DATA LABEL: Public

West Lothian Council

Education Executive

West Lothian Civic Centre
Howden South Road
LIVINGSTON
EH54 6FF

20 April 2016

A meeting of the **Education Executive** of West Lothian Council will be held within the **Council Chambers, West Lothian Civic Centre** on **Tuesday 26 April 2016** at **10:00am**.

For Chief Executive

BUSINESS

Public Session

1. Apologies for Absence

2. Order of Business, including notice of urgent business

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

4. Confirm Draft Minutes of Meeting of Education Executive held on Tuesday 01 March 2016 (herewith).

Public Items for Decision

5. National Improvement Hub - Sharing Good Practice at Woodmuir Primary School :-

   (a) Presentation by Nicola Hamilton

   (b) Report by Head of Education (Development) (herewith)

6. Monitoring and Tracking Attainment of Pupils within each of the SIMD Deciles :-

(a) Presentation by Elaine Cook, Depute Chief Executive (herewith)

(b) Report by Depute Chief Executive (herewith)

7. National Improvement Framework - Report by Heads of Education (herewith)

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

MINUTE of MEETING of the EDUCATION EXECUTIVE of WEST LOTHIAN COUNCIL held within COUNCIL CHAMBERS, WEST LOTHIAN CIVIC CENTRE on 1 MARCH 2016.

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

Apologies – Councillors Angela Moohan and George Paul; Parent Council Representative Eric Lumsden

Absent – Councillor Harry Cartmill

1. OPENING REMARKS

The Chair opened the meeting by welcoming Margaret Russell to the meeting in her remit as the newly appointed Roman Catholic Representative to Education Committees.

2. DECLARATIONS OF INTEREST

Agenda Item 7 – Community Playgroups Update Report

Elsie Aitken, Appointed Representative, declared a non-financial interest in that she was a member of the Board for Community Playgroups.

3. MINUTE

The Education Executive approved the minute of the meeting held on 19 January 2016 as being an accurate record. The minute was thereafter signed by the Chair.

Councillor Sarah King requested an update in relation to minute item 5: Advanced Pupil Support Workers/Nursery Nurses. The Depute Chief Executive advised that as discussions were ongoing with the unions no update could be provided.

4. YOUTH MUSIC INITIATIVE YEAR 14 - PROPOSED PROGRAMME

The Education Executive considered a report (copies of which had been circulated) by the Head of Area Services providing details of the Youth Music Initiative (YMI) Year 14 application to Creative Scotland who grant the funding for YMI.

The report explained that YMI funding enabled schools to meet the Scottish Government's target that "all school children in Scotland should

have access to 12 hours free music tuition by the time they reached Primary 6". This target would be met by commissioning specialist individuals and organisations to deliver a range of music education projects to pupils in West Lothian. The Community Arts service would make the application to Creative Scotland for Year 14 funding for the YMI programme for 2016-17. The programme would run from August 2016 to June 2017 and would include 16 projects plus investment in management, promotion and evaluation. West Lothian's allocation of YMI funding was £246,228. Details of the costs for each project were outlined in the report.

Community Arts would deliver and manage the 2016-17 YMI programme which would make a significant contribution to enabling the participants to embrace the principles and capacities of Curriculum for Excellence through a high quality programme of music-making activities.

The Education Executive was asked to approve the proposal for submission to Creative Scotland.

Decision

Approved the terms of the report.

5. LETTING OF EDUCATION PREMISES

The Education Executive considered a report (copies of which had been circulated) by the Head of Education (Development) providing details of the risks associated with the current letting policy and outlined the revised conditions of let and application form, which were attached as appendices to the report.

The report explained that the Letting of Education Premises Policy, agreed by the Education Executive in 2011 set out the terms and conditions of lets in schools. The policy covered lets in Primary Schools, Secondary Schools and Chalmers Hall, Linlithgow, which was managed by Education Services.

It was the responsibility of the group or individual responsible for the let to ensure that all activities were undertaken appropriately and in line with legislation. The proposed new application form and terms and conditions made it clear to the let holder the extent of their responsibilities. The revised conditions of let included the content currently covered with additional more robust guidance on swimming, equalities issues and copyright and performance.

The proposed new conditions of let and application form made it clear to the public the extent of the council's ability to regulate youth groups and that responsibility for this lies with the let holder, and provided a letting framework that continued to meet the needs of both let holders and the council.

The Education Executive was asked to approve the revised conditions of let and application form in order to reduce risk to the council, to ensure clarity for customers and to provide a letting framework which continues to

meet the needs of both let holders and the council.

Decision

Approved the terms of the report.

6. COMMUNITY PLAYGROUPS UPDATE

The Education Executive considered a report (copies of which had been circulated) by the Head of Education (Development) which provided an update on the progress of the implementation of the new model of management for playgroups through Community Playgroups.

The report recalled that Community Playgroups was formed in April 2013 as a registered charity regulated by the Office of the Charity Regulator (OSCR) and managed by an Executive Board. The Community Playgroups organisation has strengthened the relationship between the local authority, parents/carers and the third sector to deliver playgroup services within local communities.

The report outlined the progress made in transferring playgroups to the Community Playgroups organisation. Over the last three years six playgroups successfully transferred into the organisation. Community Playgroups were also in discussion with two other playgroups with the aim for the groups to join the organisation within the next twelve to eighteen months.

In August 2015 the eligibility criteria for two year olds was extended to those children from low income families. Local playgroups were therefore essential in the provision of places for eligible two year olds along with childminders and family centres in areas where no council provision was available. The Education Executive was advised that up to December 2015, of the 206 applications for an eligible two year old place which were granted, 112 places were provided by playgroups.

Playgroups across West Lothian received grant support on a proportionate basis of £54,000 per annum. Although the Executive Board of Community Playgroups were all volunteers, the Board employed a part time Group Manager and a part time Business Support Officer to manage the daily operations, with twenty staff employed across the six settings. The organisation has been able to fund these posts until 31 March 2016 using a portion of the monies provided through the Early Years Change Fund but requires an additional £25K per annum to sustain these positions. Sustainability remains a challenge for all playgroups and to ensure the continuation of Community Playgroups further grant support of £25,000 per annum was required.

The Education Executive was asked to :

1. Note the progress made in relation to the implementation of the new model of management for playgroups through Community Playgroups;

2. Note the progress made in relation to the provision of places for

eligible two year olds within a playgroup setting; and

3. Agree to provide funding to support the management model of £25K per annum.

Decision

Approved the terms of the report.

DATA LABEL: PUBLIC

West Lothian Council

EDUCATION EXECUTIVE

NATIONAL IMPROVEMENT HUB: SHARING GOOD PRACTICE AT WOODMUIR PRIMARY SCHOOL

REPORT BY HEAD OF EDUCATION (DEVELOPMENT)

A. PURPOSE OF REPORT

To inform the Education Executive of the sharing of good practice at Woodmuir Primary School showcased in Education Scotland's recently launched National Improvement Hub.

B. RECOMMENDATION

The Education Executive is recommended to note the work done by the school in the following areas:

- Higher-order thinking skills and literacy
- Involving children in planning and assessing their own learning

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**	Raising Attainment Strategy, Public Reported Performance Indicators on Attainment
V	**Relevance to Single Outcome Agreement**	Young people are better educated and have access to increased and better quality learning and employment opportunities.
VI	**Resources - (Financial, Staffing and Property)**	None
VII	**Consideration at PDSP**	None
VIII	**Other consultations**	None

D. TERMS OF REPORT

D.1 Background

The National Improvement Hub is Education Scotland's gateway to educational improvement resources and support. It provides easy access to dynamic digital resources to help teachers improve their practice to increase the quality of learners' experiences and outcomes. It was launched in March 2016 and showcases the work of Woodmuir Primary School in developing literacy skills.

D.2 Key Points

As a result of evidence gathered during a field study visit, Education Scotland invited the school to participate in providing video evidence to be shared on the National Improvement Hub on the Education Scotland website.

Staff and pupils were filmed talking about how they use higher-order thinking skills and how children are involved in planning and assessing their own learning.

D3 Impact

Children are becoming more confident with their literacy skills and are showing that they are better at understanding and evaluating text. They are more able to talk about their learning.

E. CONCLUSION

Good practice in Woodmuir Primary School is being shared on the National Improvement Hub to support staff in primary schools across the country with the development of literacy and higher-order thinking skills and self and peer assessment.

F. BACKGROUND REFERENCES

None.

Appendices/Attachments: One

Appendix one: Education Scotland National Improvement Hub.
https://education.gov.scot/improvement/Pages/lit4woodmuirthinkingskills.aspx

Contact Person: Jan Ingram, Education Officer, 01506 282628
jan.ingram@westlothian.gov.uk

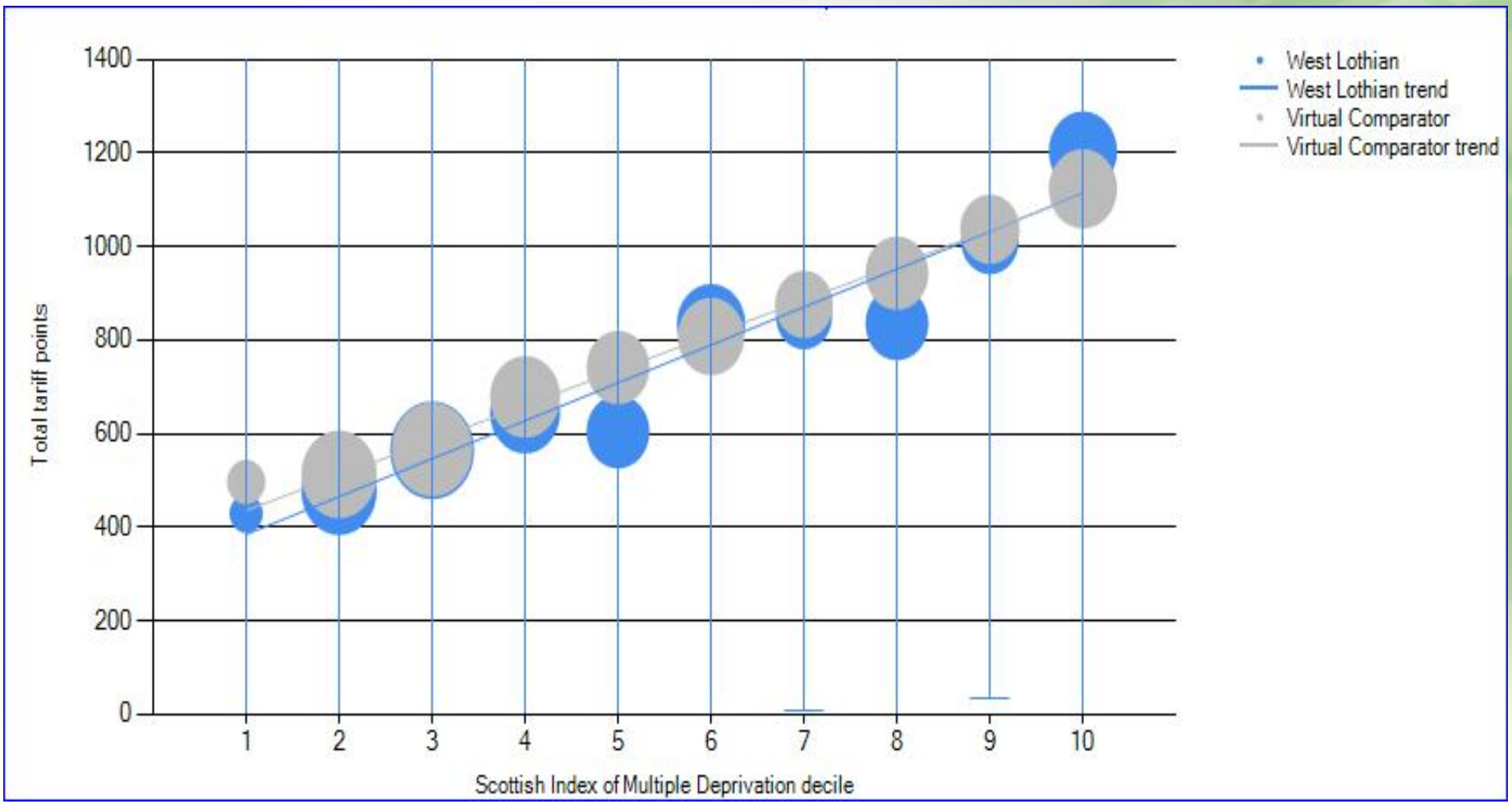
Donna McMaster
Head of Education (Development)

Date of meeting: 26 April 2016

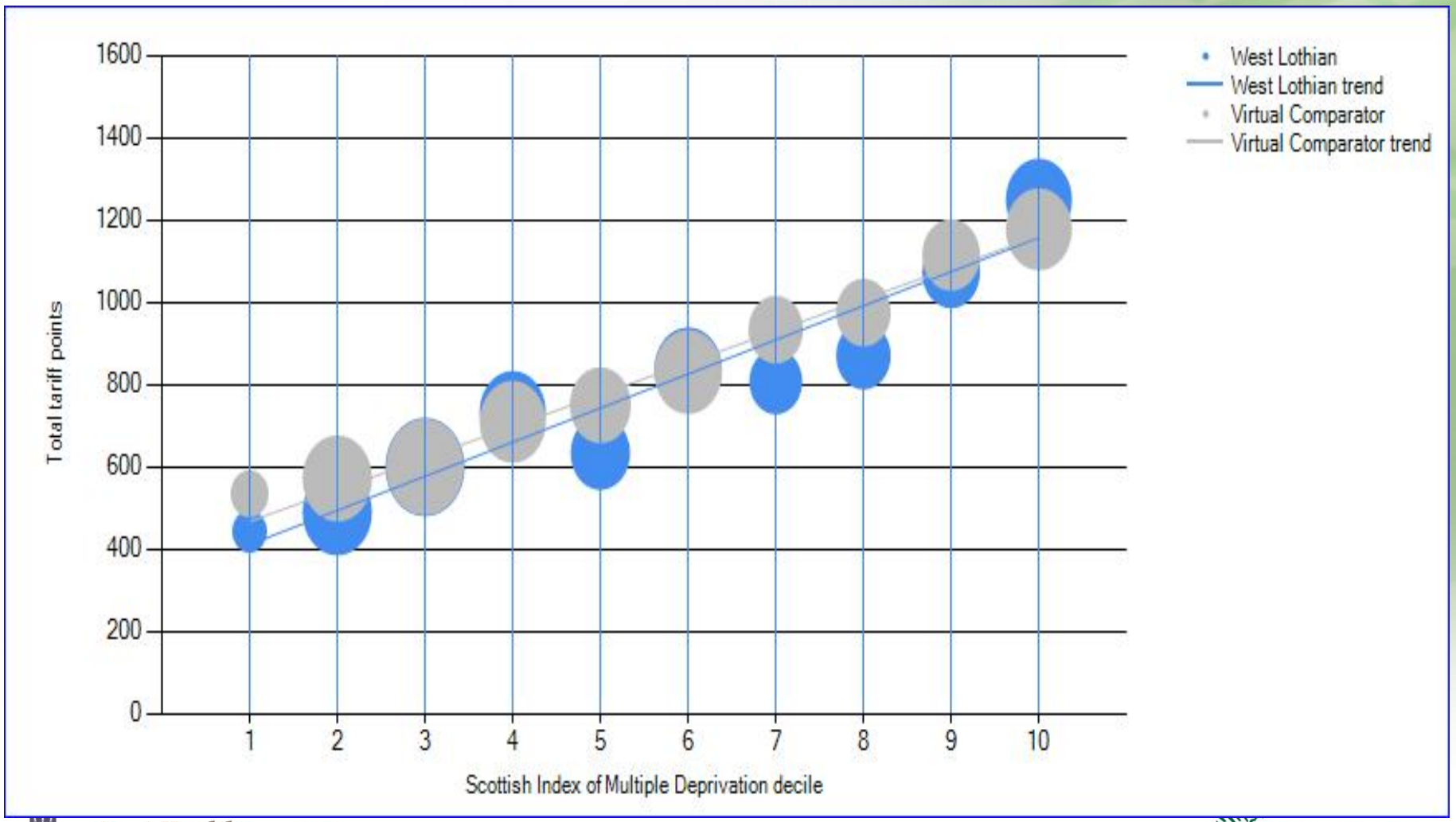
Presentation to West Lothian Council
Education Executive

MONITORING AND TRACKING ATTAINMENT OF PUPILS WITHIN EACH OF THE SIMD DECILES

S6 Pupils as a % of S4 Roll 2011/2012
Attainment versus Deprivation



S6 Pupils as a % of S4 Roll 2012/2013
Attainment versus Deprivation



S6 Pupils as a % of S4 Roll 2013/2014
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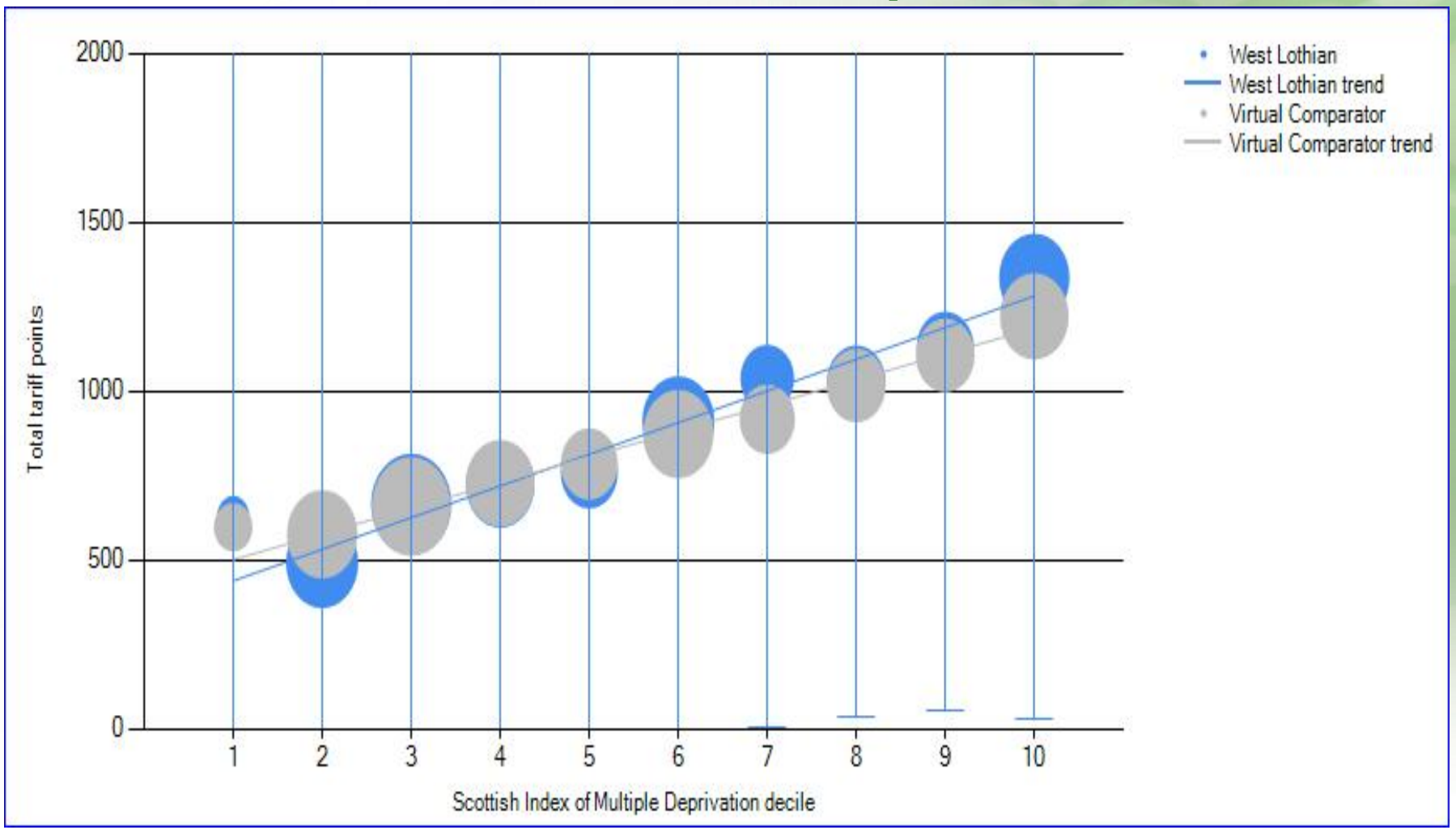
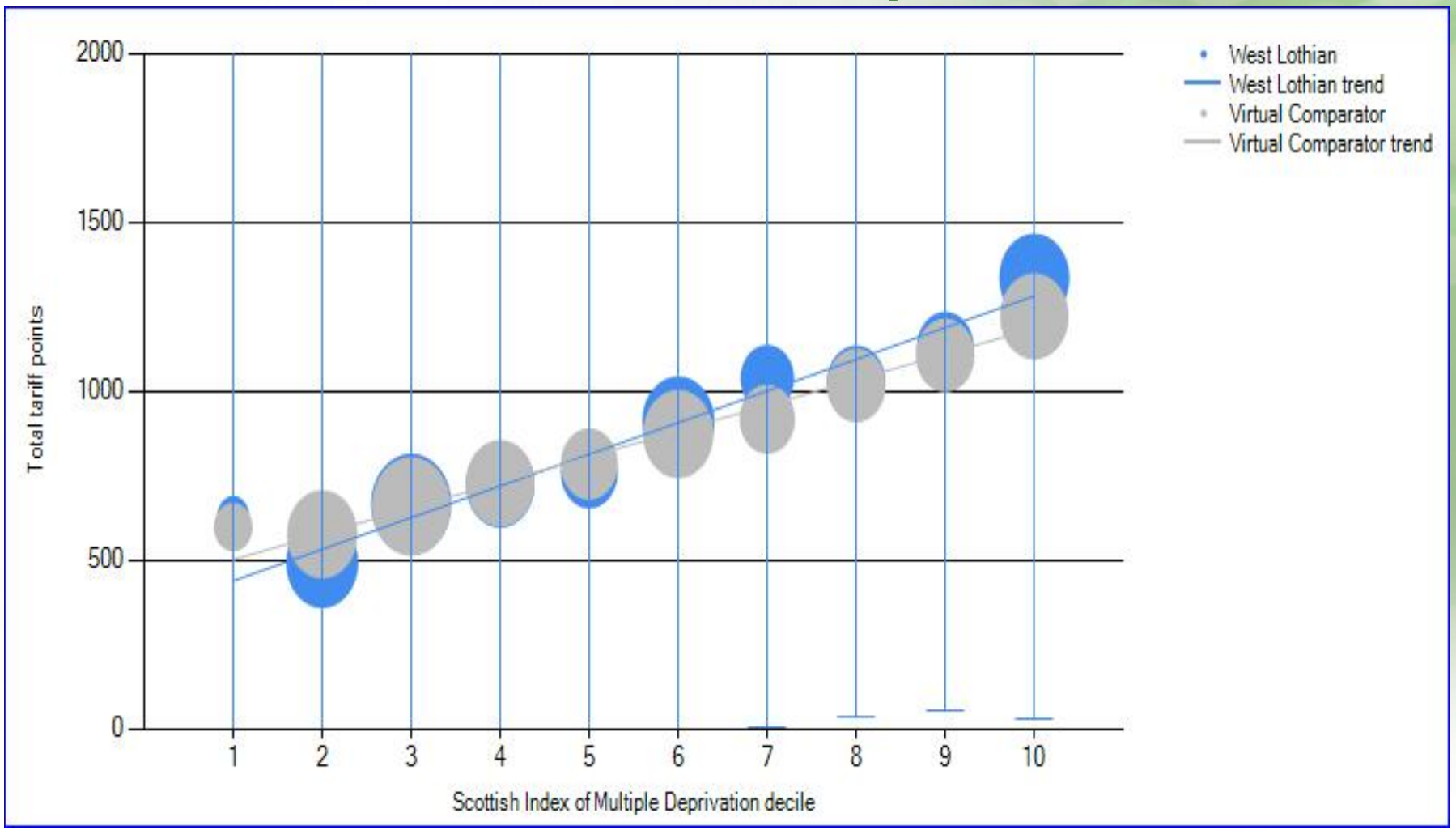
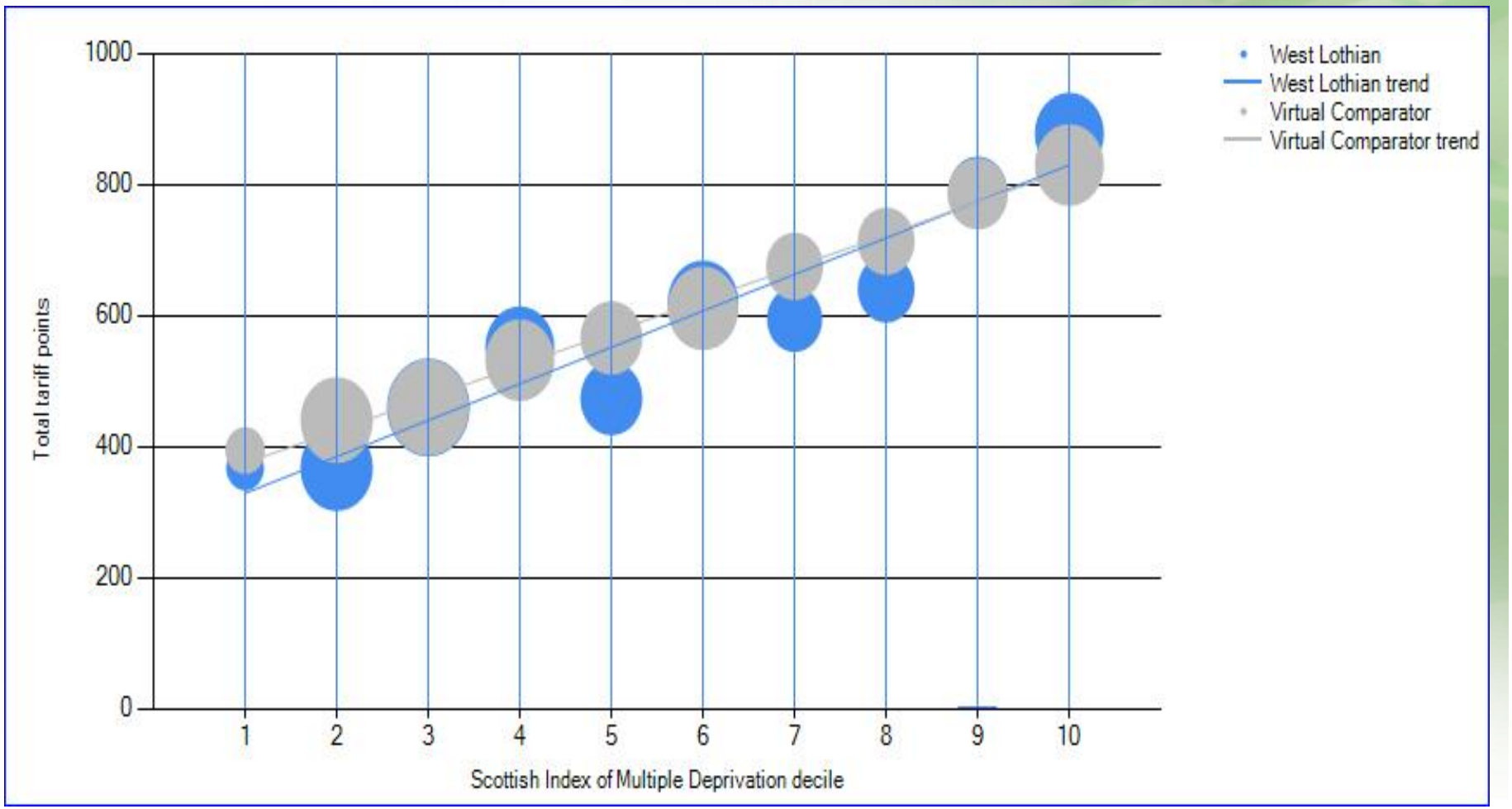


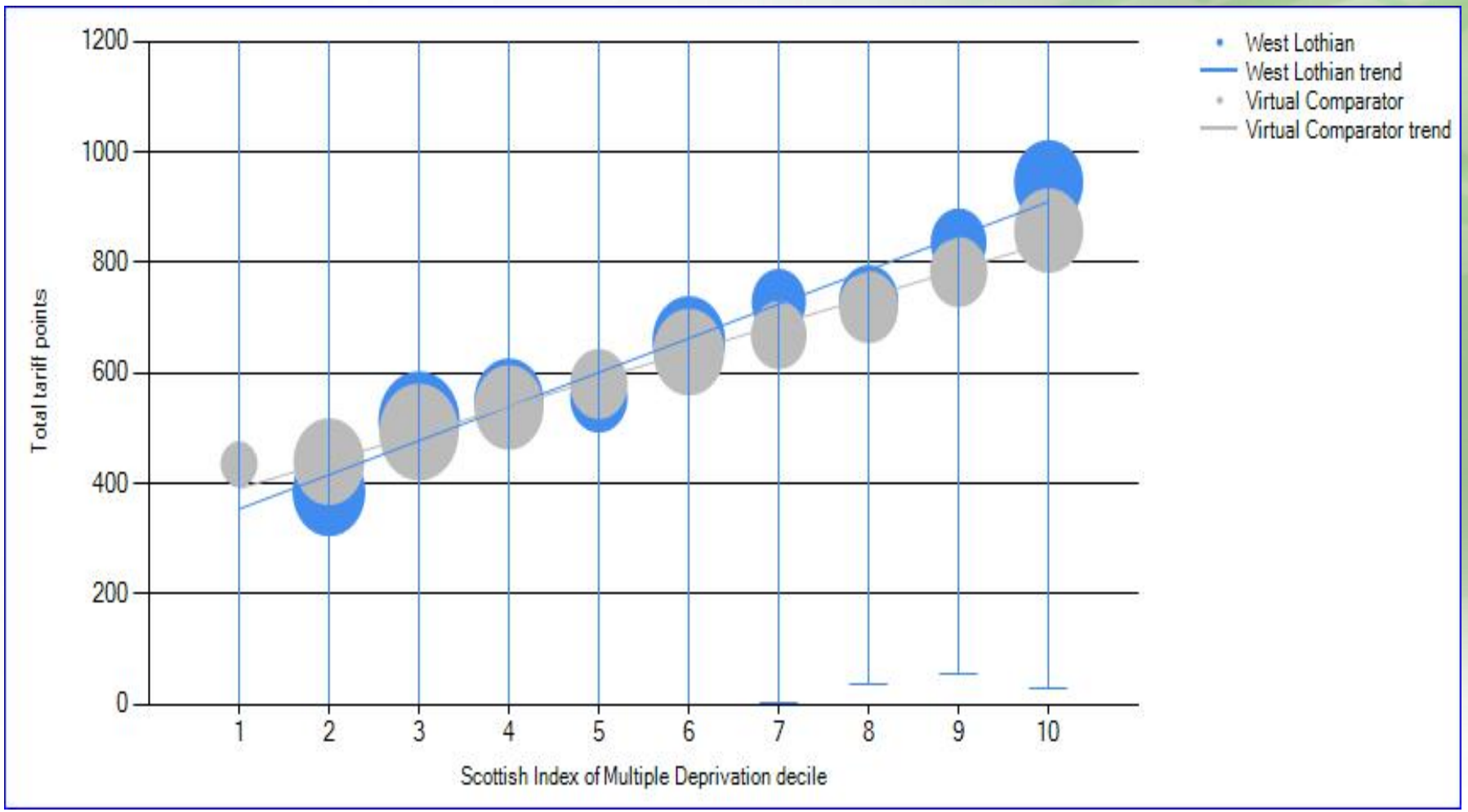
S6 Pupils as a % of S4 Roll 2014/2015
Attainment versus Deprivation



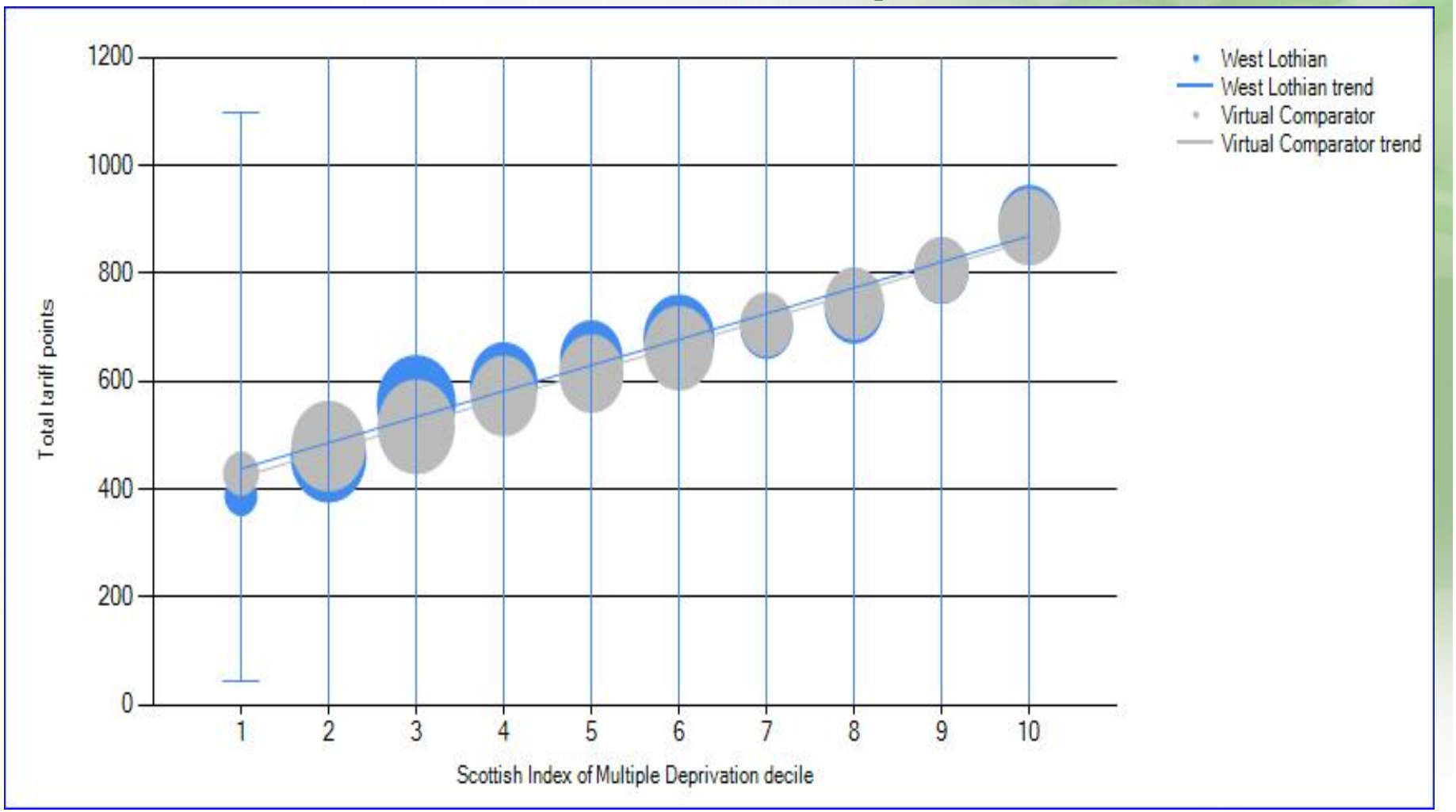
S5 Pupils as a % of S4 Roll 2011/2012
Attainment versus Deprivation



S5 Pupils as a % of S4 Roll 2012/2013
Attainment versus Deprivation



S5 Pupils as a % of S4 Roll 2013/2014
Attainment versus Deprivation



S5 Pupils as a % of S4 Roll 2013/2014
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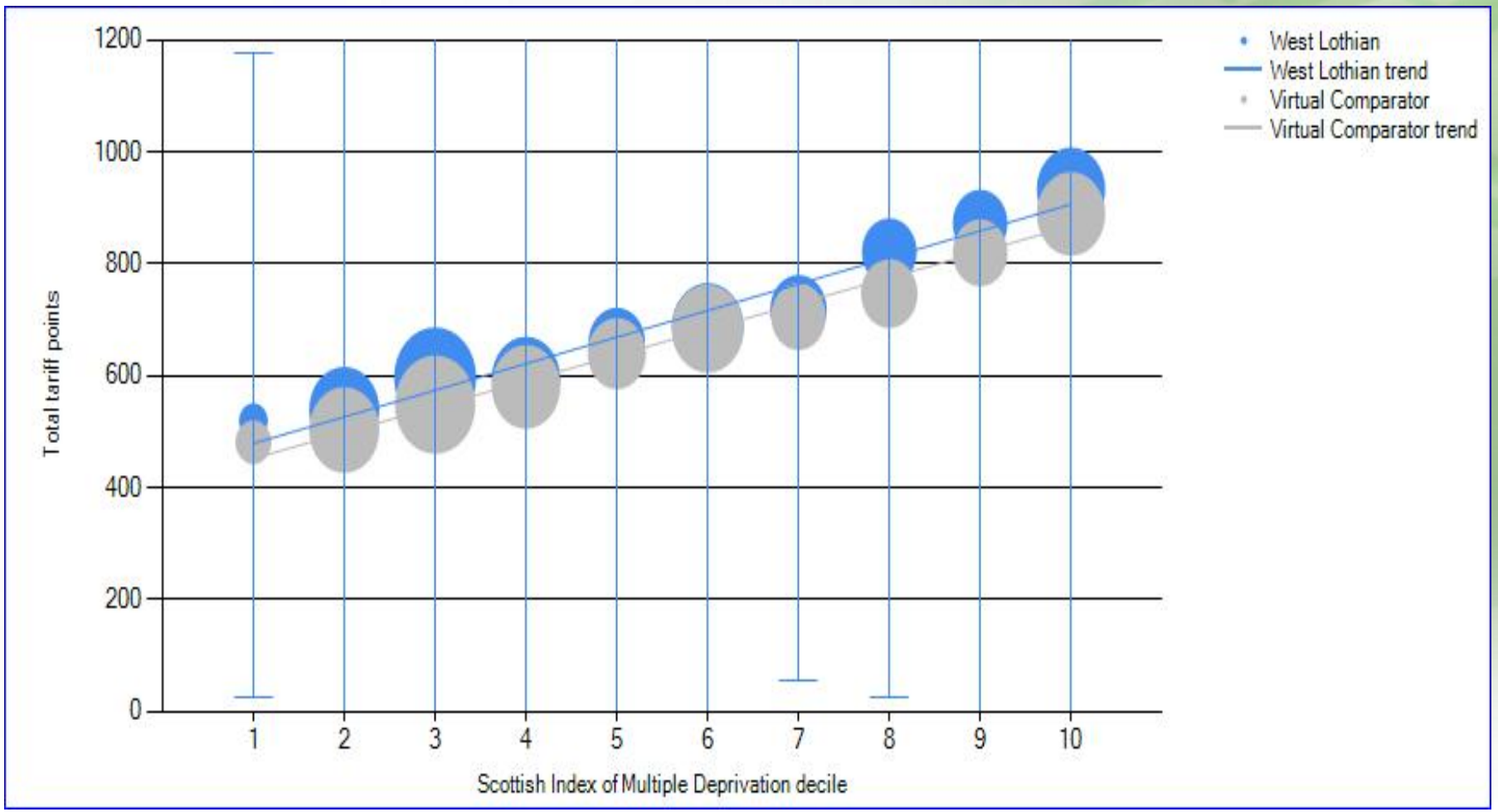
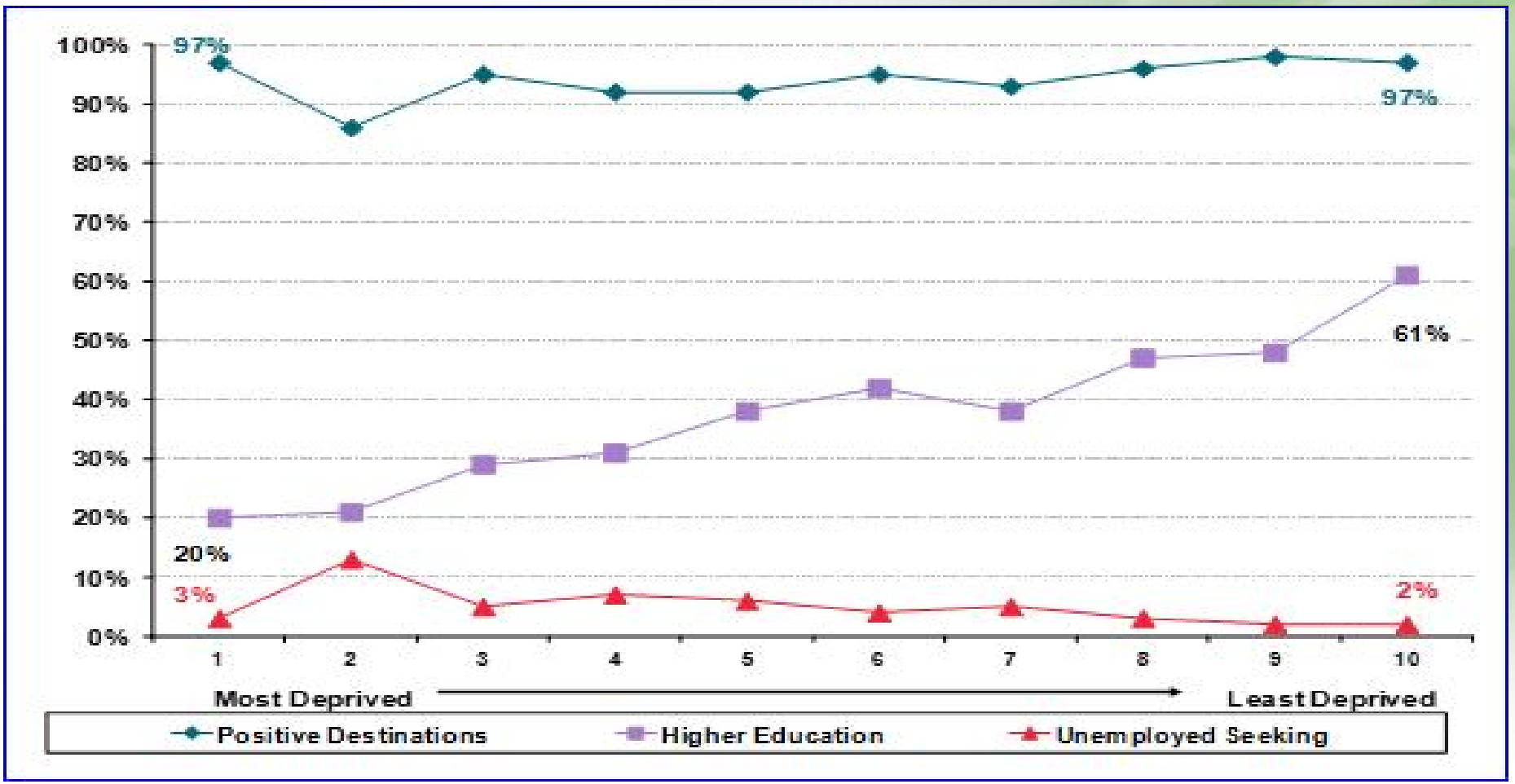


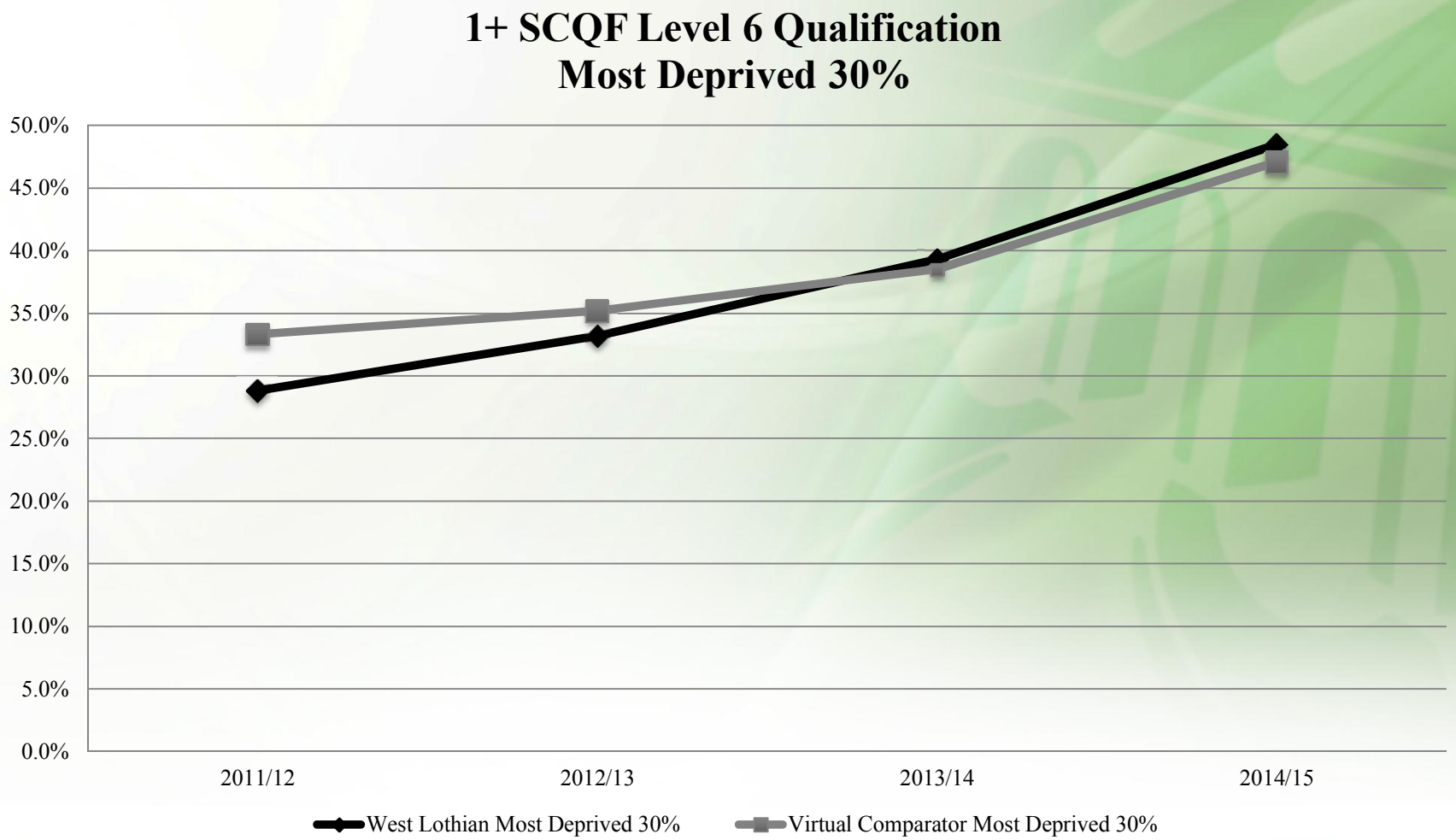
School Leavers into Positive Destinations – by SIMD Decile

SIMD Decile	Most Deprived									Least Deprived	
	1	2	3	4	5	6	7	8	9	10	Not Known
Higher Education %	20	21	29	31	38	42	38	47	48	61	24
Further Education %	40	37	39	27	32	28	29	20	23	16	38
Training %	13	9	6	7	3	3	4	1	2	1	10
Employment %	20	17	20	26	18	22	22	28	25	19	19
Voluntary Work %	0	0	0	0	1	0	0	0	0	0	0
Activity Agreement %	3	1	1	1	1	0	0	0	0	0	0
Unemployed Seeking %	3	13	5	7	6	4	5	3	2	2	10
U/E Not Seeking %	0	1	0	2	2	2	2	1	1	1	0
Unconfirmed %	0	0	0	0	0	0	0	0	0	0	0
Positive Destinations %	**97**	**86**	**95**	**92**	**92**	**95**	**93**	**96**	**98**	**97**	**90**
Total Number of Leavers	30	278	353	224	175	265	123	159	128	206	21
% of Total Leavers	**1.5**	**14.2**	**18.0**	**11.4**	**8.9**	**13.5**	**6.3**	**8.1**	**6.5**	**10.5**	**1.1**

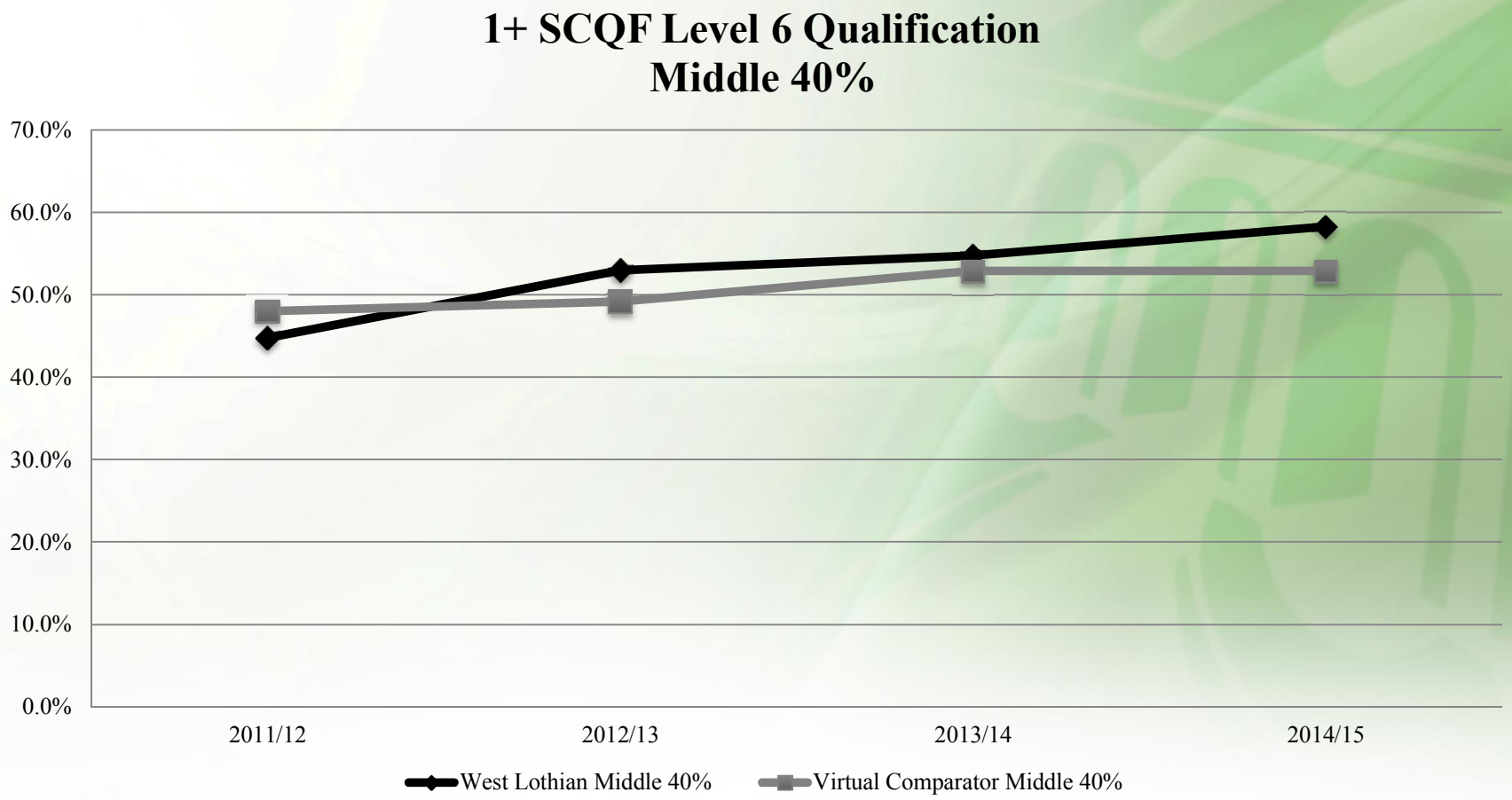
School Leavers into Positive Destinations – by SIMD Decile



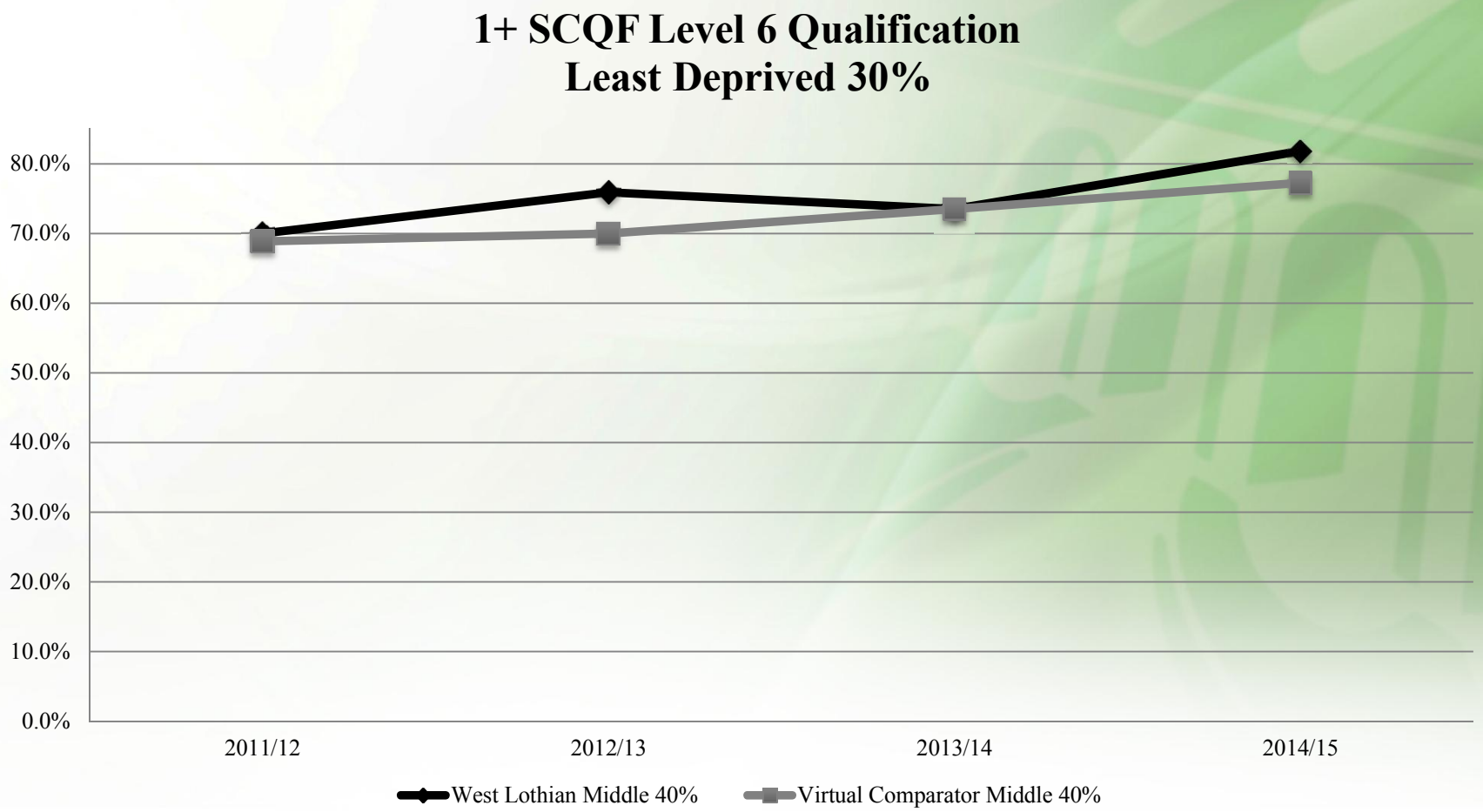
S5 Pupils (as % of S4 Roll)
Most Deprived 30% Achieving 1+ SCQF Level 6



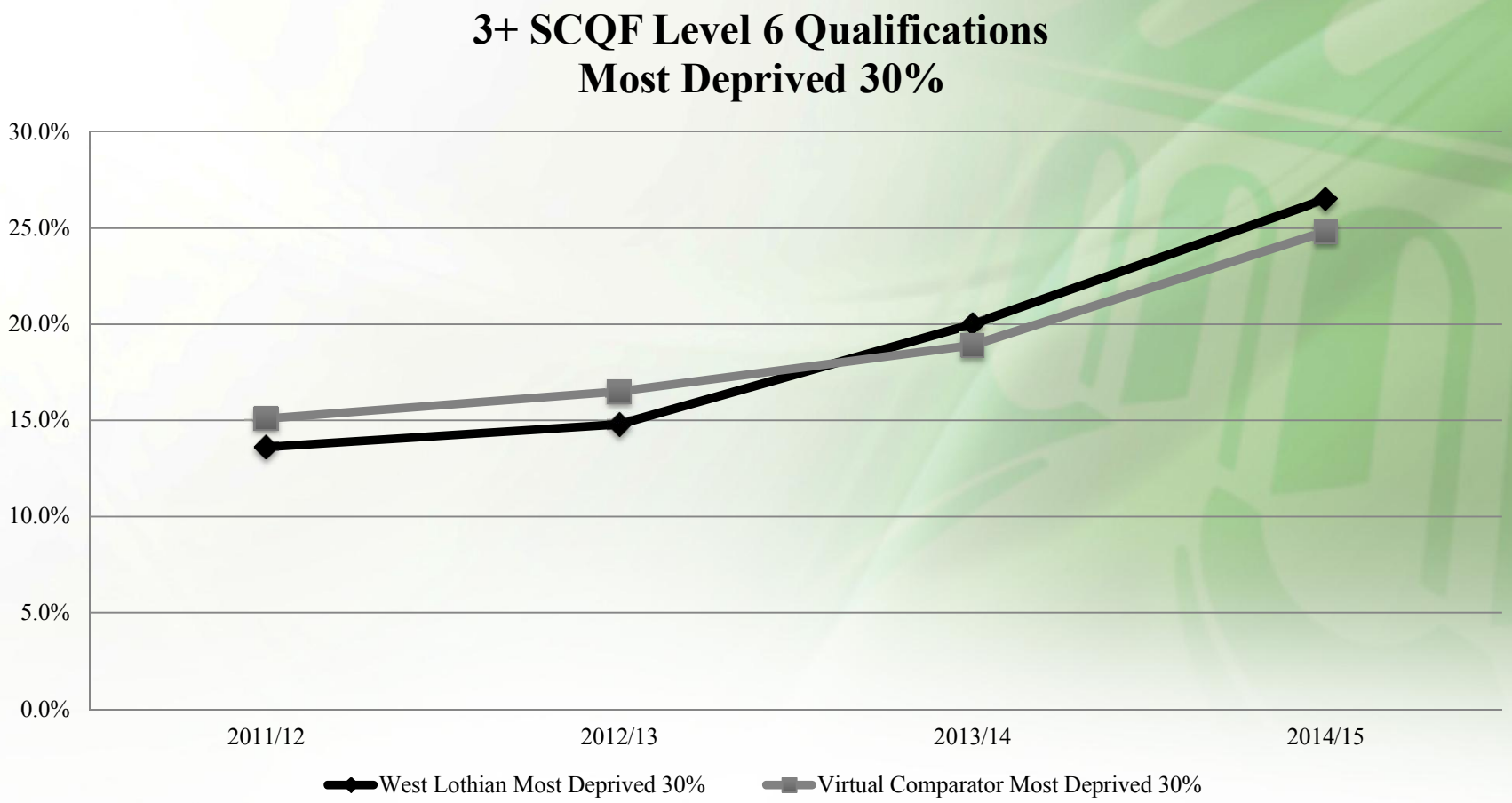
S5 Pupils (as % of S4 Roll)
Middle 40% Achieving 1+ SCQF Level 6



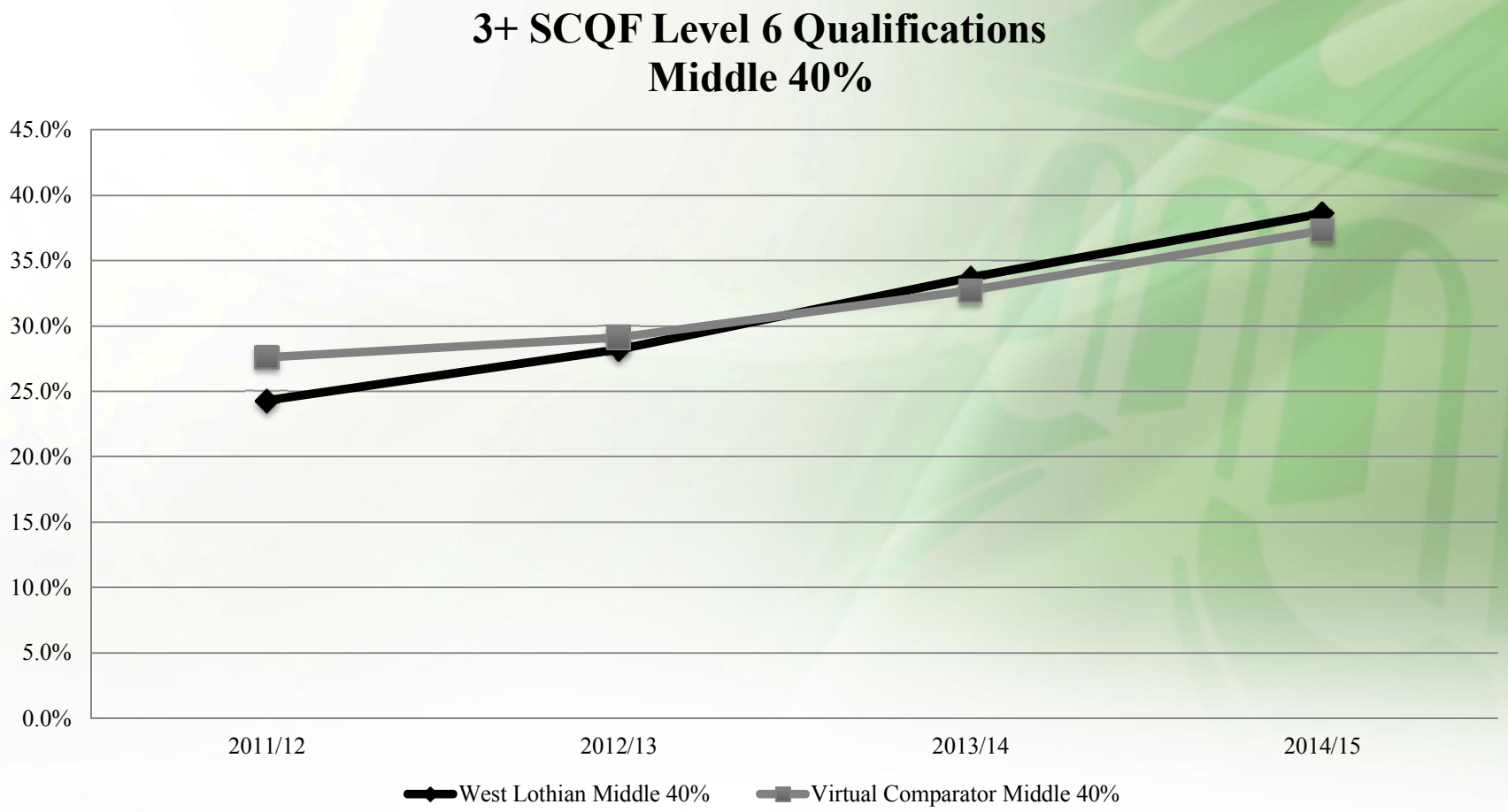
S5 Pupils (as % of S4 Roll)
Least Deprived 30% Achieving 1+ SCQF Level 6



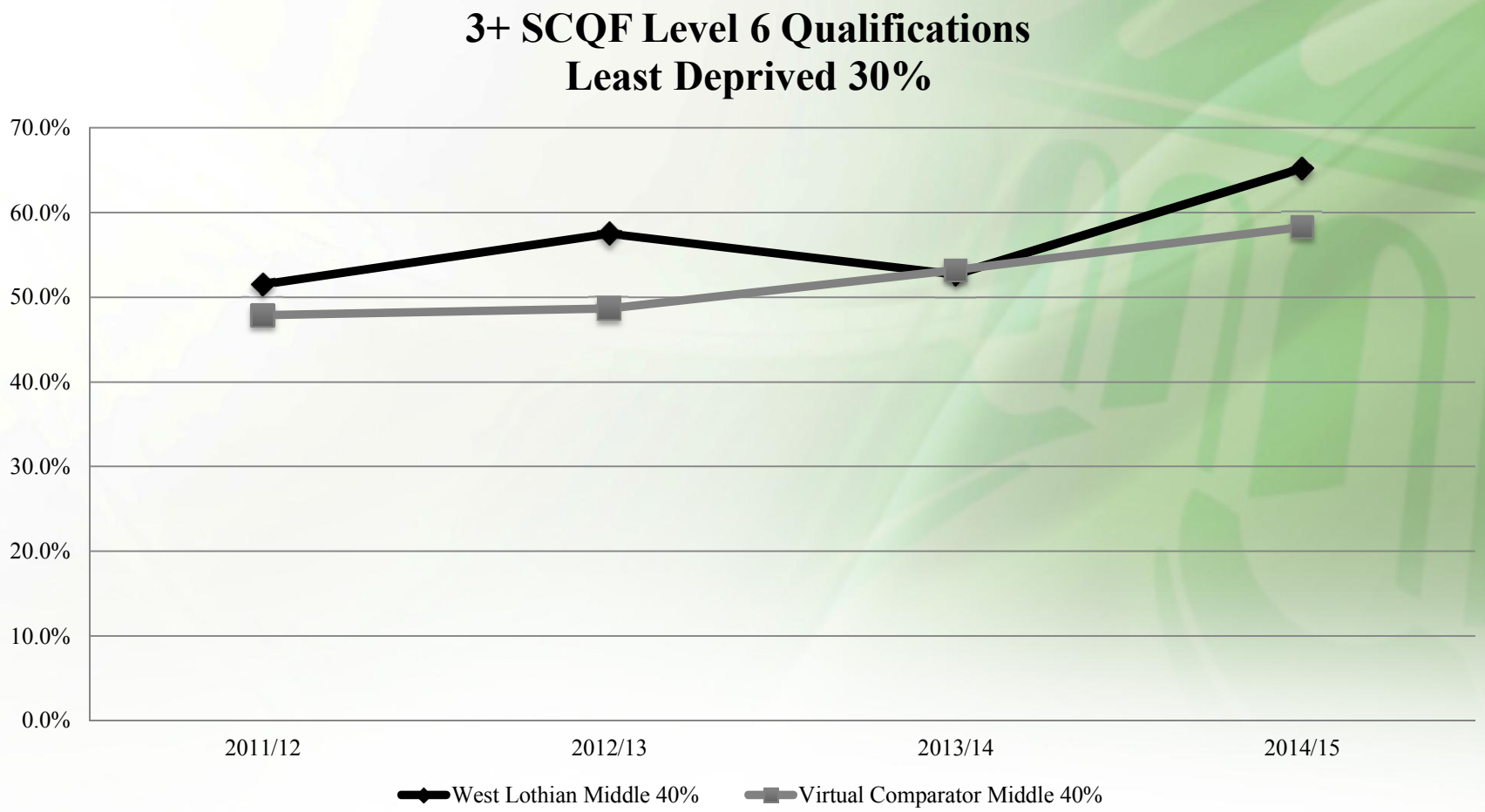
S5 Pupils (as % of S4 Roll)
Most Deprived 30% Achieving 3+ SCQF Level 6



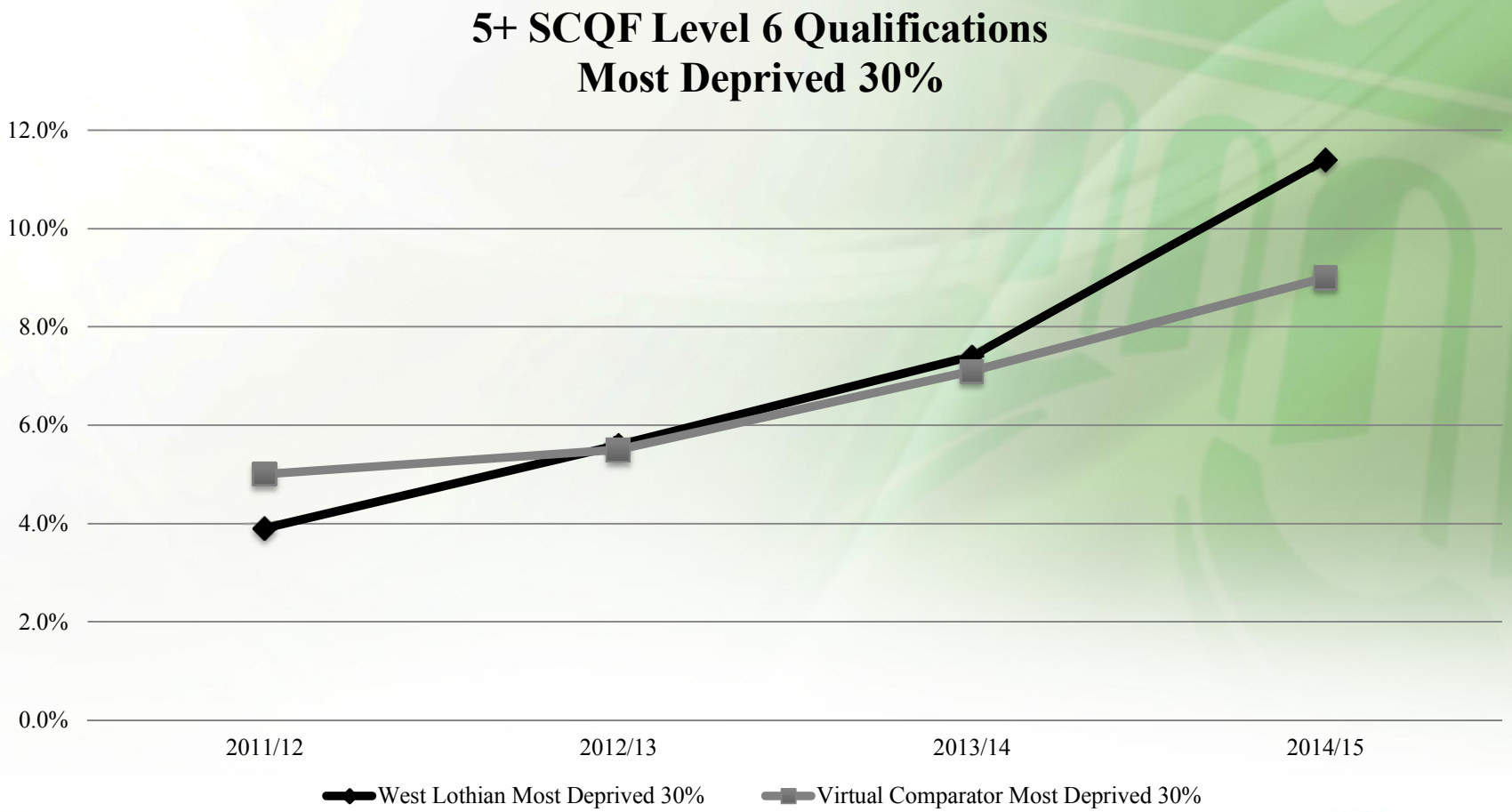
S5 Pupils (as % of S4 Roll)
Middle 40% Achieving 3+ SCQF Level 6



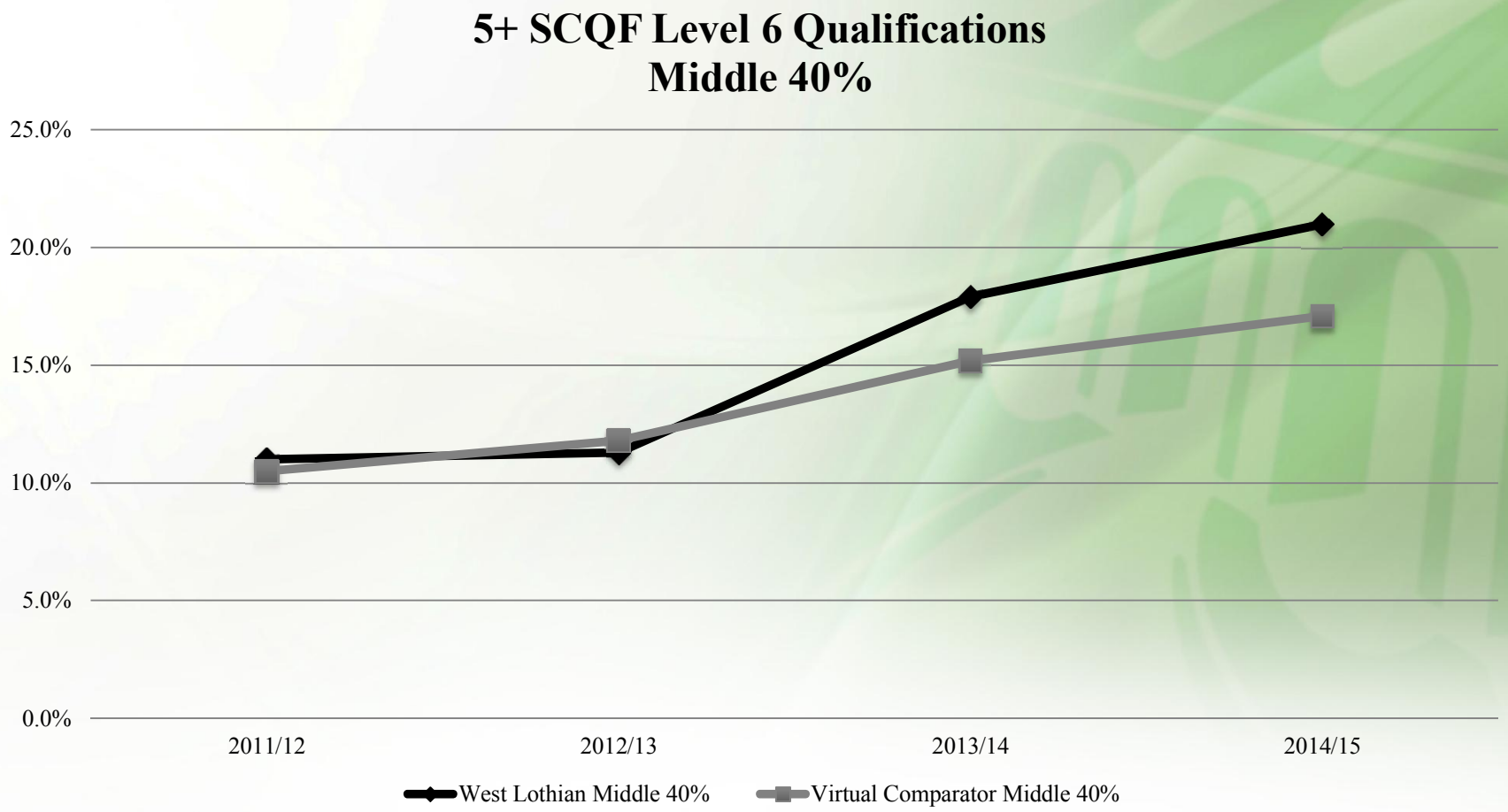
S5 Pupils (as % of S4 Roll)
Least Deprived 30% Achieving 3+ SCQF Level 6



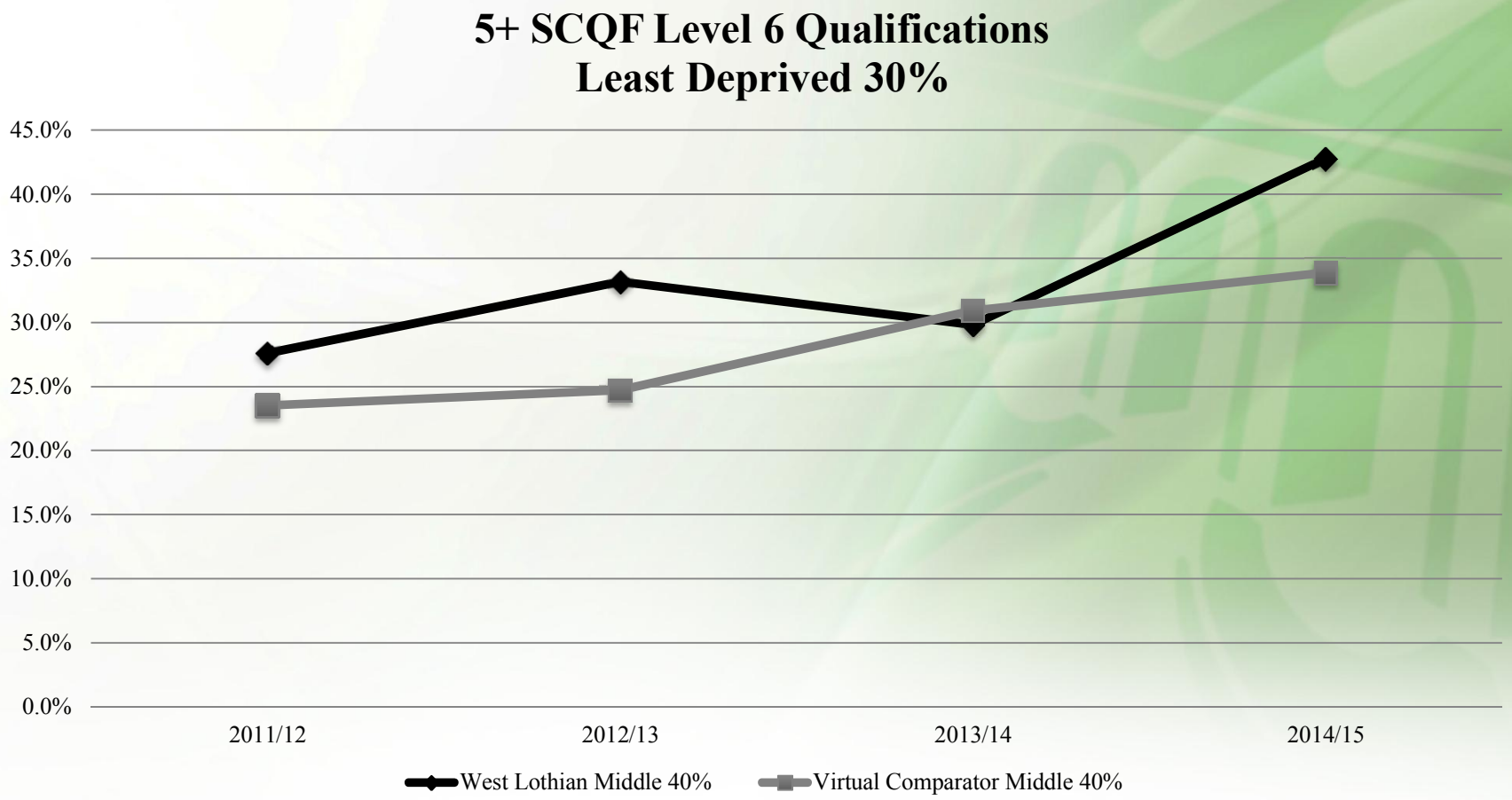
S5 Pupils (as % of S4 Roll)
Most Deprived 30% Achieving 5+ SCQF Level 6



S5 Pupils (as % of S4 Roll)
Middle 40% Achieving 5+ SCQF Level 6



S5 Pupils (as % of S4 Roll)
Least Deprived 30% Achieving 5+ SCQF Level 6



West Lothian Council

EDUCATION EXECUTIVE

MONITORING AND TRACKING ATTAINMENT OF PUPILS WITHIN EACH OF THE DECILES OF THE SCOTTISH INDEX OF MULTIPLE DEPRIVATION

REPORT BY DEPUTE CHIEF EXECUTIVE

A. PURPOSE OF REPORT

To inform the Education Executive of the use that Education Services and Schools are making of Scottish Index of Multiple Deprivation (SIMD) information in order to close the attainment gap between the most deprived and least deprived pupils in West Lothian.

B. RECOMMENDATION

It is recommended that the Education Executive:

1. Note the progress made by pupils in each of the Scottish Index of Multiple Deprivation (SIMD) deciles over the past 4 years as measured by SQA at SCQF Level 6.
2. Notes the importance of the suite of courses offered in partnership with West Lothian College, as part of Developing Scotland's Young Workforce (DYW).
3. Notes the progress being made in the monitoring and tracking of pupils in the Broad General Education (BGE) taking account of their SIMD decile.
4. Notes that monitoring and tracking systems are now in place and being utilised within West Lothian Primary Schools which also measure progress taking account of individual pupil's SIMD decile.
5. Notes that the Performance Team within Education Services are now providing all Primary Schools with analysis of the Centre for Educational Management (CEM) test results for all pupils in P2-P7 which includes analysis by SMID decile for individual pupils and for all pupils within a decile group.

C. SUMMARY OF IMPLICATIONS

I	**Council Values**	Focusing on our customers' needs; Being honest, open and accountable; Providing equality of opportunities; Making best use of our resources; Working in partnership
II	**Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk**	Raising attainment and closing the gap between attainment for the lowest 20% by deprivation and the highest 20% is a critical policy objective for West Lothian Council, in line with the

	Assessment)	Attainment Strategy.
III	**Implications for Scheme of Delegations to Officers**	None
IV	**Impact on performance and performance Indicators**	Attainment statistics and performance is recorded and scrutinised in the key performance indicators of Education Services.
V	**Relevance to Single Outcome Agreement**	SQA examination results form indicators within the SOA.
VI	**Resources - (Financial, Staffing and Property)**	None
VII	**Consideration at PDSP**	Not considered.
VIII	**Other consultations**	None

D. TERMS OF REPORT

D.1 Following a request at West Lothian Council by Councillor Borrowman, this report outlines the progress that has been made by both secondary and primary schools, along with Education Services, to tackle disadvantage by improving attainment of lower attainers relative to higher attainers as measured by deprivation.

The report covers the following areas:

- Progress in the Senior Phase (S5 and S6) as measured by attainment as recorded on INSIGHT.
- Progress in Post School Participation – the percentage of school leavers into a positive destination.
- The monitoring and tracking of progress by pupils in the Broad General Education (S1-S3).
- The monitoring and tracking of progress by pupils in Primary Schools within the 3-18 Curriculum.
- The use of CEM test data as provided by the University of Durham to schools and analysis of this by the Performance Team within Education Services.

D.2 Progress in the Senior Phase

In Session 2014-2015 the SIMD profile of pupils in S4-S6 (Senior Phase) was:

S4

Decile 1	Decile 2	Decile 3	Decile 4	Decile 5	Decile 6	Decile 7	Decile 8	Decile 9	Decile 10
1.1%	13.8%	17.3%	13.2%	8.8%	13.4%	6.6%	7.1%	6.9%	11.8%

S5 (as a percentage of their S4 roll)

Decile 1	Decile 2	Decile 3	Decile 4	Decile 5	Decile 6	Decile 7	Decile 8	Decile 9	Decile 10
0.9%	13.4%	19.2%	12.2%	7.7%	14.4%	7.2%	6.9%	6.7%	11.3%

S6 (as a percentage of their S4 roll)

Decile 1	Decile 2	Decile 3	Decile 4	Decile 5	Decile 6	Decile 7	Decile 8	Decile 9	Decile 10
1.4%	15.3%	17.3%	12.1%	10.0%	12.9%	6.2%	8.7%	6.5%	9.6%

Decile 1 is the most deprived and Decile 10 the least deprived.

The National figures would be approximately 10% per decile group.

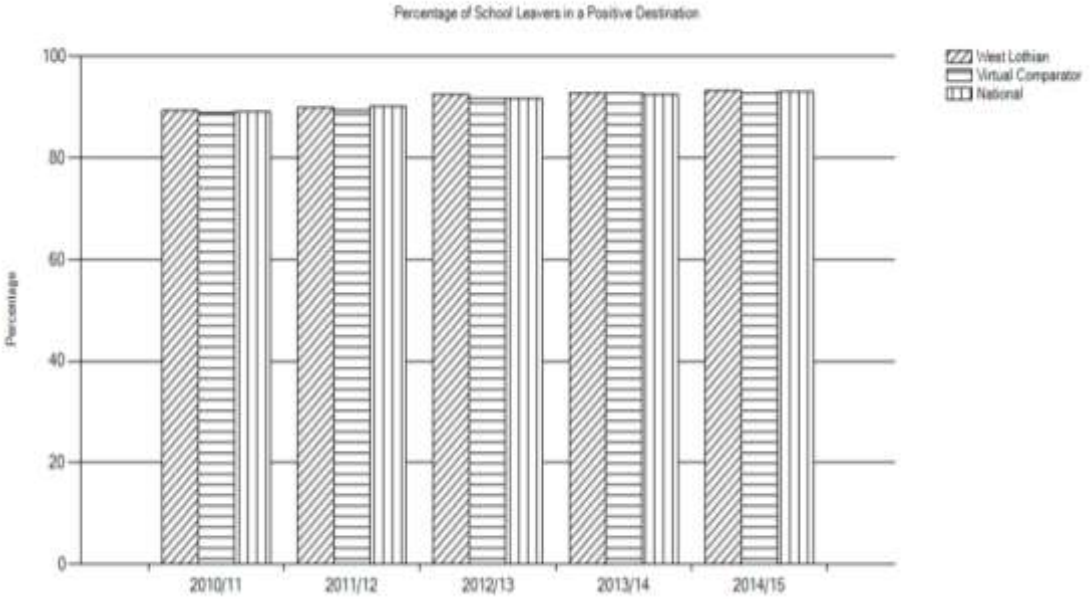
So that each set of figures are measured against a similar SIMD profile, the 'Virtual Comparator' school is used. In this way, the Decile 1 pupils' results are compared to 10 times the number of candidates of a similar profile who took the same group of subjects.

Appendix 1 gives diagrammatic representations of the results obtained by S6 pupils from each of the decile groupings compared to the Virtual Comparator. The trend over time is upwards for all decile groupings and with fewer variations between the West Lothian figures and the Virtual Comparators.

Appendix 2 gives diagrammatic representations of the results obtained by S5 pupils from each of the decile groupings compared to the Virtual Comparator. The trend over time is upwards for all decile groupings and it is particularly notable that in 2014/15 the Total Tariff points gained by pupils in Deciles 1-3 was higher than the Virtual Comparator and that the points gained by West Lothian pupils was higher against all decile groups other than Decile 6, where it was equal.

Post School Positive Destinations

As previously reported to the Education Executive, the number of young people leaving a West Lothian Council secondary school and entering a positive destination now stands at 93.4%, the highest figure ever obtained, as shown on the diagram below:



Source: INSIGHT

Skills Development Scotland (SDS), in their publication of these figures, provided information on the SIMD profile of each of the destinations and this table and associated graph are shown in Appendix 3 and the percentage totals for positive destinations, Higher Education and unemployed but seeking employment in the associated graph.

It should be noted that the statistical group is not exactly the same size in that the leavers in the SDS analysis include young people who reside within West Lothian who have left secondary education, whether from a West Lothian school or not.

The variations in destinations between decile groups can be seen from the table in Appendix 3. SDS, our own keyworkers, the More Choices More Chances Team and the Developing the Young Workforce Steering Board (chaired by the Head of Service (Quality Assurance)) are aware of these figures and particularly in respect of the 13% of leavers in Decile 2 who were unemployed and seeking employment and also, working with the Lothian Equal Access Programme for Schools (LEAPS), those in Deciles 1-3 who are capable, with support, to obtain a place in University or College. MCMC keyworkers and schools have been alerted to the situation with Decile 2 pupils and aim to address this situation.

S5 Pupils attaining 1+, 3+ or 5+ Qualifications at SCQF Level 6

Appendix 4 details the percentage of candidates who have achieved 1 or more, 3 or more and 5 or more qualifications at SCQF Level 6 from 2011/12 to 2014/15 in three categories, the most deprived 30% of pupils (those in Deciles 1-3), the middle 40% (Deciles 4-7) and the least deprived 30% (Deciles 8-10).

From the table in Appendix 4 it can be seen that in 2014/2015 the percentage of pupils gaining 1+, 3+ and 5+ Level 6 qualifications was greater than the Virtual Comparator at all levels of deprivation compared to the previous years and the increase the number of pupils obtaining 1+, 3+ or 5+ qualifications has increased at a greater rate from the most deprived 30%.

SQA Higher Qualifications

West Lothian has, as previously reported, been a pilot area and (in partnership with West Lothian College) a pathfinder authority for a number of vocational courses at Level 6 and 7. West Lothian is well advanced at implementing the Developing the Young Workforce policy and this is already having a positive impact on attainment and destinations post 16. These qualifications are accredited at the same level as Higher and Advanced Higher respectively and the first group of pupils gained certification for these courses in 2014/2015. This, along with the fact that all secondary schools have also introduced vocational courses within their establishments, accounts for some of the 'variation' between the figures for SQA Highers being completed in West Lothian compared to the rest of Scotland.

In addition, the number of pupils being presented for National 5 (the level required to be presented for Higher the following session) is low in a number of our schools and has restricted the presentation numbers for Higher. Comparator information has been provided to schools to highlight this issue and schools have made some progress this session in addressing this issue.

Monitoring and Tracking in the Broad General Education (BGE) (S1-S3) and within Primary Schools

All secondary schools now monitor and track progress of pupils within the BGE. As part of this tracking, information on the SIMD Decile for each pupil is now visible to all teaching staff and Senior Management Teams in all schools are fully cognisant of the importance of closing the attainment gap of the lowest 20% by deprivation and the lowest 20% by attainment. Collaborative work is continuing to ensure fit for purpose moderation of standards to ensure concordance across the authority and information submitted by schools will be analysed by the Performance Team within Education Services to monitor and report on the attainment levels being attained by pupils within each SIMD Decile.

CEM test data provided by Education Services was trialled in a number of schools, including SMID data in the analysis of the results. This has proven to be useful to Head Teachers and staff in their review of the CEM data and the actions to be taken as a result of this analysis.

This analysis will, therefore be undertaken for all Primary Schools once this session's data is available – in early June – and will be analysed and circulated to all schools before schools return in August.

E. CONCLUSION

This report has documented the progress made in raising attainment for pupils in the lowest SIMD deciles over the past four years in SQA and associated courses, as shown by the Scottish Government's tracking tool, INSIGHT.

The report has also indicated progress that has been made in young people in West Lothian gaining a positive destination after leaving school and the percentages from each Decile going into the various categories of positive destination.

Finally, the report notes how SIMD information is being used in a more explicit manner to monitor and track the progress of each pupil, and that this is now being analysed to check on progress being made to close the gap between those in Deciles 1 and 2 compared to those in Deciles 9 and 10, and for the lowest achieving 20% of pupils no

matter what decile they are categorised in.

Appendices/Attachments: Presentation Slides (Appendix1 to Appendix 4)
Black and White handout (Appendix 1 to Appendix 4)

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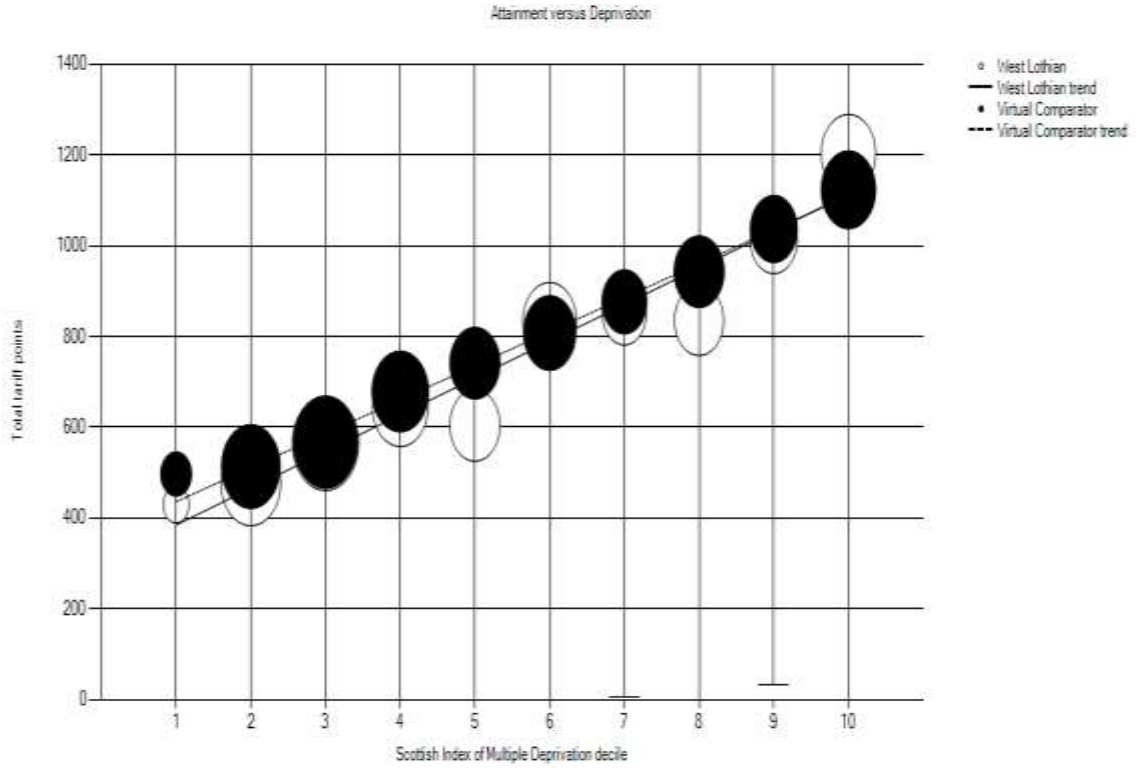
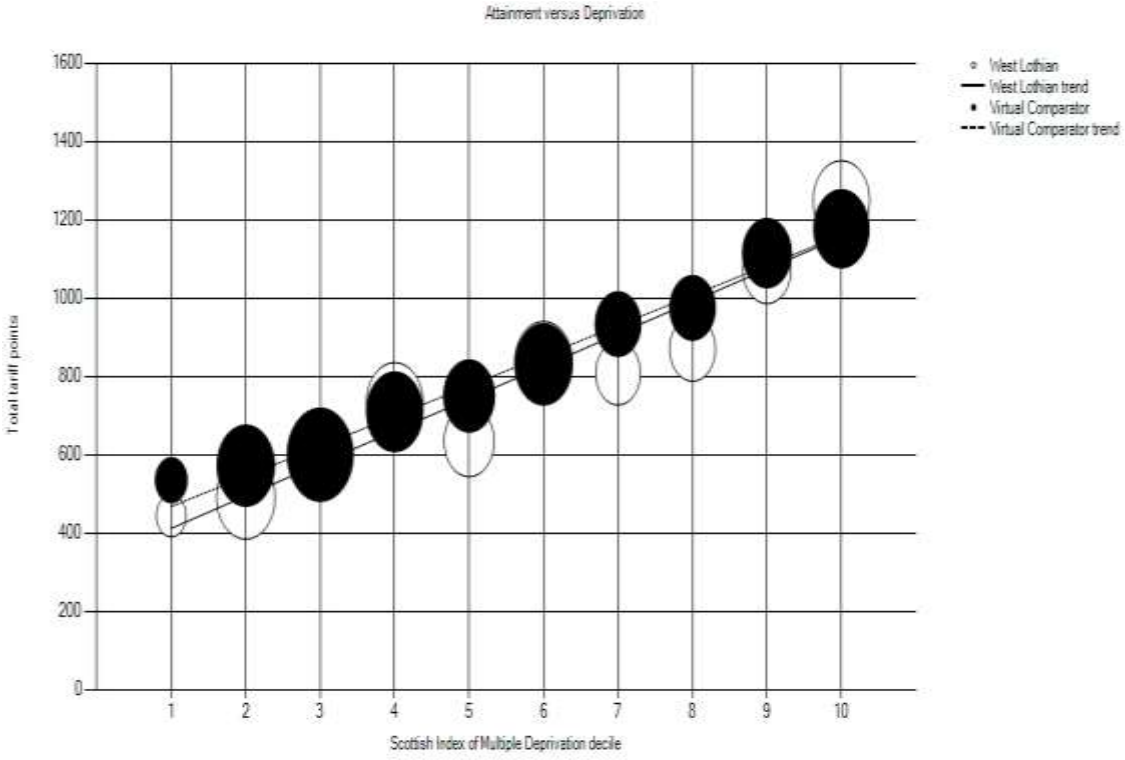
Dr Elaine Cook
Depute Chief Executive
Date of meeting: 26 April 2016

Appendix 1
Attainment versus Deprivation – S6 pupils

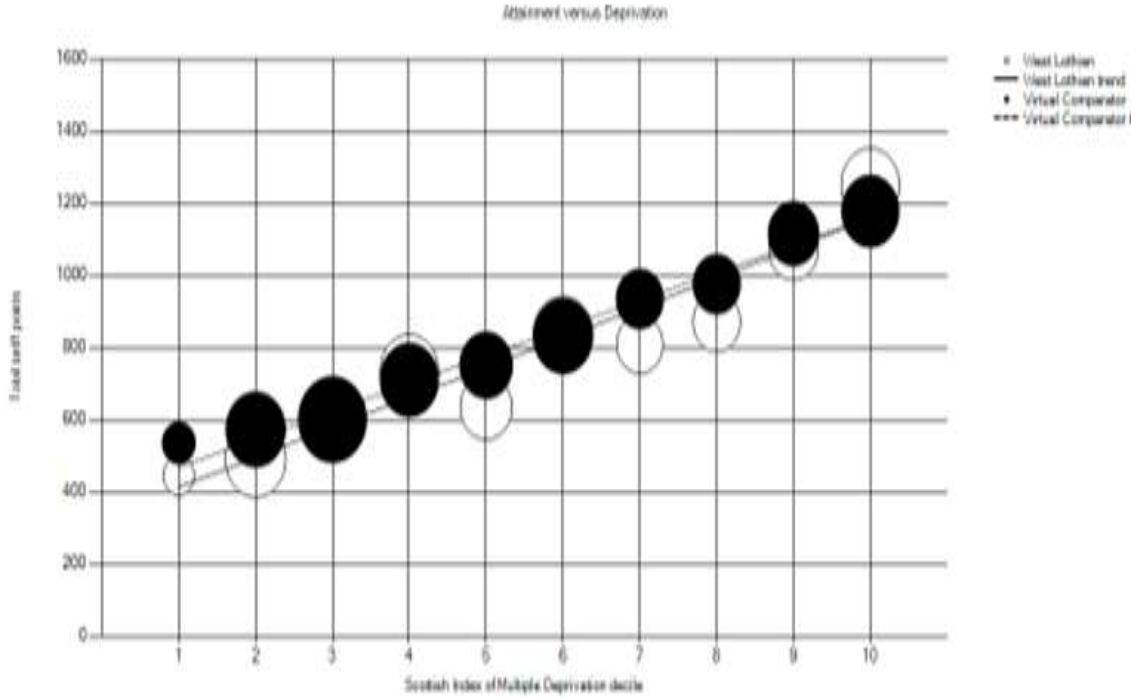
2011/2012



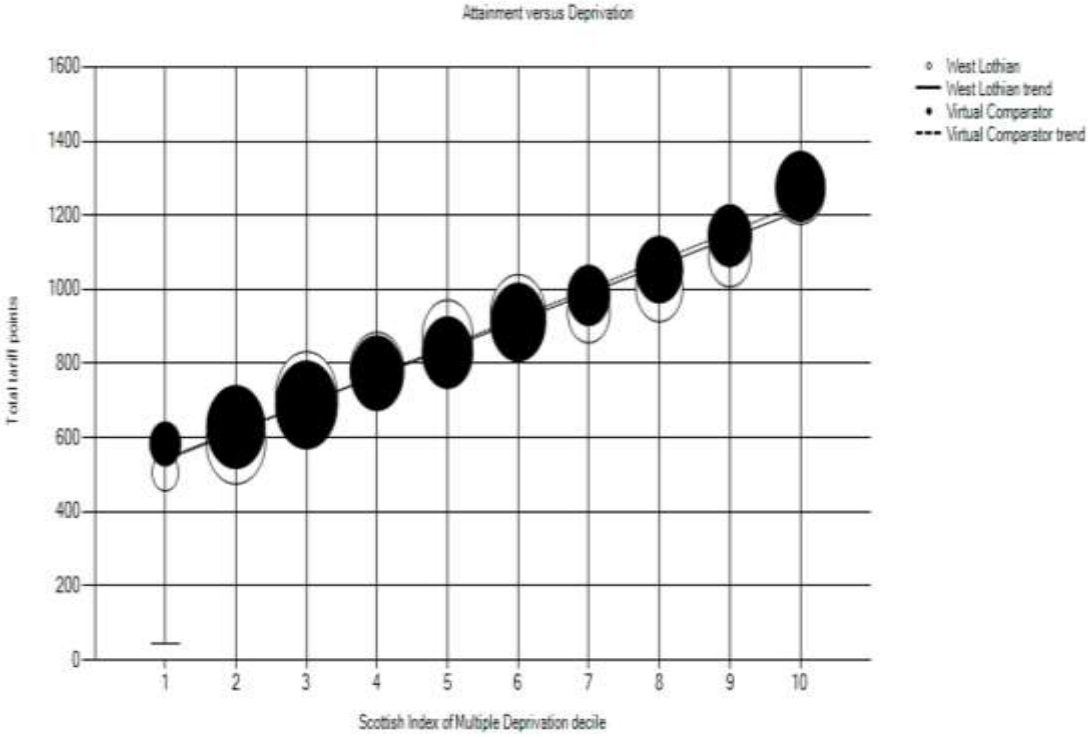
2012/2013



2013/2014

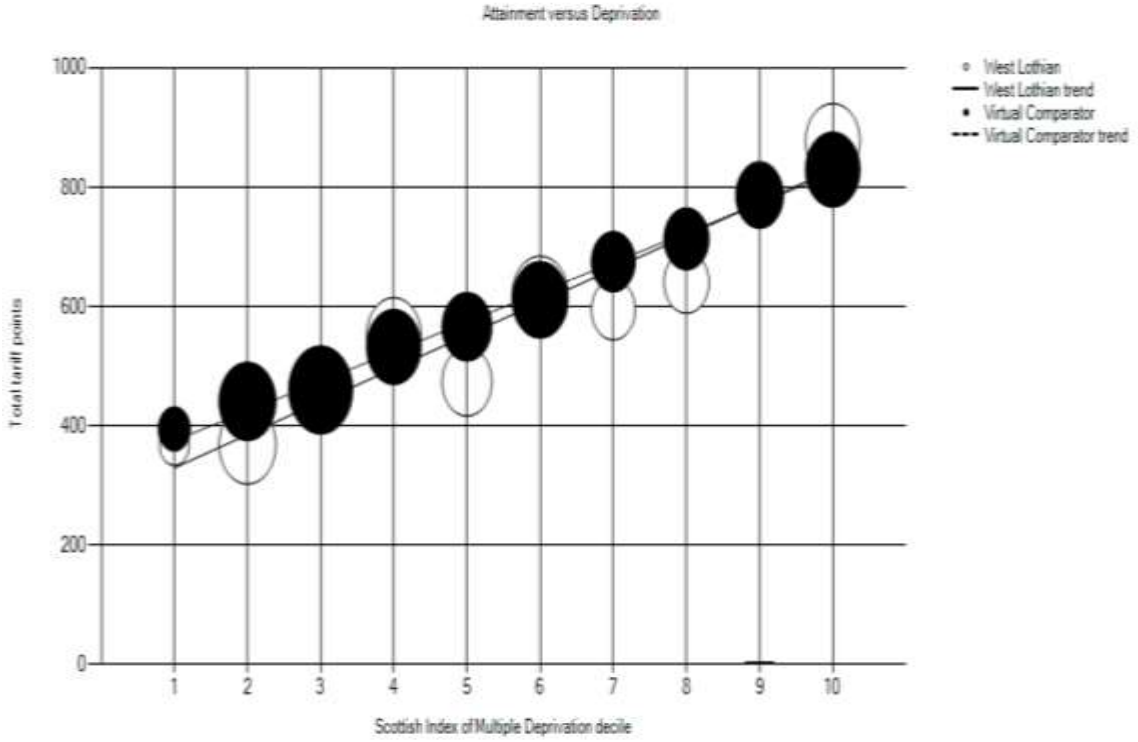


2014/2015

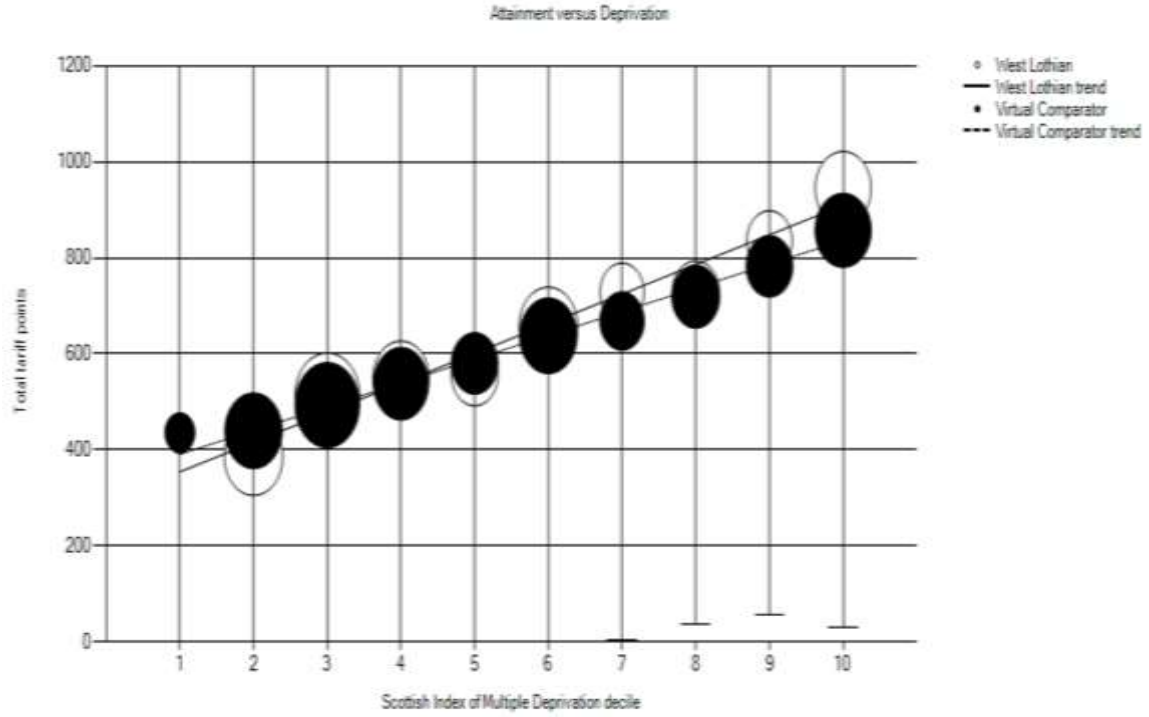


Appendix 2
Attainment versus Deprivation – S5 pupils

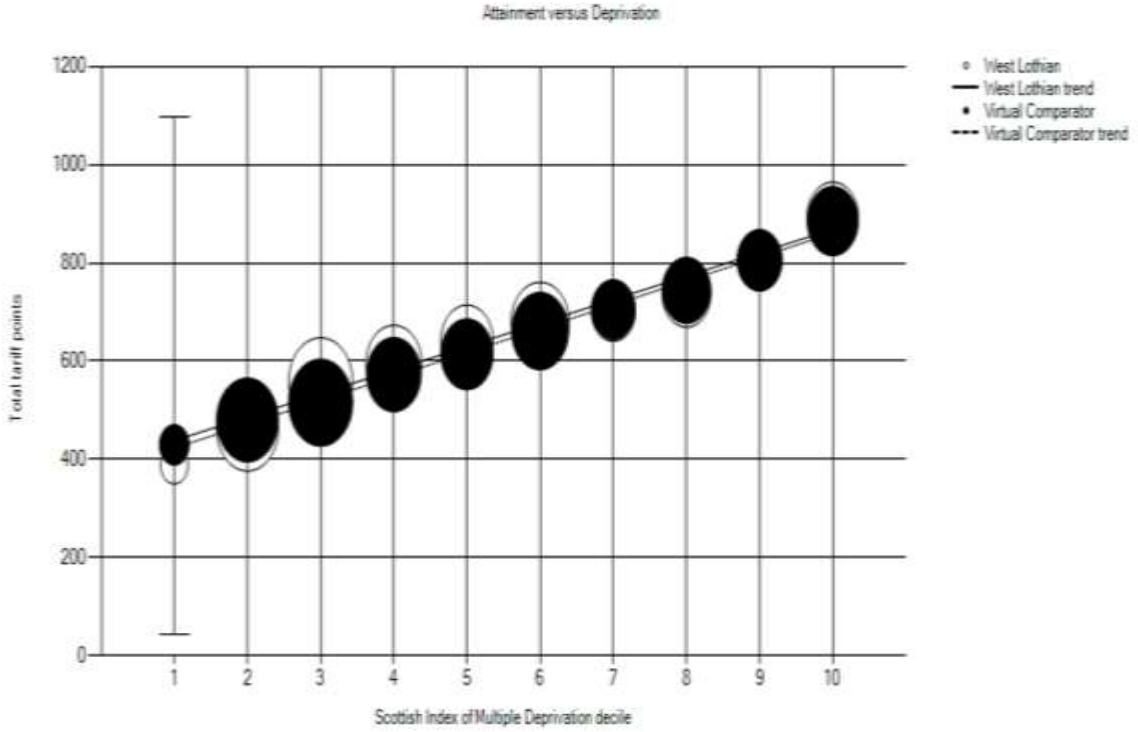
2011/2012



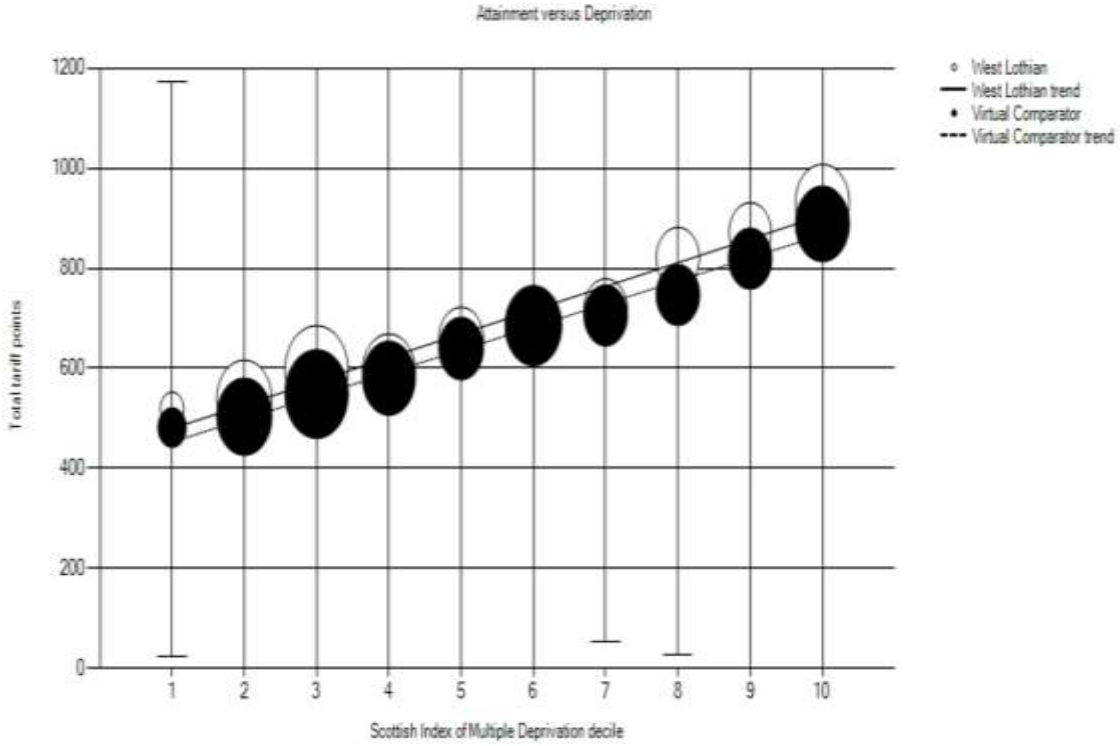
2012/2013



2013/2014

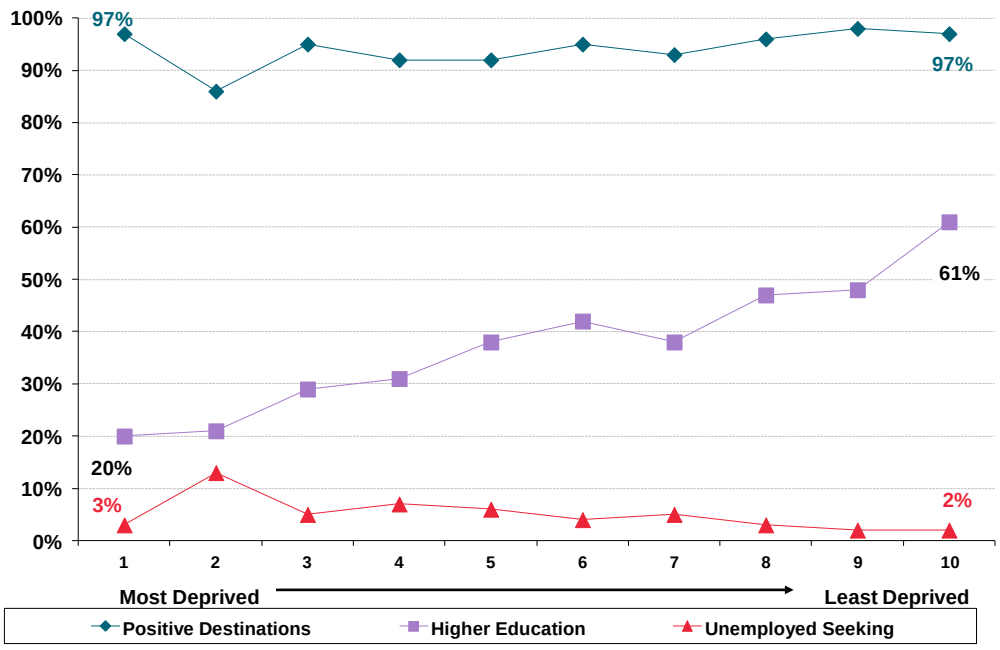


2014/2015



Appendix 3
School Leavers into Positive Destinations – by SIMD Decile

SIMD Decile	Most Deprived →									Least Deprived	
	1	2	3	4	5	6	7	8	9	10	Not Known
Higher Education	20%	21%	29%	31%	38%	42%	38%	47%	48%	61%	24%
Further Education	40%	37%	39%	27%	32%	28%	29%	20%	23%	16%	38%
Training	13%	9%	6%	7%	3%	3%	4%	1%	2%	1%	10%
Employment	20%	17%	20%	26%	18%	22%	22%	28%	25%	19%	19%
Voluntary Work	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%
Activity Agreement	3%	1%	1%	1%	1%	0%	0%	0%	0%	0%	0%
Unemployed Seeking	3%	13%	5%	7%	6%	4%	5%	3%	2%	2%	10%
U/E Not Seeking	0%	1%	0%	2%	2%	2%	2%	1%	1%	1%	0%
Unconfirmed	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Positive Destinations	**97%**	**86%**	**95%**	**92%**	**92%**	**95%**	**93%**	**96%**	**98%**	**97%**	**90%**
Total	30	278	353	224	175	265	123	159	128	206	21
% of Total Leavers	1.5%	14.2%	18.0%	11.4%	8.9%	13.5%	6.3%	8.1%	6.5%	10.5%	1.1%



Appendix 4
Percentage of S5 (as % of S4 Roll) achieving
1+, 3+ or 5+ Awards at SCQF Level 6 (Higher or Equivalent)

Year	Category	1+ Level 6	Virt Comp 1+ L6	3+ Level 6	Virt Comp 3+ L6	5+ Level 6	Virt Comp 5+ L6
2014/15	Most Deprived 30% (SIMD Deciles 1-3)	48.5%	47.1%	26.5%	24.8%	11.4%	9.0%
2014/15	Middle 40% (SIMD Deciles 4-7)	60.5%	58.3%	38.6%	37.3%	21.0%	17.1%
2014/15	Least Deprived 30% (SIMD Deciles 8-10)	81.8%	77.3%	65.2%	58.3%	42.8%	33.9%
2013/14	Most Deprived 30% (SIMD Deciles 1-3)	39.3%	38.5%	20.0%	18.9%	7.4%	7.1%
2013/14	Middle 40% (SIMD Deciles 4-7)	54.8%	52.9%	33.7%	32.6%	17.9%	15.2%
2013/14	Least Deprived 30% (SIMD Deciles 8-10)	73.5%	73.5%	52.7%	53.2%	29.8%	30.9%
2012/13	Most Deprived 30% (SIMD Deciles 1-3)	33.2%	35.2%	14.8%	16.5%	5.6%	5.5%
2012/13	Middle 40% (SIMD Deciles 4-7)	53.0%	49.2%	28.2%	29.1%	11.3%	11.8%
2012/13	Least Deprived 30% (SIMD Deciles 8-10)	75.9%	70.0%	57.5%	48.7%	33.2%	24.7%
2011/12	Most Deprived 30% (SIMD Deciles 1-3)	28.8%	33.3%	13.6%	15.1%	3.9%	5.0%
2011/12	Middle 40% (SIMD Deciles 4-7)	44.8%	48.0%	24.3%	27.6%	11.0%	10.5%
2011/12	Least Deprived 30% (SIMD Deciles 8-10)	70.0%	68.9%	51.5%	47.9%	27.6%	23.5%

DATA LABEL: PUBLIC

West Lothian Council

EDUCATION EXECUTIVE

NATIONAL IMPROVEMENT FRAMEWORK

REPORT BY HEADS OF EDUCATION

A. PURPOSE OF REPORT

To inform Education Executive of developments in the implementation of the National Improvement Framework.

B. RECOMMENDATION

- To note the update and to receive further reports as more information becomes available.
- To recommend to Education Executive that schools continue to administer adaptive tests in school year 2016/17

C. SUMMARY OF IMPLICATIONS

I	**Council Values**	Focusing on our customers' needs; making best use of our resources
II	**Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)**	A Scottish Government equality relevance assessment has been undertaken. The national improvement framework will be delivered in a way which meets the individual needs of each pupil, including any needs arising from protected characteristics.
III	**Implications for Scheme of Delegations to Officers**	None
IV	**Impact on performance and performance Indicators**	Raising Attainment Strategy, Public reported Performance Indicators on Attainment.
V	**Relevance to Single Outcome Agreement**	Young people are better educated and have access to increased and better quality learning and employment opportunities.
VI	**Resources - (Financial, Staffing and Property)**	Within budgeted resource
VII	**Consideration at PDSP**	6 October 2015 and 9 February 2016

VIII Other consultations Financial Management Unit, Head Teachers

D. TERMS OF REPORT

D.1 Background

The National Improvement Framework was launched by the Scottish Government on 6 January 2016. Reports on the draft and final Framework were considered by Education PDSP. It was agreed that further reports be considered when more information is available, particularly in regard to assessment and reporting arrangements.

D.2 Interim Framework Report

Scottish Government has published an Interim Framework Report of collated assessment data provided by most Local Authorities to provide a national picture of recorded attainment from early years to the end of the Broad General Education. Local Authorities also provided information on their current practice for recording teacher judgements on pupils' achievement of Curriculum for Excellence (CfE) levels in reading, writing and numeracy.

Local authorities described a range of different types of evidence used by teachers in making their judgements, including different standardised assessments and moderation activities. They also provided information on progress towards CfE levels based on local assessment practice.

Education Services currently gather assessment data in all Primary stages and in Secondary 2 using on-line adaptive tests supplied by the Centre for Evaluation and Monitoring's (CEM) Performance Indicators.

The Interim Framework reported that over 1,100 schools in Scotland use CEM in Primary Schools to assess the progress children make in P1 in early maths, early literacy and non-cognitive development and behaviour. On the basis of these data, CEM created a sample for 2012/13 that is representative of all Scottish P1 pupils and analysed the starting points and progress of pupils in P1.

Nationally at the start of Primary 1 children from the 20% most deprived areas had lower cognitive development scores than children from the least deprived areas by the equivalent of around 14 months of development.

In addition to differences between pupils from the most deprived and least deprived areas, CEM's analysis also showed considerable differences between the average progress of pupils in different schools.

These findings broadly reflect the position reported to Education PDSP on 6 October 2015. The Council's Raising Attainment Strategy approved by Education Executive on 10 December 2015 included the aim to close the attainment gaps to increase equity, based on socio-economic factors, in educational outcomes across all West Lothian Schools and for all West Lothian learners.

D.3 2016 Data Collection

Scottish Government will collect data on Teacher Professional Judgement on attainment in CfE levels for P1, P4, P7 and S3 pupils. All primary, secondary, and special schools will be required to provide data. Data will be collected in August 2016 following Local Authority quality assurance of the data.

Teacher judgements will be recorded and collected for all pupils for each of the following:

- Numeracy
- Literacy - Reading
- Literacy – Writing
- Literacy - Listening and Reading

D.4 Guidance on Achievement

Education Scotland has provided guidance on assessing the level of achievement. A summary of the 'Achievement of a Level' plan is attached as an appendix. This guidance from Education Scotland reflects current practice in West Lothian schools in terms of collaborative approaches, moderation practices and sampling of evidence through our programme of validated self-evaluation.

E. CONCLUSION

Scottish Government will collect assessment data from schools following Education Services quality assurance with Head Teachers on the validity and accuracy of the data. Adaptive testing forms part of this quality assurance process and is recommended to remain in place for all primary stages and secondary year two for school year 2016/17. Education Services will continue to report on attainment and achievement based on CEM data to Education PDSP.

F. BACKGROUND REFERENCES

Scottish Government, National Improvement Framework, 6 January 2016, http://www.gov.scot/Publications/2016/01/8314

Appendices/Attachments:

Appendix 1 - Education Scotland, Achieving a Level Plan, March 2016

James Cameron and Donna McMaster, Heads of Education

Date of meeting: 26 April 2016

Education Scotland
Foghlam Alba
Transforming lives through learning

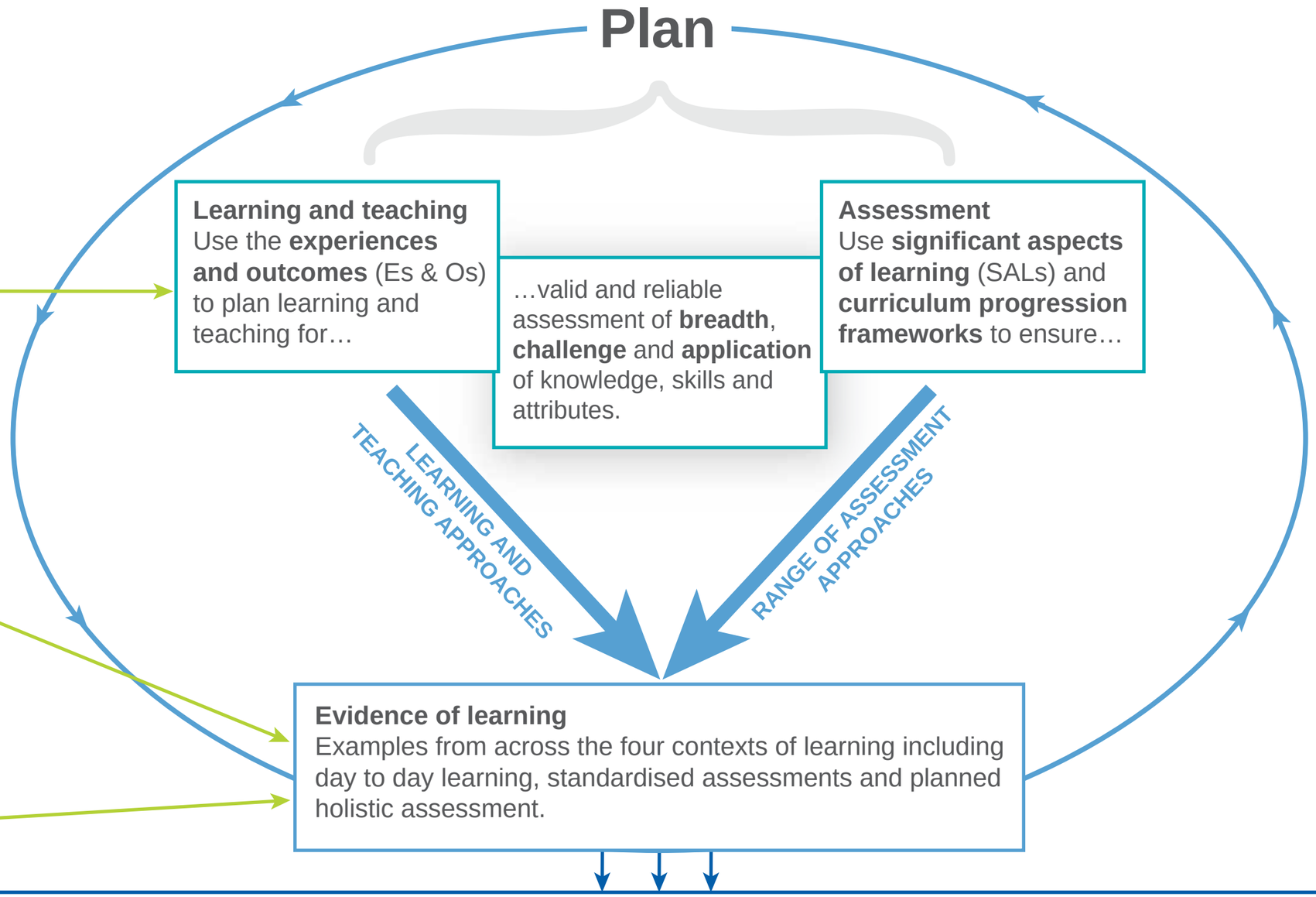
Achievement of a level

Moderation

Plan collegiately for learning, teaching and assessment, ensuring breadth, challenge and application, whilst agreeing standards and expectations.

Observation of classroom practice by peers, leadership team and across establishments.

Moderation of a body of evidence. Sharing, understanding and agreeing standards.



Achievement of a level – based on the evidence and on your overall professional judgement, can you show the learner has:

- achieved a **breadth** of learning across the knowledge, understanding and skills as set out in the experiences and outcomes for the level
- responded consistently well to the level of **challenge** set out in the experiences and outcomes for the level and has moved forward to learning at the next level in some aspects
- demonstrated **application** of what they have learned in new and unfamiliar situations?