![West Lothian Council logo]

Education Executive

West Lothian Civic Centre
Howden South Road
LIVINGSTON
EH54 6FF

3 December 2015

A meeting of the **Education Executive** of West Lothian Council will be held within **Council Chambers, West Lothian Civic Centre** on **Tuesday 8 December 2015** at **10:00 a.m**.

For Chief Executive

BUSINESS

Public Session

1. Apologies for Absence

2. Order of Business, including notice of urgent business

3. Declarations of Interest - Members should declare any financial and non-financial interests they have in the items of business for consideration at the meeting, identifying the relevant agenda item and the nature of their interest.

4. Confirm Draft Minute of Meeting of the Education Executive held on Tuesday 27 October 2015 (herewith).

Public Items for Decision

5. Raising Attainment Strategy 2015-17 - Report by Head of Education (Quality Assurance) (herewith)

6. Naming of the new Primary School in Armadale - Report by Head of Education (Development) (herewith)

7. Consultation on a proposal for a Digital Learning and Teaching Strategy for Scotland - Report by Head of Education (Development) (herewith)

8. 2015 Base School Forecasts - Report by Head of Planning and Economic Development (herewith)

Public Items for Information

9.   Access to Education Grant Funding - Phase 2 - Report by Head of Education (Development) (herewith)

10.   West Lothian Council Education Services: Additional Support Needs Review 2014 - Report by Head of Service (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 27 OCTOBER 2015.

Present – Councillors David Dodds (Chair), Lawrence Fitzpatrick, Stuart Borrowman, Tony Boyle, Harry Cartmill, Tom Conn, Alexander Davidson, Carl John, Dave King, Sarah King, Danny Logue, John McGinty, Anne McMillan, Andrew Miller, Angela Moohan, George Paul, Frank Toner and Jim Walker; Appointed Representatives Elsie Aitken, Eric Lumsden, John MacKinnon, Myra MacPherson and Lynne McEwen.

1.   DECLARATIONS OF INTEREST

        No declarations of interest were made in terms of the Councillors' Code of Conduct.

2.   MINUTE

        The Education Executive approved the Minute of the meeting held on 15 September 2015 as being a correct record. The Chair thereafter signed the Minute.

3.   REPORT ON THE ATTAINMENT SCOTLAND FUND SCHOOLS PROGRAMME

        The Education Executive considered a report (copies of which had been circulated) by the Head of Education (Quality Assurance) providing details of the inclusion of two West Lothian schools in the Scottish Attainment Scotland Fund Schools Programme. Details of the Scottish Attainment Challenge – Attainment Scotland Fund Schools Programme, was attached as an appendix to the report.

        The Head of Education (Quality Assurance) advised that the Schools Programme was part of the national Scottish Attainment Challenge, the aim of which was to accelerate improvement by scaling up successful activity and by facilitating and spreading experience and practice of what works at local and national level.

        Bridgend Primary School and St Thomas' Primary School, Addiewell, were identified by the Scottish Government as recipient schools based on 70% of the children on the school roll living in post codes in Deciles 1 and 2 of the Scottish Index of Multiple Deprivation (SIMD) (2012).

        The funding to support improvement initiatives would be over a four year period, however, it was noted that the levels of funding had not yet been confirmed by the Scottish Government. The Head of Education (Quality Assurance) advised that Education Scotland has confirmed that West Lothian would be allocated an attainment adviser for 75 days a year throughout the four year programme to assist in building the capacity of practitioners and leaders to undertake self-evaluation and to plan

effectively to support continuous improvement in raising attainment.

In conclusion, West Lothian has a proven track record in raising attainment and contributes well to local and national collaborative enquiry and shared learning opportunities. While the attainment challenge funds only two schools, Education Services would continue to prioritise and implement activity to achieve improvements in literacy, numeracy and wellbeing outcomes for all children and young people experiencing less advantage, wherever they lived in West Lothian, in line with the council's Raising Attainment Strategy.

The Head of Education (Quality Assurance) then responded to questions from members. In response to a request for information relating to SIMD rankings the Head of Education (Quality Assurance) undertook to provide members with details of the SIMD rankings and school rolls for all primary schools in West Lothian.

The Education Executive was asked to:

1. Note that Bridgend Primary School and St Thomas' Primary School were selected by the Scottish Government to be included in the Attainment Scotland Fund Schools programme; and

2. Agree to consider the schools' progress in 'closing the gap' through further reports to the Education Executive throughout the four year programme.

Decision

Approved the terms of the report.

4.   <u>A DRAFT NATIONAL IMPROVEMENT FRAMEWORK FOR SCOTTISH EDUCATION</u>

The Education Executive considered a report (copies of which had been circulated) by the Head of Education (Quality Assurance) providing details of the Scottish Government's Draft National Improvement Framework for Scottish Education, details of which was attached as an appendix to the report.

The Head of Education (Quality Assurance) advised the Education Executive that the Scottish Government announced that it intended to bring forward a National Improvement Framework which would include standardised tests in literacy and numeracy at P1, P4, P7 and S3. West Lothian Council carries out adaptive online assessments at P1, P3, P5, P7 and S2 with performance reported annual to the Education Policy Development and Scrutiny Panel. The assessments provided diagnostic information to teachers on the performance of individual children or different cohorts of children and data for performance management and scrutiny by Education Services.

The Scottish Government's view was that the new standardised tests would replace the range of assessments currently undertaken by thirty

local authorities. The assessment results from the National Improvement Framework would be comparable between all schools in Scotland and pupil level data for children in broad general education would be available to the Scottish Government. Data from the assessments would be made public in some yet to be agreed way. A series of national and regional engagement events were being held till the end of 2015 to discuss and provide views on the National Improvement Framework.

Schools would continue to build on the improvement strategies for raising attainment and closing the gap already in place in implementing the West Lothian Raising Attainment Strategy. As more information became available a further report would be provided on the implementation of the framework in light of the current West Lothian practice on adaptive tests.

The Education Executive was asked to note the Draft National Improvement Framework and to note that a further report would be submitted when more information became available relating to the published amendments to the Education Bill, the engagement events and the details of the specification of the new standardised tests.

Decision

Noted the terms of the report.

West Lothian Council

EDUCATION EXECUTIVE

RAISING ATTAINMENT STRATEGY 2015-17

REPORT BY HEAD OF EDUCATION (QUALITY ASSURANCE)

A.   PURPOSE OF REPORT

To inform Education Executive of the revised Raising Attainment Strategy.

B.   RECOMMENDATION

To recommend to the Education Executive that the Council's Raising Attainment Strategy is approved and implemented.

C.   SUMMARY OF IMPLICATIONS

I	**Council Values**	Focusing on our customers' needs; being honest, open and accountable; providing equality of opportunities; developing employees; making best use of our resources; working in partnership
II	**Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)**	Raising Attainment is one of the key strategic objectives of West Lothian Council. Forthcoming legislation will place a statutory duty on councils to narrow the attainment gap and require councils and Scottish Ministers to report on progress.
III	**Implications for Scheme of Delegations to Officers**	None.
IV	**Impact on performance and performance Indicators**	The Strategy will support the achievement of raised attainment as reflected in current performance indicators. A suite of performance indicators is included in the revised strategy.
V	**Relevance to Single Outcome Agreement**	The Strategy will support the achievement of raised attainment as reflected in the Single Outcome Agreement.
VI	**Resources - (Financial, Staffing and Property)**	Within existing school and central budgets.
VII	**Consideration at PDSP**	Underway.
VIII	**Other consultations**	West Lothian Parent Council Forum Local Negotiating Committee for Teachers. Headteachers

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D. TERMS OF REPORT

The Raising Attainment Strategy was introduced in 2012. It provided an increased strategic focus to Education Service's activities in raising attainment. The Strategy was developed taking account of best practice in West Lothian schools, the professional knowledge and experience of school and centrally based staff, and national practice.

The implementation of the Strategy has coincided with a period of significant improvement in attainment. Since 2012, attainment in S5 at 5+ at Level 6 (Higher or equivalent) has risen from 13% to 20%. Attainment at 3+ at Level 6 has increased from 26% to 38%. At 1+ at Level 6 the increase is from 45% to 61%.

The implementation of this Strategy has also impacted positively on the increase in positive destinations for school leavers from 90% in 2012 to 93% in 2014. In the same period, the percentage of young people entering higher education has risen from 36% to 41%. This figure is currently 2.5% higher than the national average.

The Strategy has been reviewed to reflect the learning derived from its original implementation, the reorganisation and refocussing of centrally based teams, as well as evolving national and local priorities, and emerging and best practice within West Lothian and other local authorities. Whilst evidence demonstrates continuous improvement in raising attainment, our focus must also be on closing the attainment gap for those children and young people from the most disadvantaged backgrounds.

The Strategy outcomes are therefore both Raising Attainment and Closing the Gap. The Strategy contains performance targets in relation to both of these outcomes.

Six key activities underpin Outcome 1 – Raising Attainment:-

- Increasing Ambition and Aspiration

- Developing Effective Leadership

- Analysing Data

- Developing Excellent Learning and Teaching

- Developing Successful Learners

- Increasing Parental, Family and Community Engagement

The activities undertaken in relation to Outcome 1: Raising Attainment can all be expected to also contribute to Outcome 2: Closing the Gap. In addition, the key foundations for learning; namely good literacy, numeracy, and health and wellbeing have been considered.

E. CONCLUSION

The Council's Raising Attainment Strategy has driven significant improvements in attainment. The Policy Development and Scrutiny Panel is invited to recommend to the Education Executive that the Council's Raising Attainment Strategy is approved and implemented.

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F. BACKGROUND REFERENCES

None

Appendices/Attachments: Raising Attainment Strategy

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James Cameron
Head of Education (Quality Assurance)

Date of meeting: 8 December 2015

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Improving the employment position in West Lothian

Improving attainment and positive destinations for school children

Delivering positive outcomes and early interventions for early years

Improving attainment and positive destinations for school children

Reducing crime and improving community safety

Minimising poverty, the cycle of deprivation and promoting equality

Protecting the built and natural environment

Delivering positive outcomes on health
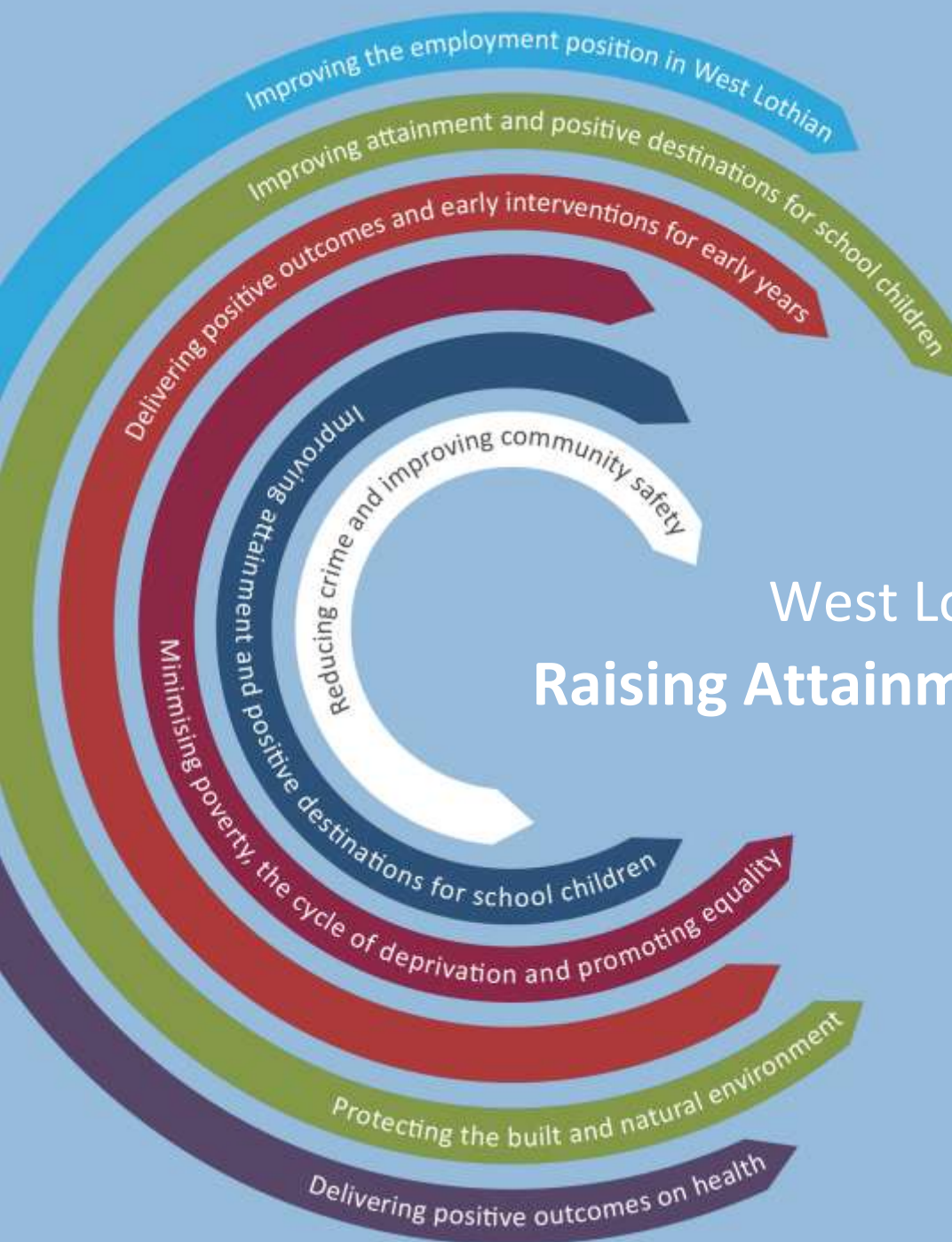
West Lothian Council
Raising Attainment Strategy
2015/17

Contents

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Overview

1.1 Foreword

West Lothian Council is committed to delivering the best possible outcomes for children and young people to achieve the outcome *our children will make the best possible start in life* from the Single Outcome Agreement.

In order to ensure that children and young people are well placed to move into adult life and employment/further or higher education, there is an expectation by West Lothian Council that effective learning throughout each young person's school experience enables them to maximise their potential.

We are committed to improving attainment for all within the framework of Curriculum for Excellence. Schools in West Lothian have demonstrated that their capacity to improve attainment. Within this strategy, our two outcomes are to raise the attainment of all, and to close the gap in education outcomes between children from the most and least advantaged backgrounds.

**John McGinty
Leader of the
Council**

**Graham Hope
Chief Executive**

1.2 Context

The West Lothian Perspective

West Lothian Council will support children and young people to make the most of their opportunities in life, so that they become effective contributors to our local and wider communities. Improving educational attainment and qualifications will better support our children and young people to develop the essential skills for learning, life and work and to have successful and productive lives.

Meeting the ambitions and aspirations for raising attainment involves pre-school centres and schools working together in learning partnerships with colleges, universities, employers, partner agencies, youth work and the voluntary and third sector to provide a coherent package of learning and support based around the individual learner and in the context of local needs and circumstances.

Raising attainment will contribute to the social and economic wellbeing of both the individual and the community.

West Lothian Council has achieved year on year improvements in educational outcomes and positive destinations for school leavers. The Raising Attainment Strategy was introduced in 2012. Since 2012, attainment in S5 at 5+ at Level 6 (Higher or equivalent) has risen from 13% to 20%. Attainment at 3+ at Level 6 has increased from 26% to 38%. At 1+ at Level 6 the increase is from 45% to 61%.

The implementation of this Strategy has also impacted positively on the increase in positive destinations for school leavers from 90% in 2012 to 93% in 2014. In the same period, the percentage of young people entering higher education has risen from 36% to 41%. This figure is currently 2.5% higher than the national average.

West Lothian Council will continue to support young people seeking to enter further education, training and employment through Developing Scotland's Young Workforce.

A key feature of the implementation of the Attainment Strategy has been a greater focus on collaborative working across schools and sectors which has enabled teachers and leaders to increase the pace at which effective practice is shared and implemented. This approach will continue to feature in the implementation of the strategy.

Whilst evidence demonstrates continuous improvement in raising attainment, our focus must also be on closing the attainment gap for those children and young people from the most disadvantaged backgrounds.

"The average tariff scores on leaving school of young people from areas of most disadvantage is still less than half that of those from areas of least disadvantage"
(Raising Attainment for All, 2015)
Our Corporate Plan contains the following priorities which pertain to education:

- Delivering positive outcomes and early interventions for early years

- Improving attainment and positive destinations for school children

- Minimising poverty, the cycle of deprivation and promoting equality

- Delivering positive outcomes on health

The National Perspective

It is essential that in West Lothian all partners involved in improving outcomes for children and their families are fully engaged with key national policies and programmes. These will provide a firm foundation which will lead to improvement and equity in attainment. They include:

- Getting it Right for Every Child (GIRFEC)

- Curriculum for Excellence (CfE)

- Building the Ambition (Early Years Framework)

- Developing Scotland's Young Workforce

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- Teaching Scotland's Future

- ADES 20:20 Vision

West Lothian Council will work in partnership with Education Scotland to raise attainment for all. This programme has the following stretch aims:

- To ensure that 85% of children within each school cluster have successfully experienced and achieved CfE Second Level Literacy, Numeracy and Health and Wellbeing outcomes in preparation for Secondary School by 2017.

- To ensure that 85% of children within each school cluster have successfully experienced and achieved CfE Third Level Literacy, Numeracy and Health and Wellbeing outcomes in preparation for the Senior Phase by 2019.

- To ensure that 95% of young people within each school cluster go on to positive participation destinations on leaving school by 2018.

- To provide the leadership for improvement, both locally and nationally.

Vison, Values and Ambition

West Lothian Council Education Services, working with key partners, will:-

- promote the expectation that every child matters and has the capacity to learn

- intervene systematically to break the cycle of disadvantage at all stages and with an emphasis on the early years and subsequent sustained intervention.

- create a collaborative culture which enables strong leadership of learning and which values visionary leaders who are focused on improved outcomes for all learners

- expect and support the development of effective and reflective teachers and leaders through robust quality improvement

- expect and support the development of effective programmes which lead to improved learning and teaching in every classroom

- improve the quality of the evidence which demonstrates the link between learning and teaching and sustained life outcomes for school leavers.

- create effective performance management systems for all leaders and practitioners which draw on rich and robust data

1.3 Strategy Development

The West Lothian Council Raising Attainment Strategy, implemented from 2012, provided an increased strategic focus to Education Service's activities in raising attainment. The strategy was developed taking account of best practice in West Lothian schools, the professional knowledge and experience of school and centrally based staff, and national practice.

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The Strategy required schools to implement a number of specific actions and activities including:-

- the development of good literacy and numeracy skills throughout the delivery of the 3-18 curriculum with all teachers having a responsibility for the development of literacy and numeracy.
- greater focus on curricular transition and continuous progression in learning with schools making effective use of the monitoring and tracking information gained by P7; ensuring transition of learning; demonstrating progression in S1; and applying Cognitive Ability Tests (CAT) in the first term of S1 to measure the predicted attainment of young people.
- collaboration and networking for effective school improvement and raising attainment, actively addressing the equality gap, narrowing variations within and between schools, with a view to encouraging the transfer of ideas and knowledge.
- creating collaborative Learning Communities on the basis that schools working together for the benefit of all students will produce better outcomes to competing in order to benefit the few in any particular school.
- increasing Pupil engagement by fostering a positive attitude towards learning and participation in school activities.
- building leadership capacity in our schools, creating a motivated, confident and valued workforce, able to manage new innovations with a continual focus on the quality of the learning experience for all pupils.
- developing leadership skills in pupils to build confidence and increase motivation, by ensuring that there are a variety of opportunities for pupils to develop leadership skills throughout their learning.
- empowering and supporting staff to raise attainment and achievement.
- improving the degree and quality of engagement that parents have with their child's learning in an integrated whole school approach to parental engagement with the transfer of knowledge and understanding becoming a two way process: not only from school to home but from home to school.
- emphasising assertive mentoring/target setting with student targets being aspirational, challenging and relevant; progress tracked against these targets; teacher/mentor interventions checked regularly for impact; every teacher having a responsibility in this process; and senior staff having in place high quality and regular assessment and predictive data to measure progress and focus on attainment.

These actions and activities, promoted by the strategy, have been validated through quality assurance procedures including validated self-evaluation, feedback from headteachers, and performance data.

The implementation of the strategy has coincided with a period of significant improvement in attainment.

The strategy has been reviewed to reflect the learning derived from its original implementation, the reorganisation and refocussing of centrally based teams, as well as evolving national and local priorities, and emerging and best practice within West Lothian and other local authorities.

The support of key Community Planning Partners, in particular health and social policy and West Lothian College, is important in securing the outcomes of the strategy.

West Lothian Council is committed to improving attainment and positive destinations for all to ensure that:

- West Lothian is known as a place of high educational attainment and achievement where exam results and attainment in its widest sense are seen as equally important.

- the life chances of children and young people are improved through enabling them to have high aspirations for themselves and be in a position to fulfil their potential and have a successful life.

- higher levels of educational achievement and attainment lead to improved social and economic wellbeing for all.

- we have a strong shared commitment to raising attainment for all and closing the attainment gap between children and young people who are most and least advantaged.

- that any activity does not become overly bureaucratic nor take unreasonable time away from learning and teaching.

The development of the strategy took account of relevant research which acknowledges that:-

*"The gap between children from low-income and high-income households starts early. By age 5, it is 10 – 13 months. Lower attainment in literacy and numeracy is linked to deprivation throughout primary school. By age 12-14 (S2), pupils from better-off areas are more than twice as likely as those from the most deprived areas to do well in numeracy. Attainment at 16 (the end of S4) has risen over all, but a significant and persistent gap remains between groups." (*Joseph Rowntree Foundation, May 2014)

"The very best school systems (in the world) intervene at the level of the individual student, developing processes and structures within school that are able to identify whenever a student is starting to fall behind, and then intervening to improve that child's performance." (McKinsey and Company, 2007)

1.4 Ownership and Scope of the Strategy

The Heads of Education Service are responsible for the overall implementation of the Raising Attainment Strategy.

Implementation of the actions necessary to raise attainment and close the gap are the responsibility of Headteachers and centrally based officers, as set out in this strategy and the action plan appended.

Progress and performance is monitored by the Education Policy Development and Scrutiny Panel. The Education Quality Assurance Committee considers reports on individual schools in terms of the How Good is Our School? (HGIOS) indicators of quality and effectiveness.

Performance indicators are monitored by the Education Senior Management Team, and by the Chief Executive's Scrutiny Panel through the West Lothian Assessment Model process.

Education Services Quality Improvement Team validates schools' self-evaluation of their standards and quality. This programme of Validated Self Evaluation is carried out collaboratively with Headteachers, school staff, parents/carers and community partners and in some cases in partnership with Education Scotland. This process is used to monitor progress of actions in individual schools.

Schools are also subject to independent scrutiny by Her Majesty's Inspectors (Education Scotland). The Education Quality Improvement Team support and monitor the implementation of the action plan arising from each inspection.

The Education Services Performance Team will analyse attainment data, to allow the monitoring and scrutiny of progress and performance of schools. This data is used by Education Senior Management Team and the Quality Improvement Team to provide challenge and support to schools to raise attainment.

Education Services Senior Management Team will scrutinise and use the following data:-

- Primary attainment data based on Curriculum for Excellence (CfE) levels and adaptive test data provides a range of comparative and value added information. Improvement targets are set for individual schools based on this evidence.

- Attainment in the Broad General Education is analysed on the basis of information provided by CfE levels and adaptive tests, and projections of future performance based on cognitive ability tests (CAT). This provides the basis for target setting for examinations in the Senior Phase.

- Attainment in National Qualifications is analysed by the school and the Performance Team at class, faculty, school and local authority levels to enable both the school and the Quality Improvement Team to identify areas for improvement.

- An analysis of risk to ensure that resources and interventions are directed in order that progress is made with closing the gap for the most vulnerable and disadvantaged children and young people.

Governance		
Group	Governance/Scrutiny Role	Reporting Frequency
Quality Improvement Workstream	To provide a strategic approach in the development and delivery of Quality Improvement	Every six weeks
Curriculum Framework Workstream	To provide a strategic approach in the development and delivery of the Curriculum	Every six weeks
Assessment and Reporting Workstream	To provide a strategic approach in the development and delivery of Assessment and Reporting	Every six weeks

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Moving Forward in Learning Steering Board	Coordinating and supporting implementation of West Lothian education priorities in line with national expectations.	Every six weeks
Education Policy Development and Scrutiny Panel	Scrutiny of attainment.	As attainment information is released
Education Quality Assurance Committee	Scrutiny of quality and performance of individual West Lothian Council Schools.	Every six weeks

2   Council Priorities

The council has set 8 priorities in the current Corporate Plan (2013/17) in consultation with the local community, partners, stakeholders and our staff. These priorities, along with the 3 enablers themes, represent all the vital activities that the council will undertake in order to achieve better outcomes for West Lothian.

Figure 1 illustrates where the Raising Attainment Strategy will *directly* contribute to a council priority or enabler.

Council Priorities	**Name Strategy**
1. Improving the employment position in West Lothian	
2. Improving attainment and positive destinations for school children	✓
3. Delivering positive outcomes and early intervention for early years	✓
4. Improving the quality of life for older people	
5. Minimising poverty, the cycle of deprivation and promoting equality	
6. Reducing crime and improving community safety	
7. Protecting the built and natural environment	
8. Delivering positive outcomes on health	

Enablers	
Financial planning	✓
Corporate governance and risk	✓
Modernisation and improvement	✓

Figure 1: Council priorities and the Attainment Strategy

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3   Strategy Outcomes

Six key activities underpin the Raising Attainment Strategy in accordance with the philosophy of raising attainment for all. For each activity, the role of staff at class, school community and local authority levels is defined.

The activities undertaken in relation to Outcome 1: Raising Attainment can all be expected to also contribute to Outcome 2: Closing the Gap. In addition, the key foundations for learning; namely good literacy, numeracy, and health and wellbeing have been considered.

Over the life of this strategy, West Lothian Council aims to raise attainment and close the gap as set out in the performance targets included in sections 3.1 and 3.2 below. In summary the strategy outcomes are:

- Outcome 1: Raising Attainment
- Outcome 2: Closing the Gap

Outcome 1: Raising Attainment

Purpose

The aim of Outcome 1: Raising Attainment is to increase attainment across all West Lothian Schools, and for all West Lothian learners.

Raised educational attainment increases personal, social, cultural and economic opportunities, ensuring that young people are in a position to fulfil their potential and contributes to the improved social and economic wellbeing of the community in West Lothian.

Activities

Six key activities will be undertaken by schools, the school community and the education authority in the following areas in 2015/17 to achieve this priority outcome.

These activities are measured through the quality indicators in the national performance framework (HGIOS) and reported through school Standards and Quality Reports. They are monitored through Validated Self Evaluations, and the independent HMI inspection process.

The key attributes which contribute to success in each activity are listed.

Increasing Ambition and Aspiration

- The culture, systems and practice in every school and classroom is based on respect, care and high expectations for every child. It is underpinned by the belief that every child matters and has the capacity to learn and improve.

- The school community is a place where everyone feels valued and that early and sustained intervention strategies fostered through effective partnership working secures sustained progression for all children and young people.

- West Lothian Council Education Services has the highest ambition for all children and young people and celebrates and shares strong performance in raising attainment in our schools.

<u>Developing Effective Leadership</u>

- Every class teacher is supported and challenged to be a reflective professional who takes responsibility for leading effective learning in the classroom and proactively engages in the development and use of research based strategies and practices through collegiate working.

- The school community recruits, values and retains top quality teachers and other staff. The community identifies and addresses areas which require improvement in order to raise attainment. Effective school, cluster and hub networking helps practitioners to identify and implement best practice in raising attainment. Effective performance review and development is implemented for all staff.

- West Lothian Council Education Services recruits and develops top quality leaders through high quality selection and appointment processes, professional review and development and the provision of excellent opportunities for professional development.

<u>Analysing Data</u>

- Every class teacher will monitor and support learners' progress and help them to understand their learning. Teachers will increase confidence in professional understanding and skills through collegiate processes such as moderation.

- The school community uses effective tracking and monitoring and target-setting to ensure optimum levels of progress and attainment for every learner. Quality improvement approaches focus on learners and ensure that no child is left behind. Schools provide regular opportunities for dialogue to support confident professional judgement about learners' levels of attainment and achievement.

- West Lothian Council Education Services ensures that the analysis and review of performance and attainment data, including the use of data from Insight and adaptive testing, leads to swift and effective intervention in schools where improvements in attainment are required. We will continue to use a proportionate and collaborative model of validated self-evaluation at all levels to support improvement in schools.

<u>Developing Excellent Learning and Teaching</u>

- All teachers will know what excellent teaching looks like through networking and sharing practice within and across schools. Lessons will be motivating, engaging, well-planned and differentiated to meet the needs of all learners. Learning intentions and success criteria will be shared so that all pupils will understand them, know what they are expected to be learning and what success will look like.

- Curriculum is well designed to meet the needs of all learners and well researched programmes are developed to improve pedagogy across schools and clusters. Effective assessment approaches ensure that all pupils make well-paced progress in their learning.

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- West Lothian Council Education Services ensures that the principle of raising attainment is at the core of curriculum offered in schools in line with statutory guidance and national priorities. We promote effective partnership approaches at pupil, school and cluster levels which focus collectively on achieving best life chance outcomes. Research is used effectively to support the development of teaching and learning and is applied to teaching practice in order to support raising attainment.

Developing Successful Learners

- Learners receive regular, useful feedback to support their progress and use self and peer assessment to help identify next steps in learning. They are regularly consulted about the quality of lessons and are encouraged to provide feedback on how well they are learning.

- In our classrooms and schools, the views of all learners are systematically sought, valued and acted upon.

- West Lothian Council Education Services are strongly committed to involving and engaging young people in providing feedback to improve its services.

Increasing Parental, Family and Community Engagement

- In our schools and classrooms, staff actively seek to engage parents / carers in their child's learning in recognition that they have a key role in raising attainment.

- Throughout the school year, parents / carers are fully involved in a range of activities which help them to support their children to learn and improve. These include consultation meetings, written reports, curriculum showcases and involvement in the profiling of learner achievement within and outwith school.

- West Lothian Council Education Services continue to develop effective systems and partnerships with other children's services where valued outcomes are shared and efforts well-coordinated and targeted towards greatest needs and risks.

Performance

The following performance indicators will be used to monitor progress in the outcome for the life span of the strategy:

Performance Indicator Name	2014 Baseline	2017 Target	Service	Responsible Officer
Percentage of primary, secondary, special schools and pre-school establishments receiving positive inspection reports	100%	100%	Education Quality Assurance	Head of Education (Quality Assurance)
Age Equivalent Score for Reading - Primary 7 Pupils	10.9	11.6	Education Development	Head of Education (Development)
Age Equivalent Score for General Mathematics - Primary 7 Pupils	10.5	10.9	Education Development	Head of Education (Development)
Age Equivalent Score for Mental Arithmetic - Primary 7 Pupils	10.5	10.8	Education Development	Head of Education (Development)
Percentage Pupils in S5 Achieving 3+ Qualifications at Level 6 (Higher Grade) or Better by end of S5	30%	39%	Education Quality Assurance	Head of Education (Quality Assurance)
Percentage of Pupils in S5 Achieving 5+ Qualifications at Level 6 (Higher Grade) or Better by end of S5	15%	22%	Education Quality Assurance	Head of Education (Quality Assurance)

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Outcome 2: Closing the Gap

Purpose

The aim of Outcome 2: Closing the Gap is to increase equity, based on socio-economic factors, in educational outcomes across all West Lothian Schools, and for all West Lothian learners.

The attainment of children and young people from the areas of most disadvantage is significantly lower than that of children from more advantaged areas. This gap starts early and it grows throughout primary and secondary school. Raising attainment requires working in partnership with pupils and parents and is dependent on certain key foundations for learning; namely good literacy, numeracy, and health and wellbeing. It is recognised that early intervention has a significant influence on the future of young people, and their ability to obtain positive educational outcomes.

The activities undertaken in relation to Outcome 1: Raising Attainment will also contribute to Outcome 2: Closing the Gap.

Health and wellbeing, and literacy and numeracy are key to a child's ability to access all other aspects of the curriculum, and are the responsibility of all education practitioners. The following additional activities will be undertaken specifically to support Outcome 2: Closing the Gap.

Activities

The main activities that will be undertaken in 2015/17 to achieve this priority outcome are:

Improving Literacy and Numeracy

We have developed clear frameworks for literacy and numeracy which will be refreshed regularly to provide current guidance for consistent approaches to learning and teaching across all schools. West Lothian staff participate in professional networks at national and local authority levels which builds capacity of practitioners to develop appropriate skills and knowledge to enhance the quality of learning and teaching.

Improving Health and Wellbeing

The ability of children and young people to form and sustain positive and respectful relationships is at the heart of health and wellbeing. Schools and their partners have a responsibility to create the right environment for effective learning and teaching where children and young people are active and achieving, safe, healthy and nurtured, respected, responsible and included. Opportunities for children's achievements and contributions to be valued and celebrated will enable them to develop self-confidence, resilience and readiness to learn. The nurture approach will be extended to support the wellbeing of vulnerable and disadvantaged children and their families, to break down barriers to learning and achievement.

Delivering Positive Outcomes and Early Interventions in Early Learning

This will be achieved by providing high quality, teacher led early learning and childcare for all entitled children. Extended hours for all entitled children, with a greater level of flexibility and choice to meet the needs of working parents, will be implemented. Additional Early Learning opportunities will be provided to the children of families in the lowest income groups.

Data Label: PUBLIC

Performance

The following performance indicators, which measure the gap based on SIMD, will be used to monitor progress in the outcome for the life span of the strategy:

Performance Indicator Name	2014 Baseline	2017 Target	Service	Responsible Officer
Gap between the Annual P1 End of Year Performance in Primary Schools (PIPS) Scores of the Lowest 20% and the Highest 20% (defined by SIMD).	This is a new PI and no historic data is available.	This is a new PI and no historic data is available on which to base target setting.	Education Development	Head of Education (Development)
Average Annual P1 End of Year Performance in Primary Schools (PIPS) Score	This is a new PI and no historic data is available.	This is a new PI and no historic data is available on which to base target setting.	Education Development	Head of Education (Development)
Age Equivalent Score in P7 of Pupils in Lowest 20% (Defined by SIMD) - Reading	10.9	11.3	Education Development	Head of Education (Development)
Age Equivalent Score in Primary 7 of Pupils in Lowest 20% (Defined by SIMD) - General Mathematics	10.1	10.5	Education Development	Head of Education (Development)
Age Equivalent Score in Primary 7 of Pupils in Lowest 20% (Defined by SIMD) - Mental Arithmetic	10.0	10.4	Education Development	Head of Education (Development)

Data Label: PUBLIC

Performance Indicator Name	2014 Baseline	2017 Target	Service	Responsible Officer
Percentage of S4 students achieving N3 and above in Literacy	This is a new PI and no historic data is available.	This is a new PI and no historic data is available on which to base target setting.	Education Quality Assurance	Head of Education (Quality Assurance)
Percentage of S4 students achieving N3 and above in Numeracy	This is a new PI and no historic data is available.	This is a new PI and no historic data is available on which to base target setting.	Education Quality Assurance	Head of Education (Quality Assurance)
Percentage of School Leavers Achieving Qualifications at National Level 4 in Literacy	90%	95%	Education Quality Assurance	Head of Education (Quality Assurance)
Percentage of School Leavers Achieving Qualifications at National Level 4 in Numeracy	79%	85%	Education Quality Assurance	Head of Education (Quality Assurance)

Data Label: PUBLIC

Appendix A

All schools have a School Improvement Plan aligned with service priorities. School Improvement Plans are monitored and validated through the process of Validated Self Evaluation (VSE).

Action Plan								
Activity	Description	Planned Outcome	Action	Owner	Start	End	Status (Planned, Active, Complete)	
Increase ambition and aspiration	School action	The culture, systems and practice in every school and classroom are based on respect, care and high expectations for every child. It is underpinned by the belief that every child matters and has the capacity to learn and improve.	Use relevant indicators to evaluate the extent to which the school is getting it right for every child and identify areas for improvement.	Headteachers	August 2015	June 2017	Planned	
	School Community action	The school community is a place where everyone feels valued and that early and sustained intervention strategies fostered through effective partnership working secures sustained progression for all children and young people.	Use the GIRFEC toolkit with partners, staff, pupils and parents to evaluate wellbeing indicators and agree joint areas for improvement.	Headteachers	August 2015	June 2017	Planned	
	Local Authority action	West Lothian Council Education Services has the highest ambition for all children and young people and celebrates and shares strong performance in raising attainment in our schools.	Analyse relevant evidence during the VSE process including wellbeing evaluations and assess how well the school improvement areas for development have impacted.	Quality Improvement Managers	August 2015	June 2017	Planned	

Data Label: PUBLIC

Develop Effective Leadership	School action	Every class teacher is supported and challenged to be a reflective professional who takes responsibility for leading effective learning in the classroom and proactively engages in the development and use of research based strategies and practices through collegiate working.	Provide appropriate opportunities for personal and professional development linked to leading significant areas for school improvement. Classroom practitioners take responsibility for professional update	Headteachers	August 2015	June 2017	Planned
		Collaborative working ensures individual and collective responsibility for raising attainment	Provide a wide range of opportunities across schools, clusters and hubs to share effective practice.	Headteachers	August 2015	June 2017	Planned
	School Community action	Practitioners are able to identify and implement best practice which impacts on attainment and achievement. Effective performance review ensures that staffs keep abreast of current effective professional practice.	Develop effective school, cluster and hub networking to share current and effective practice. The community works together to identify and address areas which require improvement in order to raise attainment.	Headteachers	August 2015	June 2017	Planned
	Local Authority action to develop effective leadership	West Lothian has an effective teaching workforce which displays leadership at all levels.	West Lothian Council recruits, values and retains top quality teachers and other staff. Implement framework for developing leaders at all levels.	Quality Improvement Managers	August 2015	June 2017	Planned

Data Label: PUBLIC

			Promote and facilitate collaborative working between schools and sectors, to develop capacity for self-improvement within schools.	Quality Improvement Managers	August 2015	June 2017	Planned
Analyse data rigorously	School action	All learners make expected progress in their learning. Teachers are confident in making judgements about learner progress.	Every class teacher will monitor and support learners' progress and help them to understand their learning. Teachers will increase confidence in professional understanding and skills through collegiate processes such as moderation.	Headteachers	August 2015	June 2017	Planned
	School Community action	Interventions lead to optimum levels of progress and attainment for every learner. Effective assessment approaches ensure that all pupils make well-paced progress in their learning More accurate reporting on national levels of attainment.	Implement whole school tracking and monitoring systems to identify appropriate intervention. Schools provide regular opportunities for dialogue to support confident professional judgement about learners' levels of attainment and achievement.	Headteachers	August 2015	June 2017	Planned
	Local Authority action	Overall attainment continues to improve	Performance team analyse and review performance and attainment data, including the use of data from	Quality Improvement Managers	August 2015	June 2017	Planned

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		Focused support leads to improvements in attainment performance.	Insight and adaptive testing to develop strategic areas for development. Provide focused support in schools where there has been limited improvement in attainment performance. Use a proportionate and responsive approach to support for schools Use collaborative model of validated self-evaluation at all levels to support improvement in schools.				
Develop excellent learning and teaching	School Action	The quality of learning and teaching is consistently of a high standard in all schools. Lessons are motivating, engaging, well-planned and differentiated to meet the needs of all learners. All pupils understand what they are expected to learn and what success will look like.	Network and share practice effective pedagogy within and across schools. Learning intentions and success criteria are shared in all lessons.	Headteachers	August 2015	June 2017	Planned
	School Community action	The curriculum meets the needs of all learners and delivers their entitlement to the broad general education and to the senior phase.	Regularly review and refresh the curriculum Implement well researched programmes to improve pedagogy across schools and clusters Participate in leadership	Headteachers	August 2015	June 2017	Planned

Data Label: PUBLIC

			programmes and opportunities at all levels.				
	Local Authority action	The quality of learning and teaching is consistently high in all West Lothian Schools Life chances for learners are improved through entitlement to a high quality curriculum in every school.	West Lothian Council Education Services ensures that the principle of raising attainment is at the core of curriculum offered in schools in line with statutory guidance and national priorities. West Lothian Council promotes effective partnership working at pupil, school and cluster levels	Quality Improvement Managers	August 2015	June 2017	Planned
			Research is used effectively to support the development of teaching and learning and is applied to teaching practice in order to support raising attainment.	Principal Education Psychologists	August 2015	June 2017	Planned
Develop successful learners	School action	Learners make good progress in their learning and know what they need to do to improve. Learners' views are taken into account on all aspects of how and what they learn.	Learners receive regular, useful feedback to support their progress and use self and peer assessment to help identify next steps in learning. They are regularly consulted about the quality of lessons and are encouraged to provide feedback on how well they are learning.	Headteachers	August 2015	June 2017	Planned

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	School Community action	Learners' views inform school improvements.	In our classrooms and schools, the views of all learners are systematically sought, valued and acted upon.	Headteachers	August 2015	June 2017	Planned
	Local Authority action	Learners' views inform service improvements.	Celebrate Success through Stellar Awards Regularly seek the views of pupils through sample groups and surveys Involve learners in service design	Quality Improvement Managers	August 2015	June 2017	Planned
Increase Parental, Family and Community Engagement	School action	Parents/carers' views inform school improvements.	In our schools and classrooms, staff actively seek to engage parents / carers in their child's learning in recognition that they have a key role in raising attainment.	Headteachers	August 2015	June 2017	Planned
	School Community action	Parents/carers are enabled to help support their children learn and improve.	Throughout the school year, parents / carers are fully involved in a range of activities which help them to support their children to learn and improve. These include consultation meetings, written reports, curriculum showcases and involvement in the profiling of learner achievement within and outwith school. We will take opportunities to help upskill parents to be able to support classroom learning.	Headteachers	August 2015	June 2017	Planned
	Local Authority action	Children and young people who have the greatest needs and risks	West Lothian Council Education Services	Quality Improvement	August 2015	June 2017	Planned

Data Label: PUBLIC

				Managers			
		are well supported.	continue to develop effective systems and partnerships with other children's services where valued outcomes are shared and efforts well-coordinated and targeted towards greatest needs and risks.	Managers			
Delivering Positive Outcomes and Early Interventions in Early Learning	School Action	All children, in particular, entitled children, access high quality, teacher-led early learning and childcare.	Provide support in nurture bases for children and young people who face challenge in learning	Headteachers	August 2015	June 2017	Planned
	School Community Action	Children of families in the lowest income groups benefit from additional early learning opportunities.	Participate in the national Early Years Collaborative. Participate in partnerships with Community Planning Partners.	Headteachers	August 2015	June 2017	Planned
	Local Authority Action	All entitled children access a greater level of choice and flexibility with regards to extended hours.	Implement and evaluate the approaches offering a greater level of flexibility and choice to meet the needs of working parents.	Customer and Performance Manager/Strategic Resources Manager	August 2015	June 2017	Planned
Improve Literacy and Numeracy for all learners	School	Children benefit from better quality learning and teaching of literacy and numeracy.	Implement the Literacy Framework Implement the Numeracy Framework Schools will actively improve the quality of the learning and teaching of literacy and numeracy	Headteachers	August 2015	June 2017	Planned

Data Label: PUBLIC

			through the improvement planning process, and evaluate through each school's Standards and Quality Report.				
	School Community	Practitioners' skills and knowledge in learning and teaching in literacy and numeracy are effective and contribute to raised attainment	Implementing cross sector reading and literacy initiatives to improve transition from Primary to Secondary, supported by literacy developments at a cluster level	Headteachers	August 2015	June 2017	Planned
			Schools and clusters will build the capacity of all practitioners to develop appropriate skills and knowledge to enhance learning and teaching in literacy and numeracy through the provision of opportunities for collegiate working and high quality staff development				
	Local Authority action	Every establishment improves the learning and teaching of literacy and numeracy	West Lothian Council Education Services provide effective frameworks for literacy and numeracy to lead to improved learning and teaching in literacy and numeracy.	Quality Improvement Managers	August 2015	June 2017	Planned
Improve Health and Wellbeing for all learners	School action	Targeted resources help narrow the attainment gap.	Schools use the Getting it Right for Every Child (GIRFEC) well-being	Headteachers	August 2015	June 2017	Planned

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			indicators with partners to evaluate and improve health and well-being of every child.				
	School Community action	Effective partnership working helps narrow the attainment gap.	Schools and clusters will work with Community Planning Partners to plan and evaluate wellbeing, measured using the GIRFEC well-being indicators.	Headteachers	August 2015	June 2017	Planned
		The well-being, learning and achievement of vulnerable and disadvantaged children and their families are improved.	The nurture approach will be extended to support the wellbeing of vulnerable and disadvantaged children and their families, to break down barriers to learning and achievement.	Principal Education Psychologist	August 2015	June 2017	Planned
	Local Authority action	Learners are safe, healthy achieving, nurtured, attaining, respected and responsible, and included.	The validated self-evaluation process will evaluate the quality of wellbeing in schools, and support schools in the implementation of GIIRFEC. Deliver an ongoing programme of training to support schools and partners with their new responsibilities under the GIRFEC framework	Quality Improvement Managers Additional Support Needs Manager	August 2015	June 2017	Planned

Data Label: PUBLIC

West Lothian Council

Raising Attainment Strategy 2015/17

James Cameron

Head of Education (Quality Assurance)

November 2015

For more information:

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West Lothian Civic Centre
Howden South Road | Livingston | West Lothian | EH54 6FF

West Lothian Council

EDUCATION EXECUTIVE

NAMING OF THE NEW PRIMARY SCHOOL IN ARMADALE

REPORT BY HEAD OF EDUCATION (DEVELOPMENT)

A.   PURPOSE OF REPORT

To inform Education Executive of the outcome of the consultation on the naming of the new primary school in Armadale.

B.   RECOMMENDATION

It is recommended that the Education Executive consider the outcome of the consultation on the naming of the new primary school in Armadale.

C.   SUMMARY OF IMPLICATIONS

I	**Council Values**	Focusing on our customers' needs; being honest, open and accountable; providing equality of opportunities; developing employees; making best use of our resources; working in partnership
II	**Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)**	Education (Scotland) Act 1980; Children and Young People (Scotland) Act 2014. Consultation on the name of a new school is not subject to the requirements of the School (Consultation) (Scotland) Act 2010.
III	**Implications for Scheme of Delegations to Officers**	N/A
IV	**Impact on performance and performance Indicators**	N/A
V	**Relevance to Single Outcome Agreement**	N/A
VI	**Resources - (Financial, Staffing and Property)**	N/A
VII	**Consideration at PDSP**	Underway
VIII	**Other consultations**	Previous consultation undertaken in 2012

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D. TERMS OF REPORT

Between March and May 2012 formal public consultation was undertaken in relation to the site position, catchment area and the name for the new primary school for the south of Armadale. A list of suggested school names was proposed through the consultation and the Education Executive agreed a list of names set out in Appendix 1 to this report.

The Education Executive, at its meeting of 25 August 2015, agreed that further consultation would take place amongst the school communities of Armadale Primary School, Eastertoun Primary School and St Anthony's Primary School, and amongst the wider community.

The most popular two names amongst the school community at Armadale Primary School were Sunny Dale Primary School (first) and Southdale Primary School (second).

The most popular two names amongst the school community at Eastertoun Primary School were Southdale Primary School (first) and South Park Primary School (second)

The most popular two names amongst the school community at St Anthony's Primary School were Southdale Primary School (first) and Sunny Dale Primary School (second).

The most popular names suggested directly by members were Southdale Primary School (3 votes), William Angus VC Primary School, in commemoration of a first world war veteran who was awarded the Victoria Cross for gallantry (2 votes) and Barbauchlaw Primary School (2 votes).

In addition, a petition, submitted by Armadale and District War Memorial Association, containing 302 signatures, supports the proposal that the new school be named in recognition of the deeds of William Angus, VC, who was born in the area that the school is to be built in.

William Angus VC Primary School was suggested as a name by one member of the St Anthony's Primary School community, but not by any members of the school communities at Armadale Primary School or Eastertoun Primary School. This may be a result of it not being one of the names considered by the Education Executive at its meeting of 25 August 2015.

E. CONCLUSION

The new primary school in Armadale requires to be named. The name suggested most frequently by all three school communities and by members of the public was Southdale Primary School. The name receiving the largest number of votes, taking account of the petition submitted by Armadale and District War Memorial Association, was William Angus VC Primary School.

F. BACKGROUND REFERENCES

Education Executive Report New Non-Denominational Primary School in Armadale: Consultation on Site Position, Catchment Area and Name – Outcome of Consultation 28 June 2012.

Education Executive Report Naming of the New Primary School in Armadale 25 August 2015.

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Appendices/Attachments: School names agreed by Education Executive in 2012, which formed the basis of 2015 consultation.

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

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Donna McMaster, Head of Education (Development)

Date of meeting: 8 December 2015

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Appendix 1

List of Names Agreed by Education Executive at its meeting of 25 August 2015 for further consultation.

Armadale Station Primary

Bathville Primary

Tarrareoch Primary

South Hill Primary

Barbauchlaw Primary

South Bank Primary

Jubilee Primary

Southside Primary

Hill View Primary

Southdale Primary

South Park Primary

Davidson Primary

Station Primary

Hastings Primary

South Armadale Primary

Hillist Primary

Etna Primary

Station Road Primary

Sunny Dale Primary

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![West Lothian Council logo]

EDUCATION EXECUTIVE

CONSULTATION ON A PROPOSAL FOR A DIGITAL LEARNING AND TEACHING STRATEGY FOR SCOTLAND

REPORT BY HEAD OF EDUCATION (DEVELOPMENT)

A.   PURPOSE OF REPORT

To inform the Education Executive of an Education response to the Scottish Government consultation on a proposal for a Digital Learning and Teaching Strategy for Scotland

B.   RECOMMENDATION

That the consultation response be noted and recommended by the Education Executive as a suitable response.

C.   SUMMARY OF IMPLICATIONS

I	**Council Values**	Being honest, open and accountable
		Making best use of our resources
		Working in partnership
		Providing equality of opportunities
II	**Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)**	None
III	**Implications for Scheme of Delegations to Officers**	None
IV	**Impact on performance and performance Indicators**	None
V	**Relevance to Single Outcome Agreement**	We are better educated and have access to increased and better quality learning and employment opportunities Our economy is diverse and dynamic, and West Lothian is an attractive place for doing business

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VI	**Resources - (Financial, Staffing and Property)**	None
VII	**Consideration at PDSP**	None
VIII	**Other consultations**	None

D. TERMS OF REPORT

Digital technology has rich potential to support education in Scotland's schools in a wide variety of ways. Ensuring that digital technology is embedded in learning and teaching across the curriculum will also be key to ensuring that our children and young people are equipped with the essential digital skills they will need to flourish in the 21st century.

 The strategy builds on important work delivered to date across Scotland to support digital learning and teaching. It summarises evidence from research and consultation about the impact of digital technology on important priorities for education in Scotland, and identifies key themes and proposed activities that the Scottish Government and its partners will focus on to help unlock the full potential of digital technology and support positive educational outcomes for all. Throughout, the strategy highlights that partnership working with key stakeholders will be at the heart of development and successful implementation.

CONCLUSION

West Lothian Education broadly welcome the themes and priorities for action outlined within the consultation document.

The formal response can be found as appendix and we recommend that this be noted and passed as the Council's response to the Scottish Government consultation process.

F. BACKGROUND REFERENCES

Consultation on the development of a Digital Learning and Teaching Strategy for Scotland

http://www.gov.scot/Publications/2015/09/3281

Appendices/Attachments:

Appendix 1 - Consultation on a proposal for a Digital Learning and Teaching Strategy for Scotland

Contact Person: Laura Compton Education ICT Development Team Manager (Acting)
laura.compton@westlothian.org.uk

Donna McMaster, Head of Education (Development)

Date of Meeting: 8 December 2015

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Consultation on a proposal for a Digital Learning and Teaching Strategy for Scotland

The Scottish Government
Riaghaltas na h-Alba

RESPONDENT INFORMATION FORM

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

1. Name / Organisation

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

Surname

Compton

Forename

Laura

Organisation Name

West Lothian Council

2. Postal Address

Deans Community High School		
Eastwood Park		
Livingston		
Postcode EH54 8PS	Phone 01506 282616	Email laura.compton@westlothian.org.uk

3. Permissions   I am responding as an…

Individual	/	Organisation or Group
☐	**Please tick as appropriate**	☒

(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)?

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

(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 ☒

or

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

or

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

(c) 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).

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

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Question 1

Is the strategy founded on the right principles? (Page 11)

Yes ☒   No ☐

Are there other principles that should be considered?

> We particularly welcome the principles based on the vision;
>
> *Learners are the primary beneficiaries of this strategy. Successful realisation of our vision for digital learning and teaching will help to ensure that today's learners have the best possible learning opportunities and are equipped with the confidence and skills to participate fully in a world where mastery of digital technology is essential.*

Question 2

Are the four key themes identified the right ones to focus on? (Page 15)

Yes ☒   No ☐

Are there other themes that should be considered?

> We agree with the identified key themes.
> - Empowering **leaders** of change to drive innovation and investment in digital technology for learning and teaching
> - Improving **access** to digital technology for all learners
> - Ensuring **curriculum and assessment** relevance in a digital context
> - Extending the skills and confidence of **teachers** in the appropriate and effective use of digital technology

Question 3

Do you agree with the priorities for action outlined in the 'leaders' theme? (Page 16)

Yes ☒   No ☐

Are there other actions that should be considered?

> As a priority for action we believe there is a requirement for a focus on digital learning as part of initial teacher training and qualifications for headship. We welcome the identification of an appropriate approach to sharing research and guidance with senior leaders and practitioners. We would additionally welcome evidence of consistency of approaches to guidance in learning and teaching methodologies, curriculum design and in school inspection in relation to digital learning and teaching.
> We welcome opportunities for professional collaboration nationally and internationally and believe that recognition should be given, that a race to have the newest technology can be detrimental to the long-term strategy. The focus needs to be on confidence in approaches and high level skills and these should not be confused with the tools used.

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Question 4

Do you agree with the priorities for action outlined in the 'access' theme? (Page 17)

Yes ☒   No ☐

Are there other actions that should be considered?

We would welcome a national vision in terms of long term infrastructure requirements, with a focus on connectivity in schools and within the wider community. We believe that connectivity should be a priority for all learning spaces in the school and community, including the home environment. Exploration of working with planners and builders to investigate the opportunities to ensure equity of connectivity for all learners in school and outside of school would be welcome.

Equity of access to digital tools and skills should not be confused with access to computers or devices. We recognise that, 'one to one' access to a connected device will not necessarily enrich learning and teaching or the digital skills or attainment of pupils.

There must be a clear sense of ownership of learning by pupils and recognition of the value of their 'digital identity' within the Scottish Education community. This requires a national and local key focus and investment by senior leaders, teachers, parents and the wider school community.

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Question 5

Do you agree with the priorities for action outlined in the 'curriculum and assessment' theme? (Pages 18-19)

Yes ☒   No ☐

Are there other actions that should be considered?

It is our strong belief that 'ICT to enhance learning' should be no longer be strand of the technologies curriculum area but should be distinctly recognised and included with literacy, numeracy and health and well being as responsibility of all. Clear guidance and expectations as to our aspirations for learners in the use of digital tools, should be reflected in How Good is Our School. School leaders should have clear indicators to reflect against, in relation to expectation of pupil use of digital tools in day-to-day learning. Currently we do not consider that the provision for digital learning within Curriculum for Excellence is consistent with our ambition. We believe that central to this action should be the five iRights for young people.

Expectation of use of Glow. As a nationally procured and supported platform we believe that there should be an expectation of a right to access for all pupils in Scotland. It is reasonable for there to be an expectation for all senior leaders, nationally and locally and all teachers and pupils in Scotland to utilise the tools provided within Glow. Use of additional tools to further enhance learning and teaching should be commended and acknowledged but the use of Glow blogs and O365 should be a basic expectation in Scottish education.
A pupil Glow account should be capable of allowing them to curate and narrate their learning journey from 3 to 18. A central aspect of this should focus on being able to understand the complexities of permissions, sharing and publishing as appropriate, including public sharing.

The Scottish Attainment Challenge requires digital learning and the associated skills for life and learning be recognised and assessed as a core element.
We believe that there is currently a lack of digital relevance in SQA examinations and this serves as a barrier to the use of digital tools, particularly in the senior phase. This requires to be addressed as a matter of urgency.

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Question 6

Do you agree with the priorities for action outlined in the 'teachers' theme? (Pages 20-21)

Yes ⊠   No ☐

Are there other actions that should be considered?

We agree with the priorities for action in the 'teachers' theme and strongly welcome the engagement with Initial Teacher Education.
We would ask that the strategy consider the role of teaches as facilitators of learning in a digital environment. There should be recognition that staff should develop skills to lead the learning in a digital context but this will be distinct from having skills in all elements of digital tools. Confidence and skills to prepare learners to engage successfully in the digital environments are essential and cannot be considered as an 'extra'. We believe that within the curriculum, digital learning should be 'responsibility of all' and should be reported on during school inspections.
With extensive investment in infrastructure across Scotland we believe that now is the time for a national, 'teacher digital empowerment' initiative with a focus on high impact teaching and learning strategies which utilise digital tools. There is a requirement to focus on how we teach using digital tools rather than what we teach using digital tools.

Question 7

Would you be willing to share your experiences of digital learning and teaching with us?

Yes ⊠   No ☐

If so, please provide the details you would like us to use to contact you (e.g. an email address) in the box below.

laura.compton@westlothian.org.uk

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Question 8

Is there anything else you wish to add about the strategy?

We welcome the strategy and would hope that the final strategy and action plans are brave and aspirational.

In relation to infrastructure and connectivity, we request that recognition is given to the unique challenges faced by the education digital environment. Many of these challenges for teachers are around delivering digital tools that are flexible, personalised and relevant while complying with complex rules around procurement, information security and privacy impact. National guidance and support for teachers on the use of free digital tools with pupils and the risk assessment required would be welcome.

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West Lothian Council

EDUCATION EXECUTIVE

2015 BASE SCHOOL FORECASTS

REPORT BY HEAD OF PLANNING AND ECONOMIC DEVELOPMENT.

A.   PURPOSE OF REPORT

The purpose of this report is to inform the Education Executive of the 2015 Base School Forecast. The forecasts include scenarios which can be used for future revenue and capital planning, pupil placement decisions, and responses to developers on planning proposals which will have an impact on education capacity.

B.   RECOMMENDATION

It is recommended that the Education Executive:

1.   notes that the forecasts have been updated and incorporate the 2015 School census as the base;

2.   notes that, unlike previous forecast reports, the forecasts now include scenarios based on projected house completions;

3.   agrees the updated forecasts of pupil rolls, including the assumptions and methodology applied in producing these data;

4.   agrees the school roll forecasts as being the basis for future education provision planning and consultation on development planning; and

5.   notes that further investment in the school estate will be necessary in the future but the time of that investment will be influenced by house building rates and the commitment of developers to fund additional school capacity.

C.   SUMMARY OF IMPLICATIONS

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

1

II	**Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)**	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 Strategic Development Plan (SDP) and any subsequent replacements.
		The report does not raise any strategic environmental assessments, equality, health or risk assessment issues.
III	**Implications for Scheme of Delegations to Officers**	The report has no impact on the scheme of delegation.
IV	**Impact on performance and performance Indicators**	The report has no direct impact on performance indicators. There are, however, a number of related processes including pupil placement and development management and performance in these areas could be impacted indirectly by the report.
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 has financial implications for the council. School roll projections for the next two years are consistent with the demographic assumptions contained in the councils approved revenue budget strategy for 2016/17 and 2017/18. However, it should be noted that if house building rates increase significantly above those set out in the forecasts, there could be an impact in the short term.
		The medium to long term financial impact of the school roll projections will be required to be incorporated into the council's revenue and capital budget plans for 2018/19 and future years.
VII	**Consideration at PDSP**	This report on the 2015 Based Forecasts was considered by PDSP on 24 November 2015.
VIII	**Other Consultations**	Internal consultations have taken place with Finance and Estates and Education.

D1 TERMS OF REPORT

Background

Medium term primary and secondary school forecasts are critical elements in the forward planning of revenue and capital investment in West Lothian. They are also an important element in the council's consideration of planning applications for residential development which will have an impact on school capacities. It is important to ensure that the educational impact of development can be supported in the school estate, taking into account other potential development sites in the school catchment. Where there is likely to be insufficient capacity in one or more catchment school a developer funded education solution will have to be agreed before planning permission can be granted.

The forecasts give early warning of those schools which are likely to go over capacity. Where this is the result of new housing development, supplementary planning guidance (SPG) will be prepared. The SPG will identify and cost the education solution. Developers of sites within the catchment will then be required to meet the full cost of delivering the education solution.

The current base forecast covers a time range from school session 2015/16 with forecast school rolls from 2016/17 through to 2026/27. The housing component of the forecast is based on Housing Land Audit 2014. It also includes more recent housing information that will appear in later audits.

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 SPG for schools and provision of new SPG for schools (developer contribution policies) to be brought to future Development and Transport Policy Development and Scrutiny Panels for consideration.

D2 Medium Term School Roll Forecast Methodology

The 2012 Base has been updated with the actual pupil numbers from 2015/16 school census and incorporated as the new base, the 2015 Base Forecast. The previous forecast report presented to the panel in February 2014 had two principal components:

1. The Base Auditable Forecast: this is the expected minimum impact on the school estate. It includes only growth from sites which have implementable planning consent.

2. The Base Auditable With Local Plan Forecast: this is a growth forecast being supportive of the development plan strategy as set out in the West Lothian Local Development Plan.

The 2015 Base Forecast is presented in a revised format. A base auditable forecast is still included, averaging around 382 completions per annum. This is well below current house building rates but it represents the minimum level of growth the council can plan for as, on the whole, implementable planning consents already exist for these developments.

The Base Auditable With Local Plan Forecast has been revised to present two scenarios – one showing house completions rising to around 900 houses per annum and then stabilising at that level throughout the projection period. This is generally consistent with the average house completion rate over the last 10 years, which has averaged around 785 completions per annum. This average covers the pre-crash housing boom, the recessionary period and the period of recovery since then. The second scenario shows house building rates rising to around 900 units per annum and stabilising at that level for two years before starting to increase again reaching 1,500 units per annum by 2024. This scenario is generally consistent with a return to average annual completion rates which were achieved over the years preceding the economic crash in 2007/08, averaging some 1,050 units per annum.

There are three further changes to the way the figures are presented this year compared to previous years.

Firstly, council housing is expected to account for around half of the overall house completions in each of the next two years. However, the council's housing allocation policy is such that the impact in terms of school rolls from these houses takes slightly longer to be realised. Consequently, the impact of the council house building programme on school rolls has been deferred for two years.

Secondly, the child house ratios used for schools have been recalculated using an up to date evidence base. The secondary school child house ratios have continued to reduce on those previously used by the council, but as these ratios are derived from the last 10 years of residential development they are strongly influenced by the recession and will need to be monitored. The overall methodology and the ratios applied at each stage are set out in Appendix 6 to this report.

Finally, there is some evidence that the education impact on housing growth on some key strategic sites is taking slightly longer to translate into school places than anticipated. It is anticipated that this is a blip and to compensate for this the growth ratio in the first year of the forecast has been reduced. Any future change will be picked up in a further recalculation of ratios.

It is projected that around 680 houses will be built in the financial year 2015/16. However, to reflect the issues described above the forecasts only assume the equivalent impact of 112 houses in the first year.

D3   Current School Roll Forecast Caveats

0-18 Year Old Population Trend

Until 2012 P1 intakes across the school estate were consistently below 2,200 pupils. However, there was a significant jump in intakes in 2012 rising to just short of 2,300 pupils. P1 intakes have been significantly higher than that in the years from 2012 to the current intake year 2015.

Although Appendix 4a currently shows reduction in the 2017 and 2018 P1 cohorts, these cohorts are expected to increase substantially before actual enrolment, this pattern being previously reported to Education Executive and updates to Development Management Committee.

It is likely that primary school rolls will increase and remain above the 2015 roll total of 15,356 mainstream pupils for the next 2 years for demographic reasons irrespective of new housing development. It is also inevitable that secondary school rolls will start to have significant growth once the larger year groups in primary school at P1-P5 start to feed through to S1 in 2018.

Appendix 5 illustrates the overall trend in house completions from 1995/96-2014/15. There is a substantial difference in house completions pre-recession and post-recession. House completions are an important factor in the forecast scenarios attached to this report. The private housing market has a current emphasis on "family" housing that is resulting in strong demographic growth, particularly in pre-school and primary school sectors.

It is reasonable to assume that the level of housing development being planned for in West Lothian will result in growth in the school aged population 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, although overall population growth is lower than previously anticipated.. These hotspots are likely to relate most to localities with greatest new housing growth. Growth beyond the next five years will be heavily influenced by the rate of house completions. Any increase in the forecast housing programme will result in higher school rolls at an earlier date, than shown in the forecast scenarios, and likewise, delay in the housing programme will lead to a levelling off of school roll and, indeed reductions, if house completions below the rates predicted are sustained over a longer period.

It should be noted that the forecast house completions in the scenarios are lower than the level currently required to maintain an effective five year land supply. However, the emerging West Lothian Local Development Plan and the latest Housing Needs and Demand Assessment prepared in support of the Strategic Development Plan takes a more realistic view of housing need and, by implication, the five year land requirement. The forecast is also sensitive to any improvement or deterioration in economic circumstances.

D4   2015 Base School Roll Forecast

The 2015 Base Auditable Forecast is attached as Appendix 1 and the two Base Auditable with Local Plan Scenarios are attached as Appendix 2 (growth capped at 900 house completions per annum) and Appendix 3 (growth rising to 1,500 house completions per annum).

Appendix 1, 2 and 3 each have the same summary headings setting out:

- total primary rolls – appendix (a),
- forecast total primary one intakes – appendix (b),
- forecast non-catchment primary one intakes – appendix (c),
- scheduled housing by secondary school – appendix (d),
- forecast secondary one intakes – appendix (e); and
- total secondary rolls – appendix (f).

5

In brief, the Base Auditable Forecast at appendix 1(a) shows a likely minimum increase in total primary rolls from 15,356 pupils in school Session 2015-16 to 15,540 pupils in school session 2017-18. An increase of some 184 pupils. Thereafter, the forecast shows some annual variability with the total at the end of the forecast being just below current levels at 15,254. It should be noted that these are minimum likely levels likely taking into account only very modest house completions.

The Auditable with Local Plan Scenarios set out in Appendix 2 and Appendix 3 show the same growth rates in the short term but with significantly larger primary school age populations at the end of the projection period.

The projections show forecasts roll compared to likely school capacity and in some instances the roll exceeds the capacity. This is likely to require some interventions, but these interventions can take a number of forms. In many case the capacity will be addressed through the management of placing requests while others may require catchment reviews. Some will require investment in the school to increase capacity and, in most instances, this will be funded through developer contributions. Projects to increase school capacity will continue to be managed through the council's capital planning processes.

As with the primary school forecasts, the Base Auditable Forecast Appendix 1(f) show the likely minimum secondary school rolls. These show a short term dip from 10,835 pupils in 2015/16 to 10,684 in 2017/18. Thereafter, the minimum forecast shows year on year growth to 2024/25 before falling back slightly to a total of 11,138 pupils in 2026/27.

The Auditable with Local Plan Scenarios set out in Appendix 2 and Appendix 3 show the same growth rates in the short term but with significantly larger secondary school age populations at the end of the projection period.

As with the primary schools the secondary school figures show where rolls are likely to exceed capacity. However, unlike primary schools the solution to managing capacity in secondary schools will be more complex. The projections continue to highlight the need for additional secondary school capacity. As with primary schools funding of increased capacity will be via developer contributions with projects being the scope and timing of interventions being managed through the council's capital planning processes.

D5   Summary

Overall the forecast show that there will be an on-going need to invest in the school estate to ensure that sufficient places are available in catchment schools to meet anticipated demand. However, in some cases, there is evidence to suggest that the need for investment may occur later than originally anticipated. Some impacts may also be manageable through catchment reviews. These are, however, separate legal processes and the outcomes cannot be factored into the forecasts at this stage. As set out previously, demand will be influenced by the rate of increases in housebuilding and the number of planning applications for new housebuilding coming forward. These matters will be kept under on-going review and investment priorities will be progressed as an element of the council's capital asset management plan and future capital programme.

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. 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. It will be necessary to balance all demand with significant school catchment revisions as well as 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. If there is more sustained housing recovery then school rolls are likely to show stronger and this could exceed the scenario set out in Appendix 3. 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

April 2014 Education Executive report: *2012 Base School Forecasts.*
West Lothian Local Plan

Appendices/Attachments:

Appendix 1 -   2015 Base School Roll Forecasts using Auditable Housing

Appendix 2 -   2015 Base School Roll Scenario using Auditable Housing and Local Plan Allocations capped at 900 house completions per annum

Appendix 3 -   2015 Base School Roll Scenario using Auditable Housing and Local Plan Allocations capped at 900 house completions per annum

Appendix 4 -   0-18 Population Trend by Single School Enrolment Year Cohorts 2002 – 2018

Appendix 5 -   Historical House Completions, 1995 - 2015

Appendix 6 -   Medium Term Forecast Methodology (Nov 2015)

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Craig McCorriston
Head of Planning and Economic Development
8 December 2015

School	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	Capacity	
Addiewell	104	108	110	119	122	121	124	120	119	119	116	117	120	
Armadale	542	483	474	442	429	429	415	413	424	417	413	416	559	
Balbardie	429	436	436	425	426	431	433	435	434	442	456	459	462	*
Bankton	314	302	317	304	304	302	295	295	292	283	285	288	462	*
Bellsquarry	192	183	189	196	186	184	183	189	205	206	203	209	198	
Blackburn	55	66	78	87	97	105	108	105	101	99	100	100	198	
Blackridge	156	158	155	145	148	145	146	150	150	155	162	160	198	
Boghall	273	270	275	267	258	247	245	244	241	242	243	243	462	
Bridgend	90	95	91	93	83	79	72	70	68	66	63	66	120	
Broxburn	402	397	399	404	403	407	411	410	417	414	415	415	462	*
Carmondean	409	412	404	391	390	376	373	371	359	357	358	360	462	*
Croftmalloch	206	214	215	202	206	211	208	211	202	201	214	209	387	
Deans	238	219	209	191	194	204	204	199	198	199	197	196	360	
Dechmont	20	16	19	21	21	18	17	18	18	18	18	18	47	
Dedridge	156	159	144	133	130	120	116	117	111	114	117	116	279	
East Calder	249	247	250	261	279	293	293	293	291	292	287	286	462	*
Eastertoun	332	327	334	319	315	315	315	298	299	288	290	294	360	
Fallahill	167	166	157	167	175	180	181	178	178	181	180	180	360	
Greenrigg	115	116	127	134	140	163	185	207	226	251	278	305	171	
Harrysmuir	417	445	443	441	439	429	438	439	420	420	416	421	415	
Holy Family	84	87	92	99	103	105	96	98	97	98	99	98	120	
Howden St Andrew's	348	342	348	343	323	313	309	310	299	293	293	297	387	
Kirkhill	229	222	214	207	238	252	249	245	241	242	239	239	387	
Kirknewton	212	210	208	208	205	197	198	196	196	197	196	198	198	
Knightsridge	261	256	257	245	233	228	221	220	216	211	214	215	415	
Letham	222	241	245	246	245	238	238	232	219	216	216	218	279	
Linlithgow	427	435	428	405	391	372	359	343	329	326	334	335	415	
Linlithgow Bridge	200	198	186	178	174	162	159	157	149	149	151	152	231	
Livingston Village	203	186	178	175	167	161	160	157	157	157	156	157	198	
Longridge	89	91	93	97	97	99	100	97	103	101	100	102	120	
Lowport	203	194	183	179	157	136	128	123	120	116	111	116	198	
Meldrum	199	196	192	197	187	182	179	177	178	178	173	176	231	
Mid Calder	255	234	231	216	203	188	186	187	191	183	185	187	415	
Murrayfield	257	252	247	248	259	262	257	255	255	253	262	257	306	
Our Lady of Lourdes	146	148	152	145	150	158	156	154	154	154	158	157	171	
Our Lady's	69	80	84	87	85	92	89	84	78	78	79	80	96	
Parkhead	342	334	327	325	332	345	353	352	351	349	350	351	415	
Peel	409	418	445	453	460	453	437	433	423	407	410	414	462	*
Polkemmet	163	160	158	149	148	150	154	154	151	150	153	152	306	
Pumpherston and Uphall	203	202	203	217	238	233	227	233	255	275	308	336	231	
Riverside	252	266	280	276	267	262	259	263	254	243	247	250	306	
Seafield	106	98	89	87	87	84	85	83	86	89	89	87	120	
Simpson	501	538	565	600	620	627	625	631	627	629	627	624	640	*
South Armadale	0	76	106	152	163	174	176	181	180	179	178	177	231	
Springfield	317	327	336	314	298	283	283	274	268	251	252	258	415	
St Anthony's	223	196	195	195	193	195	182	187	190	189	189	190	198	
St Columba's	137	135	131	134	130	128	124	121	120	120	120	120	171	
St John Ogilvie	385	389	401	406	402	402	408	400	395	390	391	393	415	
St John The Baptist	201	201	196	197	194	190	187	187	188	191	191	192	198	
St Joseph's Linlithgow	139	140	144	147	138	125	115	114	110	106	105	107	171	
St Joseph's Whitburn	231	238	252	237	228	228	239	249	255	264	279	286	252	
St Mary's Bathgate	416	415	401	398	396	405	412	417	413	415	419	418	462	
St Mary's Polbeth	135	139	143	146	157	159	165	167	170	170	173	173	252	
St Nicholas	376	373	376	384	385	374	368	368	368	371	378	385	462	*
St Ninian's	262	270	278	275	275	262	251	247	243	238	239	241	387	
St Paul's	120	122	131	147	148	148	152	150	150	149	148	149	171	
St Thomas'	25	21	20	18	16	14	13	13	13	12	12	12	96	
Stoneyburn	83	80	77	71	75	72	66	67	65	64	65	65	150	
Toronto	258	250	258	252	245	256	256	266	262	254	247	252	415	
Torphichen	89	97	100	101	96	95	85	84	78	79	78	78	71	
Uphall	321	323	331	334	322	308	303	290	284	284	285	286	387	
Westfield	50	56	60	62	58	58	55	50	48	48	46	48	71	
Whitdale	372	373	373	364	373	364	369	362	364	366	368	365	462	
Williamston	397	390	387	389	370	349	333	325	320	315	311	317	415	
Winchburgh	127	131	165	183	198	193	191	186	184	183	181	178	198	
Windyknowe	415	420	425	455	475	492	505	512	501	492	491	489	462	*
Woodmuir	31	27	22	20	19	17	20	20	21	23	23	23	47	
West Lothian	**15356**	**15399**	**15540**	**15503**	**15465**	**15350**	**15244**	**15182**	**15068**	**15014**	**15134**	**15254**	**19797**	

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* Capacity to be confirmed

Base_Auditable Summary of Forecast P1 Intakes **Appendix 1b**

School	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Addiewell	20	18	17	20	16	17	18	18	18	18	18	17
Armadale	84	53	61	59	52	59	61	63	65	65	64	63
Balbardie	66	70	58	53	65	63	64	66	67	67	67	69
Bankton	37	41	46	35	37	40	39	40	40	40	39	39
Bellsquarry	22	14	29	28	17	24	26	26	28	30	30	29
Blackburn	15	15	15	12	14	14	13	14	14	14	14	14
Blackridge	21	24	18	16	23	21	22	23	23	23	23	24
Boghall	39	41	37	36	38	38	38	38	38	38	38	38
Bridgend	10	10	10	11	7	9	9	9	9	9	9	9
Broxburn	64	53	66	61	63	63	62	62	62	63	62	62
Carmondean	55	64	54	51	49	51	52	52	53	52	52	52
Croftmalloch	27	38	29	16	35	30	28	30	29	29	28	30
Deans	34	29	27	30	31	33	33	33	32	32	32	32
Dechmont	5	5	9	7	5	6	6	6	6	6	6	6
Dedridge	16	23	14	13	19	17	17	17	17	17	17	17
East Calder	38	41	37	43	39	44	45	44	45	45	44	43
Eastertoun	58	40	52	38	37	41	41	42	42	42	41	41
Fallahill	27	24	20	23	25	25	26	27	27	27	27	27
Greenrigg	17	19	22	19	20	25	28	31	33	37	40	44
Harrysmuir	63	85	64	67	57	61	63	64	65	63	63	62
Holy Family	10	12	11	13	15	15	15	14	14	14	14	14
Howden St Andrew's	41	50	44	40	35	40	41	41	42	42	41	41
Kirkhill	29	30	25	25	25	31	32	32	33	33	33	34
Kirknewton	31	29	28	30	26	28	29	29	29	29	29	29
Knightsridge	32	36	37	27	30	31	31	31	32	31	31	31
Letham	36	44	34	30	29	31	31	32	32	32	31	31
Linlithgow	64	61	50	38	46	47	47	48	48	47	46	47
Linlithgow Bridge	25	31	22	19	22	22	23	23	23	22	22	22
Livingston Village	28	24	23	26	23	25	25	25	25	25	25	25
Longridge	18	10	18	14	12	14	14	14	14	15	15	15
Lowport	25	22	24	25	10	17	19	19	19	19	18	17
Meldrum	27	25	26	32	22	25	26	26	26	26	26	25
Mid Calder	27	25	38	26	27	29	29	29	29	29	28	29
Murrayfield	40	37	39	27	48	43	41	41	41	40	40	42
Our Lady of Lourdes	25	22	22	17	25	23	23	24	23	23	23	23
Our Lady's	14	14	10	9	10	10	11	11	11	11	11	11
Parkhead	42	42	44	42	45	49	51	51	51	51	50	50
Peel	57	66	74	54	57	61	61	62	63	62	61	61
Polkemmet	26	29	26	21	27	25	25	26	25	25	25	25
Pumpherston and Uphall	28	16	25	18	28	29	30	33	35	39	43	48
Riverside	32	44	45	30	32	35	34	35	36	35	34	34
Seafield	14	10	9	13	14	13	13	13	12	12	13	13
Simpson	87	103	95	103	108	104	104	104	103	103	103	103
South Armadale	0	19	21	25	26	26	26	26	26	26	26	25
Springfield	44	43	52	34	29	35	35	36	37	37	35	35
St Anthony's	28	24	26	25	24	27	29	29	29	29	29	29
St Columba's	23	21	19	20	20	20	20	20	20	20	20	20
St John Ogilvie	60	58	58	52	51	54	54	55	55	55	54	54
St John The Baptist	28	25	24	25	26	26	27	27	27	27	27	27
St Joseph's Linlithgow	15	19	18	16	13	15	16	16	16	16	16	15
St Joseph's Whitburn	26	31	30	26	34	33	33	34	35	36	38	40
St Mary's Bathgate	61	68	59	56	64	64	64	65	65	64	64	65
St Mary's Polbeth	19	19	21	19	21	23	23	23	24	24	24	24
St Nicholas	55	55	53	50	50	53	54	55	55	56	56	57
St Ninian's	34	35	35	31	31	33	34	34	34	34	33	33
St Paul's	20	18	20	20	20	22	22	22	22	22	22	22
St Thomas'	2	2	2	2	1	2	2	2	2	2	2	2
Stoneyburn	7	12	9	9	10	10	10	10	10	10	10	10
Toronto	31	38	42	39	25	36	38	39	40	40	38	37
Torphichen	10	15	9	11	10	10	11	11	11	11	11	11
Uphall	58	49	41	42	42	43	44	45	44	44	43	44
Westfield	9	8	6	7	5	6	6	7	7	6	6	6
Whitdale	56	46	49	51	57	54	53	53	53	53	53	54
Williamston	52	50	50	49	39	44	45	45	45	45	45	44
Winchburgh	25	23	24	30	32	31	30	30	29	29	29	29
Windyknowe	64	78	73	66	71	76	77	78	79	77	76	75
Woodmuir	3	1	1	2	3	3	3	3	3	3	3	3
West Lothian	**2206**	**2249**	**2200**	**2030**	**2070**	**2174**	**2200**	**2231**	**2247**	**2245**	**2235**	**2248**

School	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Base_Auditable Summary of Forecast Non-catchment P1 Intakes											**Appendix 1c**	
Addiewell	4	2	2	3	2	2	2	2	2	2	2	2
Armadale	8	6	7	7	6	6	7	7	7	7	7	7
Balbardie	19	17	14	13	15	14	14	15	15	14	14	15
Bankton	10	11	12	9	9	10	10	10	10	10	10	10
Bellsquarry	10	7	14	13	7	10	10	10	10	10	10	10
Blackburn	6	5	5	4	4	4	4	4	4	4	4	4
Blackridge	0	0	0	0	0	0	0	0	0	0	0	0
Boghall	1	1	1	1	1	1	1	1	1	1	1	1
Bridgend	0	0	0	0	0	0	0	0	0	0	0	0
Broxburn	19	15	19	17	18	18	18	18	18	18	18	18
Carmondean	13	15	13	12	11	12	12	12	12	12	12	12
Croftmalloch	18	26	20	11	24	20	19	20	20	20	19	20
Deans	4	4	3	4	4	4	4	4	4	4	4	4
Dechmont	2	2	4	3	2	2	2	2	3	3	2	2
Dedridge	2	3	2	2	2	2	2	2	2	2	2	2
East Calder	1	2	1	2	1	1	1	1	1	1	1	1
Eastertoun	14	11	14	10	10	11	11	11	11	11	11	11
Fallahill	1	1	1	1	1	1	1	1	1	1	1	1
Greenrigg	5	6	6	5	5	5	5	5	5	5	5	5
Harrysmuir	6	12	9	9	8	9	9	9	9	9	9	9
Holy Family	0	1	1	0	1	1	1	1	1	1	1	1
Howden St Andrew's	6	7	6	5	5	5	5	5	5	5	5	5
Kirkhill	8	7	6	6	5	5	6	6	6	6	6	6
Kirknewton	7	4	4	4	4	4	4	4	4	4	4	4
Knightsridge	1	2	2	1	2	2	2	2	2	2	2	2
Letham	4	6	4	4	4	4	4	4	4	4	4	4
Linlithgow	5	2	1	1	1	1	1	2	1	1	1	1
Linlithgow Bridge	3	7	6	5	6	6	6	6	6	6	6	6
Livingston Village	5	4	4	4	4	4	4	4	4	4	4	4
Longridge	4	3	5	4	3	4	4	4	4	4	4	4
Lowport	2	2	2	2	1	2	2	2	2	2	2	2
Meldrum	9	7	7	9	6	7	7	7	7	7	7	7
Mid Calder	4	4	6	4	4	4	4	4	4	5	4	4
Murrayfield	9	9	9	6	11	9	9	9	9	9	9	9
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	3	3	3	3	3	3	3	3	3	3	3	3
Peel	7	9	10	7	7	8	8	8	8	8	8	8
Polkemmet	4	4	4	3	4	4	4	4	4	4	4	4
Pumpherston and Uphall	3	2	3	2	3	3	3	3	3	3	3	3
Riverside	8	12	12	8	9	10	9	9	10	10	9	9
Seafield	0	0	0	0	0	0	0	0	0	0	0	0
Simpson	2	2	2	2	2	2	2	2	2	2	2	2
Springfield	10	10	13	8	7	9	8	9	9	9	8	8
St Anthony's	0	0	0	0	0	0	0	0	0	0	0	0
St Columba's	0	0	0	0	0	0	0	0	0	0	0	0
St John Ogilvie	5	5	5	4	4	4	4	4	4	4	4	4
St John The Baptist	0	0	0	0	0	0	0	0	0	0	0	0
St Joseph's Linlithgow	5	6	5	5	4	4	4	5	5	5	5	4
St Joseph's Whitburn	4	3	3	3	4	3	3	3	3	3	3	4
St Mary's Bathgate	10	12	10	9	10	10	10	10	10	10	10	10
St Mary's Polbeth	1	1	2	1	1	1	1	1	1	1	1	1
St Nicholas	3	2	2	2	2	2	2	2	2	2	2	2
St Ninian's	4	4	4	3	3	3	3	3	3	3	3	3
St Paul's	3	2	2	2	2	2	2	2	2	2	2	2
St Thomas'	0	0	0	0	0	0	0	0	0	0	0	0
Stoneyburn	0	0	0	0	0	0	0	0	0	0	0	0
Toronto	5	7	8	7	4	6	6	6	6	6	6	6
Torphichen	2	2	1	1	1	1	1	1	1	1	1	1
Uphall	14	12	10	10	10	10	11	11	11	10	10	10
Westfield	1	1	1	1	1	1	1	1	1	1	1	1
Whitdale	14	11	11	12	13	12	12	12	12	12	12	12
Williamston	9	9	9	9	7	8	8	8	8	8	8	8
Winchburgh	2	1	1	1	1	1	1	1	1	1	1	1
Windyknowe	31	35	33	27	27	28	28	29	29	29	28	28
Woodmuir	0	0	0	0	0	0	0	0	0	0	0	0
West Lothian	**360**	**366**	**364**	**311**	**316**	**327**	**327**	**331**	**332**	**330**	**326**	**327**

Base_Auditable Summary of scheduled future housing   **Appendix 1d**

School	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027-2036	2037-2046	Scheduled years
ARMADALE	21	53	243	161	142	83	87	46	10	10	0	0	0	0	0
BATHGATE	21	83	113	75	33	24	24	24	24	24	19	24	96	0	4
BALERNO	0	1	4	4	5	4	4	2	2	2	2	5	15	0	3
BROXBURN	2	8	109	180	74	24	48	48	72	72	72	72	79	0	2
DEANS	7	1	1	35	52	0	0	0	0	0	0	0	0	0	0
INVERALMOND	3	15	63	72	70	30	30	0	0	0	0	0	0	0	0
LINLITHGOW	27	104	70	61	0	0	0	0	0	1	0	0	0	0	0
THE JAMES YOUNG	3	14	24	77	24	24	24	24	26	10	0	0	0	0	3
WEST CALDER	12	70	100	133	131	40	13	12	11	0	0	0	0	0	10
WHITBURN	16	57	69	102	84	89	88	88	115	100	100	100	29	0	4
West Lothian	**112**	**406**	**796**	**900**	**615**	**318**	**318**	**244**	**260**	**219**	**193**	**201**	**219**	**0**	

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Base_Auditable Summary of Forecast S1 Intakes | | | | | | | | | | | | **Appendix 1e**

School	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	S1 Intake Limit
ARMADALE	177	176	173	218	197	206	211	222	208	217	190	189	**220**
BATHGATE	171	166	172	182	202	195	207	203	216	197	182	212	**220**
BROXBURN	193	165	172	178	190	199	197	211	178	193	181	187	**220**
DEANS	191	185	172	184	167	176	156	155	158	147	146	138	**200**
INVERALMOND	218	205	196	221	215	233	215	209	252	234	201	180	**240**
LINLITHGOW	187	200	228	242	253	261	233	233	233	210	181	163	**240**
ST KENTIGERN'S	238	227	233	263	281	257	271	252	261	247	229	247	**260**
ST MARGARET'S	198	197	172	180	232	234	212	208	215	208	191	182	**200**
THE JAMES YOUNG	184	198	180	189	212	216	208	174	176	192	173	150	**220**
WEST CALDER	124	125	135	146	138	157	128	135	132	139	131	124	**200**
WHITBURN	148	143	153	155	153	142	148	161	162	159	144	170	**220**
West Lothian	**2029**	**1986**	**1985**	**2158**	**2240**	**2275**	**2185**	**2162**	**2191**	**2144**	**1949**	**1943**	**2440**

Base_Auditable Summary of Secondary School Roll Forecasts   **Appendix 1f**

School	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	Capacity
ARMADALE	838	863	871	962	999	1033	1058	1086	1091	1085	1064	1036	1210
BATHGATE	830	818	836	878	924	952	981	1005	1036	1039	1021	1031	1210
BROXBURN	854	853	880	919	985	1030	1032	1067	1061	1069	1061	1051	1210
DEANS	1011	992	975	979	970	969	934	903	883	850	828	798	1100
INVERALMOND	1080	1060	1057	1089	1107	1136	1134	1131	1167	1174	1150	1106	1320
LINLITHGOW	1205	1201	1235	1254	1309	1334	1366	1384	1381	1344	1273	1182	1320
ST KENTIGERN'S	1199	1189	1197	1258	1330	1365	1395	1402	1404	1379	1332	1316	1430
ST MARGARET'S	1109	1097	1076	1070	1121	1156	1158	1160	1181	1186	1146	1103	1100
THE JAMES YOUNG	1124	1106	1072	1063	1081	1105	1122	1098	1084	1077	1036	975	1210
WEST CALDER	822	767	734	735	739	777	774	767	751	739	723	700	1100
WHITBURN	763	743	751	765	784	788	790	803	811	823	819	841	1210
West Lothian	**10835**	**10689**	**10684**	**10970**	**11349**	**11645**	**11744**	**11806**	**11850**	**11765**	**11451**	**11138**	**13420**

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School	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	Capacity	
Addiewell	104	108	110	120	123	122	125	121	120	120	120	123	120	
Armadale	542	483	477	444	428	424	407	399	407	408	404	407	559	
Balbardie	429	436	434	422	421	426	425	430	429	436	447	448	462	*
Bankton	314	302	317	304	296	296	289	289	285	276	278	281	462	*
Bellsquarry	192	183	190	195	182	176	171	175	186	185	182	188	198	
Blackburn	55	66	78	89	99	108	112	108	105	103	105	105	198	
Blackridge	156	158	155	145	150	144	144	151	154	163	175	179	198	
Boghall	273	270	275	266	257	246	244	243	240	241	242	242	462	
Bridgend	90	95	91	97	88	89	87	89	92	92	90	94	120	
Broxburn	402	397	402	429	448	474	508	536	576	599	625	655	462	*
Carmondean	409	412	404	391	390	376	373	370	359	357	358	360	462	*
Croftmalloch	206	214	215	202	206	211	208	211	202	201	214	209	387	
Deans	238	219	211	192	199	211	222	230	239	242	239	236	360	
Dechmont	20	16	19	23	24	23	24	28	31	39	42	44	47	
Dedridge	156	159	144	135	141	130	126	127	122	124	132	134	279	
East Calder	249	247	249	257	275	296	310	329	357	389	415	441	462	*
Eastertoun	332	327	337	328	329	334	342	340	353	352	379	407	360	
Fallahill	167	165	157	164	170	174	173	172	174	181	188	196	360	
Greenrigg	115	116	124	125	126	138	150	163	174	189	211	245	171	
Harrysmuir	417	445	443	441	439	434	442	443	425	424	420	425	415	
Holy Family	84	87	88	98	107	118	122	136	148	161	174	187	120	
Howden St Andrew's	348	342	348	341	318	308	303	302	291	286	285	289	387	
Kirkhill	229	222	216	211	227	235	236	235	234	247	249	245	387	
Kirknewton	212	210	208	207	203	195	195	194	195	198	199	203	198	
Knightsridge	261	256	257	245	233	228	221	220	216	211	214	215	415	
Letham	222	241	245	246	246	238	238	232	219	216	216	218	279	
Linlithgow	427	435	428	405	391	376	368	351	338	335	343	344	415	
Linlithgow Bridge	200	198	186	178	175	163	160	158	150	150	152	153	231	
Livingston Village	203	186	177	171	163	158	157	154	154	154	153	154	198	
Longridge	89	91	93	103	104	108	109	107	112	111	112	113	120	
Lowport	203	194	182	183	164	161	174	180	185	180	173	177	198	
Meldrum	199	196	193	197	187	182	179	178	178	178	173	176	231	
Mid Calder	255	235	238	222	209	194	192	193	196	189	191	192	415	
Murrayfield	257	252	248	243	252	257	255	254	254	252	261	256	306	
Our Lady of Lourdes	146	148	152	144	149	158	158	157	158	161	168	169	171	
Our Lady's	69	80	84	88	87	96	94	88	85	86	89	91	96	
Parkhead	342	334	330	326	327	333	358	376	395	423	451	470	415	
Peel	409	418	444	445	449	442	428	424	413	397	400	404	462	*
Polkemmet	163	160	161	160	164	166	170	170	173	178	187	192	306	
Pumpherston and Uphall	203	202	203	206	218	208	198	197	211	221	243	260	231	
Riverside	252	266	280	276	267	262	259	263	254	243	247	250	306	
Seafield	106	98	89	87	87	84	85	84	86	89	89	87	120	
Simpson	501	538	560	587	603	615	617	628	628	632	631	627	640	*
South Armadale	0	76	102	136	149	164	175	189	197	213	230	247	231	
Springfield	317	327	336	322	306	292	292	283	276	260	261	267	415	
St Anthony's	223	196	195	193	193	197	190	201	210	218	232	246	198	
St Columba's	137	135	131	133	128	126	123	120	119	119	120	120	171	
St John Ogilvie	385	389	401	406	403	403	413	409	408	404	404	407	415	
St John The Baptist	201	201	196	198	195	191	188	187	190	194	196	198	198	
St Joseph's Linlithgow	139	140	144	151	143	138	137	141	140	138	137	140	171	
St Joseph's Whitburn	231	238	252	238	228	225	233	241	245	254	269	280	252	
St Mary's Bathgate	416	415	400	389	382	392	400	407	407	409	413	411	462	
St Mary's Polbeth	135	139	144	145	154	152	160	165	171	177	184	187	252	
St Nicholas	376	373	378	391	393	388	393	403	415	431	444	460	462	*
St Ninian's	262	270	278	277	278	263	253	249	244	241	243	246	387	
St Paul's	120	122	134	148	150	155	166	172	180	189	198	207	171	
St Thomas'	25	21	20	18	16	15	14	14	15	15	17	19	96	
Stoneyburn	83	80	77	74	82	82	79	81	83	87	92	96	150	
Toronto	258	250	258	255	241	242	240	247	243	236	230	235	415	
Torphichen	89	97	100	100	96	95	84	83	77	78	77	78	71	
Uphall	321	323	331	327	316	307	310	304	305	305	305	306	387	
Westfield	50	56	59	61	57	63	67	68	70	75	80	87	71	
Whitdale	372	373	372	362	371	363	368	360	363	365	366	363	462	
Williamston	397	390	393	403	395	385	382	381	376	372	368	375	415	
Winchburgh	127	130	152	181	213	241	278	314	352	385	420	454	198	
Windyknowe	415	420	425	435	442	457	474	484	478	470	471	469	462	*
Woodmuir	31	27	21	20	19	17	21	21	25	30	34	38	47	
West Lothian	**15356**	**15399**	**15541**	**15505**	**15468**	**15467**	**15592**	**15757**	**15894**	**16081**	**16454**	**16825**	**19797**	

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* Capacity to be confirmed

Base_AULP Summary of Forecast P1 Intakes, 900 House Scenario   **Appendix 2b**

School	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Addiewell	20	18	17	20	16	17	18	18	18	18	18	18
Armadale	84	53	61	59	52	59	60	61	62	63	62	61
Balbardie	66	70	58	53	64	63	63	65	66	66	66	68
Bankton	37	41	46	35	35	39	38	39	39	39	38	38
Bellsquarry	22	14	29	28	17	23	24	24	25	27	27	26
Blackburn	15	15	15	12	14	14	14	14	14	14	14	14
Blackridge	21	24	18	16	23	21	21	23	23	24	25	27
Boghall	39	41	37	36	38	38	38	38	38	38	38	38
Bridgend	10	10	10	12	7	10	11	12	13	13	13	13
Broxburn	64	53	67	65	70	73	76	80	85	89	92	97
Carmondean	55	64	54	51	49	51	52	52	53	52	52	52
Croftmalloch	27	38	29	16	35	30	28	30	29	29	28	30
Deans	34	29	27	30	31	34	36	37	38	39	38	38
Dechmont	5	5	9	8	6	8	9	10	11	13	14	15
Dedridge	16	23	14	13	21	19	19	19	19	18	19	20
East Calder	38	41	37	42	39	44	47	50	54	58	62	65
Eastertoun	58	40	53	40	39	44	45	48	49	51	53	57
Fallahill	27	24	20	23	25	24	25	26	26	27	28	30
Greenrigg	17	19	21	18	18	21	23	24	26	28	31	36
Harrysmuir	63	85	64	67	57	62	63	64	65	64	64	63
Holy Family	10	12	11	13	15	17	19	20	22	23	25	27
Howden St Andrew's	41	50	44	39	35	39	40	40	41	41	40	40
Kirkhill	29	30	25	25	23	27	28	29	29	29	30	30
Kirknewton	31	29	28	30	26	28	29	29	29	29	30	30
Knightsridge	32	36	37	27	30	31	31	31	32	31	31	31
Letham	36	44	34	30	29	31	31	32	32	32	31	31
Linlithgow	64	61	50	38	46	47	48	50	49	48	47	48
Linlithgow Bridge	25	31	22	19	22	22	23	23	23	22	22	23
Livingston Village	28	24	23	26	23	24	25	25	24	24	24	24
Longridge	18	10	18	15	13	15	15	16	16	16	16	16
Lowport	25	22	24	26	11	21	25	27	28	28	27	26
Meldrum	27	25	26	32	22	25	26	26	26	26	26	25
Mid Calder	27	25	39	27	28	30	29	29	30	30	29	29
Murrayfield	40	37	39	26	47	42	41	41	41	40	40	41
Our Lady of Lourdes	25	22	22	17	25	23	23	24	24	24	24	25
Our Lady's	14	14	10	9	11	11	11	12	12	12	12	12
Parkhead	42	42	44	42	44	48	51	54	57	61	65	67
Peel	57	66	73	53	55	60	60	60	61	61	59	59
Polkemmet	26	29	27	23	29	28	27	28	29	29	30	31
Pumpherston and Uphall	28	16	25	17	25	25	26	28	29	31	33	37
Riverside	32	44	45	30	32	35	34	35	36	35	34	34
Seafield	14	10	9	13	14	13	13	13	12	12	13	13
Simpson	87	103	94	101	105	102	103	103	104	103	104	104
South Armadale	0	19	21	23	24	25	26	27	28	31	33	35
Springfield	44	43	52	35	30	36	36	37	38	38	36	36
St Anthony's	28	24	26	25	24	28	30	31	32	33	35	37
St Columba's	23	21	19	19	19	19	20	20	20	20	20	20
St John Ogilvie	60	58	58	52	51	54	55	56	57	57	56	56
St John The Baptist	28	25	24	25	26	26	27	27	27	28	28	28
St Joseph's Linlithgow	15	19	18	17	14	17	19	20	20	20	20	20
St Joseph's Whitburn	26	31	30	26	34	32	32	33	34	35	36	39
St Mary's Bathgate	61	68	59	55	62	62	63	64	65	64	63	64
St Mary's Polbeth	19	19	21	19	20	22	22	23	24	25	26	26
St Nicholas	55	55	53	51	52	55	57	60	62	64	66	68
St Ninian's	34	35	35	32	31	33	34	34	34	34	34	34
St Paul's	20	18	20	20	20	23	24	25	27	28	29	30
St Thomas'	2	2	2	2	1	2	2	2	2	2	3	3
Stoneyburn	7	12	9	9	11	12	12	12	13	13	14	15
Toronto	31	38	42	39	24	34	36	36	37	37	36	35
Torphichen	10	15	9	11	10	10	11	11	11	11	11	11
Uphall	58	49	41	41	41	43	45	47	47	47	46	46
Westfield	9	8	6	7	5	7	8	9	10	11	11	12
Whitdale	56	46	49	51	57	54	53	53	52	53	53	54
Williamston	52	50	50	50	42	49	52	53	53	53	53	52
Winchburgh	25	23	22	29	35	38	43	49	54	59	64	69
Windyknowe	64	78	73	64	67	71	73	74	76	74	73	73
Woodmuir	3	1	1	2	3	3	3	3	3	4	5	5
West Lothian	**2206**	**2249**	**2200**	**2030**	**2071**	**2191**	**2251**	**2314**	**2367**	**2399**	**2426**	**2475**

Base_AULP Summary of Forecast Non-catchment P1 Intakes, 900 House Scenario   Appendix 2c

School	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Addiewell	4	2	2	3	2	2	2	2	2	2	2	2
Armadale	8	6	7	7	6	6	7	7	7	7	7	7
Balbardie	19	17	14	13	15	14	14	15	15	14	14	15
Bankton	10	11	12	9	9	10	10	10	10	10	10	10
Bellsquarry	10	7	14	13	7	10	10	10	10	10	10	10
Blackburn	6	5	5	4	4	4	4	4	4	4	4	4
Blackridge	0	0	0	0	0	0	0	0	0	0	0	0
Boghall	1	1	1	1	1	1	1	1	1	1	1	1
Bridgend	0	0	0	0	0	0	0	0	0	0	0	0
Broxburn	19	15	19	17	18	18	18	18	18	18	18	18
Carmondean	13	15	13	12	11	12	12	12	12	12	12	12
Croftmalloch	18	26	20	11	24	20	19	20	20	20	19	20
Deans	4	4	3	4	4	4	4	4	4	4	4	4
Dechmont	2	2	4	3	2	2	2	2	3	3	2	2
Dedridge	2	3	2	2	2	2	2	2	2	2	2	2
East Calder	1	2	1	2	1	1	1	1	1	1	1	1
Eastertoun	14	11	14	10	10	11	11	11	11	11	11	11
Fallahill	1	1	1	1	1	1	1	1	1	1	1	1
Greenrigg	5	6	6	5	5	5	5	5	5	5	5	5
Harrysmuir	6	12	9	9	8	9	9	9	9	9	9	9
Holy Family	0	1	1	0	1	1	1	1	1	1	1	1
Howden St Andrew's	6	7	6	5	5	5	5	5	5	5	5	5
Kirkhill	8	7	6	6	5	5	6	6	6	6	6	6
Kirknewton	7	4	4	4	4	4	4	4	4	4	4	4
Knightsridge	1	2	2	1	2	2	2	2	2	2	2	2
Letham	4	6	4	4	4	4	4	4	4	4	4	4
Linlithgow	5	2	1	1	1	1	1	2	1	1	1	1
Linlithgow Bridge	3	7	6	5	6	6	6	6	6	6	6	6
Livingston Village	5	4	4	4	4	4	4	4	4	4	4	4
Longridge	4	3	5	4	3	4	4	4	4	4	4	4
Lowport	2	2	2	2	1	2	2	2	2	2	2	2
Meldrum	9	7	7	9	6	7	7	7	7	7	7	7
Mid Calder	4	4	6	4	4	4	4	4	4	5	4	4
Murrayfield	9	9	9	6	11	9	9	9	9	9	9	9
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	3	3	3	3	3	3	3	3	3	3	3	3
Peel	7	9	10	7	7	8	8	8	8	8	8	8
Polkemmet	4	4	4	3	4	4	4	4	4	4	4	4
Pumpherston and Uphall	3	2	3	2	3	3	3	3	3	3	3	3
Riverside	8	12	12	8	9	10	9	9	10	10	9	9
Seafield	0	0	0	0	0	0	0	0	0	0	0	0
Simpson	2	2	2	2	2	2	2	2	2	2	2	2
Springfield	10	10	13	8	7	9	8	9	9	9	8	8
St Anthony's	0	0	0	0	0	0	0	0	0	0	0	0
St Columba's	0	0	0	0	0	0	0	0	0	0	0	0
St John Ogilvie	5	5	5	4	4	4	4	4	4	4	4	4
St John The Baptist	0	0	0	0	0	0	0	0	0	0	0	0
St Joseph's Linlithgow	5	6	5	5	4	4	4	5	5	5	5	4
St Joseph's Whitburn	4	3	3	3	4	3	3	3	3	3	3	4
St Mary's Bathgate	10	12	10	9	10	10	10	10	10	10	10	10
St Mary's Polbeth	1	1	2	1	1	1	1	1	1	1	1	1
St Nicholas	3	2	2	2	2	2	2	2	2	2	2	2
St Ninian's	4	4	4	3	3	3	3	3	3	3	3	3
St Paul's	3	2	2	2	2	2	2	2	2	2	2	2
St Thomas'	0	0	0	0	0	0	0	0	0	0	0	0
Stoneyburn	0	0	0	0	0	0	0	0	0	0	0	0
Toronto	5	7	8	7	4	6	6	6	6	6	6	6
Torphichen	2	2	1	1	1	1	1	1	1	1	1	1
Uphall	14	12	10	10	10	10	11	11	11	10	10	10
Westfield	1	1	1	1	1	1	1	1	1	1	1	1
Whitdale	14	11	11	12	13	12	12	12	12	12	12	12
Williamston	9	9	9	9	7	8	8	8	8	8	8	8
Winchburgh	2	1	1	1	1	1	1	1	1	1	1	1
Windyknowe	31	35	33	27	27	28	28	29	29	29	28	28
Woodmuir	0	0	0	0	0	0	0	0	0	0	0	0
West Lothian	**360**	**366**	**364**	**311**	**316**	**327**	**327**	**331**	**332**	**330**	**326**	**327**

School	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027-2036	2037-2046	Scheduled years
ARMADALE	20	60	158	133	142	124	156	127	126	164	153	146	438	0	0
BATHGATE	20	61	70	45	55	38	48	41	28	17	11	20	163	10	4
BALERNO	0	1	2	2	2	2	6	5	9	9	8	10	50	0	3
BROXBURN	2	23	138	176	139	155	170	180	199	162	178	202	1235	0	2
DEANS	6	7	1	47	58	40	42	37	15	0	0	0	0	0	0
INVERALMOND	3	10	42	38	51	27	18	0	0	0	0	6	166	0	0
LINLITHGOW	26	62	149	132	214	255	216	207	155	167	175	173	1655	0	0
THE JAMES YOUNG	5	35	50	102	51	54	35	14	19	24	15	0	150	0	3
WEST CALDER	13	94	90	113	129	140	136	184	221	216	177	173	2640	0	10
WHITBURN	16	52	98	112	59	64	74	104	128	143	183	170	989	0	4
West Lothian	**112**	**406**	**796**	**900**	**900**	**900**	**900**	**900**	**900**	**900**	**900**	**900**	**7486**	**10**	

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Base_AULP Summary of Forecast S1 Intakes, 900 House Scenario

School	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	S1 Intake Limit
ARMADALE	177	176	173	215	193	202	209	223	212	227	207	212	**220**
BATHGATE	171	166	171	179	198	192	205	203	216	197	182	211	**220**
BROXBURN	193	165	173	180	192	204	207	228	200	220	213	223	**220**
DEANS	191	185	172	184	168	177	159	159	164	154	152	144	**200**
INVERALMOND	218	205	196	220	213	230	212	205	248	231	198	177	**240**
LINLITHGOW	187	200	226	244	258	276	260	269	278	262	238	227	**240**
ST KENTIGERN'S	238	227	232	262	279	256	273	256	268	258	243	265	**260**
ST MARGARET'S	198	197	172	181	233	239	220	221	233	229	216	212	**200**
THE JAMES YOUNG	184	198	181	191	216	221	216	182	184	199	180	159	**220**
WEST CALDER	124	125	136	146	138	156	132	145	149	165	167	167	**200**
WHITBURN	148	143	153	156	154	142	147	160	161	159	145	175	**220**
West Lothian	**2029**	**1986**	**1985**	**2159**	**2241**	**2294**	**2239**	**2249**	**2314**	**2301**	**2142**	**2172**	**2440**

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Base_AULP Summary of Secondary School Roll Forecasts, 900 House Scenario   **Appendix 2f**

School	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	Capacity
ARMADALE	838	863	872	948	978	1012	1045	1086	1108	1126	1137	1142	1210
BATHGATE	830	818	832	866	905	937	969	998	1033	1038	1019	1028	1210
BROXBURN	854	853	883	927	994	1051	1080	1141	1165	1203	1217	1233	1210
DEANS	1011	992	976	980	973	974	946	925	912	884	861	832	1100
INVERALMOND	1080	1060	1056	1084	1095	1120	1118	1113	1148	1155	1133	1088	1320
LINLITHGOW	1205	1201	1227	1259	1331	1399	1488	1560	1609	1614	1585	1536	1320
ST KENTIGERN'S	1199	1189	1196	1252	1320	1359	1403	1425	1443	1434	1408	1414	1430
ST MARGARET'S	1109	1097	1077	1075	1131	1182	1210	1239	1288	1319	1301	1279	1100
THE JAMES YOUNG	1124	1106	1076	1073	1098	1128	1154	1135	1122	1115	1077	1020	1210
WEST CALDER	822	767	739	738	739	776	791	810	829	861	893	910	1100
WHITBURN	763	743	749	769	790	790	787	796	807	821	825	863	1210
West Lothian	**10835**	**10688**	**10684**	**10972**	**11355**	**11728**	**11990**	**12226**	**12464**	**12570**	**12454**	**12345**	**13420**

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School	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	Capacity	
Base_AULP Summary of Primary School Roll Forecasts, 1500 House Scenario													**Appendix 3a**	

School	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	Capacity	
Addiewell	104	108	110	120	123	122	125	121	120	120	122	126	120	
Armadale	542	483	477	444	428	424	408	402	414	418	413	416	559	
Balbardie	429	436	434	422	421	426	426	433	436	446	460	463	462	*
Bankton	314	302	317	304	296	296	289	289	285	276	278	281	462	*
Bellsquarry	192	183	190	195	182	176	172	177	190	192	191	197	198	
Blackburn	55	66	78	89	99	108	112	108	105	103	105	105	198	
Blackridge	156	158	155	145	150	144	144	153	159	171	189	197	198	
Boghall	273	270	275	266	257	246	244	243	240	241	242	242	462	
Bridgend	90	95	91	97	88	89	88	91	96	96	96	100	120	
Broxburn	402	397	402	429	448	474	515	550	605	639	684	735	462	*
Carmondean	409	412	404	391	390	376	373	370	359	357	358	360	462	*
Croftmalloch	206	214	215	202	206	211	208	211	202	201	214	209	387	
Deans	238	219	211	192	199	211	225	235	249	254	250	247	360	
Dechmont	20	16	19	23	24	23	25	29	33	45	50	54	47	
Dedridge	156	159	144	135	141	130	126	127	122	124	135	139	279	
East Calder	249	247	249	257	275	296	314	337	381	428	476	521	462	*
Eastertoun	332	327	337	328	329	334	343	345	363	367	410	455	360	
Fallahill	167	165	157	164	170	174	174	174	178	188	199	213	360	
Greenrigg	115	116	124	125	126	138	153	169	186	209	246	304	171	
Harrysmuir	417	445	443	441	439	434	442	443	425	424	420	425	415	
Holy Family	84	87	88	98	107	118	124	141	159	177	199	221	120	
Howden St Andrew's	348	342	348	341	318	308	303	303	292	287	286	290	387	
Kirkhill	229	222	216	211	227	235	236	237	237	256	262	259	387	
Kirknewton	212	210	208	207	203	195	195	195	196	200	203	209	198	
Knightsridge	261	256	257	245	233	228	221	220	216	211	214	215	415	
Letham	222	241	245	246	246	238	238	232	219	216	216	218	279	
Linlithgow	427	435	428	405	391	376	369	353	339	336	344	345	415	
Linlithgow Bridge	200	198	186	178	175	163	160	158	150	150	152	153	231	
Livingston Village	203	186	177	171	163	158	157	154	154	154	153	154	198	
Longridge	89	91	93	103	104	108	109	108	114	114	115	117	120	
Lowport	203	194	182	183	164	161	179	188	196	192	184	188	198	
Meldrum	199	196	193	197	187	182	179	178	178	178	173	176	231	
Mid Calder	255	235	238	222	209	194	192	193	196	189	191	192	415	
Murrayfield	257	252	248	243	252	257	256	254	254	253	262	256	306	
Our Lady of Lourdes	146	148	152	144	149	158	158	158	159	163	172	175	171	
Our Lady's	69	80	84	88	87	96	94	89	86	87	91	94	96	
Parkhead	342	334	330	326	327	333	363	386	414	456	502	532	415	
Peel	409	418	444	445	449	442	428	424	413	397	401	405	462	*
Polkemmet	163	160	161	160	164	166	170	171	177	184	198	207	306	
Pumpherston and Uphall	203	202	203	206	218	208	199	200	218	235	267	293	231	
Riverside	252	266	280	276	267	262	259	263	254	243	247	250	306	
Seafield	106	98	89	87	87	84	85	84	86	89	89	87	120	
Simpson	501	538	560	587	603	615	618	630	632	637	635	631	640	*
South Armadale	0	76	102	136	149	164	177	192	205	228	258	286	231	
Springfield	317	327	336	322	306	292	292	283	276	260	261	267	415	
St Anthony's	223	196	195	193	193	197	191	205	219	231	255	279	198	
St Columba's	137	135	131	133	128	126	123	120	119	120	120	120	171	
St John Ogilvie	385	389	401	406	403	403	413	411	411	408	408	411	415	
St John The Baptist	201	201	196	198	195	191	188	188	191	197	200	204	198	
St Joseph's Linlithgow	139	140	144	151	143	138	138	144	145	143	143	145	171	
St Joseph's Whitburn	231	238	252	238	228	225	234	243	250	261	283	303	252	
St Mary's Bathgate	416	415	400	389	382	392	401	410	412	414	419	418	462	
St Mary's Polbeth	135	139	144	145	154	152	161	168	176	185	196	201	252	
St Nicholas	376	373	378	391	393	388	396	410	428	453	476	501	462	*
St Ninian's	262	270	278	277	278	263	253	249	244	241	244	248	387	
St Paul's	120	122	134	148	150	155	168	175	189	202	217	233	171	
St Thomas'	25	21	20	18	16	15	15	15	15	16	19	22	96	
Stoneyburn	83	80	77	74	82	82	80	82	87	93	100	107	150	
Toronto	258	250	258	255	241	242	241	250	246	239	232	237	415	
Torphichen	89	97	100	100	96	95	84	83	77	78	77	78	71	
Uphall	321	323	331	327	316	307	311	307	311	311	311	312	387	
Westfield	50	56	59	61	57	63	69	70	75	82	90	101	71	
Whitdale	372	373	372	362	371	363	368	360	363	365	366	363	462	
Williamston	397	390	393	403	395	385	385	385	380	376	372	381	415	
Winchburgh	127	130	152	181	213	241	287	333	391	440	502	566	198	
Windyknowe	415	420	425	435	442	457	478	489	486	478	478	476	462	*
Woodmuir	31	27	21	20	19	17	21	22	27	33	40	47	47	
West Lothian	**15356**	**15399**	**15541**	**15505**	**15468**	**15467**	**15673**	**15917**	**16212**	**16554**	**17161**	**17761**	**19797**	

* Capacity to be confirmed

Base_AULP Summary of Forecast P1 Intakes, 1500 House Scenario   **Appendix 3b**

School	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Addiewell	20	18	17	20	16	17	18	18	18	18	18	19
Armadale	84	53	61	59	52	59	60	61	63	65	64	63
Balbardie	66	70	58	53	64	63	63	66	67	67	68	70
Bankton	37	41	46	35	35	39	38	39	39	39	38	38
Bellsquarry	22	14	29	28	17	23	24	24	26	28	28	27
Blackburn	15	15	15	12	14	14	14	14	14	14	14	15
Blackridge	21	24	18	16	23	21	21	23	24	25	27	29
Boghall	39	41	37	36	38	38	38	38	38	38	38	38
Bridgend	10	10	10	12	7	10	11	12	13	14	14	14
Broxburn	64	53	67	65	70	73	77	82	89	95	101	109
Carmondean	55	64	54	51	49	51	52	52	53	52	52	52
Croftmalloch	27	38	29	16	35	30	28	30	29	29	28	30
Deans	34	29	27	30	31	34	36	38	40	40	40	39
Dechmont	5	5	9	8	6	8	9	10	12	16	17	18
Dedridge	16	23	14	13	21	19	19	19	19	18	19	21
East Calder	38	41	37	42	39	44	48	51	58	64	71	76
Eastertoun	58	40	53	40	39	44	45	49	51	53	58	64
Fallahill	27	24	20	23	25	24	25	26	27	28	30	32
Greenrigg	17	19	21	18	18	21	23	25	28	31	36	44
Harrysmuir	63	85	64	67	57	62	63	64	65	64	64	63
Holy Family	10	12	11	13	15	17	19	20	23	25	29	32
Howden St Andrew's	41	50	44	39	35	39	40	40	41	41	40	40
Kirkhill	29	30	25	25	23	27	28	29	29	29	30	30
Kirknewton	31	29	28	30	26	28	29	29	29	30	30	31
Knightsridge	32	36	37	27	30	31	31	31	32	31	31	31
Letham	36	44	34	30	29	31	31	32	32	32	31	31
Linlithgow	64	61	50	38	46	47	48	50	49	48	47	48
Linlithgow Bridge	25	31	22	19	22	22	23	23	23	22	22	23
Livingston Village	28	24	23	26	23	24	25	25	24	24	24	24
Longridge	18	10	18	15	13	15	15	16	16	17	17	17
Lowport	25	22	24	26	11	21	26	28	30	30	29	28
Meldrum	27	25	26	32	22	25	26	26	26	26	26	25
Mid Calder	27	25	39	27	28	30	29	29	30	30	29	29
Murrayfield	40	37	39	26	47	42	41	41	41	40	40	42
Our Lady of Lourdes	25	22	22	17	25	23	23	24	24	24	25	26
Our Lady's	14	14	10	9	11	11	11	12	12	12	12	13
Parkhead	42	42	44	42	44	48	52	56	60	66	72	76
Peel	57	66	73	53	55	60	60	60	61	61	59	60
Polkemmet	26	29	27	23	29	28	27	28	29	30	31	33
Pumpherston and Uphall	28	16	25	17	25	25	26	28	30	33	37	41
Riverside	32	44	45	30	32	35	34	35	36	35	34	34
Seafield	14	10	9	13	14	13	13	13	12	12	13	13
Simpson	87	103	94	101	105	102	103	103	104	104	104	104
South Armadale	0	19	21	23	24	25	26	28	29	33	37	41
Springfield	44	43	52	35	30	36	36	37	38	38	36	36
St Anthony's	28	24	26	25	24	28	30	32	33	35	38	42
St Columba's	23	21	19	19	19	19	20	20	20	20	20	20
St John Ogilvie	60	58	58	52	51	54	55	56	57	57	57	57
St John The Baptist	28	25	24	25	26	26	27	27	27	28	28	29
St Joseph's Linlithgow	15	19	18	17	14	17	19	20	21	21	21	21
St Joseph's Whitburn	26	31	30	26	34	32	32	33	34	36	38	42
St Mary's Bathgate	61	68	59	55	62	62	63	65	65	64	64	65
St Mary's Polbeth	19	19	21	19	20	22	22	23	25	26	27	28
St Nicholas	55	55	53	51	52	55	58	61	64	68	70	74
St Ninian's	34	35	35	32	31	33	34	34	34	34	34	34
St Paul's	20	18	20	20	20	23	24	26	28	30	32	34
St Thomas'	2	2	2	2	1	2	2	2	2	2	3	3
Stoneyburn	7	12	9	9	11	12	12	12	14	14	15	16
Toronto	31	38	42	39	24	34	36	37	38	37	36	35
Torphichen	10	15	9	11	10	10	11	11	11	11	11	11
Uphall	58	49	41	41	41	43	45	47	48	47	47	47
Westfield	9	8	6	7	5	7	8	9	11	12	13	14
Whitdale	56	46	49	51	57	54	53	53	52	53	53	54
Williamston	52	50	50	50	42	49	53	54	54	54	53	53
Winchburgh	25	23	22	29	35	38	45	52	60	67	76	85
Windyknowe	64	78	73	64	67	71	73	75	77	75	74	73
Woodmuir	3	1	1	2	3	3	3	3	4	4	6	7
West Lothian	**2206**	**2249**	**2200**	**2030**	**2071**	**2191**	**2262**	**2337**	**2413**	**2468**	**2528**	**2610**

Base_AULP Summary of Forecast Non-catchment P1 Intakes, 1500 House Scenario   Appendix 3c

School	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Addiewell	4	2	2	3	2	2	2	2	2	2	2	2
Armadale	8	6	7	7	6	6	7	7	7	7	7	7
Balbardie	19	17	14	13	15	14	14	15	15	14	14	15
Bankton	10	11	12	9	9	10	10	10	10	10	10	10
Bellsquarry	10	7	14	13	7	10	10	10	10	10	10	10
Blackburn	6	5	5	4	4	4	4	4	4	4	4	4
Blackridge	0	0	0	0	0	0	0	0	0	0	0	0
Boghall	1	1	1	1	1	1	1	1	1	1	1	1
Bridgend	0	0	0	0	0	0	0	0	0	0	0	0
Broxburn	19	15	19	17	18	18	18	18	18	18	18	18
Carmondean	13	15	13	12	11	12	12	12	12	12	12	12
Croftmalloch	18	26	20	11	24	20	19	20	20	20	19	20
Deans	4	4	3	4	4	4	4	4	4	4	4	4
Dechmont	2	2	4	3	2	2	2	2	3	3	2	2
Dedridge	2	3	2	2	2	2	2	2	2	2	2	2
East Calder	1	2	1	2	1	1	1	1	1	1	1	1
Eastertoun	14	11	14	10	10	11	11	11	11	11	11	11
Fallahill	1	1	1	1	1	1	1	1	1	1	1	1
Greenrigg	5	6	6	5	5	5	5	5	5	5	5	5
Harrysmuir	6	12	9	9	8	9	9	9	9	9	9	9
Holy Family	0	1	1	0	1	1	1	1	1	1	1	1
Howden St Andrew's	6	7	6	5	5	5	5	5	5	5	5	5
Kirkhill	8	7	6	6	5	5	6	6	6	6	6	6
Kirknewton	7	4	4	4	4	4	4	4	4	4	4	4
Knightsridge	1	2	2	1	2	2	2	2	2	2	2	2
Letham	4	6	4	4	4	4	4	4	4	4	4	4
Linlithgow	5	2	1	1	1	1	1	2	1	1	1	1
Linlithgow Bridge	3	7	6	5	6	6	6	6	6	6	6	6
Livingston Village	5	4	4	4	4	4	4	4	4	4	4	4
Longridge	4	3	5	4	3	4	4	4	4	4	4	4
Lowport	2	2	2	2	1	2	2	2	2	2	2	2
Meldrum	9	7	7	9	6	7	7	7	7	7	7	7
Mid Calder	4	4	6	4	4	4	4	4	4	5	4	4
Murrayfield	9	9	9	6	11	9	9	9	9	9	9	9
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	3	3	3	3	3	3	3	3	3	3	3	3
Peel	7	9	10	7	7	8	8	8	8	8	8	8
Polkemmet	4	4	4	3	4	4	4	4	4	4	4	4
Pumpherston and Uphall	3	2	3	2	3	3	3	3	3	3	3	3
Riverside	8	12	12	8	9	10	9	9	10	10	9	9
Seafield	0	0	0	0	0	0	0	0	0	0	0	0
Simpson	2	2	2	2	2	2	2	2	2	2	2	2
Springfield	10	10	13	8	7	9	8	9	9	9	8	8
St Anthony's	0	0	0	0	0	0	0	0	0	0	0	0
St Columba's	0	0	0	0	0	0	0	0	0	0	0	0
St John Ogilvie	5	5	5	4	4	4	4	4	4	4	4	4
St John The Baptist	0	0	0	0	0	0	0	0	0	0	0	0
St Joseph's Linlithgow	5	6	5	5	4	4	4	5	5	5	5	4
St Joseph's Whitburn	4	3	3	3	4	3	3	3	3	3	3	4
St Mary's Bathgate	10	12	10	9	10	10	10	10	10	10	10	10
St Mary's Polbeth	1	1	2	1	1	1	1	1	1	1	1	1
St Nicholas	3	2	2	2	2	2	2	2	2	2	2	2
St Ninian's	4	4	4	3	3	3	3	3	3	3	3	3
St Paul's	3	2	2	2	2	2	2	2	2	2	2	2
St Thomas'	0	0	0	0	0	0	0	0	0	0	0	0
Stoneyburn	0	0	0	0	0	0	0	0	0	0	0	0
Toronto	5	7	8	7	4	6	6	6	6	6	6	6
Torphichen	2	2	1	1	1	1	1	1	1	1	1	1
Uphall	14	12	10	10	10	10	11	11	11	10	10	10
Westfield	1	1	1	1	1	1	1	1	1	1	1	1
Whitdale	14	11	11	12	13	12	12	12	12	12	12	12
Williamston	9	9	9	9	7	8	8	8	8	8	8	8
Winchburgh	2	1	1	1	1	1	1	1	1	1	1	1
Windyknowe	31	35	33	27	27	28	28	29	29	29	28	28
Woodmuir	0	0	0	0	0	0	0	0	0	0	0	0
West Lothian	**360**	**366**	**364**	**311**	**316**	**327**	**327**	**331**	**332**	**330**	**326**	**327**

Base_AULP Summary of scheduled future housing, 1500 House Scenario **Appendix 3d**

School	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027-2036	2037-2046	Scheduled years
ARMADALE	20	60	158	133	142	152	190	184	183	273	255	276	438	0	0
BATHGATE	20	61	70	45	55	46	58	60	40	28	19	38	163	10	4
BALERNO	0	1	2	2	2	3	7	7	12	14	14	19	50	0	3
BROXBURN	2	23	138	176	139	190	208	261	287	270	296	381	1235	0	2
DEANS	6	7	1	47	58	49	52	54	21	0	0	0	0	0	0
INVERALMOND	3	10	42	38	51	33	22	0	0	0	0	11	166	0	0
LINLITHGOW	26	62	149	132	214	312	264	299	224	278	291	326	1655	0	0
THE JAMES YOUNG	5	35	50	102	51	66	42	20	27	40	25	0	150	0	3
WEST CALDER	13	94	90	113	129	171	166	266	319	359	294	328	2640	0	10
WHITBURN	16	52	98	112	59	78	90	150	185	238	305	321	989	0	4
West Lothian	**112**	**406**	**796**	**900**	**900**	**1100**	**1100**	**1300**	**1300**	**1500**	**1500**	**1700**	**7486**	**10**	

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School	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	S1 Intake Limit
ARMADALE	177	176	173	215	193	202	210	226	218	235	219	229	**220**
BATHGATE	171	166	171	179	198	192	205	203	218	199	184	214	**220**
BROXBURN	193	165	173	180	192	204	209	231	207	232	229	245	**220**
DEANS	191	185	172	184	168	177	160	160	166	156	154	145	**200**
INVERALMOND	218	205	196	220	213	230	212	206	249	231	198	178	**240**
LINLITHGOW	187	200	226	244	258	276	262	274	287	274	255	249	**240**
ST KENTIGERN'S	238	227	232	262	279	256	274	258	273	265	254	280	**260**
ST MARGARET'S	198	197	172	181	233	239	222	223	238	237	227	226	**200**
THE JAMES YOUNG	184	198	181	191	216	221	216	183	185	201	183	162	**220**
WEST CALDER	124	125	136	146	138	156	134	147	156	176	184	189	**200**
WHITBURN	148	143	153	156	154	142	147	161	165	165	155	189	**220**
West Lothian	**2029**	**1986**	**1985**	**2159**	**2241**	**2294**	**2251**	**2272**	**2360**	**2369**	**2242**	**2305**	**2440**

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Base_AULP Summary of Secondary School Roll Forecasts, 1500 House Scenario   **Appendix 3f**

School	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	Capacity
ARMADALE	838	863	872	948	978	1012	1050	1098	1131	1160	1192	1219	1210
BATHGATE	830	818	832	866	905	937	971	1002	1040	1048	1031	1041	1210
BROXBURN	854	853	883	927	994	1051	1086	1156	1196	1254	1292	1336	1210
DEANS	1011	992	976	980	973	974	948	928	919	893	870	841	1100
INVERALMOND	1080	1060	1056	1084	1095	1120	1119	1115	1150	1157	1134	1090	1320
LINLITHGOW	1205	1201	1227	1259	1331	1399	1499	1581	1650	1673	1668	1647	1320
ST KENTIGERN'S	1199	1189	1196	1252	1320	1359	1410	1438	1469	1473	1467	1493	1430
ST MARGARET'S	1109	1097	1077	1075	1131	1182	1217	1253	1318	1364	1365	1363	1100
THE JAMES YOUNG	1124	1106	1076	1073	1098	1128	1156	1139	1127	1123	1089	1036	1210
WEST CALDER	822	767	739	738	739	776	797	822	857	910	972	1016	1100
WHITBURN	763	743	749	769	790	790	790	802	822	846	869	929	1210
West Lothian	**10835**	**10688**	**10684**	**10972**	**11355**	**11728**	**12041**	**12334**	**12680**	**12901**	**12950**	**13012**	**13420**

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West Lothian Council

0-18 Population Trend by Single School Enrolment Year Cohorts 2002 - 2018

(As at 18 June 2015)

West Lothian Council, Pupils by P1 Enrolment Year: 2002-2018
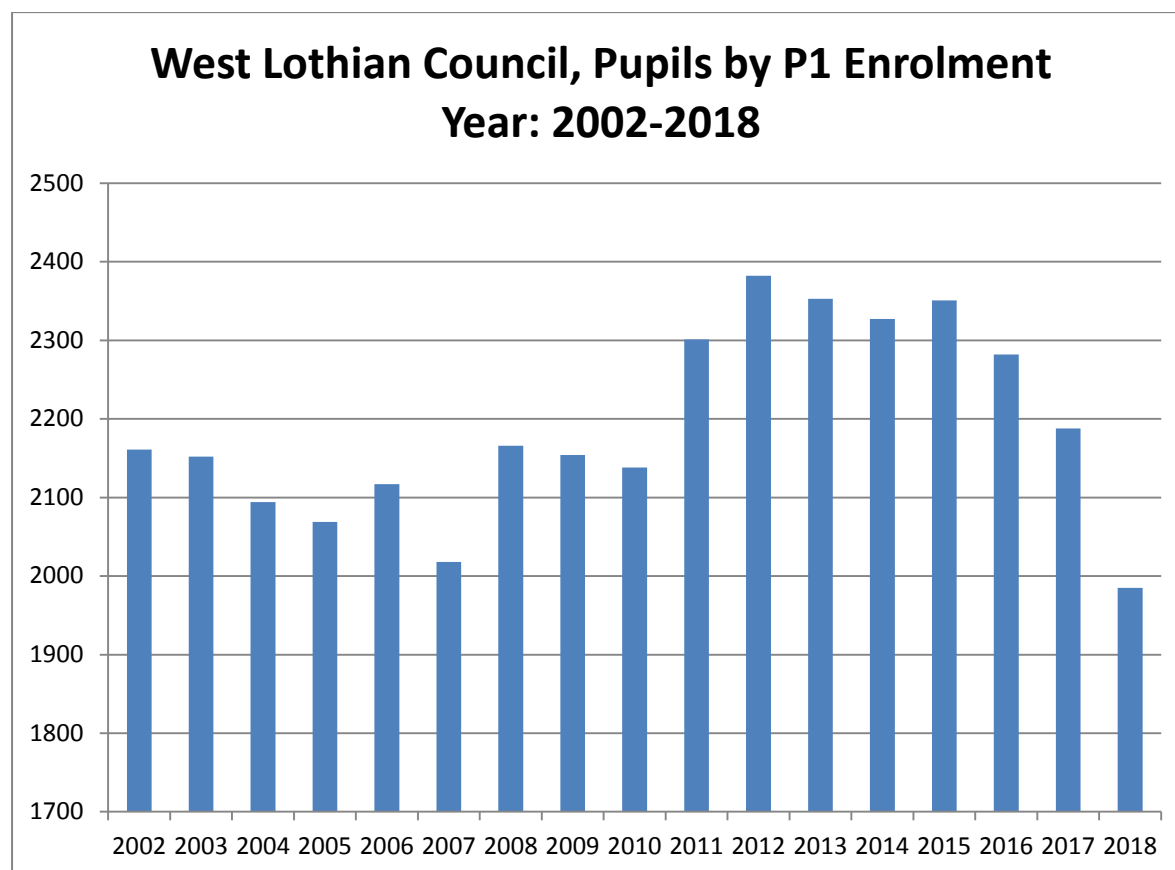
Guidance Notes:

Enrolment Year is from 1 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. As at date of data extract, year 2003 pupils are typically at S6 and year 2015 pupils are at P1.

The number of children is the actual total of children who could have enrolled in that particular year. Previous observed increases to the youngest age groups would suggest that data for school enrolment years 2017 and 2018 are likely to be undercounted.

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

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Trend in West Lothian Total Primary Roll

Trend in West Lothian Total P1 Enrolment

27

Trend in West Lothian Total S1 Enrolment

Trend in West Lothian Total Secondary Roll
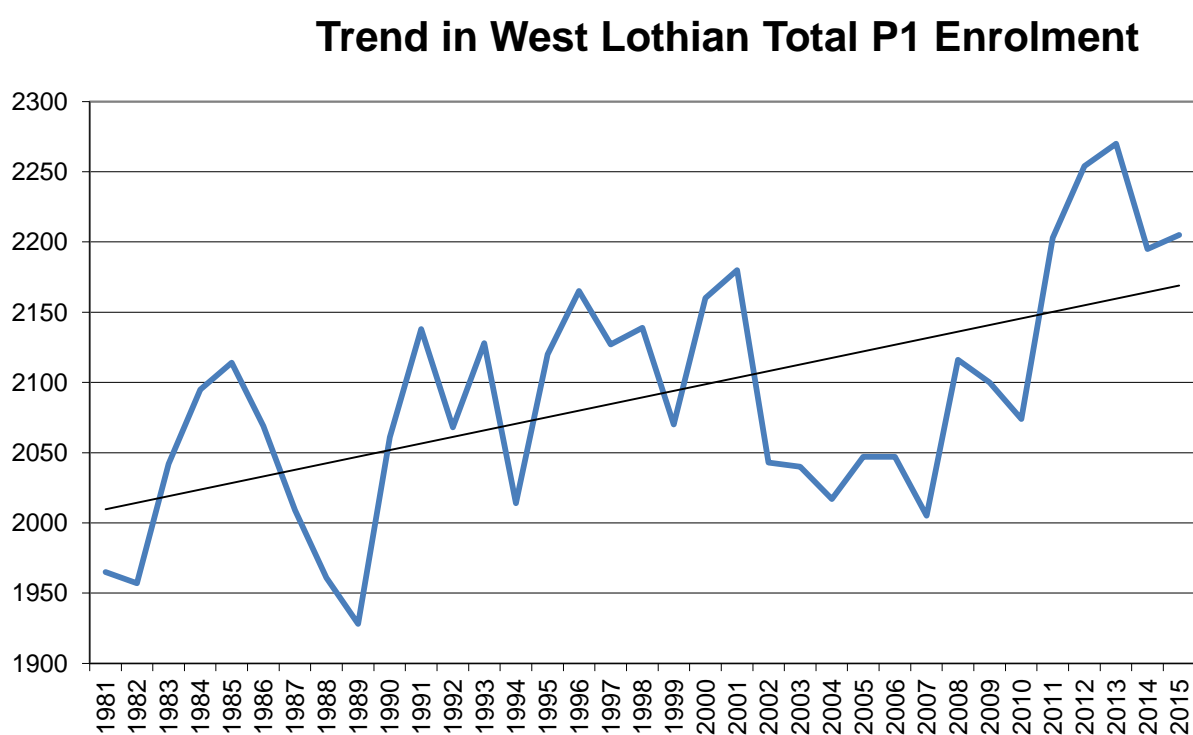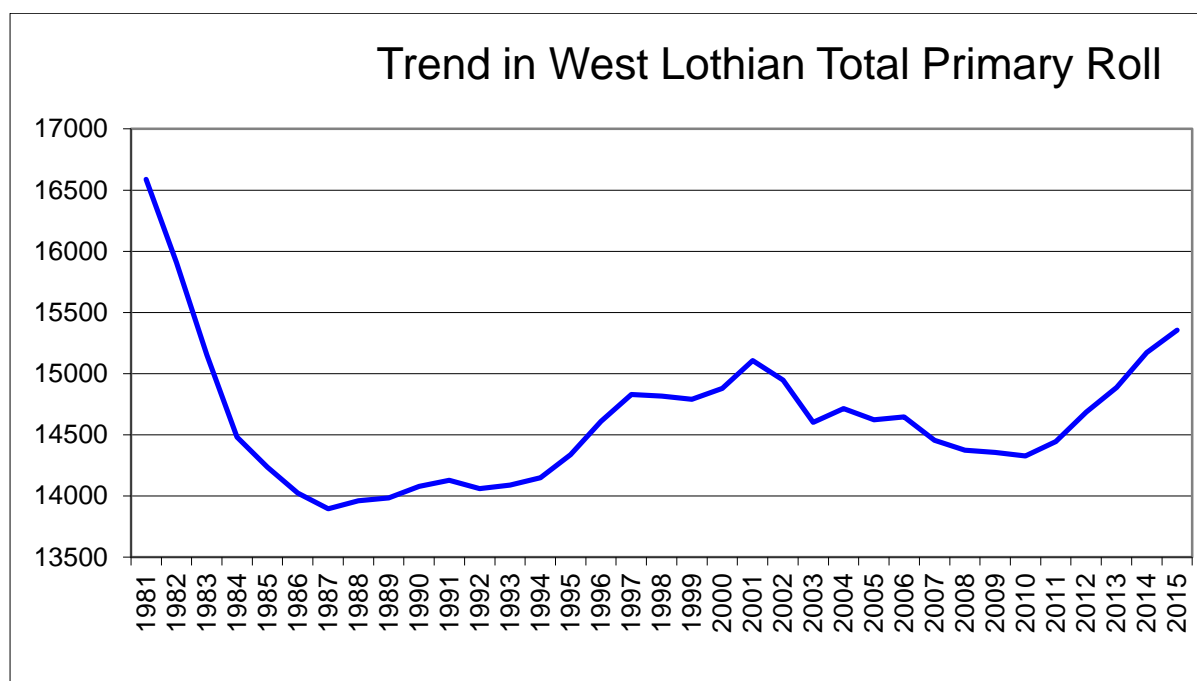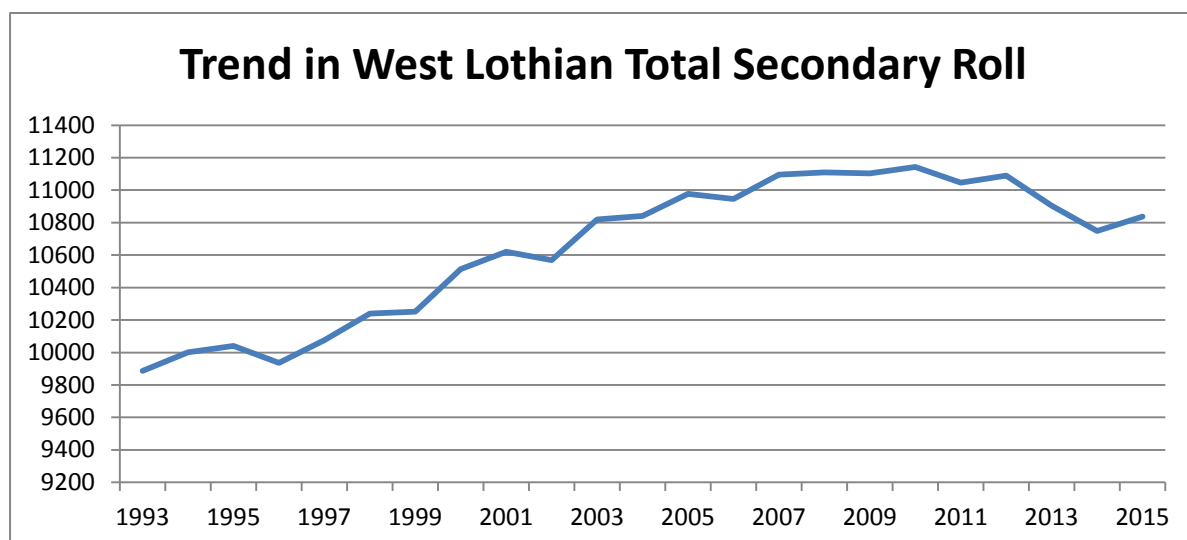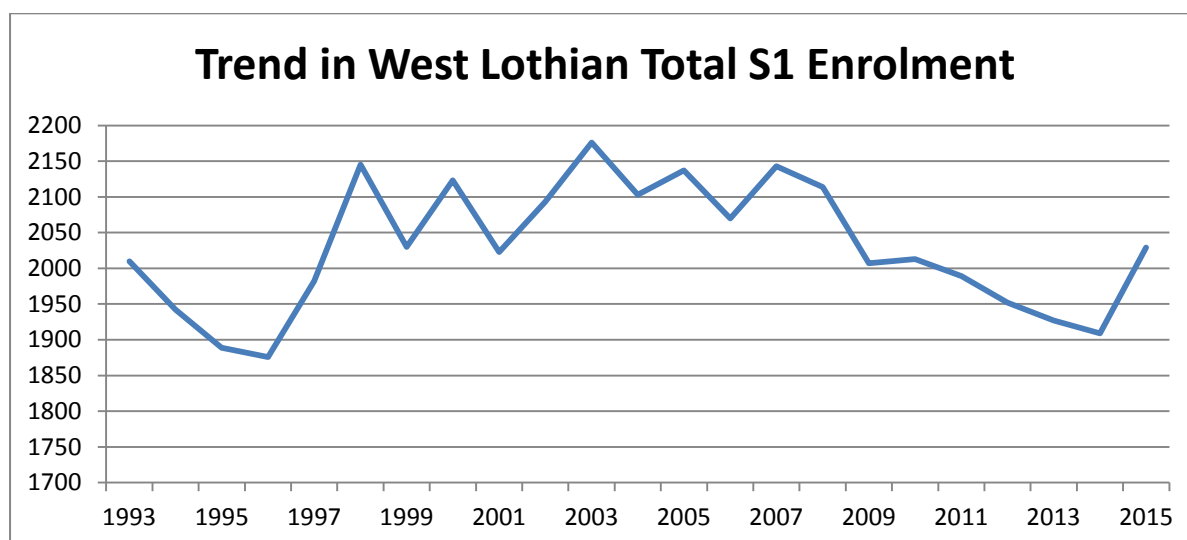
Guidance Notes:

It is likely that S1's from August 2015 to 2017 will be close to current numbers but from 2018 onwards there is likely to be significant roll growth as larger year groups will be leaving primary schools (the reason for current primary school growth).

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Historical House Completions

1995/96-2014/15
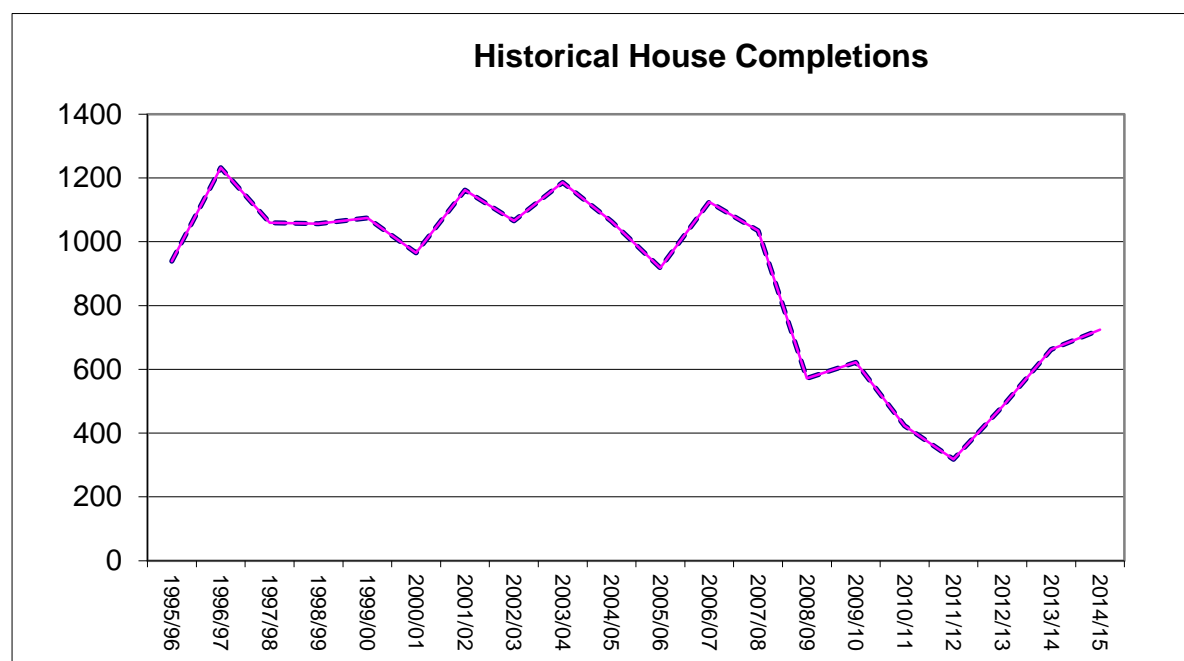
Guidance Notes:

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

The graph shows housing data as recorded in school migration tables. The source for this data is the Scottish Assessors Association. As the forecast is a 2015 base, data is only available in full to 2014/15.

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MEDIUM TERM FORECAST METHODOLOGY

Background

The Medium term forecast methodology is well established and is set out below. The main data sources have been computerised since the 1970's. The medium term forecast has been computerised since the early 1980's. The data sources, methodology and software have been regularly updated to reflect such matters as legislative change, new processing techniques, peer review and outcomes.

The Accounts Commission have praised the extent and robustness of forecast information used by West Lothian Council. Likewise, the Association of Directors of Education in Scotland, (ADES), which has also used practice in West Lothian as Scottish conference exemplars. Senior Counsel Advice that was sought in 2007/2008 in preparation for the West Lothian Local Plan Inquiry in 2008 confirmed these views and underpinned the council's approach to school forecasts and developer contributions. The methodology, at that time, was set out in an Education Executive Report (September 2009) and incorporated in Supplementary Planning Guidance. Adjustments are notified to council as and when required.

The council's approach is also rigorously tested through the planning application process, at appeal and has also been tested through the Scottish Courts.

Medium term forecasts are "demand led" for each individual school. They highlight what would happen if the trend in placing requests was allowed to continue unabated and similarly what would happen if all housing within a particular catchment was to be built out. There are single and 3 year forecast that lead into the medium term forecast and also a longer term forecast model that looks to the school roll position once all of the housing in the development plan has been built out, using the 2 "static" option forecasts noted below. An archive is created from the standard forecast when the forecast base year is updated.

Whilst there is a "live" standard medium term forecast that tracks information changes throughout the school year, two "static" option forecasts are used for comparative analysis; Base Auditable effectively "committed" housing only and a Base_AULP (all auditable housing, allocated local plan housing). Medium term school roll forecasts also take account of "non-auditable" residential development, ie sites less than 5 units. This "non-auditable" residential development is currently running at a very high level, possibly a result of limited housing development of this type during the recession years.

Other option forecasts for scenario testing can also be produced, typically to show the effect of opening new schools, altering school catchment arrangements, differing housing growth assumptions, etc.

The secondary school forecast and forecast term is typically more stable than primary school forecasts - the latter being dependent on 0-5 population data and assumed births. Denominational school forecasts also tend to be more stable than non-denominational school forecasts.

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).

The medium term forecasts allow for these factors to be applied at any date in the school year.

1. 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 (0-5 year olds)

The central source of these data is the 0-18 Population and Household Database which identifies pre-school and school aged children. This data is updated and validated daily. Current input sources for these data include:

- 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

- SEEMIS – school census, admits/leavers, etc

- 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. It is important to ensure that this data is regularly updated, as a minimum to accord with specific data extractions dates and pupil placement processes.

If this data is not proactively collected there will typically be undercount of children less than 3 years old. Households with young children tend to move more frequently than households with older children.

A number of adjustments are applied to the raw data (0-5 year olds), to allow for private sector school choices, non-catchment schools, denominational intentions, etc, all according to current actual attendance patterns. P1 intake numbers are also adjusted for deferral at P1. 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. This is because the 0 year old year group is an incomplete enrolment year group apart from March through to June, providing data input is current.

Non-catchment data is taken from the actual demand for placements as recorded through pupil placement, some 10 years of data being retained. Forecast non-catchment placements are controlled within overall cohort totals, as adjusted by deferral.

A forecast base can also handle up to 3 years of actual school census data, including the base year and will also take account of pupil placement numbers when these become available in April of each year. This enables a base forecast to be overlaid with actual data.

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, moving in and out of special schools, etc.

Stage migration is calculated as a 3 year weighted average (0.2, 0.2, 0.6) 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. An additional stage migration factor can 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 (rounded) are:

	2015	2012
Maximum applied	1.05	1.05
Minimum applied	0.95	0.95
Non-denominational primary	0.9922	0.9846
Denominational (RC) primary	0.9964	0.9761
Non-denominational secondary	0.9872	0.9886
Denominational (RC) secondary	0.9831	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. It is also a preferred source for historic house completions this being essential to match house occupations to changes in school roll forecast factors. This source is a consistent data set as it relates to actual occupations rather than factors that could relate to changes in application and warrant costs, etc.

Otherwise, the number of house completions is taken from a separate housing database, 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. Whilst bespoke sheltered housing is noted within the database it is not transferred into school forecasts. 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 and is reported as totals within the housing schedule attached to school forecasts.

As noted previously, two standard option forecasts are typically produced, using 2 housing data sets – an auditable only option (housing sites with permission or minded to grant) and an extended auditable option that also includes local plan allocations. As noted forecast housing will include smaller residential development and will take note of any council decision at the time of the housing data being extracted.

Programmed housing in the first year of the forecast is also adjusted to match the date of current actual demographic data on a pro-rata monthly basis.

Option forecasts have the ability to consider housing in a controlled single line context irrespective of assumptions relating to particular development sites, ie a total controlled line for a primary school rather than the sum of individual applications within the catchment.

5. Child Per House Ratio

There are 4 "standard" average 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, specifically households and properties occupied in the last 9 years (from date of calculation).

Current average ratios (rounded) are:

	2015	2012
Non-denominational primary	0.3201	0.3156
Denominational (RC) primary	0.0887	0.0927
Non-denominational secondary	0.1452	0.1706
Denominational (RC) secondary	0.0574	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 (0.2, 0.2, 0.6) based on historical S1 enrolment and the previous year's 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 (rounded) are:

	2015	**2012**
Maximum applied	1.2492	1.2206
Minimum applied	0.8495	0.7657
Non-denominational average	0.9790	0.9797
Denominational (RC) average	0.9448	0.9814

Within each secondary school forecast an additional Primary Seven to Secondary One transfer factor can be applied to take account of known council policy that would change these factors in a particular year, eg the opening of a new secondary school.

7. <u>Secondary School Stay On Rates (S4 to S5) and (S4 to S6)</u>

This is calculated as a rolling and 3 year weighted average (0.2, 0.2, 0.6). An adjustment is made for actual (historical) house completions in the schools catchment area using the appropriate child per house ratio.

Current combined average ratios (rounded) are:

	2015	**2012**
Maximum applied	1.6863	1.6874
Minimum applied	1.2340	1.1095
Non-denominational average	1.4515	1.3832
Denominational (RC) average	1.5287	1.5231

Note that in capacity terms all secondary schools in West Lothian have been planned assuming a maximum combined stay-on-rate multiplier of 1.5 times the schools design S1 pupil intake.

![West Lothian Council logo]

EDUCATION EXECUTIVE

ACCESS TO EDUCATION GRANT FUNDING – Phase 2

REPORT BY HEAD OF EDUCATION (DEVELOPMENT)

A. **PURPOSE OF REPORT**

This report informs Education Executive of the successful bids made by West Lothian school for grant funding from the Access to Education Fund provided by Education Scotland.

B. **RECOMMENDATIONS**

The Education Executive is asked to:
  1. Note the successful bids for funding.

C. **SUMMARY OF IMPLICATIONS**

I.	**Council Values**	Focusing on our customers' needs; Being honest, open and accountable; Providing equality of opportunities; Developing employees; Making best use of our resources Working in partnership.
II	**Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)**	An Equality Impact Assessment has been completed.
III	**Implications for Scheme of Delegations to Officers**	n/a
IV	**Impact on performance and performance indicators**	Our children have the best start in life and are ready to succeed; We are better educated and have access to increased and better quality learning and employment opportunities
V	**Relevance to Single Outcome Agreement**	Parents/ carers are responsive to their children's developmental needs. Children are ready to start school Everyone's life chances are maximised (by improved educational attainment) to become successful learners, confident individuals, responsible citizens and effective contributors.

VI	**Resources - (Financial, Staffing and Property)**	Grant awarded - £117,300.
VII	**Consideration at PDSP**	Underway
VIII	**Other Consultations**	Consultation with staff / pupils at each school who submitted a bid for funding.

D. TERMS OF REPORT

D.1 Background

The Scottish Government /Education Scotland aim to ensure that Scotland should be the best place to grow up and go to school. They aspire to ensure that each child and young person can enjoy an education that encourages them to be the most successful they can be and reach their potential. In order to achieve this, schools need to raise attainment consistently for all our children and young people; and progressively reduce inequity in educational outcomes.

There is a wealth of evidence which suggests that there is a significant gap in educational attainment between the most and least deprived children and young people, and the majority of this variation can be found within rather than between schools. Children and young people of disadvantaged backgrounds are much more likely to experience poorer educational outcomes than their peers who enjoy greater advantages.

The Access to Education fund was launched in 2014. This fund aimed to reduce the barriers to learning experienced by pupils from disadvantaged backgrounds. Education is about the ability to learn, not the ability to pay, and pupils should not have to miss out on educational experiences for financial reasons. The £1.5 million Access to Education fund aimed therefore to provide support to schools in order that they, in turn can support children, young people, and their families by improving their experiences at school, thus, improving their life chances.

In providing the Access to Education Fund, Scottish schools were being given the opportunity to apply for funding which would enhance learning, address existing barriers and help each child reach their full potential. The fund is now in its second phase.

D.2 Aims of the Access to Education Fund

The fund aims to reduce the barriers to learning experienced by children and young people from disadvantaged backgrounds. It will achieve this by addressing one, or more, of the following areas:

- Helping schools to address barriers to learning caused by difficulties in accessing appropriate school resources, IT, or clothing;
- Enhancing a school's capacity to provide trips, outdoor learning or other activities which will boost learning and are an integral part of the school curriculum;
- Enhancing a school's capacity to provide coaching and mentoring programmes for disadvantaged students to support them to become fully engaged in school and community life;
- Enhancing a school's capacity to deliver parental engagement programmes to support parents to support their children; and
- Enhancing a school's capacity to develop or deliver innovative learning experiences which will raise educational attainment, promote attendance and encourage positive engagement.

D.3 **Criteria for funding bids**

All 32 Scottish local authorities were invited to submit applications for funding. Funding awards of around £5,000 would be available per successful school bid, however larger awards would be made in exceptional circumstances. Clusters or groups of schools could apply together, however the total amount applied for could not exceed £5,000 per school involved. Only 1 bid per school/cluster/group of schools would be permitted.

Education Scotland were particularly interested in proposals which:

- Could not be achieved without additional funding;
- Would provide innovative solutions to reducing barriers to learning for disadvantaged children and young people;
- Would raise the attainment of children and young people who, because of their disadvantaged background, are underachieving and not engaging positively;
- Are sustainable and will build capacity that will last beyond the funding period;
- Will provide measurable outcomes;
- Include plans to share the initiative with other schools.

In addition, it was stressed that local authorities should encourage proposals which were not a short term fix, but part of a longer term drive for continuous and sustainable improvement where it is needed most. It was also strongly suggested that applications should be considered by groups or clusters of schools in order that more sustainable proposals which would build capacity beyond the funding period could be facilitated.

D.4 **The West Lothian Approach**

Representatives from all West Lothian schools were invited to attend a briefing where the process, timescale and guidelines for the submission of bids was outlined. Ongoing support was then provided to schools as required in ensuring that any proposed bids fulfilled the criteria outlined by Education Scotland.

In total, 12 bids were submitted by West Lothian schools. 9 Individual school bids and 3 cluster or group bids. These consisted of 3 primary applications; 2 ASN applications; 4 secondary applications and 3 cluster/group bids consisting of primary, secondary and ASN schools.

Successful Applications

Education Scotland released information on regarding the allocation of the £1.5 million Access to Education funding. 8 applications from West Lothian were successful receiving a total of £117,300. This represented 7.82% of the total funding available across all 32 local authorities and saw West Lothian Council secure the third largest amount of all authorities. (See Appendix 1).

5 individual school bids and 3 cluster/group bids involving a further 18 schools were successful receiving individual grants ranging from £5000 to £35,000 (See Appendix 2)

E. **CONCLUSION**

In total, 23 schools will benefit from the £117,300 total funding which has been granted to our local authority as part of the Access to Education fund. West Lothian has already been commended by Education Scotland for the high quality, innovative bids which were submitted. Work is now underway to transfer the funds to individual schools and clusters/groups in order that the projects can begin. Schools will be required to report on progress and it is hoped that in addition to a national good practice event, West Lothian schools who have benefitted from funding can share the

outcomes of their projects with all schools within our authority in order to build capacity and share good practice. Ongoing support will be available for all schools involved both at a local and national level.

F.   BACKGROUND REFERENCES

None   - 90 -

Appendices/Attachments: Appendix 1 – Award Amounts by Local Authority
                                 Appendix 2 - West Lothian Council Successful Bids

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James Cameron, Head of Education (Development)

Date: 8 December 2015

Local Authority	Award Amount
Aberdeen City	£32,299.28
Aberdeenshire	£53,754.21
Angus	£11,203.00
Argyll and Bute	£9,325.00
City of Edinburgh	£95,079.92
Clackmannanshire	£19,092.20
Eilean Siar	£5,000.00
Dumfries and Galloway	£30,920.00
Dundee City	£14,805.00
East Ayrshire	£9,237.50
East Dunbartonshire	£38,416.40
East Lothian	£19,530.21
East Renfrewshire	£24,599.53
Falkirk	£122,565.75
Fife	£89,090.77
Glasgow	£301,513.59
Highland	£22,200.00
Inverclyde	£14,950.00
Midlothian	£27,939.53
Moray	£14,823.49
North Ayrshire	£79,200.00
North Lanarkshire	£52,967.37
Orkney	£5,000.00
Perth and Kinross	£10,000.00
Renfrewshire	£31,834.88
Scottish Borders	£13,644.16
Shetland	£4,999.00
South Ayrshire	£33,558.50
South Lanarkshire	£83,085.16
Stirling	£22,065.55

West Dunbartonshire	£90,000.00
West Lothian	£117,300.00
TOTALS	**£ 1,500,000.00**

Access to Education – Phase 2

West Lothian Council Successful Bids

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West Secondary Hub (Armadale Academy, Whitburn Academy, St Kentigerns Academy, Linlithgow Academy,WLBSS)	Coaching for Improvement	£	25,000.00
Cedarbank School	'A Hard Day's Work' – an introduction to vocational skills	£	6,300.00
Broxburn Academy	' The Broxburn Academy Pathfinder project'	£	5,000.00
Inveralmond Cluster Bid	Building Learning Power	£	30,000.00
Blackburn Primary School	Developing Emotional Literacy using the great outdoors	£	6,000.00
West Calder High School	Outward Bound – Upward Bound	£	5,000.00
The James Young High School	Mapping Your Future	£	5,000.00
Deans Community High School Cluster	A Consistent Approach to Raising Attainment in Maths	£	35,000.00

West Lothian Council

EDUCATION EXECUTIVE

WEST LOTHIAN COUNCIL EDUCATION SERVICES: ADDITIONAL SUPPORT NEEDS REVIEW 2014

REPORT BY HEAD OF SERVICE (QUALITY ASSURANCE)

A.   PURPOSE OF REPORT

To advise the Education Executive on the progress made in relation to the implementation of the **"West Lothian Council, Education Services, Additional Support Needs Review 2014"** as agreed at its meeting on 24 March 2015**.**

B.   RECOMMENDATION

To note the progress made to date in relation to the implementation of the **"West Lothian Council, Education Services, Additional Support Needs Review 2014".**

C.   SUMMARY OF IMPLICATIONS

I	**Council Values**	Focusing on our customers' needs; being honest, open and accountable; providing equality of opportunities; developing employees; making best use of our resources; working in partnership
II	**Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)**	Education (Scotland) Act 1980 Education (Additional Support for Learning) (Scotland) Act 2004 Scottish Schools (Parental Involvement) Act 2006 Standards In Scotland's Schools etc Act (2000) Equality Act 2010 Schools (Consultation) (Scotland) Act 2010 Children and Young People (Scotland) Act 2014 UN Convention on the Rights of the Child (Article 12)
III	**Implications for Scheme of Delegations to Officers**	None

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IV	**Impact on performance and performance Indicators**	The educational benefits resulting from the ASN Review will impact positively on a range of performance indicators including attainment.
V	**Relevance to Single Outcome Agreement**	Outcome 1, 2 and 5
VI	**Resources - (Financial, Staffing and Property)**	The approved revenue budget for Schools for 2014/15 included £501,000 for demographics in the special sector. A further £409,000 for 2015/16, £250,000 for 2016/17 and £58,000 for 2017/18 is required to be incorporated into the budget model to meet the projected growth in additional support needs provision. One additional special class staffing structure has been required in order to effect the transition of the ASD classes from Ogilvie School Campus, Livingston, to St Mary's Primary School, Polbeth for school sessions 2015/16 to 2017/18 and is accommodated within the special school resources.
		Capital budget provision of £2.3m has been included in the Capital Programme to 2017/18 for development of the special needs school estate to meet demographic requirements. Deployment of this resource will be confirmed on the conclusion of the formal consultation.
VII	**Consideration at PDSP**	This report is being submitted directly to the Education Executive as requested by the Education Executive on 24 March 2015.
VIII	**Other consultations**	None.

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D. TERMS OF REPORT

D.1 Background

Following extensive consultation in line with the Schools (Consultation) (Scotland) Act 2010, the Education Executive, at its meeting on 24 March 2015, approved:

a) the establishment of Connolly School Campus, a new primary school for Additional Support Needs (ASN) located at Connolly House, Blackburn from August 2015 containing 4 primary special classes (for the provision of Social, Emotional and Behavioural Needs (SEBN) education across P1 to P7);

b) the re-location of 4 Social, Emotional and Behavioural Needs (SEBN) primary special classes (providing education across P1 to P7) from Ogilvie School Campus, Knightsridge, Livingston to Connolly School Campus, Blackburn by August 2015;

c) the establishment of 3 primary special classes at St Mary's Primary School, Polbeth (for the provision of primary education for children with Autism Spectrum Disorder (ASD) across P1 to P7) commencing from August 2015 and a third class commencing from August 2018;

d) the re-location of P1 to P3 pupils from the Autism Spectrum Disorder (ASD) special classes at Ogilvie School Campus, Knightsridge, Livingston to St Mary's Primary School, Polbeth with effect from August 2015; and the P4 to P6 pupils from the ASD classes at Ogilvie School Campus to complete their primary schooling within Ogilvie School Campus;

e) the exploration of additional enhancements as suggested by Education Scotland, namely, to consider opportunities for shared experiences for the children of Connolly School Campus and Our Lady of Lourdes Primary School, facilitated through collaborative planning between the schools and in partnership with parents/carers;

f) the relocation of two classes located in Polkemmet Primary School under interim arrangements, agreed at the Education Executive in February 2014, to specialist provision at Pinewood School Campus and/or Ogilvie School Campus from August 2015;

g) the consideration of breakfast club provision at both Pinewood and Ogilvie school campuses; and

h) the formal naming of the new school at Connolly House for consideration by a future meeting of the Education Executive.

At the meeting on 24 March 2015, it was also agreed that a report would be submitted to the Education Executive in the autumn of 2015 providing an update on the progress made on the implementation of the above decisions. This report provides the requested update.

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D.2 **Implementation of "West Lothian Council Education Services Additional Support Needs Review 2014"**

The summer term of academic session 2014-15 saw the Head Teachers of West Lothian Behaviour Support Service (Burnhouse Campus), Ogilvie School Campus, St Mary's Primary School (Polbeth), Polkemmet Primary School and Pinewood School Campus undertake a wide range of activities relating to the implementation of the "West Lothian Council, Education Services, Additional Support Needs Review 2014."

Key tasks included:
- communicating with parents, facilitating school visits and open days
- staff and pupil inductions (including individualised transition programmes)
- relocation of staff (ensuring stability and consistency of support for vulnerable pupils and their families)
- procurement of appropriate resources
- installation of appropriate information and communication technology.
- liaison with transport colleagues to ensure continuity of service and, where possible, consistency of driver, escort and travelling companion(s).

There was additionally a requirement within St Mary's Primary School (Polbeth) and within Our Lady of Lourdes Primary School for induction programmes to heighten the awareness for mainstream school communities with regards to the pupils with additional support needs (and their staff) relocating to their school or adjacent building.

A progress report is provided below in relation to the activities for each school involved.

D.3 **Connolly School Campus**

Connolly School Campus was formally named by the Education Executive on 9 June 2015. A date for the formal opening of the school is being considered by the Administration.

The uniform and badge for Connolly School Campus were designed by the pupils with social, emotional and behavioural needs whilst still located at Ogilvie School Campus. Pupils relocating from Ogilvie School Campus to Connolly School Campus were presented with their new school uniforms as a leaving gift by the school community of Ogilvie School Campus in June 2015.

An Open Day for parents of pupils with social, emotional and behavioural needs took place on 1 June 2015. This enabled parents and carers to be shown round the refurbished provision.

To heighten awareness of the impending changes and to celebrate the many successes of Ogilvie School Campus over the years a garden party for staff, pupils, parents/carers and friends of the school took place within Ogilvie School Campus on 11 June 2015.

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Pupils relocated to their new school (after completion of individualised transition programmes), in consultation with parents/carers and staff, on 24 August 2015. This arrangement facilitated a phased transition prior to, and shortly after, the summer holiday. This phased transition enabled the pupils to benefit from a few days in familiar surroundings after the summer break before relocating to the refurbished specialist provision within Connolly School Campus.

Within Connolly School Campus a wide range of refurbished accommodation and resources is available to ensure the delivery of Curriculum for Excellence in a modern, spacious and fully equipped educational setting. Accommodation includes, chill out facilities, areas for personal study, meeting rooms, therapists' space, home economics area, pupil kitchen / dining space, extensive break out space and structured play, in addition to modern, well equipped classrooms with a wide range of information and communications technology.

To facilitate effective transitional planning, pupils visited their new school prior to the end of the school session. The pupils were immediately excited about their new facilities and about the possibilities for working together, where appropriate, with their neighbours in Our Lady of Lourdes Primary School.

Staff who support the pupils with social, emotional and behavioural needs have commented very favourably upon the refurbished accommodation. Primary Behaviour Support Services outreach staff have also relocated to Connolly School Campus, thereby providing further consistency and continuity for relocating staff and pupils.

Fencing surrounding the Connolly School Campus playground ensures secure access to a new MUGA (Multi Use Games Area) which is benefitting the school communities of both Connolly School Campus and Our Lady of Lourdes Primary School.

The location for the pupils' lunch is dependent on the needs of the individual pupils and is facilitated in either the dining hall of Our Lady of Lourdes Primary School or in the ample space available within the pupil kitchen/dining space within Connolly School Campus. The kitchen within Our Lady of Lourdes Primary School is a production kitchen and arrangements are in place for school lunches to be prepared for pupils and staff within Connolly School Campus.

The Depute Head Teacher relocated from Ogilvie School Campus to Connolly School Campus, along with a number of teaching and support staff who previously supported the pupils with social, emotional and behavioural needs. This has ensured continuity and progression in learning for relocated pupils.

The Head Teacher of Connolly School Campus confirms that the pupils have made an excellent start within their new school. The pupils have settled in well and are now beginning to see the school as their own. Recognition must be given to the staff team, led by the Depute Head Teacher who is based within the school, who have worked passionately to create a welcoming, nurturing learning environment for all pupils.

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The school community of Connolly School Campus is extremely grateful to the staff and pupils of the adjoining Our Lady of Lourdes Primary School for the very warm welcome accorded to their new neighbours as they access Physical Education and dining facilities within Our Lady of Lourdes Primary School.

The garden at Our Lady of Lourdes Primary School (improvements for which were funded by the school's Parent Council) was used as a construction compound during the refurbishment of Connolly House. As a result, the garden required to be returned to its former state on completion of the refurbishment. The garden is now being well utilised for outdoor play and learning by pupils and staff. It is hoped that this facility can also be accessed by the pupils of Connolly School Campus on a shared timetabled basis and as planned opportunities arise for pupils of these adjoining schools to come together in planned and supported activities.

D.4 St Mary's Primary School (Polbeth)

The specialist resource based within St Mary's Primary School (Polbeth) opened in August 2015. Presently two classes for pupils with Autism Spectrum Disorder are being supported. A third class will commence as of August 2018. For pupils with Autism Spectrum Disorder one staff team of Teacher and Advanced Pupil Support Workers relocated from Ogilvie School Campus to St Mary's Primary School (Polbeth). This ensured an experienced staff team as well as continuity in learning within this new provision. An experienced newly appointed Acting Principal Teacher and two Advanced Pupil Support Workers have additionally joined the staff team.

Currently, this resource is operating at capacity, with 12 pupils on the roll of the school. Ultimately, accommodation in the specialist resource is to include three refurbished classrooms, a sensory room and pupil kitchen for a capacity of 18 pupils.

To facilitate effective transition, an Open Day for parents and carers of pupils with Autism Spectrum Disorder due to commence at the specialist resource was scheduled for 17 June 2015. Parents/carers attended with their children and lunch was taken in the school's recently refurbished dining hall.

The playground has been modified to provide safe and secure play space for pupils with Autism Spectrum Disorder, while simultaneously providing ease of access to the mainstream playground for these pupils as their confidence develops. Additional playground resourcing and improvements are being taken forward in consultation with pupils.

The school car park has been upgraded and extended to ensure the safe arrival / uplift of pupils at the start and end of the school day.

Pupils relocating from Ogilvie School Campus to St Mary's Primary School (Polbeth) were presented, by the community of Ogilvie School Campus, with their new school uniform as a leaving gift. Pupils in the specialist provision for pupils with Autism Spectrum Disorder within St Mary's Primary School (Polbeth) share the school uniform and school badge of the mainstream (denominational) school.

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The pupils in the ASD resource at St Mary's Primary School (Polbeth) have all settled well with a range of inclusive activities already taking place.

Information and communication technology is being used to enhance pupil learning experiences. The pupils have also enjoyed accessing the break out room for snack, lunch and cooking activities.

In celebration of a wide range of successes, a number of pupils have already been given 'Awesome Award' certificates by the Head Teacher. This has been particularly welcomed by the pupils and their families.

D.5 **Polkemmet Primary School, Ogilvie School Campus and Pinewood School Campus**

In August 2014 two classes of pupils with severe and complex needs were placed, under a temporary arrangement, within Polkemmet Primary School in Whitburn. One of these classes relocated in August 2015 to Ogilvie School Campus and one to Pinewood School Campus.

To ensure continuity and progression in learning, pupils relocated as a class with their existing staff teams. This arrangement met the wishes of parents/carers as expressed through the public consultation exercise.

Relocation from Polkemmet Primary School to either Ogilvie School Campus or Pinewood School Campus impacted upon existing routines for pupils and their families. Consequently, Head Teachers of both Ogilvie and Pinewood school campuses were readily available to meet with parents/carers of pupils from the specialist classes due to relocate from Polkemmet Primary School so that seamless transitions and individualised programmes could be sensitively and successfully completed, in partnership with parents/carers, for August 2015.

The pupils have settled well into new school environments and are enjoying building relationships with their new peers. This is as a result of the commitment of both staff and parents/carers and successful transition programmes implemented before the summer and into the new academic year. "Meet the Teacher" events and parent/carer coffee mornings have supported the pupils and staff in establishing a sense of belonging to their new schools.

Education Services Resource Manager is progressing the internal modification and classroom extensions that will be required to Pinewood and Ogilvie school campuses to ensure the sustainability of long term capacity within West Lothian for pupils with severe and complex needs.

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D.6   Breakfast Clubs In Specialist Provisions: A Feasibility Study

Following the formal consultation period the family of a pupil involved in relocation expressed a preference for a breakfast club to be established within specialist provision to start prior to 8.50 a.m. As a result, the Education Executive instructed officers to carry out a feasibility study on this issue.

Although there were complex issues surrounding transport and staffing, Education Services committed to investigating the possibility of before-the-school day breakfast provision within all specialist schools within the authority. Issues requiring particular consideration included:

- increased length of the school day

- families of pupils traveling together in one taxi may not all wish their child to attend a before-the-school day breakfast club

- supervision requirements and medical restrictions: many pupils require support to eat, drink, swallow; medical issues such as seizures, gastronomy feeds

- location of nursery, primary and secondary pupils on the one campus

- the number of dining tables required to feed whole school in one sitting

- on arrival at school many pupils have already breakfasted and are not hungry.

It was agreed by officers that it would not be possible to offer a consistent approach for the provision of breakfast before the start of the school day within specialist schools. Currently, the vast majority of pupils are breakfasting at home prior to uplift by taxi and most parents, pupils and young people appear happy with this arrangement. Additionally, all specialist schools presently offer breakfast as part of their Health and Wellbeing curriculum.

The issue of before the school day breakfast clubs had been raised by one family and it has been possible to retain an early pick up for this family to enable their existing pre-school day routine to be maintained.

E.   CONCLUSION

The public consultation "West Lothian Council, Education Services, Additional Support Needs Review 2014" was a significant undertaking and the implementation of the agreed proposals culminated in a range of educational benefits, enabling the council to secure further improvements in the quality of education for pupils with additional support needs.

The pupils are thoroughly enjoying their new schools and are benefitting from staff with high levels of expertise providing a wide range of activities, a high level of support and experiences to maximise progress within the level appropriate to each pupil's ability.

Staff within the specialist provisions are continuing to work in partnership to secure improvements in teaching and learning to ensure progression, achievement and attainment.

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Education Services is confident that the existing arrangements for the provision of breakfast in specialist provisions meets the requirements of Curriculum for Excellence and that breakfast is available in all specialist provisions over the course of the morning.

F. **BACKGROUND REFERENCES**

Review of Additional Support Needs (ASN) Provision, Education Executive 12 November 2013

Review of Additional Support Needs ASN Provision, Education Executive, 4 February 2014

Interim Arrangements To Accommodate The Intake To Special School Provision At The Start Of Session August 2014, Education Executive 25 February 2014

West Lothian Council, Education Services, Admission Arrangements for Specialist Provision 2014, Education Executive 11 November 2014

Review of Additional Support Needs ASN Provision, Education Executive, 24 March 2015

Appendices/Attachments: None

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James Cameron, Head of Education (Quality Assurance)

Date of meeting: 8 December 2015

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