



West Lothian
Council

Education Executive

West Lothian Civic Centre
Howden South Road
LIVINGSTON
EH54 6FF

13 March 2014

A meeting of the **Education Executive** of West Lothian Council will be held within the **Council Chambers, West Lothian Civic Centre** on **Tuesday 18 March 2014** at **10:00 a.m.**

For Chief Executive

BUSINESS

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. **MINUTES**
 - (a) Confirm Draft Minute of the Meeting of the Education Executive held on Tuesday 04 February 2014 (herewith).
 - (b) Confirm Draft Minute of the Special Meeting of the Education Executive held on Tuesday 25 February 2014 (herewith).

Public Items for Decision

5. Youth Music Initiative Year 12 - Proposed Programme - Report by Head of Area Services (herewith)
6. 2012 Base School Forecasts - Report by Head of Planning and Economic Development (herewith)

DATA LABEL: Public

7. Service Level Agreement with Visual Impairment Support Service (City of Edinburgh Council) - Exemption from Standing Orders - Report by Head of Education (Quality Assurance) (herewith)
8. Response to the Consultation on Draft Guidance to Education Authorities, Independent and Grant Aided Schools on their Duties to Develop and Publish Accessibility Strategies - Report by Head of Education (Quality Assurance) (herewith)

Public Items for Information

9. SQA Results 2013 Post-Appeal - Report by Head of Education (Quality Assurance) (herewith)

NOTE **For further information please contact Elaine Dow on 01506 281594 or email elaine.dow@westlothian.gov.uk**

MINUTE of MEETING of the EDUCATION EXECUTIVE of WEST LoTHIAN COUNCIL held within COUNCIL CHAMBERS, WEST LoTHIAN CIVIC CENTRE, on 4 FEBRUARY 2014.

Present – Councillors Lawrence Fitzpatrick (Chair), David Dodds, Stuart Borrowman, Tony Boyle, Harry Cartmill, Tom Conn, Alexander Davidson, Carl John, Dave King, Danny Logue, Greg McCarra (substituting for Peter Johnston), John McGinty, Andrew Miller, Angela Moohan, Cathy Muldoon (substituting for Anne McMillan), George Paul, Frank Toner and Jim Walker; Appointed Members John Hendrie and Myra MacPherson.

Apologies – Councillors Peter Johnston and Anne McMillan; Appointed Members Elsie Aitken, Graham Stormont, Lynne McEwen and Eric Lumsden.

1. ORDER OF BUSINESS

The Chair ruled under Standing Order 7 (Urgent Business) that a report be tabled on the Review of Additional Support Needs (ASN) Provision as there had been a change of circumstances which required to be reported to the Education Executive. The item of business was considered following agenda item 4 (Minute).

The Chair also ruled that agenda item 5 (Extension of Pre-school Provision to 600 Hours) be considered following agenda item 6 (The Use of Scholar Educational Resource within Secondary Schools).

2. DECLARATIONS OF INTEREST

Agenda Item 5: Extension of Pre-school Provision to 600 Hours

Councillor Dodds declared a financial interest arising from his wife being employed as a nursery nurse in West Lothian. Councillor Dodds did not participate in consideration of the item of business.

Councillor Greg McCarra declared a general non-financial interest arising from him being a member of the EIS Council.

3. MINUTE

The Education Executive confirmed the minute of its meeting held on 17 December 2013 as being a correct record subject to noting that a presentation on Child Protection Procedures had been arranged for all elected members, and appointed members not in attendance at the meeting on 17 December 2013, at the meeting of West Lothian Council scheduled to be held on 1 April 2014. The Chair thereafter signed the minute.

4. REVIEW OF ADDITIONAL SUPPORT NEEDS (ASN) PROVISION

The Education Executive considered a report (copies of which were tabled at the meeting) by the Depute Chief Executive providing an update of the formal consultation on the review of Additional Support Needs (ASN) provision.

The report recalled that on 12 November 2013 the Education Executive agreed that a formal consultation on a review of additional support needs education in West Lothian would be undertaken. This related to special school provision for children with Severe and Complex Needs, Autism Spectrum Disorder (ASD) and Social, Emotional and Behavioural Needs (SEBN) involving Pinewood School Campus (which included classes located within Blackburn Primary School), Ogilvie School Campus in Livingston, St Mary's RC Primary School in Polbeth and Our Lady of Lourdes in Blackburn.

During the course of the consultation process it was brought to the Council's attention that the consultation process had been deficient in terms of the requirements of the Schools (Consultation) (Scotland) Act 2010. The consultation did not recognise that the discontinuation of a stage of education (primary) at Pinewood School Campus constituted a closure proposal rather than a relocation proposal and in addition certain statutory consultees were omitted. It was not therefore possible to continue with the consultation proposals and process.

The Education Executive was asked to agree to withdraw the three consultation proposals with immediate effect, instruct officers to issue an apology from the Council to all consultees and stakeholders and to instruct officers to prepare a report outlining interim arrangements to accommodate the intake to special school provision for the start of session August 2014. Interim arrangements would minimise disruption for pupils attending the schools involved. A report would be prepared on revised consultation proposals at a later date.

During the question and answer session a request was received to provide members with an electronic version of the report by the Depute Chief Executive, which the Clerk agreed to provide.

Decision

1. Agreed to the terms of the report; and
2. Agreed that the Clerk would email copies of the report by the Depute Chief Executive to all members following the meeting.

5. THE USE OF SCHOLAR EDUCATIONAL RESOURCE WITHIN SECONDARY SCHOOLS

The Education Executive noted a presentation by Isabelle McGeehan, Modern Language Teacher, James Young High School, and two S6 pupils, Sarah Heeps and Emily Zurowski.

The Education Executive was advised that Scholar was a supported-learning programme resource created by Heriot-Watt University which offered extra information and exercises for pupils studying courses at Higher and Advanced Higher level. These facilities were able to be accessed from anywhere with an Internet connection allowing students to use Scholar at home as part of a balanced study programme. Sarah and Emily then went on to advise the Education Executive of the interactive activities that were available through Scholar to develop their language skills with material available twenty-four hours a day. Live sessions on exam preparations with a tutor were also available after school. Both teachers and students found Scholar to be very useful with information available to help raise attainment.

The Chair, on behalf of the Education Executive, thanked the teacher and students for attending the meeting and for the excellent presentation carried out.

The Education Executive then considered the report (copies of which had been circulated) by the Head of Education (Quality Assurance). John Tease, Education Officer, advised that the Scholar support network was launched through an initiative of Heriot-Watt University in 2000 and now offered over 30 courses across many subject areas. Scholar provided an integrated set of materials and services which met the needs of both students and their teachers.

Over the past two sessions there had been considerable use made of the Scholar materials at both Advanced Higher and Higher levels. There was evidence from the number of 'hits' that students valued the materials. It was noted that the cost of providing access for all secondary schools to Scholar resources last session was £23,300, which was considered to be an efficient method of supporting schools as they strived for higher attainment. Information was collected annually on the use made of Scholar resources across the secondary schools in West Lothian. An analysis of the information available was provided. It was noted that a clear link between the use of Scholar and higher attainment was not available as further analysis and stronger evaluation of the resources was required to facilitate this.

In response to questions from members it was recommended that longer term analysis of the use of Scholar be submitted to a future meeting of the Education Executive.

In conclusion, it was noted that although there was no clear link between the use of Scholar and higher attainment, schools which embraced Scholar as an online resource to complement learning had experienced some improvement in those subject areas. Further analysis and stronger evaluation was required to facilitate this. Education Services would therefore continue to:

- Improve evaluation of Scholar in order to identify which aspects of the resources were of greatest value within each subject area;

- Promote the appropriate use of Scholar, by researching and sharing best practice in the use of Scholar with schools and subject leaders; and
- Encourage schools to ensure that pupils had the requisite passwords and information about the potential benefits of Scholar.

The Education Executive was asked to note the contribution of Scholar resources on raising attainment in West Lothian secondary schools.

Decision

- Noted the terms of the report;
- Recorded a note of thanks to the teacher and students for the presentation provided;
- Recommended that longer term analysis highlighting trends be submitted to a future meeting of the Education Executive.

6. EXTENSION OF PRE-SCHOOL PROVISION TO 600 HOURS

The Education Executive considered a report (copies of which had been circulated) by the Head of Service – Schools with Education Support providing details of proposals to extend pre-school provision to 600 hours.

The Head of Service advised that the implementation of the Children and Young People (Scotland) Bill required an increase in the amount of free pre-school education and child care from 475 hours a year to 600 hours. This would help families by delivering improved child care to every three and four year old as well as the most vulnerable two year olds. Local authorities were obliged to implement a model of increased hours of early learning and child care from August 2014. Thereafter authorities would have a duty to consult every two years with a representative sample of parents and carers and publish plans as to how they would adjust their service to meet the changing needs of children and families.

It was proposed to extend provision to 600 hours by providing five extended morning sessions which included a healthy breakfast snack and four extended afternoon sessions which also included a healthy snack. The Education Executive 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. There would be no implications for teacher hours as the additional contact time would be covered by Pupil Support Workers (PSWs). The nursery nurse contract would require to be increased by one hour to a standardised 36 hour week and additional contact time would again be covered by PSWs.

It was also noted that wraparound capacity would match current demand levels for the service. It was not anticipated that there would be any

significant impact on the extension of early years provision on wraparound care, however, some adaptations would be required in Bathgate Early Years Centre to allow for the expansion of early years provision and to accommodate wraparound and Sure Start.

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.

The Customer and Performance Manager, Education Support, then provided 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 (refer to Section D.6 in the report). A total of 525 responses were received. 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 standards 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 child care would support families by providing more flexible nursery education.

It was recommended that the Education Executive:

1. Approve the extension of pre-school 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.

Motion

To approve the terms of the report

- Moved by the Chair and seconded by Councillor King.

Amendment

To support recommendations 1 and 2, with an additional recommendation based on the decision of West Lothian Council at its meeting held on 14 January 2014 as follows:

3. Prepare a report for PDSP on how West Lothian Council can “increase child care for all 3 and 4 year olds and vulnerable 2 year olds up to 1,140 hours per year”.

- Moved by Councillor Miller and seconded by Councillor McCarra.

The motion was successful by 13 votes to 4 with 1 abstention. Two members did not participate in consideration of the item of business.

MINUTE of SPECIAL MEETING of the EDUCATION EXECUTIVE of WEST Lothian Council held within Council Chambers, West Lothian Civic Centre, on 25 February 2014.

Present – Councillors Lawrence Fitzpatrick (Chair), David Dodds, Frank Anderson (substituting for Carl John), Stuart Borrowman, Tony Boyle, Harry Cartmill, Tom Conn, Alexander Davidson, Dave King, Danny Logue, John McGinty, Anne McMillan, Andrew Miller, Angela Moohan, John Muir (substituting for Peter Johnston) George Paul, Frank Toner and Jim Walker

Apologies – Councillors Carl John, Peter Johnston; Appointed Representatives:- Elsie Aitken, John Hendrie, Eric Lumsden and Lynne McEwen

1. ORDER OF BUSINESS

The Chair advised the committee that a request for a late deputation had been received from Claire Williams who was Chair of Pinewood Parent Council. The committee agreed to hear the deputation.

2. DECLARATIONS OF INTEREST

No declarations of interest were made.

3. INTERIM ARRANGEMENTS TO ACCOMMODATE THE INTAKE TO SPECIAL SCHOOL PROVISION FOR THE START OF SESSION AUGUST 2014

Deputation

The Education Executive, having previously agreed, heard Claire Williams, Chair of Pinewood Parent Council speak in support of her objections to the proposals contained within the report.

Ms Williams requested that the Education Executive reject the proposals as Polkemmet Primary School was not suitable for pupils with severe and complex needs as it did not have suitable facilities including wheel chair access, a quiet room nor a sensory room. Additionally there would not be necessary support services for those pupils based at Polkemmet Primary School as the Nurse would remain based at Pinewood School.

The Chair thanked Ms Williams for her presentation.

Report by Depute Chief Executive

The Education Executive considered a report (copies of which had been circulated) by the Depute Chief Executive seeking approval for the proposed interim arrangements to accommodate the intake of children to specialist provision for the start of session August 2014.

The Depute Chief Executive explained that on 12 November 2013 the Education Executive agreed to undertake formal consultation on a review

of additional support needs education in West Lothian. Interested parties were invited to submit their comments by 31 January 2014. The consultation proposals related to special school provision for children with severe and complex needs, Autism Spectrum Disorder and Social, Emotional and Behavioural Needs and involved Pinewood School Campus in Blackburn, Ogilvie School Campus in Livingston, St Mary's RC Primary School in Polbeth and Our Lady of Lourdes in Blackburn.

Through the consultation process it was brought to the council's attention that the consultation process had been deficient in terms of the requirements of the Schools (Consultation) Act 2010 in that the consultation had not recognised that the discontinuation of a stage of education at Pinewood School Campus constituted a closure proposal rather than a relocation proposal and in addition certain statutory consultees had been omitted.

The Education Executive agreed to withdraw the three consultation proposals and asked that a further report be prepared outlining interim arrangements to accommodate the intake of children to special school provision for the start of session August 2014.

The Depute Chief Executive continued to explain that Ogilvie School Campus had no available classrooms for a P1 intake. With regards to Pinewood School Campus, due to a lack of building capacity, three primary classes were currently located in an annex of Pinewood School Campus within Blackburn Primary School. A continued rise in the number of children requiring this form of educational provision was anticipated for August 2014 and trends indicated an expected P1 intake of approximately twenty-four children. This number would be confirmed after the Senior Officer Review Group in March 2014.

Therefore it was anticipated that accommodation would be required for three classes of children with severe and complex needs in August 2014.

In June 2014, S6 pupils would leave Pinewood School Campus. This would allow one class of the expected P1 intake of children to enrol in Pinewood School Campus and be placed in the Blackburn Annex. Children in the P4 class, currently in the Blackburn Annex would transfer to the main building of Pinewood School. This operational decision was made by the Head Teacher following consultation with the Pinewood Parent Council.

It was proposed to locate the remaining two P1 classes into available accommodation in Polkemmet Primary School as an interim measure. Locating two classes together would provide essential peer support for both pupils and staff and these classes would be managed by the Head Teacher of Polkemmet Primary School.

It was recommended that the Education Executive agree to the proposed interim arrangements as outlined in the report.

Motion

To approve the terms of the report.

- Moved by the Chair and seconded by Councillor Dodds

Amendment

- 1) Committee accepts that the p4 class currently at the Blackburn Annex relocate to Pinewood and that a new p1 class is formed at the Blackburn Annex.
 - 2) Committee rejects the formation of 2 additional p1 classes at Polkemmet primary school and instructs officers to produce alternative proposals and consult with the parents of severe and complex needs children before bringing it back to committee.
- Moved by Councillor Miller and seconded by Councillor Walker

The committee agreed that a roll call vote be taken, the result of which was as follows :-

Motion

Stuart Borrowman
 Tony Boyle
 Harry Cartmill
 Tom Conn
 Alexander Davidson
 David Dodds
 Lawrence Fitzpatrick
 Dave King
 Danny Logue
 John McGinty
 Anne McMillan
 Angela Moohan
 George Paul
 Frank Toner
 Myra MacPherson

Amendment

Frank Anderson
 John Muir
 Andrew Miller
 Jim Walker
 Graham Stormont

Decision

The motion was successful by 15 votes to 5 and it was agreed accordingly.



EDUCATION EXECUTIVE

YOUTH MUSIC INITIATIVE YEAR 12 - PROPOSED PROGRAMME

REPORT BY HEAD OF AREA SERVICES

A. PURPOSE OF REPORT

This report advises the Education Executive of the Youth Music Initiative (YMI) Year 12 application for Creative Scotland grant funding.

B. RECOMMENDATION

It is recommended that the Education Executive 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 12 hours free music tuition by the time they reach Primary 6"
V Relevance to Single Outcome Agreement	Outcome 2 – We are better educated and have access to increased and better quality learning and employment opportunities.
VI Resources - (Financial, Staffing and Property)	External funding from Creative Scotland, Youth Music Initiative Formula Funding, £246,228.
VII Consideration at PDSP	Education PDSP on 25 February 2014 noted the report and recommended the proposal to

Education Executive for approval.

VIII Other consultations

Financial Management Unit and Education.

D. TERMS OF REPORT

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 Development is designed to enhance teaching practice in the classroom and develop skills in using music as a tool for interdisciplinary learning across the curriculum.

The proposed submission to Creative Scotland was considered at the Education PDSP on 25 February 2014. The PDSP agreed to recommend the proposal to the Education

Executive for approval.

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: 18 March 2014

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, Beattie, 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 identified the 20% most disadvantaged 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	Judith England, Jo Collinson-Scott (Jo Mango), Zack Moir and Lauren Hayes
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 ☐



.....
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)	yes	yes	yes	yes	yes	yes
How many individual young people will be offered this project?	6,223 P5-P7	8,291 P4-P7	600 P5	8,291 P4-P7	17,295 P5-S6	10,521 P3-P7
How many individual young people do you anticipate to accept the offer?	(approx) 480	(approx) 480	(approx) 60	(approx) 480	(approx) 90	(approx) 840
How many hours of musical tuition will each young person receive? (Projects marked + involve CPD sessions so it is expected that additional hours of tuition will be delivered by the teachers over and above what is stated.)	30 hours	10 hours+	45 hours	8 hours+	21 hours Juniors 28 hours seniors +	3 hours+
Is the project offered and suitable for those with additional support needs or a disability? (Yes / No)	yes	yes	yes	yes	yes	yes
Is the project delivered in school time? (Yes / No)	Yes	yes	no	yes	no	yes
Is the project opt in / opt out? ¹ (In/Out)	opt out	opt out	opt in	opt out	opt in	Opt out
Is this a new project for Year 12? (Yes/No)	yes	yes	no	yes	no	yes
PROJECT PLANNER						
	Project 7	Project 8	Project 9	Project 10	Project 11	Project 12
Does the project contribute to the delivery of the P6 target? (Yes / No)	yes	yes	yes	yes	yes	yes
How many individual young people will be offered this project?	10,433 P3-P7	3,383 nursery	2,230 P3	2,230 P3	2068 P4	4,182 Nursery- S6
How many individual young people do you anticipate to accept the offer?	(approx) 300	(Approx.) 300	(Approx.) 2,230	(Approx.) 120	(Approx.) 2068	(approx.) 818
How many hours of musical tuition will each young person receive? (Projects marked + involve CPD sessions so it is expected that additional hours of tuition will be delivered by the teachers over and above what's stated.)	6 hours+	2 hours +	1 hour +	16 hours +	12 hours	40mins-1 hour
Is the project offered and suitable for those with additional support needs or a disability? (Yes / No)	yes	yes	yes	yes	yes	yes
Is the project delivered in school time? (Yes / No)	yes	Yes	Yes	no	yes	yes
Is the project opt in / opt out? ² (In/Out)	opt out	opt out	opt out	opt in	opt out	opt out
Is this a new project for Year 12? (Yes/No)	yes	no	no	no	no	yes
PROJECT PLANNER						
	Project 13					
Does the project contribute to the delivery of the P6 target? (Yes / No)	yes					
How many individual young people will be offered this project?	8,223 P4-P7					
How many individual young people do you anticipate to accept the offer?	240					
How many hours of musical tuition will each young person receive? (Projects marked + involve CPD sessions so it is expected that additional hours of tuition will be delivered by the teachers over and above what's stated.)	16 hours+					
Is the project offered and suitable for those with additional support needs or a disability? (Yes / No)	yes					
Is the project delivered in school time? (Yes / No)	yes					
Is the project opt in / opt out? ³ (In/Out)	opt out					
Is this a new project for Year 12? (Yes/No)	yes					
Please list all schools in your local authority below. Indicate in the boxes to the right of each school the						

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.

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"/>						
Please see attached project location grid.						

B: INDIVIDUAL PROJECT DETAILS

If you have more than 1 project please duplicate the template as required.

PROJECT DETAILS	
1.1 Project Number / Name?	Project 1 / Recycling Rhythms
1.2 Please describe the activity that will take place?	<p>Limelight Music is Scotland's first disabled led professional music production and music training company and for 23 years have been delivering high quality Inclusive music projects across Scotland and in Europe.</p> <p>Recycling Rhythms will be a 30 week, school year-long music training project working with 8 primary schools, 2 classes in each, in 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.</p> <p>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</p>

	<p>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.</p> <p>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!</p> <p>The African and Brazilian links will further develop the global aspect of CfE and meet the requirements of the key 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</p>
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	<p>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. 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. <p>Project Format</p> <p>The project will be broken down as follows</p> <p>1: Term 1 – September 2014 – December 2014 (4 days, 4 classes per day = 16 sessions per week x 10 weeks)</p> <p>Getting to know the groups :</p> <p>We will work within each academic institution, focussing on developing a rapport with the groups of young people through the following activities</p> <ul style="list-style-type: none"> • 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 <p>2: Term 2 – Jan 2015 – March 2015 (4 days, 4 classes per day = 16 sessions per week x 10 weeks)</p> <p>Group singing:</p>
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	<p>The groups will focus on using their voices and listening to one another. We will work on:</p> <ul style="list-style-type: none"> • 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 Mpoto. Specialist South American drum skills with Steve Alexander. <p>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. 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>(P5-P7 - 8 primary schools, 2 classes in each, 30 weeks)</p>
1.3 Who will deliver this project? (e.g. classroom teachers; YMI instructors; external specialist organisation)	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.
1.4 What will be the method of delivery? (e.g. whole class; group; one to one; residential)	Whole classes, 2 classes per school x 8 schools for 30 weeks
1.5 If this project has been timetabled outside of school hours and / or is opt in,	Opt Out

<p>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>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. 	CASH	IN KIND
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</p>

	<p>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 legacy. To facilitate the continued use of the equipment the CPD sessions will be offered to the wider learning communities in which the participating schools sit. This will raise awareness of resources available and open up the potential for collaboration and partnership working and create opportunities for sharing skills between teachers from associated primaries and secondary schools.</p> <p>CPD session 1 – Introduction</p> <p>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.</p> <p>Week one – Introduction and Deep Listening</p> <p>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' - <i>"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.</i></p> <p>The listening exercise will be followed by a short</p>
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	<p>performance by the tutor using various electronic pieces of equipment.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.)</p> <p>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.</p> <p>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</p>
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	<p>work together at manipulating sounds by using computers to extend or shorten the pitch and pulse.</p> <p>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.</p> <p>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 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>
1.3 Who will deliver this project? (e.g. classroom teachers; YMI instructors; external specialist organisation)	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
1.4 What will be the method of delivery? (e.g. whole class; group; one to one; residential)	Whole classes, 2 classes per school x 8 schools for 10 weeks

<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 budget template (SECTION C) below then please do so. 	CASH	IN KIND
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?	<p>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.</p> <p>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.</p> <p>“Kick-start” concerts will take place in the following 5 primary schools throughout the Armadale district of West Lothian:</p> <ul style="list-style-type: none"> • Armadale Primary School • Blackridge Primary School • Eastertoun Primary School • Westfield Primary School • Windyknowe Primary School <p>“Kick-start” concerts will also take place in the following 6 primary schools throughout the Livingston (Craigshill) district of West Lothian:</p> <ul style="list-style-type: none"> • Letham Primary School • Harrysmuir Primary School • Livingston Village Primary School • Peel Primary School • Riverside Primary School • Toronto Primary School <p>Students enrolling in one of the String Centres can take lessons on one of the following instruments:</p>

	<ul style="list-style-type: none"> • Violin • Viola • Cello • Mini Bass / Double Bass <p>Each Centre runs for 30 weeks per year based around local authority school holidays and during this time each student receives the following tuition:</p> <ul style="list-style-type: none"> • 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 <p>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)	Delivery is by staff employed by the Royal Conservatoire of Scotland's Musicworks department, all of whom are string and early year's specialists.
1.4 What will be the method of delivery? (e.g. whole class; group; one to one; residential)	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.
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</p> <p>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.</p> <p>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>

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. 		
Tutor fees	£16,000	
Resources	£400	
Instruments	£4,000	
Accommodation	£1,800	
Admin and Management, £800 for each string centre	£1,600	
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 8 schools 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</p>

	<p>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 Performance to peers in-school. <p>CPD</p> <p>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)	Whole classes, 2 classes per school x 8 schools x 8 weeks.	
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 <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 	CASH	IN KIND

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
TOTAL EXPENDITURE CASH + IN KIND	£6,274	

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> <p>CPD</p>

	A CPD session will be offered to develop confidence in teachers from primary and secondary schools who are interested in starting up choirs or singing classes. This session will explore physical warm-ups and breathing exercises, developing the musical ear by singing rounds, scales and part singing and, finally, looking at repertoire that can be utilised back in the classroom to get the best out of their pupils' singing voices.		
1.3 Who will deliver this project? (e.g. classroom teachers; YMI instructors; external specialist organisation)	Tuition and CPD 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)	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. Opt in – CPD will be delivered after school as a twilight session.		
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	
1 x CPD session @ £150, £50 preparation	£200	
Auditorium hire package, 2 x £470 (showcase events)	£940	
Room hire, 26 rehearsal sessions		£2,696
SUB TOTALS	£9,050	£2,696
TOTAL EXPENDITURE CASH + IN KIND	£11,746	

PROJECT DETAILS	
1.1 Project Number / Name?	Project 6 / Cajon Drumming
1.2 Please describe the activity that will take place?	<p>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.</p> <p>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.</p> <ul style="list-style-type: none"> • 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 workshop is on a different day – therefore 3 cycles of workshops. <p>1st Workshop – This is a demonstrative workshop led by</p>

	<p>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.</p> <p>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.</p> <p>3rd Workshop – This is a shared coaching workshop. The 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>
1.3 Who will deliver this project? (e.g. classroom teachers; YMI instructors; external specialist organisation)	Daniel Duggan from Infectious Grooves
1.4 What will be the method of delivery? (e.g. whole class; group; one to one; residential)	Whole classes, 4 classes per school x 7 schools x 3 weeks. Teacher CPD sessions
1.5 If this project has been timetabled outside of school hours and / or is opt in, please describe the reason	Opt-out – Project during school hours Opt in – CPD twilight sessions will ensure as many teachers as possible can attend.

for this and how any indirect barriers to participation will be addressed? (Please see 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
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	
10 Cajon – Sweetspot, Leiva		
5 x Cajon – Omeya Jnr, Leiva		
12 Caxixi - shaker		
3 claves		
3 Agogo Bells, Gope		
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?	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

	<p>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 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>
1.3 Who will deliver this project? (e.g. classroom teachers; YMI instructors; external specialist organisation)	Music Specialist Judith England
1.4 What will be the method of delivery? (e.g. whole class; group; one to one; residential)	Whole classes, 2 classes per school x 5 schools x 6 weeks.
1.5 If this project has been	Opt-out – Workshops: during school hours

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-in – CPD: out of 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	
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

	<p>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 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 <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
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 sessions, co-ordinating, postage, preparation, handouts	£2,085	
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 footnote 4 in guideline notes for guidance on indirect barriers)	Opt-out – during 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. 		
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</p> <p>Evening sessions - Weekly evening for one hour over 16 weeks</p> <p>Daytime sessions - Weekend day from 10am to 3pm x 3 days</p> <p>Children who are keen to further develop their skills are given the opportunity to take part in additional sessions out with school time.</p> <p>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	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. 			
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,	Opt out - during school hours.

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)		
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?	<p>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</p>

	<p>non-musicians alike.</p> <p>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 <u>Traditional Tunes for Tiny People</u>, 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.</p> <p>Primary – <u>Slide too Far</u> 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. <u>Northern Lights Wind Quintet</u> (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.</p> <p>Secondary – <u>Miniature Dinosaurs</u> (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 200 S1-S6 pupils. <u>Cherry Grove</u> (5 piece Scottish traditional ensemble-fiddle/piano/song/accordion/clarsach/guitar) will deliver a 1 hour performance to 200 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. <u>Astrid String Quartet</u> will deliver a 1 hour performance of both classical and contemporary repertoire to 200 S1 to S6 pupils and then deliver a hands-on educational workshop to 16 pupils.</p> <p><u>Bells Up Brass Quintet</u> (trumpet x 2, horn, trombone and tuba) will deliver a 1 hour participatory performance to 200 S1-S6 pupils followed by a specialist workshop for a group of approx 16 pupils.</p> <p>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 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>
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	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.		
1.3 Who will deliver this project? (e.g. classroom teachers; YMI instructors; external specialist organisation)	Live Music Now		
1.4 What will be the method of delivery? (e.g. whole class; group; one to one; residential)	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		
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	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. 			
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 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.</p> <p>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.</p>

	<p>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 structure for their songs.</p> <p>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.</p> <p>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).</p> <p>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).</p> <p>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.</p> <p>Week 8 (Jo Mango, Zack Moir and Daniel Duggan) – performance of the finished songs and accompaniment to peers and teachers in school.</p> <p>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 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>
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1.3 Who will deliver this project? (e.g. classroom teachers; YMI instructors; external specialist organisation)	Performance by Jo Mango Band. Tutors - Jo Collinson- Scott, Zack Moir & Daniel Duggan		
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 – Workshops: during school hours Opt-in – CPD: out of school hours, Friday afternoons.		
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	
Week 1 - 4 performances by Jo Mango Band (2 performances per day) - (£120 per band member x 3 members x 2 days)	£720		
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	£180		

tutors		
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			
<ul style="list-style-type: none"> For an example of a completed budget please see the <i>Application Form Examples</i> 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	£9,050	£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	£439		
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 EXECUTIVE

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 Executive of the updated 2012 base school forecast that will be used to inform 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

It is recommended that 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. Medium term school forecasts inform forward revenue and capital planning.
VII	Consideration at PDSP	It was agreed at PDSP 25 February 2014 that the report be forwarded to the Education Executive with the recommendation that it be approved.
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.

D. 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.

D.2 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.

D.3 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.

D.4 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.

D.5 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

Email: david.mkinney@westlothian.gov.uk Tel: 01506 281861

Craig McCorriston, Head of Planning and Economic Development

18 March 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
Linlithgow	417	414	405	406	402	390	381	376	365	359	356	354	415
Linlithgow 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
Pumphreston 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 Armadale	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 Linlithgow	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
Armada	81	80	103	81	68	73	76	76	79	80	81	82
Babbar	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
Seaford	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 Armada	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
Armadaile	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
Armadales	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
Linlithgow	417	414	405	406	402	390	381	376	365	359	356	354	415
Linlithgow 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
Pumphreston 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
Pumpherstons 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
Baldardie	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
Pumpherston 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
Seafeld	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

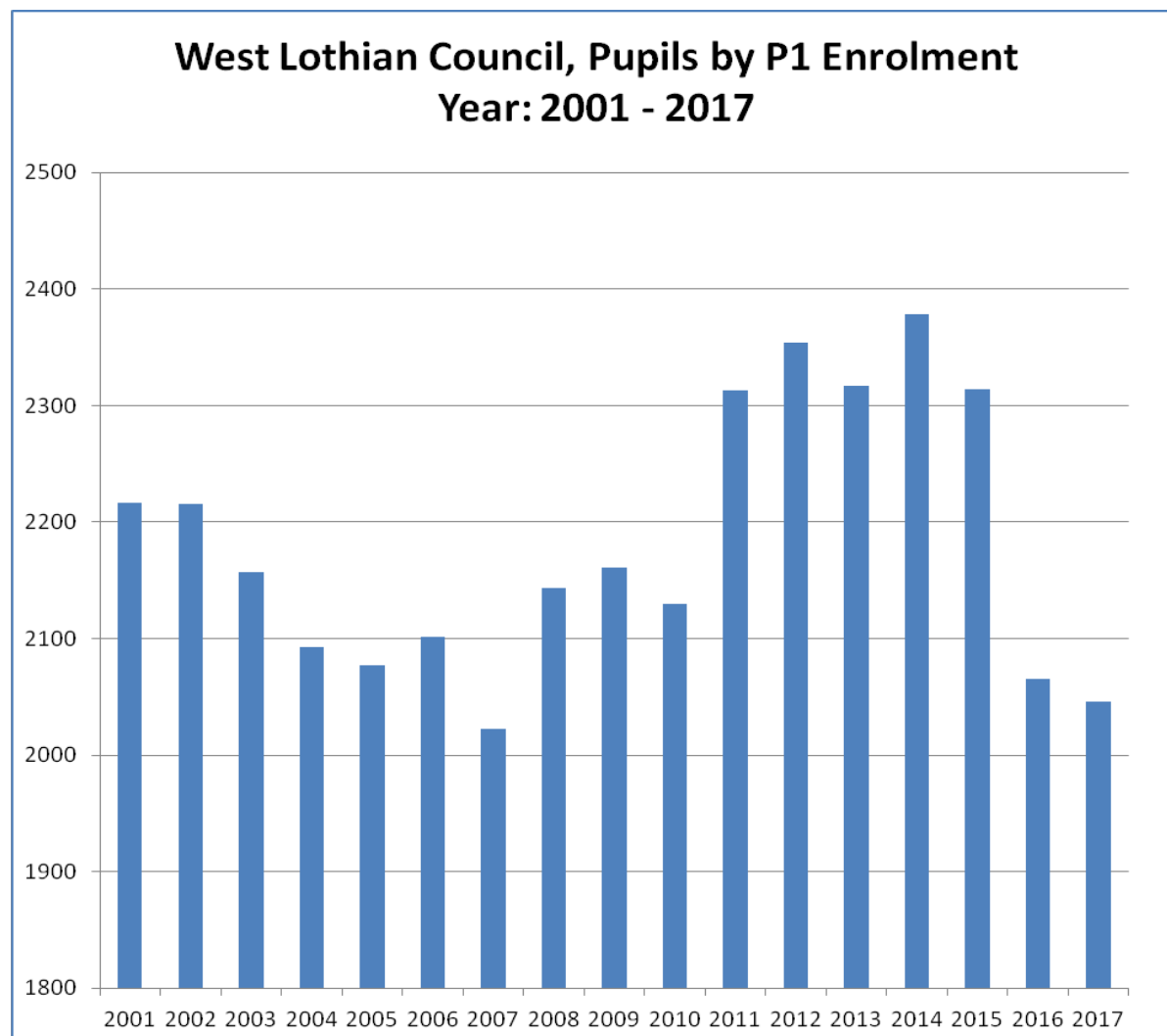
School	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	Current S1 Intake Limits
ARMADALE	137	153	151	173	179	179	217	203	217	232	252	228	220
BATHGATE	133	157	155	171	177	179	186	217	199	236	218	212	220
BROXBURN	162	132	139	192	165	177	182	206	205	219	219	198	220
DEANS	175	176	178	204	199	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**

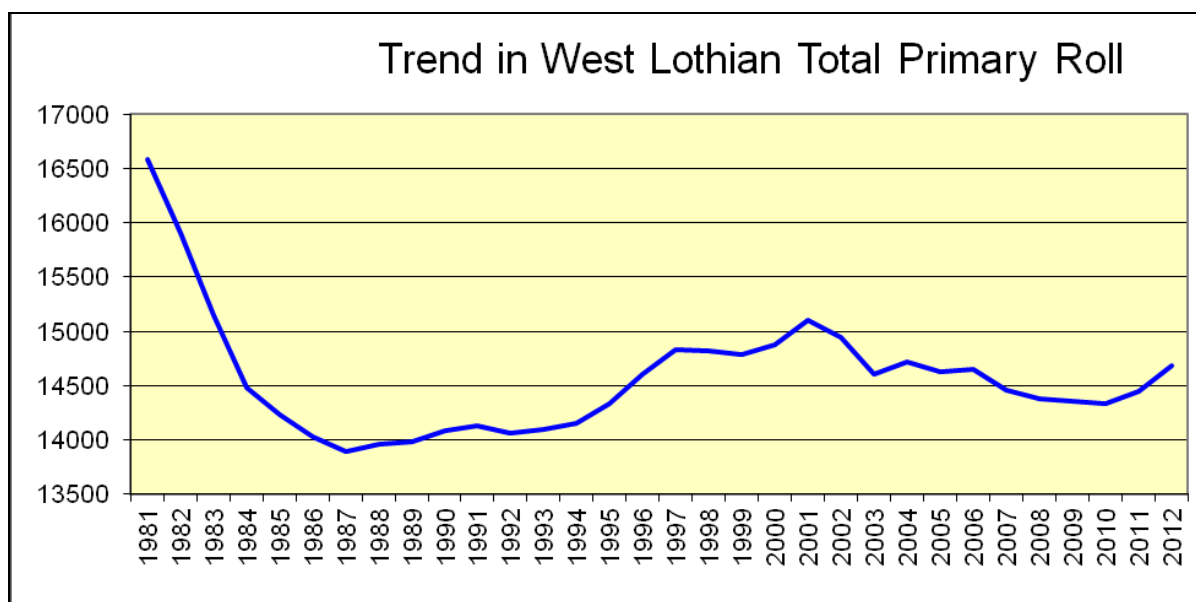
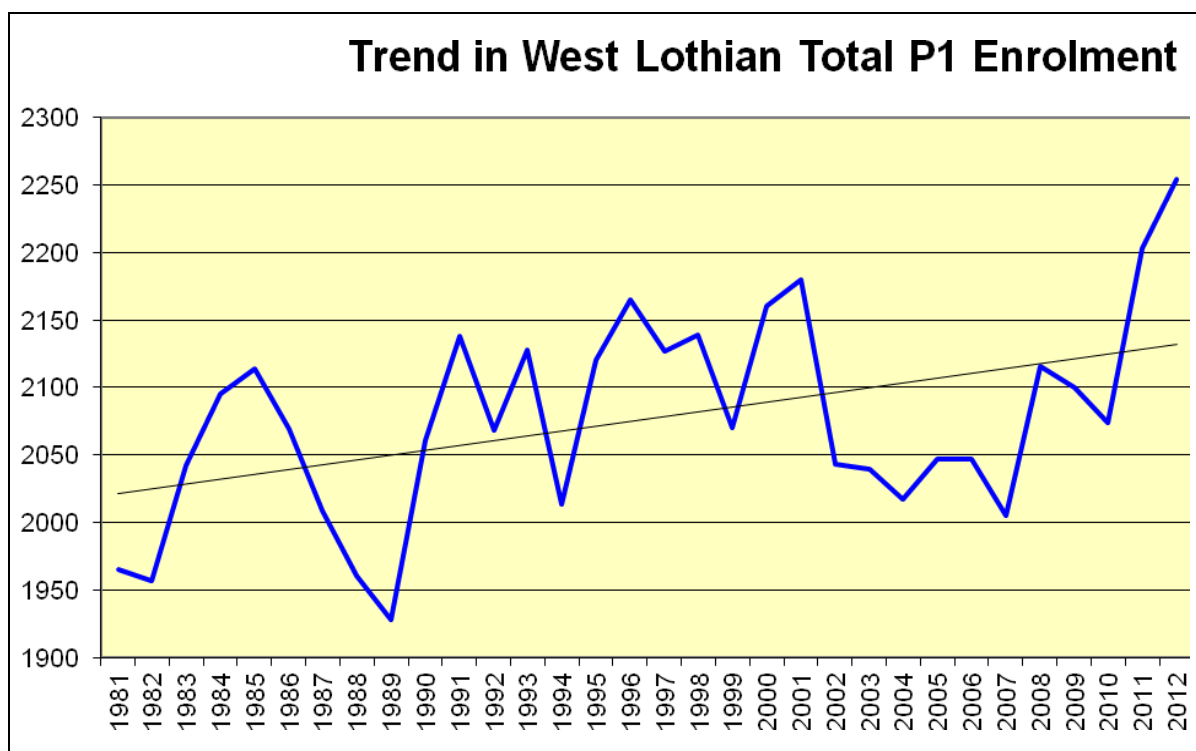
(As at 30 September 2013)

**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.

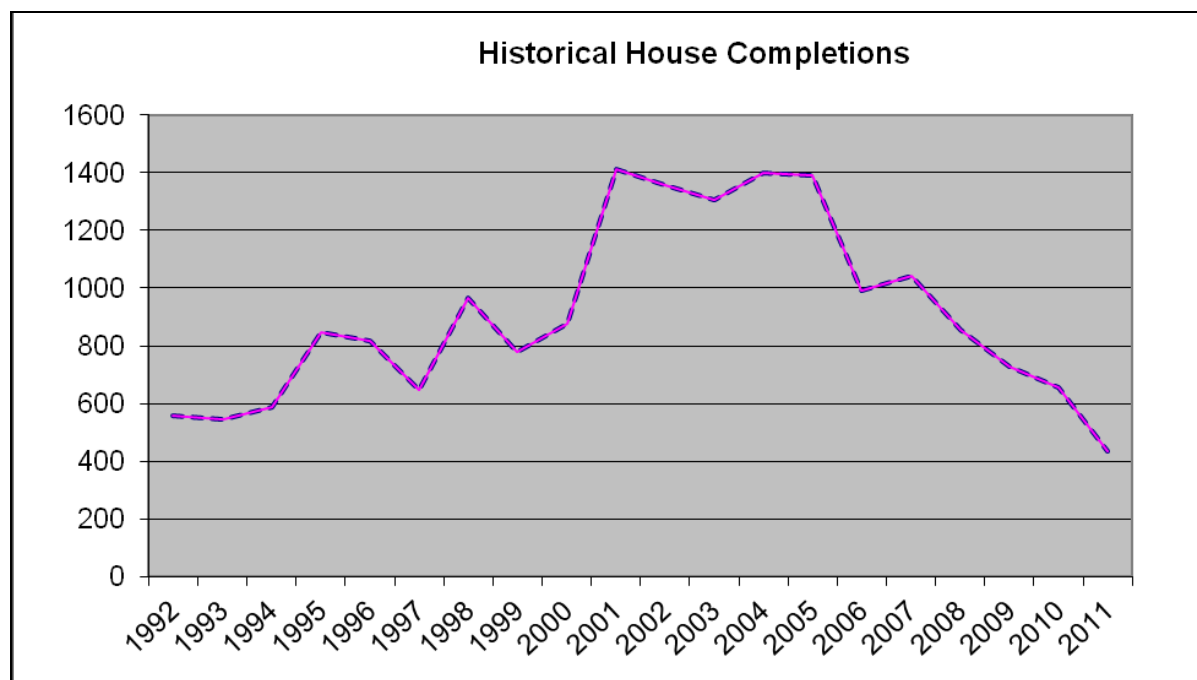
The number of children is the current actual total of children who could have enrolled in that particular year. Data for school enrolment years 2016 and 2017 has not yet been fully processed and has not been used in the school forecast, although shown above.

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 EXECUTIVE

SERVICE LEVEL AGREEMENT WITH VISUAL IMPAIRMENT SUPPORT SERVICE (CITY OF EDINBURGH COUNCIL) – EXEMPTION FROM STANDING ORDERS

REPORT BY HEAD OF EDUCATION (QUALITY ASSURANCE)

A. PURPOSE OF REPORT

To seek exemption from Council Standing Orders for the Regulation of Contracts in relation to the procurement of Visual Impairment Support Service (VISS) from City of Edinburgh Council.

B. RECOMMENDATION

The Education Executive is asked to authorise the letting of a contract to the Visual Impairment Support Service (VISS) without seeking competitive quotes or tenders as a specific, specialist, provider is required.

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) | <p>To ensure compliance with Standing Orders and Corporate Procurement Procedures.</p> <p>Except where prohibited by legislation, Committee may decide that these Standing Orders, or parts of them, shall not apply to a specific contract or to a specific class or category of contract, if it is satisfied that there are circumstances to justify the exemption.</p> |
| III Implications for Scheme of Delegations to Officers | None |
| IV Impact on performance and performance Indicators | The provision of Visual Impairment Support Service (VISS), under this Service Level Agreement, will support the mainstream inclusion and educational attainments of children and young people in West Lothian who have significant levels of visual impairment. This will also impact positively on their self-esteem, confidence and social development. |

V	Relevance to Single Outcome Agreement	Outcome 4: Our young people are successful learners, confident individuals, effective contributors and responsible citizens.
VI	Resources - (Financial, Staffing and Property)	Within existing budgets
VII	Consideration at PDSP	Not required
VIII	Other consultations	The Council Procurement Unit has advised on the Council's Standing Orders for the regulation of contracts and the corporate procurement procedures.

D. TERMS OF REPORT

Background

Education Services works closely with a variety of partner agencies in meeting the additional support needs of children and young people in West Lothian. A key partner is the Visual Impairment Support Service (VISS), who have for many years worked in our schools, alongside other education staff - and in collaboration with parents and carers – in supporting the educational and social progress of children and young people with significant levels of visual impairment. Without this specialised support delivered directly to the pupils themselves, and the on-going practical advice to those involved in their day-to-day education and care, many would otherwise need to be considered for specialist education while others would fail to maximise their educational potential and further/higher education and employment opportunities.

Exemption from Standing Orders

Visual Impairment Support Service (VISS) is a specialist Service, whose practitioners are professionally trained and registered with the General Teaching Council for Scotland (GTCS). The only available source of sufficient numbers of appropriately trained staff is the City of Edinburgh Council (prior to dissolution of the Scottish Regions, this service was accessed as part of Lothian Regional Council provision). Therefore, an exemption from the Council's Standing Orders for Contracts Procedure is being sought here.

The Council's Standing Orders for Contracts states that Officers cannot authorise an exemption from tendering procedures where the total cost of the contract is above £50k. As the cost of the contract is expected to be in the region of £65,000, the decision to exempt the purchase of Visual Impairment Support Service (VISS) service from City of Edinburgh Council must be taken by the Education Executive.

E. CONCLUSION

The Education Executive is asked to recommend that, in terms of Contract Standing Order No 2.2, the Council does not tender for provision of Visual Impairment Support Service (VISS)

F. BACKGROUND REFERENCES

Attainment Strategy

Appendices/Attachments: None

Contact Person: Ann Durnian, Senior Education Development Manager

E mail: ann.durnian@westlothian.gov.uk Tel No: 01506 282624

Elaine Cook, Head of Education (Quality Assurance)

Date of meeting: 18 March 2014



West Lothian
Council

EDUCATION EXECUTIVE

RESPONSE TO THE CONSULTATION ON DRAFT GUIDANCE TO EDUCATION AUTHORITIES, INDEPENDENT AND GRANT AIDED SCHOOLS ON THEIR DUTIES TO DEVELOP AND PUBLISH ACCESSIBILITY STRATEGIES

REPORT BY HEAD OF EDUCATION (QUALITY ASSURANCE)

A. PURPOSE OF REPORT

To advise Elected Members of a suitable response to the Scottish Government consultation on draft guidance to education authorities, independent and grant-aided schools on their duties to develop and publish Accessibility Strategies to improve access to the curriculum, school information and physical access.

B. RECOMMENDATION

It is recommended that Elected Members agree to the response attached at Appendix 1 to 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 the best use of our resource
- Working in partnership

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

Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002.

The Education (Additional Support for Learning) (Scotland) Act 2004 (as amended) (the ASL Act)

The Education (Additional Support for Learning) (Scotland) Act 2009.

The Equality Act 2010.

United Nations Convention on the Rights of the Child: Arts. 3.1, 12.

III	Implications for Scheme of Delegations to Officers	None
IV	Impact on performance and performance Indicators	None
V	Relevance to Single Outcome Agreement	None
VI	Resources - (Financial, Staffing and Property)	Ongoing costs related to planned expenditure to make schools Disability Discrimination Act (DDA) compliant.
VII	Consideration at PDSP	N/A
VIII	Other consultations	Education services consulted with representatives from NHS, Social Policy disability service, primary and secondary school staff, Educational Psychology and WLC Asset Management.

D. TERMS OF REPORT

D.1 Background

The Scottish Government has reviewed and refreshed the guidance which supports responsible bodies in fulfilling their duties to develop and publish Accessibility Strategies. This new guidance reflects current policy and legislative changes which have taken place since the development of the original legislation and guidance. These duties first came into force in 2002 with the commencement of the Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002 (the Act).

The consultation seeks views on all aspects of the guidance.

D.2 Purpose

The purpose of the guidance is to provide updated advice to local authorities and schools about how they can meet their duties to improve access to education for disabled pupils.

Curriculum for Excellence strongly reflects the values and vision that all children and young people are included fully in their learning and supports fully the desire that those at risk of being marginalised in education are as engaged in their learning as they can be.

Disabled learners face particular barriers to learning however these barriers are not an inevitable result of their difficulties or medical conditions. The most significant disadvantages these learners experience often stem from attitudinal and environmental factors. These are factors which can be changed.

This guidance considers the particular provisions of the Act (The Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002 and

other subsequent legislation. It describes the requirements the Act(s) places on local authorities and schools to work to improve the education of disabled learners and to help ensure that they are properly included in, and able to benefit fully from, their school education.

D.3 Property Asset Management Plan / School Estate Management Plan

Accessibility has been identified as a priority within both the approved Corporate Asset Management Strategy and Property Asset Management Management Plan. In relation to the school estate through the General Services Capital Programme (Property) a number of works are undertaken each year to improve accessibility for pupils to schools.

As part of the development of the new School Estate Management Plan accessibility will also be identified as a priority to reflect the higher level Asset Management and Property plans. This will set out the approach to improving accessibility.

E. CONCLUSION

The guidance provides a clear summary of the legislative position as well as a very clear structure and guidance for local authorities on developing policy, procedure and best practice.

It will provide an opportunity and an audit tool for schools and officers to revisit policies, procedures and practice and ensure that these are fully reflective of current national policy and emerging best practice. This will ensure that all establishments are complying with legislative requirements and supporting all our young people to achieve within the four capacities of curriculum for excellence, as confident individuals, effective contributors, successful learners and responsible citizens.

Following publication of the guidelines, a multi-agency planning group will be formed to review and update the current West Lothian Council, Education Services Accessibility Policy to fully reflect the aims of the national accessibility strategy as detailed in the new guidance:

- To increase the extent to which disabled pupils can participate in the curriculum
- To improve the physical environment of schools to increase the extent to which disabled pupils can take advantage of education and associated services
- To improve communication with disabled pupils along with communicating to them information that is provided in writing for pupils who are not disabled, in appropriate alternative formats and taking account of any preferences expressed by them or their parents

F. BACKGROUND REFERENCES

Appendix 1 - The response to consultation

Appendix 2 – Current Policy

Link to full consultation document

<http://www.scotland.gov.uk/Resource/0044/00441120.pdf>
<http://www.scotland.gov.uk/Publications/2013/12/8118>

Contact Person: Alan Millar, Education Officer, Education Services, West Lothian Civic Centre, Howden South Road, Livingston EH54 6FF

Email: alan.millar@westlothian.gov.uk

Tel: 01506 282631

Elaine Cook, Head of Education (Quality Assurance), Education Services, West Lothian Civic Centre, Howden South Road, Livingston EH54 6FF

Date of meeting: 18 March 2014

RESPONDENT INFORMATION FORM

Please Note this form must be returned with your response to ensure that we handle your response appropriately

1. Name/Organisation

Organisation Name

West Lothian Council

Title Mr ☒ Ms ☐ Mrs ☐ Miss ☐ Dr ☐ *Please tick as appropriate*

Surname

Millar

Forename

Alan

2. Postal Address

Education Officer,

West Lothian Civic Centre

Howden South Road

Livingston

EH54 8HL

01506282634

Alan.millar@westlothian.gov.uk

		Individual							
		Please tick as appropriate				<input checked="" type="checkbox"/>			
(a)		Do you agree to your response being made available to the public (in Scottish Government library and/or on the Scottish Government web site)?						(c)	
		Please tick as appropriate						The name and address of your organisation will be made available to the public (in the Scottish Government library and/or on the Scottish Government web site).	

(b) Where confidentiality is not requested, we will make your responses available to the public on the following basis

Please tick ONE of the following boxes:

Yes, make my response, name and address all available ☐

Yes, make my response available, but not my name and address ☒

Yes, make my response and name available, but not my address ☐

Are you content for your response to be made available?

Please tick as appropriate ☒ **Yes** ☐ **No**

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

Please tick as appropriate ☒ **Yes** ☐ **No**

CONSULTATION QUESTIONS

1. Is the draft guidance clear and does it contain enough detail?

Yes

The guidance is clear, easy to read and provides a good level of detail to facilitate planning and implementation at local authority level. The checklists for managing the process and for structuring the strategy are particularly helpful.

2. Is the structure of the guidance appropriate?

Yes.

The background information at the start of the document is a very helpful overview of current and relevant legislation and provides a robust context for the remainder of the document. The clarity about definitions is helpful. The sections on strategic planning are helpful and provide good structure for supporting multi-agency working at local authority level.

3. Are there any areas which you feel need clarification? (please include chapter and paragraph number where possible).

More information and clarity required on the range and type of disabilities referred to as “missing disabilities”.

The examples provided throughout the document are particularly helpful.

4. Is there information missing? Or is the guidance comprehensive enough?

In relation to curriculum entitlement - No

Chapter 3, P36, In relation to ICT – assurance/guidance required for local authorities to be able to achieve these requirements within a local authority ICT network.

5. Any other comments?

Chapter 4, P46, Planning Group

Given the importance of ICT there is no reference to membership within the planning group of any corporate officer/manager for the service who manage ICT systems.

Although we are very supportive of the aspirations in relation to full compliance, we would like to see clarification re the financial implications for individual authorities of full implementation.

We would commend the work of the group who have produced this guidance as we feel that it provides clear structure and guidance to local authorities.

P79/80, The links to current resources, legislation and initiatives

are particularly valuable at this time.

DATA LABEL: PUBLIC



Education & Cultural Services

Policy: Accessibility Strategy

Author: Mary Rankine
 Service: Education Development

Last Updated: July 2009

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1 INTRODUCTION

1.1 The Purpose

Under the terms of the Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002, local authorities are required to produce a strategy and subsequent strategies to improve access to education for pupils with a disability. West Lothian Council produced its first strategy in 2003. Progress in implementing this first strategy must now be reviewed and the next strategy drafted.

1.2 The Planning Cycle

The Act requires Local Authorities to monitor and review progress and prepare further Accessibility Strategies. The first strategy could cover less than 3 years to allow for alignment with other planning cycles but subsequent strategies must cover a 3-year period.

The first West Lothian Accessibility Strategy covered the years 2003-2005. The second strategy will cover the period 2005-2008. In 2007 the strategy will be reviewed and areas for development identified for the next 3 years. It is important at that time to harmonise the Accessibility Strategy with the Integrated Children's Services planning process. The 2008-2011 Accessibility Strategy will be incorporated within the next Children's Services Plan.

1.3 The Scope of the Strategy: Who is covered?

The Act uses the same definition as that in the Disability Discrimination Act. This states that *"a person is disabled if he or she has a mental or physical impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities"*.

West Lothian Council recognises that many children who do not meet this definition of disability face barriers to learning and the Accessibility Strategy therefore includes all children and young people with disability and with Additional Support Needs as defined in the Education Additional Support for Learning Act 2004.

1.4 A Summary of the Legislative Requirements

Standards in Scotland's Schools etc Act (2000)

This Act requires education authorities to secure that the education provided is directed towards the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential.

The Act further specifies that there is a presumptive entitlement to mainstream education unless certain very specific exceptions apply.

This Act provided the basis for the establishment of National Priorities for improving education. Improving the inclusion and equality of treatment of pupils with additional support needs is a specific focus of National Priority 3. This means that arrangements must be put in place to ensure that pupils with additional support needs have equal access to a balanced curriculum and the facilities and trained staff that they need to achieve their fullest potential and not suffer from discrimination or disadvantage.

Additional Support for Learning Act (2004)

This Act introduces a comprehensive new framework for supporting children and their families. The framework is based on the new concept of additional support needs. This term applies to children who require additional support, long or short term, in order to help them make the most of their school education.

Special Educational Needs and Disability Act 2001

This Act amended Part 4 of the 1995 Disability Discrimination Act and works together with the planning duties set out in the (Disability Strategies and Pupils' Education Records)(Scotland) Act 2002. It is unlawful to discriminate against disabled pupils or prospective disabled pupils in the provision of education and associated services and in respect of admission and exclusion.

There are 2 duties involved in ensuring that education providers do not discriminate against disabled pupils:

- Do not treat disabled pupils less favourably and
- Take reasonable steps to avoid putting disabled pupils at a substantial disadvantage. (This is known as the reasonable adjustment duty.)

The Education (Disability Strategies and Pupil Education Records) (Scotland) Act 2002

This is the Act that requires education authorities to prepare and implement **accessibility strategies** to improve over time access to education for pupils and prospective pupils with disabilities.

The Accessibility Strategy must cover 3 areas as follows:

1. Increase the extent to which pupils can access and participate in the curriculum
2. Improve the physical environment of schools to make them more accessible
3. Improve communication with pupils of school information and in particular providing information in alternative forms.

1.5 Links with other West Lothian policies and plans

West Lothian Council is committed to improving inclusive practice and equality of treatment for all children. This commitment to provide an inclusive education service of the highest quality to all pupils is demonstrated in the following policy papers and guidelines.

Focus on Learning (2003)

This is the key West Lothian Council policy. It sets out respective responsibilities and describes the levels of need and range of interventions which are available.

For West Lothian's Children (2004)

This policy promotes a more structured approach to joint agency working and better integrated delivery of services to children.

A Continuum of Support for children with Additional Learning Needs (2004)

This is the key policy in setting out a management framework for staged intervention.

2 ACCESSIBILITY STRATEGY – EVALUATION 2003-2005 / ACTION PLAN 2006-2008

2.1 Summary Of Progress 2003-2005

West Lothian Council has made significant progress in improving access to its educational services in all 3 of the areas covered by the Accessibility Strategy as follows:

1 Curricular Access

Over the 2 years, 2003-2005, West Lothian Council has provided schools with increasing support and advice to enable them to be more accessible and inclusive.

The launch in 2003 of West Lothian Council's policy and practice document "Focus on Learning" set out the framework of support provision available to schools for pupils with additional support needs. In September 2004 this framework was strengthened with the introduction of the policy "Working Together A Continuum of Support for Children with Additional Support Needs in West Lothian." This paper sets out how the different levels of additional needs should be supported and managed at different stages.

A Development Officer was seconded to take forward aspects of the first Accessibility Strategy.

Short Life Working Groups, which included parents were set up to consider guidelines and training requirements.

Disability awareness raising courses were planned and offered to all schools. Capability Scotland and the Scottish Child Law Centre provided the training. The feedback from the courses was positive.

A thorough training needs analysis was undertaken across all schools to establish the professional development required to enable schools to be more accessible and to be better equipped to make provision for all children with Additional Support Needs.

An extensive, comprehensive training programme was produced. It covers a wide range of areas of Additional Support Needs and is offered to all staff in schools and to staff from other disciplines and agencies. The programme was introduced for session 2005-2006. Review and evaluation will be taken forward within the next strategy.

Work has been undertaken to improve the educational planning procedures for individual children. A standardised IEP format was produced. Work continues in this area.

Procedures were reviewed for identifying the levels of additional resources allocated to schools to support pupils with additional support needs and new arrangements put in place.

The transition process was reviewed and suggestions for improvement drafted. Guidelines will be issued to schools in 2006.

2 Access to the Physical Environment

The building programme to improve access to all schools has made greater progress than anticipated. Adaptation work has been undertaken at 11 of the 14 nurseries, at 51 of the 65 primary schools and at 7 of the 11 secondary schools. These schools are now more accessible to children with disabilities.

An access audit of all schools in West Lothian was completed in 2004 and priorities for further improvements listed. Work has been undertaken to address the most pressing priorities.

Access to transport for pupils with a physical disability has been improved. A list of approved contractors was drafted and circulated to all schools. This list will be re-issued during session 2005-2006.

To ensure the safety of all staff and pupils revised risk assessment procedures have been introduced to all schools and staff have undertaken training.

Manual handling training has been arranged and delivered.

Improvement has been made to the process of making provision for specialist equipment.

3 Improving Communication and Information

Pupil involvement in school decision making and planning was considered and mechanisms for pupil participation and consultation were developed and piloted in the St Kentigern's cluster. Representative pupil consultative arrangements were set up for Looked After Children in West Lothian.

Material was prepared to support children in attending their review meetings.

An audit was undertaken to establish which alternative formats of information are required by parents.

Training in communication strategies was held for school staff where pupils have hearing or visual impairment and awareness raising was offered to all schools in preparation for prospective pupils.

2.2 Identification of priorities for development 2006-2008

Priorities for future development were agreed by the Accessibility Strategy Planning Group. This followed:

- Evaluation of the success of the first strategy
- Assessment of achievement of goals and targets
- Feedback from users
- Consideration of training needs analysis
- Consideration of the access audit
- Collation and analysis of information from consulted groups and individuals

3 THE STRATEGY 2006-2008

3.1 Improving Curricular Access

The provision of further training and additional support material for schools continues to be seen as of key importance in achieving curricular accessibility.

Policy, advice and guidelines for schools

The core support policy paper, "Focus on Learning" will be reviewed and revised to take account of developing provision in West Lothian and the requirements of the Additional Support for Learning Act 2004. The policy paper, "Focus on Inclusion" will be launched and introduced to all schools. This paper will offer support and advice to schools to enable them to evaluate better and to improve the quality of their inclusive practice.

Practical guidelines will be produced to assist with the planning of school and post school transitions and admissions. This will ensure that arrangements and adaptations are considered and are in place for individual children before they begin at their new school or post school placement.

To further improve accessibility and assist schools with their planning a Practical Guide to the Disability Discrimination Act will be produced along with examples of reasonable adjustments that have been made locally. This will be circulated to all schools at an early date.

Staff Development

The comprehensive training programme will be evaluated and the impact on teaching and learning monitored. The programme will continue to be developed and courses offered to support all school staff on a range of topics. The staff development programme will cover all aspects of Additional Support Needs and improving accessibility of schools and the curriculum in particular. Information giving courses will be provided on certain conditions.

A selection of courses will be provided to familiarise staff with a wider range of learning and teaching approaches.

Courses will be run each year on disability awareness raising and The Disability Discrimination Act.

Many of the courses will be made available to colleagues from other agencies such as health or social policy.

Consideration will be given to including the voluntary sector and parents in training opportunities.

Staffing

A well motivated, high quality support staff is crucial to ensure successful inclusion of many pupils.

Work continues in reviewing the conditions of service of support assistants. A consultant has been recruited and will take this development forward. To improve the career structure consideration is being given to drafting a generic job description for all child support workers. Different competence levels will be recognised within this.

To create a well-trained and qualified pool of support assistants a Professional Development Award will be introduced.

Resources and support

To ensure that all children receive the support they need from respective agencies to access the curriculum a Multi-agency Individualised Educational Plan will be developed for West Lothian. This will ensure consistency in the planning process and consistency with the Co-ordinated Support Plan.

Multi-agency planning and joint service delivery will be fostered through the establishment and effective operation of Cluster Resource Groups.

To maximise the capacity of mainstream to be accessible work will be undertaken with special schools to develop outreach support. This will allow for sharing of expertise and offer practical support for colleagues to widen and extend the range of skills and strategies available to them in mainstream schools including providing the elaborated curriculum.

Extra-curricular

Schools in West Lothian are now adept at making curricular adaptations and are skilled in a range of teaching approaches and strategies. Consideration now needs to be given to how schools can improve the accessibility of extra-curricular activities, including school excursions and after-school opportunities. Guidelines will be produced to assist schools with the planning of excursions. The range of after school opportunities will be identified and proposals made to improve accessibility.

Inclusion Audit

All schools will use the quality indicators from a Focus on Inclusion to audit the quality and level of inclusive practice at their school.

3.2 Improving Physical Access to Schools

The long-term aim of West Lothian Council is to ensure that all school provision will be fully accessible by 2015.

Information from the Access Audit will continue to be used to produce a programme of on-going improvement in the physical accessibility of schools. Since the audit was completed improvements to accessibility have been achieved through the capital programme and through extensive maintenance work. The first step will be to review the audit and establish the current accessibility position.

From the review of the audit an accessibility chart will be drafted. This will clearly set out in spreadsheet format the level of accessibility of each school. This spreadsheet will facilitate planning and the drafting of future access plans.

The level of accessibility in schools for children with hearing and visual impairments will be established. This information will be included on the spreadsheet.

All future major refurbishments and rebuilds will ensure full accessibility. Through a third Private Public Partnership Armadale Academy and Deans Community High School will be rebuilt by 2009. Major refurbishment is planned at Inveralmond, The James Young High School and St Kentigern's by 2009.

3.3 Improving Access to Information and Communication

Information in Alternative Formats

Information and Guidelines on good practice will be produced to advise schools on making written material and information accessible in alternative formats. A budget for this requires to be identified. An annual audit of need will be introduced.

Strategic Parental Consultative Group

A Strategic Parental Advisory/Consultative Group will be set up. This will facilitate communication between parents and the education authority.

Pupil Forum

The feasibility of establishing a Pupil Forum will be explored. This would provide an opportunity to better communicate with pupils and to ensure that better account is taken of their views.

Communication of Written Information between Agencies

The written communication of information between agencies such as education, health and social policy will be reviewed to ensure that it is readily available to support educational planning for children and young people and that any duplication is minimised.

Access Needs of Parents

Schools will take steps to identify and address any access needs of parents who have a disability which may affect physical access or parental involvement. This should be undertaken at the time of enrolment of the child. Parents should be encouraged to discuss any additional needs with the school.

Information for Parents

Information will be produced for parents on Additional Support Needs policies, procedures and provision and services.

4 EVALUATING AND MONITORING ARRANGEMENTS

The Accessibility Strategy Steering Group will continue to meet on a quarterly basis to monitor and evaluate the progress. This will be reported to the Additional Support for Learning Team.

5 RESOURCES

Resources will be met from existing funding and will be taken forward as part of the Continuum of Support strategy.

Customers with Special Requirements



West Lothian
Council

EDUCATION EXECUTIVE

SQA RESULTS 2013 POST-APPEAL

REPORT BY HEAD OF EDUCATION (QUALITY ASSURANCE)

A. PURPOSE OF REPORT

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

B. RECOMMENDATION

That the Education Executive:

- 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

Considered at PDSP 25 February 2014

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

Contact Person: John Tease – Customer and Performance Manager

john.tease@westlothian.gov.uk

Tel: 01506 281271

Elaine Cook, Head of Education (Quality Assurance)

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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.

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 Performance Team and SMT in schools
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		
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		
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		
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