West Lothian Council

Education Policy Development and Scrutiny Panel

West Lothian Civic Centre
Howden South Road
LIVINGSTON
EH54 6FF

30 September 2015

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 **Tuesday 6 October 2015** at **10:00 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 1 September 2015 (herewith).

5.   Adaptive Testing in Primary and Secondary Schools

        (a)   Presentation by John Tease, Education Officer

        (b)   Report by Head of Education (herewith)

6.   School Leaver Destinations - Report by Head of Education (herewith)

7.   S4 Results 2015 - Report by Head of Service - Education (herewith)

8.   3-18 Transition Policy - Report by Head of Education (herewith)

9.   School Work Experience Programme: New Model - Report by Head of Education (herewith)

10.   Education Psychology Services - Validated Self Evaluation - Report by Head of Education (herewith)

11.   A Draft National Improvement Framework for Scottish Education - Report by Head of Education (herewith)

12.   Report on the Attainment Scotland Fund Schools Programme - Report by Head of Education (herewith)

13.   Workplan (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 1 SEPTEMBER 2015.

Present – Councillors Lawrence Fitzpatrick (Chair), David Dodds, Stuart Borrowman, John McGinty, Andrew Miller, Jim Walker; Appointed Representatives Eric Lumsden, John MacKinnon and Myra MacPherson.

Apologies – Appointed Representatives Elsie Aitken and Lynne McEwen.

1.   DECLARATIONS OF INTEREST

There were no declarations of interest made in terms of the Councillors' Code of Conduct.

2.   MINUTE

The Panel confirmed the minute of the meeting held on 16 June 2015 as being a correct record.

3.   PROGRESS TO DATE WITH DEVELOPING YOUNG WORKFORCE (WOOD REPORT)

The Panel considered a report (copies of which had been circulated) by the Depute Chief Executive providing details of the progress made in implementing the recommendations of the Commission for Developing Scotland's Young Workforce and Scotland's Youth Employment Strategy.

The report recalled that The Wood Commission was established in January 2013. Scottish Ministers, jointly with the Convention of Scottish Local Authorities (COSLA) agreed a seven year national programme to implement the Commission's final report – 'Education Working for All'.

The Scottish Government's strategy paper, Developing the Young Workforce – Scotland's Youth Employment Strategy set out policy developments and initiatives for a range of stakeholders including schools and local authorities, colleges, initiatives with organisations offering apprenticeships and employers as well as advice and guidance surrounding the issue of equality.

The Panel was advised that the Senior Phase Steering Board and the Opportunities for All Steering Board merged to create the Developing Young Workforce Steering Board. Considerable progress has been made during Session 2014/2015 in implementing initiatives regarding Developing the Young Workforce, details of which were outlined within the report. Additional provision to meet the needs of learners has also been introduced.

An Action Plan for 2015-2018 was being finalised by the Developing the Young Workforce Steering Board to address all the key performance

indicators within the Developing the Young Workforce – Scotland's Youth Employment Strategy paper. An authority-wide conference was also planned for October 2015 to bring all key stakeholders up-to-date with initiatives and to cascade good practice.

<u>Decision</u>

1. Noted the contents of the report and acknowledged the excellent progress made to date in responding to the Commission's report and the Scottish Government's strategy; and

2. Noted that the Action Plan 2015-2018 and the most recent sustained positive destination figures would be reported to a future meeting of the Panel.

4. <u>RAISING ATTAINMENT - NUMERACY AND MATHEMATICS FRAMEWORK</u>

The Panel considered a report (copies of which had been circulated) by the Head of Schools with Education Support providing details of the contribution of the Numeracy Team and the implementation of the Numeracy and Mathematics Framework in supporting raised attainment. The Numeracy and Mathematics Framework was attached as an appendix to the report.

The Numeracy Development Officer advised the Panel that the Numeracy Team produced the Council's Numeracy and Mathematics Framework to support staff in raising attainment in mathematics and numeracy. A shared approach to raising attainment has been developed by building capacity in teachers to improve the teaching of mathematics and numeracy to enable them to improve learners' experiences and meet the needs of young people more effectively. The Numeracy Team provided support across primary schools and nurseries to train staff in the use of the Stages of Early Arithmetical Learning (SEAL) approach. The impact of the support provided was outlined in the report. It was noted that the annual Adaptive Testing in Mental Arithmetic Average Scores from 2013 to 2015 evidenced an increase at stages Primary 3, 5 and 7.

The Numeracy Team would continue to build capacity in staff to develop a shared approach to the teaching of mathematics and numeracy. Schools and clusters would continue to build on the improvement strategies promoted by the Numeracy Team. A culture of continuous improvement through collaborative working, sharing of good practice, high quality learning and teaching and curriculum innovation would remain the core business of all schools, clusters and hubs. Education Services would continue to build on the success of the initiative and further develop, support and implement changes to impact positively on the attainment of learners in West Lothian.

In response to a request made by the Panel the Head of Schools with Education Support undertook to submit a report to the October meeting of the Education PDSP providing an update on the Adaptive Testing results

for both primary and secondary schools.

The Panel acknowledged the substantial work carried out by the Numeracy Team in supporting raised attainment and commended staff involved.

<u>Decision</u>

1) Noted the contents of the report; and

2) Noted that a report would be submitted to the October 2015 meeting of the Panel on the Adaptive Testing results for primary and secondary schools.

5.   <u>ACTIVE SCHOOLS PERFORMANCE REPORT 2014-15</u>

The Panel considered a report (copies of which had been circulated) by the Depute Chief Executive providing details of the progress made in West Lothian in relation to the key areas of work undertaken by the Active Schools team.

The Active Schools Manager advised the Panel that academic session 2014/15 was the final year of the 2011-2015 Partnership Agreement with **sport**scotland relating to the delivery of Active Schools in West Lothian. A new Partnership Agreement for the period 2015-19 was approved by the Education Executive at its meeting held on 17 March 2015.

The report provided an overview of the 2011-2015 period, focussing on academic session 2014/15 which looked at ways to identify strengths and areas for development for the period 2015-19. Consultation with schools during 2014/15 resulted in the production of the Active Schools Service Overview for 2015-19, details of which was attached as an appendix to the report, which clarified service provision for primary, secondary and ASN schools over the period of the new Partnership Agreement. The Active Schools Service Overview included both local and national outcomes for Active Schools. West Lothian Active Schools delivered consistent improvements in performance over the period 2011-15.

The Panel was also advised that 9 West Lothian schools had been awarded Gold School Sport Awards by **sport**scotland, which made up 11% of all Gold schools in Scotland. This figure was anticipated to increase as a further 6 West Lothian schools were 'deferred Gold' with a final decision on the submission of evidence expected in October 2015.

The Panel noted the excellent performance reported and commended the work carried out across West Lothian Schools by the Active Schools team.

<u>Decision</u>

Noted the contents of the report.

6.   EDUCATION PDSP WORKPLAN 2014-15

The Panel considered the contents of the workplan (copies of which had been circulated). The Panel agreed the workplan subject to the following report being included:

- Adaptive Testing Results submitted to the October meeting of the Education PDSP.

Decision

Noted the contents of the workplan subject to including the report highlighted above.

![West Lothian Council logo]

EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL

ADAPTIVE TESTING IN PRIMARY AND SECONDARY SCHOOLS

REPORT BY HEAD OF EDUCATION

A.   PURPOSE OF REPORT

To update the Panel on performance in adaptive tests following analysis of the third set of results (2015) derived from tests in all Primary Stages 2 to 7 and Secondary S2.

B.   RECOMMENDATION

It is recommended that the panel:
- Acknowledge that performance in adaptive testing in primary schools has been maintained or has improved in almost all key measures.
- Note key outcomes of the testing introduced in secondary S2 in session 2014/15.

C.   SUMMARY OF IMPLICATIONS

I	**Council Values**	Being honest, open and accountable.
II	**Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)**	An equality relevance assessment has been completed.
III	**Implications for Scheme of Delegations to Officers**	None.
IV	**Impact on performance and performance Indicators**	Additional Performance Indicators on the gap between average age and age related performance in reading, general mathematics and mental mathematics
V	**Relevance to Single Outcome Agreement**	We are better educated and have access to increased and better quality learning and employment opportunities.
VI	**Resources - (Financial, Staffing and Property)**	Within approved time limited investment budgets and efficiencies in existing budgets to provide for additional testing and staff development.
VII	**Consideration at PDSP**	Underway.
VIII	**Other consultations**	Head Teachers, Parent Council Forum.

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D.   TERMS OF REPORT

D.1   Background

In May/June 2013 adaptive tests were introduced in all primary schools at each of primary stages P1, P3, P5 and P7. Following consideration of the first set of results, Education Services extended the scope of the tests to include all Primary Stages. This enabled the calculation of important value added data.

Particular attention is paid by Education Services to performance in the key measures of Reading, Mental Arithmetic, General Maths and Developed Ability (which is an indicator of a pupils' ability to learn).

Last session, 2014/15, adaptive testing was trialled in S2 of all secondary schools. This testing assesses performance in each of the key areas Reading, Mathematics and Science.   The tests will provide information on areas of strength and for improvement at both individual pupil and school level.   Testing will also enable the calculation of the value added to attainment in these key areas between primary P7 and secondary S2; this presented the first opportunity to collect this valuable and important information. The tests also provide summary projections of likely performance in S4 examinations across a range of subjects, which should further help pupils, parents and schools to make informed choices about courses to be studied.

Primary Adaptive Testing

D.2   Headline Outcomes in 2015

- Test scores in all key measures were at their highest level.

- Over the 3 year period 2012/13 to 2014/15, performance had improved in all key measures at almost all stages.   Improvement was particularly noteworthy in Phonics at P1, Reading at P7 and Mental Arithmetic at P5 and P7.

- Each year, performance overall in Reading was stronger than in Mental Arithmetic or Maths.

- The score in each key measure was higher at almost all stages than the Scottish Consortium baseline figure.

- In the earliest primary stages, performance in all key measures was in line with expectations, based on the difference between the Developed Ability score and the other key measure scores. In the middle and upper primary stages scores were lower than expected. This was particularly so in Mental Arithmetic and Maths. In all measures, the difference between expected and actual scores increased as pupils progressed through the primary stages.

- Overall, the value added in scores between successive stages decreases as cohorts move through the school stages.   In Reading, between P2 and P3 the value added was 1.5 years (above the expected value of 1 year).   Between P6 and P7 the value added in Reading was in line with the expected value of 1 year. In Mental Arithmetic, the value added was above expectations between P2 and P3 and below expectations between P6 and P7.   In Mathematics, the figures were below expectations at both key stages.

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D.3   Key performance measures by levels of deprivation:

In terms of SIMD Decile bands, analysis again confirmed that average scores increase overall as levels of deprivation decrease. The gap increases with increasing age, particularly in Mental Arithmetic and Maths.

In Reading, the gap between average scores of schools in Decile Band 10 (lowest levels of deprivation) and Decile Band 1 (highest levels of deprivation) was 1.4 years. This figure has remained stable across the primary stages and over recent years. In Mental Arithmetic, this gap in average scores was 1.2 years. Overall, this figure has also remained stable over the past 3 years. In Mathematics, the gap in average scores was around 1.0 years. Overall, this gap has increased over recent years.

D.4   Action following analysis of primary testing results

To make most effective use of the test data to secure improvements the following actions have been or will be taken:

- Comprehensive reports on the outcomes of primary testing are provided to schools, which enable and encourage them to compare their attainment data with that of comparator schools (based on SIMD Deciles). The reports promote comparison between the actual performance of pupils and their expected performance. The reports further encourage schools to compare attainment of females and males, to reflect upon the value-added to pupils' attainment in the key measures as they progress through the primary stages and to consider the gap between the highest and lowest attaining pupils.

- Analysed test data has enabled Education Services to prioritise development activities and support. The focus will continue to be on improving attainment in Mental Arithmetic and Mathematics.

- Significant, targeted professional learning support has been provided to staff in schools, and will continue to be provided to improve teaching and learning of numeracy.

- Additional support for numeracy and mathematics will be provided at the upper primary and early secondary stages. There will be encouragement also for clusters of schools to collaborate in enhancing cross-sector approaches to numeracy.

- More robust systems will be developed for tracking and monitoring attainment in the key measures, particularly across the Curriculum for Excellence levels within Broad General Education.

- Developments focused on closing the attainment gap will continue to be prioritised.

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Secondary Adaptive Testing Trial

D.5 Headline Outcomes in 2015

- The scores in each of the key areas of Reading, Mathematics and Science were not significantly different from the Scottish average score.

- The scores in Reading and Science were higher than that in Mathematics. This suggests that improvement is most required in early secondary mathematics, which reflects the position in key stages of primary mathematics (as indicated by primary adaptive testing, see **D.2** above).

- The overall value added in Reading between primary 7 and secondary 2 was in line with expectations. In Mathematics and Science, the value-added was less than expected.

D.6 Action following analysis of secondary testing results

The information from the trial of secondary testing has been only recently been made available and an initial analysis of the data has been undertaken. Education Services has identified areas for improvement and a number of related possible actions, which include:

- Sharing the outcomes of analysis widely with schools to enhance their understanding of the situation and to engage them fully in the decision making process. This will be a feature item on the Agendas at both the Primary and Secondary Head Teachers Meetings to be held in September.

- Continuing to provide high quality guidance and support, focused on early and middle primary stages e.g. in the forms of Numeracy Frameworks and SEAL training for staff (SEAL - Stages in Early Arithmetical Learning). Pupils must have high levels of numeracy and be competent in core mathematical skills by the end of the Broad General Education in S3. Evidence indicates that the foundations for good levels of numeracy and Mathematics begin to be set early in a pupil's school life.

- Promoting stronger cross-sector approaches to numeracy and Mathematics. Evidence suggests that the pace of attainment gain in these core areas slows down across upper primary and lower secondary stages. Primary and secondary schools will be encouraged and supported to collaborate more strongly in the development of effective Mathematics programmes.

- Encouraging primary and secondary schools to further develop opportunities for pupils to apply their numeracy across learning. Developing numeracy is the responsibility of all teachers and there is considerably scope to improve levels of numeracy by enabling pupils to recognise and apply their numeracy in the contexts of each curricular area.

- Encouraging secondary schools to identify and provide additional support for those pupils in S1/S2 who may be at risk of failing to achieve sufficiently high levels of numeracy.

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E.   **CONCLUSION**

Adaptive testing continues to provide reliable and robust information across key measures of attainment in Primary Schools. The newly introduced testing in secondary S2 has also produced rich information which will enable schools to identify the value added to pupils' attainment across S1 and S2, to target improvements and to incorporate additional, relevant and useful data into their processes for identifying appropriate courses and programmes for pupils. It is recommended that further reports on adaptive testing results are considered by PDSP as more data becomes available from future testing and that these reports include an evaluation of the impact of measures introduced to secure improvements in attainment.

F.   **BACKGROUND REFERENCES**

Appendices/Attachments: Presentation on adaptive tests for Primary Stages 2-7, 2014/2015 cohorts.

Contact Person: John   Tease,   Education   Officer,   Tel: 01506   281271;   email: john.tease@westlothian.gov.uk

James Cameron, Head of Education

Date of meeting: 06 October 2015

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West Lothian Council

EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL

SCHOOL LEAVER DESTINATIONS REPORT

REPORT BY HEAD OF EDUCATION

A. PURPOSE OF REPORT

To inform the Panel about changes in the School Leaver Destination Results (SLDR) for 2013/14 based on the follow-up School Leavers' Destinations Review carried out by Skills Development Scotland in March 2015.

B. RECOMMENDATION

It is recommended that the Panel note that the proportion of young people sustaining a positive destination on leaving school has continued to improve.

C. SUMMARY OF IMPLICATIONS

I	**Council Values**	Focusing on our customers' needs; being honest, open and accountable; providing equality of opportunities; developing employees; making best use of our resources; working in partnership
II	**Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)**	None
III	**Implications for Scheme of Delegations to Officers**	None
IV	**Impact on performance and performance Indicators**	School leavers positive destinations statistics
V	**Relevance to Single Outcome Agreement**	The raising of the number of young people entering and sustaining a positive destination on leaving school
VI	**Resources - (Financial, Staffing and Property)**	Time Limited Investment of £452,000 over financial years 2012/13 to 2014/15 on the Employability Secondary Schools project
VII	**Consideration at PDSP**	None
VIII	**Other consultations**	None

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D.   TERMS OF REPORT

D.1 Background

The School Leaver Destination Follow-Up Results are published annually by Skills Development Scotland. These highlight the extent to which the initial post-school destinations have been sustained since the initial data collection in September 2014. The 2013-14 follow-up survey was undertaken during March 2015 and produced a snap shot of destinations as at March 2015.

Appendix 1 gives the SLDR Follow-Up figures for each mainstream secondary school in West Lothian. Appendix 2 gives Scottish Local Authority Initial, Follow up and Higher Education SLDR figures. The initial school leaver results from October 2014 related to 1,986 school leavers. By March 2015, four leavers were excluded from the cohort leaving 1,982 leavers in the follow-up return.

The survey gives 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 is not known.

D.2 Key points

Key points to note in the March 2015 results are:

- In March 2015, 92.3% of West Lothian's school leavers had sustained positive destinations from the initial data collection in October 2014, a decrease of 0.7% from the initial data. Despite the drop, this is the highest ever figure for a follow-up review and continues an upward trend over the last 4 years (4% higher than March 2014).

- West Lothian's performance overall is above the Scottish average of follow-up positive destinations for school leavers (0.8% higher).

- Over the last five years, West Lothian has seen year on year improvements in the numbers of school leavers sustaining a positive destination.

- Since March 2008, the proportion of school leavers sustaining a positive destination (higher education, further education, training, volunteering or employment) between the initial data collection and the follow-up has increased by 9.7%.

- The percentage of leavers sustaining higher education (HE) is 41.3% which is 3.4% higher than the national average. In comparison to March 2014, 4.9% more young people are sustaining their Higher Education places.

- Out of 32 local authorities, West Lothian is in 13th position, an improvement of eleven places from the position in March 2014.

A more detailed analysis of the 2013/14 School Leaver Follow-Up Destination Results across the authority are given in Appendix 1.

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D.3 Strategies deployed to improve sustained positive destinations

- Key Worker support has been provided to targeted secondary schools allocated on the basis of Scottish Index of Multiple Deprivation, Risk Matrix and SLDR information.

- Improving the choice and number of options available to young people through the provision of additional support funding to enable schools to expand the availability of vocational experiences for young people.

- The number of young people sustaining employment opportunities has increased by 4.0%.

- Time limited spend funding to enable each school to appoint a Development postholder with responsibility for improving links between the school and local businesses.

- Targeted Validated Self Evaluation style visits to all schools with a particular focus on those schools which did not contribute positively to West Lothian's SLDR performance to identify areas for improvement.

E.   CONCLUSION

Further progress has been made in sustaining positive destinations for school leavers in the March follow-up. More work is required, as outlined above, to continue to seek improvement in this important outcome in future years.

F.   BACKGROUND REFERENCES

None

Appendices/Attachments: Two

Appendix 1 – SLDR 2013-14 Initial and follow-up destinations by school

Appendix 2 – SLDR 2013-14 Scottish local authority SLDR Follow-Up figures

Contacts:

Stuart McKay, Opportunities for All Officer, St. David House, South Bridge Street, Bathgate.

Email stuart.mckay@westlothian.gov.uk Tel: 01506 283311

Dawn Roden, Community Youth Services Team Leader, St. David House, South Bridge Street, Bathgate.
Email dawn.roden@westlothian.gov.uk Tel 01506 281938

James Cameron, Head of Education

Date: 06 October 2015

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School	Return	Higher Education %	Further Education %	Training %	Employment %	Voluntary Work %	Activity Agreements %	Unemployed Seeking %	Unemployed Not Seeking %	Not Known %	Total Leavers	Positive %	Other %	Percentage Point Change
West Lothian Council SLDR 2013/14 (Follow Up Destination Percentages)														
Armadale Academy	Initial	26.5	32.3	8.4	21.9	0.6	1.9	7.7	0.6		**155**	**91.6**	8.4	-0.7
	Follow Up	30.5	26.6	7.1	25.3		1.3	5.8	1.9	1.3	**154**	**90.9**	9.1	
Bathgate Academy	Initial	41.5	21.3	6.4	22.3		1.1	5.9	1.6		**188**	**92.6**	7.4	-1.6
	Follow Up	40.4	19.7	4.3	25.5	0.5	0.5	6.9	2.1		**188**	**91.0**	9.0	
Broxburn Academy	Initial	36.8	29.6	2.0	17.8	0.7	1.3	8.6	2.6	0.7	**152**	**88.2**	11.8	2.6
	Follow Up	38.8	26.3	2.0	22.4		1.3	6.6	2.6		**152**	**90.8**	9.2	
Deans Community High School	Initial	38.7	27.7	4.2	21.8		0.8	5.9		0.8	**119**	**93.3**	6.7	1.7
	Follow Up	37.0	26.1	4.2	26.9		0.8	5.0			**119**	**95.0**	5.0	
Inveralmond Community High School	Initial	35.3	29.4	5.4	23.0		0.5	6.4			**204**	**93.6**	6.4	-3.5
	Follow Up	35.0	23.6	1.5	29.6	0.5		7.4	2.5		**203**	**90.1**	9.9	
Linlithgow Academy	Initial	54.4	19.4	1.3	18.1	0.8	0.8	4.2	0.8		**237**	**94.9**	5.1	0.8
	Follow Up	55.7	18.3	1.7	18.3	0.9	0.9	2.1	2.1		**235**	**95.7**	4.3	
St Kentigern's Academy	Initial	39.9	27.5	3.6	21.2		2.1	5.2		0.5	**193**	**94.3**	5.7	-2.6
	Follow Up	39.4	22.3	2.1	25.9		2.1	7.3	1.0		**193**	**91.7**	8.3	
St Margaret's Academy	Initial	53.7	21.5	3.4	15.1	0.5	0.5	3.4	2.0		**205**	**94.6**	5.4	-1.9
	Follow Up	52.7	19.0	2.0	18.0	0.5	0.5	5.4	2.0		**205**	**92.7**	7.3	
The James Young High School	Initial	40.1	26.9	4.4	18.7		2.7	5.5	1.6		**182**	**92.9**	7.1	2.2
	Follow Up	39.6	24.2	2.2	26.4		2.7	1.6	2.7	0.5	**182**	**95.1**	4.9	
West Calder High School	Initial	43.0	32.4	2.8	13.4		1.1	6.7	0.6		**179**	**92.7**	7.3	0.0
	Follow Up	44.7	27.4	5.0	15.6			6.1	1.1		**179**	**92.7**	7.3	
Whitburn Academy	Initial	33.1	26.7	9.3	21.5		1.7	7.6			**172**	**92.4**	7.6	-3.4
	Follow Up	31.4	27.3	4.1	25.6		0.6	11.0			**172**	**89.0**	11.0	
West Lothian Council	**Initial**	**41.1**	**26.4**	**4.5**	**19.4**	**0.3**	**1.3**	**5.9**	**0.9**	**0.2**	**1,986**	**93.0**	**7.0**	**-0.7**
	Follow Up	**41.3**	**23.3**	**3.1**	**23.4**	**0.3**	**1.0**	**5.9**	**1.7**	**0.2**	**1,982**	**92.3**	**7.7**	

School	Return	Higher Education	Further Education	Training	Employment	Voluntary Work	Activity Agreements	Unemployed Seeking	Unemployed Not Seeking	Not Known	Total Leavers	Total Positive	Total Other	Excluded
West Lothian Council SLDR 2013/14 (Follow Up Destination Figures)														
Armadale Academy	Initial	41	50	13	34	1	3	12	1		**155**	**142**	13	
	Follow Up	47	41	11	39		2	9	3	2	**154**	**140**	14	*1*
Bathgate Academy	Initial	78	40	12	42		2	11	3		**188**	**174**	14	
	Follow Up	76	37	8	48	1	1	13	4		**188**	**171**	17	
Broxburn Academy	Initial	56	45	3	27	1	2	13	4	1	**152**	**134**	18	
	Follow Up	59	40	3	34		2	10	4		**152**	**138**	14	
Deans Community High School	Initial	46	33	5	26		1	7		1	**119**	**111**	8	
	Follow Up	44	31	5	32		1	6			**119**	**113**	6	
Inveralmond Community High School	Initial	72	60	11	47		1	13			**204**	**191**	13	
	Follow Up	71	48	3	60	1		15	5		**203**	**183**	20	*1*
Linlithgow Academy	Initial	129	46	3	43	2	2	10	2		**237**	**225**	12	
	Follow Up	131	43	4	43	2	2	5	5		**235**	**225**	10	*2*
St Kentigern's Academy	Initial	77	53	7	41		4	10		1	**193**	**182**	11	
	Follow Up	76	43	4	50		4	14	2		**193**	**177**	16	
St Margaret's Academy	Initial	110	44	7	31	1	1	7	4		**205**	**194**	11	
	Follow Up	108	39	4	37	1	1	11	4		**205**	**190**	15	
The James Young High School	Initial	73	49	8	34		5	10	3		**182**	**169**	13	
	Follow Up	72	44	4	48		5	3	5	1	**182**	**173**	9	
West Calder High School	Initial	77	58	5	24		2	12	1		**179**	**166**	13	
	Follow Up	80	49	9	28			11	2		**179**	**166**	13	
Whitburn Academy	Initial	57	46	16	37		3	13			**172**	**159**	13	
	Follow Up	54	47	7	44		1	19			**172**	**153**	19	
West Lothian Council	**Initial**	**816**	**524**	**90**	**386**	**5**	**26**	**118**	**18**	**3**	**1,986**	**1,847**	**139**	
	Follow Up	**818**	**462**	**62**	**463**	**5**	**19**	**116**	**34**	**3**	**1,982**	**1,829**	**153**	*4*

Appendix 2 – SLDR 2013- 14 Scottish local authority SLDR Follow-Up figures

	Local Authority	% Initial SLDR	% Follow up SLDR	% Higher Education
1	Aberdeen City Council	91.1	91.7	36.0
2	Aberdeenshire Council	93.7	94.1	36.6
3	Angus Council	91.0	93.3	35.5
4	Argyll And Bute Council	91.0	91.5	39.0
5	City of Edinburgh Council	91.2	93.1	40.8
6	Clackmannanshire Council	92.8	87.8	29.7
7	Dumfries And Galloway Council	91.0	89.8	35.9
8	Dundee City Council	91.3	90.2	31.7
9	East Ayrshire Council	93.1	93.6	35.9
10	East Dunbartonshire Council	97.2	96.1	56.3
11	East Lothian Council	92.1	91.2	38.5
12	East Renfrewshire Council	92.0	91.1	42.7
13	Falkirk Council	92.4	90.1	32.9
14	Fife Council	92.4	89.6	35.6
15	Glasgow City Council	89.7	86.3	31.6
16	Highland Council	92.7	93.9	32.3
17	Inverclyde Council	94.0	92.0	35.4
18	Midlothian Council	93.9	89.7	28.7
19	Moray Council	93.9	93.2	37.0
20	North Ayrshire Council	94.1	92.2	35.3
21	North Lanarkshire Council	91.3	90.3	36.6
22	Orkney Islands Council	93.8	93.7	39.6
23	Outer Hebrides Council	96.9	96.9	38.3
24	Perth And Kinross Council	93.8	94.8	40.3
25	Renfrewshire Council	92.0	91.9	42.7
26	Scottish Borders Council	94.2	94.0	41.0
27	Shetland Islands Council	93.4	96.3	28.4
28	South Ayrshire Council	92.1	91.9	40.7
29	South Lanarkshire Council	92.3	91.2	39.6
30	Stirling Council	91.5	90.1	43.6
31	West Dunbartonshire Council	90.1	89.0	35.6
32	West Lothian Council	93.0	92.3	41.3
	Scottish Average	**92.3**	**91.5**	**37.9**

EDUCATION POLICY DEVELOPMENT AND STRATEGY PANEL

S4 RESULTS 2015

REPORT BY HEAD OF SERVICE - EDUCATION

A. PURPOSE OF REPORT

To inform the Education Policy Development and Strategy Panel of the S4 SQA and SCQF results for the authority following the 2015 diet of SQA examinations.

B. RECOMMENDATION

It is recommended that the Panel:

1. Welcomes the progress made in pupil qualifications in S4 at Level 5 and Level 4 in session 2014/2015.

2. Acknowledges the increasing impact that vocational qualifications are having on pupil attainment.

C. SUMMARY OF IMPLICATIONS

I	**Council Values**	Focusing on our customers' needs; Being honest, open and accountable; Providing equality of opportunities; Making best use of our resources; Working in partnership
II	**Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)**	Raising attainment is a critical policy objective for West Lothian Council, in line with the Attainment Strategy.
III	**Implications for Scheme of Delegations to Officers**	None
IV	**Impact on performance and performance Indicators**	SQA examination results are reflected in the key performance indicators of Education Services.
V	**Relevance to Single Outcome Agreement**	SQA examination results form indicators within the SOA.
VI	**Resources - (Financial, Staffing and Property)**	None

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VIII   **Other consultations**   None

D.   TERMS OF REPORT

D.1   Secondary Attainment in S4

Pupils in all West Lothian secondary schools completed National 3-5 courses in S4 for the first time this session.   INSIGHT (the Scottish Government's online benchmarking tool) records the number of pupils achieving courses within the SQA suite of courses and examinations and also courses which are covered by the Scottish Credit and Qualifications Framework.

The 'raw' figures contained within INSIGHT for S4 pupils in West Lothian don't take account of the significant number of pupils in S4 at Linlithgow Academy who 'by-pass' sitting National 5 courses in S4 and proceed to Level 6 (Higher) courses in S5.

To allow members to compare on a 'like-for-like' basis with the virtual comparator and national figures, Education Services have considered a range of measures to allow for a fair and reasonable comparison to be made.

Having completed that exercise, the following figures are submitted to the Education PDSP for their information.

S4 Level 5 Results for SQA Courses and for SCQF Level Courses

	1+ SQA	1+ SCQF	3+ SQA	3+ SCQF	5+ SQA	5+ SCQF
West Lothian	76%	77%	54%	58%	34%	40%
West Lothian Adjusted	82%	83%	60%	64%	40%	46%
Virtual Comparator	79%	81%	58%	62%	40%	44%
National	78%	80%	56%	60%	38%	42%
West Lothian 2014					33%	

A graph for S4 Level 5 results is shown on page 3.

S4 Level 4 Results for SQA Courses and for SCQF Level Courses

	1+ SQA	1+ SCQF	3+ SQA	3+ SCQF	5+ SQA	5+ SCQF
West Lothian	95%	95%	90%	90%	79%	79%
Virtual Comparator	95%	95%	90%	90%	79%	79%
National	94%	95%	89%	89%	77%	78%
West Lothian 2014					77%	

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Graph for S4 Level 5 – SQA and SCQF

SQA and SCQF Level 5 Results 2015

Legend:
- West Lothian
- West Lothian Adjusted
- Virtual Comparator
- National
- West Lothian 2014
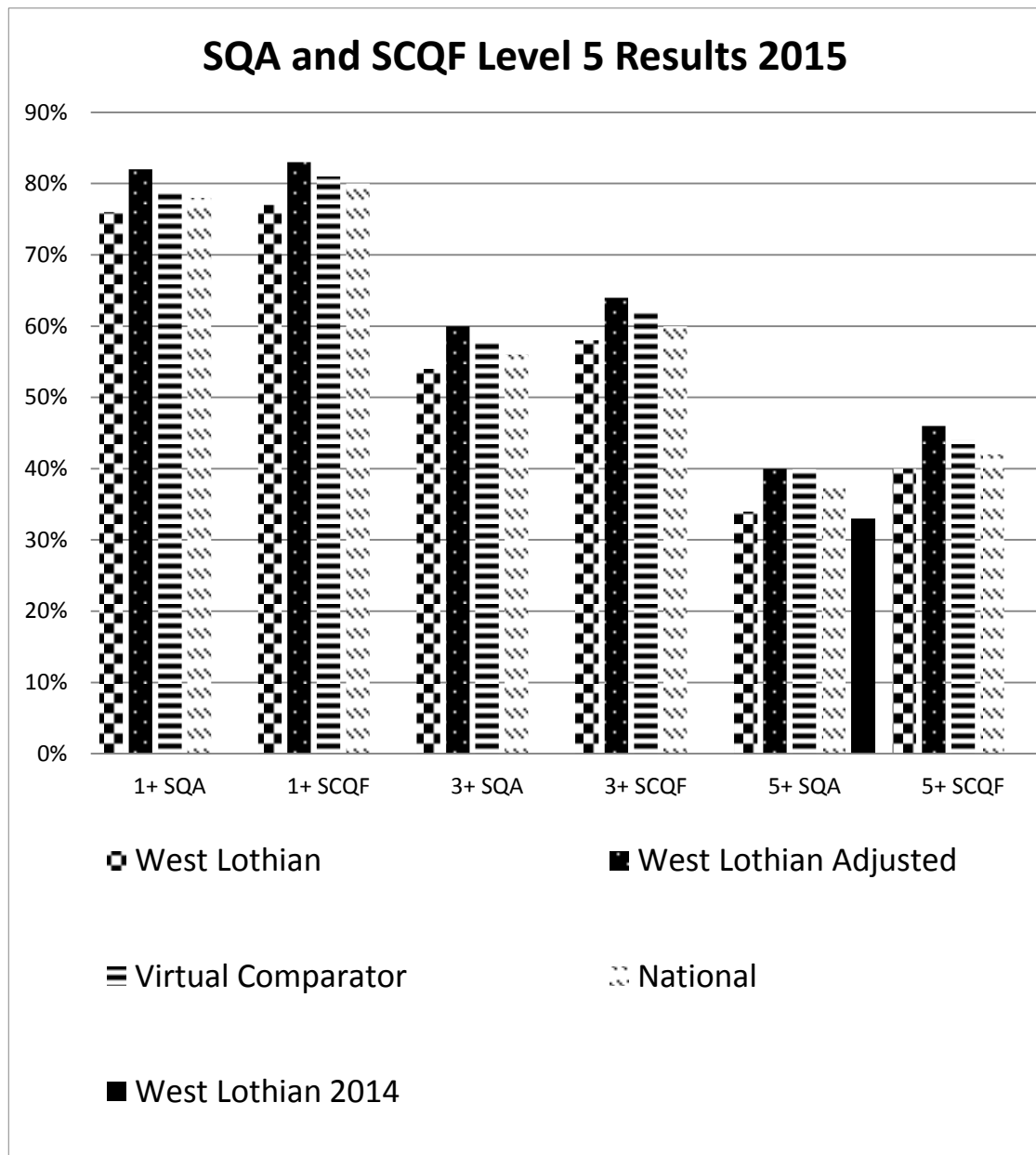
D.2   SCQF Courses Impacting on Attainment in West Lothian

In addition to SQA National Courses, whether with or without an examination, there are a number of other awards from the SQA as well as from other providers which contribute to a qualification being counted as part of the SCQF.

In West Lothian, as further development of the Delivering the Young Workforce (DYW) initiative takes place, these will become a more important feature of the annual report to elected members re attainment within our schools.

The main areas which are counting within this measure, along with SQA National Courses, are SQA Skills for Work courses, National Certificates and National Progression Awards.

Subjects within these awards include: Construction, Creative Industries; Early Education and Childcare, Hairdressing, Hospitality, Personal Development and Sport and Recreation.

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E. CONCLUSION

The SQA examination results for the authority area again shows progress in Session 2014/2015 over the previous session. The impact of vocational and other courses accredited on the SCQF are impacting positively on attainment for pupils and it is expected that this will continue to expand in the current session.

Appendices/Attachments: Nil

Contact Person:

Kenneth Boal, Development Officer, Education Services, West Lothian Civic Centre, Howden South,

Livingston, EH54 6FF

Telephone: 01506 282735

Email: kenneth.boal@westlothian.gov.uk

James Cameron

Head of Service - Education

Date of meeting: 6 October 2015

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West Lothian
Council

EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL

3-18 TRANSITION POLICY

REPORT BY HEAD OF EDUCATION

A. PURPOSE OF REPORT

This report informs the panel about West Lothian Council's policy for effective practice at all key points in children and young people's transitions to the next phase of their education.

B. RECOMMENDATION

It is recommended that the Panel:

    i   Note the contents of the policy which outlines the importance of effective transition in ensuring continuity and progression in learning;

    ii   Consider the guidance for each key stage of transition.

C. SUMMARY OF IMPLICATIONS

I	**Council Values**	Focusing on our customers' needs; Providing equality of opportunities; Making best use of our resources; Working in partnership
II	**Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)**	An equality relevance assessment has been undertaken. The transition policy 3-18 and beyond will be delivered in a way which meets the individual needs of each pupil, including any needs arising from protected characteristics. There are no risk issues.
III	**Implications for Scheme of Delegations to Officers**	None
IV	**Impact on performance and performance Indicators**	Improve attainment, achievement and positive destinations through effective transitions
V	**Relevance to Single Outcome Agreement**	Children and young people are better educated and have access to increased and better quality learning and employment opportunities.
VI	**Resources - (Financial, Staffing and Property)**	Within existing resources.

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VII	Consideration at PDSP	Underway.
VIII	Other consultations	None.

D.   TERMS OF REPORT

D.1   Background

Transitions have been identified as a key policy priority by West Lothian Council, Scottish Government and other stakeholders. This is highlighted throughout the Children and Young People (Scotland) Act 2014, Curriculum for Excellence, The Early Years Framework, Getting it Right for Every Child and Building the Ambition. This policy is part of the wider policy framework which supports the Council's ambition that children in West Lothian have the best start and are ready to succeed.

D.2   Rationale

This policy was developed as a result of the West Lothian Council Education Services recent validated self-evaluation process (VSE) which was undertaken in partnership with Education Scotland. As a result, strengths and areas for improvement within existing practice were identified, including the need for local policy guidance to ensure greater consistency in transition arrangements across schools.

D.3   Development of Policy

The policy was developed in line with national and local guidance and takes account of the changing landscape in Education and Social Policy. The key recommendations for the policy arose from cross-sectoral discussions about multi-agency and inclusive practices that lead to effective transitions which require the involvement and engagement of all relevant stakeholders.

D.4   Scope and Aims of the Policy

The policy outlines key aspects of effective transitions which range from home to early learning and childcare to senior phase into positive destinations. Sharing information about learners is essential to ensure that we meet the needs of all children and young people at all key transitions and in particular where they require additional support to close the attainment and achievement gap. The overarching aim is to ensure that all learners are supported to move seamlessly from one setting to another and to establish continuity and progression for all learners.

E.   CONCLUSION

All schools and establishments can ensure progression for all learners within curriculum for excellence through carefully considering transition arrangements at all key points and by involving all stakeholders in the process. At all points clear information needs to be communicated to learners, families, staff and all relevant agencies and partners. In West Lothian we recognise that transition is not a one off event but has to be a carefully planned process which addresses the needs of all learners and that one size does not fit all.

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F. BACKGROUND REFERENCES
   None

Appendices/Attachments:

West Lothian Council Transition Policy 2015

Contact Person: Phyllis Wood, Quality Improvement Manager, West Lothian Council Education Services, West Lothian Civic Centre, Howden Road South, Livingston, EH54 6FF

Telephone Number: 01506 282633

E-Mail: Phyllis.wood@westlothian.gov.uk

James Cameron, Head of Education

Date of meeting: 6 October 2015

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WEST LOTHIAN COUNCIL

TRANSITION POLICY

2015

BACKGROUND

Transition presents a critical time of change for children, young people and their families. Children and young people experience transitions at key points in their learning journey. They need to be effectively supported both pastorally and cognitively to ensure there is seamless progression and continuity across all stages of their development and learning. Arrangements for transitions need to be flexible and take account of the individual needs of all learners and their families. There is a need to take cognisance of the changing landscape in education and social policy, the challenges arising and innovative approaches now required to ensure that every child and young person can achieve their full potential. Recent Validated Self Evaluation activity in partnership with Education Scotland recognised key strengths and identified areas for improvement within existing transition arrangements.

CONTEXT

Transitions have been identified as a key policy priority by Scottish Government and other stakeholders. This is highlighted throughout The Children and Young People (Scotland) Act 2014, Curriculum for Excellence, The Early Years Framework, Getting it Right for Every Child and Building the Ambition. To realise the Scottish Government's ambition for Scotland to be the best place to grow up in, provision is paramount to achieving positive outcomes for children and families.

AIMS

- To support all learners to successfully meet the challenge of moving from one setting to another.
- To adopt and sustain a robust multi-agency approach to support all learners and their families.
- To provide an inclusive curriculum that supports and challenges all learners in their development and learning.
- To provide opportunities that enable learners to develop skills for life, learning and work across the four capacities,
- To know and respond to individual learners, including their pastoral needs, language, cultural and social backgrounds and their previous educational experiences and achievements.
- To enable learners with additional support needs to experience an appropriate enhanced transition.
- To ensure all relevant information for individual learners is forwarded and shared at the time of transition.
- To sustain effective quality improvement measures to support continuous development.

SCOPE

There is a range of transitions and cognisance should be taken of all those appropriate for each individual learner.

Examples of transitions are as follows:

- Home to early learning and childcare setting
- Early learning and childcare setting to school
- Group to group
- Class to class
- Primary to secondary
- Broad general education to senior phase
- Senior phase to positive destination
- Children and young people with additional support needs

CONCLUSION

Effective transition arrangement at all key points can and should ensure the progressive development of the four capacities. Some strategies which support transition are relevant at all key points. However it should be recognised that some additional strategies apply to particular stages. Examples of these can be accessed within the appendices. These examples are a guide only and can be personalised and supplemented to meet the individual needs of settings. Opportunities and time should be planned for staff to engage in meaningful discussion with all stakeholders. At all points clear information should be communicated to learners, families and staff. Transitions should be an ongoing consideration within a school improvement plan. This ensures that transition is a process and not an event.

Appendices:

1. **Home to Early Learning and Childcare Setting**
2. **Early Learning and Childcare Setting to Primary School**
3. **Group to Group or Class to Class**
4. **Primary 7 to Secondary 1 Transition**
5. **Broad General Education to the Senior Phase**
6. **Transition from the Senior Phase to a Positive, Sustained Destination and Life Beyond School**
7. **Children and Young People with Additional Support Needs**

Home to Early Learning and Childcare Setting

- A letter will be sent to the parent or carer offering a place and start date.
- A keyworker and another staff member should arrange a joint home visit where appropriate.
- The visit should include a risk assessment for working in the home.
- Further home visits may be appropriate to build relationships with the family.
- Written information about the centre including the induction process should be given to the parent or carer.
- An induction meeting should be arranged to gather information from the family about their child and introduce the family to the nursery staff and the setting.
- A member of the team should explain the procedures and practices in the nursery such as recording, Child's Planning meetings and access and retention of records.
- The number of visits made to the centre by the family prior to the starting date should be agreed through discussion with the family.
- The keyworker should liaise with other agencies involved.
- On the start date the keyworker should meet the parent or carer and child as they arrive and ensure they are introduced to other staff and children.
- The family and child should be shown round the nursery ensuring they feel familiar with their surroundings e.g. they know where to hang their belongings.
- The settling in time should be negotiated to meet the needs of the family and the child.
- Regular updates and information sharing with parents should be planned.
- After six weeks if required a Child's Planning meeting should take place to discuss the settling in and plan next steps in early learning and childcare.

Early Learning and Childcare Setting to Primary School

- The keyworker should check the parents have enrolled their child in school, providing appropriate support and advice.
- If a Child's Planning meeting is required staff from the receiving school should attend.
- The Child's Plan should be adjusted to support the transition process.
- Individualised Education Programmes (IEPs), Additional Support Plans (ASPs) and Care Plans should be reviewed where appropriate and involve other agencies as required.
- Staff from the receiving school should visit the child in the playroom prior to starting school.
- Staff should plan time to review the Learner's Journey and discuss individual next steps in development and learning.
- Staff and parents should share and agree all pertinent information to be passed to the school.
- The child and family should be provided with an opportunity to visit the school with support as required.
- Staff should plan for children to participate in agreed cluster transition topics to support continuity in their learning.
- A range of activities and visits should be organised to enhance children's confidence within the new setting and familiarise them with staff.
- The Learner's Journey and other assessment information should be forwarded to the receiving primary school and continued throughout the early level.
- Continuing support by early year's staff should be negotiated where available.

Group to Group or Class to Class

- If a Child's Planning meeting is required all staff involved should attend.
- The Child's Plan should be adjusted to support the transition process.
- Relevant information on family circumstances and child protection information should be shared.
- Staff should plan time to review the individual's progress, report and profile to discuss and plan for next steps in development and learning.
- Peer relationships should be discussed to ensure a positive learning environment.
- Examples of pupil work should be passed on e.g. writing jotters to enhance continuity of learning.
- The pupil and family should be provided with an opportunity to meet the new teacher.
- A range of activities and visits should be organised to enhance pupil's confidence within the new setting and familiarise them with staff.

Primary 7 to Secondary 1 Transition

- Key staff should check parents have applied for a place in the school of their choice, providing appropriate support and advice.
- If a Child's Planning meeting is required staff from the receiving school should attend.
- The Child's Plan should be adjusted to support the transition process.
- Individualised Education Programmes (IEPs), Individual Behaviour Programmes (IBPs) Additional Support Plans (ASPs), Coordinated Support Plans (CSPs) and Health Care Plans (HCPs) should be reviewed where appropriate and involve other agencies as required.
- The Continuum of Support and GIRFEC stages should be shared and reviewed.
- Relevant information on family circumstances and child protection information should be shared.
- Staff from the receiving school should visit the pupils in the primary prior to starting secondary school.
- Reports, profiles, pupil personal records (PPRs) and other assessment information should be forwarded to the receiving secondary school and continued throughout the broad general education.
- Staff should plan time to review the individual's report and profile and discuss next steps in development and learning.
- Staff and parents should share and agree all pertinent information to be passed to the secondary school.
- Child Protection folders should be transferred to the secondary school by the head teacher of the primary school.
- Peer relationships should be discussed to ensure a positive learning environment.
- Examples of pupil work should be passed on e.g. writing jotters to enhance continuity of learning.
- Pupils and their family should be provided with an opportunity to visit the secondary school with support as required.
- Primary staff should identify pupils who will benefit from an enhanced transition experience.
- Enhanced transitions should be planned to meet individual needs.
- A case conference with all relevant staff should take place to agree and share effective strategies to support specific individual needs.
- A calendar of transition events and key dates should be planned and agreed in line with the cluster improvement plan.
- Staff should plan for pupils to participate in agreed cluster transition activities to support continuity in their learning.
- A range of activities and visits should be organised to enhance pupil's confidence within the new setting and familiarise them with staff.
- Staff responsible for transition arrangements should take into account placing requests from other catchments and authorities and make sure that parents and pupils have the information to help support transition to the secondary school.

Broad General Education to the Senior Phase

- Any relevant support plans should be reviewed and involve other agencies as required.
- Relevant information on family circumstances should be shared with appropriate staff.
- Progress should be tracked and interventions planned and agreed where necessary
- Individual profiles should be added to regularly to provide evidence of attainment and achievement.
- Opportunities for high quality learning conversations should be planned to discuss strengths, targets, aspirations and progress into the senior phase.
- A calendar of activities to support moving into the senior phase should be in place e.g. dates of assemblies, communication with parents, parent information evenings, distribution of course choice booklet and deadline for return of course choice form and completion of profile.
- The Personal and Social Education programme (PSE) should support moving into the senior phase, e.g. process for course choice, advice with career aspirations, external speakers such as Skills Development Scotland, use of ICT packages such as Planit Plus and My World of Work.
- Information about career aspirations should be captured in the Data Hub on SEEMIS and inform curriculum planning.

Transition from the Senior Phase to a Positive, Sustained Destination and Life Beyond School

- Aspirations and intended leavers' dates should be monitored.
- Pathways to these aspirations should be created to provide packages of qualifications, work experience and skills development using a mixture of school provision, other schools in West Lothian Campus, West Lothian College or other appropriate establishments.
- Work experience, whether in S4 or nearer the young person's point of exit, should be meaningful and relevant to their aspirations and form part of the PSE programme.
- Staff should monitor progress towards these aspirations and provide regular support e.g. UCAS and college applications and interview techniques.
- Young people at risk of leaving school without a positive destination should be supported by the Opportunities for All Team.
- Actual leavers' dates need to be accurately recorded and information submitted to Skills Development Scotland.

Children and Young People with Additional Support Needs

The Scottish Transitions Forum has identified seven principles to improve transitions:

- All plans and assessments should be made in a person-centred way. Young people should be at the centre of their transition planning.
- Support should be co-ordinated across all services. Education must take the lead in co-ordinating transition services, and evaluating in an ongoing way.
- Planning should start early. Plans should be proportionate to need and be flexible to accommodate change (this may require a Child's Plan as detailed in the Children and Young People (Scotland) Act 2014.
- Young people should get the support they need. Services should be allocated to support outcomes.
- Young people, parents and carers must have access to the information they need. Consideration should be given to make sure information is presented in an accessible form.
- Families and carers may need support. Family wellbeing may need to be supported.
- Legislation and policy should be co-ordinated and simplified. These must support young people to achieve choice, independence and control.

![West Lothian Council logo]

EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL

SCHOOL WORK EXPERIENCE PROGRAMME: NEW MODEL

REPORT BY HEAD OF EDUCATION

A.   PURPOSE OF REPORT

To inform the panel of the progress of the pilot for the West Lothian Council School Work Experience Programme. This pilot reflects a new model of delivery for the programme, aligned to Curriculum for Excellence - Senior Phase, and the recommendations of 'Developing Scotland's Young Workforce'. This report summarises the progress made during the first year of the pilot (2014-15) and the development of further opportunities to enhance the programme.

B.   RECOMMENDATION

It is recommended that the panel note the progress of the Work Placement pilot and acknowledge that enhancing the current programme will assist the authority in meeting Education Scotland's new Standard for Work Placements.

C.   SUMMARY OF IMPLICATIONS

I	**Council Values**	Focusing on our customers' needs Being honest, open and accountable Providing equality of opportunities Making best use of our resources Working in partnership
II	**Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)**	WLC Work Experience Policy. WLC Extended Work Experience Policy. Education Scotland's – Work Placement Standard
III	**Implications for Scheme of Delegations to Officers**	None.
IV	**Impact on performance and performance Indicators**	None.
V	**Relevance to Single Outcome Agreement**	We are better educated and have access to increased and better quality learning and employment opportunities.

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		Our economy is diverse and dynamic, and West Lothian is an attractive place for doing business.
VI	**Resources - (Financial, Staffing and Property)**	International Work Experience Programme Career Ready Engineering Development Trust – pilot WISE (Women into Science and Engineering) Training
VII	**Consideration at PDSP**	This pilot has been considered at PDSP on 5 May 2015
VIII	**Other consultations**	Consultation groups comprising: Secondary Timetabling Group Secondary Headteachers Primary and Nursery Headteachers Work Experience Co-ordinators Secondary School Pupils Oban High School Highland Council Policy Inter-authority World of Work Network West Lothian Council Health & Safety Manager West Lothian Council Solicitor Insurance and Risk Employer Groups

D.   TERMS OF REPORT

D.1   Background

Work experience is a crucial element in developing young people's Skills for Life and Skills for Work within Curriculum for Excellence. Effective work-based and work-related learning can help young people to become *successful learners, confident individuals, responsible citizens* and *effective contributors* to society and at work. West Lothian Council have a comprehensive Work Experience Policy and Extended Work Experience Policy in place. These are the main reference points for those who plan and organise placements. Each secondary school has a designated Work Placement Coordinator with responsibility for managing their school requests and liaising with the Education for Work Officer in Education Services.

Currently, each secondary school is allocated either one or two weeks for work placements each year (as requested by schools).
The Extended Work Placement Programme runs alongside this programme which allows schools and pupils some degree of flexibility to organise bespoke placements within S4-S6.

D.2   Rationale for change

Following a review of the School Work Placement Programme, West Lothian Council took the decision to modify the programme to allow our schools to target pupil work placements at a time which would be more beneficial to their future career plans. This change included extending the offer of a work placement to pupils within the Senior Phase, rather than only to S4 pupils. This offer would, where possible, include a tailored placement at a time which would be more relevant and meaningful for pupils as they made their decisions about their future.
During the time of consultation and review it was recognised that enhancing the programme would also assist the authority in meeting the Recommendations of the Developing Scotland's Young Workforce Report, and Education Scotland's new 'Standard for Work Placements'.

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Developing Scotland's Young Workforce (DYW) , June 2014, states:
"It is vital that we introduce a 21st century approach to high quality work experience that provides pupils with a meaningful and productive exposure to the world of work."

Education Scotland's 'Standard for Work Placements' outlines the expectations for all partners involved in organising work placements (parents/carers, employers, pupils, schools and local authorities) and requires that, where possible, placements are individualised, relevant and meaningful to a pupil's career aspirations.

Our new model for Work Placement will continue to evolve to meet these recommendations.

D.3   Work Experience Pilot
In school session 2014-15 three schools took part in piloting the new model for Work Placements. The pilot offered flexibility and personalisation for our young people across the Senior Phase.
The schools which took part in the pilot between November 2014 and March 2015 were; Armadale Academy, Broxburn Academy and The James Young High School. Placements were offered to pupils within their Senior Phase; however the majority of placements were taken up by S4s.

D 4   Pilot Progress to Date
Initial feedback collected from pupils, parents and staff from these pilot schools offering placements in November allowed the remaining schools to consider their own practice and review their plans for March 2015. This worthwhile intelligence enabled them to amend the set up and delivery of their own programme.
Following modifications recommended by the November schools, survey feedback from The James Young High School pupils and parents/carers showed a marked improvement in feedback in the following areas:

91% of the pupils rated their placement as good to excellent,
81% of the pupils agreed that their employability had increased as a result of this experience,
63% of the pupils agreed that their experience had positively influenced them,
100% of parents stated that their child was more focussed in their career choice,
75% of parents stated that their child now understood the need to do well at school.

The evaluation from all three participating schools continues to inform improvements and advice to the four schools entering the pilot programme in session 2015/16 (Deans Community high School, Inveralmond Community High School, St Kentigern's Academy and Pinewood School).

Initial Headteacher feedback from the pilot schools has been very positive. The career relevance of this initiative has also raised the profile and value of the work placement opportunities for pupils, parents and school staff.

E.   Enhancing provision
In addition to enhancing the provision of work placements within West Lothian, we proposed a number of new opportunities which would complement the offer of a work placement.
A summary of progress to date is given below:

- **Career Ready (previously known as Career Academies UK).** This is a business led charity that helps raise young people's aspirations and life chances by bridging the gap between education and work. The Career Ready programme gives pupils access to real experience of the world of work, leading to enhanced

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career and employment prospects and outcomes for young people.

Career Ready pupils take part in a two year programme during their 5th & 6th year at school, in addition to their school studies, which includes; mentoring by employer volunteers, a four week paid internship between their 5th & 6th year of school, masterclasses and events which give them the necessary skills they need to be able to perform more effectively in the wider world.

We have now entered our year of planning for this pilot. Key school staff from the 3 pilot schools (Armadale Academy, Broxburn Academy and The James Young High School) will take part in training for the programme in October.

The Scottish Director of Career Ready will present this programme at West Lothian's Developing Young Workforce Conference in October.

- **Securing ring-fenced work placements for our Looked After Children and pupils with Additional Support Needs**. The Developing Scotland's Young Workforce report includes Recommendations which focus on gender, race, disability and care leavers; as there is strong evidence that young people in these groups encounter significant inequalities within education and employment.

  A resource to request support from service areas across the council is currently in progress. These West Lothian Council work placement opportunities will be ring-fenced for our Looked After Children and pupils with Additional Support Needs (ASN). The aim of the project would be to provide an opportunity for these young people to experience a meaningful and appropriate, work-based placement within the council to close the gap between looked after young people and care leavers/ ASN pupils and their peers.

- **PRIME Work placements (Law Related experience).** Quality work experience is becoming an essential first step for school age pupils if they are to be inspired to consider a career in law. In order for the legal profession to achieve fair access, it is important that law firms commit to provide quality work experience conforming to certain principles and to make such work experience accessible to as many individuals as they can, particularly those who would not otherwise easily gain access to it. Work experience schemes which comply with this commitment are identified as PRIME.

  The law firm Shepherd and Wedderburn have offered West Lothian Schools PRIME placements since 2012, and have recently extended the number of placements on offer. Furthermore 2 additional companies are now interested in offering similar work placements to our schools.

- **Tasters in science, technology, engineering and mathematics (STEM).** We are working closely with the Engineering Development Trust to pull together a proposal to work with a school cluster to promote STEM engagement within the pilot secondary school and its associated feeder schools. A baseline survey of engagement has been carried out in all secondary schools and the early years version will take place in the Autumn of 2015. This will indicate which cluster would benefit from such a programme.

- **Street Law Programme- run in partnership with The Law Society of Scotland.** As part of fair access concerns within the organisation, the Law Society of Scotland developed a pilot programme to address the objectives of ensuring the fairest possible access to the legal professions and, also, ensuring that more young people in Scotland have a better understanding of the law and their place within it.

  The pilot took place in 2 local authorities in session 2014-15 and included Law Students delivering set lessons in 3 of our schools over a number of weeks (Broxburn Academy, Deans Community High School and St Kentigern's Academy).

  The Law Society Evaluation of the pilot was very positive, and stated that all

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three schools reported that their pupils *definitely* had an improved knowledge of the legal system and the procedures and the importance of the law in their day to day lives.

A further 5 schools have now expressed their interest in running this programme during session 2015-16.

West Lothian was given a special mention as being one of the 2 successful pilot areas for the 'Street Law' Programme during The Law Society Scotland celebration event held at the Scottish Parliament in September.

- **International exchange links including work placements.** Erasmus+ is the European Union programme for education, training, youth and sport. Funding is available for seven years, from 2014 to 2020, with organisations invited to apply for funding each year to undertake creative and worthwhile activities.

  Delegates from Hochsauerland will visit West Lothian in November to discuss pulling together a joint ERASMUS+ funding application. The project will allow us to share and benefit from the good practice of each area; specifically around employability and transition for young people who require More Choices, More Chances.

F.   Education Scotland – working with West Lothian

To support the implementation of Education Scotland's new Standard for Work Placements, a range of new resources will be co-produced with input from local authorities, employers, parents and young people.

Following Education Scotland's interest in West Lothian's new model for Work Placements, we have been identified as 1 of 6 local authorities to produce an online Toolkit of resources. These Toolkits will be developed and released in the coming months.

The toolkits will aim to include content on:
- Case studies on work placement type;s
- Timetabling case studies;
- Monitoring and tracking of work placements including management information systems;
- Workplace learning plans;
- Accreditation and certification;
- Improvement planning and policy development;t
- Professional development resource – maximising placemenst for staff and young people;
- Insurance and health & safety;
- Child protection;
- Equal opportunities including gendered participation;
- Investors in Young People Accolade;
- Employer support including developing project based placements;
- Preparing young people for their placements – health and safety resources.

G.   CONCLUSION

The pilot programme has allowed greater flexibility and personalisation for pupils. The programme is aimed to match pupil career interests to a relevant work placement.

The pilot experience will be rolled out to a further 4 schools during session 2015-16; and will continue to evolve to include S4, S5 and S6 pupils in school session 2016/17.

The School Work Placement Programme will be supplemented with further opportunities for young people to engage with other work-related and work-based

5

learning programmes.

West Lothian have been identified by Education Scotland as an area of emerging best practice for Work Experience; including Work Placements, and as such will co-produce a Toolkit of resources which will be available to every local authority in Scotland.

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H.   BACKGROUND REFERENCES

Appendices/ Attachments: Two

Appendix 1 - Commission for Developing Scotland's Young Workforce Executive Summary
Appendix 2 – Education Scotland 'Work Placements Standard'

Contact Person: Michelle Robertson, Education for Work Officer, E-mail: michelle.robertson@westlothian.gov.uk Tel: 01506 281941

James Cameron, Head of Education

Date: 06 October 2015

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EXECUTIVE SUMMARY

The Commission for Developing Scotland's Young Workforce was set up in January 2013 to consider :

- How a high quality intermediate vocational education and training system, which complements our world-class higher education system, can be developed to enhance sustainable economic growth with a skilled workforce.

- How to achieve better connectivity and co-operation between education and the world of work to ensure young people at all levels of education understand the expectations of employers, and that employers are properly engaged.

- How to achieve a culture of real partnership between employers and education, where employers view themselves as co-investors and co-designers rather than simply customers.

BACKGROUND

Youth unemployment levels are currently 18.8%[1], more than double that of the average working age population. The reality of this statistic is that almost one in five young people in Scotland wake up in the morning wondering if their country needs them.

It is important that all young people in Scotland are provided with the opportunities to develop and use the skills and abilities necessary to become an active part of the labour force and to maximise the benefits to them and their contribution to economic growth.

More than 50 per cent of our young people don't go to university and, of these, very few leave school with vocational qualifications with labour market currency. The majority have had limited access or exposure to the world of work with only 27%[2] of employers offering work experience. For school pupils this is generally limited to one week in S4.

We are simply not preparing or equipping these young people for the world of work. There must be much more focus on providing them with the skills, qualifications and vocational pathways that will lead directly to employment opportunities.

It is also clear that employers have lost the habit of employing young people. Only 29 per cent of employers recruit young people from education[3] and only 13% of employers take on apprentices[4]. Business and industry must be encouraged to work together with education and young people, and vice versa, to establish pro-active and engaged relationships which will benefit both young people and employers.

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[1] Source; Labour Force Survey Jan-Mar 2014, ONS
[2] Source: Employer Perspectives Survey 2012. UKCES
[3] Source: Employer Skills Survey 2013, UKCES
[4] Source: Employer Perspectives Survey 2012. UKCES

The Commission has met more than 400 people across Scotland[5] – leaders of schools, colleges, local government, business and industry and young people. The dialogue has been extremely helpful, frank and open in our examination of the current approach to school and college education, Modern Apprenticeships and employers' involvement in education and employment of young people and how this can be improved for the benefit of the young people and our economy.

We have developed a wide ranging set of recommendations across the six main areas of our remit, with the aim of increasing youth employment levels in Scotland to match those of the better of our European competitors. These cover:-

Better preparing school leavers for the world of work

- Beginning well before the start of the senior phase[6] and right through to S6, young people should be exposed to a wide range of career options. This can only be achieved by schools and employers systematically working together in meaningful partnership to expose young people to the opportunities available across the modern economy. To support this a comprehensive standard should be developed for careers guidance which would include involvement of employers and their role and input.

- As they move into the senior phase, young people of all abilities should have the opportunity to follow industry relevant vocational pathways alongside academic studies. Thus we proposed new school-college vocational partnerships with the potential for young people to do qualifications such as National Certificates and Higher National Certificates as well as options to do the first year of a 3-4 year apprenticeship while still at school. It is also vital that we introduce a 21st century approach to high quality work experience that provides pupils with a meaningful and productive exposure to the world of work.

College education focused on employment and progression in learning

- Moving beyond school, we must ensure that young people at college pursue studies with an expectation of that they will lead successfully to employment in the prevailing labour market. The newly formed regional colleges, through more focused and ambitious outcome agreements, and working closely with industry, should ensure that a college education provides skills and qualifications relevant to the market requirements and in particular the new challenges of the modern technology orientated economy.

Modern Apprenticeships focused on higher level skills and industry needs

- Modern Apprenticeships should be developed in those industry sectors of the economy where young people have the best chance of building a long term career. Alongside this, the number of high level Modern Apprenticeships, level 3 and above, should be

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[5] List available at
http://www.scotland.gov.uk/Topics/Education/edandtrainingforyoungple/commissiondevelopingscotlandsyoungworkforce
[6] The senior phase takes place from S4 to S6 in schools and includes ages 16 to 18 out of school.

expanded significantly to support Scotland's medium term economic growth. Industry must be to the fore of the future development of Modern Apprenticeships in Scotland.

More employers engaging with education and recruiting more young people

- Employers have a huge amount to gain from improving young people's workplace experience and knowledge of career options. The Review clearly identifies the many advantages for employers from much closer partnership working with schools and colleges in the development of the key assets for their future success. The Review makes a number of proposals in how employers can become much more involved to the benefit of themselves and the education system, principally through the proposed Invest In Youth Regional Groups.

- The majority of employers are not recruiting young people. Urgent and sustained action is required to counter this. It's proposed this is tackled again through the Invest In Youth Regional Groups with a range of initiatives to encourage employers to overcome the real and perceived barriers to employing young people.

Advancing Equalities

- As part of our review, we have looked at the challenges in advancing equalities within Scottish education and youth employment. We have particularly looked at gender, ethnicity, disability and care leavers. There are clearly no quick fixes in these areas, but we have made some recommendations focused on practical steps which we believe will make a difference in the medium to long term. This requires action and clear targets to address existing under representation and segregation within vocational education and looking at this in the development of senior phase vocational pathways could help improve equality outcomes in the workplace in the medium term.

Successful Implementation – success targets

The Commission believes with the appropriate level of support from government, education and employers, and with sustained mainstream investment in the changes proposed, Scotland should achieve:

- All 363 secondary schools in a long term partnership with employers within 3 years.

- The quality of work experience and career guidance to be significantly enhanced – all school pupils to receive work experience and career guidance in line with Recommendations 2 and 3 by 2020.

- An additional 5,000 Modern Apprenticeship places at level 3 and above by 2020 with potential for further growth beyond that.

- 60% of school leavers not attaining Highers to leave school with meaningful industry relevant vocational qualifications by 2020.

- Our unemployment rate to reduce to the average youth unemployment rate of the 5 best performing European countries by 2020. At current rates and population size, this should take youth unemployment down by around 30,000.

Our Recommendations are as follows –

EDUCATION & TRAINING

SCHOOLS

Senior Phase Vocational Pathways

Recommendation 1: Pathways should start in the senior phase which lead to the delivery of industry recognised vocational qualifications alongside academic qualifications. These pathways should be developed and delivered in partnership with colleges and, where necessary, other training providers. Their delivery should be explicitly measured and published alongside other school performance indicators.

Preparing Young People For The World Of Work

Recommendation 2: A focus on preparing all young people for employment should form a core element of the implementation of Curriculum for Excellence with appropriate resource dedicated to achieve this. In particular local authorities, Skills Development Scotland and employer representative organisations should work together to develop a more comprehensive standard for careers guidance which would reflect the involvement of employers and their role and input.

Recommendation 3: A modern standard should be established for the acceptable content and quality of work experience, and guidelines should be made available to employers. This should be developed by Education Scotland in partnership with employer bodies and Skills Development Scotland. This should involve input from young people. Work experience should feature in the Senior Phase Benchmarking Tool and in Education Scotland school inspections.

COLLEGES

Regional Outcome Agreements

Recommendation 4: Colleges' key role in the development of Scotland's young workforce should be recognised and managed through Regional Outcome Agreements.

Focus On Employment

Recommendation 5: The new regional colleges should have a primary focus on employment outcomes and supporting local economic development. This should be underpinned by

meaningful and wide ranging partnerships with industry and should be at the forefront of Regional Outcome Agreements and their measurement.

SCHOOLS AND COLLEGES WORKING IN PARTNERSHIP

Recommendation 6: A commitment to supporting the development of Scotland's young workforce through the enhancement of vocational education pathways should feature prominently in the National Performance Framework, Community Plans and College Regional Outcome Agreements.

MODERN APPRENTICESHIPS

Alignment with Economic Growth

Recommendation 7: Modern Apprenticeships should be aligned with the skills required to support economic growth.

Access and Higher Level Opportunities

Recommendation 8: Development of Modern Apprenticeship access processes and progression pathways should be prioritised.

Quality Improvement

Recommendation 9: An industry-led quality improvement regime should be introduced to oversee the development and promotion of Modern Apprenticeships.

Growth

Recommendation 10: If employers can be encouraged to offer significantly more good quality apprenticeships, the Scottish Government should consider a carefully managed expansion of the annual number of Modern Apprenticeship starts.

QUALITY ASSURANCE

Recommendation 11: Employability must be a key focus within Education Scotland's work to support and quality assure the delivery of education. To support this, Education Scotland must work more closely with business organisations and their members to ensure that their work is underpinned by an understanding of industry's needs and expectations.

SCIENCE, TECHNOLOGY, ENGINEERING AND MATHS

Recommendation 12: A focus on STEM should sit at the heart of the development of Scotland's Young Workforce.

MORE CHOICES MORE CHANCES

Recommendation 13: Support for young people at risk of disengaging from education and for those who have already done so should focus on early intervention and wide ranging, sustained support. This should relate to labour market demand and should be focused on helping young people engage on the labour market relevant pathways that we have highlighted.

INVOLVEMENT OF EMPLOYERS

Regional Invest in Youth Groups

Recommendation 14: The Scottish Government should support the creation of regional industry-led Invest in Youth groups across Scotland to provide leadership and a single point of contact and support to facilitate engagement between employers and education.

Business and Industry Partnerships with Schools

Recommendation 15: Businesses across Scotland should be encouraged and supported to enter into 3-5 year partnerships with secondary schools. Every secondary school in Scotland and its feeder primaries should be supported by at least one business in a long-term partnership.

Recommendation 16: Scotland's leading industry sector groups and companies should be encouraged to work with the Scottish College for Educational Leadership to develop a programme to provide emerging school staff leaders with a wide ranging understanding of industry and careers.

Business and Industry Partnerships with Colleges

Recommendation 17: Employers and national industry sector groups should form partnerships with regional colleges to ensure course content is industry relevant and full advantage is taken of work based learning and employment opportunities.

Industry Led Skills Planning

Recommendation 18: In the development of future industry Skills Investment Plans and Regional Skills Assessments, and in the updating of existing plans, there should be a specific focus on youth employment and the development of vocational pathways starting in the senior phase.

Recognising Good Practice – Invest in Youth Accolade

Recommendation 19: A nationally defined Invest in Youth Accolade should be developed to recognise industry's engagement in the development and employment of Scotland's young workforce.

Additional Support for Businesses Recruiting and Training Modern Apprentices

Recommendation 20: A small business Modern Apprenticeship recruitment incentive package should be developed to equip and support smaller and micro businesses to recruit and train more young people.

Recommendation 21: Voluntary levy schemes to recruit and train young people in skills shortage areas should be encouraged. Groups of employers should be supported to work in collaboration, with the Scottish Government providing co-funding.

Incentivising and Supporting More Employers to Recruit More Young People

Recommendation 22: Procurement and supply chain policies in both the public and private sectors should be applied to encourage more employers to support the development of Scotland's young workforce.

Recommendation 23: Public sector employers should be encouraged by the Scottish Government and local authorities to be exemplars in a national Invest In Youth Policy and this should be explicitly reflected in their published corporate plans.

Recommendation 24: Growth businesses and Inward Investment companies in receipt of public funding should be encouraged and supported to employ young people.

Recommendation 25: Financial recruitment incentives should be re-examined and carefully targeted to achieve the most benefit in providing sustainable employment for young people.

ADVANCING EQUALITIES

Cross Cutting Equality Issues

Recommendation 26: Scotland should embed equality education across Curriculum for Excellence.

Recommendation 27: Promotion and communication of career options should actively target equalities groups to promote diverse participation across gender, Black & Minority Ethnic groups, young people with disabilities and care leavers. The promotion of Modern Apprenticeship opportunities should be to the fore of this activity.

Gender

Recommendation 28: Senior phase vocational pathways should be designed to encourage more gender balance across occupations.

Recommendation 29: The Scottish Funding Council and colleges should develop an action plan to address gender disparities within college education. This should be underpinned by realistic but stretching improvement targets. The Scottish Funding Council should report on this annually.

Recommendation 30: Skills Development Scotland should develop an action plan to address gender disparities within Modern Apprenticeships. This should be underpinned by realistic but stretching improvement targets. SDS should report on this annually.

Young People From Black and Minority Ethnic Groups

Recommendation 31*:* A targeted campaign to promote the full range of Modern Apprenticeships to young people and parents from the BME community should be developed and launched to present the benefits of work based learning as a respected career option and alternative to university**.**

Recommendation 32*:* SDS should set a realistic but stretching improvement target to increase the number of young people from BME groups starting Modern Apprenticeships. Progress against this should be reported on annually.

Young Disabled People

Recommendation 33: Career advice and work experience for young disabled people who are still at school should be prioritised and tailored to help them realise their potential and focus positively on what they can do to achieve their career aspirations.

Recommendation 34: Funding levels to colleges and MA training providers should be reviewed and adjusted to reflect the cost of providing additional support to young disabled people, and age restrictions should be relaxed for those whose transition may take longer.

Recommendation 35: Within Modern Apprenticeships, SDS should set a realistic but stretching improvement target to increase the number of young disabled people. Progress against this should be reported on annually.

Recommendation 36: Employers who want to employ a young disabled person should be encouraged and supported to do so.

Care Leavers

Recommendation 37: Educational and employment transition planning for young people in care should start early with sustained support from public and third sector bodies and employers available throughout their journey toward and into employment as is deemed necessary.

Recommendation 38: Across vocational education and training, age restrictions should be relaxed for those care leavers whose transition takes longer.

Recommendation 39: In partnership with the third sector, the Scottish Government should consider developing a programme which offers supported employment opportunities lasting up to a year for care leavers.

A set of supporting documents including the Commission's Interim Report, Statistical Analysis and an Equality Impact Assessment is available at:

http://www.scotland.gov.uk/Topics/Education/edandtrainingforyoungple/commissiondevelopingscotlandsyoungworkforce

Developing the Young Workforce
Work Placements Standard

September 2015

Education Scotland
Foghlam Alba

smarter scotland
SCOTTISH GOVERNMENT

The standard recognises the rich learning that a young person can experience when they use and develop their skills in a work environment. It recognises that a work placement should help a young person to make informed career choices. The standard sets out expectations for the young person, employer, school and local authority and parent/carer before, during and after work placements. Implementation of the standard will significantly improve the quality of learning undertaken in the workplace.

This document can be downloaded from Education Scotland's website
www.educationscotland.gov.uk/developingtheyoungworkforce

This standard is part of the suite of documents that includes:

• Career Education Standard (3-18) (September 2015)

• Guidance on School/Employer Partnerships (September 2015)

The documents will be revisited in March 2017 in light of experience and use.

Contents

Introduction

The Commission for Developing Scotland's Young Workforce was set up to consider:

- how a high-quality intermediate vocational education and training system, which complements our world-class higher education system, can be developed to enhance sustainable economic growth with a skilled workforce;

- how to achieve better connectivity and co-operation between education and the world of work to ensure young people at all levels of education understand the expectations of employers, and that employers are properly engaged; and

- how to achieve a culture of real partnership between employers and education, where employers view themselves as co-investors and co-designers rather than simply customers.

The Commission published its final report, *Education Working For All!* in June 2014 and, in order to better prepare children and young people for the world of work, made the following recommendation:

> *A modern standard should be established for the acceptable content and quality of work experience, and guidelines should be made available to employers. This should be developed by Education Scotland in partnership with employer bodies and Skills Development Scotland. This should involve input from young people. Work experience should feature in the Senior Phase Benchmarking Tool and in Education Scotland school inspections.*
>
> (Recommendation 3, Education Working for All, Commission for Developing Scotland's Young Workforce Final Report, 2014)

Developing the Young Workforce – Scotland's Youth Employment Strategy was published in December 2014. This strategy and implementation plan is the Government's response to Education Working for All! and sets out milestones over a seven year period with the aim of improving outcomes for all young people by 2021. This included a commitment to developing a new standard for work experience during 2015-16.

The *Work Placements Standard* is one of a suite of three documents, along with the *Career Education Standard (3-18)* and *Guidance on School/Employer Partnerships*, and should be seen as clarifying expectations and providing helpful support and guidance. The standard is built on the comprehensive advice and guidance presented in Curriculum for Excellence (CfE) and throughout the *Building the Curriculum* series. There is a particularly strong association with key messages contained in Building the Curriculum 4: skills for learning, skills for life and skills for work.

Context and definitions

Ever since the Education (Scotland) 1980 Act came into being, the general interpretation of work experience has been a week-long placement undertaken in S4 in partnership with an employer. Over time, the term 'work experience' has become synonymous with a stand-alone, week-long experience of the workplace. It is now the accepted understanding that within the context of Curriculum for Excellence and underlined by Developing the Young Workforce, this singular opportunity is not sufficient to provide a meaningful experience of work. Improving on the current offer was a priority highlighted by young people during consultation by the Commission for Developing Scotland's Young Workforce.

It is important to recognise that this standard refers to **work placements** throughout as opposed to the term 'work experience'. This change of terminology reflects the change in approach to one that is more personalised and flexible, with expectations set out before, during and after any placement and a greater focus on project based learning whilst in a workplace setting. Young people will experience the world of work through a range of activities throughout their broad general education leading to a more focused experience of work in the senior phase in the form of work placements.

Definition

Work placements should enable young people to experience a relevant, challenging, enjoyable and appropriate learning experience within the contemporary workplace. A placement should help the young person to make informed decisions about their future careers.

Work placements should adhere to a set of clear expectations for young people, employers, parents/carers, schools and local authorities on what work placements should deliver. The standard will also be used within the school inspection process.

The standard sets out the expectations for the main parties involved in work placements namely the young person, the employer, the parent/carer, the school and local authority, outlining the expectations in advance of, during and after a placement. The standard aims to raise the quality of the learning that a work placement can offer and to motivate and inspire all those involved.

There are currently a number of ways young people can develop skills for work from 3-18. The following list identifies some of these opportunities:

- Learning in simulated work environments

- Enterprise activities

- Mock interviews

- Careers events

- Research tasks

- Employer presentations

- Site visits

- Personal skills analysis activities

- Work placement activities.

The standard builds on the skills, knowledge and capabilities young people will learn and develop throughout their broad general education and senior phase, and provides a platform for further and more focused work-related learning. It should be used along with the Career Education Standard (3-18).

The standard applies to work placements for all young people and should support them to reflect on, and choose, future career pathways. A wide variety of models need to be considered in order to ensure a more individualised approach. This ranges from providing a number of bite-size placements through to extended placements. These may sit within the conventional school week or outwith it as appropriate.

Examples of models currently in use include:

- multiple introductory work placements (half day or single day experiences potentially increasing the exposure to the workplace over time);

- timetabled opportunities to undertake work placements at an agreed time each week within the school week, for a mutually agreed period of time;

- an introductory week-long experience to the workplace followed by additional opportunities; and

- placements undertaken out-with the school day (during term holidays e.g. internship model).

Any young person who is following a vocational pathway as part of his or her senior phase curriculum should have a work placement/placements linked directly to their pathway. For example, a young person undertaking an HNC in Engineering should experience an appropriate placement within an engineering setting. Placements should be planned alongside the particular course being studied and other elements of the pathway to enrich the learner's overall experience. A placement may require to be of a set duration in order to meet the requirements of a specific qualification; otherwise it should take place at a time and be of a duration that benefits the learner.

The young person's school or local authority will be responsible for the organisation of the placement, and will work closely with the college partner, training provider or third sector organisation to identify a suitable opportunity and to prepare the young person for the placement.

Partners should jointly support the young person after the placement to use the experience as the basis for further learning and skills development.

Expectations

The expectations for work placements – before, during and after – are set out here for the following groups:

- young people

- employers

- parents and carers

- local authorities and schools.

Equalities

It will be the responsibility of all partners to address the issue of equality. While this standard is expressed as a universal entitlement for young people to gain experience of work, it needs to be clear that not all young people enjoy the same advantages, nor face the same challenges. Their backgrounds and circumstances must never limit their potential and all partners will seek to develop practice which ensures improved outcomes for all young people.

All stakeholders involved in any work placement should provide advice, guidance and opportunities that contribute to:

- eradicating discrimination; and

- promoting mutual respect and equality of opportunity across genders, social background, disabilities, ethnicities, sexual orientation and religions.

Young Person

In advance of a placement I will:

- have the opportunity to participate in work placements at a time that is mutually suitable for my needs, the employer and my school;

- be supported in my work placement in such a way that takes account of any challenges I may face in relation to my physical, social and emotional wellbeing and any specific support needs;

- agree the duration of my work placement with my employer, school and parent/carer. This will be flexible in order to give me maximum value from the experience;

- take ownership of my placement and have the opportunity to consider whether it is appropriate for my studies and my career aspirations, ability and capabilities, and to ask for an alternative if appropriate;

- agree with my school and employer which goals I aim to achieve during the placement;

- understand the conditions of the placement regarding the period of time, the expectations of the employer and the location along with dress and behaviour codes. This information will be available through my school/local authority and my own personal research. I will also know who my main employer contact is; and

- take every opportunity using my main contact within the organisation and with my school, before embarking on my work placement, to acquaint myself with any hazards that may potentially occur when I am there.

During a placement I will:

- complete my workplace learning plan and work toward achieving my agreed goals and targets;

- demonstrate the behaviours and attitudes that my employer would expect to see in an exemplary employee;

- follow training and instructions provided by my employer and will wear any PPE provided http://www.hse.gov.uk/youngpeople/workexperience/students-and-young-people.htm;

- take full advantage of the opportunities available to me to develop my skills, gain knowledge and develop a positive attitude; and

- reflect on the support provided by my employer and other partners to allow for adjustments to my participation.

After a placement I will:

- reflect on my learning as I continue with my studies – using my placement experience to support my ongoing learning;

- reflect on feedback from my employer, record it in my workplace learning plan, and agree any improvement action with my school/parent/carer;

- add relevant details of my work placement to my CV and (if applicable) to my social media profile;

- share my placement experience with school staff and my peers, highlighting the skills I have acquired and opportunities that were available to me within my specific work context; and

- take the opportunity to participate in a quality assurance survey of my work placement as a means of influencing local work placement policy.

Employer

We replaced work experience with personalised learning placements with an industry mentor. It works well – we gave ten people personalised placements last year and all of them went on to work for the organisation. This is all in stark contrast to the limited success we ever had with work experience. Media Employer

In advance of a placement we will:

- liaise with the local authority and/or school and the appropriate Regional DYW Group to promote our opportunities;

- ensure that risks are controlled before the placement starts: http://www.hse.gov.uk/youngpeople/workexperience/index.htm;

- ensure that the placement will take place at a time that is mutually suitable for our organisation and the school and young person;

- identify key member(s) of staff from our organisation to support the young person on our placement;

- know who the school/local authority link person is to support the young person;

- be provided with, and consider, any information relating to age and stage details of the young person undertaking our work placement (in compliance with Data Protection) along with his or her career ambitions, particular interests, skills including any specific support needs; and

- have agreed the targets with the school and the young person for their workplace learning plan and begin to induct the young person into the organisation.

During a placement we will:

- support the young person by providing appropriate training and guidance, including a health and safety briefing, to enable them to both undertake essential tasks and explore areas of particular interest as we would with any new employee;

- provide ongoing feedback to the young person;

- offer a rich and varied experience which enables the young person to both understand our organisation's culture and practices, and to develop practical skills whilst undertaking meaningful tasks;

- take stock of the young person's knowledge and skills, and their views about our organisation in relation to our ethos and the way we work; and

- invite the young person to suggest ways in which our approach to work placements could be enhanced.

After a placement we will:

- take the opportunity to share our views on the young person's performance relating to their personal goals/targets with the school and young person;

- receive and reflect on feedback from the young person and the school regarding the placement and experience; and

- take the opportunity to participate in a quality assurance survey of the work placement as a means of influencing local work placement policy.

Parent/Carer

In advance of a placement I will:

- be invited to give my permission to enable my child to participate in a work placement opportunity which takes account of their physical, emotional and social wellbeing and any specific support needs;

- be fully informed of which organisation is providing the work placement, its duration and location;

- acquaint myself with the purpose of the placement and what my child should expect to gain from it;

- agree along with the employer and the school that the duration of the placement will be tailored to provide the best possible experience for my child;

- communicate, where appropriate, with the school link person overseeing my child's work placement; and

- be aware of my child's goals and targets concerning the work placement.

During a placement I will:

- support my child to complete the work placement and encourage his/her enthusiasm;

- encourage my child to think beyond the specific role they are carrying out to help them gain broad insights about what 'work' means for them; and

- show interest in their experience and discuss it with them.

After a placement I will:

- support my child to reflect on their workplace learning plan and feedback from the employer;

- encourage my child to use the work placement experience to think more about what they want to do in the future, how they will get there and the skills they will need to get a job; and

- take the opportunity to participate in a quality assurance survey of my child's work placement as a means of influencing local work placement policy.

> "
> *Work placements should be practical, hands on, and linked to career aspirations.* Parent of a Student in S6
> "

School and Local Authority

Choosing the time of the placement - needs to be carefully monitored to ensure ALL young people actually have a work placement opportunity. A Secondary School

In advance of a placement we will:

- liaise with the appropriate Regional DYW Group to promote the placement opportunity;

- have robust record keeping in place which monitors and tracks where and when each young person participates in a work placement;

- ensure that the duration and timing of the placement will be mutually agreeable to the young person, the employer and the parent/carer;

- identify how the placement aligns with the young person's studies, career aspirations, abilities, and capabilities;

- ensure we pass on any information on the young person relating to their physical, social and emotional wellbeing and specific support needs (in compliance with Data Protection);

- note that the goals and targets the young person will be working towards during his/her placement are appropriate and productive and liaise with the employer until this is achieved;

- be satisfied that the employer/placement provider has arrangements in place to manage health and safety risks http://www.hse.gov.uk/youngpeople/workexperience/organiser.htm; and

- prepare young people for their placement including information on health and safety in the workplace and how to deal with any issues which may arise whilst on placement.

During a placement we will:

- monitor and track the success of the placement in unison with the young person, parent/carer and employer, taking account of the length and nature of the placement, and the needs of the young person; and

- work with the young person, employer and the parent/carer to resolve any issues that may hinder a successful placement.

After a placement we will:

- support the young person in maximising the learning from the placement learning and retain evidence from the workplace learning plan for relevant certification;

- ensure the work placement quality assurance process is contributed to by constructive feedback from the young person, the employer and the parent/carer;

- give feedback to the employer on any aspects of the placement that were particularly strong or might be enhanced – from both the young person's view and the school's;

- explore ways for the whole school community to gain maximum benefit from the placement, enabling the young person to continue developing their skills to enhance learning and teaching;

- identify ways of sharing knowledge of the workplace with staff and young people; and

- grow relationships with the employer alongside our school's self-evaluation processes. This will contribute to the Career-long Professional Learning of staff.

Guidance and Support

Education Scotland will work with local authorities, employers, parents and young people to support the implementation of the standard. This will include the co-production and sourcing of toolkits to support schools and local authorities to adopt and test out new approaches to work placements. The toolkits will include resources from different localities across Scotland and are being designed to enable schools and local authorities to source what they need depending on their own context and environment.

The toolkits will aim to include information on:

- duration and type of placements;

- work placements at the core of the learner experience – timetabling case studies;

- monitoring and tracking of work placements including management information systems;

- workplace learning plans;

- accreditation and certification;

- improvement planning and policy development;

- professional learning resource – maximising placement for staff and young people;

- insurance;

- health and safety: http://www.hse.gov.uk/youngpeople/workexperience/index.htm;

- child protection;

- equal opportunities including gender and disability participation;

- Investors in Young People Accolade; and

- employer support including developing project-based placements.

Information on the toolkits and other sources of support will be regularly updated on the dedicated Developing the Young Workforce webpage within the Education Scotland website:

www.educationscotland.gov.uk/developingtheyoungworkforce

Appendix: Work Placement Chronology

Education (Scotland) Act 1980

The Education (Scotland) Act 1980, as amended, provides the legal basis to allow students below the statutory school leaving age to participate in work placements from 1 May prior to a young person's statutory leaving year.

Determined to Succeed: A Review of Enterprise in Education 2002

In 2002 the Determined to Succeed Review Group recommended that all pupils over the age of 14 should have an opportunity for work-based vocational learning linked to accompanying relevant qualifications.

Work Experience in Scotland 2008

In 2008, the Scottish Government commissioned a review of work experience to establish the range and nature of opportunities provided across the range of pupils' abilities and needs; to gain a full understanding of these; to highlight examples of good practice in a global context; and to make recommendations for new and improved models.

Building the Curriculum 3: A framework for learning and teaching 2008 (Entitlements for all children and young people)

Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18…Those planning the curriculum have a responsibility to plan, in partnership with others involved in learning … building on prior learning and achievement in a manner appropriate to the learning needs of the individual.

Every child and young person is entitled to develop skills for learning, skills for life and skills for work…Children and young people should have opportunities: to build knowledge and understanding of the workplace, what employers may expect of them and what they should expect from employment.

Building the Curriculum 4: skills for learning, skills for life and skills for work 2009

> *Curriculum for Excellence offers the flexibility for a more individualised approach to work placements which is relevant and meaningful for young people providing opportunities for them to consider the skills they will need in advance of their placement, to practise and develop their skills and to reflect on their experience post-placement.*

> *Curriculum for Excellence can best be delivered through partnership working. All establishments should work with partners and share a common understanding and language around skills development and application. Together, they should plan and deliver learning and other experiences which meet the needs of individual children and young people.*

Commission for Developing Scotland's Young Workforce Interim Report 2013

> *…the approach to work experience needs to be developed to allow young people to have a richer experience of the workplace.*

Education Working For All!
Commission for Developing Scotland's Young Workforce
Final Report 2014

Recommendation 3: A modern standard should be established for the acceptable content and quality of work experience, and guidelines should be made available to employers.

Recommendation 33: Career advice and work experience for young disabled people who are still at school should be prioritised and tailored to help them realise their potential and focus positively on what they can do to achieve their career aspirations.

Recommendation 37: … Large public and private sector employers should be encouraged and enabled to provide an ongoing package of mentoring, work experience and other employment related support to young people in care.

Developing the Young Workforce – Scotland's Youth Employment Strategy 2014

" *The key message we have had from young people on our Interim Report is their need for significantly enhanced quality work experience while at school and college.* "

Sir Ian Wood
Chair of the Commission for Developing Scotland's Young Workforce

" *Fundamentally, this is about ensuring a work relevant educational experience for our young people. It is about all of us valuing and understanding what a rich blend of learning, including vocational education, can offer. It is about employers playing an active role, both shaping and benefiting from Scotland's education system by helping to create the talent pool they need and recruiting young employees. Ultimately, it is about the future workforce, our young people, making informed and ambitious choices about jobs and careers, ready to take their place in the world as effective contributors.* "

Rosanna Cunningham MSP
Cabinet Secretary for Fair Work, Skills & Training

Work Placements Standard | 19

Glossary of Terms

DYW Regional Groups – employer led groups whose purpose is to encourage and support more employers to engage with education and to employ more young people.
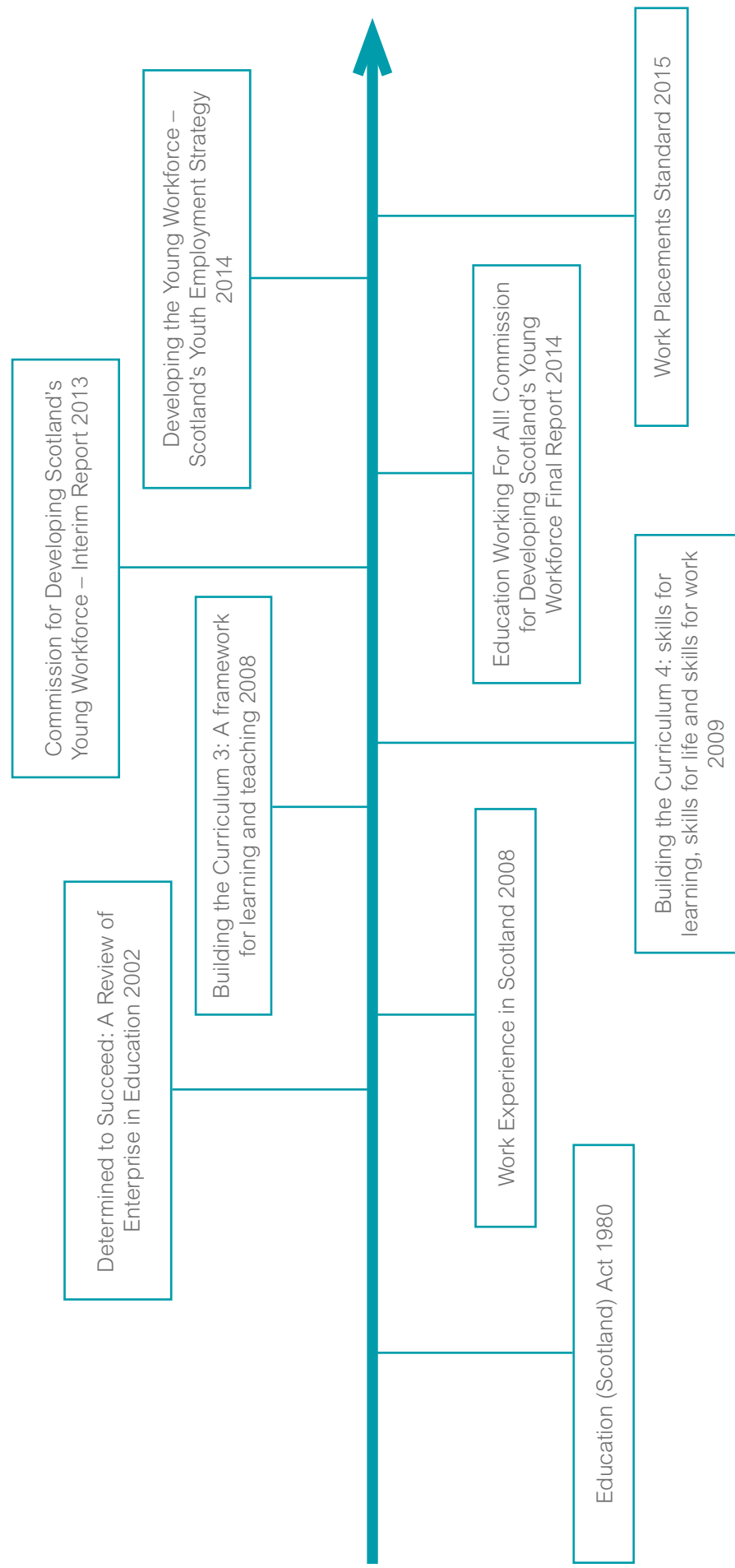
PPE (Personal Protective Equipment) – protective clothing, helmets, goggles, or other garments or equipment designed to protect the wearer's body from health or safety risks at work.

Investors In Young People Accolade – an accreditation framework that offers recommendation and guidance for organisations recruitment, retention and development of young people. http://www.investorsinyoungpeople.scot/

Timeline

Work placements are an aspect of learning that all young people are entitled to experience as part a coherent curriculum from 3-18. The timeline below outlines the policy landmarks which directly affect experience of work leading up the development of this new national standard.

Education (Scotland) Act 1980

Determined to Succeed: A Review of Enterprise in Education 2002

Work Experience in Scotland 2008

Building the Curriculum 3: A framework for learning and teaching 2008

Building the Curriculum 4: skills for learning, skills for life and skills for work 2009

Commission for Developing Scotland's Young Workforce – Interim Report 2013

Education Working For All! Commission for Developing Scotland's Young Workforce Final Report 2014

Developing the Young Workforce – Scotland's Youth Employment Strategy 2014

Work Placements Standard 2015

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West Lothian Council

POLICY DEVELOPMENT AND SCRUTINY PANEL (EDUCATION)

EDUCATION PSYCHOLOGY SERVICES – VALIDATED SELF EVALUATION

REPORT BY HEAD OF EDUCATION

A. PURPOSE OF REPORT

To inform the panel of the recent Validated Self-Evaluation (VSE) process for the Educational Psychology Service (EPS) in partnership with Education Scotland and to outline the ways in which the EPS is taking the recommendations of the VSE forward.

B. RECOMMENDATION

To note the outcome of the VSE and the Improvement Plan for EPS.

C. SUMMARY OF IMPLICATIONS

I	**Council Values**	Focusing on our customers' needs Being honest, open and accountable Developing employees Making best use of our resources Working in partnership
II	**Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)**	None
III	**Implications for Scheme of Delegations to Officers**	None
IV	**Impact on performance and performance Indicators**	Yes
V	**Relevance to Single Outcome Agreement**	Our Children have the best start in life and are ready to succeed. We are better educated and have access to increased and better quality learning and employment opportunities. We live longer, healthier lives and have reduced health inequalities

1

VI	Resources - (Financial, Staffing and Property)	None
VII	Consideration at PDSP	Underway
VIII	Other consultations	N/A

D. TERMS OF REPORT

Education Scotland announced in January 2015 that they would be working with all local authority Educational Psychology Services (EPS) to complete a cycle of Validated Self-Evaluations (VSE).

Education Scotland describes VSE with Educational Psychology Services as "an evaluative activity which supports and challenges the work of Educational Psychology Services by working collaboratively. It involves a partnership between the Education Authority, EPS and HM Inspectors, Education Scotland."

http://www.educationscotland.gov.uk/Images/SelfEvaluationGuidelinesEPS_tcm4-857388.pdf
Education Scotland, in collaboration with the profession in Scotland has identified the following two National Themes for VSEs.

- Learning and Teaching
- Partnership Working

Education Scotland further note that the themes reflect the national priorities and relate to the contributions made by EPS to attainment, addressing disadvantage and supporting and implementing, *Getting it Right For Every Child (GIRFEC)*. Both themes also allow EPS to evidence the impact and outcomes of early intervention and prevention across the full range of their service delivery.

In addition to the two national themes, EPS are also invited to identify a third theme that they feel is of particular relevance to their context.

West Lothian Educational Psychology Service was in the first group of local authorities undertaking the VSE (June 2015). This process involved the EPS working closely with partners from primary, secondary and special schools in West Lothian and colleagues from Education Central, social policy and health. A range of self-evaluation activities and discussions took place over the course of the week in conjunction with Education Scotland colleagues. Newly adopted West Lothian Assessment Model (WLAM) data was used to inform the discussions.

The EPS chose to consider the full range of current activities of the service under the two themes and identified the following activities for further scrutiny during the VSE week.

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Learning and Teaching:
- Philosophy with Children pilot project
- Primary Head Teacher Professional Learning Group
- Review of Service Level Agreements

Partnership Working:
- Early Years: "Baby Brains" programme
- Early Intervention – "Give us a Break" (loss and bereavement support programme)
- GIRFEC – Solution focused Child's Planning Meetings
- Partnership Working (WLAM Self-evaluation exercise)

In addition, the EPS chose to explore the strategic positioning of the EPS within the authority and how this enables the service to support and influence priority planning.

As a result of the VSE process, the following strengths of the EPS were identified:

- The EPS is impacting positively on learning and teaching through the application of research and evidence-based interventions
- The EPS makes a strong contribution to the Career Long Professional Learning of education and multi-agency staff
- The EPS uses strong partnership working relationships to support key council and national priorities such as Raising Attainment, Early Intervention and Getting it Right for Every Child (GIRFEC)
- The EPS has involvement in key strategic planning groups which enables it to inform key developments

It was noted that those areas in which the EPS could consider further development included;

- Targeting the work of the EPS in those areas where we know there is high impact and with those groups for whom the support will have greatest effect
- Reviewing the current service delivery model to enable greater flexibility in the delivery of high impact work
- Involving the wider team in strategic developments
- Linking more closely with Education Central colleagues to more effectively target staff development priorities and quality improvement activity

The Service has now moved towards a much more focused and targeted approach to service delivery. The three main priority areas of work for the EPS for the next 2 years have therefore been confirmed as;

- Nurture (Closing the Gap)
- Additional Support Needs: Building capacity and Supporting Inclusion
- Application of Teaching & Learning research

The new Improvement Plan for the EPS (attached) reflects this change through a reduced number of projects, focused on interventions with evidence of impact and targeted at those groups for whom the interventions will have greatest effect.

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E. CONCLUSION

The VSE process has been extremely helpful in facilitating the process of change for the EPS. The Service has been externally recognised and commended for engaging in a wide range of positively evaluated work which is having an impact on children and young people both directly and through the development of staff.

Through the feedback from the VSE, the Service will continue to work effectively with families, schools and partners albeit in a much more focused and targeted way. We will be working even more closely with key Education Services colleagues to ensure a joined up approach to the quality improvement agenda with the ultimate aim of enhancing attainment and achievement for children and young people in West Lothian.

F. BACKGROUND REFERENCES

None

Appendices/Attachments:

1. Education Psychology Service (VSE): Education Services – September 2015
2. WLEPS Improvement Plan 2015-2017

Contact Person: Jennyfer McNiven (Principal Educational Psychologist)

Email: Jennyfer.mcniven@westlothian.gov.uk   Tel No: 01506 283109

James Cameron, Head of Education

Date of meeting: 6 October 2015

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Validated self-evaluation

West Lothian Educational Psychology Services

October 2015

Contents **Page**

1. What is validated self-evaluation in Educational Psychology Services?

Validated self-evaluation (VSE) is an evaluative activity which supports and challenges the work of Educational Psychology Services (EPS) by working collaboratively. It involves a partnership between the Education Authority, EPS and HM Inspectors, Education Scotland. In EPS the VSE focuses on two key themes.

- Learning and Teaching
- Partnership Working

The themes reflect the Scottish Government's national priorities and relate to the contributions made by EPS to raising attainment, addressing disadvantage and supporting and implementing, *Getting it right for every child*. Both themes also allow EPS to evidence the impact and outcomes of early intervention and prevention across the full range of their service delivery.

In addition to the core themes, services can choose an additional one to reflect their own context. An additional area may relate to the core themes or reflect other quality indicators which impact on the service's ability to improve outcomes for its stakeholders. For example, leadership, or the delivery of the five Currie (2002)[1] functions of consultation and advice, assessment, intervention, professional development and research and development.

2. What was validated self-evaluation in West Lothian Council Educational Psychology Service?

West Lothian Educational Psychology Service's (WLEPS) vision is to improve the wellbeing and educational outcomes for all West Lothian children and young people by applying high quality evidence based psychology. The service aims to achieve their vision by:

- placing the needs of children and young people at the centre of everything they do;
- addressing barriers to learning;
- working collaboratively with partners;
- building capacity at individual and systemic levels; and
- operating within a context of continuous improvement.

As part of the VSE, WLEPS chose to look at the following areas which they had identified from their self-evaluation as requiring further investigation. These were:

Learning and Teaching

- the impact of the *Philosophy with Children* project;
- the impact of the service's work in supporting headteachers' professional development in the areas of learning and teaching; and
- the value of the Service Level Agreement process in helping the service to evaluate their work with schools.

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[1] All children attending local authority provision and/or those provisions within which the Local Authority has placed children or young people.

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Partnership Working

- evaluating the quality of the service's partnership working and how this could be strengthened in relation to the *Baby Brain* and *Give us a Break* projects; and
- the impact of the service's training on the use of solution-focused approaches in children's planning meetings.

Further details of the programmes outlined above can be found on WLEPS's website. http://www.westlothian.gov.uk/EducationPsychologyService

WLEPS's key focus during the VSE was to evaluate the added value of the above programmes in helping the Education Authority to meet its improvement targets. They did this by looking at:

- how the priorities of the authority matched those of the service;
- how the authority could best commission the EPS to tackle areas of joint concern such as attainment for all, including looked after and accommodated children and young people; and
- the impact of poverty on the educational aspirations of West Lothian's learners.

During the VSE, the EPS and senior educational and social policy managers reviewed the service's contribution to key authority strategic priorities. The outcomes from the VSE process allowed the service to adjust their improvement targets for 2015/16.

In planning for the VSE, a programme of activities was put in place involving a good range of partners. Activities included focus groups, interviews and data analysis and interpretation. All members of WLEPS were involved in one of the two themed groups which were chaired by promoted members of the service. The themed group members included partners from education services such as education officers, additional support needs managers, headteachers from primary and special schools and a depute headteacher from a secondary school. A wide range of stakeholders participated in the activities including social work and allied health colleagues as well as a principal psychologist and a psychologist from another authority. The use of an educational psychologist from another service is unique and has the potential to help the service build capacity in self-evaluation through peer review.

3. What did HM Inspectors learn about the quality of self-evaluation in West Lothian Council Educational Psychology Service?

HM Inspectors were confident about the quality and rigour of WLEPS's self-evaluation processes. The VSE provided further evidence of the value added by the service to capacity building in schools and establishments. Headteachers were able to provide strong illustrative examples of the impact the service had on their own practice, for example, by developing their action enquiry and leadership skills. Partners also reported that they had strong and productive partnerships with WLEPS leading to more effective planning and decision-making for vulnerable children and young people. Parents/carers, children and young people reported that their Children's Planning Meetings were more meaningful as a result of WLEP'S input.

The service demonstrated very good skills in self-reflection during the VSE week which impacted positively on their self-evaluation. They applied effective solution-focused

2

approaches to evaluate the interventions described above. The service accurately identified their strengths and areas for improvement. This was particularly evident at a strategic level. The service responded positively to the outcomes from self-evaluation and made appropriate changes to their priorities for the year ahead.

HM Inspectors agreed that WLEPS engaged in an effective range of evaluative activities which covered the early years, primary and secondary sectors. The self-evaluation activities during the week were ambitious with many sub-themes. Fewer sub-themes may have provided more focus and greater clarity to help inform the service's future improvement targets. Partners engaged in high quality professional dialogue during the self-evaluation activities. Their effective participation and engagement provided very good evaluative evidence to help improve the service's self-evaluation. During the week theme members improved their questioning skills and ability to analyse data more robustly. All themes recognised that the VSE took place at a time of strategic change and as such provided good opportunities to inform future planning and strategy.

4.   What does the Educational Psychology Service plan to do next?

The service identified strengths and areas for development within each of the themed areas. These can be found on the WLEPS website.
http://www.westlothian.gov.uk/EducationPsychologyService

Education Scotland and WLEPS agreed that the service now needs to:

- develop a rigorous and transparent system for prioritising and selecting interventions;
- utilise an implementation science approach or other robust framework to help the service gather appropriate data to measure the effectiveness of interventions, to inform next steps, and to ensure sustainability of the outcomes; and
- better align the EPS with the strategic priorities of the council involving all team members in the initiatives to support these.

5.   What is West Lothian Educational Council Psychology Service's capacity for improvement?

HM Inspectors have confidence in the capacity of WLEPS for continuous improvement. The Principal Educational Psychologist (PEP) has established a strong capacity building role for the service within the authority and has consolidated its very good working relationships with partners. The PEP recognises the need to refresh the service's vision to communicate more strongly the potential of the service to contribute even more to the Council's strategic priorities.

Nicola Robertson
Lead Facilitator
2 October 2015

Further information about the EPS VSE reports and self-evaluation can be found on the service's website.

Education Scotland
Denholm House
Almondvale Business Park
Almondvale Way
Livingston EH54 6GA

T   +44 (0)141 282 5000
E   enquiries@educationscotland.gov.uk

www.educationscotland.gov.uk

Education
Scotland
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Transforming lives through learning

Educational Psychology Service

IMPROVEMENT PLAN

2015-2017

1. OVERVIEW OF THE EDUCATIONAL PSYCHOLOGY SERVICE

The Educational Psychology Service (EPS) is part of the Education Quality Assurance Service. We work directly with children and their families, schools and multi-agency partners to contribute to the overall aims of the council in relation to the educational achievements and mental health and wellbeing outcomes for West Lothian's children and young people.

All Scottish Educational Psychology Services have 5 core functions that include Consultation, Assessment, Intervention, Training and Research. All of these functions are carried out at the level of the individual child / family, the school and the wider local authority. We also have statutory functions as outlined in the Education (Scotland) Act, 1980 which primarily include the giving of advice to parents, schools and local authorities regarding children with additional support needs.

In West Lothian, the Educational Psychology Service key activities include:

- Building capacity in schools, families and multi-agency partners through training and development work
- Contributing to the multi-agency assessment and intervention process for individual children / young people and their families
- Supporting Looked After Children (LAC) and young people.
- Supporting the improvement agenda through core involvement in School VSE teams
- Research and development support to key authority initiatives to contribute to positive outcomes for children and young people
- Give us a Break (loss and bereavement groupwork programme): delivery and training

The EPS is also represented in the following Strategic Working Groups and professional teams;

- Children's Services Strategic Planning Group
- Moving Forward in Learning workstreams
- Education SMT
- Additional Support Needs (ASN) Team
- Senior Officer Review Group (SORG)
- Initial Review Group (Early Years ASN Planning)
- Mental Health Mental Well Being (MHMWB) Screening Group
- Children and Young People's Health and Wellbeing Working Group
- Early Years Collaborative – support to local projects
- Families Included Service
- Autism Spectrum Disorder working groups
- LAC Strategy Group
- Re-shaping Services for Children working group (social policy Delivering Better Outcomes)
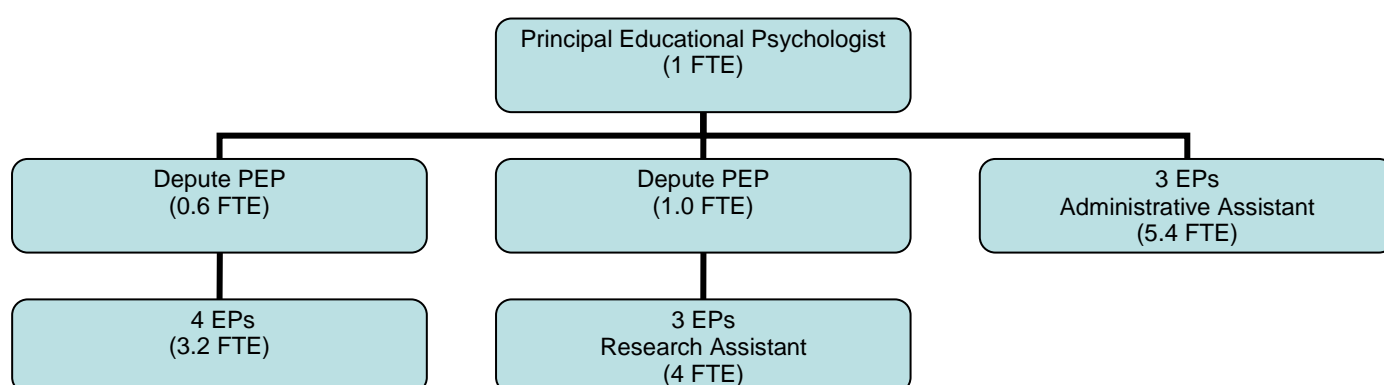
Our main customers are:
- Children and young people
- Parents/families
- Schools

Our main partners are:
- Other Education Central Services
- Multi-agency colleagues (Community Child Health and associated therapy services, CAMHS, Social Policy)

Every school/pre-school establishment in West Lothian has a named Educational Psychologist who supports them in meeting the needs of a wide range of learners through the provision of our 5 core functions as outlined above. We deliver the service through regular contact with each establishment through Service Level Agreements which are negotiated annually with schools.

The EPS is organised as follows:

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                    ┌─────────────────────────────┐
                    │ Principal Educational        │
                    │ Psychologist                 │
                    │ (1 FTE)                      │
                    └─────────────────────────────┘
          ┌──────────────────┼──────────────────────┐
┌──────────────────┐ ┌──────────────────┐ ┌──────────────────┐
│ Depute PEP       │ │ Depute PEP       │ │ 3 EPs            │
│ (0.6 FTE)        │ │ (1.0 FTE)        │ │ Administrative   │
│                  │ │                  │ │ Assistant        │
│                  │ │                  │ │ (5.4 FTE)        │
└──────────────────┘ └──────────────────┘ └──────────────────┘
┌──────────────────┐ ┌──────────────────┐
│ 4 EPs            │ │ 3 EPs            │
│ (3.2 FTE)        │ │ Research Assistant│
│                  │ │ (4 FTE)          │
└──────────────────┘ └──────────────────┘
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2. AIMS OF THE EDUCATIONAL PSYCHOLOGY SERVICE

The vision of the Educational Psychology Service is to improve the wellbeing and educational outcomes of all children and young people in West Lothian through the application of psychology.

We aim to achieve this by:

- placing the needs of children and young people at the centre of everything we do
- identifying and addressing barriers to learning
- working collaboratively with our partners
- building capacity at individual and systemic levels
- operating within a context of continuous improvement

Factors Influencing the Improvement Plan (2015-2017)

1. **Local Authority factors**

   The Corporate Plan sets the strategic direction and our priorities for West Lothian Council. There are eight priorities that we, and our community, believe can make a lasting and sustainable impact on the local area and improve the lives of residents in West Lothian.

   Priority 1: Delivering positive outcomes and early interventions for early years
   Priority 2: Improving the employment position in West Lothian
   Priority 3: Improving attainment and positive destinations for school children
   Priority 4: Improving the quality of life for older people
   Priority 5: Minimising poverty, the cycle of deprivation and promoting equality
   Priority 6: Reducing crime and improving community safety
   Priority 7: Delivering positive outcomes on health
   Priority 8: Protecting the built and natural environment

   The Corporate Plan informs Education Services Management Plan to ensure our work impacts positively on services for children and young people. Education Services focuses particularly on priorities 1, 2 and 3.

2. **Education Services**
   Education Services works towards achieving the key strategic aims of the council, in partnership with schools. In particular, Education Services aims to improve opportunities for children and young people by:

Working with a range of partners, the key purpose of Education Services is to continuously raise attainment and achievement for all children and young people in West Lothian, ensuring that our young people succeed in securing a positive and sustained destination after school. (Attainment Strategy)

The Educational Psychology Service is a key partner in the delivery of this agenda and is integrated within Education Services through involvement in the Moving Forward in Learning framework. The Service is also linked with key partner agencies in order to facilitate collaborative working in meeting the wider social and learning needs of West Lothian's children and young people including those who are Looked After. This Improvement Plan sets out the actions and activities that we will undertake in 2015-2017 to support the Education Service priorities outlined above.

3. National factors

The following national agendas impact upon the work of the Educational Psychology Service:

- Getting it Right for Every Child: Children and Young People's Act (2014)
- Scottish Attainment Challenge
- Presumption of Mainstream / Inclusion
- Curriculum for Excellence
- Validated Self-Evaluation for Educational Psychology Services (Education Scotland)
- Early Years Collaborative

4. Education Psychology Service factors: Validated Self-Evaluation (Education Scotland)

The Educational Psychology Service has recently completed a successful Validated Self-Evaluation process with Education Scotland (June 2015).

The VSE focused on 2 National themes: **Learning & Teaching** and **Partnership Working**. The EPS was identified as having strengths in;

- Impacting positively on learning and teaching through the application of research and evidence based interventions
- Strong contribution to the Career Long Professional Learning of education and multi-agency staff
- Strong partnership working to support key council and national priorities such as raising attainment and early intervention
- Involvement in key strategic planning groups which enables the EPS to inform key developments
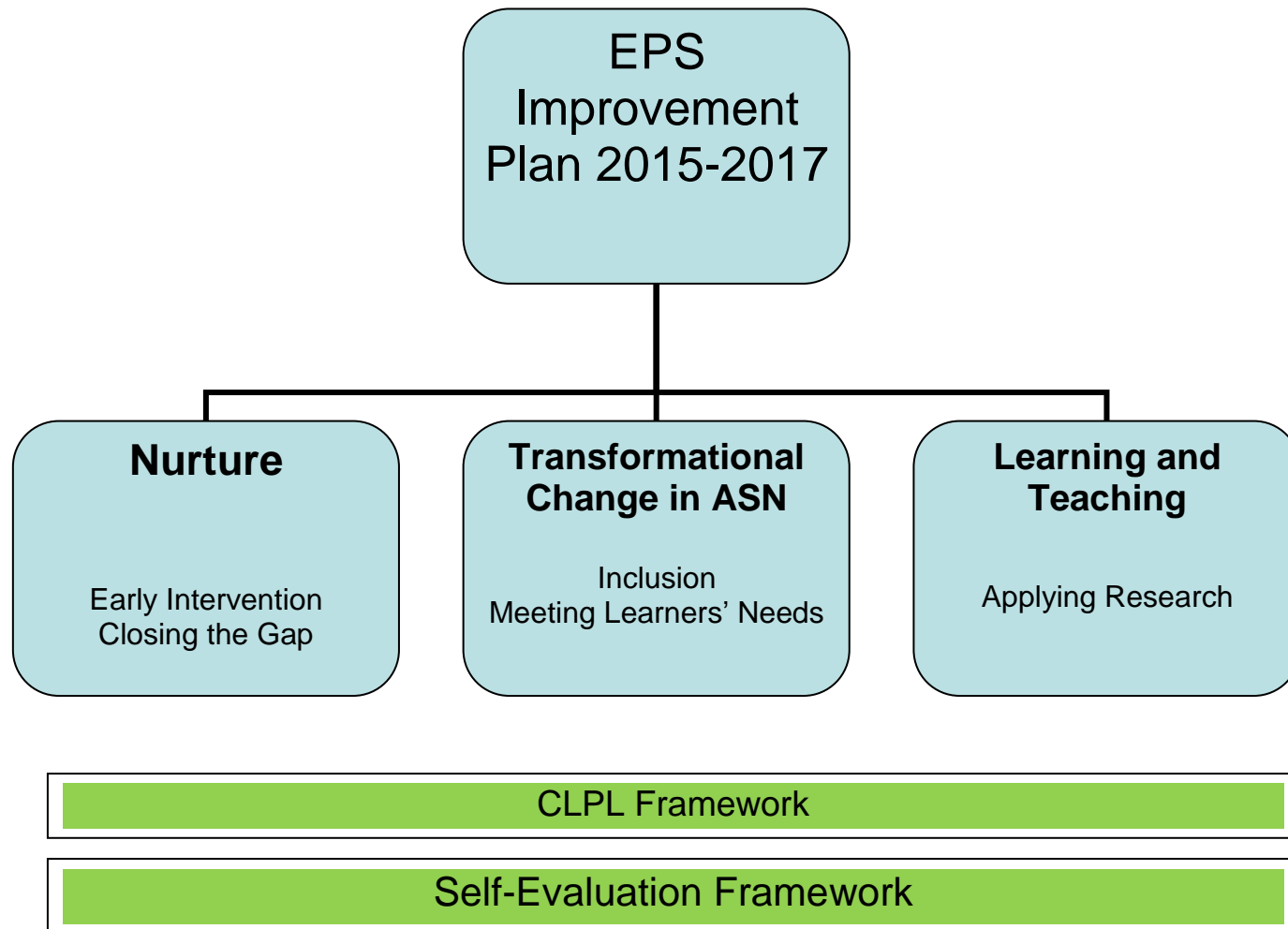
The process also suggested a number of areas of consideration for improvement including;

- targeting the work of the EPS in those areas where we know there is high impact
- reviewing our current service delivery model to enable greater flexibility in the delivery of high impact work
- Involving the wider team in strategic developments
- Linking more closely with Education central colleagues to more effectively target staff development priorities and quality improvement.

The recommendations from this process have significantly influenced the EPS Improvement Planning process and are reflected in this revised Improvement Plan. The full Education Scotland report can be access here:

Raising Attainment

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┌─────────────────────┐
│        EPS          │
│    Improvement      │
│   Plan 2015-2017    │
└─────────────────────┘
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Nurture

Early Intervention
Closing the Gap

**Transformational
Change in ASN**

Inclusion
Meeting Learners' Needs

**Learning and
Teaching**

Applying Research

CLPL Framework

Self-Evaluation Framework

Session	Area of Development	Strategic Plan (Three Years) Objectives	Evaluation
2014-2015	Early intervention: Early Years	EPS involved in authority delivery of PPP Baby Brain work to be delivered to wider audiences and developed into a "train to train" model	PoPP: Triple P element will continue on individual basis through casework in the early years. Baby Brains work will be targeted at vulnerable groups as part of CLPL menu. (developing)
	Early Intervention: GUAB	Delivery of the GUAB directly to children and young people Development of the training strategy to enable us to become self-sufficient in ongoing training.	This work to continue and become part of core EPS Service delivery. Train to train model established.
	Early Intervention: MHMWB Screening Group	EPS to develop links with partners through involvement in this group. To use strategic information about the group to further target resources.	This work to continue and become part of core EPS Service delivery. Development Day planned for Oct 2015.
	Early Intervention: Self-harm development work	Working collaboratively with partners to develop support structures for staff in schools working with young people who self harm.	Draft multi-agency guidance produced. This work to continue and become part of CLPL framework (developing)
	Self-evaluation development	Development of current self-evaluation processes for the service	This work will be embedded into practice throughout the coming session as part of our underpinning self-evaluation framework.
	Philosophy with Children	All interested staff to be trained and supported to deliver the Philosophy with Children approach across subject areas. Evaluation to be completed by Strathclyde University.	Positive experience so far. No hard data gathered as yet. Qualitative data is positive. Consider authority wide development through Literacy MFiL Workstream. Pick up as part of "Learning and Teaching" EPS Improvement Plan
	Looked After Children	Clarity regarding role of EPS and development officers to be confirmed and processes agreed.	Effective working relationship with development Officers established. Links will be renewed with re-structured social policy management groups and will become part of core EPS service delivery as well as a strand of CLPL framework.
	Future Service Delivery: Secondary School Work	Consistency of EP practice Model of evaluation of impact devised Increased joint working through collaboration Increased training and development	Key areas of joint working will transfer to CLPL framework next year. Build time for shared practice into team development planning.

DATA LABEL : PUBLIC

	Future Service Delivery: Cognitive Abilities Profile	Exploration of new assessment tools to enhance the EP assessment process.	Plans for follow-up CAP session with Mid-Lothian colleagues early in the new session. (postponed from June 2015)
	Primary HT Professional Learning programme	Embed research based professional dialogue into the CPD menu for Head Teachers	Transfer to the CLPL framework
	Electronic File Management	Recommendation and implementation of an electronic file Management system	To be confirmed following team discussion on 13th August.
	As result of significant evaluation activity during our VSE process with Education Scotland in June 2015, the service re-shaped and re-focused activity for the 2015-2016 action plan. These plans are reflected below.		
2015-2016	**Nurture**	To support the Authority-wide roll out of Nurture practice in our primary schools in line with time limited investment work.	
	Transformational Change in ASN	To work alongside key partners in Education Services to reshape planning processes for pupils with additional support needs. To support schools with changes in processes and procedures.	
	Learning and Teaching	To provide clarity from the research about best practice in learning and teaching in the area of raising attainment. To support schools in implementing practical changes to teaching practice in line with the research.	
2016-2017	**Nurture**	To continue to support schools with embedding Nurture and to focus on succession planning for the Nurture work.	
	Transformational Change in ASN	To continue to support the embedding of new processes and procedures with schools and partner agencies	
	Learning and Teaching	To continue to support schools and key partners in implementing key improvements in relation to the teaching and learning research.	

More detailed planning tools for each project area are available on request

Development Tasks 2015-16	Planned Activities	Timescales	June 2016 Evaluation
Self-evaluation tasks			
Embed casework reflection and pupil feedback tools into practice	Use of self-evaluation tools for casework. Peer consultation sessions	Ongoing Oct & March	
Establish annual cycle of WLAM customer satisfaction data gathering from schools, parents and partners.	Collation of key stakeholder feedback from : Schools Parents Children & Young People	 June Tbc Tbc	
Use SLA review process to check with schools re service delivery	SLA review discussions with schools mid-way through the year to inform School Improvement Planning process	Feb / March 2016	
EPS VSE follow-up tasks			
Ensure the work of the EPS is more targeted both in terms of impact of the work and target population	Discussion within Project Team Discussion as part of CLPL planning	Ongoing	
Facilitate the involvement of the wider EPS team in strategic planning: initial exploration of the Moving Forward in Learning Workstreams and EPS contribution to this agenda.	MFiL representatives identified Establishment of ASN Workstream to include Nurture and Transformational Change work Regular feedback to whole team	Initial contact made by mid-September 2015	
Link more closely with key Education Service partners to ensure a strategic, cohesive approach to developments.	Consider joint meetings with Education Officer colleagues		
Consider alternative service delivery models to ensure the EPS is "fit for purpose" in the future. Colleagues from other EPS where significant restructuring has taken place to be invited for discussion. Consider electronic file storage.	Electronic file management to be rolled out during the session. Transformational Change work to influence	Start Sept / Oct 2015 Ongoing	

	service delivery models		
Consider a longer term Improvement Plan framework to track progress	Implement new Team Development Plan. Whole team discussion and agreememt	New plan introduced August 2015	
CLPL related tasks			
Agree on key priority CLPL topics/areas and target audiences (include professional learning follow-up eg action enquiry focus) Consider different "levels" of CLPL work (eg. developed and developing)	Discuss current areas of staff development of high impact Agree key priority training delivery in the context of the new development Plan.	Team Discussion sept/oct 2015	
Establish a robust mechanism for responding to CLPL requests to ensure this work is targeted as planned	Team discussion at development day	October 2015	
Evaluate PSW conference and consider future developments	Analysis of evaluation forms Team discussion and planning for future developments	August 2015	
School VSE development work			
Develop new model with EO colleagues	Joint planning discussion with EO Team	5th August 2015	
Evaluate progress of new model	Team reflections at October Development Day Consider further joint planning meetings with EO Colleagues	Internal reflections – October 2015.	

![West Lothian Council logo]

EDUCATION POLICY DEVELOPMENT AND SCUTINY PANEL

A DRAFT NATIONAL IMPROVEMENT FRAMEWORK FOR SCOTTISH EDUCATION

REPORT BY HEAD OF EDUCATION

A.   PURPOSE OF REPORT

To inform the panel of Scottish Government's Draft National Improvement Framework for Scottish Education and to note West Lothian's approach to assessment in the Broad General Education.

B.   RECOMMENDATION

The Panel is recommended to note the Draft National Improvement Framework and to receive a further report when more information is available following the published amendments to the Education Bill, the engagement events and the detail of the specification of the new standardised tests.

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)**	A Scottish Government equality relevance assessment has been undertaken. The national improvement framework will be delivered in a way which meets the individual needs of each pupil, including any needs arising from protected characteristics.
III	**Implications for Scheme of Delegations to Officers**	None
IV	**Impact on performance and performance Indicators**	Raising Attainment Strategy, Public reported Performance Indicators on Attainment.
V	**Relevance to Single Outcome Agreement**	Young people are better educated and have access to increased and better quality learning and employment opportunities.
VI	**Resources - (Financial, Staffing and Property)**	None
VII	**Consideration at PDSP**	Underway

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VIII   Other consultations   There is no national consultation but a planned series of engagement events for all interested parties.

D.   TERMS OF REPORT

D.1 Background.

The Scottish Government has announced that it intends to bring forward a National Improvement Framework that will include standardised tests in literacy and numeracy at P1, P4, P7 and S3.

Currently West Lothian Council carry out adaptive online assessments at P1, P3, P5, P7 and S2. To provide an early baseline in value added performance assessments have been carried out at the remaining primary stages but it is not intended to continue this practice beyond this academic year. Performance in adaptive test is reported annually to Education PDSP. The assessments provide diagnostic information to teachers on the performance of individual children or different cohorts of children, and data for performance management and scrutiny by Education Services. The data from assessments is provided to parents on an individual basis and in the context of reporting on curricular progress. This avoids the creation 'league tables'.

The Scottish Government view is that the new standardised tests will replace the range of assessments currently undertaken by 30 local authorities.

The assessment results from the National Improvement Framework will be comparable between all schools in Scotland and pupil level data for children in broad general education will be available to the Scottish Government. Data from the assessments will be made public in some to yet to be agreed way.

D. 2 Key Points.

The Education [Scotland] Bill is to be amended to place the National Improvement Framework and the reporting arrangements on a statutory footing, with a commitment to reporting annually.

There will be a series of national and regional engagement events to discuss and provide views on the National Improvement Framework between now and the end of 2015.

The standardised tests will be trialled in 2016 in the 7 council areas identified in the Scottish Attainment Challenge and thereafter across the country in 2017. The specification for the new standardised tests is not yet available but the framework is intended to support both local improvement and national assurance.

A new children and young people's health and well-being survey is being planned, aiming to gather information for the first time in 2017.

E.   CONCLUSION

Schools will continue to build on the improvement strategies for raising attainment and

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closing the gap already in place in implementing the West Lothian Raising Attainment Strategy. As more information becomes available a further report will be provided on the implementation of the framework in light of the current West Lothian practice on adaptive tests.

F. BACKGROUND REFERENCES

None

Appendices/Attachments:

1. A Draft National Improvement Framework for Scottish Education – Executive Summary, The Scottish Government, 1 September 2015

Contact Person: Abi Adam, Raising Attainment Officer

01506 281438

abigail.adam@westlothian.gov.uk

James Cameron, Head of Education

Date of meeting: 6 October 2015

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A draft National Improvement Framework for Scottish Education
Tuesday, September 1, 2015

To drive improvement for children, with a clear focus on raising attainment and closing the gap.

Executive Summary

The National Improvement Framework for Scottish education is a Framework to drive improvement in our education system. It will bring together a range of key performance information to improve outcomes for every child in Scotland. It sets out our vision and priorities for Scotland's children, particularly for the most disadvantaged, and the drivers of improvement which support those priorities. It builds on the best practice within Curriculum for Excellence in using a range of data and evidence to report and plan improvements for children.

It will ensure that our education system is continually improving and that all children are being equipped with the skills they need to get on in the world. Most importantly, it will ensure that we are making progress in closing the gap in attainment between those in our most and least deprived areas. The Framework will promote consistency and transparency and support diversity, and give room for innovation in schools.

We have based the Framework on the best practice which exists internationally on the use of data and intelligence to improve education at system, local, school and individual child level. Our work has been informed by the OECD research on Synergies for Better Learning http://www.oecd.org/edu/school/synergies-for-better-learning.htm.

Providing the support that all our children and young people need is at the heart of the framework. To do that we need to know much more, on a consistent and systematic basis, about the performance of our education system. The National Improvement Framework will allow us to see where we are succeeding and where we need to do more. By doing that, it will help us to raise standards more quickly. At its heart will be a new national standardised assessment for children in primaries 1, 4, 7 and in S3. These assessments will focus on standards of literacy and numeracy. We will also bring greater focus to improvements in the health and wellbeing of children and young people. This will bring consistency, transparency and robustness to the work currently taking place across the country and will support teachers in understanding children's progress within Curriculum for Excellence.

There will be a series of consultation and engagement events to gather views and discuss the detail.

West Lothian Council

EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL

REPORT ON THE ATTAINMENT SCOTLAND FUND SCHOOLS PROGRAMME

REPORT BY HEAD OF EDUCATION

A. PURPOSE OF REPORT

To inform the panel of the inclusion of two West Lothian schools in the Scottish Attainment Scotland Fund Schools Programme.

B. RECOMMENDATION

It is recommended that the panel:

i. Notes that Bridgend Primary School and St Thomas' Primary School, Addiewell have been selected by the Scottish Government to be included in the Attainment Scotland Fund Schools programme

ii. Agrees to consider the schools' progress in 'closing the gap' through further reports to the Panel throughout the four year programme.

C. SUMMARY OF IMPLICATIONS

I	**Council Values**	Focusing on our customers' needs; Providing equality of opportunities; Making best use of our resources; Working in partnership
II	**Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)**	In line with the council's Attainment Strategy.
III	**Implications for Scheme of Delegations to Officers**	None
IV	**Impact on performance and performance Indicators**	Raising Attainment Strategy performance indicators on school attainment and closing the attainment gap.
V	**Relevance to Single Outcome Agreement**	Children and young people are better educated and have access to increased and better quality learning and employment opportunities.

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VI	Resources - (Financial, Staffing and Property)	Schools will receive funding from Scottish Government which will be based upon the context of the individual schools. Levels of funding have not been confirmed.
VII	Consideration at PDSP	Underway
VIII	Other consultations	None.

D.1   TERMS OF REPORT

Schools Programme, Collaborative School Improvement.

The aim of the Schools Programme is to accelerate improvement by scaling up successful activity and by facilitating and spreading experience and practice of what works at local and national level.

Bridgend and St Thomas' Primary Schools were identified by Scottish Government as recipient schools based on 70% of the children on the school roll living in post codes in Deciles 1 and 2 of the Scottish Index of Multiple Deprivation (2012).

A collaborative model for school improvement is already well established in West Lothian and the Schools Programme is compatible with activities and actions currently undertaken as part of the Raising Attainment Strategy.

D.2   STRATEGIC OVERVIEW OF THE INITIATIVE

The Schools Programme is part of the national Scottish Attainment Challenge and has a key focus on literacy, numeracy and health and wellbeing.

The funding to support improvement initiatives will be over 4 years and the participating schools will have access to a national programme of support and resources, some of which will be available to cluster schools where relevant and appropriate.

A part time attainment advisor will be allocated to West Lothian by Education Scotland to assist in building the capacity of practitioners and leaders to undertake self-evaluation and to plan effectively to support continuous improvement in raising attainment.

E.   CONCLUSION

West Lothian has a proven track record in raising attainment and contributes well to local and national collaborative enquiry and shared learning opportunities. While the attainment challenge funds only two schools, Education Services will continue to prioritise and implement activity to achieve improvements in literacy, numeracy and wellbeing outcomes for all children and young people experiencing less advantage, wherever they live in West Lothian, in line with the council's Raising Attainment Strategy.

F.   BACKGROUND REFERENCES

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Appendices/Attachments:

1. The Scottish Attainment Challenge – Attainment Scotland Fund Schools Programme

Contact Person: Phyllis Wood, Quality Improvement Manager

Telephone Number: 01506 282633

E-Mail: Phyllis.Wood@westlothian.gov.uk

James Cameron, Head of Education

Date of meeting: 6 October 2015

Appendix 1

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ATTAINMENT SCOTLAND FUND SCHOOLS PROGRAMME

Information for
Primary Schools and Local Authorities

Introduction

This document provides an introduction to the Attainment Scotland Fund Schools Programme and information on next steps.

What do we mean by Attainment?

The Scottish Government's ambition is to raise attainment and reduce educational inequity for all of Scotland's children and young people. Attainment is the measurable progress which children and young people make as they advance through and beyond school, and the

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development of the range of skills, knowledge and attributes needed to succeed in learning, life and work.

What is the Scottish Attainment Challenge?

The Scottish education system works well for almost all children and young people, who make good progress in their learning. However, there is still a gap between the progress which is made between those living in Scotland's least and most deprived areas. Many children and young people from lower-income households do significantly worse at all levels of the education system than those from better off homes. This is often referred to as the 'attainment gap'. This gap is unacceptable.

Tackling the attainment gap requires challenging everyone involved in Scottish education to relentlessly focus efforts on reducing the impacts of deprivation on educational outcomes. The First Minister launched the Scottish Attainment Challenge in February 2015 in order to bring a greater sense of urgency and priority to this issue. The work is set firmly within the context of Curriculum for Excellence (CfE) which aims to ensure that all children and young people in Scotland develop the attributes, knowledge and skills they will need to flourish in life, learning and work.

The Scottish Attainment Challenge will focus and accelerate targeted improvements in literacy, numeracy and health and wellbeing. The Challenge will build on the range of initiatives and programmes already in place to raise attainment and reduce inequity for children across Scotland.

Universal Support

This is the package of support available to all in Scotland and which will bring together three main components that are designed to fit together to create an integrated approach in order to help local authorities and schools access the information and support they need to narrow the attainment gap.

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- Attainment Advisors - local Authorities will have direct access to a named Attainment Advisor who will work collaboratively alongside local authority staff on agreed priorities which support the Scottish Attainment Challenge.

- National Hub - a virtual centre of educational expertise that will support the Scottish Attainment Challenge. The hub will play a key role in moving knowledge to action around the education system. It will incorporate a range of features to build collaborative learning and engage leaders and practitioners to support a self-improving education system.

- Support for inter-authority improvement partnerships - the Association of Directors of Education in Scotland (ADES) are developing inter-authority partnerships as outlined in its 2020 vision. Support will be provided for inter-authority improvement partnerships in particular with priorities which are aligned with the Scottish Attainment Challenge.

Attainment Scotland Fund

This Schools Programme is part of the Attainment Scotland Fund, which provides £100 million over 4 years (2015 – 2019) to support aspects of the Scottish Attainment Challenge. £20 million in total has been made available for financial year 2015/16 to support a range of work across the areas allocated the Fund.

In addition to specific schools, the Fund is also supporting seven local authority-wide areas - Glasgow, Dundee, Inverclyde, West Dunbartonshire, North Ayrshire, Clackmannanshire and North Lanarkshire.

Schools Programme

The Schools Programme will support specific primary schools to further accelerate the good work already taking place to improve outcomes in

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literacy, numeracy and health and wellbeing for pupils living in deprived areas.

Schools involved in the Programme have been selected where over 70% of their pupils live in the 20% most deprived data zones in Scotland (Scottish Index of Multiple Deprivation 2012). The core purpose of the Schools Programme is to work collaboratively within, between and across schools identified for the Programme. The schools involved will take a key role in implementing, supporting and spreading practice of what works to raise attainment, ambition and aspirations.

The Attainment Scotland Fund will help to further accelerate improvement by scaling up successful activity and supporting innovation. It will promote collaborative partnerships, facilitate and spread experience and practice of what works. This will be underpinned by targeted, sustainable and evidence-based interventions through the further development of parental and community engagement, professional learning and leadership at all levels.

The schools taking part in the Challenge will form a cohort of leaders and take a key role in supporting collaborative enquiry and shared learning through national and local partnership activity and events. They will lead and learn not only within and across the schools involved in the Programme but also throughout the Scottish Education system.

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What can schools and local authorities expect?

As a school and local authority involved in the Programme you will:

- be part of a network of schools and leaders across Scotland to support shared learning and collaborative enquiry;

- have access to your local authority Attainment Advisor who will provide support and challenge on how to raise attainment of children living in deprived areas including through access to national initiatives and programmes;

- be provided with funding which will be based upon the context of the individual school or schools;

- have access to Scottish Government, Education Scotland, support and evaluation expertise and other key partners; and

- benefit from being able to access to the National Hub and inter authority support, both to obtain and share learning and practice.

What will schools and local authorities be asked to contribute?

As a school and local authority involved in the Programme you will be asked to:

- identify, prioritise and implement activity to achieve improvements in literacy, numeracy and health and wellbeing outcomes for children living in deprived areas;

- actively engage in national leadership activity and events, collaborative enquiry and shared learning opportunities;

- work collaboratively with the local authority Attainment Advisor;

- assess, monitor and track progress through the effective use of school level improvement and performance data; and

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- support the development of the National Improvement Framework.

Priorities

The Scottish Attainment Challenge is targeted at primary schools to reflect the importance of early intervention and to ensure that, by the time they leave primary school, all children are confident, healthy and happy learners and have the necessary literacy and numeracy skills to access the secondary curriculum.

The Curriculum for Excellence has increased expectations for all of Scotland's children. It is essential that children progress well in the curricular areas of literacy, numeracy and health and wellbeing. It is accepted that skill development in **literacy** and **numeracy** as the foundation for all other learning. Children's ability to learn is also influenced strongly by their **health and wellbeing**, background and home circumstances.

Parents and carers who are actively involved in their child's learning and development can improve their child's progress significantly. The Challenge will support parents and carers to engage more fully with their child's learning and the life of the school.

Teachers are **leaders** in a number of important ways. They are expected to lead learning with a clear focus on improving outcomes for everyone. All leaders have a responsibility for encouraging collaborative partnerships to ensure positive outcomes for children and young people. The Challenge will support Headteachers, senior management and classroom teachers to develop in their role as leaders.

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How will improvement proposals be agreed and funded?

The school in partnership with its local authority will identify a range of interventions and strategies to raise attainment of children living in deprived areas. This work will build on the existing Schools Improvement Plan and self-evaluation, taking in to account the individual circumstance and contexts of the school or schools.

Schools which have been selected are asked to provide an outline improvement proposal using the following headings. It is acknowledged that schools and local authorities may want to work collaboratively and develop joint plans or approaches. You should aim to keep your proposals reasonably short, up to a maximum of 6 pages depending on the number of schools involved.

Main focus: The issue to be addressed, the target school or schools and the target group or groups. This should also include any available evidence and data and an analysis of what this demonstrates about the attainment gap.

Outcomes, impact and measurement: The desired outcomes for pupils and how progress towards these will be measured over time.

Proposal/Plan: The key strategies and interventions to be implemented, including the evidence base and/or rationale.

Communication: How the school will engage parents, pupils, staff and the community.

Sustainability: How the school will build on the work of the Fund.

Cost: The funding required to make the difference, including consideration of a requirement and profile across 4 years.

At this stage we will not support capital expenditure or disproportionate levels of central or administrative resource.

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How will success be measured?

The impact of the Attainment Scotland Fund will need to be understood at a local and national level, and it will be important to use evidence and data to inform plans and track progress.

Schools should continue to use the approach they currently take to school improvement planning and the arrangements they have in place locally to measure and report on children's progress.

To ensure there is an understanding of children's progress in literacy and numeracy schools will be asked to provide information on CfE levels at P1, P4 and P7 as well as information on approaches to monitoring progress in health & wellbeing. There may be a need to supplement these areas with additional data and evidence, which will be discussed.

Next Steps

The key next step is to start considering the areas where the Attainment Scotland Fund can make an additional, real and sustainable difference over the 4 years of the Fund.

Education Scotland and the Scottish Government will arrange to meet all local authorities involved with the schools programme to help formulate a short improvement proposal using the headings provided above.

The Programme will be formally launched on 1 October 2015 in Edinburgh. This event will be an opportunity to:

- find out more about what is involved;
- hear the Cabinet Secretary's views on the importance of the Programme;
- hear from inspirational speakers relevant to the priorities of the Challenge;
- provide thinking and working time on improvement plans; and

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- provide networking opportunities.

Thereafter Attainment Advisors will work collaboratively with their designated local authorities to help implement the proposals. Attainment Advisors will have a key role in supporting the work and on-going partnerships with Education Scotland and the Scottish Government.

Scottish Government & Education Scotland

August 2015

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EDUCATION PDSP WORKPLAN 2014-15

Title	Purpose	Lead Officer	Frequency	PDSP	Referral to Education Executive
Sustained Positive Destinations	To inform elected members of latest Sustained Positive Destination results.	Stuart McKay/Dawn Roden	Annual	06/10/2015	
Primary and Secondary Schools Adaptive Testing Results	To update elected members on the Adaptive Testing results for primary and secondary schools	John Tease	Annual	06/10/2015	
SQA Results – S4 and S5 Insight Data	To inform elected members of S4 and S5 Insight Data.	Ken Boal/John Tease	Annual	06/10/2015	
Transition Policy	To inform elected members of up to date guidance on key transitions	Jan Ingram/Phyllis Wood	One Off	06/10/2015	19/10/2015
Work Experience Pilot – Evaluation	To update members on an evaluation of the Work Experience Pilot	Michelle Robertson	One Off	06/10/2015	No
Psychological Services – VSE	To inform members of the outcome of the Psychological Services VSE	Jennyfer McNiven	One Off	06/10/2015	No
National Improvement Framework	To update members on the implementation of the new National Improvement Framework	James Cameron	One Off	06/10/2015	19/10/2015
Scottish Attainment Challenge	To update members on the proposals for the Scottish Attainment Challenge as it effects West Lothian Schools	James Cameron	One Off	06/10/2015	19/10/2015
Access to Education Fund Phase 2	To inform members of the outcome of West Lothian Schools' applications for Access to Education Phase 2	Laura Quilter	One Off	24/11/2015	08/12/2015
Attainment Strategy	To inform elected members of the updated Attainment Strategy for 2015-17	Phyllis Wood/Jan Ingram	One off	24/11/2015	08/12/2015
Education Support for Looked After Children	To inform members on Education Support for Looked after Children	Alison Raeburn	One off	24/11/2015	No
Base School Forecasts – Update	To inform members as per PDSP 25/02/14 Action Note	David McKinney	Annual	24/11/2015	08/12/2015

Title	Purpose	Lead Officer	Frequency	PDSP	Referral to Education Executive
Innovation Award of £250,000 to Support Virtual Learning	To inform members of the Innovation Award of £250,000 to Support Virtual Learning	Laura Compton	One Off	24/11/2015	
Home Education Policy	To inform members of proposed changes to the Home Education Policy	Alison Raeburn	One Off	24/11/2015	08/12/2015
Implementation of Children and Young Peoples Act 2014, Part 3	To inform members of the implementation of Children and Young Peoples Act 2014, part 3	Alison Raeburn	One Off	24/11/2015	
Consultation on name for new South Armadale Primary School	To inform members of the outcome of the Consultation on name for new South Armadale Primary School	Andrew Sneddon	One Off	24/11/2015	08/12/2015
Performance Indicators	To invite elected members to scrutinise Education Services Performance Indicators	Andrew Sneddon	Thrice Yearly	24/11/2015	
Flexibility and Choice – Early Learning and Childcare	To inform members of the outcome of the consultation on Flexibility and Choice – Early Learning and Childcare and proposals to increase flexibility	Andrew Sneddon	Bi-Annual	05/01/2016	19/01/2016
Special School Staffing Review	To inform members about the Special School Staffing review	Elaine Cook	One Off	TBC	TBC
Positive Relationships and Health and Wellbeing	To update members on Positive Relationships and Health and Wellbeing	Phyllis Wood & Alison Raeburn	One Off	TBC	
Nurture Groups Year End Evaluation	To update members on the nurturing framework at the end of its first year of operation	Jennyfer McNiven	One Off	TBC	No