DATA LABEL: Public

Education Executive

West Lothian Civic Centre
Howden South Road
LIVINGSTON
EH54 6FF

10 November 2021

A meeting of the **Education Executive** of West Lothian Council will be held within the **MS Teams Virtual Meeting Room** on **Tuesday 16 November 2021** at **10:00am**.

For Chief Executive

<u>BUSINESS</u>

<u>Public Session</u>

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 07 September 2021 (herewith)

<u>Public Items for Decision</u>

5.   School Roll Forecasts - report by Head of Planning, Economic Development and Regeneration (herewith)

6.   Education Reform Consultation - report by Head of Education

(Secondary) (herewith)

Public Items for Information

7.   Appointment of Religious, Teacher and Parent Council Representatives - report by Head of Corporate Services (herewith)

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

West Lothian Council

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

March 2019

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

March 2019

MINUTE of MEETING of the EDUCATION EXECUTIVE held within MS TEAMS VIRTUAL MEETING ROOM, on 7 SEPTEMBER 2021.

Present – Councillors David Dodds (Chair), Lawrence Fitzpatrick, Stuart Borrowman, Harry Cartmill, Tom Conn, Peter Heggie, Chris Horne, Charles Kennedy, Sarah King, John McGinty, Andrew McGuire, Andrew Miller, Cathy Muldoon, George Paul, Moira Shemilt and Kirsteen Sullivan; Appointed Members Elsie Aitken, Heather Hughes, Myra MacPherson and Margaret Russell

Apologies – Councillor Pauline Clark; Appointed Member Lynne McEwen

Absent – Appointed Member Derek Cornwall

1   DECLARATIONS OF INTEREST

       There were no declarations of interest made.

2   ORDER OF BUSINESS

       The Education Executive noted there were three items marked for information only; these being agenda items 5, 11 and 12. The Chair intimated he would ask officers to present item 5 and take questions on item 11. Therefore, agenda item 12 was to be taken as read with its recommendation noted.

3   MINUTES

       The Education Executive approved the minutes of its meeting held on 22 June 2021 as a correct record.

4   SQA MENTAL HEALTH AND WELLBEING AWARD

       The Education Executive considered a report (copies of which had been circulated) by the Head of Education (Secondary) and a presentation by Broxburn Academy providing information about the SQA Mental Health and Wellbeing award and its impact on young people in West Lothian.

       During their presentation, Broxburn Academy pupils who had participated in the award provided details about the contents of the award, which included guidance on how to access a range of supports and covered different topics. Participants had developed awareness and a better understanding of mental health conditions. The course was flexible, allowing participants to focus on elements they had a specific interest in.

       During discussion, the pupils confirmed that they would highly recommend the award and would encourage other participants to fully utilise all resources available. Skills developed were valuable currently but

would also be useful as young people moved on from school to join the workforce. They also indicated that although the course was structured in a self-learning format, support was available throughout and as needed.

The Chair on behalf of the Education Executive thanked the Broxburn Academy for their excellent presentation.

It was recommended that the Education Executive note the award and its impact on young people in West Lothian.

Decision

To note the terms of the report and presentation.

5   REVIEW OF ATTENDANCE AT SCHOOL: POLICY AND OPERATIONAL PROCEDURES

The Education Executive considered a report (copies of which had been circulated) by the Head of Education (Learning, Policy and Resources) informing members of the revision to the Attendance at School: Policy and Operational Procedures (2017) in line with the introduction of the Inclusion and Support Service.

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

The Education Executive was also asked to approve an additional recommendation to delegate authority to the Head of Service to update the operational procedures in order to allow them to function effectively and reflect minor changes to legislation.

Decision

1. To approve the recommendation in the report.

2. To approve an additional recommendation to delegate power to the Head of Service to update the procedures as required.

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

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 introduce S3 and subsequent roll out up to S6 stages of education at Ogilvie School Campus, and presenting 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 introduce S3 and subsequent roll out up to S6 stages of education at Ogilvie School Campus; and

    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   <u>COMMUNITY LEARNING AND DEVELOPMENT PARTNERSHIP PLAN 2021-24</u>

The Education Executive considered a report (copies of which had been circulated) by the Head of Education (Learning, Policy and Resources) informing members of the proposed Community Learning and Development Partnership Plan 2021–24 which requires to be published by September 2021.

It was recommended that the Education Executive approve the proposed CLD Partnership Plan 2021–24.

Decision

To approve the terms of the report.

8   <u>ANNUAL PLAN AND REPORT</u>

The Education Executive considered a report (copies of which had been circulated) by the Heads of Education seeking 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.

Officers agreed to provide a further update once the exercise of exploring practices on establishing youth-led participation models has been completed.

It was recommended that the Education Executive approve 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.

Decision

To approve the terms of the report.

9   <u>ADDITIONAL SCHOOL HOLIDAY TO MARK QUEEN'S PLATINUM JUBILEE 2022</u>

The Education Executive considered a report (copies of which had been circulated) by the Depute Chief Executive seeking agreement to arrangements for schools to mark the Queen's Platinum Jubilee in June 2022, within the framework proposed in the report.

Subject to the Education Executive agreeing that all Council staff be granted an additional day of annual leave on Friday 3 June 2022, it was recommended that schools and early learning and childcare establishments close on this date, and that the permission of Scottish Ministers be sought to reduce the number of days of education to 189.

<u>Decision</u>

To approve the terms of the report.

10   <u>EDUCATION RECOVERY UPDATE</u>

The Education Executive considered a report (copies of which had been circulated) by the Depute Chief Executive informing 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.

It was recommended that the Education Executive note:

1. 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

2. The expectation that revised guidance would be issued at the end of September.

<u>Decision</u>

To note the terms of the report.

11   <u>FORTH VALLEY & WEST LOTHIAN REGIONAL IMPROVEMENT COLLABORATIVE</u>

The Education Executive considered a report (copies of which had been circulated) by the Depute Chief Executive providing an update on the work of the Forth Valley & West Lothian Regional Improvement Collaborative including West Lothian, Clackmannanshire, Falkirk and Stirling Councils.

It was recommended that the Education Executive note and consider the contents of the Forth Valley & West Lothian Regional Improvement Collaborative next phase plan (2021-2022).

<u>Decision</u>

To note the terms of the report.

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DATA LABEL: PUBLIC

EDUCATION EXECUTIVE

SCHOOL ROLL FORECASTS

REPORT BY HEAD OF PLANNING, ECONOMIC DEVELOPMENT AND REGENERATION

A.   PURPOSE OF REPORT

The purpose of this report is to inform the Education Executive of the latest School Roll Forecasts. The forecasts include scenarios which are used for future revenue and capital planning, pupil placement decisions, and as a starting point for responses to developers on planning proposals which will have an impact on education capacity. The forecasts are also used to inform decisions on education infrastructure required to support the development strategy set out in the West Lothian Local Development Plan.

B.   RECOMMENDATION

It is recommended that the Education Executive:

1. notes that the forecasts have been updated and incorporate the 2020 School census as the base;

2. notes that the forecasts include scenarios based on projected house completions;

3. agrees the updated forecasts of pupil rolls, including the assumptions and methodology applied in producing these data; and

4. notes that further investment in the school estate will be necessary in the future but the timing of that investment will be influenced by house building rates and the commitment of developers to fund additional school capacity.

C   SUMMARY OF IMPLICATIONS

I	**Council Values**	Focusing on our customers' needs; being honest, open and accountable; and making best use of our resources; working in partnership.
II	**Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)**	It is necessary to consider school provision and catchment area arrangements in the context of the West Lothian Local Development Plan and the Edinburgh and South East Scotland Strategic Development Plan (SDP).

There are no SEA requirements, equality issues, or requirements for health or risk assessment associated with this report.

The Strategic Development Plan and the West Lothian Local Development Plan have both been the subject of a SEA.

III	**Implications for Scheme of Delegations to Officers**	None.
IV	**Impact on performance and performance Indicators**	The report has no direct impact on performance indicators. There are, however, a number of related processes including pupil placement and development management and performance which could be impacted indirectly by the report.
V	**Relevance to Single Outcome Agreement**	Outcome 1 – Our children have the best start in life and ready to succeed.

Outcome 2 – We are better educated and have access to increased and better quality learning and employment opportunities.

Outcome 3 - Our economy is diverse and dynamic, and West Lothian is an attractive place for doing business.

Outcome 8 - We make the most efficient and effective use of resources by minimising our impact on the built and natural environment. |
| **VI** | **Resources - (Financial, Staffing and Property)** | Management of pupil placement and school capacity has financial implications for the council.

However, it should be noted that if house building rates increase significantly above those set out in the forecasts, there could be an impact in the short term.

The medium to long term financial impact of the school roll projections will be required to be incorporated into the council's revenue and capital budget plans for future years. |
| **VII** | **Consideration at PDSP** | The report was considered at PDSP on 26 October 2021 and the Panel were content that the report be considered by the Education Executive. |
| **VIII** | **Other consultations** | Head of Finance and Property Services and Head of Education (Learning, Policy and Resources). |

D. **TERMS OF REPORT**

D1 **Background**

School Roll Forecasts are a critical element in the forward planning of revenue impacts and capital investment in West Lothian. They are also an important element in the council's consideration of planning applications for residential development which will have an impact on school capacities. It is important to ensure that the educational impact of development can be supported in the school estate, taking into account other potential development sites in the school catchment. Where there is likely to be insufficient capacity in one or more catchment school a developer funded education solution will have to be agreed before planning permission can be granted.

The forecasts are also used to inform the council's capital programme to ensure that council investment in the school estate is best matched with developer funded investment. In some cases the council may forward fund education infrastructure in expectation that developers will subsequently pay for the new capacity created.

The forecasts give an early warning of those schools which are likely to go over capacity. All existing mainstream, local authority primary and secondary schools in West Lothian are included in the forecasts. Where over capacity arises as a result of new housing development, supplementary guidance (SG) was approved in 2021 which identifies and costs the education solutions required. Developers of sites within the school catchment are then be required to meet the full cost of delivering the education solution.

The current base forecast covers a time range from school session 2020/21 with forecast school rolls from 2021/22 through to 2030/31. The housing component of the forecast is based on Housing Land Audit 2020 adjusted to fit the 900 house and LDP scenarios.

A forecast based around 900 houses completions is included as this is a scenario which most closely relates to recent average annual housebuilding rates. However, it should be noted that this level is higher than the most up to date demand assumption for West Lothian as set out in the second housing needs and demand assessment (HoNDA2) prepared to support the development plan and also the draft housing figures consulted on as part of the Scottish Government's preparation of the Fourth National Planning Framework. Both assessments give a demand figure over the short to medium term of between 700 and 800 houses per annum.
The forecasts show a picture of primary school rolls staying broadly similar to the current numbers with a slight fall in numbers in the 900 forecast and a modest increase in the LDP forecast. The secondary rolls increase faster in both of the forecasts and more capacity is required to deal with these forecast secondary roll increases in some areas.

The forecasts have also been compared to the timescales set out for future education infrastructure investment in the 10 year Capital Programme and no interventions in addition to those already identified in the Capital Programme are required.

The forecasts are set out in Appendix 1.

D2 **Forecast Methodology**

The forecast methodology is provided by Edge Analytics who have expertise in geographical modelling and research with a specialism in population scenario forecasting. The model uses 56 geographical catchment blocks that correspond to West Lothian Primary School catchment areas. It also uses pre-school population data, sourced from

NHS Scotland, School Census data from West Lothian Council, birth estimates based on historic trends, housing growth drawn from the LDP and the Housing Land Audit 2020 and Child Per House ratios (CPH) based on evidence of the number of children generated by each new house completion. More details of the forecast methodology can be found in Appendix 2.

D3   Assumptions

The forecasts are dependent on a number of factors and changes to any of these factors can affect the forecast numbers in both the individual schools and across the entire education estate.

Child Per House ratios (CPH) are based on past experience of new housing development but the total pupil product and the distribution between primary/secondary and between denominational/non-denominational can vary by site and can change over time. At present the current CPH assumptions are considered to be reliable although there is some emerging evidence that the children may be taking slightly longer to appear than in the past as housing developments in West Lothian are attracting more families with either younger children or those who are looking to start a family.

NHS data is most reliable at the time when it is given to West Lothian Council. Those who register with another UK GP practice will be removed from the NHS data but children moving abroad may take longer to be removed from NHS records. Migration patterns can change rapidly and there is some emerging evidence that a number of children from Eastern Europe may have left West Lothian and this may affect the roll at a number of schools. Continuing uncertainties around migration form one of the most difficult assumptions to forecast.

Housing completions were reduced with the Covid-19 construction lockdown in 2020/21 but once the lockdown restrictions were lifted housing completions quickly returned to their previous level. An allowance for lower completion numbers in 2020/21 has been made in both scenarios.

One of the largest uncertainties is around the number of houses to be built in West Lothian. Forecast scenarios are presented for 900 house completions and full Local Development Plan scenarios. Any changes to the location and volume of new housing growth can significantly affect the forecasts.

D4   Base Forecast

The Base Forecast looks at known children in the existing education estate, those attending pre-school and those known to the NHS. It then projects demand forwards based on existing demand for schools and transfer rates. For the period beyond current birth data it uses an average based on recent trends in each school catchment.

It assumes that no new housing is built in West Lothian and that there is no inward migration. It is included only to provide an understanding of the underlying demographic trends which interact with the forecast scenarios of likely house building.

D5   900 House Forecast

The 900 House Forecast is based on housing completions of 900 houses per annum throughout the projection period. This is slightly higher than the average house completion rate over the last 5 years, though there have been some years where this rate has been achieved. It was exceeded in 2019/20 and would likely have been exceeded in 2020/21 if it had not been for Covid-19 construction restrictions.

The Forecast is based on an assessment of which residential sites are most likely to come forward in the short to medium term. This takes into account sites where planning

permission has been granted, legal agreements associated with consented sites and education constraints.

If a different range of housing sites come forward to those included in the Forecast, for example windfall sites, then educational pressures could arise at different schools from those set out in the forecast.

The 900 House Forecast is not intended to replace a School Impact Assessment for individual planning applications. In assessing planning applications for housing development the impact on local schools of all LDP housing allocations and consented windfall sites coming forward will need to be considered, not just those sites included in the 900 House Forecast. Any proposed educational solutions from developers will need to be able to accommodate all allocated housing sites from the LDP as well as the site being assessed in the School Impact Assessment.

D6   LDP Forecast

The LDP Forecast is based on the agreed 2020 Housing Land Audit (HLA). This has slightly higher numbers than the average house completion rate over the last 5 years but is based on information from the development industry as to which sites are likely to be constructed in the next seven years. Sites which are currently classified as non-effective are assumed to come forward from year six onwards and the full Local Development Plan allocation of sites is assumed to come forward in years 8-10 after the HLA period.

The LDP Forecast, while not intended to replace a School Impact Assessment for individual planning applications, will more closely reflect the total impact of currently identified sites on individual school rolls. In assessing planning applications for housing development the impact on local schools of all LDP housing allocations and consented windfall sites coming forward will need to be considered, not just the phasing in the current HLA. Significant changes can occur in the HLA from year to year so the LDP Forecast cannot be seen as a maximal educational requirement as the development industry could bring forward more sites, or bring them forward faster than set out in the current audit. Any proposed educational solutions from developers will need to be able to accommodate all allocated housing sites from the LDP as well as the site being assessed in the School Impact Assessment.

D7   Usable Capacity

It is important to note that as well as overall school rolls capacity pressures can be found in individual school year groups, especially at P1 and S1. Schools can be unable to accept new pupils on this basis even when the overall school roll is below capacity.

It is very unusual for pupils to be evenly distributed across year groups in a particular catchment. Additional capacity can therefore be required well in advance of schools breaching their overall school roll.

E.   CONCLUSION

The school roll forecasts indicate that school rolls are likely to continue to grow. In areas where significant residential development is taking place further investment in the school estate at both primary and secondary level may be required.

It is important to continue to review the forecasts against house building completions as house completions are the greatest single factor influencing school roll forecasts. Higher

levels of housing completions or housing development in areas that vary from the forecast methodology can have a significant effect on which schools will be under capacity pressure and where capital investment should be targeted.

F.   BACKGROUND REFERENCES

28 May 2019 Education Executive report: *School Roll Forecasts.*
West Lothian Local Development Plan
West Lothian Housing Land Audit 2020

Appendices/Attachments:
Appendix 1 – 2020 School Roll Forecasts
Appendix 2 – 2020 School Roll Forecasts Data & Methodology

Contact Person: Andrew Cotton, Principal Education Planning Officer, 01506 283080 Email: andrew.cotton@westlothian.gov.uk

Craig McCorriston
Head of Planning, Economic Development & Regeneration

16 November 2021

Primary Roll - Base Scenario

School	Capacity	Max P1 Entry	Max Class Org	Class Size Limit	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	
Addiewell	125	18	5	33	110	114	118	122	118	117	115	108	102	95	94	
Armadale	462	66	16	33	387	353	330	322	309	300	282	279	280	275	269	
Balbardie	462	66	16	33	398	393	372	363	357	350	340	331	320	320	310	
Bankton	462	66	16	33	275	268	273	271	260	246	236	225	216	204	192	
Bellsquarry	198	29	8	33	182	172	172	166	148	136	125	124	120	114	109	
Blackburn	198	29	7	33	94	95	92	87	79	82	71	71	71	67	67	
Blackridge	198	29	7	33	155	152	150	146	140	134	128	124	122	119	116	
Boghall	462	66	16	33	275	270	267	259	260	260	243	245	245	245	249	
Bridgend	125	18	5	25	56	55	60	61	54	56	57	55	53	51	50	
Broxburn	462	66	16	33	398	386	373	369	380	366	350	351	355	352	348	
Calderwood	462	66	16	33	n/a	141	188	221	265	286	309	318	308	298	304	Opened 2021
Carmondean	462	66	16	33	360	354	340	329	317	302	292	278	267	262	257	
Croftmalloch	387	52	13	33	197	198	204	204	200	209	195	188	182	178	176	
Deans	360	48	12	33	231	223	226	213	203	187	181	173	170	157	154	
Dechmont	50	17	2	25	12	14	15	14	11	9	9	9	9	9	9	
Dedridge	273	39	10	33	183	182	183	184	176	165	149	142	135	128	122	
East Calder	462	66	16	33	391	304	305	301	297	299	295	280	282	274	266	
Eastertoun	360	48	12	33	290	282	256	254	239	232	225	219	222	223	220	
Fallahill	360	48	12	33	172	176	174	173	176	175	172	170	168	167	170	
Greenrigg	171	23	6	33	133	137	142	143	155	160	162	165	170	168	171	
Harrysmuir	415	60	16	33	399	410	417	401	392	378	376	362	347	340	344	
Holy Family	125	18	5	25	121	119	121	129	131	132	138	136	133	134	124	
Howden St Andrew's	387	52	13	33	292	282	266	261	250	250	247	247	242	242	236	
Kirkhill	387	52	13	33	252	244	237	226	216	197	187	180	176	167	163	
Kirknewton	198	29	7	33	171	177	176	170	182	165	159	146	138	128	130	
Knightsridge	415	60	14	33	241	243	239	228	210	198	189	189	185	181	179	
Letham	273	39	10	33	198	196	188	173	167	158	165	163	162	159	154	
Linlithgow	441	63	15	33	400	387	381	349	334	309	281	262	245	230	233	
Linlithgow Bridge	231	33	8	33	185	197	194	193	201	194	198	189	172	174	172	
Livingston Village	198	29	8	30	196	207	198	194	191	187	184	178	165	169	174	
Longridge	125	18	5	25	102	101	95	98	95	87	87	79	75	75	74	
Lowport	198	29	8	33	175	175	169	175	172	157	152	143	136	137	128	
Meldrum	231	33	8	33	173	160	154	145	136	121	109	104	99	92	88	
Mid Calder	415	60	14	30	179	168	160	153	137	139	128	136	141	142	144	
Murrayfield	306	45	11	33	217	202	194	183	174	165	152	150	152	145	143	
Our Lady of Lourdes	171	23	6	33	165	162	166	165	162	153	153	142	144	137	136	
Our Lady's	100	15	4	25	81	82	71	70	68	66	64	62	58	60	60	
Parkhead	415	60	14	33	331	329	318	314	314	305	290	281	276	276	274	
Peel	462	66	16	33	411	423	415	398	387	371	362	344	325	313	317	
Polkemmet	306	45	11	30	169	174	181	180	176	170	170	163	161	158	158	
Pumpherston and Uphall Station	231	33	8	33	189	184	179	186	195	197	209	210	215	221	220	
Riverside	306	45	11	33	227	237	233	246	238	238	236	232	224	222	209	
Seafield	125	18	5	25	101	103	102	102	102	102	100	99	98	98	98	
Simpson	640	92	22	30	638	629	628	607	585	550	516	508	498	472	465	
Southdale	273	39	8	33	248	263	275	267	266	253	247	244	243	244	245	
Springfield	415	60	14	33	323	336	333	313	298	282	264	247	228	215	214	
St Anthony's	273	39	10	33	223	201	195	184	169	160	155	153	154	151	149	
St Columba's	171	23	6	33	128	126	120	110	107	99	95	96	96	95	97	
St John Ogilvie	415	60	14	30	358	352	344	331	322	301	288	275	265	252	248	
St John The Baptist	231	33	8	33	187	186	187	179	184	187	179	181	179	178	181	
St Joseph's Linlithgow	171	25	7	25	122	116	114	111	102	103	91	90	86	83	83	
St Joseph's Whitburn	252	36	9	33	232	234	241	227	231	221	207	209	208	205	205	
St Mary's Bathgate	462	66	16	33	398	392	385	371	357	338	331	321	312	305	298	
St Mary's Polbeth	252	36	9	33	170	166	162	163	165	159	154	149	147	147	146	
St Nicholas	462	66	16	33	384	372	375	365	354	346	340	320	319	310	304	
St Ninian's	387	52	13	33	249	243	243	231	227	208	202	191	183	174	166	
St Paul's	171	25	7	33	149	136	135	133	124	117	114	114	113	111	110	
St Thomas'	100	15	4	25	27	25	25	18	17	13	11	13	12	11	11	
Stoneyburn	150	21	6	25	92	87	84	75	70	67	69	65	61	63	62	
Toronto	415	60	14	33	261	263	271	275	295	295	305	309	310	314	311	
Torphichen	100	15	4	25	77	65	56	49	49	47	41	41	41	41	42	
Uphall	387	52	13	33	270	244	223	209	198	182	170	171	169	164	157	
Westfield	75	11	3	25	44	46	48	46	45	38	37	33	31	27	28	
Whitdale	462	66	16	33	370	364	344	340	327	314	296	292	289	285	282	
Williamston	441	63	15	33	386	379	373	355	342	303	290	260	241	231	227	
Winchburgh	273	39	9	33	276	319	344	400	419	431	435	438	428	430	399	
Windyknowe	462	66	16	33	399	388	376	366	353	335	315	307	300	292	286	
Woodmuir	50	7	2	25	18	19	19	20	17	15	14	14	14	14	0	
West Lothian	**20,452**	**2,918**			**15,303**	**15,178**	**14,999**	**14,690**	**14,397**	**13,875**	**13,435**	**13,095**	**12,792**	**12,518**	**12,325**	

Primary P1 - Base Scenario

School	Capacity	Max P1 Entry	Max Class Org	Class Size Limit	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	
Addiewell	125	18	5	33	20	19	21	15	12	15	13	13	13	13	13	
Armadale	462	66	16	33	42	37	44	44	36	40	39	39	39	39	39	
Balbardie	462	66	16	33	53	55	45	54	42	43	44	44	44	44	44	
Bankton	462	66	16	33	37	35	39	38	31	22	26	26	26	26	26	
Bellsquarry	198	29	8	33	15	18	21	19	13	16	14	14	14	14	14	
Blackburn	198	29	7	33	10	10	13	10	9	10	10	10	10	10	10	
Blackridge	198	29	7	33	21	19	19	19	16	16	17	17	17	17	17	
Boghall	462	66	16	33	33	34	34	30	30	36	34	34	34	34	34	
Bridgend	125	18	5	25	9	9	9	8	6	8	7	7	7	7	7	
Broxburn	462	66	16	33	46	43	50	51	58	44	47	47	47	47	47	
Calderwood	462	66	16	33	n/a	53	52	37	48	44	42	42	42	42	42	Opened 2021
Carmondean	462	66	16	33	50	47	41	42	36	37	36	36	36	36	36	
Croftmalloch	387	52	13	33	31	30	29	26	26	24	24	24	24	24	24	
Deans	360	48	12	33	29	25	35	24	23	19	21	21	21	21	21	
Dechmont	50	17	2	25	4	5	6	3	3	3	3	3	3	3	3	
Dedridge	273	39	10	33	24	25	23	23	17	15	17	17	17	17	17	
East Calder	462	66	16	33	82	34	45	45	35	38	37	37	37	37	37	
Eastertoun	360	48	12	33	37	28	30	34	29	32	31	31	31	31	31	
Fallahill	360	48	12	33	26	25	25	21	23	25	24	24	24	24	24	
Greenrigg	171	23	6	33	20	18	25	20	29	22	23	23	23	23	23	
Harrysmuir	415	60	16	33	62	64	56	45	42	49	49	49	49	49	49	
Holy Family	125	18	5	25	20	20	17	27	16	17	17	17	17	17	17	
Howden St Andrew's	387	52	13	33	33	39	34	39	37	31	34	34	34	34	34	
Kirkhill	387	52	13	33	30	27	31	27	23	22	23	23	23	23	23	
Kirknewton	198	29	7	33	30	26	27	16	33	10	18	18	18	18	18	
Knightsridge	415	60	14	33	24	28	28	25	23	26	24	24	24	24	24	
Letham	273	39	10	33	24	23	25	28	23	20	22	22	22	22	22	
Linlithgow	441	63	15	33	52	49	48	30	31	34	33	33	33	33	33	
Linlithgow Bridge	231	33	8	33	33	41	22	26	26	25	24	24	24	24	24	
Livingston Village	198	29	8	30	30	37	19	20	25	24	24	24	24	24	24	
Longridge	125	18	5	25	18	14	11	11	12	8	10	10	10	10	10	
Lowport	198	29	8	33	27	24	17	27	19	15	18	18	18	18	18	
Meldrum	231	33	8	33	18	17	20	16	15	10	13	13	13	13	13	
Mid Calder	415	60	14	30	12	16	20	18	18	24	20	20	20	20	20	
Murrayfield	306	45	11	33	22	19	28	22	20	20	21	21	21	21	21	
Our Lady of Lourdes	171	23	6	33	30	18	26	20	19	20	19	19	19	19	19	
Our Lady's	100	15	4	25	10	13	6	9	7	9	9	9	9	9	9	
Parkhead	415	60	14	33	47	43	37	40	41	38	38	38	38	38	38	
Peel	462	66	16	33	62	63	56	40	45	42	44	44	44	44	44	
Polkemmet	306	45	11	30	28	24	25	22	24	21	22	22	22	22	22	
Pumpherston and Uphall Station	231	33	8	33	29	26	24	32	36	30	31	31	31	31	31	
Riverside	306	45	11	33	34	37	32	43	33	25	30	30	30	30	30	
Seafield	125	18	5	25	15	14	14	13	14	15	14	14	14	14	14	
Simpson	640	92	22	30	75	76	93	73	70	60	66	66	66	66	66	
Southdale	273	39	8	33	37	35	33	33	37	33	34	34	34	34	34	
Springfield	415	60	14	33	47	48	42	30	34	29	29	29	29	29	29	
St Anthony's	273	39	10	33	23	20	23	23	20	21	21	21	21	21	21	
St Columba's	171	23	6	33	11	12	12	11	11	13	12	12	12	12	12	
St John Ogilvie	415	60	14	30	48	46	48	40	38	33	35	35	35	35	35	
St John The Baptist	231	33	8	33	24	27	26	22	25	26	25	25	25	25	25	
St Joseph's Linlithgow	171	25	7	25	12	16	14	11	11	11	11	11	11	11	11	
St Joseph's Whitburn	252	36	9	33	26	29	31	28	31	27	28	28	28	28	28	
St Mary's Bathgate	462	66	16	33	52	52	49	50	42	41	42	42	42	42	42	
St Mary's Polbeth	252	36	9	33	24	22	19	21	21	20	20	20	20	20	20	
St Nicholas	462	66	16	33	61	43	50	48	46	39	41	41	41	41	41	
St Ninian's	387	52	13	33	34	31	31	31	25	20	23	23	23	23	23	
St Paul's	171	25	7	33	17	16	18	16	15	16	15	15	15	15	15	
St Thomas'	100	15	4	25	0	2	2	2	1	2	2	2	2	2	2	
Stoneyburn	150	21	6	25	13	14	7	10	8	9	9	9	9	9	9	
Toronto	415	60	14	33	39	43	39	45	50	41	43	43	43	43	43	
Torphichen	100	15	4	25	5	6	6	4	6	6	5	5	5	5	5	
Uphall	387	52	13	33	21	25	27	30	24	20	22	22	22	22	22	
Westfield	75	11	3	25	7	6	8	2	6	3	4	4	4	4	4	
Whitdale	462	66	16	33	44	44	45	42	43	39	40	40	40	40	40	
Williamston	441	63	15	33	60	49	40	34	36	25	30	30	30	30	30	
Winchburgh	273	39	9	33	54	66	54	89	52	55	57	57	57	57	57	
Windyknowe	462	66	16	33	48	47	48	45	40	39	40	40	40	40	40	
Woodmuir	50	7	2	25	2	2	2	3	2	2	2	2	2	2	2	
West Lothian	**20,452**	**2,918**			**2,063**	**2,027**	**1,998**	**1,902**	**1,796**	**1,675**	**1,722**	**1,722**	**1,722**	**1,722**	**1,722**	

Secondary Roll - Base Scenario

School	Capacity	Max S1 Entry	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	
Armadale Academy	1,210	220	1,052	1,089	1,105	1,121	1,124	1,133	1,137	1,094	1,031	988	948	
Bathgate Academy	1,210	220	1,000	1,046	1,080	1,113	1,111	1,116	1,140	1,114	1,083	1,070	1,040	
Broxburn Academy	1,210	220	932	935	955	947	934	915	884	849	809	782	771	
Deans High School	1,100	200	1,014	999	988	987	968	962	935	913	884	862	827	
Inveralmond High School	1,320	240	1,049	1,013	1,018	1,049	1,047	1,041	1,027	1,033	1,040	1,020	1,004	
James Young High School	1,210	220	1,178	1,184	1,143	1,122	1,114	1,098	1,063	1,055	1,053	1,032	1,002	
Linlithgow Academy	1,320	240	1,365	1,396	1,363	1,331	1,269	1,217	1,155	1,134	1,164	1,156	1,166	
West Calder High School	1,100	220	853	892	908	929	956	982	988	1,008	1,033	1,060	1,058	
Whitburn Academy	1,210	220	885	880	885	881	874	874	884	875	863	855	832	
Winchburgh Academy	660	120	n/a	n/a	48	101	153	210	260	300	310	310	311	Opens S1 in August 2022
St Kentigerns	1,430	260	1,266	1,259	1,258	1,256	1,233	1,225	1,250	1,227	1,197	1,167	1,130	
St Margarets	1,100	200	1,107	1,107	1,091	1,013	946	888	824	777	757	746	745	
Sinclair Academy	660	120	n/a	n/a	n/a	142	221	307	379	436	450	445	443	Opens S1/S2 in August 2023
West Lothian	**14,740**	**2,700**	**11,701**	**11,800**	**11,842**	**11,851**	**11,727**	**11,660**	**11,546**	**11,381**	**11,224**	**11,048**	**10,834**	

Secondary S1 - Base Scenario

School	Capacity	Max S1 Entry	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	
Armadale Academy	1,210	220	192	214	231	218	210	212	210	175	161	171	171	
Bathgate Academy	1,210	220	198	214	220	224	202	212	232	192	185	203	182	
Broxburn Academy	1,210	220	190	193	191	176	157	167	155	149	129	142	148	
Deans High School	1,100	200	206	176	183	182	171	181	166	158	150	157	139	
Inveralmond High School	1,320	240	188	174	196	212	192	195	172	193	205	184	173	
James Young High School	1,210	220	213	202	181	189	201	199	171	190	183	171	166	
Linlithgow Academy	1,320	240	288	240	199	200	182	206	209	209	227	190	198	
West Calder High School	1,100	220	211	173	165	165	174	188	202	190	191	196	179	
Whitburn Academy	1,210	220	162	166	170	164	161	161	175	158	153	155	140	
Winchburgh Academy	660	120	n/a	n/a	48	53	52	57	56	60	59	53	55	Opens S1 in August 2022
St Kentigerns	1,430	260	211	228	234	241	217	229	244	208	202	202	189	
St Margarets	1,100	200	198	192	190	142	131	140	129	135	133	129	132	
Sinclair Academy	660	120	n/a	n/a	n/a	84	80	85	80	83	80	78	80	Opens S1/S2 in August 2023
West Lothian	**14,740**	**2,700**	**2,257**	**2,171**	**2,207**	**2,165**	**2,052**	**2,146**	**2,122**	**2,015**	**1,980**	**1,954**	**1,870**	

Primary Roll - 900 House Scenario

School	Capacity	Max P1 Entry	Max Class Org	Class Size Limit	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	
Addiewell	125	18	5	33	110	117	123	131	130	134	136	134	132	128	129	
Armadale	462	66	16	33	387	355	335	329	316	310	292	288	287	282	276	
Balbardie	462	66	16	33	398	393	375	371	366	356	341	328	315	311	300	
Bankton	462	66	16	33	275	271	277	281	276	270	267	265	264	259	253	
Bellsquarry	198	29	8	33	182	188	205	217	215	217	212	214	208	199	191	
Blackburn	198	29	7	33	94	99	100	98	93	99	89	89	90	87	87	
Blackridge	198	29	7	33	155	148	142	136	134	130	126	125	126	126	124	
Boghall	462	66	16	33	275	266	260	245	237	228	202	197	192	189	193	
Bridgend	125	18	5	25	56	56	61	61	55	57	60	59	58	56	57	
Broxburn	462	66	16	33	398	400	399	407	431	430	424	435	447	453	455	
Calderwood	462	66	16	33	n/a	149	214	283	359	416	474	515	539	552	563	Opened 2021
Carmondean	462	66	16	33	360	353	339	331	321	311	305	297	291	289	285	
Croftmalloch	387	52	13	33	197	202	209	209	207	217	206	200	197	202	210	
Deans	360	48	12	33	231	230	242	241	240	234	235	231	223	202	190	
Dechmont	50	17	2	25	12	14	15	13	11	9	9	11	11	12	12	
Dedridge	273	39	10	33	183	192	205	217	213	205	188	178	166	158	150	
East Calder	462	66	16	33	391	329	355	375	404	438	462	472	487	492	496	
Eastertoun	360	48	12	33	290	282	258	260	247	244	239	234	238	240	239	
Fallahill	360	48	12	33	172	180	182	187	195	201	200	200	198	197	200	
Greenrigg	171	23	6	33	133	143	156	167	187	203	214	226	239	243	250	
Harrysmuir	415	60	16	33	399	408	409	393	384	364	355	335	314	302	300	
Holy Family	125	18	5	25	121	125	137	158	172	187	205	211	216	222	215	
Howden St Andrew's	387	52	13	33	292	288	280	280	275	279	280	286	285	287	283	
Kirkhill	387	52	13	33	252	256	260	261	265	260	263	269	277	280	285	
Kirknewton	198	29	7	33	171	169	160	150	160	143	137	125	117	109	111	
Knightsridge	415	60	14	33	241	245	243	233	218	210	203	204	200	197	198	
Letham	273	39	10	33	198	195	186	169	165	157	164	163	163	161	156	
Linlithgow	441	63	15	33	400	391	389	365	364	354	341	336	330	325	334	
Linlithgow Bridge	231	33	8	33	185	197	197	200	216	220	234	236	228	235	237	
Livingston Village	198	29	8	30	196	210	205	204	203	197	195	188	173	174	176	
Longridge	125	18	5	25	102	106	106	116	118	114	118	111	107	106	104	
Lowport	198	29	8	33	175	181	182	199	206	200	202	197	194	197	190	
Meldrum	231	33	8	33	173	161	156	148	141	129	120	116	112	103	99	
Mid Calder	415	60	14	30	179	167	160	155	142	147	141	153	162	164	167	
Murrayfield	306	45	11	33	217	190	176	158	145	135	123	123	127	119	118	
Our Lady of Lourdes	171	23	6	33	165	165	172	175	175	169	170	162	164	159	159	
Our Lady's	100	15	4	25	81	82	73	74	75	74	71	72	66	68	66	
Parkhead	415	60	14	33	331	347	357	371	386	391	387	385	385	387	387	
Peel	462	66	16	33	411	428	424	413	410	397	394	382	366	356	356	
Polkemmet	306	45	11	30	169	183	197	206	208	207	212	208	208	205	203	
Pumpherston and Uphall Station	231	33	8	33	189	188	193	211	233	251	276	290	304	319	328	
Riverside	306	45	11	33	227	230	221	231	224	227	229	232	231	232	222	
Seafield	125	18	5	25	101	103	102	103	104	106	105	104	106	108	109	
Simpson	640	92	22	30	638	628	626	600	573	531	490	475	460	428	419	
Southdale	273	39	8	33	248	267	284	286	296	293	297	303	308	313	316	
Springfield	415	60	14	33	323	342	350	339	334	329	322	313	301	295	301	
St Anthony's	273	39	10	33	223	202	197	189	175	167	163	162	163	161	160	
St Columba's	171	23	6	33	128	124	116	103	97	86	78	77	75	74	76	
St John Ogilvie	415	60	14	30	358	346	336	325	320	305	297	289	279	265	258	
St John The Baptist	231	33	8	33	187	189	193	189	197	202	196	198	196	195	198	
St Joseph's Linlithgow	171	25	7	25	122	113	109	106	100	104	95	98	95	94	95	
St Joseph's Whitburn	252	36	9	33	232	244	261	259	274	273	266	272	275	273	274	
St Mary's Bathgate	462	66	16	33	398	385	376	362	346	326	320	312	305	299	292	
St Mary's Polbeth	252	36	9	33	170	175	180	189	198	200	201	201	201	203	203	
St Nicholas	462	66	16	33	384	385	400	403	407	414	421	413	420	419	419	
St Ninian's	387	52	13	33	249	248	255	250	253	238	237	229	222	215	207	
St Paul's	171	25	7	33	149	141	145	151	152	155	160	169	175	177	179	
St Thomas'	100	15	4	25	27	27	28	23	22	19	17	21	21	20	20	
Stoneyburn	150	21	6	25	92	90	91	86	82	80	83	79	74	76	73	
Toronto	415	60	14	33	261	269	287	298	324	332	347	357	364	373	374	
Torphichen	100	15	4	25	77	66	58	51	50	47	40	39	38	38	40	
Uphall	387	52	13	33	270	234	205	182	167	148	134	137	137	134	130	
Westfield	75	11	3	25	44	45	47	42	41	34	35	36	41	44	53	
Whitdale	462	66	16	33	370	367	349	347	332	319	301	299	296	293	291	
Williamston	441	63	15	33	386	380	384	383	387	363	359	328	304	284	270	
Winchburgh	273	39	9	33	276	328	375	467	522	573	611	644	657	678	656	
Windyknowe	462	66	16	33	399	392	388	389	391	388	382	385	386	385	384	
Woodmuir	50	7	2	25	18	20	23	26	25	25	26	27	29	30	29	
West Lothian	**20,452**	**2,918**			**15,303**	**15,386**	**15,499**	**15,579**	**15,689**	**15,575**	**15,486**	**15,451**	**15,365**	**15,259**	**15,181**	

Plans to deal with capacity pressures

Calderwood	Extended school with 693 capacity
Greenrigg	Catchment Review of Heartlands from Greenrigg to Polkemmet and Croftmalloch (completed)
Livingston Village	Extended school with 231 capacity
Pumpherston & Uphall St	Extended school with 360 capacity
Southdale	Extended school with 462 capacity
Winchburgh	Holy Family move creates initial capacity, additional ND Primary school to follow.
Holy Family	New school with 231 capacity, future extension(s) if required
St Joseph's Whitburn	Extended school with 273 capacity
St Paul's	Extended school with 231 capacity, future extension(s) if required

Primary P1 - 900 House Scenario

School	Capacity	Max P1 Entry	Max Class Org	Class Size Limit	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	
Addiewell	125	18	5	33	20	20	22	17	15	20	18	18	18	18	18	
Armadale	462	66	16	33	42	38	43	44	34	40	39	38	38	38	38	
Balbardie	462	66	16	33	53	54	45	54	41	42	43	43	43	43	43	
Bankton	462	66	16	33	37	35	39	40	37	29	34	34	34	34	34	
Bellsquarry	198	29	8	33	15	20	24	23	19	23	21	21	20	20	20	
Blackburn	198	29	7	33	10	10	13	10	10	11	11	11	11	11	11	
Blackridge	198	29	7	33	21	19	19	20	19	18	18	18	18	18	18	
Boghall	462	66	16	33	33	34	34	28	26	29	27	27	28	28	28	
Bridgend	125	18	5	25	9	9	9	6	4	7	6	7	7	7	7	
Broxburn	462	66	16	33	46	46	52	56	65	55	58	58	58	58	58	
Calderwood	462	66	16	33	n/a	48	56	55	60	65	63	64	64	64	64	Opened 2021
Carmondean	462	66	16	33	50	47	42	45	40	43	42	42	42	41	41	
Croftmalloch	387	52	13	33	31	31	28	25	25	25	25	25	26	27	27	
Deans	360	48	12	33	29	25	34	25	24	20	22	22	21	20	20	
Dechmont	50	17	2	25	4	5	6	3	2	3	3	3	3	3	3	
Dedridge	273	39	10	33	24	26	24	24	19	16	17	17	17	17	17	
East Calder	462	66	16	33	82	44	54	54	57	61	59	59	59	59	59	
Eastertoun	360	48	12	33	37	27	29	32	28	32	31	31	31	31	31	
Fallahill	360	48	12	33	26	26	26	22	26	27	26	26	26	26	26	
Greenrigg	171	23	6	33	20	19	28	25	35	31	32	32	32	32	32	
Harrysmuir	415	60	16	33	62	63	53	44	42	42	42	42	42	42	42	
Holy Family	125	18	5	25	20	21	19	31	21	24	25	24	24	24	24	
Howden St Andrew's	387	52	13	33	33	39	36	42	41	36	38	38	38	38	38	
Kirkhill	387	52	13	33	30	30	36	33	31	33	33	33	34	34	34	
Kirknewton	198	29	7	33	30	26	26	16	31	10	18	18	18	18	18	
Knightsridge	415	60	14	33	24	29	27	24	24	27	25	25	25	25	25	
Letham	273	39	10	33	24	23	26	28	25	20	23	23	23	23	23	
Linlithgow	441	63	15	33	52	52	51	36	40	41	40	40	41	41	41	
Linlithgow Bridge	231	33	8	33	33	43	28	32	35	35	35	35	35	35	35	
Livingston Village	198	29	8	30	30	39	22	21	25	24	24	24	24	24	24	
Longridge	125	18	5	25	18	14	12	13	14	10	12	12	11	11	11	
Lowport	198	29	8	33	27	25	17	28	21	18	21	21	21	21	21	
Meldrum	231	33	8	33	18	18	21	17	16	11	14	14	14	13	13	
Mid Calder	415	60	14	30	12	16	23	21	22	28	25	25	25	25	25	
Murrayfield	306	45	11	33	22	20	30	24	22	22	23	23	23	23	23	
Our Lady of Lourdes	171	23	6	33	30	19	27	22	21	22	22	22	22	22	22	
Our Lady's	100	15	4	25	10	14	7	11	8	10	9	9	9	9	9	
Parkhead	415	60	14	33	47	45	42	44	44	44	44	44	44	44	44	
Peel	462	66	16	33	62	66	58	44	50	44	46	46	46	46	46	
Polkemmet	306	45	11	30	28	25	25	23	25	24	24	24	24	24	24	
Pumpherston and Uphall Station	231	33	8	33	29	27	28	36	41	40	40	40	40	41	41	
Riverside	306	45	11	33	34	37	33	45	37	30	35	35	35	35	35	
Seafield	125	18	5	25	15	13	13	13	13	16	15	15	15	15	15	
Simpson	640	92	22	30	75	75	93	70	66	54	61	61	61	61	61	
Southdale	273	39	8	33	37	37	36	37	42	38	40	40	40	40	40	
Springfield	415	60	14	33	47	51	45	33	39	36	37	37	37	37	37	
St Anthony's	273	39	10	33	23	21	24	23	20	22	22	22	22	22	22	
St Columba's	171	23	6	33	11	12	12	10	9	11	10	10	10	10	10	
St John Ogilvie	415	60	14	30	48	46	49	42	40	36	38	38	38	38	37	
St John The Baptist	231	33	8	33	24	28	28	23	28	28	27	27	27	27	27	
St Joseph's Linlithgow	171	25	7	25	12	17	15	13	13	14	14	14	14	14	14	
St Joseph's Whitburn	252	36	9	33	26	30	33	30	34	31	32	32	32	32	32	
St Mary's Bathgate	462	66	16	33	52	52	49	52	44	42	44	44	44	44	44	
St Mary's Polbeth	252	36	9	33	24	23	21	23	23	23	23	23	23	23	23	
St Nicholas	462	66	16	33	61	46	54	53	55	51	53	53	53	53	53	
St Ninian's	387	52	13	33	34	32	32	33	29	24	27	27	27	27	27	
St Paul's	171	25	7	33	17	18	21	21	23	24	23	23	23	23	23	
St Thomas'	100	15	4	25	0	2	3	2	2	2	2	2	2	2	2	
Stoneyburn	150	21	6	25	13	14	7	12	9	10	10	10	10	10	10	
Toronto	415	60	14	33	39	44	42	50	56	50	52	52	52	52	52	
Torphichen	100	15	4	25	5	5	4	2	4	4	4	4	4	4	4	
Uphall	387	52	13	33	21	24	26	28	24	22	24	24	24	24	24	
Westfield	75	11	3	25	7	6	9	2	6	4	5	5	6	6	6	
Whitdale	462	66	16	33	44	45	45	44	44	41	42	42	42	42	42	
Williamston	441	63	15	33	60	50	45	44	42	31	36	35	34	34	34	
Winchburgh	273	39	9	33	54	70	60	102	67	78	79	79	79	79	79	
Windyknowe	462	66	16	33	48	48	50	50	46	45	47	47	47	47	47	
Woodmuir	50	7	2	25	2	2	3	4	3	3	3	3	3	3	3	
West Lothian	**20,452**	**2,918**			**2,063**	**2,084**	**2,091**	**2,057**	**2,002**	**1,934**	**1,980**	**1,980**	**1,980**	**1,980**	**1,980**	

Secondary Roll - 900 House Scenario

School	Capacity	Max S1 Entry	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	
Armadale Academy	1,210	220	1,052	1,087	1,102	1,125	1,138	1,161	1,181	1,157	1,118	1,094	1,076	
Bathgate Academy	1,210	220	1,000	1,048	1,085	1,121	1,118	1,121	1,142	1,107	1,070	1,055	1,022	
Broxburn Academy	1,210	220	932	932	954	952	949	949	941	930	920	926	945	
Deans High School	1,100	200	1,014	1,008	1,011	1,025	1,019	1,023	1,011	1,002	983	968	941	
Inveralmond High School	1,320	240	1,049	1,012	1,020	1,052	1,050	1,045	1,034	1,046	1,059	1,045	1,040	
James Young High School	1,210	220	1,178	1,202	1,191	1,207	1,241	1,267	1,265	1,290	1,316	1,323	1,317	
Linlithgow Academy	1,320	240	1,365	1,403	1,385	1,379	1,350	1,337	1,318	1,345	1,438	1,496	1,578	
West Calder High School	1,100	220	853	916	969	1,047	1,137	1,233	1,312	1,405	1,506	1,614	1,697	
Whitburn Academy	1,210	220	885	885	903	915	926	948	979	993	1,005	1,020	1,019	
Winchburgh Academy	660	120	n/a	n/a	48	102	156	217	273	322	340	350	361	Opens S1 in August 2022
St Kentigerns	1,430	260	1,266	1,261	1,266	1,278	1,269	1,279	1,321	1,315	1,305	1,293	1,276	
St Margarets	1,100	200	1,107	1,116	1,117	1,058	1,011	974	930	902	902	911	930	
Sinclair Academy	660	120	n/a	n/a	n/a	147	231	325	409	479	506	514	526	Opens S1/S2 in August 2023
West Lothian	**14,740**	**2,700**	**11,701**	**11,870**	**12,052**	**12,261**	**12,363**	**12,553**	**12,708**	**12,813**	**12,962**	**13,096**	**13,203**	

Plans to deal with capacity pressures

James Young High School	Manage through placing requests
Linlithgow Academy	Manage through placing requests. Significant proportion of the demand external to West Lothian and can be refused if capacity levels reached.
West Calder High School	Manage through placing requests and catchment review initially. Additional Secondary School capacity may be necessary beyond the current Capital Programme period.
St Margaret's	Manage through placing requests

Secondary S1 - 900 House Scenario

School	Capacity	Max S1 Entry	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	
Armadale Academy	1,210	220	192	215	230	220	215	220	223	193	184	196	200	
Bathgate Academy	1,210	220	198	215	221	224	201	212	231	185	179	200	175	
Broxburn Academy	1,210	220	190	193	194	182	166	183	177	173	162	181	189	
Deans High School	1,100	200	206	177	187	186	176	187	178	172	168	173	158	
Inveralmond High School	1,320	240	188	174	199	215	193	198	176	199	213	193	186	
James Young High School	1,210	220	213	206	192	206	227	233	209	235	233	226	225	
Linlithgow Academy	1,320	240	288	242	202	209	197	229	243	254	290	263	286	
West Calder High School	1,100	220	211	177	181	194	216	243	270	268	287	311	311	
Whitburn Academy	1,210	220	162	168	178	175	178	183	198	187	189	192	181	
Winchburgh Academy	660	120	n/a	n/a	48	53	53	59	60	66	67	63	65	Opens S1 in August 2022
St Kentigerns	1,430	260	211	229	239	249	229	244	262	228	229	231	221	
St Margarets	1,100	200	198	194	196	151	144	157	150	158	162	161	168	
Sinclair Academy	660	120	n/a	n/a	n/a	87	83	91	89	93	94	94	97	Opens S1/S2 in August 2023
West Lothian	**14,740**	**2,700**	**2,257**	**2,190**	**2,266**	**2,265**	**2,196**	**2,347**	**2,378**	**2,317**	**2,364**	**2,388**	**2,366**	

Primary Roll - LDP Scenario

School	Capacity	Max P1 Entry	Max Class Org	Class Size Limit	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	
Addiewell	125	18	5	33	110	117	123	131	130	134	138	139	140	139	140	
Armadale	462	66	16	33	387	355	336	331	320	315	302	302	306	305	302	
Balbardie	462	66	16	33	398	393	375	371	368	361	353	347	340	342	335	
Bankton	462	66	16	33	275	271	279	289	292	292	289	284	278	266	254	
Bellsquarry	198	29	8	33	182	188	206	220	221	225	222	225	220	209	200	
Blackburn	198	29	7	33	94	99	100	99	93	99	89	91	93	91	91	
Blackridge	198	29	7	33	155	148	142	137	136	133	132	134	137	139	140	
Boghall	462	66	16	33	275	266	260	245	241	239	216	212	204	196	193	
Bridgend	125	18	5	25	56	56	61	61	58	66	72	70	65	58	53	
Broxburn	462	66	16	33	398	400	399	407	431	431	430	449	477	502	523	
Calderwood	462	66	16	33	n/a	149	227	312	394	446	495	524	536	539	542	Opened 2021
Carmondean	462	66	16	33	360	353	339	332	323	313	306	297	291	289	284	
Croftmalloch	387	52	13	33	197	202	214	220	236	275	294	309	316	319	319	
Deans	360	48	12	33	231	230	244	251	257	250	243	229	216	192	178	
Dechmont	50	17	2	25	12	14	15	14	15	14	14	13	12	11	11	
Dedridge	273	39	10	33	183	192	208	219	216	208	192	183	172	164	157	
East Calder	462	66	16	33	391	329	364	393	430	480	514	531	551	555	559	
Eastertoun	360	48	12	33	290	282	259	263	256	256	255	253	259	262	261	
Fallahill	360	48	12	33	172	180	183	187	196	201	203	205	207	209	214	
Greenrigg	171	23	6	33	133	143	156	167	188	203	215	227	239	243	251	
Harrysmuir	415	60	16	33	399	408	409	393	384	364	356	336	315	303	301	
Holy Family	125	18	5	25	121	125	140	171	196	223	256	272	283	291	283	
Howden St Andrew's	387	52	13	33	292	288	280	281	275	280	282	288	286	288	284	
Kirkhill	387	52	13	33	252	256	260	263	276	280	292	305	316	320	326	
Kirknewton	198	29	7	33	171	169	161	151	162	147	143	133	126	119	122	
Knightsridge	415	60	14	33	241	245	243	233	219	210	203	204	200	197	198	
Letham	273	39	10	33	198	195	186	169	165	157	166	166	166	163	158	
Linlithgow	441	63	15	33	400	391	389	371	385	387	386	387	381	368	364	
Linlithgow Bridge	231	33	8	33	185	197	197	201	218	223	238	241	232	239	240	
Livingston Village	198	29	8	30	196	210	206	204	203	199	199	197	186	191	196	
Longridge	125	18	5	25	102	106	109	122	125	120	125	120	117	116	114	
Lowport	198	29	8	33	175	181	187	201	207	200	203	201	201	208	203	
Meldrum	231	33	8	33	173	161	156	150	145	133	123	118	112	103	98	
Mid Calder	415	60	14	30	179	167	160	157	143	149	143	155	164	165	169	
Murrayfield	306	45	11	33	217	190	176	159	146	136	123	125	130	123	122	
Our Lady of Lourdes	171	23	6	33	165	165	172	175	175	169	171	164	169	164	164	
Our Lady's	100	15	4	25	81	82	73	75	75	74	76	78	77	84	85	
Parkhead	415	60	14	33	331	347	374	409	446	471	486	502	515	525	531	
Peel	462	66	16	33	411	428	424	414	415	406	404	389	369	355	353	
Polkemmet	306	45	11	30	169	183	201	211	216	219	226	225	226	225	226	
Pumpherston and Uphall Station	231	33	8	33	189	191	199	220	246	268	299	320	338	356	365	
Riverside	306	45	11	33	227	230	221	231	225	227	232	234	232	233	222	
Seafield	125	18	5	25	101	103	103	103	105	108	108	109	111	113	114	
Simpson	640	92	22	30	638	628	625	600	573	532	494	482	470	442	436	
Southdale	273	39	8	33	248	267	290	308	341	359	372	378	378	374	367	
Springfield	415	60	14	33	323	342	350	342	344	348	347	339	325	314	315	
St Anthony's	273	39	10	33	223	202	197	192	181	176	175	176	178	178	177	
St Columba's	171	23	6	33	128	124	116	103	99	91	84	83	80	77	76	
St John Ogilvie	415	60	14	30	358	346	337	329	328	313	303	290	277	262	253	
St John The Baptist	231	33	8	33	187	189	193	189	197	202	198	204	205	206	212	
St Joseph's Linlithgow	171	25	7	25	122	113	109	108	104	111	104	108	105	103	101	
St Joseph's Whitburn	252	36	9	33	232	244	265	264	282	286	284	294	298	298	300	
St Mary's Bathgate	462	66	16	33	398	385	376	364	355	342	340	336	330	324	316	
St Mary's Polbeth	252	36	9	33	170	175	188	207	226	238	248	256	262	268	271	
St Nicholas	462	66	16	33	384	385	401	404	409	416	426	422	437	445	453	
St Ninian's	387	52	13	33	249	248	257	256	262	250	250	240	231	221	211	
St Paul's	171	25	7	33	149	141	150	161	164	169	175	184	189	189	189	
St Thomas'	100	15	4	25	27	27	28	23	22	19	17	22	22	22	22	
Stoneyburn	150	21	6	25	92	90	91	86	83	80	86	87	86	93	94	
Toronto	415	60	14	33	261	269	287	298	324	332	347	358	365	374	376	
Torphichen	100	15	4	25	77	66	58	52	51	48	40	40	39	39	41	
Uphall	387	52	13	33	270	234	206	183	168	149	135	138	138	135	131	
Westfield	75	11	3	25	44	45	47	42	41	34	38	43	49	52	60	
Whitdale	462	66	16	33	370	367	352	351	339	331	317	318	317	313	312	
Williamston	441	63	15	33	386	380	389	395	403	380	375	342	316	293	276	
Winchburgh	273	39	9	33	276	328	383	505	592	681	766	828	862	889	863	
Windyknowe	462	66	16	33	399	392	388	395	409	421	421	424	423	415	407	
Woodmuir	50	7	2	25	18	20	23	26	25	26	27	29	31	33	33	
West Lothian	**20,452**	**2,918**			**15,303**	**15,390**	**15,622**	**15,899**	**16,276**	**16,425**	**16,587**	**16,713**	**16,724**	**16,641**	**16,535**	

Plans to deal with capacity pressures

Bellsquarry	Manage through placing requests
Broxburn	Catchment review or new school
Calderwood	Extended school with 693 capacity
Greenrigg	Catchment Review of Heartlands from Greenrigg to Polkemmet and Croftmalloch (completed)
Linlithgow Bridge	Linlithgow wide Catchment review
Livingston Village	Extended school with 231 capacity
Lowport	Linlithgow wide Catchment review
Pumpherston & Uphall St	Extended school with 360 capacity
Southdale	Extended school with 462 capacity
Winchburgh	Holy Family move creates initial capacity, additional ND Primary school to follow.
Holy Family	New school with 231 capacity, future extension(s) if required
St Joseph's Whitburn	Extended school with 273 capacity
St Mary's Polbeth	Extended school with 360 capacity
St Paul's	Extended school with 231 capacity, future extension(s) if required

Primary P1 - LDP Scenario

School	Capacity	Max P1 Entry	Max Class Org	Class Size Limit	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	
Addiewell	125	18	5	33	20	20	22	17	15	20	18	19	19	19	18	
Armadale	462	66	16	33	42	38	43	44	35	40	39	40	40	40	40	
Balbardie	462	66	16	33	53	54	45	54	41	43	44	44	45	45	45	
Bankton	462	66	16	33	37	35	39	42	39	31	35	34	34	34	34	
Bellsquarry	198	29	8	33	15	20	24	23	20	24	22	21	21	20	20	
Blackburn	198	29	7	33	10	10	13	11	10	11	11	11	11	11	11	
Blackridge	198	29	7	33	21	19	19	20	19	18	19	19	19	19	19	
Boghall	462	66	16	33	33	34	34	28	26	30	28	28	28	28	28	
Bridgend	125	18	5	25	9	9	9	6	5	9	7	7	6	6	6	
Broxburn	462	66	16	33	46	46	52	55	65	55	59	60	61	62	63	
Calderwood	462	66	16	33	n/a	48	58	59	62	65	63	62	62	63	63	Opened 2021
Carmondean	462	66	16	33	50	47	42	45	40	43	42	42	41	41	41	
Croftmalloch	387	52	13	33	31	31	29	27	29	31	32	31	31	30	30	
Deans	360	48	12	33	29	25	34	27	25	20	21	21	20	20	20	
Dechmont	50	17	2	25	4	5	6	3	3	4	4	4	3	3	3	
Dedridge	273	39	10	33	24	26	25	24	19	16	18	18	18	18	18	
East Calder	462	66	16	33	82	44	56	56	59	64	62	62	62	61	61	
Eastertoun	360	48	12	33	37	27	29	33	29	32	32	32	32	32	32	
Fallahill	360	48	12	33	26	26	26	22	26	27	26	26	27	27	27	
Greenrigg	171	23	6	33	20	19	28	25	35	31	32	32	32	32	32	
Harrysmuir	415	60	16	33	62	63	53	44	42	42	42	42	42	42	42	
Holy Family	125	18	5	25	20	21	19	33	23	27	28	28	28	27	27	
Howden St Andrew's	387	52	13	33	33	39	36	42	41	36	39	38	38	38	38	
Kirkhill	387	52	13	33	30	30	36	33	33	34	35	35	36	36	36	
Kirknewton	198	29	7	33	30	26	26	16	32	10	18	18	18	18	18	
Knightsridge	415	60	14	33	24	29	27	24	24	27	25	25	25	25	25	
Letham	273	39	10	33	24	23	26	28	25	20	24	23	23	23	23	
Linlithgow	441	63	15	33	52	52	51	37	42	44	43	43	42	41	41	
Linlithgow Bridge	231	33	8	33	33	43	28	32	35	35	35	35	35	35	35	
Livingston Village	198	29	8	30	30	39	22	21	25	24	24	25	25	25	25	
Longridge	125	18	5	25	18	14	12	13	14	10	12	12	12	12	12	
Lowport	198	29	8	33	27	25	18	27	21	18	21	21	21	22	21	
Meldrum	231	33	8	33	18	18	21	17	16	11	14	14	14	13	13	
Mid Calder	415	60	14	30	12	16	23	21	22	28	25	25	25	25	25	
Murrayfield	306	45	11	33	22	20	30	24	22	23	23	23	23	23	23	
Our Lady of Lourdes	171	23	6	33	30	19	27	22	21	22	22	22	22	22	22	
Our Lady's	100	15	4	25	10	14	7	11	8	9	10	10	10	10	10	
Parkhead	415	60	14	33	47	45	45	49	49	50	50	50	51	51	51	
Peel	462	66	16	33	62	66	58	44	50	45	46	46	46	46	45	
Polkemmet	306	45	11	30	28	25	26	24	26	25	25	25	25	25	25	
Pumpherston and Uphall Station	231	33	8	33	29	27	28	36	42	41	42	42	42	42	42	
Riverside	306	45	11	33	34	37	33	45	37	30	35	35	35	35	35	
Seafield	125	18	5	25	15	13	13	13	14	17	15	15	15	15	15	
Simpson	640	92	22	30	75	75	93	70	66	54	61	62	62	62	62	
Southdale	273	39	8	33	37	37	37	40	47	43	43	42	41	41	41	
Springfield	415	60	14	33	47	51	45	33	40	37	38	37	37	37	37	
St Anthony's	273	39	10	33	23	21	24	24	21	23	22	22	22	23	23	
St Columba's	171	23	6	33	11	12	12	10	10	11	10	10	10	10	10	
St John Ogilvie	415	60	14	30	48	46	49	43	41	36	38	38	37	37	37	
St John The Baptist	231	33	8	33	24	28	28	24	28	28	28	28	28	28	28	
St Joseph's Linlithgow	171	25	7	25	12	17	15	14	14	14	14	14	14	14	14	
St Joseph's Whitburn	252	36	9	33	26	30	33	30	34	32	33	33	33	33	33	
St Mary's Bathgate	462	66	16	33	52	52	49	52	45	44	46	45	45	45	45	
St Mary's Polbeth	252	36	9	33	24	23	23	25	25	26	26	26	26	26	26	
St Nicholas	462	66	16	33	61	46	54	53	55	51	54	54	55	55	56	
St Ninian's	387	52	13	33	34	32	33	33	30	25	27	27	27	27	27	
St Paul's	171	25	7	33	17	18	22	22	24	25	24	24	24	24	24	
St Thomas'	100	15	4	25	0	2	3	2	2	2	2	2	2	2	2	
Stoneyburn	150	21	6	25	13	14	7	12	9	10	10	11	11	11	11	
Toronto	415	60	14	33	39	44	42	50	56	50	52	52	52	52	52	
Torphichen	100	15	4	25	5	5	4	2	4	4	4	4	4	4	4	
Uphall	387	52	13	33	21	24	26	28	24	22	24	24	24	24	24	
Westfield	75	11	3	25	7	6	9	2	6	4	5	6	6	6	6	
Whitdale	462	66	16	33	44	45	46	44	45	42	43	43	43	43	43	
Williamston	441	63	15	33	60	50	46	42	43	32	36	35	34	34	34	
Winchburgh	273	39	9	33	54	70	62	108	74	87	91	89	89	88	87	
Windyknowe	462	66	16	33	48	48	50	51	49	49	49	48	48	47	47	
Woodmuir	50	7	2	25	2	2	3	4	3	3	3	3	3	3	3	
West Lothian	**20,452**	**2,918**			**2,063**	**2,085**	**2,114**	**2,097**	**2,061**	**1,999**	**2,052**	**2,045**	**2,042**	**2,037**	**2,033**	

Secondary Roll - LDP Scenario

School	Capacity	Max S1 Entry	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	
Armadale Academy	1,210	220	1,052	1,087	1,105	1,140	1,176	1,226	1,272	1,271	1,252	1,247	1,248	
Bathgate Academy	1,210	220	1,000	1,048	1,086	1,123	1,125	1,136	1,168	1,145	1,120	1,116	1,091	
Broxburn Academy	1,210	220	932	934	957	960	970	983	994	1,004	1,018	1,049	1,093	
Deans High School	1,100	200	1,014	1,008	1,012	1,033	1,035	1,044	1,030	1,016	993	976	948	
Inveralmond High School	1,320	240	1,049	1,012	1,021	1,054	1,054	1,052	1,046	1,059	1,073	1,060	1,055	
James Young High School	1,210	220	1,178	1,202	1,198	1,226	1,274	1,314	1,324	1,358	1,391	1,402	1,399	
Linlithgow Academy	1,320	240	1,365	1,403	1,393	1,410	1,417	1,453	1,494	1,576	1,719	1,818	1,934	
West Calder High School	1,100	220	853	916	992	1,104	1,236	1,377	1,502	1,641	1,788	1,944	2,068	
Whitburn Academy	1,210	220	885	885	909	928	953	994	1,053	1,096	1,136	1,178	1,201	
Winchburgh Academy	660	120	n/a	n/a	48	102	158	223	286	342	366	382	396	Opens S1 in August 2022
St Kentigerns	1,430	260	1,266	1,261	1,272	1,293	1,304	1,339	1,410	1,433	1,452	1,468	1,475	
St Margarets	1,100	200	1,107	1,116	1,122	1,071	1,037	1,012	981	966	979	1,002	1,034	
Sinclair Academy	660	120	n/a	n/a	n/a	148	235	333	424	502	537	554	574	Opens S1/S2 in August 2023
West Lothian	**14,740**	**2,700**	**11,701**	**11,872**	**12,116**	**12,446**	**12,738**	**13,153**	**13,561**	**13,906**	**14,287**	**14,641**	**14,943**	

Plans to deal with capacity pressures

Armadale Academy / Bathgate Academy - Manage through placing requests and catchment review

James Young High School	Manage through placing requests
Linlithgow Academy	Manage through placing requests. Significant proportion of the demand external to West Lothian and can be refused if capacity levels reached.
West Calder High School	Manage through placing requests and catchment review initially. Additional Secondary School capacity may be necessary beyond the current Capital Programme period.
St Kentigern's	Catchment Review
St Margaret's	Manage through placing requests

Secondary S1 - LDP Scenario

School	Capacity	Max S1 Entry	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	
Armadale Academy	1,210	220	192	215	231	224	225	235	242	216	211	227	235	
Bathgate Academy	1,210	220	198	215	221	225	203	215	237	194	190	212	189	
Broxburn Academy	1,210	220	190	194	195	184	172	191	188	188	182	205	218	
Deans High School	1,100	200	206	177	187	189	180	191	181	174	170	175	160	
Inveralmond High School	1,320	240	188	174	199	215	194	200	179	201	216	195	189	
James Young High School	1,210	220	213	206	194	211	234	243	221	248	247	242	239	
Linlithgow Academy	1,320	240	288	242	204	217	213	254	280	300	345	325	353	
West Calder High School	1,100	220	211	177	188	209	238	273	309	314	342	377	379	
Whitburn Academy	1,210	220	162	168	179	178	184	193	215	208	216	224	217	
Winchburgh Academy	660	120	n/a	n/a	48	54	54	61	63	70	72	69	72	Opens S1 in August 2022
St Kentigerns	1,430	260	211	229	240	252	237	257	281	253	259	266	260	
St Margarets	1,100	200	198	194	198	154	150	165	160	170	177	178	187	
Sinclair Academy	660	120	n/a	n/a	n/a	88	84	94	93	99	101	102	107	Opens S1/S2 in August 2023
West Lothian	**14,740**	**2,700**	**2,257**	**2,191**	**2,285**	**2,312**	**2,283**	**2,477**	**2,556**	**2,537**	**2,627**	**2,696**	**2,698**	

edge-ucate

West Lothian

edge–ucate Data & Methodology

2020-21 Academic Year

For the attention of:
West Lothian Council

edge analytics

Contents

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1 Introduction

1.1   **edge-ucate** is a robust and transparent modelling framework for mainstream pupil forecasting, developed by Edge Analytics to support local authorities in their school place planning activities.

1.2   Edge Analytics has calibrated its **edge-ucate** pupil projection model for West Lothian using the latest available evidence on the resident pre-school population, local schools and their pupils[1], together with assumptions on the potential impacts of migration and planned new housing on pupil numbers.

1.3   Forecasts for West Lothian (in total), its catchments and individual schools have been generated for four scenarios, as follows:

- The **BASE** scenario assumes no change in the size of pre-school, primary or secondary cohorts over time (i.e. the impacts of migration and planned housing are not included).

- The **MIGRATION** scenario includes the impacts of migration, through the application of pre-school, primary and secondary migration factors.

- The **HOUSING** scenario includes the impacts of new housing, through the application of primary and secondary pupil yield factors to a trajectory of planned housing growth.

- The **MIGRATION+HOUSING** scenario includes the impacts of both migration *and* planned housing, combining the migration factor assumptions of the **MIGRATION** scenario with the housing and pupil yield assumptions of the **HOUSING** scenario.

1.4   This document provides a summary of the key data inputs to the forecasting process (Section 2) and a description of the **edge-ucate** forecasting methodology (Section 3).

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[1] **edge-ucate** has been configured to provide forecasts for mainstream schools located within West Lothian. Pupils attending independent/special schools or schools located outside West Lothian are not included.

2 Data Inputs

Overview

2.1   The following data has been provided by West Lothian Council to configure the **edge-ucate** model:

- Details of each mainstream school in West Lothian, including each school's location, capacity and intake limit.
- A 3-year history of September school census data, providing a count of pupils by year group (P1–S6), school attended and residential postcode[2] for 2018-19 to 2020-21.
- A trajectory of annual housing growth for each primary catchment block[3] in West Lothian, for 2020-21 to 2029-30, with accompanying primary and secondary pupil yield assumptions.
- Pre-school data for primary catchment blocks in West Lothian, providing a count of resident children aged 0+ to 5+ (by single year of age) at the beginning of 2018-19 to 2020-21.

2.2   Edge Analytics has sourced the following data on the Council's behalf:

- A trajectory of estimated births for primary catchment blocks in West Lothian, representing children aged 0+ at the beginning of each forecast year.

Schools

2.3   The **edge-ucate** model for West Lothian includes 78 mainstream schools: 1 infant school; 66 primary schools and 11 secondary schools.

School Census Data

2.4   Underpinning the **edge-ucate** model is a 3-year history of pupil data, sourced by West Lothian Council from the 2018, 2019 and 2020 September school census for mainstream schools in West Lothian.

2.5   The school census data provides a count of pupils by year group (P1–S6), school attended and residential primary catchment block. Pupils may be resident within or outside West Lothian.

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[2] The school census data has been aggregated to residential primary catchment blocks for use in **edge-ucate**.
[3] Primary catchment blocks are the smallest geographical unit used by **edge-ucate** for data collection and forecast display.

Planned Housing

2.6   A trajectory of planned housing development for primary catchment blocks in West Lothian has been provided by the Council, relating to 'all' housing types.

Pupil Yield Factors

2.7   A primary pupil yield factor of 0.35 and a secondary pupil yield factor of 0.18 have been provided by West Lothian Council. The primary and secondary pupil yield factors represent the number of additional pupils (P1–P7 and S1–S4, respectively) expected to require a place at mainstream schools in West Lothian as a result of each new home

Pre-School Population

2.8   The Council has provided pre-school population estimates for each primary catchment block, sourced from GP registrations statistics for August 2018, 2019 and 2020. The data provides a count of resident children aged 0+ to 5+ (by single year of age) at the beginning of 2018-19, 2019-20 and 2020-21.

Births

2.9   To enable the production of longer-term pupil forecasts, estimated births (representing children born throughout 2020-21 and each forecast year) have been derived for each primary catchment block using a weighted history of GP registrations statistics for children aged 0+.

3 Forecast Methodology

3.1 The **edge-ucate** forecasting methodology for West Lothian comprises a series of stages, which are summarised in Figure 1. Guidance on each stage of the forecasting methodology is provided below.
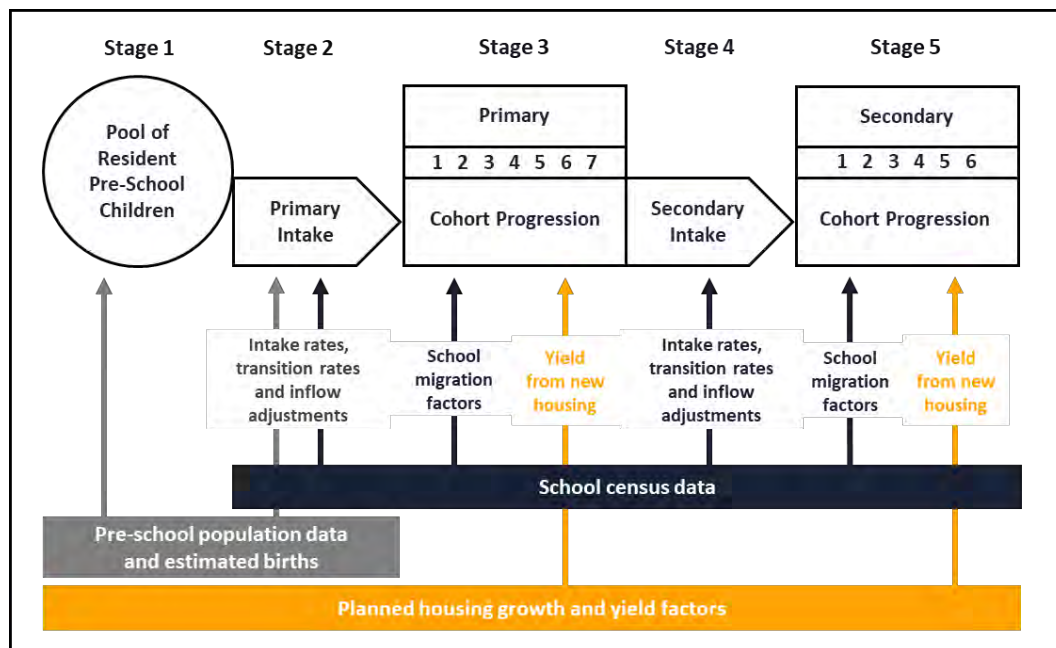
Figure 1: The edge-ucate forecasting methodology for West Lothian

Stage 1: Pool of Resident Pre-School Children

3.2 In Stage 1, a pool of resident pre-school children aged 5+ (i.e. P1 age) is identified for each primary catchment block in West Lothian.

3.3 Pre-school population data relating to the beginning of the base year (2020-21) provides a count of resident children aged 4+, 3+, 2+, 1+ and 0+, by primary catchment block. These children reach age 5+ (P1 age) at the beginning of base year +1, +2, +3, +4 and +5, respectively.

3.4 Estimated births, by primary catchment block, provide a feed of resident children aged 0+ at the beginning of each forecast year. These children reach age 5+ (P1 age) at the beginning of base year +6 onwards.

3.5 For reference, Figure 2 illustrates how the inclusion of a *single* year of estimated births extends the pupil forecasts by one year.

Year	Pre-School Population and Estimated Births					Primary Pupils							Secondary Pupils					
	0+	1+	2+	3+	4+	1	2	3	4	5	6	7	1	2	3	4	5	6
BASE (Pre-school data)	0+	1+	2+	3+	4+	5+												
BASE (School census data)						5+	6+	7+	8+	9+	10+	11+	12+	13+	14+	15+	16+	17+
BASE +1	0+	1+	2+	3+	4+	5+	6+	7+	8+	9+	10+	11+	12+	13+	14+	15+	16+	17+
BASE +2		1+	2+	3+	4+	5+	6+	7+	8+	9+	10+	11+	12+	13+	14+	15+	16+	17+
BASE +3			2+	3+	4+	5+	6+	7+	8+	9+	10+	11+	12+	13+	14+	15+	16+	17+
BASE +4				3+	4+	5+	6+	7+	8+	9+	10+	11+	12+	13+	14+	15+	16+	17+
BASE +5					4+	5+	6+	7+	8+	9+	10+	11+	12+	13+	14+	15+	16+	17+
BASE +6						5+	6+	7+	8+	9+	10+	11+	12+	13+	14+	15+	16+	17+
BASE +7							6+	7+	8+	9+	10+	11+	12+	13+	14+	15+	16+	17+
BASE +8								7+	8+	9+	10+	11+	12+	13+	14+	15+	16+	17+
BASE +9									8+	9+	10+	11+	12+	13+	14+	15+	16+	17+
BASE +10										9+	10+	11+	12+	13+	14+	15+	16+	17+
BASE +11											10+	11+	12+	13+	14+	15+	16+	17+
BASE +12												11+	12+	13+	14+	15+	16+	17+
BASE +13													12+	13+	14+	15+	16+	17+

In this example, the forecast has a 6-year (primary) and 13-year (secondary) maximum horizon

The **edge-ucate** forecasts for West Lothian have a 10-year (primary) and 10-year (secondary) horizon

Figure 2: Extending the pupil forecasts with estimated births

3.6 The **BASE** and **HOUSING** scenarios assume that all children remain resident in the same primary catchment block until age 5+.

3.7 In the **MIGRATION** and **MIGRATION+HOUSING** scenarios, migration factors are applied to the resident pre-school population in each primary catchment block, adjusting the size of each cohort in consecutive forecast years.

3.8 To derive pre-school migration factors for each primary catchment block, the 3-year history of pre-school population data is used to calculate the average annual change in the number of resident children that transferred between successive age groups (0–1, 1–2 … 4–5) in consecutive historical years. The average[4] migration factors for each primary catchment block are applied in each year, fixed throughout the forecast period.

Stage 2: Primary Intake

3.9 In Stage 2, an intake rate for each primary catchment block identifies the proportion of resident children aged 5+ (from Stage 1) that enters mainstream primary education (P1) in West Lothian. Transition rates identify the proportion of these children that enter specific schools in West Lothian. Inflow adjustments identify any additional P1 pupils that enter each school from outside West Lothian.

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[4] Averages are weighted towards the most recent data and capped at -10 and +50.

3.10   To derive an intake rate for each primary catchment block, the total number of resident children aged 5+ at the beginning of the base year, base year -1, and base year -2 (from the pre-school population data) is compared to the total number of resident P1 pupils in the corresponding year (from the school census data). The average[5] intake rate for each primary catchment block is applied in each year.

3.11   To derive a set of transition rates for each primary catchment block, school census data is used to compare the total number of resident P1 pupils in the base year, base year -1 and base year -2 to the number of resident P1 pupils attending each school in the same year. The average transition rates for each primary catchment block and school are applied in each year.

3.12   To derive a set of inflow adjustments for each school, school census data is used to determine the number of P1 pupils resident outside West Lothian in the base year, base year -1 and base year -2. The average flows for each school are applied in each year.

Stage 3: Primary Cohort Progression

3.13   In Stage 3, P1 pupils (identified in Stage 2) transfer to successive primary year groups (P2–P7) accounting for migration and/or new housing as appropriate.

3.14   The **BASE** scenario assumes that all pupils remain in the same school as they age through P2–P7.

3.15   In the **MIGRATION** and **MIGRATION+HOUSING** scenarios, migration factors are applied to the number of pupils in each school, adjusting (up or down) the size of each cohort in consecutive forecast years.

3.16   To derive migration factors for each school, the 3-year history of school census data is used to calculate the average annual change in the number of pupils that transferred between successive year groups (P1–P2, P2–P3 … P6–P7) in consecutive historical years. The average[6] migration factors for each school are applied in each year, fixed throughout the forecast period.

3.17   In the **HOUSING** and **MIGRATION+HOUSING** scenarios, a primary pupil yield factor is applied to the number of planned new homes in each primary catchment block. The resulting yield is apportioned across year groups P1–P7 and allocated (entirely) to mainstream schools in West Lothian in line with existing pupil flows[7,8].

Stage 4: Secondary Intake

3.18   In Stage 4, an intake rate for each primary catchment block identifies the proportion of resident P7 pupils (from Stage 3) that enters mainstream secondary education (S1) in West Lothian. Transition rates identify the proportion of these pupils that enter specific schools in West Lothian.

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[5] Averages are weighted towards the most recent data and capped at 0 and +1.2.
[6] Averages are weighted towards the most recent data and capped at -2.5 and +2.5.
[7] Yield from new housing is added in each year, from base year +1 onward, and relates to new housing built in the previous year (e.g. yield added in base year +1 relates to housing built throughout the base year).
[8] Primary pupil yield factors of 0.35 are applied. The resulting yield is apportioned across P1–P7, weighted towards P1.

3.19 To derive an intake rate for each primary catchment block, school census data is used to compare the total number of resident P7 pupils in base year -1 and -2 to the total number of resident S1 pupils in the following year. The average[9] intake rate for each primary catchment block is applied in each year.

3.20 To derive a set of transition rates for each primary catchment block, school census data is used to compare the total number of resident S1 pupils in the base year, base year -1 and base year -2 to the number of resident S1 pupils attending each school in the same year. The average transition rates for each primary catchment block and school are applied in each year.

3.21 The number of P7 pupils resident outside West Lothian is adjusted (up or down), altering the size of each cohort transferring between P7–S1 in consecutive forecast years. To derive these adjustments school census data is used to compare the total number of resident P7 pupils in base year -1 or -2 to the total number of resident S1 pupils in the following year. The adjustments are applied in each year, with the resulting pupils allocated to schools in West Lothian based on average transition rates.

Stage 5: Secondary Cohort Progression

3.22 In Stage 5, S1 pupils (identified in Stage 4) transfer to successive secondary year groups, S2–S4) accounting for migration[10] and/or new housing[11] as appropriate. The Stage 3 methodology is used.

3.23 From S4 onwards, pupils are transferred to successive secondary year groups (S5 and S6) using stay-on rates, which adjust the size of each cohort (at each school) in consecutive forecast years.

3.24 To derive stay-on rate assumptions for each school, the 3-year history of school census data is used to calculate the average proportion of pupils that transferred between S4–S5 and S5–S6. The average[12] stay-on rates for each school are applied in *all* scenarios, fixed throughout the forecast period.

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[9] Averages are weighted towards the most recent data and capped at 0 and +1.2.
[10] Migration factors are weighted towards the most recent data and capped at -2.5 and +2.5.
[11] Secondary pupil yield factors of 0.18 are applied. The resulting yield is apportioned across S1–S4, weighted towards S1.
[12] Averages are weighted towards the most recent data.

DATA LABEL: PUBLIC

West Lothian Council

EDUCATION EXECUTIVE

EDUCATION REFORM CONSULTATION

REPORT BY HEAD OF EDUCATION (SECONDARY)

A.   PURPOSE OF REPORT

To invite Education Executive to consider and approve of the draft response to the Education Reform Consultation, included as Appendix 1 to this report.

B.   RECOMMENDATION

To approve the draft response to the Education Reform Consultation included as Appendix 1 to this report.

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 proposed new national framework will provide the context within which West Lothian Council exercises its legal duties and applies its policies. No environmental, equality, health or risk issues for the council have been identified.
III	Implications for Scheme of Delegations to Officers	None
IV	Impact on performance and performance Indicators	None
V	Relevance to Single Outcome Agreement	Our children have the best start in life and are ready to succeed We are better educated and have access to increased and better quality learning and employment opportunities
VI	Resources - (Financial, Staffing and Property)	None

1

VII	Consideration at PDSP	Not possible due to timescale for response to be produced.
VIII	Other consultations	Headteachers in the Primary, Secondary and ASN sectors; Association of Directors of Education Scotland

D.   TERMS OF REPORT

D1   Background Context

In 2020, the Scottish Government invited the Organisation for Economic Co-operation and Development (OECD) to assess the implementation of Curriculum for Excellence (CfE), to understand how curricula are designed and implemented in schools, and to identify what can be improved so that CfE will deliver quality learning for all students now and in future. This task was undertaken by the OECD Implementing Education Policies team, which conducts comparative analysis of education policy implementation and offers tailored support to help countries in the design and effective implementation of their education policies.

The OECD has examined and reported on both the Broad General Education (BGE) and the Senior Phase, and published two reports on aspects of Scottish Education.

The first, *Scotland's Curriculum for Excellence: Into the Future,* was published in June 2021. This report recognises that Curriculum for Excellence offers an inspiring and widely supported philosophy of education. It acknowledges the hard work done over the years by many in Scottish education to turn the vision for Curriculum for Excellence into meaningful learning for children and young people at all stages. *Scotland's Curriculum for Excellence: Into the Future* highlights the need for a more structured and strategic approach to curriculum review and implementation in Scotland, noting in particular that the structure, learning practices and assessment approaches in the Senior Phase need adapting to be consistent with Curriculum for Excellence's vision to allow for a smooth curriculum experience from 3 to 18 and beyond.

The second OECD report, *Upper-Secondary Education Student Assessment in Scotland: A Comparative Perspective*, was published in August 2021. This report was written to complement the first OECD report and sets out a number of possible ways in which improvements could be made to the alignment between Curriculum for Excellence and assessment in the Senior Phase.

In response to the first OECD report *Scotland's Curriculum for Excellence: Into the Future*, the Scottish Government took the decision that the Scottish Qualification Authority (SQA) would be replaced and that the functions of Education Scotland would be reviewed with the removal of the Inspectorate from its remit. Professor Ken Muir, University of West of Scotland, was appointed to act as an independent advisor to the Scottish Government to consider and advise on the implementation of the reform that will consider all functions currently delivered by both SQA and Education Scotland.

2

The Education Reform Consultation is hosted by the Scottish Government on behalf of Professor Ken Muir, in his role as independent advisor to the Scottish Government on the replacement of the SQA and the reform of Education Scotland. The purpose of the consultation is to seek the views of stakeholders to inform recommendations relating to the future shape of Scotland's national education agencies.

The results of the consultation process will be used to inform the work of the Expert Panel and the Practitioner and Stakeholder Advisory Group set up to support the Independent Advisor to the Scottish Government leading on this part of the reform exercise. This will conclude with an independent report by Professor Muir to the Cabinet Secretary for Education and Skills in early 2022.

The consultation closes on 26 November 2021. The very short timescale within which Professor Muir will conduct his review has resulted in a short consultation period. It was not possible to present a draft response to PDSP as the importance of the consultation required detailed and thorough consideration within Education Services.

D2   **West Lothian Council Draft Response**

The consultation is divided into four sections as follows: 1. Vision 2. Curriculum and Assessment 3. Roles and Responsibilities 4. Replacing the Scottish Qualifications Authority and reforming Education Scotland.

The draft response has been produced collaboratively by Education Services, taking account of the views of headteachers in the Primary, Secondary and ASN Sectors. Parents/carers were notified on the consultation, and given the opportunity to respond, in materials circulated by schools. Other partner agencies and council services have the opportunity to provide their views directly via the consultation link.

The draft response sets out strong support for the vision of Curriculum for Excellence, but notes concern that CfE does not currently provide coherent progression from 3-18. The response sets out strong support for the creation of a Curriculum and Assessment Agency to help to address the misalignment of curriculum and assessment as outlined in the OECD report.

It strongly supports the idea that the full breadth of existing SQA qualifications play an important part of the curriculum offered in secondary schools, but also notes the importance of considering the fullest range of opportunities that could provide an agile curriculum and flexible pathways to grow learner achievements, including SCQF qualifications.

The draft response notes that whilst West Lothian Council has made a strong commitment to promoting and developing technologies to support curriculum, there is still considerable work to be done (nationally and locally) to ensure equity of opportunity and experience, and there is a need for further investments in infrastructure to support the introduction of 1-1 devices if we are to utilise this resource to its full potential

In relation to the responsibilities for the strategic direction, review and updates for CfE, the draft response sets out the need for national direction but notes that Local Authorities and schools must retain ownership for CfE to ensure autonomy over learning that best suits learners and communities.

3

The draft response notes a lack of clarity in the role played by national agencies and other providers for responding to needs for support with curriculum and assessment issues, and makes suggestions on how national agencies could improve.

It strongly supports the idea that independent inspection has an important role to play in scrutiny and evaluation, enhancing improvement and building capacity. In relation to the other functions of Education Scotland the draft response sets out West Lothian's preference for a distinct differentiation between curriculum design and scrutiny, and also for the reinstatement of a separate body for professional learning.

In relation to the reform of SQA, the response again stresses the importance of SCQF qualifications in opening up opportunities for learners, who would benefit from qualifications from a wide range of qualification and awarding bodies linked to the SCQF. The response supports parity of esteem between academic and vocational qualifications, providing agile learner pathways and getting it right for every learner.

The full answers appended to this report as Appendix 1 provides evidence, examples and argument to support the draft responses to the questions contained in the Education Reform Consultation.

E.   CONCLUSION

The Education Executive is invited to consider and approve the draft response to the Education Reform Consultation, produced by Education Services in collaboration with Headteachers in the Primary, Secondary and ASN Sectors.

F.   BACKGROUND REFERENCES

Education Reform Consultation [Education reform consultation on behalf of Professor Ken Muir, University of the West of Scotland and Independent Advisor to the Scottish Government - Scottish Government - Citizen Space](#)

OECD Report *Scotland's Curriculum for Excellence: Into the Future* [OECD iLibrary | Scotland's Curriculum for Excellence: Into the Future (oecd-ilibrary.org)](#)

OECD Report [OECD iLibrary | Upper-secondary education student assessment in Scotland: A comparative perspective (oecd-ilibrary.org)](#)

Appendices/Attachments: Appendix 1 – Education Reform Consultation – West Lothian Council Response

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Catrina Hatch

Interim Head of Education (Secondary)

Date of meeting: 16 November 2021

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Section 1 - Vision
Two decades have passed since the original vision for Curriculum for Excellence was set out. In 2019, a revised narrative on Curriculum for Excellence was published which aimed to update the original vision[12]. Since the introduction of Curriculum for Excellence, there have been marked changes in educational research giving rise to new insights into children and young people's learning, pedagogy, and the kind of knowledge, skills and attitudes students need to progress as learners.   *"Scotland's curriculum – Curriculum for Excellence – helps our children and young people gain the knowledge, skills and attributes needed for life in the 21st century."*

1.1 The vision for Curriculum for Excellence reflects what matters for the education of children and young people in Scotland **To what extent do you agree or disagree with the above statement**	
Strongly agree	X
Agree	
Neither agree/Disagree	
Disagree	
Strongly Disagree	

1.2 What do you think should be retained and/or changed?
We believe that what underpins the CFE vision is still relevant but that the statement above now seems dated and clearly linked to where we were as a society at the beginning of the 21st century. Our world has changed significantly since this statement was written. The word 'help' seems out of kilter with our vision to empower learners and create agency. A more up to date version would look something like: ***Scotland's curriculum – Curriculum for Excellence – enabling all our children to learn and apply skills, develop and use key attributes and gain and demonstrate knowledge for life.***   To support this statement, we believe that the 4 capacities, knowledge, skills and attributes should still be front and centre within any change to CFE and that consideration should be given to updating core elements such as the role of knowledge in CfE and the possibility of defining indicators for progress against the four capacities.   Any changes must first and foremost, put young people at the centre and we must create a provision to suit their changing needs.   The lens needs to be fully on skills and attributes though, rather than knowledge or content heavy BGE courses that are simply channels to the senior phase. There is tension between the BGE and Senior Phase as there were multiple changes at the same time and CfE became too complicated. What we need is a system that flows better and the timing of the changes needs to be done in a coordinated manner to avoid the focus being taken away from BGE when new SQA changes are announced.

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Section 2 – Curriculum and Assessment	
The OECD reports *Scotland's Curriculum for Excellence: Into the Future*[13] and *Upper-Secondary Education Student Assessment in Scotland: A Comparative Perspective*[14] make it clear that aligning curriculum, qualifications and system evaluation is essential to delivering on the commitments made in Curriculum for Excellence relating to assessment. To what extent do you agree or disagree with the following statements?	
2.1 CFE provides a coherent progression in the journey of learners (3-18 and beyond) that gives them the best possible educational experience and enables them to realise their ambitions.	
Strongly agree	
Agree	
Neither agree/Disagree	
Disagree	
Strongly Disagree	X
2.2 Please share what you believe currently contributes to a coherent progression	
In WLC, considerable work has been carried out to provide clearer exemplification and frameworks for the curriculum. The work of development officers, schools and working parties have no doubt enhanced coherence and clarified progression at local level, whilst still enabling schools to personalise the curriculum for their learners. Similarly, work on moderation and understanding of achievement of a level has been carried out by LAs to ensure better understanding – with the support, where available, from Education Scotland guidance. However, CfE implementation was a skewed process with the system not fully prepared for the change. When SQA revamped their qualifications, development work shifted immediately to remodelling the senior phase and preparations for new courses. This disjoint between the BGE and Senior Phase remains. In many schools the BGE still offers a broad and quite traditional curriculum but as has been recognised nationally often lacking pace and challenge. Schools have had to focus on the everchanging needs and demands of the Senior phase as that is where the accountability lies. It would also appear that practitioners are more skilled in sharing pastoral transition data and ensuring that staff are well versed on the needs of the students but passing on the key curriculum transition data is not as confidently done often due to lack of clarity within the system and levels. Due to the numerous changes to reporting levels: Es and Os, SALs followed by Benchmarks it became even more challenging for staff to pass on the "right" or expected information. This confusion is also evident within the parent body who are confused at times about progression or achievement of a level due to the many different versions over the years and the fact that it can take a number of years for a young person to achieve a level in some areas. That said, there have been improvements in the transition of Literacy, numeracy and wellbeing in recent years with staff having a clearer understanding of achievement of a level in these key areas.	
2.3 Please share any ideas you may have to improve learner progression across stages and sectors	
There are really good examples of where schools have been innovative in their approach to the BGE but questions remain re. the coherence and progression of all learners into the Senior Phase. It is important moving forward the curriculum is approached holistically, with a clear purpose and a qualification and assessment system that aligns with the purposes.	

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Practitioners would benefit from having increased knowledge across the sectors, for example secondary staff knowing and understanding how to teach the foundations of their subject area from a primary perspective and primary staff seeing the progression of the subject and skills required within the secondary curriculum. There should be genuine capacity to work between the sectors and a pilot scheme could be introduced to support this with secondary staff working within the primary sector for a block of time and also ITE incorporating this cross-sector need.

The primary curriculum and courses within the BGE are currently too content driven, and this poses challenges for depth of learning. Young people would benefit from stripping back the content and focussing on building skills for progression. The ideal is an aligned curriculum model supported by a clear skills and progression framework where primary and secondary staff plan and assess together.

Involvement of young people in the co creation of learner journeys should be included in any review – what can we learn from their experiences?

A new curriculum should allow for increased opportunities for flexibility, to allow progression and a more frequent modular approach – 10-week units as an example rather than full year courses. This supports personalisation and choice and opens up truly flexible pathways to support positive destinations

3.1 In practice, learning communities are empowered and use the autonomy provided by CFE to design a curriculum that meets the needs of their learners	
Strongly agree	
Agree	
Neither agree/Disagree	X
Disagree	
Strongly Disagree	
3.2 Please share ideas you may have on what is needed to enhance this in the future	

Ensure purposeful and impactful stakeholder involvement is key – system leadership at national and local level needs to ensure ongoing involvement with all stakeholders, especially learners. This should include a structured offer of engagement initiatives from ES to best inform curriculum design and a clear clarification on the purpose and vision for curriculum expectations.

There is a real need for high quality CLPL if we are to make the necessary advances. There is a willingness to work collaboratively but in order to do so effectively we need to build staff capacity; this was missing when CFE was first introduced. Time needs to be built in for staff to plan and prepare for the changes, practitioners need to be enthused by the changes and see the opportunity to be creative in their schools without too many constraints and with a representative amount of time for the large task ahead.

As mentioned previously we believe that decluttering the curriculum from 3-18 would provide the necessary time to be creative, making sure that the curriculum aligns with our aspirations for GIRFEC. To enhance progression and support flexible pathways then we must also ensure that there is parity of esteem for all courses and that the data we collect and analyse to gauge the success of a school takes all of this into account.

4.1 The creation of a Curriculum and Assessment Agency will help to address the misalignment of curriculum and assessment as outlined in the OECD report	
Strongly agree	X

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Agree	
Neither agree/Disagree	
Disagree	
Strongly Disagree	

4.2 Please share our views of the potential advantages of establishing such an Agency	

This would provide a coherent communication strategy to support future developments of CfE that provides meaningful collaboration with all stakeholders. Any new agency must be grounded/owned by the people it is for – learners, parents and teachers. The agency must be aligned to existing systems and networks such as RICs.
The personnel leading the agency must be seen to be the best of the best if they are to have credibility amongst the profession. There is an opportunity for collaborative working across the country if there were dedicated staff who spent some time in their own school/authority and some time working for the Agency. These practitioners are credible as they still have an understanding of what is current within a school setting but could also drive system level change for the Agency.

The creation of an agency responsible for assessment could be advantageous in creating a far more inclusive assessment model. Learners who would have only achieved National 3 level awards due to high anxiety and stress inhibiting learning, achieved much more in the ACM as the approach was inclusive. We must do all we can to develop a model that allows for all learners to be treated fairly and to achieve their potential regardless of their barriers. Aspects of the ACM model could be maintained for learners with high anxiety and a range of learning needs who for them, sitting a summative exam is challenging.

At present SQA don't drive the entire curriculum as they only look at senior phase. The development of a Curriculum and Assessment Agency would support improvements in the cohesion from BGE to Senior Phase. Perhaps though, there needs to be cognisance given to learning and teaching as part of the remit as surely how we teach is as important as what we teach and how we assess it, and assessment is an integral element of learning and teaching.
There should also be consideration given to developing a systematic approach to curriculum review, led by such an agency.

4.3 Please share our views of the potential disadvantages of establishing such an Agency	

Such an agency should be independent of existing models, particularly scrutiny, to ensure a breadth, depth and coherence in its ability to support curriculum design. It also must be designed with 21st century needs at it is heart, including creativity. Such an agency must also be seen as an advisory organisation, not one of additional demands on schools and LAs. With this in mind, it should not solely come from existing education Scotland or Scottish Government bodies and would benefit from a wider membership, including experienced and knowledgeable practitioners.

5.1 The full breadth of existing SQA qualifications play an important part of the curriculum offered in secondary schools	

Strongly agree	X
Agree	
Neither agree/Disagree	
Disagree	

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Strongly Disagree	

5.2 Please identify the main factors, if any, that support a broader range of SQA qualifications being included in the curriculum in secondary schools

Although the range of SQA qualifications play an important part of the secondary curriculum, it would be remiss of us to fail to mention SCQF in this section. Providing an agile curriculum and flexible pathways to grow learner achievements means that we must consider the fullest range of opportunities that could form part of our curricula.

SQA Nationals and Highers remain the main qualifications offered in schools but we need to review SQA qualifications to ensure that there is recognition of skills achievements as well as academic achievements. The range of SCQF rated awards at levels 3-7 across all providers afford significant opportunity for positive change. Nationally, the data used to judge success comes from Insight and through Education Scotland inspections and the recognition of these courses is not similarly weighted. There is an opportunity with this reform to change that narrative.

There are also issues with the current administrative systems at SQA and creating more bespoke packages for young people is challenging. IT systems need to be introduced to make it easier to link units and courses and create group awards to support schools and learners

One concern about a broader range of SQA qualifications is the moderation and support for the staff teaching the new courses. Will there be sufficient expertise within the profession to support this introduction of a broader range of qualifications?

5.3 Please share any ideas you may have on what is needed to enhance the role of a broader variety of qualifications in the curriculum in secondary schools

Opening up the senior phase to the fullest range of accredited qualifications possible – all providers – rated against the SCQF framework.

Greater freedom to teach qualifications which match to learner journeys and aspirations with real pathways into positive destinations. To do this we need to take into account Labour Market Intelligence and ensure that the courses we are offering are building skills for the future and are not just more content heavy courses reliant on high stakes final assessments. It would be beneficial to make greater use of staff who do not necessarily have a background in teaching, but have practical skills, for example in finance or construction, to support teachers in delivering the curriculum and in particular skills-based qualifications which lead to positive destinations.

Partnerships are becoming increasingly important in getting it right for our young people and we need to have a real focus on working with industry to co-design qualifications to support the needs of the future workforce. Whilst we are acutely aware that a school's main objective is not creating the next labour force we must provide our young people with the skills for learning, life and work.

As mentioned in the previous section, if we are creating pathways that get it right for that young person then we need to address the data that is valued. Insight must be reflective of attainment and achievement and we must step away from the narrow measurements of SQA breadth and depth and avoid league tables. All stakeholders must be given the opportunity to see the value in the variety of curricular pathways and we need to use the media and all communication streams to support showcasing what is on offer.

Lastly, if we are investing in a wider range of qualifications and providers, we also need to look at accessibility and how we support all learners to engage in qualifications from a variety of platforms. Online options should be invested in to ensure equity.

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6.1 Technologies are fully and appropriately utilised as a support for curriculum and assessments	
Strongly agree	
Agree	
Neither agree/Disagree	
Disagree	X
Strongly Disagree	

6.2 Please share any comments you may have in the use of technologies to support curriculum and assessments, and what could be done to deliver improvements

Whilst WLC has made a strong commitment to promoting and developing technologies to support curriculum, there is still considerable work to be done (nationally and locally) to ensure equity of opportunity and experience. There is a need for further investments in infrastructure to support the introduction of 1-1 devices if we are to utilise this resource to its full potential.

We are not yet completely utilising digital technologies to develop a fully inclusive curriculum and assessment model. At present students have the opportunity to access digital technologies within a classroom environment but are then unable to use the same resource in an exam setting, this can be detrimental to the outcome for that student. Significant expansion is required on digital assessment approaches and the need for students to be able to complete final assessments or ongoing assessments on a digital platform would be welcomed, SOLAR was a good starting point for this but hasn't progressed as quickly as is needed.

We also need to move to a model of co-creation of courses with partners and providers allowing for flexibility on how they are delivered with digital technology at the heart and flexible approaches to assessment. We must fully embrace virtual learning and ensuring an equitable offer for all learners. We have seen learners with a variety of learning needs thrive with online learning during the lockdowns. We must not simply resume practice where we were pre-pandemic and ignore this sea change. We should further develop Scotland's virtual learning offer with a full suite of opportunities for all learners. This could also be of benefit to staff looking to become teachers of an additional subject or level, working virtually with a delivering practitioner they can build capacity and become more confident in their own delivery or be accredited to teach an additional course (Psychology etc)

There is a need to exemplify and build on existing good practice, provide quality CLPL and support at a national level for practitioners, clarify expectations for technologies within the curriculum. A national review of guidance and resourcing in moving forward, would be welcomed.

7. Please share any additional comments you have on curriculum and assessment.

Society is no longer assessment based other than in the education system. Information can be found at the click of a button or swipe of a screen so we now need to match the assessment process with the needs of society and progression. Move away from the traditional and embrace the future. There is a job to do to make universities and employers understand the change too.
Ongoing assessments really suited some of our learners who do not do well in a high stakes assessment at the end of year but can manage ongoing assessments or unit type assessments. Teacher professional judgements and aspects of the ACM model from the last two years should be explored as a way forward using more folio, open book and internal based assessments. We need to create a variety/range of assessment opportunities to match the courses they are assessing, making skills-based courses with skills-based assessments and not written papers as an example.

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We need to consider ways of ensuring effective collaboration with clear roles and responsibilities at all levels whilst also consolidating policy processes to ensure clarity and coherence.

If we can develop a robust, national approach to ensuring consistency in assessment then we will see genuinely positive change in the interests of the young people.

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Section 3 – Roles and Responsibilities
The rationale for reform of Scottish education is to ensure that learning communities get the best possible support to provide the highest quality of learning and teaching for our children and young people. The aim is to continue to reduce the attainment gap and reduce variability in outcomes achieved by young people in different parts of the country.

Scotland's Curriculum for Excellence: Into the Future[17] recognises the complexity in Scottish education and highlights duplication of functions between different groups. It is claimed that this reduces clarity and consistency for practitioners and points to the need for Scotland's system leaders and stakeholders to revise the current allocation of responsibility for Curriculum for Excellence, including responsibilities for its strategic direction, its reviews and updates, and the response to needs and/or requests for support with curriculum issues.
A key challenge in improving the transparency of responsibilities and accountability mechanisms surrounding Curriculum for Excellence is in ensuring that the functions of agencies are designed in a way that maximises support for achieving excellence and equity for all children and young people from the early level upwards.

Building on a commitment to shared ownership of Curriculum for Excellence, the report therefore points to the need for improved clarity on functions and simplification of guidance for all stakeholders in order that the system is more coherent and more easily understood by all, allowing a greater focus on learning and teaching.

To what extent do you agree or disagree with the following statements? |

8.1 There is clarity on where the responsibilities for the strategic direction, review and updates for CFE lie.	
Strongly agree	
Agree	
Neither agree/Disagree	
Disagree	X
Strongly Disagree	

8.2 Please indicate where you think the responsibilities for the strategic direction, review and updates for CFE should lie.
There needs to be a National direction but Local Authorities and schools must retain ownership for CfE to ensure autonomy over learning that best suits learners and communities. However, schools must also benefit from **clear**, effective guidance and support from a national or regional agency from the onset, to ensure that any curriculum design activity does not become overly bureaucratic or onerous.

We believe that there should be representation from all 32 Local Authorities feeding into the system, this could be staffed using part time secondments with the agency. These staff will have the credibility of still knowing what is happening on the ground and engaging at school level at all times. There is also a need to avoid duplication with what is happening at LA level and then through the RIC forum, working with all LAs from the offset could support collegiality and avoid working in silos.

Clarity is needed around where support is published, when and what scrutiny it goes through prior to publication. There is a feeling that some practitioners often only found out about publication of documents if they had good networks of colleagues. There is recognition latterly |

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that communication has been better, more collaboratively shaped and streamlined information around refreshed narrative and moderation cycle was issued and was well publicised The scrutiny process would appear to have hampered creativity and pathways to some extent as there is not the same recognition of all learner pathways, this needs to be addressed too from the outset.	
9.1 There is clarity in the role played by national agencies and other providers for responding to needs for support with curriculum and assessment issues.	
Strongly agree	
Agree	
Neither agree/Disagree	
Disagree	X
Strongly Disagree	
9.2 Please share which aspects of the support currently provided by national agencies and other providers is working well.	
EDSPLL provide a clear progression pathway and support for leadership development and have evolved effectively from the early work of SCEL. Over the past 18 months, support for schools and LAs from Education Scotland has been more constructive and collaborative and this has been welcomed. However, generally speaking there is an opportunity to re-examine and redefine the role played by national agencies here. We acknowledge that the last 18 months has been challenging not only in schools but in society and that we now need to progress with a new model that shows clear links with what is happening in schools, with good existing leaders who know the pressures of school in the current climate contributing to the system.	
9.3 Please indicate where you think greater clarity is needed in relation to the roles played by national agencies and other providers for responding to needs/requests for support with curriculum and assessment issues.	
If we progress with the creation of a **Curriculum and Assessment Agency then** we also need to interlink this with a Professional Learning Agency of some description from the outset where staff can access resources or support easily. The National Improvement Hub is now cluttered with outdated publications and it can be a challenge to navigate – easier accessible web materials would be welcome. Part of the responsibility needs to be keeping the resources and support materials available to staff current and relevant to the ever-changing requirements in schools and society. Associate inspectors have a significant role to play in supporting curriculum and assessment concerns. As practitioners who are still involved with day-to-day schooling, they can truly influence change, challenge and support. There should be an increase in the number of associate inspectors to widen the opportunities to do so. Recent transparency and support for schools around inspection preparation is welcomed and should be an integral part of the role of scrutiny teams moving forward. There is a significant role for the RIC in co-ordinating and working with national agencies. The full potential of the RICs has not been realised to date. However there remains a significant need for the role of continuous improvement to lie with local authorities who best understand the	

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context and needs to their schools to ensure support, challenge and development is matched closely to requirements.	
10.1 There is clarity on where high quality support for leadership and professional learning can be accessed to support practitioners.	
Strongly agree	
Agree	
Neither agree/Disagree	X
Disagree	
Strongly Disagree	
10.2 Please share any comments you may have on support for leadership and professional learning.	

SCEL (now part of Education Scotland) made a significant positive contribution to leadership and professional learning in Scotland and there have been a range of good development opportunities for teachers, middle leaders and senior leaders in recent years. There is a feeling that the opportunities do, however, need better promotion and marketing to improve uptake and knowledge of what is available. Also as with the 9.3 above, we need to ensure that the opportunities are relevant and meet the current needs of staff, opportunities need to evolve with the times.

Into Headship, Excellence in Headship and Columba 1400 were all mentioned as excellent and even life changing opportunities for leadership support and professional learning.

The introduction of a professional framework of learning for Support staff was welcomed but there is still a need to provide further training and pathways to empower and raise ambitions of staff in this area.

Also of note, the leadership, communication and collaboration with regards to design of professional learning and leadership is a strength. See also 9.2 above

11.1 There is sufficient trust with stakeholders, including children, young people, parents & carers, so they are genuinely involved in decision making.	
Strongly agree	
Agree	

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Neither agree/Disagree	
Disagree	X
Strongly Disagree	

11.2 Please share any ideas in how trust and decision making can be further improved	

There are concerns that the consultation only reaches a small fraction of stakeholders. Surveys do not engage the harder to reach parents/pupils and we need to hear their voices too. Consultation should take a variety of forms depending on the needs of stakeholders. For some it would be better to involve the staff that the students and parents know to facilitate discussion groups or focus groups to gather their views. We should build on local relationships with our communities to develop a truly inclusive curriculum that meets the needs of all.

Surveys are not always fit for purpose and we need to move to better and more up to date methods of gathering feedback using digital solutions.

There is a need to see direct action from the consultation process to avoid it seeming tokenistic and timescales for consultation need to be reflective of the scale of the change.

As part of the consultation process it is also important that there is a clarity of roles, from a national viewpoint and clearer lines of communication of roles and responsibilities in the process.

12.1 Independent inspection has an important role to play in scrutiny and evaluation, enhancing improvement and building capacity	
Strongly agree	X
Agree	
Neither agree/Disagree	
Disagree	
Strongly Disagree	

12.2 Please give examples of how you would like to see scrutiny and evaluation being carried out in future.	

Scrutiny as a term is not the most appropriate of definitions. Evaluative activities between schools, LAs and any future inspection agency must be guided by transparency and shared ownership that is guided by clear shared visions and the identified needs of a school.

We should continue to evolve the process to be truly collaborative with the school. The best scrutiny processes are done in partnership enabling deeper learning and a greater understanding of improvement actions often from colleagues who are willing to offer challenge but in a supportive way (like the VSE model). The process must evolve from focusing on narrow attainment measures – a more learner centred approach must progress to develop a process that makes our local schools centres of excellence in all our communities across Scotland.

All leaders should be given the experience as associate inspectors, and scrutiny should be about ongoing self-evaluation within the authority.

We would also welcome HMIE professional learning events for school staff on topics related to the scrutiny process such as lesson observation etc

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13. Please share any additional comments on roles and responsibilities in Scotland's education system.

From an inclusion perspective, we would like to see an education system that is built in getting it right for every young person. It should not be competitive in nature but to really promote and encourage collaboration across schools/Clusters/LA's/ RICs for all of Scotland's children.
We would like there to be an analysis of the RIC model to see if it is meeting the needs of the practitioners and young people. Some form of a cost benefit analysis would be welcomed.
We would also like to see the overall education budget being devolved to authorities.

Section 4 – Replacing SQA and Reforming Education Scotland

The Cabinet Secretary for Education and Skills announced in June 2021 the intention to replace the Scottish Qualifications Authority (SQA) and consider a new specialist agency for both curriculum and assessment while also taking forward reform of Education Scotland, including removing the function of inspection or scrutiny from the agency. This section seeks views on how best to take forward key aspects of the Cabinet Secretary's decision including:

- **Removing Scrutiny (Inspection and review) from Education Scotland**
- **Further reform of Education Scotland**
- **Replacing SQA**
- **Considering the establishment of a new Curriculum and Assessment Agency**

While it is expected to take some time to establish new or revised national agencies, it is anticipated that they will have a key role in taking forward delivery of
wider OECD recommendations. This would include embedding a refreshed vision for Curriculum for Excellence, defining indicators to understand progress across the four capacities, building curricular capacity, implementing new pedagogical and assessment practices, implementing approaches for internal assessment in determining qualifications, ensuring appropriate breadth and depth of learning through the Broad General Education[18] and in respect of the Senior Phase[19], embedding a structured and long-term approach to implementation, effective stakeholder engagement and coherent communications.
To assist you in answering these questions, information on the current roles and functions carried out by SQA and Education Scotland are provided within the supporting documents section.

Removing Scrutiny (Inspection and review) from Education Scotland
External scrutiny (inspection and review) plays a fundamental role in the overall drive to continue to improve education in Scotland for all of our children, young people and adult learners. HM Inspectors carry out independent, external evaluation of standards, quality and improvement with a clear focus on impact and outcomes for learners. The scrutiny programme covers all sectors from early learning and childcare to adult learning, The evidence gathered through observing practice at first hand identifies what is working well in our education system, including examples of highly effective practice, areas which are showing improvement and areas where further development is needed.

14. Please share any comments or suggestions you have on this proposed reform below.

We are particularly interested in hearing your views on:
    a) **the approach this reform should take (e.g., what form should this agency take)**

Whatever approach the reform takes, it must be done with transparency at all stages.

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As mentioned at various points during our response we also believe that there must be serving teachers involved in the planning, development and leading of the agency. It is important that the leaders are not too far removed from what is happening on the ground in our schools if they are to have credibility with practitioners.

b) the opportunities these reforms could present (for example a new national approach to inspection including alignment with other scrutiny functions)

As mentioned previously we should continue to evolve the process to be truly collaborative with the school. We would welcome the opportunity to include inspectors as part of our own LA self-evaluation activities such as VSEs or moderation activities. This would be beneficial in building capacity at all levels and is CLPL in its true sense.
We would also like to see the timings for inspections devolved back to LAs. Often, they are viewed as a one-off event in a 10-year cycle. If we are to support and empower practitioners to learn and improve from the process then the context needs to change.

c) the risks associated with any reform (for example whether the independence of the inspectorate could be jeopardised by change)

There is some scepticism about the timing of the reform as there is still a focus on recovery from the pandemic and the fact that schools are still very much dealing with staff and student absences due to Covid 19. There is, however, an understanding that there may not be a "good time" for reform anytime soon so perhaps now is as good a time as any but that stakeholders may require additional support and time to fully engage.

d) How any risks might be mitigated

- Clear, transparent communication
- Genuine engagement with all stakeholders
- Listen to what learners, schools and parents really want and the roles that everyone can play in reform

e) the timescales over which these reforms should take place

We understand that there is a need for the reform and that changes need to take place but we would like it noted that the process should not be rushed. It is imperative for the young people and for the practitioners that an appropriate amount of time is given to the consultation and the subsequent reform to avoid overwhelming stakeholders or causing unrest.

It is also essential that time is given to practitioners to work collaboratively when the reforms are announced. As a profession we have a number of practitioners leaving and we need to support those who remain to work together to ease the burden of more changes especially after the pandemic.

Further Reform of Education Scotland

Beyond inspection Education Scotland is a broad organisation responsible for a range of important functions designed to support a number of parts of the Scottish Education system. These functions include directly supporting learning communities at local and regional levels, offering a wide range of professional learning and leadership development programmes and

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opportunities, Community Learning and Development (including the CLD Standards Council), supporting digital pedagogies and as the function of Registrar of Independent Schools.
15. Please share any comments or suggestions you have on how the functions currently housed in Education Scotland could be reformed. We are particularly interested in hearing your view on:
a) the approach this reform should take (for example which functions should continue to sit within a reformed Education Scotland, and are there any functions which could be carried out elsewhere)
We would welcome a distinct differentiation between curriculum design and scrutiny. We would also like to reinstate the separate body for professional learning to enable further partnership.
b) the opportunities reform could present (for example should more prominence be given to aspects of Education Scotland's role)
The reform should not be about the prominence of Education Scotland but needs to focus on better outcomes for young people. The reform needs to have impact on young people but also on practitioners and Education Scotland need to be viewed as a support for teachers. There is an opportunity to reconsider a more dynamic, collaborative modern leadership for education. We could embed more meaningful links with Regional Collaboratives and practitioners within a more supportive and fluid infrastructure whilst reigniting an enthusiasm in the system for everyone through shared ownership of our education system. We have a chance to streamline policy and practice and take the opportunity to highlight what is important in Scottish education.
c) the risks associated with any reform (for example disruption of service to education establishments and settings)
The main risk is not getting it right for our learners by tying up system reform in bureaucracy We also risk losing skilled practitioners from the profession by not involving them meaningfully in change.
d) how any risks might be mitigated
• Clear, transparent communication • Genuine engagement with all stakeholders • Listen to what learners, schools and parents really want and the roles that everyone can play in reform
e) the timescales over which these reforms should take place.
The reform, as mentioned above, must begin as soon as possible. The OECD report highlighted issues with the current system and we cannot afford to wait too long before taking action.

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There must be plenty of opportunities for discussion factored in from the beginning of the process, with regular review of successes and a professional bravery to change if it's not working.

Replacing SQA

SQA has two main roles: accreditation and awarding qualifications.

- **SQA Accreditation** accredits qualifications other than degrees and approves and quality assures awarding bodies that plan to enter people for these qualifications.

- **SQA Awarding Body** devises and develops national and vocational qualifications across schools, colleges, training providers and employers; sets standards and maintains such qualifications; validates qualifications (makes sure they are well written and meet the needs of learners and practitioners); reviews qualifications to ensure they are up to date; arranges for, assists in, and carries out, the assessment of people taking SQA qualifications; quality-assures education and training establishments which offer SQA qualifications; and issues certificates to candidates.

Within both of these roles, SQA offers a range of services for businesses and training providers, ranging from course and centre approval through customised awards, to endorsement, credit rating and licensing services.

16. Please share any comments or suggestions you have on this proposed reform below. We are particularly interested in hearing your views on:

a) the approach this reform should take (for example could a function be carried out elsewhere)

We would welcome greater visibility of SCQF in the system – opening up opportunities across the system to use qualifications from a wide range of qualification and awarding bodies linked to the SCQF. Working with regional colleges to develop and deliver awards pertinent to the local economy and labour market intelligence– all SCQF rated.

b) the opportunities these reforms could present (for example should more prominence be given to an aspect of SQA's role)

There is an opportunity to realise parity of esteem between *academic* and *vocational* qualifications. This provides a clearer focus on agile learner pathways and getting it right for every learner.
We have the opportunity to fully realise the potential within an empowered system to enable school leaders to work with their communities to design curricula and assessment models..

c) the risks associated with any reform (for example loss of income, confusion as to system of awards in Scotland)

Significant promotion and marketing of SCQF and any new qualifications will offset these risks along with clearer learner journeys.

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d) how any risks might be mitigated
- Clear, transparent communication   - Genuine engagement with all stakeholders   - Listen to what learners, schools, parents, employers and further and higher education establishments really want
e) the timescales over which these reforms should take place.
The reform must begin as soon as possible. The OECD report highlighted issues with the current system and we cannot afford to wait too long before taking action. The issues faced over the past two years with the high stakes final exam system cannot be ignored and we need to make changes quickly. As mentioned previously, there must be plenty of opportunities for discussion factored in from the beginning of the process, with regular review of successes and a professional bravery to change if it's not working.
Considering the Establishment of a new Curriculum and Assessment Agency The establishment of new Agency has the potential to enhance the quality of teaching and learning across the education sector. It will be important that the remit, purpose, governance and culture of the new agency match the aspirations of the system it will be designed to serve. We are therefore interested in the role of the new agency, its relationship with other parts of the system including the Scottish Ministers and how we will know it has been successful.
17. Please share any comments or suggestions you have on this proposed reform below. We are particularly interested in hearing your views on: ***a) the approach this reform should take (for example are there alternative models for this reform?)***
Practitioners, parents and young people are key at all stages of the reform, only by listening to them will we see true change. If the Agency is to enhance the quality of teaching and learning across the education sector, there needs to be appropriate quality CLPL for staff to support this at a national level.
b) the opportunities these reforms could present (for example what should the role of the new agency be?)
To develop an assessment system which truly reflects and recognises the skills our young people require, is values by all stakeholders, recognises the importance of professional judgement and is flexible and adaptable in order to meet the needs of all young people.
c) the risks associated with any reform
As mentioned previously, the main risk is not getting it right for our learners by tying up system reform in bureaucracy We also risk of losing skilled practitioners from the profession by not involving them meaningfully in change.
d) how any risks might be mitigated

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- Clear, transparent communication
- Genuine engagement with all stakeholders
- Listen to what learners, schools, parents, employers and further and higher education establishments really want

e) the timescales over which these reforms should take place.

As mentioned previously we see a need for the reform process to begin quickly, although to take cognisance of the pressures the system has been under and allow full and meaningful consultation to take place. There is considerable anxiety around potential change and timelines and communication will be key to harness potential.

DATA LABEL: PUBLIC

EDUCATION EXECUTIVE

APPOINTMENT OF RELIGIOUS, TEACHER AND PARENT COUNCIL REPRESENTATIVES

REPORT BY HEAD OF CORPORATE SERVICES

A.   PURPOSE OF REPORT

To outline to the Education Executive the arrangements to be made for the appointment of religious, teacher and parent council representatives to any committee set up to deal with education following the May 2022 council election.

B.   RECOMMENDATION

It is recommended that the panel:

1.   note the report on the arrangements for the appointment of three religious representatives, two teacher representatives and one parent council representative to any committee set up to deal with education following the May 2022 council election; and

2.   note that members appointed to any committee set up to deal with education would be invited to accept the terms of the Councillors' Code of conduct and abide by its requirements.

C.   SUMMARY OF IMPLICATIONS

I	**Council Values**	Being honest, open and accountable; making best use of our resources and working in partnership.
II	**Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)**	The appointment of three religious representatives fulfils the duty on the council under Section 124 of the Local Government (Scotland) Act 1973, as amended. The appointment of two teacher representatives and one representative from West Lothian Parent Council's Representative Forum is in accordance with existing council policy and will allow the teaching profession and parent council forum to comment on the policy decisions of the committee and have full rights of participation, including voting.
III	**Implications for Scheme of Delegations to Officers**	None

IV	**Impact on performance and performance Indicators**	None
V	**Relevance to Single Outcome Agreement**	None
VI	**Resources - (Financial, Staffing and Property)**	None
VII	**Consideration at PDSP**	The proposed arrangements were endorsed by the Education PDSP at its meeting held on 26 October 2021.
VIII	**Other consultations**	None

D   TERMS OF REPORT

D.1   Legislative Policy

The council has a statutory duty to appoint three religious representatives to any committee dealing with its education function.   The council also has the statutory power to appoint other non-elected members to the committee, as it sees fit. Appointed members have the right to sit on the Education Executive, and to have full rights of participation, including voting.

Nominations for two of the religious representatives will be sought from the Church of Scotland and the Roman Catholic Church. The third religious representative will be sought by election from an electoral college comprising representatives of all denominations and religious bodies in West Lothian.

Membership of the electoral college will be drawn from all denominations and religious bodies, in proportion to the number of places of worship of each within West Lothian. This number will be determined according to the Register of Places of Worship drawn up for the purpose.

The nomination made by the electoral college, along with those of the Church of Scotland and the Roman Catholic Church will be reported to the first meeting of any committee set up to deal with education following the election in May 2022.

D.2   Current Council Policy

The existing council policy is to appoint two teachers (one from the primary/early years sector and one from the secondary/special education sector) and one representative of parents who is nominated by the West Lothian Parent Council's Forum. Current arrangements allow appointed members to participate in certain meetings of other council bodies, such as the Education (Quality Assurance) Committee, Education Policy Development and Scrutiny Panel, Joint Consultative Group (Teaching Staff) and Employee Appeals Committee.

Two teacher representatives, one from the primary/early years sector and one from the secondary/special education sector, will be appointed following a ballot of all teachers to be employed in schools by West Lothian Council on 5 May 2022. A letter

will be sent to all teachers, via the Head Teacher of each school, advising them of the arrangements for the election and inviting nominations. If more than one teacher is nominated, ballot papers will then be distributed to all teachers via the Head Teacher of each school. A closing date for the return of ballot papers will be set.

The appointment of a parental member to the Education Executive will be nominated by the West Lothian Parent Council's Forum which will assist West Lothian Council in fulfilling its duty to involve parents in the education provided to children, as well as further enhancing the strong existing partnership between parents and the council.

Arrangements will be made to complete the nomination and election processes before the local government election takes place on 5 May 2022.

The Councillors Code of Conduct applies only to elected members and not to co-opted members of local authority committees. Co-opted members are, however, expected to apply the same high standards of conduct as elected councillors.

Guidance issued to all local authorities by the Standards Commission for Scotland states "local authorities should, therefore, expect co-opted members to comply with the Code and it should be a condition of their appointment. In cases where the authority has no discretion over the appointment (such as the Church of Scotland and Roman Catholic Church representatives on education committees) the authority should seek confirmation from the appointing authorities that they will require their appointees to comply with Code".

The council will invite the third religious representative, both teacher representatives and parent council representative to accept the Code of Conduct and will seek assurances from the Church of Scotland and Roman Catholic Church that their representative will comply with the Code.

D.3   The arrangements were considered at Education PDSP held on 26 October 2021 and no comments or queries were raised.

E.   CONCLUSION

These arrangements will allow the religious, teacher and parent council representatives to join the first meeting of any committee set up to deal with education after the council elections on 5 May 2022.

F.   BACKGROUND REFERENCES

Minute of meeting of Education Executive held on 15 November 2011
Minute of meeting of Education PDSP held on 26 October 2021

Appendices/Attachments: None

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Julie Whitelaw
Head of Corporate Services

Date of meeting: 16 November 2021