![West Lothian Council logo]

Education Policy Development and Scrutiny Panel

West Lothian Civic Centre
Howden South Road
LIVINGSTON
EH54 6FF

28 November 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 5 December 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 24 October 2023 (herewith)

5.   Internet of Things (IoT) Project – East Calder Primary School:

        (a)   Report by Head of Education (Primary, Early Years and Resources) (herewith)

        (b)   Presentation by Pupils of East Calder Primary School (herewith)

6.   Progress in Educational Attainment – December 2023:

        (a)   Report by Head of Education (Secondary, Community

Learning and Inclusion) (herewith)

(b)   Presentation by Head of Education (Secondary, Community Learning and Inclusion) (herewith)

7.   National Improvement Framework Update – Moving Forward in Learning: Collaborative School Improvement Focus on Improving Literacy and Numeracy - Report by Heads of Education (herewith)

8.   Consultation on Establishment of New Non-denominational Primary School in Craigshill, Livingston - Report by Head of Education (Primary, Early Learning and Resources) (herewith)

9.   Education Reform Consultation – New Qualifications Body and Inspectorate - Report by Education Heads of Service (herewith)

10.   101 Youth Project Report - Report by Head of Education (Secondary, Community Learning and Inclusion) (herewith)

11.   2023/24 Financial Performance – Month 6 Monitoring Report - Report by Head of Finance and Property Services (herewith)

12.   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.

January 2022

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 24 OCTOBER 2023.

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

Apologies – Councillor Peter Heggie

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

Appointed Member Heather Hughes left the meeting following consideration of agenda item 7 (Service Improvement Plan 2023/26) and did not participate in the remaining items of business.

1.   DECLARATIONS OF INTEREST

Appointed Member Heather Hughes stated that although she was attending as a representative for secondary and special education, as the Joint Chair of the Local Negotiating Committees for Teachers (LNCT), she would speak on behalf of all teachers in West Lothian.

2.   MINUTES

The panel confirmed the minute of its meeting held on 22 August 2023 as a correct record. The Chair thereafter signed the minute.

3.   DEBATING SUCCESS AT BROXBURN ACADEMY

The panel considered a report (copies of which had been circulated) by the Heads of Education providing 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. Following the report's presentation, three of the school's pupils demonstrated debating a particular subject, before the panel asked questions about their debating skills and experiences.

It was recommended that the panel:

1. note the significant National recognition of the achievements of the Broxburn Debaters; and

2. recognise the skills that the learners acquired and how they impacted on their wider achievement.

Decision

To note the contents of the report.

4.   <u>RAISING EDUCATIONAL ATTAINMENT STRATEGY 2023-2028</u>

The panel considered a report (copies of which had been circulated) by the Heads of Education providing a draft of the new Raising Educational Attainment Strategy which would support the council's Corporate Plan and strategic priorities during the period 2023/24 to 2027/2028.

The panel asked questions on various topics, which included discussion on subject attainment targets and attendance levels. The Head of Education (Secondary, Community Learning and Inclusion) advised that the Senior Phase Update, due to be reported at the next meeting on 5 December 2023, would include information on subject targets and a report informing members of the plans that were in place to address attendance and the progress made in this respect would be provided at a future meeting.

It was recommended that the panel:

1. consider the draft Raising Educational Attainment Strategy 2023/2028; and

2. note that the draft Raising Educational Attainment Strategy would be presented to Education Executive for approval on 7 November 2023.

<u>Decision</u>

1. To note the contents of the report;

2. To agree that the report be forwarded to a future meeting of Education Executive for approval;

3. To note subject specific targets would be detailed within the Senior Phase Update attainment report; and

4. To note a report would be provided to the panel regarding the plans in place to address attendance and progress made.

5.   <u>SERVICE IMPROVEMENT PLAN 2023/26 – EDUCATION SERVICES</u>

The panel considered a report (copies of which had been circulated) by the Heads of Education which provided the Service Improvement Plan 2023/24 to 2025/26 for Education Services.

Having discussed professional learning for supporting those with additional support needs, it was suggested and subsequently agreed, that this would be included in the Service Improvement Plan with the Head of Education (Primary, Early Years and Resources) advising that it would be appropriate to make similar reference within the Raising Educational

Attainment Strategy.

The panel requested further information on both the Children's Rights Network and Unit 101 Youth Project, both of which involved the Community Learning and Development team. The Head of Education (Secondary, Community Learning and Inclusion) informed members that information on the development of the Children's Rights Network would be brought to the panel with a report also provided on the Unit 101 Youth Project.

It was recommended that the panel:

1. note the changes to the service planning approach; and

2. consider the plan attached as an Appendix to the report and provide comments, as appropriate.

Decision

1. To note the contents of the report;

2. To agree to expand on the section 'Objective 1 – Wellbeing, Inclusion and Attendance', and update the Raising Educational Attainment Strategy to include information on professional learning for the support of pupils with additional support needs; and

3. To note the Head of Education (Secondary, Community Learning and Inclusion) undertook to provide a report/reports on Community Learning and Development regarding the development of a Children's Rights Network and the Unit 101 Youth Project.

6.   EARLY LEARNING AND CHILDCARE UPDATE

The panel considered a report (copies of which had been circulated) by the Head of Education (Primary, Early Years and Resources) providing an update on the delivery of Early Learning and Childcare (ELC) in West Lothian.

It was recommended that the panel note the:

1. update on the delivery of Early Learning and Childcare (ELC), including the roll out of discretionary charging within council settings;

2. improvement activities that supported all ELC establishments across West Lothian Council;

3. results of the most recent parent/carer survey in relation to the effectiveness of the West Lothian delivery models for ELC; and

4. procurement process being undertaken in relation to partner providers provision from August 2024.

Decision

To note the contents of the report.

7.   ANNUAL PARTICIPATION MEASURE 2023

The panel considered a report (copies of which had been circulated) by the Head of Education (Secondary, Community Learning and Inclusion) informing of the outcomes contained in the Skills Development Scotland's publication of the Annual Participation Measure 2023.

It was 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.

Decision

To note the contents of the report.

8.   RELATIONSHIPS, SEXUAL HEALTH AND PARENTHOOD – SCOTTISH GOVERNMENT CONSULTATION

The panel considered a report (copies of which had been circulated) by the Heads of Education informing of the consultation response on updated draft national statutory guidance in regard to relationships, sexual health and parenthood education in Scottish Schools.

It was recommended that the panel note the content of the consultation response.

Decision

To note the contents of the report.

9.   WORKPLAN

A workplan had been circulated for information.

Decision

   1. To note the workplan; and

   2. To add reports on:

      i.   the plans in place to address attendance and progress made; and

      ii.   Community Learning and Development with regard to the development of a Children's Rights Network and the Unit

101 Youth Project.

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DATA LABEL: PUBLIC

West Lothian Council

EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL

INTERNET OF THINGS (IOT) PROJECT – EAST CALDER PRIMARY SCHOOL

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

A.   PURPOSE OF REPORT

To inform panel members of the impact of the Internet of Things (IoT) in Schools Project

B.   RECOMMENDATION

To note the positive impact the IoT project has had on pupil learning and the plans in place to expand this project in other schools across West Lothian.

C.   SUMMARY OF IMPLICATIONS

I	**Council Values**	Being 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)**	Raising Attainment is a key strategic objective of the Council as set out in the Single Outcome Agreement, Corporate Plan and National Improvement Framework Improvement Plan.
III	**Implications for Scheme of Delegations to Officers**	None
IV	**Impact on performance and performance Indicators**	The high-quality learning experiences outlined within the report contribute to the overall attainment and achievement of learners.
V	**Relevance to Single Outcome Agreement**	Our children have the best start in life and are ready to succeed.
VI	**Resources - (Financial, Staffing and Property)**	Not applicable
VII	**Consideration at PDSP**	
VIII	**Other consultations**	None

1

D.   BACKGROUND

The Internet of Things (IOT) is a concept which connects everyday objects to the internet, enabling them to communicate information using sensors. The sensors are small devices with unique abilities to detect things like temperature, light, movement, or CO_2. When connected to the internet, the sensors become part of the IoT network and they send the information collected to other devices, like computers or smartphones. This provides a range of valuable data which can be used to make improvements to our environment.

The IOT in Schools Project is a collaboration between the University of Edinburgh and the following local authorities: City of Edinburgh, East Lothian, Fife, Midlothian, Scottish Borders and West Lothian. Funding has been provided by the Edinburgh and South East Scotland City Region deal and working alongside the Data Education in Schools team, the latest sensor technology has been accessed by learners in over fifty schools.

The data gathered by the sensors is published on a dashboard which can be accessed by all schools. This enables them to interpret their own data and access a wide range of information which they can analyse, interpret and use for learning purposes.

The pilot project started in 2019 and West Calder Cluster have successfully led the way in West Lothian. STV News and The Herald recently featured Addiewell Primary School, where the innovative use of the sensors both in their classroom environment and the crocodile enclosure at Five Sisters Zoo was highlighted.

The IOT project has now been extended to all schools in West Lothian. There are currently forty eight schools who have participated in an introduction to IOT and requested sensors. The Digital Learning Team continue to promote this project with the remaining schools to increase the number of schools participating over the course of this session. The University of Edinburgh continue to offer support to maximise the use of data sensors for learning purposes.

Alongside the IOT in Schools project, the Data Education in Schools programme supports Scotland's 3-18 Curriculum through the development of data literacy skills. The Data Education in Schools project is part of the Edinburgh and South East Scotland City Region Deal Data Skills Programme, funded by the Scottish and UK Government. The Data Skills Programme brings together industry, universities, colleges, schools, and others to provide routes into data or digital careers.

E.   CONCLUSION

The panel is asked to note the positive impact the IOT project is having on learning experiences for pupils in West Lothian. The project provides a rich and engaging learning context which is enabling pupils to develop data literacy skills. This is a valuable opportunity to develop important skills for life and work. The pupils involved so far have demonstrated how they can use data effectively to affect change and make improvements.

2

F. BACKGROUND REFERENCES

School Data Dashboard (weblink)
[Dashboard Selector - Elastic (ed.ac.uk)](#)

STV News article featuring Addiewell PS (weblink)
[Pupils comparing classroom to crocodile enclosure | STV News](#)

Appendices/Attachments:
Presentation from East Calder PS

Contact Person: Laura Harkins, Quality Improvement Officer (Digital Learning)
Tel: 01506 280452
Email: laura.harkins@westlothian.org.uk

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

Date of meeting: 5 December 2023

3

The class that kept falling asleep

THE UNIVERSITY of EDINBURGH

Learning Places Scotland
CONFERENCE | EXHIBITION | AWARDS
14-15 November 2023 | SEC

Event Partner:
Scottish Government
Riaghaltas na h-Alba
gov.scot

Our New School!

Why did the class fall asleep?

1

Improving our Classroom Environment

2

Activity 1

The class that kept falling asleep

ZZZ

3

Abbie tried hard to concentrate. Her teacher Mr Prentice was showing the class how to do a complicated maths calculation. She tried to focus but her eyelids felt heavy and the numbers on the whiteboard seemed to be jumbled.

4

Abbie yawned and looked at the clock on the classroom wall. There was still 8 minutes to go until lunch. She rubbed her eyes and sat up in her chair to try to stop herself from falling asleep.

5

Mr Prentice suddenly stopped writing. "Ryan," he said in a loud voice. All the pupils looked over to where Ryan was sitting, next to the classroom window. Ryan had his head on his hands and he was fast asleep. Mr Prentice shouted "Ryan . . . wake up!" but it was no use, Ryan kept on sleeping.

6

"It's not just Ryan," said Kimberly. "Look at Jasmine . . . she's asleep too."

"I don't know what's happening with this class," Mr Prentice said, shaking his head. "What on earth's the matter with you?"

7

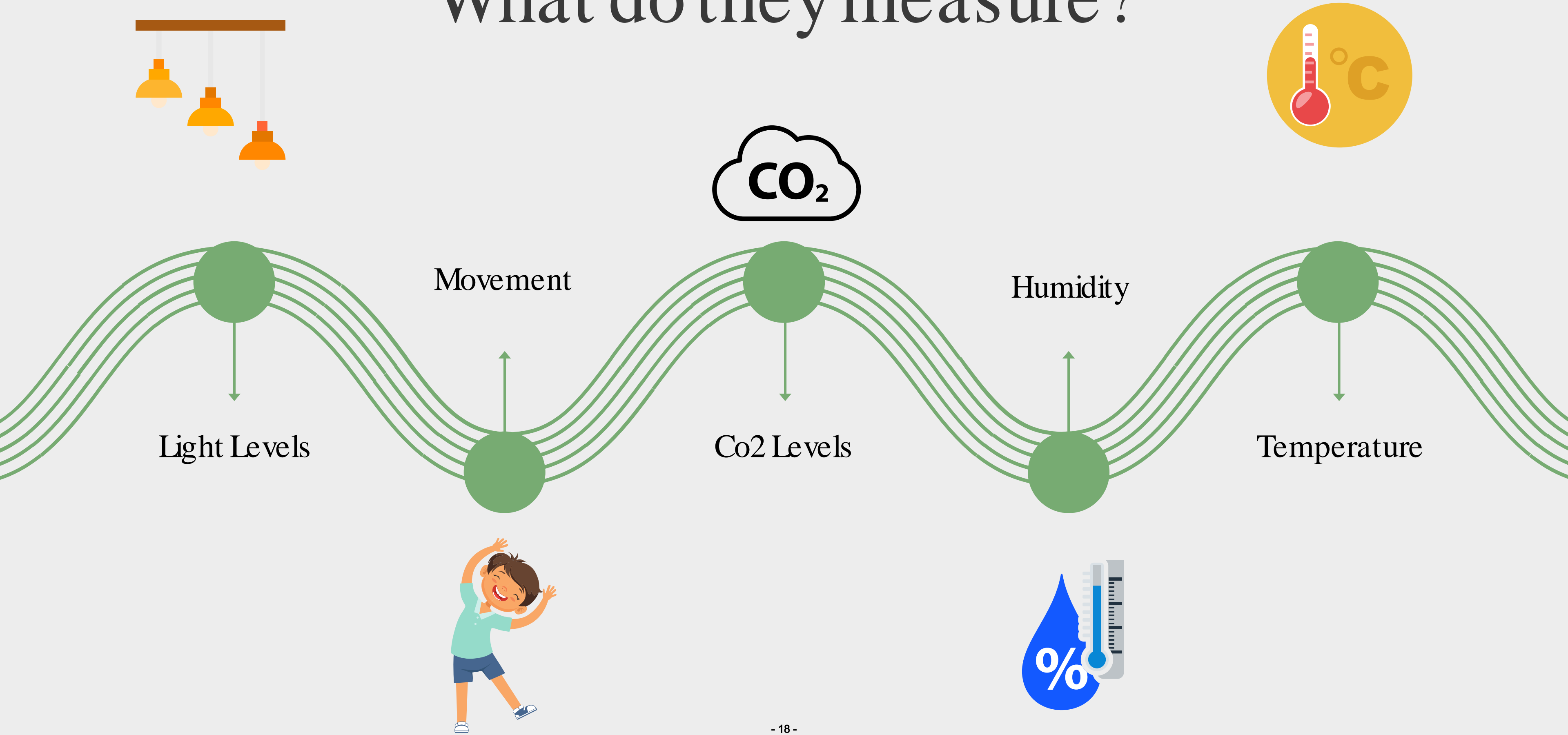Then the teacher yawned and rubbed his eyes.

8

There's something strange happening, Abbie thought. Every day she came to school feeling bright and energetic. But as the morning wore on, she became more and more tired and the last half hour before lunch always seemed to be a struggle. It was the same towards the end of the school day. By 3 o'clock she was always drowsy and heavy-eyed.

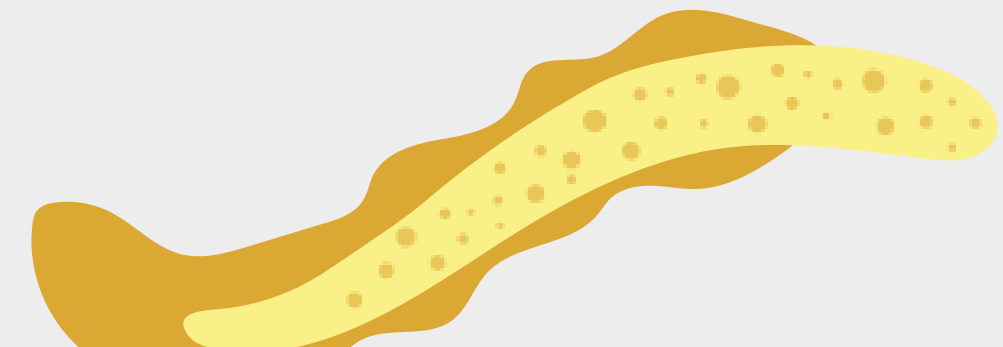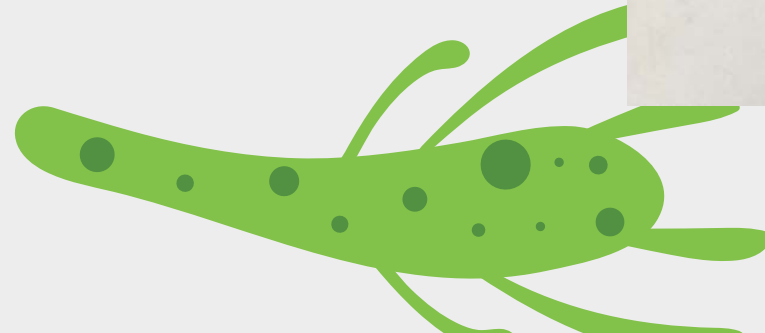THE UNIVERSITY of EDINBURGH

IoT Sensors
What do they measure?

Light Levels

Movement

CO_2 Levels

Humidity

Temperature

Our class pet - Plankton Aero

28.4°C

Temperature

● east-calder-p-eh530bl-co2-04

Time (Sampled @20 minutes)	2023-09-22 00:00
Temperature °C	28.367
device.id.keyword: Ascending	east-calder-p-eh530bl-co2-04

Temperature °C

28
26
24
22
20
18
16
14
12
10
8
6
4
2
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11th September 2023 12th 13th 14th 15th 16th 17th 18th 19th 20th 21st 22nd 23rd 24th 25th 26th 27th 28th 29th 30th

Time (Sampled @20 minutes)
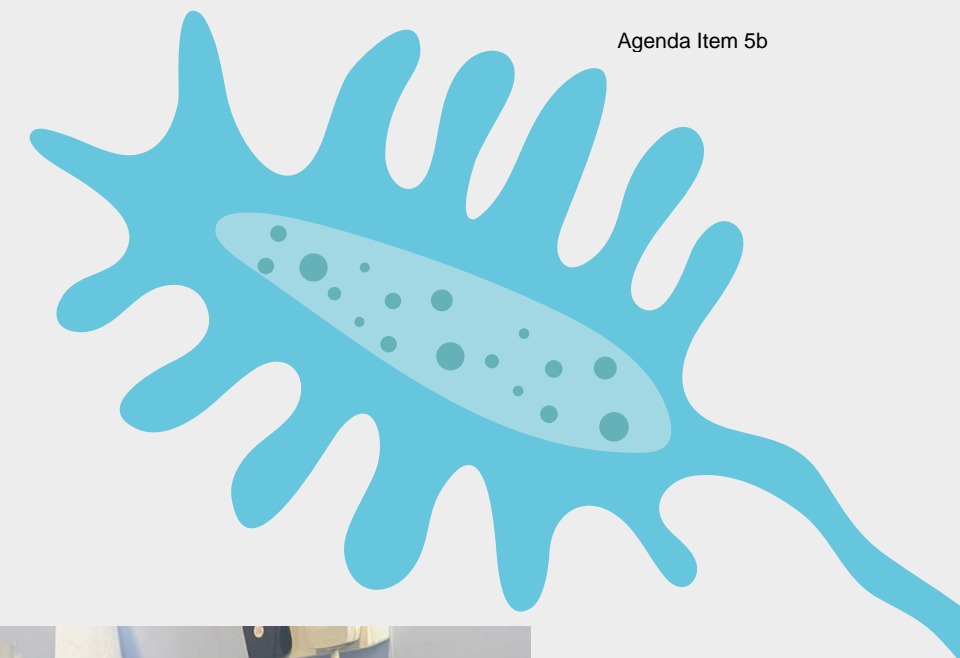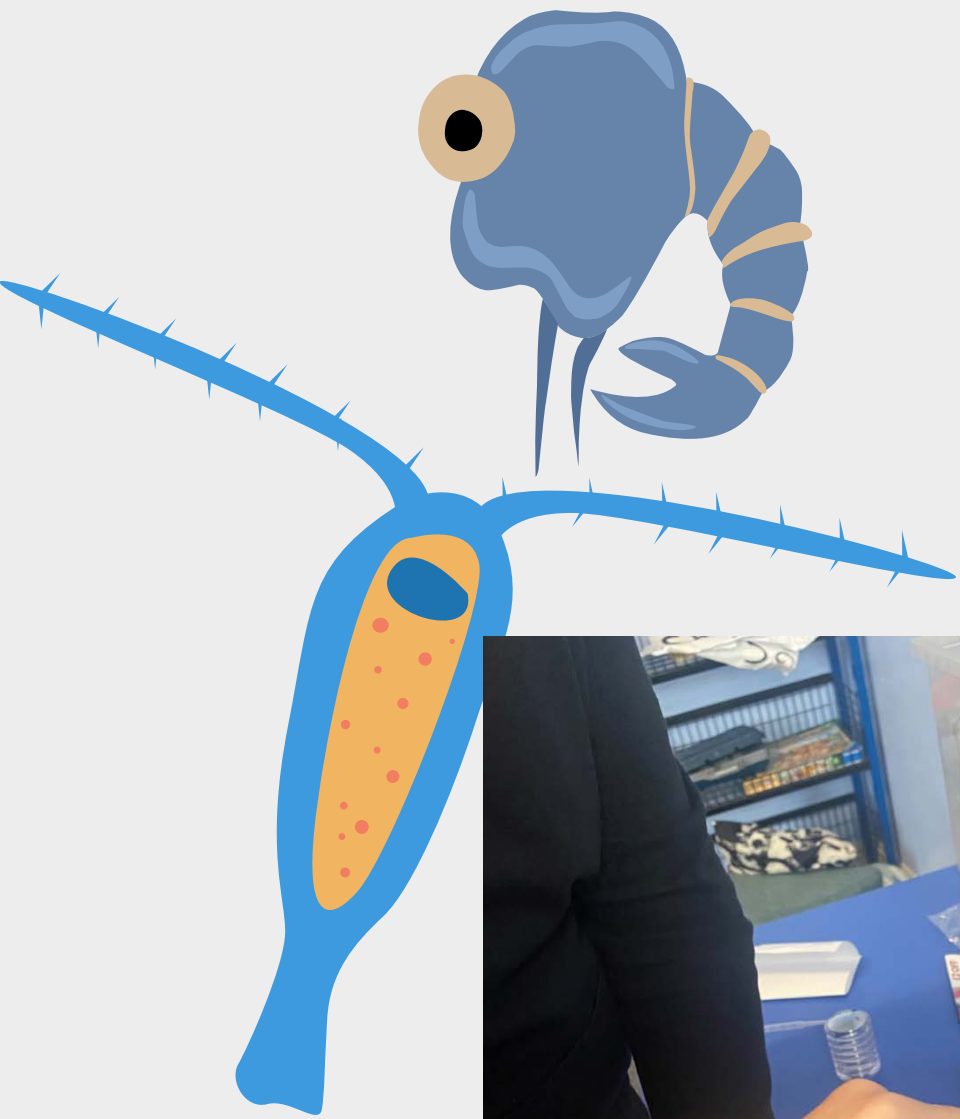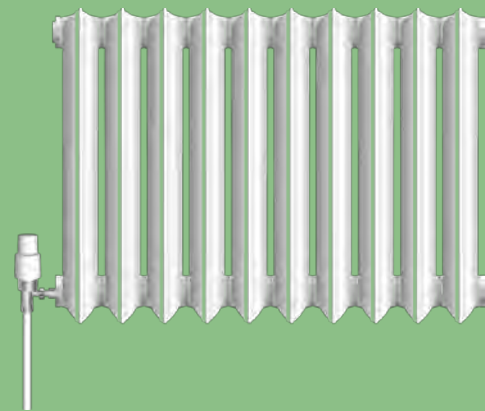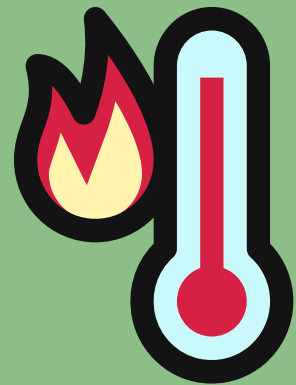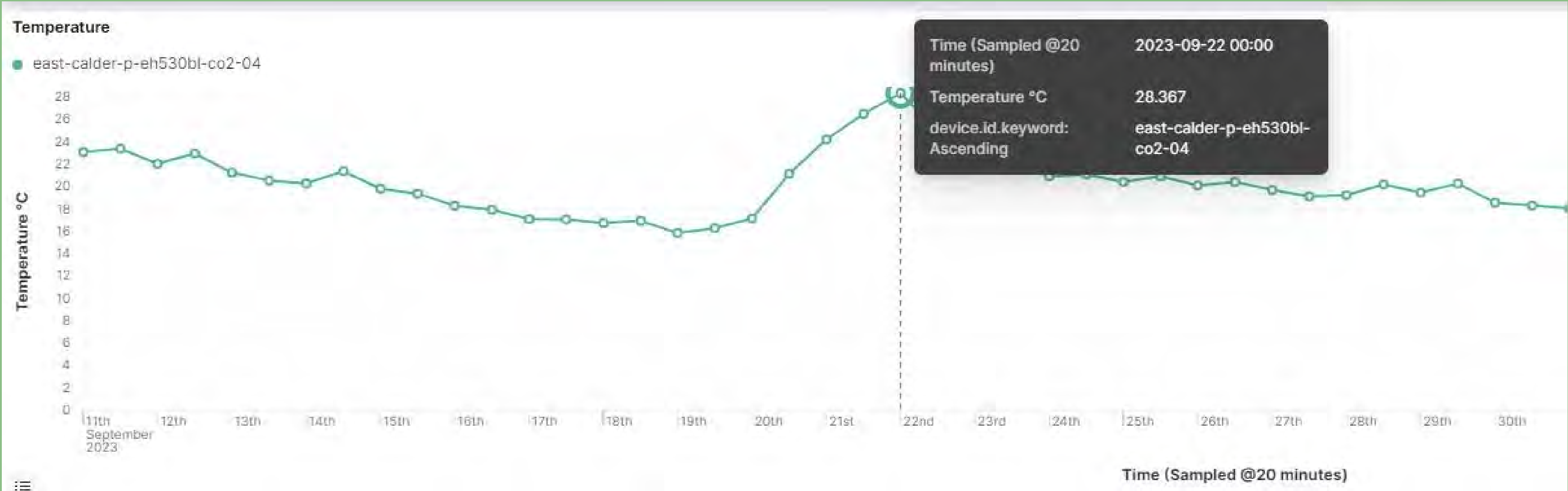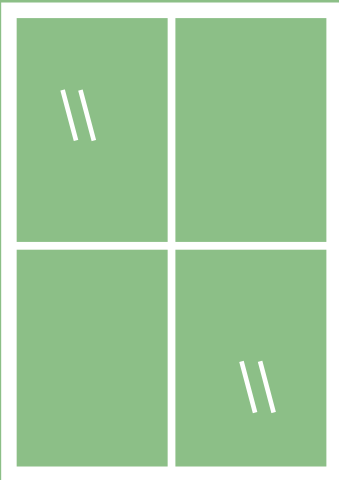
Sustainability and Data

Data -BMS

Building Management Systems

Sensors in Our New School

Doors

Lights

Temperature

Solar Panels

Who left the lights on?

Lights

Environmental Standards

- Materials
- Insulation
- Air quality
- Air leakage
- Data analysis

The impact on us as users

Environmental Sensors
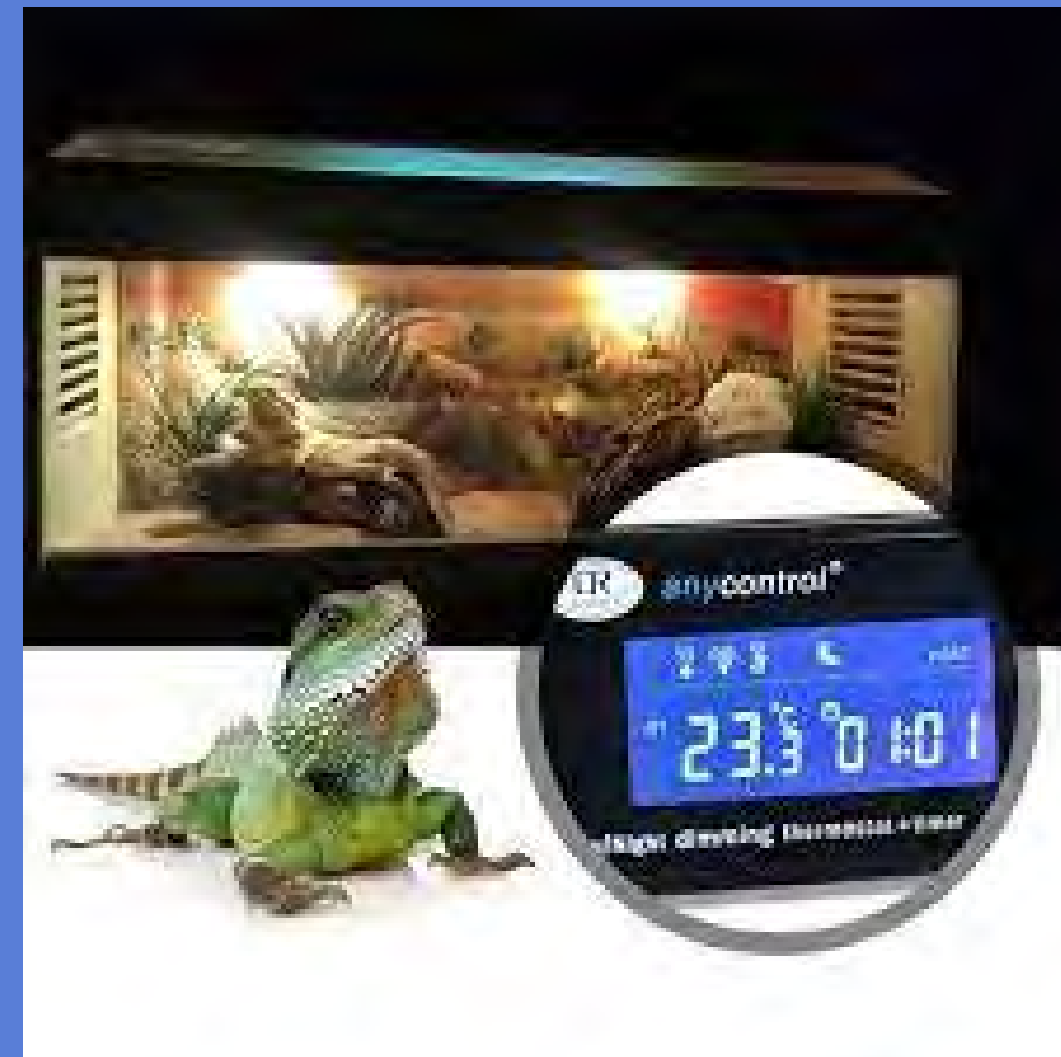
BeatlieVisit

Thank you very much!

Questions?

DATA LABEL: PUBLIC

![West Lothian Council logo]

EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL

PROGRESS IN EDUCATIONAL ATTAINMENT – December 2023

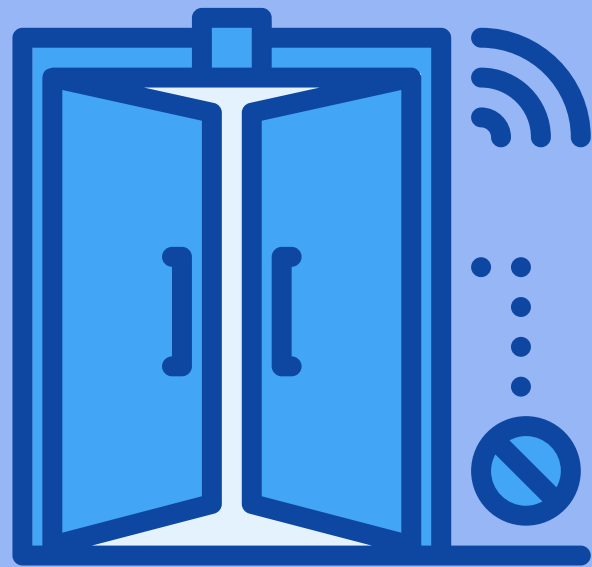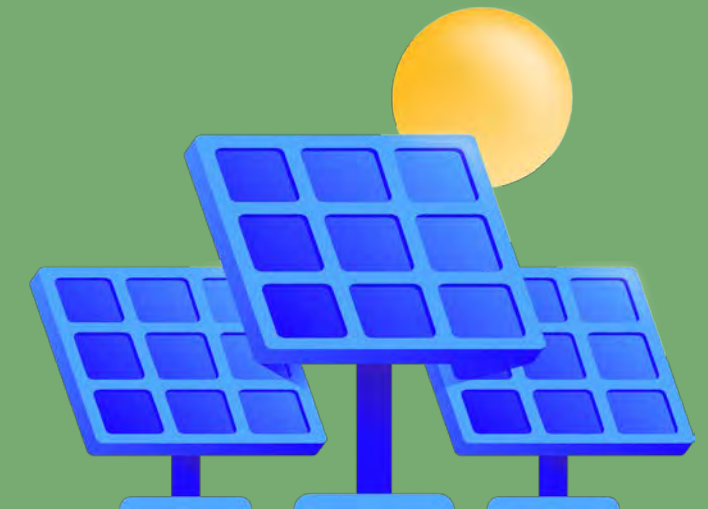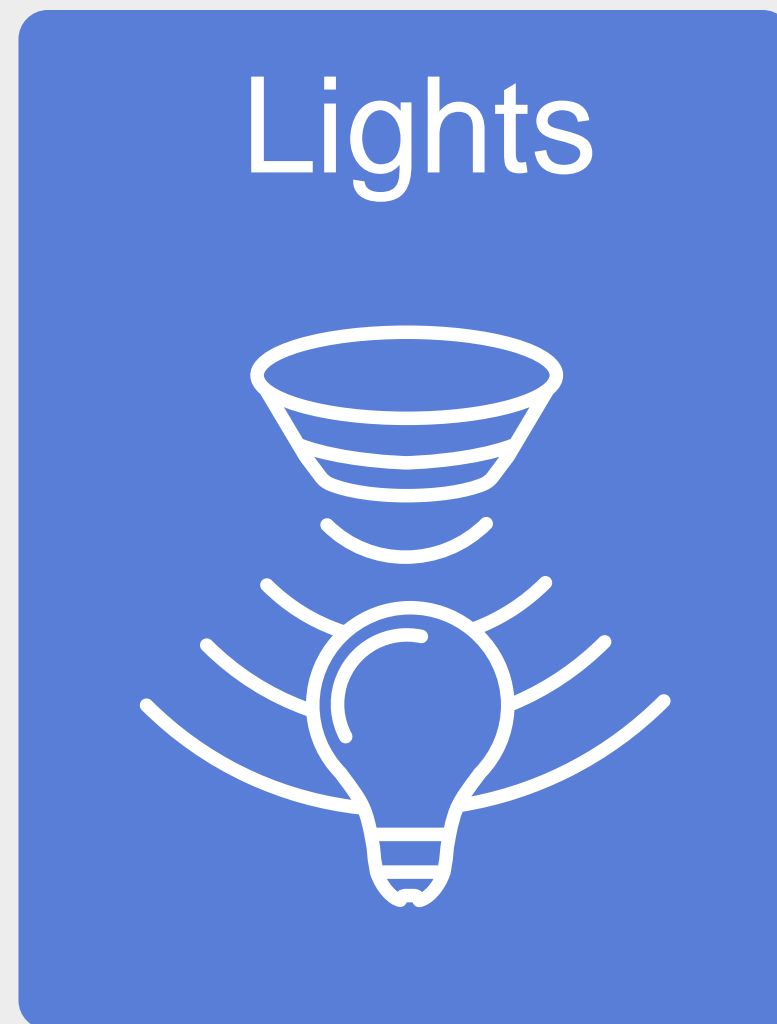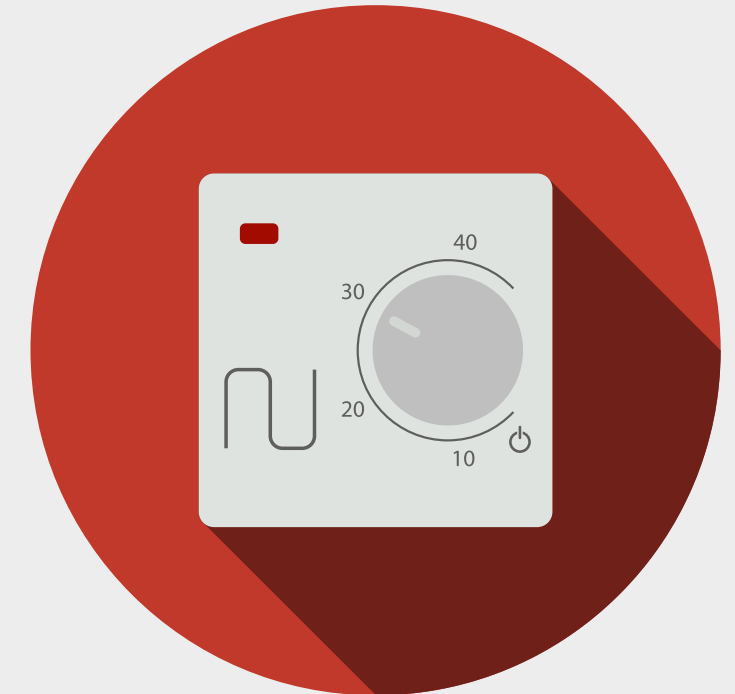**REPORT BY HEAD OF EDUCATION (Secondary, Community Learning and Inclusion)**

A.   PURPOSE OF REPORT

To provide members with an update on progress in Educational Attainment and to inform members of specific areas for strength and development across Higher and subjects being taught in S5 for session 2022/23 as well as an update on progress at Level 3, 4 and 5 for S5 students.

B.   RECOMMENDATION

It is recommended that members:

1. Note the key features of attainment set out in the report and presentation, which demonstrate the impact of the Raising Attainment Strategy in making progress towards achieving the outcomes and targets that it contains.

2. Note the subject specific attainment information in S5 Higher subjects.

3. Note that a further report is due in February 2024 after a further update from Insight.

C.   SUMMARY OF IMPLICATIONS

I	**Council Values**	Being 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)**	Education (Scotland) Act 1980, Children and Young People (Scotland) Act 2014 Education, Additional Support for Learning (Scotland) Act 2014
III	**Implications for scheme of Delegations to Officers**	None

1

IV	**Impact on performance and performance indicators**	Raising Attainment is one of the key strategic outcomes of the Council. The Raising Attainment Strategy is designed to raise educational attainment and to close the gap in educational outcomes both or which outcomes are reflected in performance indicators.
V	**Relevance to Single Outcome Agreement**	Education attainment is reflected in Performance Indicators within the Single Outcome Agreement
VI	**Resources – (Financial, Staffing and Property)**	Within agreed Education Revenue Budget.
VII	**Consideration at PDSP**	Attainment is considered regularly by the PDSP and Executive as part of the Council's Performance Monitoring Framework
VIII	**Other consultations**	There has been consultation with Head Teachers, the professional associations, teachers, parents and partners throughout the implementation of the Raising Attainment Strategy

D.   TERMS OF REPORT

D.1   Background

West Lothian Council is committed to delivering the best possible outcomes for children and young people, in line with the Local Outcomes Improvement Plan outcome that our children will make the best possible start in life. Work to raise attainment is undertaken by schools, supported by centrally based officers, in terms of the Council's Raising Educational Attainment Strategy.

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

- More West Lothian S4 students are sitting and passing at least five National 5 exams than they were in 2018/19.

- In S4 and S5, West Lothian pupils are outperforming the virtual comparator in literacy and numeracy at Level 4 and Level 5

- At the S4 stage, West Lothian pupils are achieving above the level of the virtual comparator and the national average at key measures of Breadth and Depth attainment at SCQF Level 5.

2

- At S5 stage, West Lothian pupils are achieving above the level of the virtual comparator and the national average at key measures of Breadth and Depth attainment at SCQF Level 3, SCQF Level 4 and SCQF Level 5 (Appendix 1)

- At the S5 stage, West Lothian pupils are achieving significantly above the level of the virtual comparator and the national average at key measures of Breadth and Depth attainment at SCQF Level 6.

- At S6 stage West Lothian pupils are leaving with more qualifications than the virtual comparators and national average at key measures of Breadth and Depth attainment at SCQF Level 6.

- The attainment gap in average total tariff points between Q1 and Q5 is slightly wider than the national average in S5. Both the Quintile 1 and Quintile 5 pupils in West Lothian are performing better when compared with the National figures.

- By the end of S5, the gap between male and female performance in West Lothian is lower than the virtual comparator and national gap with regard 1+ and 3+ Level 6 SCQF.

- By the end of S6, the gap between male and female performance in West Lothian is lower than the virtual comparator and national gap with regard 1+, 3+ at Level 6 SCQF.

Virtual comparator measures are used in the report as this allows comparison based on a sample group of school leavers who have similar characteristics, linked to educational outcomes rather than comparison with real schools which may have quite a different school leaver profile.

There is also mention of tariff points, the Insight Tariff Scale places a notional point value assigned to attainment so that schools and local authorities can compare attainment between the virtual comparator schools, local authorities, or other breakdowns of cohorts in the senior phase. Tariff measures are designed to evaluate the average performance of cohorts, not individuals.

D.2   School by School Performance

An examination of the academic accomplishments of individual secondary schools between 2018 and 2023 reveals a positive trend in the number of students achieving 1+, 3+, and 5+ qualifications at SCQF Level 6 in (S5).

While this overall trend of improvement exists, there are fluctuations in performance from year to year and differences from one school to another. Performance discussions are conducted during regular meetings between the Head of Education (Secondary) and the leadership team of each school. These meetings involve a comprehensive analysis of performance across various measures, and strategies for enhancing student achievement and mitigating declines in performance are both discussed and closely monitored.

Details of the performance of each secondary school are included in the presentation associated with this report, along with how each individual school compares to its

3

Virtual Comparator. Our WL schools perform well against the national data and against the virtual comparators.

D.3   Performance Reporting

National reporting is now undertaken at point of exit, rather than in relation to the performance of a specific year group. The end point of a young person's schooling is considered the most relevant for comparison by Insight, the national performance tool, as it allows comparison of all attainment and achievement throughout the young person's schooling, and the totality of the attainment and achievement which will contribute to the destination that the young person progresses to.

The Local Government Benchmarking Framework currently uses SCQF Awards at Level 5 and Level 6 in S6 as its benchmark measurement of local authority education performance.
We have adopted 3+ and 5+ Level 6 SCQF Awards at point of exit as the key measure of attainment reported to members, parents and the public. This will be published in March when released from Insight – the national benchmarking tool. In anticipation of future changes, we will include data on 1+ Level 5 and 1+ Level 6 for leavers.

This change allows easier comparison with national performance for members, parents and the public. It will present the fullest and most accurate measure of the cumulative attainment and achievement of young people throughout the totality of their school education.

Performance management undertaken at schools and authority level will continue to rely on a wide range of measures in order to allow performance to be measured at key stages, and the performance of subjects, curricular areas, and groups of pupils to be measured.

4

E.1   **Subject Results Analysis**

Appendix 2 shows an analysis of the performance of individual subjects. Here it can be seen that the percentage of the S4 students who have progressed onto S5 and passed Highers at "A" pass or "A-C" pass. Taking Biology as an example, of all the students who were on the presentation roll in S4, 3.42% achieved an "A" pass in Higher Art and Design in S5 and nationally this figure is 3.06%.

From the data in **Appendix 2** there are four subjects where the percentage of the cohort with an "A-C" pass is less than the National percentage by more than 0.4 percentage points. The cohort for Engineering Science is very small and has been disregarded as a result. The key subjects are Administration & IT, Geography, Mathematics and Music. At the same time last session there were nine subjects within this category, this decrease shows an improvement in the last academic session

Appendix 3 provides additional information on Administration & IT, Geography, Mathematics and Music. While most of these subjects were previously identified in the December 2022 report, notable progress has been made in narrowing the achievement gap between the West Lothian and the National A-C pass. Ongoing strategies are in place to further enhance performance and ensure that the quality and quantity of passes across all subject areas align more closely with or exceed the national standards.

Appendix 4 provides some additional information on the performance of the West Lothian Virtual Academy.

Strategies for further improvements

Many of the identified subjects have had targeted support as part of the Raising Attainment Strategy.

Understanding standards events for SQA subject areas are well attended by all West Lothian schools. The information is shared at authority level, middle leadership level and classroom teacher level.

Network Leaders are in post for all curricular areas. Working as part of the formalised Principal Teacher Curriculum networks, they are responsible for leading and developing the well-established Secondary Subject Networks to support improvement in the quality of learning, teaching, and assessment, leading to improved outcomes for learners, as part of authority improvement plans for each subject area. The networks in West Lothian have been nationally recognised in supporting collaboration and improvement. Subject networks, including Network Leaders, are led and supported by the Education Officer for Secondary schools.

Various forms of data are scrutinised to a forensic level both in schools and at authority level. Performance management meetings are data-driven, focussing on evidence-based discussions to continue to drive improvements.

F.   **CONCLUSION**

The Education Executive is invited to consider the authority wide and individual school and subject performance outlined in this report and the accompanying presentation.

5

G.   BACKGROUND REFERENCES

Report to Education Executive 30 August 2016.

6

Appendices/Attachments: Presentation on Educational Attainment

Contact Person: Avril McLean avril.mclean@westlothian.org.uk

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

Date of Meeting: 5 December 2023

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Appendix 1:

S5 based on S4 cohort			
Level 3 - West Lothian			
	2020	**2021**	**2022**	**2023**
1+	99.07%	99.38%	98.84%	98.22%
3+	96.43%	97.99%	96.71%	95.84%
5+	93.65%	95.45%	93.32%	92.69%
Level 3 - Virtual Comparator			
	2020	**2021**	**2022**	**2023**
1+	97.56%	98.11%	98.84%	97.60%
3+	93.83%	94.84%	96.71%	93.99%
5+	88.08%	90.28%	93.32%	88.74%
Level 3 - National			
	2020	**2021**	**2022**	**2023**
1+	97.23%	97.80%	97.37%	97.27%
3+	93.30%	94.49%	93.89%	93.38%
5+	87.57%	89.98%	88.57%	87.87%

S5 based on S4 cohort			
Level 4			
	2020	**2021**	**2022**	**2023**
1+	97.41%	97.84%	97.53%	96.67%
3+	93.06%	94.20%	93.22%	93.33%
5+	88.76%	90.42%	88.29%	90.23%
Level 4 - Virtual Comparator			
	2020	**2021**	**2022**	**2023**
1+	95.85%	96.18%	97.53%	96.16%
3+	91.02%	91.98%	93.22%	91.65%
5+	84.23%	86.19%	88.29%	85.40%
Level 4 - National			
	2020	**2021**	**2022**	**2023**
1+	95.33%	95.89%	95.72%	95.59%
3+	90.41%	91.52%	91.17%	90.81%
5+	83.71%	86.00%	85.00%	84.43%

S5 based on S4 cohort			
Level 5			
	2020	**2021**	**2022**	**2023**
1+	91.70%	93.01%	92.78%	93.47%
3+	81.39%	84.72%	84.12%	86.03%
5+	72.89%	77.25%	77.01%	78.31%
Level 5- Virtual Comparator			
	2020	**2021**	**2022**	**2023**
1+	887.05%	88.04%	87.87%	87.78%
3+	76.00%	77.95%	77.09%	76.66%
5+	63.63%	65.37%	64.29%	64.32%
Level 5 - National			
	2020	**2021**	**2022**	**2023**
1+	86.73%	88.20%	87.94%	87.22%
3+	76.07%	78.40%	77.36%	76.17%
5+	63.50%	66.45%	64.87%	64.17%

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Appendix 2

Students in S4 make choices to progress to Higher subjects. These choices are informed by attainment in National 5 subjects, career aspirations and student interests.

S5 Higher 2023							
Qualification Name	**Number of WLC Candidates**	**Presentation Rate (% if S4 cohort)**		**% of S4 Cohort with Grade A pass**		**% of S4 Cohort with Grades A-C**	
		WL	**National**	**WL**	**National**	**WL**	**National**
Accounting	28	1.32	0.8	0.82	0.44	1.05	0.67
Administration and IT	80	3.65	3.5	1.05	1.13	2.47	2.88
Applications of Mathematics	32	1.46	1.8	0.50	0.39	1.10	1.26
Art and Design	189	8.54	8	1.60	1.58	7.08	6.65
Biology	194	8.95	8.7	3.42	3.06	7.17	6.68
Business Management	240	10.96	7.4	4.02	3.03	9.09	6.05
Chemistry	268	12.19	12.8	3.70	4.24	9.82	10.01
Childcare and Development	16	0.73	0.12	0.00	0.01	0.23	0.07
Classical Studies	4	0.18	0.21	0.00	0.05	0.14	0.14
Computing Science	186	8.45	4.4	2.60	1.68	5.30	3.16
Dance	19	0.87	0.4	0.05	0.09	0.37	0.30
Design and Manufacture	51	2.33	2.3	0.37	0.30	1.32	1.28
Drama	89	4.06	3.5	0.82	0.89	3.11	2.92
Engineering Science	16	0.73	1.5	0.18	0.36	0.50	0.98
English	1099	50.37	50.2	13.84	13.87	39.13	39.07
English for Speakers of Other Languages	21	0.96	0.73	0.23	0.26	0.82	0.64
Fashion and Textile Technology	14	0.64	0.3	0.27	0.04	0.59	0.23
French	58	2.65	2.8	1.32	1.45	2.33	2.36
Geography	113	5.16	8	2.37	3.43	3.88	6.43
German	2	0.09	0.5	0.09	0.33	0.09	0.48
Graphic Communication	101	4.61	3.7	0.41	0.64	3.11	2.87
Health and Food Technology	60	2.74	1.2	0.23	0.13	1.55	0.76
History	333	15.16	12.8	4.70	4.73	11.60	10.17
Human Biology	211	9.63	8.9	2.88	2.91	6.67	6.65
Italian	2	0.09	0.2	0.09	0.15	0.09	0.17
Latin	5	0.23	0.07	0.23	0.06	0.23	0.07
Mathematics	515	23.42	24.9	9.04	10.00	17.63	18.57
Media	67	3.06	1	0.64	0.21	2.24	0.68
Modern Studies	260	11.87	11.8	4.47	4.92	8.95	9.27
Music	134	6.12	6.6	2.65	3.39	5.66	6.16
Music Technology	21	0.96	1	0.27	0.34	0.55	0.83
Philosophy	9	0.46	0.4	0.00	0.10	0.14	0.22
Photography	88	3.97	1.5	0.23	0.17	2.47	1.24
Physical Education	373	17.03	16.2	4.84	5.13	15.02	14.23
Physics	232	10.55	10.3	3.84	3.73	8.31	8.16
Politics	26	1.19	0.7	0.37	0.25	1.00	0.60
Psychology	24	1.14	0.7	0.50	0.32	0.87	0.57
Religious, Moral and Philosophical Studies	122	5.53	2.7	1.60	0.63	4.75	1.89
Sociology	24	1.1	0.3	0.55	0.12	1.00	0.25
Spanish	70	3.2	2.9	1.37	1.40	2.60	2.38

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Appendix 3

Detailed below is some further information regarding the subjects mentioned within the paper.

- **Administration & IT**

Whist there was an increase in the percentage of "A" passes in West Lothian, the percentage "A-C" fell. The Business Education network has actively participated in Understanding Standards events, seeking external assistance, and conducting a comprehensive review of their teaching methods to address areas that performed poorly in the examination.

- **Geography**

The percentage of "A" passes in West Lothian has risen significantly since 2019 and it is currently higher than the national "A" percentage pass rate. The key focus for improvement is with the "A-C" pass rate and in particular transferring "D" passes to "C" passes or above. There is work being undertaken to strengthen skills S1-S3 across the curriculum and interventions will be put in place in the senior phase to support students. There is a strong collegiate network within the authority but there is also work beginning with colleagues from other local authorities to review Geography and work collaboratively on how to convert "C" passes at National 5 to passes at Higher level.

- **Mathematics**

There was a 2.5 percentage point improvement in the percentage of "A" passes from 2022 and a 9.7 percentage point improvement in the "A-C" pass rate since 2022 for the S5 cohort. The Maths Principal Teachers along with the Network lead implemented their plan for improvement last session and will continue to adapt the strategy for the different learners this year. There is also a group of staff from across the local authority looking at Maths and Numeracy with focus on pedagogy that leads to students gaining a greater depth of knowledge and understanding, fostering the love of Maths and supporting learners to be more able adapt their skills and apply them to solve problems. This is a longer-term strategy to support continued improvement.

- **Music**

The presentation rate for Music increased for both N5 and Higher in 22/23 in West Lothian whilst the national data dropped or remained in a similar position.
At N5 level in 2022/23 there was a 3-percentage point increase in A passes and a 2.4 percentage point increase in A-C passes. This improvement means that there is a stronger starting position at Higher for session 23/24. The A-C pass rate at Higher also improved by 1.8 percentage points against a national drop of 1.2 percentage points West Lothian also saw an increased presentation rate this session.
Schools continue to work with students to rebuild practical skills, supporting them with the performance element by providing opportunities to play in front of audiences and encouraging uptake.

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Appendix 4

It is not appropriate to share subject by subject analysis for the all of the West Lothian Virtual Academy courses as small presentation numbers would allow for identification of individual young people but some key messages are:

- 62% of those presented at Advanced Higher level achieved an A-C pass and 77% of learners achieved an A-D pass.

- 60% of those presented at Higher level achieved an A-C pass and 73% of learners achieved an A-D pass

- 52 learners achieved an award at A-D that they would not otherwise have had the opportunity to sit

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Progress in Educational Attainment

West Lothian Schools

Presentation to Education Policy Development and Scrutiny Panel

December 2023

West Lothian Council

Our vision for education in West Lothian:

Excellence through raising attainment:

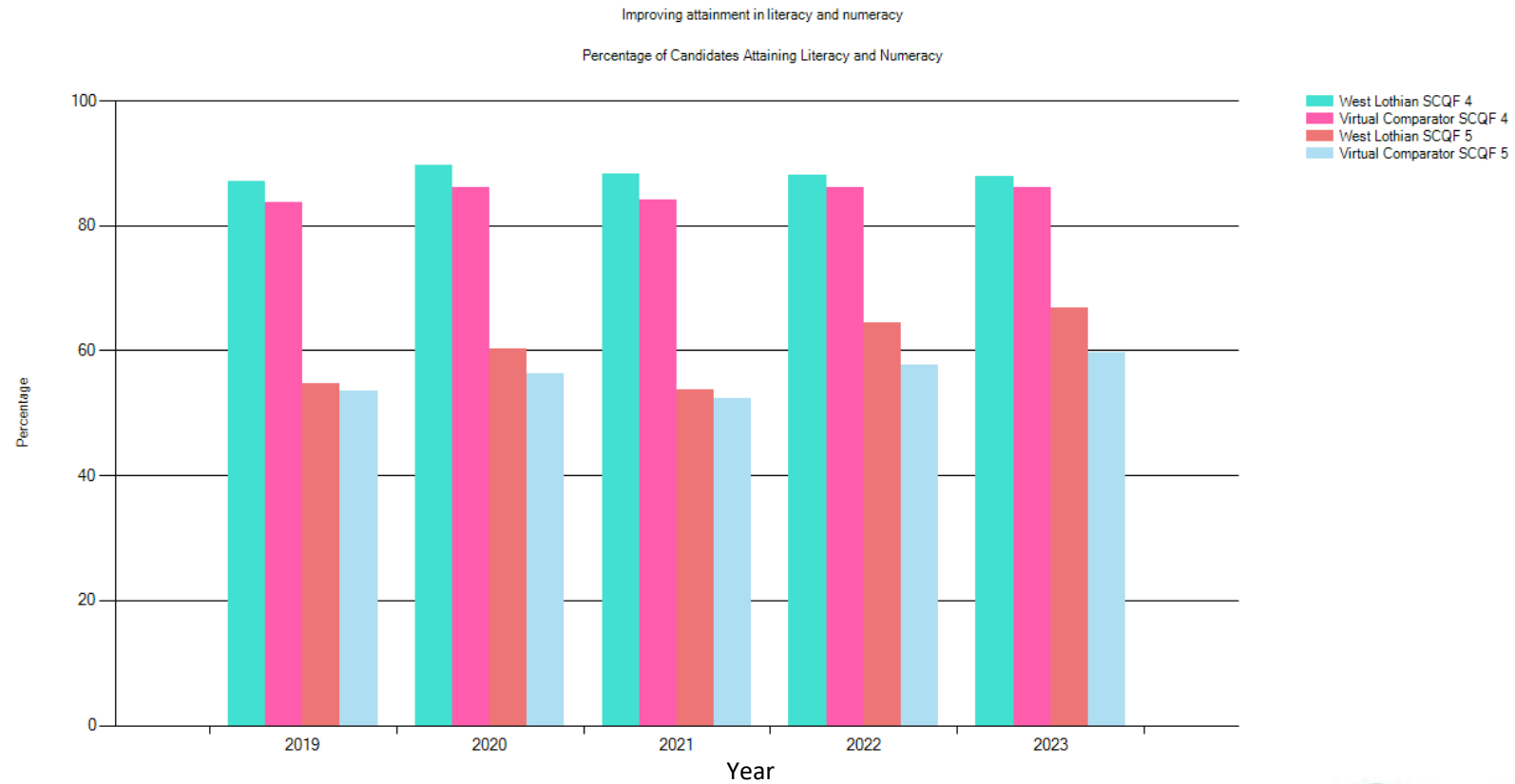ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed; and

Achieving Equity:

ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

West Lothian Council

S4 Attainment
Literacy and Numeracy

Improving attainment in literacy and numeracy

Percentage of Candidates Attaining Literacy and Numeracy

S5 Attainment
Literacy and Numeracy

Improving attainment in literacy and numeracy
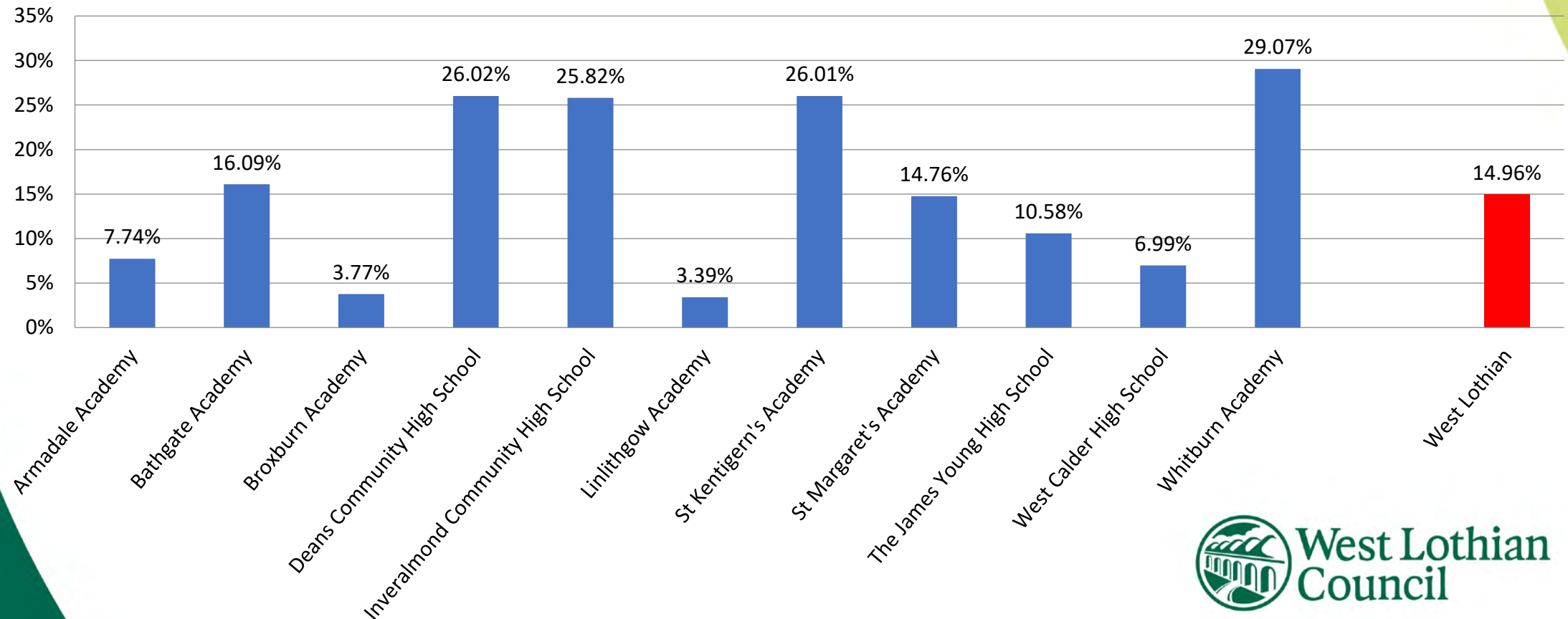
Percentage of Candidates Attaining Literacy and Numeracy
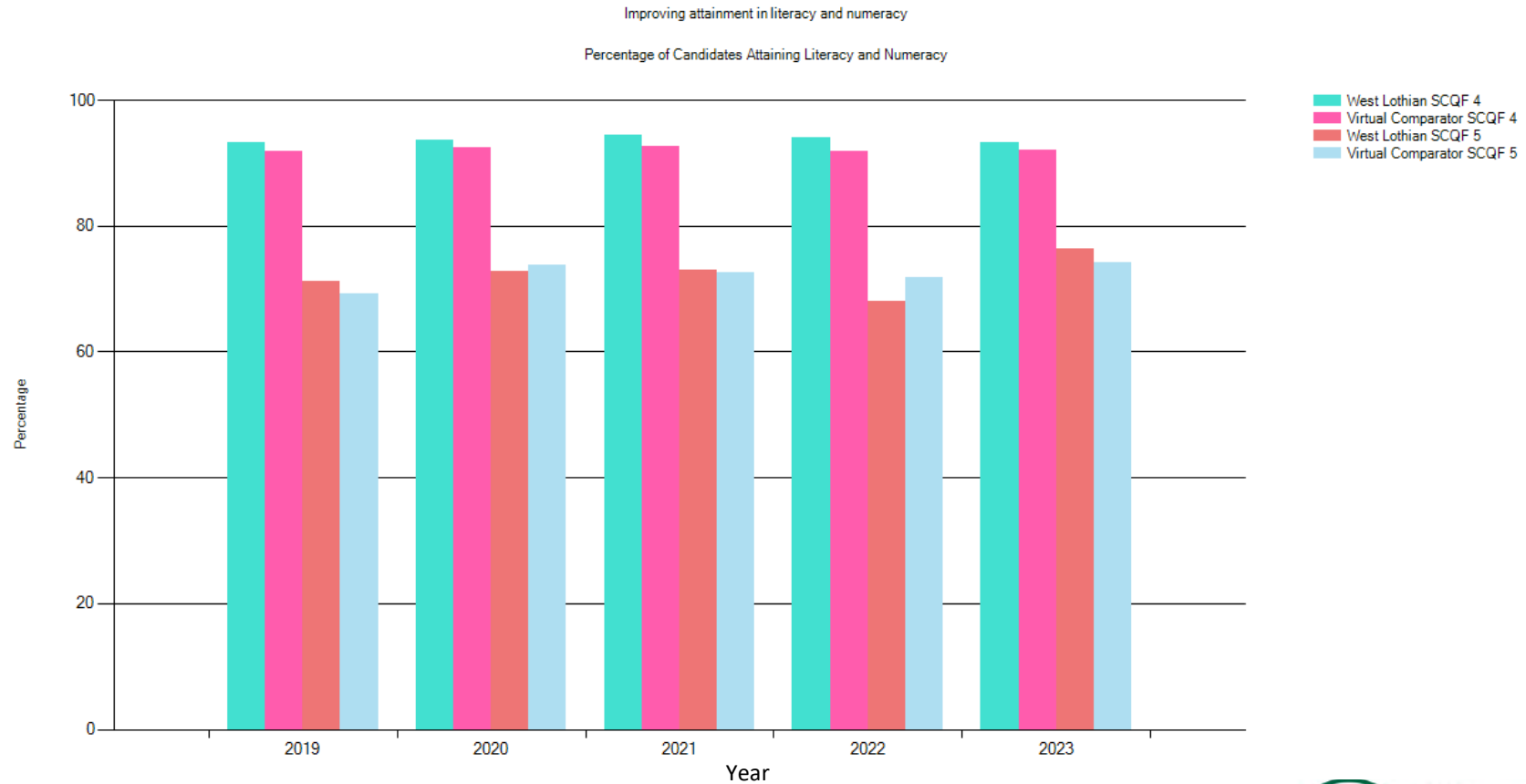
WLC Secondary Schools 2022/23 SIMD Profile

Deciles 1&2 are known as Quintile 1 and show the proportion of the most deprived pupils across the authority

WLC Whole School SIMD Deciles 1&2 (Quintile 1)

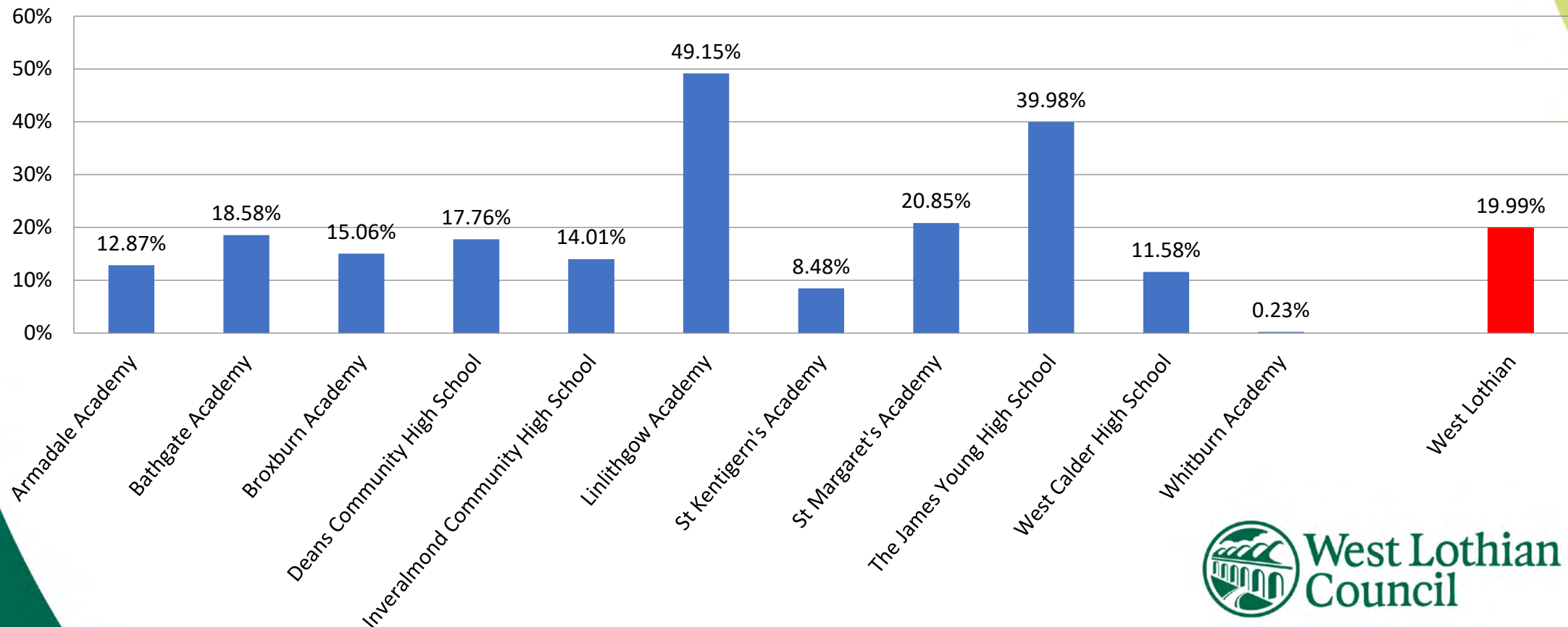| School	%
Armadale Academy	7.74%
Bathgate Academy	16.09%
Broxburn Academy	3.77%
Deans Community High School	26.02%
Inveralmond Community High School	25.82%
Linlithgow Academy	3.39%
St Kentigern's Academy	26.01%
St Margaret's Academy	14.76%
The James Young High School	10.58%
West Calder High School	6.99%
Whitburn Academy	29.07%
West Lothian	14.96%

- 43 -

WLC Secondary Schools 2022/23 SIMD Profile

Deciles 9&10 are known as Quintile 5 and show the proportion of the least deprived pupils across the authority
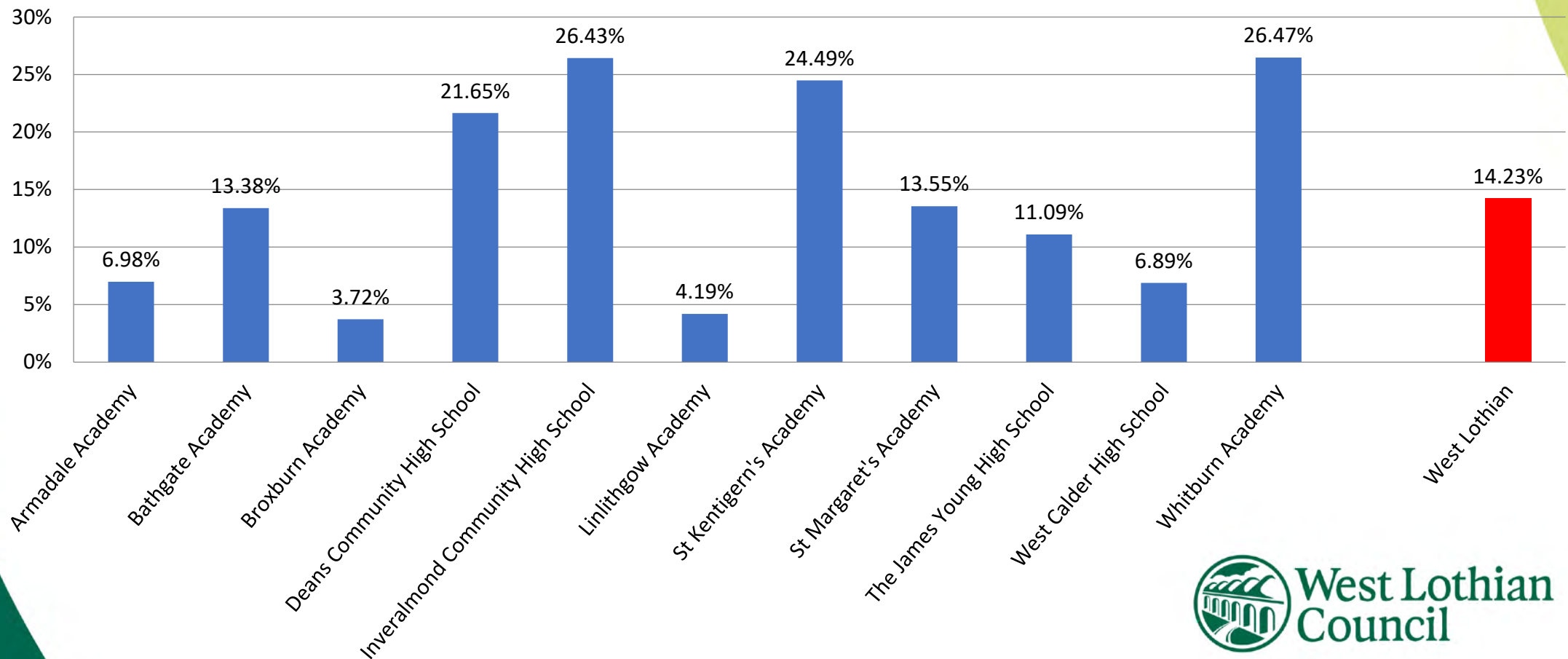
WLC Whole School SIMD Deciles 9&10 (Quintile 5)

School	Percentage
Armadale Academy	12.87%
Bathgate Academy	18.58%
Broxburn Academy	15.06%
Deans Community High School	17.76%
Inveralmond Community High School	14.01%
Linlithgow Academy	49.15%
St Kentigern's Academy	8.48%
St Margaret's Academy	20.85%
The James Young High School	39.98%
West Calder High School	11.58%
Whitburn Academy	0.23%
West Lothian	19.99%

West Lothian Council

WLC Secondary Schools 2022/23 SIMD Profile

Senior Phase (S4-S6) Pupils – Quintile 1 Distribution

WLC Senior Phase SIMD Deciles 1&2 (Quintile 1)

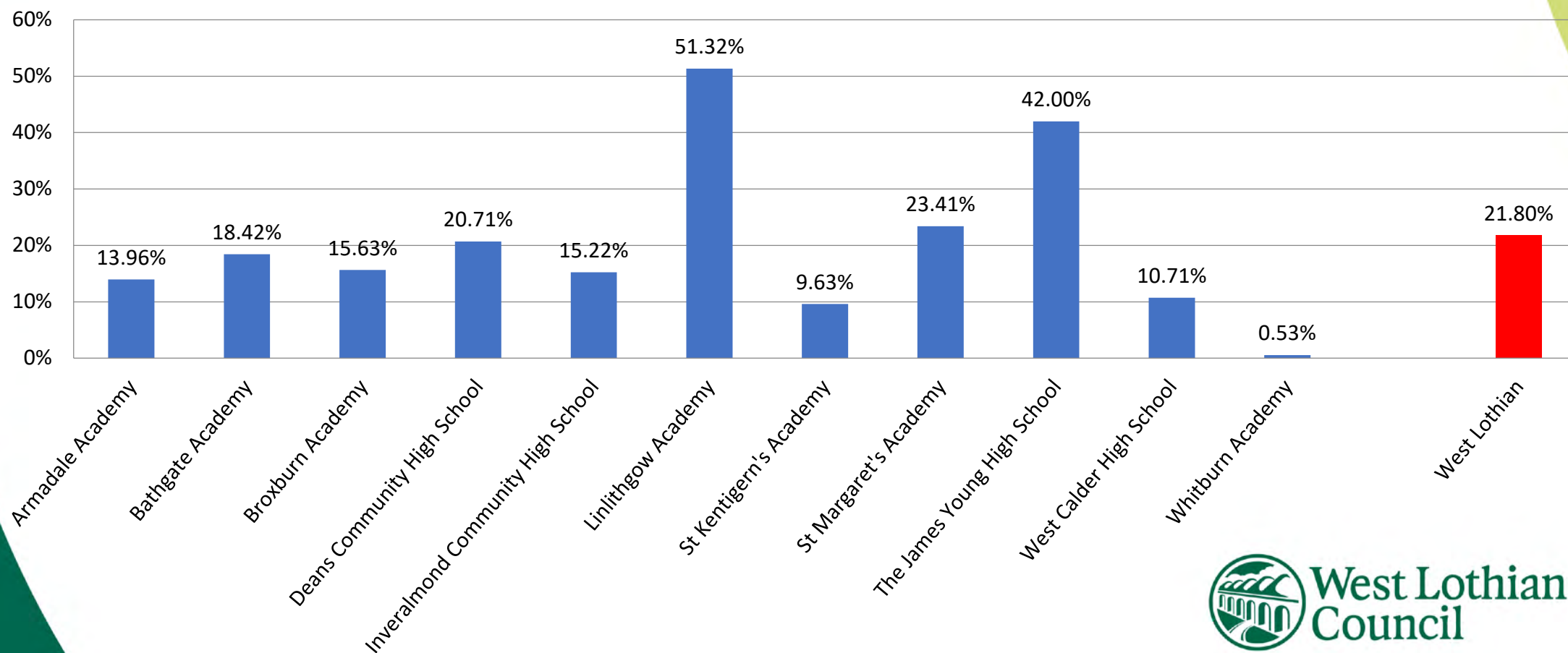| School	Percentage
Armadale Academy	6.98%
Bathgate Academy	13.38%
Broxburn Academy	3.72%
Deans Community High School	21.65%
Inveralmond Community High School	26.43%
Linlithgow Academy	4.19%
St Kentigern's Academy	24.49%
St Margaret's Academy	13.55%
The James Young High School	11.09%
West Calder High School	6.89%
Whitburn Academy	26.47%
West Lothian	14.23%

West Lothian Council

WLC Secondary Schools 2022/23 SIMD Profile

Senior Phase (S4-S6) Pupils – Quintile 5 Distribution
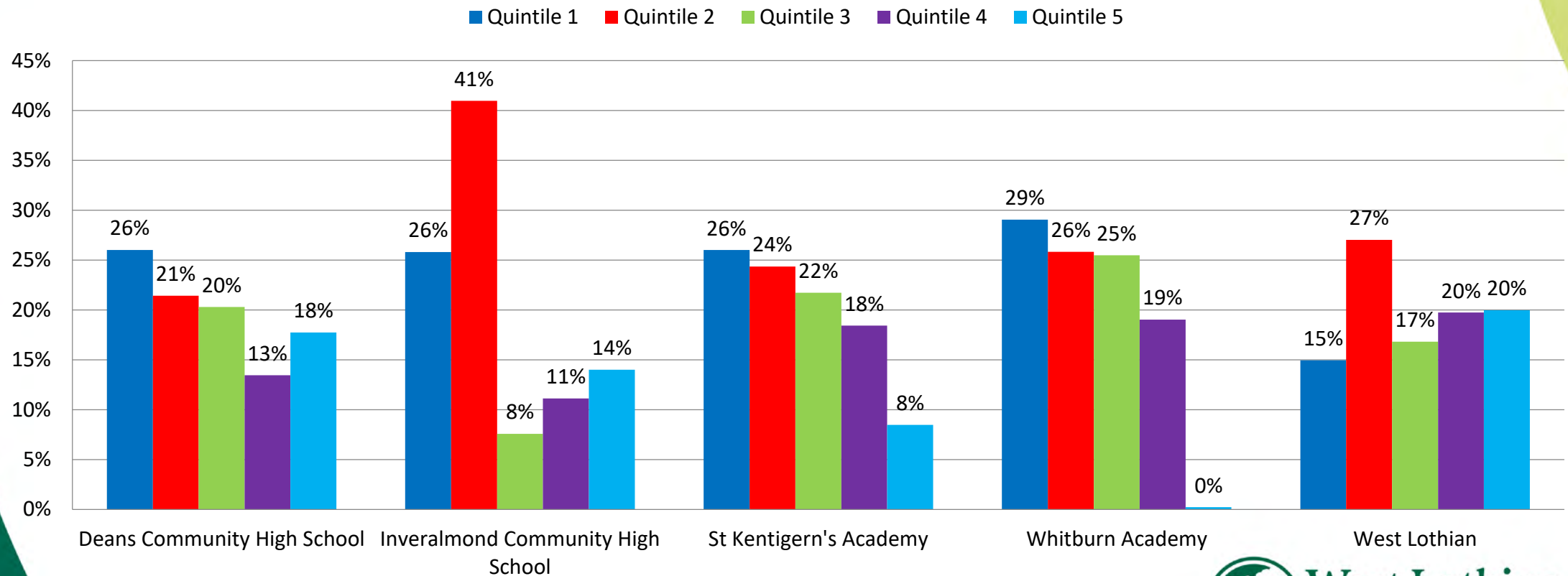
WLC Senior Phase SIMD Deciles 9&10 (Quintile 5)

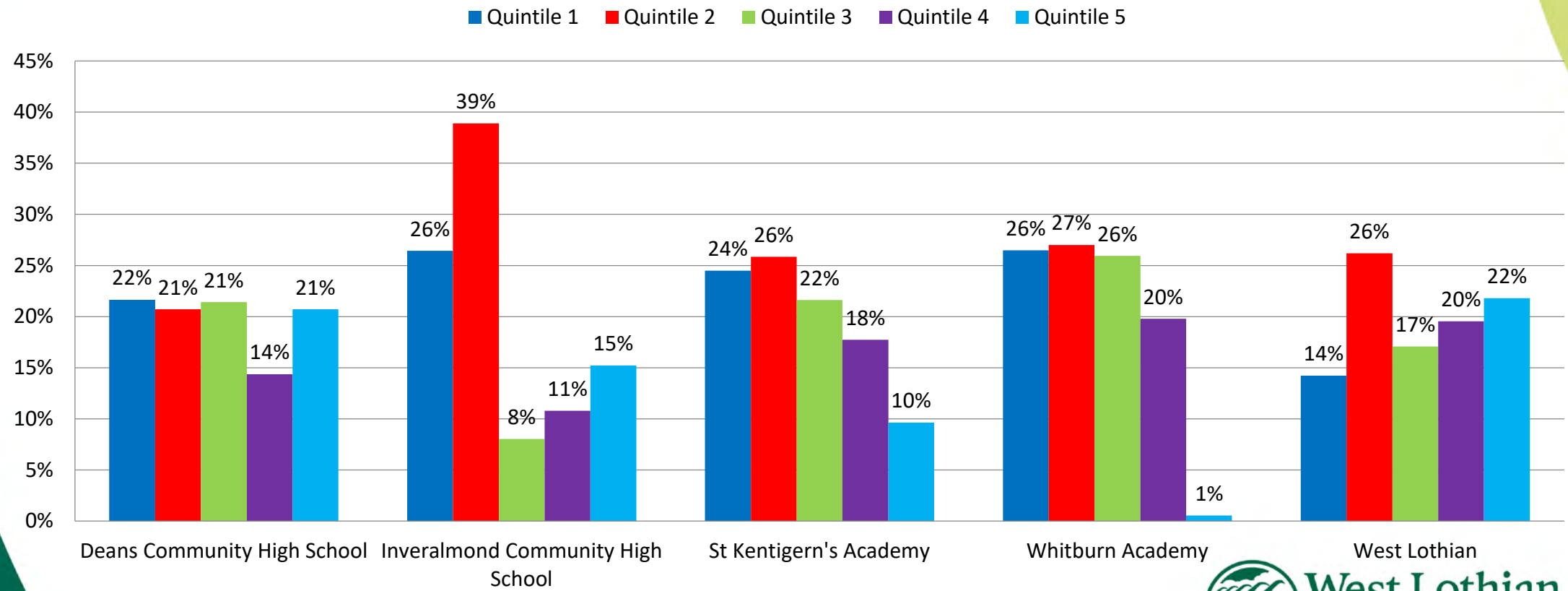| School	Percentage
Armadale Academy	13.96%
Bathgate Academy	18.42%
Broxburn Academy	15.63%
Deans Community High School	20.71%
Inveralmond Community High School	15.22%
Linlithgow Academy	51.32%
St Kentigern's Academy	9.63%
St Margaret's Academy	23.41%
The James Young High School	42.00%
West Calder High School	10.71%
Whitburn Academy	0.53%
West Lothian	21.80%

WLC Secondary Schools 2022/23 SIMD Profile
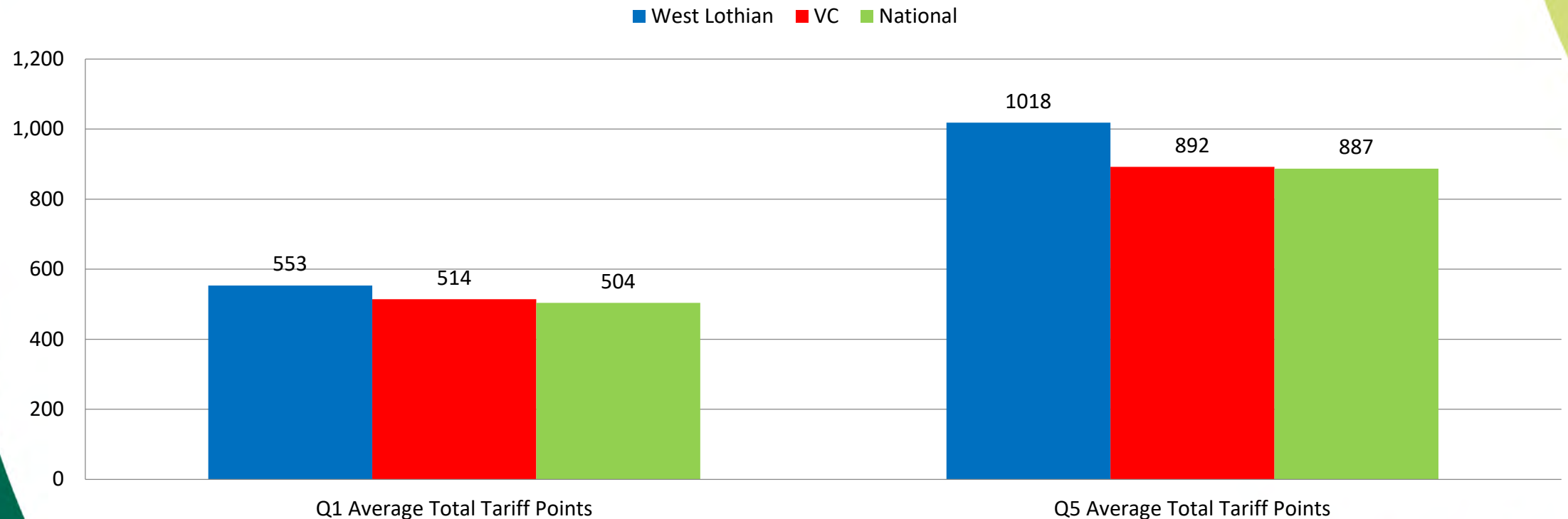
Whole School SIMD Distribution

Whole School SIMD Distribution

WLC Attainment versus Deprivation

WLC S5 Attainment in 2023 versus the VC and National results
Average Total Tariff Points Q1 versus Q5

S5 Q1 v Q5 Average Total Tariff Points

■ West Lothian   ■ VC   ■ National

	Q1 Average Total Tariff Points	Q5 Average Total Tariff Points
West Lothian	553	1018
VC	514	892
National	504	887

West Lothian Council

WLC Attainment versus Deprivation
WLC S6 Attainment in 2023 versus the VC and National results
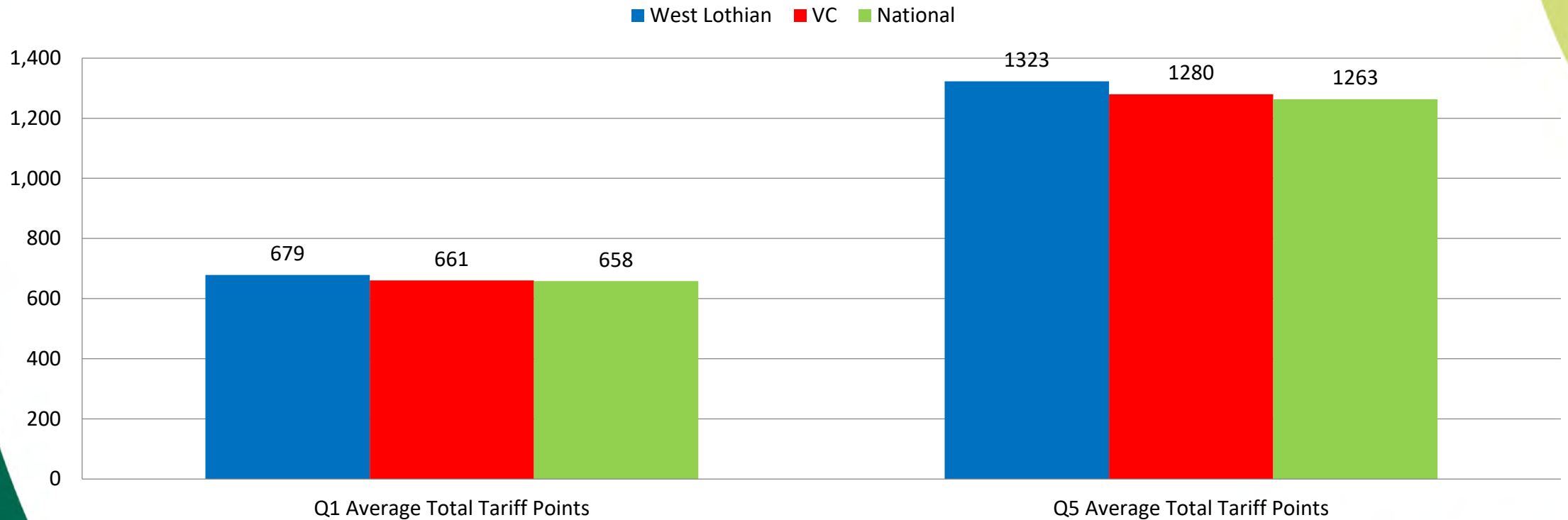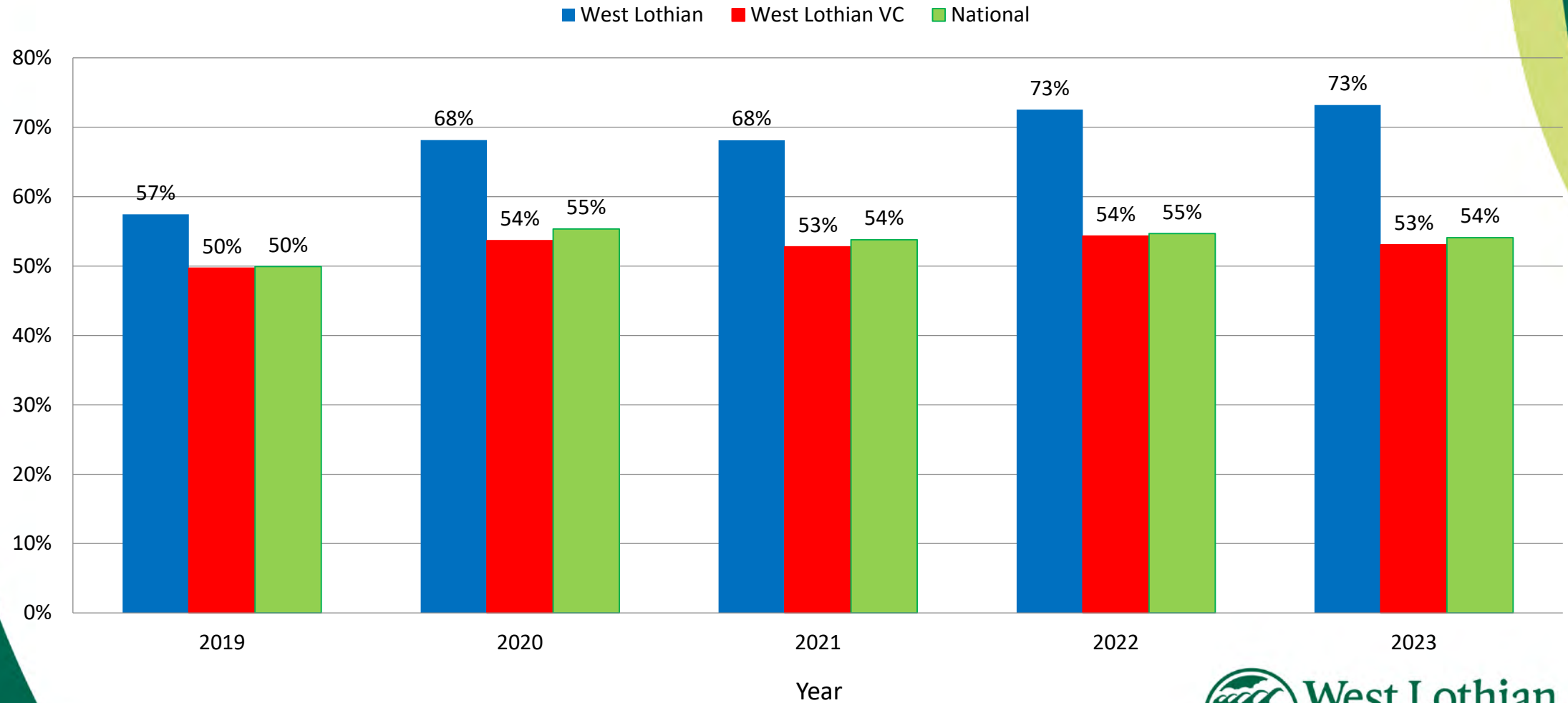## Average Total Tariff Points Q1 versus Q5

S6 Q1 v Q5 Average Total Tariff Points

Legend: ■ West Lothian ■ VC ■ National

Q1 Average Total Tariff Points: West Lothian 679, VC 661, National 658

Q5 Average Total Tariff Points: West Lothian 1323, VC 1280, National 1263
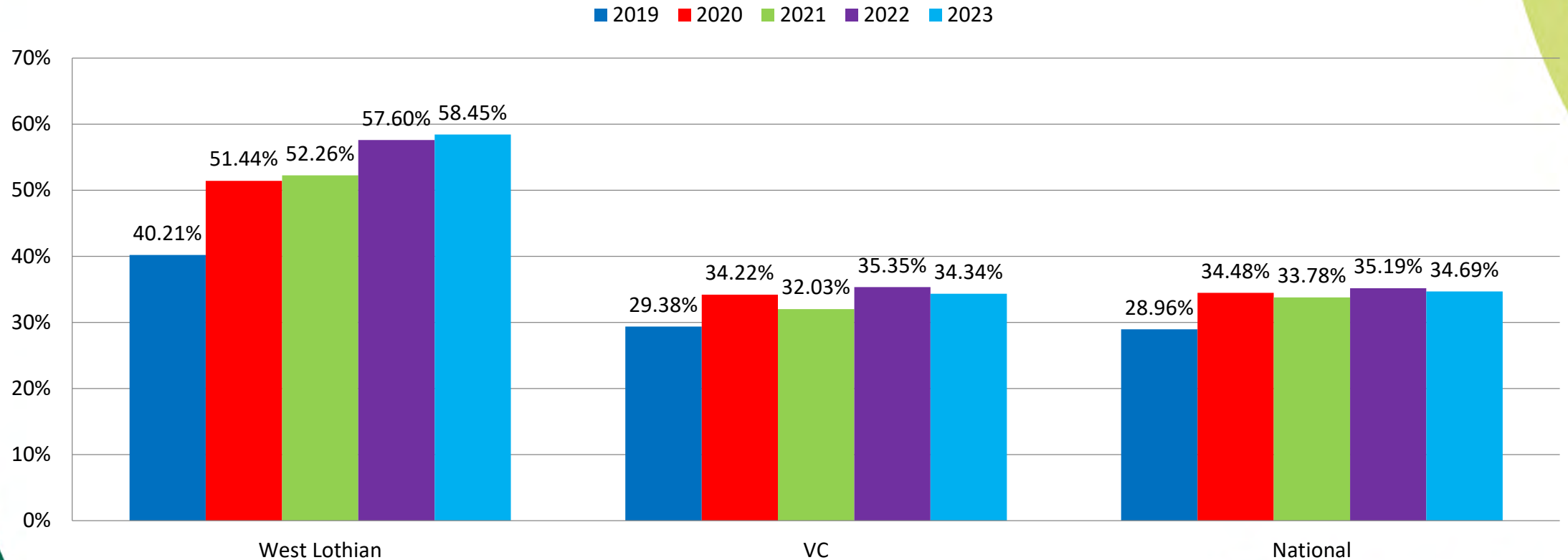
West Lothian Council

West Lothian Senior Phase Breadth & Depth

S4 SCQF 5+ Level 5 Awards

2023 S4 SCQF – Quintile 1
West Lothian

S4 SCQF 5+ Level 5 (Quintile 1) - West Lothian versus VC versus National

■ 2019 ■ 2020 ■ 2021 ■ 2022 ■ 2023

West Lothian Senior Phase Breadth & Depth

S5 SCQF 5+ Level 6 Awards
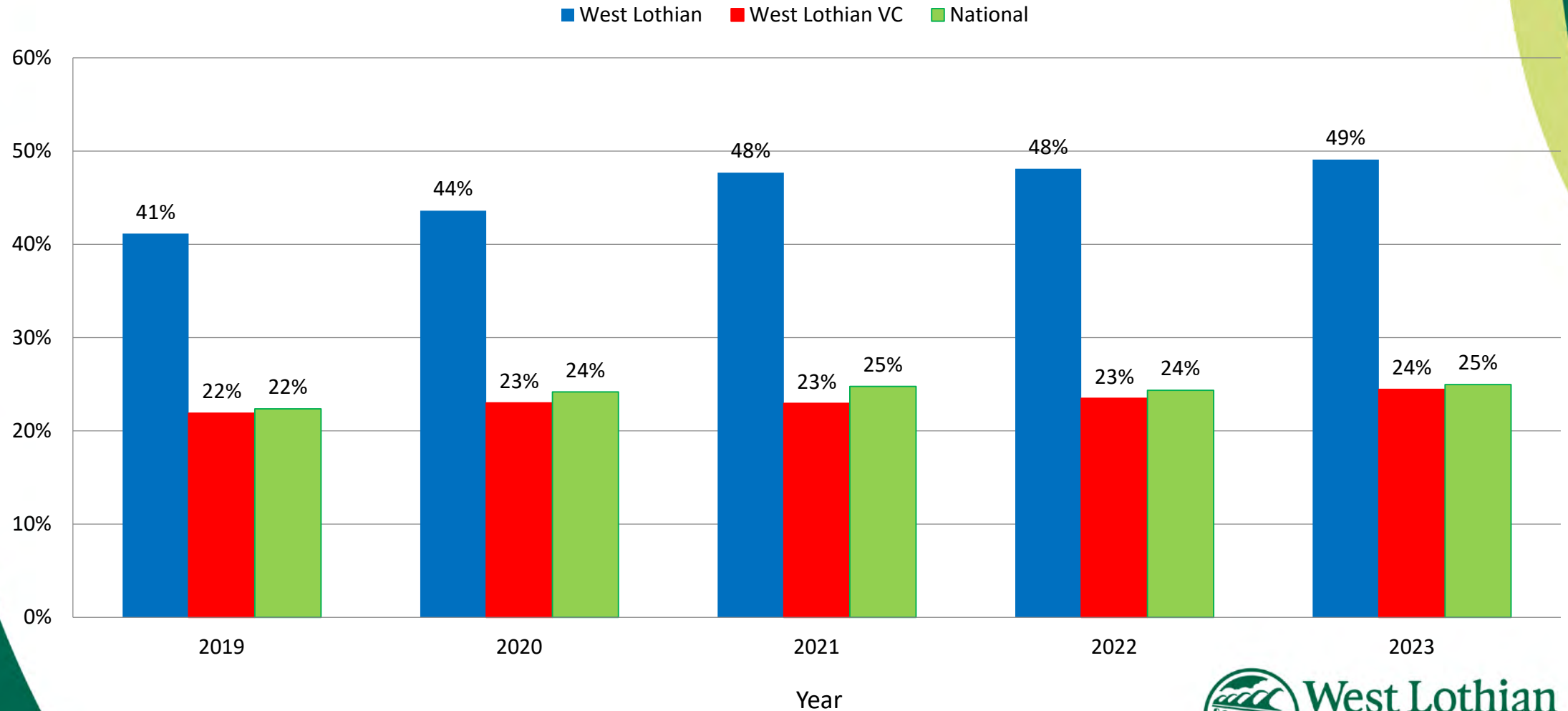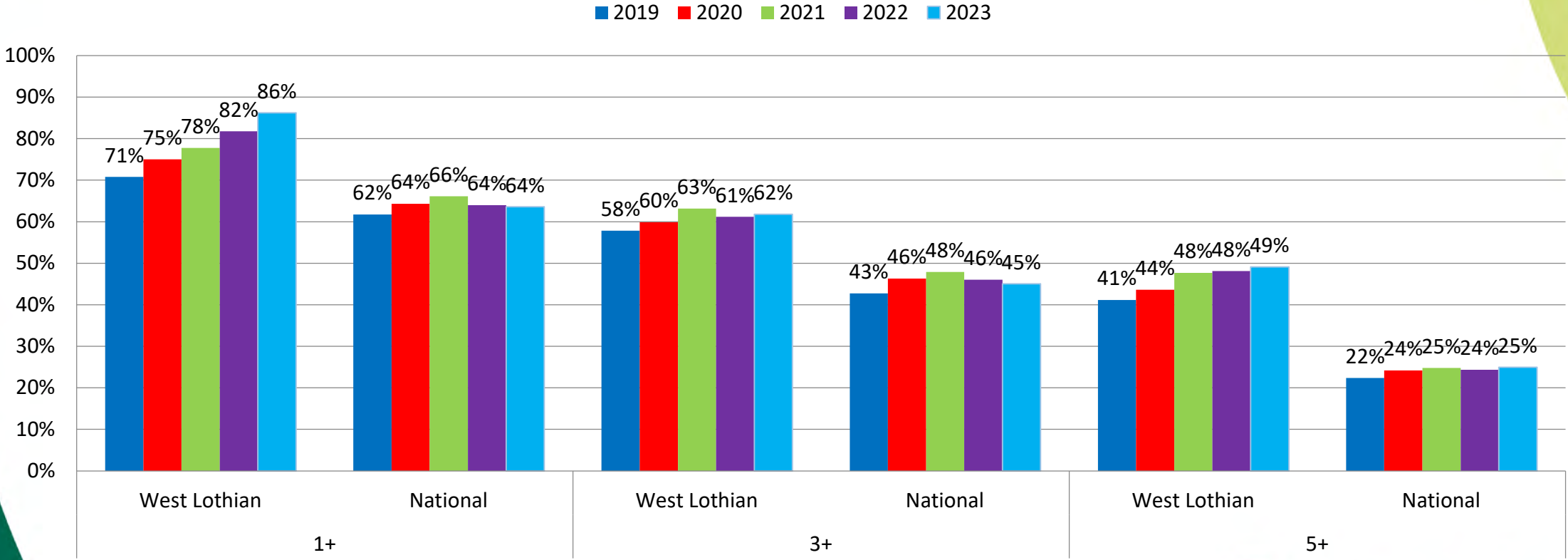
■ West Lothian   ■ West Lothian VC   ■ National

2023 S5 SCQF
West Lothian

S5 SCQF Level 6 - West Lothian versus National

■ 2019 ■ 2020 ■ 2021 ■ 2022 ■ 2023

West Lothian Senior Phase Breadth & Depth

S6 SCQF 5+ Level 6 Awards

■ West Lothian   ■ West Lothian VC   ■ National

Year

West Lothian Council
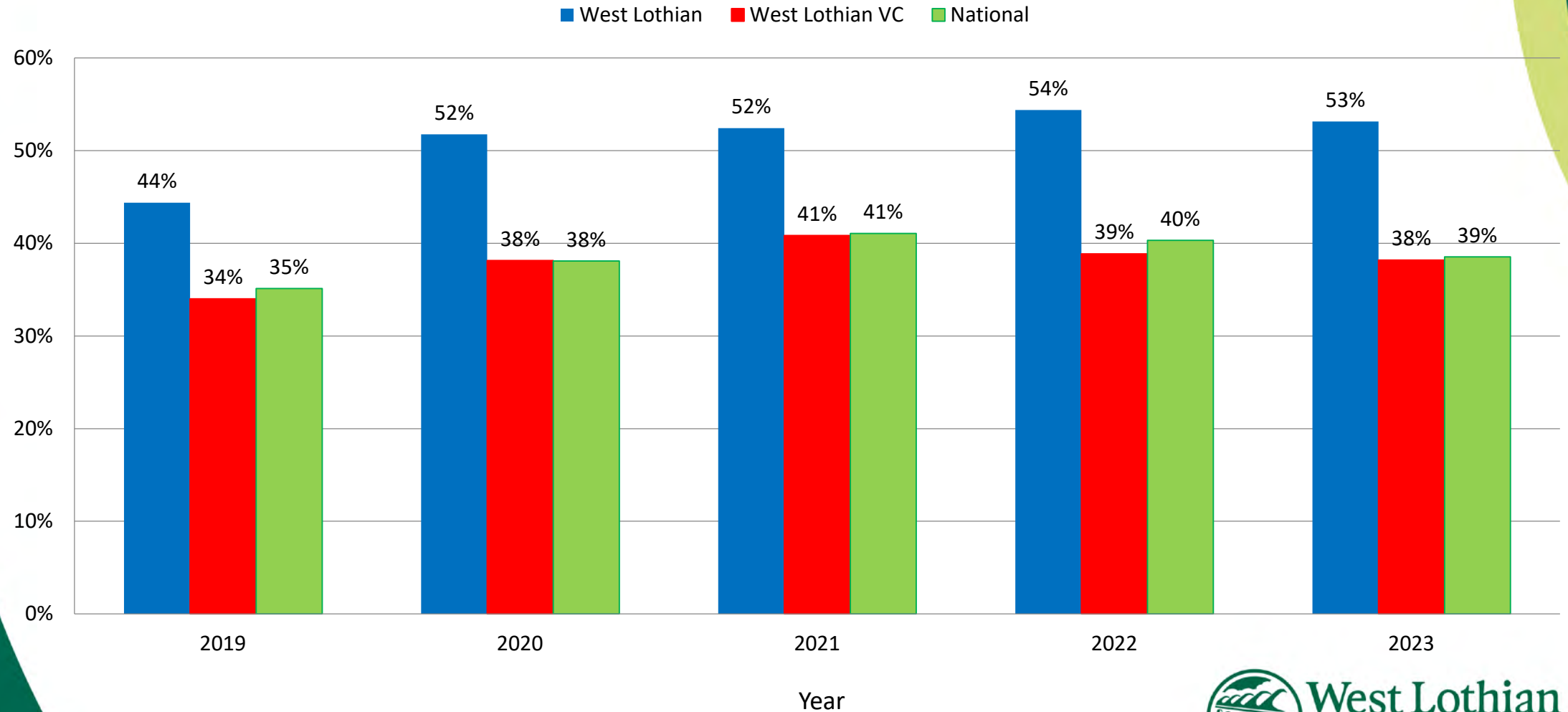
2023 S6 SCQF
West Lothian

S6 SCQF Level 6 - West Lothian versus National
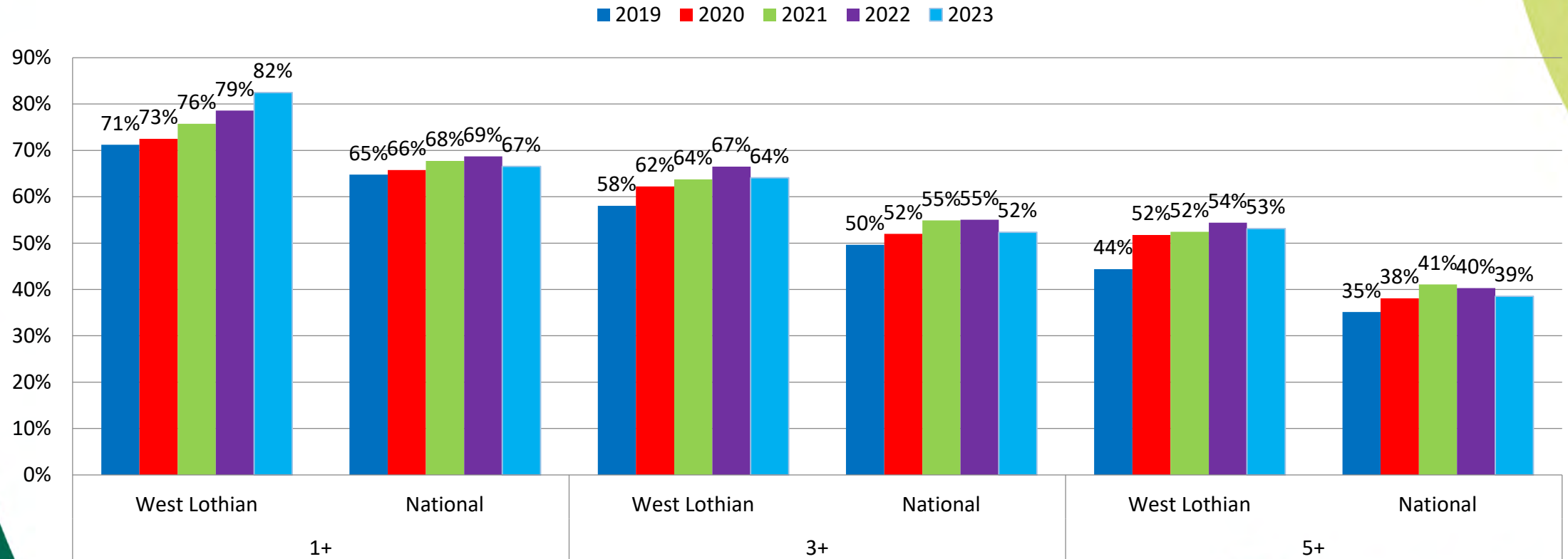
2023 S6 SCQF
West Lothian

S6 SCQF 1+ Level 7 - West Lothian versus National

Legend: 2019, 2020, 2021, 2022, 2023

West Lothian: 20.68%, 24.53%, 25.40%, 24.48%, 24.93%

National: 21.64%, 24.22%, 27.47%, 27.19%, 25.74%

West Lothian Council
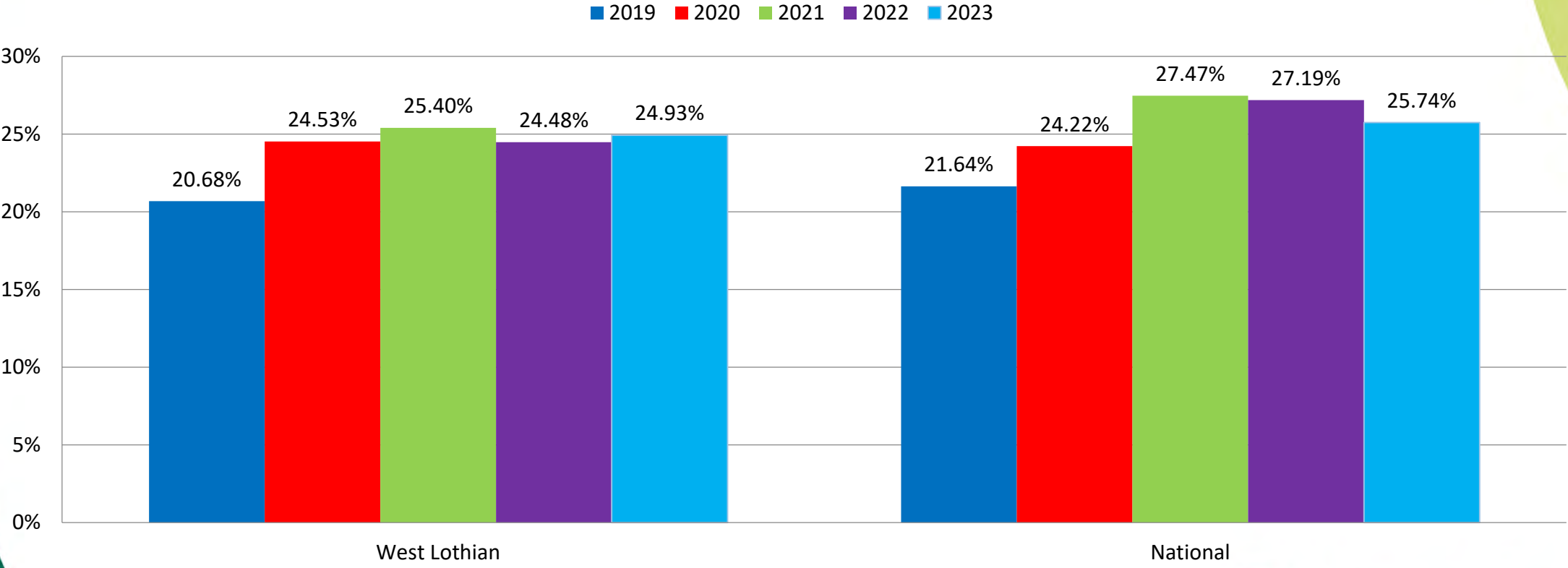
2023 S5 SCQF
Armadale Academy

S5 SCQF Level 6 - Armadale Academy versus VC & National
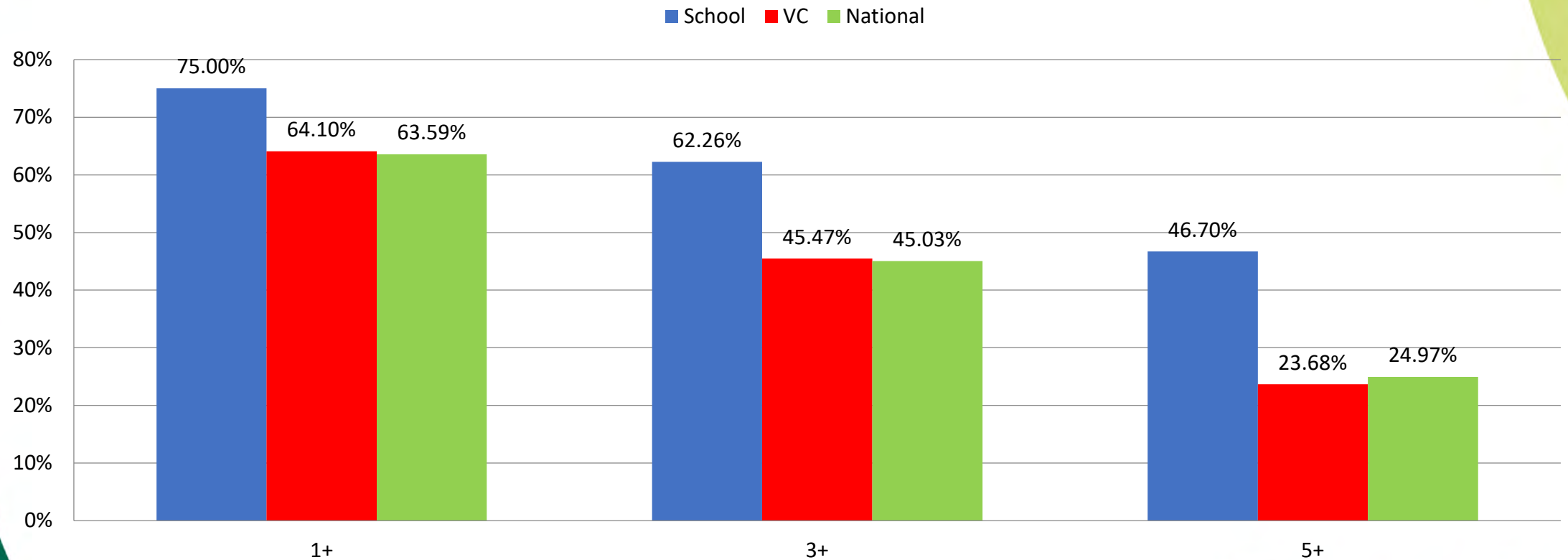
2023 S5 SCQF
Bathgate Academy

S5 SCQF Level 6 - Bathgate Academy versus VC & National

■ School ■ VC ■ National

West Lothian Council
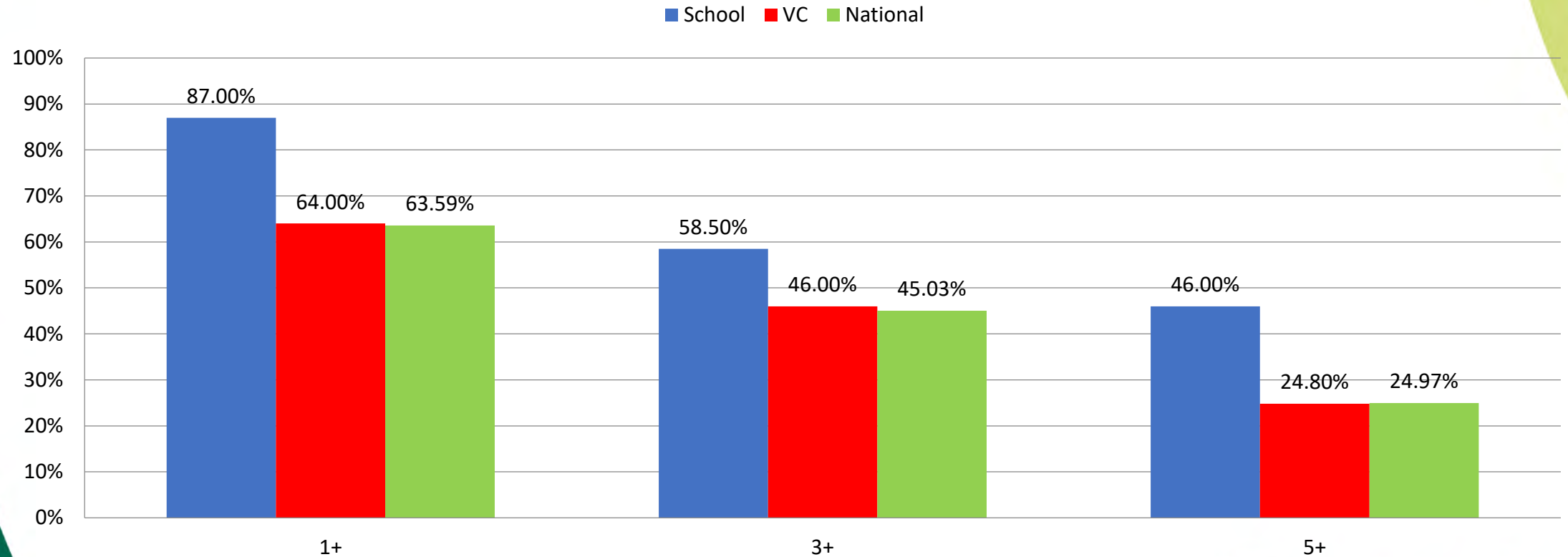
2023 S5 SCQF
Broxburn Academy

S5 SCQF Level 6 - Broxburn Academy versus VC & National
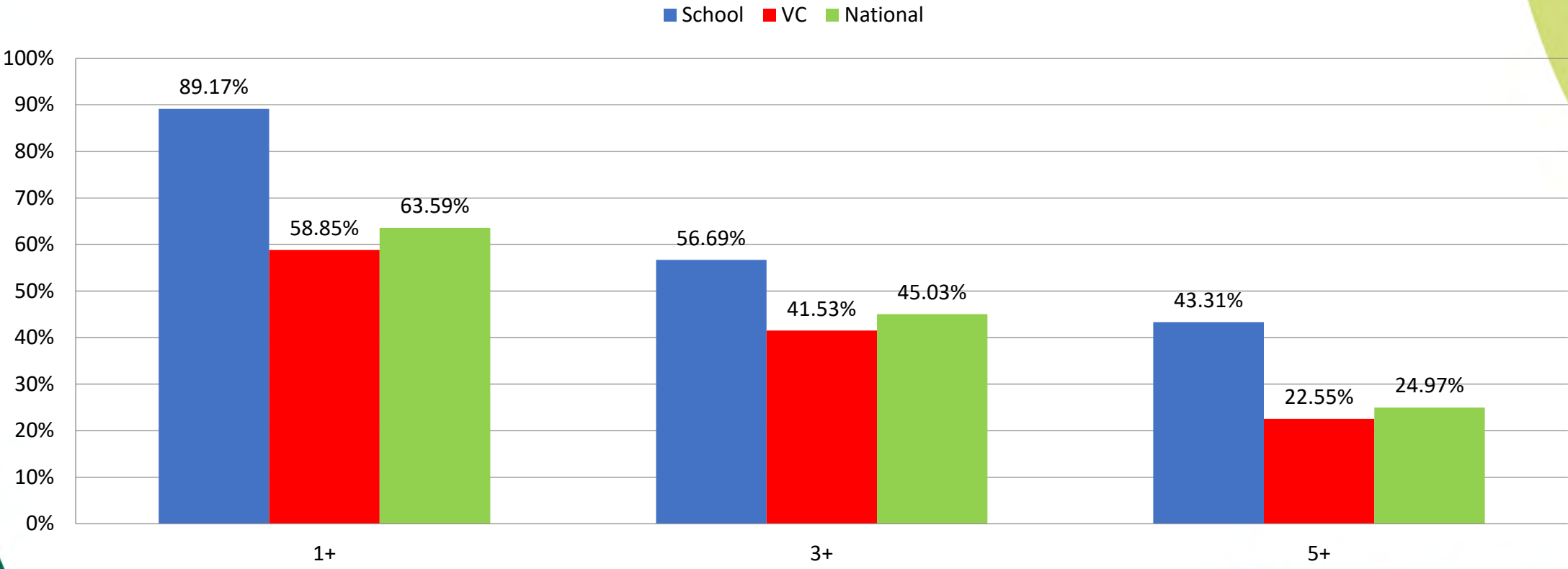
2023 S5 SCQF
Deans Community High School

S5 SCQF Level 6 - Deans Community High School versus VC & National

■ School ■ VC ■ National

Chart data:

	School	VC	National
1+	77.72%	65.75%	63.59%
3+	49.74%	46.37%	45.03%
5+	38.86%	26.42%	24.97%

West Lothian Council
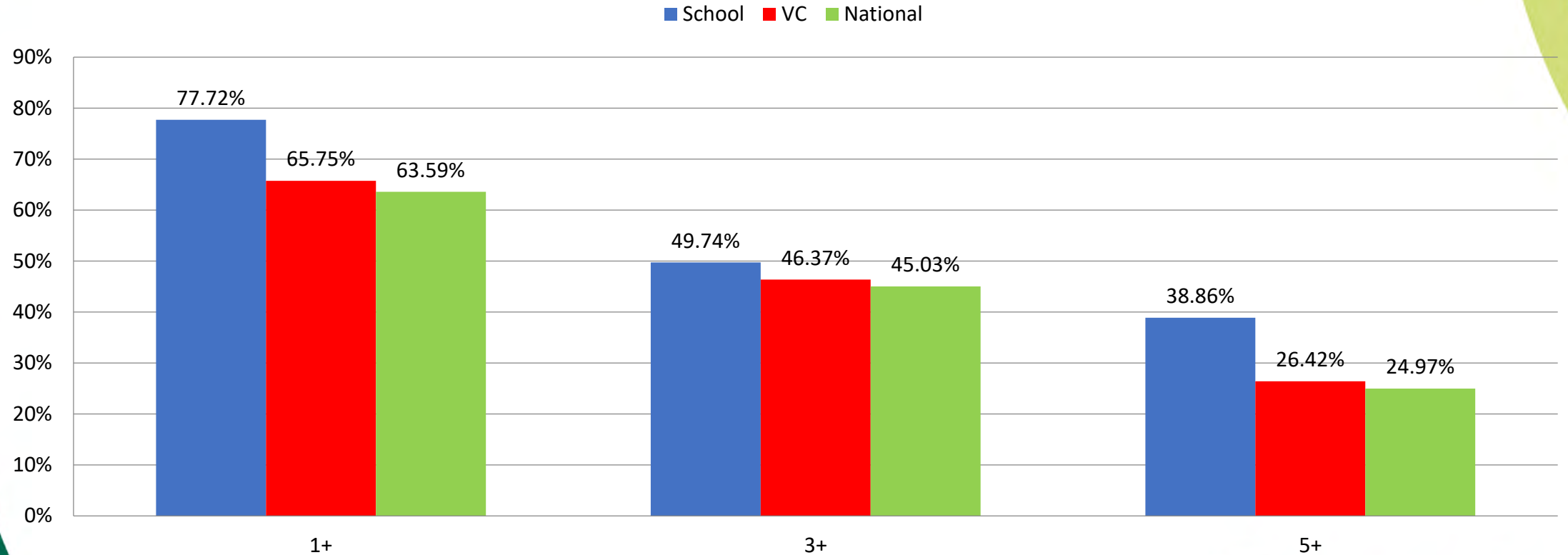
2023 S5 SCQF
Inveralmond Community High School

S5 SCQF Level 6 - Inveralmond Community High School versus VC & National

Legend: School (blue) | VC (red) | National (green)

Category	School	VC	National
1+	90.53%	55.84%	63.59%
3+	56.32%	35.47%	45.03%
5+	43.16%	17.11%	24.97%

West Lothian Council
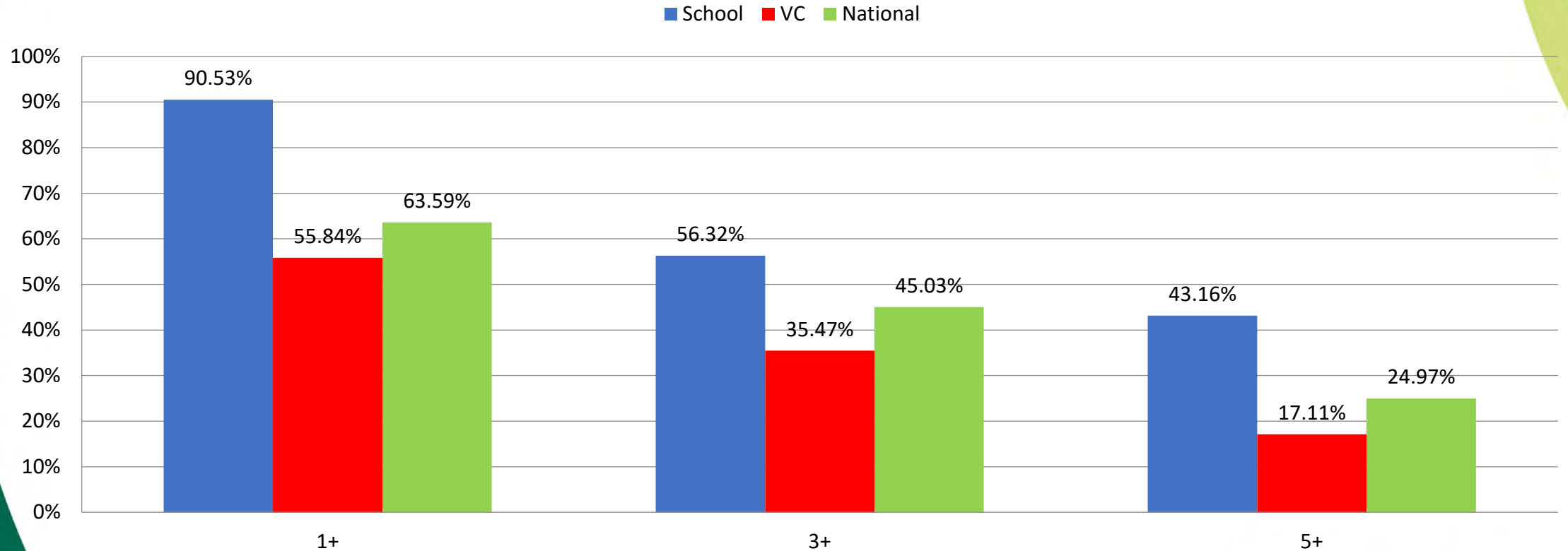
2023 S5 SCQF
Linlithgow Academy

S5 SCQF Level 6 - Linlithgow Academy versus VC & National
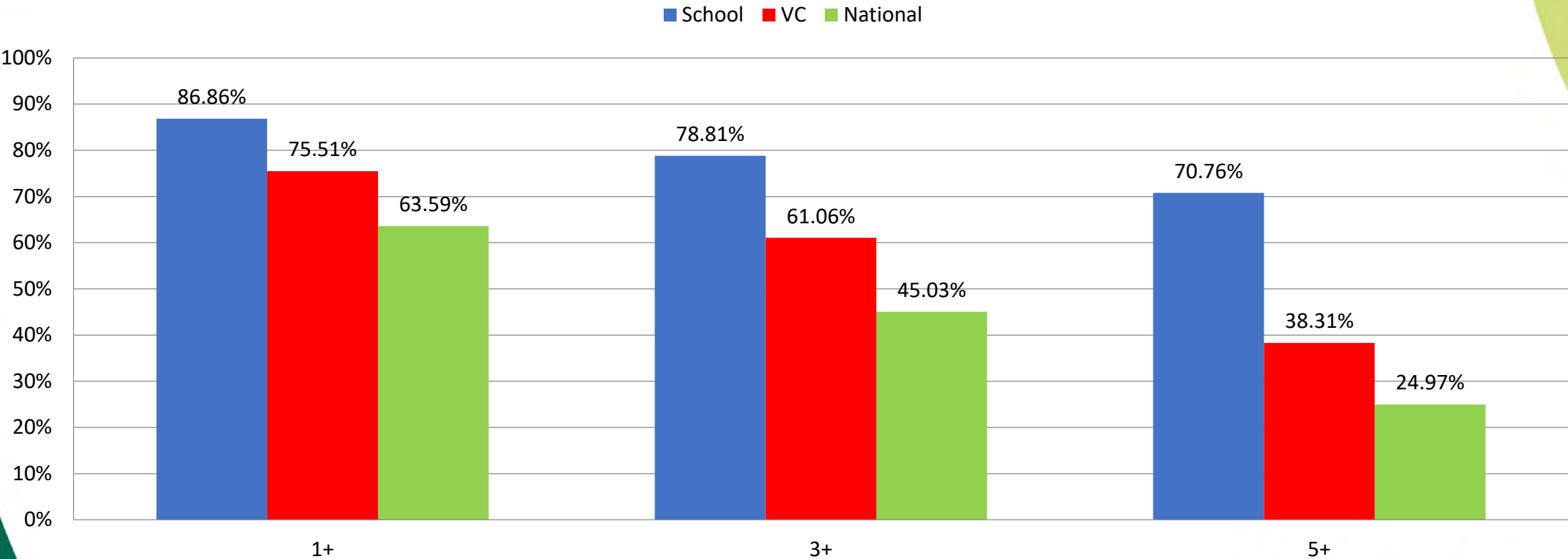
2023 S5 SCQF
St Margaret's Academy

S5 SCQF Level 6 - St Margaret's Academy versus VC & National

■ School ■ VC ■ National

	1+	3+	5+
School	89.95%	68.34%	53.77%
VC	60.90%	43.87%	22.61%
National	63.59%	45.03%	24.97%

West Lothian Council
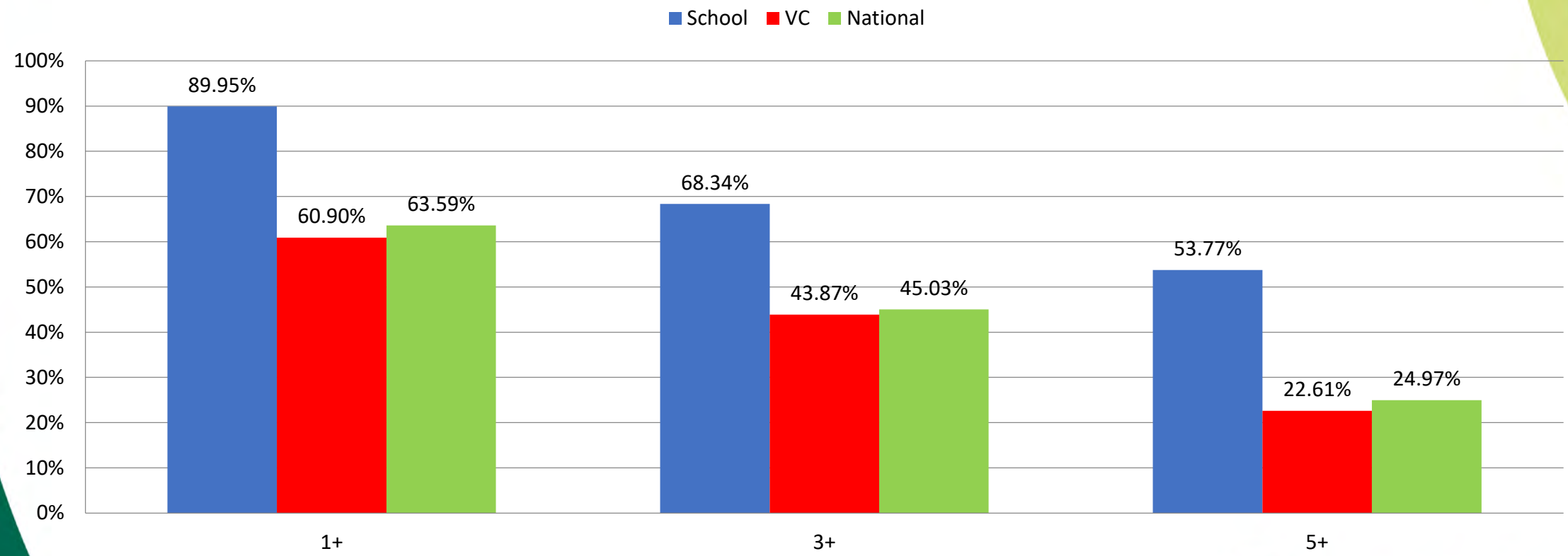
2023 S5 SCQF
The James Young High School

S5 SCQF Level 6 - The James Young High School versus VC & National
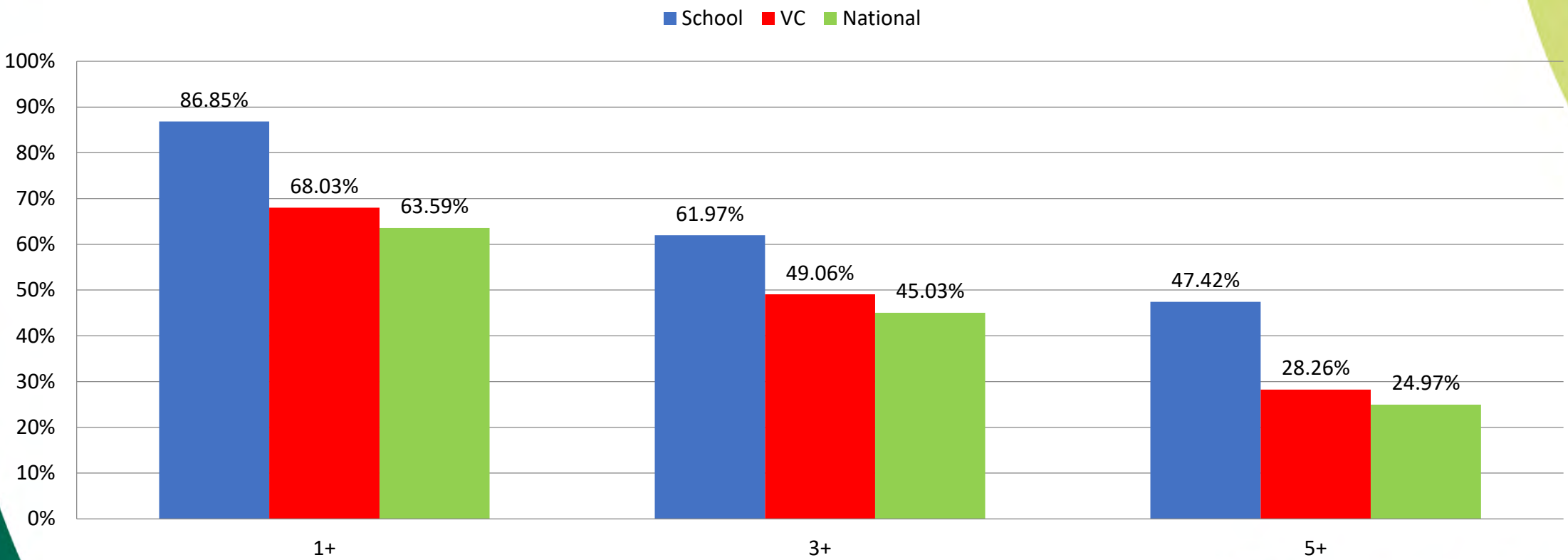
■ School ■ VC ■ National

2023 S5 SCQF
West Calder High School

S5 SCQF Level 6 - West Calder High School versus VC & National

Legend: School (blue), VC (red), National (green)

Category	School	VC	National
1+	91.46%	59.88%	63.59%
3+	74.39%	40.37%	45.03%
5+	57.32%	20.43%	24.97%

West Lothian Council
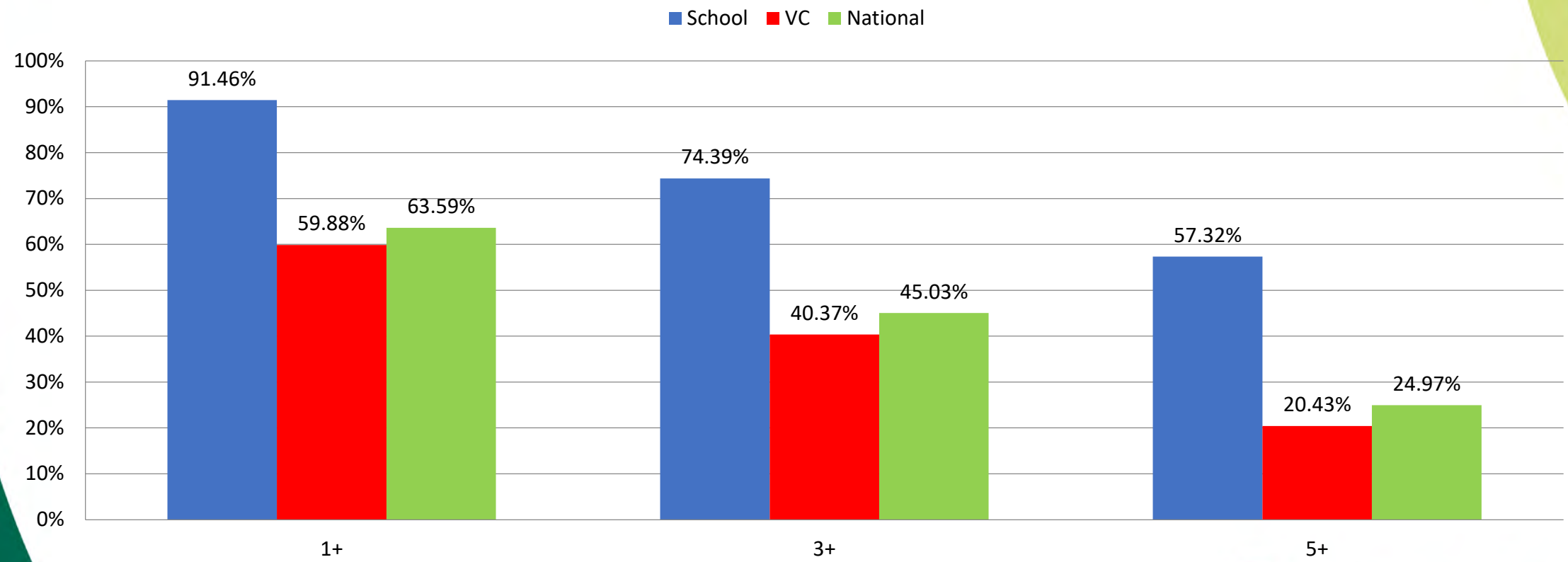
2023 S5 SCQF
Whitburn Academy

S5 SCQF Level 6 - Whitburn Academy versus VC & National

■ School   ■ VC   ■ National

	School	VC	National
1+	85.71%	59.73%	63.59%
3+	56.59%	41.32%	45.03%
5+	51.65%	21.43%	24.97%

West Lothian Council
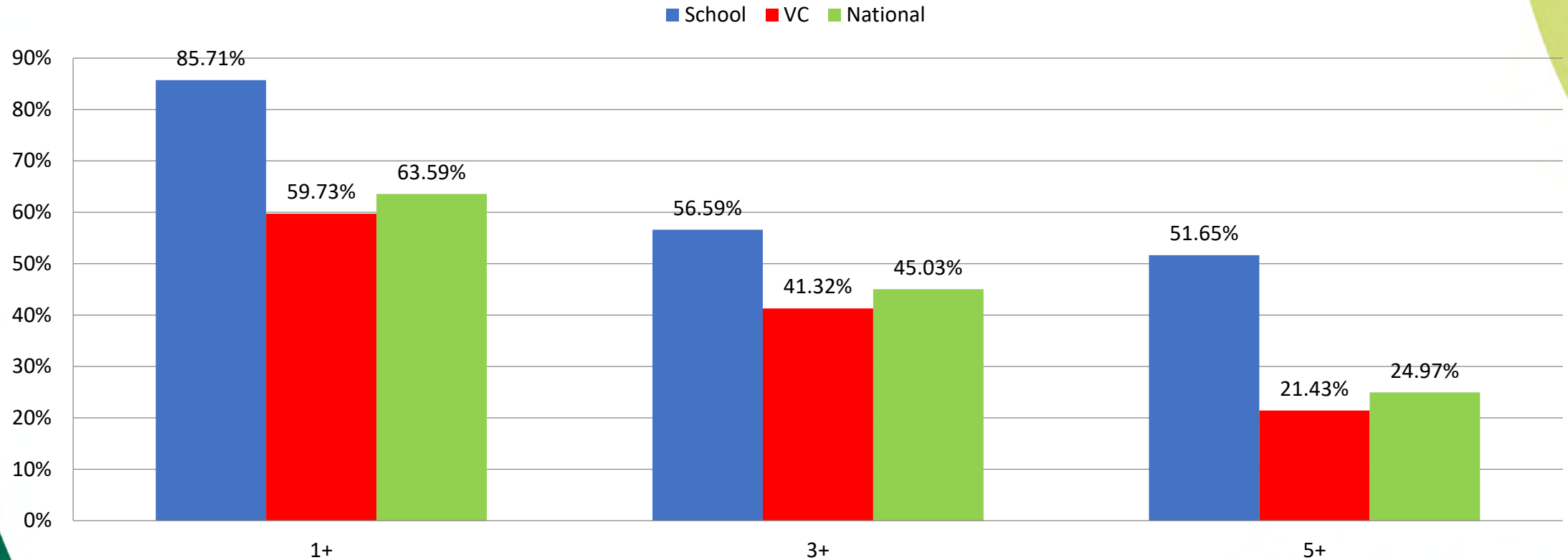
2023 S5 SCQF
West Lothian

S5 SCQF Level 6 - West Lothian versus VC & National

Legend: ■ West Lothian ■ VC ■ National

Category	West Lothian	VC	National
1+	86.21%	62.95%	63.59%
3+	61.78%	44.73%	45.03%
5+	49.09%	24.45%	24.97%

West Lothian Council
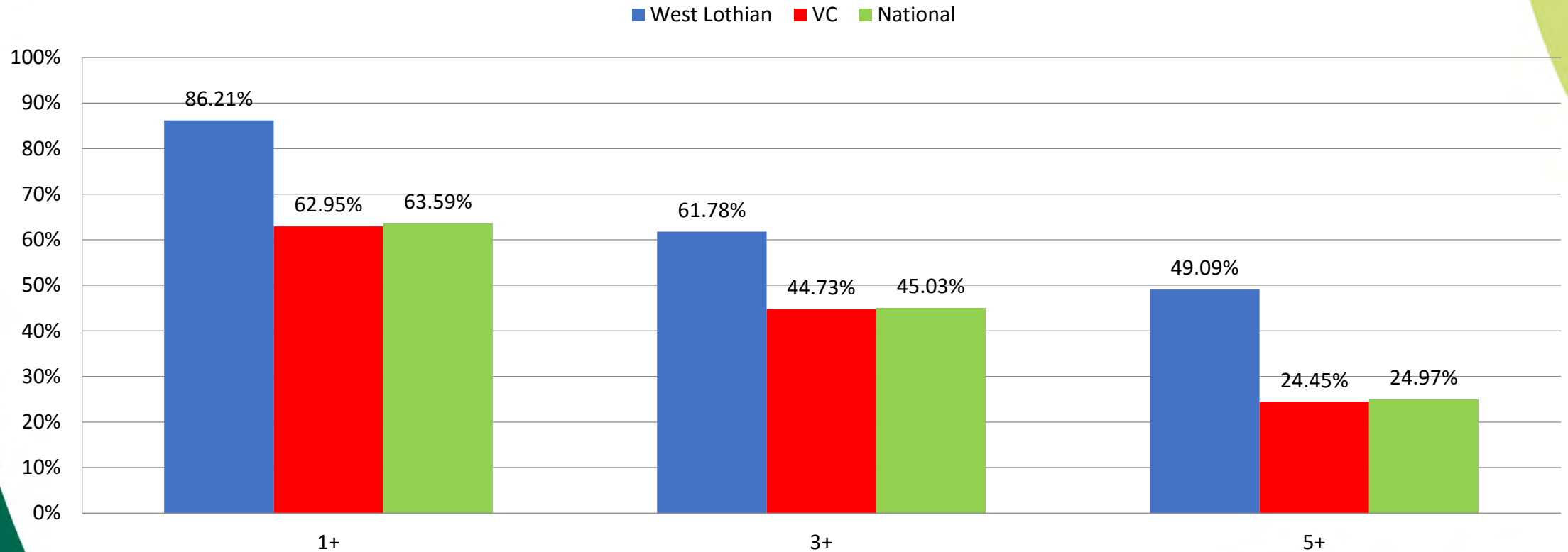
2023 S5 SCQF
WLC Differences by Sex

S5 SCQF Level 6 Breadth & Depth - Differences by Sex

■ Female ■ Male

	West Lothian	VC	National	West Lothian	VC	National	West Lothian	VC	National
Female	87%	67%	68%	67%	50%	51%	55%	27%	28%
Male	85%	59%	60%	57%	40%	40%	43%	22%	22%
		1+			3+			5+	

West Lothian Council
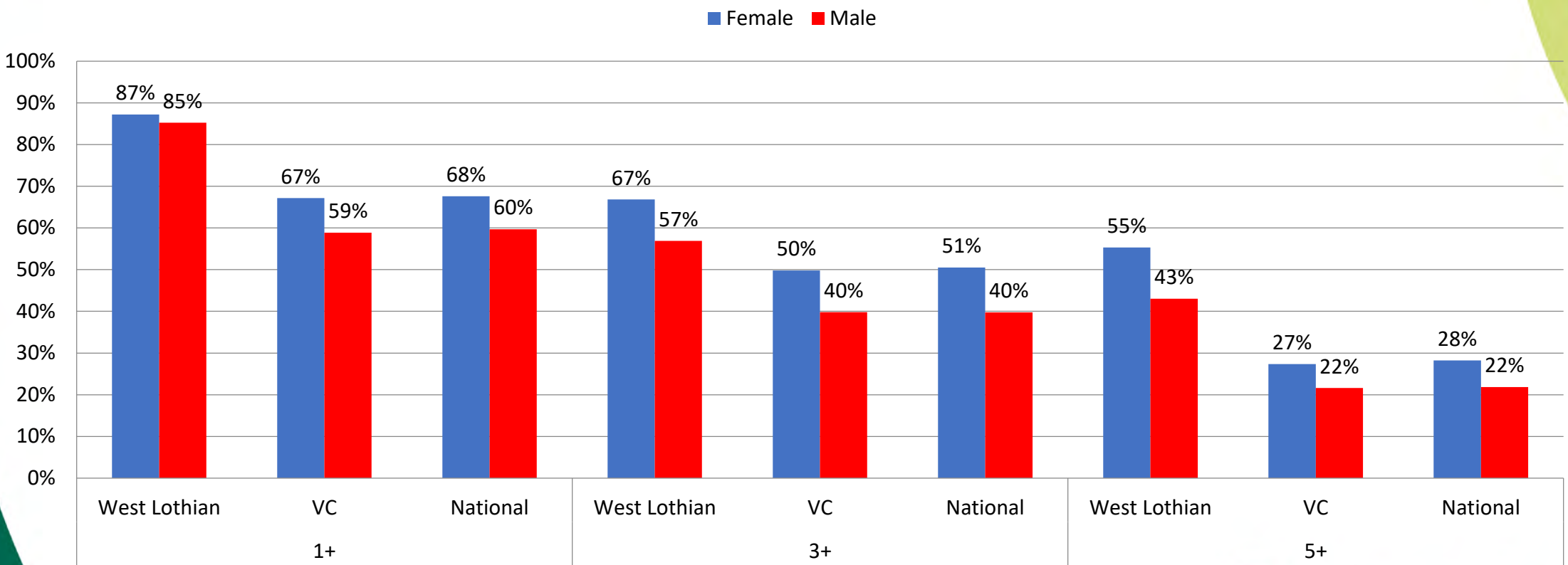
2023 S6 SCQF
WLC Differences by Sex

S6 SCQF Level 6 Breadth & Depth – Differences by Sex

Legend: ■ Female ■ Male

Chart data:

	West Lothian	VC	National
1+ Female	84%	69%	70%
1+ Male	81%	63%	63%
3+ Female	70%	58%	58%
3+ Male	59%	47%	47%
5+ Female	60%	44%	44%
5+ Male	47%	33%	33%

West Lothian Council

S5 Higher Subject Performance

S5 Higher 2023							
Qualification Name	Number of WLC Candidates	Presentation Rate (% if S4 cohort)		% of S4 Cohort with Grade A pass		% of S4 Cohort with Grades A-C	
		WL	National	WL	National	WL	National
Accounting	28	1.32	0.8	0.82	0.44	1.05	0.67
Administration and IT	80	3.65	3.5	1.05	1.13	2.47	2.88
Applications of Mathematics	32	1.46	1.8	0.50	0.39	1.10	1.26
Art and Design	189	8.54	8	1.60	1.58	7.08	6.65
Biology	194	8.95	8.7	3.42	3.06	7.17	6.68
Business Management	240	10.96	7.4	4.02	3.03	9.09	6.05
Chemistry	268	12.19	12.8	3.70	4.24	9.82	10.01
Childcare and Development	16	0.73	0.12	0.00	0.01	0.23	0.07
Classical Studies	4	0.18	0.21	0.00	0.05	0.14	0.14
Computing Science	186	8.45	4.4	2.60	1.68	5.30	3.16
Dance	19	0.87	0.4	0.05	0.09	0.37	0.30
Design and Manufacture	51	2.33	2.3	0.37	0.30	1.32	1.28
Drama	89	4.06	3.5	0.82	0.89	3.11	2.92
Engineering Science	16	0.73	1.5	0.18	0.36	0.50	0.98
English	1099	50.37	50.2	13.84	13.87	39.13	39.07
English for Speakers of Other Languages	21	0.96	0.73	0.23	0.26	0.82	0.64
Fashion and Textile Technology	14	0.64	0.3	0.27	0.04	0.59	0.23
French	58	2.65	2.8	1.32	1.45	2.33	2.36
Geography	113	5.16	8	2.37	3.43	3.88	6.43
German	2	0.09	0.5	0.09	0.33	0.09	0.48
Graphic Communication	101	4.61	3.7	0.41	0.64	3.11	2.87
Health and Food Technology	60	2.74	1.2	0.23	0.13	1.55	0.76
History	333	15.16	12.8	4.70	4.73	11.60	10.17
Human Biology	211	9.63	8.9	2.88	2.91	6.67	6.65
Italian	2	0.09	0.2	0.09	0.15	0.09	0.17
Latin	5	0.23	0.07	0.23	0.06	0.23	0.07
Mathematics	515	23.42	24.9	9.04	10.00	17.63	18.57
Media	67	3.06	1	0.64	0.21	2.24	0.68
Modern Studies	260	11.87	11.8	4.47	4.92	8.95	9.27
Music	134	6.12	6.6	2.65	3.39	5.66	6.16
Music Technology	21	0.96	1	0.27	0.34	0.55	0.83
Philosophy	9	0.46	0.4	0.00	0.10	0.14	0.22
Photography	88	3.97	1.5	0.23	0.17	2.47	1.24
Physical Education	373	17.03	16.2	4.84	5.13	15.02	14.23
Physics	232	10.55	10.3	3.84	3.73	8.31	8.16
Politics	26	1.19	0.7	0.37	0.25	1.00	0.60
Psychology	24	1.14	0.7	0.50	0.32	0.87	0.57
Religious, Moral and Philosophical Studies	122	5.53	2.7	1.60	0.63	4.75	1.89
Sociology	24	1.1	0.3	0.55	0.12	1.00	0.25
Spanish	70	3.2	2.9	1.37	1.40	2.60	2.38

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Examples of SCQF courses offered by WL Schools and Labour Market Intelligence links

Lifesciences	Construction	Net Zero	Health and social Care	Retail
Leadership				
Enterprise and employability				
Emergency First Aid at Work				
Business with Information technology (NPA)				
Mental Health and Wellbeing Award				
Wellbeing Award				
Cyber Security				
Laboratory Sciences	Construction Crafts	Engineering Skills	Social Services	Hairdressing
	Engineering Skills		Early Education and Childcare	Exercise and Fitness Leadership
			Health Sector	Retailing
			Engineering Skills	Barista training
				Customer Services Awards

West Lothian Council

Wider Achievement opportunities

Opportunity	Additional Information
Crest Awards	CREST helps young people become independent and reflective learners through enquiry-based project work.
YPI	The Youth and Philanthropy Initiative (YPI) is a powerful active citizenship programme, empowering young people to make a difference in their communities while developing a range of skills.
Duke of Edinburgh	A life-changing experience for a number of learners across our schools. Completion of the Bronze, Silver or Gold Duke of Edinburgh award is a recognised mark of achievement; respected by employers but more importantly has a positive impact on the participants.
UKMT Maths Challenge	A 60 minute, 25 multiple choice Challenge. It encourages mathematical reasoning, precision of thought and fluency to make students think. The problems on the Junior Maths Challenge are designed to make students think, most are accessible yet still challenge those with more experience.
Raytheon Quadcopter Challenge	This year the Raytheon Technologies Quadcopter Challenge will encourage students to put sustainability at the fore front of their minds as they look to create quadcopters reflective of arising sustainability challenges.

West Lothian Council

Wider Achievement opportunities

Opportunity	Additional Information
Charity support and fundraising	All schools work with their learners to support various chatrities across West Lothian. Schools often form a "Charities Group" to decide on the chosen charities for that session and what activities they will do to fundraise. The West Lothian Foodbank has been well supported over the last few years.
Rights Respecting schools awards	A number of schools have achieved the silver "We are rights aware" awards and some are now moving towards the gold accreditation.
iBike school (Year 2)	West Calder have achieved national recognition of success with their "And She Cycles" programme
Caritas Awards	Some of the S6 students from St Kentigern's and St Margaret's are giving back to their communities by completing the Caritas award, helping them to engage with their community and their faith.
Debating	Broxburn Academy are leading the way gaining national and international recognition whilst broadening their academic and personal achievements.
Partnership with Khaya Primary in Malawi	Armadale Academy's ambition is to share educational experiences across the continents to build friendships and promote cultural awareness, diversity and global citizenship

West Lothian Council

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EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL

NATIONAL IMPROVEMENT FRAMEWORK UPDATE

MOVING FORWARD IN LEARNING: COLLABORATIVE SCHOOL IMPROVEMENT FOCUS ON IMPROVING LITERACY & NUMERACY

REPORT BY HEADS OF EDUCATION

A.   PURPOSE OF REPORT

To inform members of the Moving Forward in Learning collaborative plans to improve Literacy and Numeracy outcomes across schools, in line with the National Improvement Framework priorities 2023-24.

RECOMMENDATION

It is recommended that the Panel notes the key activities planned for session 2023-24 to further improve outcomes for children, young people and families.

C.   SUMMARY OF IMPLICATIONS

I	**Council Values**	Being 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)**	The Annual Plan and Report – National Improvement Framework and Reducing Inequalities of Outcome will have a positive impact on performance indicators including those relating to attainment and positive destinations.
III	**Implications for Scheme of Delegations to Officers**	Not applicable
IV	**Impact on performance and performance Indicators**	The Annual Plan and Report – National Improvement Framework and Reducing Inequalities of Outcome will have a positive impact on performance indicators including those relating to attainment and positive destinations.
V	**Relevance to Single Outcome Agreement**	The Annual Plan and Report – National Improvement Framework and Reducing Inequalities of Outcome will have a positive impact on performance indicators within the Single Outcome Agreement including those relating to attainment and positive destinations.

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VI	Resources - (Financial, Staffing and Property)	The Annual Plan and Report – National Improvement Framework and Reducing Inequalities of Outcome will be delivered within agreed central education and devolved school budgets.
VII	Consideration at PDSP	Underway
VIII	Other consultations	Stakeholders including headteachers and the Scottish Attainment Challenge partnership group, Regional Improvement Collaborative, Education Scotland Attainment Advisor.

D. TERMS OF THE REPORT

D1 WEST LOTHIAN APPROACH

Moving Forward in Learning (MFiL) is West Lothian Education Services' strategic approach to collaborative improvement in driving forward the National Improvement Framework (NIF) priorities. These five key priorities are outlined in the National Improvement Framework Improvement Plan released in December 2021:

- Placing the human rights and needs of every child and young person at the centre of education

- Improvement in children and young people's health and wellbeing

- Closing the attainment gap between the most and least disadvantaged children and young people

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

- Improvement in attainment, particularly in literacy and numeracy.

The Annual Plan and Report – National Improvement Framework and Reducing Inequalities of Outcome was approved by Education Executive in September 2023. The report outlined a commitment to update members of progress being made in each priority throughout the session, as well as providing the annual report and plan the following year.

Moving Forward in Learning groups are aligned to each priority and report back regularly to the Moving Forward in Learning steering group, chaired by the Heads of Education. The groups are chaired by school leaders and supported by Education Officers.

This report focusses specifically on the priorities of Literacy and Numeracy.

D2 KEY ACTIONS AND INTENDED IMPACT – LITERACY

The West Lothian Literacy Strategy and Action Plan 2023-28 is a core part of the WL Raising Educational Attainment Strategy 2023-28 and aligns to Outcome 1: Learning and Curriculum. Literacy improvement actions for 2023/24 will aim to continue to build staff capacity, support school self-evaluation and curriculum development. Key actions and intended impact include:

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- To review and update West Lothian Literacy Progression Pathways to further support practitioners to plan for appropriate next steps and rich learning experiences for children and young people.
- To further review and update our 'Steps to a Successful Literacy Strategy' to support literacy curriculum design and development to ensure practice reflects the most effective learning and teaching approaches.
- To develop a number of authority-wide literacy experiences for children and young people which provide motivating and engaging contexts for learning.
- To further develop approaches to ensure learner voice is at the heart of decisions contained within the Literacy Steering Group Action Plan.
- To further develop professional learning for practitioners on the use of assessment and targeted interventions that support in closing the attainment gap in literacy for children and young people.
- To provide professional learning on the use of effective learning and teaching approaches in literacy, including digital technology to allow practitioners to plan for rich literacy experiences.

D3   KEY ACTIONS AND INTENDED IMPACT – NUMERACY

The West Lothian Numeracy and Mathematics Strategy and Action Plan 2023-28 is a core part of the West Lothian Raising Educational Attainment Strategy 2023-28 and aligns to Outcome 1: Learning and Curriculum. Numeracy improvement actions for 2023/24 will aim to continue to build staff capacity, support school self-evaluation and curriculum development. Key actions and intended impact include:

- To further develop guidance and professional learning for practitioners and leaders on the use of West Lothian Numeracy and Mathematics Progression Pathways to support practitioners to plan appropriate next steps and motivating and challenging experiences for children and young people.
- To develop a Steps to a Successful Numeracy and Mathematics Strategy in the Broad General Education toolkit which provides additional support and guidance for school leaders to review and develop their curriculum offering.
- To build a community of practitioners to engage in a small test of change with a focus on Mathematical Thinking in the classroom and the most effective approaches to do this, to support improvement in rich learning experiences for children and young people.
- To develop approaches to ensure learner voice be at the heart of decisions contained within the Numeracy & Mathematics Steering Group Action Plan and build a community of Mathletes in schools across West Lothian.
- To further develop West Lothian Numeracy and Mathematics Pathways to include alternative pathways and support for children and young people with additional support needs and have significant barriers to learning to support practitioners to plan for relevant and meaningful learning experiences.
- To further develop and provide professional learning for practitioners on the use of assessment and targeted interventions that support in closing the attainment gap in Numeracy and Mathematics for children and young people.
- To develop Broad General Education Assessment Framework for Numeracy and Mathematics with associated professional learning to support the use of high-quality assessments in numeracy and mathematics and build staff capacity in practitioner professional judgement.

E.   CONCLUSION

The Annual Plan and Report – National Improvement Framework and Reducing Inequalities of Outcome are the annual strategic documents which report on progress made in the key priorities, and highlight how West Lothian is driving forward

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improvement. Moving Forward in Learning consists of key collaborative improvement groups, led by senior school leaders, which drive forward the NIF priorities. The priorities of improving Literacy and Numeracy are underpinned by the actions and intended impact of the relevant Moving Forward in Learning groups and should lead to improved outcomes for children, young people and their families.

F.   BACKGROUND REFERENCES

https://www.westlothian.gov.uk/article/19364/National-Improvement-Framework-Improvement-Plan

Appendices/Attachments:
None

Contact Person:
Geraldine Armstrong, Quality Improvement Manager
geraldine.armstrong@westlothian.gov.uk
Catrina Hatch, Secondary Quality Improvement, Strategic Partnerships & Equity
catrina.hatch@westlothian.gov.uk

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

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

Date of Meeting: 5 December 2023

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DATA LABEL: PUBLIC

West Lothian Council

EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL

CONSULTATION ON ESTABLISHMENT OF NEW NON-DENOMINATIONAL PRIMARY SCHOOL IN CRAIGSHILL, LIVINGSTON

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

A.   PURPOSE OF REPORT

To inform the Education Policy and Development Panel of Education Services intention to seek Education Executive approval to commence statutory consultation on proposals to:

- Establish a new primary school in Craigshill, Livingston and subsequent closure of Riverside and Letham Primary Schools.
- Review the catchment area for the new school
- Close Riverside Primary School
- Close Letham Primary School

To present to the panel the draft consultation document prepared by West Lothian Council officers.

B.   RECOMMENDATION

It is recommended that the Education Policy Development and Scrutiny Panel:

Notes Education Services intention to progress commencement of formal consultation in relation to establishment of a new non-denominational primary school in Craigshill, review of catchment areas for new school and subsequent closure of Riverside Primary School and Letham Primary School.

Note that the proposal will be presented to Education Executive for its consideration in January 2024.

C.   SUMMARY OF IMPLICATIONS

I	Council Values	Being caring and compassionate; open, honest and accountable; collaborate, inclusive and adaptive.

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II	**Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)**	The Local Government Etc. (Scotland) Act 1994. Education (Scotland) Act 1980 and related regulations. The Standards in Schools (Scotland) Act 2000. The School Education (Amendment) (Scotland) Act 2002 and School (Consultation) (Scotland) Act 2010. It is also necessary to consider primary school provision and catchment area arrangements in the context of the West Lothian Local Development Plan.
III	**Implications for Scheme of Delegations to Officers**	None
IV	**Impact on performance and performance Indicators**	The proposed project will support various performance measures contained in the Corporate Asset Management Strategy and Property Asset Management Plan, including those relating to Compliance, Condition, Suitability, Sufficiency, Sustainability and Accessibility.
		Terms and Conditions of the Learning Estate Investment Programme incentivise maintaining the buildings in a satisfactory or good condition, reducing energy consumption and enhancing digital performance. These indicators will be reviewed throughout the 25-year funding support period.
V	**Relevance to Single Outcome Agreement**	Outcomes positively supported include: Our children have the best start in life and are ready to succeed; We are better educated and have access to increased and better-quality learning and employment opportunities; people most at risk are protected and supported to achieve improved life chances; we make the most efficient and effective use of resources by minimising our impact on the built and natural environment.
VI	**Resources - (Financial, Staffing and Property)**	It is anticipated that half of the funding will be met over a 25-year period by the Scottish Government based on the Learning Estate Investment Programme (LEIP) outcomes-based funding model.
		The remaining funding will come from prudential borrowing resulting from revenue savings by having one joint campus sized for the capacity required and a more efficient building constructed to current day standards.
		Works will be managed through existing staff resources and supported by funded internal staffing and external technical consultants from within the project's financial resources.
VII	**Consideration at PDSP**	Underway

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VIII Other Considerations   Executive Management Team

D.   **TERMS OF REPORT**

It was agreed at Council Executive on 25 October 2022 for a submission to be made to Scottish Government for Phase 3 of LEIP funding in relation to a replacement school for Riverside PS and Letham PS with a further update provided to Council Executive following the announcement of the successful projects.

It has been confirmed that the council's submission has been successful and officers will now proceed with the next steps in order to deliver this project in the learning estate.

Riverside and Letham primary schools are located less than one mile apart in the Craigshill area of Livingston. Condition surveys undertaken in February 2022 and October 2022 identified Letham PS as a Category C 'Poor' and Riverside PS as a Category D 'Bad'. Riverside Primary School was relocated due to the closure of the property in relation to the condition of the Reinforced Aerated Autoclaved Concrete (RAAC) roof panels in July 2023. The property isn't able to be occupied so officers will commence with asbestos surveys, followed by the removal of asbestos and demolition of the building

A detailed feasibility and options analysis undertaken in August 2022 and reported to Council Executive on 25 October 2022 concluded that the most suitable option was a new single school replacement of Riverside and Letham and built on the Riverside site.

The vision for this project is two-fold. Firstly, this project would provide the opportunity to bring together two existing schools in a well-established community. The project would act as a catalyst for regeneration of the Craigshill community and provide a central, focal point for children and families. Secondly, the delivery of a state-of-the-art, well managed, designed and constructed school would support national and local priorities and inspire the children, young people and community of Craigshill.

Building Condition

Condition surveys undertaken in February 2022 and in October 2022, identified Letham PS as a Category C and Riverside PS as a Category D respectively.

The condition ratings are defined as:
- C: Poor - Showing major defects and/or not operating adequately (physical element does not carry out function effectively without continuous repair, shows signs of age and does not consider most of the transverse elements); and
- D: Bad - Economic life expired and/or risk of failure.

The primary reason for Riverside Primary School being categorised as a Condition D is due to the property containing a Reinforced Autoclaved Aerated Concrete (RAAC) roof (a lightweight construction material, commonly used in construction between the 1960s and 1980s). Temporary reinforcement works were undertaken in 2020. Following structural engineer advice on 8 May 2023 all RAAC areas within Riverside PS had to be closed off with restriction for access with immediate effect due to significant deterioration in condition. From August 2023 the Riverside PS building ceased to be used with primary pupils decanted to the vacant old Beatlie School building and its

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nursery provision merged with Letham nursery.

Letham Primary School does not have the same roof construction but the condition survey identified a similar scenario to Riverside, where all major components need replacement. This is further complicated by the presence of asbestos in the school that is fairly extensive throughout the building, meaning any repair or refurbishment works are restrictive and expensive to undertake in the occupied school. Therefore, it was considered prudent to assess both schools as part of the option appraisal and business case for the best investment solution in order to address the condition issues.

Site Selection

Although the final choice of site is still to be confirmed the most suitable and preferred site is on the grounds of the current Riverside site given the school is now vacated and accessibility is easier (Appendix 3). Moreover, the Letham site would require a major utility diversion adding a considerable cost of around £2m to the construction costs. Site options will be reported to a future Council Executive for approval via Finance & Property Services.

School Roll Forecasts

	2026-27	2027-28	2028-29	2029-30	2030-31
Letham	164	163	163	161	156
Riverside	229	232	231	232	222
Combined Roll	393	395	394	393	378

* based on the 2021 900 House School Roll Forecasts

Link to report here Coins Committee Document 26.10.2021

The proposed new school is a double stream school with a capacity of 462 and a nursery capacity of 80, which include provision for eligible 2-year olds.

Proposed Construction Programme

Pupils and staff of Riverside Primary School are already decanted to Beatlie School. This would allow the demolition of the existing Riverside Primary School before the new school is constructed. It is proposed that the staff and pupils will move across to the new school for the start of the academic term in August 2027. Letham Primary School would close and relocate into the new school at the same time in August 2027.

Catchment Review

The proposed catchment of the new school is proposed to consist of the combined existing catchments of Letham Primary School and Riverside Primary School which corresponds to the community of Craigshill (Appendix 4). All houses in Craigshill are within a walking distance of 1 mile of the proposed new primary school site.

E.   CONCLUSION

The delivery of a new Craigshill primary school for the replacement of Riverside and Letham Primary Schools will enable the continued provision of highest quality facilities for the pupils, parents, stakeholders and the wider West Lothian community.

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F.   BACKGROUND REFERENCES

- Riverside & Letham - Learning Estate Investment Programme Update
  Link to report Coins Committee Document 22.05.2022

- Schools (Consultation) (Scotland) Act 2010

Appendices/Attachments:
- Appendix 1 Draft Consultation Paper
- Appendix 2 Draft Timeline
- Appendix 3 Site Location Plan
- Appendix 4 Catchment Maps

Contact Person(s):
Catherine Campbell, Quality Improvement Officer (Education Estate)
Email: Catherine.campbell@westlothian.gov.uk

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

Date of meeting: 5th December 2023

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DATA LABEL: PUBLIC

West Lothian Council

APPENDIX 1

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WEST LOTHIAN COUNCIL
EDUCATION SERVICES CONSULTATION

PROPOSAL TO CLOSE RIVERSIDE PRIMARY SCHOOL AND LETHAM PRIMARY SCHOOL AND REPLACE THEM WITH A NEW SCHOOL ON THE RIVERSIDE SITE.

DRAFT CONSULTATION DOCUMENT
December 2023

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SECTION 1: PURPOSE OF THE DOCUMENT

The purpose of this document is to give information on:

- West Lothian Council's proposals to establish a new non-denominational primary school in Craigshill, Livingston, review the catchment area for the new Craigshill school to include both Riverside Primary School and Letham Primary School catchments, close Riverside Primary School and Letham Primary School.
- The educational benefits to be gained through the implementation of this proposal; and
- How you can give your views and take part in the consultation process.

West Lothian Council believes that thorough and effective consultation will support better outcomes for pupils and their families.

Public consultations are necessary when a local authority is proposing to make a significant change to its school estate, in this case the establishment of a new school, catchment review and closure of a school. To carry out a public consultation West Lothian Council requires to follow the statutory guidance outlined in the Schools (Consultation) (Scotland) Act 2010. With this in mind, this document is further organised into the following sections:

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

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

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

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

SECTION 2: PROPOSAL AND BACKGROUND TO THE PROPOSAL

2.1.   THE PROPOSALS TO: -

- ESTABLISH A NEW NON-DENOMINATIONAL PRIMARY SCHOOL IN CRAIGSHILL, LIVINGSTON
- REVIEW THE CATCHMENT AREA FOR THE NEW SCHOOL
- CLOSE RIVERSIDE PRIMARY SCHOOL AND LETHAM PRIMARY SCHOOL

West Lothian Council proposes to build a new non-denominational primary school on the grounds of Riverside Primary School for pupils in the Letham and Riverside Primary Schools' catchment areas. The council proposes to close and demolish Riverside Primary School in preparation for construction and close and relocate Letham Primary School into the new facility. The new school would have a capacity of 462 pupils and 80 nursery aged children. Should the proposal go ahead, the new building would be scheduled for completion in August 2027.

2.2   BACKGROUND TO THE PROPOSAL

Both Riverside and Letham Primary schools were constructed in the 1960s, with Riverside Primary School being the first school to be built in the new Livingston town. They are at the end of their life in most components with significant investment required to bring these buildings up to current day standards. The schools are located less than half a mile from each other.

In terms of school rolls, both schools are currently operating under capacity. The current roll of Riverside Primary School is 216 with a capacity of 306. It is therefore operating at 71% of its capacity. Letham Primary School has a current roll of 190 and a capacity of 273. Therefore, it is operating at 69% of its capacity. School roll projections indicate that there will be no significant change to the overall school rolls.

School Roll Forecasts

	2026-27	2027-28	2028-29	2029-30	2030-31
Letham PS	164	163	163	161	156
Riverside PS	229	232	231	232	222
Combined Roll	393	395	394	393	378

* based on the 2021 900 House School Roll Forecasts
Link to report here Coins Committee Document 26.10.2021

It is proposed that the new Craigshill primary school will have a school capacity of 462 and a nursery capacity of 80, which include provision for eligible 2-year olds.

The vision for this project is two-fold. Firstly, this project would provide the opportunity to bring together two existing schools in a well-established community. The project would act as a catalyst for regeneration of the Craigshill community and provide a central, focal point for children and families. Secondly, the delivery of a state-of-the-art, well managed, designed and constructed school would support national and local priorities and inspire the children, young people and community of Craigshill.

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2.3 SITE LOCATION

Although the final choice of site is still to be confirmed the most suitable and preferred site given the current RAAC roof and access issues is the Riverside site (Appendix 3). Moreover, the Letham site would require a major utility diversion adding a considerable cost of around £2m to the construction costs. Site options will be reported to a future Council Executive for approval via Finance & Property Services.

Intended delivery of the proposed new school in Craigshill is August 2027.

2.4 ADMISSION CRITERIA

Criteria for admission will be in accordance with West Lothian Council's current admission arrangements West Lothian Council School Admission Policy

2.5 SCHOOL CATCHMENT AREA

The proposed catchment of the new school is proposed to consist of the combined existing catchments of Letham Primary School and Riverside Primary School which corresponds to the community of Craigshill (Appendix 4). All houses in Craigshill are within a walking distance of 1 mile of the proposed new primary school site.

2.6 OTHER FACTORS CONSIDERED

Although not part of this consultation the views of stakeholders on the name of the new primary school at Craigshill will be considered. A final decision will be made at Education Executive on conclusion of the Statutory Consultation.

SECTION 3: THE EDUCATIONAL BENEFIT STATEMENT

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

3.1 Curriculum for Excellence
3.2 Transition
3.3 Transport
3.4 School Management and Staff Teams
3.5 Accommodation
3.6 School Grounds/ Outdoor Learning
3.7 Other Factors Considered

3.1 CURRICULUM FOR EXCELLENCE

The new Craigshill Primary School will be fully equipped to deliver the full breadth of Curriculum for Excellence and fit for purpose in the foreseeable future. A key focus

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of the design is that it is flexible, to support collaborative working and active learning.

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

3.2 TRANSITION

The proposed new primary school in Craigshill will be an associated primary school and aligned to Inveralmond Community High School. Existing P7-S1 transition arrangements between Riverside and Letham Primary Schools and Inveralmond Community High School will be unaffected by the proposed amendment to the catchment area of the new primary school.

3.3 TRANSPORT

The school transport provisions currently in place for pupils attending Riverside Primary School and Letham Primary School will remain. No alterations to existing entitlements and schedule of provisions are anticipated as a result of the proposed catchment alterations.

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

3.4 SCHOOL MANAGEMENT AND STAFF TEAMS

West Lothian Council, adhering to statutory recruitment processes, will appoint management and staff to the proposed new primary school. The appointment of Head Teacher will be confirmed well in advance of the opening of the new school. This allows opportunity for the Head Teacher to be involved in the final specifications and occupation of the new building and take a key role in developing relationships within the new school community. All staff will take a pro-active approach to ensure the new primary school operates efficiently and effectively.

Where staffing adjustments are required all actions will be carried out and adhere to existing West Lothian Council Human Resources Policies. This would be managed under the Council's Organisational Change process, see link below

https://intranet.westlothian.gov.uk/article/33226/Managing-Organisational-Change

3.5 ACCOMMODATION

Accommodation at the new Craigshill primary school will deliver a modern, accessible learning establishment with internal and external provisions fully equipped to deliver a purposeful and resourceful education facility and include:

- Formal learning areas for each class, which break out into informal project space. Both spaces together considered to be the classroom
- Direct access to the outdoors

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- Areas ideal for science, art and design
- Small group (nurture) teaching areas
- A separate dining area which acts as a learning space
- A large modern gym hall with changing facilities and storage
- A reading resource area
- Access to digital learning throughout the facility
- Up to date nursery facilities that meet Care Inspectorate regulations

The new school will be fully compliant in terms of the Disability Discrimination Act (DDA) and the Equality Act, will be more energy and carbon efficient, and will have lower running costs.

Sustainability will be a key factor in the design and construction of the new primary school and will be incorporated into every element of the development process. Due regard will be offered to the materials used for construction, fixtures and fittings, heating systems and lighting provisions.

Initial design intention is that the new Craigshill primary school will be constructed as a double stream capacity school to accommodate 462 pupils. It will have a flexible design that will allow future expansion. An 80-place nursery will be a component of the proposed new development.

In relation to development schedules, current planning intention is to commence construction on site in 2026 with an intimated delivery of August 2027.

3.6 OUTDOOR LEARNING

The school grounds at the new Craigshill primary school will offer scope for development of the outdoor classroom, having a positive impact on the learning environment for all pupils. Playground areas will be spacious and support the development of good relationships and positive behaviour. This will include an outdoor dining area, covered play area and 7 a side grass pitch.

Sufficient space will be allocated on the grounds for staff and visitor car parking and for the safe and efficient drop off/uplift of pupils. Appropriate car park protocols and risk assessments will be initiated and maintained.

3.7 OTHER FACTORS CONSIDERED

Breakfast Club

A Breakfast Club at the proposed new Craigshill primary school will provide pupils with a healthy breakfast and offer opportunity to sample and develop preferences for healthy options.

Parental Involvement

Parent Forums will be established to ensure parents and carers of pupils attending the new Craigshill primary school have opportunity to shape the strategic direction of the school. A key focus is the delivery of a welcoming school that is inclusive for all parents, carers, pupils and staff. West Lothian Council do not foresee any impact to existing opportunities for parental involvement and engagement at Riverside

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Primary School and Letham Primary School as a result of the proposals.

Community Groups

West Lothian Council is working with existing community groups currently located within Riverside Primary School to support their relocation to suitable alternative accommodation.

SECTION 4: INTEGRATED IMPACT ASSESSMENT

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

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

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

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

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

SECTION 5: CONSULTATIONPROCESS: HAVE YOUR SAY

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

In terms of the Schools (Consultation) (Scotland) Act 2010, any proposal to establish a new school, close a school and undertake a catchment review requires a formal consultation process.

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

The statutory consultees for a proposal to relocate a school are prescribed as follows:

- the Parent Council or Combined Parent Council of any affected school

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

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

The Consultation meetings will give interested parties a formal opportunity to express their views.

The consultation period will incorporate a period of 30 school days (excluding any school holiday) from Monday 22 January 2024 until Friday 15 March 2024. This timescale adheres to the statutory consultation period for such circumstances which is a minimum of 6 consecutive weeks and include at least 30 school days.
The consultation paper will be made available electronically and in paper format.

Public Meeting

A formal public meeting will be held to discuss the proposal. Anyone wishing to attend the public meeting is invited to do so. The public meeting, which will be convened by West Lothian Council will be addressed by the Head of Education, and other senior officers of the Council, and chaired by an independent person.

The public meeting will be an opportunity to:
- Hear more about the proposal
- Ask questions about the proposal
- Have your views recorded so that they can be considered as part of the consultation process.

The public meeting will be held in Letham Primary School, 52 Forth Dr, Livingston EH54

5LT on Monday 4th March 2024 at 7pm

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

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Catherine Campbell, Quality Improvement Officer (School Estate), Education Services, Civic Centre, Howden Road South, EH54 6FF

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

All interested parties are invited to submit their comments by close of business on Friday 15 March 2024.

An on-line version of this document and other items related to the consultation can be found on the West Lothian Council website using this link:

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

Consultation Timeline:

Following the end of the Consultation period West Lothian Council must provide Education Scotland with a report detailing all findings pertaining to the Consultation period.
All written and oral comments received during the Consultation process are recorded and represented in said report, along with the Council's response to those comments.

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

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

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

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APPENDIX 2

DRAFT Statutory Consultation Timeline

Date	Event	Description
05 December 2023	PDSP	
16 January 2024	Education Executive Meeting	Meeting to discuss proposal and agree continuation to statutory consultation phase
22 January 2024	Start of Consultation	Beginning of formal public consultation **(min 6 continuous weeks consultation period including min of 30 school days)**
04 March 2024	Public Meeting	Public Meetings to discuss proposal
15 March 2024	End of Consultation	End of Public Consultation
18 March 2024	Submit report to Education Scotland*Dates to be agreed in advance with Education Scotland	West Lothian Council Education Services relays report on proposal and consultation findings to Education Scotland
03 April 2024	Deadline for Education Scotland three-week period for reporting back to Education Services **Education Scotland do not include any schools holiday periods within their 3-week timeframe	Education Scotland response to West Lothian Council submission
27 May 2024	Give Education Scotland at least 5 days' notice prior to publishing final report	Upon receipt of response from Education Scotland and on consideration of previous consultation period representations, Authority will prepare and publish final consultation report
03 June 2024	Publication of final consultation report	A minimum of three weeks **after** publication of consultation report Authority will make final decision
25 June 2024	Education Executive Meeting	Decision made

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

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New Non Denominational Primary School

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1:10,000

West Lothian Council

Proposed New Non Denominational Primary School Catchment Area

Letham Primary School

Riverside Primary School

1:10,000

West Lothian Council

Current Riverside Primary School and Letham Primary School Catchment Areas

DATA LABEL: PUBLIC

![West Lothian Council logo]

EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL

EDUCATION REFORM CONSULTATION – NEW QUALIFICATIONS BODY AND INSPECTORATE

REPORT BY EDUCATION HEADS OF SERVICE

A.   PURPOSE OF REPORT

To invite Education Policy Development and Scrutiny Panel to consider and comment on the draft response to the Education Reform Consultation, included as Appendix 1 to this report.

B.   RECOMMENDATION

To consider and comment on the draft response to the Education Reform Consultation, included as Appendix 1 to this report, and to note that officers will submit a response to the Scottish Government by the closing date of 18 December 2023 taking account of the comments of PDSP.

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

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VI	**Resources - (Financial, Staffing and Property)**	The 2023/24 budget for SQA fees is £977,156.
VII	**Consideration at PDSP**	5 December 2023
VIII	**Other consultations**	Education managers and central teams.
		Schools may submit their own responses, and the consultation is also open to parental bodies, and individual parents, carers and pupils to respond to.

D. TERMS OF REPORT

Background

The Scottish Government has launched a consultation to seek views on the creation of a new national qualifications body and new approaches to inspection, as part of reforms to Scotland's education and skills system.

The consultation was launched on 7 November 2023, with a closing date of 18 December 2023. This short time available to comment will not allow for consideration at the next meeting of the Education Executive on 16 January 2023. It is proposed, therefore, that officers submit a response on behalf of the Council, taking account of the comments made at PDSP.

Legislation will be introduced to Parliament in 2024 to implement the Scottish Government's commitment to replace the Scottish Qualifications Authority (SQA) with a new organisation. Views are now being sought on how this new body will involve pupils and students and the teaching professions in its decision making, as well as being accountable and transparent.

The public consultation on reform of the education and skills sector is also seeking views on changes in relation to inspection, which currently sits with Education Scotland. Views are being sought on how to maximise the positive impacts of inspection and ensure high levels of confidence in the system among teachers, other professionals, parents and carers and the public.

A previous consultation on Education Reform undertaken by the Scottish Government in 2021 was followed by a report by Professor Kenneth Muir on the replacement of the SQA and reform of Education Scotland, which was published in March 2022. Professor Muir recommended the establishment of a revised national infrastructure to simplify the education landscape and to ensure that all teachers and practitioners have greater clarity on the roles and functions of the national bodies.

The latest consultation is part of a wider programme of reform Scotland's education and skills sector and follows publication by Professor Louise Hayward in October 2022 of a review of qualifications and assessment in Scotland as well as a review of skills delivery by James Withers published in August 2022.

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In its previous response to the Scottish Governments proposals in relation to Education Reform, the Education Executive in November 2021 strongly supported the idea that independent inspection has an important role to play in scrutiny and evaluation, enhancing improvement and building capacity. In relation to the reform of SQA, the Education Executive stressed the importance of SCQF qualifications in opening up opportunities for learners, who would benefit from qualifications from a wide range of qualification and awarding bodies linked to the SCQF. The response supported parity of esteem between academic and vocational qualifications, providing agile learner pathways and getting it right for every learner.

New Qualifications Body

The overarching policy objective of the Scottish Government in establishing a new qualifications body is to ensure that qualifications consistently meet the needs and expectations of their users, the education system, economy, industry and other providers who use and recognise qualifications and awards. A key priority for the new body is that it will involve pupils and students, teachers and practitioners, and wider stakeholders in its decision making. It will be accountable to and transparent with these stakeholders through robust governance and other arrangements. The consultation paper sets out proposals for ensuring a robust governance structure and clear responsibilities are embedded in the new qualifications body. It is proposed that the body will have two distinct and separate responsibilities to achieve its overarching objectives: to develop and award qualifications; and to accredit qualifications in Scotland.

In establishing a new qualifications body, the Scottish Government agreed with Professor Muir's following recommendations:

- It should take on board SQA's current awarding functions, chiefly the responsibility for the design and delivering of qualifications, the operation and certification of examinations, and the awarding of certificates.
- Income-generating contract services currently provided by SQA for organisations, governments and businesses, should be included in the remit of the new Non-Departmental Public Body (NDPB). SQA's current international work should also be part of the NDPB's remit.
- The proposed Qualifications Scotland body should be revised to include more representation from, and accountability to all learners, teachers, practitioners and the stakeholders with whom it engages.
- Scottish Government and other national bodies should collaborate more effectively to ensure that policies align well with each other and with any revised vision for Scottish education.

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In its response to Professor Muir's report, the Scottish Government committed to:

- Ensuring the new body provides 'high integrity qualifications which meet the current and future needs of our society, our economy and our learners', with the breadth of awarding functions being retained and the ability to extend these services beyond Scotland.
- Creating a new body that 'supports our teachers and practitioners', and will ensure that our teaching profession, as key service users of the body, are part of the governance structure with clear roles in decisions on the development and delivery of qualifications.
- Creating a new body that 'puts learners at the centre', and 'develop a governance structure that gives our pupils and students clearer roles in how qualifications are devised, delivered, supported, awarded and recognised'.

The Scottish Government highlighted that careful further consideration would be required in relation to the scope of accreditation and where accreditation should sit in future, in particular ensuring that the independence of accrediting qualifications is appropriately secured. The Scottish Government subsequently announced that responsibility for accrediting qualifications will sit with the new qualifications body. The consultation proposes that the new qualifications body will be responsible for setting the standards for those awarding bodies offering qualifications in Scotland (apart from university degrees) which seek accreditation for their qualifications, as well as deciding what qualifications have met these standards in order to be accredited.

New Inspection Body

The consultation paper sets out the proposals for taking forward a new approach to inspection. The intention of the Scottish Government is to strengthen the role inspection plays to ensure it secures accountability, provides assurance and drives improvement.

In considering the improvements to Inspection the Scottish Government accepted Professor Muir's recommendation in principle:

- A new inspectorate body should be established with its independence enshrined in legislation. Its governance should reflect this independence, with the body funded by the Scottish Parliament, staffed by civil servants and inspectors, the latter of which are appointed with the approval of His Majesty via the Privy Council.
- Critical roles of the independent Inspectorate will be to support improvement, evaluate major changes in the education system and report annually and over longer periods, on the performance of Scottish education.

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The Scottish Government supports the following core purposes of inspection:

- To provide public accountability and assurance on the quality of education to learners, their parents/carers and the Scottish Parliament.
- To support education providers, including schools, teachers and other practitioners to improve, through capacity building and sharing effective practice.
- To share evidence about education and training to support services to improve and inform the development of education policy.

These core purposes, which are broadly those of the current system, were endorsed by Professor Muir's report and broadly supported through the associated consultation.

The Scottish Government believes that it is important that education inspection continues to operate in the full range of establishments and services. This includes, for example:

- Primary and secondary schools (this includes public, grant-aided, and independent schools, and both mainstream and special/Additional Support Needs services, with or without residential provision);
- Nursery schools, i.e., those providing early learning and childcare, and funded partner providers of early learning and childcare;
- Gaelic education;
- Community learning and development services;
- Publicly funded colleges; private colleges; English language schools;
- Modern apprenticeship training;
- Education functions of local authorities;
- Educational psychology services;
- Career information, advice and guidance services;
- Initial teacher education;
- Compliance with Nutritional Regulations for educational establishments; and
- Grant-funded national voluntary organisations.

HM Inspectors of Education also currently contribute to inspection activity by other bodies that deliver inspection and regulation functions. This includes:

- Services for children and young people (at the request of the Care Inspectorate);
- Reviewing the educational provision provided to a 'looked after child or young person', who has subsequently died (at the request of the Care Inspectorate);
- Education provision in prisons and young offender institutions (at the request of HM Inspectorate of Prisons in Scotland).

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Based on the evidence provided in Professor Muir's consultation and subsequent engagement, the Scottish Government believes the following three priority issues, if addressed, would improve the operation and impact of inspection in the education system:

- Ensure that children, young people, adult learners, parents/carers, teachers and other practitioners, as well as the public, have confidence in the work of the inspectorate of education.
- Ensure the involvement of teachers and other practitioners, children, pupils and students, parents / carers, local authorities and providers in inspections.
- Ensure inspection evidence is being fully utilised to: (a) provide assurance and public accountability; (b) drive improvement and build capacity; and (c) inform practice and policy.

In order to ensure that children, young people, adult learners, parents/carers, teachers and other practitioners, as well as the public, have confidence in the work of the inspectorate of education, the Scottish Government is seeking views on two options. One option, that does not require new legislation, would be to remove the inspection function from the rest of the current executive agency (Education Scotland), to create a distinct and separate executive agency. Establishing this type of education inspectorate means it would remain directly accountable to Scottish Ministers and have a specific and separately defined remit. Another option would be to take forward legislation to establish the role of 'HM Chief Inspector of Education for Scotland' in law as an independent office-holder. As an independent office-holder, the HM Chief Inspector could have primary responsibility for setting the schedule, frequency and focus for inspections, as opposed to this remaining under the legislative control of Scottish Ministers.

In order to ensure the involvement of teachers and other practitioners, children, pupils and students, parents / carers, local authorities and providers in inspections, new measures to strengthen governance and the voices of those involved in inspection could be considered within the current arrangements, for example by the setting up of a user focused advisory council. Alternatively, this could be achieved through legislation, by requiring the Chief Inspector, as an independent office-holder set up by legislation, to establish an Advisory Council, with membership drawn from those likely to be affected by the Chief Inspector's work. It could also place a legislative duty on the Chief Inspector to have regard to any advice provided by the Council and, where advice is not followed, to set out the reasons why.

The Scottish Government wishes to ensure evidence and data from the inspectorate is used more effectively to report on the performance of Scottish education, to support improvement, and to build capacity for improvement across the system. Expectations in relation to reporting could be strengthened without the need for new legislation. For example, Ministers could set an expectation that the inspectorate publish a range of documents, explaining how the inspectorate carry out their work, including inspection practices and findings. This could also include a specific requirement to report regularly on the overall performance of Scottish education, providing an overall view across the education system to inform Ministers, Parliament, providers and the wider public. Alternatively, the same requirement for reporting could be set out in legislation. For example, the Chief Inspector (established in legislation), could be required to report annually on the carrying out of their functions; to report annually on the performance of Scottish education, and to lay reports directly before the Scottish Parliament. Legislation could also include a duty on the Chief Inspector to publish individual inspection reports.

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Consultation Paper and Response

The consultation paper sets out 12 questions on the on the creation of a new national qualifications body and new approaches to inspection. These questions and proposed responses are set out in Appendix 1 for the consideration of the Policy Development and Scrutiny Panel.

E.   CONCLUSION

The Education Policy Development and Scrutiny Panel is invited to consider and comment on the draft response to the Education Reform Consultation, included as Appendix 1 to this report.

F.   BACKGROUND REFERENCES

Consultation on the provisions of the Education Bill - November 2023

Appendices/Attachments:
Appendix 1 – Draft Response to Consultation on the provisions of the Education Bill - November 2023

Contact Person:
Andrew Sneddon, Service Manager, Education Services
andrew.sneddon@westlothian.gov.uk

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

Date of meeting: 5 December 2023

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Appendix 1

Draft Response to Consultation on the provisions of the Education Bill

Question 1: What changes should we consider in terms of how qualifications are developed and delivered that you think would improve outcomes for Scotland's pupils and students?

There needs to be agreement across the system that recognises the importance of types of qualifications to ensure parity between traditional Scottish Qualification Authority (SQA)National Qualifications such as Highers, and National Progression Awards, Foundation Apprenticeships, other Scottish Credit and Qualification Framework (SCQF) awards. This includes across learners, staff, parents, as well as the across higher and further education institutions and employers.

In addition, this need to be recognised by members of the public. This in turn requires that scrutiny measures should reflect this value.

Assessment requires to be modernised and not wholly reliant on current, external exams but instead allow all learners to demonstrate skills and knowledge in a range of contexts.

It is unclear as to the impact of 'offering qualifications in a commercial capacity' and what unintended consequences may occur. However the 'closed shop' approach in the current system negate a transparency or willingness to enter into genuine improvement discussions.

Providing an agile curriculum and flexible pathways to grow learner achievements means that we must consider the fullest range of opportunities that could form part of our curricula.

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

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

One concern about a broader range of SQA qualifications is the moderation and support for the staff teaching the new courses. There may not be sufficient expertise and capacity within the profession to support this introduction of a broader range of qualifications.

Question 2: How best can we ensure that the views of our teaching professionals are taken into account appropriately within the new qualifications body, and do these proposals enable this?

In order to benefit from the views of teaching professionals, the board should be structured to ensure the one teacher and one college lecturer on the board represent the views of the new 'dedicated committee', and that these are available for the consideration of all board members when making decisions.

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Consideration will need to be given to length of appointment to both the board and committee, with arrangements for progression.

Specialist committees for specific subject areas may be desirable or necessary. How will progression be ensured?

There should be time for careful consultation on the 'Charter' to ensure it is fit for purpose and it should be kept under regular review. The Charter should include a mechanism for ensuring appropriate regard is had of the views of teaching professionals on the board, informed by the views of the dedicated committee.

Question 3: How best can we ensure that the views of pupils, students and other learners are appropriately represented within the new qualifications body, and do these proposals enable this?

Learner voice is commendable however consideration needs to be given to the practicality of this in a way that is truly captures learner views which lead to a constant eye on improvement and which impacts on every subject grouping.

It can be difficult however for learners to separate the curriculum content and progression from specific learning and teaching style of an individual teacher so it is key to establish more precisely what the actual role and purpose of learner voice will be in order to ensure it is meaningful and non-tokenistic.

It is not clear whether the views of learners will be sought before or after they have experienced delivery of a qualification. Views may change.

Schools could play a role in gathering pupil views in a consistent and comprehensive manner.

There should be time for careful consultation on the 'Charter' to ensure it is fit for purpose and it should be kept under regular review. The accountability envisaged by a 'User Charter' will need to be balanced against the requirements for robust standards and accreditation.

Question 4: How can we ensure qualifications being offered in Scotland are reliable, of a high standard and fit for purpose?

West Lothian Council agrees with proposal that the new qualifications body will be responsible for setting the standards for those awarding bodies offering qualifications in Scotland (apart from university degrees) which seek accreditation for their qualifications, as well as deciding what qualifications have met these standards in order to be accredited.

Question 5: How do you think the qualifications body can best work with others across the education and skills system to deliver better outcomes for all?

Partnerships are becoming increasingly important in getting it right for our young people and there needs to be a real focus on working with industry to co-design qualifications to

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support the needs of the future workforce.

In any change process clear roles and responsibilities are key. Timeous communication with all parts of the system matched with realistic timelines for change is essential.

Question 6: Do you agree or disagree with the purposes set out? Is there anything in addition you would like to see included?

West Lothian Council agrees with the core purposes, but would like to see greater emphasis on capacity building, sharing practice and supporting schools to improve.

Question 7: Do you agree or disagree with the range of establishments to be inspected by HM Inspectors of Education? Is there anything you would add or change?

West Lothian Council agrees with the range of establishments to be inspected.

Question 8: Do you have any specific comments on the role of the inspectorate of education in the inspection of publicly funded colleges, initial teacher education, early learning and childcare and / or modern apprenticeships?

In order to ensure that Early Learning and Childcare (ELC) continues to have an appropriate focus on the early learning element, the inspectorate should play a role in this area, with a focus on driving improvement. A shared inspection framework coordinated with the Care Inspectorate is a priority, so that there is only a single inspection regime for ELC.

Question 9: Do you agree or disagree with the priorities set out? Is there anything in addition that you would like to see inspection cover?

West Lothian Council agrees with the priorities set out.

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

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

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

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Question 10: Do you have a view on these options for establishing the new approach to inspection?

West Lothian Council favours legislation to establish the role of 'HM Chief Inspector of Education for Scotland' in law as an independent office-holder with primary responsibility for setting the schedule, frequency and focus for inspections, as opposed to this remaining under the legislative control of Scottish Ministers.

Creating an independent office holder would maximise the confidence of stakeholders in the independence of the inspectorate.

It may be beneficial, in order to ensure a focus on improvement, if there was increased partnership with other stakeholders, including local authorities, in setting the schedule, frequency and focus for inspections.

Question 11: Do you have a view on how governance arrangements for the inspectorate could be developed to better involve providers, including teachers and other practitioners, pupils and students and parents / carers in inspection?

West Lothian Council does not favour the establishment of a statutory Advisory Council.

The legislative route may narrow the range of opinions heard and taken account of to those appointed to the Advisory Council, and lead to an overly bureaucratic approach to involvement of stakeholders.

A consultative, collegiate and partnership-based non-statutory approach to stakeholder involvement may lead to more positive results, taking account of the widest possible range of inputs.

School leaders have a role to play in promoting and evaluating involvement from a user perspective.

Question 12: Do you have a view on how we make sure evidence from inspections is being used as fully as possible to drive improvement and inform policy and on who the inspectorate should report to?

In order to ensure evidence from inspections is being used as fully as possible to drive improvement and inform policy, the inspectorate should report both to education authorities and schools, and the wider public.

Consideration of the format of reports, to ensure they are focused on action for improvement which can be applied by schools and authorities is necessary. Reports to education authorities and schools should focus on improvement and how action for improvement can be applied across a range of similar situations. Reports for the public and parents/carers at a particular establishment may still require a more traditional evaluative approach focused on that establishment.

Within schools and education authorities, further consideration of how such reports should be cascaded and what structured opportunities for professional leaning and capacity building they will it lead to is necessary. Schools, teachers and other education

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professionals do not have significant unused capacity, therefore any key messages for improvement must be shared in a structured, supported and transparent way, otherwise opportunities to drive improvement will be lost.

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West Lothian Council

EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL

101 YOUTH PROJECT REPORT

REPORT BY HEAD OF EDUCATION- SECCONDARY, COMMUNITY LEARNING AND INCLUSION

A.   PURPOSE OF REPORT

To provide the Panel with an update on the dedicated youth facility 101 Youth Project in The Centre, Livingston.

B.   RECOMMENDATION

To note the establishment of 101 Youth Project in The Centre in Livingston and the intended positive impacts for young people.

C.   SUMMARY OF IMPLICATIONS

I	**Council Values**	Being 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)**	The duty to obtain best value in all property transactions and for our property assets to be of a suitable standard to meet service needs. The project will support the delivery of a number of initiatives that will meet the challenges of community inequalities including those associated with access to personal and social development opportunities.
III	**Implications for Scheme of Delegations to Officers**	None.
IV	**Impact on performance and performance Indicators**	The proposed CLD Youth Services facility will support the delivery of services aimed at engaging young people in positive personal and social development activities, and tackling inequalities and will positively impact a number of related performance measures.
V	**Relevance to Single Outcome Agreement**	CLD Youth Services impact is reflected in Performance Indicators within the Single Outcome Agreement
VI	**Resources - (Financial, Staffing and Property)**	The market rent of £35,000 per annum will be forgone in lieu of the non-financial community benefits that will be derived from the facility. Other property costs associated with the lease

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including those relating to service charge, non-domestic rates, maintenance and insurances etc will be met from within existing CLD Youth Services resources. Mitie Property Services (UK) Ltd will deliver with their supply chain all fit-out works associated with the unit as part of fulfilling their Community Benefits obligations under the Hard Facilities Management Contract. There will be no cost to the council for the physical works. Professional design and construction quality services will be provided by Property Services. Staff and service delivery costs will be fully funded through a combination of existing CLD Youth Services and partner organisations resources.

VII   **Consideration at PDSP**   Underway.

VIII   **Other consultations**   Engagement with young people to co-design the fit out and usage of the new facility.

D.   TERMS OF REPORT

D1   BACKGROUND

Council Executive at its meeting on 7 September 2021, approved the lease in of Unit 101 to be repurposed into a dedicated youth facility managed by Community Learning and Development (CLD) Youth Services. This new initiative would be developed in collaboration with public, private and third sector partners.

- Mitie Property Services (UK) Ltd, would undertake the works required to fit out the unit at no cost to the council, as part of their fulfilment of their community benefit obligations;

- all costs for the establishment of the facility including fit out and ongoing operational costs would be fully funded from external sources and existing CLD Youth Services resources; and

- the establishment of the facility would seek to provide opportunities for young people to engage in positive activities; active citizenship, and access a range of supports to improve their health and wellbeing, personal development, employability and life skills.

D2   PROJECT IMPLEMENTATION

West Lothian Council CLD Youth Services and Property Services have worked in collaboration with The Centre Livingston, Mitie and MPACT and NHS Lothian to bring the project to completion. This has involved a range of activities including:
- securing external funding;
- some services and resources sourced through Community Benefits; (
- Mitie Project Management and Design expertise, sourcing of resources through supply chain;
- MPACT site management and fit out of the works;
- engagement with groups of young people and co-design of the interior layout, fittings, fixtures, furniture and soft furnishings, as well as how the space would be used; and
- creation of an NHS Lothian Healthy Respect room.

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D3   PLANNED PROVISION AND NEXT STEPS

101 Youth Project will offer young people a range of supports and opportunities with a focus on high quality information advice and guidance; personal and social development; skills development, improving health and wellbeing activities; accredited learning and recognition of achievements as well as active citizenship through participation and engagement ensuring that young people are involved in decisions that affect their lives.

The facility will be managed by CLD Youth Services. Young people from the range of groups engaging in 101 Youth Project activities and supported by the service will be invited to form a Youth Board to co-design the programme and further develop the project.

Some of the groups using 101 Youth Project will include:
- Helping Young People Engage (HYPE) employability programme.
- Glitter Canons LGBT Youth Group.
- Me Time Health and Wellbeing programme.
- Youth Participation/ Youth Forums
- Duke of Edinburgh's Award

NHS Lothian Healthy Respect will provide a drop-in service, which is likely to be one day or afternoon per week.

A partnership approach will allow for other West Lothian Council services plus external partners to meet with young people within the space. It is anticipated that there will be drop-in sessions providing information, advice and guidance supporting young people with their employment, health and wellbeing, housing and income maximisation queries, for example; the West Lothian Council Anti-Poverty Service and Access to Employment, Skills Development Scotland and Youth Homelessness Services.

The 101 Youth Project programme is currently in development. The initial programme of activities will be published early in 2024.

E.   CONCLUSION

West Lothian Council CLD Youth Services and Property Services have worked in collaboration with The Centre Livingston, Mitie, MPACT and NHS Lothian to establish 101 Youth Project. A preview event to celebrate the opening of this new initiative was held on 24 November 2023. The event was attended by young people, staff and invited guests from the key organisations involved in putting the project together.

F.   BACKGROUND REFERENCES

Proposed Lease - Unit 101, The Centre, Livingston (Community Learning and Development Youth Services) Report 7 September 2021

Contact Person: Beverley Akinlami, CLD Youth Services Manager

Beverley.akinlami@westlothian.gov.uk

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

Date of meeting: 5 December 2023

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DATA LABEL: PUBLIC

West Lothian Council

EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL

2023/24 FINANCIAL PERFORMANCE – MONTH 6 MONITORING REPORT

REPORT BY HEAD OF FINANCE AND PROPERTY SERVICES

A.   PURPOSE OF REPORT

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

B.   RECOMMENDATION

It is recommended that the Panel:

1. Notes the financial performance of the Education portfolio as at month 6;
2. Notes that the Education portfolio position at month 6 is part of the overall council budget position reported to Council Executive on 7 November 2023;
3. Notes actions to be taken by Heads of Service and budget holders to manage spend within available resources.

C.   SUMMARY OF IMPLICATIONS

I	**Council Values**	Being 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)**	Local Government (Scotland) Act 1973, Section 95; Local Government in Scotland Act 2003, section 1-14.
III	**Implications for Scheme of Delegations to Officers**	No implications at this stage.
IV	**Impact on performance and performance indicators**	Effective budget management is an essential element of service performance. Additional financial reporting provides elected members with information to allow for proper scrutiny of performance of services.
V	**Relevance to Single Outcome Agreement**	The revenue budget provides resources necessary to help deliver the Single Outcome Agreement. Effective prioritisation of resources is essential to achieving key outcomes.
VI	**Resources – (Financial, Staffing and Property)**	A projected underspend of £250,000 is the position for the Education portfolio revenue budget in 2023/24.
VII	**Consideration at PDSP**	A financial performance report will be presented to the Panel twice yearly on an ongoing basis.

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

D.   TERMS OF REPORT

D.1   Introduction

This report provides an update on the general fund revenue financial performance in respect of the Education Policy and Resources Policy Development and Scrutiny Panel (PDSP) portfolio of services. The council's revenue budget is operationally managed at a Head of Service level, and the financial position included within this report formed part of the overall council position reported to Council Executive on 7 November 2023. This report also includes the position on the delivery of approved budget reduction measures relevant to the Education portfolio for 2023/24.

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

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

D.2   Financial Outturn for 2023/24

In the month 4 monitoring report to Council Executive on 3 October it was agreed that Heads of Service take urgent management action to curtail spend and preserve any in year underspends, where possible, to minimise the overall projected overspend of £3.491 million, reported at that point. It was also agreed that officers undertake further work, as a matter of urgency, to identify potential options to manage the reported overspend and impact of recurring pressures on an ongoing basis.

Officers have undertaken an exercise to identify temporary cost reduction actions to reduce the level of the month 4 overspend reported. The scale of the challenge, and the need for urgent actions and decision making, to achieve the council's ongoing financial sustainability cannot be underestimated.

Based on the outcome of the monitoring exercise at month 6 the overall projected overspend position for 2023/24 has reduced to £1.503 million which takes account of the actions totalling £1.964 million to date, identified by officers to manage the overspend position. The specific measures relevant to the portfolio area relate to recruitment controls and reduction/delay of temporary non-essential spend including supplies and services.

These actions are reflected in the month 6 outturn position for each service area in terms of reduced staffing costs, reduced spend in other non-staffing areas and increased income. The table below summarises the position in relation to service expenditure for the Education portfolio area which is an underspend of £250,000. As part of the monitoring exercise, a number of key risks and service pressures have been identified and these are noted in the narrative for the relevant service area.

Service	Budget £'000	Outturn £'000	Variance £'000
GENERAL FUND REVENUE			
Education			
Quality Improvement and Performance	967	955	(12)
Early Years	7,323	7,446	123
Additional Support Needs	1,230	1,348	118
Policy & Performance	4,422	4,243	(179)
Strategic Resources	5,670	5,408	(262)
WL Psychologist	1,178	1,168	(10)
Inclusion and Support	989	961	(28)
Devolved Schools Management	181,017	181,017	0
TOTAL GENERAL FUND REVENUE EDUCATION	**202,796**	**202,546**	**(250)**

D.3   Summary of Main Issues in Service Expenditure Budgets and Impact on Performance

D.3.1   General Fund Revenue – Education

The revenue budget for Education Services is forecast to underspend by £250,000 This is made up of a net saving from vacancies of £140,000 in line with the introduction of council wide recruitment control measures and a saving of £110,000 as a result of the temporary cessation of non-essential supplies spend.

Early Years are forecasting to overspend by £123,000 as a result of the Early Learning and Childcare (ELC) expansion plan. All three and four year olds and eligible two year olds have been offered 1,140 hours of early learning and childcare provision since 19 April 2021. The increase in flexibility and choice for parents and carers, as required by Scottish Government policy, has resulted in a significant increase in parents choosing funded placements in private providers which has subsequently placed pressure on the revenue budget.

An overspend of £96,000 within ASN relates to additional staffing, legal and specialist equipment costs. Officers are reviewing the service as a whole to ensure the most efficient and effective use of resources within 2023/24.

Schools have submitted their second budget forecasts of the year which indicated that the DSM carry forward balance is expected to reduce to around £1 million by 31 March 2024. School budgets have been updated in line with the school census undertaken in September 2023 to reflect actual pupil numbers.

It is anticipated that the Scottish Attainment Challenge funding, which includes Pupil Equity funding of £5.449 million, will be fully utilised during the course of this academic year, in line with the conditions of grant.

In terms of service performance, Education Services delivers high quality education services to over 27,000 pupils and around 4,100 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 main focus of the service 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. In addition, work continues to rollout key service developments including the expansion of early learning and childcare and free school meal provision.

The LGBF includes a number of key indicators for Education such as the cost per pupil for each sector. This looks at all expenditure and income relating to the council's education service, regardless of which department provides the service. For example, the cost per pupil indicator for West Lothian includes material costs from Education Services, Operational Services and Property Services as well as an allocation of central support services costs.

The LGBF data for 2022/23 is being collated and will be made available later in 2023. The cost per pupil within the pre-school education, primary and secondary sectors for 2021/22 was £8,355, £6,550 and £7,682 respectively, ranking 3rd place for preschool education, 23rd place for primary and 11th place for secondary against other Scottish local authorities. The cost per pre-school place remains low in comparison to other Scottish local authorities largely due to efficient use of capacity and allocation of staffing resources in line with statutory ratios in 2021/22. Within primary the higher ranking in cost in comparison to other Scottish local authorities is mainly the result of the council allocating budgets in line with agreed corporate priorities. Secondary spend remains in line with previous years.

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

- The most recent published national date (December 2022) shows West Lothian primary pupils are achieving above national performance in 15 of the 15 national measures of attainment in Literacy and Numeracy.
- Over the 5-year period 2019 to 2023, the percentage of students attaining 5+, 3+ and 1+ Awards at SCQF Level 6 in S5 has improved.
- Over the 5 year period 2019 to 2023, the percentage of students attaining 5+, 3+ and 1+ Awards at SCQF Level 6 in S6 has shown overall improvement.
- The SCQF attainment figures demonstrate that the attainment of West Lothian students has risen in almost all categories over the five-year period. Since 2019, in terms of the participation measure, the gap between the least and most deprived 20% has closed from 12.9% to 7.2% in 2023, which is a closer gap than that seen Nationally.

In relation to service performance from 1 April to 31 October 2023, the percentage of young people supported by the More Choices More Chances (MCMC) team entering positive destinations was 88% against a target of 93%. The number of skills development and learning opportunities facilitated by the Work with Young People (WwYP) team was 13,511, against a target of 11,000. This included universal and targeted youth work delivered in a variety of settings across West Lothian.

D.3.2 General Fund Revenue – Monitoring of approved budget reductions

For the Education portfolio, savings in 2023/24 are anticipated to be fully delivered by the end of the financial year.

D.4 SUMMARISED BUDGET POSITION FOR 2023/24

The month 6 position for the Education portfolio which is part of the overall outturn forecast for the General Fund Revenue budget in 2023/24, is an underspend of £250,000 and this was reported to Council Executive on 7 November 2023, part of the overall position which in a net projected overspend of £1.503 million, after taking account of actions identified by officers to reduce the overspend.

D.5 FUTURE BUDGET ISSUES AND RISKS

There remains significant risks and uncertainties associated with the financial assumptions in the council's three year budget plan. The ongoing cost of living crisis, the ongoing implications of the pandemic and the UK leaving the EU continue to provide considerable uncertainty.

In addition, potential changes to service delivery models will have an impact on local government services, funding and financial and planning assumptions.

In relation to medium term financial planning, some of the most significant risks and uncertainties include the impact of high and persistent inflation, annual constrained funding from the Scottish Government, pay award costs, particularly given payroll costs are the

council's largest expense, inflationary pressures, and policy changes by the government without adequate funding and demographic demands.

A pay award for teachers was agreed in March 2023 covering the period up to July 2024. At a meeting of COSLA Leaders on 3 November 2023 it was agreed to implement the pay offers made to Scottish Joint Council (SJC) staff on 21 September 2023 and SNJC Chief Officials on 31 October 2023, with immediate effect. Scottish Government has committed to fund the additional cost of the pay award in 2023/24, over and above the amount budgeted by the council of 3%. The additional cost of the full year effect of the pay award for 2023/24 must be fully met by further Scottish Government recurring funding to prevent a further cost pressure to the council.

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

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

E.   CONCLUSION

The 2023/24 position for the Education portfolio is a forecast underspend of £250,000. As noted, the position for the Education portfolio is part of the overall outturn forecast position for 2023/24 which was reported to Council Executive on 7 November 2023 and was a net overspend of £1.503 million.

F.   BACKGROUND REFERENCES

1. 2023/24 General Fund Revenue Budget – Month 6 monitoring report - Report by Head of Finance and Property Services on 7 November 2023

2. Revenue Budget 2023/24 – report by Head of Finance & Property Services on 21 February 2023

3. Local Government Benchmarking Framework

Appendices/Attachments: None

Contact Person: Esma Brownlee, Accountant

esma.brownlee@westlothian.gov.uk

Patrick Welsh

Interim Head of Finance and Property Services

Date: 5 December 2023

EDUCATION PDSP WORKPLAN 2023/24

Title	Purpose	Lead Officer	PDSP	Referral to Education Executive
Internet of Things in Schools – Report and Presentation (pupils from East Calder 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	
Senior Phase Update (inc. presentation)	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	
Consultation on establishment of new non-denominational primary school in Craigshill, Livingston	To inform the panel of Education Services' intention to seek approval to commence statutory consultation on proposals to: establish a new primary school in Craigshill, Livingston and subsequent closure of Riverside and Letham Primary Schools.	Andrew Cotton	5/12/2023	16/1/2024
SG Consultation Response - Education Reform: A consultation on the provisions of the Education Bill	To invite the Panel to consider and comment on the draft response to the Education Reform consultation.	Andrew Sneddon	5/12/2023	
101 Youth Project	To provide the Panel with an update on the dedicated youth facility 101 Youth Project in The Centre, Livingston.	Beverley Akinlami	5/12/2023	
Financial Performance report (month 6)	To provide the Panel with an update on the financial performance of the Education portfolio.	Esma Brownlee	5/12/2023	
Report and Presentation - pupils from Peel Primary School	Regarding learning about Democracy and Elected Representatives.	Geraldine Armstrong	6/2/2023	
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	

EDUCATION PDSP WORKPLAN 2023/24

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	
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	6/2/2024	12/3/2024
Provision of Out of School Care Survey 2023 - Interim results	To inform members of the outcome of the OSC survey and plan.	Donna Adam / Andrew Sneddon	6/2/2023	
Educational Maintenance Allowance (EMA) report	To inform members of the procedures for the application and allocation of EMA with a view to maximising uptake.	Nahid Hanif	6/2/2023	
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.	Lynn Finlay	16/4/2024	
School session dates	To inform the Panel of the proposed school session dates for 2025/26.	Hannah Haywood	16/4/2024	7/5//2024
Positive Relationships Policy	To provide members with information regarding the Positive Relationships Policy.	Kristyna MacSween	16/4/2024	
ELC Annual Update	To provide the panel with an update on the delivery of Early Learning and Childcare (ELC) in West Lothian.	Geraldine Armstrong	4/6/2024	

EDUCATION PDSP WORKPLAN 2023/24

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	