



Education Policy Development and Scrutiny Panel

West Lothian Civic Centre
Howden South Road
LIVINGSTON
EH54 6FF

29 May 2024

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 4 June 2024 at 2:00pm**.

For Chief Executive

BUSINESS

Public Session

1. Apologies for Absence
2. Declarations of Interest - Members must declare any interests they have in the items of business for consideration at the meeting, identifying the relevant agenda items and the nature of their interests.
3. Order of Business, including notice of urgent business and declarations of interest in any urgent business
4. Confirm Draft Minutes of Meeting of Education Policy Development and Scrutiny Panel held on Tuesday 16 April 2024 (herewith)
5. Collaborative Work With Schools and Cadets:
 - (a) Report by Head of Education (Secondary, Community Learning and Inclusion) (herewith)
 - (b) Presentation by Armadale Academy Pupils (herewith)
6. Attendance Update - Report by Heads of Education (herewith)
7. Summer Holiday Provision 2024 - Report by Head of Education (Secondary, Community Learning and Inclusion) (herewith)

8. Initial School Leavers Destination Report (SLDR) - Report by Head of Education (Secondary, Community Learning and Inclusion) (herewith)
9. West Lothian Virtual Campus - Report by Head of Education (Secondary, Community Learning and Inclusion) (herewith)
10. Gender Project Update - Report by Head of Education (Secondary, Community Learning and Inclusion) (herewith)
11. School Roll Forecasts - Report by Head of Planning, Economic Development and Regeneration (herewith)
12. Education Services Service Improvement Plan 2023/26 – Annual Update 2023/24 - Report by Head of Education (Early Years, Primary and Resources) and Head of Education (Secondary, Community Learning and Inclusion) (herewith)
13. Community Learning and Development Plan 2024-27 - Report by Head of Education (Secondary, Community Learning and Inclusion) (herewith)
14. Workplan (herewith)

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



CODE OF CONDUCT AND DECLARATIONS OF INTEREST (2021)

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

Interests must be declared at the meeting, in public.

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

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

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

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

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

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

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

More detailed information is on the next page.

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

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

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

A connection does not exist where:-

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

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

If the connection amounts to an interest then:-

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

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

The relevant documents are:-

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

If you require assistance, contact:-

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

January 2022

MINUTE of MEETING of the EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL held within COUNCIL CHAMBERS, WEST LOTHIAN CIVIC CENTRE, LIVINGSTON, on 16 APRIL 2024.

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

Apologies – Councillor Moira McKee Shemilt; Appointed Members Kent Ballantyne and Heather Hughes

In attendance - Leona Mullarky (Joint Forum of West Lothian Community Councils Representative); and Raymond Branton (Voluntary Sector Representative)

1 DECLARATIONS OF INTEREST

There were no declarations of interest made.

2 MINUTES

The panel confirmed the minute of its meeting held on Tuesday 6 February 2024 as a correct record. The Chair thereafter signed the minute.

3 ST KENTIGERN'S ACADEMY: CYBERFIRST GIRLS COMPETITION – SCOTTISH CHAMPIONS

The panel considered a report (copies of which had been circulated) by the Head of Education (Secondary, Community Learning and Inclusion) and a presentation by St Kentigern's Academy pupils providing an overview of the achievements of young people at St Kentigern's Academy who were Scottish Champions in the Cyberfirst Girls' Competition.

The presentation provided background and examples of the Cyberfirst competition challenge. It went on to advise that St Kent's Academy had been this year's winners and described the winner event festivities.

Following the presentation, members asked a number of questions of the pupils. Members then congratulated the pupils on their win and thanked them for their presentation.

It was recommended that the panel note the achievements of the Cyberfirst team.

Decision

To note the terms of the report and presentation.

4 PROGRESS IN EDUCATIONAL ATTAINMENT – CARE EXPERIENCED CHILDREN AND YOUNG PEOPLE

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

The presentation provided an overview of looked after young people data in relation to Level 5 and Level 6 achievements as well as school leaver positive destinations. It then described further plans to enhance positive destinations in the future.

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

Decision

To note the terms of the report and presentation.

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

The panel considered a report (copies of which had been circulated) by the Head of Education (Secondary, Community Learning and Inclusion) providing an overview of the current approaches in place to support the attainment, wellbeing, wider achievements and positive destinations of our care experienced children and young people.

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

Decision

To note the terms of the report.

6 NATIONAL IMPROVEMENT FRAMEWORK UPDATE MOVING FORWARD IN LEARNING: COLLABORATIVE SCHOOL IMPROVEMENT FOCUS ON IMPROVING INVOLVEMENT & ENGAGEMENT OF LEARNERS AND PARENTS/CARERS

The panel considered a report (copies of which had been circulated) by the Heads of Education informing members of the Moving Forward in Learning collaborative plans to improve the involvement and engagement of learners and parents/carers across schools, in line with the National Improvement Framework priorities 2023–24.

It was recommended that the panel note the key activities for session 2023–24 to further improve outcomes for children, young people and families.

Decision

To note the terms of the report.

7 REVIEW OF NON-DENOMINATIONAL PRIMARY CATCHMENTS IN ARMADALE

The panel considered a report (copies of which had been circulated) by the Head of Education (Primary, Early Years and Resources) informing members of the proposal to commence public consultation on the review of Non-Denominational Primary catchments at Armadale PS, Eastertoun PS, Southdale PS, Blackridge PS, Windyknowe PS, Westfield PS and Polkemmet PS.

It was recommended that the panel:

1. Note the proposal to commence consultation on Non-Denominational Primary catchments at Armadale PS, Eastertoun PS, Southdale PS, Blackridge PS, Windyknowe PS, Westfield PS and Polkemmet PS; and
2. Note that the proposal would be presented to Education Executive at its meeting of 7 May 2024.

Decision

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

8 REVIEW OF DENOMINATIONAL PRIMARY CATCHMENTS IN ARMADALE

The panel considered a report (copies of which had been circulated) by the Head of Education (Primary, Early Years and Resources) informing members of the proposal to commence public consultation on the review of Denominational Primary catchments at St Anthony's PS, St Mary's (Bathgate) PS and St Joseph's (Whitburn) PS.

It was recommended that the panel:

1. Note the proposal to commence consultation on Denominational Primary catchments at St Anthony's PS, St Mary's (Bathgate) PS and St Joseph's (Whitburn) PS; and

2. Note that the proposal would be presented to Education Executive at its meeting of 7 May 2024.

Decision

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

9 REVIEW OF NON-DENOMINATIONAL SECONDARY CATCHMENTS AT ARMADALE ACADEMY, LINLITHGOW ACADEMY, WEST CALDER HS AND WHITBURN ACADEMY

The panel considered a report (copies of which had been circulated) by the Head of Education (Primary, Early Years and Resources) informing members of the proposal to commence public consultation on the review of Non-Denominational Secondary catchments at Armadale Academy, Linlithgow Academy, West Calder HS and Whitburn Academy.

It was recommended that the panel:

1. Note the proposal to commence consultation on Non-Denominational Secondary catchments at Armadale Academy, Linlithgow Academy, West Calder HS and Whitburn Academy; and
2. Note that the proposal would be presented to Education Executive at its meeting of 7 May 2024.

Decision

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

10 WORKPLAN

A workplan had been circulated for information.

Decision

To note the workplan.

DATA LABEL: PUBLIC



EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL

COLLABORATIVE WORK WITH SCHOOLS AND CADETS

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

A. PURPOSE OF REPORT

This report provides an overview of the work of the Army and Royal Air Force Cadets in West Lothian Secondary Schools. The report will highlight the skills acquired by the learners and the benefits of the partnerships for the participating schools and learners.

B. RECOMMENDATION

It is recommended that the panel acknowledge the skills and qualifications gained through the involvement with the cadets and also the benefits to the life of the school and local communities.

C. SUMMARY OF IMPLICATIONS

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

VIII Other consultations

Ongoing evaluations with pupils, parents/carers, headteacher, staff and other partners.

D. TERMS OF REPORT**D1 Background**

Participation in a cadet programme can offer students a range of valuable experiences and opportunities for personal growth and there are currently two West Lothian Secondary Schools who work with their local cadets to deliver inputs during the school day.

With a focus on developing leadership skills through various activities, such as leading drills, planning exercises, and taking on responsibilities, these programmes can help students build confidence and learn how to effectively lead others.

Cadet programmes also offer opportunities for students to strengthen their teamwork, problem-solving, and gain qualifications such as Leadership, Duke of Edinburgh, First Aid or a L5 certificate in Aviation Studies. These skills can be valuable not only in the cadet programme itself but also in academic pursuits and future careers.

The Army cadets are currently offered as a link detachment within Broxburn Academy and the RAFAC Cadets offer inputs at Armadale Academy. Both schools acknowledge the benefits for their learners in addition to fostering a sense of active citizenship through the volunteering and service to their communities.

D2 Achievements in recent years

Armadale set up their cadet programme in 2018 and now have their 6th cohort of S2 students who have elected to take up the opportunity to be part of the Air Cadets through the personalisation and choice of their curriculum. These students, whilst still only in S2, will achieve a L5 Aviation Studies as part of the input. Not all students go on to join a cadet detachment out with school but there has been an average of 60% of each cohort over the years. The motto of the RAF "Through adversity to the stars" is woven through the delivery and supports resilience in the learners.

The latest inspection report for Broxburn Academy stated that:
 "An important strength in the school's work is the significant number of young people who achieve through participation in the cadets. Most young people attending the cadets demonstrate strong leadership skills and progress to leading others. These young people are becoming more successful and confident. They apply their learning in other settings across the school. Young people increasingly exercise responsibility through leading and teaching others. Almost all cadets gain first aid certificates and the Duke of Edinburgh's Award at Bronze level. Most young people also participate in cadet groups in the local community. This helps them gain a sense of pride in their achievements as well as developing citizenship"

E. CONCLUSION

Cadet programmes not only benefit individual students and schools but also contribute positively to the broader community. The addition of cadets creates an additional opportunity for wider achievement which otherwise may not have been accessible for some students.

F. BACKGROUND REFERENCES

None

Appendices/attachments:

Cadet Presentation – Armadale Academy

Contact Person:

Nicola Barker-Harrison, Head Teacher, Armadale Academy
n.barker-harrison@westlothian.org.uk

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

Date of Meeting: 4 June 2024

Cadet Presentation

04/06/24



Welcome and Introductions

- Nicola Barker-Harrison, Head Teacher
- Isla Sandison (Cadet Flight Sergeant), Senior Student
- Hamish Gregor (Cadet), S2 Student



Cadets at Armadale Academy

- Air Cadets (RAFAC)
- Led by Flying Officer McFarlane (RAFAC), Cadet Instructor
- S2 Option – personalisation and choice
- 2 Periods per week
- This is the 6th Cohort
- 20 in the class
- 60% also attend Cadets outside of school

Overview

- A typical lesson
- Examples of activities
- Wider Achievement
- Attainment –Level 5 in Aviation Studies

Why Choose Cadets?

- What attracted us to cadets as an option
- What has been our favourite activity
- What have we learned
- What skills have we developed
- How might it be useful in the future

School Values

How does Cadets link to our school values?

- **Ambition**
- **Achievement**
- **Positive Attitude**
- **Equity**
- **Community**
- **Respect**

***“Education gives you the
wings to fly”***

(APJ Abdul Kalam)

Per Ardua Ad Astra

“Through adversity to the stars”

Moto of the RAF

Armada Academy

Learning Together, Achieving Together

DATA LABEL: PUBLIC



EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL

ATTENDANCE UPDATE

REPORT BY HEADS OF EDUCATION

A. PURPOSE OF REPORT

This report provides an update of the actions which have been taken this session to improve attendance across Primary and Secondary schools.

B. RECOMMENDATION

It is recommended that the panel notes the actions that have been taken to improve attendance across Primary and Secondary schools and the planned next steps.

C. SUMMARY OF IMPLICATIONS

I Council Values	Caring and Compassionate Open, Honest and Accountable Collaborate, Inclusive and Adaptive
II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	Standards in Scotland's Schools etc Act 2000. Improving attendance is part of Raising Educational Attainment which is a key strategic objective of West Lothian Council.
III Implications for Scheme of Delegations to Officers	None
IV Impact on performance and performance Indicators	Improving attendance as part of The Raising Educational Attainment Strategy will have a positive impact on performance indicators including those relating to attainment and positive destinations.
V Relevance to Single Outcome Agreement	The Raising Educational Attainment Strategy will have a positive impact on performance indicators including those relating to attainment and positive destinations.
VI Resources - (Financial, Staffing and Property)	The Raising Educational Attainment Strategy (including attendance improvements) will be delivered within agreed central education, Strategic Equity Funding and devolved school budgets.

VII Consideration at PDSP	Underway
VIII Other consultations	Stakeholders including pupils, parents/carers, headteachers, staff and other partners were consulted on the Raising Educational Attainment Strategy. The Scottish Attainment Challenge partners group is also involved in discussions around improvements required in attendance.

D. TERMS OF REPORT

D1 Background

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

Outcome 2 of the Raising Educational Attainment Strategy has a focus on wellbeing, inclusion and attendance for all children and young people, promoting confidence, independent thinking and resilience. Fundamental to this is working with families and partners to support the highest possible levels of engagement and equity for all.

Cumulative school attendance (combined primary and secondary) in Session 2022/23 fell to 89.48% from pre-pandemic levels of 92.48% (Session 2018/19). The development and implementation of a West Lothian Attendance approach was therefore identified as a priority in order to seek to improve attendance universally as well as for targeted groups.

D2 The West Lothian Approach

The West Lothian approach comprises of an attendance plan which focuses on improving attendance universally in line with Scottish Attainment Challenge stretch aims. There is a particular focus on ethos and relationships, targeted interventions, effective partnerships and robust policy, procedures, and data analysis.

In order to achieve improvements in whole school attendance across all West Lothian education settings, a clear, consistent approach to improvement was required. Five strands were identified:

- Universal support
- Targeted Support
- Enhanced Support
- Partnerships
- Policy, Procedures & Data Analysis

Quality Improvement officers developed and implemented the approach and worked with all schools/establishments with a focus on the following:

1. To promote a shared language & self-evaluation for wellbeing, inclusion & equality to improve attendance and engagement using reliable data to inform improvements.
2. To build capacity within schools to improve attendance and engagement, whilst removing barriers for all through the expansion of robust systems, processes and interventions.
3. To implement a staged intervention model of excellence for improving attendance & engagement which aligns with the existing West Lothian attendance policy.
4. To raise awareness & practical application of creative, flexible solutions to inclusive timetabling, curriculum design and partnership supports which meet the needs of young people facing barriers to school attendance & engagement.

D3 Interrupted Learner Service

An 'Interrupted Learner Service' team has been established, comprising a principal teacher (PT) and a class teacher (CT). Working with colleagues from child and adolescent mental health services (CAMHS) and social policy ensured a partnership approach to engage with identified children and young people (primary and secondary), who were unable to attend school due to a range of mental health and emotional barriers.

D4 Family Link Workers

Almost all secondary schools appointed family link workers (FLW) during session 2022/2023 in order to provide intensive, targeted support to improve the attendance of identified young people and this post has continued into 2023/24.

Of the 271 supported students who had below 90% attendance, 144 (53%) have shown sustained week on week improvements in their attendance.

D5 Actions

- A self-evaluation toolkit has been developed to support individual school approaches to ensuring 'Wellbeing, Equality and Inclusion' which schools are now engaging with as they seek to improve attendance and engagement through a range of universal and targeted approaches.
- An extensive programme of professional learning opportunities has been provided for school staff, in addition to advice and guidance, support and challenge regarding improvement in the capacity of schools with regards to attendance and engagement.
- A West Lothian Staged Intervention approach to improving attendance and engagement has been developed and implemented across all sectors. This has included the introduction of the Interrupted Learner Service and the Authority Attendance Screening Group. It aligns with the West Lothian Attendance and Engagement at School: Policy and Operational Procedures.
- A range of approaches have been adopted in order to raise awareness of the impact of high levels of school attendance and engagement on educational attainment and achievement.

D6 Attendance Data

- Primary school attendance is currently 92.8% compared to the previous year of 92.3%. re-pandemic levels of 94.5%. Secondary school attendance is currently 86.2% compared to 86.0% the previous year.
- Further analysis of this shows that 6 secondary schools have shown an improvement in pupil attendance from the 2022/23 session with one school achieving a 2% increase in cumulative attendance.
- Quality Improvement visits to secondary schools have highlighted that there was a relentless weekly focus upon attendance using Power BI (data analysis tool) attendance reports.
- It can be difficult to see any real improvements in attendance when just viewing cumulative attendance overall. Tracking and monitoring of attendance in bands in secondary schools has been used as part of our marginal gains approach.

E. CONCLUSION

The 2023/28 Raising Educational Attainment Strategy aims to ensure that children and young people are well placed to move into adult life, and employment or further/higher education. There is an expectation by West Lothian Council that improved health and wellbeing, attendance and effective learning throughout each young person's school experience enables them to maximise their potential. Actions taken to improve attendance are in place however work still needs to continue in order to demonstrate sufficient improvements.

F. BACKGROUND REFERENCES

Raising Educational Attainment Strategy 2023/28

https://www.westlothian.gov.uk/media/10796/Raising-Educational-Attainment-Strategy-2023-28/pdf/Raising_Educational_Attainment_Strategy_2023-28.pdf

Appendices/Attachments: None

Contact Person:

Laura Quilter, QIO Attendance

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Kristyna MacSween, ASN Manager

Kristyna.macsween@westlothian.gov.uk

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

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

Date of Meeting: 4 June 2024

DATA LABEL: PUBLIC



EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL

SUMMER HOLIDAY PROVISION 2024

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

A. PURPOSE OF REPORT

To inform Education Policy Development and Scrutiny Panel of the Summer Holiday Provision to support targeted groups and wider provision for young people in West Lothian in Summer 2024.

B. RECOMMENDATION

- 1) To note the plans in place to deliver targeted summer activities to support targeted groups and wider provision for young people in West Lothian for Summer 2024.
- 2) To bring back a further update to the June 2024 Education Executive.

C. SUMMARY OF IMPLICATIONS

I	Council Values	Focusing on our customers' needs; being honest, open and accountable; providing equality of opportunities; developing employees; making best use of our resources; working in partnership
II	Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	Design of services will take account of the Council's equalities duties and be informed by an equality relevance/impact assessment.
III	Implications for Scheme of Delegations to Officers	Delegation to the Depute Chief Executive (Education, Planning, Economic Development and Regeneration) to design a programme of summer activity in Summer 2024.
IV	Impact on performance and performance Indicators	<p>Direct payments will result in a significant increase in the number of children and young people entitled to and claiming free school meals who are supported during the school holidays.</p> <p>The model of holiday activities will be better targeted, increasing the number of targeted groups and young people receiving support to participate in activities during the summer holidays.</p>

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)	<p>West Lothian Council revenue budget provision of £441,000 for School holiday provision in 2024/25 including any underspend.</p> <p>West Lothian Council revenue budget provision of 1.363m for direct payment to families of children and young people entitled to and claiming free school meals in 2024/25.</p>
VII	Consideration at PDSP	4 June 2024
VIII	Other consultations	Consultation will take place with children, young people and their families to inform design of services.

D. TERMS OF REPORT

D.1 Background

In the summer of 2023, Community Learning and Development Partners delivered a high quality and well received programme of summer holiday provision with activities taking place in every ward across West Lothian.

The 2023 programme was resourced from West Lothian Council revenue budget of £441,000 for holiday programme provision, and the financial commitment in the revenue budget of £1.323m to make direct payment to families of children and young people entitled to and claiming free school meals for a cash payment for meals during the summer holidays.

D.2 Proposal and Funding 2024

The 2024 Summer Programme will provide holiday clubs over the six week school holidays. In addition, direct payments will be made to the families of children and young people entitled to free school meals over the summer holiday period. The 2024/25 revenue budget for school holiday provision is £441,000 and a further £1.363 million for free school meal payments during school holidays.

Building on the partnership working with regulated childcare providers, the third sector and empowerment of community groups to design and deliver services in 2023, officers will coordinate the delivery of summer provision to support targeted groups and wider provision for young people in West Lothian in Summer 2024. This approach will complement the direct payments to be made to the families of children and young people entitled to free school meals, and embed support for the most targeted groups and young people, ensuring that targeted groups and young people can continue to be supported within their local community over the extended summer holiday period.

Summer holiday provision will be delivered by West Lothian Council staff and in partnership, as outlined below:

- Purchase of places from regulated childcare providers, third sector or social enterprise groups that will offer opportunities for groups to participate in existing activities within their local community. Where a weekly opportunity is not available, the young people will be encouraged to participate in alternative community programmes.
- There will also be the opportunity to widen access to all children in West Lothian if there are sufficient places. This will operate as 2023 which was well received.
- Small grants to support existing community groups offering scheduled activities over the summer period, with funding being available to extend places to groups and young people and administered through the West Lothian Summer Programme Grant Awards Scheme.
- Where required, West Lothian Council services will provide additional support to extend capacity for both targeted groups and wider community provision.
- Family vouchers enabling free access to activities will be distributed by West Lothian Council Anti-Poverty Service linking in with West Lothian Food Network.

Partners will work collaboratively ensuring relevant and effective practice is implemented to communicate with parents and carers providing support with accessing booking systems to book their child's place. There will be a spread of activities across all council areas which will be publicised through the council website and promoted regularly through social media.

E. CONCLUSION

The provision of summer holiday activities to support targeted groups and wider provision for young people in West Lothian will complement direct payments to be made to families of children and young people entitled to free school meals, and embed support for the most targeted groups and young people within their local community over the holiday period. The Programme will be widely disseminated to relevant targeted groups and a report on outcomes will be presented to Education Executive after the summer period.

F. BACKGROUND REFERENCES

Summer Programme 2023 Report by Head of Education (Secondary, Community Learning and Inclusion) - Report to Education Executive 7 November 2023.

Appendices/Attachments: None

Contact Person: Beverley Akinlami, CLD Youth Services Manager

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

Date of meeting: 4 June 2024

DATA LABEL: PUBLIC



EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL

INITIAL SCHOOL LEAVERS DESTINATION REPORT (SLDR)

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

A. PURPOSE OF REPORT

To inform the Committee about the outcome contained in the Scottish Government publication of Initial Destinations of School Leavers 2022/23

B. RECOMMENDATION

It is recommended that the Committee note the progress made as a result of the strategies to support young people into a positive post school destination.

C. SUMMARY OF IMPLICATIONS

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

D. TERMS OF REPORT

This report presents data on the initial destinations of leavers from West Lothian Council schools.

School leaver destinations data is based on the Skills Development Scotland (SDS) 'Opportunities for All' shared dataset matched with pupil census records for the school year 2022/23. A school leaver is defined as a young person of school leaving age, who left school during or at the end of the school year. For 2022/23 school leavers, the leaver year is 14th September 2022 to 12th September 2023. Those that are engaged in higher education, further education, training, voluntary work, employment or skills development are classified as having a 'positive destination'. Other initial destinations include school leavers who are unemployed not seeking employment or training, unemployed seeking employment or training and those where their initial destination is not known.

The initial destinations data provides information on the outcomes for young people as recorded on Monday 2nd October 2023, approximately 3 months after the end of the school year. Insight will be updated with the follow-up destinations in late June 2024

D1 KEY STATISTICS

- 2132 school leavers from West Lothian secondary schools were counted in the 2022/23 dataset. This was a drop of 53 leavers compared to last year.
- 94.1% of school leavers went into a positive destination as recorded in October 2023. This was 0.5% less than in 2021/22 and 1.8% less than the Scottish Average.
- Due to effective implementation of the strategic plan and very close partnership working between CLD Youth Services MCMC Team, School staff, Economic Development staff and Skills Development Scotland. West Lothian continued to successfully track the destinations of all school leavers and again this year there were no young people with unknown destinations.
- Four schools saw an increase in the number of young people entering a positive post school destination with some seeing a reduction. Three schools had a significant reduction in their positive destinations which contributed to the overall reduction in the West Lothian figure.
- 95.3% of black and minority ethnic young people moved into a positive destination.
- 89.5% of young people identified as having significant learning needs moved into a positive destination.
- 88.6% of young people from SIMD Quintile 1 described in the report as the most deprived 20% went into a positive destination.
- 23.6% of young people moved into employment which is below the Scottish average of 24.3%, and a drop of 3.1% from last year.
- 27.4% of young people entered Further Education which was an increase of 0.8% and above the Scottish average.
- There was a 1.4% increase from the previous year in the percentage of young people entering training with 3.2% choosing this pathway. This was consistent with the Scottish average.

- Higher Education remained stable at 38.6% for the second year running.

D2 KEY STRATEGIES AND INTERVENTIONS

- PowerBi is now used both centrally and by school staff to track in real time the destinations of young people intending to leave school and those who have left school.
- The allocation of support funding to enable each school to appoint a Developing the Young Workforce Coordinator with responsibility for improving links between the school and locally based employers continues to help influence the curriculum and link it to the world of work.
- The Raising Attainment and Corporate Strategies along with Developing the Young Workforce continue to prove successful in preparing pupils from West Lothian's secondary schools to enter into a positive destination after leaving school.
- The team continue to have a targeted approach and work with individual schools with respect to priority groups (LAC, ASN) where there is a significant gap in performance.
- Schools and partners on the Developing the Young Workforce Steering Board are continuing to work with a range of organisations and stakeholders to develop and extend the provision of vocational experiences for young people as part of the Senior Phase.
- A Sub Group of the Improvement group has identified all of the school leavers from the current cohort that have left school and are in a negative destination. This group has allocated a key person to support the young people to ensure that where possible they achieve a positive destination.
- Support visits to all schools have been used to identify systems and processes which can be replicated by other schools. This information has been shared with Head Teachers.
- A variety of strategies have also been identified from good practice nationally which has been shared with Head Teachers.
- More robust use of SEEMiS codes to ensure young people are appropriately coded and recorded as in a positive destination.
- Young people who are currently negative have been allocated to the MCMC Keyworker Resource to support them into a positive destination prior to the next reporting deadline.
- Significantly, a new Positive Destinations Improvement Group has been established to look at strategies to support young people into a positive destination. This will involve a more targeted support system using improvement methodology to track and identify any issues at an earlier stage in the process so that additional support and guidance can be put in place where needed. Partnership working is key to this and will build on the good practice already in place with a clear focus on responsibilities of key personnel in school and partners supported by increased opportunities for young people to progress to positive pathways.

E. CONCLUSION

Whilst the SLDR for West Lothian has shown a small decrease, the work of the new partners Positive Destinations Improvement Group should help to improve the West Lothian SLDR figures alongside the work taking place in schools.

F. BACKGROUND REFERENCES

None

Appendices/Attachments:

Appendix 1 – 2022/23 School Leavers Initial Destinations by School

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

Date of meeting: 4 June 2024

Appendix 1

School Leavers Destinations 2022/23

Centre	% Employed	% Further Education	% Higher Education	% Not known	% Personal Skills Development	% Training	% Unemployed Not Seeking	% Unemployed Seeking	% Voluntary Work	% Positive Destinations
Armadale Academy	23.83	25.23	39.25	0	0.93	1.87	2.8	5.61	0.47	91.6
Bathgate Academy	23.3	31.25	34.09	0	1.7	3.98	2.27	3.41	0	94.3
Broxburn Academy	6.26	32.96	36.31	0	0	1.12	2.79	0.56	0	96.7
Deans Community High School	19.63	33.13	35.58	0	0	1.84	2.45	6.75	0.61	90.8
Inveralmond Community High School	26.09	34.3	23.67	0	4.35	5.31	1.45	4.83	0	93.7
Linlithgow Academy	21.34	16.32	56.07	0	1.26	0.84	1.67	1.67	0.84	96.7
St Kentigern's Academy	22.63	30.45	39.09	0	0.82	3.29	1.65	1.65	0.41	96.7
St Margaret's Academy	21.18	23.53	48.24	0	0	2.35	0.59	4.12	0	95.3
The James Young High School	25.12	24.63	40.89	0	0	1.97	2.46	3.45	1.48	94.1
West Calder High School	28.29	21.71	35.53	0	0	6.58	3.29	3.29	1.32	93.4
Whitburn Academy	22.7	29.73	31.35	0	0	7.03	3.78	5.41	0	90.8
West Lothian Council	23.6	27.4	38.57	0	0.89	3.19	2.25	3.61	0.47	94.1
Virtual Comparator	24.63	27.28	39.37	0.4	0.63	3.32	1.6	2.3	0.47	95.7
RIC	27.26	23.02	39.24	0.18	1.39	3.09	1.92	3.25	0.66	94.7
Scottish Average	24.34	26.62	40.3	0.32	0.75	3.35	1.57	2.24	0.52	95.9



EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL

WEST LOTHIAN VIRTUAL CAMPUS

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

A. PURPOSE OF REPORT

To update the panel of the progress of the West Lothian Virtual Campus after the implementation of the changes in session 23/24.

B. RECOMMENDATION

It is recommended that the panel note the changes implemented this session to the virtual campus model and the ongoing service that it provides to strengthen the breadth of the curriculum across the Senior Phase. The impact of these changes supports the council Raising Educational Attainment Strategy.

C. SUMMARY OF IMPLICATIONS

I Council Values	Caring and Compassionate Open, Honest and Accountable Collaborate, Inclusive and Adaptive
II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	None
III Implications for Scheme of Delegations to Officers	None
IV Impact on performance and performance Indicators	Raising Educational Attainment is one of the key strategic outcomes of the Council. The Raising Educational 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	Raising Educational Attainment is one of the key strategic outcomes of the Council. The Raising Educational Attainment Strategy will have a positive impact on performance indicators within the Single Outcome Agreement including those relating to attainment and positive destinations.



VI Resources - (Financial, Staffing and Property)	No additional staffing or resource costs
VII Consideration at PDSP	Underway
VIII Other consultations	Stakeholders including pupils, parents/carers, teachers, Headteachers.

D. BACKGROUND

The West Lothian Virtual Campus was launched in 2016 offering flexible learning approaches to provide greater personalisation and choice. This digital approach built on the existing travel column provision and expanded access to curricular areas.

In 2016, it began with a small cohort with an offer of seven courses - four at Advanced Higher Level and three at Higher Level. The provision has expanded and this session 2023/24 there are two hundred and thirty-one students studying on the Virtual Campus – two hundred and nine at Advanced Higher level in fourteen subject areas and twenty-two at Higher in two subject areas. All secondary schools have students studying on the Virtual Campus and the teaching provision is also spread across all schools.

D1. Changes implemented in session 23/24

The methods of delivery were previously adapted year on year depending on circumstances and demand but with the increasing number of courses and candidates, the new model has been developed with a view to ensuring a consistency in the operational framework with clear expectations for all stakeholders. The model is based on what was learned from schools in terms of blended approaches over the last few years, as well as feedback from teachers, young people, parents and carers.

The model now has:

- A full policy document outlining the rationale, the operating model, procedures and expectations of all
- Face to face meeting for all staff prior to the commencement of coursework
- Face to face meet for students and staff in June the week before teaching begins
- Weekly dedicated time for virtual face to face delivery and time built into the week for planning and feedback
- Planned termly in-person collaboration sessions
- Virtual parents/carers evening in February
- A new tracking and monitoring system that allows parents/carers to login and see the learners' progress without delay
- School links for ease of communication and planned supports



- Planned feedback opportunities from all stakeholders built into the calendar
- Time allocated to meet with Headteachers and Deputies to evaluate and plan the future provision
- Partnership with Edinburgh College for Languages provision

D2 Impact of the changes

Conclusive attainment data will not be available until the August 2024 results are published but at the last tracking stage in March 2024:

- 66% of young people were estimated at an A-C pass
- A further 16% were estimated at a D pass, this shows progress from Higher, and many students improve on this and attain an A-C pass in the final exam
- The A-C predicted pass rates from the March tracking would indicate over 100 more qualifications will be gained in 23/24 than session 2022/23

Stakeholder feedback over the course of the year

- 88.5% of learners who responded to the survey say that the “live learning” has supported their progress well
- 87% said that the in-person tutorials supported their progress well
- 100% of staff who have responded said that live learning was supporting their delivery successfully (rating of 3 out of 5 or higher)
- 91% of staff said that in person tutorials supported their delivery successfully (rating of 3 out of 5 or higher)
- Parents were asked if the online parents evening helped them understand/support their child's progress and they gave an average rating of 3.71 out of 5
- 67% of the parents who responded rated the tracking information that they received as 3 or more out of 5

D3 Next Steps

Planning and timetabling for session 24/25 are underway; the teaching staff will have a face-to-face meeting at the end of May and the learners will meet at the beginning of June.

Parent/carers feedback suggests that an information session at the start of the session to set expectations would have been beneficial, this will be put in place for session 24/25. There will also be adjustments to communication and tracking based on the feedback from parents/carers.

There will be opportunities to continue professional learning for staff to continue to improve the quality of the learning and teaching within the campus and work with others who deliver elsewhere in the country.

There will be ongoing monitoring of progress in session 24/25 and attainment discussions for virtual students will be added to the agenda for whole school meetings with the Head of Service.

Evaluations will continue to be analysed in session 24/25 to take account of stakeholders' voices and adapt the model, where possible, to meet the needs moving forwards.



Future expansions are in discussion, these include partnerships with other local authorities, colleges and continuing to link with the national e-learning offer.

E. CONCLUSION

The ongoing expansion of the Virtual Campus not only facilitates the breadth of the Senior Phase curriculum but also nurtures essential future skills vital for higher education, further education and the workplace. Online learning is said to improve time management and self-motivation whilst also building critical thinking skills. With the increasing prevalence of remote working and digital collaboration in businesses, students are well positioned to seamlessly integrate into virtual workspaces in the future.

The West Lothian Virtual Campus changes have continued to effectively support cohorts of young people in West Lothian to achieve a suite of qualifications and helped them to progress to their next destination. The review of the provision has improved the consistency of approach and enhanced the breadth of opportunities for learners in the Senior Phase.

F. BACKGROUND REFERENCES

None

Appendices/Attachments:

None

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

Date of meeting: 4 June 2024

DATA LABEL: PUBLIC



EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL

GENDER PROJECT UPDATE

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

A. PURPOSE OF REPORT

To inform the Panel of the actions taken to date as well as future plans to tackle gender-based barriers to young people's outcomes in West Lothian schools.

RECOMMENDATION

It is recommended that the Panel notes the actions taken to date and future planned actions for the current session and session 2024-25 to tackle gender-based barriers to young people's outcomes in West Lothian schools.

C. SUMMARY OF IMPLICATIONS

I Council Values	Caring and Compassionate Open, Honest and Accountable Collaborate, Inclusive and Adaptive
II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	Actions taken to date and planned 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	Actions taken to date and planned will have a positive impact on performance indicators including those relating to attainment and positive destinations.
V Relevance to Single Outcome Agreement	Actions taken to date and planned will have a positive impact on performance indicators including those relating to attainment and positive destinations.
VI Resources - (Financial, Staffing and Property)	Planned actions will be delivered within agreed central education and devolved school budgets.
VII Consideration at PDSP	Underway
VIII Other consultations	Stakeholders including Head Teachers and other relevant West Lothian Education networks, Education Scotland Equalities Team.

D TERMS OF THE REPORT

D1 OVERVIEW OF PROJECT

The Tackling Gender-Based Barriers to Learning (TGBL) project was established last session in response to emerging local concerns about gender-based gaps in attainment outcomes. Initially, the project focused on a high-level analysis of a range of data relating to attainment and health and wellbeing, a review of relevant academic research and consultation with Education Scotland Equalities team. Following this initial research, we have continued to improve our understanding throughout 2024 with further investigation around key areas.

Findings are being shared with a range of stakeholders including the Quality Improvement Team, Secondary Headteachers and other relevant Education networks. Action plans are agreed for session 2024-2025 and working groups have been established with representatives from across secondary schools and central staff. We have improvement teams working with schools to monitor and support this progress.

Several key priorities have also been identified, including:

- Male attainment in Broad General Education (BGE) Literacy
- Uptake and attainment of males in Higher English
- Understanding around male and female uptake of subjects in secondary

D2 FINDINGS FROM DATA

Research during the initial project work included data from all primary settings and the 11 S1-S6 secondary schools. West Lothian data was compared to national trends where available, and in the Senior Phase to the Insight Virtual Comparators. Wherever possible, 5 years of data was compared. Where this was not possible, data was selected to provide as meaningful a comparison as possible.

Data analysed included: Curriculum for Excellence attainment; SQA and SCQF attainment; Positive Destinations; secondary attendance; subject uptake; and authority progression from National 5 to Higher. Our subsequent research from 2023 into 2024 has drilled down even further into the areas of key focus and includes gap analysis - considering both sex and SIMD.

The main findings were:

Male attainment in Literacy in the BGE is lower than female attainment. This gap opens from early level and widens throughout the BGE.

Since 2019, West Lothian has been sitting above the national average for Literacy attainment for males and females in both level 3 and level 4. Our gap analysis shows us that male level 4 Literacy by the end of S3 should be a priority, particularly in Quintile1-2.

Fewer males are presented for Higher English and their attainment is lower than females overall.

Uptake of males in National 5 English across West Lothian is 49% and is in line with the national average. When it comes to progression into Higher, however, this drops

to 42% of males being presented for Higher English in West Lothian, with the national average sitting at 43%.

Overall, females continue to outperform males in Higher English if looking at overall A-C pass rates.

English is being highlighted because it is a gateway subject, especially for employment, ongoing study into higher education, as well as success in other literacy-based subjects. This may also account for the trend we are seeing in fewer males on average being presented for literacy-based subjects such as History, Modern Studies, Drama and Religious, Moral and Philosophical Studies (RMPS).

There are significant differences between males and females in presentation for subjects.

During April 2024, data analysis was completed across all National 5 (N5) subjects in West Lothian to establish a male / female entries comparison. N5 was chosen for focus because it opens access to Higher in almost all cases and meant a comparison of larger sample sizes.

Overall, the male / female entries in West Lothian are very close to the wider national picture for subject choice at N5 with some slight differences: 7% more males sitting Practical Cookery than nationally; 6% more males sitting Administration and IT; 6% more females sitting Design and Manufacture; 6% more males sitting Health and Food Technology; and 6% more males sitting RMPS at this level.

In West Lothian over the last 5 years (as well as across Scotland) there remains a clear male / female divide in terms of subject choice at N5. Notably: Practical Electronics 97% male; Practical Metalworking 95% male; Engineering Science 91% male; Practical Woodwork 87% male; Fashion and Textile Technology 100% female; Dance 97% female; Art and Design 78% female; and RMPS 78% female.

D3 SUMMARY OF ACTIONS AND NEXT STEPS

The findings will be shared with networks as appropriate, including the Quality Improvement team, Secondary Head teachers, Depute Heads Curriculum, Principal Teachers and other relevant partners.

The Tackling Gender-Based Barriers to Learning working group will continue to support schools by raising awareness about possible areas of focus for schools. In addition to the centrally identified priorities, and in developing staff awareness and understanding of gender-based issues affecting young people, we will share good practice and innovation as it emerges.

Building on professional learning from last session, secondary schools can now also analyse key authority outcome measures by gender using Power BI (data analysis tool), so they can readily identify and address local priorities going forward.

In summary:

- Our research has given us important information and has allowed us to set central priorities, but each school will have its own specific context.
- It is important when considering gender barriers to learning, that we also consider other factors such as SIMD.

- School improvement planning will feature priorities relating to removing gender barriers to learning.
- Ongoing improvement projects and working groups are in place to address issues raised above and/or understand them in more detail.

Next Steps:

- Continue to share high-level findings with HT group.
- Support to HTs through School Improvement Planning and agreement of measurement packages.
- Continuation of TGBL improvement team in session 2024-2025.
- Specific focus for PT English group towards improving male attainment in BGE Level 4 Literacy. This will feature as part of departmental improvement planning.
- Specific focus for some schools on male Higher English presentation and pass rates.
- Ongoing monitoring of male and female presentation % in subjects, with a view to understanding better what is driving these longstanding trends in schools.

E CONCLUSION

West Lothian Council Education staff are committed to working collaboratively to tackle gender-based gaps to young people's outcomes in schools. Significant progress has been made to date to develop understanding of the issues and relevant research in this area to inform improvement planning. Progress in the form of creating the conditions for improvement projects has also been made towards tackling these gaps, which will continue in session 2024-25.

F BACKGROUND REFERENCES

Improving gender balance and equalities – Education Scotland
<https://education.gov.scot/resources/improving-gender-balance-3-18/>

Appendices/Attachments:

1. Comparison of 3rd and 4th Level Literacy and Numeracy
2. Higher English N5 and H uptake comparison
3. West Lothian and Scotland comparison - N5 uptake based on sex

Contact Person:

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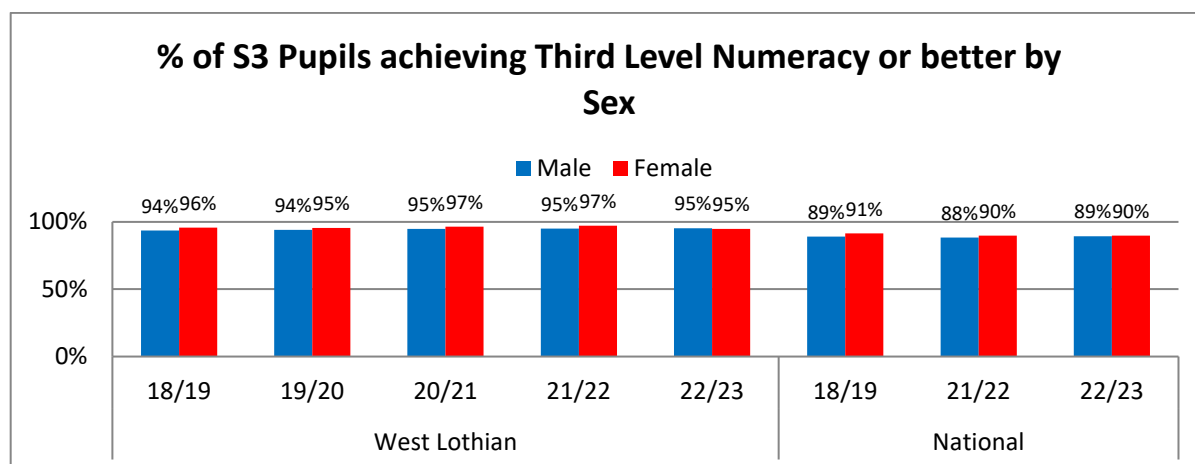
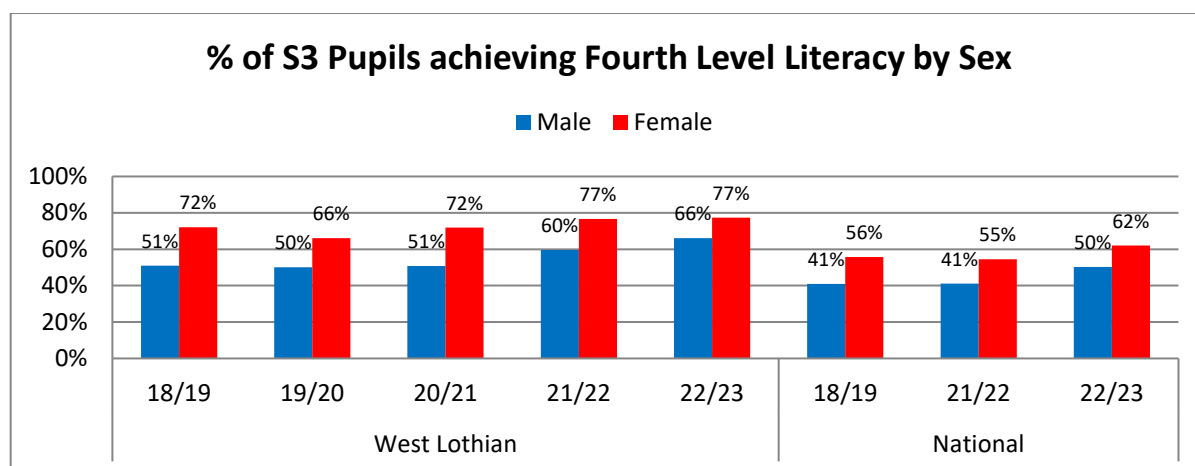
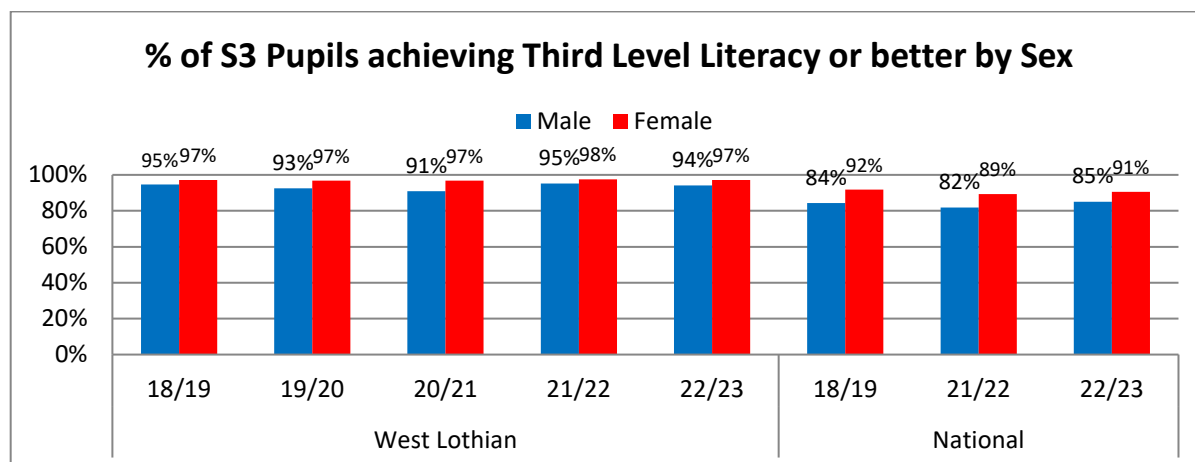
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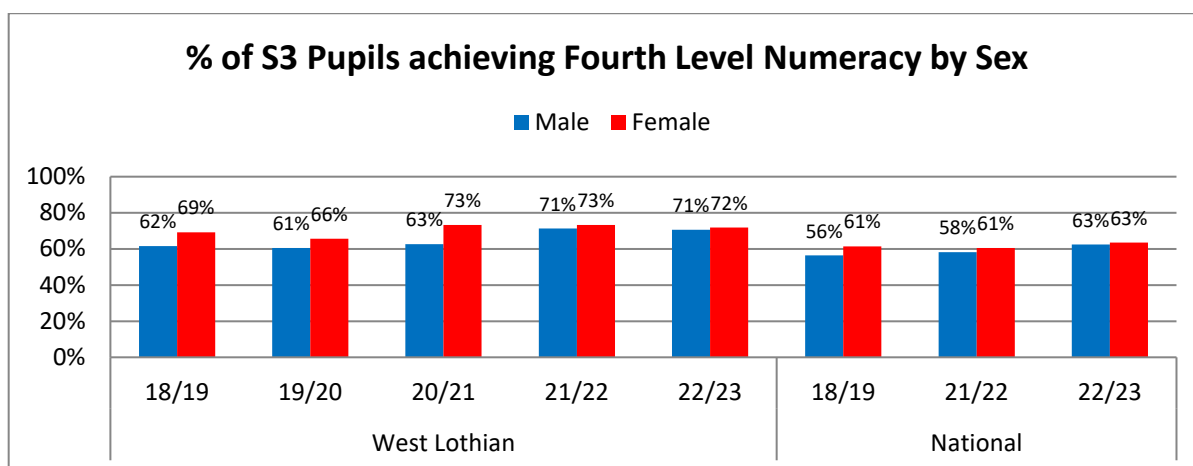
Siobhan McGarty – Head of Education (Secondary, Community Learning and Inclusion)

Date of Meeting: 4 June 2024

Appendix

1. Comparison of 3rd and 4th Level Literacy and Numeracy





2. Higher English N5 and H uptake comparison

N5 English - Scotland	Total	Male	% Male
2019	42454	20717	49%
2020	43780	21461	49%
2021	43917	21654	49%
2022	44827	22088	49%
2023	45872	22487	49%
<i>Average</i>	<i>44170</i>	<i>21681</i>	<i>49%</i>

H English - Scotland	Total	Male	% Male
2019	31434	13252	42%
2020	32506	13719	42%
2021	32755	14299	44%
2022	30537	13542	44%
2023	31907	14067	44%
<i>Average</i>	<i>31828</i>	<i>13776</i>	<i>43%</i>

N5 English - West Lothian	Total	Male	% Male
2019	1657	795	48%
2020	1723	823	48%
2021	1783	917	51%
2022	1814	892	49%
2023	1900	938	49%
<i>Average</i>	<i>1775</i>	<i>873</i>	<i>49%</i>

H English - West Lothian	Total	Male	% Male
2019	1263	494	39%
2020	1278	530	41%
2021	1314	560	43%
2022	1185	530	45%
2023	1235	528	43%
<i>Average</i>	<i>1255</i>	<i>528</i>	<i>42%</i>

3. West Lothian and Scotland comparison - N5 uptake based on sex

West Lothian N5 entries % ranked 2019-2023			
Course	Total West Lothian	% Male	% Female
Practical Electronics	263	97	3
Practical Metalworking	296	95	5
Engineering Science	279	91	9
Practical Woodworking	1093	87	13
Computing Science	1509	78	22
Physics	2267	70	30
Music Technology	211	69	31
Design and Manufacture	906	68	32
Physical Education	2456	68	32
Graphic Communication	869	64	36
Accounting	138	55	45
Business Management	1806	53	47
Geography	1260	52	48
Applications of Mathematics	1428	50	50
English	8877	49	51
Chemistry	2696	48	52
Media	341	48	52
Music	1291	48	52
Mathematics	6958	47	53
Administration and IT	775	43	57
History	2642	43	57
Practical Cookery	890	42	58
English for Speakers of Other Languages	28	39	61
German	92	38	62
Modern Studies	2023	38	62
Biology	3953	35	65
Drama	771	31	69
French	974	31	69
Spanish	1006	31	69
Health and Food Technology	401	27	73
Practical Cake Craft	153	26	74
Art and Design	1717	22	78
Religious, Moral and Philosophical Studies	616	22	78
Dance	320	3	97
Fashion and Textile Technology	73	0	100

Scotland N5 entries % ranked 2019-2023			
Course	Total Scotland	% Male	% Female
Practical Electronics	2035	94	6
Practical Metalworking	7421	93	7
Engineering Science	7955	90	10
Practical Woodworking	32744	86	14
Computing Science	29091	80	20
Design and Manufacture	21016	74	26
Music Technology	6300	74	26
Physics	60024	72	28
Graphic Communication	25100	68	32
Physical Education	89223	66	34
Accounting	4119	55	45
Geography	45340	54	46
Applications of Mathematics	55313	51	49
Business Management	38817	50	50
English	220897	49	51
Mathematics	175553	49	51
Media	5098	49	51
Chemistry	70734	48	52
Music	36525	46	54
History	71662	45	55
German	6100	43	57
Modern Studies	61092	41	59
Administration and IT	26002	37	63
French	31563	35	65
Practical Cookery	25549	35	65
Biology	100717	34	66
Drama	21857	33	67
Spanish	23967	33	67
Religious, Moral and Philosophical Studies	10536	28	72
Art and Design	47027	24	76
Practical Cake Craft	5105	23	77
Health and Food Technology	7914	21	79
English for Speakers of Other Languages	2142	15	85
Fashion and Textile Technology	2439	4	96
Dance	3354	2	98

DATA LABEL: PUBLIC



EDUCATION POLICY DEVELOPMENT & SCRUTINY PANEL

SCHOOL ROLL FORECASTS

REPORT BY HEAD OF PLANNING, ECONOMIC DEVELOPMENT & REGENERATION

A. PURPOSE OF REPORT

The purpose of this report is to inform the Panel of the latest School Roll Forecasts.

The forecasts include scenarios which are used for future revenue and capital planning, pupil placement decisions, and as a starting point for responses to developers on planning proposals which will have an impact on education capacity.

The forecasts are also used to inform decisions on education infrastructure required to support the development strategy set out in the West Lothian Local Development Plan.

B. RECOMMENDATION

It is recommended that Panel note the forecasts and refers them to Education Executive to:

1. note the forecasts have been updated and incorporate the 2023 School census as the base;
2. note that the forecasts include scenarios based on projected house completions from Housing Land Audit 2023;
3. note the updated forecasts of pupil rolls, including the assumptions and methodology applied in producing these data; and
4. note that further investment in the school estate will be necessary in the future but the timing of that investment will be influenced by house building rates and the commitment of developers to fund additional school capacity.

C. SUMMARY OF IMPLICATIONS

I Council Values

- 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)

Legal

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 school provision and catchment area arrangements in the West Lothian Local Development Plan.
III Implications for Scheme of Delegations to Officers	None.
IV Impact on performance and performance Indicators	None.
V Relevance to Single Outcome Agreement	Outcome 2: We are better educated and have access to increased and better quality learning and employment opportunities Outcome 3 – Our economy, is diverse and dynamic, and West Lothian is an attractive place for doing business
VI Resources - (Financial, Staffing and Property)	Delivery of the education and school-based savings and delivery of developer funded investment projects rely on accurate school roll forecasting.
VII Consideration at PDSP	Not applicable.
VIII Other consultations	Education Services, Finance and Property Services, Operational Services, Planning Economic Development and Regeneration Services, Legal Services.

D. TERMS OF REPORT

D.1 Background

School Roll Forecasts are a critical element in the forward planning of revenue impacts and capital investment in West Lothian. They are also an important element in the council's consideration of planning applications for residential development which will have an impact on school capacities.

It is important to ensure that the educational impact of development can be supported in the school estate, taking into account other potential development sites in the school catchment. Where there is likely to be insufficient capacity in one or more catchment schools, a developer funded education solution will have to be agreed before planning permission can be granted.

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

The current base forecast covers a time range from school session 2023/24 with forecast school rolls from 2024/25 through to 2033/34. The housing component of the

forecast is based on Housing Land Audit 2023 adjusted to fit the 900 house and LDP scenarios.

A forecast based around 900 houses completions is included as this is a scenario which most closely relates to recent average annual housebuilding rates. This level corresponds well to the Minimum All Tenure Housing Land Requirement (MATHLR) set out in NPF4 for West Lothian on 9850 new houses over 10 years.

The forecasts show a picture of primary school rolls falling back slightly from the current rolls in the 900 forecast and a modest increase (to 15,500 pupils) in the LDP forecast. The secondary rolls increase faster in both of the forecasts. The additional capacity created at Winchburgh Academy and Sinclair Academy has recently been created in West Lothian but further investment in Secondary capacity is required to deal with these forecast secondary roll increases in some areas. West Calder High School is due to be extended to 1320 capacity by 2025. Winchburgh Academy and Sinclair Academy have both been designed with further extensions in mind and further demand can be managed through the West Livingston and Calderwood CDA secondary capacity solution.

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

The forecasts are set out in Appendix 1.

D.2 Methodology

The forecast methodology is provided by Edge Analytics who have expertise in geographical modelling and research with a specialism in population scenario forecasting. The model uses 58 geographical catchment blocks that correspond to West Lothian Primary School catchment areas.

The forecasts use pre-school population data, sourced from NHS Scotland, School Census data from West Lothian Council, birth estimates based on historic trends, housing growth drawn from the LDP and the Housing Land Audit 2023 and Child Per House ratios (CPH) based on evidence of the number of children generated by each new house completion. More details of the forecast methodology can be found in Appendix 2.

D.3 Assumptions

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

Child Per House ratios (CPH) are based on past experience of new housing development but the total pupil product and the distribution between primary/secondary and between denominational/non-denominational can vary by site and can change over time. At present the current CPH assumptions are considered to be reliable. On some sites there has been some emerging evidence that the children may be taking slightly longer to appear than in the past as housing developments in West Lothian are attracting more families with either younger children or those who are looking to start a family. On other sites however, there is evidence that the expected children are appearing faster than previously with a particular focus on pre-school and P1 age children in new build housing.

NHS data is most reliable at the time when it is given to West Lothian Council. Those

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

Housing completions were reduced with the Covid-19 construction lockdown in 2020/21 but once the lockdown restrictions were lifted housing completions quickly returned to and then exceeded their previous levels. 2022/23 was a record year for housing completions in West Lothian with 1211 new house completions being the largest number since records began in 2006.

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

D.4 Base Forecast

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

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

It shows a pattern of falling school rolls across the primary and secondary estate if no house building takes place.

D.5 900 House Forecast

The 900 House Forecast is based on housing completions of 900 houses per annum throughout the projection period. This is in line with the the average house completion rate over the last 5 years (958). In 2022/23 (1211) and 2023/24 (1115) the completion numbers exceeded this number.

The Forecast is based on an assessment of which residential sites are most likely to come forward in the short to medium term. This takes into account sites where planning permission has been granted, legal agreements associated with consented sites and education constraints.

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

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

D.6 LDP Forecast

The Local Development Plan (LDP) Forecast is based on the 2023 Housing Land Audit (HLA). This has slightly higher numbers than the average house completion rate over the last 5 years but is based on information from the development industry as to which sites are likely to be constructed in the next ten years. Sites which are currently classified as non-effective are assumed to come forward from year six onwards and the full Local Development Plan allocation of sites is assumed to come forward in years 8-10.

In recent years the actual completions have not met the full Housing Land Audit even when they have exceeded the 900 house per annum scenario.

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

D.7 Usable Capacity

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

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

D.8 Schools shown over capacity in Forecasts

Plans exist to ensure capacity is in place for all the potential future children shown in the forecasts. Where schools are shown in red this means that if current demand and placing trends were to continue without any intervention then a school would be over capacity. These schools can be divided into four distinct groups of interventions which ensure all children can be accommodated within the West Lothian school estate:

Current programme of developer funded new schools and school extensions in progress:

- Calderwood PS – additional 174 capacity Temporary Units (TUs) from 2023;
- Calderwood PS – extended permanent capacity of 693 from August 2024 (867 capacity including TUs);
- Dechmont PS – new 231 capacity primary school planned to open in the Bangour development site in August 2027;
- Pumpherston & Uphall Station PS – extended school with 360 capacity to open August 2026;
- St Paul's PS – extended 231 capacity from August 2024;
- Winchburgh PS – permanent 462 capacity at Winchburgh PS extended to 574 by current Temporary Units from 2021. Permanent extension at Winchburgh

- PS to 574 capacity by 2026;
- Winchburgh (Hawkhill) – 231 capacity new primary school at Hawkhill from August 2025 creates total 805 capacity across the two Winchburgh ND Primary schools;
- West Calder High School – extended school with 1320 capacity planned to open by 2025.

Medium term developer funded school extension programme

- Parkhead PS – extended school with 462 capacity;
- West Calder High School – long term demand managed through the West Livingston and Calderwood CDA Secondary capacity solution.

Long term developer funded school extension LDP requirement:

In the longer term to fully deliver all residential units in the LDP it may be necessary to extend some additional schools beyond the short and medium term plans including:

- Southdale PS
- Croftmalloch PS
- St Joseph's (Whitburn) PS
- Gavieside – new school
- Westfield PS
- Holy Family PS
- St Paul's PS

Placing request management required

In some areas demand outstrips capacity but only amongst non-catchment applications for placement. Analysis has been undertaken that confirms that capacity exists for all catchment children to attend their local schools so capacity can be managed purely through the schools placing process without any school extensions or catchment reviews. This will result in a number of non-catchment placement requests being refused for the following schools-

- Bellsquarry PS – refuse placing requests from Bankton & Dedridge catchments;
- Lowport PS – manage demand across Linlithgow through placing request refusal;
- Williamston – refuse placing requests from Bankton & Dedridge catchments;
- James Young High School – manage through placing requests;
- St Margaret's Academy – manage through placing requests.

Placing request management and phasing of new housing development

In some areas demand outstrips capacity mainly amongst non-catchment children but also influenced by planned future housing developments. Capacity will be managed through a combination of the placing request system and phasing of major housing developments to ensure demand and capacity match. This requires elected members and appeals processes to support these management processes.

- Springfield PS - Phasing condition on development at Wilcoxholm to avoid capacity issues
- Armadale Academy – manage through placing requests and phasing of development;
- Bathgate Academy – manage through placing requests and phasing of development;

- Linlithgow Academy – manage through placing requests and phasing of development.

D.9 Forecast Accuracy

School Roll Forecasting inevitably involves some elements of uncertainty. West Lothian Council mitigates these risks by using a third party demographic expert to work on our school roll forecasting in combination with our local expertise.

Forecasts reflect current and historic demographic trends but change over time as the effect of events including the Credit Crunch, Brexit and Covid 19 are reflected in both development trends and choices by local parents.

Other council areas have had significant issues with ensuring sufficient school capacity to meet development demand due to inaccurate calculations. These forecasts have been thoroughly reviewed to ensure that they accurately reflect the current situation in West Lothian and will continue to be updated annually to ensure that future demographic trends are reflected accurately in the forecasts.

F. BACKGROUND REFERENCES

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

Appendices/Attachments:

Appendix 1 2023 based School Roll Forecasts

Appendix 2 2023 based School Roll Forecasts Methodology & Data

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Craig McCorriston,
Head of Planning Economic Development & Regeneration,
West Lothian Civic Centre, Howden South Road,

Date: 04 June 2024

Primary Roll - Base Scenario

Primary School	Associated Secondary	Capacity	Planned P1 Entry	Max Class Org	Class Size Limit	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34
Armada	Armada Academy	462	66	16	33	336	332	327	308	309	294	278	270	263	255	254
Eastertoun	Armada Academy	360	48	12	33	261	254	248	238	231	233	221	215	209	204	206
Southdale	Armada Academy	273	39	8	33	299	304	294	284	278	274	271	268	255	250	248
Blackridge	Armada Academy	198	29	7	33	127	115	107	98	89	86	82	84	88	93	94
Windyknowe	Armada Academy	462	66	16	33	362	348	331	311	301	299	296	285	283	285	286
Balbardie	Bathgate Academy	462	66	16	33	342	333	320	312	307	309	298	297	306	311	311
Boghall	Bathgate Academy	462	66	16	33	252	232	218	189	188	171	161	163	165	165	166
Simpson	Bathgate Academy	640	92	22	30	627	607	575	522	501	437	402	379	355	340	339
Blackburn	Bathgate Academy	198	29	7	33	90	82	86	80	80	76	72	74	74	74	73
Murrayfield	Bathgate Academy	306	45	11	33	191	182	170	163	151	145	130	132	131	131	129
Broxburn	Broxburn Academy	462	66	16	33	332	333	317	297	292	302	307	306	302	306	313
Kirkhill	Broxburn Academy	306	45	11	33	254	244	220	207	178	157	152	138	131	125	119
Uphall	Broxburn Academy	387	52	13	33	220	217	207	206	202	198	191	180	171	169	166
Pumpherstoun and Uphall Station	Broxburn Academy	231	33	8	33	192	207	215	224	219	224	228	228	219	216	217
Carmondean	Deans CHS	462	66	16	33	324	292	275	260	239	237	231	230	238	241	243
Deans	Deans CHS	360	48	12	33	218	201	178	163	151	134	126	121	120	121	123
Knightsbridge	Deans CHS	415	60	14	33	231	220	218	206	212	207	207	201	198	190	192
Meldrum	Deans CHS	231	33	8	33	172	162	147	135	127	124	107	107	106	109	110
Seafield	Deans CHS	125	18	5	25	95	94	96	95	93	95	95	95	97	97	98
Harrysmuir	Inveralmond CHS	415	60	16	33	366	339	319	302	268	254	232	228	225	215	209
Livingston Village	Inveralmond CHS	198	29	8	30	195	190	195	192	180	177	170	167	162	152	149
Peel	Inveralmond CHS	462	66	16	33	367	341	316	294	273	244	236	227	224	222	219
Toronto	Inveralmond CHS	415	60	14	33	250	251	240	238	224	210	200	192	183	178	169
Letham	Inveralmond CHS	273	39	10	33	158	157	144	145	146	137	123	126	121	122	122
Riverside	Inveralmond CHS	306	45	11	33	207	197	192	179	168	163	148	145	137	138	138
Bankton	James Young HS	462	66	16	33	326	308	291	274	255	243	222	210	204	203	198
Bellsquarry	James Young HS	198	29	8	33	217	218	213	209	211	199	188	178	166	161	156
Dedridge	James Young HS	273	39	10	33	167	155	144	127	119	115	105	108	108	108	106
Williamston	James Young HS	441	63	15	33	420	413	393	397	389	381	373	366	357	360	355
Linlithgow	Linlithgow Academy	441	63	15	33	351	332	307	276	243	227	214	207	199	189	186
Linlithgow Bridge	Linlithgow Academy	231	33	8	33	167	180	174	174	158	154	152	138	122	112	108
Lowport	Linlithgow Academy	198	29	8	33	195	194	180	177	169	169	158	151	147	149	148
Springfield	Linlithgow Academy	415	60	14	33	331	329	324	313	309	297	293	283	267	256	252
Bridgend	Linlithgow Academy	125	18	5	25	30	24	24	23	24	24	25	29	29	30	30
Torphichen	Linlithgow Academy	100	15	4	25	57	60	63	56	60	59	63	62	62	61	64
Westfield	Linlithgow Academy	75	11	3	25	55	58	53	50	45	43	40	38	36	36	38
Addiewell	West Calder HS	125	18	5	33	118	110	102	91	81	67	62	61	61	58	61
Calderwood	West Calder HS	636	66	16	33	485	552	601	646	695	693	689	688	671	659	646
East Calder	West Calder HS	462	66	16	33	287	294	301	296	286	280	267	254	242	234	234
Mid Calder	West Calder HS	415	60	14	30	178	166	174	164	171	162	156	156	158	149	149
Parkhead	West Calder HS	415	60	14	33	399	383	369	349	353	341	332	330	330	325	324
Woodmuir	West Calder HS	50	7	2	25	21	20	16	15	15	16	13	12	12	12	13
Croftmalloch	Whitburn Academy	387	52	13	33	208	214	223	218	219	220	224	224	224	230	228
Polkemmet	Whitburn Academy	306	45	11	30	176	178	180	194	193	194	193	195	191	193	189
Whitdale	Whitburn Academy	462	66	16	33	347	335	327	326	334	344	357	362	370	379	377
Fallaill	Whitburn Academy	360	48	12	33	185	185	192	183	173	171	174	162	154	144	147
Greenrigg	Whitburn Academy	171	23	6	33	126	130	128	132	133	134	141	143	144	152	152
Longridge	Whitburn Academy	125	18	5	25	87	84	77	75	74	72	75	76	73	74	77
Stoneyburn	Whitburn Academy	150	21	6	25	71	61	59	59	51	49	45	46	47	46	44
Hawthill	Winchburgh Academy	231	33	8	33	0	0	47	58	71	79	86	94	101	97	97
Winchburgh	Winchburgh Academy	574	82	20	33	432	446	423	405	395	365	323	304	295	281	279
Dechmont	Winchburgh Academy	50	17	2	25	7	2	3	4	28	35	42	47	51	56	62
Kirknewton	Balerno CHS	198	29	7	33	173	189	172	163	158	143	148	136	117	121	127
Our Lady of Lourdes	St Kentigern's Academy	171	23	6	33	159	149	135	129	110	100	100	97	98	97	96
Our Lady's	St Kentigern's Academy	100	15	4	25	72	67	64	63	56	54	51	53	54	52	50
St Anthony's	St Kentigern's Academy	273	39	10	33	196	189	192	188	192	179	176	169	164	159	159
St Columba's	St Kentigern's Academy	171	23	6	33	111	106	99	93	98	95	92	88	89	90	90
St John The Baptist	St Kentigern's Academy	231	33	8	33	176	180	182	165	155	144	140	136	129	120	123
St Joseph's Whitburn	St Kentigern's Academy	252	36	9	33	218	220	211	200	200	201	205	206	204	207	203
St Mary's Bathgate	St Kentigern's Academy	462	66	16	33	348	332	310	304	295	277	264	264	267	269	269
St Thomas'	St Kentigern's Academy	100	15	4	25	24	24	23	22	25	22	21	20	20	19	20
St Mary's Polbeth	St Margaret's Academy	252	36	9	33	172	174	175	164	172	173	177	174	173	171	171
Howden St Andrew's	St Margaret's Academy	387	52	13	33	277	263	257	254	251	242	232	219	210	206	200
St John Ogilvie	St Margaret's Academy	415	60	14	30	348	321	289	263	234	214	204	196	194	195	197
St Ninian's	St Margaret's Academy	387	52	13	33	245	237	225	218	208	195	176	178	175	175	172
St Paul's	St Margaret's Academy	171	25	7	33	131	129	129	127	132	130	137	137	131	128	128
Holy Family	Sinclair Academy	231	33	8	33	158	154	154	152	144	146	132	129	126	120	119
St Joseph's Linlithgow	Sinclair Academy	171	25	7	25	106	98	97	82	77	75	77	71	68	66	65
St Nicholas'	Sinclair Academy	462	66	16	33	387	382	378	375	363	363	354	350	341	342	344
West Lothian		21,183	3,002			15,212	14,878	14,434	13,899	13,530	13,074	12,662	12,405	12,147	12,003	11,944

Opened 2021. Additional 174 capacity Temporary Units from 2023. Extended permanent 693 / temporary 867 capacity planned from 2024.

Due to open as a 231 capacity school in August 2025

Permanent 462 capacity at Winchburgh PS extended to 574 by current Temporary Units. Permanent extension at Winchburgh PS to 574 capacity planned.

Primary P1 - Base Scenario

Primary School	Associated Secondary	Capacity	Planned P1 Entry	Max Class Org	Class Size Limit	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34
Armada	Armada Academy	462	66	16	33	44	43	45	37	38	34	36	36	36	36	36
Eastertoun	Armada Academy	360	48	12	33	35	36	34	28	29	30	29	29	29	29	29
Southdale	Armada Academy	273	39	8	33	38	49	40	38	35	35	36	36	36	36	36
Blackridge	Armada Academy	198	29	7	33	12	9	9	12	11	15	14	14	14	14	14
Windyknowe	Armada Academy	462	66	16	33	52	42	39	40	42	42	41	41	41	41	41
Balbardie	Bathgate Academy	462	66	16	33	45	36	39	45	45	43	44	44	44	44	44
Boghall	Bathgate Academy	462	66	16	33	21	22	23	23	30	19	23	23	23	23	23
Simpson	Bathgate Academy	640	92	22	30	71	72	63	49	53	46	48	48	48	48	48
Blackburn	Bathgate Academy	198	29	7	33	9	10	11	11	9	11	10	10	10	10	10
Murrayfield	Bathgate Academy	306	45	11	33	17	20	18	21	17	20	18	18	18	18	18
Broxburn	Broxburn Academy	462	66	16	33	45	48	40	37	46	47	44	44	44	44	44
Kirkhill	Broxburn Academy	306	45	11	33	34	26	24	25	16	17	17	17	17	17	17
Uphall	Broxburn Academy	387	52	13	33	35	33	27	27	26	23	23	23	23	23	23
Pumpherstoun and Uphall Station	Broxburn Academy	231	33	8	33	31	41	35	31	29	32	31	31	31	31	31
Carmondean	Deans CHS	462	66	16	33	36	28	33	33	29	37	35	35	35	35	35
Deans	Deans CHS	360	48	12	33	22	18	17	15	20	17	17	17	17	17	17
Knightsbridge	Deans CHS	415	60	14	33	33	30	35	25	30	26	27	27	27	27	27
Meldrum	Deans CHS	231	33	8	33	15	17	13	14	15	17	16	16	16	16	16
Seafield	Deans CHS	125	18	5	25	14	12	14	13	16	13	14	14	14	14	14
Harrysmuir	Inveralmond CHS	415	60	16	33	34	34	40	36	30	29	30	30	30	30	30
Livingston Village	Inveralmond CHS	198	29	8	30	25	26	31	25	19	23	21	21	21	21	21
Peel	Inveralmond CHS	462	66	16	33	40	34	33	35	37	26	31	31	31	31	31
Toronto	Inveralmond CHS	415	60	14	33	32	33	29	33	25	24	24	24	24	24	24
Letham	Inveralmond CHS	273	39	10	33	15	22	16	17	20	16	17	17	17	17	17
Riverside	Inveralmond CHS	306	45	11	33	22	28	19	19	23	18	19	19	19	19	19
Bankton	James Young HS	462	66	16	33	40	35	29	34	27	30	28	28	28	28	28
Bellsquarry	James Young HS	198	29	8	33	32	34	26	27	26	21	22	22	22	22	22
Dedridge	James Young HS	273	39	10	33	12	14	16	17	16	15	15	15	15	15	15
Williamston	James Young HS	441	63	15	33	57	59	47	55	57	49	50	50	50	50	50
Linlithgow	Linlithgow Academy	441	63	15	33	34	34	37	29	22	32	26	26	26	26	26
Linlithgow Bridge	Linlithgow Academy	231	33	8	33	29	32	25	20	15	16	15	15	15	15	15
Lowport	Linlithgow Academy	198	29	8	33	28	25	19	23	18	23	21	21	21	21	21
Springfield	Linlithgow Academy	415	60	14	33	45	51	46	39	40	35	35	35	35	35	35
Bridgend	Linlithgow Academy	125	18	5	25	0	4	3	5	3	5	4	4	4	4	4
Torphichen	Linlithgow Academy	100	15	4	25	10	9	10	6	8	11	9	9	9	9	9
Westfield	Linlithgow Academy	75	11	3	25	7	8	5	3	5	7	5	5	5	5	5
Addiewell	West Calder HS	125	18	5	33	9	9	12	6	10	8	8	8	8	8	8
Calderwood	West Calder HS	636	66	16	33	86	102	98	98	131	89	85	85	85	85	85
East Calder	West Calder HS	462	66	16	33	46	45	41	33	33	37	33	33	33	33	33
Mid Calder	West Calder HS	415	60	14	30	22	19	30	21	23	19	21	21	21	21	21
Parkhead	West Calder HS	415	60	14	33	46	45	49	45	57	45	44	44	44	44	44
Woodmuir	West Calder HS	50	7	2	25	3	2	2	1	2	2	2	2	2	2	2
Croftmalloch	Whitburn Academy	387	52	13	33	32	32	26	35	32	34	32	32	32	32	32
Polkemmet	Whitburn Academy	306	45	11	30	25	30	25	30	28	27	27	27	27	27	27
Whitdale	Whitburn Academy	462	66	16	33	50	46	46	57	51	53	54	54	54	54	54
Fallaill	Whitburn Academy	360	48	12	33	33	28	31	18	18	24	21	21	21	21	21
Greenrigg	Whitburn Academy	171	23	6	33	21	23	15	23	18	18	23	23	23	23	23
Longridge	Whitburn Academy	125	18	5	25	10	14	10	8	14	9	11	11	11	11	11
Stoneyburn	Whitburn Academy	150	21	6	25	6	5	8	8	4	7	6	6	6	6	6
Hawthill	Winchburgh Academy	231	33	8	33	0	0	17	14	16	14	13	13	13	13	13
Winchburgh	Winchburgh Academy	574	82	20	33	62	54	52	41	46	41	38	38	38	38	38
Dechmont	Winchburgh Academy	50	17	2	25	0	1	1	1	9	9	9	9	9	9	9
Kirknewton	Balerno CHS	198	29	7	33	30	37	13	12	22	16	18	18	18	18	18
Our Lady of Lourdes	St Kentigern's Academy	171	23	6	33	16	13	14	15	13	15	14	14	14	14	14
St Lady's	St Kentigern's Academy	100	15	4	25	6	6	9	10	5	8	7	7	7	7	7
St Anthony's	St Kentigern's Academy	273	39	10	33	30	28	28	23	24	22	23	23	23	23	23
St Columba's	St Kentigern's Academy	171	23	6	33	16	12	12	12	17	10	13	13	13	13	13
St John The Baptist	St Kentigern's Academy	231	33	8	33	22	24	26	15	15	20	17	17	17	17	17
St Joseph's Whitburn	St Kentigern's Academy	252	36	9	33	28	31	27	33	29	29	29	29	29	29	29
St Mary's Bathgate	St Kentigern's Academy	462	66	16	33	38	36	36	39	39	38	38	38	38	38	38
St Thomas'	St Kentigern's Academy	100	15	4	25	4	3	4	2	3	3	3	3	3	3	3
St Mary's Polbeth	St Margaret's Academy	252	36	9	33	27	24	26	24	29	24	23	23	23	23	23
Howden St Andrew's	St Margaret's Academy	387	52	13	33	41	38	32	34	31	27	28	28	28	28	28
St John Ogilvie	St Margaret's Academy	415	60	14	30	36	29	27	27	29	28	28	28	28	28	28
St Ninian's	St Margaret's Academy	387	52	13	33	22	27	25	27	25	25	24	24	24	24	24
St Paul's	St Margaret's Academy	171	25	7	33	18	23	21	18	20	19	18	18	18	18	18
Holy Family	Sinclair Academy	231	33	8	33	21	20	22	18	19	18	16	16	16	16	16
St Joseph's Linlithgow	Sinclair Academy	171	25	7	25	15	12	12	10	8	10	9	9	9	9	9
St Nicholas'	Sinclair Academy	462	66	16	33	53	57	48	46	49	51	49	49	49	49	49
West Lothian		21,183	3,002			1,945	1,948	1,833	1,748	1,798	1,702	1,689	1,689	1,689	1,689	1,689

Opened 2021. Additional 174 capacity Temporary Units from 2023. Extended permanent 693 / temporary 867 capacity planned from 2024.

Due to open as a 231 capacity school in August 2025
Permanent 462 capacity at Winchburgh PS extended to 574 by current Temporary Units. Permanent extension at Winchburgh PS to 574 capacity planned.

Secondary Roll - Base Scenario

School	Capacity	Planned S1 Entry	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34
Armada Academy	1,210	220	1,164	1,180	1,185	1,197	1,139	1,095	1,073	1,036	1,003	967	936
Bathgate Academy	1,210	220	1,180	1,192	1,205	1,230	1,201	1,182	1,164	1,114	1,054	989	934
Broxburn Academy	1,210	220	905	877	843	796	767	722	696	690	689	676	660
Deans High School	1,100	200	1,006	998	965	931	903	868	831	774	715	668	619
Inveralmond High School	1,320	240	1,030	1,017	988	959	936	899	871	833	803	770	736
James Young High School	1,210	220	1,193	1,211	1,201	1,185	1,183	1,176	1,165	1,112	1,082	1,032	994
Linlithgow Academy	1,320	240	1,330	1,279	1,227	1,166	1,131	1,104	1,064	1,039	1,013	972	927
West Calder High School	1,100	200	1,130	1,212	1,279	1,333	1,388	1,474	1,524	1,541	1,549	1,553	1,525
Whitburn Academy	1,210	220	852	860	867	877	879	868	841	826	824	806	815
Winchburgh Academy	660	120	110	165	217	272	314	327	356	363	362	362	346
St Kentigerns	1,430	260	1,166	1,126	1,083	1,074	1,029	1,026	995	965	927	889	858
St Margarets	1,100	200	1,108	1,098	1,088	1,067	1,057	1,035	1,021	982	949	914	873
Sinclair Academy	660	120	79	152	227	302	371	417	422	420	412	404	386
West Lothian	14,740	2,680	12,253	12,366	12,375	12,388	12,307	12,193	12,023	11,697	11,384	11,003	10,610

Extended school with 1320 capacity planned to open by 2025. Gavieside to Deans CHS via Catchment Review. Long term demand managed through the West Livingston and Calderwood CDA Secondary capacity solution

Opened S1 in August 2022

Opened S1 in August 2023

Secondary S1 - Base Scenario

School	Capacity	Planned S1 Entry	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34
Armada Academy	1,210	220	219	214	214	224	176	188	194	178	179	167	151
Bathgate Academy	1,210	220	247	216	223	237	205	223	215	173	164	159	158
Broxburn Academy	1,210	220	153	136	146	132	142	117	120	133	140	120	113
Deans High School	1,100	200	175	183	167	159	155	142	140	117	103	108	100
Inveralmond High School	1,320	240	199	184	173	161	168	155	161	138	139	129	129
James Young High School	1,210	220	214	236	215	203	204	202	208	175	181	153	166
Linlithgow Academy	1,320	240	203	191	209	210	188	177	161	171	180	163	138
West Calder High School	1,100	200	210	244	258	284	271	303	274	268	275	285	254
Whitburn Academy	1,210	220	172	179	167	176	167	163	146	159	168	151	168
Winchburgh Academy	660	120	54	55	53	61	63	68	83	62	54	63	51
St Kentigerns	1,430	260	210	189	192	199	180	184	170	161	154	153	148
St Margarets	1,100	200	190	192	192	179	188	175	176	152	156	146	143
Sinclair Academy	660	120	79	73	75	75	79	75	82	72	68	68	60
West Lothian	14,740	2,680	2,325	2,292	2,283	2,302	2,185	2,172	2,131	1,960	1,961	1,864	1,780

Opened S1 in August 2022

Opened S1 in August 2023

Primary Roll - 900 House Scenario

Primary School	Associated Secondary	Capacity	Planned P1 Entry	Max Class Org	Class Site Limit	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34
Armadae	Armadae Academy	462	66	16	33	336	332	327	311	318	307	294	289	284	278	279
Eastertoun	Armadae Academy	360	48	12	33	261	256	255	250	250	258	251	251	249	247	249
Southdale	Armadae Academy	273	39	8	33	299	306	298	290	285	280	273	267	251	244	252
Blackledge	Armadae Academy	198	29	7	33	127	115	109	101	95	84	91	96	101	105	106
Windknowe	Armadae Academy	462	66	16	33	362	362	342	321	298	287	283	282	273	276	279
Balbardie	Bathgate Academy	462	66	16	33	342	329	313	303	296	297	285	283	289	293	293
Boghall	Bathgate Academy	462	66	16	33	252	234	220	191	187	168	158	158	157	156	155
Simpson	Bathgate Academy	640	92	22	30	627	609	579	528	510	449	416	395	374	362	362
Blackburn	Bathgate Academy	198	29	7	33	90	80	80	73	72	69	65	67	68	69	69
Murrayfield	Bathgate Academy	306	45	11	33	191	187	179	175	167	164	151	153	153	155	153
Broxburn	Broxburn Academy	462	66	16	33	332	334	316	299	296	308	315	315	312	317	326
Kirkhill	Broxburn Academy	306	45	11	33	254	246	225	216	198	180	177	163	157	152	147
Uphall	Broxburn Academy	387	52	13	33	220	214	202	201	196	196	192	184	180	181	182
Pumphreston and Uphall Station	Broxburn Academy	231	33	8	33	192	207	218	229	229	238	245	249	242	234	232
Carmondean	Deans CHS	462	66	16	33	324	296	280	265	243	236	225	221	224	223	222
Deans	Deans CHS	360	48	12	33	218	212	200	196	191	177	171	165	162	160	160
Knightbridge	Deans CHS	415	60	14	33	231	215	208	191	190	179	174	165	159	149	150
Meldrum	Deans CHS	231	33	8	33	172	168	158	153	150	151	135	137	137	139	143
Spafield	Deans CHS	125	18	5	25	95	92	93	90	88	89	88	87	89	87	88
Harrowsmuir	Inveralmond CHS	415	60	16	33	366	344	329	317	287	275	256	253	251	244	239
Livingston Village	Inveralmond CHS	198	29	8	30	195	199	208	210	205	207	207	210	208	202	200
Peel	Inveralmond CHS	462	66	16	33	367	341	317	297	278	252	248	242	240	240	236
Toronto	Inveralmond CHS	415	60	14	33	250	249	238	235	221	209	202	194	186	182	175
Lightham	Inveralmond CHS	273	39	10	33	158	151	143	133	121	128	110	106	107	109	109
Riverside	Inveralmond CHS	306	45	11	33	207	196	194	183	174	170	155	155	149	150	151
Bankton	James Young HS	462	66	16	33	326	328	335	340	355	375	381	395	399	410	399
Bellsquarry	James Young HS	198	29	8	33	217	214	209	210	220	218	217	216	218	223	223
Dedridge	James Young HS	273	39	10	33	167	158	151	141	146	151	147	157	161	163	163
Williamston	James Young HS	441	63	15	33	420	417	414	425	424	430	435	441	441	441	441
Linlithgow	Linlithgow Academy	441	63	15	33	351	345	331	309	284	275	268	263	257	249	248
Linlithgow Bridge	Linlithgow Academy	231	33	8	33	167	180	175	177	165	168	171	162	151	145	143
Lowport	Linlithgow Academy	198	29	8	33	195	201	194	197	195	200	192	187	185	187	186
Springfield	Linlithgow Academy	415	60	14	33	331	335	336	335	342	346	356	359	354	352	354
Birdgend	Linlithgow Academy	125	18	5	25	30	30	15	10	8	8	8	8	8	8	8
Torphichen	Linlithgow Academy	100	15	4	25	57	60	62	55	59	58	62	62	62	62	65
Westfield	Linlithgow Academy	75	11	3	25	55	60	56	54	50	49	45	41	38	38	40
Addiewell	West Calder HS	125	18	5	33	118	112	109	101	93	83	80	81	81	79	81
Calderwood	West Calder HS	636	66	16	33	485	576	659	741	813	830	827	803	775	750	725
East Calder	West Calder HS	462	66	16	33	287	316	351	374	392	412	418	418	414	402	387
Mist Calder	West Calder HS	415	60	14	30	178	168	179	171	180	169	162	158	158	147	145
Parkhead	West Calder HS	415	60	14	33	399	403	411	411	434	437	440	449	454	453	446
Woodmuir	West Calder HS	50	7	2	25	21	21	19	19	21	23	19	17	16	15	16
Croftmalloch	Whitburn Academy	387	52	13	33	208	211	219	215	215	217	224	227	230	247	259
Pokemmet	Whitburn Academy	306	45	11	30	176	180	182	198	200	205	208	213	212	219	223
Whitdale	Whitburn Academy	462	66	16	33	347	331	321	317	321	323	320	331	337	346	345
Falilahill	Whitburn Academy	360	48	12	33	185	182	183	166	150	143	141	125	115	103	106
Greenrigg	Whitburn Academy	171	23	6	33	126	125	117	113	105	98	96	88	81	83	81
Longridge	Whitburn Academy	125	18	5	25	87	80	72	70	69	66	70	73	72	74	76
Stoneyburn	Whitburn Academy	150	21	6	25	71	63	62	64	58	57	55	56	56	55	53
Hawkhill	Winchburgh Academy	221	33	8	33	0	0	0	50	65	83	97	110	123	135	137
Winchburgh	Winchburgh Academy	574	82	20	33	432	483	496	519	551	555	537	536	535	527	526
Dechmont	Winchburgh Academy	50	17	2	25	7	1	2	3	28	41	54	66	76	87	101
Kirknewton	Balerno CHS	198	29	7	33	173	191	178	172	171	159	166	158	141	146	151
Our Lady of Lourdes	St Kentigern's Academy	171	23	6	33	159	152	138	135	118	110	111	110	111	112	112
Our Lady's	St Kentigern's Academy	100	15	4	25	72	69	66	66	60	58	56	58	58	57	55
St Anthony's	St Kentigern's Academy	273	39	10	33	196	189	193	191	198	189	188	182	178	175	176
St Columba's	St Kentigern's Academy	171	23	6	33	111	111	107	104	110	108	105	100	99	99	98
St John The Baptist	St Kentigern's Academy	231	33	8	33	176	179	180	160	146	131	124	117	108	98	101
St Joseph's Whitburn	St Kentigern's Academy	252	36	9	33	218	219	209	199	201	203	210	213	213	219	221
St Mary's Bathgate	St Kentigern's Academy	462	66	16	33	348	329	305	297	286	269	256	257	260	263	264
St Thomas'	St Kentigern's Academy	100	15	4	25	24	24	24	23	28	25	25	24	25	24	25
St Mary's Polbeth	St Margaret's Academy	252	36	9	33	172	180	189	185	199	205	212	212	213	211	208
Howden St Andrew's	St Margaret's Academy	387	52	13	33	277	263	258	255	251	245	238	227	220	218	214
St John Ogilvie	St Margaret's Academy	415	60	14	30	348	334	315	301	280	263	256	249	247	246	246
St Ninian's	St Margaret's Academy	387	52	13	33	245	257	265	279	289	294	293	309	310	315	308
St Paul's	St Margaret's Academy	171	25	7	33	131	154	181	208	247	272	299	314	307	300	293
Holy Family	Sinclair Academy	231	33	8	33	158	173	191	207	217	234	231	235	236	234	235
St Joseph's Linlithgow	Sinclair Academy	171	25	7	25	106	101	104	93	91	91	94	90	88	86	85
St Nicholas'	Sinclair Academy	462	66	16	33	387	381	378	374	363	367	360	358	352	353	356
West Lothian		21,183	3,002			15,212	15,129	14,993	14,785	14,762	14,612	14,442	14,353	14,189	14,108	14,075

NOTE - Forecasts show maximum demand based on current trends including non catchment placing requests. Once capacities are reached / exceeded some non-catchment placing requests can be refused to reduce demand at popular schools

Plans to deal with capacity pressures - immediate 3 year programme

Calderwood	Additional 174 capacity Temporary Units from 2023. Extended permanent 693 / temporary 867 capacity planned from 2024. Manage non catchment demand across East Calder, St Paul's and Calderwood
Dechmont	New 231 capacity primary school planned to open 2027.
Livingston Village	Extended school with 210 capacity from August 2024
Pumphreston & Uphall Station	Extended school with 360 capacity to open August 2026.
St Paul's	Extended 231 capacity from 2024.
Winchburgh	Permanent 462 capacity at Winchburgh PS extended to 574 by current Temporary Units. Permanent extension at Winchburgh PS to 574 capacity by August 2026.
Winchburgh - Hawkhill	231 capacity new Hawkhill primary school from August 2025 creates total permanent 805 capacity across the two Winchburgh ND Primary schools

Medium term developer funded school extension programme

Parkhead Extended school with 462 capacity;

Plans to deal with capacity pressures - longer term school extension programme

Holy Family	Extended school and manage capacity through placing requests
Southdale	Extended school and manage capacity through placing requests
St Paul's	Extended school with 360 or 462 capacity.

Plans to deal with capacity pressures - placing request management / development phasing only required

Bellsquarry	Refuse placing requests from Bankton & Dedridge catchments
Lowport	Manage demand across Linlithgow through placing request refusal
Williamston	Refuse placing requests from Bankton & Dedridge catchments

Investment in extra capacity in immediate 3 year programme

Extended 360 capacity planned from 2026

Extended school with 210 capacity from August 2024

Opened 2021. Additional 174 capacity Temporary Units from 2023. Extended permanent 693 / temporary 867 capacity planned from 2024.

Due to open as a 231 capacity school in August 2025
Permanent 462 capacity at Winchburgh PS extended to 574 by current Temporary Units. Permanent extension at Winchburgh PS to 574 capacity planned.
New 231 capacity primary school planned to open 2027.

Extended 231 capacity planned from 2024.

Primary P1 - 900 House Scenario

Primary School	Associated Secondary	Capacity	Planned P1 Entry	Max Class Org	Class Size Limit	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34
Armada	Armada Academy	462	66	16	33	44	43	44	38	41	36	38	38	38	38	38
Eastertoun	Armada Academy	360	48	12	33	35	36	35	30	31	33	32	32	32	32	32
Southdale	Armada Academy	273	39	8	33	38	48	39	36	35	34	34	34	34	34	36
Blackridge	Armada Academy	198	29	7	33	12	11	10	14	13	15	14	14	14	14	14
Windyknowe	Armada Academy	462	66	16	33	52	43	41	41	44	44	43	43	43	43	43
Balbardie	Bathgate Academy	462	66	16	33	45	36	38	43	44	41	43	43	43	43	43
Boghall	Bathgate Academy	462	66	16	33	21	22	22	21	28	17	21	21	21	21	21
Simpson	Bathgate Academy	640	92	22	30	71	72	61	50	54	47	50	50	50	50	50
Blackburn	Bathgate Academy	198	29	7	33	9	10	11	11	10	12	11	11	11	11	11
Murrayfield	Bathgate Academy	306	45	11	33	17	20	17	21	17	20	19	19	19	19	19
Broxburn	Broxburn Academy	462	66	16	33	45	48	39	37	45	47	44	44	44	44	44
Kirkhill	Broxburn Academy	306	45	11	33	34	26	26	26	20	21	21	21	21	21	21
Uphall	Broxburn Academy	387	52	13	33	35	31	25	25	26	24	24	24	24	24	24
Pumpherstoun and Uphall Station	Broxburn Academy	231	33	8	33	31	41	35	28	31	34	33	32	32	31	31
Carmondean	Deans CHS	462	66	16	33	36	29	33	33	27	34	32	32	32	32	32
Deans	Deans CHS	360	48	12	33	22	20	20	19	22	20	20	20	20	20	20
Knightsbridge	Deans CHS	415	60	14	33	33	31	34	23	26	23	24	24	24	24	24
Meldrum	Deans CHS	231	33	8	33	15	17	14	16	17	19	18	17	17	17	17
Seafield	Deans CHS	125	18	5	25	14	12	14	13	15	12	13	13	13	13	13
Harrysmuir	Inveralmond CHS	415	60	16	33	34	34	39	36	31	31	32	32	32	32	32
Livingston Village	Inveralmond CHS	198	29	8	30	25	27	30	25	22	26	25	25	25	24	24
Peel	Inveralmond CHS	462	66	16	33	40	35	33	36	38	29	33	33	33	33	33
Toronto	Inveralmond CHS	415	60	14	33	32	32	28	31	24	24	24	24	24	24	24
Letham	Inveralmond CHS	273	39	10	33	15	22	17	18	21	18	19	19	19	19	19
Riverside	Inveralmond CHS	306	45	11	33	22	28	21	22	25	21	23	23	23	23	23
Bankton	James Young HS	462	66	16	33	40	39	32	41	40	43	42	44	45	45	45
Bellsquarry	James Young HS	198	29	8	33	32	30	27	32	33	31	32	32	32	32	32
Dedridge	James Young HS	273	39	10	33	12	16	16	19	21	20	20	20	20	20	20
Williamston	James Young HS	441	63	15	33	57	63	63	63	63	63	63	63	63	63	63
Linlithgow	Linlithgow Academy	441	63	15	33	34	36	39	32	25	37	31	31	31	31	31
Linlithgow Bridge	Linlithgow Academy	231	33	8	33	29	31	26	22	19	20	20	20	20	20	20
Lowport	Linlithgow Academy	198	29	8	33	28	26	20	24	21	24	23	23	23	23	23
Springfield	Linlithgow Academy	415	60	14	33	45	53	51	46	50	48	48	48	48	48	48
Bridgend	Linlithgow Academy	125	18	5	25	0	4	3	4	3	5	4	4	4	4	4
Torphichen	Linlithgow Academy	100	15	4	25	10	9	10	6	9	12	10	10	10	10	10
Westfield	Linlithgow Academy	75	11	3	25	7	7	5	1	3	5	4	4	4	4	4
Addiewell	West Calder HS	125	18	5	33	9	9	13	8	12	9	10	10	10	10	10
Calderwood	West Calder HS	636	66	16	33	86	94	94	97	127	91	86	83	83	83	83
East Calder	West Calder HS	462	66	16	33	46	48	47	40	42	47	43	43	43	41	39
Mid Calder	West Calder HS	415	60	14	30	22	18	29	20	21	15	18	18	18	18	18
Parkhead	West Calder HS	415	60	14	33	46	48	54	51	64	53	52	52	52	52	51
Woodmuir	West Calder HS	50	7	2	25	3	2	2	1	2	1	1	1	1	1	1
Croftmalloch	Whitburn Academy	387	52	13	33	32	32	28	37	33	36	35	35	35	37	38
Polkemmet	Whitburn Academy	306	45	11	30	25	31	27	32	30	31	30	30	30	31	31
Whitdale	Whitburn Academy	462	66	16	33	50	44	44	55	48	49	50	50	50	51	51
Fallaill	Whitburn Academy	360	48	12	33	33	28	29	14	13	21	17	17	17	17	17
Greenrigg	Whitburn Academy	171	23	6	33	21	21	12	17	11	11	13	13	13	14	14
Longridge	Whitburn Academy	125	18	5	25	10	13	11	10	16	11	13	13	13	13	13
Stoneyburn	Whitburn Academy	150	21	6	25	6	8	8	9	5	7	7	7	7	7	7
Hawthill	Winchburgh Academy	231	33	8	33	0	0	18	14	16	15	15	15	15	15	15
Winchburgh	Winchburgh Academy	574	82	20	33	62	59	57	49	56	52	49	49	49	49	49
Dechmont	Winchburgh Academy	50	17	2	25	0	1	1	2	10	9	10	10	10	10	11
Kirknewton	Balerno CHS	198	29	7	33	30	39	16	16	27	20	22	22	22	22	22
Our Lady of Lourdes	St Kentigern's Academy	171	23	6	33	16	13	14	14	13	16	15	15	15	15	15
St Lady's	St Kentigern's Academy	100	15	4	25	6	7	9	10	5	8	8	8	8	8	8
St Anthony's	St Kentigern's Academy	273	39	10	33	30	28	27	23	25	23	24	24	24	24	24
St Columba's	St Kentigern's Academy	171	23	6	33	16	12	12	11	15	8	11	11	11	11	11
St John The Baptist	St Kentigern's Academy	231	33	8	33	22	23	25	12	11	18	15	15	15	15	15
St Joseph's Whitburn	St Kentigern's Academy	252	36	9	33	28	32	27	34	31	31	31	31	31	32	32
St Mary's Bathgate	St Kentigern's Academy	462	66	16	33	38	36	36	38	40	39	39	39	39	39	39
St Thomas'	St Kentigern's Academy	100	15	4	25	4	3	4	3	4	3	3	3	3	3	3
St Mary's Polbeth	St Margaret's Academy	252	36	9	33	27	25	27	26	32	27	27	27	27	27	26
Howden St Andrew's	St Margaret's Academy	387	52	13	33	41	38	33	35	32	30	31	31	31	31	31
St John Ogilvie	St Margaret's Academy	415	60	14	30	36	30	29	29	31	30	30	30	30	30	30
St Ninian's	St Margaret's Academy	387	52	13	33	22	30	27	32	33	33	33	34	34	34	34
St Paul's	St Margaret's Academy	171	25	7	33	18	39	38	35	43	36	34	34	34	33	33
Holy Family	Sinclair Academy	231	33	8	33	21	22	24	21	23	22	21	21	21	21	21
St Joseph's Linlithgow	Sinclair Academy	171	25	7	25	15	12	12	11	9	12	11	11	11	11	11
St Nicholas'	Sinclair Academy	462	66	16	33	53	57	48	46	51	53	51	51	51	50	50
West Lothian		21,183	3,002			1,945	1,987	1,901	1,837	1,927	1,856	1,841	1,841	1,841	1,841	1,841

Extended 360 capacity planned from 2026

Extended school with 210 capacity from August 2024

Opened 2021. Additional 174 capacity Temporary Units from 2023. Extended permanent 693 / temporary 867 capacity planned from 2024.

Due to open as a 231 capacity school in August 2025
Permanent 462 capacity at Winchburgh P5 extended to 574 by current Temporary Units. Permanent extension at Winchburgh P5 to 574 capacity planned.
New 231 capacity primary school planned to open 2027.

Extended 231 capacity planned from 2024.

Secondary Roll - 900 House Scenario

School	Capacity	Planned S1 Entry	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34
Armadale Academy	1,210	220	1,164	1,188	1,202	1,224	1,176	1,140	1,124	1,092	1,068	1,042	1,026
Bathgate Academy	1,210	220	1,180	1,195	1,211	1,237	1,214	1,197	1,182	1,136	1,079	1,014	959
Broxburn Academy	1,210	220	905	877	844	804	786	758	752	765	782	783	781
Deans High School	1,100	200	1,006	1,013	1,000	989	990	987	983	960	935	922	907
Inveralmind High School	1,320	240	1,030	1,040	1,030	1,011	1,001	979	966	930	913	881	850
James Young High School	1,210	220	1,193	1,194	1,189	1,190	1,204	1,218	1,222	1,222	1,223	1,223	1,225
Linlithgow Academy	1,320	240	1,330	1,297	1,267	1,226	1,209	1,196	1,171	1,168	1,159	1,140	1,116
West Calder High School	1,100	200	1,130	1,184	1,239	1,301	1,384	1,515	1,640	1,760	1,870	1,968	2,014
Whitburn Academy	1,210	220	852	864	873	884	884	871	838	815	804	785	799
Winchburgh Academy	660	120	110	172	242	324	404	457	532	585	628	667	685
St Kentigerns	1,430	260	1,166	1,136	1,103	1,102	1,074	1,064	1,033	998	957	920	891
St Margaret's	1,100	200	1,108	1,144	1,194	1,233	1,287	1,324	1,358	1,343	1,347	1,327	1,285
Sinclair Academy	660	120	79	154	238	333	430	511	552	586	612	634	643
West Lothian	14,740	2,680	12,253	12,457	12,631	12,859	13,044	13,217	13,353	13,360	13,377	13,307	13,182

Investment in extra capacity in immediate 3 year programme

Extended school with 1320 capacity planned to open by 2025. Gavieside to Deans CHS via Catchment Review. Long term demand managed through the West Livingston and Calderwood CDA Secondary capacity solution

Opened S1 in August 2022

Opened S1 in August 2023

NOTE - Forecasts show maximum demand based on current trends including non catchment placing requests. Once capacities are reached / exceeded some non-catchment placing requests can be refused to reduce demand at popular schools

Plans to deal with capacity pressures - immediate 3 year programme

West Calder High School Extended school with 1320 capacity planned to open by 2025. Gavieside has moved to Deans CHS via Catchment Review. Long term demand managed through the West Livingston and Calderwood CDA Secondary capacity solution

Medium term developer funded school extension programme

West Calder High School Long term demand managed through the West Livingston and Calderwood CDA Secondary capacity solution

Plans to deal with capacity pressures - longer term school extension programme

Deans High School Gavieside long term demand managed through the West Livingston and Calderwood CDA Secondary capacity solution

Winchburgh Academy Extended school

Sinclair Academy Extended school

Plans to deal with capacity pressures - placing request management / development phasing only required

Armadale Academy Manage through placing requests and phasing of development

Bathgate Academy Manage through placing requests and phasing of development

James Young High School Manage through placing requests and phasing of development. Non catchment demand from Inveralmind based catchments

Linlithgow Academy Manage through placing requests.

St Margaret's Manage through placing requests

Secondary 51 - 900 House Scenario

School	Capacity	Planned S1 Entry	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34
Armadale Academy	1,210	220	219	217	215	226	178	193	201	187	189	180	168
Bathgate Academy	1,210	220	247	220	228	240	210	226	221	180	171	163	162
Broxburn Academy	1,210	220	153	138	150	137	149	131	137	152	162	143	139
Deans High School	1,100	200	175	190	177	172	173	167	170	150	142	147	143
Inverralmond High School	1,320	240	199	201	186	169	182	175	185	154	164	143	150
James Young High School	1,210	220	214	220	220	220	220	220	220	220	221	220	222
Linlithgow Academy	1,320	240	203	195	217	221	204	192	182	201	209	198	176
West Calder High School	1,100	200	210	215	246	293	299	346	339	350	375	396	363
Whitburn Academy	1,210	220	172	183	169	178	166	162	142	154	160	145	164
Winchburgh Academy	660	120	54	57	61	77	87	101	124	111	110	121	113
St Kentigerns	1,430	260	210	192	196	200	181	185	172	163	156	156	151
St Margaret's	1,100	200	190	211	211	199	218	216	224	198	215	197	198
Sinclair Academy	660	120	79	74	80	86	95	98	111	107	108	111	107
West Lothian	14,740	2,680	2,325	2,316	2,355	2,418	2,362	2,410	2,428	2,327	2,382	2,321	2,257

Extended school with 1320 capacity planned to open by 2025. Gavieside to Deans CHS via Catchment Review. Long term demand managed through the West Livingston and Calderwood CDA Secondary capacity solution

Opened S1 in August 2022

Opened S1 in August 2023

Primary Roll - LDP Scenario

Primary School	Associated Secondary	Capacity	Planned P1 Entry	Max Class Org	Class Size Limit	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34
Armadale	Armadale Academy	462	66	16	33	336	332	331	317	325	315	308	310	317	323	332
Eastertoun	Armadale Academy	360	48	12	33	261	255	265	265	267	276	267	266	263	266	275
Southdale	Armadale Academy	273	39	8	33	299	302	294	289	288	284	280	275	274	287	303
Blackridge	Armadale Academy	198	29	7	33	127	122	118	112	113	116	120	124	125	123	115
Windyknowe	Armadale Academy	462	66	16	33	362	346	339	331	336	340	338	324	331	340	347
Balbardie	Bathgate Academy	462	66	16	33	342	330	316	308	305	309	298	295	312	337	350
Boghall	Bathgate Academy	462	66	16	33	252	235	221	192	196	180	170	170	168	167	166
Simpson	Bathgate Academy	640	92	22	30	627	609	580	530	513	452	419	398	376	365	378
Blackburn	Bathgate Academy	198	29	7	33	90	80	81	74	74	71	67	69	70	72	73
Murrayfield	Bathgate Academy	306	45	11	33	191	187	180	178	170	168	155	157	157	161	161
Broxburn	Broxburn Academy	462	66	16	33	332	335	321	307	309	324	333	332	353	400	449
Kirkhill	Broxburn Academy	306	45	11	33	254	251	245	256	233	210	201	182	174	165	157
Uphall	Broxburn Academy	387	52	13	33	220	215	206	211	214	220	219	211	204	201	196
Pumpherstons and Uphall Station	Broxburn Academy	231	33	8	33	192	216	232	246	246	253	261	265	260	255	251
Carmondean	Deans CHS	462	66	16	33	324	296	281	267	245	238	228	223	226	225	224
Deans	Deans CHS	360	48	12	33	218	214	205	204	200	186	179	172	167	164	162
Knightsbridge	Deans CHS	415	60	14	33	231	215	208	191	191	180	175	166	159	149	150
Meldrum	Deans CHS	231	33	8	33	172	168	161	158	156	158	143	144	142	144	144
Seafield	Deans CHS	125	18	5	25	95	93	96	94	92	93	91	90	90	89	89
Harrysmuir	Inveralmond CHS	415	60	16	33	366	345	330	318	288	276	257	254	251	244	240
Livingston Village	Inveralmond CHS	198	29	8	30	195	199	208	210	205	207	207	209	209	203	201
Peel	Inveralmond CHS	462	66	16	33	367	342	317	298	280	253	249	242	242	243	240
Toronto	Inveralmond CHS	415	60	14	33	250	250	238	235	222	210	203	194	187	183	176
Letham	Inveralmond CHS	273	39	10	33	158	152	134	132	131	121	107	111	108	111	111
Riverside	Inveralmond CHS	306	45	11	33	207	200	198	187	178	173	157	156	150	152	154
Bankton	James Young HS	462	66	16	33	326	337	347	366	416	450	442	435	419	400	370
Bellsquarry	James Young HS	198	29	8	33	217	214	210	211	220	219	217	217	219	224	224
Dedridge	James Young HS	273	39	10	33	167	160	156	151	164	173	170	177	177	174	167
Williamston	James Young HS	441	63	15	33	420	417	414	425	424	430	435	441	441	441	441
Linlithgow	Linlithgow Academy	441	63	15	33	351	346	339	330	320	323	321	316	323	327	333
Linlithgow Bridge	Linlithgow Academy	231	33	8	33	167	180	175	177	166	168	171	162	154	151	149
Lowport	Linlithgow Academy	198	29	8	33	195	201	195	201	202	210	203	198	199	205	207
Springfield	Linlithgow Academy	415	60	14	33	331	336	340	343	356	364	375	377	390	404	420
Bridgend	Linlithgow Academy	125	18	5	25	30	21	17	13	12	10	9	9	9	9	9
Torphichen	Linlithgow Academy	100	15	4	25	57	60	64	57	61	60	64	63	64	65	69
Westfield	Linlithgow Academy	75	11	3	25	55	60	56	54	50	49	45	42	49	63	81
Addiewell	West Calder HS	125	18	5	33	118	113	109	102	94	85	81	82	86	89	93
Calderwood	West Calder HS	636	66	16	33	485	583	660	722	781	795	804	808	802	781	750
East Calder	West Calder HS	462	66	16	33	287	333	382	406	426	445	437	412	398	377	363
Mid Calder	West Calder HS	415	60	14	30	178	169	180	172	181	170	163	158	158	147	145
Parkhead	West Calder HS	415	60	14	33	399	415	426	421	446	455	462	466	466	454	443
Woodmuir	West Calder HS	50	7	2	25	21	21	19	20	24	29	27	26	30	34	35
Croftmalloch	Whitburn Academy	387	52	13	33	208	212	220	217	228	252	281	318	358	390	409
Polkemmet	Whitburn Academy	306	45	11	30	176	180	183	201	207	216	224	234	252	273	286
Whitdale	Whitburn Academy	462	66	16	33	347	332	325	330	342	351	363	366	379	391	391
Falla Hill	Whitburn Academy	360	48	12	33	185	184	187	172	156	150	147	130	126	122	133
Greenrigg	Whitburn Academy	171	23	6	33	126	125	117	114	107	101	99	92	89	95	96
Longridge	Whitburn Academy	125	18	5	25	87	86	81	80	80	76	78	78	80	83	86
Stoneyburn	Whitburn Academy	150	21	6	25	71	63	63	65	61	66	67	71	80	89	97
Hawkhill	Winchburgh Academy	231	33	8	33	0	0	50	67	87	103	119	131	142	139	137
Winchburgh	Winchburgh Academy	574	82	20	33	432	492	504	545	590	609	608	603	587	564	537
Dechmont	Winchburgh Academy	50	17	2	25	7	2	3	3	32	46	61	70	79	86	93
Kirknewton	Balerno CHS	198	29	7	33	173	192	180	176	183	180	191	185	168	170	171
Our Lady of Lourdes	St Kentigern's Academy	171	23	6	33	159	152	139	137	119	112	113	111	113	116	118
Our Lady's	St Kentigern's Academy	100	15	4	25	72	69	68	68	64	67	68	73	82	91	98
St Anthony's	St Kentigern's Academy	273	39	10	33	196	189	195	195	203	194	195	193	196	200	206
St Columba's	St Kentigern's Academy	171	23	6	33	111	111	107	105	115	115	112	107	106	104	102
St John The Baptist	St Kentigern's Academy	231	33	8	33	176	181	184	166	152	137	130	121	117	115	126
St Joseph's Whitburn	St Kentigern's Academy	252	36	9	33	218	219	211	202	208	215	224	230	245	263	274
St Mary's Bathgate	St Kentigern's Academy	462	66	16	33	348	331	314	314	313	301	287	285	294	309	318
St Thomas'	St Kentigern's Academy	100	15	4	25	24	25	24	23	28	25	26	25	27	28	29
St Mary's Polbeth	St Margaret's Academy	252	36	9	33	172	185	195	191	207	215	224	222	222	217	212
Howden St Andrew's	St Margaret's Academy	387	52	13	33	277	266	261	257	254	247	240	229	221	219	215
St John Ogilvie	St Margaret's Academy	415	60	14	30	348	336	319	307	287	270	262	254	251	250	249
St Ninian's	St Margaret's Academy	387	52	13	33	245	265	273	292	318	328	320	325	319	312	298
St Paul's	St Margaret's Academy	171	25	7	33	131	159	189	213	251	275	302	317	313	303	294
Holy Family	Sinclair Academy	231	33	8	33	158	176	194	216	232	256	259	261	259	252	244
St Joseph's Linlithgow	Sinclair Academy	171	25	7	25	106	102	105	96	97	101	95	96	96	98	100
St Nicholas'	Sinclair Academy	462	66	16	33	387	383	381	378	368	371	364	362	374	403	432
West Lothian		21,183	3,002			15,212	15,271	15,268	15,213	15,412	15,420	15,321	15,211	15,277	15,392	15,496

NOTE - Forecasts show maximum demand based on current trends including non catchment placing requests. Once capacities are reached / exceeded some non-catchment placing requests can be refused to reduce demand at popular schools

Plans to deal with capacity pressures - immediate 3 year programme

Calderwood	Additional 174 capacity Temporary Units from 2023. Extended permanent 693 / temporary 867 capacity planned from 2024. Manage non catchment demand across East Calder, St Paul's and Calderwood
Dechmont	New 231 capacity primary school planned to open 2027.
Livingston Village	Extended school with 210 capacity from August 2024
Pumpherstons & Uphall Station	Extended school with 360 capacity to open August 2026.
St Paul's	Extended 231 capacity from 2024.
Winchburgh	Permanent 462 capacity at Winchburgh PS extended to 574 by current Temporary Units. Permanent extension at Winchburgh PS to 574 capacity by August 2026.
Winchburgh - Hawkhill	231 capacity new Hawkhill primary school from August 2025 creates total permanent 805 capacity across the two Winchburgh ND Primary schools

Medium term developer funded school extension programme

Parkhead	Extended school with 462 capacity;
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Plans to deal with capacity pressures - longer term school extension programme

Croftmalloch	Extended school and manage capacity through placing requests
Holy Family	Extended school and manage capacity through placing requests
Meldrum	New Primary School at Gavieside
Southdale	Extended school and manage capacity through placing requests
St Joseph's (Whitburn)	Extended school and manage capacity through placing requests
St Paul's	Extended school with 360 or 462 capacity.
Westfield	Extended school
Winchburgh - Hawkhill	Extended school and manage capacity through placing requests

Plans to deal with capacity pressures - placing request management / development phasing only required

Bellsquarry	Refuse placing requests from Bankton & Dedridge catchments
Lowport	Manage demand across Linlithgow through placing request refusal
Springfield	Phasing condition on development at Wilcoxholm to avoid capacity issues and manage capacity through placing requests
Williamston	Refuse placing requests from Bankton & Dedridge catchments

Investment in extra capacity in immediate 3 year programme

Extended 360 capacity planned from 2026

Extended school with 210 capacity from August 2024

Opened 2021. Additional 174 capacity Temporary Units from 2023. Extended permanent 693 / temporary 867 capacity planned from 2024.

Due to open as a 231 capacity school in August 2025
Permanent 462 capacity at Winchburgh PS extended to 574 by current Temporary Units. Permanent extension at Winchburgh PS to 574 capacity planned.
New 231 capacity primary school planned to open 2027.

Extended 231 capacity planned from 2024.

Primary P1 - LDP Scenario

Primary School	Associated Secondary	Capacity	Planned P1 Entry	Max Class Org	Class Size Limit	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34
Armada	Armada Academy	462	66	16	33	44	44	45	39	41	36	39	40	41	41	41
Eastertoun	Armada Academy	360	48	12	33	35	36	37	32	31	34	32	33	33	34	34
Southdale	Armada Academy	273	39	8	33	38	47	39	36	36	35	35	35	37	39	39
Blackridge	Armada Academy	198	29	7	33	12	12	11	14	15	17	16	15	15	14	14
Windyknowe	Armada Academy	462	66	16	33	52	44	43	44	47	47	45	44	47	47	47
Balbaird	Bathgate Academy	462	66	16	33	45	36	39	43	45	42	43	43	45	47	47
Boghall	Bathgate Academy	462	66	16	33	21	22	22	21	29	18	21	21	21	21	21
Simpson	Bathgate Academy	640	92	22	30	71	72	62	50	54	48	50	50	50	50	53
Blackburn	Bathgate Academy	198	29	7	33	9	10	11	11	10	12	11	11	11	12	11
Murrayfield	Bathgate Academy	306	45	11	33	17	20	17	21	17	20	19	19	19	20	20
Broxburn	Broxburn Academy	462	66	16	33	45	48	40	38	46	48	45	44	49	53	54
Kirkhill	Broxburn Academy	306	45	11	33	34	27	29	31	20	21	21	21	21	21	21
Uphall	Broxburn Academy	387	52	13	33	35	32	25	26	28	25	26	25	25	25	24
Pumpherston and Uphall Station	Broxburn Academy	231	33	8	33	31	43	37	29	31	34	33	33	34	33	32
Carmondean	Deans CHS	462	66	16	33	36	29	33	33	27	34	32	32	32	32	32
Deans	Deans CHS	360	48	12	33	22	20	20	19	23	21	20	20	20	20	20
Knightsbridge	Deans CHS	415	60	14	33	33	31	34	23	27	23	24	24	24	24	24
Meldrum	Deans CHS	231	33	8	33	15	17	14	16	18	19	18	18	18	18	17
Seafeld	Deans CHS	125	18	5	25	14	12	15	13	16	12	13	13	13	13	13
Harrysmuir	Inveralmond CHS	415	60	16	33	34	34	39	36	31	31	32	32	32	32	32
Livingston Village	Inveralmond CHS	198	29	8	30	25	27	30	25	22	26	25	25	25	25	24
Peel	Inveralmond CHS	462	66	16	33	40	35	33	36	39	29	33	33	34	34	34
Toronto	Inveralmond CHS	415	60	14	33	32	32	28	31	24	24	24	24	24	24	24
Letham	Inveralmond CHS	273	39	10	33	15	22	17	18	21	18	19	19	19	19	19
Riverside	Inveralmond CHS	306	45	11	33	22	29	21	22	25	21	23	23	23	23	23
Bankton	James Young HS	462	66	16	33	40	41	32	44	47	51	48	48	47	45	43
Bellsquarry	James Young HS	198	29	8	33	32	30	27	32	34	32	32	32	32	32	32
Dedridge	James Young HS	273	39	10	33	12	16	17	20	22	22	21	20	20	20	19
Williamston	James Young HS	441	63	15	33	57	63	63	63	63	63	63	63	63	63	63
Linlithgow	Linlithgow Academy	441	63	15	33	34	36	40	35	29	40	34	33	36	36	36
Linlithgow Bridge	Linlithgow Academy	231	33	8	33	29	31	26	23	20	21	20	20	21	21	21
Lowport	Linlithgow Academy	198	29	8	33	28	26	21	24	21	25	24	23	24	24	24
Springfield	Linlithgow Academy	415	60	14	33	45	53	51	47	51	49	49	49	52	53	53
Bridgend	Linlithgow Academy	125	18	5	25	0	4	3	4	3	5	4	4	4	4	4
Torphichen	Linlithgow Academy	100	15	4	25	10	9	10	6	9	12	10	10	10	10	10
Westfield	Linlithgow Academy	75	11	3	25	7	7	5	1	3	5	4	4	6	7	7
Addiewell	West Calder HS	125	18	5	33	9	9	13	8	12	9	10	10	11	11	11
Calderwood	West Calder HS	636	66	16	33	86	96	93	93	124	90	87	87	87	84	82
East Calder	West Calder HS	462	66	16	33	46	51	50	41	44	48	41	39	42	40	39
Mid Calder	West Calder HS	415	60	14	30	22	18	29	20	21	15	18	18	18	18	18
Parkhead	West Calder HS	415	60	14	33	46	50	55	51	65	54	54	52	52	51	50
Woodmuir	West Calder HS	50	7	2	25	3	2	2	1	2	1	2	1	2	2	2
Croftmalloch	Whitburn Academy	387	52	13	33	32	32	28	38	35	41	40	43	45	44	44
Polkemmet	Whitburn Academy	306	45	11	30	25	31	27	33	31	32	32	32	35	35	35
Whitdale	Whitburn Academy	462	66	16	33	50	45	45	57	50	51	52	52	53	53	53
Fallaill	Whitburn Academy	360	48	12	33	33	28	30	15	14	21	17	17	19	19	20
Greenrigg	Whitburn Academy	171	23	6	33	21	21	12	17	11	11	14	14	14	15	15
Longridge	Whitburn Academy	125	18	5	25	10	15	11	11	17	11	13	13	13	13	13
Stoneyburn	Whitburn Academy	150	21	6	25	6	6	8	9	5	8	8	8	9	9	10
Hawthill	Winchburgh Academy	231	33	8	33	0	0	18	15	17	16	16	15	15	15	15
Winchburgh	Winchburgh Academy	574	82	20	33	62	61	57	52	59	56	54	51	49	48	47
Dechmont	Winchburgh Academy	50	17	2	25	0	1	2	1	10	10	10	10	10	10	10
Kirknewton	Balerno CHS	198	29	7	33	30	39	17	16	29	22	23	23	23	22	22
Our Lady of Lourdes	St Kentigern's Academy	171	23	6	33	16	13	14	15	13	16	15	15	15	15	15
Our Lady's	St Kentigern's Academy	100	15	4	25	6	7	9	10	6	9	9	9	10	10	11
St Anthony's	St Kentigern's Academy	273	39	10	33	30	28	28	24	25	23	24	25	25	26	26
St Columba's	St Kentigern's Academy	171	23	6	33	16	12	12	11	16	9	11	11	11	11	11
St John The Baptist	St Kentigern's Academy	231	33	8	33	22	23	25	12	11	18	15	15	16	16	17
St Joseph's Whitburn	St Kentigern's Academy	252	36	9	33	28	32	28	34	32	32	32	32	35	35	35
St Mary's Bathgate	St Kentigern's Academy	462	66	16	33	38	37	37	40	42	40	40	39	41	43	42
St Thomas'	St Kentigern's Academy	100	15	4	25	4	3	4	3	4	3	3	3	4	4	4
St Mary's Polbeth	St Margaret's Academy	252	36	9	33	27	26	28	26	33	27	27	27	27	26	26
Howden St Andrew's	St Margaret's Academy	387	52	13	33	41	39	33	35	33	30	31	31	31	31	31
St John Ogilvie	St Margaret's Academy	415	60	14	30	36	31	29	29	31	31	30	30	30	30	30
St Ninian's	St Margaret's Academy	387	52	13	33	22	31	27	33	36	36	35	35	35	34	33
St Paul's	St Margaret's Academy	171	25	7	33	18	40	39	35	43	36	34	34	35	33	33
Holy Family	Sinclair Academy	231	33	8	33	21	22	24	22	24	24	23	22	21	21	20
St Joseph's Linlithgow	Sinclair Academy	171	25	7	25	15	12	12	11	10	12	11	11	11	12	12
St Nicholas'	Sinclair Academy	462	66	16	33	53	57	48	47	51	53	51	51	54	56	57
West Lothian		21,183	3,002			1,945	2,014	1,929	1,873	1,980	1,911	1,889	1,877	1,927	1,928	1,918

Extended 360 capacity planned from 2026

Extended school with 210 capacity from August 2024

Opened 2021. Additional 174 capacity Temporary Units from 2023. Extended permanent 693 / temporary 867 capacity planned from 2024.

Due to open as a 231 capacity school in August 2025
Permanent 462 capacity at Winchburgh P5 extended to 574 by current Temporary Units. Permanent extension at Winchburgh P5 to 574 capacity planned.
New 231 capacity primary school planned to open 2027.

Extended 231 capacity planned from 2024.

Secondary Roll - LDP Scenario

School	Capacity	Planned S1 Entry	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34
Armadale Academy	1,210	220	1,164	1,193	1,222	1,263	1,238	1,222	1,225	1,211	1,221	1,241	1,265
Bathgate Academy	1,210	220	1,180	1,196	1,215	1,246	1,233	1,226	1,217	1,176	1,132	1,089	1,061
Broxburn Academy	1,210	220	905	885	869	851	855	846	859	885	931	970	1,001
Deans High School	1,100	200	1,006	1,019	1,013	1,011	1,040	1,081	1,113	1,114	1,105	1,083	1,034
Inveralmond High School	1,320	240	1,030	1,046	1,040	1,024	1,020	1,003	990	956	939	906	871
James Young High School	1,210	220	1,193	1,194	1,189	1,190	1,204	1,219	1,232	1,232	1,240	1,240	1,243
Linlithgow Academy	1,320	240	1,330	1,302	1,277	1,250	1,248	1,250	1,236	1,239	1,264	1,290	1,318
West Calder High School	1,100	200	1,130	1,190	1,253	1,321	1,410	1,546	1,677	1,799	1,917	2,016	2,058
Whitburn Academy	1,210	220	852	868	884	905	922	931	924	932	979	1,017	1,088
Winchburgh Academy	660	120	110	174	245	335	425	492	582	645	694	736	754
St Kentigerns	1,430	260	1,166	1,142	1,121	1,132	1,123	1,137	1,129	1,118	1,126	1,144	1,171
St Margaret's	1,100	200	1,108	1,165	1,227	1,275	1,342	1,384	1,416	1,396	1,399	1,373	1,326
Sinclair Academy	660	120	79	155	242	346	455	550	607	653	696	736	761
West Lothian	14,740	2,680	12,253	12,530	12,797	13,150	13,515	13,886	14,207	14,355	14,644	14,841	14,954

Investment in extra capacity in immediate 3 year programme

Extended school with 1320 capacity planned to open by 2025. Gavieside to Deans CHS via Catchment Review. Long term demand managed through the West Livingston and Calderwood CDA Secondary capacity solution

Opened S1 in August 2022

Opened S1 in August 2023

NOTE - Forecasts show maximum demand based on current trends including non catchment placing requests. Once capacities are reached / exceeded some non-catchment placing requests can be refused to reduce demand at popular schools

Plans to deal with capacity pressures - immediate 3 year programme

West Calder High School Extended school with 1320 capacity planned to open by 2025. Gavieside has moved to Deans CHS via Catchment Review. Long term demand managed through the West Livingston and Calderwood CDA Secondary capacity solution

Medium term developer funded school extension programme

West Calder High School Long term demand managed through the West Livingston and Calderwood CDA Secondary capacity solution

Plans to deal with capacity pressures - longer term school extension programme

Deans High School Gavieside long term demand managed through the West Livingston and Calderwood CDA Secondary capacity solution

Winchburgh Academy Extended school

Sinclair Academy Extended school

Plans to deal with capacity pressures - placing request management / development phasing only required

Armadale Academy Manage through placing requests and phasing of development

Bathgate Academy Manage through placing requests and phasing of development

James Young High School Manage through placing requests and phasing of development. Non catchment demand from Inveralmond based catchments

Linlithgow Academy Manage through placing requests.

St Margaret's Manage through placing requests

Secondary S1 - LDP Scenario

School	Capacity	Planned S1 Entry	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34
Armadale Academy	1,210	220	219	218	220	235	192	209	221	211	222	222	214
Bathgate Academy	1,210	220	247	221	229	242	215	232	228	188	183	180	184
Broxburn Academy	1,210	220	153	141	156	149	165	149	160	177	194	182	181
Deans High School	1,100	200	175	192	179	177	185	189	193	171	163	164	150
Inverralmond High School	1,320	240	199	204	188	172	188	180	187	159	166	146	152
James Young High School	1,210	220	214	220	220	220	220	221	229	220	229	220	224
Linlithgow Academy	1,320	240	203	196	219	226	212	202	194	214	231	229	217
West Calder High School	1,100	200	210	222	254	299	304	353	347	359	390	402	365
Whitburn Academy	1,210	220	172	185	172	183	175	176	161	180	200	195	225
Winchburgh Academy	660	120	54	58	62	80	93	109	135	123	123	134	126
St Kentigerns	1,430	260	210	194	199	207	192	200	192	187	192	203	207
St Margaret's	1,100	200	190	214	215	204	226	224	230	207	223	204	204
Sinclair Academy	660	120	79	75	82	90	102	108	124	122	126	132	130
West Lothian	14,740	2,680	2,325	2,337	2,396	2,484	2,466	2,553	2,600	2,517	2,641	2,612	2,577

Extended school with 1320 capacity planned to open by 2025. Gavieside to Deans CHS via Catchment Review. Long term demand managed through the West Livingston and Calderwood CDA Secondary capacity solution

Opened S1 in August 2022

Opened S1 in August 2023

West Lothian

EDGE-UCATE MAINSTREAM DATA & METHODOLOGY

2023-24 Academic Year



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ACKNOWLEDGEMENTS

Demographic statistics used in the configuration of **edge-ucate Mainstream** have been derived using data from the Office for National Statistics licensed under the Open Government Licence v.3.0.



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1 INTRODUCTION

- 1.1 **edge-ucate Mainstream** is a modelling framework for mainstream pupil forecasting, developed by Edge Analytics to support local authorities in their school place planning activities.
- 1.2 Edge Analytics has calibrated its **edge-ucate Mainstream** model for West Lothian using the latest available evidence on resident pre-school age children, local schools, and their pupils¹, together with assumptions on the potential impacts of migration and planned local housing developments on future pupil numbers.
- 1.3 The model has been configured with a 2023-24 base year, providing a 10-year forecast for both primary and secondary year groups (up to and including 2033-34).
- 1.4 Forecasts for West Lothian (in total), its catchments and individual schools have been produced under four scenarios:
 - The **BASE** scenario assumes that there will be no change in the size of pre-school, primary or secondary cohorts over time.
 - The **MIGRATION** scenario includes the impacts of migration on cohort size, through the application of pre-school, primary and secondary migration factors.
 - The **HOUSING** scenario includes the impacts of planned housing on cohort size, through the application of primary and secondary pupil yield factors (or 'pupil product ratios') to a trajectory of planned housing growth.
 - The **MIGRATION+HOUSING** scenario includes the impacts of migration *and* planned housing, combining the migration assumptions of the **MIGRATION** scenario with the housing and pupil yield assumptions of the **HOUSING** scenario.
- 1.5 This document summarises the key data inputs to the forecasting process (Section 2) and provides an overview of the **edge-ucate Mainstream** forecasting methodology (Section 3).

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

2 DATA INPUTS

2.1 The **edge-ucate Mainstream** model for West Lothian includes the following key data inputs:

- A list of mainstream schools in West Lothian, including each establishment's code, name, location, intake limit, capacity, and the pupil planning area that each school forms part of. Details of any recent or planned school changes (openings, closures, mergers etc.) are included. In total, there are 80 open schools in West Lothian: 1 infant school; 67 primaries and 13 secondaries.
- A list of primary catchment blocks in West Lothian. These are the smallest geographical unit used by the **edge-ucate Mainstream** model for data collection and forecast production. There are 58 primary catchment zones in West Lothian.
- A 3-year history of September school census data, providing a count of pupils by year group (P1-S6) and school attended (consistent with the schools list), resident in each primary catchment block or outside West Lothian in 2021-22, 2022-23 and 2023-24.
- A 3-year history of pre-school population data, providing a count of all resident children aged 0+ to 5+ (by single year of age) in each primary catchment block at the beginning of 2021-22, 2022-23 and 2023-24, sourced from GP registrations statistics.
- Estimated births, representing all resident children aged 0+ in each primary catchment block at the beginning of 2024-25, derived using a weighted history of GP registrations statistics.
- A trajectory of planned housing growth for each primary catchment block in West Lothian for the period 2023-24 to 2032-33.
- Primary and secondary pupil yield factors of 0.35 and 0.18, respectively, representing the number of additional resident pupils expected to require a mainstream school place in West Lothian as a result of each new home.

3 FORECAST METHODOLOGY

- 3.1 The **edge-ucate Mainstream** forecasting methodology for West Lothian comprises a series of stages, which are summarised in Figure 1 and described below.

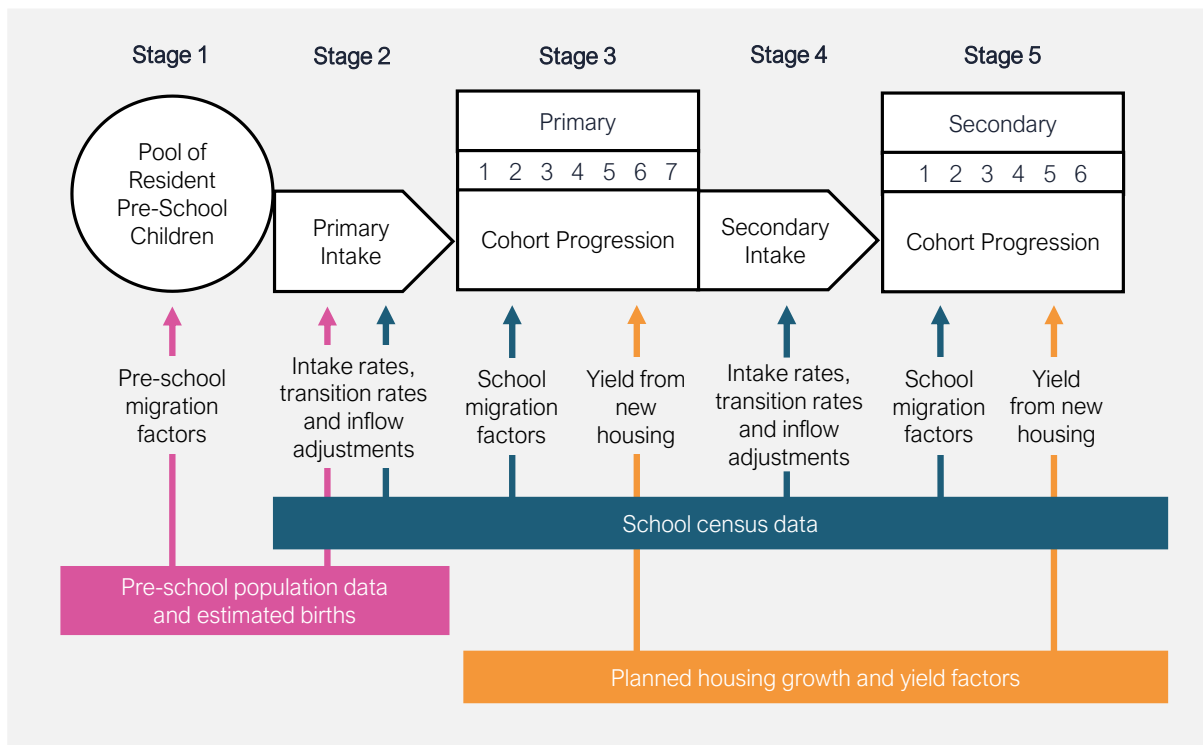


Figure 1: The **edge-ucate Mainstream** forecasting methodology for schools in West Lothian

Stage 1: Pool of Resident Pre-School Children

- 3.2 In Stage 1, a pool of resident pre-school children aged 5+ (P1 age) is identified for each primary catchment block in West Lothian.
- 3.3 Pre-school population data relating to the beginning of the base year (2023-24) provides a count of resident children aged 4+, 3+, 2+, 1+ and 0+, by primary catchment block. These children reach age 5+ (P1 age) at the beginning of base year +1, +2, +3, +4 and +5, respectively.
- 3.4 Estimated births, by primary catchment block, provide a feed of resident children aged 0+ at the beginning of each forecast year. These children reach age 5+ (P1 age) at the beginning of base year +6 onwards.
- 3.5 In the **BASE** and **HOUSING** scenarios, all children remain resident in the same primary catchment block until age 5+.

- 3.6 In the **MIGRATION** and **MIGRATION+HOUSING** scenarios, migration factors are applied to the resident pre-school population in each primary catchment block, adjusting the size of each cohort in consecutive years.
- 3.7 To derive pre-school migration factors for each primary catchment block, the 3-year history of pre-school population data is used to calculate the average annual change in the number of resident children that transferred between successive age groups (0-1, 1-2, 2-3, 3-4 and 4-5) in consecutive historical years. The average² migration factors for each primary catchment block are applied in each forecast year.

Stage 2: Primary Intake

- 3.8 In Stage 2, an intake rate for each primary catchment block identifies the proportion of resident children aged 5+ (from Stage 1) that enters mainstream primary education (P1) in West Lothian. Transition rates identify the proportion of these children that enter specific schools. Inflow adjustments identify any additional P1 pupils that enter each school from outside West Lothian.
- 3.9 To derive an intake rate for each primary catchment block, the total number of resident children aged 5+ at the beginning of the base year, base year -1, and base year -2 (from the pre-school population data) is compared to the total number of resident P1 pupils in the corresponding year (from the school census data). The average³ intake rate for each primary catchment block is applied in each forecast year.
- 3.10 To derive a set of transition rates for each primary catchment block, school census data is used to compare the total number of resident P1 pupils in the base year, base year -1 and base year -2 to the number of resident P1 pupils attending each school in the same year. The average transition rates for each primary catchment block and school are applied in each forecast year.
- 3.11 To derive a set of inflow adjustments for each school, school census data is used to determine the number of P1 pupils resident outside West Lothian in the base year, base year -1 and base year -2. The average flows for each school are applied in each forecast year.

Stage 3: Primary Cohort Progression

- 3.12 In Stage 3, P1 pupils (identified in Stage 2) transfer to successive primary year groups (P2-P7) accounting for migration and/or new housing as appropriate.
- 3.13 In the **BASE** scenario, all pupils remain in the same school until P7.
- 3.14 In the **MIGRATION** and **MIGRATION+HOUSING** scenarios, migration factors are applied to the number of pupils in each school, adjusting (up or down) the size of each cohort in consecutive forecast years.

² Averages are weighted towards the most recent data and capped at -10 and +10.

³ Averages are weighted towards the most recent data and capped at 0 and +1.2.

- 3.15 To derive migration factors for each school, the 3-year history of school census data is used to calculate the average annual change in the number of pupils that transferred between successive year groups (P1-P2, P2-P3, P3-P4, P4-P5, P5-P6 and P6-P7) in consecutive historical years. The average migration factors for each school are applied in each forecast year.⁴
- 3.16 In the **HOUSING** and **MIGRATION+HOUSING** scenarios, a primary pupil yield factor is applied to the number of planned new homes in each primary catchment block. The resulting yield is apportioned across year groups P1-P7 and allocated (entirely) to mainstream schools in West Lothian in line with existing pupil flows.^{5,6}

Stage 4: Secondary Intake

- 3.17 In Stage 4, an intake rate for each primary catchment block identifies the proportion of resident P7 pupils (from Stage 3) that enters mainstream secondary education (S1) in West Lothian. Transition rates identify the proportion of these pupils that enter specific schools.
- 3.18 To derive an intake rate for each primary catchment block, school census data is used to compare the total number of resident P7 pupils in base year -1 and -2 to the total number of resident S1 pupils in the following year. The average⁷ intake rate for each primary catchment block is applied in each forecast year.
- 3.19 To derive a set of transition rates for each primary catchment block, school census data is used to compare the total number of resident S1 pupils in the base year, base year -1 and base year -2 to the number of resident S1 pupils attending each school in the same year. The average transition rates for each primary catchment block and school are applied in each forecast year.
- 3.20 The number of P7 pupils resident outside West Lothian is adjusted (up or down), altering the size of each cohort that transfers from P7 to S1 in consecutive forecast years. To derive these adjustments school census data is used to compare the total number of resident P7 pupils in base year -1 or -2 to the total number of resident S1 pupils in the following year. The adjustments are applied in each year, with the resulting pupils allocated to schools based on average transition rates.

Stage 5: Secondary Cohort Progression

- 3.21 In Stage 5, S1 pupils (identified in Stage 4) transfer to successive secondary year groups, (S2-S4) accounting for migration⁸ and/or new housing⁹ as appropriate. The Stage 3 methodology is used.

⁴ Averages are weighted towards the most recent data and capped at -2.5 and +2.5.

⁵ Yield from new housing is added in each year, from base year +1 onward, and relates to new housing built in the previous year (e.g., yield added in base year +1 relates to housing built throughout the base year).

⁶ Primary pupil yield factors of 0.35 are applied. The resulting yield is apportioned across P1-P7, weighted towards P1.

⁷ Averages are weighted towards the most recent data and capped at 0 and +1.2.

⁸ Migration factors are weighted towards the most recent data and capped at -2.5 and +2.5.

⁹ Secondary pupil yield factors of 0.18 are applied. The resulting yield is apportioned across S1-S4, weighted towards S1.

- 3.22 From S4 onwards, pupils are transferred to successive secondary year groups (S5 and S6) using stay-on rates, which adjust the size of each cohort (at each school) in consecutive forecast years.
- 3.23 To derive stay-on rate assumptions for each school, the 3-year history of school census data is used to calculate the average proportion of pupils that transferred between S4-S5 and S5-S6. The average¹⁰ stay-on rates for each school are applied in *all* scenarios, fixed throughout the forecast period.

¹⁰ Averages are weighted towards the most recent data.



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EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL

EDUCATION SERVICES SERVICE IMPROVEMENT PLAN 2023/26 – ANNUAL UPDATE 2023/24

REPORT BY HEAD OF EDUCATION (EARLY YEARS, PRIMARY AND RESOURCES) AND HEAD OF EDUCATION (SECONDARY, COMMUNITY LEARNING & INCLUSION)

A. PURPOSE OF REPORT

The report provides the annual update on the Service Improvement Plan 2023/24 to 2025/26 for Education Services. The update covers the period 2023/24.

B. RECOMMENDATION

It is recommended that the Panel notes the progress in the Service Improvement Plan in 2023/24.

C. SUMMARY OF IMPLICATIONS

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

VII Consideration at PDSP

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

VIII Other consultations

None.

D. TERMS OF REPORT**D.1 Background**

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

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

The Service Improvement Plan is the control document against which the service will monitor progress for the three-year period. The plan sets out the objectives for the service and the key activities/actions and performance outcomes that will be delivered.

In line with monitoring and reporting requirements for service improvement plans, this report provides an update for 2023/24 on the performance in the Key Objectives and progress in the action plan.

D.2 Service Improvement Plan 2023/26

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

The following sections are being used to track service performance during the three years:

- Key Objectives – details what the service will deliver during the period in terms of activities/actions and the intended performance outcomes.
- Risk Management – the high-level/significant risks that will be managed by the service.
- Performance and Transformation Actions – the actions that will be undertaken by the service (in addition to core business) that will support improvement in performance and efficiency and/or transformation in the service.

The service management team continues to manage the delivery of the plan and monitors performance in-year.

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

D.3 Key Objectives

The service is organised around three objectives, that we are working to advance within the three-year period of the plan. The service monitors success in each objective with appropriate performance indicators and targets set to encourage performance improvement.

The key objectives are:

Objective 1 – Wellbeing, Inclusion and Attendance

Improving wellbeing, inclusion and attendance for all children and young people, promoting confidence, independent thinking and resilience. Fundamental to this is working with families and partners to support the highest possible levels of engagement and equity for all.

Objective 2 – Learning and Curriculum

Ensuring every child and young person experiences varied, vibrant and challenging learning experiences which are built on the provision of high quality and inclusive learning, teaching and assessment.





Objective 3 – Support and Community

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

The performance scorecard is a reporting tool that is used to monitor progress in the performance indicators in each of the key objectives. Achievement in the key activities can be tracked and it also allows the service to identify areas for improvement.

The scorecard provides a snapshot of performance to date across the whole plan and is included in Appendix 1.

A total of 24 performance indicators are contained in the scorecard and this is managed using the council's performance management system. At present, the status of those indicators are as follows:

Summary of Performance Indicator status (RAG)	
Status (against target)	Number of PIs
 Green	21
 Amber	3
 Red	0
 Unknown	0

**Note: the Unknown status occurs when a service does not record performance during the period, for example, if the service did not receive any complaints to process*

The scorecard will report the last recorded performance for 2023/24 unless data is are not available for the period or reporting has been delayed (for example due to external validation processes).

In evidence of the positive performance in the service:

- 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 of attainment.
- In 2022/23, pupils achieved above national performance in all 15 of the 15 national measures. The percentage of primary school pupils achieving the expected levels in 2022/23 was higher than in 2021/22, for all primary school stages and across all the organisers.
- 100% of schools received “good” or better in HMI inspections for ‘Ensuring Wellbeing, Equality and Inclusion’, and exclusion incidents are below target across the primary and secondary sectors.






- 100% of schools received “good” or better in HMI inspections for ‘Learning Teaching and Assessment, and the percentages of S4 pupils achieving SCQF Level 5 literacy and numeracy are above target.
- The percentages of secondary leavers achieving 1+, 3+ and 5+ awards at SCQF Level 6 are above target.
- The percentage of Early Learning and Childcare parents allocated their first choice establishment has met the target of 95%.
- The percentage of More Choices, More Chances young people who sustain a positive destination for 6 months is above target.
- The number of children utilising holiday lunch and activity programmes has increased and exceeded the target.

D.4 Risks

Education Services is currently managing two risks considered to be high, and the current risk score and status are contained in Appendix 2.

D.5 Performance and Transformation Actions


There are 10 actions to support the delivery of the Service Improvement Plan. At present, the status of those actions are as follows:

Summary of Action status (RAG)	
Status (against target)	Number of PIs
 Completed	0
 In Progress, Assigned	10
 Unassigned; Check Progress	0
 Overdue	0
 Cancelled	0

A commentary is provided below for any actions that have in 2023/24 significantly progressed, closed and/or been delayed.


In evidence of the positive progress being made in the strategy, a summary is provided for each live action below:

Action: **REF23001 – Implementation of the Raising Educational Attainment Strategy**

Status: 

The Raising Educational Attainment Strategy has been shared with schools and improvement actions are aligned to the two outcomes and supported by central officers.


Action: **REF23002 – Ensure that individual school improvement plans and activities focus on the quality of learning, teaching, assessment and curriculum.**

Status: 

Agreed local authority school improvement planning approaches ensure a commitment from all schools to agile learning approaches prioritising authentic fulfilment of the four capacities and contexts for learning. The majority of schools have the Quality Indicator 2.3 learning, teaching and assessment as a focused area for improvement. Progress is monitored through school improvement visits by link education officers.

Action: REF23003 – Implement an early intervention attendance strategy.Status: 


Quality Improvement Officer with responsibility for attendance has led raising awareness sessions across schools around the practical application of creative approaches to Inclusive classrooms, curriculum design and partnership supports which meet the needs of young people facing barriers to school attendance and engagement. The creation of the interrupted learner service (ILS) to support children requiring bespoke approaches to attendance support alongside healthcare colleagues has been implemented this year

Action: REF23004 – Development of Trauma-Informed practiceStatus: 


All schools have participated in Trauma Informed Training Part 1 and will now take part in Annual Updates on this. 3 Clusters and ELC Staff have taken part in an Introduction to Trauma Skilled 2 Training delivered by our Health and Wellbeing Team, EP Service and Trauma Board Representatives. The other 10 Clusters will be taking part in this over the next 2 Academic Sessions.

Action: REF23005 – Development of processes and practice in relation to the Presumption of Mainstream legislation with a specific focus on Transitions.Status: 


This year, the authority transition planning process for nursery to P1 has been refreshed and updated through the introduction of the new Cluster Assessment and Support for Transition (CAST) approach. To complement this, a range of additional professional learning opportunities and strategies for staff have also been delivered. Ongoing support has also been provided to schools and families in relation to the P7-S1 CAST process.

Action: REF23006 – Early Learning and Childcare Framework / OfferStatus: 

Parents /carers of eligible children continue to have the flexibility and choice of ELC placement for their funded hours. Either in a council setting across 50 weeks per year, morning , afternoon or full days, with a private partner provider or childminder. In addition, in a number of council settings parents/carers are able to purchase additional nursery hours in excess of their 1140 hour entitlement.

Action: REF23007 – Expand and Modernise the School EstateStatus: 

Investment continues in the school estate with a view to addressing demographic change, meeting the needs of families in areas of new development, and improving and modernising the learning environment. The successful opening of Beattie School in August ensures that the needs of our most vulnerable children are being met in a modern and inclusive environment.

Action: REF23008 – Digital TransformationStatus: 


Digital transformation continues to support learning and teaching, and also to support parents and carers in their interaction with schools and centrally based services by reviewing and implementing a digital communication strategy.

Action: **REF23009 – Transformation of Youth Services.**

Status: 

A review of Youth Services (CLD) is currently being undertaken to achieve the agreed budget efficiencies following relevant council policy and procedure.

Action: **REF230010 – Transformation of Pupil Placement**

Status: 

A digital modernisation project is currently progressing to replacement the current school /early years admissions process using grant funding. The new system will streamline current processes and is anticipated to speed up placement decisions.

The update for each action is included in Appendix 3.

E. CONCLUSION

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

In 2023/24, the service continued to manage performance in the key outcomes and has commenced work on the agreed actions.

F. BACKGROUND REFERENCES

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

Education Services – Service Improvement Plan 2023/26: [Service Improvement Plans - West Lothian Council](#)

Appendices/Attachments:

Appendix 1 – Performance Scorecard 2023/24

Appendix 2 – Risks 2023/24

Appendix 3 – Actions Update 2023/24

Contact Person:

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






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

Date of meeting: 4 June 2024

APPENDIX 1

PERFORMANCE SCORECARD – EDUCATION SERVICES – SERVICE IMPROVEMENT PLAN

(a) Objective 1 – **Wellbeing, Inclusion and Attendance**

Status	Performance Indicator	Last Update	Current Value	Current Target	SIP Target	Lead officer(s)
	The percentage of primary, secondary, early learning and childcare settings and Additional Support Needs schools self-evaluating as 'good' or better for Ensuring Wellbeing, Equality and Inclusion (EDQIT503)	2022/23	100%	90%	100%	Head of Education (Early Years, Primary and Resources)
	Attendance levels in Primary Schools (EDSCH503)	2022/23	92.4%	92.3%	94.7%	Head of Education (Early Years, Primary and Resources)
	Attendance levels in Secondary Schools (EDSCH504)	2022/23	86.2%	86.5%	88.5%	Head of Education (Secondary, Inclusion and Community Learning)
	Exclusion Incident rates per 1000 for Primary Pupils (EDSCH507)	2022/23	4.2	4.5	2	Head of Education (Early Years, Primary and Resources)
	Exclusion Incident rates per 1000 for Secondary Pupils (EDSCH508)	2022/23	27.4	32	22	Head of Education (Secondary, Inclusion and Community Learning)

(b) Objective 2 - Learning and Curriculum

Status	Performance Indicator	Last Update	Current Value	Current Target	SIP Target	Lead officer(s)
✓	The percentage of primary, secondary, early learning and childcare settings and ASN schools receiving 'good' or better in HMI inspections QI 2.3 (Learning, Teaching and Assessment)	2022/23	100%	90%	90%	Head of Education (Early Years, Primary and Resources)
✓	The percentage of primary, secondary, early learning and childcare settings and ASN schools receiving 'good' or better in HMI inspections QI 3.2 (Raising Attainment and Achievement)	2022/23	88%	90%	85%	Head of Education (Early Years, Primary and Resources)
✓	Percentage of Primary Pupils at PI, 4 and 7 Achieving Expected Curriculum for Excellence Level in Literacy	2022/23	79%	80%	80.5%	Head of Education (Early Years, Primary and Resources)
✓	Percentage of Primary Pupils at PI, 4 and 7 Achieving Expected Curriculum for Excellence Level in Numeracy	2022/23	85%	87%	86%	Head of Education (Early Years, Primary and Resources)
✓	Percentage of S4 pupils Achieving SCQF Level 5 Literacy	2022/23	83%	81%	82%	Head of Education (Secondary, Inclusion and Community Learning)
✓	Percentage of S4 pupils Achieving SCQF Level 5 Numeracy	2022/23	70%	68%	69%	Head of Education (Secondary, Inclusion and Community Learning)
✓	Percentage of Secondary Leavers achieving 1+ SCQF Level 6 awards	2022/23	85%	77%	78%	Head of Education (Secondary, Inclusion and Community Learning)
✓	Percentage of Secondary Leavers achieving 3+ SCQF Level 6 awards	2022/23	63%	62%	63%	Head of Education (Secondary, Inclusion and Community Learning)
✓	Percentage of Secondary Leavers achieving 5+ SCQF Level 6 awards	2022/23	52%	48%	49%	Head of Education (Secondary, Inclusion and Community Learning)
✓	Percentage of Secondary Leavers achieving 1+ SCQF Level 7 awards	2022/23	24%	24%	25%	Head of Education (Secondary, Inclusion and Community Learning)



Percentage of Secondary Leavers entering a positive destination

2022/23

94.1%

95.5%

97.3%



**Head of Education
(Secondary, Inclusion and
Community Learning)**

(c) Objective 3 - Support and Community

Status	Performance Indicator	Last Update	Current Value	Current Target	SIP Target	Lead officer(s)
✓	Percentage of schools agreeing with the statement “The transition planning process for this child has been successful”	New PI	N/A	80%	80%	Head of Education (Secondary, Inclusion and Community Learning)
✓	Percentage of schools agreeing with the statement that “The SLA targets for the delivery of the EP service were met.” (EDPSY042)	2022/23	100%	80%	85%	Head of Education (Secondary, Inclusion and Community Learning)
✓	Cost per primary school pupil (SCHNO1)	2022/23	£7122	£6900	£6,080	Head of Education (Early Years, Primary and Resources)
✓	Cost per secondary school pupil (SCHNO2)	2022/23	£8209	£8200	£7,408	Head of Education (Secondary, Inclusion and Community Learning)
✓	Percentage of Early Learning and Childcare applicants allocated their first choice establishment (EDPP216)	2022/23	95%	95%	95%	Head of Education (Early Years, Primary and Resources)
▲	Percentage of young people who agree that their health and wellbeing has strongly increased or increased as a result of participating in a youth work programme (EDCYS009)	2022/23	79%	82%	82%	Head of Education (Secondary, Inclusion and Community Learning)
✓	Percentage of More Choices More Chances Young People who sustain a positive destination for 6 months (EDCYS071)	2022/23	90%	86%	86%	Head of Education (Secondary, Inclusion and Community Learning)
✓	Number of children utilising holiday lunch and activity programmes (EDPP346)	2022/23	4,815	1,100	1,100	Head of Education (Secondary, Inclusion and Community Learning)






APPENDIX 2






CORPORATE SERVICES RISKS (HIGH OR HIGHEST RISK SCORE)

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

APPENDIX 3

Service Improvement Plan – Improvement and Transformation Actions

Status	Action Title	Code	Assigned To	Progress Bar	Latest Update
	Implementation of the Raising Educational Attainment Strategy	REF 23001	Headteachers	20% complete	The Raising Educational Attainment Strategy has been shared with schools and improvement actions are aligned to the two outcomes and supported by central officers.
	Ensure that individual school improvement plans and activities focus on the quality of learning, teaching, assessment and curriculum.	REF 23002	Headteachers	20% complete	Agreed local authority school improvement planning approaches ensure a commitment from all schools to agile learning approaches prioritising authentic fulfilment of the four capacities and contexts for learning. The majority of schools have the Quality Indicator 2.3 learning, teaching and assessment as a focused area for improvement.
	Implement an early intervention Attendance Strategy.	REF 23003	ASN & Inclusion Improvement Manager	20% complete	Agreed local authority quality improvement supports including appointment of Quality Improvement Officer with responsibility for attendance. Undergone raising awareness across schools around the practical application of creative approaches to Inclusive classrooms, curriculum design and partnership supports which meet the needs of young people facing barriers to school attendance and engagement. Including the creation of the interrupted learner service (ILS) to support children requiring bespoke approaches to attendance support alongside healthcare colleagues.
	Development of Trauma-Informed practice	REF 23004	Quality Improvement Officer (HWB)	30% complete	All schools have taken part in Trauma Informed Training Part 1 and will now take part in Annual Updates on this. 3 Clusters and ELC Staff have taken part in an Introduction to Trauma Skilled 2 Training delivered by our Health and Wellbeing Team, EP Service and Trauma Board Representatives. The other 10 Clusters will be taking part in this over the next 2 Academic Sessions.
	Development of processes and practice in relation to the Presumption of Mainstream legislation with a specific focus on Transitions.	REF 23005	ASN & Inclusion Improvement Manager / Principal Educational Psychologist	30% complete	The authority transition planning process for nursery to PI has been refreshed and updated through the introduction of the new Cluster Assessment and Support for Transition (CAST) approach. To complement this, a range of additional CLPL opportunities and strategies for staff have also been delivered. Ongoing support has also been provided to schools and families in relation to the P7-SI CAST process.

	Early Learning and Childcare framework / offer	REF 23006	Strategic Resources Manager / Quality Improvement Manager (Early Years and Primary)	33% complete	Parents /carers of eligible children continue to have the flexibility and choice of ELC placement for their funded hours. Either in a council setting across 50 weeks per year, morning, afternoon or full days, with a private partner provider or childminder. In addition, in a number of council settings parents/carers are able to purchase additional nursery hours in excess of their 1140 hour entitlement.
	Expand and modernise the school estate.	REF 23007	Head of Education (Early Years, Primary and Resources)	33% complete	Work is underway to deliver new schools, extensions and upgrades and developing and delivering best practice in new learning environments to meet the needs of learners and ensure effective delivery of curriculum for excellence.
	Digital Transformation	REF 23008	Digital Learning Manager (Education)	33% complete	Work is underway to develop a digital communication strategy which supports safeguarding and promoting attendance; sharing information about learning and progress; celebrating achievement and success. Work is underway to make use of core digital technologies where possible to ensure shared information is relevant, timely and secure including Groupcall Messenger, the Parent Portal App and digital learning profiles
	Transformation of Youth Services	REF 23009	Community Learning Manager	25% complete	A review of Youth Services (CLD) is currently being undertaken to achieve the agreed budget efficiencies following relevant council policy and procedure.
	Transformation of Pupil Placement	REF 23010	Strategic Resources Manager / Service Manager	33% complete	A digital modernisation project is currently progressing to replacement the current school /early years admissions process using grant funding. The new system will streamline current processes and is anticipated to speed up placement decisions.

DATA LABEL: PUBLIC



EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL

COMMUNITY LEARNING AND DEVELOPMENT PLAN 2024-27

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

A. PURPOSE OF REPORT

The purpose of this report is to update members on the production of the Community Learning and Development Plan, and progress with the modernisation of Youth Services in line with the decisions of West Lothian Council.

B. RECOMMENDATION

- 1) To note that an updated CLD Plan 2024-27 will be produced in line with timescales set out in Scottish Government guidance, and presented to the Education PDSP and Executive for approval.
- 2) To note that appropriate consultation with Youth Services will be progressed in accordance with the council's organisational change processes, including consultation with the relevant trade unions and involvement of HR services.

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 Requirements for Community Learning and Development (Scotland) Regulations (2013) Council Revenue Budget direction February 2023 and February 2024.
III	Implications for Scheme of Delegations to Officers	
IV	Impact on performance and performance Indicators	
V	Relevance to Single Outcome Agreement	
VI	Resources - (Financial, Staffing and Property)	West Lothian Council has previously agreed that a saving of £500,000 will be achieved from total budget of £2,001,235. Staffing impact will be managed in accordance with the council's Managing Organisational Change

and Workforce Management policy and procedures.

VII Consideration at PDSP 4 June 2024

VIII Other consultations West Lothian Your Council Your Say public consultation

Consultation with staff and Trade Unions in line with Organisational Change Policy

D. TERMS OF REPORT

National Review of Community Learning and Development (CLD)

As part of the wider programme of Education Reform, and in particular reform of post-school education and skills, the Scottish Government announced on 5 December 2023 an independent review of CLD provision across Scotland.

The independent review of CLD will seek to better understand the extent to which CLD is delivering positive outcomes for some of Scotland's most vulnerable learners, and will consider how the CLD sector:

- Effectively and consistently measures outcomes delivered through CLD and reports this across the sector, including data on the CLD workforce, engagement opportunities and outcomes for learners.
- Delivers positive outcomes and improved life chances for marginalised and vulnerable learners in communities, in the context of wider education reform and public finance constraints.
- Maintains a strong and suitably professionalised CLD workforce equipped to deliver high quality outcomes for learners in a reformed education system.

The Scottish Government has published guidance to support education authorities with the development of CLD plans while this review is ongoing. Further guidance will be provided following conclusion of the review.

The guidance makes clear that while the Independent Review of CLD is underway the existing statutory obligations will continue to apply to education authorities, including the requirement to publish a CLD plan by the third year after the publication date of the previous plan. However, the guidance acknowledges that education authorities may consider it relevant to recognise the existence of the review, for example by carrying forward much of the content of their existing plans and only reflecting significant changes which have impacted communities and learners, and considering the level of learner and partner consultation appropriate to the level of updates made to the plans at this time.

The West Lothian CLD Plan 2024-27 will be produced in line with Scottish Government suggested timescales, and presented to the Education PDSP and Executive.

New Model of Youth Services Service Delivery

In relation to the Revenue Budget proposal E2d in February 2024, appropriate staff engagement and consultation with Youth Services is currently being progressed and planned in accordance with the council's organisational change processes, including consultation with the relevant trade unions and involvement of HR services. In order to develop the new model of the service, it will be essential to ensure that the correct level of staffing establishment to meet the needs of the service is in place.

E. CONCLUSION

The Scottish Government has published guidance to support education authorities with the development of CLD plans in light of the national review of CLD.

An updated CLD Plan 2024-27 will be produced in line with Scottish Government suggested timescales, and presented to the Education PDSP and Executive.

Appropriate staff engagement and consultation with Youth Services is currently being progressed and planned in accordance with the council's organisational change processes, including consultation with the relevant trade unions and involvement of HR services.

F. BACKGROUND REFERENCES

None

Appendices/Attachments: None

Contact Person:

Alison Raeburn Alison.raeburn@westlothian.gov.uk

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

Date of Meeting: 4 June 2024

Title	Purpose	Lead Officer	PDSP	Referral to Education Executive
Student Presentation – Armadale Academy	Presentation by pupils from Armadale Academy about the Cadets.	Siobhan McGarty	4/6/2024	
Attendance in Schools	To inform members of the work being done to improve attendance in schools.	Laura Quilter	4/6/2024	
ELC	TBC	Andrew Sneddon	4/6/2024	25/6/2024
Summer Holiday Provision 2024	To inform the panel of the Summer Holiday Provision to support targeted groups and wider provision for young people in West Lothian in Summer 2024.	Alison Raeburn	4/6/2024	
SLDR report	To inform the Committee about the outcome contained in the Scottish Government publication of Initial Destinations of School Leavers 2021/22.	Stuart McKay	4/6/2024	
Virtual Campus Update	To update the panel about the West Lothian Virtual Campus provision.	Jonny Mitchell	4/6/2024	
Gender Research Project	To provide the panel with information regarding the outcomes of the gender research project concerning attainment differences.	Stefan Wyroslawski	4/6/2024	
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	4/6/2024	25/6/2024
Service Improvement Plan 2023-2026 – Annual Update	To provide the panel with an annual progress update on the service's improvement plan 2023/24.	Andrew Sneddon	4/6/2024	
CLD Plan and Youth Services	The purpose of this report is to update members on the Community Learning and Development Plan, and progress with the modernisation of Youth Services.	Alison Raeburn	4/6/2024	