



Education Policy Development and Scrutiny Panel

West Lothian Civic Centre
Howden South Road
LIVINGSTON
EH54 6FF

16 August 2023

A hybrid meeting of the **Education Policy Development and Scrutiny Panel** of West Lothian Council will be held within the **Council Chambers, West Lothian Civic Centre, Livingston** on **Tuesday 22 August 2023 at 2:00pm**.

For Chief Executive

BUSINESS

Public Session

1. Apologies for Absence
2. Declarations of Interest - Members must declare any interests they have in the items of business for consideration at the meeting, identifying the relevant agenda items and the nature of their interests.
3. Order of Business, including notice of urgent business and declarations of interest in any urgent business
4. Confirm Draft Minutes of Meeting of Education Policy Development and Scrutiny Panel held on Tuesday 16 May 2023 (herewith)
5. S5 and S6 SCQF Examination Results 2023 :-
 - (a) Presentation by Head of Education (Secondary, Community Learning & Inclusion) (herewith)
 - (b) Report by Head of Education (Secondary, Community Learning & Inclusion) (herewith)
6. Review of Denominational Secondary Catchments at St Margaret's Academy and St Kentigern's Academy - report by Head of Education (Early Years, Primary & Resources) (herewith)
7. 2022/23 Financial Performance - Month 12 Monitoring Report - report by

Head of Finance and Property Services (herewith)

8. Annual Plan and Report - National Improvement Framework and Reducing Inequalities of Outcome - report by Heads of Service (Education) (herewith)
9. West Lothian Children's Service Plan 2023-2026 - report by Head of Education (Secondary, Community Learning & Inclusion) (herewith)
10. Education Services' Raising Attainment Strategy End of Strategy Report - report by Head of Service (Education)
11. Workplan (herewith)

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



CODE OF CONDUCT AND DECLARATIONS OF INTEREST (2021)

This form is a reminder and an aid. It is not a substitute for understanding the Code of Conduct and guidance.

Interests must be declared at the meeting, in public.

Look at every item of business and consider if there is a connection.

If you see a connection, decide if it amounts to an interest by applying the objective test.

The objective test is whether or not a member of the public with knowledge of the relevant facts would reasonably regard your connection to a particular matter as being so significant that it would be considered as being likely to influence your discussion or decision-making.

If the connection does not amount to an interest then you have nothing to declare and no reason to withdraw.

If the connection amounts to an interest, declare it as soon as possible and leave the meeting when the agenda item comes up.

When you declare an interest, identify the agenda item and give enough information so that the public understands what it is and why you are declaring it.

Even if the connection does not amount to an interest you can make a statement about it for the purposes of transparency.

More detailed information is on the next page.

Look at each item on the agenda, consider if there is a “connection”, take advice if necessary from appropriate officers in plenty of time. A connection is any link between the item of business and:-

- you
- a person you are associated with (e.g., employer, business partner, domestic partner, family member)
- a body or organisation you are associated with (e.g., outside body, community group, charity)

Anything in your Register of Interests is a connection unless one of the following exceptions applies.

A connection does not exist where:-

- you are a council tax payer, a rate payer, or a council house tenant, including at budget-setting meetings
- services delivered to the public are being considered, including at budget-setting meetings
- councillors’ remuneration, expenses, support services or pensions are being considered
- you are on an outside body through a council appointment or nomination unless it is for regulatory business or you have a personal conflict due to your connections, actions or legal obligations
- you hold a view in advance on a policy issue, have discussed that view, have expressed that view in public, or have asked for support for it

If you see a connection then you have to decide if it is an “interest” by applying the objective test. The objective test is whether or not a member of the public with knowledge of the relevant facts would reasonably regard your connection to a particular matter as being so significant that it would be considered as being likely to influence your discussion or decision-making.

If the connection amounts to an interest then:-

- declare the interest in enough detail that members of the public will understand what it is
- leave the meeting room (physical or online) when that item is being considered
- do not contact colleagues participating in the item of business

Even if decide your connection is not an interest you can voluntarily make a statement about it for the record and for the purposes of transparency.

The relevant documents are:-

- [Councillors’ Code of Conduct, part 5](#)
- [Standards Commission Guidance, paragraphs 129-166](#)
- [Advice note for councillors on how to declare interests](#)

If you require assistance, contact:-

- James Millar, Interim Monitoring Officer and Governance Manager, 01506 281613, james.millar@westlothian.gov.uk
- Carol Johnston, Chief Solicitor and Depute Monitoring Officer, 01506 281626, carol.johnston@westlothian.gov.uk
- Committee Services Team, 01506 281604, 01506 281621
committee.services@westlothian.gov.uk

January 2022

MINUTE of MEETING of the EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL held within COUNCIL CHAMBERS, WEST LOTHIAN CIVIC CENTRE, LIVINGSTON, on 16 MAY 2023.

Present – Councillors Andrew McGuire (Chair), Stuart Borrowman, Tony Boyle (substituting for Councillor Tom Conn), Pauline Clark (substituting for Councillor Moira McKee Shemilt), Peter Heggie, George Paul (substituting for Councillor Lawrence Fitzpatrick) and Pauline Stafford

Apologies – Councillors Lawrence Fitzpatrick, Tom Conn and Moira McKee Shemilt

1. DECLARATIONS OF INTEREST

Agenda item 9 - West Lothian Virtual Campus

Councillor Peter Heggie stated a connection in that his daughter may be a part of the virtual campus provision due to her course choices.

Agenda item 12 - Revised Schemes of Devolved School Management

Appointed Member Heather Hughes stated that as well as being an Educational Institute of Scotland (EIS) National Officer Bearer she would also be addressing the item as Joint Chair of the Local Negotiating Committees for Teachers (LNCT) for the unions representing all West Lothian teachers.

Agenda Item 11 - Review of Non-denominational Primary Catchments at Mid Calder PS, East Calder PS, Williamston PS, Parkhead PS, Addiewell PS, Woodmuir PS, Stoneyburn PS and Fallahill PS

Councillor Pauline Clark stated that her children had attended Woodmuir Primary School.

2. MINUTES

The panel confirmed the minute of its meeting held on held on 28 February 2023 as a correct record. The minute was thereafter signed by the Chair.

3. PROGRESS IN EDUCATIONAL ATTAINMENT - CARE EXPERIENCED CHILDREN AND YOUNG PEOPLE

The panel considered a report (copies of which had been circulated) by the Head of Education (Secondary, Community Learning and Inclusion) providing members with an update on progress in Educational Attainment of Care Experienced pupils.

The report was accompanied by a presentation which provided information on Insight, including Virtual Comparators, and analysis of Looked After Children's performance. Officers expanded on the presentation topics before the panel were given the opportunity to ask

questions and provide comment.

It was recommended that the panel note the key features of attainment set out in the report and presentation, which demonstrated the impact on attainment of Looked After Children.

Decision

To note the contents of the report and presentation.

4. CARE EXPERIENCED CHILDREN AND YOUNG PEOPLE: LEVEL UP PROJECT AND RECENT DEVELOPMENTS

The panel considered a report (copies of which had been circulated) by the Head of Education (Secondary, Community Learning and Inclusion) providing an overview of the Level Up project and recent mainstream school developments which were supporting the attainment, wider achievements and positive destinations of our care experienced children and young people.

Officers were asked to what extent the Third Sector was involved in supporting Care Experienced Young people in raising their attainment and whether there would be the opportunity for increasing partnerships to do so. In response, the panel were informed of the current focused and informal partnerships and that the service would be open to engaging with the Third Sector.

In concluding discussion, the Chair advised that the panel would appreciate an update on developments as the project progressed.

It was recommended that the panel note both the positive impact of the Level Up project on the educational outcomes for our most disengaged care experienced children and young people and the ways in which recent, planned developments were supporting our young people in mainstream schools.

Decision

1. To note the contents of the report;
2. To note future engagement with the Third Sector would be considered; and
3. To request a future report to the panel as the Level Up project developed.

5. ENGAGEMENT AND RELATIONSHIPS WITH HOME EDUCATING FAMILIES

The panel considered a report (copies of which had been circulated) by the Head of Education (Primary, Early Years and Resources) informing of

the engagement and relationships with home educating families as requested by Education Executive at its meeting on 21 June 2022.

It was recommended that the panel note the procedures in place to engage with home educating families and the areas for future development.

Decision

To note the contents of the report.

6. SCHOOL SESSION DATES 2024/25

The panel considered a report (copies of which had been circulated) by the Head of Education (Primary, Early Years, and Resources) informing of the proposed school session dates for 2024/25 and providing information on the naming of school holidays as requested by Education Executive at its meeting of 7 June 2022.

It was recommended that the panel:-

1. note the proposed dates for submission to the Education Executive for consideration; and
2. note the naming of holidays including National Bank Holidays, and current practice in West Lothian and other Local Authorities.

Decision

1. To note the contents of the report; and
2. To agree that the report be presented to Education Executive for approval.

7. WEST LOTHIAN VIRTUAL CAMPUS

The panel considered a report (copies of which had been circulated) by the Head of Education (Secondary Schools) informing of the planned changes to the West Lothian Virtual Campus provision for session 23/24.

Officers were asked how often the young people, parents and teachers would be consulted, on the model, throughout the year. In response, members were informed that, at a minimum, there would be formal consultation termly. However, through face-to-face virtual teaching, there would be ongoing consultation, between learners and teachers, through their open dialogue. The consultation results would be provided to the panel in the next academic session together with an update on progress.

It was recommended that the panel note the changes proposed to the virtual campus model and the ongoing service that it provided to strengthen the breadth of the curriculum across the Senior Phase, supporting the Raising Attainment Strategy.

Decision

1. To note the contents of the report; and
2. To provide a progress report during the next academic session including the results of future consultation with virtual campus pupils, parents and carers and teachers.

8. PRESCRIBING THE MINIMUM ANNUAL NUMBER OF LEARNING HOURS - SCOTTISH GOVERNMENT CONSULTATION PAPER

The panel considered a joint report (copies of which had been circulated) by the Head of Education (Primary, Early Years and Resources) and Head of Education (Secondary, Inclusion and Community Learning) inviting the panel to consider a draft response to the Scottish Government Consultation on prescribing the minimum annual number of learning hours in schools.

It was recommended that the panel consider the draft response to the Scottish Government Consultation on prescribing the minimum annual number of learning hours in schools, and to refer it to the Education Executive for approval.

Decision

1. To note the contents of the report; and
2. To agree that the report be presented to Education Executive for approval.

9. REVIEW OF NON-DENOMINATIONAL PRIMARY CATCHMENTS AT MID CALDER PS, EAST CALDER PS, WILLIAMSTON PS, PARKHEAD PS, ADDIEWELL PS, WOODMUIR PS, STONEYBURN PS AND FALLAHILL PS

The panel considered a report (copies of which had been circulated) by the Head of Education (Primary, Early Years, and Resources) informing of the proposal to commence public consultation on the review of Non-Denominational Primary catchments at; Mid Calder PS, East Calder PS, Williamston PS, Parkhead PS, Addiewell PS, Woodmuir PS, Stoneyburn PS and Fallahill PS. The report also presented the draft Consultation Document prepared by Council officers.

It was recommended that the panel recommend to the Education Executive that it approve the proposal to commence consultation on Non-Denominational Primary catchments at; Mid Calder PS, East Calder PS, Williamston PS, Parkhead PS, Addiewell PS, Woodmuir PS, Stoneyburn PS and Fallahill PS.

Decision

1. To note the contents of the report; and

2. To agree that the report be presented to Education Executive for approval.

10. REVISED SCHEMES OF DEVOLVED SCHOOL MANAGEMENT

The panel considered a joint report (copies of which had been circulated) by the Head of Education (Primary, Early Years, and Resources) and Head of Finance and Property Services inviting members to consider the draft revised schemes of Devolved School Management.

Several questions were asked of officers regarding the proposed changes and the potential financial impact, with the panel informed that the service's financial monitoring period would be reported in the next academic session.

During comments, Heather Hughes read a statement of dissent, from the teachers side of the LNCT, to the proposals contained within the report.

It was recommended that the panel note the draft revised schemes of Devolved School Management and refer it to the Education Executive for approval and implementation from August 2023.

Decision

1. To note contents of the report;
2. To agree that the report be presented to Education Executive for approval.
3. To note an update on the services financial monitoring period would be provided to the panel in the next academic session; and
4. To note the statement of dissent to the proposals from the teachers side of the LNCT.

11. WORKPLAN

A workplan had been circulated for information.

Decision

1. To note the workplan; and
2. To include reports on the following:
 - i. an update for the Level Up project as it developed;
 - ii. progress of the virtual campus during the next academic session including the results of future consultation with pupils, parents and carers and teachers; and

- iii. an update on the services financial monitoring period during the next academic session.

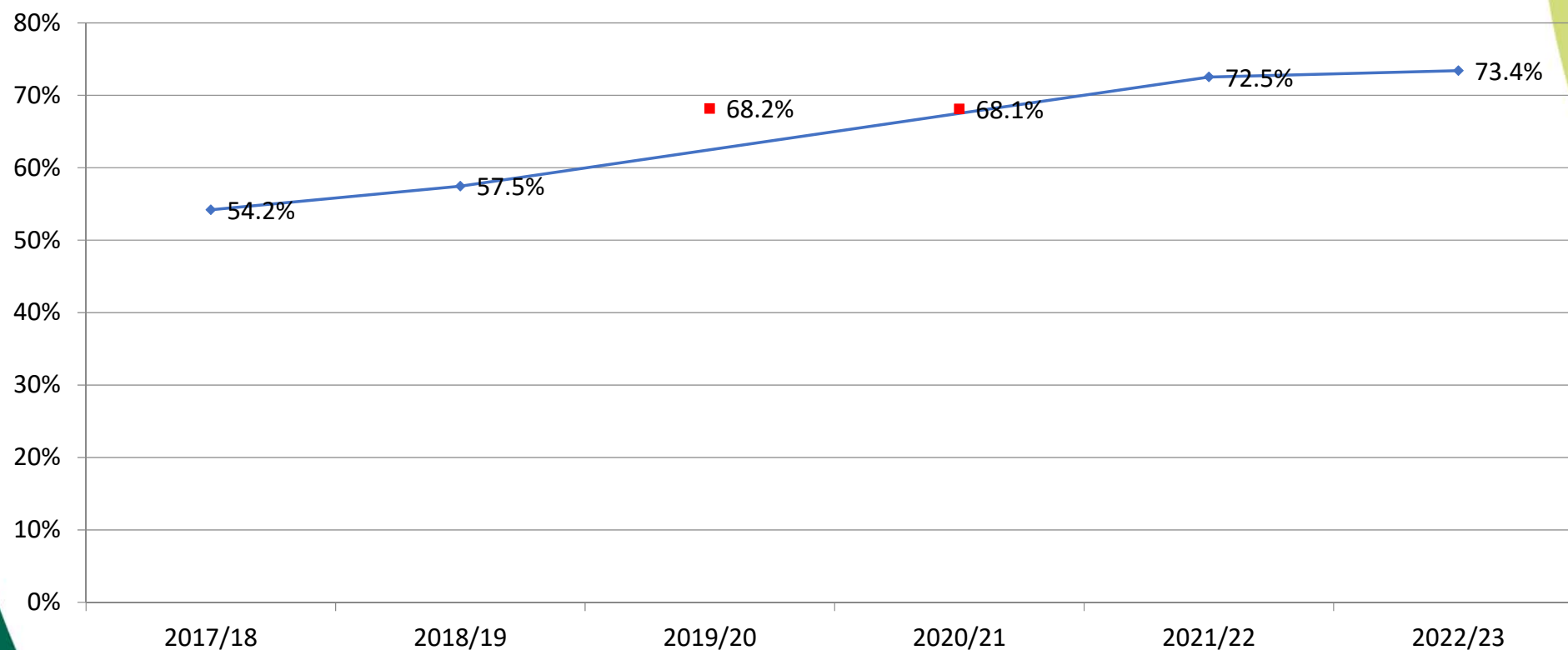
West Lothian Senior Phase Attainment – August 2023

Overview

- the performance of S5 and S6 students 1+ Awards at SCQF Level 6 has risen in the period shown.
 - S5 was 71% in 18/19 and has risen to 86%
 - S6 was 71% in 18/19 and has risen to 82%
- the performance of S5 students 3+ and 5+ Awards at SCQF Level 6 has improved greatly in the five-year period.
 - 3+ was 58% in 18/19 and has risen to 62%
 - 5+ was 41% in 18/19 and has risen to 49%
- the performance of S6 students in 5+ and 3+ Awards at SCQF Level 6 has risen in the five-year period.
 - 3+ was 58% in 18/19 and has risen to 64%
 - 5+ was 44% in 18/19 and has risen to 53%
- the performance of S6 students in 1+ Awards at SCQF Level 7 shown improvement in the five-year period.
 - 1+ was 21% in 18/19 and has risen to 24%

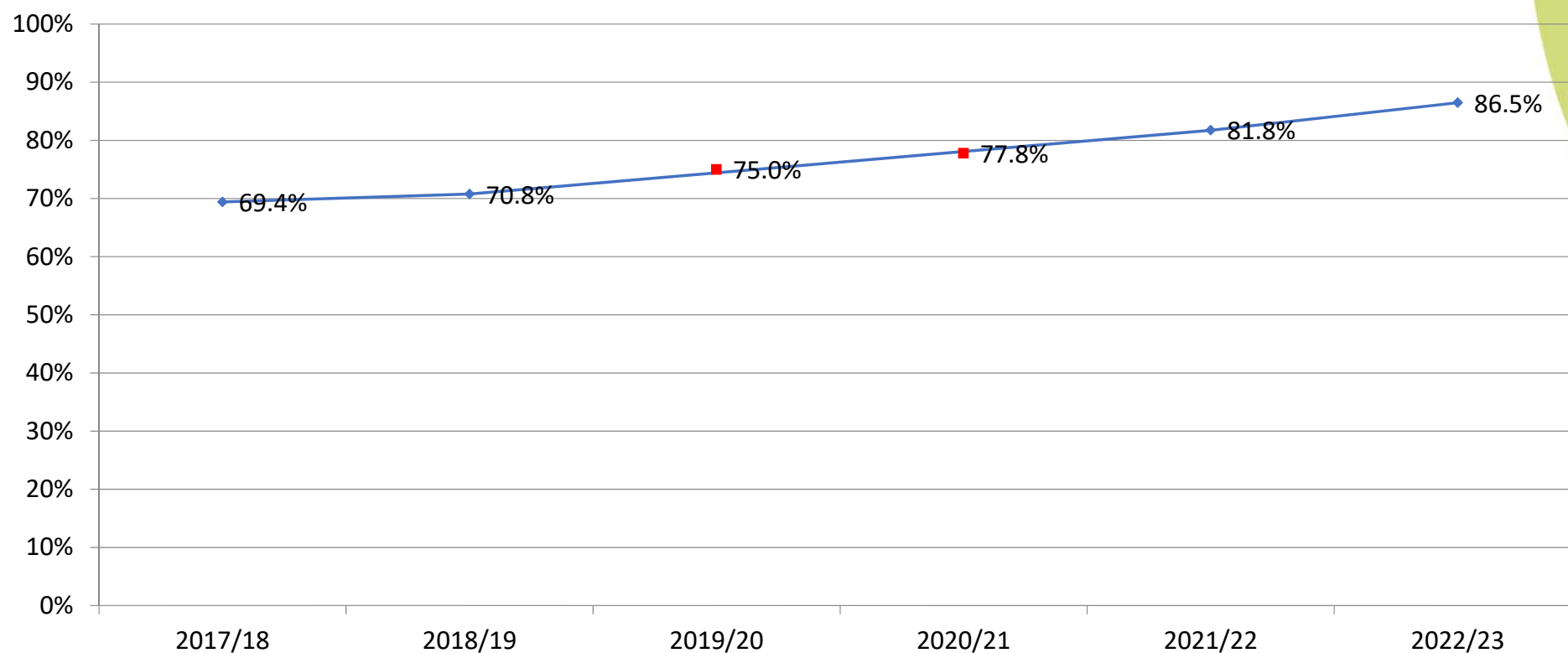
S4 Level 5 SCQF 5+ Attainment (ALL PUPILS)

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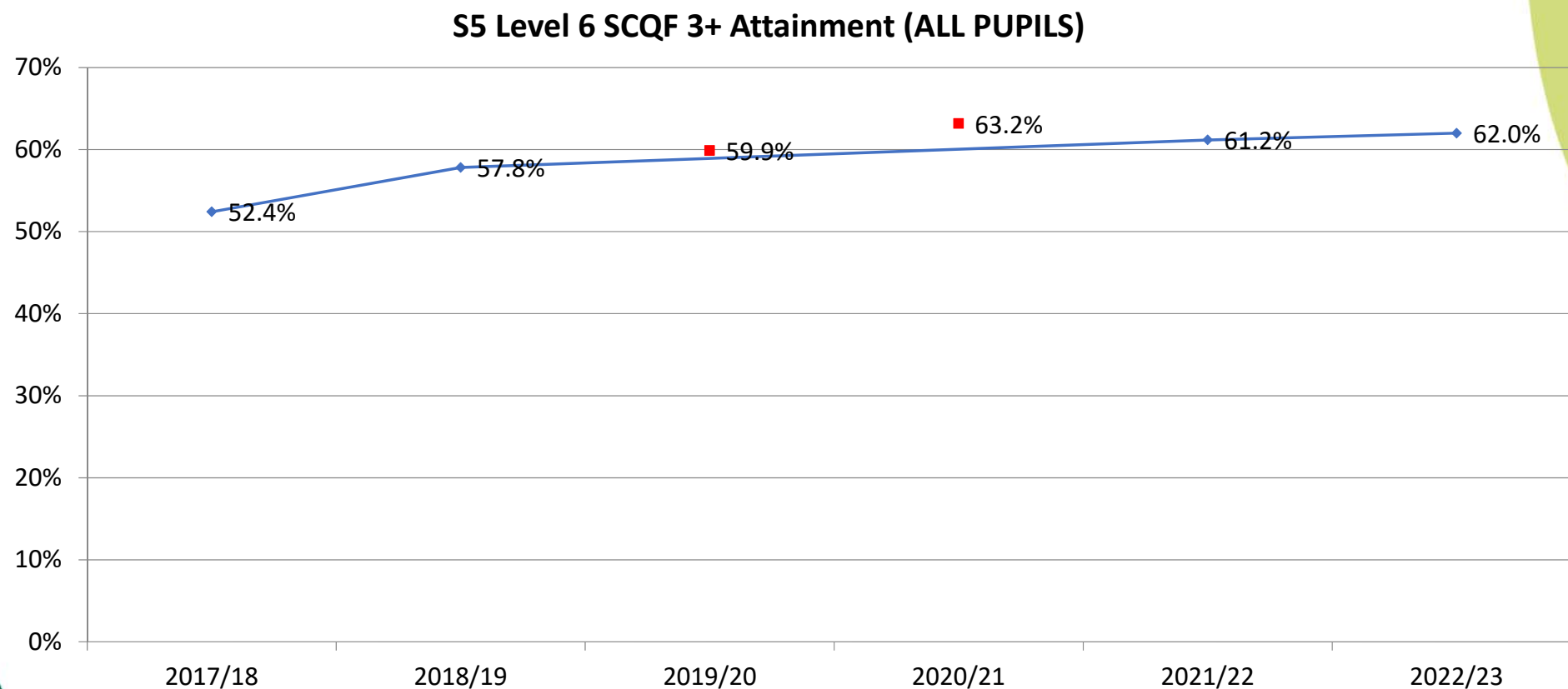


S5 Level 6 SCQF 1+ Attainment (ALL PUPILS)

S5 Level 6 SCQF 1+ Attainment (ALL PUPILS)

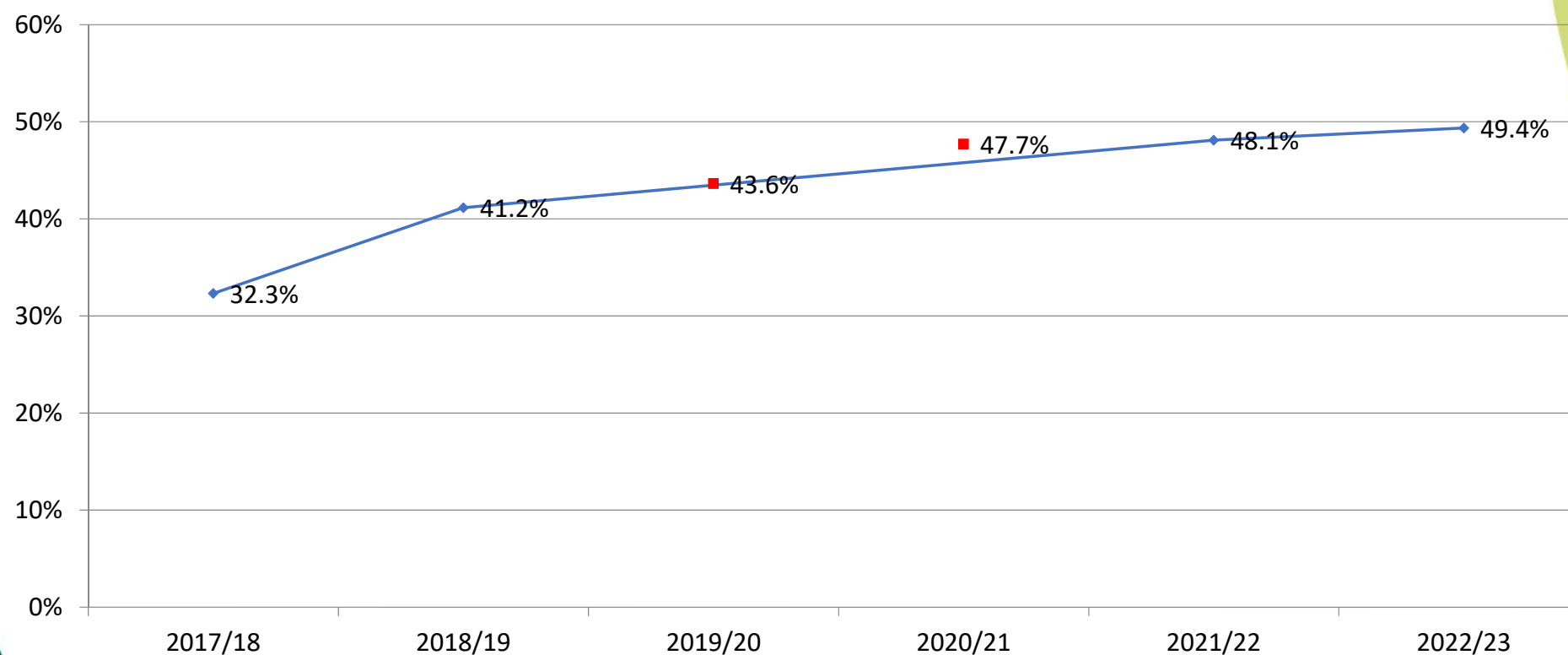


S5 Level 6 SCQF 3+ Attainment (ALL PUPILS)



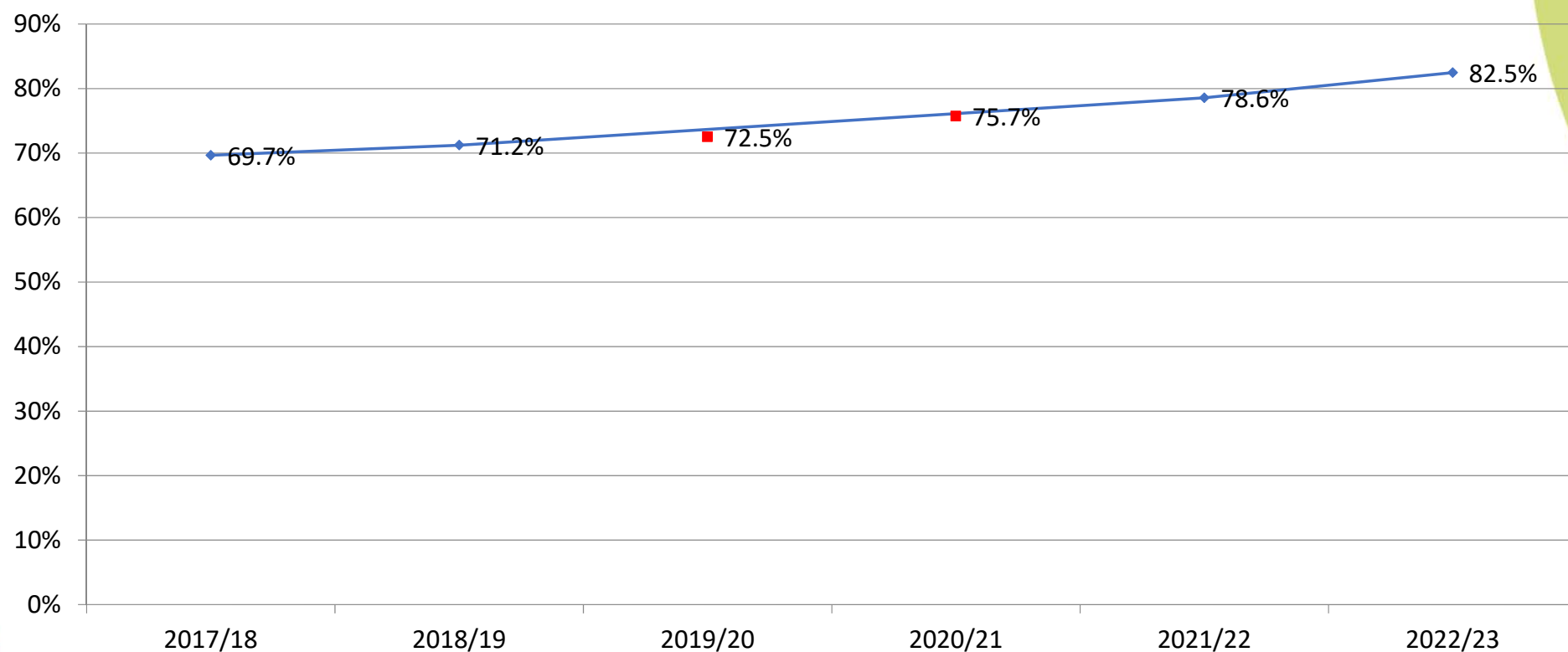
S5 Level 6 SCQF 5+ Attainment (ALL PUPILS)

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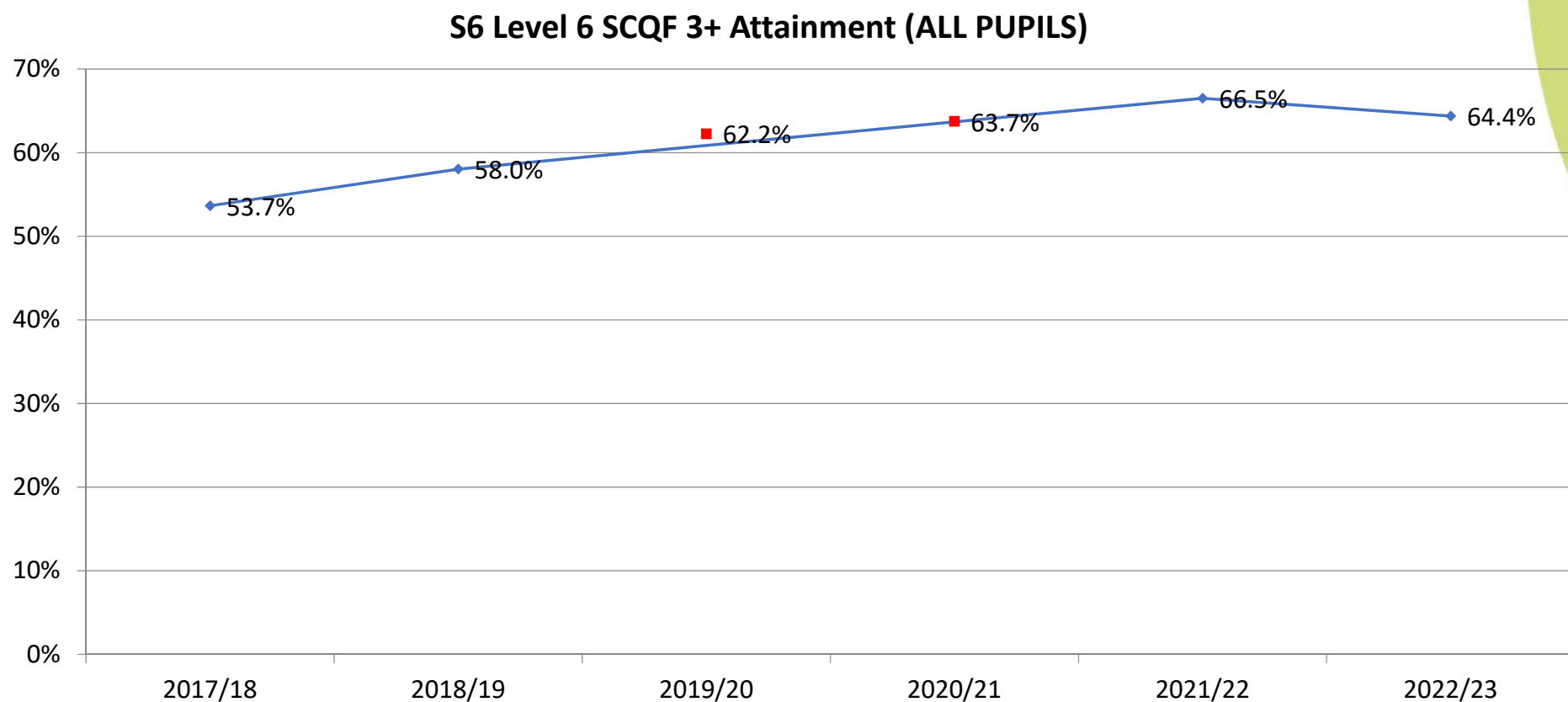


S6 Level 6 SCQF 1+ Attainment (ALL PUPILS)

S6 Level 6 SCQF 1+ Attainment (ALL PUPILS)

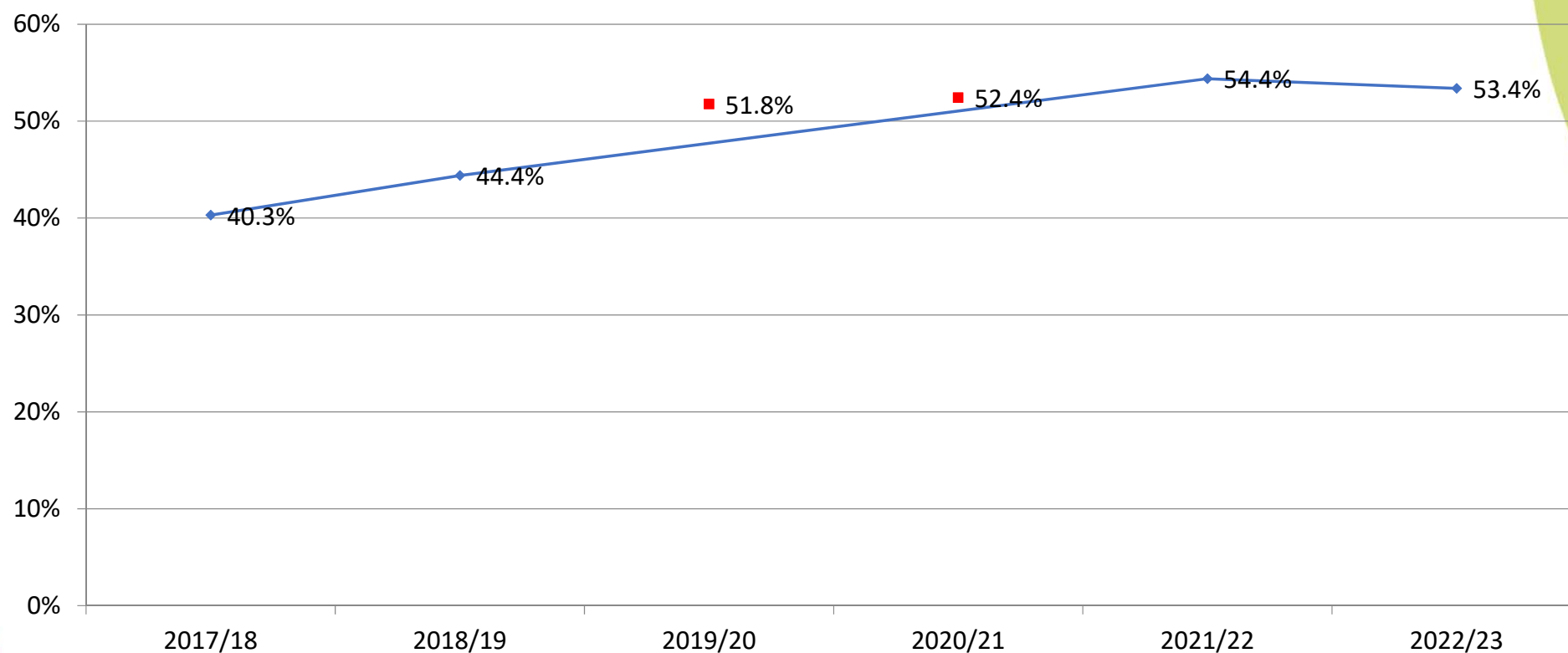


S6 Level 6 SCQF 3+ Attainment (ALL PUPILS)

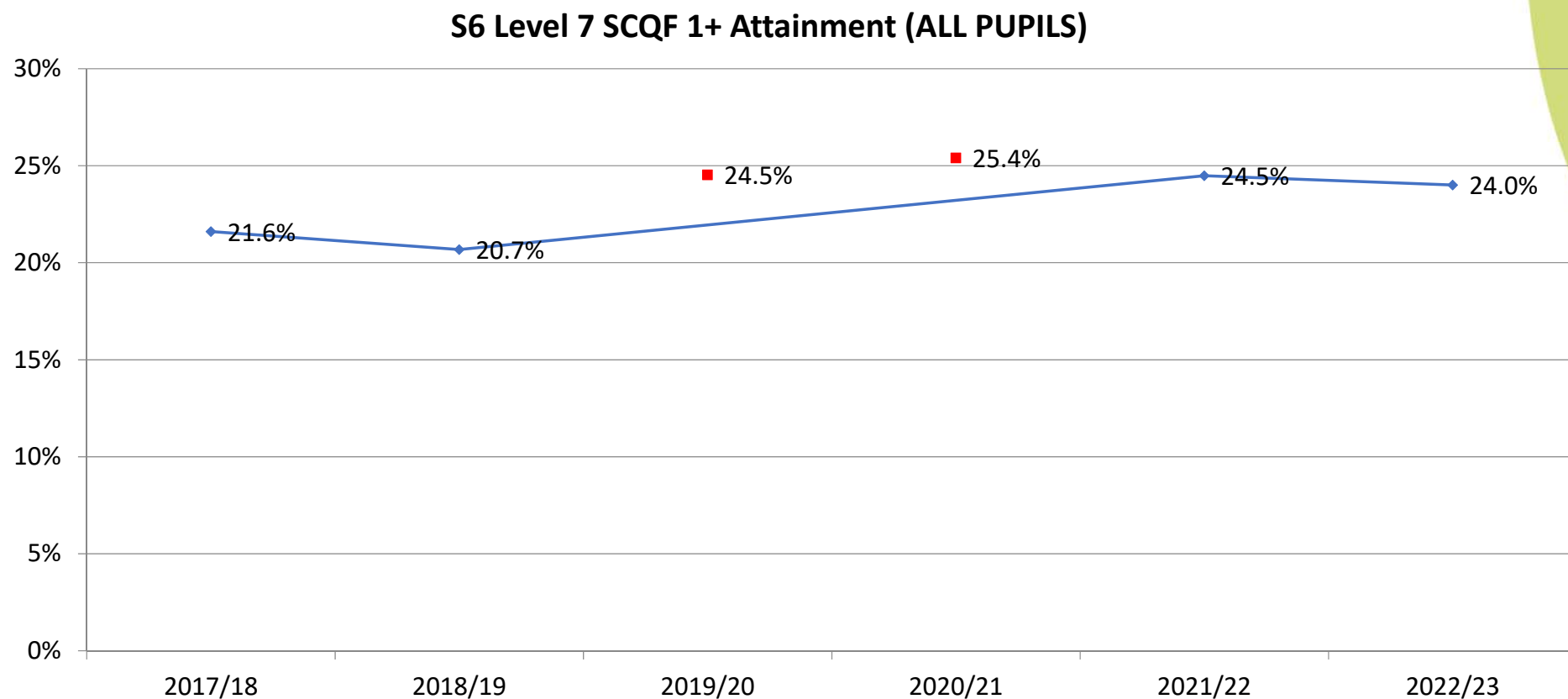


S6 Level 6 SCQF 5+ Attainment (ALL PUPILS)

S6 Level 6 SCQF 5+ Attainment (ALL PUPILS)



S6 Level 7 SCQF 1+ Attainment (ALL PUPILS)



DATA LABEL: PUBLIC



EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL

S5 AND S6 SCQF EXAMINATION RESULTS 2023

REPORT BY HEAD OF EDUCATION (SECONDARY)

A. PURPOSE OF REPORT

To provide members with an update on the performance of students in attaining Scottish Credit and Qualification Framework (SCQF) Awards at Level 6 (Higher or equivalent) in the S5 and S6 stages, and at Level 7 (Advanced Higher or equivalent including HNC) in the S6 stage.

B. RECOMMENDATION

It is recommended that the Education Executive notes:

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

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)	Raising Attainment is a key strategic objective of the Council as set out in the Single Outcome Agreement, Corporate Plan and National Improvement Framework Improvement Plan.
III Implications for Scheme of Delegations to Officers	None.
IV Impact on performance and performance Indicators	SCQF attainment is reflected in the key performance indicators of the service.

V	Relevance to Single Outcome Agreement	SCQF attainment is reflected in the performance indicators contained in the Single Outcome Agreement.
VI	Resources - (Financial, Staffing and Property)	Examination results are delivered within agreed central education and devolved school budgets.
VII	Consideration at PDSP	
VIII	Other consultations	None.

D TERMS OF REPORT

D1 Introduction

The Education Executive, at its meeting of 6 December 2016, agreed to adopt Scottish Credit and Qualifications Framework Awards as the key measure of attainment reported to members, parents and the public with effect from the 2017 exam diet.

The Education Executive noted that moving to the SCQF framework was appropriate as it includes and recognises an extended and enhanced range of achievement in the senior phase which is in line with the principles of Developing the Young Workforce. Specifically, it was agreed to adopt 5+, 3+ and 1+ Level 6 SCQF Awards at point of exit as the key measure of attainment.

It was noted that this change would allow easier comparison with national performance for members, parents and the public, and would present the fullest and most accurate measure of the totality of the attainment and achievement of young people throughout the totality of their school attendance. It was also noted, however, that performance management undertaken at schools and authority level would continue to rely on a wide range of measures in order to allow performance to be measured at key stages, and the performance of particular subjects, curricular areas, and groups of pupils to be measured.

The attainment of 5+, 3+ and 1+ SCQF Awards at Level 6 by students at the S5 stage, and 1+ SCQF Award at Level 7 by students at the S6 stage remain important measures of school performance, and for this reason they will continue to be reported to members annually. In addition, in this report the attainment of 5+, 3+, and 1+ SCQF awards at level 6 by students at the S6 stage has been included.

Results contained in this report include the following data: Verified National Qualification data from the SQA and Ungraded SCQF Awards completed by pupils in 2022/23. In addition to this any attainment at the appropriate level completed by pupils in previous sessions has also been included, for example 2022/23 S6 pupils who achieved other Highers when they were in S5.

D2 **Context**

SQA continued with the assessment modifications of session 21/22 in response to the disruption to learning caused by the COVID-19 pandemic. These modifications helped to reduce the volume of assessment and provide more time for learning and teaching of course content, while maintaining the integrity and credibility of the qualifications. This was welcomed by school staff and students.

In session 21/22 there was an amended appeals process implemented by SQA and schools were able to submit additional assessment evidence to support a student's appeal. This session, the SQA appeals remains a free service but has reverted to the pre-pandemic appeal process. No additional evidence is considered, and the appeal will consist of a marking review to verify that:

- all parts of the SQA assessments have been marked;
- the marking is in line with national standards;
- the marks given for each answer have been added up correctly; and
- the correct result has been entered on our system.

After appeals are reviewed, grades can go up, stay the same, or go down. Appeal decisions are released in October 2023 and any improvements to attainment are acknowledged in the February Insight release.

D3 **Attainment at SCQF Level 6 in S5**

Over the period 2018 to 2023, the percentage of students attaining 5+, 3+ and 1+ Awards at SCQF Level 6 in S5 has shown overall improvement. There has been significant improvement in the 1+ SCQF Level 6 in S5.

In each of the measures (for which data is available), performance of West Lothian schools and students has outperformed both the national average and the virtual comparator. Please note, comparative data for 2023 is not yet available.

The virtual comparator is made up of pupils from schools in other local authorities who have similar characteristics to those in West Lothian schools in terms of factors including stage, gender, additional support needs, and the Scottish Index of Multiple Deprivation.

5 + Awards at SCQF Level 6 in S5

	2018	2019	2020	2021	2022	2023
West Lothian	32%	41%	44%	48%	48%	49%
Virtual Comparator	19%	22%	23%	23%	24%	N/A
National	20%	22%	24%	25%	24%	N/A

3 + Awards at SCQF Level 6

	2018	2019	2020	2021	2022	2023
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West Lothian	52%	58%	60%	63%	61%	62%
Virtual Comparator	39%	42%	46%	46%	46%	N/A
National	41%	43%	46%	48%	46%	N/A

1+ Awards at SCQF Level 6

	2018	2019	2020	2021	2022	2023
West Lothian	69%	71%	75%	78%	82%	86%
Virtual Comparator	59%	61%	64%	65%	64%	N/A
National	60%	62%	64%	66%	64%	N/A

D4 Attainment at SCQF Level 6 in S6

Over the period 2018 to 2023, the percentage of students attaining 5+, 3+ and 1+ Awards at SCQF Level 6 in S6 has shown improvement. The 2023 percentage is above the previous 5-year average (2018-2022) in all measures.

5 + Awards at SCQF Level 6 in S6

	2018	2019	2020	2021	2022	2023
West Lothian	40%	44%	52%	52%	54%	53%
Virtual Comparator	33%	34%	38%	41%	39%	N/A
National	34%	35%	38%	41%	40%	N/A

3 + Awards at SCQF Level 6 in S6

	2018	2019	2020	2021	2022	2023
West Lothian	54%	58%	62%	64%	67%	64%
Virtual Comparator	47%	48%	52%	54%	54%	N/A
National	48%	50%	52%	55%	55%	N/A

1+ Awards at SCQF Level 6 in S6

	2018	2019	2020	2021	2022	2023
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West Lothian	70%	71%	73%	76%	79%	82%
Virtual Comparator	63%	63%	65%	68%	68%	N/A
National	64%	65%	66%	68%	69%	N/A

D5 Attainment at SCQF Level 7 in S6

Over the period 2018 to 2023, the percentage of students attaining 1+ Awards at SCQF Level 7 in S6 has remained at a similar level since 2020 but has shown an improvement on the pre-pandemic percentage.

1+ Awards at SCQF Level 7

	2018	2019	2020	2021	2022	2023
West Lothian	22%	21%	25%	25%	24%	24%
Virtual Comparator	22%	21%	25%	27%	27%	N/A
National	22%	22%	24%	27%	27%	N/A

E. CONCLUSION

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

The SCQF attainment figures demonstrate that the attainment of West Lothian students has risen in almost all categories over the five-year period. Comparative data for 2018-2022 demonstrates that West Lothian students are outperforming the Scottish average and the average of pupils with similar socio-economic characteristics at Level 6 in both S5 and S6. Comparative data for 2023 will be available following the release of Insight.

F. BACKGROUND REFERENCES

Reports to the Education Executive 6th December 2016, 29th August 2017 and 28th November 2017.

Contact Person:

Avril McLean, Education Officer: Secondary
Email: avril.mclean@westlothian.gov.uk

Siobhan McGarty, Head of Education (Secondary)
Email: Siobhan.mcgarty@westlothian.gov.uk

Date of meeting: 22 August 2023

DATA LABEL: PUBLIC



EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL

REVIEW OF DENOMINATIONAL SECONDARY CATCHMENTS AT ST MARGARET'S ACADEMY AND ST KENTIGERN'S ACADEMY.

REPORT BY HEAD OF EDUCATION (EARLY YEARS, PRIMARY AND RESOURCES)

A. PURPOSE OF REPORT

To inform the Panel of the proposal to commence public consultation on the review of Denominational Secondary catchments at St Margaret's Academy and St Kentigern's Academy.

To present to the Panel the draft Consultation Document prepared by Council officers.

B. RECOMMENDATION

It is recommended that Panel:

1. Consider the proposal to commence consultation on Denominational Secondary catchments at St Margaret's Academy and St Kentigern's Academy.
2. Note that the proposal will be presented to Education Executive for consideration.

C. SUMMARY OF IMPLICATIONS

I Council Values	Focusing on our customers' needs. Being honest, open and accountable Making best use of our resources. Working in partnership.
II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	<p>The consultation does not change any existing policies.</p> <p>Legal</p> <p>The Local Government Etc (Scotland) Act 1994.</p> <p>Education (Scotland) Act 1980 and related regulations. The Standards in Schools (Scotland) Act 2000, the School Education (Amendment)(Scotland) Act 2002 and School (Consultation)(Scotland) Act 2010. It is also necessary to consider school provision and catchment area arrangements in the West Lothian Local Development Plan.</p>
III Implications for Scheme of	None.

Delegations to Officers

IV	Impact on performance and performance Indicators	None.
V	Relevance to Single Outcome Agreement	<p>Outcome 2: We are better educated and have access to increased and better quality learning and employment opportunities</p> <p>Outcome 3 – Our economy, is diverse and dynamic, and West Lothian is an attractive place for doing business</p>
VI	Resources - (Financial, Staffing and Property)	Approved financial resources will meet costs and dedicated staff time for the consultation process.
VII	Consideration at PDSP	Not applicable.
VIII	Other consultations	<p>Finance and Property Services, Operational Services, Planning Economic Development and Regeneration Services, Legal Services.</p> <p>Formal consultation involves Parent Council, parents/carers, pupils, staff, churches and trade unions at affected schools.</p> <p>Community Councils within the catchment areas of the affected schools will also have opportunity to engage with the consultation.</p>

D. TERMS OF REPORT

A formal consultation is required for any proposal to review admission arrangements as a result of alteration to denominational secondary school catchment areas.

The Council is required to follow the statutory guidance outlined in the Schools (Consultation) (Scotland) Act 2010.

D.1 Background and Rationale for change

Sinclair Academy in Winchburgh is due to open for S1 pupils in August 2023 and will accommodate denominational secondary children from the associated primary school catchments of Holy Family PS (Winchburgh), St Nicholas' PS (Broxburn) and St Joseph's PS (Linlithgow).

This creates additional capacity at both St Kentigern's Academy and St Margaret's Academy. However due to the historic placing request patterns in Linlithgow where many St Joseph's parents choose Linlithgow Academy and the fact that two associated primary schools that were formerly associated with St Margaret's Academy are moving to Sinclair Academy compared to just one from St Kentigern's Academy there is an imbalance in the capacity created across the two schools.

The proposed change in denominational primary to secondary association ensures that secondary catchments consist of entire primary school catchments while better balancing denominational secondary demand across West Lothian.

D.2 St Mary's (Polbeth)

The proposal is to change the association of St Mary's (Polbeth) Primary School from St Kentigern's Academy to St Margaret's Academy. This would reallocate the entire catchment of St Mary's Polbeth Primary School from St Kentigern's Academy catchment to St Margaret's Academy catchment.

The St Mary's (Polbeth) Primary School catchment consists of the villages of Polbeth & West Calder; rural areas around Harburn & Harwood; and the Brucefield area of Livingston (Old School Avenue).

Polbeth is slightly closer to St Margaret's Academy (2.5 miles) than St Kentigern's Academy (4 miles). West Calder, is a similar distance to both schools (3.5 miles).

D.3 Admission Arrangements

There will be no impact to pupils currently in attendance at West Lothian schools as a result of proposed variations to school catchment areas. All pupils will continue to attend their existing schools for the remainder of their secondary stage education.

Younger siblings of pupils currently attending schools would retain the catchment status of the older sibling if that's what they want.

D.4 Capacity at St Margaret's Academy

Current year group sizes at St Mary's (Polbeth) are between 17 and 29. At present a significant number of St Mary's (Polbeth) children make placing requests for West Calder High School (including all P7 children in 2023, none of whom have applied for St Kentigern's Academy).

It is therefore likely that there will be no more than 10-15 S1 applications from St Mary's (Polbeth) to St Margaret's each year. This is significantly smaller than the number of children from Holy Family and St Nicholas' who are likely to attend Sinclair Academy from August 2023 (currently more than 60 in the August 2023 S1 applications). There will therefore not be any increase in capacity pressure at St Margaret's Academy.

E. CONCLUSION

The proposed changes in denominational primary to secondary association ensures that secondary catchments consist of entire primary school catchments while better balancing denominational secondary demand across West Lothian.

The changes outlined in the draft Consultation Paper would make best use of existing and future school capacities.

F. BACKGROUND REFERENCES

National Planning Framework 4
West Lothian Local Development Plan
Schools (Consultation) (Scotland) Act 2010,

Appendices/Attachments:

- Appendix 1 Current St Margaret's Academy catchment
- Appendix 2 Current St Kentigern's Academy catchment
- Appendix 3 Proposed St Margaret's Academy catchment
- Appendix 4 Proposed St Kentigern's Academy catchment

Contact Person: Andrew Cotton, Senior Education Planning Officer, West Lothian Civic Centre, Howden South Road, Livingston, West Lothian, EH54 6FF Tel: 01506 283080, e-mail, andrew.cotton@westlothian.gov.uk

Greg Welsh,
Head of Education, (Early Years, Primary and Resources)
West Lothian Civic Centre, Howden South Road,

Date: 22 August 2023

**WEST LOTHIAN COUNCIL EDUCATION SERVICES
CONSULTATION DOCUMENT
October 2023**

**REVIEW OF ADMISSION ARRANGEMENTS AS A RESULT
OF ALTERATION TO THE DENOMINATIONAL
SECONDARY SCHOOL CATCHMENT AREAS OF:**

- **ST MARGARET'S ACADEMY**
- **ST KENTIGERN'S ACADEMY**

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- 1.1 Purpose of this Document**
- 1.2 Background**
- 1.3 Summary of Proposals**

SECTION 2

- 2.1 Educational Benefit Statement**

SECTION 3

- 3.1 Integrated Impact Assessment**

SECTION 4

- 4.1 Consultation Process: How To Have Your Say**

SECTION ONE

This section introduces the reason for the consultation. It provides information about why West Lothian Council is proposing to review admission arrangements as a result of alteration to non-denominational primary school catchment areas.

1.1 PURPOSE OF THE DOCUMENT

The purpose of this document is to advise:

1. West Lothian Council's proposals to review admission arrangements as a result of alteration to the denominational secondary school catchment areas of:
 - I. St Margaret's Academy
 - II. St Kentigern's Academy.
2. The educational benefits of the proposals and how they will make things better; and
3. Information on how you can give your views and take part in the consultation process.

West Lothian Council believes that thorough and effective consultation will support better outcomes for pupils, their families and the wider community as a whole.

Public consultations are necessary when a local authority is proposing to make a change to the school estate in this instance, proposed amendment to school catchment areas. To carry out a public consultation the Council requires to follow the statutory guidance outlined in the Schools (Consultation) (Scotland) Act 2010. With this in mind this document is organised into three sections:

Section 1 of this document introduces the proposals and gives background and rationale.

Section 2 contains the educational benefits statement and provides an assessment of the effects of the proposals on the children/young people and their families of the affected schools.

Section 3 details how West Lothian Council has organised the consultation process to meet the requirements of the legislation and how you can take part and give your views.

1.2 BACKGROUND & RATIONALE FOR CHANGE

Sinclair Academy in Winchburgh opened for S1 in August 2023 and will accommodate denominational secondary children from the associated primary schools of Holy Family PS (Winchburgh), St Nicholas' PS (Broxburn) and St Joseph's PS (Linlithgow).

This creates additional capacity at both St Kentigern's Academy and St Margaret's Academy. However due to the historic placing request patterns in Linlithgow where many St Joseph's parents choose Linlithgow Academy and the fact that two associated primary schools that were formerly associated with St Margaret's Academy are moving to Sinclair Academy compared to just one from St Kentigern's Academy there is an imbalance in the capacity created across the two schools

The proposed changes in denominational primary to secondary association ensures that secondary catchments consist of entire primary school catchments while better balancing denominational secondary demand across West Lothian.

1.3 Summary of Proposals

The proposal is to change the association of St Mary's (Polbeth) Primary School from St Kentigern's Academy to St Margaret's Academy. This would remove the entire catchment of St Mary's Polbeth Primary School from St Kentigern's Academy catchment and add it to St Margaret's Academy catchment.

The St Mary's (Polbeth) Primary School catchment consists of the villages of Polbeth & West Calder; rural areas around Harburn & Harwood; and the Brucefield area of Livingston (Old School Avenue).

Polbeth is slightly closer to St Margaret's Academy (2.5 miles) than St Kentigern's Academy (4 miles). West Calder, is a similar distance to both schools (3.5 miles).

Admission Arrangements

There will be no impact to pupils currently in attendance at West Lothian schools as a result of proposed variations to school catchment areas. All pupils will continue to attend their existing schools for the remainder of their secondary stage education.

Younger siblings of pupils currently attending schools would retain the catchment status of the older sibling.

Capacity at St Margaret's Academy

Current year group sizes at St Mary's (Polbeth) are between 17 and 29. At present a significant number of St Mary's (Polbeth) children make placing requests for West Calder High School (including all P7 children in 2023, none of whom have applied for St Kentigern's Academy

It is therefore likely that there will be no more than 10-15 S1 applications from St Mary's (Polbeth) to St Margaret's each year. This is significantly smaller than the number of children from Holy Family and St Nicholas' who are likely to attend Sinclair Academy from August 2023 (currently more than 60 in the August 2023 S1 applications). There will therefore not be any net increase in capacity pressure at St Margaret's Academy.

SECTION TWO

This section contains the expected educational benefits to be gained should the proposals come to fruition.

2.1 EDUCATIONAL BENEFIT STATEMENT

Whilst assessing the educational benefits of the proposals, the undernoted factors were considered:

- **Curriculum For Excellence**

Curriculum for Excellence is the national curriculum of experiences and outcomes for all pupils, 3-18 years.

The national guidance from Education Scotland encourages education authorities to ensure that curricular provisions offer opportunities for learners to achieve across all curricular areas and develop skills, attributes and capabilities through courses aligned with the key principles of Curriculum for Excellence: challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance.

A key educational advantage is that the affected schools will continue to be fully equipped to deliver the full breadth of Curriculum for Excellence.

Continued engagement of creative teaching and learning approaches in a viable and sustainable school establishment broadens scope for attainment and achievement and builds a positive ethos for staff and pupils alike.

- **Admission**

There will be no impact to pupils currently in attendance at West Lothian schools as a result of proposed variations to school catchment areas. All pupils will continue to attend their existing schools for the remainder of their secondary stage education.

Younger siblings of pupils currently attending schools would retain the catchment status of the older sibling and would be permitted to attend the existing school establishment if parents wish siblings to attend the same school.

This catchment status would remain until such times that the sibling link is broken i.e. should the elder sibling leave secondary stage education prior to commencement of the younger sibling at secondary school.

Criteria for admission will continue to be in accordance with West Lothian Council's current admission arrangements.

https://www.westlothian.gov.uk/media/2238/Secondary-School-Admission---Policy-and-Procedure/pdf/Secondary_School_Admission_-_Policy_and_Procedure.pdf

All other existing catchment area criteria for each of the denominational secondary schools highlighted in this report will remain unchanged.

- **School Capacity**

West Lothian Council do not anticipate any impact to existing school capacities at the detailed schools as a result of the proposed school catchment alterations.

- **School Management/Staff Teams**

West Lothian Council do not foresee alteration to current school management structures at the schools detailed in this report. All existing staffing facilitations and day to day operations within each of the schools will continue as is.

Any amendments to current staffing will be undertaken in accordance to West Lothian Council statutory recruitment processes.

- **School Transport**

Any requests for school transport provisions will be considered in accordance with West Lothian Council's School Transport Policy. [West Lothian Council School Transport Policy](#)

- **Transition**

St John Ogilvie Primary School, Howden St Andrew's Primary School, St Ninian's Primary School, St Paul's Primary School will continue to be aligned to St Margaret's Academy along with the addition of St Mary's (Polbeth) Primary School.

Our Lady of Lourdes Primary, Our Lady's Primary, St Anthony's Primary, St Columba's Primary, St John the Baptist Primary, St Joseph's (Whitburn) Primary, St Mary's (Bathgate) Primary and St Thomas' Primary will remain aligned to St Kentigern's Academy.

Transition programmes currently adopted will be unaffected by the proposed amendment to catchment allocation. All of the relative establishments will endeavour as always to ensure the transition process will continue to be a seamless and positive experience for those pupils involved.

- **School Grounds/Outdoor Learning/Playground**

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

Car parking and pupil drop off / uplift areas will continue to ensure safe and efficient traffic flow. Appropriate car park protocols and risk assessments will be maintained.

- **Breakfast / School Clubs**

Breakfast clubs will continue to provide pupils with a healthy breakfast and offer opportunity to sample and develop preferences for healthy options. The aim of the club is to establish positive relationships at the start of the school day and improve attitude, behaviours and motivation to learn.

Pupils will continue to be invited to take part in a wide range of extracurricular activities. Activities are designed to offer opportunity to learn new skills and enhance experiences. Participation in these activities promotes and encourages social interaction, confident individuals, effective contributors and responsible citizens.

- **Parental Involvement**

Parents and carers are an integral part of the school community with their ongoing contributions and working partnerships being considered key to the success of the school.

West Lothian Council do not foresee any impact to existing opportunities for parental involvement and engagement as a result of the intimated proposals.

A principal focus as always is the delivery of a welcoming school that is inclusive for all parents, carers, pupils and staff.

- **Community Links**

All external links that each of the highlighted schools has established will remain with each establishment continuing to have clear and distinct associations within the local community.

- **Benefits for Any Other School Users**

The proposed changes will have no impact on existing external school users. All existing provisions for other school users will continue as a result of the proposed catchment area review.

SECTION THREE

This section provides information on the Integrated Impact Assessment (IIA) conducted by Council officers to meet statutory equality duties, to assess policies and practices and ensure compliance with all legislative requirements.

INTEGRATED IMPACT ASSESSMENT

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

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

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

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

The outcome of the Integrated Impact Assessment will inform the Final Consultation Report and the Council's consideration of the proposed changes prior to reaching a decision on whether they should be implemented.

SECTION FOUR

This section provides information on how West Lothian Council has organised the consultation process for the proposals contained within this document. It also provides information on how you can take part and give your views.

In terms of the Schools (Consultation) (Scotland) Act 2010, any proposal to alter the catchment area of a school requires a formal consultation process.

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

The statutory consultees are prescribed as follows:

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

As stated in the terms of the Schools (Consultation) (Scotland) Act 2010 statutory consultation periods should last a minimum of six weeks continuous and incorporate a minimum of 30 school days (excluding school holidays). Therefore, the consultation period for this particular proposal will run from **17 October 2023 until 01 December 2023 (TBC)**. The consultation paper will be made available for reference electronically and in paper format.

Public meetings will be held in respect of the proposals at the venues listed below:

Location	Date/Time
St Mary's (Polbeth) Primary School	20 November 2023 – 19.00 (TBC)

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

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

The Council website will contain information on the consultation. The web address is: www.westlothian.gov.uk/education

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

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

Responses can also be made by e-mail to Education.Consultation@westlothian.gov.uk

All responses to be received by no later than **5.00pm 01 December 2023 (TBC)**.

Consultation Timeline:

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

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

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

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

West Lothian Council will not make any decisions, or put any changes into effect until the Final Consultation Report has been concluded, published and subsequently presented to the Education Executive on **12 March 2024 (TBC)**.

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

Propozycja władz lokalnych West Lothian Council dotycząca przeglądu obwodu niewyznaniowych szkół podstawowych w następujących placówkach: St Kentigern's Academy, St Margaret's Academy W celu uzyskania kopii niniejszego dokumentu należy zadzwonić do Catherine Campbell pod numer telefonu 01506 281666. NALEŻY PODAĆ IMIĘ I NAZWISKO, JAK I JĘZYK, W KTÓRYM WYMAGANE JEST TŁUMACZENIE

West Lothian savivaldybės pasiūlymas peržiūrėti ne denominacinių pradinį mokyklų pasiekiamumo zonas St Kentigern's Academy, St Margaret's Academy.

Jei norėtumėte šio dokumento kopijos prašome skambinti Catherine Campbell telefonu 01506 281666. PATEIKITE SAVO VARDĄ, ADRESĄ IR KALBĄ J KURIĄ NORĖTUMĖTE, KAD DOKUMENTAS BŪTŲ IŠVERSTAS.

Vestložiānas domes (West Lothian Council) priekšlikums pārskatīt nekonfesionālo pamatskolu – St Kentigern's Academy, St Margaret's Academy.

Ja jūs vēlaties saņemt šī dokumenta eksemplāru, lūdzam zvanīt Catherine Campbell uz 01506 281666. JUMS JĀNORĀDA JŪSU VĀRDS, UZVĀRDS UN ADRESE, KĀ ARĪ VALODA, KURĀ JŪS VĒLATIES ŠO DOKUMENTU SANĒMT

بلدية ويست لوثيان West Lothian Council – عرض لمراجعة مناطق القبول العائدة للمدارس الابتدائية غير الدينية وذلك لكلا من مدرسة لينليثغو St Kentigern's Academy, St Margaret's Academy , الابتدائية ومدرسة لينليثغو بريدج الابتدائية ، ومدرسة سبرينج فيلد الابتدائية .

إذا رغبت بالحصول على نسخة من هذه الوثيقة ، فيرجى منك الاتصال بميلاني لوري Catherine Campbell على رقم الهاتف 01506 281666 وذكر اسمك وعنوان سكنك واللغة التي ترغب بأن تتم ترجمة هذه الوثيقة إليها.

ویسٹ لوٹھین کونسل، لنلتھگاو پرائمری اسکول، لنلتھگاو برج پرائمری اسکول، اسپرنگ فیلڈ پرائمری اسکول، لوپورٹ پرائمری اسکول اور بوگ ہال پرائمری اسکول پرایک غیر فرقہ ورانہ پرائمری اسکول کے جغرافیائی علاقوں کا جائزہ لینے کی تجویز
اگر آپ اس دستاویز کی ایک نقل حاصل کرنا چاہیں تو برائے مہربانی 01506 281666 پر میلینی لوری سے رابطہ کریں، اپنا نام، پتہ مہیا کرتے ہوئے اور اس زبان کے بارے میں بتاتے ہوئے جس میں آپ چاہتے ہیں کہ اس دستاویز کا ترجمہ کیا جائے

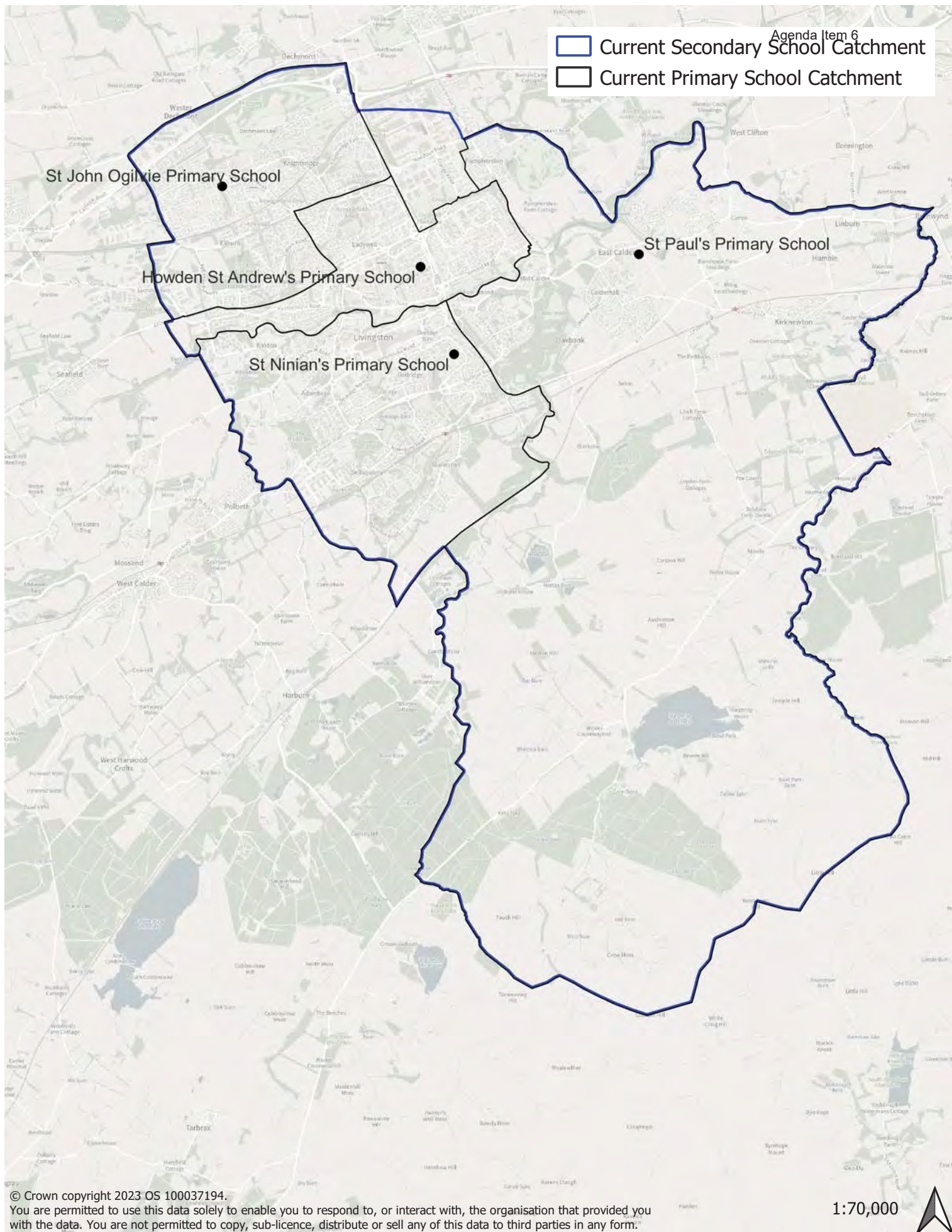
西洛錫安議會政府關於對 St Kentigern's Academy, St Margaret's Academy PS. (林利斯戈小學) 林利斯戈橋小學)

如果您想要一份本文檔的副本，請致電給 Catherine Campbell，號碼是 01506 281666。請將您的姓名、地址和希望將該文件翻譯成的語言告訴我們。

West Lothian Council (西洛锡安议会) · 提议审查 St Kentigern's Academy, St Margaret's Academy 如果您得到本文件的一份副本，请致电 Catherine Campbell 01506 281666 提供您的姓名地址和您希望以何种语言获得翻译文件

ওয়েস্ট লথিয়ান কাউন্সিল নির্দিষ্ট ধর্মীয় মূল্যবোধের বাইরের নিম্নোক্ত প্রাইমারি স্কুলগুলোর ক্যাসমেন্ট এরিয়া পর্যালোচনার ব্যাপারে প্রস্তাবনা করছে, স্কুলগুলো হল লিনলিথগো প্রাইমারি স্কুল, লিনলিথগো ব্রীজ প্রাইমারি স্কুল, স্প্রিং ফিল্ড প্রাইমারি স্কুল, লোপার্ট প্রাইমারি স্কুল এবং বগহাল প্রাইমারি স্কুলের
আপনি এই ডকুমেন্টটির একটি কপি পেতে চাইলে অনুগ্রহ পূর্বক মেলানি লরিকে 01506 281666 নম্বরে টেলিফোন করুন। কল করার সময় আপনার নাম, ঠিকানা এবং আপনি যে ভাষাতে ডকুমেন্টটির অনুবাদ পেতে চান তা জানাবেন।

- Current Secondary School Catchment
- Current Primary School Catchment



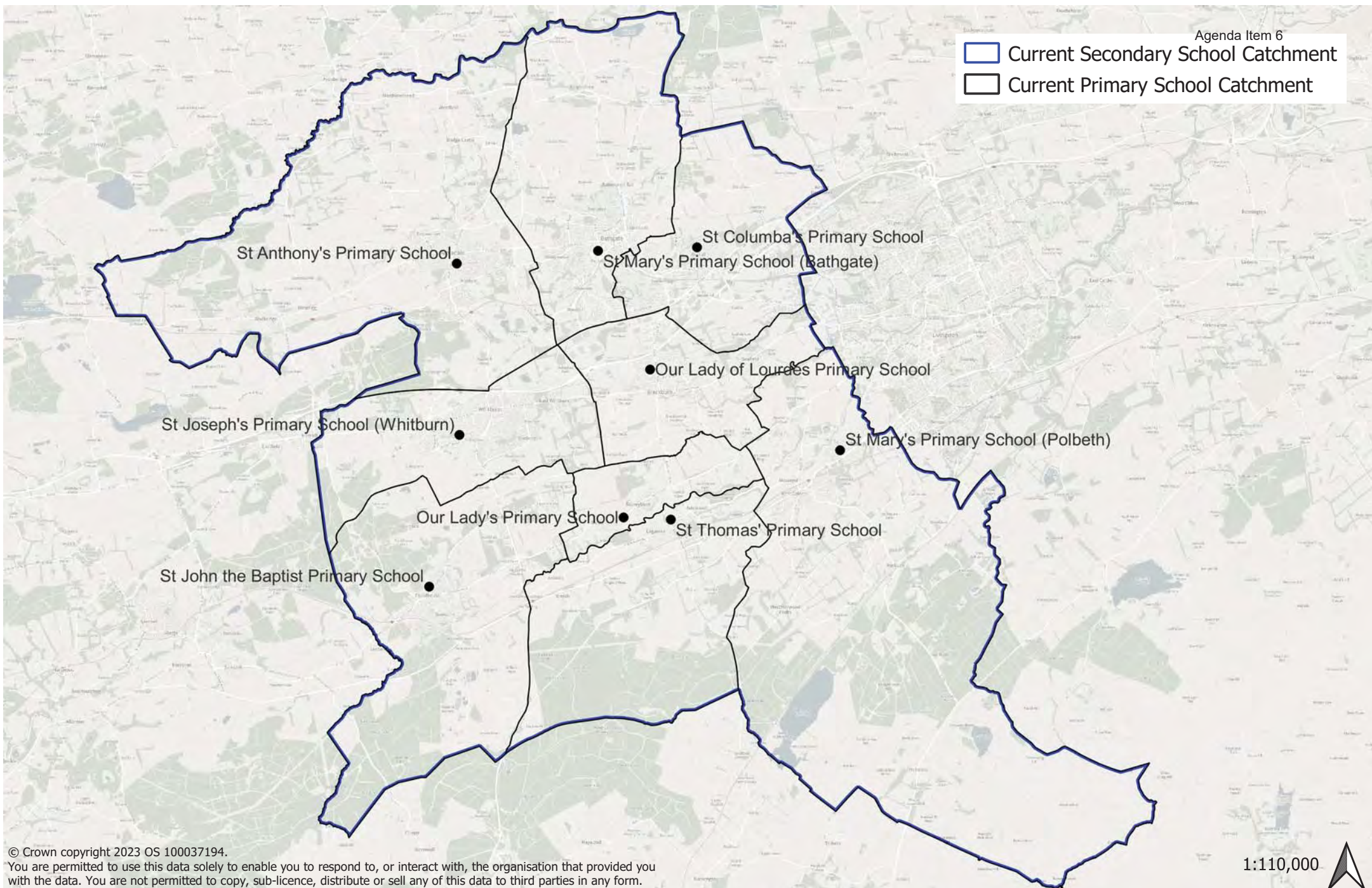
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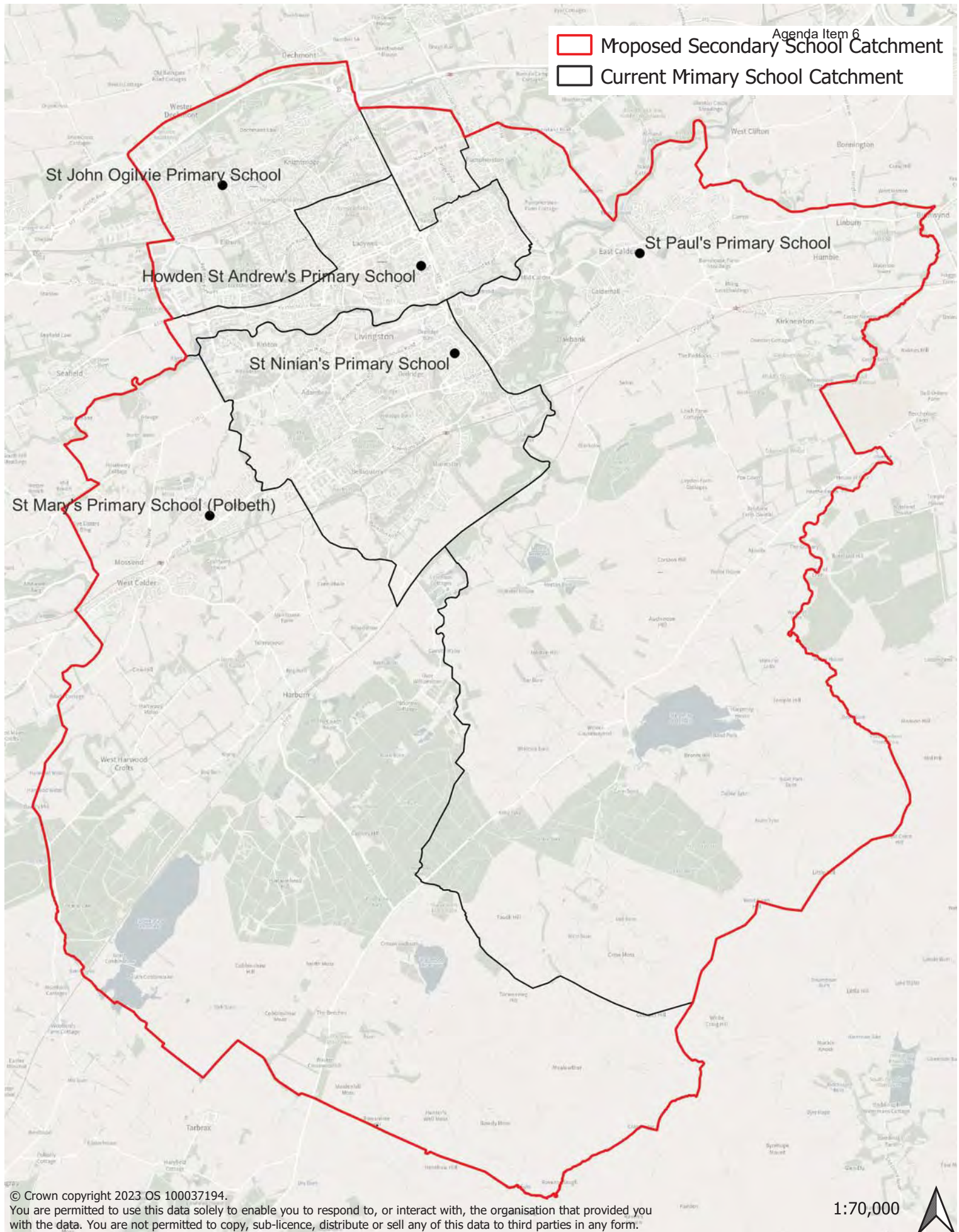
- Current Secondary School Catchment
- Current Primary School Catchment



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- Proposed Secondary School Catchment
- Current Primary School Catchment



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- Kroposed Secondary School Catchment
- Current Krimary School Catchment

St Anthony's Primary School

St Mary's Primary School (Bathgate)

St Columba's Primary School

Our Lady of Lourdes Primary School

St Joseph's Primary School (Whitburn)

Our Lady's Primary School

St Thomas' Primary School

St John the Baptist Primary School

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EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL

2022/23 FINANCIAL PERFORMANCE – MONTH 12 MONITORING REPORT

REPORT BY HEAD OF FINANCE AND PROPERTY SERVICES

A. PURPOSE OF REPORT

To provide the Panel with an update on the financial performance of the Education portfolio.

B. RECOMMENDATION

It is recommended that the Panel:

1. Notes the financial performance of the Education portfolio in 2022/23;
2. Notes that the Education portfolio position at month 12 was part of the overall council budget position reported to Council Executive on 20 June 2023;
3. Notes actions to be taken by Heads of Service and budget holders to manage spend within available resources.

C. SUMMARY OF IMPLICATIONS

I Council Values	Focusing on customers' needs, being honest, open and accountable, making best use of resources, working in partnership.
II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	Local Government (Scotland) Act 1973, Section 95; Local Government in Scotland Act 2003, section 1-14.
III Implications for Scheme of Delegations to Officers	No implications at this stage.
IV Impact on performance and performance indicators	Effective budget management is an essential element of service performance. Additional financial reporting provides elected members with information to allow for proper scrutiny of performance of services.
V Relevance to Single Outcome Agreement	The revenue budget provides resources necessary to help deliver the Single Outcome Agreement. Effective prioritisation of resources is essential to achieving key outcomes.
VI Resources – (Financial, Staffing and Property)	An underspend of £1.754 million was the position for the Education portfolio revenue budget in 2022/23. This amount was incorporated into the overall council position at month 12 for 2022/23, which was a net service underspend of £220,000.
VII Consideration at PDSP	A financial performance report will be presented to the Panel twice yearly on an ongoing basis.

VIII Other Consultations

Depute Chief Executives, Head of Education (Secondary, Community Learning and Inclusion), Head of Education (Primary, Early Years and Resources)

D. TERMS OF REPORT**D.1 Introduction**

This report provides an update on the general fund revenue financial performance in respect of the Education Policy and Resources Policy Development and Scrutiny Panel (PDSP) portfolio of services. The council's revenue budget is operationally managed at a Head of Service level, and the financial position included within this report formed part of the overall council position reported to Council Executive on 20 June 2023. This report also includes the position on the delivery of approved budget reduction measures relevant to the Education portfolio for 2022/23.

The budget monitoring process is undertaken in line with the council's budgetary control framework and procedures, which place particular focus on a risk based and pro-active approach to budget monitoring.

This report focuses on the financial performance of council services which further enhances the information presented to elected members to allow scrutiny of service and financial performance. The report contains reference to key performance measures for service areas which are contained within Service Management Plans and referenced in the 2021/22 Local Government Benchmarking Framework (LGBF) data-set. LGBF data for 2022/23 will be collated by the Improvement Service and will be made available later in 2023.

D.2 Financial Outturn for 2022/23

The table below summarises the position in relation to service expenditure for the portfolio area. As part of the monitoring exercise, a number of key risks and service pressures have been identified and these are noted in the narrative for the relevant service area.

Service	Budget £'000	Outturn £'000	Variance £'000
GENERAL FUND REVENUE			
Education			
Quality Improvement and Performance	1,423	1,408	(15)
Early Years	(10,108)	(9,941)	167
Additional Support Needs	1,435	1,577	142
Policy & Performance	4,830	4,668	(162)
Strategic Resources	13,720	13,705	(15)
WL Psychologist	1,193	1,093	(100)
Inclusion and Support	1,801	1,780	(21)
Devolved Schools Management	256,664	254,914	(1,750)
TOTAL GENERAL FUND REVENUE EDUCATION PDSP	270,958	269,204	(1,754)

D.3 Summary of Main Issues in Service Expenditure Budgets and Impact on Performance**D.3.1 General Fund Revenue – Education**

The revenue budget for Education in 2022/23 was underspent by £1.754 million. This was largely due to savings made from teacher strike days throughout the financial year.

Early Years overspent by £167,000 as a result of the Early Learning and Childcare (ELC) expansion plan. All three and four year olds and eligible two year olds have been offered 1,140 hours of early learning and childcare provision since 19 April 2021. The increase in flexibility and choice for parents and carers, as required by Scottish Government policy, has resulted in a significant increase in parents choosing funded placements in private providers which has subsequently placed pressure on the revenue budget.

Devolved School Management (DSM) reported an underspend of £1.750 million. The total saving made within DSM from teacher strike days in November and December 2022 and throughout January, February and March 2023 was £1.895 million. This was partly offset by additional costs incurred in relation to teacher's maternity costs and long term absence cover.

The reported position includes a reduction of £425,000 in earmarked school carry forward balances, largely resulting from schools utilising their remaining education recovery funding for additional staff in classrooms and purchase of IT resources. This brings the accumulated Devolved Schools Management (DSM) reserves balance to £1.507 million.

An overspend of £142,000 within ASN relates to additional staffing, legal and specialist equipment costs incurred in 2022/23. Officers are reviewing the service as a whole to ensure the most efficient and effective use of resources within 2023/24.

Underspends within Policy and Performance and WL Psychologist are from savings from staffing costs due to vacancies across both areas and a reduction in sessional staff costs within Youth services with more activities being delivered in house leading to reduced dependency on sessional staff.

The Scottish Attainment Challenge funding, which includes Pupil Equity funding of £5.438 million, was fully utilised during the course of the academic year, in line with the conditions of grant.

In terms of service performance, Education Services delivers high quality education services to over 27,000 pupils and around 4,100 pre-school children. The main focus of the service is to improve attainment and positive destinations for all children and young people in West Lothian, and to deliver positive outcomes and early interventions for early years, as well as improving outcomes in relation to learning, equality, health and community safety to children, young people and the wider community. In addition, work continues to rollout key service developments including the expansion of early learning and childcare and free school meal provision.

The LGBF includes a number of key indicators for Education such as the cost per pupil for each sector. The cost per pupil within the pre-school education, primary and secondary sectors for 2021/22 was £8,355, £6,550 and £7,682 respectively, ranking 3rd place for preschool education, 23rd place for primary and 11th place for secondary against other Scottish local authorities. The cost per pre-school place remains low in comparison to other Scottish local authorities largely due to efficient use of capacity and allocation of staffing resources in line with statutory ratios in 2021/22. Within primary the higher ranking in cost in comparison to other Scottish local authorities is mainly the result of the council allocating budgets in line with agreed corporate priorities. Secondary spend remains in line with previous years.

The following key features of attainment demonstrate the impact of the Raising Attainment Strategy in making progress towards achieving the outcomes and targets that it contains including:

- The most recent published national data (December 2022) shows West Lothian primary pupils are achieving above national performance in 15 of the 15 national measures of attainment in Literacy and Numeracy.
- Over the 5-year period 2018 to 2022, the percentage of students attaining 5+, 3+ and 1+ Awards at SCQF Level 6 in S5 has shown overall improvement.
- Over the 5 year period 2018 to 2022, the percentage of students attaining 5+, 3+ and 1+ Awards at SCQF Level 6 in S6 has improved.

- The SCQF attainment figures demonstrate that the attainment of West Lothian students has risen in almost all categories over the five-year period. Since 2016, in terms of the participation measure, the gap between the least and most deprived 20% has closed from 12.2 % to 8.1% in 2022, which is a closer gap than that seen Nationally.

In relation to service performance from 1 April to 30 September 2022, the percentage of young people supported by the More Choices More Chances (MCMC) team entering positive destinations was 90% against a target of 92%. The number of skills development and learning opportunities facilitated by the Work with Young People (WwYP) team was 7,190, against a target of 8,000. This included universal and targeted youth work delivered in a variety of settings across West Lothian through digital, centre-based, outdoor learning, detached and outreach youth work.

D.3.4 General Fund Revenue – Monitoring of approved budget reductions

For the Education portfolio, savings in 2022/23 were fully delivered. The operational delivery of the savings for future years is satisfactory at this stage.

D.4 SUMMARISED BUDGET POSITION FOR 2022/23

The month 12 outturn position in 2022/23 was an underspend of £1.754 million within the General Fund Revenue budget for the Education portfolio. This amount was included in the council's overall month 12 position, which was a net service underspend of £220,000, and was reported to Council Executive on 20 June 2023.

D.5 FUTURE BUDGET ISSUES AND RISKS

There remains significant risks and uncertainties associated with the financial assumptions in the council's three year budget plan. The ongoing cost of living crisis and the remaining effects of the pandemic and the ongoing impact of the UK leaving the EU and wider volatility in the economy, continue to provide considerable uncertainty. In addition, potential changes to service delivery models will have an impact on local government services, funding and financial and planning assumptions.

In relation to medium term financial planning, whilst acknowledging that the planning assumptions are subject to uncertainty due to the planning time horizon, some of the general risks and uncertainties include annual confirmation of local authority funding from the Scottish Government, pay award, particularly given payroll costs are the councils largest expense, inflationary pressures and policy changes by the government without adequate funding and demographic demands.

Although a pay award has been agreed for teachers covering the period up to July 2024, uncertainty remains over pay increases for other staff from 1 April 2023. The council's approved revenue budget assumes a 3% pay award for these remaining staff groups and the Scottish Government has committed to providing £100 million nationally to fund the additional cost of an increase from 3% to 5.5%. Negotiations are continuing between COSLA and Trade unions to agree a pay award for 2023/24.

Specifically for the Education portfolio, the key risks and uncertainties include the delivery of staffing savings which will require restructures and changes to the way staff operate. Sickness absence levels and above inflationary contractual price changes are risks that can affect services across the portfolio area and are monitored closely.

The council's risk based approach to budget monitoring will ensure that effective action is taken to manage risks during the course of the financial year. Officers will continue to provide updates on risks as part of the quarterly budget monitoring reporting to Council Executive at period 4, 6 and 9.

E. CONCLUSION

The 2022/23 General Fund revenue budget position for the Education portfolio was an underspend of £1.754 million. As noted, the position for the Education portfolio is part of the overall outturn position for 2022/23 which was a net service underspend of £220,000 and was reported to Council Executive on 20 June 2023.

F. BACKGROUND REFERENCES

1. Draft 2022/23 General Fund Revenue Budget Outturn and Update on One-off Resources - Report by Head of Finance and Property Services on 20 June 2023
2. 2022/23 General Fund Revenue Budget - Month 9 Monitoring Report – report by Head of Finance & Property Services on 7 February 2023
3. Local Government Benchmarking Framework

Appendices/Attachments: None

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Donald Forrest

Head of Finance and Property Services

Date: 22 August 2023

DATA LABEL: PUBLIC



EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL

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

REPORT BY HEADS OF SERVICE (EDUCATION)

A. PURPOSE OF REPORT

To inform members of the West Lothian Annual Report for 2022-23, and the Annual Plan for the National Improvement Framework (NIF) and Reducing Inequalities of Outcome 2023-24.

B. RECOMMENDATION

It is recommended that the Panel:

- i) Notes the progress made in West Lothian in Session 2022-23
- ii) Notes the key activities planned for Session 2023-24 to further improve outcomes for children, young people and families
- iii) Notes that the Annual Plan and Report will be presented to Education Executive for its consideration.

C. SUMMARY OF IMPLICATIONS

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

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

D TERMS OF REPORT

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

- the improvements the Council has made to address the five key priorities of the National Improvement Framework (NIF)
- the steps the Council will take to achieve the five key priorities of the National Improvement Framework (amended to five in the new national plan)
- the steps it will take to reduce inequalities of outcome resulting from socio-economic disadvantage
- the steps it will take to involve a wide range of stakeholders, including headteachers, pupils, teaching and non-teaching unions, and partners, in the discharge of the new statutory duty ('the Socio-Economic Duty') which requires the Council to continually consider whether the Council can do more to help those pupils impacted by socio-economic disadvantage to achieve equality of outcome, and to give due weight to the outcome of those considerations when delivering school education.

D1 BACKGROUND TO THE REPORT

The report highlights the legislative background and the West Lothian context in sections 1 and 2. It also notes the five key priorities of the NIF as outlined in the National Improvement Framework Improvement Plan released in December 2022:

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy.

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

D2 ANNUAL REPORT FOR SESSION 2022-23 AND ANNUAL PLAN FOR SESSION 2023-24

Section 3.1 of the report and plan highlights the steps taken to seek and have regard to the views of stakeholders.

Section 3.2 focuses on the progress made last session, and the actions for next session, in pursuance of the National Improvement Framework priorities. These priorities are driven through the authority's Moving Forward in Learning (MFIL) collaborative improvement group plans. The MFIL groups have representation from partners across education services.

Section 3.3 outlines the education benefits through an overview of outcomes based on the National Improvement Framework measures stretch aims.

Section 3.4 outlines the progress made in session 2022-23 and steps to be taken next session to reduce inequalities of outcome experienced by pupils as a result of socio-economic disadvantage including data on closing the attainment gap. This section outlines progress with the Scottish Attainment Challenge and next steps – previously reported to Education Executive Committee on 23 May 2023. This section also outlines the new stretch aims for session 2025-26 as well as the annual trajectory of progress for session 2023-24 and session 2024-25 for each measure.

Finally the appendices to the report and plan include links to the Scottish Government tri-annual reports for the Scottish Attainment Challenge.

E. CONCLUSION

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

F. BACKGROUND REFERENCES

<https://www.gov.scot/publications/achieving-excellence-equity-2023-national-improvement-framework-improvement-plan/>

Appendices/Attachments:

Appendix 1: Annual Plan and Report – National Improvement Framework and Reducing Inequalities of Outcome

Appendix 2: Integrated Impact Assessment

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Greg Welsh – Head of Education (Primary, Early Years and Resources)

Date of Meeting: 22 August 2023

WEST LOTHIAN COUNCIL

Education Services

Annual Plan & Report

National Improvement Framework & Reducing
Inequalities of Outcome

August 2023



West Lothian Council remains committed to ensuring that all of our children and young people develop the values, attitudes, knowledge and skills necessary to shape a future for themselves.

This will be possible through building their capacity as successful learners, confident individuals, responsible citizens, and effective contributors embracing all social circumstances, additional needs, and protected characteristics.

Ensuring that children and young people are at the heart of educational decisions and school improvement is fundamental to our strategic approach.



WEST LoTHIAN COUNCIL

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

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

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1. LEGISLATIVE BACKGROUND

2. INTRODUCTION – THE WEST LoTHIAN CONTEXT

3. ANNUAL REPORT 2022-23 AND PLAN FOR SESSION 2023-24

Section 1 – Steps to seek and have regard to the views of stakeholders

Section 2 - Steps in pursuance of the National Improvement Framework

Section 3 – Education benefits - NIF data – Stretch Aims Progress

Section 4 - Steps to reduce inequalities of outcome experienced by pupils as a result of socio-economic disadvantage

- (i) West Lothian Strategic Equity Fund collaborative projects progress update and next steps
- (ii) West Lothian Stretch Aims 2023 – 24

Appendices:

Scottish Attainment Challenge National Tri-annual Reports



1. LEGISLATIVE BACKGROUND

Education authorities must prepare and publish annual plans describing the steps they intend to take, during the planning period, and an annual progress report on these plans.

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

- the improvements the Council has made to address the five key priorities of the National Improvement Framework (NIF)
- the steps the Council will take to achieve the five key priorities of the National Improvement Framework
- the steps the Council will take to reduce inequalities of outcome resulting from socio-economic disadvantage including Scottish Attainment Challenge plans
- the steps the Council will take to involve a wide range of stakeholders, including headteachers, pupils, teaching and non-teaching unions, and partners, in the discharge of the statutory duty ('the Socio-Economic Duty') which requires the Council to continually consider whether the Council can do more to help those pupils impacted by socio-economic disadvantage to achieve equality of outcome, and to give due weight to the outcome of those considerations when delivering school education.
- the plan must also set out any educational benefits the authority consider will result from taking all of these steps. This has been included in the form of future stretch aims.
- the ways in which the Council will, in providing school education, encourage equal opportunities and in particular the observance of equal opportunity requirements.

The five key priorities of the NIF are:

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy.

2. INTRODUCTION – THE WEST LOTHIAN CONTEXT

Corporate Priorities

The council has identified five priorities for the period 2023/24 to 2027/28. These reflect the areas that are the most important for the community and improving the quality of life for all living, working and visiting West Lothian.

The priorities have been set through consultation with our community, staff and partner agencies and identify and address the most pronounced, collective needs of the local area. They will also provide a focus for decision making and resource prioritisation in the next five years, ensuring that we target our efforts towards the issues that matter most to the community.

In the next five years, the council will focus on achieving outcomes in each priority:



The draft Raising Educational Attainment Strategy will be the key strategic tool for achieving the council's first priority.

The purpose of the strategy will be to ensure that all of our children and young people develop the values, attitudes, knowledge and skills necessary to shape a future for themselves.

This will be possible through building their capacity as successful learners, confident individuals, responsible citizens, and effective contributors embracing all social circumstances, additional needs and protected characteristics.

Ensuring that children and young people are at the heart of educational decisions, self evaluation and school improvement is fundamental to our strategy.

There are two outcomes in the Raising Educational Attainment Strategy and these are:

- Improving wellbeing, inclusion and attendance for all children and young people, promoting confidence, independent thinking and resilience. Fundamental to this is working with families and partners to support the highest possible levels of engagement and equity for all.
- Ensuring every child and young person experiences varied, vibrant and challenging learning experiences which are built on the provision of high quality and inclusive learning, teaching and assessment. Fundamental to this is the design and implementation of a curriculum that creates the conditions, culture and ethos for all four capacities to thrive and be equally valued.

The West Lothian Education Services Raising Educational Attainment strategy is therefore aligned to the ambitions of the National Improvement Framework and consequently this Plan

will contribute to meeting the performance targets set in the Corporate Plan and Raising Attainment Strategy. The Scottish Attainment Challenge (SAC) progress report and plan is also incorporated within.

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

Collaborative Working

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

A Scottish Attainment Challenge (SAC) strategic partnership steering group has been established involving a range of partners across education services as well as a range of partners outwith. This group agrees the Strategic Equity Funding (SEF) spend based on evidence of impact. The group promotes partnership working and agrees the annual SAC plan for West Lothian. A key element of this is the creation of 8 collaborative projects based on partnership working which reports to the group regarding progress.

Education Services also work collaboratively with partners on the development and implementation of the Children's Services plan in accordance with the Children and Young People's (Scotland) Act 2014. Local and national partners who deliver services for West Lothian's children and families have come together to design and publish our Children's Services Plan for 2023 – 2026 which is available on the West Lothian Council website. The Plan highlights partners' commitment to delivering outcomes for children and young people in West Lothian through active participation in joint planning and delivery structures. We listen to the voices of children and their families and carers and ensure their views are valued and respected and include them in the planning process. The Plan demonstrates our collective commitment to providing services that are holistic, tackle inequalities, and focus on improved outcomes for children by delivering the Right Help at the Right Time. To ensure that children and young people have a head start in life, we are focused on the importance of early intervention and preventative work with families to improve opportunities and outcomes, help families cope with the pressures of parenting, as well as providing statutory early intervention and child protection services when this is needed.



3. ANNUAL REPORT 2022-23 AND PLAN FOR SESSION 2023-24

Section 3.11 – Steps to seek and have regard to the views of stakeholders

Parental and Pupil Involvement and Engagement

West Lothian Education Services has taken a systematic approach to seeking and having regard to the views of pupils, parents/carers, staff, representatives of trades unions and voluntary organisations.

The West Lothian Parental Involvement and Engagement Framework recognises that the quality of involvement and engagement that parents have with their child's learning is a key factor to ensuring successful outcomes. West Lothian schools continue to use a variety of existing, adapted and new approaches to engage and support parents/carers.

West Lothian schools regularly gather the views and opinions of all stakeholders as part of the ongoing, robust self-evaluation approaches in place to support continuous improvement and inform individual school improvement planning. Schools and ELC settings have been innovative in their approach to welcoming and engaging parents within their unique context.

In March 2023, West Lothian Council issued parent/carer surveys to all parents, and P5-7 and S1-3 pupils to gather annual information about the performance of all schools in relation to children's wellbeing and learning.

The primary surveys had a 93% pupil response rate and a 34% parent/carer response rate.

Key strengths identified within the primary sector include:

- Feeling safe at school and having someone in school to speak to if upset or worried
- Being treated fairly and with respect
- Children's learning progressing well and children increasing in confidence
- Teachers regularly providing feedback to children on progress in learning
- Children known, supported and encouraged as individuals
- Parents kept informed about the work of the school and school events
- Schools ensuring costs do not prevent children participating in clubs and outings

Areas identified for further consideration:

- Approaches to dealing with any bullying
- Continued focus on learner enjoyment within learning experiences
- Providing information to parents on how to support their child's learning and increased opportunities for family learning.

The secondary surveys had a 64% pupil response rate and a 12% parent/carer response rate.

Key strengths identified within the secondary sector include:

- Young people treated fairly and with respect
- Young people making progress in learning
- Schools working to ensure costs do not prevent young people from participating in wider school activities
- Schools ensuring young people are safe and treated fairly
- Parents kept informed about the work of the school and school events

Areas identified for further consideration:

- Approaches to dealing with any bullying
- Approaches to providing young people with feedback on their progress and timely information to parents/carers
- Increased opportunities for family learning activities

The ASN surveys had a 24% parent/carers response rate.

Key strengths identified within the ASN sector include:

- Feeling safe at school and having someone in school to speak to if upset or worried
- Being treated fairly and with respect, and bullying being dealt with effectively
- Children known, supported and encouraged as individuals
- Children's learning progressing well
- Parents kept informed about the work of the school, school events and have the opportunity for Family Learning
- Schools helping to reduce day to day costs

Areas identified for further consideration:

- Approaches to ensuring children are increasing in confidence and stretched to the best of their ability
- Ensuring parents are well informed about learning and how to support their children
- Approaches to ensuring parental views are sought

Section 3.1.2 – Steps to seek and have regard to the views of stakeholders

Working through the Regional Improvement Collaborative to improve quality and performance

Through involvement and engagement in the Regional Improvement Collaborative (RIC), direct support to practitioners has been given to develop knowledge, understanding and application of research informed approaches to transform learning, teaching and assessment. Support to improve quality and performance through the RIC has continued to develop.

An ASN network has been created to collaborate across the Regional Improvement Collaborative along with Education Scotland partners, and Attainment Advisors. This establishes links for senior leaders with a strategic lead and provides opportunities to share practice, build networking opportunities, share professional learning and develop curriculum to enhance learning experiences. Links are now being established with Principal Educational Psychologists to allow for more collaborative approaches to inclusion across the RIC.

Established collaborative working on the United Nations Convention on the Rights of the Child (UNCRC) is ensuring now and in the future that Children's Rights are central in all RIC activities.

The Forth Valley and West Lothian Regional Improvement Collaborative has supported our attendance improvement project in a range of ways this session. The RIC Senior Leader attendance collaborative which was established in August 2022 has been very valuable in supporting sharing of other authorities' improvement plans around attendance. RIC staff have worked through the collaborative to organise an Attendance Symposium in March 2023 hosted by Strathclyde University, which was a very successful event supporting future

collaboration. The team has also created an Interactive Attendance Guide to support professional learning on improving attendance for teaching and non-teaching staff. Our West Lothian RIC data coach has worked closely with data coaches in the other authorities on tracking of impact on attendance and specific interventions for improvement. West Lothian also benefitted from working closely with one of the RIC officers to support identified primary schools with attendance in a bespoke way based on their needs. The officer was also part of our local authority attendance collaborative.

Section 3.2 – Steps in pursuance of the National Improvement Framework

The following pages contain Summary Reports for Session 2022-23 and Summary Plans for Session 2023-24 as developed by Moving Forward in Learning Improvement teams across West Lothian Education Services. Each group works with a range of partners from within and outwith Education services:

- Raising Attainment and Closing the Gap in Literacy & English
- Raising Attainment and Closing the Gap in Numeracy & Maths
- Improving Health & Wellbeing
- Improving the Broad General Education, including skills, leading to positive and sustained school leaver destinations for all young people
- Developing the Young Workforce
- Involvement & Engagement – Pupils and Parents

Please note:

- Performance information relating to progress is contained within Section 3.3.
- Specific actions relating to the NIF priority of Closing the Gap is contained in Section 4.
- There may be indications in the following plans that additional information is available to West Lothian education staff via the WL Sharepoint.

NIF PRIORITY SUMMARY PLAN AND PROGRESS REPORT SESSION 2022-23				
Raising Attainment and Closing the Gap in Literacy & English				
PRIORITY AREAS		Primary P1, 4, 7 Combined Literacy	Stretch aim target Session 22-23	Provisional result Session 22-23
1	Consistent and effective use of the WL Progression Pathways for literacy through implementation of a 'Pathways into Practice' model from early to fourth level	Overall	80.00	79.19
2	Effective use of data and high-quality assessment to ensure gaps and strengths are accurately identified and supported through universal and targeted evidence-based approaches to secure appropriate pace and challenge for all learners	SIMD Q1	73.00	69.60
3	Effective moderation practice which further strengthens the quality of all aspects of learning, teaching and assessment to include applying skills in different contexts	SIMD Q5	89.00	90.84
4	Innovative use of digital technology to maximise support for learners and parents/carers, and to strengthen professional collaboration and sharing of practice across schools and sectors.			
NIF drivers: School and ELC leadership; Teacher and practitioner professionalism, Curriculum and assessment; School and ELC improvement, Performance information				
How will learner voice be at the heart of decisions? Developing Learner Voice is a standing item on WL Literacy Steering Group agenda throughout 2022 – 23.				
Note: All literacy priorities are agreed by the WL Literacy Steering Group and supported by the work of the Literacy Pedagogy Team Schools should consult the Annual Plan on sharepoint at the following link for further information and target breakdown: Each network and service represented on the WL Literacy Steering Group has an individual service or network plan stemming from the NIF plan priorities.				

SUMMARY AND EVALUATION OF PROGRESS 22-23
(Also see Stretch Aims progress)

Overarching statement

The West Lothian Literacy and English Action Plan (2018 –2023) has ensured collaboration between networks and is increasing opportunities for consistency and improved pedagogies across all sectors. This has been supported in session 2022-23 through the further development and enhancement of progression pathways, high quality professional learning and a shared focus on agreed priorities.

Specific detail of progress

- Moderation of reading and writing at school or cluster level.
- In-depth self-evaluations such as pedagogy toolkits or WL Literacy Self-evaluation tool
- Further development of building reading culture through UNCRC
- Pupil friendly pathways and interactive tool for 3rd and 4th Level have been developed
- Social Communication, Emotional Regulation and Transactional Support (SCERTS) development work, including training for mainstream staff
- ASN Practitioners have engaged in supporting visual difficulties in reading
- ASN Practitioners have engaged in supporting reading difficulties CLPL development
- Practitioners have engaged in early learning family sessions

NIF PRIORITY SUMMARY PLAN AND PROGRESS REPORT SESSION 2023-24				
Raising Attainment and Closing the Gap in Literacy & English				
PRIORITY AREAS		Target Session 23-24	Link to overall SAC stretch aim Session 25-26	Link to 5 year Raising Educational Strategy target Session 26-27
1	Consistent and effective use of the WL Progression Pathways for literacy through implementation of a 'Pathways into Practice' model from early to fourth level	Primary overall 79.5%	Primary overall 80.5%	✓
2	Effective use of data and high-quality assessment to ensure gaps and strengths are accurately identified and supported through universal and targeted evidence-based approaches to secure appropriate pace and challenge for all learners	Primary Q1 71.0%	Primary Q1 73.0%	
3	Effective moderation practice which further strengthens the quality of all aspects of learning, teaching and assessment to include applying skills in different contexts	Sec S3 overall 95.0%	Sec S3 overall 95.0%	
4	Innovative use of digital technology to maximise support for learners and parents/carers, and to strengthen professional collaboration and sharing of practice across schools and sectors.	Sec S3 Q1 90.1%	Sec S3 Q1 93.0%	
NIF drivers: School and ELC leadership; Teacher and practitioner professionalism, Curriculum and assessment; School and ELC improvement, Performance information				
How will learner voice be at the heart of decisions? Developing Learner Voice is a standing item on WL Literacy Steering Group agenda throughout 2023 – 24				
Note: All literacy priorities are agreed by the WL Literacy Steering Group and supported by the work of the Literacy Pedagogy Team Schools should consult the Annual Plan on sharepoint at the following link for further information and target breakdown:				
Each network and service represented on the WL Literacy Steering Group has an individual service or network plan stemming from the NIF plan priorities.				

NIF PRIORITY SUMMARY PLAN AND PROGRESS REPORT SESSION 2022-23				
Raising Attainment and Closing the Gap in Numeracy and Maths				
PRIORITY AREAS		Primary P1, 4, 7 Numeracy	Stretch aim target Session 22-23	Provisional result Session 22-23
1	Consistent and effective use of the WL Progression Pathways for numeracy through implementation of a 'Pathways into Practice' model from early to fourth level	Overall	84.50	84.69
2	Effective use of data and high-quality assessment to ensure gaps and strengths are accurately identified and supported through universal and targeted evidence-based approaches to secure appropriate pace and challenge for all learners	SIMD Q1	77.00	76.84
3	Effective moderation practice which further strengthens the quality of all aspects of learning, teaching and assessment to include applying skills in different contexts	SIMD Q5	93.00	93.64
4	Innovative use of digital technology to maximise support for learners and parents/carers, and to strengthen professional collaboration and sharing of practice across schools and sectors.			
NIF drivers: School and ELC leadership; Teacher and practitioner professionalism; Curriculum and assessment; School and ELC improvement, Performance information				
How will learner voice be at the heart of decisions? Developing Learner Voice is a standing item on WL Numeracy and Maths Steering Group agenda throughout 2022 – 23.				
Note: All literacy priorities are agreed by the WL Numeracy and Maths Steering Group and supported by the work of the Numeracy Pedagogy Team Schools should consult the Annual Plan on sharepoint at the following link for further information and target breakdown: <i>Additional Information for West Lothian staff is available via sharepoint</i> Each network and service represented has an individual service or network plan stemming from the NIF plan priorities. <i>Additional Information for West Lothian staff is available via sharepoint</i>				

SUMMARY AND EVALUATION OF PROGRESS 22-23 (Also see Stretch Aims progress)

Overarching statement

Collaboration between networks is increasing opportunities for consistency and improved pedagogies across all sectors. This has been supported in session 2022-23 through the further development and enhancement of progression pathways, high quality professional learning and a shared focus on agreed priorities. Ongoing evaluation of current priorities, alongside consultation with national partners (National Response to Improvement in Maths (NRIM) & Education Scotland) has ensured accurate identification of future next steps.

Specific detail of progress

- Development of Beyond Number Pathways (Early and Second Level) by practitioners across West Lothian through the Champions Network
- Maths recovery Career Long Professional Learning (CLPL) for practitioners across West Lothian, leading to improvements in the targeted interventions offered within settings
- Two targeted clusters benefitting from Pedagogy Post holder and central pedagogy post holder
- Working with NRIM to review proposed national priorities
- Development of 3rd and 4th Level Pathways with Network lead and PTCs
- Secondary networks sessions with a clear focus on research-based pedagogies and to raise attainment and gain greater consistency across settings

NIF PRIORITY SUMMARY PLAN AND PROGRESS REPORT SESSION 2023-24				
Raising Attainment and Closing the Gap in Numeracy and Maths				
PRIORITY AREAS		Target Session 23-24	Link to SAC stretch aim Session 25-26	Link to 5 year Raising Educational Strategy target Session 26-27
1	A rich numeracy and maths curriculum, supported by effective pedagogies and use of the Progression Pathways.	Primary overall 85.0%	Primary overall 86.0%	✓
2	Robust and reliable assessments to generate data which accurately identifies gaps and strengths. These are supported through evidence based universal and targeted approaches to secure appropriate pace and challenge for all learners.	Primary Q1 77.5%	Primary Q1 78.5%	
3	Effective moderation approaches which further strengthen professional collaboration and sharing of practice across schools and sectors.	Sec S3 overall 95.0%	Sec S3 overall 95.0%	
4	Inclusive pedagogies, supported by innovative use of digital tools and platforms, to maximise support for learners and parents/carers.	Sec S3 Q1 90.1%	Sec S3 Q1 93.1%	
NIF drivers: <i>(delete as appropriate)</i> School and ELC leadership; Teacher and practitioner professionalism; Curriculum and assessment; School and ELC improvement, Performance information				
How will learner voice be at the heart of decisions? Developing Learner Voice is a standing item on WL Numeracy and Maths Steering Group agenda throughout 2023 – 24				
Note: All literacy priorities are agreed by the WL Numeracy and Maths Steering Group and supported by the work of the Numeracy Pedagogy Team Schools should consult the Annual Plan on sharepoint at the following link for further information and target breakdown: <i>Additional Information for West Lothian staff is available via sharepoint</i> Each network and service represented has an individual service or network plan stemming from the NIF plan priorities: Additional Information for West Lothian staff is available via sharepoint				

NIF PRIORITY SUMMARY PLAN AND PROGRESS REPORT SESSION 2022-23				
Improving Health and Wellbeing				
PRIORITY AREAS		Target Session 22-23	Link to SAC stretch aim Session 25-26	Link to 5 year Raising Educational Strategy target Session 26-27
1	Development of Children and Young People’s Mental Health Pathway through gathering views from staff, children and families in all schools to begin to develop a pathway	Pathway underway - all pupil, school and family champs have been consulted	Aspects of improving Health and Wellbeing support the attendance stretch aims	All aspects of improving Health and Wellbeing link to Outcome 1 of proposed strategy
2	Trauma Informed Training Roll Out to all Schools	All schools to take part in training		
3	Staff Wellbeing Focus to ensure that staff feel empowered to lead a healthy lifestyle	Focus taken place		
4	Curriculum Enrichment through the refresh our Sharepoint to ensure staff have access to rich curricular resources.	Sharepoint completed		
5	Consistent procedures to tackle bullying and celebrate equality and diversity to develop guidance on anti-bullying, equality and diversity.	Procedures in place		
NIF drivers: Health and Wellbeing				
Learner Voice: All schools have Mini and Midi Pupil Champs who collaborate regularly with the HWB Team through Termly Meetings and weekly Teams updates. They lead HWB Committees in their schools to drive for the School Improvement Plan Health and Wellbeing section which is directly linked to the WLC Health and Wellbeing Action Plan. They also collaborate with their HWB Teacher Champ and School Family Champ.				
Additional Note: Since August 2022, the Health and Wellbeing Team have re-established MFIL Chairs for the Primary, Secondary and ASN Sectors. They have ensured that all schools have a current Family, Teacher and Pupil Champ. Working Groups for Whole School Mental Health, Curriculum Planning and 4 Capacities Groups have up to date remits to drive forward the Health and Wellbeing Action Plan. Meetings have been organised for the school session for all Champs, Steering Group Partners and Working Groups. The Health and Wellbeing Team have also worked together to organise a Local Authority Conference to drive forward the Action Plan with 20 workshops, 12 Market Place Stalls and 170 delegates in attendance.				

SUMMARY AND EVALUATION OF PROGRESS 22-23

All schools have had the chance via Champ Networks, Mini Champ Meetings and Family Champs Meetings to provide their views on what would empower them to ensure early prevention and intervention in regard to mental health. Our next step is to continue to work with partners in social policy, NHS and Police Scotland on the development of a Children and young people's mental health pathway to be rolled out to the community.

61 schools have taken part in Trauma Informed Training Part 1 and 87% of staff in schools feel more confident that they are Trauma Informed. Next steps will be to ensure that all schools have completed the training and identifying next steps and opportunities for Trauma Training Part 2.

Sub Groups of teachers have worked on padlets for our Sharepoint focussing on staff wellbeing resources, links and signposting. 86% of staff feel more empowered to lead a Healthy Lifestyle. Next steps will be to provide bitesize CLPL Staff Wellbeing sessions and continue to work with the WLC HR Healthy Lives working Group to evaluate progress and continue to enhance healthy working lives for staff.

Our Health and Wellbeing Sharepoint has been refreshed to include padlets containing resources and signposting for staff wellbeing, mental health support and trauma informed practice. Thinklinks for pupils, staff and families have also been developed. Our new look sharepoint will be launched at our Conference in September.

Anti-bullying guidance has been developed and over 90% of school Health and Wellbeing Champs are reporting that they are confident that their school has effective Anti-Bullying procedures in place. 68.41% of Primary pupils feel that bullying is dealt with effectively. 69.11% Primary parents feel that their child's school deals effectively with bullying. 42.69% for Secondary parents. Therefore whilst school staff are now mainly confident and clear on their procedures, work is now required to instil the same confidence in pupils and families. This will therefore continue to be a focus next session along with the development of Equality and Diversity Guidance for schools.

NIF PRIORITY SUMMARY PLAN AND PROGRESS REPORT SESSION 2023-24				
Improving Health and Wellbeing				
PRIORITY AREAS		Target Session 23-24	Link to SAC stretch aim Session 25-26	Link to 5 year Raising Educational Strategy target Session 26-27
1	Ongoing approaches to promoting a whole school approach to mental health for Pupils, Staff and Families leading to almost all staff, pupils and families reporting that they feel confident in accessing support for mental health.	<ul style="list-style-type: none"> • Mini and Midi Champs Focus Group Forms surveys will show that the pathway developed is effective and user friendly. • Wellbeing Indicator Data will be high for almost all pupils. • Counselling data shows positive impact in terms of pupil caseload. • Family Champs Forms Surveys will show that almost all families feel empowered to lead a healthy lifestyle and get the right support. 	Aspects of improving Health and Wellbeing support the attendance stretch aims	All aspects of improving Health and Wellbeing link to Outcome 1 of proposed strategy
2	Complete Trauma Informed Training Part 1 and begin to roll out Trauma 2 - Skilled Training ensuring that all schools will have completed Trauma Training 1 and almost all staff will report feeling empowered and confident in recognising behaviour as communication. Some schools will have taken part in Trauma Skilled training 2 and will feel confident in ensuring that staff know how to respond to distressed behaviour.	<ul style="list-style-type: none"> • Schools Forms surveys will show that almost all schools have found training effective. • Cluster Forms Surveys will show that staff found Trauma Skilled Training effective and have more confidence. • Exclusion rates will remain low due to effective interventions in regard to distressed behaviour. • Fewer sphere H and S reports will be in relation to distressed behaviour incidents. 		
3	Continue to embed school procedures to deal with bullying effectively and develop Equality and Diversity Guidance to further enhance our procedures. This will lead to almost all, 90% or more staff, across primary and secondary continuing to feel confident that their procedures are robust. Ethos surveys will show that most, 75% pupils and parents across primary and secondary agree that their child's school is dealing with bullying effectively.	<ul style="list-style-type: none"> • Bullying percentages in relation to the 9 characteristics will be low. • Well-Being Indicator self-reporting data will show that almost all pupils feel included at school. 		
4	Using our 3.1 Tool to self-evaluate and moderate across schools leading to almost all school leaders being confident in their	<ul style="list-style-type: none"> • Almost all schools will report a 3.1 QI rating of good or better 	-	

	Quality Indicator grading of 3.1 and being able to provide rich evidence.			
5	Develop a Learning for Sustainability Framework development. This should lead to most staff having a greater confidence in implementing the Learning for Sustainability goals.	<ul style="list-style-type: none"> • Mini and Midi Champ Feedback will indicate that most pupils have access to high quality learning experiences in relation to Learning for Sustainability. • HWB Champ Form Survey results will show that almost all staff have confidence in delivering rich experience for pupils in regards to learning for sustainability. 	-	
<p>NIF drivers: Health and Wellbeing</p> <p>Learner Voice: All schools have Mini and Midi Pupil Champs who collaborate regularly with the HWB Team through Termly Meetings and weekly Teams updates. They lead HWB Committees in their schools to drive for the School Improvement Plan Health and Wellbeing section which is directly linked to the WLC Health and Wellbeing Action Plan. They also collaborate with their HWB Teacher Champ and School Family Champ.</p>				

NIF PRIORITY SUMMARY PLAN AND PROGRESS REPORT SESSION 2022-23				
Improving the Broad General Education, including skills, leading to positive and sustained school leaver destinations for all young people				
PRIORITY AREAS		Target for Session 22-23	Link to SAC stretch aim	Link to 5 year Raising Educational Strategy target Session 26-27
1	Priority areas to be informed by meaningful insights and evaluations of school's curriculum rationale and offering including learners, staff teams and wider parent forum.	All schools to effectively use self-evaluation frameworks.	Supports positive destinations stretch aims	✓
2	Work with schools to ensure that the curriculum is well designed to meet the needs of all learners and well researched programmes are developed to improve learning and teaching in and across schools and clusters.	Definition of curriculum is well researched and co-designed.		
3	How does the national landscape impact on the relevance of our curriculum for young people and on stakeholders' ability to influence curriculum design?: <i>Work with schools to ensure that the curriculum is well designed to meet the needs of all learners and well researched programmes are developed to improve learning and teaching in and across schools and clusters.</i>	School leaders are well informed about national priorities that impact on curriculum. School leaders are using wider stakeholders to support the work of curriculum development.		
4	How do we achieve innovative and transformational change in a manageable and sustainable way?: <i>Work with schools to ensure that the curriculum is well designed to meet the needs of all learners and well researched programmes are developed to improve learning and teaching in and across schools and clusters.</i>	School leaders have the tools to facilitate transformational change.		
NIF drivers: School and ELC leadership; Teacher and practitioner professionalism, Parent/carer involvement and engagement; Curriculum and assessment; School and ELC improvement, Performance information				
Learner Voice: <i>Learner engagement throughout – data for baseline through engagement observations and direct learner focus groups. Learner engagement will be an on-going part of service design process to be used at strategic level to help shape the on-going action planning process.</i>				
Note: All actions agreed for 22-23 will be determined through wider engagement with pupils, parents and partners working with the service design model to facilitate and guide collaborative decision making. The group will represent all sectors across the BGE.				

SUMMARY AND EVALUATION OF PROGRESS 22-23

Overarching statement

As part of our pupils' learning journey, they are entitled to experience a coherent curriculum from 3 to 18, in order that they have opportunities to develop the knowledge, skills and attributes they need to adapt, think critically and flourish in today's world. As part of the work of our strategic group, we focused on five key aims to begin to capture the current position of our schools in curriculum design across the BGE.

Our aims include:

Define what a well-researched and co-design curriculum could potentially look like

Inform school leaders about national priorities impacting on curriculum

Engage with wider stakeholders across our communities and clusters to support the work of curriculum development

Support school leaders to engage with the appropriate tools to support and challenge curriculum design within their local contexts

BGE curriculum across clusters continues to adapt to the needs of our learners, leading to improved outcomes.

Specific detail of progress

Collaboration between primary and secondary head teachers, trialling and developing the use of curriculum design planning tools has highlighted the need for sustained, purposeful, innovative and well thought out change across our BGE planning has been taken forward. All school leaders have had the opportunity, protected time and space to engage with these tools, from both a school and cluster perspective to influence their thinking and planning around curriculum and school improvement for the new school session.

A rich suite of professional reading has been analysed and interrogated by the group, leading to rich discussion around curriculum design. Thoughtful, summarised findings from a range of materials have been produce as part of our West Lothian Curriculum Sharepoint where senior leaders and school staff can access appropriate materials for school and cluster professional reading and learning around curriculum.

Two clusters have trialled a varied range of approaches to begin to transform the BGE offer for learners. As part of this transformational work, staff across clusters have had the opportunity to develop robust approaches to the teaching of key literacy and numeracy skills, ensuring a shared understanding of what high quality learning, teaching and assessment is and how to deliver this consistently. This work was quality assured in one cluster with the HMI Inspection of Deans Primary and Deans High School. Staff across both clusters have engaged with moderation in STEM, developing a range of interesting learning opportunities which encapsulate all appropriate areas of the curriculum. An exciting transition project was developed with learners, P7 staff and Deans CHS staff to bundle together experiences and outcomes in a project which learners highlighted as something they care about. Underpinning all BGE curriculum work was a shared understanding from all stakeholders around the key meta-skills needed to create adaptive and creative learners.

NIF PRIORITY SUMMARY PLAN AND PROGRESS REPORT SESSION 2023-24

Improving the Broad General Education, including skills, leading to positive and sustained school leaver destinations for all young people

PRIORITY AREAS		Target for Session 23-24	Link to SAC stretch aim	Links to 5 year Raising Educational Strategy target
1	Curriculum design is featured within all school improvement planning activities and regular opportunities are provided for senior leaders to evaluate progress collectively.	100% of schools feature curriculum design in school improvement planning activities	Supports Positive Destinations Stretch Aims	✓
2	School leaders are given protected time as part of Head Teacher Collaborative discussions as well as during regular cluster meetings to engage in research and to determine next steps in school and cluster curriculum design.	Ongoing opportunities for curriculum discussions take place throughout the session		
3	School leaders are using wider stakeholders to support the work of curriculum development using a range of appropriate curriculum design tools.	Evidence of school engagement with partners on curriculum		
4	Progress capture around curriculum design for each cluster feature as part of regular professional dialogue with QI Team.	All clusters report on progress made in curriculum design		

NIF drivers:

School and ELC leadership; Teacher and practitioner professionalism, Parent/carer involvement and engagement; Curriculum and assessment; School and ELC improvement, Performance information

Learner Voice:

Learner engagement throughout – data for baseline through engagement observations and direct learner focus groups. Learner engagement will be an on-going part of service design process to be used at strategic level to help shape the on-going action planning process.

Note:

All actions agreed for 23-24 will be determined through wider engagement with pupils, parents and partners working with the service design model to facilitate and guide collaborative decision making. The group will represent all sectors across the BGE.

Schools should consult the Annual Plan on SharePoint at the following link for further information and target breakdown:

NIF PRIORITY SUMMARY PLAN AND PROGRESS REPORT SESSION 2022-23				
Developing Young Workforce				
PRIORITY AREAS		Target for Session 22-23 (published Feb 2024)	Link to SAC stretch aim Session 25-26 (published Feb 2027)	Link to 5 year Raising Educational Attainment Strategy target Session 2026/27 (published Feb 2028)
1	Increase the number of young people moving into a positive post school destination (published Feb 2024)	95.5%	97.3%	97.3%
2	Increase the variety of Schools Vocational Programmes	Achieved	✓	✓
3	Develop the DYW SharePoint to carry relevant and up to date information for school staff as well as local and national examples of good practice.	Achieved	✓	✓
<p>NIF drivers: School and ELC leadership; Teacher and practitioner professionalism, Parent/carers involvement and engagement; Curriculum and assessment; School and ELC improvement, Performance information</p> <p>How will learner voice be at the heart of decisions? Young people's views will be recorded by the Transition to Work Coordinators and the DYW Coordinators.</p>				

SUMMARY AND EVALUATION OF PROGRESS 22-23

Overarching statement

Good progress has been made with the 3 priority areas.

Specific detail of progress

Positive Destinations – This session there was a 0.7% drop to 94.6% from the previous year of 95.3%. 94.6% was the highest ever achieved by West Lothian since the figures were first recorded.

Schools Vocational Programme – This session Three additional courses were added. Animal Care for young people with Additional Support Needs which gave an overview of caring for a variety of different animals looking at general care, wellbeing and feeding. An Employability Course for Care Experienced young people which focused on a variety of different employability related skills and experiences including a work placement was also introduced. An additional Next Steps Course was offered to help young people move into college or training courses. All courses received excellent feedback from the young people involved.

DYW SharePoint – The SharePoint has been setup with examples of good practice from both local and national sources and appropriate links added. It will be updated on a regular basis by adding any new documentation and examples of good practice where appropriate. In addition, the intention is to add a section for young people with Additional Support Needs.

NIF PRIORITY SUMMARY PLAN AND PROGRESS REPORT SESSION 2023-24				
Developing Young Workforce				
PRIORITY AREAS		Target for Session 23-24 (published Feb 2025)	Link to SAC stretch aim Session 25-26 (published Feb 2027)	Link to 5 year Raising Educational Attainment Strategy target Session 2026/27 (published Feb 2028)
1	More young people moving into positive, sustained post school destinations	96.1%	97.3%	97.3
2	Increase employer engagement with schools through development of the DYW Coordinator posts including work placement requirements	Achieved	✓	✓
3	Develop NHS Pathways to support routes into the professions	Completed	✓	✓
4	Expand the Winter leavers Programme	Expansion completed	✓	✓
5	Increase awareness of DYW sharepoint	Awareness and use by partners	✓	✓
6	Continual expansion of Senior Phase pathways	Various completion targets	✓	✓
<p>NIF drivers: <i>(delete as appropriate)</i> School and ELC leadership; Teacher and practitioner professionalism, Parent/carer involvement and engagement; Curriculum and assessment; School and ELC improvement, Performance information</p> <p>How will learner voice be at the heart of decisions? Yes, young people's views will be recorded by the Transition to Work Coordinators and the DYW Coordinators and are also recorded as part of the review of the Winter Leavers Programme.</p> <p>Note: Additional Information for West Lothian staff is available for all teachers on the DYW sharepoint. Further information is contained with the West Lothian DYW plan.</p>				

NIF PRIORITY SUMMARY PLAN AND PROGRESS REPORT SESSION 2022-23 Involvement and Engagement: Placing the human rights and needs of every child and young person at the centre of education Parental Involvement and Engagement				
PRIORITY AREAS		Target for Session 22-23	Link to SAC stretch aim	Link to 5 year Raising Educational Strategy target Session 26-27
1	Raise awareness of the United Nations Rights of the Child (UNCRC) to ensure that UNCRC principles and practices are understood to be the responsibility of all practitioners at all levels and incorporated and included into our vision for education.	Engagement with UNCRC self-evaluation toolkit	-	Supports all outcomes
2	Ensure that learner voice and learner participation is at the core of all decision-making processes to improve outcomes for all children and young people, supported by working in partnership with FVWL RIC, CLD and Psychological Services.	HGIOURS engagement	Core Plus Measure	Supports all outcomes
3	Support parents to become further involved in their child's learning through the provision of bespoke family learning opportunities, supported by working in partnership with CLD and FVWL RIC.	WL Family Learning overview and evaluation toolkit in place	All measures	Supports all outcomes
4	Support school communities to build upon effective approaches to engaging parents/carers, and to continue to develop flexible, inclusive and responsive approaches to share across all settings.	Refresh of WL PIE Framework 22-25	All measures	Supports all outcomes
NIF drivers: School and ELC leadership; Teacher and practitioner professionalism, Parent/carer involvement and engagement; Curriculum and assessment; School and ELC improvement, Performance information How will learner voice be at the heart of decisions? <ul style="list-style-type: none"> Learner voice and learner participation is at the centre of all decision-making processes to improve outcomes for all children and young people. Learner voice and learner participation are recognised as the responsibility of all and promoted through collegiate and partnership working across all MFIL workstreams 				
Note: Schools should consult the Annual Plan on sharepoint at the following link for further information and target breakdown				

SUMMARY AND EVALUATION OF PROGRESS 22-23

Overarching statement

Good progress has been made with raising awareness of the United Nations Rights of the Child (UNCRC) to ensure that UNCRC principles and practices are understood to be the responsibility of all practitioners at all levels and incorporated and included into our vision for education ensuring that learner and parental involvement and engagement is at the core of our vision for education in West Lothian.

Specific detail of progress

- Mini Champs in HWB, ensuring that young people influenced guidance on bullying, equality and diversity, as well as health priorities and co-creating action plans.
- Pupil Voice and Pupil Parliament Groups in secondary schools emerging and core curriculum and youth projects all incorporating learner views in the decision-making process in WLC and FVWL RIC.
- The UNCRC teams page, twitter account and share point all developed this session.
- Learners spoke confidently and knowledgeably about their views and what matters to them at a cluster event shared with the Children's Rights Commissioner for Scotland.
- Excellent progress in supporting schools to re-engage with Rights Respecting Schools (Scotland) with 100% of schools now re-accredited and moving forwards.
- Awareness raising sessions for all schools and the West Lothian Parent Forum informed of UNCRC principles and supported engagement with the UNCRC self-evaluation digital toolkit.
- All ELC settings adopted a UNCRC learner voice project to engage our youngest learners and help them to understand their rights from a very early age. Excellent progress within the ELC central team in partnership with ELC settings is being progressed.
- Continued consultation and evaluation are supporting the refresh of the WL Parental Involvement and Engagement Framework, with an increased focus on specific family learning strategies.
- Increased collaboration and partnership working with Community Learning and Development (CLD) to evaluate family learning approaches, audit next steps and re-establish the WL Family Learning Steering Group.
- School communities have successfully re-engaged parents/carers through inclusive and responsive approaches unique to each context.
- A revised self-evaluation tool for schools is supporting parent groups to become more involved in evaluating the progress of their partnership working.

NIF PRIORITY SUMMARY PLAN AND PROGRESS REPORT SESSION 2023-24				
Involvement and Engagement: Placing the human rights and needs of every child and young person at the centre of education Parental Involvement and Engagement (PIE)				
PRIORITY AREAS		Target for Session 23-24	Link to SAC stretch aim	Link to 5 year Raising Educational Strategy target Session 26-27
1	Ensure through Article 12 UNCRC that learner voice and learner participation is at the core of all partnership working in MFIL Groups, FVWL RIC, CLD and Psychological Services, ensuring that the views of our young people are represented in all guidelines, policies and practices	Clear evidence of learner voice in guidelines, policies and practice.	Supports all measures	Supports all outcomes
2	Staff offer of CLPL to improve their knowledge of UNCRC principles and practices, ensuring that learner voice and learner participation is pivotal and that learners can demonstrate their attributes as successful learners, confident individuals, effective contributors and responsible citizens	Increase in staff confidence following training		
3	Through CLPL and sharing practice, support and enhance the skills and confidence of practitioners and families in their partnership working to support children and young people’s learning.	New PIE Framework is implemented including Family Learning plan		
4	Strengthen family learning opportunities and tools in all settings, with an increased focus on family voice in decision making.			
NIF drivers: School and ELC leadership; Teacher and practitioner professionalism, Parent/carer involvement and engagement; Curriculum and assessment; School and ELC improvement, Performance information				
How will learner voice be at the heart of decisions? <ul style="list-style-type: none">Learner voice and learner participation is at the centre of all decision-making processes to improve outcomes for all children and young people.Learner voice and learner participation are recognised as the responsibility of all and promoted through collegiate and partnership working across all MFIL workstreams				
Note: Schools should consult the Annual Plan on sharepoint at the following link for further information and target breakdown				

Section 3.3 – Education Benefits/Outcomes based on Stretch Aims Data as part of the National Improvement Framework Measures for Session 2022-23

Please note that ACEL data is currently provisional

(pp refers to percentage point improvement)

CORE MEASURES					
MEASURE 1a: ACEL P1, 4, 7 Combined Literacy					
Session 2022/23		Overall Levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
1	West Lothian base level (2020/21)	76.23	67.18	87.89	20.71
	West Lothian current level (2021/22)	78.82	69.77	89.63	19.86
	Final 2022/23	79.19	69.96	90.84	20.88
	West Lothian stretch aim for 2022/23	80.00	73.00	89.00	16.00
	West Lothian improvement target from 20/21	3.77	5.82	1.11	4.71
	West Lothian pp improvement from 20/21	2.96	2.78	2.95	-0.17
MEASURE 1b: ACEL P1, 4, 7 Combined Numeracy					
Session 2022/23		Overall Levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
1	West Lothian base level (2020/21)	82.16	74.86	91.83	16.98
2	West Lothian current level (2021/22)	83.74	76.24	92.83	16.59
	Final 2022/23	84.69	76.84	93.64	16.80
3	West Lothian stretch aim for 2022/23	84.50	77.00	93.00	16.00
4	West Lothian improvement target from 20/21	2.34	2.14	1.17	0.98
	West Lothian pp improvement from 20/21	2.56	1.98	1.81	0.18
MEASURE 2: SCHOOL LEAVERS WITH 1+ SCQF LEVEL 5 (SQA graded courses plus SfW courses)					
Session 2022/23		Overall Levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
1	West Lothian base level (2020/21)	87.51	75.51	95.77	20.26
2	West Lothian current level (2021/22) S6/S4	86.49	72.95	94.97	22.02
	Insight Leavers update March 2023	88.68	78.49	95.69	17.20
3	West Lothian stretch aim for 2022/23	88.00	79.50	96.50	17.00
4	West Lothian improvement target from 20/21	0.49	4.00	0.70	3.30
	West Lothian pp improvement from 20/21	1.17	2.98	-0.08	3.03
MEASURE 3: SCHOOL LEAVERS WITH 1+ SCQF LEVEL 6 (SQA graded courses plus SfW courses)					
Session 2022/23		Overall Levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
1	West Lothian base level (2020/21)	64.34	46.94	83.80	36.86
2	West Lothian current level (2021/22) S6/S4	64.16	44.68	84.44	39.76
	Insight Leavers update March 2023	60.39	42.20	84.21	42.01
3	West Lothian stretch aim for 2022/23	67.00	51.00	84.00	33.00
4	West Lothian improvement target from 20/21	2.66	4.10	0.20	3.90
	West Lothian pp improvement from 20/21	-3.95	-4.74	0.41	-5.15

MEASURE 4: SCOTTISH GOVERNMENT MEASURE IS: PROPORTION OF 16-19 YEAR OLDS PARTICIPATING IN EDUCATION, EMP OR TRAINING					
Session 2022/23		Overall Levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
1	West Lothian base level (2020/21)	91.30	86.40	95.70	9.30
2	West Lothian stretch aim for 2022/23	92.60	88.30	96.60	8.30
	West Lothian (2021/22) August 2022	93.40	89.10	97.20	8.10
	SLDR 2021/22 Insight	94.64	91.67	97.13	5.46
3	West Lothian improvement target from 20/21 (percentage point)	1.30	1.90	0.90	1.00
	West Lothian pp improvement from 20/21	2.10	2.70	1.50	1.20
MEASURE 5a: (HEALTH AND WELLBEING) PRIMARY SCHOOL ATTENDANCE					
Session 2022/23		Overall Levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
1	West Lothian base level (2020/21)	94.40	92.20	96.80	4.60
2	West Lothian current level (2021/22)	91.60	89.40	94.20	4.80
	Attendance levels June 2023	92.10	89.30	94.90	5.60
3	West Lothian stretch aim for 2022/23	96.00	94.00	97.00	3.00
4	West Lothian improvement target from 20/21	1.60	1.80	0.20	1.60 (1.80 from July 2022)
	West Lothian pp improvement from 20/21	-2.30	-2.90	-1.90	-1.00
MEASURE 5b: (HEALTH AND WELLBEING) SECONDARY SCHOOL ATTENDANCE					
Session 2022/23		Overall Levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
1	West Lothian base level (2020/21)	89.20	84.50	93.20	8.70
2	West Lothian current level (2021/22)	86.20	80.00	91.00	11.00
	Attendance levels June 2023	85.50	79.80	90.90	11.10
3	West Lothian stretch aim for 2022/23	91.00	88.00	94.00	6.00
4	West Lothian improvement target from 20/21	1.80	3.50	0.80	2.70 (5.00 from July 2022)
	West Lothian pp improvement from 20/21	-2.55	-4.40	-2.30	-2.40

CORE PLUS MEASURES			
MEASURE 6: COST OF THE SCHOOL DAY			
All schools will have an updated poverty proofing statement which has evolved through participatory budgeting approaches with the school community, and through which they can demonstrate the impact of improvements on learning, engagement & families			
Session 2022/23		% schools using Participatory Budgeting (3-5% PEF)	% schools with Cost of the School Day/Poverty Proofing Statements
1	West Lothian base level (2021/22)	67%	89%
2	West Lothian stretch aim for 2022/23	100%	100%
	Final 2022/23	100%	100%
3	West Lothian improvement target (percentage point)	33	11
	West Lothian pp improvement from 20/21	33	11
MEASURE 7: REDUCTION IN YOUTH HOMELESSNESS			
Reduction of 10% in the number of young people presenting as homelessness aged 16-18			
1	Youth Homeless Base Line Presentation (2021/2022)	103 young people	
2	Youth Homeless Stretch Aim for 2022/2023	10 % reduction in youth homelessness	
	16-18 year old's presenting as homeless 2022/2023	11% reduction in presentations	
3	Youth Homeless Improvement Target	10% reduction in presentations	

Section 3.4 (i) – Steps to reduce inequalities of outcome experienced by pupils as a result of socio-economic disadvantage:

Context

Latest child poverty estimates from the End Child Poverty Coalition and latest child poverty estimates from the End Child Poverty Coalition and Loughborough University indicate that 23.9% of children in West Lothian were living in poverty in 2021/2 - this is an increase from the 2020/21 estimate of 21.1%. There has been a sustained increase in the proportion of children experiencing poverty over the eight-year reporting period from 2014/15 to 2021/22 across all local authorities in the Local Government Benchmarking Framework family group.

West Lothian Scottish Attainment Challenge Progress

As part of the Scottish Attainment Challenge Plan for 2022-23 it was noted that:

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

In the year 2022-23, West Lothian was allocated £6,165,130 in total as part of the Attainment Scotland Fund (ASF). The breakdown is:

Pupil Equity Fund (PEF)	£5,438,330
Strategic Equity Funding (SEF)	£399,725
Care Experienced Children and Young People (CECYP)	£327,075



‘The key next steps for Education Services for Session 2022-23 were to:

- Establish a West Lothian Partnership SAC Refresh Partnership Steering Group with agreed outcomes to ensure a line of sight across services with a focus on improving outcomes for children and young people impacted by poverty
- Use the logic model planning tool, where appropriate, to support robust and reflective planning discussions
- Develop key collaborative projects to tackle the poverty related attainment gap, e.g. Equity Team, Secondary Attendance Focus Group and Care Experienced Children & Young People group
- Ensure West Lothian planning takes full consideration of children & young people voice in decision making in all aspects of SAC Refresh, sustainability, self-evaluation and context
- Ensure a robust and rigorous PEF planning process is in place through the development of a new PEF planning tool, for implementation in 2022-23, supported by training and support sessions provided by the Equity Team. This will involve monitoring of progress three times a year
- Ensure a continued focus on improvement in progress for Quintile 1 learners’

In terms of progress made, evidence from the tri annual reports for the Scottish Government indicates that:

'West Lothian has demonstrated considerable progress in its implementation of the SAC refresh, in particular governance around strategic equity fund and pupil equity fund. The SAC team continues to effectively support the work in all schools through the Equity team, partnership projects and funding streams. This has resulted in a more consistent focus on tackling the poverty related gap across the authority. Progress is reported to the Elected Members and cascaded throughout the service and authority.'

There has been good progress made with universal and targeted work to tackle the poverty-related attainment gap. The new PEF planning tool is sharpening the focus on impact of PEF on learners. The West Lothian approach, based on partnership working through collaborative projects, is beginning to evidence positive impact on achieving the mission of the Scottish Attainment Challenge.'

Please also see performance information for stretch aims contained in Section 3.3

West Lothian Scottish Attainment Challenge Progress – Pupil Equity Funding

A new Pupil Equity Fund (PEF) planning and tracking tool has been piloted by schools across all sectors this year. The tool supports schools in rigorously implementing, monitoring and evaluating their PEF funded approaches and interventions which aim to tackle the poverty related attainment gap. Professional learning and support was provided to all school leadership teams and central officers during the pilot year to assist with implementation of the tool.

Quality assurance of PEF plans show that the tool has supported schools to plan more focused PEF priorities and interventions. There is evidence that learners and families are being supported in a more targeted manner and impact is being reported more clearly. An example of where this is further evidenced through external scrutiny by HMIE in a school highlights that 'Senior leaders track closely the progress and attainment of all children with potential barriers to their learning. Senior leaders work effectively with teachers and Pupil Support Workers to analyse data and identify specific gaps in children's learning and achievement. Staff effectively track the progress and attainment of children supported through PEF. The headteacher uses PEF funding to provide additional teaching and support staff. These additional staff members and senior leaders, work in class, alongside class teachers to provide targeted support for identified children. This ensures identified children receive effective support within their core teaching and alongside their peers. As a result of this approach, the school is making very good progress in closing the poverty related attainment gap.'

The PEF planning tool is currently being reviewed in consultation with headteachers and central officers to further improve content and to tailor the tool to reflect the needs of schools going forward. Each school community will receive a summary of their school's progress in tackling the poverty related attainment gap in the school's Standards and Qualities Report at the end of Session 2022-23.

West Lothian Scottish Attainment Challenge Progress – Strategic Equity Funding Collaborative Projects

A partnership approach to Strategic Equity Funding planning has been taken in order to collaborate with a range of services across the local authority including the anti-poverty team, social policy, community learning and development, educational psychologists and others. Collaborative projects were identified which have a specific targeted focus. It should be noted that the Level Up project is funded by the Care Experienced Children and Young People (CECYP) fund:

- Equity Team
- Level Up
- Level Up plus
- Senior Phase Equity Pathways
- Cost of the School Day and Participatory Budgeting
- Youth Homelessness
- Mentors in Violence Prevention
- Interrupted Learners Service
- Secondary Attendance

Progress with the projects and next steps are included on the following pages:

STRATEGIC EQUITY FUNDING COLLABORATIVE PROJECT:

Equity Team

Description:

The Equity Team provides support to schools and ELC settings in tackling the poverty-related attainment gap and making effective use of Pupil Equity Funding. The team provides a variety of supports and professional learning opportunities for school leaders, teachers, ELC practitioners, pupil support workers, family link workers, and partners including speech and language therapists. Professional learning takes different forms from in-class coaching to webinars and collaborative sessions, like the Equity Network. The team also works directly with a group of 12 schools to tackle specific poverty related gaps within their school community. This support is tailored to the individual school context and may include work on areas such as attendance, attainment, wider achievement or parental engagement.

Progress Made:

- Between August 2022 and May 2023, the Equity Team's professional learning sessions attracted 1453 participants. 94% of participants rated the sessions as very good or excellent.
- The membership of the Equity Network increased to 268 members from across ELC, primary and secondary sectors. 251 participants attended the Equity Network sessions and 91% of participants rated the sessions as very good or excellent.
- A pilot professional learning programme was trialled with middle leaders in the Armadale Cluster to build capacity in 'Leading Equitable Schools'. The programme culminated in participants leading an Equity Thematic in their own school and in being part of a team gathering self-evaluation evidence in two other cluster schools.
- In the 12 Equity schools more intensive support has been provided. This has included data analysis workshops, bespoke professional learning sessions, and facilitating targeted interventions.
- All schools have piloted the new PEF Planning Tool this year. Quality assurance of PEF plans has shown that there are significant improvements in the quality and focus of PEF planning.
- The Equity Team has worked on improving attendance in 10 schools through both universal and targeted interventions which are based on data analysis and the use of Q.I. tools. Through universal interventions, there has been an average 3% rise in whole school attendance from January to April 2023. In targeted interventions, there has been an 8.6% rise in average attendance from January to April 2023 across targeted groups of children (31 children in total, across 3 schools).
- Between June 2022 and June 2023, the majority of Equity Schools increased or maintained the percentage of Quintile 1 P1, P4 & P7 Pupils achieving the expected CfE Level in Literacy and numeracy.
- Five schools who have worked with the Equity Team since October 2021, completed their joint project in June 2023. In that time, the combined attainment of these five schools is closer to the West Lothian average by approximately 5% in Literacy and 7% in Numeracy with some schools achieving significant improvements in attainment of over 10%.

Next Steps:

- 6 new Equity Schools joining programme (total of 14 for session 2023-24)
- 'Leading Equitable Schools' programme for middle leaders will take place across 4 clusters
- Equity Team's professional learning offer will include new content on assessment to tackle poverty-related gaps, effective use of feedback and questioning
- Equity Network will include more in-person practice sharing sessions
- PEF Sharing Event will be used to showcase local and national practice
- Scottish Improvement Foundation Skills Course – Equity Team members will support school teams (pilot in one cluster) to develop skills, knowledge and confidence in using the model for improvement and to contribute to testing, measuring and reporting on changes made within their schools

STRATEGIC EQUITY FUNDING COLLABORATIVE PROJECT:

Level Up Attainment Project

Description:

An intensive, multi-agency approach to re-engage our care experienced learners in the senior phase of their education, with minimal engagement in their learning and at risk of care placement break down. The project provides targeted support to improve educational and health and wellbeing outcomes and to achieve positive destinations.

Progress Made:

All key project staff involved in weekly team meetings and regular multi-agency review and planning meetings. Working in Partnership with the Employment Development worker, with a key focus to prepare for employment and post school opportunities, including alternative pathways and positive destinations.

Partnership links with West Lothian College Trust Project, Developing the Young Workforce and Skills Development Scotland who has provided a dedicated Careers Adviser to the Level Up project.

Partnership links developed with Counselling services who provide immediate consultation and support for young people and their families.

A planned Summer Programme offers various activities and wider experiences reflecting personal interests and includes family and sibling contact

An Evaluation framework is continually developed and ongoing planning to link the Daily Tracker information to an enhanced tracking and monitoring system for consistent measures, impact and learner progress.

Strategic Planning meetings to focus on CECYP funding, impact on outcomes, identify any gaps, reporting to Scottish Government, feedback to Level Up team to support improvement planning.

A recent report provided for West Lothian's Education Executive shows improved educational attainment outcomes, including SQA qualifications and SCQF wider achievement Awards. Further evidence and impact will be available following Insight release.

Next Steps:

- Continue to work with education services to link Level Up data to the enhanced tracking and monitoring process. Review use of shared objective space for saving records with data consent and the use of the support planning tool for sharing at multi-agency planning meetings.
- Further develop strong links with secondary mainstream schools for consistent attainment updates, attendance and exclusion records to ensure relevant actions. Link with new interrupted learner service, focus on attendance, link strategies, intervention to targets.
- Link with the care experienced leads and work there around health and wellbeing outcomes, learner voice, questionnaire being developed. Ongoing partnership working, opportunities for expanding Bespoke Packages of Education support. Continue discussions around barriers for CECYP.
- Continue to build on partnership working, including third sector services, to promote wider opportunities in learning, support transitions and pathway planning to achieve positive destinations. Further discussions to integrate dedicated career adviser to Level Up team.
- Link with Education Services to review West Lothian focus on all care experience work, ongoing discussions around 2023-23 CECYP Funding. Further discussions around early identification for pathway planning. Consider ongoing training needs around the Promise, the impact of trauma to assist in planning to meet the holistic needs of our care experienced learners.

STRATEGIC EQUITY FUNDING COLLABORATIVE PROJECT:

Care Experienced Secondary Mainstream Project (Level Up Plus)

Description:

A collaborative approach to improve educational and wellbeing outcomes and achieve positive destinations for care experienced learners in secondary schools. To support our care experienced learners to fully access and engage in their learning, with a focus on building positive relationships to increase pupil participation and engagement with education, developing a culture of high aspirations and support with positive destinations.

Progress Made:

A dedicated Principal Teacher post in each mainstream secondary school in West Lothian for care experienced learners, delivering a similar model to the Level Up Attainment Project in terms of collaborative working and the key trusted adult approach.

Regular consultation between education and social policy services to ensure accurate and up-to-date data for care experienced learners currently in the legal care of West Lothian Council, match SEEMIS records with social policy SWIFT records for those currently being educated in a West Lothian secondary school.

An enhanced tracking and monitoring process currently being developed to provide robust baseline data for all care experienced learners, for consistent measures, impact and evaluate learner progress.

Regular networks meetings for the new care experienced staff to support secondary schools to share best practice across our secondary schools and provide opportunities for collaboration and identifying relevant training needs, including joint opportunities with partnership agencies. Ongoing collaboration to develop a Health and Wellbeing Questionnaire for learner feedback in secondary schools.

A pilot of the Career Ready Programme in three secondary schools, with a specific focus on supporting care experienced young people.

Regular teams network meetings delivered training opportunities such as The Promise, Understanding Language around Legal Definitions, Career Ready Programme.

Ongoing partnership working, collaboration around joint opportunities for Bespoke Packages of Education support, links made with West Lothian College, Career Ready Programme and Active Schools.

Next Steps:

- Expand data concordance to Primary data, work jointly with social policy to ensure accurate and up-to-date data, to improve data analysis, identify gaps and consider future improvement actions.
- Continue to work with secondary school staff to increase awareness of targets, use detailed analysis of attainment, attendance and exclusions to ensure relevant actions. Link with new interrupted learner service, focus on attendance, link strategies, interventions to targets. Continue discussions around barriers to CECYP, follow up VSE. Support health and wellbeing outcomes, promote Learner Voice, develop Health and Wellbeing questionnaire, joint training opportunities with social policy, Super Listener, other professional learning through the virtual teams network, inclusive pedagogy sessions.
- Continue to build on partnership working, including third sector services, to support engagement and participation and wider achievement. Promote wider opportunities for learning, individual packages of support, to support transitions, and pathway planning for senior phase learners, to achieve positive destinations.
- Link with Education Services to review West Lothian focus on all care experience work, consider ongoing training needs around the Promise, including raising awareness around the impact of trauma, to assist in planning to meet the holistic needs and pathways of our care experienced learners.

STRATEGIC EQUITY FUNDING COLLABORATIVE PROJECT:

Senior Phase Equity Pathways

Description:

This project involved schools and partners working in collaboration to ensure that there are equal opportunities to a variety of different pathways for all young people.

The Secondary network will work with wider partners to ensure a unified and connected approach to educational alignment, cohesion and progression for learners to support our future workforce and address dynamic economic priorities.

By building a network, we will influence the West Lothian Learning Offer across our schools, FE & HE establishments, Skills Development Scotland, Employers and training providers whilst increasing both the universal and targeted learning offers available to our young people across the Secondary sector and post school.

Progress Made:

The project has begun to support the creation of a learner centred curriculum, that is co-designed and co-delivered together with partners. The review of the WL Academy provision and the planned next steps will improve the consistency of approach and enhance the breadth of opportunities for learners in the Senior Phase. Looking to partners such as Edinburgh College has further supported the current Senior Phase pathways in languages whilst also considering the future provision.

The review of the school college partnership offer with a specific focus on the labour market intelligence has led to improved collaboration, a wide range of courses being investigated for delivery in session 2024/25 and a planned session in June 23 to gather feedback on the pathways from a variety of stakeholders which will the inform next steps. The Creative Thinking Award from the original plan has been surpassed by the new S6 Learning for Sustainability Challenge. Working with employers and West Lothian College, a target group of learners will pilot the new “L7 Young Stem Leader Award” (name still to be agreed) in session 23/24 with a view to rolling the opportunity out in session 24/25 to more learners.

Partners in CLD have been involved in discussions with the various groups and are currently reviewing how they can support various opportunities moving forwards. Raising awareness of alternative pathways has been an integral part of the plan and linking with Heriot-Watt University, school staff learned more about the apprenticeship routes. There has been a focus on the Graduate Apprenticeship opportunities for young people to “earn whilst they learn” and gain experience whilst also gaining a University degree. Some schools have seen a noticeable increase in the number of students applying for modern and graduate apprenticeships and also an increase in the number who have successfully secured a position.

Next Steps:

- Continue to work with schools to ensure the curriculum is co-designed with learners and partners, with engaging and motivating pathways from Early Learning, through Primary and the Broad General Education and into the Senior Phase. Well researched plans, taking cognisance of national developments, should be developed to support this across schools and clusters, with meeting the needs of all learners as a central focus.
- Local partnerships with Developing Young Workforce Teams, West Lothian College, Third Sector, other education providers and employers should continue to be developed to increase the range of choices and relevant pathways available to young people at all levels.
- Provide opportunities through collaboration across schools and with partners to maximise the 16+ learner experience – building skills for learning, life and work- readiness through the totality of the Senior Phase.

STRATEGIC EQUITY FUNDING COLLABORATIVE PROJECT: Cost of the School Day (CoSD) and Participatory Budgeting (PB)

Description:

To significantly reduce costs associated with the school day, reduce the impact on HWB, participation/engagement, promote achievement and tackle the poverty related attainment gap.

Progress Made:

- School leads for CoSD and PB have been identified in all schools to promote best practice, share resources and facilitate information sharing and a working group has been established to progress CoSD/PB development work.
- National and local information and support resources have been shared with school leads to clarify the underpinning rationale for CoSD.
- National and local information and support resources have been shared with school leads to clarify the underpinning rationale for PB. PB Scotland has been promoted as a key resource.
- Professional dialogue focused on CoSD and PB has been undertaken as part of a programme of PEF support visits and key information shared at HT meetings.
- A school clothing banks' survey was undertaken in Session 2022/23. This indicated that 72% of schools currently have one. Careful consideration is being given by schools as to how and where parents/carers and pupils can access those items easily, without shame or stigma
- 100% of all schools have submitted a poverty proofing statement outlining action to remove or reduce CoSD barriers. Analysis of poverty proofing statements has identified key themes and effective and interesting practice eg pay it forward schemes, school pantries, pop up prom shops, family zoo tickets, excursions policy changes to support equity

Next Steps:

Cost of the School Day

- Encourage schools to engage with national/local guidance with focus on consultation, communication and evaluation of impact.
- Ensure learner voice is central to CoSD processes.
- Continue to engage with school leads to promote learning, share resources and share examples of effective practice.
- Continue to work in partnership with FLWs and other agencies to address CoSD issues.
- Continue to meet with the CoSD/PB Working Group to share practice, agree action and pilot initiatives, including development of support resources including self-evaluation statements.
- Collate evidence from partners including improvement of school engagement with FORT.
- Collate self-evaluation evidence from schools to identify impact.

Participatory Budgeting

- Consider the best model for sharing key messages/ interesting and effective PB practice with schools.
- Engage with WLCC team lead to develop training opportunities for schools and develop rigorous processes for evaluation.
- Continue to meet with the CoSD/PB Working Group to share practice, agree action and pilot initiatives.
- Continue to engage with school leads to promote learning and share resources.

STRATEGIC EQUITY FUNDING COLLABORATIVE PROJECT:

Youth Homelessness

Description:

The aim of the project is to reduce youth homelessness and create better pathways for young people who are at risk of becoming homeless.

Progress Made:

Interventions to prevent homelessness and improve wellbeing need to start as early as possible. With this in mind a collaborative work stream was established with Education, Housing and partners to identify what was already happening within the authority, identify where the gaps and duplication lay and to redirect those resources. Progress of the project is reported to the RRTP board (Rapid Rehousing Transition Plan Steering Board).

Two new members of staff were employed by housing creating a youth team within the service. The Youth Emergency Prevention officer works with 16 to 17 year olds. When homelessness can be prevented through mediation, support or conflict resolution, the YEP officer will provide support to the young person and their family. The Youth Housing Options Officer works with 16 to 18 year olds and aims to sort out housing issues and prevent problems getting worse, look at alternative housing options or support the young person to get the help they need if they are homeless.

To support the youth team, Education introduced a new field within the Risk Matrix (a tracking and monitoring system within schools) for Youth Homelessness. If any young person is deemed at risk of homelessness, support is offered to school, pupil and or family to reduce the risk. In addition the Citizenship & Tenancy Award SCQF Level 4 is being delivered in most secondary schools within the authority as a targeted intervention.

Youth friendly resources have also been developed signposting young people and staff to supports available within the authority and complement the PSE programme already on offer within schools. Staff training opportunities have been offered to all DHT Support colleagues through our anti-poverty team.

Next Steps:

- Introduction of the Upstream project to involve two mainstream secondary schools with Housing and Rock Trust
- Quality Assurance of use of Risk Matrix to identify young people at risk of homelessness
- Continual work with schools and housing officers to support young people at risk of homelessness and promotion of resource

STRATEGIC EQUITY FUNDING COLLABORATIVE PROJECT:**MVP (Mentors In Violence Prevention In West Lothian)****Description:**

The Mentors in Violence Prevention programme uses a peer education model, within schools and community groups, to discuss important issues faced by young people in Scotland. Challenging gender based violence we hope to have all schools delivering and implementing the program.

Progress Made:

- All secondary schools have MVP teams ready to deliver the programme - almost all have delivered this year with two schools launching after this summer
- Established leads meeting calendar and discussed our focus for the year, and will be meeting regularly to continue the momentum
- Created a team's channel to share resources and network whilst providing an extra layer of support
- Created a twitter space @westlothianMVP to share what we are doing as an authority and showcase schools
- Started to make links with partner agencies and signposting schools to other partners for support
- Set up school supports – for example senior pupils visiting Winchburgh so have an experience of MVP for their S1. This has been successful and will continue next year

Next Steps:

- To have a West Lothian Schools' model - currently working on this to include feeder schools and qualifications
- To ensure there are Mentor panel leads from schools where 2/3 pupils from each school meet regularly to discuss issues that are current for them
- To train more staff across the authority to develop teams across the authority
- To raise more awareness via social media/podcasts etc
- To host 3 events a year across the authority Sept/Dec/March
- To continue to develop links with other teams across the council, to strengthen our message
- To reach out to additional partners
- To build robust data tracking and quality assurance measures, that feed into other data collecting strategies across the authority ensuring we are getting the greatest breadth and uptake from all young people
- To work with network lead on PSE to consider how MVP looks in the curriculum in all schools

STRATEGIC EQUITY FUNDING COLLABORATIVE PROJECT:**Interrupted Learner Service****Description:**

The project is developing a network of partners who can all help to support our most vulnerable pupils with a diagnosis of ASD, high anxiety and open to social policy. This service is deployed when all other services have been exhausted and a bespoke approach to re-engage is required to support pupils who are unable to leave their homes and require an outreach service which will help to remove barriers to engaging in learning. A small test for change model has been employed due to the sensitive nature of identifying pupils in this category.

Progress Made:

To date the project has been working with 22 young people across 8 secondary schools in a variety of locations specific to need, such as community centre, home or virtually. Partnership working has been developed across services including families, Educational Psychology, CAMHs, Children and Young People's Team, Social Policy, Family Link workers as well as education staff. The impact to date varies for each young person; this impact has included increased engagement, reduced anxiety, increased confidence and returning to education following significant non-attendance.

Next Steps:

- The interrupted learner service will continue to work with young people to build on current success, engagement and confidence, and to encourage working towards qualifications and positive destinations
- Creation of new officer post for the service to develop innovative and creative approaches in supporting schools to provide an inclusive and equitable education for all learners with a focus on enhanced engagement and achievement. A defining aspect of the role will be to support Education SMT to develop a service delivery model of excellence for improving attendance and engagement.
- Continue to work collaboratively with the wider Education Services Teams, external agencies and 3rd sector partners.
- Work across all education establishments to promote a shared language and self-evaluation for improvement around Wellbeing, Equity and Inclusion. In particular the understanding of inclusive practices, creativity and their role in meeting the needs of all learners. Raising awareness of the practical application of bespoke and inclusive timetabling, curriculum design and partnership supports.

STRATEGIC EQUITY FUNDING COLLABORATIVE PROJECT:

Secondary Attendance Project

Description:

To collate and analyse individual school attendance data to identify young people at risk of or currently affected by poor attendance which is impacting on their attainment potential. By ensuring a consistent focus on attendance it is expected there will be a lift in the attendance rate of vulnerable students in order to enhance their engagement, belonging and academic progress.

To enable this to happen a specific remit and attention on attendance will be the focus of a Family Link Worker and Line Manager in the school to support young people and their families to engage with education. The use of Pupil Equity Fund money will ensure there are FLWs (or equivalent) in place and may provide a source of funding for relevant interventions to be implemented.

Progress Made:

Evidence at the time of completion: (Also see Stretch Aims attendance progress in Section 3.3)

Attendance pattern for this year is similar to that of 2018-19. However, attendance levels at the start of the academic year were 4% lower in 2022-2023 compared to 2018-19.

- Average attendance overall 85.5% (4.1% decrease compared to 2018-19)
- Average attendance Q1 – 79.8% (4% decrease compared to 2018-19)
- Average attendance Q5 – 90.9% (2% decrease compared to 2018-19)

Monthly attendance analysis has shown that there was a significant decrease in attendance in the month of December. Monthly attendance decrease by 7% from November to December in 2022 compared to 2.5% in 2018. There was a sharp rise in December 2022, with parents reporting that absence was due to seasonal illness, almost double that of 2018.

Progress with Family link workers specific caseload:

- Average monthly attendance FLW Overall - 60.4% (Gradually increasing month on month since December)
- Average monthly attendance April – 63.7% (Highest monthly attendance average this year, first time that it has been above 60%)
- Average monthly attendance of FLW caseload increased by 6.9% from March to April compared to a 1.9% increase at a whole school level

Next Steps:

- To continue with focus on secondary attendance through session 23-24
- To plan for continued collaboration based on evaluations for Family Link Workers to support the work moving forward
- To gather and analyse information in association with the interrupted learner service and devise a programme to support the young people identified
- To ensure each secondary school has baseline data in place and have identified gaps in attendance to address
- To ensure each FLW has a plan of action to support the young people identified

Section 3.4 (ii) – Steps to reduce inequalities of outcome experienced by pupils as a result of socio-economic disadvantage:

WEST LOTHIAN EDUCATION SERVICES SCOTTISH ATTAINMENT CHALLENGE STRETCH AIMS 2023 – 2026

Core Measure 1a: ACEL LITERACY COMBINED P1, P4, P7				
Annual Trajectory	Overall levels %	SIMD Quintile 1 %	SIMD Quintile 5 %	Gap (Q1 – Q5) pp
2023-24	79.5	71.0	91.0	20.0
2024-25	80.0	72.0	91.0	19.0
2025-26 Stretch aim	80.5	73.0	91.0	18.0
Additional information				
<p>P1, P4, P7 combined literacy attainment for all pupils is now slightly above the pre-COVID level in 2018/19, after dropping in 2020/21 before increasing again in 2021/22 and in 2022/23. This mirrors the national trend, although the drop in the authority attainment was much less severe than the drop nationally in 2020/21. There will be challenges maintaining this trajectory in the future due to the increasing percentage of primary pupils who have English as an additional language and the increasing percentage of ASN pupils, as well as the disrupted learning for nursery children which is now causing concerns in the early primary stages, particularly with listening and talking. The authority attainment has always been significantly above the national attainment in this measure. The authority attainment in 2022/23 was 79.19%, slightly below the stretch aim target of 80%.</p> <p>P1, P4, P7 combined literacy attainment for Quintile 1 pupils has shown an increasing trend since 2018/19, whereas the national attainment dropped significantly between 2018/19 and 2020/21. The attainment is now significantly above the pre-COVID level in 2018/19. The authority attainment has always been significantly above the national attainment in this measure. The authority attainment in 2022/23 was 69.96%, well below the stretch aim target of 73%. It was felt that this was due to the stretch aims leading up to this target being overly ambitious given the significant challenges faced by many Quintile 1 primary and nursery children throughout and after the pandemic.</p> <p>P1, P4, P7 combined literacy attainment for Quintile 5 pupils was 90.84% in 2022/23, in line with pre-COVID level in 2018/19. Due to the magnitude of the current attainment, only an initial slight improvement is realistic.</p> <p>The Q1-Q5 attainment gap for P1, P4, P7 combined literacy was significantly wider than the national gap in 2018/19, but the gap narrowed significantly in 2020/21 and has been at a consistent level and narrower than the national gap since.</p>				

Core Measure 1b:				
ACEL NUMERACY COMBINED P1, P4, P7				
Annual Trajectory	Overall levels %	SIMD Quintile 1 %	SIMD Quintile 5 %	Gap (Q1 – Q5) pp
2023-24	85.0	77.5	93.8	16.3
2024-25	85.5	78.0	93.9	15.9
2025-26	86.0	78.5	94.0	15.5
Stretch aim				
Additional information				
<p>P1, P4, P7 combined numeracy attainment for all pupils is now above the pre-COVID level in 2018/19, after dropping in 2020/21 before increasing again in 2021/22 and 2022/23. This mirrors the national trend, although the drop in the authority attainment was much less severe than the drop nationally. There will be challenges maintaining this trajectory in the future due to the increasing percentage of primary pupils who have English as an additional language and the increasing percentage of ASN pupils, as well as the disrupted learning for nursery children which is now causing concerns in the early primary stages. The authority attainment has always been significantly above the national attainment in this measure. The authority attainment in 2022/23 was 84.69%, slightly above the stretch aim target of 84.5%.</p> <p>P1, P4, P7 combined numeracy attainment for Quintile 1 pupils has shown an increasing trend since 2018/19 and is now significantly above the pre-COVID level in 2018/19. The authority attainment has always been significantly above the national attainment in this measure. The authority attainment in 2022/23 was 76.84%, in line with the stretch aim target of 77%.</p> <p>P1, P4, P7 combined numeracy attainment for Quintile 5 pupils was 93.64% in 2022/23, above the pre-COVID level in 2018/19. Due to the magnitude of the current attainment, only incremental improvements are realistic.</p> <p>The Q1-Q5 attainment gap for P1, P4, P7 combined literacy was significantly wider than the national gap in 2018/19, but the gap narrowed significantly in 2020/21 and has been at a consistent level and narrower than the national gap since.</p>				

Core Measure 2:				
1@ LEVEL 5 (all SCQF) LEAVERS				
Annual Trajectory	Overall levels %	SIMD Quintile 1 %	SIMD Quintile 5 %	Gap (Q1 – Q5) pp
2023-24	94.0	90.0	98.8	8.8
2024-25	94.0	91.0	98.8	7.8
2025-26	94.0	92.0	98.8	6.8
Stretch aim				
Additional information				
<p>The three-year trajectories for this measure have been devised based on trends over time. A strategic plan implemented in 2016/17 accounts for the significant rise over the last 5 years and we must now work to maintain this ambitious level of attainment.</p> <p>West Lothian is currently 6pp above the VC and 5.1pp above National. Current evidence indicates that the raising attainment interventions that have been implemented in recent years have</p>				

supported learners to achieve well and the aim is to maintain this impressive and ambitious level of achievement of 94% – albeit against a challenging and changing context of attendance and school leavers. This may mean the level of ambition demonstrated within this aim may require to be revisited.

The present VC for Q1 is currently 78.3% and the National is 80.2%, West Lothian was 11.5pp above the VC and 9.6pp above National. Current evidence indicates that the raising attainment interventions in place across the secondary schools will support progress towards this ambitious stretch aim of 92% – albeit against a challenging and changing context of attendance and school leavers. This may mean the level of ambition demonstrated within this aim may require to be revisited.

The VC for Q5 is currently 96.7% and the National is 96.4%, West Lothian was 2.1pp above the VC and 2.4pp above National. Current evidence indicates that the raising attainment interventions in place across the secondary schools will support maintaining this level of performance across West Lothian – albeit against a challenging and changing context of attendance and school leavers. This may mean the level of ambition demonstrated within this aim may require to be revisited.

The gap stretch aim of 6.8pp is based on a starting gap 23/24 of 8.8pp. In 15/16 the West Lothian gap was 23.9pp, there have already been significant improvements and the evidence suggests that the gap of 6.8pp is achievable within the timeframe.

Core Measure 3:				
1@ LEVEL 6 (all SCQF) LEAVERS				
Annual Trajectory	Overall levels %	SIMD Quintile 1 %	SIMD Quintile 5 %	Gap (Q1 – Q5) pp
2023-24	76 - 78	62 - 65	88 - 90	23 - 28
2024-25	77 - 78	66 - 68	89 - 90	21 - 24
2025-26	78	70	90	20
Stretch aim				
Additional information				
<p>The qualification and resulting methods implemented during the pandemic saw a spike in the data (as it did nationally 19/20, 20/21) and therefore data has not been included within the trend line. In addition, in session 21/22 there were students who would have gained qualifications through the ACM model, we have removed that data to give true comparison to pre-covid data.</p> <p>In the last fully verified year for overall levels where the highest attainment was 72%, pre covid, West Lothian was 9pp above the VC and 6pp above National. Current evidence indicates that the raising attainment interventions in place across the secondary schools will support progress towards this ambitious stretch aim of 78% – albeit against a challenging and changing context of attendance and school leavers. This may mean the level of ambition demonstrated within this aim may require to be revisited.</p> <p>In the last fully verified year for Q1 levels where the highest attainment was 60%, pre covid, West Lothian was 13pp above the VC and 10pp above National. Current evidence indicates that the raising attainment interventions in place across the secondary schools will support progress towards this ambitious stretch aim of 70% – albeit against a challenging and changing context of attendance and school leavers. This may mean the level of ambition demonstrated within this aim may require to be revisited.</p>				

The gap stretch aim of 21pp is based on a starting range in 23/24 of between 23pp and 28pp, based on an anticipated performance of 26pp. This would match the best performance pre-covid and demonstrates improvement when compared to the average of the three years prior to covid of 32pp.

Core Measure 4:				
PARTICIPATION MEASURE				
Annual Trajectory	Overall levels %	SIMD Quintile 1 %	SIMD Quintile 5 %	Gap (Q1 – Q5) pp
2023-24 Pub Aug 2024	94.2	90.1	97.3	7.2
2024-25 Pub Aug 2025	94.7	90.7	97.4	6.7
2025-26 Stretch aim Pub Aug 2026	95.1	91.3	97.5	6.2
Additional information				
<p>The three-year trajectories for this measure have been devised based on trends over time in the authority and nationally. The authority has always been above or equal to the national percentage and the targets have been set to maintain this. The best performance was in 2022 with 92.4% nationally and 93.4% in the authority. The stretch aim of 95.1% has been set to continue this improvement.</p> <p>Historically West Lothian has been above the National trend for Q1 with 87.4% the highest nationally achieved. This measure has seen a general increase over time moving from 84.6% in 2016/17 to 89.1 in 2021/22 The targets for Q1 allow for an increase over time of 0.5pp per year which while ambitious is seen to be realistic.</p> <p>Q5 has also seen an increase over time both in the authority and nationally but at a far slower rate. The best performance nationally was 96.7% and in the authority 97.2%. The targets have been set to increase the measure by 0.1pp per year with a stretch aim that is 0.3pp above the best authority performance and 0.8pp above the best national performance.</p>				

Core Measure 5a:				
HWB: PRIMARY ATTENDANCE				
Annual Trajectory	Overall levels %	SIMD Quintile 1 %	SIMD Quintile 5 %	Gap (Q1 – Q5) pp
2023-24	93.0	90.8	95.3	4.5
2024-25	93.9	92.0	95.8	3.8
2025-26 Stretch aim	94.7	93.1	96.3	3.2
Additional information				
<p>We have readjusted our stretch aim from last session based on updated data intelligence and an increased understanding of the attendance context in 2022-23. The three-year trajectories above have been devised based on trends over time in the authority and nationally. National figures for 2016-17 and 2018-19 for all learners were 94.9% and 94.5 % respectively. Cumulative monthly</p>				

attendance data and annual patterns for 2018-19 and 2022-23 in West Lothian have also been compared. 2018-19 offers the most meaningful comparison with the current year due to Covid attendance codes no longer being in use from April 2022. There is no national data available for 2022-23 yet for comparison. From the authority data, it can be seen that attendance tracks the same pattern over the year with a dip of around 4pp in the winter months. West Lothian historical data usually sits slightly above the national, hence the overall target for all learners of 94.7% demonstrates improvement – this would return West Lothian Primary Schools to a pre-pandemic level of attendance and, if the National trends continue, above performance across all Scottish Primary Schools.

Core Measure 5b: SECONDARY ATTENDANCE				
Annual Trajectory	Overall levels %	SIMD Quintile 1 %	SIMD Quintile 5 %	Gap (Q1 – Q5) pp
2023-24	86.0 - 88.0	81.0 - 84.0	92.0 - 93.0	8.0 - 12.0
2024-25	87.0 - 90.0	83.0 - 86.0	93.0 - 94.0	7.0 - 11.0
2025-26 Stretch aim	91.0	88.0	95.0	7.0
Additional information				
<p>We have readjusted our stretch aim from last session based on updated data intelligence and an increased understanding of the attendance context in 2022-23. The three-year trajectories above have been devised based on trends over time in the authority and nationally. National figures for 2016-17 and 2018-19 for all learners were 90.7% and 91.2 % respectively. Cumulative monthly attendance data and annual patterns for 2018-19 and 2022-23 in West Lothian have also been compared. 2018-19 offers the most meaningful comparison with the current year due to Covid attendance codes no longer being in use from April 2022. There is no national data available for 2022-23 yet for comparison. From the authority data, it can be seen that attendance tracks the same pattern over the year with a dip of around 4pp in the winter months. However, in the current year attendance in August started 4pp lower than in 2018-19, leading to a lower cumulative % for the year. West Lothian historical data usually sits slightly below the national, hence the overall target for all learners of 91% demonstrates improvement. Contextual factors have been taken into account, including the likely impact of Cost of Living and the increase in authorised absence (including Covid) in the winter months. Therefore, it was agreed that the above trajectories are ambitious yet achievable for all learners as well as Q1 and Q5.</p>				

Core Plus Measure 6: ACEL S3 LITERACY				
Annual Trajectory	Overall levels %	SIMD Quintile 1 %	SIMD Quintile 5 %	Gap (Q1 – Q5) pp
2023-24	95.0	90.1	98.7	8.6
2024-25	95.0	92.5	98.7	6.2
2025-26 Stretch aim	95.0	93.0	98.7	5.7
Additional information				
<p>In setting these stretch aims and the trajectories for progress over three years, we have considered CfE data over the past 6 years, CAT data for the relevant cohorts, SNSA predictions and primary CfE data over time. As ACEL S3 Literacy and Numeracy are new stretch aims, we do not have targets</p>				

from previous years to compare to. There is also no national data for S3 for 2019/20 and 2020/21 to compare against and national data for 22/23 is not yet available.

West Lothian has historically significantly outperformed the national for S3 ACEL measures. Therefore we have set stretch aims which are as ambitious as possible whilst taking into account challenges that will be faced in the future. These include the increasing percentage of pupils who have English as an additional language and the increasing percentage of ASN pupils, as well as the disrupted learning that these pupils faced during remote learning in the upper years of primary, now impacting progress and attainment in S1-S3. The authority attainment in 2022/23 was 95.4%, the third highest performance in a six-year timeframe. The highest national performance over the past 5 years is 87.9. We feel that maintaining a 95% target across three years is realistic given the current context.

We have set a Q1 stretch aim of 93% by 2025-6, with incremental increases towards this over the next three years. This would be an almost 2pp increase on 22/23 and at least a 1pp increase on almost all years in the timeframe. The highest national performance for Q1 is 84.7% so 93% is ambitious in comparison to this.

We have set a stretch aim of 98.7% for Q5, to be maintained across the three years. This is in line with attainment over the past three years. Again, given the current context, maintenance of the current very high level of performance is realistic. The highest national performance at Q5 is 96.3% so our stretch aim would be almost 2pp above this.

Over the three year period, the Q1-Q5 gap will narrow by almost 3pp if targets are met.

Core Plus Measure 7:

ACEL S3 NUMERACY

Annual Trajectory	Overall levels %	SIMD Quintile 1 %	SIMD Quintile 5 %	Gap (Q1 – Q5) pp
2023-24	95.0	90.1	98.5	8.4
2024-25	95.0	92.9	98.5	5.6
2025-26	95.0	93.4	98.5	5.1
Stretch aim				

Additional information

In setting these stretch aims and the trajectories for progress over three years, we have considered CfE data over the past 6 years, CAT data for the relevant cohorts, SNSA predictions and primary CfE data over time. As ACEL S3 Literacy and Numeracy are new stretch aims, we do not have targets from previous years to compare to. There is also no national data for S3 for 2019/20 and 2020/21 to compare against and national data for 22/23 is not yet available.

West Lothian has historically significantly outperformed the national for S3 ACEL measures. Therefore we have set stretch aims which are as ambitious as possible whilst taking into account challenges that will be faced in the future. These include the increasing percentage of pupils who have English as an additional language and the increasing percentage of ASN pupils, as well as the disrupted learning that these pupils faced during remote learning in the upper years of primary, now impacting progress and attainment in S1-S3. The authority attainment in 2022/23 was 94.9%, slightly below performance in 20/21 and 21/22 but above the three years prior to this. We have set the stretch aim for all S3 pupils at 95%, to be maintained across the three years of the plan. The highest national performance for all pupils on record is 90.2% so our target is ambitious in comparison. We feel that maintaining a 95% target across three years is realistic given the current context.

We have set a Q1 stretch aim of 93.4% by 2025-6, with incremental increases towards this over the next three years. This would be a 3pp increase on 22/23 and significantly higher than all years in the timeframe, with the exception of 21/22. The highest national performance for Q1 is 82.97% so 93.4% is very ambitious in comparison to this.

We have set a stretch aim of 98.5% for Q5, to be maintained across the three years. This is in line with attainment over the past three years. Again, given the current context, maintenance of the current very high level of performance is realistic. The highest national performance at Q5 is 96.3% so our stretch aim would be 2pp above this.

Over the three years of the plan, the Q1-Q5 gap will narrow by 3.3pp if targets are met.

Core Plus Measure 8:				
INITIAL POSITIVE DESTINATIONS				
Annual Trajectory	Overall levels %	SIMD Quintile 1 %	SIMD Quintile 5 %	Gap (Q1 – Q5) pp
2023-24 Published Feb 2025	96.1	92.2	97.5	5.3
2024-25 Published Feb 2026	96.7	92.8	97.7	4.9
2025-26 Stretch aim Published Feb 27	97.3	93.4	97.9	4.5
Additional information				
<p>The three-year trajectories for this measure have been devised based on trends over time in the authority and nationally. The best performance by the authority was 95.3% during the pandemic but dropped afterwards to 94.6% The targets have been set to surpass the pre-pandemic levels with an increase of 0.6pp per year. The ambitious stretch aim is backed up with action plans, a relentless focus on improvement and will be part of school attainment meetings.</p> <p>Historically West Lothian has been above the National trend for Q1 with 93.37% the highest nationally achieved. Since the pandemic there has been a drop in this measure from 93.88% to 91.67% last year. The targets for Q1 allow for an increase over time of 0.6pp per year which while ambitious is seen to be realistic and aims to achieve higher than the national value.</p> <p>Q5 has seen a decrease in performance since the pandemic. The targets for this measure allow for an increase over time of 0.2pp per year which while ambitious is seen to be realistic and aims to achieve higher than the national value and closer to the pre-pandemic authority levels while closing the gap between Q1 and Q5.</p>				

Core Plus Measure 9: IMPROVED OUTCOMES FOR LOOKED AFTER CHILDREN AT HOME – PRIMARY & SECONDARY		
Annual Trajectory	Actions	Outcome (completion)
2023-24	<ul style="list-style-type: none">• Develop an enhanced model of supporting CECYP learners in primary including data concordance• Continue collaboration with secondary school staff• Continue to build on partnership work to support engagement, participation and wider achievement• Explore possibility of a virtual school for CECYP• Establish education steering group to consider universal, targeted and intensive support (including attendance, exclusions and transitions)	
2024-25	<ul style="list-style-type: none">• Refresh approaches to school self-evaluation• Expand the professional learning offer to support schools• Implement new strategic model of support• Evaluate approaches to universal, targeted and intensive support	
2025-26 Stretch aim	West Lothian education services has an ambitious strategic approach to improving outcomes for children who are looked after at home through effective partnership working. Improvement as a result of the approach will be evidenced through a range of appropriate and relevant measures in performance information.	
Additional information		
<p>Given the concerns regarding some of the outcomes of looked after children at home, the decision has been made to have a specific lens on this particular group.</p> <p>These actions further enhance the significant work across education services, social policy and other partners across West Lothian in their implementation of The Promise.</p> <p>Further detail of this work can be found in the West Lothian Corporate parenting plan. Two of the collaborative projects focus on CECYP improvements and are funded by the Scottish Attainment Challenge.</p>		

Core Plus Measure 10: HOW GOOD IS OUR APPROACH TO MITIGATING COST OF THE SCHOOL DAY? (Based on achievement of 100% Cost of the School Day statements in every school 2022-23)		
Annual Trajectory	Actions	Outcome (completion)
2023-24	<ul style="list-style-type: none"> Development of self-evaluation statements with working group/ CoSD leads Development of support resources with working group/CoSD leads Schools to evaluate impact of CoSD using self-evaluation statements and a variety of relevant measures Specific CoSD focus to underpin FLW networks 	

	<ul style="list-style-type: none">• Collation of evidence from partners including improvement of school engagement with FORT• Promote sources of support such as The School Bank and encourage referrals• Collation of school and partner self-evaluation for WL statement & outcome• Share examples of effective practice	
2024-25	<ul style="list-style-type: none">• Implement further improvement actions based on self-evaluation 2023-24• WL learner and family focus groups to gather evidence of impact• Collation of evidence of impact from partners• Collation of self-evaluation for WL statement & outcome• Share examples of effective practice• All school staff to have engaged with Cost of the School Day e-learning module by December 2024• All operational services staff in school to have engaged with aspects of Cost of the School Day key messages	
2025-26	All West Lothian schools have a very good (or better) approach to mitigating the cost of the school day for learners and families, using a range of relevant measures to clearly demonstrate evidence of impact	
Stretch aim		
Additional information		
Positive progress has been made with local authority work on addressing the cost of the school day. Every school now has a cost of the school day statement in place however it is recognised that the next step is to evaluate the effectiveness of this and consider the impact on learners and families. The starting point will be to reflect on good practice in this area and create a clear and shared understanding of what strategies are most impactful. Effective procedures for communication and consultation with stakeholders will require to be central to this process. The CoSD working group/leads will steer development and partnership working with relevant agencies will provide additional support, training and awareness raising. Additional work in this area is highlighted in the actions above.		

Core Plus Measure 11: HOW GOOD IS OUR APPROACH TO ENSURING LEARNER VOICE IS AT THE HEART OF THE SCOTTISH ATTAINMENT CHALLENGE?		
Annual Trajectory	Actions	Outcome (Completion)
2023-24	<ul style="list-style-type: none"> • Participate in Education Scotland/CLD pilot evaluating learner voice for SAC • Analysis of PEF planning tool regarding consultation with learners • Ensure SEF collaborative projects planning have greater emphasis on involvement of learner voice • Analysis of HWB check-in responses • Pilot of learner voice in ELC • Production of initial evaluative statement encompassing all above • Development of guidance to support schools with self-evaluating learner voice for SAC based on 	

	Education Scotland/CLD pilot and other findings – this will also include gathering evidence of the impact on learners	
2024-25	<ul style="list-style-type: none">• Implement improvement actions based on evidence from 2023-24• All schools to self-evaluate how well they involve learners in SAC decisions, and what impact this is having, using guidance provided – this may be via Education Scotland/CLD depending on effectiveness of pilot• Production of evaluative statement with associated improvement actions based on school and SEF evidence	
2025-26	West Lothian have a very good (or better) approach to ensuring learner voice is at the heart of the Scottish Attainment Challenge and can evidence this is having a positive impact	
Stretch aim		
Additional information		
Co-ordination of work across the local authority, and taking cognisance of the work of the Attainment Advisor and Community Learning and Development, is important to ensure learners are involved in SAC decision making and to ensure that this is meaningful and having a positive impact.		

APPENDICES

Scottish Attainment Challenge National Tri-annual Reports

West Lothian TR1 Nov 2022



West Lothian
Triannual Report 1 Nov 2022

West Lothian TR2 March 2023

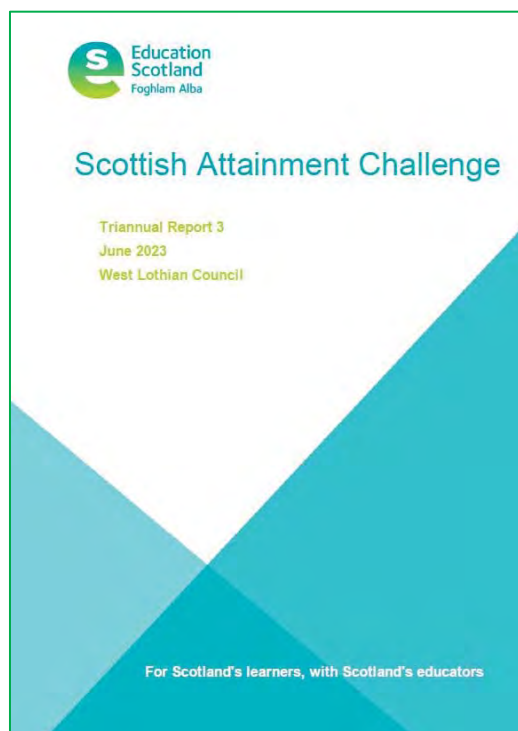


West Lothian TR2
March 2023.pdf

West Lothian TR3 June 2023



TR3 West Lothian
June 2023.pdf







Integrated Impact Assessment Toolkit

**Corporate Services
Revised March 2018**

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Section 1 What is Integrated Impact Assessment

1.1.1 Introduction

West Lothian Council provides services to a diverse community and the decisions made by the council can have a profound influence on the health and wellbeing of that community.

Integrated Impact Assessment (IIA) aims to enable the council to meet its legal duties to consider equality, human rights and health when considering changes to 'policy' or services or implementing new policies or services. It also provides an opportunity to identify and tackle any unanticipated impacts on the wider causes of poor outcomes in our communities, such as inadequate housing, low educational achievement, low income, reliable and accessible transport, poverty, stigma and social inequality. This process will also allow the council to critically assess whether a 'Policy' has wider impacts beyond its intended outcomes and if it impacts differentially on different groups in our communities.

For the purposes of this toolkit the term IIA refers to both Integrated Relevance Assessment (IRA) (the screening aspect) and the full Integrated Impact Assessment unless otherwise stated.

1.2 Legal Context

1.2.1 Public Sector Equality Duty (PSED)

Section 149 of The Equality Act 2010 came into force in April 2011, introducing a new Public Sector Equality duty. The Public Sector Equality Duty (PSED) (often referred to as the 'general duty') requires public bodies in the exercise of their functions, to have due regard to the need to:

1. Eliminate unlawful discrimination, harassment and victimisation and other prohibited conduct
2. Advance equality of opportunity between those who share a protected characteristic and those who do not; and
3. Foster good relations between those who share a protected characteristic and those who do not

Supplementary legislation was introduced by the Scottish Government in 2012 (the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012). This legislation was introduced with the express purpose of enabling the better performance of the PSED contained in s149 (1) of the Equality Act 2010. This supplementary legislation requires Local Authorities to be proactive in meeting the general duty of eliminating unlawful discrimination, advancing equality and fostering good relations.

1.2.2 Protected Characteristics

The legislation requires that people are not discriminated against, harassed or victimised on the grounds of their 'Protected Characteristic'. The Protected Characteristics are;

- age,
- disability,
- gender reassignment,
- marriage and civil partnership,
- pregnancy and maternity,
- race – this includes ethnic or national origin, nationality and also includes Gypsy/Travellers,
- religion or belief (including lack of belief),
- sex,
- sexual orientation.

Every person has one or more of the protected characteristics; therefore the Act protects all individuals against unfair treatment.

Undertaking an IIA is one way to ensure council policies meet these legal requirements.

Assessing the likely impact of our plans and services also makes good business sense, as it is important in developing any proposal to understand the needs of different population groups.

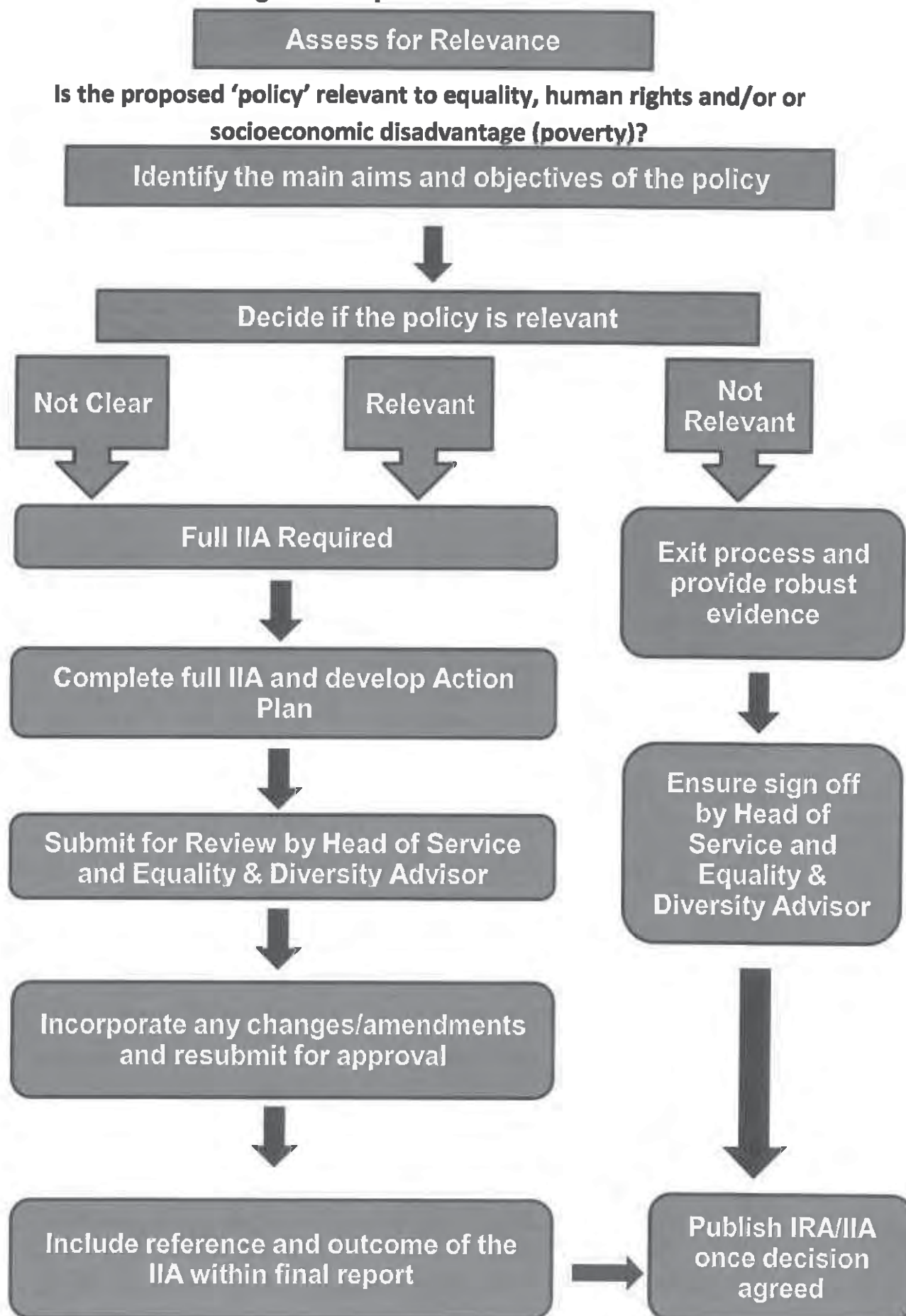
One of the main aims of the PSED is to improve transparency and accountability and this is also a priority for the Council when it comes to reporting on potential 'policy' changes and other equality related issues.

1.3 Definition of Policy

The term 'policy' is used throughout this toolkit and the guidance notes (separate document) and applies to policies, strategies, provisions, criteria, functions, practices, budget savings and activities, including the delivery of services.

Everything we do as a council has the potential to impact on equality, human rights and socioeconomic disadvantage and have relevance to the Public Sector Equality Duty (PSED) in the Equality Act (2010) and the corresponding supplementary 'Specific Duties' contained within the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012, Fairer Scotland Duty (part 1 of the Equality Act 2010), Human Rights Act 1998 and the Child Poverty (Scotland) Act 2017, therefore Integrated Impact Assessment (IIA) should not be restricted to a review of formal 'policy' documents or written action plans.

1.4

Integrated Impact Assessment Flowchart

Appendix 1




Integrated Relevance Assessment Form

1. Details of proposal	
Policy Title (include budget reference number if applicable)	National Improvement Framework and Reducing Inequalities of Outcome Annual Plan and Report August 2023
Service Area (detail which service area and section this relates to)	Education Services
Lead Officer (Name and job title)	Catrina Hatch
Other Officers/Partners involved (list names, job titles and organisations if applicable)	Geraldine Armstrong – Quality Improvement Manager Andrew Sneddon, Service Manager
Date relevance assessed	01/07/2023
2. Does the council have control over how this policy will be implemented?	
YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
3. The General Duty of the Equality Act 2010 requires public authorities, in the exercise of their functions, to have due regard to the need to: <ul style="list-style-type: none"> • Eliminate unlawful discrimination, harassment and victimisation and other prohibited conduct • Advance equality of opportunity between those who share a protected characteristic and those who do not; and • Foster good relations between those who share a protected characteristic and those who do not <p>NB: In this section you must also consider the Human Rights Act and the key PANEL (Participation, Accountability, Non-Discrimination, Empowerment and Legality) principles of Human Rights – (further detail on what these are, are provided in the guidance document)</p> <p>Which groups of people do you think will be, or potentially could be, impacted upon by the implementation of this policy? You should consider employees, clients, customers and service users (Please tick below as appropriate)</p>	
Age - Older people, young people and children	Young people and children will be affected
Disability - people with disabilities/long standing conditions	Young people and children with a disability will be affected.
Gender reassignment - Trans/Transgender Identity – anybody who's gender identity or gender expression is different to the sex assigned to them at birth	Young people and children with trans/transgender identity will be affected

Marriage or Civil Partnership – people who are married or in a civil partnership	Minimal impact, potentially to parents/carers and staff.
Pregnancy and Maternity – woman who are pregnant and/or on maternity leave	Minimal impact, potentially to parents/carers and staff. Young people who are pregnant or who are young mothers may be affected.
Race - people from black, Asian and minority ethnic communities and different racial backgrounds	Young people and children from different racial backgrounds will be affected.
Religion or Belief – people with different religions and beliefs including those with no beliefs	Young people and children with different religions and beliefs will be affected.
Sex - female, male and intersex	Young people and children of different sex will be affected.
Sexual Orientation – lesbian, gay, bisexual, heterosexual/straight	Young people and children of different sexual orientation will be affected.
4. Do you have evidence or reason to believe that this policy will or may impact on socio-economic inequalities? Consideration must be given particularly to children and families	
Socio-economic Disadvantage	Impact – please tick below as appropriate)
Low Income/Income Poverty – cannot afford to maintain regular payments such as bills, food, clothing	The plan will impact on this group
Low and/or no wealth – enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provision for the future	The plan will impact on this group
Material Deprivation – being unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, leisure and hobbies	The plan will impact on this group
Area Deprivation – where you live (rural areas), where you work (accessibility of transport)	The plan will impact on this group
Socioeconomic Background – social class i.e. parents education, employment and income	The plan will impact on children and young people from all socio-economic backgrounds
5. Integrated impact assessment required? (Two ticks (✓) above = full assessment necessary)	
YES	<input checked="checked" type="checkbox"/>
NO	<input type="checkbox"/>

6. Decision rationale – If you have ticked no above, use this section to evidence why a full IIA is not required

The National Improvement Framework and Reducing Inequalities of Outcome Annual Plan and Report August 2023 will impact on children and young people with protected characteristics, and is specifically designed to impact positively on reducing inequalities arising from socio economic factors. The impact will be assessed alongside that of the Raising Educational Attainment Strategy.

Signed by Lead Officer	<i>Catrina Hakeh</i>
Designation	Secondary Quality Improvement, Strategic Partnerships & Equity
Date	08/08/2023
Counter Signature (Head of Service or Depute Chief Executive responsible for the policy)	Click here to enter text. 
Date	08/08/2023

- **No assessment required – process ends**
- **Include** a detailed summary of the decision rationale in any council reports and include a copy of the IRA with the background papers.
- **Full Assessment required – continue to Full Assessment Form**

Full Integrated Impact Assessment Form

1. Details of proposal	
Details of others involved	Catrina Hatch, Andrew Sneddon (Service Manager)
Date assessment conducted	08/08/2023
2. Set out a clear understanding of the purpose of the policy being developed or reviewed (what are the aims, objectives and intended outcomes) including the context within which it will operate.	
<p>The National Improvement Framework and Reducing Inequalities of Outcome Annual Plan and Report August 2023 will impact on children and young people with protected characteristics, and is specifically designed to impact positively on reducing inequalities arising from socio economic factors.</p> <p>Education authorities must prepare and publish annual plans describing the steps they intend to take, during the planning period, and an annual progress report on these plans.</p> <p>The Standards in Scotland's Schools etc. Act 2000, as amended by the Education (Scotland) Act 2016, requires Education Authorities to provide an annual progress report and annual plan setting out:</p> <ul style="list-style-type: none"> the improvements the Council has made to address the five key priorities of the National Improvement Framework (NIF) the steps the Council will take to achieve the five key priorities of the National Improvement Framework the steps the Council will take to reduce inequalities of outcome resulting from socio-economic disadvantage including Scottish Attainment Challenge plans the steps the Council will take to involve a wide range of stakeholders, including headteachers, pupils, teaching and non-teaching unions, and partners, in the discharge of the new statutory duty ('the Socio-Economic Duty') which requires the Council to continually consider whether the Council can do more to help those pupils impacted by socio-economic disadvantage to achieve equality of outcome, and to give due weight to the outcome of those considerations when delivering school education. the plan must also set out any educational benefits the authority consider will result from taking all of these steps. This has been included in the form of future stretch aims. the ways in which the Council will, in providing school education, encourage equal opportunities and in particular the observance of equal opportunity requirements. <p>The five key priorities of the NIF are:</p> <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people 	

- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy.

3. Please outline any needs and/or barriers which equality groups (People with Protected Characteristics) may have in relation to this policy

Age

What effect/difference will the policy have on people

Pupils affected by the plan will be of different ages, but there will be no disproportionate impact on any one age group.

The requirement to achieve excellence, equality and inclusion for all pupils, in line with legal requirements and national and local policy, is embedded in service delivery in all schools, and the service will continue to be delivered in line with these requirements under the plan.

Staff deliver differentiated education, including bespoke curriculum where appropriate, to meet the needs of each pupil, a legislative requirement, including needs arising from protected characteristics.

Education is age specific and age appropriate.

Health and wellbeing support is available to all pupils, and is designed to meet their needs, including any needs arising from protected characteristics.

Staff delivering education may have protected characteristics, and different socio economic backgrounds, but there will be no disproportionate impact on any group.

Parents/carers may have protected characteristics, and different socio economic backgrounds, but there will be no disproportionate impact on any group.

	<p>How do you know that</p> <p>Knowledge of current service provision based on management information held in each school, quality improvement information held centrally and external inspection information.</p> <p>Performance data gathered in each school. Comparative data across schools and authorities. National statistics.</p> <p>Knowledge of health and wellbeing provision, school counselling services, guidance, education psychology service.</p> <p>Actions in Equalities Outcomes and Mainstreaming Reports.</p> <p>Council equalities and other HR policies applying to staff promote equality. Council policies on staff engagement including appraisal and development. Data held in each school. Equalities monitoring of staff conducted at corporate level.</p> <p>Parental Involvement Strategy includes requirement to engage with all groups. Data gathered in each school and monitoring of Parental Involvement through internal quality improvement and external inspection.</p>
<p>Disability</p>	<p>What effect/difference will the policy have on people</p> <p>Pupils affected by the plan will include pupils with a disability, but there will be no disproportionate impact on this group.</p> <p>The requirement to achieve excellence, equality and inclusion for all pupils, in line with legal requirements and national and local policy, is embedded in service delivery in all schools, and the service will continue to be delivered in line with these requirements under the plan.</p> <p>Staff deliver differentiated education, including bespoke curriculum where appropriate, to meet the needs of each pupil, a legislative requirement, including needs arising from protected characteristics.</p> <p>Education takes account of additional support needs, including disability.</p> <p>Health and wellbeing support is available to all pupils, and is designed to meet their needs, including any needs arising from protected characteristics.</p> <p>Staff delivering education may have protected characteristics, and different socio economic backgrounds, but there will be no disproportionate impact on any group.</p>

Parents/carers may have protected characteristics, and different socio economic backgrounds, but there will be no disproportionate impact on any group.

How do you know that

Knowledge of current service provision based on management information held in each school, quality improvement information held centrally and external inspection information.

Performance data gathered in each school. Comparative data across schools and authorities. National statistics.

Knowledge of additional support needs service and specific data on pupils with additional support needs,

Knowledge of health and wellbeing provision, school counselling services, guidance, education psychology service.

Actions in Equalities Outcomes and Mainstreaming Reports.

Council equalities and other HR policies applying to staff promote equality. Council policies on staff engagement including appraisal and development. Data held in each school. Equalities monitoring of staff conducted at corporate level.

Parental Involvement Strategy includes requirement to engage with all groups. Data gathered in each school and monitoring of Parental Involvement through internal quality improvement and external inspection.

**Gender Reassignment –
Trans/Transgender Identity**

What effect/difference will the policy have on people

Pupils affected by the plan will include pupils with different identities, but there will be no disproportionate impact on any one age group.

The requirement to achieve excellence, equality and inclusion for all pupils, in line with legal requirements and national and local policy, is embedded in service delivery in all schools, and the service will continue to be delivered in line with these requirements under the plan.

Staff deliver differentiated education, including bespoke curriculum where appropriate, to meet the needs of each pupil,

	<p>a legislative requirement, including needs arising from protected characteristics.</p> <p>Health and wellbeing support is available to all pupils, and is designed to meet their needs, including any needs arising from protected characteristics.</p> <p>Staff delivering education may have protected characteristics, and different socio economic backgrounds, but there will be no disproportionate impact on any group.</p> <p>Parents/carers may have protected characteristics, and different socio economic backgrounds, but there will be no disproportionate impact on any group.</p>
	<p>How do you know that</p> <p>Knowledge of current service provision based on management information held in each school, quality improvement information held centrally and external inspection information.</p> <p>Performance data gathered in each school. Comparative data across schools and authorities. National statistics.</p> <p>Knowledge of health and wellbeing provision, school counselling services, guidance, education psychology service.</p> <p>Actions in Equalities Outcomes and Mainstreaming Reports.</p> <p>Council equalities and other HR policies applying to staff promote equality. Council policies on staff engagement including appraisal and development. Data held in each school. Equalities monitoring of staff conducted at corporate level.</p> <p>Parental Involvement Strategy includes requirement to engage with all groups. Data gathered in each school and monitoring of Parental Involvement through internal quality improvement and external inspection.</p>
<p>Marriage or Civil Partnership</p>	<p>What effect/difference will the policy have on people</p> <p>Minimal impact potentially to parents/carers and staff. There will be no disproportionate impact on any one age group.</p>

Staff delivering education may have protected characteristics, and different socio economic backgrounds, but there will be no disproportionate impact on any group.

Parents/carers may have protected characteristics, and different socio economic backgrounds, but there will be no disproportionate impact on any group.

How do you know that

Actions in Equalities Outcomes and Mainstreaming Reports.

Council equalities and other HR policies applying to staff promote equality. Council policies on staff engagement including appraisal and development. Data held in each school. Equalities monitoring of staff conducted at corporate level.

Parental Involvement Strategy includes requirement to engage with all groups. Data gathered in each school and monitoring of Parental Involvement through internal quality improvement and external inspection.

Pregnancy and Maternity

What effect/difference will the policy have on people

Pupils affected by the plan may include pupils who are pregnant or are young mothers, but there will be no disproportionate impact on any one group.

The requirement to achieve excellence, equality and inclusion for all pupils, in line with legal requirements and national and local policy, is embedded in service delivery in all schools, and the service will continue to be delivered in line with these requirements under the plan.

Staff deliver differentiated education, including bespoke curriculum where appropriate, to meet the needs of each pupil, a legislative requirement, including needs arising from protected characteristics.

Health and wellbeing support is available to all pupils, and is designed to meet their needs, including any needs arising from protected characteristics.

Staff delivering education may have protected characteristics, and different socio economic backgrounds, but there will be no disproportionate impact on any group.

	<p>Parents/carers may have protected characteristics, and different socio economic backgrounds, but there will be no disproportionate impact on any group.</p> <p>How do you know that</p> <p>Knowledge of current service provision based on management information held in each school, quality improvement information held centrally and external inspection information.</p> <p>Performance data gathered in each school. Comparative data across schools and authorities. National statistics.</p> <p>Knowledge of health and wellbeing provision, school counselling services, guidance, education psychology service.</p> <p>Actions In Equalities Outcomes and Mainstreaming Reports.</p> <p>Council equalities and other HR policies applying to staff promote equality. Council policies on staff engagement including appraisal and development. Data held in each school. Equalities monitoring of staff conducted at corporate level.</p> <p>Parental Involvement Strategy includes requirement to engage with all groups. Data gathered in each school and monitoring of Parental Involvement through internal quality improvement and external inspection.</p>
<p>Race</p>	<p>What effect/difference will the policy have on people</p> <p>Pupils affected by the plan will be of different race, but there will be no disproportionate impact on any one age group.</p> <p>The requirement to achieve excellence, equality and inclusion for all pupils, in line with legal requirements and national and local policy, is embedded in service delivery in all schools, and the service will continue to be delivered in line with these requirements under the plan.</p> <p>Staff deliver differentiated education, including bespoke curriculum where appropriate, to meet the needs of each pupil, a legislative requirement, including needs arising from protected characteristics.</p>

	<p>Health and wellbeing support is available to all pupils, and is designed to meet their needs, including any needs arising from protected characteristics.</p> <p>Staff delivering education may have protected characteristics, and different socio economic backgrounds, but there will be no disproportionate impact on any group.</p> <p>Parents/carers may have protected characteristics, and different socio economic backgrounds, but there will be no disproportionate impact on any group.</p>
	<p>How do you know that</p> <p>Knowledge of current service provision based on management information held in each school, quality improvement information held centrally and external inspection information.</p> <p>Performance data gathered in each school. Comparative data across schools and authorities. National statistics.</p> <p>Knowledge of health and wellbeing provision, school counselling services, guidance, education psychology service.</p> <p>Actions in Equalities Outcomes and Mainstreaming Reports.</p> <p>Council equalities and other HR policies applying to staff promote equality. Council policies on staff engagement including appraisal and development. Data held in each school. Equalities monitoring of staff conducted at corporate level.</p> <p>Parental Involvement Strategy includes requirement to engage with all groups. Data gathered in each school and monitoring of Parental Involvement through Internal quality improvement and external inspection.</p>
Religion or Belief	<p>What effect/difference will the policy have on people</p> <p>Pupils affected by the plan will have different religion and belief, but there will be no disproportionate impact on any one age group.</p> <p>The requirement to achieve excellence, equality and inclusion for all pupils, in line with legal requirements and national and local policy, is embedded in service delivery in all schools, and</p>

the service will continue to be delivered in line with these requirements under the plan.

Staff deliver differentiated education, including bespoke curriculum where appropriate, to meet the needs of each pupil, a legislative requirement, including needs arising from protected characteristics.

Denominational and non-denominational education are delivered in line with the legal framework. Religious observance and religious education are provided in line with national guidance and the law.

Health and wellbeing support is available to all pupils, and is designed to meet their needs, including any needs arising from protected characteristics.

Staff delivering education may have protected characteristics, and different socio economic backgrounds, but there will be no disproportionate impact on any group.

Parents/carers may have protected characteristics, and different socio economic backgrounds, but there will be no disproportionate impact on any group.

How do you know that

Knowledge of current service provision based on management information held in each school, quality improvement information held centrally and external inspection information.

Performance data gathered in each school. Comparative data across schools and authorities. National statistics.

Knowledge of health and wellbeing provision, school counselling services, guidance, education psychology service.

Knowledge of legal framework for denominational and non-denominational education, religious observance and religious education.

Actions in Equalities Outcomes and Mainstreaming Reports.

Council equalities and other HR policies applying to staff promote equality. Council policies on staff engagement including appraisal and development. Data held in each school. Equalities monitoring of staff conducted at corporate level.

	<p>Parental Involvement Strategy includes requirement to engage with all groups. Data gathered in each school and monitoring of Parental Involvement through internal quality improvement and external inspection.</p>
Sex	<p>What effect/difference will the policy have on people</p> <p>Pupils affected by the plan will be of different sexes, but there will be no disproportionate impact on any one age group.</p> <p>The requirement to achieve excellence, equality and inclusion for all pupils, in line with legal requirements and national and local policy, is embedded in service delivery in all schools, and the service will continue to be delivered in line with these requirements under the plan.</p> <p>Staff deliver differentiated education, including bespoke curriculum where appropriate, to meet the needs of each pupil, a legislative requirement, including needs arising from protected characteristics.</p> <p>Health and wellbeing support is available to all pupils, and is designed to meet their needs, including any needs arising from protected characteristics.</p> <p>Staff delivering education may have protected characteristics, and different socio economic backgrounds, but there will be no disproportionate impact on any group.</p> <p>Parents/carers may have protected characteristics, and different socio economic backgrounds, but there will be no disproportionate impact on any group.</p>
	<p>How do you know that</p> <p>Knowledge of current service provision based on management information held in each school, quality improvement information held centrally and external inspection information.</p> <p>Performance data gathered in each school. Comparative data across schools and authorities. National statistics.</p> <p>Knowledge of health and wellbeing provision, school counselling services, guidance, education psychology service.</p> <p>Actions in Equalities Outcomes and Mainstreaming Reports.</p>

	<p>Council equalities and other HR policies applying to staff promote equality. Council policies on staff engagement including appraisal and development. Data held in each school. Equalities monitoring of staff conducted at corporate level.</p> <p>Parental Involvement Strategy includes requirement to engage with all groups. Data gathered in each school and monitoring of Parental Involvement through internal quality improvement and external inspection.</p>
Sexual Orientation	<p>What effect/difference will the policy have on people</p> <p>Pupils affected by the plan will be of different sexual orientations, but there will be no disproportionate impact on any one age group.</p> <p>The requirement to achieve excellence, equality and inclusion for all pupils, in line with legal requirements and national and local policy, is embedded in service delivery in all schools, and the service will continue to be delivered in line with these requirements under the plan.</p> <p>Staff deliver differentiated education, including bespoke curriculum where appropriate, to meet the needs of each pupil, a legislative requirement, including needs arising from protected characteristics.</p> <p>Health and wellbeing support is available to all pupils, and is designed to meet their needs, including any needs arising from protected characteristics.</p> <p>Staff delivering education may have protected characteristics, and different socio economic backgrounds, but there will be no disproportionate impact on any group.</p> <p>Parents/carers may have protected characteristics, and different socio economic backgrounds, but there will be no disproportionate impact on any group.</p>

How do you know that

Knowledge of current service provision based on management information held in each school, quality improvement information held centrally and external inspection information.

Performance data gathered in each school. Comparative data across schools and authorities. National statistics.

Knowledge of health and wellbeing provision, school counselling services, guidance, education psychology service.

Actions in Equalities Outcomes and Mainstreaming Reports.

Council equalities and other HR policies applying to staff promote equality. Council policies on staff engagement including appraisal and development. Data held in each school. Equalities monitoring of staff conducted at corporate level.

Parental Involvement Strategy includes requirement to engage with all groups. Data gathered in each school and monitoring of Parental Involvement through Internal quality improvement and external inspection.

4. Please outline any needs and/or barriers which may affect vulnerable groups falling into poverty and disadvantage in relation to this policy

Vulnerable groups may include the following;

- | | | |
|--|---|--|
| • Unemployed | • pensioners | • Those leaving the care setting |
| • Single parents and vulnerable families | • Looked After Children | including children and young people and those with illness |
| • People on benefits | • Carers including young carers | • Homeless people |
| • Those involved in the criminal justice system | • People misusing services | • People with low literacy/numeracy |
| • People in the most deprived communities (bottom 20 SIMD areas) | • Others e.g. veterans, students | • People with lower educational qualifications |
| • People who live in rural areas | • Single adult households | • People in low paid work |
| | • People who have experienced the asylum system | • People with one or more Protected Characteristic |

What effect/difference will the policy have on people

Pupils impacted will come from different socio-economic background. The plan includes measures to reduce the socio-economic based attainment gap, and is a tool for addressing the needs of those in poverty or at risk of falling into poverty.

The requirement to achieve excellence, equality and inclusion for all pupils, in line with legal requirements and national and local policy, is embedded in service delivery in all schools, and the service will continue to be delivered in line with these requirements under the plan.

Staff deliver differentiated education, including bespoke curriculum where appropriate, to meet the needs of each pupil, a legislative requirement, including needs arising from protected characteristics.

All education is delivered in a way designed to reduce inequalities of outcome for those pupils experiencing them as a result of socio-economic disadvantage, in line with specific legislative requirement applying to education and schools.

Health and wellbeing support is available to all pupils, and is designed to meet their needs, including any needs arising from protected characteristics.

Staff delivering education may have protected characteristics, and different socio economic backgrounds, but there will be no disproportionate impact on any group.

Parents/carers will come from different socio economic backgrounds.

Other supports for pupils, and parents and carers who are in poverty or at risk of falling into poverty will continue, including PEF, SAC, FSM, SCG, EMA etc.

How do you know that

Professional knowledge of closing the socio-economic based attainment gap.

Knowledge of current service provision based on management information held in each school, quality improvement information held centrally and external inspection information.

Performance data gathered in each school. Comparative data across schools and authorities. National statistics.

Knowledge of health and wellbeing provision, school counselling services, guidance, education psychology service.

Actions in Equalities Outcomes and Mainstreaming Reports.

Council equalities and other HR policies applying to staff promote equality. Council policies on staff engagement including appraisal and development. Data held in each school. Equalities monitoring of staff conducted at corporate level.

Parental Involvement Strategy includes requirement to engage with all groups. Data gathered in each school and monitoring of Parental Involvement through internal quality improvement and external inspection.

Knowledge of supports for pupils, and parents and carers who are in poverty or at risk of falling into poverty, including PEF, SAC, FSM, SCG, EMA etc.

5. Action Plan

What action/s will be taken, by whom and what is the timescale for completion

Actioner Name
All Headteachers

Action Date
School Session 2023-24

What is the issue
Implementation of National Improvement Framework and Reducing Inequalities Action Plan and Report August 2023

What action will be taken
As set out in Action Plan

Progress against action
Ongoing from previous plans

Action completed
No

Date completed
01/08/2024

Actioner Name
All school staff

Action Date
School Session 2023-24

What is the issue
Implementation of National Improvement Framework and Reducing Inequalities Action Plan and Report August 2023

What action will be taken
As set out in Action Plan

Progress against action Ongoing from previous plans	
Action completed No	Date completed 01/08/2024
Actioner Name Centrally Based Education Staff	Action Date School Session 2023/24
What is the issue Implementation of National Improvement Framework and Reducing Inequalities Action Plan and Report August 2023	
What action will be taken As set out in Action Plan	
Progress against action Ongoing from previous plans	
Action completed No	Date completed 01/08/2024
Actioner Name Click here to enter text.	Action Date Click here to enter a date.
What is the issue Click here to enter text.	
What action will be taken Click here to enter text.	
Progress against action Click here to enter text.	
Action completed Click here to enter text.	Date completed Click here to enter a date.
Actioner Name Click here to enter text.	Action Date Click here to enter a date.
What is the issue Click here to enter text.	
What action will be taken	

Click here to enter text.	
Progress against action Click here to enter text.	
Action completed Click here to enter text.	Date completed Click here to enter a date.
Actioner Name Click here to enter text.	Action Date Click here to enter a date.
What is the issue Click here to enter text.	
What action will be taken Click here to enter text.	
Progress against action Click here to enter text.	
Action completed Click here to enter text.	Date completed Click here to enter a date.

6. Details of consultation and involvement

Who will be or has been involved in the consultation process

a. State which groups are involved in this process and describe their involvement.

b. Describe any planned involvement saying when this will take place and who is responsible for managing the involvement process.

c. Describe the results of the involvement and how you have taken this into account.

Involvement of centrally based staff and headteachers, based on knowledge gained in ongoing consultation and involvement with school based staff, pupils and parents/carers.

The National Improvement Framework and Reducing Inequalities Action Plan and Report August 2023 will inform school improvement plans which are communicated to school communities.

The National Improvement Framework and Reducing Inequalities Action Plan and Report August 2023 is based on the professional knowledge of centrally based and school based staff, including knowledge gained in ongoing consultation and involvement with school based staff, pupils and parents/carers.

7. Data and Information

What equality data, poverty data, research, information or other evidence has been used to inform this assessment?

(Information can include, for example, surveys, databases, focus groups, in-depth interviews, pilot projects, reviews of complaints made, user feedback, academic publications and consultants' reports)

- a. **What information or other evidence has been used in the development of the policy?**
- b. **What does research, consultation and other data or information tell you about the impact of the policy? (Describe the information and the conclusions, and state where the information can be found).**
 - (i) **Quantitative (numbers, percentages, statistical data)**
 - (ii) **Qualitative – (written/spoken words, opinions, surveys)**
- c. **Describe any gaps in the available information, and record within section five (Action Plan Section), action you are taking in relation to this (e.g. new research, further analysis) and when this is planned.**
- d. **Give details of any existing local or national evidence which has been used to inform the development of your policy.**

Staff professional knowledge and experience. Attainment and other performance data for each school. National Statistics including comparative data. Quality Improvement data gathered by the council and in national inspections. Sharing of successful, impactful practice and pedagogical approaches across schools and with other local authorities including through the Regional Improvement Collaborative. Research undertaken by service.

Reports on previous Action Plans have guided the development of the current Action Plan

The Action Plan is linked to the Raising Educational Attainment Strategy and the Corporate Plan and informed by their priorities.

8. Mitigating Actions

If the policy has a negative/adverse impact on a particular group/s, but is still to be implemented, please provide justification for this.

Note: If the policy is unlawfully discriminatory under the Equality Act 2010 and/or is having a negative impact on poverty and socioeconomic disadvantage under the Fairer Scotland Duty, you **MUST** identify, how the policy can be amended or justified so the Council acts lawfully.

- a. How could you modify the policy to eliminate discrimination or to reduce any identified negative impacts? If necessary, consider other ways in which you could meet the aims and objectives.
- b. How could you modify the policy to create or maximise the positive aspects of the proposals and to increase equality and reduce poverty and socioeconomic disadvantage.
- c. Describe any modifications which you can make without further delay (for example, easy, few resource implications).
- d. If you propose to make any of the modifications shown above, describe any potential new negative impacts on other groups in society or on the ability to achieve the aims and how you will minimise these.
- e. Please describe the resource implications of any proposed modifications taking into account financial, people and property issues.

No adverse impact identified.

9. Monitoring and Review

- a. How will the implementation and impact of the policy be monitored, including implementation of any amendments? For example, what type of monitoring will there be? How frequent?**
- b. What are the practical arrangements for monitoring? For example, who will put this in place? When will it start?**
- c. How will results of monitoring be used to develop future policies?**
- d. When is the policy due to be reviewed?**
- e. Who is responsible for ensuring this happens?**
Please detail below

Existing established arrangements for:-

- Internal quality assurance/VSE/WLAM and external inspection/HMle.
- Attainment data/School Performance Visits
- Consultation with staff, parents/carers and pupils.
- Work with other authorities including through the Regional Improvement Collaborative.

The National Improvement Framework and Reducing Inequalities Action Plan and Report August 2023 will be reviewed and a report published as part of the established annual cycle.

10. Recommendation and Reasoning

- ☒ Implement proposal with no amendments
☐ Implement proposal taking account of mitigating actions (as outlined above)
☐ Reject proposal due to disproportionate impact on equality, poverty and socioeconomic disadvantage

Reason for Recommendation

The National Improvement Framework and Reducing Inequalities Action Plan and Report August 2023 will make a key strategic contribution to driving school improvement, raising attainment and reducing inequalities.

Signed by Lead Officer	Click here to enter text. <i>Cassini Habel</i>
Designation	Secondary Quality Improvement, Strategic Partnerships & Equity
Date	08/08/2023
Counter Signature (Head of Service or Depute Chief Executive responsible for the policy)	Click here to enter text. <i>[Signature]</i>
Date	08/08/2023

- Integrated impact assessment completed
- Final assessment must be published on the council website once the decision to implement has been agreed:
[Council EQIA Publication Page](#)
- Link must be included in "Background References" section of committee/management reports

DATA LABEL: PUBLIC



EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL

WEST LOTHIAN CHILDREN'S SERVICES PLAN 2023-2026

REPORT BY HEAD OF EDUCATION (SECONDARY, COMMUNITY LEARNING & INCLUSION)

A. PURPOSE OF REPORT

The purpose of the report is to inform members of the development of the West Lothian Children's Services Plan 2023 - 2026 in compliance with the requirements of Part 3 of the Children and Young People (Scotland) Act 2014.

B. RECOMMENDATIONS

It is recommended that the Panel notes the contents of the West Lothian Children's Services Plan 2023-26.

C. SUMMARY OF IMPLICATIONS

I Council Values	Focusing on our customers' needs.
	Being honest, open and accountable.
	Making best use of our resources.
	Working in partnership.
II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	Children and Young People (Scotland) Act 2014
	Looked After Children (Scotland) Regulations 2009
	United Nations Convention on the Rights of the Child
III Implications for Scheme of Delegations to Officers	No implications.
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 live in resilient, cohesive and safe communities
	People most at risk are protected and supported to achieve improved life chances
VI Resources - (Financial, Staffing and Property)	Existing budgets for the delivery of services for Children and Young People
VII Consideration at PDSP	None
VIII Other consultations	Children and Families Strategic Planning Group

D. TERMS OF REPORT

1 Overview

- 1.1 Part 3 of the Children and Young People (Scotland) Act 2014 seeks to improve outcomes for all children and young people in Scotland by ensuring that local planning and delivery of services is:
- integrated,
 - focused on securing quality and value through preventative approaches and
 - dedicated to safeguarding, supporting and promoting child wellbeing

- 1.2 In West Lothian, partners recognise that in order to effectively plan services for children and young people, a range of processes need to be undertaken, including:

- Carrying out a detailed assessment of the current position, for example population needs, community assets and service resources
- Establishing a clear vision of what will be achieved by the end of the plan (i.e. the outcomes), identifying priorities, objectives and indicators (i.e. how progress will be measured)
- Agreeing the activities, including the services and interventions that will be delivered in order to realise that vision
- Deciding, through a coherent and transparent process, how those activities will be resourced over the course of the plan (including areas that will see disinvestment in order to shift resources towards prevention)
- Holding persons to account for delivery of activities, with governance over implementation of the plan embedded in existing structures
- Monitoring progress through a structured process of review and refinement, making sure the plan (with its outcomes and deliverables) continues to fit the context (e.g. needs and resources) which it seeks to affect

2 West Lothian Children's Services Plan 2023-2026

- 2.1 The West Lothian Children's Services Plan 2023-26 outlines the work of the West Lothian Children and Families Strategic Planning Group and follows an outcome based approach to planning as led by the West Lothian Community Planning Partnership. The Plan has been developed to encompass the following principles:

- Re-distributing resources towards targeted activities with individuals, groups and communities
- Improved integrated working
- Improving outcomes for the individual child and their family
- Focusing on early intervention by shifting resources from managing crisis to building resilience.

3 Developing the Plan

- 3.1 In developing this plan, the priorities and needs in the Children's Services Plan 2020 – 2023 were reviewed and the Children and Families Strategic Planning Group members confirmed that the seven priorities agreed for the Children's Services Plan 2020-2023 are still relevant and meet the aims of the Plan 2023-2026 to tackle inequalities and give children and young people in West Lothian the best possible start in life.

4 Key Priorities

- 4.1 This Plan is a continuation of the West Lothian Children's Services Plan 2020 to 2023. These priorities build on those detailed within the previous plan and remain focused on achieving the partnership's vision that children and young people in West Lothian have the best start in life, to enable them to have high aspirations, build the foundations for living well in the future and realise their potential. The seven high level priorities of the plan are:

- Protecting Children
- Promoting Health and Wellbeing
- Raising Achievement and Attainment
- Strengthening Corporate Parenting
- Promoting Children's Rights and Participation
- Reducing Harm from Substance Use
- Reducing Harm for Children and Young People in Conflict with the Law

5 Participation and Engagement

5.1 Participation and engagement with children, young people and their families is necessary to ensure young people's voices are heard and their views are taken into account. We seek children's views on a wide range of issues using appropriate and inclusive tools. Some examples include:

- Engagement of young people and staff with West Lothian's Children's Residential Services
- Having Your Say forum in West Lothian for care experienced children and young people
- A peer led consultation involving numerous youth groups from around West Lothian
- West Lothian are developing plans in line with Education Scotland's Strategic Framework for Parental Involvement, Parental Engagement, Family Learning and Learning at Home
- Listen & Link mental wellbeing self-referral support phone line for young people, parents and carers within West Lothian
- A wide range of early intervention and prevention approaches

6 Review and Reporting

6.1 Children's services planning is an ongoing process, within which the plan is only a component, not the end in itself. By keeping the plan under structured review, services will be able to meet the needs of children, young people and families in West Lothian while ensuring that collective responses can be put in place to respond to emerging needs.

The priorities have been agreed and a robust suite of indicators using the SMART framework, aligned to the actions have been, or are being developed to ensure we achieve our intended outcomes in meeting Children and Young People's needs to achieve

their potential. Progress will be reported regularly to the Children and Families Strategic Planning Group.

E CONCLUSION

The West Lothian Children's Services Plan 2023-2026 focuses on how to provide children's services in West Lothian in a way which: best safeguards, supports or promotes the wellbeing of children; ensures that any action to meet needs is taken at the earliest appropriate time and that, where appropriate, action is taken to prevent needs arising.

The Plan will be presented to the Education PDSP on 22nd August 2023 and the Community Planning Partnership Board on 28th August 2023.

F REFERENCES

None

Appendices/Attachments: Appendix 1 West Lothian Children's Services Plan 2023-26

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Siobhan McGarty, Head of Education (Secondary, Community Learning & Inclusion)

Date of meeting: 22 August 2023

West Lothian Children's Services Plan 2023-2026



Getting it Right for West
Lothian's Children and Families



West Lothian
COMMUNITY PLANNING PARTNERSHIP

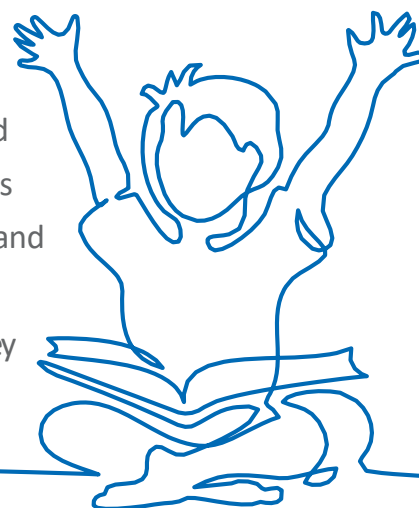
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Foreword

In West Lothian we recognise that investment in our children and young people is one of the most valuable long-term investments we can make. By investing our shared resources in the delivery and development of services that focus on prevention and early intervention we can ensure that children's needs are met and they are supported to achieve their full potential



Planning Services for Children, Young People and Families

As in previous years and in accordance with the Children and Young People's (Scotland) Act 2014, local and national partners who deliver services for West Lothian's children and families have come together to design and publish our Children's Services Plan for 2023 - 2026. The West Lothian Children's Services Plan ('the Plan') does not exist in isolation, and this Plan aligns with relevant existing plans and strategies across West Lothian and nationally.

We are committed to providing services that are holistic, and developed with families themselves and partner agencies; that tackle inequalities, and focus on improved outcomes for children and deliver the **Right Help** at the **Right Time**.

To ensure that children and young people have a head start in life, we are focused on the importance of early intervention and preventative work with families to improve opportunities and outcomes, help families cope with the pressures of parenting, as well as providing statutory early intervention and child protection services when this is needed.

This joint Children's Services Plan outlines the work of the West Lothian Children and Families Strategic Planning Group and follows a Whole Systems Approach to planning as led by the West Lothian Community Planning Partnership (CPP). West Lothian's Local Outcomes Improvement Plan (LOIP) sets out how the CPP will deliver improved outcomes for its communities.

The plan is a continuation of the Children's Services Plan 2020-2023. Consultation and feedback from stakeholders, partners, staff and children and families and findings from strategic needs assessments, suggests that current priorities are still relevant for this iteration of the plan.

The Plan highlights partners' commitment to delivering outcomes for children and young people in West Lothian through active participation in joint planning and delivery structures. We listen to the voices of children and their families and carers and ensure their views are valued and respected and include them in the planning process.

The plan will be underpinned by a detailed action plan which reflects the priorities we have agreed and how we will achieve the best outcomes for children and young people in West Lothian. National and local Key Performance Indicators and a robust performance management system will ensure we monitor our progress and achievements and help identify where we can improve outcomes for children, young people and their families.

Siobhan McGarty

Chair of the Children & Families Strategic Planning Group



Plan at a Glance

The West Lothian Children's Services Plan 2023-2026:

- Defines the approaches and mechanisms which partners use in West Lothian to plan and deliver those joint services, initiatives and activities geared towards the delivery of outcomes for children, young people and their families
- Defines the key priorities which have been agreed by partners as multi- agency actions
- Explains the way in which activity relating to each of these priorities will be linked to key outcomes, will be monitored through the use of meaningful performance indicators and will be driven by challenging targets

Our Vision underpins the national programmes of Curriculum for Excellence, Getting It Right for Every Child (GIRFEC), the United Nations Convention on the Rights of the Child (UNCRC) and the Promise with desired outcomes that all children become successful learners, confident individuals, effective contributors and responsible citizens through being safe, nurtured, healthy, active, included, achieving, respected and responsible.

VISION	
We believe that every child should have the best start in life to enable them to: have high aspirations, build the foundations for living well in the future, and realise their potential	
PRINCIPLES that we will ensure the priorities adheres to:	
<ul style="list-style-type: none"> ✓ Re-distributing resources towards targeted activities with individuals, groups and communities ✓ Improving outcomes for the individual child and their family ✓ Improved Integrated working ✓ Focusing on early intervention by shifting resources from managing crisis to prevention and building resilience 	
PRIORITIES	
<ul style="list-style-type: none"> ✓ Protecting Children ✓ Strengthening Corporate Parenting ✓ Promoting Health and Wellbeing ✓ Reducing Harm for Children and Young People in Conflict with the Law 	<ul style="list-style-type: none"> ✓ Raising Achievement and Attainment ✓ Promoting Children's Rights and participation ✓ Reducing Harm from Substance Use
Themes running through all the priorities	
Early Intervention and Prevention Approaches GIRFEC / UNCRC / the Promise Partnership working and associated strategies and plans	

West Lothian's Children – Profile

In planning for the development and delivery of services for children, young people and their families, the profile of West Lothian children and families has been considered. West Lothian has a population of approximately 185,580 (mid 2021) and is one of the fastest growing and youngest in the country. Between 2001 and 2021, the population of West Lothian has increased by 16.7%. This is the fifth highest percentage increase out of the 32 local authority areas in Scotland. Over the same period, Scotland's population rose by 8.2%.

Between 2018 and 2028, the population of West Lothian is projected to increase to 192,812. Based on 2021 mid-year population estimates, the West Lothian population of children and young people aged 0-15 years was 35,133 which is 18.9% of the total population. This is a 0.5% increase since 2001 compared with an 6.1% decrease of the 0-15-year-old population across Scotland for the same time period.



14,632 people in West Lothian (8.1% of the **county's population**) live within the **15% most** deprived areas in Scotland.

The most recent child poverty statistics (2021) show that 21.1% of West Lothian children were living in poverty. This is a decrease of 3.51% from 2020 (24.6%)



Youth unemployment in West Lothian stands at 4.6%, which is slightly greater than the Scotland rate of 4.5%



Babies exclusively breastfed at 6-8 weeks – this is 29.5% in West Lothian and 41.4% for NHS Lothian

In West Lothian 92.5% of eligible children receive a 13-15 month review compared with 92.2% across Lothian

92% of 27-30 month old children **receive a developmental and wellbeing review compare** with 91.5% across Lothian

0.9% of the total 0-17 years population in West Lothian were looked after. The Scottish average for the same period was 1.3%

Primary aged children registered for free school meals was 11,703 and 2,009 within Secondary education

West Lothian Homeless Applications by 16-25 years olds was 396 which is 33.3% of all Homeless Applications

In 2021, there were 1,727 births in West Lothian. This is an increase of 4% from 2020. Whilst West Lothian, in keeping with other areas in Scotland, is experiencing an increasingly aging population, the area has seen a birth rate higher than the national average (9.8 per 1,000 population compared to 8.7 across Scotland). However, the increase in birth rate is not expected to continue and it is anticipated that the numbers of children aged 0 – 15 will decrease by 1% by 2028.

Population projections by age

Age	Population size (2021)	Current % of Population	% Change by 2028
0-15	35,133	18.9%	-1%
16 to 24	18,486	7.8%	6%
25 to 44	48,148	25.9%	4.7%
45 to 64	52,260	28.1%	-2%
65 to 74	18,067	9.7%	14.8%
75 and over	13,486	7.3%	28.2%

The table below of Births by age of mother, indicates an increase in the age in which mothers are giving birth in West Lothian, with the greatest increases in mothers aged 35 years and over. Whilst the trend in West Lothian is reflected across Scotland, birth rates amongst older mothers is a third higher in West Lothian, compared to the Scottish average (31.9% higher).

Age group of mothers	Number of births	% change since 2001	Scotland % change
All ages	1,727	-12.8%	-9.0
0 to 19	36	-78.8%	-76.5
20 to 24	197	-43.4%	-38.6
25 to 29	462	-23.0%	-6.8
30 to 34	608	5.4%	2.2
35 to 39	358	45.5%	25.6
40 and over	66	69.2%	63.4

In 2021, the number of households in West Lothian was 80,932. This is a 1.3% increase from 2020. In the previous 20 years, the number of households in West Lothian has increased by 24.4%. This is the 4th highest percentage change out of the 32 local authority areas in Scotland and a more rapid increase than at Scotland level (+15.2%).

Sources for statistics – National Records Scotland www.nrscotland.gov.uk, West Lothian Council Housing, [Children's social work statistics - gov.scot \(www.gov.scot\)](http://Children's social work statistics - gov.scot (www.gov.scot)), Scottish Government - School Meals Survey, www.publichealthscotland.scot/publications/infant-feeding-statistics, Health and care - Themes - Scottish Health and Social Care Open Data (nhs.scot)

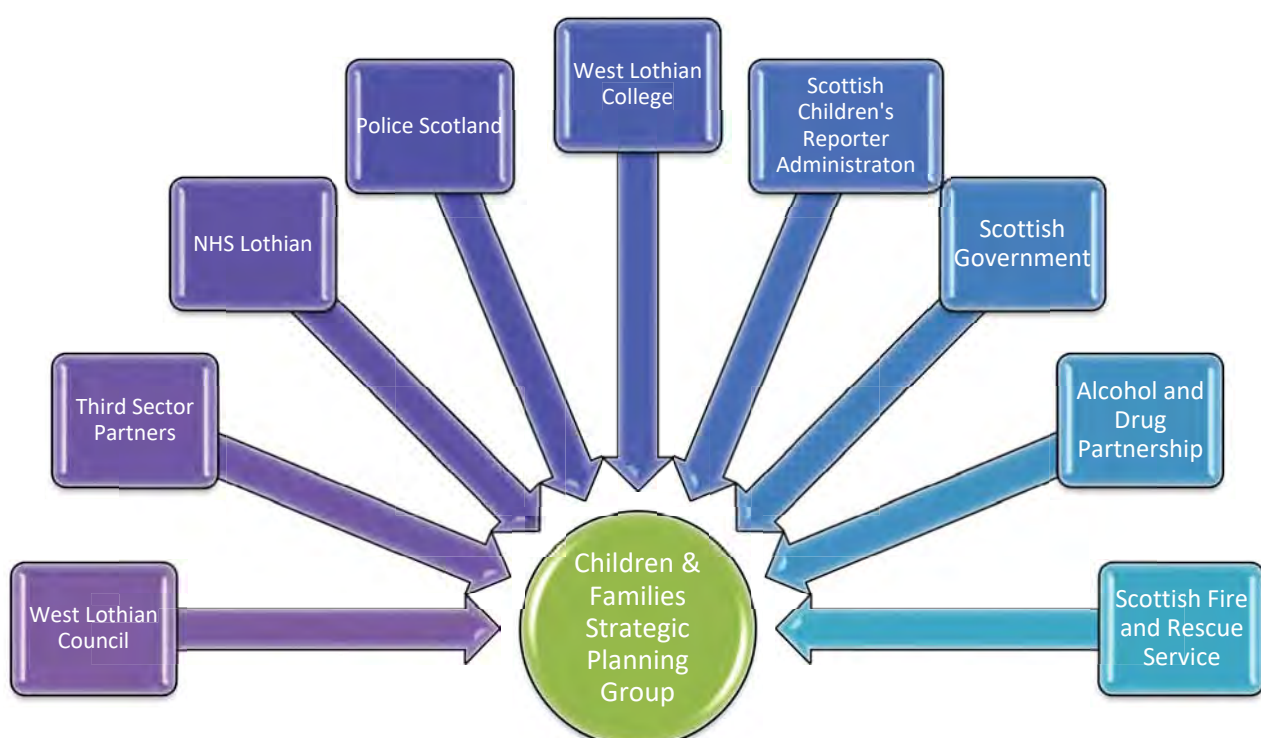
As in previous years and in accordance with the Children and Young People (Scotland) Act 2014 (Part 3), local and national partners who deliver services for West Lothian children and families have come together to publish our Children's Services Plan for the period 2023-2026. Based on a wide-ranging assessment of local needs, partners have agreed a plan which, at its heart, aims to improve the wellbeing of local children, young people, and their families. Children's planning has a very high profile in West Lothian and all partners have again demonstrated enthusiasm to engage with young people, parents and the communities they reside within to inform this plan.

The Children and Families Strategic Planning Group (C&FSPG) is responsible for integrated children's service planning in West Lothian and reports to the West Lothian Community Planning Partnership.

Members are senior officers from key community planning partners with collective responsibility for:

- Monitoring the plans developed by sub-groups to take forward the vision of the Children and Families Strategic Planning Group
- Overseeing the progress of the Corporate Parenting Plan and the Promise
- Developing strategic commissioning for children and families
- Ensuring that progress towards achieving key outcomes is monitored and reported through the community planning process
- Acting as a conduit between community planning partnership and operational activity
- Identifying cross cutting issues across sub-groups and develop integrated multi-agency solutions
- Acting as a key consultative group for major policy development
- Developing processes which maintain a regular and effective means of communication between partnerships
- Supporting and developing shared information and intelligence systems;
- Promoting joint staff training and development

Membership of the C&FSPG includes senior officers from:



Within partnership working arrangements there are many national and local associated strategies, plans, frameworks and legislation that directly informs and aligns to the Children's Services Plan. In partnership we collectively work to achieve the best outcomes for all children, young people and their families.

The West Lothian Children's Services Plan aligns with National legislation including Children and Young People (Scotland) Act 2014, Human Rights Act 1998, Equality Act 2010 and aligns to the newly published West Lothian Community Planning Partnership Local Outcomes Improvement Plan (LOIP) 2023-2033.

NATIONAL:

- The United Nations Convention on the Rights of the Child (UNCRC)
- Getting it Right for Every Child (GIRFEC)
- The Promise
- Scotland's National Performance Framework (NPF)
- National Children, Young People and Families (CYPF) Outcomes Framework
- Scottish Fire and Rescue Strategic Plans
- Strategic Police Priorities for Scotland
- Working with Children in conflict with the law 2021: standards
- National Strategy for Community Justice
- Scotland's Public Health Priorities

LOCAL:

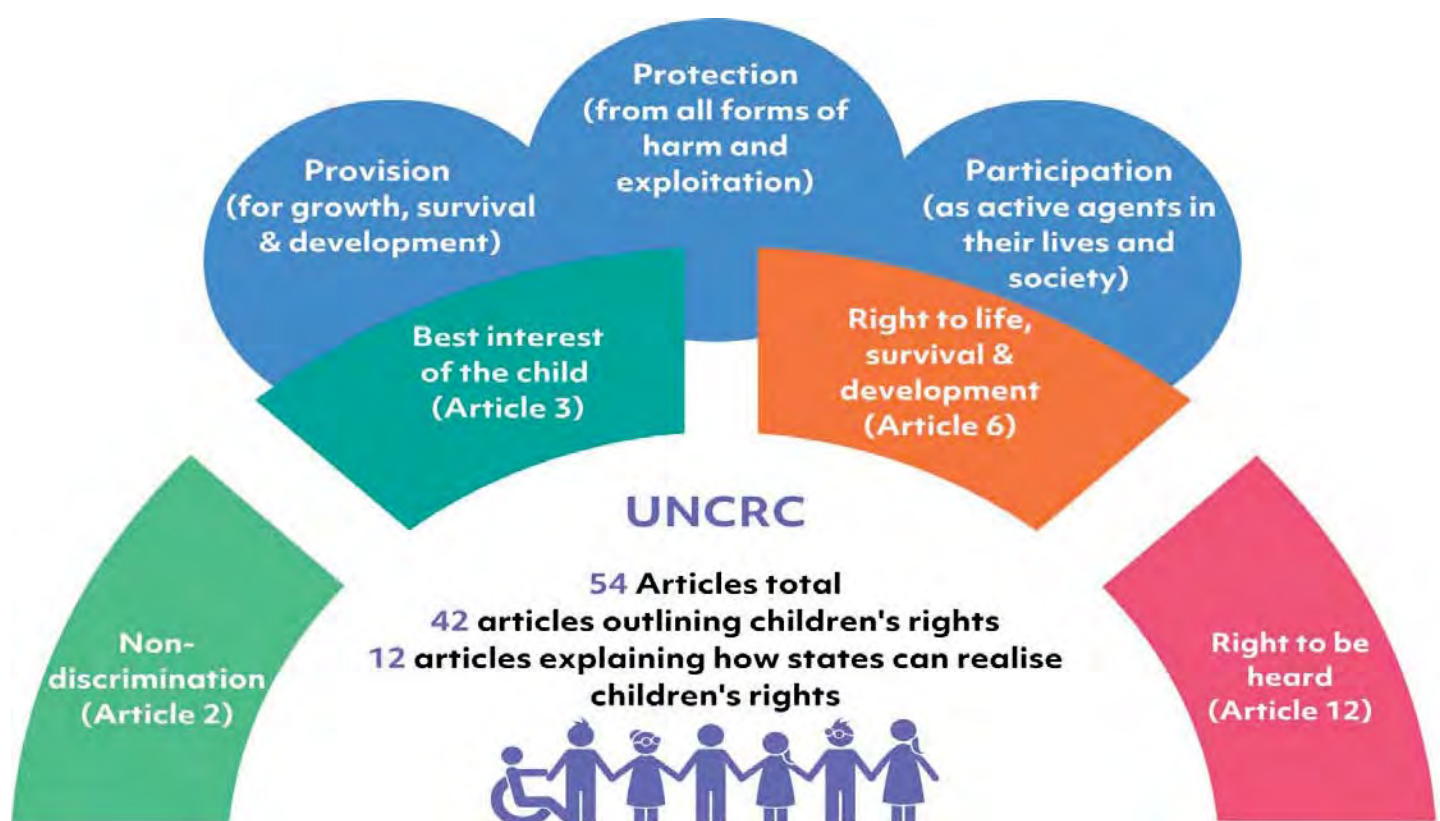
- Community Planning Partnerships Local Outcomes Improvement Plan (LOIP) 2023-2033
- Lothian Strategic Development Framework 2023-2028
- Corporate Parenting Plan 2023-2026
- Anti-Poverty Strategy 2023-2028
- Carers Strategy 2023-2026
- Alcohol and Drug Development Plan
- Child Protection Committee annual reports and Improvement Plan 2022-2024
- West Lothian Promise: Call to Action Plan
- Raising Attainment Strategy 2023-2028
- Local Housing Strategy 2023-2028
- Gender Based Violence Strategy 2021-2024
- Autism Strategy 2022 – 2025
- Community Justice Strategic Plan 2019-2024



United Nations Convention on the Rights of the Child (UNCRC)

The Scottish Government is committed to the incorporation of the UNCRC into Scots law to the maximum extent possible.

In West Lothian, a main priority is Promoting Children's Rights and this includes imbedding all of the articles of the UNCRC into all service delivery to ensure children are aware of and understand their rights and know what to do if they feel their rights are not being met.

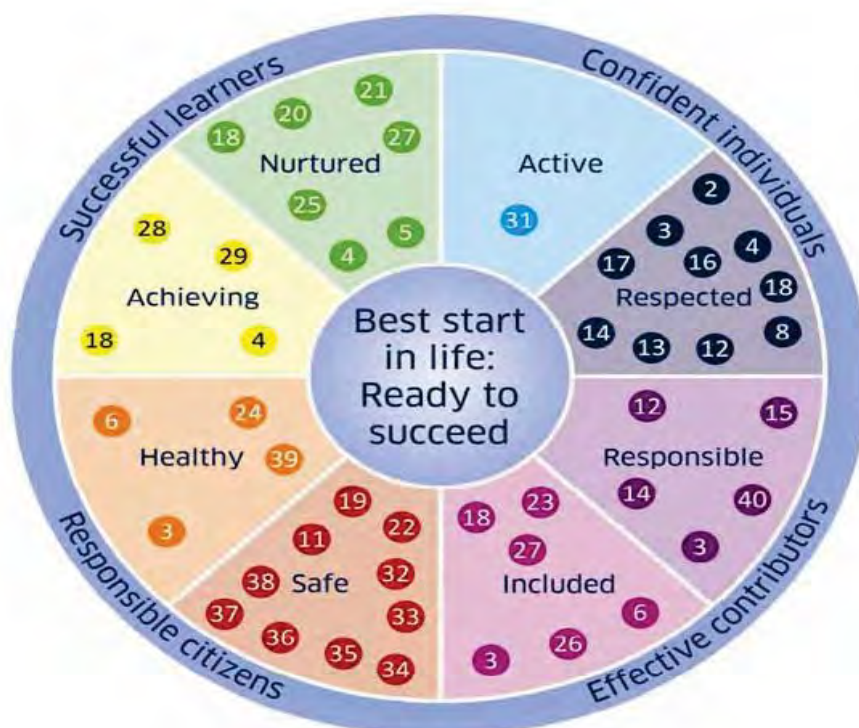


Getting It Right For Every Child (GIRFEC)

GIRFEC provides Scotland with a consistent framework and shared language for promoting, supporting, and safeguarding the wellbeing of children and young people. It is locally embedded and positively embraced by organisations, services and practitioners across Children's Services Planning Partnerships, with a focus on changing culture, systems and practice.

In response to learning from Learning Review processes in West Lothian, a multiagency GIRFEC group was established in 2022 to refresh and develop revised guidance for Child's Planning Meetings, to assist practitioners in understanding the role and function of planning meetings and to ensure timely and effective use of meetings. The guidance defines the named person and lead professional and outlines timescales. The voice of the child is highlighted and prioritised within the preparation, delivery and recording of Child Planning Meetings in line with The Promise.

The 42 articles of the UNCRC outlining children's rights align directly to the GIRFEC wellbeing indicators SHANARRI:



The Promise

Scotland launched Plan 21-24, on 31st March 2021 which sets out the Five Priority Areas and Five Fundamentals which will be essential to achieving the transformational change required to improve outcomes for care experienced children and young people. Strong connections have been developed nationally with The Promise Scotland to support the progress of the West Lothian's Call to Action Plan which will ensure all partners understand the actions required to realise the change programme.

In West Lothian, significant work has been undertaken to support language, practice and cultural changes and work continues on the changes required by all partners to ensure young people grow up loved, safe and respected. A number of new developments have been established which strengthen community based, whole family services which work in partnership across West Lothian, providing a variety of services to support families at the right time for them.



"Transformation of the scale required needs collective, collaborative and persistent work to make the promise a reality..."



LOCAL CONTEXT

The Community Planning Partnership (CPP) **Local Outcomes Improvement Plan (LOIP) 2023-2033** will build on West Lothian's strong history of partnership working and will shape how we design and deliver our services, ensuring we focus on tackling inequalities, prevention and empowering our communities. It sets out the long-term strategic vision for West Lothian and outlines how the partnership will work together to improve the quality of life for everyone who lives, works, learns and does business in West Lothian. The LOIP references this Children's Services Plan and although there is no explicit outcome around children and families within the LOIP, delivering on the LOIP outcomes will complement and impact positively on Children's Services Plans, and vice versa.

Impact of Child Poverty

Children who grow up experiencing poverty are more likely to face health inequalities, bullying and lower educational attainment, leading to fewer job opportunities and higher risk of financial insecurity in adulthood.

The Community Planning Partnership (CPP) Anti-Poverty Strategy for 2023 – 2028 sets out how partners work together to tackle poverty in West Lothian. These priorities are closely linked with the drivers of poverty identified in the Scottish Government's Tackling Child Poverty Delivery Plan. The strategy recognises that poverty can have a profound impact on the life chances of those affected. The West Lothian Local Child Poverty Action Report (LCPAR) describes actions taken to address child poverty and sets out the drivers of child poverty as set out by the Scottish Government.

Youth Homelessness

The Children's Services Plan has key links to housing and related services. The Local Housing Strategy 2023-2028 and the Rapid Rehousing Transition Plan gives specific consideration to children and families in terms of preventing homelessness and addressing and responding to housing needs through a range of suitable housing options with support to sustain a successful outcome. There is ongoing engagement with the Children and Families Team to support the development of the new Local Housing Strategy and the update of the Rapid Rehousing Transition Plan.

West Lothian has one of the highest rates of youth homelessness in Scotland and partners are aiming to address this through preventing homelessness or providing suitable housing options so that young people can receive the help and support they need to access suitable accommodation and to be able to sustain their tenancy. Through the Strategic Housing Investment Plan 2023-2028, the council and Registered Social Landlords partners identify suitable housing sites for new homes to increase the supply of affordable family housing.

Young Carers

One of the outcomes of the Carers (Scotland) 2016 Act is that young carers are supported and protected from inappropriate caring and negative impacts on their education, social lives and future development.

West Lothian has established a Carers Strategy Implementation Group and Young Carers are one of the main priorities in the strategy. This Children's Services plan aligns to the young carers priority areas to support young carers wellbeing to help them to continue in their caring roles and to be children first and receive the same opportunities as their peers to succeed in life.

Young Carers are also a key targeted group of young people in the Promoting Children's Rights Group to ensure they understand and know their rights in their caring role and can access the support they need.

Children and Young People impacted by Gender Based Violence

In West Lothian the Gender Based Violence Partnership is committed to challenging and eliminating, all forms of gender-based violence, to create a society for West Lothian's Children and Young People where they can feel safe, supported, and respected and have their rights to live life free from abuse and violence protected. The West Lothian Gender Based Violence Strategy 2021-2024 has strong links to the work of the Children and Families Strategic Planning Group.

The West Lothian Domestic and Sexual Assault Team (DASAT) support children and young people aged between 5-16 who have experienced domestic abuse and children from the age of 13 who have suffered sexual violence. Support is delivered in a range of ways to meet their individual needs. This can include individual support and group work programmes, tailored to suit their age, ability, awareness and individual needs and circumstances.

The partnership works closely with Education in supporting the mentors in violence prevention (MPV) programme to raise awareness and engage in early intervention work around behaviours and attitudes.

Development of this plan has involved both targeted and open consultation with service users, carers, families, service providers from the third and independent sectors and staff from across the partnership. Engagement with local communities provides a key mechanism for ensuring that services are planned and led in a local way.

This Plan is a continuation of the West Lothian Children’s Services Plan 2020 to 2023. The priorities have been reviewed taking account of national drivers and feedback over the past three years of the current plan, the experiences and lessons learned from the Covid-19 pandemic, feedback received from various engagement events and forums and two Strategic Needs Assessments (SNAs) undertaken to understand any potential changing local needs, gaps or duplications in service provision.

The review of the priorities and needs in West Lothian confirmed that our 7 priorities agreed for the Children’s Services Plan 2020-2023 are still relevant and meet the aims of our Plan 2023-2026 to tackle inequalities and give children and young people in West Lothian the best possible start in life.

Children’s Services Plan 2023-2026 Development Methods

what we have considered when preparing this plan



Participation and engagement with children, young people and their families is necessary to ensure we are hearing the voices of our young people and their views are taken into account. We seek children's views on a wide range of issues using appropriate and inclusive tools. Some examples include:

We routinely consult with children when new policies are being developed and reviewed. An example of this was the engagement of young people and staff with West Lothian's Children's Residential Services to support the production of the 'Intervening Safely Policy'. A one-page user friendly version of the policy was produced to ensure children and young people understood the meaning of the policy and for them to express their views about it.

Who Cares? Scotland is commissioned to provide independent advocacy to children and young people who are or have been cared for away from home up to the age of 26. The service is also accessible for children and young people who are looked after at home and where there are child protection processes.

Having Your Say is a well established forum in West Lothian for care experienced children and young people that promotes participation, provides peers support, opportunities to discuss important themes and informs on children's rights. Having Your Say have been involved in our recent Customer Service Excellence assessment showcasing their achievements, highlighting the various forums they are involved in and explaining how they are supported to share their views. We regularly discuss the strategic direction and priorities for West Lothian with this group of young people and recent engagement focused on the corporate parenting plan.

In November 2022, Community Education arranged and hosted a consultation event which was led by young people at Howden Park Centre in Livingston. This was a peer led experience involving numerous youth groups from around West Lothian. Our care experienced young people from Having Your Say who were P7 and secondary age attended. Seven questions covering three categories: Poverty, Climate change and Mental Health were discussed and were then fed back to the larger group. Two councillors from West Lothian were present and hosted a panel at the end for any emerging questions. Overall feedback reflected that the young people had more knowledge of climate change than poverty and they agreed that having someone they saw regularly where they lived or importantly within school would be very helpful to them. All experienced poor mental health at one time or another.

Parents, carers and family members are by far the most important influences in their children's lives. When parents are involved in their child's education, children do better on a wide range of measures including attainment, attendance, behaviour, confidence and attitudes towards learning. This is why it is so important that schools work in partnership with parents throughout the child's learning journey. West Lothian are developing plans in line with Education Scotland's Strategic Framework for Parental Involvement, Parental Engagement, Family Learning and Learning at Home, to allow children's needs to be properly communicated to ensure they are addressed to meet the needs of the individual young person.

All school pupils from Primary 5 to Secondary 3rd year are given the opportunity to complete an annual 'Pupil Ethos Survey' which covers national and local topics and this feedback is collated and used to inform actions to address any emerging themes that arise.

Questions to address the 21 national wellbeing indicators agreed in the national Children, Young People and Families Outcomes Framework (CYPF) will be included in this survey to ensure we can report locally on the national outcomes.

Listen & Link is a mental wellbeing self-referral support phone line for young people, parents and carers within West Lothian. It provides early support for young people who are struggling with their mental health and the parents/carers who are caring for them. West Lothian recently involved children and young people who use this service in designing a logo and a slogan and the whole approach of this service ensures that the voice of the children, young people and families is prioritised. Children, young people and their families will be involved in raising awareness of the services available.

In West Lothian early intervention and prevention is the strategic approach that runs through all the priorities in the Children's Services Plan and is supported through robust multi-agency partnership working. The benefits of preventing crisis and creating conditions to allow children and young people to thrive is recognised as the best outcome for the individual, the wider family and the community.

We adopt holistic whole family models of support to engage with families who have complex needs and with the most entrenched social issues using asset based, co- production ways of working. This has the benefit of working with families on their own terms, addressing issues that are live and important for the family by building strong and persistent relationships between professionals and families, supporting them to navigate and negotiate services and realise the strengths already present within the family to best improve outcomes.

We have invested in a wide range of early intervention and prevention approaches, that have focused on:

- Ensuring access to an effective portfolio of early years services from pre-birth to school age
- Improving child/parent attachment
- Ensuring that children are supported to meet their developmental milestones
- Improving family learning
- Ensuring that children and parents access and are supported to play
- Ensuring access to intensive parenting programmes and family supports for vulnerable parents
- Ensuring appropriate access for mental health and wellbeing supports in the community
- Addressing the poverty gap
- Addressing access to healthy eating options for children, young people and their families

The Lothian Strategic Development Framework sets out what will happen across NHS Lothian's Health and Care system over the next five years. It sets out action across several areas, including on the health of children, young people and families. Four priority areas have been identified, which focus on prevention and early intervention across the life course:

- Improving maternal health and tackling poverty
- Infant and child health and wellbeing
- Adolescent health and wellbeing
- The Promise: supporting care experienced children, young people, and families

The Scottish Government's 2021-22 Programme for Government committed to investing £500 million of Whole Family Wellbeing Funding (WFWF) over the lifetime of the Parliament to support the development of holistic whole family support services. It forms part of the Scottish Government's Keeping the Promise implementation plan, responding to the report from the Independent Care Review that called for a radical overhaul of Scotland's care system.

West Lothian have received an allocation of £1.140M and we await confirmation on the level of funding we will receive over the lifetime of the Parliament. A Whole Family Wellbeing Fund Planning Group has been established with the remit to plan and co-ordinate the investment of the WFWF. To achieve its aims, the group will take cognizance of various stakeholders including the views of individuals who use services.

A local Strategic Needs Assessment (SNA) was commissioned to inform the targeting of the WFWF in West Lothian to ensure that it addresses local need and deliver the desired outcomes.

Examples of early intervention and prevention services and initiatives are highlighted in the priority sections.

Our Priorities

In developing this plan, the priorities and needs in the Children's Services Plan 2020 – 2023 were reviewed and the Children and Families Strategic Planning Group members confirmed that the Seven priorities agreed for the Children's Services Plan 2020-2023 are still relevant and meet the aims of the Plan 2023-2026 to tackle inequalities and give children and young people in West Lothian the best possible start in life.

Seven high level priorities:

- ✚ Protecting Children
- ✚ Promoting Health and Wellbeing
- ✚ Raising Achievement and Attainment
- ✚ Strengthening Corporate Parenting
- ✚ Promoting Children's Rights and Participation
- ✚ Reducing Harm from Substance Use
- ✚ Reducing Harm for Children and Young People in Conflict with the Law



Protecting Children

To ensure that every child in West Lothian has the best start in life they must be safe.

West Lothian Child Protection Committee (CPC) is the key local body for developing, implementing and improving child protection strategy across and between agencies and the local community. The CPC performs a number of crucial functions in order to jointly identify and manage risk to children and young people, monitor and improve performance and promote the ethos that *"It's everyone's job to make sure I'm alright"*.

The CPC has 3 subcommittees to support its work: Quality Assurance & Self Evaluation (QASE), Practice and Training (P&T) and a Learning Review (LR) subcommittee. The CPC has strong links with the Children and Families Strategic Planning Group with its overall oversight and leadership of Getting It Right for Every Child in West Lothian.

Through its quality assurance, case review work and its analysis of management information the CPC identifies areas of good practice and areas for improvement. For the next 2 years the CPC improvement plan is focused on ensuring that staff in all agencies are fully supported and equipped to work with children and families where there is a risk of significant harm to the child.

The CPC is committed to:

- Developing a learning culture where staff have a range of opportunities to learn and improve practice. Formal multi-agency training, practice reflection sessions and 7-minute briefings to encourage discussion and debate are provided regularly;
- Ensuring front line managers are committed to reinforcing improvements;
- Ensuring staff are supported by providing core group supervision for those involved in child protection work;
- Improving the quality of assessment and planning;
- Ensuring staff receive feedback from quality assurance work and case reviews in order to understand the need for practice change;
- Ensuring that policies and procedures that support child protection work are up to date and relevant;
- Involving children and young people in a meaningful way in planning and developing services and practice;
- Ensuring that the needs and views of children and young people are prioritised in all assessments and plans;
- Ensuring staff have the necessary tools to do their jobs;
- Ensuring staff understand the work of the CPC and West Lothian's vision for children by providing updates on the work of the CPC after every committee meeting and meeting with staff twice a year;
- Listening to the views and needs of staff in relation to fulfilling their roles and responsibilities.

Wellbeing Outcome: Safe		UNCRC articles: 11,19,22,32,33,34,35,36,37,38	
We will work together to:		How we will measure this	
Keep children and young people safe		National CYPF Wellbeing Indicators:	
		<ul style="list-style-type: none"> • Protection from Harm: Number of children subject to interagency Referral Discussions 	
		Local:	
		<ul style="list-style-type: none"> • Percentage of child protection re-registrations within 18 months • Continuous audit / self -evaluation and quality assurance activity • Monitor progress of the Child Protection Improvement Plan • Analysis of local and national child protection data aligned to the child protection minimum data set 	

Protecting Children

To support this priority, West Lothian partners work collaboratively to safeguard children and young people.

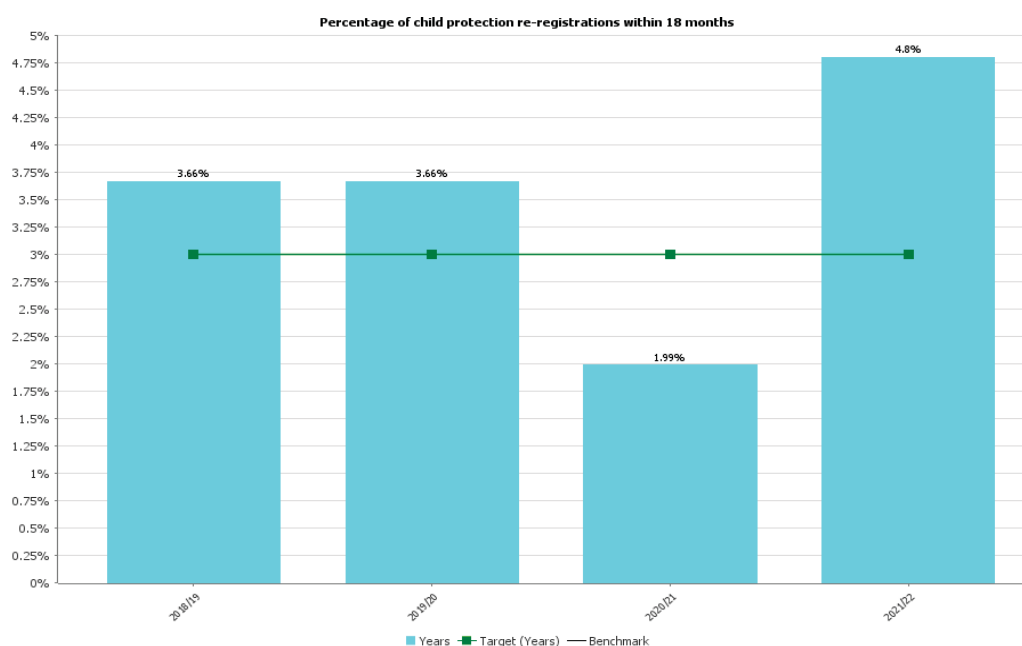
Activity includes:

- The Child Protection Committee oversees progress of the Child Protection Improvement Plan. In addition, there are a range of partnership activities underway including;
- Embedding the Scottish Child Interview Model into practice and developing outcomes data in collaboration with partners across the Lothians
- Supporting practice by introducing a model of multi-agency supervision for child protection core groups practitioners and evaluating the model in due course
- The missing young person's group is a multi-agency forum working together to reduce the number of missing incidents and focusing on those who are assessed as being the most vulnerable or at the most risk. The group monitors performance and intervention related to missing children and young people within West Lothian and enables strategic discussion between partners. West Lothian has worked closely with the national missing persons coordinator service as part of the missing persons implementation project in reviewing our documents, processes and training. The missing young person's group will be overseeing the recommendations from this project.
- There are a number of specialist gender based violence services which work in partnership and are overseen by the gender based violence committee. They offer a variety of supports to families who have been harmed by gender based violence, including group work to children and young people through the CEDAR programme, 1:1 support, therapeutic counselling for those that have experienced sexual and domestic violence, children's rights advocacy, court advocacy and safe accommodation.
- Within West Lothian a perpetrator pattern-based approach to the assessment, intervention and safety planning for children, young people and their families impacted by domestic and family violence is used called Safe and Together. This ensures the workforce is domestic violence informed and focuses on the safety and welfare of adult and child victims.

Key Performance Indicator for this priority:

This performance indicator forms part of the national looked after children benchmarking data. It measures the number of children who are re-registered on the Child Protection Register within 18 months of having been removed from it. This data is held and supplied by the Scottish Government.

The measure helps the service to understand the effectiveness of the interventions and child protection measures that are in place. It also helps the service to understand where there are opportunities to improve performance.



Good health and wellbeing is key to ensuring children and young people in West Lothian have the best start in life. Work to improve children's health and wellbeing starts prior to conception and includes maternal health, growth and development, physical and mental health, feelings of happiness, satisfaction and social functioning. It influences the way children and young people interact in their environments. A strong sense of wellbeing provides children with confidence and optimism which maximises their learning potential and life chances.

Improving health and wellbeing is at the core of what we do and is where we focus the majority of our preventative work intervening and providing support, early enough to prevent deterioration or escalation. We recognise however that for some children and young people specialist help will be required to address more complex needs that impact health and wellbeing. Across the partnership we have a range of services in place to support these young people and ensure that they get the right support at the right time.

Wellbeing Outcomes: Healthy, Active		UNCRC articles: 3,6,23, 24,31,39,	
We will work together to:		How we will measure this	
Support children to have the best start in life and to meet their developmental milestones.		National CYPF Wellbeing Indicators: <ul style="list-style-type: none">• Proportion of children under 16 living in households with at least one person age 16-64 where all individuals aged 16+ are in employment• % of P5-S3 children who agree that their friends treat them well• % S1-S3 children participating in positive leisure activities• Number of children in temp accommodation at 31 March• % P5-S6 children that had at least 1 hour of exercise the day before the survey• Mental Health and Wellbeing Mean score on Stirling wellbeing scale (P5-S1 children) & Warwick Edi Mental Wellbeing Score (S2-S6 children) (WEMWBS)• % P5-S6 children who eat both fruit and vegetables every day• % children with a concern at their 27-30 month review (as a % of children reviewed)• % of P5-S6 children who say they <i>always</i> have an adult in their life they can trust and talk to about any problems Local: <ul style="list-style-type: none">• Achievement of early developmental outcomes• Breastfeeding attrition rates• HENRY programme outcomes• Monitor and report progress of the Trauma Informed Practice action plan	
Improve children’s nutritional outcomes.			
Support positive mental and emotional wellbeing of children and young people by establishing a Single Point of Access to ensure help is provided at the right time and by the most appropriate service.			
Ensure children and young people’s services are trauma informed			
Ensure West Lothian's children and young people receive the appropriate needs-based support whilst they are assessed for neurodevelopmental concerns			

Promoting Health and Wellbeing

To support this priority, West Lothian partners work collaboratively on numerous projects to ensure every child has the support to reach their full potential through early intervention and prevention programmes and services. These include:

- **Early Learning and Childcare - eligible 2-year-old Early Learning and Childcare places:** A joint working group works to increase uptake of Eligible 2 placements through the simplification of application processes and increasing eligibility criteria. This has resulted in a significant increase in families accessing early learning and childcare support. West Lothian has also established a process to deliver discretionary places for two-year olds who do not meet the eligibility criteria, but are still deemed in need of support.
- **Early Years:** In accordance with the Universal Pathway, Health Visitors provide universal healthcare for all families with children under 5 years of age. Health visitors work with families to support early childhood development, including, social, emotional and physical development. Health visitors work in partnership with other professionals and agencies, particularly where families may need additional support. In addition, the Family Nurse Partnership Service works intensively with young parents to get life off to a good start.
- **HENRY (Healthy Eating and Nutrition to the Really Young):** Child Healthy weight work in West Lothian in 21/22 from the NHS Lothian's Maternal and Infant nutrition service was undertaken using funding from Scottish Government Early intervention and prevention of childhood obesity fund. The funding was used to pilot the delivery of a training package, HENRY (Healthy Eating and Nutrition to the Really Young) to community-based family support workers, nursery nurses and teachers to improve their knowledge confidence and skills around discussing food with families.
- **Infant feeding work:** Within West Lothian, we are using Quality Improvement methodology to pilot a project, Delivering Early Breastfeeding Support (DEBS) a midwife led model of care which proactively supports families to reduce breastfeeding drop off at 6-8 weeks and beyond.
- **Children and Young People Mental and Emotional Wellbeing:** For the most part, children and young people will experience good mental health along with the normal challenges and stresses of growing up. There will of course be a proportion of children and young people who will need extra help at some point, some of whom may even require additional or specialist services intervention.

In West Lothian there is a dedicated Mental Health Lead Officer who is driving forward the transformation of mental health services. This work is supported by the values and principles of the Community Mental Health & Wellbeing Supports and Services Framework and associated funding. Work is undertaken to ensure a connection to all national developments, including changes in legislation, policies, regulations and guidance; research evidence and best practice examples is maintained.

- **Child and Adolescent Mental Health Services (CAMHS):** are actively developing Single Points of Access (SPA) in each Local Authority area to streamline access to mental health care for children and young people. The SPA serves as a centralised hub for referrals, ensuring timely and efficient signposting to suitable early intervention and community-based support systems. By addressing mental health concerns at earlier stages, the SPA aims to reduce the demand for higher-intensity Tier 3 CAMHS appointments, ultimately fostering a more proactive, collaborative, and accessible mental health care system for the younger population.

Additionally, a new multi-agency neurodevelopmental pathway will be tested. This will utilise the SPA to ensure a neurodevelopmental diagnosis is not a prerequisite to support being offered, rather support will be offered through the SPA at the point of referral based off need. This pathway will also ensure all neurodevelopmental conditions are assessed for simultaneously, as opposed to having separate condition specific pathways.

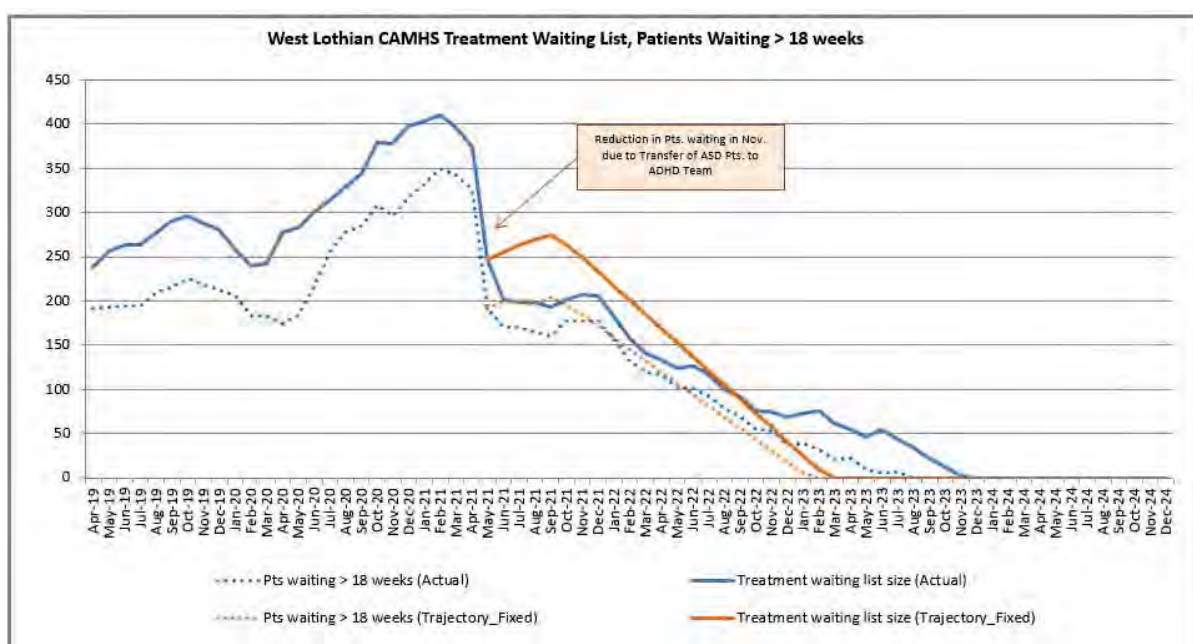
- **Roots:** This is a Public Social Partnership (PSP) which piloted a new approach to service provision. It involves a partnership of third sector organisations in collaboration with West Lothian Council and provides direct mental health supports to children, young people and their families aged 5- 26 years. The model takes into account the strengths that exist within the family networks and the new approach ensures that families have choice and control over where they would benefit from additional supports.
- **The Inclusion and Support Early Intervention and Prevention Service:** The Service provides support to children, young people and their families with additional support needs. The service provides educational support and a range of other interventions including outreach parenting support and family work, parenting group work and counselling. The service has a holistic approach and has developed interventions informed by assessed need and engagement with families.
- **Listen and Link:** To compliment the work of the Roots PSP and our Inclusion and Support Early Intervention and Prevention Services, West Lothian have developed a self-referral service which empowers families to manage their own wellbeing by providing a listening ear, signposting to appropriate services that meet their needs and providing further support where required. This service ensures a streamlined process to enabling families to get the right support at the right time without having to experience multiple referrals.

Key Performance Indicator for this priority:

In 2021, NHS Lothian commenced a long-term improvement programme within CAMHS. The programme comprehensively details the planned improvements required to achieve the CAMHS Local Delivery Plan (LDP) Access Standard by March 2023 in West Lothian. The aim is to meet the LDP standard that at least 90% of children and young people (CYP) to start CAMHS treatment for their mental health (MH) within 18 weeks of referral.

Significant improvements have been made for MH treatment waiting times for CYP in West Lothian as highlighted below;

- As of the end of June 2023 there is a total of 54 CYP waiting for treatment of their MH within CAMHS West Lothian Outpatient Team, of the 54 CYP waiting, 5 have been waiting over 18 weeks.
- As of the end of June 2023 there is a total of 130 CYP waiting for initial assessment (choice) within CAMHS West Lothian Outpatient Team, of the 130 CYP waiting, 0 (zero) have been waiting over 18 weeks.



West Lothian aims to help young people make the most of their opportunities and to go on to achieve positive outcomes in their lives and achieve their potential. We believe that the quality of learning and teaching that our young people receive in schools, pre-schools and nurseries is a critical factor in their ability to succeed.

The Raising Attainment Strategy 2018-2023 set out the activities that will take place to ensure that all learners are enabled to achieve positive outcomes through education.

In support of the council's Corporate Plan 2018/23 and the eight priorities, the Raising Attainment Strategy is the mechanism by which attainment and achievement of all learners will be supported. It will directly influence and impact on the delivery of the Council's number one priority of improving attainment and positive destinations.

It aims to ensure that children and young people are well placed to move into adult life and employment or further/ higher education. There is an expectation that effective learning and teaching throughout each young person's school experience enables them to maximise their potential.

West Lothian is committed to improving attainment for all children and young people in line with the National Improvement Framework and through the effective delivery of Curriculum for Excellence. Schools in West Lothian have consistently demonstrated their capacity to improve attainment. Within the strategy, the overarching themes are to raise the attainment of all in achieving excellence, and to ensure equity through closing the gap in education outcomes between children from the most and least deprived backgrounds.

Wellbeing Outcome: Achievement		UNCRC articles: 4,18,28,29
We will work together to:	How we will measure this	
Raise attainment for All	National CYPF Wellbeing Indicators: <ul style="list-style-type: none"> • % school leavers in positive destinations at 9-month follow up • % P7-S6 children with access to the internet at home / on phone / another device • % of P1, P4 & P7 children achieving expected CfE literacy levels (reading, writing, listening & talking) • % of P1, P4 & P7 children achieving expected CfE numeracy levels • % settings provided ELC achieving Care Inspectorate grades of <i>good or better</i> across all 4 quality themes Local: <ul style="list-style-type: none"> • % of school leavers that achieved five or more level 6 awards or above • Raising Attainment Strategy – performance indicators • Positive destination data • School attendance figures • Primary school data on curriculum design 	
Ensure the curriculum is co-designed with learners and partners to ensure it meets the needs of all children and young people, providing them with skills for learning, life and work.		
Close the Poverty Related Attainment Gap		
Work with children, young people and their families to identify and remove barriers to attendance.		

Raising Achievement and Attainment

To support this priority, West Lothian partners work collaboratively on numerous projects to ensure every child has the support to reach their full potential through early intervention and prevention approaches. These include:

- **Equity Team/Pedagogical Practice:** Provides universal support to schools and ELCs focused around evidence-based approaches to tackling the poverty-related attainment gap and making effective use of Pupil Equity Funding.
- **Secondary Attendance:** A focus on attendance levels in secondary schools across the authority to identify young people at risk of or currently affected by poor attendance which is impacting on their attainment potential
- **Additional Support Needs (ASN) Interrupted Learner Service:** This is aimed at children and young people who have not been able to attend school due to emotional, behavioural and anxiety issues. The Service is taking a whole family approach to supporting these pupils, most of whom have a neurodevelopment disorder, particularly autism. The project is developing a network of partners who can all help to support our most vulnerable pupils.
- **Level Up Project (CECYP targeted):** This project employs an intensive, multi-agency approach to re-engage our care experienced learners with minimal engagement in their education and who are at risk of care placement break down.
- **Level Up Plus (CECYP mainstream):** To support care experienced learners to fully access and engage in their learning, identify practical supports and useful strategies to keep care experienced learners engaged in their education
- **Senior Phase Equity Pathways:** This project is designed to add value to the work currently being undertaken within schools themselves, work being done by the Developing Young Workforce (DYW) team and college as well as building on the development of future learning opportunities afforded by the further enhancement of the West Lothian Digital Strategy
- **Cost of the School Day:** A project focusing on school related costs and the impact that this may have on children, young people (CYP) and their families, particularly those in Q1.
- **Youth Homeless Prevention:** To provide both intervention and ultimately prevention of youth homelessness within West Lothian.

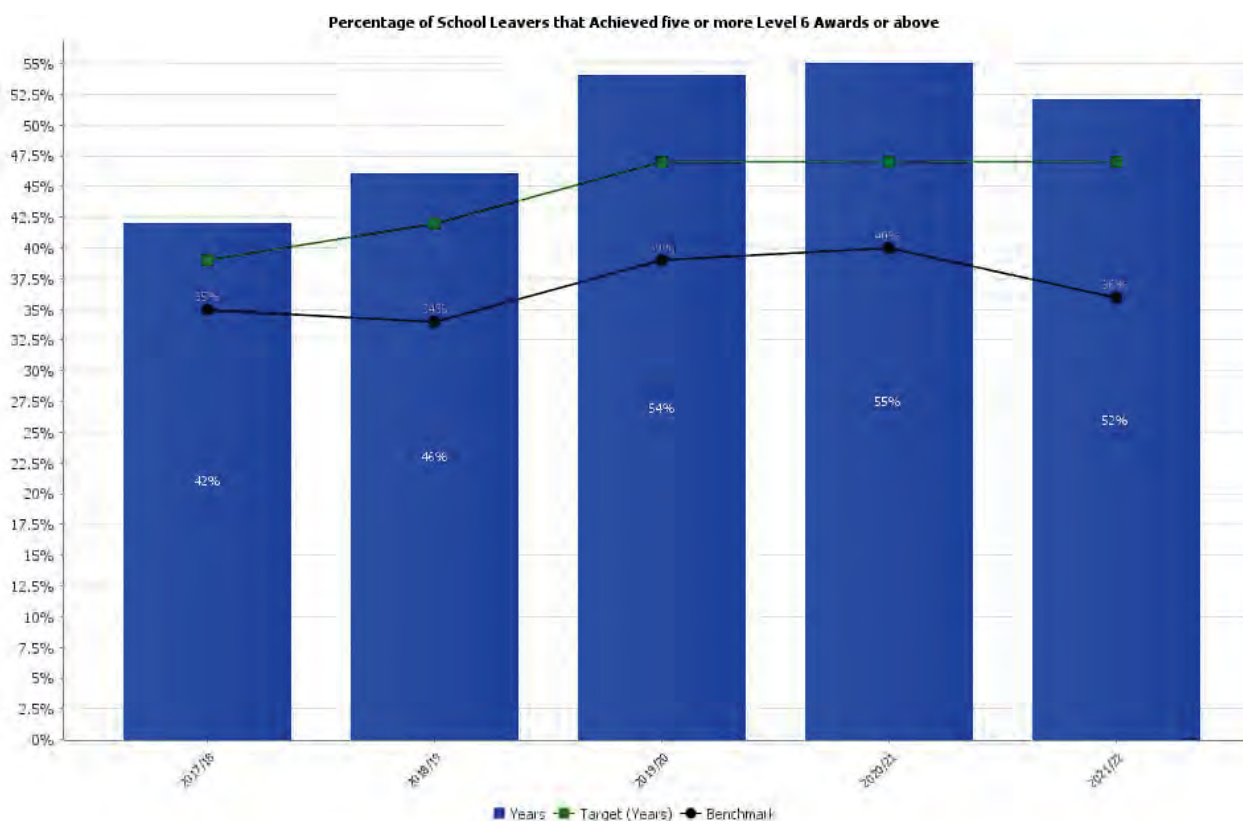


Raising Achievement and Attainment

Key Performance Indicator for this priority:

Performance in this indicator in 2021/22 was 52% which was below performance in 2020/21 of 55% but above the target of 47% due to our ongoing review of curricular models and delivery to maximise and raise attainment.

Entry and attainment figures for the years up to and including 2019 and 2022 are derived from different awarding approaches than 2020 and, separately, 2021. Comparisons of entries, attainment volumes and attainment rates should only be made with full consideration and recognition of each of these different approaches.



The Children and Young People (Scotland) Act 2014 defines corporate parenting as "the formal and local partnerships between all services responsible for working together to meet the needs of looked after children, young people and care leavers". This includes infants, children, young people and care leavers who are:

- in residential care, including secure care
- in foster care
- in kinship care, who live with a family member other than a parent
- looked after at home
- disabled and who receive overnight respite
- left care – up to the age of 26 years

In West Lothian, the Corporate Parenting Plan is developed by the multi-agency Corporate Parenting Strategic Group and with engagement with children and young people. West Lothian are proactively working in partnership to embed the Promise Scotland Change programme and ensure that children and young people grow up loved, safe and respected.

There are four priority areas that partners will work together on as outlined below and these form the basis of West Lothian's Corporate Parenting Plan.

Wellbeing Outcomes: Nurtured, Respected, Included	
UNCRC articles: 2,3,4,5,8,12,13,14,16,17,18,20,21,25,27,30	
We will work together to:	How we will measure this
Improve our care and care planning	<ul style="list-style-type: none"> • Percentage of children and young people who participate in Looked After Children (LAC) reviews • Average time taken from point of accommodation for a child under the age of 5 to obtain a permanent placement decision • Percentage of looked after children who report they feel safer as a result of intervention or support • Percentage of school leavers (Looked After Children) entering a positive destination • Percentage of young people eligible for an Aftercare service experiencing one or more episodes of homelessness • Monitor and report on the Corporate Parenting Action Plan
Improve the health and wellbeing of looked after children	
Raise attainment and promoting positive destinations	
Provide effective through care and aftercare support and services	



Strengthening Corporate Parenting

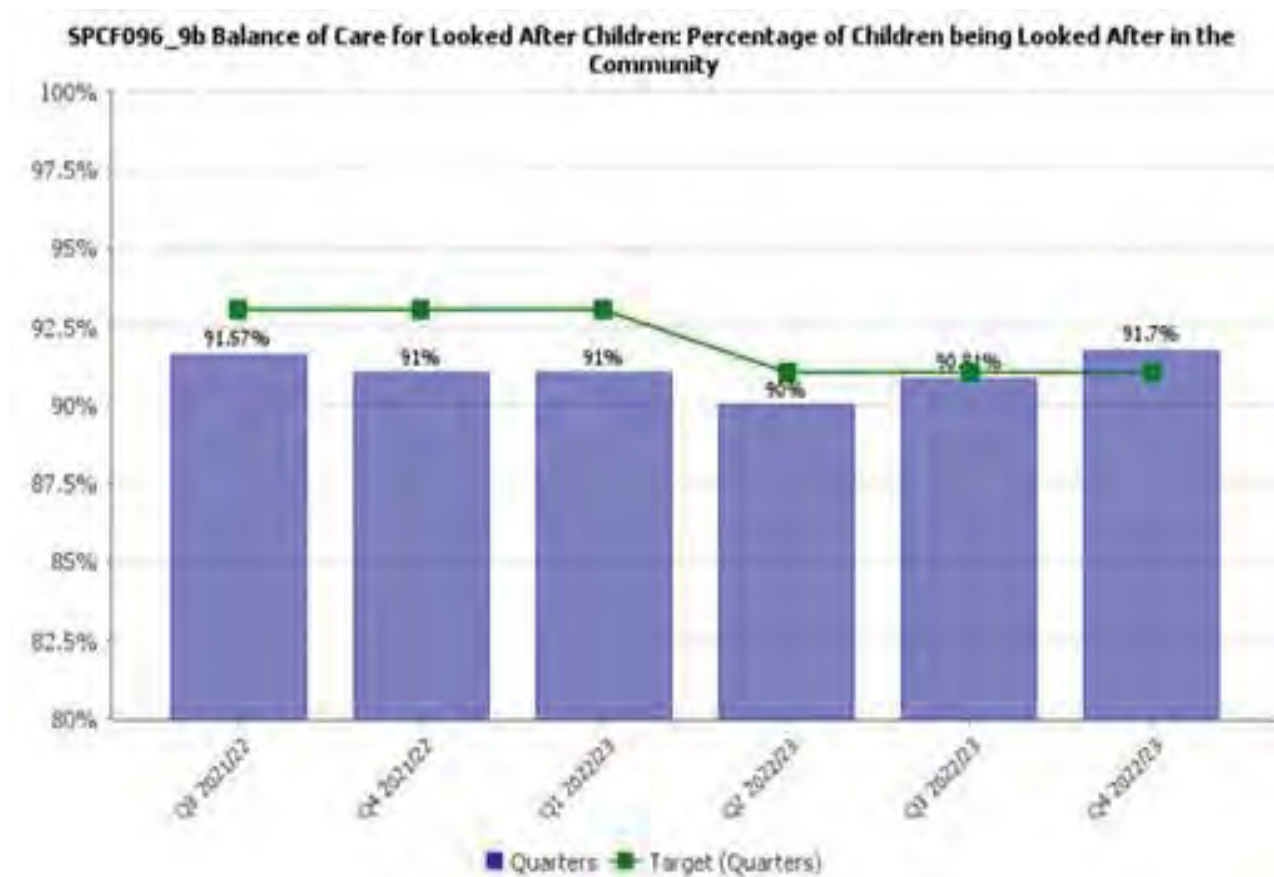
To support this priority, West Lothian partners work collaboratively on actions to deliver on the priorities:

- The improvement actions and activity for each priority area are progressed by workstreams that report to the Corporate Parenting Strategic Group.
- The total number of West Lothian children looked after has followed a downward trend over the last five years. There is a strong focus on providing earlier interventions and more intensive support when that is needed. Service redesign in social work services has enabled a shift away from provision of residential care support to enhance the support provided for families to prevent children being placed away from their homes. Family Group Decision Making forms a part of the activities and responses available to support families and the kinship network to care for their children.
- There is a commitment to shift the balance of care: prevention work supporting families at the earliest opportunity and ensuring children remain within their own family networks and communities when possible. There is a commitment for brothers and sisters to remain together when possible and analysis of performance data will support ongoing improvement.
- An intensive fostering service is being developed that will meet complexity of needs and ensure foster carers have the necessary skills and are adequately supported, to improve outcomes and experiences for children. There will also be an increase in short-break community based provision for children with a disability to support families.
- The Vulnerable Pregnancy Service provides an early intervention service working with families in the antenatal stage of pregnancy where vulnerabilities and risks are identified. This promotes early support and the opportunity for relationship building and robust planning. When additional risks are identified as child protection concerns, timely responses can be made in line with child protection procedures.
- There is a continued commitment to the Permanence and Care Excellence Programme (PACE), that aims to ensure timely care planning and to improve timescales for making permanent care planning decisions for children. Four workstreams actively develop practice in this area, each focusing on a different stage of a child's journey to permanence.
- Kinship Care Support workers are providing practical and emotional support to Kinship carers and intensive support to children and young people to assist these care arrangements being sustained. The aim is to enable children and young people to remain within their family network and community.
- Mental health and wellbeing support can be accessed through the Inclusion and Support Service, at times resulting in the Wellbeing Recovery Group, a multi-agency forum considering the most appropriate intervention, where care experienced young people's needs are prioritised. The Looked After Children and Aftercare Nurse also provides a valuable service in supporting children and young people.
- The Level Up Project supports care experienced young people to re-engage with learning, attain qualifications and secure positive destinations. The Inclusion and Support Service provides education attendance support for care experienced young people and their families.
- The Social Policy Throughcare and Aftercare Service provides support to young people who are looked after or care experienced, including asylum seeking young people. Established partnerships with Housing and the third sector ensure clear pathways to support transitions and matching of young people to suitable support packages and accommodation provision.

- A participation and engagement strategy is being developed to support the framework for engaging with care experienced children, young people, families and carers in service design and delivery. West Lothian have a well-established multi-agency children's rights working group focused on increasing opportunities for participation and engagement at all levels. Raising awareness of children's rights and ensuring rights respecting services is a priority.
- Having Your Say provides support and a platform for experienced young people in West Lothian.
- Advocacy services are accessible and promoted for looked after and care experienced children and young people.

Key Performance Indicator for this priority:

The service has been striving to sustain and improve to support children in community placements. The challenges have been supporting young people to move on to independent living from residential placements when appropriate supported options are limited and there have also been circumstances where children have required specialist provision due to complex needs. Performance in this area is under significant scrutiny and is being closely monitored.



All partners are committed to progressively realising the embedding of children's rights in all of the services we deliver. As duty bearers we will work to respect, protect and fulfil all children's rights working compatibly with the UNCRC requirements.

The UNCRC (Incorporation) (Scotland) Bill was introduced to the Scottish Parliament on 1st September 2020 and was passed unanimously on 16th March 2021. The UNCRC sets out the specific rights that all children have to help fulfil their potential, including rights relating to health and education, leisure and play, fair and equal treatment, protection from exploitation and the right to be heard

The GIRFEC approach is based on the United Nations Convention on the Rights of the Child (UNCRC),

and requires those who work with children and young people to put children at the heart of their day-to-day practice.

Putting children at the centre in particular meets the requirement to consider the best interests of the child (Article 3) and the need for children's views to be considered when decisions are being made about matters which affect them (Article 12).

The UNCRC has 54 articles in all, each outlining in detail the basic rights of every child. These can be summarised into four core principles:

- Non-discrimination
- Devotion to the best interests of the child
- The right to life, survival and development
- Respect for the views of the child

Wellbeing Outcomes: Respected, Included UNCRC articles: 2,3,4,6,8,12,13,14,16,17,18,23,26,27,30	
We will work together to:	How we will measure this
Proactively promote, protect and enable the implementation of UNCRC into practice, supporting all children to know their rights	National CYPF Wellbeing Indicators: <ul style="list-style-type: none"> • % P5-S3 children who say they feel safe when out in their local area <i>always or most of the time</i> • % of P5-S3 children who agree their local area is a good place to live • % P5-S3 children who say they were bullied in the last year • % P5-S3 children who agree adults are good at taking what they say into account Local: <ul style="list-style-type: none"> • Establish a system to measure the % of children who say they know what their rights are • Establish a child friendly complaints and remedy system to understand where rights are considered to be violated • Report annually / 3 yearly on the Implementation of the UNCRC
Ensure duty bearers across the multi-agency partnership understand their roles and responsibilities and act compatibly with UNCRC requirements in delivering services	
Empower all children to be human rights defenders with a voice in all matters affecting them and access to an effective remedy where their rights are considered to have been violated.	
Ensure CYP are able to safely and easily make use of facilities and activities across West Lothian	



Promoting Children's Rights and Participation

To support this priority, West Lothian partners work collaboratively and are part of a children's rights working group. Together they work on numerous projects to ensure every child has the support to reach their full potential through early intervention and prevention approaches. These include:

- A Children's Achievement Awards event is hosted annually to celebrate the successes of the children and young people living in West Lothian.

The latest event took place in November 2022 when 100 young people were celebrated at an award ceremony. Children and young people were fully involved and their views informed the planning and hosting of this ceremony (article 12, article 31)

The ceremony recognised the achievements of young people under 5 categories:

1. **Caring for/helping others**
2. **Successful learners**
3. **Achievement in physical activities**
4. **Achievement in Arts**
5. **Contributing to the community**



- A children rights officer for court ordered contact ensures that children have a voice in decisions that are being made about them in Child Welfare Hearings. The model is based on a research project with children and young people who have experienced domestic abuse and have court ordered contact. The service works collaboratively with Education, Health, Police and the Domestic and Sexual Assault Team (DASAT). The approach is informed by the Lundy model of child and young people's participation. This has been a positive development and working relationships have been developed with Sheriffs, with the views of the child provided directly to the Sheriff (articles 12 and 13)
- West Lothian's Having Your Say care experienced participation group has been active for 20 years. Young people lead this group and set the agenda for sessions. The young people supported Children's Hearing panel member training and contributed to Scottish Government consultations on such topics as the Children (Scotland) Act 2020 and the Rights of Siblings.
- My planning meetings enable regular reviews and ensure the views of children and young people are gathered as part of this process (articles 25, 12 and 13)
- NHS Lothian's Health Visitors are supporting children's rights in various ways:
 - supporting parents to access housing and referring for income maximisation to promote the right to be free from financial harm and poverty
 - supporting parents to access eligible 2 nursery placements to promote the right to education
 - supporting children and families to access health appointments such as referrals to speech and language, child development clinics and supporting access to GP's and immunisations to promote the right to be healthy
 - universal pathway supports parents to important health advice and signposting to appropriate services to promote the right to be healthy and inclusion.

The Children's Rights Group are currently agreeing relevant local Key Performance Indicators to evidence our progress and impact on embedding children's rights into all aspects of service delivery and ensuring all children and young people know and understand their rights.

Substance use can affect children and families in a variety of ways. Children and young people may experience direct harm from their own drug or alcohol use, or through their parent's use.

Those who experience harm from substance use may have experienced difficult life circumstances and be among the most vulnerable in society.

Parents who use substances may have challenges in caring for their children or providing them with the necessary emotional and physical support to help them develop and grow. Improving outcomes for children affected by parental substance use (CAPSU), is a priority in West Lothian.

We recognise that some young people are at high risk of developing addiction issues in adulthood if not supported. Often, these young people are already known to services and engage in other risk-taking behaviours.

The ADP aims to improve its services aimed at preventing children or young people taking up drug or alcohol use, as they may go on to experience serious harm, particularly if they start using substances at a young age.

Evidence shows that young people at risk of addiction do not engage well with intervention models currently used for adults. They do however engage in services which offer them a persistent key working relationship, meaningful activities and assistance to improve their educational attendance and achievement or their employability.

The ADP have developed a Whole Family Approach Public Social Partnership (PSP) to coordinate existing approaches, as well as trial a range of additional interventions. These services adopt preventative and early interventions strategies, as well as providing direct support to both children or their families who are using substances.

Wellbeing Outcomes: Respected, Included UNCRC articles: 2,3,4,6,8,12,13,14,16,17,18,23,26,27,30	
We will work together to:	How we will measure this
Deliver a Rights Based Approach to Alcohol and Drug strategy development and service provision for children and families	Services will be evaluated through Scottish Government's Survey on Services for Children and Young People and Holistic Whole Family Approaches/Family Inclusive Practice. The West Lothian Alcohol and Drug Partnership will develop a series of measures of effectiveness for preventative approaches and service delivery. The ADP and C&G SPG will coproduce approaches in partnership with families, children, and young people, as well as wider engagement in localities to ensure they are involved in service design and development.
Ensure there is a robust plan for prevention of problematic substance use by children and young people. This will address the link between problematic substance use and social / economic inequality	
Continue to provide specialist support for children and young people who use drugs or alcohol	
Work directly with whole families affected by substance use, including children affected by parental substance use as well as parents, such as trialling a Dad's Worker	
Continue to develop alternatives to treatment-based approaches, such as youth work and diversional approaches	
Pilot a perinatal worker to enhance the delivery of coordinated whole family support from pregnancy booking to one year postnatal	

Reducing Harm from Substance Use

To support this priority, West Lothian partners work collaboratively on numerous projects to ensure every child has the support to reach their full potential through early intervention and prevention approaches. The ADP Delivery Plan will detail the actions that contribute to national outcomes contained within the Rights Respect Recovery Strategy, and the National Mission Outcomes Framework. These outcomes have specific mention to prevention and early intervention, recovery oriented system of care, and supporting families affected by problematic substance use. An ADP Delivery Plan will be developed in accordance with the Partnership Delivery Framework agreed by Scottish Government and ADPs in 2019. The Partnership Delivery Framework outlines several quality standards that ADPs must adhere to.

Prevention actions have already been developed relating to alcohol and will be supplemented to include drugs. These include:

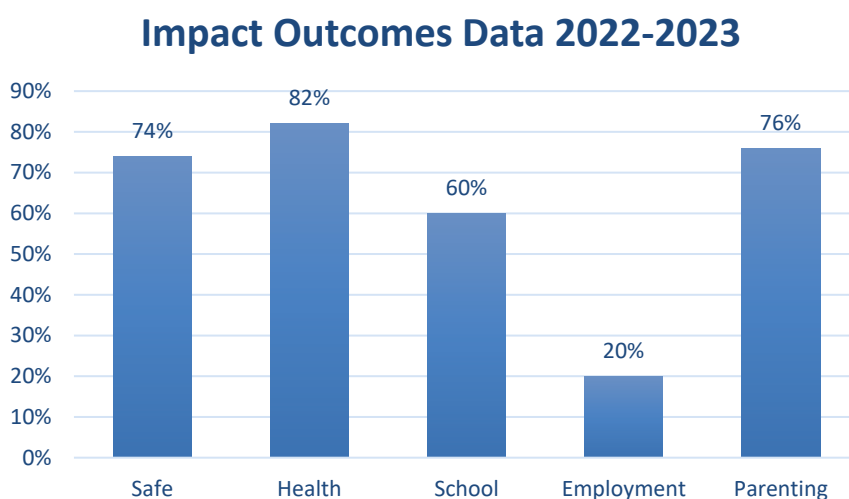
- **Therapeutic Support Service:** This service provides counselling & support to young people in West Lothian, aged 12-18, who are using drugs or alcohol at levels which are impacting on family relationships, education, offending or mental health.
- **Holistic whole family support:** a service for families affected by substance use, including 3 family outreach workers and a Fathers worker.
- **Families Together Service:** offers support to young women who are engaged in risk taking behaviour, including substance misuse.
- **Youth Inclusion Project:** offers a consistent resource and support for vulnerable young people aged 16-25 and aims to break down and overcome barriers which can prevent them moving on to positive destinations in all aspects of their lives.
- **Specialist Addiction Workers:** Work with families experiencing harm from drug or alcohol use.

Key Performance Indicator for this priority:

The family support service often termed 'Children affected by parental substance use' (CAPSU) service has five reporting areas agreed with WLADP and report on a quarterly basis:

- Families supported – 44 families were supported by Circle from April 22 to March 2023
- Domestic Abuse - Levels of domestic abuse are high Impacting over half of the families – 27 of 44 (61%)
- Treatment & Recovery - 44 families that engaged with Circle support 34 (77%) were also engaged with treatment and recovery services

The table below shows the percentage of families who made positive changes in their lives as a result of intervention where it was applicable



No single agency has sole responsibility for supporting young people to make positive lifestyle choices. Within West Lothian we are committed to working in Partnership to tackle the causes and impact of harmful behaviour for those in conflict with the law. We ensure adequate early intervention is provided through the Whole Systems Approach (WSA).

All partner agencies are working together to maintain consistent planning, assessment and decision-making processes which support those in conflict with the law to receive the right help at the right time. This approach ensures community safety remains a focus.

We are focused on the development of a rights respecting approach which ensures all children, young people and families we are working with are supported to share their views on all decisions that affect them and have an understanding of their rights.

Wellbeing Outcome: Responsible		UNCRC articles: 3,12,14,15,40	
We will work together to:		How we will measure this	
Develop a right-based youth justice service compatible with UNCRC which promotes participation and engagement		Local: <ul style="list-style-type: none">• Police Scotland Youth Offending monthly comparison figures• Percentage of Early and Effective Intervention (EEI) cases 12 to 17 years who do not become known to the Youth Justice Team within 12 months• Percentage of young people who offend 18 years up to the age of 22 receiving a custodial sentence following completion of a Criminal Justice Social Work Report.• Percentage of young people who were previously Looked After Children (LAC) who become involved with the Justice Service within 12 months of ceasing to be LAC	
Increase diversion from formal measures using a whole systems approach to improve life chances for children and young people in conflict with the law			
Focus on early intervention and prevention supports to reduce harmful behaviour			
Ensure multi-agency working and streamlined systems to support reintegration and transitions for young people			
Deliver trauma informed services which acknowledge the impact and cause of harmful behaviours and support communities to feel safe from crime.			

Reducing Harm for Children and Young People in Conflict with the Law

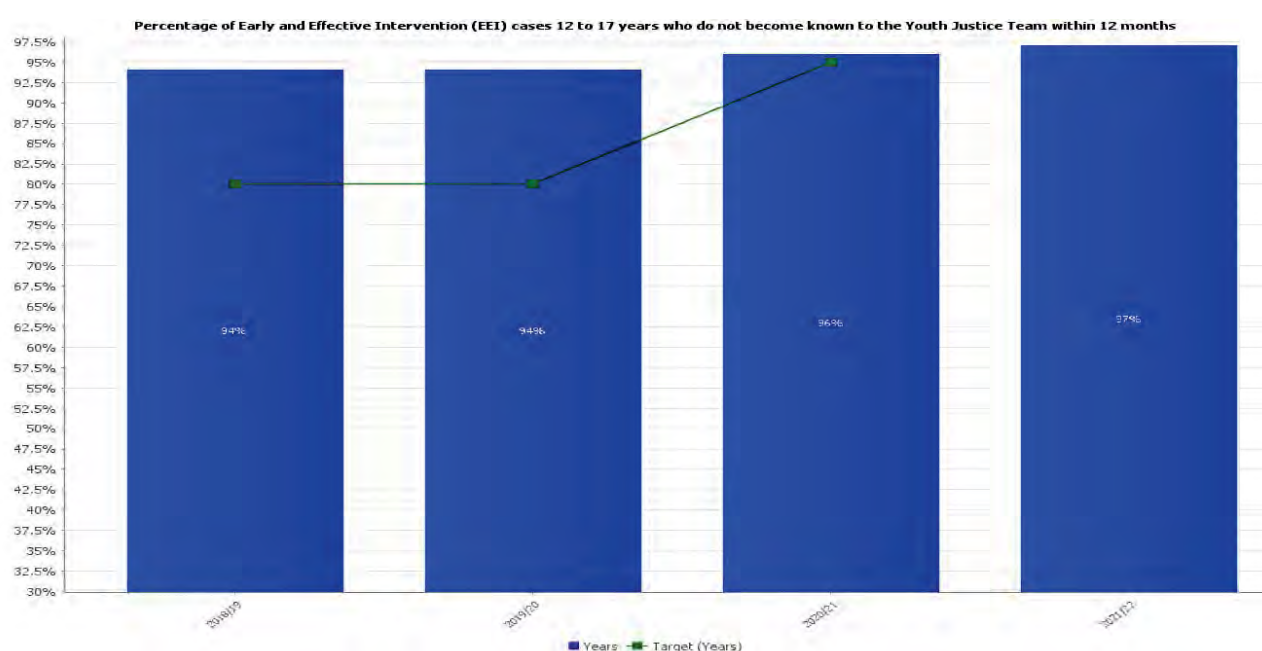
To support this priority, West Lothian partners work collaboratively on numerous projects to ensure every child has the support to reach their full potential through early intervention and prevention approaches. These include:

- **Fire Safety Education:** Partner agencies work together to raise awareness of fire safety and provide education regularly about the associated risks around fire. In addition, targeted education work is undertaken in relation to children and young people who have been involved in fire setting.

- **Seasonal Safety Actions:** Thematic plans are put in place to ensure actions are undertaken during specific seasonal periods, for example fire safety during bonfire season, water safety during hot weather and winter safety.
- **Community safety partnership** - weekly meetings are held to highlight operational issues that require a partnership approach by sharing intelligence and identifying locality areas to target the provision of street work and community interventions. This supports children and young people to remain safe in the community, prevent anti-social behaviour and reduce the numbers of young people who may come into conflict with the law.
- **Early and Effective intervention (EEI)** - this service works with young people who have been cautioned and charged with an offence (12-17 years). EEI provides a tailored plan of support for that young person to refocus the young person and assist them in making positive choices which prevent any further incidences of them being in conflict with the law.
- **Trauma Therapy** – a trauma therapist provides early intervention to young people (13-25) who are the survivors of sexual violence to ensure they are supported at the point of reporting abuse and continues to support them through any court processes. A safe space with therapeutic input enables the processing of and recovery from experiences of sexual violence. In addition, the therapist facilitates consultation with other practitioners working to support survivors of domestic and sexual assault to ensure they deliver supports that are trauma informed.

Key Performance Indicator for this priority:

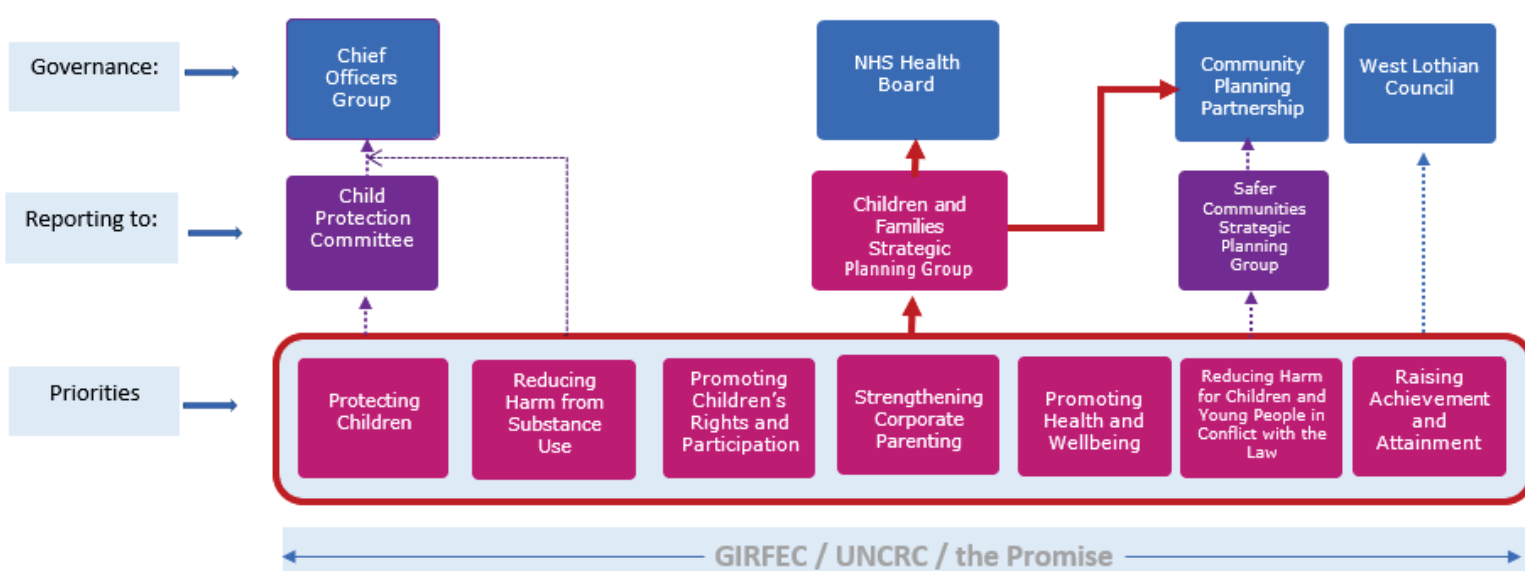
This indicator has been developed to help the service assess the impact Early and Effective Intervention is making on supporting young people not to reoffend. On 17th December 2021, the age of criminal responsibility was increased from 8 to 12 years of age. The data for 2021/22 reflects the increase in the age from 12-17 but the trend has not been impacted.



How We Work Together

The governance arrangements for the planning and delivery of services for children, young people and their families were reviewed in 2015 in light of the implementation of The Public Bodies (Joint Working) (Scotland) Act 2014 and The Children and Young People (Scotland) Act 2014. Services for children, young people and families are planned and monitored at a West Lothian wide level by the Children and Families Strategic Planning Group (C&FSPG) along with other partnership groups. The C&FSPG report to the Community Planning Partnership. Our governance arrangements provide clear linkages to:

- Community Planning Partnership (CPP)
- West Lothian Council
- NHS Lothian
- The Chief Officers Group (COG)
- Community Safety
- Alcohol and Drug Partnership (ADP)
- Community Justice Partnership



Creating a Trauma Informed Workforce

During 2021 the Scottish Government worked with COSLA and Children's Services Planning Partnerships to develop a nationally agreed, Children, Young People and Families Outcomes Framework (CYPF) and a Core Wellbeing Indicator Set, which provide a holistic overview of wellbeing at local and national level and ensure they meaningfully reflect what matters to children, young people and families and enables measurement of progress.

The CYPF Outcomes Framework is being developed to provide an over-arching holistic picture and understanding of children and young people's wellbeing in Scotland. Its approach is grounded within GIRFEC, with children's rights at its core.

To align our local indicators to the newly established national indicators, a West Lothian Performance Management Framework has been produced to ensure the Children and Families Strategic Planning Group has identified its specific contribution to the delivery of the outcomes detailed within The National Performance Framework (NPF) and the CYPF.

Our priorities have been agreed and a robust suite of indicators using the SMART framework, aligned to the actions agreed in our action plan have been, or are being developed to ensure we achieve our intended outcomes in meeting Children and Young People's needs to achieve their potential. Indicators will be tracked through partner's performance information systems. Performance reports on the progress of the plan and the indicators will be submitted regularly to the Children and Families Strategic Planning Group and Children's Services Annual Reports and the 3-yearly UNCRC progress report will be submitted to the Community Planning Partnership to report progress of our Plan.

The West Lothian Assessment Model (WLAM) is a quality model that is used by West Lothian Council staff to improve the overall quality and performance of our services. The model and the process of self-assessment are part of a continuous improvement approach that helps the council and our stakeholders to monitor what we are delivering for West Lothian, particularly in our corporate priorities. The corporate Priorities are reviewed in consultation with key stakeholders every 5 years, in line with the corporate planning periods.

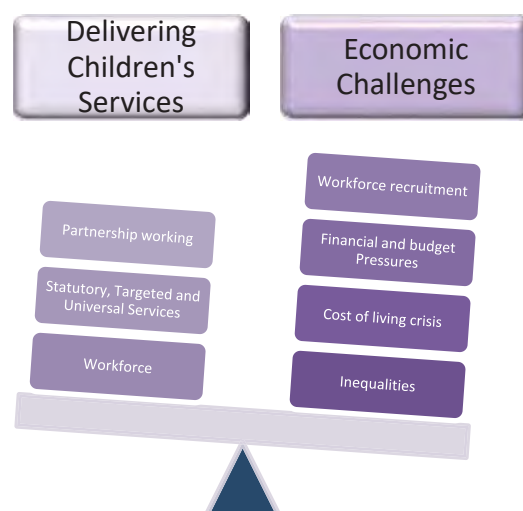


The Scottish Government's, Children, Young People and Families Outcomes Framework (CYPF) identify 21 Core Wellbeing Indicators. The Scottish Government have not set targets for these indicators but West Lothian will collate the indicator data and establish meaningful local targets to measure our performance of national indicators within our local area. West Lothian's priorities have been aligned to these indicators as well as the SHANARRI wellbeing indicators and articles of the UNCRC as follows:

CYPF Topic of wellbeing	CYPF Core Wellbeing Indicator	West Lothian CSP Priority	SHANARRI Wellbeing Indicator	Links to UNCRC articles
Positive destinations of school leavers	% school leavers in positive destinations at 9-month follow up	Raising Achievement and Attainment	Achieving Included	12, 13, 17, 23, 26, 28, 29
Adult Employment - % Children in working households	Proportion of children under 16 living in households with at least one person age 16-64 where all individuals aged 16+ are in employment	Promoting Health and Wellbeing (Anti-Poverty)	Included	18, 26, 27, 28, 29
Digital Inclusion	% P7-S6 children with access to the internet at home / on phone / another device	Raising Achievement and Attainment	Included Achieving	15, 16, 26, 27, 28, 29
Peer relationships	% of P5-S3 children who agree that their friends treat them well	Promoting Health and Wellbeing	Included Nurtured Safe	12, 13, 14, 15, 16, 23, 28, 29, 31, 33, 34, 36
Neighbourhood safety	% P5-S6 children who say they feel safe when out in their local area <i>always or most of the time</i>	Promoting Children's Rights and Participation	Safe Included	12,19,28,29,33, 34, 35,36,37, 39,40
Play / participation in leisure activities	% S1-S3 children participating in positive leisure activities (at least one from list options)	Promoting Health and Wellbeing	Active Respected	12, 15, 17, 18, 23, 24, 26, 27
Neighbourhood satisfaction	% of P5-S6 children who agree their local area is a good place to live	Promoting Children's Rights and Participation	Included Respected Safe	12, 15, 17, 18, 23, 24, 26, 27
Bullying	% P5-S3 children who say they were bullied in the last year	Promoting Children's Rights and Participation	Safe Respected	6, 13, 14, 15, 16, 19, 23, 30, 31, 33, 36, 37 39
Protection from harm	Number of children subject to interagency Referral Discussions	Protecting Children	Safe Respected Nurtured Healthy Achieving Included	3, 4, 6, 9, 11, 12, 13, 18, 19, 20, 21, 23, 24, 26, 27, 32, 33, 34, 35,36
Housing security	Number of children in temp accommodation at 31 March	Promoting Health and Wellbeing	Included Nurtured	20, 25, 26, 27
Physical activity yesterday	% P5-S6 children that had at least 1 hour of exercise the day before the survey	Promoting Health and Wellbeing	Active Respected	15, 23, 24, 26, 27, 29

CYPF Topic of wellbeing	CYPF Core Wellbeing Indicator	West Lothian CSP Priority	SHANARRI Wellbeing Indicator	Links to UNCRC articles
Literacy	% of P1, P4 & P7 children achieving expected CfE literacy levels (reading, writing, listening & talking)	Raising Achievement and Attainment	Achieving Included	12, 13, 17, 23, 26, 28, 29
Numeracy	% of P1, P4 & P7 children achieving expected CfE numeracy levels	Raising Achievement and Attainment	Achieving Included	12, 13, 17, 23, 26, 28, 29
Mental Health / Mental Wellbeing	% S2-S6 children with <i>slightly raised, high or very high</i> Strength & Difficulties score	Promoting Health and Wellbeing	Healthy Nurtured Included	14, 15, 19, 23, 24, 27, 31, 36, 39
Mental Health / Mental Wellbeing	Mean score on Stirling wellbeing scale (P5-S1 children) & Warwick EdI Mental Wellbeing Score (S2-S6 children) (WEMWBS)	Promoting Health and Wellbeing	Healthy Nurtured Included	14, 15, 19, 23, 24, 27, 31, 36, 39
Being listened to and involved in decision-making	% P5-S6 children who agree adults are good at taking what they say into account	Promoting Children's Rights and Participation	Respected Responsible	4, 5, 12, 13, 14, 15, 17, 40
Diet	% P5-S6 children who eat both fruit and vegetables every day	Promoting Health and Wellbeing	Healthy Nurtured Responsible	6, 23, 24, 27
Pre-school development	% children with a concern at their 27-30 month review (as a % of children reviewed)	Promoting Health and Wellbeing	Nurtured Healthy Achieving	5, 6, 9, 18, 19, 20, 21, 23, 24, 25, 27, 28, 29, 31
Relationships – Trusted Adults	% of P5-S6 children who say they <i>always</i> have an adult in their life they can trust and talk to about any problems	Promoting Health and Wellbeing	Nurtured Safe Included	5, 6, 12, 13, 17, 18, 19, 20, 21, 23, 24, 25, 27, 28, 29, 31
Child Poverty	Relative child poverty rate (after housing costs)	Promoting Health and Wellbeing (Anti-Poverty)	Included Nurtured Healthy Achieving	6, 15, 18, 19, 23, 24, 26, 27, 28, 29, 31
Quality Services - Easy access to good quality, responsive support	% settings provided ELC achieving Care Inspectorate grades of <i>good or better</i> across all 4 quality themes	Raising Achievement and Attainment	Nurtured Included Achieving	6, 15, 18, 19, 23, 24, 26, 27, 28, 29, 31

This Plan highlights how we seek to deliver Children's Services by achieving the best balance between statutory, universal and targeted services, re-distributing resources towards targeted activities with individuals, groups and communities and providing a greater focus on early intervention and prevention and building resilience.



Economic Challenges

Ongoing budget and financial pressures are expected to continue and difficult decisions will have to be made in order to prioritise the services that meet the needs of the most vulnerable in our community, such as children, young peoples and families living in poverty. The financial challenges reinforce the reasons why partnership working is more important than ever to deliver excellent services for children young, people and their families. By investing our shared resources in the delivery and development of services that focus on prevention and early intervention we can ensure that children's needs are met and they are supported to achieve their full potential.

A Children's Services Commissioning Plan is being developed to ensure planning of services that meet the needs of children and young people in West Lothian. There is a commitment to continually improving services, which requires ongoing assessment of needs, review of demand for services and engagement with children, young people and their families to understand how developments and future services will be effective.

The Scottish Government Whole Family Wellbeing Funding is enabling the partnership to further develop holistic family support by enabling transformational change and scaling up of existing services. The partnership will be progressing these developments as a Public Social Partnership (PSP), the Whole Family Wellbeing Alliance. All activities will be connected, promoting innovative whole family support, early intervention and prevention.

Children and Families services spend:

West Lothian Council 2023 / 2024	£,000s
Social Policy - Children and Families	32,391
Education	216,572
Community Learning and Development – Youth Services	1,925
TOTAL	250,888
Health Services 2022 / 2023	£,000s
Health Visitors	3,263
School Nurses	709
CAMHs	3,012
Midwives (Community)	1,290
Community Child Health	270
Family Nurse Practitioners	642
TOTAL	9,186
OVERALL TOTAL	260,074

Explanation of the SHANARRI Indicators and UNCRC Articles

Wellbeing Indicator	Suggested Links to the UNCRC
Safe Protected from abuse, neglect or harm at home, at school and in the community	(11) abduction and non-return of children, (19) protection from violence, abuse and neglect, (22) refugee children, (32) child labour, (33) drug abuse, (34) sexual exploitation, (35) abduction, sale and trafficking, (36) other forms of exploitation, (37) inhumane treatment and detention, (38) war and armed conflicts
Healthy Having the highest attainable standards of physical and mental health, access to suitable healthcare and support in learning to make healthy, safe choices	(3) best interests of the child, (6) life, survival and development, (24) health and health services, (39) recovery and rehabilitation of child victims
Achieving Being supported and guided in learning and in the development of skills, confidence and self-esteem, at home, in school and in the community	(4) Governments must do all they can to make sure every child can enjoy their rights in systems that promote and protect these rights, (18) parental responsibilities and state assistance, (28) right to education, (29) goals of education
Nurtured Having a nurturing place to live in a family setting, with additional help if needed, or, where possible, in a suitable care setting	(4) Governments must do all they can to make sure every child can enjoy their rights in systems that promote and protect these rights, (5) parental guidance and a child's evolving capacities, (18) parental responsibilities and state assistance, (20) children deprived of a family, (21) adoption, (25) review of treatment in care, (27) adequate standard of living
Active Having opportunities to take part in activities such as play, recreation and sport, which contribute to healthy growth and development, at home, in school and in the community	(3) best interests of the child, (23) children with disabilities, (31) leisure, play and culture
Respected Having the opportunity, along with carers, to be heard and involved in decisions that affect them	(2) non-discrimination, (3) best interests of the child, (4) Governments must do all they can to make sure every child can enjoy their rights in systems that promote and protect those rights. parental guidance and a child's evolving capacities, (8) protection and preservation of identity, (12) respect for the views of the child, (13) freedom of expression, (14) freedom of thought, belief and religion, (16) right to privacy, (17) access to information; mass media, (18) parental responsibilities and state assistance, (30) the right to learn and use the language, customs and religion of their family
Responsible Having opportunities and encouragement to play active and responsible roles at home, in school and in the community, and where necessary, having appropriate guidance and supervision, and being involved in decisions that affect them	(3) best interests of the child, (12) respect for the views of the child, (14) freedom of thought, conscience and religion, (15) freedom of association, (40) juvenile justice
Included Having help to overcome social, educational, physical and economic inequalities, and being accepted as part of the community in which they live and learn	(3) best interests of the child, (6) life, survival and development, (18) parental responsibilities and state assistance, (23) children with disabilities, (26) social security, (27) adequate standard of living



Getting it Right for West Lothian's Children & Families 

DATA LABEL: PUBLIC



EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL

EDUCATION SERVICES' RAISING ATTAINMENT STRATEGY END OF STRATEGY REPORT

REPORT BY HEADS OF EDUCATION

A. PURPOSE OF REPORT

The report provides an end of strategy review of the Raising Attainment Strategy 2018/19 – 2022/23, including progress against the planned actions and an overview of the performance.

B. RECOMMENDATION

It is recommended that the committee:

1. notes the performance against the targets.
2. notes the progress made in implementing the key activities and actions.

C. SUMMARY OF IMPLICATIONS

I Council Values	Focusing on our customers' needs; being honest, open and accountable; developing employees; making best use of our resources; working in partnership.
II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	Education (Scotland) Act 1980 Children and Young People (Scotland) Act 2014 Education (Additional Support for Learning) (Scotland) Act 2014
III Implications for Scheme of Delegations to Officers	None
IV Impact on performance and performance Indicators	The strategy is designed to raise educational attainment and to close the gap in educational outcomes, both of which are reflected in performance indicators.
V Relevance to Single Outcome Agreement	We are better educated and have access to increased and better quality learning and employment opportunities

VI Resources - (Financial, Staffing and Property)	Within agreed Education Revenue Budget
VII Consideration at PDSP	Achievement of Curriculum for Excellence Levels 2021/22 (PRIMARY) 28 th February 2023 Progress in Educational Attainment – December 2022 6 th December 2022
VIII Other consultations	There has been consultation with head teachers, professional associations, parents and partners throughout the life span of the Raising Attainment Strategy.

D TERMS OF REPORT

D1 Background

West Lothian Council is committed to delivering the best possible outcomes for children and young people, in line with the Single Outcome Agreement outcome that our children will make the best possible start in life. The Raising Attainment Strategy 2018/19 – 2022/23 set out how the council would raise the quality and value of service provision and how this would support two of the priorities of raising attainment and closing the poverty related attainment gap.

There were two key features to facilitate tracking progress in the strategy outcomes and measurable achievements:

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

This report evaluates the performance of the service in delivering the planned outcomes and meeting the targets set out in the Raising Attainment Strategy 2018-2023, which was agreed by Education Executive on 11th September 2018.

D2 Strategy Outcomes

Raised educational attainment increases personal, social, cultural and economic opportunities, ensuring that young people are in a position to fulfil their potential and contributes to the improved social and economic well-being of the community in West Lothian. The Raising Attainment Strategy 2018/23 had four outcomes:

- 1) Raising Attainment for All in the Broad General Education (BGE) - Ensuring Excellence
- 2) Closing the Poverty Related Attainment Gap in the BGE - Ensuring Equity
- 3) Raising Attainment for All in the Senior Phase – Ensuring Excellence
- 4) Closing the Poverty Related Attainment Gap in the Senior Phase - Ensuring Equity

D3 Achieving the outcomes

The West Lothian Council Raising Attainment Strategy provided an increased strategic focus to Education Services' activities in raising attainment. The strategy was developed taking account of best practice in West Lothian schools, the professional knowledge and experience of school and centrally based staff, national practice and international perspective and recommendations.

The actions and activities, promoted by the strategy, have been validated through quality assurance procedures, including Education Scotland inspections, Validated Self Evaluation (VSE), feedback from Head teachers and performance data.

The implementation of the strategy has resulted in a continued period of improvement in attainment in West Lothian.





Throughout the term of the strategy, activities have been reviewed and revised to reflect evolving national and local priorities, emerging best practice within West Lothian, other local authorities and international educational research, as well as responding effectively to the period of interrupted learning as a result of a global pandemic.

D4 Performance Scorecard

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


The scorecard provides a report of performance to date across the whole strategy and is attached as Appendix 1.

In total 19 performance indicators were identified to monitor progress across the whole of the strategy.

Summary of Performance Indicator status (RAG)	
Status (against target)	Number of PIs
 Green	15
 Amber	1
 Red	3
 Unknown	0


A commentary on the performance and the corrective action that was taken to address the performance indicators that are triggering as red is outlined below.

Outcome 2 - Closing the poverty related attainment gap in the BGE

 EDSCH080_9b.1a Gap between most and least deprived Primary Pupils Achieving Expected Level in Literacy	
Performance 2021/22	Target 2021/22
20%	16%

Performance in 2021/22 was 20% which was a decreased gap compared to 21% in 2020/21 and a higher gap compared to the set target of 16%. It should be noted that the performance of Quintile 1 pupils in 2021/22 did increase by 2.59 percentage points from 2020/21 but is offset by an increase in attainment of Quintile 5 pupils of 1.74 percentage points.


A targeted approach to raising attainment in Literacy, based on a needs analysis including performance data, is supported by the work of the Literacy Pedagogy Team and the Equity Team. The Equity Team provides support to schools and ELC settings in tackling the poverty-related attainment gap. The team works directly with schools to tackle specific poverty related gaps within their school community.

 EDSCH082_9b.1a Gap between most and least deprived Primary Pupils Achieving Expected Level in Numeracy	
Performance 2021/22	Target 2021/22
17%	13%

Performance in 2021/22 was 17% which was the same as the gap in 2020/21 and a higher gap compared to the set target of 13%. It should be noted that the performance of Quintile 1 pupils in 2021/22 did increase by 1.38 percentage points from 2020/21 but is offset by an increase in attainment of Quintile 5 pupils of 0.99 percentage points.

A targeted approach to raising attainment in Numeracy, based on a needs analysis including performance data, is supported by the work of the Numeracy Pedagogy Team and the Equity Team. The Equity Team provides support to schools and ELC settings in tackling the poverty-related attainment gap. The team works directly with schools to tackle specific poverty related gaps within their school community.

Outcome 4 - Closing the poverty related attainment gap in the senior phase






 EDSQA089_9b.1a Gap between most and least deprived school leavers achieving at least Numeracy Level 5	
Performance 2021/22	Target 2021/22
25%	20%

A targeted approach was taken to raising attainment in Numeracy, based on a needs analysis, including performance data, delivered through the deployment of a Numeracy officer, improvement officer and data coach to support improvements in performance. Raising attainment in numeracy was a key focus of the secondary strategy for all schools this year and was reflected in school improvement plans. The Numeracy pedagogy team worked closely with the secondary schools, both as part of the strategic group planning for Numeracy recovery and as part of other networks and events with a Numeracy focus.

Moving forward, the inclusion of numeracy qualifications at the highest possible level will be built in to agile curriculum pathways that all secondary schools are currently developing to ensure that all pupils in the senior phase of their education can make progress with their qualifications on an appropriate pathway leading to a sustained positive destination.

D5 Strategy Actions

There are nine actions to support the delivery of the Strategy outcomes. At present, the status of those actions are as follows:

Summary of Action status (RAG)	
Status (against target)	Number of Actions
 Completed	9
 Not Started; In Progress, Assigned	0
 Unassigned; Check Progress	0
 Overdue	0
 Cancelled	0

The update for each action is included in Appendix 2. A commentary is provided below for any actions that have in 2022/23 significantly progressed, or where actions remain ongoing.

Performance Analysis

All schools have maximised attainment through robust analysis of performance information. This has led to 'good' or better evaluations for Raising Attainment in all schools inspected since 2020 – 2021.

Health and Well Being (HWB) Strategic Action Plan

The Health and Wellbeing Strategic Framework, systems and processes have been embedded with partners in all schools and school communities by ensuring strong collaboration with children, young people, families, staff and steering group partners including Educational Psychology, Social Policy and NHS Lothian. This has resulted in a more consistent approach to delivering positive Health and Wellbeing outcomes within almost all schools.

West Lothian Pupil Equity Fund (PEF) Action Plan

The Scottish Attainment Challenge: Triannual Report 3 reported that West Lothian has demonstrated considerable progress in its implementation of the Scottish Attainment Challenge (SCA) refresh, in particular governance around strategic equity fund and pupil equity fund. The SAC team continues to effectively support the work in all schools through the Equity team, partnership projects and funding streams. This has resulted in a more consistent focus on tackling the poverty related gap across the authority.

D6 Developing the 2023/28 Raising Attainment Strategy

The draft 2023/28 Raising Attainment Strategy will outline the outcomes and activities planned, which is in line with the 2023 National Improvement Framework and Improvement Plan for Scottish Education. Ambitious and aspirational targets will be set to ensure that West Lothian continues to achieve excellence for its learners and continues to address the poverty related attainment gap. The 2023/28 draft strategy will be presented to Education PDSP at a future meeting.

E. CONCLUSION

The Raising Attainment Strategy 2018/23 set out the council's approaches to engaging, supporting and challenging all schools in our drive to continually raise attainment.

The report provides a review of the strategy in terms of the performance and the action plan, demonstrating that the council is making good progress in the targeted objectives of the strategy.

F. BACKGROUND REFERENCES

Raising Attainment Strategy 2018/23

The Scottish Attainment Challenge: Triannual Report 3 West Lothian

Appendices/Attachments:

Appendix 1: End of Strategy Review - Raising Attainment Scorecard

Appendix 2: End of Strategy Review – Raising Attainment Action Plan

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Greg Welsh, Head of Education (Primary, Early Years and Resources)

Date of meeting: 22nd August 2023



Appendix 1



Raising Attainment Strategy 2018-23 - Scorecard

Outcome 1 - Raising Attainment for all in the broad general education







Status	Performance Indicator	Last Update	Current Value	Current Target	Lead Officer(s)
	P:EDQIT027_9b.1c Percentage of Primary, Secondary, Additional Support Needs and Early Learning and Childcare establishments evaluated as good or better for Raising Attainment	2021/22	100%	90%	Head of Education (Primary) (Greg Welsh) Head of Education (Secondary) (Siobhan McGarty)
	P:EDSCH079_9b.1a Percentage of Primary Pupils Achieving Expected Level in Literacy	2021/22	79%	81%	Head of Education (Primary) (Greg Welsh)
	CP:EDSCH0819b.1a Percentage of Primary Pupils Achieving Expected Level in Numeracy	2021/22	84%	84%	Head of Education (Primary) (Greg Welsh)
	P:EDSCH083_9b.1a Percentage of Secondary Pupils Achieving Expected Level in Literacy	2021/22	96%	95%	Head of Education (Secondary) (Siobhan McGarty)
	P:EDSCH085_9b.1a Percentage of Secondary Pupils Achieving Expected Level in Numeracy	2021/22	96%	95%	Head of Education (Secondary) (Siobhan McGarty)

Outcome 2 - Closing the poverty related attainment gap in the BGE

Status	Performance Indicator	Last Update	Current Value	Current Target	Lead Officer(s)
	P:EDSCH080_9b.1a Gap between most and least deprived Primary Pupils Achieving Expected Level in Literacy	2021/22	20%	16%	Head of Education (Primary) (Greg Welsh)
	P:EDSCH082_9b.1a Gap between most and least deprived Primary Pupils Achieving Expected Level in Numeracy	2021/22	17%	13%	Head of Education (Primary) (Greg Welsh)




	P:EDSCH084_9b.1a Gap between most and least deprived Secondary Pupils Achieving Expected Level in Literacy	2021/22	4%	4%	Head of Education (Secondary) (Siobhan McGarty)
	P:EDSCH086_9b.1a Gap between most and least deprived Secondary Pupils Achieving Expected Level in Numeracy	2021/22	5%	8%	Head of Education (Secondary) (Siobhan McGarty)

Outcome 3 - Raising attainment for all in the senior phase

Status	Performance Indicator	Last Update	Current Value	Current Target	Lead Officer(s)
	P:EDSQA087_9b.1a Percentage of School Leavers that Achieved five or more Level 5 Awards or above	2021/22	79%	73%	Head of Education (Secondary) (Siobhan McGarty)
	P:EDSQA111_9b.1a Percentage of School Leavers that Achieved five or more Level 6 Awards or above	2021/22	52%	47%	Head of Education (Secondary) (Siobhan McGarty)
	P:EDSQA112_9b.1a Percentage of S5 pupils that Achieved one or more Level 6 Awards	2021/22	82%	72%	Head of Education (Secondary) (Siobhan McGarty)
	P:EDSQA113_9b.1a Percentage of S5 pupils that Achieved three or more Level 6 Awards	2021/22	61%	59%	Head of Education (Secondary) (Siobhan McGarty)
	P:EDSQA114_9b.1a Percentage of S5 pupils that Achieved five or more Level 6 Awards	2021/22	48%	42%	Head of Education (Secondary) (Siobhan McGarty)
	CP:SOA1302_09 Percentage of school leavers entering a positive destination	2021/22	94.6%	95%	Head of Education (Secondary) (Siobhan McGarty)





Outcome 3 - Raising attainment for all in the senior phase


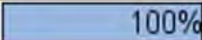

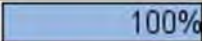
Status	Performance Indicator	Last Update	Current Value	Current Target	Lead Officer(s)
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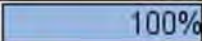


	P:EDSQA088_9b.1a Gap between most and least deprived school leavers achieving at least Literacy Level 5	2021/22	19%	19%	Head of Education (Secondary) (Siobhan McGarty)
	P:EDSQA089_9b.1a Gap between most and least deprived school leavers achieving at least Numeracy Level 5	2021/22	25%	20%	Head of Education (Secondary) (Siobhan McGarty)
	P:EDSQA090_9b.1a Gap between most and least deprived school leavers achieving at least 1 Level 6 award	2021/22	12%	21%	Head of Education (Secondary) (Siobhan McGarty)
	P:EDSQA091_9b.1a Gap between most and least deprived school leavers entering a positive destination	2021/22	4%	5%	Head of Education (Secondary) (Siobhan McGarty)


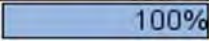

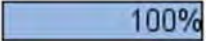
Appendix 2


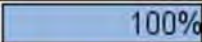
Raising Attainment Strategy 2018-23 – Action Plan

Status	Action Title	Code	Assigned To	Progress Bar	Latest Update
	Provide robust Performance Analysis	RAS18001	Greg Welsh		<p>July 2023: The robust attainment programme for early years and primary schools has allowed the Service to evidence improvements in performance throughout the period of 2018-2023. At the key CfE stages, P1, P4 and P7, the performance analysis allows for comparison with previous years' performance at the same stage of the session. At all stages and all areas there has been an improvement in attainment comparing June 2022 figures to June 2023. This data continues to be used to inform and drive future improvements.</p> <p>July 2023: The effective attainment programme for secondary schools involves meetings with all schools at key points in the year which on analysis past trends, current performance and predictions accompanied by robust individual school level action plans. This has led to significant improvements in performance in key measures over the 5 year period of the strategy. West Lothian has also outperformed both national and virtual comparator outcomes in all key Level 6 measures each year.</p>
	Embed Maths Action Plan 2018-2023	RAS18002	Greg Welsh		<p>July 2023: The West Lothian Maths and Numeracy Action Plan 2018/23 is used by all schools to inform and support the delivery of the RA Strategy. The actions within the plan have led to significant improvements in professional practice, which is resulting in increased attainment. Collaboration between networks is increasing opportunities for consistency and improved pedagogies across all sectors. This has been supported in session 2022-23 through the further development and enhancement of progression pathways, high quality professional learning and a shared focus on agreed priorities. Ongoing evaluation of current priorities, alongside consultation with national partners (NRIM & Education Scotland) has ensured accurate identification of future next steps. Progress has resulted in the development of Beyond Number Pathways (Early and Second Level) by practitioners across West Lothian through the Champions Network. Maths recovery CLPL for practitioners across West</p>

					Lothian, leading to improvements in the targeted interventions offered within settings. The development of 3rd and 4th Level Pathways with Network lead and PTCs. Secondary networks sessions with a clear focus on research-based pedagogies and to raise attainment and gain greater consistency across settings
	Implement West Lothian PEF Action Plan	RAS18003	Greg Welsh		<p>July 2023: West Lothian Scottish Attainment Challenge Progress – Pupil Equity Funding. A new Pupil Equity Fund (PEF) planning and tracking tool has been piloted by schools across all sectors this year. The tool supports schools in rigorously implementing, monitoring and evaluating their PEF funded approaches and interventions which aim to tackle the poverty related attainment gap.</p> <p>West Lothian Scottish Attainment Challenge Progress – Strategic Equity Funding Collaborative Projects. A partnership approach to Strategic Equity Funding planning has been taken in order to collaborate with a range of services across the local authority including the anti-poverty team, social policy, community learning and development, educational psychologists and others. Collaborative projects were identified which have a specific targeted focus. These projects include the Equity Team, providing support to schools and ELC settings in tackling the poverty-related attainment gap and making effective use of Pupil Equity Funding. The Level Up Attainment Project an intensive, multi-agency approach to re-engage our care experienced learners in the senior phase of their education, with minimal engagement in their learning and at risk of care placement break down. Senior Phase Equity Pathways involving schools and partners working in collaboration to ensure that there are equal opportunities to a variety of different pathways for all young people. Cost of the School Day (COSD) and Participatory Budgeting (PB) significantly reduce costs associated with the school day, reduce the impact on HWB, participation/engagement, promote achievement and tackle the poverty related attainment gap.</p>
	Embed the Literacy Action Plan 2018-2023	RAS18004	Greg Welsh		<p>July 2023: Through the West Lothian Literacy and English Action Plan (2018 – 2023) identified priority areas have been successfully implemented. The actions within the plan have led to significant improvements in professional practice, which is resulting in increased attainment. Consistent and effective use of the WL Progression Pathways for literacy through implementation of a 'Pathways into Practice' model from early to fourth level. Effective use of data</p>

					and high-quality assessment to ensure gaps and strengths are accurately identified and supported through universal and targeted evidence-based approaches to secure appropriate pace and challenge for all learners. Effective moderation practice which further strengthens the quality of all aspects of learning, teaching and assessment to include applying skills in different contexts. Innovative use of digital technology to maximise support for learners and parents/carers, and to strengthen professional collaboration and sharing of practice across schools and sectors. These priorities have been closely aligned with high-quality CLPL offered locally and through the Regional Improvement Collaborative (RIC).
	Continue to develop the HWB Strategic Action Plan	RAS18005	Greg Welsh		July 2023: The strategic approach to delivering improvements in HWB has secured very good progress in this area. All schools have had the chance via Champ Networks, Mini Champ Meetings and Family Champs Meetings to provide their views on what would empower them to ensure early prevention and intervention in regard to mental health. Almost all schools have taken part in Trauma Informed Training Part 1 and 87% of staff in schools feel more confident that they are Trauma Informed. Sub Groups of teachers have worked on padlets for our Sharepoint focussing on staff wellbeing resources, links and signposting. 86% of staff feel more empowered to lead a Healthy Lifestyle. Our Health and Wellbeing Sharepoint has been refreshed to include padlets containing resources and signposting for staff wellbeing, mental health support and trauma informed practice. Thinglinks for pupils, staff and families have also been developed. Anti-bullying guidance has been developed and over 90% of school Health and Wellbeing Champs are reporting that they are confident that their school have effective Anti-Bullying procedures in place. Our next step is to develop Equality and Diversity Guidance for schools.
	Review and enhance a CLPL Framework	RAS18006	Greg Welsh		July 2023: Key features include: Professional Learning Forum – two groups involving stakeholders and professional learning providers with representatives from all areas of Education Services, as well as external partners, which meets to connect, coordinate, and proactively identify professional learning activity for the Services. CLPL Annual Calendar – shared with all education staff to identify available professional learning. CLPL SharePoint – electronic intranet site that collates all relevant professional learning for education staff to access.

					<p>Probationer Programme of Professional Learning. All probationers who responded to the 22/23 probationer survey indicated that they felt well or very well supported throughout their probation year. Early career teacher network providing ongoing enhanced support for early career teachers, connecting to the local and national programmes available. Senior, Middle and Teacher learning and leadership programmes – in partnership with Education Scotland. General Teaching Council Scotland (GTCS) validated Professional Update and Professional Review and Development Policy and Procedures. GTCS accredited learning programmes 2020-25: Coaching and Leadership. Regional Improvement Collaborative Professional Learning Programme. University partnerships and support for the Masters Programme.</p>
	Implement the Early Years Improvement Agenda	RAS18007	Greg Welsh		<p>July 2023: All council ELC Settings that have been inspected by the Care Inspectorate have met the National Standard, i.e., they have been graded as 'good' or above. Thematic Reviews have highlighted high quality provision through the expansion of 1140. We have worked closely with West Lothian College to provide CLPL on Forest Kindergarten for our Early Level workforce.</p>
	Enhance the work of the Quality Assessment and Moderation Support Officers (QAMSOs)	RAS18008	Greg Welsh		<p>July 2023: In collaboration with the National Improvement Framework Officer and attendance at National Assessment Co-ordinator events ensures key messages continued to be shared with senior leaders. 73% of schools, 78 practitioners, have participated in the professional learning through the Moderation Lead (QAMSO) Programme and have identified staff to lead moderation across their setting. Moderation Leads are well supported through opportunities to attend network sessions and are encouraged to share practice and engage in professional dialogue. Moderation case-studies demonstrating school and cluster approaches are regularly shared including the effective use of digital methods, promoted by Education Scotland. Education Scotland have provided rights-based approach session to strengthen a shared understanding of learner at the heart of moderation. West Lothian Learning, Teaching and Assessment interactive resource has been developed to further support senior leadership teams and staff to self-evaluate assessment and moderation practice, identify strengths and areas for development. This central resource ensures all staff have the most current national and local guidance to ensure consistent and robust systems and approaches to assessment and moderation.</p>

					West Lothian Performance team support schools to analyse the wide range of data available. This is further developing senior leadership teams and staff to effectively interpret data and understand the key priorities or areas for focus. Across clusters and attainment groups data is interrogated to identify common themes and opportunities to moderate practice.
	Continue the work of the Family Learning Steering group	RAS18009	Greg Welsh		July 2023: West Lothian schools continue to use a variety of existing, adapted and new approaches to engage and support parents/carers. West Lothian schools regularly gather the views and opinions of all stakeholders as part of the ongoing, robust self-evaluation approaches in place to support continuous improvement and inform individual school planning. Schools and ELC settings have been innovative in their approach to welcoming and engaging parents within their unique context. In March 2023, West Lothian Council issued parent/carers surveys to all parents, and P5-7 and S1-3 pupils to gather annual information about the performance of all schools in relation to children's wellbeing and learning. The primary surveys had a 93% pupil response rate and a 34% parent/carers response rate. Key strengths within the primary sector included, children feeling safe at school and having someone in school to speak to if upset or worried. Children's learning progressing well and children increasing in confidence. Teachers regularly providing feedback to children on progress in learning. The secondary surveys had a 64% pupil response rate and a 12% parent/carers response rate. Key strengths identified within the secondary sector included, young people being treated fairly and with respect. Young people making progress in learning. Schools working to ensure costs do not prevent young people from participating in wider school activities

Scottish Attainment Challenge

Triannual Report 3

June 2023

West Lothian Council

For Scotland's learners, with Scotland's educators

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Section 1

1.1 Introduction

This report provides an overview of the local authority's progress in implementing the Scottish Attainment Challenge (SAC) programme. The key theme for this report is learning, teaching and assessment. The final section provides a summary on the overall progress that the local authority has made in 2022-23.

1.2 Progress towards next steps

- The Equity Team will conduct a review and analysis of the pupil equity fund (PEF) plans to ensure evidence of impact is recorded. This will include the analysis of the equity target schools and the support provided by the literacy/numeracy officers.

Quality assurance of PEF plans show that the tool has supported schools to plan PEF priorities and interventions that are significantly more focused. There is evidence that learners and families are being supported in a more targeted manner and impact is being reported more clearly. The PEF planning tool has been reviewed in consultation with headteachers and central officers to further improve content and tailor the tool to reflect the needs of schools going forward.
- A review of the strategic equity fund (SEF) collaborative projects to date will be conducted, including the progress made towards the stretch aims.

Of the original eight collaborative projects based on partnership working 87.5% continue to make good progress and 12.5% are fully achieved. All project leads have completed a June 2023 progress update and have identified next steps. The information will be used to inform the National Improvement Framework (NIF) 2023 report as well as authority reports and updates.
- Further analysis of attendance data, the impact of attendance projects and associated support, e.g. Regional Improvement Collaborative (RIC) input, will inform the next steps for continuous improvement for identified establishments.

Based on data analysis and using quality improvement (QI) tools, the Equity Team have been working with ten schools on universal and targeted interventions to support improving attendance. Through universal interventions there has been an average of 3% rise in whole school attendance across the identified schools from January 2023 to April 2023. In targeted interventions there has been an 8.6% rise in average attendance in the same period across targeted groups of children, i.e. 31 children in total, across three schools.

The RIC attendance officer has been working with nine targeted schools based on self-evaluation and data analysis. Eight out of the nine schools have had a 3.21% increase in their average attendance data from January to April, compared to August to December data. Across three schools, through targeted interventions, the attendance of ten pupils between January and April improved by an average 6.77% compared to their August/December attendance data.

Early evidence from the secondary family link workers (FLW) indicates that the most impactful interventions are building trust with young people and their families, being transparent around the data and the impact of low levels of attendance with the whole family. FLWs report increased levels of confidence in carrying out their role through their involvement in the professional learning programme, particularly regarding tracking of improvements in young people's attendance and the specific interventions underpinning this. Evidence of progress with family link workers specific caseload shows a gradual improvement month on month since December 2022. In addition, the average monthly attendance of FLW caseload increased by 6.9% from March to April 2023 compared to a 1.9% increase at a whole school level.

Section 2

Theme: Learning, teaching and assessment

2.1 Strategies for learning and teaching

The overarching strategy for literacy, numeracy, health and wellbeing (L/N/HWB), is guided by the five-year strategic plan for each area and the local authority raising attainment strategy. L/N/HWB career long professional learning (CLPL) programmes and champions' networks support all schools to develop high quality learning, teaching and assessment (LTA) approaches in each of the key areas.

The Pedagogy and Equity Teams provide CLPL in key areas of LTA which have had a positive impact on outcomes for learners affected by poverty, for example effective pedagogies and differentiation. Learning and support is also provided to assist all schools in planning more effective universal and targeted interventions to tackle poverty related gaps in L/N/HWB. In addition, the Equity Team works with 12 schools in areas of deprivation and provides bespoke CLPL sessions. This includes in-class modelling for teachers and pupil support workers with a specific focus on improving the quality of learning, teaching and assessment.

2.2 Assessment

Regular attendance at National Assessment Co-ordinator events supports moderation across the authority. In partnership with the national improvement framework (NIF) officer the authority moderation lead co-ordinates a programme which provides guidance, support and challenge for quality assurance and moderation support officers (QAMSOs). To ensure a consistent approach across schools, shared expectations of standards for achievement through the development of school assessment strategies is in place. This is additionally supported by PEF funded Pedagogy Officers in targeted clusters. There are regular opportunities to meet with colleagues to share practice and engage with Education Scotland. This has strengthened knowledge and understanding on how the United Nations Convention on the Rights of the Child (UNCRC) permeates through the learning, teaching and assessment cycle.

The diagnostic analysis of Scottish National Standardised Assessment is used to support professional judgement. This is part of a range of evidence gathered to inform progress and next steps in learning for all children and young people. Individual schools use standardised assessments e.g. GL Assessments, PM Benchmarking to track the impact of universal or targeted interventions. This allows for a focus on children facing challenges, e.g. pupils in SIMD1, free school meals, young carers, care experienced and those with additional support needs.

Quality assurance systems, i.e. validated self-evaluation (VSE) programmes and quality improvement visits take place to triangulate evidence. Data driven dialogue conversations and effective approaches to assessment are leading to positive outcomes for all children and young people. Literacy and numeracy pedagogy officers facilitate and support cluster and cross authority moderation, further enhancing the robustness of assessments.

The Equity Team support and challenge schools to relentlessly focus on effectively planning for pupils impacted by poverty. Engagement with the pupil equity fund planning tool ensures robust assessments are implemented to closely monitor and track progress and achievement.

2.3 Partnerships

A partnership approach to SEF planning has been taken in order to collaborate with a range of services across the local authority including the anti-poverty team, social policy, community learning and development, educational psychologists, Active Schools, Youth Homelessness and others. Eight collaborative projects were identified which have a specific targeted focus. Three are highlighted below:

- a) almost all secondary schools used pupil equity funds to create bespoke family link worker post. The specific remit in place was to support young people at risk of, or currently affected by, poor attendance which is impacting on their learning, progress and potential attainment in the future. The project was established with partners to provide training as well as opportunity for ongoing reflection on progress and impact on young people. The collaborative project has also benefitted from RIC support and ongoing support from the Education Scotland attainment advisor.
- b) The senior phase equity pathways project aimed to create a learner centred curriculum, co-designed and co-delivered together with partners, to provide additional appropriate pathways for young people. Consistent curriculum pathways ensures links with the five key labour market intelligence areas, as identified in West Lothian, are being shared with all learners, parents, colleges, employers and other organisations. Raising awareness of alternative pathways is an integral part of the plan and links with Heriot-Watt University have had a focus on apprenticeship routes.
- c) Building a team of support around the young person to prevent youth homelessness has involved education, housing, social policy and third sector providers such as Rock Trust working with young people. To date this work has shown a reduction in youth homelessness by 11% in 16-18year olds.

2.4 Professional learning

Between August 2022 and March 2023, the Equity Team's professional learning sessions attracted 1453 participants with 93.78% (from 239 responses received) of these sessions rated as very good or excellent (using Continuous Professional Development Manager (CPD) rating) and 82.85% (from 241 responses received) of participants stating that the content was very relevant to their role.

During the same period, membership of the Equity Network increased to 268 members from across early level childcare, primary, secondary and additional support needs sectors. Each Equity Network session has a specific focus where practice is shared on how to effectively support learners and families experiencing poverty. Respondents stated that as a result of attending the networks they have increased their skills in identifying and implementing evidence-based practices to improve outcomes for children and young people affected by poverty. Others stated that the network had given them access to high-quality information, practice sharing and collaboration across schools ensuring that knowledge and learning related to closing the attainment gap is spread.

Since August 2022, the Equity Team has also worked directly with 84 practitioners to tackle poverty related gaps in the classroom. Data analysis workshops, bespoke professional learning sessions and programmes of targeted interventions have taken place in 12 schools where more intensive support is provided.

Feedback from practitioners includes an increase in data analysis confidence and enthusiasm; ability to use guidance and support to increase motivation of children and young people in writing; and how beneficial the sharing of experiences and resources has been.

Most primary schools (60 out of 80) have taken part in trauma informed training part one and 87% (out of 50 replies) of school staff feel more confident that they are trauma informed. Plans are in place to ensure all schools will complete the training part one across all sectors unless they have completed other relevant training.

Section 3

3.1 Next steps for continuous improvement for learning, teaching and assessment

During the session 2023/2024

- the Equity team will universally offer and deliver support sessions associated with effective approaches to assessment, differentiation/adaptive teaching, questioning and feedback
- the Equity team will offer intensive support to 14 primary schools to further strengthen approaches to learning, teaching and assessment through in-class modelling, coaching practitioners and supporting practitioner enquiry
- Alongside secondary school leaders, the Equity team will co-design a professional learning offer for secondary middle leaders to focus on leading inclusive learning and teaching at faculty level to ensure all learners' needs are being met
- A group of secondary senior leaders will lead on inclusive pedagogy and will be involved in authority validated self-evaluation visits to secondary schools, with a specific lens on this area

Section 4

4.1 Progress towards stretch aims

4.1.1 Broad General Education

P1/4/7 literacy combined

The local authority is making some progress towards meeting the stretch aim target of 73% for quintile one (Q1) pupils by September 2023. Based on the 2020/2021 figures, the gap is not yet showing progress towards the stretch aim as a result of Q5 improvements in performance.

P1/4/7 numeracy combined

The local authority is making very strong progress towards meeting their stretch aim target of 77% for Q1 pupils by September 2023. Based on the 2020/21 figures the gap between Q1vQ5 is showing progress towards the stretch aim. It should be noted that Q5 performance has also improved.

4.1.2 Senior Phase

1 or more Level 5 qualifications (SQA) National A-C pass

The local authority is making strong progress towards meeting the Q1 target of 79.5%. Equally strong progress towards tackling the poverty related attainment gap between Q1vQ5 is evident. Data for 2022/23 cohort is not available until February 2024.

1 or more Level 6 qualifications (SQA National A-C pass)

Progress towards the stretch aim target is proving challenging in the current context in schools. Data for 2022/23 cohort is not available until February 2024. It should be noted there is significant improvement in performance for both Q1 and the Q1vQ5 gap when comparing 1+ Level 6 leavers data with the previous year when using the Insight SCQF measure.

4.1.3 Annual Participation Measure

The local authority has achieved the Q1 target of 88.3% and current indications are the gap is closing between Q1vQ5.

4.1.4 Health and wellbeing

Primary

Progress towards achieving the stretch aim of 94% for Q1 and the Q1vQ5 gap is proving challenging. It should also be noted that the baseline for this stretch aim was impacted by covid coding which increased pupil attendance data.

Secondary

Progress towards achieving the stretch aim of 88% for Q1 and the Q1vQ5 gap is proving challenging. It should also be noted that the baseline for this stretch aim was impacted by covid coding which increased pupil attendance data.

4.1.5 'Plus' stretch aims

The local authority has achieved their core plus stretch aim in connection with participatory budgeting and cost of the school day. They have also achieved their core plus stretch aim to reduce youth homelessness by 10%.

4.2 Summary of overall progress in implementing the Scottish Attainment Challenge (SAC) for 2022-23

West Lothian has demonstrated considerable progress in its implementation of the SAC refresh, in particular governance around strategic equity fund and pupil equity fund. The SAC team continues to effectively support the work in all schools through the Equity team, partnership projects and funding streams. This has resulted in a more consistent focus on tackling the poverty related gap across the authority. Progress is reported to the Elected Members and cascaded throughout the service and authority.

There has been good progress made with universal and targeted work to tackle the poverty-related attainment gap. The new PEF planning tool is sharpening the focus on impact of PEF on learners. The West Lothian approach, based on partnership working through collaborative projects, is beginning to evidence positive impact on achieving the mission of the Scottish Attainment Challenge.

Education Scotland

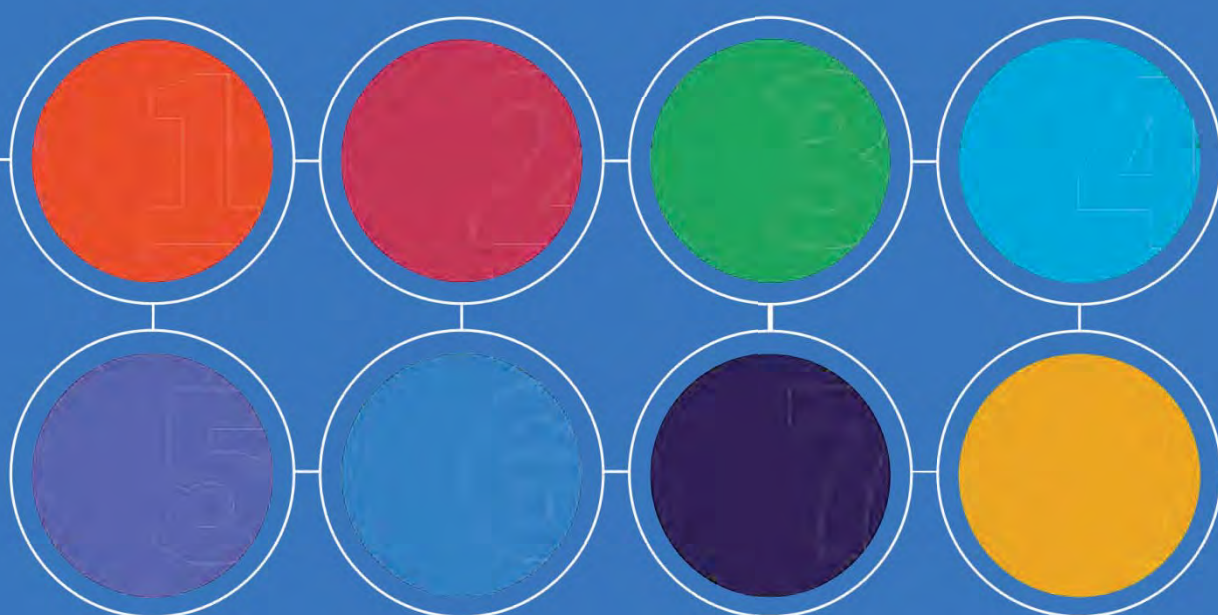
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Raising Attainment Strategy 2018/19 to 2022/23



Welcome to the Raising Attainment Strategy

The strategy sets out the key outcomes, activities and behaviours that the council will pursue in support of our corporate priorities and a culture of continuous improvement

The council aims to help West Lothian's young people make the most of their opportunities and to go on to achieve positive outcomes in their lives. We believe that the quality of learning and teaching that our young people receive in schools, pre-schools and nurseries is a critical factor in their ability to succeed. In the last Corporate Plan 2012/17, the council invested in our schools and provided additional, specialist support to improve the quality of teaching and embed the Curriculum for Excellence. During this period pupils achieved the best exam results ever recorded in West Lothian. We want to build on these outstanding results and continue to develop a culture of aspiration for all our young people.

In support of the council's Corporate Plan 2018/23 and the eight priorities, the Raising Attainment Strategy will directly influence and impact on the delivery of the Council's number one priority of improving attainment and positive destinations. It aims to ensure that children and young people are well placed to move into adult life and employment or further/higher education. There is an expectation by West Lothian Council that effective learning and teaching throughout each young person's school experience enables them to maximise their potential.

West Lothian Council is committed to improving attainment for all children and young people in line with the National Improvement Framework and through the effective delivery of Curriculum for Excellence. Schools in West Lothian have consistently demonstrated their capacity to improve attainment. Within this strategy, the overarching themes are to raise the attainment of all in achieving excellence, and to ensure equity through closing the gap in education outcomes between children from the most and least deprived backgrounds.



Lawrence Fitzpatrick
Leader of the Council



Graham Hope
Chief Executive

Strategy outcomes

The West Lothian Council Raising Attainment Strategy provides an increased strategic focus to Education Services' activities in raising attainment. The strategy was developed taking account of best practice in West Lothian schools, the professional knowledge and experience of school and centrally based staff, national practice and international perspective and recommendations.

The Raising Attainment Strategy has four outcomes and these are:

- ◆ Raising Attainment for All in the Broad General Education (BGE) – Ensuring Excellence
- ◆ Closing the Poverty Related Attainment Gap in the BGE – Ensuring Equity
- ◆ Raising Attainment for All in the Senior Phase – Ensuring Excellence
- ◆ Closing the Poverty Related Attainment Gap in the Senior Phase – Ensuring Equity

In order to achieve these outcomes, the strategy will focus on the delivery of specific actions and activities directly linked to the six **National Improvement Framework drivers**:

- **School Improvement:** Collaborative quality improvement activities across West Lothian Education Services will continue to drive improvement in outcomes for learners. School improvement planning will focus on raising attainment and actively address the equity gap.
- **School Leadership:** Strategic leadership will continue to develop leaders at all levels in order to further develop capacity and improve outcomes. This will be achieved through the implementation and expansion of leadership Career Long Professional Learning (CLPL) pathways.
- **Performance Information:** Intelligent use of data ensures the identification of gaps in learning resulting in assertive target setting with schools. Targets will be aspirational, challenging and relevant with progress tracked.
- **Teacher Professionalism:** Authority and school activities will be focussed on delivering excellent learning, teaching and assessment. School leaders will work with their staff teams to ensure that lessons are motivating, engaging, well-planned and differentiated to meet the needs of all learners, based on the West Lothian statement of expectation for all practitioners.
- **Assessment of Children's Progress:** West Lothian Progression Pathways for Literacy and Numeracy will be used to ensure further improvement in literacy and numeracy levels. Transition arrangements will focus on curricular transition and continuous progression in learning with schools making effective use of the monitoring and tracking information.
- **Parental Engagement:** The quality of engagement that parents have with their child's learning is a key factor to ensuring successful outcomes. School leaders will improve and increase ways in which parents and families can engage in partnership with schools to support their children.

1 Raising Attainment for All in the BGE - Ensuring Excellence

Description

This outcome aims to increase attainment and achievement across all West Lothian Schools, and for all West Lothian learners from early years to S3. Raised educational attainment and achievement increases personal, social, cultural and economic opportunities, and ensures that young people are in a position to fulfil their potential and contribute to the improved social and economic wellbeing of the community in West Lothian.

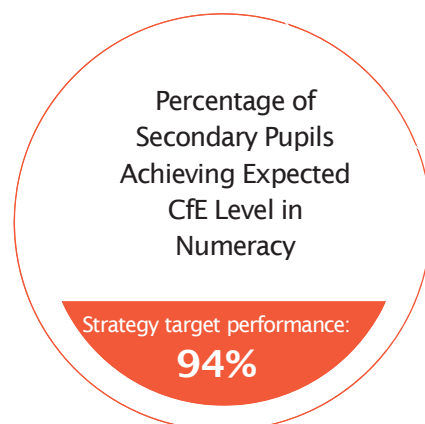
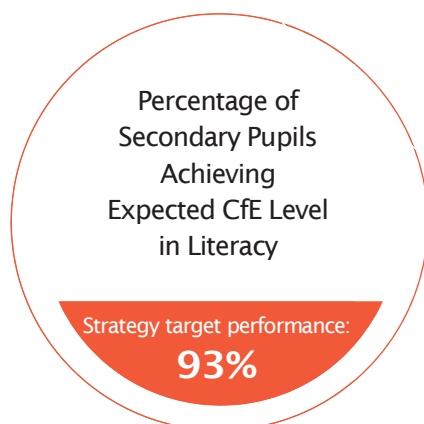
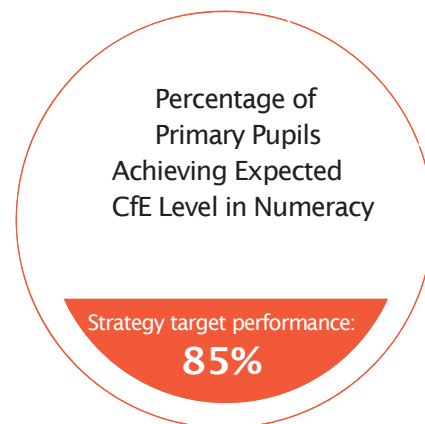
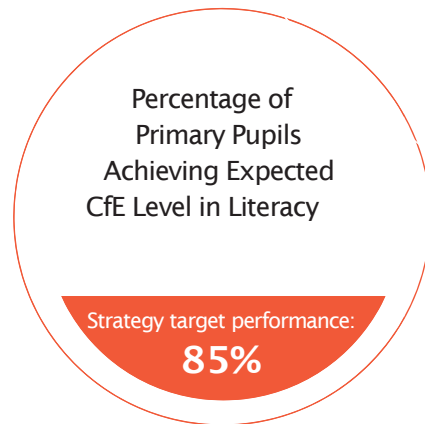
Activities

The main activities of the service during the period of the strategy will be to:

- ◆ Ensure that individual school improvement plans and activities focus on the quality of learning, teaching and assessment, as well as the quality of the partnerships that are in place, to support all children and young people to attain and achieve.
- ◆ Ensure all establishments effectively use self-evaluation frameworks and approaches, performance information and improvement science to ensure educational outcomes are improving. This includes supporting young people's and partners' participation in self-evaluation and school improvement.
- ◆ Work with schools to ensure that the curriculum is well designed to meet the needs of all learners and well researched programmes are developed to improve learning and teaching in and across schools and clusters. Effective assessment approaches must be in place to ensure that all pupils make well-paced progress in their learning.
- ◆ Develop professional learning pathways for staff which enhance their practice in the delivery of high quality learning experiences for all children and young people. This will include a focus on delivering effective teaching and learning of literacy and numeracy.
- ◆ Ensure that effective tracking and monitoring and target-setting is in place to ensure optimum levels of progress and attainment for every learner, including at transition points. Quality improvement approaches must focus on learners and ensure that no child is left behind, and are making good progress from prior levels of attainment.
- ◆ Ensure that all learners receive regular, useful feedback to support their progress and use self and peer assessment to help identify next steps in learning. They should be regularly consulted about the quality of lessons and encouraged to provide feedback on how well they are learning.
- ◆ Provide high quality support, using a multi-agency approach, to enable all young people to achieve success, highlighting the importance of wellbeing and involving young people in decisions about how their needs should be met.

Key performance indicators

We have identified the key measures of the success for this outcome and will track, monitor and report on our performance in these performance indicators throughout the lifetime of our strategy:



2 Closing the Poverty Related Attainment Gap in the BGE - Ensuring Equity

Description

This outcome aims to increase equity, based on socio- economic factors, in educational outcomes across all West Lothian Schools, and for all West Lothian learners. The attainment of children and young people from the areas of greatest deprivation is significantly lower than that of children from least deprived areas. This gap starts early and it grows throughout primary and secondary school. This outcome is focussed on enabling all children and young people, including Looked After Children, to achieve success.

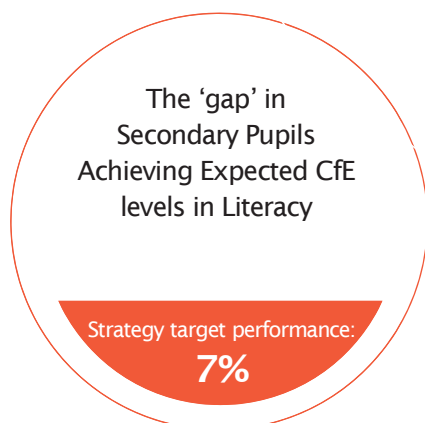
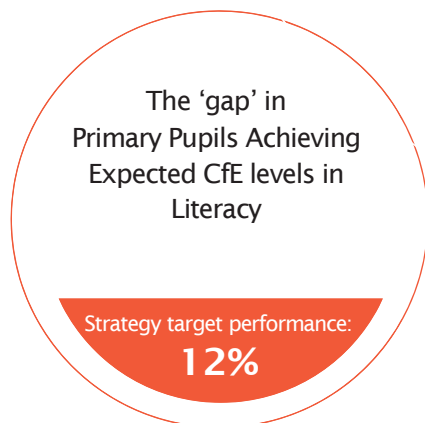
Activities

The main activities of the service during the period of the strategy will be to:

- ◆ Ensure all schools continue to define the poverty related attainment gap within their own setting, using a wide range of data including the Scottish Index of Multiple Deprivation (SIMD) in order to align improvement activities within the context of their setting.
- ◆ Develop and implement professional learning programmes based on local, national and international research to build staff capacity in early intervention in literacy, numeracy and mental health, particularly within the context of poverty. This will focus on meeting the needs of children from areas of the greatest deprivation.
- ◆ Enhance the use of effective tracking and monitoring in all sectors to ensure a continual focus on planning interventions to address the gaps identified. Interventions will be continually evaluated for impact on children's progress and attainment in order to take further action where needed. Tracking will focus on attainment, attendance, exclusion, participation and engagement.
- ◆ Support all schools in the development of individual poverty proofing statements, which outline their actions to address barriers arising due to the cost of the school day.
- ◆ Provide high quality support, utilising support from health professionals and children's services' staff, to enable all young people to achieve success, highlighting the importance of wellbeing and involving young people in decisions about how their needs should be met.

Key performance indicators

We have identified the key measures of the success for this outcome and will track, monitor and report on our performance in these performance indicators throughout the lifetime of our strategy. The 'gap' refers to the percentage point difference between the most and least deprived 20% of pupils based on Scottish Index of Multiple Deprivation (SIMD) who are achieving the following expected levels of attainment:



3 Raising Attainment for All in the Senior Phase - Ensuring Excellence

Description

The aim of this outcome is to increase attainment for all learners from S4 – S6. This will enable young people to extend and deepen their learning and continue to develop skills for learning, life and work, through qualifications and also through a range of opportunities for personal development. It ultimately supports young people in moving on to a positive destination.

The SCQF (Scottish Credit and Qualifications Framework) is the national qualifications framework for Scotland, and is a way of highlighting the wide range of Scottish qualifications. SCQF covers achievements from school, college, university, and many work-based qualifications. The SQA (Scottish Qualifications Authority) is the national awarding and accreditation body for Scotland and is responsible for National Qualifications and other qualifications and awards, many of which sit within the SCQF.

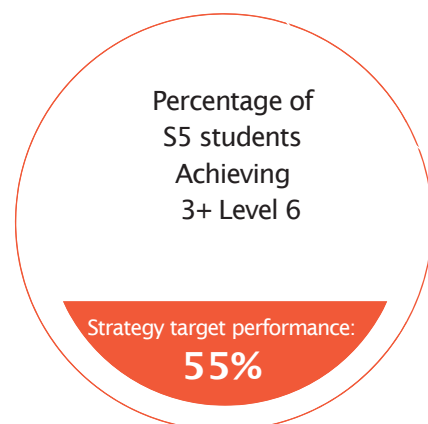
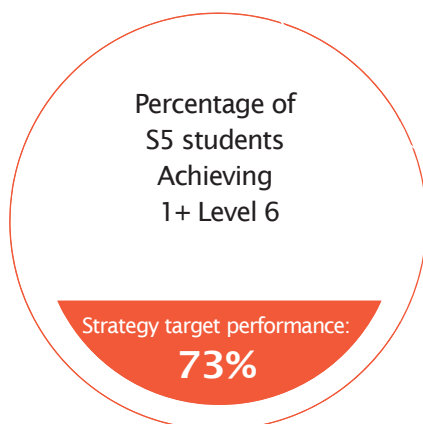
Activities

The main activities of the service during the period of the strategy will be to:

- ◆ Improve the quality of learning and teaching in the Senior Phase.
- ◆ Lead change within the Senior Phase curriculum, which builds on challenge within the Broad General Education, and provides flexible pathways to meet the needs of all learners. Consider the full range of qualifications within the SCQF in order to maximise the attainment and achievement of young people.
- ◆ Develop local partnerships with other education providers and employers to increase the range of choices available to young people at all levels.
- ◆ Ensure the school community uses effective tracking and monitoring and target-setting in order that there is clear information on attainment across all subjects to maximise potential, and support appropriate and timely interventions.
- ◆ Engage with appropriate SQA professional learning opportunities to build knowledge and understanding of the national qualifications expectations.
- ◆ Review the impact of the provision of study support in the Senior Phase to maximise effectiveness and ensure it meets the needs of all pupils, including those who face barriers to learning.

Key performance indicators

We have identified the key measures of the success for this outcome and will track, monitor and report on our performance in these performance indicators throughout the lifetime of our strategy:



4 Closing the Poverty Related Attainment Gap in the Senior Phase - Ensuring Equity

Description

The aim of this outcome is to increase equity, based on socio-economic factors, in educational outcomes for West Lothian learners in the Senior Phase.

The Senior Phase is the phase when the young person will build up a portfolio of qualifications and skills, providing the foundation for future career plans. Data shows that there is a gap in achievement and attainment of young people from the least and most deprived areas. Therefore it is of key importance that activities need to be put in place in order to address this inequity and maximise the potential of our learners from areas of the highest deprivation, including Looked After Children.

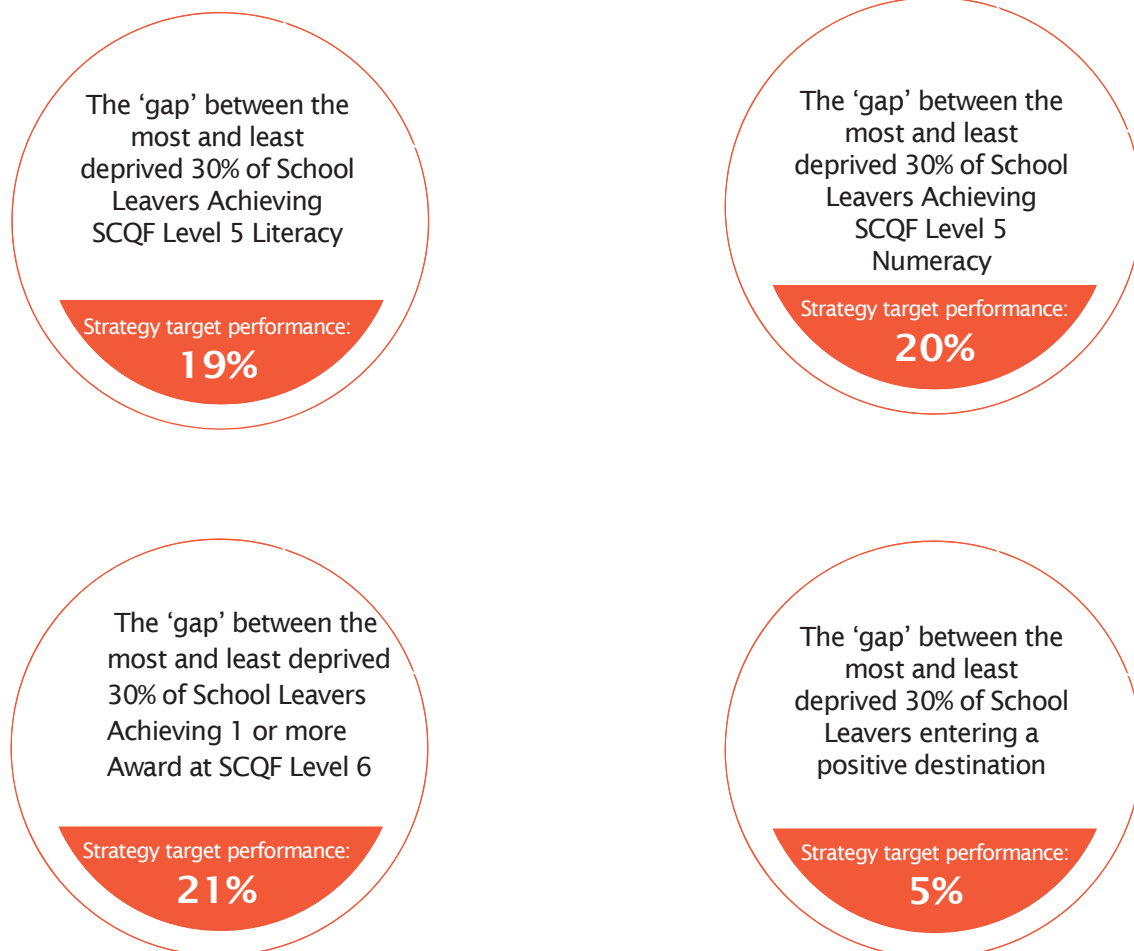
Activities

The main activities of the service during the period of the strategy will be:

- ◆ Ensure all schools continue to make use of data and tracking information developed in the BGE, with a particular focus on eliminating patterns linked to poverty. These include attainment, attendance, exclusion, engagement and participation.
- ◆ Continue to lead change within the Senior Phase curriculum, which provides flexible pathways to engage and motivate all learners. This includes rigorous and aspirational support for curriculum choices throughout the Senior Phase.
- ◆ Develop and implement effective pedagogy, based on research to build staff capacity in addressing barriers to learning. There should be a particular focus on increasing challenge and aspiration for all young people to work towards achieving their potential.
- ◆ Work with parents/carers to secure better outcomes through enabling them to support their child's learning. Within the Senior Phase, this would mean working with targeted groups of parents to maximise achievements in literacy and numeracy as well as across the curriculum.
- ◆ Work in partnership with the Developing Young Workforce (DYW) teams is focussed on closing the poverty related attainment gap.
- ◆ Provide high quality support in the Senior Phase to enable all young people to achieve success, highlighting the importance of health and wellbeing.

Key performance indicators

We have identified the key measures of the success for this outcome and will track, monitor and report on our performance in these performance indicators throughout the lifetime of our strategy. The 'gap' refers to the percentage point difference between the most and least deprived pupils based on Scottish Index of Multiple Deprivation (SIMD) who are achieving the following expected levels of attainment:



Developing the strategy and reporting progress

The strategy was developed to support the delivery of the council's Corporate Plan and to take account of a range of factors that are likely to impact the delivery of council services in the next five years.

Context

The next five years will be a period of significant challenge for the council with ongoing spending constraints expected to continue. However, the council has clearly defined long term aims relating to the development of high quality services, designed to meet the needs of its customers. These long term aims are captured in the Local Outcome Improvement Plan, Community Plan and in the council's Corporate Plan and together these strategic plans determine the work of the council's services.

The development of the Corporate Plan 2018/23 has been directly influenced by the views of the people living and working in West Lothian, ensuring that all employees are focused on meeting the needs of a growing and vibrant community. The Corporate Plan sets the strategic priorities for the council up to 2022/23 and this will be the continued focus for all council services during the period.

This will help to ensure that we continue to tackle the most important issues for West Lothian. Also, that we invest in and prioritise the services which make the most significant contribution to the achievement of positive outcomes. The Raising Attainment Strategy has been developed to support the delivery of the Council's number one priority of improving attainment and positive destinations, and to support the Council's long term focus on addressing inequality in society.

Influences

There will be many internal and external factors which will influence the implementation of the Raising Attainment Strategy. The more prominent include;

- ◆ The national Governance Review, including the planned introduction of the Head Teachers' Charter
- ◆ The development of the National Improvement Framework (NIF) and NIF Evidence Reports
- ◆ The expansion of Early Learning and Childcare
- ◆ Education Scotland inspection findings and advice notes
- ◆ Pupil Equity Funding provision and guidance from Scottish Government
- ◆ The development of the Forth Valley and West Lothian Regional Improvement Collaborative

Strategy development process

The strategy was developed by Education Services' Management Team, the Quality Improvement Team and the Moving Forward in Learning Steering Board using a range of information to ensure that outcomes, activities and resources are aligned to:

- ◆ The council's Corporate Plan and the deliverables as set out in the council's number one area of priority, 'Improving Attainment and Positive Destinations'.
- ◆ Supporting the delivery of the council's Transformation Programme and Digital Transformation Strategy
- ◆ The council's Property Strategy, which influences school estate provision through the council's capital programme

The process and timescales for the development, publication and review of the strategy are set out, including consultation with the appropriate stakeholders.

Strategy governance		
Group	Governance Scrutiny role	Reporting Frequency
Education Executive	a. Engagement on the strategy and outcomes b. Updates to the Education Executive on the progress of specific programmes of work	<ul style="list-style-type: none"> ◆ Approval ◆ End of strategy review
Education PDSP	a. Engagement on the strategy and outcomes b. Updates to the Education PDSP on the progress of specific programmes of work	<ul style="list-style-type: none"> ◆ Consultation ◆ Annual strategy review ◆ End of strategy review
Education Quality Assurance Committee (EQAC)	a. Consider reports on individual schools, in terms of the How Good is Our School?4 (HGIOS?4) and How Good is Our Early Learning and Childcare? (HGIOELC?) indicators of quality and effectiveness	<ul style="list-style-type: none"> ◆ Individual School Review of progress
Corporate Management Team	a. Engagement on the strategy and strategy outcomes at the development stage b. Regular updates to the Corporate Management Team on the progress of specific programmes of work	<ul style="list-style-type: none"> ◆ Consultation ◆ Annual strategy review ◆ End of strategy review
Moving Forward in Learning Steering Board Stakeholders	a. Development of the strategy and strategy outcomes a. Head teachers b. LNCT c. Regional Improvement Collaborative authorities	<ul style="list-style-type: none"> ◆ Strategy review 6 weekly ◆ Consultation
Customers	a. Pupils – Engagement with How Good is OUR School? b. Parents / carers	<ul style="list-style-type: none"> ◆ Consultation ◆ Annual evaluation ◆ Ethos Surveys

Strategy monitoring

The Head of Service (Curriculum, Quality Improvement and Performance), Quality Improvement Team and Moving Forward in Learning Steering Board will ensure that appropriate arrangements are in place to track and monitor in-year progress.

An annual review will be undertaken and reported to the council's Corporate Management Team and to Education PDSP. This will include an update on the agreed performance scorecard and action plan, and will also be published on the performance pages of the council website.

An end of strategy review will be undertaken in the final year of the strategy to report on the achievement in the outcomes and final position in the performance indicators (against the target) and the agreed actions.

Appendix 1: Strategy Scorecard

The council will report on the following key measures of the success throughout the lifetime of our strategy, targeting performance improvement against the baseline year. (Due to the Raising Attainment Strategy's performance measures being linked with school academic sessions, the baseline data is 2016/17 performance information)

OUTCOME 1 – RAISING ATTAINMENT FOR ALL IN THE BROAD GENERAL EDUCATION (BGE)

Indicators	Baseline Performance 2016/17	Target 2017/18	Target 2018/19	Target 2019/20	Target 2020/21	End of Strategy Performance Target 2021/22
Percentage of Primary Pupils Achieving Expected Curriculum for Excellence (CfE) Level in Literacy	74%	75%	78%	81%	83%	85%
Percentage of Primary Pupils Achieving Expected CfE Level in Numeracy	80%	82%	83%	84%	84%	85%
Percentage of Secondary Pupils Achieving Expected CfE Level in Literacy	89%	90%	91%	92%	93%	93%
Percentage of Secondary Pupils Achieving Expected CfE Level in Numeracy	92%	93%	93%	94%	94%	94%
Percentage of primary, secondary, special schools and pre-school establishments receiving an Education Scotland inspection evaluation of 'good' or better for Raising Attainment	60%	70%	80%	90%	100%	100%

OUTCOME 2 – CLOSING THE POVERTY RELATED ATTAINMENT GAP IN THE BGE

Indicators	Baseline Performance 2016/17	Target 2017/18	Target 2018/19	Target 2019/20	Target 2020/21	End of Strategy Performance Target 2021/22
Percentage point difference between the most and least deprived 20% of Primary Pupils Achieving Expected CfE Levels in Literacy	22%	21%	20%	16%	14%	12%
Percentage point difference between the most and least deprived 20% of Primary Pupils Achieving Expected CfE Levels in Numeracy	19%	18%	16%	13%	12%	10%

OUTCOME 2 – CLOSING THE POVERTY RELATED ATTAINMENT GAP IN THE BGE

Indicators	Baseline Performance 2016/17	Target 2017/18	Target 2018/19	Target 2019/20	Target 2020/21	End of Strategy Performance Target 2021/22
Percentage point difference between the most and least deprived 20% of Secondary Pupils Achieving Expected CfE Levels in Literacy	12%	11%	10%	9%	8%	7%
Percentage point difference between the most and least deprived 20% of Secondary Pupils Achieving Expected CfE Levels in Numeracy	7%	7%	7%	6%	6%	6%

OUTCOME 3 – RAISING ATTAINMENT FOR ALL IN THE SENIOR PHASE

Indicators	Baseline Performance 2016/17	Target 2017/18	Target 2018/19	Target 2019/20	Target 2020/21	End of Strategy Performance Target 2021/22
Percentage of School Leavers Achieving 5 or more Awards at SCQF Level 5 or above	64%	64%	65%	66%	68%	69%
Percentage of School Leavers Achieving 5 or more Awards at SCQF Level 6 or above	38%	39%	39%	40%	41%	42%
Percentage of S5 Students Achieving 1 or more Awards at SCQF Level 6 or above	66%	71%	72%	72%	73%	73%
Percentage of S5 Students Achieving 3 or more Awards at SCQF Level 6 or above	46%	53%	54%	54%	55%	55%
Percentage of S5 Students Achieving 5 or more Awards at SCQF Level 6 or above	29%	33%	34%	34%	35%	35%
Percentage of School Leavers entering a Positive Destination	94%	94%	94%	95%	95%	95%

OUTCOME 4 –CLOSING THE POVERTY RELATED ATTAINMENT GAP IN THE SENIOR PHASE						
Indicators	Baseline Performance 2016/17	Target 2017/18	Target 2018/19	Target 2019/20	Target 2020/21	End of Strategy Performance Target 2021/22
Percentage point difference between the most and least deprived 30% of School Leavers Achieving SCQF Level 5 Literacy	25%	24%	23%	22%	21%	19%
Percentage point difference between the most and least deprived 30% of School Leavers Achieving SCQF Level 5 Numeracy	27%	26%	25%	24%	22%	20%
Percentage point difference between most and least deprived 30% of School Leavers Achieving 1 or more Awards at SCQF Level 6	30%	29%	27%	25%	23%	21%
Percentage point difference between the most and least deprived 30% of School Leavers entering a positive destination	7%	6%	6%	6%	5%	5%

Appendix 2: Strategy Action Plan

The council will undertake a range of actions to support delivery of corporate priorities and objectives, improve services and deliver transformation.

Actions 2018/23							
Action	Description	Planned Outcome	Owner(s)	Start	End	Status	Update
Provide robust Performance Analysis	Analyse key performance data to identify next steps requiring improvement	All schools maximise attainment through robust analysis of performance information. This should lead to 'good' or better evaluations for Raising Attainment	Quality Improvement Manager	April 2018	March 2023	Planned	
Embed Maths Action Plan 2018-2023	Provide schools with a framework to develop effective numeracy and maths skills through a relevant and meaningful curriculum	Coherent approach to improving maths and numeracy across schools towards focussed targets to improve attainment in maths and numeracy	Education Officer (Numeracy)	April 2018	March 2023	Planned	
Implement West Lothian PEF Action Plan	Defined set of actions for central PEF team to support schools to address the poverty related attainment gap and use of PEF	Reduce the poverty related attainment gap in targeted areas	Senior Development Officer	April 2018	March 2019	Planned	

Actions 2018/23

Action	Description	Planned Outcome	Owner(s)	Start	End	Status	Update
Embed the Literacy (RIC) Plan	Plan developed with the RIC in order to drive improvements in literacy across all schools	Improve outcomes through building a reading and writing culture as part of an overarching Literacy framework	Education Officer (Literacy)	April 2018	March 2019	Planned	
Continue to develop the HWB Strategic Action Plan	Plan to drive improvement across all aspects of HWB	Improve outcomes through embedding the HWB strategic framework, systems and processes with partners	Education Officer (HWB)	April 2018	March 2019	Planned	
Review and enhance a CLPL Framework	Promote the drivers of school leadership, teacher professionalism and school improvement, and reinforce the work on the 4 national priorities	A comprehensive Moving Forward in Leadership framework is being fully accessed and utilised by staff at all levels to improve and develop practice	Education Officer (CLPL)	April 2018	March 2023	Planned	
Implement the Early Years Improvement Agenda	Agenda to ensure that children have the best start in life taking account of national changes	High quality early years' provisions are delivering expanded hours, retaining a focus on quality of experiences.	Early Years' Lead Officer	April 2018	March 2023	Planned	

Actions 2018/23

Action	Description	Planned Outcome	Owner(s)	Start	End	Status	Update
Enhance the work of the Quality Assessment and Moderation Support Officers (QAMSOs)	Quality Assessment and Moderation Support Officers support colleagues in their understanding and application of moderation in its widest sense in Literacy and Numeracy	Teacher judgement of progression in learning and achievement of CfE levels in Literacy and Numeracy is robust, accurate and consistent across all West Lothian schools.	Assessment & Moderation Co-ordinator	April 2018	March 2020	Planned	
Continue the work of the Family Learning Steering group	The steering group disseminates local and national good practice case studies of Parental Involvement and inter-generational Family Learning in order to support schools.	All schools will provide a comprehensive programme for Family Learning that is bespoke to their context and community. Schools will be able to evidence impact of these programmes on pupil attainment.	Education Officer (Family Learning)	April 2018	March 2023	Planned	

Raising Attainment Strategy

West Lothian Council

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(Curriculum, Quality Improvement and Performance)

James Cameron
Head of Education
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June 2018

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EDUCATION PDSP WORKPLAN 2023/24

Title	Purpose	Lead Officer	PDSP	Referral to Education Executive
Review of Denominational Secondary School Catchments at St Margaret's Academy and St Kentigern's Academy	To inform the panel of plans to commence public consultation on a review of denominational secondary school catchments at St Margaret's Academy and St Kentigern's Academy.	Andrew Cotton	22/08/2023	05/09/2023
Financial Performance Report (Month 12)	To provide the Panel with an update on the financial performance of the Education portfolio.	Fiona Russell	22/08/2023	
Senior Phase Attainment	To provide members with an update on the performance of students in attaining Scottish Credit and Qualification Framework (SCQF) Awards at Level 6 (Higher or equivalent) in the S5 and S6 stages, and at Level 7 (Advanced Higher or equivalent including HNC) in the S6 stage.	Siobhan McGarty	22/08/2023	
NIF Annual Report and Plan	To inform members of the West Lothian Annual Report for 2022-23, and the Annual Plan for the National Improvement Framework (NIF) and Reducing Inequalities of Outcome 2023-24.	Catrina Hatch	22/08/2023	5/9/2023
Raising Attainment Strategy 2018-2023 Final Report	To provide the Panel with an end of strategy update for the Raising Attainment Strategy 2018-23.	Geraldine Armstrong	22/08/2023	
Children's Services Plan	To inform members of the development of the West Lothian Children's Services Plan 2023-2026.	Siobhan McGarty	22/08/2023	
Raising Attainment Strategy 2023/28	To inform members of the new Raising Attainment Strategy.	Catrina/Geraldine	24/10/2023	7/11/2023
Annual Participation Measure	To inform the panel about the outcomes contained in the Skills Development Scotland's publication of the Annual Participation Measure 2023.	Stuart McKay	24/10/2023	
Early Years Plan	To inform members of the Early Years Plan.	Geraldine/Donna	24/10/2023	7/11/2023
Education Service Improvement Plan 2023/26	To present the Education Services Improvement Plan for 2023/26 to the panel.	Greg/Siobhan	24/10/2023	

EDUCATION PDSP WORKPLAN 2023/24

Financial Performance report (month 6)	<i>Note: to include DSM update as per action from PDSP 16 May 2023.</i> To provide the Panel with an update on the financial performance of the Education portfolio.	Fiona Russell	5/12/2023	
Senior Phase Update	To provide members with an update on progress in Educational Attainment.	Siobhan McGarty	5/12/2023	
Moving Forward in Learning (MFiL) Progress Update – Literacy & Numeracy	To inform members of the MFiL collaborative plans to improve Literacy and Numeracy outcomes across schools, in line with the National Improvement Framework priorities 2023-24.	Mark Neil (Catrina Hatch)	5/12/2023	
ACEL	To inform panel members of the West Lothian 2022/23 Achievement of Curriculum for Excellence Levels (ACEL) for P1, P4 and P7 pupils.	Geraldine	6/2/2024	
Moving Forward in Learning (MFiL) Progress Update – Health & Wellbeing	To inform members of the MFiL collaborative plans to improve Health and Wellbeing outcomes across schools, in line with the National Improvement Framework priorities 2023-24.	Lisa Moore / Laura Quilter (Catrina Hatch)	6/2/2024	
Attainment of care-experienced children	To provide members with an update on progress in Educational Attainment of care-experienced pupils.	Siobhan McGarty	16/4/2024	
Level-Up Update	<i>Note: action from PDSP 16 May 2023 to update on project as it develops.</i> To provide the panel with an overview of the Level Up project and recent mainstream school developments which are supporting the attainment, wider achievements and positive destinations of our care experienced children and young people.	Jennyfer McNiven	16/4/2024	
Moving Forward in Learning (MFiL) Progress Update – Involvement & Engagement	To inform members of the MFiL collaborative plans to improve Involvement and Engagement (parents and pupils) outcomes across schools, in line with the National Improvement Framework priorities 2023-24.	TBC (Catrina Hatch)	16/4/2024	

EDUCATION PDSP WORKPLAN 2023/24

School session dates	To inform the Panel of the proposed school session dates for 2025/26.	Hannah Haywood	4/6/2024	25/6/2024
Summer Holiday Provision 2024	To inform the panel of the Summer Holiday Provision to support targeted groups and wider provision for young people in West Lothian in Summer 2024.	Alison Raeburn	4/6/2024	
SLDR report	To inform the Committee about the outcome contained in the Scottish Government publication of Initial Destinations of School Leavers 2021/22.	Stuart McKay	4/6/2024	
Virtual Campus Update	<i>Note: action from PDSP 16 May 2023 to update on progress during 23/24 school session.</i>	Siobhan McGarty	4/6/2024	
Moving Forward in Learning (MFIL) Progress Update – BGE Curriculum	To provide panel members with an update on progress being made with the Moving Forward in Learning (MFIL) strategic plans.	Ali Lewis / Catriona Macrae (Catrina Hatch)	4/6/2024	