

MINUTE of MEETING of the EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL of WEST LoTHIAN COUNCIL held within COUNCIL CHAMBERS, WEST LoTHIAN CIVIC CENTRE, on 10 JANUARY 2017.

Present – Councillors David Dodds (Chair), Stuart Borrowman, Dave King (substitute for Lawrence Fitzpatrick), Anne McMillan (substitute for John McGinty) and Andrew Miller; Appointed Representatives Elsie Aitken, Myra Macpherson, Lynne McEwen and Margaret Russell.

Apologies – Councillors Lawrence Fitzpatrick, John McGinty and Jim Walker; Appointed Representatives Eric Lumsden and John MacKinnon; Bridget Meisak (WL Voluntary Sector Gateway).

1. DECLARATIONS OF INTEREST

There were no declarations of interest made.

2. MINUTE

The Education Policy Development and Scrutiny Panel confirmed the minute of its meeting held on 15 November 2016. The minute was then signed by the Chair.

3. ACHIEVEMENT OF CURRICULUM FOR EXCELLENCE LEVELS 2015/16

(a) Presentation by the Head of Education (Curriculum, Quality Improvement and Performance)

The Director addressed the meeting, informing the Panel that the published data relating to the Achievement of Curriculum for Excellence related to all pupils in Primary 1, Primary 4, Primary 7 and Secondary 3 in publicly funded schools. The data was recognised by the Scottish Government as 'experimental' as it was still under development, however, the Director was confident that the data submitted to the Scottish Government by West Lothian was robust and reliable.

The Head of Education (Curriculum, Quality Improvement and Performance) then gave a presentation on aspects of the Achievement of Curriculum for Excellence, and providing details of the national picture and the performance of West Lothian pupils.

A presentation slide provided a table showing the percentage of pupils achieving expected level by stage. The stages were P1 Early Level, P4 First Level, P7 Second Level, S3 Third Level or Better, S3 Fourth Level. Comparative Scottish average figures were also shown in the table.

In relation to teacher judgement, the Panel heard that thorough and

robust processes were currently in place and work was on going with the Performance Team to introduce measures aimed at improving teacher judgement.

(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 publication of Achievement of Curriculum for Excellence (CfE) Levels 2015/16 and the performance of West Lothian pupils.

The Panel was informed that published data relating to the Achievement of Curriculum for Excellence related to all pupils in Primary 1, Primary 4, Primary 7 and Secondary 3 in publicly funded schools. It measured national performance in aspects of literacy and numeracy, and reported on the proportion of pupils who had achieved the expected CfE level, based on teacher professional judgements, relevant to their stage. The information was based on teacher professional judgements as at June 2016.

The key national findings were outlined in the report. The Head of Education considered that it was appropriate for the Panel to examine the performance of West Lothian Schools in the national context. Key features of the achievements of West Lothian pupils were summarised as follows:-

- The percentage of pupils achieving the expected levels in reading were broadly in line with the Scottish average 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 were 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 was above the Scottish average at all stages.
- The percentage of pupils achieving the expected levels in numeracy equal to the Scottish average at P1, was below the Scottish average at P4 and P7, and above the Scottish average at both the third and fourth level in S3.

The Head of Education concluded that the publication of achievement of CfE Levels 2015/16 showed that the performance of West Lothian pupils was above the Scottish average in all measures in S3.

The detailed information on achievement of the expected CfE level,

based on teacher professional judgements, relevant to their stage provided an additional source of information which would be used by Headteachers, and teachers in the classroom, and by the Quality Improvement Team and the Performance Team in their work to raise attainment in line with the Raising Attainment Strategy 2015/17.

Finally, it was noted that all schools had identified the pupils living in the most deprived areas, and would use performance information to identify strategies to reduce the attainment gap.

The Panel was asked to note the publication of achievement of CfE Levels 2015/16 and the performance of West Lothian pupils.

#### Decision

1. To note the presentation providing an overview of Curriculum for Excellence Levels 2015/16 and providing an explanation about the data provided by West Lothian to Scottish Government.
2. To note the terms of the report.
3. To commend the Headteachers and officers for their work in relation to raising attainment for all children within West Lothian schools.

#### 4. REVIEW OF THE RAISING ATTAINMENT STRATEGY

A report had been circulated by the Head of Education (Curriculum, Quality Improvement and Performance) informing the Panel of progress against the planned actions and targets within the Raising Attainment Strategy 2015/17.

The Service Manager – Policy and Performance presented the report, informing the Panel that the Raising Attainment Strategy 2015/17 was designed to:-

- increase attainment across all West Lothian Schools and for all West Lothian learners, and
- increase equity, based on socio-economic factors, in educational outcomes across all West Lothian schools and for all West Lothian learners.

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

Appendix 1 to the report provided information on performance in school year 2015/16 across the whole strategy.

It was noted that from the 15 indicators identified to monitor progress, 13 indicators were at green status, 9 indicators at amber and 2 indicators were showing at red.

The report went on to provide commentary on the performance and the corrective action that would be taken to address the performance indicators that were triggering as red.

The Service Manager – Policy and Performance concluded that the Raising Attainment Strategy would continue to be updated as appropriate, with the next review reflecting 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.

Questions raised by Panel members were then dealt with by the Service Manager and the Head of Education. In particular, it was noted that assessment information had showed that the gap in performance between the lowest 20% and the highest 20% of pupils based on the Scottish Index of Multiple Deprivation had increased slightly, but had remained within one standard deviation of the Scottish consortium mean, the range of scores that individual pupils could be expected to achieve. The target set for 2016/17 would be challenging.

The Panel then heard details of the implementation of the Parental Involvement Framework. The main focus of the framework was to support parental involvement in the learning of their own children.

Finally, the Panel was informed that the number of eligible two year olds benefiting from early learning and childcare had more than doubled between 2014/15 and 2015/16 as a result of promotion of the service. New covalent performance indicators measured uptake of two-year old provision, full day placements and wraparound care.

The Panel was asked to note the progress made in implementing the actions and achieving the targets within the Raising Attainment Strategy 2015/17.

### Decision

To note the terms of the report.

## 5. ADULT LEARNING DEVELOPMENTS

A report had been circulated by the Head of Education (Learning, Policy and Resources) updating the Panel on the new Adult Learning Service.

The Panel was informed that the Adult Learning Service was implemented on 1 September 2016 and was responsible for developing a range of activity aimed at:

- delivering positive outcomes on health and wellbeing;

- supporting digital and financial inclusion;
- improving accredited learning and wider achievement opportunities;
- working with parents, including family learning; and
- supporting improved skills in literacy, numeracy and English for Speakers of Other Languages (ESOL).

The report went on to examine a number of activities developed by Adult Learning in line with the new remit. These were summarised as follows:-

- Partnerships had been developed with the two primary schools currently in receipt of Scottish Attainment Challenge funding, targeting disadvantaged families to help parents feel more confident in supporting their children's learning.
- In relation to the Refugee Resettlement programme, tutors had been able to offer intensive learning to the adults in all six Syrian families in West Lothian currently being supported by the programme.
- The service had committed to taking part in phase two of the Adult Achievement Award national pilot.
- Adult Learning contributed to a range of activity delivered for Let's Get Online week in October, encouraging adults facing digital exclusion to engage with learning relating to using digital devices.

It was recommended that the Panel note 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.

#### Decision

To note the terms of the report.

## 6. WORKPLAN

A copy of the workplan had been circulated for information.

#### Decision

To note the workplan.