



West Lothian
Council

Education Executive

West Lothian Civic Centre
Howden South Road
LIVINGSTON
EH54 6FF

5 October 2017

A meeting of the **Education Executive** of West Lothian Council will be held within the **Council Chambers, West Lothian Civic Centre** on **Tuesday 10 October 2017** at **10:00am**.

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 and declarations of interest in any urgent business
4. Confirm Draft Minute of Meeting of the Education Executive held on Tuesday 29 August 2017 (herewith).

Public Items for Decision

5. Early Learning and Childcare - Additional Graduate Commitment, Action Plan - Report by Head of Education (Learning, Policy and Resources) (herewith)
6. Early Learning and Childcare Expansion Plan - Report by Head of Education (Learning, Policy and Resources) (herewith)
7. Tracking and Monitoring Attainment in the Broad General Education

DATA LABEL: Public

(BGE) - Report by Head of Education (Curriculum, Quality Improvement and Performance) (herewith)

8. Education Governance - Response to Consultation on Fair Funding - Report by Head of Education (Learning, Policy and Resources) (herewith)

Public Items for Information

9. Pupil Equity Funding in West Lothian Council - Report by Head of Education (Curriculum, Quality Improvement and Performance) (herewith)
10. Education Reform - Improvement Collaboratives - Report by Depute Chief Executive (herewith)
11. New West Calder High School Update
 - (a) Report by Head of Finance and Property Services and Depute Chief Executive (herewith)
 - (b) Presentation

NOTE **For further information please contact Val Johnston on 01506 281604 or Eileen Rollo on 01506 281621**

MINUTE of MEETING of the EDUCATION EXECUTIVE of WEST LoTHIAN COUNCIL held within COUNCIL CHAMBERS, WEST LoTHIAN CIVIC CENTRE, on 29 AUGUST 2017.

Present – Councillors David Dodds (Chair), Lawrence Fitzpatrick, Stuart Borrowman, Harry Cartmill, Pauline Clark, Tom Conn, Peter Heggie, Chris Horne, Charles Kennedy, Dave King, Sarah King, John McGinty, Andrew McGuire, Andrew Miller, Cathy Muldoon, George Paul and Kirsteen Sullivan; Appointed Representatives Elsie Aitken, Heather Hughes, Myra Macpherson and Lynne McEwen; Parent Council Representative Eric Lumsden.

Apologies – Appointed Representative Margaret Russell

Absent – Councillor Moira Shemilt

1. DECLARATIONS OF INTEREST

There were no declarations of interest made.

2. MINUTE

- a) The Education Executive approved the minute of the meeting held on 20 June 2017 subject to noting that Margaret Russell's name was recorded as being present instead of Lynne McEwen. The minute was thereafter signed by the Chair.
- b) The Education Executive noted the contents of the correspondence arising from previous decisions.

3. NATIONAL IMPROVEMENT FRAMEWORK IMPROVEMENT PLAN

The Education Executive considered a report (copies of which had been circulated) by the Head of Education (Curriculum, Quality Improvement and Performance) informing members of the requirement to prepare a National Improvement Framework Improvement Plan (NIF).

The Senior Development Officer – National Improvement Framework and Pupil Equity Fund, advised the Education Executive of the following amendments to the report and NIF:

- Section E of the report, second sentence - the words 'and replace' should be removed.
- The report should also have included that an Equalities Relevance assessment had been undertaken.
- Page 3 of the NIF, 3rd paragraph - the second sentence should now read "As such, it is consistent with the Council's Corporate Plan"; and

- Page 21 of the NIF - Parental Engagement - last bullet point - amend "panning" to "planning".

The report explained that the Standards in Scotland's Schools etc Act 2000, as amended by the Education (Scotland) Act 2016, requires the preparation of an annual plan setting out:

- The steps the council would take to achieve the four key priorities of the National Improvement Framework, details of which were outlined within the report;
- The steps the council would take to reduce inequalities of outcome resulting from socio-economic disadvantage;
- The steps the council would take to involve a wide range of stakeholders, including head teachers, pupils, teaching unions and partners, in the discharge of the new statutory duty ('the Socio-Economic Duty') which requires the council to continually consider whether more could be done to help those pupils impacted by socio-economic disadvantage to achieve equality of outcome, and to give due weight to the outcome of those considerations when delivering school education.

The National Improvement Framework Improvement Plan, attached as an appendix to the report, would become the single strategic document driving forward improvement in the key priorities of raising attainment, closing the attainment gap, improving health and well-being and improving employability. The Plan demonstrated the strength of the existing coherent, strategic approach taken within West Lothian to achieving the four key priorities and set out clearly how this work would continue.

Officers then responded to questions from members of the Education Executive. In response to a question asking why the report had not been submitted to the Education Policy Development and Scrutiny Panel (PDSP), the Head of Education (Curriculum, Quality Improvement and Performance) advised that this was due to the statutory timescales involved for publication of the local plan, which was required by August 2017.

The Chair, on behalf of the Education Executive, commended officers for the very detailed and thorough report and acknowledged the excellent support provided to Head Teachers and staff to improve attainment in schools.

It was recommended that the Education Executive approve the National Improvement Framework Improvement Plan as West Lothian Council's strategic approach to driving forward improvement in the key priorities: raising attainment, closing the attainment gap, improving health and well-being and improving employability.

Decision

Approved the terms of the report.

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 (Learning, Policy and Resources) seeking approval to invite the Church appointed members of the Education Executive to attend the Church of Scotland Annual Education Conference scheduled to be held in Edinburgh on 14 September 2017. The draft programme for the one day event was attached as an appendix to the report. The cost to attend the event was £35 per person.

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 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 14 September 2017.

Decision

Approved the terms of the report.

5. S5 AND S6 SCQF EXAMINATION RESULTS 2017

The Education Executive considered a report (copies of which had been circulated) by the Head of Education (Curriculum, Quality Improvement and Performance) providing details of the performance of students in attaining Scottish Curriculum and Qualification Framework (SCQF) Awards at Level 6 (Higher or equivalent) in the S5 stage, and at Level 7 (Advanced Higher or equivalent, including HNC) in the S6 stage.

The report recalled that the Education Executive at its meeting of 6 December 2016, agreed to adopt the Scottish Credit and Qualifications Framework Awards as the key measure of attainment reported to members, parents and the public with effect from the 2017 exam diet. The Education Executive noted that moving to the SCQF framework was appropriate as it included and recognised an extended and enhanced range of achievement in the senior phase which was in line with the principles of Developing the Young Workforce.

Details of attainment at SCQF Level 6 in S5 and Level 7 in S6 were then outlined within the report providing a comparison over the period 2013 to 2017, which demonstrated that the attainment of West Lothian students has risen over the five year period. The Education Executive noted that attainment continued to improve through focused and rigorous application

of the Raising Attainment Strategy in all West Lothian schools.

Further details of school by school performance, and 5+ and 3+ Level 6 SCQF Awards at point of exit, would be presented to a future meeting of the Education Policy Development and Scrutiny Panel when further information was available from Insight.

During the course of the discussion members of the Education Executive commended staff and officers for supporting young people in West Lothian to achieve the excellent results in attainment.

It was recommended that the Education Executive:

- Notes that performance of S6 students in 1+, 3+ and 5+ Awards at SCQF Level 6 (Higher or equivalent) has risen in the five year period;
- Notes that SCQF examination performance of S6 students in 1+ Awards at Level 7 (Advanced Higher or equivalent, including HNC) has risen over the five year period and;
- Notes that further details of school by school performance, and 5+ and 3+ Level 6 SCQF Awards at point of exit, would be presented to a future meeting of the Education Policy Development and Scrutiny Panel.

Decision

To note the contents of the report.



EDUCATION EXECUTIVE

EARLY LEARNING AND CHILDCARE - ADDITIONAL GRADUATE COMMITMENT ACTION PLAN

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

A. PURPOSE OF REPORT

To inform the Policy Development and Scrutiny Panel of the proposed Early Learning and Childcare (ELC) Additional Graduate Commitment Action Plan which will ensure that West Lothian Council provides either an additional graduate or teacher within those nurseries which provide ELC to young children in the most deprived areas of the local authority.

B. RECOMMENDATION

To recommend to the Education Executive that it approve this report and appendix 1 as the Council's ELC Additional Graduate Commitment Action Plan.

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) | <p>The Early Learning and Childcare Additional Graduate Commitment – Action Plan has been written in response to the Scottish Government policy to expand provision of early learning and childcare from 600 to 1140 hours by 2020, as set out in its Planning Guidance for Local Authorities..</p> <p>Local Authorities will retain the statutory responsibility for ensuring that early learning and childcare is available to all eligible children in the area.</p> <p>Statutory Guidance has been issued in relation to early learning and childcare duties under the Children and Young People (Scotland) Act 2014.</p> |

No environmental, health or risk issues have been identified.

An equality relevance assessment has been undertaken.

III	Implications for Scheme of Delegations to Officers	None
IV	Impact on performance and performance Indicators	None
V	Relevance to Single Outcome Agreement	Our children have the best start in life and are ready to succeed.
VI	Resources - (Financial, Staffing and Property)	<p>Revenue costs (staffing) to be fully funded by Scottish Government – 15 Graduate posts and 4 teachers.</p> <p>2017/18 Aug – March - £436,000.</p> <p>2018/19 - £661,000.</p>
VII	Consideration at PDSP	Considered at PDSP on 12 September 2017.
VIII	Other consultations	<p>Parents/carers have been consulted on increased flexibility and choice in early learning and childcare. A further consultation is currently underway to inform the Early Learning and Childcare Expansion Implementation Plan.</p> <p>Initial consultation with the trade unions has commenced in relation to the Expansion Implementation Plan and ELC Additional Graduate Commitment Action Plan.</p>

D1 TERMS OF REPORT

Introduction

On the 18th January 2017 the Scottish Government made a commitment that children receiving early learning and childcare (ELC) must have access to qualified staff with expertise in early childhood learning and development in particular those young children who face the greatest disadvantages where additional support may be required to close the attainment gap.

In order to support this commitment the Scottish Government will provide local authorities with additional funding to appoint either a teacher or a graduate level practitioner in those nurseries which support children from the most deprived areas from August 2018. This commitment is to be delivered as part of the ELC Expansion Plan to provide 1140 hours of early learning and childcare for eligible children from August 2020.

D2 Key Aspect of the Commitment

The Scottish Government have determined that 435 (full time equivalent) additional graduates will be required to deliver the commitment, with West Lothian Council being allocated funding for 19 new positions.

These numbers are based on Care Inspectorate data in relation to the location of nurseries, and the latest Scottish Index on Multiple Deprivation (SIMD), which identifies that there are 432 nurseries located in the 20% most deprived postcode areas in Scotland.

It is expected that the commitment will be met through a combination of upskilling current practitioners and the recruitment of already qualified teachers or those with, or working towards, recognised graduate level qualifications within each local authority area.

D3 Deployment

The Scottish Government expect that the vast majority of identified nurseries in each local authority area will receive 1 full time equivalent graduate or teacher. However consideration will be given to nurseries within the private and third sectors where children from the most deprived areas attend.

The additional graduate post will not be included within the establishment's adult to child ratio. The exact nature of the role will vary by setting.

The posts will be deployed to those nurseries as outlined within Appendix 1 which have been identified using Scottish Index of Multiple Deprivation (SIMD) as being in the most deprived areas and where children residing in the most deprived areas reside.

D4 Policy Objectives for Additional Graduate Posts

The Scottish Government have outlined policy objectives for the posts :

To provide more children who face the greatest disadvantages with increased access to highly qualified staff with expertise in early childhood and development.

To provide additional support for those children who need it most in order to close the attainment gap.

To help narrow the gap in cognitive development that opens up before children start primary school.

Developing high quality relationships and interactions with children that promote wellbeing, and extend thinking and concept development.

To contribute towards the wider programme of work to reduce inequality.

To provide the opportunity for some existing Early Learning and Childcare practitioners to upskill.

D5 Role Outline

The Scottish Government has provided local authorities with a draft job description, which has been developed by the Additional Graduate Working Group which draws on the objective outline above and general responsibilities for the posts.

The expectation is that local authorities will use this job outline to undertake a job evaluation of the post using the agreed Council process for Scottish Joint Council (SJC) staff to identify the grade and corresponding salary.

As such the West Lothian Council job evaluation process will be completed for the role to identify the grade prior to the recruitment process which will be undertaken in early 2018.

E. CONCLUSION

The proposed Action Plan will ensure delivery of the ELC Additional Graduate Commitment for August 2018.

F. BACKGROUND REFERENCES

A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland: ELC Expansion Planning Guidance for Local Authorities.

ELC Additional Graduate Commitment – Local Authority Guidance on Implementing the Commitment and Developing Supporting Action Plans (14/07/2017)

Appendices/Attachments: ELC Additional Graduate Commitment Action Plan

Contact Person: Donna Adam, Strategic Resources Manager
Email: Donna.Adam@westlothian.gov.uk Telephone: 01506 281646

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

Date of meeting: 10 October 2017

ELC Additional Graduate Commitment – Action Plan
WEST LOTHIAN COUNCIL

Local authorities are required to submit an Action Plan setting out how they intend to allocate their additional graduate places. These plans will be required no later than **29 September 2017** (and are expected to be completed alongside local authority ELC expansion plans).

Please send completed forms to the Additional Graduate mailbox (ELCAdditionalGraduateMailbox@gov.scot). Please also use the Additional Graduate mailbox for any questions related to the commitment or alternatively contact Euan Carmichael at ewan.carmichael@gov.scot or 0131 244 9923.

1. (a) Which nurseries/ELC settings in your local authority area will receive an additional graduate?

West Lothian Council have been allocated funding for 19 additional graduate/teaching posts to support Early Learning and Childcare for children from the most deprived areas. Therefore the following nurseries which provide ELC within the most deprived areas within West Lothian will benefit from this additional resource:

1. Letham PS NC, Craigshill, Livingston - Graduate
2. Hopefield NS, Blackburn - *Teacher*
3. Riverside PS NC, Livingston – Graduate
4. Knightsridge EYC, Livingston - *Teacher*
5. Polkemmet PS NC, Whitburn – Graduate
6. St Joseph's PS, Whitburn - Graduate
7. Ladywell NS, Livingston - *Teacher*
8. Fauldhouse NC based in St John The Baptist PS - Graduate
9. Murrayfield PS NC, Blackburn – Graduate
10. Glenvue NS, Dedridge, Livingston – Graduate
11. Polbeth NS, Polbeth – Graduate
12. Addiewell Early Years Centre, Addiewell - Graduate
13. Whitdale Early Years Centre, Whitburn - *Teacher*
14. Bridgend PS NC, Bridgend - Graduate
15. Croftmalloch PS NC, Whitburn – Graduate
16. Fallahill PS NC, Fauldhouse – Graduate
17. St Columba's PS NC, Boghall, Bathgate - Graduate
18. Boghall PS NC, Bathgate – Graduate
19. Community Playgroups – Graduate

(b) Which of the selected nurseries/ELC settings are funded providers in the private or third sector?

19. Following a review of the children who attend funded providers in the private or third sector, the result showed that the children attending the authority's seven private partners were not from the most deprived areas. None of the current private partner providers are actually located in areas of deprivation. However, a graduate post for Community Playgroups, a registered charity which provides funded places for eligible two year olds was deemed appropriate.

(c) Do you intend to allocate any of the additional graduates over more than one setting due to these settings being in remote and rural areas with small class numbers and/or limited operating hours? Please set out a case below justifying the reasons for an identified setting not receiving a FTE additional graduate.

Yes, Community Playgroups (SCIO) currently manage five playgroups across the West Lothian Council area and provide funded places for eligible two year olds. The graduate would provide support across all five settings which operate morning sessions with small numbers.

2. (a) How do you intend to recruit the additional graduates for your identified ELC settings?

West Lothian intend to recruit additional graduates for the ELC settings identified above through internal recruitment in the first instance. Initial internal recruitment to be undertaken in March 2018, with a second recruitment cycle to be undertaken in April 2018 (if required). Depending on the current qualifications of the staff appointed to the roles, a training needs analysis will be completed to identify what training is required and to inform future workforce planning.

(b) How many existing practitioners do you intend to upskill?

West Lothian current have a number of existing practitioners who hold the BA in Childhood Practice with a further number currently undertaking the qualification through various distance learning routes at universities and colleges.

(c) How many of the additional posts do you intend to fill with teachers? Please list the settings that you intend to allocate a teacher to.

West Lothian intend to fill 4 of the 19 posts with teachers within the following settings :

Hopefield Nursery School, Blackburn
Whitdale Early Years Centre, Whitburn
Ladywell Nursery School, Livingston
Knightsright Early Years Centre, Livingston

These nurseries have been selected for an additional teacher, as they are located within the areas of highest deprivation and the number of children attending from the local area.

- 3. Where existing staff are expected to be redeployed, or are undertaking day release for training, what plans do you have to backfill the posts to ensure that the commitment results in an increase in the number of graduates in your ELC workforce?**

West Lothian will recruit additional early years practitioners to backfill any vacancies created by the appointment to these new positions for August 2018.

- 4. (a) Please set out the details of the grade, and corresponding salary, for the graduate posts (based on the objectives and draft job specification set out in annexes B and C in the Guidance Note). As highlighted in the guidance note in the case of teaching posts being recruited to the roles, the basic teaching grade as per the Scottish Negotiating Committee for Teachers terms and conditions will apply.**

Graduate posts – subject to the job evaluation process agreed for Scottish Joint Council (SJC) staff.

Band F
£31,493 (average salary including on costs)

Teacher – SNCT salary scale.
£43,785 (average salary including on costs)

(b) Please set out your initial estimate of the additional staffing costs for the additional graduate posts for 2018-19.

Initial Estimate of Revenue Staffing costs - 2018/19 (August 18 – March 19) Part Year

£436K (assuming 1% pay award)

Initial Estimate of Revenue Staffing costs – 2019/20 (April 19 – March 20) Full Year

£661K (assuming 1% pay award)



EDUCATION EXECUTIVE

EARLY LEARNING AND CHILDCARE – EXPANSION PLAN

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

A. PURPOSE OF REPORT

To inform the Education Executive of the proposed Expansion Plan to deliver 1140 annual hours of Early Learning and Childcare (ELC) within West Lothian. The ELC Expansion plans submitted by each local authority will support the development of a national implementation framework and inform future Spending Reviews for revenue and capital funding allocations by the Scottish Government.

B. RECOMMENDATION

It is recommended that the Education Executive approves the high level ELC expansion plan for submission to the Scottish Government and that the Education Executive receive updates as the implementation proposals develop.

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) | <p>The Early Learning and Childcare Expansion Plan has been written in response to the Scottish Government policy to expand provision of early learning and childcare from 600 to 1140 hours by 2020, as set out in its Planning Guidance for Local Authorities.</p> <p>Local Authorities will retain the statutory responsibility for ensuring that early learning and childcare is available to all eligible children in the area.</p> <p>Statutory Guidance has been issued in relation to early learning and childcare duties under the Children and Young People (Scotland) Act 2014.</p> <p>No environmental, health or risk issues have been identified.</p> <p>An equality relevance assessment has been undertaken.</p> |

III	Implications for Scheme of Delegations to Officers	None
IV	Impact on performance and performance Indicators	None
V	Relevance to Single Outcome Agreement	Our children have the best start in life and are ready to succeed.
VI	Resources - (Financial, Staffing and Property)	<p>Scottish Government to report in March 2018 on the operational details of the 'Funding Follows the Child' model. Planning assumption that the plan is fully funded in revenue terms and sufficient capital to allow physical expansion of Council capacity.</p> <p>£739,000 revenue funding in 2017/18 to expand the early learning and childcare workforce.</p> <p>£1,100,000 capital funding in 2017/18.</p> <p>£16,700,000 estimate of capital funding required for 2018/19 onwards.</p> <p>Estimated revenue requirements will increase from £12,260,000 in 2018/19 to £23,349,000 in 2021/22.</p> <p>A Workforce Plan will be developed in consultation with Trade Unions.</p>
VII	Consideration at PDSP	None
VIII	Other consultations	<p>Parents/carers have been consulted on increased flexibility and choice in early learning and childcare. Additional consultations have been undertaken in relation to the expansion to 1140 hours.</p> <p>A second round of consultations with parents/carers, partner providers and childminders association took place in August/September 2017 summary results are contained in Appendix 1.</p> <p>Discussions have taken place with the Scottish Childminders Association and representative private providers (West Lothian Day Care Nurseries Association).</p> <p>Initial consultation with staff to be undertaken in October/November 2017.</p> <p>Financial Management Unit and Operational Services (Facilities Management) Non-teaching Trade Unions.</p>

D. TERMS OF REPORT

D1 Introduction

Early Learning and Childcare Expansion Plans are to be submitted to Scottish Government to inform the national ELC Expansion Programme. However, it should be noted that the statutory duty for delivering the funded entitlement will remain with the Local Authority.

Local Authority plans are to be based on Planning Guidance issued by Scottish Government which contain a number of key assumptions:

- Revenue and Capital funding will be made available to support cross-sectoral change and expansion from 2017/18 onwards to ensure a smooth transition to 'Funding Follows the Child' from August 2020.
- Local Authorities will be supported by an ELC Skills Investment Plan and national marketing campaign to expand the ELC workforce.
- Growth in services must be phased over the planning period to help manage community engagement and service development. West Lothian Council has introduced flexibility in 10 existing nurseries (open 8am – 6pm/ 38 weeks). As part of the funded pilot the council opened two new venues in August 2017 (Deans North Nursery and Boghall PS Nursery Class) which are open 50 weeks per year. Another new venue will open in August 2018 (Torphichen PS Nursery Class) which will also release capacity in Westfield PS Nursery Class to offer greater flexibility and choice for parents. A consultation with the parents/carers will inform the planning of the provision in both settings will be undertaken during November 2017.

Local authority expansion plans are to be working documents which will evolve over time. It is accepted the planning process is iterative and initial plans will be subject to change as further information and funding decisions emerge.

Local authorities are required to make best use of existing assets to ensure affordability. They have also to develop and extend existing partnership models against a default assumption of a continued mixed economy of local authority, partner providers, child minders and blended models.

Where there is a gap in provision identified local authorities should plan to create or build new capacity including outdoor nurseries.

D2 Current Service Delivery

The Children and Young People (Scotland) Act 2014 required all local authorities to provide 600 hours of early learning and childcare for children aged three and four years residing in their area, including eligible 2 year olds from August 2014. The Act also required education authorities to consult with parents/carers and introduce flexibility and choice in relation to the patterns of provision on a year on year basis.

West Lothian Council currently provide 600 hours of early learning and childcare in 69 settings:

11 Nursery Schools/ Early Years Centres, open 38 weeks per year, which are line managed by the Headteacher of the associated primary school.

2 Early Years Centres, which are open 50 weeks per year (8.10am – 5.30pm) and offer AM/PM nursery with wraparound with each having a Headteacher.

36 Nursery classes (term time only) which are line managed by the Headteacher of the school in which they are based, 3 of which offer a traditional wraparound until 5.30pm.

9 Nursery classes (term time only) which offer two full day provision with an option to purchase wraparound hours alongside traditional AM/PM.

2 Centres which are 1140 hours pilots for 3 and 4 year olds, additional hours are currently chargeable.

1 Family Centre which offers places for eligible 2 year olds.

1 Under 5's Centre which offers places for eligible 2 year olds.

7 Partner Provider Nurseries, places for 3 and 4 year olds.

Local Playgroups, childminders and Blackburn Family Centre offer places for eligible 2 year olds.

There are currently 67 primary schools within West Lothian Council, with 9 primary schools which do not currently have a nursery class or nursery school adjacent:

St Thomas PS (co-located campus with Addiewell PS), Blackburn PS, Woodmuir PS, Holy Family PS (co-located campus with Winchburgh), Low Port PS, St Joseph's PS, Peel PS (children attend Eliburn NC based in Livingston Family Centre), Balbardie PS (children attend Bathgate West NS), St Mary's PS, Bathgate (children attend Bathgate EYC), Meldrum PS and Stoneyburn PS.

D3 Expansion Pilots

Places piloting the delivery of 1140 hours have been established at two new nurseries which opened in August 2017, Boghall PS Nursery Class and Deans North Nursery based in Deans Community High School.

These pilots have been financed utilising funding identified by West Lothian Council, and the Scottish Government, and were approved by the Education Executive at its meeting of 28 March 2017.

In each pilot venue from August 2017 any hours over 600 (4pm to 6pm each day during term time and 8am to 6pm during school holidays) are provided at Wraparound Care rates (£4.27 per hour for each session used).

If extended to 7.00am – 6.30pm over 2 days per week, based on a 50 week model of provision, this would allow West Lothian Council to provide 1140 hours of early learning and childcare within the existing estate for every eligible child in West Lothian by 2020, if that was their parents/carers choice.

D4 Planning Guidance Key Principals

The Planning Guidance sets out key principles which it is expected will underpin service delivery planning processes. These are Quality, Flexibility, Accessibility, Affordability and Phasing, Community Engagement and Demand Lag.

D5 Early intervention to raise attainment and address the impact of socio-economic deprivation is facilitated by making use of the established multi-agency partnership working with Community Planning Partners that exists in all Council early learning and childcare establishments and schools.

Quality Assurance in council establishments is provided through the centrally based Early Years team, and through the participation of West Lothian Council pre-school establishments in validated self-evaluations (VSE), working with staff in associated primary schools.

There is currently a contractual obligation on partner providers to engage a teacher for 0.5 FTE per establishment. A new partnership framework for the period August 2018 to July 2020 will be established and the procurement process has been approved by Council Executive in August 2017. Quality Assurance in partner providers is also currently undertaken by Education Services Early Years team.

A mapping exercise has been undertaken to identify private and third sector ELC providers alongside Council establishment and potential gaps in provision.

The Education Executive will consider proposals for implementation of the additional graduate childcare role in ELC settings on 10 October 2017. Graduate early learning and childcare staff are to be located in ELC establishments in areas of highest deprivation using the Scottish Index of Multiple Deprivation (SIMD). West Lothian has been allocated funding for 19 additional graduates to take up post in August 2018.

It is envisaged by Scottish Government that, going forward, children in ELC settings will still have regular access to a teacher or an early years childcare graduate.

The Scottish Government has proposed a single inspection regime for early learning and childcare establishments replacing the separate inspection processes of Education Scotland and the Care Inspectorate. It is also considering mandatory minimum qualifications for child minders similar to that applying to nursery nurses i.e. SVQ level 3 or equivalent.

D6 Flexibility

The survey of parents/carers undertaken in August and September 2017 which was issued to 4400 parents/carers with a 15% response rate (668 respondents) showed a preference of provider for the increased hours as follows; Council Nursery 42.8%, Private Nursery 8.8%, Childminder 3.3%, mix of provider i.e. council or private nursery and/or childminder 45.2%.

Current uptake for funded 600 hours ELC in West Lothian is split 94.4% Council Nursery, 6.6% partner provider. With a small number of vulnerable 2 year old children placed with childminders and eligible 2 year olds with playgroups.

From the survey results - 57.9% wished provision to extend over the school holidays. The option of extended hours over 52 weeks was not considered, as Scottish Government planning assumptions exclude the 2 week holiday period over Christmas and New Year.

It will be necessary to continue to take regular surveys of opinion leading up to implementation as many of the respondents will not have eligible children by 2020 or are conditioned by the experience of the current morning and afternoon model. Summary survey results – **Appendix 1**.

The Scottish Government have issued a national survey in September 2017. However, the results of this national survey will not be available before submission of local authority expansion plans. It should be noted that West Lothian survey results have been broadly consistent over three surveys since 2014, with the majority of parents/carers indicating a preference for a placement within a council nursery. This is despite variations in sample size and cohort. These survey results are borne out by actual requests for placement. In recent years many parents who had previously requested a private nursery now request placement in the Council's two full day provision.

To provide a mix of provision that responds to parental demand as expressed in the surveys will require efficient utilisation of council capacity. The demand for private provision to date has been largely driven by the requirement for full day provision and longer (unfunded) hours that private nurseries have traditionally provided.

It would be possible to utilise council places efficiently to meet the demand ~~for places~~ in either the 38 week or 50 week model if a geographic approach (defined communities) is employed for delivery. Officers continue to work on developing this approach with particular emphasis in securing equity in the quality of provision for each child no matter which model is preferred by the parent.

- D7** It is not yet clear how 'funding follows the child' will operate or if there will be sufficient capacity of childminders matching local demand but it is a reasonable assumption that up to 15 – 20% of places could be in non-council establishments subject to parental choice.

D8 Investment in Infrastructure

The precise cost of providing these places will depend on where they are required. This will depend on variations in the pattern of parental choice across West Lothian. Experience has shown that the pattern of parental choice varies from year to year.

It is proposed that the main focus of capital expenditure in West Lothian will be in areas of deprivation. However, additional capacity will be required in those geographic areas where council provision is insufficient and where there is no private or third sector provider and limited access to childminders. For example Blackridge, where a new early years centre is required which would cost approximately £2 million. In Armadale additional capacity will be required with a replacement for Eastertoun Nursery – estimated cost approximately £2.5 million and in Blackburn a new early years centre estimated cost approximately- £1.5 million.

In addition, more production catering capacity will required to provide the free school meals for which are to be provided for all ELC children in 2020. An initial estimate of 6 new production kitchens plus equipment across the school estate - £1.8 million will be required. This gives an overall capital requirement of £16.7 million.

D9 Proposal for Phasing Additional Free Hours

The Scottish Government requires local authorities to continue to provide increased flexibility and choice for parents/carers over the next three years. With additional hours to be made available within areas of high deprivation before the universal provision of 1140 hours for all eligible children in August 2020. The Blueprint for 2020 requires Local Authorities to '*increase the flexibility of how the funded entitlement is delivered in order to support more parents to work, train or study, especially those who need routes into sustainable employment and out of poverty.*'

West Lothian Council will use the Scottish Index of Multiple Deprivation (SIMD) in prioritising establishments for the phased introduction of the proposed 1140 hours model, in line with Planning Guidance over the next 3 years.

2018/19

If the Scottish Government provides sufficient additional revenue funding, the Council should consider increasing the free hour entitlement from 600 to 760 hours from **August 2018**. The increased hours would be offered in twenty-two locations in the most deprived areas, should there be sufficient demand from parents/carers meeting the eligibility criteria. The service would be available either 2 days per week from 8am – 6pm, 38 weeks per year or longer AM (8.00 – 13.00 hrs/PM (13.00 – 18.00hrs) sessions, 38 weeks per year Monday - Thursday.

The locations identified are;

- Letham PS NC, Craigshill
- Hopefield NS, Blackburn
- Riverside PS NC, Craigshill
- Knightsridge EYC, Livingston (*already providing 2 full days but wraparound chargeable*).
- Polkemmet PS NC, Whitburn
- St Joseph's PS, Whitburn
- Ladywell NS, Livingston
- Fauldhouse NC, St John The Baptist PS, Fauldhouse
- Murrayfield PS NC, Blackburn
- Glenvue NS, Livingston (*already providing 2 full days but wraparound chargeable*).
- Polbeth NS, Polbeth, West Calder
- Addiewell EYC
- Whitdale EYC, Whitburn (*already providing 2 full days but wraparound chargeable*)
- Bridgend PS NC
- Croftmalloch PS NC, Whitburn
- Fallahill PS NC, Fauldhouse
- St Columba's PS NC, Boghall
- Howden St Andrews PS NC
- Boghall PS NC (*already providing 2 full days but wraparound chargeable*)
- Armadale PS NC
- Blackridge PS NC
- Kirkhill NS, Broxburn

The additional revenue cost of providing these additional free hours from August 2018, would be £543,000 (August 2018 – March 2019), with full year additional costs £815,000. These sums would also including staffing for the new nursery at Torphichen Primary School and increased flexibility for Westfield PS NC which were funded through the additional capital sum provided for ELC in 2017/18.

2019/20

In 2019/20, the Council could consider increasing the free hours entitlement from 760 to 1000 hours from **August 2019**, in twenty-two locations in the most deprived areas. The service would be available either 2 days per week from 8am – 6pm, 50 weeks per year or longer AM (8.00 – 13.00 hrs/PM (13.00 – 18.00hrs) sessions, 50 weeks per year Monday – Thursday.

D10 Eligibility Criteria for Additional Free Hours Up to 760 hours/1000 hours

It is proposed that eligibility criteria for providing expanded hours free during the phased stage is based on the residence of parents/carers in SIMD data zones 1 and 2. In addition to the current guidelines on admission, priority for establishments offering additional hours will be given to parents resident in datazones SIMD 1 and 2. Other parents would be able to purchase additional hours at wraparound rates if capacity allows.

To add in other eligibility criteria such as that which currently operates for eligible 2 year olds would be an administrative burden both for parents/carers, the council and partner agencies such as the Department of Work and Pensions.

D11 Planning Assumptions

The Scottish Government has allocated additional revenue and capital funding to all local authorities in 2017/18 to enable them to invest in workforce development as part of their Expansion Plan. The primary purpose of this funding is to enable local authorities to begin to increase the size of the workforce and to equip existing staff with new skills.

The additional revenue funding allocated to West Lothian Council to be utilised in 2017/18 is £735,000. The Education Executive, at its meeting of 28 March 2017 agreed how this funding would be utilised, including allocating an Early Years Officer to each Council early learning and childcare establishment, pupil support worker posts in small nurseries, and staffing costs associated with the two new establishments (Deans North Nursery and Boghall PS NC).

Additional work has commenced to build capacity within the early years workforce. Including the use of modern apprentices, and work with local further education establishments to deliver appropriate courses and numbers of places to train staff.

An officer and trade union working group has been established with the non-teaching trade unions to ensure effective lines of communication and appropriate consultation with the workforce as expansion plans evolve.

D12 Partnership/Choice of Provider

During the period up to August 2020, it is proposed to continue to work in partnership with childminders and playgroups to provide services for eligible two year olds.

It is proposed to continue current contractual relationships with the private and third sectors to provide services for three and four year olds. The new contract for the provision of early learning and childcare has been approved by Council Executive to run from August 2018 to July 2020.

All partnership and contractual arrangements after 2020 will require to be revised in when further details of the proposed future funding model is available.

Placing with childminders is anticipated to be a continuation of the arrangements established for eligible two year olds with parents/carers advised of the availability of registered childminders who meet the revised quality assurance requirements.

It is likely that the national implementation plan will place a requirement that funded 1140 hours must contain an element of nursery provision to ensure quality of early learning and consequently childminders will be key partners in blended provision.

The Scottish Government have indicated that the rate for partner funding is to be agreed locally with the expectation that similar authorities achieve a consensus in rates for 2020.

E. CONCLUSION

It is recommended that the Education Executive approves the ELC expansion plan to Scottish Government, noting the following key highlights:

- An assurance that West Lothian Council, working with childminders, private, and third sector partners can deliver expanded early learning and childcare by August 2020;
- Notes that there will be a need to provide both term time and 50 week models of delivery to provide 1140 hours and offer flexibility and choice to parents/carers;
- Notes that the extent of flexibility within locations is dependent on the level of capital investment to expand the number of council;
- Notes the expectation that increased hours will be phased in for areas of high deprivation prior to 2020;

F. BACKGROUND REFERENCES

A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland: ELC Expansion Planning Guidance for Local Authorities.

Appendices/Attachments:

Appendix 1 - Survey Results September 2017

Contact Person: Donna Adam, Strategic Resources Manager
Email: donna.adam@westlothian.gov.uk Telephone: 01506 281646

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

Date of meeting: 10 October 2017

Expansion of Early Learning and Childcare

1. Thinking about the expanded hours that children will be entitled to:-

Where would you prefer to receive the expanded hours of early learning and childcare? *

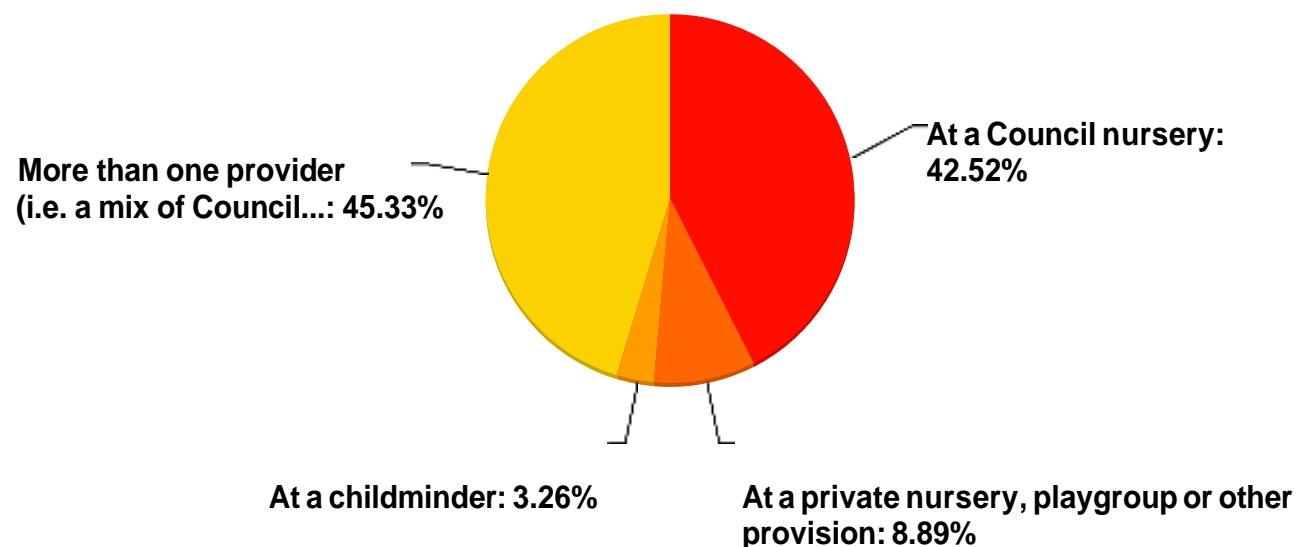
Number of participants: 675

287 (42.5%): At a Council nursery

60 (8.9%): At a private nursery, playgroup or other provision

22 (3.3%): At a childminder

306 (45.3%): From more than one provider (i.e. a mix of Council nursery, private nursery, playgroup, childminder or other provision)



2. Thinking about the expanded hours that children will be entitled to:-

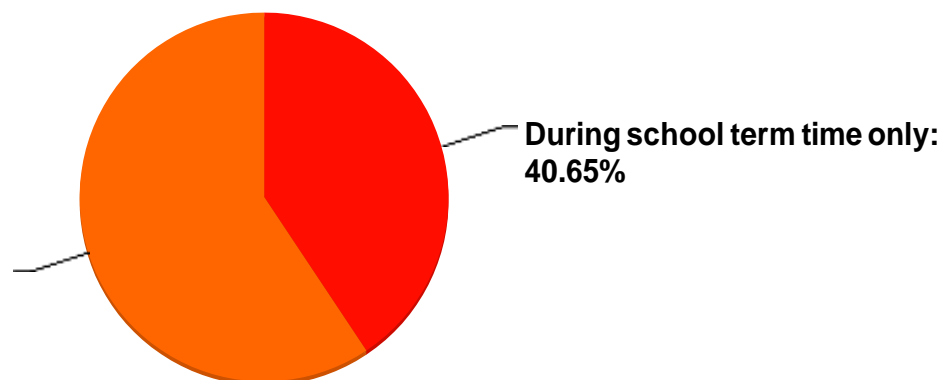
When would you like to receive these hours? *

Number of participants: 674

274 (40.7%): During school term time only

400 (59.3%): Spread across the whole year including school holidays (50 week per year, no provision over the school Christmas holiday period)

Spread across the whole year including school holidays...: 59.35%



3. What days/times would you prefer Council run nurseries to be available for?

Number of participants: 659

110 (16.7%): Monday -

Thursday 7.00am - 6.30pm (2
days over 50 weeks)

274 (41.6%): Monday - Friday
8.00am - 6.00pm (2.5 days
over 50 weeks)

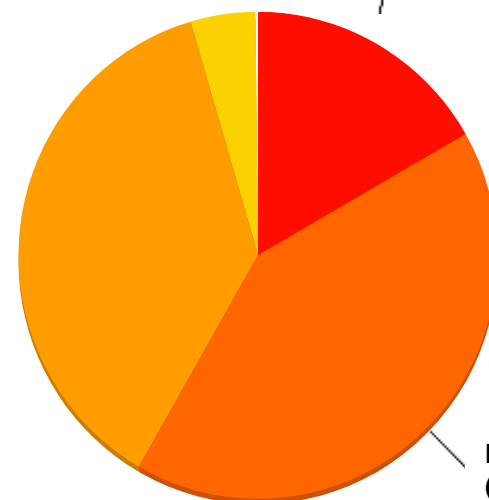
245 (37.2%): Monday - Friday (5
mornings (7.30am - 12.04pm
or 4 afternoons (12.15 - 6pm)
over 50 weeks)

30 (4.6%): Other

Monday - Friday
(5 mornings, 7.30 am -
12.04pm, or 4 afternoons 12.15
- 6pm over 50 weeks)

Monday - Thursday 7.00am - 6.30pm
(2 days over 50 weeks)

Other





EDUCATION EXECUTIVE

TRACKING AND MONITORING ATTAINMENT IN THE BROAD GENERAL EDUCATION (BGE)

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

A. PURPOSE OF REPORT

The purpose of the report is to: provide an update on the progress being made locally and nationally with tracking and monitoring achievement of Curriculum for Excellence (CfE) levels within the Broad General Education (BGE); the planned implementation of the new Scottish National Standardised Assessments at P1, P4, P7 and S3 and a proposal to discontinue the local authority programme of adaptive testing (CEM).

B. RECOMMENDATION

It is recommended that the committee:

1. notes the innovative and nationally recognised approaches used locally to monitor and track attainment across the BGE
2. approves the planned discontinuation of the adaptive testing programme (CEM programme) to allow schools to focus on monitoring and tracking attainment across the BGE
3. notes the authority's approach in the implementation of Scottish National Standardised Assessments (SNSA)

C. SUMMARY OF IMPLICATIONS

I Council Values	Focusing on our customers' needs Being honest, open and accountable Making best use of our resources Working in partnership Providing equality of opportunities
II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	Raising attainment is a key strategic objective for West Lothian Council, as set out in the Raising Attainment Strategy and the National Improvement Framework Implementation Plan. An Equality Relevance Assessment has been undertaken. The policy and framework are designed to increase equity.
III Implications for Scheme of Delegations to Officers	None
IV Impact on performance and	Adaptive testing results are reflected in the key

performance Indicators	performance indicators of Education Services. These will be changed to reflect monitoring, tracking and reporting of attainment within the Local Government Benchmarking Framework (LGBF) for BGE CfE levels. The new SNSA programme will build staff capacity to monitor and track pupil progress and make accurate professional judgements of achievement which will impact positively on attainment.
V Relevance to Single Outcome Agreement	Adaptive testing results form indicators within the Single Outcome Agreement. These will be changed to reflect monitoring, tracking and reporting of attainment within the Local Government Benchmarking Framework (LGBF) for BGE CfE levels.
VI Resources - (Financial, Staffing and Property)	
VII Consideration at PDSP	Presented to PDSP on 12 September 2017
VIII Other consultations	Headteachers

D. TERMS OF REPORT

D.1 Background

West Lothian Council has a robust and integrated approach to developing quality assurance, assessment and moderation approaches through Moving Forward in Learning, the Raising Attainment strategy, cluster and Quality Improvement Partnership collaborations, Validated Self-evaluation activities, and national representation through Quality Assurance and Moderation Support Officers.

Assessment involves gathering, reflecting on and evaluating evidence of learning to enable staff to ensure and report on progress. Teachers use a range of assessment approaches to assess achievement across the curriculum. This range allows learners to demonstrate what they know, understand and can do.

It is essential that staff use evidence of learning from a broad range of contexts to check how a learner is progressing and that learning is secure. Evidence comes from day-to-day learning as well as from specific assessment tasks, activities, tests and examinations.

Judgements about children's and young people's learning need to be dependable. This means that assessments need to be valid and reliable. Assessment approaches should be proportionate and fit for purpose: different forms of assessment are appropriate at different stages and in different areas of learning.

It is also important that arrangements do not place excessive burdens on learners and teachers which divert their time and effort from learning and teaching.

D.2 National Developments and Expectations

It is expected that each school constantly monitors and tracks pupils' progress through and towards achievement of levels. As a result of the publication of the finalised benchmarks in April 2017, the national and local focus for monitoring, tracking and reporting on pupils' progress should be solely in line with national expectations.

The Scottish Government is currently developing a BGE tracking and monitoring system that focuses on using teacher professional judgement, together with diagnostic assessment information from National Standardised Assessments at P1, P4, P7 and S3, to rigorously monitor and track attainment over time. All schools in Scotland will be required to use the national BGE tracking system to track progress in Literacy, Numeracy, and Health and Well being across all Curriculum for Excellence (CfE) levels. This will also allow for analysis of attainment trends at individual, cohort, school, authority and national level.

D.3 Emerging and Improving Practice in West Lothian

All P1, P4, P7 and S3 teachers/schools are required to provide information to the local authority, parents and Scottish Government on pupils achieving the 'nationally expected' levels .

The introduction of the new, nationally recognised West Lothian primary monitoring, tracking and reporting system in session 2016/17 places a focussed emphasis on the tracking of individual, group, class, cohort and school performance within CfE levels. This is clearly linked with the national benchmarks and local authority progression pathways for literacy and numeracy, designed so that all schools are able to closely monitor, track and intervene to ensure the very highest levels of attainment .This performance information also provides us with attainment data for each quintile.

D.4 Discontinuation of Adaptive Testing Programme

Currently all pupils are assessed using adaptive tests at each year group in primary, with P1 pupils being assessed twice in the year, Cognitive Ability Tests in S1 and SOSCA's in S2. These assessments provide schools with individual children's performance at the point of assessment, value added on previous years' performance, cohort information, whole school performance and authority performance using averages across all schools.

With the introduction of National Assessments (P1, P4, P7 and S3), the discontinuation of SOSCA assessments in S2 and the introduction of robust tracking and monitoring of CfE levels ,the discontinuation of the current adaptive test programme, with the exception of S1 CATs, will allow a clear, strategic focus for all schools and practitioners on teacher professional judgement of achievement of a level in order to drive improvement in attainment.

D.5 Rigorous Monitoring and Tracking of CfE attainment within the BGE

From August 2017, each school will provide projected attainment for each year group to ensure robust school level monitoring and tracking and provide authority performance measures. Progress of all year groups will be closely tracked in order to establish trends in performance and progress by school and authority.

Local authority and school targets will be based on current performance, aspirational targets specific to each cohort of children within each school, and local and national stretch aims of 85% of children within each quintile achieving expected levels by 2020.

To further improve the robustness of the CfE data and build capability and capacity in the system, a clear authority plan for engagement of Quality Assurance and Moderation Support Officers with Hubs, clusters and schools is being developed to further enhance staff's knowledge and use of the national benchmarks, and effective approaches for assessment and moderation.

D.6 Implementation of Scottish National Standardised Assessments

The introduction of Scottish National Standardised Assessments from session 2017-2018 means that every learner in P1, P4, P7 and S3 will undertake national standardised assessments covering aspects of reading, writing and working with numbers over the course of the school year. These assessments will be completed online and will be automatically marked by the online system, giving teachers immediate feedback to help learners' progress.

National standardised assessments are used to help teachers understand how children are progressing with their learning and to plan next steps. Children do not need to prepare or revise. The assessments will, as far as possible, accommodate the needs of children who require additional support.

In implementing the new national assessments, local authority consideration is required on advising schools of appropriate timescales for using the assessments in the first year of implementation. In considering a number of options, the following model is deemed to provide staff with additional assessment information at relevant times in a pupils' learning journey.

All pupils in P7 and S3 undertake the National Assessment in October to provide additional robust assessment information to ensure identified 'gaps' in learning can be addressed before transition in to S1 and senior phase respectively. All pupils in P1 and P4 undertake the National Assessment in April/May as a means of assessing progress at the 'expected' end of Early and First level to further enhance transition information within the same establishment.

E. CONCLUSION

Using the model detailed above, we will implement a robust programme of target setting, monitoring and tracking and intervention programmes that are focussed on CfE benchmarks and achievement of levels. This, in turn, will allow schools to ensure that curriculum design, and learning, teaching and support interventions are focused on raising attainment.

F. BACKGROUND REFERENCES

Curriculum for Excellence
National Improvement Framework
National Benchmarks

Contact Person:

Greg Welsh, Quality Improvement Manager
Email address: greg.welsh@westlothian.gov.uk Telephone: 01506 282279

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

Date of meeting: 10 October 2017



EDUCATION EXECUTIVE

EDUCATION GOVERNANCE – RESPONSE TO CONSULTATION ON FAIR FUNDING

REPORT BY HEAD OF EDUCATION (LEARNING, POLICY & RESOURCES) & HEAD OF FINANCE AND PROPERTY SERVICES

A. PURPOSE OF REPORT

To invite the Education Executive to note and approve the proposed response to the Scottish Government's consultation on "Fair Funding To Achieve Excellence And Equity in Education".

B. RECOMMENDATION

It is recommended that the Education Executive approves the proposed response to the Scottish Government's consultation on "Fair Funding To Achieve Excellence And Equity in Education" for submission to the Scottish Government prior to their deadline of 13 October 2017.

C. SUMMARY OF IMPLICATIONS

- | | |
|---|---|
| I Council Values | Focusing on our customers' needs; being honest, open and accountable; providing equality of opportunities; making best use of our resources; working in partnership |
| II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment) | The review may result in a change to legislation and statutory duties placed on local authorities in Scotland. |
| III Implications for Scheme of Delegations to Officers | The review may result in changes in delegation to the Education Heads of Service, Head Teachers and other education officers which would require to be reflected in the Council's Approved Scheme Of Delegation To Officers and Financial Regulations. |
| IV Impact on performance and performance Indicators | The aim of the wider Scottish Governance review is to improve excellence through raising attainment and to achieve equity by ensuring every child has the same opportunity to succeed, with an effective funding model to support it, which if achieved, would increase attainment and narrow the attainment gap, in line with the two objectives of the Attainment Strategy. |

V Relevance to Single Outcome Agreement	The review may result in changes to the responsibilities of the council and the Community Planning Partnership which would require to be reflected in the Single Outcome Agreement.
VI Resources - (Financial, Staffing and Property)	The review may result in changes to the approach to how education is funded in Scotland and may impact on the council's revenue funding. It is likely that the council's revenue budget and Devolved Scheme of Management in Schools (DSM) will need to be updated to reflect the changes.
VII Consideration at PDSP	The report was considered by Education PDSP on 12 September 2017. A number of comments were made at the meeting which are outlined in section D4 of the report.
VIII Other consultations	Head Teachers representative group.

D. TERMS OF REPORT

D1. Background

The Scottish Government published their response to the recent consultation on Education Governance in June 2017 in a document called "Education Governance: Next Steps – Empowering Our Teachers, Parents and Communities to Deliver Excellence And Equity For Children" which sets out the governments vision for a school and teacher led system, where decisions about learning and teaching rest at school level.

The Scottish Government is looking to establish a funding model that supports this concept and has launched a consultation called "Fair Funding To Achieve Excellence And Equity In Education". The consultation seeks views on the Scottish Government's future approach to school funding, including the way education is currently funded in Scotland, the purpose of developing a new, more consistent approach to school funding, and the principles that should underpin any changes. It also sets out and seeks views on possible future approaches to govern school funding and seek views on the support, accountability and reporting mechanisms that would underpin greater devolution of responsibility for funding decisions to Head Teachers.

Responses to the consultation are to be submitted to the Scottish Government by Friday 13 October 2017.

D2. Summary of Consultation

The consultation document contains four chapters with a set of eight questions in total to be answered as part of the consultation. The consultation document can be found on the Scottish Government's website:

<https://consult.scotland.gov.uk/empowering-schools/education-governance-fair-funding>

In summary, Chapter 1 sets out why school funding is being reviewed and the scope of the consultation and Chapter 2 describes the current system of funding for schools including the original aims of, and current practice in relation to Devolved School Management (DSM) in Scotland.

Chapter 3 considers the challenges presented by the way schools are currently funded and concludes that the current system of funding falls some way short of meeting the Scottish Government's aims and principles for any future approach to funding.

In light of these issues and to reflect the vision of a school and teacher-led system set out in the "Next Steps" document, Chapter 4 describes and seeks views on two possible approaches to funding in the future. The consultation suggests that school funding needs to be more transparent and better targeted to need, and should reflect the new, enhanced role of the Head Teachers. Two possible approaches have been identified with an aim achieving these desired outcomes. The first option considers enshrining a national approach to the devolution of funding within the new head teacher charter and the second option considers increased targeting of elements of funding, building on the Pupil Equity Funding approach.

D3. Proposed Response to Consultation Questions

In considering the proposed response, officers have been mindful of the continuing improvement to attainment and inclusion for all children in West Lothian and recognise that key to this success is effective governance with robust financial arrangements, including the DSM scheme, which have been established to support Head Teachers and their staff in schools with the objective of improving attainment. Officers are strongly of the view that the current DSM scheme in West Lothian empowers Head Teachers to deliver outcomes and this has been brought out in the draft response. However, it is also recognised that international comparison of attainment results at Scottish level suggests there is scope for improvement in areas of Scotland and in the Scottish results.

Officers have prepared a draft response to the eight questions set out in the consultation, for consideration by Education PDSP, which is attached to the report in Appendix 1. In summary the draft response concludes that:

- West Lothian Council has for many years prioritised attainment as a key objective and the council is pleased that the Scottish Government shares this vision.
- International comparison of attainment results highlights there is scope for improvement in overall Scottish results and, as such, the Council supports the rollout of a standardised DSM scheme to provide clarity and consistency for all 32 local authorities around the school funding model with a view to contributing towards improving attainment at a local and Scottish wide level.
- The current system in West Lothian works well and effectively contributes towards and promotes improvement in attainment, evidenced by the significant increase in attainment over the last five years. The West Lothian DSM model empowers Head teachers to deliver on these outcomes.
- Head teachers focus, as it is now in West Lothian, should be on learning and teaching including raising attainment, providing equity for all pupils and leading the school. It is important that changes to funding allocations are evidence based and it should be clear how they will contribute to the stated outcome of raising attainment.

D4. Updates following discussion at Education PDSP

This report was considered by Education PDSP on 12 September 2017. No questions were asked by the members of the panel but a number of comments were made. The comments were generally supportive of the response and noted the strong performance in attainment within West Lothian. It was requested that reference should be made to the international comparison on attainment results recognising that

there is scope for improvement in overall Scottish results. Some amendments have been made to the response to incorporate these comments by giving more prominence to the council's support to a standardised DSM scheme in Scotland in order to provide clarity and consistency for local authorities around the school funding model to contribute to improving attainment in Scotland overall.

In addition, the appointed teacher representatives noted that they agree with the majority of the response but disagree with the proposed response to point b) on page 6 – bullet point 1 – as they believe the Pupil Teacher ratio should be maintained and therefore do not deem this to be a disadvantage.

Following joint discussions with other groups including COSLA, ADES and Directors of Finance two further points have been added to the proposed response as follows:

- Question 1a second paragraph bullet point 10 - There is a value for money risk arising where corporate strategies are devolved to schools, for example in terms of procurement, staff deployment and HR policies and terms and conditions.
- Question 5a point 3 – Notes that Scottish Government have confirmed that Regional Improvement Collaboratives will not be established as bodies in their own right, will not hold bank accounts, and therefore cannot have funding allocated to them as an entity.

E. CONCLUSION

Education Executive is asked to approve the proposed response to the Scottish Government's consultation on "Fair Funding To Achieve Excellence And Equity in Education" for submission to the Scottish Government prior to their deadline of 13 October 2017.

F. BACKGROUND REFERENCES

Report to Education PDSP 12 September 2017 – Education Governance: Response to Consultation on Fair Funding

Scottish Government consultation – Education Governance: Fair Funding To Achieve Excellence And Equity In Education

Report to Education Executive 6 December 2016 – Governance Review Excellence And Equity In Education

Appendices/Attachments: **Appendix 1 – proposed response to consultation questions**

Contact Person: **Fiona Russell Group Accountant Tel 01506 281312 fiona.russell@westlothian.gov.uk**

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

Donald Forrest, Head of Finance and Property Services

10 October 2017

APPENDIX 1

PROPOSED RESPONSE FROM WEST LOTHIAN COUNCIL TO THE QUESTIONS SET OUT IN THE CONSULTATION – “FAIRER FUNDING TO ACHIEVE EXCELLENCE AND EQUITY IN EDUCATION

Question 1

- a) What are the advantages of the current system of funding schools?

Proposed response:

The advantages of the current system of funding overall schools in Scotland include:

- It is long established and part of overall distribution system
- The current system in West Lothian contributes towards and promotes improvement in attainment, evidenced by the significant increase in attainment over the last five years.
- Whilst it is noted that targeted resources are key, it should also be recognised that the quantum of resources is also important. If schools are protected but overall funding for local government is reduced, other services that support service delivery in schools will be adversely impacted.

The advantages of the current system of funding West Lothian schools include:

- West Lothian Council recognises attainment as a key priority and the council is pleased that the Scottish Government shares this objective. The current DSM scheme in West Lothian delivers on this vision, which is evidenced through increased attainment across West Lothian over a number of years.
- Head teachers focus, as it is now in West Lothian, should be on learning and teaching including raising attainment and providing equity for all pupils. There is a serious risk that implementing untested and unevidenced policies at Scottish level could be detrimental to education outcomes across Scotland, including West Lothian.
- West Lothian's view is that, going forward, local authorities would benefit from a standardised scheme to provide clarity and consistency across councils in Scotland to help contribute towards improving attainment at a national level. International comparison suggests there is room for improvement at a Scottish level.
- The current DSM scheme in West Lothian largely meets the principles outlined in the consultation albeit the council recognises that the allocation of funding for ASN and other targeted resources could indeed be further widened.
- The West Lothian scheme includes allocation of targeted resources to schools in areas of highest SIMD and resources to assist pupils with learning support and severe and complex needs, covering around 7% of DSM budget.
- The current scheme of DSM in West Lothian allows 80% of the Education revenue budget to be devolved directly to schools providing Head Teachers with flexibility to allocate resources in the way they determine to be most appropriate and beneficial to the school. This includes staffing structures subject to statutory and national agreements, such as the Pupil Teacher ratio, school supplies, training and other school improvements.
- Current practices are embedded within the council's financial regulations and are in accordance with the council's approved framework and procedures for risk based budget monitoring.
- Revenue carry forward is permitted within the current DSM scheme to respond to Education Scotland and council inspection or review recommendations, recognising that the financial year and academic year are different and to allow Head teachers to save money for school improvements.

- Funding for central services, which accounts for 20% of the Education budget in West Lothian, is retained and managed centrally to provide specialised support to schools.
- Corporate budgets provide expertise and consistency around property management, financial management etc. Property budgets are centralised to provide expertise in maintaining and improving premises including school buildings. This allows Head teachers to focus time on learning and teaching rather than property related matters. There is a value for money risk arising where corporate strategies are devolved to schools, for example in terms of procurement, staff deployment and HR policies and terms and conditions.
- Head Teachers in West Lothian agree that the current DSM scheme works well and supports Head Teachers to improve attainment.

b) What are the disadvantages of the current system of funding schools?

Proposed response:

The disadvantages of the current system of funding schools include:

- The impact of national commitments such as the maintenance of the Pupil Teacher ratio restricts flexibility in the use of resources for Head Teachers within their schools.
- Whilst additional funding is welcomed, governance of new funding streams such as Attainment funding, including Pupil Equity Funding has resulted in an increase in bureaucracy mainly due to the requirement to separately account for and monitor the various funding streams including completion of detailed monitoring returns. This could be eliminated by incorporating these welcomed funding streams within DSM.
- The West Lothian DSM scheme works well and should continue to focus on targeting resources to achieve equity to ensure all pupils have the same opportunity to succeed.

Question 2

a) What are the benefits to head teachers of the current Devolved School Management schemes

Proposed response:

Benefits to head teachers of the current Devolved School Management schemes include:

- Head Teachers are very supportive of the DSM scheme in West Lothian and believe it helps them and their staff to improve attainment and deliver better outcomes for the school and its pupils.
- Enables day to day management decisions to be taken at school level
- Allows the school to respond to changing needs and priorities, including local issues
- The local authority retains a strategic and supportive role for schools
- Improves decision making and provides significant flexibility for schools
- Improves morale, following increased local control
- Focus of devolved budget linked to accountability and decision making.
- Provides more efficient use of resources including targeted funding allowing Head Teachers to apply as appropriate.
- The current scheme of DSM in West Lothian allows 80% of the Education budget to be devolved directly to schools providing Head Teachers with flexibility to allocate resources in the way they determine to be most appropriate and beneficial to the school.
- Funding for central services, which accounts for 20% of the Education budget in West Lothian, is retained and managed centrally to provide specialised support to schools.
- Promotes Head Teachers focus on quality assurance and learning and teaching.

- b) What are the barriers that head teachers currently face exercising their responsibilities under Devolved School Management? How could these barriers be removed?

Proposed response:

Barriers that head teachers currently face exercising their responsibilities under Devolved School Management include:

- National commitments such as sustainment of Pupil Teacher ratio which focus on input measures rather than outcomes. Head teachers have less flexibility in utilising school budgets as a result of the Pupil Teacher ratio which restrict them in pursuing their local priorities.
- Bureaucracy created from governance arrangements for the new funding streams such as Pupil Equity Fund, Attainment fund projects which diverts the Head Teacher's focus from learning and teaching and school improvement.

Question 3

- a) How can funding for schools be best targeted to support excellence and equity for all?

Proposed response:

Funding for schools can be best targeted to support excellence and equity for all by:

- Devolving budgets in relation to direct school related spend e.g. staffing, supplies training and other school improvements.
- Centralising budgets such as property, to where they are best placed to be managed and provide dedicated expertise allowing Head teachers to focus on learning and teaching.
- Targeted support for schools in highest areas of SIMD, learning support and severe and complex needs within the council.

Question 4

- a) What elements of school spending should head teachers be responsible for managing and why?

Proposed response:

Head teachers should be responsible for managing the following elements of school spending:

- School staffing budgets for both teaching and non-teaching staff.
- Other budgets directly relevant to the school such as training, supplies and other school improvements

Head teachers should be responsible for these areas of school spending to enable them to:

- deploy resources in a way they think will best benefit the school and improve attainment
- manage local issues
- work in clusters, or groups of schools, to work in collaboration with other schools and sectors and to maximise efficiency such as admin & clerical duties

- b) What elements of school spending should head teachers not be responsible for managing and why?

Proposed response:

Head teachers should not be responsible for managing the following elements of school spending as these distract from their main responsibility of educating children:

- Central education –ASN, Psychological Services, Quality Improvement, Customer and Information including clothing grants and other allowances, Culture and Sports, Adult Learning & Youth Services, Early years provision out-with school setting.
- Enabler services such as property including utilities, maintenance, legal & PPP unitary charge, IT, financial management, human resources and procurement
- Services managed by other council services such as school transport, meals, cleaning
- Capital related expenditure

- c) What elements of school spending are not suitable for inclusion in a standardised, Scotland-wide approach and why?

Proposed response:

The following elements of school spending are not suitable for inclusion in a standardised, Scotland-wide approach as they lessen the Head Teachers ability to focus on learning and teaching:

- Central education –ASN, Psychological Services, Quality Improvement, Customer and Information including clothing grants and other allowances, Culture and Sports, Adult Learning & Youth Services, Early years provision out-with school setting.
- Enabler services such as property including utilities, maintenance, legal & PPP unitary charge, IT, financial management, human resources and procurement
- Services managed by other council services such as school transport, meals, cleaning
- Capital related expenditure
- Head teachers should focus on applying resources to school improvement and learning and teaching quality.

Question 5

- a) What would be the advantages of an approach where the current system of funding schools if largely retained, but with a greater proportion of funding allocated directly to:
1. Schools
 2. Clusters
 3. Regional Improvement Collaboratives?

Proposed response:

1. Allocating a greater proportion of funding directly to schools would enable Head teachers to have greater influence and flexibility on how the resources are spent within the school and provide the opportunity to address local issues with proviso that spend is appropriate for school level control.

2. West Lothian Council have already developed strong collaboration through clusters and hubs (groups of schools), empowering teachers to lead improvement in quality and performance and providing a high level of effective collaboration amongst teachers and practitioners. However, funding allocations should be decisions made by Head Teachers at school level rather than cluster groups so that resources are targeted at the local needs of

each specific school if and when voluntarily agreed by Head Teachers at local level, funding could be utilised at a cluster level when common priorities are determined.

3. The consultation document does not make it clear what Regional Improvement Collaboratives would mean and therefore no advantages around provision of greater funding levels have been identified. The Scottish Government have confirmed that Regional Improvement Collaboratives will not be established as bodies in their own right, will not hold bank accounts, and therefore cannot have funding allocated to them as an entity. Any collaborative use of budgets should be agreed locally by Head Teachers at a school level.

- b) What would be the disadvantages of an approach where the current system of funding schools is largely retained, but with a greater proportion of funding allocated directly to:
1. Schools
 2. Clusters.
 3. Regional Improvement Collaboratives?

Proposed response:

1. Allocating a greater proportion of funding directly to schools (if this creates inappropriate areas of spend) would change the nature of the Head teacher role, increasing bureaucracy and diverting focus from learning and teaching. It would also increase workload for Head teachers meaning a greater burden in relation to administration and a greater burden on head teachers to manage areas out with their expertise such as property which would allow less time to focus on education outcomes and local issues. In West Lothian, enabler services and Business managers provide support to Head Teachers to allow the focus of Head Teachers and their staff to remain on learning and teaching and this is a model that has proven to be successful over a number of years.

2. Allocating a greater proportion of funding directly to clusters would potentially lead to duplication and unnecessary structural changes. Effective collaboration is not dependent on structural or governance arrangements and would not recognise and deal with local issues. Schools in clusters may have different priorities and differ in levels of deprivation.

3. The council does not believe that allocating a greater proportion of funding directly to Regional Improvement Collaboratives would support the vision to achieve excellence and equity in Education. Instead this arrangement would lead to duplication of tasks and a lack of clarity of responsibilities around quality assurance. The council believe that the local authority should continue to play a central role in school improvement and performance including accountability and responsibility and the allocation of funding should follow this principle. Dilution of quality input processes as a result of greater amounts of schools being covered by less quality improvement staff is questionable.

Question 6

The Scottish Government's education governance reforms will empower head teachers to make more decisions about resources at their school. What support will head teachers require to enable them to fulfil these responsibilities effectively?

Proposed response:

The Education Governance review will potentially add responsibilities on Head Teachers which they believe will divert them from focusing on attainment. Head teachers require support from enabler services within councils including Financial Management, Property services, Human Resources, IT and other council services such as Procurement to provide expertise and ensure a co-ordinated approach to service delivery across all council services whilst enabling Head Teachers to continue to focus on learning, teaching and school improvement. They will continue to need support from central education for support and direction and assistance in areas such as psychological services, ASN, customer services

etc. In addition the impact of national commitments such as the Pupil Teacher ratio should be reviewed as school budgets are less flexible as a result.

Question 7

What factors should be taken into account in devising accountability and reporting measures to support greater responsibility for funding decisions at school level?

Proposed response:

The following factors should be taken into account in devising accountability and reporting measures to support greater responsibility for funding decisions at school level:

- A DSM scheme makes Head teachers responsible and accountable for the financial resources of the school and enables day to day management decisions to be taken at school level and permits local issues to be addressed directly.
- Focus of devolved budget is linked to accountability and decision making.
- Performance measures should be outcomes based rather than inputs such as the Pupil Teacher ratio
- Bureaucracy created from governance arrangements for the new funding streams such as Pupil Equity Fund, Attainment fund projects which diverts the Head Teacher's focus from learning and teaching.

Question 8

Do you have any other comments about fair funding for schools?

Proposed Response:

West Lothian Council support the objectives of raising attainment and bridging the attainment gap and this has successfully been achieved in West Lothian over the last five years. Ensuring excellence for all is a key priority for the council and the future method of allocating funding should provide, as the West Lothian model does, targeted resources to help deal with the equity issue. The council agrees it would be beneficial to have a standardised DSM scheme to provide a consistent approach across each of the Scottish local authorities which would help contribute towards improving attainment at a national level. The Council believes that the current scheme of DSM in West Lothian largely meets the principles set out in the consultation.

The Head Teacher should be responsible and accountable for resources allocated to their school and their main focus should continue to be on raising attainment whilst closing the gap, learning and teaching and leading the school. The West Lothian DSM model is designed to empower Head teachers to deliver on these outcomes. Changes to funding allocations must be evidence based and it should be clear how they will contribute to the stated outcome of raising attainment.



EDUCATION EXECUTIVE

PUPIL EQUITY FUNDING IN WEST LOTHIAN COUNCIL

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

A. PURPOSE OF REPORT

To provide the Education Executive with an update of Pupil Equity Funding interventions being used by West Lothian Schools.

B. RECOMMENDATION

To note the progress of Pupil Equity Funding interventions and their contribution to closing the poverty related attainment gap.

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 Assessments)	None
III Implications for Scheme of Delegations to Officers	None
IV Impact on Performance Indicators	Improved attainment and achievement for pupils from SIMD 1 and 2 reflected in performance indicators, and Local Government Benchmarking Framework
V Relevance to Single Outcome Agreement	Our children have the best start in life and are ready to succeed We live in resilient, cohesive and safe communities People most at risk are protected and supported to achieve improved life chances
VI Resources (Financial,	Within Pupil Equity Funding allocations, as 1

Staffing and Property)	provided by Scottish Government. The total amount allocated to West Lothian schools is £5,052,000.
VII Consideration at PDSP	None
VIII Other consultations	None

D. TERMS OF REPORT

The Pupil Equity Funding (PEF) is additional funding allocated directly to schools and targeted at closing the poverty related attainment gap. The Scottish Government has committed to this funding as part of the Scottish Attainment Challenge programme from 2017-18. The Pupil Equity Funding forms part of the £750m Attainment Scotland Fund which will be invested over the current Parliamentary term. The total amount allocated to West Lothian schools is £5,052,000.

Headteachers have completed their plans in line with the key principles for expenditure for session 2017-18. These plans have been divided into the areas of Literacy, Numeracy, Health & Wellbeing, and Across Learning. The interventions being implemented by our early years' establishments and schools contribute directly to achieving the priorities outlined in the National Improvement Framework Improvement Plan.

Schools have been highly creative as well as rigorous in ensuring appropriate strategies are being adopted. Headteachers will be further supported through a series of workshops by the Attainment Advisor to the Local Authority on how to measure impact.

In terms of literacy, many schools are planning to buy additional resources and training which focus on supporting targeted interventions with children to improve reading and increase vocabulary. As part of these interventions, they will be promoting parental engagement and family learning from early years to secondary. Some schools have employed the services of additional Speech and Language therapists to work with them on early learning vocabulary improvement.

For numeracy, a package of support across the authority is being put into place with a focus on upskilling staff on learning and teaching strategies and number recovery work.

A number of schools will be employing additional pupil support workers to provide enhanced reading or numeracy interventions on a daily basis, or to work more intensely with target groups of children and young people.

The focus for many schools is creating teacher learning communities through a partnership with Tapestry which will enhance skills in how schools assess children and young people and provide feedback in the context of poverty. Effective feedback is key to raising attainment and aspiration.

Several schools will be using Family Learning Workers or Youth Mentors who have been employed through a joint recruitment process with our partners in Community Learning and Development, or Family Support workers either through charities, social policy or creating their own positions. Their aim will be to further

build relationships with families and schools in order to engage families in supporting the learning of their children and young people.

Interventions which focus on health and wellbeing include play therapy and building resilience through programmes to improve confidence through physical activity, outdoor learning, art therapy, healthy eating. Many schools are also looking to enhance work already undertaken in nurture.

Across our schools there are many examples of collaborative working in clusters eg shared family support workers, numeracy development officers, resources and training.

Career long professional learning for teachers and support staff underpins many of the Pupil Equity Funding interventions and this is being developed and implemented by our central PEF team, with partners. Key elements of the programme include the development of a reading culture and comprehension in schools, numeracy strategies and mathematical mindsets, and positive mental health and resilience.

We will monitor the impact of all school interventions throughout the course of this session and share with schools and partners at a conference in March. We are currently in discussion with Anti-Poverty and Welfare Advice and Citizen's Advice Bureau managers about providing input to this conference in order to support Headteachers in their decision making for next session.

E. CONCLUSION

West Lothian schools have detailed plans and interventions in place to interrupt the cycle of inter-generational poverty in order to improve the life chances of children and young people in communities in West Lothian.

F. BACKGROUND REFERENCES

None

Appendices/Attachments: None

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Donna McMaster

Head of Education (Curriculum, Quality Improvement and Performance)

Date of meeting: 10 October 2017



EDUCATION EXECUTIVE

EDUCATION REFORM – IMPROVEMENT COLLABORATIVES

REPORT BY DEPUTE CHIEF EXECUTIVE

A. PURPOSE OF REPORT

To inform the Education Executive of national developments since the Scottish Government's publication of *Education Governance: Next Steps* on 14 June 2017.

B. RECOMMENDATION

To note the agreement between Scottish Ministers and COSLA on the implementation of Improvement Collaboratives.

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)	<p>Standards in Scotland's Schools etc. Act 2000.</p> <p>Education (Scotland) Act 2016.</p> <p>An Education Bill planned for 2017 is likely to provide statutory guidance to these areas.</p> <p>Raising Attainment is a key strategic objective of West Lothian Council.</p>
IV Impact on performance and performance Indicators	The Improvement Collaborative will contribute to performance indicators related to raising attainment for all and closing the gap in education outcomes between children from the most and least advantaged backgrounds.
V Relevance to Single Outcome Agreement	The Improvement Collaborative will contribute to performance indicators within the Single Outcome Agreement in relation to educational attainment, closing the education gap and delivery of National Improvement Framework priorities.
VI Resources - (Financial, Staffing and Property)	The Improvement Collaborative will be further developed, and its improvement plan delivered,

	within the resources available to the local authorities that make up each Collaborative and Education Scotland.
VII Consideration at PDSP	None.
VIII Other consultations	<p>National Steering Group comprising representatives from:</p> <ul style="list-style-type: none"> • Scottish Government, Learning Directorate. • Scottish Government, Children & Families Directorate • Education Scotland • COSLA • SOLACE • ADES

D. TERMS OF REPORT

D1 Introduction

The Standards in Scotland's Schools etc. Act 2000, as amended by the Education (Scotland) Act 2016, along with statutory guidance and policy directives including *Education Governance: Next Steps* set out various requirements and reforms. This included proposals to establish regional collaboratives now referred to as Improvement Collaboratives to drive improvement and ensure excellence and equity in all local authorities in line with the National Improvement priorities.

A national steering group was established in August 2017 and tasked to develop implementation proposals based upon the policy direction of *Education Governance: Next Steps*.

These proposals were discussed and developed at meetings between COSLA and Scottish Government representatives on the 5th and 15th September 2017.

On 29 September 2017 this resulted in the Leaders of Scotland's Councils agreeing to deliver, between local government and the Scottish Government, a collective commitment to collaborative working on educational improvement.

D2 Function of Improvement Collaboratives

Education Governance: Next Steps stated that the overarching purpose of Improvement Collaboratives will be to:

- Provide excellent educational improvement support for headteachers, teachers, managers and practitioners through dedicated teams of professionals. These teams will draw on Education Scotland staff, local authority staff and others.
- Provide coherent focus across all partners through delivery of an annual regional plan and associated work programme aligned with the National Improvement Framework.
- Facilitate collaborative working across the region, including sharing best practice, supporting collaborative networks and pursuing partnership approaches.

West Lothian will engage in an Improvement Collaborative with three other councils..

Each Improvement Collaborative will be led by a 'Regional Improvement Lead' who will be selected jointly by the local authorities that make up the Improvement Collaborative and the Chief Inspector of Education.

Each Improvement Collaborative is to be fully operational with a Regional Improvement Lead in place by the end of October 2017.

Appendix 1 sets out the operational detail of Improvement Collaboratives within the following themes:

- Guiding principles.
- Functions
- Leadership
- Staffing
- Geography
- Accountability
- Measures of success

D3 Next Steps

The Improvement Collaborative is required to prepare a joint Improvement Plan to prioritise improvements from ***“local assessment of where the most meaningful work can be taken on a partnership basis.”***

The improvement plan is to be based upon current and robust performance information and is to deliver excellence in learning by raising attainment for all and reduce inequality in education.

Initial discussions in the Collaborative have identified the following themes for joint improvement through partnership working:

1. Use of performance and Pupil Equity Fund data to drive improvement.
2. Shared expertise and research to drive improvement in literacy and numeracy.
3. Effective professional learning and practice.
4. Use of Early Years developments.

To enhance improvement a full time project officer will be deployed to support the Regional Improvement Lead.

The key tasks for the project officer will include:

1. Collate draft partnership agreement.
2. Collate draft Collaborative Improvement Plan.
3. Collate draft workforce plan.
4. Collation and sharing of data and effective practice from across the collaborative.
5. Provision of research that underpins and delivers effective practices.
6. Create and maintain a collaboration portal (Using the Improvement Service Knowledge Hub).

E. CONCLUSION

This report provides the Education Executive with an update on the progress from *Education Governance: Next Steps* in relation to Improvement Collaboratives.

It also outlines the proposals from the National Steering Group as to the operational structure and delivery functions of Improvement Collaboratives in a manner that retains the primary role of local authorities in the provision of education and maintains local democratic accountability for Early years and school based learning.

F. BACKGROUND REFERENCES

[Education Governance: Next Steps](#)

Regional Improvement Collaboratives for Education: Report of the National Joint Working Group 21 September 2017

Appendices/Attachments: Function and Requirements for Improvement Collaboratives.

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Elaine Cook
Depute Chief Executive
10 October 2017

APPENDIX 1

EDUCATION REFORM – IMPROVEMENT COLLABORATIVES

Summary points from the National Steering Group Report to COSLA

1	Guiding Principles
	<ul style="list-style-type: none"> • Outcome-focused – the primary purpose for ICs is to support schools in the delivery of educational improvement, developing and maintaining a coherent focus on raising attainment and closing the attainment gap, whilst ensuring that activity is aligned to the National Improvement Framework (NIF). • Child-centred - improvement must reflect the principles of GIRFEC and take a holistic approach to the needs of the child. ICs must consider the ‘whole system’ and ensure that all partners are working across authority boundaries and that they are engaging with those working closest to children, and with children themselves, at the point of need, as and when required. • A thematic approach – in order to ensure function comes before structure, ICs must establish clarity of purpose and common goals, drawing on the NIF and contributions of all partners. The focus should be on building collective expertise, knowledge and capacity to drive continuous improvement. • Robust, locally-driven and evidence-based – reform initiatives must be driven by the needs and priorities identified in each region, whilst reflecting national priorities and evidence. Where appropriate, ICs will also draw on the activity and experience of existing regional groupings and their work to date. Evaluation must be built in from the outset. • Agile and flexible – each IC must build the capacity of the ‘system’ in order to respond to specific needs, and to react to change and unexpected events. They should actively encourage innovation and seek opportunities for partnership working. Sharing best practice within and beyond their IC will be essential. • Empowering – it will be important for ICs to create an environment based on trust and open dialogue, working with partners to ensure that progress can be made at pace, and that any ambiguities or tensions can be surfaced and resolved through collective effort. A ‘culture of collaboration’ will need to develop at all levels across the ‘education community’, whilst ensuring collective support to the role and responsibilities of headteachers in securing change in the classroom and beyond.
2	Functions
	<p>The overarching purpose set out in Education Governance: Next Steps which states that ICs will:</p> <ul style="list-style-type: none"> • Provide excellent educational improvement support for headteachers, teachers, managers and practitioners through dedicated teams of professionals. These teams will draw on Education Scotland staff, local authority staff and others.

- Provide coherent focus across all partners through delivery of an annual regional plan and associated work programme aligned with the National Improvement Framework.
- Facilitate collaborative working across the region, including sharing best practice, supporting collaborative networks and pursuing partnership approaches.

The **Steering Group emphasises** the importance of the following parameters regarding the functions of ICs:

- The functions of the ICs must support and directly contribute to nationally and locally identified priorities, and the overall policy objective of empowering our teachers, parents, partners and communities to deliver excellence and equity for all our children.
- There should be clarity at the outset regarding the essential core functions for all ICs, and those functions which individual ICs should determine, where a more tailored and flexible approach is required to suit local areas and clusters of schools. As referred to in 'Next Steps', there is no 'one size fits all' solution. The Steering Group has set out a proposal for that distinction in the next section on 'functions'.
- All ICs should be evidence-based and build on existing practice across Scottish education, at both local and national level. Activity should not be restricted to schools alone, but encompass the range of learning environments that are experienced by children and young people, including all early learning and childcare providers delivering the statutory entitlement.
- ICs should also consider educational improvement within the context of local Children's Services and the range of work led by multi-agency partners to improve outcomes for children, including Community Planning Partnerships, Social Work, Community Learning and Development and the Third Sector. Links with business and skills-related organisations will also be important in terms of supporting the development of the young workforce.
- The Group was also clear that this was about all partners working differently, as well as about securing 'additionality' through collaboration, thereby protecting against displacement or replication of activity.
- The Group emphasised the key role that Education Scotland will play in supporting the delivery of all the functions, as a core part of the work of ICs, including bespoke support to schools. This will require Education Scotland to take on a significantly enhanced role and purpose going forward, with a strengthened improvement function, as referred to in 'Next Steps'.

The **Steering Group proposes** that the following functions are undertaken across

all ICs:

- Identify **priorities** for improvement within the region, based on an **analysis** of all available evidence on educational performance within the region, including school attainment data, and consideration of the priorities set out in the **National Improvement Framework (NIF)**.
- Formulate a **regional improvement plan**, based on the process of analysis and prioritisation mentioned above, and drawing on school improvement plans, local authority improvement plans and the national improvement plan. The plan should be agreed with the Chief Inspector of Education, to both ensure that it takes account of all available evidence on performance, and to support and challenge the selection of the educational strategies and interventions. 'Next Steps' refers to this plan being an annual requirement for all ICs. **The Steering Group discussed whether it would be preferable to require three year regional plans, with a clear commitment for an annual review of performance.** This would empower colleagues to tackle more systemic change and to develop more substantive and sustainable programmes of work, whilst retaining a clear commitment to pace and delivery. It would also match the three year budget planning timeframe within local authorities which could help unlock new ways of allocating resource to improvement activity. **It is proposed that this is considered alongside the current legislative requirements for annual reporting on the National Improvement Framework.**
- Enhance and improve **professional learning** for teachers, other professionals and key partners within the region, within a national framework, to ensure delivery on identified local priorities.
- Ensure that an appropriate **range of support, interventions and programmes** are in place to raise attainment and close the poverty-related attainment gap within the region. This should include proportionate and tailored support to schools and early learning and childcare providers.
- **Identify, promote and share good practice** in learning, teaching and assessment within the region, and with other regions. This should operate at all levels, and include developing networks of teachers and other professionals to share good practice, through **peer-to-peer and school-to-school collaboration**. These networks should include subject or sector specialisms across the region and build on areas identified for improvement, ensuring an appropriate level of challenge is injected into these groupings.
- Support schools **to interpret and implement key educational developments** and insights gained from research.
- Ensure and enhance **subject-specific support and advice** across all eight curriculum areas, with a clear focus on literacy and numeracy and the areas of improvement identified for that region, and their contribution to attainment.

- Facilitate access to **sector-specific support and advice** which may include areas such as early learning, Gaelic Medium Education, and additional support for learning.
- Build capacity in **improvement methodology**, through review, collaboration and shared approaches. This will include working with local authorities to ensure appropriate support is in place for schools to 'manage change' successfully through training, support, peer review and challenge.
- Take a **regional approach to supporting staffing challenges**, including recruitment and retention; promoting shared approaches to building capacity and securing improvement.
- Work with local authorities and other partners to **support wider collaborative working** across the 'system', including education, social work, health, Community Planning Partnerships and others to ensure that together, 'we get it right for every child'.

The Steering Group proposes that the following functions should be tailored to **local needs** by individual ICs:

- The '**improvement offer**' should be proportionate depending on school performance and capacity for self-improvement. Within a region, some schools may need a 'light touch' approach and others may need more significant support or intervention to secure improvement. It will therefore be the responsibility of the IC, in collaboration with the constituent local authorities, schools and other local partners, to determine the nature of activity and how that is delivered in practice.
- Following on from this, it should be the responsibility of each individual IC to decide on their '**model of staff deployment**', to ensure they are able to deliver on the core functions and agreed priorities.
- Each IC will have a different starting point as they consider how best to deliver on the core activity and priorities. It is anticipated that all the ICs will develop over time and that in order to secure real improvement, each IC will need to **test new and different ways of working** to assess the impact on improvement in their area. What works in one area may not work in another. Whilst all ICs should encourage innovation, there will need to be flexibility and variation in the approaches taken.

Once regional plans are in place, it will be important for each IC to **simplify and clarify the landscape to avoid any confusion in schools and learning centres**, in terms of where to go for different types of improvement and support. This will be particularly important for headteachers given their changing role and responsibilities, as well as by other professionals, who will need clarity as to what is being provided by the IC, what is being provided by their individual local authority, and essentially where to go for specialist advice.

3	Leadership
	<p>The Steering Group highlights the critical role of effective leadership in the development of the ICs:</p> <ul style="list-style-type: none"> • It is clear that the ICs will rely on excellent educational leadership and the top priority for educational leaders will be to achieve excellence and equity for every child within the region. • There is already a wide range of improvement activity underway across the education sector in Scotland. 'Next Steps' builds on this and sets out a clear ambition for increased pace, reach into every school and greater consistency of impact. Strong and collaborative leadership, at all levels, and across the system, will be key to delivering on this ambition. • The leadership must ensure that improvement activity is focused on the most effective interventions and that it progresses with pace and impact. • Educational leaders working within the ICs must have the highest levels of credibility, visibility and educational strength and expertise in order to motivate and inspire change and improvement. • They will also need to ensure that improvements are embedded and sustained.
4	Staffing
	<p>The Steering Group agreed that:</p> <ul style="list-style-type: none"> • Staffing decisions must directly reflect consideration of all the functions required for the IC and the agreed priorities for improvement. • It will be important for each IC to ensure they secure the best possible mix of staffing to enable them to deliver with ambition and pace. Getting the right mix of expertise will be essential. • The Group acknowledged the current variability in support for improvement across the country and that for some there will be a need for a significant shift and rapid scaling up of activity, based on the local needs identified. <p>The Steering Group has developed initial guidance for ICs to consider when developing their education leadership teams.</p> <ul style="list-style-type: none"> • Firstly, it is worth re-emphasising that within 'Next Steps', there is not a proposal to establish a new body or employing authority, a position supported by the Steering Group. Collaborating on a regional basis towards collective aims will be a way of working which will be embedded throughout the system – both within and between organisations who are working to get it right for every child. This should be reflected in how the

	<p>ICs approach their staffing decisions.</p> <ul style="list-style-type: none"> • Each IC will develop a ‘workforce plan’, taking a holistic view of the functions they need to deliver on, (reflecting national, regional and local priorities), the skills mix to deliver those functions, and identifying where there is existing capacity, (including the role of digital solutions), and where there are gaps. • As mentioned earlier, the Steering Group proposes that it should be the responsibility of each individual IC to decide on their ‘model of staff deployment’, to ensure they can deliver on the core functions and agreed priorities. The priority for each IC is to ensure it has an agile and flexible staffing model which is responsive to the needs and priorities within the region, whilst also reflecting the ongoing requirements of the constituent local authorities. ICs will also need to think carefully about how they balance that need for flexibility with the need to ensure that the core offering is sufficiently resourced to deliver progress at pace, and to ensure that improvement support is available where and when it is needed. • In determining the exact make-up of each IC, each area should consider the evidence and the agreed priorities, but also ensure that they draw on existing activity, connections and partnerships. Furthermore, given the strong focus on the use of performance data and evidence from a range of sources, it will be important for each IC to consider how best to ensure they have the required resource for data analysis on a regional basis. • It will also be important to consider the respective areas of strengths and expertise within a region, alongside areas for accelerated development; this will help ensure a region is getting the most from existing skills and expertise, that it is identifying gaps, and that it can target where to share and redeploy resources and where it needs to bring in additional expertise. • All ICs will need to have a core team which will include senior officers, e.g. the Chief Education Officers from each local authority within the IC, and senior officer(s) from Education Scotland and from the Care Inspectorate in relation to early learning and childcare. They should also ensure that their Attainment Advisers form a key part of the ICs, charged with bringing an equity focus to the work of the IC, whilst still working intensively on the Scottish Attainment Challenge. It will also be important to link with the Improvement Advisers for the Children & Young People Improvement Collaborative. • This core offer would obviously be built upon depending on the scale of the IC and the needs/ priorities within the region. Other areas that ICs may want to consider include Continuing Professional Development, social care, health and well-being, parental engagement, and additional support for learning. • A wider leadership forum could also include cluster leaders, (for example, a headteacher from each of the clusters/ area school groups
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	<p>within the region), and leaders from partner agencies and youth employment co-ordinators.</p> <ul style="list-style-type: none"> It is anticipated that additional resources will be needed to boost staffing capacity within the ICs. This may include specialists in all eight curriculum areas within each IC, plus additional dedicated sector or specialist expertise and capacity as required. The impact of recruiting additional staff, (who are likely to come from schools), will need to be risk assessed in terms of staffing shortages in areas such as STEM. Resourcing may also draw on universities, businesses and other wider community links, again depending on local needs and priorities. ICs may also need to look beyond their own region to secure the required expertise and input, and engage with national agencies and national networks. A model for administrative support will be required for each IC. This could include communications, events and branding. Arrangements for aspects of support such as travel and subsistence could be met by the employers of the individuals within the IC or through a service level agreement between the partners within the IC. This will be for each IC to determine. 	
5	Geography The geographies proposed by Local Government are noted below:	
	Forth and Almond Valley Collaborative	Clackmannanshire Council Falkirk Council Stirling Council West Lothian Council
	The Northern Alliance	Aberdeen City Council Aberdeenshire Council Argyll and Bute Council Comhairle nan Eilean Siar Highland Council Moray Council Orkney Islands Council Shetland Islands Council
	The Tayside Collaborative	Angus Council Dundee City Council Perth and Kinross Council
	The West Partnership	East Dunbartonshire Council East Renfrewshire Council Glasgow City Council Inverclyde Council North Lanarkshire Council Renfrewshire Council South Lanarkshire Council West Dunbartonshire Council
	South West Collaborative	East Ayrshire Council North Ayrshire Council South Ayrshire Council Dumfries and Galloway Council
	South East Collaborative	Edinburgh City Council East Lothian Council Fife Council Midlothian Council

		Scottish Borders
6	Accountability	
	<p>Any model of accountability must meet the following five principles:</p> <ul style="list-style-type: none"> • Strategic alignment and deliverability - the role of ICs within the system to ensure alignment from high-level strategy to operational delivery and to bring added value to the delivery of the policy direction of 'Next Steps'. • Clarity - clear agreed goals for multiple agencies and parties, (the system), around children and young people, striving towards commonly held aims (primarily delivering excellence and equity). • Simplicity and transparency - minimal additional bureaucracy and structures. • Agility - each stakeholder's (agency or individual) ability to articulate their place in the whole picture and be an active participant in its success. • Support collaboration - clear process(es) whereby stakeholders can add value to the 'system' and be held to account for their contribution and performance in relation to ICs. <p>A model of shared accountability is set out below. This model demonstrates a commitment to collaboration throughout the approach, at every stage and at every level:</p> <p>The Regional Improvement Lead would be:</p> <ul style="list-style-type: none"> • Selected jointly by the local authorities that make up the IC and the Chief Inspector of Education for Scotland. The process of selection will itself be collaborative, with the IC authorities and the Chief Inspector working closely from the outset of the appointment process. It is the expectation that in the first instance, the regional role will be fulfilled by reassigning an existing local government employee into this post, although this may be someone from outwith the region. The exact parameters will be for discussion between the local authorities and the Chief Inspector depending on their assessment of the local context. The final appointment should be made with the agreement of all of the Chief Executives within the IC and with the SG (who will be advised by the Chief Inspector). • Formally line managed by the Chief Executive of the employing authority, but reporting to all the collaborating authorities (at official and political level), and to the Chief Inspector. <p>The IC as a whole would also have an accountability to the Chief Executives and Convenors of the collaborating authorities and to the Chief Inspector. Schools and</p>	

	<p>headteachers must have an opportunity to comment on the extent to which the IC provides the support that they need.</p> <p>This model is based on the following agreements:</p> <p>Each IC must take forward a meaningful and substantive improvement agenda As stated earlier, a 'Regional Improvement Plan' must be developed that covers all eight curriculum areas, with a clear focus on the key improvement priorities in the region and on the work that is needed to close the attainment gap. The Plan must also be designed in a 'bottom-up manner, based on the needs and improvement priorities of schools, and must be approved by the Chief Inspector.</p> <p>A 'Workforce Plan' also needs to be developed alongside the Improvement Plan. The Workforce Plan will be assessed to ensure that it will deliver the full range of activity within the Improvement Plan, at pace. As many staff as possible need to be deployed full-time or close to full-time, in order to achieve the relentless focus on improvement as set out in the functions of the ICs. All contributors will have a role to play in the staffing (including Education Scotland) and the Chief Inspector must agree the Workforce Plan.</p> <p>The Role of Education Scotland Each IC will be committed to supporting headteachers to deliver improvement at pace. This requires close collaborative working with Education Scotland who will make a substantial contribution to each IC, including involvement in selecting the Regional Improvement Lead, agreeing the Improvement Plan and the Workforce Plan, as outlined earlier.</p> <p>Timing Each IC must be fully operational with a Regional Improvement Lead in place by the end of October. Given that the primary purpose of the ICs is to support schools and teachers in the delivery of educational improvement, the views and priorities of schools will be crucial in developing the plans. The Improvement Plans of ICs should flow from those identified by schools in the National Improvement Framework process. Each IC must also consult with schools and wider interests on the development of their Improvement Plan and their Workforce Plan. To ensure that sufficient time is built in to support this consultation, it is suggested that both plans must be agreed by the end of January 2018 in alignment with National Improvement Framework timescales.</p> <p>Geography It will be important to ensure that each proposed grouping has sufficient educational strength.</p> <p>Review This arrangement will be subject to review. This would involve an independent review when each IC has been in full operation for six months, followed by a more detailed review after 12-18 months. One suggestion is to invite the OECD to conduct a 'rapid review'; this will be explored further, along with other options.</p>
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7	Measures of success
	<p>We are starting in a strong position with the National Improvement Framework (NIF), which provides a clear foundation for looking at performance data and the established drivers of improvement . This should form a core part of the regional plans for each IC and their assessment of progress going forward, along with other measures that may already be in operation.</p> <p>It will also be important to look at what other mechanisms reveal about ‘measures of success’. ICs will need to draw on existing measures, where they exist, and link in with other initiatives and evaluations that relate to children and young people, and the attainment gap in particular.</p>



EDUCATION EXECUTIVE

NEW WEST CALDER HIGH SCHOOL UPDATE

REPORT BY HEAD OF FINANCE AND PROPERTY SERVICES AND DEPUTE CHIEF EXECUTIVE

A. PURPOSE OF REPORT

The purpose of the report is to update Education Executive on the progress of the new West Calder High School. In addition the report outlines the community benefits achieved to date, those forecast to be delivered and the ongoing community engagement.

B. RECOMMENDATION

It is recommended that Education Executive notes:

1. The progress of the project to date;
2. The community benefits delivered and forecast for the project;
3. The ongoing community engagement activity that is ongoing; and
4. The fly-through animation presented.

C. SUMMARY OF IMPLICATIONS

I Council Values	Focusing on our customers' needs, being honest, open and accountable, making best use of our resources.
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	The performance measures for satisfactory or better condition and suitable property assets will improve as a consequence of the project.
V Relevance to Single Outcome Agreement	<p>The significant investment in the new school will support a number of single outcome agreement performance measures including:</p> <p>Our children have the best start in life and are ready to succeed;</p> <p>We make the most efficient and effective use of resources by minimising our impact on the built environment.</p>

VI Resources - (Financial, Staffing and Property)	Project funding is via a combination of Capital and Revenue as reported to Council Executive 22 November 2016 and is identified within existing resources.
VII Consideration at PDSP	Not applicable.
VIII Other consultations	Significant community engagement continues to be undertaken as the project progresses on site. There is ongoing consultation via the community engagement group that has been established.

D. TERMS OF REPORT

D1 BACKGROUND

The Council Executive at its meeting on 28 October 2014 agreed to progress the replacement of West Calder High School with a new school building. On 22 November 2016 Council Executive approved the terms of the Financial Close for the project and noted the delivery timescales.

D2 PROGRESS TO DATE

As a consequence of the pro-active approach adopted, such as progressing enabling site infrastructure works in advance of the main school construction works, the financial close for the project was achieved on time.

The council and the development partners Hub South East Scotland Ltd and Morrison Construction worked closely and in collaboration with Network Rail to ensure that the enabling infrastructure works of the new rail overbridge and new access road were completed on time and on budget. This enabled the majority of site traffic to access the construction site from the A71, thereby mitigating as much as possible the impact on the community of West Calder.

The main school construction works are progressing well with all ground engineering works, foundations, initial utilities diversions, steel structure and pre-cast concrete floor and stairs completed. Other concrete form works and the external envelope are progressing well and are nearing completion. The building is reaching full wind and watertight status. Works thereafter will consist of internal walls, floors, ceilings, fixtures, fittings and finishes.

The project remains on target with planned timescales for completion forecast for June 2018 with the school open and pupils attending from August 2018.

D3 COMMUNITY BENEFITS

For all construction projects the council is committed to delivering community benefits. Our development partners Hub South East Scotland Ltd and Morrison Construction have set ambitious community benefit targets and have made good progress in delivering these. The community employment and sub-contract award benefits achieved to date and the target forecasts through to completion are shown in Appendix A.

A number of these community benefits have considerable progress to make to achieve targets however, due to the nature of construction with the largest majority of individual companies and trades being active between now and completion the forecasts are expected to be achieved.

In addition to these, development partners have provided considerable community benefits including undertaking construction works for local groups such as West Calder and Polbeth Community Garden who are located adjacent to the development.

D4 COMMUNITY ENGAGEMENT

The council and development partners have actively engaged with the community including the establishment of a consultation group which meets bi-monthly with the primary aim of facilitating effective communication on the progress of the project and to allow engagement on any issues that should arise. This forms part of planning consent compliance.

D5 ANIMATED FLYTHROUGH

The school when completed will be one of the most innovative and efficient schools to be constructed in the UK and, to highlight this whilst construction is ongoing, an animated flythrough has been developed to provide an illustration of the accommodation and layout. This will be made available on the council's web-site and will be used for future presentations.

E. BACKGROUND REFERENCES

Proposal to relocate West Calder High School – Education Executive 26 May 2015

Update on proposed West Calder High School – Council Executive 15 September 2015

West Calder High School Update – Council Executive 26 April 2016

New West Calder High School – Stage 2 / Financial Close – Council Executive 22 November 2016

Appendices/Attachments:

Appendix A – Community Benefits Tracker

Animated flythrough of school will be shown on overhead screens to committee.

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Donald Forrest
Head of Finance and Property Services

Elaine Cook
Depute Chief Executive

Date: 10 October 2017

APPENDIX A – NEW WEST CALDER HIGH SCHOOL COMMUNITY BENEFITS

TRAINING AND EMPLOYMENT

Benefits to Date	Target	To Date	Remaining
Work Placements (14 - 16 years)	150	20	130
Work Placements (16 + years)	300	108	192
Visits by / to Schools (pupil numbers)	750	1,327	-577
Visits by / to Colleges / University (student numbers)	500	151	349
Direct Employment - new jobs	20	19	1
Indirect Employment - new jobs 5 5	5	5	0
Professional Employment	5	3	2
Apprentice Employment - persons	45	12	33
Trainee Employment	10	10	0
Jobs Advertised through local employment vehicles	60	2	58
N/SVQ starts for Sub Contractors	30	8	22
N/SVQ completions for Sub Contractors	30	30	0
Training Plans for Sub Contractors	30	3	27
Supervisor Training for Sub Contractors	30	4	26
Leadership/Management Training for Sub Contractors	30	30	0
Advanced H&S Training for Sub Contractors	30	5	25
Education Provider Agreements	5	1	4
Individual Skills Profiles - persons	500	257	243
Supply Chain Briefings	50	9	41

SME SUPPLY CHAIN WORKS AWARDS (to 30 June 2017)

Sub-Contractor Works Category	Value
Value of Work awarded to Local SME's	£1,008,662
Value of Work awarded to National SME's	£12,757,932
Note- a number of national SME's have local and regional presence	