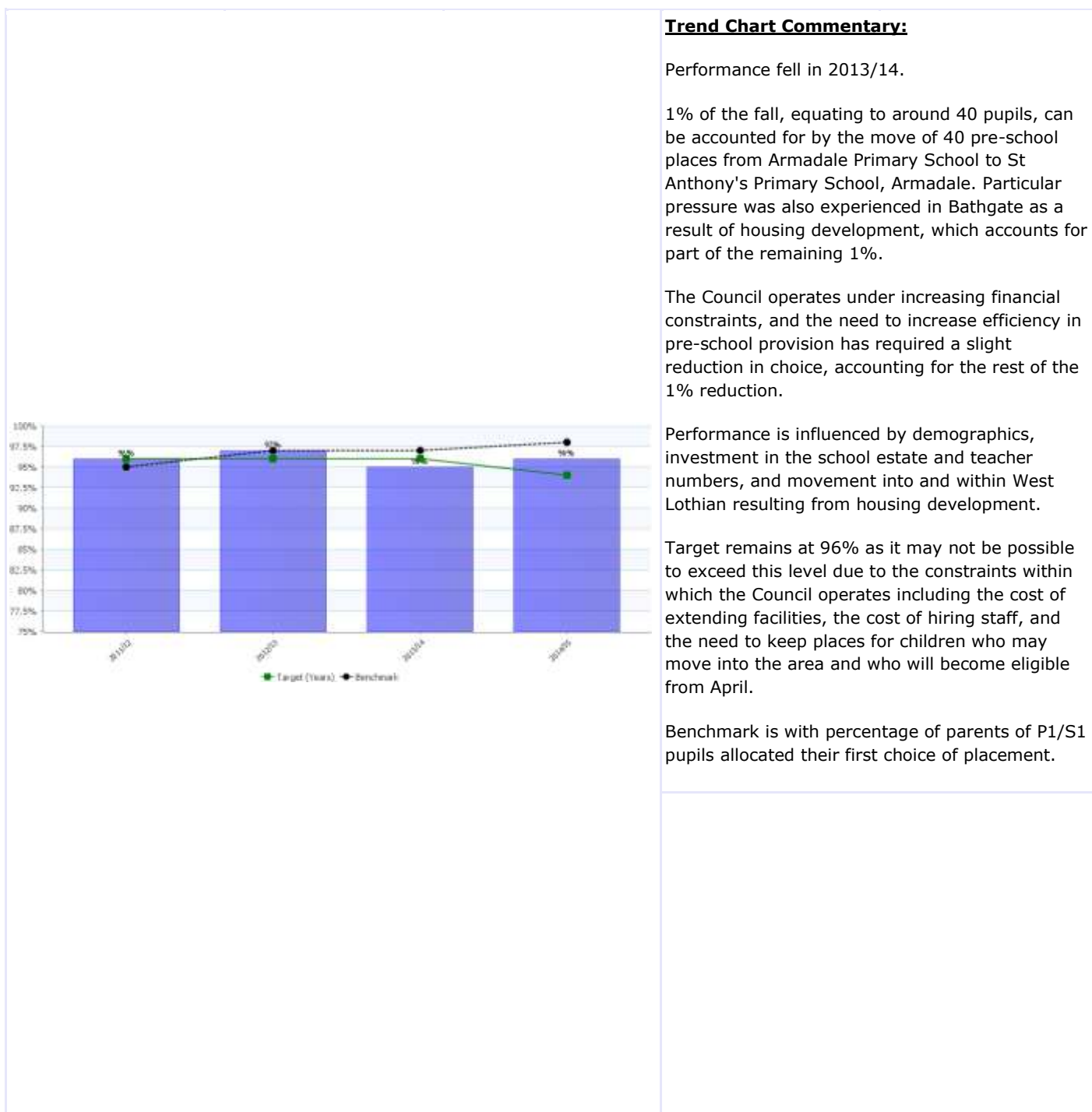
Performance Indicator	EDPPL021_9b.1a Pupil Placement: Percentage of P1 and S1 Requests Granted by the School Placement Panel.
Description	This indicator shows the percentage of P1 and S1 Requests Granted by School Placement Panel. When requests are granted parents are given their choice of school. Performance is influenced by demographics, investment in the school estate and teacher numbers, and movement into and within West Lothian resulting from housing development. A new approach to pupil placement resulted in an increased percentage of pupils being allocated their first choice.



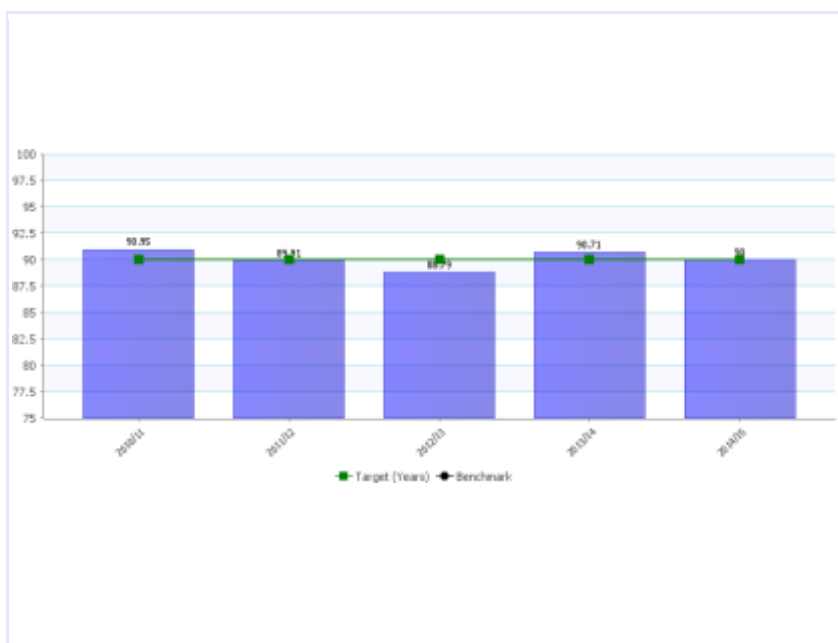
Trend Chart Commentary:

For 2012/13 admissions, the school placement panel granted 97% of applicants their first choice. Only 123 applications were refused out of a total of 4276. In 2011/12 198 requests were refused. For 2013/14 admissions 97% of applicants were granted their first choice. Only 127 applications were refused out of a total of 4207. In 2014/15 only 89 placing requests were refused, resulting in performance of 98%. Requests are refused when one of the statutory grounds of refusal exist, for example admitting an additional pupil would require the employment of an additional teacher, extension of the building, would result in the school being over capacity or prevent the Council from reserving places for pupils who could be expected to move into the catchment area. Target remains 95% in recognition of the difficulty of increasing the percentage granted further in light of demographic pressures and financial constraints. Benchmarking is undertaken with pre-school placement.

Performance Indicator	EDPPL022_9b.1a Pupil Placement: Percentage of Pre School Parents Allocated First Choice Establishment by School Placement Panel.
Description	This indicator shows the percentage of pre-school Requests Granted by School Placement Panel. When requests are granted parents are given their choice of school. Performance is influenced by demographics, investment in the school estate and teacher numbers, and movement into and within West Lothian resulting from housing development. A new approach to pupil placement resulted in an increased percentage of pupils being allocated their first choice.

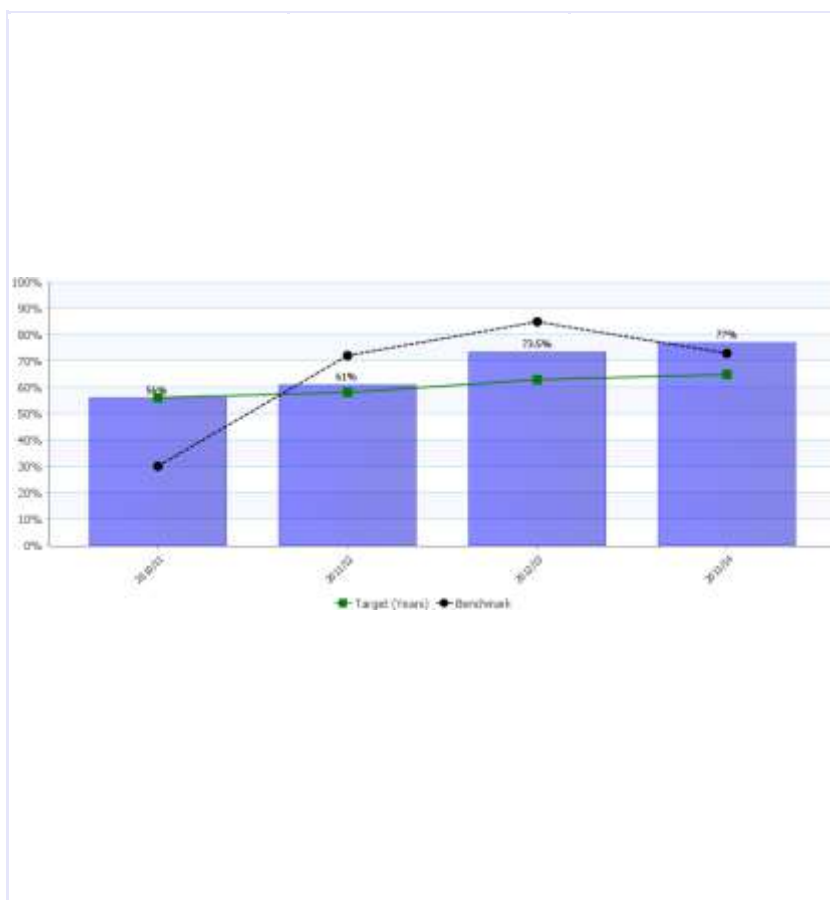


Performance Indicator	EDPPL024.9a.1c Pupil Placement: Percentage of 3 and 4 Year Olds Allocated a Pre School Education Place in Council Provision.
Description	This indicator measures the percentage of eligible pre-school children allocated a pre-school education place in an establishment managed by the Council. The allocation of pupils between Council and Partner Provider establishments is a major driver of the cost of providing pre-school education.



90.71% of pupils will be educated in Council pre-school establishments at the start of school session 2013/14. This efficiency indicator has risen and is above target, reflecting the desire to achieve the most efficient allocation of eligible children to pre-school education places.

Performance Indicator	EDPPL027_6a.7 Pupil Placement: Percentage of Customers Rating Overall Service as Good/Excellent - P1/S1.
Description	This performance indicator measures the number of customers that rated Pupil Placement's P1/S1 service as good or excellent. Collected in an annual survey, customers are asked to rate the quality of the service provided as excellent, good, adequate, poor or weak. The survey is a random and representative sample of the customers that accessed the service and the results are analysed to identify areas of concern to customers, or areas where improvement can be made.



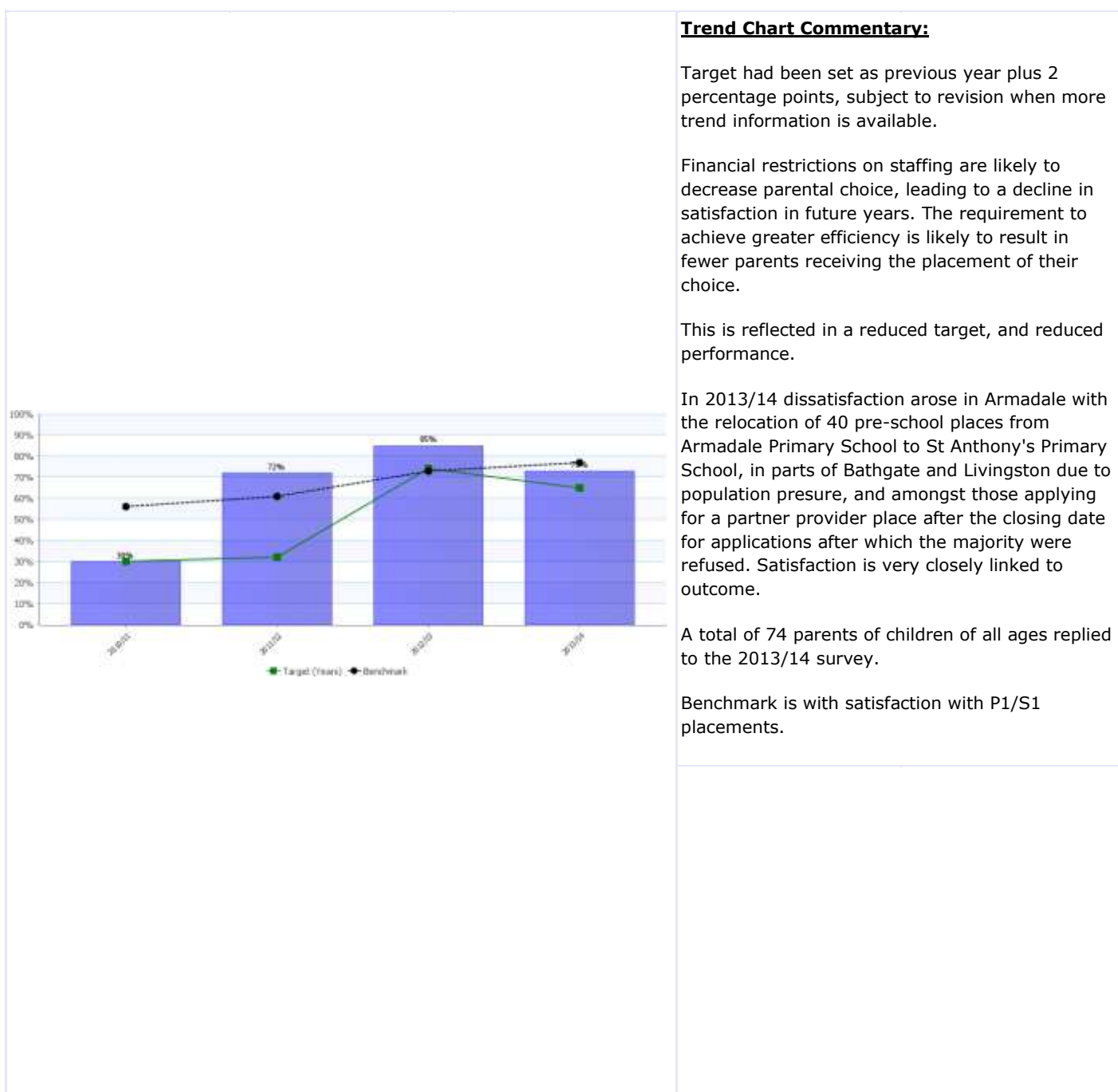
Trend Chart Commentary:

Overall satisfaction has risen year on year from 2010/11 to 2013/14 as higher percentages of parents are given their first choice, and processes are improved, for example policies and letters made more understandable, and number of contacts and steps in the process reduced.

A total of 74 parents of children of all ages replied to the 2013/14 survey.

Benchmark is pre-school satisfaction of 73%.

Performance Indicator	EDPPL028_6a.7 Pupil Placement: Percentage of Customers Rating Service as Good/Excellent - Pre School.
Description	This performance indicator measures the number of customers that rated Pupil Placement - Pre-School service as very good or good. Collected in an annual survey, customers are asked to rate the quality of the service provided as excellent, good, adequate, poor or very poor. The survey is a random and representative sample of the customers that accessed the service and the results are analysed to identify areas of concern to customers, or areas where improvement can be made.



Key Achievements 2013/14

1. Renegotiating the Pre-School Education Partner Provider Contract in order to ensure that all eligible 3 and 4 year olds have access to a nursery place.
2. Developing and implement plans for improved service provision and greater efficiency in Pupil Placement in line with council efficiency objectives.
3. Developing and implement plans for improved service provision and greater efficiency in Customer Care in line with council efficiency objectives.
4. Reviewing the School Excursions Policy taking account of an audit of compliance with the policy by the Council's Corporate Health and Safety team which had identified a number of areas where greater clarity would help ensure that schools complied with the requirements of the policy; the Scottish Government recently published Going Out There – Scottish Framework for Safe Practice in Off-site Visits, which seeks to balance the requirement to ensure the health and safety of all participants in educational excursions, with the need to ensure that excursions remained an important part of all children's education; and existing good practice.
5. Reviewing the Appointment of Headteachers and Depute Headteachers policy in order to address the issues that arise during the appointment process, taking account of comments received from Parent Councils, Headteachers and the Teaching Unions, and reflect advice given to Appointment Panels, Parent Councils and current practice. Major changes include Requiring a potential conflict of interest to be considered right at the start of an appointment process, including during discussions with the Parent Council, and not simply at the Appointment Panel; and introducing flexibility in the timing of feedback to an unsuccessful candidate, dependant on the particular circumstances of the recruitment.
6. Replacing the Collections and Trading Policy with a new Commercial Activities in Schools Policy, in light of comments received from parents and Headteachers, and reflecting advice given to schools and emerging best practice in schools. The policy is intended to be clearer and easier to understand. Major changes include widening the scope of fund raising and collections to include not for profit organisations as well as registered charities; stating that Pupil Councils will normally be involved in agreeing fund raising and collections, and may propose an annual programme of collections; specifying that the Parent Council will be informed, normally in advance, of proposed fund raising activities and collections, including any proposed programme of activity; specifying issues that a Headteacher should consider in relation to donations and sponsorship; specifying that the Parent Council will be informed of donations and, normally in advance, of proposed sponsorship arrangements; clarifying the position in relation to circulation of advertising material; and specifying that the Parent Council will be informed, normally in advance, of proposed commercial activity, including the sale of for example books, photographs, year-books, diaries, and clothing, and that Headteachers should outline to the Parent Council the rational for offering articles from a particular supplier.
7. Working with the Strategic Resources Manager to plan the provision of 600 hours of early learning and childcare for two year olds in 'workless' households from August 2014 from the start of term following their second birthday in order to support child development and to assist parents to access employment.

8. Conducting a survey of all parents of 2 and 3 year olds in West Lothian to determine how they would like to see pre-school made more flexible in future. Based on the comments made by parents, the Council will consider proposals to increase flexibility in future years, dependant on increased resources from the Scottish Government to support this greater flexibility by providing some childcare in school holidays; increasing the number of partner provider places available; piloting the provision of 'condensed hours' spread over 2.5 days with a limited number of places offered at a limited number of locations where surplus physical capacity exists with the development of admission criteria to allow fair allocation of the limited number of places likely to be available; and extend the provision of part-time/shared places at locations where surplus physical capacity exists with the development of admission criteria to allow fair allocation of the limited number of places likely to be available.
9. Recommending a change to arrangements for the quality assurance aspects of the council's education business by the addition to the council's Scheme of Administration of the Education Quality Assurance Committee to deal with the scrutiny of HMIE reports, internal School Reviews carried out by Education Officers. This separate and distinct committee was established to carry out a role in relation to Education Quality Assurance which gives those issues the same level of attention and scrutiny as is given to other service areas at the Performance Committee.
10. Producing guidance on the Referendum on Scottish Independence for schools in order to ensure

Planned Activities 2014/15

The main activities of the service in 2014/15, as set out in the Activity Based Budget, will be:

- To provide an equitable and responsive service for the placement of pupils at nursery, primary and secondary schools.
- To provide a customer focused service for parent/pupil benefit applications for clothing grants, free school meals, Education Maintenance Allowance and bursaries.
- To provide a responsive customer complaints and Freedom of Information service leading to service improvement.
- To manage analysis and reporting of performance data to the public and internal and external stakeholders, including primary and secondary pupil attainment.
- To establish and support Parent Councils

Planned Developments 2014/15

1. Conducting a further review of the Children and Young People Educated at Home Policy, following investigation of a recent complaint by a parent of a home educated child, and the recommendation of the Scottish Public Services Ombudsman that West Lothian Council to develop written guidelines regarding access to Community Schools in relation to home education, in order to ensure clarity for parents and carers in accessing courses in Community Schools whilst home educating their child.

2. Conducting a review of the Transport to Schools – Mainstream and Traffic Safety in Schools Policies, following recommendations by the Corporate Health and Safety Team following an incident involving a school bus.
3. Putting in place an admissions system in order to ensure that 2 year olds from 'workless families' are offered an appropriate pre-school placement.
4. Negotiating with child-minders to deliver 600 hours of early learning and childcare to eligible 2 year olds.
5. Planning greater flexibility in pre-school provision in line with the requirements of the Children and Young People (Scotland) Act 2014.

2.5 Active Schools

Manager:	Sheila McEwan/Paul Stark, Active Schools Managers
Number of Staff (FTE):	12
Location:	Civic Centre/Primary and Secondary Schools

Purpose

Active Schools is a national network of staff working across Scotland to increase capacity and provide opportunities for children and young people to participate in sport before, during and after school. West Lothian currently employs 1 FTE Manager and 11 FTE Active Schools Coordinators that work across all 11 secondary, 66 primary and 5 ASN schools.

Active Schools work together with organisations and individuals, including PE staff and Sports Development, to provide a wide range of opportunities connected to physical education, school sport and club sport. Active Schools work to increase the number of opportunities available to children by recruiting volunteers, building partnerships with clubs and other organisations to create pathways for pupils to continue in sport once they leave school. With the recent London 2012 Olympic Games and the Commonwealth Games of Glasgow 2014, the priority areas of work for Active Schools are Volunteers; Extra Curricular Sport; School to Club Links; School Sport; Supporting PE and Sports Development.

Although Active Schools and Sports Development sit within two different services, they work closely together and have a shared 'School and Community Sport Plan' which enables an integrated approach to the planning and delivery of sport across West Lothian.

Performance 2013/14

Performance Indicator

EDAS001_9a.1c Active Schools: Cost Per Pupil of Active Schools Services

Description

This indicator shows the cost per pupil of delivering Active Schools services. This is calculated by dividing the net activity budget of the service by the number of primary/special/secondary pupils. Measuring the cost per pupil of the central education services allows comparison of the cost of providing each part of the service against the others.



Trend Chart Commentary:

This efficiency target measures the cost of providing Active Schools services within Education.

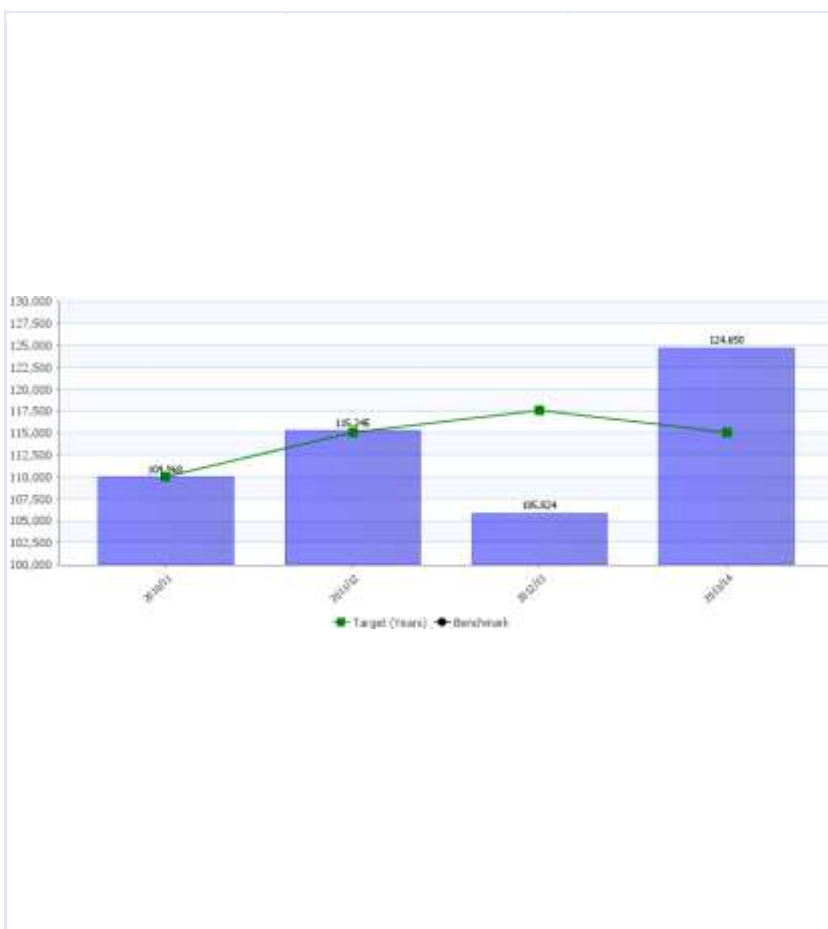
The cost is net of **sportscotland** funding and only measures the Council's contribution to the service provided.

Performance Indicator

EDAS003_9b.1c Active Schools: Number of Extracurricular Participant Sessions

Description

Participant sessions are calculated by counting the total number of participants attending each activity session. Participants are children from primary, secondary and ASN schools who take part in regular extracurricular sport and activity sessions. This figure does not indicate the number of distinct pupils attending extracurricular opportunities as participants may attend multiple activity sessions. This is a national indicator set by **sportscotland** and so it is important that the Council collects this information.

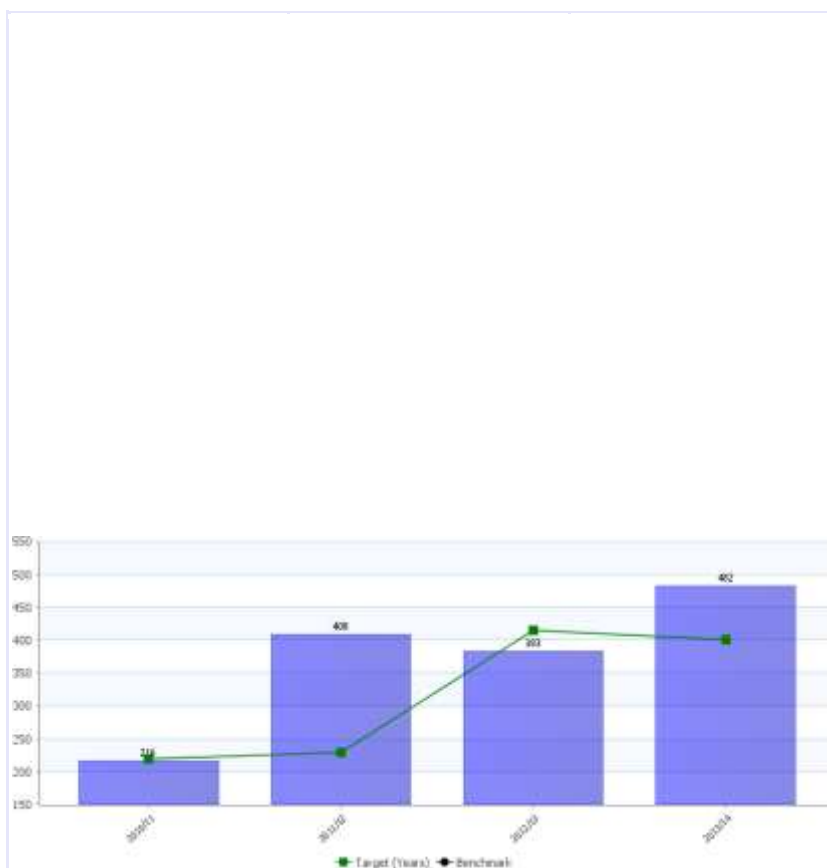


Trend Chart Commentary:

Participant sessions figures for 2013/14 show an increase of 18% on 2012/13 and are the highest ever recorded for West Lothian. These figures indicate that primary, secondary and ASN pupils are now taking part in more extracurricular sport and activity sessions within the school estate than ever before.

The increase in the number of participant sessions is directly linked to the increase in the number of volunteers (26%) providing extracurricular sport and physical activity opportunities compared to academic session 2012/13.

Performance Indicator	EDAS006_9b.1c Active Schools: Number of Volunteers Providing Extracurricular Sport and Physical Activity Opportunities
Description	Active Schools works in partnership with schools and local sports clubs to provide opportunities for primary, secondary and ASN pupils to take part in regular extracurricular sport and physical activity sessions through the recruitment, retention, recognition and reward of volunteers. This indicator shows the number of distinct volunteers involved in providing extracurricular opportunities. This is a national indicator set by sportscotland and so it is important that the Council collects this information.



Trend Chart Commentary:

The number of volunteers delivering extracurricular opportunities within the school estate has risen 26% on 2012/13 figures and is the highest figure ever recorded in West Lothian.

There are four main factors responsible for this increase. Firstly, the Active Schools' Volunteer Induction Pack was produced at the end of academic session 2012/13. This document enabled the Active Schools team to deliver a high quality standardised service in the recruitment and support of volunteers leading to increased recognition and retention of volunteers for the 2013/14 session. Secondly, more secondary school PE specialists are delivering extracurricular activities in preparation for the Secondary School Sports League events. Thirdly, more local sports club coaches are delivering extracurricular clubs within schools after this was identified as an area for development for the 2013/14 session. Lastly, there has been a significant increase (87%) in the number of secondary students who are delivering or supporting primary or secondary extracurricular activity sessions. The increase in secondary student volunteers has resulted from Active Schools' increased focus on the provision of vocational training and qualifications within curricular and extracurricular time for secondary students. Over 505 vocational qualifications were delivered to Secondary pupils during the 2013/14 session.

Performance Indicator

EDAS007_9b.1c Active Schools: Number of Sports Clubs With Links to Schools

Description

Active Schools provides a pathway for participation from school to community. This indicator measures the number of sports clubs with at least one link to schools supporting this pathway. This is a national indicator set by **sportscotland** and so it is important that the Council collects this information.

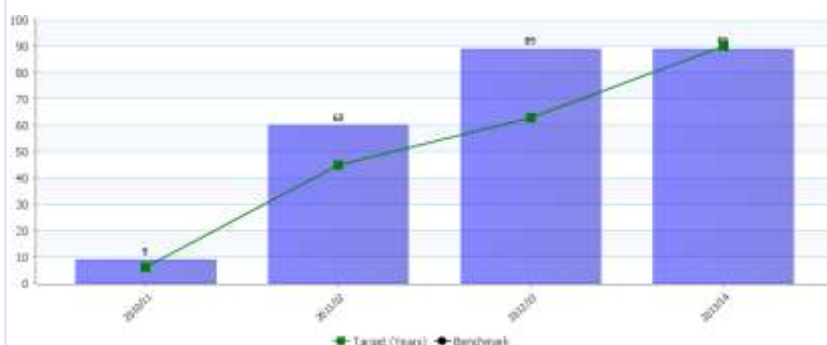
Trend Chart Commentary:

The number of sports clubs with links to schools increased significantly year on year between 2010/11 and 2012/13 but remains below target for 2013/14.

Although the number of clubs involved in providing a pathway for sport and physical activity participation from school to community has remained constant, the number of schools that each club links with has increased by 26%. In 2012/13, there were 581 links between schools and clubs. In 2013/14 that number had risen to 736.

In addition to a significant rise in the number school-club links on 2012/13, there has also been a rise in the quality of links with more clubs actively delivering after school clubs and sports taster sessions within curricular time (100 opportunities in 2012/13 compared to 277 opportunities in 2013/14).

Although the target has not been met for 2013/14, the figures above demonstrate significant improvements in the strength and quality of the relationship between local sports clubs and schools.

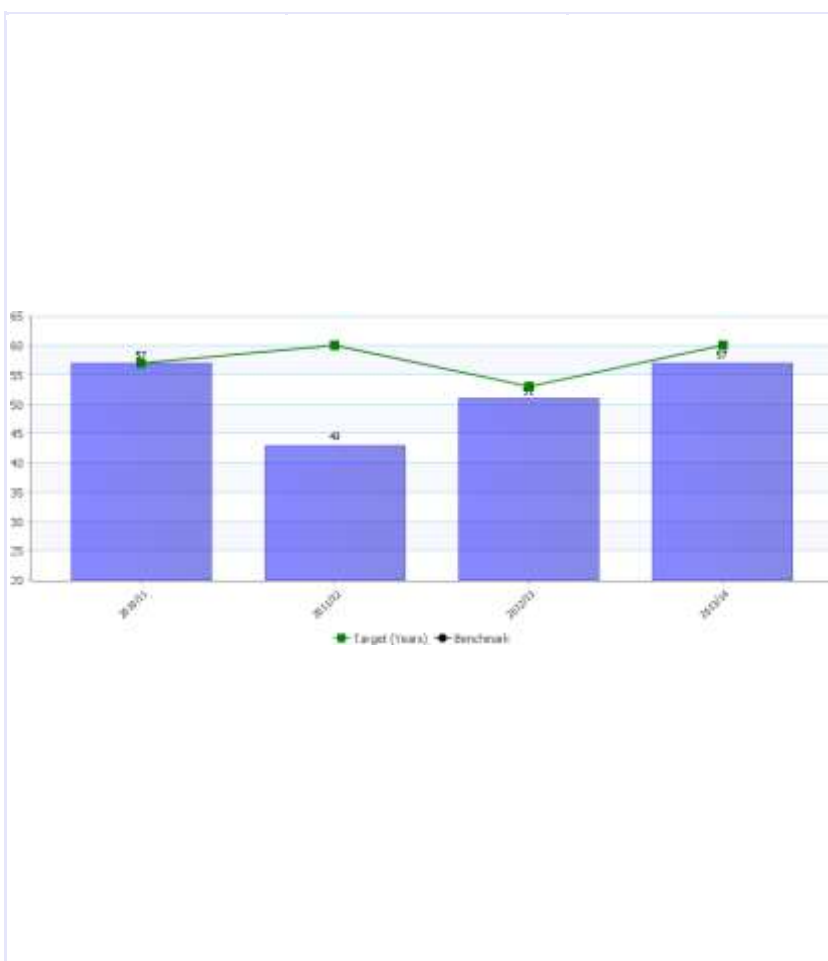


Performance Indicator

EDAS008_9b.1c Active Schools: Number of Primary Schools Delivering Clubgolf

Description

This Indicator shows the number of schools delivering Clubgolf to P5 pupils. Clubgolf is the national legacy programme from the Scottish Government that was instrumental in securing Scotland as the venue for the Ryder Cup in 2014. The Clubgolf programme is designed to give every P5 pupil in Scotland the chance to try golf within school and to link this activity with opportunities provided at local golf clubs. This is a national indicator set by **sportscotland** and so it is important that the Council collects this information.



Trend Chart Commentary:

The number of primary schools delivering Clubgolf has increased significantly year-on-year since 2011/12. Although it remains slightly under target it is still equal to the highest number of schools ever recorded as delivering the programme in West Lothian.

1,913 Primary 5 pupils experienced Clubgolf in 2013/14, up from 1,672 in 2012/13 and 1,110 in 2011/12. There were also a significant number of additional pupils (485) who experienced Clubgolf in their respective schools but as they are not in Primary 5, their participation has not been recorded in the indicator above.

Performance Indicator

EDAS009_6a.7 Active Schools: Sport and Physical Education CPD Customer Satisfaction

Description

Active Schools are responsible for producing the Sport and Physical Education (S+PE) CPD Calendar each academic year for West Lothian school staff. The calendar is produced through consultation with school staff, PE Lead Officer and Sport Development Officers to identify all PEPAS opportunities to support professional development. This indicator shows the percentage of customers rating the CPD provided by the Active Schools team within the calendar as 'Good' or 'Excellent'. Customers include school based staff (teaching, non-teaching and PE specialists), senior students and other Active Schools volunteers.

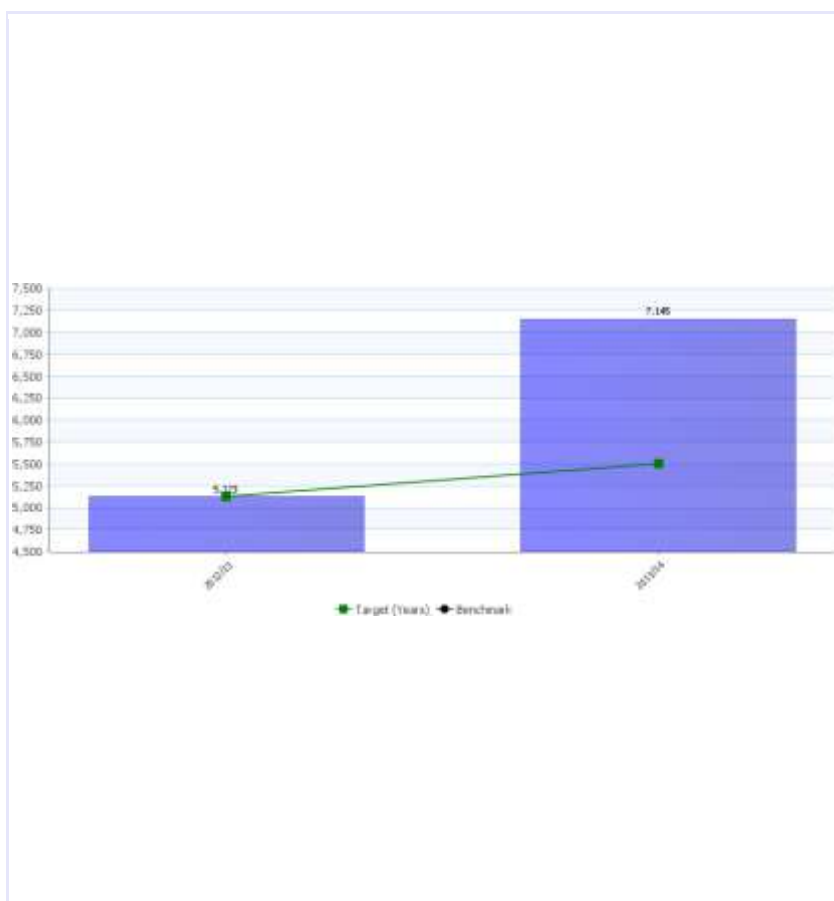


Customer's rating of Active Schools CPD delivery as 'Good' or 'Excellent' is 100%.

This is the second year that satisfaction has been measured separately for the Active Schools team since it's move into the Education service. Previously customer service standards were included within the wider Sport and Outdoor Education customer satisfaction survey. In each year since standards were monitored separately, Active Schools has received a 100% 'Good' or 'Excellent' rating for CPD delivery. During 2013/14 90% of respondents rated the service 'Excellent' and 10% 'Good'. 257 people attended opportunities offered within the S+CS CPD Calendar.

The target for 2014/15 is set as 98% reflecting the difficulty of achieving 100% satisfaction. This target will be reviewed in light of developing trend information.

Performance Indicator	EDAS010_9b.1c Active Schools: Number of Distinct Participants
Description	This indicator shows the total number of distinct primary, secondary and ASN pupils who take part in regular extracurricular sport and physical activity within the school estate. This is a national indicator recorded by sportscotland and so it is important that the Council collects this information.



Distinct participants taking part in regular extracurricular activity has increased 40% from 5,123 in 2012/13 to 7,145 in 2013/14. The figure for 2013/14 is equivalent to over 27% of the entire primary, secondary and ASN school role.

This figure is reflective of a similar rise in the number of volunteer delivering extracurricular activities and the number of extracurricular activities offered during 2013/14. In addition, a new monitoring system for distinct participants was introduced utilising the SEEMIS system making identification of distinct participants more accurate.

Key Achievements 2013/14

Curricular Activities

1. Piloting the national School Sport Awards scheme throughout 2013/14, prior to national launch in August 2014. The School Sport Award has been designed to recognise and celebrate successful physical education, physical activity and sport (PEPAS) models, support schools to increase young people's opportunities across PEPAS and encourage self-reflection and continual improvement. 40 West Lothian schools took part in the School Sport Award pilot with 17 achieving bronze, 11 silver and Balbardie, St Josephs (Linlithgow) and Livingston Village primaries and Deans CHS securing a gold award.
2. Delivering 68,407 curricular sport and physical activity participant taster within individual schools giving many pupils their first taste of a range of different activities. On average, more than 4 opportunities for every primary pupil were provided. In addition, Active Schools delivered over 70 primary multi-school festivals and events attended by over 19,000 participants. These events not only offer opportunities to participate and compete but also provide pathways to regional and national events.
3. Delivering 505 vocational qualifications to secondary pupils, a 110% increase. Of particular note are the 74 young women who achieved a Dance Leader qualification through our partnership with Y-Dance designed to encourage more girls and young women to lead, support and take part in extracurricular activity.
4. Ensuring 1,913 Primary 5 pupils experienced golf in 57 primary schools through the Clubgolf legacy programme for the Ryder Cup, a 14% increase on pupil number from 2012/13.
5. Recruiting and supporting 33 Young Ambassadors (YAs) across all 11 of West Lothian's secondary schools to motivate and inspire other young people to get involved in sport. 4 of these YAs also represented West Lothian at the Commonwealth Games opening ceremony. Sarah Devlin (Broxburn Academy), Josh Mabon (St Margarets), Jane Marshall (Bathgate Academy) and Calum Drury (Deans CHS) provided the official welcome for Nauru, Singapore and Turks & Caicos to Glasgow 2014.
6. Delivering the Champions in Schools programme in 22 primaries, 1 secondary and 1 ASN school, placing Scotland's top athletes in the classroom to deliver a series of inspirational workshops for pupils. Athletes from 8 Commonwealth sports were involved including Olympic and Commonwealth Judo silver medallist Gemma Gibbons who worked with girls at Linlithgow Academy.

Extracurricular Activities

7. Recruiting and supporting 483 volunteers who delivered and supported extracurricular sport and physical activity opportunities for primary, secondary and ASN pupils. A 26% increase of volunteers on 2012/13 figures. 81% of all volunteers come from within the school estate including 153 secondary pupils.
8. Delivering 7,193 sport and physical activity sessions across 43 different sports and activities, attended by 19% more participants than last academic year.

9. Increasing the number of individual pupils attending extracurricular sessions from 5,123 in 2012/13 to 7,145, an increase of 40%. This figure equates to over 27% of the entire West Lothian school role taking part in regular extracurricular activity in schools.
10. Established or consolidated school-club links between 78 schools and 89 local sports clubs and organisations, providing pathways for participation from the school to the community. The strength and quality of school-club links also continues to improve with more clubs delivering curricular or extracurricular activity within schools. 277 school-club links included regular curricular or extracurricular delivery in 2013/14 compared to 100 in 2012/13.
11. Producing the Sport and Physical Education (S+PE) CPD Calendar each academic year for West Lothian school staff. The calendar is produced through consultation with school staff, the PE Lead Officer and Sport Development Officers to identify all PEPAS opportunities supporting professional development. 257 participants attended opportunities within the CPD calendar with 100% of customers rating the CPD provided by the Active Schools team as 'Good' or 'Excellent'.
12. The School Sport Partnership, driven by the Active Schools lead for school sport, ensures that a structured pathway exists from participation in school sport to clubs in the community and from participation to performance. Since the introduction of the secondary schools sports league, the development and progression of extracurricular schools competition in West Lothian has been very successful. 2,277 secondary students represented their school within the 38 competitive school sport opportunities provided by the School Sport Partnership. St Margaret's Academy secured first place in the league at the end of all events, with Deans CHS and St Kentigerns' Academy in second and third position.
13. Securing £79,926 of additional funding for primary, secondary and ASN schools from a range of internal and external providers to support sport and physical activity programmes delivered and supported by the Active Schools team in West Lothian. This figure includes £21,150 of additional funding from **sportscotland** to enhance secondary school sport competition. This additional funding is covering the cost of additional duties required by the four School Sport Partnership Development Posts, within schools, for Basketball, Handball, Athletics and Rugby. These sports were selected due to existing curricular delivery in all secondary schools, strong local clubs and multiple opportunities to participate in competitive SSP events throughout the academic year. The post holders have an authority wide remit and will be responsible for all aspects of the organisation of competition for their sport.
14. As part of the 'Be Inspired' Education Commonwealth Legacy, one of Active Schools' focal areas was to improve school-club links to West Lothian Bowling clubs to inspire the next generation of West Lothian bowlers. During 2012/13, there were only three bowling clubs with links to a total of 5 schools. During 2013/14, this increased to 7 clubs providing taster sessions, after school clubs and participation pathways for 25 primary schools.

Planned Activities 2014/15

The main activities of the service in 2014/15, as set out in the Activity Based Budget, will be:

- To plan, engage, support and recognise a network of volunteers
- To increase the quality and range of extra-curricular sporting opportunities
- To develop and strengthen sporting pathways from school to community
- To motivate and inspire young people to participate in sport by delivering programmes designed to maximise engagement with Glasgow 2014 and the Ryder Cup 2014
- To support the PE Lead Officer (PELO) in maintaining 2hr/2 periods of PE and improve the quality of learning and teaching in PE.

Planned Developments 2014/15

- Engage and support 500 volunteers to deliver 800 opportunities for primary, secondary and ASN pupils to take part in regular extracurricular sport and physical activity sessions.
- To extend the School Sport Partnership model through the development of inter-house school sport competitions, increasing opportunities for secondary students to take part in competitive school sport.
- To ensure maximum engagement and legacy from the Ryder Cup through the Clubgolf programme and related festivals and events.
- To support 50% of primary, secondary and ASN schools achieve a minimum of Bronze in the Scottish Government's School Sport Awards.

2.6 Instrumental Music

Manager:	Juliet Hosie, Principal Officer, Instrumental Music Service
Number of Staff (FTE):	28.8
Location:	Civic Centre/Primary and Secondary Schools

Purpose

The Instrumental Music Service encourages achievement, enhances and supports the music curriculum within schools and delivers all aspects of Curriculum for Excellence to our young musicians.

The Instrumental Music Service delivers instrumental music tuition in a range of instruments to children and young people in West Lothian and provides them with a wide range of performance and ensemble opportunities. Instructors work across groups of schools, ensuring access to instrumental tuition and extending pupil experience.

The central team is responsible for managing, developing and supporting all aspects of the Instrumental Music Programme on behalf of West Lothian Education Service and for organising and delivering continuous professional development. This ensures that good professional standards are maintained. The team also organises, manages and delivers the West Lothian Schools Area Bands and Ensembles Programme.

The service enhances and supports the music curriculum within schools, meeting the requirements of Curriculum for Excellence. Children and young people also benefit from the opportunity of playing in groups and ensembles and of performing to a wide variety of audiences both within and out with schools.

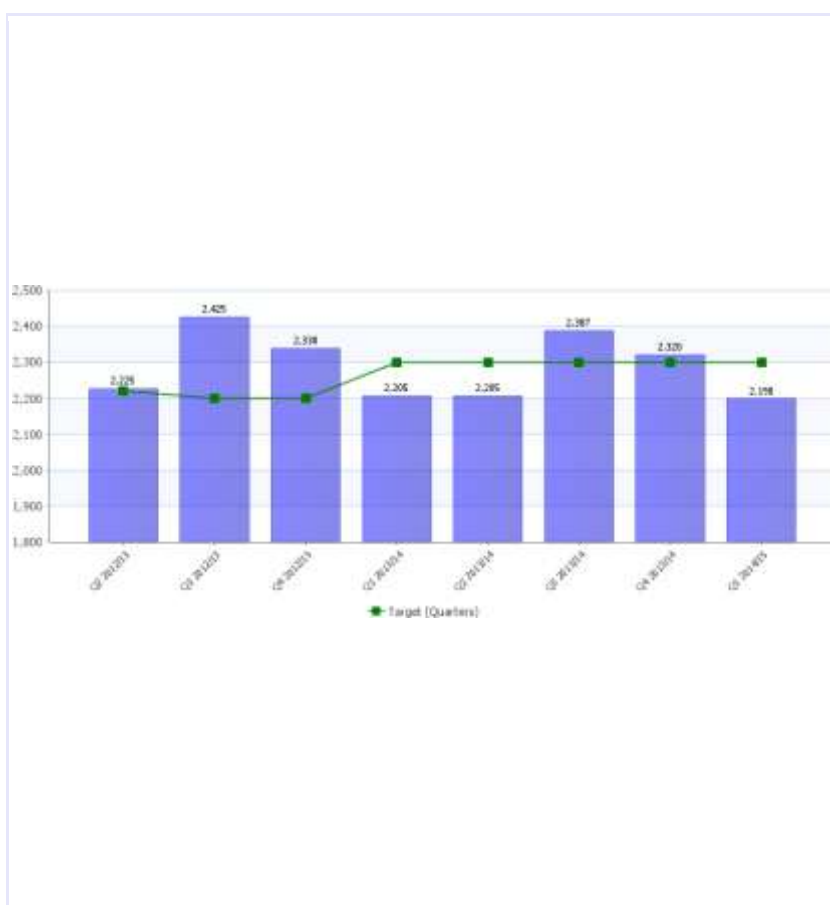
Performance 2013/14

Performance Indicator

EDIMS001_9b.1b Instrumental Music - Number of Pupils Taught.

Description

This indicator shows the number of pupils taught by the Instrumental Music Service. The IMS provide instrumental music tuition and ensemble and performance opportunities for pupils from P4 to S6. This indicator measures the number of pupils who receive instrumental music tuition and ensemble and performance opportunities. Information is based on the monthly registers provided by the instrumental music instructors.



Trend Chart Commentary:

Performance fluctuates in a seasonal pattern, with the highest number of pupils taught occurring in the third quarter of each year, co-inciding with the completion of the selection procedure for new start pupils. There is natural drop out after the initial selection process. Further drops occur following examinations and as a result of school leavers with the lowest figure recorded at the end of the academic year.

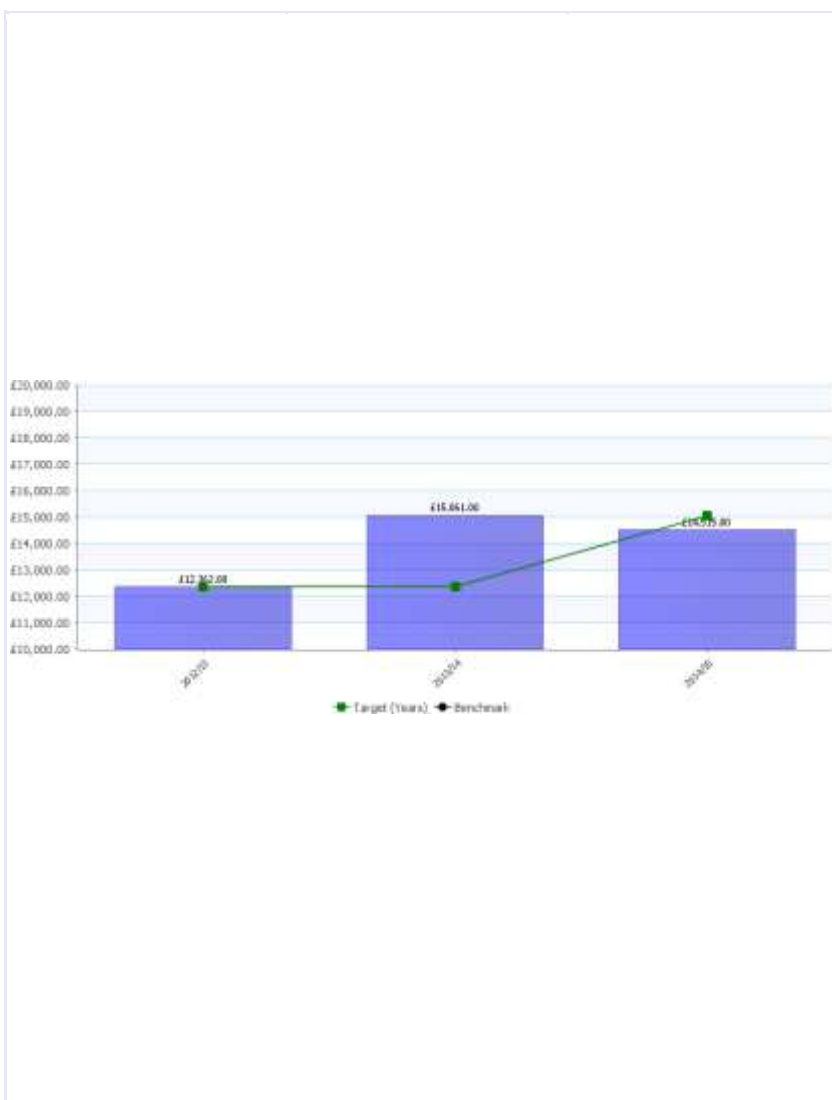
Target has risen in line with the expected outcome of the review of the Instrumental Music Service and will remain at 2,300 into 2014/15, subject to review in light of actual performance.

Performance Indicator

EDIMS002_9a.1c Instrumental Music: Cost Per School of Instrumental Music Services.

Description

This indicator shows the cost per school of delivering Instrumental Music services. This is calculated by dividing the net revenue budget of the service by the number of primary/special/secondary schools (82 schools). Measuring the cost per school of the education services allows comparison of the cost of providing each part of the service against each other. The cost is net of income, and only measures the Council's contribution to the service provided.



Trend Chart Commentary:

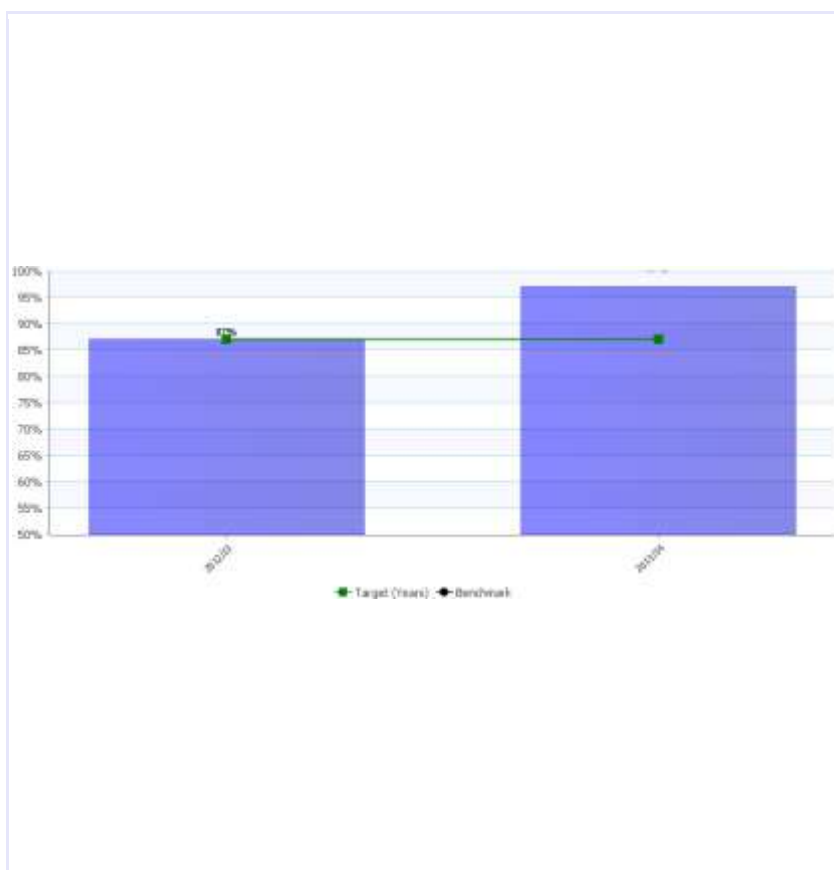
This efficiency target measures the cost of providing Instrumental Music services within education. Session 2012/13 is the first year that Instrumental Music were included in the Education budget.

Between 2012/13 and 2013/14 the activity based budget for Instrumental Music increased resulting in a higher cost per school. This fell in 2014/15 in line with planned efficiencies.

The review of instrumental music aims to introduce greater parity of provision across schools, making this measure, which replaces cost per pupil, more appropriate.

Target is set at previous year's expenditure.

Performance Indicator	EDIMS003_6a.7 Customer Satisfaction: Percentage of parents that are happy with the music instruction their child receives...
Description	This indicator shows the percentage of parents that are happy with the music instruction their child receives. This information is extracted from the annual satisfaction survey sent to parents of pupils who participate in the instrumental music programme.



97% of parents responding to the Instrumental Music Service survey issued to parents in April 2014 responded that they were happy with the music instruction their child receives. This is a 10% increase in customer satisfaction from last year's figure.

The 2014 figure is based on 151 responses.

Target is set at 92% which represents the mid point between the two available figures. The target will be kept under review as more data becomes available.

Key Achievements 2013/14

1. Implementing the recommendations from the review of Instrumental Music, in order to ensure greater parity of provision across West Lothian with more young people participating.
2. Supporting the West Lothian Schools Pipe Band to become UK and European Champions 2014 and to be crowned Champion of Champions at the World Championships 2014.
3. Encouraging West Lothian bands to achieve the highest level of entries from any Local Authority in the Scottish Concert Band Festival regional heats in 2013. Seven West Lothian School/Area Wind Bands entered with six of those bands qualifying for the National Finals March 2014.
4. Arranging for the West Lothian Schools Wind Ensemble to perform six concerts on their tour to Poland, April 2014.
5. Providing the opportunity for West Lothian Junior String pupils to spend a weekend rehearsing and performing with the string staff and pupils from the music school in Hochsauerland, Germany.
6. Forming a new Area ensemble to enable young intermediate string players an ensemble opportunity specific to their needs.
7. Proving the music at the Scottish Government Instrumental Music Conference February 2014 attended by politicians, councillors and directors of education from throughout Scotland.

Planned Activities 2014/15

The main activities of the service in 2014/15, as set out in the Activity Based Budget, will be:

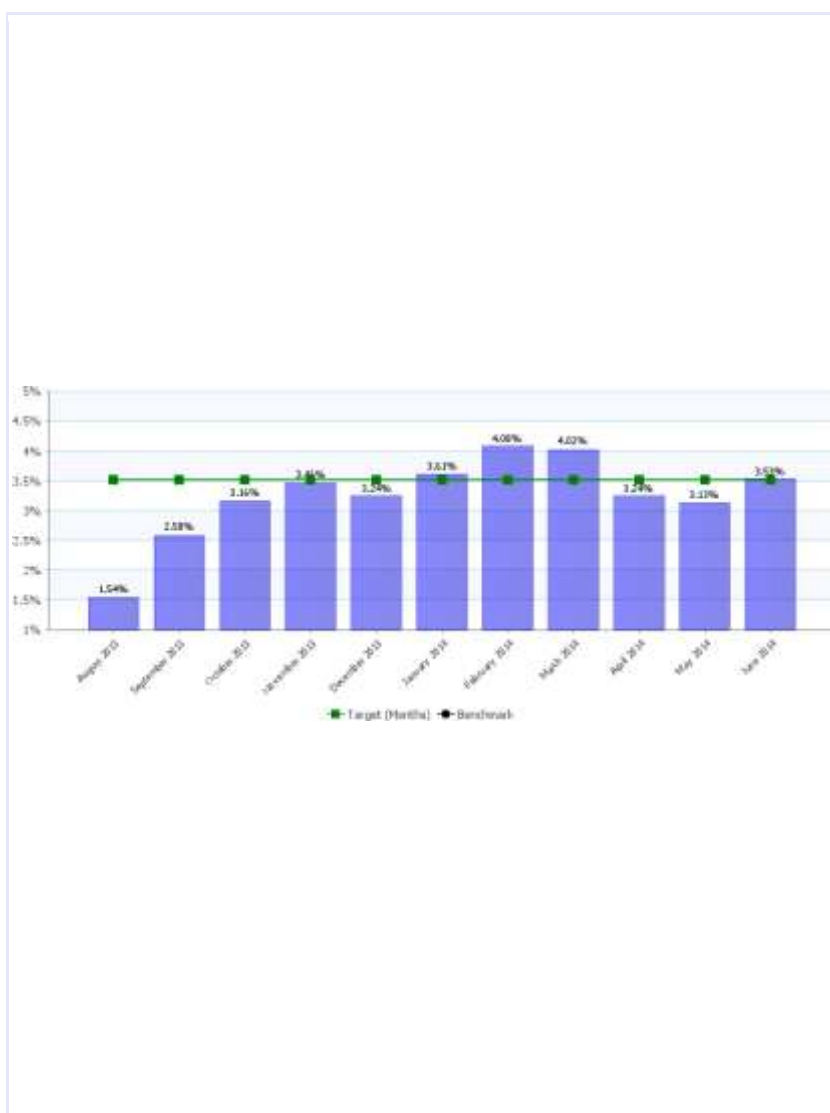
- To deliver instrumental lessons in schools
- To provide performance opportunities and extend the number and range of such opportunities
- To continue the phased implementation of the changes identified in the review of the service
- To support the themed review of school music departments
- To provide high quality in service training and continuous professional development opportunities to meet the needs of individual music instructor staff

Planned Developments 2014/15

- Delivering a two year CPD programme for instrumental music instructors in partnership with Tapestry - Curriculum for Excellence with Professional Learning Communities – Sustaining Assessment for Learning in Music
- Agreeing an action plan following the report and recommendations of the Scottish Government Instrumental Music Implementation Group.

2.7 Additional Performance Indicators

Performance Indicator	EDCES003_7b.3a Staff Absence: % Sickness Absence - Education Services.
Description	This indicator provides an overview of sickness absence levels within Education Services

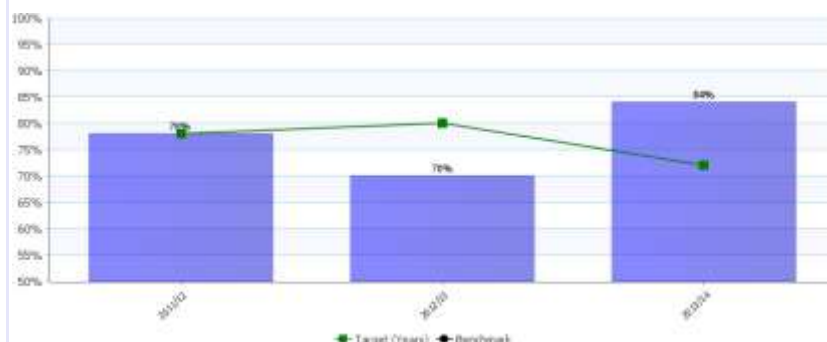


Trend Chart Commentary

Staff absence levels in June 2014 are above target. Absence levels in 2013/14 in Jan/Feb/Mar were also above target. This indicator shows absence levels for all education staff employed centrally and in schools. Absence levels will rise and fall in seasonal patterns throughout each year, reflecting the highest level of absence in winter each year when school based staff are most exposed to infection.

West Lothian Council Business Operations provide senior managers with detailed information regarding absence levels in all educational establishments. Education Services will continue to work with all managers in educational establishments to maintain levels of staff absence below target and to ensure that the Council's Absence Management Policy is applied consistently.

Performance Indicator	EDCES010_7a.1 Percentage of Staff Agreeing or Strongly Agreeing that there is Effective Workforce Planning
Description	This measure reports the percentage of responding staff from central education staff who agree or strongly agree there is effective workforce planning within Central Education Services. The data for this performance indicator is gathered from the annual survey conducted in June, and is reported by financial year.



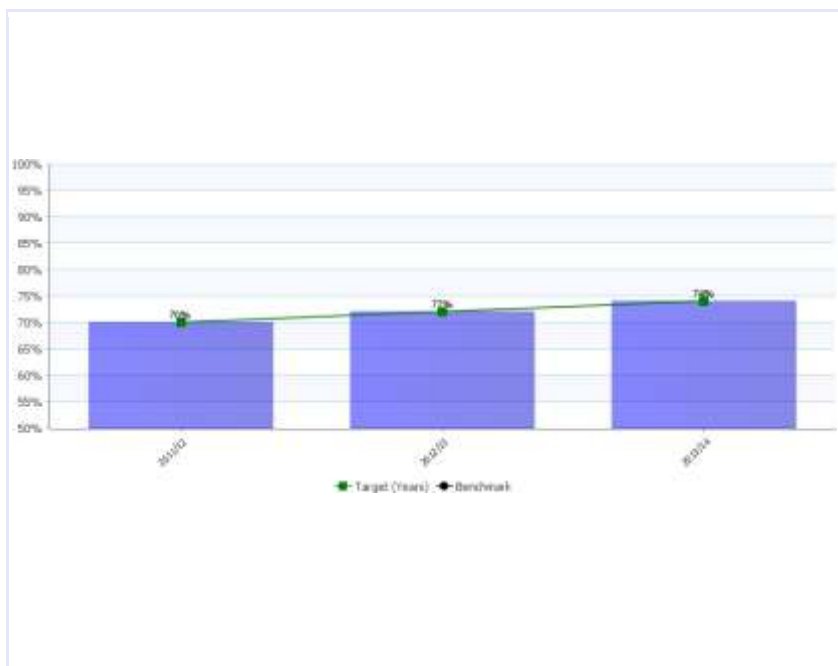
This indicator has declined in value, as fewer staff have agreed or strongly agreed with the following statements:-

- 1) I know what is expected of me at work.
- 2) I have the right materials, information and support I need to do my work.
- 3) I can meet the conflicting demands on my time at work.
- 4) I feel safe and secure in my working environment.

Target is reviewed annually by SMT in light of performance and activity within the service.

The Central Education Service has experience change in senior management posts, and changes to structures and ways of working as a result of efficiency projects. SMT has worked on strategies to improve performance in this area and as changes to structures resulting from changes to senior management and from efficiency projects bed in, and as a result, performance in this area has improved.

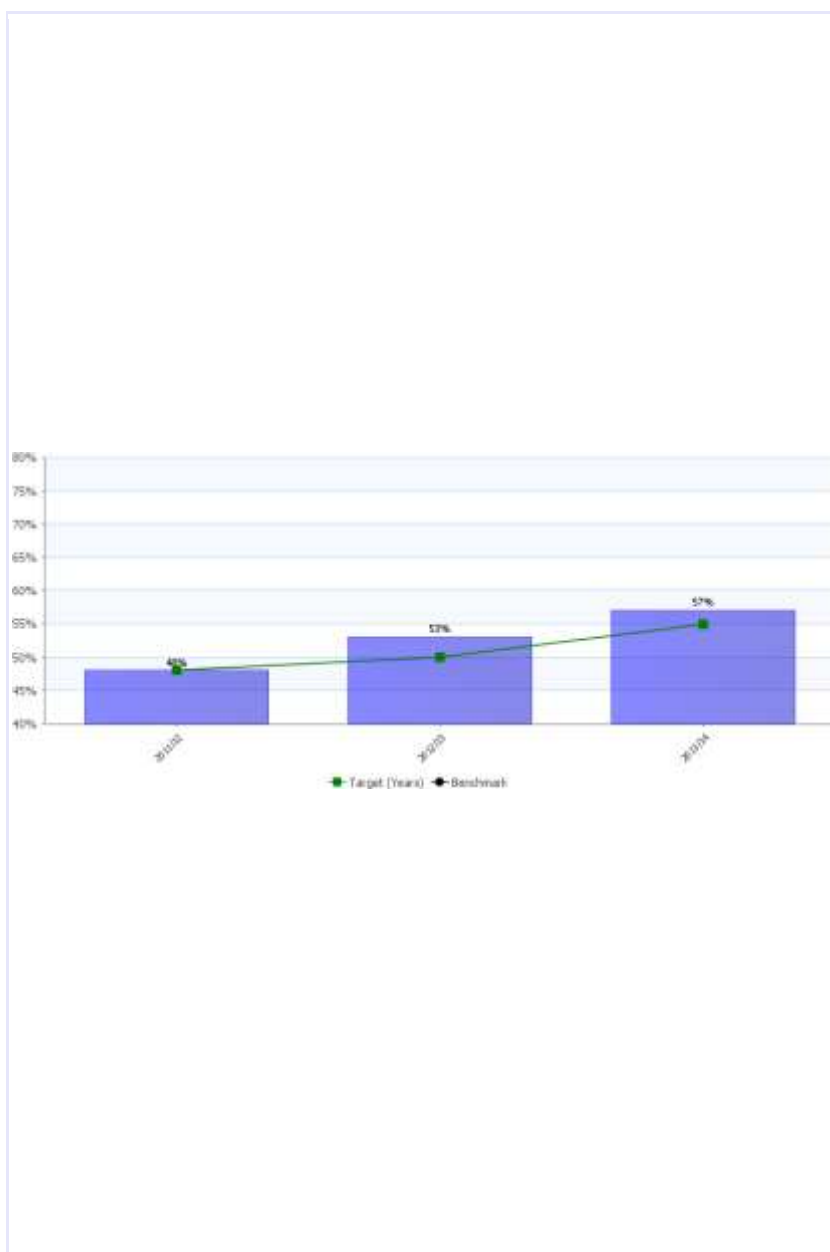
Performance Indicator	EDCES011_7a.2 Percentage of Staff Agreeing or Strongly Agreeing That There is Reward and Recognition for People
Description	This measure reports the percentage of respondents who agree or strongly agree there is reward and recognition for people within Central Education Services. The data for this performance indicator is gathered from the annual survey conducted in June.



This indicator has increased in value, over two years, and the target has been met.

Target is reviewed annually by SMT in light of performance and activity within the service.

Performance Indicator	EDCES012_7a.3 Percentage of Staff Agreeing or Strongly Agreeing That There is Effective Leadership and Management in Central Education Services
Description	This measure reports the percentage of respondents who agree or strongly agree there is effective leadership and management within Central Education Services. The data for this performance indicator is gathered from the annual survey conducted in June.



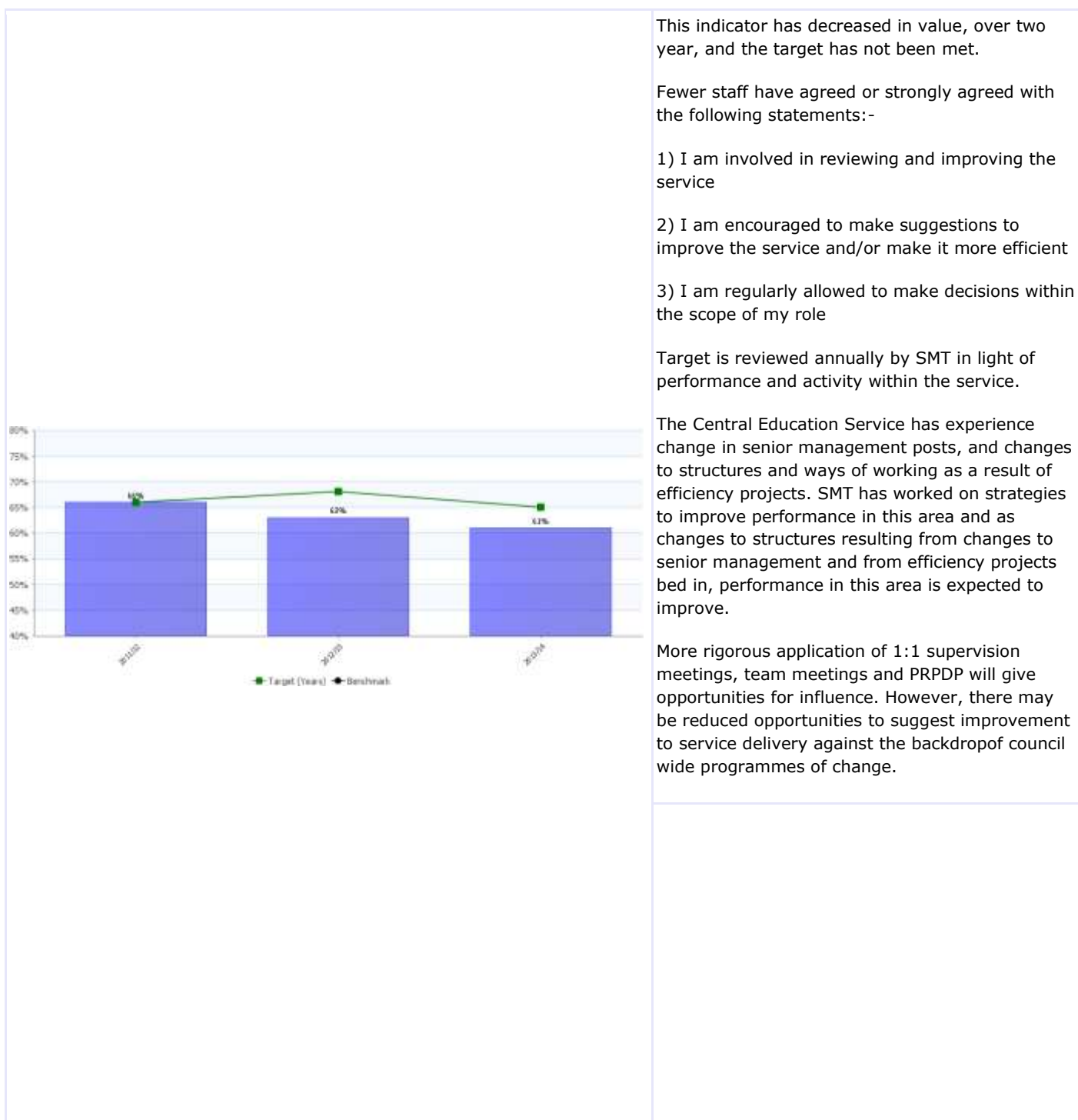
This indicator has increased in value, over two years, and the target has been exceeded.

The Central Education Service has experience change in senior management posts, and changes to structures and ways of working as a result of efficiency projects. SMT has worked on strategies to improve performance in this area and as changes to structures resulting from changes to senior management and from efficiency projects bed in, and as a result, performance in this area has improved.

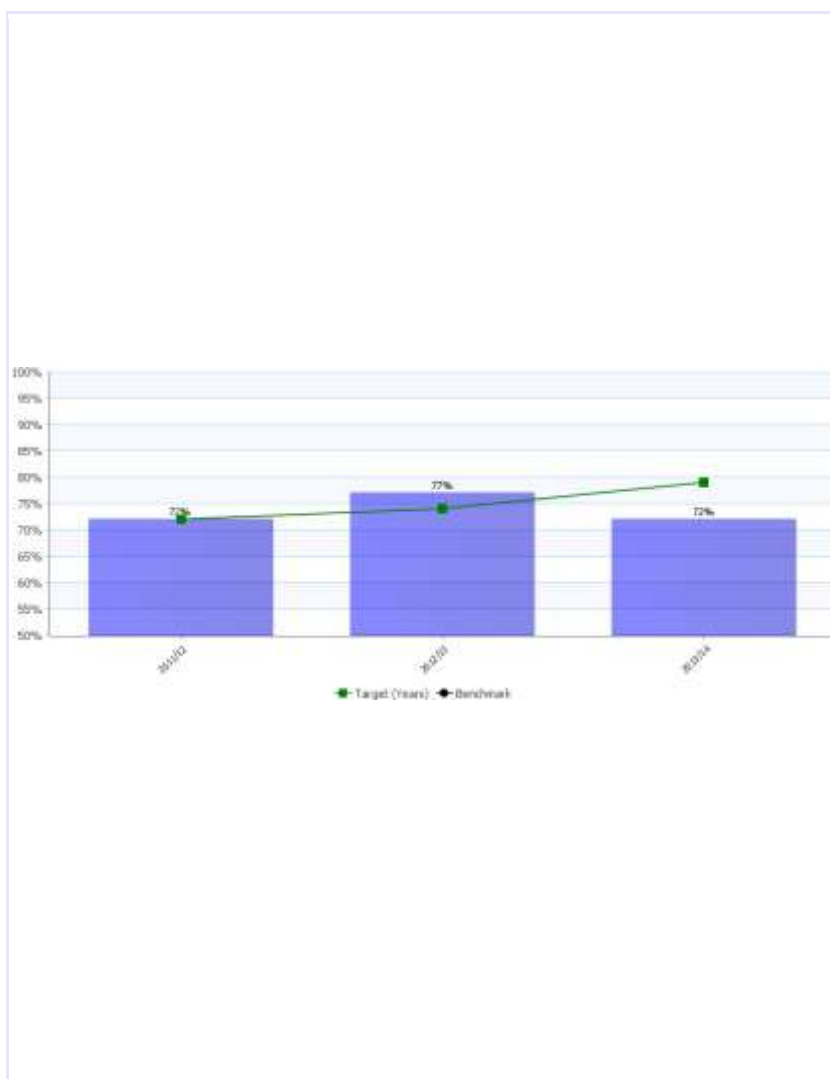
Performance is still below the level that the SMT would desire, and efforts to improve performance, including more rigorous application of team meetings, 1:1 supervision meetings and PRPDP, will continue.

Target is reviewed annually by SMT in light of performance and activity within the service.

Performance Indicator	EDCES013_7a.4 Percentage of Staff Agreeing or Strongly Agreeing That There is Effective Involvement and Empowerment of People in Central Education Services
Description	This measure reports the percentage of respondents who agree or strongly agree there is effective involvement and empowerment of people within Central Education Services. The data for this performance indicator is gathered from the annual survey conducted in June.



Performance Indicator	EDCES014_7a.5 Percentage of Staff Agreeing or Strongly Agreeing That There is Effective Teamwork Within Central Education Services
Description	This measure reports the percentage of respondents who agree or strongly agree there is effective teamwork within Central Education Services. The data for this performance indicator is gathered from the annual survey conducted in June.

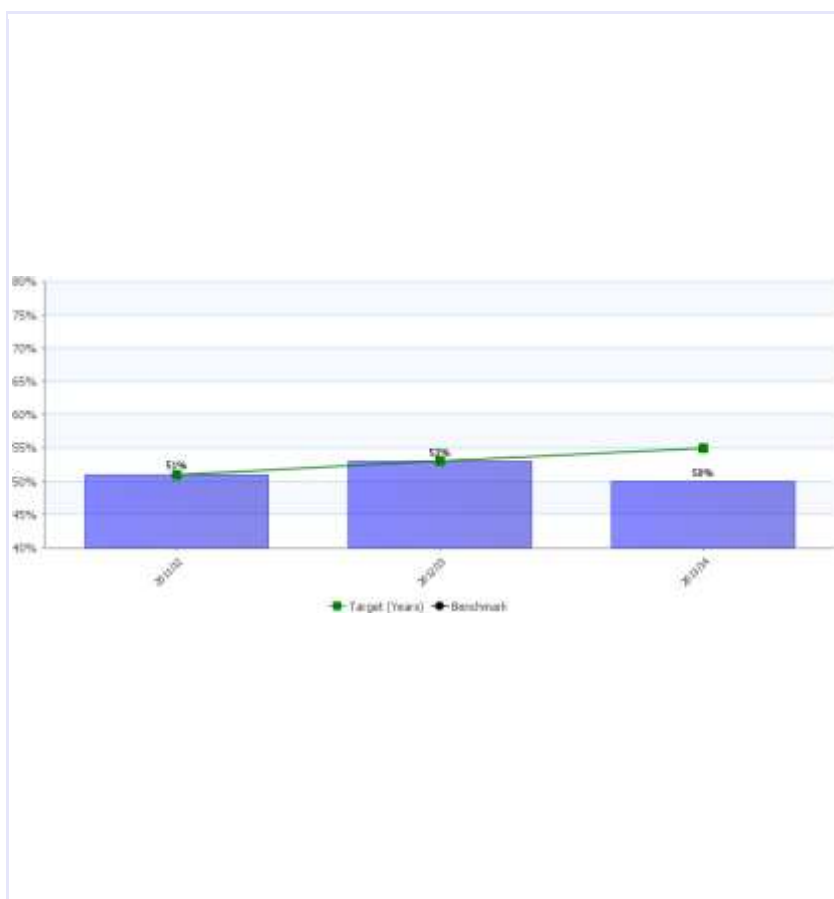


This indicator increased in value, over one year, and the target was exceeded. Performance in 2013/14 dropped back to 2011/12 level, however, and was below target.

The absence of key members of staff within a smaller central service disrupted the functioning of some teams within the service. Major changes to the functioning of the Education Officer team affected this indicator, although this change is expected to improve as changes bed in. More rigorous application of team meetings, 1:1 supervision meetings and PRPDP, will improve opportunities for team working.

Target is reviewed annually by SMT in light of performance and activity within the service.

Performance Indicator	EDCES015_7a.6 Percentage of Staff Agreeing or Strongly Agreeing That There is Effective Learning & Development and Performance Review for People in Central Education Services
Description	This measure reports the percentage of respondents who agree or strongly agree there is effective learning & development and performance review within Central Education Services. The data for this performance indicator is gathered from the annual survey conducted in June.

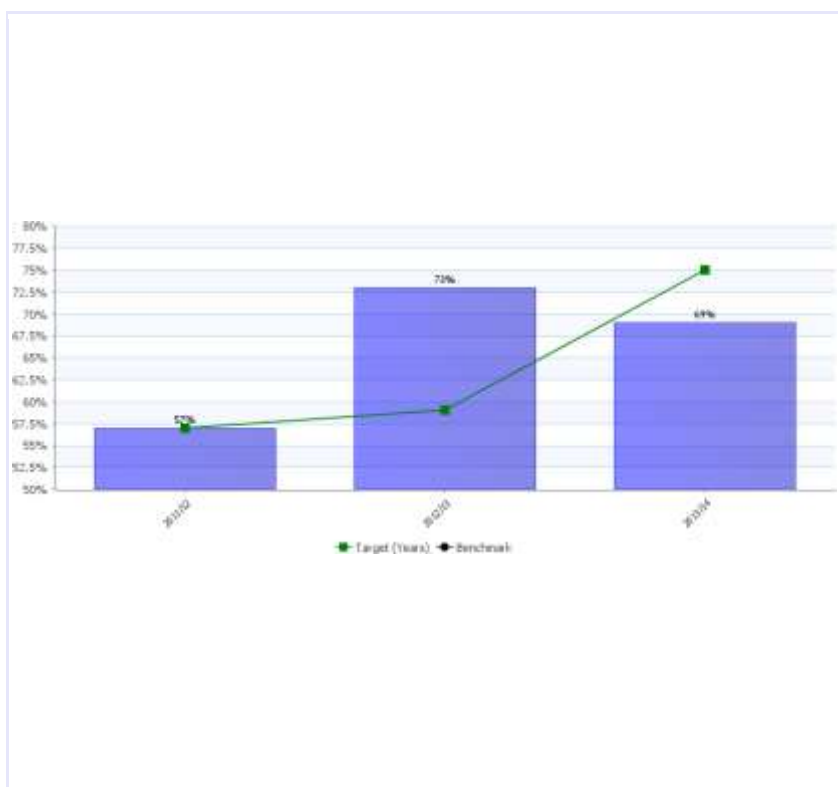


This indicator has increased in value in 2012/13, over one year, and the target was met. In year 2013/14, however, performance fell, and the target was not met.

The Education SMT will look for opportunities to increase learning and development across the central service.

Target is reviewed annually by SMT in light of performance and activity within the service.

Performance Indicator	EDCES016_7a.7 Percentage of Staff Agreeing or Strongly Agreeing That There is Effective Management of Equality and Diversity in Central Education Services
Description	This measure reports the percentage of respondents who agree or strongly agree there is effective management of equality and diversity within Central Education Services. The data for this performance indicator is gathered from the annual survey conducted in June.



This indicator increased significantly in value, over one year, from 2011/12 to 2012/13 and the target has been exceeded. Performance dropped slightly in 2013/14, but remains well above the 2011/12 baseline, and as such is not considered a major concern.

Target is reviewed annually by SMT in light of performance and activity within the service.

Education Services

Standards and Quality Report 2012/14

James Cameron and Elaine Cook
Heads of Service

September 2014

For more information:

Email address: andrew.sneddon@westlothian.gov.uk

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West Lothian
Council

EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL

**THE USE OF THE INSIGHT TOOLKIT IN SECONDARY SCHOOLS AND WEST
LOTHIAN'S PERFORMANCE IN S4 NATIONAL QUALIFICATION IN 2014**

REPORT BY HEAD OF EDUCATION (QUALITY ASSURANCE)

A. PURPOSE OF REPORT

To inform the Panel about the introduction of Insight, the new national tool for the assessment and analysis of National Qualifications.

B. RECOMMENDATION

It is recommended that the Panel note the contents of the report and the implications for the use of and reporting on attainment data.

C. SUMMARY OF IMPLICATIONS

I	Council Values	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)	None
III	Implications for Scheme of Delegations to Officers	None
IV	Impact on performance and performance Indicators	Education Scotland quality indicators and associated guidance for enhanced expectations include performance data and are used to measure the performance of schools
V	Relevance to Single Outcome Agreement	SQA examination results form indicators within the SOA. Some Indicators will need to be reviewed to take account of the data on National Qualifications to be included within Insight
VI	Resources - (Financial, Staffing and Property)	None
VII	Consideration at PDSP	This report is for consideration at PDSP

D. TERMS OF REPORT

D.1 Introduction

Insight, a new online system, has replaced STACs (Standard Tables and Charts) as the tool by which local authorities and schools will analyse attainment in the National Qualifications, taken by pupils in the Senior Phase (years S4 to S6). STACs will however continue to be available as a source of historical data.

Insight is being developed through a partnership involving Scottish Government, local authorities, secondary schools, national education agencies and other partners. Insight went live on 5th September 2014 and is designed to:

- be easier and more intuitive to use
- be available to a wider group of users in secondary schools including classroom teachers
- include a wider range of SCQF qualifications and learning programmes
- provide more information on educational outcomes including post school destinations and attainment in literacy and numeracy
- offer clearer support to help users better interpret and use the information provided
- be one of a range of approaches to performance evaluation and improvement. Others include the Scottish Survey of Literacy and Numeracy (SSLN), Education Scotland inspection processes, authority analyses and self-evaluation

Insight aims to support the key principles and purposes of Curriculum for Excellence by helping local authorities and schools to focus on understanding and reducing the gap between higher and lower attainers and on raising attainment for all.

D.2 Key Features of Insight

The Insight 'Dashboard' provides data in relation to 4 key measures:

- attainment in literacy and numeracy
- post-school participation
- attainment for all
- correlation between attainment and deprivation.

Under each of these categories, information will be provided at both National and local levels. This will support local 'benchmarking' and comparison with national data. Schools and Authorities will be able to benchmark their performance against National figures and against a Virtual Comparator. The Virtual Comparator feature takes the characteristics of pupils in a school and matches them to similar pupils from across Scotland to create a virtual school for comparison purposes.

As with STACS, Insight will be published twice per session. Around the start of each new session, Insight will provide data on 'latest and best' qualifications gained e.g. from the previous diet of SQA examinations. In the Spring term, update information will be provided following reviews of results by SQA and using data from the School Leavers Destinations Returns.

Insight will also include information about wider attainment from a range of qualifications providers which includes SQA, Duke of Edinburgh and Youth Scotland. The range of qualifications providers will continue to increase over time as the

curriculum becomes more flexible to meet the needs, interests and aspirations of young people.

Insight incorporates a number of filters which will facilitate and promote analysis of attainment within important sub-groups such as young people with English as an Additional Language, pupils with Additional Support Needs, and the lowest 20% of attainers. The filters are intended to assist schools to analyse more effectively attainment across the whole pupil cohort.

Schools will also be able to use Insight to identify 'Learning Partners', schools with which they can share practice and collaborate on developments.

One of the ways in which Insight analyses improvement is through the use of a tariff scale. Tariff scores aim to ensure that appropriate credit is given for the depth and breadth of pupils' awards and qualifications and they will provide a way of analysing cohort attainment, comparing attainment between schools, local authorities and with the virtual comparator. Tariff points are also useful for benchmarking purposes because they allow users to review achievement and awards across the range of courses and programmes.

D.3 Insight within Quality Assurance Processes

Insight is and will become increasingly important as the main vehicle by which schools and Authorities will analyse attainment information derived from the newly introduced National Qualifications. National Qualifications awards are very different from those achieved through the former Standard Grade and Intermediate level examinations and comparison between the two systems is therefore inappropriate e.g. some pupils in some schools will by-pass S4 exams, progressing directly to Higher level.

Additionally, schools may now offer very different curriculum models in the Senior Phase. Some schools offer a choice for pupils from six available courses, others offer seven course options and some offer eight. Comparisons of attainment levels across schools and with national figures is therefore more complex.

The range of qualifications available to young people will also continue to expand and the senior curriculum will become more flexible e.g. the introduction of Sports Leadership awards. Quality Assurance procedures will therefore need to evolve to reflect these and other developments.

D.4 Staff Training on the Use of INSIGHT

Insight, supported by other data sets, will inform Quality Assurance processes and West Lothian schools have been prepared for its use through the provision of training on Insight to key staff within each secondary school. Additionally, templates have been provided to secondary schools to support and promote consistent approaches to data analysis across departments and schools.

Staff training has included:

- working closely with schools on emerging curricular frameworks;
- promoting and supporting the use of Insight to capture a wider range of young people's attainment and achievement;
- engaging a senior staff member from each secondary school on the Insight Steering Group, which has been effective in building capacity on the use of Insight within each school and in informing national developments e.g. West Lothian

provided the initial Case-study on Insight, which is located on the national Insight website;

- West Lothian staff collaborated with the national Insight Team to provide a presentation at the recent Scottish Learning Festival on how schools are using insight as a school improvement tool;
- embedding analysis of performance using Insight within developing quality assurance procedures and attainment discussions with Headteachers and senior teams.

D.5 West Lothian's Performance in S4 National Qualifications 2014 (Data from INSIGHT)

Analysis of the 2014 diet of SQA examinations indicated that in S4:

- 83% of pupils in West Lothian had achieved A-C passes in the new National 5 (N5) examinations, which was above the national average of 81.1%. The West Lothian figure was adjusted to take account of pupils who had by-passed N5 exams in S4 or who had taken early presentations in S3.
- West Lothian's figures in each of Literacy (95%), Numeracy (94%) and Literacy & Numeracy (92%) were above the corresponding national averages. (see Table 1 below)

Table 1

	West Lothian	National Average
Literacy	95%	92%
Numeracy	94%	90%
Literacy and Numeracy	92%	88%

West Lothian figures have been adjusted to take account of pupils who by-passed qualifications in S4.

- In each of 5 or more passes at levels 3, 4 and 5 West Lothian's figures were higher than the corresponding national averages. (see Table 2 below)

Table 2

	West Lothian	National Average
5 or more passes at Level 3	86%	83%
5 or more passes at Level 4	79%	77%
5 or more passes at Level 5	41%	39%

West Lothian figures have been adjusted to take account of pupils who by-passed qualifications in S4.

E. CONCLUSION

The introduction of the new National Qualifications and the related analysis tool, Insight, provides both opportunities and challenges for schools and Authorities. The National Qualifications will enable and encourage schools to provide curricula which will better meet the needs of the young people and prepare them for their roles in the 21st century.

Insight will continue to develop in order to capture attainment arising from a wider range of qualifications and learning programmes.

F. BACKGROUND REFERENCES

Further information on Insight is available online from

<http://www.scotland.gov.uk/Topics/Education/Schools/curriculum/seniorphasebenchmarking/background>

Appendices: None

Contact Person: John Tease, Performance Officer,

Email: john.tease@westlothian.gov.uk Tel: 01506 281271

Elaine Cook, Head of Education (Quality Assurance)

Date of meeting: 27 October, 2014

EDUCATION PDSP WORKPLAN 2014-15

Title	Purpose	Lead Officer	Frequency	PDSP	Referral to Education Executive
ASN Review – Consultation	To seek Ed Exec approval for ASN Review – Consultation	Alison Raeburn/Elaine Cook	One Off	n/a	14/10/2014 (Special Ed Ex)
INSIGHT (Senior Phase Benchmarking Tool) and S4 Exam Analysis	To Update members on INSIGHT (Senior Phase benchmarking tool) and provide an analysis on S4 exam results	John Tease	One Off	27/10/2014	No
Home Education Policy	To inform members of proposed changes to Home Education Policy (action from Ed Exec 01/10/13)	Andrew Sneddon	One Off	27/10/2014	11/11/2014
Education Services – Standards and Quality Report	To inform members of the Education Services – Standards and Quality Report for 2014-15	Andrew Sneddon	Annual	27/10/2014	No
Excursion Policy	To inform members of proposed changes to the Excursion Policy	Andrew Sneddon	One Off	27/10/2014	11/11/2014
School Estate feasibility study – Peel PS, Broxburn Primary and Carmondean PS	To inform members as per PDSP 25/02/14 Action Note	Paul Kettrick	One off	27/10/2014	No – will proceed to Council Exec
HMI Partnership agreement 2014/15	To inform members of the HMI Partnership agreement 2014/15	Meg Morrison	Yearly	(09/09/14)	11/11/2014
Admissions Criteria Consultation	To request approval for an Admissions Criteria Consultaion	Elaine Cook	One Off	n/a	11/11/2014
Base School Forecasts – Update	To inform members as per PDSP 25/02/14 Action Note	David McKinney	One off	09/12/2014	16/12/2014
Attendance Policy	To inform members of proposed changes to the Attendance Policy	Stuart Forrester	One Off	09/12/2014	
Raising Attainment – Study Support	To inform members of Study Support provided in schools to help raise attainment	Elaine Cook	One Off	09/12/2014	No
Medication In Schools Policy	To seek approval for changes to the Policy Document	Alison Raeburn	One Off	09/12/2014	16/12/2014
Playgroup Update	To inform members on Playgroup situation in West Lothian	Donna Adam	One Off	09/12/2014	No
Implementation of the New Highers	To update members on the implementation of the New Highers	Elaine Cook	One off	09/12/2014	No

Title	Purpose	Lead Officer	Frequency	PDSP	Referral to Education Executive
School Transport Policy	To inform members of proposed changes to the School Transport policy	Andrew Sneddon	One Off	09/12/2014	16/12/2014
Kirknewton Refurbishment arrangements	To inform members of proposal for education provision continuity during the refurbishment of Kirknewton PS	Donna Adam	One Off	09/12/2014	16/12/2014
Audit Scotland Report on School Education	To inform members of the recommendations provided in the Audit Scotland Report on School Education	James Cameron	One Off	09/12/2014	No
Attainment of Looked After Children	To update members on attainment achieved by Looked After children	John Tease	Yearly	03/02/2015	No
Session Dates 2016-17	To inform members of planned session dates for 2016-17	Andrew Sneddon	Yearly	17/03/2015	24/03/2015
Education Support for Looked After Children	To inform members on Education Support for Looked after Children	Alan Millar	One off	TBC 2015 (awaiting ES update)	
Work Experience Pilot - Evaluation	To update members on an evaluation of the Work Experience Pilot	Michelle Robertson	One Off	TBC 2015	
Wood report recommendations update	To update members on the joint planning to implement Wood report recommendations	Paul Durkin	One Off	TBC 2015	
Nurture Groups	To update members on the nurturing framework	Jennyfer McNiven	One Off	TBC 2015	