



West Lothian
Council

Education Executive

West Lothian Civic Centre
Howden South Road
LIVINGSTON
EH54 6FF

14 January 2016

A meeting of the **Education Executive** of West Lothian Council will be held within **Council Chambers, West Lothian Civic Centre** on **Tuesday 19 January 2016** 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 8th December 2015 (herewith)
5. Advanced Pupil Support Workers in Additional Support Needs Schools
 - (a) Petition - Save our Nursery Nurses in Special Needs Schools in West Lothian (held by Committee Services)
 - (b) Report by Head of Education (Quality Assurance) (herewith)
6. Initial Destination of School Leavers 2014/2015
 - (a) Presentation by Stuart McKay, Opportunities for All Officer
 - (b) Report by Head of Education (Quality Assurance) (herewith)

Public Items for Decision

7. Early Learning and Childcare - Flexibility and Choice - Report by Head of Education (Development) (herewith)
8. Torphichen Primary School - Extension - Joint Report by Head of Education (Development) and the Head of Finance and Estates (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 8 DECEMBER 2015.

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

Apologies – Councillors Alexander Davidson and Angela Moohan

1. DECLARATIONS OF INTEREST

Agenda Item 6 – Naming of the new Primary School in Armadale

Councillor Sarah King declared a non-financial interest as the parent of children attending Armadale Primary School.

2. MINUTE

The Education Executive approved the minute of the meeting held on 27th October 2015 as being an accurate record. The Chair thereafter signed the minute.

3. RAISING ATTAINMENT STRATEGY 2015-17

The Education Executive considered a report (copies of which had been circulated) by the Head of Education (Quality Assurance) providing details of the revised Raising Attainment Strategy 2015-17, which was attached as an appendix to the report.

The Head of Education (Quality Assurance) advised members that the council's Raising Attainment Strategy has driven significant improvements in attainment in West Lothian. The Strategy was 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. While evidence demonstrated continuous improvement in raising attainment, the council's focus must also be on closing the attainment gap for those children and young people from the most disadvantaged backgrounds. Consideration had also been given to the Raising Attainment Strategy 2015-17 by the Education Policy Development and Scrutiny Panel with a recommendation to forward the report to the Education Executive for approval and implementation.

The Education Executive was asked to approve the Raising Attainment Strategy 2015-17.

Decision

Approved the terms of the report.

4. NAMING OF THE NEW PRIMARY SCHOOL IN ARMADALE

The Education Executive considered a report (copies of which had been circulated) by the Head of Education (Development) providing details of the outcome of the consultation on the naming of the new primary school in Armadale. A list of the suggested school names agreed by the Education Executive at its meeting held on 25 August 2015 was attached as an appendix to the report, which formed the basis of the consultation.

The Education Executive was advised that extensive consultation had been carried out and the most frequent name suggested by all three school communities and by members of the public was Southdale Primary School. The name receiving the largest number of votes, taking into account a petition submitted by Armadale and District War Memorial Association, was William Angus VC Primary School in recognition of the deeds of William Angus, VC, who was born in the area that the school was built on.

The Education Executive was asked to consider the outcome of the consultation on the naming of the new primary school in Armadale.

Motion

Education Executive commends all contributors with suggestions on the name of the new primary school in Armadale, currently under construction.

Education Executive agrees that following consideration of all suggestions, the school shall be named Southdale Primary School.

It was also agreed to dedicate and name the school's assembly hall in remembrance of William Angus V.C. who was born in the area in which the school was built.

- Moved by the Chair and seconded by Councillor Dodds.

Decision

The motion was unanimously agreed.

Councillor Cartmill joined the meeting following consideration of the naming of the new primary school in Armadale.

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

The Education Executive considered a report (copies of which had been

circulated) by the Head of Education (Development) providing details of a response from education to the Scottish Government's consultation on a proposal for a Digital Learning and Teaching Strategy for Scotland, details of which was attached as an appendix to the report.

The report explained that digital technology has rich potential to support education in Scotland's schools in a wide variety of ways. Ensuring that digital technology was embedded in learning and teaching across the curriculum was important to ensure that children and young people were equipped with the essential digital skills they needed to flourish in the 21st century.

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

The Education Executive was asked to approve the response to the consultation on a proposal for a Digital Learning and Teaching Strategy for Scotland.

Decision

Approved the terms of the report.

6. 2015 BASE SCHOOL FORECASTS

The Education Executive considered a report (copies of which had been circulated) by the Head of Planning and Economic Development providing details of the 2015 Base School Forecast. The forecasts included scenarios which could be used for future revenue and capital planning, pupil placement decisions and responses to developers on planning proposals which would have an impact on education capacity, details of which were summarised in the appendices to the report.

The Head of Planning and Economic Development advised members that the 2015 Base School Forecast report was considered by the Education PDSP at its meeting on 24 November 2015 and recommended for submission to the Education Executive for approval. He also advised that the 2015 Base Forecast was presented in a revised format.

The updated forecasts and methodology would be used in association with the Supplementary Planning Guidance (SPG) on Planning for Education. Updates to the SPG might be required 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 would 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.

Overall the forecast showed that there would be an on-going need to invest in the school estate to ensure that sufficient places would be available in catchment schools to meet anticipated demand. Demand would be influenced by the rate of increases in housebuilding and the

number of planning applications for new housebuilding coming forward, which would be kept under on-going review. The forecasts highlight a particular demand for school places with some schools likely to avoid the effect of school roll decline while others show significant increase/decrease. Ongoing school consultation and review of education provision arrangements was essential to support the development plan.

In conclusion, the updated school roll projections indicated growth in the pre-school and primary sectors over the forecast period. There was a need to continue to monitor the broader economic context in updating school rolls and projecting school capacity requirements. It was also important to review forecasts in light of any material changes, such as demographics, but particularly so with house building completions as this was the greatest single factor influencing school roll forecasts. Further school consultation and capacity enhancement would be necessary to ensure sufficient pre-school and school places were available.

The Education Executive was asked to:

1. Note that the forecasts have been updated and incorporated the 2015 School census as the base;
2. Note that, unlike previous forecast reports, the forecasts now included scenarios based on projected house completions;
3. Agree the updated forecasts of pupil rolls, including the assumptions and methodology applied in producing these data;
4. Agree the school roll forecasts as being the basis for future education provision planning and consultation on development planning; and
5. Note that further investment in the school estate would be necessary in the future but the time of that investment would be influenced by house building rates and the commitment of developers to fund additional school capacity.

Decision

Approved the terms of the report.

7. ACCESS TO EDUCATION GRANT FUNDING - PHASE 2

The Education Executive considered a report (copies of which had been circulated) by the Head of Education (Development) providing details of the successful bids made by West Lothian schools for grant funding from the Access to Education Fund provided by Education Scotland.

In total, 23 schools would benefit from the £117,300 total funding which was granted to West Lothian Council as part of the Access to Education fund. West Lothian was commended by Education Scotland for the high quality, innovative bids which were submitted. Work was underway to transfer the funds to individual schools and clusters/groups in order that the projects could begin. Schools would be required to report on progress

and it was hoped that in addition to a national good practice event, West Lothian schools who had benefitted from funding could share the outcomes of their projects with all schools within West Lothian in order to build capacity and share good practice. Ongoing support would be available for all schools involved both at a local and national level.

The Education Executive was asked to note the successful bids for funding.

Decision

Noted the contents of the report.

8. WEST LOTHIAN COUNCIL EDUCATION SERVICES: ADDITIONAL SUPPORT NEEDS REVIEW 2014

The Education Executive considered a report (copies of which had been circulated) by the Head of Education (Quality Assurance) providing details of 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.

The report recalled that 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 were thoroughly enjoying their new schools and were 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 were continuing to work in partnership to secure improvements in teaching and learning to ensure progression, achievement and attainment.

The report also outlined the outcome of a feasibility study carried out in relation to the provision of breakfast clubs in specialist provisions. Education Services was confident that the existing arrangements for the provision of breakfast in specialist provisions met the requirements of Curriculum for Excellence and that breakfast was available in all specialist provisions over the course of the morning.

The Education Executive was asked to note the progress made to date in relation to the implementation of the “West Lothian Council, Education Services, Additional Support Needs Review 2014”.

Decision

Noted the contents of the report.

Save Our Nursery Nurses in Special Needs Schools in West Lothian

About this petition

Please help us.

Our children at Pinewood School currently have dedicated nursery nurses, qualified and experienced in supporting our children who have severe & complex needs.

West Lothian council want to remove and replace these trained, experienced staff with Teaching Assistants. The only reason possible for this change can be cost cutting - at the expense of our communities most vulnerable children's education and welfare.

There is no doubt that our children will suffer. This wealth of hard earned experience and knowledge will be taken away from our children if West Lothian Council goes ahead with this cut in provision.

Please help us by signing our petition to let West Lothian Council know that we and members of our community **WILL NOT** let this decrease in the level of education & care for our local children happen.

On behalf of our children - Thank You.



This petition has collected
1021 signatures
using the online tools at iPetitions.com

Printed on 2015-12-17



EDUCATION EXECUTIVE

ADVANCED PUPIL SUPPORT WORKERS IN ADDITIONAL SUPPORT NEEDS SCHOOLS

REPORT BY HEAD OF EDUCATION (QUALITY ASSURANCE)

A. PURPOSE OF REPORT

To inform members of the Council's policy of appointing Advanced Pupil Support Workers to Additional Support Needs Schools.

B. RECOMMENDATION

To note the Council's policy of appointing Advanced Pupil Support Workers to Additional Support Needs Schools

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)	Council's Workforce Management Policies and Procedures. An Equality Impact Assessment of the review of the Pupil Support Worker (PSW) role was undertaken in 2013.
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)	Within existing resources.
VII Consideration at PDSP	None
VIII Other consultations	Consultation was undertaken with Head

Teachers, Trade unions and the wider Community when the Council policy was established in 2013.

D. TERMS OF REPORT

A review of the Pupil Support Worker (PSW) role was undertaken in 2013 in order to ensure high quality school support provision at an appropriate level to meet the needs of all pupils across all school sectors and specialist provision. The Council developed a job remit for a PSW post at two levels – Core and Advanced in order to more fully reflect the requirements of Additional Support Needs provision and developing service requirements.

The advanced level PSW post covers all the duties outlined within the core PSW role but additionally incorporates requirements in relation to supporting pupils with severe and complex additional support needs.

An outline of the key differences between the two post levels, agreed by the Education Executive at its meeting of 13 March 2013, is included in the table below. All of the undernoted duties are carried out under the direction of a teacher.

Core PSW (Band C)	Advanced PSW (Band D)
Provide support to pupils who may have low level additional support needs and/or medical needs.	Provide support to pupils deemed to have severe and complex needs.
	Act as a facilitator for the full participation and integration of pupils deemed to have severe and complex needs.
Support pupil learning	Working with the teacher to develop structured learning programmes, supporting the planning and evaluation of individual educational programmes.
Where required, administer basic short term medication by following the defined and authorised instructions from parents.	After training, participate in the delivery of the pupil's Health Care Plan.
	Provide direct physical assistance to pupils as necessary with feeding, toileting etc.
	Support the use of special aids and equipment.
	Assist with the lifting and positioning of pupils where mobility is restricted.

The review addressed the anomaly that Nursery Nurses were working in an environment that their professional qualification would not prepare them for, and for which a Nursery Nurse qualification was not required. The review resulted in a role

description for suitably qualified staff to undertake the duties required within Additional Support Needs Schools, under the direction of qualified teaching staff. The review concluded that pupils with Additional Support Needs require support from staff with these skills, and not a qualified Nursery Nurse, unless in a pre-school setting.

Following the agreement of the Education Executive in March 2013, the Council has a policy of appointing Advanced Pupil Support Workers to Additional Support Needs Schools.

At present, there are 131 Advanced Pupil Support Workers in Additional Support Needs Schools and 24 Nursery Nurses.

This deployment of suitably qualified Advanced Pupil Support Workers is well established has proved successful where it has been implemented.

Additional Support Needs Schools are subject to internal quality assurance and internal inspection. As a result of these robust procedures the Council is satisfied that the needs of all pupils is being met within the agreed staffing framework, supported by the contribution of appropriately trained and experienced Advanced Pupil Support Workers.

The policy of appointing Advanced Pupil Support Workers to Additional Support Needs Schools reflects the Council's desire to ensure that appropriately trained staff are deployed to meet the needs of pupils in Additional Support Needs Schools. The policy also allows qualified Nursery Nurses to be deployed to the location most appropriate to their qualification. There is a growing demand for the employment of Nursery Nurses to deliver Early Learning and Childcare within pre-school establishments.

Nursery Nurses with a qualification appropriate to Additional Support Needs will be retained within Additional Support Needs settings.

This policy was reiterated by the Council on 29 August 2015 when additional budget measures were agreed.

West Lothian Council currently spends a total of £20,136, 577 (2015/16) on services for pupils with additional support needs, up from £18,380,971 in (2013/14). There has been no reduction of expenditure in on additional support needs services. Indeed, expenditure has increased by 9.5% in this period.

E. CONCLUSION

The Council is satisfied that the needs of all pupils is being met within the agreed staffing framework, supported by the contribution of appropriately trained and experienced Advanced Pupil Support Workers.

F. BACKGROUND REFERENCES

Pupil Support Workers - Report to Education Executive 13 March 2013.

Additional Budget Reduction Measures – Report to West Lothian Council 29 August 2015.

Appendices/Attachments: None

Contact Person: Andrew Sneddon – Service Manager - Policy and Performance
andrew.sneddon@westlothian.gov.uk

James Cameron

Head of Education (Quality Assurance)

Date of meeting: 19 January 2015



EDUCATION EXECUTIVE

INITIAL DESTINATION OF SCHOOL LEAVERS 2014/2015

REPORT BY HEAD OF EDUCATION (QUALITY ASSURANCE)

A. PURPOSE OF REPORT

To inform the Education Executive about the Initial Destination of School Leavers Results for 2014/2015 based on the work of Skills Development Scotland (SDS) and the new method of data collection from the Participation Measure undertaken by SDS and key stakeholders.

B. RECOMMENDATIONS

It is recommended that the Education Executive:

1. Note the continuing improvement in positive destinations obtained by pupils leaving West Lothian schools.
2. Note that MCMC keyworkers, Transition to Work Coordinators, SDS staff, West Lothian College and other stakeholders will continue to help, support and encourage all leavers who have still to obtain a positive destination.

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)	None
III Implications for Scheme of Delegations to Officers	None
IV Impact on performance and performance Indicators	School leavers positive destinations statistics.
V Relevance to Single Outcome Agreement	The increasing number of young people entering a positive destination on leaving school.

VI Resources - (Financial, Staffing and Property)	The Council's More Choices More Chances and Education core and time limited funding budgets.
VII Consideration at PDSP	5 January 2016
VIII Other consultations	None

D TERMS OF REPORT

D.1 Introduction

The School Leaver Destination Results (SLDR) are published annually by Skills Development Scotland, with results of a follow up survey published around six months later. The data in the SLDR is derived from the Participation Measure and is based on young people who left school between the 1st August 2014 and the 15th September 2015. The Participation Measure contains data on the destinations of all young people aged from 16 to 20.

Appendix 1 gives the SLDR figures for each mainstream secondary school in West Lothian. Appendix 2 gives Scottish Local Authority SLDR figures. These are based on returns from 100.0% of leavers. The number of leavers in this survey is 1,962, a drop of 24, compared to the previous SLDR report for leavers 2013/2014 which was 1,986.

The status reported is the last known status recorded for the leaver within the shared dataset using the reporting date of Monday 5th October 2015. It gives the number and proportion of young people in positive destinations (Higher Education, Further Education, Training, Employment, Voluntary Work and Activity Agreements) plus those unemployed or whose destination is not known

Information in relation to West Lothian and the national data was published as Official Statistics by Skills Development Scotland on 16th December 2015.

D2 Key Points

Key points to note from the figures for the period are:

- The overall percentage of pupils in a positive destination has increased from 93.0% to 93.4%. This is the highest level ever of positive destinations for West Lothian.
- West Lothian's performance overall is 0.5% above the Scottish Average of positive destinations for school leavers.
- Over the last eight years, West Lothian has seen year on year improvements in the number of school leavers achieving a positive destination.
- Since 2007/08, the proportion of school leavers entering a positive destination (Higher Education, Further Education, Training, Employment, Voluntary Work and Activity Agreements) has increased by 12.7%
- Analysis of individual schools no longer shows a distinct east to west split, previously schools in the west of West Lothian achieved lower positive destinations than other school.

- The percentage going into Higher Education has decreased from 41.1% to 37.1% and the numbers into Further Education have increased from 26.4% to 29.6%.
- Those entering Training has increased by from 4.5% to 4.7%.
- The percentage of leavers entering into Employment has increased from 19.4% to 21.4%.
- Those involved in voluntary work has decreased from 0.3% to 0.1% and in activity agreements from 1.3% to 0.5%.
- The number of leavers unemployed and seeking employment has fallen from 5.9% of leavers to 5.6% with the number unemployed and not seeking has slightly increased from 0.9% to 1.1%.
- Out of 32 local authorities, West Lothian is in 17th position, a rise of 12 places in five years.

A more detailed analysis of the 2014/15 School Leavers Destination Results across the authority are given in Appendix 1.

A comparison of the 2014/15 School Leavers Destination Results by authority are given in Appendix 2

E Conclusion

A full analysis of our positive results has been carried out and this demonstrates that the key strategies which have been put in place over the past eight years are proving to be effective and successful in targeting key groups of young people in West Lothian, in raising their aspirations for the future and in supporting them to attain positive destinations. Strategies have included:

- Key Worker allocation has been targeted using the SEEMiS Risk Matrix and Data Hub to provide increased support to secondary schools, with the largest number of pupils identified as being most at risk of a negative post school destination.
- A Pilot Programme of a Positive Participation Key Worker who has been based in West Lothian College to support school leavers has resulted in more students sustaining college courses, 100% of West Lothian School Leavers being accounted for and a quicker and appropriate response to leavers who have issues with their destinations after leaving school.
- More robust data is being used to allocate resources efficiently across the authority. School staff also use this data to track, monitor and support pupils well in advance of their statutory leaving date.
- The partnership with West Lothian College provides a wide range of high quality options for school pupils and helps to create a successful transition from school to Higher and Further Education.
- The allocation of support funding to enable each school to appoint a Development Post Holder with responsibility for improving links between the school and local businesses.
- Targeted visits to schools with lower SLDR to provide support and identify areas for improvement.
- Systems are being put in place to ensure continuity of support for all students in every West Lothian secondary school.
- Review Visits to internal Hubs to identify examples of good practice. A Transition to Work Coordinator from another school is part of the review team to encourage sharing of good practice.

- A wider and more varied range of short life vocational programmes available to students who are approaching their official leaving date. These programmes are designed to develop their personal and employability skills and to help them with the transition from school.
- Strategies to raise attainment as well as prepare young people for the world of work and developing Scotland's young workforce continue to prove successful in helping pupils from West Lothian's secondary schools to enter into a positive destination after leaving school.
- Schools and partners on the Developing Scotland's Workforce Steering Group are continuing to work with a range of organisations and stakeholders to develop and extend provision of vocational experiences for young people as part of the Senior Phase.

F Background References

None

Appendices/Attachments:

Appendix 1 – Table of Initial Destinations by School 2014/2015 (SDS)

Appendix 2 – Table of Initial Destinations by Authority 2014/2015 (SDS)

Contact Person: Stuart McKay, Opportunities for All Officer, St David House, Bathgate, EH48 1TT.

Telephone: 01506 283311

E-Mail: stuart.mckay@westlothian.gov.uk

James Cameron
Head of Education (Quality Assurance)

Date of meeting: 19 January 2016

WEST LOTHIAN COUNCIL - INITIAL DESTINATION OF SCHOOL LEAVERS 2014/2015

Status Unconfirmed: An unconfirmed status applies to individuals for whom SDS holds a record but it has not been possible to identify an up-to-date status despite multi partner data sharing and tracking of individuals as part of service delivery.

West Lothian Council - Initial Destinations of School Leavers 2014/15 (Destination Figures)												
School	Total Leavers	Higher Education	Further Education	Training	Employment	Voluntary Work	Activity Agreement	Unemployed Seeking	Unemployed Not Seeking	Unconfirmed	Positive	Other
Armada Academy	126	37	38	10	29	1		11			115	11
Bathgate Academy	197	67	56	12	49			13			184	13
Broxburn Academy	180	67	44	9	49			8	3		169	11
Deans Community High School	160	48	60	11	29		1	10	1		149	11
Inverlomond Community High School	203	59	88	14	30		1	10	1		192	11
Linlithgow Academy	178	102	34	3	25			7	7		164	14
St Kentigern's Academy	235	83	67	11	53		1	16	4		215	20
St Margaret's Academy	186	79	49	7	45			5	1		180	6
The James Young High School	199	78	52	8	44		1	15	1		183	16
West Calder High School	159	62	43	3	42		2	6	1		152	7
Whitburn Academy	139	46	50	5	25		3	8	2		129	10
West Lothian Council	1,962	728	581	93	420	1	9	109	21		1,832	130
West Lothian Council - Initial Destinations of School Leavers 2014/15 (Destination Percentages)												
School	Total Leavers	Higher Education	Further Education	Training	Employment	Voluntary Work	Activity Agreement	Unemployed Seeking	Unemployed Not Seeking	Unconfirmed	Positive	Other
Armada Academy	126	29.40	30.20	7.90	23.00	0.80		8.70			91.30	8.70
Bathgate Academy	197	34.00	28.40	6.10	24.90			6.60			93.40	6.60
Broxburn Academy	180	37.20	24.40	5.00	27.20			4.40	1.70		93.90	6.10
Deans Community High School	160	30.00	37.50	6.90	18.10		0.60	6.30	0.60		93.10	6.90
Inverlomond Community High School	203	29.10	43.30	6.90	14.80		0.50	4.90	0.50		94.60	5.40
Linlithgow Academy	178	57.30	19.10	1.70	14.00			3.90	3.90		92.10	7.90
St Kentigern's Academy	235	35.30	28.50	4.70	22.60		0.40	6.80	1.70		91.50	8.50
St Margaret's Academy	186	42.50	26.30	3.80	24.20			2.70	0.50		96.80	3.20
The James Young High School	199	39.20	26.10	4.00	22.10		0.50	7.50	0.50		92.00	8.00
West Calder High School	159	39.00	27.00	1.90	26.40		1.30	3.80	0.60		95.60	4.40
Whitburn Academy	139	33.10	36.00	3.60	18.00		2.20	5.80	1.40		92.80	7.20
West Lothian Council	1,962	37.10	29.60	4.70	21.40	0.10	0.50	5.60	1.10		93.40	6.60

Totals may not equal 100% due to rounding

Rank	local authority	Positive destination	Negative destination
1	East Renfrewshire	96.7	3.3
2	Eilean Siar	96.2	3.8
3	North Ayrshire	96.1	3.9
4	Aberdeenshire	95.6	4.4
5	Dundee City	95.4	4.6
6	Scottish Borders	95.3	4.7
7	Shetland Islands	95.3	4.7
8	Inverclyde	94.3	5.7
9	Moray	94.3	5.7
10	South Ayrshire	94.3	5.7
11	Angus	94.0	6.0
12	Orkney Islands	94.0	6.0
13	East Lothian	93.9	6.1
14	Highland	93.7	6.3
15	East Dunbartonshire	93.5	6.5
16	Midlothian	93.5	6.5
17	West Lothian	93.4	6.6
18	Dumfries and Galloway	93.2	6.8
19	Argyll and Bute	93.1	6.9
20	East Ayrshire	93.0	7.0
21	South Lanarkshire	93.0	7.0
22	North Lanarkshire	92.9	7.1
23	Clackmannanshire	92.3	7.7
24	Fife	92.1	7.9
25	Edinburgh, City of	91.9	8.1
26	Perth and Kinross	91.8	8.2
27	Stirling	91.4	8.6
28	Renfrewshire	90.9	9.1
29	Glasgow City	90.3	9.7
30	Aberdeen City	90.0	10.0
31	Falkirk	89.7	10.3
32	West Dunbartonshire	89.4	10.6
	Scotland	92.9	7.0



West Lothian
Council

EDUCATION EXECUTIVE

EARLY LEARNING AND CHILDCARE – FLEXIBILITY AND CHOICE

REPORT BY HEAD OF EDUCATION (DEVELOPMENT)

A. PURPOSE OF REPORT

To inform the Education Executive of the outcome of the consultation on extending flexibility and choice in Early Learning and Childcare and the plan to extend flexibility and choice produced following consultation.

B. RECOMMENDATION

The Education Executive is asked to approve the following:-

- 1) To provide a total of 676 full day places at ten establishments (Bathgate West Nursery School, Bonnytown Nursery School, East Calder Primary School Nursery Class, Glenvue Nursery School, Knightsridge Early Years Centre, Ladywell Nursery School, Linlithgow Primary School Nursery Class, St Nicholas' Primary School Nursery Class, Southdale Primary School Nursery Class and Whitdale Early Years Centre), up from 176 at four establishments in the current session, representing an increase in flexibility and choice, with the final decision on the actual number of places provided at each venue dependent on actual demand, as determined by the School Placement Panel when placements are determined each year.
- 2) To offer two full days plus wraparound care available for purchase to complement the two full day provision at Southdale Primary School Nursery Class dependent on capacity and actual demand, as determined by the School Placement Panel when placements are determined each year.
- 3) To consider the provision of school holiday wraparound care at each of the venues currently providing wraparound care, and at each of the venues at which it is proposed to extend full day provision, with the provision of school holiday wraparound care based on actual demand making such provision financially viable in all cases.
- 4) To consult the Trades Unions with a view to introducing a new model of staffing within the full day provision model, in order to reduce the overall number of staff that children come in contact with, increase the use of nursery nurses to provide full day early learning and childcare, and allow more flexible working hours for nursery nurses.
- 5) To examine further the model of delivery, and staffing roles and complement across all pre-school establishments.
- 6) To consider further developments in Early Learning and Childcare when more

information on anticipated future expansion is available.

- 7) To agree the detailed proposals relating to ad-hoc/emergency wraparound care, holiday wraparound care and wraparound care charging, as set out in the report, and to amend the Wraparound Care Admission – Policy and Procedure and Terms and Conditions accordingly.

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)	<p>Under section 50(1)(a) of the Children and Young People (Scotland) Act 2014 education authorities must consult with such persons as appear to them to be representative of parents of children under school age in their area about how they should make early learning and childcare available. Under section 50(1)(b) of the Act, education authorities must have regard to the views expressed in those consultations and prepare and publish plans on how it intends to make early learning and childcare available in response to those views.</p> <p>Under section 52 of the Act, education authorities must have regard to the desirability of ensuring that the method by which it makes early learning and childcare provision available is flexible enough to allow parents an appropriate degree of choice when deciding how to access the service.</p>
III Implications for Scheme of Delegations to Officers	None
IV Impact on performance and performance Indicators	None
V Relevance to Single Outcome Agreement	None
VI Resources - (Financial, Staffing and Property)	<p>The total number of children accessing early learning and childcare is not expected to change significantly allowing delivery within existing resources. Subject to consultation with the Trades Unions, proposed staffing of the extended pilot will allow delivery within existing resources.</p>

Section 159 of the statutory Guidance issues in connection with the Children and Young People

(Scotland) Act 2014 states that annual incremental increases in funding from the Scottish Government will enable education authorities to increase flexibility and choice on an annual basis.

VII Consideration at PDSP

Approved for submission to Education Executive on 5 January 2015.

VIII Other consultations

A consultation survey was sent by e-mail and letter to all known parents/carers of children who will be eligible for early learning and childcare in session 2016/17. A total of 2657 parents were consulted, 2158 by e-mail and 499 by letter. Responses were received from 401 parents/carers.

D. TERMS OF REPORT

INTRODUCTION

Under section 50(1)(a) of the Children and Young People (Scotland) Act 2014 education authorities must consult with such persons as appear to them to be representative of parents of children under school age in their area about how they should make early learning and childcare available. Under section 50(1)(b) of the Act, education authorities must have regard to the views expressed in those consultations and prepare and publish plans on how it intends to make early learning and childcare available in response to those views.

Under section 52 of the Act, education authorities must ensure that the method by which it makes early learning and childcare provision available is flexible enough to allow parents an appropriate degree of choice when deciding how to access the service. Statutory guidance stresses that the flexibility and choice is around patterns or models of provision and not individual providers or places.

FLEXIBILITY AND CHOICE - CONSULTATION

A consultation survey was sent by e-mail and letter to all known parents/carers of children who will be eligible for early learning and childcare in session 2016/17. A total of 2657 parents were consulted, 2158 by e-mail and 499 by letter. Responses were received from 401 parents/carers, a response rate of 15%.

Parents/carers were asked whether they would like to see the pilot provision of 600 hours of Early Learning and Childcare spread across two full days from 8.00am to 4.00pm, with wraparound care available to purchase between 4.00pm and 6.00pm extended to another establishment. Out of the 401 parents/carers who responded, 292 parents/carers (72.8%) responded yes, and 109 (27.2%) responded no. Parents/carers were also asked to indicate which establishment they would want to offer this provision.

Responses indicate that a demand for Early Learning and Childcare to be delivered across two full days across West Lothian. Expressions of interest in receiving 600 hours of Early Learning and Childcare as two full days in specific establishments within each of the Early Learning and Childcare Areas used by the School Placement Panel when placing children are set out below.

Armadale – 17

Bathgate – 49

Blackburn – 11

Broxburn – 33

Calders – 30

Linlithgow – 34 (in addition to existing provision at Bonnytown Nursery and Linlithgow Primary School Nursery Class)

Livingston North – 25 (in addition to existing provision at Knightsridge Early Years Centre)

Livingston Centre – 24

Livingston South – 27 (in addition to existing provision at Glenvue Nursery School)

Whitburn – 29

Parents/carers were asked if they would like to suggest an alternative pattern of delivery for the 600 hours of Early Learning and Childcare, different from the five morning or four afternoon model, and the two full day model. Out of the 401 parents/carers who responded, 46 parents/carers did so. No one suggested alternative model was suggested by more than seven parents. An analysis of suggestions along with comment is included as Appendix 1.

Suggestions relating to the provision of wraparound during the school holidays and on those days when the 600 hours of early learning and childcare is not delivered will be considered where capacity exists and the service would prove financially viable.

Parents/carers were informed that the number of hours of free Early Learning and Childcare may be extended in future, and asked if they would you like to see some of these free hours available during the school holidays, if allowed by future legislation. 381 parents/carers answered this question, with 279 (73%) responding that they would like to see some free hours available during the school holidays, and 102 (27%) responding that they would not.

FLEXIBILITY AND CHOICE - PLAN

It is proposed that the current 'flexibility and choice pilot', running in 2015/16 in Bonnytown Nursery, Glenvue Nursery, Knightsridge Early Years Centre and Linlithgow Primary School Nursery Class, will be extended. It is proposed to offer 600 hours of Early Learning and Childcare spread across two full days from 8.00am to 4.00pm, with wraparound care available to purchase between 4.00pm and 6.00pm, at an additional 6 venues, spread across West Lothian as set out below:-

- Bathgate West Nursery School – full day provision across two full days for 48 children.
- Bonnytown Nursery School - full day provision across two full days for 48 children.
- East Calder Primary School Nursery Class - full day provision across two full days for 32 children.
- Glenvue Nursery School - full day provision across two full days for 32 children.
- Knightsridge Early Years Centre - full day provision across two full days for 32 children.
- Ladywell Nursery School - full day provision across two full days for 32 children.
- Linlithgow Primary School Nursery Class - full day provision across two full days for 32 children.
- St Nicholas' Primary School Nursery Class - full day provision across two full days for 32 children.
- Southdale Primary School Nursery Class - full day provision across two full days for 56 children, plus wraparound care for purchase on the additional three days.
- Whitdale Early Years Centre - full day provision across two full days for 32 children.

This will provide a total of 676 full day places at ten establishments across two full days, up from 176 in the current session at four establishments, representing an increase in flexibility and choice.

In all cases it is proposed that the actual number of places provided will be dependent on actual demand, and will be determined by the School Placement Panel when placements are determined each year.

At Bathgate West Nursery School, East Calder Primary School Nursery Class, Ladywell Nursery School, St Nicholas' Primary School Nursery Class, and Whitdale Early Years Centre the provision of full day places will reduce the number of traditional morning and afternoon places that can be offered due to physical capacity constraints. In these circumstances it is intended to ensure that children already granted traditional morning and afternoon places can continue this pattern of attendance if this is what their parents/carers choose. It is possible that this may restrict the ability of the School Placement Panel to place ante-pre-school children in traditional morning and afternoon places at Bathgate West Nursery School, East Calder Primary School Nursery Class Ladywell Nursery School, St Nicholas' Primary School Nursery Class and Whitdale Early Years Centre. In making placement decisions the School Placement Panel will balance the interests of all children, and their parents/carers, through the application of the Pre-School Admission Guidelines.

At Southdale Primary School Nursery Class it is anticipated that sufficient physical capacity will exist to offer two full days plus wraparound care available for purchase to complement the two full day provision. The provision of two full days plus wraparound care available for purchase on the other three days represents an extension of the pilot provision, and a further increase in flexibility and choice. It is proposed that this extension of wraparound will be dependent on actual demand, and will be determined by the School Placement Panel when placements are determined each year.

In relation to the suggestions for alternative pattern of delivery for the 600 hours of Early Learning and Childcare, no one suggested alternative model was suggested by more than seven parents. Within the constraints of existing budgets and accommodation it must be possible to accommodate two children in each full time place. This prevents the implementation of many of the suggestions. On this basis, it is not proposed to offer any additional model of early learning and childcare, apart from the traditional five morning or four afternoon pattern, the full day provision across two full days model, and the full day provision across two full days plus wraparound care on the other two full days model proposed for the Southdale Primary School Nursery Class.

In relation to the provision of Early Learning and Childcare during the school holidays, wraparound care is currently provided during school holidays based on demand. Relatively low level of demand has meant that school holiday provision is not made in every centre offering term time wraparound care. It is proposed that consideration be given to providing school holiday wraparound care at each of the venues currently providing wraparound care, and at each of the venues at which it is proposed to extend the pilot. In all cases it is proposed that the provision of school holiday wraparound care is based on actual demand making such provision financially viable.

FLEXIBILITY AND CHOICE PILOT – STAFFING IMPLICATIONS

The implementation of the pilot to increase flexibility and choice has been monitored carefully by Nursery Staff and centrally based officers. In particular the impact on delivery of the 3-18 Curriculum has been kept under close scrutiny. The application of rigorous quality assurance has ensured that children attending the pilot provision have received Early Learning and Childcare of an appropriately high standard, directly comparable to the learning experience of those attending the traditional five morning or four afternoon model.

During the first six months of operation of the pilot, two implications for the current staffing model have become apparent.

Children attending the pilot provision currently come in contact with an increased number of staff during the course of each day. This has implications for the continuity of both care and learning. A move to flexible hours for nursery nurses and to reduce the overall number of staff that children come into contact with would have educational benefits, and also benefits in terms of health and well-being and reporting to parents. Increasing the qualification level of staff children come in contact with, by increased use of nursery nurses and decreased use of pupil support workers and wraparound staff will have educational benefits. Both are in line with the Councils aim of ensuring that our children have the best possible start in life.

It is proposed that consultation takes place with the Trades Unions with a view to introducing a new model of staffing within the full day provision model, in order to reduce the overall number of staff that children come in contact with, increase the use of nursery nurses to provide full day early learning and childcare, and allow more flexible working hours for nursery nurses.

West Lothian Council remains committed to a strong early learning component within Early Learning and Childcare, with input from a General Teaching Council Scotland registered teacher.

The increase to 600 hours of early learning and childcare necessitated a change in the way the 3-18 curriculum is delivered to pre-school children. The hours of attendance of the children are now less closely aligned with the hours of attendance of teaching staff. The piloting of the delivery of 600 hours across two full days also resulted in a further divergence of hours of attendance and the hours that the teacher is present, with some reduction in direct access to teaching staff during the period of attendance. Extensive work has been undertaken by nursery staff and centrally based officers to ensure effective delivery of the 3-18 curriculum and the key outcomes of Building the Ambition within the new flexible provision. This work has demonstrated that delivery of the curriculum can be undertaken effectively within the model, based on some change in how existing roles and working practices are deployed. This is based on the teacher role becoming increasingly focused on quality assurance, with delivery of early learning and childcare undertaken by qualified nursery nurses. This is consistent with the philosophy of early learning and childcare which envisages a blurring of the distinction between education and care.

Any proposal to meet the extension of the number of free hours of early learning and childcare by making provision within the school holidays will also have an impact on the number of hours of direct teacher access that children receive.

These factors point to an opportunity for revising the model of delivery across all pre-school establishments, and it is proposed that further examination of the optimum staffing roles and complement is undertaken.

FLEXIBILITY AND CHOICE PILOT – FINANCIAL AND CAPACITY IMPLICATIONS

The full day provision pilot has some impact of cost, or capacity. Within the two full day provision, 2 FTE Nursery Nurses allow 32 children to be allocated two full days (16 at any one time). In the traditional model 2 FTE Nursery Nurses allow 40 children to be allocated 5 mornings or four afternoons (20 at any one time). If staff levels remain the same, therefore, total capacity of an establishment is reduced by 8 for every 2 FTE Nursery Nurses employed. To retain total capacity, 2.5 FTE Nursery Nurses would be necessary. This is because the supervision ration for full day attendance is 1:8 rather than 1:10 for the traditional pattern.

By making provision more closely aligned to the needs of working parents, the demand for partner provider places can be expected to reduce. The consultation survey has identified that expansion of the pilot as proposed will meet the needs of parents currently attending partner providers for childcare and parents with children in other private sector childcare, and this is expected to result in more efficient use of the overall pre-school budget.

The total number of children accessing early learning and childcare is not expected to change significantly allowing delivery within existing resources. Subject to consultation with the Trades Unions, proposed staffing of the extended pilot will allow delivery within existing resources.

Section 159 of the statutory Guidance issues in connection with the Children and Young People (Scotland) Act 2014 states that annual incremental increases in funding from the Scottish Government will enable education authorities to increase flexibility and choice on an annual basis.

FLEXIBILITY AND CHOICE – IMPLICATIONS FOR PARTNERSHIP

By making provision more closely aligned to the needs of working parents, the demand for partner provider places can be expected to reduce, although some parents will continue to prefer full day provision in the same establishment. There is some early evidence of this trend with reduced applications for partner providers in August 2015. There is some evidence that non-partner nurseries are encouraging parents to opt for full day provision in August 2016 in order that they can offer complementary childcare on the remaining three days. This may represent a new model of public/private partnership, with the private sector concentrating on delivering care to complement the entitlement to Early Learning and Childcare.

Where capacity exists, the proposal to offer of 600 hours of Early Learning and Childcare spread across two full days plus the opportunity to purchase childcare for the remaining three days will further increase the ability of council provision to meet the needs of working parents, with a further reduction in demand for partner provider places.

New opportunities for partnership have resulted from the separate, but related, expansion of provision to eligible two year olds. This includes partnership with Childminders through the Scottish Childminding Association, and with playgroups across West Lothian. This development has provided a welcome opportunity to build capacity within these sectors with benefits for parents across West Lothian. This development, along with the new opportunity for private nurseries to offer complementary three day provision represent an overall extension to partnership, moving away from the traditional model restricted to a small number of private day care nurseries offering around 400 partnership places, to a wider range of establishments across all childcare sectors, thus increasing flexibility and choice.

FUTURE DEVELOPMENTS IN EARLY LEARNING AND CHILDCARE

A further extension of the number of free hours of Early Learning and Childcare may be considered by the next Scottish Parliament.

If the number of hours was to be increased to 1,140 hours, broadly in line with the number of hours that pupils attend primary school, it may still be possible to deliver this number of hours using the traditional morning/afternoon pattern or the full day provision model maintaining the current arrangement where each physical place can be used to meet the entitlement of two children. This would be likely to require the abolition of the asymmetric week for pre-school children, the introduction of shift working for staff, and the extension of provision to cover almost all school holidays. Parents/carers who responded to the consultation survey expressed a desire for more hours of Early Learning and Childcare provided in the school holidays. Such an arrangement would not, however, represent full time placement for children, and parents would still have responsibility for sourcing childcare for the period not covered by their free hours.

If the number of hours was increased to 1,140, and this was required to be delivered at 30 hours per week, it would not be possible maintaining the current arrangement where each physical place can be used to meet the entitlement of two children, without extending beyond the 8.00am to 6.00pm period, or offering six day provision. If authorities are required to provide 30 hours of Early Learning and Childcare a week, additional physical capacity will be required. The provision of 30 hours of Early Learning and Childcare in the 38 weeks that schools are open would not represent full time placement for children, and parents would still have responsibility for sourcing childcare for the period not covered by their free hours. The provision of additional physical capacity would, however, allow the provision of wraparound care to every child whose parent/carer wanted it on each day of term time, and also during school holidays.

It is proposed that further developments in Early Learning and Childcare are considered when more information on future expansion is available.

WRAPAROUND CARE

Although wraparound care was not the specific subject of the consultation survey, seven responses indicated a desire for increased wraparound care to accompany the 600 hours of early learning and childcare to which children are entitled, and as has been noted 279 parents expressed a desire for provision during school holidays.

The provision of Wraparound Care has been kept under review following previous decisions of West Lothian Council requiring provision to be self financing, and the review of flexibility and choice provided a further opportunity to examine the service in order to ensure that it can best meet the twin aims of providing flexibility and choice and in particular supporting the needs of working parents, whilst remaining self financing.

As a result of this examination, and in order to maximise the flexibility and choice offered to working parents whilst ensuring the service remains self financing, it is proposed to make a number of changes to the service as set out below.

Ad Hoc/Emergency Wraparound Care – This service will allow parents to use wraparound care on an ad-hoc or emergency basis, where wraparound care is not needed at the same times on a weekly basis. Granting of Ad Hoc or Emergency Wraparound Care will be dependant on the availability of space at the time requested. A minimum of six hours must be requested, and an administration fee will be charged at the same level as paid by all other parents accessing Wraparound Care, currently £20. As well as maximising flexibility and choice for parents, this service will make best use of existing unused capacity at Wraparound Care establishments.

Holiday Wraparound Care – It is proposed that consideration be given to providing school holiday wraparound care at each of the venues currently providing wraparound care, and at each of the venues at which it is proposed to extend the pilot, subject to demand being sufficient to make the provision financially viable. Parents who wish to use Holiday Wraparound Care during the school holidays who do not make use of it during term time will be charged an administration fee at the same level as paid by all other parents accessing Wraparound Care, currently £20. Parents at each centre will be consulted with a view to informing parents four weeks before the holiday whether provision will be available in order to best meet the needs of working parents.

Wraparound Care Charging – Wraparound Care is only provided where it is financially viable. In order to protect the financial viability of Wraparound Care, it is proposed to change the current charging framework. At present it is not possible for West Lothian Council to issue invoices for less than £20, resulting in some losses in the administration of Wraparound Care. A feature of current provision is frequent changes in hours requested by parents which have a significant administration cost. It is therefore proposed to change from providing the service in hourly blocks to providing four sessions as follows:-

Session 1 – After morning session until centre closing time.

Session 2 – After morning session until school closing time.

Session 3 – School closing time until centre closing time.

The adoption of charging by the session, rather than by the hour, will reduce the number of changes parents have to make, and the number of times late collection fees have to be applied, thereby reducing administration costs and helping to ensure the ongoing financial viability of Wraparound Care. It will also allow parents to vary greater flexibility in the precise time they pick up their child within the wider band of each session, thus increasing flexibility. Charges for the sessions will depend on the precise length of the sessions which will vary from establishment to establishment, and will be based on the current hourly rate of £3.99 per hour.

E. CONCLUSION

The proposed Plan and other recommendations will increase Flexibility and Choice in Early Learning and Childcare, meeting the needs of all parents, and in particular those who work.

F. BACKGROUND REFERENCES

None

Appendices/Attachments: Appendix 1 - Suggestions for Alternative Patterns of Delivery for 600 Hours of Early Learning and Childcare

Contact Person: Andrew Sneddon, Service Manager – Policy and Performance, Civic Centre, Howden South Road, Livingston, EH54 6FF.

Donna McMaster,
Head of Education (Development)

Date of meeting: 19 January 2016

Appendix 1 – Suggestions for Alternative Patterns of Delivery for 600 Hours of Early Learning and Childcare

Suggestion	Frequency	Comment
No one solution suits all parents – allow complete flexibility.	7	Within the constraints of existing budgets and accommodation it must be possible to accommodate two children in each full time place. Complete flexibility would not be possible within this constraint as it would require each child to have a full time place within which the 600 hours could be scheduled.
600 hours in 3 or 4 longer morning sessions/afternoon sessions	5	Within the constraints of existing budgets and accommodation it must be possible to accommodate two children in each full time place, and so longer sessions for one child are not possible as this would restrict time available for other children.
600 Hours across three days	4	Within the constraints of existing buildings it must be possible to accommodate two children in each full time place, and so three day provision cannot be offered.
Allow combination of 1 full day plus 2 half day morning or afternoon sessions	4	This could be considered, subject to availability of places, and the ability to match requests to ensure efficient utilisation of spaces.
600 hours across two and a half days	3	Within the constraints of the asymmetric week it is not possible to accommodate 2 2.5 day sessions.
Provide more 'partner provider' places	3	Extensive consultation on the issue of partner provider places took place in the Have Your Say consultation resulting in a decision to restrict the number of places purchased.
Align nursery hours with school hours	3	Within the constraints of existing budgets and accommodation it must be possible to accommodate two children in each full time place. Within this constraint it is not possible to align hours exactly.
Support 2 full days	3	-
Provide full day wraparound	2	Within the constraints of existing budgets and accommodation it must be possible to accommodate two children in each full time place, and so full time attendance for all children is not possible. This suggestion will be considered where capacity allows and demand exists.
Provide childcare during holidays	2	Wraparound care is provided during holidays where this is financially viable.
Introduce a Voucher System	2	West Lothian Council does not intend to introduce a voucher system in the absence of a national system
Allow flexibility to choose two	1	Within the constraints of existing budgets

different days a week.		and accommodation it must be possible to accommodate two children in each full time place. Allowing the flexibility to choose two different days a week would not be possible within this constraint as it would require each child to have a full time place within which the 600 hours could be scheduled.
600 Hours across three days plus full time wraparound for remaining hours	1	Within the constraints of existing budgets and buildings it must be possible to accommodate two children in each full time place, and so 600 hours for all children is not possible.
600 Hours in morning or afternoon sessions plus full time wraparound for remaining hours	1	Within the constraints of existing buildings it must be possible to accommodate two children in each full time place, and so full time attendance for all children is not possible.
Allow combination of 1 full day plus 3 half day morning or afternoon sessions.	1	Within the constraints of the asymmetric week it is not possible to accommodate 2 2.5 day sessions.
Offer 2 full days plus wraparound on the other days	1	Within the constraints of existing budgets and accommodation it must be possible to accommodate two children in each full time place, and so full time attendance for all children is not possible. This suggestion will be considered where capacity allows and demand exists.
Provide option of 5 afternoons	1	Within the constraints of the asymmetric week it is not possible to provide 5 afternoons.
Allow % of 600 hours to be used in an Edinburgh Nursery	1	It is not currently planned to allow such split placements due to the low level of expressed demand and the impact of split placements on 'blocking' capacity unless requests could be matched.
Allow hours to be split across two establishments	1	It is not currently planned to allow such split placements due to the low level of expressed demand and the impact of split placements on 'blocking' capacity unless requests could be matched.
Provide wraparound from 7.30am to 6.30pm	1	It is not currently planned to extend West Lothian Council provision beyond 8am to 6pm.
Provide wraparound before 8.00am	1	It is not currently planned to extend West Lothian Council provision beyond 8am to 6pm.
Support choice between 2 full days and morning/afternoon models.	1	-
Concern that childminding business is being damaged.	1	The extension of Early Learning and Childcare to qualifying two year olds has increased the opportunity for childminders to enter into partnership with the council.
Keep 4 mornings and 4 afternoon, but extend by one hour each.	1	The current morning and afternoon sessions are schedule to deliver 600 hours of Early Learning and Childcare.



EDUCATION EXECUTIVE

TORPHICHEN PRIMARY SCHOOL - EXTENSION

JOINT REPORT BY HEAD OF EDUCATION DEVELOPMENT AND THE HEAD OF FINANCE AND ESTATES

A. PURPOSE OF REPORT

The purpose of the report is to seek approval of the Education Executive to progress extension proposals for Torphichen Primary School which will facilitate an increase in long term capacity and support the delivery of Curriculum for Excellence.

B. RECOMMENDATION

It is recommended that Education Executive:

1. notes the findings of the initial feasibility undertaken to consider the extension of the school to increase capacity and support the delivery of the curriculum ; and
2. approves progressing the extension proposals and planned improvements for consideration as part of the General Services Capital Programme 2016/17 to 2017/18.

C. SUMMARY OF IMPLICATIONS

I Council Values	Focusing on our customers' needs. Being honest, open and accountable. Making best use of our resources.
II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	None.
III Implications for Scheme of Delegations to Officers	None.
IV Impact on performance and performance Indicators	Performance measures relating suitability for the school will improve as a consequence of the proposed project.
V Relevance to Single Outcome Agreement	<p>The significant investment in the school will support a number of single outcome agreement performance measures including:</p> <p>Our children have the best start in life and are ready to succeed; and</p> <p>We make the most efficient and effective use of</p>

resources by minimising our impact on the built environment.

VI Resources - (Financial, Staffing and Property)

The proposal involves a project at an estimated cost of £850,000 which will require consideration, to be considered for inclusion within the General Services Capital Programme 2016/17 to 2017/18.

Staff required for the management and delivery of the project are being provided from existing resources.

VII Consideration at PDSP

Not applicable.

VIII Other consultations

The Parent Council for the School will be consulted on the proposals.

Local elected members for the ward have been provided with a copy of this report.

D. TERMS OF REPORT

D1 BACKGROUND

On 8 December 2015, Education Executive considered a report outlining projected school rolls. Within the report Torphichen Primary School was identified as potentially having capacity pressures. Officers have reviewed the school roll projection figures and undertaken an initial feasibility on the school accommodation. This report advises of the outcomes of the feasibility and the extension proposed to increase the long term capacity of the school and to continue supporting delivery of the curriculum.

D2 Initial Feasibility Findings

Officers have undertaken an initial feasibility to consider the capacity of the school and have identified an opportunity to extend the existing building via the construction of two additional classrooms to be located either to the east or north of the existing building. The location of these extension options is shown in Appendix 1. The preferred option will be confirmed following detailed site investigations.

Whilst the initial feasibility considered other options including the provision of temporary units it is proposed that a stand-alone self-contained modular construction extension at one of the illustrated locations is considered as the preferred option. This is based on providing quality of accommodation, composite class pupil management and the prudent use of resources.

D3 Planned Improvements

It is proposed that as part of the project a number of planned improvements are delivered to the existing building and its accommodation. These will be fully determined following a detailed building condition survey and are likely to include improvements to the general fabric of the building, mechanical and electrical installations and general decoration.

D4 Project Costs and Timescales

The proposed extension is estimated to cost approximately £850,000. Whilst the detail of the planned improvements are to be confirmed it is likely that these will cost approximately £150,000 giving a total project costs of approximately £1m. If approved by the education executive, it will be necessary for the project to be considered as part of the capital programme 2016/2017 and 2017/2018 report to the Council budget setting meeting.

The proposal is for the extension and the planned improvements to be completed by April 2017.

E. CONCLUSION

The proposed extension and planned improvements will ensure Torphichen Primary School has sufficient capacity for the foreseeable future and remains suitable for effective delivery of the curriculum.

F. BACKGROUND REFERENCES

Education Executive Report – 2015 Base School Forecasts – 8 December 2015

Appendices/Attachments:

Appendix 1 – Proposed Extension Location

Contact Person:

Paul Kettrick, Asset Manager, Finance and Estates

Tel: 01506 281826

Email: paul.kettrick@westlothian.gov.uk,

Donna McMaster
Head of Education (Development)

Donald Forrest
Head of Finance and Estates

Date: 19 January 2015

