



West Lothian  
Council

## ***Education Policy Development and Scrutiny Panel***

West Lothian Civic Centre  
Howden South Road  
LIVINGSTON  
EH54 6FF

19 November 2015

A meeting of the **Education Policy Development and Scrutiny Panel** of West Lothian Council will be held within the **Council Chambers, West Lothian Civic Centre** on **Tuesday 24 November 2015 at 10:00am**.

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 6 October 2015 (herewith).
5. Performance Report - report by Heads of Education (herewith).
6. Access to Education Grant Funding - Phase 2 - report by Head of Education (Development) (herewith).
7. Transformational Digital Learning - report by Head of Education (Development) (herewith).

DATA LABEL: Public

8. Consultation on a Proposal for a Digital Learning and Teaching Strategy for Scotland - report by Head of Education (Development) (herewith).
9. Naming of New Primary School in Armadale - report by Head of Education (Development).
10. Parental Involvement Strategy - report by Head of Education (Quality Development) (herewith).
11. Raising Attainment Strategy 2015-18 - report by Head of Education (Quality Assurance) (herewith).
12. West Lothian Council Education Services - Implementation of Children and Young People in (Scotland) Act 2014 (Part 4) Provision of Named Person - report by Head of Education (Quality Assurance) (herewith).
13. 2015 Base School Forecasts - report by Head of Planning and Economic Development (herewith).

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

MINUTE of MEETING of the EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL of WEST LOTHIAN COUNCIL held within COUNCIL CHAMBERS, WEST LOTHIAN CIVIC CENTRE, on 6 OCTOBER 2015.

Present – Councillors David Dodds (Chair), Stuart Borrowman, Dave King (substituting for Lawrence Fitzpatrick), John McGinty, Andrew Miller and Jim Walker

Apologies – Councillor Lawrence Fitzpatrick and Appointed Representative Eric Lumsden.

1. ORDER OF BUSINESS

The Chair ruled under Standing Order 11 that agenda item 8 (3-18 Transition Policy) be withdrawn and submitted to the next meeting of the Education PDSP for consideration.

2. DECLARATIONS OF INTEREST

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

3. MINUTE

The Panel confirmed the minute of the meeting held on 1 September 2015 as being a correct record. The Chair thereafter signed the minute.

4. OPENING COMMENTS

The Chair welcomed Donna McMaster to the meeting as the newly appointed Head of Education (Development).

5. ADAPTIVE TESTING IN PRIMARY AND SECONDARY SCHOOLS

The Performance Manager, John Tease, provided the Panel with a presentation on the findings of the adaptive test results following analysis of the third set of results carried out in September 2015, which were derived from tests in all primary stages P2 to P7 and secondary S2. Details in attainment levels across primary stages for the period 2013-2015 were provided for key measures in reading, mental arithmetic, general maths and developed ability. In the 2014/15 session adaptive testing was also trialled in S2 for all secondary schools assessing performance in key areas of reading, mathematics and science. The tests provided information on areas of strength and areas requiring improvement at both individual pupil and school level.

The presentation included the calculation of the value added to pupils attainment in the key areas between primary P7 and secondary S2. The Panel acknowledged that performance in adaptive testing in primary

schools had been maintained or had improved in almost all key measures. However, it was noted that the value added results between P7-S2 for Mathematics and Science was less than expected.

The Performance Manager then responded to questions from members of the Panel. He acknowledged that effective interventions at an early stage and training for teachers at a higher stage of education were also important to enhance attainment and achievement for children and young people in West Lothian.

The Principal Educational Psychologist, Jennyfer McNiven, then provided members with an update on the closing the gap strategy, a priority area of work being carried out by Educational Psychology Services, which supported the authority-wide roll out of nurture practice in primary schools. The Educational Psychology Service also provided support to teaching staff in the delivery of professional learning to support raising attainment and early intervention.

The Panel thanked the officers for their comprehensive presentation.

Following conclusion of the presentation the Panel considered a report (copies of which had been circulated) by the Head of Education providing an update on performance in adaptive testing.

The report confirmed that 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 information which would enable schools to identify the value added to pupils' attainment across S1 and S2, to target improvement and to incorporate additional, relevant and useful data into their processes for identifying appropriate courses and programmes for pupils. It was recommended that further reports on adaptive testing results be considered by the PDSP as more data became available from future testing and that these reports would include an evaluation on the impact of measures introduced to secure improvements in attainment.

### Decision

Noted the presentation and contents of the report.

## 6. SCHOOL LEAVER DESTINATIONS

The Panel considered a report (copies of which had been circulated) by the Head of Education providing details of the changes in the School Leaver Destination Results (SLDR) for 2013/14 based on the follow-up SLDR carried out by Skills Development Scotland in March 2015. Appendix 1 to the report provided details of the SLDR Initial and Follow-up figures for each mainstream secondary school in West Lothian. Appendix 2 provided details of the Scottish Local Authority Initial, Follow-up and Higher Education SLDR figures.

The Opportunities for All Officer, Stuart McKay, advised the Panel that further progress was made in sustaining positive destinations for school

leavers in the March follow-up. The report outlined the key points noted in the March 2015 results which highlighted that West Lothian's performance overall was 0.8% above the Scottish average of follow-up positive destinations for school leavers. Out of 32 local authorities, West Lothian was in 13<sup>th</sup> position which was an improvement of 11 places from the position in March 2014.

Finally, it was noted that more work was required to develop strategies to continue to seek improvements in positive destinations for school leavers in future years.

During the course of the discussion the Panel commended the Community Youth Services Team for their hard work in making a significant improvement on sustained school leaver destination figures.

### Decision

Noted the contents of the report.

## 7. S4 RESULTS 2015

The Panel considered a report (copies of which had been circulated) by the Head of Service – Education providing details of the S4 SQA and SCQF results for the authority following the 2015 diet of SQA examinations.

The Development Officer, Kenneth Boal, advised the Panel that pupils in West Lothian secondary schools completed National 3-5 courses in S4 for the first time in session 2014/2015. The Panel noted that the figures contained within INSIGHT (the Scottish Government's online benchmarking tool) for S4 pupils in West Lothian did not take into account the significant number of pupils in S4 at Linlithgow Academy who 'bypassed' sitting National 5 courses in S4 and proceeded to Level 6 (Higher) courses in S5. To enable members to compare on a 'like-for-like' basis with the virtual comparator and national figures, a range of measurers were considered to allow for a fair and reasonable comparison to be made, details of which were outlined in the report.

In addition to SQA National Courses there were a number of other awards from the SQA, as well as from other providers, which contributed to a qualification being counted as part of the SCQF. The main areas which were counted within this measure, along with SQA National Courses, were SQA Skills for Work courses, National Certificates and National Progression Awards.

Finally, the SQA examination results for West Lothian area highlighted progress in Session 2014/2015 over the previous years. The impact of vocational and other courses accredited on the SCQF were impacting positively on attainment for pupils and it was expected that this would continue to expand.

During the course of the discussion the Panel acknowledged the impact that vocational qualifications were having on pupil attainment. The Head

of Service – Education undertook to submit a report to a future meeting of the Education PDSP on the reporting of attainment in S4 and attainment at exit from school.

#### Decision

1. Noted the contents of the report; and
2. Noted that a report would be submitted to a future meeting of the Education PDSP on the reporting of attainment in S4 and attainment at exit from school.

### 8. SCHOOL WORK EXPERIENCE PROGRAMME: NEW MODEL

The Panel considered a report (copies of which had been circulated) by the Head of Education providing details of the progress of the pilot for West Lothian Council's School Work Experience Programme. The pilot reflected a new model of delivery for the programme, aligned to Curriculum for Excellence – Senior Phase and the recommendations of 'Developing Scotland's Young Workforce'.

The report summarised the progress made during the first year of the pilot (2014-15) and the development of further opportunities to enhance the programme.

The Education for Work Officer, Michelle Robertson, advised that Education Scotland's 'Standard for Work Placements' outlined the expectations for all partners involved in organising work placements (parents/carers, employers, pupils, schools and local authorities) and requires that, where possible, placements were individualised, relevant and meaningful to a pupil's career aspirations. The council's new model for work placement would continue to evolve to meet these recommendations. West Lothian has also been identified by Education Scotland as an area of emerging best practice for work experience, including work placements, and as such would co-produce a toolkit of resources which would be available to every local authority in Scotland.

The pilot programme has allowed greater flexibility and personalisation for pupils. The programme was aimed to match pupil career interests to a relevant work placement. The pilot would be rolled out to a further four schools during session 2015-16 and would continue to evolve to include S4, S5 and S6 pupils in school session 2016/17. The School Work Placement Programme would be supplemented with further opportunities for young people to engage with other work-related and work-based learning programmes.

The Panel was asked to note the progress of the Work Placement pilot and acknowledge that enhancing the current programme would assist the authority in meeting Education Scotland's new Standard for Work Placements.

Decision

Noted the contents of the report.

9. EDUCATION PSYCHOLOGY SERVICES: VALIDATED SELF EVALUATION

The Panel considered a report (copies of which had been circulated) by the Head of Education providing details of the Validated Self-Evaluation (VSE) process carried out for Educational Psychology Services (EPS) in partnership with Education Scotland. The report also outlined the ways in which the EPS was taking forward the recommendations of the VSE. The Education Scotland VSE for West Lothian Educational Psychology Services was attached as appendix 1 to the report.

The Principal Educational Psychologist, Jennyfer McNiven, advised that an announcement was made in January 2015 that Education Scotland would be working with all local authority Educational Psychology Services to complete a cycle of validated self-evaluations. The following two national themes for VSEs were identified:

- Learning and Teaching; and
- Partnership Working.

West Lothian Educational Psychology Service was in the first group of local authorities to undertake the VSE in June 2015. This process involved the EPS working closely with partners from primary, secondary and special schools in West Lothian and colleagues from education, social policy and health. The VSE was found to be a positive process which identified areas of strengths of the EPS which were identified within the report. The VSE process also highlighted areas in which the EPS could consider further development.

The EPS 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 two years was confirmed as:

1. Nurture (Closing the Gap);
2. Additional Support Needs: Building capacity and supporting inclusion; and
3. Application of Teaching & Learning research.

The WLEPS Improvement Plan 2015-2017, attached as appendix 2 to the report, reflected the change to service delivery through a reduced number of projects, focused on interventions with evidence of impact and targeted at those groups for whom the interventions would have the greatest effect. The EPS has been externally recognised and commended for engaging in a wide range of positively evaluated work which was having an impact on children and young people both directly and through the development of staff.

Finally, through the feedback from the VSE, the EPS would continue to work

effectively with families, schools and partners in a much more focused and targeted way 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.

During the course of the discussion the Panel welcomed the report and acknowledged the excellent VSE process carried out and the new Improvement Plan to take forward the recommendations made by Education Scotland.

#### Decision

Noted the contents of the report and the Improvement Plan for EPS.

#### 10. A DRAFT NATIONAL IMPROVEMENT FRAMEWORK FOR SCOTTISH EDUCATION

The Panel considered a report (copies of which had been circulated) by the Head of Education providing details of the Scottish Government's Draft National Improvement Framework for Scottish Education, details of which was attached as an appendix to the report.

The Head of Education advised the Panel that the Scottish Government announced that it intended to bring forward a National Improvement Framework which would include standardised tests in literacy and numeracy at P1, P4, P7 and S3. The Panel then noted that West Lothian Council carried out adaptive online assessments at P1, P3, P5, P7 and S2 with performance reported annually to the Education PDSP. The assessments provided 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 Scottish Government's view was that the new standardised tests would replace the range of assessments currently undertaken by thirty local authorities. The assessment results from the National Improvement Framework would be comparable between all schools in Scotland and pupil level data for children in broad general education would be available to the Scottish Government. Data from the assessments would be made public in some yet to be agreed way.

During the course of the discussion concerns were raised about the proposals for new standardised tests to replace the range of data already developed by thirty local authorities. However, it was noted that further information would be available following the published amendments to the Education Bill, the engagement events and the details of the specification of the new standardised tests.

The Panel was advised that schools would continue to build on the improvement strategies for raising attainment and closing the gap already in place in implementing the West Lothian Raising Attainment Strategy.



Decision

- Noted the contents of the report; and
- Noted that a further report would be submitted to a future meeting of the Panel when more information was available.

11. REPORT ON THE ATTAINMENT SCOTLAND FUND SCHOOLS PROGRAMME

The Panel considered a report (copies of which had been circulated) by the Head of Education providing details of the inclusion of two West Lothian schools in the Scottish Attainment Scotland Fund Schools Programme. Details of the Scottish Attainment Challenge – Attainment Scotland Fund Schools Programme was attached as an appendix to the report.

The report explained that the Schools Programme was part of the national Scottish Attainment Challenge and has a key focus on literacy, numeracy and health and wellbeing. The aim of the Schools Programme was to accelerate improvement by scaling up successful activity and by facilitating and spreading experience and practice of what works at local and national level. The funding to support improvement initiatives would be over four years and the participating schools would have access to a national programme of support and resources, some of which would be available to cluster schools where relevant and appropriate.

Bridgend Primary School and St Thomas' Primary School, Addiewell, were identified by the Scottish Government as recipient schools based on 70% of the children on the school roll who lived in post codes in Deciles 1 and 2 of the Scottish Index of Multiple Deprivation (2012). A part-time attainment advisor would also 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.

The Panel was advised that 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 would 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.

The Head of Education then responded to questions from members of the Panel advising that further reports would be submitted to the Education PDSP regarding the progress being made in supporting improvement initiatives for the two participating schools in West Lothian throughout the four year programme.

The Panel was asked to:

1. Note 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; and
2. Agree to consider the schools' progress in 'closing the gap' through further reports to the Panel throughout the four year programme.

Decision

Noted the contents of the report.

12. WORKPLAN

The Panel considered the contents of the workplan (copies of which had been circulated). The Panel agreed the workplan subject to including the 3-18 Transition Policy report to be submitted to the meeting scheduled to be held on 24 November 2015.

Decision

Noted the contents of the workplan subject to including the 3-18 Transition Policy report.



## **EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL**

### **PERFORMANCE REPORT – EDUCATION SERVICES**

#### **REPORT BY HEADS OF EDUCATION**

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

To invite members to scrutinise the performance of Education Services as set out in the performance indicators appended to the report.

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

It is recommended that the Education Policy Development and Scrutiny Panel scrutinise the performance of Education Services as set out in the performance indicators appended to the report.

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

<b>I Council Values</b>	Focusing on our customers' needs; being honest, open and accountable; providing equality of opportunities; developing employees; making best use of our resources; working in partnership
<b>II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)</b>	Improvement Strategy 2014-7
<b>III Implications for Scheme of Delegations to Officers</b>	None
<b>IV Impact on performance and performance Indicators</b>	Elected Member scrutiny will inform the range of performance indicators maintained by the service and drive improvement in performance.
<b>V Relevance to Single Outcome Agreement</b>	Elected Member scrutiny will drive improvement in performance.
<b>VI Resources - (Financial, Staffing and Property)</b>	None
<b>VII Consideration at PDSP</b>	Underway
<b>VIII Other consultations</b>	None

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

The Council's Improvement Strategy requires that each Policy Development and Scrutiny Panel receive regular programmed updates on Service Performance.

The Education Policy Development and Scrutiny Panel consider regular reports on attainment at both the primary and secondary stages, and also on school leaver destinations.

The Education Quality Assurance Committee considers reports on HMI inspections and on validated self evaluations of individual schools and services.

Performance indicators are scrutinised by the Performance Committee following each West Lothian Assessment Model Review.

The appendix to this report contains the High Level and Public Performance Reporting indicators for the service in order to allow members a further opportunity to scrutinise performance.

#### **E. CONCLUSION**

Members are invited to scrutinise the performance of Education Services as set out in the performance indicators appended to the report.

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

Improvement Strategy 2014/7

Appendices/Attachments: Performance Report - Education Services

Contact Person: Andrew Sneddon, Performance and Customer Manager  
andrew.sneddon@westlothian.gov.uk

*James Cameron, Head of Education (Quality Assurance)*  
*Donna McMaster, Head of Education (Development)*

Date of meeting: 24 November 2015

# PDSP High Level PIs – Heads of Education (Development) and (Quality Assurance)

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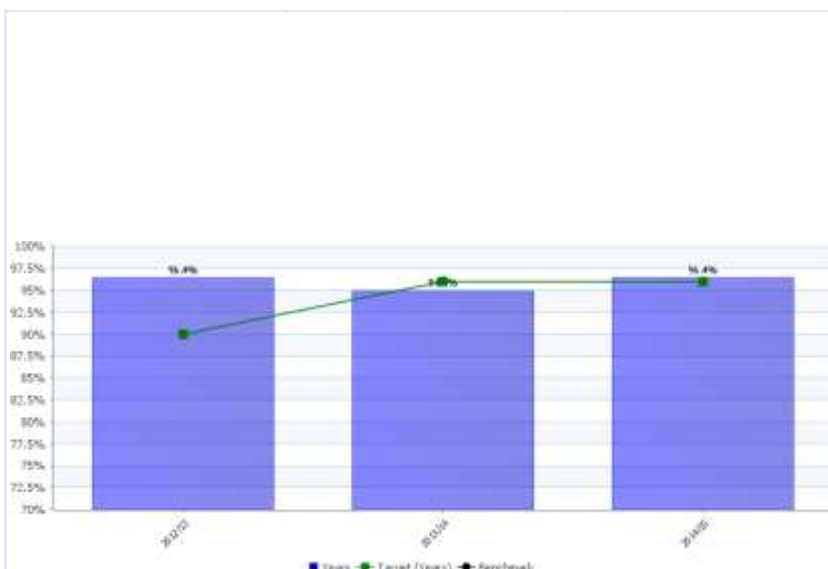
## CRCYS Community Youth Services

### Performance Indicator

CRCYS007\_6a.7 Community Youth Service - Percentage of young people who rated the overall quality of service as good or excellent.

### Description

The service has measured the percentage of learners who rated Community Youth Services' overall quality of service as good or excellent. Individual learner feedback from surveys is collected throughout the year across the range of provision delivered by the service. Young people are asked to rate overall quality of service as: excellent, good, adequate, poor or very poor. All responses ranked as either 'Excellent' or 'Good' are recorded as a positive response. Each year, the cumulative number of positive responses are divided by the total number of responses to determine a percentage. The results of all learner feedback are analysed on an annual basis in order to identify areas for improvement.



### Trend Chart Commentary:

Performance is reported annually. The target for 2015/16 remains at 96%.

#### 2014/15

Performance was 96.4% against a target of 96%. 547 customers completed surveys. There was a slight improvement in performance and notably the number of respondents increased by 40%.

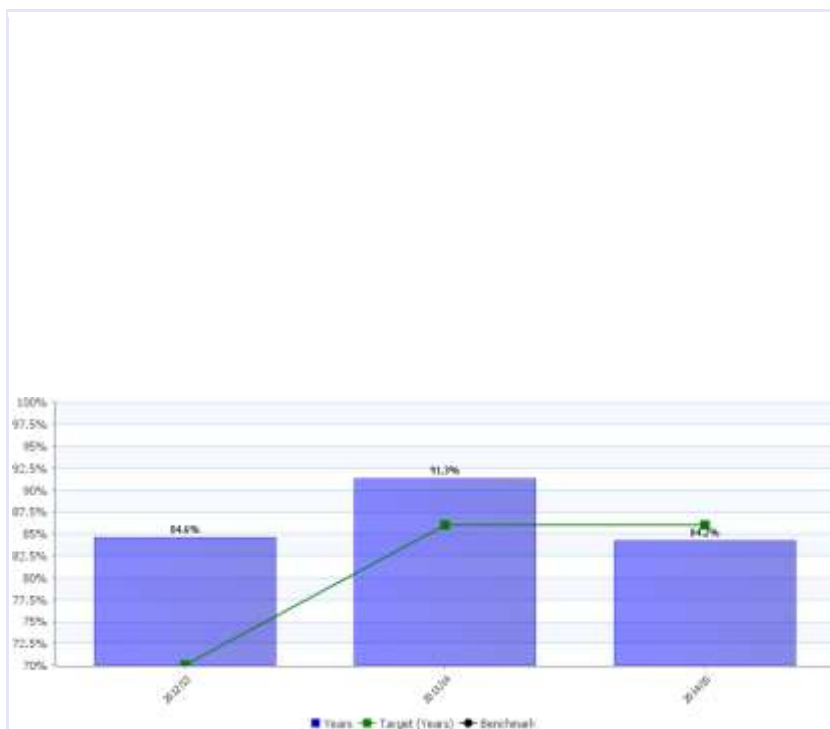
2013/14 Performance was 94.9% against a target of 96%. 310 customers completed surveys. Though the number of responses decreased from the previous year a 31% response rate was achieved and was sufficient to inform service changes. 2012/13 Performance was 96.4% against a target of 90%. 692 customers completed surveys. This was a good result and an excellent response rate at 70% of the registered participants attending Community Youth Services provision.

**Performance Indicator**

CRCYS009\_6a.9 Community Youth Service - Percentage of young people who agree that their health and well being has strongly increased or increased as a result of participating in a youth work programme.

**Description**

Community Youth Services has measured the percentage of of young people who agree that their health and well being has strongly increased or increased as a result of participating in a youth work programme. Individual learner feedback from surveys are collected throughout the year across the range of provision delivered by the service. Learners are asked to rate the impact on their health and wellbeing as strongly increased , increased, neither increased/decreased, decreased or strongly decreased. All responses ranked as either 'Strongly increased' or 'Increased' are recorded as a positive response. Each year, the cumulative number of positive responses are divided by the total number of responses to determine a percentage. The results of all learner feedback are analysed on an annual basis in order to identify areas for improvement.



**Trend Chart Commentary:**

Performance is reported annually. The target for 2015/16 is 86%

2014/15

547 customers completed surveys. Performance was 84.2% against a target of 86%. The service received a good level of responses; whilst performance was lower than anticipated, the comments on the revised survey forms indicate that young people are beginning to take cognisance of purpose and impact of providing feedback.

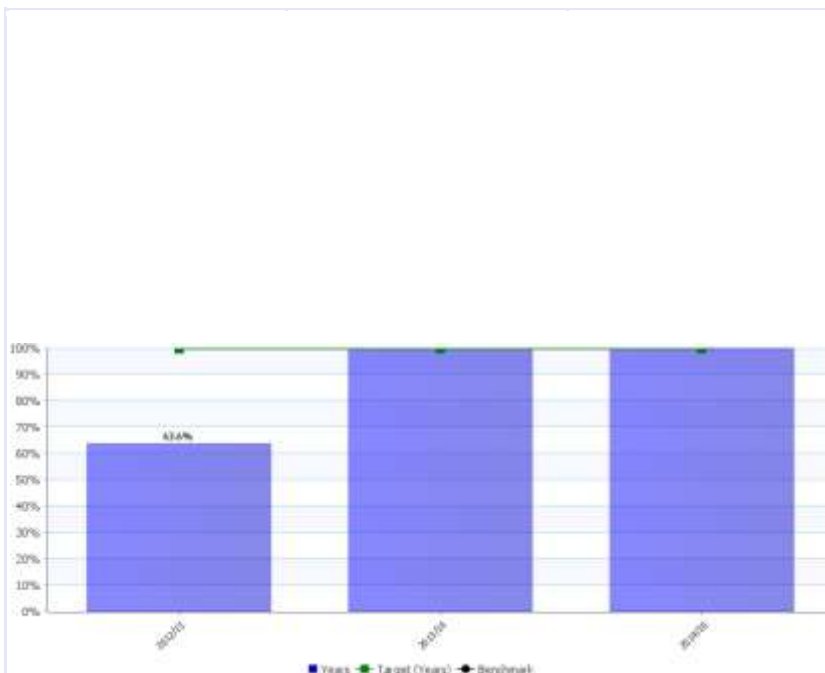
2013/14

310 customer surveys were completed over the year. Performance was 91.3% against a target of 86%. The service performed well above target, but due to the low level of responses and in keeping with performance across the wider Community Regeneration Service, the target remained at 86% for 2014/15.

2012/13

692 customer surveys were returned in 2012/13. Performance was 84.6% against an introductory baseline target of 70%. Due to the higher than anticipated performance, the target for 2013/14 was increased to 86% to present a more challenging target.

<b>Performance Indicator</b>	CRCYS015_6b.1 Community Youth Service - Percentage of complaints resolved within five working days
<b>Description</b>	Community Youth Services has measured the overall percentage of complaints that have been investigated and resolved each year. The total number of complaints resolved within relevant time-scale is divided by total number of complaints received to determine a percentage. The data for this indicator is extracted from the customer relationship management system (CRM). The complaints are analysed to identify improvements to the way the service is delivered to customers.



#### **Trend Chart Commentary:**

#### **Trend Chart Commentary:**

Performance is reported annually. The target for 2015/16 is 100%

2014- 15 target set is 100%

The service received three complaints which were resolved within the five working days time frame. Service changes following the complaint included specialist training for staff on 'Managing challenging behaviour' and changes to operational practices.

2013 - 14

Performance was 100%.

The service received two complaints which were resolved within the five working days time frame. Service change following one complaint led to the review and revision of guidelines for residential youth work.

2012 - 13

Performance was 63% against a 100% target. The service received 11 complaints. 7 were resolved within five working days. 1 complaint was resolved within six working days, the others were more complex, requiring further investigation interviews with the relevant parties and more time to resolve.

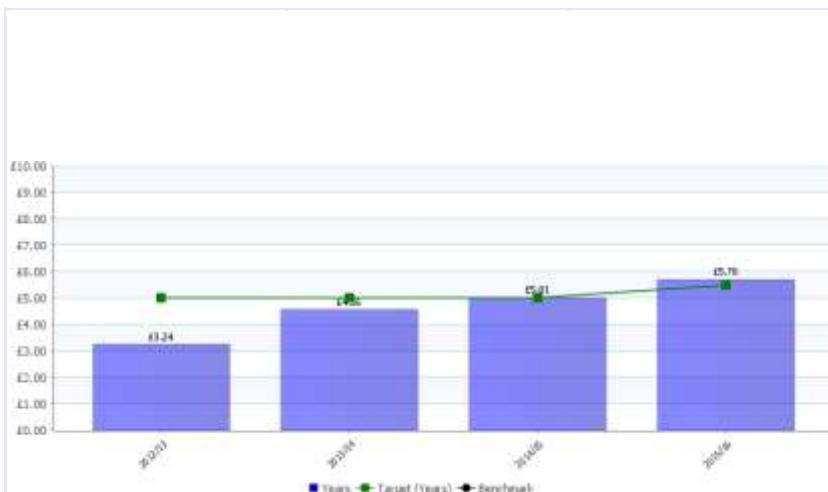
## EDAS\_Active Schools (JC)

### Performance Indicator

EDAS001\_9a.1a Active Schools: Cost Per Pupil of Active Schools Services

### Description

This indicator shows the cost per pupil of delivering Active Schools services. This is calculated by dividing the net activity budget of the service by the number of primary/special/secondary pupils. Measuring the cost per pupil of the central education services allows comparison of the cost of providing each part of the service against the others.



### Trend Chart Commentary:

This efficiency target measures the cost of providing Active Schools services within Education.

The cost is net of **sportscotland** funding and only measures the Council's contribution to the service provided.

Between 2012/13 and 2015/16 the cost per pupil has risen as partnership funding remains fixed while actual expenditure has risen in light of increased staffing costs.

Target for 2015/16 will be the same as performance as it is based on the budget.

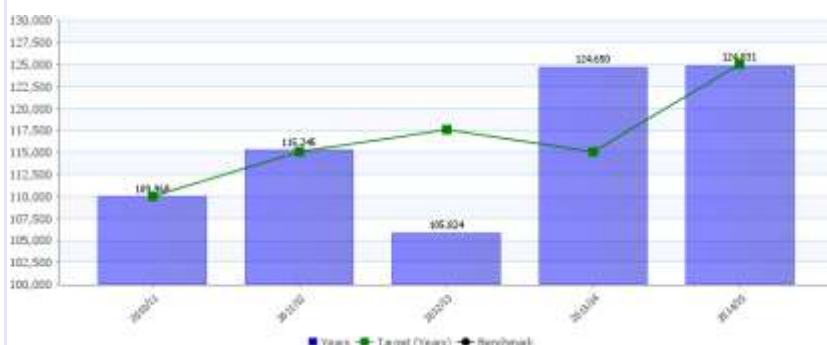


## Performance Indicator

EDAS003\_9b.1a Active Schools: Number of Extracurricular Attendances

## Description

Attendances are calculated by counting the total number of participants attending each activity session. Participants are children from primary, secondary and Additional Support Needs (ASN) schools who take part in regular extracurricular sport and activity sessions within the school estate. This figure does not indicate the number of individual pupils attending extracurricular opportunities as participants may attend multiple activity sessions. This is a national indicator set by **sportscotland** and so it is important that the Council collects this information.



### Trend Chart Commentary:

Extracurricular attendance figures for 2014/15 show a modest increase of 181 attendances on 2013/14. Although this is the highest ever recorded figure, it is slightly below the 2014/15 target of 125,000. These figures indicate that primary, secondary and ASN pupils are now taking part in more extracurricular sport and activity sessions within the school estate than ever before.

The increase in the number of extracurricular attendances is linked to the 3% increase in the number of deliverers (volunteers and paid coaches) providing extracurricular sport and physical activity opportunities compared to academic session 2013/14.

There is currently no benchmarking available for Active Schools as **sportscotland** does not support comparisons across local authorities.

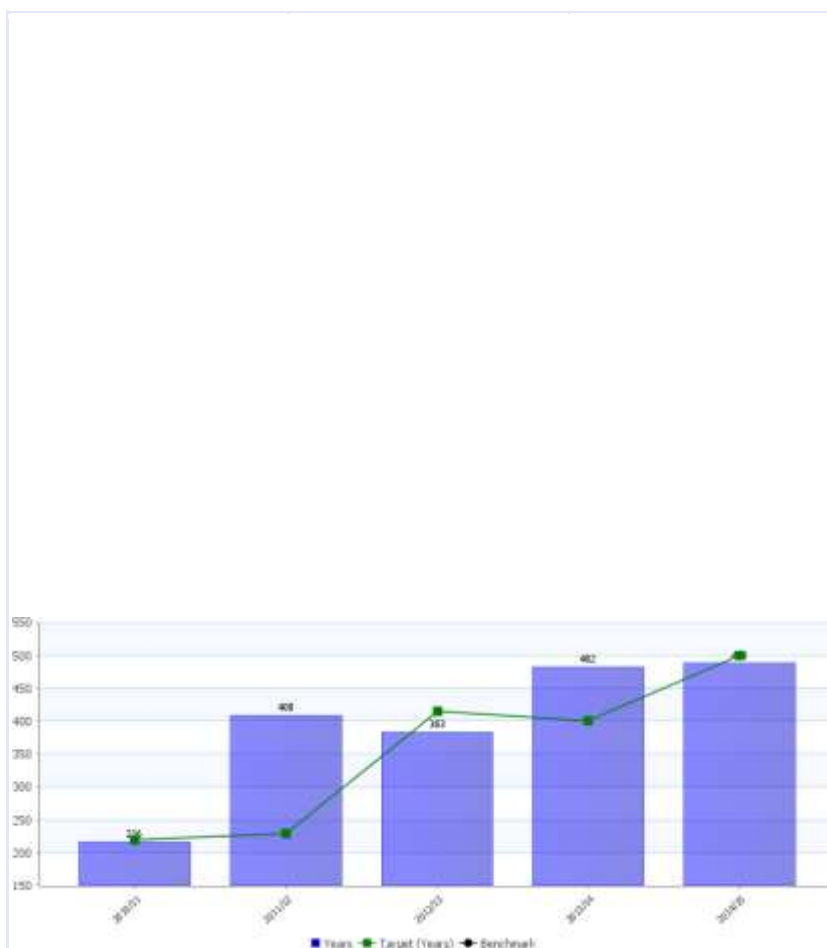
2011/12- The London 2012 Olympics acted as a catalyst for additional opportunities provided through Active Schools resulting in an increase in participant sessions during the academic year.

2012/13- 3 out of 11 Active Schools Coordinators were absent as a result of maternity reducing the capacity of the service to meet its target. The Scottish Secondary Teachers Association industrial action also had a negative influence on the number of participant sessions delivered.

2013/14- The increase in the number of participant sessions is directly linked to the increase in the number of volunteers (26%) providing extracurricular sport and physical activity opportunities compared to academic session 2012/13.

Target for Academic Session 2015/16 remains at 125,000 extracurricular attendances. Target for Academic Session 2016/17 will be identified in July 2016 based on 2015/16 performance.

<b>Performance Indicator</b>	EDAS006_9b.1a Active Schools: Number of Volunteers Providing Extracurricular Sport and Physical Activity Opportunities
<b>Description</b>	Active Schools works in partnership with schools and local sports clubs & organisations to provide opportunities for primary, secondary and Additional Support Needs (ASN) pupils to take part in regular extracurricular sport and physical activity sessions delivered by volunteers. This indicator shows the number of individual volunteers involved in providing extracurricular opportunities within the school estate. This is a national indicator set by <b>sportscotland</b> and so it is important that the Council collects this information.



#### **Trend Chart Commentary:**

The number of volunteers delivering extracurricular opportunities within the school estate has risen 1% on 2013/14 figures. Although this is the highest figure ever recorded in West Lothian, it is slightly below the 2014/15 target of 500.

The data suggests that the target of 500 was not achieved due to the reduced number of senior pupil volunteers. In 2013/14, 156 senior pupils delivered or supported extracurricular activity sessions through Active Schools. In 2015/16 this number had decreased to 116. Although there was an increase in the number of volunteers within all other categories, the decline of senior pupil involvement resulted in the failure to achieve the 2014/15 target.

Senior pupil involvement will be addressed during the 2015/16 academic session as a key area of work within the Active Schools Coordinators Individual Action Plans.

It should also be noted that 686 vocational qualifications (First Aid, Elevating Athletics, Dance Leader, Positive Coaching Scotland Awards etc) were delivered to senior pupils during 2014/15 through Active Schools, a 35% rise from the previous year.

There is currently no benchmarking available for Active Schools as **sportscotland** does not support comparisons across local authorities.

2011/12- The London 2012 Olympics acted as a catalyst for additional volunteering opportunities provided through Active Schools resulting in an increase in participant sessions during the academic year.

2012/13- 3 out of 11 Active Schools Coordinators were absent as a result of maternity reducing the capacity of the service to meet its target. The Scottish Secondary Teachers Association industrial action also had a negative influence on the number of volunteers delivering activities.

2013/14- There are four factors responsible for this increase. 1. Active Schools Volunteer Induction pack was produced at the end of Academic Session 2012/13. This document enabled the Active Schools team to deliver a high quality standardised service in the recruitment and support of volunteers leading to increased recognition and retention of volunteers. 2. More secondary school PE specialists are delivering extracurricular activities in preparation for the secondary schools sports league events. 3. More

local sports club coaches are delivering extracurricular clubs within schools after this was identified as an area for development. 4. There has been a significant increase (87%) in the number of secondary students who are delivering or supporting primary or secondary extracurricular activity sessions.

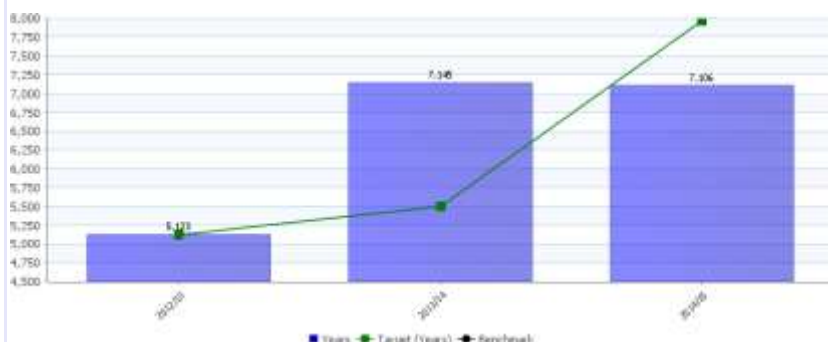
Target for academic session 2015/16 remains at 500 volunteers. Target for academic session 2016/17 will be identified in July 2016 based on 2015/16 performance.

## Performance Indicator

EDAS010\_9b.1a Active Schools: Number of Extracurricular Distinct Participants

## Description

This indicator shows the total number of individual primary, secondary and Additional Support Needs (ASN) pupils who take part in regular extracurricular sport and physical activity within the school estate. This is a national indicator recorded by **sportscotland** and so it is important that the Council collects this information.



Pupil distinct participants within extracurricular sessions in 2014/15 totalled 7,106, a modest decrease from 7,145 recorded during 2013/14. Both years represent 27% of the West Lothian school roll taking part in regular extracurricular sport and physical activity.

The 2014/15 target of 7,958 represented 30% of the primary, secondary and ASN school population for that year and it was assumed that this would be achieved through a focus on secondary inter-house competition. However, only 5 secondary schools managed to establish any inter-house competition event and only one did so with more than 50 participants (West Calder HS).

It is clear that a target of 30% of the school roll participating in extracurricular activity will not be achieved through a singular focus on inter-house competition. As such, the Active Schools Individual Action Plans for 2015/16 identify a number of key areas of work in addition to the promotion and expansion of inter-house competition such as:

- increasing the number of secondary female participants
- increasing the number of senior pupils delivering extracurricular activities
- increasing the number of sports clubs and organisations delivering extracurricular activities
- ensuring a minimum number of extracurricular activities are offered within each primary school over the course of the academic year

Benchmarking for Active Schools cannot take place as **sportscotland** does not support comparisons across local authority data.

2012/13- This is the first year Distinct Participant data was recorded and will serve as the baseline for future service performance.

2013/14- This figure is reflective of a similar rise in the number of volunteers delivering extracurricular activities and the number of extracurricular activities offered during 2013/14. In addition, a new monitoring system for distinct participants was introduced utilising the SEEMIS system making identification of distinct participants more accurate.

Target for academic session 2015/16 remains at 7,958 distinct participants (or 30% of 2015/16 school role). Target for academic session 2016/17 will be identified in July 2015 based on 2015/16 performance.

## EDASN\_Additional Support Needs (JC)

### Performance Indicator

EDASN001\_9a.1c Additional Support Needs: Cost Per School of Additional Support Needs (ASN) Services.

### Description

This indicator shows the cost per school of providing ASN services. This is calculated by dividing the activity budget of the service by the number of primary/special/secondary/nursery schools (96 schools). Measuring the cost per school of this part of the central education service allows comparison of the cost of providing the ASN service year on year.



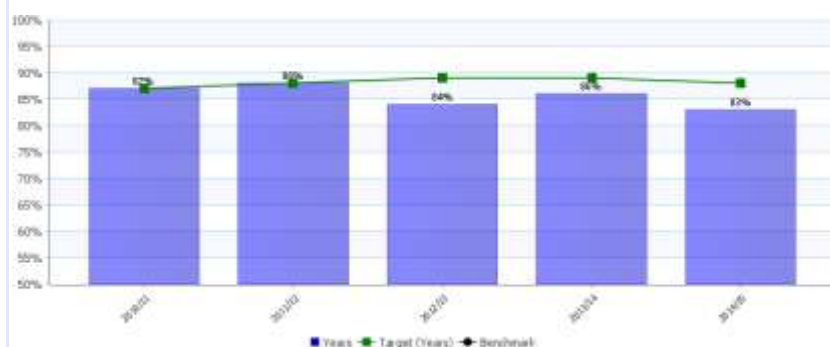
### Trend Chart Commentary:

The Outwith Schools and Residential/Secure Budget was realigned from Education to Social Policy from 2011/12 to 2014/15, resulting in a decrease, although expenditure has increased marginally from 2013/14 to 2015/16 as a result of: indexation and pay award; and realignment of staff as an initial approach to enhanced service provision.

Target is reviewed annually by the Senior Management Team and is influenced by budget allocation and plans for service activity.

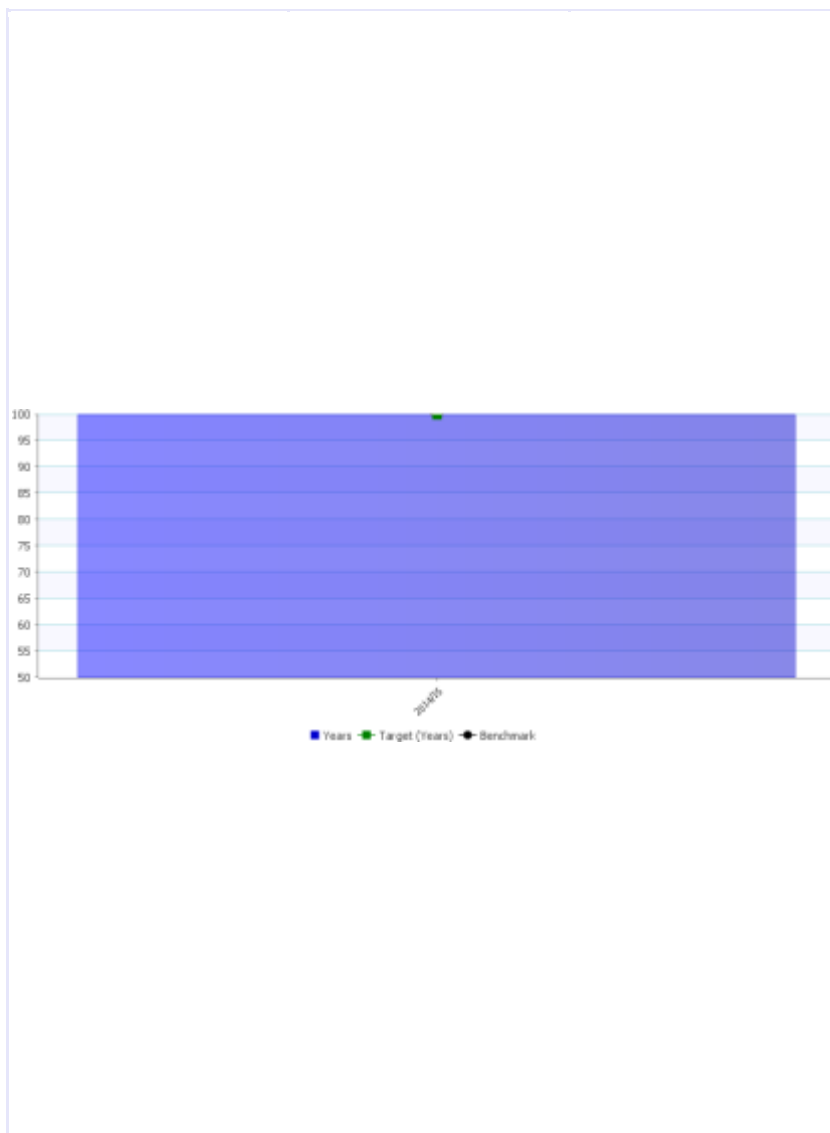
Target for 2015/16 is the same as performance as it is based on the budget.

<b>Performance Indicator</b>	EDASN003_6a.7 Percentage of Headteachers Rating the Additional Support Needs (ASN) Provision Within West Lothian as Good/Excellent.
<b>Description</b>	This indicator shows the results of customer satisfaction surveys carried out by the Central Education Service. It shows the percentage of headteachers rating the ASN (Additional Support Needs) Team as good or excellent. The Additional Support Needs Team is responsible for improving education provision, learning experiences and opportunities for children and young people with additional support needs, and for supporting schools in delivering that provision. Headteachers are the main recipients of advice and support from the team, and are therefore the key group targetted in the survey.



The percentage of headteachers rating the ASN service as good or excellent has decreased from 86% to 83% from 2013/14 to 2014/15 and is below target. A total of 46 headteachers responded to the survey and 38 rated the provision as good/excellent. The feedback from the survey is being taken in to account in an ongoing review of communication processes to meet next years target. Historically this survey has been sent out to Education Services. As from 2015/16 the Additional Needs Service will be devising its own suite of survey questions to gain a better understanding of its impact on its customers. Target of 88% has been set for 2015/16.

<b>Performance Indicator</b>	EDASN018_9b.1b Percentage of Families successfully engaging in Independent Mediation Services.
<b>Description</b>	This indicator shows the percentage of families successfully engaging in Independent Mediation. A family may require access to this service where communication between the family and school/authority requires independent intervention to support positive progress at school.



This Performance Indicator was introduced in 2013/14 in order to measure the number of pupils/students requiring access to independent mediation services. In 2013/14, this was 3.

Independent Mediation is provided by "Commonground Mediation" for West Lothian Council.

In 2014/15 the performance indicator changed in order to be more effective by focussing on the percentage of families successfully engaging in independent Mediation. Successful engagement in these circumstances is defined as a preventative measure to reduce the number of active Additional Support Needs Tribunals.

In 2014/15 the percentage of families who successfully engaged in Independent Mediation was 100%. There were 10 enquiries received by Commonground Mediation during the school session, 6 of which proceeded to Mediation. 1 of the 4 not proceeding to Mediation was resolved on first contact with Commonground Mediation. The other 3 of the 4 were resolved by internal communication between Education Services and the families without the need for independent mediation. Each of the 6 Mediation cases had the potential for an Additional Support Needs Tribunal reference. None of the 6 cases proceeded to a Tribunal Hearing.

The target for 2015/16 is set at 100.

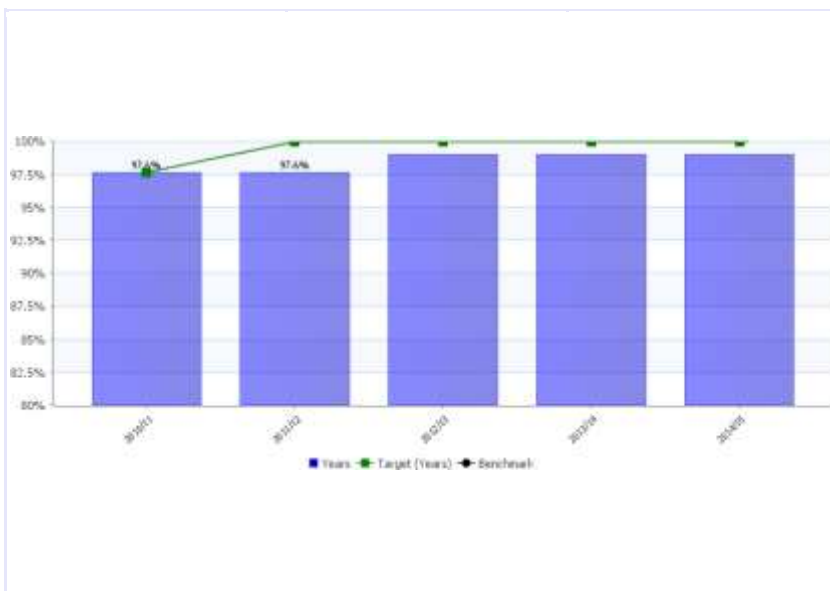
## EDCES\_Central Education Services (EC)

### Performance Indicator

EDCES004\_9b.1a Central Education Services: Percentage of Primary/Secondary/Special Schools where the Building Condition is Rated Good/Satisfactory.

### Description

This indicator shows the percentage of schools whose building condition has been rated as good or satisfactory in the annual condition survey.



### Trend Chart Commentary:

In 2014/15 performance remained at 99%.

Performance improved in 2013/14 as Meldrum PS was extensively refurbished and the new Woodmuir school in Breich has been constructed.

There is now only one school in West Lothian where the building condition is rated as poor. This is Toronto PS. Plans are in place in the capital programme to improve the school.

Target for 2015/16 remains 100%



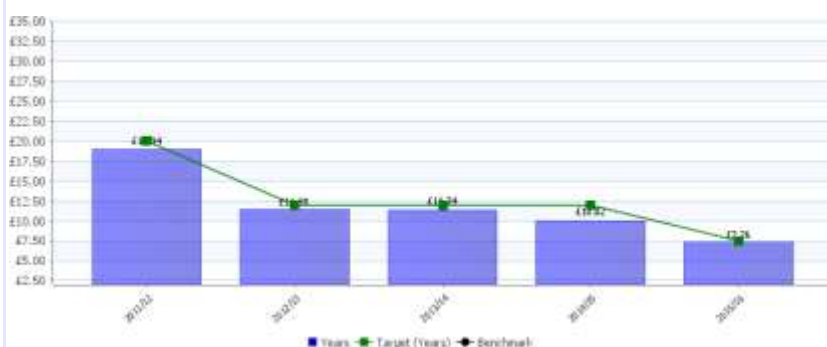
## EDCPD\_Continuous Professional development (JC)

### Performance Indicator

EDCPD002\_9a.1c CPD: Cost Per Pupil of Providing Continuous Professional Development Services in Education.

### Description

This indicator shows the cost per pupil of the Continuous Professional Development service. This is calculated by dividing the activity budget of the service by the number of primary/special/secondary pupils. Measuring the cost per pupil of the education services allows comparison of the cost of providing each part of the service.



### Trend Chart Commentary:

This efficiency target measures the cost of providing Career Long Professional Learning within education.

Expenditure has decreased each year to school year 2015/16 reflecting the drive for efficiency and the introduction of new models of delivering CLPL less reliant on central support and direction. This includes offering more opportunities for Head Teachers and their staffs to learn from each other by organising schools into "Hubs". In the hub model schools are grouped together and encouraged to share and develop improvements in practice. The reductions achieved between 2013/14 and 2014/15, and between 2011/12 and 2012/13 reflect a planned reduction in central support staff.

Target for 2015/16 will be the same as performance as it is based on the budget.

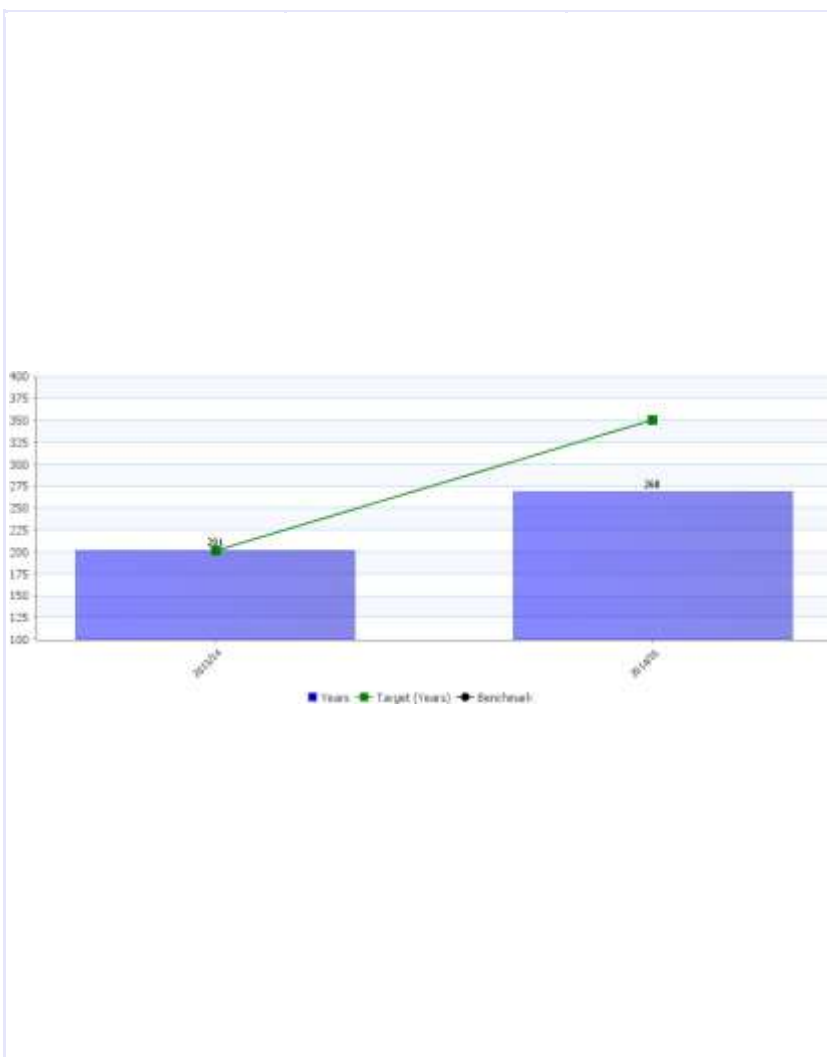
## EDCUS\_Customer Care (EC)

### Performance Indicator

EDCUS008\_6b.3 Complaints: Total Number of Complaints Received by Education Services

### Description

This indicator measures the total number of complaints received during the year relating to Education Services. This measure is reviewed on an annual basis and the data for this indicator is extracted from the customer relationship management system (CRM). The complaints are analysed to identify improvements to the way the service is delivered to customers.



### Trend Chart Commentary

268 complaints were logged in 2014/15, an increase from 2013/14 when 201 complaints were logged. 2013/14 was the first year that this indicator was reported.

Of the 268 complaints logged in 2014/15, 205 were made against schools. Of the 205 complaints against schools, 48 (23%) were recorded by schools, with the rest being recorded by Central Education Services and the Council Information Service/ Customer Service Centre.

The desire to reduce complaints as a measure of increased satisfaction is balanced by the recognition that it would be desirable to continue to increase the number of Stage 1 complaints captured and recorded at school level. Schools have received advice to ensure an increased number of Stage 1 complaints are captured, and will be offered training to help them achieve this objective.

Reflecting the objective to continue to increase the number of stage 1 complaints recorded by schools, the target for 2015/16 will be set at 350, and adjusted in light of ongoing performance.

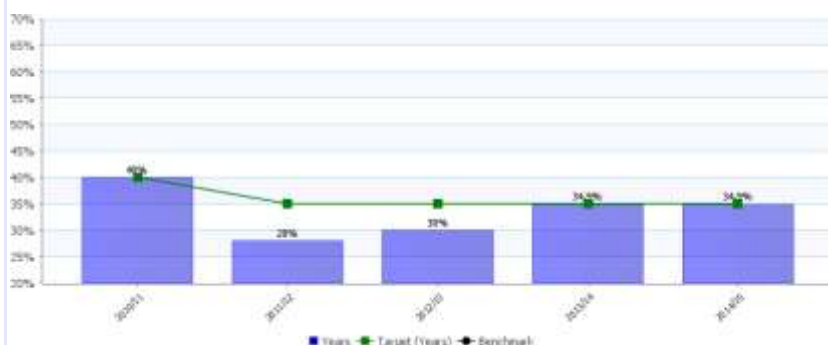
Benchmarking will take place with appropriate services when all Council services publish comparable data.

**Performance Indicator**

P:EDCUS009\_6b.4 Complaints: Percentage of Education Services Complaints Upheld and Partially Upheld.

**Description**

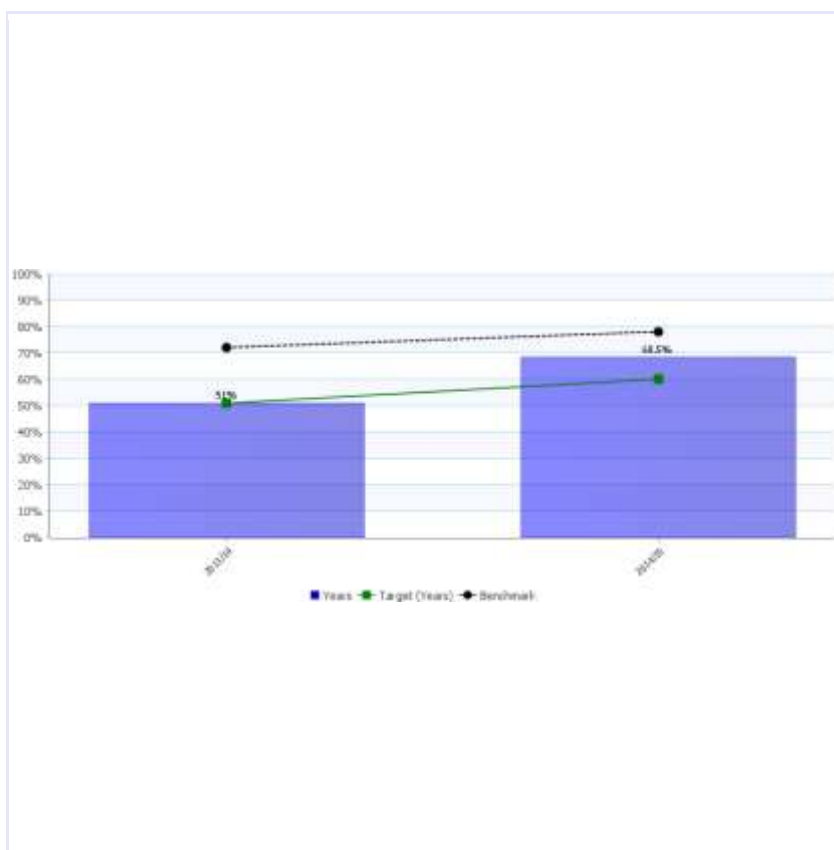
This performance indicator measures the overall percentage of Education Services complaints that have been investigated and upheld or part upheld during the year. For each year the total number of complaints responded to within the relevant timescale is divided by the the total number of stage 1 complaints received to determine a percentage. The data for this indicator is extracted from the Customer Relationship Management (CRM) system. The complaints are analysed to identify improvements to the way the service is delivered to customers

**Trend Chart Commentary**

The percentage of complaints upheld and partially upheld rose from 30% in 2012/13 to 34.9% in 2013/14 and 2014/15. However this is below the peak of 40% experienced in 2009/10 and 2010/11. There has however been an increase over the last 4 years with the percentage of complaints upheld and partially upheld rising from 28% to 34.9%.

This increase has not been ascribed to any particular trend in terms of the complaints received, but may be that due to staff training complaints are being logged more accurately than before. Target will remain at 35% for 2015/16, reflecting the mid-point over the last five years.

<b>Performance Indicator</b>	EDCUS010_6b.1 Customer Care: Percentage of Education Services Complaints Resolved at Stage 1 within 5 day Timescale
<b>Description</b>	<p>This performance indicator measures the overall percentage of Education Services complaints that are resolved within five working days from the date of receipt. For each year the total number of complaints responded to within 5 working days is divided by total number of stage 1 complaints received to determine a percentage.</p> <p>The data for this indicator is extracted from the customer relationship management system (CRM). The complaints are analysed to identify improvements to the way the service is delivered to customers.</p>



In 2014/15 68.5% (100 out of 146) complaints were closed within 5 working days, the target timescale.

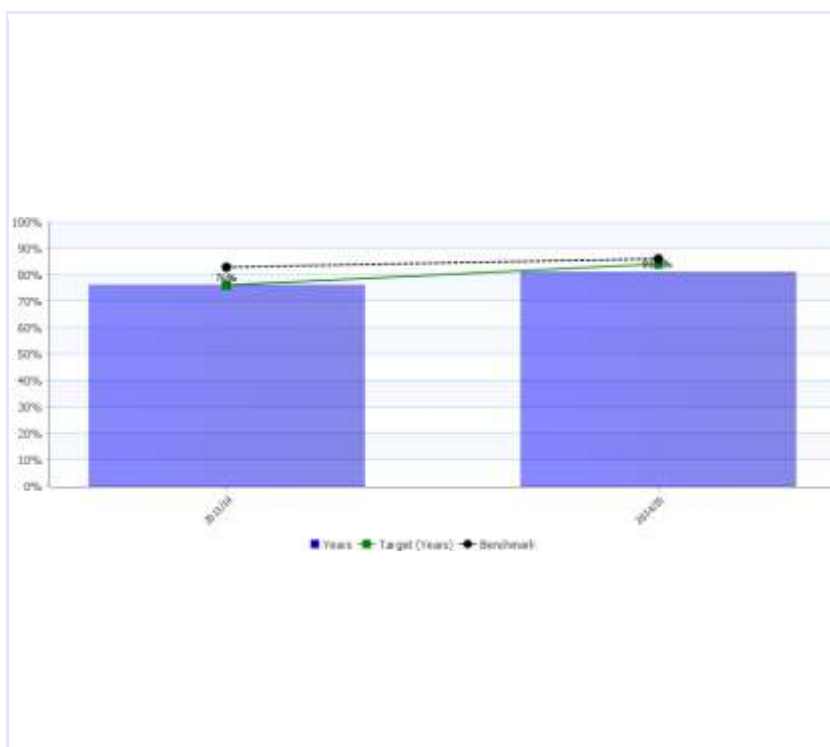
In 2013/14 51% (61 out of 119) complaints were closed within the timescale allowed.

Training and briefings on complaints recording was given to school based staff during 2014/15, and further training is planned for 2015/16. While there has been an increase in the number of complaints recorded and the percentage closed within 5 working days, the recorded performance for 2014/15 and 2013/14 is thought to be below actual performance due to failure to close complaints on the Council's complaints recording system. This will be addressed through the further briefings and training for school based staff.

Target for 2014/15 will be 85% representing a 21.5% increase in performance.

Benchmark is with total Council performance.

<b>Performance Indicator</b>	EDCUS011_6b.2 Customer Care: Percentage of Education Services Complaints Resolved at Stage 2 within 20 day Timescale
<b>Description</b>	<p>This performance indicator measures the overall percentage of Education Services complaints that are stage 2 and are resolved within twenty working days from the original date of receipt. For each year the total number of complaints responded to within 20 working days is divided by total number of stage 2 complaints received to determine a percentage. This measure is reviewed on an annual basis and the data for this indicator is extracted from the customer relationship management system (CRM).</p> <p>The complaints are analysed to identify improvements to the way the service is delivered to customers.</p>



#### **Trend Chart Commentary:**

In 2014/15 81.1% (99 out of 122) complaints were closed within 20 working days, the target timescale.

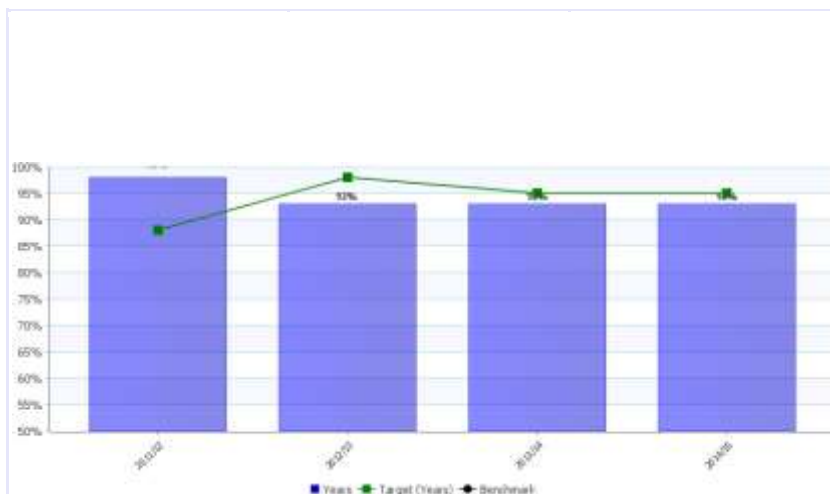
In 2013/14 76% (93 out of 122) complaints were responded to in the timescale allowed.

The majority of Stage 2 complaints are dealt with by centrally based staff. During school holiday periods the ability to investigate and close complaints within 20 days is reduced.

Target for 2015/16 will be 88% which is a 6% increase on the target for 2014/15, reflecting the aspiration to respond to Stage 2 complaints within the target timescale.

Benchmark is with total Council performance.

<b>Performance Indicator</b>	EDCUS015_6a.7 Education Maintenance Allowance - Percentage of Customers Rating the Overall Quality of the Service as Good/Excellent.
<b>Description</b>	This performance indicator measures the number of customers that rated the overall service for Educational Maintenance Allowance as good or excellent. Educational Maintenance allowance is paid to eligible students who stay on at school after age 16 and maintain a set attendance level.



#### **Trend Chart Commentary:**

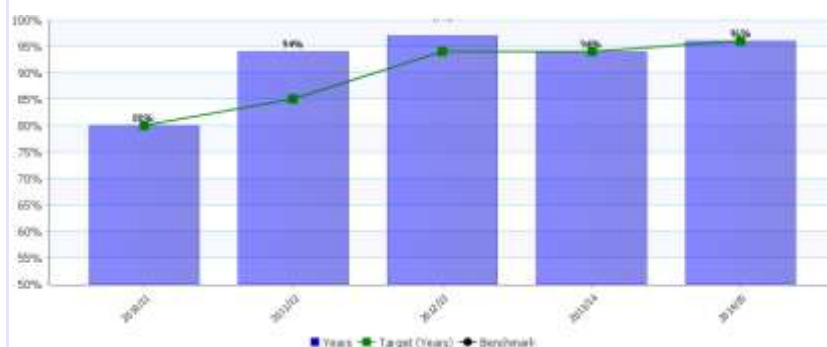
The target for 2012/13 was set at the level achieved in the previous year. Performance in 2012/13 declined from the level achieved in 2011/12.

In 2012/13, 2013/14 and 2014/15 the level of satisfaction has been 93%.

The survey was sent to 436 students, of whom 60 responded.

Target for 2015/16 has been set at 95% reflecting the service's desire for continuous improvement.

<b>Performance Indicator</b>	EDCUS017_6a.7 Free School Meals/Clothing Grant - Percentage of Customers Rating the Overall Quality of the Service as Good/Excellent.
<b>Description</b>	This performance indicator measures the number of customers that rated the overall service of allocating and paying free school meals and clothing grants as good or excellent.



#### **Trend Chart Commentary:**

Satisfaction in this indicator increased in the period 2010/11 to 2012/13. This was due to improvements in administration which made the process easier for customers, and an increase in the amount of clothing grant. Satisfaction decreased from 97% in 2012/13 to 94% in 2013/14, rising to 96% in 2014/15.

The survey of customers was issued to 4477 parents/carers, out of which 433 responded.

In 2013/14, the Customer Care Team has experienced particular staffing issues, and reductions in staffing in line with Council efficiencies. In 2014/15 vacant posts were filled and in 2014/15 the target of 96% was achieved.

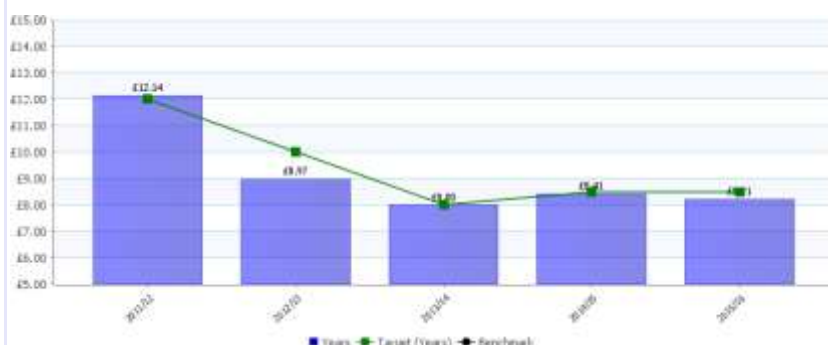
In 2015/16 additional checks have been introduced to ensure the eligibility of customers claiming school clothing grant and free school meals. For some customers this will mean that additional information must be supplied. The target for 2015/16 is 96%.

## Performance Indicator

EDCUS022\_9a.1c Customer Care: Cost Per Pupil of Customer Care Service.

## Description

This indicator shows the cost per pupil of delivering Customer Care. This indicator will include complaints, Freedom of Information Requests, and Free School Meal, Education Maintenance Allowance and Clothing Grant Administration. This is calculated by dividing the activity budget of the service by the number of primary/special/secondary pupils. Measuring the cost per pupil of the central education services allows comparison of the cost of providing each part of the service against the others.



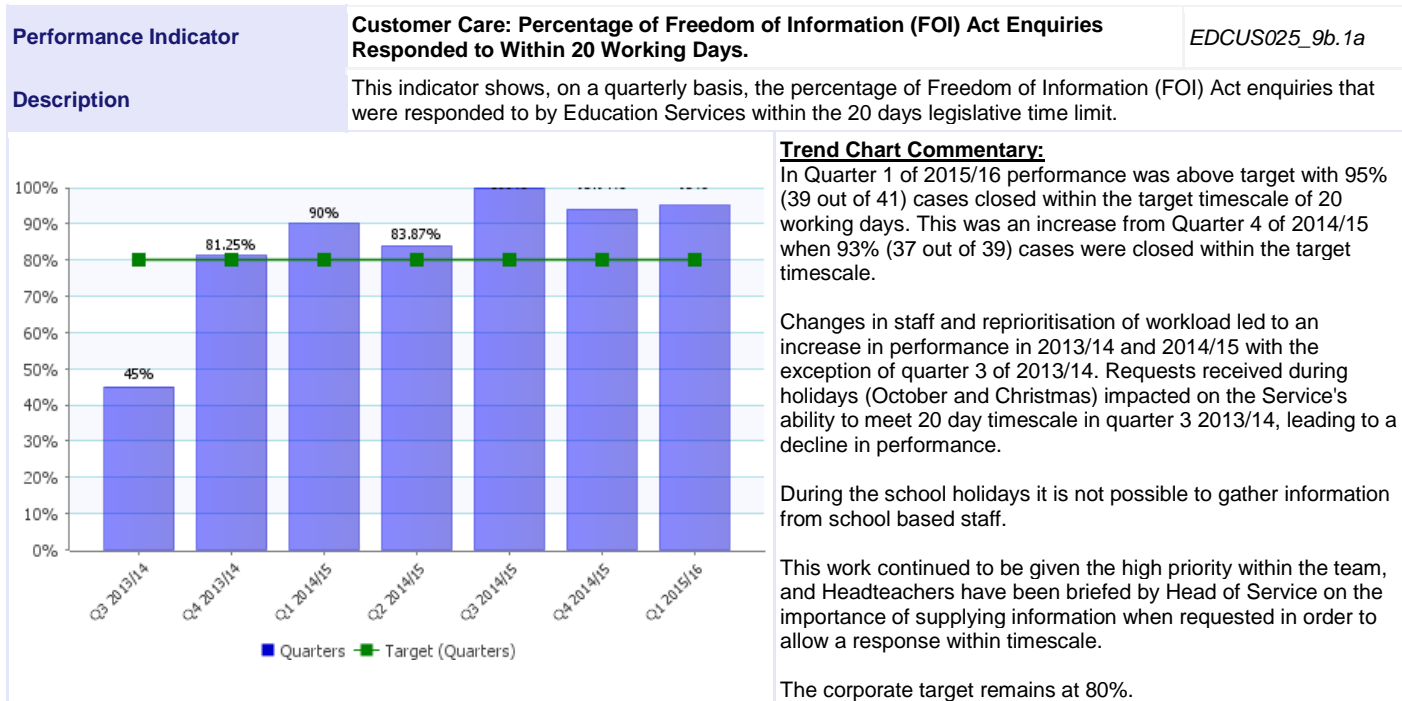
This efficiency target measures the cost of providing Customer Care services.

Expenditure has fallen overall as a result of planned efficiencies. Expenditure fell in 2015/16 as a result of further efficiencies.

Within this general downward trend, there is some volatility as this budget includes various charges for copyright and licencing which are beyond the control of the Council.

Target for 2015/16 will be the same as performance as it is based on the budget.





**Performance Indicator**

EDCUS027\_9b.1c Customer Care: Percentage Uptake of Educational Maintenance Allowance (EMA).

**Description**

This indicator shows the percentage uptake of Educational Maintenance Allowance (EMA) in West Lothian schools. EMA was introduced across Scotland in August 2004 to provide financial support to young people from low income families. EMA is available to eligible 16-19 year olds.

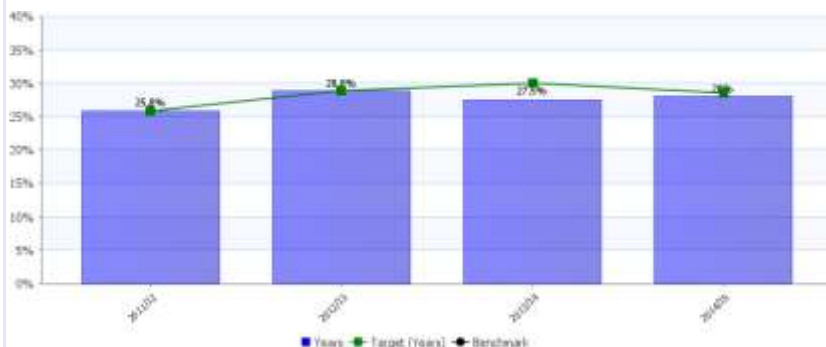
**Trend Chart Commentary:**

The percentage uptake of Educational Maintenance Allowance increased between 2011/12 and 2012/13 from 25.8% to 28.8%. Uptake in 2013/14 fell to 27.5%, and rose to 28% in 2014/15.

This indicator is influenced by the number of people in West Lothian in receipt of qualifying benefits.

The Council aims to maximise access to and uptake of EMA, in support of its Anti-poverty Strategy, and advertises and promotes EMA to students and parents. The increase from 2011/12 reflects the efforts of the Council to advertise and promote EMA to students and parents, but also the prevailing economic conditions.

In 2015/16 it is anticipated that uptake will increase due to changes to the eligibility criteria set by the Scottish Government. To reflect this change, and our aim to maximise uptake of EMA, the target for 2015/16 will be set at 30%.



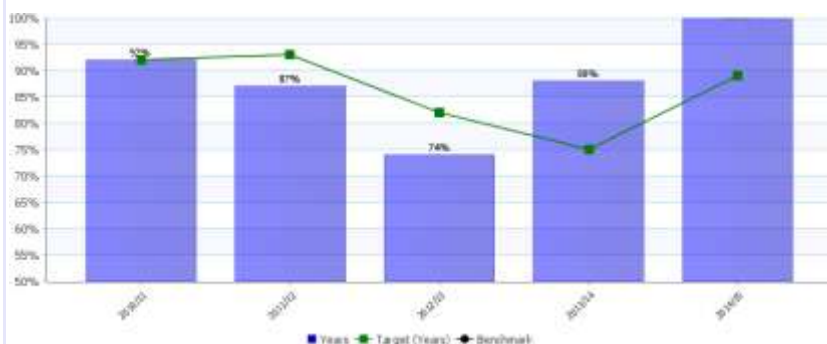
## EDEDQ\_Education Development and Quality Assurance (JC)

### Performance Indicator

EDEDQ008\_6a.7 Percentage of Headteachers Rating the Support and Challenge Provided by the Education Quality Improvement Team Throughout the Validated Self Evaluation (VSE) process as Good/Excellent.

### Description

Indicator shows the results of Headteacher satisfaction surveys carried out by the Quality Improvement Team. Validated Self-Evaluation is where the Quality Improvement Team manages external teams to work with the school to validate or otherwise the judgements a school has made about its own work against national indicators (How good is our School?) Indicator shows the percentage of Headteachers rating the support & challenge as good or excellent.



The percentage of headteachers rating the Support and Challenge provided by the Education Officer team has increased from 88% to 100% from 2013/14 to 2014/15.

This follows a rise the previous year, and demonstrates that the new model has bedded in, as anticipated. The new model is based on empowering Headteachers, the customers of the Team, which has led to increased satisfaction. A dip was experienced in 2012/13, relative to 2011/12. This resulted from a change in the way the Quality Assurance function was delivered, accompanied by a planned reduction in staff to increase efficiency. This took a short period to become embedded, although subsequent increases in 2013/14 and 2014/15 demonstrate increasing satisfaction with the new model.

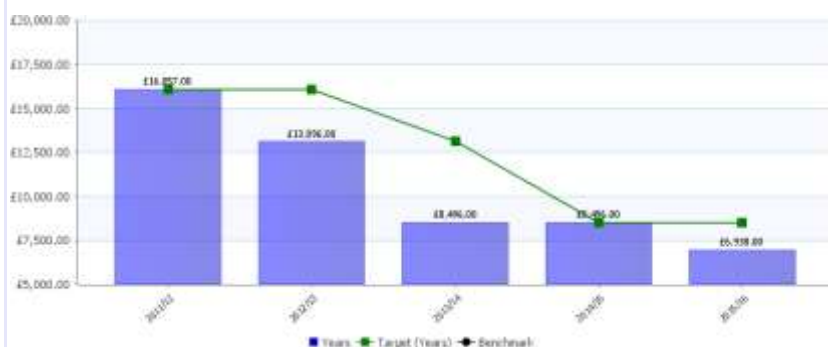
Target is reviewed annually by the Senior Management Team and is influenced by budget allocation and plans for service activity. Target for 2015/16 will remain as 100% as the team will continue to operate the same model.

## Performance Indicator

EDEDQ014\_9a.1c Education Officer Team: Cost Per School of Education Officers Team.

## Description

This indicator shows the cost per school of providing Quality Assurance services. This is calculated by dividing the activity budget of the service by the number of primary/special/secondary/nursery schools (96 schools). Measuring cost per school of the Education Officer Team allows comparison of the cost of providing each part of the service.



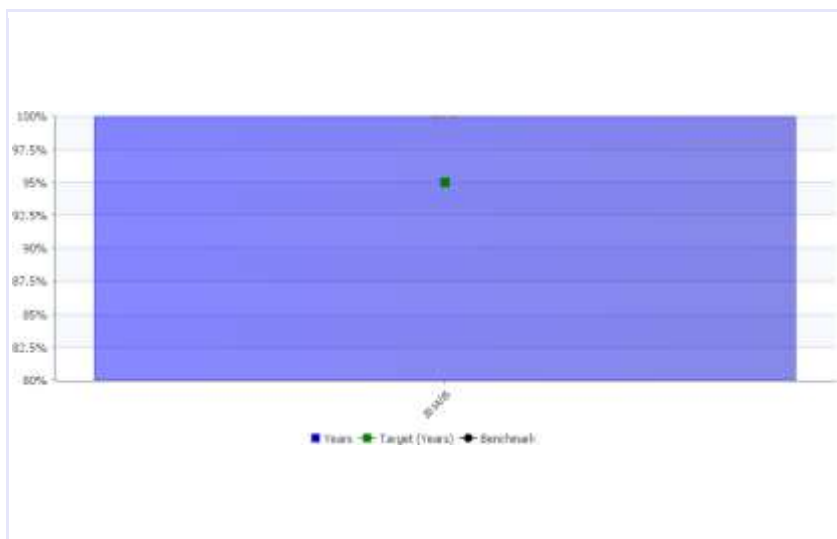
## Trend Chart Commentary:

The cost of delivering quality assurance services has continued to decline between 2011/12 and 2015/16, as a result of planned service redesign. This should be compared with the increase in satisfaction achieved, demonstrating an increase in efficiency.

The 2014/15 Activity Based Budget treated quality assurance as a management cost to reflect the new method of delivering the service. The team's costs is now reflected in the current activity based budgets.

Target for 2016/17 will be the same as performance as it is based on the budget.

<b>Performance Indicator</b>	EDEDQ016.9b.1b Percentage of Headteachers Rating the effectiveness of the process of Validated Self Evaluation (VSE) as Good/Excellent
<b>Description</b>	This indicator measures the percentage of headteachers rating the process of Validated Self Evaluation (VSE) as Good/Excellent. The Quality Improvement Team, from school session 2015 2016 in partnership with the Additional Support Needs Team and Educational Psychology Team (core team) provides intensive support across a number of key activities in relation to the schools self evaluation. Validated Self-Evaluation is where the core team manages external teams to work with the school to validate or otherwise the judgements a school has made about its own work against national indicators (How good is our School?)

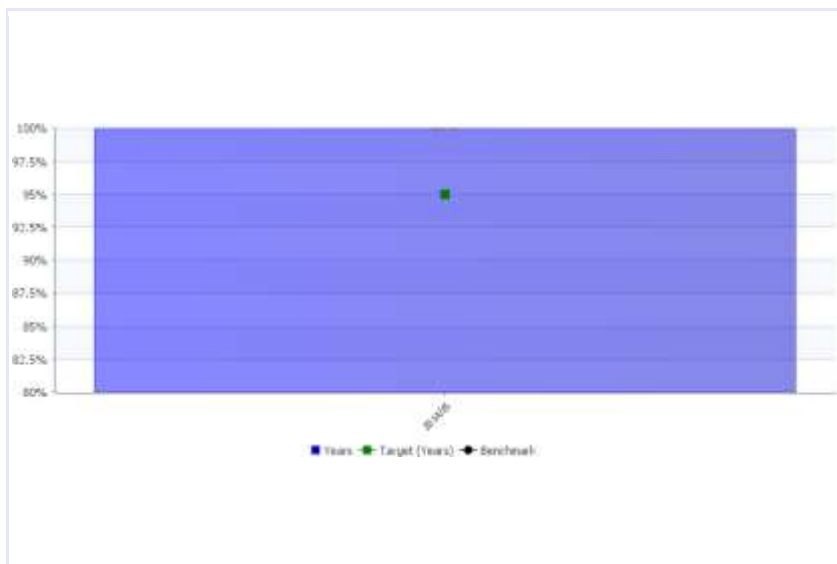


This is a new indicator and so only one year of data is available. This is because Validated Self Evaluation (VSE) is a new process.

Target was set at 95%, which was considered ambitious, and it was agreed that this would be reviewed by the service manager in light of actual data when this became available.

Target for 2015/16 will be set at 98%, and kept under review as more data becomes available.

<b>Performance Indicator</b>	EDEDQ017.9b.1b Percentage of Headteachers Rating the effectiveness of Education Quality Improvement Team Support Throughout the Process of Education Scotland Inspection as Good/Excellent
<b>Description</b>	This indicator measures the percentage of Headteachers Rating the effectiveness of Education Quality Improvement Team Support Throughout the Process of Education Scotland Inspection as Good/Excellent. Education Scotland will inspect a number of schools in Scotland on an annual basis. The Education Quality Improvement Team provides intensive support across a number of key activities in relation to the schools self evaluation. During the Education Scotland Inspection process the inspectors affirm or otherwise the school's judgements about its own work (self evaluation) against national indicators (How good is our School?)



This is a new indicator and so only one year of data is available. Although this function has previously been carried out by the team, data was not gathered.

Target was set at 95%, which was considered ambitious, and it was agreed that this would be reviewed by the service manager in light of actual data when this became available.

Target for 2015/16 will be set at 98%, and kept under review as more data becomes available.

## EDIMS\_Instrumental Music Services (EC)

### Performance Indicator

EDIMS002\_9a.1c Instrumental Music: Cost Per School of Instrumental Music Services.

### Description

This indicator shows the cost per school of delivering Instrumental Music services. This is calculated by dividing the net revenue budget of the service by the number of primary/special/secondary schools (82 schools). Measuring the cost per school of the education services allows comparison of the cost of providing each part of the service against each other. The cost is net of income, and only measures the Council's contribution to the service provided.



### Trend Chart Commentary:

This efficiency target measures the cost of providing Instrumental Music services within education. Session 2012/13 is the first year that Instrumental Music were included in the Education budget.

Between 2012/13 and 2013/14 the activity based budget for Instrumental Music increased resulting in a higher cost per school. This fell in 2014/15 and again in 2015/16 in line with planned efficiencies.

The review of instrumental music aims to introduce greater parity of provision across schools, making this measure, which replaces cost per pupil, more appropriate.

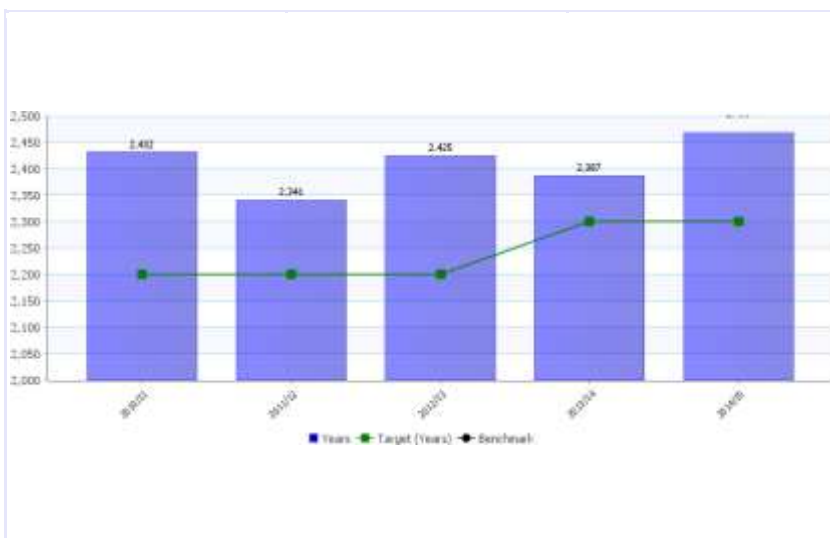
Target for 2015/16 will be the same as performance as it is based on the budget.

**Performance Indicator**

EDIMS004\_9b.1b Instrumental Music - Number of Pupils Taught

**Description**

This indicator shows the number of pupils taught by the Instrumental Music Service (IMS) annually. The IMS provide instrumental music tuition and ensemble and performance opportunities for pupils from P4 to S6. This indicator measures the number of pupils who receive instrumental music tuition and ensemble and performance opportunities. Information is based on the monthly registers provided by the instrumental music instructors and reported annually.

**Trend Chart Commentary:**

Performance will naturally fluctuate from year to year. This indicator is at its highest performance in 2014/15 and the rise reflects the implementation of the West Lothian Council Instrumental Service Review Strategy Group actions. The target has risen in line with the expected outcome of the review of the IMS and will remain at 2300 in to school year 2015/16, subject to review in light of actual performance.



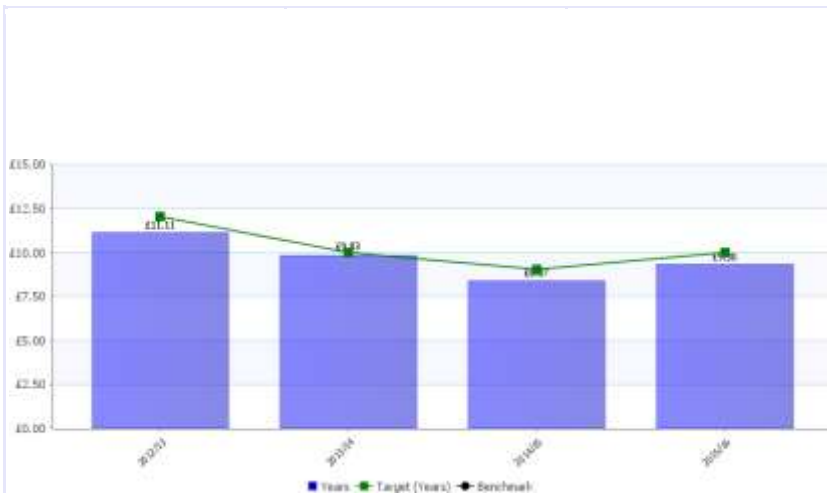
## EDPPL\_Planning and Pupil Placement (EC)

### Performance Indicator

EDPPL020\_9a.1b Pupil Placement: Cost Per pupil of Pupil Placement Service.

### Description

This indicator shows the cost per pupil of the Pupil Placement Service. This is calculated by dividing the budget of the service by the number of pupils. Measuring the cost per pupil of the central education services allows comparison of the cost of providing each part of the service against the others.



### Trend Chart Commentary:

Cost per pupil has decreased from 2012/13 to 2013/14 and 2014/15 to the current level of £8.37. This is due to planned efficiencies in the service. These were achieved, in part, by efficiencies achieved as a result of a Citizen's Led Inspection.

Cost per pupil for 2015/16 has risen due to increased expenditure as a result of the service expansion necessary to place eligible 2 year olds from August 2014.

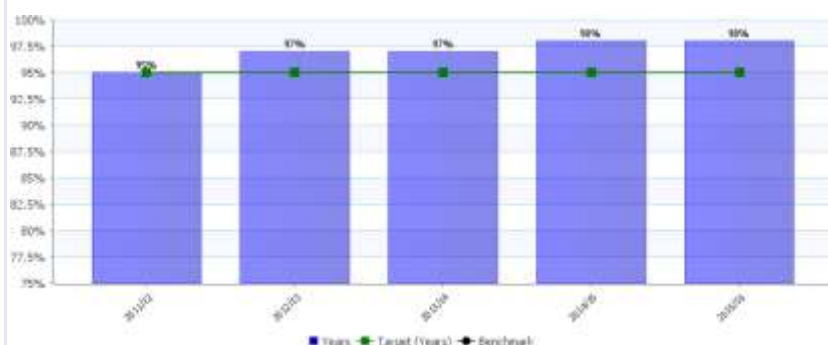
Target for 2015/16 will be the same as performance as it is based on the budget.

## Performance Indicator

EDPPL021\_9b.1a Pupil Placement: Percentage of P1 and S1 Requests Granted by the School Placement Panel.

## Description

This indicator shows the percentage of P1 and S1 Requests Granted by School Placement Panel. When requests are granted parents are given their choice of school. Performance is influenced by demographics, investment in the school estate and teacher numbers, and movement into and within West Lothian resulting from housing development. A new approach to pupil placement resulted in an increased percentage of pupils being allocated their first choice.



## Trend Chart Commentary:

In 2015/16, 96 placing requests were refused out of a total of 4253, resulting in 98% being granted.

In 2014/15, 89 placing requests were refused, out of 4104, resulting in performance of 98%. In 2013/14 97% of applicants were granted their first choice. 127 applications were refused out of a total of 4207. In 2012/13, the school placement panel granted 97% of applicants their first choice. 123 applications were refused out of a total of 4276. In 2011/12 198 requests were refused.

Requests are refused when one of the statutory grounds of refusal exist, for example admitting an additional pupil would require the employment of an additional teacher, extension of the building, would result in the school being over capacity or prevent the Council from reserving places for pupils who could be expected to move into the catchment area.

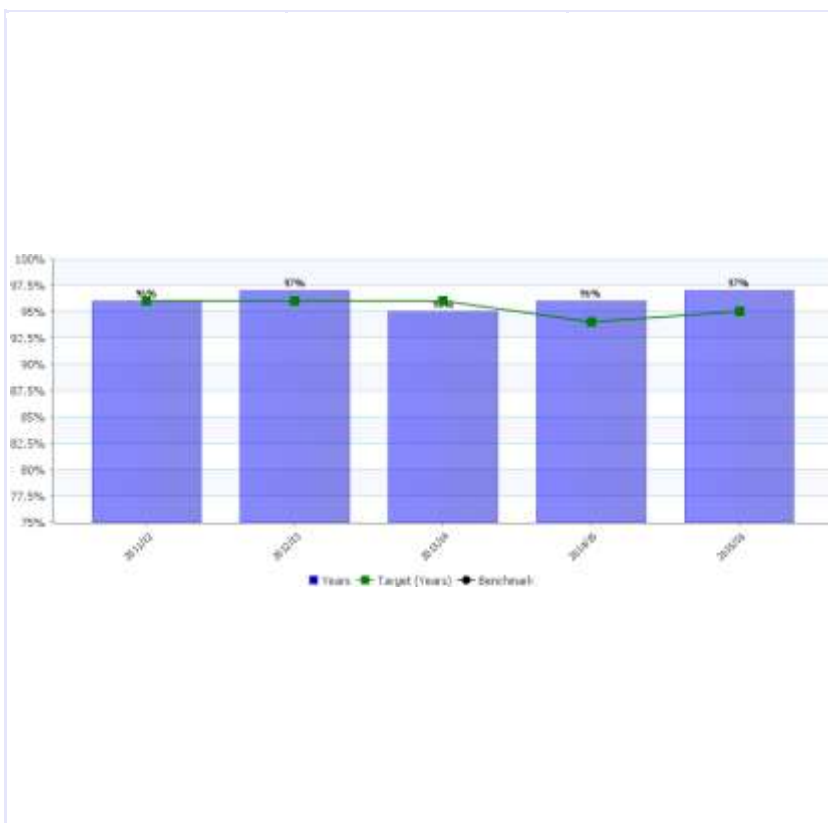
Target for 2016/17 remains 95% as maintaining current performance in light of particular population pressures may not be possible.

## Performance Indicator

EDPPL022\_9b.1b Pupil Placement: Percentage of Pre School Parents Allocated First Choice Establishment by School Placement Panel.

## Description

This indicator shows the percentage of pre-school Requests Granted by School Placement Panel. When requests are granted parents are given their choice of school. Performance is influenced by demographics, investment in the school estate and teacher numbers, and movement into and within West Lothian resulting from housing development. A new approach to pupil placement resulted in an increased percentage of pupils being allocated their first choice.



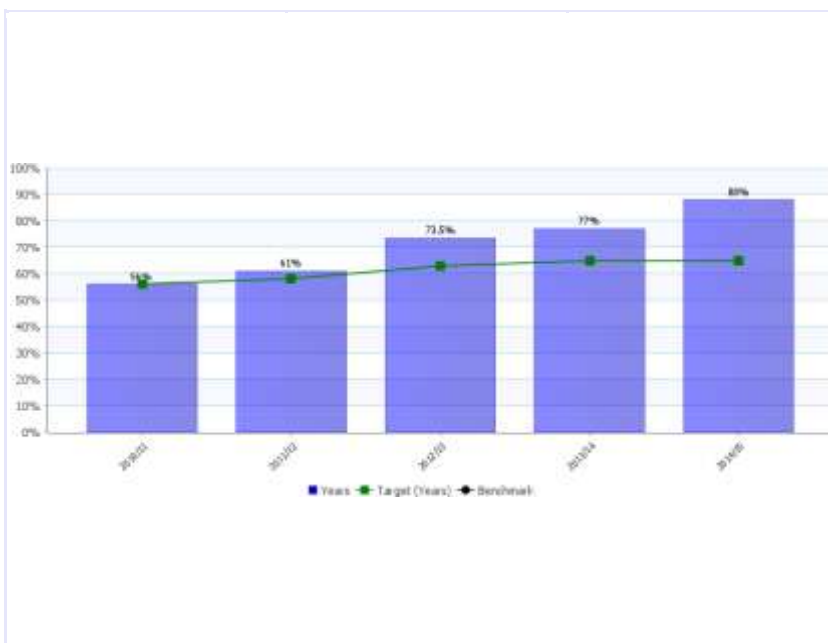
## Trend Chart Commentary:

Performance rose to 97% in 2015/16. Performance had fallen in 2013/14. 1% of the fall, equating to around 40 pupils, can be accounted for by the move of 40 pre-school places from Armadale Primary School to St Anthony's Primary School, Armadale. Particular pressure was also experienced in Bathgate as a result of housing development, which accounts for part of the remaining 1%.

The Council operates under increasing financial constraints, and the need to increase efficiency in pre-school provision has required a slight reduction in choice, accounting for the rest of the 1% reduction.

Performance is influenced by demographics, investment in the school estate and teacher numbers, and movement into and within West Lothian resulting from housing development. Target for 2016/17 has been set at 95% as the Council will seek to maintain this level of performance despite population pressures.

<b>Performance Indicator</b>	EDPPL027_6a.7 Pupil Placement: Percentage of Customers Rating Overall Service as Good/Excellent - P1/S1.
<b>Description</b>	This performance indicator measures the number of customers that rated Pupil Placement's P1/S1 service as good or excellent. Collected in an annual survey, customers are asked to rate the quality of the service provided as excellent, good, adequate, poor or weak. The survey is a random and representative sample of the customers that accessed the service and the results are analysed to identify areas of concern to customers, or areas where improvement can be made.



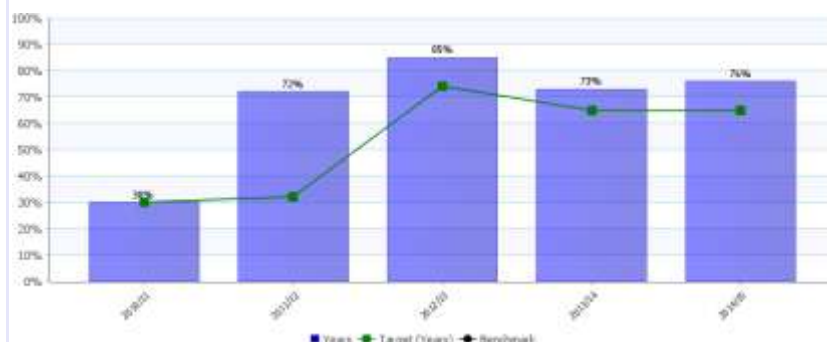
#### **Trend Chart Commentary:**

Overall satisfaction has risen year on year from 2010/11 to 2014/5 as higher percentages of parents are given their first choice, and processes are improved, for example policies and letters made more understandable, and number of contacts and steps in the process reduced.

A total of 74 parents of children of all ages replied to the 2013/14 survey. This rose to 80 in 2014/15.

Target for 2015/16 is set as 80% as maintaining this level of satisfaction in light of particular population pressures may not be possible..

<b>Performance Indicator</b>	EDPPL028_6a.7 Pupil Placement: Percentage of Customers Rating Service as Good/Excellent - Pre School.
<b>Description</b>	This performance indicator measures the number of customers that rated Pupil Placement - Pre-School service as very good or good. Collected in an annual survey, customers are asked to rate the quality of the service provided as excellent, good, adequate, poor or very poor. The survey is a random and representative sample of the customers that accessed the service and the results are analysed to identify areas of concern to customers, or areas where improvement can be made.



#### **Trend Chart Commentary:**

The requirement to achieve greater efficiency in resource allocation will result in fewer parents receiving the placement of their choice, leading to a decline in satisfaction in future years.

In 2014/15 satisfaction rose despite a restriction in the number of places that could be granted at a new Partner Provider, which gave rise to significant levels of complaint. It is still below peak level, although has risen overall over 5 years.

In 2013/14 dissatisfaction arose in Armadale with the relocation of 40 pre-school places from Armadale Primary School to St Anthony's Primary School, in parts of Bathgate and Livingston due to population pressure, and amongst those applying for a partner provider place after the closing date for applications after which the majority were refused.

A total of 74 parents of children of all ages replied to the 2013/14 survey. In 2014/15 this rose to 80.

There was an increase in satisfaction from 30% 2010/11 to 72% 2011/12 following a change in approach to increase customer focus.

Satisfaction is very closely linked to outcome. Target for 2015/16 has been set at 75%, as positive outcomes cannot be guaranteed in light of particular population pressures.

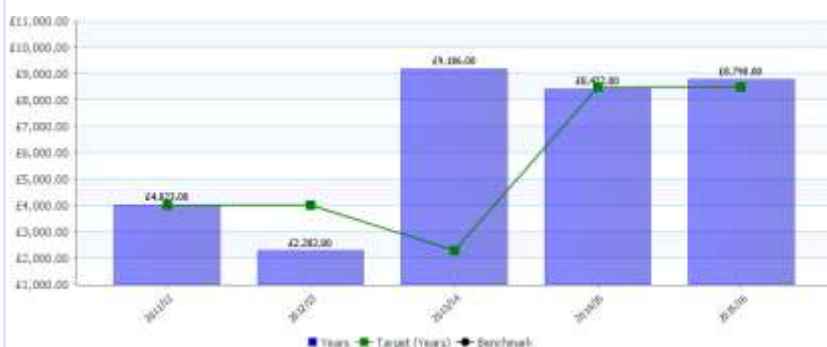
## EDPPP\_Public/private Partnership (EC)

### Performance Indicator

EDCES005\_9a.1c Central Resources: Cost Per School of Central Resources.

### Description

This indicator shows the cost per school of delivering Central Resources. This indicator includes Property Management, Staffing & Workforce Planning, Public Private Partnership, Health & Safety and Business Continuity Planning. This is calculated by dividing the activity budget of the service by the number of primary/special/secondary/nursery schools (96 schools). Measuring the cost per school of the central resources allows comparison of the cost of providing each part of the service against the others.



### Trend Chart Commentary:

This efficiency target measures the cost of providing Central Resources within education.

The 2014/15 figure fell as a result of planned efficiencies within the service, although it rose slightly in 2015/16. A significant increase in costs in 2013/14 is the result of the inclusion of Business Support Managers, not previously included in this activity budget. Costs fell in 2012/13 as a result of planned efficiencies within the service.

Target for 2016/17 will be the same as performance as it is based on the budget.

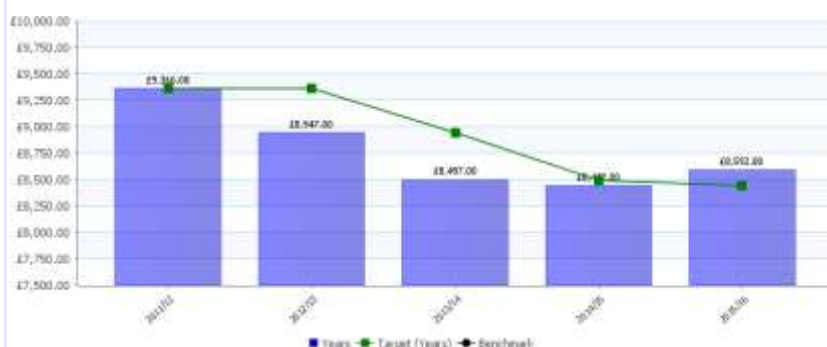
## EDPSY Psychological Services (EC)

### Performance Indicator

EDPSY000\_9a.1c Psychological Services: Cost per School of Psychological Services Provision.

### Description

This indicator shows the cost per school of providing Educational Psychology services. This is calculated by dividing the activity budget of the service by the number of primary/special/secondary/nursery schools (96 schools). Measuring the cost per school of the Central Education Services allows comparison of the cost of providing each part of the service.



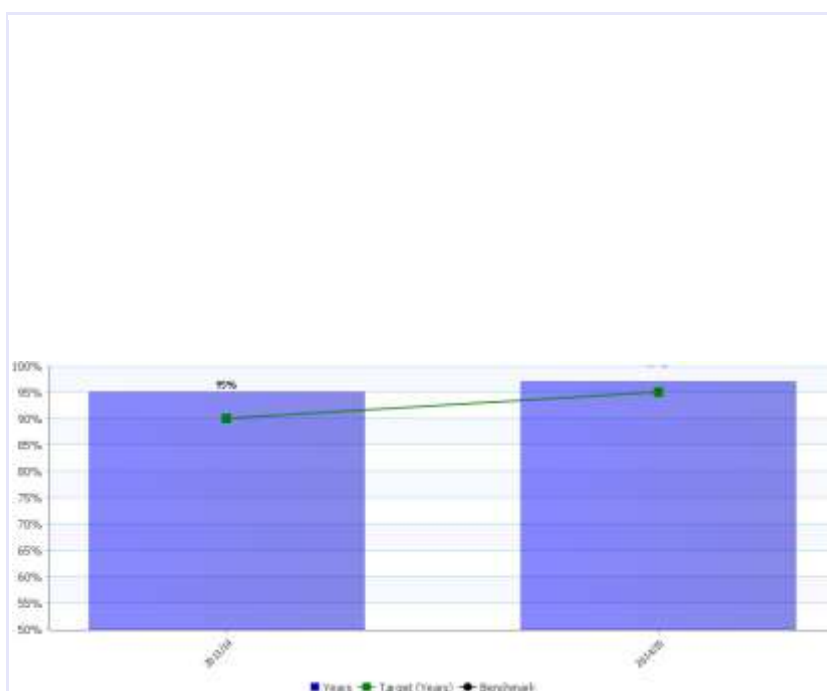
### Trend Chart Commentary:

The cost of delivering the Educational Psychology Service has declined between 2011/12 and 2014/15, as a result of planned service redesign resulting in staffing decreases. The figure rose marginally in 2015/16 reflecting increased costs.

Attempts have been made to gather similar data from neighbouring authorities. These have been unsuccessful to date but negotiations continue.

Target for 2015/16 will be the same as performance as it is based on the budget.

<b>Performance Indicator</b>	EDPSY003_9b.1c Psychological Services: Percentage of people receiving training from the Educational Psychology Service who rated as good or excellent the extent to which we met our stated course aims.
<b>Description</b>	This performance Indicator measures the percentage of people receiving training from the Educational Psychology Service (EPS) and rating the extent to which the aims of the course were met as good or excellent. The data is collected immediately through evaluation forms from those receiving training. Examples of training include: Getting It Right For Every Child (GIRFEC), Baby Brains, Addressing Barriers to Learning (ABLe), additional support needs. A full inventory of the training provided by the service is collated annually. Training is delivered to a range of customers including school staff, parents, and partner agencies.



#### Trend Chart Commentary

##### 2014-2015

In 2014/15 there were 332 people who received training from the Educational Psychology Service. 97% of training participants (made up of school staff, parents, and partner agency staff) rated the extent to which our stated course aims were met as good or excellent (based on 321 of 332 participants). Target for 2015/16 is 95%.

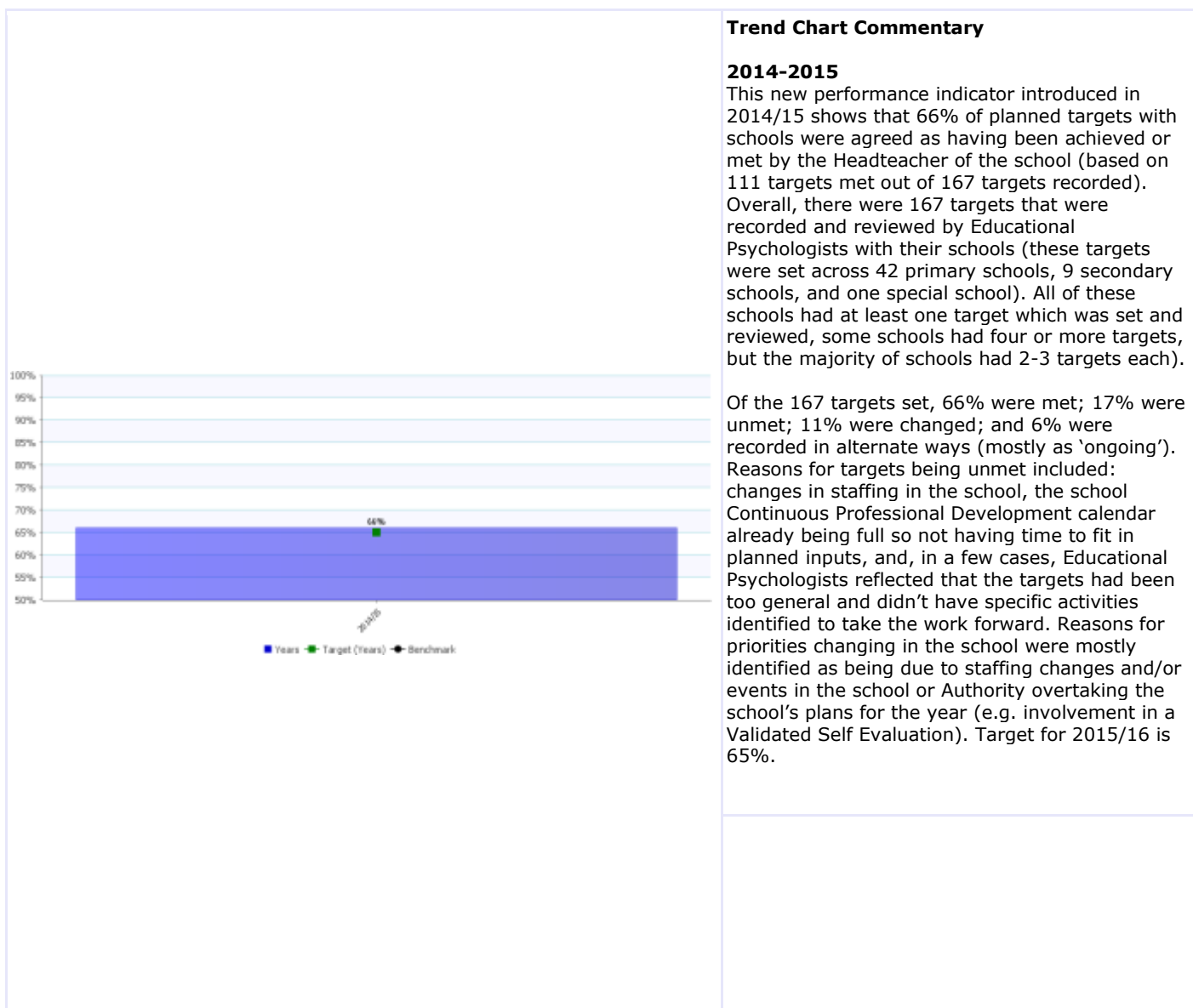
##### 2013-2014

In 2013/14 there were 358 people who received training from the Educational Psychology Service. 95% of training participants (made up of school staff, parents, and partner agency staff) rated as good or excellent the extent to which we met our stated course aims for the training session.

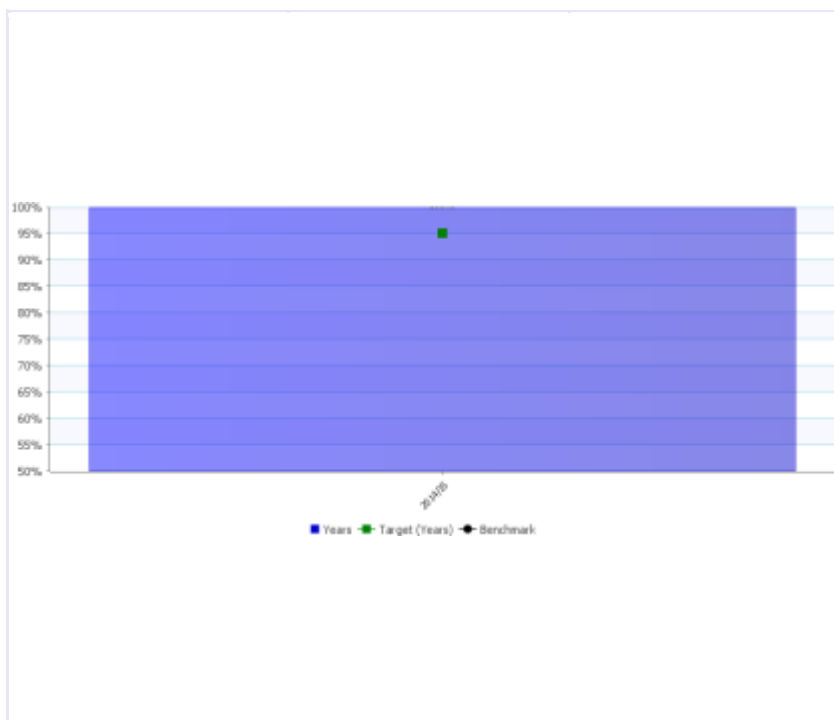
We have therefore sought to ensure that we have ongoing opportunities for delivering training to a range of customers. Staff development is included in our Service Level Agreement discussions with every school / establishment. This is the first year of recording this data in COVALENT. As a result of the positive feedback in relation to our training, we have actively sought opportunities to work more collaboratively with partners / secondary schools this year as part of our service re-design. Target for 2014/15 is 95%.



<b>Performance Indicator</b>	EDPSY004_9b.1a Percentage of annual targets achieved through Service Level Agreement Planning with schools
<b>Description</b>	<p>This performance indicator measures the percentage of annual targets set with schools which have been achieved. Each year, Educational Psychologists negotiate with their Headteachers and set targets for the Educational Psychologist's work in each school. This is achieved through a planning document called the Service Level Agreement. During the end of year review, targets are agreed as being 'met' 'unmet' or 'changed' in discussion with the Headteacher. This performance indicator measures the percentage of targets agreed as having been met.</p> <p>It is based on a review of all of the targets (167) outlined in Service Level Agreement documents with schools.</p>



<b>Performance Indicator</b>	EDPSY005_9b.1c Percentage of schools who agreed or strongly agreed with the statement: The Educational Psychologist is committed to continually improving the service to our school
<b>Description</b>	This Performance Indicator measures the percentage of schools who agreed or strongly agreed with the statement 'the Educational Psychologist is committed to continually improving the service to our school.' The data was gathered via a sample of questionnaire surveys. The surveys were distributed to Head Teachers in person via paper survey or via email and formed part of the end of year review of the Service Level Agreement set between schools and their link educational psychologist each year.



#### Trend Chart Commentary

##### 2014-2015

This new performance indicator introduced in 2014/15 shows that 100% of schools who agreed or strongly agreed with the statement 'the Educational Psychologist is committed to continually improving the service to our school' (based on 48 of 48 responses). In order to review all aspects of service delivery, the Educational Psychology Service asked Head Teachers (or a delegate) to complete a customer service questionnaire. Responses were received from 49 of the 96 schools in West Lothian (including six secondary schools, 42 primary schools and one special school), which represents a 51% response rate to the survey. Target for 2015/16 is 95% and to increase our response rate.

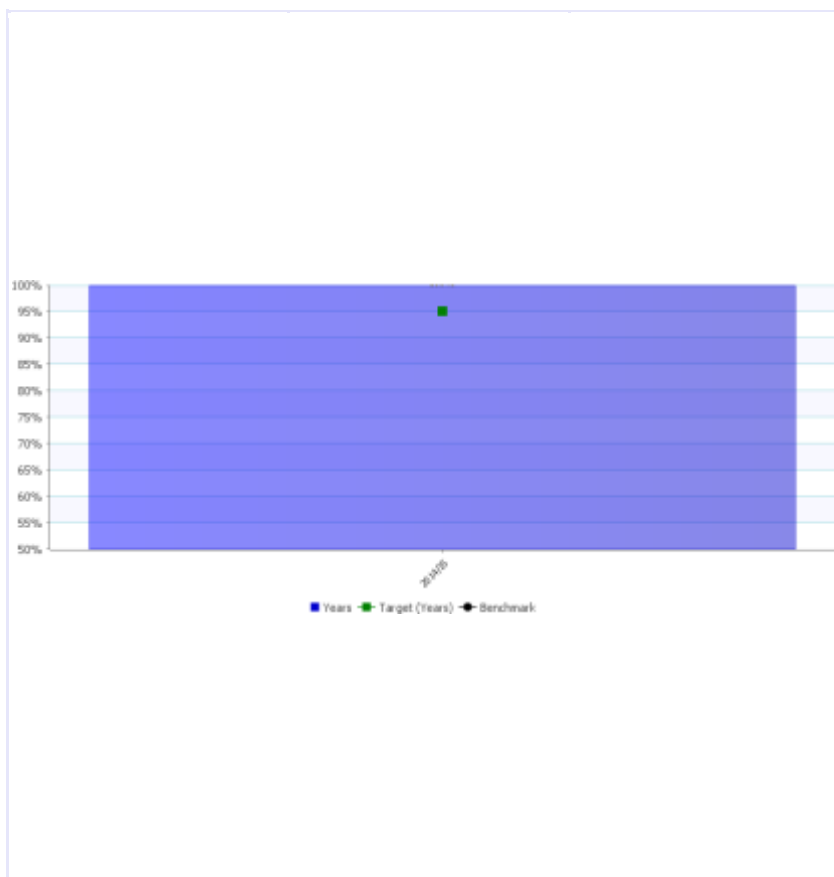
<b>Performance Indicator</b>	EDPSY009_9b.1c Percentage of schools who agreed or strongly agreed with the statement: 'The Educational Psychologist helps the school to achieve aspects of its improvement plan'
<b>Description</b>	This Performance Indicator measures the percentage of schools who agreed or strongly agreed with the statement 'The Educational Psychologist helps the school to achieve aspects of its improvement plan.' The data is gathered via a sample of questionnaire surveys. The surveys are distributed to Head Teachers in person via paper survey or via email and form part of the end of year review of the Service Level Agreement set between schools and their link educational psychologist each year.



#### **Trend Chart Commentary 2014-2015**

This new performance indicator introduced in 2014/15 shows that 90% of schools agreed or strongly agreed with the statement 'The Educational Psychologist helps the school to achieve aspects of its improvement plan' (based on 35 of 39 responses). In order to review all aspects of service delivery, the Educational Psychology Service asked Head Teachers (or a delegate) to complete a customer service questionnaire. Responses were received from 49 of the 96 schools in West Lothian (including six secondary schools, 42 primary schools and one special school), which represents a 51% response rate to the survey. Target for 2015/16 is 90% and to increase our response rate.

<b>Performance Indicator</b>	EDPSY100_6a.7 Percentage of schools rating the overall quality of customer service received from the Educational Psychology Service as good or excellent
<b>Description</b>	This Performance Indicator measures the percentage of schools rating the overall quality of customer service received from the Educational Psychology Service as good or excellent. The data is gathered via a sample of questionnaire surveys. The surveys are distributed to Head Teachers in person via paper survey or via email and form part of the end of year review of the Service Level Agreement set between schools and their link educational psychologist each year.

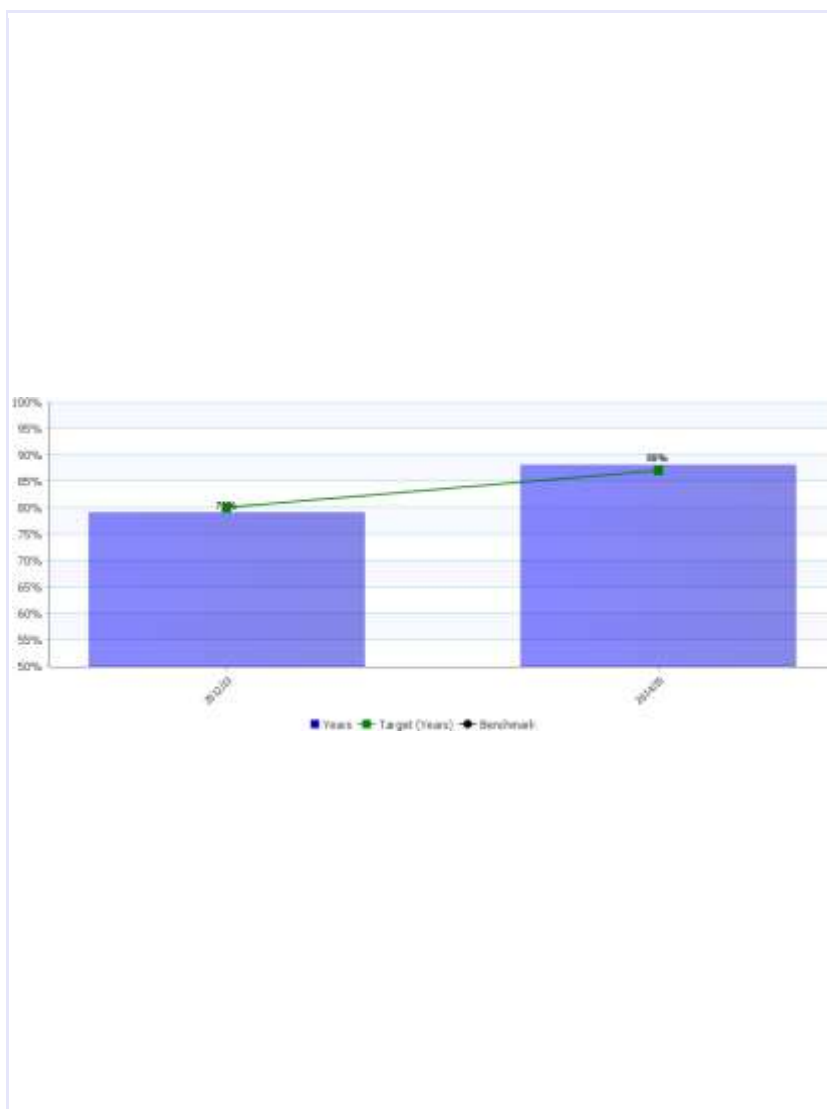


#### **Trend Chart Commentary 2014-2015**

This new performance indicator introduced in 2014/15 shows that 100% of schools rated the overall quality of customer service received from the Educational Psychology Service as good or excellent (based on 41 of 41 responses. There were 8 nil responses to this question). This is linked to the previous measure used to collect data about overall quality of customer service for the Educational Psychology Service in the context of the wider Education Service (See performance indicator EDPSY103).

In order to review all aspects of service delivery, the Educational Psychology Service asked Head Teachers (or a delegate) to complete a customer service questionnaire. Responses were received from 49 of the 96 schools in West Lothian (including six secondary schools, 42 primary schools and one special school), which represents a 51% response rate to the survey. Target for 2015/16 is 95% and to increase our response rate.

<b>Performance Indicator</b>	EDPSY200_6a.7 Psychological Services: Percentage of parents/carers who rated the overall quality of customer service from the Educational Psychology Service staff as good or excellent
<b>Description</b>	<p>This Performance Indicator measures the percentage of parents rating the overall quality of customer service from the Educational Psychology Service as good or excellent. The data was gathered via a sample of telephone surveys. For each Educational Psychologist, a sample of 5 allocated pupils was chosen and line managers gathered parent/carer views via phone.</p> <p>A total of 63 parents who have pupils with active involvement with the Educational Psychology Service were contacted via telephone to gather their views, of the parents contacted, we had 34 respondents to our survey (a response rate of 54%, which is an improvement on our previous survey response rate of 10% (2012-2013)).</p>



#### Trend Chart Commentary

**2014/15** Data collected for this area had previously been on a 3 year cycle, so there is no data for 2013/14, but from now on this information will be gathered annually. This performance indicator shows that 88% of parents rated the overall quality of customer service from staff as good or excellent (based on 28 of 32 responses). While telephone survey proved a more successful strategy for gathering parents' views, we intend to trial use of email surveys next year to see if this increases our response rate even further. Target for 2015/16 is 87% and to increase our response rate.

#### 2012-2013

In 2012-2013, 79% of parents rated the overall quality of customer service from the Educational Psychology Service as good or excellent (based on 11 of 14 responses). Response rates from this stakeholder group were low at 14 returns. A total of 140 questionnaires were issued to parents of pupils with active involvement with the Educational Psychology Service, however only 14 were returned. In the past, we have also conducted whole parent group surveys (to over 600 parents) and targeted surveys (at the end of a specific piece of work by the Educational Psychologist) with similarly low response rates. We are working on new ways of engaging with parents as part of this year's self-evaluation process review and intend to trial a telephone survey approach with a sample of parents.

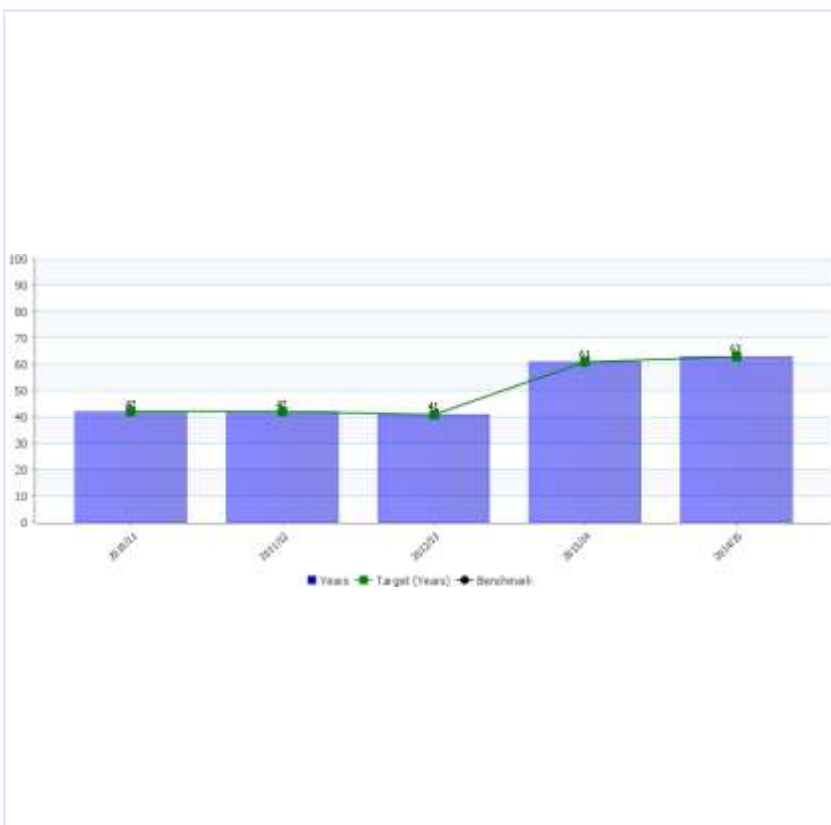
## EDSCH\_Schools

### Performance Indicator

CP:EDSCH27\_9b.1c Exclusions: Number of Openings Lost per 1000 Pupils Due to Exclusion in Primary Schools.

### Description

Number of half-days (openings) per year per 1,000 pupils that primary aged pupils are not allowed to attend school due to unacceptable behaviour, resulting in a loss to the amount of education they receive.



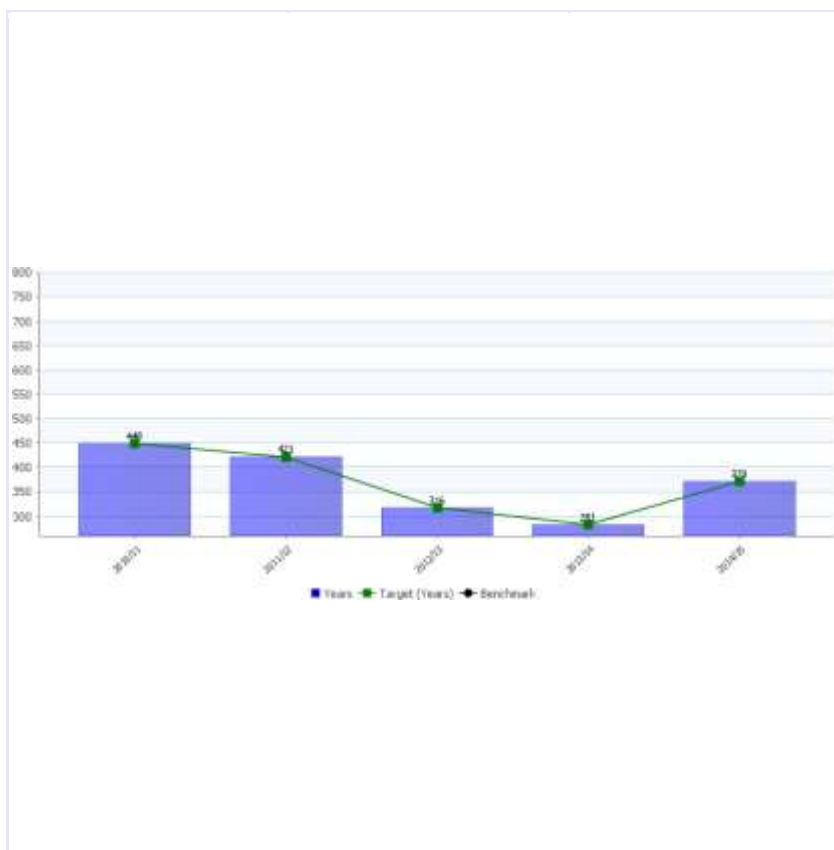
### Trend Chart Commentary:

The number of openings lost per 1000 pupils in primary schools has risen from 61 in 2013/14 to 63 in 2014/15. This increase is due to an increase in the number of exclusion incidents between 2013/14 and 2014/15 (212 vs 252).

Benchmarking data is collected every two years. Benchmarking data for 2012/13 placed West Lothian (9 exclusions/1000pupils) below the National average (10 exclusions/1000 pupils) in terms of the number of pupils excluded per 1000 pupils. Benchmarking data for 2014/15 will be available around January 2016.

National guidance directs local authorities not to set targets for exclusion from schools, however, performance is monitored on a school by school basis to measure the effectiveness of the services policy "Included, Engaged & Involved: A Positive Approach to Managing School Exclusions".

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



#### **Trend Chart Commentary:**

The number of openings lost per 1000 pupils in secondary schools has risen from 281 in 2013/14 to 370 in 2014/15. This increase is due to an increase in the number of exclusion incidents between 2013/14 and 2014/15 (783 vs 892).

Benchmarking data is collected every two years. Benchmarking data for 2012/13 placed West Lothian (67 exclusions/1000pupils) above the National average (58 exclusions/1000 pupils) in terms of the number of pupils excluded per 1000 pupils.

Benchmarking data for 2014/15 will be available around January 2016.

National guidance directs local authorities not to set targets for exclusion from schools, however, performance is monitored on a school by school basis to measure the effectiveness of the services policy "Included, Engaged & Involved: A Positive Approach to Managing School Exclusions".

## Performance Indicator

EDSCH031\_9b.1a Leavers Destinations: Percentage of School Leavers Entering a Positive Destination.

## Description

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

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

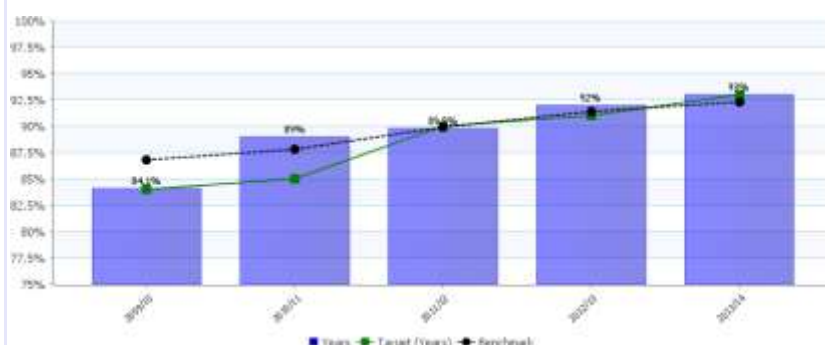
### Trend Chart Commentary:

A positive destination for a school leaver is defined as further education, higher education, training, employment or voluntary work. Over the last five years, West Lothian has seen continued improvements in the levels of school leavers achieving a positive destination. The latest figures for 2013/14 show 93.0% of school leavers have entered a positive destination which is equal to the target of 93%. Since 2005/06, positive destinations have increased by 13.0%. The largest increase has occurred between 2009/10 and 2010/11 with an increase of 4.8%.

West Lothian Council is ranked second when compared to our comparator authorities (Fife 92.4%, South Lanarkshire 92.3%, Clackmannanshire 92.8%, North Lanarkshire 91.3% and Midlothian 93.9%). Nationally 92.3% of school leavers entered a positive destination.

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

Target for school session 2014/15 has been set at 94% as West Lothian works to continue the current positive upward trend.



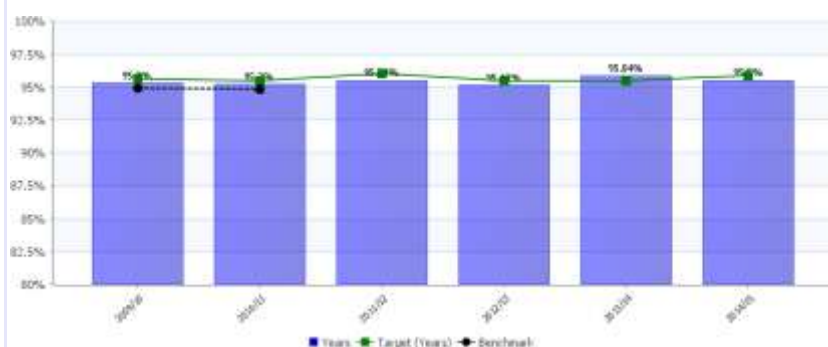


## Performance Indicator

CP:EDSCH36\_9b.1c Percentage Attendance Levels in West Lothian Primary Schools.

## Description

Indicator shows the percentage attendance levels of primary pupils attending West Lothian primary schools. Differing recording practices across Local Authorities mean comparisons between authorities will be affected by these differences in recording. National data on attendance is now collected by the Scottish Government every two years.



## Trend Chart Commentary:

Attendance levels in West Lothian primary schools have decreased from 95.84% to 95.45% between 2013/14 and 2014/15 and are below target. Authorised absence levels rose from 3.05% to 3.43% between 2013/14 and 2014/15 whilst unauthorised absence levels remained the same at 1.1%. The increase in authorised absence levels account for the decrease in attendance levels.

Benchmarking data is collected every two years. Benchmarking data available for 2012/13 placed West Lothian (95.1%) above the national average (94.9%). Benchmarking data for 2014/15 will be available around January 2016.

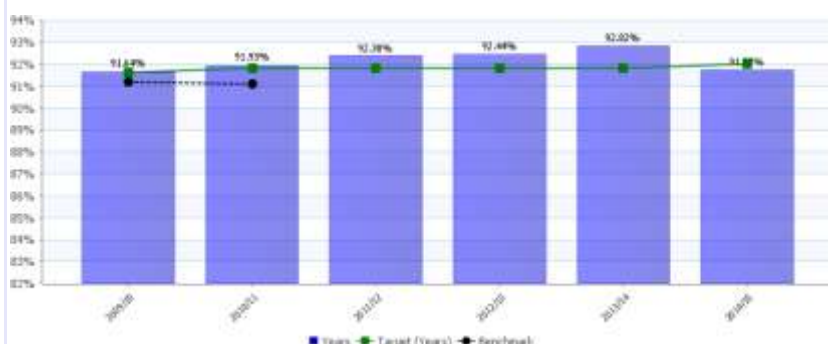
West Lothian Council has a positive attendance policy that matches national advice and incorporates multi-agency support interventions. The Additional Support Needs team will monitor performance on a school by school basis to measure the effectiveness of the implementation of the Council's policy. The target for 2015/16 has been set at 95.6%.

## Performance Indicator

CP:EDSCH37\_9b.1c Percentage Attendance Levels in West Lothian Secondary Schools.

## Description

Indicator shows the percentage attendance levels of secondary pupils attending West Lothian secondary schools. Differing recording practices across Local Authorities mean comparisons between authorities will be affected by these differences in recording. National data on attendance is now collected by the Scottish Government every two years.



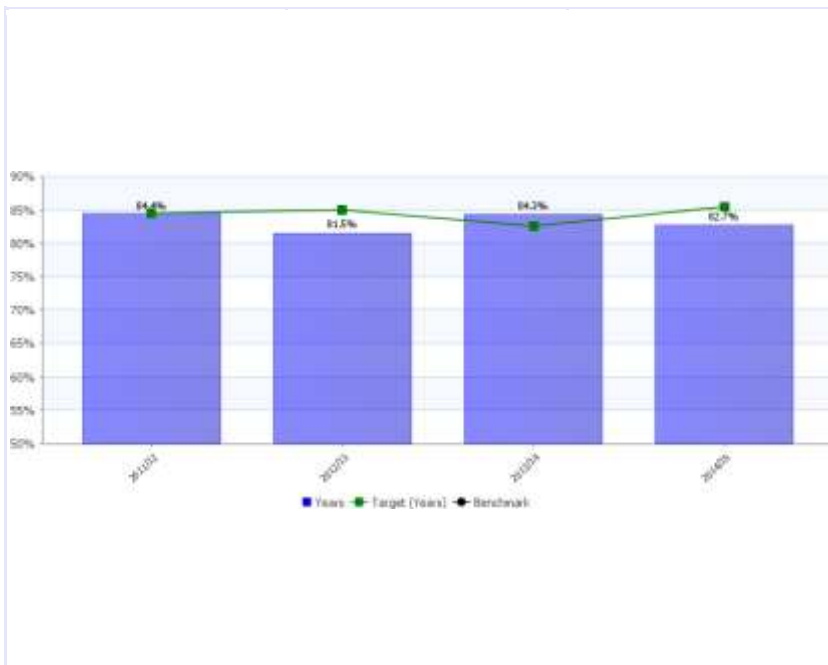
## Trend Chart Commentary:

Attendance levels in West Lothian secondary schools have decreased from 92.82% to 91.73% between 2013/14 and 2014/15 and are below target. Authorised absence levels rose from 4.73% to 5.22% between 2013/14 and 2014/15 whilst unauthorised absence levels rose from 2.36% to 2.94%. The amount of time lost to exclusion also rose from 0.04% to 0.06%. All three factors account for the decrease in attendance levels.

Benchmarking data is collected every two years. Benchmarking data available for 2012/13 placed West Lothian (92.3%) above the national average (91.9%). Benchmarking data for 2014/15 will be available around January 2016.

West Lothian Council has a positive attendance policy that matches national advice and incorporates multi-agency support interventions. The Additional Support Needs team will monitor performance on a school by school basis to measure the effectiveness of the implementation of the Council's policy. The target for 2015/16 has been set at 92%.

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



#### **Trend Chart Commentary:**

An e-mail survey of 20,737 parents/carers was carried out using online survey questionnaire software. A total of 5,114 parents/carers responded to the survey representing a return rate of 24.7% (return rate was 24.1% in previous session). A total of 82.7% of parents/carers rated their satisfaction with child's school and education as good or excellent. This figure is down from the previous year's figure of 84.3% and is below the target of 85.5%.

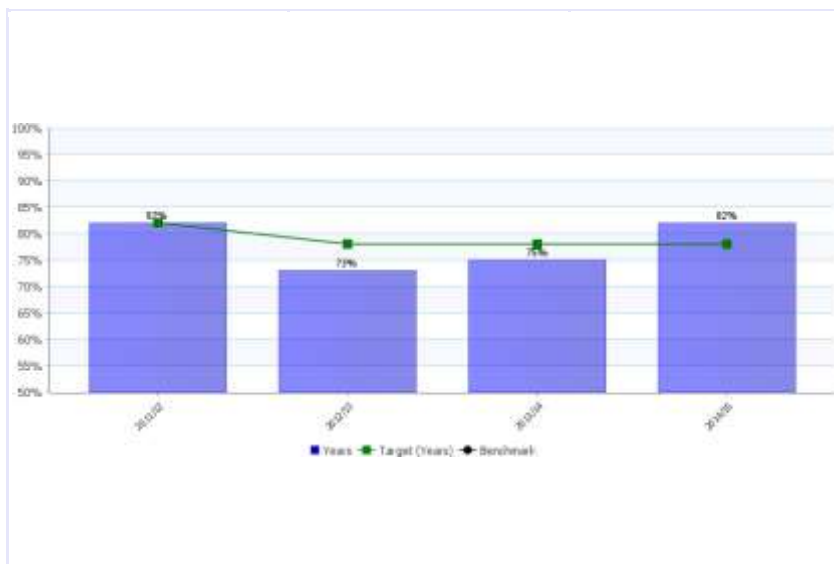
Target is set as previous year's performance plus 1%. Target for 2015/16 will be 83.7%.

**Performance Indicator**

EDSCH056\_6a.7 Percentage of Students in Secondary Schools Rating their Satisfaction with their Education as Good or Excellent.

**Description**

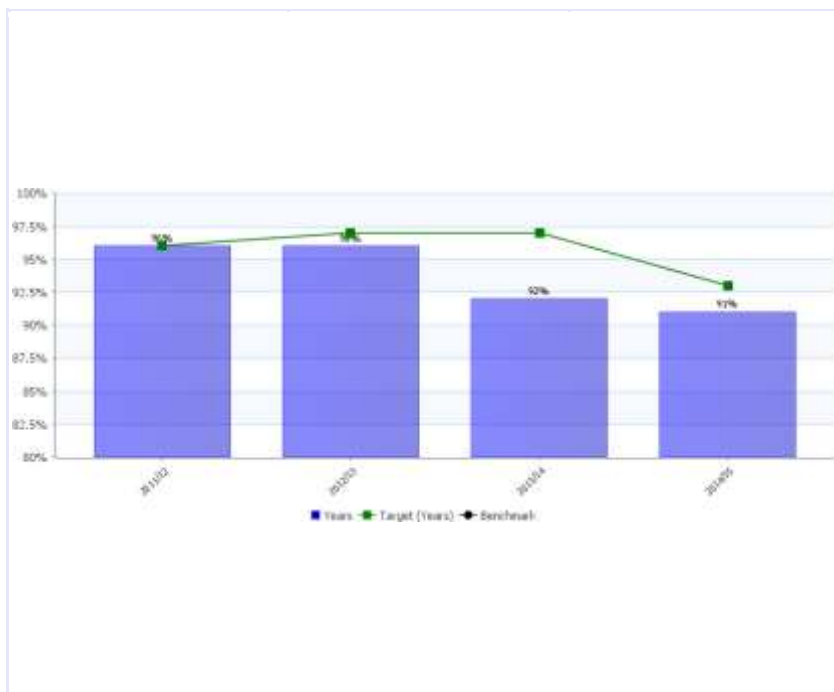
This indicator shows the percentage of students in secondary schools rating their satisfaction levels with their education as good or excellent. S1-6 pupils are all surveyed using Opinioneer software. This survey is carried out annually.

**Trend Chart Commentary**

The percentage of secondary students rating their satisfaction with their school and education as good or excellent has increased from 75% to 82% and is above target.

A total of 405 secondary students out of 10,563 (3.8%) actually responded to the survey in 2014/15. This is up on the previous years figure. The service will work with Headteachers to encourage a higher response rate in future years.

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



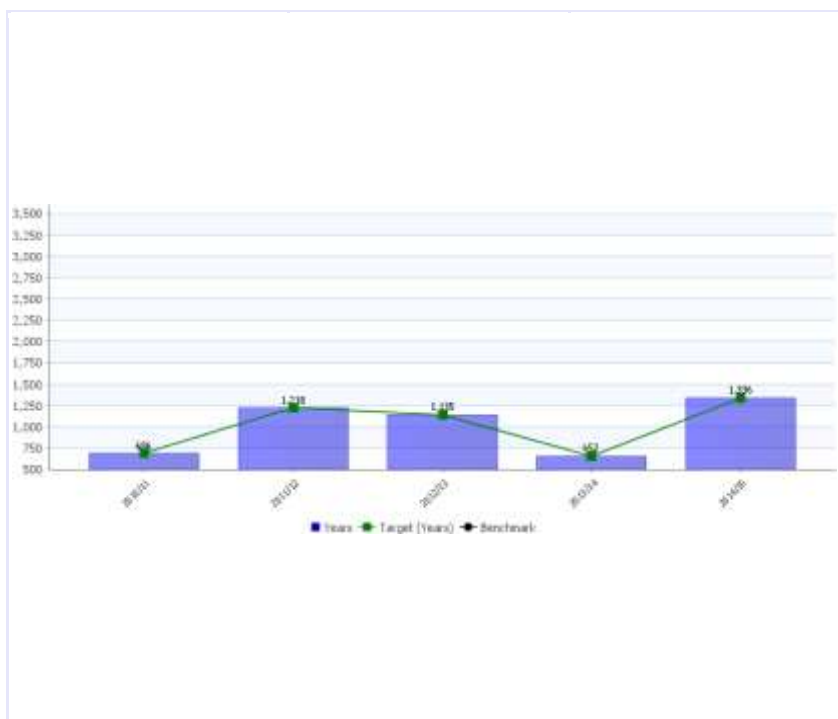
### **Trend Chart Commentary**

The percentage of P7 pupils rating their education as good or excellent has decreased from 92% in 2013/14 to 91% in 2014/15.

A total of 349 primary pupils out of 2,092 responded to a survey about their attitudes towards their education. This represents a return rate of 16.7% which is up on the previous year's return rate of 10.5%. The service will work with Headteachers to increase the response rate for this survey.

The target set for 2015/2016 is 92%. This target will be kept under review by the Senior Management Team in light of performance.

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



#### **Trend Chart Commentary:**

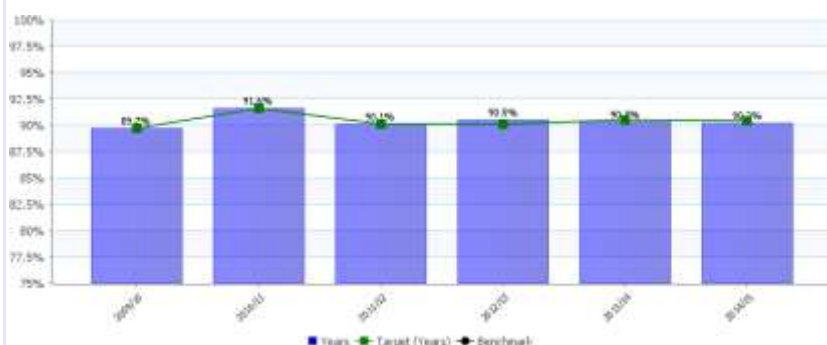
The number openings lost per 1000 pupils due to exclusion in special schools varies year on year. In 2014/15 the figure has increased from the previous year by 105%, and is at its highest over the last five years. An analysis of exclusion data for 2014/15 indicates that two out of the five special schools contributed to this increase. National guidance directs local authorities not to set targets for exclusion from schools, however, performance is monitored on a school by school basis to measure the effectiveness of the services policy "Included, Engaged & Involved: A Positive Approach to Managing School Exclusions". The Additional Support Needs team is actively working with both the schools with the aim of reducing the amount of time lost to exclusion.

## Performance Indicator

EDSCH067\_9b.1c Pupil Attendance: Percentage Attendance Levels in West Lothian Special Schools.

## Description

Indicator shows the percentage attendance levels of pupils attending West Lothian special schools. Differing recording practices across Local Authorities mean comparisons between authorities will be affected by these differences in recording. National data on attendance is now collected by the Scottish Government every two years.



## Trend Chart Commentary:

Attendance levels in West Lothian special schools have decreased from 90.3% to 90.2% between 2013/14 and 2014/15 and are below target. Authorised absence levels fell from 6.9% to 5.8% between 2013/14 and 2014/15 whilst unauthorised absence levels rose from 2.6% to 3.7%. The amount of educational time lost to exclusion rose from 0.2% to 0.4% between 2013/14 and 2014/15. The increase in time lost to exclusion and unauthorised absence levels account for the decrease in attendance levels.

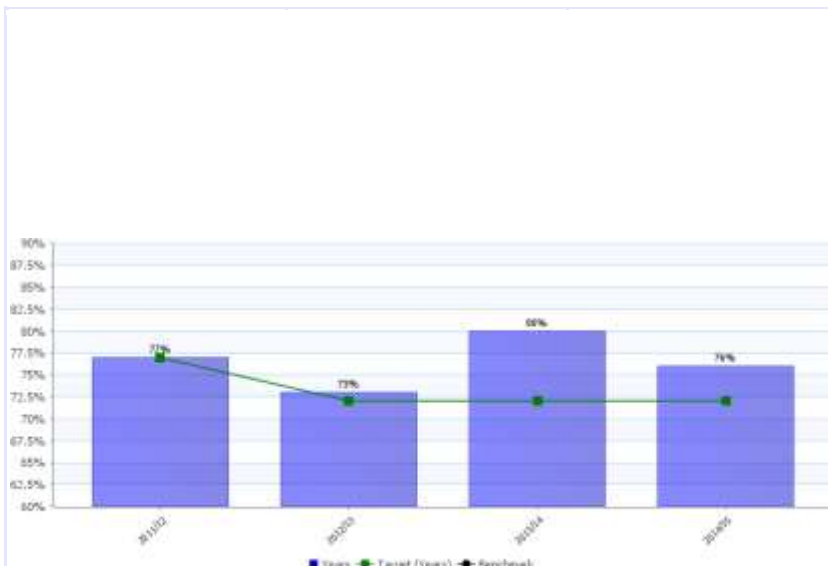
Benchmarking data is collected every two years. The latest benchmarking data for 2012/13 placed West Lothian at 90.5% compared to 90.5% nationally. Benchmarking data for 2014/15 will be available around January 2016. West Lothian Council has a positive attendance policy that matches national advice and incorporates multi-agency support interventions. The Additional Support Needs team will monitor performance on a school by school basis to measure the effectiveness of the implementation of the Council's policy. The target for 2015/16 has been set at 90.4%.

**Performance Indicator**

EDSCH068\_6a.7 Percentage of Headteachers Rating the Business Support Management (BSM) function in Schools as Good/Excellent.

**Description**

This indicator shows the percentage of customers rating the Business Support Management provision within Education Services as good or excellent in customer satisfaction surveys carried out by the Central Education Service.



**Trend Chart Commentary:**

The percentage of headteachers rating the Business Support Manager function in schools as good or excellent has decreased from 80% to 76% over the last year and is above target (72%). The number of headteachers responding to the survey has decreased from 50 to 47 between 2012/13 and 2014/15.

The management model changed in 2011/12, leading to a decrease in satisfaction in the following year's survey. The model has now been fully implemented as planned. The target was adjusted down to reflect anticipated decrease in satisfaction related to the factors above.

The target set for 2015/16 is set at 78%, an increase of 2% on the outcome figure of 2014/2015. This target will be closely monitored by the Senior Management Team during the session.

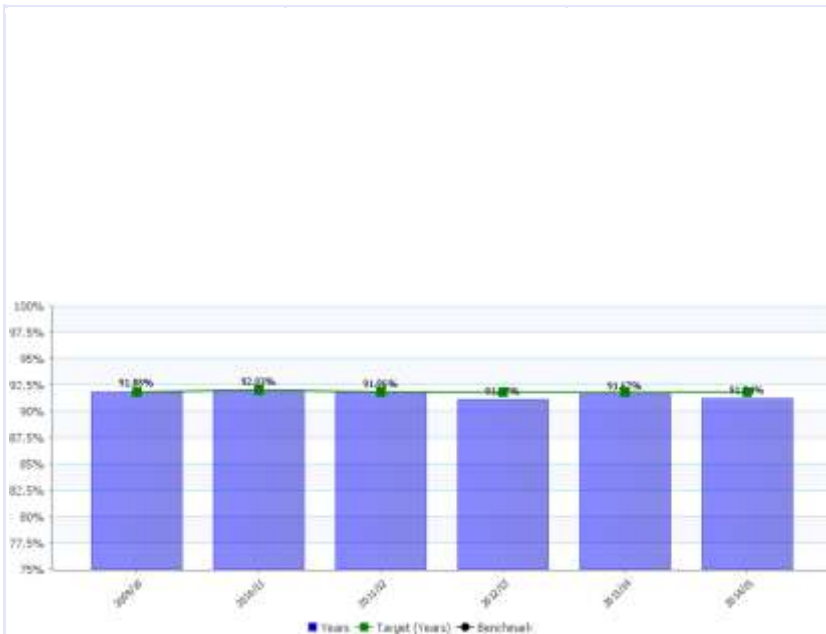


## Performance Indicator

P:EDSCH070\_9b.1c Percentage Attendance Levels in West Lothian Council Pre School Stages .

## Description

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



## Trend Chart Commentary:

Attendance levels in West Lothian pre school stages remain just over 90%. Performance has remained fairly static over the last 5 years. Attendance levels in 2014/15 (91.24%) is lower than 2013/14 (91.67%). Although attendance is non-statutory, West Lothian Council has a positive attendance policy that matches national advice and is implemented effectively by schools.

Some fluctuations occur in attendance and this can be expected to continue as conditions are not replicated exactly in schools on a year on year basis, with factors which influence attendance, such as the weather and levels of sickness, varying over time.

The implementation of greater flexibility for parents, in line with Scottish Government guidance, has resulted in more requests for less than full time attendance being granted, which will have a negative impact on attendance levels.

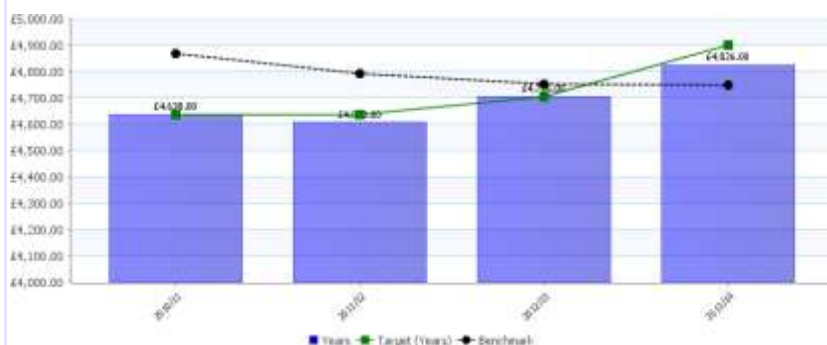
Taking these factors into account, the target will be set at the current level of 91% for 2015/16, as it was in 2014/2015.

## Performance Indicator

P:EDSCH071\_9a.1c Cost per Pupil in West Lothian Primary Schools.

## Description

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



## Trend Chart Commentary:

In 2013/14 cost per primary school pupil rose to £4826 from £4706 in 2012/13. West Lothian Council's ranking relative to other local authorities as determined by the Improvement Service moved from 17th lowest cost in 2012/13 to 21st lowest cost in 2013/14.

The current expenditure in West Lothian is increased due to the allocation of time limited expenditure aimed at improving attainment, reading, literacy and English as an additional language, and enhancing early intervention.

This time limited expenditure has coincided with improvement in a range of performance indicators in the primary sector including attainment.

Improving attainment and low cost demonstrate efficient and effective use of resources.

Target for 2014/15 will be £4,900, as the Council will aim to improve quality of provision within existing resources, and time limited expenditure will continue in this year.

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

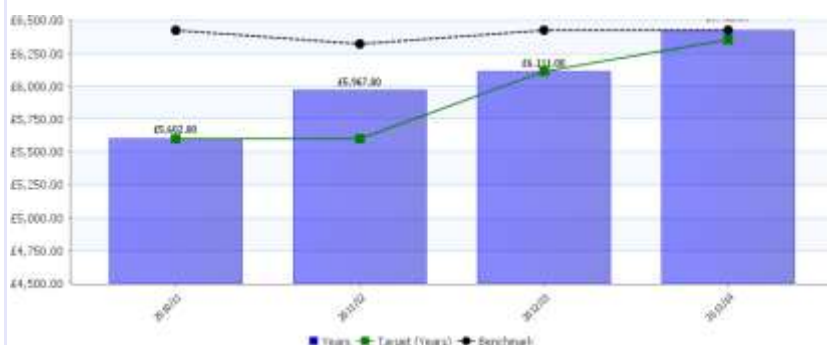
Benchmarking data is provided by the Improvement Service and used by Education Services to benchmark and improve performance.

## Performance Indicator

P:EDSCH072\_9a.1c Cost per Pupil in West Lothian Secondary Schools.

## Description

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



## Trend Chart Commentary:

In 2013/14 cost per secondary school pupil rose to £6422.56 from £6111.01 in 2012/13. West Lothian Council's ranking moved from 7th lowest cost in 2012/13 to 15th lowest cost in 2013/14.

The current relatively high expenditure in West Lothian is largely due to time limited expenditure aimed at improving attainment, reading, literacy and English as an additional language, enhancing early intervention, and improving study support and employability.

This time limited expenditure has coincided with improvement in a range of performance indicators in the secondary sector including attainment, and leaver destinations.

Target for 2014/15 will be £6,425, as the Council will aim to improve quality of provision within existing resources, and time limited expenditure will continue for this year.

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

Benchmarking data is provided by the Improvement Service

## Performance Indicator

EDSCH073\_9a.1c Nursery Education: Cost Per Pre School Place.

## Description

This indicator shows the average amount of money spent on each pre school child in West Lothian pre school establishments each year. This national measure is used to assess efficiency in the delivery of pre school education.

### Trend Chart Commentary:

The internally calculated cost per pre-school place for 2014/15 is £2392, up from £2335 in 2013/14. A final calculation is expected from the improvement service in early 2016, and benchmarking data will be available at that time.

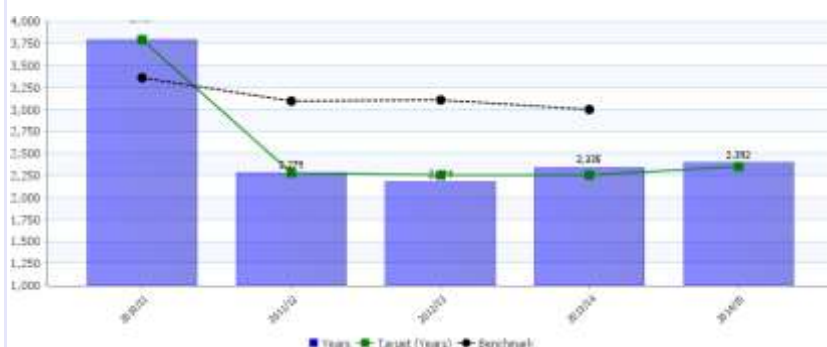
In 2013/14 cost per pre-school registration rose to £2335 from £2174 in 2012/13. West Lothian Council's ranking moved from 3rd lowest cost in 2012/13 to 5th lowest cost in 2013/14.

West Lothian Council has benefited from efficient use of the school estate and efficient management of the allocation of pupils and staff to schools. This has increased efficiency, and brought down cost per pupil, although West Lothian Council has retained a greater degree of teacher input into pre-school provision ('early learning and childcare') than other authorities.

The current relatively low expenditure in West Lothian is largely due to the very rigorous approach to pupil placement which maximises efficient allocation of staff resources to meet anticipated demand; and efficient allocation of pupils within these staff resources once set. This is achieved with a high level of parental satisfaction, and a high level of parents being allocated their first choice, as well as the introduction of flexibility and choice. There is recognition, however, that not all parents will receive their first choice, in particular those who apply after the closing date for applications, when budgets have been set. The achievement of best value is an explicit factor in all decisions.

It should be noted that this indicator does not provide a sound basis for benchmarking with the private sector. It is based on the number of pre-school children in September. As there are three intakes per year, and the number of children admitted will be at its lowest so early in the year, this results in an artificially high cost per pre school child that will adversely affect any comparison with the fee paid to private sector nurseries to purchase places under contractual arrangements.

Target for 2015/16 will be £2,392, as the Council will aim to improve quality of provision within existing resources.



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



School session 2012/13 was the first time Adaptive Tests were used in West Lothian schools.

P7 pupils scored 11.4 in school session 2014/15 which was an increase of 0.5 on the previous two school sessions. An increase of 0.5 suggests that the 2014/15 P7 cohort of pupils performed 6 months better than the previous years P7 cohort.

Nationally P7 pupils scored 11.0 at the point where this data was last collected.

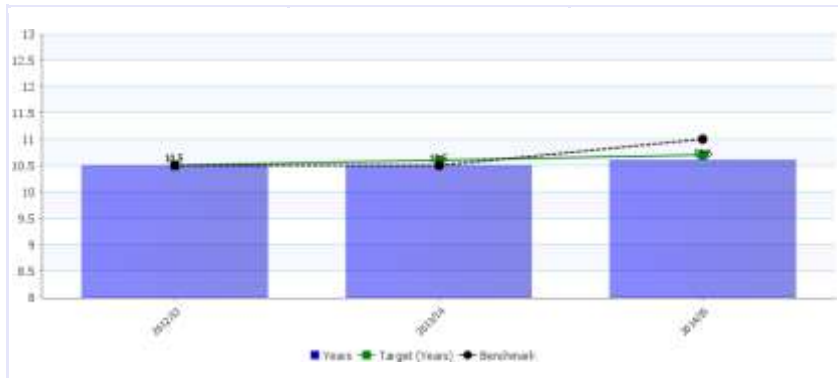
The target set for West Lothian for session 2015/16 has been set at 11.5 and this target will be kept under review by the Senior Management Team in light of progress with this target.

**Performance Indicator**

EDSCH075\_9b.1a Age Equivalent Score for General Mathematics - Primary 7 Pupils.

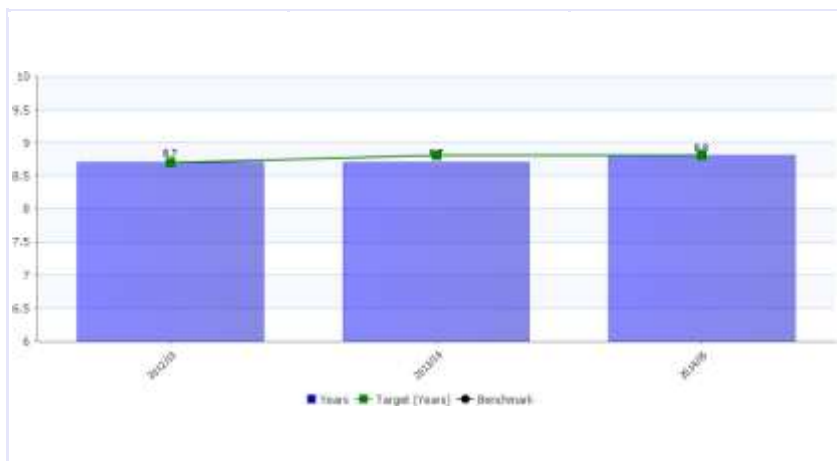
**Description**

This indicator shows the average age equivalent score for Primary 7 pupils who have been assessed using Adaptive Tests in General Mathematics. All Primary 7 pupils have been assessed in Reading, General Maths, Spelling, Mental Arithmetic and Developed Ability.



School session 2012/13 is the first time Adaptive Tests have been used in West Lothian schools. P7 pupils scores in General Maths scores in 2014/15 are in line with previous sessions scores and below target.

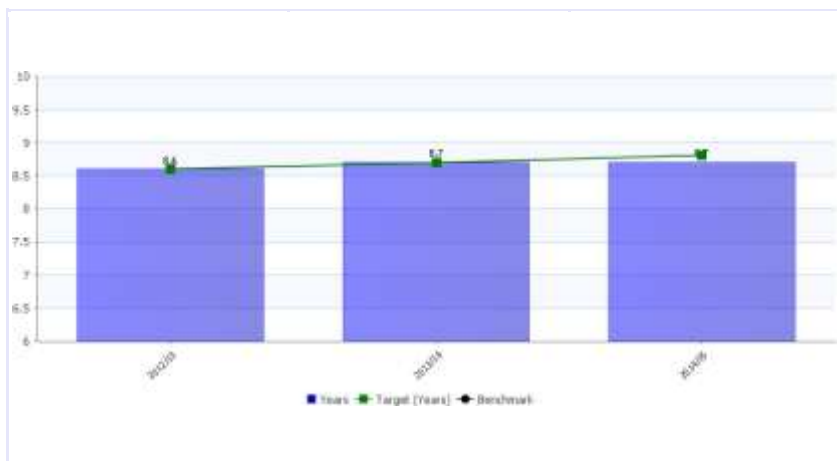
<b>Performance Indicator</b>	EDSCH077_9b.1a Age Equivalent Score in P7 of Pupils in Lowest 20% - Reading.
<b>Description</b>	This indicator shows the age equivalent score of Primary 7 pupils in the lowest 20% in Reading. Pupils in P7 are tested each session using CEM adaptive assessments. The lowest 20% is identified based on their attainment.



The age equivalent score for pupils in P7 in the lowest 20% was 8.8 in session 2015. This was up on the previous years figure.

The target for session 2015/2016 has been set at 8.9 years and this target will be closely monitored by the Senior Management Team in light of experience during the session.

<b>Performance Indicator</b>	EDSCH078_9b.1a Age Equivalent Score in Primary 7 of Pupils in Lowest 20% - General Mathematics.
<b>Description</b>	This indicator shows the age equivalent score of Primary 7 pupils in the lowest 20% in General Mathematics. Pupils in P7 are tested each session using CEM adaptive assessments. The lowest 20% is identified based on their attainment.



The age equivalent score achieved by West Lothian P7 pupils in the lowest 20% in general maths in 2015 was 8.7 which is the same as the previous year's figure.

The target set for session 2015/2016 is 8.8 and this figure will be monitored during the session in light of progress made.

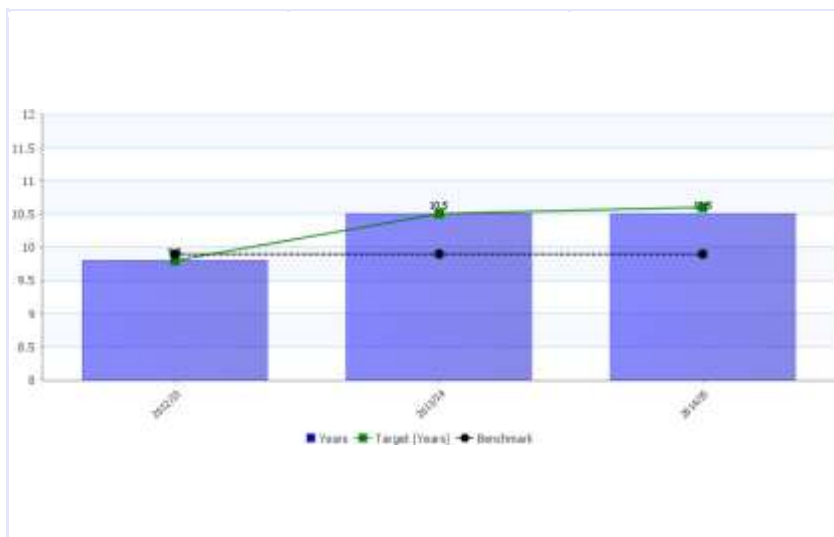


**Performance Indicator**

EDSCH082\_9b.1a Age Equivalent Score for Mental Arithmetic - Primary 7 Pupils.

**Description**

This indicator shows the average age equivalent score for Primary 7 pupils who have been assessed using Adaptive Tests in Mental Arithmetic. All Primary 7 pupils will have been assessed in Reading, General Maths, Spelling, Mental Arithmetic and Developed Ability.



In school session 2014/15 the age equivalent score for Mental Arithmetic was 10.5 which was the same as the previous school session and below target. The West Lothian score of 10.5 in 2013/14 is higher than the Scottish Consortium average of 9.9.

The target set for session 2015/2016 is 10.6 and this target will be monitored by Senior Management Team during the session in light of progress made.

<b>Performance Indicator</b>	EDSCH083_9b.1a Age Equivalent Score in Primary 7 of Pupils in Lowest 20% - Mental Arithmetic.
<b>Description</b>	This indicator shows the age equivalent score of Primary 7 pupils in the lowest 20% in Mental Arithmetic. Pupils in P7 are tested each session using CEM adaptive assessments. The lowest 20% is identified based on their attainment.



The age equivalent score achieved by West Lothian P7 pupils in the lowest 20% in mental arithmetic in 2015 was 8.6 which was the same as the previous years figure.

For session 2015/2016 the target has been set at 8.8 and Senior Management Team will be actively monitoring this target in light of progress made during the session.

## EDSQA\_SQA Results

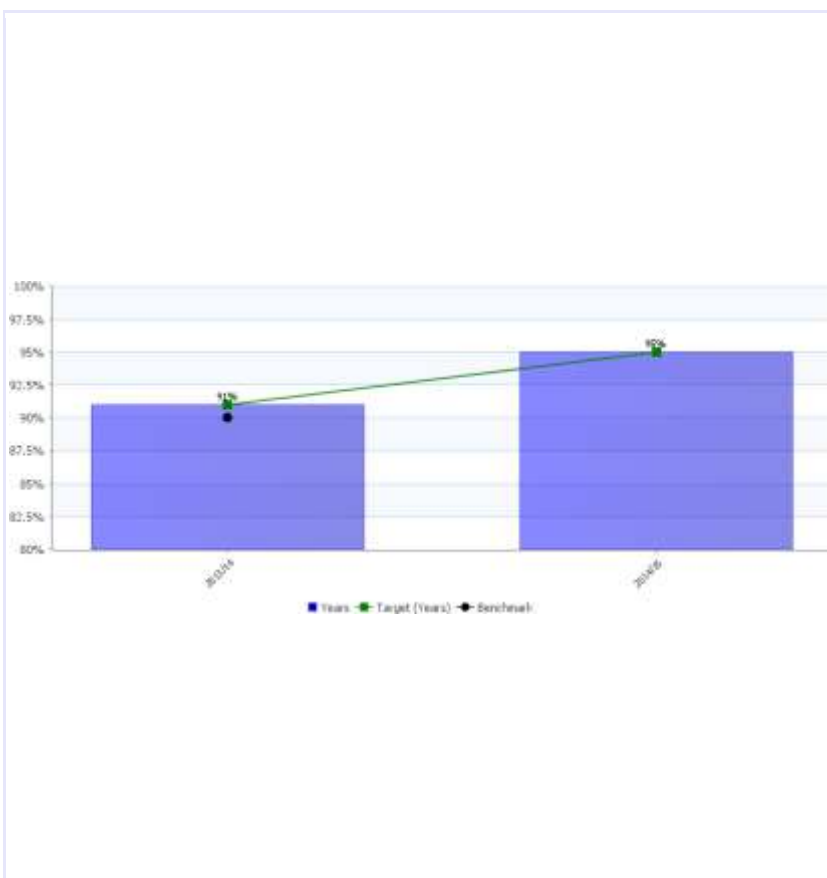
### Performance Indicator

CP:EDSQA65\_9b.1c Percentage of Pupils in the Senior Phase (S4/5/6) Achieving National 3 Qualifications.

### Description

This indicator shows the percentage of pupils in the Senior Phase (S4/5/6) of secondary education achieving the New National 3 Qualifications. Pupils are presented for National Qualifications at a number of different levels. All qualifications gained by pupils in West Lothian schools are accredited by the Scottish Qualifications Authority (SQA). SQA is the national accreditation and awarding body in Scotland. The calculation of this performance indicator is carried out by the Performance & Information Officer in Education Services.

As a result of the introduction of the new qualifications, and increased freedom for schools to vary their presentation patterns, the results for 2013/14 are not comparable with previous years results at Level 3.

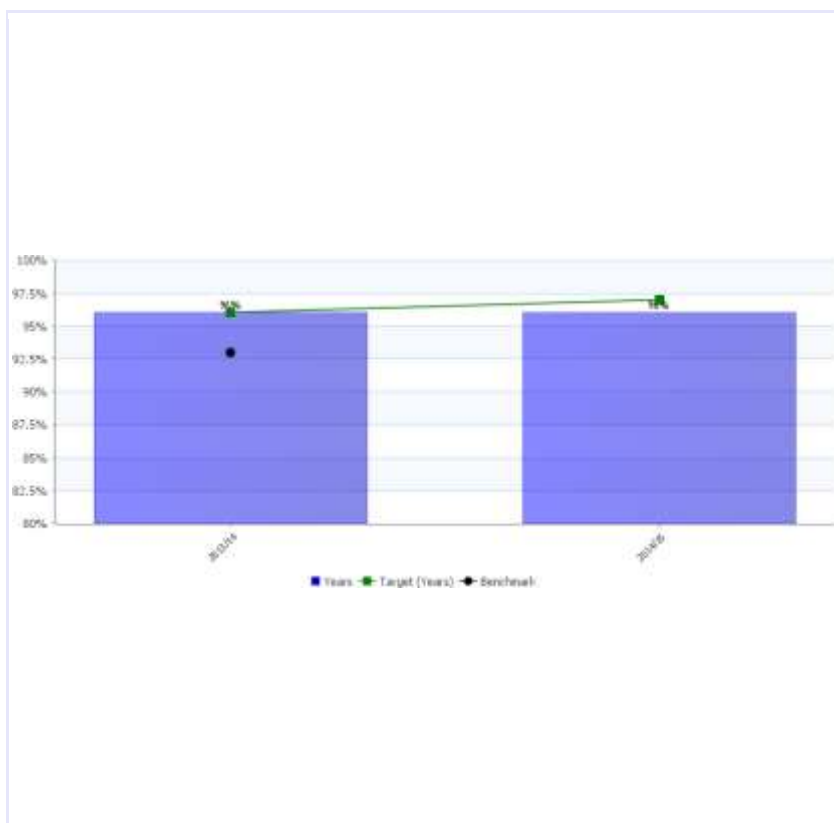


### Trend Chart Commentary:

School session 2013/14 was the first year the New National Qualifications at level 3 (National 3) were introduced. Performance in this indicator has increased from 91% to 95% between 2014 and 2015. There were a total of 505 presentations at National 3 with 477 students passing the new qualification which represents a pass rate of 95%. Nationally 91% of pupils achieved a National 3 qualification.

Intervention and support from the Quality Improvement Team and the implementation of the West Lothian Attainment Strategy have been a major factor in the improvements seen in this indicator. The work of the Quality Improvement Team will continue in support of further improvements. Schools are now working more collaboratively to support and challenge each other within their secondary hubs to raise attainment. The target for 2015/16 is set at 99% which will be achieved through targeted, proportionate and responsive support to ensure highest impact.

<b>Performance Indicator</b>	CP:EDSQA66_9b.1c Percentage of pupils in the Senior Phase (S4/5/6) Achieving National 4 Qualifications.
<b>Description</b>	<p>This indicator shows the percentage of pupils in the Senior Phase (S4/5/6) of secondary education achieving the New National 4 Qualifications. Pupils are presented for National Qualifications at a number of different levels. All qualifications gained by pupils in West Lothian schools are accredited by the Scottish Qualifications Authority (SQA). SQA is the national accreditation and awarding body in Scotland. The calculation of this performance indicator is carried out by the Performance &amp; Information Officer in Education Services.</p> <p>As a result of the introduction of the new qualifications, and increased freedom for schools to vary their presentation patterns, the results for 2013/14 are not comparable with previous years results at Level 4.</p>



#### **Trend Chart Commentary:**

School session 2013/14 was the first year the New National Qualifications at level 4 (National 4) were introduced. Performance in this indicator remains high at 96% in 2015 but is below target (97%). There were a total of 5535 presentations at National 4 with 5314 students passing the new qualification which represents a pass rate of 96%.

Intervention and support from the Quality Improvement Team and the implementation of the West Lothian Attainment Strategy have been a major factor in the high pass rate seen in this indicator. The work of the Quality Improvement Team will continue in support of further improvements. Schools are now working more collaboratively to support and challenge each other within their secondary hubs to raise attainment. The target for 2015/16 is set at 97% which will be achieved through targeted, proportionate and responsive support to ensure highest impact.

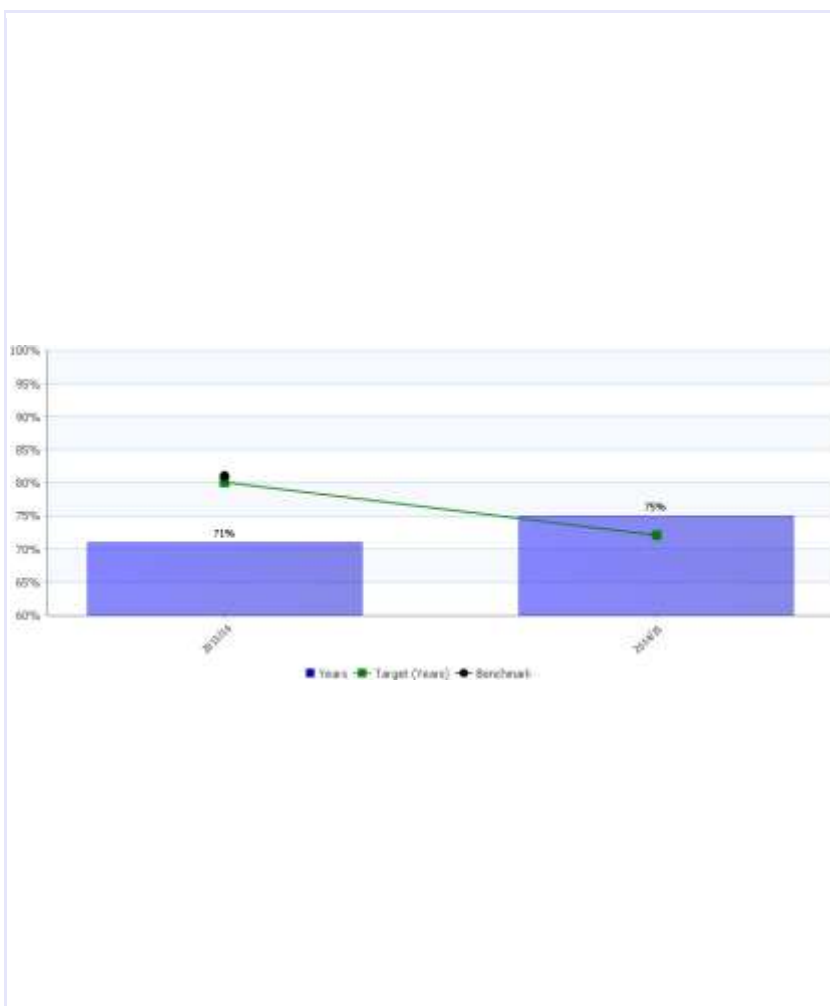
## Performance Indicator

CP:EDSQA67\_9b.1c Percentage of Pupils in the Senior Phase (S4/5/6) Achieving National 5 Qualifications.

## Description

This indicator shows the percentage of pupils in the Senior Phase (S4/5/6) of secondary education achieving the New National 5 Qualifications. Pupils are presented for National Qualifications at a number of different levels. All qualifications gained by pupils in West Lothian schools are accredited by the Scottish Qualifications Authority (SQA). SQA is the national accreditation and awarding body in Scotland. The calculation of this performance indicator is carried out by the Performance & Information Officer in Education Services.

As a result of the introduction of the new qualifications, and increased freedom for schools to vary their presentation patterns, the results for 2013/14 are not comparable with previous years results at Level 5.



## Trend Chart Commentary:

School session 2013/14 was the first year the New National Qualifications at level 5 (National 5) were introduced. Performance in this indicator has decreased from 80% in 2014 to 75% in 2015 and is below target (81%). There were a total of 10006 presentations at National 5 level with 7508 students passing the new qualification which represents a pass rate of 75%

One of the eleven secondary schools in West Lothian bypass national qualifications in S4 and course most students directly to higher in S5. This will impact on the overall pass rate at National 5. Nationally 80% of pupils achieved a National 5 qualification.

Intervention and support from the Quality Improvement Team and the implementation of the West Lothian Attainment Strategy have been a major factor in the pass rate seen in this indicator. The work of the Quality Improvement Team will continue in support of further improvements. Schools are now working more collaboratively to support and challenge each other within their secondary hubs to raise attainment. The target for 2015/16 is set at 77% which will be achieved through targeted, proportionate and responsive support to ensure highest impact.

<b>Performance Indicator</b>	CP:EDSQA68_9b.1c Percentage of School Leavers Achieving Qualifications at National Level 4 in Literacy.
<b>Description</b>	<p>This indicator shows the percentage of leavers achieving national qualifications at level 4 in literacy. Pupils are presented for national qualifications at a number of different levels. This indicator will be influenced by the presentation policy in schools. A new online benchmarking tool (Insight) allows schools and authorities to compare their performance against national levels and a virtual comparator. The virtual comparator is made of pupils from schools in other authorities who have similar characteristics to pupils in the school/authority being compared. The virtual comparator is based on matching pupils based on gender, additional support needs, latest stage and Scottish Index of Multiple Deprivation.</p> <p>All qualifications gained by pupils in West Lothian schools are accredited by the Scottish Qualifications Authority (SQA). SQA is the national accreditation and awarding body in Scotland.</p>

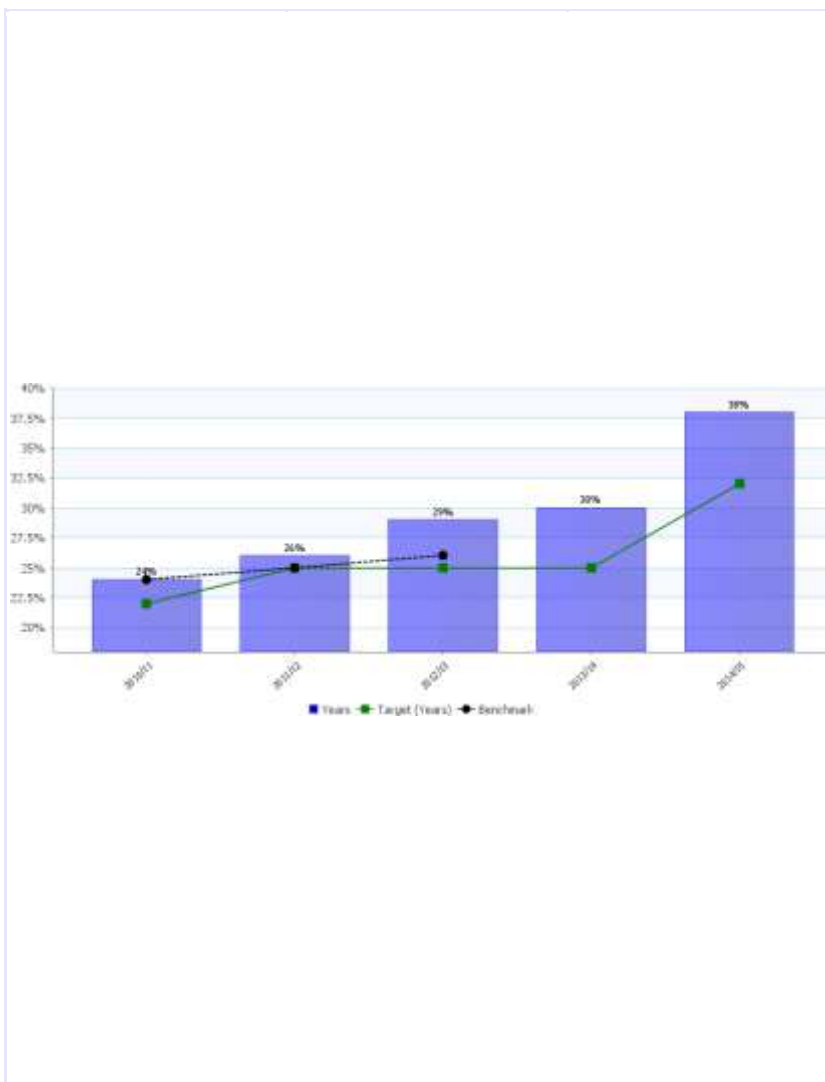


#### **Trend Chart Commentary:**

The percentage of school leavers achieving a level 4 qualification in literacy has remained constant at 90% over the two year period data is available. In 2013 91% of school leavers nationally achieved a level 5 qualification with 91% of school leavers within the virtual comparators achieving a level 4 qualification in literacy. School session 2013/14 was the first year the New National Qualifications were introduced and the Scottish Government calculated a figure for the previous school session.

Target for 2015/16 will be 92%. Intervention and support from the Secondary Attainment Team targeted at underperforming schools will continue in support of further improvements in this indicator.

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



#### **Trend Chart Commentary:**

Over the five year period, the percentage of pupils in S5 achieving three or more qualifications at level 6 or above, by the end of S5, has risen from 24% to 38%. Attainment has exceeded the target (32%). Performance in this measure in school session 2014/15 is at it's highest over the last 11 years and is 5% above the national figure (33%) and 4% above the virtual school (34%).

Intervention and support from the Quality Improvement Team and the implementation of the West Lothian Attainment Strategy have been a major factor in the improvements seen in this indicator. The work of the Quality Improvement Team will continue in support of further improvements. Schools are now working more collaboratively to support and challenge each other within their secondary hubs to raise attainment. The target for 2015/16 is set at 39% which will be achieved through targeted, proportionate and responsive support to ensure highest impact.

August figures do not include data from the results service and will be updated in January of each year. Figures may change as the result of appeals and college results are known.

**Performance Indicator**

CP:EDSQA70\_9b.1c Percentage of Pupils in S5 Achieving 5+ Qualifications at Level 6 (Higher Grade) or Better by end of S5.

**Description**

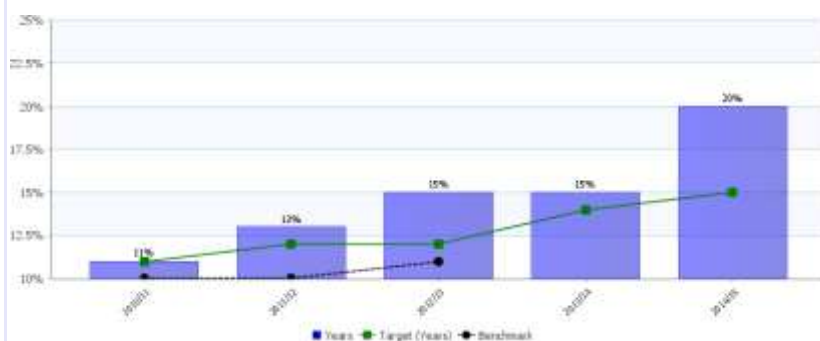
Percentage of pupils in their 5th year of secondary education (S5) achieving 5 or more higher grade qualifications at Level 6 or above. All qualifications gained by pupils in West Lothian schools are accredited by the Scottish Qualifications Authority (SQA). SQA is the national accreditation and awarding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

**Trend Chart Commentary:**

Over the five year period, the percentage of pupils in S5 achieving five or more qualifications at level 6 or above, by the end of S5, has risen from 11% to 20%. Attainment has exceeded the target (15%). Performance in this measure in school session 2014/15 is at it's highest over the last 11 years and is 5% above the national figure (15%) and 4% above the virtual school (16%).

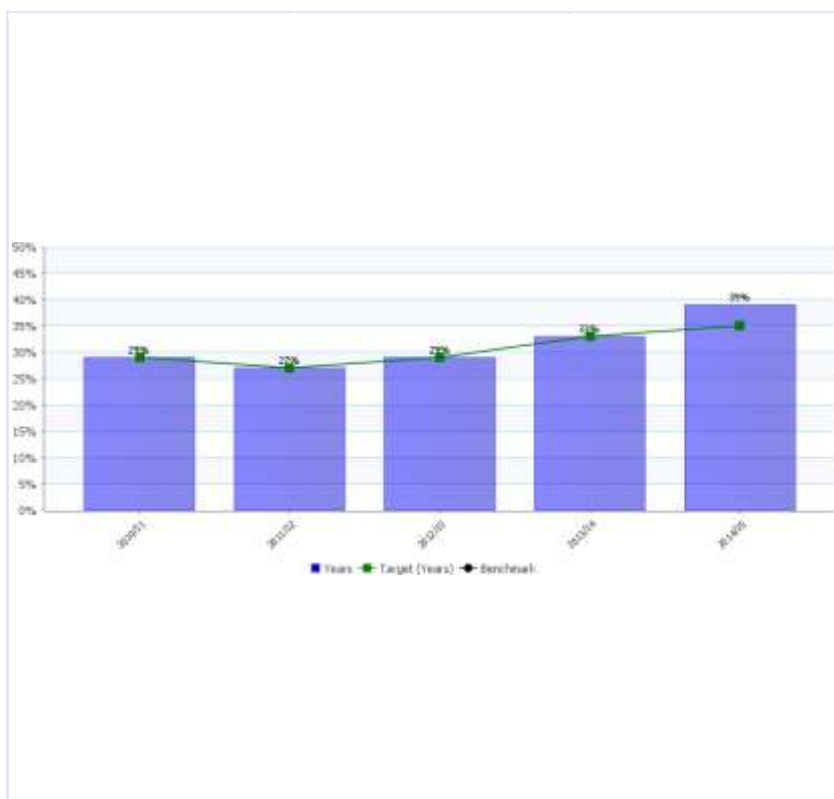
Intervention and support from the Quality Improvement Team and the implementation of the West Lothian Attainment Strategy have been a major factor in the improvements seen in this indicator. The work of the Quality Improvement Team will continue in support of further improvements. Schools are now working more collaboratively to support and challenge each other within their secondary hubs to raise attainment. The target for 2015/16 is set at 21% which will be achieved through targeted, proportionate and responsive support to ensure highest impact.

August figures do not include data from the results service and will be updated in January of each year. Figures may change as the result of appeals and college results are known.





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

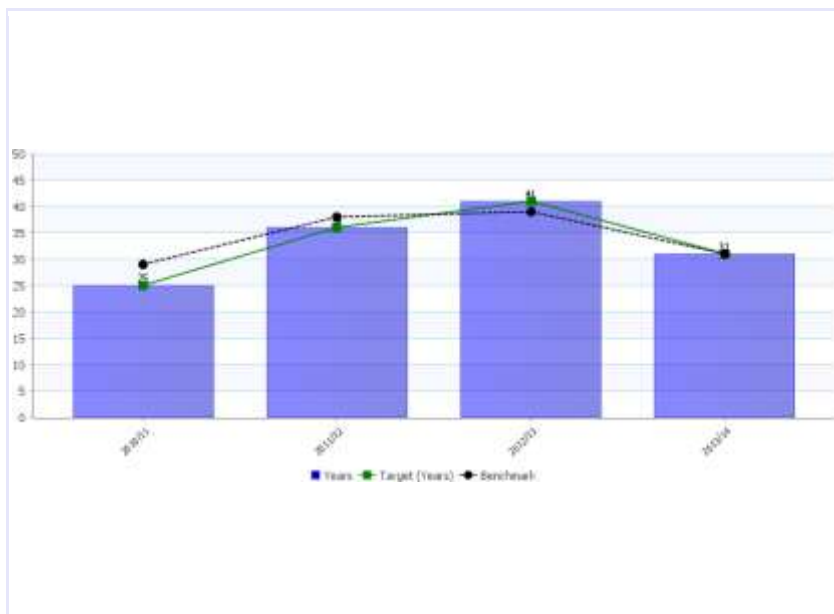


#### **Trend Chart Commentary**

Attainment in this indicator has risen over the last 5 years from 29% to 39% and is above target (35%). Schools will work to raise the performance of each individual pupil. Schools have prioritised improving attainment at this level.

Intervention and support from the Quality Improvement Team and the implementation of the West Lothian Attainment Strategy have been a major factor in the improvements seen in this indicator. The work of the Quality Improvement Team will continue in support of further improvements. Schools are now working more collaboratively to support and challenge each other within their secondary hubs to raise attainment. The target for 2015/16 is set at 40% which will be achieved through targeted, proportionate and responsive support to ensure highest impact.

<b>Performance Indicator</b>	EDSQA073_9b.1c Scottish Qualifications Authority Results: Average cumulative tariff score of the lowest attaining 20% (In S4)
<b>Description</b>	<p>This indicator shows the average tariff score of the lowest attaining 20% by the end of their fourth year of secondary education (S4). All Scottish Qualifications Authority (SQA) awards are allocated a points value according to the SCQF framework (Scottish Certification and Qualifications Framework). The lowest 20% will normally include pupils with Additional Learning Needs, Looked After Children, and chronic non-attenders. All SQA awards carry a point's value. The average points score of the lowest 20% is calculated by the Scottish Government. SQA results in September are pre-appeal and are updated in January of the following year as a result of appeals.</p> <p>With the introduction of the New National Qualifications in 2013/14, new points scores have been allocated to all awards at all levels. The Scottish Government have recalculated average tariff scores back to 2010. The introduction of the new benchmarking tool INSIGHT in session 2013/14 removed the authority family comparison. Schools/authorities are now benchmarked against a Virtual Community.</p>



#### **Trend Chart Commentary:**

The lowest 20% of pupils will comprise pupils with additional support needs, pupils in care or pupils that are chronic non attenders. Performance in this indicator is volatile due to the make up of the group. Performance in this indicator has increased over the five year period, but decreased between 2013 and 2014. Performance in 2013 and 2014 was above the virtual comparator which West Lothian is now benchmarked against and is also well above the national average for these two sessions.



## **EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL**

### **ACCESS TO EDUCATION GRANT FUNDING – Phase 2**

#### **REPORT BY HEAD OF EDUCATION (DEVELOPMENT)**

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

This report informs the panel of the successful bids made by West Lothian school for grant funding from the Access to Education Fund provided by Education Scotland.

##### **B. RECOMMENDATIONS**

The Education Policy Development and Scrutiny Panel is asked to:

1. Note the successful bids for funding.

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

<b>I. Council Values</b>	Focusing on our customers' needs; Being honest, open and accountable; Providing equality of opportunities; Developing employees; Making best use of our resources Working in partnership.
<b>II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)</b>	An Equality Impact Assessment has been completed.
<b>III Implications for Scheme of Delegations to Officers</b>	n/a
<b>IV Impact on performance and performance indicators</b>	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
<b>V Relevance to Single Outcome Agreement</b>	Parents/ carers are responsive to their children's developmental needs. Children are ready to start school Everyone's life chances are maximised (by improved educational attainment) to become successful learners, confident individuals, responsible citizens and effective contributors.

<b>VI</b>	<b>Resources - (Financial, Staffing and Property)</b>	Grant awarded - £117,300.
<b>VII</b>	<b>Consideration at PDSP</b>	Underway
<b>VIII</b>	<b>Other Consultations</b>	Consultation with staff / pupils at each school who submitted a bid for funding.

## **D. TERMS OF REPORT**

### **D.1 Background**

The Scottish Government /Education Scotland aim to ensure that Scotland should be the best place to grow up and go to school. They aspire to ensure that each child and young person can enjoy an education that encourages them to be the most successful they can be and reach their potential. In order to achieve this, schools need to raise attainment consistently for all our children and young people; and progressively reduce inequity in educational outcomes.

There is a wealth of evidence which suggests that there is a significant gap in educational attainment between the most and least deprived children and young people, and the majority of this variation can be found within rather than between schools. Children and young people of disadvantaged backgrounds are much more likely to experience poorer educational outcomes than their peers who enjoy greater advantages.

The Access to Education fund was launched in 2014. This fund aimed to reduce the barriers to learning experienced by pupils from disadvantaged backgrounds. Education is about the ability to learn, not the ability to pay, and pupils should not have to miss out on educational experiences for financial reasons. The £1.5 million Access to Education fund aimed therefore to provide support to schools in order that they, in turn can support children, young people, and their families by improving their experiences at school, thus, improving their life chances.

In providing the Access to Education Fund, Scottish schools were being given the opportunity to apply for funding which would enhance learning, address existing barriers and help each child reach their full potential. The fund is now in its second phase.

### **D.2 Aims of the Access to Education Fund**

The fund aims to reduce the barriers to learning experienced by children and young people from disadvantaged backgrounds. It will achieve this by addressing one, or more, of the following areas:

- Helping schools to address barriers to learning caused by difficulties in accessing appropriate school resources, IT, or clothing;
- Enhancing a school's capacity to provide trips, outdoor learning or other activities which will boost learning and are an integral part of the school curriculum;
- Enhancing a school's capacity to provide coaching and mentoring programmes for disadvantaged students to support them to become fully engaged in school and community life;
- Enhancing a school's capacity to deliver parental engagement programmes to support parents to support their children; and
- Enhancing a school's capacity to develop or deliver innovative learning experiences which will raise educational attainment, promote attendance and encourage positive engagement.

### **D.3 Criteria for funding bids**

All 32 Scottish local authorities were invited to submit applications for funding. Funding awards of around £5,000 would be available per successful school bid, however larger awards would be made in exceptional circumstances. Clusters or groups of schools could apply together, however the total amount applied for could not exceed £5,000 per school involved. Only 1 bid per school/cluster/group of schools would be permitted.

Education Scotland were particularly interested in proposals which:

- Could not be achieved without additional funding;
- Would provide innovative solutions to reducing barriers to learning for disadvantaged children and young people;
- Would raise the attainment of children and young people who, because of their disadvantaged background, are underachieving and not engaging positively;
- Are sustainable and will build capacity that will last beyond the funding period;
- Will provide measurable outcomes;
- Include plans to share the initiative with other schools.

In addition, it was stressed that local authorities should encourage proposals which were not a short term fix, but part of a longer term drive for continuous and sustainable improvement where it is needed most. It was also strongly suggested that applications should be considered by groups or clusters of schools in order that more sustainable proposals which would build capacity beyond the funding period could be facilitated.

### **D.4 The West Lothian Approach**

Representatives from all West Lothian schools were invited to attend a briefing where the process, timescale and guidelines for the submission of bids was outlined. Ongoing support was then provided to schools as required in ensuring that any proposed bids fulfilled the criteria outlined by Education Scotland.

In total, 12 bids were submitted by West Lothian schools. 9 Individual school bids and 3 cluster or group bids. These consisted of 3 primary applications; 2 ASN applications; 4 secondary applications and 3 cluster/group bids consisting of primary, secondary and ASN schools.

#### **Successful Applications**

Education Scotland released information on regarding the allocation of the £1.5 million Access to Education funding. 8 applications from West Lothian were successful receiving a total of £117,300. This represented 7.82% of the total funding available across all 32 local authorities and saw West Lothian Council secure the third largest amount of all authorities. (See Appendix 1).

5 individual school bids and 3 cluster/group bids involving a further 18 schools were successful receiving individual grants ranging from £5000 to £35,000 (See Appendix 2)

### **E. CONCLUSION**

In total, 23 schools will benefit from the £117,300 total funding which has been granted to our local authority as part of the Access to Education fund. West Lothian has already been commended by Education Scotland for the high quality, innovative bids which were submitted. Work is now underway to transfer the funds to individual schools and clusters/groups in order that the projects can begin. Schools will be required to report on progress and it is hoped that in addition to a national good practice event, West Lothian schools who have benefitted from

funding can share the outcomes of their projects with all schools within our authority in order to build capacity and share good practice. Ongoing support will be available for all schools involved both at a local and national level.

## **F. BACKGROUND REFERENCES**

None

Appendices/Attachments: Two

Contact Person: Laura Quilter, Headteacher, Burnhouse School, Education Services, Civic Centre, Howden South Road, Livingston, West Lothian, EH54 6FF

Email: [laura.quilter@westlothian.org.uk](mailto:laura.quilter@westlothian.org.uk) Tel: 01506 678100

James Cameron, Head of Education (Development)

Date: 24 November 2015

## APPENDIX 1

Local Authority	Award Amount
Aberdeen City	£32,299.28
Aberdeenshire	£53,754.21
Angus	£11,203.00
Argyll and Bute	£9,325.00
City of Edinburgh	£95,079.92
Clackmannanshire	£19,092.20
Eilean Siar	£5,000.00
Dumfries and Galloway	£30,920.00
Dundee City	£14,805.00
East Ayrshire	£9,237.50
East Dunbartonshire	£38,416.40
East Lothian	£19,530.21
East Renfrewshire	£24,599.53
Falkirk	£122,565.75
Fife	£89,090.77
Glasgow	£301,513.59
Highland	£22,200.00
Inverclyde	£14,950.00
Midlothian	£27,939.53
Moray	£14,823.49
North Ayrshire	£79,200.00
North Lanarkshire	£52,967.37
Orkney	£5,000.00
Perth and Kinross	£10,000.00
Renfrewshire	£31,834.88
Scottish Borders	£13,644.16
Shetland	£4,999.00
South Ayrshire	£33,558.50
South Lanarkshire	£83,085.16
Stirling	£22,065.55

West Dunbartonshire	£90,000.00
West Lothian	£117,300.00
<b>TOTALS</b>	<b>£ 1,500,000.00</b>



## APPENDIX 2

### Access to Education – Phase 2 West Lothian Council Successful Bids

West Secondary Hub (Armadale Academy, Whitburn Academy, St Kentigerns Academy, Linlithgow Academy, WLBSS)	Coaching for Improvement	£	25,000.00
Cedarbank School	‘A Hard Day’s Work’ – an introduction to vocational skills	£	6,300.00
Broxburn Academy	‘ The Broxburn Academy Pathfinder project’	£	5,000.00
Inveralmond Cluster Bid	Building Learning Power	£	30,000.00
Blackburn Primary School	Developing Emotional Literacy using the great outdoors	£	6,000.00
West Calder High School	Outward Bound – Upward Bound	£	5,000.00
The James Young High School	Mapping Your Future	£	5,000.00
Deans Community High School Cluster	A Consistent Approach to Raising Attainment in Maths	£	35,000.00





**EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL**

**TRANSFORMATIONAL DIGITAL LEARNING**

**REPORT BY HEAD OF EDUCATION (DEVELOPMENT)**

**A. PURPOSE OF REPORT**

To inform the Panel of the £250,000 grant from the Scottish Futures Trust's, 'Inspiring Learning Spaces' Fund and to share West Lothian Council's Transformational Digital Learning plan which includes the development of an Innovation Hub in West Calder High School.

**B. RECOMMENDATION**

It is recommended that the Education Policy Development and Scrutiny Panel:

- Note that Education Services was successful in the bid
- Note the development of an Innovation Hub in West Calder High School

**C. SUMMARY OF IMPLICATIONS**

<b>I Council Values</b>	Being honest, open and accountable
	Making best use of our resources
	Working in partnership
	Providing equality of opportunities
<b>II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)</b>	None
<b>III Implications for Scheme of Delegations to Officers</b>	None
<b>IV Impact on performance and performance Indicators</b>	None
<b>V Relevance to Single Outcome Agreement</b>	We are better educated and have access to increased and better quality learning and employment opportunities Our economy is diverse and dynamic, and West Lothian is an attractive place for doing business

<b>VI Resources - (Financial, Staffing and Property)</b>	External award of £250,000 in 2016-2017
<b>VII Consideration at PDSP</b>	None
<b>VIII Other consultations</b>	'Inspiring Learning Spaces ' Fund Schools for the Future

## **TERMS OF REPORT**

### **D.1 Background Information**

As part of Scottish Futures Trust,' Inspiring learning Spaces' Fund, West Lothian Council submitted a successful bid for funding to develop Transformational Digital Learning.

The 'Inspiring Learning Spaces' Fund brings together a number of education services from across Scotland to explore the most effective learning environments for young people. In West Lothian, we recognise that there are many modes of learning and aim to foster the learners' understanding of how they learn best. There is a recognition that we need to further develop more collaborative, individualised and participative learning opportunities.

This project aims to investigate and develop approaches to learning and teaching beyond the traditional classroom space and consider how effective teaching and digital technology can maximise learning opportunities for individuals and groups of learners. The project will investigate the use of digital learning tools to enable collaboration in virtual learning spaces by both learners and teachers. This digital environment will also allow collaboration with partners, such as West Lothian College and employers, and give young people more flexible access to a full range of academic and vocational qualifications.

### **D.2 Outline**

The architecture, interior specification and infrastructure of the new school in West Calder is designed to provide a variety of flexible settings required to support learning in the 21st century. There is a requirement to maximise the value of the investment in the new school and to ensure the young people and staff engage with the concept of learning within open, fluid and shared learning spaces.

During the 2015-16 academic year, a physical space will be redesigned in the existing West Calder High School. This space will allow the creation of an Innovation Hub where high impact teaching methodologies can be investigated and modelled. Staff and pupils will have opportunities to explore learning within an open, flexible space using digital tools and flexible furniture. This will help teachers and learners develop new approaches to learning and teaching and inform thinking for future buildings and refurbishments across the education estate.

These new approaches to teaching and learning will be enhanced through partnerships with staff at West Lothian College and from business and industry both within and outwith West Lothian. This will create and allow opportunities for vocational courses and inputs as well as academic qualifications to be developed and delivered to school pupils within the new environment. The 'Inspiring learning Spaces' Fund also creates an opportunity to collaborate with other local authorities with similar objectives and with Business and Scottish Government representatives.

This Innovation Hub will include access to digital tools to support virtual learning and create opportunities for young people to learn inside and beyond the school. This virtual learning environment will enable West Lothian secondary schools and West Lothian College to investigate how we deliver a diverse range of courses to students in the Senior Phase without the need to travel to another school.

It is, therefore, proposed to begin in Session 2016-2017 with a range of academic courses being delivered via digital means to pupils within the virtual campus. This will allow pupils to access these courses in their own schools, at home or in any place where connection to the internet is possible. The opportunity to also deliver vocational courses to pupils via this technology is also being actively investigated. This will further enhance our commitment to the Delivering the Young Workforce initiative.

Two project leaders will be appointed to the project. The role of these leaders will be to engage with current research in the most effective digital learning methodologies. They will model new approaches to teaching and learning within the flexible learning spaces and support change management for staff in West Calder High School in anticipation of the move to the new school. Together with other identified staff, they will develop methodologies to support effective delivery of courses to Senior Phase pupils and share developments with all West Lothian secondary staff through virtual teacher networks.

As part of the project there will be ongoing evaluation of impact for the staff and pupils of West Calder High School to measure the extent to which the intended outcomes are being delivered.

## **E. CONCLUSION**

Staff and pupils in West Calder High School will benefit from the increased opportunity to use new technology to improve teaching and learning across the curriculum using the 'Inspiring Learning Spaces' initiative.

Senior Phase students in other West Lothian schools will also have access to innovative digital learning through the creation of a virtual campus. Through this active collaboration they will have access, to peer, teacher and other expert support to deepen their learning and improve a range of skills, including employability skills, increasing attainment and achievement.

Staff in West Lothian secondary schools will engage with cutting edge teaching methodologies and work collaboratively for the benefit of all students.

## **F. BACKGROUND REFERENCES**

None

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*[laura.compton@westlothian.org.uk](mailto:laura.compton@westlothian.org.uk)*

Donna McMaster, Head of Education (Development)

Date of Meeting: 24 November 2015



**EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL**

**CONSULTATION ON A PROPOSAL FOR A DIGITAL LEARNING AND TEACHING STRATEGY FOR SCOTLAND**

**REPORT BY HEAD OF EDUCATION (DEVELOPMENT)**

**A. PURPOSE OF REPORT**

To inform the Panel of an Education response to the Scottish Government consultation on a proposal for a Digital Learning and Teaching Strategy for Scotland

**B. RECOMMENDATION**

That the consultation response be noted and recommended to the Education Executive as a suitable response.

**C. SUMMARY OF IMPLICATIONS**

I	<b>Council Values</b>	Being honest, open and accountable
		Making best use of our resources
		Working in partnership
		Providing equality of opportunities
II	<b>Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)</b>	None
III	<b>Implications for Scheme of Delegations to Officers</b>	None
IV	<b>Impact on performance and performance Indicators</b>	None
V	<b>Relevance to Single Outcome Agreement</b>	We are better educated and have access to increased and better quality learning and employment opportunities Our economy is diverse and dynamic, and West Lothian is an attractive place for doing business

<b>VI</b>	<b>Resources - (Financial, Staffing and Property)</b>	None
<b>VII</b>	<b>Consideration at PDSP</b>	None
<b>VIII</b>	<b>Other consultations</b>	None

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

Digital technology has rich potential to support education in Scotland's schools in a wide variety of ways. Ensuring that digital technology is embedded in learning and teaching across the curriculum will also be key to ensuring that our children and young people are equipped with the essential digital skills they will need to flourish in the 21st century.

The strategy builds on important work delivered to date across Scotland to support digital learning and teaching. It summarises evidence from research and consultation about the impact of digital technology on important priorities for education in Scotland, and identifies key themes and proposed activities that the Scottish Government and its partners will focus on to help unlock the full potential of digital technology and support positive educational outcomes for all. Throughout, the strategy highlights that partnership working with key stakeholders will be at the heart of development and successful implementation.

#### **CONCLUSION**

West Lothian Education broadly welcome the themes and priorities for action outlined within the consultation document.

The formal response can be found as appendix and we recommend that this be noted and passed as the Council's response to the Scottish Government consultation process.

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

Consultation on the development of a Digital Learning and Teaching Strategy for Scotland

<http://www.gov.scot/Publications/2015/09/3281>

Contact Person: Laura Compton Education ICT Development Team Manager (Acting)  
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Donna McMaster, Head of Education (Development)

Date of Meeting: 24 November 2015



# Consultation on a proposal for a Digital Learning and Teaching Strategy for Scotland



## RESPONDENT INFORMATION FORM

**Please note** that this form **must** be returned with your response to ensure that we handle your response appropriately

### 1. Name / Organisation

Title Mr ☐ Ms ☐ Mrs ☒ Miss ☐ Dr ☐ **Please tick as appropriate**

Surname

Compton

Forename

Laura

Organisation Name

West Lothian Council

### 2. Postal Address

Deans Community High School

Eastwood Park

Livingston

Postcode EH54 8PS

Phone 01506 282616

Email  
laura.compton@westlothian.org.uk

### 3. Permissions

I am responding as an...

Individual

/

Organisation or Group

☐

**Please tick as appropriate**

☒

- (a) Do you agree to your response being made available to the public (in Scottish Government library and/or on the Scottish Government web site)?

**Please tick as appropriate**

☒ Yes ☐ No

- (b) Where confidentiality is not requested, we will make your responses available to the public on the following basis

**Please tick ONE of the following boxes**

Yes, make my response, name and address all available ☒

**or**

Yes, make my response and name available, but not my address ☐

**or**

Yes, make my response available, but not my name and address ☐

- (c) The name and address of your organisation **will be** made available to the public (in the Scottish Government library and/or on the Scottish Government web site).

Are you content for your **response** to be made available?

**Please tick as appropriate**

☒ Yes ☐ No

- (d) We will share your response internally with other Scottish Government policy teams who may be addressing the issues you discuss. They may wish to contact you again in the future, but we require your permission to do so. Are you content for Scottish Government to contact you again in relation to this consultation exercise?

**Please tick as appropriate**

☒ Yes

☐ No

### Question 1

Is the strategy founded on the right principles? (Page 11)

Yes ☒ No ☐

Are there other principles that should be considered?

We particularly welcome the principles based on the vision;

*Learners are the primary beneficiaries of this strategy. Successful realisation of our vision for digital learning and teaching will help to ensure that today's learners have the best possible learning opportunities and are equipped with the confidence and skills to participate fully in a world where mastery of digital technology is essential.*

### Question 2

Are the four key themes identified the right ones to focus on? (Page 15)

Yes ☒ No ☐

Are there other themes that should be considered?

We agree with the identified key themes.

- Empowering **leaders** of change to drive innovation and investment in digital technology for learning and teaching
- Improving **access** to digital technology for all learners
- Ensuring **curriculum and assessment** relevance in a digital context
- Extending the skills and confidence of **teachers** in the appropriate and effective use of digital technology

### Question 3

Do you agree with the priorities for action outlined in the 'leaders' theme? (Page 16)

Yes ☒ No ☐

Are there other actions that should be considered?

As a priority for action we believe there is a requirement for a focus on digital learning as part of initial teacher training and qualifications for headship. We welcome the identification of an appropriate approach to sharing research and guidance with senior leaders and practitioners. We would additionally welcome evidence of consistency of approaches to guidance in learning and teaching methodologies, curriculum design and in school inspection in relation to digital learning and teaching. We welcome opportunities for professional collaboration nationally and internationally and believe that recognition should be given, that a race to have the newest technology can be detrimental to the long-term strategy. The focus needs to be on confidence in approaches and high level skills and these should not be confused with the tools used.

#### Question 4

Do you agree with the priorities for action outlined in the 'access' theme? (Page 17)

Yes ☒ No ☐

Are there other actions that should be considered?

We would welcome a national vision in terms of long term infrastructure requirements, with a focus on connectivity in schools and within the wider community. We believe that connectivity should be a priority for all learning spaces in the school and community, including the home environment. Exploration of working with planners and builders to investigate the opportunities to ensure equity of connectivity for all learners in school and outside of school would be welcome.

Equity of access to digital tools and skills should not be confused with access to computers or devices. We recognise that, 'one to one' access to a connected device will not necessarily enrich learning and teaching or the digital skills or attainment of pupils.

There must be a clear sense of ownership of learning by pupils and recognition of the value of their 'digital identity' within the Scottish Education community. This requires a national and local key focus and investment by senior leaders, teachers, parents and the wider school community.

### Question 5

Do you agree with the priorities for action outlined in the 'curriculum and assessment' theme? (Pages 18-19)

Yes ☒ No ☐

Are there other actions that should be considered?

It is our strong belief that 'ICT to enhance learning' should be no longer be strand of the technologies curriculum area but should be distinctly recognised and included with literacy, numeracy and health and well being as responsibility of all. Clear guidance and expectations as to our aspirations for learners in the use of digital tools, should be reflected in How Good is Our School. School leaders should have clear indicators to reflect against, in relation to expectation of pupil use of digital tools in day-to-day learning. Currently we do not consider that the provision for digital learning within Curriculum for Excellence is consistent with our ambition. We believe that central to this action should be the five iRights for young people.

Expectation of use of Glow. As a nationally procured and supported platform we believe that there should be an expectation of a right to access for all pupils in Scotland. It is reasonable for there to be an expectation for all senior leaders, nationally and locally and all teachers and pupils in Scotland to utilise the tools provided within Glow. Use of additional tools to further enhance learning and teaching should be commended and acknowledged but the use of Glow blogs and O365 should be a basic expectation in Scottish education.

A pupil Glow account should be capable of allowing them to curate and narrate their learning journey from 3 to 18. A central aspect of this should focus on being able to understand the complexities of permissions, sharing and publishing as appropriate, including public sharing.

The Scottish Attainment Challenge requires digital learning and the associated skills for life and learning be recognised and assessed as a core element. We believe that there is currently a lack of digital relevance in SQA examinations and this serves as a barrier to the use of digital tools, particularly in the senior phase. This requires to be addressed as a matter of urgency.

### Question 6

Do you agree with the priorities for action outlined in the 'teachers' theme?  
(Pages 20-21)

Yes ☒ No ☐

Are there other actions that should be considered?

We agree with the priorities for action in the 'teachers' theme and strongly welcome the engagement with Initial Teacher Education.

We would ask that the strategy consider the role of teachers as facilitators of learning in a digital environment. There should be recognition that staff should develop skills to lead the learning in a digital context but this will be distinct from having skills in all elements of digital tools. Confidence and skills to prepare learners to engage successfully in the digital environments are essential and cannot be considered as an 'extra'. We believe that within the curriculum, digital learning should be 'responsibility of all' and should be reported on during school inspections.

With extensive investment in infrastructure across Scotland we believe that now is the time for a national, 'teacher digital empowerment' initiative with a focus on high impact teaching and learning strategies which utilise digital tools. There is a requirement to focus on how we teach using digital tools rather than what we teach using digital tools.

### Question 7

Would you be willing to share your experiences of digital learning and teaching with us?

Yes ☒ No ☐

If so, please provide the details you would like us to use to contact you (e.g. an email address) in the box below.

laura.compton@westlothian.org.uk

**Question 8**

Is there anything else you wish to add about the strategy?

We welcome the strategy and would hope that the final strategy and action plans are brave and aspirational.

In relation to infrastructure and connectivity, we request that recognition is given to the unique challenges faced by the education digital environment. Many of these challenges for teachers are around delivering digital tools that are flexible, personalised and relevant while complying with complex rules around procurement, information security and privacy impact. National guidance and support for teachers on the use of free digital tools with pupils and the risk assessment required would be welcome.







## **EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL**

### **NAMING OF THE NEW PRIMARY SCHOOL IN ARMADALE**

#### **REPORT BY HEAD OF EDUCATION (DEVELOPMENT)**

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

To inform members of the outcome of the consultation on the naming of the new primary school in Armadale.

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

It is recommended that the Education Policy Development and Scrutiny Panel consider the outcome of the consultation on the naming of the new primary school in Armadale.

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

<b>I</b>	<b>Council Values</b>	Focusing on our customers' needs; being honest, open and accountable; providing equality of opportunities; developing employees; making best use of our resources; working in partnership
<b>II</b>	<b>Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)</b>	Education (Scotland) Act 1980; Children and Young People (Scotland) Act 2014.  Consultation on the name of a new school is not subject to the requirements of the School (Consultation) (Scotland) Act 2010.
<b>III</b>	<b>Implications for Scheme of Delegations to Officers</b>	N/A
<b>IV</b>	<b>Impact on performance and performance Indicators</b>	N/A
<b>V</b>	<b>Relevance to Single Outcome Agreement</b>	N/A
<b>VI</b>	<b>Resources - (Financial, Staffing and Property)</b>	N/A
<b>VII</b>	<b>Consideration at PDSP</b>	Underway
<b>VIII</b>	<b>Other consultations</b>	Previous consultation undertaken in 2012

## **D. TERMS OF REPORT**

Between March and May 2012 formal public consultation was undertaken in relation to the site position, catchment area and the name for the new primary school for the south of Armadale. A list of suggested school names was proposed through the consultation and the Education Executive agreed a list of names set out in Appendix 1 to this report.

The Education Executive, at its meeting of 25 August 2015, agreed that further consultation would take place amongst the school communities of Armadale Primary School, Eastertoun Primary School and St Anthony's Primary School, and amongst the wider community.

The most popular two names amongst the school community at Armadale Primary School were Sunny Dale Primary School (first) and South Dale Primary School (second).

The most popular two names amongst the school community at Eastertoun Primary School were South Dale Primary School (first) and South Park Primary School (second)

The most popular two names amongst the school community at St Anthony's Primary School were South Dale Primary School (first) and Sunny Dale Primary School (second).

The most popular names suggested directly by members were South Dale Primary School (3 votes), William Angus VC Primary School, in commemoration of a first world war veteran who was awarded the Victoria Cross for gallantry (2 votes) and Barbauchlaw Primary School (2 votes).

In addition, a petition, submitted by Armadale and District War Memorial Association, containing 302 signatures, supports the proposal that the new school be named in recognition of the deeds of William Angus, VC, who was born in the area that the school is to be built in.

William Angus VC Primary School was suggested as a name by one member of the St Anthony's Primary School community, but not by any members of the school communities at Armadale Primary School or Eastertoun Primary School. This may be a result of it not being one of the names considered by the Education Executive at its meeting of 25 August 2015.

## **E. CONCLUSION**

The new primary school in Armadale requires to be named. The name suggested most frequently by all three school communities and by members of the public was South Dale Primary School. The name receiving the largest number of votes, taking account of the petition submitted by Armadale and District War Memorial Association, was William Angus VC Primary School.

## **F. BACKGROUND REFERENCES**

Education Executive Report New Non-Denominational Primary School in Armadale: Consultation on Site Position, Catchment Area and Name – Outcome of Consultation 28 June 2012.

Education Executive Report Naming of the New Primary School in Armadale 25 August 2015.

Appendices/Attachments: School names agreed by Education Executive in 2012, which formed the basis of 2015 consultation.

Contact Person: Andrew Sneddon, Performance and Customer Manager  
andrew.sneddon@westlothian.gov.uk

*Donna McMaster, Head of Education (Development)*

Date of meeting: 24 November 2015

## Appendix 1

List of Names Agreed by Education Executive at its meeting of 25 August 2015 for further consultation.

Armadale Station Primary

Bathville Primary

Tarrareoch Primary

South Hill Primary

Barbauchlaw Primary

South Bank Primary

Jubilee Primary

Southside Primary

Hill View Primary

South Dale Primary

South Park Primary

Davidson Primary

Station Primary

Hastings Primary

South Armadale Primary

Hillist Primary

Etna Primary

Station Road Primary

Sunny Dale Primary



**EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL**

**PARENTAL INVOLVEMENT STRATEGY**

**REPORT BY HEAD OF EDUCATION (QUALITY ASSURANCE)**

**A. PURPOSE OF REPORT**

To inform members of the proposal to review the Council's Parental Involvement Strategy.

**B. RECOMMENDATION**

To recommend to the Education Executive that the Council's Parental Involvement Strategy is reviewed with a view to being adopted in Session 2016/17.

**C. SUMMARY OF IMPLICATIONS**

<b>I Council Values</b>	Focusing on our customers' needs; being honest, open and accountable; providing equality of opportunities; developing employees; making best use of our resources; working in partnership
<b>II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)</b>	The Scottish Schools (Parental Involvement) Act 2006 requires all Education Authorities to produce a "Strategy for Parental Involvement."
<b>III Implications for Scheme of Delegations to Officers</b>	None.
<b>IV Impact on performance and performance Indicators</b>	The Strategy will support the achievement of raised attainment as reflected in current performance indicators. A suite of performance indicators will be developed to support the new strategy.
<b>V Relevance to Single Outcome Agreement</b>	The Strategy will support the achievement of raised attainment as reflected in the Single Outcome Agreement.
<b>VI Resources - (Financial, Staffing and Property)</b>	Within existing school and central budgets.
<b>VII Consideration at PDSP</b>	Underway.
<b>VIII Other consultations</b>	Discussion with West Lothian Parent Council

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

The Scottish Schools (Parental Involvement) Act 2006 requires all Education Authorities to produce a "Strategy for Parental Involvement."

This Strategy should describe how the education authority will fulfil its duty to:-

- Promote the involvement of parents in the education provided by the school to their child and to pupils generally at their child's school.
- Give advice and information to parents.
- Promote the establishment of Parent Councils.
- Give advice and information to Parent Councils and support their operation.
- Take account of the needs of Looked after Children.
- Consider how the strategy will promote equal opportunities.
- Establish a complaints procedure in respect of the authority's functions under the act.

The existing Parental Involvement Strategy was approved by the Education Executive on 7 April 2009. It is proposed to review the Strategy in light of progress made in promoting parental involvement, and to refocus it on those areas still requiring most development.

Progress has been made in the formation of Parent Councils and the West Lothian Council Parent Forum and in the provision of support both by Council officers and through the Scottish Parent Teacher Council. Progress has been made in the provision of advice and information to parents through the Council website and centrally based staff. The Council has in place arrangements to support Looked After Children and promote equality. It is proposed that the opportunity is taken to review and develop all of these areas.

The most important area for further development will be supporting parents to become involved in the learning of their individual children. The Raising Attainment Strategy recognises parental involvement as one of the key building blocks of improved attainment, and it is intended to ensure that the revised Parental; Involvement Strategy contributes to this.

A team led by the Quality Improvement Manager and involving the Service Manager - Policy and Performance, representatives from the primary, secondary, special and pre-school sectors, representatives from the West Lothian Parent Council Forum, representatives from the teaching professional associations, and representatives of other council services including Social Policy and Adult Basic Education will be established to take forward this review.

The review will take account of the national Parents as Partners in their Children's Learning Toolkit, and also the themed Validated Self Evaluation on parental engagement undertaken by schools in one of the newly established hubs. It is also intended to capitalise on the opportunities presented by:-

- the Council project to further develop school websites as an interactive tool to be used by parents and pupils.
- developments in pupil profiling and reporting.
- developments in support for parents of early year children.
- corporate membership of the Scottish Parent Teacher Council and the National Parent Forum for Scotland.
- forthcoming new national policy framework on parent involvement/engagement

## **E. CONCLUSION**

Progress has been made in the development of parental involvement, but it is appropriate that this is now reviewed and refocused to align the Parental Involvement Strategy with the Raising Attainment Strategy, as set out in this report.

## **F. BACKGROUND REFERENCES**

Parental Involvement Strategy 2009

Parents as Partners in their Children's Learning

Scottish Schools (Parental Involvement) Act 2006 Guidance

Raising Attainment Strategy

Appendices/Attachments: None

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James Cameron, Head of Education (Quality Assurance)

Tel: 01506 281680

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Date of meeting: 24 November 2015







**EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL**

**RAISING ATTAINMENT STRATEGY 2015-17**

**REPORT BY HEAD OF EDUCATION (QUALITY ASSURANCE)**

**A. PURPOSE OF REPORT**

To inform members of the revised Raising Attainment Strategy.

**B. RECOMMENDATION**

To recommend to the Education Executive that the Council's Raising Attainment Strategy is approved and implemented.

**C. SUMMARY OF IMPLICATIONS**

<b>I Council Values</b>	Focusing on our customers' needs; being honest, open and accountable; providing equality of opportunities; developing employees; making best use of our resources; working in partnership
<b>II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)</b>	Raising Attainment is one of the key strategic objectives of West Lothian Council. Forthcoming legislation will place a statutory duty on councils to narrow the attainment gap and require councils and Scottish Ministers to report on progress.
<b>III Implications for Scheme of Delegations to Officers</b>	None.
<b>IV Impact on performance and performance Indicators</b>	The Strategy will support the achievement of raised attainment as reflected in current performance indicators. A suite of performance indicators is included in the revised strategy.
<b>V Relevance to Single Outcome Agreement</b>	The Strategy will support the achievement of raised attainment as reflected in the Single Outcome Agreement.
<b>VI Resources - (Financial, Staffing and Property)</b>	Within existing school and central budgets.
<b>VII Consideration at PDSP</b>	Underway.
<b>VIII Other consultations</b>	West Lothian Parent Council Forum Local Negotiating Committee for Teachers.

## **D. TERMS OF REPORT**

The Raising Attainment Strategy was introduced in 2012. It provided an increased strategic focus to Education Service's activities in raising attainment. The Strategy was developed taking account of best practice in West Lothian schools, the professional knowledge and experience of school and centrally based staff, and national practice.

The implementation of the Strategy has coincided with a period of significant improvement in attainment. Since 2012, attainment in S5 at 5+ at Level 6 (Higher or equivalent) has risen from 13% to 20%. Attainment at 3+ at Level 6 has increased from 26% to 38%. At 1+ at Level 6 the increase is from 45% to 61%.

The implementation of this Strategy has also impacted positively on the increase in positive destinations for school leavers from 90% in 2012 to 93% in 2014. In the same period, the percentage of young people entering higher education has risen from 36% to 41%. This figure is currently 2.5% higher than the national average.

The Strategy has been reviewed to reflect the learning derived from its original implementation, the reorganisation and refocussing of centrally based teams, as well as evolving national and local priorities, and emerging and best practice within West Lothian and other local authorities. Whilst evidence demonstrates continuous improvement in raising attainment, our focus must also be on closing the attainment gap for those children and young people from the most disadvantaged backgrounds.

The Strategy outcomes are therefore both Raising Attainment and Closing the Gap. The Strategy contains performance targets in relation to both of these outcomes.

Six key activities underpin Outcome 1 – Raising Attainment:-

- Increasing Ambition and Aspiration
- Developing Effective Leadership
- Analysing Data
- Developing Excellent Learning and Teaching
- Developing Successful Learners
- Increasing Parental, Family and Community Engagement

The activities undertaken in relation to Outcome 1: Raising Attainment can all be expected to also contribute to Outcome 2: Closing the Gap. In addition, the key foundations for learning; namely good literacy, numeracy, and health and wellbeing have been considered.

## **E. CONCLUSION**

The Council's Raising Attainment Strategy has driven significant improvements in attainment. The Policy Development and Scrutiny Panel is invited to recommend to the Education Executive that the Council's Raising Attainment Strategy is approved and implemented.

## **F. BACKGROUND REFERENCES**

None

Appendices/Attachments: Raising Attainment Strategy

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Andrew Sneddon

Service Manager – Policy and Performance

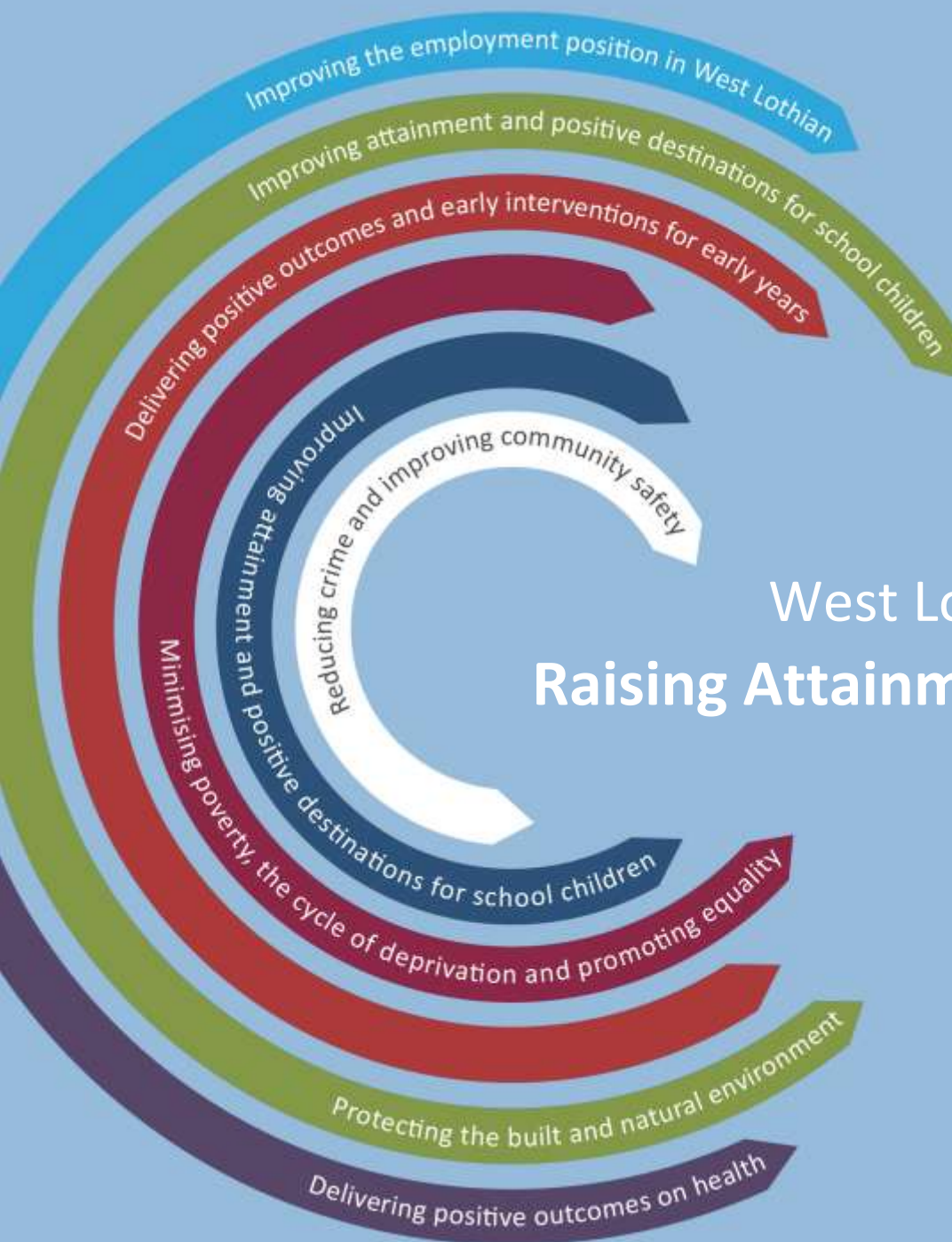
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*James Cameron*

*Head of Education (Quality Assurance)*

Date of meeting: 24 November 2015





# West Lothian Council Raising Attainment Strategy 2015/17

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## Overview

### 1.1 Foreword

West Lothian Council is committed to delivering the best possible outcomes for children and young people to achieve the outcome ***our children will make the best possible start in life*** from the Single Outcome Agreement.

In order to ensure that children and young people are well placed to move into adult life and employment/further or higher education, there is an expectation by West Lothian Council that effective learning throughout each young person's school experience enables them to maximise their potential.

We are committed to improving attainment for all within the framework of Curriculum for Excellence. Schools in West Lothian have demonstrated that their capacity to improve attainment. Within this strategy, our two outcomes are to raise the attainment of all, and to close the gap in education outcomes between children from the most and least advantaged backgrounds.



**John McGinty**  
Leader of the  
Council



**Graham Hope**  
Chief Executive

### 1.2 Context

#### The West Lothian Perspective

West Lothian Council will support children and young people to make the most of their opportunities in life, so that they become effective contributors to our local and wider communities. Improving educational attainment and qualifications will better support our children and young people to develop the essential skills for learning, life and work and to have successful and productive lives.

Meeting the ambitions and aspirations for raising attainment involves pre-school centres and schools working together in learning partnerships with colleges, universities, employers, partner agencies, youth work and the voluntary and third sector to provide a coherent package of learning and support based around the individual learner and in the context of local needs and circumstances.

Raising attainment will contribute to the social and economic wellbeing of both the individual and the community.

West Lothian Council has achieved year on year improvements in educational outcomes and positive destinations for school leavers. The Raising Attainment Strategy was introduced in 2012. Since 2012, attainment in S5 at 5+ at Level 6 (Higher or equivalent) has risen from 13% to 20%. Attainment at 3+ at Level 6 has increased from 26% to 38%. At 1+ at Level 6 the increase is from 45% to 61%.

The implementation of this Strategy has also impacted positively on the increase in positive destinations for school leavers from 90% in 2012 to 93% in 2014. In the same period, the percentage of young people entering higher education has risen from 36% to 41%. This figure is currently 2.5% higher than the national average.

West Lothian Council will continue to support young people seeking to enter further education, training and employment through Developing Scotland's Young Workforce.

A key feature of the implementation of the Attainment Strategy has been a greater focus on collaborative working across schools and sectors which has enabled teachers and leaders to increase the pace at which effective practice is shared and implemented. This approach will continue to feature in the implementation of the strategy.

Whilst evidence demonstrates continuous improvement in raising attainment, our focus must also be on closing the attainment gap for those children and young people from the most disadvantaged backgrounds.

*"The average tariff scores on leaving school of young people from areas of most disadvantage is still less than half that of those from areas of least disadvantage"* (Raising Attainment for All, 2015)

Our Corporate Plan contains the following priorities which pertain to education:

- Delivering positive outcomes and early interventions for early years
- Improving attainment and positive destinations for school children
- Minimising poverty, the cycle of deprivation and promoting equality
- Delivering positive outcomes on health

### **The National Perspective**

It is essential that in West Lothian all partners involved in improving outcomes for children and their families are fully engaged with key national policies and programmes. These will provide a firm foundation which will lead to improvement and equity in attainment. They include:

- Getting it Right for Every Child (GIRFEC)
- Curriculum for Excellence (CfE)
- Building the Ambition (Early Years Framework)
- Developing Scotland's Young Workforce



- Teaching Scotland's Future
- ADES 20:20 Vision

West Lothian Council will work in partnership with Education Scotland to raise attainment for all. This programme has the following stretch aims:

- To ensure that 85% of children within each school cluster have successfully experienced and achieved CfE Second Level Literacy, Numeracy and Health and Wellbeing outcomes in preparation for Secondary School by 2017.
- To ensure that 85% of children within each school cluster have successfully experienced and achieved CfE Third Level Literacy, Numeracy and Health and Wellbeing outcomes in preparation for the Senior Phase by 2019.
- To ensure that 95% of young people within each school cluster go on to positive participation destinations on leaving school by 2018.
- To provide the leadership for improvement, both locally and nationally.

### **Vision, Values and Ambition**

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

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

## **1.3 Strategy Development**

The West Lothian Council Raising Attainment Strategy, implemented from 2012, provided an increased strategic focus to Education Service's activities in raising attainment. The strategy was developed taking account of best practice in West Lothian schools, the professional knowledge and experience of school and centrally based staff, and national practice.

The Strategy required schools to implement a number of specific actions and activities including:-

- the development of good literacy and numeracy skills throughout the delivery of the 3-18 curriculum with all teachers having a responsibility for the development of literacy and numeracy.
- greater focus on curricular transition and continuous progression in learning with schools making effective use of the monitoring and tracking information gained by P7; ensuring transition of learning; demonstrating progression in S1; and applying Cognitive Ability Tests (CAT) in the first term of S1 to measure the predicted attainment of young people.
- collaboration and networking for effective school improvement and raising attainment, actively addressing the equality gap, narrowing variations within and between schools, with a view to encouraging the transfer of ideas and knowledge.
- creating collaborative Learning Communities on the basis that schools working together for the benefit of all students will produce better outcomes to competing in order to benefit the few in any particular school.
- increasing Pupil engagement by fostering a positive attitude towards learning and participation in school activities.
- building leadership capacity in our schools, creating a motivated, confident and valued workforce, able to manage new innovations with a continual focus on the quality of the learning experience for all pupils.
- developing leadership skills in pupils to build confidence and increase motivation, by ensuring that there are a variety of opportunities for pupils to develop leadership skills throughout their learning.
- empowering and supporting staff to raise attainment and achievement.
- improving the degree and quality of engagement that parents have with their child's learning in an integrated whole school approach to parental engagement with the transfer of knowledge and understanding becoming a two way process: not only from school to home but from home to school.
- emphasising assertive mentoring/target setting with student targets being aspirational, challenging and relevant; progress tracked against these targets; teacher/mentor interventions checked regularly for impact; every teacher having a responsibility in this process; and senior staff having in place high quality and regular assessment and predictive data to measure progress and focus on attainment.

These actions and activities, promoted by the strategy, have been validated through quality assurance procedures including validated self-evaluation, feedback from headteachers, and performance data.

The implementation of the strategy has coincided with a period of significant improvement in attainment.

The strategy has been reviewed to reflect the learning derived from its original implementation, the reorganisation and refocussing of centrally based teams, as well as evolving national and local priorities, and emerging and best practice within West Lothian and other local authorities.

The support of key Community Planning Partners, in particular health and social policy and West Lothian College, is important in securing the outcomes of the strategy.

West Lothian Council is committed to improving attainment and positive destinations for all to ensure that:

- West Lothian is known as a place of high educational attainment and achievement where exam results and attainment in its widest sense are seen as equally important.
- the life chances of children and young people are improved through enabling them to have high aspirations for themselves and be in a position to fulfil their potential and have a successful life.
- higher levels of educational achievement and attainment lead to improved social and economic wellbeing for all.
- we have a strong shared commitment to raising attainment for all and closing the attainment gap between children and young people who are most and least advantaged.
- that any activity does not become overly bureaucratic nor take unreasonable time away from learning and teaching.

The development of the strategy took account of relevant research which acknowledges that:-

*“The gap between children from low-income and high-income households starts early. By age 5, it is 10 – 13 months. Lower attainment in literacy and numeracy is linked to deprivation throughout primary school. By age 12-14 (S2), pupils from better-off areas are more than twice as likely as those from the most deprived areas to do well in numeracy. Attainment at 16 (the end of S4) has risen over all, but a significant and persistent gap remains between groups.”* (Joseph Rowntree Foundation, May 2014)

*“The very best school systems (in the world) intervene at the level of the individual student, developing processes and structures within school that are able to identify whenever a student is starting to fall behind, and then intervening to improve that child’s performance.”* (McKinsey and Company, 2007)

### 1.4 Ownership and Scope of the Strategy

The Heads of Education Service are responsible for the overall implementation of the Raising Attainment Strategy.

Implementation of the actions necessary to raise attainment and close the gap are the responsibility of Headteachers and centrally based officers, as set out in this strategy and the action plan appended.

Progress and performance is monitored by the Education Policy Development and Scrutiny Panel. The Education Quality Assurance Committee considers reports on individual schools in terms of the How Good is Our School? (HGIOS) indicators of quality and effectiveness.

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

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

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

The Education Services Performance Team will analyse attainment data, to allow the monitoring and scrutiny of progress and performance of schools. This data is used by Education Senior Management Team and the Quality Improvement Team to provide challenge and support to schools to raise attainment.

Education Services Senior Management Team will scrutinise and use the following data:-

- Primary attainment data based on Curriculum for Excellence (CfE) levels and adaptive test data provides a range of comparative and value added information. Improvement targets are set for individual schools based on this evidence.
- Attainment in the Broad General Education is analysed on the basis of information provided by CfE levels and adaptive tests, and projections of future performance based on cognitive ability tests (CAT). This provides the basis for target setting for examinations in the Senior Phase.
- Attainment in National Qualifications is analysed by the school and the Performance Team at class, faculty, school and local authority levels to enable both the school and the Quality Improvement Team to identify areas for improvement.
- An analysis of risk to ensure that resources and interventions are directed in order that progress is made with closing the gap for the most vulnerable and disadvantaged children and young people.

Governance		
Group	Governance/Scrutiny Role	Reporting Frequency
Quality Improvement Workstream	To provide a strategic approach in the development and delivery of Quality Improvement	Every six weeks
Curriculum Framework Workstream	To provide a strategic approach in the development and delivery of the Curriculum	Every six weeks
Assessment and Reporting Workstream	To provide a strategic approach in the development and delivery of Assessment and Reporting	Every six weeks

Moving Forward in Learning Steering Board	Coordinating and supporting implementation of West Lothian education priorities in line with national expectations.	Every six weeks
Education Policy Development and Scrutiny Panel	Scrutiny of attainment.	As attainment information is released
Education Quality Assurance Committee	Scrutiny of quality and performance of individual West Lothian Council Schools.	Every six weeks

## 2 Council Priorities

The council has set 8 priorities in the current Corporate Plan (2013/17) in consultation with the local community, partners, stakeholders and our staff. These priorities, along with the 3 enablers themes, represent all the vital activities that the council will undertake in order to achieve better outcomes for West Lothian.

Figure 1 illustrates where the Raising Attainment Strategy will *directly* contribute to a council priority or enabler.

Council Priorities	Name Strategy
1. Improving the employment position in West Lothian	
2. Improving attainment and positive destinations for school children	✓
3. Delivering positive outcomes and early intervention for early years	✓
4. Improving the quality of life for older people	
5. Minimising poverty, the cycle of deprivation and promoting equality	
6. Reducing crime and improving community safety	
7. Protecting the built and natural environment	
8. Delivering positive outcomes on health	
<b>Enablers</b>	
Financial planning	✓
Corporate governance and risk	✓
Modernisation and improvement	✓

Figure 1: Council priorities and the Attainment Strategy

### 3 Strategy Outcomes

Six key activities underpin the Raising Attainment Strategy in accordance with the philosophy of raising attainment for all. For each activity, the role of staff at class, school community and local authority levels is defined.

The activities undertaken in relation to Outcome 1: Raising Attainment can all be expected to also contribute to Outcome 2: Closing the Gap. In addition, the key foundations for learning; namely good literacy, numeracy, and health and wellbeing have been considered.

Over the life of this strategy, West Lothian Council aims to raise attainment and close the gap as set out in the performance targets included in sections 3.1 and 3.2 below. In summary the strategy outcomes are:

- Outcome 1: Raising Attainment
- Outcome 2: Closing the Gap

#### Outcome 1: Raising Attainment

##### Purpose

The aim of Outcome 1: Raising Attainment is to increase attainment across all West Lothian Schools, and for all West Lothian learners.

Raised educational attainment increases personal, social, cultural and economic opportunities, ensuring that young people are in a position to fulfil their potential and contributes to the improved social and economic wellbeing of the community in West Lothian.

##### Activities

Six key activities will be undertaken by schools, the school community and the education authority in the following areas in 2015/17 to achieve this priority outcome.

These activities are measured through the quality indicators in the national performance framework (HGIOS) and reported through school Standards and Quality Reports. They are monitored through Validated Self Evaluations, and the independent HMI inspection process.

The key attributes which contribute to success in each activity are listed.

##### Increasing Ambition and Aspiration

- The culture, systems and practice in every school and classroom is based on respect, care and high expectations for every child. It is underpinned by the belief that every child matters and has the capacity to learn and improve.
- The school community is a place where everyone feels valued and that early and sustained intervention strategies fostered through effective partnership working secures sustained progression for all children and young people.
- West Lothian Council Education Services has the highest ambition for all children and young people and celebrates and shares strong performance in raising attainment in our schools.

#### Developing Effective Leadership

- Every class teacher is supported and challenged to be a reflective professional who takes responsibility for leading effective learning in the classroom and proactively engages in the development and use of research based strategies and practices through collegiate working.
- The school community recruits, values and retains top quality teachers and other staff. The community identifies and addresses areas which require improvement in order to raise attainment. Effective school, cluster and hub networking helps practitioners to identify and implement best practice in raising attainment. Effective performance review and development is implemented for all staff.
- West Lothian Council Education Services recruits and develops top quality leaders through high quality selection and appointment processes, professional review and development and the provision of excellent opportunities for professional development.

#### Analysing Data

- Every class teacher will monitor and support learners' progress and help them to understand their learning. Teachers will increase confidence in professional understanding and skills through collegiate processes such as moderation.
- The school community uses effective tracking and monitoring and target-setting to ensure optimum levels of progress and attainment for every learner. Quality improvement approaches focus on learners and ensure that no child is left behind. Schools provide regular opportunities for dialogue to support confident professional judgement about learners' levels of attainment and achievement.
- West Lothian Council Education Services ensures that the analysis and review of performance and attainment data, including the use of data from Insight and adaptive testing, leads to swift and effective intervention in schools where improvements in attainment are required. We will continue to use a proportionate and collaborative model of validated self-evaluation at all levels to support improvement in schools.

#### Developing Excellent Learning and Teaching

- All teachers will know what excellent teaching looks like through networking and sharing practice within and across schools. Lessons will be motivating, engaging, well-planned and differentiated to meet the needs of all learners. Learning intentions and success criteria will be shared so that all pupils will understand them, know what they are expected to be learning and what success will look like.
- Curriculum is well designed to meet the needs of all learners and well researched programmes are developed to improve pedagogy across schools and clusters. Effective assessment approaches ensure that all pupils make well-paced progress in their learning.



- West Lothian Council Education Services ensures that the principle of raising attainment is at the core of curriculum offered in schools in line with statutory guidance and national priorities. We promote effective partnership approaches at pupil, school and cluster levels which focus collectively on achieving best life chance outcomes. Research is used effectively to support the development of teaching and learning and is applied to teaching practice in order to support raising attainment.

### Developing Successful Learners

- Learners receive regular, useful feedback to support their progress and use self and peer assessment to help identify next steps in learning. They are regularly consulted about the quality of lessons and are encouraged to provide feedback on how well they are learning.
- In our classrooms and schools, the views of all learners are systematically sought, valued and acted upon.
- West Lothian Council Education Services are strongly committed to involving and engaging young people in providing feedback to improve its services.

### Increasing Parental, Family and Community Engagement

- In our schools and classrooms, staff actively seek to engage parents / carers in their child's learning in recognition that they have a key role in raising attainment.
- Throughout the school year, parents / carers are fully involved in a range of activities which help them to support their children to learn and improve. These include consultation meetings, written reports, curriculum showcases and involvement in the profiling of learner achievement within and outwith school.
- West Lothian Council Education Services continue to develop effective systems and partnerships with other children's services where valued outcomes are shared and efforts well-coordinated and targeted towards greatest needs and risks.



## Performance

The following performance indicators will be used to monitor progress in the outcome for the life span of the strategy:

Performance Indicator Name	2014 Baseline	2017 Target	Service	Responsible Officer
Percentage of primary, secondary, special schools and pre-school establishments receiving positive inspection reports	100%	100%	Education Quality Assurance	Head of Education (Quality Assurance)
Age Equivalent Score for Reading - Primary 7 Pupils	10.9	11.6	Education Development	Head of Education (Development)
Age Equivalent Score for General Mathematics - Primary 7 Pupils	10.5	10.9	Education Development	Head of Education (Development)
Age Equivalent Score for Mental Arithmetic - Primary 7 Pupils	10.5	10.8	Education Development	Head of Education (Development)
Percentage Pupils in S5 Achieving 3+ Qualifications at Level 6 (Higher Grade) or Better by end of S5	30%	39%	Education Quality Assurance	Head of Education (Quality Assurance)
Percentage of Pupils in S5 Achieving 5+ Qualifications at Level 6 (Higher Grade) or Better by end of S5	15%	22%	Education Quality Assurance	Head of Education (Quality Assurance)

## Outcome 2: Closing the Gap

### Purpose

The aim of Outcome 2: Closing the Gap is to increase equity, based on socio-economic factors, in educational outcomes across all West Lothian Schools, and for all West Lothian learners.

The attainment of children and young people from the areas of most disadvantage is significantly lower than that of children from more advantaged areas. This gap starts early and it grows throughout primary and secondary school. Raising attainment requires working in partnership with pupils and parents and is dependent on certain key foundations for learning; namely good literacy, numeracy, and health and wellbeing. It is recognised that early intervention has a significant influence on the future of young people, and their ability to obtain positive educational outcomes.

The activities undertaken in relation to Outcome 1: Raising Attainment will also contribute to Outcome 2: Closing the Gap.

Health and wellbeing, and literacy and numeracy are key to a child's ability to access all other aspects of the curriculum, and are the responsibility of all education practitioners. The following additional activities will be undertaken specifically to support Outcome 2: Closing the Gap.

### Activities

The main activities that will be undertaken in 2015/17 to achieve this priority outcome are:

#### Improving Literacy and Numeracy

We have developed clear frameworks for literacy and numeracy which will be refreshed regularly to provide current guidance for consistent approaches to learning and teaching across all schools. West Lothian staff participate in professional networks at national and local authority levels which builds capacity of practitioners to develop appropriate skills and knowledge to enhance the quality of learning and teaching.

#### Improving Health and Wellbeing

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

#### Delivering Positive Outcomes and Early Interventions in Early Learning

This will be achieved by providing high quality, teacher led early learning and childcare for all entitled children. Extended hours for all entitled children, with a greater level of flexibility and choice to meet the needs of working parents, will be implemented. Additional Early Learning opportunities will be provided to the children of families in the lowest income groups.

## Performance

The following performance indicators, which measure the gap based on SIMD, will be used to monitor progress in the outcome for the life span of the strategy:

Performance Indicator Name	2014 Baseline	2017 Target	Service	Responsible Officer
Gap between the Annual P1 End of Year Performance in Primary Schools (PIPS) Scores of the Lowest 20% and the Highest 20% (defined by SIMD).	This is a new PI and no historic data is available.	This is a new PI and no historic data is available on which to base target setting.	Education Development	Head of Education (Development)
Average Annual P1 End of Year Performance in Primary Schools (PIPS) Score	This is a new PI and no historic data is available.	This is a new PI and no historic data is available on which to base target setting.	Education Development	Head of Education (Development)
Age Equivalent Score in P7 of Pupils in Lowest 20% (Defined by SIMD) - Reading	10.9	11.3	Education Development	Head of Education (Development)
Age Equivalent Score in Primary 7 of Pupils in Lowest 20% (Defined by SIMD) - General Mathematics	10.1	10.5	Education Development	Head of Education (Development)
Age Equivalent Score in Primary 7 of Pupils in Lowest 20% (Defined by SIMD) - Mental Arithmetic	10.0	10.4	Education Development	Head of Education (Development)

Performance Indicator Name	2014 Baseline	2017 Target	Service	Responsible Officer
Percentage of S4 students achieving N3 and above in Literacy	This is a new PI and no historic data is available.	This is a new PI and no historic data is available on which to base target setting.	Education Quality Assurance	Head of Education (Quality Assurance)
Percentage of S4 students achieving N3 and above in Numeracy	This is a new PI and no historic data is available.	This is a new PI and no historic data is available on which to base target setting.	Education Quality Assurance	Head of Education (Quality Assurance)
Percentage of School Leavers Achieving Qualifications at National Level 4 in Literacy	90%	95%	Education Quality Assurance	Head of Education (Quality Assurance)
Percentage of School Leavers Achieving Qualifications at National Level 4 in Numeracy	79%	85%	Education Quality Assurance	Head of Education (Quality Assurance)

## Appendix A

All schools have a School Improvement Plan aligned with service priorities. School Improvement Plans are monitored and validated through the process of Validated Self Evaluation (VSE).

Action Plan							
Activity	Description	Planned Outcome	Action	Owner	Start	End	Status (Planned, Active, Complete)
Increase ambition and aspiration	School action	The culture, systems and practice in every school and classroom are based on respect, care and high expectations for every child. It is underpinned by the belief that every child matters and has the capacity to learn and improve.	Use relevant indicators to evaluate the extent to which the school is getting it right for every child and identify areas for improvement.	Headteachers	August 2015	June 2017	Planned
	School Community action	The school community is a place where everyone feels valued and that early and sustained intervention strategies fostered through effective partnership working secures sustained progression for all children and young people.	Use the GIRFEC toolkit with partners, staff, pupils and parents to evaluate wellbeing indicators and agree joint areas for improvement.	Headteachers	August 2015	June 2017	Planned
	Local Authority action	West Lothian Council Education Services has the highest ambition for all children and young people and celebrates and shares strong performance in raising attainment in our schools.	Analyse relevant evidence during the VSE process including wellbeing evaluations and assess how well the school improvement areas for development have impacted.	Quality Improvement Managers	August 2015	June 2017	Planned

Develop Effective Leadership	School action	Every class teacher is supported and challenged to be a reflective professional who takes responsibility for leading effective learning in the classroom and proactively engages in the development and use of research based strategies and practices through collegiate working.	Provide appropriate opportunities for personal and professional development linked to leading significant areas for school improvement.  Classroom practitioners take responsibility for professional update	Headteachers	August 2015	June 2017	Planned
		Collaborative working ensures individual and collective responsibility for raising attainment	Provide a wide range of opportunities across schools, clusters and hubs to share effective practice.	Headteachers	August 2015	June 2017	Planned
	School Community action	Practitioners are able to identify and implement best practice which impacts on attainment and achievement.  Effective performance review ensures that staffs keep abreast of current effective professional practice.	Develop effective school, cluster and hub networking to share current and effective practice.  The community works together to identify and address areas which require improvement in order to raise attainment.	Headteachers	August 2015	June 2017	Planned
	Local Authority action to develop effective leadership	West Lothian has an effective teaching workforce which displays leadership at all levels.	West Lothian Council recruits, values and retains top quality teachers and other staff.  Implement framework for developing leaders at all levels.	Quality Improvement Managers	August 2015	June 2017	Planned

			Promote and facilitate collaborative working between schools and sectors, to develop capacity for self-improvement within schools.	Quality Improvement Managers	August 2015	June 2017	Planned
Analyse data rigorously	School action	All learners make expected progress in their learning. Teachers are confident in making judgements about learner progress.	Every class teacher will monitor and support learners' progress and help them to understand their learning. Teachers will increase confidence in professional understanding and skills through collegiate processes such as moderation.	Headteachers	August 2015	June 2017	Planned
	School Community action	Interventions lead to optimum levels of progress and attainment for every learner.  Effective assessment approaches ensure that all pupils make well-paced progress in their learning  More accurate reporting on national levels of attainment.	Implement whole school tracking and monitoring systems to identify appropriate intervention.  Schools provide regular opportunities for dialogue to support confident professional judgement about learners' levels of attainment and achievement.	Headteachers	August 2015	June 2017	Planned
	Local Authority action	Overall attainment continues to improve	Performance team analyse and review performance and attainment data, including the use of data from	Quality Improvement Managers	August 2015	June 2017	Planned

		Focused support leads to improvements in attainment performance.	Insight and adaptive testing to develop strategic areas for development. Provide focused support in schools where there has been limited improvement in attainment performance. Use a proportionate and responsive approach to support for schools Use collaborative model of validated self-evaluation at all levels to support improvement in schools.				
Develop excellent learning and teaching	School Action	The quality of learning and teaching is consistently of a high standard in all schools. Lessons are motivating, engaging, well-planned and differentiated to meet the needs of all learners. All pupils understand what they are expected to learn and what success will look like.	Network and share practice effective pedagogy within and across schools.  Learning intentions and success criteria are shared in all lessons.	Headteachers	August 2015	June 2017	Planned
	School Community action	The curriculum meets the needs of all learners and delivers their entitlement to the broad general education and to the senior phase.	Regularly review and refresh the curriculum  Implement well researched programmes to improve pedagogy across schools and clusters  Participate in leadership	Headteachers	August 2015	June 2017	Planned



			programmes and opportunities at all levels.				
	Local Authority action	<p>The quality of learning and teaching is consistently high in all West Lothian Schools</p> <p>Life chances for learners are improved through entitlement to a high quality curriculum in every school.</p>	<p>West Lothian Council Education Services ensures that the principle of raising attainment is at the core of curriculum offered in schools in line with statutory guidance and national priorities.</p> <p>West Lothian Council promotes effective partnership working at pupil, school and cluster levels</p>	Quality Improvement Managers	August 2015	June 2017	Planned
			Research is used effectively to support the development of teaching and learning and is applied to teaching practice in order to support raising attainment.	Principal Education Psychologists	August 2015	June 2017	Planned
Develop successful learners	School action	<p>Learners make good progress in their learning and know what they need to do to improve.</p> <p>Learners' views are taken into account on all aspects of how and what they learn.</p>	<p>Learners receive regular, useful feedback to support their progress and use self and peer assessment to help identify next steps in learning.</p> <p>They are regularly consulted about the quality of lessons and are encouraged to provide feedback on how well they are learning.</p>	Headteachers	August 2015	June 2017	Planned

	School Community action	Learners' views inform school improvements.	In our classrooms and schools, the views of all learners are systematically sought, valued and acted upon.	Headteachers	August 2015	June 2017	Planned
	Local Authority action	Learners' views inform service improvements.	Celebrate Success through Stellar Awards Regularly seek the views of pupils through sample groups and surveys Involve learners in service design	Quality Improvement Managers	August 2015	June 2017	Planned
Increase Parental, Family and Community Engagement	School action	Parents/carers' views inform school improvements.	In our schools and classrooms, staff actively seek to engage parents / carers in their child's learning in recognition that they have a key role in raising attainment.	Headteachers	August 2015	June 2017	Planned
	School Community action	Parents/carers are enabled to help support their children learn and improve.	Throughout the school year, parents / carers are fully involved in a range of activities which help them to support their children to learn and improve. These include consultation meetings, written reports, curriculum showcases and involvement in the profiling of learner achievement within and outwith school. We will take opportunities to help upskill parents to be able to support classroom learning.	Headteachers	August 2015	June 2017	Planned
	Local Authority action	Children and young people who have the greatest needs and risks	West Lothian Council Education Services	Quality Improvement	August 2015	June 2017	Planned

		are well supported.	continue to develop effective systems and partnerships with other children's services where valued outcomes are shared and efforts well-coordinated and targeted towards greatest needs and risks.	Managers			
Delivering Positive Outcomes and Early Interventions in Early Learning	School Action	All children, in particular, entitled children, access high quality, teacher-led early learning and childcare.	Provide support in nurture bases for children and young people who face challenge in learning	Headteachers	August 2015	June 2017	Planned
	School Community Action	Children of families in the lowest income groups benefit from additional early learning opportunities.	Participate in the national Early Years Collaborative.  Participate in partnerships with Community Planning Partners.	Headteachers	August 2015	June 2017	Planned
	Local Authority Action	All entitled children access a greater level of choice and flexibility with regards to extended hours.	Implement and evaluate the approaches offering a greater level of flexibility and choice to meet the needs of working parents.	Customer and Performance Manager/Strategic Resources Manager	August 2015	June 2017	Planned
Improve Literacy and Numeracy for all learners	School	Children benefit from better quality learning and teaching of literacy and numeracy.	Implement the Literacy Framework  Implement the Numeracy Framework  Schools will actively improve the quality of the learning and teaching of literacy and numeracy	Headteachers	August 2015	June 2017	Planned

			through the improvement planning process, and evaluate through each school's Standards and Quality Report.				
	School Community	Practitioners' skills and knowledge in learning and teaching in literacy and numeracy are effective and contribute to raised attainment	Implementing cross sector reading and literacy initiatives to improve transition from Primary to Secondary, supported by literacy developments at a cluster level  Schools and clusters will build the capacity of all practitioners to develop appropriate skills and knowledge to enhance learning and teaching in literacy and numeracy through the provision of opportunities for collegiate working and high quality staff development	Headteachers	August 2015	June 2017	Planned
	Local Authority action	Every establishment improves the learning and teaching of literacy and numeracy	West Lothian Council Education Services provide effective frameworks for literacy and numeracy to lead to improved learning and teaching in literacy and numeracy.	Quality Improvement Managers	August 2015	June 2017	Planned
Improve Health and Wellbeing for all learners	School action	Targeted resources help narrow the attainment gap.	Schools use the Getting it Right for Every Child (GIRFEC) well-being	Headteachers	August 2015	June 2017	Planned

			indicators with partners to evaluate and improve health and well-being of every child.				
	School Community action	Effective partnership working helps narrow the attainment gap.	Schools and clusters will work with Community Planning Partners to plan and evaluate wellbeing, measured using the GIRFEC well-being indicators.	Headteachers	August 2015	June 2017	Planned
		The well-being, learning and achievement of vulnerable and disadvantaged children and their families are improved.	The nurture approach will be extended to support the wellbeing of vulnerable and disadvantaged children and their families, to break down barriers to learning and achievement.	Principal Education Psychologist	August 2015	June 2017	Planned
	Local Authority action	Learners are safe, healthy achieving, nurtured, attaining, respected and responsible, and included.	<p>The validated self-evaluation process will evaluate the quality of wellbeing in schools, and support schools in the implementation of GIIRFEC.</p> <p>Deliver an ongoing programme of training to support schools and partners with their new responsibilities under the GIRFEC framework</p>	<p>Quality Improvement Managers</p> <p>Additional Support Needs Manager</p>	August 2015	June 2017	Planned

**West Lothian Council**

**Raising Attainment Strategy**  
**2015/17**

**James Cameron**

**Head of Education (Quality Assurance)**

**November 2015**

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**EDUCATION POLICY DEVELOPMENT SCRUTINY PANEL**

**WEST LOTHIAN COUNCIL EDUCATION SERVICES – IMPLEMENTATION OF  
CHILDREN AND YOUNG PEOPLE (SCOTLAND) ACT 2014 (PART 4)  
PROVISION OF NAMED PERSON**

**REPORT BY HEAD OF EDUCATION (QUALITY ASSURANCE)**

**A. PURPOSE OF REPORT**

To update the Policy Development and Scrutiny Panel on the progress and intentions of work to ensure the implementation of the Children and Young People (Scotland) Act 2014 (part 4) by 1 August 2016. This part of the legislation covers the provision of Named Person.

**B. RECOMMENDATION**

That the Policy Development and Scrutiny Panel note the intended work programme and progress to date.

**C. SUMMARY OF IMPLICATIONS**

<b>I Council Values</b>	Focusing on our customers' needs; being honest, open and accountable; providing equality of opportunities; developing employees; making best use of our resources; working in partnership
<b>II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)</b>	Children and Young People (Scotland) Act 2014 (Part 4) Education (Additional Support for Learning) (Scotland) Act 2004
<b>III Implications for Scheme of Delegations to Officers</b>	None
<b>IV Impact on performance and performance Indicators</b>	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
<b>V Relevance to Single Outcome Agreement</b>	The Strategy will support the achievement of raised attainment as reflected in the Single Outcome Agreement.
<b>VI Resources - (Financial, Staffing and Property)</b>	Legislation to be implemented within existing resources.

**VII Consideration at PDSP** Ongoing

**VIII Other consultations** None

## **D TERMS OF REPORT**

### **D.1 Background**

The Children and Young People's (Scotland) Act 2014 requires a Named Person to be responsible for each young person aged 3-18 in Scotland from 1 August 2016.

The duty to make available the Named Person Service is specified as follows:

- the health board from birth to 5 years, or school entry (if before or after the age of 5 years);
- the local authority for children from 5 years (including home educated children and gypsy travellers), or school entry until their 18<sup>th</sup> birthday, or later if still at school, with the exception of young people attending a grant aided school or in legal custody or in the Armed Forces.

The role of a Named Person is to ensure one point of contact that children/young people and families can go to for advice or support if they need it. While most will get the help and support they need from their parents, wider family and community, sometimes they and their families may seek extra support. The Named Person will be available to listen, advise and help a child or young person and their family, providing direct support or helping them to access other services. The intention is that the Named Person is in a position to help families address their concerns early and prevent concerns becoming more serious. The role of the Named Person also includes discussing or raising a matter about the young person with a service provider or relevant authority.

The Children & Young People's (Scotland) Act 2014 also places a duty on local authorities to ensure continuity of the Named Person service during holiday periods or if staff are on sick leave. Local Authorities must also advertise how the Named Person service can be accessed outside term time. The expectation is that arrangements during school holidays will build on current best practice and it will be for local authorities to ensure processes are in place.

West Lothian Council's Education Services aim to provide a consistent approach to how the authority implements the Named Person service, thereby consistently supporting children and young people's wellbeing.

### **D.2 Current Position Status**

The role of the Named Person builds on the existing practice of the supportive role teachers and school staff provide to children/young people and parents/carers. The new legislation formalises a standard of support in line with the "Getting It Right For Every Child" national agenda. Education Services has collated evidence of existing practice within primary, secondary and special schools to consider detailed implementation of the legislation to ensure continuity of Named Person provision from aged 3-18 by August 2016. The ultimate aim of this is to ensure equitable, high quality and sustainable provision of the Named Person Service.

From collation of evidence, it is clear that the areas that require development to ensure consistent Named Person practice are:



- embedding the Getting It Right For Every Child (GIRFEC) National Practice Model across all schools
- establishing robust recording mechanisms for relevant information
- establishing clear pathways for transfer of information within Education Services
- establishing clear pathways for transfer and sharing of information between Education Services and partner agencies
- promoting the role of the Named Person across the West Lothian population, and
- ensuring a Named Person service during school holiday periods and for groups of children and young people who are home educated, gypsy travellers, have left school prior to age 18 (and not entered Armed Services) and young people who have left Armed Services prior to age 18.

### **D.3 Action Plan**

In order to address the identified development areas above, the following actions are required to ensure the implementation of an universal and workable Named Person Service within West Lothian for August 2016:

1. Establish use of a universal electronic based system for recording chronologies in Education (across nursery, primary, special and secondary), with robust functionality in relation to pupil transition requirements. This will be based on SEEMIS systems currently available in preparation of a new "Planning For Pupils" module currently being developed by SEEMIS for all local authorities.
2. Establish a common recording system which will allow easy access by all agencies and seamless transition of Named Person information as a child or young person moves to a new education establishment. This will also be built around the "Planning for Pupils" module through SEEMIS.
3. Plan and deliver initial (starting in November 2015), follow up (post August 2016) and annual training for Named Persons in Education, in collaboration with Health, Police and Social Work. Training to include clarity on :
  - potential sources of information to Named Persons;
  - communication pathways and expectation of Named Person in relation to action that consequently has to be taken;
  - a catalogue, in collaboration with other agencies, of realistic requests which a Named Person in education can make of other agencies.
  - a catalogue of case studies on potential scenarios of more complex situations (e.g. Pupil who has attendance issues, when a parent refuses Named Person, where Child Protection file is in place and Named Person is not designated Child Protection member of staff)

An offer of this training service to be extended to Donaldson's school as the grant-aided school in the West Lothian area.

4. Clarify for parents/carers the positive aspects of the Named Person Service and the working practices in schools through promotional information released via schools, press releases and organised meetings.

5. Consider, consult and clarify procedures in relation to the Named Person Service in conjunction with other agencies for: school holiday periods; staff on sickness absence; children and young people who are home educated; children and young people who are gypsy travellers; young people who have left school prior to age 18 (and not entered Armed Services); and young people who have left Armed Services prior to age 18. (do we have a proposal for this yet? If so, should it be included here?)
6. Deliver refresher GIRFEC training on the National Practice Model across all schools during academic session 2015/16 to ensure that there is a clear understanding of the management of the Child's Planning process.
7. Establish a database to record location of all young people aged 16 – 18years.
8. Establish Quality Assurance procedures to ensure Named Person provision is of the highest quality.
9. Ensure appropriate Trade Union consultation.

## **E CONCLUSION**

Education Services has collated evidence of current practice and has identified the required areas for development to ensure the implementation of the Children and Young People (Scotland) Act 2014 (part 4), covering the provision of named persons, by 1 August 2016 as:

- embedding the Getting It Right For Every Child (GIRFEC) National Practice Model across all schools;
- establishing robust recording mechanisms for relevant information;
- establishing clear pathways for transfer of information within Education Services;
- establishing clear pathways for transfer and sharing of information between Education Services and partner agencies;
- promoting the role of the Named Person across the West Lothian population; and
- ensuring a Named Person service during school holiday periods and for groups of children and young people who are home educated, gypsy travellers, have left school prior to age 18 (and not entered Armed Services) and young people who have left Armed Services prior to age 18.

## **F. BACKGROUND REFERENCES**

Children and Young People (Scotland) Act 2014 (Part 4)

Appendices/Attachments: None

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## **EDUCATION POLICY DEVELOPMENT SCRUTINY PANEL**

### **2015 BASE SCHOOL FORECASTS**

### **REPORT BY HEAD OF PLANNING AND ECONOMIC DEVELOPMENT.**

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

The purpose of this report is to inform the Education Policy Development and Scrutiny Panel of the 2015 Base School Forecast. The forecasts include scenarios which can be used for future revenue and capital planning, pupil placement decisions, and responses to developers on planning proposals which will have an impact on education capacity.

#### **B. RECOMMENDATION**

To note and consider the following recommendations which are intended to be submitted to Education Executive for approval:

1. notes that the forecasts have been updated and incorporate the 2015 School census as the base;
2. notes that, unlike previous forecast reports, the forecasts now include scenarios based on projected house completions;
3. agrees the updated forecasts of pupil rolls, including the assumptions and methodology applied in producing these data;
4. agrees the school roll forecasts as being the basis for future education provision planning and consultation on development planning; and
5. notes that further investment in the school estate will be necessary in the future but the time of that investment will be influenced by house building rates and the commitment of developers to fund additional school capacity.

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

<b>I Council Values</b>	Focusing on our customers' needs. Being honest, open and accountable. Providing equality of opportunities. Making best use of our resources. Working in partnership.
<b>II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)</b>	It is necessary to consider school provision and catchment area arrangements in the context of the West Lothian Local Plan and The Edinburgh and South East Scotland Strategic Development Plan (SDP) and any subsequent replacements.

		The report does not focus on or raise any strategic environmental assessments, equality, health or risk assessment issues.
<b>III</b>	<b>Implications for Scheme of Delegations to Officers</b>	The report has no impact on the scheme of delegation.
<b>IV</b>	<b>Impact on performance and performance Indicators</b>	The report has no direct impact on performance indicators. There are, however, a number of related processes including pupil placement and development management and performance in these areas could be impacted indirectly by the report.
<b>V</b>	<b>Relevance to Single Outcome Agreement</b>	The proposal supports delivery of Outcomes 1, 2, 3, & 8 in the Single Outcome Agreement 2013-2023.
<b>VI</b>	<b>Resources - (Financial, Staffing and Property)</b>	<p>Management of pupil placement and school capacity has financial implications for the council. School roll projections for the next two years are consistent with the demographic assumptions contained in the councils approved revenue budget strategy for 2016/17 and 2017/18. However, it should be noted that if house building rates increase significantly above those set out in the forecasts, there could be an impact in the short term.</p> <p>The medium to long term financial impact of the school roll projections will be required to be incorporated into the council's revenue and capital budget plans for 2018/19 and future years.</p>
<b>VII</b>	<b>Consideration at PDSP</b>	This is the first report on the 2015 Based Forecasts to the PDSP. The previous forecasts were reported to the panel in February 2014.
<b>VIII</b>	<b>Other Consultations</b>	Internal consultations have taken place with Finance and Estates and Education.

## **D1 TERMS OF REPORT**

### **Background**

Medium term primary and secondary school forecasts are critical elements in the forward planning of revenue and capital investment in West Lothian. They are also an important element in the council's consideration of planning applications for residential development which will have an impact on school capacities. It is important to ensure that the educational impact of development can be supported in the school estate, taking into account other potential development sites in the school catchment. Where there is likely to be insufficient capacity in one or more catchment school a developer funded education solution will have to be agreed before planning permission can be granted.

The forecasts give early warning of those schools which are likely to go over capacity. Where this is the result of new housing development, supplementary planning guidance (SPG) will be prepared. The SPG will identify and cost the education solution. Developers of sites within the catchment will then be required to meet the full cost of delivering the education solution.

The current base forecast covers a time range from school session 2015/16 with forecast school rolls from 2016/17 through to 2026/27. The housing component of the forecast is based on Housing Land Audit 2014. It also includes more recent housing information that will appear in later audits.

The updated forecasts and methodology will be used in association with the SPG on Planning for Education. It may be necessary to update the SPG from time to time to ensure its currency with the latest school forecast methodology. It should also be noted that approval of this latest school forecast and methodology will enable progress to be made on revision of existing SPG for schools and provision of new SPG for schools (developer contribution policies) to be brought to future Development and Transport Policy Development and Scrutiny Panels for consideration and to Education Policy Development and Scrutiny Panels for information.

## **D2 Medium Term School Roll Forecast Methodology**

The 2012 Base has been updated with the actual pupil numbers from 2015/16 school census and incorporated as the new base, the 2015 Base Forecast. The previous forecast report presented to the panel in February 2014 had two principal components:

1. The Base Auditable Forecast: this is the expected minimum impact on the school estate. It includes only growth from sites which have implementable planning consent.
2. The Base Auditable With Local Plan Forecast: this is a growth forecast being supportive of the development plan strategy as set out in the West Lothian Local Development Plan.

The 2015 Base Forecast is presented in a revised format. A base auditable forecast is still included, averaging around 382 completions per annum. This is well below current house building rates but it represents the minimum level of growth the council can plan for as, on the whole, implementable planning consents already exist for these developments.

The Base Auditable With Local Plan Forecast has been revised to present two scenarios – one showing house completions rising to around 900 houses per annum and then stabilising at that level throughout the projection period. This is generally consistent with the average house completion rate over the last 10 years, which has averaged around 785 completions per annum. This average covers the pre-crash housing boom, the recessionary period and the period of recovery since then. The second scenario shows house building rates rising to around 900 units per annum and stabilising at that level for two years before starting to increase again reaching 1,500 units per annum by 2024. This scenario is generally consistent with a return to average annual completion rates which were achieved over the years preceding the economic crash in 2007/08, averaging some 1,050 units per annum.

There are three further changes to the way the figures are presented this year compared to previous years.

Firstly, council housing is expected to account for around half of the overall house completions in each of the next two years. However, the council's housing allocation policy is such that the impact in terms of school rolls from these houses takes slightly longer to be realised. Consequently, the impact of the council house building programme on school rolls has been deferred for two years.

Secondly, the child house ratios used for schools have been recalculated using an up to date evidence base. The secondary school child house ratios have continued to reduce on those previously used by the council, but as these ratios are derived from the last 10 years of residential development they are strongly influenced by the recession and will need to be monitored. The overall methodology and the ratios applied at each stage are set out in Appendix 6 to this report.

Finally, there is some evidence that the education impact on housing growth on some key strategic sites is taking slightly longer to translate into school places than anticipated. It is anticipated that this is a blip and to compensate for this the growth ratio in the first year of the forecast has been reduced. Any future change will be picked up in a further recalculation of ratios.

It is projected that around 680 houses will be built in the financial year 2015/16. However, to reflect the issues described above the forecasts only assume the equivalent impact of 112 houses in the first year.

### **D3 Current School Roll Forecast Caveats**

#### *0-18 Year Old Population Trend*

Until 2012 P1 intakes across the school estate were consistently below 2,200 pupils. However, there was a significant jump in intakes in 2012 rising to just short of 2,300 pupils. P1 intakes have been significantly higher than that in the years from 2012 to the current intake year 2015.

Although Appendix 4a currently shows reduction in the 2017 and 2018 P1 cohorts, these cohorts are expected to increase substantially before actual enrolment, this pattern being previously reported to PDSP and updates to Development Management Committee.

It is likely that primary school rolls will increase and remain above the 2015 roll total of 15,356 mainstream pupils for the next 2 years for demographic reasons irrespective of new housing development. It is also inevitable that secondary school rolls will start to have significant growth once the larger year groups in primary school at P1-P5 start to feed through to S1 in 2018.

Appendix 5 illustrates the overall trend in house completions from 1995/96-2014/15. There is a substantial difference in house completions pre-recession and post-recession. House completions are an important factor in the forecast scenarios attached to this report. The private housing market has a current emphasis on "family" housing that is resulting in strong demographic growth, particularly in pre-school and primary school sectors.

It is reasonable to assume that the level of housing development being planned for in West Lothian will result in growth in the school aged population over the next five years. It is also likely that local hot spots on school capacity will remain as there appears to be no change in the underlying population structure, although overall population growth is lower than previously anticipated.. These hotspots are likely to relate most to localities with greatest new housing growth. Growth beyond the next five years will be heavily influenced by the rate of house completions. Any increase in the forecast housing programme will result in higher school rolls at an earlier date, than shown in the forecast scenarios, and likewise, delay in the housing programme will lead to a levelling off of school roll and, indeed reductions, if house completions below the rates predicted are sustained over a longer period.

It should be noted that the forecast house completions in the scenarios are lower than the level currently required to maintain an effective five year land supply. However, the emerging West Lothian Local Development Plan and the latest Housing Needs and Demand Assessment prepared in support of the Strategic Development Plan takes a more realistic view of housing need and, by implication, the five year land requirement. The forecast is also sensitive to any improvement or deterioration in economic circumstances.

#### **D4 2015 Base School Roll Forecast**

The 2015 Base Auditable Forecast is attached as Appendix 1 and the two Base Auditable with Local Plan Scenarios are attached as Appendix 2 (growth capped at 900 house completions per annum) and Appendix 3 (growth rising to 1,500 house completions per annum).

Appendix 1, 2 and 3 each have the same summary headings setting out:

- total primary rolls – appendix (a),
- forecast total primary one intakes – appendix (b),
- forecast non-catchment primary one intakes – appendix (c),
- scheduled housing by secondary school – appendix (d),
- forecast secondary one intakes – appendix (e); and
- total secondary rolls – appendix (f).

In brief, the Base Auditable Forecast at appendix 1(a) shows a likely minimum increase in total primary rolls from 15,356 pupils in school Session 2015-16 to 15,540 pupils in school session 2017-18. An increase of some 184 pupils. Thereafter, the forecast shows some annual variability with the total at the end of the forecast being just below current levels at 15,254. It should be noted that these are minimum likely levels likely taking into account only very modest house completions.

The Auditable with Local Plan Scenarios set out in Appendix 2 and Appendix 3 show the same growth rates in the short term but with significantly larger primary school age populations at the end of the projection period.

The projections show forecasts roll compared to likely school capacity and in some instances the roll exceeds the capacity. This is likely to require some interventions, but these interventions can take a number of forms. In many case the capacity will be addressed through the management of placing requests while others may require catchment reviews. Some will require investment in the school to increase capacity and, in most instances, this will be funded through developer contributions. Projects to increase school capacity will continue to be managed through the council's capital planning processes.

As with the primary school forecasts, the Base Auditable Forecast Appendix 1(f) show the likely minimum secondary school rolls. These show a short term dip from 10,837 pupils in 2015/16 to 10,684 in 2017/18. Thereafter, the minimum forecast shows year on year growth to 2024/25 before falling back slightly to a total of 11,139 pupils in 2026/27.

The Auditable with Local Plan Scenarios set out in Appendix 2 and Appendix 3 show the same growth rates in the short term but with significantly larger secondary school age populations at the end of the projection period.

As with the primary schools the secondary school figures show where rolls are likely to exceed capacity. However, unlike primary schools the solution to managing capacity in secondary schools will be more complex. The projections continue to highlight the need for additional secondary school capacity. As with primary schools funding of increased capacity will be via developer contributions with projects being the scope and timing of interventions being managed through the council's capital planning processes.

## **D5 Summary**

Overall the forecast show that there will be an on-going need to invest in the school estate to ensure that sufficient places are available in catchment schools to meet anticipated demand. However, in some cases, there is evidence to suggest that the need for investment may occur later than originally anticipated. Some impacts may also be manageable through catchment reviews. These are, however, separate legal processes and the outcomes cannot be factored into the forecasts at this stage. As set out previously, demand will be influenced by the rate of increases in housebuilding and the number of planning applications for new housebuilding coming forward. These matters will be kept under on-going review and investment priorities will be progressed as an element of the council's capital asset management plan and future capital programme.

The forecasts show a particular demand for school places with some schools likely to avoid the effect of school roll decline whilst others show significant increase/decrease. Ongoing school consultation and review of education provision arrangements is essential to support the development plan at this time. It should be noted that forecasts are demand led and will, in reality, be annually adjusted by actual placing request decisions. It will be necessary to balance all demand with significant school catchment revisions as well as school extensions and new build schools.

## **E. CONCLUSION**

The updated school roll projections indicate growth in the pre-school and primary sectors over the forecast period. If there is more sustained housing recovery then school rolls are likely to show stronger and this could exceed the scenario set out in Appendix 3. There is a need to continue to monitor the broader economic context in updating school rolls and projecting school capacity requirements. It is also important to review forecasts in light of any material changes, such as demographics, but particularly so with house building completions as this is the greatest single factor influencing school roll forecasts. Further school consultation and capacity enhancement will be necessary to ensure sufficient pre-school and school places are available.



## **F. BACKGROUND REFERENCES**

April 2014 Education Executive report: *2012 Base School Forecasts*.  
West Lothian Local Plan

### **Appendices/Attachments:**

- Appendix 1 - 2015 Base School Roll Forecasts using Auditable Housing
- Appendix 2 - 2015 Base School Roll Scenario using Auditable Housing and Local Plan Allocations capped at 900 house completions per annum
- Appendix 3 - 2015 Base School Roll Scenario using Auditable Housing and Local Plan Allocations capped at 900 house completions per annum
- Appendix 4 - 0-18 Population Trend by Single School Enrolment Year Cohorts 2002 – 2018
- Appendix 5 - Historical House Completions, 1995 - 2015
- Appendix 6 - Medium Term Forecast Methodology (July 2012)

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**Craig McCorriston**  
**Head of Planning and Economic Development**

**24 November 2015**



Base Auditable Summary of Primary School Roll Forecasts												Appendix 1a	
School	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	Capacity
Addiewell	104	108	110	119	122	121	124	120	119	119	116	117	120
Armadaledale	542	483	474	442	429	429	415	413	424	417	413	416	559
Balbardie	429	436	436	425	426	431	433	435	434	442	456	459	462 *
Bankton	314	302	317	304	304	302	295	295	292	283	285	288	462 *
Bellsquarry	192	183	189	196	186	184	183	189	205	206	203	209	198
Blackburn	55	66	78	87	97	105	108	105	101	99	100	100	198
Blackridge	156	158	155	145	148	145	146	150	150	155	162	160	198
Boghall	273	270	275	267	258	247	245	244	241	242	243	243	462
Bridgend	90	95	91	93	83	79	72	70	68	66	63	66	120
Broxburn	402	397	399	404	403	407	411	410	417	414	415	415	462 *
Carmondean	409	412	404	391	390	376	373	371	359	357	358	360	462 *
Croftmalloch	206	214	215	202	206	211	208	211	202	201	214	209	387
Deans	238	219	209	191	194	204	204	199	198	199	197	196	360
Dechmont	20	16	19	21	21	18	17	18	18	18	18	18	47
Dedridge	156	159	144	133	130	120	116	117	111	114	117	116	279
East Calder	249	247	250	261	279	293	293	293	291	292	287	286	462 *
Eastertoun	332	327	334	319	315	315	315	298	299	288	290	294	360
Fallahill	167	166	157	167	175	180	181	178	178	181	180	180	360
Greenrigg	115	116	127	134	140	163	185	207	226	251	278	305	171
Harrysmuir	417	445	443	441	439	429	438	439	420	420	416	421	415
Holy Family	84	87	92	99	103	105	96	98	97	98	99	98	120
Howden St Andrew's	348	342	348	343	323	313	309	310	299	293	293	297	387
Kirkhill	229	222	214	207	238	252	249	245	241	242	239	239	387
Kirknewton	212	210	208	208	205	197	198	196	196	197	196	198	198
Knightsridge	261	256	257	245	233	228	221	220	216	211	214	215	415
Letham	222	241	245	246	245	238	238	232	219	216	216	218	279
Linlithgow	427	435	428	405	391	372	359	343	329	326	334	335	415
Linlithgow Bridge	200	198	186	178	174	162	159	157	149	149	151	152	231
Livingston Village	203	186	178	175	167	161	160	157	157	157	156	157	198
Longridge	89	91	93	97	97	99	100	97	103	101	100	102	120
Lowport	203	194	183	179	157	136	128	123	120	116	111	116	198
Meldrum	199	196	192	197	187	182	179	177	178	178	173	176	231
Mid Calder	255	234	231	216	203	188	186	187	191	183	185	187	415
Murrayfield	257	252	247	248	259	262	257	255	255	253	262	257	306
Our Lady of Lourdes	146	148	152	145	150	158	156	154	154	154	158	157	171
Our Lady's	69	80	84	87	85	92	89	84	78	78	79	80	96
Parkhead	342	334	327	325	332	345	353	352	351	349	350	351	415
Peel	409	418	445	453	460	453	437	433	423	407	410	414	462 *
Polkemmet	163	160	158	149	148	150	154	154	151	150	153	152	306
Pumpherstons and Uphall	203	202	203	217	238	233	227	233	255	275	308	336	231
Riverside	252	266	280	276	267	262	259	263	254	243	247	250	306
Seafield	106	98	89	87	87	84	85	83	86	89	89	87	120
Simpson	501	538	565	600	620	627	625	631	627	629	627	624	640 *
South Armadale	0	76	106	152	163	174	176	181	180	179	178	177	231
Springfield	317	327	336	314	298	283	283	274	268	251	252	258	415
St Anthony's	223	196	195	195	193	195	182	187	190	189	189	190	198
St Columba's	137	135	131	134	130	128	124	121	120	120	120	120	171
St John Ogilvie	385	389	401	406	402	402	408	400	395	390	391	393	415
St John The Baptist	201	201	196	197	194	190	187	187	188	191	191	192	198
St Joseph's Linlithgow	139	140	144	147	138	125	115	114	110	106	105	107	171
St Joseph's Whitburn	231	238	252	237	228	228	239	249	255	264	279	286	252
St Mary's Bathgate	416	415	401	398	396	405	412	417	413	415	419	418	462
St Mary's Polbeth	135	139	143	146	157	159	165	167	170	170	173	173	252
St Nicholas	376	373	376	384	385	374	368	368	368	371	378	385	462 *
St Ninian's	262	270	278	275	275	262	251	247	243	238	239	241	387
St Paul's	120	122	131	147	148	148	152	150	150	149	148	149	171
St Thomas'	25	21	20	18	16	14	13	13	13	12	12	12	96
Stoneyburn	83	80	77	71	75	72	66	67	65	64	65	65	150
Toronto	258	250	258	252	245	256	256	266	262	254	247	252	415
Torphichen	89	97	100	101	96	95	85	84	78	79	78	78	71
Uphall	321	323	331	334	322	308	303	290	284	284	285	286	387
Westfield	50	56	60	62	58	58	55	50	48	48	46	48	71
Whitdale	372	373	373	364	373	364	369	362	364	366	368	365	462
Williamston	397	390	387	389	370	349	333	325	320	315	311	317	415
Winchburgh	127	131	165	183	198	193	191	186	184	183	181	178	198
Windyknowe	415	420	425	455	475	492	505	512	501	492	491	489	462 *
Woodmuir	31	27	22	20	19	17	20	20	21	23	23	23	47
West Lothian	15356	15399	15540	15503	15465	15350	15244	15182	15068	15014	15134	15254	19797

\* Capacity to be confirmed

**Base Auditable Summary of Forecast P1 Intakes**

**Appendix 1b**

<b>School</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>
Addiewell	20	18	17	20	16	17	18	18	18	18	18	17
Armadaale	84	53	61	59	52	59	61	63	65	65	64	63
Balbardie	66	70	58	53	65	63	64	66	67	67	67	69
Bankton	37	41	46	35	37	40	39	40	40	40	39	39
Bellsquarry	22	14	29	28	17	24	26	26	28	30	30	29
Blackburn	15	15	15	12	14	14	13	14	14	14	14	14
Blackridge	21	24	18	16	23	21	22	23	23	23	23	24
Boghall	39	41	37	36	38	38	38	38	38	38	38	38
Bridgend	10	10	10	11	7	9	9	9	9	9	9	9
Broxburn	64	53	66	61	63	63	62	62	62	63	62	62
Carmondean	55	64	54	51	49	51	52	52	53	52	52	52
Croftmalloch	27	38	29	16	35	30	28	30	29	29	28	30
Deans	34	29	27	30	31	33	33	33	32	32	32	32
Dechmont	5	5	9	7	5	6	6	6	6	6	6	6
Dedridge	16	23	14	13	19	17	17	17	17	17	17	17
East Calder	38	41	37	43	39	44	45	44	45	45	44	43
Eastertoun	58	40	52	38	37	41	41	42	42	42	41	41
Fallahill	27	24	20	23	25	25	26	27	27	27	27	27
Greenrigg	17	19	22	19	20	25	28	31	33	37	40	44
Harrismuir	63	85	64	67	57	61	63	64	65	63	63	62
Holy Family	10	12	11	13	15	15	15	14	14	14	14	14
Howden St Andrew's	41	50	44	40	35	40	41	41	42	42	41	41
Kirkhill	29	30	25	25	25	31	32	32	33	33	33	34
Kirknewton	31	29	28	30	26	28	29	29	29	29	29	29
Knightsridge	32	36	37	27	30	31	31	31	32	31	31	31
Letham	36	44	34	30	29	31	31	32	32	32	31	31
Linlithgow	64	61	50	38	46	47	47	48	48	47	46	47
Linlithgow Bridge	25	31	22	19	22	22	23	23	23	22	22	22
Livingston Village	28	24	23	26	23	25	25	25	25	25	25	25
Longridge	18	10	18	14	12	14	14	14	14	15	15	15
Lowport	25	22	24	25	10	17	19	19	19	19	18	17
Meldrum	27	25	26	32	22	25	26	26	26	26	26	25
Mid Calder	27	25	38	26	27	29	29	29	29	29	28	29
Murrayfield	40	37	39	27	48	43	41	41	41	40	40	42
Our Lady of Lourdes	25	22	22	17	25	23	23	24	23	23	23	23
Our Lady's	14	14	10	9	10	10	11	11	11	11	11	11
Parkhead	42	42	44	42	45	49	51	51	51	51	50	50
Peel	57	66	74	54	57	61	61	62	63	62	61	61
Polkemmet	26	29	26	21	27	25	25	26	25	25	25	25
Pumpherston and Uphall	28	16	25	18	28	29	30	33	35	39	43	48
Riverside	32	44	45	30	32	35	34	35	36	35	34	34
Seafield	14	10	9	13	14	13	13	13	12	12	13	13
Simpson	87	103	95	103	108	104	104	104	103	103	103	103
South Armadale	0	19	21	25	26	26	26	26	26	26	26	25
Springfield	44	43	52	34	29	35	35	36	37	37	35	35
St Anthony's	28	24	26	25	24	27	29	29	29	29	29	29
St Columba's	23	21	19	20	20	20	20	20	20	20	20	20
St John Ogilvie	60	58	58	52	51	54	54	55	55	55	54	54
St John The Baptist	28	25	24	25	26	26	27	27	27	27	27	27
St Joseph's Linlithgow	15	19	18	16	13	15	16	16	16	16	16	15
St Joseph's Whitburn	26	31	30	26	34	33	33	34	35	36	38	40
St Mary's Bathgate	61	68	59	56	64	64	64	65	65	64	64	65
St Mary's Polbeth	19	19	21	19	21	23	23	23	24	24	24	24
St Nicholas	55	55	53	50	50	53	54	55	55	56	56	57
St Ninian's	34	35	35	31	31	33	34	34	34	34	33	33
St Paul's	20	18	20	20	20	22	22	22	22	22	22	22
St Thomas'	2	2	2	2	1	2	2	2	2	2	2	2
Stoneyburn	7	12	9	9	10	10	10	10	10	10	10	10
Toronto	31	38	42	39	25	36	38	39	40	40	38	37
Torphichen	10	15	9	11	10	10	11	11	11	11	11	11
Uphall	58	49	41	42	42	43	44	45	44	44	43	44
Westfield	9	8	6	7	5	6	6	7	7	6	6	6
Whitdale	56	46	49	51	57	54	53	53	53	53	53	54
Williamston	52	50	50	49	39	44	45	45	45	45	45	44
Winchburgh	25	23	24	30	32	31	30	30	29	29	29	29
Windyknowe	64	78	73	66	71	76	77	78	79	77	76	75
Woodmuir	3	1	1	2	3	3	3	3	3	3	3	3
<b>West Lothian</b>	<b>2206</b>	<b>2249</b>	<b>2200</b>	<b>2030</b>	<b>2070</b>	<b>2174</b>	<b>2200</b>	<b>2231</b>	<b>2247</b>	<b>2245</b>	<b>2235</b>	<b>2248</b>

## Base\_Auditable Summary of Forecast Non-catchment P1 Intakes

## Appendix 1c

School	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Addiewell	4	2	2	3	2	2	2	2	2	2	2	2
Armada	8	6	7	7	6	6	7	7	7	7	7	7
Balbaird	19	17	14	13	15	14	14	15	15	14	14	15
Bankton	10	11	12	9	9	10	10	10	10	10	10	10
Bellsquarry	10	7	14	13	7	10	10	10	10	10	10	10
Blackburn	6	5	5	4	4	4	4	4	4	4	4	4
Blackridge	0	0	0	0	0	0	0	0	0	0	0	0
Boghall	1	1	1	1	1	1	1	1	1	1	1	1
Bridgend	0	0	0	0	0	0	0	0	0	0	0	0
Broxburn	19	15	19	17	18	18	18	18	18	18	18	18
Carmondean	13	15	13	12	11	12	12	12	12	12	12	12
Croftmalloch	18	26	20	11	24	20	19	20	20	20	19	20
Deans	4	4	3	4	4	4	4	4	4	4	4	4
Dechmont	2	2	4	3	2	2	2	2	3	3	2	2
Dedridge	2	3	2	2	2	2	2	2	2	2	2	2
East Calder	1	2	1	2	1	1	1	1	1	1	1	1
Eastertoun	14	11	14	10	10	11	11	11	11	11	11	11
Fallahill	1	1	1	1	1	1	1	1	1	1	1	1
Greenrigg	5	6	6	5	5	5	5	5	5	5	5	5
Harrismuir	6	12	9	9	8	9	9	9	9	9	9	9
Holy Family	0	1	1	0	1	1	1	1	1	1	1	1
Howden St Andrew's	6	7	6	5	5	5	5	5	5	5	5	5
Kirkhill	8	7	6	6	5	5	6	6	6	6	6	6
Kirknewton	7	4	4	4	4	4	4	4	4	4	4	4
Knightsridge	1	2	2	1	2	2	2	2	2	2	2	2
Letham	4	6	4	4	4	4	4	4	4	4	4	4
Linlithgow	5	2	1	1	1	1	1	2	1	1	1	1
Linlithgow Bridge	3	7	6	5	6	6	6	6	6	6	6	6
Livingston Village	5	4	4	4	4	4	4	4	4	4	4	4
Longridge	4	3	5	4	3	4	4	4	4	4	4	4
Lowport	2	2	2	2	1	2	2	2	2	2	2	2
Meldrum	9	7	7	9	6	7	7	7	7	7	7	7
Mid Calder	4	4	6	4	4	4	4	4	4	5	4	4
Murrayfield	9	9	9	6	11	9	9	9	9	9	9	9
Our Lady of Lourdes	0	0	0	0	0	0	0	0	0	0	0	0
Our Lady's	0	0	0	0	0	0	0	0	0	0	0	0
Parkhead	3	3	3	3	3	3	3	3	3	3	3	3
Peel	7	9	10	7	7	8	8	8	8	8	8	8
Polkemmet	4	4	4	3	4	4	4	4	4	4	4	4
Pumphreston and Uphall	3	2	3	2	3	3	3	3	3	3	3	3
Riverside	8	12	12	8	9	10	9	9	10	10	9	9
Seaford	0	0	0	0	0	0	0	0	0	0	0	0
Simpson	2	2	2	2	2	2	2	2	2	2	2	2
Springfield	10	10	13	8	7	9	8	9	9	9	8	8
St Anthony's	0	0	0	0	0	0	0	0	0	0	0	0
St Columba's	0	0	0	0	0	0	0	0	0	0	0	0
St John Ogilvie	5	5	5	4	4	4	4	4	4	4	4	4
St John The Baptist	0	0	0	0	0	0	0	0	0	0	0	0
St Joseph's Linlithgow	5	6	5	5	4	4	4	5	5	5	5	4
St Joseph's Whitburn	4	3	3	3	4	3	3	3	3	3	3	4
St Mary's Bathgate	10	12	10	9	10	10	10	10	10	10	10	10
St Mary's Polbeth	1	1	2	1	1	1	1	1	1	1	1	1
St Nicholas	3	2	2	2	2	2	2	2	2	2	2	2
St Ninian's	4	4	4	3	3	3	3	3	3	3	3	3
St Paul's	3	2	2	2	2	2	2	2	2	2	2	2
St Thomas'	0	0	0	0	0	0	0	0	0	0	0	0
Stoneyburn	0	0	0	0	0	0	0	0	0	0	0	0
Toronto	5	7	8	7	4	6	6	6	6	6	6	6
Torphichen	2	2	1	1	1	1	1	1	1	1	1	1
Uphall	14	12	10	10	10	10	11	11	11	10	10	10
Westfield	1	1	1	1	1	1	1	1	1	1	1	1
Whitdale	14	11	11	12	13	12	12	12	12	12	12	12
Williamston	9	9	9	9	7	8	8	8	8	8	8	8
Winchburgh	2	1	1	1	1	1	1	1	1	1	1	1
Windyknowe	31	35	33	27	27	28	28	29	29	29	28	28
Woodmuir	0	0	0	0	0	0	0	0	0	0	0	0
<b>West Lothian</b>	<b>360</b>	<b>366</b>	<b>364</b>	<b>311</b>	<b>316</b>	<b>327</b>	<b>327</b>	<b>331</b>	<b>332</b>	<b>330</b>	<b>326</b>	<b>327</b>

**Base Auditable Summary of scheduled future housing**
**Appendix 1d**

School	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027-2036	2037-2046	Scheduled years
ARMADALE	21	53	243	161	142	83	87	46	10	10	0	0	0	0	0
BATHGATE	21	83	113	75	33	24	24	24	24	24	19	24	96	0	4
BALERNO	0	1	4	4	5	4	4	2	2	2	2	5	15	0	3
BROXBURN	2	8	109	180	74	24	48	48	72	72	72	72	79	0	2
DEANS	7	1	1	35	52	0	0	0	0	0	0	0	0	0	0
INVERALMOND	3	15	63	72	70	30	30	0	0	0	0	0	0	0	0
LINLITHGOW	27	104	70	61	0	0	0	0	0	1	0	0	0	0	0
THE JAMES YOUNG	3	14	24	77	24	24	24	24	26	10	0	0	0	0	3
WEST CALDER	12	70	100	133	131	40	13	12	11	0	0	0	0	0	10
WHITBURN	16	57	69	102	84	89	88	88	115	100	100	100	29	0	4
<b>West Lothian</b>	<b>112</b>	<b>406</b>	<b>796</b>	<b>900</b>	<b>615</b>	<b>318</b>	<b>318</b>	<b>244</b>	<b>260</b>	<b>219</b>	<b>193</b>	<b>201</b>	<b>219</b>	<b>0</b>	

**Base\_Auditable Summary of Forecast S1 Intakes**
**Appendix 1e**

<b>School</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>S1 Intake Limit</b>
ARMADALE	177	176	173	218	197	206	211	222	208	217	190	189	<b>220</b>
BATHGATE	171	166	172	182	202	195	207	203	216	197	182	212	<b>220</b>
BROXBURN	193	165	172	178	190	199	197	211	178	193	181	187	<b>220</b>
DEANS	191	185	172	184	167	176	156	155	158	147	146	138	<b>200</b>
INVERALMOND	218	205	196	221	215	233	215	209	252	234	201	180	<b>240</b>
LINLITHGOW	187	200	228	242	253	261	233	233	233	210	181	163	<b>240</b>
ST KENTIGERN'S	238	227	233	263	281	257	271	252	261	247	229	247	<b>260</b>
ST MARGARET'S	198	197	172	180	232	234	212	208	215	208	191	182	<b>200</b>
THE JAMES YOUNG	184	198	180	189	212	216	208	174	176	192	173	150	<b>220</b>
WEST CALDER	124	125	135	146	138	157	128	135	132	139	131	124	<b>200</b>
WHITBURN	148	143	153	155	153	142	148	161	162	159	144	170	<b>220</b>
<b>West Lothian</b>	<b>2029</b>	<b>1986</b>	<b>1985</b>	<b>2158</b>	<b>2240</b>	<b>2275</b>	<b>2185</b>	<b>2162</b>	<b>2191</b>	<b>2144</b>	<b>1949</b>	<b>1943</b>	<b>2440</b>

**Base\_Auditable Summary of Secondary School Roll Forecasts**
**Appendix 1f**

<b>School</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>Capacity</b>
ARMADALE	838	863	871	962	999	1033	1058	1086	1091	1085	1064	1036	1210
BATHGATE	830	818	836	878	924	952	981	1005	1036	1039	1021	1031	1210
BROXBURN	854	853	880	919	985	1030	1032	1067	1061	1069	1061	1051	1210
DEANS	1011	992	975	979	970	969	934	903	883	850	828	798	1100
INVERALMOND	1080	1060	1057	1089	1107	1136	1134	1131	1167	1174	1150	1106	1320
LINLITHGOW	1205	1201	1235	1254	1309	1334	1366	1384	1381	1344	1273	1182	1320
ST KENTIGERN'S	1199	1189	1197	1258	1330	1365	1395	1402	1404	1379	1332	1316	1430
ST MARGARET'S	1109	1097	1076	1070	1121	1156	1158	1160	1181	1186	1146	1103	1100
THE JAMES YOUNG	1124	1106	1072	1063	1081	1105	1122	1098	1084	1077	1036	975	1210
WEST CALDER	822	767	734	735	739	777	774	767	751	739	723	700	1100
WHITBURN	763	743	751	765	784	788	790	803	811	823	819	841	1210
<b>West Lothian</b>	<b>10835</b>	<b>10689</b>	<b>10684</b>	<b>10970</b>	<b>11349</b>	<b>11645</b>	<b>11744</b>	<b>11806</b>	<b>11850</b>	<b>11765</b>	<b>11451</b>	<b>11138</b>	<b>13420</b>



Base_AULP Summary of Primary School Roll Forecasts, 900 House Scenario													Appendix 2a
School	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	Capacity
Addiewell	104	108	110	120	123	122	125	121	120	120	120	123	120
Armadale	542	483	477	444	428	424	407	399	407	408	404	407	559
Balbardie	429	436	434	422	421	426	425	430	429	436	447	448	462 *
Bankton	314	302	317	304	296	296	289	289	285	276	278	281	463 *
Bellsquarry	192	183	190	195	182	176	171	175	186	185	182	188	198
Blackburn	55	66	78	89	99	108	112	108	105	103	105	105	198
Blackridge	156	158	155	145	150	144	144	151	154	163	175	179	198
Boghall	273	270	275	266	257	246	244	243	240	241	242	242	462
Bridgend	90	95	91	97	88	89	87	89	92	92	90	94	120
Broxburn	402	397	402	429	448	474	508	536	576	599	625	655	462 *
Carmondean	409	412	404	391	390	376	373	370	359	357	358	360	462 *
Croftmalloch	206	214	215	202	206	211	208	211	202	201	214	209	387
Deans	238	219	211	192	199	211	222	230	239	242	239	236	360
Dechmont	20	16	19	23	24	23	24	28	31	39	42	44	47
Dedridge	156	159	144	135	141	130	126	127	122	124	132	134	279
East Calder	249	247	249	257	275	296	310	329	357	389	415	441	462 *
Eastertoun	332	327	337	328	329	334	342	340	353	352	379	407	360
Fallahill	167	165	157	164	170	174	173	172	174	181	188	196	360
Greenrigg	115	116	124	125	126	138	150	163	174	189	211	245	171
Harrysmuir	417	445	443	441	439	434	442	443	425	424	420	425	415
Holy Family	84	87	88	98	107	118	122	136	148	161	174	187	120
Howden St Andrew's	348	342	348	341	318	308	303	302	291	286	285	289	387
Kirkhill	229	222	216	211	227	235	236	235	234	247	249	245	387
Kirknewton	212	210	208	207	203	195	195	194	195	198	199	203	198
Knightsridge	261	256	257	245	233	228	221	220	216	211	214	215	415
Letham	222	241	245	246	246	238	238	232	219	216	216	218	279
Linlithgow	427	435	428	405	391	376	368	351	338	335	343	344	415
Linlithgow Bridge	200	198	186	178	175	163	160	158	150	150	152	153	231
Livingston Village	203	186	177	171	163	158	157	154	154	154	153	154	198
Longridge	89	91	93	103	104	108	109	107	112	111	112	113	120
Lowport	203	194	182	183	164	161	174	180	185	180	173	177	198
Meldrum	199	196	193	197	187	182	179	178	178	178	173	176	231
Mid Calder	255	235	238	222	209	194	192	193	196	189	191	192	415
Murrayfield	257	252	248	243	252	257	255	254	254	252	261	256	306
Our Lady of Lourdes	146	148	152	144	149	158	158	157	158	161	168	169	171
Our Lady's	69	80	84	88	87	96	94	88	85	86	89	91	96
Parkhead	342	334	330	326	327	333	358	376	395	423	451	470	415
Peel	409	418	444	445	449	442	428	424	413	397	400	404	462 *
Polkemmet	163	160	161	160	164	166	170	170	173	178	187	192	306
Pumpherstoun and Uphall	203	202	203	206	218	208	198	197	211	221	243	260	231
Riverside	252	266	280	276	267	262	259	263	254	243	247	250	306
Seafield	106	98	89	87	87	84	85	84	86	89	89	87	120
Simpson	501	538	560	587	603	615	617	628	628	632	631	627	640 *
South Armadale	0	76	102	136	149	164	175	189	197	213	230	247	231
Springfield	317	327	336	322	306	292	292	283	276	260	261	267	415
St Anthony's	223	196	195	193	193	197	190	201	210	218	232	246	198
St Columba's	137	135	131	133	128	126	123	120	119	119	120	120	171
St John Ogilvie	385	389	401	406	403	403	413	409	408	404	404	407	415
St John The Baptist	201	201	196	198	195	191	188	187	190	194	196	198	198
St Joseph's Linlithgow	139	140	144	151	143	138	137	141	140	138	137	140	171
St Joseph's Whitburn	231	238	252	238	228	225	233	241	245	254	269	280	252
St Mary's Bathgate	416	415	400	389	382	392	400	407	407	409	413	411	462
St Mary's Polbeth	135	139	144	145	154	152	160	165	171	177	184	187	252
St Nicholas	376	373	378	391	393	388	393	403	415	431	444	460	462 *
St Ninian's	262	270	278	277	278	263	253	249	244	241	243	246	387
St Paul's	120	122	134	148	150	155	166	172	180	189	198	207	171
St Thomas'	25	21	20	18	16	15	14	14	15	15	17	19	96
Stoneyburn	83	80	77	74	82	82	79	81	83	87	92	96	150
Toronto	258	250	258	255	241	242	240	247	243	236	230	235	415
Torphichen	89	97	100	100	96	95	84	83	77	78	77	78	71
Uphall	321	323	331	327	316	307	310	304	305	305	305	306	387
Westfield	50	56	59	61	57	63	67	68	70	75	80	87	71
Whitdale	372	373	372	362	371	363	368	360	363	365	366	363	462
Williamston	397	390	393	403	395	385	382	381	376	372	368	375	415
Winchburgh	127	130	152	181	213	241	278	314	352	385	420	454	198
Windyknowe	415	420	425	435	442	457	474	484	478	470	471	469	462 *
Woodmuir	31	27	21	20	19	17	21	21	25	30	34	38	47
<b>West Lothian</b>	<b>15356</b>	<b>15399</b>	<b>15541</b>	<b>15505</b>	<b>15468</b>	<b>15467</b>	<b>15592</b>	<b>15757</b>	<b>15894</b>	<b>16081</b>	<b>16454</b>	<b>16825</b>	<b>19798</b>

\* Capacity to be confirmed

## Base\_AULP Summary of Forecast P1 Intakes, 900 House Scenario

## Appendix 2b

School	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Addiewell	20	18	17	20	16	17	18	18	18	18	18	18
Armadaale	84	53	61	59	52	59	60	61	62	63	62	61
Balbardie	66	70	58	53	64	63	63	65	66	66	66	68
Bankton	37	41	46	35	35	39	38	39	39	39	38	38
Bellsquarry	22	14	29	28	17	23	24	24	25	27	27	26
Blackburn	15	15	15	12	14	14	14	14	14	14	14	14
Blackridge	21	24	18	16	23	21	21	23	23	24	25	27
Boghall	39	41	37	36	38	38	38	38	38	38	38	38
Bridgend	10	10	10	12	7	10	11	12	13	13	13	13
Broxburn	64	53	67	65	70	73	76	80	85	89	92	97
Carmondean	55	64	54	51	49	51	52	52	53	52	52	52
Croftmalloch	27	38	29	16	35	30	28	30	29	29	28	30
Deans	34	29	27	30	31	34	36	37	38	39	38	38
Dechmont	5	5	9	8	6	8	9	10	11	13	14	15
Dedridge	16	23	14	13	21	19	19	19	19	18	19	20
East Calder	38	41	37	42	39	44	47	50	54	58	62	65
Eastertoun	58	40	53	40	39	44	45	48	49	51	53	57
Fallahill	27	24	20	23	25	24	25	26	26	27	28	30
Greenrigg	17	19	21	18	18	21	23	24	26	28	31	36
Harrismuir	63	85	64	67	57	62	63	64	65	64	64	63
Holy Family	10	12	11	13	15	17	19	20	22	23	25	27
Howden St Andrew's	41	50	44	39	35	39	40	40	41	41	40	40
Kirkhill	29	30	25	25	23	27	28	29	29	29	30	30
Kirknewton	31	29	28	30	26	28	29	29	29	29	30	30
Knightsridge	32	36	37	27	30	31	31	31	32	31	31	31
Letham	36	44	34	30	29	31	31	32	32	32	31	31
Linlithgow	64	61	50	38	46	47	48	50	49	48	47	48
Linlithgow Bridge	25	31	22	19	22	22	23	23	23	22	22	23
Livingston Village	28	24	23	26	23	24	25	25	24	24	24	24
Longridge	18	10	18	15	13	15	15	16	16	16	16	16
Lowport	25	22	24	26	11	21	25	27	28	28	27	26
Meldrum	27	25	26	32	22	25	26	26	26	26	26	25
Mid Calder	27	25	39	27	28	30	29	29	30	30	29	29
Murrayfield	40	37	39	26	47	42	41	41	41	40	40	41
Our Lady of Lourdes	25	22	22	17	25	23	23	24	24	24	24	25
Our Lady's	14	14	10	9	11	11	11	12	12	12	12	12
Parkhead	42	42	44	42	44	48	51	54	57	61	65	67
Peel	57	66	73	53	55	60	60	60	61	61	59	59
Polkemmet	26	29	27	23	29	28	27	28	29	29	30	31
Pumpherston and Uphall	28	16	25	17	25	25	26	28	29	31	33	37
Riverside	32	44	45	30	32	35	34	35	36	35	34	34
Seafield	14	10	9	13	14	13	13	13	12	12	13	13
Simpson	87	103	94	101	105	102	103	103	104	103	104	104
South Armadale	0	19	21	23	24	25	26	27	28	31	33	35
Springfield	44	43	52	35	30	36	36	37	38	38	36	36
St Anthony's	28	24	26	25	24	28	30	31	32	33	35	37
St Columba's	23	21	19	19	19	19	20	20	20	20	20	20
St John Ogilvie	60	58	58	52	51	54	55	56	57	57	56	56
St John The Baptist	28	25	24	25	26	26	27	27	27	28	28	28
St Joseph's Linlithgow	15	19	18	17	14	17	19	20	20	20	20	20
St Joseph's Whitburn	26	31	30	26	34	32	32	33	34	35	36	39
St Mary's Bathgate	61	68	59	55	62	62	63	64	65	64	63	64
St Mary's Polbeth	19	19	21	19	20	22	22	23	24	25	26	26
St Nicholas	55	55	53	51	52	55	57	60	62	64	66	68
St Ninian's	34	35	35	32	31	33	34	34	34	34	34	34
St Paul's	20	18	20	20	20	23	24	25	27	28	29	30
St Thomas'	2	2	2	2	1	2	2	2	2	2	3	3
Stoneyburn	7	12	9	9	11	12	12	12	13	13	14	15
Toronto	31	38	42	39	24	34	36	36	37	37	36	35
Torphichen	10	15	9	11	10	10	11	11	11	11	11	11
Uphall	58	49	41	41	41	43	45	47	47	47	46	46
Westfield	9	8	6	7	5	7	8	9	10	11	11	12
Whitdale	56	46	49	51	57	54	53	53	52	53	53	54
Williamston	52	50	50	50	42	49	52	53	53	53	53	52
Winchburgh	25	23	22	29	35	38	43	49	54	59	64	69
Windyknowe	64	78	73	64	67	71	73	74	76	74	73	73
Woodmuir	3	1	1	2	3	3	3	3	3	4	5	5
<b>West Lothian</b>	<b>2206</b>	<b>2249</b>	<b>2200</b>	<b>2030</b>	<b>2071</b>	<b>2191</b>	<b>2251</b>	<b>2314</b>	<b>2367</b>	<b>2399</b>	<b>2426</b>	<b>2475</b>

**Base\_AULP Summary of Forecast Non-catchment P1 Intakes, 900 House Scenario** **Appendix 2c**

<b>School</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>
Addiewell	4	2	2	3	2	2	2	2	2	2	2	2
Armadales	8	6	7	7	6	6	7	7	7	7	7	7
Balbardie	19	17	14	13	15	14	14	15	15	14	14	15
Bankton	10	11	12	9	9	10	10	10	10	10	10	10
Bellsquarry	10	7	14	13	7	10	10	10	10	10	10	10
Blackburn	6	5	5	4	4	4	4	4	4	4	4	4
Blackridge	0	0	0	0	0	0	0	0	0	0	0	0
Boghall	1	1	1	1	1	1	1	1	1	1	1	1
Bridgend	0	0	0	0	0	0	0	0	0	0	0	0
Broxburn	19	15	19	17	18	18	18	18	18	18	18	18
Carmondean	13	15	13	12	11	12	12	12	12	12	12	12
Croftmalloch	18	26	20	11	24	20	19	20	20	20	19	20
Deans	4	4	3	4	4	4	4	4	4	4	4	4
Dechmont	2	2	4	3	2	2	2	2	3	3	2	2
Dedridge	2	3	2	2	2	2	2	2	2	2	2	2
East Calder	1	2	1	2	1	1	1	1	1	1	1	1
Eastertoun	14	11	14	10	10	11	11	11	11	11	11	11
Fallahill	1	1	1	1	1	1	1	1	1	1	1	1
Greenrigg	5	6	6	5	5	5	5	5	5	5	5	5
Harrysmuir	6	12	9	9	8	9	9	9	9	9	9	9
Holy Family	0	1	1	0	1	1	1	1	1	1	1	1
Howden St Andrew's	6	7	6	5	5	5	5	5	5	5	5	5
Kirkhill	8	7	6	6	5	5	6	6	6	6	6	6
Kirknewton	7	4	4	4	4	4	4	4	4	4	4	4
Knightsridge	1	2	2	1	2	2	2	2	2	2	2	2
Letham	4	6	4	4	4	4	4	4	4	4	4	4
Linlithgow	5	2	1	1	1	1	1	2	1	1	1	1
Linlithgow Bridge	3	7	6	5	6	6	6	6	6	6	6	6
Livingston Village	5	4	4	4	4	4	4	4	4	4	4	4
Longridge	4	3	5	4	3	4	4	4	4	4	4	4
Lowport	2	2	2	2	1	2	2	2	2	2	2	2
Meldrum	9	7	7	9	6	7	7	7	7	7	7	7
Mid Calder	4	4	6	4	4	4	4	4	4	5	4	4
Murrayfield	9	9	9	6	11	9	9	9	9	9	9	9
Our Lady of Lourdes	0	0	0	0	0	0	0	0	0	0	0	0
Our Lady's	0	0	0	0	0	0	0	0	0	0	0	0
Parkhead	3	3	3	3	3	3	3	3	3	3	3	3
Peel	7	9	10	7	7	8	8	8	8	8	8	8
Polkemmet	4	4	4	3	4	4	4	4	4	4	4	4
Pumpherston and Uphall	3	2	3	2	3	3	3	3	3	3	3	3
Riverside	8	12	12	8	9	10	9	9	10	10	9	9
Seafeld	0	0	0	0	0	0	0	0	0	0	0	0
Simpson	2	2	2	2	2	2	2	2	2	2	2	2
Springfield	10	10	13	8	7	9	8	9	9	9	8	8
St Anthony's	0	0	0	0	0	0	0	0	0	0	0	0
St Columba's	0	0	0	0	0	0	0	0	0	0	0	0
St John Ogilvie	5	5	5	4	4	4	4	4	4	4	4	4
St John The Baptist	0	0	0	0	0	0	0	0	0	0	0	0
St Joseph's Linlithgow	5	6	5	5	4	4	4	5	5	5	5	4
St Joseph's Whitburn	4	3	3	3	4	3	3	3	3	3	3	4
St Mary's Bathgate	10	12	10	9	10	10	10	10	10	10	10	10
St Mary's Polbeth	1	1	2	1	1	1	1	1	1	1	1	1
St Nicholas	3	2	2	2	2	2	2	2	2	2	2	2
St Ninian's	4	4	4	3	3	3	3	3	3	3	3	3
St Paul's	3	2	2	2	2	2	2	2	2	2	2	2
St Thomas'	0	0	0	0	0	0	0	0	0	0	0	0
Stoneyburn	0	0	0	0	0	0	0	0	0	0	0	0
Toronto	5	7	8	7	4	6	6	6	6	6	6	6
Torphichen	2	2	1	1	1	1	1	1	1	1	1	1
Uphall	14	12	10	10	10	10	11	11	11	10	10	10
Westfield	1	1	1	1	1	1	1	1	1	1	1	1
Whitdale	14	11	11	12	13	12	12	12	12	12	12	12
Williamston	9	9	9	9	7	8	8	8	8	8	8	8
Winchburgh	2	1	1	1	1	1	1	1	1	1	1	1
Windyknowe	31	35	33	27	27	28	28	29	29	29	28	28
Woodmuir	0	0	0	0	0	0	0	0	0	0	0	0
<b>West Lothian</b>	<b>360</b>	<b>366</b>	<b>364</b>	<b>311</b>	<b>316</b>	<b>327</b>	<b>327</b>	<b>331</b>	<b>332</b>	<b>330</b>	<b>326</b>	<b>327</b>

**Base\_AULP Summary of scheduled future housing, 900 House Scenario**

**Appendix 2d**

<b>School</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027-2036</b>	<b>2037-2046</b>	<b>Scheduled years</b>
ARMADALE	20	60	158	133	142	124	156	127	126	164	153	146	438	0	0
BATHGATE	20	61	70	45	55	38	48	41	28	17	11	20	163	10	4
BALERNO	0	1	2	2	2	2	6	5	9	9	8	10	50	0	3
BROXBURN	2	23	138	176	139	155	170	180	199	162	178	202	1235	0	2
DEANS	6	7	1	47	58	40	42	37	15	0	0	0	0	0	0
INVERALMOND	3	10	42	38	51	27	18	0	0	0	0	6	166	0	0
LINLITHGOW	26	62	149	132	214	255	216	207	155	167	175	173	1655	0	0
THE JAMES YOUNG	5	35	50	102	51	54	35	14	19	24	15	0	150	0	3
WEST CALDER	13	94	90	113	129	140	136	184	221	216	177	173	2640	0	10
WHITBURN	16	52	98	112	59	64	74	104	128	143	183	170	989	0	4
<b>West Lothian</b>	<b>112</b>	<b>406</b>	<b>796</b>	<b>900</b>	<b>900</b>	<b>900</b>	<b>900</b>	<b>900</b>	<b>900</b>	<b>900</b>	<b>900</b>	<b>900</b>	<b>7486</b>	<b>10</b>	

**Base\_AULP Summary of Forecast S1 Intakes, 900 House Scenario**

**Appendix 2e**

<b>School</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>S1 Intake Limit</b>
ARMADALE	177	176	173	215	193	202	209	223	212	227	207	212	<b>220</b>
BATHGATE	171	166	171	179	198	192	205	203	216	197	182	211	<b>220</b>
BROXBURN	193	165	173	180	192	204	207	228	200	220	213	223	<b>220</b>
DEANS	191	185	172	184	168	177	159	159	164	154	152	144	<b>200</b>
INVERALMOND	218	205	196	220	213	230	212	205	248	231	198	177	<b>240</b>
LINLITHGOW	187	200	226	244	258	276	260	269	278	262	238	227	<b>240</b>
ST KENTIGERN'S	238	227	232	262	279	256	273	256	268	258	243	265	<b>260</b>
ST MARGARET'S	198	197	172	181	233	239	220	221	233	229	216	212	<b>200</b>
THE JAMES YOUNG	184	198	181	191	216	221	216	182	184	199	180	159	<b>220</b>
WEST CALDER	124	125	136	146	138	156	132	145	149	165	167	167	<b>200</b>
WHITBURN	148	143	153	156	154	142	147	160	161	159	145	175	<b>220</b>
<b>West Lothian</b>	<b>2029</b>	<b>1986</b>	<b>1985</b>	<b>2159</b>	<b>2241</b>	<b>2294</b>	<b>2239</b>	<b>2249</b>	<b>2314</b>	<b>2301</b>	<b>2142</b>	<b>2172</b>	<b>2440</b>

**Base\_AULP Summary of Secondary School Roll Forecasts, 900 House Scenario**
**Appendix 2f**

<b>School</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>Capacity</b>
ARMADALE	838	863	872	948	978	1012	1045	1086	1108	1126	1137	1142	1210
BATHGATE	830	818	832	866	905	937	969	998	1033	1038	1019	1028	1210
BROXBURN	854	853	883	927	994	1051	1080	1141	1165	1203	1217	1233	1210
DEANS	1011	992	976	980	973	974	946	925	912	884	861	832	1100
INVERALMOND	1080	1060	1056	1084	1095	1120	1118	1113	1148	1155	1133	1088	1320
LINLITHGOW	1205	1201	1227	1259	1331	1399	1488	1560	1609	1614	1585	1536	1320
ST KENTIGERN'S	1199	1189	1196	1252	1320	1359	1403	1425	1443	1434	1408	1414	1430
ST MARGARET'S	1109	1097	1077	1075	1131	1182	1210	1239	1288	1319	1301	1279	1100
THE JAMES YOUNG	1124	1106	1076	1073	1098	1128	1154	1135	1122	1115	1077	1020	1210
WEST CALDER	822	767	739	738	739	776	791	810	829	861	893	910	1100
WHITBURN	763	743	749	769	790	790	787	796	807	821	825	863	1210
<b>West Lothian</b>	<b>10835</b>	<b>10688</b>	<b>10684</b>	<b>10972</b>	<b>11355</b>	<b>11728</b>	<b>11990</b>	<b>12226</b>	<b>12464</b>	<b>12570</b>	<b>12454</b>	<b>12345</b>	<b>13420</b>

**Base\_AULP Summary of Primary School Roll Forecasts, 1500 House Scenario**
**Appendix 3a**

<b>School</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>Capacity</b>
Addiewell	104	108	110	120	123	122	125	121	120	120	122	126	120
Armadale	542	483	477	444	428	424	408	402	414	418	413	416	559
Balbardie	429	436	434	422	421	426	426	433	436	446	460	463	462 *
Bankton	314	302	317	304	296	296	289	289	285	276	278	281	463 *
Bellsquarry	192	183	190	195	182	176	172	177	190	192	191	197	198
Blackburn	55	66	78	89	99	108	112	108	105	103	105	105	198
Blackridge	156	158	155	145	150	144	144	153	159	171	189	197	198
Boghall	273	270	275	266	257	246	244	243	240	241	242	242	462
Bridgend	90	95	91	97	88	89	88	91	96	96	96	100	120
Broxburn	402	397	402	429	448	474	515	550	605	639	684	735	462 *
Carmondean	409	412	404	391	390	376	373	370	359	357	358	360	462 *
Croftmalloch	206	214	215	202	206	211	208	211	202	201	214	209	387
Deans	238	219	211	192	199	211	225	235	249	254	250	247	360
Dechmont	20	16	19	23	24	23	25	29	33	45	50	54	47
Dedridge	156	159	144	135	141	130	126	127	122	124	135	139	279
East Calder	249	247	249	257	275	296	314	337	381	428	476	521	462 *
Eastertoun	332	327	337	328	329	334	343	345	363	367	410	455	360
Fallahill	167	165	157	164	170	174	174	174	178	188	199	213	360
Greenrigg	115	116	124	125	126	138	153	169	186	209	246	304	171
Harrysmuir	417	445	443	441	439	434	442	443	425	424	420	425	415
Holy Family	84	87	88	98	107	118	124	141	159	177	199	221	120
Howden St Andrew's	348	342	348	341	318	308	303	303	292	287	286	290	387
Kirkhill	229	222	216	211	227	235	236	237	237	256	262	259	387
Kirknewton	212	210	208	207	203	195	195	195	196	200	203	209	198
Knightsridge	261	256	257	245	233	228	221	220	216	211	214	215	415
Letham	222	241	245	246	246	238	238	232	219	216	216	218	279
Linlithgow	427	435	428	405	391	376	369	353	339	336	344	345	415
Linlithgow Bridge	200	198	186	178	175	163	160	158	150	150	152	153	231
Livingston Village	203	186	177	171	163	158	157	154	154	154	153	154	198
Longridge	89	91	93	103	104	108	109	108	114	114	115	117	120
Lowport	203	194	182	183	164	161	179	188	196	192	184	188	198
Meldrum	199	196	193	197	187	182	179	178	178	178	173	176	231
Mid Calder	255	235	238	222	209	194	192	193	196	189	191	192	415
Murrayfield	257	252	248	243	252	257	256	254	254	253	262	256	306
Our Lady of Lourdes	146	148	152	144	149	158	158	158	159	163	172	175	171
Our Lady's	69	80	84	88	87	96	94	89	86	87	91	94	96
Parkhead	342	334	330	326	327	333	363	386	414	456	502	532	415
Peel	409	418	444	445	449	442	428	424	413	397	401	405	462 *
Polkemmet	163	160	161	160	164	166	170	171	177	184	198	207	306
Pumpherstoun and Uphall	203	202	203	206	218	208	199	200	218	235	267	293	231
Riverside	252	266	280	276	267	262	259	263	254	243	247	250	306
Seafield	106	98	89	87	87	84	85	84	86	89	89	87	120
Simpson	501	538	560	587	603	615	618	630	632	637	635	631	640 *
South Armadale	0	76	102	136	149	164	177	192	205	228	258	286	231
Springfield	317	327	336	322	306	292	292	283	276	260	261	267	415
St Anthony's	223	196	195	193	193	197	191	205	219	231	255	279	198
St Columba's	137	135	131	133	128	126	123	120	119	120	120	120	171
St John Ogilvie	385	389	401	406	403	403	413	411	411	408	408	411	415
St John The Baptist	201	201	196	198	195	191	188	188	191	197	200	204	198
St Joseph's Linlithgow	139	140	144	151	143	138	138	144	145	143	143	145	171
St Joseph's Whitburn	231	238	252	238	228	225	234	243	250	261	283	303	252
St Mary's Bathgate	416	415	400	389	382	392	401	410	412	414	419	418	462
St Mary's Polbeth	135	139	144	145	154	152	161	168	176	185	196	201	252
St Nicholas	376	373	378	391	393	388	396	410	428	453	476	501	462 *
St Ninian's	262	270	278	277	278	263	253	249	244	241	244	248	387
St Paul's	120	122	134	148	150	155	168	175	189	202	217	233	171
St Thomas'	25	21	20	18	16	15	15	15	15	16	19	22	96
Stoneyburn	83	80	77	74	82	82	80	82	87	93	100	107	150
Toronto	258	250	258	255	241	242	241	250	246	239	232	237	415
Torphichen	89	97	100	100	96	95	84	83	77	78	77	78	71
Uphall	321	323	331	327	316	307	311	307	311	311	311	312	387
Westfield	50	56	59	61	57	63	69	70	75	82	90	101	71
Whitdale	372	373	372	362	371	363	368	360	363	365	366	363	462
Williamston	397	390	393	403	395	385	385	385	380	376	372	381	415
Winchburgh	127	130	152	181	213	241	287	333	391	440	502	566	198
Windyknowe	415	420	425	435	442	457	478	489	486	478	478	476	462 *
Woodmuir	31	27	21	20	19	17	21	22	27	33	40	47	47
<b>West Lothian</b>	<b>15356</b>	<b>15399</b>	<b>15541</b>	<b>15505</b>	<b>15468</b>	<b>15467</b>	<b>15673</b>	<b>15917</b>	<b>16212</b>	<b>16554</b>	<b>17161</b>	<b>17761</b>	<b>19798</b>

\* Capacity to be confirmed

## Base\_AULP Summary of Forecast P1 Intakes, 1500 House Scenario

## Appendix 3b

School	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Addiewell	20	18	17	20	16	17	18	18	18	18	18	19
Armadaale	84	53	61	59	52	59	60	61	63	65	64	63
Balbardie	66	70	58	53	64	63	63	66	67	67	68	70
Bankton	37	41	46	35	35	39	38	39	39	39	38	38
Bellsquarry	22	14	29	28	17	23	24	24	26	28	28	27
Blackburn	15	15	15	12	14	14	14	14	14	14	14	15
Blackridge	21	24	18	16	23	21	21	23	24	25	27	29
Boghall	39	41	37	36	38	38	38	38	38	38	38	38
Bridgend	10	10	10	12	7	10	11	12	13	14	14	14
Broxburn	64	53	67	65	70	73	77	82	89	95	101	109
Carmondean	55	64	54	51	49	51	52	52	53	52	52	52
Croftmalloch	27	38	29	16	35	30	28	30	29	29	28	30
Deans	34	29	27	30	31	34	36	38	40	40	40	39
Dechmont	5	5	9	8	6	8	9	10	12	16	17	18
Dedridge	16	23	14	13	21	19	19	19	19	18	19	21
East Calder	38	41	37	42	39	44	48	51	58	64	71	76
Eastertoun	58	40	53	40	39	44	45	49	51	53	58	64
Fallahill	27	24	20	23	25	24	25	26	27	28	30	32
Greenrigg	17	19	21	18	18	21	23	25	28	31	36	44
Harrismuir	63	85	64	67	57	62	63	64	65	64	64	63
Holy Family	10	12	11	13	15	17	19	20	23	25	29	32
Howden St Andrew's	41	50	44	39	35	39	40	40	41	41	40	40
Kirkhill	29	30	25	25	23	27	28	29	29	29	30	30
Kirknewton	31	29	28	30	26	28	29	29	29	30	30	31
Knightsridge	32	36	37	27	30	31	31	31	32	31	31	31
Letham	36	44	34	30	29	31	31	32	32	32	31	31
Linlithgow	64	61	50	38	46	47	48	50	49	48	47	48
Linlithgow Bridge	25	31	22	19	22	22	23	23	23	22	22	23
Livingston Village	28	24	23	26	23	24	25	25	24	24	24	24
Longridge	18	10	18	15	13	15	15	16	16	17	17	17
Lowport	25	22	24	26	11	21	26	28	30	30	29	28
Meldrum	27	25	26	32	22	25	26	26	26	26	26	25
Mid Calder	27	25	39	27	28	30	29	29	30	30	29	29
Murrayfield	40	37	39	26	47	42	41	41	41	40	40	42
Our Lady of Lourdes	25	22	22	17	25	23	23	24	24	24	25	26
Our Lady's	14	14	10	9	11	11	11	12	12	12	12	13
Parkhead	42	42	44	42	44	48	52	56	60	66	72	76
Peel	57	66	73	53	55	60	60	60	61	61	59	60
Polkemmet	26	29	27	23	29	28	27	28	29	30	31	33
Pumpherston and Uphall	28	16	25	17	25	25	26	28	30	33	37	41
Riverside	32	44	45	30	32	35	34	35	36	35	34	34
Seafield	14	10	9	13	14	13	13	13	12	12	13	13
Simpson	87	103	94	101	105	102	103	103	104	104	104	104
South Armadale	0	19	21	23	24	25	26	28	29	33	37	41
Springfield	44	43	52	35	30	36	36	37	38	38	36	36
St Anthony's	28	24	26	25	24	28	30	32	33	35	38	42
St Columba's	23	21	19	19	19	19	20	20	20	20	20	20
St John Ogilvie	60	58	58	52	51	54	55	56	57	57	57	57
St John The Baptist	28	25	24	25	26	26	27	27	27	28	28	29
St Joseph's Linlithgow	15	19	18	17	14	17	19	20	21	21	21	21
St Joseph's Whitburn	26	31	30	26	34	32	32	33	34	36	38	42
St Mary's Bathgate	61	68	59	55	62	62	63	65	65	64	64	65
St Mary's Polbeth	19	19	21	19	20	22	22	23	25	26	27	28
St Nicholas	55	55	53	51	52	55	58	61	64	68	70	74
St Ninian's	34	35	35	32	31	33	34	34	34	34	34	34
St Paul's	20	18	20	20	20	23	24	26	28	30	32	34
St Thomas'	2	2	2	2	1	2	2	2	2	2	3	3
Stoneyburn	7	12	9	9	11	12	12	12	14	14	15	16
Toronto	31	38	42	39	24	34	36	37	38	37	36	35
Torphichen	10	15	9	11	10	10	11	11	11	11	11	11
Uphall	58	49	41	41	41	43	45	47	48	47	47	47
Westfield	9	8	6	7	5	7	8	9	11	12	13	14
Whitdale	56	46	49	51	57	54	53	53	52	53	53	54
Williamston	52	50	50	50	42	49	53	54	54	54	53	53
Winchburgh	25	23	22	29	35	38	45	52	60	67	76	85
Windyknowe	64	78	73	64	67	71	73	75	77	75	74	73
Woodmuir	3	1	1	2	3	3	3	3	4	4	6	7
<b>West Lothian</b>	<b>2206</b>	<b>2249</b>	<b>2200</b>	<b>2030</b>	<b>2071</b>	<b>2191</b>	<b>2262</b>	<b>2337</b>	<b>2413</b>	<b>2468</b>	<b>2528</b>	<b>2610</b>



**Base\_AULP Summary of Forecast Non-catchment P1 Intakes, 1500 House Scenario Appendix 3c**

<b>School</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>
Addiewell	4	2	2	3	2	2	2	2	2	2	2	2
Armadale	8	6	7	7	6	6	7	7	7	7	7	7
Balbardie	19	17	14	13	15	14	14	15	15	14	14	15
Bankton	10	11	12	9	9	10	10	10	10	10	10	10
Bellsquarry	10	7	14	13	7	10	10	10	10	10	10	10
Blackburn	6	5	5	4	4	4	4	4	4	4	4	4
Blackridge	0	0	0	0	0	0	0	0	0	0	0	0
Boghall	1	1	1	1	1	1	1	1	1	1	1	1
Bridgend	0	0	0	0	0	0	0	0	0	0	0	0
Broxburn	19	15	19	17	18	18	18	18	18	18	18	18
Carmondean	13	15	13	12	11	12	12	12	12	12	12	12
Croftmalloch	18	26	20	11	24	20	19	20	20	20	19	20
Deans	4	4	3	4	4	4	4	4	4	4	4	4
Dechmont	2	2	4	3	2	2	2	2	3	3	2	2
Dedridge	2	3	2	2	2	2	2	2	2	2	2	2
East Calder	1	2	1	2	1	1	1	1	1	1	1	1
Eastertoun	14	11	14	10	10	11	11	11	11	11	11	11
Fallahill	1	1	1	1	1	1	1	1	1	1	1	1
Greenrigg	5	6	6	5	5	5	5	5	5	5	5	5
Harrysmuir	6	12	9	9	8	9	9	9	9	9	9	9
Holy Family	0	1	1	0	1	1	1	1	1	1	1	1
Howden St Andrew's	6	7	6	5	5	5	5	5	5	5	5	5
Kirkhill	8	7	6	6	5	5	6	6	6	6	6	6
Kirknewton	7	4	4	4	4	4	4	4	4	4	4	4
Knightsridge	1	2	2	1	2	2	2	2	2	2	2	2
Letham	4	6	4	4	4	4	4	4	4	4	4	4
Linlithgow	5	2	1	1	1	1	1	2	1	1	1	1
Linlithgow Bridge	3	7	6	5	6	6	6	6	6	6	6	6
Livingston Village	5	4	4	4	4	4	4	4	4	4	4	4
Longridge	4	3	5	4	3	4	4	4	4	4	4	4
Lowport	2	2	2	2	1	2	2	2	2	2	2	2
Meldrum	9	7	7	9	6	7	7	7	7	7	7	7
Mid Calder	4	4	6	4	4	4	4	4	4	5	4	4
Murrayfield	9	9	9	6	11	9	9	9	9	9	9	9
Our Lady of Lourdes	0	0	0	0	0	0	0	0	0	0	0	0
Our Lady's	0	0	0	0	0	0	0	0	0	0	0	0
Parkhead	3	3	3	3	3	3	3	3	3	3	3	3
Peel	7	9	10	7	7	8	8	8	8	8	8	8
Polkemmet	4	4	4	3	4	4	4	4	4	4	4	4
Pumpherston and Uphall	3	2	3	2	3	3	3	3	3	3	3	3
Riverside	8	12	12	8	9	10	9	9	10	10	9	9
Seafield	0	0	0	0	0	0	0	0	0	0	0	0
Simpson	2	2	2	2	2	2	2	2	2	2	2	2
Springfield	10	10	13	8	7	9	8	9	9	9	8	8
St Anthony's	0	0	0	0	0	0	0	0	0	0	0	0
St Columba's	0	0	0	0	0	0	0	0	0	0	0	0
St John Ogilvie	5	5	5	4	4	4	4	4	4	4	4	4
St John The Baptist	0	0	0	0	0	0	0	0	0	0	0	0
St Joseph's Linlithgow	5	6	5	5	4	4	4	5	5	5	5	4
St Joseph's Whitburn	4	3	3	3	4	3	3	3	3	3	3	4
St Mary's Bathgate	10	12	10	9	10	10	10	10	10	10	10	10
St Mary's Polbeth	1	1	2	1	1	1	1	1	1	1	1	1
St Nicholas	3	2	2	2	2	2	2	2	2	2	2	2
St Ninian's	4	4	4	3	3	3	3	3	3	3	3	3
St Paul's	3	2	2	2	2	2	2	2	2	2	2	2
St Thomas'	0	0	0	0	0	0	0	0	0	0	0	0
Stoneyburn	0	0	0	0	0	0	0	0	0	0	0	0
Toronto	5	7	8	7	4	6	6	6	6	6	6	6
Torphichen	2	2	1	1	1	1	1	1	1	1	1	1
Uphall	14	12	10	10	10	10	11	11	11	10	10	10
Westfield	1	1	1	1	1	1	1	1	1	1	1	1
Whitdale	14	11	11	12	13	12	12	12	12	12	12	12
Williamston	9	9	9	9	7	8	8	8	8	8	8	8
Winchburgh	2	1	1	1	1	1	1	1	1	1	1	1
Windyknowe	31	35	33	27	27	28	28	29	29	29	28	28
Woodmuir	0	0	0	0	0	0	0	0	0	0	0	0
<b>West Lothian</b>	<b>360</b>	<b>366</b>	<b>364</b>	<b>311</b>	<b>316</b>	<b>327</b>	<b>327</b>	<b>331</b>	<b>332</b>	<b>330</b>	<b>326</b>	<b>327</b>

**Base\_AULP Summary of scheduled future housing, 1500 House Scenario**

**Appendix 3d**

<b>School</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027-2036</b>	<b>2037-2046</b>	<b>Scheduled years</b>
ARMADALE	20	60	158	133	142	152	190	184	183	273	255	276	438	0	0
BATHGATE	20	61	70	45	55	46	58	60	40	28	19	38	163	10	4
BALERNO	0	1	2	2	2	3	7	7	12	14	14	19	50	0	3
BROXBURN	2	23	138	176	139	190	208	261	287	270	296	381	1235	0	2
DEANS	6	7	1	47	58	49	52	54	21	0	0	0	0	0	0
INVERALMOND	3	10	42	38	51	33	22	0	0	0	0	11	166	0	0
LINLITHGOW	26	62	149	132	214	312	264	299	224	278	291	326	1655	0	0
THE JAMES YOUNG	5	35	50	102	51	66	42	20	27	40	25	0	150	0	3
WEST CALDER	13	94	90	113	129	171	166	266	319	359	294	328	2640	0	10
WHITBURN	16	52	98	112	59	78	90	150	185	238	305	321	989	0	4
<b>West Lothian</b>	<b>112</b>	<b>406</b>	<b>796</b>	<b>900</b>	<b>900</b>	<b>1100</b>	<b>1100</b>	<b>1300</b>	<b>1300</b>	<b>1500</b>	<b>1500</b>	<b>1700</b>	<b>7486</b>	<b>10</b>	

**Base\_AULP Summary of Forecast S1 Intakes, 1500 House Scenario**

**Appendix 3e**

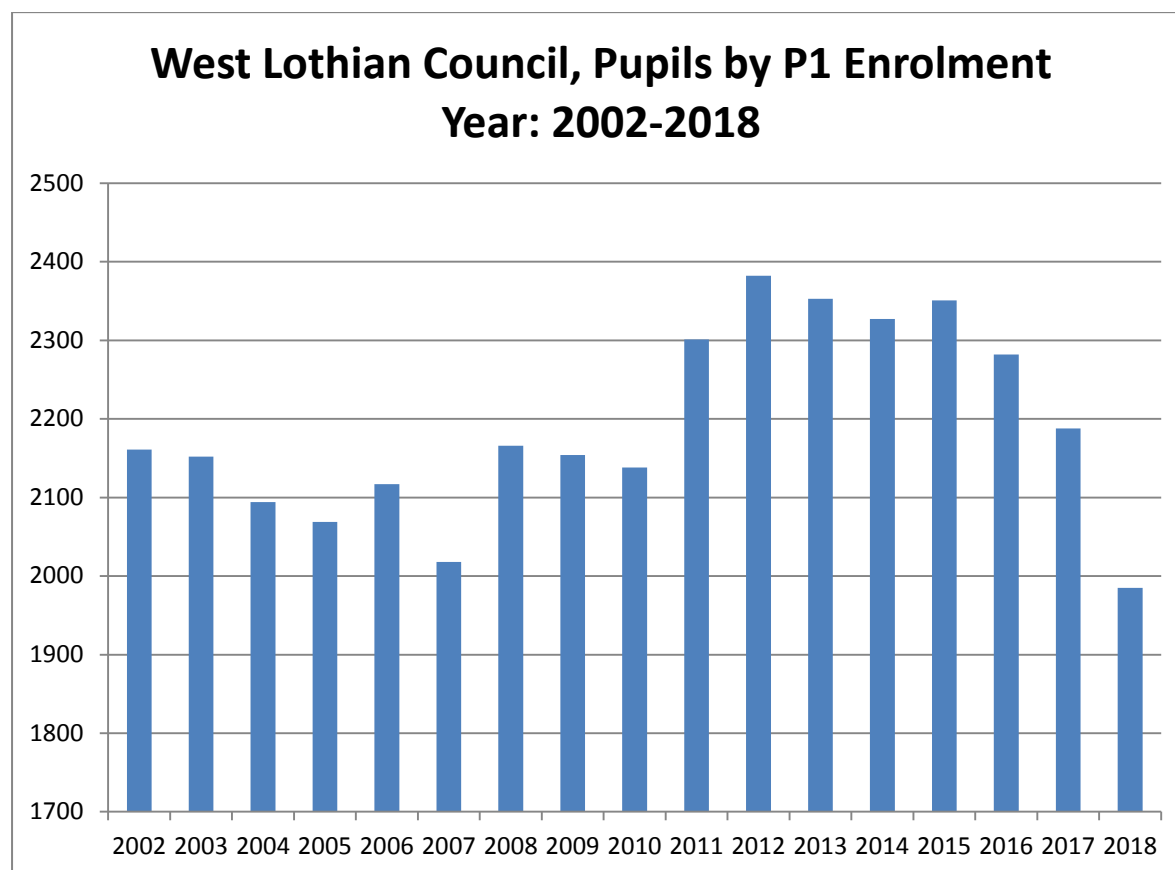
<b>School</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>S1 Intake Limit</b>
ARMADALE	177	176	173	215	193	202	210	226	218	235	219	229	<b>220</b>
BATHGATE	171	166	171	179	198	192	205	203	218	199	184	214	<b>220</b>
BROXBURN	193	165	173	180	192	204	209	231	207	232	229	245	<b>220</b>
DEANS	191	185	172	184	168	177	160	160	166	156	154	145	<b>200</b>
INVERALMOND	218	205	196	220	213	230	212	206	249	231	198	178	<b>240</b>
LINLITHGOW	187	200	226	244	258	276	262	274	287	274	255	249	<b>240</b>
ST KENTIGERN'S	238	227	232	262	279	256	274	258	273	265	254	280	<b>260</b>
ST MARGARET'S	198	197	172	181	233	239	222	223	238	237	227	226	<b>200</b>
THE JAMES YOUNG	184	198	181	191	216	221	216	183	185	201	183	162	<b>220</b>
WEST CALDER	124	125	136	146	138	156	134	147	156	176	184	189	<b>200</b>
WHITBURN	148	143	153	156	154	142	147	161	165	165	155	189	<b>220</b>
<b>West Lothian</b>	<b>2029</b>	<b>1986</b>	<b>1985</b>	<b>2159</b>	<b>2241</b>	<b>2294</b>	<b>2251</b>	<b>2272</b>	<b>2360</b>	<b>2369</b>	<b>2242</b>	<b>2305</b>	<b>2440</b>

**Base\_AULP Summary of Secondary School Roll Forecasts, 1500 House Scenario**
**Appendix 3f**

<b>School</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>Capacity</b>
ARMADALE	838	863	872	948	978	1012	1050	1098	1131	1160	1192	1219	1210
BATHGATE	830	818	832	866	905	937	971	1002	1040	1048	1031	1041	1210
BROXBURN	854	853	883	927	994	1051	1086	1156	1196	1254	1292	1336	1210
DEANS	1011	992	976	980	973	974	948	928	919	893	870	841	1100
INVERALMOND	1080	1060	1056	1084	1095	1120	1119	1115	1150	1157	1134	1090	1320
LINLITHGOW	1205	1201	1227	1259	1331	1399	1499	1581	1650	1673	1668	1647	1320
ST KENTIGERN'S	1199	1189	1196	1252	1320	1359	1410	1438	1469	1473	1467	1493	1430
ST MARGARET'S	1109	1097	1077	1075	1131	1182	1217	1253	1318	1364	1365	1363	1100
THE JAMES YOUNG	1124	1106	1076	1073	1098	1128	1156	1139	1127	1123	1089	1036	1210
WEST CALDER	822	767	739	738	739	776	797	822	857	910	972	1016	1100
WHITBURN	763	743	749	769	790	790	790	802	822	846	869	929	1210
<b>West Lothian</b>	<b>10835</b>	<b>10688</b>	<b>10684</b>	<b>10972</b>	<b>11355</b>	<b>11728</b>	<b>12041</b>	<b>12334</b>	<b>12680</b>	<b>12901</b>	<b>12950</b>	<b>13012</b>	<b>13420</b>

**West Lothian Council****0-18 Population Trend by Single School Enrolment Year Cohorts 2002 - 2018**

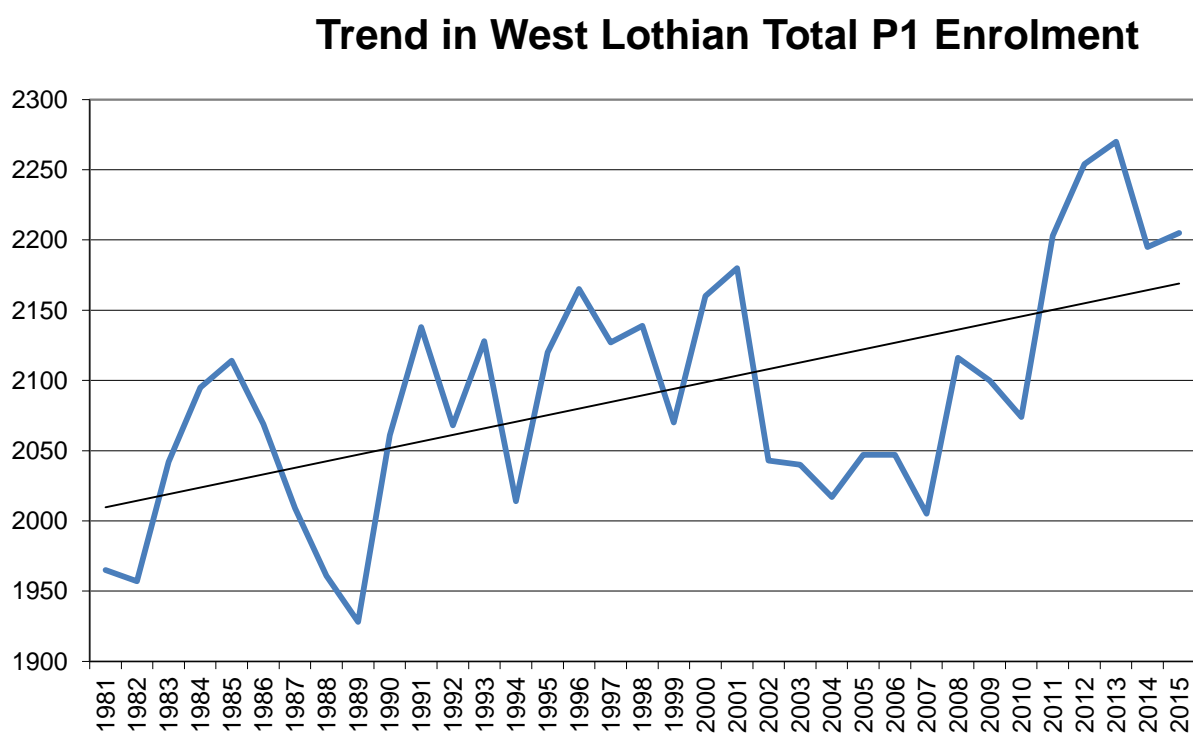
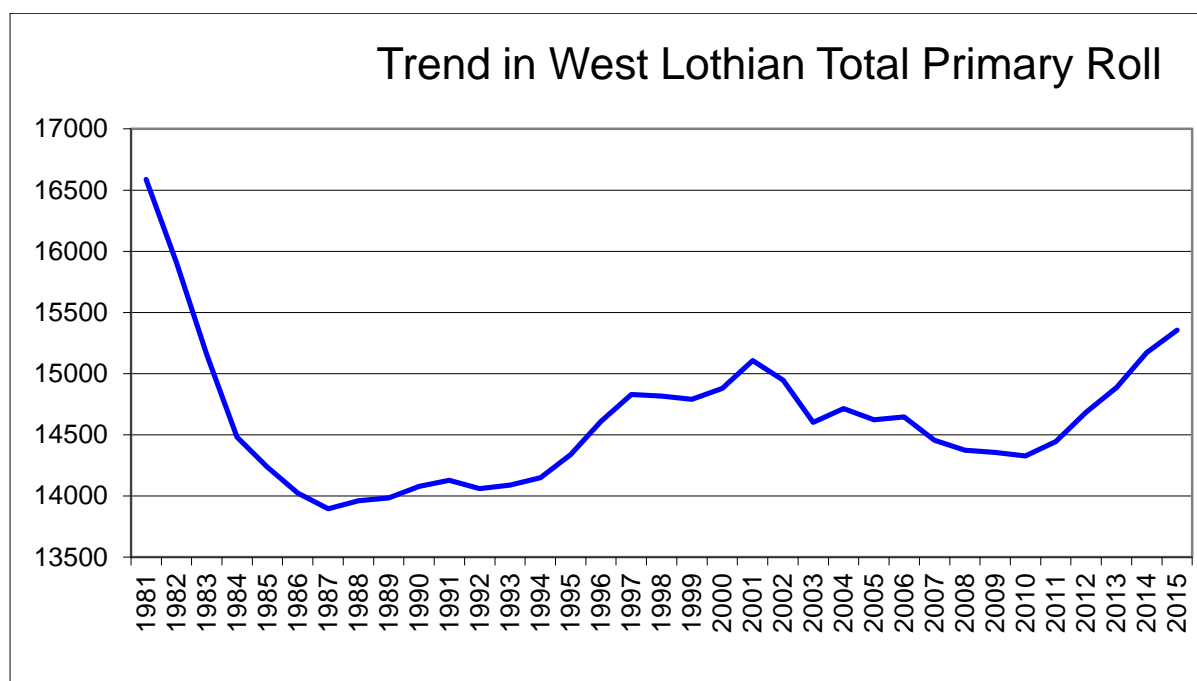
(As at 18 June 2015)

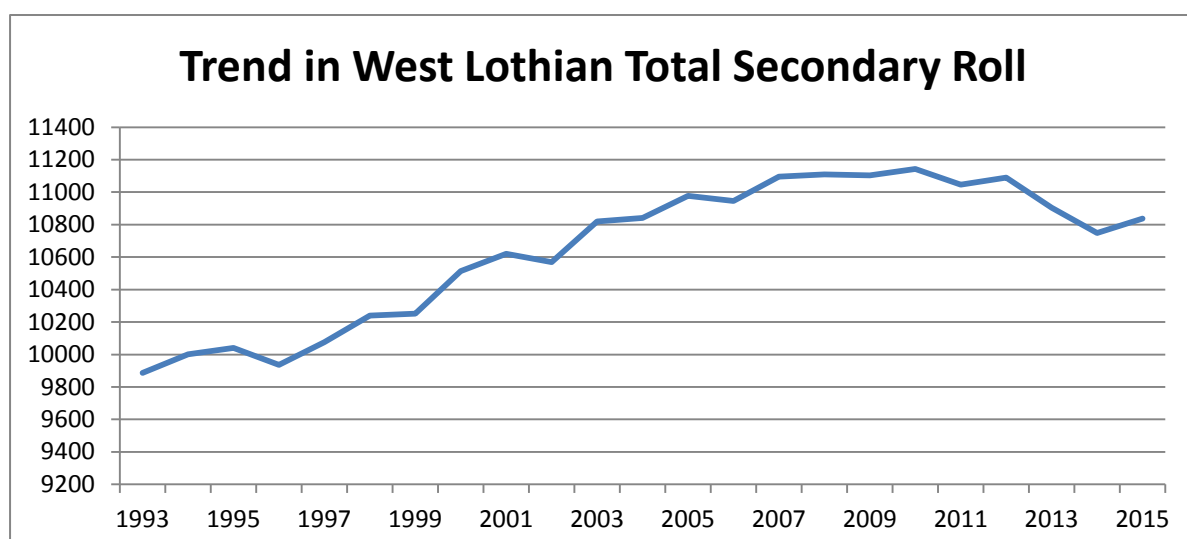
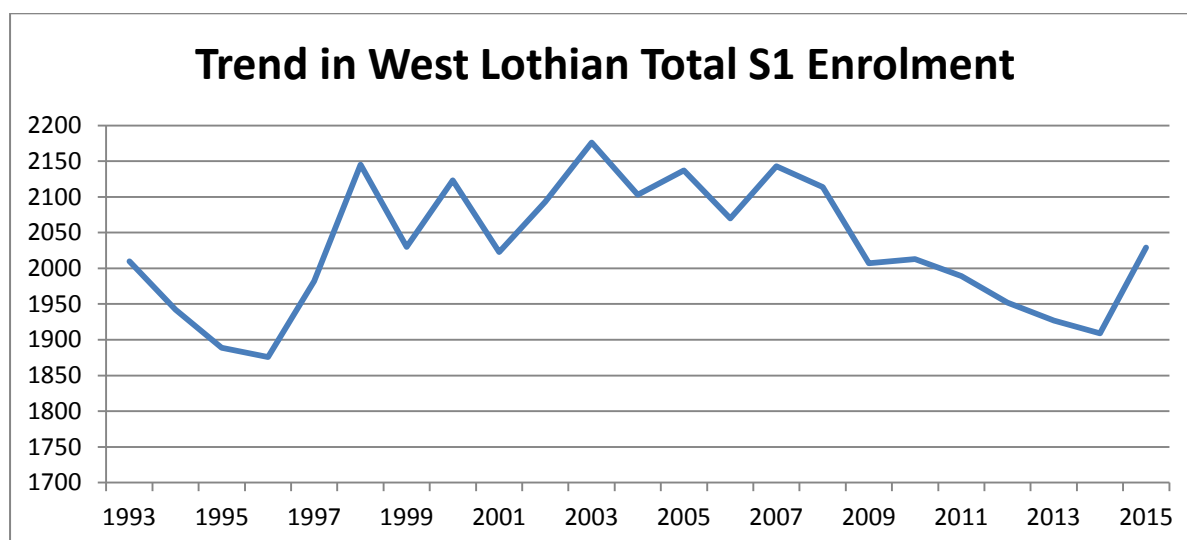
**Guidance Notes:**

Enrolment Year is from 1 March to 28/29 February of the following year, ie the data does not refer to calendar years. Enrolment year determines the School Session/Year in which children are entitled to commence school attendance at P1. No allowance has been made in this raw data for primary school deferral. As at date of data extract, year 2003 pupils are typically at S6 and year 2015 pupils are at P1.

The number of children is the actual total of children who could have enrolled in that particular year. Previous observed increases to the youngest age groups would suggest that data for school enrolment years 2017 and 2018 are likely to be undercounted.

Data has been extracted from West Lothian Council's 0-18 Population and Household Database.



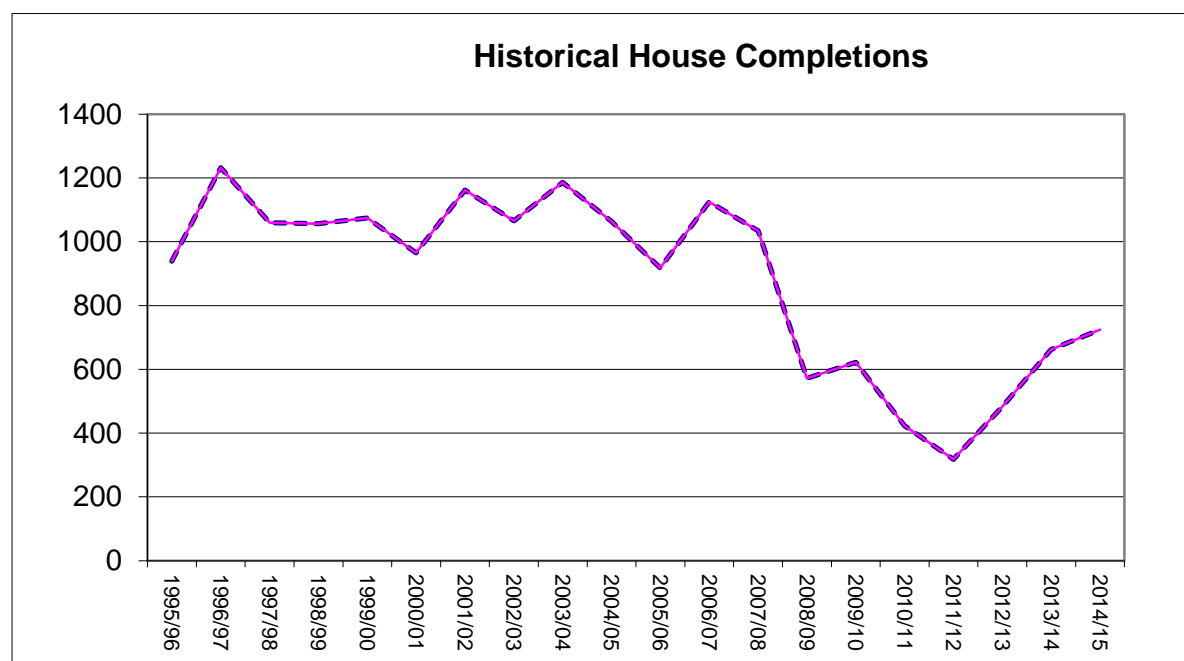


#### Guidance Notes:

It is likely that S1's from August 2015 to 2017 will be close to current numbers but from 2018 onwards there is likely to be significant roll growth as larger year groups will be leaving primary schools (the reason for current primary school growth).

## Historical House Completions

1995/96-2014/15



Guidance Notes:

Housing year is from 1 April to 31 March the following year – the housing audit year, and does not refer to calendar years.

The graph shows housing data as recorded in school migration tables. The source for this data is the Scottish Assessors Association. As the forecast is a 2015 base, data is only available in full to 2014/15.



### MEDIUM TERM FORECAST METHODOLOGY

#### Background

The Medium term forecast methodology is well established and is set out below. The main data sources have been computerised since the 1970's. The medium term forecast has been computerised since the early 1980's. The data sources, methodology and software have been regularly updated to reflect such matters as legislative change, new processing techniques, peer review and outcomes.

The Accounts Commission have praised the extent and robustness of forecast information used by West Lothian Council. Likewise, the Association of Directors of Education in Scotland, (ADES), which has also used practice in West Lothian as Scottish conference exemplars. Senior Counsel Advice that was sought in 2007/2008 in preparation for the West Lothian Local Plan Inquiry in 2008 confirmed these views and underpinned the council's approach to school forecasts and developer contributions. The methodology, at that time, was set out in an Education Executive Report (September 2009) and incorporated in Supplementary Planning Guidance. Adjustments are notified to council as and when required.

The council's approach is also rigorously tested through the planning application process, at appeal and has also been tested through the Scottish Courts.

Medium term forecasts are "demand led" for each individual school. They highlight what would happen if the trend in placing requests was allowed to continue unabated and similarly what would happen if all housing within a particular catchment was to be built out. There are single and 3 year forecast that lead into the medium term forecast and also a longer term forecast model that looks to the school roll position once all of the housing in the development plan has been built out, using the 2 "static" option forecasts noted below. An archive is created from the standard forecast when the forecast base year is updated.

Whilst there is a "live" standard medium term forecast that tracks information changes throughout the school year, two "static" option forecasts are used for comparative analysis; Base Auditable effectively "committed" housing only and a Base\_AULP (all auditable housing, allocated local plan housing). Medium term school roll forecasts also take account of "non-auditable" residential development, ie sites less than 5 units. This "non-auditable" residential development is currently running at a very high level, possibly a result of limited housing development of this type during the recession years.

Other option forecasts for scenario testing can also be produced, typically to show the effect of opening new schools, altering school catchment arrangements, differing housing growth assumptions, etc.

The secondary school forecast and forecast term is typically more stable than primary school forecasts - the latter being dependent on 0-5 population data and assumed births. Denominational school forecasts also tend to be more stable than non-denominational school forecasts.

Primary school roll forecasts are based on the following factors or components:

1. Start of session school roll by stage (September 20\*\*).
2. Forecast primary one intake numbers.
3. Stage migration.
4. Expected children from future house completions in the catchment area.
5. Child-Per-House Ratios

In addition secondary school roll forecasts also include:

6. Primary seven to secondary one transfer rates.
7. Secondary school stay on rates (S4 to S5) and (S4 to S6).

The medium term forecasts allow for these factors to be applied at any date in the school year.

### **1. Start of Session School Rolls** (primary and secondary)

These are as returned to Scottish Government in the annual census (September). It is the base table in the medium term forecast used in each individual school forecast.

### **2. Forecast Primary One Intake Numbers (0-5 year olds)**

The central source of these data is the 0-18 Population and Household Database which identifies pre-school and school aged children. This data is updated and validated daily. Current input sources for these data include:

- school admission databases - pre-school, primary, wraparound care and secondary school includes mid-term admissions
- births and deaths data supplied by Lothian Health (direct rather than through General Register Office Scotland).
- from time to time centrally sourced questionnaire, eg childcare questionnaire forms, etc
- SEEMIS – school census, admits/leavers, etc
- prepaid query letterforms
- The Lothian Joint Valuation Board (LJVB) is the source for new property used to create household records in the 0-18 Population and Household Database. It is important to ensure that this data is regularly updated, as a minimum to accord with specific data extractions dates and pupil placement processes.

If this data is not proactively collected there will typically be undercount of children less than 3 years old. Households with young children tend to move more frequently than households with older children.

A number of adjustments are applied to the raw data (0-5 year olds), to allow for private sector school choices, non-catchment schools, denominational intentions, etc, all according to current actual attendance patterns. P1 intake numbers are also adjusted for deferral at P1. Depending on the time of year, 4 or 5 years of actual known data is used with the balance of future P1 intakes being calculated moving averages. This is because the 0 year old year group is an incomplete enrolment year group apart from March through to June, providing data input is current.

Non-catchment data is taken from the actual demand for placements as recorded through pupil placement, some 10 years of data being retained. Forecast non-catchment placements are controlled within overall cohort totals, as adjusted by deferral.

A forecast base can also handle up to 3 years of actual school census data, including the base year and will also take account of pupil placement numbers when these become available in April of each year. This enables a base forecast to be overlaid with actual data.

### **3. Stage Migration** (primary and secondary)

The term stage migration is used as this factor could relate to a number of changes within school rolls and should thus not be directly equated with demographic migration eg Stage Migration could include children repeating a year, moving in and out of special schools, etc.

Stage migration is calculated as a 3 year weighted average (0.2, 0.2, 0.6) based on historical school rolls, ie P1\_P6 is compared with the following years P2\_P7 and S1-S3 is compared with the following years S2-S4. Where the calculated figure is greater than +5% or lower than -5%, the calculated figure is controlled to a maximum of +5% or -5%. An adjustment is made for actual (historical) house completions in the schools catchment area using the appropriate child per house ratio. An additional stage migration factor can be applied to take account of known council policy that will readjust these migration trends in a particular year, eg the downsizing of a primary school.

Current average ratios (rounded) are:

	<b>2015</b>	<b>2012</b>
Maximum applied	1.05	1.05
Minimum applied	0.95	0.95
Non-denominational primary	0.9922	0.9846
Denominational (RC) primary	0.9964	0.9761
Non-denominational secondary	0.9872	0.9886
Denominational (RC) secondary	0.9831	0.9842

### **4. Housing**

The Lothian Joint Valuation Board (LJVB) is the source of confirmed new property that is used to create additional household records in the 0-18 Population and Household Database. It is also a preferred source for historic house completions this being essential to match house occupations to changes in school roll forecast factors. This source is a consistent data set as it relates to actual occupations rather than factors that could relate to changes in application and warrant costs, etc.

Otherwise, the number of house completions is taken from a separate housing database, with source input data being current planning applications, and future Housing Land Audit and Local Plan allocations. The housing database is current with development at all times and contains both historical and future build programme, whether public or private. Whilst bespoke sheltered housing is noted within the database it is not transferred into school forecasts. Note that housing in secondary school forecast is a summary of the housing in each associated primary school. Housing completions will typically extend beyond the medium term forecast time period of 10 years and is reported as totals within the housing schedule attached to school forecasts.

As noted previously, two standard option forecasts are typically produced, using 2 housing data sets – an auditable only option (housing sites with permission or minded to grant) and an extended auditable option that also includes local plan allocations. As noted forecast housing will include smaller residential development and will take note of any council decision at the time of the housing data being extracted.

Programmed housing in the first year of the forecast is also adjusted to match the date of current actual demographic data on a pro-rata monthly basis.

Option forecasts have the ability to consider housing in a controlled single line context irrespective of assumptions relating to particular development sites, ie a total controlled line for a primary school rather than the sum of individual applications within the catchment.

## **5. Child Per House Ratio**

There are 4 “standard” average child-per-house ratios used in the medium term forecast, non-denominational primary school, denominational primary school, non-denominational secondary school, and denominational secondary school. These ratios are regularly updated and are tracked annually. They do change over time and this will be reflected in the school forecasts. They are adjusted to take account of the planned mix of public and private residential development in the development plan and exclude vacant, sheltered and amenity properties. The ratios are calculated from the 0-18 Population and Household Database, specifically households and properties occupied in the last 9 years (from date of calculation).

Current average ratios (rounded) are:

	<b>2015</b>	<b>2012</b>
Non-denominational primary	0.3201	0.3156
Denominational (RC) primary	0.0887	0.0927
Non-denominational secondary	0.1452	0.1706
Denominational (RC) secondary	0.0574	0.0597

There are also a substantial range of detailed reports available that can focus on house type (as defined by the LJVB), number of bedrooms, council tax bands, etc.

## **6. Primary Seven to Secondary One Transfer**

This is calculated as a 3 year weighted average (0.2, 0.2, 0.6) based on historical S1 enrolment and the previous year's P7 enrolment. An adjustment is made for actual (historical) house completions in the schools catchment area using the appropriate child per house ratio.

Current average ratios (rounded) are:

	<b>2015</b>	<b>2012</b>
Maximum applied	1.2492	1.2206
Minimum applied	0.8495	0.7657
Non-denominational average	0.9790	0.9797
Denominational (RC) average	0.9448	0.9814

Within each secondary school forecast an additional Primary Seven to Secondary One transfer factor can be applied to take account of known council policy that would change these factors in a particular year, eg the opening of a new secondary school.

#### **7. Secondary School Stay On Rates (S4 to S5) and (S4 to S6)**

This is calculated as a rolling and 3 year weighted average (0.2, 0.2, 0.6). An adjustment is made for actual (historical) house completions in the schools catchment area using the appropriate child per house ratio.

Current combined average ratios (rounded) are:

	<b>2015</b>	<b>2012</b>
Maximum applied	1.6863	1.6874
Minimum applied	1.2340	1.1095
Non-denominational average	1.4515	1.3832
Denominational (RC) average	1.5287	1.5231

Note that in capacity terms all secondary schools in West Lothian have been planned assuming a maximum combined stay-on-rate multiplier of 1.5 times the schools design S1 pupil intake.