



Education Policy Development and Scrutiny Panel

West Lothian Civic Centre
Howden South Road
LIVINGSTON
EH54 6FF

18 October 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 24 October 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 22 August 2023 (herewith)
5. Debating Success at Broxburn Academy - Report by Heads of Education (herewith)
6. Raising Educational Attainment Strategy 2023-2028 - Report by Heads of Education (herewith)
7. Service Improvement Plan 2023/26 – Education Services - Report by Heads of Education (herewith)
8. Early Learning and Childcare Update - Report by Head of Education (Primary, Early Years and Resources) (herewith)

DATA LABEL: Public

9. Annual Participation Measure 2023 - Report by Head of Education (Secondary, Community Learning and Inclusion) (herewith)
10. Relationships, Sexual Health and Parenthood – Scottish Government Consultation - Report by Heads of Education (herewith)
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 22 AUGUST 2023.

Present – Councillors Andrew McGuire (Chair), Lawrence Fitzpatrick, Stuart Borrowman, Pauline Clark (substituting for Councillor Moira McKee Shemilt), Tom Conn, Peter Heggie, Pauline Stafford; and Appointed Members Mark Bonallo, Peter Doolan, Heather Hughes and Lynne McEwen

Apologies – Councillor Moira McKee Shemilt; and Appointed Member Kent Ballantyne

In attendance – Pippa Plevin (Joint Forum of West Lothian Community Councils representative); and Raymond Branton (third sector representative)

Councillor Stuart Borrowman left the meeting following consideration of agenda item 6 (Review of Denominational Secondary Catchments at St Margaret's Academy and St Kentigern's Academy) and did not participate in the remaining items of business.

1. DECLARATIONS OF INTEREST

Appointed Member Heather Hughes stated that she was the Joint Chair of the Local Negotiating Committees for Teachers (LNCT) and, although the Secondary Schools Appointed Representative, she would speak on behalf of all teachers in West Lothian.

2. MINUTES

The panel confirmed the minute of its meeting held on held on 16 May 2023 as a correct record. The minute was thereafter signed by the Chair.

3. S5 AND S6 SCQF EXAMINATION RESULTS 2023

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 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.

The report was accompanied by a presentation, which, in addition to detailing the stages and levels referred to within the report, also included results for the S4 stage Level 5 SCQF 5+ attainment.

Whilst noting the reported results, there were suggestions and requests for further information, including attainment at levels 4 and 5, student achievements, gender level detail, and a comparison of in-person and Virtual Campus teaching.

The panel were informed that attainment at levels 4 and 5 could be

provided, with the suggestion of reporting student achievement considered worthwhile. In addition to progressing this suggestion, it was confirmed that gender and subject level results would be reported to the panel, as had been the arrangement previously, together with an analysis of in-person teaching compared to the Virtual Campus provision.

It was recommended that the panel note the performance of:-

1. S5 and S6 students 1+ awards at SCQF level 6 had risen in the period shown;
2. S5 students 3+ and 5+ Awards at SCQF Level 6 had improved greatly in the five-year period;
3. S6 students in 5+ and 3+ Awards at SCQF Level 6 had risen in the five-year period; and
4. S6 students in 1+ Awards at SCQF Level 7 had shown improvement in the five-year period.

Decision

1. To note the terms of the report and presentation;
2. To note achievement would be reported to the panel in addition to attainment; and
3. To note the Head of Education (Secondary, Community Learning & Inclusion) undertook to provide reports to the panel following further analysis of results achieved:-
 - i. at gender level;
 - ii. at subject level; and
 - iii. through in-person teaching compared to that provided via the Virtual Campus.

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

The panel considered a report (copies of which had been circulated) by the Head of Education (Early Years, Primary and Resources) informing of the proposal to commence public consultation on the review of Denominational Secondary catchments at St Margaret's Academy and St Kentigern's Academy.

The panel was also presented with the draft Consultation Document prepared by Council officers.

It was recommended that the panel:-

1. consider the proposal to commence consultation on

denominational secondary catchments at St Margaret's Academy and St Kentigern's Academy; and

2. note that the proposal would be presented to Education Executive for consideration.

Decision

1. To note the terms of the report; and
2. To agree that the report be forwarded to a future meeting of Education Executive for consideration.

5. 2022/23 FINANCIAL PERFORMANCE - MONTH 12 MONITORING REPORT

The panel considered a report (copies of which had been circulated) by the Head of Finance and Property Services providing an update on the financial performance of the Education portfolio.

It was recommended that the panel note:-

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

Decision

To note the terms of the report.

6. ANNUAL PLAN AND REPORT - NATIONAL IMPROVEMENT FRAMEWORK AND REDUCING INEQUALITIES OF OUTCOME

The panel considered a report (copies of which had been circulated) by the Heads of Service (Education) informing 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.

Officers responded to a question regarding the parent/carers and pupil survey responses relating to bullying and, in doing so, undertook to provide a report to the panel detailing the specific actions in place to address this.

It was recommended that the panel note:-

1. the progress made in West Lothian in Session 2022-23;

2. the key activities planned for Session 2023-24 to further improve outcomes for children, young people and families; and
3. that the Annual Plan and Report would be presented to Education Executive for its consideration.

Decision

1. To note the terms of the report;
2. To agree that the report be forwarded to a future meeting of Education Executive for consideration; and
3. To note officers undertook to provide a report detailing specific actions relating to bullying.

7. WEST LOTHIAN CHILDREN'S SERVICE PLAN 2023-2026

The panel considered a report (copies of which had been circulated) by the Head of Education (Secondary, Community Learning and Inclusion) informing 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.

It was recommended that the panel note the contents of the West Lothian Children's Services Plan 2023-26.

Decision

To note the terms of the report.

8. EDUCATION SERVICES' RAISING ATTAINMENT STRATEGY END OF STRATEGY REPORT

The panel considered a report (copies of which had been circulated) by the Head of Service (Education) providing 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.

It was recommended that the panel note the:-

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

Decision

To note the terms of the report.

9. WORKPLAN

A workplan had been circulated for information.

Decision

1. To note the workplan; and
2. To add reports regarding:-
 - i. achievement;
 - ii. results achieved at gender level;
 - iii. results achieved at subject level;
 - iv. analysis of in-person teaching compared to that provided via the Virtual Campus; and
 - v. specific actions relating to bullying.

DATA LABEL: PUBLIC



EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL

DEBATING SUCCESS AT BROXBURN ACADEMY

REPORT BY HEADS OF EDUCATION

A. PURPOSE OF REPORT

This report provides an overview of the achievements of the debating provision at Broxburn Academy, highlighting the skills acquired by the learners and the accolades earned by the participants of the debating club.

B. RECOMMENDATION

It is recommended that the panel:

1. Notes the significant National recognition of the achievements of the Broxburn Debaters
2. Recognises the skills that the learners acquire and how they impact on their wider achievement.

C. SUMMARY OF IMPLICATIONS

I Council Values	Caring and Compassionate Open, Honest and Accountable Collaborate, Inclusive and Adaptive
II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	None
III Implications for Scheme of Delegations to Officers	None
IV Impact on performance and performance Indicators	The key skills gained will support the whole school contribution to the Raising Educational Attainment Strategy and will have a positive impact on performance indicators including those relating to attainment and positive destinations.
V Relevance to Single Outcome Agreement	The Raising Educational Attainment Strategy will have a positive impact on performance indicators including those relating to attainment and positive destinations.
VI Resources - (Financial, Staffing and Property)	The Debating Club is delivered within agreed devolved school budgets.

VII Consideration at PDSP	Underway
VIII Other consultations	Ongoing evaluations with pupils, parents/carers, headteacher, staff and other partners.

D. TERMS OF REPORT

D1 Background

Participation in debating is known to offer numerous benefits, both academically and personally and young people at Broxburn Academy have benefited from this opportunity since 2016.

Debating requires participants to articulate their thoughts clearly and persuasively thus improving communication skills. Preparing for a debate involves researching and gathering information on various topics, enhancing research skills and the ability to find credible sources of information.

Debating now holds a prominent place at Broxburn Academy, embodying the school's commitment to fostering intellectual growth, critical thinking, and active civic engagement among its students. The school has invested in debating as part of the curriculum offer and now, by offering debating as an elective class, it has helped students develop knowledge in diverse areas and improve their communication skills, benefitting all students and contributing to a broader educational impact.

D2 Achievements in recent years

Debating at Broxburn Academy has experienced significant growth and success since 2016 when two senior students reached the semi-finals of the English-Speaking-Union (ESU) Mace in their debut year of competition. Over the years, the team has excelled, gaining recognition for their outstanding performances. Notably, in 2017, a 15-year-old student delivered a powerful speech in the House of Lords, highlighting the lack of support for refugees. This achievement led to invitations to prestigious events such as the Commonwealth Service in London and in June 2023 two Broxburn students went on to win The Law Society Donald Dewar debate.

Broxburn Academy has become one of the most successful schools in Scotland, collaborating with other schools to enhance debate provision.

The remarkable accomplishments of students, winning prestigious competitions and captaining Scotland at the World Schools Debate Championships, have set inspiring examples for the next generation of debaters. The program's positive impact extends beyond victories, as it fosters confidence, removes social barriers, and empowers students to excel academically, exemplified by one student's acceptance into Cambridge.

E. CONCLUSION

Through their participation in debating, the young people at Broxburn Academy truly exhibit the four capacities of Curriculum for Excellence. This report acknowledges two key points: firstly, the remarkable national and international recognition garnered by the Broxburn Debaters for their achievements, and secondly, the profound impact these acquired skills have on the broader academic and personal achievements of the learners.

F. BACKGROUND REFERENCES - None

Contact Person:

Peter Reid, Headteacher Broxburn Academy peter.reid@westlothian.org.uk

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

Date of Meeting: 24 October 2023

DATA LABEL: PUBLIC



EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL

RAISING EDUCATIONAL ATTAINMENT STRATEGY 2023-2028

REPORT BY HEADS OF EDUCATION

A. PURPOSE OF REPORT

This report provides a draft of the new Raising Educational Attainment Strategy which will support the council's Corporate Plan and strategic priorities during the period 2023/24 to 2027/2028.

B. RECOMMENDATION

It is recommended that the panel:

1. Considers the draft Raising Educational Attainment Strategy 2023/2028;
2. Notes that the draft Raising Educational Attainment Strategy will be presented to Education Executive for approval on 7th November 2023.

C. SUMMARY OF IMPLICATIONS

I Council Values	Caring and Compassionate Open, Honest and Accountable Collaborate, Inclusive and Adaptive
II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	Standards in Scotland's Schools etc Act 2000. Raising Educational 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 Raising Educational Attainment Strategy will have a positive impact on performance indicators including those relating to attainment and positive destinations.
V Relevance to Single Outcome Agreement	The Raising Educational Attainment Strategy will have a positive impact on performance indicators including those relating to attainment and positive destinations.
VI Resources - (Financial, Staffing and Property)	The Raising Educational Attainment Strategy 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.

D. TERMS OF REPORT

D1 Background

In support of the council's Corporate Plan 2023/28, the Raising Educational Attainment Strategy will directly influence and impact on the delivery of the Council's priority of raising educational attainment. West Lothian Council is committed to improving attainment for all in line with the National Improvement Framework and through the effective delivery of Curriculum for Excellence and Senior Phase pathways.

Schools in West Lothian have consistently demonstrated their capacity to improve attainment. The draft 2023/28 Raising Educational Attainment Strategy outlines the outcomes and activities planned, which are in line with the National Improvement Framework and Improvement Plan for Scottish Education. Targets have been set to ensure that West Lothian continues to achieve excellence for its learners.

D2 Raising Educational Attainment Strategy Outcomes

The Raising Educational Attainment Strategy builds on previous strategies, and has identified two specific outcomes as set out below:

Outcome 1 – Learning & Curriculum

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 (successful learners, confident individuals, responsible citizens and effective contributors) to thrive and be equally valued.

Outcome 2 – Wellbeing, Inclusion and Attendance

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.

D3 Performance Scorecard and Reporting

Key measures of the success for the two outcomes have been identified and these will be used to track, monitor and report on performance throughout the lifetime of this strategy. An annual review will be undertaken and reported to the Education PDSP. This will include an update on the agreed performance scorecard and action plan. 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.

E. CONCLUSION

The 2023/28 Raising Educational Attainment Strategy 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 improved health and wellbeing, attendance and effective learning throughout each young person's school experience enables them to maximise their potential. Over the term of this strategy, West Lothian Council aims to continue to raise attainment for all children and young people as set out in the key performance indicators for each of the outcomes.

F. BACKGROUND REFERENCES

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

Appendices/Attachments:

Raising Educational Attainment Strategy 2023-28
Integrated Impact Assessment

Contact Person:

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Siobhan McGarty – Head of Education (Secondary, Community Learning and Inclusion)
Greg Welsh – Head of Education (Primary, Early Years and Resources)

Date of Meeting: 24 October 2023

[Designed (template) front cover to be added]

Raising Educational Attainment Strategy 2023/28

Introduction



Lawrence Fitzpatrick
Leader of the Council

The Raising Educational Attainment 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

Increasing attainment and achievement for all learners in West Lothian has been a key priority for the council in the last ten years and the council has invested in our schools and provided additional, specialist support to improve the quality of teaching. West Lothian has a strong track record of delivering positive outcomes for young people and we want to build on this outstanding record and continue to develop a culture of aspiration for all our young people.

The Raising Educational Attainment Strategy is designed to support transformation and growth in our schools that is working to improve lives and make West Lothian a great place to live, work, learn and do business.



Graham Hope
Chief Executive

The strategy reaffirms our commitment to raise educational attainment in the West Lothian Corporate Plan. Continued improvement in raising attainment will also contribute to the outcomes of others by aiming to ensure that children and young people are well placed to move into adult life and employment or further/higher education. Schools in West Lothian have consistently demonstrated their capacity to improve attainment.

The strategy sets out how we will deliver our commitment to helping West Lothian's young people to make the most of their opportunities, so that they can go on to achieve positive outcomes in their lives. Raising educational attainment increases personal, social, cultural and economic opportunities and helps our young people to fulfil their potential. By the end of the strategy, we aim to have achieved further improved outcomes for all our children and young people in West Lothian.

Contents

1. Strategy Purpose
2. Strategy Overview
3. Supporting the Corporate Priorities
4. Operating Context
5. Outcomes
6. Transformation and Performance – Actions (2023/28)

I. Strategy Purpose

Scope of the Strategy

The Raising Educational Attainment Strategy is a corporate strategy and coordinates council-wide resources, skills and knowledge to support the delivery of the corporate priority to improve attainment. It has been subject to consultation with the key stakeholders and approval by Education Executive.

The strategy covers the period 2023/24 to 2027/28, which is also the duration of the Council's Corporate Plan. The Raising Educational Attainment Strategy has been developed in support of this plan and the other key plans and strategies.

Outcomes

The Raising Educational Attainment Strategy is part of a suite of strategies that are helping the council to transform and improve in a smart, flexible and efficient way.

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

Learning and Curriculum

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 4 capacities to thrive and be equally valued.

Wellbeing, Inclusion and Attendance

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.

Purpose

The purpose of this strategy is 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.

Reporting on Progress

The Raising Educational Attainment Strategy will be progressed under the direction of Education Executive. An annual update on progress on the outcomes and actions will be reported to Education Policy Development and Scrutiny (PDSP) and scrutinised by its members. An end of strategy report will be reported to Education PDSP in 2028 and scrutinised by its members.

The Raising Educational Attainment Strategy is compatible with the Council's National Improvement Framework, and reporting will be supplemented by the publication on the National Improvement Framework Annual Report and Plan, which will be scrutinised by Education PDSP, and approved by Education Executive.

The objectives and actions contained in the Raising Educational Attainment Strategy are reflected in the Education Services three year improvement plan, which will be reviewed by senior officers of the council.

**OUR WLC
TRANSFORMATION
AND PERFORMANCE**



2. Strategy Overview

	Strategy Outcome	Strategy Outcome
Description	To ensure 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	To improve 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
Challenge	<ul style="list-style-type: none"> Ensuring high quality learning, teaching and assessment Delivering a curriculum which develops the four capacities in every child and young person 	<ul style="list-style-type: none"> Improving health and well-being Embedding the presumption of mainstream Maximising attendance for all pupils Tackling the poverty related attainment gap
Opportunity	<ul style="list-style-type: none"> Provision of improved learning experiences which are fundamental to raising attainment Development of the four capacities will enable children and young people to broaden and deepen their learning Development of skills for learning life and work, ultimately supporting young people to a positive destination. 	<ul style="list-style-type: none"> Improved health and well-being All pupils being part of their local community Maximising attendance will contribute to raised educational attainment and achievement
Action	Actions associated with this outcome are set out in pages 12 to 13 of this strategy.	Actions associated with this outcome are set out in pages 16 to 17 of this strategy.

Measures

Key measures of the success of this outcome are set out on pages 14 to 15 of this strategy. These include:

- The percentage of school leavers achieving awards at levels 6 and 7
- The percentage of school leavers entering a positive destination
- The percentage of primary pupils achieving the expected Curriculum for Excellence Levels in Literacy and Numeracy
- The percentage of schools receiving good or better in HMI inspections in Learning, Teaching and Assessment, and in Raising Attainment and Achievement

Key measures of the success of this outcome are set out on page 18 of this strategy. These include:

- Attendance levels in primary and secondary schools
- Exclusion rates for primary and secondary pupils
- The percentage of schools self-evaluating as good or better in Ensuring Wellbeing, Equality and Inclusion

3. Supporting the Corporate Priorities

The new Corporate Plan and Budget Strategy were created to address the most pressing issues and challenges for the council in the next five years, ensuring that the council meets its statutory obligations sustainably and protects the most vital and impactful services for local people.

Looking ahead, 2023/24 to 2027/28 is expected to bring fundamental change to council services as we seek to transform council services to continue to meet customer needs, take advantage of opportunities, such as new technology, and bridge a funding gap of £47.6 million.

This strategy will help the organisation develop the capabilities and knowledge to transform the council for the future. The following factors reflect the challenges and opportunities that the council is likely to face and the strategy will address.

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 Raising Educational Attainment Strategy has been developed to deliver improvement in a key priority area for the Council and the West Lothian community and will have a significant bearing on the future health, wellbeing and prosperity of the area. In particular, it addresses: council's priority to raise educational attainment.

It will contribute towards the achievement of other council priorities:

- Care and support for children will be enhanced through Children's Services Planning and GIRFEC (Getting it Right for Every Child), improving wellbeing and inclusion, providing effective and robust multi-agency support, early intervention to support vulnerable groups, supporting the aspirations of The Promise, and supporting parents and carers,
- Investment in skills and jobs will be enhanced through partnerships with Developing Young Workforce Teams, West Lothian College, other education providers and employers to increase choices for young people.
- The strategy will help to create strong and sustainable communities by promoting open, positive and supportive relationships, promoting confidence and resilience, and creating a learning for sustainability cross curricular approach.

West Lothian Council
Raising Educational Attainment Strategy 2023/28

- The strategy will help to tackle poverty and inequality by ensuring every child and young person has the same opportunity to succeed, with a particular focus on tackling the poverty related attainment gap.

Further detail of these linkages to the council's five priorities are set out throughout the strategy.

4. Operating Context

In seeking to raise educational attainment, the strategy takes account of key challenges and opportunities we face on our operating environment.

Societal Trends and Customer Needs

Education Services is increasing emphasis on Health and Wellbeing, reflecting the increased demand for support experienced during and after the pandemic, in particular from children and young people.

Education Services places high emphasis on equity, in particular closing the gap in education outcomes between children from the most and least deprived backgrounds.

The service emphasises meeting the needs of all pupils as individuals, taking account of all factors which may give rise to these needs, including 'protected characteristics' set out in the Equality Act 2010, and in line with the Public Sector Equality Duty. This will be achieved through adapting the curriculum to meet each pupil's needs, and bespoke and targeted interventions, where appropriate.

There are an increasing number of children with identified additional support needs in our schools. The council will respond to this growing need by planning for inclusion in our schools, and supporting schools to be inclusive.

Education Services places high importance on the rights of children and young people.

Economic and Market factors

Education Services aims to improve skills amongst school leavers, and increase the percentage of school leavers entering positive destinations, and as such will support the local and national economies. Education Services will work with employers and other education providers to ensure that pupils have access to choices and pathways which are relevant and aligned to labour market demand.

By providing flexibility and choice in Early Learning and Childcare, Education Services will support the principle of supporting more parents/carers in work, training or study, through greater choice.

Demographic Diversity

The improvement plan will be delivered in a time of demographic change, resulting in challenges for the council as it seeks to meet customer need with reduced resources.

Numbers of children and young people in many parts of West Lothian are forecast to decline, resulting in surplus school accommodation in these areas, although in core development areas, large increases will require investment in new facilities.

The demographic diversity of West Lothian will continue to be reflected in the school population, with new pupils arriving from around the world and being integrated into learning communities. This diversity also highlights the continued requirement of English for speakers of other languages (ESOL) provision for both parents/carers and children and young people.

Technology, Automation and the Demand for Technical Skills

Digital learning continues to be a priority to ensure learners access relevant learning experiences which are aligned to the digital world we live in. On-going investment in digital infrastructure and improved access to a range of resources will help to build the digital skills required for life and work. This will include access to learning experiences across the wider school network, offering increased opportunities for personalised and independent learning pathways.

Continued development of digital solutions will also contribute to efficiencies in school and central administration, for example the development of an automated pupil placement admission system in partnership with the Scottish Government.

The development of a digital learning platform within the Adult Learning Service will help allow Education Services to adapt to customer needs and growing demand.

Legislation and Regulation

Delivering new and expanded services to meet new legislative requirements and national policy aspirations can be expected to continue to be a significant challenge.

This is likely to include further expansion of early learning and childcare services, and out of school care for school-aged children, both of which will require an expanded workforce and access to appropriate accommodation across West Lothian.

Climate Change and Sustainability

The Learning for Sustainability cross curricular approach will link sustainable development education and climate education with global citizenship, with the aim of ensuring that children and young people gain the understanding necessary to live in a sustainable way.

Scarcity of Resources

Delivering high quality education with a strong focus on excellence and equity within the context of the ongoing funding gap can be expected to continue to be a significant challenge for the council as budget reductions will continue to affect not just schools, but the central services and partners which support and work with them.

At the same time, the impact of the 'cost of living crisis' on children and families can be expected to increase demand for services and support, and to increase the challenge of achieving excellence and equity for all.

5. Outcomes

The West Lothian Council Raising Educational 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 views of children and young people, the professional knowledge and experience of school and centrally based staff, partners (including parents), national practice and international perspective and recommendations.

Our vision for education is achieving excellence and equity. Through this we will ensure that all of our children and young people develop the values, attitudes, knowledge and skills necessary to shape a sustainable future for themselves. 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.

Central to this strategy is the respect, protection, and fulfilment of the rights of every child and young person within an empowered and collaborative system, where young people have an equal voice and everyone's contribution is heard and valued.

In order to achieve these outcomes, the strategy will focus on the delivery of the five National Improvement Framework priorities:

- 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.

Specific actions and activities will be linked to the six National Improvement Framework drivers:

- School and Early Learning and Childcare (ELC) leadership
- Teacher and practitioner professionalism
- Parent/carer involvement and engagement
- Curriculum and assessment
- School and ELC improvement
- Performance information

The strategy has two outcomes, that we will work to advance over the next five years.

The Council will monitor success in each objective with appropriate performance indicators and targets set to encourage performance improvement.

Outcome 1 – Learning & Curriculum

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 (successful learners, confident individuals, responsible citizens and effective contributors) to thrive and be equally valued.

This outcome aims to increase attainment and achievement across all West Lothian Schools, and for all West Lothian learners from early years to S6. Ensuring high quality learning experiences is fundamental to raising attainment. Learning and teaching should be delivered through a curriculum which develops capacities in **every** child and young person for now and in the future. This will enable young people to broaden and deepen their learning and continue to develop skills for learning, life and work, through learning pathways and qualifications as well as a range of opportunities for personal achievement and development. It ultimately supports young people in moving on to a positive destination.

A visualisation for improving education experiences and outcomes is imagined in this link:
<https://youtu.be/W9mELk6qS-U>

The council will:

- ▼ Ensure that individual school improvement plans and activities focus on the quality of learning, teaching, assessment and curriculum. Effective assessment approaches must be in place to ensure that all pupils make appropriate progress in their learning in the Broad General Education and the Senior Phase.
- ▼ Ensure strategic improvements continue to refine systems, frameworks and guidance to support and challenge schools to build on and improve curriculum design and delivery.
- ▼ Develop and implement professional learning programmes based on local, national and international research to further improve pedagogy and curriculum co-design. There should be a particular focus on increasing challenge and aspiration for all young people and building staff capacity in addressing barriers to learning and providing equity.
- ▼ Develop and implement high quality professional learning programmes and collaborative experiences that further build capacity of staff at all levels as leaders of learning, taking cognisance of relevant frameworks.
- ▼ Continue to use Pupil Equity Funding and Strategic Equity Funding to ensure every child and young person has the same opportunity to succeed, with a particular focus on tackling the poverty related attainment gap.

- ▼ Continue to build staff capacity to ensure that every child and young person in West Lothian is supported to develop Literacy and Numeracy skills which enable them to thrive, and prepare them for life, future learning and work.
- ▼ Embed the engagement of parents and carers as partners in their child's learning through family learning programmes and support. Education services will further develop plans in line with Education Scotland's Strategic Framework for Parental Involvement, Parental Engagement, Family Learning and Learning at Home, including provision of adult learning programmes.
- ▼ Work with schools to ensure the curriculum is co-designed with learners, parents, carers 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, 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.
- ▼ Ensure that effective planning, tracking, monitoring and target-setting is in place at school and cluster level to ensure learners are making good progress from prior levels of attainment. There will continue to be a clear focus on planning interventions to address gaps identified. The practice which already exists in individual schools will now be extended across clusters. Interventions will be continually evaluated for impact on learner progress and attainment in order to take further action where needed. Continuity of progression at transition points will be a focus for cross sectoral planning.
- ▼ Embed digital learning to support pedagogy, curriculum and inclusion.
- ▼ Ensure all establishments effectively use self-evaluation frameworks, approaches and performance information to ensure educational outcomes are improving. This includes supporting young people's and partners' participation in self-evaluation and school improvement and curriculum co-design.
- ▼ Undertake analysis of young people's outcomes by gender, implementing recommended actions and considering implications for curriculum rationale and design.
- ▼ Create a Learning for Sustainability cross curricular approach that weaves together distinct but closely related themes of sustainable development education, climate education, global citizenship, children's rights and outdoor learning. This is key to ensure children and young people value the importance of connection and care to the

natural world and the significance of their choices, now and in the future, to live in a sustainable way.

Identified key measures of success for this outcome will be tracked, monitored and reported on throughout the lifetime of the strategy. It should be noted that detailed analysis of specific target groups within each measure will also be undertaken by Education Services as appropriate to context.

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.

In making sense of the multiple measures used to indicate the quality of learners' experiences and outcomes it is essential to understand that each contributes one part of the whole. Each measure should not be viewed in isolation but can be used to develop understanding around the provision and outcomes for young people.

Performance will be monitored in this objective through:

Key Output	Key Indicator	Target
School Leavers achieving 1 or more Level 6 awards	Percentage of Secondary Leavers achieving 1+ SCQF Level 6 awards	78%
School Leavers achieving 3 or more Level 6 awards	Percentage of Secondary Leavers achieving 3+ SCQF Level 6 awards	63%
School Leavers achieving 5 or more Level 6 awards	Percentage of Secondary Leavers achieving 5+ SCQF Level 6 awards	49%
School Leavers achieving 1 or more Level 7 awards	Percentage of Secondary Leavers achieving 1+ SCQF Level 7 awards	26%
S4 pupils achieving Level 5 Literacy	Percentage of S4 pupils Achieving SCQF Level 5 Literacy	83%
S4 pupils achieving Level 5 Numeracy	Percentage of S4 pupils Achieving SCQF Level 5 Numeracy	70%
Primary Pupils achieving expected levels in Literacy	Percentage of Primary Pupils at P1, 4 and 7 Achieving Expected Curriculum for Excellence Level in Literacy	80.5%

Primary Pupils achieving expected levels in Numeracy	Percentage of Primary Pupils at PI, 4 and 7 Achieving Expected Curriculum for Excellence Level in Numeracy	86%
Schools receiving positive HM inspection evaluations for Learning, Teaching and Assessment	The percentage of primary, secondary, early learning and childcare settings and ASN schools receiving 'good' or better in HMI inspections QI 2.3 (Learning, Teaching and Assessment)	90%
Schools receiving positive HM inspection evaluations for Raising Attainment and Achievement	The percentage of primary, secondary, early learning and childcare settings and ASN schools receiving 'good' or better in HMI inspections QI 3.2 (Raising Attainment and Achievement)	90%
School Leavers entering a Positive Destination	Percentage of Secondary Leavers entering a positive destination	97.3%

Outcome 2 – Wellbeing, Inclusion & Attendance

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.

This outcome aims to increase attainment and achievement across all West Lothian Schools, and for all West Lothian learners from Early Years to S6. Improving health and wellbeing for all children and young people will lead to raised educational attainment and achievement, ensuring that learning promotes confidence, resilience, engagement, independent thinking and positive mindsets which in turn increases personal, social, cultural and economic opportunities.

West Lothian's inclusive approach affords all children and young people the opportunity to be part of their own community, boosting their emotional wellbeing and developing skills for learning, life and work. West Lothian's approach celebrates diversity and allows children and young people to develop an understanding and recognition of differences, contributing to the development of an increasingly inclusive, empathetic resilient communities.

West Lothian is committed to mainstreaming as a central pillar of our inclusive approach to education. We endeavour to improve the experiences of all our pupils within their local communities.

Maximising attendance levels for learners is essential in order for them to engage with learning, fulfil their potential and access opportunities beyond school. This means that young people will be able to flourish in society and contribute to the improved social and economic wellbeing of the community in West Lothian.

This outcome is at the heart of learning for our children and young people, and its substantial importance is reflected in this being at the forefront of the strategy.

The council will:

- ▼ Support all young people to achieve success through the provision of effective and robust support, using a multi-agency approach. This will highlight the importance of inclusion, through the development of the planning process across education learner and community support services and involvement of young people in decisions about how their needs should be met.
- ▼ Continue to embed the presumption of mainstream strategy across all establishments in West Lothian.
- ▼ Develop professional learning pathways for all staff which enhances their practice in the delivery of high-quality learning experiences in health and wellbeing, including mental wellbeing, for all children and young people.
- ▼ Implement an early intervention Early Years, Primary and Secondary Attendance strategy. This will require a focus on ethos and relationships, targeted interventions

for vulnerable groups, effective partnerships and robust policy, procedures and data analysis.

- ▼ Continue to support aspirations of The Promise (<https://thepromise.scot>) with a focus on attainment and wider achievement for our care experienced children and young people.
- ▼ Ensure that individual school improvement plans and activities focus on improving equity in health and wellbeing, through effective partnership working.
- ▼ Work with parents/carers to secure better outcomes through enabling them to support their child's health, wellbeing and attendance.
- ▼ Ensure all establishments promote open, positive, supportive relationships across the school community, where children and young people will feel safe and secure.
- ▼ Continue to use Pupil Equity Funding and Strategic Equity Funding to ensure every child and young person has the same opportunity to succeed, with a particular focus on tackling the poverty related attainment gap.
- ▼ Refresh the capacity and approaches that individual schools and clusters use to effectively evaluate approaches to ensuring wellbeing, equality and inclusion.
- ▼ Consider our approaches to gathering local and national data for the purposes of Health and Wellbeing analysis, leading to the further identification of required areas of focus.
- ▼ Continue to embed the vision of Active Schools & Community Sport to provide inclusive access for all and uphold pupils' right to participate in PE, physical activity and sport. The service takes a targeted approach, where necessary, to achieve that vision and to facilitate improvement in attainment, attendance, and physical and mental wellbeing.














Identified key measures of success for this outcome will be tracked, monitored and reported throughout the lifetime of the strategy. It should be noted that detailed analysis of specific target groups within each measure will also be undertaken by Education Services as appropriate to context.

Performance will be monitored in this objective through:




Key Output	Key Indicator	Target
Schools' self-evaluation of how well they are ensuring wellbeing, equality and inclusion in their setting	The percentage of primary, secondary, early learning and childcare settings and ASN schools self-evaluating as 'good' or better for Ensuring Wellbeing, Equality and Inclusion	100%
Attendance levels in Primary Schools	Attendance levels in Primary Schools	94.7%
Attendance levels in Secondary Schools	Attendance levels in Secondary Schools	91.5%
Exclusion rates in Primary Schools	Exclusion Incident rates per 1000 for Primary Pupils	2
Exclusion rates in Secondary Schools	Exclusion Incident rates per 1000 for Secondary Pupils	20

6. Performance and Transformation – Actions

Education Services will undertake a number of actions in support of the Council's Corporate Plan, Budget Strategy and other Council strategies. We will focus on actions that will improve the customer experience, increase the efficiency and effectiveness of services and advance or use of technologies that will increase choice and/or reduce costs.

<div> <div>Key</div> <div>This action should have the following intended impact:</div> </div>						
<div> <div>  <div>Improve services for customers</div> </div> <div>  <div>Improve performance and/or process efficiency</div> </div> <div>  <div>Reduce the cost of delivering our services</div> </div> <div>  <div>Increase the use of technology</div> </div> </div>						
Action	Description	Planned Outcome	Responsible Officer	Start	End	Links
Continue to improve Literacy & Numeracy outcomes for all children and young people	To support settings in ensuring a rich literacy and numeracy curriculum underpinned by robust and reliable assessments, delivered through inclusive pedagogies	All schools to maximise literacy and numeracy attainment outcomes at each stage.	All Headteachers	April 2023	March 2028	  Outcome 1
Continue to enhance professional learning framework	Promote the drivers of school leadership, teacher professionalism and school improvement, with a specific focus on improving pedagogy, leading learning and HWB	A comprehensive professional learning framework is in place and used by education staff across sectors and across the authority	Quality Improvement Officer (CLPL)	April 2023	March 2028	   Outcomes 1 & 2
Enhanced curriculum planning	Support schools to co-design curriculum with partners including across clusters	Enhanced partnership working within schools, and across sectors.	Quality Improvement Managers Primary & Secondary	April 2023	March 2028	    Outcome 1

West Lothian Council
Raising Educational Attainment Strategy 2023/28

Action	Description	Planned Outcome	Responsible Officer	Start	End	Links
Continue to develop and evaluate the West Lothian Scottish Attainment Challenge (SAC) strategic approaches and impact	Annual SAC planning to support schools to address the poverty related attainment gap and use of SAC funds	Reduce the poverty related attainment gap in targeted areas	Quality Improvement Manager Secondary	April 2023	March 2026	 Outcomes 1 & 2
Enhance the Health & Wellbeing (HWB) Strategic Action Plan with a focus on professional learning, self-evaluation and tracking	Plan to drive improvement across all aspects of HWB through improved data analysis, professional learning and increased capacity in self-evaluation to drive improvement	All schools improve approaches to HWB leading to 'good' or better evaluations for Ensuring Wellbeing, Equality and Inclusion.	Quality Improvement Managers Primary & Secondary	April 2023	March 2028	 Outcome 2
Strategic alignment of planning with partners to improve attendance outcomes	Develop 3-18 attendance strategic approach and support model with partners	Improve attendance overall, and of targeted groups. Develop educational provision for targeted learners.	Additional Support Needs Manager	April 2023	March 2028	 Outcome 2



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.

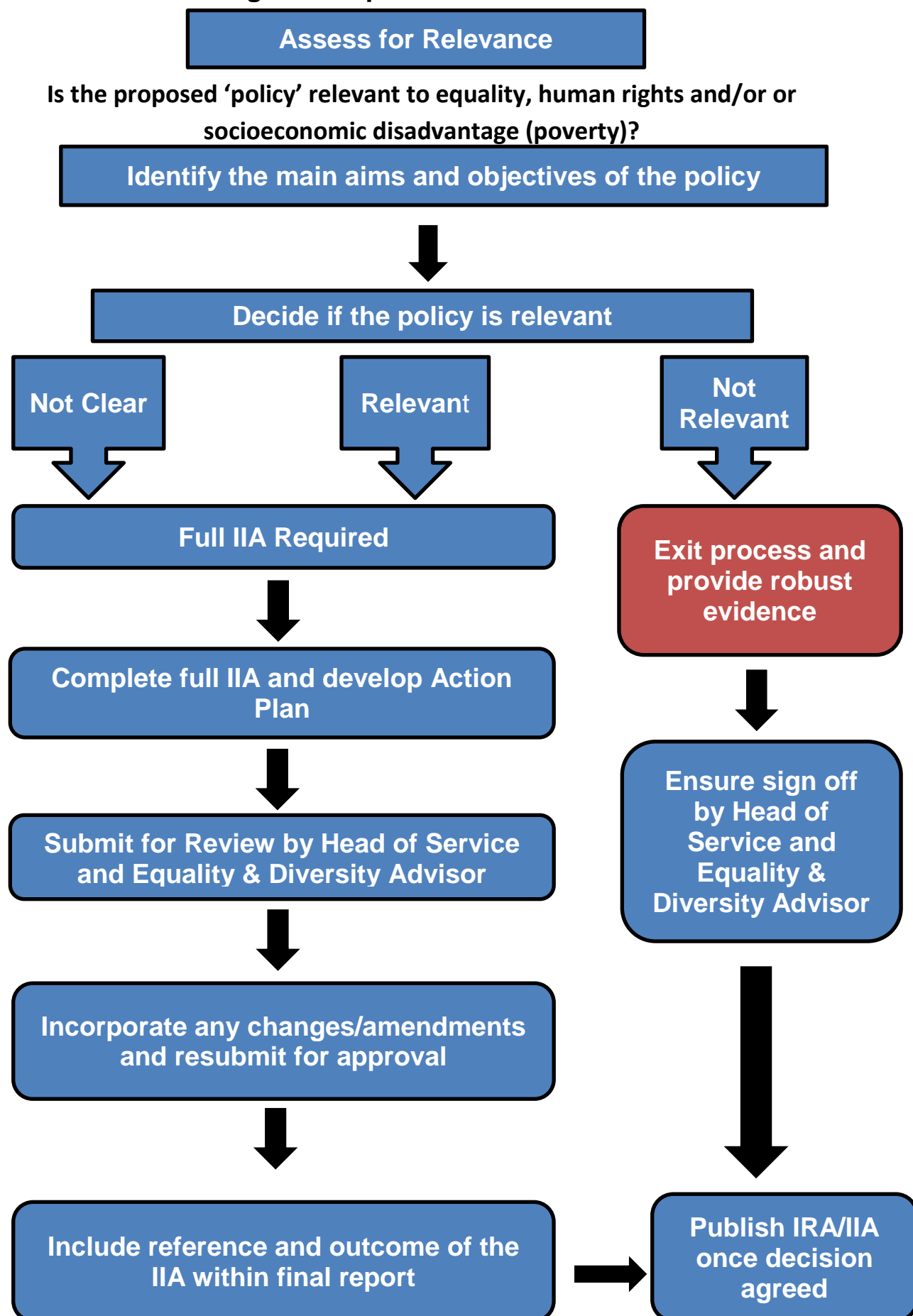
One of the main aims of the PSED is to improve transparency and accountability and this is also a priority for the Council when it comes to reporting on potential 'policy' changes and other equality related issues.

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)		Raising Educational Attainment Strategy 2023/28	
Service Area (detail which service area and section this relates to)		Education Services	
Lead Officer (Name and job title)		Catrina Hatch – Secondary Quality Improvement, Strategic Partnerships & Equity	
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>			
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)			
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 strategy 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 strategy 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 strategy will impact on this group
Area Deprivation – where you live (rural areas), where you work (accessibility of transport)	The strategy will impact on this group
Socioeconomic Background – social class i.e. parents education, employment and income	The strategy 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="" 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 Raising Educational Attainment Strategy 2023/2028 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 Strategy is specifically designed to impact positively on the attainment of all groups, including those who have protected characteristic. Education will be delivered in a way which meets the needs of all children, including needs arising from protected characteristics.

The Strategy is designed specifically to reduce the gap in attainment arising from socio-economic disadvantage, including the groups identified above. Education will be delivered in a way which meets the needs of all children, including needs arising from socio-economic disadvantage.

The impact will be assessed alongside that of the National Improvement Framework and Reducing Inequalities Action Plan and Report August 2023

Signed by Lead Officer	Catrina Hatch
Designation	Secondary Quality Improvement, Strategic Partnerships & Equity
Date	25/08/2023
Counter Signature (Head of Service or Depute Chief Executive responsible for the policy)	

Date	Click here to enter a date.

- **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 – Secondary Quality Improvement, Strategic Partnerships & Equity Geraldine Armstrong – Quality Improvement Manager Andrew Sneddon – Service Manager
Date assessment conducted	01/07/2023
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.	

The Raising Educational Attainment Strategy will directly influence and impact on the delivery of the first priority in the Council's Corporate Strategy. Continued improvement in raising attainment will also contribute to the outcomes of the others by aiming to ensure that children and young people are well placed to move into adult life and employment or further/higher education. Schools in West Lothian have consistently demonstrated their capacity to improve attainment.

Raising educational attainment increases personal, social, cultural and economic opportunities and helps our young people to fulfil their potential. Increasing attainment and achievement for all learners in West Lothian has been a key priority for the council in the last ten years and the council has invested in our schools and provided additional, specialist support to improve the quality of teaching. West Lothian has a strong track record of delivering positive outcomes for young people and we want to build on this outstanding record and continue to develop a culture of aspiration for all our young people.

The Raising Educational Attainment Strategy has two outcomes 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.
- ◆ Ensuring high quality learning experiences which are built on the provision of high quality learning, teaching and assessment. This will be inspired through a curriculum which develops capacities in all children and young people that reflect and recognise the lifelong nature of education and learning.

Our vision for education reflects that which is contained within the National Improvement Framework: achieving excellence and equity. Through this we will ensure that all of our children and young person develop the values, attitudes, knowledge and skills necessary to shape a sustainable future for themselves. This will be possible through building their capacity as successful learners, confident individuals, responsible citizens, and effective contributors regardless of their social circumstances or additional needs, or protected characteristics. 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. Central to the strategy is the respect, protection, and fulfilment of the rights of every child and young person within an empowered and collaborative system, where young people have an equal voice and everyone's contribution is heard and valued. The UNCRC framework ensures children's rights are considered to help provide every child with a good start in life and a safe, healthy and happy childhood. Ensuring that children and young people are at the heart of educational decisions, self evaluation and school improvement is fundamental.

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

<p>Age</p>	<p>What effect/difference will the policy have on people</p> <p>Pupils affected by the strategy will be of different ages, 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 strategy.</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 is delivered through a curriculum that is age and stage appropriate for every individual, based on teacher professional judgement.</p> <p>Health and well-being 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>
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	<p>How do you know that</p> <p>The consistent delivery of the national Curriculum for Excellence in all West Lothian schools, as validated by HMI Inspections. The national reporting of pupil progress at all stages within the school structure.</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 strategy will include pupils with a disability, but there will be no disproportionate impact on this group.</p> <p>Education Services provides additional support resources to ensure that pupils with a disability can access a curriculum which maximises their attainment.</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 strategy.</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>

Education takes account of additional support needs, including disability.

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

The Service audits the additional resources allocated to schools to ensure the effective delivery of the curriculum to meet the needs of all. Additional needs are identified through a multi-partnership approaching, which includes parents/carers and pupils.

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

	<p>monitoring of Parental Involvement through internal quality improvement and external inspection.</p>
<p>Gender Reassignment – Trans/Transgender Identity</p>	<p>What effect/difference will the policy have on people</p> <p>All schools follow and implement national guidance on supporting trans/transgender young people to participate fully in the life of the school in order to access a full curriculum.</p> <p>Pupils affected by the strategy will include pupils with different identities, but there will be no disproportionate impact on any one 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 strategy.</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>Headteachers are responsible for the implementation of the guidance and they actively seek central support to ensure appropriate support.</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>
Marriage or Civil Partnership	<p>What effect/difference will the policy have on people</p> <p>It is possible for a pupil (of appropriate age) to be married or enter in to a civil partnership. Education will be delivered in a way which meets the needs of all pupils, including any needs arising from being married or in a civil partnership.</p> <p>No impact forseen for parents/carers or staff.</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 chararacteristics, and different socio economic backgrounds, but there will be no disproportionate impact on any group.</p>
	<p>How do you know that</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</p>

	<p>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>
Pregnancy and Maternity	<p>What effect/difference will the policy have on people</p> <p>Pupils affected by the strategy may include pupils who are pregnant or are young mothers, but there will be no disproportionate impact on any one group.</p> <p>If a pupil is pregnant or caring for their child, the authority will provide an alternative curriculum to meet the needs of that young person. Headteachers work with centrally based officers to plan a curriculum model in partnership with the young person.</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 strategy.</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</p>

	<p>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>
Race	<p>What effect/difference will the policy have on people</p> <p>Pupils affected by the strategy will be of different race, but there will be no disproportionate impact on any one group. Education will be delivered in a way which meets the needs of all pupils, including any needs arising from race.</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 strategy.</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>
<p>Religion or Belief</p>	<p>What effect/difference will the policy have on people</p> <p>Pupils affected by the strategy will have different religion and belief, but there will be no disproportionate impact on any one 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 strategy.</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>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.</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>Knowledge of legal framework for denominational and non-denominational education, religious observance and religious education.</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>Sex</p>	<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 group. Education will be delivered in a way which meets the needs of all pupils, including any needs arising from sex/gender identity.</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</p>
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	<p>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 strategy will be of different sexual orientations, but there will be no disproportionate impact on any one group. Education will be delivered in a way which meets the needs of all pupils, including needs arising from sexual orientation.</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 strategy.</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>			
<p>4. Please outline any needs and/or barriers which may affect vulnerable groups falling into poverty and disadvantage in relation to this policy</p> <p>Vulnerable groups may include the following;</p> <table><tr><td><ul style="list-style-type: none">• Unemployed• Single parents and vulnerable families• People on benefits• Those involved in the criminal justice system• People in the most deprived communities (bottom 20 SIMD areas)• People who live in rural areas</td><td><ul style="list-style-type: none">• pensioners• Looked After Children• Carers including young carers• People misusing services• Others e.g. veterans, students• Single adult households• People who have experienced the asylum system</td><td><ul style="list-style-type: none">• Those leaving the care setting including children and young people and those with illness• Homeless people• People with low literacy/numeracy• People with lower educational qualifications• People in low paid work• People with one or more Protected Characteristic</td></tr></table>		<ul style="list-style-type: none">• Unemployed• Single parents and vulnerable families• People on benefits• Those involved in the criminal justice system• People in the most deprived communities (bottom 20 SIMD areas)• People who live in rural areas	<ul style="list-style-type: none">• pensioners• Looked After Children• Carers including young carers• People misusing services• Others e.g. veterans, students• Single adult households• People who have experienced the asylum system	<ul style="list-style-type: none">• Those leaving the care setting including children and young people and those with illness• Homeless people• People with low literacy/numeracy• People with lower educational qualifications• People in low paid work• People with one or more Protected Characteristic
<ul style="list-style-type: none">• Unemployed• Single parents and vulnerable families• People on benefits• Those involved in the criminal justice system• People in the most deprived communities (bottom 20 SIMD areas)• People who live in rural areas	<ul style="list-style-type: none">• pensioners• Looked After Children• Carers including young carers• People misusing services• Others e.g. veterans, students• Single adult households• People who have experienced the asylum system	<ul style="list-style-type: none">• Those leaving the care setting including children and young people and those with illness• Homeless people• People with low literacy/numeracy• People with lower educational qualifications• People in low paid work• People with one or more Protected Characteristic		
<p>What effect/difference will the policy have on people</p> <p>The Strategy 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</p>				

deprived areas. This gap starts early and it grows throughout primary and secondary school. This Strategy is focussed on enabling all children and young people, including Looked After Children, to achieve success.

Pupils impacted will come from different socio-economic background. The strategy 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 strategy.

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.

National and local performance information –

Curriculum for Excellence attainment levels of all pupils, and those living in difference quintiles (based on SIMD)

SQA and SCQF qualification achieved of all pupils, and those living in the highest and lowest 30% based on SIMD.

The allocation of Pupil Equity Funding directly to schools to address the poverty related attainment gap.

National and local guidance of evidence based interventions that support closing the poverty related attainment

5. Action Plan

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

Actioner Name All Headteachers	Action Date 2023-28
What is the issue Implementation of Raising Educational Attainment Strategy 2023-2028	
What action will be taken As set out in the Strategy	
Progress against action To be reported annually to Education PDSP	
Action completed No	Date completed 01/08/2028
Actioner Name All school staff	Action Date 2023-28
What is the issue Implementation of Raising Educational Attainment Strategy 2023-2028	
What action will be taken As set out in the Strategy	
Progress against action To be reported annually to Education PDSP	
Action completed No	Date completed 01/08/2028
Actioner Name Centrally Based Education Staff	Action Date School Session 2023/24
What is the issue Implementation of Raising Educational Attainment Strategy 2023/2028	
What action will be taken As set out in Strategy	
Progress against action To be reported annually to Education PDSP	

Action completed No	Date completed 01/08/2028
Actioner Name Catrina Hatch	Action Date Annual
What is the issue Ensuring the strategy addresses the negative impact of socio-economic deprivation on attainment	
What action will be taken Each individual school will carry out an annual contextual analysis and implement a specific school based PEF plan. Scottish Attainment Challenge (SAC) annual plan considers cross authority actions linked to stretch aims. National Improvement Framework annual progress report.	
Progress against action Individual school progress reports to parents/carers. Local authority progress shared at PDSP and Education Executive.	
Action completed In progress for 2022/23 school session (annual requirement)	Date completed July of each year
Actioner Name Geraldine Armstrong/Catrina Hatch	Action Date Annual
What is the issue Ensuring that all schools provide a relevant and inclusive curriculum to meet the needs of all children and young people, including all needs arising from protected characteristics	
What action will be taken Ensuring that all schools provide a relevant and inclusive curriculum to meet the needs of all children and young people, including all needs arising from protected characteristics	
Progress against action	

Individual school progress reports to parents/carers. Local authority progress shared at PDSP and Education Executive.	
Action completed In progress for 2022/23 school session (annual requirement)	Date completed July of each year
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

- State which groups are involved in this process and describe their involvement.
- Describe any planned involvement saying when this will take place and who is responsible for managing the involvement process.
- 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, parents/carers and school communities.

The Raising Educational Attainment Strategy 2023-2028 will inform school improvement plans which are communicated to school communities.

The Raising Educational Attainment Strategy 2023-2028 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 the previous Strategy have guided the development of the current Strategy

The Raising Educational Attainment Strategy is linked to the Corporate Plan and reflects its priorities.

Analysis of key performance data to identify next steps requiring improvement including:

Health & Wellbeing measures

Attendance data

Exclusion data

Achievement of literacy and Numeracy levels for Primary and Secondary

School Leavers qualifications

Positive Destinations for School Leavers

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.**

The policy has a clear focus to increase equality and reduce poverty and socioeconomic disadvantage.

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 Raising Educational Attainment Strategy will be progressed under the direction of the Education Executive. An annual update on progress in the outcomes and actions will be reported to Education PDSP and scrutinised by its members. An end of strategy report will be reported to Education PDSP in 2028 and scrutinised by its members.

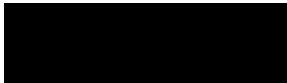
10. Recommendation and Reasoning

- ☒ 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 Raising Educational Attainment Strategy 2023-28 will make a key strategic contribution to driving school improvement, raising attainment and reducing inequalities.

Signed by Lead Officer	Catrina Hatch
Designation	Secondary Quality Improvement, Strategic Partnerships and Equity
Date	25/08/2023

Counter Signature (Head of Service or Depute Chief Executive responsible for the policy)	
Date	25/08/2023

- 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

SERVICE IMPROVEMENT PLAN 2023/26 – EDUCATION SERVICES

REPORT BY HEADS OF EDUCATION

A. PURPOSE OF REPORT

The report provides the Service Improvement Plan 2023/24 to 2025/26 for Education Services.

B. RECOMMENDATION

It is recommended that the Panel:

1. Notes the changes to the service planning approach;
2. Considers the plan attached as an Appendix to the report and provides comments, as appropriate.

C. SUMMARY OF IMPLICATIONS

I Council Values	Caring and Compassionate Open, Honest and Accountable Collaborate, Inclusive and Adaptive
II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	It is the duty of a local authority to make arrangements that secure best value. This requires continuous improvement in the performance of the authority's functions and for the local authority to contribute to the achievement of sustainable development.
III Implications for Scheme of Delegations to Officers	There are no implications.
IV Impact on performance and performance Indicators	The Service Improvement Plan will support the delivery and management of corporate performance by ensuring services appropriate align resources to support the delivery of positive outcomes in the agreed priority areas. It will also support management and monitoring of service performance in line with statutory requirements.
V Relevance to Single Outcome Agreement	The Service Improvement Plan will support the delivery of the CPP focus areas by ensuring that resources and activities are aligned with the agreed priority areas.
VI Resources - (Financial, Staffing and Property)	Staffing resource will be required to take forward the delivery of the plans and actions. This will

be delivered from existing resources, under the direction of the named responsible officers.

VII Consideration at PDSP

Service Improvement Plans will be reported to the relevant PDSPs, with those PDSP(s) also receiving an annual update on progress against the plan.

VIII Other consultations

None.

D. TERMS OF REPORT

D.1 Background

In accordance with council procedures, Education Services has developed a Service Improvement Plan for 2023/24 to 2025/26. This brings together the operational work of services and transformation proposals and provides a clear direction of travel for the whole service, staff and customers across the three-year period.

The council-wide approach to service planning was re-developed in 2023, in line with the Corporate Plan, with a shift away from annual planning to take a more medium-term view of service delivery and performance during a three-year period.

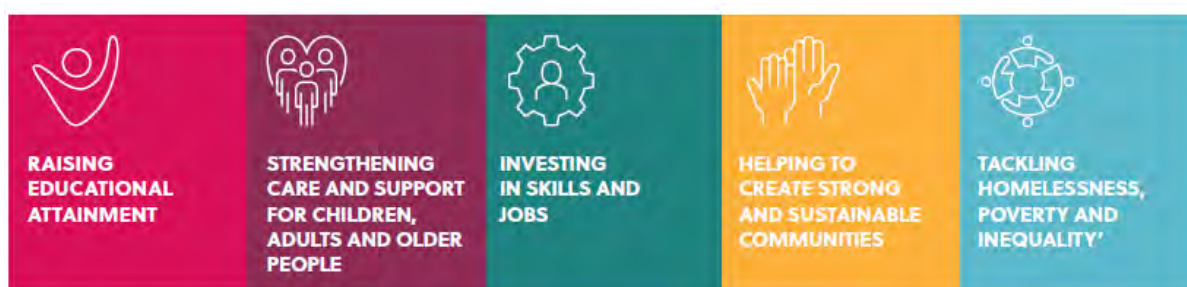
The Service Improvement Plan takes into consideration the council priorities contained in the Corporate Plan 2023/28 and the service's role in supporting their delivery. The plan also supports the medium-term financial strategy and transformation objectives of the council.

The Education Service Improvement Plan is consistent with the draft Raising Educational Attainment Strategy.

D.2 Corporate Plan 2023/28

A new Corporate Plan 2023/28 was approved by West Lothian Council on 30 May 2023. This sets the Council's strategic direction and identifies our priorities for the years 2023/24 to 2027/28.

The Corporate Plan has five priorities for improving the quality of life for all living, working and visiting West Lothian. Our priorities are:



These priorities were set through consultation with our community, staff and partner agencies and identify and address the most pronounced, collective needs of the local area.

The Service Improvement Plan explains in greater detail how the service will support the council to achieve success in the priority areas.

D.3 Service Planning Approach

For the last ten years, each council service had developed Management Plans. These were annual business plans that set out the key activities and outcomes that services would work to achieve within a financial year and the resources required to deliver the activities and outcomes.

Management Plans were utilised by the service management team, elected members and stakeholders to assess achievement and the quality and success of the management approach within a planning year. The plans were published on the council's website to supplement public performance information. Management Plans were operational by nature and had some benefits in terms of explaining the structure, activities and resourcing of the council.

However, it was felt that the plans did not sufficiently advance the corporate transformation and improvement focus with staff, customers, partners and stakeholders and that a more accessible (to a variety of audiences) and dynamic planning approach was required moving forward.

In 2023, in support of the new Corporate Plan and Revenue Budget Strategy, the council developed a new approach to service planning that allows service management teams to take a more medium-term view of service delivery, culture, performance, capacity in the service and the risks and opportunities that may present during a three-year period. It also marks a shift towards improvement rather than management planning, to reflect the need for proactive and purpose-led leadership when addressing the challenges in this corporate planning period.

The service planning approach will be reviewed again in year 3 (2025/26) alongside any budget measures, with updated Improvement Plans in place for the remaining two years of the Corporate Plan by the start of 2026/27.

D.4 Service Improvement Plan 2023/26

The Service Improvement Plan brings together the operational work of services and transformation proposals under one brief document that provides a clear direction of travel for the service. It also provides an opportunity for the service to explain some of the factors and wider external trends that will influence and shape the way that services are delivered and how resources will be prioritised within the period, including any policy or corporate commitments.

The plan sets the tone and culture for ways of working and service delivery, in line with the council's Values and long-held aim of building a culture of outstanding customer service. It was developed by the service management team, under the guidance of the Depute Chief Executive.

D.5 Performance Monitoring

The Service Improvement Plan will act as the control document against which the service will monitor progress for the next three years. The plan sets out the objectives for the service and the key activities/actions and performance outcomes that will be delivered.

The following sections can be used to track service performance during the next three years:

- Key Objectives – details what the service will deliver during the period in terms of activities/actions and the intended performance outcomes.
- Delivering our Services – service-wide commitments to the customer about the way that the service will work with them and for them.

- Risk Management – the high-level/significant risks that will be managed by the service.
- Performance and Transformation Actions – the actions that will be undertaken by the service (in addition to core business) that will support improvement in performance and efficiency and/or transformation in the service.

Service management teams will manage the delivery of the plan and monitor performance in-year.

The Heads of Service will report annually to the Education PDSP on the progress against the objectives and actions.

E. CONCLUSION

The Education Service Improvement Plan 2023/26 sets out how the council will raise the quality and value of service provision and achieve outcomes efficiently.

This will support the delivery of the Corporate Plan 2023/26 by aligning service activity with the corporate priorities and transformation objectives.

The Education Service Improvement Plan 2023/26 will also support delivery of the Raising Educational Attainment Strategy.

F. BACKGROUND REFERENCES

West Lothian Council Corporate Plan 2023/28: [Corporate Plan - West Lothian Council](#)

Appendices/Attachments:

Appendix 1 – Service Improvement Plan 2023/26

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Siobhan McGarty – Head of Education (Secondary, Community Learning & Inclusion)
 Greg Welsh – Head of Education (Primary, Early Years and Resources)

Date of Meeting: 24 October 2023

Appendix I

Education Services Improvement Plan 2023/26

Message from the Heads of Education



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

The aim of Education Services over the next three years is to undertake an ambitious and transformational approach to improving outcomes for our children and families in West Lothian. This will be achieved by focusing on our core purpose to develop children and young people who experience high quality learning which enables them to reach their goals and become confident, resilient and creative thinkers who can make a positive contribution to their local communities and our wider society.

As a key part of West Lothian Council, Education Services contributes to the delivery of all corporate priorities with a particular focus on raising educational attainment which underpins progress with investing in skills and careers. We envisage a future oriented approach using technology to develop the skills of our staff and students so that they are at the forefront in its use.



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

Our core values will drive forward our aim to address poverty and inequality tackling homelessness and supporting families with the cost of living. We are committed to our children having the best start in life and so will invest in early intervention approaches and support health and wellbeing to improve opportunities and outcomes for them and their families.

Working with our partners, linking with and empowering people across West Lothian, we aim to deliver a high quality, inclusive Education service achieving the key objectives that we have set out in this plan.

Contents

1. Our Service
2. Corporate Services Overview
3. Operating Context
4. Key Objectives
5. Delivering our Services
6. Risk Management
7. Transformation and Performance – Actions (2023/26)

I. Our Service

What we do

Education Services delivers high quality education services to over 27,000 school aged pupils and over 4,100 children in early learning and childcare, as well as community-based youth work and adult learning ensuring access to life-long learning and skills development. The constituent parts of the service are focused on the main priorities:

- Improving wellbeing, inclusion and attendance for all children, young people and learners
- Promoting confidence, independent thinking and resilience in learning
- Ensuring every child, young person and learner experiences varied, vibrant and challenging learning experiences which are built on the provision of high quality and inclusive learning, teaching and assessment.
- Supporting schools, pupils, parents and carers, and families to enable the implementation of this plan, and providing community services which will support community empowerment and the council's corporate priorities of improving care and support for vulnerable members of the community, investing in skills, creating strong and sustainable communities, and tackling poverty and inequality.

Our Customers

Our customers are principally learners, parents and carers, with services provided through schools and in the community. Some services, such as customer care and pupil placement are provided to parents and carers by centrally based staff. We provide internally focussed enabling services for which the principal customers are schools. These include resource planning, policy advice, business support and performance analysis.

We provide services that are accessed by the wider community, including Community Learning and Development, and arts and sporting opportunities and holiday activities for children and young people.

Our Way of Working

We will improve outcomes for all children and young people, parents and carers, adult learners and communities, in West Lothian. Our way of working is collaborative, connected, consultative, listening and supportive.

Our Purpose

Our core purpose is to ensure that all of our children, young people and learners develop the values, attitudes, knowledge and skills necessary to shape a future for themselves.

We do this by delivering school-based education building their capacity as successful learners, confident individuals, responsible citizens, and effective contributors embracing all social circumstances, additional needs and protected characteristics; and by providing community-based Youth Work and Adult Learning experiences ensuring access to life long learning and skills development, and community services focused on community empowerment across a range of activities.

2. Education Services Overview

<p>Schools</p> <p>Budget: £177,405,254</p> <p>Staff resource: 3191.08 FTE</p>	<p>68 primary schools, 13 secondary schools, 66 early learning and childcare establishments and 6 additional learning needs schools deliver education services to over 27,000 pupils and 4000 pre-school children.</p>
<p>School Improvement and Early Years</p> <p>Budget: £2,393,667</p> <p>Staff resource: 25.86 FTE</p>	<p>The service supports the implementation of the council's Raising Educational Attainment Strategy and the National Improvement Framework through direct support and challenge to schools, validated self-evaluation processes and rigorous use of performance data to continually improve outcomes for children and families. The service supports the delivery of 1140 funded hours of high-quality early learning and childcare within council and partner provider settings in line with the required National Standard.</p>
<p>Inclusion</p> <p>Budget: £10,958,346</p> <p>Staff resource: 197.06 FTE</p>	<p>The service supports schools in improving the delivery of education provision, learning experiences and opportunities for children and young people with additional support needs and ensuring inclusive practices are embedded in all educational settings. The service is working to improve the well-being and educational outcomes of all children and young people in West Lothian through the application of psychology to improve educational and mental health and well-being outcomes.</p>
<p>Resources</p> <p>Budget: £21,817,795</p> <p>Staff resource: 39.133 FTE</p>	<p>The service supports schools and delivery of education services through application of effective resource planning and management, including workforce planning, asset management, and a range of compliance matters. The service supports schools and delivery of education through policy advice and development, and is the interface for parents/carers for pupil placement and customer services. The service drives improvements within the learning estate and is an integral part in the delivery of new schools.</p>
<p>Community Learning</p> <p>Budget: £6,171,216</p> <p>Staff resource: 88.33 FTE</p>	<p>The service supports young people and adult learners working across communities and schools. Learners are supported with their personal development by co-design and delivery of a range of programmes and accredited learning embracing the benefits of youth work and adult learning approaches. Sport and physical activity is supported in recognition that this not only improves physical health and thereby reducing inequalities, but also improves mental wellbeing, strengthens communities, improves confidence and employability, and more generally improves an individual's life chances.</p>

FTE = full time equivalent

3. Operating Context

Education Services operates within a large ecosystem and there are a number of factors that the service must consider when planning for the future, ensuring that maximise opportunities and manage any risks or threats to our services. Key factors that will shape our services in the next three years are set out in detail below.

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.

Raising educational attainment

Strengthening care and support for children, adults and older people

Investing in skills and jobs

Helping to create strong and sustainable communities

Tackling homelessness, poverty and inequality

Raising Educational Attainment

A dedicated strategy has been developed to support improvement in the council's Raising Educational Attainment priority. Education Services will act as the corporate lead and will develop and support implementation of this strategy across the five-year period. This plan will also support the achievement of outcomes in the council's other priorities. Key focus areas in the strategy will include.

- Care and support for children will be enhanced through Children's Services Planning and GIRFEC (Getting it Right for Every Child), improving wellbeing and inclusion, providing effective and robust multi-agency support, early intervention to support vulnerable groups, supporting the aspirations of The Promise, and supporting parents and carers,
- Investment in skills and jobs will be enhanced through the delivery of accreditation via the Adult Learning Service and Youth Services and partnerships with West Lothian College, other education providers and employers to increase opportunities for learners.

- The strategy will help to create strong and sustainable communities by promoting open, positive and supportive relationships, promoting confidence and resilience, and creating a learning for sustainability cross curricular approach.
- Tackling youth homelessness is the continuing focus of collaborative work between Housing, Education Services and third sector parties with the aim of reducing youth homelessness and creating better pathways for young people who are at risk of becoming homeless.
- The strategy will help to tackle poverty and inequality by ensuring every child, young person and adult learner has the same opportunity to succeed, with a particular focus on tackling the poverty related attainment gap.

Further detail of these linkages to the council's five priorities are set out throughout the Improvement Plan.

Societal Trends and Customer Needs

Education Services is increasing emphasis on Health and Wellbeing, reflecting the increased demand for support experienced during and after the pandemic, in particular from children and young people.

Education Services places high emphasis on equity, in particular closing the gap in education outcomes between children from the most and least deprived backgrounds.

The service emphasises meeting the needs of all pupils as individuals, taking account of all factors which may give rise to these needs, including 'protected characteristics' set out in the Equality Act 2010, and in line with the Public Sector Equality Duty. This will be achieved through adapting the curriculum to meet each pupil's needs, and bespoke and targeted interventions, where appropriate.

There are an increasing number of children with identified additional support needs in our schools. The council will respond to this growing need by planning for inclusion in our schools, and supporting schools to be inclusive.

Education Services places high importance on the rights of children and young people.

Economic and Market factors

Education Services aims to improve skills amongst school leavers, and increase the percentage of school leavers entering positive destinations, and as such will support the local and national economies. Education Services will work with employers and other education providers to ensure that pupils have access to choices and pathways which are relevant and aligned to labour market demand.

By providing flexibility and choice in Early Learning and Childcare, Education Services will support the principle of supporting more parents/carers in work, training or study, through greater choice.

Demographic Diversity

The improvement plan will be delivered in a time of demographic change, resulting in challenges for the council as it seeks to meet customer need with reduced resources.

Numbers of children and young people in many parts of West Lothian are forecast to decline, resulting in surplus school accommodation in these areas, although in core development areas, large increases will require investment in new facilities.

The demographic diversity of West Lothian will continue to be reflected in the school population, with new pupils arriving from around the world and being integrated into learning communities. This diversity also highlights the continued requirement of ESOL provision for both parents/carers and children and young people.

Technology, Automation and the Demand for Technical Skills

Digital learning continues to be a priority to ensure learners access relevant learning experiences which are aligned to the digital world we live in. On-going investment in digital infrastructure and improved access to a range of resources will help to build the digital skills required for life and work. This will include access to learning experiences across the wider school network, offering increased opportunities for personalised and independent learning pathways.

Continued development of digital solutions will also contribute to efficiencies in school and central administration, for example the development of an automated pupil placement admission system in partnership with the Scottish Government.

The development of a digital learning platform within the Adult Learning Service will help allow Education Services to adapt to customer needs and growing demand.

Legislation and Regulation

Delivering new and expanded services to meet new legislative requirements and national policy aspirations can be expected to continue to be a significant challenge.

This is likely to include further expansion of early learning and childcare services, and out of school care for school-aged children, both of which will require an expanded workforce and access to appropriate accommodation across West Lothian.

Climate Change and Sustainability

The Learning for Sustainability cross curricular approach will link sustainable development education and climate education with global citizenship, with the aim of ensuring that children and young people gain the understanding necessary to live in a sustainable way.

Scarcity of Resources

Delivering high quality education with a strong focus on excellence and equity within the context of the ongoing funding gap can be expected to continue to be a significant challenge for the council as budget reductions will continue to affect not just schools, but the central services and partners which support and work with them.

At the same time, the impact of the 'cost of living crisis' on children and families can be expected to increase demand for services and support, and to increase the challenge of achieving excellence and equity for all.

4. Key Objectives

Our core purpose is to ensure that all of our children, young people and learners develop the values, attitudes, knowledge and skills necessary to shape a future for themselves.

We do this by delivering school-based education building their capacity as successful learners, confident individuals, responsible citizens, and effective contributors embracing all social circumstances, additional needs and protected characteristics; and by providing community-based Youth Work and Adult Learning experiences ensuring access to life long learning and skills development, and community services focused on community empowerment across a range of activities.

The service can be organised around three topical clusters, or objectives, that we will work to advance in the next three years. The first two objectives are aligned to the Council's Raising Educational Attainment Strategy, and are consistent with the National Improvement Framework.

Education Services will monitor our success in each objective with appropriate performance indicators and targets set to encourage performance improvement.

Objective 1 – Wellbeing, Inclusion and Attendance

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.

Education Services will:

- ▶ Support all young people to achieve success through the provision of effective and robust support, using a multi-agency approach. This will highlight the importance of inclusion, through the development of the planning process across education learner and community support services and involvement of young people in decisions about how their needs should be met.
- ▶ Continue to embed the presumption of mainstream strategy across all establishments in West Lothian.
- ▶ Develop professional learning pathways for all staff which enhances their practice in the delivery of high-quality learning experiences in health and wellbeing, including mental wellbeing, for all children and young people.
- ▶ Implement an early intervention Early Years, Primary and Secondary Attendance strategy. This will require a focus on ethos and relationships, targeted interventions for vulnerable groups, effective partnerships and robust policy, procedures and data analysis.

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- ▶ Continue to support aspirations of The Promise (<https://thepromise.scot>) with a focus on attainment and wider achievement for our care experienced children and young people.
- ▶ Ensure that individual school improvement plans and activities focus on improving equity in health and wellbeing, through effective partnership working.
- ▶ Work with parents/carers to secure better outcomes through enabling them to support their child's health, wellbeing and attendance.
- ▶ Ensure all establishments promote open, positive, supportive relationships across the school community, where children and young people will feel safe and secure.
- ▶ Continue to use Pupil Equity Funding and Strategic Equity Funding to ensure every child and young person has the same opportunity to succeed, with a particular focus on tackling the poverty related attainment gap.
- ▶ Refresh the capacity and approaches that individual schools and clusters use to effectively evaluate approaches to ensuring wellbeing, equality and inclusion.
- ▶ Consider our approaches to gathering local and national data for the purposes of Health and Wellbeing analysis, leading to the further identification of required areas of focus.
- ▶ Continue to embed the vision of Active Schools & Community Sport to provide inclusive access for all and uphold pupils' right to participate in PE, physical activity and sport. The service takes a targeted approach, where necessary, to achieve that vision and to facilitate improvement in attainment, attendance, and physical and mental wellbeing.

Performance will be monitored in this objective through:

Key Output	Key Indicator	Target
Schools self-evaluation of the quality for Ensuring Wellbeing, Equality and Inclusion	The percentage of primary, secondary, early learning and childcare settings and Additional Support Needs schools self-evaluating as 'good' or better for Ensuring Wellbeing, Equality and Inclusion	100%
Attendance levels in Primary Schools	Attendance levels in Primary Schools	94.7%
Attendance levels in Secondary Schools	Attendance levels in Secondary Schools	91.0%
Exclusion rates in Primary Schools	Exclusion Incident rates per 1000 for Primary Pupils	2
Exclusion rates in Secondary Schools	Exclusion Incident rates per 1000 for Secondary Pupils	12

Objective 2 – Learning and Curriculum

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 (successful learners, confident individuals, responsible citizens and effective contributors) to thrive and be equally valued.

Education Services will:

- Ensure that individual school improvement plans and activities focus on the quality of learning, teaching, assessment and curriculum. Effective assessment approaches must be in place to ensure that all pupils make appropriate progress in their learning in the Broad General Education and the Senior Phase.
- Ensure strategic improvements continue to refine systems, frameworks and guidance to support and challenge schools to build on and improve curriculum design and delivery.
- Develop and implement professional learning programmes based on local, national and international research to further improve pedagogy and curriculum co-design. There should be a particular focus on increasing challenge and aspiration for all young people and building staff capacity in addressing barriers to learning and providing equity.
- Develop and implement high quality professional learning programmes and collaborative experiences that further build capacity of staff at all levels as leaders of learning, taking cognisance of relevant frameworks.
- Continue to use Pupil Equity Funding and Strategic Equity Funding to ensure every child and young person has the same opportunity to succeed, with a particular focus on tackling the poverty related attainment gap.
- Continue to build staff capacity to ensure that every child and young person in West Lothian is supported to develop Literacy and Numeracy skills which enable them to thrive, and prepare them for life, future learning and work.
- Embed the engagement of parents and carers as partners in their child's learning through family learning programmes and support. Education services will further develop plans in line with Education Scotland's Strategic Framework for Parental Involvement, Parental Engagement, Family Learning and Learning at Home, including provision of adult learning programmes.
- Work with schools to ensure the curriculum is co-designed with learners, parents, carers 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, 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.
- ▶ Ensure that effective planning, tracking, monitoring and target-setting is in place at school and cluster level to ensure learners are making good progress from prior levels of attainment. There will continue to be a clear focus on planning interventions to address gaps identified. The practice which already exists in individual schools will now be extended across clusters. Interventions will be continually evaluated for impact on learner progress and attainment in order to take further action where needed. Continuity of progression at transition points will be a focus for cross sectoral planning.
- ▶ Embed digital learning to support pedagogy, curriculum and inclusion.
- ▶ Ensure all establishments effectively use self-evaluation frameworks, approaches and performance information to ensure educational outcomes are improving. This includes supporting young people's and partners' participation in self-evaluation and school improvement and curriculum co-design.
- ▶ Undertake analysis of young people's outcomes by gender, implementing recommended actions and considering implications for curriculum rationale and design.
- ▶ Create a Learning for Sustainability cross curricular approach that weaves together distinct but closely related themes of sustainable development education, climate education, global citizenship, children's rights and outdoor learning. This is key to ensure children and young people value the importance of connection and care to the natural world and the significance of their choices, now and in the future, to live in a sustainable way.

Performance will be monitored in this objective through:

Key Output	Key Indicator	Target
Schools receiving positive HMI inspection evaluations for Learning, Teaching and Assessment	The percentage of primary, secondary, early learning and childcare settings and ASN schools receiving 'good' or better in HMI inspections QI 2.3 (Learning, Teaching and Assessment)	90%
Schools receiving positive HMI inspection evaluations for Raising Attainment and Achievement	The percentage of primary, secondary, early learning and childcare settings and ASN schools receiving 'good' or better in HMI inspections QI 3.2 (Raising Attainment and Achievement)	85%
Primary Pupils achieving expected levels in Literacy	Percentage of Primary Pupils at PI, 4 and 7 Achieving Expected Curriculum for Excellence Level in Literacy	80.5%
Primary Pupils achieving expected levels in Numeracy	Percentage of Primary Pupils at PI, 4 and 7 Achieving Expected Curriculum for Excellence Level in Numeracy	86%
S4 pupils achieving Level 5 Literacy	Percentage of S4 pupils Achieving SCQF Level 5 Literacy	83%
S4 pupils achieving Level 5 Literacy	Percentage of S4 pupils Achieving SCQF Level 5 Numeracy	68.2%
School Leavers achieving 1 or more Level 6 awards	Percentage of Secondary Leavers achieving 1+ SCQF Level 6 awards	78%
School Leavers achieving 3 or more Level 6 awards	Percentage of Secondary Leavers achieving 3+ SCQF Level 6 awards	63%
School Leavers achieving 5 or more Level 6 awards	Percentage of Secondary Leavers achieving 5+ SCQF Level 6 awards	49%
School Leavers achieving 1 or more Level 7 awards	Percentage of Secondary Leavers achieving 1+ SCQF Level 7 awards	23.5%
School Leavers entering a Positive Destination	Percentage of Secondary Leavers entering a positive destination	97.3%

Objective 3 – Support and Community

Providing support services to schools, pupils, parents and carers, and families to enable the implementation of Objectives 1 and 2, and providing community learning and development services which will support community health and wellbeing and contribute to building citizenship, cohesion, community voice and creating local wealth.

Fundamental to this is ensuring that the council's approach to digital transformation, modernisation, improvement and efficiency; and the council's corporate priorities of improving care and support for vulnerable members of the community, investing in skills, creating strong and sustainable communities, and tackling poverty and inequality, are embedded and applied across the whole service.

Education Services will:

- ▶ Work collaboratively with schools to develop inclusive practice and pedagogy in line with the Presumption of Mainstream legislation through effective and responsive support from Additional Support Needs and Educational Psychology Services.
- ▶ Support schools and delivery of education services through application of effective and responsive resource planning and management, with a focus on efficiency and modernisation across the service.
- ▶ Support schools and delivery of education services through application of effective and responsive policy guidance, with ongoing review ensuring that council policy and practice reflects best practice and changing national policy and legislative frameworks.
- ▶ Deliver effective and responsive pupil placement and customer services to parents and carers, maximising digital solutions where possible and appropriate, and focusing on efficiency and modernisation.
- ▶ Deliver digital first access for parents/carers across including the ability to book extra hours for early learning and childcare (ELC), book appointments for parent consultations, access on-going information about progress and learning, make payments for school meals and events, report school absence and monitor attendance.
- ▶ Deliver community learning and development, with a focus on improving care, and support for vulnerable members of the community, investing in skills, creating strong and sustainable communities, and tackling poverty and inequality.
- ▶ Continue to deliver targeted community based and in school skills development, health and wellbeing and employability programmes to support young people into sustainable positive destinations.
- ▶ Support the development of a Children's Rights Network in West Lothian building on work with young people to produce a Youth Charter and Youth Participation Model.

- ▶ Establish Unit 101 Youth Project in The Centre Livingston to provide young people with a wide range of development opportunities and supports including advice, guidance and information from partner agencies.
- ▶ Support adult learners to improve their literacy, numeracy and digital skills and to learn English as a second or other language, and provide support to those learners to achieve accreditation and positive destinations.
- ▶ Support parents to become further involved in their child's learning through the provision of Family Learning opportunities.
- ▶ Deliver a range of targeted educational interventions to adult learners who are care experienced and to those who have experience of the criminal justice system through the delivery of the Multiply numeracy programme.
- ▶ Develop additional opportunities for adult learners through the creation of an online learning platform, allowing learners to supplement their weekly classes and progress to their goals more quickly.
- ▶ Improve pupils' physical and mental health through participation in sport and physical activity.
- ▶ Strengthen the targeted nature of work within school programmes by better understanding the needs of pupils in order to design and implement impactful sport and physical activity interventions
- ▶ Improve knowledge, skills and confidence through delivery of leadership programmes to support pupils to achieve a positive destination.
- ▶ Ensure a diverse range of young people have access to leadership roles that allow them to be heard, valued and influence decision making.
- ▶ Develop sustainable and cost-efficient ways to promote good health through participation in sport and physical activity interventions
- ▶ Support a cohesive approach that aligns the provision of physical education, physical activity and sport.
- ▶ Engage with key partners and stakeholders to identify, review and address local needs, ensuring that equality and inclusion are at the forefront of community sport, physical activity and any wider opportunities.
- ▶ Ensure that opportunities exist for pupils and members of the West Lothian community to take part in a wide range of cultural, musical and artistic activities.

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- ▶ Continue to deliver holiday activities, with a focus on improving care and support for vulnerable members of the community, and tackling poverty and inequality.
- ▶ Continue to invest in the school estate with a view to addressing demographic change, meeting the needs of families in areas of new development, and improving and modernising the learning environment.
- ▶ Continue digital transformation to support learning and teaching, and also to support parents and carers in their interaction with schools and centrally based services by reviewing and implementing a digital communication strategy.

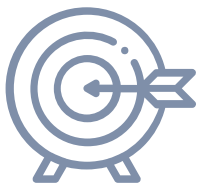
Performance will be monitored in this objective through:

Output	Indicator	Target
Work collaboratively with schools to develop inclusive practice and pedagogy in line with the Presumption of Mainstream legislation through effective and responsive support from Additional Support Needs and Educational Psychology Services	Percentage of schools agreeing with the statement “The transition planning process for this child has been successful” NEW PI	80%
	Percentage of schools agreeing with the statement that “The SLA targets for the delivery of the EP service were met.” EDPSY042	85%
Support schools and delivery of education services through application of effective and responsive resource planning and management	Cost per primary school pupil (SCHNO1)	£6,080
	Cost per secondary school pupil (SCHNO2)	£7,408
Deliver effective and responsive pupil placement and customer services to parents and carers	Percentage of Early Learning and Childcare applicants allocated their first choice establishment (EDPP216)	95%
Deliver community learning and development, with a focus on improving care and support for vulnerable members of the community, investing in skills, creating strong and sustainable communities, and tackling poverty and inequality	Percentage of young people who agree that their health and wellbeing has strongly increased or increased as a result of participating in a youth work programme (EDCYS009)	82%
	Percentage of More Choices More Chances Young People who sustain a positive destination for 6 months (EDCYS071)	86%
Deliver holiday activities, with a focus on improving care and support for vulnerable members of the community, and tackling poverty and inequality	Number of children utilising holiday lunch and activity programmes (EDPP346)	1,100

5. Delivering Our Services

Education Services always aims to provide the highest possible quality of service to our customers. We have used the principles of Connect – Empower – Deliver to develop clear commitments to our customers about the way we will work with them and for them:

Connect



- We will be connected to all members of our learning communities, promoting partnership and collaboration between school staff, pupils and parents/carers, for example supporting parents and carers to enable them to support their child's health and wellbeing and attendance; developing parents and carers as partners in their child's learning; and involving learners, parents and carers in curricular co-design.
- We will tailor our services to meet the needs of all pupils taking account of the factors which may give rise to these needs, including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
- We will tailor our services to meet the needs of all of parents and carers, by offering flexibility and choice in Early Learning and Childcare.
- We will build productive relationships within our school communities, and with our customers through regular two-way engagement. We will embed the engagement of parents and carers as partners in their child's learning through family learning programmes and support.
- We will communicate with clarity, providing concise information to our customers in a way that they will understand

Empower



- We will provide self-service solutions to meet the needs of customers, leading to a more efficient service.
- We will encourage teamwork, partnership and collaborative working across all learning communities and centrally based staff, including with the Regional Improvement Collaborative and other councils, to improve the quality and impact of our services.
- We will empower our people and customers to make the right decisions by providing them with information to help them identify and manage opportunities and risks. Central to our service is the respect, protection, and fulfilment of the rights of every child and young person within an empowered and collaborative system, where young people have an equal voice and everyone's contribution is heard and valued.

- We will seek feedback from our customers and adapt service delivery where appropriate.

Deliver





- We will continue to prioritise the delivery of services that meet the needs of our customers, including through the curriculum, and bespoke and targeted interventions where appropriate.
- We will strive to continuously improve the quality of our services by learning from best practice locally, nationally and internationally.
- We will encourage and support our colleagues to achieve their goals by ensuring a comprehensive professional learning framework is in place and used by education staff across sectors and across the authority.
- We will ensure our employees are equipped to deliver outstanding customer service

6. Risk Management

The council aims to mitigate risks to its objectives by implementing robust risk management procedures which enable managers to effectively manage their risks.

Significant risks to Education Services' objectives are set out in the council's corporate risk register. These risks are regularly monitored by managers and are reviewed on a monthly basis by the service management team to ensure that appropriate and effective control measures are in place.

Education Services is currently managing the following risks considered to be high:

Risk Title	Risk Description	Current Risk Score	Traffic Light Icon
ED004 Mainstream Schools: attacks on or violence towards staff	Physical or verbal incidences towards staff from pupils or parents/carers of pupils, to members of staff working in schools, leading to injury or stress.	12	
ED005 Additional Support Needs (ASN) schools and units: physical or verbal incidences towards staff	Physical and/or verbal incidences towards staff from pupils or parents/carers, leading to injury or stress. Due to the nature of the needs of the pupils placed in ASN schools and classes attached to a mainstream school such occurrences may be as a result of a pupil's specific, identified additional support need.	12	

7. Performance and Transformation– Actions

Education Services will undertake a number of actions in support of the Council's Corporate Plan, Budget Strategy and other Council strategies. We will focus on actions that will improve the customer experience, increase the efficiency and effectiveness of services and advance or use of technologies that will increase choice and/or reduce costs.

Key This action should have the following intended impact:



Improve services for customers



Improve performance and/or process efficiency






Reduce the cost of delivering our services







Increase the use of technology

Action	Description	Planned Outcome	Responsible Officer	Start	End	Links
Implementation of the Raising Educational Attainment Strategy	The purpose of this strategy is to ensure that all of our children and young people develop the values, attitudes, knowledge and skills necessary to shape a future for themselves.	<ol style="list-style-type: none"> 1) 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. 2) Ensuring every child and young person experiences varied, vibrant and challenging learning experiences which are built on the provision of exceptional 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. 	Quality Improvement Manager (Primary and Secondary)	August 2023	June 2026	Objectives 1 and 2


West Lothian Council
Improvement Plan 2023/26 – Education Services


Action	Description	Planned Outcome	Responsible Officer	Start	End	Links
Ensure that individual school improvement plans and activities focus on the quality of learning, teaching, assessment and curriculum.	School planning should clearly identify improvements required to learning, teaching, assessment & curriculum with measurable outcomes.	Improvement in learner experiences in attainment and inspection outcomes across all educational settings.	Headteachers	August 2023	June 2026	Objective 2 
Implement an early intervention Attendance Strategy.	This will require a focus on ethos and relationships, targeted interventions for vulnerable groups, effective partnerships and robust policy, procedures and data analysis.	Strategy completed for Early Years, Primary & Secondary which leads to improved attendance outcomes through partnership working.	ASN Manager	August 2023	June 2026	Objective 1 
Development of Trauma-Informed practice	Staff are trauma informed and understand that all behaviour is communication in line with the National Trauma Training plan.	Trauma Informed Training Roll Out to all schools in line with school improvement planning priorities.	Quality Improvement Officer (HWB)	August 2023	June 2026	Objective 1 


West Lothian Council
Improvement Plan 2023/26 – Education Services

Action	Description	Planned Outcome	Responsible Officer	Start	End	Links
Development of processes and practice in relation to the Presumption of Mainstream legislation with a specific focus on Transitions.	Development of the One Service One Vision approach. Planned improvements in additional support needs pupil placement and transition processes and inclusive approaches.	1) Clarity for schools, parents / carers and partner agencies on effective inclusive practice. 2) Improved transition planning and access to inclusive learning for children and young people with additional support needs with a focus on the presumption of mainstream.	ASN Manager / Principal Educational Psychologist	August 2023	June 2026	Objective 1 and 2 
Early Learning and Childcare framework / offer	Further expand Early Learning and Childcare in line with Scottish Government requirements.	Offer places to every parent or carer from newly eligible groups, in line with Scottish Government requirements.	Strategic Resources Manager / Quality Improvement Manager	August 2024	March 2026	Objectives 1, 2 and 3 
Expand and modernise the school estate.	Continue to invest in the school estate with a view to addressing demographic change, meeting the needs of families in areas of new development, and improving and modernising the learning environment.	1) New schools, extensions and upgrades delivered including new schools at Hawkhill and Bangour, replacement buildings at Beatlie School and East Calder Primary School, and extensions and upgrades at Knightsridge Primary School, St Kentigern's Academy and West Calder High School. 2) Developing and delivering best practice in new learning environments to meet the needs of learners and ensure effective delivery of curriculum for excellence.	Head of Education (Early Years, Primary and Resources)	August 2023	June 2026	Objective 2  

West Lothian Council
Improvement Plan 2023/26 – Education Services

Action	Description	Planned Outcome	Responsible Officer	Start	End	Links
Digital Transformation	Continue digital transformation to support learning and teaching, and also to support parents and carers in their interaction with schools and centrally based services by reviewing and implementing a digital communication strategy.	<p>Develop a digital communication strategy which supports:</p> <ul style="list-style-type: none"> • Safeguarding and promoting attendance • Sharing information about learning and progress • Celebrating achievement and success <p>Make use of core digital technologies where possible to ensure shared information is relevant, timely and secure:</p> <ul style="list-style-type: none"> • Groupcall Messenger • Parent Portal App • Digital learning profiles School Website 	Digital Learning Manager (Education)	August 2023	June 2026	<p>Objectives 1, 2 and 3</p> 

Action	Description	Planned Outcome	Responsible Officer	Start	End	Links
Transformation of Youth Services	Restructuring of Youth Services	<p>1) Increased focus on priority youth work activities, including targeted work with children and young people with protected characteristics and from different socio economic backgrounds, and work to address inequalities related to health, education, employment, and poverty.</p> <p>2) Build on the success of the model used to deliver the summer activities programme, partnership with existing groups and providers, in order to maximise support for priority groups with protected characteristics and from different socio economic backgrounds, and work to address inequalities related to health, education, employment, and poverty.</p>	Service Manager	August 2023	June 2026	<p>Objective 3</p> 

Action	Description	Planned Outcome	Responsible Officer	Start	End	Links
Transformation of Pupil Placement	Transform the way in which admission to Early Learning and Childcare and schools is delivered, increasing efficiency, improving customer experience, and improving educational outcomes.	<ol style="list-style-type: none"> 1) Introduce a new more automated admission system for Early Learning and Childcare, resulting in quicker decisions for parents/carers, and explore expansion to school admission. 2) Develop Buy Extra Nursery Hours to provide greater flexibility and choice for parents/carers. 3) Explore further improvements, for example automation of data transfer between systems to eliminate manual effort and increase accuracy. 4) Promote a digital first approach across these outcomes. 	Strategic Resources Manager / Service Manager	April 2023	March 2026	<p>Objective 3</p> 

DATA LABEL: PUBLIC



EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL

EARLY LEARNING AND CHILDCARE UPDATE

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

A. PURPOSE OF REPORT

To provide the panel with an update on the delivery of Early Learning and Childcare (ELC) in West Lothian.

B. RECOMMENDATION

1. To note the update on the delivery of Early learning and Childcare (ELC), including the roll out of discretionary charging within council settings.
2. To note the improvement activities that support all ELC establishments across with West Lothian Council.
3. To note the results of the most recent parent/carer survey in relation to the effectiveness of the West Lothian delivery models for ELC.
4. To note the procurement process being undertaken in relation to partner providers provision from August 2024.

C. SUMMARY OF IMPLICATIONS

I	Council Values	Caring and compassionate; open, honest and accountable; and collaborate, inclusive and adaptive.
II	Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland: ELC Expansion Planning Guidance for Local Authorities Statutory Guidance has been issued in relation to early learning and childcare duties under the Children and Young People (Scotland) Act 2014 Early Learning and Childcare Statutory Guidance – July 2021
III	Implications for Scheme of Delegations to Officers	None
IV	Impact on performance and performance Indicators	Key Performance Indicators are reported annually to reflect uptake of service, quality within service and outcome of external scrutiny inspections

V	Relevance to Single Outcome Agreement	Our children have the best start in life and are ready to succeed Delivery of outcomes will improve attainment for children
VI	Resources - (Financial, Staffing and Property)	Annual revenue budget £30,961,000
VII	Consideration at PDSP	Ongoing
VIII	Other consultations	Parents/carers have been consulted on increased flexibility and choice in early learning and childcare every two years.

D. TERMS OF REPORT

D1 Background

The ELC Statutory Guidance requires local authorities to publish a plan for the delivery of early learning and childcare at least once every 2 years, informed through consultation with parents/carers and based on local needs. Section 52 of the 2014 Act requires local authorities to support families through the provision of flexible hours that provide an appropriate degree of choice built upon a mixed economy model of provision in the public, private and child-minding sectors.

It should be noted that section 52 does not place an expectation that every setting will offer every possible pattern provision that a parent may request. This is to allow all providers to effectively plan for and manage the capacity of their setting(s) as the delivery requires to be manageable and affordable within resources.

D2 Early Learning and Childcare Delivery Plan

West Lothian Council's ELC Delivery Plan offers the following options/models for 1140 hours of funded provision:

- Morning session across 50 weeks per year in a council setting – 49 settings.
- Afternoon session across 50 weeks per year in a council setting.- 49 settings
- Two full days (8am – 6pm), 50 weeks per year in a council setting, with a third short session in a council setting or to take the balance of hours with a partner provider/childminder – 49 settings.
- Four days, 38 weeks per year in a council setting (where capacity allows) – 12 settings with a further 4 offering 38 and 50 week options.
- 1140 hours with a private partner provider (31 currently in partnership).
- 1140 hours with a partner childminder.
- Blended option/mix of provider, available on application where capacity is available.

In addition to the delivery models, local authorities are required to outline key improvement activities from the ELC sector and this is outlined in appendix 1, which aligns with academic session 2023/24. A list of all ELC establishments and their model of provision is provided in Appendix 2.

Parents/carers also have the option to buy extra nursery hours (in addition to 1140 hours) in 49 council settings where there is physical and staffing capacity available. Uptake varies across establishments depending on the sessions available.

D3 Stakeholder Engagement

The 2023 survey was issued in September 2023 and the feedback from this will inform consideration of future delivery to meet the needs of parents/carers and their children. 625 parent/carers responded to the survey out of 4434 issued (14% response rate). A copy of the survey results/responses to each question are attached in Appendix 3.

The key areas of note being:

- 92% of parent/carers reported their satisfaction with their funded ELC placement.
- Most parent/carers recognised the benefit of the increased hours to them and almost all parent/carers noted the benefits for their child.
- Most parent/carers who responded use the flexibility and choice of purchasing additional hours.

D4 Two Year Old Placements

Eligible funded ELC places are available for two year olds from families who meet low income or care experienced eligibility criteria. In West Lothian, young parents involved with the Family Nurse Partnership (FNP) are also automatically granted to a discretionary 2 year old ELC place. Families who qualify for or are granted a placement will remain qualified throughout the year even if the family situation changes.

West Lothian Council also considers offering **discretionary** ELC placements for families (in limited circumstances) who need additional support but do not meet eligibility criteria set by Scottish Government. Cases are considered where it will assist families experiencing significant challenge or will help improve a child's social and emotional development, health or ability to learn. An ELC placement is considered alongside (in limited circumstances) a range of other supports and services available for families.

Eligible and discretionary two year old places are available from the academic session following the child's second birthday. A discretionary place (if granted) will be allocated when a place is available and may be out with this timescale. The discretionary place will be offered in a council setting. A discretionary placement does not have priority over an eligible child. Discretionary places will not automatically qualify for 1,140 hours of funded early learning and childcare but sessions will be offered subject to local availability, and in line with identified need.

National Health Service (NHS) or Social Policy professionals may make a referral to Family Assessment and Support Services (FASS) to consider a discretionary funded ELC placement alongside other supports that are available first for the child and family, such as parenting programmes, support from Pre-School Home Visiting Service or referrals to the Antipoverty Service.

Discretionary criteria will both consider the needs of the child and wider vulnerabilities of the family such as:

- Where there is an identified child protection risk or a placement will help the child remain at home within the family environment.
- Supporting families who are in crisis or have complex support needs and a placement will facilitate engagement with other services including parenting support, addiction or mental health support.

Where it is determined that a ELC discretionary place would be beneficial, the recommendation will be sent to Education Services in order that a review of availability can be undertaken.

It should be noted that as there is no revenue funding available for discretionary two year old placements and allocations must be managed within existing resources. There has been an increase in the requests for discretionary places with 19 in 2021/22, 48 in 22/23 and 48 in 2023/24 (to date).

D5 Additional Year of ELC

Parents and carers of children who are still 4 years old on the date they are eligible to start school in August can delay their child's start at primary school for a year. From August 2023, education authorities are under a legal obligation to provide an additional year of funded early learning and childcare to all children whose birth date is on or between the school commencement date in August to the end of December and whose parents choose to delay their start date to primary one to the following year. In advance of this legal requirement, West Lothian have been granting such requests since August 2021 within existing resources :

<u>Year</u>	<u>Number of Requests</u>
2021/22	227 (10% of potential P1 intake)
2022/23	204 (9% of potential P1 intake)
2023/24	246 (11% of potential P1 intake)

D6 Improvement Activities

The focus of the authority supported Validated Self Evaluation (VSE) process for ELC in council settings is to support improvement and evaluate the quality of:

- Leadership and management
- Learning provision
- Successes and achievements.

VSE is a process which aims to build the capacity of ELC settings to evaluate their own performance and improve the quality of outcomes for learners and families. VSE involves collaboration between the ELC and Quality Improvement Officers (QIOs) to support wider challenge and enhance the school's own self-evaluation processes for continuous improvement. VSE is led by the ELC and is:

- Focused on outcomes
- Proportionate to need
- Flexible, with scope to recognise differences in ELC contexts
- Rigorous and transparent.

VSE teams use How Good is Our Early Learning and Childcare? (HGIOELC), the National Care Standards, Care Inspectorate Quality Framework and the National Improvement Framework.

West Lothian Council provides a comprehensive programme of support for private partner provider settings. Included in this programme are annual support visits providing detailed feedback to support settings with continued improvements. Termly meetings to support positive working relationships and opportunities to look outwards at best practice. Support with the development of standards and quality reports and action plans, and when required service improvement plans following Care Inspectorate Inspections. Provide information and training on strategies to support children with additional support needs (ASN), and opportunities to participate in ASN networks.

D7 Partner Provider Procurement

The current ELC partner provider contract ends in July 2024. The tender process commenced with an information session held on 27 September 2023 for current and prospective ELC private partner providers. The publication of the tender on Public Contract Scotland (PCS), the on line portal used for local authority contracts will be issued on 4 October 2023.

Indicative Dates	
27 September	Supplier Information Event (on line via TEAMS)
4 October	Contract documents issued on PCS
7 November	Final day for tender submissions to be returned
15 November	Qualification checks to be completed and sent to Education
23 November	Evaluation process to be completed.
24 November	Award/regret letters issued
4 December	10-day stand-still period concludes
8 December	Procurement to issue contracts and request compliance documentation

E. CONCLUSION

The panel is asked to note the on going evolvement in the delivery of early learning and childcare in West Lothian and the council's approaches to meeting its statutory requirements.

F. BACKGROUND REFERENCES

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

www.gov.scot/publications/blueprint-2020-expansion-early-learning-childcare-sc

Early Learning and Childcare Statutory Guidance – July 2021

<https://www.gov.scot/publications/early-learning-childcare-statutory...>

Appendices/Attachments:

1. West Lothian Council ELC Improvement Plan 2023/24
2. List of ELC Establishments
3. Stakeholder Engagement Responses

Contact Person:

Geraldine Armstrong, Interim Quality Improvement Manager

Telephone: 01506 283828 Email: geraldine.armstrong@westlothian.gov.uk

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

Date of meeting: 24 October 2023.

Appendix 1 – ELC Priorities and Actions – Session 2023-2024

Priorities	Proposed Actions
<p>To lead and support improvement in children's HWB, working collaboratively with families, other stakeholders and services</p>	<p>Quality Improvement</p> <ul style="list-style-type: none"> • Work in collaboration with QI Team / Strategic Lead HWB • VSE programme for ELC <p>CLPL</p> <ul style="list-style-type: none"> • Calendar of events for the ELC Team • SharePoint Site usage to be increased • HWB Conference – 22 Sept 2023 <p>Children's Experiences</p> <ul style="list-style-type: none"> • Forest Kindergarten Training delivered by West Lothian College • Use CI Training / Leuven Scale on observing children <p>Equity</p> <ul style="list-style-type: none"> • Moderation of Tracker information • SIMD information analysed • ASN Conference – 1st Sept 2023 • EY ASN Networks • Parental questionnaire – Oct / Nov 2023
<p>To place the human rights and needs of every child at the centre of ELC; ensuring that we consider children's rights whenever we take decisions and to help provide every child with a good start in life and a safe, healthy and happy childhood</p>	<p>Quality Improvement</p> <ul style="list-style-type: none"> • Work in collaboration with QI Team / Strategic Lead UNCRC (QIO) • VSE programme for ELC <p>CLPL</p> <ul style="list-style-type: none"> • SharePoint Site usage to be increased. • Specific CLPL Development • ELC Conference – August 2023 • ELC Senior Leader Sessions <p>Children's Experiences</p> <ul style="list-style-type: none"> • Bespoke support for identified settings on planning • EYO Leadership Course <p>Equity</p> <ul style="list-style-type: none"> • Partnership working with Anti-poverty / Equity team

Appendix 1 – ELC Priorities and Actions – Session 2023-2024

<p>To further develop inclusive pedagogies supported by innovative practices, planning for all children's curiosity, creativity and enquiry to support purposeful play and learning.</p>	<p>Quality Improvement</p> <ul style="list-style-type: none"> • Work in collaboration with QI Team • VSE programme for ELC • Establish and support Centres of Excellence and Innovation for best practice visits <p>CLPL</p> <ul style="list-style-type: none"> • Calendar of events for the ELC Team • SharePoint Site usage to be increased • Specific CLPL Development <p>Children's Experiences</p> <ul style="list-style-type: none"> • Use of digital tools / platforms to promote learning • Bespoke support for identified settings on planning / practice • EYO Leadership Course <p>Equity</p> <ul style="list-style-type: none"> • Family Learning Steering Group • ASN Conference – 1st Sept 2023 • EY ASN Networks
<p>To ensure that all children are provided with rich Communication & Literacy and Numeracy & Mathematics learning experiences</p>	<p>Quality Improvement</p> <ul style="list-style-type: none"> • Work in collaboration with QI Team / Representation on the Literacy and Numeracy Steering Groups • VSE programme for ELC <p>CLPL</p> <ul style="list-style-type: none"> • Calendar of events for the ELC Team • SharePoint Site usage to be increased. • Specific CLPL Development • Liaison with Literacy & Numeracy Development Officers <p>Children's Experiences</p> <ul style="list-style-type: none"> • Mother Songs, Story Telling, Word Boost, Teaching Children to Listen <p>Equity</p> <ul style="list-style-type: none"> • Liaison with Speech and Language Therapists – PEF / School and ELC based interventions

	Nursery School	Weeks Per Year	Buy Extra Nursery Hours Available
	Bathgate Early Years Centre	50 weeks	Yes (short session only)
	Bathgate West NS	50 weeks	Closed at present
	Bonnyton NS	50 weeks	Yes
	Deans North NC	38 weeks	No
	Eastertoun NS	50 weeks	No
	Elburn Nursery Class	50 weeks	Yes (short session only)
	Glenvue NS	38 weeks	No
	Inveralmond Early Years Centre	50 weeks	Yes (short session only)
	Kirkhill NS	50 weeks	Yes (short session only)
	Knightsbridge Early Years Centre	50 weeks	Yes
	Ladywell NS	38 weeks	No
	Polbeth NS	50 weeks	Yes
	Whitdale Early Years Centre	50 weeks	Yes
	Woodlands NS	50 weeks	Yes

	Primary School	Weeks Per Year	Buy Extra Nursery Hours Available
*	Addiewell	50 weeks	Yes (short session only)
*	Armadae	50 weeks	Yes
*	Bankton	50 weeks	Yes
*	Bellsquarry	50 weeks	Yes
*	Blackridge	50 weeks	Yes
*	Boghall	38 weeks	No
*	Bridgend	38 weeks	No
>	Broxburn	50 weeks	Yes
*	Calderwood	50 weeks	Yes (short session only)
*	Carmondean	50 weeks	Yes (short session only)
*	Croftmalloch	50 weeks	No
*	Deans	38 weeks	No
*	East Calder	50 weeks	Yes (short session only)

* Falla Hill	38 weeks	No
* Greenrigg	50 weeks	Yes
* Hopefield NC (Blackburn PS)	50 weeks	Yes (short session only)
* Holy Family RC	50 weeks	Yes (short session only)
* Howden St Andrew's RC	50 weeks	Yes
* Kirknewton	50 weeks	Yes
* Letham	50 weeks	Yes (short session only)
* Linlithgow	50 weeks	Yes
* Linlithgow Bridge	50 weeks	Yes
* Livingston Village	50 weeks	Yes
* Longridge	50 weeks	Yes (short session only)
* Mid Calder	50 weeks	Yes (short session only)
* Murrayfield	38 weeks	No
* Our Lady's RC	Closed until August 24	N/A
* Parkhead	50 weeks	Yes
* Polkemmet	50 weeks	Yes (short session only)
* Pumpherston and Uphall Station Community	50 weeks	Yes (short session only)
* Seafield	50 weeks	Yes (short session only)
* Simpson	50 weeks	Yes
* Southdale	50 weeks	Yes
* St Anthony's RC	50 weeks	Yes
* St Columba's RC	50 weeks	Yes
* St John The Baptist RC (Fauldhouse NC)	50 weeks	Yes (short session only)
* St Joseph's RC (Whitburn)	38 weeks	
* St Mary's RC (Bathgate)	38 weeks	No

*	St Nicholas RC	50 weeks	Yes (short session only)
*	St Ninian's RC	50 weeks	Yes
*	St Paul's RC	50 weeks	Yes
*	Stoneyburn	50 weeks	Yes (short session only)
*	Toronto	50 weeks	Yes (short session only)
*	Torphichen	38 weeks	No
*	Uphall	50 weeks	Yes
*	Westfield	Closed at present	N/A
*	Williamston	50 weeks	Yes (short session only)
*	Winchburgh	50 weeks	Yes (short session only)
*	Windyknowe	Closed until August 24	N/A

	School		Buy Extra Nursery Hours Available
*	Beatlie School	38 weeks	No

	Connolly School Campus	01506 283888	Hopefield Road, Blackburn, EH47 7HZ wconnollyschoolcampus@westlothian.org.uk	Andrew Millar	Agenda Katie Gardiner (Early Intervention) Gillian Ure (acting until 14 Aug 2023)
	Ogilvie School Campus	01506 441430	Ogilvie Way, Knightsridge, Livingston, EH54 8HL wogilvieschoolcampus@westlothian.org.uk	Michelle Eckford	Jean Heath Sharon McKnight (acting)
	Pinewood	01506 656374	86 Elm Grove, Blackburn, Bathgate, EH47 7QX wpinewood-sch@westlothian.org.uk	Tracey Morrison (acting)	Louise Queen (acting)

Appendix 3 – Stakeholder Engagement Responses

Early Learning and Childcare Survey 2023

Responses 625 / Average time to complete 09:45 / Status Closed

1. Which Council Ward Area do you live in?

Armadale and Blackridge	71
Bathgate	68
Broxburn, Uphall and Winchburgh	77
East Livingston and East Calder	76
Fauldhouse and the Breich Valley	43
Linlithgow	50
Livingston North	92
Livingston South	69
Whitburn and Blackburn	65
I don't live in West Lothian	14

2. Is your child/children already in funded ELC provision?

Yes	530
No	95

3. What age/stage is your child/children in ELC (select more than one if applicable)?

Eligible/discretionary 2-Year-Old	89
Ante Pre-school (age 3 years)	302
Pre-school (age 4)	227
Additional Year of ELC (age 4+)	45

4. Were you able to access sufficient information to assist with your application for ELC?

Yes	574
No	51

5. What information would have been of assistance to you?

44 Responses

Latest Responsesundefined

Latest Responses

6. Has the provision of 1140 hours ELC been of benefit to you?

Yes 568

No 57

7. Why has the provision of 1140 hours ELC not been of benefit to you?

51 Responses

Latest Responsesundefined

Latest Responses

8. What has the impact of the 1140 hours meant for you (select more than one if applicable)?

A return to work	134
A return to study or training	58
Increased working hours	137
Reduced need for childcare support from family or friends	299
Reduced childcare costs	307
Other	24

9. In your opinion, has 1140 hours been of benefit to your child/children?

Yes 567

No 58

10. Please specify why 1140 hours has not been of benefit to your child/children

47 Responses

Latest Responsesundefined

Latest Responses

11. Please indicate how 1140 hours of benefit to your child/children (select more than one)

Developed/improved social skills	464
Developed/Improved language skills	361
Developed / improved numeracy skills	290
Opportunity to try indoor and outdoor activities	337
Builds self-confidence and independence	465
Transition to primary school	298
Quality staff and a focused learning environment	299
Other	13

12. Which type of ELC provision have you chosen?

Local authority nursery	467
Private partner nursery	122
Childminder	13
Other	23

13. Please indicate your reason for choosing this option?

Close to home	375
Close to work	10
Opening times	73
Other	167

14. Which model of provision do you use for the 1140 hours?

Term time (38 weeks)	130
50 weeks	466
Other	29

15. Does the model of provision meet your needs?

Yes	518
No	107

16. Why does the model of provision not meet your needs?

97 Responses

Latest Responsesundefined

Latest Responses

"The half day is hard to get childcare for. I still need to rely on family to help"

17. Do you currently use 1140 hours?

Yes 496

No 129

18. How many hours do you use and why?

104 Responses

Latest Responsesundefined

Latest Responses

"800"

19. Do you purchase additional hours in your provision?

Yes 135

No 490

20. What additional hours/sessions do you currently purchase?

Afternoon session 26

Full day 60

Other 49

21. What is your overall satisfaction with the funded hours provision for your child?

Excellent 296

Good 219

Adequate 62

Poor 10

Very poor 9

Not applicable 27

DATA LABEL: PUBLIC



EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL

ANNUAL PARTICIPATION MEASURE 2023

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

A. PURPOSE OF REPORT

To inform the panel about the outcomes contained in the Skills Development Scotland's publication of the Annual Participation Measure 2023.

B. RECOMMENDATION

It is recommended that the panel note the progress made as a result of the strategies to support young people into a positive post school destination and the planned work with partner organisations to identify the status of all young people aged 16 to 19.

C. SUMMARY OF IMPLICATIONS

I	Council Values	Caring and compassionate; open, honest and accountable; and collaborate, inclusive and adaptive.
II	Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	None
III	Implications for Scheme of Delegations to Officers	None
IV	Impact on performance and performance Indicators	Percentage of young people 16-19 participating
V	Relevance to Single Outcome Agreement	Outcome 2 – we are better educated and have access to increased and better-quality learning and employment opportunities.
VI	Resources - (Financial, Staffing and Property)	The Council's More Choices More Chances (MCMC), Working with Young People and Education core budgets along with funding from the European Social Fund and Scottish Government.
VII	Consideration at PDSP	Annually

VIII Other consultations None

D. BACKGROUND

The 2023 Annual Participation Measure is the eighth release of statistics on the annual participation of 16-19 year olds at a national and local authority level using the Annual Participation Measure (APM) reporting methodology. The data set used to produce the APM is managed by Skills Development Scotland (SDS) and combines data from a range of data sharing partners including local authorities, colleges, the Department of Work and Pensions (DWP) and Student Awards Agency Scotland (SAAS).

The annual methodology takes account of all statuses for 16-19 year olds in Scotland over one calendar year (1st April – 31st March). The cohort is identified under three categories: Participating (in Education, Training or Employment), Not Participating (Unemployed Seeking or Unemployed Not Seeking) and Unconfirmed. Young people are given one of the three classifications based on which one an individual spends the greatest number of days within the year.

The absence of HMRC data prior to 2023, the absence of Universal Credit prior to 2022 and the impact of the pandemic should be kept in mind when comparing results across earlier years.

It should be noted that collection of the data is reliant on the monitoring and tracking systems employed by a variety of organisations and partners out with West Lothian Council. As such the identified status of young people can be negatively impacted due to processes out with the direct control of Education Services.

D1. KEY STATISTICS

- 8509 16 – 19 year olds from West Lothian were counted in the 2022/23 dataset. This was an increase of 245 compared to last year.
- 94.8% of 16 – 19 year olds were recorded as participating in education, training or employment in April 2023. This was 1.4 percentage points more than in 2022 and places West Lothian 13th in Scotland
- Table of Annual Participation Measure statuses for the last three years:

Year	Status	West Lothian Council	Scottish Average
2023	Participating	94.8%	94.3%
	Not Participating	4.1%	3.6%
	Unconfirmed	1.1%	2.1%
2022	Participating	93.4%	92.4%
	Not Participating	4.8%	4.0%
	Unconfirmed	1.8%	3.6%
2021	Participating	91.3%	92.2%
	Not Participating	4.5%	3.2%
	Unconfirmed	4.2%	4.6%

- 94 young people were reported as unconfirmed in the APM in 2023. This was our best result ever with 1.0 percentage points below the Scottish Average and an improvement of 0.7 percentage points from 2022.

- Historically it has been more difficult to ensure that 19 year olds are in a sustained positive destination. This year saw an improvement in the number of 19 year olds classed as participating (90.7%) with an increase of 3.9 percentage points compared to last year. This age group also historically had the highest number of young people recorded as unconfirmed but again saw an improvement with 44 young people unconfirmed compared to 67 last year. The percentage of 18 year olds also showed improvement with a 2.6 percentage point increase in Participating from last year and a reduction of the number of unconfirmed.
- Over the last three years the gap between the least and most deprived 20% has closed from 12.9% to 7.2% this year.
- In comparison with the Scottish averages for young people in specific destinations There were 1.8 percentage points fewer young people in West Lothian in Education, 2.3 percentage points more were in Employment and West Lothian equalled the Scottish Average for Training and Development.

D2.

KEY STRATEGIES AND INTERVENTIONS

- All schools operate a very robust tracking system using the SEEMiS Data Hub to track young people's initial post school intended and actual destination which feeds directly in to the SDS Data Hub. Schools and SDS staff use this information to support young people prior to and after leaving school.
- The Participation Partners Group which was set up 5 years ago to reduce the number of young people with an unconfirmed status has continued to expand involving more partners. This group has put in place a variety of systems and staff to more effectively track the post school destinations of young people included in the APM.
- The range of short life Schools Vocational Programmes, has continued to support school leavers to gain additional qualifications, experience and employability skills and to help them with the transition from school.
- Bespoke Schools Vocational Programmes for young people who are Looked After to help support their transition into a positive destination have continued to run successfully.
- The Raising Attainment and Corporate Strategies along with Developing the Young Workforce continue to prove successful in preparing pupils from West Lothian's secondary schools to enter into a positive destination after leaving school.
- There has continued to be a targeted approach for work with individual schools with respect to priority groups (LAC, ASN etc) where there is a significant gap in performance.
- Schools and partners on the Developing the Young Workforce Steering Board are continuing to work with a range of organisations and stakeholders to develop and extend the provision of vocational experiences for young people as part of the Senior Phase. In addition, a strategic plan to develop "Agile Learner Pathways" linking in with Labour Market needs is continuing to progress.

PLANNED FUTURE IMPROVEMENTS

Following the 2021 APM it was identified that there was an issue with the timing of tracking and reporting of partner organisations which resulted in a far higher number than expected of young people recorded as unconfirmed. This was predominately an issue with young people aged 19 who are, as was previously stated, the hardest group to track. SDS are continuing to work with our partner organisations to support them to develop systems to ensure that the tracking and recording of young people fits appropriately with the Annual Participation Measure timelines set nationally by SDS.

E. CONCLUSION

The strategies and interventions which have been put in place are effective in targeting key groups of young people in West Lothian, in raising their aspirations for the future and in supporting them to attain positive destinations. However there remains scope for future work with partners to ensure further improvement and alignment of tracking and recording systems. This may require a further review of data sharing arrangements and methods. This will help to ensure all young people get the support they need at the appropriate time and will reduce the number of young people recorded as unconfirmed.

F. BACKGROUND REFERENCES

None

Appendices/Attachments: None

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

Date of meeting: 24 October 2023

DATA LABEL: PUBLIC



EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL

RELATIONSHIPS, SEXUAL HEALTH AND PARENTHOOD – SCOTTISH GOVERNMENT CONSULTATION

REPORT BY HEADS OF EDUCATION

A. PURPOSE OF REPORT

To inform members of the consultation response on updated draft national statutory guidance in regard to relationships, sexual health and parenthood education in Scottish Schools.

B. RECOMMENDATIONS

It is recommended that the Panel notes the content of the consultation response.

C. SUMMARY OF IMPLICATIONS

I Council Values	Caring and Compassionate Open, Honest and Accountable Collaborative, Inclusive and Adaptive
II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	Conduct of relationships, sexual health and parenthood in Scottish Schools Revised Guidance on the Delivery of relationships, sexual health and parenthood in Scottish Schools Consultation on Draft relationships, sexual health and parenthood in Scottish Schools
III Implications for Scheme of Delegations to Officers	No implications
IV Impact on performance and performance Indicators	None
V Relevance to Single Outcome Agreement	None
VI Resources - (Financial, Staffing and Property)	None
VII Consideration at PDSP	Underway
VIII Other consultations	None

D TERMS OF REPORT**BACKGROUND AND CONSIDERATIONS**

The Scottish Government opened a consultation on 3rd August 2023 to seek views on updated draft statutory guidance on the delivery of relationships, sexual health and parenthood education in Scottish schools. The draft guidance is an update to guidance originally published in 2014 and aims to provide an updated suite of dedicated resources to support education staff to deliver meaningful lessons to match the current, relevant and age and stage appropriate resources now available for staff. The draft updated guidance further highlights the importance of consent and healthy relationships, faith and belief, gender inclusion education, inclusion of understanding about differences of sex development and lesbian, gay, bi-sexual and transgender inclusive education. The consultation closes on 23rd November 2023.

E CONCLUSION

West Lothian Council Education Services is committed to ensuring equality and celebrating diversity for all children and young people so it is of priority to provide effective education and supports for this in schools.

F BACKGROUND REFERENCES

Conduct of relationships and sexual health and parenthood in education guidance
(Scottish Government 2014)

<https://www.gov.scot/publications/conduct-relationships-sexual-health-parenthood-education-schools/>

Draft Revised Guidance (Scottish Government 2023)

<https://www.gov.scot/publications/guidance-delivery-relationships-sexual-health-parenthood-rshp-education-scottish-schools/pages/1/>

Full Consultation Paper (Scottish Government 2023)

<https://www.gov.scot/isbn/9781835212301>

Appendices/Attachments:

Consultation response on the revised relationships, sexual health and parenthood education for schools.

Contact Person: Lisa Moore, Education Officer

Tel: 07805035159 lisa.moore@westlothian.org.uk

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

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

Date of Meeting: 24 October 2023

Consultation on, the revised *Conduct of Relationships, Sexual Health and Parenthood Education in Schools* teaching guidance

RESPONDENT INFORMATION FORM

Please note, this form MUST be completed and returned with your response.

Are you responding as:

- ☐ Individual
☒ Organisation

Full Name or Organisation's Name

West Lothian Council Education

Phone number: **01506280000**

Address:

**West Lothian Council Civic Centre
 Howden South Road
 Livingston
 EH546FF**

The Scottish Government requires your permission to publish your consultation response. Please indicate your publishing preference:

- ☐ Publish response with name
☐ Publish response only (without name)
☐ Do not publish response

We will share your response internally with other Scottish Government policy teams who may be addressing the issues you discuss. They may wish to contact you again in the future, but we require your permission to do so. Are you content for the Scottish Government to contact you again in relation to this consultation exercise?

- ☐ Yes
☐ No

Information for Organisations.

The option 'Publish response only (without name)' is available for individual respondents only. If this option is selected, the Organisation Name will still be published. If you choose the option 'Do not publish response', your Organisation Name may still be listed as having responded to the consultation in, for example, the analysis report.

Section One: Introduction

This section of the statutory guidance explains its basis and application.

Question 1: Introduction
Is the draft introduction clear on the status and application of the guidance? Are there further additions required?
The draft introduction is clear in regard to status and application.

Section Two: – RSHP Education

This section of the statutory guidance explains the purpose of RSHP education. It explains the lenses through which RSHP education should be delivered to ensure a consistent and meaningful approach to learning.

Question 2: Relationships, Sexual Health and Parenthood Education
How clear is the purpose of the RSHP education section?
The purpose is outlined clearly in this section.

Parents and carers are the primary educators of their children. They should be aware of the content of proposed RSHP education and should continue to have the opportunity to withdraw their child(ren) from RSHP education should they have concerns about the appropriateness of the content of the proposed learning.

The revised guidance has been updated to provide more detailed guidance on how parents' and carers' rights can be honoured as well as the steps that can be taken to fulfil their decision to withdraw their child.

Question 3: Parental engagement and ability to withdraw from RSHP learning
Is the guidance sufficiently clear in relation to the rights of parents and carers; is the process for withdrawing a pupil sufficiently clear?
The guidance is sufficiently clear and the toolkit and diagram are useful for settings to use. This section is clear and concise.

Section Three: Embedding RSHP Education as a Whole School Approach

The increasing use of the internet and social media by children and young people brings both benefits and difficulties to their daily lives. The PSE Review¹ also highlighted the issues faced by children and young people as they conduct relationships online in an ever increasing way.

In addition, there have been several other areas where it has been highlighted more detailed guidance is needed for teachers to ensure specific topics are highlighted in a consistent and robust manner. These are set out in more detail below.

Question 4: Embedding RSHP Education as a Whole School Approach
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How effective is the guidance in explaining the key issues to be highlighted to teachers in delivering RSHP education? How does this help bring consistency to learning?
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The guidance is effective in explaining the key issues of delivering RSHP Education. Outlining guidance for a whole school approach and reference to Child Protection procedures helps to bring consistency. Thought could be given to outlining the increased possibility of disclosures as this would be a key issue for teachers to be mindful of.

Question 5: Consent and healthy relationships
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Is the guidance sufficiently clear in supporting consent and healthy relationships having a greater focus in RSHP education?
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This guidance is very clear and important for staff to have this information.

¹ [Report on the Review of Personal and Social Education: Preparing Scotland's children and young people for learning, work and life on the Scottish Government website](#)

Question 6: Faith, belief and RSHP education

Is the guidance sufficiently clear in ensuring faith and belief is accurately captured in RSHP education?

This section is reassuring and inclusive for all contexts, beliefs and values. A consideration would be to ensure that the links provided to websites are up to date for staff to access for further information.

Question 7: Gender Inclusive Education

Is the guidance sufficiently clear in ensuring gender inclusive language is used to deliver RSHP education?

The guidance here could be clearer to ensure that all language used by staff should be gender inclusive.

Question 8: Understanding of Variations in Sex Characteristics (VSC) sometimes referred to as or Differences in Sex Development (DSD) or Intersex

Is the guidance sufficiently clear in explaining and including VSC/DSD/intersex people in RSHP education?

The guidance is clear although it can take a bit more time to follow the content due to abbreviations, use of technical vocabulary and language.

Question 9: LGBT inclusive RSHP education

Is the guidance sufficiently clear in ensuring RSHP education is LGBT inclusive?

This guidance is sufficiently clear.

Section 4: Key Learning Points for RSHP Education

These are devised as the key learning points teachers should follow in the delivery of relationships, sexual health and parenthood education.

Question 10: Key Learning Points for RSHP Education
Are these key learning points sufficiently clear in explaining the requirements for RSHP education?
The key learning points are sufficiently clear.

Question 11: Pupils with Additional Support Needs
Is the guidance sufficiently clear in explaining the requirement for pupils with Additional Support Needs to have RSHP education?
The guidance is sufficiently clear in regard to Additional Support Needs requirements and the need for RSHP education.

Section 5: RSHP: Policy, Guidance and Resources

This section of the statutory guidance contains areas of further information for teachers and schools to support their delivery of RSHP education.

Question 12: RSHP: Policy, Guidance and Resources
Does the guidance provide sufficient resources and signposts to support teachers in delivery of RSHP education, if not, which resources do you think are missing?
The guidance provides sufficient resources and signposts although further supports could be to ensure that links to websites are working effectively and perhaps include some exemplars of case scenarios of how to deal sensitively with any issues for families and school communities.

EDUCATION PDSP WORKPLAN 2023/24

Title	Purpose	Lead Officer	PDSP	Referral to Education Executive
Raising Educational Attainment Strategy 2023/28	To inform members of the new Raising Educational Attainment Strategy.	Catrina Hatch	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 Armstrong	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.	Andrew Sneddon	24/10/2023	
School Roll Forecasts	To inform members that the forecasts have been updated and invite them to review the updated forecasts of pupil rolls, including the assumptions and methodology applied in producing the data.	Andrew Cotton	24/10/2023	7/11/2023
Consultation response on revised teaching guidance for Conduct of Relationships, Sexual Health and Parenthood Education in Schools	To inform members of the West Lothian Council response to consultation on, the revised Conduct of Relationships, Sexual Health and Parenthood Education in Schools teaching guidance.	Lisa Moore	24/10/2023	
Internet of Things in Schools – Report and Presentation (pupils from Addiewell PS)	To inform the panel of Addiewell PS and East Calder PS success in the Internet of Things (IoT) in Schools project in collaboration with the University of Edinburgh.	Laura Harkins	5/12/2023	
Financial Performance report (month 6)	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	5/12/2023	

EDUCATION PDSP WORKPLAN 2023/24

Achievement of Curriculum for Excellence Levels	To inform panel members of the West Lothian 2022/23 Achievement of Curriculum for Excellence Levels (ACEL) for P1, P4 and P7 pupils.	Geraldine Armstrong	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, with a specific focus on work being done on bullying.	Lisa Moore	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	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.	Catrina Hatch	16/4/2024	
School session dates	To inform the Panel of the proposed school session dates for 2025/26.	Hannah Haywood	4/6/2024	25/6/2024
ELC Annual Update		Geraldine Armstrong	4/6/2024	
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	To update the panel about the West Lothian Virtual Campus provision.	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.	Alison Lewis / Catriona Macrae	4/6/2024	

