



## ***Education Executive***

West Lothian Civic Centre  
Howden South Road  
LIVINGSTON  
EH54 6FF

20 October 2016

A meeting of the **Education Executive** of West Lothian Council will be held within **Council Chambers, West Lothian Civic Centre** on **Tuesday 25 October 2016** at **10:00 a.m.**

For Chief Executive

### **BUSINESS**

#### **Public Session**

1. Apologies for Absence
2. Order of Business, including notice of urgent business
3. Declarations of Interest - Members should declare any financial and non-financial interests they have in the items of business for consideration at the meeting, identifying the relevant agenda item and the nature of their interest.
4. Confirm Draft Minute of Meeting of the Education Executive held on 30th August 2016 (herewith).

#### **Public Items for Decision**

5. Consultation on Draft Statutory Guidance - Standards in Scotland's Schools Ect. Act 2000 - report by Head of Education (Learning, Policy and Resources) (herewith)
6. Early Learning and Childcare - Plan for Flexibility and Choice - Update - Report by Head of Education (Learning, Policy and Resources) (herewith)

-----

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

DATA LABEL: Public

MINUTE of MEETING of the EDUCATION EXECUTIVE of WEST Lothian COUNCIL held within COUNCIL CHAMBERS, WEST Lothian Civic Centre, on 30 AUGUST 2016.

Present – Councillors Lawrence Fitzpatrick (Chair), David Dodds, Stuart Borrowman, Harry Cartmill, Tom Conn, Alexander Davidson, Carl John, Dave King, Sarah King, Danny Logue, John McGinty, Anne McMillan, Andrew Miller, Angela Moohan, George Paul, Frank Toner and Jim Walker; Appointed Representatives Myra MacPherson, Lynne McEwen and Margaret Russell; Parent Council Representative Eric Lumsden.

Apologies – Councillor Tony Boyle; Appointed Representatives Elsie Aitken and John MacKinnon.

1. ORDER OF BUSINESS, INCLUDING NOTICE OF URGENT BUSINESS

The Chair ruled under Standing Order 11 that an urgent report on Member Attendance at the Governance Institute Academy Governance Conference be tabled and considered following agenda item 5 (Appointed Member Attendance at Church of Scotland Annual Education Conference).

Councillor Borrowman asked the Chair to make an urgent statement to provide an update on school transport. The Chair ruled under Standing Order 10(5) that a statement would be made following the final item on the agenda.

2. DECLARATIONS OF INTEREST

There were no declarations of interest made.

3. MINUTE

The Education Executive approved the minute of the meeting held on 7th June 2016 as being a correct record. The minute was thereafter signed by the Chair.

4. APPOINTED MEMBER ATTENDANCE AT CHURCH OF SCOTLAND ANNUAL EDUCATION CONFERENCE

The Education Executive considered a report (copies of which had been circulated) by the Head of Education (Development) seeking approval to invite the Church appointed members of the Education Executive to attend the Church of Scotland Annual Education Conference scheduled to be being held in Edinburgh from 1<sup>st</sup> to 3<sup>rd</sup> September 2016. A copy of the programme for the conference: Investing In Our Young People was attached as an appendix to the report.

The Church of Scotland Annual Training Conference provides an

opportunity for professional development in relation to the role of Church appointed members on education committees. The conference included information on the expected role of the representatives, issues they might have to deal with or be aware of and new consultations being submitted by the Scottish Government, Education Scotland, GTCS and SQA. It also explored the value that appointed members bring to the post and provides a forum for discussing and sharing experiences, expertise and best practice.

The Education Executive was asked to agree that the Church appointed members of the Education Executive be invited to attend the Church of Scotland Annual Education Conference being held in Edinburgh on 1-3 September 2016 on a non-residential basis.

#### Decision

Approved the terms of the report.

### 5. MEMBER ATTENDANCE AT THE GOVERNANCE INSTITUTE ACADEMY GOVERNANCE CONFERENCE

The Education Executive considered a report (copies of which were tabled) by the Depute Chief Executive providing details of the Governance Institute Academy Governance Conference on 4 October 2016 in London. Details of the programme for the conference were attached as an appendix to the report.

The conference aimed to provide delegates with the tools to evaluate school governance frameworks and discuss fundamental governance principles. The ICSA is the professional body for governance professionals.

The Education Executive was asked to consider attendance at the Governance Institute Academy Governance Conference.

#### Motion

Agreed the terms of the recommendation and proposed that the Executive Councillor for Education should attend the conference.

- Moved by Councillor King and seconded by Councillor Dodds.

#### Decision

The motion was unanimously agreed.

### 6. S5 AND S6 SQA EXAMINATION RESULTS 2016

The Education Executive considered a report (copies of which had been circulated) by the Head of Education (Quality Assurance) providing details of the SQA awards in the Scottish Curriculum and Qualifications Framework (SCQF) Level 6 (Higher or equivalent) attained by S5

students and at SCQF Level 7 (Advanced Higher or equivalent) attained by S6 students in 2016.

The report provided details of the continued improvement in performance of S5 students in 1+, 3+ and 5+ examinations at SCQF Level 6 (Higher or equivalent). The examination performance of S6 students in 1+ examination at Level 7 (HNC, Advanced Higher or equivalent) was up over the five year period and that the figure for 2016 did not at this stage include all college based HNC candidate results.

The Raising Attainment Strategy set out the council's key strategic plan to improve the examination performance of young people in West Lothian. The challenging examination performance targets contained in the Raising Attainment Strategy have been achieved one year ahead of schedule. In conclusion, it was noted that the SQA results for S5 students in 2016 showed continuation in the overall trend of improvement across key indicators with record success in the percentage of pupils attaining 1, 3 and 5 or more passes at Level 6. It was noted that the Level 7 figures did not include the results of students who had successfully completed the first year of the HNC courses in Computing and Engineering.

The Education Executive was asked to note the continued improvement in performance.

#### Decision

Noted the contents of the report.

### 7. DELIVERING EXCELLENCE AND EQUITY: SCOTTISH GOVERNMENT DELIVERY PLAN

The Education Executive considered a report (copies of which had been circulated) by the Heads of Education providing details of the Scottish Government's delivery plan for improvements in Scottish Education, 'Delivering Excellence and Equity'.

The report explained that on 28 June 2016 the Deputy First Minister and Cabinet Secretary for Education and Skills published the Scottish Government's delivery plan to 'Deliver Excellence and Equity in Scottish Education'.

The Education Executive had previously considered reports on the National Improvement Framework, the Scottish Attainment Challenge, Getting it Right for Every Child, Developing the Young Workforce and the expansion of Early Learning and Childcare. The delivery plan set out timescales for delivering the actions and activities associated with the policies and reviews. A copy of Delivering Excellence and Equity in Scottish Education Timeline was attached at appendix 1 to the report.

The report outlined the key points relating to the Scottish Attainment Challenge, Early Learning and Childcare, National Improvement Framework, Governance Review and Parental Engagement. The delivery plan set out challenging timescales for all stakeholders, Scottish

Government, Local Authorities, Education Scotland, General Teaching Council for Scotland, head teachers and schools and partners such as the National Parent Forum and the teacher training institutions. It was envisaged that there would be significant changes to the funding, governance and statutory responsibilities for local authorities and schools arising from new legislation on the role of an education authority, standards in schools, additional learning needs and parental involvement.

The Head of Education (Quality Assurance) advised the Education Executive that a new Education Bill would be published in 2017. Consultation on the Bill would take place in early 2017. Further reports and responses to formal consultations would be submitted to future meetings of the Education Policy Development and Scrutiny Panel and Education Executive for consideration.

The Education Executive was asked to note the published delivery plan and note that further reports would be submitted on the implementation of the key proposals, particularly in relation to the outcome of the Governance Review, the expansion of Early Learning and Childcare and implementation of the National Improvement Framework and consultations on future legislation.

#### Decision

Noted the contents of the report.

#### 8. STATEMENT BY THE CHAIR REGARDING TRANSPORT TO SCHOOL

Following the request from Councillor Borrowman for an urgent statement to be made in relation to school transport, the Chair invited Elaine Cook, Depute Chief Executive, Education and Planning Services, to provide an update on his behalf.

Dr Cook advised that the Transport To and From School Policy was submitted to the Education Executive for approval on 24 March 2015. She confirmed that the provision of school transport within the policy was the responsibility of the Public Transport Unit.

Graeme Struthers, Depute Chief Executive, Corporate, Operational and Housing Services, confirmed that the Public Transport Unit falls within the remit of Operational Services. The delivery of transport to and from school service was through Operational Services in conjunction with Education Services. It was proposed that a further report be forwarded to an appropriate meeting of the Council Executive to clarify the remit of the transport to school service.

A spokesperson from each of the opposition parties in attendance at the meeting were then given the right of reply. Councillors Borrowman and Miller requested that a substantial statement be given to provide confirmation of where the responsibility lies within the council for the delivery of this service.

The Chair indicated that he thought that it would be appropriate for a

report to be submitted to the Council Executive for consideration which should clearly outline who was responsible for the delivery of transport to and from school.

It was noted that a report would be submitted to a future meeting of the Council Executive on the delivery of transport to and from school.







## **EDUCATION EXECUTIVE**

### **CONSULTATION ON DRAFT STATUTORY GUIDANCE – STANDARDS IN SCOTLAND'S SCHOOLS ETC. ACT 2000**

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

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

To invite the Education Executive to consider the proposed response to the Scottish Government's consultation on the Draft Statutory Guidance.

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

To approve the proposed response to the Scottish Government's consultation on the Draft Statutory Guidance.

##### **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>	Reducing inequalities of outcome for pupils experiencing them as a result of socio-economic disadvantage is in line with the ethos of the Council's Anti-Poverty Strategy, and in line with current practice.
<b>III Implications for Scheme of Delegations to Officers</b>	The Scheme of Delegation for Officers will require to be updated when final statutory guidance is issued.
<b>IV Impact on performance and performance Indicators</b>	None
<b>V Relevance to Single Outcome Agreement</b>	None
<b>VI Resources - (Financial, Staffing and Property)</b>	Within the revenue budget for Education.
<b>VII Consideration at PDSP</b>	None, due to tight timescale of consultation.
<b>VIII Other consultations</b>	None.

## **D. TERMS OF REPORT**

The Scottish Government is seeking views on draft statutory guidance for Part 1 of the Education (Scotland) Act 2016, which makes amendments to the Standards in Scotland's Schools etc. Act 2000. This legislation is a key part of the Scottish Government's strategy to ensure that the life chances of children and young people are improved and that Scotland's education system delivers excellence and equity.

The draft statutory guidance has been developed to support those who will have responsibility for duties in relation to:-

- Reducing inequalities of outcome for pupils experiencing them as a result of socio-economic disadvantage;
- The National Improvement Framework (NIF), and;
- Planning and reporting duties at school and education authority levels.

Chapter 1 of the draft statutory guidance provides more information on the context of the legislation and the guidance itself. Chapter 2 deals with the duties and steps that might be taken by education authorities to reduce inequalities of outcome for pupils experiencing them as a result of socio-economic disadvantage. Chapter 3 sets out the duties and steps that might be taken by education authorities in pursuance of the NIF priorities. Chapter 4 deals with the duties and steps that might be taken by education authorities in relation to their respective planning and reporting duties as to proposed steps/steps taken to reduce these inequalities.

There has been a longstanding legal requirement on Scottish Ministers and education authorities to raise attainment for all. The amendments made to the 2000 Act by the 2016 Act place more emphasis on addressing the educational challenges that are specifically associated with pupils experiencing challenges due to socioeconomic disadvantage. The 2016 Act requires Scottish Ministers and education authorities to attach an increased level of priority and focus on addressing this issue at both national and local level.

The National Improvement Framework (NIF) sets out the Scottish Government's vision and priorities for Scotland's children's progress in learning. The 2016 Act places the NIF on a statutory footing, requiring Ministers to publish and annually review the NIF strategic priorities and objectives in relation to school education. The 2016 Act also requires education authorities when carrying out their duty to secure improvement in the quality of school education in the schools they manage, to do so with a view to achieving the strategic priorities set out in the NIF.

Planning and reporting duties have been introduced by the 2016 Act. Scottish Ministers and education authorities must prepare annual plans setting out how they intend to fulfil their duties. They must also produce annual reports detailing the progress they have made against their plans as well as setting out any educational benefits that have arisen as a result of the work undertaken to fulfil their duties.

School Improvement Plans, which will replace School Development Plans, must now take account of the education authority's plan out how it intends to fulfil the new duties, and its strategy for parental involvement.

The new duties imposed on Education Authorities will take effect from August 2017. The consultation will close on 11 November 2016.

The specific questions and suggested responses are set out in Appendix 1 to this report.

## **E. CONCLUSION**

The draft statutory guidance has been developed to support those who will have responsibility for duties in relation to:-

- Reducing inequalities of outcome for pupils experiencing them as a result of socio-economic disadvantage;
- The National Improvement Framework (NIF), and;
- Planning and reporting duties at school and education authority levels.

Reducing inequalities of outcome for pupils experiencing them as a result of socio-economic disadvantage is in line with the ethos of the Council's Anti-Poverty Strategy, and in line with current practice.

## **F. BACKGROUND REFERENCES**

Consultation Paper - statutory guidance for the Standards in Scotland's Schools etc. Act 2000.

Appendices/Attachments: Consultation Questions and Draft Responses

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

*James Cameron*

*Head of Education (Learning, Policy and Resources)*

Date of meeting: 25 October 2016.

**Consultation on draft statutory guidance :Standards in Scotland's Schools etc. Act 200**

Pupils experiencing inequalities of outcome

National Improvement Framework

Planning and reporting

Questions

Chapter 2

1. Do you have any comments on the definition of 'decisions of a strategic nature'?

The duty to attach an increased level of priority and focus on addressing the educational challenges associated with socio-economic disadvantage focuses on the considerations which must be made when education authorities are taking decisions of a **strategic nature** about their school education functions and when deciding how best to implement those decisions.

It is not the intention of the Act that this duty is applied to decisions relating to individual learners, or to day to day operational barriers.

The statutory guidance gives as examples of strategic:-

- The setting of education budgets;
- The establishment of arrangements for monitoring the standards and quality of school education in a given area;
- Decisions about the size and construct of the school estate;
- Decisions about the commissioning of services;
- Decisions about specialist provision across the education authority area;
- The identification of targeted and sustained improvement activity designed to raise standards and address known challenges across an education authority area, such as those priorities set out in the Delivery Plan;
- The content of any guidance issued by an education authority to schools in their area;
- Decisions taken at authority level which impact on the ability of children and young people to access and participate in education, including strategies for providing support and challenge to partnership providers, and;
- Partnership arrangements to promote equity and collaborative working.

*West Lothian Council agrees that the duty should relate to decisions of a strategic nature, and with the examples given above.*

*In meeting the needs of each individual child, in line with the duty to get it right for every child, it will remain practice within West Lothian Council to address, as far as is possible, the educational challenges facing individual learners associated with socio-economic disadvantage.*

2. Do you have any comments on the definition of 'due regard'?

The statutory guidance states that to “have due regard”, not only must the issue of addressing the educational challenges associated with socio-economic disadvantage be considered but it must be given weight which is proportionate to its relevance. In the context of the 2016 Act, education authorities would have a legal responsibility to consider how they can reduce inequalities of educational outcome caused by socio-economic disadvantage. Further, they will have to attach appropriate weight to this matter and balance it against other factors.

The duty is designed to strike a balance. It recognises the need for education authorities to operate within their financial thresholds and to adopt policies which are coherent and complementary. The “due regard” duty does not take precedence over these matters but operates within that context. Instead, it requires that education authorities explore how they might reduce inequalities in educational outcome for those who experience such inequalities due to socio-economic disadvantage, alongside their responsibilities to provide appropriate challenge, support and opportunities for all learners.

*West Lothian Council agrees that this is an appropriately balanced approach.*

3. Do you have any comments on the definition of ‘inequalities of outcome’?

“Inequalities of outcome” is defined in the statutory guidance as a measurable difference in the achievement and attainment of children who fall within groups which share certain characteristics and those who do not. The term “attainment” denotes educational performance and the acquisition of the valuable skills, knowledge and attributes needed to succeed in life. Assessment of attainment includes evaluation of a range of evidence on what children and young people learn and achieve throughout their school career. This includes Curriculum for Excellence levels, skills, qualifications, other awards and wider achievement. It is recognised that not all ‘wider achievement’ is measureable, for example, voluntary work and participation in sport, the arts or other activities in the community. It is fully recognised that children and young people’s attainment and achievement will differ and it is important that our approach is flexible enough to ensure that every child is supported to achieve as highly as possible.

*West Lothian Council agrees that this is an appropriate definition of “inequalities of outcome.”*

4. Do you have any comments on the definition of ‘socio –economic disadvantage’?

The term “socio-economic disadvantage” describes disadvantage caused as a result of a combination of inter-related social and economic factors such as poverty as a consequence of low income, health, housing or education. Poverty is accepted to be the most common driver for socio-economic disadvantage. Education authorities are expected to focus predominantly on addressing the challenges experienced by learners from disadvantaged communities and those who experience poverty. This is an important distinction to make as not all children and young people who experience poverty live in disadvantaged communities.

*West Lothian Council agrees that this is an appropriate definition, and that it is important to recognise that not all children and young people who experience poverty live in disadvantaged communities.*

*Although it is not the intention of the Act that this duty is applied to decisions relating to individual learners, in meeting the needs of each individual child, and in line with the duty to get it right for every child, it will remain practice within West Lothian Council to address, as far as is possible, the educational challenges facing individual learners associated with socio-economic disadvantage.*

## Chapter 4

5. The legislation is intentionally silent on how education authorities should report on the fulfilment of their duties. The draft statutory guidance reflects the legislative position and leaves it open to education authorities to determine how best to report against their duties. Do you agree that education authorities should determine how they report? Would you find some form of template helpful?

*Local authorities will be subject to local reporting frameworks, and too prescriptive an approach may introduce conflict with these, or duplication. Some further guidance on the minimum expectations of Scottish Ministers may be helpful in order to ensure that these are met.*

6. The draft statutory guidance sets out proposed planning period dates for the Scottish Ministers and education authorities: 1 January to 31 December; 1 September to 31 August for education authorities. The planning period for Ministers has been identified to align Ministers' reporting with education authorities' planning processes. This is designed to maximise the information available to education authorities, in particular the national priorities they will be expected to take account of and contribute to throughout their own planning period. The information that the Scottish Ministers will assess and that will be included in national reports will evolve over time as more sources of evidence become available. It is anticipated that future reports will include data and evidence which tells us how we are making progress against the four NIF priorities covering all of the six NIF driver areas. Do you have any comments on the proposed planning period for the Scottish Ministers of 1 January to 31 December? Do you have any comments on how this proposed planning period timeframe will work with that proposed for education authorities (1 September to 31 August)?

*West Lothian Council has no comment in relation to the proposed timescale for Scottish Ministers. However, West Lothian Council would suggest that a planning and reporting period of 1 August to 31 July would be more appropriate for local authorities in order to ensure that planning will start and end within a single school session.*

7. Bearing in mind that the purpose of statutory guidance is to reflect legal provisions, do you find Chapter 4 clear in relation to who it is aimed at and what its purpose is?

*West Lothian Council considers the chapter sufficiently clear in relation to the duties imposed on local authorities and Headteachers in relation to planning and reporting.*

*In relation to school improvement planning, West Lothian Council would suggest adding non-teaching staff employed in the school to those consulted on the annual School Improvement Plan, along with teachers employed in the school and volunteers working in the school.*

## **General**

8. Did you find the draft statutory guidance to be of assistance when read in the context of the relevant legal duties that will apply? Do you find it strikes a balance between offering flexibility and meaningful support? If not, how could it be improved?

*West Lothian Council considers the draft guidance appropriate.*

9. Do you have any other comments about the draft statutory guidance?

*West Lothian Council has no other comments on the draft guidance.*







West Lothian  
Council

## **EDUCATION EXECUTIVE**

### **EARLY LEARNING AND CHILDCARE – PLAN FOR FLEXIBILITY AND CHOICE - UPDATE REPORT**

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

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

To inform the Education Executive of the implementation of the council's Plan to Increase the Flexibility in Early Learning and Childcare and to meet the needs of working parents, and future development of the Plan.

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

- 1) To note the implementation of the council's Plan to Increase the Flexibility in Early Learning and Childcare and meet the needs of working parents.
- 2) To approve the proposed future development of the Plan to Increase the Flexibility in Early Learning and Childcare by delegating the decision to establish additional full day early learning and childcare places and wraparound care establishments to the Head of Education (Learning Policy and Resources) to facilitate flexibility and choice, and to meet the needs of working parents.

##### **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>	<p>Statutory Guidance on Pre-School Education issued in terms of the Children and Young People (Scotland) Act 2014.</p> <p>Under section 50(1)(a) of the Children and Young People (Scotland) Act 2014 education authorities must consult with such persons as appear to them to be representative of parents of children under school age in their area about how they should make early learning and childcare available. Under section 50(1)(b) of the Act, education authorities must have regard</p>

to the views expressed in those consultations and prepare and publish plans on how it intends to make early learning and childcare available in response to those views.

Under section 52 of the Act, education authorities must have regard to the desirability of ensuring that the method by which it makes early learning and childcare provision available is flexible enough to allow parents an appropriate degree of choice when deciding how to access the service.

An equality relevance assessment has been undertaken.

<b>III Implications for Scheme of Delegations to Officers</b>	It is proposed that the decision to establish additional full day early learning and childcare places and wraparound care establishments be delegated to the Head of Education (Development) to facilitate flexibility and choice, and to meet the needs of working parents.
<b>IV Impact on performance and performance Indicators</b>	Performance indicators relating to pre-school provision and wraparound care, including those relating to placement and satisfaction.
<b>V Relevance to Single Outcome Agreement</b>	Our children have the best start in life and are ready to succeed.
<b>VI Resources - (Financial, Staffing and Property)</b>	The Plan to Increase the Flexibility of Pre-School Provision and the previously agreed pilot can be delivered within existing resources.
<b>VII Consideration at PDSP</b>	Underway
<b>VIII Other consultations</b>	Parents of Pre-School Children, Headteachers, Working Group on Pre-School Flexibility

## **D. TERMS OF REPORT**

### Background

The Children and Young People (Scotland) Act 2014 requires local authorities to secure 600 hours of pre-school provision (early learning and childcare) for each eligible young child residing in its area.

Under section 52 of the Act, education authorities must have regard to the desirability of ensuring that the method by which it makes early learning and childcare provision available is flexible enough to allow parents an appropriate degree of choice when deciding how to access the service.

The Act recognises that the introduction of flexibility and choice, following consultation, will require significant reconfiguration of services by education authorities, and that this will be best achieved through year on year incremental change. It was expected that following the introduction of 600 hours of pre-school provision (early learning and childcare) in August 2014, further year on year improvements to flexibility and choice would be built up.

The aim of the Act is that children experience consistent high quality early learning and childcare, and to alleviate the need for parents to change their child's provider during the day to provide additional hours due to a model of funding and placements based on one session of 2.5 hours a day. The Act envisages that longer sessions of early learning and childcare should be available through local authorities for parents who need this.

The statutory guidance associated with the Act states that appropriate choice is intended to be around models, and not individual providers.

West Lothian Council consulted parents in 2013 and 2015 on how they would like to see flexibility and choice in pre-school provision increased. Following these consultations, the Education Executive agreed a Plan to Increase Flexible Provision. This plan focused on the introduction and expansion of flexible model of early learning and childcare, and the expansion of wraparound (out of school) care.

#### Provision and Expansion of Flexible Early Learning and Childcare

As a result of the 2013 consultation, a new model of pre-school provision was piloted at four establishments in Session 2015/16 (Bonnytoun Nursery, Glenvue Nursery, Knightsridge Early Years Centre, Linlithgow Primary School Nursery Class). This proved popular and following the 2015 consultation, it was proposed that the new model of provision would be available at ten establishments in Session 2016/17.

The new model of provision allows children to obtain their 600 hours of early learning and childcare across two days with attached wraparound care, so that the provision would be available from 8.00am to 6.00pm on any two days from Monday to Thursday. The provision consists of two 8 hour sessions of early learning and childcare lasting from 8.00am to 4.00pm. Parents/carers using this provision are given the option of purchasing wraparound care from 4.00pm to 6.00pm. Parents/carers are given the option of purchasing a packed lunch, or providing their own packed lunch, as is current practice in the council's wraparound care service.

This flexible provision is available at the following nine establishments from August 2016:

- Bathgate West Nursery School, Bathgate
- Bonnytoun Nursery School, Linlithgow
- East Calder Primary School Nursery Class, East Calder
- Glenvue Nursery School, Livingston
- Knightsridge Early Years Centre, Livingston
- Linlithgow Primary School Nursery Class, Linlithgow
- St Nicholas' Primary School Nursery Class, Broxburn
- Southdale Primary School Nursery Class, Armadale
- Whitdale Early Years Centre, Whitburn

The number of children accessing flexible places has increased from session 2015/16 to 2016/17.

In August 2015, 69 children were placed in the four pilot establishments (Bonnytown Nursery, Glenvue Nursery, Knightsridge Early Years Centre, Linlithgow Primary School Nursery Class). By April 2016, this had risen to 123 children in four venues.

In August 2016, a total of 260 children were placed in nine venues. The large majority of applicants received their first choice of days, although not all could receive their first choice, and the flexible provisions at Bonnytown Nursery, Bathgate West Nursery and Linlithgow Primary School Nursery Class are now full.

It was planned to offer flexible provision at Ladywell Nursery School, however only four applications for this provision were received which would not have been economic to provide. The four applicants were contacted and offered their alternative choice of provision.

#### Expansion of Wraparound Care

Wraparound care is provided at all of the venues offering the flexible model of early learning and childcare. The number of children accessing wraparound places has increased from session 2014/15 to 2016/17.

In August 2014, 113 children were provided with wraparound care. These places were associated with the traditional morning or afternoon places, and provided at six venues across West Lothian (Bathgate Early Years Centre, Broxburn Primary School, Inveralmond Early Years Centre, Linlithgow Primary School, Livingston Village Primary School and Williamston Primary School.)

In August 2015, 122 children were placed in these six venues. In addition, wraparound care was provided at the four venues piloting flexible early learning and childcare (Bonnytown Nursery, Glenvue Nursery, Knightsridge Early Years Centre, Linlithgow Primary School Nursery Class, Linlithgow), and 52 children were provided with wraparound care associated with this flexible provision. A total of 174 children were provided with wraparound care.

In August 2016, 145 children were granted wraparound care associated with traditional morning and afternoon places, and 109 children were granted wraparound care associated with flexible provision. A total of 254 children were provided with wraparound care. The large majority of parents received the hours requested, but at some venues (Bathgate Early Years Centre, Linlithgow Primary School, Livingston Village Primary School and Williamston Primary School) wraparound care is now oversubscribed.

It was planned to offer an enhanced wraparound care service at the new Southdale Nursery. Parents/carers were offered the opportunity to purchase up to three full days wraparound to complement the two full day provision. All parents requesting two full days of early learning and childcare at Southdale Nursery were offered this opportunity. Interest in this proposed provision was very low with only two applicants requesting additional full days of wraparound care to complement their two full days of early learning and childcare, amounting to three full days of wraparound care. On this basis the service would not be economic to provide.

Wraparound care is provided on the basis that it will cover its own costs. In order to ensure this continued to be the case, allowing the continuation of existing services and the expansion of wraparound care to new venues, a new sessional price structure was introduced in August 2016. This was necessary to ensure that charges covered staffing costs, as staff had to be provided for the full sessions offered, and to reduce the necessity for parents to make frequent changes to hours requested. This model is similar to that in most private nurseries. The introduction of this new model of charging attracted two complaints from parents concerned that the cost of their childcare had increased. It coincided, however, with a significant increase in uptake of wraparound care associated with both the traditional and flexible models of early learning and childcare.

#### Plan to Increase Flexible Provision

The next consultation on the expansion of flexibility and choice in Early Learning and Childcare is scheduled for the second half of 2017. It is anticipated that national changes to the provision of early learning and childcare will shape this consultation.

In the meantime, it is proposed that authority be delegated to the Head of Education (Learning, Policy and Resources) to extend the provision of the flexible model of early learning and childcare, and wraparound care places, where demand for these services exist and there is available capacity within the school estate to make provision.

It is anticipated that this will result in increased provision being offered in session 2017/18 to accompany planned expansion to the pre-school estate.

## **E. CONCLUSION**

The Education Executive is asked to note the successful implementation of the Plan to Increase the Flexibility in Early Learning and Childcare, and the successful expansion of full day provision and wraparound care, in order to increase flexibility and choice and to meet the needs of working parents.

## **F. BACKGROUND REFERENCES**

Reports to Education Executive 4 February 2014, 16 December 2014, 28 April 2015 and 19 January 2016.

### **Appendices/Attachments: Covalent Performance Indicators measuring uptake of Flexible Provision and Wraparound Care**

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

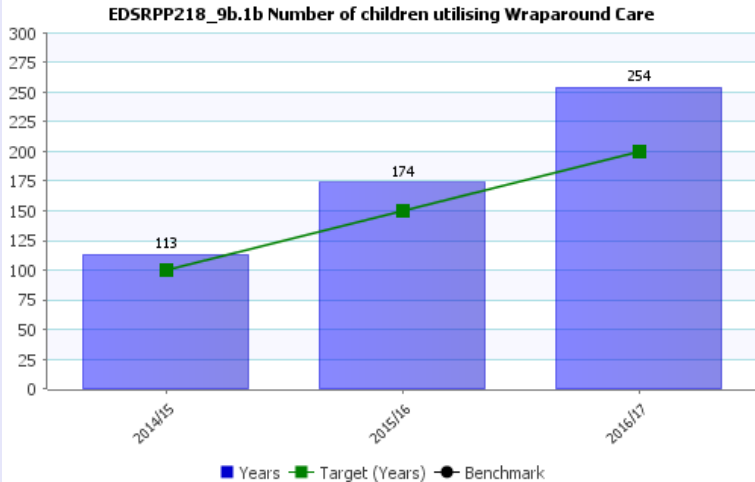
Andrew.sneddon@westlothian.gov.uk

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

Date of meeting: 25 October 2016

## Appendix 1 – Plan to Increase the Flexibility in Early Learning and Childcare – Performance Indicators

Performance Indicator	Number of pre-school children utilising full day nursey provision.	EDSRPP217_9b.1b																
Description	This indicator shows the number of pre-school children who are making use of the full day nursery provision. This allows parents to use their 600 hours of early learning and childcare on two full days (8.00am to 4pm) with wraparound care available to purchase from 4pm to 6.00pm), as opposed to the traditional five morning or four afternoon model.																	
<div>EDSRPP217_9b.1b Number of pre-school children utilising full day nursey provision.</div> <table><thead><tr><th>Year</th><th>Years (Actual)</th><th>Target (Years)</th><th>Benchmark</th></tr></thead><tbody><tr><td>2014/15</td><td>0</td><td>0</td><td>0</td></tr><tr><td>2015/16</td><td>69</td><td>69</td><td>~50</td></tr><tr><td>2016/17</td><td>260</td><td>260</td><td>275</td></tr></tbody></table>		Year	Years (Actual)	Target (Years)	Benchmark	2014/15	0	0	0	2015/16	69	69	~50	2016/17	260	260	275	<p>In session 2016/17 260 children are making use of full day nursery provision. This is up from 69 in session 2015/16. The service was not established in 2014/15.</p> <p>The number of establishments offering full day provision rose from 0 in 2014/15 to 4 in 2015/16. In 2016/17 it rose again to 9.</p> <p>These increases demonstrate that West Lothian Council is fulfilling its obligation to offer increased flexibility and choice to parents/carers, and meeting the needs of working parents/carers.</p> <p>Target for 2017/18 is 275, as there are no current plans for a significant increase in venues offering full day provision in 2017/18 although increases will be made where demand exists and capacity allows. Further increases are likely to follow the next biannual survey, planned for 2017, and may also result from anticipated Scottish Government legislation.</p>
Year	Years (Actual)	Target (Years)	Benchmark															
2014/15	0	0	0															
2015/16	69	69	~50															
2016/17	260	260	275															

Performance Indicator	Number of children utilising Wraparound Care	EDSRPP218_9b.1b																
Description	This indicator shows the number of children who utilise wraparound care. Wraparound Care was developed to provide childcare alongside pre-school education for children from three years old to five years old, and to Primary 1-3 children where space permits.																	
 <p><b>EDSRPP218_9b.1b Number of children utilising Wraparound Care</b></p> <table><tr><th>Year</th><th>Years</th><th>Target (Years)</th><th>Benchmark</th></tr><tr><td>2014/15</td><td>113</td><td>113</td><td>113</td></tr><tr><td>2015/16</td><td>174</td><td>174</td><td>174</td></tr><tr><td>2016/17</td><td>254</td><td>254</td><td>254</td></tr></table>		Year	Years	Target (Years)	Benchmark	2014/15	113	113	113	2015/16	174	174	174	2016/17	254	254	254	<p>In session 2016/17 254 children have been granted wraparound care. This is up from 174 in session 2015/16, and 113 in 2014/15.</p> <p>The number of establishments offering wraparound care rose from 6 in 2014/15 to 9 in 2015/16. In 2016/17 it rose again to 14.</p> <p>The number of hours of wraparound care purchased by parents/carers rose from 1458 in 2014/15 to 1671 in 2014/15. In 2016/17 it rose again to 2689.</p> <p>These increases demonstrate that West Lothian Council is fulfilling its obligation to offer increased flexibility and choice to parents/carers, and meeting the needs of working parents/carers.</p> <p>Target for 2017/18 remains at 250, as there are no current plans for a significant increase in venues offering wraparound care in 2017/18, although increases will be made where demand exists and capacity allows. Further increases are likely to follow the next biannual survey, planned for 2017, and may also result from anticipated Scottish Government legislation.</p>
Year	Years	Target (Years)	Benchmark															
2014/15	113	113	113															
2015/16	174	174	174															
2016/17	254	254	254															