



Education Policy Development and Scrutiny Panel

West Lothian Civic Centre
Howden South Road
LIVINGSTON
EH54 6FF

5 January 2017

A meeting of the **Education Policy Development and Scrutiny Panel** of West Lothian Council will be held within **Council Chambers, West Lothian Civic Centre** on **Tuesday 10 January 2017 at 10:00 a.m.**

For Chief Executive

BUSINESS

Public Session

1. Apologies for Absence
2. Declarations of Interest - Members should declare any financial and non-financial interests they have in the items of business for consideration at the meeting, identifying the relevant agenda item and the nature of their interest.
3. Order of Business, including notice of urgent business
4. Confirm Draft Minute of Meeting of the Education Policy Development and Scrutiny Panel held on Tuesday 15 November 2016 (herewith).
5. Achievement of Curriculum for Excellence Levels 2015/16
 - (a) Presentation by Head of Education (Curriculum, Quality Improvement and Performance)
 - (b) Report by Head of Education (Curriculum, Quality Improvement and Performance) (herewith)
6. Review of The Raising Attainment Strategy - Report by Head of Education (Curriculum, Quality Improvement and Performance) (herewith)

DATA LABEL: Public

7. Adult Learning Developments - Report by Head of Education (Learning, Policy and Resources) (herewith)
8. Workplan (herewith)

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

MINUTE of MEETING of the EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL of WEST LOTHIAN COUNCIL held within COUNCIL CHAMBERS, WEST LOTHIAN CIVIC CENTRE, on 15 NOVEMBER 2016.

Present – Councillors Lawrence Fitzpatrick (Chair), David Dodds, Stuart Borrowman, John McGinty, Andrew Miller and Jim Walker; Appointed Representatives Elsie Aitken, John MacKinnon, Myra Macpherson, Lynne McEwen and Margaret Russell.

Apologies – Eric Lumsden, Parent Council Representative

In attendance

Brian Pringle, Director, West Lothian Drug & Alcohol Service

Kathleen Mathieson, Education & Training, West Lothian Drug & Alcohol Service

Shirley Thomson, Class Teacher, Fallahill Primary School

Two pupils involved in the project and production of the DVD

1. DECLARATIONS OF INTEREST

Agenda Item 5 – Alcohol Express

Councillor Miller declared a non-financial interest arising from him being the Chair of Firefly Arts who were involved in the project.

Agenda Item 8 – Review of Year 13 Youth Music Initiative in Academic Year 2015/16

Councillor Miller declared a non-financial interest arising from him having a child who was involved in some of the Youth Music Initiative projects.

2. MINUTE

The Education Policy Development and Scrutiny Panel confirmed the minute of its meeting held on 6 September 2016 as being a correct record. The minute was then signed by the Chair.

3. ALCOHOL EXPRESS - AN EDUCATIONAL RESOURCE FOR PRIMARY SCHOOLS

a) Presentation by West Lothian Drug & Alcohol Service

Brian Pringle, Director of West Lothian Drug & Alcohol Service (WLDAS) had been invited to attend the meeting to provide an overview of the work carried out to implement the Primary School alcohol education resource, Alcohol Express. Brian was joined by Kathleen Mathieson, Education & Training, WLDAS, Shirley Thomson, Class Teacher at Falla Hill Primary School, two pupils from Whitburn Academy who had been involved in the project and production of the DVD while attending Falla Hill Primary School, Karen McCubbin, Health and Wellbeing lead officer within

Education Services and Maureen McNaughton, Education Officer.

Mr Pringle advised that a programme of education was delivered to pupils at Falla Hill Primary School to help educate pupils, staff and the wider community on the effects of alcohol. He advised that a multi-agency approach was used demonstrating excellent partnership working between WLDAS, West Lothian Council, local Police Scotland and NHS Lothian. He thanked the pupils and staff involved in the project and the parents of the children attending Falla Hill Primary School for working so hard to help increase the knowledge and understanding of alcohol and its effects. Funding was provided by West Lothian Alcohol Diversionary Project (WLADP) and West Lothian Safer Communities Strategic Planning Group (SCSPG). Firefly Arts was also commissioned to work with the school staff and pupils to make the DVD.

The two pupils advised the Panel that they were involved in the project while in attendance at Falla Hill Primary School and found the project to be very interesting. Pupils were involved in the script writing, filming, acting and light and sound. The project has helped to increase the confidence of some of the pupils involved and highlighted the dangers involved with alcohol. A survey was developed which was delivered in school to other pupils and within the community.

The Alcohol Express DVD was then played for members, which highlighted the physical, psychological and social effects of alcohol and the impact on the economy and the community.

b) Report by Head of Education (Curriculum, Quality Improvement and Performance)

A report had been circulated by the Head of Education (Curriculum, Quality Improvement and Performance) informing the Panel of the development and implementation of the Primary School alcohol education resource, Alcohol Express.

The report contained information on the phase of work carried out to deliver an intense programme of education to pupils at Falla Hill Primary School, which involved a variety of individual, small group and full class based learning and group work. The exercises and learning were aligned to Curriculum for Excellence and covered literacy, maths, digital learning and health and wellbeing.

Following discussion with the pupils and teaching staff it was agreed that the resource developed should be incorporated into a short DVD looking at the major issues that the young people identified, accompanied by a pack of educational teaching that could be used by teachers aligned to the topics on the DVD.

Finally, it was noted that as a result an alcohol resource suitable for use in primary schools has been produced using a co-production approach between primary school pupils and teaching staff from

Falla Hill Primary School, Fauldhouse and WLDAS. A plan for roll out has been agreed and was being implemented.

The Chair, on behalf of the Panel, acknowledged the excellent presentation and professionalism of the production of the DVD.

The Panel was asked to note the implementation of the resource.

Decision

1. To note the presentation;
2. To note the contents of the report;
3. To note that the DVD together with teacher packs were being rolled out to other primary schools within the authority; and
4. To record the Panel's appreciation of the work undertaken by everyone involved in the presentation and production of the DVD.

4. APPOINTMENT OF RELIGIOUS, TEACHER AND PARENT COUNCIL REPRESENTATIVES

A report had been circulated by the Head of Corporate Services informing the Panel of the arrangements required for the appointment of religious, teacher and parent council representatives to any committee set up to deal with education following the May 2017 council election.

The Chief Solicitor advised the Panel that the council has a statutory duty to appoint three religious representatives to any committee dealing with its education functions. The council also has the statutory power to appoint other non-elected members to the committee, as it sees fit. The existing council policy was to appoint two teachers (one from the primary/early years' sector and one from the secondary/special education sector) and one representative of parents who was nominated by the West Lothian Parent Council's Forum.

Members appointed to any committee set up to deal with education would be invited to accept the terms of the Councillors' Code of Conduct and abide by its requirements.

The arrangements outlined in the report would enable the religious, teacher and parent council representatives to join the first meeting of any committee set up to deal with education after the council election on 4 May 2017.

The Chief Solicitor then responded to questions from members of the Panel.

The Panel was asked to note the report on the arrangements for the appointment of three religious representatives, two teacher representatives and one parent council representative to any committee set up to deal with education following the May 2017 council election and

note that members appointed would be invited to accept the terms of the Councillors' Code of Conduct and abide by its requirements.

Decision

1. To note the terms of the report; and
2. To agree that the report be forwarded to an appropriate meeting of the Education Executive for consideration.

5. EARLY LEARNING AND CHILDCARE - ELIGIBLE TWO YEAR OLDS

A report had been circulated by the Head of Education (Learning, Policy and Resources) informing members on the uptake of early learning and childcare by parents of eligible two year olds. A list of the establishments providing early learning and childcare to eligible two year olds was attached at appendix 1 to the report and the performance indicator attached at appendix 2.

The report contained information about the new early learning and childcare entitlements introduced by The Children and Young People (Scotland) Act 2014. Within West Lothian it was decided to offer early learning and childcare to eligible two year olds in a mix of council establishments and partner establishments. New partnerships were established with playgroups, which offered an age appropriate blend of early learning and childcare, and also with childminders. The new partnership recognised that both childminders and playgroups were important sectors within childcare provision in West Lothian. The new partnerships also ensured that eligible children in all areas of the council could be offered provision.

The Panel was advised that there had been a significant increase in uptake of the service which was achieved by publicising the service and by writing directly to the parents of every known two year old in West Lothian informing them of the existence of the service. Education Services also assisted parents in applying and providing the necessary information required.

The Panel was asked to note the increase in uptake of early learning and childcare by parents of eligible two year olds.

Decision

1. To note the terms of the report; and
2. To note that the Panel congratulated staff involved for the excellent work carried out leading to a significant increase in the uptake of the service.

6. REVIEW OF YEAR 13 OF THE YOUTH MUSIC INITIATIVE IN ACADEMIC YEAR 2015/16

A report had been circulated by the Head of Education (Learning, Policy and Resources) providing details of the work achieved through Year 13 of the Youth Music Initiative in academic year 2015/16. The Youth Music Initiative Year 13 Report August 2015 to June 2016 was attached as an appendix to the report.

The report advised that Community Arts successfully applied to Creative Scotland for Year 13 funding for the Youth Music Initiative programme for 2015/16 and received the maximum award available of £246,228. The funding was used to commission specialist individuals and organisations to deliver a range of music education projects for schools in West Lothian.

A summary of the projects were outlined in the appendix to the report. In total eighteen music education projects were delivered enabling pupils and teachers to participate in a range of creative music-making activities.

Members of the Panel were then advised that West Lothian Council took part in a project to set a new Guinness World Record for the largest African Drum Ensemble in the world. Pupils took part in workshops in school and staff attended a CPD session. Pupils were taught an original African Drum Ensemble score which they played at the event held in June 2016. The children successfully achieved their goal as 476 Djembe drummers were counted and verified by an official Guinness World Record judge.

Finally, it was noted that the Youth Music Initiative enabled participants to embrace the principles and capacities of Curriculum for Excellence through a high quality programme of music-making activities. Community Arts continued to manage the Youth Music Initiative. Year 14 activities were underway and an application was being developed for Year 15, 2017/18.

The Panel was asked to note the contents of the report and appendix to the report.

Decision

1. To note the contents of the report; and
2. To record the Panel's appreciation of the work achieved through Year 13 of the Youth Music Initiative.

7. WRAPAROUND CARE - HOLIDAY PROVISION

A report had been circulated by the Head of Education (Learning, Policy and Resources) providing details of the new model of provision for wraparound care offered on days that schools and early learning and childcare establishments were closed.

The report explained that the current wraparound care model required parents/carers to pay for sessions booked, whether they were used or not, on all days that wraparound care was offered. This model resulted in parents/carers being charged for their regular sessions on those days that wraparound care was offered, but on which schools and early learning and childcare provision were closed.

The Service Manager, Policy and Performance, advised the Panel that within the current session a number of users objected to being billed for days on which they decided not to use the service offered. This was attributed mainly to the new model of wraparound care introduced to complement full day early learning and childcare provision where parents purchased up to two hours between 4.00 p.m. and 6.00 p.m. In light of the complaints received it was deemed appropriate to review the current practice.

The proposed changes outlined within the report were designed to benefit working parents/carers by ensuring they were only charged for the days of wraparound care that they actually used. Income would, however, require to be closely monitored to ensure that wraparound care remained self-financing and any deficit would require to be offset by increased sessional charges for holiday and/or term-time wraparound when these were reviewed on an annual basis. It was proposed that the changes would commence from 1 January 2017.

The provision of wraparound care can be expected to be reviewed again in light of the anticipated expansion of early learning and childcare from 600 to 1140 hours.

Decision

1. To note the terms of the report; and
2. To agree that the report be forwarded to an appropriate meeting of the Education Executive for approval.

8. WORKPLAN 2016-17

A copy of the workplan 2016/17 had been circulated for information.

A typographical error was highlighted as the Attendance Policy was scheduled to be submitted for consideration at the meeting of the Education PDSP on 10 January 2017 and not 1 January 2017 as recorded in the workplan.

Decision

To note the workplan, subject to noting the typographical error highlighted.



EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL

ACHIEVEMENT OF CURRICULUM FOR EXCELLENCE LEVELS 2015/16

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

A. PURPOSE OF REPORT

To inform the Policy Development and Scrutiny Panel of the publication of achievement of Curriculum for Excellence (CFE) Levels 2015/16 and the performance of West Lothian pupils.

B. RECOMMENDATION

To note the publication of achievement of CFE Levels 2015/16 and the performance of West Lothian pupils.

C. SUMMARY OF IMPLICATIONS

I Council Values	Focusing on our customers' needs; being honest, open and accountable; providing equality of opportunities; developing employees; making best use of our resources; working in partnership.
II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	The achievement of CFE Levels data will be used to improve attainment, in line with the Council's Attainment Strategy.
III Implications for Scheme of Delegations to Officers	None.
IV Impact on performance and performance Indicators	Achievement of CFE Levels provides additional performance information which will be used by schools and the authority to drive improvement in attainment as reflected in Performance Indicators.
V Relevance to Single Outcome Agreement	Achievement of CFE Levels provides additional performance information which will be used by schools and the authority to drive improvement as reflected in Single Outcome Agreement Performance Indicators.
VI Resources - (Financial, Staffing and Property)	Within agreed Education Revenue Budget.
VII Consideration at PDSP	Underway
VIII Other consultations	None

D. TERMS OF REPORT

The Scottish Government has published data relating to the Achievement of Curriculum for Excellence (CfE) Levels. The data relates to all pupils in Primary 1, Primary 4, Primary 7 and Secondary 3 in publicly funded schools.

It measures national performance in aspects of literacy (i.e. reading, writing, and listening and talking) and numeracy, and reports on the proportion of pupils who have achieved the expected CfE level, based on teacher professional judgements, relevant to their stage.

The information is based on teacher professional judgements as at June 2016.

Key National findings are as follows:-

- The proportion of pupils achieving the CfE level relevant for their stage is generally highest for listening and talking and lowest for writing across all primary and secondary stages.
- The proportion of pupils achieving the CfE level relevant for their stage falls throughout the primary stages.
- The proportion of S3 pupils achieving CfE Third Level or better is between 84 and 87 per cent for each curriculum area (i.e. reading, writing, listening and talking, and numeracy).
- For each curriculum area, a higher proportion of pupils living in the least deprived areas achieve the CfE level relevant to their stage compared to pupils living in the most deprived areas (i.e. there is an attainment 'gap').
- For each curriculum area, the percentage point difference between the proportion of pupils who live in the least deprived areas compared with pupils who live in the most deprived areas (i.e. the attainment 'gap') achieving the CfE level relevant to their stage widens throughout the primary stages.
- For each curriculum area, the percentage point difference between the proportion of S3 pupils who live in the least deprived areas compared with S3 pupils who live in the most deprived areas (i.e. the attainment 'gap') achieving CfE Third Level or better narrows to a similar magnitude to those seen in Primary 1. However, the attainment 'gap' for S3 pupils achieving CfE Fourth Level is generally similar to that seen in Primary 7 for reading and writing, but widens further for listening and talking, and numeracy.

The published data is recognised by the Scottish Government as 'experimental' as it is still under development. It is appropriate, however, to examine the performance of West Lothian Schools in the national context. Key features of the achievement of West Lothian pupils are as follows:-

- The percentage of pupils achieving the expected levels in **reading** are broadly in line with the Scottish average at P1, 4 and 7, and above the Scottish average at both the third and fourth level in S3.
- The percentage of pupils achieving the expected levels in **writing** are broadly in line with the Scottish average at P1, 4 and 7, and above the Scottish average at both the third and fourth level in S3.

- The percentage of pupils achieving the expected levels in **listening and talking** is above the Scottish average at all stages.
- The percentage of pupils achieving the expected levels in **numeracy** equal the Scottish average at P1, is below the Scottish average at P4 and P7, and above the Scottish average at both the third and fourth level in S3.

The percentage of pupils achieving expected levels, compared to the Scottish average is presented below.

Percentage of Pupils Achieving Expected Levels By Stage (Scottish Average in Brackets)

	P1 Early Level	P4 First Level	P7 Second Level	S3 Third Level or better	S3 Fourth Level
Reading	80% (81%)	74% (75%)	70% (72%)	91% (86%)	55% (39%)
Writing	78% (78%)	71% (69%)	64% (65%)	89% (84%)	44% (37%)
Listening and Talking	86% (85%)	84% (81%)	79% (77%)	91% (87%)	54% (41%)
Numeracy	84% (84%)	68% (73%)	60% (68%)	90% (86%)	55% (49%)

E CONCLUSION

The Policy Development and Scrutiny Panel is asked to note the publication of achievement of CFE Levels 2015/16 and that the performance of West Lothian pupils is above the Scottish average in all measures in S3.

The detailed information on pupils' achievement of the expected CfE level, based on teacher professional judgements, relevant to their stage provides an additional source of information which will be used by Headteachers, and teachers in the classroom, and by the Quality Improvement Team and the Performance Team in their work with individual schools to raise attainment in line with the Raising Attainment Strategy 2015/17.

All schools have identified the pupils living in the most deprived areas, and will use performance information to identify strategies to reduce the attainment gap, through, for example additional, targeted support for vulnerable groups.

F BACKGROUND REFERENCES

None.

Appendices/Attachments:

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

Donna McMaster
Head of Education (Curriculum, Quality Improvement and Performance)

Date of Meeting – 10 January 2017



EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL

REVIEW OF THE RAISING ATTAINMENT STRATEGY

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

A. PURPOSE OF REPORT

To inform the Policy Development and Scrutiny Panel of progress against the planned actions and targets within the Raising Attainment Strategy 2015/17.

B. RECOMMENDATION

To note the progress made in implementing the actions and achieving the targets within the Raising Attainment Strategy 2015/17.

C. SUMMARY OF IMPLICATIONS

I Council Values	Focusing on our customers' needs; being honest, open and accountable; providing equality of opportunities; developing employees; making best use of our resources; working in partnership.
II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	
III Implications for Scheme of Delegations to Officers	None.
IV Impact on performance and performance Indicators	The strategy is designed to raise educational attainment and to close the gap in educational outcomes, both of which outcomes are reflected in performance indicators.
V Relevance to Single Outcome Agreement	Education attainment is reflected in Performance Indicators within the Single Outcome Agreement.
VI Resources - (Financial, Staffing and Property)	Within agreed Education Revenue Budget.
VII Consideration at PDSP	Underway.
VIII Other consultations	There has been consultation with

headteachers, the professional associations, teachers, parents and partners throughout the implementation of the Raising Attainment Strategy.

D. TERMS OF REPORT

D.1 Background

West Lothian Council is committed to delivering the best possible outcomes for children and young people, in line with the Single Outcome Agreement outcome that our children will make the best possible start in life. The Raising Attainment Strategy 2015/17 sets out how the council will raise the quality and value of service provision and how this will support the corporate priorities of raising attainment and narrowing the attainment gap.

There are two features that allow tracking of progress in the strategy outcomes and measurable achievement:

1. Performance indicators that are linked to the two strategy outcomes.
2. An action plan comprising actions with defined outcomes, timescales and responsible officers.

This report provides an update on performance in school year 2015/16, and on progress in the action plan to date.

D.2 Strategy Outcomes

The Raising Attainment Strategy 2015/17 is designed to:-

- 1) increase attainment across all West Lothian Schools and for all West Lothian learners, and
- 2) increase equity, based on socio-economic factors, in educational outcomes 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 well-being of the community in West Lothian.

The Raising Attainment Strategy has two outcomes: raising attainment and closing the gap.

D.3 Performance Scorecard

The strategy scorecard is a reporting tool for monitoring progress against the performance indicators in each strategy outcome. It offers a way of tracking achievement in the key activities and identifying areas for improvement.

The scorecard provides a report on performance in school year 2015/16 across the whole strategy and is included in Appendix 1.

Six performance indicators were identified to monitor progress of Outcome 1: Raising attainment, and a further nine performance indicators were identified to measure progress of Outcome 2: Closing the Gap.

Current performance shows 13 indicators at green status, 0 indicators at amber and 2 indicators at red.

A commentary on the performance and the corrective action that will be taken to address the performance indicator that was triggering as red is outlined:

Outcome 2 – Closing the Gap

Indicator:- SOA1302 14 - Percentage of primary, secondary, special schools and pre-school establishments receiving positive inspection reports

Status: Red

Target: 100% (School year 2015/16)

Performance 83% (School year 2015/16)

This indicator shows the percentage of Primary, Secondary and Special Schools and Pre-School Education Establishments receiving a positive inspection report. A positive inspection report from Education Scotland is defined in the 'Scotland Performs' National Performance Framework as the three reference quality indicators being evaluated as satisfactory or above.

The percentage of schools receiving a positive inspection report from Education Scotland decreased from 100% to 83% between 2014/15 and 2015/16. Six schools were inspected and reports published in 2015/16 (Cedarbank School, Linlithgow Primary School, Linlithgow Nursery Class, St John Ogilvie Primary School, St Thomas' Primary School and West Calder High School).

Following inspection all schools produce an action plan to improve performance, and this is submitted for scrutiny to the Education Quality Assurance Sub-Committee.

In West Calder High School one indicator was judged as weak, a new leadership team is leading improvement in the school, supported by the Quality Improvement Team and the Performance Team.

The target will remain at 100% for session 2016/7.

Indicator - SOA1301 14 - Gap between the Annual P1 End of Year Performance in Primary Schools (PIPS) Scores of the Lowest 20% and the Highest 20%.

Status:

Red

Target: 6 (School year 2015/16)

Performance 7.5 (School year 2015/16)

This indicator measures the gap in performance between the lowest 20% and the highest 20% of pupils based on their Scottish Index of Multiple Deprivation. These pupils are identified by the Scottish Index of Multiple Deprivation as living in the 20% most and 20% least deprived datazones nationally. All P1 pupils are assessed at the beginning and end of their P1 year in reading, phonics and mathematics using Adaptive PIPS assessment. Overall scores are based on the pupil's raw score and their age on the date they undertook the assessment, and are standardised around a Scottish average of 50.

Assessment information in June 2016 shows that the gap between the average scores of these groups of pupils is 7.5. This is higher than the 2015 gap of 6.6 and the target for 2016 of 6.0, with the result that the gap has increased. However this is still less than one standard deviation of a difference between the groups. In other words, the variation is within the range of scores that individual pupils could be expected to achieve. In 2015 the average score of the most deprived was 45.9 and the average score of the least deprived was 52.5 thus generating a gap of 6.6. The 7.5 gap in 2016 is a result of the average score of the most deprived being 45.8 and the average score of the least deprived being 53.3. The difference in the score of the most deprived 20% is 0.1 over this one year period. All of these scores are within one standard deviation of the Scottish consortium mean, the range of scores that individual pupils could be expected to achieve.

Thresholds will be increased to 10 (red) and 7.5 (amber) in order to recognise that the range of scores that individual pupils could be expected to achieve is wider than current thresholds allow for. Approximately 50% of pupils can be expected to fall between 40 and 60, as scores are standardised around 50.

The target for 2016/17 has been set at 7 which will be challenging.

The proposed new National Assessment at P1 may result in data being produced in a different format, with the result that this indicator may require to be revised at that time.

D.4 Achievement of Targets

Over the period of the strategy the percentage of students attaining 3+ and 5+ at Level 6 (Higher Grade or equivalent) has continued to improve. The 2016 examination results for Level 6 (Higher Grade or equivalent) are the highest ever attainment at this level achieved by West Lothian Council students.

The following challenging performance targets contained in the Raising Attainment Strategy have been achieved one year ahead of schedule, and new targets put in place:-

Outcome 1 – Raising Attainment

Percentage Pupils in S5 Achieving 3+ Qualifications at Level 6 (Higher Grade or equivalent) by end of S5

2017 target – 39%; 2015/16 actual 40%; revised 2016/17 target 41%

Percentage of Pupils in S5 Achieving 5+ Qualifications at Level 6 (Higher Grade or equivalent) by end of S5

2017 target – 22%; 2015/16 actual 22%; revised 2016/17 target 23%

Outcome 2 – Closing the Gap

Percentage of School Leavers Achieving Qualifications at National Level 4 in Numeracy

2017 target - 85%; 2015/16 Actual 93%; revised 2016/17 target 94%

D.5 Strategy Actions

There are nine actions which support the delivery of the Raising Attainment Strategy outcomes. All of these actions are active. The nature of the tasks associated with raising attainment and closing the gap is that they are expected to continue to be implemented on an ongoing basis as each new cohort of learners enters education, and progresses through its stages. Active is, therefore, the expected status of each of these actions.

The update for each action is included in Appendix 2, and the progress of the active actions is outlined below:

D.6	Action:	Increase Ambition and Aspiration
	Status:	Active
	Objective	School - The culture, systems and practice in every school and classroom are based on 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. School Community - The school community is a place where everyone feels valued and sustained intervention strategies fostered through effective partnership working secures sustained progression for all children and young people. Local Authority - 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.

Update on Action

Implementation of GIRFEC continues in all schools, supported by training delivered by Education Psychologists.

West Lothian students continue to participate in opportunities to attend summer programmes at Higher Education Institutions, including LEAPS, aimed at pupils from homes where they would be the first to attend Higher Education, contributing to the objective of closing the gap, and programmes at Heriot Watt University.

Partnership with West Lothian College has increased the range of opportunities available, including include HNC awards in Engineering and Computing. Additional HNCs in Hospitality, Accounting and Creative Industries are now being offered with a planned expansion to the range of courses offered in future years. Offering an extended and enhanced range of opportunities in the senior phase is in line with the principles of Developing the Young Workforce.

Regular attainment visits by the Head of Service in the primary and secondary sector, and validated self evaluations in all sectors ensure the implementation of individualised learning and differentiation.

Action:	Develop Effective Leadership
Status:	Active
Objective:	School – Every class teacher is supported and challenged to be a reflective professional who takes responsibility for leading effective learning in the classroom and pro-actively engages in the development and use of research based strategies and practices through collaborative working. Collaborative working ensures individual and collective responsibility for raising attainment. School Community – 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. Local Authority – West Lothian Council recruits, values and retains top quality teachers and other staff. Implement framework for developing leaders at all levels. Promote and facilitate collaborative working between schools and sectors, to develop capacity for self improvement within schools.

Update on Action

Schools work together in clusters, hubs and trios (in the primary sector) to share and develop excellent practice.

Headteachers' Meetings have been revised to focus on collaborative working to address priorities identified by Headteachers.

The programme of Validated Self Evaluation facilitates supports schools and headteachers to implement effective, distributed leadership, and appropriate professional responsibility amongst all practitioners.

Professional Update has been implemented. West Lothian Council continues to work in partnership with neighbouring authorities and higher education institutions to support and develop leadership amongst headteachers.

Action: Analyse Data Rigorously

Status: Active

Objective: School – 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.
School Community – 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.
Local Authority – Overall attainment continues to improve. Focused support leads to improvements in attainment performance.

Update on Action

One of the Moving Forward in Learning work streams, comprising central and school based staff, is improving understanding of tracking, monitoring and moderation. All schools are making greater use of data from adaptive testing and Insight than ever before, and ensuring that data is used by all practitioners to support improvement.

The work of the performance team has been refocused on providing schools with the data necessary to drive improvement. This is backed up by performance visits which ensure that appropriate data analysis is used in each secondary school to maximise attainment at pupil, class, department and school level.

Overall attainment results, as evidenced by the performance indicators supporting this strategy, continue to improve.

Action: Develop Excellent Learning and Teaching

Status: Active

Objective: School – 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.
School Community – the curriculum meets the needs of all learners and delivers their entitlement to the broad general education and to the senior phase.
Local Authority – the quality of learning and teaching is consistently high in all West Lothian schools. Life chances for learners are improved through entitlement to a high quality curriculum in every school.

Update on Action

Staff skills are enhanced through collaboration, and personal responsibility for professional development. Networks of staff facilitate collaboration across schools. Teachers participate in action research, and apply the results of research appropriately, supported by educational psychologists.

A focus on quality is ensured by external inspection, and internal Validated Self Evaluations. The VSE process will focus on school practice including differentiation and pupils understanding of and engagement in their learning.

Life chances for learners, as evidenced by progression to positive destinations, continue to improve for West Lothian pupils.

Action: Develop Successful Learners

Status: Active

Objective: School - Learners make good progress in their learning and know what they need to do to improve. Learners' views are taken into account on all aspects of how and what they learn.
School Community – Learners views inform school improvements.
Local Authority – Learners views inform service improvements.

Action Update

The involvement of pupils in their own learning is a key component of successful classroom practice and is assessed through the Validated Self Evaluation process.

Consultation with learners takes place at a school and authority level, through pupil councils and surveys and focus groups at authority level.

Attainment, as evidenced by the Performance Indicators included in this strategy, continues to rise, demonstrating the success of learners.

Action: Increase Parental, Family and Community Engagement.

Status: Active

Objective: School – parents/carers' views inform school improvement.
School Community – parents/carers are enabled to help their children learn and improve.
Local Authority - Children and young people who have the greatest needs and risks are well supported.

Action Update

Parents/carers are involved through Parent Councils, which are supported by schools and centrally based officers. Regular reporting on progress. One of the Moving Forward in Learning Workstreams is focusing on improving reporting, in order that it contributes effectively to improvement.

The Parental Involvement Framework has been launched and is being implemented. The main focus of the framework is to support parental involvement in the learning of their own children. This framework will be reviewed in light of forthcoming national advice.

The West Lothian Parent Council Forum contributes to parental involvement at a strategic level.

Effective joint work continues with Social Policy and other partners including health and the police to deliver children's services.

Action: Delivering Positive Outcomes and Early Interventions in Early Learning
Status: Active
Objective: School - All children access high quality teacher led early learning and childcare.
School Community – Children of families in the lowest income groups benefit from additional early learning opportunities.
Local Authority – All entitled children access a greater level of choice and flexibility with regards to extended hours.

Action Update

The number of eligible two year olds benefiting from yearly learning and childcare more than doubled between 2014/15 and 2015/16 as a result of promotion of the service, most importantly by writing to the parent/carer of every known two year old using information held on the central pupil placement database. This communication was combined with the letter outlining options for three year olds and so was achieved at no additional cost, and proved very effective.

The number of children benefiting from full day placements, and wraparound care, both expanded to increase flexibility and choice, and meet the needs of working parents, have both increased from 2014/15 to 2015/16.

New covalent performance indicators measure uptake of two-year old provision, full day placements and wraparound care.

Nurture groups have been maintained within the primary sector.

Action: Improving Literacy and Numeracy for all Learners
Status: Active
Objective: School – Children benefit from better quality learning and teaching of literacy and numeracy.
School Community – Practitioners skills and knowledge in learning and teaching in literacy and numeracy are effective and contribute to raised attainment.
Local Authority – Every establishment improves the learning and teaching of literacy and numeracy.

Action Update

The Numeracy and Mathematics Framework is currently being revised and updated in light of the national Making Maths Count report. The Literacy Frameworks at first and second levels are currently being revised and updated in line with the revised early level frameworks. Arrangements for assessment and moderation are being reviewed and updated in line with revised national guidance for Literacy and English and Numeracy and Mathematics.

Action: Improve Health and Well-being for all Learners

Status: Active

Objective: School – Targeted resources help narrow the attainment gap.
School Community – Effective partnership working helps narrow the attainment gap. The well-being, learning and achievement of vulnerable and disadvantaged children and families are improved.
Local Authority - learners are safe, healthy, achieving, nurtured, attaining, respected and responsible and included.

Action Update

Resources are targeted to improve attainment at schools most in need through the Scottish Attainment Challenge.

Support for nurture groups is targeted at those schools in the areas of greatest socio-economic deprivation.

Additional support in the form of free school meals and generous clothing grants are targeted at learners in most need.

Free school meal provision during the school holidays is being piloted.

Schools are using the GIRFEC Indicators with partners to evaluate and improve the health and well-being of every child.

Partnership supports work to reduce the negative impact of drugs and alcohol on children and families.

E CONCLUSION

The Raising Attainment Strategy 2015/17 sets out how the council will raise attainment and narrow the attainment gap.

The report provides the highlights to date in terms of the performance and the action plan, demonstrating that the council is making good progress in the targeted outcomes and objectives of the strategy.

The Raising Attainment Strategy will continue to be updated as appropriate, with the next review to reflect the implementation of the National Improvement Framework, and the new duty to address the negative impact of socio economic disadvantage, and the planning and reporting arrangements associated with them.

F BACKGROUND REFERENCES

None.

Appendices/Attachments: 1
Appendix 1: Raising Attainment Strategy Scorecard

Contact Person: Andrew Sneddon, Service Manager – Policy and Performance
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Donna McMaster
Head of Education (Curriculum, Quality Improvement and Performance)

Date of Meeting – 10 January 2017

Corporate Strategy - Raising Attainment Strategy 2015-17

Data Label : OFFICIAL

Report Author: Andrew Sneddon
Generated on: 15 November 2016 14:26

Corporate Strategy - Raising Attainment Strategy 2015-17

(a) Outcome 1 - Raising Attainment

Status	Performance Indicator	Last Update	Current Value	Current Target	Lead officer(s)
	CP:EDSCH46_9b.1a Age Equivalent Score for Reading - Primary 7 Pupils.	2015/16	11.6	11.5	.Head of Education(Quality Assurance - J Cameron)
	CP:EDSCH47_9b.1a Age Equivalent Score for General Mathematics - Primary 7 Pupils.	2015/16	10.8	10.8	.Head of Education(Development - D McMaster)
	CP:EDSCH48_9b.1a Age Equivalent Score for Mental Arithmetic - Primary 7 Pupils.	2015/16	10.7	10.6	.Head of Education(Quality Assurance - J Cameron)
	CP:EDSQA69_9b.1c Percentage Pupils in S5 Achieving 3+ Qualifications at SCQF Level 6 by end of S5.	2015/16	40%	39%	.Head of Education(Quality Assurance - J Cameron)
	CP:EDSQA70_9b.1c Percentage of Pupils in S5 Achieving 5+ Qualifications at SCQF Level 6 by end of S5.	2015/16	22%	21%	.Head of Education(Quality Assurance - J Cameron)
	SOA1302_14 Percentage of primary, secondary, special schools and pre-school establishments receiving positive inspection reports	2015/16	83%	100%	(R)SOA13 Admin

(b) Outcome 2 - Closing the Gap

Status	Performance Indicator	Last Update	Current Value	Current Target	Lead officer(s)
	EDSCH043_9b.1a Age Equivalent Score in P7 of Pupils in Lowest 20% - Reading.	2015/16	10.9	11	.Head of Education(Development - D McMaster)
	EDSCH044_9b.1a Age Equivalent Score in Primary 7 of Pupils in Lowest 20% - General Mathematics.	2015/16	10.3	10.2	.Head of Education(Development - D McMaster)
	EDSCH045_9b.1a Age Equivalent Score in Primary 7 of Pupils in Lowest 20% - Mental Arithmetic.	2015/16	10.1	10.1	.Head of Education(Quality Assurance - J Cameron)
	CP:EDSQA74_9b.1c Percentage of School Leavers Achieving Qualifications at National Level 4 in Numeracy	2015/16	89%	89%	.Head of Education(Quality Assurance - J Cameron)

	CP:EDSQA75_9b.1c Percentage of School Leavers Achieving Qualifications at National Level 4 in Literacy.	2015/16	93%	94%	.Head of Education(Quality Assurance - J Cameron)
	EDSQA76_9b.1c Percentage of School Leavers Acheiving Qualifications at National Level 3 in Literacy	2015/16	98.3%	98%	.Head of Education(Quality Assurance - J Cameron)
	EDSQA77_9b.1c Percentage of School Leavers Acheiving Qualifications at National Level 3 in Numeracy	2015/16	98.3%	98%	.Head of Education(Quality Assurance - J Cameron)
	SOA1301_13 Average Annual P1 End of Year Performance in Primary Schools (PIPS) Score	2015/16	49.1	48.5	(R)SOA13 Admin
	SOA1301_14 Gap between the Annual P1 End of Year Performance in Primary Schools (PIPS) Scores of the Lowest 20% and the Highest 20%.	2015/16	7.5	6	(R)SOA13 Admin



EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL

ADULT LEARNING DEVELOPMENTS

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

A. PURPOSE OF REPORT

The purpose of the report is to update the PDSP on the new Adult Learning Service which was implemented on 1 September 2016.

B. RECOMMENDATION

It is recommended that the panel notes the content of the report and in particular the contribution of Adult Learning to the national pilot for the Adult Achievement Award, the contribution to West Lothian's Anti-Poverty Strategy and developments in family learning provision focused on families facing disadvantage.

C. SUMMARY OF IMPLICATIONS

I Council Values	Focusing on our customers' needs; being honest, open and accountable; providing equality of opportunities; making best use of our resources; and working in partnership
II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	None.
III Implications for Scheme of Delegations to Officers	None.
IV Impact on performance and performance Indicators	None
V Relevance to Single Outcome Agreement	<p>Adult Learning services contribute mainly to the following outcomes:</p> <ul style="list-style-type: none"> • We are better educated and have access to increased and better quality learning and employment opportunities. • We live longer, healthier lives and have reduced health inequalities
VI Resources - (Financial, Staffing and Property)	One year Scottish Funding Council funding contributes to ESOL provision.

VII Consideration at PDSP	Underway
VIII Other consultations	A performance report was provided to Culture and Leisure PDSP on 8 th December 2016.

D. TERMS OF REPORT

D1 Background

The creation of the Adult Learning service formed part of the implementation of the NA4 restructure and sought to bring together services previously delivered by ABE and CLD Adults. The Adult Learning service was implemented on 1st September 2016 and is responsible for developing a range of activity which:

- delivers positive outcomes on health and wellbeing;
- supports digital and financial inclusion;
- improves accredited learning and wider achievement opportunities;
- works with parents, including family learning; and
- supports improved skills in literacy, numeracy and English for Speakers of Other Languages (ESOL).

D2 Development

Since implementation, Adult Learning has begun a range of developments in line with the new remit. The team are contributing to raising attainment in schools by engaging with parents and developing family learning opportunities. Adult Learning have developed partnerships with the two primary schools currently in receipt of Scottish Attainment Challenge funding, targeting disadvantaged families to help parents to feel more confident in supporting their children's learning. The team have started to analyse need and begin initial engagement activities with families. In particular, it was identified that the majority of the target families at St Thomas' RC Primary had English as a second language. An adult learning worker is working with these parents to support their understanding of their children's phonics learning and their own English language development associated with this. Children and parents have then come together to share and practise their learning. Adult Learning are also currently negotiating an input for parents at St Kentigern's Academy as part of their Scottish Attainment Challenge programme. Elsewhere, Adult Learning are working with St Nicholas RC Primary in Broxburn to develop and deliver a Families and Schools Together programme to support parental engagement.

ESOL learning has been a key factor in supporting the Refugee Resettlement programme. Tutors have been able to offer intensive learning to the adults in all six Syrian families in West Lothian currently being supported by the programme which has already led to significant progress in spoken and written English. A partnership with Livingston Family Centre allows early years' children to receive support alongside their parents' ESOL learning. The partners work together to build parent's language and cultural understanding linked to Family Centre activities for the children which allow families to learn together.

The service has committed to taking part in phase two of the Adult Achievement Award national pilot. This ground breaking award provides adult learners the opportunity to gain accreditation that supports reflective learning approaches and progression to further learning. The award is context-free and so lends itself to being embedded within a range of Adult Learning delivery. Adult Learning have developed a partnership approach to delivery with West Lothian College which will allow for cost efficiencies and robust quality assurance processes.

Adult Learning co-ordinate the Digital Inclusion Working Group which forms part of West Lothian's Anti-Poverty Strategy. The team contributed to a range of activity delivered for Let's Get Online week in October which encouraged adults facing digital exclusion to engage with learning relating to use digital devices. Following evaluation, the working group partners are currently planning healthy living themed digital activities for Be Online 2017 in February. All activities will contribute to the West Lothian Techathlon Challenge to be launched in the new year.

E. CONCLUSION

The PDSP is asked to note the progress that has been made in implementing the Adult Learning team.

F. BACKGROUND REFERENCES

The Requirements for Community Learning and Development (Scotland) Regulations 2013

http://www.educationscotland.gov.uk/images/cldregulationslaquidance_tcm4-829886.pdf

Scottish Government, Adult Literacies in Scotland 2020: Strategic Guidance, 2011

<http://www.scotland.gov.uk/Resource/Doc/339854/0112382.pdf>

Scottish Government, The Adult ESOL Strategy for Scotland, 2007

<http://www.scotland.gov.uk/Resource/Doc/176977/0050036.pdf>

Appendices/Attachments: None

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

Date: 10 January 2017

EDUCATION PDSP WORKPLAN 2016-17

Title	Purpose	Lead Officer	Frequency	PDSP	Referral to Education Executive
Review of the Raising Attainment Strategy	To update members of the review of the Raising Attainment Strategy	Donna McMaster	One Off	10/01/2017	17/01/2017
Adult Learning Developments	To update members of adult learning developments	James Cameron	One Off	10/01/2017	No
Achievement Of Curriculum For Excellence Levels 2015/16	To inform members of the publication of achievement of CFE levels for 2015/16	Donna McMaster	Annual	10/01/2017	No
Out Of School Care Survey	To inform member of the outcome of the Out of School Care Survey	Andrew Sneddon	Bi-annual	21/03/2017	No
Digital Learning	To inform members of the progress of Digital Learning and schools network infrastructure in West Lothian (to include a presentation).	Laura Compton	One Off	21/03/2017	No
Positive Relationships and Health and Wellbeing	To update members on Positive Relationships and Health and Wellbeing	Alison Raeburn	One Off	21/03/2017	28/03/2017
Attendance Policy	To inform members of the updated Attendance Policy	Alison Raeburn	One Off	21/03/2017	28/03/2017
Youth Music Initiative Year 15 Application Annual	To inform members of progress with the Youth Music Initiative (YMI) Year 15 application to Creative Scotland who grant the funding for YMI	Laura Tyrrell	Annual	21/03/2017	28/03/2017
ERASMUS + Project 'PRACTICE'	To inform PDSP of the ERASMUS funded project between West Lothian Council and Hochsaurlandkries	Michelle Robertson		21/03/2017	28/03/2017

Title	Purpose	Lead Officer	Frequency	PDSP	Referral to Education Executive
New Model Inspection Process	To inform elected members of the new model of inspection process.	Phyllis Wood	One Off	TBC	No