



West Lothian  
Council

## ***Education Policy Development and Scrutiny Panel***

West Lothian Civic Centre  
Howden South Road  
LIVINGSTON  
EH54 6FF

28 November 2012

A meeting of the **Education Policy Development and Scrutiny Panel** of West Lothian Council will be held within the **Council Chambers, West Lothian Civic Centre** on **Tuesday 4 December 2012** at **10:00am**.

For Chief Executive

### **BUSINESS**

#### **PUBLIC SESSION**

1. Apologies for Absence
2. Order of Business, including notice of urgent business
3. Declarations of Interest - Members should declare any financial and non-financial interests they have in the items of business for consideration at the meeting, identifying the relevant agenda item and the nature of their interest.
4. Confirm draft Minute of Meeting of Education Policy Development and Scrutiny Panel held on Tuesday 20 November 2012 (herewith).
5. School Assessment Arrangements - Report by Head of Education (Quality Assurance) (herewith)
6. S5/S6 Campus Update - Report by Head of Education (Quality Assurance) (herewith)
7. Proposals to Commemorate the Outbreak of Hostilities - First World War - Report by Head of Education (Quality Assurance) (herewith)
8. Standards and Quality Report 2011/12 - Report by Depute Chief Executive (herewith)

DATA LABEL: Public

9. Partner Provider Education Support for Improvement - Report by Head of Education (Quality Assurance) (herewith)
10. Progress Against Review Action Plan Pumpherstons and Uphall Station Community Primary School - Report by Head of Education (Quality Assurance) (herewith)
11. Progress Against HMI Action Plan Broxburn Academy - Report by Head of Education (Quality Assurance) (herewith)

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NOTE **For further information please contact Elaine Dow on 01506 281594 or email [elaine.dow@westlothian.gov.uk](mailto:elaine.dow@westlothian.gov.uk)**

MINUTE of MEETING of the EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL of WEST LOTHIAN COUNCIL held within COUNCIL CHAMBERS, WEST LOTHIAN CIVIC CENTRE on 20 NOVEMBER 2012.

Present – Councillors David Dodds (Chair), Tony Boyle (substituting for Lawrence Fitzpatrick), Stuart Borrowman, Carl John (substituting for Jim Walker) and John McGinty; Appointed Representatives Lynne McEwen and Lynn Taylor (substituting for Eric Lumsden).

Apologies – Councillors Lawrence Fitzpatrick, Andrew Miller and Jim Walker; Appointed Representatives Elsie Aitken, John Hendrie, Eric Lumsden, Myra MacPherson and Graham Stormont.

### Opening comments

The Chair welcomed Lynn Taylor to the meeting in her remit as Parent Council representative, substituting for Eric Lumsden.

#### 1. MINUTE

The Panel confirmed the Minute of the meeting held on 30 October 2012 as being a correct record. The Minute was thereafter signed by the Chair.

#### 2. SUPPORT FOR PHYSICAL EDUCATION

The Panel considered a report (copies of which had been circulated) by the Head of Education (Quality Assurance) providing information relating to the two-year funding received from sportscotland to support the delivery of two hours/two periods of quality physical education per week for all pupils in primary schools and S1-S4 in secondary schools.

The Active Schools Manager advised that in March 2012 the Scottish Government and COSLA announced a commitment to deliver at least two hours per week of physical education in primary schools and two periods in S1 to S4 by 2014 for all pupils in Scotland. An investment of up to £5.8m, over two financial years had been made available by Scottish Government to support local authorities achieve the targets by the end of academic year 2013/2014.

The report provided details of the progress made within schools in West Lothian from 2009 to 2011 towards meeting the two hours of PE in primary and two periods of PE in secondary schools. It was also recorded that in March 2012 76% of primary schools and 91% of secondary schools reported that they met the set PE targets.

To further support schools in meeting the PE target, West Lothian Council received £102,500 over two years to ensure 100% of its schools met the PE target by June 2014. The PE Support funding enabled West Lothian Council to provide PE secondment opportunity to an experienced physical education teacher, Karen McCubbin, who took up the post of PE Support

Officer on 18 September 2012. The key target areas were detailed in the report and West Lothian PE Support Plan was attached as an appendix to the report. The PE Support Officer would provide updates on progress at future PDSP meetings.

During the course of the discussion the Panel asked if there were any school cluster groups in West Lothian meeting PE targets and whether an update on the percentage of pupils involved in the delivery of the PE target could be made available. It was also noted in the PE Support Programme that 50 out of 66 primary schools in West Lothian were currently reporting two hours delivery of the PE target. The Panel asked for details of the primary schools not meeting this target. The Active Schools Manager agreed to provide Members with this information.

In conclusion, it was reported that fifty primary schools and ten secondary schools were meeting the national PE target.

#### Decision

1. To agree to provide Members with an update on the information requested; and
2. To note the contents of the report.



## West Lothian Council

### EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL

#### SCHOOL ASSESSMENT ARRANGEMENTS

#### REPORT BY HEAD OF EDUCATION (QUALITY ASSURANCE)

##### **A. PURPOSE OF REPORT**

To invite the Policy Development and Scrutiny Panel to consider current arrangements for assessment of pupils in primary and secondary schools, and to note that these are under review in light of the Attainment Strategy.

##### **B. RECOMMENDATION**

To consider the current arrangements for assessment of pupils in primary and secondary schools, and to note that these are under review in light of the Attainment Strategy.

##### **C. SUMMARY OF IMPLICATIONS**

<b>I Council Values</b>	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
<b>II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)</b>	West Lothian Council has a statutory duty to improve the quality of school Education (Standards in Scotland's Schools etc Act 2000).  The Council is committed to raising attainment, in line with the Attainment Strategy. Robust assessment of pupil progress is a necessary component of an effective Attainment Strategy.
<b>III Implications for Scheme of Delegations to Officers</b>	None
<b>IV Impact on performance and performance Indicators</b>	Attainment information forms a core part of the performance indicators used by Education Services.
<b>V Relevance to Single Outcome Agreement</b>	Attainment information forms a core part of the performance indicators used to measure Education Services in the Single Outcome Agreement.
<b>VI Resources - (Financial, Staffing and Property)</b>	None

<b>VII Consideration at PDSP</b>	Underway
<b>VIII Other consultations</b>	None

#### **D. TERMS OF REPORT**

Pupil progress is measured through primary and secondary schools with a view to maximising attainment, and through the maximisation of attainment increasing the chance that each pupil will progress to a positive destination.

##### Primary Assessment – Progress in Mathematics and Progress in English

Pupils are assessed in primary schools using the Progress in Mathematics and Progress in English standardised tests. These enable schools to measure year on year progress and value added. They allow the school to identify pupils who need extra help in mathematics and English and the specific areas within which help is needed, and to set appropriate targets. They also enable teachers to explain to parents where their child is placed compared to other children of the same age population. They can be used to identify the effectiveness of intervention strategies. Tests are currently administered at P3,4,5,6 and 7.

This represents an increase in standardised testing, necessary to provide information on pupil progress in the period between the end of 5-14 assessment and the establishment of assessment under the 3-18 Curriculum for Excellence. Under the 5-14 curriculum, schools assessed pupil progress against the 5-14 levels. Approaches to assessment under the 3-18 Curriculum for Excellence are under development.

##### Secondary Assessment – Cognitive Ability Testing

All Secondary Schools use Cognitive Ability Tests (CATs), administered at S1 stage. The CAT is a test of reasoning ability. It is a standardised assessment that helps identify pupils' strengths, weaknesses and learning preferences, providing accurate, reliable and objective assessment data that is essential to the shaping of an individual's learning. The Cat test is not about knowledge recall and requires no preparation, offering all pupils the same opportunity to show their underlying ability.

CAT test results can be used to predict performance at Standard Grade, and schools will use CAT test results to set targets. Typically, schools will set targets above the performance level predicted by the CAT test. This demonstrates that the school is adding value to that child.

##### Secondary Assessment - Scottish Qualification Authority Examinations

Student attainment at secondary level is assessed by performance in Scottish Qualification Authority Standard Grade, Higher and Advanced Higher Examinations.

The Council has in place a system of Performance Visits. At a meeting each spring, each school is asked to predict performance at Standard Grade, Higher Grade and Advanced Higher Grade. This prediction will be based on a variety of measures including CAT data, prelim performance, and prior attainment in SQA examinations. At a meeting each August actual performance at Standard Grade, Higher Grade and Advanced Higher, and performance in each subject at Higher level, is examined.

National qualifications are currently under review with, new and revised National 4s and National 5s scheduled for introduction in 2013/14 and 2014/15.

### Tracking and Monitoring

Assessment activity is backed up by a robust process of tracking and monitoring in primary and secondary schools, which uses assessment results to monitor progress, set targets and plan interventions for individual pupils.

### Future Developments

A key feature of the Attainment Strategy is to raise attainment at transition between primary and secondary school, and work is progressing at cluster level to develop new approaches. A new approach to measuring attainment from primary to secondary school has been piloted in the Armadale cluster.

In order to maximise the ability to track progress from primary to secondary level accurately, a new testing framework which would be able to be applied at primary and the lower level of secondary is under investigation.

## **E. CONCLUSION**

The Policy Development and Scrutiny Panel is invited to consider current arrangements for assessment of pupils in primary and secondary schools, and to note that these are under review in light of the Attainment Strategy.

## **F. BACKGROUND REFERENCES**

None

Appendices/Attachments: None

Contact Person: Andrew Sneddon  
Performance and Customer Manager  
Andrew.sneddon@westlothian.gov.uk

Elaine Cook, Head of Schools

Date of meeting:







West Lothian  
Council

**EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL**

**S5/S6 CAMPUS UPDATE**

**REPORT BY HEAD OF EDUCATION (QUALITY ASSURANCE)**

**A. PURPOSE OF REPORT**

To report to the Policy Development and Scrutiny Panel on the work being done to create a campus for S5 & S6 pupils in conjunction with the local college.

**B. RECOMMENDATION**

To note the progress identified in the report and to receive further updates on developments as the Campus continues to full implementation.

**C. SUMMARY OF IMPLICATIONS**

<b>I Council Values</b>	Focusing on our customers' needs; being honest, open and accountable; providing equality of opportunities; making best use of our resources; working in partnership
<b>II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)</b>	None
<b>III Implications for Scheme of Delegations to Officers</b>	None
<b>IV Impact on performance and performance Indicators</b>	The development of the campus has improved choice and progression for young people in the senior phase and improved attainment and positive destinations.
<b>V Relevance to Single Outcome Agreement</b>	Our children have the best start in life and are ready to succeed.
<b>VI Resources - (Financial, Staffing and Property)</b>	Mainstream secondary school devolved school budget. 1FTE @ £46k, ring fenced money for Coordinator post.
<b>VII Consideration at PDSP</b>	Ongoing
<b>VIII Other consultations</b>	Consultations with pupils form part of the Education Services Engagement and

## **D. TERMS OF REPORT**

- D.1** The West Lothian Campus aims to ensure that all learners across the Authority have the opportunity of a personalised senior phase entitlement. Travelling between schools and West Lothian College to access courses which best suit them, pupils are now studying a much wider variety of subjects, both academic and vocational, than they previously had. This ensures that the interests and aspirations of all young people are being met and they are provided with the breadth, depth and challenge which are central to Curriculum for Excellence.

The positive feedback from pupils has reflected a significant move towards the principle of 'any place any time' learning contained in Building the Curriculum 3. The collegiate approach has vastly improved communication between schools, ensured the development of new courses and increased the value of all subjects due to more efficient teacher – pupil ratios.

Young people are far more likely to move into a positive and sustainable post school destination if they stay on past their first statutory leaving date. It was therefore essential to provide young people with a curriculum which encourages them to stay on and take up their senior phase entitlement.

The current uptake includes 10 level 7 courses; 24 level 6 and 16 level 4 & 5 courses. All pupils taking their senior phase entitlement in West Lothian can use the Campus and travel to another place of learning to access a course.

The numbers travelling has steadily increased since 2010:

- Session 2010/11 saw a 146% increase;
- Session 2011/12 increased a further 18% and
- Session 2012/13 increased again by 6%.

Presently there are 296 pupils travelling across the Campus. The Campus e-prospectus was developed and then launched in March 2011 to allow learners in S5 & S6 in all 11 secondary schools, and those supporting them, to access details of learning opportunities available to them. The e-prospectus has been instrumental in increasing the numbers of students able to progress through courses not available at their base school.

- D.2** One of the major obstacles to be overcome was arranging transport to ensure that all pupils accessing the campus moved safely and timely between schools and West Lothian College and back to their homes. Contracting work to local travel companies and First Bus has ensured that travel arrangements support each learner's experience rather than become a barrier to it.

A seconded officer coordinates the implementation of the Campus. Monthly consultation continues with Secondary Head Teachers. Pupils engaged in the Campus were consulted in September and May and their responses formed part of the plan for ongoing improvement.

Plans are in place so that by 2013/14 learners can travel on Monday and Wednesday afternoons in addition to the present Tuesday, Thursday arrangement.

- D.3** The e-prospectus developed is used effectively in coursing students entering S5 and S6. Senior phase students, their parents and school staff are able to search for and access information on the range of learning opportunities in West Lothian. The majority of these currently take place in secondary schools although 110 students combined school based learning with a course at West Lothian College in session 2011/12. Increasingly, this blended learning model will incorporate vocational learning experiences through employers, training providers and the Voluntary Sector. Through consultation with senior school staff a 'clearing' area was incorporated which provided up to date information on places available on school courses and forwarded the process of undertaking a course at another establishment.
- D.4** A further development planned for the Campus is the use of students' National Entitlement Cards to facilitate independent travel home on local, public bus services. Working jointly on a pilot project with Transport Scotland and the National Entitlement Card Programme Office the aim is to provide a flexible transport solution which offers best value.

Session 2012-2013 has seen an increase in learners pursuing appropriate pathways with learning taking place across the campus.

	2010-2011	2011-2012	2012/13	Change since 2010
Students learning in another school	72	167	197	125 Increase
Students learning in at West Lothian College	164	111	99	65 Decrease
Overall	236	278	296	60 increase

The reduction in numbers attending West Lothian College is due to changes in the College funding arrangements and the decision to focus on full time students and scale back on part time courses for school students. Despite this there has been an increase in students travelling outwith their base school. The significant increase in pupils travelling to other schools highlights the success with which schools have developed relevant and attractive courses for learners to access.

In 2012 (pre appeals) a total of 176 pupils achieved an award in a course studied outwith their base school.

A total of 110 pupils achieved a C grade or above at Higher (75% pass rate) and Advanced Higher (67%) pass rate. A further 54 students achieved awards in Intermediate 1 and 2 courses.

## **E. CONCLUSION**

West Lothian Campus has continued to be developed successfully and is well set to extend provision for S4-S6 pupils in session 2013-2014.

## **F. BACKGROUND REFERENCES**

None

Appendices/Attachments: None

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Mary Rankine

Head of Education (Quality Assurance)

Date of meeting: 4 December 2012



West Lothian  
Council

**EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL**

**PROPOSALS TO COMMEMORATE THE OUTBREAK OF HOSTILITIES – FIRST WORLD WAR**

**REPORT BY HEAD OF EDUCATION (QUALITY ASSURANCE)**

**A. PURPOSE OF REPORT**

To invite the Policy Development and Scrutiny Panel to consider arrangements for the commemoration within schools of the outbreak of hostilities on 28 July 1914.

**B. RECOMMENDATION**

To consider the arrangements for the commemoration within schools of the outbreak of hostilities on 28 July 1914.

**C. SUMMARY OF IMPLICATIONS**

<b>I Council Values</b>	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
<b>II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)</b>	Learning outcomes and experiences within the social sciences are delivered within the national Curriculum for Excellence.
<b>III Implications for Scheme of Delegations to Officers</b>	None
<b>IV Impact on performance and performance Indicators</b>	None
<b>V Relevance to Single Outcome Agreement</b>	None
<b>VI Resources - (Financial, Staffing and Property)</b>	None
<b>VII Consideration at PDSP</b>	Underway
<b>VIII Other consultations</b>	All Head teachers

## **D. TERMS OF REPORT**

The Policy Development and Scrutiny Panel previously requested a report on the arrangements for the commemoration within schools of the outbreak of hostilities on 28 July 1914.

Learning outcomes and experiences within the social sciences are delivered within the national Curriculum for Excellence. Schools make use of WWI as a curricular topic as a matter of routine, but will include reference to the anniversary of the start of the conflict in school year 2014/15. Schools will develop and deliver their own resources, and have access to a range of resources shared through Education Scotland and other forums. As an example, GLOW this year contained information and materials produced in partnership with PoppyScotland on the meaning of remembrance.

Schools also make use of materials on web sites such as <http://www.scotsatwar.org.uk/> and <http://www.rememberingscotlandatwar.org.uk/>. It is anticipated that additional materials will be available in recognition of the anniversary of the outbreak of hostilities.

Schools will hold remembrance assemblies in schools, and participate in community remembrance events as a matter of routine. It is anticipated that in School year 2014/15 these will be linked to the outbreak of hostilities, and educational resources as outlined above.

Schools will undertake additional activities linked to the outbreak of hostilities. These will include a performance of 'The Scarf', a World War One themed play, by West Calder High School. It is anticipated that other events will occur, but detailed planning for school year 2014/15 has not yet commenced. Examples of recent creative use of WW1 as a curricular topic include reminiscence project involving primary school pupils and Korean War veterans in partnership with Arts Services, and a visit of a Hearts footballer to West Calder High School to commemorate a-pupil of the original West Calder High School was one of the Hearts players who joined the army and was killed at the Battle of the Somme in 1916. It is anticipated that similar events and initiatives will be planned to co-incide with the anniversary of the outbreak of hostilities.

The precise date of the outbreak of hostilities may be considered to be 28 July 1914, the date on which Austro-Hungary invaded Serbia following the assassination on 28 June 1914 of Archduke Franz Ferdinand of Austria, the heir to the throne of Austro-Hungary, by a Yugoslav nationalist in Sarajevo. Schools will be unable to commemorate this date as it falls within the school holidays. It is anticipated that remembrance day events in November 2014 will form the focus of the commemoration.

## **E. CONCLUSION**

The Policy Development and Scrutiny Panel is invited to consider arrangements for the commemoration within schools of the outbreak of hostilities on 28 July 1914.

## **F. BACKGROUND REFERENCES**

None

Appendices/Attachments: None

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Performance and Customer Manager

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Mary Rankine, Head of Education (Quality Assurance)

Date of meeting: 4 December 2012







West Lothian  
Council

**EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL**

**STANDARDS AND QUALITY REPORT 2011/12**

**REPORT BY DEPUTE CHIEF EXECUTIVE**

**A. PURPOSE OF REPORT**

To report on the performance and quality of Education Services for school year 2011/12.

**B. RECOMMENDATION**

That members consider the performance and quality of the Education Services for school year 2011/12.

**C. SUMMARY OF IMPLICATIONS**

<b>I Council Values</b>	Being honest, open and accountable; Focusing on our customer's needs; Providing equality of opportunity; Developing employees; Making best use of our resources; Working in partnership.
<b>II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)</b>	Standards in Scotland's Schools etc. Act 2000 A Curriculum for Excellence. Equality monitoring information is set out in the report,
<b>III Implications for Scheme of Delegations to Officers</b>	None
<b>IV Impact on performance and performance Indicators</b>	The Standards and Quality Report is a key annual performance report.
<b>V Relevance to Single Outcome Agreement</b>	Much of the performance included in the standards and Quality Report is included in the Single Outcome Agreement.

<b>VI Resources - (Financial, Staffing and Property)</b>	None
<b>VII Consideration at PDSP</b>	The Standards and Quality Report is presented for consideration at the PDSP.
<b>VIII Other consultations</b>	Education Services

#### **D. TERMS OF REPORT**

The Education and Cultural Services Standards and Quality Report for school year 2011/12 is attached as Appendix 1.

The Standards in Scotland's Schools etc. Act 2000 requires education authorities to report on their improvement objectives. West Lothian Council fulfils this requirement by the publication and updating of the Single Outcome Agreement, Corporate Plan and Education Services Management Plan. The Act also requires authorities to report on their success in meeting their improvement objectives. West Lothian Council fulfils this requirement by the annual publication of the Standards and Quality Report.

The Standards and Quality Report sets out the achievements of the Education Services in terms of the Curriculum for Excellence entitlements and the next steps that Education Services will take in 2012/13. .

The report will be published electronically for use by schools, parent councils, parents, partners and other stakeholders.

#### **E. CONCLUSION**

The report demonstrates improvements in performance and achievement of high standards of quality across the Service. It demonstrates year on year improvement in attainment, and good progress against national averages and targets, and provides details of the strategies for improvement employed. Members are asked note the report and this pattern of achievement and improvement.

#### **F. BACKGROUND REFERENCES**

None

Appendices/Attachments: Standards and Quality Report 2011/12

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Maira Niven

Depute Chief Executive

Date: 4 December 2012



**WEST LOTHIAN COUNCIL**

**EDUCATION SERVICE**

**STANDARDS AND QUALITY  
REPORT 2011/12**

## CONTENTS

Foreword by the Executive Councillor – Education

Introduction by the Deputy Chief Executive

The Planning Framework

Delivering the Curriculum for Excellence Entitlements

- 1 Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18
- 2 Every child and young person is entitled to receive a broad general education (up to the end of S3)
- 3 Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications (S4-S6)
- 4 Every child and young person is entitled to develop skills for learning, life and work, with a continuing focus on literacy and numeracy, and health and wellbeing.
- 5 Every child and young person is entitled to personal support and challenge to enable them to gain as much as possible from the opportunities that Curriculum for Excellence can provide.
- 6 Every young person is entitled to support in moving into a positive and sustained destination (post 16)
- 7 Planning
- 8 Continuous Professional Development
- 9 Leadership
- 10 Assessment Arrangements
- 11 Understanding, Applying and Improving Standards
- 12 Self Evaluation
- 13** Capacity for Improvement

Appendix 1 – Key Performance Outcomes

Appendix 2 – Customer Focus

Appendix 3 – Equality Impact

Appendix 4 – How Much Does our Service Cost

Appendix 5 – Further Information

## **STANDARDS AND QUALITY REPORT 2011/12**

### **Foreword by the Executive Councillor - Education**

I am pleased to present this report setting out the positive outcomes that have been achieved for the young people of West Lothian across the Curriculum for Excellence entitlements.

In particular I would highlight the increases in attainment for all of our young people, from those with the lowest achievement to those attaining five or more awards at Higher Grade. This attainment, coupled with the developments aimed at improving the number and percentage of young people progressing to positive destinations, will provide the best possible opportunities for our young people. It is also very pleasing that positive destinations have increased, particularly in the context of the current economic climate.

In my role as Executive Councillor for Education, I am delighted that West Lothian Council has been able to support and provide opportunities for our young people to enable them to maximise their attainment, and achievement, and their life chances on leaving our schools.

Lawrence Fitzpatrick  
Executive Councillor - Education

### **Introduction by the Deputy Chief Executive**

I am pleased to report that over the first full year since my appointment as Depute Chief Executive with responsibility for Education, Planning and Areas Services, the quality and standard of Education in West Lothian has continued to improve. The key improvements, and highlights of the year, are reflected in this report.

The improvements in attainment that have been achieved are very welcome, and reflect investment in staff recruitment and development, resources to support learning and teaching ranging from new school buildings to electronic learning materials, and the impact of rigorous performance management across the service.

As we continue through a challenging period maintaining and improving standards and quality remains our priority. West Lothian Council remains committed to giving all of our young people the best possible start in life through continued support for education and for supporting young people in their transition to employment, training, and further and higher education.

Maira Niven  
Depute Chief Executive

## **The Planning Framework**

The Education Service of West Lothian Council operates within a framework of national government objectives and outcomes and Council priorities.

The Local Improvement Plan sets out how the Education Service will contribute to achieving National Objectives and Outcomes, set by the Scottish Government, and address Local Themes and Challenges identified by the Community Planning Partnership.

The Local Improvement Plan is linked to the Single Outcome Agreement, and shares many of its targets with that document. The Local Improvement Plan also sets out how the Education Service will contribute to achieving the priorities in the Council's Corporate Plan, and a number of actions within the Local Improvement Plan are common to the Corporate Plan. The Local Improvement Plan is also linked to the thematic Integrated Children's Services Plan.

The Local Improvement Plan also reflects the content of the Concordat between the Scottish Government and COSLA.

Within the context of the Council's Life Stages Strategy, the Local Improvement Plan will ensure the provision of excellent joined up services to early years children, school age children and young people in transition, and to children and young people at periods of transition between these stages.

Linked to the Local Improvement Plan is a management plan for the central Education Service. This sets out more detailed actions, clearly linked to resources through the Activity Based Budget.

Performance is reported annually through the Standards and Quality Report, as well as through publicly available reports to the Performance Committee of West Lothian Council and the Education Scrutiny Panel. Performance is reported electronically through the Covalent System, and through the School Performance Pages available on the West Lothian Council website. Comparative information with previous years and with the national position and comparator authorities is included where available.

The Education Service is part of a coherent planning and reporting framework through which a strong 'golden thread' links service, council, local and national objectives and outcomes.

## **Five National Objectives (Identified by the Scottish Government)**

- Smarter
- Safer and Stronger
- Wealthier and Fairer
- Healthier
- Greener

## **15 National Outcomes (identified by the Scottish Government)**

1. We live in a Scotland that is the most attractive place for doing business in Europe.
2. We realise our full economic potential with more and better employment
3. We are better educated, more skilled and more successful, renowned for our research and innovation.
4. Our young people are successful learners, confident individuals, effective contributors and responsible citizens.
5. Our children have the best start in life and are ready to succeed.
6. We live longer, healthier lives.
7. We have tackled the significant inequalities in Scottish society.
8. We have improved the life chances for children, young people and families at risk.
9. We live our lives safe from crime and disorder and danger.
10. We live in well-designed, sustainable places where we are able to access the amenities and services we need.
11. We have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others.
12. We value and enjoy our built and natural environment and protect it and enhance it for future generations.
13. We take pride in a strong, fair and inclusive national identity.
14. We reduce the local and global impact of our consumption and production.
15. Our public services are high quality, continually improving, efficient and responsive to local people's needs.

## **Six Corporate Plan Priorities (identified by West Lothian Council)**

- Improving opportunities for young people
- Making our economy stronger
- Improving the health and wellbeing of our communities
- Protecting our environment and communities
- Planning for population growth
- Making our services as efficient as possible

## **West Lothian Council – Mission, Aim, Values and Principles**

Our mission statement, aim, values and guiding principles underpin all of our work and embody the ways in which our activities are carried out.

### **Our Mission Statement**

‘Striving for excellence – working with and for our communities’

### **Our Aim**

Our aim is to constantly aspire to improved services, organising them around the needs of communities.

### **Our Values**

- Focusing on our customers’ needs
- Being open, honest and accountable
- Providing equality of opportunity
- Developing employees
- Making best use of resources
- Working in partnership



## **Delivering the Curriculum for Excellence Entitlements**

### **1 Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18**

We are ensuring that this entitlement is met by:-

- Developing a Strategy for Raising Attainment in order to bring together the strategic elements that will contribute to raising attainment. These will include enhanced transition from P7 to S1, building capacity through school to school collaboration and cluster partnerships; creating collaborative learning communities; pupil engagement; developing effective leadership at all levels; empowering effective leadership at all levels; empowering and supporting staff to raise attainment and achievement; and parental engagement.
- Investing £340,000 in each of two years to enhance early intervention in primary and secondary schools through nurture groups. This will include extending the support available to primary aged children through nurture groups to pupils in P5-7 in order to support young people facing challenge as their learning becomes more demanding and to ensure that they remain engaged with school, and developing transition from primary into secondary, through nurture provision at S1-2 in eight secondary schools.
- Improving transition of learning from P7 to S1, with an investment of £470,000 over each of two financial years to fund a Co-ordinator and 11 additional teachers to work as Cluster Development Officers to develop improved cluster working and transition of learning, with a focus on cross sector reading and literacy.
- Raising attainment at transition from primary to secondary through the collaborative improvement model being introduced in the primary sector. Schools will work with improvement partners, sharing innovation and workload, building capacity for change in staff, sharing professional expertise and developing new approaches.
- Continuing to implement the 3-18 Curriculum (Curriculum for Excellence) in line with Scottish Government guidance. Clear guidance on the implementation of Curriculum for Excellence continues to be developed through the Curriculum for Excellence Implementation Guidance and the Curriculum for Excellence Steering Group and Working Groups involving Head Teachers, Education Officers and Teaching Union representatives.
- Continuing to develop use of Glow across all West Lothian schools with access available to all pupils and staff. Glow is used to support a wide range of Learning & Teaching objectives, from individual pupil and class activities to whole authority communication and

collaboration. The quality and diversity of Glow component use is evident in the West Lothian Glow Community where teachers and pupils share and celebrate learning success and where teachers collaborate and share professional and curricular developments. We are using Glow as our communication medium to support schools and staff implementation of the new curriculum. Our use of Glow has been highlighted nationally as best practice including the significant presence of West Lothian exemplars of contextualised Glow impact upon learning.

- Continuing to develop the 'Anywhere, Anytime Learning' programme with a view to roll out across all schools. Our 'Anywhere, Anytime Learning' programme is intended to provide full wireless coverage to all our schools and enable pupils and staff to connect their own devices to the internet within school, enabling access to online learning resources including Glow. 'Anywhere, Anytime Learning' technology infrastructure upgrades have been completed in all schools. Guidance has been developed on effective implementation of 'Anywhere, Anytime Learning' including development of revised guidance on internet literacy and safety, responsible use and behaviour, respect for others, pedagogy, curricular enhancement and Professional Practice Online.

We will demonstrate our capacity for improvement in session 2012/13 by:-

- Implementing the Raising Attainment Strategy, by making it the main focus of service improvement, and promoting it through Headteacher Meetings and other development opportunities.
- Piloting 'On Track with Learning' to enhance the tracking and monitoring of pupil progress in learning and ensure a coherent progression from 3-18.
- Ensuring effective WL Education strategy in relation to introducing those Future Glow services or alternatives which best serve the long term requirements of our learners and teachers. We will do this by determining and managing the introduction of appropriate new and replacement applications and services, migrating users to a new interface and authentication service whilst continuing to support effective usage of Glow. Significant consideration will be given to the following:
  - business continuity
  - migration of existing content & services
  - enhancements and new tools
  - learners' e-portfolios
  - interface with MIS systems
  - training and CPD for the new services
  - security and universality of access



## **2. Every child and young person is entitled to receive a broad general education (up to the end of S3)**

We are ensuring that this entitlement is met by:-

- Continuing to work on embedding the broad general education in all Secondary Schools and establishing development work for the new qualifications.
- Providing guidance, through an authority working group, on a coherent approach to development of the curriculum, learning and teaching and assessment.
- Achieving 40% of P1-3 pupils in classes with a class committed teacher ratio of 1:18 or less in September 2011. Additional teachers to reduce class sizes are targeted at schools in areas of relative deprivation.
- Increasing the % of schools awarded a Green Flag under the Eco-Schools scheme from 61% to 63%. 100% of schools are currently registered with Eco Schools.
- Continuing to promote the UNICEF Rights Respecting Schools Programme at Headteachers' meetings, with a view to all West Lothian schools becoming Rights Respecting Schools, as part of the delivery of experiences and outcomes linked to equalities and wider social, emotional, physical and personal development of children and young people. A Rights Respecting School Strategy has been developed in partnership with UNICEF to provide further training and support for Rights Respecting Schools. Rights Respecting School status has been achieved at 13 schools, up from 7 in 2010/11, with awards pending at a further 6. A total of 74 schools are signed up to the programme. The figure in 2010/11 was 76, but this included nurseries, which are now no longer registered separately by UNICEF. One of our schools recently showcased the work they have carried out on tackling poverty at the Scottish Parliament where UNICEF praised West Lothian Council for its strategic approach to implementing Rights Respecting Schools.
- Providing intensive training to five Secondary Schools in Show Racism the Red Card, and general training to link Show Racism the Red Card to Rights Respecting Schools awards.
- Becoming a Stonewall Champion, and developing an action plan with a view to promoting equality for lesbian, gay, bisexual and transgender pupils, within the context of Rights Respecting Schools.

We will demonstrate our capacity for improvement in session 2012/13 by:-

- Supporting secondary schools through an authority working group in order to enhance the ability of all secondary schools are able to deliver the broad general curriculum.

**3. Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications (S4-S6)**

Secondary Attainment

All figures for 2012 are pre appeal, and may therefore rise.

Standard Grade (S4)

Over the five-year period 2008 to 2012 the percentage of pupils attaining 5+ at Level 5 (Standard Grade Credit or equivalent) has risen. It is above the national average and comparator average for 2012.

The percentage of pupils attaining 5+ at Level 4 (Standard Grade General or equivalent) has risen, and is above the national and comparator average for 2012.

The percentage of pupils attaining 5+ at Level 3 (Standard Grade Foundation or equivalent) has risen, and is above the national and comparator average for 2012.

Over the five-year period 2008 to 2012 the percentage of pupils attaining English at Level 3 has risen, and is above the national and comparator average for 2012.

The percentage of pupils attaining English at Level 3 has risen and remains above the national and comparator averages for 2012. The percentage of pupils attaining mathematics at Level 3 has remained the same but remains above the national and comparator averages for 2012.

The percentage of pupils achieving both English and mathematics at Level 3 (Standard Grade Foundation or equivalent) has risen, and is above the national and comparator average for 2012.

All Standard Grade measures are above last year's pre-appeal figures, the most directly comparable result.

% of Pupils achieving 5 Plus Passes at Levels 3, 4 and 5							
	2008	2009	2010	2011	2012 (pre-appeal)	National 2012	Comparator 2012
5+ at Level 5	34	37	34	35	39	37	33
5+ at Level 4	78	79	81	79	83	80	78
5+ at Level 3	95	95	95	94	97	94	93

% of Pupils achieving English and Mathematics at Level 3							
	2008	2009	2010	2011	2012 (pre-appeal)	National 2012	Comparator 2012
English Level 3	97	97	97	97	98	96	96
Mathematics Level 3	97	97	96	97	97	95	95
English & Mathematics Level 3	95	95	93	94	96	94	93

### Higher Grade (S5)

Over the five year period 2008 to 2012 attainment at 1+, 3+ and 5+ Level 6 (Higher or equivalent) passes has risen.

The percentage attaining 5+ at Level 6 is above the comparator average and and equal to the national average for 2012.

The percentage attaining 3+ at Level 6 is above the comparator average, but below the national average for 2012.

The percentage attaining 1+ at Level 6 is equal to the comparator average, but below the national average for 2012.

All Higher Grade measures are above last year's pre-appeal figures, the most directly comparable result.

% of Pupils achieving 1+, 3+ and 5+ passes at Level 6							
	2008	2009	2010	2011	2012 (pre-appeal)	National 2012	Comparator 2012
1+ Level 6	37	41	43	42	44	46	44
3+ Level 6	22	21	24	24	25	27	24
5+ Level 6	10	9	10	11	13	13	10

### S6 Attainment

Over the five year period 2008 to 2012 attainment at 1+ Level 7 (Advanced Higher or equivalent) has risen, and is above the comparator average, but below the national average for 2012.

Advanced Higher attainment is equal to last year's pre-appeal figure.

% of Pupils achieving 1+ pass at Level 7							
	2008	2009	2010	2011	2012 (pre-appeal)	National 2012	Comparator 2012
1+ Level 7	11	12	13	16	15	16	14

In 2011/12 11 pupils were entered in the Baccalaureate qualification. Eight achieved passes, two with distinction. This is an increase in entries and passes over 2010/11 performance where 5 pupils were entered in the Baccalaureate, all of whom passed, three with distinction.

We are ensuring that this entitlement is met by:-

- Continuing to develop systems and strategies to meet the needs of learners in the senior phase (S4-6) through the production of the West Lothian Campus prospectus and access by all S5/6 students to courses across West Lothian, including West Lothian College.
- Continuing to develop GLOW to support cross campus learning.
- Continuing to achieving an increase in pupils participating in the languages and science Baccalaureates in session 2011/12, and achieving a further increase in session 2012/13 through actively encouraging take-up.
- Supporting secondary staff to prepare for the introduction of new National Qualifications through appropriate Continuous Professional Development opportunities at school and authority level, a briefing from the Scottish Qualification Authority to Secondary Headteachers and discussion at Secondary Headteachers' meetings.
- Further developing vocational courses in Secondary Schools in co-operation with West Lothian College, and expanding West Lothian Campus to include greater access to vocational courses and volunteering opportunities. The new Ways to Work programme, developed by West Lothian College, provide 100 places targeted at summer leavers. Through additional finance, every secondary school is increasing vocational provision with at least two new programmes for the session 2012-13. A DVD resource 'Passport to Success', produced in partnership with Areas Services and Volunteer Sector Gateway West Lothian, was issued to all schools and highlights the benefits of volunteering and as a positive destination for school leavers.
- Putting in place arrangements to ensure that appropriate



achievements of pupils receive formal accreditation. This includes distribution by Transition to Work coordinators of a publication 'Amazing Things' produced by the national Awards Network and covers all areas from SQA awards through to Dynamic Youth and John Muir Awards.

We will demonstrate our capacity for improvement in session 2012/13 by:-

- Agreeing to hold an additional day, plus two additional half days, of Continuous Professional Development for Secondary School staff in session 2012/13 to further enhance the preparedness of staff to implement the new National Qualifications. One of the half day sessions will be timed to coincide with subject networks, so that discussion of the new National Qualifications can continue on a subject basis involving staff from across the authority.
- Developing a strategy for Vocational Education in collaboration with West Lothian College.

**4. Every child and young person is entitled to develop skills for learning, life and work, with a continuing focus on literacy and numeracy, and health and wellbeing.**

We are ensuring that this entitlement is met by:-

- Implementing a range of strategies to maintain and improve standards of literacy in West Lothian, including:-
  - Improving transition of learning from P7 to S1, with an investment of £470,000 over each of two financial years to fund a Co-ordinator and 11 additional teachers to work as Cluster Development Officers to develop improved cluster working and transition of learning, with a focus on cross sector reading and literacy.
- Implementing a range of strategies to maintain and improve standards of numeracy in West Lothian, including:-
  - Developing a model of partnership working with parents to assist them to support their child's numeracy development.
  - Developing a model of enhancing transition in clusters by agreeing a framework of common strategies to support teaching of numeracy.
  - Building capacity in teachers to provide financial education.
  - Further promoting the use of technology including GLOW to support numeracy development through transition within clusters.
- Implementing a range of initiatives to support improvement to health and well-being in West Lothian schools, in line with Curriculum for Excellence, including:-
  - Delivering free breakfasts in Rise and Shine Breakfast Clubs to pupils in P1-3 at 26 schools in partnership with the Health Improvement Team, Catering Services and Social Policy, in order to improve the well-being of identified children and young people, focusing on areas of deprivation. Breakfast clubs not only provide breakfast, but also tooth-brushing and social and physical activities. In addition, support was provided to breakfast clubs outwith the free breakfast provision arrangement, to enable access for children on free school meals.
  - Supporting Primary and Secondary Schools with the

development of health and wellbeing aspects of the curriculum through the Educational Psychology Service, including promoting the “Getting the Lowdown” mental health resource.

- Working in partnership with health, social policy and leisure services to implement the healthy weight project in three schools in areas of deprivation, as set out in the School Age Lifestages Plan.
- Promoting the Teenage Pregnancy Toolkit in key areas in order to further reduce teenage pregnancies in West Lothian
- Auditing delivery of substance misuse education in order to develop consistent approaches, and to target key areas
- Improving outcomes for school age children through effective partnership working involving Education Officers and Education Psychologists in the Children and Families Management Group school age group in order to ensure appropriate and co-ordinated support for our children and their families.
- Participating in the development of the West Lothian Anti-Poverty Strategy.

We will demonstrate our capacity for improvement in session 2012/13 by:-

- Continuing to supporting Primary and Secondary Schools with the development of health and wellbeing aspects of the curriculum through the Educational Psychology Service.
- Developing a model of support to train early years teaching staff in diagnosis and support for pupils experiencing difficulties with numeracy.
- Further supporting teachers to develop financial capability in children and young people including encouraging and supporting school participation in West Lothian Money Week.
- Supporting staff in teaching the areas of numeracy highlighted by the Scottish Survey of Literacy and Numeracy in which young people lacked confidence.

**5. Every child and young person is entitled to personal support and challenge to enable them to gain as much as possible from the opportunities that Curriculum for Excellence can provide.**

We are ensuring that this entitlement is met by:-

- Convening the Local Authority Burnhouse Strategy Group to review and develop provision for secondary stage behaviour support through early intervention to support inclusion of disengaged pupils in mainstream schools, and to review and develop the curriculum at Burnhouse School.
- Investing £300,000 to refurbish the external and internal environment of Burnhouse School.
- Reviewing the Exclusion Policy to bring it into line with emerging best practice, the national guidance included in the 'Included, Engaged and Involved – A Positive Approach to Managing School Exclusion' document, and the principles of Getting it Right for Every Child. West Lothian Council has achieved a significant reduction in exclusion, indicating the success with which alternatives to exclusion have been applied.
- Continuing to provide a programme of Master Classes to provide additional support for pupils and to raise attainment.
- Continuing to provide PEEP (Parent as Early Education Partners) Groups within a range of early years establishments to enable parents to support their child's early development and learning, and increasing the number of PEEP (Parent as Early Education Partners) groups through funded training opportunities.
- Undertaking consultation on the proposal to establish an Autistic Spectrum Disorder (ASD) class in Linlithgow Academy in order to increase Council provision for ASD pupils. The provision will be established in August 2012 to cater for S1 to S6 pupils who have Autistic Spectrum Disorder.
- Reviewing the 'Focus on Behaviour' strategy for managing and promoting positive behaviour in order to ensure that it continues to represent best practice.
- Reviewing the Anti-Bullying Policy to support the new Rights Respecting Schools Strategy.
- Holding seminars for Headteachers and senior staff to promote best practice within the context of additional support needs.

We will demonstrate our capacity for improvement in session 2012/13 by:-

- Implementing the recommendations of the internal review of Outreach Services in order to ensure that children and young people with additional support needs are well supported in their learning, and that staff in schools receive appropriate support and development to cater for these needs.
- Approving and implementing the Anti-Bullying Policy to support the new Rights Respecting Schools Strategy.

## **6. Every young person is entitled to support in moving into a positive and sustained destination (post 16)**

We are ensuring that this entitlement is met by:-

- Increasing the percentage of Sept 2011 school leavers in positive destinations by 5 percentage points over Sept 2010 levels. 89% of leavers achieved positive destinations. 86% had sustained positive destinations by March 2012. Negative destinations in West Lothian are now at the lowest levels since 2000/01.
- Improving employability, and increasing the number of pupils experiencing positive and sustained destinations by appointing a 0.5fte More Choices/More Chances co-ordinator, and making a named member of staff in each secondary school responsible for More Choices/More Chances.
- Continuing to ensure that young people's 16+ Learning Choice entitlement to a positive and sustained destination after school can be planned, tracked, monitored and achieved.
- Investing £33,000 in each of two financial years, with the outcome that young people benefit from an improved and appropriate range of vocational courses suited to their need.
- Investing £250,000 to develop the Undercroft at West Calder High School in order to allow young people to access mechanics and other practical courses through the West Lothian Campus
- Continuing to support the transition from school to work, further and higher education and training for young people who are educated out-with West Lothian schools, including out-with schools, those educated at home, and those educated in the private sector. This is done through More Choices, More Chances (MCMC) Hubs, building on existing good practice in order to increase the effectiveness of partnership working and efficient use of resources.
- Incorporating Activity Agreements into the MCMC Hubs to support the transition from school to work, further and higher education and training for young people who are educated out-with West Lothian schools, including out-with schools, those educated at home, and those educated in the private sector.
- Continuing to participate in the Lothian Equal Access Programme for Schools (LEAPS) in order to promote social inclusion and equality of opportunity for West Lothian pupils entering Higher Education, who may otherwise be inhibited by social, economic or cultural factors, with an investment of £35,000 annually. The Programme is supported by

Lothian universities which each year make offers for entry into their courses to LEAPS eligible pupils at an entry level below that of other applicants. Many LEAPS pupils are the first members of their family to enter Higher Education.

- Continuing to work to increase the percentage of school leavers entering a positive destination. All secondary and special schools for secondary aged pupils are visited twice a year by to review School Leaver Destination results, and discuss strategies for improvement. The Sept 2011 figure for positive destinations was 89%, and the March 2012 follow up 86%.
- Requiring Secondary Schools to set targets for each of the main positive destination indicators.
- Further increasing the number and range of post-school opportunities. A range of new programmes is being offered by Children 1<sup>st</sup>, West Lothian College, Oatridge College, Community Planning Partners, Access 2 Employment, STEPSN2Work, and Skills for Work.
- Using European 'Pipeline' Funding to provide additional vocational and employability opportunities for young people in West Lothian.
- Improving outcomes for young people in transition through the attendance of an Education Officer and an Educational Psychologist at the Life Stages – Young People in Transition Working Group in order to ensure an appropriate and co-ordinated approach by Education Services.
- Reviewing the Work Experience Policy in order to enhance compliance with health and safety, risk control and child protection procedures.

We will demonstrate our capacity for improvement in session 2012/13 by:-

- Continuing to investing to improve the range of appropriate vocational courses available to young people.

## **7. The following processes are in place to support delivery across the entitlements:-**

### **Planning**

We are supporting delivery across the entitlements by:-

- Starting work on the replacement school for Woodmuir Primary School, Brieich, with a view to completion by the start of School Session 2013/4.
- Completing the redevelopment of Meldrum Primary School to provide an enhanced learning environment within which to deliver the curriculum for excellence.
- Undertaking public consultation on the site and catchment area of a new non-denominational primary school to be built in south Armadale. The new school will meet the needs of residents of the extensive new house building underway and planned for south Armadale.
- Undertaking a catchment review affecting both denominational and non-denominational catchment areas in Bathgate in order to make best use of available capacity within Bathgate schools to meet the need of the growing population in light of further ongoing and planned housing development.
- Undertaking a catchment review to determine the allocation of the Brucefield development site to the catchment areas of Bellsquarry Primary School and The James Young High School.
- Developing and implementing improved guidance to Headteachers and parents on business continuity during severe weather or building closure, in partnership with representatives of Parent Councils.
- Revising the pre-school admission policy, procedure and guidance notes, with the intention of making information for parents more clear and concise, avoiding unnecessary duplication, and increasing transparency.
- Revising the wraparound care policy, procedure and guidance notes, with the intention of making information for parents more clear and concise, avoiding unnecessary duplication, and increasing transparency.
- Revising the additional year of pre-school and school education policy, procedure and guidance notes, with the intention of making information for parents more clear and concise, avoiding unnecessary duplication, and increasing transparency.



- Undertaking a review of School Support Functions, and introducing a revised Business Support Manager model based on cluster support across the 11 school clusters, in order to provide more efficient support whilst sustaining high quality service provision for schools.

We will demonstrate our capacity for improvement in session 2012/13 by:-

- Completing the replacement Woodmuir Primary School, Brieich by the start of school session 2013/4.
- Continuing a programme of catchment reviews to ensure that school provision and catchment population remain in line across West Lothian.

### **Continuous Professional Development**

We are supporting delivery across the entitlements by:-

- Continuing to provide and further develop high quality Continuing Professional Development opportunities for all staff.
- Providing a CPD Strategic Plan in order to increase the effectiveness and impact of CPD.
- Continuing to develop staff networks, including use of GLOW, in order to facilitate the sharing of best practice, innovation and ideas.
- Supporting CPD capacity in Secondary schools through dedicated CPD development roles
- Sharing good practice on the implementation of Curriculum for Excellence through the Curriculum for Excellence blog on Glow.
- Continuing to network with other Local Authorities and organising joint events for various groups of staff through the Central Authorities Forum (CAF) and Lothian + .
- Providing training for all early years staff on moderation in order to further develop their skills in assessment.
- Developing guidance for Headteachers on supporting teachers to meet the General Teaching Council Scotland Code for Competency in order to improve the performance of teachers.

We will demonstrate our capacity for improvement in session 2012/13 by:-

- Providing appropriate CPD on additional learning needs.

- Provide high quality CPD, as part of an HMI initiative to centrally based staff to aid the planning of future service provision in order to ensure that learning and teaching continues to meet the needs of society, with the possibility of extension of the programme to schools and other stakeholders such as parents.
- Reviewing the Professional Review and Development policy for teachers, in light of the new national General Teaching Council Scotland requirement for Professional Update.

## **Leadership**

We are supporting delivery across the entitlements by:-

- Appointing a second teacher representative to the Education Executive, in order to increase the extent to which the executive leadership of the education service is informed and guided by the professional experience of teaching staff.
- Appointing a parental representative to the Education Executive, in order to ensure that the executive leadership of the education service is informed and guided by, and works in partnership with, parents.
- Continuing to implement 'Tough Choices' contingency strategy proposals, in order to ensure the continuation of high quality services within the context of the anticipated shortfall of £45 million in the Council's budget in financial years 2011/12 to 2013/14.
- Continuing to provide clear leadership to all Headteachers on the steps necessary to ensure the continuation of high quality services within the context of declining resources.
- Refocusing Primary Headteachers' Meetings to focus on raising attainment and increasing the capacity to improve through collaboration.
- Sharing best practice at Primary, Pre-School and Additional Learning Needs Headteachers' Meetings, including on Tracking and Monitoring, the Scottish Government Attainment Group, the HMI Inspection Framework and Collegiate Working.
- Continuing to provide leadership development through authority Continuous Professional Development and external development opportunities, as set out in the Entitlement to Leadership Development Policy.
- Continuing to participate in the Central Scotland Partnership to deliver

a programme for Leadership and Management.

- Supporting leadership at all levels in schools through the appointment of network leaders and development posts.

We will demonstrate our capacity for improvement in session 2012/13 by:-

- Ensuring that Leadership is a major focus for Primary, Pre-School and Additional Support Needs Headteachers' Meetings in Session 2012/13, alongside raising attainment and collaborative working.
- Developing a framework for HT development and review.
- Developing CPD capacity in clusters through cluster development roles, based on the successful secondary model.

### **Assessment Arrangements**

We are supporting delivery across the entitlements by:-

- Ensuring that schools are effectively tracking and monitoring attainment and achievement against Curriculum for Excellence levels at individual, class and whole school levels.
- Establishing, through an authority working group, an approach to quality assurance and moderation of assessment for all schools. Assessment and Moderation projects supported by Education Scotland which ensure assessment and learning supporting breadth, challenge and application in learning have been Quality Marked for the National Assessment Resource (NAR).
- Contributing to the national development of pupil profiling, recording achievements at P7 and S3. The work has been quality marked on the National Assessment Resource (NAR).
- Introducing SEEMIS tracking and monitoring and reporting in all of our schools to allow us to better evidence improvements in achievement and progression through the Curriculum for Excellence levels.
- Further developing School Improvement Plans and Standards and Quality Reports to reflect the implementation of the new curricular framework.
- Embedding the use of the Learner's Journey at the early level of Curriculum for Excellence and providing on-going support to ensure consistent high quality practice.
- Improving quality and confidence in assessment and moderation by

delivering guidance covering the 3-18 stages and through a workshop, with input from Learning and Teaching Scotland, delivered to primary, pre-school and additional learning needs Headteachers based on incorporating the principles of the Journey to Excellence into practice.

- Further improving pre-school assessment by incorporating features of Building the Curriculum 5 and the Assessment is for Learning Model.
- Developing a package for planning, recording and assessing physical education and dance within a Curriculum for Excellence.

We will demonstrate our capacity for improvement in session 2012/13 by:-

- Implementing the strategic plan for moderation of all curricular areas by schools and clusters as part of the raising attainment strategy, with continued support from the working group
- Piloting 'On Track with Learning', with the support of an authority working group, to allow us to better evidence improvements in achievement and progression through the Curriculum for Excellence levels.
- Further developing pupil profiling, recording achievements at P7 and S3, with the support of an authority working group.
- Continuing to develop School Improvement Plans and Standards and Quality Reports to reflect the implementation of the new curricular framework.
- Continuing to embed effective use of the Learner's Journey at the early level of Curriculum for Excellence and providing on-going support to ensure consistent high quality practice.
- Continuing to upskill staff in assessment and moderation in line with early level Curriculum for Excellence.

### **Understanding, Applying and Improving Standards**

We are supporting delivery across the entitlements by:-

- Continuing a programme of performance visits to Secondary Schools in order to provide challenge to schools on their pupils' attainment.
- Continuing to supporting Croftmalloch PS Parent Council in order to prepare for Customer Led Inspections of these schools by members of the Parent Council using the Customer Service Excellence framework.

- Piloting a Customer Led Inspections of Williamston PS by members of the Parent Councils using the Customer Service Excellence framework.
- Undergoing a further WLAM assessment of the Central Education Service, with improvements to performance management and team planning made as a result.
- Improving Performance management by introducing a revised suite of Performance Indicators providing greater granularity, and including appropriate measures of quality, efficiency and effectiveness, and improving benchmarking information.
- Undergoing a Customer Led Inspection of the Pupil Placement Team.
- Undergoing a Customer Service Excellence assessment of the Central Education Service with a focus on school leaver destinations.
- Continuing Investors in People accreditation across the service.
- Initiating a new annual customer satisfaction survey of parents.
- Initiating a new annual customer satisfaction survey of all secondary and P7 pupils.
- Bringing the satisfaction questions asked of staff during Council Reviews into line with those asked in other areas of the Council in order to allow greater staff insight across the organisation.
- Undertaking a programme of pupil consultation, including focus groups of pupils at the P7, S4, S5 and S6 stages, with the results reported to Headteachers and the Policy Development and Scrutiny Panel so that they can inform service delivery and policy development.

We will demonstrate our capacity for improvement in session 2012/13 by:-

- Continuing to implement the recommendations of the Customer Service Excellence assessment, WLAM assessment and Citizen's Led Inspection of Pupil Placement.
- Developing and rolling out proposals for Citizens Led Inspections of schools.

## **Self Evaluation**

We are supporting delivery across the entitlements by:-

- Continuing a programme of school reviews to challenge all schools on the quality of their provision, and conducting annual reviews of pre-school partner providers to ensure the quality of provision. The school review teams include Educational Psychologists and specialists from out with West Lothian where appropriate, in order to provide additional expertise when reviewing specialist resources such as Autistic Spectrum Disorder units.
- Continuing to improve self-evaluation at school and authority levels, and improving effective teaching and learning, by promoting the further implementation of Learning Rounds to support professional dialogue, after a successful initial implementation in four clusters.
- Continuing to support schools in accurate self evaluation through standards and quality reporting, school improvement planning quality assurance visits and school review.
- Carrying out the School Review Programme for session 2011/12 and reporting the outcome to the Policy Development and Scrutiny Panel.
- Working with the HMI District Inspector and Education Scotland in developing a common approach to self evaluation and quality assurance.
- Reviewing outreach services, including the Positive Behaviour Team, the Music Therapy service and the Home and Hospital Service, in order to ensure quality of provision.
- Reviewing the language centre at Murrayfield Primary School, in order to further improve the provision of language services.

We will demonstrate our capacity for improvement in session 2012/13 by:-

- Planning a School Review Programme for session 2012/13 and reporting the outcome to the Policy Development and Scrutiny Panel.
- Undertaking a validated self evaluation using the Education Scotland framework.

## **Key Performance Outcomes**

### **Single Outcome Agreement**

The Single Outcome Agreement sets out the key priorities for West Lothian. The Council, along with its Community Planning Partners, has identified twelve joint challenges faced by the area, which have been developed into priority outcomes. These have been matched to the fifteen national outcomes set out in the Concordat between National and Local Government in November 2007.

The agreement sets out the outcomes for people and communities that the Community Planning Partnership is committed to delivering. It builds on the successful partnership working to date that has seen significant changes in service delivery and major milestones within the Community Plan being met.

These outcomes will be achieved by further joining up services and creating efficiencies at a local level based on needs identified by engaging with communities through our Locality Planning and Life Stages model.

### **Outcome 3 – we are better educated, more skilled and more successful, renowned for our research and innovation**

Good educational qualifications are essential for improving young people's employment prospects and life chances and for the economy in general. In 1996 West Lothian was below the national average for educational attainment and was the lowest performer amongst the former Lothian Region councils. The challenge remains to maintain high performance where it exists and to continue to raise performance in areas where deprivation is a major factor. The predicted growth in population, particularly school age population, will put an increasing burden on existing resources and make the achievement of some targets, particularly class size reduction, challenging.

All examination results for 2012 are pre appeal and may rise.

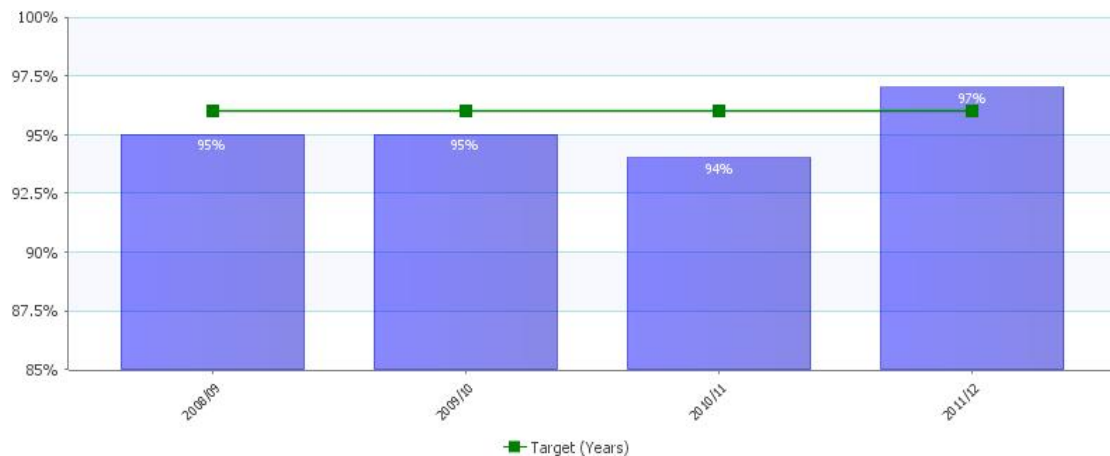
Updated figures will be published on [www.westlothian.gov.uk](http://www.westlothian.gov.uk) (click on Education and Learning, School Performance Data) and [www.scotland.gov.uk](http://www.scotland.gov.uk) (click on Education and Training, Statistics – School Education) as soon as they are available.

**% of pupils in S4 attaining English and mathematics at Level 3 (Standard Grade Foundation or equivalent)**



Attainment over the last 2 years has increased by 2% to its highest value over the last 5 years. Attainment remains above the national average (94%) and above comparator authorities (93%).

**% of pupils in S4 attaining 5+ qualifications at Level 3 (Standard Grade Foundation or equivalent)**



Attainment over the last 2 years has increased by 3% to its highest value over the last 5 years. Attainment remains above the national average (94%) and above comparator authorities (93%).

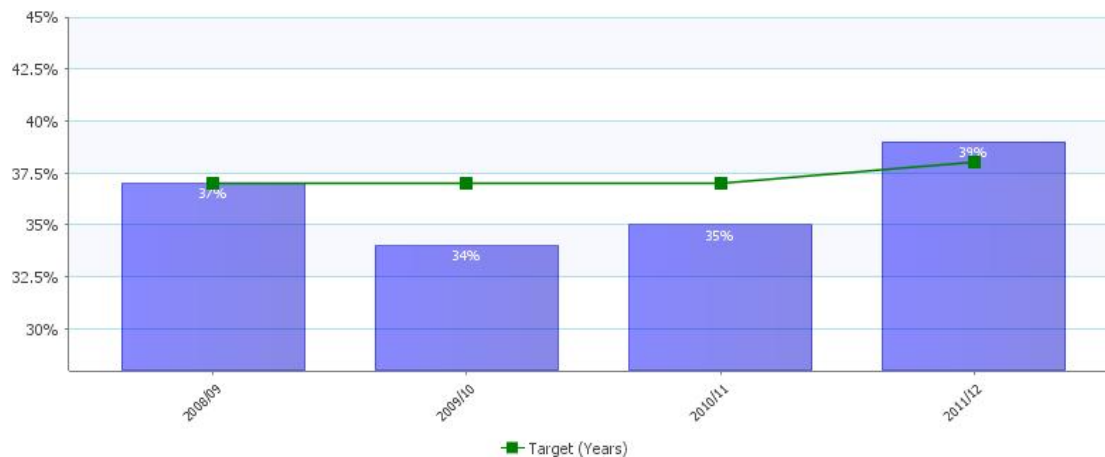


**% of pupils in S4 attaining 5+ qualifications at Level 4 (Standard Grade General or equivalent)**



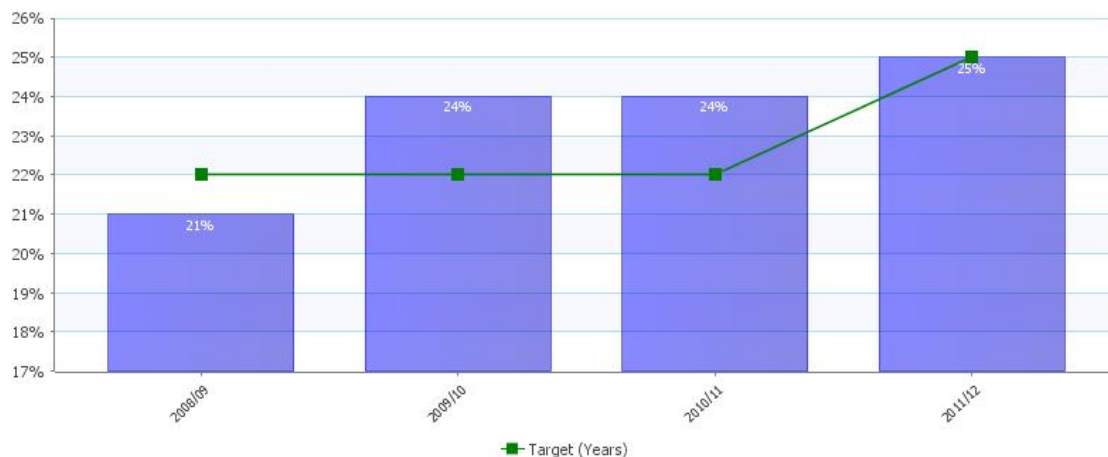
Attainment over the last 2 years has increased by 4% to its highest value over the last 5 years. Attainment remains above the national average (80%) and above comparator authorities (78%).

**% of pupils in S4 attaining 5+ qualifications at Level 5 (Standard Grade Credit or equivalent)**



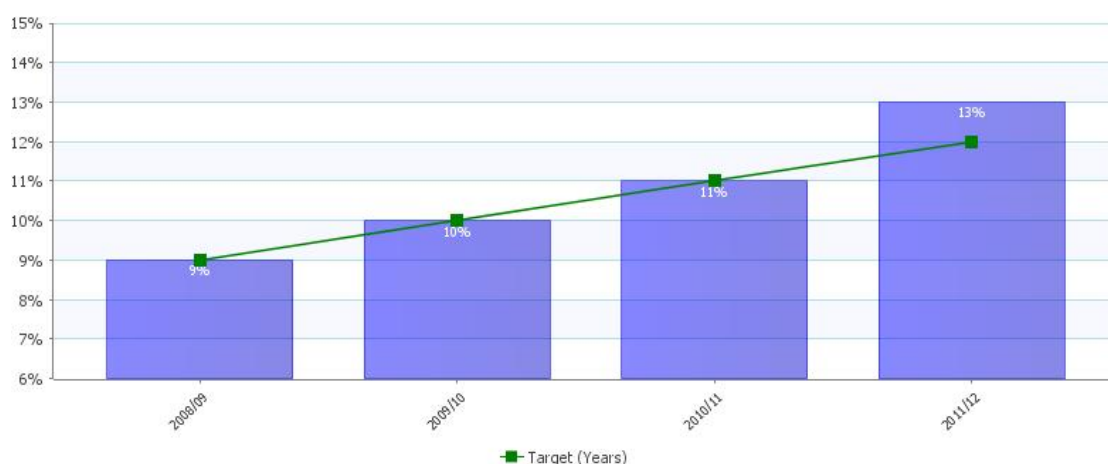
Attainment over the last 2 years has increased by 4% to its highest value over the last 5 years. Attainment remains above the national average (37%) and above comparator authorities (33%).

### **% of pupils in S5 attaining 3+ qualifications at Level 6 (Higher Grade or equivalent)**



Attainment in this measure has increased by 1% over the last 2 years to its highest level over the last 5 years. Performance in this indicator will be influenced by the number of pupils returning to sit higher exams after their fourth year of secondary education. Performance in this measure is below national level (27%) and above our comparator authorities (24%).

### **% of pupils in S5 attaining 5+ qualifications at Level 6 (Higher Grade or equivalent)**



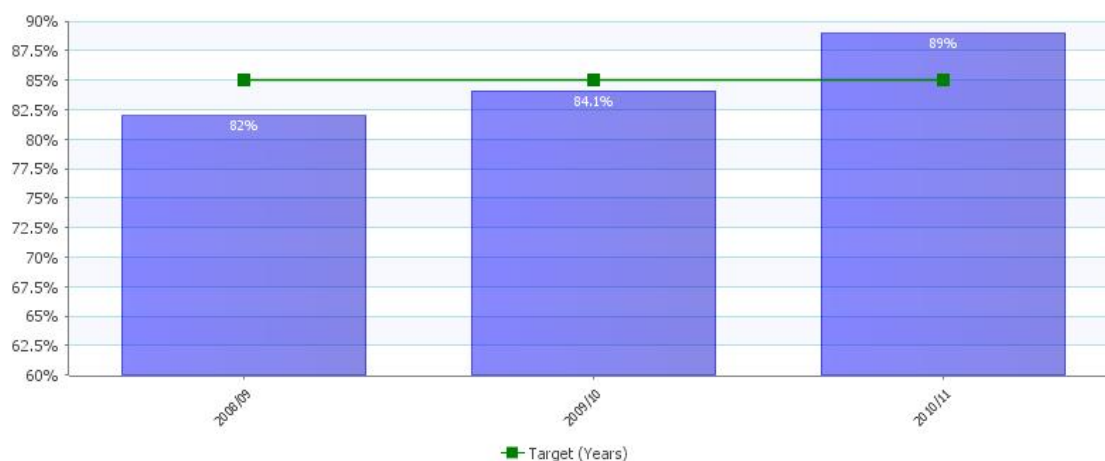
Attainment over the last 2 years has increased significantly (+2%) to its highest level over the last 5 years. Performance in this measure is equal to the national average (13%) and significantly above comparator authority attainment levels (10%). Attainment in this measure has never equalled the national average.

## Outcome 4 – Our young People are successful learners, confident individuals, effective contributors and responsible citizens

In 2006 HMle found that 'West Lothian Council demonstrated its commitment to providing a high quality education service as a means of improving the future prospects of its children and young people. HMle concluded that 'Overall, West Lothian Council was an effective authority which was having significant positive impact on the work of its schools and the educational outcomes for children and young people.'

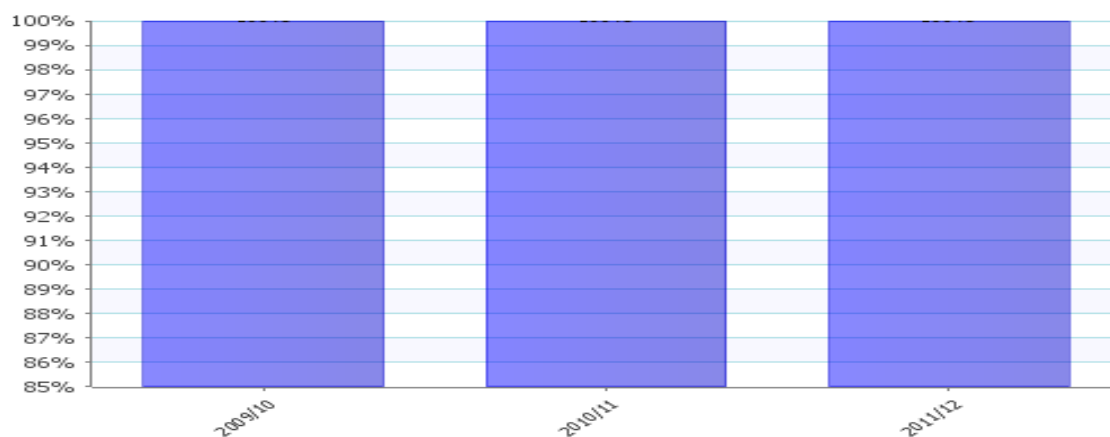
Since the 2006 inspection, work has continued to deliver the four capacities of Curriculum for Excellence.

### % of School Leavers entering Positive Destinations



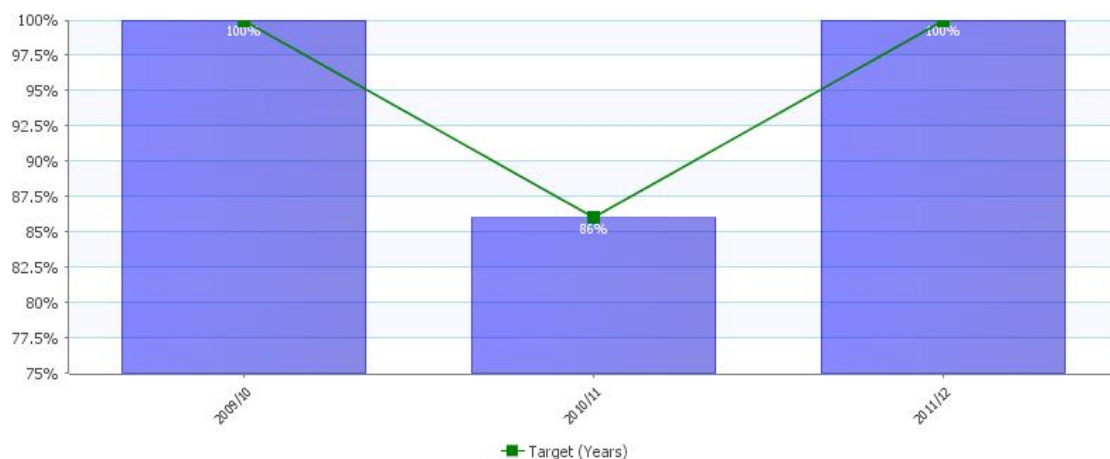
West Lothian has seen continued improvements in the levels of school leavers achieving a positive destination. The latest figures for 2010/11 show 89% of young people have obtained a positive destination exceeding our target. Since 2007/08, positive destinations (higher education, further education, training, volunteering or employment) have increased by 8.6%. The largest increase has occurred between 2009/10 and 2010/11 with an increase of 4.8%. West Lothian's negative destinations are now at the lowest they have been since 2000/01. This positive trend has been achieved against the backdrop of extremely challenging economic circumstances. Numbers and percentages progressing into higher, further education, training and voluntary work have increased. Overall 18.7% progressed into work compared with 27% in 2005/06 reflecting the competition for a reduced number of vacancies.

**Percentage of nursery schools, nursery classes and early years centres receiving positive inspection reports in inspections by Her Majesty's Inspectorate of Education (HMIE)**



The percentage of pre-school centres receiving a positive inspection report from Education Scotland has remained at 100% over the last four years.

**Percentage of schools receiving positive inspection reports in inspections by Her Majesty's Inspectorate of Education (HMIE)**

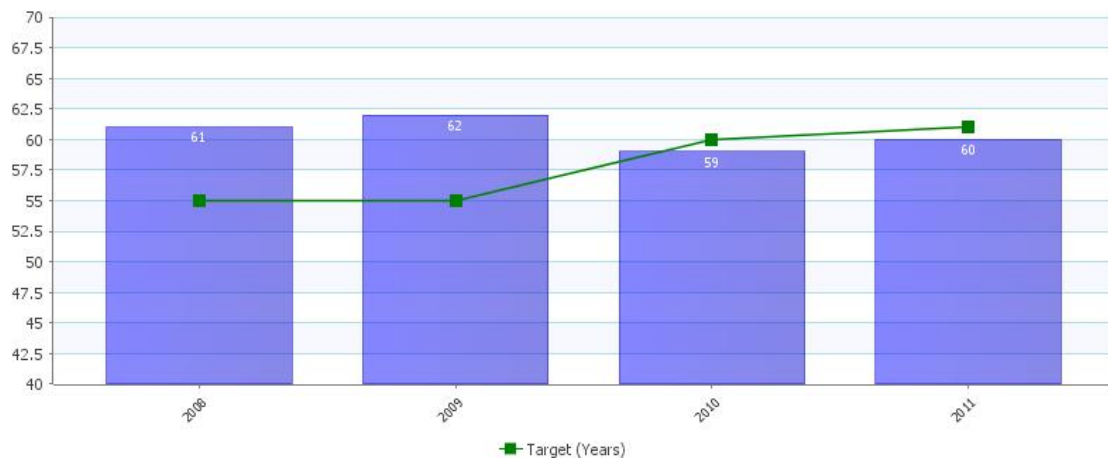


All primary & secondary schools inspected during session 11/12 received a positive inspection report from Education Scotland. In session 10/11 one out of seven schools inspected did not receive a positive inspection report. A positive inspection report is defined as all quality indicators being evaluated as satisfactory/good/very good/excellent. An action plan will have been agreed with the school to improve aspects of the inspection that didn't meet required standards. Nationally 67% of all schools receive positive inspection reports. Although not a direct comparison it indicates that West Lothian schools are performing well in comparison to national results.

## Outcome 5 – Our children have the best start in life and are ready to succeed

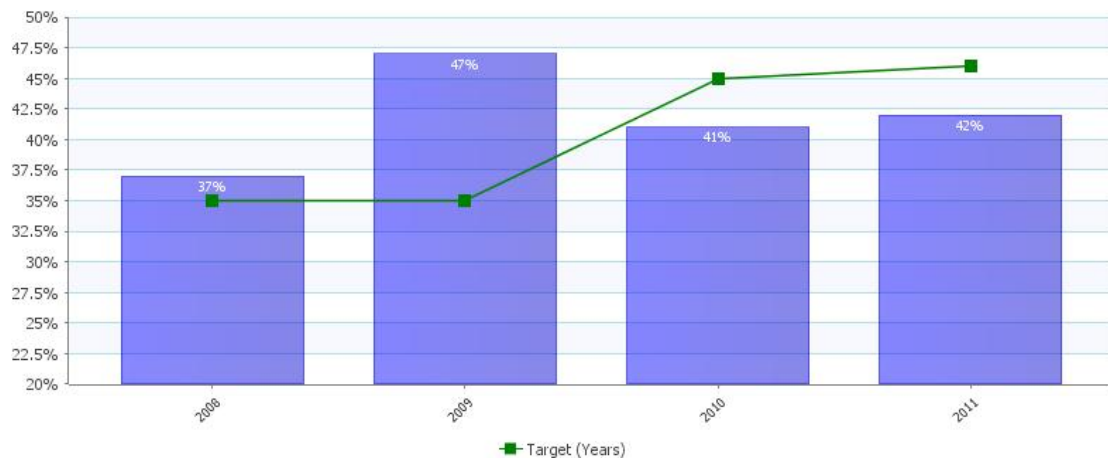
Recent focus on the health issues of the West Lothian population has highlighted the need to improve health in the early years, with support to young children at most risk within their families and communities. Health improvement is a very difficult concept to measure, however proxy indicators have been identified as contributing to health in its widest concept, for example poverty, employment, safety, substance misuse and physical and mental health.

### % of Primary pupils walking, cycling or scootering to school



Nationally 53% (2010) of primary pupils walk, cycle or scooter to school.

### % of Secondary pupils walking, cycling or scootering to school



Nationally 43% (2010) of secondary pupils walk, cycle or scooter to school.

## Outcome 14 – We reduce the local and global environmental impact of our consumption and production

The council's Sustainable Development Strategy 2005 sets a framework for placing sustainable development at the centre of its policy making, to optimise and balance economic and social well-being and environmental protection. The strategy also committed the Council to measuring its progress on sustainable development through the setting and meeting of targets by the introduction of a set of indicators to communicate and inform on the Council's performance, both internally and externally, thus raising awareness and influencing change.

### % of schools achieving Green Flag Award as part of the Eco-school scheme

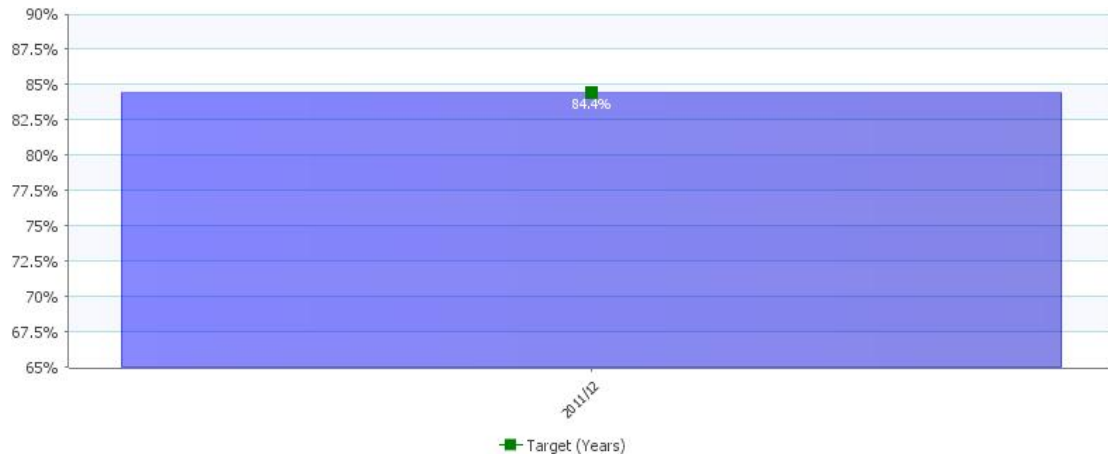


Nationally, 44% of schools have achieved a green flag award. Pupils in 100% of West Lothian Schools are now participating in Eco-schools activities.

## Public Performance Reporting

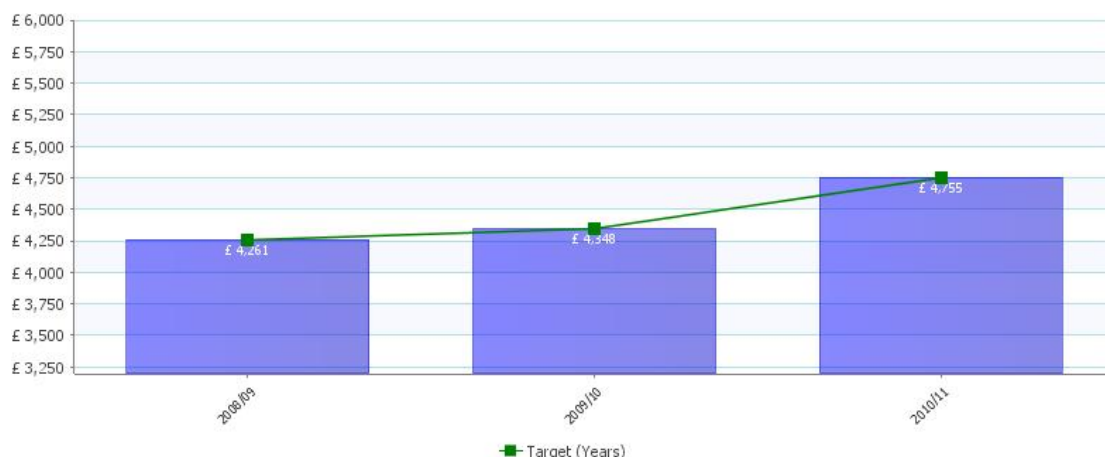
The following indicators are included in our public performance reporting as measures of customer satisfaction, efficiency and effectiveness.

### Percentage of Parents Rating their Overall Satisfaction With their Childs School and Education as Good or Excellent.



A total of 84.4% of parents out of 14326 surveyed rated their child's school and education as good or excellent. This is the first time a survey of this proportion has been conducted and as such limited comparable data is available. Data from Education Scotland was previously reported regarding the % of schools where over 75% of parents/carers were happy with their child's school. Data for previous years was 2008/09 - 100%, 2009/10 - 86% and 2010/11 - 86%. A similar survey of parents will be carried out annually.

### **Total Gross Revenue Expenditure per Pupil – Primary Schools**



This national measure is used to assess efficiency in the delivery of school education. Due to a change in accounting methodology for PFI/PPP projects, data for 2009/10 and 2010/11 is not comparable with previous years.

Expenditure per pupil has increased 9.36% in West Lothian primary schools between 2009/10 and 2010/11. Nationally expenditure per pupil has increased 2.25% (£4992 from £4882).

High levels of occupancy result in greater efficiency and ensure best value for the West Lothian community. This allows 89% of the Education budget to be devolved to schools. Larger items of expenditure not devolved include catering and cleaning, free school meals, clothing grants, Public Private Partnership costs and other central services. Performance and targets are at the same level, as this indicator is provided for general information and is not used as a key driver for school performance. This indicator will be influenced by changes in the amount of budget allocated to schools and fluctuations in pupil numbers.

### **Total Gross Revenue Expenditure per Pupil – Secondary Schools**

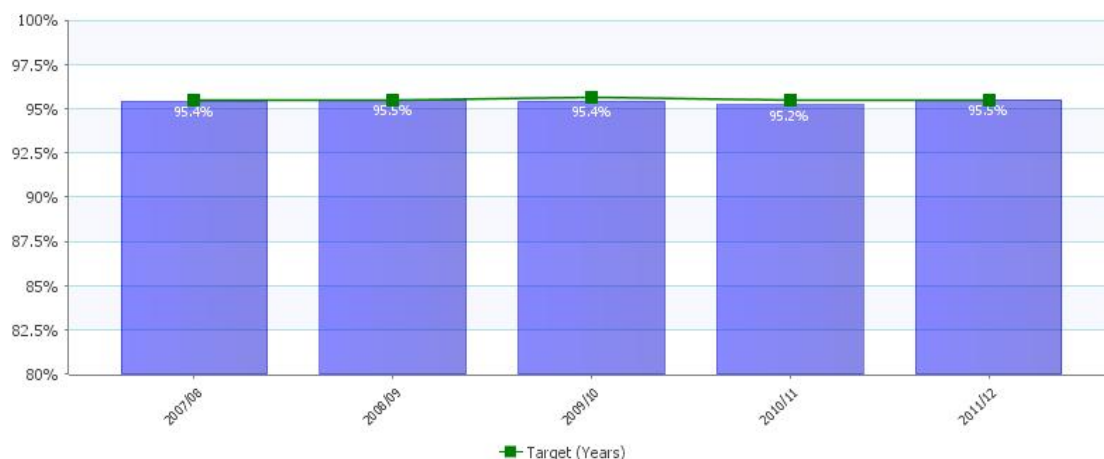


This national measure is used to assess efficiency in the delivery of school education. Due to a change in accounting methodology for PFI/PPP projects, data for 2009/10 and 2010/11 is not comparable with previous years.

There was a 4.6% decrease in the expenditure per pupil in West Lothian secondary schools between 2009/10 and 2010/11. A change in the methodology of the return to the Scottish Government will account for the decrease in this indicator. Nationally the same figure increased by 2.46%.



### % Attendance – Primary Schools

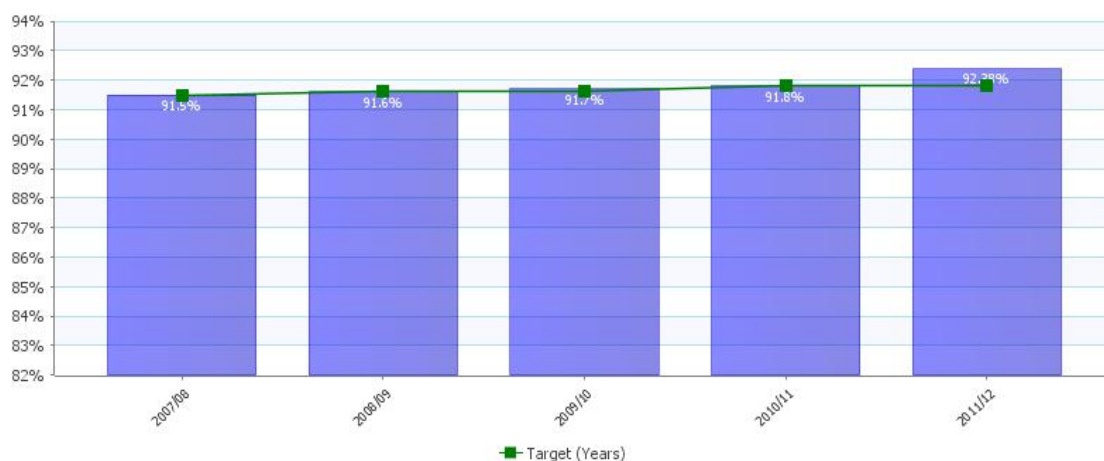


Attendance levels in West Lothian primary schools are at a high level and remain consistently high around 95%. Performance has remained stable over time and is up 0.3% on the 2010/11 level.

Attendance levels continue to be above the national average (94.8% 2011). West Lothian Council has a positive attendance policy that matches national advice that is implemented effectively by schools.

Target is set as previous year's performance plus 0.1%.

### % Attendance – Secondary Schools



Attendance levels in West Lothian secondary schools remain consistently high around 91% and the trend over the last 7 years has been upward. Attendance in 2011/12 is up 0.58% on the previous year and is at an all time high. Attendance levels continue to be above the national average (91.1% 2011). West Lothian Council has a positive attendance policy that matches national advice that is implemented effectively by schools.

Target is set as previous year's performance plus 0.1%.

### **Exclusions – Half Days lost per 1000 pupils - Primary**



There has been a slight increase between 2010/11 and 2011/12 (+6) in the number of openings lost per 1000 pupils. However, the number of openings lost/1000 pupils remains at a very low level.

National guidance directs local authorities not to set targets for exclusion from schools.

### **Exclusions – Half Days Lost per 1000 pupils – Secondary**



There has been a downward trend over the last 6 years in the number of pupils not allowed to attend secondary schools through a revised policy. The number of openings lost/1000 pupils in 2011/12 is at its lowest level over the last 6 years.

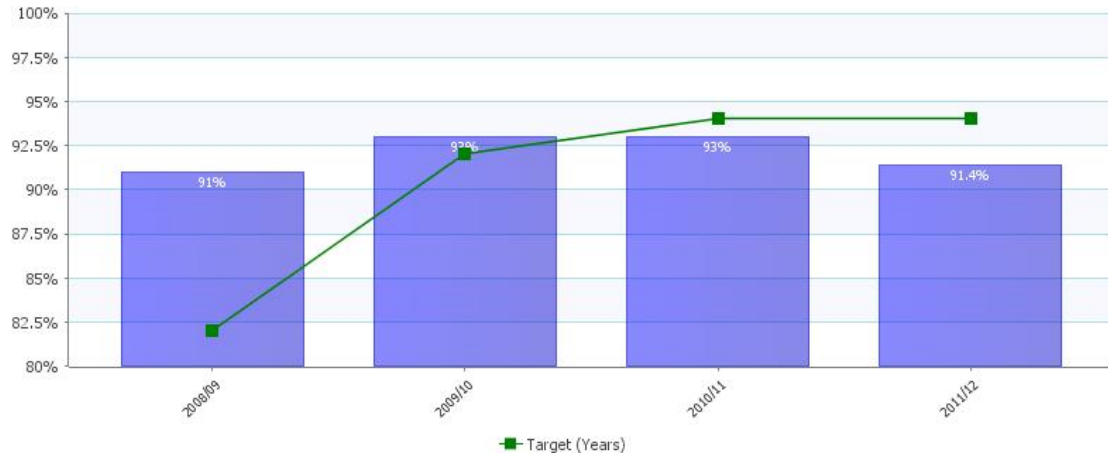
National guidance directs local authorities not to set targets for exclusion from schools.

## APPENDIX 2

### Customer Focus

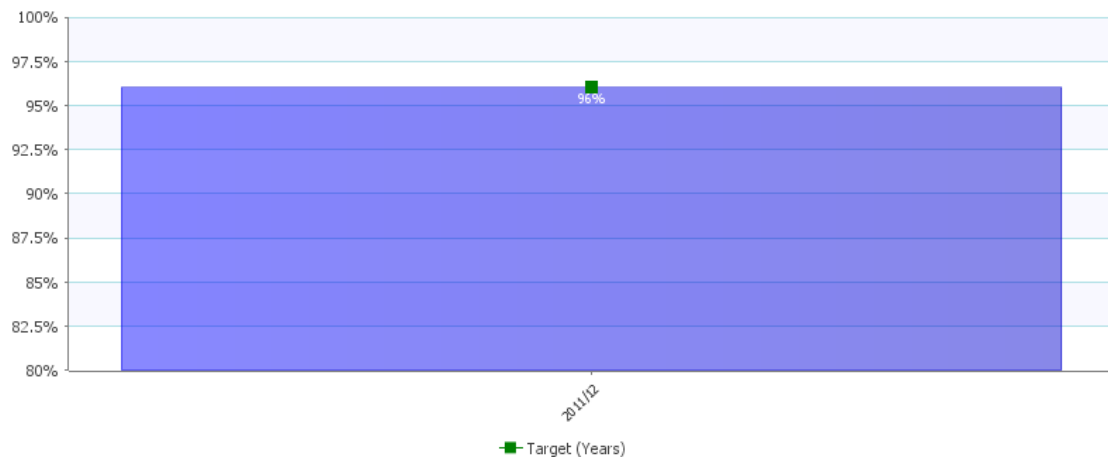
#### Performance against Service Standards 2010/11

**% of parents rating the performance of the Central Education Service against each Service Standard as good, very good and excellent**



## Customer Satisfaction

### % of P7 pupils rating their satisfaction with their school as good or excellent



A total of 623 primary pupils out of 2013 responded to a survey about their attitudes towards their school. This represents a return rate of 31%. In previous years data has been collected from Education Scotland surveys as schools are inspected. Session 2011/12 is the first year all P7 pupils have been invited to complete an online survey and as such no comparable data is available.

### % of secondary school pupils rating their satisfaction with their school as good or excellent



A total of 878 secondary pupils out of 10851 responded to a survey about their attitudes towards their school. This represents a return rate of 8.1%. In previous years data has been collected from Education Scotland surveys as schools are inspected. 2011/12 is the first year all secondary pupils have been invited to complete such a survey and as such no comparable data is available.

## Complaints Analysis

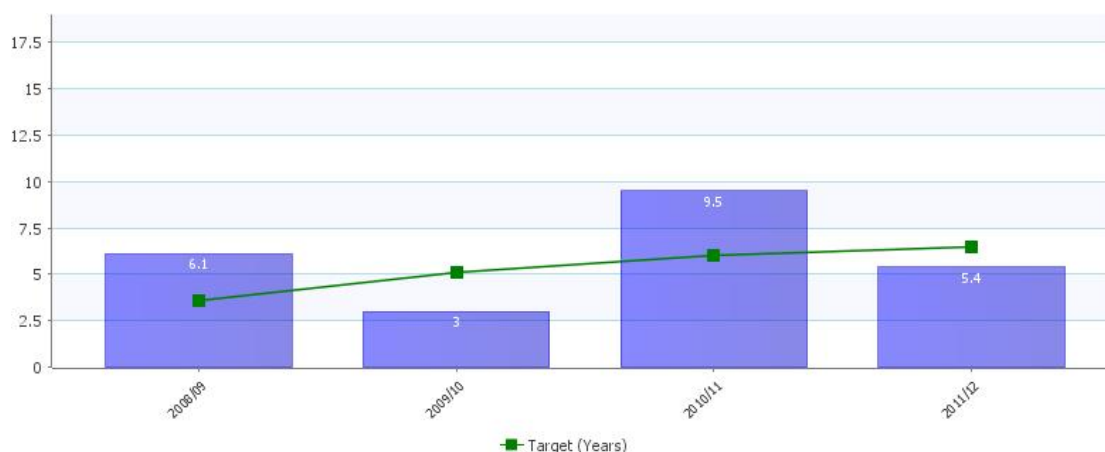
Investigating and responding to complaints is part of the commitment of Education Services to continuous improvement. Senior managers receive a regular summary of all complaints by customers, in order to ensure that feedback from customers can give rise to review and revision of policy and procedures where appropriate, and that when policies and procedures are reviewed and revised the views of customers are taken account of.

West Lothian Council has previously been rated by the Scottish Consumer Council as amongst the top performers in providing clear information and systems to allow parents/carers to raise concerns about the education of their child in a report published in December 2006.

The total number of complaints to the Customer Care Manager is very low when placed within the context of the total number of customer interactions, involving around 30,000 pre-school and school pupils, each of whom interact with multiple members of staff on each of the 190 teaching days that schools are open, as well as regular contact between parents and carers and multiple members of staff.

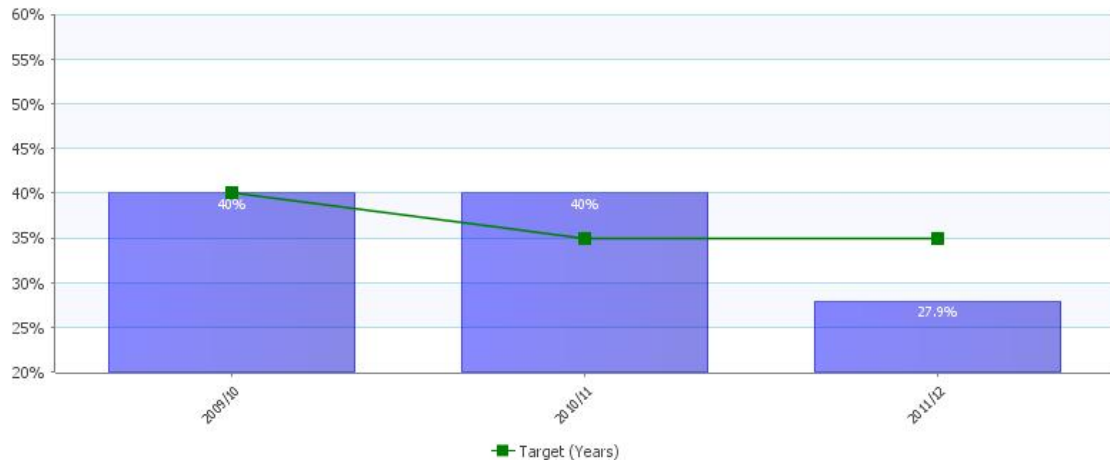
Following the Customer Service Excellence Assessment in June 2009, the Education Service began to use the Council-wide Customer Relationship Management system in school year 2009-10, and so our statistics on complaints are presented in a new format this year.

### **Number of complaints per 1000 pupils**



Following the number of complaints reaching its highest level in session 2010/11 due to several singular events and more efficient recording of complaints in Council systems, this has settled back to an expected low level.

**% of complaints upheld and partially upheld.**



**Equality Impact - Ethnicity****% Cumulative Attainment by the end of S4**

	<b>SQA Attainment by Ethnic Group (S4)</b>			
	Eng+Maths	5+ Level 3	5+ Level 4	5+ Level 5
Asian - Chinese	50	100	100	0
Asian - Indian	100	100	100	100
Asian - Other	75	100	100	50
Asian - Pakistani	100	100	86	38
Black - African	100	100	67	33
Mixed	95	95	64	95
Not Disclosed	100	100	80	40
Not Known	100	100	64	32
Other	100	100	40	0
White - Other	96	98	76	37
White - UK	96	97	84	39
<b>All Groups</b>	<b>97</b>	<b>97</b>	<b>83</b>	<b>39</b>

**% Cumulative Attainment by the end of S5**

	<b>SQA Attainment by Ethnic Group (S5)</b>		
	1+ Level 6	3+ Level 6	5+ Level 6
Asian - Chinese	67	33	0
Asian - Indian	100	100	100
Asian - Other	50	0	0
Asian - Pakistani	56	13	6
Black - African	100	57	29
Mixed	60	43	13
Not Disclosed	36	14	5
Not Known	13	4	0
Other	25	0	0
White - Other	55	30	11
White - UK	47	26	14
<b>All Groups</b>	<b>47</b>	<b>26</b>	<b>13</b>

**Racial Incidents by School Sector**

<b>Sector</b>	<b>2007/8</b>	<b>2008/9</b>	<b>2009/10</b>	<b>2010/11</b>	<b>2011/12</b>
Nursery	0	0	0	0	1
Primary	32	38	26	10	36
Secondary	25	34	32	19	22
Special	1	3	1	0	5
<b>Total</b>	<b>43</b>	<b>75</b>	<b>59</b>	<b>29</b>	<b>64</b>

## Equality Impact - Disability

### % Cumulative Attainment by the end of S4

	<b>Declared Disabled</b>			
	Eng+Maths Level 3	5+ Level 3	5+ Level 4	5+ Level 5
2012	90	92	58	16
2011	-	-	-	-
2010	100	100	73	9
2009	100	100	100	50
2008	50	50	50	50

<b>Not Declared Disabled</b>			
Eng+Maths Level 3	5+ Level 3	5+ Level 4	5+ Level 5
97	97	85	41
96	96	80	35
93	95	81	34
95	95	79	37
95	95	78	34

	<b>Assessed Disabled</b>			
	Eng+Maths Level 3	5+ Level 3	5+ Level 4	5+ Level 5
2012	73	91	45	18
2011	-	-	-	-
2010	100	100	67	0
2009	67	67	67	33
2008	100	67	50	25

<b>Not Assessed Disabled</b>			
Eng+Maths Level 3	5+ Level 3	5+ Level 4	5+ Level 5
96	97	83	39
94	94	79	35
93	95	80	33
95	95	79	37
95	95	78	34

### % Cumulative Attainment by the end of S5

	<b>Declared Disabled</b>		
	1+ Level 6	3+ Level 6	5+ Level 6
2012	100	40	16
2011	9	0	0
2010	100	50	50
2009	0	0	0
2008	100	0	0

<b>Not Declared Disabled</b>		
1+ Level 6	3+ Level 6	5+ Level 6
45	25	13
43	24	11
42	23	9
41	21	9
37	22	9

	<b>Assessed Disabled</b>		
	1+ Level 6	3+ Level 6	5+ Level 6
2012	-	-	-
2011	33	0	0
2010	67	33	33
2009	8	8	0
2008	23	0	0

<b>Not Assessed Disabled</b>		
1+ Level 6	3+ Level 6	5+ Level 6
47	26	13
42	24	11
42	23	9
41	21	9
37	22	9



## Equality Impact - Gender

### % Cumulative Attainment by the end of S4

	Male				Female			
	Eng+Maths Level 3	5+ Level 3	5+ Level 4	5+ Level 5	Eng+Maths Level 3	5+ Level 3	5+ Level 4	5+ Level 5
2012	96	97	82	35	96	96	85	44
2011	94	93	76	30	95	94	82	41
2010	92	94	79	28	94	96	83	39
2009	94	95	77	33	96	96	82	41
2008	94	93	74	32	97	97	81	36
2007	94	92	71	30	97	96	80	37
2006	93	91	78	31	97	95	83	41
2005	95	91	75	29	95	92	79	38

### % Cumulative Attainment by the end of S5

	Male			Female		
	1+ Level 6	3+ Level 6	5+ Level 6	1+ Level 6	3+ Level 6	5+ Level 6
2012	41	21	11	48	30	15
2011	37	20	9	48	29	13
2010	38	20	8	47	28	12
2009	38	19	8	44	24	11
2008	32	20	9	41	24	10
2007	35	19	8	43	24	11
2006	31	16	7	37	21	9
2005	32	17	7	42	25	10

## **Equality Impact – Looked After Children**

### **% Cumulative Attainment by the end of S4**

	<b>Looked After at Home</b>				<b>Looked After away From Home</b>			
	Eng+Maths Level 3	5+ Level 3	5+ Level 4	5+ Level 5	Eng+Maths Level 3	5+ Level 3	5+ Level 4	5+ Level 5
2012	79	71	29	8	92	83	58	8
2011	73	60	40	7	100	93	53	7
2010	85	77	23	8	92	85	31	8
2009	100	91	36	9	80	80	40	10
2008	82	55	0	0	60	60	33	0

## APPENDIX 4

### How Much Does Our Service Cost?

2010/11 Actual			2011 12 Budget	2011 12 Actual
£	<u>Schools DSM</u>		£	£
8,319,793	83105	Nursery Education	1,475,082	1,442,224
52,137,346	80352	Primary Education	95,594,692	93,908,837
59,978,283	80302	Secondary Education	74,223,275	74,626,643
7,742,829	80304	Special Education	9,020,461	8,439,157
<b>128,178,251</b>	<b>Total DSM</b>		<b>180,313,510</b>	<b>178,416,861</b>
	 <u>Support</u>			
4,542,813	80305	Special Schools/Unit DSM	4,197,245	4,066,008
1,634,510	83104	Early Years - Non Schools	1,318,232	1,259,886
160,973	80325	Active Schools	90,764	114,127
1,239,599	83653	Instrumental Music	1,069,746	1,101,679
	 <u>Central</u>			
375,509	80303	Staff & DVLPMPT Support	295,387	289,957
3,135,670	80308	QA & Education DVLPMPT	2,875,501	2,583,977
937,244	80321	Cent Serv Resource MG	1,209,061	941,891
1,204,742	80323	Educ Customer & Infor,	1,195,783	1,098,282
1,741,522	80342	Central O/HDS - Educ	2,046,222	1,863,449
<b>7,394,687</b>	<b>Total Central</b>		<b>7,621,954</b>	<b>6,777,556</b>
<b>143,150,833</b>			<b>194,611,451</b>	<b>191,736,117</b>
<b>143,150,833</b>		<b>Business Objects</b>	<b>194,611,451</b>	<b>191,736,117</b>
111,144,029		<b>Employee Costs</b>	112,968,474	106,341,384
3,420,784		<b>Premises Costs</b>	3,081,194	3,193,429
480,704		<b>Transport Costs</b>	288,622	311,541
10,986,058		<b>Supplies &amp; Services</b>	7,532,904	11,502,884
6,082,923		<b>Third Party Payments</b>	5,928,038	6,087,438
1,046,303		<b>Transfer Payments</b>	1,069,470	1,048,523
14,198,746		<b>Capital Charges</b>	67,078,795	67,078,795
554,561		<b>Capital Financing Costs</b>	287,517	287,517
<b>147,914,107</b>			<b>198,235,015</b>	<b>195,851,512</b>
<b>(4,763,274)</b>		<b>Income</b>	<b>(3,623,564)</b>	<b>(4,115,395)</b>
<b>143,150,833</b>		<b>Total</b>	<b>194,611,451</b>	<b>191,736,117</b>

**Further Information**

West Lothian Community Planning Partnership Single Outcome Agreement

West Lothian Council Corporate Plan

Education Services Local Improvement Plan

Education Services Management Plan

HMIe Inspection of West Lothian Education Functions June 2007

The above documents and further information are available electronically on:-

[www.westlothian.gov.uk](http://www.westlothian.gov.uk) (click on Education and Learning, Policies and Publications)

[www.hmie.gov.uk](http://www.hmie.gov.uk)

Statistical analysis of the performance of West Lothian schools and education is available electronically on:-

[www.westlothian.gov.uk](http://www.westlothian.gov.uk) (click on Education and Learning, School Performance Data)

[www.westlothian.gov.uk](http://www.westlothian.gov.uk) (click on Council and Government, Council Information, Performance and Statistics, Council Performance Management)

[www.scotland.gov.uk](http://www.scotland.gov.uk) (click on Education and Training, Statistics – School Education)

We would welcome your views on our report. If you have any comment, or would like further information on the contents of the report, please contact:-

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West Lothian  
Council

**EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL**

**PARTNER PROVIDER EDUCATION SUPPORT FOR IMPROVEMENT**

**REPORT BY HEAD OF EDUCATION (QUALITY ASSURANCE)**

**A. PURPOSE OF REPORT**

To inform the Panel of the support given to Pre-School Partner Providers to ensure continuing improvement in the quality of education.

**B. RECOMMENDATION**

To note the content of the report.

**C. SUMMARY OF IMPLICATIONS**

<b>I Council Values</b>	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
<b>II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)</b>	Partnership with Pre-School Providers Policy 2010 The Regulation of Care (Scotland) Act, 2001. The Education (Additional Support for Learning) (Scotland) Act 2004. Guidance on Pre-school Education issued under Section 34 of the Standards in Scotland's Schools Etc Act 2000. Curriculum for Excellence 2009
<b>III Implications for Scheme of Delegations to Officers</b>	None
<b>IV Impact on performance and performance Indicators</b>	Partner Provider reviews evaluate the extent to which their procedures enable continuous improvement and identify areas for action which will contribute to positive Education Scotland (Inspectorate of Education) reports reflected in our performance indicators.

<b>V Relevance to Single Outcome Agreement</b>	To secure positive outcomes for children in the early years by providing a high quality pre school education service including the implementation of a Curriculum for Excellence.
<b>VI Resources - (Financial, Staffing and Property)</b>	Within existing resources
<b>VII Consideration at PDSP</b>	Underway
<b>VIII Other consultations</b>	None

## **D. TERMS OF REPORT**

### **1 Background**

West Lothian Council is recognised nationally as providing high quality pre-school education. Pre-school provision in West Lothian comprises of early years centres, nursery classes and partner providers.

**1.1** The Education Support Officer assures the quality of pre-school education in partner provider establishments. She also assists with quality assurance in council nurseries.

**1.2** The scope of pre school partner provider quality assurance covers:

- Reviewing practice, identifying strengths and areas for improvement, reporting on these and providing actions for improvement.
- Supporting partner providers in preparing action plans following council visits, integrated inspections by Education Scotland(Inspectorate of Education) and the Care Inspectorate.
- Developing and supporting all partner provider teachers.
- Planning, sourcing and delivering Continuing Professional Development(CPD).

### **2 Education Support for Improvement**

Evidence of partner providers' performance is gathered by the Education Support Officer during regular quality assurance visits:

- Follow up support visits when required
- The annual review of the provision

Areas for improvement identified during session 2011-2012 were:

**2.1** To ensure the effectiveness of planning and assessment

Support provided by the Education Support Officer included:

- Providing a support visit and report, detailing action points for improvement.
- Providing follow up visits as required to individual partner provider centres.
- Organising and leading partner teachers' meetings, focusing on learning, teaching and assessment.
- Sharing good practice and directing staff towards the Education Scotland website to read a range of early years case studies.

**2.2** To ensure high quality activities and resources are provided that support and challenge all children's learning

Support provided by the Education Support Officer included:

- Arranging CPD and ICT support.
- Directing partner provider staff to undertake good practice visits.
- Advising on resources, supplying resources and arranging for council funds to be distributed when funding is available, for named resources.

**2.3** To ensure all partner provider staff continue their professional development to meet the needs of high quality pre-school education provision

Support provided by the Education Support Officer included:

- Providing regular updates of relevant West Lothian Council CPD courses.
- Planning and organising additional CPD courses to enable partner provider staff to keep abreast of current educational initiatives and to specifically address issues identified during support visits.
- The following courses were provided during session 2011-2012: Early Years Leadership Skills Development Programme, Improving Learning through Observations, Early Literacy, Early Numeracy, Managing Children's Behaviour and Developing an Outdoor Learning Environment.
- Providing relevant curricular documentation and advising on professional reading and current early years research.

**2.4** To ensure systematic and robust monitoring practice of pre-school provision

Support provided by the Education Support Officer included:

- Providing training to partner providers on formal monitoring procedures.
- Providing the range of West Lothian Council pre-school monitoring documentation (monitoring calendar, monitoring guide, monitoring proformas).
- Providing training on self evaluation using Child at the Centre: self evaluation toolkit, using quality indicators(QIs) and providing examples of good practice.

## **E. CONCLUSION**

A range of education support is provided to pre-school partner providers in response to quality issues and to promote continued improvement and professional development.

In most establishments the education support has impacted positively on the quality of pre-school provision and early level learning. Within the current contractual period 2010-2013, this has been evidenced in council support visit reports and Care Inspectorate reports. Also within Education Scotland (Inspectorate of Education) reports for First Adventures Nursery and Careshare Nursery.

## **F. BACKGROUND REFERENCES**

None

Appendices/Attachments: None

Contact Person: Ann Doyle, Education Support Officer, Education and Cultural Services, West Lothian Council Civic Centre, Howden South Road, Livingston, EH54 6FF.

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Mary Rankine, Head of Education (Quality Assurance)

Date: 04 December 2012





**EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL**

**PROGRESS AGAINST REVIEW ACTION PLAN PUMPHERSTON AND UPHALL  
STATION COMMUNITY PRIMARY SCHOOL**

**REPORT BY HEAD OF EDUCATION (QUALITY ASSURANCE)**

**A. PURPOSE OF REPORT**

To bring to the Panel's attention the progress made by the school against the action plan arising from the Council review.

**B. RECOMMENDATION**

It is recommended the Panel note the contents of the report and the progress made by the school to date.

**C. SUMMARY OF IMPLICATIONS**

<b>I Council Values</b>	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
<b>II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)</b>	None
<b>III Implications for Scheme of Delegations to Officers</b>	None
<b>IV Impact on performance and performance Indicators</b>	HMI quality indicators are used to measure the performance of schools.
<b>V Relevance to Single Outcome Agreement</b>	Positive inspection reports are used as a key outcome measure in the Single Outcome Agreement. Positive is measured by satisfactory or better in the quality indicators used by HMI.

<b>VI Resources - (Financial, Staffing and Property)</b>	School's Devolved Budget.
<b>VII Consideration at PDSP</b>	This report is for consideration at PDSP.
<b>VIII Other consultations</b>	None

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

Pumpherstons and Uphall Station Community Primary School (PUSCPS) was reviewed by an Education Development team in November 2011 as part of the annual review programme.

The particular strengths of the school were identified as:

- The positive and welcoming ethos permeating all areas of the school and nursery.
- The supportive and caring relationships among all staff and between staff and pupils.
- Hard working and committed support staff.
- Partnership with parents, community and other agencies.
- Willingness of staff to take on additional responsibilities to support wider achievement

The evaluations for PUSCPS were:

1.1	Improvements in Performance	Satisfactory
2.1	Learners' Experiences	Satisfactory
5.1	The Curriculum	Satisfactory
5.3	Meeting learning needs	Satisfactory
5.9	Improvement through Self Evaluation	Weak
8.1	Partnership with the Community, Educational Establishments, Agencies and Employers	Good

The areas for improvement identified were:

- To develop clear quality assurance procedures to take forward school improvements.
- To develop more consistent approaches to improving learning and teaching.
- Increase the impact of leadership by strengthening teamwork at all levels.

**The action plan**

An action plan was devised by the school to meet the identified improvements. It was decided that the school would benefit from continuous support to drive forward improvements and monitor progress. The school, working closely with the Education Officer has made satisfactory progress in developing the areas for improvement.

The head teacher has introduced a range of strategies to evaluate the work of the school involving all stakeholders. This is still at the early stages but has encouraged an ethos of self reflection and a culture where staff and pupils are encouraged to consider how to improve. The California Assessment Log (CAL) is being used consistently by staff to evaluate learning experiences and set next steps for improvement. This also provides opportunities for pupils to be involved in the evaluation process. Pupils now have reflective diaries where they identify one area for personal improvement on a regular basis.

Behaviour in school is much improved. All staff have had initial training on Restorative Practice. There are a number of staff who are new to the school this session and practice will need to be discussed and agreed to ensure consistency of approach to behaviour management. Learning visits are now regular practice and encourage professional discussion among staff towards improvement. Review of curricular areas is ongoing and will take more time to complete. Use of ICT as an integral part of learning is being developed. Remits and timetables for support staff have been reviewed and implemented. A nurture group has been established to support more vulnerable pupils.

All staff roles have been reviewed and discussed. Working groups have been established and teachers have been given responsibilities for curricular areas. This involves staff in attending network groups, trialling new practice and feeding back to other staff. Staff are appreciative of the opportunities for more responsibility. This along with the move to the new school, with much improved accommodation, has had a positive impact on the culture for improvement.

## **E. CONCLUSION**

The school has made satisfactory progress towards the implementation of the action plan in response to the Council review. The Education Officer will continue to work with the school on a regular basis and will support the new head teacher to drive forward the improvement agenda.

## **F. BACKGROUND REFERENCES** PDSP Report of 13 March 2012

Appendices/Attachments: 1

Contact Person: Alison Watson, Education Officer, Civic Centre Howden South, Road,  
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Mary Rankine

Head of Education (Quality Assurance)

Date: 4 December 2012



# SCHOOL REVIEW REPORT

## SCHOOL: PUMPHERSTON AND UPHALL STATION COMMUNITY PRIMARY

**Date of Review:** 1 and 2 November 2011

**Review Team Members:** Alison Watson, Phyllis Wood, Rita Angus, Ann Doyle, John Low

**Overarching Theme:** The school's capacity for improvement.

### **Areas of Focus:**

#### **This review focused on:**

- 1.1 Improvements in Performance
- 2.1 Learners' Experiences
- 5.1 The Curriculum
- 5.3 Meeting learning needs
- 5.9 Improvement through Self Evaluation
- 8.1 Partnership with the Community, Educational Establishments, Agencies and Employers

### **Introduction:**

Pumpherstons and Uphall Station Community Primary School serves an area covering two separate communities, Pumpherstons and Uphall Station. FME is currently 24.3% which is an increase of 5.3% on last year. The level of parental and community support is high. The school works hard to provide an inclusive and nurturing learning environment for children and their families. The school roll is 141 plus 40 in the nursery. Staffing is comprised of Head Teacher, Principal teacher, 6 class teachers and 1 teacher for class size reduction across P1-P3, an ASN teacher, a teacher for R.C.C.T. three days per week, a morning Nursery Teacher, an afternoon Nursery Teacher, 2.5 nursery nurses, visiting specialists for P.E. and music tuition and 4 pupil support workers.

The school has begun to develop systems for tracking and monitoring children's attainment in line with curriculum for excellence. Learners have opportunities for personal and wider achievement. Overall the school improvement plan is having some impact on school improvement. There is a need to develop greater rigour in the analysis and use of a broad range of attainment and achievement data. There is a need to further develop teachers' use of assessment to identify and record next steps to develop children's learning. All staff should develop fuller understanding and have more purposeful involvement in the improvement process.

Pupils actively contribute to the life of the school and the wider community. Staff have good relationships with pupils and one another. The ethos survey and discussions with pupils and staff indicated a need for a more consistent approach to the management of behaviour. Children in the

nursery are happy, confident and developing independence in their learning. Pace and challenge across the school was variable. There was a wide range in the quality of learning episodes observed with a few examples of very good. Overall the quality of learning was satisfactory. There is a need for a more consistent approach to providing quality learning opportunities to engage and motivate all learners.

The school is engaging with the curriculum for excellence and teacher's planning refers to experiences and outcomes. There was evidence of inter-disciplinary learning in some classes. Nursery staff planned a range of stimulating contexts for children to learn through play. They should continue to provide opportunities for children to initiate their own learning. The head teacher and staff should develop a strategic plan for the effective development and implementation of curriculum for excellence. In some learning episodes effective use of ICT to support learning was evident. The school has made limited use of Glow to enhance learning. The school should consider the potential of ICT and Glow to support creative and engaging learning opportunities.

Staff should have regular opportunities to reflect on the range and quality of experiences for learners, taking account of the views of parents and learners to review and develop the curriculum.

All staff are committed to involving parents and other agencies to support the needs of all pupils. Parents are encouraged to be involved in their children's learning however there needs to be more effective support and guidance for parents to enhance their understanding of learning strategies. Nursery staff should continue to provide parents and carers with information and strategies to support and encourage their children's learning. There was some evidence of differentiation, however this needs to be further developed to make sure that activities are matched to the needs of individual learners. The learning support teacher and partner agencies provide valuable support. There is a need to review the strategic management of support for learning to ensure effective deployment of pupil support workers and to establish clear roles and responsibilities.

The head teacher has recently introduced some systems for self-evaluation. She now needs to provide strategic direction for staff and involve them sufficiently to effectively evaluate all aspects of the work of the school. All staff need to develop rigour in the quality assurance process to ensure positive impact on learners' experiences.

The head teacher has formed positive relationships and partnership with appropriate agencies to provide support for learners and the whole school community. Parents and the wider community felt very welcome in the school and their skills and talents were recognised and used well to enhance learning. They now need to be engaged in the formal self-evaluation process with a clear set of aims and arrangements to evaluate impact.

### **School priorities for improvement for session 2011-2012**

- To establish and implement procedures, which ensure a clear focus when planning and assessing and which inform next steps for learning.
- To implement robust self evaluation procedures for management and staff ensuring success for all

The school's work is currently judged to be as follows for each of the quality indicators:

1.1	Improvements in Performance	Satisfactory
2.1	Learners' Experiences	Satisfactory
5.1	The Curriculum	Satisfactory
5.3	Meeting learning needs	Satisfactory
5.9	Improvement through Self Evaluation	Weak
8.1	Partnership with the Community, Educational Establishments, Agencies and Employers	Good

**Key Strengths**

- The positive and welcoming ethos permeating all areas of the school and nursery.
- The supportive and caring relationships among all staff and between staff and pupils.
- Hard working and committed support staff.
- Partnership with parents, community and other agencies.
- Willingness of staff to take on additional responsibilities to support wider achievement

**Areas for Improvement**

- To develop clear quality assurance procedures to take forward school improvements
- To develop more consistent approaches to improving learning and teaching.
- Increase the impact of leadership by strengthening teamwork at all levels



Main Point for Action	1. To develop clear quality assurance procedures to take forward school improvements			
Specific Action Point	Action to be Taken	By Whom	By When	Outcomes and evidence on which evaluation of progress is based
<p>1.1 The Head Teacher to implement rigorous systematic and transparent self-evaluation involving all staff, parents, children and the wider community</p>	<ul style="list-style-type: none"> <li>• Through use of Appendix 6, HGIOS, agree an annual monitoring calendar with staff, pupils and parents. Publish and communicate.</li> <li>• From Appendix 5, agree evidence to be collected in an on going manner.</li> <li>• Consult on the evaluation to be presented through the school's standards and quality report.</li> <li>• Agree the presentation of the report with pupils, parents and community representatives.</li> <li>• Begin to use HGIOS to self evaluate as 3 year Strategic plan.</li> </ul> <ul style="list-style-type: none"> <li>• Update and agree with all staff annual monitoring calendar (to include TLC visits)</li> <li>• Implement monitoring calendar and ensure next steps for improvement are evidenced. Share these procedures with new staff members (5CTs)</li> <li>• Ensure all staff consistently evaluate using HGIOS</li> </ul>	<p>All staff, led by HT</p> <p>HT, school community All staff, led by HT</p> <p>All staff HT/PT/TLC Staff</p> <p>All staff</p>	<p>Jan 2012</p> <p>March 2012</p> <p>March 2012</p> <p>June 2012</p> <p>June 2012</p> <p>Aug 2012 –</p> <p>Aug 2012 – June 2013</p> <p>Sept 2012- June 2013</p>	<p>The quality of learning demonstrates improvement as seen in learning visits to classrooms. Communication about learning is evidenced through quantitative data, people's views and direct observation. Minutes of meetings demonstrate involvement of all staff, pupils and parents.</p> <p>Learning visits in most cases evidence pupil involvement and improved learning experiences. Feedback and discussions with staff and pupils evidences next steps for improvement. HGIOS used as standard for quality learning experiences. Practice embedded and evidenced.</p> <p>The quality of learning continues to improve and be evidenced. Evidence demonstrates staff, pupil and parental involvement.</p>

<p>1.2 Implement robust quality improvement procedures</p>	<ul style="list-style-type: none"> <li>• Implement the agreed annual calendar, recognising the starting month will be January.</li> <li>• Ensure that the on going review of quality assurance is an agenda item for management and staff meetings.</li> <li>• Ensure that school improvements are reported to parents through newsletters and to the Parent Council.</li> </ul> <ul style="list-style-type: none"> <li>• New annual calendar with starting month August</li> <li>• School improvement standard item on Parent council agenda</li> <li>• HT and staff familiarised and use HGIOS to evaluate all learning visits.</li> </ul>	<p>HT/PT</p> <p>HT, Teachers HT, Parent Council</p>	<p>Jan-June 2012</p> <p>Feb 2012</p> <p>March 2012 onwards</p> <p>Aug 2012</p> <p>Aug 2012-June 2013</p>	<p>Evidence as described in Appendix 5, including pupil work, feedback from class plans, feedback from learning visits, minutes of meetings, PRDP and progress of the action plan demonstrate that improvements are informed by accurate self evaluation.</p> <p>C.A.L. tool used consistently to evidence improved learning and self evaluation measured against HGIOS.</p> <p>HT and staff feedback evaluated in HGIOS terms and is evidenced Agenda and minutes of Parent council meetings</p>
<p>1.3 Increase the capacity of all staff to reflect on practice and improve learning</p>	<ul style="list-style-type: none"> <li>• Share the Standard for Full Registration with all teachers. Identify individual actions through staff review.</li> <li>• Engage in professional reflection and discussion after learning visits and as day to day practice.</li> </ul> <ul style="list-style-type: none"> <li>• Revisit Standard for Full Registration and HGIOS to allow new staff members to engage in professional discussion in preparation for learning visits.</li> <li>• Working group feedback findings and set new agenda for session 2012/13</li> </ul>	<p>HT/PT all teachers, all support staff</p> <p>All staff led by HT and PT</p>	<p>March – June 2012</p> <p>Jan 2012-onwards</p> <p>Sept 2012</p>	<p>Pupils, staff and parents can identify improvements in learning. Teachers build on these improvements and extend pace and challenge.</p> <p>All staff identified standards for review and identified next steps for improvement. Staff act on these identified improvements.</p> <p>Staff have clear vision and written guidelines to self evaluate accurately</p>

<p>1.4 Further develop the engagement of staff, pupils and parents in improvement and change</p>	<ul style="list-style-type: none"> <li>• Ensure that the school community is involved in identifying necessary change as measured against HGIOS.</li> <li>• Agree actions and involved personnel etc against improvements.</li> <li>• Agree monitoring and reporting arrangements and implement.</li> <li>• Begin to involve pupils in actively planning their own learning (as Strategic plan)</li> </ul> <ul style="list-style-type: none"> <li>• Develop full use of SEEMIS to allow staff to monitor pupils' progress at regular and identified times</li> <li>• Pupils will evaluate using CAL tool at least one learning opportunity per week and discuss with teacher</li> <li>• Pupils identify one area for personal improvement each week and an element which would improve learning experience</li> </ul>	<p>HT/PT, staff pupils and parents.</p> <p>Teachers.</p> <p>All teaching staff</p> <p>Teachers</p> <p>Pupils/teacher, PSW</p>	<p>June 2012</p> <p>June 2012- June 2013</p> <p>March 2012- onwards.</p> <p>August 2012- Onwards</p> <p>Sept 2012- June 2013</p> <p>Oct 2012 – June 2013</p> <p>Oct 2012- June 2013</p>	<p>The process of whole school self evaluation, as reported through the annual school standards and quality report is entered into by all stakeholders. They reflect that they know the school and its improvement needs well.</p> <p>Standard and Quality leaflet produced to be approved by staff, Parent Council, Pupil Council and distributed to school community.</p> <p>Pupils can, through CAL feedback and discussion, identify improvement in quality of learning experiences and the impact on them</p> <p>Pupil reflective diaries</p>
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<p>2.3 All staff to use ICT effectively to enrich teaching and to support and enhance learning across the curriculum.</p>	<ul style="list-style-type: none"> <li>• Each teacher to identify one curricular area.</li> <li>• Within the curricular area, define learning experiences that can best be delivered through or with IT.</li> <li>• Implement.</li> <li>• Share good practice with colleagues.</li> <li>• Gradually replicate for other curricular areas.</li> </ul>	<p>All staff</p>	<p>Oct. 2012</p> <p>Nov/Dec 2012 Ongoing.</p>	<p>Learning visits demonstrate improved and appropriate use of IT in the learning process. Pupils, staff and parents talk knowledgeably about this. Pupils can independently and appropriately select IT as the best method to learn.</p> <p>Pupils demonstrate independence when selecting appropriate ICT to support learning evident in learning visits. No evidence of greater breadth of use of ICT.</p>
<p>2.4 Senior management team to review deployment of all support for learning staff to ensure a collegiate and inclusive approach to meeting the needs of all pupils.</p>	<ul style="list-style-type: none"> <li>• Review pupil attainment through screening of standardised testing, results of assessments and pupil work.</li> <li>• Review SFL timetables and provide an appropriate range and level of support suited to need.</li> <li>• Ensure that SFL staff are supporting pupils within the classroom.</li> <li>• Monitor and alter as required.</li> </ul>	<p>HT/PT and CT.</p> <p>HT/PT</p>	<p>April – June 2012</p> <p>Aug 2012 and then at end of each term until June 2013</p> <p>Aug 2012 – June 2013</p>	<p>Teachers, pupils and parents state that children are receiving appropriate support in learning. Monitoring of classroom practice and planning demonstrates well differentiated learning.</p> <p>Good progress made evidenced by timetables/CAL tool. Amended remits. Accommodation for session 2012/13 ensures SFL will be delivered in classrooms or breakout areas.</p>

<b>Main Point for Action</b>	<ul style="list-style-type: none"> <li>3. Increase the impact of leadership by strengthening teamwork at all levels</li> </ul>			
	<b>Action to be Taken</b>	<b>By Whom</b>	<b>By When</b>	<b>Outcomes and evidence on which evaluation of progress is based</b>
3.1 Review roles and responsibilities of staff	<ul style="list-style-type: none"> <li>Review staff roles due to staff changes</li> <li>Publish and communicate</li> </ul>	HT/PT all staff	Immediately Aug 2012	<p>The school community reflects that leadership roles and responsibilities are clear and promote school improvements.</p> <p>All staff roles reviewed, discussed and responsibilities clear. Staff acknowledge roles.</p>

<p>3.2 Examine possibilities to develop distributed leadership at all levels</p>	<ul style="list-style-type: none"> <li>• Through the work identified in the action plan, identify lead members of staff to take this forward.</li> <li>• Ensure that all stakeholders understand their place in leading their individual actions towards the implementation of the action plan and that these are carried out.</li> <li>• Involve the Pupil Council in the decision making process.</li> <li>• Involve the Parent Council in the decision making process.</li> <li>• Involve pupils in on going feedback about their learning and what needs to be improved.</li> <li>• Staff are encouraged to access relevant CPD opportunities designed to improves skills of leadership.</li>   <li>• Further involve Parent and Pupils councils in school events and decision making process eg how to involve almost all parents</li> </ul>	<p>HT/PT all staff, pupils and parents</p>	<p>April 2012</p> <p>April 2012</p> <p>March 2012</p> <p>May 2012</p> <p>May 2012</p> <p>May 2012 onward.</p> <p>Sept 2012 – June 2013</p>	<p>Stakeholders take individual and collegiate responsibility for leading and implementing school improvement.</p> <p>Working groups established for Self evaluation and Maths. Teachers responsible for Curricular areas attending appropriate network, choosing, trialling something learned, to evaluate and feedback to all staff. Relevant CPD indentified during personal review</p> <p>As above</p>
<p>3.3 Further develop engagement of staff in decisions regarding improvement and change</p>	<ul style="list-style-type: none"> <li>• Ensure that staff are included in the planning of school improvements and the implementation of change. (Strategic Plan)</li> <li>• Seek ongoing feedback from staff and ensure continued engagement in the process and ownership of improvements and change.</li> </ul>		<p>March 2012 – June 2013</p> <p>May 2012 – June 2013</p>	<p>Staff reflect that they are included and that this is empowering the change process.</p> <p>Staff feedback from working groups positive. Request to continue next session.</p>



<p>3.4 Further develop engagement of pupils and parents in decisions regarding improvement and change</p>	<ul style="list-style-type: none"> <li>• Share with parents context for this session's curriculum event and consult on preferred content.</li> <li>• Consult Nursery parents about timings for Nursery change of hours.</li> <li>• Involve pupils and parents in procedures to ensure safe transition to new school campus.</li> <li>• Ensure parents and pupils recognise and understand the school's restorative approach to Restorative Practice as part of the Behaviour Policy.</li> <li>• To continue to involve pupils/parents in school decisions through Pupil/Parent Councils.</li> </ul> <ul style="list-style-type: none"> <li>• To continue to collect pupil and parent views on how the school is performing and how to improve</li> <li>• Establish Open Afternoons bi-monthly for parents in P1-7 and morning/afternoon in Nursery</li> <li>• Once per term parents/pupils involved in promoting achievements outwith school which are then celebrated within school</li> </ul>	<p>HT</p> <p>HT</p> <p>HT</p> <p>All Staff</p> <p>HT PT</p> <p>HT/PT</p> <p>Parents, pupils, staff</p>	<p>March 2012</p> <p>Jan 2012</p> <p>Jan 2012</p> <p>May 2012</p> <p>January 2012 onward.</p> <p>August 2012- June 2013 Sept 2012 – onwards</p> <p>October 2012 – June 2013</p>	<p>Parents' feedback reflects content. Questionnaires reflect quality of experience and next steps. Hours changed to acceptable times and an agreed date.</p> <p>Questionnaires to get views and impact decisions. eg position of crossing patrol. Information evening to explain and get views. Information booklet produced.</p> <p>Parents involved, consulted and made to feel part of the school community.</p> <p>Parental involvement increased and feedback requested more often. Information on Sex and relationship education programme made available on Parents evenings, Maths Curriculum evening held.</p> <p>Views are evidenced by questionnaires etc.</p> <p>Parents attend open afternoons and give positive feedback.</p> <p>Number of achievements celebrated Improved self esteem for all pupils.</p>
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Main Point for Action	4. To establish and implement procedures which ensure a clear focus for planning and assessment			
	Action to be Taken	By Whom	By When	Outcomes and evidence on which evaluation of progress is based
4.1 All staff agree new format for planning	<ul style="list-style-type: none"> <li>• Staff evaluate variety of planning formats</li> <li>• Agreed format piloted</li> <li>• Feedback on pilot</li> <li>• Adaptations made</li> <li>• Planning format implemented</li> <li>• Planning monitored termly</li> </ul>	<p>H/T &amp; Teacher identified</p> <p>Teacher x2</p> <p>HT &amp; 2x teachers</p> <p>H/T &amp; teachers</p> <p>Teachers</p> <p>H/T</p>	<p>Oct 2012</p> <p>Oct-Dec 2012</p> <p>Jan 2013</p> <p>Jan 2013</p> <p>Apr/June 2013</p>	<p>Forward plans will show assessment</p> <p>Assessment evidence indicates improved attainment</p> <p>Pupil feedback</p> <p>Parental feedback</p> <p>Staff feedback</p> <p>NFER Nelson results</p>
4.2 Planning format will include built in assessment strategies	<p>Staff will identify assessment strategies to be used when planning</p> <p>Staff will record and evidence assessments</p> <p>Staff will record next steps for groups and individuals as appropriate</p> <p>Pupils requiring support will be identified and appropriate action taken</p>	<p>H/T &amp; teachers</p> <p>Teacher</p> <p>Teacher</p> <p>Teacher, ALN &amp; H/T</p>	<p>Oct/June 2012/2013</p> <p>Jan/Apr 2013</p> <p>March 2013</p> <p>Sept 2012- June 2013</p>	<p>Assessments used to identify next steps for learning</p> <p>Pupils can identify and discuss their next steps</p> <p>Pace and challenge improved for all</p>



**EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL**

**PROGRESS AGAINST HMI ACTION PLAN BROXBURN ACADEMY**

**REPORT BY HEAD OF EDUCATION (QUALITY ASSURANCE)**

**A. PURPOSE OF REPORT**

To bring to the Panel's attention the progress made by the school against the action plan arising from the HMI Report.

**B. RECOMMENDATION**

It is recommended the Panel note the contents of the report and the progress made by the school top date.

**C. SUMMARY OF IMPLICATIONS**

<b>I Council Values</b>	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
<b>II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)</b>	None
<b>III Implications for Scheme of Delegations to Officers</b>	None
<b>IV Impact on performance and performance Indicators</b>	HMI quality indicators are used to measure the performance of schools.
<b>V Relevance to Single Outcome Agreement</b>	Positive inspection reports are used as a key outcome measure in the Single Outcome Agreement. Positive is measured by satisfactory or better in the quality indicators used by HMI.

<b>VI Resources - (Financial, Staffing and Property)</b>	School's Devolved Budget.
<b>VII Consideration at PDSP</b>	This report is for consideration at PDSP.
<b>VIII Other consultations</b>	None

**D. TERMS OF REPORT**

**Background**

Broxburn Academy was inspected by HMI in January 2011. The particular strengths of the school were identified as:

- Polite and well behaved young people who relate well with staff.
- A supportive ethos and learning environment.
- The range of partnership working to support learning.
- The effectiveness of mentoring for newly qualified teachers.

The evaluations for Broxburn Academy were:

Improvements in performance	weak
Learners' experiences	good
Meeting learning needs	satisfactory
The curriculum	satisfactory
Improvement through self evaluation	weak

The areas for improvement identified were:

- Raise standards of attainment and achievement.
- Raise teachers' expectations of young people's capacity to take responsibility and achieve.
- Further develop teachers' approaches to ensuring appropriate pace and challenge in lessons, to meet learners' needs.
- Improve the effectiveness of self-evaluation on improving learning, teaching and the curriculum.
- Increase the impact of leadership, by strengthening teamwork at all levels.

**The action plan**

An action plan was devised by the school to meet the identified improvements. It was decided that the school would benefit from continuous support rather than the formal review process. The school, working closely with the authority, has made good progress in developing the areas for improvement.

Standard Grade results show improvement and are equal to or above the school prediction, apart from 5+ @ level 5, which is 1% below. Results in Higher demonstrate continuous improvement in 5+ @ level 6, with the highest performance in five years. Improvement remains to be required in 3+ @ level 6, although this is an improving figure over five years, performance is below the average performance of comparators. Results in 1+ @ level 6 have dipped slightly from last year but demonstrate a good level of improvement over five years.

The school has a much improved system for monitoring and tracking of pupil performance. This makes early identification of under-performance more effective and appropriate support can be put in place. Parents have welcomed information evenings and strategies to help them support their child to learn and prepare for exams. These sessions and printed advice will continue to be further developed. The impact of new staff in some subject areas is showing results.

The recording of wider achievement within the tracking and monitoring system is now embedded in practice and provides a much fuller picture of a young person's attainment and achievement. The school have made a concentrated effort to achieve this.

The extended school management team (ESMT) have established a rigorous programme of class visits to monitor the quality of pupil learning experiences. Focussed feedback is provided to staff and departments. The newly developed principal teacher group maintain focus on improvement and effectively share good practice. Common strategies are being recognised and used to secure improvement. Courses and programmes at S1 and S2 have been revised to ensure coverage of the experiences and outcomes for Curriculum for Excellence. The quality of these courses and programmes is delivering improved learning experiences for young people and most can articulate this. It is recognised that coursing needs to be revisited in a few subject areas.

The school has successfully addressed reducing exclusion levels and incidences of absence and late coming. Much closer monitoring procedures are in place and effective alternatives to exclusion are being utilised.

Leadership across the school continues to improve as new appointments start to have a positive impact. Relevant groups of staff meet regularly with agendas focussed on improvement and next steps are clearly identified and followed up. There is a much greater consistency of approach across the school with staff feeling both included and supported to effect improvement.

Self evaluation is now an integral part of whole school culture. Observation of pupil learning is now more focused and regular with teachers involved in dialogue of what to do to improve. There is greater consistency in the understanding of staff of what makes a good lesson and greater cognisance is taken of the pupil voice.

## **E. CONCLUSION**

The school continues to make good progress towards addressing the areas for improvement identified in the HMI Report. HMI will make a return visit later in the session and the action plan will be amended to take account of the results of that visit.

## **F. BACKGROUND REFERENCES** PDSP Report of

Appendices/Attachments: 1

Contact Person: Alison Watson, Education Officer, Civic Centre

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Date: 4 December 2012





# Broxburn Academy

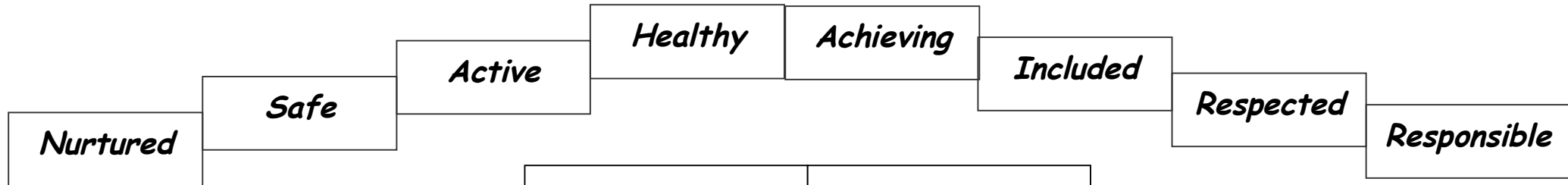
## SCHOOL IMPROVEMENT PLAN



**2012-2013**

***Succeeding Together***

# VISION FOR CHILDREN



<i>Successful Learner</i>	<i>Confident Individual</i>
<i>Responsible Citizen</i>	<i>Effective Contributor</i>



# FIVE BROAD AREAS OF EXCELLENCE



*With West Lothian Council we are Striving for Excellence –  
Working with and for our community to improve the quality of education*

## **VALUES**

We are striving for excellence in:

- 1 Focusing on our customers' needs
- 2 Being honest, open and accountable
- 3 Providing equality of opportunities
- 4 Investing in employees
- 5 Making best use of our resources
- 6 Working in partnership  
planning

## **AIMS**

West Lothian Council aims to:

- A Develop a quality management culture
- B Give priority to policy development and strategic
- C Assure quality and set targets
- D Put in place systems for consulting customers and staff
- E Provide quality learning opportunity to tackle disadvantage
- F Ensure best value
- G Invest in high quality staff development

## **Factors Influencing the Improvement Plan**

### **School factors**

- Improved attainment endorsed by HMIe Follow Through Inspection Findings
- Concern about current attendance figures and exclusion rates
- Implementation of Broad General education
- Familiarisation with new assessment levels: consolidating, developing and secure.
- Familiarisation with new qualifications: NQ 4 & 5

### **Education Authority factors**

- Introduction of CfE
- Improved leaver destinations

### **National factors**

- Introduction of CfE
- Improved leaver destinations

## Our School Values, Vision and Aims:

### **Together we will succeed**

#### **National Priority 1: Achievement and Attainment**

We aim to ensure that all pupils become successful learners by:

- Providing a curriculum that is appropriate to their age and stage of development.
- Prioritising the development of literacy, communication and numeracy skills.
- Continuing to improve our tracking, monitoring and reporting system to provide excellent communication between class teachers, guidance staff, support staff, pupils, and parents/carers.
- Actively promoting an ethos of achievement by enabling pupils to take responsibility for their own learning; tracking their own progress, setting and achieving their targets for improvement.
- Including all teaching staff in the analysis and discussion of examination results and the subsequent target setting for improvement.

#### **National Priority 2: Framework for Learning**

We aim to ensure that all pupils become successful learners and confident individuals by:

- Providing support so that pupils can effectively access the curriculum.
- Improving self esteem, self respect and motivation by developing a 'can do' approach and an enthusiasm for learning.
- Fostering a culture where pupils are determined to reach high standards of personal achievement.
- Encouraging and enabling pupils to manage their own learning and improve their ability to relate to others.
- Providing staff with regular updates on the developments in 'A Curriculum for Excellence' and other developments in education.

#### **National Priority 3: Inclusion and Equality**

We aim to ensure that all pupils become successful learners and confident individuals by:

- Ensuring that the curriculum takes account of the literacy, communication and numeracy levels of all pupils.
- Ensuring that the pace and level of work set is appropriate, to encourage all learners to achieve.
- Developing strategies that promote a sense of physical, mental and emotional well-being.
- Ensuring that the revised legislation on Additional Learning Needs is implemented.
- Identifying staff development needs and raising awareness of the legislation.

#### **National Priority 4: Citizenship and values**

We aim to ensure that all pupils become successful learners, confident individuals, responsible citizens and effective contributors by:

- Developing a knowledge and understanding of the world and Scotland's place in it.
- Encouraging pupils to make informed choices and decisions through an understanding of environmental, scientific and technological issues.
- Encouraging pupils to participate responsibly in political, economic, social and cultural life through the development of informed ethical views.
- Developing self awareness and a respect for others through an understanding of different beliefs and cultures.
- Being able to express their opinions and communicate their own beliefs and view of the world.

#### **National Priority 5: Learning for Life**

We aim to ensure that all pupils become successful learners, confident individuals, responsible citizens and effective contributors by:

- Developing a sense of the importance of learning and an enthusiasm for achievement.
- Encouraging them to be ambitious and achieve success in different ways.
- Encouraging them to think creatively and independently, or as part of a group.
- Encouraging them to be open minded and be able to apply their learning to different situations.
- Developing an enterprising attitude through a 'can do' approach to their learning.
- Pursuing a healthy and active lifestyle.
- Developing the skills required to use technology to support learning.

A curriculum framework to meet the needs of all learners 3 – 18  
A schematic guide for curriculum planners

<p style="text-align: center;"><b>Values</b></p> <p>Wisdom, justice, compassion, integrity</p> <p>The curriculum must be inclusive, be a stimulus for personal achievement and, through the broadening of experience of the world, be an encouragement towards informed and responsible citizenship.</p>	<p style="text-align: center;"><b>The curriculum: 'the totality of all that is planned for children and young people throughout their education'</b></p> <ul style="list-style-type: none"> <li>• Ethos and life of the school as a community</li> <li>• Curriculum areas and subjects</li> <li>• Interdisciplinary learning</li> <li>• Opportunities for personal achievement</li> </ul>	<p style="text-align: center;"><b>Learning and teaching</b></p> <ul style="list-style-type: none"> <li>• Engaging and active</li> <li>• Setting challenging goals</li> <li>• Shared expectations and standards</li> <li>• Timely, accurate feedback</li> <li>• Learning intentions, success criteria, personal learning planning</li> <li>• Collaborative</li> <li>• Reflecting the ways different learners progress</li> </ul>
<p style="text-align: center;"><b>Experiences and outcomes set out expectations for learning and development in:</b></p> <ul style="list-style-type: none"> <li>• Expressive arts</li> <li>• Languages and literacy</li> <li>• Health and wellbeing</li> <li>• Mathematics and numeracy</li> <li>• Religious and moral education</li> <li>• Sciences</li> <li>• Social studies</li> <li>• Technologies</li> </ul> <p>Curriculum levels describe progression and development.</p>		<p style="text-align: center;"><b>All children and young people are entitled to experience</b></p> <ul style="list-style-type: none"> <li>• a coherent curriculum from 3 to 18</li> <li>• a broad general education, including well planned experiences and outcomes across all the curriculum areas. This should include understanding of the world and Scotland's place in it and understanding of the environment</li> <li>• a senior phase which provides opportunities for study for qualifications and other planned opportunities for developing the four capacities</li> <li>• opportunities for developing skills for learning, skills for life and skills for work</li> <li>• opportunities to achieve to the highest levels they can through appropriate personal support and challenge</li> <li>• Opportunities to move into positive and sustained destinations beyond school</li> </ul>
<p style="text-align: center;"><b>Personal Support</b></p> <ul style="list-style-type: none"> <li>• review of learning and planning of next steps</li> <li>• gaining access to learning activities which will meet their needs</li> <li>• planning for opportunities for personal achievement</li> <li>• preparing for changes and choices and support through changes and choices</li> <li>• pre-school centres and schools working with partners</li> </ul>	<p style="text-align: center;"><b>Principles of curriculum design:</b></p> <ul style="list-style-type: none"> <li>• Challenge and enjoyment</li> <li>• Breadth</li> <li>• Progression</li> <li>• Depth</li> <li>• Personalisation and choice</li> <li>• Coherence</li> <li>• Relevance</li> </ul>	<p style="text-align: center;"><b>Arrangements for</b></p> <ul style="list-style-type: none"> <li>• Assessment</li> <li>• Qualifications</li> <li>• Self-evaluation and accountability</li> <li>• Professional development</li> </ul> <p style="text-align: center;"><b>support the purposes of learning</b></p>

Session	Area of Development	Strategic Curriculum Plan (Three Years)  Objectives	Curriculum Framework							
			Vision	Totally of	Learning & Teaching	Entitlement	Support Purpose of	Principles	Personal Support	Experiences & Outcomes
2011-12	Learning and Teaching	<ul style="list-style-type: none"> <li>Raise standards of attainment and achievement.</li> <li>Raise teachers' expectations of young people's capacity to take responsibility and achieve.</li> <li>Further develop teachers' approaches to ensuring appropriate pace and challenge in lessons, to meet learners' needs.</li> <li>Improve the effectiveness of self-evaluation on improving learning, teaching and the curriculum.</li> </ul>		*	*	*	*		*	*
2012-13	Learning and teaching	<p><b>Improved quality of Learning and Teaching across school</b></p> <p><b>Improved levels of attainment</b></p>	*	*	*	*			*	*
	Assessment & Reporting	<p>to develop a whole school approach to profiling.</p> <p>To build capacity for electronic profiling and reporting.</p>			*		*	*	*	
2013-14	Curriculum Development	To monitor the delivery of NQ 4 AND NQ5 examinations.			*	*				*
	Assessment and reporting	To ensure staff are able to use new assessment tools comfortably, confidently and consistently across the curriculum.		*		*	*	*	*	

<b>Area of Development:</b>		2012 2013			
<b>Priority 1 : Improved quality of Learning and Teaching across school</b>					
<b>School's current position:</b> HMIe recognised steps school has taken to improve quality of learning and teaching and encouraged further dissemination of good practice across the school and continued concerted endeavour by ESMT to maintain and build on improvement					
<b>Desired Outcome</b>	<b>Implementation Process (Actions)</b>	<b>By whom?</b>	<b>Time Scale</b>	<b>Resources / Costs / Training needs</b>	<b>Monitoring; by whom ? How?</b>
<b>Continue to improve on current Learning and Teaching</b>	Continued identification of good practice in differentiation, pace, challenge, sharing learning intentions and quality of feedback to pupils on what they are doing well and what they need to do to improve further.	ESMT DHT L&T  PTCs ASN	Fortnightly review at ESMT Meetings 2012-13	Time	ESMT Class visit programme including timetabled re-visits to monitor progress
	Introduce and evaluate year three broad general education courses and review effectiveness	All staff	By April 2013	Time	DHT L&T Feedback from departments and stakeholders.
	Identify, implement and evaluate strategies to support and challenge most able pupils	ESMT DHT L&T	By April 2013	PTC Meetings Time CPD Provision	SMT and department pupil focus groups. Class visit programme.
	Identify, implement and evaluate strategies to support and challenge boys	ESMT / Dept Meetings DHT Year Heads	By April 2013	Meeting Time CPD Time	SMT and department pupil focus groups. Class visit programme.
	Improvements in learning across the school due to continued implementation and evaluation of quality assurance strategies	ESMT All Staff	By April 2013	ESMT Time/ PTC Meetings/ Dept meetings	SMT and department pupil focus groups. Class visit programme.

	<p>Challenge for more able across the Cluster: focus on improving reading skills by implementing common approaches and skills development.</p>	<p>Cluster HTs/ Cluster Transition Post Holder</p>	<p>Detailed in Cluster improvement Plan</p>	<p>Transition Project Centrally funded Transition Literacy Development Post Holder: 1 FTE</p>	<p>SMT Cluster HTs</p>
	<p>Introduce Targeted Reading Programme for S1 and S2 and review its effectiveness</p>	<p>PTC ASN L</p>	<p>S1 October 2012/April 2013 S2 November 2012/April 2013</p>	<p>PTC ASN L/ English Department</p>	<p>Measure improved reading ability. PTC ASN L</p>
	<p>Continue to implement and evaluate senior pupil in class peer support programme.</p>	<p>DHT Pupil Support</p>	<p>By October 2012</p>	<p>PTC ASN L/ English Department</p>	<p>DHT Pupil Support Focus Group of participants</p>
	<p>Ensure that worksheets and materials for all levels of ability are accessible. Evaluate success.</p>	<p>PTC ASN L + All Staff</p>	<p>By April 2013</p>	<p>PTC ASN Time / ESMT Visit Time / Peer Visit Time</p>	<p>PTC ASN L Pupil Focus Groups. Class visit programme. Sample materials. ESMT.</p>
	<p>Complete revision of new homework policy and implement across school. Evaluate success.</p>	<p>PTCs/ PTC ASN L &amp; SLWG</p>	<p>By February 2013</p>	<p>Parent Focus Group/ DHT L&amp;T meeting time</p>	<p>DHT L &amp; T Parent and pupil focus groups. Class visit programme.</p>
	<p>Improve participation rates in PE. Evaluate success.</p>	<p>PTC PE</p>	<p>By November 2012</p>	<p>PTC meets with Parent Council, Pupil Council, assemblies</p>	<p>PTC PE to analyse participation statistics and report back to SMT</p>



	<p>Extend length of choice blocks to ensure skills development. Evaluate extent of improved skill development.</p> <p>Improve participation and choice by offering Dance as an alternative to PE. Next session Dance pupils to be able to choose dance as well as PE. Evaluate success.</p>	<p>PTC PE and PE Dept</p> <p>PTC PE Timetable Guidance staff</p>	<p>By April 2013</p> <p>June 2012/April 2013</p>	<p>Planning time PE Dept Meeting Time</p> <p>Staffing capable of teaching dance Timetable flexibility S3 Trawl for S4</p>	<p>PTC PE to discuss with dept and pupil focus group/survey Feedback to SMT</p> <p>PTC PE to analyse participation statistics. Dept Meetings and feedback to SMT.</p>
<p><b>Evaluation:</b>  <i>Has good practice in pace, challenge and differentiation been identified and shared?</i>  <i>Is the Broad General education on offer S1-3 allowing all pupils to progress?</i>  <i>Are most able pupils being sufficiently challenged in their learning?</i>  <i>Are boys being sufficiently challenged in their learning?</i>  <i>Is there evidence of further improved quality of learning across the school?</i></p> <p><i>Is reading being improved by use of common strategies across the cluster?</i>  <i>Has targeted reading programme improved pupils' reading ability?</i>  <i>Is the senior pupil in class peer support programme helping learning?</i>  <i>Are worksheets and learning materials accessible to all?</i>  <i>Is the revised school homework policy resulting in better, deeper home learning?</i></p> <p><i>Have P.E. participation rates improved?</i>  <i>Have longer blocks been put in place?</i>  <i>Have Pupils' skill levels improved?</i>  <i>Has dance been offered as well as and instead of P.E.?</i>  <i>Has participation in P.E. improved</i></p>			<p><b>Evidence (How do we know?)</b></p> <ul style="list-style-type: none"> <li>• <b>ESMT visits show improved consistency in lessons</b></li> <li>• <b>Analysis of reports, targets and focus groups</b></li> <li>• <b>Focus groups, evidence from ESMT visits show challenge</b></li> <li>• <b>Focus groups, evidence from ESMT visits show challenge</b></li> <li>• <b>Focus groups, evidence from ESMT visits show further improvement</b></li> <li>• <b>Common strategies are being used and pupils are better readers</b></li> <li>• <b>Reading Tests show improvement</b></li> <li>• <b>Focus groups and surveys endorse positive impact</b></li> <li>• <b>ESMT class visits and focus groups confirm accessibility</b></li> <li>• <b>Sampling of tasks and Focus groups confirm better, deeper tasks</b></li> <li>• <b>Analysis of participation rates confirm improvement</b></li> <li>• <b>Course outlines confirm longer blocks in place</b></li> <li>• <b>Pupils show better developed skills</b></li> <li>• <b>Course includes dance option instead of and as well as PE</b></li> <li>• <b>Analysis of P.E. participation rates shows improved participation</b></li> </ul>		

<b>Area of Development:</b>					2012 2013
<b>Priority 2: Improved levels of attainment</b>					
<b>School's current position:</b> HMIe recognised steps school has taken to improve attainment and encouraged continued concerted endeavour to maintain and build on improvement					
<b>Desired Outcome</b>	<b>Implementation Process (Actions)</b>	<b>By whom?</b>	<b>Time Scale</b>	<b>Resources / Costs / Training needs</b>	<b>Monitoring; by whom ? How?</b>
<b>Continuation of improvement to current attainment</b>	Audit and evaluation of current support and intervention strategies. Share at ESMT meeting	ESMT DHT L&T	By September 2012	ESMT Meeting time SQA Exam analysis meeting	ESMT. Analysis of SQA performance.
	Identify, implement and evaluate alternative strategies to support improved attainment.	ESMT DHT L&T	By April 2013	Time Study Support Budget Additional financial resources Development time	DHT L&T ESMT/ PTC meeting time
	Explore and implement systems for collation of S1-S3 profiling/learning logs including using Didbook	DHT L&T All staff	October 2012/April 2013	Time / Good practice visits/ networking/ CPD/House and Year Assemblies	DHT L&T
	Link PLPs in PSE to profiling and include wider achievements. Evaluate success.	DHT Support PTC Guidance DHT L&T PTC ASN B	By April 2013	Time CPD PSE Programme opportunities	DHT Support PTC Guidance
	Regular review and evaluate curriculum, learning and teaching	ESMT	Fortnightly from August	ESMT Meetings PTC Meetings	SMT

	<p>leading to improved consistency of delivery across school.</p> <p>Evaluate and act on quality assurance findings</p> <p>SQA Results Meetings</p> <p>Department CPD to ensure that staff are familiar with assessment tools and procedures for National 4 and National 5</p> <p>Evaluation of extent to which pupils are clearer about targets and that dialogue between teaching staff and pupils has improved</p> <p>Evidence of next steps and how to improve being negotiated by pupil and class teacher. Evaluate success.</p>	<p>ESMT</p> <p>All staff</p> <p>All Staff</p> <p>PTCs All staff</p> <p>PTCs All staff</p>	<p>2012</p> <p>Monthly to May/ 2013</p> <p>Ongoing Inset days etc 2012 Reports</p> <p>By April 2013</p> <p>April 2013</p> <p>September 2012 to May 2013</p>	<p>ESMT Time PTC Time</p> <p>Meeting time Funds for resources identified Good practice identified and disseminated</p> <p>Meeting time Funds for identified resources. Good practice identified and disseminated</p> <p>CPD/ Good practice disseminated/ Dept meeting time</p> <p>Focus groups, sampling, class visits</p>	<p>SMT</p> <p>SMT</p> <p>DHT L&amp;T, PTCs</p> <p>ESMT via validation</p> <p>DHT Year Heads</p>
<p><b>Evaluation:</b>  <i>Has an evaluation of SQA Results taken place?</i>  <i>Are more ideas identified at department/SMT Results' Analysis meetings?</i>  <i>Has a system to record profiles been identified?</i>  <i>Have PLPs in PSE been linked to profiles and pupils' wider</i></p>			<p><b>Evidence (How do we know?)</b></p> <ul style="list-style-type: none"> <li>• <b>Analysis of results shows continued improvement</b></li> <li>• <b>Ideas are put in place and additional resources are allocated</b></li> <li>• <b>Pupils are keeping profiles/ learning logs</b></li> <li>• <b>Links between PLPs in PSE and wider achievement</b></li> </ul>		

<p><b>achievements?</b>  <b><i>Is learning and teaching being regularly reviewed and evaluated?</i></b>  <b><i>Is the ESMT Quality Assurance programme being reviewed?</i></b>  <b><i>Are staff familiar with National 4 and 5 assessment tools?</i></b></p> <p><b><i>Do pupils have a clearer understanding of targets in report cards?</i></b></p> <p><b><i>Are pupils and teachers engaging in dialogue about next steps for learning?</i></b></p>	<p><b>can be seen</b></p> <ul style="list-style-type: none"> <li>• <b>Visits and department meeting minutes show this to be the case</b></li> <li>• <b>ESMT Minutes show evidence of regular review</b></li> <li>• <b>PTCs can confirm. SMT staff focus group/ survey monkey also confirms this.</b></li> <li>• <b>Focus groups confirm that pupils have clearer understanding of targets in report cards</b></li> <li>• <b>Observations and focus groups confirm that pupils and teachers are engaging in dialogue about next steps for learning</b></li> </ul>
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<b>Additional Tasks</b>			2012 2013		
<b>Task 1: Reduce exclusion levels</b>					
<b>School's current position:</b> HMIe raised concerns about current levels of exclusions and recommended close monitoring					
<b>Desired Outcome</b>	<b>Implementation Process (Actions)</b>	<b>By whom?</b>	<b>Time Scale</b>	<b>Resources / Costs / Training needs</b>	<b>Monitoring; by whom ? How?</b>
<b>Fewer exclusions</b>	Audit of current behaviour support strategies.	SMT PTCs ASN	October 2012	Time	SMT
	Make greater use of alternative strategies to support behaviour. Evaluate success.	PTC ASN B	April 2013	Time	HT analyses monthly exclusion statistics with SMT
	Internal exclusion facility expanded and formalised: separate breaks for excluded pupils. Evaluate success.	SMT PTC ASN B	April 2013	Time	HT analyses monthly internal exclusion statistics with SMT
	Regular review of exclusions shared with key staff and partner agencies.	IPST	Monthly	IPST Meeting	SMT
<b>Evaluation:</b> <b>Have current behaviour support strategies been reviewed?</b>  <b>Are alternatives to exclusion being used successfully?</b> <b>Is internal exclusion being used effectively to improve behaviour and learning outcomes?</b>  <b>Are exclusion figures being analysed to help reduce rates of exclusion?</b>			<b>Evidence (How do we know?)</b> Notes can be produced to show that strategies have been audited <b>Analysis show fewer exclusions and improved behaviour</b> <b>Improved behaviour and learning outcomes have resulted from use of internal exclusion</b> <b>Exclusion Analysis can be evidenced</b> <b>Monitoring and Analysis can be evidenced</b>		

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<b>Additional task 2:</b>				2012 2013	
<b>Task 2: Reduce absence levels and levels of late coming</b>					
<b>School's current position:</b> HMIe raised concerns about current levels of absences and recommended close monitoring					
<b>Desired Outcome</b>	<b>Implementation Process (Actions)</b>	<b>By whom?</b>	<b>Time Scale</b>	<b>Resources / Costs / Training needs</b>	<b>Monitoring; by whom ? How?</b>
<b>Better attendance and time keeping</b>	Audit of current strategies to improve attendance and time keeping.	SMT DHT Pupil Support	By August 2012	Time	SMT
	Identify, implement and evaluate alternative strategies to support attendance and time keeping .	DHT Pupil Support	August 2012 / ongoing / May 2013	Time	DHT Pupil Support with IPST
	Regular review of attendance and time keeping statistics shared at IPST	SMT IPST	On a 3-weekly cycle at IPST	IPST Meeting	SMT
<b>Evaluation:</b> <i>Have strategies to improve attendance been audited? ?</i> <i>Have alternative strategies to improve attendance been identified and implemented?</i>  <i>Are absences and poor timekeeping regularly reviewed at IPST</i>			<b>Evidence (How do we know?)</b> <b>Notes show evidence of audit of strategies to improve attendance</b> <b>Alternative strategies to improve attendance have been identified and implemented</b> <b>Minutes show that absences and poor time keeping are reviewed</b>		

<b>Additional task 3:</b>					2012 2013
<b>Task 3: Review and revise school's vision, values and aims and update SIP Template</b>					
<b>School's current position:</b> Current statement of vision, values and aims is tied to out of date National Priorities					
<b>Desired Outcome</b>	<b>Implementation Process (Actions)</b>	<b>By whom?</b>	<b>Time Scale</b>	<b>Resources / Costs / Training needs</b>	<b>Monitoring; by whom ? How?</b>
<b>School's vision, values and aims updated</b>	Consult with stakeholders	PTC Social Subjects	By April 2013	Time SLWG Identified staff and stakeholders	SMT
<b>Evaluation:</b> <i>Have stakeholders been consulted and have the school's vision, values and aims been updated in line with national priorities.</i>			<b>Evidence (How do we know?)</b> <b>Minutes and paperwork show that stakeholders have been consulted and that the school's vision, values and aims have been reviewed and updated</b>  <b>The new vision, values and aims are ready for inclusion in next session's school improvement plan</b>		



<b>Additional task 4:</b>				2012 2013	
<b>Task 4: Produce a standards and quality update summary report for parents</b>					
<b>School's current position:</b> HMIe have conducted a follow through inspection and reported back on school's continued improvement					
<b>Desired Outcome</b>	<b>Implementation Process (Actions)</b>	<b>By whom?</b>	<b>Time Scale</b>	<b>Resources / Costs / Training needs</b>	<b>Monitoring; by whom ? How?</b>
<b>School's progress towards improved standards of attainment and achievement is shared with stakeholders</b>	Examine exemplars, produce summary report and issue to stakeholders	Head Teacher	September 2012	Time Reproduction costs	EO
	Implementation of the writing of an annual Departmental Progress Report to be submitted to the Head Teacher by Victoria Day in May	Heads of Department	By 20 May 2013	Time Reproduction costs	SMT
<b>Evaluation:</b> <i>Has a Standards and quality summary report for parents been produced?</i>			<b>Evidence (How do we know?)</b> <b>A S&amp;Q summary report has been issued</b>		

<b>Additional task 5:</b>					2012 2013
<b>Task 5: Update school's self evaluation report</b>					
<b>School's current position:</b> Existing self evaluation report was prepared for and shared with HMIe.					
<b>Desired Outcome</b>	<b>Implementation Process (Actions)</b>	<b>By whom?</b>	<b>Time Scale</b>	<b>Resources / Costs / Training needs</b>	<b>Monitoring; by whom ? How?</b>
<b>School's self evaluation report is regularly updated</b>	Consult with staff and update self evaluation on a monthly basis	SMT	Monthly from October 2012 with final review in April 2013	Time Consultation documents Administrative support Relevant QIs re-disseminated to staff	EO
<b>Evaluation:</b> <i>Has the self evaluation report been updated?</i>			<b>Evidence (How do we know?)</b> Updated report available.		

<b>Additional task 6:</b>					2012 2013
<b>Task 6 : Develop House system</b>					
<b>School's current position:</b> HMIe reported that pupils wanted more House activities and greater House identity					
<b>Desired Outcome</b>	<b>Implementation Process (Actions)</b>	<b>By whom?</b>	<b>Time Scale</b>	<b>Resources / Costs / Training needs</b>	<b>Monitoring; by whom ? How?</b>
<b>Improved sense of House identity</b>	Consult with stakeholders and introduce and evaluate new procedures	DHT Timetabling  House Captains  School Captain	August 2012 / October 2012 monitoring report / February 2012 monitoring report / May 2013 final evaluation	Time Weekly publication of house points total Administrative Support Focus Groups	SMT
<b>Evaluation:</b> <i>Do pupils have a stronger sense of House identity?</i>			<b>Evidence (How do we know?)</b> <b>Focus groups and surveys confirm that pupils feel a stronger sense of house identity</b>		

<b>Additional task 7:</b>					2012 2013
<b>Task 7: Increase range of sporting opportunities</b>					
<b>School's current position:</b> HMIe reported that the school should seek to improve the range of sporting opportunities on offer to pupils					
<b>Desired Outcome</b>	<b>Implementation Process (Actions)</b>	<b>By whom?</b>	<b>Time Scale</b>	<b>Resources / Costs / Training needs</b>	<b>Monitoring; by whom ? How?</b>
Improved range of sporting opportunities on offer to pupils	Consult with stakeholders Liaise with partners and active schools' coordinators Offer more sports. Evaluate success.	PTC PE PE. Dept Active Sports Coordinators	April 2013	Time  <i>NB current industrial action by members of a teaching union is be taken into account of when attempting to plan initiatives / activities.</i>	PT PE to report on a regular basis to the SMT on the range of sports and extent of participation.
<b>Evaluation:</b> <i>Is there an improved range of sporting opportunities for pupils?</i>			<b>Evidence (How do we know?)</b> Focus groups and lists of what is on offer show a wider range of sporting opportunities are on offer to pupils.		

Additional task 8				2012 2013	
Task: Monitor the effectiveness of nurture bases					
School's current position: HMIe recognised the positive contribution of the school's Senior Nurture Base.					
Desired Outcome	Implementation Process (Actions)	By whom?	Time Scale	Resources / Costs / Training needs	Monitoring; by whom? How?
Improved learning experience for pupils connected with school's nurture provision, both senior & junior.	Examine and revise current practice in light of educational psychologist's review of senior nurture provision for S3/S4. Re-evaluate	PTC ASN B Educational Psychologist	April 2013	Time Accommodation customised	SMT PTC ASN B
Increased confidence, self-esteem & self awareness.	Implementation of S1/S2 Authority funded Nurture Group	0.5 FTE PTC ASN	August 2012 / January 2013 / June 2013	Staffing 0.5 FTE PTC ASN B Time Appropriate accommodation	SMT PTC ASN B
Pupils in the Senior Nurture Group feel supported & well prepared for future pathways in education, training or employment.	Consult with stakeholders  Liaise with partners such as Oatridge College, Skills Development Scotland & Youth Work Agencies.  Liaise with Educational Psychologist  Identify & prepare locations for working with pupils in Junior & Senior Nurture Groups.  Review Boxall Profiles, (Senior)	PTC/ASN (B) & Nurture Group Staff	Throughout September 2012 & at regular stages during the session, eg when reporting to parents/carers.  Throughout September 2012 & at regular stages during the session, eg when considering transition options.  As required & on evaluation of pupil progress  By September 2012	Time Staffing Training CPD Transport costs Educational Psychologist time	DHT Pupil Support to audit and report back to SMT on impact of involvement in nurture provision on participants. Educational attainment, attendance, exclusion, and time keeping statistics to be analysed and compared against same before involvement in

	<p>Complete Boxall Profiles, SDQs &amp; BIOS questionnaire, (Junior)</p> <p>Evaluate success.</p>		<p>By October 2012</p> <p>By October 2012</p> <p>By April 2013</p>		<p>Nurture.</p>
<p><b>Evaluation:</b>  <i>Have learning experiences for pupils improved due to their inclusion in nurture base provision?</i>  <i>Have pupils in the Senior Nurture Group grown in confidence, self esteem &amp; self awareness?</i>  <i>Do pupils in the Senior Nurture Group feel prepared for what lies ahead beyond school &amp; do they know what routes are available to them?</i></p>			<p><b>Evidence (How do we know?)</b>  <b>Analysis of learning achievements, attainment, attendance and exclusion figures. Educational Psychologist report.</b>  <b>Feedback from pupil &amp; parents.</b></p> <p><b>Positive destinations secured.</b></p>		

<b>Additional task 9:</b>					2012 2013
<b>Task: Ensure maximum use made of GL assessment information and Enhanced CAT Analysis</b>					
<b>School's current position:</b> HMIe reported that the school should seek to identify benchmarks for measuring progress of pupils in the broad general education					
<b>Desired Outcome</b>	<b>Implementation Process (Actions)</b>	<b>By whom?</b>	<b>Time Scale</b>	<b>Resources / Costs / Training needs</b>	<b>Monitoring; by whom ? How?</b>
Identify strategies and approaches for measuring progress of pupils in the broad general education	DHT L&T to analyse and provide CPD for PTCs  Pilot and Implement 'On Track with Learning'  GL and CAT data to be used effectively used by departments and all staff.	DHT L&T PTCs All Staff	September 2012 / May 2013	Time Local Authority Working Party (DHT L&T is a member)	DHT L&T to report back to SMT and EO
<b>Evaluation:</b> <i>Have benchmarks to allow measurement of pupils' progress through the broad general education been identified and implemented?</i>			<b>Evidence (How do we know?)</b> Benchmarks are in place.		

<b>Additional Tasks</b>				2012 2013	
<b>Task 10 Religious observance: Follow current National Guidelines on Religious Observance</b>					
<b>School's current position:</b> Previous National Guidelines were implemented in full					
<b>Desired Outcome</b>	<b>Implementation Process (Actions)</b>	<b>By whom?</b>	<b>Time Scale</b>	<b>Resources / Costs / Training needs</b>	<b>Monitoring; by whom ? How?</b>
<b>Increase in frequency of opportunities for Religious Observance</b>	Change the terminology of religious observance to "time for reflection"	Chaplaincy team/PTC Social subjects	Dec 2012	Time to liaise with Chaplaincy team	SMT/PTC social subjects
	Improve the opportunity for pupils and members of the local community to take or participate in 'time for reflection'	Chaplaincy team, Gordon Rouse, Busy project,	Jan 2013	Time to liaise and prepare	SMT/PTC social subjects
	'Time for reflection' incorporated into nurture group	Project Romania Chaplaincy team	By Oct 2012	Discussion with PTC ASN B	SMT/PTC
	'Time for reflection' to be used as an opportunity to promote school ethos	working with nurture base staff &PTC ASN/PTC Social subjects	Ongoing during 2012-2013	Time for SMT to liaise with Chaplaincy team	SMT
	'Time for reflection' to be used as an opportunity to promote the four capacities	AS/N/PTC Social subjects	Ongoing during 2012-2013	Time to liaise with Chaplaincy team	SMT/PTC social subjects



<p><b>Evaluation:</b>  <i>Has the terminology changed of religious observance to "time for reflection"</i>  <i>Is reflection pupil led?</i>  <i>Has time for reflection been incorporated into nurture group?</i></p> <p><i>Has time for reflection been used as an opportunity to promote school ethos?</i></p> <p><i>Has time for reflection been used as an opportunity to promote four capacities?</i></p>	<p><b>Evidence (How do we know?)</b>  <b>Student evaluations provide evidence of change and that objectives have been reached. Next steps are clearly identified from evaluation.</b>  <b>Work produced by nurture group shows reflection has taken place.</b></p>
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<b>Additional task 11:</b>				2012 2013	
<b>Task: Gain Rights Respecting Schools Level 1 award and ensure the school positive behaviour policy is inline with this award.</b>					
<b>School's current position:</b> Rights Respecting School plan was agreed last session and now needs to be implemented. Current positive behaviour policy is in need of review and updating					
<b>Desired Outcome</b>	<b>Implementation Process (Actions)</b>	<b>By whom?</b>	<b>Time Scale</b>	<b>Resources / Costs / Training needs</b>	<b>Monitoring; by whom? How?</b>
Review of current positive behaviour policy and rewrite it inline with RRSA framework	PTC Maths and Business Education to consult with focus groups from all stakeholders. <ul style="list-style-type: none"> <li>• lunchtime meetings with interested staff</li> <li>• pupil focus group</li> <li>• Survey Monkey parents</li> <li>• Collate ideas from all groups</li> <li>• Write a new positive behaviour policy taking account of the views of all stakeholders ensuring the UNCRC articles are embedded into it.</li> </ul>	PTC / Staff, pupil and parent focus groups	By June 2013	Time/ CPD on Survey Monkey/ Reprographics costs	Head Teacher SMT/ESMT
Implement the RRSA plan from last session and gain the Level 1 award.	<ul style="list-style-type: none"> <li>• Establish a RRSA group</li> <li>• Identify staff to take forward aspects of the plan</li> <li>• Ensure pupil representation on the group</li> <li>• New set of classroom rules to be created by the pupils</li> <li>• Pupils to lead assemblies on global citizenship and sustainable development</li> <li>• Liaise with the community police</li> </ul>	PTC Interested staff External agencies Pupils	By June 2013	Time	Head Teacher / SMT / Linsey Crooks (RRSA Coordinator) -class visits - Pupil assembly feedback -Minutes of meetings

<p>Build "Time for Reflection" into the RRSA plan.</p>	<p>PTC Maths and Business Education to work with PTC Social Subjects and RMPS to embed 'Time for reflection' into RRSA and ensure that it fits with the Religious Observance task.</p>		<p>By June 2013</p>	<p>Time</p>	<p>SMT</p>
<p><b>Evaluation:</b></p> <p><i>Has the new policy been created involving all stakeholders in the process?</i></p> <p><i>Have we gained the RRSA (or well on our way to gaining it?)</i></p> <p><i>Have we embedded "Time for Reflection"</i></p>			<p><b>Evidence (How do we know?)</b></p> <p><b>Minutes of meetings</b></p> <p><b>Survey results</b></p> <p><b>Pupil feedback</b></p> <p><b>Meeting with Linsey Crooks</b></p> <p><b>Class visits and pupils discussions show that they are using the language of the CRC</b></p> <p><b>RRS notice board and CRC articles evident within the school</b></p> <p><b>Assessors will have visited the school and either awarded the certificate or given us action points to deal with.</b></p> <p><b>Student evaluations provide evidence of change and that objectives have been reached. Next steps are clearly identified from evaluation.</b></p> <p><b>Work produced by nurture group shows reflection has taken place.</b></p>		