



Education Executive

West Lothian Civic Centre
Howden South Road
LIVINGSTON
EH54 6FF

1 September 2021

A meeting of the **Education Executive** of West Lothian Council will be held within the **MS Teams Virtual Meeting Room** on **Tuesday 7 September 2021** 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, declarations of interest in any urgent business and consideration of reports for information.

The Chair will invite members to identify any such reports they wish to have fully considered, which failing they will be taken as read and their recommendations approved.
4. Confirm Draft Minutes of Meeting of Education Executive held on Tuesday 22 June 2021(herewith)

Public Items for Information

5. SQA Mental Health and Wellbeing Award:-
 - (a) Report by Head of Education (Secondary) (herewith)
 - (b) Presentation by Pupils of Broxburn Academy

Public Items for Decision

6. Review of Attendance at School: Policy and Operational Procedures - report by Head of Education (Learning, Policy and Resources) (herewith)
7. Consultation on the Introduction of S3 and subsequent Roll Out Up to S6 Secondary Stage Education Within Ogilvie School Campus - report by the Head of Education (Learning, Policy and Resources) (herewith)
8. Community Learning and Development Partnership Plan 2021-24 - report by the Head of Education (Learning, Policy and Resources) (herewith)
9. Annual Plan and Report - National Improvement Framework and Reducing Inequalities of Outcome - report by Heads of Education (herewith)
10. Additional School Holiday to Mark Queen's Platinum Jubilee 2022 - report by Depute Chief Executive (herewith)

Public Items for Information

11. Education Recovery Update - report by Depute Chief Executive (herewith)
12. Forth Valley & West Lothian Regional Improvement Collaborative - report by Depute Chief Executive (herewith)

NOTE **For further information please contact Karen McMahon on tel. no. 01506 281621 or email karen.mcmahon@westlothian.gov.uk**

CODE OF CONDUCT AND DECLARATIONS OF INTEREST

This form is to help members. It is not a substitute for declaring interests at the meeting.

Members should look at every item and consider if they have an interest. If members have an interest they must consider if they have to declare it. If members declare an interest they must consider if they have to withdraw.

NAME	MEETING	DATE

AGENDA ITEM NO.	FINANCIAL (F) OR NON- FINANCIAL INTEREST (NF)	DETAIL ON THE REASON FOR YOUR DECLARATION (e.g. I am Chairperson of the Association)	REMAIN OR WITHDRAW

The objective test is whether a member of the public, with knowledge of the relevant facts, would reasonably regard the interest as so significant that it is likely to prejudice your discussion or decision making in your role as a councillor.

Other key terminology appears on the reverse.

If you require assistance, please ask as early as possible. Contact Julie Whitelaw, Monitoring Officer, 01506 281626, julie.whitelaw@westlothian.gov.uk, James Millar, Governance Manager, 01506 281695, james.millar@westlothian.gov.uk, Carol Johnston, Chief Solicitor, 01506 281626, carol.johnston@westlothian.gov.uk, Committee Services Team, 01506 281604, 01506 281621 committee.services@westlothian.gov.uk

SUMMARY OF KEY TERMINOLOGY FROM REVISED CODE

The objective test

“...whether a member of the public, with knowledge of the relevant facts, would reasonably regard the interest as so significant that it is likely to prejudice your discussion or decision making in your role as a councillor”

The General Exclusions

- As a council tax payer or rate payer or in relation to the council's public services which are offered to the public generally, as a recipient or non-recipient of those services
- In relation to setting the council tax.
- In relation to matters affecting councillors' remuneration, allowances, expenses, support services and pension.
- As a council house tenant, unless the matter is solely or mainly about your own tenancy, or you are in arrears of rent.

Particular Dispensations

- As a member of an outside body, either appointed by the council or later approved by the council
- Specific dispensation granted by Standards Commission
- Applies to positions on certain other public bodies (IJB, SEStran, City Region Deal)
- Allows participation, usually requires declaration but not always
- Does not apply to quasi-judicial or regulatory business

The Specific Exclusions

- As a member of an outside body, either appointed by the council or later approved by the council
- The position must be registered by you
- Not all outside bodies are covered and you should take advice if you are in any doubt.
- Allows participation, always requires declaration
- Does not apply to quasi-judicial or regulatory business

Categories of “other persons” for financial and non-financial interests of other people

- Spouse, a civil partner or a cohabitee
- Close relative, close friend or close associate
- Employer or a partner in a firm
- A body (or subsidiary or parent of a body) in which you are a remunerated member or director
- Someone from whom you have received a registrable gift or registrable hospitality
- Someone from whom you have received registrable election expenses

MINUTE of MEETING of the EDUCATION EXECUTIVE held within MTEAMS VIRTUAL MEETING, on 22 JUNE 2021.

Present – Councillors David Dodds (Chair), Lawrence Fitzpatrick, Stuart Borrowman, Harry Cartmill, Tom Conn, Peter Heggie, Charles Kennedy, Sarah King, John McGinty, Andrew McGuire, Andrew Miller, Cathy Muldoon, George Paul, Moira Shemilt, Kirsteen Sullivan and Appointed Representatives Elsie Aitken, Lynne McEwen, Myra Macpherson, Margaret Russell

Apologies – Councillors Pauline Clark, Chris Horne and Appointed Representatives Heather Hughes, Derek Cornwall

1. DECLARATIONS OF INTEREST

Item 5 - Consultation on Relocation of Beatlie School, Livingston

Councillor Andrew Miller declared an interest in that he was a Board member of West Lothian Leisure. He would not participate in the item of business.

Councillor Tom Conn declared an interest in that he was a Board member of West Lothian Leisure. He would not participate in the item of business.

Councillor David Dodds declared an interest in that a family member was an employee of West Lothian Leisure although not associated with the site. He would participate in the item of business.

2. ORDER OF BUSINESS

The Education Executive noted there were four items marked for information only; these being agenda items 9, 10, 11 and 12. The Chair intimated he would ask officers to present item 9 and take questions on items 10 and 11. Therefore agenda item 12 was to be taken as read with its recommendation noted.

3. MINUTES

The Education Executive confirmed the minute of its meeting held on Tuesday 18 May 2021 as a correct record.

4. CONSULTATION ON RELOCATION OF BEATLIE SCHOOL, LIVINGSTON

The Education Executive considered a report (copies of which had been circulated) by the Head of Education (Learning, Policy and Resources) informing of Education Services intention to commence the statutory consultation on proposals to relocate Beatlie School to purpose built accommodation at a site east of the Xcite Craigswood Leisure Facility off Grange Road, Livingston as identified by Council Executive.

The report also presented the draft consultation document prepared by West Lothian Council officers.

Discussion took place with regards to the engagement undertaken with West Lothian Leisure users and affected communities. It was confirmed that there had been the opportunity for involvement during public meetings and throughout the consultation period with the Planning Portal also providing a platform for comment. Officers agreed to update documentation to detail that the appropriate engagement with stakeholders had taken place.

It was recommended that Education Executive note the proposal and approve commencement of formal consultation in relation to Beatlie School relocation.

Decision

1. To approve the terms for the report; and
2. To note officers undertook to ensure appropriate engagement with affected communities and users of West Lothian Leisure was documented.

5. OUTCOME OF PRE-CONSULTATION ON CATCHMENTS OF LINLITHGOW PRIMARY SCHOOLS

The Education Executive considered a report (copies of which had been circulated) by the Head of Education (Learning, Policy and Resources) seeking approval to commence formal Statutory Consultation on the proposals to review admission arrangements as a result of alteration to the non-denominational primary school catchment areas of:

- Linlithgow Primary School;
- Linlithgow Bridge Primary School;
- Springfield Primary School;
- Low Port Primary School; and
- Boghall Primary School.

It was recommended that the Education Executive;

1. Note the terms of the Draft Consultation document; and
2. Approve commencement of Statutory Public Consultation on the proposals identified in section A of the report.

Decision

To approve the terms of the report.

6. OUTCOME OF CONSULTATION ON CATCHMENT OF HARRYSMUIR AND TORONTO PRIMARY SCHOOLS

The Education Executive considered a report (copies of which had been circulated) by the Head of Education (Learning, Policy and Resources) seeking approval following formal public consultation of the proposal to vary admission arrangements by altering the catchment areas of the following non-denominational primary schools:

- Harrysmuir Primary School
- Toronto Primary School

The report also presented details of the outcome of the formal consultation and the comments of Education Scotland (HMI) on the consultation.

It was recommended that the Education Executive:

1. Approve the proposal to vary admission arrangements by altering the catchment areas of the following non-denominational primary schools:
 - Harrysmuir Primary School
 - Toronto Primary School
2. Note the outcome of the formal consultation and the comments of Education Scotland (HMI) on the consultation.

Decision

To approve the terms of the report.

7. OUTCOME OF CONSULTATION OF CATCHMENT OF SIMPSON AND BOGHALL PRIMARY SCHOOLS

The Education Executive considered a report (copies of which had been circulated) by the Head of Education (Learning, Policy and Resources) seeking approval following formal public consultation of the proposal to vary admission arrangements by altering the catchment areas of the following non-denominational primary schools:

- Boghall Primary School
- Simpson Primary School

The report also presented details of the outcome of the formal consultation and the comments of Education Scotland (HMI) on the consultation.

It was recommended that Education Executive:

1. Approve the proposal to vary admission arrangements by altering the catchment areas of the following non-denominational primary schools:
 - Boghall Primary School
 - Simpson Primary School
2. Note the outcome of the formal consultation and the comments of Education Scotland (HMI) on the consultation

Decision

To approve the terms of the report.

8. EDUCATION RECOVERY - UPDATE

The Education Executive considered a report (copies of which had been circulated) by the Depute Chief Executive (Education, Planning, Economic Development and Regeneration Services) inviting members to note progress with the phased reopening of schools and progress in education recovery.

It was recommended that the Education Executive note progress with the phased reopening of schools and progress in education recovery.

Decision

To note the terms of the report.

9. IMPROVING OUTCOMES FOR YOUNG PEOPLE THROUGH SCHOOL EDUCATION

The Education Executive considered a report (copies of which had been circulated) by the Heads of Education providing an update on measures taken to improve outcomes for young people in light of the recommendations set out in the Audit Scotland 'Improving Outcomes for Young People Through School Education' report.

Discussion took place on the measures used to address wellbeing with a potential new tranche of vulnerable young people. Officers described the arrangements in place and assured members that feedback from use of the current procedures had been very positive although it was appreciated that individuals circumstances could change and therefore assessment of wellbeing would continue.

Information was also sought in relation to the poverty related attainment gap and how West Lothian performed versus our comparators. The measurements used were described to members and it was confirmed

that our schools regularly perform above comparator schools.

It was noted that the current Education Recovery Report provided to Education Executive would continue in future and become the Education Recovery and Renewal report. To address the subjects queried by the Education Executive the report would include updates on wellbeing, attainment and the professional lessons learned when adapting to the necessary educational changes experienced throughout the COVID-19 pandemic.

Decision

1. To note the terms of the report
2. To note officers undertook to include updates on wellbeing, attainment and professional lessons learned in future Recovery and Renewal reports.

10. SUMMER OF PLAY 2021 AND NEW MODEL OF HOLIDAY ACTIVITIES: UPDATE

The Education Executive considered a report (copies of which had been circulated) by the Head of Education (Learning, Policy and Resources) informing members of work activity to date in relation to the organisation of the 'Summer of Play' 2021 which provided activities to vulnerable children and young people in West Lothian over the summer period.

It was recommended that the Education Executive note the update on activity to date in relation to the design and implementation of a programme of summer activity in Summer 2021 as West Lothian Council's contribution to the 'Summer of Play' in line with the Guidance received from the Scottish Government and building on the council's Holiday Lunch and Activities programmes of previous years.

Decision

1. To note the terms of the report; and
2. To note the work involved to produce the high quality programme of activities and to congratulate those officers involved in its development.

11. NATIONAL QUALIFICATIONS 2021: £400 ADDITIONAL ONE-OFF PAYMENT TO SECONDARY TEACHERS

The Education Executive considered a report (copies of which had been circulated) by the Depute Chief Executive (Education, Planning, Economic Development and Regeneration Services) informing of the £400 Additional One-Off Payment to Secondary Teachers which would be administered on behalf of the Scottish Government to those employees of West Lothian Council who are deemed to be eligible in accordance with

the Scottish Government's guidance.

It was recommended that the Education Executive:

1. Note the arrangements to make the payment of the £400 Additional One-Off Payment to Secondary Teachers on behalf of the Scottish Government to those employees of West Lothian Council who were deemed to be eligible in accordance with the Scottish Government's guidance; and
2. Note that the decision on using public funds for this purpose and what categories of workers are eligible for payment lies solely with the Scottish Government, and that the Scottish Government is satisfied that these one-off payments can be made to secondary teachers and that they are justified and reasonable.

Decision

To note the terms of the report.

DATA LABEL: PUBLIC



EDUCATION EXECUTIVE

SQA MENTAL HEALTH AND WELLBEING AWARD

REPORT BY HEAD OF EDUCATION (SECONDARY)

A. PURPOSE OF REPORT

To inform the committee about the SQA Mental Health and Wellbeing award and its impact on young people in West Lothian.

B. RECOMMENDATION

To note the award and its impact on young people in West Lothian.

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)	Education (Scotland) Act 1980 Children and Young People (Scotland) Act 2014 Education (Additional Support for Learning) (Scotland) Act 2014
III	Implications for Scheme of Delegations to Officers	None
IV	Impact on performance and performance Indicators	Raising Attainment is one of the key strategic outcomes of the Council.
V	Relevance to Single Outcome Agreement	Education attainment is reflected in Performance Indicators within the Single Outcome Agreement.
VI	Resources - (Financial, Staffing and Property)	Within agreed Education Revenue Budget.
VII	Consideration at PDSP	None
VIII	Other consultations	None

D. TERMS OF REPORT

D.1 Scottish Credit and Qualifications Framework (SCQF) Awards

In West Lothian secondary schools we offer many awards at SCQF levels 3-7 which add to the range of qualifications that young people achieve. Many of these are SQA awards but some are from other providers. These awards recognise the skills for learning, life and work that young people develop at school as part of their curriculum entitlement and support them into a sustained positive destination beyond school. Some of the SCQF awards offered across our schools include Personal Development, Wellbeing, First Aid, Leadership and Religion, Belief and Values. The SQA Mental Health and Wellbeing award is a recent addition to the suite of available awards.

D.2 SQA Mental Health and Wellbeing Award

This SQA award was recently introduced following national consultation and recognising the strong need for a qualification in this area.

The award is a valuable addition to the range of wider achievement opportunities and qualifications available to young people in West Lothian as part of their secondary curriculum. It is of particular value for young people in West Lothian given the impact that Covid-19 restrictions have had on mental wellbeing and mental health.

The qualification seeks to address inaccuracies surrounding perceptions of mental health, provide accurate information, promote understanding and equip pupils with positive coping strategies to improve and maintain mental health and wellbeing.

In particular it aims to:

- reduce stigma surrounding mental health.
- arm young people with healthy coping strategies.
- promote knowledge of the impact of mental health on behaviour.
- dispel myths surrounding mental health.
- promote understanding of positive and negative impacts on mental health.
- help individuals to make the right choices.
- promote understanding of the potential uses and impact of social media and the internet.
- create resilience.

The awards support the Scottish Government's Mental Health Strategy 2017-2027.

The award is available at SCQF level 4 and 5. It comprises three units focused on the above areas. It is assessed internally by school staff, based on ongoing gathering of evidence towards the three course units.

Young people in two of our schools completed the award at SCQF level 4 as a pilot last session. All secondary schools are currently considering offering the award as part of the curriculum this session.

E. CONCLUSION

Officers will consider how best to take forward the Mental Health and Wellbeing award with secondary schools as appropriate to their own contexts.

F. BACKGROUND REFERENCES

<https://www.sqa.org.uk/sqa/83453.html>

https://www.sqa.org.uk/sqa/files_ccc/GP2T44.pdf

Appendices: None.

Contact Person:

Alison Lewis, Education Officer (Secondary)
Alison.lewis@westlothian.org.uk

Catrina Hatch, Interim Head of Education (Secondary)

Date of meeting: Tuesday 7th September 2021

DATA LABEL: PUBLIC



EDUCATION EXECUTIVE

REVIEW OF ATTENDANCE AT SCHOOL: POLICY AND OPERATIONAL PROCEDURES

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

A. PURPOSE OF REPORT

To inform Education Executive of the revision to the Attendance at School: Policy and Operational Procedures (2017) in line with the introduction of the Inclusion and Support Service.

B. RECOMMENDATION

It is recommended that Education Executive approve the terms of the revised Attendance at School Policy and Operational Procedures document presented as Appendix 1.

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)	In 2007, the Government published national guidance, Included, Engaged and Involved: Part 1 – attendance in Scottish Schools which focuses on promoting attendance and managing absenteeism.
III	Implications for Scheme of Delegations to Officers	None
IV	Impact on performance and performance Indicators	Performance indicators relating to attendance at school.
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)	The revised policy can be implemented and delivered within existing resources
VII	Consideration at PDSP	24 August 2021

VIII Other consultations

Consultation with Social Policy and Schools

D. TERMS OF REPORT

West Lothian Council is committed to working with parents/carers, children/young people and its partner agencies to ensure that all children and young people receive an education that maximises the opportunity to achieve their full potential. Key to full engagement with education is the provision of motivating learning experiences and the removal of barriers to learning.

For some children and young people, particular life challenges may impact negatively on attendance and engagement. This non-attendance and non-engagement may be an indicator of issues or difficulties a child or young person is experiencing. Attendance at school therefore requires to be approached within the wider framework of the inclusion and wellbeing approach, offering due regard to the holistic needs of the individual.

The Inclusion and Support Service was introduced with a key focus on assessment, planning and action to support those children and young people identified as having social, emotional and behavioural needs and family concerns. The service brings together existing teams from Education and Social Policy and includes the Inclusion and Wellbeing Service, social policy teams from the Children and Young People's Team, Mental Health and Wellbeing, Parenting Groupwork and Attendance Improvement Management Service.

In order to support a child or young person's attendance, all referrals made to the Inclusion and Support Service are assessed and from there, the best placed targeted resource is identified.

The Getting it Right for Every Child (GIRFEC) National Practice Model is used to provide a framework for structuring and analysing and reviewing the child or young person's needs. Using this model in a consistent way allows opportunity to construct, implement and review plans for children and young people to ensure the appropriate supports are in place.

The purpose of revising the Attendance at School Policy and Operational Procedures is to encapsulate the collaborative, multi-agency approach and related procedures involved in:

- improving overall attendance of pupils at school;
- ensuring that engagement and attendance is a priority for pupils, parents/carers, staff and partner agencies to enable all pupils to become successful learners, confident individuals, responsible citizens and effective contributors;
- ensuring consistency in dealing with all issues of attendance and absence: and
- ensuring the accurate recording of pupils' attendance and absence in accordance with Scottish Government guidance.

The Attendance at School Policy has been updated in line with the operational structure of new Inclusion and Support service. The main change being that all referrals made at Stage 3 of the 5 Stages of Intervention Model will be screened by Managers from the Inclusion and Support Service and the most appropriate Intervention to meet the needs of the child/young person/family will be identified.

E. CONCLUSION

It is recommended that Education Executive approve the revised policy and operational procedures involved in attendance at school.

F. BACKGROUND REFERENCES

National guidance - Included, Engaged and Involved: Part 1 – Attendance in Scottish Schools 2007

Appendices/Attachments:

Appendix 1 – Attendance at School: Policy and Operational Procedures (Revised 2021)

Contact Person:

Melanie Laurie, Education Project Officer.

Email: melanie.laurie@westlothian.gov.uk

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

Date of meeting: 7 September 2021



ATTENDANCE AT SCHOOL: POLICY AND OPERATIONAL PROCEDURES

Service: Additional Support Needs Service
Issue Date: August 2021
Review Date: August 2023

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- 3. DEFINITION OF ATTENDANCE**
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- 6. OPERATIONAL PROCEDURES**

APPENDICES

- | | |
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| Appendix 1 | Operational Procedures for Absence from School |
| Appendix 2 | Operational Procedures for Reducing Late Coming |
| Appendix 3 | Operational Procedures for Authority Attendance Group (AAG) |
| Appendix 4 | Correspondence Templates |
| Appendix 5 | Attendance Five Stage Intervention Approach Flowchart |

1. INTRODUCTION

West Lothian Council is committed to working with all parents/carers, children/young people and its partner agencies to ensure that all children and young people receive an education that maximises the opportunity to achieve their full potential. Key to full engagement with education is the provision of motivating learning experiences and the removal of barriers to learning.

Non-attendance may be an indicator of issues or difficulties a child or young person is experiencing. The impact of non-attendance and non-engagement with learning significantly increases gaps in knowledge and understanding and the likelihood of young people leaving school without securing a positive destination. For some, life presents particular challenges which may impact negatively on attendance and engagement. Attendance at school therefore requires to be approached within the wider framework of inclusion and wellbeing, taking into account the holistic needs of the child/young person.

When assessment, planning and action are needed to support a child or young person's attendance, the Getting it Right For Every Child (GIRFEC) National Practice Model is used to provide a framework for structuring and analysing the child or young person's needs in the same way as for any other additional support need. Using the National Practice Model in a consistent way allows practitioners to construct, implement and review plans for children and young people to ensure the appropriate supports are in place.

Given the centrality of attendance at school to other areas of strategic and operational activity within the council, it is necessary also to consider this aspect of educational provision in conjunction with policy and procedure in relation to Corporate Parenting responsibilities, Children Missing from Education, the development of Positive Relationships, Transition Planning and rights of families to Home Educate children and young people.

Child Protection is of paramount importance and non-attendance at school may indicate a child is at risk. In this situation Child Protection takes precedence over the Attendance Policy and The Edinburgh and Lothian's Inter-Agency Child Protection Procedures must be followed. <http://intranet.westlothian.gov.uk/article/6976/Child- Protection>

Education Authorities are under a duty in relation to pupils unable to attend a suitable educational establishment as a result of their prolonged ill-health. In such circumstances schools must make special arrangements for the pupil to receive appropriate education. Government guidance on the education of pupils absent from school through ill-health is provided through the following link
<http://www.gov.scot/Resource/Doc/158331/0042883.pdf>

2. AIM

The aim of this policy and related procedures is to:

- improve overall attendance and punctuality of all pupils at school;
- ensure that engagement and attendance is a priority for pupils, parents/carers, staff and partner agencies to enable all pupils to become successful learners, confident individuals, responsible citizens and effective contributors;
- ensure consistency in dealing with all issues of attendance and absence: and
- ensure the accurate recording of pupils' attendance and absence in accordance with Scottish Government guidance.

3. DEFINITION OF ATTENDANCE

Attendance is defined as participation in a programme of educational activities which includes:

- attendance at school;
- learning outwith the school provided by a college, off-site unit or other learning provider while still on the roll of the school;
- educational visits, day and residential visits to outdoor centres;
- interviews and visits relating to further and higher education or careers events;
- debates, sports, musical or drama activities in conjunction with the school;
- study leave for pupils participating in national exams, if arranged by the school during the period of the national examination timetable;
- activities in connection with psychological services, learning or behaviour support (including attendance at the Authority Attendance Group);
- receiving tuition via hospital or outreach teaching services;
- work experience;
- participation in alternative educational programmes.

4. LEGAL FRAMEWORK

- Under Section 30 of the Education (Scotland) Act 1980 parents/carers have a legal duty to secure an efficient education for any child of statutory school age for whom they are responsible. Most parents / carers seek to do this by enrolling the child in a Local Authority managed school.
- It is the Education Authority's legal duty to require the parent/carer to explain the reason for their child's absence from school (Education (Scotland) Act 1980, Section 36).
- Section 35 of the Education (Scotland) Act 1980 provides that a parent/carer will be guilty of an offence for failure to secure regular attendance by his or her child at a public school.
- The Children (Scotland) Act 1995 provides for where a parent has parental rights and responsibilities they should be included in all matters relating to attendance unless there are legal reasons to the contrary. Both parents/carers should be included in all correspondence and invited to all meetings.
- Section 40 of the Standards in Scotland's Schools etc. Act 2000, amended section 14 of the Education (Scotland) Act 1980 so that Education Authorities are under a duty in relation to pupils unable to attend a suitable educational establishment as a result of their prolonged ill-health. In such circumstances an education authority must make special arrangements for the pupil to receive education elsewhere than at an educational establishment.
- The Education (Additional Support for Learning) (Scotland) Act 2004 places duties on local authorities, and other agencies, to provide educational support where needed to enable any child or young person to benefit from education. A very wide range of factors may lead to children and young people having a need for additional support. Additional support may be required for a child or young person who is not a regular attendee and therefore poor attendance must be seen as an additional support need.
- The Children & Young People (Scotland) Act 2014 seeks to improve the way services work together to support children, young people and their families.

5. A PARTNERSHIP APPROACH

Partnership with Parent/Carers and Pupils

There is a strong connection between attendance and achievement. All schools are required to promote good attendance to ensure that all children and young people have the opportunity to achieve their potential. This can be achieved by raising the profile of attendance in school documents such as school handbooks, newsletters, websites and Glow blogs and by linking rewards systems with good attendance. It is good practice to highlight the benefits of good attendance to all concerned e.g. in assemblies, awarding

certificates or prizes, reward programmes and annual/term-time events celebrating individual, group and whole class achievement. Study Support programmes and Breakfast Clubs can also be useful in encouraging attendance and, in some cases, have been targeted towards those with attendance difficulties.

Attendance can dip towards the end of school terms. An understanding of the benefit of attending school for the full term can be supported through the consistent delivery of relevant, challenging and motivational learning activities. Such educational activities require to be planned for, and implemented, throughout the term, including the school days immediately prior to holiday breaks.

Schools should aim to promote in parents/carers positive attitudes to attendance. This includes raising the awareness of parents to the effects on attainment and access to life chances if children do not attend school regularly, or are persistently late. In discussing attendance with parents it is important to maintain a practical focus that recognises the challenges of parenting and modern family life.

Parents should be encouraged to motivate their child to attend school. Some parents may have particular concerns about their child attending school. In these circumstances positive and early communication between school and home is crucial to resolve matters promptly without adverse impact on attendance. Having a named contact within the school for parents to discuss pastoral care issues is important.

A welcoming school ethos will create an environment which avoids lateness developing into absence for the full day. Lateness should be dealt with respectfully and consideration given to any family difficulties. When the school becomes aware of any difficulties it should do what it can to help in partnership with other services.

Promotion of positive attitudes to attendance includes raising the awareness of pupils and parents/carers to the effects of non-attendance on the achievement, attainment and wellbeing of children and young people in school. Effects can also be long term. Developments pertaining to attendance and punctuality issues should include consultation, active involvement and participation of pupils to encourage a greater sense of ownership.

Partnership with Other Services

As stated above, West Lothian Council is committed to working with its partner agencies to ensure that all children and young people receive an education that maximises the opportunity to achieve their full potential. It is recognised that non-attendance may be an indicator of a wide range of issues or difficulties a child or young person is experiencing. It is essential therefore that an early intervention multi-agency approach be considered when addressing attendance concerns.

The Attendance Improvement Management Services (AIMS) within The Children & Young People Team, Social Policy, was established specifically to support West Lothian Council's commitment to improving attendance at school. The AIMS Team is part of the wider Inclusion and Support service which will enable a greater range of supports to be considered at the referral stage. Every mainstream school will continue to have a designated AIMS worker. It is essential that good lines of communication are established and maintained between school and their designated AIMS worker. This is best facilitated through regular contact/scheduled meetings to ensure consistency in implementation of the council's Attendance Procedures. It is recognised that arrangements for such communication will be agreed at a local level. Given the catchment area for specialist schools is West Lothian wide, an AIMS Worker for any identified attendance concerns within special schools is organised directly with the AIMS Team Manager.

6. OPERATIONAL PROCEDURES

Operational procedures for the management of attendance and absence are outlined in the following appendices to this policy document:

Appendix One – Operational Procedures for Absence from School

A. Absence Management Procedures for Primary and Secondary Schools

- a) Safe Arrivals: Dealing with Unexplained Absence on First Day of Absence
- b) Safe Arrivals: Dealing with Unexplained Absence Second Day of Absence onwards
- c) Five Stage Intervention Process
- d) Exceptional Circumstances
- e) Transition to Another School and Holiday Periods
- f) Taking A Child Out of School During the Normal School Day/Early Departures

B. Absence Management Procedures for Pre-School Provision

- a) Safe Arrivals: Dealing with Unexplained Absence for Nursery Classes, Nursery Schools and Early Years Centres
- b) Two Stage Intervention Process

C. Recording and Coding Information

- a) Authorised Absence
- b) Exceptional Domestic Circumstances
- c) Unauthorised Absence
- d) Extended Leave with Parental Consent
- e) Home Education
- f) Flexi Schooling
- g) Part Time Timetables
- h) Exclusion from School
- i) Family Holidays During Term Time
- j) Unacceptable Reasons for Absence and Course of Action
- k) Absences Awaiting Confirmation
- l) Truancy and Absence Occurring During the School Day
- m) Attendance/Off Site Provision as Part of a Learning Programme

D. Information for use in Website/Leaflet/Handbook/Newsletter

Appendix Two – Operational Procedure for Reducing Late Coming

Appendix Three – Operational Procedures for Authority Attendance Group (AAG)

- a) Background
- b) Membership of the AAG
- c) Personnel in Attendance
- d) Referral Process and Administration of AAG
- e) Conducting the Meeting
- f) Possible Disposals by the AAG
- g) Re-referral to the AAG

Appendix Four – Correspondence Templates

Appendix Five – Attendance Five Stage Intervention Approach Flowchart

APPENDIX ONE: OPERATIONAL PROCEDURES FOR ABSENCE FROM SCHOOL

A. ABSENCE MANAGEMENT PROCEDURES FOR PRIMARY AND SECONDARY SCHOOLS

(a) SAFE ARRIVALS: DEALING WITH UNEXPLAINED ABSENCE ON FIRST DAY OF ABSENCE

The primary aim is to ascertain a reason for absence where one has not already been established. On the first day of absence an initial assessment must be carried out to determine the reason for non-attendance. The following procedure must be adhered to:

- schools are required to inform parents/carers of the need to contact the school as early as possible, and before 9.00 am on the first day of absence, if their child is going to be absent from school;
- when a pupil has been recorded as absent, and no prior notification has been given of the absence by the parent/carer, the school shall attempt to contact the parent/carer, using the Groupcall Messenger system, by 9.45 am on the first day of absence;
- parents/carers will be responsible for providing and updating emergency contact information and for providing and updating contact telephone numbers for use by the Groupcall system. Parents/carers will be responsible for responding promptly to contact from the school;
- where a parent/carer/emergency contact is informed of the unexplained absence of a child from school and acknowledges the notification from the school, the parent/carer/emergency contact will be responsible for taking appropriate action in conjunction with the school; and
- in cases where the parent/carer/emergency contact does not respond to the notification of absence and therefore there is still no explanation of absence, the Head Teacher will conduct a risk assessment by 10.00 am on the morning of the first day of absence.

RISK ASSESSMENT PROCESS FOR FIRST DAY OF ABSENCE

The following process should be adhered to in order to establish the category of risk for the child/young person. There are 3 grades of risk:

High - The risk posed is immediate and there are substantial grounds for believing that the child/young person is in danger through their own vulnerability or may be the victim of a serious crime

Medium - The risk posed is likely to place the child/young person in danger or they are a threat to themselves

Low - The apparent threat of danger to the child/young person is regarded as minimal.

On every occasion of first day absence without explanation, a risk grading requires to be undertaken. This applies even where the young person is a frequent absentee. The risk grading should never be regarded as fixed and there must be regular reviews throughout the day to ensure that the initial risk grading is still appropriate. The level of risk will be identified by answering the following questions in relation to vulnerability, influences and past behaviour:

Vulnerability:

Is there an identified risk of suicide?

Is criminality suspected to be a factor? Is the child/young person vulnerable?

What are the effects of failure to take medication if it is unavailable to the child/young person?

Does the child/young person suffer from medical or mental health conditions, physical illnesses or disabilities?

Can the child/young person interact safely with others when finding themselves in unfamiliar circumstances?

Is there a known dependency on drugs, alcohol, medication or other substance either by the child/young person or by a close relative?

Is the child/young person on the Child Protection Register? Do the current weather conditions present an additional risk?

Influences:

Are there family/relationship problems or recent history of family conflict and/or abuse?

Has the child/young person been witness to or subject to domestic abuse?

Is there an ongoing personal issue linked to any racial, homophobic, sexual, the local community or cultural issue?

Has the child/young person been witness to, subject to or been involved in a recent violent and/or hate crime?

Are there any known problems in school?

Past Behaviour (Behaviour which is out of character is often a strong indicator of risk):

Are the circumstances different from 'normal' or out of character?

Is there a known reason for the child/young person to be not attending school?

Has the child/young person been missing before? Where were they found and did they come to harm?

The answers to the above questions enables the Head Teacher to decide whether the absent pupil should be categorised as High, Medium or Low Risk within the timescale stated above.

This decision will inform the most appropriate course of action. The options of next steps are either to:

- continue to monitor the level of risk throughout the day;
- where a child is known to have an allocated worker from Social Policy, inform the appropriate Social Policy team of the absence. The Social Policy team will then have the responsibility of contacting the family and establishing the whereabouts of the child/young person. In the event of the allocated worker being unavailable, their line manager or the Duty Manager will progress the matter;
- call the Safe Arrival Duty Worker (telephone 01506 282947); or
- call Police Scotland. Police Scotland would expect to be notified at the earliest opportunity with regards to a missing child/young person following on from the Safe Arrivals procedure as outlined above. Schools should in all cases, not hesitate to make immediate contact with the police if additional factors/information giving cause for suspicion or concern becomes available. To report a missing person, contact should be made to Police Scotland on 101. In an emergency, contact by means of the 999 system.

(b) SAFE ARRIVALS: DEALING WITH UNEXPLAINED ABSENCE SECOND DAY OF ABSENCE ONWARDS

It is not appropriate procedure to contact the Safe Arrivals Duty Worker beyond the first day of absence. In the event of the outcome of the risk assessment on first day of absence being “to continue to monitor the level of risk throughout the day”, for each continued day of absence the risk assessment procedure requires to be undertaken as follows:

RISK ASSESSMENT PROCESS FOR SECOND AND SUBSEQUENT DAYS OF ABSENCE

The following process should be adhered to in order to establish the category of risk for the child/young person. There are 3 grades of risk:

High - The risk posed is immediate and there are substantial grounds for believing that the child/young person is in danger through their own vulnerability or may be the victim of a serious crime

Medium - The risk posed is likely to place the child/young person in danger or they are a threat to themselves

Low - The apparent threat of danger to the child/young person is regarded as minimal.

A risk grading requires to be undertaken on every day of absence without explanation. This applies even where the young person is a frequent absentee. The risk grading should never be regarded as fixed and there must be regular reviews throughout the day to ensure that the initial risk grading is still appropriate. The level of risk will be identified by answering the following questions in relation to vulnerability, influences and past behaviour:

Vulnerability:

Is there an identified risk of suicide?

Is criminality suspected to be a factor? Is the child/young person vulnerable?

What are the effects of failure to take medication if it is unavailable to the child/young person?

Does the child/young person suffer from medical or mental health conditions, physical illnesses or disabilities?

Can the child/young person interact safely with others when finding themselves in unfamiliar circumstances?

Is there a known dependency on drugs, alcohol, medication or other substance either by the child/young person or by a close relative?

Is the child/young person on the Child Protection Register? Do the current weather conditions present an additional risk?

Influences:

Are there family/relationship problems or recent history of family conflict and/or abuse?

Has the child/young person been witness to or subject to domestic abuse?

Is there an ongoing personal issue linked to any racial, homophobic, sexual, the local community or cultural issue?

Has the child/young person been witness to, subject to or been involved in a recent violent and/or hate crime?

Are there any known problems in school?

Past Behaviour (Behaviour which is out of character is often a strong indicator of risk):

Are the circumstances different from ‘normal’ or out of character?

*Is there a known reason for the child/young person to be not attending school?
Has the child/young person been missing before? Where were they found and did they come to harm?*

The answers to the above questions enables the Head Teacher to decide whether the absent pupil should be categorised as High, Medium or Low Risk within the timescale stated above.

This decision will inform the most appropriate course of action. The options of next steps are either to:

- continue to monitor the level of risk throughout the day;
- call the local Duty Social Work Office; or
- call Police Scotland

To report a missing person, contact should be made to Police Scotland on 101. In an emergency, contact by means of the 999 system.

(c) **FIVE STAGE INTERVENTION PROCESS**

The five-stage intervention approach, outlined below, provides a positive and supportive approach to improving attendance.

The rationale underpinning the following procedures is

- high quality pastoral care systems for early response to absence and signs of difficulty;
- effective approaches to assessment and planning for children and young people;
- multi-agency planning to ensure effective local child and family support. The council's Attendance Improvement Management Service (AIMS) is integral to achieving this;
- rigorous and timely implementation of attendance procedures; and
- appropriate measures for compulsory compliance by parents/carers or children/young people through Attendance Orders or referral to Children's Hearings.

These five stages dovetail with Education Services' Continuum of Support and, as such, a wellbeing concern will have been raised in relation to attendance prior to Stage 1.

Attendance falling below 90% triggers significant concern.

Please Note: schools should conduct tracking and monitoring of pupil attendance figures on a 4-weekly basis.

Summary of Five Stage Intervention Approach

Stage 1

Following a wellbeing concern in relation to attendance at school, a series of prompts through Groupcall Messenger can be issued to parents/carers to highlight the identified drop in attendance.

If attendance does not improve, **Attendance Letter A1 MUST** be sent to parents/carers alerting them to the identified patterns in attendance.

In many cases this action will result in improved attendance at school.

Stage 2

Action to date has not resulted in improved attendance at school.

Attendance Letter A2 MUST be issued. A **meeting will be held with parents/carers** to discuss the issues and to consider support strategies.

If after continued monitoring of attendance there are no improvements, further targeted interventions should be considered in line with stage 2 of the Continuum of Support. To identify targeted support interventions, completion of an Assessment of Wellbeing should be agreed.

Consultation with AIMS workers to take place if required.

Stage 3

Action to date has not resulted in improved attendance at school.

If Parent **did not attend** Stage 2 meeting **Attendance Letter A3 MUST** be issued.

If Parent **attended** Stage 2 meeting, **Attendance Letter A4 MUST** be issued.

If not having already done so, an **Assessment of Wellbeing MUST be carried out** with clear interventions, actions and review.

At this stage, a **request for support is made to the Inclusion and Support Service**. Screening of the Inclusion Support Service referral will take place to determine the best course of action and partner agency involvement moving forward.

In many cases this action will result in improved attendance.

Stage 4

A **Child's Planning Meeting (CPM) must be held** to address wellbeing concerns and consider next steps and actions.

The CPM requires involvement of family members, the Attendance Improvement Management Service Team if involved and all other support agencies involved.

The meeting should result in additional actions/interventions as part of the Child's Plan.

Attendance letter A5 MUST be issued.

Stage 5

Action to date has not resulted in improved attendance:

The team around the child agree that all school and Child's Planning based interventions have been exhausted with no improvement in attendance. A **referral will be made to the Authority Attendance Group (AAG)**.

The AAG will make a recommendation about what supports /actions can be put in place. The case may continue to be monitored by the AAG or the school may be advised on the next steps. The AAG can also refer the case directly to Community Child Health or the Scottish Children's Reporter Administration (SCRA).

If Parent attended Stage 4 meeting **Attendance Letter A6 MUST** be issued.

If Parent did not attend Stage 4 meeting, **Attendance Letter A7 MUST** be issued

The five stages are further explained as follows:

Stage 1

Where a pupil's attendance has fallen below 90%:

Following a wellbeing concern in relation to attendance at school, a series of prompts through Groupcall Messenger can be issued to parents/carers over a 2/3-week period to highlight the identified drop in attendance and to consider possible support options.

If attendance does not improve, Attendance Letter A1 must be sent to parents/carers alerting them to the identified patterns in attendance and to highlight the impact on progress at school/nursery.

Exceptions to this would be where attendance has dropped below 90% only:

- as a result of the exceptional circumstances of an authorised parental holiday; or
- as a result of an exclusion; or
- where it is likely that a medical condition or domestic circumstance, known to the school, will regularly and repeatedly impact on a pupil's attendance or
- is sufficiently complex and significant to warrant discretion.

Please Note: All letters issued by schools should be generated from SEEMIS templates as this records the issuing of the letter on the Pupil's Profile.

In many cases this action will result in improved attendance at school.

Stage 2

If in the next 4-week period, the pupil's attendance is still below 90% and there remains a concern about the level of attendance and/or the reason provided for the absence, a letter (Attendance Letter A2) must be sent to parents/carers inviting them to attend a meeting with the school.

This meeting should be supportive and should try to discover the reasons behind non-attendance. An outcome of this meeting is for subsequent support strategies to be considered/put in place in order to improve attendance.

If after continued monitoring of attendance there are no improvements, further targeted interventions should be considered in line with stage 2 of the Continuum of Support. To identify targeted support interventions, completion of an Assessment of Wellbeing should be agreed.

Consultation with AIMS workers should take place if deemed required.

Stage 3

Within a 4-week timeframe.

Should the actions to date not result in improved attendance:

If not having already done so, an Assessment of Wellbeing must be carried out with clear interventions, actions and review.

At this stage, a request for support is made to the Inclusion Support Service. Screening of the Inclusion Support Service referral will take place to determine the best course of action and partner agency involvement moving forward.

If the parent/carer did not attend the Stage 2 meeting, Attendance Letter A3 must be issued.

If the parent/carer was present at the Stage 2 meeting however there is no notable improvement in attendance, Attendance Letter A4 must be issued.

Attendance Letters A3 and A4 inform parents that as a result of continued non-attendance at school, a request for service will be made to the Inclusion Support Service (ISS) for their review.

In many cases this action will result in improved attendance.

Stage 4

A Child's Planning Meeting (CPM) must be held to address wellbeing concerns and consider next steps and actions. The CPM requires involvement of family members, the Attendance Improvement Management Service Team if involved and all other support agencies involved. The meeting should result in additional actions/interventions as part of the Child's Plan.

Attendance Letter A5 must be issued to inform the parent that as a result of no significant improvement in attendance and in line with the council Attendance at School Policy, a Child's Planning Meeting is the next course of action required. The letter also informs the parent/carer that a referral may be made to the Authority Attendance Group (AAG) should they not attend the Child's Planning Meeting.

Stage 5

The team around the child agree that all school and Child's Planning based interventions have been exhausted with no improvement in attendance.

A referral will be made to the Authority Attendance Group (AAG).

The AAG will make a recommendation about what supports /actions can be put in place. The case may continue to be monitored by the AAG or the school may be advised on the next steps. The AAG can also refer the case directly to Community Child Health or SCRA.

If parent/carer was present the Stage 4 meeting (CPM) however there is no improvement in attendance, Attendance Letter A6 must be issued.

If parent/carer was not in attendance at the Stage 4 meeting Attendance Letter A7 must be issued.

Both letters inform the parent that as there has been no identified positive impact on the level of attendance, a referral to the Authority Attendance Group (AAG) will now be made.

Appendix Three provides further details on the operation of the AAG.

NB: All attendance letters issued by schools should be generated from SEEMIS templates thus ensuring the issuing of the letter is recorded on the Pupil's Profile.

(d) EXCEPTIONAL CIRCUMSTANCES

It is expected that, where the level of absence or disengagement is highly concerning, the Headteacher, or his/her representative, will, in discussion with their Attendance Improvement Management Service (AIMS) worker, move through each of the above stages quicker than the prescribed timescale until a level of intervention is reached which has an appropriate impact on the attendance of the young person. The appropriate template letters should be used.

If attendance improved to over 90% and subsequently deteriorated again, it would be at the Headteacher's discretion not to return to Stage 1 but to resume at whatever stage of the process is deemed appropriate in liaison with the AIMS worker.

(e) TRANSITION TO ANOTHER SCHOOL AND HOLIDAY PERIODS

Transition to another school or holiday periods should not prevent moving to the next stage of the five staged intervention process. Schools should not default to Stage 1 after the summer holiday periods or moving school if attendance issues persist.

(f) TAKING A CHILD OUT OF SCHOOL DURING THE NORMAL SCHOOL DAY / EARLY DEPARTURES

Parents/carers will be encouraged to make non-school appointments, where possible, outwith the normal school day.

Parents/carers who have to take a child out of school for an appointment should, where possible, notify the school in advance. If a parent/carer wishes the child to be released into the care of another adult then the parent must notify the school that this is the case. The school must appropriately log all such notifications.

Where the child is being collected, the parent / authorised adult will be required to sign the child out, indicating when the child will return.

The same basic process applies to children who have to be taken out of school during the school day because they are unwell.

B. ABSENCE MANAGEMENT PROCEDURES FOR PRE-SCHOOL PROVISION

(a) Safe Arrivals: Dealing with Unexplained Absence for Nursery Classes, Nursery Schools and Early Years Centres

The primary aim is to establish a reason for absence where one has not already been established. On the first day of absence an initial assessment must be carried out to determine the reason for non-attendance. The following procedure must be adhered to:

- Nursery Schools/Classes and Early Years Centres are required to inform parents/carers of the need to contact the school as early as possible, and within 30 minutes of the nursery session starting time on the first day of absence, if their child is going to be absent;
- when a pupil has been recorded as absent, and no prior notification has been given of the absence by the parents/carers, the school shall attempt to contact the parents/carers no later than 45 minutes into the session on the first day of absence;
- parents/carers will be responsible for providing and updating emergency contact information and for providing and updating contact telephone numbers.

Parents/carers will be responsible for responding promptly to contacts from the school;

- where a parent/carer/emergency contact is informed of the unexplained absence of a child from school and acknowledges the notification from the school, the parent/carer/emergency contact will be responsible for taking appropriate action in conjunction with the school;
- in cases where the parent/carer/emergency contact does not respond to the notification of absence and therefore there is still no explanation of an unexplained absence, the Head Teacher will conduct a risk assessment by one hour into the session on the first day of absence.

RISK ASSESSMENT PROCESS FOR FIRST DAY OF ABSENCE

The following process should be adhered to in order to establish the category of risk for the child. There are 3 grades of risk:

High - The risk posed is immediate and there are substantial grounds for believing that the child is in danger through their own vulnerability or may be the victim of a serious crime

Medium - The risk posed is likely to place the child in danger or they are a threat to themselves

Low - The apparent threat of danger to the child is regarded as minimal.

A risk grading requires to be undertaken on every occasion of first day absence without explanation. This applies even where the child is a frequent absentee. The risk grading should never be regarded as fixed and there must be regular reviews throughout the day to ensure that the initial risk grading is still appropriate.

The level of risk will be identified by answering the following questions in relation to the child's and/or the family's vulnerability, influences and past behaviour. It is recognised that the answers to the following questions may be more applicable to the parent/carer:

Vulnerability:

Is there an identified risk of suicide?

Is criminality suspected to be a factor? Is the child vulnerable?

What are the effects of failure to take medication if it is unavailable to the child?

Does the child suffer from medical or mental health conditions, physical illnesses or disabilities?

Can the child interact safely with others when finding themselves in unfamiliar circumstances?

Is there a known dependency on drugs, alcohol, medication or other substance either by the child or by a close relative?

Is the child on the Child Protection Register?

Do the current weather conditions present an additional risk?

Influences:

Are there family/relationship problems or recent history of family conflict and/or abuse?

Has the child been witness to or subject to domestic abuse?

Is there an ongoing personal issue linked to racial, homophobic, sexual, the local community or any cultural issue?

Has the child been witness to, subject to or been involved in a recent violent and/or hate crime?

Are there any known problems in school?

Past Behaviour (Behaviour which is out of character is often a strong indicator of risk):

Are the circumstances different from 'normal' or out of character? Is there a known reason for the child to be not attending school?

Has the child been missing before? Where were they found and did they come to harm?

The answers to the above questions enables the Head Teacher to decide whether the absent pupil should be categorised as High, Medium or Low Risk within the timescale stated above.

This decision will inform the most appropriate course of action. The options of next steps are either to:

- continue to monitor the level of risk throughout the session;
- where a child is known to have an allocated worker from Social Policy, inform the appropriate Social Policy team of the absence. The Social Policy team will then have the responsibility of contacting the family and establishing the whereabouts of the child. In the event of the allocated worker being unavailable, their line manager or the Duty Manager will progress the matter;
- call the relevant Health Visitor for the area. The Health Visitor will then have the responsibility of contacting the family and establishing the whereabouts of the child. In cases of staff absence or holiday, if messages are left on answering machines or similar, it cannot be assumed that they have been received and efforts to deliver an urgent message must continue; or
- call Police Scotland. Police Scotland would expect to be notified at the earliest opportunity with regards to a missing child following on from the Safe Arrivals procedure as outlined above. Schools should in all cases, not hesitate to make immediate contact with the police if additional factors/information giving cause for suspicion or concern becomes available. To report a missing person, contact should be made to Police Scotland on 101. In an emergency, contact by means of the 999 system.

(b) Two Stage Intervention Process

If a child does not attend pre-school regularly or is absent for more than two weeks without agreement from the pre-school establishment, the place may be withdrawn.

Before a place is withdrawn, the professionals involved with the child/family should decide whether this is an appropriate action taking account of the impact on the child of removing the place.

West Lothian Council operates a two-stage intervention approach to managing the absence of children in pre-school provision. These stages dovetail with Education Services' Continuum of Support and, as such, a wellbeing concern will have been raised in relation to attendance prior to Stage 1. Attendance falling below 90% triggers significant concern. The non-attendance of nursery children at pre-school provision should follow stages of intervention as follows:

Stage 1

Where a pupil's attendance has fallen below 90%, a letter should be sent to raise the awareness of the parent/carer to the level of absence and the impact it is having on the pupil's progress at school/nursery. Attendance Letter A1 should be used for this purpose.

(Exceptions to this would be where attendance has dropped below 90% only as a result of the exceptional circumstances of an authorised parental holiday or as a result of an exclusion or where it is likely that a medical condition or domestic circumstance, known to the school, will regularly and repeatedly impact on a pupil's attendance or is sufficiently significant and complex to warrant discretion.)

Stage 2

If in the next 4-week period, the pupil's attendance is still below 90% and there remains a concern about the level of attendance and/or the reason provided for the absence, a letter should be sent to parents/carers inviting them to attend a meeting with the school key persons (Attendance Letter A8).

This meeting should be supportive and should be solution focussed. A plan should be agreed to improve attendance. A request for service may be made to Community Child Health by the school if/when medical issues are cited as reasons for repeated or prolonged absence without the school's prior knowledge of a medical condition serious enough to warrant such absence.

C. RECORDING AND CODING INFORMATION

All schools are required to keep an attendance register of every pupil (The Schools General (Scotland) Regulations 1975). This information constitutes the certificate of attendance presented to the Authority Attendance Group (AAG) and subsequent court proceedings or the Reporter to the Children's Panel where it may be considered as evidence for compulsory measures of supervision or other action.

A pupil should normally be regarded as absent from school when he or she is not in attendance for a period greater than half of the morning or afternoon session. Recording of absence should take place at least twice each day in primary school and period by period in secondary school to enable an accurate record of attendance to be kept. Codes for use when recording attendance/absence and lateness can be accessed direct from SEEMiS.

In line with Scottish Government guidance, for the purposes of national reporting, every absence is categorised as either authorised or unauthorised. Two additional categories have been established that fall outwith the normal categories of attendance and absence, these are:

- exclusion and
- extended leave with parental consent.

Schools should be able to evidence all meetings and interventions relating to attendance and late coming. Copies of all relevant notes, minutes, correspondence and referrals relating to time-keeping, truancies and non-attendance should be retained.

Further clarification is given below in relation to:

- (a) Authorised Absence
- (b) Exceptional Domestic Circumstances
- (c) Unauthorised Absence
- (d) Extended Leave with Parental Consent
- (e) Home Education
- (f) Flexi Education
- (g) Part Time Timetables
- (h) Exclusion
- (i) Family Holidays During Term Time
- (j) Unacceptable Reasons for Absence and Course of Action
- (k) Absences Awaiting Confirmation
- (l) Truancy and Absence occurring during the school day
- (m) Attendance/Off Site Provision as Part of a Learning Programme

(a) Authorised Absence

The category of authorised absence (the school is aware of the reason for the absence) includes absence deriving from reasons such as:

- sickness - where no special arrangements have been made or are necessary to receive education elsewhere
- medical and dental treatment
- bereavement
- short-term exceptional domestic circumstances
- religious observance
- authorised parental holiday
- arriving late after the mid-point
- meetings prior to and in court
- attendance at or in connection with a Children's Hearing or Care Review
- weddings of immediate family
- participation in non-school debates, sports, musical or drama activities agreed by the school
- sanctioned extended absence in relation to children of travelling families.

(b) Exceptional Domestic Circumstances

Absences relating to exceptional domestic circumstances can be both authorised and unauthorised absence.

Authorised absence under this heading covers short term (not exceeding 27 consecutive openings) situations such as:

- the period immediately after an accident or illness
- a period of serious or critical illness of a close relative
- a domestic situation which causes serious disruption to the family home eg. domestic abuse, police involvement or
- the pupil acting as a young carer.

Education authorities (under section 40 of the Standards in Scotland's Schools etc Act 2000) must ensure pupils within their catchment areas do not miss out on their entitlement to an education. A solution must be found for the long-term educational needs of pupils with care responsibilities. (Information on carers and young carers' entitlement to assessment can be found in the Health and Social Care Act 2001). If a pupil is unable to attend school due to such responsibilities, there is an expectation that additional support services will be accessed to support the pupil, and their absence from education will not be long-term and therefore categorised as authorised absence. However, where additional services have been offered but not accessed and care responsibilities become long-term (exceeding 27 consecutive openings), the absence should be categorised as unauthorised absence.

(c) Unauthorised Absence

Schools must record absence as unauthorised when there is no satisfactory reason for absence provided. Such absence is likely to include:

- most family holidays, unless there are exceptional circumstances;
- parent-condoned absence where the school does not agree there is a satisfactory reason for absence;
- truancy, with or without the knowledge of the parent;
- during disputes relating to the return of a pupil after an exclusion;
- unreasonable excuse, where a parent refuses to send their child to school following a dispute with the school or where reason is given by the parent/child and the school do not accept it as sufficient justification

- longer-term exceptional domestic carer circumstances where support has been offered;
- long-term exceptional domestic circumstances where additional support services have not been accessed to support the pupil
- all other unexplained absence is recorded as unauthorised absence unless a satisfactory explanation is subsequently provided.

(d) Extended Leave with Parental Consent

Where unauthorised family holidays will be recorded as unauthorised absence, extended leave with parental consent should not be considered the same as a family holiday. Extended leave with parental consent will be recorded separately outside the figures for attendance and absence and includes circumstances such as:

- extended overseas educational trips not organised by the school
- short-term parental placement abroad
- family weddings or funerals or other events and exceptional circumstances which may require children to travel (e.g. overseas) or participate in extended preparations, for cultural reasons
- leave in relation to children of travelling families.

NB: In some cultures, family weddings or funerals are major events which may require children/young people to travel (e.g. overseas) or participate in extended preparations. If this lasts for more than 4 weeks the school would normally have the right to remove the pupil from the roll in order not to be penalised in terms of its attendance record. However, in these circumstances, pupils may be considered as “Extended Leave With Parental Consent”, which allows them to remain on the school register ready for their return but without the school being penalised.

This section requires to be read in conjunction with the council's policy on Children Missing in Education.

(e) Home Education

Home Education is when parents choose to formally withdraw their child from the school roll to be educated entirely at home or in a place or places other than school, possibly using a tutor or online learning sourced by the parent. It is not the role of the school to recommend Home Education, it is a parental decision. School staff should always work in partnership with parents/carers through the Child's Planning process to ensure adequate supports and provision are in place in school. Home Education requires to be processed through the procedures within the Home Education Policy https://www.westlothian.gov.uk/media/29567/Home-Education-Policy/pdf/Home_Education_Policy_June_2016.pdf?m=636776227649800000

Please Note - School register/Codes to be used: Not applicable – Pupil no longer on school roll

(f) Flexi Schooling

Flexi-schooling is where a request is submitted to withdraw a child part-time from school e.g. for the child to attend school only on certain days, or for certain subjects. The feasibility of each parental flexi-schooling request is considered on its own merit. Schools should not recommend Flexi-Schooling as an alternative to full time education. School staff should work in partnership with parents/carers through the Child's Planning process to ensure adequate supports and full time education provision is available in school. Flexi-schooling should be a parental choice, and one which requires to be processed through the procedures within the Home Education Policy

https://www.westlothian.gov.uk/media/29567/Home-Education-Policy/pdf/Home_Education_Policy_June_2016.pdf?m=636776227649800000

Please Note - School register/Codes to be used: Other Attendance Out of School (OAT).

(g) Part Time Timetables

Scottish Government guidance (Included, Engaged and Involved Part 2, 2017) states that, "In order to support the child or young person appropriately and enhance the transition back to school, it may be necessary in exceptional circumstances to implement a package of support that could be achieved using a flexible or part-time timetable with an agreed timescales as to when this will end. Any such arrangements should be for a short, agreed period with the aims and conditions around this recorded in any support plan."

Part time timetables are based on a formalised agreement between the school and the parent/carer, where clear reasons are evident that it would be in the best interest of the young person to attend school on a part time basis. Schools must ensure that when pupils are not expected to attend the school full-time there is a clear agreement with parents/carers about who is carrying out that duty of safeguarding the pupil at each r Individual cases require to considered in relation to the Positive Relationships Policy Schools must ensure that when pupils are not expected to attend the school full-time there is a clear agreement with parents/carers about who is carrying out that duty of safeguarding the pupil at each session.

<https://intranet.westlothian.gov.uk/CHttpHandler.ashx?id=19931&p=0>

Please Note - School Register/ Codes to be used:

- PTX (L): Exclusion related part time timetable is accessing home learning materials at other times, due to behaviour related concerns
- PTH (Y): Health related part time timetable).

(h) Exclusion from School

Exclusions are imposed by the school or by the authority and therefore there is a requirement to record and report these separately from other types of absence. Recording of attendance and absence should cease when a pupil is removed from the register of the school.

(i) Family Holidays During Term Time

West Lothian Council is clear that, except in the most exceptional of circumstances, children/young people should not be withdrawn from school for family holidays. Such absence is disruptive both to the education of the child withdrawn from school, and to his/her peers on his/her return to class.

The majority of family holidays taken during term time should be categorised as an unauthorised absence. It is acceptable, however, under exceptional circumstances, for schools to authorise a family holiday of not more than two weeks' duration, during term time. Such circumstances may include:

- a family holiday judged to be important to the wellbeing and cohesion of the family, following serious or terminal illness, bereavement or other traumatic events
- where evidence is provided by an employer that it cannot accommodate a child's parent/carer leave during school holidays.

A family holiday classified under the 'authorised absence' category will not include such reasons as:

- the availability of cheap holidays
- the availability of desired accommodation
- poor weather experienced during school holidays
- holidays which overlap the beginning or end of term
- parental difficulty obtaining leave except in the circumstances where satisfactory evidence is provided by an employer that it cannot accommodate a child's parent's leave during school holidays
- term dates not coinciding with those of other authorities.

It should be noted, however, that whether authorised or unauthorised, a parental holiday will still be recorded as an absence.

(Attendance Letters A9 and A10 should be used accordingly)

It should be noted that for family holidays there is no requirement for schools to provide class work or homework to be undertaken by pupils during such absences.

Information contained in appendix 1D below should be used by schools for customisation into school parental information leaflets, website, newsletters as appropriate.

(j) Unacceptable Reasons for Absence and Course of Action

Where a parent/carer gives an explanation for an absence, but this reason is considered to be not acceptable, the school should send a letter to the parent/carer stating that the absence has been recorded as unauthorised (Attendance Letter A11).

(k) Absences Awaiting Confirmation

Verification of the reason for absence is required for every pupil for every absence. Schools must account for every absence and reason for it. Where a pupil is absent, the letter 'T' (to be confirmed) must be entered in the register, unless one of the absence verification codes has already been entered indicating that advance notice has been given of the absence and the reason for it. This 'T' code should be amended when confirmation of the reason has been received. Where no explanation is received this code should be changed to 'U' to show this absence is unacceptable. Any unexplained absence must be dealt with as soon as possible.

A letter generated by SEEMiS should be issued to parents/carers. (Attendance Letter A12).

(l) Truancy and Absence Occurring During the School Day

Truancy is the unauthorised absence from school for any period as a result of pre meditated or spontaneous action on the part of the pupil, parent or both. Truancy should be recorded as code 'U'. It should be normal practice to inform the parents/carers of the truancy as soon as the school become aware of the matter. Parents/carers should be informed of truancy unless there is a genuine likelihood of abuse if the parents/carers are told. If this is the case, then action has to be taken under Child Protection Procedures.

In primary schools, the absence of a pupil during the school day will normally be picked up by the class teacher and reported to school management so that investigation can take place. Where an absence of this kind is discovered and confirmed, the recorded code should be changed from present, ie '-' to 'T', pending investigation. Parents/carers should also be alerted to the unexplained absence.

In secondary schools, a 'discrepancy' system is generally operated. At the beginning of each teaching period, the teacher matches the pupils in the teaching class against absentees, and immediately reports any discrepancy for investigation. Such systems pick up any pupils who have gone missing after being marked present at registration and also any who have arrived late and managed to bypass the late coming recording system. Where an unexplained absence of this kind is discovered and confirmed, the recorded code should be changed from present, ie “-” to “T”, pending investigation or from “U” to “-” in tandem with late-coming procedures.

Each truancy investigation should be recorded in the Pupil's Pastoral Notes.

(m) Attendance/Off Site Provision as Part of a Learning Programme

Each school must ensure that it has in place robust procedures for maintaining accurate attendance information for pupils attending alternative or offsite provision as part of a learning programme. It is not sufficient to record OAT (other attendance out of school) and assume that the pupil has attended as arranged

D. INFORMATION FOR USE IN WEBSITE /LEAFLET /HANDBOOK /NEWSLETTER

The following information should be considered by schools for customisation into school parental information leaflets, website, newsletters as appropriate:

Parents are responsible for ensuring that their children attend school regularly and arrive on time.

Regular and punctual attendance is linked closely to achievement and attainment and school staff wish to work with parents/carers to ensure that children can reach their full potential. The school is required by law to maintain an accurate record of the attendance and absence of each pupil and parents are requested to assist in this process by keeping the school informed if their child is to be absent for any reason.

It is important to note that if a child does not arrive at school and there is no reasonable explanation provided for his/her absence then members of staff will be required to ascertain the whereabouts and safety of the individual child. In order to avoid causing unnecessary concern for parents/carers and staff, the importance of good communication between home and school cannot be over-emphasised.

Parents/carers are asked to assist school staff in the manner detailed below:

- if your child is unable to attend school through illness please telephone the school between 8.30 and 9.30 am on the first day of his/her absence*
- when you contact the school, it would be helpful if an indication could be given as to the child's expected length of absence from school*

Planned Absence

Parents/carers are encouraged not to arrange family holidays during term time.

Except in cases of emergency, planned appointments for children to attend the dentist or doctor should be made outwith the school day

Contact Details

Parents/carers are asked to ensure that telephone contact numbers (home, work and emergency contact(s)) are kept up-to-date and are numbers at which a response can be obtained in all normal circumstances."

APPENDIX TWO: OPERATIONAL PROCEDURES FOR REDUCING LATE COMING

Late-coming can significantly impact on attainment and achievement and can result in pupils missing out on the welcoming and informative start to a new working day. Poor timekeeping is disruptive to the individual pupil and to the learning of the class and may be an early warning of other difficulties.

Late-coming is defined as arriving in school after the start of the school day.

A pupil who arrives after the bell at the start of the school day but before the declared midpoint of a morning or of an afternoon should be recorded as 'J' irrespective of the reason for the late-coming.

A pupil arriving after the declared mid-point is to be recorded using the code letter 'K'.

Each school should identify its declared midpoint by reference to a morning or afternoon interval or the beginning or end of a teaching period which occurs around the middle of the morning or afternoon.

Where a pupil's late-coming continues to be a concern despite contact with parents/carers, the school should consider the need for an Assessment of Wellbeing and subsequent action plan to meet the pupil's identified need. This process should be followed in line with the council's Continuum of Support.

APPENDIX THREE: OPERATIONAL PROCEDURES FOR AUTHORITY ATTENDANCE GROUP (AAG)

A. Background

West Lothian Council recognises the need for all children and young people to engage fully in the education process and has developed an approach for promoting attendance through positive and supportive interventions based on the implementation of Education Services' Continuum of Support in collaboration with our multi-agency partners. This is a framework that promotes early intervention and a positive partnership with parents/carers through a staged intervention approach. As part of the Continuum of Support, schools have the opportunity to proceed with a referral to the Authority Attendance Group (AAG).

The AAG is set up under the Education (Scotland) Act 1980 to facilitate West Lothian Council's statutory duties in terms of pupils in schools.

The overall duty of the AAG is to advise on the statutory responsibilities relating to attendance. This entails a meeting with parents/carers who are not carrying out the responsibilities assigned to them in terms of the legislation in relation to attendance at school.

The AAG is conducted in a formal manner, with the emphasis being on advice and encouragement to resolve the problem. The principal aim is to return the child to full-time education.

B. Membership of the AAG

The membership of the AAG is composed of:

- ✓ a Chairperson who is one of the Council's Heads of Service (Social Policy or Education Services). The Heads of Service may delegate this role to a senior officer within their service;
- ✓ two members drawn from a pool of senior officers from within Education Services and Social Policy.

Education Services carries out the administration involved in the operation of the AAG. The quorum of the AAG is two members.

C. Personnel in Attendance

The persons who should be present at a meeting of the AAG are not specified by law, but West Lothian Council specifies certain conditions and these are:

- ✓ the parent/carer named in the notice, although it is competent for business to proceed if a parent/carer does not respond to a notice requiring them to appear at a hearing;
- ✓ the pupil in question may also be present if the AAG feels that this is necessary (usually P4 and above);
- ✓ the Chairperson may sanction the attendance at a meeting of an appropriate person other than the members, officers, parents/carers and child, e.g. a relative, friend, Social worker, to support but not to replace the parents/carers;
- ✓ the referrer or a representative of the referrer.

D. Referral Process and Administration of AAG

Referral to the AAG is made by the Headteacher, after consultation with relevant staff and appropriate communication with parent/carers.

Documentation submitted for a referral to the AAG should be in line with the "Getting

It Right For Every Child” (GIRFEC) framework, ie. Assessment of Wellbeing and child planning documentation.

The parent/carer will be served notice requiring him/her to appear, in accordance with the notice, before the AAG and explain the reason for the absence of the pupil from school. The notice will be given not less than 7 days and not more than 14 days before the hearing. The parent/carer has the option to submit written information rather than appearing at the meeting.

If the parent/carer fails to satisfy the AAG that he/she has a reasonable excuse in relation to the pupil’s failure to attend school, the AAG may make the appropriate determination as to the disposal of the case.

E. Conducting the Meeting

In conducting the meeting, the following should be observed:

- all meetings must be held in private;
- venues for the meeting should be carefully considered in order to effect a positive outcome;
- meetings will be fixed and called, agenda arranged, minutes prepared, reports obtained and subsequent action taken by the Depute Chief Executive or delegated officer;
- agendas will be maintained as confidential documents, available only to members of the AAG;
- reports on the proceedings will be restricted to a statistical account together with a general description of the disposal of the case considered;
- all papers given out must be returned at the end of the meeting;
- if the AAG decides to interview a pupil, it must do so in the presence of the parent/carer and with the parent’s/carer’s permission.

When the parent/carer has been invited into the meeting, he/she should be asked to confirm that he/she is the parent/carer or guardian of the pupil concerned. The date of birth of the child should be checked. The Chairperson should then endeavor to establish whether reasonable excuse for non-attendance exists. The other members of the AAG may, through the Chairperson, ask such questions as they feel are relevant to the proper disposal of the case. The Chairperson should allow the referrer to have the opportunity of putting questions to the parent/carer.

The parent/carer and the referrer should be asked to withdraw while the AAG reaches a conclusion on the disposal of the case.

The AAG’s determination will be intimated to the parent/carer at the meeting at the discretion of the AAG and will, in any event, be given in writing, following the meeting;

- should the disposal of the case involve a referral to either the Reporter for the Children’s Panel and/or Community Child Health, all paperwork related to the case will be forwarded to the Reporter for the Children’s Panel and/or Community Child Health as appropriate.

F. Possible Disposals by the AAG

The AAG can determine the following disposals:

- continue the case up to a maximum of 6 school weeks for a specified purpose which may be to monitor attendance or request additional information or reports;
- refer pupils for a statutory medical examination;
- make an attendance order;

- refer to the Procurator Fiscal or take the case to the Sheriff Court for prosecution;
- refer the pupil to the Reporter for the Children's Panel;
- desert the case.

G. Re-referral to the AAG

If the attendance or punctuality of a pupil becomes unacceptable after having been deserted by the AAG, schools may decide it is appropriate to 'fast-track' the case back to the AAG. They would do this by picking up at Stage 4, in consultation with AIMS Worker, of the Five Stage Intervention Process.

CORRESPONDENCE TEMPLATES

TEMPLATE LETTER A1 – TO BE ISSUED ON SCHOOL HEADED PAPER – LESS THAN 90% ATTENDANCE

(Name and Address of Parent/Carer)

(Date)

Dear (Name of Parent/Carer)

(NAME OF PUPIL) (CLASS OF PUPIL) (DATE OF BIRTH): ATTENDANCE AT SCHOOL

West Lothian Council is committed to working in partnership with parents/carers, children/young people and its partner agencies to ensure that all pupils benefit from an education that maximises the opportunity to achieve their full potential at school, in further education or employment.

School staff have a responsibility to monitor and record absence, communicate effectively with pupils and their families to promote good attendance and time keeping. In line with West Lothian Council Attendance in School Policy. I am required to draw your attention to **(PUPIL'S NAME)**'s attendance as it has recently fallen below 90%. Whilst you may have notified the school that **(PUPIL'S NAME)** would be absent, it is my responsibility to impress upon you the importance of school attendance on wellbeing, achievement and attainment and highlight our concerns of the potential impact of sustained non-attendance.

Thank you for taking the time to read this letter and supporting **(PUPIL'S NAME)**'s education. Please do not hesitate to contact (school named contact) if you wish to discuss matters further.

Thank you for your support

Yours sincerely

HEADTEACHER

**TEMPLATE LETTER A2 – TO BE ISSUED ON SCHOOL HEADED PAPER – CONTINUED
ABSENCES**

(Name and Address of parent/carer)
(Date)

Dear (Name of Parent/Carer)

(NAME OF PUPIL) (CLASS OF PUPIL) (DATE OF BIRTH): ATTENDANCE AT SCHOOL

I refer to my previous letter in which your attention was drawn to **(PUPIL NAME)**'s level of attendance. I have to report to you that **(PUPIL NAME)**'s attendance remains a concern.

West Lothian Council is committed to working in partnership with parents/carers, children/young people and its partner agencies to ensure that all pupils benefit from an education that maximises the opportunity to achieve their full potential at school, in further education or employment. I would therefore invite you to a meeting to discuss **(PUPIL NAME)'S** absence and agree strategies to help support **(PUPIL NAME)** achieve an improved level of attendance.

This meeting will be held on _____ (day / date) at _____ (time). If you are unable to attend, please call the school to reschedule. We can also schedule these meetings on a virtual platform and can send you the join details for this if required.

In line with council policy, failure to inform the school that you cannot attend will result in a referral being made to the Inclusion and Support Service (ISS) who will help us explore and support possible next steps in improving levels of attendance.

I look forward to meeting with you and thank you for your support.

Yours sincerely

HEADTEACHER

TEMPLATE LETTER A3 – TO BE ISSUED ON SCHOOL HEADED PAPER – IF NO SHOW AT MEETING ORGANISED FROM LETTER 2 – REFERRAL TO ISS OR FOR SERVICES

(Name and Address of parent/carer)
(Date)

Dear (Name of Parent/Carer)

(NAME OF PUPIL) (CLASS OF PUPIL) (DATE OF BIRTH): ATTENDANCE AT SCHOOL

I refer to my previous letter in which I invited you to a meeting with the school to discuss the reasons for **(CHILD'S NAME)**'s absences and the effects these are having on their education.

In accordance with council policy, as you were unable to attend this meeting, a request for service will now be made to the Inclusion and Support Service (ISS) for the Attendance Improvement Management Service (AIMS) to become involved. The remit of AIMS within The Children & Young People Team, Social Policy, is to specifically support West Lothian Council in improving attendance at school. Alternatively, if Social Policy are already working with the family, improved school attendance will now also become part of the agreed outcomes / actions within the child's plan.

West Lothian Council is committed to working in partnership with parents/carers, children/young people and its partner agencies to ensure that all pupils benefit from an education that maximises the opportunity to achieve their full potential at school, in further education or employment.

Thank you for taking the time to read this letter. Please do not hesitate to contact the school if you wish to discuss matters further.

Yours sincerely

HEADTEACHER

TEMPLATE LETTER A4 – TO BE ISSUED ON SCHOOL HEADED PAPER – IF NO IMPROVEMENT AFTER MEETING – REFERRAL TO ISS / FOR SERVICES

(Name and Address of parent/carer)
(Date)

Dear (Name of Parent/Carer)

(NAME OF PUPIL) (CLASS OF PUPIL) (DATE OF BIRTH): ATTENDANCE AT SCHOOL

I refer to our previous meeting in relation to **(CHILD'S NAME)**'s absences and the effect on their education.

Unfortunately **(CHILD'S NAME)**'s level of absence remains a concern and I write to inform you that, in accordance with council policy, a request for service will now be made to the Inclusion Support Service (ISS) for the Attendance Improvement Management Service (AIMS) to become involved. The remit of AIMS within The Children & Young People Team, Social Policy, is to specifically support West Lothian Council in improving attendance at school. Alternatively, if Social Policy are already working with the family, improved school attendance will now also become part of the agreed outcomes / actions within the child's plan.

West Lothian Council is committed to working in partnership with parents/carers, children/young people and its partner agencies to ensure that all pupils benefit from an education that maximises the opportunity to achieve their full potential at school, in further education or employment.

I now, therefore, remind you of your parental obligations under the Education (Scotland) Act which states:

“Every parent or carer of a child of school-age has a duty to ensure that the child receives education suitable to his/her age, aptitude and ability.”

This duty is fulfilled by the parent or carer by ensuring that the child attends school regularly. The Education Authority has a legal responsibility to enforce school attendance and can prosecute parents or carers whose children fail to attend school.

Thank you for taking the time to read this letter. Please do not hesitate to contact the school if you wish to discuss matters further.

Yours sincerely

HEADTEACHER

TEMPLATE LETTER A5 – TO BE ISSUED ON SCHOOL HEADED PAPER – MOVING FORWARD TO CPM's

(Name and Address of parent/carer)
(Date)

Dear (Name of Parent/Carer)

(NAME OF PUPIL) (CLASS OF PUPIL) (DATE OF BIRTH): ATTENDANCE AT SCHOOL

I refer to our previous communications regarding **(CHILD'S NAME)**'s level of attendance and can confirm that there has been no significant improvement.

In accordance with council policy, I am now obliged to move to the next stage of the Attendance at School Policy. This stage involves a child's planning meeting with you, school representatives, your allocated Social Policy worker and any other appropriate professionals working with the family, whose presence would be beneficial to improvements being made to **(CHILD'S NAME)**'s attendance.

This meeting will be held on _____ (Day / Date) _____ (Time).
If you are unable to attend, please call the school to reschedule.

In line with council policy, failure to inform the school that you cannot attend will result in a referral being made to Authority Attendance Group (AAG). The AAG is set up under the Education (Scotland) Act 1980 to facilitate West Lothian Council's statutory duties in terms of pupils in schools.

I look forward to meeting with you.

Yours sincerely

HEADTEACHER

TEMPLATE LETTER A6 – TO BE ISSUED ON SCHOOL HEADED PAPER – MOVING FORWARD TO AAG

(Name and Address of parent/carer)
(Date)

Dear (Name of Parent/Carer)

(NAME OF PUPIL) (CLASS OF PUPIL) (DATE OF BIRTH): ATTENDANCE AT SCHOOL

I refer to our meeting in relation to **(CHILD'S NAME)**'s absences and the effect on their education.

Unfortunately **(CHILD'S NAME)**'s level of absence remains a concern and I write to inform you that, in accordance with council policy, a referral will now be made to the Authority Attendance Group (AAG). This is a statutory body which has provision to make the following decisions:

- To continue the case for up to a maximum of 6 weeks for a specified purpose which may be to monitor attendance or request additional information or reports.
- To desert the case.
- To refer **(CHILD'S NAME)** for medical examination.
- To make an Attendance Order.
- To refer to the Reporter to the Children's Panel
- To refer to the Procurator Fiscal so that prosecution may be considered.

I now, therefore, remind you of your parental obligations under the Education (Scotland) Act which states:

"Every parent or carer of a child of school-age has a duty to ensure that the child receives education suitable to his/her age, aptitude and ability."

This duty is fulfilled by the parent or carer by ensuring that the child attends school regularly. The Education Authority has a legal responsibility to enforce school attendance and can prosecute parents or carers whose children fail to attend school.

You will be contacted in due course informing you of the time/date/venue of the AAG hearing. Meantime, it is imperative that **(CHILD'S NAME)**'s attendance at school improves.

Thank you for taking the time to read this letter. Please do not hesitate to contact the school if you wish to discuss matters further.

Yours sincerely

HEADTEACHER

**TEMPLATE LETTER A7 – TO BE ISSUED ON SCHOOL HEADED PAPER – NOT
ATTENDING CPM – NO IMPROVEMENT – REFERRAL TO AAG**

(Name and Address of parent/carer)
(Date)

Dear (Name of Parent/Carer)

(NAME OF PUPIL) (CLASS OF PUPIL) (DATE OF BIRTH): ATTENDANCE AT SCHOOL

I refer to my previous letter in which I invited you to a meeting at the school with me to discuss the reasons for **(CHILD'S NAME)**'s absences and the effects these are having on their education.

In accordance with council policy, as you were unable to attend this meeting, a referral will now be made to the Authority Attendance Group (AAG). This is a statutory body which has provision to make the following decisions:

- To continue the case for up to a maximum of 6 weeks for a specified purpose which may be to monitor attendance or request additional information or reports.
- To desert the case.
- To refer **(CHILD'S NAME)** for medical examination.
- To make an Attendance Order.
- To refer to the Reporter to the Children's Panel
- To refer to the Procurator Fiscal so that prosecution may be considered.

I now, therefore, remind you of your parental obligations under the Education (Scotland) Act which states:

“Every parent or carer of a child of school-age has a duty to ensure that the child receives education suitable to his/her age, aptitude and ability.”

This duty is fulfilled by the parent or carer by ensuring that the child attends school regularly. The Education Authority has a legal responsibility to enforce school attendance and can prosecute parents or carers whose children fail to attend school.

You will be contacted in due course informing you of the time/date/venue of the AAG hearing. Meantime, it is imperative that **(CHILD'S NAME)**'s attendance at school improves.

Thank you for taking the time to read this letter. Please do not hesitate to contact the school if you wish to discuss matters further.

Yours sincerely

HEADTEACHER

TEMPLATE LETTER A8 – TO BE ISSUED ON SCHOOL HEADED PAPER – PRE-SCHOOL ONLY – SECOND LETTER

(Name and Address of parent/carer)
(Date)

Dear (Name of Parent/Carer)

(NAME OF PUPIL) (CLASS OF PUPIL) (DATE OF BIRTH): ATTENDANCE AT SCHOOL

I refer to my previous letter in which your attention was drawn to **(PUPIL NAME)**'s level of attendance. I have to report to you that **(PUPIL NAME)**'s attendance remains a concern.

West Lothian Council is committed to working in partnership with parents/carers, children/young people and its partner agencies to ensure that all pupils benefit from an education that maximises the opportunity to achieve their full potential at school, in further education or employment. I would therefore invite you to a meeting to discuss **(PUPIL NAME)'S** absence and agree strategies to help support **(PUPIL NAME)** achieve an improved level of attendance.

This meeting will be held on **(INSERT DATE)** at **(INSERT TIME)** in **(INSERT VENUE)**. If you are unable to attend, please call the school to reschedule.

I look forward to meeting with you and thank you for your support.

Yours sincerely

HEADTEACHER

**TEMPLATE LETTER A9 – TO BE ISSUED ON SCHOOL HEADED PAPER – HOLIDAY
REQUEST - UNAUTHORISED**

(Name and Address of parent/carer)
(Date)

Dear (Name of Parent/Carer)

(NAME OF PUPIL) (CLASS OF PUPIL) (DATE OF BIRTH): ATTENDANCE AT SCHOOL

Thank you for your application for leave of absence for **(CHILD'S NAME)** to go on holiday during term time.

I write to confirm that, in accordance with council policy, permission for leave of absence for **(CHILD'S NAME)** is not granted. As a result, any absences on these days will be recorded as unauthorised.

It should be noted that for family holidays there is no requirement for schools to provide class work or homework to be undertaken by pupils.

Yours sincerely

HEADTEACHER

TEMPLATE LETTER A10 – TO BE ISSUED ON SCHOOL HEADED PAPER – HOLIDAY REQUEST – AUTHORISED BUT STILL TO BE MARKED ABSENT

(Name and Address of parent/carer)
(Date)

Dear (Name of Parent/Carer)

(NAME OF PUPIL) (CLASS OF PUPIL) (DATE OF BIRTH): ATTENDANCE AT SCHOOL

Thank you for your application for leave of absence for **(CHILD'S NAME)** to go on holiday during term time.

Under the circumstances, I am willing to authorise absence. However, please be aware that **(CHILD'S NAME)** will still be marked absent for this period and this will impact on his/her overall attendance figure.

It should be noted that for family holidays there is no requirement for schools to provide class work or homework to be undertaken by pupils.

Yours sincerely

HEADTEACHER

TEMPLATE LETTER A11 – TO BE ISSUED ON SCHOOL HEADED PAPER

(Name and Address of parent/carer)
(Date)

Dear (Name of Parent/Carer)

(NAME OF PUPIL) (CLASS OF PUPIL) (DATE OF BIRTH): ATTENDANCE AT SCHOOL

I have to inform you that the reason supplied for **(CHILD'S NAME)'s** recent absence will be recorded as an unauthorised absence.

Thank you for taking the time to read this letter. Please do not hesitate to contact the school if you wish to discuss matters further.

Yours sincerely

HEADTEACHER

TEMPLATE LETTER A12 – TO BE ISSUED ON SCHOOL HEADED PAPER

(Name and Address of parent/carer)
(Date)

Dear (Name of Parent/Carer)

(NAME OF PUPIL) (CLASS OF PUPIL) (DATE OF BIRTH): ATTENDANCE AT SCHOOL

It is the responsibility of parents/carers, if a pupil is absent, to inform the school by telephone of the reason or to supply a written note of explanation when the pupil returns to school.

(CHILD'S NAME) has unexplained absences for the date(s) _____

Please contact the school to update the reasons for these absences.

Please complete the reply slip below and return it to the school as soon as possible. In this way, **(CHILD'S NAME)**'s record of attendance can be updated accordingly. Alternatively, if you find it easier, please contact me on the telephone number above.

Should you fail to respond, in line with council policy, **(CHILD'S NAME)**'s absence will be recorded as "Truancy or Unexplained" and further investigation will take place.

Thank you for your support

Yours sincerely

HEADTEACHER

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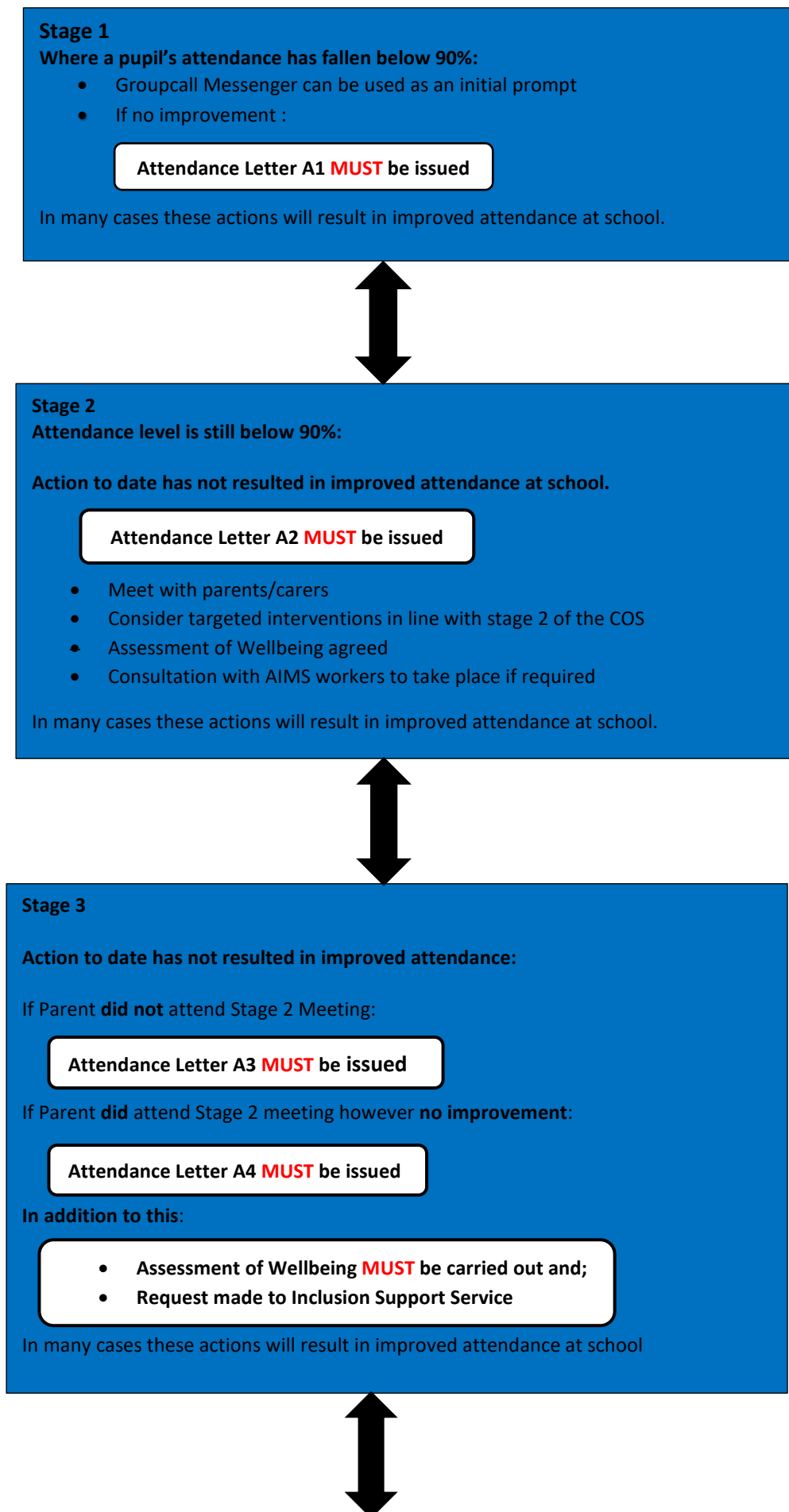
(CHILD'S NAME) was absent on _____ for the following reason:

Signed: _____

Parent/Carer of **(CHILD'S NAME)**

Date:

APPENDIX FIVE: Summary of Attendance Five Stage Intervention Approach



Stage 4

Action to date has not resulted in improved attendance:

A Child's Planning Meeting **MUST** be held

- Leading to additional actions/interventions as part of Child's Plan

Attendance Letter A5 **MUST** be issued

In many cases these actions will result in improved attendance at school



Stage 5

Action to date has not resulted in improved attendance:

Referral made to the Authority Attendance Group (AAG)

- AAG will recommend supports /actions.
- AAG can refer directly to Community Child Health or SCRA.

If Parent **attended** Stage 4 meeting (CPM) however **no improvement** in attendance:

Attendance Letter 6 **MUST** be issued

If Parent **did not attend** Stage 4 meeting (CPM):

Attendance Letter 7 **MUST** be issued

DATA LABEL: PUBLIC



EDUCATION EXECUTIVE

CONSULTATION ON THE INTRODUCTION OF S3 AND SUBSEQUENT ROLL OUT UP TO S6 SECONDARY STAGE EDUCATION WITHIN OGILVIE SCHOOL CAMPUS

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

A. PURPOSE OF REPORT

To seek Education Executive approval, following formal public consultation, of the proposal to introduce S3 and subsequent roll out up to S6 stages of education at Ogilvie School Campus.

To present to Education Executive with details of the outcome of the formal consultation, and the comments of Education Scotland (HMI) on the consultation.

B. RECOMMENDATION

It is recommended that the Education Executive:

1. Approves the proposal to introduce S3 and subsequent roll out up to S6 stages of education at Ogilvie School Campus.
2. Notes the outcome of the formal consultation, and the comments of Education Scotland (HMI) on the consultation.

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
II	Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	<p>The consultation does not change any existing policies.</p> <p>Legal</p> <p>The Local Government etc. (Scotland) Act 1994. Education (Scotland) Act 1980 and related regulations. The Standards in Schools (Scotland) Act 2000, the School Education (Amendment) (Scotland) Act 2002 and School (Consultation) (Scotland) Act 2010. Children and Young People (Scotland) Act 2014 and UN Convention on the Rights of the Child (Article 12)</p>
III	Implications for Scheme of Delegations to Officers	None

IV	Impact on performance and performance Indicators	None
V	Relevance to Single Outcome Agreement	<p>We are better educated and have access to increased and better-quality learning and employment opportunities.</p> <p>Our economy is diverse and dynamic, and West Lothian is an attractive place for doing business.</p>
VI	Resources - (Financial, Staffing and Property)	Approved financial resources will meet obligations for printing and postage, costs associated with public meetings, for advertisements for the public meetings and for dedicated staff time for the process.
VII	Consideration at PDSP	2 March 2021
VIII	Other consultations	Finance and Property Services, Operational Services, Planning Economic Development and Regeneration Services, Legal Services. Formal consultation involves Parent Council, parents/carers, pupils, staff and trade unions at affected schools. Community Councils within the catchment areas of the affected schools will also be contacted.

D. TERMS OF REPORT

Education Executive, at its meeting on 26 February 2019, approved Education Services proposal to introduce secondary stage education at Ogilvie School Campus creating an all-through (5-18) education establishment.

Statutory guidelines state a formal consultation is required for any proposal to establish a new year stage in an education provision. To this regard, Statutory Consultation is required to propose establishment of S3 and subsequent roll out up to S6 year stages at Ogilvie School Campus commencing in August 2021.

D2. CONSULTATION ARRANGEMENTS

The Statutory Consultation was widely communicated through the council's website, digital media channels and in the local press. A letter informing the proposal and consultation process was issued to consultees. Copies of the Public Consultation Paper were made available via central locations within West Lothian.

The consultation period incorporated a period of 30 school days (excluding school holidays) from Monday 19 April 2021 until Friday 4 June 2021. The Final Report of the Consultation is at Appendix 1, a copy of the Public Consultation Paper is included in Appendix B of the Final Report.

A Public meeting was held on 6th May 2021. Notes of the meeting are included in section 3 of The Final Report.

D3. RESPONSE TO CONSULTATION

All interested parties were invited to submit their comments in writing to Education Services, Civic Centre, Howden Road South, EH54 6FF or by email via the dedicated West Lothian Council School Consultation email address Education.Consultation@westlothian.gov.uk.

No expressions of opposition to the proposal were received during the statutory consultation.

No written representations were received during the consultation period.

During the public meeting one attendee expressed support for the proposal as an employee of Ogilvie School.

An analysis of the consultation responses can be found in section 4 of the Final Report.

D4. EDUCATION SCOTLAND RESPONSE

HM Inspectors consider that, overall, there is a strong case for the council to progress provision for young people entering their senior phase. The proposal identifies potential education benefits for the pupils. There will be continuity with learning and established educational relationships. If the proposal moves forward, staff, pupils and parents should work closely to ensure the school is well resourced to meet the needs and aspirations of all pupils. To alleviate parental concerns around busyness of traffic at the start and end of the school day, the council should continue to review safe traffic management.

The full Education Scotland report is attached as Appendix C in the Final Report.

E. CONCLUSION

With regard to the Schools (Consultation) (Scotland) Act 2010 and having considered all of the information received during the consultation process, officers of West Lothian Council are satisfied that no comments have been received which would have caused them to review the merits of the proposal.

F. BACKGROUND REFERENCES

Establishment of Secondary Stage Education Within Ogilvie School Campus,
Education Executive 26 February 2019.

Appendices/Attachments:

Appendix 1 The Final Report on the Consultation

Contact:

Catherine Campbell, Senior Education Project Officer, West Lothian Civic Centre,
Howden South Road,

Livingston, West Lothian, EH54 6FF, Tel: 01506 281666,

Email catherine.campbell@westlothian.gov.uk

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

Email james.cameron@weslothian.gov.uk

Date: 7 September 2021

West Lothian Council Consultation 2021

APPENDIX 1

**ESTABLISHMENT OF S3 AND SUBSEQUENT ROLL OUT UP TO S6 YEAR
STAGES OF EDUCATION WITHIN OGILVIE SCHOOL A REPORT OF THE
STATUTORY CONSULTATION
FINAL REPORT OF THE STATUTORY CONSULTATION
Monday 19 April 2021 until Friday 4 June 2021**

West Lothian Council Consultation 2021

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West Lothian Council Consultation 2021

1. INTRODUCTION

1.1 PURPOSE OF THE REPORT

The purpose of this report is to give information on:

- West Lothian Council's proposal to establish S3 and subsequent roll out up to S6 year stages of education within Ogilvie School Campus as part of the Council's continuing commitment to ensure equitable, quality and sustainable provision for pupils with additional support needs;
- the Consultation Process
- Consultee Responses
- Note of the Public Meeting

1.2 SUMMARY OF PROPOSAL

West Lothian Council, Education Services propose to:

- The introduction of S3 education at Ogilvie School Campus and subsequent roll out up to S6 allows seamless progression through secondary education within an environment that fully supports the individual needs of the pupil and continues to offer opportunity to achieve across all curricular areas, develop skills, attributes and capabilities in secondary education-based courses.
- This current proposal if agreed and implemented would result in Ogilvie School Campus providing S3 stage education commencing August 2021 and senior phase education from August 2022.

1.3 BACKGROUND

West Lothian Council Education Executive, at its meeting on 26 February 2019, approved Education Services proposal to introduce secondary stage education at Ogilvie School Campus creating an all-through (5-18) education establishment. The proposal detailed introduction of year stages on a phased basis in line with primary (P7) to secondary (S1) transition requirements with the initial introduction of S1 stage commencing in August 2019 when the existing P7 cohort have completed their primary education and require to transition to secondary education.

Statutory Consultation is required to propose establishment S3 year stage at Ogilvie School Campus commencing in August 2021 and subsequent roll out up to S6 year stage. Adopting this proposed approach allows the 2020/21 S2 cohort to progress to S3 stage education within Ogilvie School Campus and ensuring provision of S1-S6 secondary stage cohorts by August 2024.

1.4 TIMELINE

The following timeline was established and incorporates the organisation of a public meeting, Education Scotland involvement, the preparation and publication of the report on the outcomes of the consultation and subsequent submission to West Lothian Council Education Executive for its decision in August 2021.

West Lothian Council Consultation 2021

Date	Event	Description
2 March 2021	Education PDSP	Meeting to consider the proposal and agree continuation to Education Executive
23 March 2021	Education Executive	Meeting to review proposal and agree continuation to consultation phase
19 April 2021	Start of Consultation	Beginning of formal public consultation (min 6 continuous weeks consultation period including min of 30 school days)
6 May 2021	Public Meeting	Public Meetings to discuss proposal
4 June 2021	End of Consultation	End of Public Consultation
5 June 2021	Submit report to Education Scotland	West Lothian Council Education Services relays report on proposal and consultation findings to Education Scotland
August 2021	Offer Education Scotland at least 5 day's notice prior to publishing final report	Upon receipt of response from Education Scotland and on consideration of previous consultation period representations, Authority will prepare and publish final consultation report
August 2021	Publication of Consultation document	Upon receipt of response from Education Scotland, West Lothian Council will prepare and publish final consultation report (min period of 3 weeks after publication before Authority make final decision)
September 2021 Education Executive Meeting. Decision made.		

West Lothian Council Consultation 2021

1.5 CONSULTEES

In terms of the Schools (Consultation) (Scotland) Act 2010, any proposal to make amendments to the school estate in this case, establishment of a new education establishment, requires a formal consultation.

The Schools (Consultation) (Scotland) Act 2010, as amended by the Children and Young People (Scotland) Act 2014, sets out the statutory consultation requirements.

The statutory consultees for a proposal to relocate an education establishment are prescribed as follows:

- the Parent Council or Combined Parent Council of any affected school
- the parents of the pupils at any affected school
- the parents of any children expected by the education authority to attend any affected school within two years of the date of publication of the proposal paper
- the pupils at any affected school (in so far as the education authority considers them to be of a suitable age and maturity)
- the staff (teaching and other) at any affected school
- any trade union which appears to the education authority to be representative of the persons mentioned in bullet point above
- the community council (if any)
- the Community Planning Partnership (within the meaning of section 4(5) of the Community Empowerment (Scotland) Act 2015 for the area of the local authority in which affected school is situated.
- any other community planning partnerships considered relevant by the Authority.
- any other education authority that the education authority considers relevant
- any other users of any affected school that the education authority considers relevant
- in relation to any relevant proposal which affects a denominational school, the Church, Denominational Body or Scottish Hierarchy of the Roman Catholic Church

West Lothian Council Consultation 2021

1.6 CONSULTATION PROCESS

The consultation period incorporated a period of 30 school days (excluding any school holiday) from Monday 19 April 2021 until Friday 4 June 2021. This timescale adheres to the statutory consultation period for such circumstances which is a minimum of 6 consecutive weeks and include at least 30 school days.

To communicate, the Education Service proposal information was delivered through the undernoted media avenues:

- West Lothian Council Website:
- <https://www.westlothian.gov.uk/article/69099/Proposal-to-Establish-S3-Secondary-Stage-of-Education-at-Ogilvie-School-Campus-and-Subsequent-Roll-Out-up-to-S6>
- West Lothian Council digital media products
- Local Press
- Available in hard copy via central locations within West Lothian
- Hard copy available for postal distribution on request

In order to ensure all parties had the same opportunity to access the consultation information, facilities were put in place to communicate the proposal in a manner best suited to the needs of the individual. To this regard, the Consultation Document was made available through the following means as and when requested:

- Translation Services
- Provision for deaf and hearing impaired, blind and visually impaired

A copy of the Consultation Document is attached as Appendix B.

A public meeting was conducted via Zoom on Thursday 6th May 2021.

Council officers outlined the key elements of the proposal and answered questions from meeting attendees. Minutes of the public meeting are detailed in Section 3 of this report.

During the consultation period views on the proposal were welcomed in writing to the address given below:

Catherine Campbell, Education Services, Civic Centre, Howden Road South, EH54 6FF

Responses by e-mail were directed to Education.Consultation@westlothian.gov.uk

All interested parties were invited to submit their comments by close of business Friday 4 June 2021.

West Lothian Council Consultation 2021

2 CONSULTEE RESPONSES TO PROPOSAL

West Lothian Council Education Services noted comments made through a variety of means however only those official representations submitted in the terms of the **Consultation Document SECTION 5: Consultation Process and How To Have Your Say (Appendix B)** have been recorded for reporting purposes.

2.5 RESPONSES RECEIVED

No written representations were received during the consultation period.

3 NOTE OF PUBLIC MEETING

**MINUTE OF PUBLIC MEETING HELD VIA ZOOM
Thursday 6 May 2021, TO DISCUSS PUBLIC CONSULTATION
DOCUMENT:
“ESTABLISHMENT OF S3 AND SUBSEQUENT ROLL OUT UP TO S6
YEAR STAGES OF EDUCATION WITHIN OGILVIE SCHOOL”**

In attendance from West Lothian Council:

Cllr David Dodds	Executive Councillor for Education
James Cameron	Head of Education (Learning, Policy and Resources)
Catherine Campbell	Education Development Officer
Andrew Cotton	Senior Education Planning Officer
Kristyna MacSween	WLC – Ogilvie Head Teacher

Meeting attendees : 3 attendees from Education Scotland and 1 employee.

Education Services Presentation:

Aims of Statutory Consultation Exercise:

- Formal consultation required in accordance with Schools (Consultation)(Scotland) Act 2010
- Information sharing opportunity – details the specifics and the reasoning behind the proposal
- Opportunity to capture the views of consultees
- Invaluable research approach

Summary of Proposal:

- To Establish S3 and Subsequent Roll Out up to S6 Year Stages of Education within Ogilvie School Campus

Rationale:

- On 26 February 2019, the Education Executive approved the proposal to introduce secondary stage education at Ogilvie School Campus creating an all-through (5-18) education establishment.

- The introduction of S3 education at Ogilvie School Campus and subsequent roll out up to S6 will allow seamless progression through secondary education within an environment that fully supports the individual needs of the pupil.
- Ogilvie School Campus has recently undergone a £3.5M extension and refurbishment programme to provide additional specialist educational spaces.
- This current proposal if agreed and implemented would result in Ogilvie School Campus providing S3 stage education commencing August 2021.

End of Education Service Presentation

Discussion Opportunity – James Cameron opened the floor to comments and questions:

- Attendee – Supports proposal as an Ogilvie employee.
- Head Teacher – Added that the school community had already expressed their agreement with the proposals to introduce secondary education within Ogilvie at previous consultations. It was felt that this was a factor in the low turnout.

Meeting Close:

Cllr Dodds thanked everyone for their attendance.

4 ANALYSIS OF CONSULTATION RESPONSES

No expressions of opposition to the proposal were received during the statutory consultation.

No written representations were received during the consultation period.

During the public meeting one attendee expressed support for the proposal as an employee of Ogilvie School.

5 REPORT BY EDUCATION SCOTLAND

5.1 LEGISLATIVE DUTY

This report from Education Scotland has been prepared by Her Majesty's Inspectors of Education (HM Inspectors) in accordance with the terms of the Schools (Consultation) (Scotland) Act 2010 ("the 2010 Act"). The purpose of the report is to provide an independent and impartial consideration of the West Lothian Council's proposal for the establishment of S3 and subsequent roll out up to S6 year stages of education within Ogilvie School Campus. Section 2 of the report sets out brief details of the consultation process. Section 3 of the report sets out HM Inspectors' consideration of the educational aspects of the proposal, including significant views expressed by consultees. Section 4 summarises HM Inspectors' overall view of the proposal. Upon receipt of this report, the Act requires the council to consider it and then prepare its final consultation report. The council's final consultation report should include this report and must contain an explanation of how, in finalising the proposal, it has reviewed the initial proposal, including a summary of points raised during the consultation process and the council's response to them. The council has to publish its final consultation report three weeks before it takes its final decision.

HM Inspectors considered:

- the likely effects of the proposal for children and young people of the school; any other users; children likely to become pupils within two years of the date of publication of the proposal paper; and other children and young people in the council area;
- any other likely effects of the proposal;
- how the council intends to minimise or avoid any adverse effects that may arise from the proposal; and
- the educational benefits the council believes will result from implementation of the proposal, and the council's reasons for coming to these beliefs.

5.2 SUMMARY OF EDUCATION SCOTLAND RESPONSE

HM Inspectors consider that, overall, there is a strong case for the council to progress provision for young people entering their senior phase. The proposal identifies potential education benefits for the pupils. There will be continuity with learning and established educational relationships. If the proposal moves forward, staff, pupils and parents should work closely to ensure the school is well resourced to meet the needs and aspirations of all pupils. To alleviate parental concerns around busyness of traffic at the start and end of the school day, the council should continue to review safe traffic management.

6 COUNCIL OFFICER REVIEW AND RECOMMENDATION

6.1 REVIEW OF PROPOSAL

Feedback from consultee submissions and the report from Education Scotland have been analysed in order that any issues highlighted were given cognisance and responded to. As a result of this analysis officers conclude the undernoted factors:

Identified Key Benefits:

- Ensures West Lothian Council Education Services commitment for the delivery of secondary stage education within Ogilvie School Campus.
- Introduction of secondary year stages on a phased basis will be in line with existing pupil transition requirements.
- Ogilvie School Campus will continue to adopt individualised transition programmes ensuring movement between year stages is a positive and seamless process for the children and young people involved.
- Pupils at Ogilvie School Campus will benefit from having opportunity to continue their educational pathway in a supportive and familiar setting with minimal disruption.

6.2 RECOMMENDATION

With regard to the 2010 Act and having considered all of the information received during the consultation process, officers of West Lothian Council are satisfied that no comments have been received which would have caused them to review the merits of the proposal.

Based on these findings, it is recommended that West Lothian Council Education Executive agree to implement the proposal to establish S3 and subsequent roll out up to S6 year stages of education within Ogilvie School Campus from August 2021.

West Lothian Civic Centre
Howden South Road
Livingston
West Lothian
EH54 6FF

Contact: James Cameron

Tel 01506 281680

E-mail: james.cameron@westlothian.gov.uk

Appendix A – Letter to Consultees

08 April 2021

Dear Consultee

West Lothian Council Education Services

CONSULTATION ON THE INTRODUCTION OF S3 AND SUBSEQUENT ROLL OUT UP TO S6 SECONDARY STAGES OF EDUCATION WITHIN OGILVIE SCHOOL CAMPUS

West Lothian Council's Education Executive at its meeting on 23 March 2021 authorised West Lothian Council's Education Services to commence statutory consultation on the proposal:

ESTABLISHMENT OF S3 AND SUBSEQUENT ROLL OUT UP TO S6 YEAR STAGES OF EDUCATION WITHIN OGILVIE SCHOOL CAMPUS

The consultation document outlining the proposal is available online on the following webpage:

<https://www.westlothian.gov.uk/article/69099/Proposal-to-Establish-S3-Secondary-Stage-of-Education-at-Ogilvie-School-Campus-and-Subsequent-Roll-Out-up-to-S6>

Hard copies of the consultation document are also available for uplift from the Civic Centre, Howden South Road, Livingston, EH54 6FF or can be requested in writing from:

Catherine Campbell, Senior Education Development Officer, West Lothian Council Education Services, Civic Centre, Howden South Road, Livingston, EH54 6FF.

The consultation period is from Monday 19 April 2021 until Friday 04 June 2021 inclusive. A public meeting to discuss the consultation document will be held at:

Location: Virtual Meeting via Zoom

Time: **Thursday May 6th 2021 6:30 PM**

Join Zoom Meeting <https://us02web.zoom.us/j/86516671781?pwd=Zjd2NDZiZDZlUzhYRFRjK1FpY0lnUT09>

Meeting ID: 865 1667 1781

Passcode: Ogilvie

You are also invited to submit your comments on the consultation in writing to Catherine Campbell at the above address or by e-mail to:

Education.Consultation@westlothian.gov.uk

For written representations to be considered they must be received no later than **5pm on Friday 04 June 2021**.

A decision on the proposal is planned to be made in August 2021 by the Council's Education Executive. This decision will be based on feedback received from all stakeholders through written responses and feedback from meetings and from feedback received from Education Scotland.

Yours sincerely



James Cameron

Head of Education (Learning, Policy and Resources)

Appendix B – Consultation Document

**WEST LOTHIAN COUNCIL EDUCATION
SERVICES**

**ESTABLISHMENT OF S3 AND SUBSEQUENT
ROLL OUT UP TO S6 YEAR STAGES OF
EDUCATION WITHIN OGILVIE SCHOOL
CAMPUS**

SECTION 1: Purpose of this document

SECTION 2: The Proposal

SECTION 3: The Educational Benefit Statement

SECTION 4: Integrated Impact Assessment

SECTION 5: Consultation Process and How To Have Your Say

The purpose of this document is to give information on:

- West Lothian Council's proposal to establish S3 and subsequent roll out up to S6 year stages of education within Ogilvie School Campus as part of the Council's continuing commitment to ensure equitable, quality and sustainable provision for pupils with additional support needs;
- the educational benefits to be gained through the implementation of this proposal; and
- how you can give your views and take part in the consultation process.

West Lothian Council believes that thorough and effective consultation will support better outcomes for pupils and their families and will enable the vast majority of pupils with severe and complex needs to be educated within West Lothian with tailored support to meet their needs.

Public consultations are necessary when a local authority is proposing to make a significant change in this instance, the opening of a new stage in a school. To carry out a public consultation the Council requires to follow the statutory guidance outlined in the Schools (Consultation) (Scotland) Act 2010. With this in mind, this document is further organised into the following sections:

Section 2 details the proposal, and gives the background and rationale to the proposal.

Section 3 contains the educational benefits statement in relation to the proposal and provides an assessment of the effects of this proposal on the children/young people and their families of the affected school.

Section 4 provides information on the Integrated Impact Assessment undertaken in reference to the proposal. An Integrated Impact Assessment (IIA)) is undertaken to ensure that the Council meets its statutory requirement to assess policies and practices and ensure that they meet the legislative requirements in relation to its equality, human rights and socioeconomic obligations.

Section 5 details how West Lothian Council has organised the consultation process to meet the requirements of the legislation, and how you can take part and give your views.

SECTION 2: PROPOSAL AND BACKGROUND TO THE PROPOSAL

2.1. THE PROPOSAL - TO ESTABLISH S3 SECONDARY STAGE OF EDUCATION AT OGILVIE SCHOOL CAMPUS AND SUBSEQUENT ROLL OUT UP TO S6

West Lothian Council is committed to the delivery of secondary stage education within Ogilvie School Campus creating an education provision that ensures equitable, quality and sustainable education for pupils with severe and complex needs.

The introduction of S3 education at Ogilvie School Campus and subsequent roll out up to S6 allows seamless progression through secondary education within an environment that fully supports the individual needs of the pupil and continues to offer opportunity to achieve across all curricular areas, develop skills, attributes and capabilities in secondary education-based courses.

This current proposal if agreed and implemented would result in Ogilvie School Campus providing S3 stage education commencing August 2021.

Moving forward, the Council's vision is to introduce all secondary stages of secondary education within Ogilvie School Campus on a phased basis in line with existing pupil transition requirements ensuring provision of S1-S6 secondary stage cohorts by August 2024.

2.2 BACKGROUND TO THE PROPOSAL

West Lothian Council Education Executive, at its meeting on 26 February 2019, approved Education Services proposal to introduce secondary stage education at Ogilvie School Campus creating an all-through (5-18) education establishment. The proposal detailed introduction of year stages on a phased basis in line with primary (P7) to secondary (S1) transition requirements with the initial introduction of S1 stage commencing in August 2019 when the existing P7 cohort have completed their primary education and require to transition to secondary education.

Statutory Consultation is required to propose establishment S3 year stage at Ogilvie School Campus commencing in August 2021 and subsequent roll out up to S6 year stage. Adopting this proposed approach allows the 2020/21 S2 cohort to progress to S3 stage education within Ogilvie School Campus and ensuring provision of S1-S6 secondary stage cohorts by August 2024.

2.3 ADMISSION CRITERIA

There will be no amendment to criteria for admission to specialist provision in West Lothian as a result of this consultation exercise.

Admission will continue to be in accordance with West Lothian Council's current admission arrangements for specialist provision, details of which are detailed via the attached link:

https://www.westlothian.gov.uk/media/9292/Admission-to-Specialist-Provision---Procedure/pdf/Admission_to_Specialist_Provision_-_Procedure.pdf

The primary and secondary provision at Ogilvie School Campus will be available to meet the needs of pupils across West Lothian who have been assessed as having severe and complex needs and requiring significant additional support to access the

curriculum in alternative provision to their mainstream school environment.

2.4 NON-DENOMINATIONAL EDUCATION PROVISIONS

All specialist education establishments in West Lothian are non-denominational therefore, the provisions offered to children and young people at Ogilvie School Campus are not affiliated to a particular religious denomination.

SECTION 3: THE EDUCATIONAL BENEFIT STATEMENT

The specific educational benefits of the proposal are outlined below in terms of the following:

- 3.1 Curriculum for Excellence
- 3.2 Transition
- 3.3 Transport
- 3.4 Mainstream Links
- 3.5 School Management
- 3.6 Staff Teams
- 3.7 Accommodation
- 3.8 School Grounds/ Outdoor Learning
- 3.9 Playground
- 3.10 Community Links
- 3.11 Mentoring and Buddying
- 3.12 Benefits for Any Other School Users

3.1 CURRICULUM FOR EXCELLENCE

Curriculum for Excellence is the national curriculum of experiences and outcomes for all pupils, 3–18 years. The national guidance from Education Scotland encourages education authorities to ensure that each school's curriculum is designed on 7 key principles:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance.

The key educational benefits of the proposal in relation to Curriculum for Excellence are stated below with a specific focus on the 7 principles:

The curriculum for pupils with severe and complex needs is based on the same principles as all educational establishments across West Lothian. Design of the curriculum, taking cognisance of these principles will depend on the nature and complexity of the needs of the children and young people. Progression can be achieved through a well-planned, joint and individualised learning programme. In Ogilvie School Campus, staff will develop and refresh the curriculum on a regular basis and manage curriculum change and innovation to improve the range and quality of experiences and outcomes for children and young people and ensure delivery of curriculum entitlements.

The proposed establishment of S3 secondary stage education for pupils with severe and complex needs within Ogilvie School Campus will enhance full and progressive participation in the curriculum and will support a clear strategy to provide entitlement to a broad general education. Location in Ogilvie School Campus will enhance access for pupils (both current and future) to a balanced curriculum that provides the best possible learning opportunities and experiences and will enable pupils to enjoy their education within a supportive specialist setting and develop positive attitudes

towards learning.

Good relationships and positive behaviour are key to the delivery of Curriculum for Excellence and pupils will be supported in this by experienced specialist teaching and non-teaching staff.

As pupils move through their secondary education at Ogilvie School Campus the breadth of curriculum offered will afford opportunities for exercising responsible personal choice. This includes opportunities for achievement and celebration of success.

Through meaningful real-life activities in Ogilvie School Campus and within the local community such as cooking, shopping and visits to local amenities, pupils will see that what they are learning matters in their lives.

By focusing on the above concepts, Ogilvie School Campus can provide the highest quality of individualised learning and teaching experiences that enable young people to thrive and achieve in their education through the development of positive attitudes towards learning.

3.2 TRANSITION

West Lothian Council Education Services is committed to the delivery of secondary stage education within Ogilvie School Campus.

It is proposed secondary year stages will be introduced on a phased basis in line with existing pupil transition requirements. The proposed phasing approach will culminate in delivery of an all-through (5-18 years) (P1-S6) school for August 2024.

A key benefit of the all-through school approach is that Ogilvie School Campus will continue to adopt individualised transition programmes ensuring movement between year stages is a positive and seamless process for the children and young people involved.

Furthermore, pupils at Ogilvie School Campus will benefit from having opportunity to continue their educational pathway in a supportive and familiar setting with minimal disruption.

3.3 TRANSPORT

The school transport provisions currently in place for pupils attending Ogilvie School Campus will remain. No alterations to existing entitlements and schedule of provisions are anticipated as a result of the proposal. All provisions offered will continue to be in conjunction with West Lothian Council's policy on transport.

3.4 MAINSTREAM LINKS

The Standards in Scotland's Schools etc Act 2000 indicates that education authorities should provide education to school age children within mainstream settings, unless certain exceptions apply such as where a mainstream school would not be suited to the ability or aptitude of the child.

Within Ogilvie School Campus pupils build skills and strategies to help them cope with social and personal relationships, thus enabling them to interact as fully as possible with their mainstream peers and the outside world. Strong partnerships between West Lothian Council and outside agencies are helping

continue to improve and increase appropriate choices and challenges for the pupils of Ogilvie School Campus with effective procedures and initiatives helping pupils move on from school successfully.

The proposal for establishment of a secondary phase of education within Ogilvie School Campus will enable Education Services to build upon, and to further embed, the positive approaches to relationships, attainment and achievement already developed within the primary classes at Ogilvie School Campus. The children will be encouraged to become involved in as many aspects of secondary school life as is possible to develop ownership of their learning and to become full members of this new school community. The proposal increases opportunities for providing a balance between the equally important elements of academic attainment and social development.

Mainstream links can be developed with neighbouring primary and secondary schools. This integration with mainstream schools will however only take place when timings appropriate and convenient to all establishments involved and after full consultation with all parent/carers.

Opportunities for inclusion through proximity to a mainstream location can create a positive school ethos based on mutual respect.

Where pupils with severe and complex needs feel included and respected they are more likely to develop self-confidence, resilience and positive views about themselves and others.

3.5 SCHOOL MANAGEMENT

Should the proposal be agreed and implemented the establishment of S3 and subsequent roll out up to S6 secondary stage of education within Ogilvie School Campus (in addition to the existing S1 and primary stages) will be managed by the schools current Head Teacher who will have responsibility for the day-to-day operational management of the school.

Any changes to staffing and management structures would be taken forward in line with national staffing guidelines.

3.6 STAFF TEAMS

An effective staff team would be in place to ensure that the learning and care needs of pupils can be fully met. Teachers and support staff work together to meet the needs of pupils and to help them to learn.

It is not anticipated that there would be implications for any staff currently employed at Ogilvie School Campus as a result of this proposal. Current staffing levels would be maintained or enhanced to meet the needs of children and young people appropriately. Support staff and specialist staff of music, art, drama and PE would remain in the staffing structure.

Agencies and partners will continue to work closely together to support and inform the planning process for learners. This involves a range of agencies and staff to meet the individual needs of each child. These include:

- Educational Psychology
- School community paediatrician
- School nurse

- Speech and language therapy
- Physiotherapy
- Occupational Therapy

Staffing arrangements will be consistent with West Lothian Council's local agreements. Detailed consultation will be undertaken with members of staff, Trade Unions and Professional Associations for staffing the new classes within the secondary phase of Ogilvie School Campus.

Learning episodes delivered by well qualified and skilled staff with high levels of expertise, working in partnership with other agencies and staff to meet individual needs will lead to improvements in teaching and learning

Within the all through school of Ogilvie School Campus there would be scope for the establishment of a stable and unified team of specialist staff and learning support assistants working closely with professionals from NHS Lothian, Social Policy and family services. This has the potential to further improve the standards of care provided for pupils with severe and complex needs. For many of these children the continuum of care and support is more important than the chronological age of the pupil concerned and there are obvious advantages in prolonging the relationships, in to secondary education, between teachers and other adults with support roles. This continuity enables more positive relationships among school staff and stronger links with parents and the local community. Families and their children can maintain relationships with the school and other agencies and professionals, and parents can become more involved and remain better informed. The all-through school structure, therefore, would appear better able to extend opportunities for parental and community engagement and to promote continuity of teaching and support provision. Additionally, the proposed establishment of a secondary stage within Ogilvie School Campus with staff who know the pupils well, will help develop the pupils' confidence and social skills and will support effective transition planning at key transition stages.

By providing specialist staff and quality facilities and resources, the proposal aims to enhance provision for pupils with severe and complex needs, ensuring they are well supported in their education and in their social and emotional wellbeing. All through schools enable greater opportunity for collaboration between staff on curriculum development, learning and teaching, and professional development. Such professional dialogue can take place across stages within the primary and continue the secondary stages.

3.7 ACCOMMODATION

West Lothian Council believe that the needs of primary and secondary pupils with severe and complex needs are best met in a single integrated provision in a facility designed to support the severe and complex nature of their needs.

The present and future accommodation within Ogilvie School Campus will promote accessible, inclusive learning.

Ogilvie School Campus is in a strong position to become a primary through to secondary specialist school providing for pupils aged 5 years to 18 years as the benefits of this building already include:

- Compliant with the Councils obligations under the Equality Act 2010
- Automatic doors
- Structured play room/GP room

- Play room- therapeutic and structured play
- Home Economics classroom
- Interactive media and drama room
- Soft play room
- Sensory room
- Resource room
- Meeting rooms
- Flexible working areas for children

Should the proposal be agreed, Ogilvie School Campus will be modified and developed as a primary through to secondary school for pupils aged 5 to 18 years.

Future accommodation will be fully accessible, specially built and equipped with modern solutions to meet the learning and care needs of pupils and will provide opportunities for a wide range of learning experiences in line with Curriculum for Excellence.

Facilities would enable pupils to have full time placements to fulfil their entitlements to a broad, general education and senior phase education within a highly supportive environment.

Ogilvie School Campus will include meeting rooms to support partnership working with families, multi-agency partners and community partners. Dedicated teaching areas, in addition to small class sizes with a high staff to pupil ratio, will allow staff to plan flexibly to meet pupil needs.

In summary the pupils and parents of Ogilvie School Campus will have access to a purpose-built educational establishment which will provide a high level of support relevant to meeting the needs of all pupils attending the specialist provision with severe and complex needs.

3.8 OUTDOOR LEARNING

For pupils with severe and complex needs, outdoor learning is an integral feature of their education. On a programmed basis, pupils will be given regular opportunities to take their education outdoors into the local countryside and further afield.

The proposed establishment of secondary education within Ogilvie School Campus will provide the benefit of continued access to safe outdoor spaces that the pupils are already familiar with. This will enable learning to take place in the outside world, not only in the formal classroom.

There will be opportunities for spontaneous, planned and purposeful activities, use of the outdoors to develop literacy and numeracy, health and wellbeing and active outdoor learning. This will have a positive impact on the learning environment for pupils. Acquired skills can be applied in real life contexts.

The school grounds offer ample scope for development of the outdoor classroom. This will continue to have a positive impact on the learning environment for Ogilvie School Campus pupils and will support the development of good relationships and positive behaviour, not only in the classroom, but also outdoors and in the wider community.

Within Ogilvie School Campus the outdoor classroom is already used to support interdisciplinary learning, map reading skills, development of gross and fine motor

skills, PE, Science, literacy and numeracy across the curriculum, weather experiments, charity events, project and graph work. Should the proposal be agreed these learning episodes would be further built upon in the secondary phase of the young person's education.

3.9 PLAYGROUND

Ogilvie School Campus currently benefits from spacious outdoor space for the promotion of health and wellbeing. The outdoor play area already provides a safe and secure social space for more independent pupils in addition to pupils who require a higher level of support.

The playground will continue to promote social interaction and health and wellbeing and in order to maximise the opportunities for health promotion, all available space will be well utilised, with playground space being promoted, as appropriate, as an extension to the formal classroom.

The playground benefits from a secure fence which ensures that the playground is safe and secure for the pupils undertaking outdoor breaks and activities. Fencing also ensures out of hours, school security and reduces instances of vandalism for the school.

Multi Use Games Area (MUGA) can be accessed directly from the school and the playground. MUGA facilitates access to PE entitlements, increases opportunities for social inclusion, supports quality PE which meets the needs and talents of all, supports improvements in the PE curriculum, improves levels of participation, opportunities for learning out with the formal curriculum, experience positive aspects of healthy living and activity. To ensure pupil safety and security the MUGA is fully enclosed and benefits from line markings for a range of sports and games.

In addition to playground fixtures and fittings there is be a range of portable play equipment and games that pupils will be responsible for taking care of setting up on a daily basis, within a programme of pupil responsibilities.

Pupils who attend Ogilvie School Campus have a range of playground facilities including:

- multi use sports area- MUGA
- soft top-area which promotes taking indoor learning outside (experiential learning- needs appropriate sand pit, musical instruments, gross and fine motor play equipment, role play)
- playground with trim track area
- pagoda structure for outdoor learning
- bottle greenhouse
- wide range of age and stage appropriate playground equipment

Planned playground improvements at Ogilvie School Campus would be created as safe, spacious areas to deliver a variety of activities in relation to both primary and secondary aged pupils. Further design of the playground will be taken forward in consultation with staff and pupils.

3.10 COMMUNITY LINKS

A wide range of community links is available in the vicinity of Ogilvie School Campus. The existing strong community links will be built upon further as the children get older

and progress through the school.

The welcoming ethos of the community of Knightsridge is acknowledged and strong community links already exist between the community and local schools.

The further establishment of additional secondary year stages within Ogilvie School Campus for pupils with severe and complex needs will enable pupils to further benefit from existing strong community links. Acquired skills will be practiced and applied in real life contexts.

Ogilvie School Campus has a wide range of existing strong community links including:

- Links with local mainstream primary and secondary schools
- Braid House Day Centre
- Deans Community High School Community Café
- Carmondean Library
- Horse Riding at Hopetoun House
- Swimming programme for all children at Deans Community High School
- The Vennie, shop, play park
- Community Skills Programme
- First Bus
- Business links- Pizza Express, Dobbies, Vue Cinema
- Morrison's Supermarket
- Post Office at Carmondean
- Community Police Officer
- Local church

The existing strong community links (many of which are within walking distance) shall remain and be further developed. For the pupils, this facilitates active involvement within communities where excellent support for pupils with additional support needs is acknowledged.

Community links facilitates the promotion of a wide range of skills, provides opportunities for new skills to be applied in real life contexts and enables learning to take place in the outside world as well as in the formal classroom.

3.11 MENTORING AND BUDDYING

As the school evolves into a primary through to secondary specialist provision, activities within Ogilvie School Campus, and in the school playgrounds, will lend themselves well to the establishment of whole school buddying/mentoring programmes.

Such interaction between older and younger pupils provides valuable life skills links. As a result, a supportive ethos for younger pupils is provided and responsibility for older pupils developed.

The larger combined roll will afford the pupils opportunities to broaden their social circles.

3.12 BENEFITS FOR ANY OTHER SCHOOL USERS

Changes to the proposed use of the accommodation would not impact on any other parties.

There is no proposed change to arrangements for any other users of the educational establishment outlined in this proposal.

Ogilvie School Campus is used for the sole purpose of education and there are no other users of the school facilities there would therefore be no impact on any community group or organisation.

SECTION 4: INTEGRATED IMPACT ASSESSMENT

To meet statutory equality duties, the Council conducts an Integrated Impact Assessment (IIA) to critically assess policies and practices and ensure compliance with all legislative requirements.

The aim of an IIA is to examine policies and practices in a structured way taking account of equality, human rights and socioeconomic disadvantage (poverty) implications when making decisions, ensuring the impact within the community is recognised and addressed accordingly.

IIA screening is completed using the Council's Integrated Impact Assessment Toolkit and allows the Authority to recognise positive steps it can take to promote fairness and equality of opportunity for all.

As part of the consultation process the Council will consult with a wide range of stakeholders, staff, parents/carers and young people and will welcome and address comments on the IIA process.

The outcome of the Integrated Impact Assessment will inform the Report on the Outcome of Consultation.

SECTION 5: CONSULTATION PROCESS: HAVE YOUR SAY

This section provides information on how West Lothian Council has organised the consultation process for the proposal to introduce S2 secondary stage education at Ogilvie School Campus. It also provides information on how you can take part and give your views

In terms of the Schools (Consultation) (Scotland) Act 2010, any proposal to establish new year stages of education in a school requires a formal consultation process.

The Schools (Consultation) (Scotland) Act 2010, as amended by the Children and Young People (Scotland) Act 2014, sets out the statutory consultation requirements.

The statutory consultees are prescribed as follows:

- the Parent Council or Combined Parent Council of any affected school
- the parents of the pupils at any affected school
- the parents of any children expected by the education authority to attend any affected school within two years of the date of publication of the proposal paper
- the pupils at any affected school (in so far as the education authority considers them to be of a suitable age and maturity)
- the staff (teaching and other) at any affected school
- any trade union which appears to the education authority to be representative of the persons mentioned in bullet point above
- the community council (if any)
- the community planning partnership (within the meaning of section 4(5) of the Community Empowerment (Scotland) Act 2015 for the area the local authority in which any affected school is situated.
- any other community planning partnership that the education authority considers relevant
- any other education authority that the education authority considers relevant
- any other users of any affected school that the education authority considers relevant
- in relation to any relevant proposal which affects a denominational school, the Church, Denominational Body or Scottish Hierarchy of the Roman Catholic Church

As stated in the terms of the Schools (Consultation) (Scotland) Act 2010 statutory consultation periods should last a minimum of six weeks continuous and incorporate a minimum of 30 school days (excluding school holidays). Therefore, the consultation period for this particular proposal will run from **19 April 2021 until 4 June 2021**.

The consultation paper will be made available for reference electronically and in paper format.

A public meeting will be held in respect of the proposal at the venue listed below:

Time: May 6, 2021 06:30 PM

Join Zoom Meeting

<https://us02web.zoom.us/j/86516671781?pwd=Zjd2NDZiZDZlUzhYRFRJK1FpY0lnUT09>

Meeting ID: 865 1667 1781

Passcode: Ogilvie

This meeting will give interested parties a formal opportunity to express their views.

Representatives of the Council will be present at the meeting to outline the proposal, facilitate discussions and answer questions.

The Council website will contain information on the consultation. The web address is:

<https://www.westlothian.gov.uk/article/49192/Schools-and-Education-Open-Consultations>

During the consultation period any views on this proposal should be sent in writing to:

Catherine Campbell, Senior Education Development Officer, Education Services, Civic Centre, Howden Road South, EH54 6FF

Responses can also be made by e-mail to:

Education.Consultation@westlothian.gov.uk

All responses to be received by no later than **5.00pm on Friday 4 June 2021**.

Consultation Timeline:

Following the end of the consultation period West Lothian Council must provide Education Scotland with a report detailing all findings pertaining to the Statutory Consultation.

All written and oral comments received during the consultation process are recorded and represented in said report, along with the Council's response to those comments.

Education Scotland will consider the Council submission and advise their response accordingly.

West Lothian Council will ensure that considerations received from Education Scotland are included in the Final Consultation Report. This Final Report will be made available and notification will be given to those individuals or groups that have made representations during the consultation period.

West Lothian Council will not make any decisions, or put any changes into effect until the final Consultation Report has been concluded, published and subsequently presented to the Education Executive in August 2021.

The above Consultation Timeline encompasses statutory legislative requirements detailed as per Schools (Consultation)(Scotland) Act 2010

INTRODUCTION OF S3 AND SUBSEQUENT ROLL OUT UP TO S6 YEAR STAGES AT OGILVIE SCHOOL CAMPUS

Date	Event	Description
2 March 2021	Education PDSP	Meeting to consider the proposal and agree continuation to Education Executive
23 March 2021	Education Executive	Meeting to review proposal and agree continuation to consultation phase
19 April 2021	Start of Consultation	Beginning of formal public consultation (min 6 continuous weeks consultation period including min of 30 school days)
6 May 2021	Public Meeting	Public Meetings to discuss proposal
4 June 2021	End of Consultation	End of Public Consultation
5 June 2021	Submit report to Education Scotland	West Lothian Council Education Services relays report on proposal and consultation findings to Education Scotland
August 2021	Offer Education Scotland at least 5 day's notice prior to publishing final report	Upon receipt of response from Education Scotland and on consideration of previous consultation period representations, Authority will prepare and publish final consultation report
August 2021	Publication of Consultation document	Upon receipt of response from Education Scotland, West Lothian Council will prepare and publish final consultation report (min period of 3 weeks after publication before Authority make final decision)
September 2021 Education Executive Meeting. Decision made.		

APPENDIX C



Schools (Consultation) (Scotland) Act 2010

Report by Education Scotland addressing educational aspects of the proposal by West Lothian Council for the establishment of S3 and subsequent roll out up to S6 year stages of education within Ogilvie School Campus.

June 2021

1. Introduction

1.1 This report from Education Scotland has been prepared by Her Majesty's Inspectors of Education (HM Inspectors) in accordance with the terms of the [Schools \(Consultation\) \(Scotland\) Act 2010](#) ("the 2010 Act"). The purpose of the report is to provide an independent and impartial consideration of the West Lothian Council's proposal for the establishment of S3 and subsequent roll out up to S6 year stages of education within Ogilvie School Campus. Section 2 of the report sets out brief details of the consultation process. Section 3 of the report sets out HM Inspectors' consideration of the educational aspects of the proposal, including significant views expressed by consultees. Section 4 summarises HM Inspectors' overall view of the proposal. Upon receipt of this report, the Act requires the council to consider it and then prepare its final consultation report. The council's final consultation report should include this report and must contain an explanation of how, in finalising the proposal, it has reviewed the initial proposal, including a summary of points raised during the consultation process and the council's response to them. The council has to publish its final consultation report three weeks before it takes its final decision.

1.2 HM Inspectors considered:

- the likely effects of the proposal for children and young people of the school; any other users; children likely to become pupils within two years of the date of publication of the proposal paper; and other children and young people in the council area;
- any other likely effects of the proposal;
- how the council intends to minimise or avoid any adverse effects that may arise from the proposal; and
- the educational benefits the council believes will result from implementation of the proposal, and the council's reasons for coming to these beliefs.

1.3 In preparing this report, HM Inspectors undertook the following activities:

- attendance at the public meeting held on 6 May 2021 in connection with the council's proposals;
- consideration of all relevant documentation provided by the council in relation to the proposal, specifically the educational benefits statement and related consultation documents, written and oral submissions from parents and others; and
- virtual visits to the site of Ogilvie School Campus, including discussion with relevant consultees.

2. Consultation process

2.1 West Lothian Council undertook the consultation on its proposal(s) with reference to the [Schools \(Consultation\) \(Scotland\) Act 2010](#).

2.2 The consultation period ran from 19 April 2021 to 4 June 2021. The council sought views from stakeholders through the council website, local press, hard copies of the proposal provided in central locations and made hard copies available via post at the request of stakeholders. Due to the Covid-19 situation and taking account of public health risks, the council arranged a virtual public meeting to take place on 6 May 2021. Four education officers, the headteacher from Ogilvie School Campus, a West Lothian Council employee and the Executive Councillor for Education, attended the virtual public meeting. No members of the public attended the meeting. Education officers shared a presentation

outlining the proposal and the educational benefits. The headteacher offered an overview of adaptations made to the school building and outdoor spaces

1 | Schools (Consultation) (Scotland) Act 2010
West Lothian Council

across the last two years. The West Lothian Council employee was positive about the proposal. There were no written responses received during the consultation period.

3. Educational aspects of proposal

3.1 Ogilvie School Campus provides education for children and young people with a range of complex learning needs. The council has fully considered the educational benefits as outlined in the proposal.

3.2 The council has outlined a number of potential educational benefits to this proposal. Benefits relate to improving quality learning experiences for children and young people. Additionally, there is potential to reduce unnecessary transitions between schools. Ogilvie School Campus will be equipped to deliver education across the broad general and senior phases of education. Recent investment in school refurbishment and extension has improved learning and teaching areas available to children and young people. Account has been taken of community links including mainstream schools. If the proposal is progressed, there is potential for the Ogilvie School Campus pupils to benefit from carefully planned engagement and experiences with neighbouring schools. The proposed introduction of S3 and subsequent roll out to S6 by August 2024 should support continuity of learning provision for existing pupils. The school should collaborate closely with young people and parents to ensure the development of the senior phase remains aspirational, relevant and well resourced.

3.3 Parent representatives were positive about potential benefits and in favour of the proposal. There was concern about safety at the start and end of the school day due to the level of traffic at these times. If the proposal progresses, the council should continue to review safe traffic management at these key points of the school day. To support pupil inclusion and participation in the consultation process, the school used a variety of communication strategies taking account of pupil's preferred methods of communication. These include Augmentative and Alternative Communication (AAC) devices, picture symbols, objects and photographs. Most pupils identified potential education benefits appropriate for their age and stages of development. They were able to share likes for activities taking place in outside spaces, cooking areas and sensory spaces. A few children were able to express concerns about the proposal that they were anxious about. These related to increasing the number of pupils in the school. For example, noise levels and busyness of common play areas. If the proposal is agreed, future modifications and developments should meet the learning, care and social needs of the pupils. Parents, children and young people would benefit from participating in the planning of future indoor and outdoor environments.

4. Summary

HM Inspectors consider that, overall, there is a strong case for the council to progress provision for young people entering their senior phase. The proposal identifies potential education benefits for the pupils. There will be continuity with learning and established educational relationships. If the proposal moves forward, staff, pupils and parents should work closely to ensure the school is well resourced to meet the needs and aspirations of all pupils. To alleviate parental concerns around busyness of traffic at the start and end of the school day, the council should continue to review safe traffic management.

**HM Inspectors
June 2021**

2 | Schools (Consultation) (Scotland) Act 2010 West Lothian Council

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EDUCATION EXECUTIVE

COMMUNITY LEARNING AND DEVELOPMENT PARTNERSHIP PLAN 2021 - 2024

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

A. PURPOSE OF REPORT

To inform members of the proposed Community Learning and Development Partnership Plan 2021 - 24 which requires to be published by September 2021.

B. RECOMMENDATION

To approve proposed CLD Partnership Plan 21 – 24.

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)	Design of services will take account of the Council's equalities duties and be informed by an equality relevance/impact assessment.
III Implications for Scheme of Delegations to Officers	None.
IV Impact on performance and performance Indicators	The CLD Partnership Plan includes a suite of indicators to measure performance and impact.
V Relevance to Single Outcome Agreement	<p>Outcome 1 - Our children have the best start in life and are ready to succeed</p> <p>Outcome 2 - We are better educated and have access to increased and better quality learning and employment opportunities.</p> <p>Outcome 4 - We live in resilient, cohesive and safe communities.</p>

		Outcome 5 - People most at risk are protected and supported to achieve improved life chances
		Outcome 7 - We live longer, healthier lives and have reduced health inequalities
VI	Resources - (Financial, Staffing and Property)	The CLD Partnership Plan will be implemented from existing resources of community planning partners.
VII	Consideration at PDSP	Culture and Leisure PDSP 26 August 2021
VIII	Other consultations	The CLD Partnership Plan has been developed by the CLD Steering Board, involving learners, communities, public and third sector partners.

D. TERMS OF REPORT

D.1 BACKGROUND

The Requirements for Community Learning and Development (Scotland) Regulations 2013 are subordinate legislation made under section 2 of the Education (Scotland) Act 1980 ("the 1980 Act"). Section 1 of the 1980 Act requires each education authority to secure adequate and efficient provision in their area of both school education and further education, which in this context includes CLD and is not age limited.

The 2013 Regulations place a requirement on education authorities to:

- identify the Community Learning and Development needs of target individuals and groups within their local authority area;
- sets requirements in relation to the steps being taken by the education authority in securing community learning and development;
- obliges the education authority to involve and consult certain representative persons in carrying out that process; and
- requires that education authorities publish plans every 3 years containing information about the provision of community learning and development.

Appendix One to this report contains the proposed Action Plan that has been developed through stakeholder consultation to ensure that Education Services continue to meet the statutory requirements in the establishment of a Community Learning and Development Plan for 2021-24.

D.2 COMMUNITY LEARNING AND DEVELOPMENT ACTIVITY

West Lothian's CLD activity is delivered by a wide range of organisations, using different approaches and operating in a variety of settings. There is a strong focus on early intervention, prevention and tackling inequalities. This includes:

- Community development and regeneration - building the capacity of communities to meet their own needs, engaging with and influencing decision makers;
- Youth work, family learning and other early intervention work with children, young people and families;
- Community-based adult learning, including adult literacies and English for speakers of other languages (ESOL);
- Learning for vulnerable and disadvantaged groups in the community, for example, people with disabilities, care leavers or offenders;
- Volunteer development;
- Learning support and guidance in the community.

In March 2020, the Covid-19 pandemic changed the way that learning was delivered by Scotland's schools, colleges, third sector organisations and communities. Digital learning and engagement has become increasingly prominent as a method of delivering services and support. The pandemic inevitably presented challenges for our more vulnerable learners. Digital poverty resulted in people being unable to access learning due to a lack of digital awareness, skills, devices or connectivity. In addition, the priorities of some learners changed from learning and development to a focus on health and wellbeing; and accessing essential services such as food, medicine or money advice. CLD workers have been widely recognised as key workers during the pandemic, continuing to engage with young people, families, adult learners and community organisations, particularly in our most disadvantaged communities. It is recognised that that CLD practitioners will have a vital role to play in rebuilding from the pandemic and responding to the new challenges ahead.

Education Services has developed the proposed Plan in partnership with learners, communities, partner providers, schools, colleges and third sector organisations. The proposed Plan evidences that the needs of learners and communities clearly informs the West Lothian priorities with a view to enabling learners and groups of all ages to have ownership of CLD priorities in West Lothian.

E. CONCLUSION

The Education Executive is asked to approve the Community Learning and Development Partnership Plan for 2021-24 with a view to its publication September 2021.

F. BACKGROUND REFERENCES

None

Appendices/Attachments: One.

Appendix 1: CLD Action Plan 2021-24

Contact Person: Beverley Akinlami, Youth Services Manager

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

Date of meeting: 7 September 2021

1. Improvement Priority: Supporting Learning, Health & Wellbeing, and Creating Local Wealth

1.1 Theme: Health & Wellbeing

Action	Desired Outcomes	Timescales	Lead and Contributors	Measures of Success
Continuation and further development of supporting positive mental and emotional wellbeing of parents, children and young people	<p>Increase in positive healthy relationships.</p> <p>Improve access to community based mental wellbeing support for children, young people and their families in their local community.</p> <p>Positive impact of counselling services for young people.</p>	Ongoing	<p>Education Services</p> <p>Access to Employment</p> <p>Third sector organisations</p>	<ul style="list-style-type: none"> • Increase in engagement with Health & Wellbeing courses • Percentage of learners completing accredited courses and achieving an SQA Wellbeing qualification. • Impact feedback from service users. • Evaluation of impact reports from counselling services.
Supporting vulnerable children and young people throughout school summer holidays with targeted developmental activities in some of the	Vulnerable children and young people are benefitting socially, emotionally, and educationally, from participating in fun learning activities during	April 2022	<p>CLD Youth services</p> <p>Third sector organisations</p> <p>Active Schools</p>	<ul style="list-style-type: none"> • Effective identification and referral system to the programme • Increase in number of uptake from targeted group • Shared CLPL opportunities in relation to West Lothian's Play Strategy • The establishment of a revised model of targeted summer activities to support vulnerable children and young people in West Lothian.

most disadvantaged communities in West Lothian	<p>school summer holiday periods.</p> <p>Increased understanding of the importance of play in contributing to reducing health inequalities.</p> <p>Families have access to tools and resources to improve their financial wellbeing</p>			
Continue to promote and secure a wide range of volunteering opportunities	Volunteering opportunities are helping to improve health and wellbeing	Ongoing	West Lothian Voluntary Sector Gateway	<ul style="list-style-type: none"> Improved coordination and promotion of volunteering opportunities Annual celebration
Deliver a range of health improvement projects to tackle health inequalities.	Targeted interventions are delivering positive outcomes on health	March 2024	Public Health CLD providers	<ul style="list-style-type: none"> Specific project evaluation

1.2 Theme: Workforce Development

Action	Desired Outcomes	Timescales	Lead and Contributors	Measures of Success
Continue to upskill CLD practitioners to respond to changes in need within the community.	<p>Increased understanding of the importance of play in contributing to reducing health inequalities.</p> <p>Organisation and practitioners understand where to access Dyslexia, Autism and Mental health & Wellbeing support</p> <p>A shared understanding of need and continue to use data to realign/target resources at agreed priorities in line with national developments</p> <p>CLD practitioners are trained to provide progression and pathways guidance to adult learners</p>	ongoing	<p>Education Services</p> <p>All CLD providers</p>	<p>Shared CLPL opportunities in relation to West Lothian's:</p> <ul style="list-style-type: none"> • Play Strategy • Dyslexia support • Autism Strategy • Use of data to ensure a shared understanding of need and continue realignment and targeting of resources at agreed priorities in line with national developments • Mental Health & Wellbeing support • Progression and Pathways Guidance for Adult Learners • Use of digital resources for learning <p>Increased number of practitioners as members of the CLD Standards Council Scotland</p> <p>Increased engagement with the Forth Valley and West Lothian CLD Collaborative (including consideration of Workforce Planning)</p>

	<p>CLD Practitioners are upskilled on all aspects of digital delivery.</p> <p>CLD Practitioners are aware of the training opportunities available and how to access them</p>			
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1.3 Theme: Skills Development and Employability

Action	Desired Outcomes	Timescales	Lead and Contributors	Measures of Success
Continue delivery of lifelong learning.	An agile learning offer to provide guidance and opportunities to gain initial qualifications to upskill adults to gain and retain employment.	Ongoing	Adult Learning West Lothian College. Access to Employment, Third Sector organisations	<ul style="list-style-type: none"> • Increase in the number of adult learners participating in literacy, digital skills and English for speakers of other languages classes. • Increase in the percentage of adult learners supported into a positive destination • Increase in the percentage of adult learners achieving accreditation • Evidenced flexibility in learning offer to meet the changing needs of adults.
Continue delivery of employability services in school and post school, with a focus	An agile learning offer to provide opportunities for young people to build on their skills and gain qualifications to	Ongoing	DYW Steering Board Inclusion & Support service	<ul style="list-style-type: none"> • Increase in the percentage of MCMC young people achieving a positive destination and sustaining for 6 months. • Increase in the percentage of care experienced young people achieving a positive destination.

on vulnerable and disengaged young people, through pro-active intervention.	support transition to a positive destination.		CLD Youth Services Access to Employment Schools Skills Development Scotland (SDS) West Lothian College Work-based Training providers Businesses	<ul style="list-style-type: none"> Percentage increase in those young people participating in post school employability programmes achieving accreditation. Evidenced flexibility in learning offer to meet the changing needs of young people.
Continue to promote and secure a wide range of volunteering opportunities	Volunteering opportunities are helping to improve employment prospects	ongoing	West Lothian Voluntary Sector Gateway	<ul style="list-style-type: none"> Establish measurement for volunteers progressing into employment Percentage of volunteers seeking employment progress to employment
Continue to improve planning across CLD partnerships to recognise the achievements of a range of local learners and promote the services of partners.	Systems are in place to ensure learners and volunteers achievements are recognised and celebrated.	ongoing	Education Services Third Sector Organisations West Lothian Volunteering Network	<ul style="list-style-type: none"> Clear guidelines and expectations across all organisations that recognise and celebrate learners and volunteers' achievements.

1.4 Theme: Family Learning

Action	Desired Outcomes	Timescale	Lead and Contributors	Measures of Success
Continue to support parents to become further involved in their children's learning through the provision of Family Learning opportunities.	CLD contribution to a West Lothian Family Learning strategy is implemented and recognised.	March 2023	WL Education Services WL Social Policy Third sector organisations	<ul style="list-style-type: none"> Evidenced strong approach to collaborative Family learning Clear role and responsibilities across all partners Ability to demonstrate impact on individuals and families Increase in number of PEEP pathways classes delivered.

1.5 Theme: Digital Inclusion

Action	Desired Outcomes	Timescales	Lead and Contributors	Measures of Success
Continue to co-ordinate and deliver the Connecting Scotland Programme across West Lothian	Reducing digital poverty and social isolation	August 2022	Adult Learning Digital Inclusion Partnership Third Sector Organisations	<ul style="list-style-type: none"> Delivery of Programme in line with national criteria and timescales Number of recipients confirming positive impact West Lothian allocation of devices fully utilised.

2. Improvement Priority: Building Citizenship, Cohesion and Community Voice

2.1 Theme: UNCRC and Equality

Action	Desired Outcomes	Timescales	Lead and Contributors	Measures of Success
Promote and incorporate principles of the UNCRC to ensure that every child and young person knows their rights and is heard in matters affecting them.	Children and Young People in West Lothian are aware of their rights	April 2023	CLD Youth Services Third sector organisations	<ul style="list-style-type: none"> Percentage of children and young people engaging in CLD activities reporting that they are involved in decisions that affect them.
Continue to provide a safe space and community-based provision for young LGBT people, children/young people with additional support needs, girls and young woman to raise aspirations,	There is an inclusive approach to service planning and delivery, which takes account of individuals and groups with protected characteristics	Ongoing	CLD Youth Services West Lothian Pride Committee Youth and Community Organisations	<ul style="list-style-type: none"> Increased promotion of opportunities for targeted groups.

wellbeing and achievement				
Reduce barriers and increase engagement with BAME children and families.	Increased engagement with BAME children, families and communities	June 2024	Education Services Corporate Services	<ul style="list-style-type: none"> Establishment of a consistent framework to data collection across local partners.

2.2 Theme: Community Empowerment

Action	Desired Outcomes	Timescales	Lead and Contributors	Measures of Success
Individuals and groups actively engaging in their communities and this is shaping decisions and planning	<p>Communities in our most disadvantaged areas have the confidence, knowledge and skills to influence decisions and there is evidence of this leading to positive change</p> <p>Communities have identified and are managing sustainable local services to meet community needs</p>	ongoing	<p>Community Planning and Regeneration</p> <p>Third Sector organisations</p> <p>Customer and Community Services</p> <p>Anti-Poverty Service</p>	<ul style="list-style-type: none"> Number of community groups receiving capacity building support through CLD activity Number of people taking part in influence and engagement activity through CLD – (including community planning / participatory budgeting / local and national consultations / co-production and influencing service design) Number of adults, children and young people reached through one off engagements Increase in number of community led/owned services The Experts by Experience panel improve engagement with those with lived experience of poverty Opportunity of anti-poverty champions training for young people is established

Continue to promote and secure a wide range of volunteering opportunities	West Lothian citizens are actively engaged and contributing in their local community	ongoing	West Lothian Voluntary Sector Gateway Regeneration Team	<ul style="list-style-type: none"> Active promotion of volunteering opportunities via West Lothian Voluntary Sector Gateway website Analysis of volunteer participation in supporting activities to demonstrate impact, e.g. number of volunteers supporting activities in Local Regeneration Planning.
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2.3 Theme: Reducing Crime and Improving Community Safety

Action	Desired Outcomes	Timescales	Lead and Contributors	Measures of Success
Deliver a range of targeted, preventative, diversionary and educational interventions	Anti-social behaviour within our communities is reduced and a reduction of re-offending evidenced.	June 2023	Adult Learning West Lothian College CLD Youth Services Criminal and Youth Justice Service Third sector organisations	<ul style="list-style-type: none"> Establishment of Adult learning classes for Criminal Justice experienced adults Development of collaborative interventions in response to reported incidents of anti-social behaviour.

2.4 Theme: Youth Participation and Democracy

Action	Desired Outcomes	Timescales	Lead and Contributors	Measures of Success
Continue to establish a new youth-led youth	There is an effective Engagement & Youth Participation	August 2023	CLD Youth Services Schools	<ul style="list-style-type: none"> Model implemented Increased engagement of young people in local decision-making forums

democracy and participation model in partnership with young people	<p>Model in place to gather the views of young people</p> <p>Young people in our most disadvantaged areas have the confidence, knowledge and skills to influence decisions and there is evidence of this leading to change</p>		Third Sector Organisations	
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3. Improvement Priority: Designing Future Focus

3.1 Theme: Digital Pathways

Action	Desired Outcomes	Timescales	Lead and Contributors	Measures of Success
Develop additional opportunities through blended/online learning	Learners have access to a more flexible learning offer and reduce barriers to learning.	July 2022	Education Services	<ul style="list-style-type: none"> • Creation of an online learning platform appropriate to the needs of our learners • Redesigned Adult Learning Programme based on impact feedback

3.2 Theme: Embedding national CLD Outcomes across West Lothian

Action	Desired Outcomes	Timescales	Lead and Contributors	Measures of Success
Continue to gather, share and jointly analyse relevant data to inform CLD provision	Partners have a shared understanding of need and continue to use data to realign, or target resources at agreed priorities in line with national developments	ongoing	Education Services All CLD providers	<ul style="list-style-type: none"> • Engagement with newly established CLPL opportunity to understand the need to use data to realign, or target resources at agreed priorities in line with national developments • Partners effective engagement in themed strategic forums • Creation of relevant opportunities for learners as a result of shared use and analysis of data.
Development of a communication strategy to ensure awareness of CLD activities available in their local community	Collaborative approaches to enable targeted groups of children/ young people/adults/	August 2023	Education Services CLD Youth Services	<ul style="list-style-type: none"> • Published CLD communication strategy • Support School improvement planning • Wide dissemination of CLD Plan • Publish and marketing of annual summary of achievements and provide formal opportunity for strategic feedback.

	families to access personal development and wider achievement opportunities in their communities		Regeneration Team Adult Learning Corporate Communications Third sector organisations	<ul style="list-style-type: none">Increased understanding of the benefits of membership of the CLD Standards Council Scotland
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DATA LABEL: PUBLIC



EDUCATION EXECUTIVE

ANNUAL PLAN AND REPORT – NATIONAL IMPROVEMENT FRAMEWORK AND REDUCING INEQUALITIES OF OUTCOME

REPORT BY HEADS OF SERVICE (EDUCATION)

A. PURPOSE OF REPORT

To seek Education Executive's approval for the publication of the West Lothian Annual Report for 2020/21, and the Annual Plan for the National Improvement Framework (NIF) and Reducing Inequalities of Outcome 2021/22.

B. RECOMMENDATION

It is recommended that the panel

- i) Approves the West Lothian Annual Report for 2020/21, and the Annual Plan for the National Improvement Framework (NIF) and Reducing Inequalities of Outcome 2021/22 for publication

C. SUMMARY OF IMPLICATIONS

- | | |
|---|---|
| I Council Values | Focusing on our customers' needs; being honest, open and accountable; providing equality of opportunities; developing employees; making best use of our resources; working in partnership |
| II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment) | The publication of the Annual Plan and Report – National Improvement Framework and Reducing Inequalities of Outcome is required by the Standards in Scotland's Schools etc Act 2000. Raising Attainment is a key strategic objective of West Lothian Council. An Equality Relevance assessment has been undertaken. |
| III Implications for Scheme of Delegations to Officers | None. |
| IV Impact on performance and performance Indicators | The Annual Plan and Report – National Improvement Framework and Reducing Inequalities of Outcome will have a positive impact on performance indicators including those relating to attainment and positive destinations. |

V Relevance to Single Outcome Agreement	The Annual Plan and Report – National Improvement Framework and Reducing Inequalities of Outcome will have a positive impact on performance indicators within the Single Outcome Agreement including those relating to attainment and positive destinations.
VI Resources - (Financial, Staffing and Property)	The Annual Plan and Report – National Improvement Framework and Reducing Inequalities of Outcome will be delivered within agreed central education and devolved school budgets.
VII Consideration at PDSP	Considered at its meeting of 24 August 2021
VIII Other consultations	Stakeholders including pupils, parents/carers, headteachers, staff, professional associations and trades unions and other partners as set out in the Annual Plan and Report – National Improvement Framework and Reducing Inequalities of Outcome

D TERMS OF REPORT

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

- the improvements the Council has made to address the four key priorities of the National Improvement Framework (NIF)
- the steps the Council will take to achieve the four key priorities of the National Improvement Framework
- the steps it will take to reduce inequalities of outcome resulting from socio-economic disadvantage
- the steps it will take to involve a wide range of stakeholders, including headteachers, pupils, teaching and non-teaching unions, and partners, in the discharge of the new statutory duty ('the Socio-Economic Duty') which requires the Council to continually consider whether the Council can do more 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 four key priorities of the NIF are:-

- to improve attainment, particularly literacy and numeracy
- to close the attainment gap between the most and least disadvantaged children
- to improve health and wellbeing
- to improve employability skills and sustained positive school leaver destinations

In the current reporting and planning periods, significant emphasis has been given to action and future plans for responding to the COVID-19 pandemic. As outlined by Scottish Government, there is an expectation that much of 2020/21 reporting will focus on how schools and local authority has supported children, families and school communities throughout the pandemic, including planning for recovery and supporting remote learning in their own local context.

Scottish Government has also recommended that planning for 2021/22 should focus on recovery, renewal and improvement. Depending on local context and circumstances this could include issues such as:

- supporting pupil and staff health and wellbeing;
- transitions at all levels;
- the impact of trauma in communities;
- identifying potential gaps in learning;
- a renewed focus on closing the poverty related attainment gap and addressing any widening of inequalities of outcome experienced by children and young people;
- how Pupil Equity Funding (if relevant) will be used to provide targeted approaches in literacy, numeracy and health and wellbeing to close poverty related attainment and other gaps; and
- any steps taken to make the provision of education more resilient and quickly adaptable to future crises.

The Annual Plan and Report – National Improvement Framework and Reducing Inequalities of Outcome attached as Appendix 1 to this report has been prepared to meet statutory requirements and the recommendations listed above.

E. CONCLUSION

The Annual Plan and Report – National Improvement Framework and Reducing Inequalities of Outcome are the annual strategic documents which report on progress made in the key priorities, and highlight how West Lothian is driving forward improvement. They correlate closely with the Raising Attainment Strategy, the Council's Corporate Plan, the Local Outcome Improvement Plan and Education Services' Management Plan. They satisfy the requirements within the Standards in Scotland's Schools etc Act 2000 to produce an annual statement of improvement progress and objectives.

F. BACKGROUND REFERENCES

None

Appendices/Attachments: Annual Plan and Report – National Improvement Framework and Reducing Inequalities of Outcome

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Date of Meeting: 7 September 2021

WEST LOTHIAN COUNCIL

Annual Plan & Report

National Improvement Framework &
Reducing Inequalities of Outcome

August 2021



The council aims to help West Lothian's children and young people make the most of their opportunities and to go on to achieve positive outcomes in their lives



WEST LoTHIAN COUNCIL

ANNUAL PLAN AND REPORT – NATIONAL IMPROVEMENT FRAMEWORK AND REDUCING INEQUALITIES OF OUTCOME

Plan and report prepared to meet the requirements of the Standards in Scotland's Schools
etc. Act 2000.

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4. ANNUAL PLAN 2021/2022

Section 1 – Step to reduce inequalities of outcome experienced by pupils as a result
of socio-economic disadvantage

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Section 4 – Education benefits

APPENDIX 1 - PERFORMANCE AND TARGETS



1. LEGISLATIVE BACKGROUND

Education authorities must prepare and publish annual plans describing the steps they intend to take, during the planning period. The Standards in Scotland's Schools etc Act 2000, as amended by the Education (Scotland) Act 2016, requires Education Authorities to provide an annual progress report and annual plan setting out:-

- the improvements the Council has made to address the four key priorities of the National Improvement Framework (NIF)
- the steps the Council will take to achieve the four key priorities of the National Improvement Framework
- the steps the Council will take to reduce inequalities of outcome resulting from socio-economic disadvantage
- the steps the Council will take to involve a wide range of stakeholders, including headteachers, pupils, teaching and non-teaching unions, and partners, in the discharge of the new statutory duty ('the Socio-Economic Duty') which requires the Council to continually consider whether the Council can do more 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 plan must also set out any educational benefits the authority consider will result from taking all of these steps.

The four key priorities of the NIF are:-

- to improve attainment, particularly literacy and numeracy
- to close the attainment gap between the most and least disadvantaged children
- to improve health and wellbeing
- to improve employability skills and sustained positive school leaver destinations

2. INTRODUCTION – WEST LOTHIAN CONTEXT

This Plan and Report fulfil the Council's reporting obligations in terms of the Standards In Scotland's Schools etc Act 2000.

The content of the plan and report are consistent with the [Council's Corporate Plan](#) and the Community Planning Partnership's Single Outcome Agreement, as well as the Education Services Management Plan and the [West Lothian Raising Attainment Strategy](#).

The content of the plan and report are also consistent with authority and school recovery plans, and actions taken to address the impact of the coronavirus pandemic on education in general, and the National Improvement Framework priorities in particular.

The Plan will contribute to meeting the performance targets set in the Corporate Plan and Raising Attainment Strategy.

This consistent suite of plans and strategies focus on the Council's key strategic outcomes, aligned to the National Improvement Framework, of achieving excellence by raising the attainment of all, ensure equity through closing the gap in education outcomes between children from the most and least deprived backgrounds, and improving positive destinations.

West Lothian Council is committed to achieving these outcomes for all children and young people through [Moving Forward in Learning \(MFIL\)](#). This approach centres on collaboration and networking to achieve effective school improvement and raise attainment, supporting the principle of improvement as a shared responsibility. Collaboration strategies include practices which increase the capacity of schools and their partners to implement the changes necessary to secure improvement. West Lothian Education Services has an ongoing commitment to promoting and embedding a culture of professional collaboration within and between schools. This also extends to having a clear desire to work with, learn with and influence improvements across our Regional Improvement Collaborative, with Early Years' Partner Providers and at a national level. Well established and effective collaborations are in place, which lead to continuous improvement in West Lothian schools and early years settings.



3. ANNUAL REPORT 2020/21

Section 3.1 – Step to Reduce Inequalities of Outcome Experienced by Pupils as a Result of Socio-economic Disadvantage

3.1.1 Closing the attainment gap between the most and least disadvantaged children

West Lothian is committed to ensuring excellence and equity for all children and young people. The council is committed to improving attainment for all children and young people in line with the National Improvement Framework and through the delivery of Curriculum for Excellence.

West Lothian Council has been part of the Scottish Attainment Challenge programme since 2015 and receives funding for three schools through the Schools Programme (St Kentigern's Academy, St Thomas' Primary and Bridgend Primary), Pupil Equity Funding for all schools and the Care Experienced Children and Young People Fund to specifically address the 'poverty related attainment gap'.

The strategic approach to Pupil Equity Funding (PEF) has secured very good processes and good progress in addressing a wide range of attainment gap issues. All schools have produced a poverty proofing statement highlighting what they do to mitigate the cost of the school day. Pupil Equity Funding (PEF) is also used well to alleviate costs including clothing, access to digital devices and activities to assist with physical and mental wellbeing.

Literacy, Numeracy and Health and Wellbeing data analysis provides clear evidence that the use of PEF has impacted positively on the experiences of children and young people, and on reducing inequalities in both the Broad General Education and Senior Phase.

Each school produces individual Impact Plans which identify their gaps, detail their actions and ensure outcomes are measured on a regular basis. Schools continue to focus their interventions on literacy, numeracy, health and wellbeing and more generally across learning to improve outcomes for our most disadvantaged learners.

An element of all schools' Recovery Planning for 2020/21, required the use of robust tracking and monitoring to identify and target interventions for most disadvantaged pupils in order to mitigate the impact of school closure periods. This approach enables staff to focus on children living in quintiles 1 and 2 to ensure a focus on closing the poverty related attainment gap. Head teachers use data to understand which children and young people would benefit from targeted support, and to monitor and track learners' progress over time.

Officers reported to Education Executive in March 2021 the finding of Education Scotland's Local Authority Report: West Lothian 'Scottish Attainment Challenge: 2015-2020 Impact report <https://coins.westlothian.gov.uk/coins/viewDoc.asp?c=e%97%9Di%8Em%7F%90>

Effective activities and interventions are responsive to parent needs, school context and community issues. There have been significant benefits observed during school closures with families receiving support with food deliveries, activities, devices, advice for finance/housing, clothing. Families have been willing to accept support from Family Support Worker due to strong relationships already established.

The delivery of remote learning, teaching and assessment was underpinned by the principle of equity, and provision was made to ensure that pupils impacted by poverty had access to appropriate resources to maximise engagement with learning and to address the poverty-related attainment gap. The year-on-year investment in infrastructure and hardware for all

schools by West Lothian has ensured that all schools are well placed to support digital learning for all pupils. Schools have continued to utilise and distribute all hardware and devices available to them to ensure pupil access for those learning in school and at home. Since August 2020, as result of the Digital Inclusion Fund, 3000 additional devices were distributed to schools to support pupils at risk of being disadvantaged by lack of access to technology at home. In addition to this, 200 identified households were provided with routers (supporting multiple devices) and a year's unlimited data to ensure all children and young people have the internet access they need to access learning.



Section 3.2 – Steps to seek and have regard to the views of stakeholders

3.2.1 Systematic approach to seeking and having regard to the views of stakeholders

West Lothian Education Services has taken a systematic approach to seeking and having regard to the views pupils, parents/carers, staff, representatives of trades unions, voluntary organisations and any other persons the authority thinks appropriate in relation to the authority's strategic decision making.

The West Lothian Parental Involvement and Engagement Framework (2018-2021) recognises that the quality of involvement and engagement that parents have with their child's learning is a key factor to ensuring successful outcomes. West Lothian schools have used a variety of existing, adapted and new approaches to engage and support parents /carers during the period of school closures and to support the return to school.

Regular and supportive communication with parents/carers has been critical during the past 12 months. To ensure clarity across all schools and promote shared understanding amongst parents/carers, schools have been provided with central communication to inform and support parents/carers. Different mediums of communication have been utilised to ensure all parents and carers can access key information, including the use of letters, videos, animations and Sway presentations. Schools personalise central communication to reach all families and strengthen existing strong relationships. Schools outlined their unique communication strategy within their individual School Recovery Plans for 2020/21 in consultation with parents/carers.

In response to the challenges of hosting traditional parents' evenings in school, all schools introduced teacher-parent video conferencing. Feedback has indicated higher level of attendance at parental consultations as a result of this new and accessible approach. As a result of the positive feedback from parents and staff, this will continue to inform school engagement plans with parents/carers in the future.

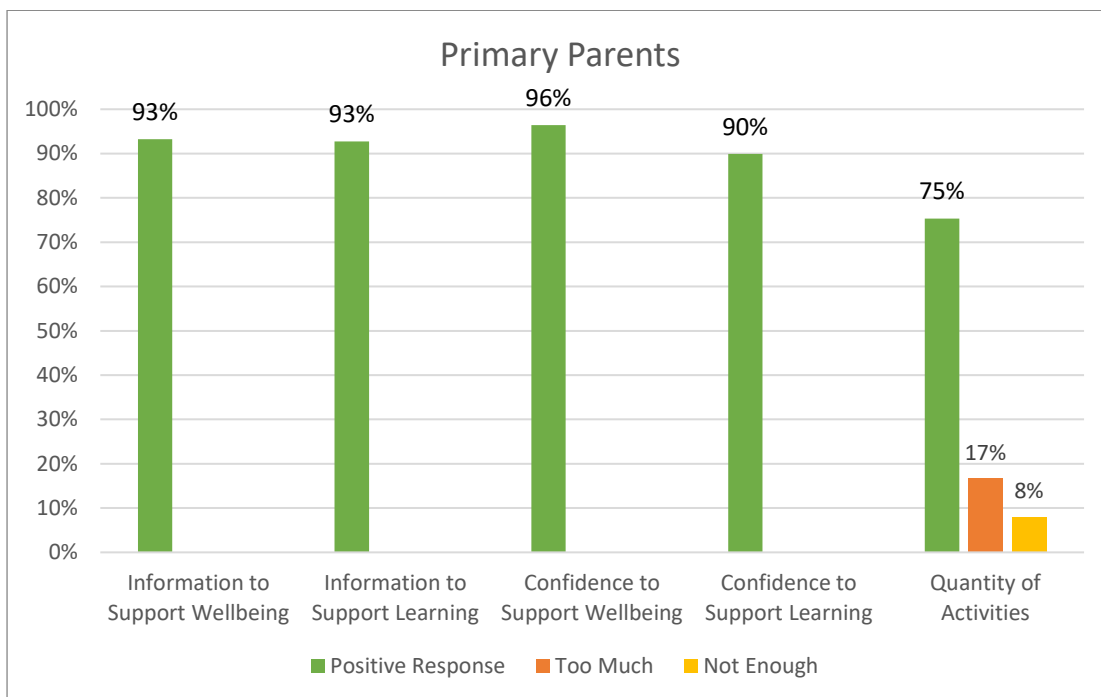
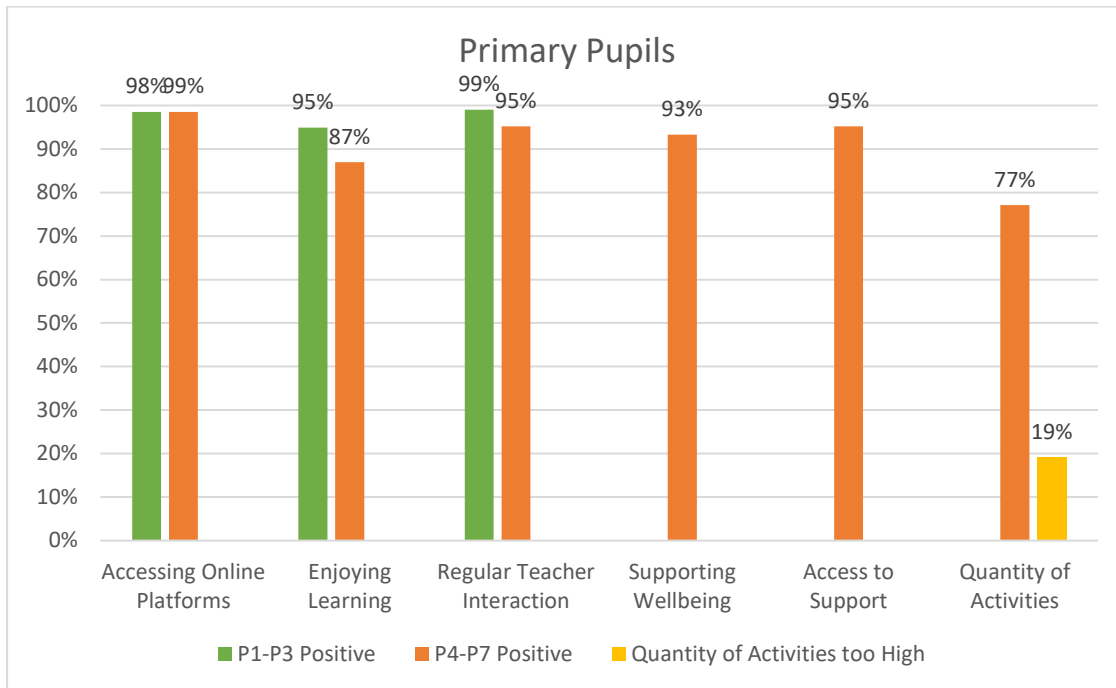
Robust tracking was in place at school and local authority levels to monitor access to home learning provision, engagement with learning and contact with families during periods of school closures. Schools worked in partnership with a range of agencies to identify and target extensive support for families. All schools issued devices to families to enable access to online learning, work collaboratively to provide stationery and other key resources to families and utilise community locations to ensure wide access to key resources. In the period of school closures, schools contacted families of identified vulnerable pupils on a weekly or fortnightly basis to respond to any support required from education or other agencies.

Learner and parent/carer surveys were issued at regular intervals to evaluate the learning provision and inform individual school plans. Feedback from surveys allowed schools and central officers to use a variety of existing, adapted and new approaches to engage and support parent/carers in their child's learning.

In January 2021, a specific learner survey was designed to capture information regarding remote learning. This included gathering information on access and confidence using digital platforms, the level of challenge and amount of learning activities provided, regularity of contact and feedback from teachers, and access to support for learning and/or wellbeing.

The parent/carer survey (January 2021) was designed to capture information regarding access to information and confidence levels in supporting their child's emotional wellbeing. The survey also gathered information regarding learning experiences, including information received, confidence in supporting aspects of learning and the quantity of learning experiences provided.

The primary survey has had 5960 pupil responses and 4033 parent/carer responses.



Key strengths identified within the primary sector include –

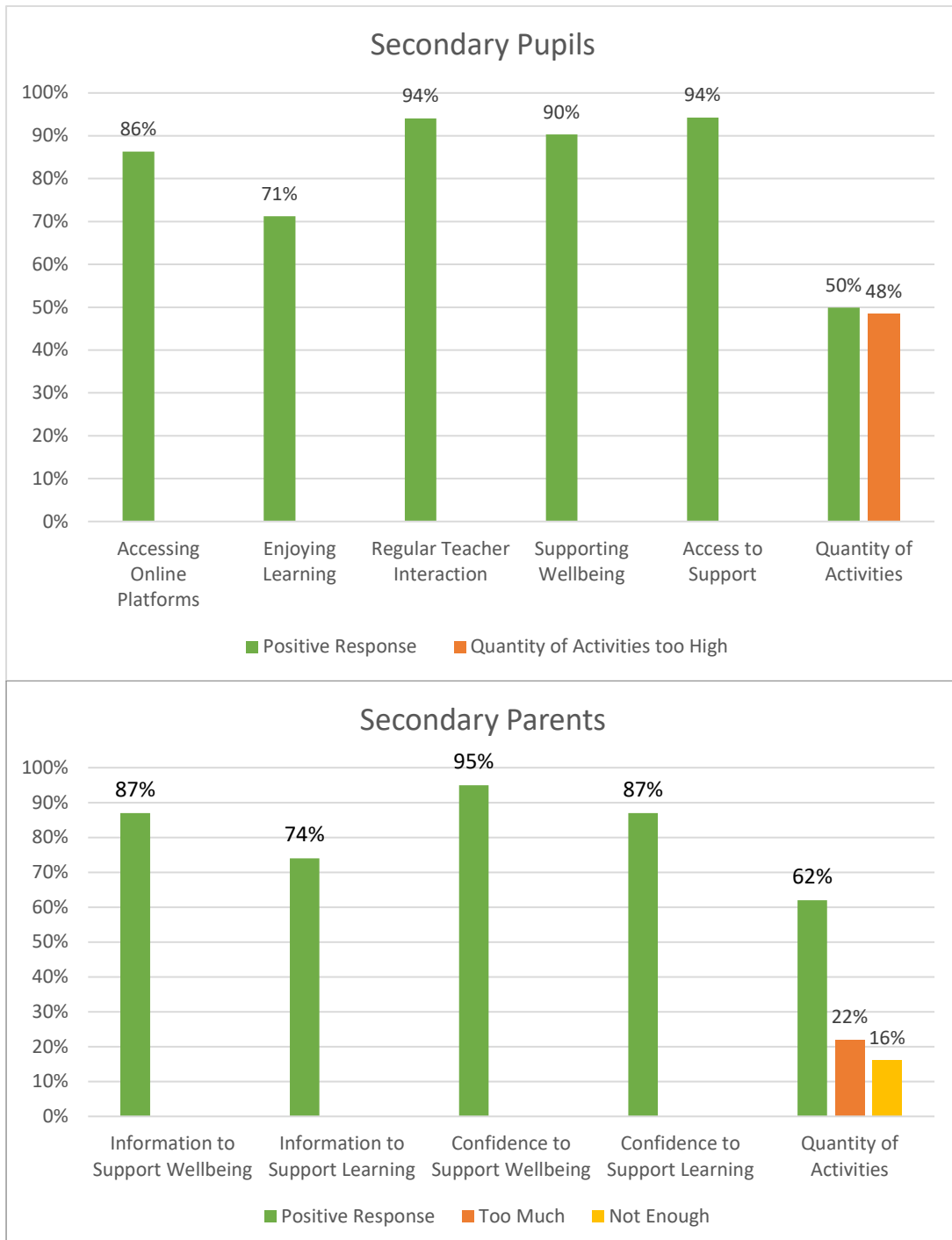
- Access to and confidence levels in using the online digital platforms is ensuring daily engagement with school staff
- High levels of learner engagement in the learning experiences and activities at all stages, following the introduction of SeeSaw for P1-P3 learners
- Regular access to support and feedback from teachers in order to progress learning
- Learning experiences are appropriately challenging for almost all learners

- Almost all learners know how to access support for their learning and/or wellbeing if required
- Parents/carers feel informed and confident in supporting their child's learning and emotional wellbeing

Area identified for further consideration –

- Almost 20% of both learners and parents/carers have responded that they feel the quantity of learning experiences/activities is too much.

The secondary survey has had 1488 pupil responses and 681 parent/carer responses.



Key strengths identified within the secondary sector include –

- Learners and parents/carers feel that remote learning is communicated clearly, resulting in increased confidence accessing and undertaking remote learning
- Learners and parents/carers feel that schools are offering a learning experience that is varied, enjoyable and at the right level of challenge
- Parents/carers feel that their child's school is responsive to concerns from home and putting in place effective interventions to break down barriers including targeted individual support.
- Online events that schools have put in place to support parents/carers have received positive feedback

Areas identified for further consideration –

- The workload demands on learners, particularly in the Senior Phase
- Explore further interventions that can be put in place to support learners' wellbeing as remote learning continues
- Continue to evolve the professional learning offer for staff to continue to deliver remote learning, teaching and assessment that is innovative, creative and meets the needs of all learners

During session 2020/21, and in response to feedback from head teachers, weekly Leadership Meetings were introduced between Headteachers and members of Education Service's Senior Management Team. This facilitated regular updates regarding school COVID-19 guidance, response to changes to senior phase qualification models, discuss all aspects to the improvement of the quality of education provision and improvements in performance. Headteachers, in turn, have ensured that staff are regularly updated on national and local developments and utilise the knowledge and experience of their staff teams to inform school improvement activities.

In April 2021, as part of the national Educational Psychology Research programme with Education Scotland, views were gathered from pupils and teachers on those aspects of remote learning that had improved the learning experience and that participant would wish to continue to access going forwards. Each school was provided with school specific data regarding their responses which could be used to inform improvement planning and the full report will be shared across schools and published as part of the national research programme.

As a result of ongoing COVID-19 restrictions throughout session 2020/21 extensive developments have taken place in the delivery of online collaborative professional learning for all staff. All staff utilised the tools access via Glow services with a particular focus on the use of Microsoft 365, Teams and Onenote. Staff were supported via extensive professional learning opportunities and a vibrant professional collaborative Microsoft Team #Digiken with almost 1100 West Lothian teachers' active participants. The development of a #Digilearn Sharepoint site with staff training materials and user experience case studies has further enhanced collaborative opportunities for staff.

The West Lothian LNCT operates in a positive and collegiate manner, with the professional associations playing a positive role in the formulation of education policy. Arrangements to consult the non-teaching unions are in place at council level. Both the teaching and non-teaching unions played an extremely constructive and positive role in assisting the authority respond to the reopening of schools in August 2020 and the response to further school closures and delivery of remote learning in January 2021, and contributed to the positive outcomes in terms of learning and teaching and health and wellbeing.

The Education Policy Development and Scrutiny Panel and Education Executive both have representatives of teachers and parents/carers, who can contribute to the formulation of policy, and participate in decision making of strategic issues. The Council's standing orders also allow representatives of the non-teaching unions, the senior people's forum and the voluntary sector to attend and participate in meetings of the Education Policy Development and Scrutiny Panel.



Section 3.3 – Steps Taken in Pursuance of the National Improvement Framework

3.3.1 Improvement in attainment, particularly in literacy and numeracy

The strategic approach to securing improvement in attainment has ensured very good progress.

The Central Pedagogy Team support schools to deliver high quality learning and teaching experiences which secure progression in Literacy and Numeracy across the Broad General Education (BGE). The team has a focus on providing clear and accessible guidance and support to schools' improvements in Literacy and Numeracy. This has enabled schools and through that individual practitioners to strengthen the ways in which the Curriculum Progression Pathways are reflected in practice from early level through to the end of the BGE. A key element of this work has been the digitalisation and the rapid expansion of approaches to professional dialogue and CLPL. So too, the team has created online learning spaces to motivate purposeful, agentic learning through engaging cross curricular challenges and through the use of the Progression Pathways. These spaces have evolved from the initial school closure period March to June 2020 and have been further reformed, in response to learner engagement and feedback, in January 2021

Investment in developing staff capacity and rigorous associated systems to analyse data locally and centrally, impact positively on the accuracy of teacher professional judgement and the identification of a manageable number of strategic priorities to raise attainment in literacy and numeracy. Robust tracking and monitoring drives improvement across all sectors.

Highly effective network structures in both Literacy and Numeracy reaching from Early Learning and Childcare to senior phase with associated Career Long Professional Learning (CLPL) continue to provide strategic cohesion to improvement priorities. Investment in informing priorities has cemented strong connectivity with Regional Improvement Collaborative CLPL. Reading Schools Accreditation has been piloted very successfully and will now be offered widely across the authority.

Staff at all levels and across all sectors feel empowered to inform and contribute to strategic and local improvement priorities in both literacy and numeracy. Champion post holders in both literacy and numeracy impact positively on schools' capacity for improvement through sharing clear, key messages.

3.3.2 Improvements in children and young people's health and wellbeing

West Lothian Council values the importance of health and wellbeing (HWB) of children and young people and of all those in the educational communities to which they belong. Across all schools and early years' centres therefore, our health and wellbeing curriculum is the responsibility of all and is recognised as a core driver for closing gaps and raising attainment for all. The strategic approach to delivering improvements in HWB has secured very good progress in this area.

In session 2020/21 the HWB central development team supported schools in ensuring that children and young people develop the knowledge and understanding, skills, capabilities and attitudes which they need for mental, emotional, social and physical wellbeing now and in the future, as health and wellbeing is central to effective learning.

Our HWB curriculum rationale for ensuring the progression of high-quality learning outcomes for all pupils, has been significantly challenged throughout the pandemic but our schools have responded positively by reviewing our HWB rationale and activities and placing our efforts on re-focussing solely on delivering a framework for West Lothian's schools with a key message

that HWB was at the front and centre of our recovery strategy.

The core recovery plan delivered in 2020/21 consisted of 4 key stages;

Stage 1 - Self-reporting using online check-ins to ascertain pupil and staff wellbeing;

Stage 2 - Baseline data analysis through the central tracking and monitoring of all pupil wellbeing

Stage 3 - Trusted Adult Approach adopted in every school for every child

Stage 4 - Targeted and universal interventions for pupils reporting with wellbeing issues.

The success of the West Lothian recovery model was its primary purpose and focus on ensuring physical safety and mental and emotional wellbeing for all. The HWB central team guided schools through online webinars and tutorials, creating a robust HWB digital learning space for staff, with hyperlinks to excellent practice in risk assessment information, safety advice, mental health strategies and support groups, bereavement groups and links to pupil counselling service and online tutorials and live support from the HWB team.

A new West Lothian HWB tracking and monitoring system established a robust database for tracking HWB progress of pupils.

Over time, the WLC recovery model is providing all schools with a very clear rationale and framework for ensuring that almost all pupils returned to school supported, safe and ready to learn. Feedback and data from staff and pupils has been very positive and the practices developed, are now firmly established as excellent practice and remain at the centre of our strategy for HWB.

The progression of skills and attributes to promote confidence, independent thinking and positive attitudes and actions has been systematically planned by all schools, supported significantly by guidance from the central HWB team, through a series of exciting and innovative curriculum stories, tasks and challenges related to food and health, wellbeing indicators and physical health and education, providing valuable opportunities to develop skills in literacy and numeracy.

In response to the school counselling funding programme, The Educational Psychology Service worked in collaboration with local counselling providers to ensure that access to counselling was established across all secondary schools and for all children aged 10 years and over in the primary school sector. The council is currently working with 3 main providers across secondary schools: SMILE counselling, Therapeutic Counselling Services (TCS) and Your Space. Each school receives additional funding for 3 full days of counselling. Some schools have augmented this through the use of their devolved funding sources to increase access depending on level of need identified. Each school has its own negotiated pattern of delivery which includes a mix of 1-1 in-person / videocall counselling, groupwork, work with parents and support for staff where negotiated. This has led to increased access to services for children and young people who require this targeted intervention support. Initial impact reporting is demonstrating positive impact of services for children and young people. Formal reporting to Scottish Government commenced, jointly with the Mental Health and Wellbeing Lead Officer in July 2021.

The multi-agency Wellbeing Recovery Group has been used to facilitate highly effective multi-agency consideration and matching of need to services. As part of the multi-agency response to Covid-19, additional work has been undertaken in partnership with local third sector providers to provide additional supports for vulnerable children and young people who require intervention to promote positive mental health and wellbeing. The council's Inclusion and Support Service works in close partnership with third sector organisations and the Wellbeing Recovery Group to ensure appropriate and timely interventions are in place to meet identified needs of children, young people and families.

3.3.3 Improvement in employability skills and sustained, positive school-leaver destinations for all young people

Good progress continues to be made in developing strategic approaches to securing sustained improvements in this area.

Both nationally and locally the restrictions imposed at the key points in the year as a result of the pandemic have had an impact on young people. The strategies and interventions which have been put in place are effective in targeting key groups of young people in West Lothian, in raising their aspirations for the future and in supporting them to attain positive destinations:

92.9% of school leavers went into a positive destination as recorded in October 2020. This was 1.9% less than in 2018/19 and places West Lothian 15th in Scotland. This was 0.3% less than our Virtual Comparator and the Forth Valley and West Lothian Collaborative and 0.5% below the Scottish Average. Due to the COVID-19 pandemic the positive destinations across Scotland were impacted resulting in a decrease in the number of young people entering a positive destination. West Lothian saw a reduction of 1.9% and nationally there was a similar picture with 1.1% fewer young people entering a positive destination.

79.1% of young people who were Looked After at the point of leaving school moved into a positive destination which was 2.3% below the National Average and an increase of 5.9% on last year.

98.0% of black and minority ethnic young people moved into a positive destination. This was an increase of 5.5% from last year and 2.7% above the Scottish average.

88.4% of young people identified as having significant learning needs moved into a positive destination which was 1.2% below the National Average of 89.6%.

89.29% of young people from SIMD Quintile 1 described in the report as the most deprived 20% have gone into a positive destination. This is a 3.1% increase since 2015/16 and is above our Virtual Comparator figure of 88.0%.

The gap between the most and least deprived 20% has continued to close and is reported at 5.47% which is a considerable improvement from 2015/16 when it was 10.71%.

18.49% of young people are in employment which is above the Scottish average of 16.19%, and above our Virtual Comparator of 16.68%. There was a 1.0% increase in the number of young people participating in training and a 3.07% increase in the number entering Higher Education. There was a reduction in the number of young people entering Employment in comparison to 2018/19, but this was 2.3% above the National Average and 1.8% above our Virtual Comparator.

Due to effective implementation of the strategic plan and very close partnership working between CLD Youth Services MCMC Team, School staff, Economic Development staff and Skills Development Scotland. There were no unknown destinations.

Key strategies and interventions included:

Key Worker allocation targeted to provide increased support to secondary schools depending on need identified using their Risk Matrix. School and Skills Development Scotland staff also use this data to track, monitor and support pupils well in advance of their statutory leaving date.

The partnerships with West Lothian and Oatridge Colleges provide a wide range of high-quality options for school pupils and helps to create a successful transition from school to Higher and Further Education.

The allocation of support funding to enable each school to appoint a Developing the Young Workforce Coordinator with responsibility for improving links between the school and locally based employers continues to help influence the curriculum and link it to the world of work.

Bespoke Schools Vocational Programmes for young people who are Looked After to help support their transition into a positive destination have continued to run.

The Raising Attainment and Corporate Strategies along with Developing the Young Workforce continue to prove successful in preparing pupils from West Lothian's secondary schools to enter into a positive destination after leaving school.

The team continue to have a targeted approach and work with individual schools with respect to priority groups (LAC, ASN etc.) where there is a significant gap in performance. Regular support and guidance visits will be timetabled throughout the academic year.

The West Lothian Employability Award was adapted to allow for the pandemic. The young people can either complete the award with work experience, without work experience or with a virtual work experience.

3.3.4 Actions Taken to Mitigate Risks Associated with Pandemic in 2020-2021

As a result of the impact of the COVID-19 pandemic on school education and the possible impact that interruptions may have on the progress and attainment of children and young people in the future, the following responsive control measures were put in place.

Initial Period of Remote Learning March – June 2020:

During the initial school closure period, West Lothian Council continued to provide the following key activities and deliver positive outcomes through engagement with school leaders and directly with teaching staff through virtual platforms:

- Curriculum Recovery Maps for Health and Wellbeing (HWB), Literacy and Numeracy were developed to guide and support schools in these key areas of the curriculum. The recovery maps support the delivery of high-quality learning, teaching and assessment, providing progression pathways, practical resources and relevant professional learning.
- High quality professional learning was provided to all teaching and support staff across the Council to develop confidence and share practice in using digital tools to support learning. West Lothian's priority for raising attainment and delivering positive outcomes for all learners continued to ensure the highest quality professional learning. This supported education staff to provide remote learning that delivers the core principles of Scotland's curriculum and the four fundamental capacities remain a priority for West Lothian schools. Through structured support, our schools are provided with latest national and local resource materials and collaborative opportunities that will provide necessary professional learning to ensure effective remote learning. Professional learning for staff has continued throughout Session 2020-21.
- Tracking of contact and support for vulnerable pupils was put in place.
- Detailed guidance was provided to ensure that all schools had a 2020/21 School Improvement and Recovery Phase Plan in place by June 2020. These plans were

informed by national priorities and local, contextual data analysis of attainment and online learner engagement.

- Parent/carer information and support materials with a focus on wellbeing and supporting learning at home were created. As a result of the analysis of parent/carer surveys, key messages were shared with schools to consider for improving future online learning experiences.
- Initial tracking and monitoring of School Home Learning Engagement took place in May 2020. This gave an authority overview of the provision of home learning and the engagement taking place.
- Weekly briefing sessions were established with all headteachers across all sectors - Early Years, Primary, Secondary and ASN schools – these still continue.
- Significant investment in digital support for learners provided access to remote learning. All pupils who required devices were able to be accommodated between the purchase of 2095 additional devices and schools' own stock. Portable routers were also purchased and provided to identified families.
- A telephone support line for parents / carers was established by the Educational Psychology Service to provide support, advice and guidance regarding the mental health and wellbeing needs of their children and young people.

Return to School August – December 2020:

During the reopening of schools in August, West Lothian Council provided the following key activities to deliver positive outcomes:

- A central support and challenge model was developed which included 1:1 attainment meetings with link officers to analyse data and set clear and timeous actions; individual school meetings with the Performance Team to support understanding and interpretation of data; and bitesize professional development sessions at weekly Headteacher (HT) briefings.
- A digital focus since returning to school in August 2020 ensured that every teacher and learner in P4 –S6 had a level of confidence in using Microsoft 365 within Glow and Teams.
- West Lothian invested in an authority wide license of a digital application (SeeSaw) in response to feedback from parents to provide a tool for both in-school and remote learning for younger pupils, following the initial period of school closures. A strong focus was placed on ensuring all staff, pupils and parents/carers had a level of confidence in using SeeSaw.
- Further remote learning guidance was produced to support all schools with planning and preparation in case of further periods of remote learning. This led to an improvement in the remote learning offer during the next period ensuring that all learners have the opportunity to progress and extend their learning, interact and collaborate with their peers and work independently.
- Additional funding provided to schools for staffing and resources to target interventions to support learners.

Further Period of Remote Learning January – Easter 2021:

Key control measures during this phase included:

- An Early Learning and Childcare (ELC) Remote Learning Framework was put in place to ensure a strong focus on children's health and wellbeing and high-quality learning, teaching and assessment through a play-based approach. This has ensured that each setting has analysed their tracking data, identified gaps and is providing daily experiences in literacy and numeracy to promote children's learning and development.
- Refinements to tracking and monitoring of learner engagement and progress in learning were established. In primaries, this captures an overview of learner engagement within literacy, numeracy and HWB. In secondaries, engagement was captured across the curriculum. In ASN schools, individual targets in relevant subject areas was captured.
- School learner engagement guidance was developed which provided clear standards and expectations of learning and teaching, assessment, feedback, and high-quality interactions. This ensured that schools could quickly identify the quality of learner engagement through remote learning and how to support all learners to reach their full potential.
- Experiences of remote learning through a survey to all learners and parents/carers attending primary and secondary schools was captured. The feedback provided was extremely positive in terms of the delivery of remote learning across schools identifying significant strengths due to the authority's strategic approach and consistent guidance issued to schools. Areas for consideration were identified which informed bitesize professional learning sessions.
- Guidance was developed with secondary schools regarding the SQA's Alternative Certification Model (ACM). This included regular engagement with the Head teachers, the Depute Headteacher curriculum network, Principal Teachers Curriculum and network leaders. The West Lothian approach was commended by Education Scotland following review. At all levels, staff were clear about their roles and responsibilities regarding delivery of the ACM and felt positive about the leadership and collaboration across the authority. Additional Inservice days focused on moderation of pupils' evidence to ensure that assessment meets the national standard.
- Easter school, which supported learners in the Senior Phase, was delivered successfully in West Lothian via the national e-offer – West Lothian had the most unique user and course sign-ups in Scotland.

Full Return to School April – June 2021:

On return to school, control measures continue to be put in place:

- Weekly meetings with schools to ensure a robust understanding of expectations and attainment targets and standards.
- Work with schools to inform their own contextual analysis – in order that they can clearly identify any gaps in learning and match improvement activities accordingly
- Continual review of data in the Senior Phase in preparation for provisional results at the end of June.
- Regular high-quality interactive learning and teaching using technology or other remote methods ensure a balance of live learning and independent activity. It also

provides access to key learning which is available for learners to revisit as often as necessary.

- Additional funding has been devolved to schools to provide resources and interventions clearly identified as a result of each school's contextual analysis. Primary Nurturing Schools Leads have been allocated across all primary schools. The funding will focus on supporting the wellbeing of children through the development of the nurturing school's approach.
- Secondary Nurture additional funding has provided the opportunity for schools to look at various options of either nurture, targeted home support or literacy and numeracy recovery through support for learning.
- Additional staffing, following confirmation of Scottish Government funding, has been targeted to deliver future recovery interventions. As part of this funding, a focused Equity Team will focus on driving forward the key recommendations arising from the Equity Audit January 2021. This team will clearly define how West Lothian Council Education Services is reflecting on, recovering from and planning future renewal as it emerges from the pandemic.
- Anxiety groupwork was delivered across secondary schools by the Educational Psychology Service in order to further support those learners experiencing challenges in managing anxiety.
- Additional support is being provided for new student teachers and probationers to ensure the highest quality of learning and teaching moving forward.

Section 3.4 – Education Benefits

3.4.1 Raising attainment, building on the improving trend in National Qualifications

Attainment has been raised through focused and rigorous application of the Raising Attainment Strategy in all West Lothian Schools. The National Improvement Framework (NIF) Improvement Plan is also used to continue to drive improvement in performance.

It should be noted that, in terms of Senior Phase attainment:

- the performance of S5 students in 5+, 3+ and 1+ Awards at SCQF Level 6 has risen in the five year period.
- the performance of S6 students in 5+, 3+ and 1+ Awards at SCQF Level 6 has risen in the five year period.
- the performance of S6 students in 1+ Awards at SCQF Level 7 has risen in the five year period.

3.4.2 Expanding early learning and childcare

From April 2021, West Lothian Council increased from delivering 1000 hours to 1140 hours of funded early learning and childcare to all children and families. West Lothian Council has 64 council settings and 21 Partner Providers offering flexibility and choice for parents/carers. Rigorous quality improvement activities are implemented to ensure that the council fulfils its statutory duty in ensuring all provisions, council and Partner Providers, are of a high quality.

3.4.3 Working through the Regional Improvement Collaborative to improve quality and performance

Support to improve quality and performance through the Regional Improvement Collaborative (RIC) has continued to develop. Networking for sharing practice within West Lothian and across the RIC has focused on improving the quality of learning and teaching. In partnership with the RIC all practitioners are being provided with a wide range of relevant and meaningful professional learning opportunities. Through the RIC, a 'data coach' has been deployed to upskill school leaders and classroom practitioners on the effective use of data to identify and inform areas for improvement at school and classroom level.

3.4.4 Empowering schools

The ability for decisions, relevant to the day to day management and provision of school education, to be made at local level has increased. We have empowered school communities through the introduction of community choices in relation to PEF funding, particularly in relation to the cost of the school day, and through improved partnership working with parent councils and the West Lothian Parent Council Forum, as detailed elsewhere in this report.

The Scheme of Devolved School Management gives flexibility to headteachers and school communities to align resources with the needs of the learners within their schools, in line with the national empowering schools agenda.

3.4.5 Planning for and delivering new schools to meet the needs of the growing population, and children and young people with additional support needs.

Access to high quality learning environments for all children and young people has improved through the ongoing programme of school expansion, refurbishment and construction, and further improvement is planned. Construction of new primary and secondary schools in Winchburgh and Calderwood has progressed significantly, with Calderwood due to open early in session 2021/22. Construction in improving the Additional Support Needs estate, with a new Cedarbank School and extension at Pinewood has also commenced, and a site confirmed for the new Beatlie School. Capital Investment has been confirmed for improvement and expansion to the primary school estate.

3.4.6 Planning for and delivering new services within schools to meet the needs of children and young people with additional support needs within their local community.

The ability of schools to support children with additional support needs within their local community was increased. Small group environments are being extended throughout the secondary sector to increase the ability of schools to support pupils with additional support needs. Further integration with social policy and new services such as counselling have contributed to modernisation.

3.4.7 Provision of Free School Meals

During the period of school closures resulting from the COVID-19 pandemic, and throughout summer 2020, a wider group of approximately 500 vulnerable children and young people were identified. This group was provided with the opportunity to attend schools throughout the pandemic period, including when they were closed to other pupils, and this support continued during the summer holiday period.

During the COVID-19 pandemic, the national and local focus shifted from provision of free school meals during the holiday period, to direct payment to the families of pupils eligible for and claiming free school meals.

West Lothian Council has now made provision in the revenue budget for direct payments of £15 per pupil to continue on a sustainable basis during school holidays. This provision will result in a significant increase in support for financially vulnerable families compared to the previous model of Holiday Lunch and Activity Clubs which was provided in a limited number of locations.

3.4.8 Summer of Play

West Lothian Council delivered a structured and targeted programme of summer activities, as part of the national “Summer of Play Programme 2021”. The focus of activities was to meet the needs of vulnerable children and young people.

Community Learning and Development (Youth Services) co-ordinated delivery of a programme of activities within West Lothian in collaboration with third sector partners and community groups. Provision was based on consultation with children and young people and the services provided were designed to meet their needs. The programme of activities included purchase of places from third sector or social enterprise groups that offered opportunities for vulnerable children to participate in existing activities within their local community. Small grants were made to support existing community groups offering scheduled activities over the summer period, with funding targeted towards extending places to vulnerable young people. Activities were provided across West Lothian and where any gaps in provision were identified, community capacity was supplemented, or targeted support undertaken, by Community Learning and Development Youth Services, in conjunction with other teams such as Active Schools.

Children and young people had the opportunity to participate in a wide range of activities including multi-activity clubs and single focus activities through taster days and weekly camps such as dance, drama, gymnastics, golf, football, tennis, rugby, learn to swim, cooking, creative arts, outdoor adventure activities and day trips away.



4. ANNUAL PLAN 2021/22

Section 4.1 – Step to Reduce Inequalities of Outcome Experienced by Pupils as a Result of Socio-economic Disadvantage

4.1.1 Closing the attainment gap between the most and least disadvantaged children

In Session 2021/22 West Lothian Education Services will:-

- Ensure individual School Improvement Plans are developed on the basis of the four national priorities which includes closing the poverty related attainment gap.
- Support a focused Equity Team driving forward the key recommendations arising from the Equity Audit January 2021. This team will clearly define how West Lothian Council Education Services is reflecting on, recovering from and planning future renewal as it emerges from the pandemic.
- Provide equity for all young people by providing, intensive support to a targeted number of primary schools clearly identified as a result of each school's contextual analysis, and a universal equity offer to all primary schools.
- Promote effective use of evidence-based learning, teaching and assessment practices to support equity.
- Promote the primacy of equity to all schools through effective communication, professional learning and collaboration
- Provide all staff with access to improvement support and professional learning opportunities through the introduction of a new Equity Network to ensure impact from additionality in 2021/22.
- Develop the role of Primary Nurturing Schools Leads with a focus on supporting the wellbeing of children, through the development of the nurturing school's approach throughout session 2021/22.
- Target Secondary Nurture additionality for schools to look at various options of either nurture, targeted home support or literacy and numeracy recovery through support for learning.
- Continue to focus on the analysis of the impact of Pupil Equity Funding, Care Experienced Children and Young People and Scottish Attainment Challenge, funding and measuring impact over the longer term to provide information around closing the gap in literacy, numeracy, health and wellbeing.

Section 4.2 – Steps to seek and have regard to the views of stakeholders

In Session 2021/22 West Lothian Education Services will:-

- Continue to regularly engage with all staff through well-established online platforms and the re-introduction of face to face engagement. This will provide a range of data to establish the support and challenge required in every school to improve outcomes for all learners.
- Build upon the effective methods of communicating with parents/carers established during the restrictions of the coronavirus pandemic.
- Continue to support Parent Councils perform their function and work in partnership with the Chair of the West Lothian Parent Forum to drive further improvements in approaches to parental involvement and engagement, resulting in an updated Parental Involvement and Engagement Framework.
- Continue to develop and implement methods of communication with other stakeholders and partners, including with Regional Improvement Collaborative

partners, to ensure continuation of the high-quality partnership and collaborative approach existing in West Lothian.

- Establish a West Lothian Pupil Voice Forum to empower pupils and young people to lead the refreshed narrative of their HWB curriculum reflecting the vision, and aspirations relevant to the context of their school and community.
- Utilise the data from parent and pupil ethos surveys to inform future priorities and ongoing activity.

Section 4.3 – Steps Taken in Pursuance of the National Improvement Framework

4.3.1 Improvement in attainment, particularly in literacy and numeracy

In Session 2021/22 West Lothian Education Services will:-

- Build staff capacity in securing accurate assessment of learners' current progress.
- Focus on evidencing year on year improvements.
- Focus on developing family learning opportunities to support raising attainment.
- Within the LITERACY and NUMERACY plans focus on:-
 - Consistent and effective use of the WL Progression Pathways for literacy through implementation of a 'Pathways into Practice' model from early to fourth level
 - Effective use of data and high-quality assessment to ensure gaps and strengths are accurately identified and supported through universal and targeted evidence-based approaches to secure appropriate pace and challenge for all learners
 - Effective moderation practice which further strengthens the quality of all aspects of learning, teaching and assessment to include applying skills in different contexts
 - Innovative use of digital technology to maximise support for learners and parents/carers, and to strengthen professional collaboration and sharing of practice across schools and sectors.

4.3.2 Improvements in children and young people's health and wellbeing

In Session 2021/22 West Lothian Education Services will:-

- Further develop the implementation of its Nurturing Wellbeing strategy to ensure that all children and young people experience the highest levels of support through a rigorous commitment and focus on repairing, re-establishing and progressing positive mental health, relationships, routines, self-esteem and confidence to learn. An enhanced budget allocation has been provided in every school to support and provide targeted interventions and to progress health and wellbeing and nurture.
- Support all schools in reviewing their HWB curriculum, with a strong focus on building back better and stronger. Providing professional learning to support staff in their approaches to planning, evaluating and measuring success within HWB.
- Enhance opportunities for Physical activities through the curriculum, and after school clubs, providing key opportunities for children and young people at all stages to enhance skills, confidence achievement and sense of belonging/inclusion.
- Improve approaches to evaluating and measuring success within HWB reflecting more on the impact of programmes and planned interventions

4.3.3 Improvement in employability skills and sustained, positive school-leaver destinations for all young people

In Session 2021/22 West Lothian Education Services will:-

- Further strengthen Developing the Young Workforce structures and the place of Skills 4.0 within the Early Learning and Childcare and primary sectors.
- Have a specific focus on agile learning pathways through the creation of a new post. This post will lead strategic improvements across the curriculum, which improve experiences and opportunities for all young people through collaboration with partners. The main driver for this is to ensure equity and provision of opportunity for all young people, with a particular focus on addressing the post pandemic challenges.
- Continue to work collaboratively with partner agencies to ensure that all Care Experienced Children and Young People are supported into positive destinations through the effective delivery of key targets outlined in the Corporate Parenting Plan.
- Continue to add value to the work currently being undertaken within schools themselves, work being done by the DYW team and college as well as building on the development of future learning opportunities afforded by the further enhancement of the West Lothian Digital Strategy.
- Support collaboration between the DYW Steering Board and senior leaders in secondary schools through 3 workstreams focusing on Vision and Communication, Shaping your Future Workforce and Learner Pathways.
- Introduce 'skills boost' training programmes with the college which align with current labour market needs e.g. health and social care, childcare, storage and warehousing and customer service/ business skills.
- Continue to develop DYW Coordinators posts in schools.
- Update and re-develop the Positive Destinations Website to meet the needs of the young people - this will also link into an App. This will allow ease of access and help to direct people to the appropriate service and support they need.
- Continue to collaborate with schools and partners on the DYW Steering Board to work with a range of organisations and stakeholders to develop and extend the provision of vocational experiences for young people.
- Education Services will liaise with Economic Development to better understand business needs in West Lothian, continue to develop strong partnerships with local businesses and ensure young people leave school with skills that equip them for the workforce.

4.3.4 Enhancing Digital Learning as a core feature of learning, teaching and assessment

In Session 2021/22 West Lothian Education Services will:-

- Continue to ensure that the well-established, authority wide interactive online learning platforms, (See-Saw) for P1-3 pupils and Microsoft Teams for P4-S6 pupils, continue to enhance efficiency, sustainability and creativity in learning, teaching and assessment.
- Further develop the technical skills of staff and pupils in developing competency in using Office 365 tools and Seesaw.
- Ensure that staff understand effective pedagogical approaches when using and applying digital tools.
- Develop an adapted version of the Moderation Cycle, demonstrating how digital can feature in all aspects of learning, teaching and assessment.
- Develop a Digital Learner Academy where short tutorial and webinars will be available for learners to complete 'module' based learning around the Office 365 tools e.g. PowerPoint, Teams

- Further support more settings to engage in the Digital Schools Award, capitalising on the progress made over the past year in the use of digital tools.

4.3.5 Planning for improvement in a new context

In Session 2021/22 West Lothian Education Services will:-

- The Quality Improvement Team, in collaboration with school-based staff, will engage in self-evaluation for self-improvement activities to inform quality improvement support and challenge to improve outcomes for all learners.
- Continue to implement measures to mitigate against identified risks and analyse data as it emerges to ensure further interventions are deployed.

Section 4.4 – Education Benefits

In Session 2021/22 West Lothian Education Services will:-

- Continue to implement the Raising Attainment Strategy, and aim to meet the targets set out within it in relation to raising attainment and closing the socio-economic attainment gap.
- Continue to implement Moving Forward in Learning to ensure school improvement. Focus will be given to promoting an agile learning culture and a refreshed curriculum narrative.
- Continue to work through the Regional Improvement Collaborative to improve quality and performance. Planned programme on Leading the Early Level through play pedagogy will focus on the four priorities of system leadership, education support and improvement through self-evaluation, professional learning, and collaboration.
- Continue to deliver 1140 hours of Early Learning and Childcare and review flexibility and choice through ongoing engagement with parents/carers and partner providers.
- Continue the ambitious programme of improving the quality of the learning estate in order to ensure that all pupils have access to a high-quality learning environment, including the construction of new schools to meet the needs of a growing population.
- Continue planning for and delivering new services within schools to meet the needs of children and young people with additional support needs within their local community, including increasing staff capacity within all schools.
- Build on the partnership working with community and third sector groups which underpins the Summer of Play to develop a revised model of targeted summer activities to support vulnerable children and young people in West Lothian for introduction in Summer 2022. It is anticipated that this will see a continuation of partnership working, and the empowerment of community groups to design and deliver services. This approach will complement the direct payments to be made to the families of children and young people entitled to free school meals, and embed support for the most vulnerable children and young people, making it sustainable in future years, ensuring that vulnerable children and young people can continue to be supported within their local community over the extended holiday period.





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EDUCATION EXECUTIVE

ADDITIONAL SCHOOL HOLIDAY TO MARK QUEEN'S PLATINUM JUBILEE 2022

REPORT BY DEPUTE CHIEF EXECUTIVE

A. PURPOSE OF REPORT

To seek the agreement of the Education Executive to arrangements for schools to mark the Queen's Platinum Jubilee in June 2022, within the framework to be proposed to the Council Executive at its meeting on 7 September 2021.

B. RECOMMENDATION

Subject to the Council Executive agreeing that all Council staff are granted an additional day of annual leave on Friday 3 June 2022, it is recommended that schools and early learning and childcare establishments close on this date, and that the permission of Scottish Ministers is sought to reduce the number of days of education to 189.

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)	Requirement to provide 190 days of school education and 1140 hours of Early Learning and Childcare. Permission of Scottish Ministers is required to reduce the number of days of school education.
III	Implications for Scheme of Delegations to Officers	None
IV	Impact on performance and performance Indicators	SQA Examinations are anticipated to take place from 26 April to 1 June 2022 and so it is not anticipated that they will be impacted by this additional holiday.
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)	None

VII Consideration at PDSP -

VIII Other consultations Consultation with the teaching and non-teaching unions, and parental representatives. The teaching and non-teaching unions are content with the proposal. Any further representations received will be reported to the Education Executive.

D. TERMS OF REPORT

The Council Executive, at its meeting on 7 September 2021, will consider a report recommending that an additional day of annual leave is granted to all employees to mark the Queen's Platinum Jubilee, to be taken on Friday 3 June 2022. This recommendation will result in all council offices and buildings, including schools and early learning and childcare establishments closing on Friday 3 June 2022. The report invites the Council Executive to note that the Education Executive will be asked to agree arrangements for schools.

The Scottish Government has asked councils to ensure that pupils are able to take part in celebrations of the Queen's Platinum Jubilee. The Scottish Government has informed Councils that they may apply to reduce the number of days of education in school session 2021/22 to 189 days.

Subject to the Council Executive agreeing that all Council staff are granted an additional day of annual leave on Friday 3 June 2022, it is recommended that schools and early learning and childcare establishments close on this date, and that the permission of Scottish Ministers is sought to reduce the number of days of education to 189.

This will provide all pupils and all staff with an extra holiday to enable them to celebrate the Queen's Platinum Jubilee. It will be in line with arrangements adopted for other Council services and staff.

E. CONCLUSION

The agreement of the Education Executive is sought for arrangements for schools to mark the Queen's Platinum Jubilee in June 2022, within the framework to be proposed to the Council Executive at its meeting on 7 September 2021.

It is proposed that schools and early learning and childcare establishments close on this date, and that the permission of Scottish Ministers is sought to reduce the number of days of education to 189.

F. BACKGROUND REFERENCES

Correspondence from Scottish Government.

Report to Council Executive 7 September 2021.

Appendices/Attachments: None

Contact Person: Andrew Sneddon, Service Manager, Education Services.

Elaine Cook, Depute Chief Executive

Date of meeting: 7 September 2021

DATA LABEL: PUBLIC



EDUCATION EXECUTIVE

EDUCATION RECOVERY UPDATE

REPORT BY DEPUTE CHIEF EXECUTIVE

A. PURPOSE OF REPORT

To inform members of the updated Scottish Government Guidance on reducing the risk in schools from coronavirus (COVID-19), and the implications for mitigations in place in West Lothian Schools.

B. RECOMMENDATION

To note:

- the updated Scottish Government Guidance on reducing the risk in schools from coronavirus (COVID-19), and the implications for mitigations in place in West Lothian Schools; and
- the expectation that revised guidance will be issued at the end of September.

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)	Non-statutory guidance 'Coronavirus (Covid 19) – Reducing the risk in schools' published 3 August 2021.
III	Implications for Scheme of Delegations to Officers	Delegated authority to the Depute Chief Executive to implement further changes to the Education Recovery Plan.
IV	Impact on performance and performance Indicators	Potentially significant impact on education outcomes, with mitigation steps set out in this and previous reports considered by Education Executive.
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)	The approved revenue budget includes one off resources of £6.958 million and specific Covid-

19 grants from Scottish Government for 2021/22 of £9.073 million, including carry forward of funds from 2020/21, for education recovery.

VII	Consideration at PDSP	24 August 2021
VIII	Other consultations	Headteachers; Teaching and Non-Teaching Unions, Financial Management Unit

D. TERMS OF REPORT

Updated Guidance

The Scottish Government published an update to its Coronavirus (COVID-19): Guidance on reducing the risks from COVID-19 in schools on 3 August 2021, with its provisions to come into effect on 9 August 2021.

In summary, the Guidance requires schools to continue to apply the mitigations which were in place at the end of the last term, subject to some modifications. This position is expected to be maintained for up to six weeks, until the end of September, when it is expected that updated Guidance will be provided.

The modifications that should be made to mitigations relate to: -

- 1) An updated approach to self-isolation, contact tracing and testing for close contacts, which results in the ability to remove groupings in schools.
- 2) Further minor adjustments to mitigations reflecting changes to the measures in place in wider society.

As with previous versions, the revised Guidance has drawn from expert advice from the Advisory Sub-Group on Education and Children's Issues, and also the input of stakeholders including young people. Consideration has been given to the evolving risk environment in schools and wider communities, and also of harms arising from mitigations recommended to date which are disruptive to education, including in particular self-isolation requirements.

Mitigations Which Remain In Place

The mitigations which remain in place without alteration are: -

- Risk Assessment
- Environmental Cleaning
- Hand and Respiratory Hygiene
- PPE in Specific Circumstances
- Face Coverings in Communal Areas
- Face Coverings in Secondary Classrooms
- One-way Systems
- Drop-off and Pick-up Arrangements
- Staggered Start and Finish Times / Break and Lunch Times
- Restrictions on Assemblies

New Mitigations and Modified Mitigations

Mitigations that should be modified from the start of term, and new mitigations, are summarised below.

Vaccination (new)

All schools should encourage staff to seek vaccination.

The Scottish Government has announced that it will offer children and young people with certain conditions vaccination, in line with the latest advice from the Joint Committee on Vaccination and Immunisation (JCVI), before the majority of schools return on 16 August. Children and young people affected, or their parents/carers, will be contacted directly by their local Health Boards or by their regular healthcare professional starting from the week of 2 August onwards.

The Scottish Government has announced that the children and young people to be offered vaccination are: -

- around 4000 children and young people affected by severe neuro-disabilities, Down's Syndrome, underlying conditions resulting in immunosuppression, and those who have a diagnosis of Learning/Intellectual disability;
- all young people 16 to 17 years of age;
- children and young people aged 12-17 who are household contacts of adults or children who are immunosuppressed. A household contact is defined as someone living in the same house, or anyone the adult or child comes in to contact with face-to-face on most days of the week - such as a carer.

The NHS will contact all young people 16 to 17 years of age in Scotland to offer them the coronavirus (COVID-19) vaccination. In line with the latest advice from the Joint Committee on Vaccination and Immunisation (JCVI), they will be offered a first dose of the Pfizer-BioNTech vaccine.

From Friday 6 August, young people aged 16 and 17 were invited to register their interest through the online portal at NHS Inform, and will then be sent an appointment via SMS or email. In addition, drop-in clinics will be available for 16 to 17-years-olds. Anyone who doesn't register an interest or attend a drop-in clinic, will be sent an appointment through the post. It is expected that all 16 and 17 year olds will have been offered a vaccination appointment by the end of September.

All information regarding vaccination including consent forms will be issued by the NHS.

Self-Isolation, Contact Tracing and Testing

Staff, children and young people who develop symptoms or test positive must still self-isolate immediately. Staff, children and young people will be strongly encouraged to inform their school of any positive test when reporting absences.

Close Contacts

The advice for adults (18+) who are fully vaccinated and for children and young people (0-17), if they are identified as close contacts has changed, as follows.

- 1) Book a PCR test and self isolate until they receive the result.
- 2) If the test result is positive they must continue to self isolate.
- 3) If the result is negative, and the close contact remains without symptoms, they can end self isolation, and resume daily life including return to school, even if they have ongoing contact with the close contact.
- 4) Adults and young people in secondary school should continue to test twice weekly using LFDs available from their school. Parents may also wish to encourage primary pupils to test twice weekly using the universal testing program.
- 5) If they have had a positive PCR test in the last 90 days, close contacts do not need another PCR test to be exempt from self isolation, provided they remain asymptomatic.

People aged between 18 and 18 years and 4 months, who are not fully vaccinated should follow the advice for fully vaccinated adults.

Children aged under 5 who are identified as close contacts will be encouraged but not required to take a PCR test before they resume daily life including return to ELC and school.

Contact Tracing

Only those close contacts aged under 18 who are at the highest risk of being exposed to infection will be contacted directly by Test and Protect. This group will include household contacts, overnight (sleepover) contact, or other clear, prolonged close contact.

The approach of requiring whole classes or groupings of pupils to self-isolate as close contacts will no longer be followed in normal circumstances. Schools will send 'warn and inform' letters to staff, parents/carers and young people when they are made aware of positive cases, in order to ensure vigilance for symptoms and close following of mitigations and to encourage testing.

Schools and early learning and childcare establishments will no longer be extensively involved in supporting contact tracing.

Groupings

The revised approach to contact tracing means that maintaining pupils in groupings or bubbles is no longer required. Schools should continue to avoid assemblies and other large gatherings.

Physical Distancing

Physical distancing of at least 1m is required between adults, and between adults and pupils. The Guidance states that it is expected that most schools will wish to retain their current 2m distancing arrangements for logistical reasons and this will be the case in West Lothian schools. Maintaining distance between secondary pupils continues to be encouraged where possible.

School Visitors

Visitors that are necessary to support children and young people or the running of the school (including supply staff, visiting teachers, psychologists, nurses, social workers, youth workers, outdoor learning specialists, Higher Education Institution tutors and those providing therapeutic support) can move between schools.

Parents/carers may accompany children onto school premises where this is agreed with the school and strictly necessary to support children and young people.

Dedicated School Transport

Face coverings will be required by young people of 12 and over only. Physical distancing between passengers is not required, but pupils should be encouraged to maintain distance from other people where possible. 1m distancing between drivers and children and young people should continue where possible. Existing arrangements for cleaning, hygiene and ventilation should continue.

Drama, Music, PE and Dance

Children and young people can now engage in all drama, music, PE and dance activity in schools, indoors and outdoors, although safety mitigations including good ventilation and enhanced hygiene should continue.

Ventilation

Strengthened guidance on CO2 monitoring should be followed. All schools will have access to CO2 monitoring. Remedial action will be taken in any building that does not meet requirements following assessment.

Asymptomatic Testing Programme

Staff and secondary pupils have been asked to take one test one or two days prior to their return to school. Schools will continue to promote actively twice weekly at home LFD testing to staff and secondary pupils, and encourage participants to record their results. Schools will be provided with improved communication materials, and a new type of LFD test kit involving a nasal only swab when supplies of existing tests run out.

People In The Highest Risk Group (Previously Those On The Shielding List)

The Chief Medical Officer's advice to everyone on the list, at Level 0 and Beyond Level 0, is to follow the same advice as the rest of the population.

Everyone on the Highest risk list is encouraged to ask members of their household over 12 to use at-home LFD testing.

Pregnancy

It is now recommended that pregnant women have the vaccine.

Outbreak Management

Schools are no longer required to notify Health Protection Teams of every single confirmed case.

Readiness and Assurance

Schools should familiarise themselves with the revised planning scenarios in order to ensure that schools are able to deal with future outbreaks.

Risk Assessment

Each school has an individualised Risk Assessment in place. The risk assessment template was updated by Corporate Health and Safety and Education Services in light of revised guidance, and was subject to consultation with teaching and non-teaching trade unions.

SQA Examinations

The Scottish Qualification Authority (SQA) has announced that National 5, Higher and Advanced Higher examinations will take place in the current school session, from **26 April to 1 June 2022** with results day on 9 August 2022, unless public health advice at that time requires otherwise.

West Lothian Schools are working on this assumption, but planning in West Lothian is also mindful of the SQA advice that while detailed planning for delivering exams is now underway, it is also important that SQA, along with the whole education system, plans for any further disruption that may happen due to the Covid-19 pandemic.

SQA has started to publish 'modification summary documents' that provide more detail on the 2021-22 modifications and explain the assessment requirements for this year. This will help teachers and lecturers to prepare learners for coursework and exams. The modifications are intended to help reduce the volume of assessment and ease teacher and learner workload, while maintaining the credibility of these qualifications, and also to allow for the impact on learning of Covid-19.

E. CONCLUSION

All schools continue to operate in accordance with national guidance and planning assumptions. School risk assessments are produced and updated to reflect changes in national guidance and national and local circumstances. West Lothian schools continue to implement their recovery plans.

F. BACKGROUND REFERENCES

Coronavirus (COVID-19): guidance on reducing the risks in schools – 3 August 2021

Appendices/Attachments: None

Contact Person: Andrew Sneddon, Service Manager, Education Services.

Elaine Cook, Depute Chief Executive

Date of meeting: 7 September 2021

DATA LABEL: PUBLIC



EDUCATION EXECUTIVE

FORTH VALLEY & WEST LOTHIAN REGIONAL IMPROVEMENT COLLABORATIVE

REPORT BY DEPUTE CHIEF EXECUTIVE

A. PURPOSE OF REPORT

To provide members with an update on the work of the Forth Valley & West Lothian Regional Improvement Collaborative including West Lothian, Clackmannanshire, Falkirk and Stirling Councils.

B. RECOMMENDATION

To note and consider the contents of the Forth Valley & West Lothian Regional Improvement Collaborative next phase plan (2021-2022).

C. SUMMARY OF IMPLICATIONS

I	Council Values	Focusing on our customers' needs; being honest, open and accountable; providing equality of opportunities; developing employees; making best use of our resources; working in partnership
II	Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	The publication of an Improvement Plan is required by the Scottish Government. Raising Attainment is a key strategic objective of West Lothian Council and the other local authorities in the Regional Improvement Collaborative.
III	Implications for Scheme of Delegations to Officers	None
IV	Impact on performance and performance Indicators	The Forth Valley & West Lothian Regional Improvement Plan will have a positive impact on performance indicators including those relating to attainment and positive destinations.
V	Relevance to Single Outcome Agreement	The Forth Valley & West Lothian Regional Improvement Plan will have a positive impact on performance indicators within the Single Outcome Agreement including those relating to attainment.

VI	Resources - (Financial, Staffing and Property)	FVWLRIC received a share of the £10m to be allocated from the Scottish Government (received £899270 July 2018-July 2019). It has (1 st received a further allocation of £859,635 31 st August 2019-July 2020).
VII	Consideration at PDSP	N/A
VIII	Other consultations	None

D. TERMS OF REPORT

The aim of the Regional Improvement Collaborative (RIC) is to provide additionality and enhancement to support attainment and achievement strategies already in place in West Lothian.

The vision for the Forth Valley and West Lothian Regional Improvement Collaborative matches the aims of the National Improvement Framework for Education in Scotland:

- Excellence through raising attainment: ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed; and
- Achieving equity: ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

The work of the RIC is currently largely focussed upon Covid recovery. To that end the following activities are ongoing:-

RIC Structure Organisation and Finance

Inclusive governance structure to formally involve a wider range of stakeholders in RIC decision making has been established. Consultation on developing the RIC's Vision and Values is ongoing. Further partnership working with Education Scotland, Universities, Forth Valley and West Lothian Colleges and other RIC's are being explored and developed. Scottish Qualification and Assessment moderation is being supported by offering partnership moderation across the RIC for minority presentation subjects and a RIC moderation panel will operate to support moderation across the four Local Authorities.

Curriculum

Subject network groups are being established to help support moderation both for Scottish Qualification Assessment purposes and moving forward in the Broad General Education. Ways to support curriculum making are being planned in partnership with the University of Stirling and Grove Academy to support the work of National 1-3 and offsite learning. Connections are being made to work collaboratively with Education Achievement Service Wales for curriculum pioneering school programmes. Each Local Authority will explore two RIC wide virtual learning offerings for Session 2021/22.

Online Learning

A RIC platform continues to be developed to support online learning and provide access to resources for educators and learners across the RIC. This will include a RIC wide good practice directory. An independent digital needs analysis is currently being carried out by all four Local Authorities across the RIC to inform the development of the RIC digital platform. Colleagues from across the RIC have provided resources to support the National e Learning offer and the live learning offer has been supplemented by our own RIC recorded lessons. This has provided a wide range of assessment lessons to support senior phase learners. In addition to the senior phase offering West Lothian has contributed over 50 literacy and numeracy catch up lessons for pupils in the Broad General Education phase.

STEM

The collaborative STEM team has been developed and is supported by RAiSE, Raising Aspirations in Science Education programme, and its officers. The team is currently linking with RIC Data Coaches to examine a range of data e.g., (Gender balance, socio-economic profiles) to identify gaps and areas for development. STEM leadership courses supported by Attainment Advisors, RAiSE officers and external partners have been developed.

Literacy

Growing numbers of practitioners are engaging in programmes and networks, 1337 FVWL practitioners have engaged in RIC Literacy events so far. Programmes offered across the RIC include; 'Reciprocal Reading,' 'Paired Reading', good practice sessions for early years staff and writing webinars. New network groups include; Early Years Practitioners, English Principal Teachers' network, Facebook group for English teachers and Newly Qualified Teachers. Strong partnership working with Stirling University has been established.

Numeracy

The Numeracy team have been supporting staff across the RIC providing advice, support and resources during the recovery phase. They have benefitted from the extensive and well-established networks that ensure that their message is reaching and that practitioners are aware of the supports on offer. These supports include; Maths recovery programmes, Vulnerable Learner Programmes for Pupil Support Workers, Maths Through Stories for Early Learning Practitioners and a range of Broad General Education resources created for the RIC You Tube channel.

Health and Wellbeing

The RIC Health and Wellbeing team have developed an extensive RIC wide Personal and Social Education programme on substance use at all levels from Early through to Senior phase. As part of the Covid recovery programme a HWB Principal Teacher is to be funded to support this work and develop positive approaches to mental health and wellbeing.

Performance Information

The RIC funds a data coach for each Local Authority to analyse performance information to support schools in targeting the reduction of the poverty related attainment gap. All data coaches regularly meet collectively with Education Scotland and Attainment Advisors to share practice. In addition, data coaches advise and support the RIC work streams to ensure that their programmes are targeted to achieve maximum impact.

E. CONCLUSION

The Forth Valley & West Lothian Regional Improvement Collaborative Plan is a strategic document, which supports the council's Raising Attainment Strategy in driving forward improvement in the key priorities of raising attainment and closing the poverty related attainment gap. The plan will support the development of appropriate regional education collaborative to deliver quality professional learning activities.

F. BACKGROUND REFERENCES

None

Appendices/Attachments:

Contact Person:

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Interim Quality Improvement Manager

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Elaine Cook

Depute Chief Executive (Education, Planning and Regeneration)

Date of meeting: 7th September



**Forth Valley & West Lothian
Regional Improvement Collaborative
Recovery Plan
for 2021-2022**

Follow us @ #FVWLric

blogs.glowscotland.org.uk/glowblogs/fvwlric/tag/impact/

The Forth Valley and West Lothian (FV&WL) Regional Improvement Collaborative (RIC) is entering the third year of its 3 year plan, and has undertaken a review of priorities in light of the continued COVID-19 situation that has impacted on education of children and young people in the region and throughout Scotland. In response to the situation, a second recovery plan has been produced which supports the existing plan as well as focussing on recovery of learning for children and young people. The vision for the RIC remains to:

Drive excellence through raising attainment: ensuring that every child achieves the highest standards in literacy and numeracy set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed; and

Achieving equity: ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

Underpinning all that we do and guiding our actions to achieve our vision are our shared values of Equity Empowerment and Collaboration

(Please refer to the full 3 year plan: [Forth Valley & West Lothian Regional Improvement Collaborative Plan 2019-2022](#) and the [Work stream plans 2019- 2022](#), for full details).

Overarching Aim

Our recovery plan is focussed on continuing to support our children and young people to rebuild literacy and numeracy, focussing particularly on those that have been hardest hit by the disruption to normal teaching and learning during the pandemic. We recognise that the health and wellbeing of our children and young people is a prerequisite to this process and therefore this will be a key element permeating all our actions and plans. Recovery will require a multi-level and multi-agency approach, requiring effective planned collaboration. Within our Connect Team we will be building collaboration across the Workstreams with a holistic data led approach to interventions to support schools, clusters and Local Authorities. Working with Local Authorities and our partners in Education Scotland we will seek to build greater collaboration across the RIC. A key element in this will be the further development of subject, stage and interest networks to provide greater opportunities to collaborate and support colleagues.

Work streams

To support the recovery of learning for children and young people, the following work streams will continue, and have revised their plans:

- Numeracy – data informed focus on learning loss and biggest gaps (draft outline plan on page 8)
- Literacy – data informed focus on learning loss and biggest gaps (outline of draft plan and range of interventions and supports attached pp5-7)
- Health & Well Being – A Health and Wellbeing PT has been appointed and they will work with the H&WB lead, the existing team and the newly appointed Health and Wellbeing officer from Education Scotland to further this agenda. Health and Wellbeing will be a key element in all Workstream activity in the coming year.
- Curriculum and Online Learning –The focus going forward is on supporting online learning, developing our inspiration hub and building a network of C Change Hubs to support development across the RIC.
- Performance – The focus going forward will be on supporting Local Authorities and Workstreams to use data effectively to target interventions to achieve maximum impact. RIC wide SNSA and performance data will be used to determine universal support.
- STEM - The **STEM** work stream will connect leads from the local authorities and further develop the partnerships with Forth Valley & West Lothian colleges. This coming session it is planned to develop an Early Years STEM network to provide intelligence to meet the needs at Early level. It is also planned to develop a STEM ASN network. This will allow for project based learning at ASN level. The STEM leadership programme will be extended and closer collaboration with other Workstreams on joint programmes are planned. The STEM Workstream in partnership with Education Scotland will take the lead on COP 26 preparations.

A revised programme and monitoring of all the Workstreams has been established, supported by RACI Project Plans, clear outcomes and milestones. Performance monitoring and data based improvement planning based will be embedded into all plans. Reporting of impact will be values based and will be focussed on measuring improvement in the following key areas:-

- Creating greater equity at system, LA, cluster, school and classroom level
- Increasing the empowerment of our children, young people and staff,
- Improve outcomes for all including sustained positive destinations
- Improving outcomes for those at the lower end of the socio economic spectrum at a faster rate than the rest.

- Supporting and improving curriculum development, pedagogy and assessment
- Developing further effective collaboration at all levels.

Other areas of collaboration and focus will continue to develop and respond to needs identified across the four authorities as the FVWL RIC matures and evolves. In particular:

- **Career Long Professional learning (CLPL):** This group will continue to work together to co-ordinate and develop CLPL across the RIC supported by the RIC CPD Manager system which enables practitioners to participate in learning from any of the local authorities. The inspiration hub will be developed to include a CLPL section where practitioners from across the RIC can access all local and national CLPL programmes and events
- **Data Analysis** - The data coaches (one from each local authority) will continue to support schools and workstream leads in the use of data for numeracy and literacy with a key role in informing learning and teaching strategy for improvement. They will plan for collecting H&WB data on a RIC wide basis, to allow for planning and reporting on this area. The data coaches will also support the Performance Lead and the Development Officer with performance information.
- **Early Learning and Childcare** will continue with established networks, sharing and collaborative practice. RIC wide training and support will be offered to practitioners.
- **Community Learning and Development**, Parental and Family Engagement and Educational Psychology continue to work together. CLD teams will work with the Development Officer to ensure that the voice of Young People is fully articulated and that they become integral co-creators in RIC planning, activities and actions.

Education Scotland staff are fully involved and are an integral element in the Connect Team and all the Workstreams; working alongside colleagues, jointly planning, building capacity, developing programmes and providing support.

Governance

A new more inclusive governance structure has been developed and is now up and running (see Appendix 1). This year arrangements will be embedded and partnership working work to further clarify roles and responsibilities between the Collaborative Delivery Board and the Programme Board will be undertaken. The Young People's Collaborative Board will have a specific responsibility for scrutiny of UNCRC implementation across the RIC.

Communication

This session we intend to develop further our Inspiration Hub to allow for sharing of developing practice and creating a comprehensive all level certification database.

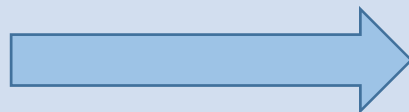
We will also further develop our successful joint RIC/Education Scotland SWAY publication ensuring that it not only reaches all our professionals but that the contents meet their needs. It will continue to support the development of collaboration, sharing best practice and promoting the work being carried out across Forth Valley and West Lothian to reduce the socio economic attainment gap.

FVWL RIC Numeracy Recovery Plan summary 2020 (DRAFT)

FVWL RIC Literacy Plan 2021-22

Develop collaborative learning approaches which build staff capacity to deliver high quality learning experiences for all.

RIC VALUES: equity;
empowerment; collaboration



Directly support practitioners to develop their knowledge, understanding and application of research informed pedagogy which is proven to improve outcomes for children and young people.

Develop collaboration between practitioners within and across local authorities to promote leadership at all levels.

Strive to raise attainment for all and close the poverty related attainment gap by supporting reflection on performance of pupils to enable continuous improvement.

SUPPORT & COLLABORATION

- Continue to share resources, research & good practice.
- Maintain established networks.
- Re-introduce in-school support.
- Introduce targeted interventions.

READING

- Reading Accreditation (Scottish Book Trust) Working Group.
- Reciprocal Reading: continue sessions & support.
- Paired Reading: continue.

WRITING

- Create targeted intervention and offer to specific schools.
- Continue to share good practice utilising the inspiration hub.

MODERATION

Build on the SQA Moderation model to allow for greater collaboration in Literacy moderation across clusters, Local Authorities and the RIC in the B.G.E

Interventions to support Literacy Recovery

Programme/Activity	Target Audience	Rationale
Support and liaison		
Regular sharing of resources and research via Twitter, blog & email	All FVWL practitioners	To ensure that all FVWL practitioners have easy access to current literacy research and CLPL offers.
English PTs' Network	English PTs	To bring together subject specific practitioners from the 4 LAs for support, collaboration and to share good practice.
Secondary Support for Learning PTs' Network	SfL PTs	As above.
EAL Teachers' Network	EAL Practitioners	As above.
"Let's talk about..." sessions on request	All practitioners	To bring together practitioners to discuss specific areas of concern and/or interest.
Programme - Literacy Tutoring (pilot project)	BGE English practitioners & pupils	There is extensive evidence showing the impact of tutoring to support pupils who have fallen behind but an estimated 80% of disadvantaged pupils currently do not have access to quality individual tuition (EEF & Sutton Trust).
Outdoor Learning for Literacy	Early Years, primary & secondary practitioners	Outdoor learning will be an important component of recovery plans so sharing good practice in this area will be of value.
Reading		

Working Group - Developing teachers' professional judgement of achievement of a level in reading	Early – 4 th Level practitioners & Literacy QAMSOs	Recognition of the need for “systematic, widespread and effective collaboration” (OECD) and increased practitioner confidence in the judgement of achieving a level.
Working Group - Reading Accreditation Partnership with Scottish Book Trust	Primary & secondary practitioners	Building a Reading Culture (Working Group) has been an integral component of the FVWL RIC plan for several years; this now dovetails with the SBT Reading.
Programme - Reciprocal Reading (8 weeks)	Upper primary & BGE English teachers	Reciprocal Reading *FVWL RIC Literacy Academy RR programme now has Education Scotland endorsement.
Programme - Disciplinary Literacy (8 weeks).	Non-English teachers of BGE pupils	Disciplinary Literacy is for “struggling students” (“Improving Literacy in Secondary Schools”).
Programme - Reading Recovery: CPD for 2 practitioners who started training in 2019; IPD for 4 other FVWL practitioners	Early Years & primary practitioners	Reading Recovery - early intervention that targets children with the most complex problems in reading and writing and enables them to reach age expected levels within 20
Programme - Paired Reading for learning assistants & parent/carer groups	Learning assistants; parents/carers	EEF “Working with Parents to Support Children’s Learning” providing practical strategies to support learning at home. EEF “Closing The Gap: Key Lessons” Using teaching assistants more effectively when properly trained and supported.
Writing		

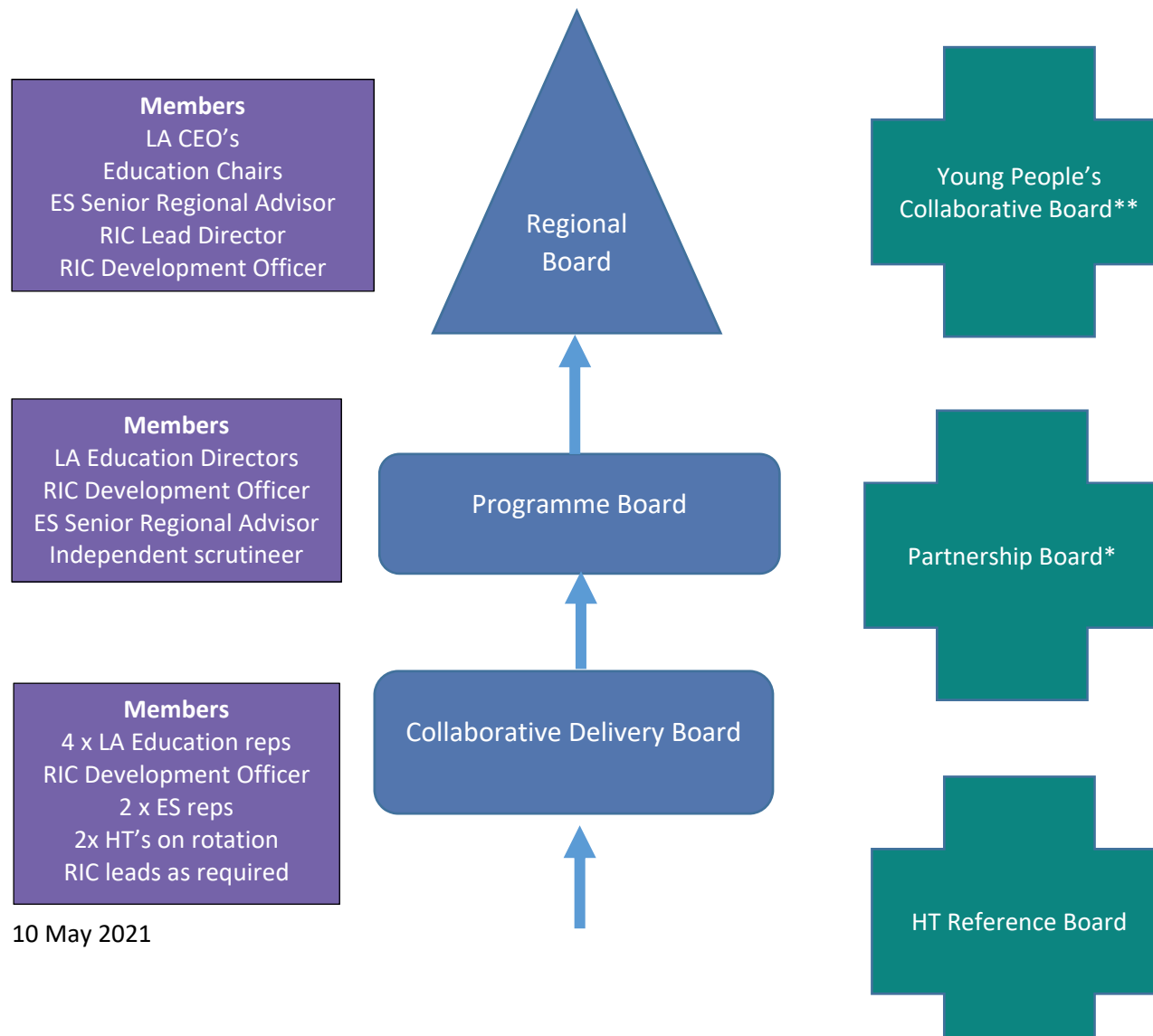
<p>Building on the existing recorded Webinars with accompanying 'challenge questions'</p> <p>'Stephen Graham 'Reading into Writing and Building a Writing Culture & Moderating</p>	<p>Primary & Secondary English teachers</p>	<p>RIC and national data reveal a clear writing gap for learners at risk of missing out. The Stephen Graham "Reading into Writing" webinars engaged 231 FWVL practitioners & many expressed interest in further sessions.</p>
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Numeracy - In August 2021 we will have a new Numeracy Team in place. The full Numeracy plan will be further developed by the new team.

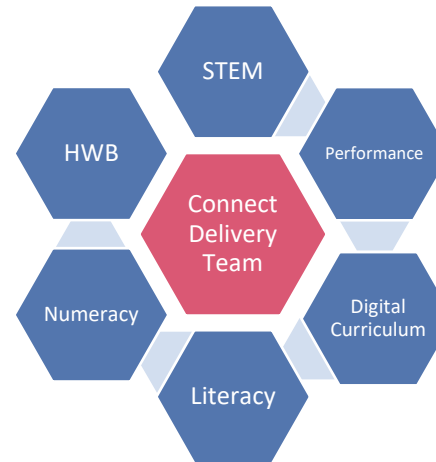
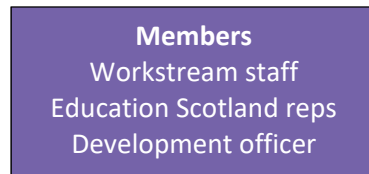
Overall Aims/Values	Methodology	SUPPORT & COLLABORATION
<ul style="list-style-type: none"> • Further develop targeted data based numeracy interventions and support. • Develop collaborative learning approaches which build staff capacity to deliver high quality learning experiences for all. • Build self sustaining networks to support practitioners at School, Cluster and LA level. • Underpinning VALUES: equity; empowerment; collaboration 	<ul style="list-style-type: none"> • Use data to target areas where resources can offer greatest impact. • Ensure that Health and Wellbeing is an integral aspect of all programmes • Directly support practitioners to develop their knowledge, understanding and application of research informed pedagogy which is proven to improve outcomes for children and young people. • Use networks to develop collaboration between practitioners within and across local authorities to promote numeracy leadership at all levels. • Strive to raise attainment for all and close the poverty related attainment gap by supporting reflection on performance of pupils to enable continuous improvement. • Use the inspiration hub as a vehicle to share best practice 	<ul style="list-style-type: none"> • Continue to share and develop resources, research & good practice. • Maintain established networks, and build new networks to support staff and learners. Building ASN networks and support are a priority. • Re-introduce in-school support. • Liaise with data coaches to ensure that Numeracy interventions are focussed on areas which can provide the greatest impact. • Continue to collaborate with numeracy team in other RIC's • Develop further links with Forth Valley and West Lothian Colleges • Further develop links with other workstreams, building on the links already established with STEM and Literacy • Build on the SQA moderation model to develop collaborative Numeracy moderation across the RIC.

Appendix 1

Forth Valley & West Lothian Regional Improvement Collaborative Structure



10 May 2021



**Core membership of Parent Councils, Colleges with invited partners included as required. Partners could include Health, Social Work, Chambers of Commerce etc.*

*** Membership to be determined by Young People at the RIC participation event in April*

	Members	Meet	Purpose
Connect Delivery Team	<ul style="list-style-type: none"> • RIC workstream staff • Education Scotland reps • RIC Development officer 	Monthly	<ol style="list-style-type: none"> 1. To add value to the work of each LA. 2. To bring coherence across the priority workstreams and work collaboratively to plan and develop themes for improvement. 3. To use information from the RIC Performance Profile to inform the direction of focus and to identify areas requiring improvement to support achieving excellence and equity aims. 4. To further develop the Communication and Engagement strategy in collaboration with the Communication Team. 5. To inform practitioners, leaders and partners about the work of each workstream. 6. To support and develop a culture that empowers practitioners and develops systems leadership capacity by delivering quality professional learning programmes and providing opportunities to lead the growing range of projects supporting the RIC priorities.
Collaborative Delivery Board	<ul style="list-style-type: none"> • 4 x LA Education reps • RIC Development Officer • 2 x ES reps • 2x HT's on rotation • RIC leads as required 	Monthly	<ol style="list-style-type: none"> 1. To provide advice and support to the Connect Delivery Team in shaping and delivering outcomes for each priority. 2. To ensure that workstream actions are in accordance with the overall vision and strategic direction of the RIC. 3. To share key developments in LAs and to identify and consider opportunities for collaborative working that will support improvement outcomes. 4. To scrutinise performance of the Workstreams. 5. To evaluate progress with development plans. 6. To oversee the consultations carried out with Advisory Boards. 7. To present papers for decision at the Programme Board.
Programme Board	<ul style="list-style-type: none"> • LA Education Directors • RIC Development Officer • ES Senior Regional Adviser • Independent Scrutineer 	Quarterly	<ol style="list-style-type: none"> 1. To provide strategic direction for the vision and aims of the RIC. 2. To approve ongoing Finance on a quarterly basis. 3. To ensure that all partners and stakeholders are fully consulted and engaged in the development of the RIC. 4. To evaluate the overall performance of the RIC and support a robust measurement plan. 5. To provide strategic support to facilitate clear communication between the key groups leading the work of the RIC. 6. To review and report on the impact of the grant on progress in achieving outcomes.
Regional Board	<ul style="list-style-type: none"> • LA Chief Executive Officers • Education elected members • ES Senior Regional Advisor • RIC Lead Director 	Bi-annually	<ol style="list-style-type: none"> 1. To share the vision of the Collaborative. 2. To drive the success of the FV&WL RIC plan. 3. To support and facilitate collaborative projects and working together. 4. To oversee the RIC grant allocation from the Scottish Government.

	<ul style="list-style-type: none"> • RIC Development Officer 		
HT Reference Board	<ul style="list-style-type: none"> • RIC Development Officer • Primary & Secondary HT reps 	Quarterly	<ol style="list-style-type: none"> 1. To provide feedback on current and future planning. 2. To support the development of RIC plans.
Partnership Advisory Board	<ul style="list-style-type: none"> • Senior Officer from FV&WL RIC • Parent Council representatives • RIC CLD rep • FV&WL college representatives • RIC Educational Psychologist rep • Identified permanent reps from partner organisations • Others for specific meetings 	Quarterly <i>in advance of Programme Board</i>	<ol style="list-style-type: none"> 1. To act as a consultative body on new ideas, plans and policies 2. To provide expert advice and support as and when necessary and/or appropriate 3. To represent the views of groups of stakeholders from across the RIC 4. To challenge and support plans, policies and interventions by the RIC across Forth Valley and West Lothian.
Young People's Collaborative Board	<i>Arrangements Ongoing through CLD leads across the RIC.</i>	Tbc	<ol style="list-style-type: none"> 1. To act as a consultative body on new ideas and plans 2. To ensure that the views and rights of young people across the RIC are fully represented in the decision making process in line with the statutory implementation of UNCRC. 3. To scrutinise RIC plans, policies and interventions in relation to UNCRC implementation. 4. To challenge and support plans, policies and interventions by the RIC across Forth Valley and West Lothian. 5. To be involved in the co creation of plans, policies and interventions by the RIC across Forth Valley and West Lothian.

Forth Valley & West Lothian Regional Improvement Collaborative Plan **2019-2022**





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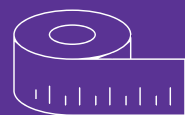
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Section 1

Introduction & background

Introduction

The Forth Valley and West Lothian Regional Improvement Collaborative (RIC) is ambitious to achieve excellence through raising attainment in all Curriculum for Excellence areas with a particular focus on numeracy and literacy. Our Improvement Collaborative will focus on closing the poverty- related attainment gap by ensuring that every child engages with the highest standards of learning and teaching to develop a range of skills, qualifications and achievements to allow them to succeed and achieve a high quality positive and sustained destination when they leave school.

Our approach will be shaped by teachers, practitioners, pupils, parents and partners working together with a common purpose to give all our children and young people the highest quality educational experience and best outcomes for life.



Elaine Cook

Lead Officer for Forth Valley
and West Lothian Regional
Improvement Collaborative
Depute Chief Executive,
West Lothian Council



Robert Naylor

Director of Children's
Services
Falkirk Council



Anne Pearson

Chief Education Officer
Clackmannanshire Council



Kevin Kelman

Chief Education Officer
Stirling Council

Background

In September 2017, the Scottish Government, local government and Education Scotland agreed that regional improvement plans should be developed “*which identify the improvement priorities within their respective regions in order to inform the design and delivery of a collective and cohesive support package shaped by local needs.*” (National Improvement Framework, 2018).

It was agreed that each Collaborative should formulate a regional improvement plan, based on school improvement plans, local authority improvement plans and the National Improvement Framework.

As a first step, our regional improvement plan (phase 1) was developed in January 2018. This introduced the overarching themes and priorities which were agreed as an immediate focus: Numeracy, Literacy, Early Learning and Childcare. Through consultation with stakeholders it was agreed that Professional Learning would be central to building the work of our Collaborative and supporting the priorities of each work stream theme. Also underpinning the strategy has been the use of data as an analysis tool to support strategies to make improvements in performance.

In September 2018, we published phase 2 of the plan and at this stage reviewed the scope and

reach of planning with the addition of funding from the Scottish Government. This enabled a team of people to be recruited to solely focus on Improvement Collaborative aims and priorities. We also reviewed governance arrangements and formalised our approach to governing the plan as a regional collaborative of four local authorities. As a result of the establishment of a dedicated full time RIC Team, phase 2 saw an increase in the pace of progress with priority work stream aims being achieved. As we move in to this next iteration of the plan, a fuller range of functions has been reflected to build on and develop plans to achieve our vision of a fully progressive collaborative.

In April 2019, a Regional Improvement Team from Education Scotland led by Jackie Halawi (Senior Regional Advisor) was appointed to support the work of the Regional Improvement Collaborative.

This Regional Improvement Plan is for the Forth Valley and West Lothian Improvement Collaborative and takes account of the following national and local plans and advice for Falkirk, West Lothian, Stirling and Clackmannanshire:

- 2019 National Improvement Framework and Improvement Plan for Scottish Education
- Education Reform-Joint Agreement (Scottish Government, June 2018)
- Regional Improvement Collaborative plan 2018-2019
- Local Outcome Improvement Plans
- Integrated Children’s Services Plans
- School Improvement Plans 2019-2020

This phase of the plan has been informed by:

- The review of the Forth Valley & West Lothian Regional Improvement Plan (Phase 2)
- Regional Improvement Collaboratives (RICs): Interim Review, November 2018



Section 2

Vision and strategic priorities Building the vision

Vision for the Regional Improvement Collaborative

The vision for the Forth Valley and West Lothian Improvement Collaborative is founded in the twin aims of the National Improvement Framework for Education in Scotland:

Excellence through raising attainment: ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed; and

Achieving equity: ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

The principles of our RIC are underpinned by shared values of respect, commitment and building strong relationships with each other. Our Collaborative will build effective relationships and work in creative collaboration with each other.

During our annual conference 'It's a Good Time to Collaborate' in May 2019, we heard from Professor Andy Hargreaves, Research Professor at Boston College, Visiting Professor at the University of Ottawa and a Distinguished Visiting Professor at Hong Kong University, who supports the use of Collaborative Professionalism as the approach to working together effectively as a Regional Improvement Collaborative. This is based on extensive research into collaborative cultures in Education in countries including Norway and Canada.

This approach to collaboration is central to our own Collaborative's aim to improve the quality of learning and teaching in every school and educational establishment, and so achieve our vision of excellence and equity for our children and young people.

Our plan is intended to be used by leadership teams and practitioners in every school and educational establishments throughout our Regional Improvement Collaborative. It will also inform RIC work- stream teams who include leads from our Local Authorities and Education Scotland, and partners such as our colleges, university and Community Learning and Development teams.



Ensuring
every child
has the same
opportunity to
succeed

Achieving Excellence in Learning

Our vision aims to support learning with meaning and purpose that will equip young people with the skills and attributes, qualifications and achievements that will enable them to contribute to and succeed in the young workforce of the future.



In doing this, we will review our approach to developing Curriculum in light of the refreshed narrative (national advice provided by Education Scotland, September 2019). A fresh look at the principles of curriculum design will support our aims to build an excellent and equitable curriculum for all children and young people. We will look at the totality of the curriculum but with a clear focus on specific areas (based on data information and analysis):



Building Collaboration

Since the establishment of the Improvement Collaborative in November 2017, we have built strong relationships with each other across the four councils and this is based on a partnership of trust and commitment to the delivery of our joint plan.

We have fostered a consultative approach to build an inclusive and reflective culture where all stakeholders' voices are listened to and considered in any development work. Our Regional Improvement Collaborative is led by a strong leadership team with a deep understanding of system wide improvement and how to enable its growth.

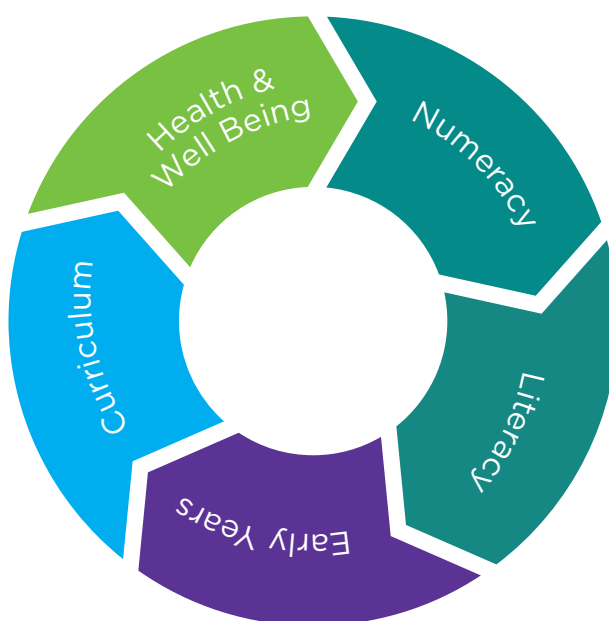
Central to our ethos is one of empowered leadership where practitioners and officers work closely together and across our Regional Collaborative. Practitioners are encouraged and have the ability to make connections that will improve learning and teaching, and impact positively on outcomes for children and young people.

Connecting

Our work stream priorities are connected and inter-woven to provide a cohesive approach to developing aims and implementation. Our Connect Team's membership consists of the work stream leaders, meet on a regular basis to share progress and ensure a holistic approach to collaboration.

Our vision is to connect schools, educational establishments, practitioners and partners by building extensive networks using digital technology and face to face opportunities to meet. This is being supported by identifying neighbourhood groups based on similar characteristics where relevant collaborative work can be undertaken.

In considering our network participation, we would like it to evolve as our practitioners and school leaders shape and develop the culture of collaborative professionalism. We have acknowledged self- generating improvement



collaborative teams that in many cases are grass roots initiated, and we nurture their growth and development in working towards our aims. We are supporting the development of an empowered system where partnership working is the key to reaching improvement in children and young people's outcomes.

Using Improvement Methodology

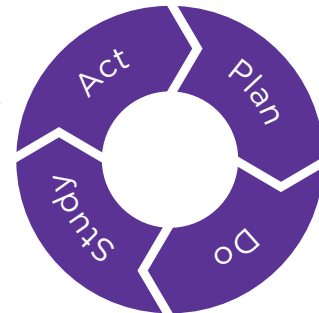
We underpin our planning using Improvement Methodology supported by the National Children and Young People's Improvement Collaborative and our Improvement Adviser team.

This is supporting each work stream in understanding the drivers for improvement and the actions that need to be taken to achieve it. The methodology provides learning on how to implement, measure and track progress.

We use the model for improvement which is based on the following questions:

- What are we trying to accomplish?
- How will we know that a change is an improvement?
- What change can we make that will result in improvement?

Each project has started on a small scale and considered tests of change before progressing to a model that can be scaled up. Examples of this are demonstrated in the Numeracy, Literacy and Early Years and Childcare reviews and plans. This proven approach ensures that the strategies being used are evidence based, carefully planned and thoughtful in predicting outcomes for children and young people.



We take a holistic approach to improving outcomes for children

Career Long Professional Learning

A central principle of the Improvement Collaborative is that we value the continuous development of our colleagues and enable collaborative practice to take place.

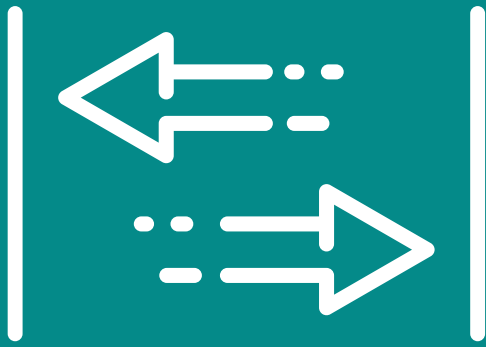
Our vision for CLPL is ambitious and we have taken the opportunity supported by the Scottish Government's funding to design and create a bespoke programme of professional learning that is innovative in nature and carefully constructed.

The Forth Valley and West Lothian RIC CLPL offer has been developed by practitioners and informed through consultation with schools, educational establishments and partners. Our course designers have been informed by research based on the principles of a visible learning environment. There is a framework and structure that supports a consistent delivery approach and high quality interaction with participants, as well as embedding reflective practice on learning and monitoring progress of its use in the classroom.

To support the delivery of a full range of quality marked initiatives in Numeracy and Literacy for children and young people aged 3-18, the Improvement Collaborative has had

the foresight to create both a Numeracy and Literacy Academy with physical classroom spaces for professional trainers and learners to work in an inspiring environment that promotes deep learning supported by pedagogical expertise.

Our work stream teams and Academy participants will be supported in evaluating each quality improvement strategy by an expert team including the Improvement Collaborative's Educational Psychology team, Improvement Advisers and consultant advice from Stirling University. We envisage a system being established that will support the co-ordination of all professional learning activities across the Improvement Collaborative, as well as provide a collated overview of CLPL uptake, and statistical analysis to support evaluation. We are working to produce a sustainable model of delivery of CLPL based on a 'Training the Trainer' approach in building confidence, expertise, and leadership capacity.



Section 3

Principles Of Planning Aligning Plans

Principles of planning

Each Local Authority has set out their improvement priorities taking in to account the National Improvement Framework as follows:

- Children and young people are at the heart of what we do
- We take a holistic approach to improving outcomes for children
- We are focused on strengthening the middle across the region - leadership at all levels
- A bottom up approach – the needs and improvement of schools and educational establishments will remain at the forefront of planning
- The voice of teachers, parents, pupils, communities and the third sector will be sought, valued and listened to at all stages of planning and reporting
- Decisions will be based on evidence and research, taking account of a range of the best international research and practice
- Ongoing improvement based on improvement methodology and theory of change will be the norm, with clear measurement plans, relating to impact and outcomes for children
- We will promote local diversity
- Activity will support additionality across educational establishments and the regional improvement collaborative
- Ideas and Innovation will be encouraged.

Our Plan will:

- be based on a detailed analysis of the latest relevant data on educational performance within the region.
- draw on data and information from other key sources, including health, justice and local community planning information.
- make clear how schools will access the support for improvement they require.
- make clear to Head Teachers and Heads of Establishments what is being provided to support them.
- support continuous improvement in curriculum design and development.
- work towards providing sector and subject specific support and advice in all eight curriculum areas.
- will support the development of high quality learning, teaching and assessment methodologies.
- build collaborative partnerships through innovative projects with a widening range of groups.

Children and young people are at the heart of what we do



National, Regional and Local Plans

National Priorities

The overarching key strategic priorities set out in the National Improvement Framework are reflected in all local authority and school plans.

These are, as set out in the National Improvement Framework:

- Improvement in attainment particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in children and young people's health and well being
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people.

Each plan is also focused on the national drivers for improvement:



Each Local Authority has set out their improvement priorities taking in to account the National Improvement Framework as follows:



**Clackmannanshire
Council**

Towards an empowered, connected, self-improving system to achieve excellence and equity for all.

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in children's and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school leaver destinations for all young people



Falkirk Council

Learning to Achieve

- Raising attainment and achievement: Raise attainment for every child and young person and enable them to make excellent progress through their learning journey 3-18 years.
- Wellbeing, equality and inclusion: Improve processes to support attainment and positive destinations for Falkirk's vulnerable children and young people.
- Skills and attributes development: Improve attainment and positive destinations for Falkirk's young people.



Prosperous, Healthy, Achieving, Resilient

- The attainment gap relating to poverty, additional support needs and looked after children and young people is reduced.
- Raise attainment for every child and enable them to make excellent progress through the Broad General Education.
- Improve children and young people's mental health and wellbeing.
- Support young people to further develop skills and knowledge which allows them to fulfil their potential in both their careers and in wider life.



**West Lothian
Council**

Achieving Excellence and Equity

- Improvements in attainment including numeracy and literacy.
- Closing the gap between the most and least disadvantaged children particularly in numeracy, literacy, health and well-being, positive destinations, early learning and childcare.
- Improvements in Children and Young People's health and well-being.
- Improvement in employability skills and sustained, positive school-leavers destinations for all young people.

Regional Priorities

In considering each of the Local Authority priorities, and the National Improvement Framework, Forth Valley and West Lothian Regional Improvement Collaborative will continue to focus on the following:

- Improving attainment in literacy and numeracy for children and young people aged 3-18 years.
- Closing attainment gaps between the most and least disadvantaged children and young people for numeracy and literacy.

In addition, this year there will be a priority focus on the following:

- Improvement in health and well-being of children and young people.
- Improvement in curriculum developments and learning and teaching to support employability skills and sustained positive destinations.

The four Local Authorities are sharing plans, building connections with each other and engaging with the newly formed Regional Improvement Team (Education Scotland) to maximise partnership working to achieve the aims of local and regional priorities.

In addition, each Local Authority is developing their plans for working with Education Scotland's Regional Improvement Team.

Improvement
in health and
well-being of
children and
young people





Support
planning and
development
of the STEM
strategy

Regional Improvement Team (Education Scotland)

The Regional Improvement Team (Education Scotland) for Forth Valley and West Lothian is working with each local authority and will provide an overview of their work with each and identify areas that could be progressed in a collaborative local, regional or national approach.

The overview of improvement priorities for each Local Authority has been collated and provides detailed plans for partnership working.

In initial discussions between the RIC Directors and the Regional Improvement Team (Education Scotland), areas of support were requested based on the work stream priorities

Subsequently, the Regional Improvement Team produced an action plan for Session 2019-2020 which has been agreed with the RIC Directors and is included in the Forth Valley and West Lothian Improvement Collaborative Regional Improvement Plan, Work Stream plans 2019-2020

| The Core Ask of Education Scotland

- Commission reports for each Local Authority on a PEF overview to inform progress with reducing the poverty related attainment gap.
- Provide detailed analysis and narrative of recent inspection reports for the 4 LAs with RIC overview.
- Provide 'data literacy' expectations of HMI school inspections.
- Provide support for the RIC CLPL programme- facilitators, links to expertise.
- Attend and contribute to established work stream meetings

| Supporting new work streams:

- Health and Well Being
- Commission reports for each Local Authority on a PEF overview to inform progress with reducing the poverty related attainment gap.
- Provide detailed analysis and narrative of recent inspection reports for the 4 LAs with RIC overview.
- Provide 'data literacy' expectations of HMI school inspections.
- Provide support for the RIC CLPL programme- facilitators, links to expertise.
- Attend and contribute to established work stream meetings.

| STEM

- Support planning and development of the STEM strategy.

| Curriculum

- Support digital requirements of the RIC virtual campus.
- Support specific subject networks eg. Computing, Social Sciences.
- Support assessment and moderation strategy and planning.

| Supporting established work streams

| Numeracy

- Collaborate with the Numeracy team to validate whole class approach to teaching numeracy at P1 and P2.
- Support in developing the numeracy specific Pupil Support Worker course.

| Literacy

- Sharing of ES' strategies and mechanisms for sharing practice across wider audiences.
- Sharing of ES' research-based plans and priorities in Literacy.



Section 4

Review Of Phase 2 Summary Report

Review of Phase 2

A summary review of Phase 2 progress is attached in Appendix 1.

Feedback on the Phase 2 Plan

The following areas were highlighted in feedback provided to the Improvement Collaborative in October 2018 from the Scottish Government and Education Scotland:

- 1** Provision of Governance arrangements could be strengthened
- 2** More information on tracking performance progress
- 3** Widen partnership working

To address point 1, through consultation with key people involved in governance, a Governance Plan was created. An updated

version of the Governance Plan is included in this plan.

To address point 2, advice was sought from the RICs Improvement Advisors who worked with each work stream to support the use of improvement measures to identify baselines, track and monitor progress, and set realistic targets for each project.

To address point 3, a number of partnerships have been established and developed. These are discussed in the summary report and throughout the work stream plans.

Communication and Engagement Strategy

In phase 2, the lead team created a Communication and Engagement Strategy. This was developed to increase awareness of the work of the regional collaborative, and build networks of practitioners who are engaged in working collaboratively with each other on the RIC priorities. Details of progress are provided in the summary report of phase 2 and next steps are in the updated Communication and engagement strategy included in this plan.

A range of engagement events have taken place to provide practitioners with the opportunity to become more involved with the work of the RIC, network and develop relationships across local authorities and be supported with learning that develops collaborative professionalism.

Some of the planned activities which have taken place are:

- Leadership and Improvement Methodology programme delivered by National Improvement Advisers- RIC SCLIP (Scottish Coaching and Leading for Improvement), December 2018 and February 2019, 6 days training event for 30 practitioners.
- 'It's a Good time to be Two', 12th February 2019, 250 Early Years practitioners conference.
- A series of 4 Head Teacher meetings per session (Primary/Early Years and Secondary) are being planned with each local authority hosting and leading on the themes for each session. The first meetings took place in May 2019.
- 'It's a Good time to Collaborate', 29th May 2019, 350 teachers and middle leaders with representation from every school/educational establishment, conference engaging with the work-stream priorities. Keynote speakers included Dr Elaine Cook (FV&WL Lead Director), Professor Mark Priestley (University of Stirling) and Professor Andy Hargreaves (Boston University).
- The CLPL Programme has delivered two symposiums (November and December 2018, 70 practitioners attending each) with a focus on self- evaluation, evidencing progress and pace and challenge in learning and teaching.
- Local Authorities invited each other to events for example, the West Lothian PEF Conference (15th March, 2019); The Falkirk Learning Festival with Sir John Jones (15th June 2019); STEM@the Helix event for all secondary schools (May 2019).

Budget Spend and Recruitment Planning

In October 2018, the Regional Collaborative was successful in its bid for funding to support the delivery of the phase 2 plan. Funding was used to recruit a full time team of lead people to develop and progress the aims of the plan. The lead Director and lead Development Officer for the Improvement Collaborative have both been funded from the grant, and from February 2019 the following posts have been appointed to support the work stream priorities: Lead Quality Improvement Officers – Numeracy (2), Literacy (1), CLPL (1); Performance Officer (Data Analysis); Support Officers for Early Years (4, one for each Local Authority); Data Coaches (4, one for each Local Authority); Numeracy Pedagogues (2); Business Management Support (0.5).

There are seven areas of budget spend:

- Developing the work of the RIC
- Leading the work of the RIC
- Numeracy
- Literacy
- Early Learning and Childcare
- Improving performance
- Career Long Professional Learning

As well as recruitment of staff, funds have been used to research, develop and launch a bespoke programme of professional learning for the FV&WL Improvement Collaborative which will be ready to launch in September 2019.

Work Stream Progress in Phase 2

A summary of each work stream's progress is provided in the summary report (Appendix 1).



funds have been used to research, develop and launch a bespoke programme of professional learning



Section 5

Consultation outcomes

You said

We did

In January 2019, a full consultation was undertaken with schools and educational establishments in Forth Valley and West Lothian. A summary of key findings and actions taken is provided:

64 schools or educational establishments responded to the consultation. This is approximately a 29% response. Responses were provided from 76% Primary, 14% Secondary, 10% Additional Support Needs & Officer Teams.

We asked

What would be your preferred means of communication to engage with other schools and staff across our RIC?

You said

67%
Seminars & events

58%
Networks

38%
Social media

28%
Glow blog

27%
Digital platform

We did

- Early Years Conference for 250 practitioners (February 2019)
- Middle leaders and teachers Engagement Conference for 300 practitioners (May 2019)
- Secondary Head Teachers morning (June 2019)
- Primary and Early Years Head Teachers and Heads of Establishment morning (May 2019)
- Calendered 4 Primary/Early Years and 4 Secondary Head Teachers meetings for Session 19/20
- Launched 18 Curriculum networks (secondary subjects) (February 2019)
- Created Numeracy, Literacy and CLPL networks at the Engagement conference (May 2019)
- Launched twitter account (February 2019) currently with 848 followers
- Launched You Tube channel (July 2019)
- Created and launched FV&WL RIC Blog (February 2019)
- Provided digital platform linking tiles across the Regional Collaborative

We asked

What areas of professional learning would you like to be offered through the support of our RIC?

You said

73%

Developing the Curriculum Assessment & Moderation

61%

Learning & Teaching

59%

Using data for analysis & improvement

50%

Empowering leadership

42%

Aspects of Literacy

41%

Aspects of Numeracy

41%

Digital platform

We did

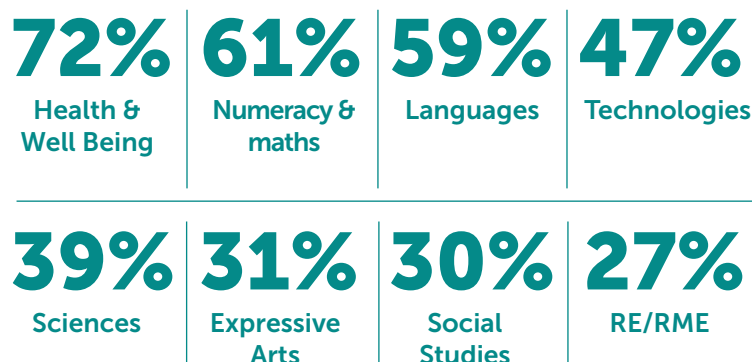
- Provide a Curriculum development programme (4 days) for senior leaders led by the University of Stirling-September 2019 launch.
- Launch of 18 Curriculum networks in West Lothian (February 2019) covering full range of subjects in the senior phase. Being developed to open up to all 4 local authorities through Microsoft teams- September 2019.
- Preliminary discussions and plans developed with Forth Valley and West Lothian Colleges to support a STEM strategy (details in the STEM plan).
- Support of various Curriculum areas in the FV&WL CLPL programme including STEM, Numeracy, Literacy, H&WB.
- Agreement to focus on PSE development in partnership with Education Scotland and the new H&WB RIC work stream team.
- Partnership agreement with Winning Scotland Foundation (WSF) to provide Numeracy Mindsets programme (1 year course with 75 practitioners starting in September 2019); Co-designing Literacy Mindsets in partnership with WSF and the University of Strathclyde (Session 19/20).
- Development of a Numeracy Academy 3-18 (details in the Numeracy plan) launching start of Session 19/20.
- Development of a Maths Strategy-National 5 level, (details in the Numeracy plan) starting in August 2019.
- Development of a Literacy Academy 3-18 (details in the Literacy plan) launching during Session 19/20.
- Assessment and Moderation event led by Education Scotland and assessment co-ordinators.
- Provision of Data Analysis session at the regional conference (May 2019) and development of 4 session course for the RIC CLPL programme (Session 19/20).
- Appointment of 4 Data Coaches – primary and secondary- to support practitioners in using data for improvement and improve confidence in data literacy.
- Partnership programme in collaboration with Stirling University-Systems level change, empowering leadership.
- Bespoke FV&WL RIC Columba 1400 programme (3 cohorts) for Head Teachers, Education Officers, Education Scotland RIC team.
- Improvement Methodology programme (6 days)- with the National Improvement Team.



We asked

Which curriculum areas would benefit from regional collaboration?

You said



We did

- Create a programme of professional learning to support Maths and Numeracy (See Numeracy Academy).
- Create a programme of professional learning to support Literacy (See Literacy Academy).
- Undertook preliminary research of work being undertaken currently across the Collaborative on Health and Well Being (H&WB). The outcome is that a new H&WB work stream will be formed and its aims are set out in the phase 3 plan.
- Shared the outcomes of the Social Studies programme which West Lothian led with its Principal Teachers of Curriculum in Session 2018-19. The programme will be extended to Session 19/20 with collaboration widening across the Improvement Collaborative.
- Shared the progress of the STEM strategy for Falkirk in particular the work of the RAISE Primary Science project. This will inform the Improvement Collaborative's Phase 3 plan for Curriculum and STEM development.
- Develop the use of Curriculum networks throughout the Improvement Collaborative.

We asked

Please provide suggestions of how the RIC could support future improvements for each of these priorities

You said

More grass roots involvement

Alignment of key people with a??

Learning from other schools

Key comments on the following themes:

Sharing good practice: Sharing interventions to trial in class through resources from the Pupil Equity Fund.

We did: The PEF Leads from each Local Authority met and shared the key strategies which have worked and were being used successfully in schools. These are being discussed with schools in each council. Each Local Authority has also invited colleagues to attend their annual PEF Conference in Session 2018/19.

Numeracy: Support teaching methodologies; share evidenced based improvements; focus on pedagogy; drive to improve attainment.

We did: Numeracy report available from Phase 2, summary report and phase 3 plan.

Literacy: Develop a writing culture; provide a literacy audit tool for validated self -evaluation; use Education Scotland colleagues to validate literacy developments; focus on pedagogy; build consistency of reading skills across schools/clusters/local authorities; practitioner led professional reading that has been effective in reducing reading gaps.

We did: Summary report available from phase 2 and phase 3 plan. Examples to support Reading development available on the FV&WL RIC blog.

Literacy: Develop a writing culture; provide a literacy audit tool for validated self -evaluation; use Education Scotland colleagues to validate literacy developments; focus on pedagogy; build consistency of reading skills across schools/clusters/local authorities; practitioner led professional reading that has been effective in reducing reading gaps.

We did: Summary report available from phase 2 and phase 3 plan. Examples to support Reading development available on the FV&WL RIC blog.



Early Years: Robust assessment; reducing workload by sharing preparation of resources; providing guidance and training on Early Years 'learning through play' to raise attainment in numeracy and literacy; high quality CLPL such as Froebel training.

We did: The ELCC team shared resources and strategies to reduce overlap of resource development and to develop their strategies together for the Early Years expansion. The EY Conference provided training on 'learning through play' and a self-evaluation toolkit of progress measures. Froebel training was delivered throughout the Improvement Collaborative. Professor Ferres Laevers, University of Leuven, Belgium invited to hold a conference to support Early Years development in November 2019.

Career Long Professional Learning: Self-evaluation in practical ways to involve all stakeholders; visit other schools; shadowing; share improvement methodologies; building leadership capacity (middle and HT); Network meetings with work stream focus.

We did: A self-evaluation model has been developed in partnership with the Improvement Collaborative's Principal Educational Psychologist team. This is supporting evaluation of professional learning and ongoing reflection and monitoring of its use in practice. An agreement has been reached so that senior and middle leaders can support each other with reviews and visit each other's schools. The neighbourhood grouping of schools is supporting this initiative. Stirling University has developed a leadership programme to support the Curriculum and this will be delivered in Session 19/20.

Moderation: Provide bank of holistic assessments in literacy and numeracy which have been moderated; moderate beyond the local council context; create example pieces and bank of holistic assessments/benchmarked.

We did: Moderation and Assessment co-ordinators from each Local Authority have established a Regional Improvement Collaborative team. They have shared approaches and invited practitioners to joint events to support training in the use of moderation and assessment strategies.

Build confidence in using data for improvement: Provide training at a range of levels in the use of data for improvement.

We did: Range of training provision provided and new programme developed for Session 19/20. In listening to our stakeholders, we have begun to address the following questions:

We asked

What would you want your school to gain from being part of our RIC?

You said

91%

Learning from other schools' good practice

69%

Improving performance together

59%

Closing the poverty related attainment gap

58%

Moderation of Curriculum for Excellence on a wider scale

58%

Working on self- evaluation with each other

55%

Gaining a different perspective on our work

funds have been used to research, develop and launch a bespoke programme of professional learning





We asked

What else would you want your school to collaborate on as part of our RIC?

You said

- Sharing expertise in SEBN
- Create neighbourhood HWB profiles
- Inclusion, progress and achievement
- Approaches to meeting additional support needs
- Supporting positive mental health of staff to build resilience
- Efficiency and not to reinvent the wheel
- Good parental practice-sharing
- Network within subject areas
- Well- being/nurture initiatives which have worked well
- Family learning
- Innovative ways of schooling- structure of the school day
- Share DYW and GIRFEC practice

We did

- SEBN leads have met to share expertise.
- Performance Team developing H&WB profile and neighbourhood groups within it.
- Initial Head Teacher meeting facilitated discussion.
- New RIC Team being launched Session 19/20.
- RIC CLPL programme supported by Unions input.
- New H&WB Team will progress this ask.
- Leads from each LA have met and formed a team to share strategies. CLPL programme supporting 4 session training course with Education Scotland input.
- Practitioner and HT meetings; RIC Blog sharing resources. Microsoft Teams files for Curriculum networks and work stream teams.
- 18 Curriculum networks established in West Lothian and being expanded across the RIC in September 2019.
- CLPL programme supporting 4 session training course with Education Scotland input. Numeracy Team providing training as part of the Numeracy Academy.
- Curriculum DHTs group established for the RIC. Development programme being led by University of Stirling.
- Performance Team updating RIC Profile to include DYW data. This will inform new Curriculum and STEM strategy for the RIC. GIRFEC will be shared through the new H&WB Team's plan.



We asked

Please add ideas that you have to support/contribute to the development of the Regional Improvement Collaborative. What added value would there be from your experience?

You said

- Hosting visits from other colleagues
- Opportunities for school leaders and teaching staff to meet and discuss improvement priorities
- Pilot interventions and/or conduct small tests of change, evaluate findings
- Structured approach to Special Needs establishments working together more closely
- Align inset days
- Expand college links to increase breadth in the curriculum
- Discuss flexible curriculum and range of qualifications being developed
- Establish quality improvement partnerships- engage in school evaluation from different perspectives

We did

- Neighbourhood schools groups identified.
- Validated Self Evaluation teams being created.
- Head Teacher & Heads of Establishment meetings arranged-4 per session.
- Improvement priorities shared.
- A range of projects being undertaken across all of the work streams.
- Initial meeting taken place and new plan being developed.
- Draft document produced with possible alignment agreed for Session 19/20. 20/21 under current discussion.
- Agreements in place to work with Forth Valley and West Lothian Colleges on Curriculum, STEM and Numeracy, Virtual Campus developments.
- Discussion about Virtual Campus being progressed. Scoping visit to E-Sgoil undertaken. Phase 3 plan developed to take forward.
- Agreement to undertake programme of Validated Self Evaluation reviews together. Team of Quality Improvement Officers developing framework for Session 19/20.



Section 6

Performance and improvement profile

Profile of Forth Valley and West Lothian Region

The Forth Valley and West Lothian Improvement Collaborative serves an area of 3070 square kilometres. Stirling Council's area covers 70% of the overall Collaborative geography which ranges from rural highland and lowland in Stirling, through urban and post-industrial mining, steel and manufacturing communities in all four authorities. The Collaborative has a total population of 484,700 or slightly less than 9% of Scotland's population.

The Collaborative provides core education services to nearly 68,000 pupils in 173 Primary, 29 Secondary and 16 Additional Supports Needs Schools. This is just under 10% of Scotland's school pupils and 9% of Scotland's schools. A detailed picture of ASN schools is attached in Appendix 2.

The teaching workforce is made up of 2425 Primary Teachers, 2306 Secondary Teachers and 217 Additional Support Needs Teachers. Early Learning and Childcare places are provided across the Collaborative for 7,875 three and four year olds.

Across the Forth Valley and West Lothian Collaborative region 60 data zones fall within the 15% most deprived in Scotland according to SIMD 2016, with Clackmannanshire having 15% of their data zones in this category, Falkirk 11%, Stirling and West Lothian both 7%. Clackmannanshire is a Scottish Attainment Challenge (SAC) authority and there are SAC schools in each of the other LAs, as well as a significant amount of PEF funding being allocated across the region.

Early Years

Across the region Early Learning and Childcare provision is made through nursery classes, stand-alone local authority extended day 50 week centres, private and voluntary sector providers and through some child minding services.

The quality of provision across the region is good based on Care Inspectorate reports but there is a need to maintain quality with the expansion of provision. Notably, between 2010/11 and 2016/17, all Local Authorities within the Forth Valley and West Lothian Collaborative region achieved higher quality ratings than the Scottish average. In 2016/17 rates within the region ranged from 93% to

100%, compared to the Scottish average of 92%.

Reviews were introduced by the Scottish Government in 2013 to assess children's developmental status and to record any concern or disorder against a selection of developmental domains (social, emotional, behavioural, attention, speech, language & communication, gross motor, fine motor, vision and hearing). In 2015/16 approximately 72% of children in Scotland met developmental milestones at these reviews. Within the Forth Valley and West Lothian region equivalent percentages currently range from 71% to 79%.

| Attainment: Broad General Education

The recorded CfE levels across the regional collaborative as a whole are in line with, or marginally better than the national average for all stages in reading, writing, listening & talking and numeracy. Each has also shown an increase from 2016/17 to 2017/18. This is also true for all stages across all five SIMD quintiles.

However the percentage of pupils attaining the expected levels in numeracy drops from P1 to P4 and again to P7. This is the case for all four authorities, as it is for Scotland as a whole.

Numeracy in the Forth Valley and West Lothian has demonstrated improvements in P1,4 and 7 from 2016/17 to 2017/18. One of the early targets of the regional collaborative has been to identify interventions to address this drop and seek to drive up attainment levels, particularly in numeracy, across the region. Another early area identified is Reading and this will be a focus of the Literacy strategy.

| Senior Phase (all S4 Leavers in 2017)

Across the regional collaborative as a whole the average tariff point score for our children and young people is above the national average for SIMD quintiles 2-5. However, it is significantly below the national average in quintile 1 (most deprived) with only West Lothian and Falkirk performing better than the national average. Clackmannanshire's performance in quintiles 3,4 and 5 have increased from 2015/16 to 2017/18 but are below the national average

except in quintile 4. In quintiles 2,3,4 and 5 Falkirk have increased from 2015/16 to 2017/18, while Stirling has increased in quintiles 3,4 and 5 for the same period and is above the national average. West Lothian has increased in quintiles 2 and 4, remaining the same in quintile 3 and slightly decreasing in quintile 5 from 2015/16 to 2017/18 but remains above the national average in all quintiles.

| Positive Destinations

The percentage of school leavers in a positive destination on leaving school in 2016/17 across the regional collaborative was the same as the national average (93%) and both have increased to 94% in 2017/18. It is noted that the proportion of school leavers entering Higher and Further education in 2017/18 is in line with

the national figure of 41% and below (24% compared to 27%) respectively. Work will be undertaken to better understand why this is the case with the aim of driving up the aspiration of our young people to attain higher level qualifications.

| Attendance

Attendance at Primary School across the regional collaborative is broadly in line with the national average at around 95% for all primary stages.

In S1-S3 overall attendance across the regional collaborative is also in line with the national average. However, across all four authorities' attendance drops from S1 to S2 to S3 to around 90%. This represents, on average, every pupil missing one day of school in ten. Work will be undertaken to provide a more detailed analysis of patterns of attendance across the

collaborative. This will be cross-referenced with the success of Pupil Equity Fund targeted initiatives to improve attendance rates.

A full insight into the performance data for the Improvement Collaborative is attached in the Performance Profile (Appendix 3). This includes a narrative and links to the Local Government Benchmark Framework. The table below links the data sets within the profile to the work stream performance measures and informs their analysis, strategy and planning for improvement.

National Improvement Framework Driver – Performance Information

In line with national guidance on Developing Regional Improvement Plans, the Forth Valley and West Lothian Collaborative will plan on the basis of all available evidence on performance within the region, including school attainment data. It is a priority for the Collaborative to make intelligent use of the data and wider performance information and ensure that there is a balance between data analysis and broader collaborative inquiry.

The Collaborative has worked to collate and oversee shared data to analyse and inform priority areas to target, and to provide information for the teams to develop their ideas and plans. Numeracy and Literacy CfE levels and HMI reports have provided a good overview. The Performance Team works with each team i to draw together agreed baseline data and progression updates. They have developed a data pack for the wider use of the RIC. As each new work stream forms in phase three, in-depth data will be required to support planning and target specific outcomes. The

team is also supporting the development of a RIC data sharing agreement, and has completed a data impact assessment.

The Performance Team have summarised and collated inspection reports from September 2016-March 2018 for special, primary and secondary schools. These provide a summary of quality indicator evaluations with key strengths and areas for development (section 5, Performance Profile). Each work stream is using this information to support the focus of their project.

What do we want to achieve?



- ✓ Improvement planning will be carefully designed to maximise the quality of information and ensure that evidence sources are fit for the intended purpose, based on improvement methodology.
- ✓ Evidence is used across the Collaborative to gain a deeper understanding of improvement.
- ✓ Practitioners across the Collaborative are more confident in data literacy.

Measures of success will be:

- ✓ External feedback on planning and reporting across the Collaborative will be recognised as based on good use of data and evidence and effective planning.
- ✓ Resources and support for data analysis at the centre is reduced.

What will we do?

- ✓ Gather data and establish baselines.
- ✓ Identify families of schools based on socio-economic and attainment schools.
- ✓ Develop School Improvement Partnerships across the Collaborative.
- ✓ Develop subject and curriculum area partnerships across the Collaborative.
- ✓ Share evidence based approaches to close the poverty related attainment gap.



Section 7

Delivering for the region: the next phase

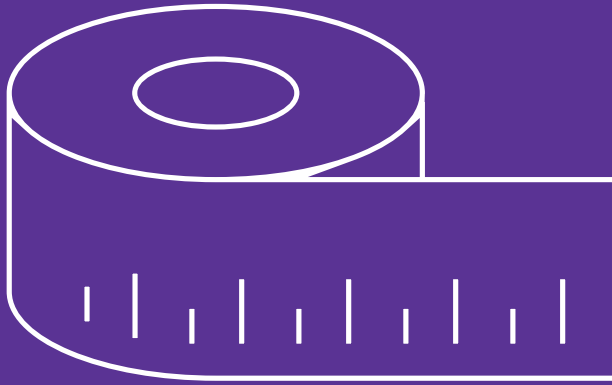
Priorities of the RIC

The Forth Valley and West Lothian Collaborative has carried out an analysis on the available performance data for the region. Taking account of the National Improvement Framework and the Strategic Priorities, as well as an analysis of school improvement plans, the following work-streams for the 2019-2020 Plan have been prioritised and agreed:

Priority Focus	NIF Drivers	Work Stream Aims	Work Stream Lead
Numeracy	Teacher professionalism School improvement Performance information	Raise attainment and reduce the poverty related attainment gaps in numeracy Develop collaborative learning approaches which build staff capacity to deliver high quality learning experiences in numeracy	Peter Valentine Lynne McBain
Literacy	Assessment of children's progress Teacher professionalism School improvement Performance information	To bring together a range of professionals with a relentless focus on supporting teachers and a range of other staff who provide support to improve children and young people's educational attainment	Lindsey Duncan
Early Learning and Childcare	Teacher professionalism Assessment of children's progress School improvement Performance information	By the end of 2020, 100 % of children aged 2-3 years old will experience good or very good quality ELC in establishments in the FVWL RIC	Judith Edwards
Health and Well Being	Teacher Professionalism School Improvement Assessment of children's progress Performance Information Parental engagement	Support positive mental health and well-being of children, young people, staff and school communities. Review PSE programme Develop parental engagement and family learning Support schools with evaluation: Ensuring Wellbeing, Equality and Inclusion.	Gillian Campbell
Curriculum: Developing the Curriculum & STEM	Teacher professionalism Assessment of children's progress School improvement Performance information	Develop the Curriculum and ensure that it is equitable and accessible for all children and young people Develop pathways that raise attainment and close the poverty related attainment gap	Leigh Watson

Two overarching work streams support overall improvement and collaborative activity in the region. These themes support each of the priority focus areas of Numeracy, Literacy, Early Learning and Childcare, Health and Well Being and Curriculum development. These work streams are:

Priority Focus	NIF Drivers	Work Stream Aims	Work Stream Lead
Career Long Professional Learning	Teacher professionalism School leadership School improvement Parental engagement Assessment of children's progress Performance information	To address expectations of the NIF which are being taken forward by each of the work-streams To empower teachers, head teachers, parents and communities to deliver excellence for children and young people	Stefan Wyroslawski
Performance Information	Performance information School improvement Assessment of children's progress Teacher professionalism	Maximise the use of information and ensure that evidence sources are fit for the intended purpose, based on improvement methodology Evidence is used across the Collaborative to gain a deeper understanding of improvement Practitioners across the Collaborative are more confident in data literacy	Michael Davis



Section 8

Measurement plan

Key Indicators and measures to evidence progress

In line with the 2019 National Improvement Framework, a basket of measures will be used to assess progress of RIC priorities. This will provide a comprehensive and consistent approach with key performance indicators being tracked across the Forth Valley and West Lothian Improvement Collaborative in relation to the four key strategic priorities of the NIF.

Strategic Priorities of the NIF	Prioritised Activity of the RIC	Measures
Improvement in attainment	Literacy Plan Numeracy Plan Early Learning and Childcare Plan CLPL plan Subject networks Performance data and profile	Teacher professional judgement: Literacy CfE levels Numeracy CfE levels Maths award data Level 5, 6 and 7 awards 3.2 HMIE reports
Literacy	Literacy Plan Numeracy Plan Early Learning and Childcare Plan CLPL plan Subject networks Health and Well Being plan Performance data and profile	Closing the gap data for levels 5 and 6 Closing the gap data for numeracy and literacy 3.2 HMIE reports Levels 5 and 6 awards
Early Learning and Childcare	Health and Well Being plan Early Learning and Childcare plan Collaborative Partnerships	Attendance rates Exclusion rates Health and well-being survey data Developmental milestones
Improvement in Employability skills and sustained positive destinations	Curriculum development plan STEM plan Numeracy plan Literacy plan Performance data and profile	SCQF 4, 5,6 and 7 awards Achievement Awards Participation measures Leaver Destinations



Section 9

Governance and Reporting Plan

Governance and Reporting

In line with the agreement between COSLA and the Deputy First Minister, and the report of the subsequent joint Steering Group, the Forth Valley and West Lothian Improvement Collaborative has agreed a model of governance that will retain local accountability, working in partnership with Education Scotland and the Scottish Government.

The structure for the Improvement Collaborative has been agreed and established. The Collaborative has developed a Governance model that effectively reflects the principle of leading from the middle, collaboration and bottom up.

The Governance structure ensures that the leadership and work stream groups are responsible for developing the "offer" to schools and practitioners, with the reference and engagement groups helping to develop the "ask". Engagement groups are comprised of

practitioners and wider stakeholder groups.

The Lead Officer reports on the progress of the Collaborative to respective Chief Executives and to local elected members via the relevant education committees of each council. Centre colleagues are also updated on the work of the RIC.

The first RIC Governance plan was produced in November 2018 and the updated version is shared on the next page.

Governance Plan August 2019

Governance Arrangements

Each Local Authority has its own unique set of circumstances. The experiences and learning from the SAC and PEF inform the way we work in partnership with each other.

The Forth Valley & West Lothian Regional Improvement Collaborative aims to improve outcomes for children and young people in line with the National Improvement Framework for Education:

- Excellence through raising attainment: ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed and
- Achieving equity: ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty related attainment gap.

Each Local Authority is responsible for the provision of education for children and young people in terms of planning and delivery and will be accountable for attainment and achievement outcomes. The Improvement Collaborative will provide 'added value' to the work of each local authority and will engage in an annual review which is informed by robust evaluation and a

revised plan submitted to the regional board.

It has been agreed by the four Local Authorities that lead roles will be aligned to provide coherence to the work that is being undertaken on a regional basis. The Chief Executive Officer, RIC Lead Director and RIC Lead Development Officer will sit within one local authority for an 18 month basis which will then be open to review. Any change would involve discussion with Education Scotland before approval of a new RIC Lead director.

Funding: Forth Valley & West Lothian Grant

The Scottish Government has given the RIC a grant for 1 year from 1st August 2018 to July 31st 2019. It has been agreed that monies will sit separately from the 'Lead' local authority for auditing purposes. A report on the use of grant funds has been produced and sent to the Scottish Government (July 2019).

Staff employed to support the work of the Improvement Collaborative do so on a secondment basis and are line managed by their local authority Lead Director. They remain accountable to their local authority.

Strategic and Operational Leadership

The work of the Improvement Collaborative will be supported by a number of strategic and operational teams. The purpose and role of each team within the governance arrangements are as follows:

1 Regional Board Membership

Chief Executive Officers and Education Spokespersons of Falkirk, Clackmannanshire, West Lothian and Stirling.

Purpose

- To share the vision of the Collaborative.
- To drive the success of the FV&WL RIC plan.
- To support and facilitate collaborative projects and working together.
- To oversee the RIC grant allocation from the Scottish Government.

Reporting

The Regional Board will receive reports on the progress of the Improvement Collaborative from the Regional Lead Director and will meet biannually (March & September). Chief Executive Officers will be responsible for political reporting arrangements and sign off the plan in their own local authority. The Chief Inspector of Education Scotland will be involved in signing off the annual plan and will be updated on progress through the Education Scotland Regional Adviser. The Regional Lead Director will attend the National Council of RIC Lead Officers and will share progress of RICs at a national level.

2 Lead Directors Team**Membership**

Relevant Director/Chief Education Officer with responsibility for Education from each Local Authority. The RIC Lead Development Officer and Senior Regional Adviser from Education Scotland are also members of this team.

Purpose

- To provide direction for the vision and aims of the Improvement Collaborative.
- To support the Connect Team (work stream leads) in shaping and delivering outcomes for each priority.
- To ensure that all partners and stakeholders are fully consulted and engaged in the development of the Improvement Collaborative.
- To share key developments in Local Authorities and consider opportunities for collaborative working that will support improvement outcomes.
- To evaluate the overall performance of the Improvement Collaborative and support a robust measurement plan.
- To facilitate clear communication between the key groups leading the work of the Improvement Collaborative.
- To review and report on the impact of the grant on progress in achieving outcomes.

Reporting

The Lead Directors team reports to the regional board. It meets every six weeks and receives updates on progress of the work streams from the RIC Lead Development Officer. Formal reports will be produced from each work stream quarterly which will be presented to the lead directors team for evaluation of progress. The evaluation of progress will be supported by the Performance Team. Each director will present regular progress of the Improvement Collaborative to elected members at each local authority's committee meetings.

3 Lead Directors Team**Membership**

Regional Improvement Collaborative Lead Development Officer; Lead Quality Improvement Officer from each work stream- Numeracy, Literacy, Early Learning & Childcare, Health and Well Being, Curriculum, CLPL(Career Long Professional Learning); Performance Team Lead Officer; representative from the Communication Team.

Purpose

- To add value to the work of each Local Authority.
- To bring coherence across the priority work streams and work collaboratively to plan and develop themes for improvement.
- To use information from the RIC Performance Profile to inform the direction of focus and to identify areas requiring improvement to support achieving excellence and equity aims.
- To further develop the Communication and Engagement strategy in collaboration with the Communication Team.
- To inform practitioners, leaders and partners about the work of each work stream.
- To support and develop a culture that empowers practitioners and develops systems leadership capacity by delivering quality professional learning programmes and providing opportunities to lead the growing range of projects supporting the Improvement Collaborative priorities.

Reporting

The Connect Team reports to the Lead Directors Team. It meets monthly and will produce quarterly reports for the Lead Directors Team. It will also provide updated plans on an annual basis. Reporting will be supported by data from the Performance Team.

4 Work Streams

Membership

Work stream Lead Quality Improvement Officers; practitioners & Education Officers representing each local authority; representative from the Performance Team; representative from the Communication Team (both will attend aligned with the venue which rotates); RIC Improvement Advisor; Care Inspectorate (ELCC Team); Numeracy pedagogues (Numeracy Team); Forth Valley & West Lothian College representative; linked Education Scotland Officer.

Purpose

- To support the development of 'the Ask and the Offer' of the RIC.
- To create and produce driver diagrams and action plans for each priority.
- To clarify overarching aims and provide detail of what is to be achieved.
- To develop measurement plans that demonstrate baseline measures, tracking and monitoring of progress, targets and outcomes.
- To reflect on and act on the analysis provided by the Performance Team to develop robust processes to measure, collect and collate data which will be analysed to inform progress.
- To co-ordinate and monitor progress of sub-teams leading on the range of related projects for each priority theme.
- To communicate the work of the group to all stakeholders and partners and build collaborative networks to support developing themes.
- To engage with stakeholders on the work and progress of projects and inform next steps from feedback through RIC Consultation events/evaluations and meeting with RIC reference groups.

Reporting

The work streams – report to the RIC Lead Development Officer. They will meet monthly with diaries agreed for the year.

5 Performance Team

Membership

RIC Performance Officer; data analyst from each local authority; input from RIC data coaches (1 for each local authority)

Purpose

- To provide a full Performance Profile for the Improvement Collaborative.
- To provide data, analysis and narrative for the regional profile including performance.
- To provide data to inform work stream progress and next steps.
- To support the development of work- stream measurement plans.
- To support and build confidence in practitioners using data for improvement.

Reporting

The Performance Team reports to the Lead Directors Team. The team is supported by the National Analytic Team (Scottish Government).

Communication Team

The Communication Team comprises an IT/Digital Learning lead from each local authority with input from local authority Communication Officers. The role of the team is to develop the RIC digital platform that provides a communication portal for collaboration across the four local authorities. A digital sharing agreement will support communication throughout the Improvement Collaborative.

The team will work with work-streams to develop relevant communication media for example, twitter, webinars, and blogs. They will also support strategies for PR in advertising professional learning opportunities and RIC events.

Engagement Groups

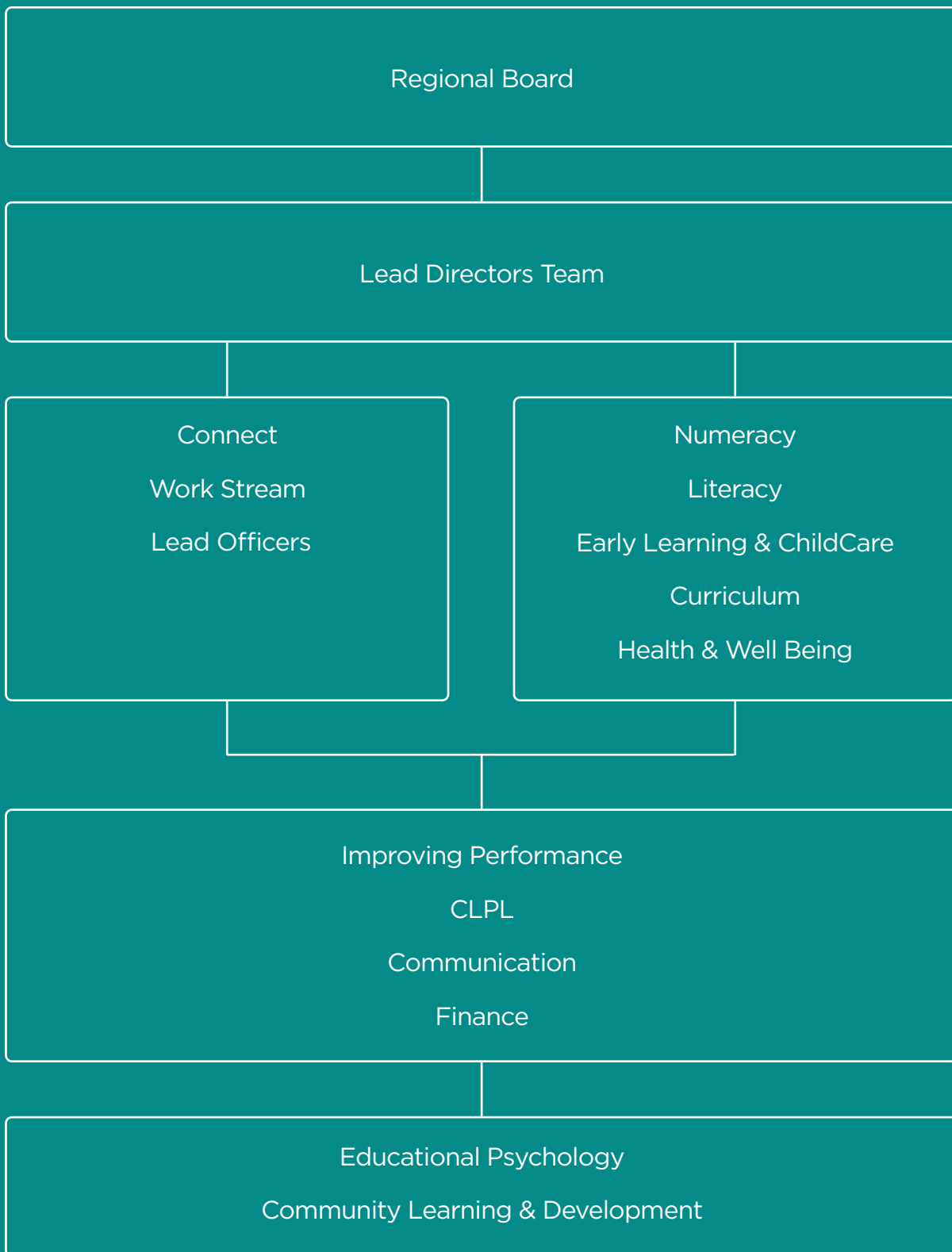
Reference Groups have been formed and comprise Early Years, Primary and Secondary Head Teachers. Practitioners and Pupils groups will be formed in Session 2019-2020 to consult on current and evolving priority themes, and support building the scope of the Improvement Collaborative.

Professional Associations meet with the RIC Lead Director and Lead Development Officer, and a formal calendar of engagement meetings is established.

Widening Collaboration

As the scope of the Improvement Collaborative expands, new groups are forming and will be considered in the wider planned vision. Projects led by Education Psychology Teams, CLD, ASN, Local Authority PEF Teams and Finance Teams are established and developing. Groups not directly leading on priorities will be included as 'self-generating RIC teams' and welcomed to spread the collaborative nature of the region.

Forth Valley & West Lothian Regional Improvement Collaborative



Membership of Teams

	Clacks	Falkirk	Stirling	West Lothian
Strategic Board CEO Education Chair	Nikki Bridle Cllr Graham Lindsay	Kenneth Lawrie Cllr Adanna McCue	Carol Beattie Cllr Susan McGill	Graham Hope Cllr David Dodds
Elected members	People Committee	Education Executive	Children & Young People Committee	Policy Development & Scrutiny Panel
RIC Lead Director				Elaine Cook
Lead Directors Team	Anne Pearson	Robert Naylor	Kevin Kelman	
RIC Lead Development Officer				Siobhan McGarty

Connect Team	Numeracy	CLPL	ELCC	Literacy
Work Stream Lead Quality Improvement Officers	Peter Valentine Lynne McBain	Stefan Wyroslawski Performance Performance Michael Davis	Judy Edwards	Lindsey Duncan

Partners

- Education Scotland
- University of Stirling
- Forth Valley College
- West Lothian College
- Winning Scotland Foundation
- Gateway- CPD Manager
- La Salle Education (Mathematics); Maths Recovery Council; Edgehill University; Oxford University Press
- Scottish Book Trust



Appendice 1

Forth Valley & West Lothian
Regional Improvement
Collaborative
Summary Report
Phase 2, 2018-2019

The FV&WL priorities for 2018-2019:

Numeracy

The aims of the Numeracy work stream are to reduce the poverty related attainment gap from early to first level, and to develop collaborative learning approaches which build staff capacity to deliver high quality learning experiences in numeracy.

Using the principles of Improvement Methodology, a small scale project was undertaken with a number of schools from each local authority. The project involved staff being trained in a specific numeracy intervention strategy to support children in Primary 2 who had gaps in their Numeracy knowledge and understanding. The staff were coached throughout the project and supported in tracking progress. The attainment outcomes for nearly all children supported by this improvement approach increased. A full report of the project is available from the Numeracy team.

The lead Numeracy team has undertaken considerable research and development of a range of intervention strategies to develop Numeracy and Mathematics. The result is that a substantial collaborative offer has been designed, developed and is ready for implementation for Session 19/20. A range of partners have been commissioned to provide high quality training and continuous support to practitioners including teaching and support staff. Partners include Edge Hill University, La Salle Education and Maths Recovery. A Numeracy Academy has been designed with a site identified to create a physical classroom space for the training programmes. 2 full time Numeracy expert pedagogues have been appointed and will deliver the training programme.

Literacy

The aim of the Literacy work stream is to develop collaborative learning approaches which build staff capacity to deliver high quality literacy learning experiences for all. The Literacy Team reviewed Curriculum for Excellence (CfE) levels and identified Reading as an area for improvement from 3-18. Through consultation with practitioners and consideration of current strategies throughout the Improvement Collaborative, 3 aims were identified:

1 Developing Teachers' Professional Judgement

Literacy QAMSOs have worked with the lead team to develop a high quality moderation pack for Reading in order to build practitioner confidence in professional judgement. They have developed a digital sharing space (on the FV&WL RIC Blog) to support pedagogy. They have identified best practice and are sharing across the Improvement Collaborative.

2 Building a Reading Culture

A sub group of the Literacy Team has developed approaches to build practitioners' skills in pedagogies required to engage learners in building a reading culture. At the

FV&WL Conference, 'It's a Good Time to Collaborate', the team shared research based approaches to developing positive reading attitudes and skills. They have identified a small number of teachers within each local authority to become lead

teachers in reading who will develop capacity of practitioners through collaborative delivery of CLPL, networking opportunities and supporting tests of change.

3 Early Vocabulary Development

A framework of successful interventions currently used across the four authorities has been created and shared with practitioners. The team has established a partnership with The Scottish Book Trust and has entered into a pilot with 40 schools from across the Improvement Collaborative to accredit reading and develop a national award.

With the appointment of a full time Literacy lead officer in July 19, the scope of the Literacy plan has expanded to include a Literacy Academy which is under design and is currently at the research/scoping phase.

Early Learning and Childcare

The aim of the Early Learning and Childcare work stream is to achieve 100 % of children aged 2-3 years old experiencing good or very good quality ELC in establishments in the Regional Collaborative by the end of 2020.

The ELCC team undertook an analysis of inspection reports across the Improvement Collaborative and gauged that on average, the quality of learning and teaching was good. They developed a framework to support educational establishments in using self-evaluation effectively to identify areas for improvement and plan strategically to implement change. The team led a conference in February 2019 (It's a Good Time to be Two) with significant input from HMIE colleagues and Improvement Advisors. This supported 250 practitioners in developing their understanding of improvement methodology and self-evaluation indicators used by HMIE during the inspection process. A market place showcasing organisations such as the Scottish Childminding Association and Bookbug, and a series of workshops led by

practitioners from across the 4 local authorities showcased examples of good practice in working with 2 year olds. The workshops focussed on music and early literacy, increasing practitioners knowledge in speech and language development, increasing parental engagement through quality conversations/ improving educators skills in engaging with families, flexible and responsive planning , improving outcomes for children using personal learning plans and increasing expressive arts experiences for two year olds.

The team has shared their approaches to the expansion programme for Early Years and supported each other with current challenges and future planning. They devised remits and appointed 4 Support Officers who will support each local authority in developing Early Years pedagogy, as well as linking with the work of each of the Improvement Collaborative's work streams.

Career Long Professional Learning

The aim of the work stream is to address expectations of the NIF which are being taken forward by each of the work-streams, and empower teachers, head teachers, parents and communities to deliver excellence for children and young people in the Regional Collaborative. The CLPL work stream undertook an analysis of recent inspection reports throughout the Improvement Collaborative. They identified the areas of Learning, Teaching and Assessment as a focus for improvement and developed a series of professional learning activities to address this key indicator determining school progress. 140 practitioners attended 2 symposiums and provided positive reflective feedback on the usefulness of the events.

With the appointment of a full time lead for CLPL, the momentum of the work stream plan increased and the lead team developed a significant RIC CLPL offer. This was designed to address the priorities of the RIC and the outcomes of the Improvement Collaborative consultation in January 2019 ie. the 'ask and offer'. The new and bespoke FV&WL CLPL

programme (launching September 19) has been developed by a team of approximately 40 facilitators and partners from a range of organisations including Education Scotland, Stirling and Strathclyde Universities, Forth Valley and West Lothian Colleges, Police Scotland, Teaching Unions, school leaders, RIC Community Learning & Development officer team, Educational Psychologist team. The facilitators have collaborated together at a series of conferences to design and agree the format and standardise the approach to the programme.

The themes of the programme aim to address NIF priorities and include the Numeracy Academy, development of a Literacy Academy, Health and Well Being sessions, STEM, family learning, parental engagement, and additional support needs. Participants will be able to access the programme through a new system which will enable signing up, support professional review and development, and provide analytical data for the CLPL team.

Performance Information

The aim of the work stream is to maximise the use of information and ensure that evidence sources are fit for the intended purpose, based on improvement methodology; evidence is used across the Improvement Collaborative to gain a deeper understanding of improvement; practitioners across the Improvement Collaborative are more confident in data literacy.

Each of the work streams has been supported by Improvement Advisors to support the development of their aims and measurement processes.

The Performance Team has created a profile of key data and developing trends from the start of the Regional Collaborative in Session 17/18.

Each work stream has used the data to inform their priorities, aims and strategy.

The Performance Team has delivered a range of CLPL activities for practitioners, middle and senior leaders for example, at the FV&WL Conference, 'It's a Good Time to Collaborate' in May 2019. They have also devised a 4 session offer for Session 19/20 as part of the RIC CLPL programme. This is designed to build confidence in practitioners using and analysing data. The team are also working with the Data Coaches from each local authority to identify schools and provide analytical support for each Numeracy and Literacy project.

Feedback on the Phase 2 Plan

Strengthening Governance arrangements

The Governance arrangements of the Collaborative have been discussed between the Chief Executive Officers, Education Spokespersons and the lead Directors. The outcome is that a FV&WL RIC Governance Plan has been written which provides an overview of each RIC group including the creation of a new Regional Board (membership: CEOs and Education Spokespersons of each Local Authority). The membership, purpose and reporting mechanism is explained for each group within the Governance plan. The Governance plan and an 'Achievements to

Date' paper have been shared with Elected Members at each of the LA committee meetings.

It has been agreed that the CEO, RIC Lead Director and RIC Development Officer roles will sit within one LA for an 18 month period and will then be reviewed. The first period has been completed and on the 1st March 2019, Robert Naylor (Director of Children's Services, Falkirk) completed his tenure as RIC Lead and Elaine Cook (Depute Chief Executive Officer, West Lothian) took up the position.

Developing the Performance Profile

The Performance Team has developed a suite of performance measures that align with those within the National Improvement Framework. They have collated relevant data and are now able to demonstrate progress with at least one comparative figure in some of the measures.

For the profile to be fully populated, a RIC Data Sharing Agreement is required. This is currently in progress, and a draft version is being reviewed by legal teams in each of the four local authorities.

The aim of the profile is to provide a progress overview with a high line set of measures, and also provide progress measures for each of the work stream priority aims. A further data set under early development is a directory map of 'next practice' schools who will share evidence based progress of intervention strategies that are demonstrating improvements in raising attainment and closing the poverty related attainment gap.

Communication & Engagement Strategy

The Communication and Engagement Strategy was launched in October 2018 and is supported by the creation of a RIC Communication Team. As well as sharing the phase 2 plan, a range of communication updates have been provided to schools and educational establishments through e-bulletins, power-point presentations for inset meetings, and the RIC lead team regularly attending Head Teacher and Local Authority Officer meetings.

The new FV&WL RIC Digital Platform was launched on the 12th February 2019 and provides information and updates about the work of the RIC. This is supported by a RIC twitter feed and You Tube.

A FV&WL RIC Consultation on the 'Ask and Offer' of the RIC was carried out in January 2019 with a full analysis and Summary paper being produced to highlight key outcomes. Key points from the summary include:

- 64 schools/educational establishments responded (29%)
- A significant ask is for schools to share good practice especially PEF interventions and to be supported in building confidence in the use of data for improvement
- Professional Learning asks: Self- evaluation in practical ways to involve all stakeholders; visit other schools; shadowing; share improvement methodologies; building leadership capacity (middle and HT); Moderation- provide bank of holistic assessments in literacy and numeracy; moderate beyond council context; create example pieces and a bank of holistic assessments/benchmarked.
- The preferred means of communication to engage with other schools and staff across the RIC is to develop a seminar/RIC events programme and build up networks.

- The top area of professional learning that schools and educational establishments would like to be offered through the support of the RIC is Developing the Curriculum (73%).
- The main curriculum areas that would benefit from regional collaboration are H&WB, Numeracy and Maths, and Languages.
- 91% of respondents asked for learning from other schools' good practice.

The Improvement Collaborative's Primary and Secondary Head Teacher Reference Groups were established in February 2019, and have met to discuss the outcomes of the Consultation, as well as provide feedback on proposals to take the 'Offer' forward. They also act in a consultancy role about collaborative developments with Head Teachers, Heads of Establishments, practitioners and partners.

The RIC Development Officer and Lead Directors keep partners updated on RIC progress and have attended meetings with teaching and non-teaching unions, Ed Psych teams, CLD and FE/HE.

A range of engagement events have taken place which provided practitioners with the opportunity to become more involved with the work of the RIC, network and develop relationships across local authorities and be supported with learning that develops collaborative professionalism. A series of FV&WL RIC themed conferences are being developed for Session 19/20 to widen engagement with work stream projects and build collaborative networks and partnerships.

The RIC Grant and Recruitment

The FV&WL Regional Improvement Collaborative received a grant of £899270 in November 2018 (to run from August 1st 2018 – 31st July 2019) and developed a recruitment plan to enlist staff to each post. To date, the following posts have been appointed:

Post	Local Authority	Start Date
Improvement Collaborative Lead Director	Falkirk West Lothian	Aug 2018-Feb 2019 March 2019
Improvement Collaborative Lead Development Officer	West Lothian	August 2018
Numeracy leads (FT)	West Lothian Clackmannanshire	March 2019
Literacy lead (FT)	West Lothian	July 2019
CLPL lead (FT)	Stirling	March 2019
RIC Performance Officer (FT)	West Lothian	February 2019
Data Coach (FT)	West Lothian	March 2019
Data Coach (FT)	Falkirk	August 19
ELCC Officers x 4 (FT)	Stirling, Clackmannanshire	August 19
Comms Officer (0.2)	Clacks/Falkirk/Stirling/West Lothian	March 2019
Business Manager (0.2)	West Lothian	March 2019
Numeracy expert Pedagogues (2)	West Lothian	August 2019

The grant has paid for professional learning activities, the Winning Scotland Foundation project, and research support from Stirling University. A new CPD (career long professional learning) system to support the co-ordination and evaluation of CLPL has been developed with the Gateway organisation for all four local authorities. A range of scoping and research activities have been undertaken for example, a visit to the E-Sgoil in the Western Isles to look at their virtual campus and consider how it will be developed for the Improvement Collaborative.

Building Collaborative Relationships

| A number of partnerships are developing across the RIC:

| Communication & Engagement Strategy

Principle Educational Psychologists have completed a joint numeracy project together and they are formalising work with the RIC Numeracy team to be built in to the next stage of the RIC plan. They are also supporting the professional learning programme with course delivery and consultation advice about self-evaluation processes.

Exploring common themes has led to a partnership agreement being developed with **Forth Valley and West Lothian Colleges** to support a joint STEM strategy. This will focus on skills development at Primary Science level and collaboration with the RIC Numeracy Academy to develop research based approaches to Numeracy learning and teaching in schools and colleges.

A collaborative partnership has been established with the **University of Stirling**. The outcome from discussion is that the collaboration entails:

- 1 Consultancy on a range of issues including early years; numeracy; literacy; curriculum; pedagogy and assessment, children's rights and participation; and STEM.
- 2 Research services, including baseline data generation and analysis, evaluation and research to understand process/dynamics.
- 3 A 4 day programme of curriculum development through critical collaborative professional enquiry, aimed at senior/middle leaders with responsibility for curriculum in their schools.
- 4 A 6 seminar programme plus recall session of professional learning in promoting system level change through enhancing pedagogical practices.

The **Winning Scotland Foundation (WSF)** presented a successful pitch to a representative group from the FV&WL Improvement Collaborative and as a result their project has been developed with the Numeracy team. This entails a 1 Year training programme (Masters level accredited by Glasgow Caledonian University): Numeracy and Growth Mindset, being offered to teams of practitioners/senior leaders. A cohort of 75 teachers will begin the programme in Session 2019-20. The WSF and the FV&WL RIC have also started a joint project to co-design 'Literacy and Growth Mindset' with support from Strathclyde University, and are at the early stages of a joint venture to develop Science Mindset.

To support collaborative networking, a directory of people has been created which is informing the RIC map being designed and developed by the Communication and Performance teams. The mapping has aligned neighbourhood school groups and supported the first joint Head Teacher meetings in May and June 2019. A series of 4 meetings have been arranged for Session 19/20 where each local authority will host and lead a Primary/Early Years and Secondary meeting to build collaborative partnership working together.

This summary report along with detailed reports from each work stream, feedback from practitioner events and consultations will inform planning for the next phase.



Appendice 2

Workforce planning

Workforce Plan

The workforce plan provides an overview of the current commitment in terms of officer time and requirements of the plan for Phase 3. This also reflects the work done during the period from August 2018 until the end of July 2019.

It is anticipated that officers will be able to commit more of their time to the work of the collaborative as individual authorities re-profile their existing activities and commitments to established processes in line with both the priorities already identified and further work-streams as they emerge. In addition there will be a commitment of time, both from promoted staff and front-line practitioners from across the four council areas, as collaborative work-streams continue to develop.

The Lead Directors Group oversees project management and administrative support. The Improvement Collaborative has worked with both the Scottish Government Analytical Services Team and with the Improvement Service to assist with the development of the Regional Improvement Plan. It has been recognised that additional dedicated capacity

is needed within the collaborative to provide further analytical support and so a Performance Officer has been appointed to this work on a full time basis (seconded). As part of the second phase of the plan, a full time Regional Improvement Collaborative Lead Development Officer was appointed and supports the development of the plan and co-ordinated approach to delivery.

A collaborative wide workforce profile workforce provides a profile on a sectoral basis. From this profile the collaborative identifies future staffing needs to assist with planning for project delivery on areas such as ELC expansion (4 Support Officers have been appointed in August 2019, one from each Local Authority); subject specific shortages to inform curriculum planning; and CLPL needs to ensure succession planning for management and leadership roles.

Role	Responsibilities	Time Commitment
Lead Director Elaine Cook (West Lothian) Depute Chief Executive Officer	Lead the strategic development of the Improvement Collaborative and Chair the Lead Directors Team. Provide updates to the Scottish Government, Education Scotland and the Forth Valley & West Lothian Regional Improvement Collaborative Board.	0.5 week
Core Leadership Team Directors/ Chief Officers Elaine Cook (West Lothian) Anne Pearson (Clackmannanshire) Kevin Kelman (Stirling) Robert Naylor (Falkirk)	Work with the Lead Director to promote and embed a collaborative culture. Drive progress through oversight and direction of the themed areas of focus, and support development of new priority themes for development in the next phase of the plan.	6 weekly Lead Directors Team meetings. Monthly update to Extended Leadership Team in own local authority. Estimate of 1 day per fortnight dedicated to the work of the collaborative.
Lead Development Officer Siobhan McGarty (West Lothian)	Provide an overview of the Collaborative to build coherence throughout the RIC plan. Provide guidance with a framework to develop the next phase of the plan. Connect the range of work streams and lead groups to further develop the strategic direction of the RIC. Develop the Communication and Engagement strategy to widen awareness and develop effective communication across the RIC. Lead next consultation about the current work of the RIC.	Full Time

Role	Responsibilities	Time Commitment
<p>Work Stream Lead</p> <p>Quality Improvement Officers</p> <p>Judy Edwards (Stirling)</p> <p>Lynne McBain (Clackmannanshire)</p> <p>Peter Valentine (West Lothian)</p> <p>Stefan Wyroslawski (Stirling)</p> <p>Lindsey Duncan (West Lothian)</p> <p>Performance Officer</p> <p>Michael Davis (West Lothian)</p>	<p>Gather and analyse data and evidence to develop detailed action plans in each of the themed areas.</p> <p>Lead the development and delivery of action plans with each work stream team.</p> <p>Design, develop and plan a professional learning programme and specialist advice/support for individual schools and “families” of schools with the same characteristics.</p> <p>Identify successful practice and evidence this. Plan approaches to take best practice to scale.</p> <p>Develop measurement plans that evidence progress and working towards improvement targets.</p>	<p>Each QIO is Full Time</p>
<p>Literacy Team :</p> <p>Lead QIO Lindsey Duncan</p> <p>Carol Turnbull (Falkirk)</p> <p>Carolyn McDaid (Stirling)</p> <p>Jacqui Burns (Stirling)</p> <p>Emma McFarland (Clacks)</p> <p>Marion Cochrane (West Lothian)</p> <p>Elaine Craigen, (Falkirk)</p>	<p>Provide feedback on current and future planning, support the development of the ‘Ask and Offer’ of the Improvement Collaborative.</p>	<p>6 weekly meetings</p> <p>Estimate of ½ day per week dedicated to the work of the collaborative.</p>
<p>Reference Groups</p> <p>Head Teachers and Heads of Establishment: Early Years/Primary/Secondary</p> <p>Pupils/Practitioners/Parents</p>	<p>Provide feedback on current and future planning, support the development of the ‘Ask and Offer’ of the Improvement Collaborative.</p>	<p>6 weekly meetings</p> <p>Estimate of ½ day per week dedicated to the work of the collaborative.</p>
<p>Numeracy Team:</p> <p>Lead QIO Lynne McBain</p> <p>Lead QIO Peter Valentine</p> <p>Lynda Stewart, PT Numeracy (West Lothian)</p> <p>Mary Rendle, PT Numeracy (West Lothian)</p> <p>Maureen McNaughton (West Lothian)</p> <p>Susan Thompson (Falkirk)</p> <p>Kay Robertson (Stirling)</p> <p>Adrienne Aitken (Clacks)</p> <p>Judy Edwards (Stirling)</p>	<p>Support the Lead QIO to deliver the actions set out in the Numeracy plan.</p>	<p>6 weekly meetings</p> <p>Estimate of ½ day per week dedicated to the work of the collaborative.</p> <p>PT Numeracy-Full Time</p>
<p>Data Coach Team:</p> <p>Stuart McIntyre (West Lothian)</p> <p>Kimberley Robinson (Falkirk)</p> <p>Nicola Roberts (Stirling)</p> <p>Leigh Graham (Clacks)</p>	<p>Support the Lead QIOs for Numeracy and Literacy to deliver the actions set out in each plan. Work within own local authority to support the ‘Closing the Gap’ priorities identified in the LA plan.</p>	<p>Each Data Coach is Full Time</p>
<p>Early Learning & Childcare Team:</p> <p>Lead Service Manager</p> <p>Judy Edwards</p> <p>Support Officer Team:</p> <p>Yvonne Lindsay (Clacks)</p>	<p>Support the Lead QIO to deliver the actions set out in the Early Learning and Childcare plan.</p>	<p>6 weekly meetings</p> <p>Estimate of ½ day per week dedicated to the work of the collaborative.</p> <p>Support Officers range from part to full time.</p>

Role	Responsibilities	Time Commitment
Career Long Professional Learning Team: Lead QIO Stefan Wyroslawski Rhona Jay (Falkirk) Laura Baird (Falkirk) Sandra Logan (Stirling) Anne Hutchison (Clackmannanshire) Iain McDermott (West Lothian)	Support the Lead QIO to deliver the actions set out in the CLPL plan.	6 weekly meetings Estimate of ½ day per week dedicated to the work of the collaborative.
Performance Team: Lead Officer Michael Davis Siobhan McGarty	Support the Lead Officer to deliver the actions set out in the Performance plan.	6 weekly meetings Estimate of ½ day per week
Communication and Engagement Team Lead: Siobhan McGarty Malcolm Wilson (Falkirk) Laura Compton (West Lothian) Vicki Sherry (Stirling) Lorna Murdoch (Clacks)	Develop and enhance a digital platform for the Improvement Collaborative. Support the RIC with media developments, digital learning including the design and implementation of the RIC Virtual Campus.	6 weekly meetings. Project work which is estimated as ½ day per week during peak periods of development.
Education Scotland Advisers Attainment Advisers Improvement Advisors	Support the work of each work stream and the overarching RIC plan.	Time allocations to be established.
Administrative support Claire Tough	Provide admin support to the lead director & development officer	Full Time
Business Support Yvonne McDonald (West Lothian)	Support the business needs of the Improvement Collaborative.	1 day per week
Communication Support West Lothian Comms Team	Support the communications and media needs of the Improvement Collaborative.	Commissioned work approximately ½ day per week
NEW TEAMS to be established: Lead: Siobhan McGarty Curriculum devpt; STEM; Health and Well Being	Establish new teams and leads to take plans forward.	6 weekly meetings. Estimate of ½ day per week dedicated to the work of the collaborative.

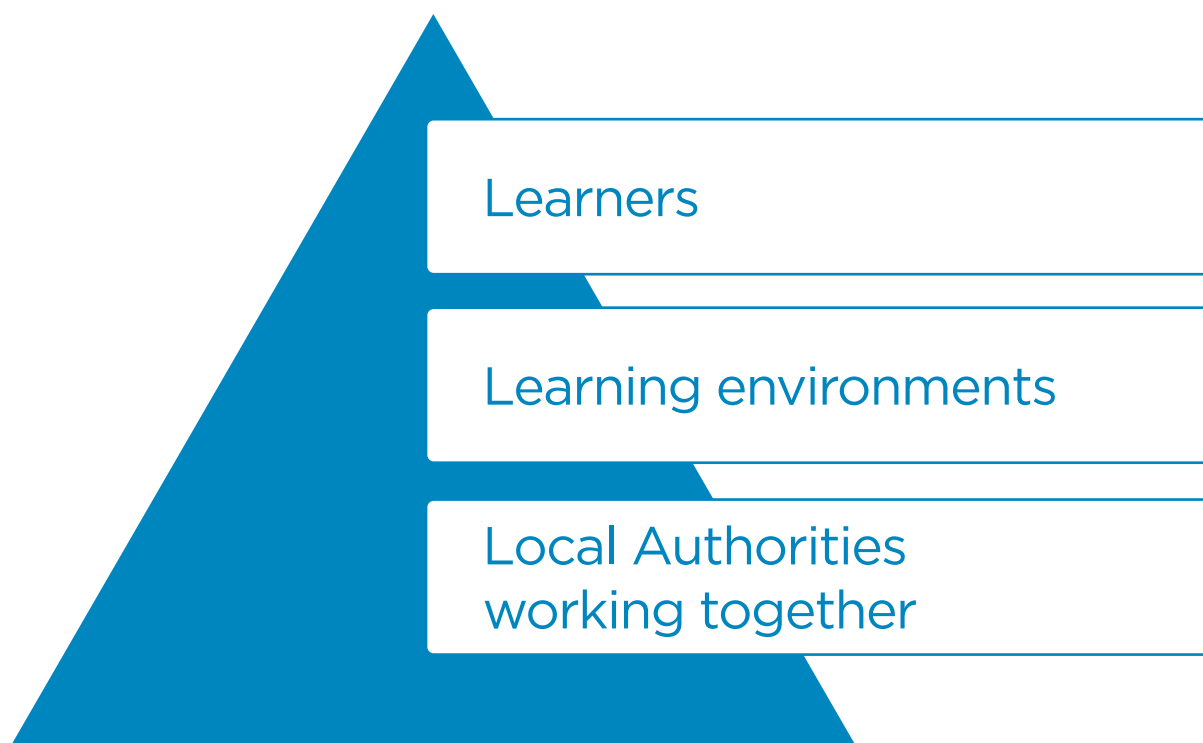


Appendix 3

Communication and Engagement Strategy

Communication and Engagement

It is a priority of the Improvement Collaborative to further develop and communicate the vision of what we aim to achieve and how we will do this together.



What have we achieved so far?

- A phase 2 Communication and Engagement plan has supported a range of strategies to raise awareness of the work of the Improvement Collaborative, and engage practitioners and partners with developing priorities.
- The plan was used to respond to the 'Ask' from practitioners throughout the RIC. As a result, an increased number of face to face engagement events took place with an increasing number being planned for phase 3.
- The governance plan created in phase 2 also helped to formalise and plan for regular work stream meetings, build coherence to planning across the priority areas and improve communication links between work streams and associated partners.
- The RIC blog has supported the sharing of RIC developments and collaborative professionalism between practitioners across the Improvement Collaborative.

Role	Responsibilities	Time Commitment	Time Commitment
All schools and learning community staff are familiar with the RIC plan.	The plan was shared with all schools and educational establishments.	Share the 2019-2022 plan with all schools, educational establishments, and partners. Discuss at HT meetings and provide power-points to support insets with staff.	RIC development officer Head Teachers Heads of Establishments
An up to date picture of the needs and ask of the RIC stakeholders will inform future planning and provision.	Provide feedback on current and future planning, support the development of the 'Ask and Offer' of the Improvement Collaborative.	6 weekly meetings Estimate of ½ day per week dedicated to the work of the collaborative.	6 weekly meetings Estimate of ½ day per week dedicated to the work of the collaborative.
Practitioners, and learning communities will build knowledge of the work of the RIC, & engage in professional learning and working together collaboratively to achieve the improvement priorities of the RIC	A digital communication platform has been created and launched February 2019, that supports the development of the work of each priority, communicates the up to date work of the RIC and engages people in working together across and beyond the RIC.	Develop the use and scope of the RIC Blog. Continue to support the use of twitter and other media channels that will engage people with RIC work streams.	Communication team
Effective planning between strategic teams ensuring clear communication.	The RIC Governance plan (November 2018) supported effective planning strategy.	Build partnerships between work streams and Education Scotland links.	Connect work stream reps to support the Communication team
All practitioners will have a sound knowledge and understanding of the work of the RIC and have access to RIC CLPL and network opportunities.	A RIC newsletter was launched in October 2018 and is produced on a termly basis.	The RIC newsletter will be produced on a more regular basis and shared directly with practitioners through email.	Digital team, Education Scotland team
There is a shared understanding about the purpose and rationale of the RIC, vision and ambition. This supports the development of a RIC culture based on shared values and aims	HT Reference groups established (Primary/Early Years and Secondary) with membership from each local authority and providing a consult role.	Practitioner, Pupil, Parent reference groups to be established. Review the RIC brand and consult with media to progress the shared message and vision of the Improvement Collaborative.	RIC Development Officer Head Teachers & Heads of Establishments Practitioners Pupil Councils Parent Councils Communication team Media team

Role	Responsibilities	Time Commitment	Time Commitment
Build partnerships and progress the implementation of work stream plans.	<p>Two engagement events held: It's a Good Time to be Two (February 2019) with 250 practitioners RIC Head Teachers and Heads of Establishment meetings held in May/June 2019 for Secondary and Primary/Early Years.</p> <p>Agreement that each local authority will host a meeting next session.</p> <p>rs; It's a Good Time to Collaborate (May 2019) with 300 practitioners.</p>	<p>4 HT/Heads of Establishment meetings planned for Session 2019-2020 (Secondary; Primary/Early Years). Neighbourhood groups of schools identified based on similar characteristics and will support collaborative networking.</p> <p>New team of local authority partners – Education Officer teams and Heads of Education will be established with a focus on quality improvement.</p>	<p>RIC lead officer RIC Development officer HT Reference groups Local Authority senior education teams</p>



Forth Valley and West Lothian Improvement Collaborative

Regional improvement plan **2019-2022**

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