



West Lothian
Council

Education Policy Development and Scrutiny Panel

West Lothian Civic Centre
Howden South Road
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19 February 2014

A meeting of the **Education Policy Development and Scrutiny Panel** of West Lothian Council will be held within **Council Chambers, West Lothian Civic Centre** on **Tuesday 25 February 2014** at **10:00 a.m.**

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 the Education Policy Development and Scrutiny Panel held on Tuesday 07 January 2014 (herewith).
5. 2012 Base School Forecasts - Report by Head of Planning and Economic Development (herewith)
6. Partnership Agreement with Education Scotland - Report by Head of Education (Quality Assurance) and Head of Schools with Education Support (herewith)
7. School Estate Performance 2012/2013 - Condition & Suitability - Joint Report by Head of Finance and Estates and Head of Schools with Education Support (herewith)

DATA LABEL: Public

8. Statistics for Schools - Pupil Teacher Ratios - Report by Head of Schools with Education Support (herewith)
9. Educational Outcomes of Looked After Children (LAC) - Report by Head of Education (Quality Assurance) (herewith)
10. Youth Music Initiative Year 12 - Proposed Programme - Report by Head of Area Services (herewith)
11. National Qualifications Update - Report by Head of Education (Quality Assurance) (herewith)
12. Active Schools Performance Management Review Term 1 2013-14 - Report by Head of Education (Quality Assurance) (herewith)
13. SQA Results 2013 Post-Appeal - Report by Head of Education (Quality Assurance) (herewith)
14. Workplan (herewith)

NOTE **For further details please contact Elaine Dow on 01506 281594 or email 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 7 JANUARY 2014.

Present – Councillors Lawrence Fitzpatrick (Chair), Stuart Borrowman, Tony Boyle (substituting for David Dodds), John McGinty, Andrew Miller and Jim Walker; Appointed Representatives Elsie Aitken, John Hendrie, Eric Lumsden, Myra MacPherson and Lynne McEwen.

Apologies – Councillor David Dodds and Appointed Representative Graham Stormont.

In attendance – Raymond Branton, Simply Play

1. ORDER OF BUSINESS

The Chair ruled, under Standing Order 7 (Urgent Business), that the Education PDSP Workplan be considered as the last item on the agenda as this had not been submitted on time for inclusion on the agenda.

2. DECLARATIONS OF INTEREST

Agenda Item 7 – Update on Simply Play Provision of Out of School Care

Councillor Tony Boyle declared a non-financial interest arising from his position as a council appointee to Family & Community Development West Lothian.

3. MINUTE

The Panel approved the Minute of its meeting held on 19 November 2013 as being a correct record. The Minute was thereafter signed by the Chair.

Matters Arising

Page 131 of the minute, item 5 (workplan); The Panel was advised that the report relating to the HM Inspectorate Partnership Agreement was not available for the meeting due to the fact that this was still being updated. This would be submitted to the next meeting of the Education PDSP scheduled to be held on 25 February 2014.

4. ADAPTIVE TESTING IN PRIMARY SCHOOLS

The Panel noted a presentation carried out by the Head of Service – Schools with Education Support, on the implementation of adaptive testing in primary schools.

Adaptive testing was carried out to provide early analysis and identify any improvements that were required in primary schools. Reliable and robust

information was available in key measures of attainment. Adaptive testing was carried out at each of primary stages P1, P3, P5 and P7. Testing at P1 provided baseline information for children entering primary school. Testing at the later stages provided information on progress and achievements made.

The Panel was then provided with an update in relation to the P1 standardised scores within SIMD Decile Bands for the end of session 2012/13 and provided comparisons for P1 testing at the start of session 2013/14. Primary 3, 5 and 7 testing was also carried out in May/June 2013 with the scores indicating that performance on all key measures were in line with the consortium average for Scottish Authorities using the same tests. Results were provided on the progression across stages with a detailed attainment report comparing P3, P5 and P7 scores in Developed Ability, Reading, Mental Arithmetic and General Maths for the school, decile and West Lothian average.

It was noted that briefing sessions were also carried out for Head Teachers, Education Officers, teachers and key staff. The results of the adaptive tests carried out would be shared with all Head Teachers in all primary schools to allow a collaborative approach.

It was proposed that in order to capture value-added information, Education Services would trial the use of adaptive tests in the remaining stages P2, P4 and P6, in addition to the other primary stages.

During the question and answer session the Panel recommended that the adaptive testing results should also be shared with Parent Councils in schools.

Following conclusion of the presentation the Panel considered a report (copies of which had been circulated) by the Head of Service – Schools with Education Support. The report advised that in May/June 2013 the University of Durham Centre for Evaluation and Monitoring (CEM) adaptive tests were introduced in all primary schools, which was intended to improve the robustness of the processes involved and the information gained.

The report went on to provide details of the overall outcomes from adaptive testing in session 2013. Key performance measures were also highlighted by levels of deprivation. The action taken following the analysis of test results included:

- A detailed Attainment Report for each primary school;
- Future Attainment Reports to include information relating to the value added by the school to pupils' attainment between key stages in learning;
- Briefing sessions with Head Teachers and Education Officers to develop their ability to interpret and make effective use of the data;
- Information from Primary 7 testing to be shared with associated

secondary schools to enhance transition process;

- Analysis of comparative data, e.g. comparison across SIMD decile bands would support more effective benchmarking;
- Analysed test data enabled Education Services to prioritise support for mental arithmetic. A detailed Mental Mathematics Framework was produced and shared with schools and additional training given to enhance teachers' understanding of the early stages of arithmetical learning.

It was noted that the remaining raising attainment time limited investment would be used to support developing teacher's professional knowledge and understanding and the effective use of assessment information to plan and deliver experiences to enable pupils to progress securely in their learning.

During the course of the discussion the Panel recommended that a report be submitted to a future meeting of the Education PDSP when more information became available from adaptive testing highlighting comparative data.

Elsie Aitken stated that the information provided to date was found to be very useful to assess practice in schools.

In conclusion, adaptive testing has provided reliable and robust data in key measures of attainment in primary schools. It was recommended that further reports on adaptive test results be considered by PDSP when more data became available and that these reports should include an evaluation of the impact of measurers introduced to secure improvements in attainment.

The Chair, on behalf of the Panel, commended all staff involved for the excellent work carried out in the implementation of adaptive testing.

The Panel was asked to:

- Note that children in primary stages 1, 3, 5 and 7 undertook adaptive tests in May and June 2013 and that the August 2013 Primary 1 intake tests have been completed;
- Note that Education Services would extend adaptive testing to Primary Stages 2, 4 and 6 in 2014;
- Note that a 'Mental Mathematics' framework has been developed to address the identified gap in age related performance in mental arithmetic apparent across the majority of schools;
- Note that the development officers for raising attainment (DORAs - time limited investment) would continue to develop approaches to numeracy to complement the work undertaken on improving literacy; and

- Recommend to the Education Executive that a further report and presentation on the results of adaptive tests for all Primary Stages is provided for the 2014 year groups and that reports be provided thereafter on an annual basis

Decision

1. Noted the presentation carried out by the Head of Schools with Education Support;
 2. Noted the contents of the report;
 3. Agreed that a report would be submitted to a future meeting of the Education PDSP when comparative information became available;
 4. Agreed that the adaptive testing results would be shared with Parent Councils.
5. CHILDREN AND YOUNG PEOPLE (SCOTLAND) BILL: EXTENSION OF PRE-SCHOOL PROVISION TO 600 HOURS

The Panel considered a report (copies of which had been circulated) by the Head of Service – Schools with Education Support which provided information regarding the proposals to provide additional hours for pre-school children to allow flexibility for families while ensuring best value from council resources.

The Head of Service – Schools with Education Support advised the Panel that the implementation of the Children and Young People Bill would require an increase in the provision of free pre-school education and child care from 475 hours a year to 600 hours. This would help families by delivering improved childcare to every three and four year old as well as the most vulnerable two year olds. Local Authorities would require to implement a model of increased hours of early learning and childcare from August 2014. Thereafter consultation would be required with a representative sample of parents and carers every two years with plans published as to how the service would be adjusted to meet the changing needs of children and families. The Panel was then provided with an update on the current pre-school provision and the proposals to implement the extension of pre-school provision.

Staffing implications were outlined in the report. It was also noted that wraparound capacity would match current demand levels for the service but would continue to be provided from the end of the morning nursery session throughout the day until 5.30 p.m. The demand for nursery places across the Bathgate area had increased significantly and was anticipated to continue for the foreseeable future based on population projections. The current wraparound accommodation would therefore be required for nursery capacity from August 2014 onwards. Funding had been approved within the capital programme to undertake works to create appropriate accommodation within another area of the Bathgate Early Years Centre to ensure that the service would continue. A report would

be provided to the Panel in relation to wraparound care at a future date.

The Scottish Government confirmed that the financial implications associated with the implementation of the Children and Young People (Scotland) Bill would be fully funded and incorporated within the Local Government Financial Settlement. The anticipated cost implications of the proposals were detailed in the report. It was noted, however, that a substantial part of the costs related to staffing additional Pupil Support Workers.

The Customer and Performance Manager, Education Support, then provided the Panel with an update on the parental consultation carried out. The parents of all children eligible to be in pre-school provision in school year 2014/15 were invited to complete a survey in order to determine their priorities for the future of pre-school provision. A total of 525 responses were received, a breakdown of which was detailed in the appendix to the report. Based on the comments made by parents it was suggested that the council consider the following proposals to increase flexibility in future years however, it was noted that this would be dependent on increased resources from the Scottish Government to support this greater flexibility:

1. Provide some childcare in school holidays;
2. Increase the number of partner provider places available;
3. Pilot the provision of 'condensed hours' spread over 2.5 days with a limited number of places offered at a limited number of locations where surplus physical capacity existed with the development of admission criteria to allow fair allocation of the limited number of places likely to be available; and
4. Extend the provision of part-time/shared places at locations where surplus physical capacity existed with the development of admission criteria to allow fair allocation of the limited number of places likely to be available.

In conclusion, the proposals made were designed to sustain the standard of West Lothian's high quality pre-school education provision while meeting the council's obligation to provide 125 additional hours. The model of delivery of the additional hours as a combination of early learning and childcare would support families by providing more flexible nursery education.

The Panel was asked to note the contents of the report and recommend that the Education Executive:

1. Extend provision to 600 hours by providing five extended morning sessions which included a healthy breakfast snack and four extended afternoon sessions which included a healthy snack; and
2. Consider further the proposals set out in Section D6 of the report to increase flexibility in future years once the availability of finance to support this increase was known.

Decision

1. Noted the contents of the report; and
2. Agreed that the report be submitted to the Education Executive for approval.

6. UPDATE ON SIMPLY PLAY PROVISION OF OUT OF SCHOOL CARE

The Panel considered a report (copies of which had been circulated) by the Head of Service Schools with Education Support, which provided an update on the council's partnership with Simply Play in providing a quality, sustainable Out of School Care service across West Lothian.

The report recalled that Simply Play was created in early 2010 in response to requests from the parent-led Out of School Care sector in West Lothian who were struggling and, in many cases, failing to comply with the increasing legislative and regulatory demands of running a childcare business. As Family and Community Development West Lothian had a proven track record in quality childcare, play and creating and managing successful social enterprises, a single social enterprise was created in partnership with West Lothian Council and Simply Play was formed.

Raymond Branton, Simply Play, provided the Panel with an update on the progress made. Simply Play was in its fourth year and operated nine clubs. He was happy to report that a new, tenth service at Simpson Primary School in Wester Inch, Bathgate was due to open. Opening new services was significant in the future business stability of the service, which was performing well in such a difficult economic climate and which continued to attract funding. Further benefits of having a single organisation approach was the consistency of improvement in marketing, management and recruitment.

Jo Dinning, Childcare Development Officer advised that Simply Play was recognised nationally for innovation and were proud winners of a SSSC National Care Accolade 2012. They were also shortlisted for a Social Enterprise of the Year award in 2013, which they won.

The report went on to highlight that careful financial management was crucial to the ongoing success of Simply Play. The aim was to reach financial targets with council investment reducing over the next two years, particularly in 2015/2016. Simply Play aimed to keep their childcare costs competitive and affordable for local families who relied on the service.

In conclusion, Simply Play continued to deliver out of school care across West Lothian which addressed many of the issues previously faced by this sector. In particular, it removed the responsibility and liability from individual parents, establishing stability in nine clubs, some of which would otherwise have closed.

The Chair, on behalf of the Panel, then commended all staff involved for

the excellent work carried out and the tremendous efforts made in partnership working between West Lothian Council and Simply Play led by Raymond Branton and supported by Jo Dinning, which was recognised nationally.

The Panel was asked to recognise the achievements of Simply Play to date and to acknowledge future challenges in providing sustainable out of school services.

Decision

Noted the contents of the report.

7. SCHOOL LEAVER DESTINATIONS

The Panel considered a report (copies of which had been circulated) by the Head of Area Services providing details of the School Leaver Destination Results (SLDR) for 2012/2013 based on the School Leavers' Destinations Review carried out by Skills Development Scotland in September and October 2013.

The report recalled that the School Leaver Destination Results were published annually by Skills Development Scotland, with results of a follow up survey published around six months later. Appendix 1 to the report provided details of the SLDR figures for each mainstream secondary school in West Lothian. Appendix 2 provided details of the Scottish local authority figures. These were based on returns from 100% of leavers in West Lothian, which was 2,025, an increase of 171 from session 2011/2012.

David McLean, Education Officer, provided the Panel with an update on the key points noted in the December 2013 results. He stated that the results were positive with an increase of 2.2% of school leavers progressing into positive destinations. West Lothian was ranked in sixteenth position out of the thirty-two local authorities, which was an increase of two places on the position in 2011/2012, and ranked first in order of comparator authorities. He also advised that key worker support had been provided to target secondary schools allocated on the basis of Scottish Index of Multiple Deprivation (SIMD) and SLDR information. Improving the choice and number of options available to young people through the provision of additional support funding to enable schools to expand the availability of vocational experiences for young people led to an increase in the percentage of leavers entering training. It was also noted that a Development Officer: MCMC, was employed to replace the previous post holder who retired.

A question and answer session followed. Members of the Panel were provided with further information relating to the results of the percentage destinations by schools and also the course areas split by gender. It was noted that some course areas were significant in terms of gender in that the results for engineering courses were male dominated while social and caring and health and medicine courses were female dominated.

In conclusion, an analysis of the positive results received was carried out which demonstrated that the key strategies which were put in place over the past five years were proving to be effective and successful in targeting key groups of young people in West Lothian in realising their aspirations for the future and in supporting them to attain positive destinations.

The Panel was asked to note the continuing increase in the proportion of young people achieving a positive destination on leaving school.

Decision

Noted the contents of the report.

8. WORK PLAN

The Panel considered the contents of the work plan (copies of which were tabled).

Decision

Noted the work plan.



EDUCATION POLICY DEVELOPMENT SCRUTINY PANEL

2012 BASE SCHOOL FORECASTS

REPORT BY HEAD OF PLANNING AND ECONOMIC DEVELOPMENT.

A. PURPOSE OF REPORT

The main purpose of this report is to inform the Education Policy Development and Scrutiny Panel of the updated 2012 base school forecast that will be used for future revenue and capital plans, pupil placement decisions, education planning and consultations and development plan consultations. An updated methodology summary is also attached at appendix 5.

B. RECOMMENDATION

The Education Policy Development and Scrutiny Panel is asked to consider the content of the report and present the following recommendations to the Education Executive:

1. agrees the forecast update on pupil rolls, including the assumptions and methodology applied in producing these data, and
2. agrees the school roll forecasts as being the basis for future education provision planning and consultation on development planning.

C. SUMMARY OF IMPLICATIONS

I Council Values

Focusing on our customers' needs.
Being honest, open and accountable.
Providing equality of opportunities.
Making best use of our resources.
Working in partnership.

II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)

Senior legal opinion has previously been obtained in relation to forecast methodology, reserved places and school capacity. It is necessary to consider school provision and catchment area arrangements in the context of the West Lothian Local Plan and The Edinburgh and South East Scotland SDP.

III	Implications for Scheme of Delegations to Officers	The proposal will have no effect on the scheme of delegation.
IV	Impact on performance and performance Indicators	It is anticipated that the proposal will have little effect on performance and performance indicators
V	Relevance to Single Outcome Agreement	The proposal supports delivery of Outcomes 1, 2, 3, & 8 in the Single Outcome Agreement 2013-2023.
VI	Resources - (Financial, Staffing and Property)	Management of pupil placement and school capacity impinges significantly on the revenue and capital planning processes.
VII	Consideration at PDSP	Education Policy Development and Scrutiny Panel, 23 February 2014.
VIII	Other Consultations	Queens Counsel advice was obtained on forecast methodology in February 2008. Presentation on school roll forecast methodology made to Association of Directors of Education, Scotland (ADES), June 2008, and to school parent council representatives, January 2009. Supplementary Planning Guidance (SPG) – Planning for Education, 25 November 2008. Internal consultations have taken place with finance and planning. Updated methodology summary was last approved 9 October 2012.

D1 TERMS OF REPORT

Background

Medium term school primary and secondary school forecasts are critical elements in the forward planning of revenue and capital investment in West Lothian. The current base forecast covers a time range from school session 2012-2013 with forecast school rolls from 2014-2015 through to 2023-2024. The housing component of the forecast is based on Audit 13. The updated forecasts and methodology will be used in association with the SPG on Planning for Education. It may be necessary to update the SPG from time to time to ensure its currency with the latest school forecast methodology. It should also be noted that approval of this latest school forecast and methodology will enable progress to be made on revision of existing and provision of new SPG for Schools (developer contribution policies) to be brought to future Development and Transport Policy Development and Scrutiny Panels for consideration.

D2 Medium Term School Roll Forecast Methodology

The 2012 Base has been updated with the 2013 school census and will also be updated when the session 2014 pupil placement applications for P1 and S1 are determined in late March 2014.

There is a requirement for ongoing monitoring to determine if revised methodological developments are required and that any such changes are fit for purpose.

D3 Current School Roll Forecast Caveats

0-18 Year Old Population Trend

It is important to note that, whilst the trend in primary school rolls was generally downward in the last decade, this is currently reversing, short term at least, irrespective of economic conditions as the potential pupils have already been born and are living within West Lothian (current data generally confirming this position put forward with the last forecast update report). These potential West Lothian school pupils are graphed at appendix 3a by school enrolment year (some children may attend a non-West Lothian school). As previously advised, individual single year cohorts of children, or enrolment years, have recently increased substantially. This data should be considered in the context of previous school roll trends and admissions, particularly at primary school, appendix 3b illustrating the variability in actual data trends.

Tracking pupil cohorts from birth to P1 entry indicates sustained growth in the short term and P1 intakes of a higher level than in previous years. Although appendix 3a currently shows reduction in the 2016 and 2017 P1 cohorts, these cohorts are expected to increase before actual enrolment at P1 as exhibited by the current 2015 P1 intake cohort.

This cohort, reported in the 2011 Base School Forecast, has increased by over 200 children since the data was last reported to Education Executive in October 2012. Reference has been made to this fact in recent responses on major planning applications.

It is likely that primary school rolls will increase and remain above the 2013 roll total of 14,888 pupils for the next 4 years for demographic reasons irrespective of new housing development.

Appendix 4 illustrates the overall trend in house completions from 1992-2011. The strong downward trend from 2005 continues into 2012 but there is good evidence to indicate that there is ongoing recovery in housing completions. Current information from building standards indicates a monthly completion rate of around 60 units per month and this is expected to increase as new sites commence in East Calder, Whitburn and Winchburgh. The expected upturn in housing completions is reflected in the housing model for the "Base Auditable with Local Plan" forecast although it may be towards the end of the forecast period before completions match the rates experienced previously, in 2001-2005 – with consequent increases in demographic growth.

The housing market has a current emphasis on “family” housing that is resulting in strong demographic growth even though the total number of completions is at a relative low point. These housing trends need to be set in the context of a feature of pre-school cohort trends in recent years and the increase in the number of pre-school children prior to their actual enrolment in primary school. Therefore the current reduction in the 2016 and 2017 cohorts could be considerably offset through the impact of new housing.

It is thus reasonable to assume that, irrespective of the substantial, but delayed residential development in West Lothian, that the total school aged population is not likely to decrease in West Lothian, but is much more likely to grow over the next five years. It is also likely that local hot spots on school capacity will remain as there appears to be no change in the underlying population structure. A recovery in the housing market will be the key as to the scale of school roll growth.

Housing Allocations Post 2019

It is crucial to note the scale of housing allocations post 2023. Currently, some 3,908 houses are programmed for completion 2023 onwards that are not included in the Base Auditable forecast and 11,249 in the Base Auditable with Local Plan forecast. This indicatively equates to some 2,600 secondary school aged pupils and 4,600 primary school aged pupils (prior to the application of house completion programming and forecast factors). Any increase in the forecast housing programme will result in higher school rolls at an earlier date, and, the difference could be very significant.

The forecast is sensitive to any improvement or deterioration in economic circumstances.

D4 2012 Base School Roll Forecast

The 2012 Base Auditable Forecast and Base Auditable with Local Plan forecasts are attached at Appendix 1 and Appendix 2 respectively.

Whilst both secondary school roll forecasts may show some decline in the last 2 years of the forecast time period, as noted in D3 above, the anticipated growth in the 2016 and 2017 cohorts may completely remove these current forecast reductions.

Appendix 1 and 2 have the same summary headings, including, total primary rolls – appendix (a), forecast primary one intakes – appendix (b), scheduled housing by secondary school – appendix (c), forecast secondary one intakes – appendix (d) and total secondary rolls – appendix (e). These sub sections are all drawn from a generic forecast summary.

In brief, the Base Auditable Forecast at appendix 1(a) shows an increase in total primary rolls from 14,685 pupils in school Session 2012-2013 to 16,108 pupils in school session 2023-2024 – an increase of some 1,423 pupils. The increase is significantly greater in the Auditable with Local Plan forecast at appendix 2(a).

This scale of growth is matched by an increase in forecast P1 intakes rising from 2,254 pupils in school Session 2012-2013 to 2,383 pupils in school Session 2023-2024, appendix 1(b), again significantly greater in the Auditable with Local Plan forecast at appendix 2(b).

Base Auditable Forecast, appendix 1(c) sets out housing assumptions for the forecast period to school Session 2023-2024. This assumes early, but modest, sustained recovery of housing to around 50% of previous peak years, somewhat in excess of 600 completions per year. It is not until 2018 in the Auditable with Local Plan forecast at appendix 2(c) that housing completions are anticipated as returning to previous levels. Any suppression of economic recovery will mean that forecasts will be closer to those in appendix 1 rather than appendix 2.

The Base Auditable Forecast secondary one intakes are shown on appendix 1(d) and dip from 1,952 pupils in school Session 2012-2013 for 2 years then rise and fall back to 1,997 pupils in the school session 2023-2024. The Auditable with Local Plan forecast at appendix 2(d) shows a more sustained pattern of growth in S1 pupil numbers.

The last part of appendix 1 and 2, part (e), shows the total secondary school rolls from school Session 2012-2013, of 11,089 pupils, falling for 2 years then rising to 11,709 pupils in school session 2023-2024. The Auditable with Local Plan forecast at appendix 2(e) shows a more sustained pattern of growth.

D5 Summary

The forecasts show a particular demand for school places with some schools likely to avoid the effect of school roll decline whilst others show significant increase/decrease. The council has recently completed a series of school consultations that have dealt with primary/secondary school associations and also primary school catchment boundary changes. Ongoing school consultation and review of education provision arrangements is essential to support the development plan at this time. It should be noted that forecasts are demand led and will, in reality, be annually adjusted by actual placing request decisions which may accentuate secondary school rolls in particular. It will be necessary to balance all demand with significant school catchment revisions as well as the proposed school extensions and new build schools.

E. CONCLUSION

The updated school roll projections indicate growth in the pre-school and primary sectors over the forecast period with a period of limited decline in secondary rolls. If there is more sustained housing recovery then school rolls are likely to show stronger increases and less decrease – these being illustrated in Appendix 2. There is a need to continue to monitor the broader economic context in updating school rolls and projecting school capacity requirements. It is also important to review forecasts in light of any material changes, such as demographics, but particularly so with house building completions as this is the greatest single factor influencing school roll forecasts. Further school consultation and capacity enhancement will be necessary to ensure sufficient pre-school and school places are available.

F. BACKGROUND REFERENCES

9 October 2012 Education Executive report: *2011 Base School Forecasts*.
West Lothian Local Plan 2009

Appendices/Attachments:

Appendix 1 - 2012 Base School Roll Forecasts using Auditable Housing

Appendix 2 - 2012 Base School Roll Forecasts using Auditable Housing and Local Plan Allocations

Appendix 3 - 0-18 Population Trend by Single School Enrolment Year Cohorts 2001 – 2017

Appendix 4 - Historical House Completions, 1992 - 2011

Appendix 5 - Medium Term Forecast Methodology (July 2012)

Contact Person: David McKinney, Planning and Information Manager, Planning and Economic Development, Lomond House, Livingston, telephone 01506 281861, email david.mckinney@westlothian.gov.uk

Craig McCorriston, Head of Service, Planning and Economic Development
23 February 2014

2012 Base School Roll Forecast using Auditable Housing Sites only

Base_Auditable Summary of Primary School Roll Forecasts as at 18/12/13

School	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	Current Capacity
Addiewell	95	96	99	93	88	85	85	85	83	80	80	81	120
Armadales	442	473	542	498	495	495	504	517	529	527	534	552	415
Balbardie	413	419	428	439	444	452	455	446	445	435	432	438	415
Bankton	331	327	326	323	304	299	288	278	272	267	268	269	415
Bellsquarry	190	196	193	184	169	172	177	177	178	177	181	192	198
Blackburn	59	43	44	41	42	45	46	45	47	47	46	47	198
Blackridge	143	149	145	147	147	146	147	150	149	151	149	150	198
Boghall	254	265	271	272	276	287	295	292	294	294	295	294	387
Bridgend	78	69	76	80	84	78	76	72	71	68	65	67	120
Broxburn	362	375	395	390	403	422	446	453	464	478	498	519	415
Carmondean	402	400	387	376	369	359	356	369	360	357	359	357	415
Croftmalloch	206	200	192	180	174	171	166	158	154	158	164	162	387
Deans	258	258	290	292	289	296	288	286	278	273	266	269	360
Dechmont	14	18	20	17	11	11	14	18	16	16	15	14	47
Dedridge	172	163	160	155	158	150	152	154	152	151	152	151	279
East Calder	256	256	250	283	329	364	389	422	461	496	535	572	415
Eastertoun	333	328	321	322	307	310	302	305	309	311	306	316	360
Fallahill	168	160	159	157	163	159	167	164	170	172	170	166	360
Greenrigg	111	118	128	145	162	184	201	220	236	252	271	293	171
Harrysmuir	404	429	445	467	491	483	488	503	501	500	495	486	415
Holy Family	60	65	73	79	82	75	77	79	82	82	82	83	71
Howden St Andrew's	322	338	341	338	323	326	321	309	309	308	311	309	387
Kirkhill	249	237	236	213	207	200	206	204	201	199	197	194	387
Kirknewton	186	192	197	207	193	190	187	186	180	178	173	178	198
Knightsridge	250	265	271	269	268	283	282	279	284	280	285	288	415
Letham	204	213	207	198	194	193	190	197	195	199	201	201	279
Linthgow	417	414	405	406	402	390	381	376	365	359	356	354	415
Linthgow Bridge	199	201	195	202	186	168	165	156	146	140	131	136	198
Livingston Village	225	224	216	210	191	181	175	171	167	165	165	169	198
Longridge	92	85	81	80	80	76	76	74	76	76	75	76	120
Lowport	208	220	211	209	205	198	198	194	185	189	188	190	198
Meldrum	199	210	213	213	210	211	208	202	196	193	190	194	231
Mid Calder	291	288	280	265	242	240	234	226	216	219	224	234	415
Murrayfield	254	261	278	280	291	304	302	292	291	279	274	277	306
Our Lady of Lourdes	148	129	136	130	130	130	124	123	125	122	119	120	171
Our Lady's	54	52	52	53	57	56	52	44	47	46	44	43	96
Parkhead	356	349	355	360	365	363	364	360	371	367	364	365	415
Peel	408	388	383	385	370	389	397	409	418	418	413	419	415
Polkemmet	169	164	172	168	162	157	151	149	150	151	150	155	306
Pumpherstons and Uphall	171	183	204	216	226	230	231	232	233	240	249	270	231
Riverside	254	257	261	243	242	247	243	234	229	233	239	239	306
Seafield	115	113	115	108	99	89	85	83	82	78	76	76	120
Simpson	339	397	457	505	557	583	614	631	644	644	651	641	387
South Armadales	0	0	0	118	154	192	201	212	223	231	240	250	
Springfield	301	307	297	314	315	319	299	289	279	282	283	291	415
St Anthony's	193	194	204	202	197	198	201	207	211	216	221	229	198
St Columba's	126	123	130	133	135	135	136	134	137	136	136	136	171
St John Ogilvie	368	377	379	382	377	387	391	393	392	387	385	388	415
St John The Baptist	177	185	188	191	198	196	206	207	208	212	210	209	198
St Joseph's Linthgow	125	131	118	120	111	106	105	101	97	97	97	98	198
St Joseph's Whitburn	207	227	245	258	274	289	288	282	286	292	293	301	252
St Mary's Bathgate	401	404	407	423	433	434	429	427	430	432	434	438	462
St Mary's Polbeth	115	117	126	133	141	145	153	161	163	162	162	163	252
St Nicholas	365	375	380	384	376	384	394	393	393	395	400	410	387
St Ninian's	282	263	248	229	223	219	212	204	195	191	191	193	387
St Paul's	117	120	122	121	131	145	161	164	175	189	202	217	198
St Thomas'	36	30	31	27	23	22	22	23	21	21	21	21	96
Stoneyburn	97	86	91	89	92	90	88	95	96	96	94	91	150
Toronto	258	261	282	285	293	308	299	290	282	275	278	279	415
Torphichen	71	75	77	74	70	66	59	54	54	51	50	50	71
Uphall	300	310	307	314	310	317	315	309	305	301	295	303	387
Westfield	38	50	51	52	57	55	53	49	46	48	46	44	71
Whitdale	346	375	374	391	377	363	350	350	340	343	332	338	415
Williamston	409	395	378	370	354	332	322	304	280	270	266	270	415
Winchburgh	102	105	135	171	187	192	201	212	216	218	220	224	198
Windyknowe	363	362	379	435	456	472	478	496	506	522	522	527	415
Woodmuir	27	29	30	32	29	30	30	33	32	33	32	33	47
West Lothian	14685	14888	15187	15445	15499	15642	15699	15710	15730	15773	15849	16108	18615

Base Auditable Summary of Forecast P1 Intakes as at 18/12/13

School	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Abercorn	0	0	0	0	0	0	0	0	0	0	0	0
Addiewell	13	16	17	13	11	13	13	13	13	13	13	13
Armadale	81	80	103	81	68	73	76	76	79	80	81	82
Balbardie	68	64	74	66	57	65	68	67	67	67	66	66
Bankton	47	45	44	37	37	36	39	39	39	39	38	38
Bellsquarry	32	31	33	20	11	27	27	28	29	29	28	28
Blackburn	9	5	8	9	7	7	7	7	8	8	8	7
Blackridge	21	26	23	27	23	23	24	24	24	24	24	24
Boghall	44	43	46	46	47	50	48	47	47	47	48	48
Bridgend	16	10	14	12	8	9	10	10	10	10	10	10
Broxburn	62	61	61	53	55	66	68	68	70	72	74	77
Carmondean	45	60	54	48	52	48	52	55	54	54	53	53
Croftmalloch	29	26	18	17	25	23	23	23	23	22	22	23
Deans	34	42	41	44	35	38	40	39	40	40	40	39
Dechmont	5	8	7	3	1	7	6	6	6	5	5	5
Dedridge	24	29	27	23	26	22	24	24	24	24	24	24
East Calder	30	36	41	42	50	45	55	61	68	74	80	86
Eastertoun	40	40	42	49	33	50	45	44	44	44	44	44
Fallahill	28	18	23	26	28	23	26	26	26	27	27	27
Greenrigg	15	19	19	19	20	27	28	30	33	35	37	40
Harrysmuir	53	73	72	77	80	62	70	72	71	71	72	71
Holy Family	8	9	13	13	12	9	11	12	12	13	12	12
Howden St Andrew's	59	46	47	43	48	43	46	46	46	46	45	46
Kirkhill	29	25	27	26	26	25	26	26	26	26	26	26
Kirknewton	31	36	31	34	19	27	29	29	29	29	28	27
Knightsridge	44	36	45	35	39	48	43	42	42	42	42	42
Letham	24	36	28	30	32	32	31	32	32	31	31	32
Linlithgow	61	64	58	55	53	44	51	53	53	52	52	51
Linlithgow Bridge	29	30	26	29	14	15	20	20	21	21	20	19
Livingston Village	31	31	29	26	20	28	27	26	26	26	26	26
Longridge	13	9	11	12	10	12	11	11	11	11	11	11
Lowport	32	40	23	30	26	28	30	29	29	28	29	29
Meldrum	33	33	30	30	23	28	29	28	28	28	28	27
Mid Calder	41	44	29	26	22	39	35	34	34	32	32	32
Murrayfield	43	35	46	39	34	38	40	39	40	40	40	39
Our Lady of Lourdes	20	14	21	20	17	16	18	18	18	18	18	18
Our Lady's	15	3	8	9	8	6	7	7	7	7	7	7
Parkhead	46	50	48	47	46	48	53	53	56	55	54	54
Peel	59	49	60	65	52	66	64	63	63	64	64	63
Polkemmet	24	20	23	25	27	22	24	24	23	23	23	24
Pumpherston	0	0	0	0	0	0	0	0	0	0	0	0
Pumpherston and Uphall	30	28	30	30	22	23	28	29	31	34	36	38
Riverside	42	40	29	28	34	37	35	35	34	33	34	35
Seafield	13	12	17	14	11	9	11	12	12	12	12	11
Simpson	74	80	98	89	104	95	98	99	99	100	100	99
South Armadale	0	0	0	24	24	26	28	30	31	33	34	35
Springfield	47	46	34	37	32	44	41	40	40	38	39	39
St Anthony's	29	30	31	31	26	29	31	32	33	33	34	35
St Columba's	22	17	24	21	23	23	22	22	22	22	22	22
St John Ogilvie	55	55	60	57	52	55	56	57	57	57	57	56
St John The Baptist	31	31	28	32	32	28	31	31	31	31	31	31
St Joseph's Linlithgow	22	21	16	16	13	15	16	16	16	16	16	15
St Joseph's Whitburn	43	35	34	41	37	36	39	40	40	41	42	42
St Mary's Bathgate	61	55	56	58	54	62	64	64	65	65	65	65
St Mary's Polbeth	14	27	23	21	21	21	23	24	25	25	25	24
St Nicholas	58	60	59	57	50	54	57	58	59	60	60	61
St Ninian's	36	36	32	27	25	26	28	29	29	28	28	28
St Paul's	25	19	17	18	17	21	23	24	26	28	30	31
St Thomas'	4	4	3	3	2	3	3	3	3	3	3	3
Stoneyburn	9	13	15	16	16	11	13	14	14	14	14	14
Toronto	44	42	43	33	38	37	40	40	40	40	39	40
Torphichen	14	8	13	9	8	7	8	8	8	9	8	8
Uphall	55	51	50	51	36	45	47	46	46	46	45	44
Uphall Station Infant	0	0	0	0	0	0	0	0	0	0	0	0
Westfield	8	9	4	8	9	5	6	7	7	7	7	7
Whitdale	49	64	49	67	44	52	55	55	55	54	54	52
Williamston	59	61	48	41	34	34	41	43	42	41	40	39
Winchburgh	15	23	29	32	30	24	29	31	32	33	33	33
Windyknowe	56	56	49	68	66	69	72	75	76	78	79	79
Woodmuir	1	5	3	6	3	5	5	5	5	5	5	5
West Lothian	2254	2270	2268	2247	2070	2186	2295	2322	2351	2367	2375	2383

Base Auditable Summary of Forecast Non-catchment P1 Intakes as at 18/12/13

School	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Addiewell	1	0	1	0	0	0	0	0	0	0	0	0
Armadale	3	5	2	2	2	5	4	3	3	3	3	3
Balbardie	19	10	12	12	10	13	14	13	12	12	12	12
Bankton	12	10	7	6	6	8	8	8	8	7	7	7
Bellsquarry	16	14	12	7	5	10	10	11	10	9	9	9
Blackburn	1	2	1	1	1	1	1	1	1	1	1	1
Blackridge	0	0	0	0	0	0	0	0	0	0	0	0
Boghall	0	0	0	0	0	1	0	0	0	0	0	0
Bridgend	0	1	0	0	0	0	0	0	0	0	0	0
Broxburn	15	13	10	8	9	13	13	12	11	11	11	11
Carmondean	14	4	7	5	6	8	8	7	6	7	7	7
Croftmalloch	17	17	10	9	12	14	13	13	13	12	12	13
Deans	3	4	2	2	2	3	3	3	3	2	3	3
Dechmont	2	2	1	0	0	1	1	1	1	1	1	1
Dedridge	4	3	2	2	2	4	3	3	3	3	3	3
East Calder	0	0	0	0	0	0	0	0	0	0	0	0
Eastertoun	12	12	9	11	7	10	10	10	10	10	10	9
Fallahill	1	1	1	1	1	1	1	1	1	1	1	1
Greenrigg	4	8	3	3	2	4	4	4	4	3	4	4
Harrismuir	17	16	11	11	11	13	13	13	12	12	12	12
Holy Family	1	1	1	0	1	1	1	1	1	1	1	1
Howden St Andrew's	5	6	4	3	3	5	5	4	4	4	4	4
Kirkhill	3	4	2	2	2	3	3	3	3	3	3	3
Kirknewton	1	0	1	1	0	1	1	1	1	1	1	1
Knightsridge	4	4	3	2	3	3	3	3	3	3	3	3
Letham	7	5	4	4	4	5	5	5	4	4	4	4
Linlithgow	7	6	2	2	1	4	3	4	3	3	3	3
Linlithgow Bridge	1	1	1	1	1	2	1	1	1	1	1	1
Livingston Village	5	2	3	3	2	6	4	4	3	4	4	4
Longridge	4	4	3	4	3	4	4	4	4	4	4	4
Lowport	3	1	1	1	1	3	3	2	2	2	2	2
Meldrum	4	4	2	2	2	3	3	3	3	3	3	3
Mid Calder	7	7	3	3	2	5	5	5	4	4	4	4
Murrayfield	6	7	5	5	4	6	6	6	6	5	5	5
Our Lady of Lourdes	0	0	0	0	0	0	0	0	0	0	0	0
Our Lady's	0	0	0	0	0	0	0	0	0	0	0	0
Parkhead	2	5	1	1	1	2	2	2	2	2	2	2
Peel	10	6	7	8	6	9	8	8	7	8	8	8
Polkemmet	4	4	2	2	2	3	3	3	3	2	3	3
Pumpherstoun and Uphall	4	4	3	2	2	4	4	3	3	3	3	3
Riverside	11	10	5	5	6	9	9	8	7	7	7	8
Seafield	0	0	0	0	0	0	0	0	0	0	0	0
Simpson	0	0	0	0	0	1	0	0	0	0	0	0
Springfield	13	14	7	7	7	10	9	10	9	8	9	9
St Columba's	1	2	1	1	1	1	1	1	1	1	1	1
St John Ogilvie	5	3	4	3	3	3	3	4	3	3	3	3
St John The Baptist	0	0	0	0	0	0	0	0	0	0	0	0
St Joseph's Linlithgow	7	7	4	4	3	5	5	5	5	4	4	4
St Joseph's Whitburn	2	2	1	1	1	1	2	1	1	1	1	1
St Mary's Bathgate	10	10	2	2	1	6	6	5	5	4	4	5
St Mary's Polbeth	3	3	4	4	4	3	3	3	4	4	4	3
St Nicholas	0	0	0	0	0	0	0	0	0	0	0	0
St Ninian's	4	5	2	2	2	3	3	3	3	3	3	3
St Paul's	2	2	1	1	1	2	2	2	1	1	1	2
St Thomas'	0	1	0	0	0	0	0	0	0	0	0	0
Stoneyburn	0	0	0	0	0	0	0	0	0	0	0	0
Toronto	9	13	6	4	5	7	8	7	7	6	6	7
Torphichen	0	0	0	0	0	1	0	0	0	0	0	0
Uphall	11	10	7	6	5	10	9	8	8	8	8	8
Westfield	1	1	0	1	1	1	1	1	1	1	1	1
Whitdale	14	12	6	9	6	10	10	10	9	8	9	9
Williamston	11	3	5	4	3	7	6	6	5	5	5	5
Winchburgh	0	0	0	0	0	0	0	0	0	0	0	0
Windyknowe	17	19	10	13	11	15	14	14	14	13	14	14
Woodmuir	1	1	1	1	0	1	1	1	1	1	1	1
West Lothian	341	311	205	194	176	276	266	253	240	230	234	239

Appendix 1 (c)

Base_Auditable Summary of scheduled future housing as at 18/12/13

School	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024-2033	2034-2043	Scheduled years
ARMADALE	88	175	304	177	134	118	150	128	124	120	120	49	20	0	0
BATHGATE	154	73	98	170	128	55	24	24	24	20	0	0	0	0	0
BROXBURN	25	8	27	86	73	98	74	74	108	108	108	132	699	0	6
DEANS	54	36	14	14	12	32	24	0	0	0	0	0	0	0	0
INVERALMOND	97	52	38	36	55	25	25	0	0	0	0	0	0	0	0
LINLITHGOW	9	74	92	57	13	24	24	24	24	24	24	24	601	71	10
THE JAMES YOUNG	0	6	25	27	36	25	24	24	24	12	12	26	0	0	0
WEST CALDER	42	54	153	183	193	162	122	202	144	146	146	144	1102	0	8
WHITBURN	88	106	88	86	86	68	58	58	59	48	73	73	1415	0	9
West Lothian	557	584	839	836	730	607	525	534	507	478	483	448	3837	71	

Excludes housing in Kirknewton Primary School catchment area which is associated with Balerno Community High School

Base_Auditable Summary of scheduled future housing as at 18/12/13

School	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024-2033	2034-2043	Scheduled years
ST KENTIGERN'S	343	409	559	504	430	317	267	292	231	202	207	148	1436	0	9
ST MARGARET'S	216	177	283	336	304	294	261	244	278	277	276	300	2401	71	10
West Lothian	559	586	842	840	734	611	528	536	509	479	483	448	3837	71	

Base_Auditable Summary of Forecast S1 Intakes as at 18/12/13

School	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	Current S1 Intake Limits
ARMADALE	137	153	151	173	177	172	207	190	199	210	226	197	220
BATHGATE	133	157	155	171	177	178	186	216	199	233	213	205	220
BROXBURN	162	132	139	192	165	176	178	199	196	206	200	173	220
DEANS	175	176	178	204	199	184	204	183	196	197	178	164	200
INVERALMOND	180	200	178	195	194	184	202	188	199	190	188	186	240
LINLITHGOW	236	192	229	190	210	229	242	245	254	220	228	192	240
ST KENTIGERN'S	213	209	216	233	227	242	261	270	249	254	261	241	260
ST MARGARET'S	198	200	202	210	216	175	196	231	212	216	206	197	200
THE JAMES YOUNG	203	212	202	175	185	184	171	189	194	178	144	129	220
WEST CALDER	165	153	142	146	152	165	167	157	178	169	164	161	200
WHITBURN	150	143	138	152	152	161	163	154	152	143	160	152	220
West Lothian	1952	1927	1928	2041	2052	2049	2176	2222	2230	2217	2167	1997	

Base_Auditable Summary of Secondary School Roll Forecasts as at 18/12/13

School	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	Current Capacity
ARMADALE	781	794	785	847	894	911	960	986	1016	1048	1090	1097	1210
BATHGATE	901	882	801	788	815	846	875	916	935	984	1010	1017	1210
BROXBURN	905	851	819	852	873	909	940	992	1026	1051	1083	1079	1210
DEANS	943	945	971	998	1013	1009	1039	1042	1047	1041	1021	995	1100
INVERALMOND	1096	1084	1013	995	987	981	991	985	991	985	978	972	1320
LINLITHGOW	1233	1203	1217	1210	1223	1244	1250	1292	1322	1345	1358	1317	1320
ST KENTIGERN'S	1218	1180	1168	1200	1219	1247	1286	1328	1346	1359	1376	1363	1430
ST MARGARET'S	1097	1116	1091	1124	1153	1138	1140	1168	1172	1180	1181	1192	1100
THE JAMES YOUNG	1136	1134	1136	1115	1094	1059	1029	1015	1015	1014	974	918	1210
WEST CALDER	957	916	879	888	898	915	934	937	976	991	995	989	1100
WHITBURN	822	800	752	747	752	768	782	787	789	776	775	770	1210
West Lothian	11089	10905	10632	10764	10922	11028	11227	11449	11634	11773	11841	11709	13420

2012 Base School Roll Forecast using Auditable Housing Sites and Local Plan Allocations

Base_AULP Summary of Primary School Roll Forecasts as at 18/12/13

School	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	Current Capacity
Addiewell	95	96	99	93	88	85	85	85	83	88	94	97	120
Armadale	442	473	542	498	496	513	529	549	569	566	572	590	415
Balbardie	413	419	428	439	444	452	455	446	445	453	465	477	415
Bankton	331	327	326	323	304	299	288	278	272	267	268	269	415
Bellsquarry	190	196	193	184	169	172	177	177	178	177	181	192	198
Blackburn	59	43	44	41	42	45	46	45	47	47	46	47	198
Blackridge	143	149	145	148	148	148	149	152	152	156	158	172	198
Boghall	254	265	271	272	276	287	295	292	294	294	295	294	387
Bridgend	78	69	76	80	84	78	76	72	71	68	65	67	120
Broxburn	362	375	395	390	403	430	470	491	520	551	596	640	415
Carmondean	402	400	387	376	369	359	356	369	360	357	359	357	415
Croftmalloch	206	200	192	180	174	171	166	158	154	158	164	162	387
Deans	258	258	290	292	289	296	288	286	278	273	266	269	360
Dechmont	14	18	20	17	11	11	14	18	16	17	20	22	47
Dedridge	172	163	160	155	158	150	152	154	152	151	152	151	279
East Calder	256	256	250	283	329	364	389	429	476	524	577	627	415
Eastertoun	333	328	321	322	314	325	328	347	366	384	396	421	360
Fallahill	168	160	159	157	163	159	167	164	170	177	184	187	360
Greenrigg	111	118	128	145	162	184	201	220	236	252	271	293	171
Harrysmuir	404	429	445	467	491	483	488	503	501	501	495	486	415
Holy Family	60	65	73	83	90	91	102	107	114	125	136	146	71
Howden St Andrew's	322	338	341	338	323	326	322	309	309	308	312	312	387
Kirkhill	249	237	236	213	207	202	209	208	205	206	210	211	387
Kirknewton	186	192	197	207	193	190	187	186	180	180	179	187	198
Knightsridge	250	265	271	269	268	283	282	279	284	280	285	288	415
Letham	204	213	207	198	194	193	190	197	195	199	201	201	279
Linthgow	417	414	405	406	402	390	381	376	365	359	356	354	415
Linthgow Bridge	199	201	195	202	186	170	167	158	148	142	133	138	198
Livingston Village	225	224	216	210	191	181	175	171	167	165	165	172	198
Longridge	92	85	81	80	80	76	76	74	76	79	82	87	120
Lowport	208	220	211	209	205	198	198	194	185	189	188	190	198
Meldrum	199	210	213	213	210	212	209	203	197	194	191	196	231
Mid Calder	291	288	280	265	242	240	234	226	216	219	224	234	415
Murrayfield	254	261	278	280	291	306	303	294	292	280	279	285	306
Our Lady of Lourdes	148	129	136	130	130	130	125	123	126	125	125	128	171
Our Lady's	54	52	52	53	57	56	52	44	47	46	45	46	96
Parkhead	356	349	355	360	373	378	379	375	386	396	417	443	415
Peel	408	388	383	385	370	389	397	409	418	420	419	429	415
Polkemmet	169	164	172	168	162	157	151	149	150	154	156	164	306
Pumpherstoun and Uphall	171	183	204	217	227	231	232	233	234	241	257	286	231
Riverside	254	257	261	243	242	247	243	234	229	233	239	239	306
Seafield	115	113	115	108	99	89	85	83	82	78	76	76	120
Simpson	339	397	457	505	557	583	614	631	644	644	651	641	387
South Armadale	0	0	0	119	162	210	227	247	266	283	301	321	
Springfield	301	307	297	314	315	319	299	289	279	282	283	291	415
St Anthony's	193	194	204	202	201	212	225	241	256	269	282	302	198
St Columba's	126	123	130	133	135	135	136	134	137	136	136	136	171
St John Ogilvie	368	377	379	382	377	387	392	393	392	388	386	389	415
St John The Baptist	177	185	188	191	198	196	206	207	208	214	217	219	198
St Joseph's Linlithgow	125	131	118	120	111	107	106	101	98	98	97	99	198
St Joseph's Whitburn	207	227	245	258	274	289	288	282	286	293	295	303	252
St Mary's Bathgate	401	404	407	423	433	434	429	427	430	438	447	455	462
St Mary's Polbeth	115	117	126	133	143	150	157	166	167	169	173	179	252
St Nicholas	365	375	380	384	376	386	402	405	411	419	435	456	387
St Ninian's	282	263	248	229	223	219	212	204	195	192	193	196	387
St Paul's	117	120	122	121	131	145	161	166	180	198	217	238	198
St Thomas'	36	30	31	27	23	22	22	23	21	23	25	27	96
Stoneyburn	97	86	91	89	92	90	88	95	96	97	96	102	150
Toronto	258	261	282	285	293	308	299	290	282	279	286	290	415
Torphichen	71	75	77	74	70	66	59	54	54	51	50	50	71
Uphall	300	310	307	314	310	317	315	309	305	301	295	303	387
Westfield	38	50	51	52	57	55	61	64	68	78	83	89	71
Whitdale	346	375	374	391	377	363	350	350	340	343	332	338	415
Williamston	409	395	378	370	354	332	322	304	280	270	266	270	415
Winchburgh	102	105	135	186	217	250	288	312	329	371	411	449	198
Windyknowe	363	362	379	435	456	472	478	496	506	525	534	545	415
Woodmuir	27	29	30	32	29	30	30	33	32	33	32	36	47
West Lothian	14685	14888	15188	15467	15571	15822	15982	16090	16209	16474	16825	17357	18615

Base_AULP Summary of Forecast P1 Intakes as at 18/12/13

School	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Addiewell	13	16	17	13	11	13	13	13	13	15	15	15
Armadale	81	80	103	81	68	76	80	81	85	86	87	88
Balbardie	68	64	74	66	57	65	68	67	67	70	71	71
Bankton	47	45	44	37	37	36	39	39	39	39	38	38
Bellsquarry	32	31	33	20	11	27	27	28	29	29	28	28
Blackburn	9	5	8	9	7	7	7	7	8	8	8	7
Blackridge	21	26	24	28	24	24	24	24	25	25	25	27
Boghall	44	43	46	46	47	50	48	47	47	47	48	48
Bridgend	16	10	14	12	8	9	10	10	10	10	10	10
Broxburn	62	61	61	53	55	68	71	74	78	83	88	95
Carmondean	45	60	54	48	52	48	52	55	54	54	53	53
Croftmalloch	29	26	18	17	25	23	23	23	23	22	22	23
Deans	34	42	41	44	35	38	40	39	40	40	40	39
Dechmont	5	8	7	3	1	7	6	6	6	6	6	8
Dedridge	24	29	27	23	26	22	24	24	24	24	24	24
East Calder	30	36	41	42	50	45	55	62	70	79	87	95
Eastertoun	40	40	42	49	35	52	49	50	52	55	57	59
Fallahill	28	18	23	26	28	23	26	26	26	28	29	30
Greenrigg	15	19	19	19	20	27	28	30	33	35	37	40
Harrysmuir	53	73	72	77	80	62	70	72	71	72	72	71
Holy Family	8	9	13	13	13	12	15	16	17	19	20	21
Howden St Andrew's	59	46	47	43	48	43	46	46	46	46	46	46
Kirkhill	29	25	27	26	26	26	26	26	26	27	27	27
Kirknewton	31	36	31	34	19	27	29	29	29	29	29	29
Knightsridge	44	36	45	35	39	48	43	42	42	42	42	42
Letham	24	36	28	30	32	32	31	32	32	31	31	32
Linlithgow	61	64	58	55	53	44	51	53	53	52	52	51
Linlithgow Bridge	29	30	26	29	14	16	20	20	21	21	20	19
Livingston Village	31	31	29	26	20	28	27	26	26	26	26	26
Longridge	13	9	11	12	10	12	11	11	11	12	12	13
Lowport	32	40	23	30	26	28	30	29	29	28	29	29
Meldrum	33	33	30	30	23	29	29	28	29	28	28	28
Mid Calder	41	44	29	26	22	39	35	34	34	32	32	32
Murrayfield	43	35	46	39	34	38	40	39	40	41	40	40
Our Lady of Lourdes	20	14	21	20	17	16	18	18	18	19	19	19
Our Lady's	15	3	8	9	8	6	7	7	7	7	7	7
Parkhead	46	50	48	47	47	50	55	55	58	59	62	65
Peel	59	49	60	65	52	66	64	63	63	64	64	64
Polkemmet	24	20	23	25	27	22	24	24	23	24	24	25
Pumpherstoun and Uphall	30	28	30	30	22	23	29	29	31	34	37	40
Riverside	42	40	29	28	34	37	35	35	34	33	34	35
Seafield	13	12	17	14	11	9	11	12	12	12	12	11
Simpson	74	80	98	89	104	95	98	99	99	100	100	99
South Armadale	0	0	0	25	26	29	32	35	38	41	44	46
Springfield	47	46	34	37	32	44	41	40	40	38	39	39
St Anthony's	29	30	31	31	27	31	35	37	39	41	43	45
St Columba's	22	17	24	21	23	23	22	22	22	22	22	22
St John Ogilvie	55	55	60	57	52	56	57	57	57	58	57	57
St John The Baptist	31	31	28	32	32	28	31	31	31	32	32	33
St Joseph's Linlithgow	22	21	16	16	13	15	16	17	16	16	16	16
St Joseph's Whitburn	43	35	34	41	37	36	39	40	40	41	42	43
St Mary's Bathgate	61	55	56	58	54	62	64	64	65	66	67	67
St Mary's Polbeth	14	27	23	21	21	21	23	24	26	26	26	27
St Nicholas	58	60	59	57	50	54	58	60	62	63	65	67
St Ninian's	36	36	32	27	25	26	28	29	29	28	28	28
St Paul's	25	19	17	18	17	21	23	25	27	29	32	34
St Thomas'	4	4	3	3	2	3	3	3	3	3	4	4
Stoneyburn	9	13	15	16	16	11	13	14	14	14	14	15
Toronto	44	42	43	33	38	37	40	40	40	40	40	41
Torphichen	14	8	13	9	8	7	8	8	8	9	8	8
Uphall	55	51	50	51	36	45	47	46	46	46	45	44
Westfield	8	9	4	8	9	5	8	9	10	11	12	13
Whitdale	49	64	49	67	44	52	55	55	55	54	54	52
Williamston	59	61	48	41	34	34	41	43	42	41	40	39
Winchburgh	15	23	29	34	34	32	41	45	48	55	61	66
Windyknowe	56	56	49	68	66	69	72	75	76	78	80	81
Woodmuir	1	5	3	6	3	5	5	5	5	5	5	5
West Lothian	2254	2270	2269	2250	2081	2213	2337	2378	2421	2469	2517	2564

Base_AULP Summary of Forecast Non-catchment P1 Intakes as at 18/12/13

School	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Addiewell	1	0	1	0	0	0	0	0	0	0	0	0
Armadale	3	5	2	2	2	5	4	3	3	3	3	3
Balbardie	19	10	12	12	10	13	14	13	12	12	12	12
Bankton	12	10	7	6	6	8	8	8	8	7	7	7
Bellsquarry	16	14	12	7	5	10	10	11	10	9	9	9
Blackburn	1	2	1	1	1	1	1	1	1	1	1	1
Blackridge	0	0	0	0	0	0	0	0	0	0	0	0
Boghall	0	0	0	0	0	1	0	0	0	0	0	0
Bridgend	0	1	0	0	0	0	0	0	0	0	0	0
Broxburn	15	13	10	8	9	13	13	12	11	11	11	11
Carmondean	14	4	7	5	6	8	8	7	6	7	7	7
Croftmalloch	17	17	10	9	12	14	13	13	13	12	12	13
Deans	3	4	2	2	2	3	3	3	3	2	3	3
Dechmont	2	2	1	0	0	1	1	1	1	1	1	1
Dedridge	4	3	2	2	2	4	3	3	3	3	3	3
East Calder	0	0	0	0	0	0	0	0	0	0	0	0
Eastertoun	12	12	9	11	7	10	10	10	10	10	10	9
Fallahill	1	1	1	1	1	1	1	1	1	1	1	1
Greenrigg	4	8	3	3	2	4	4	4	4	3	4	4
Harrysmuir	17	16	11	11	11	13	13	13	12	12	12	12
Holy Family	1	1	1	0	1	1	1	1	1	1	1	1
Howden St Andrew's	5	6	4	3	3	5	5	4	4	4	4	4
Kirkhill	3	4	2	2	2	3	3	3	3	3	3	3
Kirknewton	1	0	1	1	0	1	1	1	1	1	1	1
Knightsridge	4	4	3	2	3	3	3	3	3	3	3	3
Letham	7	5	4	4	4	5	5	5	4	4	4	4
Linlithgow	7	6	2	2	1	4	3	4	3	3	3	3
Linlithgow Bridge	1	1	1	1	1	2	1	1	1	1	1	1
Livingston Village	5	2	3	3	2	6	4	4	3	4	4	4
Longridge	4	4	3	4	3	4	4	4	4	4	4	4
Lowport	3	1	1	1	1	3	3	2	2	2	2	2
Meldrum	4	4	2	2	2	3	3	3	3	3	3	3
Mid Calder	7	7	3	3	2	5	5	5	4	4	4	4
Murrayfield	6	7	5	5	4	6	6	6	6	5	5	5
Our Lady of Lourdes	0	0	0	0	0	0	0	0	0	0	0	0
Our Lady's	0	0	0	0	0	0	0	0	0	0	0	0
Parkhead	2	5	1	1	1	2	2	2	2	2	2	2
Peel	10	6	7	8	6	9	8	8	7	8	8	8
Polkemmet	4	4	2	2	2	3	3	3	3	2	3	3
Pumpherstoun and Uphall	4	4	3	2	2	4	4	3	3	3	3	3
Riverside	11	10	5	5	6	9	9	8	7	7	7	8
Seafield	0	0	0	0	0	0	0	0	0	0	0	0
Simpson	0	0	0	0	0	1	0	0	0	0	0	0
Springfield	13	14	7	7	7	10	9	10	9	8	9	9
St Anthony's	0	0	0	0	0	0	0	0	0	0	0	0
St Columba's	1	2	1	1	1	1	1	1	1	1	1	1
St John Ogilvie	5	3	4	3	3	3	3	4	3	3	3	3
St John The Baptist	0	0	0	0	0	0	0	0	0	0	0	0
St Joseph's Linlithgow	7	7	4	4	3	5	5	5	5	4	4	4
St Joseph's Whitburn	2	2	1	1	1	1	2	1	1	1	1	1
St Mary's Bathgate	10	10	2	2	1	6	6	5	5	4	4	5
St Mary's Polbeth	3	3	4	4	4	3	3	3	4	4	4	3
St Nicholas	0	0	0	0	0	0	0	0	0	0	0	0
St Ninian's	4	5	2	2	2	3	3	3	3	3	3	3
St Paul's	2	2	1	1	1	2	2	2	1	1	1	2
St Thomas'	0	1	0	0	0	0	0	0	0	0	0	0
Stoneyburn	0	0	0	0	0	0	0	0	0	0	0	0
Toronto	9	13	6	4	5	7	8	7	7	6	6	7
Torphichen	0	0	0	0	0	1	0	0	0	0	0	0
Uphall	11	10	7	6	5	10	9	8	8	8	8	8
Westfield	1	1	0	1	1	1	1	1	1	1	1	1
Whitdale	14	12	6	9	6	10	10	10	9	8	9	9
Williamston	11	3	5	4	3	7	6	6	5	5	5	5
Winchburgh	0	0	0	0	0	0	0	0	0	0	0	0
Windyknowe	17	19	10	13	11	15	14	14	14	13	14	14
Woodmuir	1	1	1	1	0	1	1	1	1	1	1	1
West Lothian	341	311	205	194	176	276	266	253	240	230	234	239

Appendix 2(c)

Base_AULP Summary of scheduled future housing as at 18/12/13

School	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024-2033	2034-2043	Scheduled years
ARMADALE	100	175	304	225	239	202	246	228	218	238	258	196	707	0	5
BATHGATE	154	73	98	170	133	55	24	24	80	80	33	37	272	0	7
BROXBURN	25	8	28	87	103	153	129	134	180	243	243	289	2141	0	9
DEANS	54	36	14	14	16	32	24	0	0	0	0	0	0	0	0
INVERALMOND	98	52	38	36	55	25	25	0	20	24	34	46	244	0	4
LINLITHGOW	9	74	140	105	114	143	96	96	183	183	168	173	2601	71	10
THE JAMES YOUNG	0	6	25	27	36	25	24	24	24	12	12	41	154	0	4
WEST CALDER	42	54	153	208	218	162	146	226	261	288	294	354	3054	236	10
WHITBURN	88	106	88	86	86	68	58	58	100	107	144	145	1769	0	9
West Lothian	570	584	888	958	1000	865	772	790	1066	1175	1186	1281	10942	307	

Excludes housing in Kirknewton Primary School catchment area which is associated with Balerno Community High School

Base_AULP Summary of scheduled future housing as at 18/12/13

School	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024-2033	2034-2043	Scheduled years
ST KENTIGERN'S	355	409	559	577	571	425	387	416	519	561	577	575	4793	236	10
ST MARGARET'S	217	177	332	385	433	444	388	376	555	627	621	724	6226	71	10
West Lothian	572	586	891	962	1004	869	775	792	1074	1188	1198	1299	11019	307	

Base_AULP Summary of Forecast S1 Intakes as at 18/12/13

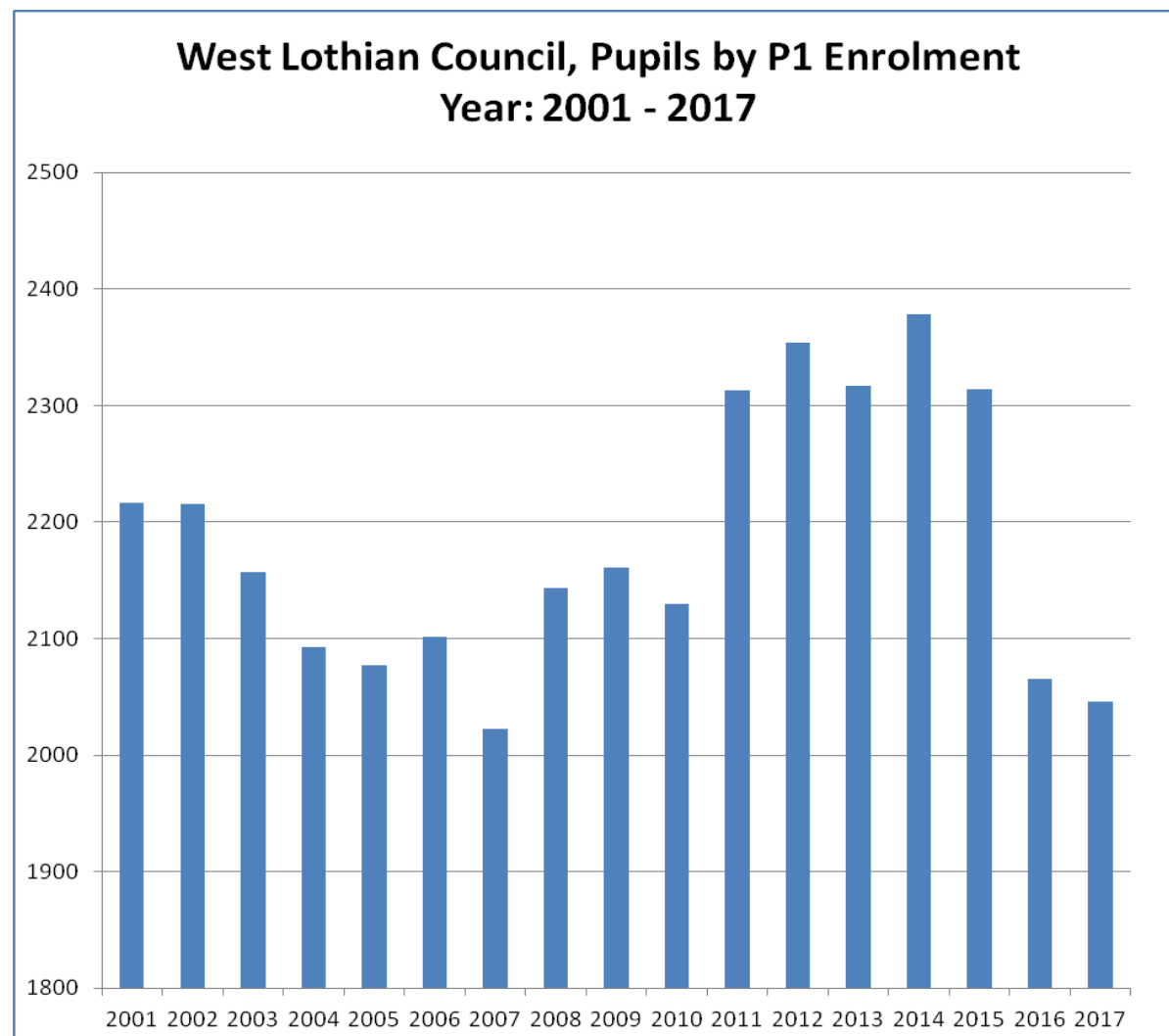
School	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	Current S1 Intake Limits
ARMADALE	137	153	151	173	179	179	217	203	217	232	252	228	220
BATHGATE	133	157	155	171	177	179	186	217	199	236	218	212	220
BROXBURN	162	132	139	192	165	177	182	206	205	219	219	198	220
DEANS	175	176	178	204	199	184	204	183	197	197	178	165	200
INVERALMOND	180	200	178	195	194	184	202	188	199	191	190	189	240
LINLITHGOW	236	192	229	192	214	238	257	262	275	248	263	233	240
ST KENTIGERN'S	213	209	216	233	228	245	265	276	257	265	276	262	260
ST MARGARET'S	198	200	202	211	217	178	200	237	220	227	221	216	200
THE JAMES YOUNG	203	212	202	175	185	184	171	189	194	178	144	129	220
WEST CALDER	165	153	142	146	153	167	169	160	182	178	179	182	200
WHITBURN	150	143	138	152	152	161	163	154	152	145	164	159	220
West Lothian	1952	1927	1928	2043	2062	2075	2215	2275	2297	2316	2304	2172	

Base_AULP Summary of Secondary School Roll Forecasts as at 18/12/13

School	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	Current Capacity
ARMADALE	781	794	785	847	903	943	1011	1057	1107	1159	1224	1259	1210
BATHGATE	901	882	801	788	815	847	876	917	936	996	1035	1049	1210
BROXBURN	905	851	819	852	873	916	959	1024	1072	1114	1177	1205	1210
DEANS	943	945	971	998	1013	1010	1040	1043	1048	1042	1022	996	1100
INVERALMOND	1096	1084	1013	995	987	981	991	985	991	989	987	988	1320
LINLITHGOW	1233	1203	1217	1220	1246	1290	1325	1387	1436	1496	1549	1545	1320
ST KENTIGERN'S	1218	1180	1168	1200	1224	1262	1309	1360	1386	1419	1462	1475	1430
ST MARGARET'S	1097	1116	1091	1128	1160	1154	1167	1205	1218	1244	1270	1305	1100
THE JAMES YOUNG	1136	1134	1136	1115	1094	1059	1029	1015	1015	1014	974	918	1210
WEST CALDER	957	916	879	888	904	926	946	954	998	1039	1075	1104	1100
WHITBURN	822	800	752	747	752	768	782	787	789	784	796	805	1210
West Lothian	11089	10905	10632	10778	10972	11157	11437	11735	11995	12295	12570	12647	13420

West Lothian Council**0-18 Population Trend by Single School Enrolment Year Cohorts 2001 - 2017**

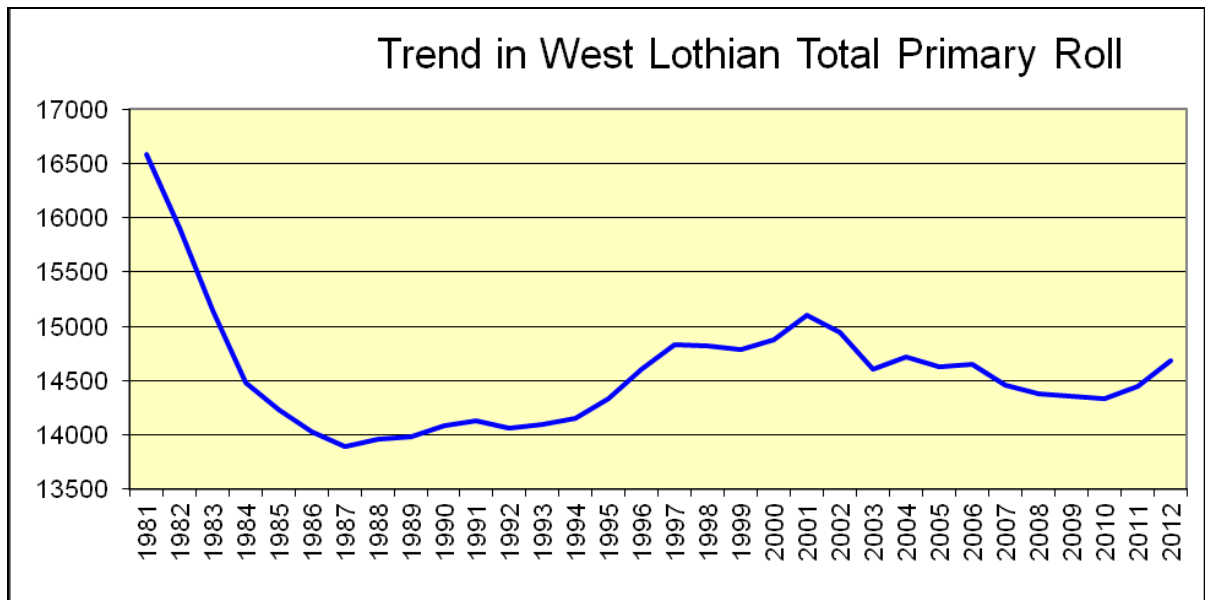
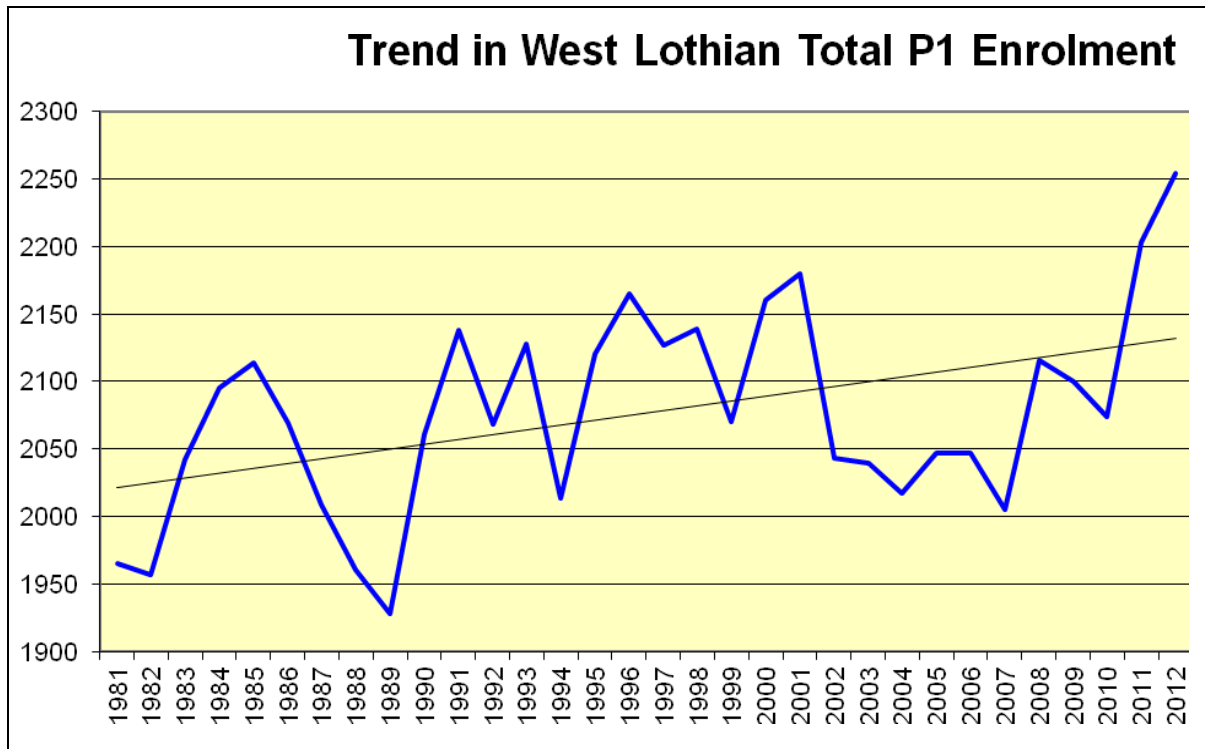
(As at 30 September 2013)

**Guidance Notes:**

Enrolment Year is from 1st March to 28/29 February of the following year, ie the data does not refer to calendar years. Enrolment year determines the School Session/Year in which children are entitled to commence school attendance at P1. No allowance has been made in this raw data for primary school deferral. Currently, year 2001 pupils are typically at S6 and year 2013 pupils are at P1.

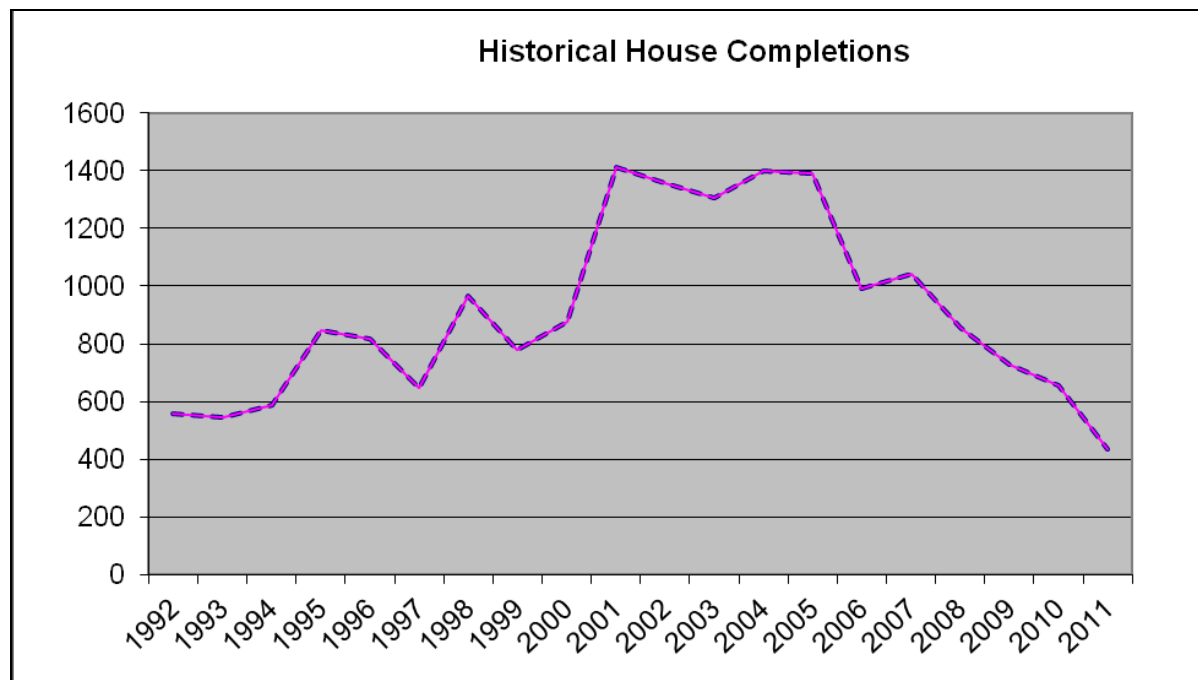
The number of children is the current actual total of children who could have enrolled in that particular year. Data for school enrolment years 2016 and 2017 has not yet been fully processed and has not been used in the school forecast, although shown above.

Data has been extracted from West Lothian Council's 0-18 Population and Household Database.



Historical House Completions

1992-2011



Guidance Notes:

Housing year is from 1 April to 31 March the following year – the housing audit year, and does not refer to calendar years.

Latest information indicates that some 229 houses were completed in audit year 2012, less than 50% of previous low point in 1993 (545 houses) and that audit year 2013 shows some recovery to 511 completions, but still short of the average completion rate of some 910 houses across 1992-2011.

The graph shows housing data as recorded in school migration tables. As the forecast is a 2012 base, data is only available in full to 2011. A 2013 base forecast would enable completion data for 2012 to be shown.

MEDIUM TERM FORECAST METHODOLOGY

Background

Medium term forecast methodology is well established and is set out below.

Accounts Commission have praised the extent and robustness of forecast information. Accepted by ADES as top practice, etc. Senior Counsel advice sought in 2007/2008 in preparation for Local Plan Inquiry later in 2008. Specific topic paper at Local Plan Inquiry. Methodology set out in Education Executive Report, 1 September 2009. Adjustments noted in subsequent reports. Foundation of Supplementary Planning Guidance on Education (also approved by Executive).

Whilst there is a “live” standard medium term forecast that tracks information changes throughout the school year, there are also two static forecasts that are useful for comparative analysis. Option forecasts for scenario testing can also be produced. An archive is created from the standard forecast when the forecast base year is updated.

Secondary school forecast and duration is typically more stable than primary school forecasts – the latter being heavily dependent on 0-5 population data.

Primary school roll forecasts are based on the following factors or components:

1. Start of session school roll by stage (September 20**).
2. Forecast primary one intake numbers.
3. Stage migration.
4. Expected children from future house completions in the catchment area.
5. Child-Per-House Ratios

In addition secondary school roll forecasts also include:

6. Primary seven to secondary one transfer rates.
7. Secondary school stay on rates (S4 to S5) and (S4 to S6).

1. 200* Start of Session School Rolls (primary and secondary)

These are as returned to Scottish Government in the annual census (September). It is the base table in the medium term forecast used in each individual school forecast.

2. Forecast Primary One Intake Numbers

The central source of these data is the 0-18 Population and Household Database which identifies pre-school and school aged children. Input sources for these data include:

- 100% doorstep survey (resources permitting)
- school admission databases - pre-school, primary, wraparound care and secondary school includes mid-term admissions
- births and deaths data supplied by Lothian Health (direct rather than through General Register Office Scotland).
- from time to time centrally sourced questionnaire, eg childcare questionnaire forms, etc
- school census
- prepaid query letterforms

- The Lothian Joint Valuation Board (LJVB) is the source for new property used to create household records in the 0-18 Population and Household Database.

A number of adjustments are applied to the raw data, to allow for private sector, non-catchment schools, incomplete school intake year, etc. - adjustments being made according to current attendance patterns. Depending on the time of year, 4 or 5 years of actual known data is used with the balance of future P1 intakes being calculated moving averages.

3. Stage Migration (primary and secondary)

The term stage migration is used as this factor could relate to a number of changes within school rolls and should thus not be directly equated with demographic migration eg Stage Migration could include children repeating a year.

Stage migration is calculated as a 3 year weighted average (.2,.2,.6) based on historical school rolls, ie P1_P6 is compared with the following years P2_P7 and S1-S3 is compared with the following years S2-S4. Where the calculated figure is greater than +5% or lower than -5%, the calculated figure is controlled to a maximum of +5% or -5%. An adjustment is made for actual (historical) house completions in the schools catchment area using the appropriate child per house ratio. Further control may be applied to take account of known council policy that will readjust these migration trends in a particular year, eg the downsizing of a primary school.

Current average ratios are:

Maximum applied	1.05
Minimum applied	0.95
Non-denominational primary	0.9846
Denominational (RC) primary	0.9761
Non-denominational secondary	0.9886
Denominational (RC) secondary	0.9842

4. Housing

The Lothian Joint Valuation Board (LJVB) is the source of confirmed new property that is used to create additional household records in the 0-18 Population and Household Database.

The number of house completions is taken from a housing database, "SPaDE", with source input data being current planning applications, and future Housing Land Audit and Local Plan allocations. The housing database is current with development at all times and contains both historical and future build programme, whether public or private. Note that housing in secondary school forecast is a summary of the housing in each associated primary school. Housing completions will typically extend beyond the medium term forecast time period of 10 years. Two standard option forecasts are typically produced, using 2 housing sets – an auditable only option (housing sites with permission or minded to grant) and extended auditable option that also includes local plan allocations.

5. Child Per House Ratio

There are 4 “standard” child-per-house ratios used in the medium term forecast, non-denominational primary school, denominational primary school, non-denominational secondary school, and denominational secondary school. These ratios are regularly updated and are tracked annually. They do change over time and this will be reflected in the school forecasts. They are adjusted to take account of the planned mix of public and private residential development in the development plan and exclude vacant, sheltered and amenity properties. The ratios are calculated from the 0-18 Population and Household Database.

Current average ratios are:

Non-denominational primary	0.3156
Denominational (RC) primary	0.0927
Non-denominational secondary	0.1706
Denominational (RC) secondary	0.0597

There are also a substantial range of detailed reports available that can focus on house type (as defined by the LJVB), number of bedrooms, council tax bands, etc.

6. Primary Seven to Secondary One Transfer

This is calculated as a 3 year weighted average (.2,.2,.6) based on historical S1 enrolment and the previous years P7 enrolment. An adjustment is made for actual (historical) house completions in the schools catchment area using the appropriate child per house ratio.

Current average ratios are:

Maximum applied	1.2206
Minimum applied	0.7657
<i>Non-denominational average</i>	0.9797
<i>Denominational (RC) average</i>	0.9814

7. Secondary School Stay On Rates (S4 to S5) and (S4 to S6)

This is calculated as a 3 year weighted average (.2,.2,.6). An adjustment is made for actual (historical) house completions in the schools catchment area using the appropriate child per house ratio.

Current average ratios are:

Maximum applied	1.6874
Minimum applied	1.1095
<i>Non-denominational average</i>	1.3832
<i>Denominational (RC) average</i>	1.5231

David McKinney

February 2014



West Lothian
Council

EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL

PARTNERSHIP AGREEMENT WITH EDUCATION SCOTLAND

REPORT BY HEAD OF EDUCATION (QUALITY ASSURANCE) AND HEAD OF SCHOOLS WITH EDUCATION SUPPORT

A. PURPOSE OF REPORT

To bring to the Panel's attention Education Services' proposed Partnership Agreement with Education Scotland.

B. RECOMMENDATION

To note the report and recommend to the Education Executive that it approves the Partnership Agreement with Education Scotland.

C. SUMMARY OF IMPLICATIONS

I Council Values	Focusing on our customers' needs; Being honest, open and accountable; Making best use of our resources; Working in partnership
II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	Standards in Scotland's schools etc. Act 2000 Education (Additional Support for Learning) (Scotland) Act 2004 as amended.
III Implications for Scheme of Delegations to Officers	None
IV Impact on performance and performance Indicators	Education Scotland quality indicators are used to measure the performance of schools.
V Relevance to Single Outcome Agreement	Our young people are better educated and have access to increased and better quality learning and employment opportunities.
VI Resources - (Financial, Staffing and Property)	Within existing resources.
VII Consideration at PDSP	This report is for consideration at PDSP
VIII Other consultations	None

D. TERMS OF REPORT

Local Authority Partnership Agreements

Education Scotland is committed to working more closely with all local authorities. To take this forward, Education Scotland intends to establish a broad 'national' agreement with all authorities over a period of time. Each agreement will be unique to every authority and will form the basis of the work Education Scotland will undertake within each authority.

West Lothian Council Education Services, together with its partners, engaged in a validated self-evaluation (VSE) exercise with Education Scotland between February and April 2013. Education Scotland's report acknowledged "the positive way staff applied the principles of VSE and that these "approaches have the potential to be transformational and will ensure that continuous improvement for learners continues to be at the heart of their work." This experience and the principles of VSE have informed proposals for a next step change in quality improvement practices. Consequently, the service has been planning creative and innovative ways to develop new systems and processes for quality improvement. Some of these will apply the methodology used in the VSE, working directly with schools and partners. Education Scotland will continue to work in partnership with the Council to help build capacity and support our drive for change.

West Lothian's Partnership Agreement for session 2013/14 was developed with Education Scotland and is attached as Appendix 1.

The partnership agreement:

- Is aligned with Council priorities and Education Scotland objectives.
- Has clear, measurable outcomes that will have a positive impact on all learners.
- Will engage all staff within schools (and other partners) in collaborative work to extend the skills base in our schools.

The four priorities focus on:

1. Developing a curriculum framework from 3-18 to ensure consistency in approach across all schools. This includes ensuring progression at all stages but in particular from the broad general education into the senior phase.
2. Improving collaborative working within and between schools to enable greater consistency in the learning experiences for children and young people.
3. Building capacity in schools and staff to carry out self evaluation that is rigorous, accurate and positively impacts on outcomes for children and young people.
4. To improve the quality of education provision as evidenced in Education Scotland inspections and school VSE. This priority is linked to improving the skills of all staff in self evaluation.

This new partnership approach is recommended since it will ensure that there continues to be a clear focus on improved outcomes for children and young people.

E. CONCLUSION

The Council will continue to work closely with Education Scotland to develop this new partnership approach for continuous improvement to ensure positive outcomes for West Lothian's children and young people. A partnership agreement for school session 2014/15 will be reported to committee in the summer term.

F. BACKGROUND REFERENCES

None

Appendices/Attachments: 1 - Partnership Agreement/Support Plan: Education Scotland and West Lothian Council 2013-14

Contact Person: Ann Durnian, Senior Education Development Manager

Email ann.durnian@westlothian.gov.uk Tel: 01506 282624

Elaine Cook, Head of Education (Quality Assurance)

James Cameron, Head of Schools with Education Support

Date of meeting: 25 February 2014

**PARTNERSHIP AGREEMENT/SUPPORT PLAN
EDUCATION SCOTLAND AND WEST LOTHIAN COUNCIL
2013-2014**

LOCAL AUTHORITY:	West Lothian Council
AREA LEAD OFFICER:	Peter Hamilton
DATE:	Update December 2013

<p>Priority 1</p> <p>ES Objective: Build a world-class curriculum for all learners in Scotland.</p> <p>West Lothian Council Priority: Improving Attainment and Positive Destinations for school Children</p>
<p>What is the priority? Develop a curriculum framework from 3-18 to ensure consistency in approach across West Lothian. This will include developing the broad general education and focus on progression into the senior phase and partnership arrangements with West Lothian College to extend and integrate vocational learning and skills eg HNC in schools and employability development in the curriculum.</p>
<p>Nature of support required? Consultation, discussion and advice on emerging practice across Scotland.</p>
<p>Who will be involved – target audience? Quality Improvement Team, Head Teachers, West Lothian College, Community Learning and Development (CLD), Skills Development Scotland (SDS), Voluntary Organisations, More Choices More Chances Team and curriculum development staff. Input from Directorate A, B and C.</p>
<p>Key council contact: Elaine Cook James Cameron</p>
<p>Key support from Education Scotland: Identifying emerging practice, and building capacity in the Quality Improvement Team and Head Teacher groups. Workshops with staff, Head Teachers, partners</p>

(CLD, SDS, Voluntary Organisations) and QA meetings.

What is the expected outcome?

- All children across West Lothian receiving their full curriculum entitlement in all schools.
- Pace and challenge evident in learning.
- Smooth transition progression at all stages.
- Improved literacy and numeracy skills.
- Improved confidence in staff with respect to curriculum expectations and knowledge.

Priority 2

ES Objective: Promote high-quality professional learning and leadership amongst education practitioners

West Lothian Council Priority: Improving Attainment and Positive Destinations for school Children

What is the priority?

Improved collaborative working within and between schools. Building school improvement partnerships between schools.

Nature of support required?

Professional learning and capacity building in our Quality Improvement team and school leaders through consultation, discussion and advice on emerging practice across Scotland.

Who will be involved – target audience?

Quality Improvement Team, Head Teachers, (CLD), Professional Learning Officer

Key council contact:

Ann Durnian

Key support from Education Scotland:

Consultation, advice and identifying and sharing emerging practice from across Scotland.

Input from Directorates A, B and C.

What is the expected outcome?

- Evidence of improved leadership skills.
- Greater consistency in the learning experience of our children across all schools.
- Evidence through Education Scotland Inspections and West Lothian VSE in schools of improvement against Quality Indicators.
- Evidence of a collective responsibility between schools for improved attainment and achievement.

<p>Priority 3</p> <p>ES Objective: Build the capacity of education providers to improve continuously their performance.</p> <p>West Lothian Council Priority: Improving Attainment and Positive Destinations for school Children</p>
<p>What is the priority? Building capacity in self-evaluation across all schools and staff</p>
<p>Nature of support required? Advice, sharing practice, workshops and Head Teacher meetings</p>
<p>Who will be involved – target audience? Quality Improvement Team, Head Teachers and school staff, CLD, SDS, Voluntary Organisations</p>
<p>Key council contact: Ann Durnian</p>
<p>Key support from Education Scotland: Contribution to professional learning, discussions with key staff on enhanced expectations.</p> <p>Input from Directorate A, B and C.</p>
<p>What is the expected outcome?</p> <ul style="list-style-type: none"> • Robust and accurate self evaluation. • Consistency in quality of self evaluation. • Evidence of improvement against quality indicators in schools and CLD services through Education Scotland Inspections and West Lothian VSE.
<p>Priority 4</p> <p>ES Objective: Provide independent evaluation of education provision.</p> <p>West Lothian Council Priority: Improving Attainment and Positive Destinations for school Children</p>
<p>What is the priority? Improved feedback from Education Scotland Inspections and school VSE</p>
<p>Nature of support required?</p> <ul style="list-style-type: none"> • Advice and discussion with heads of Service and Quality Improvement Team • Sharing emerging practice from across Scotland • Share advice with Head Teacher groups
<p>Who will be involved – target audience? Quality Improvement Team, Heads of Service, Head Teachers and other appropriate staff, SDS, CLD, Voluntary Organisations</p>
<p>Key council contact: Elaine Cook <u>(Secondary schools and special schools)</u></p>

James Cameron (Pre-school and primary schools)

Key support from Education Scotland:

Consultation and advice on development of VSE model and Quality Improvement in West Lothian.

Input from Directorate A. Area Lead Officer time

What is the expected outcome?

- Improved staff capacity in self evaluation skills.
- Evidence of improvement against Quality Indicators through Education Scotland Inspections and West Lothian VSE in schools.durnian.ann



West Lothian
Council

EDUCATION POLICY DEVELOPMENT AND SCUTINY PANEL

SCHOOL ESTATE PERFORMANCE 2012/13 – CONDITION AND SUITABILITY

**JOINT REPORT BY HEAD OF FINANCE AND ESTATES AND HEAD OF SCHOOLS
WITH EDUCATION SUPPORT**

A. PURPOSE OF REPORT

This report updates the Panel on the condition and suitability of the school estate.

B. RECOMMENDATION

It is recommended that the Panel notes:

1. The overall property condition of the School Estate for 2012/13;
2. The overall property suitability of the School Estate for 2012/13; and
3. Proposed reporting arrangements for the School Estate property performance for future years.

C. SUMMARY OF IMPLICATIONS

I	Council Values	Being honest, open and accountable Making best use of our resources
II	Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	None
III	Implications for Scheme of Delegations to Officers	None
IV	Impact on performance and performance Indicators	Scottish specified performance indicator 08a – condition Scottish specified performance indicator 08b - suitability
V	Relevance to Single Outcome Agreement	The management of School Estate property assets supports activities under a number of outcomes including the following: Outcome 1 – Our children have the best start in

life and are ready to succeed;

Outcome 2 - we are better educated and have access to increased and better quality learning and employment opportunities; and
Outcome 8 – we make the most efficient and effective use of resources by minimising our impact on the built and natural environment.

VI Resources - (Financial, Staffing and Property)

None.

VII Consideration at PDSP

This report has been prepared for consideration by the Education Policy Development and Scrutiny Panel (PDSP).

VIII Other consultations

None.

D. TERMS OF REPORT

D1 INTRODUCTION

The purpose of this report is to update members of the Education PDSP on the current performance of the school estate for financial year 2012/13 (on the basis of latest audited figures). For financial year 2013/14, performance indicators will be available in Autumn 2014 and will be included in the Property Asset Management Plan report. Within the school estate there are 96 establishments consisting of 66 primary schools (including three PPP and two co-located schools), eleven secondary schools (including five PPP), five additional support needs schools and fourteen nursery schools. The School Estate extends to approximately 303,899m².

D2 SCHOOL ESTATE HIGHLIGHTS 2012/13

The following project milestones and planned improvements were key highlights during 2012/13:

- Meldrum Primary School completed;
- Uphall Station and Pumpherston Primary School completed;
- New Woodmuir Primary School and Community Space started on site (completed August 2014);
- Burnhouse Primary School Improvements (phase 1) completed;
- West Calder High School Undercroft refurbishment completed; and
- Funding was secured for West Calder High School Extension for new PE Facilities and Planned Improvements from the Scottish Government.

These are significant achievements and demonstrate the continued commitment to investment to our School Estate property assets.

D3 CONDITION

The condition of the School Estate overall is measured as outlined in Appendix 1. Condition is also reported on an annual basis to the Scottish Government as part of the Council's School Estate Core Facts submission. It should be noted that for Core Facts nursery schools are not submitted. Nursery Schools are however, considered within our measure of condition across the School Estate. The main measure of condition is the Gross Internal Floor Area (m²) that is considered to be in satisfactory or better condition.

Overall condition based on gross internal floor area in satisfactory or better condition is currently 98.8% (2012/13). This is an increase from 97.5% in 2011/12.

D4 SUITABILITY

The Suitability of the School Estate is measured as outlined in Appendix 2. Suitability is also reported on an annual basis to the Scottish Government as part of the Council's School Estate Core Facts submission. It should be noted that for Core Facts nursery schools are not submitted. They are however, considered as part of our performance measure for suitability across the school estate.

Overall suitability is based on the total number of schools considered satisfactory or better in terms of suitability. Those considered satisfactory or better in terms of suitability total 91 and represent 94.8% of our estate (2012/13). This is an increase from 92.7% in 2011/12.

D5 REPORTING OF SCHOOL ESTATE PERFORMANCE

It is proposed that the reporting of performance on the School Estate for condition, suitability and other performance measures as outlined in the approved Property Asset Management Plan 2013/14 to 2017/18 is provided to the Education PDSP annually at the same time as reporting the wider property portfolio performance to ensure inclusion of the latest audited performance figures. On this basis a further report will be prepared for PDSP in Autumn 2014.

E. CONCLUSION

The Panel is invited to note the ongoing performance of the School Estate for condition and suitability.

F. BACKGROUND REFERENCES

Property Asset Management Plan approved by Council Executive 4 June 2013

Report to Partnership and Resources Policy Development and Scrutiny Panel
September 2013.

Appendices/Attachments: Appendix 1 – Condition Performance Indicator
 Appendix 2 – Suitability Performance Indicator

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James Cameron
Head of Schools with Education Support

Donald Forrest
Head of Finance and Estates

Date: 25 February 2014

APPENDIX 1 - CONDITION SPECIFIED PERFORMANCE INDICATOR (8A)

Background

The Condition Specified Performance Indicator provides a measure of the extent of the number of buildings and Gross Internal Floor Area (GIA) which the Council delivers services to the public which are in a satisfactory or better condition. This includes the School Estate.

The indicator will measure the percentage of gross internal floor area (m²) of school buildings, using the condition categories as outlined by the Federation of Property Societies (FPS) asset management guidance. These categories are defined as follows:

- A: Good – Performing as intended and operating efficiently
- B: Satisfactory – Performing as intended but showing minor deterioration
- C: Poor – Showing major defects and/or not operating as intended
- D: Bad – Life expired and/or serious risk of imminent failure

‘Gross internal floor area’ is defined as the total internal floor surface area within the external walls. It includes space in cupboards, toilets and cloakrooms etc.

Assessments of condition are undertaken where there has been a material change or capital investment in the property.

Information Sources and Methodology

The Council’s Asset Manager records works at properties through capital planned improvements and projects and updates where appropriate (adding new properties, removing vacated properties and recording programmed works etc). The Council is in the process of implementing new Asset Management software called Atrium which will bring together various data sources on property assets into a single source enabling the production of more detailed performance figures.

Property condition has been assessed using an elemental building assessment method. All properties are subject to appraisal by Construction Services and Asset Management as part of capital planned improvements and projects processes with a number of properties where there are concerns regarding condition also being subject to detailed building surveys. They are then classified in terms of condition.

To obtain the overall condition of the property, the elements of the property are assigned a condition rating (A to D). The overall condition category is then determined from this information through the application of a weighting and scoring system.

The appropriate weighting factor has been applied to each element assessed as set out above. Each element is assessed as being in condition A = Good, B = Satisfactory, C = Poor and D = Bad. The score for each element was calculated by multiplying the element weighting by the following condition score A = 1, B = 0.75, C = 0.5, D=0.25. Where certain elements do not form part of the building these are excluded from the achievable total score. The total score for the property is calculated by adding together the score for each element.

The overall property condition percentage is calculated by dividing the total actual score for the property by the total achievable score (The total of each element weighting factor).

The condition rating for each property is determined using the overall condition percentage.

- 0% - 40% = Bad – Life Expired and/or serious risk of imminent failure
- 40% - 60% = Poor - Showing major defects and/or not operating as intended
- 60% - 85% = Satisfactory - Performing as intended but showing minor deterioration
- 85% - 100% = Good - Performing as intended and operating efficiently

EXAMPLE SCORING CALCULATION

Element	Condition	Score	Element Weighting	Example Weighted Score
Roofs	Satisfactory	0.75	40	30
Windows	Satisfactory	0.75	35	26.25
External walls	Satisfactory	0.75	30	22.5
External decoration	Satisfactory	0.75	20	15
External doors	Satisfactory	0.75	15	11.25
Ceilings	Satisfactory	0.75	15	11.25
Internal walls	Satisfactory	0.75	10	7.5
Doors	Satisfactory	0.75	10	7.5
Fixtures & fittings	Satisfactory	0.75	10	7.5
Floors	Satisfactory	0.75	15	11.25
Staircases	Satisfactory	0.75	10	7.5
Sanitaryware	Satisfactory	0.75	20	15
Internal decoration	Satisfactory	0.75	15	11.25
Wiring	Good	1.0	25	25
Lighting	Satisfactory	0.75	20	15
Fire alarms	Good	1.0	5	5
Heating	Good	1.0	35	35
Hot & cold water	Satisfactory	0.75	15	11.25
Ventilation	Satisfactory	0.75	5	3.75
Playgrounds	Satisfactory	0.75	15	11.25
Paths & pedestrian areas	Satisfactory	0.75	15	11.25
Walls & fences	Satisfactory	0.75	10	7.5
Roads & car parks	Poor	0.5	10	5
Total			400	313.75
Overall Property Condition			78.43%	Satisfactory

Results

The school estate extends to approximately 303,899m². Of this approximately 300,396m² is considered to be in satisfactory or better condition for 2012/13. This represents 98.8% of the School Estate gross internal floor area.

The only schools in 2012/13 which were not considered in satisfactory or better condition were Woodmuir Primary, Breich and Toronto Primary, Livingston.

Woodmuir Primary, Breich has now been replaced with a new school completed during 2013/14 which means condition, compliance and suitability are now considered as good.

Toronto Primary, Livingston will be subject to a major renovation that will include upgrading mechanical and electrical installations, fabric works and accessibility improvements. The project is planned to begin in 2015/16 with completion forecast in 2017/18. These works will improve condition, compliance and suitability of the school.

APPENDIX 2 - SUITABILITY SPECIFIED PERFORMANCE INDICATOR GUIDANCE (8B)

Background

The Suitability Specified Performance Indicator provides a measure of the extent which a building and its grounds are appropriate in providing an environment which supports service delivery in terms of functionality, accessibility, environmental conditions, safety and security and fixed furniture and fittings. The assessment covers all operational properties including the School Estate.

For the school estate specifically this seeks to measure the extent which a school building and its grounds are appropriate in providing an environment which supports quality learning and teaching and services provided to individual children and the school community. This is one of the School Estate Core Facts submitted annually to the Scottish Government.

Information Sources and Methodology

The Council's Asset Manager records works at properties through capital planned improvements and projects and updates where appropriate (adding new properties, removing vacated properties and recording programmed works etc). The Council is in the process of implementing new Asset Management software called Atrium which will bring together various data sources on property assets into a single source making the production of performance figures easier and more detailed.

It is considered that the suitability of the portfolio does not change significantly unless there has been major investment or change in circumstances and therefore assessments of those properties where this is applicable is only undertaken. It is proposed that during 2014/15 service questionnaires supported by suitability assessments will be undertaken as part of the implementation of the new Property Assessment Management Plan and to support the implementation of the Council's new asset management software called Atrium.

Factors and grades

All properties have been assessed to determine suitability using the following factors:

- Condition (general fabric and decor)
- Environment (heating, lighting and ventilation)
- Safety and Security (of customers and employees)
- Location (access for customers and staff)
- Facilities (welfare, meeting rooms, reception)
- Space and Layout (size, shape and storage)

Each factor is then scored using an A to D scale, as follows:

- A. Good – ideally suited to service delivery with no changes required.
- B. Satisfactory – not ideal but service delivery is not adversely affected.
- C. Poor – service delivery is impeded.
- D. Bad / Unacceptable – Service delivery is seriously impeded.

For properties where there have been a change in circumstances over 2012/13 a desk top and perceptive appraisal is undertaken by the Asset Manager to provide updated suitability ratings where appropriate. New properties are considered to be suitable with a Good rating attached automatically.

For Educational properties only, facilities are considered in more detail, with relative weightings as follows:

- Learning and teaching spaces (general purpose and practical for secondary) 50%
- Internal social spaces 15%
- Internal facilities 15%
- External social spaces 10%
- External facilities 10%

The weighting reflects the perceived importance of each area in terms of core service delivery. Each area was assessed against five key factors:

- Functionality (shape, size, flexibility etc)
- Accessibility (departmental organisation and access for all etc)
- Environmental conditions (temperature, ventilation, lighting & acoustics etc)
- Safety and security (fire doors and CCTV etc)
- Fixed furniture and fittings (ICT, power points & benches etc)

Results Summary

The assessment grades are:

- A. Good – performing well and operating efficiently, fully supports the service deliver;
- B. Satisfactory – performing well but with minor problems, generally supports service delivery;
- C. Poor – showing major problems and/or not operating optimally, impedes service delivery; and
- D. Bad – school building and / or grounds seriously impede service delivery

A total of 96 school properties are recorded, of these 91 are considered suitable. This represents 94.8% of our schools. Those schools that are considered “poor” for suitability together with commentary and proposals to improve are as follows:

School	Suitability Issue	Planned Improvement
Greenrigg Primary, Greenrigg	Space limited throughout the building. Limited hall.	Feasibility to be undertaken during 2014 to improve internal spaces and extend or replace existing hall.
Seafield Primary, Seafield	Space for PE/dining limited. Cloakroom space limited	Feasibility to be undertaken during 2014 to extend or replace existing hall and improve internal spaces.
St Pauls Primary, East Calder	Access and Drop Off	Improved Access proposed to form part of neighbouring housing development which would be developer funded.
Woodmuir Primary, Breich	Multi function Space limited	New School Completed in 2013.
Eastertoun Nursery, Armadale	Space limited, garden prone to flooding and access restricted	Garden drainage to be investigated as part of planned improvements. Feasibility on wider access and space requirements to be undertaken during 2014.



EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL

STATISTICS FOR SCHOOLS – PUPIL TEACHER RATIOS

REPORT BY HEAD OF SCHOOLS WITH EDUCATION SUPPORT

A. PURPOSE OF REPORT

To inform the Panel of the statistics published by Scottish Government in relation to pupil teacher ratios and class size reduction as per the annual census in publicly funded schools in Scotland conducted on 18 September 2013.

B. RECOMMENDATION

To note the statistics and performance in relation to schools in West Lothian.

C. SUMMARY OF IMPLICATIONS

I Council Values	Focusing on our customers' needs; Being honest, open and accountable; Making best use of our resources;
II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	Standards in Scotland's Schools etc Act 2000 Local Government in Scotland Act 2003 – requirement to secure best value.
III Implications for Scheme of Delegations to Officers	None.
IV Impact on performance and performance Indicators	Cost per Pupil West Lothian Primary Schools
V Relevance to Single Outcome Agreement	SOA 1 - Our children have the best start in life and are ready to succeed – Children are ready to start school.
VI Resources - (Financial, Staffing and Property)	Within existing Devolved School Management (DSM) resources.
VII Consideration at PDSP	The report is for consideration by Education PDSP.
VIII Other consultations	N/A

D. TERMS OF REPORT

D.1 Background

The Scottish Government require all local authorities to provide information in relation to pupils and teachers in publicly funded schools on an annual basis, with the census being undertaken in September each year.

The annual census was conducted on 18 September 2013 and the results were published on 11 December 2013.

D.2 Pupil Teacher Ratio

The pupil teacher ratio for West Lothian Council in 2013 is 14:1 and compares favourably with the ratios being provided by other local authorities of a similar size. Pupil Teacher ratios in 2013 across Scotland range from 12.4 to 14.8 (disregarding Island authorities) with the average 13.5. The pupil teacher ratio in West Lothian meets the commitment made as part local government settlement (2012-2015) to maintain teacher numbers in line with pupil numbers.

D3 Class Size Reduction

The percentage of P1 – P3 pupils in classes of 18 pupils or less or in two teacher classes with a pupil teacher ratio of 18 or less was 20.3% for West Lothian school in 2013.

This percentage varies considerably between local authorities. The existence of large numbers of small schools in some areas is one of the main reasons for this. The national level for 2013 is 13.6%.

E. CONCLUSION

West Lothian Council's statistics for pupil teacher ratio and class size reduction compare favourably with similar local authorities and reflects the high level of investment in early education in West Lothian.

F. BACKGROUND REFERENCES

Statistical Bulletin (ISSN 1479-7569) published 11 December 2013, Scottish Government

Appendices/Attachments: 1 Extract from Statistical Bulletin

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James Cameron, Head of Schools with Education Support

Date: 25 February 2014

General

Table 1.1 shows the number of school, pupils and teachers in publicly funded schools in Scotland. In September 2013 there were 102,871 children in 2,504 pre-schools, 377,382 pupils in 2,056 primary schools, 289,164 pupils in 364 secondary schools and 6,984 pupils in 149 special schools. The proportion of pupils in special schools continues to be about one per cent, however the number of pupils in special schools has increased from 6,673 in 2009 to 6,984 in 2013. The total number of teachers in all sectors was 51,078, 175 fewer than the revised 2012 figure of 51,253.

The pre-school and primary teacher numbers for 2010 onwards have been amended to remove teachers who were double counted as a result of working in both sectors. The amendments to the primary sector account for about 0.2% in each year, the changes to the pre-school sector account for around a 2% decrease in 2010 and 2011, and a 7% decrease in 2012. Therefore, any previously published figures based on 2010, 2011 or 2012 pre-school or primary teacher numbers should not be used. See background note 3.4 for details.

Table 1.1: Schools, pupils, teachers and pupil teacher ratios (PTR) for all publicly funded schools by school sector, 2006 to 2013

	2006	2007	2008	2009	2010 ⁽²⁾	2011 ⁽²⁾	2012 ⁽²⁾	2013
Schools								
Pre-schools ⁽¹⁾	2,750	2,702	2,645	2,615	2,586	2,553	2,548	2,504
Primary	2,184	2,168	2,153	2,128	2,099	2,081	2,064	2,056
Secondary	381	378	376	374	372	367	365	364
Special	190	183	193	190	163	158	155	149
Pupils								
Pre-schools ⁽¹⁾	111,720	106,060	105,420	107,420	92,030	94,840	97,985	102,871
Primary	382,783	375,946	370,839	367,146	365,326	366,429	370,680	377,382
Secondary	312,979	309,560	303,978	302,921	301,007	297,109	293,562	289,164
Special	6,975	6,709	6,756	6,673	6,800	6,973	6,976	6,984
Total (excludes pre-school)	702,737	692,215	681,573	676,740	673,133	670,511	671,218	673,530
Teachers								
Pre-schools ⁽¹⁾⁽²⁾	1,704	1,689	1,650	1,630	1,524	1,461	1,386	1,288
Total schools	53,043	53,411	52,697	51,371	50,498	49,907	49,867	49,790
School based	51,886	52,446	51,765	50,599	49,784	49,026	48,691	48,620
Primary ⁽²⁾	23,625	23,829	23,615	23,243	23,095	22,813	22,685	22,905
Secondary	26,186	26,573	26,067	25,371	24,776	24,241	23,980	23,695
Special	2,075	2,044	2,083	1,985	1,913	1,973	2,026	2,020
Centrally employed	1,157	964	933	772	714	881	1,176	1,170
Total (inc pre-school) ⁽²⁾	54,747	55,100	54,347	53,001	52,022	51,368	51,253	51,078
PTRs								
Total schools ⁽³⁾	13.3	13.0	12.9	13.2	13.3	13.4	13.5	13.5
School based ⁽⁴⁾	13.5	13.2	13.2	13.4	13.5	13.7	13.8	13.9
Primary	16.2	15.8	15.7	15.8	15.8	16.1	16.3	16.5
Secondary	12.0	11.6	11.7	11.9	12.1	12.3	12.2	12.2
Special	3.4	3.3	3.2	3.4	3.6	3.5	3.4	3.5

(1) From 2010 pre-school figures are not directly comparable with previous years. Pre-school centre count includes local authority and partnership centres. Pre-school teachers figures now include pre-school home visiting. See background note 3.15.

(2) 2010, 2011, 2012 pre-school, primary, school and total teacher FTE and PTRs revised, see background note 3.4.

(3) All school-based and centrally employed teachers contribute to this ratio. Includes grant aided pupils and teachers.

(4) All school-based teachers contribute to this ratio.



**West Lothian
Council**

EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL

EDUCATIONAL OUTCOMES OF LOOKED AFTER CHILDREN (LAC)

REPORT BY HEAD OF EDUCATION (QUALITY ASSURANCE)

A. PURPOSE OF REPORT

To provide national and local performance information of the educational outcomes for West Lothian's Looked After Children (LAC)

B. RECOMMENDATION

To note the positive educational outcomes of West Lothian's Looked After Children compared to national and comparator statistics.

C. SUMMARY OF IMPLICATIONS

I Council Values	Focusing on our customers' needs Being honest, open and accountable Providing equality of opportunities Making best use of our resources Working in partnership
II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	None
III Implications for Scheme of Delegations to Officers	None
IV Impact on performance and performance Indicators	None
V Relevance to Single Outcome Agreement	We are better educated and have access to increased and better quality learning and employment opportunities. People most at risk are protected and supported to achieve improved life chances
VI Resources - (Financial, Staffing and Property)	None
VII Consideration at PDSP	Underway
VIII Other consultations	None

D TERMS OF REPORT

D.1 Introduction;

In June 2013, the Scottish Government published official statistics, which summarised the **Educational Outcomes For Scotland's looked after children 2011/12**. This publication contains statistics linking Looked After Children's data provided by local authority social work service departments with educational data provided by publicly funded schools, the Scottish Qualifications Authority (SQA) and Skills Development Scotland (SDS).

The publication presented key findings on a range of educational outcomes for children and young people who were looked after continuously during the 12-month period, in different types of care placements and for pupils with multiple care placements.

The report provided national and local authority statistics. Information comparing West Lothian's statistics with those of comparator councils has also been included in relevant tables provide below. Comparator Authorities are: North Lanarkshire, South Lanarkshire, Fife, Clackmannanshire and Midlothian.

D.2 The main findings are:

1. Attendance

Information about attendance is collected and published every two years, the most recent reporting of which was in 2010/11. The overall national school attendance rate for LAC was 88.6% compared to 93.1% for all school children.

West Lothian LAC attendance was 91.1% and our comparators' Authorities average was 88.4%, ranging from 83.2% to 91.5%.

West Lothian attendance figure was above both the national average and the average for our comparator Authorities (**Appendix, Chart 1**).

2. Exclusion

Similarly, information about exclusions is collected and published every two years. The overall national exclusion rate for LAC in 2010/11 was 326 exclusions per 1000 pupils compared to 40 per 1000 for all pupils.

West Lothian exclusion rate was 452 per 1000 pupils, the national rate was 326 per 1000 pupils and our comparators' average was 316 per 1000 pupils, ranging from 225 to 455 (**Appendix, Chart 2**). These comparisons will be influenced by West Lothian having a higher attendance rate than the national and comparator average.

3. Attainment

Tariff Scores

Tariff Scores are calculated using an extended version of the Universities and Colleges Admissions Service (UCAS) Scottish Tariff points system. All awards have tariff points allocated and these are all added together to give a pupil score.

- e.g. Access 2 awards carry a Tariff Score of 1 point
- Access 3 – 2 points
- SG Level 4 or Intermediate 1 C award – 16 points
- SG Level 2 or Intermediate 1 C award – 28 points
- Higher Grade C award - 48 points

In 2011/12, the national average tariff score for LAC was 106, compared to 406 for all school leavers. West Lothian's LAC tariff score was 205 (the highest of all 25 Authorities for which information was available), our comparators' average was 116, ranging from 54 to 204 (**Appendix, Chart 3**). West Lothian performed above both the national average and the average for our comparator authorities.

This comparison of LAC outcomes with those for all school leavers is influenced by the fact that 79% of LAC who left school during 2011/12 were aged 16 years and under when they left, compared to only 30% of all school leavers being of this age when leaving school.

Over the 3 year period 2009/10 to 2011/12, looked after children continued to have lower attainment but their average tariff score is improving and West Lothian's LAC average tariff score increased more strongly than both the national average score and the average score for our comparator Authorities (**Appendix, Chart 4**).

The calculations for West Lothian were based on a relatively small number of LAC (11) and this should be taken into account in the analysis.

Of note also was the percentage of 16-17 year old LAC being cared for at home who achieved English and Maths at Level 3. The West Lothian target set was 63% and 68.8% achieved this level. This figure does not include the attainment of young people continuing with their education, only school leavers. Similarly noteworthy was the percentage of 16-17 year olds being looked after away from home who achieved English and maths at Level 3. The set target of 55% was achieved.

4. Positive Destinations

At the initial survey by Skills Development Scotland (SDS), 75% of LAC who had left school during 2011/2012 were in a positive destination compared to 90% of all school leavers. 82% of West Lothian's LAC who had left school during 2011/2012 were in a positive destination and our comparators' average score was 76%, ranging from 56% to 90%. West Lothian's percentage was above both national and comparator figures at the initial survey.

At the follow-up survey of destinations, the percentage of LAC who had left school during 2011/12 and were in a positive destination had fallen to 67%, compared with 89% of all school leavers. The percentage of West Lothian LAC who had left school during 2011/2012 and were in a positive destination had fallen to 73% and our comparators' average had fallen to 69%, ranging from 54% to 90%.

The percentage of West Lothian LAC school leavers achieving a positive destination was above both the national and comparator Authorities averages at both the initial and follow-up surveys (**Appendix, Chart 5**).

These calculations for West Lothian were based on relatively small numbers (11) and this should be taken into account in analysis.

5. Other Noteworthy Findings

The fewer placements looked after young people have during the year, the higher their average attainment. Average tariff scores were highest for young people who were looked after by foster carers provided by the Authority (average score 199) and lowest for young people who were looked after at home (average score 40) for the entire school year.

Looked after children and young people are still less likely to move into a positive destination after they leave school but the gap is narrowing. Looked after children are less likely than non-looked after children to maintain initially positive destinations.

6. Strategies which contribute to improvements.

Youth Scotland Awards are formal awards which accredit children and young people for their achievements. They include Dynamic Youth Awards for ages 10 – 14 and Youth Achievement Awards for 14 years plus. The multi agency team for looked after children planned accredited programmes for a variety of experiences. These experiences include:

- enterprise group work activities;
- primary 7 transition group work;
- a *Give Us a Break* group work (a grief and loss programme);
- involvement in the *My Netopian* project;
- some LAC young people also achieved awards in *Having Your Say* and the *Youth Inclusion Project*. SQA points are awarded for these.

The LAC Outreach teachers have been heavily involved in planning, developing and running these courses and the programme has grown since its start in 2011/2012. The service has also contributed to the development of the *Active and Achievement Fund* which encourages young people to become more involved in activities within their own community.

The responsible LAC Principal Teacher has organised Drop-in Sessions for any West Lothian colleagues and there is an annual Celebrating Success Event where our young people can be recognised for their significant efforts.

The LAC teaching team, currently two secondary and two primary colleagues, has supported more young people in schools, or at times, within our residential houses. The number of young people supported has increased to 88 in 2012/2013. Recent referrals highlight the current need within Secondary is at S3 and S4 and at P5 and P6 within Primary schools.

Whilst there has been a decrease in requests to support P7 children, a recent Multi-school Transition Group has been successful in supporting children moving on to secondary school. The Council's Nurture Initiative has also been of significant value to many of our most vulnerable LAC children, supporting transition and providing additional support at the start of their secondary schooling.

E. CONCLUSION

The report contains statistical evidence indicating that West Lothian has achieved better outcomes than both the national average and the average for our comparator Authorities in the areas of attendance, average educational tariff scores and positive destinations.

Areas identified for further analysis and action within West Lothian include a focus on reducing exclusions and on increasing the proportion of LAC and young people who move on to sustained positive destinations.

F. BACKGROUND REFERENCES

The Scottish Government official statistics publication, **Educational Outcomes For Scotland's Looked After Children, 2011/12.**

Appendices/Attachments: 1 – Educational Outcomes of Looked After Children

Contact Person: John Tease, Education Services, West Lothian Civic Centre, Howden South, Road, Livingston. EH54 6FF

Email: john.tease@westlothian.gov.uk Tel: 01506 281271

Elaine Cook, Head of Education (Quality Assurance),

Date: 25 February 2014

Education Policy Development and Scrutiny Panel

Educational Outcomes of Looked After Children (LAC)

REPORT BY HEAD OF EDUCATION (QUALITY ASSURANCE)

Chart 1

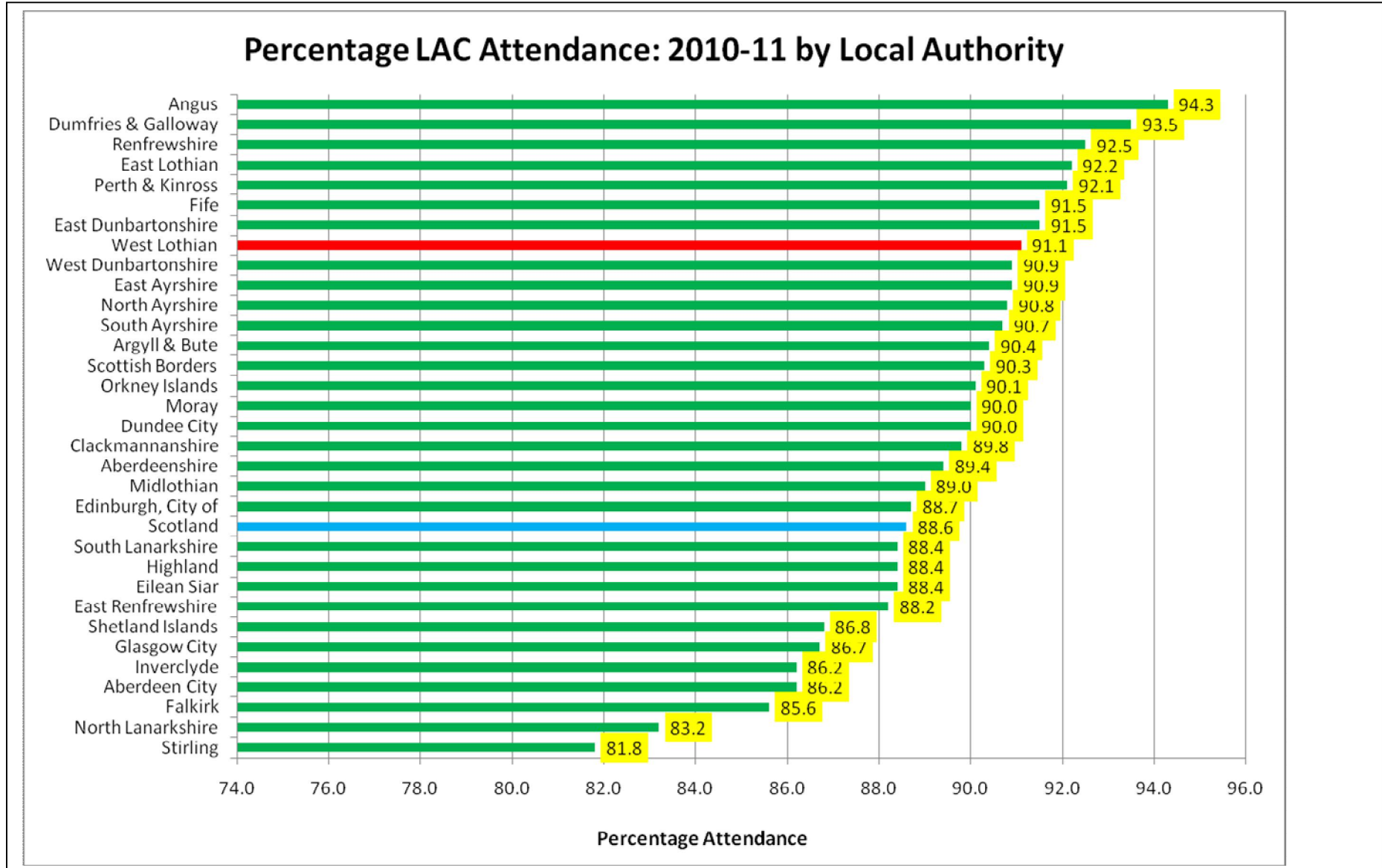


Chart 2

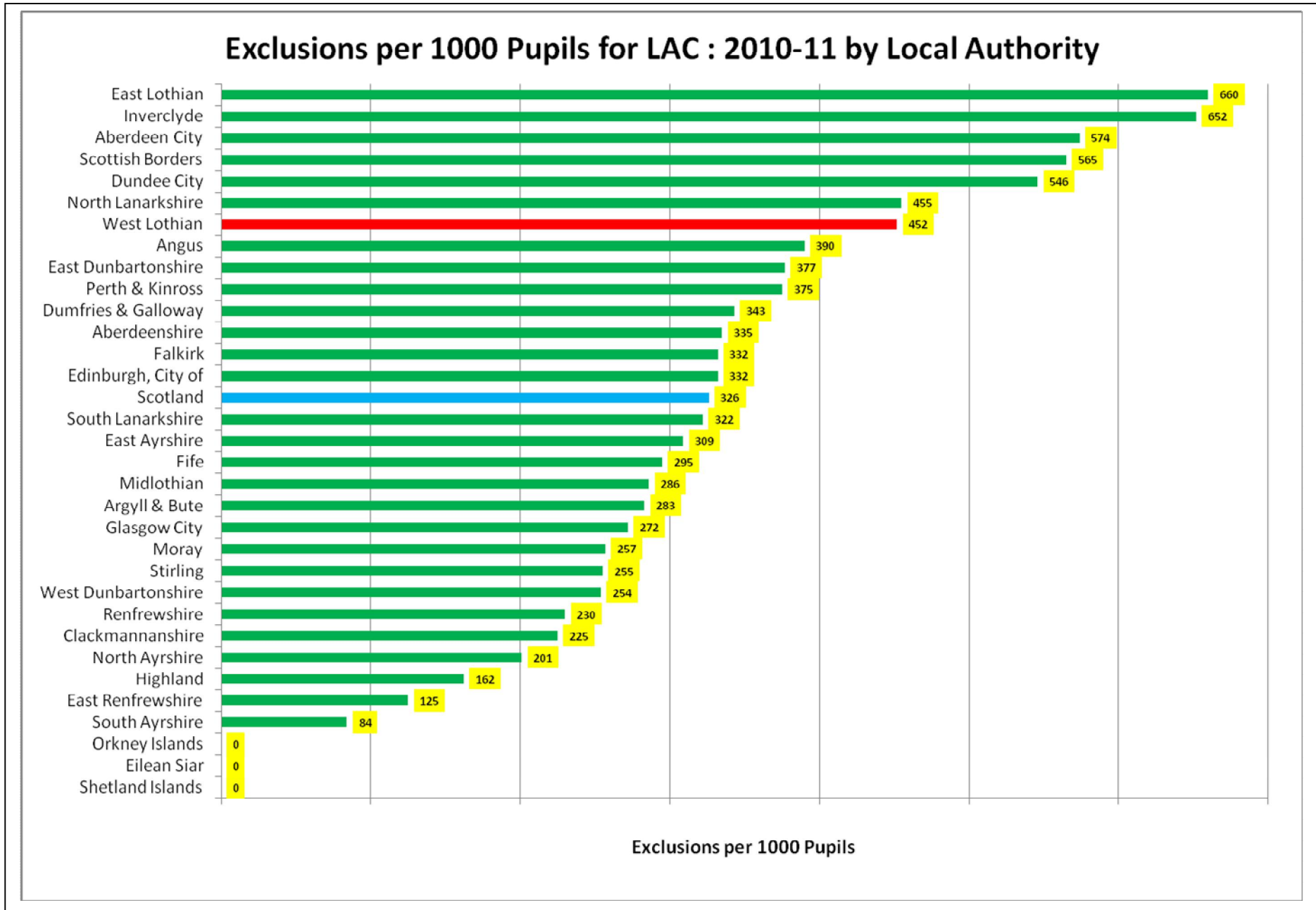


Chart 3

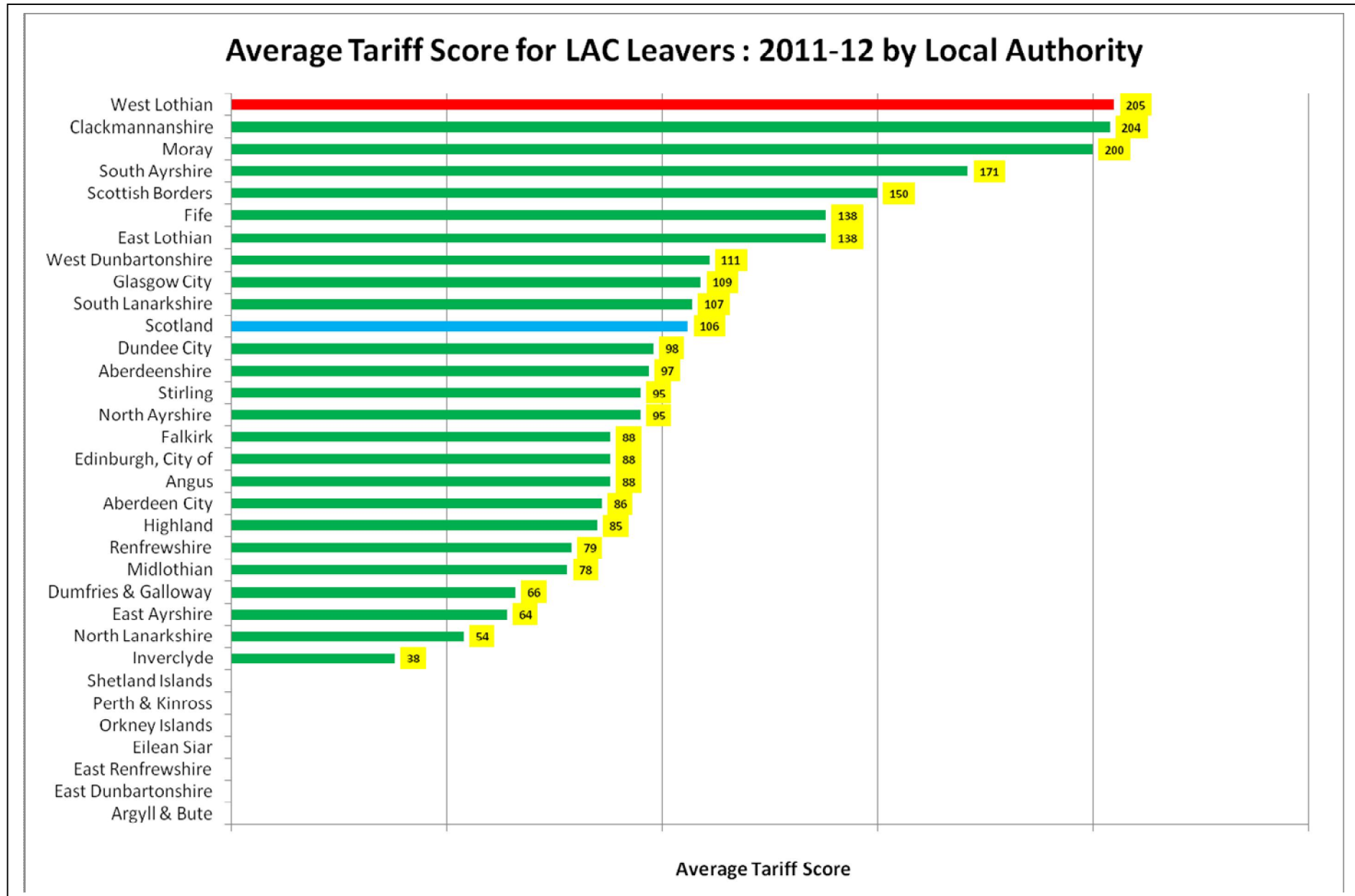


Chart 4

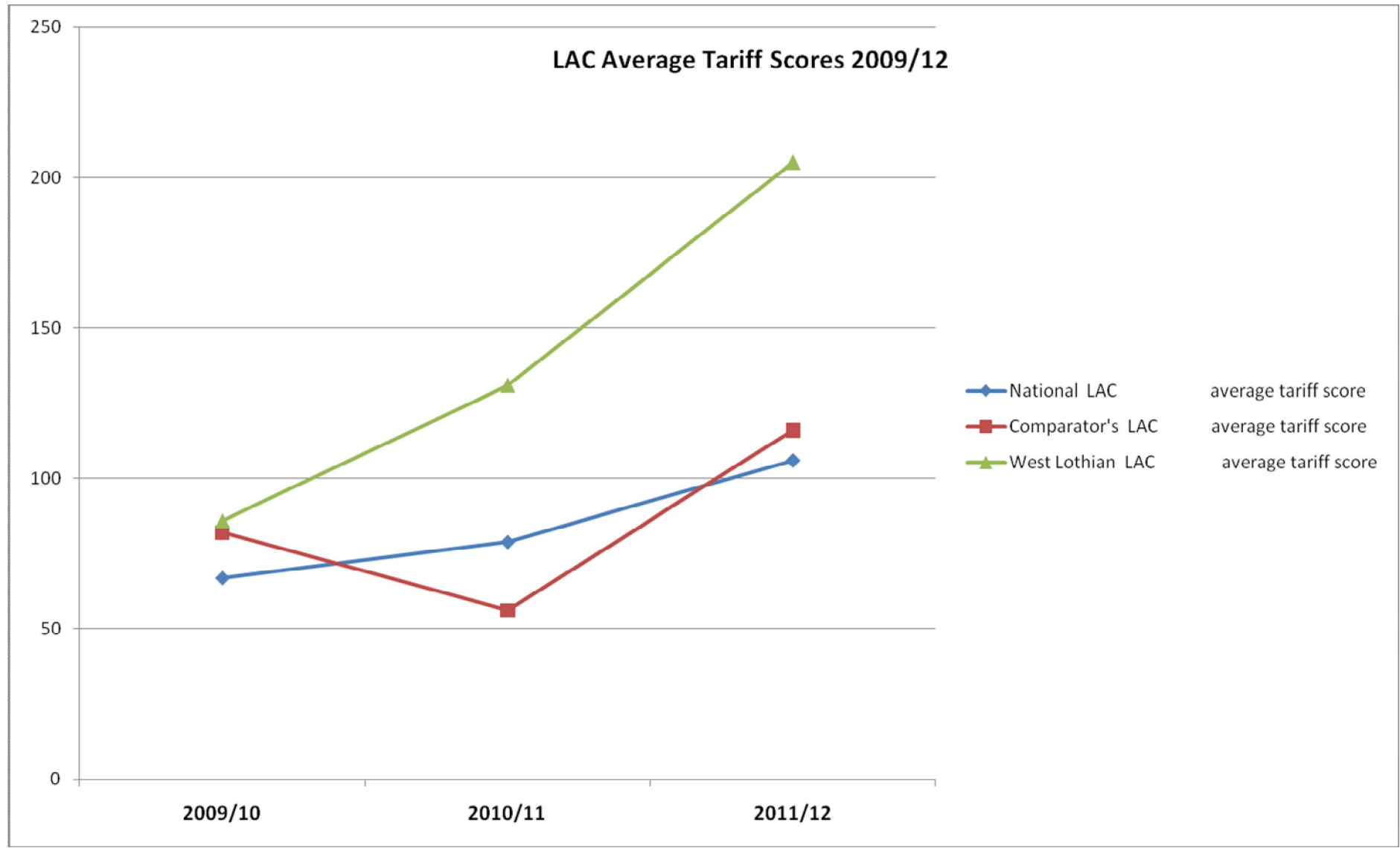
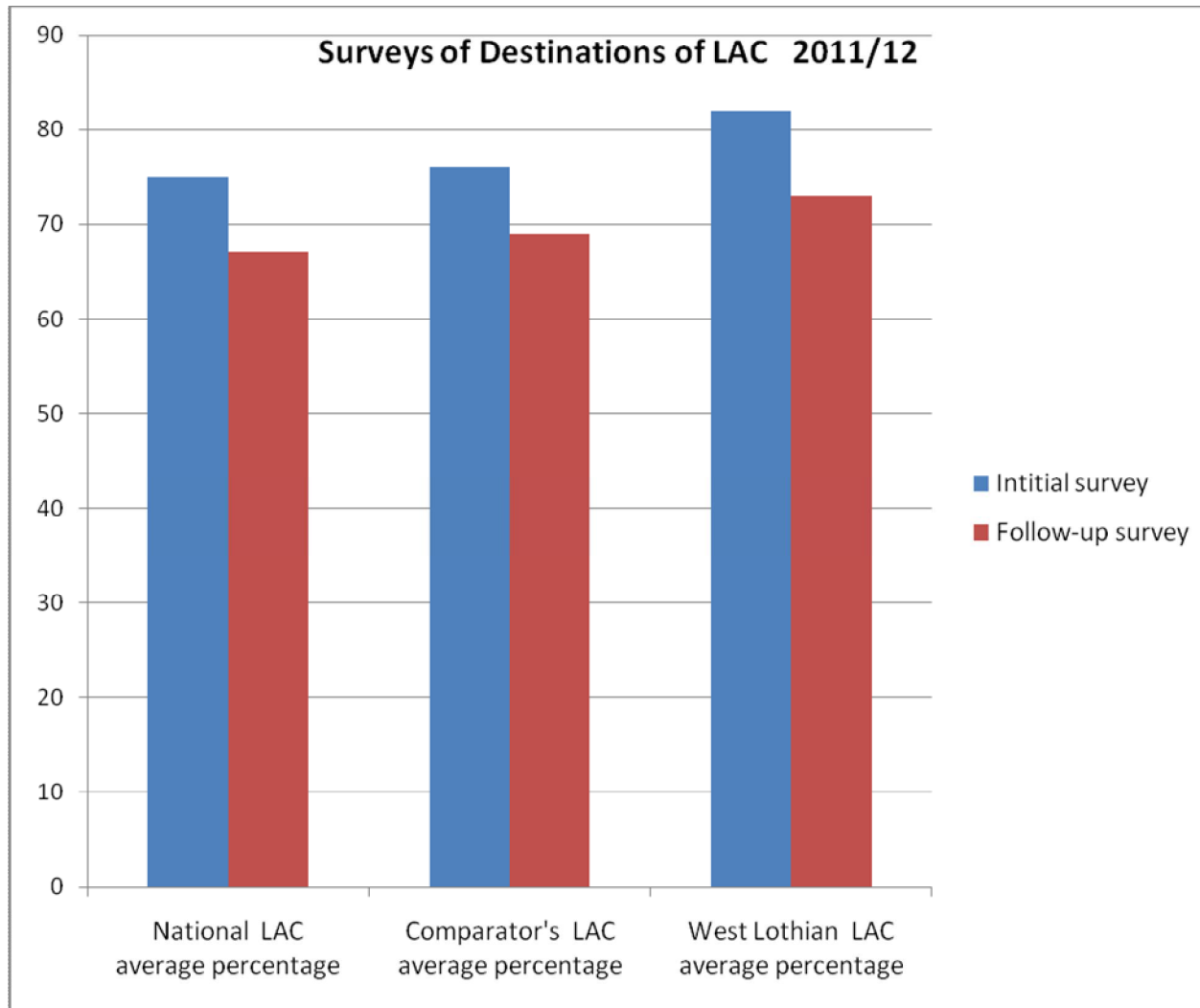


Chart 5





EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL

YOUTH MUSIC INITIATIVE YEAR 12 - PROPOSED PROGRAMME

REPORT BY HEAD OF AREA SERVICES

A. PURPOSE OF REPORT

This report advises the Panel of progress with the Youth Music Initiative (YMI) Year 12 application to Creative Scotland who grant the funding for YMI.

B. RECOMMENDATION

It is recommended that the Panel notes the report and recommends to the Education Executive that it approves the proposal for submission to Creative Scotland.

C. SUMMARY OF IMPLICATIONS

I Council Values	Focusing on our customers' needs; being honest, open and accountable; providing equality of opportunities; developing employees; making best use of our resources; and working in partnership
II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	Enables West Lothian Council to meet the Scottish Government target that "all school children in Scotland should have access to 12 hours free music tuition by the time they reach Primary 6"
III Implications for Scheme of Delegations to Officers	None.
IV Impact on performance and performance Indicators	Enables West Lothian Council to meet the Scottish Government target that "all school children in Scotland should have access to one year's free music tuition by the time they reach Primary 6"
V Relevance to Single Outcome Agreement	We are better educated and have access to increased and better quality learning and employment opportunities.
VI Resources - (Financial, Staffing and Property)	External funding from Creative Scotland, Youth Music Initiative Formula Funding, £246,228.
VII Consideration at PDSP	Not applicable.

D. TERMS OF REPORT

Youth Music Initiative (YMI) funding enables schools to meet the Scottish Government target that “all school children in Scotland should have access to 12 hours free music tuition by the time they reach Primary 6”. This target is met by commissioning specialist individuals and organisations to deliver a range of music education projects to pupils in West Lothian.

Community Arts successfully applied to Creative Scotland for Year 11 funding for the YMI programme for 2013-14 and received the maximum award available: £246,228. This year’s programme will run from August 2014 to June 2015 and will include 13 projects plus investment in management, promotion and travel subsidy. West Lothian’s allocation of funding this year is, again, £246,228. The outline cost for each project is as follows:

• Recycling Rhythms	£47,540
• Sound, Electronics & Music	£34,474
• Saturday Strings	£25,000
• Ukelele Performances	£6,180
• Voice Rocks	£8,850
• Cajun Drumming	£19,175
• Ocarina	£6,050
• Curriculum for Excellence Active Learning	£8,990
• National Youth Choir of Scotland P3 Singing Workshops	£6,135
• National Youth Choir of Scotland P3 Play and Sing Groups	£11,760
• National Youth Choir of Scotland Go for Bronze	£51,415
• Schools Programme for Bathgate Music Festival	£4,400
• Song writing: Ukulele and Percussion	£10,120
• Management	£4,000
• Promotion	£1,000
• Transport Subsidy	£500
• Contingency	£639

All contracts have been advertised through Quick Quote with a response date for quotes from suppliers of 25 January 2014. Contracts for the delivery of the projects outlined in the application will be awarded following confirmation of funding. Subject to Council Executive approval, the Year 12 application will be submitted to Creative Scotland by the deadline date of 20 March 2014.

The projects outlined in the YMI application will be extremely beneficial to the young people who will participate, providing opportunities for them to work closely with professional musicians, creating performance opportunities and developing their listening, creative and critical thinking skills. They will develop increased self confidence and self esteem as well as having an enjoyable experience. The projects will make a significant contribution to enabling the participants to embrace the principles and capacities of Curriculum for Excellence. The programme will also be of benefit to teachers as the associated Continuing Professional Learning is designed to enhance teaching practice in the classroom and develop skills in using music as a tool for interdisciplinary learning across the curriculum.

E. CONCLUSION

Community Arts will deliver and manage the 2014-15 YMI programme which will make a significant contribution to enabling the participants to embrace the principles and capacities of Curriculum for Excellence through a high quality programme of music-making activities.

F. BACKGROUND REFERENCES

None

Appendices/Attachments: Two

Appendix One - Year 12 YMI Application, Part A

Appendix Two - Year 12 YMI Application, Part B

Contact Person:

Laura Tyrrell

Community Arts Co-ordinator

01506 7773874

Laura.tyrrell@westlothian.gov.uk

Steve Field

Head of Area Services

Date: 25 February 2013

Creative Scotland
Funding Programme 10

**Youth Music Initiative: Formula Fund
(Year 12)**

Application Form – Part A

Please read the Guidelines and [Applying for Funding section](#) before completing this application form.

A: APPLICANT DETAILS

	Applicant and Contact Details
1.1 Name of Applicant / Applicant Organisation	West Lothian Council, Community Arts
1.2 Contact Name (if different from 1.1) and Position	Nancy Douglas, Arts Officer (Learning)
1.3 Contact Address	Howden Park Centre, Howden, Livingston, West Lothian
1.4 Postcode	EH54 6AE
1.5 Contact telephone numbers	Work: 01506 773875 Mobile:
1.6 Email address	Work: nancy.douglas@westlothian.gov.uk
1.7 Web address	www.howdenparkcentre.co.uk
1.8 If applicable, please give details of any special communication or physical access needs you may have.	N/A

B: PROGRAMME SYNOPSIS / DATE

Synopsis

Please give a brief synopsis of your YMI Formula Fund programme of activity (maximum of 30 words – see *Application Form Examples document for guidance*)

(We will use this verbatim on our website and in any communications about your programme including any publicity material)

West Lothian Council will deliver two bespoke projects plus string, ukulele, drumming, wind, percussion and singing projects to engage children who normally don't participate in music, including teacher training opportunities.

Dates	Schedule/Delivery
2.1 When is the expected start date of your programme?	August 2014
2.2 When is the expected date of completion for your programme?	June 2015

C: YOUR YMI PROGRAMME OVERVIEW

The following questions should be answered in the context of your YMI programme as a whole. Individual project details and your budget should be submitted in "Application Form – Part B".

1. Please summarise how your YMI programme will sustain the P6 target.

This target will be sustained by commissioning specialist individuals and organisations to deliver a range of music education projects to pupils. The programme will run from August 2014 to June 2015 and will include 13 projects for early years, primary, secondary and Special Educational Needs (SEN) schools. Projects will include a mixture of performance opportunities as well as instrumental and vocal workshops allowing young people to engage with professional musicians. This will be underpinned by a CPD programme for teachers involving skills development and the provision of the resources required to support the continuation and sustainability of the programme going forward.

2. Please describe how your YMI programme will provide an appropriate P6 target offer to all young people with additional support needs, disabilities and those in non mainstream schools (e.g. secure units, behavioural units etc).

The programme includes a number of bespoke projects which are designed to be adapted to work successfully with both mainstream and SEN schools. Pupils with additional support needs, learning and physical disabilities and social, emotional and behavioural difficulties will be given equal opportunity to participate in the programme. The specialist practitioners who will deliver these sessions are skilled and experienced in working with these client groups using, where appropriate, musical instrument designed for special needs music, music therapy and inclusive education and those unable to play traditional instruments. The schools that will be offered this work will include Cedarbank, Pinewood, Beatlie, Donaldson's School for the Deaf, Ogilvie School Campus and Burnhouse school.

3. Please describe any non YMI funded, free music provision, that your local authority will offer to young people that contributes to delivering the P6 target.¹

¹ Please only describe music provision your local authority offers that you would provide to evidence, if requested by the Scottish Government, how your local authority is sustaining the P6 Target. We don't need to know about any other provision the local authority offers.

None

4. Please describe the rationale for any non P6 target projects in your programme and how they meet *Purpose 2* (see guidelines) of this funding route.

Participation in and engagement with the arts can improve formal and informal learning, increase a sense of well-being, self-confidence and self-esteem for individuals and enhance the quality of life for communities. The non P6 target projects will include opportunities to engage with and participate in music making activities which are aimed at those individuals and communities which are at risk and hard to reach. The engagement programme will be designed to identify and remove the economic, geographic, social and attitudinal barriers to participation. Using the Scottish Index of Multiple Deprivation we have indentified the 20% most disadvantage datazones in West Lothian and we are keen to find ways of engaging with these hard to reach communities through the arts. This will be achieved by:

- delivering a high quality programme which is supported by outreach and education work to increase engagement and participation
- identifying and tackling barriers to participation
- engaging practitioners who have an extensive knowledge and experience of working with young people who have encountered social and economic deprivation, have a disability or additional support needs or are from ethnic minorities.
- working with partners to target socially excluded communities/ individuals and find new ways to engage them.

5. Please describe what the intended outcomes are for young people participating in your YMI programme.

The intended outcome is that every school child in West Lothian gets the opportunity to participate in music making activity by P6, hitting the P6 Target. We also aim to increase access to and participation in music making enabling young people to experience the social, educational and creative benefits of this art form. Taking part in this programme will have a positive impact on children's personal and social development and the intended outcomes for young people include:

- improved listening, creative and critical thinking skills
- increased confidence and self esteem
- improved social and team working skills
- higher academic performance

For children with special educational needs and/or behaviour issues, particular benefits include:

- reduction in negative and health harming behaviours
- improved ability to concentrate and focus on a task
- a sense of responsibility
- positive behaviour change
- increased communication skills
- greater engagement in learning

6. Please describe how opportunities offered through your YMI programme will be communicated to young people and parents / carers

We will communicate directly with schools, IMS staff and parents and pupils using a variety of communication channels including print, web-based media and social media. We will use the West Lothian “share the learning blog” to advertise and promote opportunities and also to share the good news on existing projects.

7. Please describe how your YMI programme addresses the priorities of this funding route.

a. Delivery of Training & CPD for YMI instructors and other stakeholders (e.g. class teachers / class assistants) that will help sustain music making

CPD and skills development for teachers and other school staff are an integral part of the YMI programme and underpins all the project work. The CPD programme is designed to enhance teaching practice in the classroom and develop skills in using music as a tool for interdisciplinary learning across the curriculum. CPD will be provided by the specialist tutors who are engaged to deliver the individual projects with the aim that every school participating in the programme will be left with the human and physical resources required to support the continuation and sustainability of the programme going forward.

b. Consultation with young people so their choices can be taken into account and, if appropriate, with local authority staff and external stakeholders in the planning of the YMI programme

Consultation with young people, head teachers, music teachers, primary teachers, instrumental music staff and education quality assurance colleagues was undertaken to seek their opinions, needs and preferences. Direct e-mail and evaluation forms to teachers were utilised as a means to gather feedback which was drawn on to design this year’s programme of work.

c. Development of partnerships with providers and stakeholders out with the local authority

We will continue to work with a range of local and national providers with whom we have developed a valuable and productive partnership. These partners are specialists in their field and will deliver an excellent programme of the highest quality while ensuring equality of access. New partners have also been identified for this year's programme with individuals (Lauren Hayes, Jo Mango Band, Judith England) and Limelight Music.

8. Please describe how you will monitor and evaluate your YMI programme. This could include, but is not limited to details of observations of programme delivery, end of project evaluations, feedback from participants.

The lead arts officer will monitor the programme and conduct both quantitative and qualitative evaluation on each project. The lead officer will regularly visit projects and liaise closely with specialist providers to ensure projects are meeting expectations and outcomes.

We will also comply with any monitoring and evaluation stipulations requested by Creative Scotland's YMI.

9. Please describe how your YMI programme will be managed.

Community Arts staff, who have many years experience of arts project management, will manage the programme in partnership with other council colleagues and the specialist providers. The day to day management of the programme will be the responsibility of the Arts Officer – (Learning) and overall responsibility will lie with the Community Arts Co-ordinator.

10. Please use the space below to provide any further information that you feel will enhance your application.

The YMI programme is managed by Community Arts who have extensive experience in delivering this type of work in schools and in the community.

D: ESSENTIAL SUPPORTING MATERIAL

Checklist

Please detail all of the supporting material you have submitted and where Creative Scotland can access this material (e.g. Dropbox or SoundCloud links)

Essential and Supporting Material Submitted	Please advise if the material has been attached to the application or where we can access it.
Application Form – Part B	Attached to e-mail.
Remits/job descriptions for any new staff employed through YMI funding	N/A
CVs of artists and others if relevant	N/A
Other – (please specify)	

E: YOUR LOCAL AUTHORITY STATEMENT AND ACCEPTANCE

Your statement (Please mark with an X in the relevant boxes)	X
I confirm that I have read and understood the guidelines which accompany this form.	X
I confirm that my local authority will sustain the P6 target in the 2014/15 academic year.	X
I confirm all activities funded by the Youth Music Initiative continue to be offered free of charge with no indirect costs.	X
I confirm that all the information in this application, and any e-documents provided to support it, is true and correct.	X
I confirm that I will inform you immediately if anything changes which could affect this application in any way.	X
I note that any grant awarded will be subject to standard and specific conditions and I confirm that I have the power to accept the grant under any conditions you set and to repay the grant if we do not meet them.	X

Statement of Acceptance

PLEASE STATE THE NAME OF THE PERSON WHO HAS DELEGATED AUTHORITY TO APPLY FOR THIS FUNDING. THIS PERSON MUST BE AN AUTHORISED SIGNATORY OF THE COMPANY OR ORGANISATION APPLYING OR, IN THE CASE OF AN INDIVIDUAL APPLICANT, BE THE PERSON NAMED IN SECTION A.

I hereby confirm that the information in this application submission including the supporting documents is true and correct and I acknowledge that it is my responsibility to inform you immediately of any changes which could affect the interpretation or context of the application, and I confirm I will undertake to do this.

I acknowledge that the [terms and conditions](#) of this application and any other information supplied and discussed regarding this application, the assessment and decision making

process, or in connection with this transaction as a whole ("the Confidential Information") is and shall remain strictly confidential. I confirm that I shall not disclose to any third party or make public the Confidential Information without Creative Scotland's prior written approval.

I acknowledge that Creative Scotland will endeavour to keep all information provided securely, but as a Public Authority in terms of the Freedom of Information (Scotland) Act 2002, may be required to disclose certain information under the Act. Where I stipulate at the time of providing information to Creative Scotland that I believe the information should be considered exempt from disclosure under that Act, and a request to Creative Scotland is subsequently made for disclosure of same or all of that information, Creative Scotland will endeavour to discuss such disclosure with me prior to making its decision. I do, however, accept and acknowledge that the ultimate decision on disclosure rests solely with Creative Scotland regardless of any prior statements or requests I have issued.

If any of the information I provide is classed as Personal Data under the Data Protection Act 1998 Act (the "Data"), I hereby consent that Creative Scotland may disclose said Data, within and outside of the European Economic Area, for the purposes of producing and submitting the aforesaid statistical information and reports or as otherwise required by law or by any regulations and other rules to which we are subject.

I confirm that all cash and in-kind contributions from the company or my own personal resources stated in the funding plan section of this application form are correct and that I have the authorisation to allocate the sums stated and I am responsible for ensuring that adequate resources will remain available to meet these requirements. In the event of any changes to the sums indicated I will provide a signed letter of confirmation.

I acknowledge that Creative Scotland is obliged to comply with Money Laundering Regulations 2007 and the Proceeds of Crime Act 2002 and I will, if requested, provide ID verification from any investor or myself, where appropriate, to meet compliance requirements.

I acknowledge that once Creative Scotland have confirmed the Offer of Funding in writing (via email) that Creative Scotland have the right to publicise their Offer of Funding on the Creative Scotland website and through other Creative Scotland information channels. I understand that Creative Scotland's Offer of Funding does not place Creative Scotland under any obligation to release funds until such time as all contractual negotiations are complete and Creative Scotland's Conditions Precedent have been met and their Funding Agreements signed off.

I confirm that I will not make any public statements (or allow others to do so on my behalf) regarding Creative Scotland's Offer of Funding until such time as Creative Scotland has authorised and approved the form and content of any public statement.

I confirm that I have the power to accept the award under the conditions set out in the Creative Scotland Guidelines and in this Application Form.

I declare that I have read and understood the Creative Scotland Guidelines, this Application Form and the Conditions of Funding of Creative Scotland.

I hereby confirm acceptance of the above Statement of Acceptance and all related documents. X

Nancy Douglas

.....
Name of Authorised Person

Arts Officer (Learning).....
Position of Authorised Person

22 January, 2014.....
Date

**Please submit your completed application form, in MS Word.doc format to:
ymiformulafund@creativescotland.com**

Creative Scotland
Funding Programme 10

Youth Music Initiative: Formula Fund (Year 12)

Application Form – Part B

A: PROJECT PLANNER

Please complete the template overleaf and provide information for the individual projects in your programme. **Please note:** we now require this form to be completed at application stage and understand that information provided may be an estimate. We will ask you to complete this form again in your End of Project Report.

	Applicant and Contact Details
Local Authority	West Lothian Council
Contact Name and Position	Nancy Douglas, Arts Officer
Date form completed/updated	January, 2014

PROJECT PLANNER

	Project 1	Project 2	Project 3	Project 4	Project 5	Project 6
Does the project contribute to the delivery of the P6 target? (Yes / No)						
How many individual young people will be offered this project?						
How many individual young people do you anticipate to accept the offer?						
How many hours of musical tuition will each young person receive?						
Is the project offered and suitable for those with additional support needs or a disability? (Yes / No)						
Is the project delivered in school time? (Yes / No)						
Is the project opt in / opt out? ¹ (In/Out)						
Is this a new project for Year 12? (Yes/No)						
Please list all schools in your local authority below. Indicate in the boxes to the right of each school the year groups that will be offered projects. If a school has declined an offer please indicate this using a (D) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>						
Joe Bloggs Primary (Example)	P3-4					
John Smith Secondary		S1-6 (D)				

¹ **Opt out** projects are those which take place in school time and settings and which young people are automatically engaged unless they (the pupils) decide to not take part. **Opt in** projects are where participants have to actively choose to take part either in or out of school times and settings.

West Lothian. The project will be delivered over 4 days/16 sessions per week with each session lasting between 45-50 mins. It is hoped to create partnerships between mainstream and sen schools. The project is designed to teach young people how to play drums and complex percussive rhythm sequences. In the first instance the voice will be explored as a musical instrument and pupils will experiment with basic beats and rhythms using Boomwhackers, which are tuned plastic musical tubes of various tones and sizes. These instruments are an ideal vehicle for the non-academic exploration of drumming in conjunction with figured musical harmony. By exploring the vibrations, tones and rhythms of sound, participants are encouraged to create new drum beats through learning specific percussion pieces from around the Globe. After the initial use of Boomwhackers pupils will progress to using Brazilian samba drums, jembis, snare drums, bass drums and tom toms.

Pupils will continue to work on developing their rhythmic skills by playing together as a percussive orchestra. As the individuals in the group progress, percussion pieces are matched to chants from around the world. After this pupils begin to work on creating and composing their own songs, encouraging the group to work collectively. The material used in the chants and songs will be based on environmental issues, raising awareness in renewable energy sources alongside promoting the benefits of recycling and encouraging the use of open spaces for walking and cycling. During the 3 terms Tanzanian National Poet Mrisho Mpoto and his percussionist will be invited to join the pupils, where they will help us learn East African Tribal Chants and plan the creation of our recycled drums. We will also be inviting internationally acclaimed percussionist Steve Alexander, drummer with Jeff Beck and Duran Duran, who specialises in Brazilian samba. Steve will work with the groups during the middle term.

In the final term the groups will create their own drums using inner tubes, cylinders, cable drums, and telecommunications and gas pipes. We will make our own instruments using recycled materials such as copper and metal piping instrumentation based on the Indonesian Gamelan. In Tanzania they make instruments out of any available materials, recycling every possibility. The project will culminate in an installation style performance piece using drumming, songs and chants with a musical accompaniment devised, learned and played by all the participants in conjunction with their project musical director. The aim is to engage the entire group in a team exercise while experiencing a great deal of focused fun!

The African and Brazilian links will further develop the global aspect of CfE and meet the requirements of the key

	<p>principles of context, relevance, challenge and enjoyment. This project will further enrich and enhance pupil knowledge and understanding of other cultures. The project will provide the schools with another context that will meet the requirements of maintaining their Eco school status as they use recycled materials to make their instruments.</p> <p>This project also provides a meaningful context for a variety of outcomes and experiences within the expressive arts aspect of CfE.</p> <p>EXA0-1A Participation in performances and presentations EXA0-16A experience a range of styles and cultures EXA0-17A Voice, musical instruments for sound, pitch, rhythm & dynamics EXA0-18A work on own and with others to express and communicate thoughts, ideas and feelings through musical activities EXA0-19A Respond through discussion thoughts and feelings from listening to music.</p> <p>The group will learn how to compose or devise a song or piece of instrumental music. At this stage the people involved acquire a sense of ownership in the proceedings and should begin to take more responsibility for their own position in the group. The Recycling Rhythms project explores and dissects many musical concepts while enhancing and maintaining the confidence and self-esteem of all the people participating and opens their minds to a whole new musical environment. The drumming, songs, chants and percussion work can help children find a new way to express their feelings, ideas, thoughts and emotions. In turn this leads to increased confidence, self-belief and a general improvement particularly with regard to memory, concentration and attention span.</p> <p>Project Aims:</p> <ul style="list-style-type: none"> i) To create fully inclusive drumming groups. ii) To introduce an opportunity for learning skills in drumming and chanting, singing and song-writing. iii) To awaken latent artistic skills and potential. iv) To work in partnership with the aims of the curriculum for excellence. v) To create a vibrant social environment in which individuals can recognise, explore, and express their sense of self, and their potential to play a pro-active role in the world in which they live.
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vi) To promote the development of confidence and improvement in communication skills.

vii) To encourage the development of autonomy and creativity in young people leading to positive life choices.

ix) To discover and develop the next generation of potential musicians, technicians and performers, especially developing skills in pupils with additional needs.

x) To work towards a performance at the culmination of the project. These performances will be recorded and the schools presented with a CD.

Project Format

The project will be broken down as follows

1: **Term 1** – September 2014 – December 2014 (4 days, 4 classes per day = 16 sessions per week x 10 weeks)

Getting to know the groups :

We will work within each academic institution, focussing on developing a rapport with the groups of young people through the following activities

- Concentration exercises
- Ensemble warm-ups (physical and vocal)
- Vocal, percussion and chanting skills – communicating confidently and clearly
- Improvisation skills using rhythm, melody and body percussion
- Exploring music from other countries

2: **Term 2** – Jan 2015 – March 2015 (4 days, 4 classes per day = 16 sessions per week x 10 weeks)

Group singing:

The groups will focus on using their voices and listening to one another. We will work on:

- Stage 2 complex drumming pieces
- Using tuned percussion to explore the best ways to tune drums.
- Learning new repertoire - , chants and rhythmic composition with Tanzanian National Poet, Mrish Mpoti. Specialist South American drum skills with Steve Alexander.

3: **Term 3** – April 2015 – June 2015 (4 days, 4 classes per day = 16 sessions per week x 10 weeks)

Becoming a tight drumming and percussion outfit.

Learning to make our own instruments from recycled materials.

Rehearsing towards a public performance.

	<p style="text-align: center;">Recording our performance</p> <p>For over 20 years Limelight Music has been developing strategies in workshop learning techniques that deliver outcomes that today are considered national priorities in education. Our unique working models have been presented and considered as alternatives to traditional music tuition at over sixty international music psychology conferences. Documents supporting these findings can be found in the published works "Musical Identities" edited by Raymond A.R. MacDonald, David J. Hargreaves and Dorothy Miell. The first documentation on the work of Limelight can be found under the company's original name Strathclyde Orchestral Productions in the book "Streets Schemes and Stages" first published in 1990</p>	
<p>1.3 Who will deliver this project? (e.g. classroom teachers; YMI instructors; external specialist organisation)</p>	<p>Delivery is by staff or tutors employed by Limelight Music who are music specialists and have a vast experience of working in educational settings and with children who have various abilities and needs.</p>	
<p>1.4 What will be the method of delivery? (e.g. whole class; group; one to one; residential)</p>	<p>Whole classes, 2 classes per school x 8 schools</p>	
<p>1.5 If this project has been timetabled outside of school hours and / or is opt in, please describe the reason for this and how any indirect barriers to participation will be addressed? (Please see footnote 4 in guideline notes for guidance on indirect barriers)</p>	<p>Opt Out</p>	
<p>1.6 Project Budget</p> <ul style="list-style-type: none"> • If the cost of this project is greater than £10,000 please break this down below. • If you would prefer to provide this information in the whole programme budget template (SECTION C) below then please do so. 	<p>CASH</p>	<p>IN KIND</p>

1 leader @ £150 per day, 4 days per week x 30 weeks	£18,000	
1 assistant @ £75 per day, 4 days per week x 30 weeks	£9,000	
1 trainee @ £50 per day, 4 days per week x 30 weeks	£6,000	
4 concerts @ £600	£2,400	
Travel – tutors, musicians	£3,400	
Auditorium 2 day hire x £470	£940	
Lyric sheets, books, materials	£800	
CDs	£400	
Mrisho Mpoto travel, accommodation and payment	£2,000	
Transport subsidy for schools to attend performance £50 x 8 schools	£400	
Administration – liaising with tutors, schools	£4,200	
SUB TOTALS	£47,540	
TOTAL EXPENDITURE CASH + IN KIND	£47,540	

PROJECT DETAILS	
1.1 Project Number / Name?	Project 2 / Sound, Electronics and Music
1.2 Please describe the activity that will take place?	<p>Sound, Electronics and Music is a 10 week innovative project using technology to inspire and engage all pupils, especially those who do not play traditional instruments or read music. Any pupils who have experience of playing instruments can be utilised to augment the creation of sounds. All young people today are completely comfortable and familiar with technology albeit mostly in a passive way. Electronic Sounds will place the pupil at the helm, as innovator, and take them on a journey of creation and discovery by making music from everyday found sounds or by creating sounds they wouldn't have thought of. Pupils will have an opportunity to make music by means other than the traditional curriculum routes.</p> <p>Pupils will be guided by professional tutors to interact and manipulate technology and discover the importance of creativity and improvisation in addition to other taught skills such as sight reading by developing their own graphic sound scores.</p> <p>All of the sounds and music created will build up a lasting library as each piece will be uploaded to an education approved site, so all 16 classes, 2 classes from 8 schools, can share their musical outcomes and pieces.</p> <p>Teachers will be encouraged to commit to 2 CPD sessions. The first session is to engage and introduce the project with the final session being about the future use of the skills developed and equipment provided as a lasting</p>

legacy.

CPD session 1 – Introduction

The project is kick-started by a teacher training session to get staff fully on board and answer any questions. During this session teachers will get an overview of the whole project and an opportunity to familiarise them with the technology and equipment, to inspire them about the intended outcomes and future legacy of the equipment and the cross over to other curricular areas.

Week one – Introduction and Deep Listening

Pupils will be given an overview of the project and shown an informative and interesting presentation of a snapshot of the history of electronic music. Pupils will be encouraged to 'deep listen' - *"There's more to listening than meets the ear. Pauline Oliveros herself describes Deep Listening as "listening in every possible way to everything possible to hear no matter what one is doing." Basically Deep Listening, as developed by Oliveros, explores the difference between the involuntary nature of hearing and the voluntary, selective nature – exclusive and inclusive -- of listening. The practice includes bodywork, sonic meditations, interactive performance, listening to the sounds of daily life, nature, one's own thoughts, imagination and dreams, and listening to listening itself. It cultivates a heightened awareness of the sonic environment, both external and internal, and promotes experimentation, improvisation, collaboration, playfulness and other creative skills vital to personal and community growth. Plus it's a ton of fun.*

The listening exercise will be followed by a short performance by the tutor using various electronic pieces of equipment.

Week two – Recording Sounds

Collecting different sounds around the school and grounds, recording them on handheld portable recorders and utilising technology they have to hand such as their own mobile phones. Listening back to what has been recorded and discussing how these sounds might be transformed in to music.

Week 3 – Arranging Sounds

Reviewing the collected sounds. Transferring into software packages on the laptop and USB pens. Every pupil will have their own USB memory stick so they can keep their individual and group pieces and continue to build sounds and listen to them at home.

Week 4 – Improvisation and Graphic Scores

Starting off by using the body only, no instruments, and progressing to using any instruments and percussion the pupils or school have available, pupils will be encouraged to experiment and make multiple sounds and rhythms

individually and as a group. Using these sounds and instruments pupils will be given 'graphic scores' to interpret. These are similar to a musical score but instead of traditional manuscript pupils are encouraged to use their own imagination and feelings to creatively translate various visual symbols such as a jaggy line or spiral. Pupils will also be given the opportunity to create their own graphic scores.

Week 5 – Making

Using 'MaKey-MaKey' (an invention kit to turn everyday objects into touchpads, for example bananas into a keyboard). Pupils will be encouraged to be innovative in exploring different objects as interfaces to play sounds and music.

Week 6 – Toy Hacking I

Building tone generators from DIY kits as well as investigating any potential from hacking children's toys. (e.g. Game controllers can be linked to a PC and by using software various sounds can be programmed so the game controller becomes an instrument in its own right.)

Week 7 – Toy Hacking II

Continuation from previous week to ensure all pupils are given the chance to be inventive and creative in making sounds with toys.

Week 8 – Extending Instruments

Students who play acoustic instruments can bring these while other pupils will work with found objects or percussion. This is a collaborative session between instrument playing and non-instrument playing pupils to work together at manipulating sounds by using computers to extend or shorten the pitch and pulse.

Week 9 – Performance and Review

Review of the whole course. Presentation by each pupil of their favourite sounds and a sharing of their pieces of music and graphic sound scores. An opportunity for pupils to discuss and comment on their own and each others work.

Week 10 - Conclusion

Class discussion of which elements they would like to explore further in school or their own time. Encouraging pupils and teachers to continue to investigate more opportunities to use technology and to use the skills developed during this project to carry on making music. To inspire pupils and teachers to look at the potential use of the software and how innovative sound creation could be used to elucidate stories and other curriculum topics - a winter/summer garden, a happy/angry dinosaur etc. or explore what sounds inanimate objects would make if they

	<p>could, like their favourite toy, but most of all, to be innovative, creative and have fun with technology, sound and music.</p> <p>CPD session 2 – Consolidation. The project will conclude with a teacher training session to ensure teachers are familiar with the technology and equipment, to inspire them to continue to use the equipment in other curricular areas and ensure the guidance notes on all the activities, software and equipment, are user friendly and easily transferable to other staff members. This is also an opportunity to ask questions, discuss the project content and gather feedback and share future ideas with their colleagues from other schools.</p>	
<p>1.3 Who will deliver this project? (e.g. classroom teachers; YMI instructors; external specialist organisation)</p>	<p>Lauren Hayes – A PhD candidate and composer, performer, improviser at the University of Edinburgh with extensive experience working with new technologies within public engagement and workshop settings. Lauren will bring various experts to assist with the different sessions accordingly, e.g. professional classical musicians, as well as technology specialists</p>	
<p>1.4 What will be the method of delivery? (e.g. whole class; group; one to one; residential)</p>	<p>Whole classes, 2 classes per school x 8 schools</p>	
<p>1.5 If this project has been timetabled outside of school hours and / or is opt in, please describe the reason for this and how any indirect barriers to participation will be addressed? (Please see footnote 4 in guideline notes for guidance on indirect barriers)</p>	<p>Opt in – the CPD sessions will be delivered on Friday afternoons in Howden Park Centre, Livingston. Opt out – the workshops will be in school time.</p>	
<p>1.6 Project Budget</p> <ul style="list-style-type: none"> • If the cost of this project is greater than £10,000 please break this down below. • If you would prefer to provide this information in the whole programme 	<p>CASH</p>	<p>IN KIND</p>

budget template (SECTION C) below then please do so.		
Main tutor fee, £250 per day x 4 days x 10 weeks	£10,000	
Travel, £20 per day x 40 days	£800	
Additional tutor, £250 per day x 4 days x 8 weeks	£8,000	
Travel, £20 per day x 32 days	£640	
Acer Laptop @ £299 x 8 schools	£2,392	
Zoom H4n recorder @ £220 x 8 schools	£1,760	
MaKey-MaKey kits, 6 @ £50 x 8 schools	£2,400	
DIY Synth Kits, 12 @ £5 x 8 schools	£480	
Microphones, 2 @ £109 x 8 schools	£1,744	
USB Sound cards @ £80 x 8 schools	£640	
Blank USB pens, 70 @ £4 x 8 schools	£2,240	
CPD - Teacher training, 1 tutor @ £125 x 2 sessions	£250	
Hand held electronic instruments 6 @ £50	£300	
Soldering and Electronic equipment	£108	
Preparation – gathering equipment and installing software on PCs, writing teachers’ pack, ensuring all equipment is fully functioning, preparing power point presentation on the history of electronic music, preparing 10 weekly lessons for 8 schools. £150 x 10 days	£1,500	
Additional H4n recorder @ £220	£220	
Managment, co-ordination, contacting schools	£1,000	
CPD room hire, Howden Park Centre 2 days @ £47		£94
SUB TOTALS	£34,474	£94
TOTAL EXPENDITURE CASH + IN KIND	£34,568	

PROJECT DETAILS	
1.1 Project Number / Name?	Project 3 / Saturday Strings
1.2 Please describe the activity that will take place?	The Armadale and Livingston String Centres programme is an open access project giving children from P4 and P5 the opportunity to begin classical string tuition. There is no formal selection or testing procedure, but staff do advise parents and students if they feel a student is suited to a particular instrument and schools are encouraged to identify young people who are not engaging in music provision. The Armadale and Craigshill areas have been chosen as there is no string provision provided by the Instrumental Music Service. The IMS staff also actively encourage any pupils from these areas, who are interested in music, to attend this programme.

The project is promoted through the local primary schools in the Armadale and Livingston (Craigshill) areas through a letter to parents to engage pupils who have not been involved in music provision previously. All primary children entering P4 receive enrolment information which is distributed after the mini “kick-start” concerts which are led by a professional string quartet and are held in each school after the Easter break each year. These workshops are solely for encouraging new starts to the programme and are designed to be fun, informative and interactive with an element of audience participation and act as an introduction to the stringed instruments on offer at Saturday Strings.

“Kick-start” concerts will take place in the following 5 primary schools throughout the Armadale district of West Lothian:

- Armadale Primary School
- Blackridge Primary School
- Eastertoun Primary School
- Westfield Primary School
- Windyknowe Primary School

“Kick-start” concerts will also take place in the following 6 primary schools throughout the Livingston (Craigshill) district of West Lothian:

- Letham Primary School
- Harrysmuir Primary School
- Livingston Village Primary School
- Peel Primary School
- Riverside Primary School
- Toronto Primary School

Students enrolling in one of the String Centres can take lessons on one of the following instruments:

- Violin
- Viola
- Cello
- Mini Bass / Double Bass

Each Centre runs for 30 weeks per year based around local authority school holidays and during this time each student receives the following tuition:

- 30 minute Instrumental lessons (delivered in groups of up to 5)
- 30 minute musicianship/theory lessons (given in group lessons of up to 15)
- 30 minutes orchestral activity

The Armadale Centre currently operates from Armadale Primary school and the Livingston Centre currently operates from Letham Primary school.

<p>1.3 Who will deliver this project? (e.g. classroom teachers; YMI instructors; external specialist organisation)</p>	<p>Delivery is by staff employed by the Royal Conservatoire of Scotland's Musicworks department, all of whom are string and early year's specialists.</p>		
<p>1.4 What will be the method of delivery? (e.g. whole class; group; one to one; residential)</p>	<p>String lessons are delivered in group situations of up to 5 per group. For those larger instruments such as cellos groups of 4 are preferable and groups of 3 for those learning double bass. Musicianship/Theory classes are delivered in classes of up to 15, with 1 staff member. Orchestra/Ensembles are delivered in groups of up to 30 with a minimum of 2 teachers present at a time.</p>		
<p>1.5 If this project has been timetabled outside of school hours and / or is opt in, please describe the reason for this and how any indirect barriers to participation will be addressed? (Please see footnote 4 in guideline notes for guidance on indirect barriers)</p>	<p>Opt in This project runs out with school time due to the nature of the model which has been proven by the Royal Conservatoire of Scotland to be extremely successful in its other Music Centres. The Centres use a large number of different spaces within each school and each student is required to attend for 1.5 hours in order to receive all elements of the Centre's curriculum - something which would not be possible within school time. Pupils are engaged in tuition activity during their timetabled 90 minute session. This ensures that pupils attend for the shortest possible time whilst meeting all curriculum requirements. This therefore means that pupils have plenty of time to take part in other sport or social activities they may have planned on Saturday. Armadale and Letham primaries have been chosen as they are situated in highly populated areas, so most participants will be within walking distance. For anyone who has to travel and finds the costs prohibitive, these can be reimbursed on production of a ticket/receipt. Each claimant will be assessed by a discussion with music providers and teachers.</p>		
<p>1.6 Project Budget</p> <ul style="list-style-type: none"> • If the cost of this project is greater than £10,000 please break this down below. • If you would prefer to provide this information in the whole programme budget template (SECTION C) below then please do so. 	<p>CASH</p>	<p>IN KIND</p>	
<p>Tutor fees</p>	<p>£16,000</p>		
<p>Resources</p>	<p>£400</p>		
<p>Instruments</p>	<p>£4,000</p>		
<p>Accommodation</p>	<p>£1,800</p>		
<p>Admin and Management, £800 for each string centre</p>	<p>£1,600</p>		

Telephone - £130 for each string centre	£260	
Postage - £220 for each string centre,	£440	
Stationary - £250 for each string centre	£500	
SUB TOTALS	£25,000	
TOTAL EXPENDITURE CASH + IN KIND	£25,000	

PROJECT DETAILS	
1.1 Project Number / Name?	Project 4 / Ukulele Performances
1.2 Please describe the activity that will take place?	<p>This project aims to inspire a selection of the schools in West Lothian who now has a set of ukuleles, to work towards an end performance for their peers. This project will introduce primary children to music making through singing and playing the Ukulele. The Ukulele is a simple 4 stringed instrument which can be used as an introduction to fretted stringed instruments and young children can become proficient very quickly promoting a sense of achievement. Playing the Ukulele can also help to develop co-ordination and fine motor skills which are essential skills for playing any musical instrument.</p> <p>Working with 2 classes in each school over 8 weeks, pupils will work with a professional music tutor who has experience of working in educational settings.</p> <p>Teachers will be encouraged to participate in each session and it is hoped that some will start up lunchtime or after school "Ukulele Clubs". The key to the success of this project is to ensure that the class teacher has already been involved in the previous ukulele CPD sessions, so has some knowledge and confidence to play the Ukulele from the outset. Teachers will be provided with a comprehensive programme of teachers notes which will remind teachers how to tune and play various chords.</p> <p>Classroom sessions</p> <ul style="list-style-type: none"> • Session 1 & 2 Introduction to the ukulele, its origins and potential use in modern music. A short performance by the tutor to inspire pupils. Basic tuning, basic strumming, 3 chords plus singing accompanying songs. • Session 3 & 4 Building on above plus learning 2 and 3 chord, plus singing accompanying songs and introducing percussion. • Sessions 5 - 7 Continue practicing and fine tuning a selection of songs to further develop pupils' skills and confidence. • Session 8

	<p>Performance to peers in-school.</p> <p>CPD An opportunity for teachers to consolidate the in-school sessions and ask questions about any issues of concern and plan their next steps.</p>	
1.3 Who will deliver this project? (e.g. classroom teachers; YMI instructors; external specialist organisation)	Zack Moir	
1.4 What will be the method of delivery? (e.g. whole class; group; one to one; residential)	In-school workshop to whole classes and their teachers.	
1.5 If this project has been timetabled outside of school hours and / or is opt in, please describe the reason for this and how any indirect barriers to participation will be addressed? (Please see footnote 4 in guideline notes for guidance on indirect barriers)	<p>Opt out – the half day session will be in school time.</p> <p>Opt in – the CPD sessions will be delivered on Friday afternoons in Howden Park Centre, West Lothian, which is centrally based to ensure as many teachers as possible can attend.</p>	
1.6 Project Budget	CASH	IN KIND
<ul style="list-style-type: none"> • If the cost of this project is greater than £10,000 please break this down below. • If you would prefer to provide this information in the whole programme budget template (SECTION C) below then please do so. 		
In-school workshops, £150 per day x 4 days x 8 weeks	£4,800	
Travel 32 days @ £20	£680	
2 CPD sessions @ £150	£300	
Admin, liaising with schools, co-ordination, preparation	£400	
CPD room hire, Howden Park Centre 2 days @ £47		£94
SUB TOTALS	£6,180	£94

PROJECT DETAILS	
1.1 Project Number / Name?	Project 5 / Voice Rocks
1.2 Please describe the activity that will take place?	<p>It has been recognised that there are many talented singers amongst West Lothian’s young people who have little, if any, outlet for their interest. They enjoy singing pop and rock songs but do not want to participate in the more formal classically orientated choirs that are available. We aim to offer a group singing experience which is based on a “Rock Choir” approach – singing songs chosen by the young people, taught in an easy to learn style which does not require the ability to read music, formal training, sight singing, music theory, etc. It is a more musical theatre-style approach, instilling confidence, team building, and helping the young people to develop their voices and learn some vocal techniques along the way. Voice Rocks is open to all P5 to S6 pupils who are not already receiving formal lessons.</p> <p>Children of varying ages come together once a week (in their relevant classes, determined by their age) to learn vocal techniques, development of their musical ear through aural skills and to learn pieces, incorporating part singing within these songs. No formal training or previous experience is required – just a desire to sing. At the end of each term the children have the opportunity to perform in a showcase supported by live musicians for family and friends.</p> <p>Taster sessions were delivered in Year 11 which increased attendance. To ensure that pupils are aware of the Voice Rocks project and to encourage new participants, taster sessions will be delivered in a selection of primary and secondary schools geographically spread around West Lothian.</p>
1.3 Who will deliver this project? (e.g. classroom teachers; YMI instructors; external specialist organisation)	Tuition will be delivered by vocal coach Jennifer Baird with music accompanists for the end of term showcases.
1.4 What will be the method of delivery? (e.g. whole class; group; one to one; residential)	There will be 3 classes with 15 to 20 pupils per class giving a total of approximately 60 young people. There will be 2 terms of 14 weekly Saturday classes running from August 2014 to June 2015 in Howden Park Centre. Junior classes will last for 1.5 hours and senior classes will last for 2 hours.

	Tasters will be delivered to whole classes in a selection of interested schools.	
1.5 If this project has been timetabled outside of school hours and / or is opt in, please describe the reason for this and how any indirect barriers to participation will be addressed? (Please see footnote 4 in guideline notes for guidance on indirect barriers)	<p>Opt in – to increase collaboration between pupils from different areas/schools the classes are free of charge and delivered in an accessible, central venue close to the town centre which has good public transport links. For anyone who has to travel and finds the costs prohibitive, these can be reimbursed on production of a ticket/receipt. Each claimant will be assessed after a discussion with music providers and teachers. Opt out – taster sessions will be delivered in school time.</p>	
1.6 Project Budget	CASH	IN KIND
<ul style="list-style-type: none"> • If the cost of this project is greater than £10,000 please break this down below. • If you would prefer to provide this information in the whole programme budget template (SECTION C) below then please do so. 		
Workshops, 5 hrs @ £25 x 28 workshops (tutor)	£3,500	
Travel (tutor) 28 days @ £5	£140	
3 musicians, 22 hrs each @ £25 (5.5 hrs x 2 rehearsals x 2 terms)	£1,650	
Travel (3 musicians) 4 days each @ £5	£60	
1 musician (includes extra rehearsal) 33 hrs @ £25 (5.5 hrs x 3 rehearsals x 2 terms)	£825	
Travel (1 musician) 6 days @ £5	£30	
Admin, marketing, co-ordination	£445	
Printing of song booklets	£300	
Taster sessions (16 schools, 2 per day x 4 sessions per day @ £25 per hour plus £20 travel = £120) x 8 days	£960	
Auditorium hire package, 2 x £470 (showcase events)	£940	
Room hire, 26 rehearsal sessions		£2,696
SUB TOTALS	£8,850	£2,696
TOTAL EXPENDITURE CASH + IN KIND	£11,546	

PROJECT DETAILS	
1.1 Project Number / Name?	Project 6 / Cajon Drumming

1.2 Please describe the activity that will take place?

The emphasis within these workshops is to train and equip teachers with skills and inspire both students and staff to develop their rhythmic creativity using Afro-Peruvian percussion. The “Cajon” is a relatively new instrument and is still widely an undiscovered percussion instrument. Often referred to as ‘a drum kit in a box’ this versatile and robust instrument is perfect for students of all ages. Each school will be allocated 4 spaces for their teachers and their class.

The aim is for each participating teacher to be autonomous in facilitating music making rhythm workshops using Afro-Peruvian percussion in creative ways that combine cross-curricular activities. Therefore, allowing for multiple musical experiences for their students beyond the initial workshops.

- There are 3 workshops with the class teacher and their class.
- Each workshops lasts 1 hour with 4 workshops per day.
- Each workshop uses techniques and rhythms based on the DfE programme using Afro-Peruvian percussion instruments.
- Each workshops is on a different day – therefore 3 cycles of workshops.

1st Workshop – This is a demonstrative workshop led by an Infectious Grooves facilitator. This workshop demonstrates the ‘Drumming for Excellence’ concepts, skills and techniques on the Afro-Peruvian percussion. These techniques are universal to all ages, but will be demonstrated using material that is applicable to the age of the class based on their classroom project.

2nd Workshop – This is a shared coaching workshop. The first 30 minutes are led by the class teacher using skills and techniques observed in the first workshop and taught and practiced at the first twilight training session. The second 30 minutes are led by an Infectious Grooves facilitator who will demonstrate further techniques to embellish the workshop, including Story Enhancement.

3rd Workshop – This is a shared coaching workshop. The

	<p>majority of the workshop will be led by the class teacher using skills observed at the end of the second workshop and practiced at the second twilight training workshop. The Infectious Grooves facilitator will end the workshop demonstrating further ideas for using percussion in a classroom setting.</p> <p><u>CPD</u> There are 2 twilight training sessions on offer, each lasting 1.5 hours. The training sessions are sequential and build on the skills and techniques covered in the previous session; therefore teachers are encouraged to attend both. Each will be a hands on, interactive forum for practicing 'Drumming for Excellence' techniques and will take place in areas of West Lothian, geographically chosen to ensure they are accessible.</p>	
<p>1.3 Who will deliver this project? (e.g. classroom teachers; YMI instructors; external specialist organisation)</p>	<p>Daniel Duggan from Infectious Grooves</p>	
<p>1.4 What will be the method of delivery? (e.g. whole class; group; one to one; residential)</p>	<p>Whole classes and teacher CPD sessions</p>	
<p>1.5 If this project has been timetabled outside of school hours and / or is opt in, please describe the reason for this and how any indirect barriers to participation will be addressed? (Please see footnote 4 in guideline notes for guidance on indirect barriers)</p>	<p>Opt-out – Project during school hours Opt in – CPD twilight sessions will ensure as many teachers as possible can attend.</p>	
<p>1.6 Project Budget</p> <ul style="list-style-type: none"> • If the cost of this project is greater than £10,000 please break this down below. • If you would prefer to provide this information in the whole programme budget template (SECTION C) below then please do so. 	<p>CASH</p>	<p>IN KIND</p>

DfE workshops, 6 schools x 3 days/cycles each @ £350 per day	£6,300	
DfE workshops, 1 SEN school x 3 days/cycles each @ £350 per day	£1,050	
CPD – twilight training, 2 x 2 clusters @ £295	£1,180	
Travel @ £15 per day x 23 days	£345	
Admin – contacting and liaising with schools	£500	
School resource packs, 33 percussion pack (RRP £1,749) 7 x £1,400	£9,800	
<i>10 Cajon – Sweetspot, Leiva</i>		
<i>5 x Cajon – Omeya Jnr, Leiva</i>		
<i>12 Caxixi - shaker</i>		
<i>3 claves</i>		
<i>3 Agogo Bells, Gope</i>		
SUB TOTALS	£19,175	
TOTAL EXPENDITURE CASH + IN KIND	£19,175	

PROJECT DETAILS	
1.1 Project Number / Name?	Project 7 / Ocarina
1.2 Please describe the activity that will take place?	<p>This project will introduce the Ocarina to primary pupils and is suitable for children P3-P7. The ocarina is a small wind instrument with a sweet tone and only four finger holes. The ocarina belongs to a very old family of instruments, believed to date back over 12,000 years. Although originally made from clay the modern version used in school is plastic and brightly coloured with an instant appeal to children. These instruments are tuned to concert pitch and are always ready to play without adjustment. The ocarina is especially suited to class tuition because of its simplicity. Although this project will use 4-hole ocarinas, as pupils become proficient and interested there is the option of progressing to the 6-hole which offers extra notes including the full chromatic range. Through this project the pupils will learn techniques and skills which are relevant and transferrable to learning to play other instruments and also experience the joy and satisfaction of ensemble playing.</p> <p>CPD session 1 To ensure teachers are fully on board a CPD session will be delivered to introduce the project and give an over view of the classroom sessions and to show how easily the</p>

	<p>instrument can be played and handled.</p> <p>In-school workshops During the 6 workshops pupils will be introduced to the instrument and learn a little about the history and development of the ocarina. They will learn how to play this melodic instrument using simple tablature to play known songs so the sense of achievement is immediate. They will quickly progress to reading standard rhythmic notation to allow them to play melodies which they do not already know. Singing is used in the teaching to reinforce melody recognition. Part playing is easily achievable with this method. They will develop ensemble playing skills, co-ordination and performance skills and learn to read music notation. At the final session pupils will showcase their new skills in a performance to their peers and other teachers.</p> <p>CPD session 2 A final CPD session will be delivered to firm up the skills developed with teachers and to discuss the next steps they can take back to the classroom with their pupils.</p> <p>A music specialist will work with 5 schools delivering 6 x 1 hour sessions to 2 classes per school, over a period of 6 weeks.</p>
<p>1.3 Who will deliver this project? (e.g. classroom teachers; YMI instructors; external specialist organisation)</p>	<p>Music Specialist Judith England</p>
<p>1.4 What will be the method of delivery? (e.g. whole class; group; one to one; residential)</p>	<p>Whole class</p>
<p>1.5 If this project has been timetabled outside of school hours and / or is opt in, please describe the reason for this and how any indirect barriers to participation will be addressed? (Please see footnote 4 in guideline notes)</p>	<p>Opt-out – Workshops: during school hours Opt-in – CPD: out of school hours</p>

for guidance on indirect barriers)		
1.6 Project Budget <ul style="list-style-type: none"> • If the cost of this project is greater than £10,000 please break this down below. • If you would prefer to provide this information in the whole programme budget template (SECTION C) below then please do so. 	CASH	IN KIND
36 Ocarina packs (tuition book and CD rom) 5 schools x £450	£2,250	
Workshops – 2 1/2 days @ £200 x 6 weeks	£3,000	
CPD sessions – 2 @ £200	£400	
Travel – 18 days plus 2 days CPD = 20 days @ £10	£200	
Preparation & Administration	£200	
CPD room hire, Howden Park Centre 2 days @ £47		£94
SUB TOTALS	£6,050	£94
TOTAL EXPENDITURE CASH + IN KIND	£6,144	

PROJECT DETAILS	
1.1 Project Number / Name?	Project 8 / Curriculum for Excellence, Active Learning
1.2 Please describe the activity that will take place?	The previously delivered Active Learning Through Music project will be rolled out to another 10 schools who have not previously engaged with the programme. This year the programme will be developed and extended to working with the speech therapists in nursery classes. This approach will focus on fostering musical development in the early years to enhance language skills. Learning singing games and rhymes can enhance skills in a whole range of areas but particularly by raising awareness of the rhythm of language. Timing the intervention at Curriculum for Excellence Early Level will have maximum impact and the aim is to adapt and develop the Active Learning programme by incorporating an emphasis on oral development, language and pre-literacy skills in collaboration with the speech therapists. We are already convinced of the musical benefits accrued by the children, but this represents an exciting opportunity to further develop cross-curricular links intrinsic to Curriculum for

	<p>Excellence.</p> <p>Three half days of staff training will be offered and this will be supported by resource packs which include lesson aims and outcomes and support material. The ready-to-deliver material include activities and teaching guidelines which all clearly link to Curriculum for Excellence.</p>	
1.3 Who will deliver this project? (e.g. classroom teachers; YMI instructors; external specialist organisation)	National Youth Choir of Scotland (NYCoS)	
1.4 What will be the method of delivery? (e.g. whole class; group; one to one; residential)	NYCoS will deliver the staff training, provide the resources and provide continuing support for the classroom teachers who will deliver the ALtM project.	
1.5 If this project has been timetabled outside of school hours and / or is opt in, please describe the reason for this and how any indirect barriers to participation will be addressed? (Please see footnote 4 in guideline notes for guidance on indirect barriers)	Opt-out – during school hours plus 3 x half days of teacher training out of school hours	
1.6 Project Budget	CASH	IN KIND
<ul style="list-style-type: none"> • If the cost of this project is greater than £10,000 please break this down below. • If you would prefer to provide this information in the whole programme budget template (SECTION C) below then please do so. 		
Teacher training 3 x 0.5 days	£405	
Monitoring/Team teaching	£1050	
Resource Packs 10@early level £2750 10@First level £2250	£5,000	
Writing of Literacy additions	£450	
Management Fee – contacting schools, scheduling	£2,085	

sessions, co-ordinating, postage, preparation, handouts		
SUB TOTALS	£8,990	
TOTAL EXPENDITURE CASH + IN KIND	£8,990	

PROJECT DETAILS	
1.1 Project Number / Name?	Project 9 / NYCoS P3 workshops
1.2 Please describe the activity that will take place?	This is a programme of singing workshops delivered to P3 classes in all primary schools, including 3 special needs schools. Each workshop is a 45-minute session consisting of singing games and rhymes which include and involve the whole class. Class teachers are also encouraged to join in. All children are given the opportunity to join one of the Play and Sing evening or daytime workshops – see Project 10, below.
1.3 Who will deliver this project? (e.g. classroom teachers; YMI instructors; external specialist organisation)	NYCoS
1.4 What will be the method of delivery? (e.g. whole class; group; one to one; residential)	Delivered to whole classes All Primary 3 classes in every West Lothian primary school including the Special Educational Needs Schools
1.5 If this project has been timetabled outside of school hours and / or is opt in, please describe the reason for this and how any indirect barriers to participation will be addressed? (Please see	Opt-out – during school hours

footnote 4 in guideline notes for guidance on indirect barriers)		
1.6 Project Budget <ul style="list-style-type: none"> • If the cost of this project is greater than £10,000 please break this down below. • If you would prefer to provide this information in the whole programme budget template (SECTION C) below then please do so. 	CASH	IN KIND
1 staff 24 days of visits to 69 schools	£3,600	
Flyers	£200	
Mileage	£250	
Management Fee - contacting schools, scheduling sessions, co-ordinating, postage, preparation, handouts	£2,085	
SUB TOTALS	£6,135	
TOTAL EXPENDITURE CASH + IN KIND	£6,135	

PROJECT DETAILS	
1.1 Project Number / Name?	Project 10 / P3 Evening Play & Sing Groups / Play & Sing Days
1.2 Please describe the activity that will take place?	There are three 'Play and Sing' evening classes which take place in Riverside PS in Livingston, Low Port PS in Linlithgow and Murrayfield PS in Blackburn over a sixteen week period. Children who are not able to commit to the 16 week programme can join one of the 3 Play and Sing days which are offered in addition to the evening groups. Each one hour class is structured to deliver 30 minutes of choral work and 30 minutes of musicianship games based on the principles of Zoltan Kodály. This programme provides an opportunity for all Primary 3 pupils to continue with a singing activity. This is a continuation of the programme established in Year One and supports the work undertaken by music specialists in the primary sector. It also provides an important link for pupils who wish to continue singing as members of the children's choir

1.3 Who will deliver this project? (e.g. classroom teachers; YMI instructors; external specialist organisation)	NYCoS	
1.4 What will be the method of delivery? (e.g. whole class; group; one to one; residential)	Group	
1.5 If this project has been timetabled outside of school hours and / or is opt in, please describe the reason for this and how any indirect barriers to participation will be addressed? (Please see footnote 4 in guideline notes for guidance on indirect barriers)	<p>Opt in Evening sessions - Weekly evening for one hour over 16 weeks Daytime sessions - Weekend day from 10am to 3pm x 3 days Children who are keen to further develop their skills are given the opportunity to take part in additional sessions out with school time. Riverside PS in Livingston, Low Port PS in Linlithgow and Murrayfield PS in Blackburn are geographically spread and situated in densely populated areas of West Lothian with good bus links. For anyone who has to travel and finds the costs prohibitive, these can be reimbursed on production of a ticket/receipt. Each claimant will be assessed after a discussion with music providers and teachers.</p>	
1.6 Project Budget <ul style="list-style-type: none"> • If the cost of this project is greater than £10,000 please break this down below. • If you would prefer to provide this information in the whole programme budget template (SECTION C) below then please do so. 	CASH	IN KIND
Evening groups - Staff Leaders	£1440	
Assistants	£2560	
Coordinators	£960	
Lets	£740	
Performances	£1200	
Resources	£200	
Play and Sing days – 1 days Music staff	£1350	
Admin	£300	
Flyers	£125	
Venue Hire	£800	
Management Fee - contacting schools, scheduling sessions, co-ordinating, postage, preparation, handouts	£2,085	

SUB TOTALS	£11,760	
TOTAL EXPENDITURE CASH + IN KIND	£11,760	

PROJECT DETAILS	
1.1 Project Number / Name?	Project 11 / Go for Bronze
1.2 Please describe the activity that will take place?	<p>Go for Bronze is a Kodály-based music programme which has been developed by NYCoS focussing on developing musicianship skills through pitch and rhythm games as well as singing-based activities. It is used in schools and choirs by children from as young as 7 years. It is recommended by many instrumental teachers as a resource for pupils beginning the music reading process. Traditional folk songs and games are used to introduce concepts and the children are involved in practical activities throughout. With very little adaptation, the programme can be used in settings with additional support needs.</p> <p>The programme provides the link between the Active Learning through Music programme already running in many of the nursery and primary schools in the authority at Early and First Levels and music education further up the primary school, whether class-based or instrumental lessons. All children in P4 will be offered a block of 12 weeks input. This will be delivered initially by a specialist team of NYCoS instructors. Instructors will team teach with classroom staff who will receive on-going training in delivering the Go for Bronze programme. We would aim to build on the investment in skills and resources already in place. Initial training for appropriate staff would be offered early in the session. Lesson plans will be provided for the teachers to follow.</p>
1.3 Who will deliver this project? (e.g. classroom teachers; YMI instructors; external specialist organisation)	Specialist team of NYCoS instructors
1.4 What will be the method of delivery? (e.g. whole class; group; one to one; residential)	Whole class

1.5 If this project has been timetabled outside of school hours and / or is opt in, please describe the reason for this and how any indirect barriers to participation will be addressed? (Please see footnote 4 in guideline notes for guidance on indirect barriers)	Opt out - during school hours.	
1.6 Project Budget <ul style="list-style-type: none"> • If the cost of this project is greater than £10,000 please break this down below. • If you would prefer to provide this information in the whole programme budget template (SECTION C) below then please do so. 	CASH	IN KIND
Staff fees to deliver to 66 primaries & 3 SEN schools - salaries & travel	£45,684	
Travel	£1,620	
Training for P3/P4 teachers	£300	
Resource pack for teachers	£1,725	
Management Fee - contacting schools, scheduling sessions, co-ordinating, postage, preparation, handouts	£2,086	
SUB TOTALS	£51,415	
TOTAL EXPENDITURE CASH + IN KIND	£51,415	

PROJECT DETAILS	
1.1 Project Number / Name?	Project 12 / Bathgate Music Festival
1.2 Please describe the activity that will take place?	Bathgate music Festival is a community led festival which is now in its 7th year. The Festival celebrates different styles of music such as jazz, soul, traditional, classic and rock music and features a range of professional musicians, bands and local performers. The Festival aims to include all age groups and alongside the performance programme offers a number of educational opportunities. YMI will enable us to offer a range of musical performances and workshops which will provide an opportunity for young

people of all ages to engage with professional musicians, get close to instruments, discover new musical styles and be inspired by live music. The programme will enthuse and inspire young people from nursery to secondary level with the workshops specifically tailored to engage and develop musicianship in all ages and skill level, from musicians to non-musicians alike.

Nursery - Live Music Now Scotland (LMNS) has a number of musicians specifically trained to deliver interactive performances in nursery settings. Rua MacMillan and Suzanne Houston will deliver Traditional Tunes for Tiny People, a specially devised workshop/performance which brings Scottish traditional music normally found in a standard concert setting into a nursery setting. Rua and Suzanne will deliver 2 x 40 minute sessions to 2 classes in the morning and afternoon over 3 days.

Primary – Slide too Far are a trombone quartet who will deliver a 1 hour high energy interactive performance for the whole school followed by a 1 hour creative music making workshop for one class.

Northern Lights Wind Quintet (flute, oboe, bassoon, clarinet and horn) will perform a 1 hour varied interactive performance for the whole school followed by a 1 hour creative music making workshop with one class in the upper school.

Secondary – Miniature Dinosaurs (4 piece rock/pop band) will deliver an informative and hands-on 1 hour song writing workshop to a group of 15-20 pupils followed by a 1 hour performance to 300 S1-S6 pupils.

Cherry Grove (5 piece Scottish traditional ensemble-fiddle/piano/song/accordion/clarsach/guitar) will deliver a 1 hour performance to 300 S1 to S6 pupils and then deliver a hands-on educational workshop to a group of 16 pupils exploring music making from the Scottish traditional perspective.

Astrid String Quartet will deliver a 1 hour performance of both classical and contemporary repertoire to 300 S1 to S6 pupils and then deliver a hands-on educational workshop to 16 pupils.

Bells Up Brass Quintet (trumpet x 2, horn, trombone and tuba) will deliver a 1 hour participatory performance followed by a specialist workshop for a group of approx 16 pupils.

As the strings, brass and traditional Scottish workshops are more specialised, and to ensure inclusiveness, the music teacher will be asked to encourage 8 music pupils to bring a friend, who has an interest in but has not felt confident to try an instrument or participate in a music

	<p>workshop (16 participants in total). It is hoped that this model will inspire both the young musicians to continue playing and the non-musicians to have a go. All the professional groups will ensure the workshops are delivered in an informal, interactive fun style to inspire and engage.</p> <p>As the strings and jazz workshops are more specialised, and to ensure inclusiveness, the music teacher will be asked to encourage 8 music pupils to bring a friend, who has an interest in but has not felt confident to try an instrument or participate in a music workshop (16 participants in total). It is hoped that this model will inspire both the young musicians to continue playing and the non-musicians to have a go. Both professional groups will ensure the workshops are delivered in an informal, interactive fun style.</p>		
<p>1.3 Who will deliver this project? (e.g. classroom teachers; YMI instructors; external specialist organisation)</p>	<p>Live Music Now</p>		
<p>1.4 What will be the method of delivery? (e.g. whole class; group; one to one; residential)</p>	<p>Nursery – half classes Primary – performances to whole school, workshops to groups of 20-30 pupils Secondary - performances to a hall of pupils, workshops to groups of 16-20 pupils</p>		
<p>1.5 If this project has been timetabled outside of school hours and / or is opt in, please describe the reason for this and how any indirect barriers to participation will be addressed? (Please see footnote 4 in guideline notes for guidance on indirect barriers)</p>	<p>Opt-out – during school hours</p>		
<p>1.6 Project Budget</p> <ul style="list-style-type: none"> • If the cost of this project is greater than £10,000 please break this down below. • If you would prefer to provide this information in the whole programme 	<p>CASH</p>	<p>IN KIND</p>	

budget template (SECTION C) below then please do so.		
Traditional Tunes for Tiny People £440 x 3	£1,320	
Slide Too Far	£480	
Northern Lights Wind Quintet	£570	
Cherry Grove	£570	
Miniature Dinosaurs	£445	
Astrid	£445	
Bells Up Brass Quintet	£570	
SUB TOTALS	£4,400	
TOTAL EXPENDITURE CASH + IN KIND	£4,400	

PROJECT DETAILS	
1.1 Project Number / Name?	Project 13 / Song-writing, ukulele & percussion
1.2 Please describe the activity that will take place?	<p>“A Caged Bird Dreams of Clouds” – Primary Schools Song writing and Performance Project (with Song writing Legacy)</p> <p>An 8-week succession of engaging and inspiring 2-hour song writing and musicianship workshops across 4 primary schools in West Lothian (2 primary schools per day, 2 days per week). Jo Mango will kick-start the project before handing over the baton to Zack Moir who in turn hands over the baton to Daniel Duggan before all tutors come together in week 7 for a rehearsal and week 8 for a performance.</p> <p>Week 1 (Jo Mango & band) – An inspirational performance from Jo Mango and her band, showcasing imaginative and original songs written on ukulele, glockenspiel, African percussion and numerous other interesting (and accessible) instruments from around the world. Jo will talk about her everyday and unusual inspirations for her songs and the instruments she writes them on. The participants will have an opportunity to try out some of the instruments in question, including harmonium (India) and omnichord (Japan).</p> <p>Jo and band will then spend an hour working with participants on ideas for song concepts, using the theme “A Caged Bird Dreams of Clouds”. This is a Japanese saying, and its use was inspired by a number of Japanese</p>

and sky/cloud based public art installations found around West Lothian. Themes of dreaming, skies, flying and escape are all very visual, universal and emotional and are designed to inspire and generate ideas.

Week 2 – (Jo Mango) Jo will work with participants on structuring lyrical ideas into verses and choruses using games such as “Title Wave” and “Line of Best Fit”. Participants then use physical ‘stepping stones’ and movement to create their own chord sequences to fit to the words.

Week 3 (Jo Mango & Zack Moir) – In conjunction with ukulele tutor Zack Moir, participants will learn how to play their chord sequences on their ukuleles and again, via “Step To It” and other visually arresting, movement-based games, will decide on structuring for their songs.

Week 4 – (Jo Mango & Zack Moir) will work with participants on creating melodies using their words over the chord sequences they play on Ukulele, completing their songs.

Week 5 – (Zack Moir & Daniel Duggan) begin to work on arrangement of the tunes using African percussion, splitting participants into rhythm section (playing percussion), harmony section (playing ukulele) and singers (singing melody).

Week 6 (Daniel Duggan) – Daniel Duggan will continue to work on arrangement of the tunes using African percussion with the various groups - rhythm section (playing percussion), harmony section (playing ukulele) and singers (singing melody).

Week 7 (Jo Mango, Zack Moir and Daniel Duggan) – this will be the final rehearsal and stage management day before the finale of the project - performance to peers on week 8.

Week 8 (Jo Mango, Zack Moir and Daniel Duggan) – performance of the finished songs and accompaniment to peers and teachers in school.

CPD – song writing master classes

In order to leave behind a legacy of song writing in schools throughout West Lothian after the project is complete and the song writing tutors move on, the University of the West of Scotland are offering the chance for the primary teachers from the schools involved in the project, along with 62 other colleagues from the wider pool of West Lothian Primary Schools to take part in a 2-part song writing pedagogy master class. This would be an opportunity for those who are experts at teaching song

	<p>writing and researching pedagogy, to transfer knowledge to primary teachers in a very practical way on how they might be able to involve aspects of song writing across the curriculum in their everyday classes. This will include transferrable skills that could work across subjects – from the obvious, like creative writing in music, to history, geography, language skills, physical movement and maths – and very practical examples of exercises that require little specialist musical knowledge or skill to implement.</p> <p>Master classes would take place in Howden Park Centre, Livingston over two Friday afternoons following the end of the song writing and performance project.</p>	
<p>1.3 Who will deliver this project? (e.g. classroom teachers; YMI instructors; external specialist organisation)</p>	<p>Performance by Jo Mango Band. Tutors - Jo Collinson-Scott, Zack Moir & Daniel Duggan</p>	
<p>1.4 What will be the method of delivery? (e.g. whole class; group; one to one; residential)</p>	<p>Whole class</p>	
<p>1.5 If this project has been timetabled outside of school hours and / or is opt in, please describe the reason for this and how any indirect barriers to participation will be addressed? (Please see footnote 4 in guideline notes for guidance on indirect barriers)</p>	<p>Opt-out – Workshops: during school hours Opt-in – CPD: out of school hours, Friday afternoons.</p>	
<p>1.6 Project Budget</p> <ul style="list-style-type: none"> • If the cost of this project is greater than £10,000 please break this down below. • If you would prefer to provide this information in the whole programme budget template (SECTION C) below then please do so. 	<p>CASH</p>	<p>IN KIND</p>
<p>Week 1 - 4 performances by Jo Mango Band (2 performances per day) - (£120 per band member x 3</p>	<p>£720</p>	

members x 2 days)		
Jo Mango – Workshops tutor fees, 5 weeks (weeks 2, 3, 4, 7 & 8) £30 per hour x 8 hours per week x 5 weeks	£1,200	
Preparation (1 hour prep per workshop = 4 hours, plus 2 hours to meet and hand over to ukulele and percussion tutors	£180	
Travel - 2 days per week (120 miles @ 0.45p) = £27 x 5 weeks	£270	
2 CPD master classes – Dr of Musicology and 1 research assistant. 2 days preparation and planning sessions, 2 x half hour evaluation sessions, plus travel. Printed materials for teachers	£2,350	
CPD room hire, Howden Park Centre 2 days @ £47		£94
Zack Moir workshop fees (weeks 3, 4, 5, 7 & 8) – 4 schools (4 half day sessions in each) 2 days per week @ £150 x 5 weeks	£1,500	
Preparation and initial planning meeting with other 2 tutors, fee £150 plus £15 travel	£165	
Travel 10 days x £15 per day	£150	
Admin	£250	
Daniel Duggan workshop fees (weeks 5, 6, 7 & 8) – 4 schools (4 half day sessions in each) 2 days per week @ £350 x 4 weeks	£2,800	
Preparation and initial planning meeting with other 2 tutors, fee £150 plus £15 travel	£165	
Travel 8 days x £15 per day	£120	
Admin	£250	
SUB TOTALS	£10,120	£94
TOTAL EXPENDITURE CASH + IN KIND	£10,214	

C: BUDGET

WHOLE PROGRAMME BUDGET

- For an example of a completed budget please see the *Application Form Examples* document provided.

INCOME	Cash	In Kind	Notes
Creative Scotland Funding	£246,228		
Project 2 - Sound, Electronics & Music		£94	As detailed in Project 2 budget
Project 4 - Ukulele performances		£94	As detailed in Project 4 budget
Project 5 - Voice Rocks		£2,696	As detailed in Project 5 budget
Project 7 - Ocarina		£94	As detailed in Project 7 budget
Project 13 – Song writing, Ukulele & percussions		£94	As detailed in Project 13 budget
Arts Officer's time FTE		£27,500	(100% of Arts Officer's salary)
SUB TOTALS	£246,228	£30,572	
TOTAL INCOME CASH + IN KIND	£276,800		
EXPENDITURE			
	Cash	In Kind	Notes
Project 1 – Recycling Rhythms	£47,540		Breakdown in Project 1 details
Project 2 – Sound, Electronics & Music	£34,474	£94	Breakdown in Project 2 details
Project 3 – Saturday Strings	£25,000		Breakdown in Project 3 details
Project 4 – Ukulele Performances	£6,180	£94	Breakdown in Project 4 details
Project 5 – Voice Rocks	£8,850	£2,696	Breakdown in Project 5 details
Project 6 – Cajon Drumming	£19,175		Breakdown in Project 6 details
Project 7 – Ocarina	£6,050	£94	Breakdown in Project 7 details
Project 8 - Curriculum for Excellence, Active Learning	£8,990		Breakdown in Project 8 details
Project 9 - NYCoS P3 Workshops	£6,135		Breakdown in Project 9 details
Project 10 - P3 Evening Play & Sings Groups / Play and Sing Days	£11,760		Breakdown in Project 10 details
Project 11- NYCoS Go for Bronze	£51,415		Breakdown in Project 11 details
Project 12 - Bathgate Music Festival	£4,400		Breakdown in Project 12 details
Project 13 – Song writing, ukulele & percussion	£10,120	£94	Breakdown in Project 13 details
Management, co-ordination, phone calls, photocopying,	£4,000		
Promotion – branding, t-shirts	£1,000		
Transport subsidy – Evening and weekend projects	£500		Projects 3, 5 & 10.
Contingency	£649		

Arts Officer's time FTE		£27,500	
SUB TOTALS	£246,228	£30,572	
TOTAL EXPENDITURE CASH + IN KIND	£276,800		
Please describe how you have calculated any in kind income/expenditure?			
As described in individual project detail templates.			



West Lothian
Council

EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL

NATIONAL QUALIFICATIONS UPDATE

REPORT BY HEAD OF EDUCATION (QUALITY ASSURANCE)

A. PURPOSE OF REPORT

To update the Panel of the new National Qualifications

B. RECOMMENDATION

The Panel notes the contents of this report.

C. SUMMARY OF IMPLICATIONS

I Council Values	Focusing on our customers' needs; Being honest, open and accountable; Providing equality of opportunities; Developing employees; Making best use of our resources; Working in partnership
II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	Standards in Scotland's Schools (etc) Act 2000
III Implications for Scheme of Delegations to Officers	None
IV Impact on performance and performance Indicators	None
V Relevance to Single Outcome Agreement	We are better educated and have access to increased and better quality learning and employment opportunities.
VI Resources - (Financial, Staffing and Property)	Within existing devolved school management (DSM) resources
VII Consideration at PDSP	Underway.
VIII Other consultations	None

D. TERMS OF REPORT

D.1 What are the New Qualifications?

The new qualifications, which are known as 'Nationals', have been developed to support Curriculum for Excellence.

From August 2013, new qualifications were introduced by the Scottish Qualifications Authority (SQA). The final certification of Standard grade at the end of S4 took place in August 2013.

The following table shows how the new National Qualifications replace previous and existing qualifications.

SQF Level	Previous/existing Qualifications	Replaced by...	New Qualifications
3	Access 3 Standard Grade: Foundation	→	National 3
4	Standard Grade: General Intermediate 1	→	National 4
5	Standard Grade: Credit Intermediate 2	→	National 5
6	Higher	→	New Higher
7	Advanced Higher	→	New Advanced Higher

National 3 and National 4 will be fully assessed internally in school. Elements of National 5 will also be internally assessed. The SQA will check internal assessments to make sure the assessment judgements made by the teaching staff in each West Lothian secondary school are consistent and meet national standards.

2013 -14

The new National 2, 3, 4 and 5 qualifications are being studied by pupils in S4.

Learners in S5 and S6 are completing their education with the existing qualifications at Intermediate, Higher and Advanced Higher levels.

2014-2015

The new Higher will be added to articulate from National 5. This will run alongside Access, Intermediate and the current Higher which will be certificated for the last time. The new qualifications are available for students in S4 and S5.

2015-2016

The new Advanced higher will be available and will take over from the old Advanced Higher.

National Courses

National 4 courses are made up of Units, including an Added Value Unit. Students must pass all Units plus the Added Value Unit to achieve a course pass at National 4 level. All assessments, including the Added Value Unit will be done by the school.

The Added Value Unit applies to all Courses at National 4 and above. This Unit assesses the following:

- Breadth – the range of knowledge, skills and understanding that learners have developed through the Course
- Challenge – how learners have deepened or extended their knowledge and/or skills
- Application – how well learners can apply their knowledge and/or skills to different situations

National 3 and 4 will not be graded, but will be assessed as pass or fail.

At National 5, students must pass all Units and the Course assessment to achieve a course grade pass. In most subjects the Course assessment is an external examination marked by SQA. National 5 Courses will be graded A to D or 'No Award'. If a student fails a Course assessment, they will receive credits for the Units they have achieved at that level.

Students who have already achieved the National 4 Value Added Unit either as part of a course or as a freestanding unit, and who pass the National 5 Units but not the National 5 Course external assessment (i.e. receive a No Award) will receive a National 4 Course pass,

SQA has published unit assessment support packs and units.

D.2 National Literacy and Numeracy Units

National Literacy Units form a mandatory part of English Courses at National 3 and National 4. National Numeracy Units form a mandatory part of the Life Skills Maths at National 3,4 and 5 and the Maths course at National 4.

As there are currently no past papers for the new National Qualifications, specimen question papers have been developed. All specimen papers can be accessed on the SQA website www.sqa.org.uk/browsecfesubjects

D.3 Internal Assessment Teams

Local authorities have nominated subject specialists to form internal assessment teams. These teams will be supported by Principal Verifiers and Team Leaders appointed by the SQA. These nominees are working together to share knowledge of best practice and national standards. All nominees are trained in Assessment Standards and verification.

D.4 Working with Colleges, Universities and Employers

The SQA are continuing to engage with Higher and Further education regarding the admissions process. They are also consulting with Employers to ensure they have the information needed about the new qualifications system and how it compares to its predecessor.

D.5 Results Service

From April 2014 the new 'Results Service' will replace the Appeals Service for all National Qualifications where an exam or coursework contributes to a candidate's final grade.

This will be in 2 parts

1. Exceptional Circumstances Consideration

This will assist candidates who cannot sit the exam or whose performance in the exam may have suffered due to exceptional circumstances and whose school has the relevant alternative evidence to support this.

2. Post-results service

Support will be offered where a school has concerns regarding a student's result. It will consist of a clerical and/or a working review of the candidate's paper.

The results service differs from the previous appeals process. Schools will no longer be able to submit evidence in an effort to improve a result.

Results will only change if there has been a clerical or marking error.

E. CONCLUSION

The new qualifications have been developed to support Curriculum for Excellence. SQA have developed the new qualification which will help students demonstrate the knowledge and skills they have developed and enable them to prepare for further learning, training and employment.

F. BACKGROUND REFERENCES

None

Appendices/Attachments: None

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Elaine Cook, Head of Education (Quality Assurance),

Date of meeting: 25 February 2014



West Lothian
Council

EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL

ACTIVE SCHOOLS PERFORMANCE MANAGEMENT REVIEW TERM 1 2013-14

REPORT BY HEAD OF EDUCATION (QUALITY ASSURANCE)

A. PURPOSE OF REPORT

To inform the Panel on the progress made during Term 1 of Academic year 2013-14.

B. RECOMMENDATION

To note the contents of the report.

C. SUMMARY OF IMPLICATIONS

I Council Values	Being honest, open and accountable Making best use of our resources Working in partnership
II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	None
III Implications for Scheme of Delegations to Officers	None
IV Impact on performance and performance Indicators	None
V Relevance to Single Outcome Agreement	SOA 2 - We are better educated and have access to increased and better quality learning and employment opportunities. SOA 7 We live longer, healthier lives and have reduced health inequalities.
VI Resources - (Financial, Staffing and Property)	Annually £386,940 – sportscotland £150,000 – West Lothian Council

VII Consideration at PDSP	Underway
VIII Other consultations	West Lothian Council sportscotland

D. TERMS OF REPORT

1 Background

Active Schools West Lothian work together with organisations and individuals, including PE staff and Sports Development Officers, to provide a wide range of opportunities connected to physical education, school sport and club sport. Active Schools is a national programme delivered in partnership with **sportscotland**.

The national aims of Active Schools are:

- More and higher quality opportunities to participate in sport within schools.
- Building capacity through the recruitment, retention and development of a network of volunteers
- Motivating and inspiring children and young people to participate in sport.

2a Performance Management in Active Schools

Local (Covalent) and national (ASMO) monitoring for Active Schools during academic year 2012-13 indicated a dip in performance across several Key Performance Indicators (KPIs). Although this was explained due to the absence of 3 of the 11 Active Schools Coordinators (ASCs) as a result of maternity leave, it provided the impetus for a review of service provision to ensure outcomes would be met during academic session 2013-14.

Two planning days were undertaken during July and August 2013 with all Active Schools staff to review practices undertaken towards achieving service KPIs. Areas of strength and areas for development were identified utilising a Total Quality Management (TQM) approach leading to the identification of 5 key areas of work that would be highlighted within Individual Action Plans (IAP) for academic session 2013-14.

As KPIs are achieved through the combined actions of all ASCs, coordinators were asked to discuss and identify service targets that would provide a realistic increase in performance. This approach helped to provide an understanding for staff of how actions within individual cluster areas impact on higher level performance towards West Lothian's Single Outcome Agreement and also ensured staff members were engaged and motivated to achieve the agreed targets within KPIs.

These agreed targets were included in each of the 11 cluster area IAPs for 2013-14 to clarify individual performance measures and how these relate to service performance as a whole. An additional curricular monitoring system was also implemented during academic session 2013-14 to assist in the collection of robust data towards a continuously improving evidence-based service planning model.

2b Active Schools Performance Term 1 2013-14 vs Term 1 2012-13

As a result of the performance management review indicated above, Active Schools have recorded a significant improvement across national and local outcomes in comparison to Term 1 August – December 2012-13.

- Extracurricular sport and physical activity sessions for primary pupils and secondary students increased by 25% to 2,934.
- Extracurricular participant sessions (activity sessions multiplied by the number of participants attending each session) increased by 30% to 51,041.
- The number of distinct participants taking part in primary and secondary extracurricular activity increased by 34% to 4,143 pupils.
- The number of volunteers delivering extracurricular activities for primary pupils and secondary students increased by 30% to 295.
- The number of school-club links increased by 32% to 278, providing pathways for participation from schools to 45 sports clubs in West Lothian.
- School staff participants attending opportunities within the Sport and Physical Education CPD calendar increased by 93% to 156.
- Qualifications delivered to senior pupils within curricular time increased by 349% to 323.
- Participant sessions for curricular sport and activity taster sessions increased by 18% to 18,293.
- Participant sessions for pupils attending multi-school primary festivals or secondary School Sport Partnership events increased by 225% to 8,137.

3 Additional Performance Management Activities

Active Schools work with other council services to plan, implement and deliver improved service provision for stakeholders. An example is the current partnership working with the Sport and Outdoor Education Service (Area Services) in developing a framework to manage the performance of the 60 casual coaches currently employed by West Lothian Council. The aims of the proposed Coach Development Scheme are to:

- Ensure that West Lothian Council is effectively monitoring, regulating and supporting coaches
- Encourage coaches to take ownership for continuing professional development of their coaching practice
- Provide a system for recognising and rewarding excellence within coaching
- Improve the recruitment and retention of coaching staff
- Encourage continued partnership working between Sports Development, Active Schools and **sportscotland**

This project is currently ongoing with a proposed implementation date of July/August 2014.

E. CONCLUSION

The information provided above demonstrates a significant improvement relating to the performance of the Active Schools team in comparison to the same period during 2012-13. The Active Schools team have delivered an improvement in service provision through a performance management approach and are currently working in partnership with other Service areas within West Lothian Council to deliver improvements in service provision for stakeholders.

F. BACKGROUND REFERENCES

None

Appendices/Attachments: None

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Elaine Cook, Head of Education (Quality Assurance)

Tuesday 25 February 2014



West Lothian
Council

EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL

SQA RESULTS 2013 POST-APPEAL

REPORT BY HEAD OF EDUCATION (QUALITY ASSURANCE)

A. PURPOSE OF REPORT

To inform the panel of the post-appeal performance of West Lothian pupils in Scottish Qualifications Authority (SQA) examinations in 2013.

B. RECOMMENDATION

That the panel:

- Note the continuing improvement in SQA examination results.
- Congratulate pupils, parents and school staff on the continuing improvements.

C. SUMMARY OF IMPLICATIONS

I Council Values	Focusing on our customers' needs Being honest, open and accountable Providing equality of opportunities Making best use of our resources Working in partnership
II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	Standards in Scotland's Schools Act 2000 West Lothian Education Services Local Improvement Plan A detailed analysis of results by gender, disability and ethnicity will be published at a later date.
III Implications for Scheme of Delegations to Officers	None
IV Impact on performance and performance Indicators	SQA results are key performance indicators for the Education Service. Performance indicators on COVALENT, and the accompanying trend charts, have been updated following publication of post appeal results.

V Relevance to Single Outcome Agreement	SQA results are key performance indicators for the Education Service, and are included as outcome indicators within the Single Outcome Agreement. Our Young people are better educated and have access to increased and better quality learning and employment opportunities.
VI Resources - (Financial, Staffing and Property)	Core Education Services Devolved School Management (DSM) budget Central Education Services Budgets – Quality Assurance
VII Consideration at PDSP	Underway
VIII Other consultations	Headteachers Education Officers

D. TERMS OF REPORT

The panel has previously considered pre-appeal SQA results for 2013. Post-appeal results have now been published. A broad analysis is included below.

Performance in S4

- Overall performance at Standard Grade shows improvement over the five year period 2009 to 2013.
- The percentage of pupils attaining 5+ at each of Levels 3, 4 and 5 (Standard Grade Foundation, General and Credit or equivalent) has risen. All measures continue to be above both the national average and comparator authorities' average.
- Following appeals, performance improved by 1% in relation to 5+ at Level 4 and by 2% at 5+ at Level 5. Figures for English at Level 3, Mathematics at Level 3 and English & Mathematics at Level 3 remained unchanged after appeals. (Tables 1 and 2)

SQA Results 2009-2013 - Level 3 English & Maths (% Attainment) By the end of S4

Table 1

	Mathematics Level 3					English Level 3					English & Maths Level 3				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
West Lothian	97	96	97	98	98	97	97	97	98	98	95	93	94	97	97
National	95	95	95	96	96	95	96	96	96	97	93	93	93	94	95
Family Average	95	95	94	95	95	94	96	95	96	96	93	93	93	93	94

SQA Results 2009-2013 - Standard Grade - (% Attainment)
By the end of S4

Table 2

	5+ level 5 (1-2)					5+ level 4 (1-4)					5+ level 3 (1-6)				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
West Lothian	37	34	35	40	40	79	81	79	84	84	95	95	94	97	97
National	35	36	36	37	39	78	78	79	80	82	92	92	93	94	95
Family Average		33	33	34	36	77	77	77	78	81	91	92	91	93	93

Performance in S5

- Performance at Higher Grade has improved over the five year period 2009 to 2013.
- The percentages of pupils attaining passes has risen significantly over this period at each of 1+, 3+ and 5+ at Level 6 (Higher or equivalent). The increase at 1+ at Level 6 was from 41% to 50%, which is a 22% increase. At 3+ at Level 6 it was from 21% to 29%, an increase of 38% and at 5+ at Level 6 the increase was from 9% to 15%, which is 67%.
- In comparison with pre-appeal results, performance improved by 1% at each of 1+ and 5+ at Level 6 and remained unchanged at 3+ at Level 6.
- Performance is now above comparator average at all three measures.
- Performance is now above the national average at 1+ at Level 6 and 5+ at Level 6, and equal to the national average at 3+ at Level 6. (Table 3)

SQA Results 2009-2013 - Higher Grade - (% Attainment)
By the end of S5

Table 3

	5+ level 6 (A-C)					3+ level 6 (A-C)					1+ level 6 (A-C)				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
West Lothian	9	10	11	13	15	21	24	24	26	29	41	43	42	45	50
National	11	11	12	13	14	23	25	26	27	29	41	43	45	47	49
Family Average	9	9	10	10	11	21	22	24	25	26	39	41	43	45	46

Other improvements

- The percentage of pupils attaining 1+ at Level 7 (Advanced Higher or equivalent) has risen to from 12% to 18%, in the five year period 2009 to 2013. This figure is the highest ever attained in West Lothian at 1+ Advanced Higher. It is now above both the national average and the comparator authorities average.
- After appeals, performance improved by 1% at 1+ at Level 7. (Table 4)

SQA Results 2009-2013 - Advanced Higher Grade - (% Attainment)

By the end of S6

Table 4

	1+ Level 7				
	2009	2010	2011	2012	2013
West Lothian	12	13	16	16	18
National	14	15	16	16	17
Family Average	11	13	13	14	15

Data source: 2009 - 2012 Post Appeal Results STACS 2013 - Post Appeal Results - STACS

Strategies to sustain improvement

The improvement achieved in West Lothian performance in SQA examinations is the result of an enhanced, strategic approach to raising attainment. Education Services has analysed carefully the SQA 2013 data and has taken a number of key actions to further improve levels of attainment, including:

- a more robust and challenging programme of monitoring levels of attainment. A schedule of regular and focused meetings with schools' Senior Management has further developed the quality and impact of professional discussions about attainment. Briefings about and discussions of attainment issues are regular items on the agenda for Headteachers meetings.
- continued gathering, analysis and use by the Schools Performance Team of a wide range of relevant data to support Education Officers and schools in prioritising areas for improvement. In addition, more intensive and targeted support is provided over a longer period to schools where improvement in attainment is most required.
- grouping of local schools, which has encouraged schools to collaborate more effectively by sharing staff expertise and experience, by reflecting upon curriculum developments and by joint provision of staff professional development.
- the formation of a Steering Group, with representation from each secondary school, to support effective use of the new tool for analysing SQA data (Senior Phase Benchmarking Toolkit). The group shares information widely about the new tool, informs national developments on it and will help identify training needs for staff.
- a sharper focus on improving attainment at Higher Grade across key subject areas, including English, Mathematics and the Sciences. Meetings have been held with school representatives from each of these subjects and planning for improvement is in progress in all. A dedicated Development Post-holder has also been appointed in each of these subject areas to coordinate improvement activities. (Appendix 1)
- ongoing and significant support from the Secondary Attainment Task Team (SATT), comprised of four Education Officers, for target schools and curriculum areas. (Appendices 2 and 3)

E. CONCLUSION

Overall performance in SQA examinations continues to improve strongly and Education Services has taken and will continue to take appropriate actions to sustain and further develop levels of attainment.

F. BACKGROUND REFERENCES

None.

Appendices/Attachments: 3

1. A Strategy for Raising Attainment in Higher Mathematics.
2. Raising Attainment Secondary – Briefing Paper
3. Secondary Attainment Task Team (SATT) (Draft) Action Plan

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Elaine Cook, Head of Education (Quality Assurance)

Date: 25 February 2013

A Strategy for Raising Attainment in Higher Mathematics

Issue:

Short term (from Present to 6th May 2014 - Mathematics Higher Exam date)

In 2013, West Lothian Higher Mathematics attainment at Grades A-C and A-B was at its lowest since 2009. Support for improvement to be targeted on addressing this.

Medium & Long Term (from 6th May 2014 to May 2017)

Mathematics departments tend to work in isolation resulting often in a duplication of effort and inefficiencies. A more coordinated approach to collaborative working is needed.

Deliverables

Short term (from Now to 6th May 2014)

Raise attainment in present Higher Mathematics for session 2013-14, beyond that of 2012-13 level e.g. CPD session e.g. Masterclasses, CPD support from expert in Higher Mathematics examinations.

Medium Term (from 6th May 2014 to May 2015)

In respect of the new Higher Mathematics, initiate a more collegiate approach across schools towards:

- developing an enhanced understanding of courses and programmes eg through CPD
- the development of resources and support materials eg on assessment
- verification activities, with SQA support

Long Term (2015 – 2017)

- Sustain and further develop this collaborative approach aimed at raising attainment at Higher Mathematics level.

Key Activities

Short term (from Present to 6th May 2014)

- Set up project team – One representative from each secondary school.
- Ensure all departments are familiar with 2012-13 performance and understand the measurement criteria and calculation methods.
- Collate schools' attainment targets for the 2013-14 exams from team members
- Gather existing department action plans including their activities for achieving targets.
- Understand barriers to achieving targets and identify ways to overcome.
- Share plans and current practices.
- Identify best practices, promote and facilitate their use.

Medium Term (focus 6th May 2014 to May 2015)

- With support from SQA, gain clearer understanding of New Higher Mathematics Course e.g. maths content and best resources
- Identify and address any resourcing deficits e.g. unit assessments, item bank of exam level questions, revision resources
- With support from SQA, implement a more coordinated approach to verification
(Note: although Higher Mathematics is the key focus over the medium term there is a need to share resources and verification methods for the National 5 Mathematics qualification).

Long Term (2015 – 2017)

- Raise attainment across all delivered Mathematics courses via a more coordinated approach, guided by a prepared Action Plan, which addresses key priorities.

Briefing Paper

27 January, 2013

Rationale

As an Education Authority we have ambition for all of our children and young people. In particular we are seeking to raise continuously the levels of attainment in our secondary schools. Although our examination results compare well with national levels of attainment against our comparator schools in other local authorities, there has been a variation in Scottish Qualification Authority performance between some secondary schools with regard to their comparators with some schools performing better than others. There has also been a variation across subject areas' performance in West Lothian secondary schools against comparator performance in other local authorities. At Higher Level, these subjects include English, Mathematics, Biologies, Chemistry and Physics . Across West Lothian, Senior Management teams and classroom teachers alike need to adopt a more consistently self-reflective culture which will utilise all available evidence on each child's progress in order to establish how his or her learning can be enhanced. There is a need to improve the range and quality of support for learners particularly those most at risk of not achieving a pass in national examinations. West Lothian Council recognises that through personalised support and appropriate challenge young people will be better prepared to sit national examinations.

It is intended to produce a **Raising Attainment Action Plan**.

What do we do well ?

In West Lothian secondary schools there are good relationships between staff and pupils. Working with parents is well established and there is a strong focus on early intervention. West Lothian is committed to delivering the best possible outcomes for young people so that they have the best start in life and are ready to succeed by following the principles of the Curriculum for Excellence (CFE) and Getting it Right for Every Child (GIRFEC). Young people are achieving well through a good range of learning programmes. Innovative professional learning is leading to well trained and motivated staff. Greater positive collaborative working amongst schools is enabling staff to share best practice. There are good arrangements for transition. Much work has been done to ensure continuity and progression between primary and secondary schools, from Broad General Education into the Senior Phase, and onwards to positive destinations. Across most West Lothian schools, almost all young people now achieve positive destinations when they leave school

What needs to be improved

- When compared with their comparators schools in other local authorities, there is some variation in national examination performance across West Lothian secondary schools. There is a need to ensure that all secondary schools perform in line with or better than their comparator schools.
- There is a variation in the systems and working practices used by secondary schools to track and monitor pupil performance and support pupils' progress as they work towards Scottish Qualification Authority examinations. In some schools e.g. there are weekly meetings of the school's Extended Management team to discuss pupil performance. In other schools, frequent visits are made by the Senior Team to departmental meetings to discuss pupil performance. We need to identify and share widely across the schools the most effective practice in tracking and monitoring pupils' attainment.
- We need to be certain that all staff are aware and understand their key role in ensuring that the increased expectations contained within Education Scotland's 'Inspection Advice Note' are being delivered within their Curriculum for Excellence provision.
- It is important also that we are familiar with the steps which Senior Management Teams are taking to ensure effective and enabled practitioners. This will include supporting staff in the effective use of Validated Self-Evaluation
- Within the Curriculum for Excellence every young person is entitled to experience a curriculum which is coherent from 3 – 18. Those planning the curriculum and supporting the introduction of the new national qualifications have a responsibility to work in partnerships with others to enable young people to move smoothly between the key transition points of P7/S1, S3 into the Senior Phase, and into positive destinations beyond school. There is a need for us to ensure that transition arrangements enable pupils to have a more consistent experience across these key transition phases, through working with e.g. Development Officers Raising Attainment (via Head Teacher Coordinator), Strategic Support (in collaboration with Timetablers Network) and Senior Campus (via responsible Officer).

Actions must we take:

- Produce a 'Secondary Raising Attainment' Action Plan. Each secondary school will need to form an implementation plan outlining timescales, outcomes and monitoring processes. The Action Plan will also include details of actions to be carried out by the appointed Development Postholders in English, Mathematics, Biology, Chemistry and Physics.

- Ensure that the Secondary Attainment Task Team (SATT) works with other relevant staff to provide schools with improved advice and support on the implementation of the curriculum, effective tracking and monitoring of pupil progression, new national examinations and raising attainment. In particular, SATT and partners will develop effective networking across schools to help school leaders and practitioners identify and promote best practice in raising attainment.
- Ensure at all levels that effective tracking and target setting are regular features of every pupil's experience. This will require all staff to analyse pupils' performance information regularly and to make good use of this up-to-date information to raise attainment. It is necessary that all staff and learners are accountable and responsible for their educational progress and attainment.
- Provide professional development for staff at all level on effective strategies for systematic self-evaluation.
- Further develop secondary school collaboration to enable and encourage all staff to have increased opportunities for discussion of effective learning and teaching, sharing successful practice, planning, training and working together.
- Encourage Curriculum Principal Teachers (Curriculum) (PTCs) and Support PTCs to review their role regarding the ways in which they work together to support the progression of pupil learning.
- Improve the quality of access to and the consistency of support for young people studying within the West Lothian Campus.
- Evolve opportunities and share best practice in mentoring young people within schools.

Secondary Attainment Task Team

Priority: Raising Attainment		2013 - 2014			
Area for Development: Introduction of Secondary Attainment Task Team (SATT) to provide focused strategic support for Secondary Schools to raise attainment.					
Current Position: As an Education Authority we have the highest ambition for all of our children and young people and seek to develop and celebrate strong performance in raising attainment. We recognise that investment in early and sustained intervention strategies developed with and for schools and fostered through effective partnership and collaborative working is essential to securing sustained progression for all children and young people. Although examination results compare well with national levels of attainment against comparator schools in other local authorities there is variation in Scottish Qualification Authority (SQA) performance among secondary schools with some schools and faculties performing better than others. The Secondary Attainment Task Team (SATT) will focus on improving attainment in Secondary schools by recognising and sharing excellence in existing practice to ensure greater consistency across all schools.					
Desired Outcome	Implementation Process (Actions)	By whom?	Time Scale	Resources / Costs / Training needs	Monitoring by whom ? how?
Our strategy and Vision for raising attainment is shared and understood and leads to improvement in standards of attainment over time	Develop and share a vision for raising attainment in an environment of integrity and trust. Contribute to the strategy being developed by the Quality Improvement Work stream to build capacity for validated self evaluation at all levels in the secondary sector	HOS with all schools SATT	January 2014 2013 to 2015	Cost of Secondary attainment and performance team	Quality improvement team
Our attainment trends show continued improvement against national levels and comparator schools and authorities.	Undertake systematic analysis and review of attainment in every school and intervene swiftly with practical support for schools where improvements in attainment are required	Performance Team and SATT working with School SMT	2013 to 2015		Performance Team and SMT in schools
The gap between our lowest and highest attaining children and young people is harrowed in all schools.	Provide opportunities for head teachers and other practitioners to visit schools where attainment is being raised significantly, to promote collegiate discussion on effective pedagogy.	SATT working with School SMT	2014 to 2015		SATT and HTs
We have raised attainment of those at risk of missing out.	Build consistency and rigour in all school systems to improve tracking and monitoring to ensure the process supports increased attainment for every young person.	SATT working with school SMT	2014 to 2015		Performance team and SMT in schools
We maximise the numbers of young people going into positive destinations	Establish effective strategic Development Groups led by Development Post Holders to enables faculty leaders and practitioners to design high quality programmes and courses. These courses will enable all staff to plan a coherent approach to learning teaching and assessment at all levels in the new national qualifications.	SATT strategic development co-ordinator	2014	£2, 500 per post holder Seconded DHT	

	<p>Provide continuing professional development for senior and middle managers in schools on effective strategies for systematic self-evaluation to ensure that the principle of raising attainment is at the core of the curriculum offered in schools.</p> <p>Establish school collaboratives (hubs) to enable and encourage head teachers to have collegiate discussion on effective pedagogy and to share successful practice. These will be supported and monitored by the Officers in the SATT to ensure positive outcomes are shared by all.</p> <p>Identify a programme of supportive interventions including validated self-evaluation approaches over the next two years in agreement with secondary HTs</p>	<p>SATT and HTs</p> <p>Head of Service (EC)</p> <p>SATT will provide detailed action plans and progress reports</p>			
<p>Evaluation:</p> <ul style="list-style-type: none"> • How well is the strategic vision for raising attainment shared and understood? • Do West Lothian attainment trends show continued improvement against national levels and comparator schools and authorities? • Has the gap between our lowest and highest attaining children and young people narrowed in all schools? • Have we raised attainment of those at risk of missing out? • Are we maintaining an upward trend in young people going into positive destinations? • Has effective use been made of available senior benchmarking tools by all staff at all levels? • Is coursing appropriate? • Have we achieved consistency in quality of school and faculty standards and quality reports which contain accurate evaluation of performance and next steps for improvement? 			<p>Evidence (How do we know?)</p> <ul style="list-style-type: none"> • National, comparator schools and authorities, and West Lothian attainment statistics and performance data • Validated Self-Evaluation reports • School leaver destination reports • Standards and Quality Reports and School Improvement Plans at school and faculty level report accurately on current performance and plan for improvement • Stakeholder views including views of young people • Benchmarking tools in place • Quality of courses and programmes 		

SATT Tasks 2013- 14	Lead Officer
• Improvements in Mathematics -all schools	John Tease
• Improvements in Sciences - all schools	Dorothy Fleming
• Training in Validated Self Evaluation	Phyllis Wood
• Direct support to Schools: Whitburn Academy, West Calder High School, Linlithgow Academy	Phyllis Wood
• Broxburn Academy, Armadale Academy, The James Young High School	David McLean
• Direct support to Schools: Inveralmond Community High School	John Tease
• St Kentigern's Academy	Dorothy
• Deans Community High School, St Margaret's Academy and Bathgate Academy	TBD
• Delivering CPD for senior and middle managers in schools in effective practice in raising attainment	SATT
• Support the work of the secondary Hubs	SATT
• Working with the secondary HTs to develop a programme of VSE to support quality assurance in all schools.	SATT and HTs
• Co-ordination of teams improving courses and programmes to meet requirements of new national qualifications	Ken Boal

EDUCATION PDSP WORKPLAN 2013-14

Title	Purpose	Lead Officer	Frequency	PDSP	Referral to Education Executive
Projected numbers and capacity in schools (Base School Forecasts)	To inform members of updated 2012 base school forecast.	David McKinney	Yearly	25/02/14	Yes
Suitability & Condition of West Lothian Schools	Update requested at PDSP Aug 27	Donna Adam Paul Kettrick	One Off	25/02/14	No
Her Majesty's Inspectorate (HMI) Partnership Agreement	To inform members of the HMI partnership agreement	Elaine Cook	One Off	25/02/14	tbc
Attainment of Looked After Children	To update members on attainment achieved by Looked After children	John Tease	One Off	25/02/14	No
Youth Music Initiative – Year 12	To update members on Year 12 of the Youth Music Initiative and funding application to Creative Scotland	Laura Tyrrell (Area Svces)	Annual	25/02/14	Yes 18/03/14
National Qualifications	To update members on the implementation of National Qualifications in West Lothian	Elaine Cook	One Off	25/02/14	No
Pupil Teacher Ratios	To update members on current pupil teacher ratios	Donna Adam	One off	25/02/14	No
Active Schools Term 1 Update	To update members on Active Schools progress during Term 1 2013-14	Paul Stark	Termly	25/02/14	No
SQA Exam Results – Post Appeal	To update members on the Post Appeal Results of SQA Examinations	John Tease	Annual	25/02/14	Yes
Early Learning and Childcare for Two Year Olds	To update members on Scottish Government's planned provision for Early Learning and Childcare for Two Year Olds	James Cameron	One off	25/02/14	Council Exec
Playgroup Update	To inform members on Playgroup situation in West Lothian	Jo Dinning	One Off	08/04/14	No
SEEMiS Group – Shared service	To update members on the Shared Service provided by the SEEMiS Group	James Cameron	One Off	08/04/14	
Breakfast Clubs - progress	To update members on the progress of Breakfast Clubs	Phyllis Wood	One off	08/04/2014	No
Study Support	To Update members on Study Support in secondary schools	Elaine Cook	One Off	08/04/2014	No

Title	Purpose	Lead Officer	Frequency	PDSP	Referral to Education Executive
New Highers	To inform members of the implementation of the New Highers	Elaine Cook	One Off	08/04/2014	No
Standing Order Exemption for Visiting Teacher Support Service (VTSS)	To request Executive Approval of Standing Order Exemption request for Visually Impaired VTSS from City of Edinburgh Council	Ann Durnian	One Off	n/a	18/03/14
Medication In Schools Policy	To seek approval for changes to the Policy Document	Alison Raeburn	One Off	20/05/2014	10/06/14
Special School Staffing Review	To inform members of the Special School Staffing Review	Ann Durnian	One Off	20/05/2014	Yes tbc
Wraparound update	To update members on Wraparound provision in West Lothian	Donna Adam/Jo Dinning	One off	20/05/14	No
Safe arrival/attendance	To update members on safe arrival/attendance	Stuart Forrester	One Off	20/05/14	Yes
Raising Attainment Team Update	To update members on the work/progress of the Raising Attainment Team	Alison Phillips/Lorna McDonald	One Off	20/05/14	Yes
1 plus 2 Languages	To update members on the 1 plus 2 languages framework	Maureen McNaughton	One Off	20/05/2014 tbc	No
Education Plan for Looked after Children	To inform members of the action plan for Looked after Children	Alan Millar	One off	20/05/2014 tbc	Yes
Session Dates 2015 – 2016	To inform members of the proposed session dates for 2015-16	Amanda Finlayson	Annual	20/05/14	Yes
Raising Attainment funding 2014-2015 (Action from Ed Exec 17/12/13)	To inform members of the proposed allocation of the remaining funding available for the school session 2014-2015 to ensure the greatest impact from the investment in raising attainment in literacy and numeracy	Elaine Cook	One Off	n/a	10/06/14
School Leaver Destination Results	To inform members of the School Leaver Destination Results 2012-13 follow-up	David McLean/Ian Hepburn	yearly	tbc	No
Adaptive Testing	To update members on Adaptive Testing (Action Note 7 Jan 2014)	James Cameron	One off	2014-15 tbc	No

DATA LABEL: PUBLIC

Title	Purpose	Lead Officer	Frequency	PDSP	Referral to Education Executive
Home Education Policy	Review Policy – (action from Ed Exec 01/10/13)	Elaine Cook	One Off	tbc – Sep 2014	Yes

Date of Issue: 19/02/14