

NATIONAL IMPROVEMENT FRAMEWORK PROGRESS REPORT

WEST LoTHIAN COUNCIL

SESSION 2018-19

ACHIEVING EXCELLENCE AND EQUITY



CONTENTS

West Lothian Perspective and Collaborative Practices	Page 3
Progress with National Priorities:	
Priority 1: Improvement in Attainment, particularly in Literacy and Numeracy	Page 4
Priority 2: Closing the gap between the most and least disadvantaged children	Page 8
Priority 3: Improvements in children and young people’s Health and Wellbeing	Page 15
Priority 4: Improvement in employability skills and sustained, positive school-leaver destinations for all young people	Page 18
Appendices:	
1 Raising Attainment and Closing the Gap in Literacy and Numeracy: Improvement Activities	Page 20
2 Pupil Equity Funding: Procedural and Administrative Arrangements	Page 24
3 Pupil Equity Funding: Participatory Budgeting	Page 25
4 Improvement Driver progress update	Page 27
5 Early Learning and Childcare progress update	Page 32
6 Attendance and Exclusion Data	Page 35
Glossary	Page 36



WEST LOTHIAN PERSPECTIVE

West Lothian Council has a relentless focus on improving the attainment, achievement and life chances of our children and young people. In line with the National Improvement Framework (NIF), our mission is to ensure excellence and equity for every child we have the privilege of teaching in our early learning centres and schools. We will achieve this through:



- rigorously improving attainment, particularly in literacy and numeracy - a priority in which we have already had significant success
- relentlessly and creatively embracing effective interventions to close the attainment gap between the most and least disadvantaged children
- uncompromisingly focussing on improving children and young people’s health and wellbeing
- persistently pursuing ongoing improvement in employability skills and sustained, positive school-leaver destinations for all young people

This NIF Progress Report represents West Lothian Council’s annual statement of progress made with improvement objectives.

COLLABORATIVE PRACTICES PROGRESS

West Lothian Education Services has an ongoing commitment to promoting and embedding a culture of professional collaboration within and between schools. This also extends to having a clear desire to work with, learn with and influence improvements across authorities and nationally. Well established and effective collaborations are in place, which lead to continuous improvement in West Lothian schools.

This session collaboration has continued through the relevant structures and framework as outlined in the NIF Plan August 2018. In addition work has begun on the Forth Valley and West Lothian (FVWLC) Regional Improvement Collaborative with Stirling, Falkirk, Clackmannanshire and West Lothian. Planning of key actions has focussed on:

i. Performance and Improvement
ii. Career Long Professional Learning
iii. Early learning and childcare
iv. Numeracy
v. Literacy

Planning has started on Health and Wellbeing which will be an additional area of focus for the RIC for next session.

PRIORITY 1: IMPROVEMENTS IN ATTAINMENT



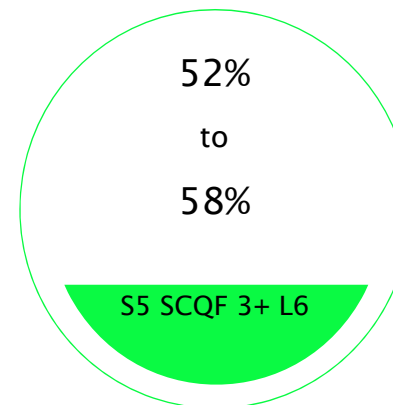
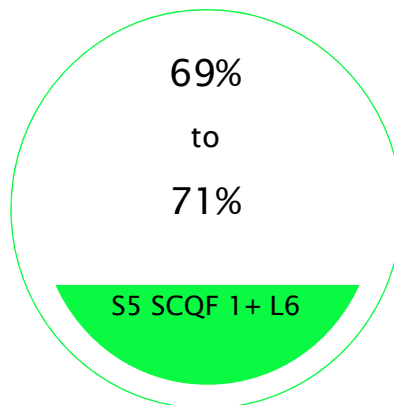
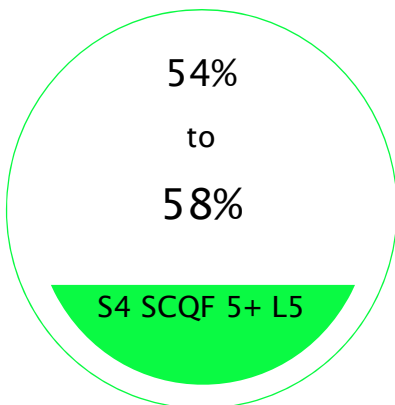
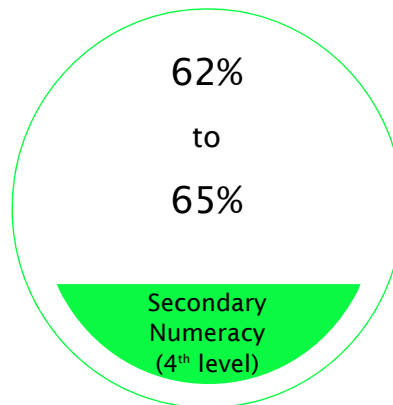
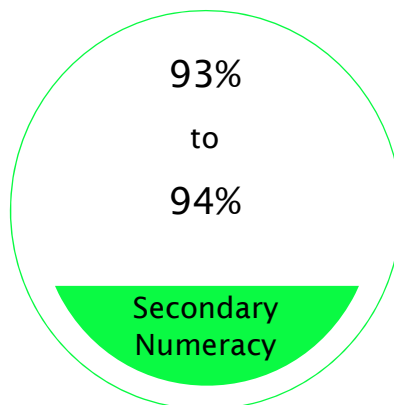
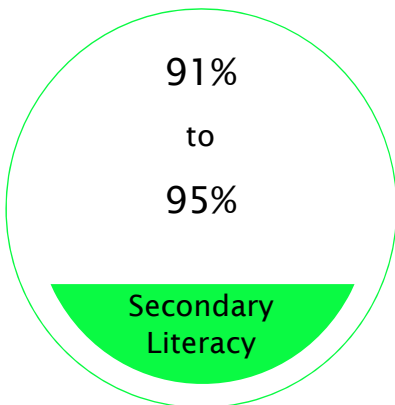
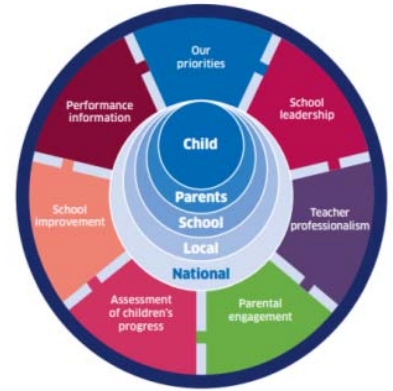
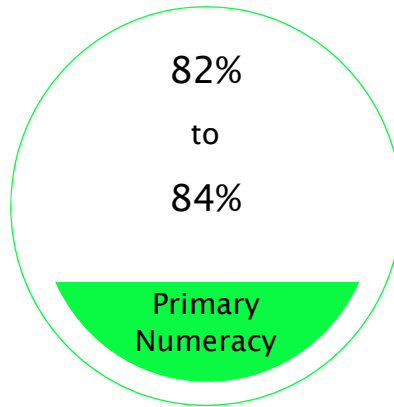
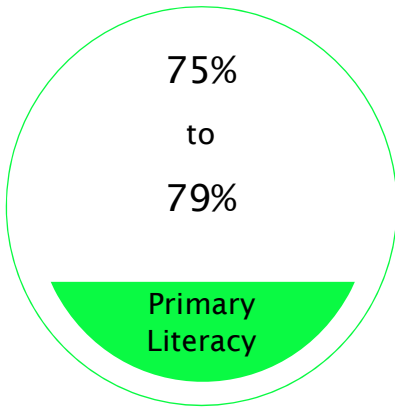
In Session 2018/19, progress made with improvement activities is outlined below:

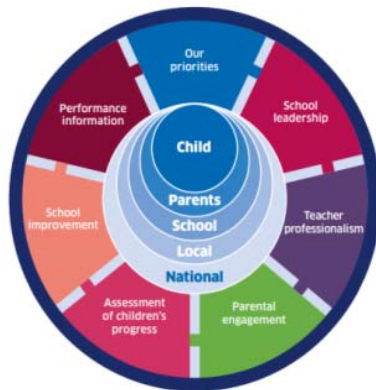
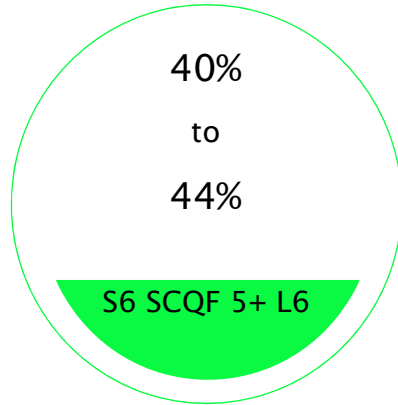
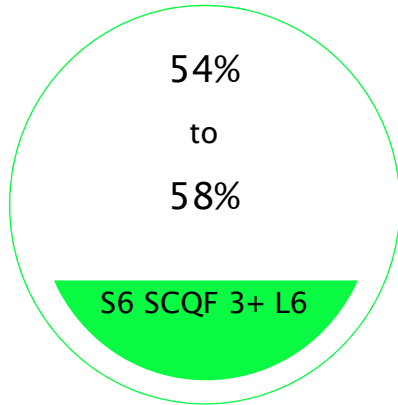
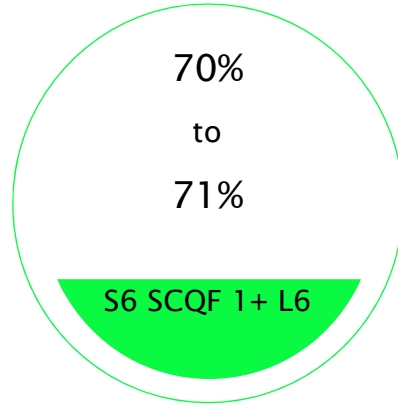
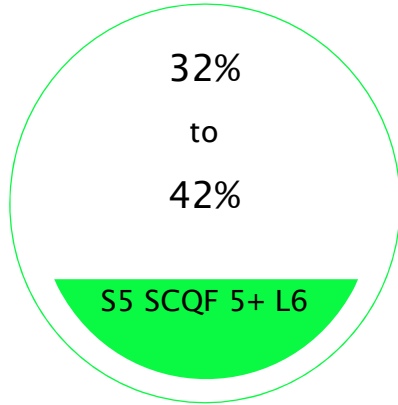
- An update of improvement activities in literacy and numeracy can be found in Appendix 1.
- Improvements supporting Early Learning and Childcare Settings are summarised in Appendix 4.
- The development of profiling and reporting guidance continued throughout the year with the following impact: Parents/carers are fully informed of learner's progress and next steps for learning including their child's levels of engagement, staff are increasingly more confident in using the report format and provide meaningful comments on learner's progress, teacher's judgement on pupil progress is increasingly consistent and engagement in learning, staff have access to guidance on reporting activities and interim reporting across the school year, staff have increased knowledge and understanding of the purpose of profiling, guidance and expectations for profiling and staff have access to information on a range of profiling tools to make informed decisions to meet the needs of their learning community.
- The West Lothian tracking and monitoring system (BGE) has been extended to include wellbeing, engagement and participation: all primary schools have been tracking engagement with literacy and numeracy this session, some have been tracking participation against some aspects of the 4 arenas and some have been tracking health and wellbeing as part of a pilot with positive evaluations. This is allowing schools to engage in meaningful target setting and intervention decisions to ensure optimum levels of progress and attainment for every learner.
- In terms of assessment and moderation, Headteachers continued to meet termly to discuss and share moderation across clusters. The QAMSO programme continued – existing QAMSOs are now part of professional recognition programme. New QAMSOs appointed in all subjects, with Listening and Talking added. Assessment and Moderation was a focus at the March Leadership meeting. This work has had the following impact: Good practice is shared, along with templates and proformas that lead to more consistency across the authority, up to date moderation information brought back to authority and shared at working group and leadership meetings, practitioners are able to collaborate with colleagues with national standards shared in literacy and numeracy and participating schools were able to use their own exemplars in a national forum and receive feedback. A programme to focus secondary leadership teams on the robust evaluation of assessment and moderation has also been undertaken with an authority evaluation being undertaken next session.
- A curriculum review of the Broad General Education (BGE) across the secondary schools took place with key actions for improvement which will be implemented next session. This is helping to ensure a creative yet consistent approach to curricular rationale and design, providing ambitious and appropriate learner journeys for all our children and young people. This was complemented by improvement activities with geography teachers.
- The Curriculum Moving Forward in Learning (MFIL) working group has continued to review and update Progression Pathways in Numeracy, Literacy, Health and Wellbeing, Science and Technologies

and linked to benchmarks. A BGE review across all secondary schools was undertaken. The review has led to specific improvement activities which will be implemented next session.

- The Building the Curriculum 5 MFiL working group for secondary has provided minimum expectations of tracking and monitoring across all secondary schools.
- At the start of last session, all Headteachers were provided with an individual school Performance Profile and performance information to schools to allow them to analyse the performance and progress of identified groups of children e.g. by SIMD, pupils with identified additional support needs, the lowest/highest performing 20% and support schools in planning appropriate and relevant interventions.
- Understanding of effective self-evaluation across sectors was enhanced including maximising the use of performance data, learner participation and improvement science to ensure better outcomes for learners.
- Additional training continues to be provided in the use of Insight to school leaders with a clear expectation that Insight data is used by class teachers as well as school leaders to drive further improvement, at all levels, and for all identified groups of young people. Training this session included pupil support staff. Schools have also engaged with Scottish Government support on Insight.
- CLPL opportunities to support staff in the analysis and interrogation of data continued throughout the session. This has included regular sessions for schools leaders and also for school teachers on CfE levels tracking.

RAISING ATTAINMENT FOR ALL: IMPROVEMENTS IN PERFORMANCE THIS SESSION





PRIORITY 2: CLOSING THE GAP BETWEEN THE MOST AND LEAST DISADVANTAGED CHILDREN

In Session 2018/19, progress made with improvement activities is outlined below:

- Targeted support for Quintile 1 children and young people is provided through interventions in each school, some of which are supported through Pupil Equity Funding (PEF). Information about school progress and impact using PEF is contained within individual Standards and Quality Reports. For additional information on PEF see below as well as Appendix 2.
- Other improvement activities to close the gap can be seen in strategic plans for Literacy, numeracy, Health and Wellbeing and Developing the Young Workforce. The implementation of the Parental Involvement and Engagement strategy enhances the family learning activities and support for vulnerable families.
- Tracking and monitoring of the progress of Quintile 1 children and young people is now a significant and robust feature of tracking tools in schools across West Lothian. In the primary sector, all schools use the same tracking spreadsheet which also clearly highlights gap data including attainment progress, and for some health and wellbeing and engagement. This is allowing greater planning and tracking of impact of interventions.
- Early Years transition process for children with additional support needs (ASN) is being supported within mainstream education has been significantly enhanced this year as a result of the introduction of consistent assessment tools for all children working through the transition process. This is also supporting efficient and effective decisions being made on specialist education placement where appropriate.
- Secondary schools have continued to develop appropriate and flexible pathways for individual pupils dependent on pupil needs. These are supported by flexible learning opportunities which are often in partnership with the college, the virtual campus and school to school travel.
- Clarity provided for schools and partners in relation to the Continuum of Support (CoS) and the planning framework for supporting children and young people with ASN in West Lothian establishments.
- A robust EPS Service Delivery model will now be put in place to support the delivery of the 5 core functions following a successful pilot implemented within Hub 1 schools.
- Scottish Attainment Challenge - Looked After Children (LAC) project in collaboration with Social Policy has focussed on 16 students. These young people have now gained key qualifications in literacy and numeracy along with a range of additional modules.
- Training took place in Oct 2018 on transition processes and assessments including the refinement/rationalisation of paperwork. Greater clarity on Early Years transition planning process was achieved through this focus.
- De-escalation training (Pivotal MAPA) is taking place with 4 trainers now trained. Roll out programme for the Inclusion and Wellbeing Service started in April 2019. Training within other ASN schools will be rolled out next session. This is still in early stages of development and impact has yet to be evaluated.

- LAC Attainment visits have taken place with Head of Service - all secondary schools are now planning in more focused ways for their LAC pupils in the Senior Phase.
- Our three schools which are in the Scottish Attainment challenge (SAC) schools programme have evidenced positive impact of their interventions as per their mid-year evaluation. Full details will be provided to Scottish Government in September.
- CLD have targeted support to schools to improve numbers of young people participating in and completing the Duke of Edinburgh's Award, from SIMD data zones 1, 2 and 3. This has resulted in a 8.3% increase in completions from 2017/18 with a 53.8% increase in the number of young people who are resident in the 20% most deprived areas of West Lothian. 100% of schools rated the level of support they received as good or excellent.

PUPIL EQUITY FUNDING (PEF)

Further detail on PEF is included in Appendices 1 and 2.

On the following pages there is clear evidence of improvements in the performance of Quintile 1 children and young people. However, this has not always led to a reduction in the gap given, in many cases, due to an improved performance with Quintile 5 learners. There are clear indications that the use of PEF has impacted positively on the experiences of children and young people, and on reducing inequalities, however the longer term impact in meeting the strategic priorities of the NIF have still to be achieved.

Headteachers made use of local data to understand which children and young people would benefit from targeted support, and to monitor and track learners' progress over time. The majority of schools articulated clearly defined outcomes to enable progress and impact to be measured however more work is required in this area. To ensure transparency, schools were expected to involve their pupils, staff, Parent Council and the wider parent body in their planning process. Information on PEF is included in their annual School Improvement Plans and progress reported in their Standards and Quality Reports. These plans and reports are accessible on school websites.

The expectation is that, other than in exceptional circumstances, the majority of funding allocated to West Lothian for Session 2018-2019 will be spent within the current academic year.

Schools continue to focus their interventions on literacy, numeracy, health and wellbeing and more generally across learning to improve outcomes for our most disadvantaged learners. Clusters (secondary schools with their associated primaries) have been sharing effective practice. A PEF Conference was held again on 15th March 2019 with the theme of 'Planning into Practice'. This provided the opportunity to share practice across the authority with 25 workshops on offer.

Examples of literacy interventions include Number Blocks, PM Writing, Mighty Writer, Talk for Writing, as well as work developed through the First Minister's Reading challenge. This session 27 schools have employed Speech & Language Therapists (see below), 150 staff in early years have received CLPL in literacy. In addition 373 Early Learning and Childcare staff attended a CLPL on Literacy Rich Environments.

Numeracy interventions include the use of algebra tiles to support understanding to complement the work being done across the authority on Maths mastery. Pilots in numeracy are taking place in

Cognitively Guided Instruction and a project called Billions which involves using apps on ipads. Almost all schools in West Lothian now have at least one member of staff who has received Maths Recovery 8 day training and two West Lothian teachers have almost completed training to become Maths Recovery trainers. West Lothian is the only authority in Scotland to have this. The PEF team has supported whole schools and clusters in number talks training. This has involved pre training classroom observations, whole school training and then further post training observations, developing a consistent approach across schools and clusters. Further Pupil Support Worker training has taken place in SEAL and Number Talks has taken place in almost all clusters.

In terms of Health and Wellbeing:

- Approximately an additional 100 staff have received training in Mental Health First Aid this session. This brings the total number of staff trained in West Lothian schools over 250.
- In May, 6 additional staff from education were trained to be SMHFA trainers, this brings the total number of education staff trained to 8 along with 2 in social policy and 1 from health.
- 6 schools have engaged with Family Support Workers through Action for Children for last 2 years. This contract is currently back out to tender and a total of 12 schools (9 primary, 2 secondary, 1 ASN) are included in this. Contract will be awarded in August with a number of HTs as part of the evaluation panel.
- 15 schools have directly recruited their own Family Support Workers. A series of training sessions is being put in place for them, including health and safety, poverty awareness and measuring impact (2019-20).
- To date there is evidence to suggest that the impact of family support workers includes: improved attendance for identified young people, improved engagement, confidence and wellbeing for individual pupils, increased parental engagement at events, and reductions in referrals, time of classes and exclusions.
- 7 secondary schools have used PEF to employ a counsellor or counselling services in their schools, with a further 2 currently looking at procuring this service for session 2019/20. Three primary schools are also looking to appoint counselling services next session.
- A number of primary schools have engaged with providers of play, music and Lego therapies or have had staff trained in these disciplines, and alternative therapies such as mindfulness and yoga.

In addition a number of primary schools have engaged with providers of play, music and Lego therapies or have had staff trained in these disciplines, and alternative therapies such as mindfulness and yoga. Improvements to learning and teaching through partnership with Tapestry have involved 126 staff trained as leaders with 83 of the staff gaining professional recognition with the General Teaching Council of Scotland for their leadership. More than 600 teachers have been involved with this programme with further groups planned for next session.

Schools monitor their PEF expenditure and provide quarterly finance returns. As at 31st March 2019 schools have spent 64% of their PEF allocation on staffing and 36% on procurement.

Some of the larger procurement spends include the following:

- Action for Children – provision of Family Support Workers to six schools
- Maths Recovery – numeracy intervention

- NHS – provision of Speech and Language therapists to 27 primary schools
- The Larder – Skills and employability courses linked to the cooking school
- Osiris – teacher training intervention linked to raising standards of learning
- Hidden Giants – bespoke training to embed a culture promoting creativity in the classroom
- SMILE, Therapeutic Counselling Services and Your Space – provision of counselling services at Secondary Schools

Some of the staffing roles appointed via PEF include the following:

- 15 Family Support Workers
- 136 Pupil Support Workers (range of hours including many part-time posts)
- 48 Teachers (range of hours including many part-time posts)
- 91 Teachers taking on additional duties via development posts or additional monies to undertake key PEF related tasks

The expectation is that all schools will produce a poverty proofing statement by June 2020. Work is being done on the use of a cost of the school day toolkit to support this. The aim of this is to give school staff, pupils and parents the tools to take action to address identified problems and barriers arising from the cost of the school day. Work is also being done on a Cost of the Nursery Day survey. Several schools have already taken action to reduce the cost of the school day such as looking at the cost of trips, uniform, fund raising days, curriculum costs and other school events. An online pack has been created to support schools with this and PB. In addition to support schools the drama club at Bathgate Academy have filmed and edited a 10 minute film called “The Hidden Cost of School”. All schools have been asked to consider allocating 3% of their PEF budget for 2019-20 via participatory budgeting. 5 primary schools have taken part in a small pilot around this with regards to Cost of the School Day this session.

Further detail on Participatory Budgeting is contained in Appendix 3.

Speech and Language Therapy PEF Summary Report 2018-2019

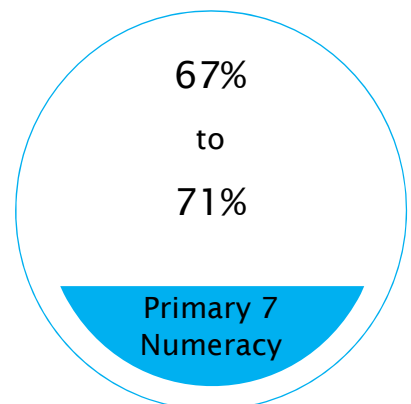
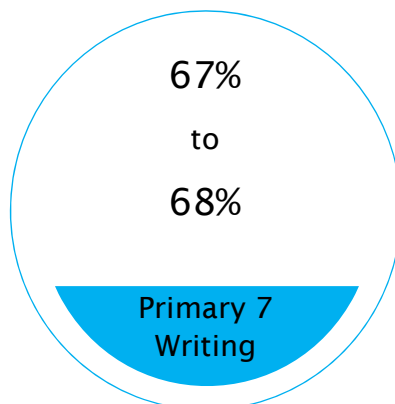
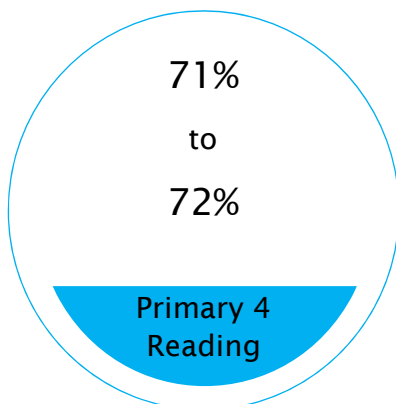
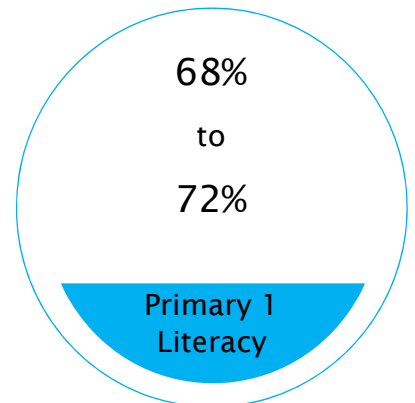
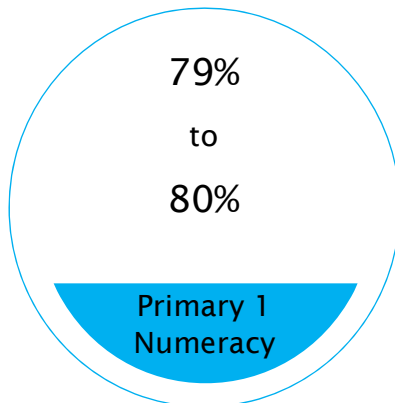
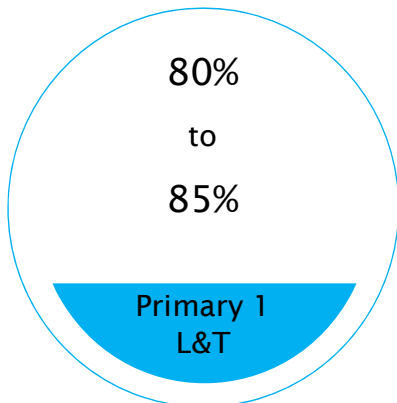
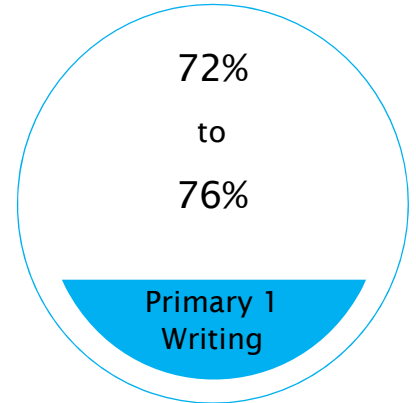
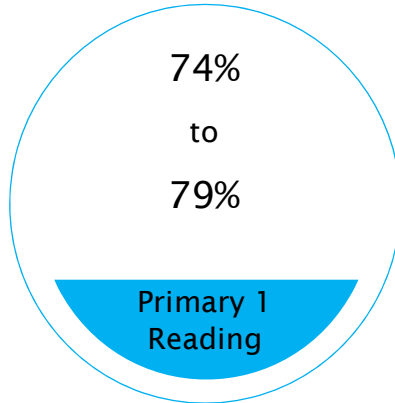
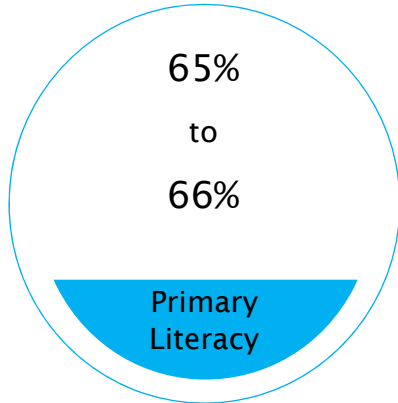
During 2018-2019 a total of 3.8 whole time equivalent Specialist Speech and Language Therapist sessions were purchased by West Lothian schools. A total of 25 mainstream primary schools and 2 special schools have purchased sessions. Of these 27, 18 were purchasing for a second year with 9 new schools requesting sessions.

The aim of these sessions has been to work jointly with schools at a universal and targeted level, providing training packages and ongoing support to raise attainment in areas such as vocabulary development, development of narrative and listening skills. The package offered was decided jointly with Head Teachers and customised to meet identified needs and development objectives for each school.

All Head teachers have received a report of initiatives used in their schools with initial and after measures, story, comment and feedback and suggestions of future plans to encourage sustainability of these approaches.

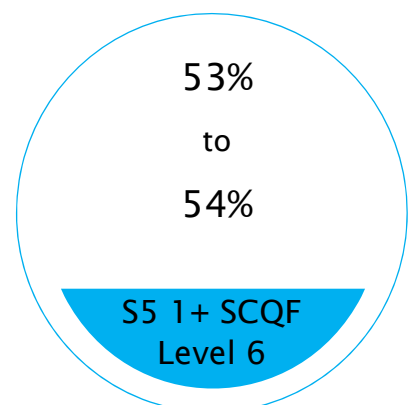
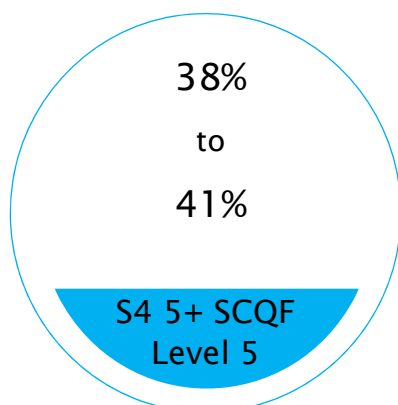
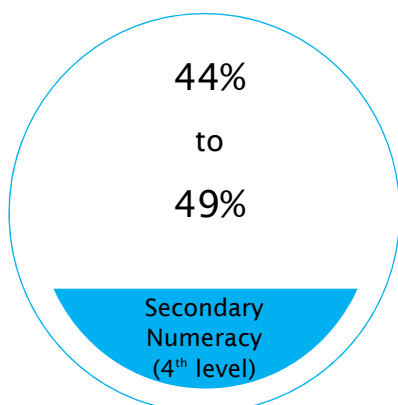
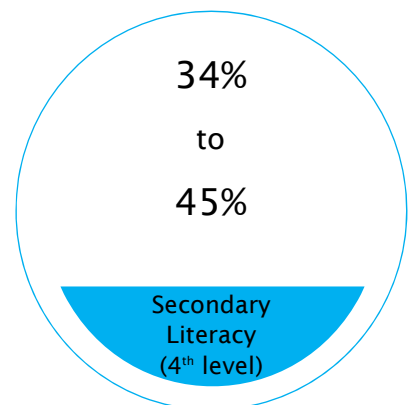
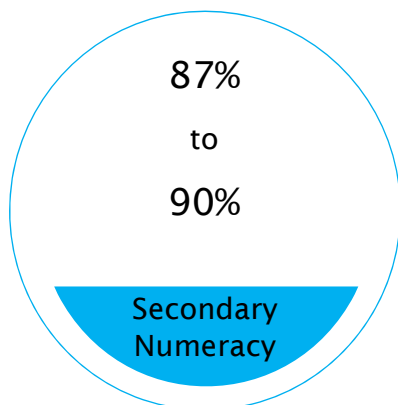
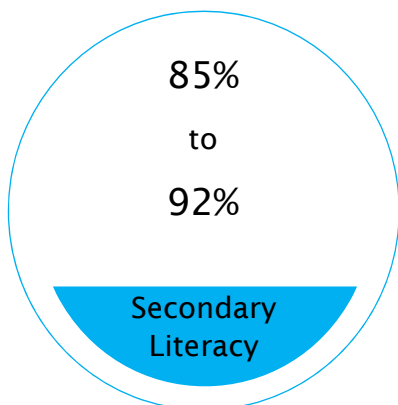
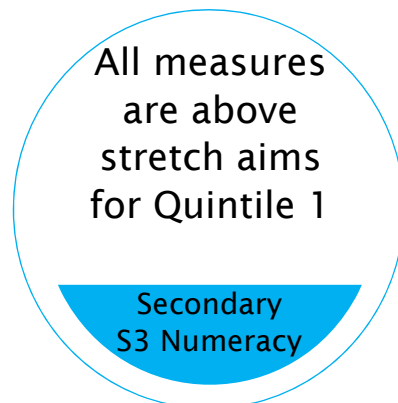
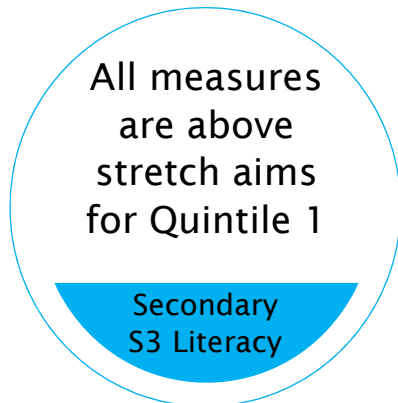
QUINTILE 1:

IMPROVEMENTS IN PERFORMANCE THIS SESSION (Primary)

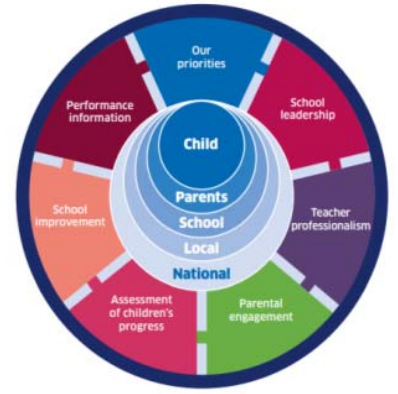
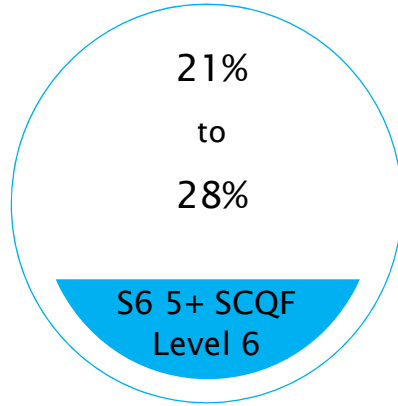
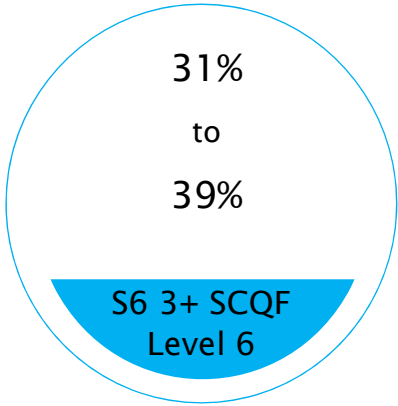
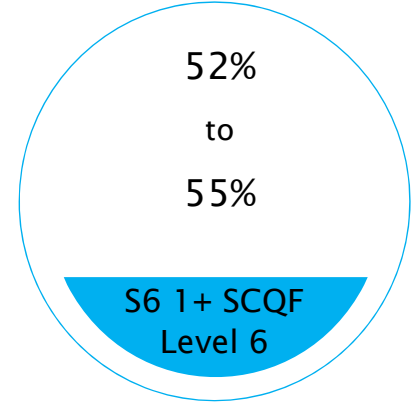
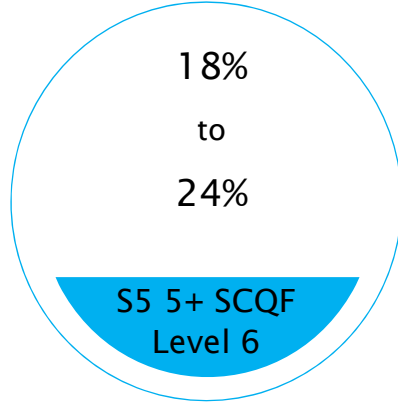
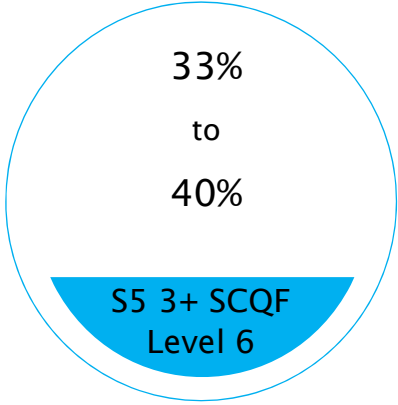


QUINTILE 1:

IMPROVEMENTS IN PERFORMANCE THIS SESSION (Secondary)



Please note that all Senior Phase measures are subject to confirmation following the publication of Insight



Please note that all Senior Phase measures are subject to confirmation following the publication of Insight

PRIORITY 3: IMPROVEMENTS IN CHILDREN AND YOUNG PEOPLE'S HEALTH AND WELLBEING

In Session 2018/19, progress made with improvement activities is outlined below:

Strategic frameworks, systems and processes for Health and Wellbeing are in place which inform and drive strategic planning at local authority level:

- Cross-sector HWB Steering Group has been established and termly meetings held which has resulted in key groups being consulted and involved in creating and evaluating strategic plans for HWB.
- Arrangements for meetings of the Moving Forward in Learning HWB Sub Groups have been changed to provide opportunities for sharing of progress and professional dialogue.
- Increased partnership working has taken place through developments such as One Trusted Adult, joint Mental Health First Aid Training for schools and online tools to support mental wellbeing.
- There is a clearer shared vision for wellbeing. Improved structures are increasing opportunities for joint-planning and evaluation with more targeted priorities being implemented. Frameworks and forums for sharing practice develop understanding of national expectations and guidance, and have resulted in increased collaboration and less duplication.

WLC Health and Wellbeing Champions network is established. Champions support leadership of Health and Wellbeing in schools. From their collegiate learning, they share practice and guidance in the strategic improvement of HWB:

- Four HWB Champions sessions have taken place since August 2018. Attendance has been very good with most schools being represented. The sessions have focused on Trauma Informed Practice, HWB curriculum planning, effective tracking and monitoring of wellbeing, including self-reporting and self-evaluation of HWB to inform improvement planning.
- There is increased shared understanding amongst HWB Champions (middle leaders and practitioners) of the key expectations of excellence and equity in schools in the context of wellbeing. Exemplification of culture, systems and practices in West Lothian schools and beyond has enabled HWB Champions to evaluate what is going well and to plan targeted priorities for improvement.
- Wellbeing indicators are increasingly used and form a shared language to enable schools to evaluate and plan for improved outcomes for learners, and to target school improvement priorities. Wellbeing indicators are used more consistently in schools to help learners self-report on their strengths and next steps for individual wellbeing.

Revised progression pathways for Health and Wellbeing are moderated and used in schools to support effective curriculum design and learner progress:

- Pathways support curriculum development and can be used to inform learning, teaching and assessment of progress in wellbeing.

Working groups comprising school leaders and cross-sector partners collaborate to develop effective and innovative practices in key areas of Health and Wellbeing. These include:

- Developing a Welcoming Culture – positive attendance and timekeeping
 - Mental Health and Wellbeing
 - Effective Use of Wellbeing Indicators
 - “One Trusted Adult”
 - Inclusion and Exclusion
- The five groups listed above have been established to drive forward developments in these key areas. Each group planned and implemented clear actions. These groups comprised school leaders, multi-agency partners and practitioners.
 - The Chair from each group participates in the HWB Steering Group and regularly report on progress. They present updates for the Moving Forward in Learning Steering Board. This guides future planning at a strategic level and also for individual schools.
 - Arrangements for meetings of the Moving Forward in Learning HWB Sub Groups have been changed to provide opportunities for sharing of progress and professional dialogue.
 - New meeting arrangements have enabled all groups to report on progress to the HWB steering group. Sharing of progress and professional dialogue has resulted in increased collaboration and clearer shared vision across all groups leading to more consistent practice and improved strategic planning
 - As a result of groups being comprised of school leaders and partners, there is increased collaboration and joint-working to plan and deliver key developments and related outcomes.
 - These groups have taken forward a series of positive developments the impact of which includes:
 - Creating guidance which is developing greater consistency in “self-reporting of wellbeing indicators”
 - Developing a range of resources and supports for schools, for example on the Mental Wellbeing Sharepoint and providing basic mental health awareness resources for all front-line staff and for parents. This is resulting in greater understanding amongst practitioners of how to identify and signpost support for mental wellbeing.
 - Initiating and sustaining effective partnership to ensure expertise in key areas is available to schools.
 - Offering high quality professional learning has ensured that school staff are more confident in, for example, providing Mental Health First Aid. Staff are also becoming more able to promote resilience and intervene with the right supports at the right time.
 - Sharing models of effective practice in a wide range of areas of wellbeing, for example paper and electronic tools to support one to one conversations with children around

their wellbeing have been shared which has resulted in schools tailoring these approaches to meet the needs of their learners.

The HWB Moving Forward in Learning Strategic Plan and Framework is supporting schools to achieve positive outcomes in wellbeing. These are being identified and evaluated positively through local authority Validated Self Evaluation (VSE) visits. Recent inspection reports on wellbeing in schools have evaluated Wellbeing as mainly good and above. Education Scotland has expressed interest in sharing across Scotland how West Lothian is developing system wide approaches for tracking and monitoring well-being using wellbeing indicators, to provide data at individual, school, cluster and local authority level. New systems for tracking and monitoring will create baselines for measuring impacts of wellbeing improvements and will inform future planning and development in wellbeing at all levels.

In addition:

- Whole School Nurture (WSN) training has been delivered to 15 schools to support high quality nurture interventions at both Nurture group and Whole School Nurture levels. Follow-up support has been offered to facilitate implementation. Schools reporting progress with implementation in line with school improvement plans.
- Schools are being supported in developing their understanding of the impact of trauma on learning through the provision of high quality training relating to trauma. A needs analysis for CLPL in the area of trauma informed practice has been completed with a report due shortly to inform future planning. This will be supported by research into the impact of Compassionate, Connected Communities by Education Scotland.
- LAC Designated Members of Staff (DMS) staff in schools have been supported in performing their role within schools through the delivery of high quality training, VSE discussions and support with policy implementation. Training was provided to all schools to provide clarity on revised Education Services policy and recent research.
- 9 of the 11 secondary schools have been provided with a groupwork programme to support young people experiencing anxiety. This is to equip young people with strategies to support them with anxiety management. 80% reporting improvements in their ability to manage their anxieties as a result of attending the course.
- CLD have targeted inputs to identified young people through small group work activity focused on building self-esteem, confidence and resilience, anti-stress inputs, addressing risk taking behaviours, cyber and personal safety. This has resulted in 471 young people have benefited from small group work programmes. The extent to which the Youth Work in Schools Programme adds value to young people's educational experience was rated by all 11 mainstream secondary schools as good/excellent = 100%

PRIORITY 4: IMPROVEMENT IN EMPLOYABILITY SKILLS AND SUSTAINED, POSITIVE SCHOOL-LEAVER DESTINATIONS FOR ALL YOUNG PEOPLE

In Session 2018/19 there was the desired outcome of increasing the positive destinations for West Lothian school leavers and bring them in line with the Scottish Average:

What did we do?

- DYW Conference to raise awareness of staff about DYW and the positive destinations agenda.
- Ran CLPL opportunities for staff.
- Monitored the Data Hub and Risk Matrix to ensure the right young people are targeted for support.
- Informed parents/carers of opportunities through the positive destinations website www.positive-destinations.co.uk and the DYW Twitter feed @WLCDYW.
- Offered Additional courses with SQA or industry recognised qualifications.
- Continued to support SDS to identify the destinations for the unconfirmed students.
- Continued to improve the input to schools from local and national employers through the Schools Business Partnership Coordinators.

What difference did we make?

- 94.4% of Senior Phase School Leavers went into a positive destination as recorded in October 2018. This is a 0.47% increase on last year and a 10.3% increase in West Lothian over the last ten years. This is the highest Positive Destination figure ever achieved by West Lothian Schools.
- Out of 32 Local Authorities West Lothian Council was 13th. This was an increase of three places when compared to last year.
- West Lothian Council outperformed our virtual comparator, the Forth Valley and West Lothian Collaborative and was in line with the National Average.

In Session 2018/19, progress was also made with other improvement activities as outlined below:

- The Schools Vocational Programme was expanded to offer a wider variety of programmes. There are more opportunities for young people to choose from. Over 100 young people achieved industry recognised or SQA qualifications. In addition they gained employability and practical skills
- A LAC specific course was implemented with additional support to build confidence, resilience, employability and vocational skills. 7 Care Experienced young people attended a Fitness and Healthy Relationship Course at West Lothian College and have been offered a place on a Care Experienced Photography Course.

- The ASN Skilled to Go programme was to support leavers in May/June of each year and this has resulted in 6 young people for Cedarbank School taking part in the Skilled to Go Programme. This involved working with SDS, CLD Youth Services and local employers.
- There was an increase in the number of young people undertaking the West Lothian Employability Award. More young people will have their employability skills recognised as well as wider achievement.
- Long term and sustainable partnership work with the business community was developed. This was led by Business Partnership Post Holders. Support Primary Clusters with Business engagements. All partnership activity will be recorded on WorkIT.
- Primary and secondary school along with employers were involved in more partnership programmes to support the curriculum. Young people have gained a better insight into employment and career paths. Employers have a better understanding of schools and the curriculum.
- STEM related careers and pathways have been promoted to students, teachers and parents/carers. Staff are more aware of the career demand in STEM related areas.
- Work is currently being undertaken on providing CLPL on promoting gender equality, challenging gender stereotyping and removing unconscious bias.
- All secondary school are now using SEEMiS Risk Matrix effectively to identify pupils at risk of negative destinations. More young people are now identified earlier and additional measures are put in place to ensure they achieve a positive destination. The School Leaver Destination Report is the highest West Lothian has ever achieved.
- A West Lothian Council DYW Award Scheme was introduced to recognise DYW work in every Nursery, Primary and Secondary - Bronze, Silver, Gold and Platinum Awards will be available with different criteria for each.
- A Planning group looking at post 16 students with a disability was formed in collaboration with Adult Social Policy services. Evaluation of impact is still pending.
- CLD have provided intensive 1:1 Keyworker support to address barriers to learning. This has resulted in 222 young people were referred to the Keyworkers service. 186 progressed to a positive destination = 94.5% positive destinations in the period 1 April 2018 – 31 March 2019. The annual percentage of young people supported by Keyworkers who progressed to a positive destination and remain positively engaged 6 months later was 83%. This is a 7% improvement compared to 2017/18.

APPENDIX 1

PRIORITY 1: RAISING ATTAINMENT FOR ALL – LITERACY & NUMERACY

PRIORITY 2: CLOSING THE GAP – LITERACY & NUMERACY

NIF PRIORITY STANDARDS AND QUALITY REPORT Session 2018/19 NIF Priority: Improving Literacy	
Improvement Action 1: NIF driver(s): <i>School / ELC improvement; Teacher professionalism; Performance Information</i>	
What was our desired outcome? (and our target) All staff will provide excellent and equitable, high quality experiences to engage, motivate and inspire all learners to meet their individual needs in literacy and English	Link to 5 year stretch aim: <ul style="list-style-type: none"> 87% of primary pupils achieving expected CfE levels – 2018/19 Target 78% 15% gap between Q1 and Q5 primary pupils achieving expected CfE levels – 2018/19 Target 21% 63% of S3 pupils achieving CfE 4th Level – 2018 Target 55% 23% gap between Q1 and Q5 of S3 pupils achieving 4th level in literacy – 2018/19 Target 31% 81% of S4 pupils achieving SCQF level 5 literacy – 2018/19 Target 73% 22% gap between Q1 and Q5 of S4 pupils achieving SCQF level 5 literacy – 2018/19 Target 30% 69% of S4 pupils achieving National 5 English – 2018/19 Target 61% 30% gap between Q1 and Q5 pupils achieving National 5 English – 2018/19 Target 38% 53% of school leavers achieving Higher English – 2018/19 Target 45%
What did we do? <ul style="list-style-type: none"> Launched Literacy Action Plan and framework to all SLT members and Literacy Lead Learners to direct and drive improvement Ongoing evaluation and review of the Literacy Action Plan and actions of members of the Literacy Steering Group Literacy CLPL programme reflective of the key priorities within the action plan and work plan. Literacy champions network established Australian research integrated into the development of primary writing strategies. Engagement with Scottish Book Trust to develop FMRC reading culture self-evaluation tool Literacy Steering Group members engaged in a training programme to enhance professional knowledge and practice PEF funded interventions in individual schools 	
Evaluative comment on overall progress and impact: P1, P4, P7 Combined Literacy - 2018/19 Actual 79% P1, P4, P7 Quintile 1 Combined Literacy Gap – 2018/19 Actual 25% S3 Level 4 Combined Literacy – 2018/19 Actual 61% S3 Level 4 Combined Literacy Gap – 2018/19 Actual 30% An effective CLPL programme has been developed to support schools with implementation of the Literacy Action Plan. More effective teaching of reading into writing has been supported by the Creating a Balanced Reader and Writer session. This is impacting positively on the quality of schools' understanding of developing writers. The champions' network is a successful forum for sharing developments with schools and providing effective training to enhance professional knowledge and understanding. Average attendance at the meetings has seen 82% of primary schools represented. The majority of attendees report that attendance has impacted positively on the quality of learning, teaching and assessment in their school.	
Improvement Action 2: NIF driver(s): <i>School improvement; Teacher professionalism; Assessment of children's progress; Performance information</i>	
What was our desired outcome? (and our target) The curriculum will ensure that all children and young people achieve their potential through clear progression in their learning from early years through to senior phase.	Link to 5 year stretch aim: <ul style="list-style-type: none"> 87% of primary pupils achieving expected CfE levels 15% gap between Q1 and Q5 primary pupils achieving expected CfE levels 63% of S3 pupils achieving CfE 4th Level 23% gap between Q1 and Q5 of S3 pupils achieving 4th level in literacy 81% of S4 pupils achieving SCQF level 5 literacy 22% gap between Q1 and Q5 of S4 pupils achieving SCQF level 5 literacy 69% of S4 pupils achieving National 5 English 30% gap between Q1 and Q5 pupils achieving National 5 English 53% of school leavers achieving Higher English

<p>What did we do?</p> <ul style="list-style-type: none"> • Progression pathways from early to fourth level completed and shared with schools • Core writing targets developed and trialled across a range of genre • Schools have been supported in the promoting the use of pathways into practice through the champions' network • Glow sharepoint has been streamlined to facilitate accessibility and increase use and to link with the progression pathways • In partnership with RIC colleagues, developed and delivered high quality CLPL and opportunities for professional enquiry 	
<p>Evaluative comment on overall progress and impact? (including did we reach the target?)</p> <p>See figures above</p> <p>Good progress has been made in this area. This has been evidenced through VSE and inspection activities. Raised awareness of pathways and their implementation into practice has led to a greater consistency in their use across ELC establishments and primary schools. Through the Literacy Champions Network, staff are making good progress in connecting the pathways and targets to strengthen moderation activities. Initial feedback on the revised Glow SharePoint has been positive and this will be further developed to facilitate the sharing of practice across West Lothian. There are plans in place to evaluate the use and effectiveness of this resource in session 19/20.</p>	
<p>Improvement Action 3:</p> <p>NIF driver(s): <i>School improvement; Teacher professionalism</i></p>	
<p>What was our desired outcome? (and our target)</p> <p>All partners work in collaboration to develop and enrich literacy and English experiences for all children and young people in school and beyond.</p>	<p>Link to 5 year stretch aim:</p> <ul style="list-style-type: none"> • 87% of primary pupils achieving expected CfE levels • 15% gap between Q1 and Q5 primary pupils achieving expected CfE levels • 63% of S3 pupils achieving CfE 4th Level • 23% gap between Q1 and Q5 of S3 pupils achieving 4th level in literacy • 81% of S4 pupils achieving SCQF level 5 literacy • 22% gap between Q1 and Q5 of S4 pupils achieving SCQF level 5 literacy • 69% of S4 pupils achieving National 5 English • 30% gap between Q1 and Q5 pupils achieving National 5 English • 53% of school leavers achieving Higher English
<p>What did we do?</p> <ul style="list-style-type: none"> • Engaged with improvement collaborative colleagues and leads to share effective practice and resources in the development of a reading culture • Literacy leads shared research based approaches to developing positive reading cultures and reading skills and used information gathered to inform CLPL and collaborative planning • Participation in the CYPIC Practicum: Language and literacy: Early Vocabulary Programme • Collaborative relationships with Scottish Booktrust have been established • EO Literacy and Literacy Leads engaged with the RIC Literacy Workstream projects • Bookbug steering group established 	
<p>Evaluative comment on overall progress and impact? (including did we reach the target?)</p> <p>See figures above</p> <p>Highly effective partnerships with Scottish Booktrust and Speech and Language Therapy colleagues have been recognised through national awards and events. Scottish Book Trust Authority Award achieved (Building a Reading Culture). One school has been shortlisted for Education Scotland Raising attainment in Literacy awards. Fifty two primaries are engaged in FMRC as part of building a reading culture within our schools. One school received the national education award for raising attainment in literacy. One secondary school received the national award in the National Inspiration Challenge. There are good systems in place to gather and respond to CLPL participant feedback. Feedback from practitioners on reading and writing CLPL used to inform further CLPL opportunities and the role of literacy champions. VSE and inspection evidence demonstrates that Literacy Champions are sharing effective practice and expectations within their schools. Two schools have successfully participated in the CYPIC Practicum and the outcome of this will be shared to inform future development</p>	
<p>Improvement Action 4:</p> <p>NIF driver(s): <i>Teacher professionalism; Assessment of children's progress</i></p>	
<p>What was our desired outcome? (and our target)</p> <p>Raise attainment in reading</p>	<p>Link to 5 year stretch aim:</p> <ul style="list-style-type: none"> • 87% of primary pupils achieving expected CfE levels • 15% gap between Q1 and Q5 primary pupils achieving expected CfE levels • 63% of S3 pupils achieving CfE 4th Level • 23% gap between Q1 and Q5 of S3 pupils achieving 4th level in literacy • 81% of S4 pupils achieving SCQF level 5 literacy • 22% gap between Q1 and Q5 of S4 pupils achieving SCQF level 5 literacy • 69% of S4 pupils achieving National 5 English • 30% gap between Q1 and Q5 pupils achieving National 5 English • 53% of school leavers achieving Higher English

<p>What did we do?</p> <ul style="list-style-type: none"> • CLPL activities have supported schools in developing a reading culture • Scotland Reads programme has been extended through continued engagement with support staff • Continued engagement with the First Minister’s Reading Challenge (FMRC) from P1-7 in primary schools and with Secondary Librarians • FMRC introduced in the majority of secondary schools 	
<p>Evaluative comment on overall progress and impact? (Including did we reach the target?)</p> <p>See figures above</p> <p>A wide range of CLPL activities have been delivered and good practice visits organised to support the effective teaching of reading across schools. Almost all participants evaluate these sessions as being very good. 73% of secondary schools and 78% of primary schools have participated in FMRC to support building a reading culture 50 senior pupils and PSWs engaged in Scotland Reads training to build on the Whitburn Academy training as part of PEF Literacy strategy which showed average improvement in reading age + 7.6 months.</p>	
<p>Improvement Action 5:</p> <p>NIF driver(s): <i>Teacher professionalism; Assessment of children’s progress</i></p>	
<p>What was our desired outcome? (and our target)</p> <p>Raise attainment in writing</p>	<p>Link to 5 year stretch aim:</p> <ul style="list-style-type: none"> • 87% of primary pupils achieving expected CfE levels • 15% gap between Q1 and Q5 primary pupils achieving expected CfE levels • 63% of S3 pupils achieving CfE 4th Level • 23% gap between Q1 and Q5 of S3 pupils achieving 4th level in literacy • 81% of S4 pupils achieving SCQF level 5 literacy • 22% gap between Q1 and Q5 of S4 pupils achieving SCQF level 5 literacy • 69% of S4 pupils achieving National 5 English • 30% gap between Q1 and Q5 pupils achieving National 5 English • 53% of school leavers achieving Higher English
<p>What did we do?</p> <ul style="list-style-type: none"> • Working with the Performance Team, CLPL leads identified the gap using robust analysis of achievement of a level data across West Lothian • Developed and delivered CLPL programmes and activities to develop pedagogical approaches to writing which are aligned to the attainment gaps • Continued to develop and share resources to support schools in the development of a writing culture and explicit teaching of writing skills 	
<p>Evaluative comment on overall progress and impact? (including did we reach the target?)</p> <p>See figures above</p> <p>Approaches to analysing attainment and research data have improved overall. Through analysis of data a clear gap linked to the teaching of non-fiction writing was identified. CLPL programmes supported the teaching of non-fiction writing. Almost all participants evaluated these sessions as being very good. WL genre targets developed to support teachers with the teaching of a wider range of writing experiences. There is evidence through VSE, inspection activity and QA visits that schools are using these to ensure focussed targeted teaching and to improve the quality of learner/teacher dialogue. Where these are being used effectively children are taking more responsibility for setting their targets and for their learning.</p>	

NIF PRIORITY STANDARDS AND QUALITY REPORT

Session 2018/19

NIF Priority: Raising attainment in numeracy

Improvement Actions:

NIF driver(s): Teacher professionalism; Assessment of children's progress; School improvement; Performance information

What was our desired outcome?

- **Develop CLPL programme and opportunities for all staff, including school leaders, teachers, PSWs, SFL and Early Years' staff, to enhance practice**
- **The curriculum will ensure that all children and young people receive a challenging and progressive curriculum in the Broad General Education through the delivery of the West progression pathways**
- **All schools have rigorous approaches to monitoring and tracking of individual learners' progress to ensure appropriate progression in learning, and maximizing attainment.**
- **Staff providing effective, high quality experiences to engage, motivate and inspire all learners to meet their individual needs in numeracy and mathematics**
- **Moderation practices, supported by QAMSOs, are established within and across all schools and sectors to support staff's understanding of progression and achievement of levels.**

Link to 5 year stretch aim (if appropriate):

- 2018/19 Target - 82% of Primary Pupils Achieving Expected CfE Level in Numeracy
- 2018/19 Target - Percentage point difference between the most and least deprived 20% of Primary Pupils Achieving Expected CfE Levels in Numeracy to be 17%
- 2018/19 Target - 62% of S3 Pupils Achieving CfE Fourth Level in Numeracy
- 2018/19 Target - Percentage point difference between the most and least deprived 20% of S3 Pupils Achieving Fourth Level in Numeracy to be 30%
- 2018/19 Target – 63% of S4 Pupils achieving SCQF Level 5 Numeracy
- 2018/19 Target – Percentage point difference between the most and least deprived 20% of S4 Pupils achieving SCQF Level 5 Numeracy to be 19%
- 2018/19 Target – 32% of S4 Pupils achieving National 5 Maths
- 2018/19 Target – Percentage point difference between the most and least deprived 20% of S4 Pupils achieving National 5 Maths to be 35%
- 2018/19 Target – 22% of School Leavers achieving Higher Maths

What did we do?

- Appointed Development Post Holders to lead CLPL
- CLPL delivered including CPA, Number talks, SEAL, Maths Mastery, PEF interventions specific to cluster requirements
- Developed Maths Recovery sustainable model
- Senior Phase CLPL—PTC team supported by VC and Maths staff and co-ordinated calendar or Twilight sessions to support staff teaching Nat 5 and Higher
- Probationer training Programme including SEAL and Number Talk
- QA of the tracking and monitoring by the EO team including a focus on Quintile 1 learners, regular central collation of data, analysis of SNSA data
- Reviewed and updated the Maths Improvement Action Plan in light of data from Raising Attainment Strategy
- 2nd /3rd level progression pathways were promoted by the PTC network
- 4th Level pathways completed
- RIC Lesson Study approach Lethem, Blackburn St Nicholas
- CGI implemented in three lower SIMD schools
- QAMSOs shared good practice with numeracy/maths network group
- Moderation of secondary materials established by PTCs
- Robust preparation approaches for National Examinations included Study Support, Online Support, Masterclasses and Revision Bundles tailored to the needs of schools and individuals.

Evaluative comment on overall progress and impact: (including did we reach the target?)

- 2018/19 84% of Primary pupils achieved expected CfE Level in Numeracy (Target was 82%)
- 2018/19 65% of S3 pupils achieved CfE Fourth Level in Numeracy (Target was 62%)
- 2018/19 Percentage point difference between the most and least deprived 20% of S3 Pupils achieving Fourth Level in Numeracy was 32% (Target was 30%)

The attainment data targets now need to be reconsidered in light of current attainment data.

APPENDIX 2

PUPIL EQUITY FUNDING

Procedural and Administrative Arrangements:

The Headteachers decided to continue with their appointed Central Team at the start of the session. This consisted of 3 Principal Teachers as leads for Literacy, Numeracy and Health and Wellbeing. The leads are supported by an Early Years specialist. In addition, a key role has been the appointment of a 3 day a week central Business Manager to support schools with aspects of recruitment, procurement and financial monitoring. This team has proved effective in supporting schools and delivering central support for planning, monitoring and reporting and providing CLPL. The team reports to a Senior Development Officer who in turn reports to Head of Service.

West Lothian PEF guidance was issued to schools at the start of the year and covers a range of functions, including PEF planning, monitoring, and reporting. It also provides links to resources to assist schools plan the most effective use of their PEF allocations.

A standard plan format was provided to schools to detail their annual PEF plan. Initial feedback for schools on plans was provided at the start of the session. The Central Team regularly visit school clusters to review the impacts of the PEF activities being undertaken. A mid-session exercise is carried out to assess progress in each planned PEF activity to date, and to assess the impact of each activity to date.

Mid-session activity impact assessments were documented by schools and their quality improvement partnerships, with any concerns on progress being supported by the Central Team. Completed VSEs for individual schools are reported to the Education Quality Assurance Committee. These evaluations consider and refer to PEF activity impacts as part of the evaluation of the school's quality indicators.

Improvement methodology training has taken place for Headteachers/PEF leads in schools. One to one meeting drop in sessions were arranged for all schools with central team. The team has created an authority-wide CLPL programme for specific PEF interventions. The team was also trained as Improvement Methodology coaches and supported clusters as requested.

6 weekly newsletters highlighting key developments in literacy, numeracy, health & wellbeing and early years have been provided. The central team has considered research in order to support schools as required. Updates to Leadership meetings have been provided regularly.

Central recruitment has taken place where appropriate. Termly financial updates were provided by the central team. Monthly finance updates are carried out by schools – supported by professional learning for Admin/Business Managers.

The Central Team has provided reports to internal auditors, Councillors, Children & Families strategic partners and Scottish Government as required.

The Central Support Team has been deemed effective however has now undergone significant staffing changes and a new plan is being formed for next session.

APPENDIX 3

PUPIL EQUITY FUNDING

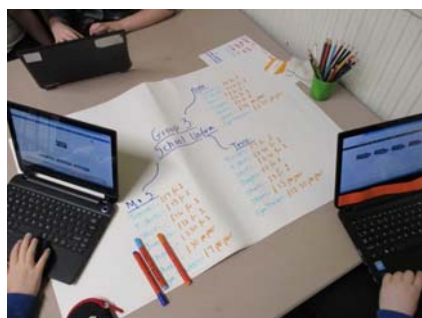
Participatory Budgeting

- West Lothian schools have been asked to provide a summary of action in relation to poverty proofing their schools and removing financial barriers to education.
- All West Lothian schools have been asked to allocate 3%* of their PEF budget through PB in session 2019-20. Schools can allocate this to reducing costs of school day or identify other priorities. (**dependent on circumstances*)
- Bathgate Academy drama department created a film, “The Hidden Cost of School” to support our schools by presenting some issues which pupils may encounter and are not always obvious to others. This was researched in consultation with discussions with primary pupils via a video-link.
- During session 2018-19 some schools have already started to look at allocating some of their PEF budget in through Participatory Budgeting. Examples are shown below:

Armadale Primary School

Armadale Primary School allocated £5000 to be decided by participatory budgeting. Groups of 6 children were asked to discuss the cost of the school day, the financial impact on families and what the school could do to reduce those costs. The children then considered which interventions could have the greatest impact, and why. The groups decided which intervention they wanted to research and then presented their findings to an “expert panel”.

Parents were given the chance to vote on these ideas during a parents evening at the end of March.



The results were:

- 1st - Break time snacks to prevent hunger amongst identified children.
- 2nd - School Uniform clothing bank
- 3rd - School bags and stationary
- 4th - PE kits and bags

The decision was made to distribute the money amongst the 4 groups accordingly: £2000 each to 1st and 2nd place; £500 each to 3rd and 4th.

Croftmalloch Primary School

£3000 was allocated to be decided by participatory budgeting as part of a small pilot. Showed the film to P5 and P6 pupils and they came up with a number of ideas for the money. The school then consulted parents and narrowed the list of 10 down to top 3 ideas.

A PB stall in the foyer was open for voting for one week at the start of June and there was an e-form for parents who did not manage in to school to vote. All pupils, staff and parents had the opportunity to vote.

The school received the highest response rate from parents - ever!

The winning idea is to reduce the cost of school trips and residential trips for P5 and P7 pupils.



Murrayfield Primary School

£3000 was allocated to be decided by participatory budgeting as part of a small pilot. Following consultation with parents and pupils the school plans to purchase items of school uniform.

St John Ogilvie Primary School

£3000 was allocated to be decided by participatory budgeting as part of a small pilot. Classes have been identified to take this initiative forward that have watched the drama presentation and had an opportunity to brainstorm their ideas. Due to huge staffing the implementation of this will be delayed until next session.

Peel Primary School

£3000 was allocated to be decided by participatory budgeting as part of a small pilot. Due to changes in SLT this project will begin next session.

APPENDIX 4:

Improvement Driver Progress update:

SCHOOL LEADERSHIP/TEACHER PROFESSIONALISM

Coordinated learning opportunities at leadership meetings have been provided with a focus on self evaluation including use of SCEL Framework / Leadership Matters identified focus areas:

- Continued promotion of SCEL courses. Protected time was provided for head teachers to support leadership development.
- High Quality input from Andy Buck inspired many HTs to further develop professional learning within their school leadership teams using the Leadership Matters website and professional learning materials as discussion tools. This approach helped to establish the expectation of collaborative professional learning amongst senior leaders in schools.
- Practitioner Leadership has been supported through various activities including the probationer programme, CLPL activities, TLC model and engagement with Tapestry, and Early Year's Networks
CLPL with external partners. There has been a positive impact on educational professionals developing reflective practice techniques to ensure their ongoing development as classroom practitioners, and develops their own leadership ability along with improved approaches to AIFL in the classroom.

HTs across West Lothian have benefited from focused professional dialogue on all areas within Self-evaluation QI 1.1. The rich dialogue stimulated by 1.1 Self-evaluation has now given HTs a more robust understanding of the three themes and how these impact in school. This will inform the SSES process for the coming year.

- Emerging practice in the use of How Good is OUR School was collated and shared at a HT meeting, reminding all HTs that this was a major element of self-evaluation 1.1 and that pupil participation in self-evaluation should now be embedded.
- Further emerging practice in pupil participation within the 4 arenas was shared and the impact on attainment and wellbeing considered.
- Barriers to participation and the wider PEF agenda was explored as a focus for staff dialogue.
- Challenge questions were created and shared linking HGIOS4L and the Participation Document to focus attention on self-evaluation within the 4 arenas.
- Work within self-evaluation of Health and Wellbeing with input from Suzanne Hargreaves of Education Scotland formed part of the May Leadership meeting.

The Middle Leader Forum (MLF) has been established with regular participation of over 100 PTs and DHTs. Key strategic themes explored in line with MFIL and national improvement agendas including system leadership, self-evaluation, empowerment and raising attainment and pedagogical leadership

This has led to increased understanding of the principles underpinning middle leadership for those aspiring to lead and manage the improvement of educational practices which impact on outcomes for children and young people. The Middle Leaders Forum has made middle leaders feel valued as professionals and provided them with motivational professional learning materials at a developmental level, contributing to their growth. The professional learning of HTs and high level messages from the HT meetings have been distilled and communicated through this forum. The result has been more consistent leadership development at all levels across our schools.

In addition:

- A policy was developed on 'Sharing Classroom Experience' leading to a consistent practice across the authority in sharing classroom experiences.
- MyPL Ambassadors have trained in every school/cluster.
- Secondary Subject Network Leaders are now in place across the authority, supported by central training. The impact of these networks is yet to be evaluated.
- A Corporate Leadership programmes for all HTs was in place for this session along with a Systems Leadership programme for Secondary HTs. This has increased confidence and understanding of the challenges of governance and empowering systems as well as developed leadership through building confidence, capacity and resilience.
- Engagement with the RIC professional learning programme developing support and achievement of the GTCS Standards for Leadership & Management and Career Long Professional Learning. This included a number of WL HTs delivering RIC symposium presentations.
- A cohort of 40 practitioners are currently engaged across the 3 year MSc in Professional Education with our partner universities at Stirling and Edinburgh.
- 10 successful school leaders completed the 2017/18 SCEL Into Headship professional leadership programme. 8 are currently engaging in the 2018/19 programme. Across these 18 participants, 11 have successfully progressed into substantive and acting HT roles across WL.
- 5 existing HTs also successfully completed the Excellence in Headship programme.
- 128 teacher leaders were trained as part of the Tapestry Partnership programme to deliver professional learning focusing on learning, teaching and assessment in their school teacher learning communities. 83 of these teachers went on to receive GTCS recognition for this professional learning.
- 80 teacher participants successfully completed the GTCS validated WL Introduction to Leadership programme.
- 100 Early Years Officers have successfully completed the WL early years leadership programme.
- 22 practitioners successfully completed the WL Pedagogical leadership at the early level for middle leaders programme.

PARENTAL ENGAGEMENT

The main focus this session has been raising awareness and the implementation of the 2018 national action plan for parental involvement, engagement and family learning; Learning Together.

The Parental Involvement Officer delivered a presentation on the national action plan to all Headteachers and the West Lothian Parent Council Forum.

In collaboration with parent representatives, a self-evaluation toolkit based on the national action plan was created for schools to complete in consultation with their Parent Council to provide an audit of current practice and identify next steps.

School and local authority self-evaluation evidence provided the baseline for updating the West Lothian Parental Involvement and Engagement Framework in March 2018. The draft framework has now been shared with all Headteachers, colleagues in Adult Learning and at PDSP in May 2019. It will be discussed at the Education Executive in June 2019.

The Parental Involvement Officer has worked collaboratively with PIE officers in the Regional Improvement Collaborative to look at shared next steps across the four local authorities. Our first collaboration involved 60 practitioners from across the RIC attending an Education Scotland conversation café event about Family Learning.

In addition to this, the Parental Involvement Officer has attended Scottish Parental Involvement Officer Network meetings and Connect to be informed about the national agenda.

ASSESSMENT OF CHILDREN'S PROGRESS

See Priority 1

SCHOOL IMPROVEMENT/PERFORMANCE INFORMATION

Improvement activities across the authority are primarily driven by our Moving Forward in Learning working groups, based on the 6 drivers and supported by the central Performance and Quality Improvement Team. This underpins the pursuit of excellence and equity by all schools for all children and young people.

Throughout last session, the central Performance and Quality Improvement Team, supported by school leaders, continued to implement a rigorous authority supported VSE programme to support improvement and evaluate the quality of Leadership and Management, Learning Provision, Successes and Achievements, Impact of Moving Forward in Learning Strategy and Child Protection Procedures.

The outcome of validations against school self-evaluations of the core QIs are as follows:

(note that this includes ELC settings)

QI 1.3 Leadership of change

34 schools were validated through either HMI (12) or VSE (22) in session 2018-19:

71% of school evaluations were validated
21% were increased following the process
9% were lowered following the process

91% were good or better (100% were satisfactory or better)

QI 2.3 Learning, teaching and assessment

38 schools were validated through either HMI (16) or VSE (22) in session 2018-19:

74% of school evaluations were validated
13% were increased following the process
13% were lowered following the process

84% were good or better (97% were satisfactory or better)

QI 3.2 Raising attainment and achievement

38 schools were validated through either HMI (16) or VSE (22) in session 2018-19:

68% of school evaluations were validated
13% were increased following the process
18% were lowered following the process

82% were good or better (100% were satisfactory or better)

Primary / Secondary Sectors ONLY

The outcome of validations against school self-evaluations of the core QIs are as follows:

QI 1.3 Leadership of change

21 schools were validated through either HMI (7) or VSE (14) in session 2018-19:

67% of school evaluations were validated
24% were increased following the process
9% were lowered following the process

90% were good or better (100% were satisfactory or better)

QI 2.3 Learning, teaching and assessment

23 schools were validated through either HMI (9) or VSE (14) in session 2018-19:

83% of school evaluations were validated
4% were increased following the process
13% were lowered following the process

82% were good or better (96% were satisfactory or better)

QI 3.2 Raising attainment and achievement

23 schools were validated through either HMI (9) or VSE (14) in session 2018-19:

83% of school evaluations were validated
4% were increased following the process
13% were lowered following the process

87% were good or better (100% were satisfactory or better)

ELC Sector ONLY

The outcome of validations against school self-evaluations of the core QIs are as follows:

QI 1.3 Leadership of change

13 schools were validated through either HMI (5) or VSE (8) in session 2018-19:

77% of school evaluations were validated
15% were increased following the process
8% were lowered following the process

54% VG+ 92% were good or better (100% were satisfactory or better)

QI 2.3 Learning, teaching and assessment

15 schools were validated through either HMI (7) or VSE (8) in session 2018-19:

60% of school evaluations were validated
27% were increased following the process
13% were lowered following the process

47%VG+ 87% were good or better (100% were satisfactory or better)

QI 3.2 Raising attainment and achievement

15 schools were validated through either HMI (7) or VSE (8) in session 2018-19:

47% of school evaluations were validated
27% were increased following the process
27% were lowered following the process

33%VG+ 73% were good or better (100% were satisfactory or better)



APPENDIX 5:

Early Learning and Childcare progress update:

Throughout Session 2018-19, West Lothian Council has used the Early Learning and Childcare (ELC) Expansion Plan to ensure that the provision of ELC contributes to excellence and equity for all. Equity of outcome is being delivered through a universal, comprehensive service, ensuring real integration of early learning, and continuity of delivery of curriculum for excellence at early level. We have worked with partners to ensure effective transitions from home to ELC and from ELC to Primary 1. As part of the national expansion of early years provision, West Lothian ELC settings now have the following models:

- 2 centres continue to deliver up to 1000 hours over 50 weeks
- 27 centres have been delivering up to 760 ELC hours over 38 weeks
- 32 centres continue to deliver up to 600 ELC hours

From August 2019 this will then be further expanded with the following models:

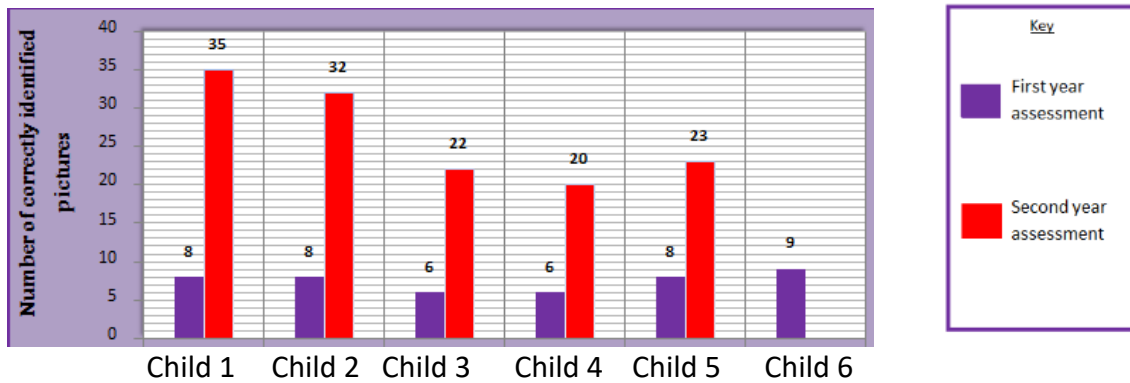
- 4 centres will deliver up to 1140 over 38 weeks
- 2 centres will deliver up to 1140 hours over 50 weeks
- 25 centres will begin to deliver 1000 hours over 50 weeks
- 30 centres will deliver up to 760 hours over 38 weeks

Throughout the expansion of hours, ELC settings, with the support of the central early years' team, ensure that the quality of children's experiences is not diminished, and opportunities to secure children's progress is enhanced.

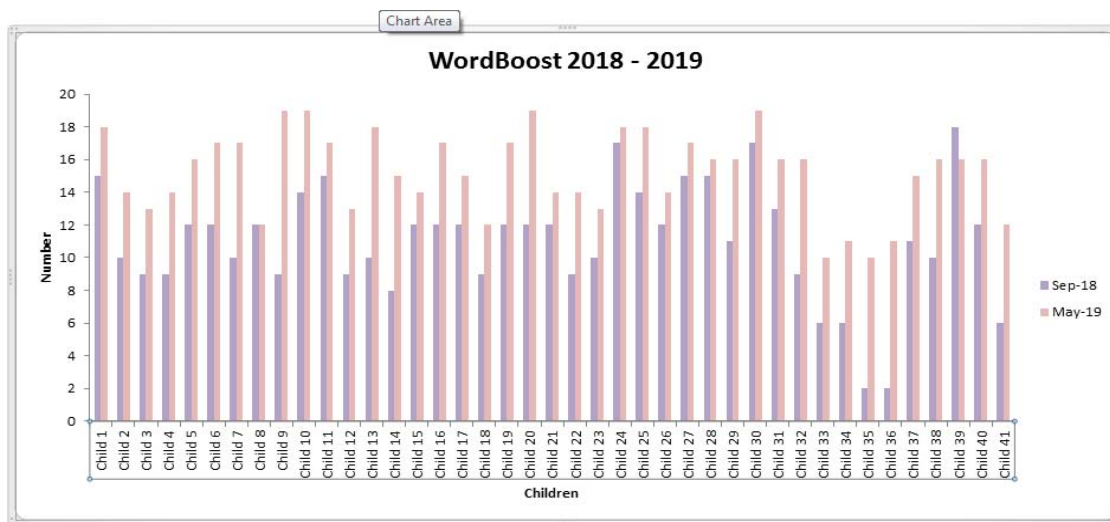
Staffing structures

To ensure the ongoing high levels of quality ELC in West Lothian, revised staffing structures have successfully been implemented during the course of academic session 2018/19. These include the following changes:

Additional Graduates: 19 Additional Graduates took up post in ELCs in August 2018. All post holders are qualified at graduate level with expertise in early childhood learning and development. These post holders are located in areas of highest deprivation based on the Scottish Index of Multiple Deprivation (SIMD). The role of the Additional Graduate is to provide additional support for those children who need it most in order to close the attainment gap. Each graduate focused on closing the language gap for targeted children through introducing a series of interventions specific to the needs of each child. Below demonstrates the pre and post results at one setting using the Renfrew Word finding assessment.



Below are the pre and post results from another setting using Word Boost, a vocabulary building initiative based around stories.



Early Learning and Childcare Area Support Managers: 10 new management posts have been created and appointed in order to support school leaders and early years’ practitioners in each ELC based on a geographic area. These posts will provide significant support to management and practitioners as part of the expanded hours’ provision and during holiday periods to ensure continuity and consistency in quality of the ELC.

At least one Early Years Officer (EYO) has been appointed for each setting to support and provide practitioner leadership to all ELC staff. 32 EYOs completed the West Lothian EYO Leadership Award this session.

Central QI Support model: The central Early Years’ team support and challenge improvement in all ELC settings through:

- Robust recruitment process of staff at all levels to ensure a high quality workforce
- Partnership with training providers to ensure consistent standards and expectations in ELC practice
- Planning and delivering a comprehensive professional learning programme for all ELC managers, practitioners and partner providers
- Collaboration with colleagues across Forth Valley and West Lothian Regional Improvement Collaborative with a focus on improving outcomes for all children and families in our ELC settings

- Quality Improvement activity during Validated Self Evaluation of centres
- Supporting school leaders and practitioners in all ELC settings pre and post HMI Inspection and Care Inspection processes
- Planned programme of upgrade and refurbishment in ELC settings to ensure all children benefit from rich and enabling learning environments indoors and out.

Performance of ELC settings

Through the implementation of ongoing, high quality and robust improvement activities, the performance of West Lothian Early Years' settings continues to improve. This can be evidenced through external Education Scotland inspections and local authority led Validated Self Evaluations (VSEs). The following improvements in performance can be noted for the Quality Indicators (QIs) used in the national evaluation document '*How Good is Our early Learning and Childcare?*'

Quality Indicator 1.3- Leadership of Change

Quality Indicator 2.3 – Learning, Teaching and Assessment

Quality Indicator 3.2 – Securing Children's Progress

S+ indicates a satisfactory evaluation or better (in line with national expectations)

VG + indicates a highly performing ELC setting

	1.3		2.3		3.2	
	S+	VG+	S+	VG+	S+	VG+
2016/17	100%	18%	100%	6%	100%	6%
2017/18	100%	44%	100%	22%	100%	22%
2018/19 (to May 2019)	100%	50%	100%	55%	100%	36%

The Care Inspectorate Local Area Network (LAN) report for this session ranks the daycare of children in West Lothian Local Authority settings as 1/32 in the following categories:

- Percentage of services with good or better How well do we support people's wellbeing?/Care and Support grade.
- Percentage of services with good or better How good is our staff team?/Staffing .
- Percentage of services with good or better How good is our leadership?/Management and Leadership grade.

West Lothian Council's commitment to raising attainment and delivering positive outcomes and early interventions for early years continues to deliver improvements in performance. This positively impacts directly on children and families. The Quality Improvement Team's strategic and ambitious plan of support for Early Years' settings will continue to focus on securing children's progress for all of our children as well as addressing the poverty related attainment gap through the implementation of targeted interventions.

APPENDIX 6:

Attendance and Exclusions update:

	Attendance					
	All Pupils	Q1	Q2	Q3	Q4	Q5
Primary (2018/19)	94.67%	93.08%	93.83%	94.94%	95.59%	96.30%
Primary (2017/18)	94.49%	92.72%	93.57%	94.69%	95.46%	96.35%
Secondary (2018/19)	89.71%	85.29%	87.79%	90.48%	92.01%	92.97%
Secondary (2017/18)	90.15%	86.16%	88.14%	90.86%	91.98%	93.49%
ASN (2018/19)	91.66%	89.51%	90.76%	93.63%	94.06%	94.65%
ASN (2017/18)	91.57%	90.07%	90.34%	94.78%	91.80%	93.30%

	Exclusion Incidents (Rate per 1000)					
	All Pupils	Q1	Q2	Q3	Q4	Q5
Primary (2018/19)	8.33	18.57	9.90	5.59	4.04	2.42
Primary (2017/18)	10.74	20.85	12.48	5.49	8.91	3.71
Secondary (2018/19)	54.18	105.23	52.26	64.79	35.02	22.31
Secondary (2017/18)	66.53	127.72	74.41	62.13	43.27	23.17
ASN (2018/19)	22.73	32.26	27.78	34.48	0.00	0.00
ASN (2017/18)	42.13	55.56	27.52	33.90	100.00	19.61

	Pupils Excluded (Rate per 1000)					
	All Pupils	Q1	Q2	Q3	Q4	Q5
Primary (2018/19)	5.38	11.07	6.68	4.19	3.03	1.38
Primary (2017/18)	6.01	11.97	7.30	3.43	3.30	2.36
Secondary (2018/19)	33.25	55.62	37.28	39.44	22.48	13.47
Secondary (2017/18)	36.88	68.48	41.45	35.43	22.71	14.07
ASN (2018/19)	14.20	21.51	9.26	34.48	0.00	0.00
ASN (2017/18)	33.71	44.44	27.52	33.90	50.00	19.61

(Improvements have been highlighted)

GLOSSARY

NIF Drivers:

SL	School Leadership
TP	Teacher Professionalism
PE	Parental Engagement
ACP	Assessing Children’s Progress
SI	School Improvement
PI	Performance Information

BGE	Broad General Education
CLD	Community Learning & Development
CLPL	Career Long Professional Learning
ELC	Early Learning and Childcare
EPS	Education Psychology Service
FL	Family Learning
HGIOELC	How Good is Our Early Learning and Childcare?
HMI	Her Majesty’s Inspections
HND	Higher National Diploma
HoS	Head of Service
IWB	Inclusion and Wellbeing
MFiL	Moving Forward In Learning
PEF	Pupil Equity Funding
QI	Quality Indicator (based on How Good is Our School 4? (Unless otherwise indicated)
QIP	Quality Improvement Partnership
QIT	Quality Improvement Team
RIC	Reginal Improvement Collaborative
SCEL	Scottish Council for Education Leadership
SP	Senior Phase
SSES	School Self Evaluation Summaries
STEM	Science, Technology, Engineering, Maths
VSE	Validated Self Evaluation

