

WEST LOTHIAN COUNCIL

Education Services

Annual Plan & Report

National Improvement Framework & Reducing
Inequalities of Outcome

August 2023



West Lothian Council remains committed to ensuring that all of our children and young people develop the values, attitudes, knowledge and skills necessary to shape a future for themselves.

This will be possible through building their capacity as successful learners, confident individuals, responsible citizens, and effective contributors embracing all social circumstances, additional needs, and protected characteristics.

Ensuring that children and young people are at the heart of educational decisions and school improvement is fundamental to our strategic approach.



WEST LoTHIAN COUNCIL

ANNUAL PLAN AND REPORT – NATIONAL IMPROVEMENT FRAMEWORK AND REDUCING INEQUALITIES OF OUTCOME

Plan and report prepared to meet the requirements of the
Standards in Scotland's Schools etc. Act 2000

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1. LEGISLATIVE BACKGROUND

Education authorities must prepare and publish annual plans describing the steps they intend to take, during the planning period, and an annual progress report on these plans.

The Standards in Scotland's Schools etc. Act 2000, as amended by the Education (Scotland) Act 2016, requires Education Authorities to provide an annual progress report and annual plan setting out:

- the improvements the Council has made to address the five key priorities of the National Improvement Framework (NIF)
- the steps the Council will take to achieve the five key priorities of the National Improvement Framework
- the steps the Council will take to reduce inequalities of outcome resulting from socio-economic disadvantage including Scottish Attainment Challenge plans
- the steps the Council will take to involve a wide range of stakeholders, including headteachers, pupils, teaching and non-teaching unions, and partners, in the discharge of the statutory duty ('the Socio-Economic Duty') which requires the Council to continually consider whether the Council can do more to help those pupils impacted by socio-economic disadvantage to achieve equality of outcome, and to give due weight to the outcome of those considerations when delivering school education.
- the plan must also set out any educational benefits the authority consider will result from taking all of these steps. This has been included in the form of future stretch aims.
- the ways in which the Council will, in providing school education, encourage equal opportunities and in particular the observance of equal opportunity requirements.

The five key priorities of the NIF are:

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy.

2. INTRODUCTION – THE WEST LoTHIAN CONTEXT

Corporate Priorities

The council has identified five priorities for the period 2023/24 to 2027/28. These reflect the areas that are the most important for the community and improving the quality of life for all living, working and visiting West Lothian.

The priorities have been set through consultation with our community, staff and partner agencies and identify and address the most pronounced, collective needs of the local area. They will also provide a focus for decision making and resource prioritisation in the next five years, ensuring that we target our efforts towards the issues that matter most to the community.

In the next five years, the council will focus on achieving outcomes in each priority:



The draft Raising Educational Attainment Strategy will be the key strategic tool for achieving the council's first priority.

The purpose of the strategy will be to ensure that all of our children and young people develop the values, attitudes, knowledge and skills necessary to shape a future for themselves.

This will be possible through building their capacity as successful learners, confident individuals, responsible citizens, and effective contributors embracing all social circumstances, additional needs and protected characteristics.

Ensuring that children and young people are at the heart of educational decisions, self evaluation and school improvement is fundamental to our strategy.

There are two outcomes in the Raising Educational Attainment Strategy and these are:

- Improving wellbeing, inclusion and attendance for all children and young people, promoting confidence, independent thinking and resilience. Fundamental to this is working with families and partners to support the highest possible levels of engagement and equity for all.
- Ensuring every child and young person experiences varied, vibrant and challenging learning experiences which are built on the provision of high quality and inclusive learning, teaching and assessment. Fundamental to this is the design and implementation of a curriculum that creates the conditions, culture and ethos for all four capacities to thrive and be equally valued.

The West Lothian Education Services Raising Educational Attainment strategy is therefore aligned to the ambitions of the National Improvement Framework and consequently this Plan

will contribute to meeting the performance targets set in the Corporate Plan and Raising Attainment Strategy. The Scottish Attainment Challenge (SAC) progress report and plan is also incorporated within.

This Plan and Report fulfil the Council's reporting obligations in terms of the Standards In Scotland's Schools etc Act 2000.

Collaborative Working

West Lothian Council is committed to improving outcomes for all children and young people through Moving Forward in Learning (*MFIL*). This centres on collaboration and networking to achieve effective school improvement and raise attainment, supporting the principle of improvement as a shared responsibility. Collaboration strategies include practices which increase the capacity of schools and their partners to implement the changes necessary to secure improvement. 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 our Regional Improvement Collaborative, with Early Years' Partner Providers and at a national level. Well established and effective collaborations are in place, which lead to continuous improvement in West Lothian schools and early years settings.

A Scottish Attainment Challenge (SAC) strategic partnership steering group has been established involving a range of partners across education services as well as a range of partners outwith. This group agrees the Strategic Equity Funding (SEF) spend based on evidence of impact. The group promotes partnership working and agrees the annual SAC plan for West Lothian. A key element of this is the creation of 8 collaborative projects based on partnership working which reports to the group regarding progress.

Education Services also work collaboratively with partners on the development and implementation of the Children's Services plan in accordance with the Children and Young People's (Scotland) Act 2014. Local and national partners who deliver services for West Lothian's children and families have come together to design and publish our Children's Services Plan for 2023 – 2026 which is available on the West Lothian Council website. The Plan highlights partners' commitment to delivering outcomes for children and young people in West Lothian through active participation in joint planning and delivery structures. We listen to the voices of children and their families and carers and ensure their views are valued and respected and include them in the planning process. The Plan demonstrates our collective commitment to providing services that are holistic, tackle inequalities, and focus on improved outcomes for children by delivering the Right Help at the Right Time. To ensure that children and young people have a head start in life, we are focused on the importance of early intervention and preventative work with families to improve opportunities and outcomes, help families cope with the pressures of parenting, as well as providing statutory early intervention and child protection services when this is needed.



3. ANNUAL REPORT 2022-23 AND PLAN FOR SESSION 2023-24

Section 3.11 – Steps to seek and have regard to the views of stakeholders

Parental and Pupil Involvement and Engagement

West Lothian Education Services has taken a systematic approach to seeking and having regard to the views of pupils, parents/carers, staff, representatives of trades unions and voluntary organisations.

The West Lothian Parental Involvement and Engagement Framework recognises that the quality of involvement and engagement that parents have with their child's learning is a key factor to ensuring successful outcomes. West Lothian schools continue to use a variety of existing, adapted and new approaches to engage and support parents/carers.

West Lothian schools regularly gather the views and opinions of all stakeholders as part of the ongoing, robust self-evaluation approaches in place to support continuous improvement and inform individual school improvement planning. Schools and ELC settings have been innovative in their approach to welcoming and engaging parents within their unique context.

In March 2023, West Lothian Council issued parent/carer surveys to all parents, and P5-7 and S1-3 pupils to gather annual information about the performance of all schools in relation to children's wellbeing and learning.

The primary surveys had a 93% pupil response rate and a 34% parent/carer response rate.

Key strengths identified within the primary sector include:

- Feeling safe at school and having someone in school to speak to if upset or worried
- Being treated fairly and with respect
- Children's learning progressing well and children increasing in confidence
- Teachers regularly providing feedback to children on progress in learning
- Children known, supported and encouraged as individuals
- Parents kept informed about the work of the school and school events
- Schools ensuring costs do not prevent children participating in clubs and outings

Areas identified for further consideration:

- Approaches to dealing with any bullying
- Continued focus on learner enjoyment within learning experiences
- Providing information to parents on how to support their child's learning and increased opportunities for family learning.

The secondary surveys had a 64% pupil response rate and a 12% parent/carer response rate.

Key strengths identified within the secondary sector include:

- Young people treated fairly and with respect
- Young people making progress in learning
- Schools working to ensure costs do not prevent young people from participating in wider school activities
- Schools ensuring young people are safe and treated fairly
- Parents kept informed about the work of the school and school events

Areas identified for further consideration:

- Approaches to dealing with any bullying
- Approaches to providing young people with feedback on their progress and timely information to parents/carers
- Increased opportunities for family learning activities

The ASN surveys had a 24% parent/carer response rate.

Key strengths identified within the ASN sector include:

- Feeling safe at school and having someone in school to speak to if upset or worried
- Being treated fairly and with respect, and bullying being dealt with effectively
- Children known, supported and encouraged as individuals
- Children's learning progressing well
- Parents kept informed about the work of the school, school events and have the opportunity for Family Learning
- Schools helping to reduce day to day costs

Areas identified for further consideration:

- Approaches to ensuring children are increasing in confidence and stretched to the best of their ability
- Ensuring parents are well informed about learning and how to support their children
- Approaches to ensuring parental views are sought

Section 3.1.2 – Steps to seek and have regard to the views of stakeholders

Working through the Regional Improvement Collaborative to improve quality and performance

Through involvement and engagement in the Regional Improvement Collaborative (RIC), direct support to practitioners has been given to develop knowledge, understanding and application of research informed approaches to transform learning, teaching and assessment. Support to improve quality and performance through the RIC has continued to develop.

An ASN network has been created to collaborate across the Regional Improvement Collaborative along with Education Scotland partners, and Attainment Advisors. This establishes links for senior leaders with a strategic lead and provides opportunities to share practice, build networking opportunities, share professional learning and develop curriculum to enhance learning experiences. Links are now being established with Principal Educational Psychologists to allow for more collaborative approaches to inclusion across the RIC.

Established collaborative working on the United Nations Convention on the Rights of the Child (UNCRC) is ensuring now and in the future that Children's Rights are central in all RIC activities.

The Forth Valley and West Lothian Regional Improvement Collaborative has supported our attendance improvement project in a range of ways this session. The RIC Senior Leader attendance collaborative which was established in August 2022 has been very valuable in supporting sharing of other authorities' improvement plans around attendance. RIC staff have worked through the collaborative to organise an Attendance Symposium in March 2023 hosted by Strathclyde University, which was a very successful event supporting future

collaboration. The team has also created an Interactive Attendance Guide to support professional learning on improving attendance for teaching and non-teaching staff. Our West Lothian RIC data coach has worked closely with data coaches in the other authorities on tracking of impact on attendance and specific interventions for improvement. West Lothian also benefitted from working closely with one of the RIC officers to support identified primary schools with attendance in a bespoke way based on their needs. The officer was also part of our local authority attendance collaborative.

Section 3.2 – Steps in pursuance of the National Improvement Framework

The following pages contain Summary Reports for Session 2022-23 and Summary Plans for Session 2023-24 as developed by Moving Forward in Learning Improvement teams across West Lothian Education Services. Each group works with a range of partners from within and outwith Education services:

- Raising Attainment and Closing the Gap in Literacy & English
- Raising Attainment and Closing the Gap in Numeracy & Maths
- Improving Health & Wellbeing
- Improving the Broad General Education, including skills, leading to positive and sustained school leaver destinations for all young people
- Developing the Young Workforce
- Involvement & Engagement – Pupils and Parents

Please note:

- Performance information relating to progress is contained within Section 3.3.
- Specific actions relating to the NIF priority of Closing the Gap is contained in Section 4.
- There may be indications in the following plans that additional information is available to West Lothian education staff via the WL Sharepoint.

NIF PRIORITY SUMMARY PLAN AND PROGRESS REPORT SESSION 2022-23				
Raising Attainment and Closing the Gap in Literacy & English				
PRIORITY AREAS		Primary P1, 4, 7 Combined Literacy	Stretch aim target Session 22-23	Provisional result Session 22-23
1	Consistent and effective use of the WL Progression Pathways for literacy through implementation of a 'Pathways into Practice' model from early to fourth level	Overall	80.00	79.19
2	Effective use of data and high-quality assessment to ensure gaps and strengths are accurately identified and supported through universal and targeted evidence-based approaches to secure appropriate pace and challenge for all learners	SIMD Q1	73.00	69.60
3	Effective moderation practice which further strengthens the quality of all aspects of learning, teaching and assessment to include applying skills in different contexts	SIMD Q5	89.00	90.84
4	Innovative use of digital technology to maximise support for learners and parents/carers, and to strengthen professional collaboration and sharing of practice across schools and sectors.			
<p>NIF drivers: School and ELC leadership; Teacher and practitioner professionalism, Curriculum and assessment; School and ELC improvement, Performance information</p> <p>How will learner voice be at the heart of decisions? Developing Learner Voice is a standing item on WL Literacy Steering Group agenda throughout 2022 – 23.</p> <p>Note: All literacy priorities are agreed by the WL Literacy Steering Group and supported by the work of the Literacy Pedagogy Team Schools should consult the Annual Plan on sharepoint at the following link for further information and target breakdown:</p> <p>Each network and service represented on the WL Literacy Steering Group has an individual service or network plan stemming from the NIF plan priorities.</p>				

SUMMARY AND EVALUATION OF PROGRESS 22-23

(Also see Stretch Aims progress)

Overarching statement

The West Lothian Literacy and English Action Plan (2018 –2023) has ensured collaboration between networks and is increasing opportunities for consistency and improved pedagogies across all sectors. This has been supported in session 2022-23 through the further development and enhancement of progression pathways, high quality professional learning and a shared focus on agreed priorities.

Specific detail of progress

- Moderation of reading and writing at school or cluster level.
- In-depth self-evaluations such as pedagogy toolkits or WL Literacy Self-evaluation tool
- Further development of building reading culture through UNCRC
- Pupil friendly pathways and interactive tool for 3rd and 4th Level have been developed
- Social Communication, Emotional Regulation and Transactional Support (SCERTS) development work, including training for mainstream staff
- ASN Practitioners have engaged in supporting visual difficulties in reading
- ASN Practitioners have engaged in supporting reading difficulties CLPL development
- Practitioners have engaged in early learning family sessions

NIF PRIORITY SUMMARY PLAN AND PROGRESS REPORT SESSION 2023-24				
Raising Attainment and Closing the Gap in Literacy & English				
PRIORITY AREAS		Target Session 23-24	Link to overall SAC stretch aim Session 25-26	Link to 5 year Raising Educational Strategy target Session 26-27
1	Consistent and effective use of the WL Progression Pathways for literacy through implementation of a 'Pathways into Practice' model from early to fourth level	Primary overall 79.5%	Primary overall 80.5%	✓
2	Effective use of data and high-quality assessment to ensure gaps and strengths are accurately identified and supported through universal and targeted evidence-based approaches to secure appropriate pace and challenge for all learners	Primary Q1 71.0%	Primary Q1 73.0%	
3	Effective moderation practice which further strengthens the quality of all aspects of learning, teaching and assessment to include applying skills in different contexts	Sec S3 overall 95.0%	Sec S3 overall 95.0%	
4	Innovative use of digital technology to maximise support for learners and parents/carers, and to strengthen professional collaboration and sharing of practice across schools and sectors.	Sec S3 Q1 90.1%	Sec S3 Q1 93.0%	
<p>NIF drivers: School and ELC leadership; Teacher and practitioner professionalism, Curriculum and assessment; School and ELC improvement, Performance information</p> <p>How will learner voice be at the heart of decisions? Developing Learner Voice is a standing item on WL Literacy Steering Group agenda throughout 2023 – 24</p> <p>Note: All literacy priorities are agreed by the WL Literacy Steering Group and supported by the work of the Literacy Pedagogy Team Schools should consult the Annual Plan on sharepoint at the following link for further information and target breakdown:</p> <p>Each network and service represented on the WL Literacy Steering Group has an individual service or network plan stemming from the NIF plan priorities.</p>				

NIF PRIORITY SUMMARY PLAN AND PROGRESS REPORT SESSION 2022-23				
Raising Attainment and Closing the Gap in Numeracy and Maths				
PRIORITY AREAS		Primary P1, 4, 7 Numeracy	Stretch aim target Session 22-23	Provisional result Session 22-23
1	Consistent and effective use of the WL Progression Pathways for numeracy through implementation of a 'Pathways into Practice' model from early to fourth level	Overall	84.50	84.69
2	Effective use of data and high-quality assessment to ensure gaps and strengths are accurately identified and supported through universal and targeted evidence-based approaches to secure appropriate pace and challenge for all learners	SIMD Q1	77.00	76.84
3	Effective moderation practice which further strengthens the quality of all aspects of learning, teaching and assessment to include applying skills in different contexts	SIMD Q5	93.00	93.64
4	Innovative use of digital technology to maximise support for learners and parents/carers, and to strengthen professional collaboration and sharing of practice across schools and sectors.			
<p>NIF drivers: School and ELC leadership; Teacher and practitioner professionalism; Curriculum and assessment; School and ELC improvement, Performance information</p> <p>How will learner voice be at the heart of decisions? Developing Learner Voice is a standing item on WL Numeracy and Maths Steering Group agenda throughout 2022 – 23.</p> <p>Note: All literacy priorities are agreed by the WL Numeracy and Maths Steering Group and supported by the work of the Numeracy Pedagogy Team Schools should consult the Annual Plan on sharepoint at the following link for further information and target breakdown: <i>Additional Information for West Lothian staff is available via sharepoint</i> Each network and service represented has an individual service or network plan stemming from the NIF plan priorities. <i>Additional Information for West Lothian staff is available via sharepoint</i></p>				

SUMMARY AND EVALUATION OF PROGRESS 22-23

(Also see Stretch Aims progress)

Overarching statement

Collaboration between networks is increasing opportunities for consistency and improved pedagogies across all sectors. This has been supported in session 2022-23 through the further development and enhancement of progression pathways, high quality professional learning and a shared focus on agreed priorities. Ongoing evaluation of current priorities, alongside consultation with national partners (National Response to Improvement in Maths (NRIM) & Education Scotland) has ensured accurate identification of future next steps.

Specific detail of progress

- Development of Beyond Number Pathways (Early and Second Level) by practitioners across West Lothian through the Champions Network
- Maths recovery Career Long Professional Learning (CLPL) for practitioners across West Lothian, leading to improvements in the targeted interventions offered within settings
- Two targeted clusters benefitting from Pedagogy Post holder and central pedagogy post holder
- Working with NRIM to review proposed national priorities
- Development of 3rd and 4th Level Pathways with Network lead and PTCs
- Secondary networks sessions with a clear focus on research-based pedagogies and to raise attainment and gain greater consistency across settings

NIF PRIORITY SUMMARY PLAN AND PROGRESS REPORT SESSION 2023-24				
Raising Attainment and Closing the Gap in Numeracy and Maths				
PRIORITY AREAS		Target Session 23-24	Link to SAC stretch aim Session 25-26	Link to 5 year Raising Educational Strategy target Session 26-27
1	A rich numeracy and maths curriculum, supported by effective pedagogies and use of the Progression Pathways.	Primary overall 85.0%	Primary overall 86.0%	✓
2	Robust and reliable assessments to generate data which accurately identifies gaps and strengths. These are supported through evidence based universal and targeted approaches to secure appropriate pace and challenge for all learners.	Primary Q1 77.5%	Primary Q1 78.5%	
3	Effective moderation approaches which further strengthen professional collaboration and sharing of practice across schools and sectors.	Sec S3 overall 95.0%	Sec S3 overall 95.0%	
4	Inclusive pedagogies, supported by innovative use of digital tools and platforms, to maximise support for learners and parents/carers.	Sec S3 Q1 90.1%	Sec S3 Q1 93.1%	
<p>NIF drivers: <i>(delete as appropriate)</i> School and ELC leadership; Teacher and practitioner professionalism; Curriculum and assessment; School and ELC improvement, Performance information</p> <p>How will learner voice be at the heart of decisions? Developing Learner Voice is a standing item on WL Numeracy and Maths Steering Group agenda throughout 2023 – 24</p>				
<p>Note: All literacy priorities are agreed by the WL Numeracy and Maths Steering Group and supported by the work of the Numeracy Pedagogy Team Schools should consult the Annual Plan on sharepoint at the following link for further information and target breakdown: <i>Additional Information for West Lothian staff is available via sharepoint</i> Each network and service represented has an individual service or network plan stemming from the NIF plan priorities: <i>Additional Information for West Lothian staff is available via sharepoint</i></p>				

NIF PRIORITY SUMMARY PLAN AND PROGRESS REPORT SESSION 2022-23

Improving Health and Wellbeing

PRIORITY AREAS		Target Session 22-23	Link to SAC stretch aim Session 25-26	Link to 5 year Raising Educational Strategy target Session 26-27
1	Development of Children and Young People's Mental Health Pathway through gathering views from staff, children and families in all schools to begin to develop a pathway	Pathway underway - all pupil, school and family champs have been consulted	Aspects of improving Health and Wellbeing support the attendance stretch aims	All aspects of improving Health and Wellbeing link to Outcome 1 of proposed strategy
2	Trauma Informed Training Roll Out to all Schools	All schools to take part in training		
3	Staff Wellbeing Focus to ensure that staff feel empowered to lead a healthy lifestyle	Focus taken place		
4	Curriculum Enrichment through the refresh our Sharepoint to ensure staff have access to rich curricular resources.	Sharepoint completed		
5	Consistent procedures to tackle bullying and celebrate equality and diversity to develop guidance on anti-bullying, equality and diversity.	Procedures in place		

NIF drivers:

Health and Wellbeing

Learner Voice:

All schools have Mini and Midi Pupil Champs who collaborate regularly with the HWB Team through Termly Meetings and weekly Teams updates. They lead HWB Committees in their schools to drive for the School Improvement Plan Health and Wellbeing section which is directly linked to the WLC Health and Wellbeing Action Plan. They also collaborate with their HWB Teacher Champ and School Family Champ.

Additional Note:

Since August 2022, the Health and Wellbeing Team have re-established MFIL Chairs for the Primary, Secondary and ASN Sectors. They have ensured that all schools have a current Family, Teacher and Pupil Champ. Working Groups for Whole School Mental Health, Curriculum Planning and 4 Capacities Groups have up to date remits to drive forward the Health and Wellbeing Action Plan. Meetings have been organised for the school session for all Champs, Steering Group Partners and Working Groups. The Health and Wellbeing Team have also worked together to organise a Local Authority Conference to drive forward the Action Plan with 20 workshops, 12 Market Place Stalls and 170 delegates in attendance.

SUMMARY AND EVALUATION OF PROGRESS 22-23

All schools have had the chance via Champ Networks, Mini Champ Meetings and Family Champs Meetings to provide their views on what would empower them to ensure early prevention and intervention in regard to mental health. Our next step is to continue to work with partners in social policy, NHS and Police Scotland on the development of a Children and young people's mental health pathway to be rolled out to the community.

61 schools have taken part in Trauma Informed Training Part 1 and 87% of staff in schools feel more confident that they are Trauma Informed. Next steps will be to ensure that all schools have completed the training and identifying next steps and opportunities for Trauma Training Part 2.

Sub Groups of teachers have worked on padlets for our Sharepoint focussing on staff wellbeing resources, links and signposting. 86% of staff feel more empowered to lead a Healthy Lifestyle. Next steps will be to provide bitesize CLPL Staff Wellbeing sessions and continue to work with the WLC HR Healthy Lives working Group to evaluate progress and continue to enhance healthy working lives for staff.

Our Health and Wellbeing Sharepoint has been refreshed to include padlets containing resources and signposting for staff wellbeing, mental health support and trauma informed practice. Thinklinks for pupils, staff and families have also been developed. Our new look sharepoint will be launched at our Conference in September.

Anti-bullying guidance has been developed and over 90% of school Health and Wellbeing Champs are reporting that they are confident that their school has effective Anti-Bullying procedures in place. 68.41% of Primary pupils feel that bullying is dealt with effectively. 69.11% Primary parents feel that their child's school deals effectively with bullying. 42.69% for Secondary parents. Therefore whilst school staff are now mainly confident and clear on their procedures, work is now required to instil the same confidence in pupils and families. This will therefore continue to be a focus next session along with the development of Equality and Diversity Guidance for schools.

NIF PRIORITY SUMMARY PLAN AND PROGRESS REPORT SESSION 2023-24

Improving Health and Wellbeing

PRIORITY AREAS		Target Session 23-24	Link to SAC stretch aim Session 25-26	Link to 5 year Raising Educational Strategy target Session 26-27
1	Ongoing approaches to promoting a whole school approach to mental health for Pupils, Staff and Families leading to almost all staff, pupils and families reporting that they feel confident in accessing support for mental health.	<ul style="list-style-type: none"> • Mini and Midi Champs Focus Group Forms surveys will show that the pathway developed is effective and user friendly. • Wellbeing Indicator Data will be high for almost all pupils. • Counselling data shows positive impact in terms of pupil caseload. • Family Champs Forms Surveys will show that almost all families feel empowered to lead a healthy lifestyle and get the right support. 	Aspects of improving Health and Wellbeing support the attendance stretch aims	All aspects of improving Health and Wellbeing link to Outcome 1 of proposed strategy
2	Complete Trauma Informed Training Part 1 and begin to roll out Trauma 2 - Skilled Training ensuring that all schools will have completed Trauma Training 1 and almost all staff will report feeling empowered and confident in recognising behaviour as communication. Some schools will have taken part in Trauma Skilled training 2 and will feel confident in ensuring that staff know how to respond to distressed behaviour.	<ul style="list-style-type: none"> • Schools Forms surveys will show that almost all schools have found training effective. • Cluster Forms Surveys will show that staff found Trauma Skilled Training effective and have more confidence. • Exclusion rates will remain low due to effective interventions in regard to distressed behaviour. • Fewer sphera H and S reports will be in relation to distressed behaviour incidents. 		
3	Continue to embed school procedures to deal with bullying effectively and develop Equality and Diversity Guidance to further enhance our procedures. This will lead to almost all, 90% or more staff, across primary and secondary continuing to feel confident that their procedures are robust. Ethos surveys will show that most, 75% pupils and parents across primary and secondary agree that their child's school is dealing with bullying effectively.	<ul style="list-style-type: none"> • Bullying percentages in relation to the 9 characteristics will be low. • Well-Being Indicator self-reporting data will show that almost all pupils feel included at school. 		
4	Using our 3.1 Tool to self-evaluate and moderate across schools leading to almost all school leaders being confident in their	<ul style="list-style-type: none"> • Almost all schools will report a 3.1 QI rating of good or better 	-	

	Quality Indicator grading of 3.1 and being able to provide rich evidence.			
5	Develop a Learning for Sustainability Framework development. This should lead to most staff having a greater confidence in implementing the Learning for Sustainability goals.	<ul style="list-style-type: none"> • Mini and Midi Champ Feedback will indicate that most pupils have access to high quality learning experiences in relation to Learning for Sustainability. • HWB Champ Form Survey results will show that almost all staff have confidence in delivering rich experience for pupils in regards to learning for sustainability. 	-	
<p>NIF drivers: Health and Wellbeing</p> <p>Learner Voice: All schools have Mini and Midi Pupil Champs who collaborate regularly with the HWB Team through Termly Meetings and weekly Teams updates. They lead HWB Committees in their schools to drive for the School Improvement Plan Health and Wellbeing section which is directly linked to the WLC Health and Wellbeing Action Plan. They also collaborate with their HWB Teacher Champ and School Family Champ.</p>				

NIF PRIORITY SUMMARY PLAN AND PROGRESS REPORT SESSION 2022-23
Improving the Broad General Education, including skills, leading to positive and sustained school leaver destinations for all young people

PRIORITY AREAS		Target for Session 22-23	Link to SAC stretch aim	Link to 5 year Raising Educational Strategy target Session 26-27
1	Priority areas to be informed by meaningful insights and evaluations of school's curriculum rationale and offering including learners, staff teams and wider parent forum.	All schools to effectively use self-evaluation frameworks.	Supports positive destinations stretch aims	✓
2	Work with schools to ensure that the curriculum is well designed to meet the needs of all learners and well researched programmes are developed to improve learning and teaching in and across schools and clusters.	Definition of curriculum is well researched and co-designed.		
3	How does the national landscape impact on the relevance of our curriculum for young people and on stakeholders' ability to influence curriculum design?: <i>Work with schools to ensure that the curriculum is well designed to meet the needs of all learners and well researched programmes are developed to improve learning and teaching in and across schools and clusters.</i>	School leaders are well informed about national priorities that impact on curriculum. School leaders are using wider stakeholders to support the work of curriculum development.		
4	How do we achieve innovative and transformational change in a manageable and sustainable way?: <i>Work with schools to ensure that the curriculum is well designed to meet the needs of all learners and well researched programmes are developed to improve learning and teaching in and across schools and clusters.</i>	School leaders have the tools to facilitate transformational change.		

NIF drivers:
 School and ELC leadership; Teacher and practitioner professionalism, Parent/carer involvement and engagement; Curriculum and assessment; School and ELC improvement, Performance information

Learner Voice:
Learner engagement throughout – data for baseline through engagement observations and direct learner focus groups. Learner engagement will be an on-going part of service design process to be used at strategic level to help shape the on-going action planning process.

Note:
 All actions agreed for 22-23 will be determined through wider engagement with pupils, parents and partners working with the service design model to facilitate and guide collaborative decision making. The group will represent all sectors across the BGE.

SUMMARY AND EVALUATION OF PROGRESS 22-23

Overarching statement

As part of our pupils' learning journey, they are entitled to experience a coherent curriculum from 3 to 18, in order that they have opportunities to develop the knowledge, skills and attributes they need to adapt, think critically and flourish in today's world. As part of the work of our strategic group, we focused on five key aims to begin to capture the current position of our schools in curriculum design across the BGE.

Our aims include:

Define what a well-researched and co-design curriculum could potentially look like

Inform school leaders about national priorities impacting on curriculum

Engage with wider stakeholders across our communities and clusters to support the work of curriculum development

Support school leaders to engage with the appropriate tools to support and challenge curriculum design within their local contexts

BGE curriculum across clusters continues to adapt to the needs of our learners, leading to improved outcomes.

Specific detail of progress

Collaboration between primary and secondary head teachers, trialling and developing the use of curriculum design planning tools has highlighted the need for sustained, purposeful, innovative and well thought out change across our BGE planning has been taken forward. All school leaders have had the opportunity, protected time and space to engage with these tools, from both a school and cluster perspective to influence their thinking and planning around curriculum and school improvement for the new school session.

A rich suite of professional reading has been analysed and interrogated by the group, leading to rich discussion around curriculum design. Thoughtful, summarised findings from a range of materials have been produced as part of our West Lothian Curriculum Sharepoint where senior leaders and school staff can access appropriate materials for school and cluster professional reading and learning around curriculum.

Two clusters have trialled a varied range of approaches to begin to transform the BGE offer for learners. As part of this transformational work, staff across clusters have had the opportunity to develop robust approaches to the teaching of key literacy and numeracy skills, ensuring a shared understanding of what high quality learning, teaching and assessment is and how to deliver this consistently. This work was quality assured in one cluster with the HMI Inspection of Deans Primary and Deans High School. Staff across both clusters have engaged with moderation in STEM, developing a range of interesting learning opportunities which encapsulate all appropriate areas of the curriculum. An exciting transition project was developed with learners, P7 staff and Deans CHS staff to bundle together experiences and outcomes in a project which learners highlighted as something they care about. Underpinning all BGE curriculum work was a shared understanding from all stakeholders around the key meta-skills needed to create adaptive and creative learners.

NIF PRIORITY SUMMARY PLAN AND PROGRESS REPORT SESSION 2023-24
Improving the Broad General Education, including skills, leading to positive and sustained school leaver destinations for all young people

PRIORITY AREAS		Target for Session 23-24	Link to SAC stretch aim	Links to 5 year Raising Educational Strategy target
1	Curriculum design is featured within all school improvement planning activities and regular opportunities are provided for senior leaders to evaluate progress collectively.	100% of schools feature curriculum design in school improvement planning activities	Supports Positive Destinations Stretch Aims	✓
2	School leaders are given protected time as part of Head Teacher Collaborative discussions as well as during regular cluster meetings to engage in research and to determine next steps in school and cluster curriculum design.	Ongoing opportunities for curriculum discussions take place throughout the session		
3	School leaders are using wider stakeholders to support the work of curriculum development using a range of appropriate curriculum design tools.	Evidence of school engagement with partners on curriculum		
4	Progress capture around curriculum design for each cluster feature as part of regular professional dialogue with QI Team.	All clusters report on progress made in curriculum design		

NIF drivers:
 School and ELC leadership; Teacher and practitioner professionalism, Parent/carer involvement and engagement; Curriculum and assessment; School and ELC improvement, Performance information

Learner Voice:
Learner engagement throughout – data for baseline through engagement observations and direct learner focus groups. Learner engagement will be an on-going part of service design process to be used at strategic level to help shape the on-going action planning process.

Note:
 All actions agreed for 23-24 will be determined through wider engagement with pupils, parents and partners working with the service design model to facilitate and guide collaborative decision making. The group will represent all sectors across the BGE.

Schools should consult the Annual Plan on SharePoint at the following link for further information and target breakdown:

NIF PRIORITY SUMMARY PLAN AND PROGRESS REPORT SESSION 2022-23					
Developing Young Workforce					
PRIORITY AREAS		Target for Session 22-23 (published Feb 2024)	Link to SAC stretch aim Session 25-26 (published Feb 2027)	Link to 5 year Raising Educational Attainment Strategy target Session 2026/27 (published Feb 2028)	
1	Increase the number of young people moving into a positive post school destination (published Feb 2024)	95.5%	97.3%	97.3%	
2	Increase the variety of Schools Vocational Programmes	Achieved	✓	✓	
3	Develop the DYW SharePoint to carry relevant and up to date information for school staff as well as local and national examples of good practice.	Achieved	✓	✓	
<p>NIF drivers: School and ELC leadership; Teacher and practitioner professionalism, Parent/carer involvement and engagement; Curriculum and assessment; School and ELC improvement, Performance information</p> <p>How will learner voice be at the heart of decisions? Young people's views will be recorded by the Transition to Work Coordinators and the DYW Coordinators.</p>					

SUMMARY AND EVALUATION OF PROGRESS 22-23

Overarching statement

Good progress has been made with the 3 priority areas.

Specific detail of progress

Positive Destinations – This session there was a 0.7% drop to 94.6% from the previous year of 95.3%. 94.6% was the highest ever achieved by West Lothian since the figures were first recorded.

Schools Vocational Programme – This session Three additional courses were added. Animal Care for young people with Additional Support Needs which gave an overview of caring for a variety of different animals looking at general care, wellbeing and feeding. An Employability Course for Care Experienced young people which focused on a variety of different employability related skills and experiences including a work placement was also introduced. An additional Next Steps Course was offered to help young people move into college or training courses. All courses received excellent feedback from the young people involved.

DYW SharePoint – The SharePoint has been setup with examples of good practice from both local and national sources and appropriate links added. It will be updated on a regular basis by adding any new documentation and examples of good practice where appropriate. In addition, the intention is to add a section for young people with Additional Support Needs.

NIF PRIORITY SUMMARY PLAN AND PROGRESS REPORT SESSION 2023-24					
Developing Young Workforce					
PRIORITY AREAS		Target for Session 23-24 (published Feb 2025)	Link to SAC stretch aim Session 25-26 (published Feb 2027)	Link to 5 year Raising Educational Attainment Strategy target Session 2026/27 (published Feb 2028)	
1	More young people moving into positive, sustained post school destinations	96.1%	97.3%	97.3	
2	Increase employer engagement with schools through development of the DYW Coordinator posts including work placement requirements	Achieved	✓	✓	
3	Develop NHS Pathways to support routes into the professions	Completed	✓	✓	
4	Expand the Winter leavers Programme	Expansion completed	✓	✓	
5	Increase awareness of DYW sharepoint	Awareness and use by partners	✓	✓	
6	Continual expansion of Senior Phase pathways	Various completion targets	✓	✓	
<p>NIF drivers: <i>(delete as appropriate)</i> School and ELC leadership; Teacher and practitioner professionalism, Parent/carer involvement and engagement; Curriculum and assessment; School and ELC improvement, Performance information</p> <p>How will learner voice be at the heart of decisions? Yes, young people's views will be recorded by the Transition to Work Coordinators and the DYW Coordinators and are also recorded as part of the review of the Winter Leavers Programme.</p> <p>Note: Additional Information for West Lothian staff is available for all teachers on the DYW sharepoint. Further information is contained with the West Lothian DYW plan.</p>					

NIF PRIORITY SUMMARY PLAN AND PROGRESS REPORT SESSION 2022-23				
Involvement and Engagement: Placing the human rights and needs of every child and young person at the centre of education Parental Involvement and Engagement				
PRIORITY AREAS		Target for Session 22-23	Link to SAC stretch aim	Link to 5 year Raising Educational Strategy target Session 26-27
1	Raise awareness of the United Nations Rights of the Child (UNCRC) to ensure that UNCRC principles and practices are understood to be the responsibility of all practitioners at all levels and incorporated and included into our vision for education.	Engagement with UNCRC self-evaluation toolkit	-	Supports all outcomes
2	Ensure that learner voice and learner participation is at the core of all decision-making processes to improve outcomes for all children and young people, supported by working in partnership with FVWL RIC, CLD and Psychological Services.	HGIOURS engagement	Core Plus Measure	Supports all outcomes
3	Support parents to become further involved in their child's learning through the provision of bespoke family learning opportunities, supported by working in partnership with CLD and FVWL RIC.	WL Family Learning overview and evaluation toolkit in place	All measures	Supports all outcomes
4	Support school communities to build upon effective approaches to engaging parents/carers, and to continue to develop flexible, inclusive and responsive approaches to share across all settings.	Refresh of WL PIE Framework 22-25	All measures	Supports all outcomes
<p>NIF drivers: School and ELC leadership; Teacher and practitioner professionalism, Parent/carer involvement and engagement; Curriculum and assessment; School and ELC improvement, Performance information</p> <p>How will learner voice be at the heart of decisions?</p> <ul style="list-style-type: none"> • Learner voice and learner participation is at the centre of all decision-making processes to improve outcomes for all children and young people. • Learner voice and learner participation are recognised as the responsibility of all and promoted through collegiate and partnership working across all MFIL workstreams 				
<p>Note: Schools should consult the Annual Plan on sharepoint at the following link for further information and target breakdown</p>				

SUMMARY AND EVALUATION OF PROGRESS 22-23

Overarching statement

Good progress has been made with raising awareness of the United Nations Rights of the Child (UNCRC) to ensure that UNCRC principles and practices are understood to be the responsibility of all practitioners at all levels and incorporated and included into our vision for education ensuring that learner and parental involvement and engagement is at the core of our vision for education in West Lothian.

Specific detail of progress

- Mini Champs in HWB, ensuring that young people influenced guidance on bullying, equality and diversity, as well as health priorities and co-creating action plans.
- Pupil Voice and Pupil Parliament Groups in secondary schools emerging and core curriculum and youth projects all incorporating learner views in the decision-making process in WLC and FVWL RIC.
- The UNCRC teams page, twitter account and share point all developed this session.
- Learners spoke confidently and knowledgeably about their views and what matters to them at a cluster event shared with the Children's Rights Commissioner for Scotland.
- Excellent progress in supporting schools to re-engage with Rights Respecting Schools (Scotland) with 100% of schools now re-accredited and moving forwards.
- Awareness raising sessions for all schools and the West Lothian Parent Forum informed of UNCRC principles and supported engagement with the UNCRC self-evaluation digital toolkit.
- All ELC settings adopted a UNCRC learner voice project to engage our youngest learners and help them to understand their rights from a very early age. Excellent progress within the ELC central team in partnership with ELC settings is being progressed.
- Continued consultation and evaluation are supporting the refresh of the WL Parental Involvement and Engagement Framework, with an increased focus on specific family learning strategies.
- Increased collaboration and partnership working with Community Learning and Development (CLD) to evaluate family learning approaches, audit next steps and re-establish the WL Family Learning Steering Group.
- School communities have successfully re-engaged parents/carers through inclusive and responsive approaches unique to each context.
- A revised self-evaluation tool for schools is supporting parent groups to become more involved in evaluating the progress of their partnership working.

NIF PRIORITY SUMMARY PLAN AND PROGRESS REPORT SESSION 2023-24				
Involvement and Engagement: Placing the human rights and needs of every child and young person at the centre of education Parental Involvement and Engagement (PIE)				
PRIORITY AREAS		Target for Session 23-24	Link to SAC stretch aim	Link to 5 year Raising Educational Strategy target Session 26-27
1	Ensure through Article 12 UNCRC that learner voice and learner participation is at the core of all partnership working in MFIL Groups, FVWL RIC, CLD and Psychological Services, ensuring that the views of our young people are represented in all guidelines, policies and practices	Clear evidence of learner voice in guidelines, policies and practice.	Supports all measures	Supports all outcomes
2	Staff offer of CLPL to improve their knowledge of UNCRC principles and practices, ensuring that learner voice and learner participation is pivotal and that learners can demonstrate their attributes as successful learners, confident individuals, effective contributors and responsible citizens	Increase in staff confidence following training		
3	Through CLPL and sharing practice, support and enhance the skills and confidence of practitioners and families in their partnership working to support children and young people's learning.	New PIE Framework is implemented including Family Learning plan		
4	Strengthen family learning opportunities and tools in all settings, with an increased focus on family voice in decision making.			
<p>NIF drivers: School and ELC leadership; Teacher and practitioner professionalism, Parent/carer involvement and engagement; Curriculum and assessment; School and ELC improvement, Performance information</p> <p>How will learner voice be at the heart of decisions?</p> <ul style="list-style-type: none"> • Learner voice and learner participation is at the centre of all decision-making processes to improve outcomes for all children and young people. • Learner voice and learner participation are recognised as the responsibility of all and promoted through collegiate and partnership working across all MFIL workstreams 				
<p>Note: Schools should consult the Annual Plan on sharepoint at the following link for further information and target breakdown</p>				

Section 3.3 – Education Benefits/Outcomes based on Stretch Aims Data as part of the National Improvement Framework Measures for Session 2022-23

Please note that ACEL data is currently provisional

(pp refers to percentage point improvement)

CORE MEASURES					
MEASURE 1a: ACEL P1, 4, 7 Combined Literacy					
Session 2022/23		Overall Levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
1	West Lothian base level (2020/21)	76.23	67.18	87.89	20.71
	West Lothian current level (2021/22)	78.82	69.77	89.63	19.86
	Final 2022/23	79.19	69.96	90.84	20.88
	West Lothian stretch aim for 2022/23	80.00	73.00	89.00	16.00
	West Lothian improvement target from 20/21	3.77	5.82	1.11	4.71
	West Lothian pp improvement from 20/21	2.96	2.78	2.95	-0.17
MEASURE 1b: ACEL P1, 4, 7 Combined Numeracy					
Session 2022/23		Overall Levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
1	West Lothian base level (2020/21)	82.16	74.86	91.83	16.98
2	West Lothian current level (2021/22)	83.74	76.24	92.83	16.59
	Final 2022/23	84.69	76.84	93.64	16.80
3	West Lothian stretch aim for 2022/23	84.50	77.00	93.00	16.00
4	West Lothian improvement target from 20/21	2.34	2.14	1.17	0.98
	West Lothian pp improvement from 20/21	2.56	1.98	1.81	0.18
MEASURE 2: SCHOOL LEAVERS WITH 1+ SCQF LEVEL 5 (SQA graded courses plus Sfw courses)					
Session 2022/23		Overall Levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
1	West Lothian base level (2020/21)	87.51	75.51	95.77	20.26
2	West Lothian current level (2021/22) S6/S4	86.49	72.95	94.97	22.02
	Insight Leavers update March 2023	88.68	78.49	95.69	17.20
3	West Lothian stretch aim for 2022/23	88.00	79.50	96.50	17.00
4	West Lothian improvement target from 20/21	0.49	4.00	0.70	3.30
	West Lothian pp improvement from 20/21	1.17	2.98	-0.08	3.03
MEASURE 3: SCHOOL LEAVERS WITH 1+ SCQF LEVEL 6 (SQA graded courses plus Sfw courses)					
Session 2022/23		Overall Levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
1	West Lothian base level (2020/21)	64.34	46.94	83.80	36.86
2	West Lothian current level (2021/22) S6/S4	64.16	44.68	84.44	39.76
	Insight Leavers update March 2023	60.39	42.20	84.21	42.01
3	West Lothian stretch aim for 2022/23	67.00	51.00	84.00	33.00
4	West Lothian improvement target from 20/21	2.66	4.10	0.20	3.90
	West Lothian pp improvement from 20/21	-3.95	-4.74	0.41	-5.15

MEASURE 4: SCOTTISH GOVERNMENT MEASURE IS: PROPORTION OF 16-19 YEAR OLDS PARTICIPATING IN EDUCATION, EMP OR TRAINING					
Session 2022/23		Overall Levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
1	West Lothian base level (2020/21)	91.30	86.40	95.70	9.30
2	West Lothian stretch aim for 2022/23	92.60	88.30	96.60	8.30
	West Lothian (2021/22) August 2022	93.40	89.10	97.20	8.10
	SLDR 2021/22 Insight	94.64	91.67	97.13	5.46
3	West Lothian improvement target from 20/21 (percentage point)	1.30	1.90	0.90	1.00
	West Lothian pp improvement from 20/21	2.10	2.70	1.50	1.20
MEASURE 5a: (HEALTH AND WELLBEING) PRIMARY SCHOOL ATTENDANCE					
Session 2022/23		Overall Levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
1	West Lothian base level (2020/21)	94.40	92.20	96.80	4.60
2	West Lothian current level (2021/22)	91.60	89.40	94.20	4.80
	Attendance levels June 2023	92.10	89.30	94.90	5.60
3	West Lothian stretch aim for 2022/23	96.00	94.00	97.00	3.00
4	West Lothian improvement target from 20/21	1.60	1.80	0.20	1.60 <i>(1.80 from July 2022)</i>
	West Lothian pp improvement from 20/21	-2.30	-2.90	-1.90	-1.00
MEASURE 5b: (HEALTH AND WELLBEING) SECONDARY SCHOOL ATTENDANCE					
Session 2022/23		Overall Levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
1	West Lothian base level (2020/21)	89.20	84.50	93.20	8.70
2	West Lothian current level (2021/22)	86.20	80.00	91.00	11.00
	Attendance levels June 2023	85.50	79.80	90.90	11.10
3	West Lothian stretch aim for 2022/23	91.00	88.00	94.00	6.00
4	West Lothian improvement target from 20/21	1.80	3.50	0.80	2.70 <i>(5.00 from July 2022)</i>
	West Lothian pp improvement from 20/21	-2.55	-4.40	-2.30	-2.40

CORE PLUS MEASURES

MEASURE 6: COST OF THE SCHOOL DAY

All schools will have an updated poverty proofing statement which has evolved through participatory budgeting approaches with the school community, and through which they can demonstrate the impact of improvements on learning, engagement & families

Session 2022/23		% schools using Participatory Budgeting (3-5% PEF)	% schools with Cost of the School Day/Poverty Proofing Statements
1	West Lothian base level (2021/22)	67%	89%
2	West Lothian stretch aim for 2022/23	100%	100%
	Final 2022/23	100%	100%
3	West Lothian improvement target (percentage point)	33	11
	West Lothian pp improvement from 20/21	33	11

MEASURE 7: REDUCTION IN YOUTH HOMELESSNESS

Reduction of 10% in the number of young people presenting as homelessness aged 16-18

1	Youth Homeless Base Line Presentation (2021/2022)	103 young people
2	Youth Homeless Stretch Aim for 2022/2023	10 % reduction in youth homelessness
	16-18 year old's presenting as homeless 2022/2023	11% reduction in presentations
3	Youth Homeless Improvement Target	10% reduction in presentations

Section 3.4 (i) – Steps to reduce inequalities of outcome experienced by pupils as a result of socio-economic disadvantage:

Context

Latest child poverty estimates from the End Child Poverty Coalition and latest child poverty estimates from the End Child Poverty Coalition and Loughborough University indicate that 23.9% of children in West Lothian were living in poverty in 2021/2 - this is an increase from the 2020/21 estimate of 21.1%. There has been a sustained increase in the proportion of children experiencing poverty over the eight-year reporting period from 2014/15 to 2021/22 across all local authorities in the Local Government Benchmarking Framework family group.

West Lothian Scottish Attainment Challenge Progress

As part of the Scottish Attainment Challenge Plan for 2022-23 it was noted that:

‘West Lothian continues to be committed to ensuring excellence and equity for all children and young people. It is committed to improving attainment for all children and young people in line with the National Improvement Framework and through the delivery of Curriculum for Excellence.’

In the year 2022-23, West Lothian was allocated £6,165,130 in total as part of the Attainment Scotland Fund (ASF). The breakdown is:

Pupil Equity Fund (PEF)	£5,438,330
Strategic Equity Funding (SEF)	£399,725
Care Experienced Children and Young People (CECYP)	£327,075



‘The key next steps for Education Services for Session 2022-23 were to:

- Establish a West Lothian Partnership SAC Refresh Partnership Steering Group with agreed outcomes to ensure a line of sight across services with a focus on improving outcomes for children and young people impacted by poverty
- Use the logic model planning tool, where appropriate, to support robust and reflective planning discussions
- Develop key collaborative projects to tackle the poverty related attainment gap, e.g. Equity Team, Secondary Attendance Focus Group and Care Experienced Children & Young People group
- Ensure West Lothian planning takes full consideration of children & young people voice in decision making in all aspects of SAC Refresh, sustainability, self-evaluation and context
- Ensure a robust and rigorous PEF planning process is in place through the development of a new PEF planning tool, for implementation in 2022-23, supported by training and support sessions provided by the Equity Team. This will involve monitoring of progress three times a year
- Ensure a continued focus on improvement in progress for Quintile 1 learners’

In terms of progress made, evidence from the tri annual reports for the Scottish Government indicates that:

'West Lothian has demonstrated considerable progress in its implementation of the SAC refresh, in particular governance around strategic equity fund and pupil equity fund. The SAC team continues to effectively support the work in all schools through the Equity team, partnership projects and funding streams. This has resulted in a more consistent focus on tackling the poverty related gap across the authority. Progress is reported to the Elected Members and cascaded throughout the service and authority.

There has been good progress made with universal and targeted work to tackle the poverty-related attainment gap. The new PEF planning tool is sharpening the focus on impact of PEF on learners. The West Lothian approach, based on partnership working through collaborative projects, is beginning to evidence positive impact on achieving the mission of the Scottish Attainment Challenge.'

Please also see performance information for stretch aims contained in Section 3.3

West Lothian Scottish Attainment Challenge Progress – Pupil Equity Funding

A new Pupil Equity Fund (PEF) planning and tracking tool has been piloted by schools across all sectors this year. The tool supports schools in rigorously implementing, monitoring and evaluating their PEF funded approaches and interventions which aim to tackle the poverty related attainment gap. Professional learning and support was provided to all school leadership teams and central officers during the pilot year to assist with implementation of the tool.

Quality assurance of PEF plans show that the tool has supported schools to plan more focused PEF priorities and interventions. There is evidence that learners and families are being supported in a more targeted manner and impact is being reported more clearly. An example of where this is further evidenced through external scrutiny by HMIE in a school highlights that 'Senior leaders track closely the progress and attainment of all children with potential barriers to their learning. Senior leaders work effectively with teachers and Pupil Support Workers to analyse data and identify specific gaps in children's learning and achievement. Staff effectively track the progress and attainment of children supported through PEF. The headteacher uses PEF funding to provide additional teaching and support staff. These additional staff members and senior leaders, work in class, alongside class teachers to provide targeted support for identified children. This ensures identified children receive effective support within their core teaching and alongside their peers. As a result of this approach, the school is making very good progress in closing the poverty related attainment gap.'

The PEF planning tool is currently being reviewed in consultation with headteachers and central officers to further improve content and to tailor the tool to reflect the needs of schools going forward. Each school community will receive a summary of their school's progress in tackling the poverty related attainment gap in the school's Standards and Qualities Report at the end of Session 2022-23.

West Lothian Scottish Attainment Challenge Progress – Strategic Equity Funding Collaborative Projects

A partnership approach to Strategic Equity Funding planning has been taken in order to collaborate with a range of services across the local authority including the anti-poverty team, social policy, community learning and development, educational psychologists and others. Collaborative projects were identified which have a specific targeted focus. It should be noted that the Level Up project is funded by the Care Experienced Children and Young People (CECYP) fund:

- Equity Team
- Level Up
- Level Up plus
- Senior Phase Equity Pathways
- Cost of the School Day and Participatory Budgeting
- Youth Homelessness
- Mentors in Violence Prevention
- Interrupted Learners Service
- Secondary Attendance

Progress with the projects and next steps are included on the following pages:

STRATEGIC EQUITY FUNDING COLLABORATIVE PROJECT:

Equity Team

Description:

The Equity Team provides support to schools and ELC settings in tackling the poverty-related attainment gap and making effective use of Pupil Equity Funding. The team provides a variety of supports and professional learning opportunities for school leaders, teachers, ELC practitioners, pupil support workers, family link workers, and partners including speech and language therapists. Professional learning takes different forms from in-class coaching to webinars and collaborative sessions, like the Equity Network. The team also works directly with a group of 12 schools to tackle specific poverty related gaps within their school community. This support is tailored to the individual school context and may include work on areas such as attendance, attainment, wider achievement or parental engagement.

Progress Made:

- Between August 2022 and May 2023, the Equity Team's professional learning sessions attracted 1453 participants. 94% of participants rated the sessions as very good or excellent.
- The membership of the Equity Network increased to 268 members from across ELC, primary and secondary sectors. 251 participants attended the Equity Network sessions and 91% of participants rated the sessions as very good or excellent.
- A pilot professional learning programme was trialled with middle leaders in the Armadale Cluster to build capacity in 'Leading Equitable Schools'. The programme culminated in participants leading an Equity Thematic in their own school and in being part of a team gathering self-evaluation evidence in two other cluster schools.
- In the 12 Equity schools more intensive support has been provided. This has included data analysis workshops, bespoke professional learning sessions, and facilitating targeted interventions.
- All schools have piloted the new PEF Planning Tool this year. Quality assurance of PEF plans has shown that there are significant improvements in the quality and focus of PEF planning.
- The Equity Team has worked on improving attendance in 10 schools through both universal and targeted interventions which are based on data analysis and the use of Q.I. tools. Through universal interventions, there has been an average 3% rise in whole school attendance from January to April 2023. In targeted interventions, there has been an 8.6% rise in average attendance from January to April 2023 across targeted groups of children (31 children in total, across 3 schools).
- Between June 2022 and June 2023, the majority of Equity Schools increased or maintained the percentage of Quintile 1 P1, P4 & P7 Pupils achieving the expected CfE Level in Literacy and numeracy.
- Five schools who have worked with the Equity Team since October 2021, completed their joint project in June 2023. In that time, the combined attainment of these five schools is closer to the West Lothian average by approximately 5% in Literacy and 7% in Numeracy with some schools achieving significant improvements in attainment of over 10%.

Next Steps:

- 6 new Equity Schools joining programme (total of 14 for session 2023-24)
- 'Leading Equitable Schools' programme for middle leaders will take place across 4 clusters
- Equity Team's professional learning offer will include new content on assessment to tackle poverty-related gaps, effective use of feedback and questioning
- Equity Network will include more in-person practice sharing sessions
- PEF Sharing Event will be used to showcase local and national practice
- Scottish Improvement Foundation Skills Course – Equity Team members will support school teams (pilot in one cluster) to develop skills, knowledge and confidence in using the model for improvement and to contribute to testing, measuring and reporting on changes made within their schools

STRATEGIC EQUITY FUNDING COLLABORATIVE PROJECT:

Level Up Attainment Project

Description:

An intensive, multi-agency approach to re-engage our care experienced learners in the senior phase of their education, with minimal engagement in their learning and at risk of care placement break down. The project provides targeted support to improve educational and health and wellbeing outcomes and to achieve positive destinations.

Progress Made:

All key project staff involved in weekly team meetings and regular multi-agency review and planning meetings. Working in Partnership with the Employment Development worker, with a key focus to prepare for employment and post school opportunities, including alternative pathways and positive destinations.

Partnership links with West Lothian College Trust Project, Developing the Young Workforce and Skills Development Scotland who has provided a dedicated Careers Adviser to the Level Up project.

Partnership links developed with Counselling services who provide immediate consultation and support for young people and their families.

A planned Summer Programme offers various activities and wider experiences reflecting personal interests and includes family and sibling contact

An Evaluation framework is continually developed and ongoing planning to link the Daily Tracker information to an enhanced tracking and monitoring system for consistent measures, impact and learner progress.

Strategic Planning meetings to focus on CECYP funding, impact on outcomes, identify any gaps, reporting to Scottish Government, feedback to Level Up team to support improvement planning.

A recent report provided for West Lothian's Education Executive shows improved educational attainment outcomes, including SQA qualifications and SCQF wider achievement Awards. Further evidence and impact will be available following Insight release.

Next Steps:

- Continue to work with education services to link Level Up data to the enhanced tracking and monitoring process. Review use of shared objective space for saving records with data consent and the use of the support planning tool for sharing at multi-agency planning meetings.
- Further develop strong links with secondary mainstream schools for consistent attainment updates, attendance and exclusion records to ensure relevant actions. Link with new interrupted learner service, focus on attendance, link strategies, intervention to targets.
- Link with the care experienced leads and work there around health and wellbeing outcomes, learner voice, questionnaire being developed. Ongoing partnership working, opportunities for expanding Bespoke Packages of Education support. Continue discussions around barriers for CECYP.
- Continue to build on partnership working, including third sector services, to promote wider opportunities in learning, support transitions and pathway planning to achieve positive destinations. Further discussions to integrate dedicated career adviser to Level Up team.
- Link with Education Services to review West Lothian focus on all care experience work, ongoing discussions around 2023-23 CECYP Funding. Further discussions around early identification for pathway planning. Consider ongoing training needs around the Promise, the impact of trauma to assist in planning to meet the holistic needs of our care experienced learners.

STRATEGIC EQUITY FUNDING COLLABORATIVE PROJECT:

Care Experienced Secondary Mainstream Project (Level Up Plus)

Description:

A collaborative approach to improve educational and wellbeing outcomes and achieve positive destinations for care experienced learners in secondary schools. To support our care experienced learners to fully access and engage in their learning, with a focus on building positive relationships to increase pupil participation and engagement with education, developing a culture of high aspirations and support with positive destinations.

Progress Made:

A dedicated Principal Teacher post in each mainstream secondary school in West Lothian for care experienced learners, delivering a similar model to the Level Up Attainment Project in terms of collaborative working and the key trusted adult approach.

Regular consultation between education and social policy services to ensure accurate and up-to-date data for care experienced learners currently in the legal care of West Lothian Council, match SEEMIS records with social policy SWIFT records for those currently being educated in a West Lothian secondary school.

An enhanced tracking and monitoring process currently being developed to provide robust baseline data for all care experienced learners, for consistent measures, impact and evaluate learner progress.

Regular networks meetings for the new care experienced staff to support secondary schools to share best practice across our secondary schools and provide opportunities for collaboration and identifying relevant training needs, including joint opportunities with partnership agencies. Ongoing collaboration to develop a Health and Wellbeing Questionnaire for learner feedback in secondary schools.

A pilot of the Career Ready Programme in three secondary schools, with a specific focus on supporting care experienced young people.

Regular teams network meetings delivered training opportunities such as The Promise, Understanding Language around Legal Definitions, Career Ready Programme.

Ongoing partnership working, collaboration around joint opportunities for Bespoke Packages of Education support, links made with West Lothian College, Career Ready Programme and Active Schools.

Next Steps:

- Expand data concordance to Primary data, work jointly with social policy to ensure accurate and up-to-date data, to improve data analysis, identify gaps and consider future improvement actions.
- Continue to work with secondary school staff to increase awareness of targets, use detailed analysis of attainment, attendance and exclusions to ensure relevant actions. Link with new interrupted learner service, focus on attendance, link strategies, interventions to targets. Continue discussions around barriers to CECYP, follow up VSE. Support health and wellbeing outcomes, promote Learner Voice, develop Health and Wellbeing questionnaire, joint training opportunities with social policy, Super Listener, other professional learning through the virtual teams network, inclusive pedagogy sessions.
- Continue to build on partnership working, including third sector services, to support engagement and participation and wider achievement. Promote wider opportunities for learning, individual packages of support, to support transitions, and pathway planning for senior phase learners, to achieve positive destinations.
- Link with Education Services to review West Lothian focus on all care experience work, consider ongoing training needs around the Promise, including raising awareness around the impact of trauma, to assist in planning to meet the holistic needs and pathways of our care experienced learners.

STRATEGIC EQUITY FUNDING COLLABORATIVE PROJECT:

Senior Phase Equity Pathways

Description:

This project involved schools and partners working in collaboration to ensure that there are equal opportunities to a variety of different pathways for all young people.

The Secondary network will work with wider partners to ensure a unified and connected approach to educational alignment, cohesion and progression for learners to support our future workforce and address dynamic economic priorities.

By building a network, we will influence the West Lothian Learning Offer across our schools, FE & HE establishments, Skills Development Scotland, Employers and training providers whilst increasing both the universal and targeted learning offers available to our young people across the Secondary sector and post school.

Progress Made:

The project has begun to support the creation of a learner centred curriculum, that is co-designed and co-delivered together with partners. The review of the WL Academy provision and the planned next steps will improve the consistency of approach and enhance the breadth of opportunities for learners in the Senior Phase. Looking to partners such as Edinburgh College has further supported the current Senior Phase pathways in languages whilst also considering the future provision.

The review of the school college partnership offer with a specific focus on the labour market intelligence has led to improved collaboration, a wide range of courses being investigated for delivery in session 2024/25 and a planned session in June 23 to gather feedback on the pathways from a variety of stakeholders which will the inform next steps. The Creative Thinking Award from the original plan has been surpassed by the new S6 Learning for Sustainability Challenge. Working with employers and West Lothian College, a target group of learners will pilot the new “L7 Young Stem Leader Award” (name still to be agreed) in session 23/24 with a view to rolling the opportunity out in session 24/25 to more learners.

Partners in CLD have been involved in discussions with the various groups and are currently reviewing how they can support various opportunities moving forwards. Raising awareness of alternative pathways has been an integral part of the plan and linking with Heriot-Watt University, school staff learned more about the apprenticeship routes. There has been a focus on the Graduate Apprenticeship opportunities for young people to “earn whilst they learn” and gain experience whilst also gaining a University degree. Some schools have seen a noticeable increase in the number of students applying for modern and graduate apprenticeships and also an increase in the number who have successfully secured a position.

Next Steps:

- Continue to work with schools to ensure the curriculum is co-designed with learners and partners, with engaging and motivating pathways from Early Learning, through Primary and the Broad General Education and into the Senior Phase. Well researched plans, taking cognisance of national developments, should be developed to support this across schools and clusters, with meeting the needs of all learners as a central focus.
- Local partnerships with Developing Young Workforce Teams, West Lothian College, Third Sector, other education providers and employers should continue to be developed to increase the range of choices and relevant pathways available to young people at all levels.
- Provide opportunities through collaboration across schools and with partners to maximise the 16+ learner experience – building skills for learning, life and work- readiness through the totality of the Senior Phase.

STRATEGIC EQUITY FUNDING COLLABORATIVE PROJECT: Cost of the School Day (CoSD) and Participatory Budgeting (PB)

Description:

To significantly reduce costs associated with the school day, reduce the impact on HWB, participation/engagement, promote achievement and tackle the poverty related attainment gap.

Progress Made:

- School leads for CoSD and PB have been identified in all schools to promote best practice, share resources and facilitate information sharing and a working group has been established to progress CoSD/PB development work.
- National and local information and support resources have been shared with school leads to clarify the underpinning rationale for CoSD.
- National and local information and support resources have been shared with school leads to clarify the underpinning rationale for PB. PB Scotland has been promoted as a key resource.
- Professional dialogue focused on CoSD and PB has been undertaken as part of a programme of PEF support visits and key information shared at HT meetings.
- A school clothing banks' survey was undertaken in Session 2022/23. This indicated that 72% of schools currently have one. Careful consideration is being given by schools as to how and where parents/carers and pupils can access those items easily, without shame or stigma
- 100% of all schools have submitted a poverty proofing statement outlining action to remove or reduce CoSD barriers. Analysis of poverty proofing statements has identified key themes and effective and interesting practice eg pay it forward schemes, school pantries, pop up prom shops, family zoo tickets, excursions policy changes to support equity

Next Steps:

Cost of the School Day

- Encourage schools to engage with national/local guidance with focus on consultation, communication and evaluation of impact.
- Ensure learner voice is central to CoSD processes.
- Continue to engage with school leads to promote learning, share resources and share examples of effective practice.
- Continue to work in partnership with FLWs and other agencies to address CoSD issues.
- Continue to meet with the CoSD/PB Working Group to share practice, agree action and pilot initiatives, including development of support resources including self-evaluation statements.
- Collate evidence from partners including improvement of school engagement with FORT.
- Collate self-evaluation evidence from schools to identify impact.

Participatory Budgeting

- Consider the best model for sharing key messages/ interesting and effective PB practice with schools.
- Engage with WLCC team lead to develop training opportunities for schools and develop rigorous processes for evaluation.
- Continue to meet with the CoSD/PB Working Group to share practice, agree action and pilot initiatives.
- Continue to engage with school leads to promote learning and share resources.

STRATEGIC EQUITY FUNDING COLLABORATIVE PROJECT:

Youth Homelessness

Description:

The aim of the project is to reduce youth homelessness and create better pathways for young people who are at risk of becoming homeless.

Progress Made:

Interventions to prevent homelessness and improve wellbeing need to start as early as possible. With this in mind a collaborative work stream was established with Education, Housing and partners to identify what was already happening within the authority, identify where the gaps and duplication lay and to redirect those resources. Progress of the project is reported to the RRTP board (Rapid Rehousing Transition Plan Steering Board).

Two new members of staff were employed by housing creating a youth team within the service. The Youth Emergency Prevention officer works with 16 to 17 year olds. When homelessness can be prevented through mediation, support or conflict resolution, the YEP officer will provide support to the young person and their family. The Youth Housing Options Officer works with 16 to 18 year olds and aims to sort out housing issues and prevent problems getting worse, look at alternative housing options or support the young person to get the help they need if they are homeless.

To support the youth team, Education introduced a new field within the Risk Matrix (a tracking and monitoring system within schools) for Youth Homelessness. If any young person is deemed at risk of homelessness, support is offered to school, pupil and or family to reduce the risk. In addition the Citizenship & Tenancy Award SCQF Level 4 is being delivered in most secondary schools within the authority as a targeted intervention.

Youth friendly resources have also been developed signposting young people and staff to supports available within the authority and complement the PSE programme already on offer within schools. Staff training opportunities have been offered to all DHT Support colleagues through our anti-poverty team.

Next Steps:

- Introduction of the Upstream project to involve two mainstream secondary schools with Housing and Rock Trust
- Quality Assurance of use of Risk Matrix to identify young people at risk of homelessness
- Continual work with schools and housing officers to support young people at risk of homelessness and promotion of resource

STRATEGIC EQUITY FUNDING COLLABORATIVE PROJECT:

MVP (Mentors In Violence Prevention In West Lothian)

Description:

The Mentors in Violence Prevention programme uses a peer education model, within schools and community groups, to discuss important issues faced by young people in Scotland. Challenging gender based violence we hope to have all schools delivering and implementing the program.

Progress Made:

- All secondary schools have MVP teams ready to deliver the programme - almost all have delivered this year with two schools launching after this summer
- Established leads meeting calendar and discussed our focus for the year, and will be meeting regularly to continue the momentum
- Created a team's channel to share resources and network whilst providing an extra layer of support
- Created a twitter space @westlothianMVP to share what we are doing as an authority and showcase schools
- Started to make links with partner agencies and signposting schools to other partners for support
- Set up school supports – for example senior pupils visiting Winchburgh so have an experience of MVP for their S1. This has been successful and will continue next year

Next Steps:

- To have a West Lothian Schools' model - currently working on this to include feeder schools and qualifications
- To ensure there are Mentor panel leads from schools where 2/3 pupils from each school meet regularly to discuss issues that are current for them
- To train more staff across the authority to develop teams across the authority
- To raise more awareness via social media/podcasts etc
- To host 3 events a year across the authority Sept/Dec/March
- To continue to develop links with other teams across the council, to strengthen our message
- To reach out to additional partners
- To build robust data tracking and quality assurance measures, that feed into other data collecting strategies across the authority ensuring we are getting the greatest breadth and uptake from all young people
- To work with network lead on PSE to consider how MVP looks in the curriculum in all schools

STRATEGIC EQUITY FUNDING COLLABORATIVE PROJECT:

Interrupted Learner Service

Description:

The project is developing a network of partners who can all help to support our most vulnerable pupils with a diagnosis of ASD, high anxiety and open to social policy. This service is deployed when all other services have been exhausted and a bespoke approach to re-engage is required to support pupils who are unable to leave their homes and require an outreach service which will help to remove barriers to engaging in learning. A small test for change model has been employed due to the sensitive nature of identifying pupils in this category.

Progress Made:

To date the project has been working with 22 young people across 8 secondary schools in a variety of locations specific to need, such as community centre, home or virtually. Partnership working has been developed across services including families, Educational Psychology, CAMHs, Children and Young People's Team, Social Policy, Family Link workers as well as education staff. The impact to date varies for each young person; this impact has included increased engagement, reduced anxiety, increased confidence and returning to education following significant non-attendance.

Next Steps:

- The interrupted learner service will continue to work with young people to build on current success, engagement and confidence, and to encourage working towards qualifications and positive destinations
- Creation of new officer post for the service to develop innovative and creative approaches in supporting schools to provide an inclusive and equitable education for all learners with a focus on enhanced engagement and achievement. A defining aspect of the role will be to support Education SMT to develop a service delivery model of excellence for improving attendance and engagement.
- Continue to work collaboratively with the wider Education Services Teams, external agencies and 3rd sector partners.
- Work across all education establishments to promote a shared language and self-evaluation for improvement around Wellbeing, Equity and Inclusion. In particular the understanding of inclusive practices, creativity and their role in meeting the needs of all learners. Raising awareness of the practical application of bespoke and inclusive timetabling, curriculum design and partnership supports.

STRATEGIC EQUITY FUNDING COLLABORATIVE PROJECT:

Secondary Attendance Project

Description:

To collate and analyse individual school attendance data to identify young people at risk of or currently affected by poor attendance which is impacting on their attainment potential. By ensuring a consistent focus on attendance it is expected there will be a lift in the attendance rate of vulnerable students in order to enhance their engagement, belonging and academic progress.

To enable this to happen a specific remit and attention on attendance will be the focus of a Family Link Worker and Line Manager in the school to support young people and their families to engage with education. The use of Pupil Equity Fund money will ensure there are FLWs (or equivalent) in place and may provide a source of funding for relevant interventions to be implemented.

Progress Made:

Evidence at the time of completion: (Also see Stretch Aims attendance progress in Section 3.3)

Attendance pattern for this year is similar to that of 2018-19. However, attendance levels at the start of the academic year were 4% lower in 2022-2023 compared to 2018-19.

- Average attendance overall 85.5% (4.1% decrease compared to 2018-19)
- Average attendance Q1 – 79.8% (4% decrease compared to 2018-19)
- Average attendance Q5 – 90.9% (2% decrease compared to 2018-19)

Monthly attendance analysis has shown that there was a significant decrease in attendance in the month of December. Monthly attendance decrease by 7% from November to December in 2022 compared to 2.5% in 2018. There was a sharp rise in December 2022, with parents reporting that absence was due to seasonal illness, almost double that of 2018.

Progress with Family link workers specific caseload:

- Average monthly attendance FLW Overall - 60.4% (Gradually increasing month on month since December)
- Average monthly attendance April – 63.7% (Highest monthly attendance average this year, first time that it has been above 60%)
- Average monthly attendance of the young people with whom the FLWs engage with, increased by 6.9% from March to April compared to a 1.9% increase at a whole school level

Next Steps:

- To continue with focus on secondary attendance through session 23-24
- To plan for continued collaboration based on evaluations for Family Link Workers to support the work moving forward
- To gather and analyse information in association with the interrupted learner service and devise a programme to support the young people identified
- To ensure each secondary school has baseline data in place and have identified gaps in attendance to address
- To ensure each FLW has a plan of action to support the young people identified

Section 3.4 (ii) – Steps to reduce inequalities of outcome experienced by pupils as a result of socio-economic disadvantage:

**WEST LOTHIAN EDUCATION SERVICES
SCOTTISH ATTAINMENT CHALLENGE
STRETCH AIMS 2023 – 2026**

Core Measure 1a: ACEL LITERACY COMBINED P1, P4, P7				
Annual Trajectory	Overall levels %	SIMD Quintile 1 %	SIMD Quintile 5 %	Gap (Q1 – Q5) pp
2023-24	79.5	71.0	91.0	20.0
2024-25	80.0	72.0	91.0	19.0
2025-26 Stretch aim	80.5	73.0	91.0	18.0
Additional information				
<p>P1, P4, P7 combined literacy attainment for all pupils is now slightly above the pre-COVID level in 2018/19, after dropping in 2020/21 before increasing again in 2021/22 and in 2022/23. This mirrors the national trend, although the drop in the authority attainment was much less severe than the drop nationally in 2020/21. There will be challenges maintaining this trajectory in the future due to the increasing percentage of primary pupils who have English as an additional language and the increasing percentage of ASN pupils, as well as the disrupted learning for nursery children which is now causing concerns in the early primary stages, particularly with listening and talking. The authority attainment has always been significantly above the national attainment in this measure. The authority attainment in 2022/23 was 79.19%, slightly below the stretch aim target of 80%.</p> <p>P1, P4, P7 combined literacy attainment for Quintile 1 pupils has shown an increasing trend since 2018/19, whereas the national attainment dropped significantly between 2018/19 and 2020/21. The attainment is now significantly above the pre-COVID level in 2018/19. The authority attainment has always been significantly above the national attainment in this measure. The authority attainment in 2022/23 was 69.96%, well below the stretch aim target of 73%. It was felt that this was due to the stretch aims leading up to this target being overly ambitious given the significant challenges faced by many Quintile 1 primary and nursery children throughout and after the pandemic.</p> <p>P1, P4, P7 combined literacy attainment for Quintile 5 pupils was 90.84% in 2022/23, in line with pre-COVID level in 2018/19. Due to the magnitude of the current attainment, only an initial slight improvement is realistic.</p> <p>The Q1-Q5 attainment gap for P1, P4, P7 combined literacy was significantly wider than the national gap in 2018/19, but the gap narrowed significantly in 2020/21 and has been at a consistent level and narrower than the national gap since.</p>				

Core Measure 1b: ACEL NUMERACY COMBINED P1, P4, P7				
Annual Trajectory	Overall levels %	SIMD Quintile 1 %	SIMD Quintile 5 %	Gap (Q1 – Q5) pp
2023-24	85.0	77.5	93.8	16.3
2024-25	85.5	78.0	93.9	15.9
2025-26 Stretch aim	86.0	78.5	94.0	15.5
Additional information				
<p>P1, P4, P7 combined numeracy attainment for all pupils is now above the pre-COVID level in 2018/19, after dropping in 2020/21 before increasing again in 2021/22 and 2022/23. This mirrors the national trend, although the drop in the authority attainment was much less severe than the drop nationally. There will be challenges maintaining this trajectory in the future due to the increasing percentage of primary pupils who have English as an additional language and the increasing percentage of ASN pupils, as well as the disrupted learning for nursery children which is now causing concerns in the early primary stages. The authority attainment has always been significantly above the national attainment in this measure. The authority attainment in 2022/23 was 84.69%, slightly above the stretch aim target of 84.5%.</p> <p>P1, P4, P7 combined numeracy attainment for Quintile 1 pupils has shown an increasing trend since 2018/19 and is now significantly above the pre-COVID level in 2018/19. The authority attainment has always been significantly above the national attainment in this measure. The authority attainment in 2022/23 was 76.84%, in line with the stretch aim target of 77%.</p> <p>P1, P4, P7 combined numeracy attainment for Quintile 5 pupils was 93.64% in 2022/23, above the pre-COVID level in 2018/19. Due to the magnitude of the current attainment, only incremental improvements are realistic.</p> <p>The Q1-Q5 attainment gap for P1, P4, P7 combined literacy was significantly wider than the national gap in 2018/19, but the gap narrowed significantly in 2020/21 and has been at a consistent level and narrower than the national gap since.</p>				

Core Measure 2: 1@ LEVEL 5 (all SCQF) LEAVERS				
Annual Trajectory	Overall levels %	SIMD Quintile 1 %	SIMD Quintile 5 %	Gap (Q1 – Q5) pp
2023-24	94.0	90.0	98.8	8.8
2024-25	94.0	91.0	98.8	7.8
2025-26 Stretch aim	94.0	92.0	98.8	6.8
Additional information				
<p>The three-year trajectories for this measure have been devised based on trends over time. A strategic plan implemented in 2016/17 accounts for the significant rise over the last 5 years and we must now work to maintain this ambitious level of attainment.</p> <p>West Lothian is currently 6pp above the VC and 5.1pp above National. Current evidence indicates that the raising attainment interventions that have been implemented in recent years have</p>				

supported learners to achieve well and the aim is to maintain this impressive and ambitious level of achievement of 94% – albeit against a challenging and changing context of attendance and school leavers. This may mean the level of ambition demonstrated within this aim may require to be revisited.

The present VC for Q1 is currently 78.3% and the National is 80.2%, West Lothian was 11.5pp above the VC and 9.6pp above National. Current evidence indicates that the raising attainment interventions in place across the secondary schools will support progress towards this ambitious stretch aim of 92% – albeit against a challenging and changing context of attendance and school leavers. This may mean the level of ambition demonstrated within this aim may require to be revisited.

The VC for Q5 is currently 96.7% and the National is 96.4%, West Lothian was 2.1pp above the VC and 2.4pp above National. Current evidence indicates that the raising attainment interventions in place across the secondary schools will support maintaining this level of performance across West Lothian – albeit against a challenging and changing context of attendance and school leavers. This may mean the level of ambition demonstrated within this aim may require to be revisited.

The gap stretch aim of 6.8pp is based on a starting gap 23/24 of 8.8pp. In 15/16 the West Lothian gap was 23.9pp, there have already been significant improvements and the evidence suggests that the gap of 6.8pp is achievable within the timeframe.

Core Measure 3:				
1@ LEVEL 6 (all SCQF) LEAVERS				
Annual Trajectory	Overall levels %	SIMD Quintile 1 %	SIMD Quintile 5 %	Gap (Q1 – Q5) pp
2023-24	76 - 78	62 - 65	88 - 90	23 - 28
2024-25	77 - 78	66 - 68	89 - 90	21 - 24
2025-26	78	70	90	20
Stretch aim				
Additional information				
<p>The qualification and resulting methods implemented during the pandemic saw a spike in the data (as it did nationally 19/20, 20/21) and therefore data has not been included within the trend line. In addition, in session 21/22 there were students who would have gained qualifications through the ACM model, we have removed that data to give true comparison to pre-covid data.</p> <p>In the last fully verified year for overall levels where the highest attainment was 72%, pre covid, West Lothian was 9pp above the VC and 6pp above National. Current evidence indicates that the raising attainment interventions in place across the secondary schools will support progress towards this ambitious stretch aim of 78% – albeit against a challenging and changing context of attendance and school leavers. This may mean the level of ambition demonstrated within this aim may require to be revisited.</p> <p>In the last fully verified year for Q1 levels where the highest attainment was 60%, pre covid, West Lothian was 13pp above the VC and 10pp above National. Current evidence indicates that the raising attainment interventions in place across the secondary schools will support progress towards this ambitious stretch aim of 70% – albeit against a challenging and changing context of attendance and school leavers. This may mean the level of ambition demonstrated within this aim may require to be revisited.</p>				

The gap stretch aim of 21pp is based on a starting range in 23/24 of between 23pp and 28pp, based on an anticipated performance of 26pp. This would match the best performance pre-covid and demonstrates and improvement when compared to the average of the three years prior to covid of 32pp.

Core Measure 4:				
PARTICIPATION MEASURE				
Annual Trajectory	Overall levels %	SIMD Quintile 1 %	SIMD Quintile 5 %	Gap (Q1 – Q5) pp
2023-24 Pub Aug 2024	94.2	90.1	97.3	7.2
2024-25 Pub Aug 2025	94.7	90.7	97.4	6.7
2025-26 Stretch aim Pub Aug 2026	95.1	91.3	97.5	6.2
Additional information				
<p>The three-year trajectories for this measure have been devised based on trends over time in the authority and nationally. The authority has always been above or equal to the national percentage and the targets have been set to maintain this. The best performance was in 2022 with 92.4% nationally and 93.4% in the authority. The stretch aim of 95.1% has been set to continue this improvement.</p> <p>Historically West Lothian has been above the National trend for Q1 with 87.4% the highest nationally achieved. This measure has seen a general increase over time moving from 84.6% in 2016/17 to 89.1 in 2021/22 The targets for Q1 allow for an increase over time of 0.5pp per year which while ambitious is seen to be realistic.</p> <p>Q5 has also seen an increase over time both in the authority and nationally but at a far slower rate. The best performance nationally was 96.7% and in the authority 97.2%. The targets have been set to increase the measure by 0.1pp per year with a stretch aim that is 0.3pp above the best authority performance and 0.8pp above the best national performance.</p>				

Core Measure 5a:				
HWB: PRIMARY ATTENDANCE				
Annual Trajectory	Overall levels %	SIMD Quintile 1 %	SIMD Quintile 5 %	Gap (Q1 – Q5) pp
2023-24	93.0	90.8	95.3	4.5
2024-25	93.9	92.0	95.8	3.8
2025-26 Stretch aim	94.7	93.1	96.3	3.2
Additional information				
<p>We have readjusted our stretch aim from last session based on updated data intelligence and an increased understanding of the attendance context in 2022-23. The three-year trajectories above have been devised based on trends over time in the authority and nationally. National figures for 2016-17 and 2018-19 for all learners were 94.9% and 94.5 % respectively. Cumulative monthly</p>				

attendance data and annual patterns for 2018-19 and 2022-23 in West Lothian have also been compared. 2018-19 offers the most meaningful comparison with the current year due to Covid attendance codes no longer being in use from April 2022. There is no national data available for 2022-23 yet for comparison. From the authority data, it can be seen that attendance tracks the same pattern over the year with a dip of around 4pp in the winter months. West Lothian historical data usually sits slightly above the national, hence the overall target for all learners of 94.7% demonstrates improvement – this would return West Lothian Primary Schools to a pre-pandemic level of attendance and, if the National trends continue, above performance across all Scottish Primary Schools.

Core Measure 5b:				
SECONDARY ATTENDANCE				
Annual Trajectory	Overall levels %	SIMD Quintile 1 %	SIMD Quintile 5 %	Gap (Q1 – Q5) pp
2023-24	86.0 - 88.0	81.0 - 84.0	92.0 - 93.0	8.0 - 12.0
2024-25	87.0 - 90.0	83.0 - 86.0	93.0 - 94.0	7.0 - 11.0
2025-26	91.0	88.0	95.0	7.0
Stretch aim				
Additional information				
<p>We have readjusted our stretch aim from last session based on updated data intelligence and an increased understanding of the attendance context in 2022-23. The three-year trajectories above have been devised based on trends over time in the authority and nationally. National figures for 2016-17 and 2018-19 for all learners were 90.7% and 91.2 % respectively. Cumulative monthly attendance data and annual patterns for 2018-19 and 2022-23 in West Lothian have also been compared. 2018-19 offers the most meaningful comparison with the current year due to Covid attendance codes no longer being in use from April 2022. There is no national data available for 2022-23 yet for comparison. From the authority data, it can be seen that attendance tracks the same pattern over the year with a dip of around 4pp in the winter months. However, in the current year attendance in August started 4pp lower than in 2018-19, leading to a lower cumulative % for the year. West Lothian historical data usually sits slightly below the national, hence the overall target for all learners of 91% demonstrates improvement. Contextual factors have been taken into account, including the likely impact of Cost of Living and the increase in authorised absence (including Covid) in the winter months. Therefore, it was agreed that the above trajectories are ambitious yet achievable for all learners as well as Q1 and Q5.</p>				

Core Plus Measure 6:				
ACEL S3 LITERACY				
Annual Trajectory	Overall levels %	SIMD Quintile 1 %	SIMD Quintile 5 %	Gap (Q1 – Q5) pp
2023-24	95.0	90.1	98.7	8.6
2024-25	95.0	92.5	98.7	6.2
2025-26	95.0	93.0	98.7	5.7
Stretch aim				
Additional information				
<p>In setting these stretch aims and the trajectories for progress over three years, we have considered CfE data over the past 6 years, CAT data for the relevant cohorts, SNSA predictions and primary CfE data over time. As ACEL S3 Literacy and Numeracy are new stretch aims, we do not have targets</p>				

from previous years to compare to. There is also no national data for S3 for 2019/20 and 2020/21 to compare against and national data for 22/23 is not yet available.

West Lothian has historically significantly outperformed the national for S3 ACEL measures. Therefore we have set stretch aims which are as ambitious as possible whilst taking into account challenges that will be faced in the future. These include the increasing percentage of pupils who have English as an additional language and the increasing percentage of ASN pupils, as well as the disrupted learning that these pupils faced during remote learning in the upper years of primary, now impacting progress and attainment in S1-S3. The authority attainment in 2022/23 was 95.4%, the third highest performance in a six-year timeframe. The highest national performance over the past 5 years is 87.9. We feel that maintaining a 95% target across three years is realistic given the current context.

We have set a Q1 stretch aim of 93% by 2025-6, with incremental increases towards this over the next three years. This would be an almost 2pp increase on 22/23 and at least a 1pp increase on almost all years in the timeframe. The highest national performance for Q1 is 84.7% so 93% is ambitious in comparison to this.

We have set a stretch aim of 98.7% for Q5, to be maintained across the three years. This is in line with attainment over the past three years. Again, given the current context, maintenance of the current very high level of performance is realistic. The highest national performance at Q5 is 96.3% so our stretch aim would be almost 2pp above this.

Over the three year period, the Q1-Q5 gap will narrow by almost 3pp if targets are met.

Core Plus Measure 7:

ACEL S3 NUMERACY

Annual Trajectory	Overall levels %	SIMD Quintile 1 %	SIMD Quintile 5 %	Gap (Q1 – Q5) pp
2023-24	95.0	90.1	98.5	8.4
2024-25	95.0	92.9	98.5	5.6
2025-26	95.0	93.4	98.5	5.1
Stretch aim				

Additional information

In setting these stretch aims and the trajectories for progress over three years, we have considered CfE data over the past 6 years, CAT data for the relevant cohorts, SNSA predictions and primary CfE data over time. As ACEL S3 Literacy and Numeracy are new stretch aims, we do not have targets from previous years to compare to. There is also no national data for S3 for 2019/20 and 2020/21 to compare against and national data for 22/23 is not yet available.

West Lothian has historically significantly outperformed the national for S3 ACEL measures. Therefore we have set stretch aims which are as ambitious as possible whilst taking into account challenges that will be faced in the future. These include the increasing percentage of pupils who have English as an additional language and the increasing percentage of ASN pupils, as well as the disrupted learning that these pupils faced during remote learning in the upper years of primary, now impacting progress and attainment in S1-S3. The authority attainment in 2022/23 was 94.9%, slightly below performance in 20/21 and 21/22 but above the three years prior to this. We have set the stretch aim for all S3 pupils at 95%, to be maintained across the three years of the plan. The highest national performance for all pupils on record is 90.2% so our target is ambitious in comparison. We feel that maintaining a 95% target across three years is realistic given the current context.

We have set a Q1 stretch aim of 93.4% by 2025-6, with incremental increases towards this over the next three years. This would be a 3pp increase on 22/23 and significantly higher than all years in the timeframe, with the exception of 21/22. The highest national performance for Q1 is 82.97% so 93.4% is very ambitious in comparison to this.

We have set a stretch aim of 98.5% for Q5, to be maintained across the three years. This is in line with attainment over the past three years. Again, given the current context, maintenance of the current very high level of performance is realistic. The highest national performance at Q5 is 96.3% so our stretch aim would be 2pp above this.

Over the three years of the plan, the Q1-Q5 gap will narrow by 3.3pp if targets are met.

Core Plus Measure 8:				
INITIAL POSITIVE DESTINATIONS				
Annual Trajectory	Overall levels %	SIMD Quintile 1 %	SIMD Quintile 5 %	Gap (Q1 – Q5) pp
2023-24 Published Feb 2025	96.1	92.2	97.5	5.3
2024-25 Published Feb 2026	96.7	92.8	97.7	4.9
2025-26 Stretch aim Published Feb 27	97.3	93.4	97.9	4.5
Additional information				
<p>The three-year trajectories for this measure have been devised based on trends over time in the authority and nationally. The best performance by the authority was 95.3% during the pandemic but dropped afterwards to 94.6% The targets have been set to surpass the pre-pandemic levels with an increase of 0.6pp per year. The ambitious stretch aim is backed up with action plans, a relentless focus on improvement and will be part of school attainment meetings.</p> <p>Historically West Lothian has been above the National trend for Q1 with 93.37% the highest nationally achieved. Since the pandemic there has been a drop in this measure from 93.88% to 91.67% last year. The targets for Q1 allow for an increase over time of 0.6pp per year which while ambitious is seen to be realistic and aims to achieve higher than the national value.</p> <p>Q5 has seen a decrease in performance since the pandemic. The targets for this measure allow for an increase over time of 0.2pp per year which while ambitious is seen to be realistic and aims to achieve higher than the national value and closer to the pre-pandemic authority levels while closing the gap between Q1 and Q5.</p>				

Core Plus Measure 9: IMPROVED OUTCOMES FOR LOOKED AFTER CHILDREN AT HOME – PRIMARY & SECONDARY		
Annual Trajectory	Actions	Outcome (completion)
2023-24	<ul style="list-style-type: none"> • Develop an enhanced model of supporting CECYP learners in primary including data concordance • Continue collaboration with secondary school staff • Continue to build on partnership work to support engagement, participation and wider achievement • Explore possibility of a virtual school for CECYP • Establish education steering group to consider universal, targeted and intensive support (including attendance, exclusions and transitions) 	
2024-25	<ul style="list-style-type: none"> • Refresh approaches to school self-evaluation • Expand the professional learning offer to support schools • Implement new strategic model of support • Evaluate approaches to universal, targeted and intensive support 	
2025-26 Stretch aim	West Lothian education services has an ambitious strategic approach to improving outcomes for children who are looked after at home through effective partnership working. Improvement as a result of the approach will be evidenced through a range of appropriate and relevant measures in performance information.	
Additional information		
<p>Given the concerns regarding some of the outcomes of looked after children at home, the decision has been made to have a specific lens on this particular group.</p> <p>These actions further enhance the significant work across education services, social policy and other partners across West Lothian in their implementation of The Promise.</p> <p>Further detail of this work can be found in the West Lothian Corporate parenting plan. Two of the collaborative projects focus on CECYP improvements and are funded by the Scottish Attainment Challenge.</p>		

Core Plus Measure 10: HOW GOOD IS OUR APPROACH TO MITIGATING COST OF THE SCHOOL DAY? (Based on achievement of 100% Cost of the School Day statements in every school 2022-23)		
Annual Trajectory	Actions	Outcome (completion)
2023-24	<ul style="list-style-type: none"> • Development of self-evaluation statements with working group/ CoSD leads • Development of support resources with working group/CoSD leads • Schools to evaluate impact of CoSD using self-evaluation statements and a variety of relevant measures • Specific CoSD focus to underpin FLW networks 	

	<ul style="list-style-type: none"> • Collation of evidence from partners including improvement of school engagement with FORT • Promote sources of support such as The School Bank and encourage referrals • Collation of school and partner self-evaluation for WL statement & outcome • Share examples of effective practice 	
2024-25	<ul style="list-style-type: none"> • Implement further improvement actions based on self-evaluation 2023-24 • WL learner and family focus groups to gather evidence of impact • Collation of evidence of impact from partners • Collation of self-evaluation for WL statement & outcome • Share examples of effective practice • All school staff to have engaged with Cost of the School Day e-learning module by December 2024 • All operational services staff in school to have engaged with aspects of Cost of the School Day key messages 	
2025-26 Stretch aim	All West Lothian schools have a very good (or better) approach to mitigating the cost of the school day for learners and families, using a range of relevant measures to clearly demonstrate evidence of impact	
Additional information		
<p>Positive progress has been made with local authority work on addressing the cost of the school day. Every school now has a cost of the school day statement in place however it is recognised that the next step is to evaluate the effectiveness of this and consider the impact on learners and families. The starting point will be to reflect on good practice in this area and create a clear and shared understanding of what strategies are most impactful. Effective procedures for communication and consultation with stakeholders will require to be central to this process. The CoSD working group/leads will steer development and partnership working with relevant agencies will provide additional support, training and awareness raising. Additional work in this area is highlighted in the actions above.</p>		

Core Plus Measure 11: HOW GOOD IS OUR APPROACH TO ENSURING LEARNER VOICE IS AT THE HEART OF THE SCOTTISH ATTAINMENT CHALLENGE?		
Annual Trajectory	Actions	Outcome (Completion)
2023-24	<ul style="list-style-type: none"> • Participate in Education Scotland/CLD pilot evaluating learner voice for SAC • Analysis of PEF planning tool regarding consultation with learners • Ensure SEF collaborative projects planning have greater emphasis on involvement of learner voice • Analysis of HWB check-in responses • Pilot of learner voice in ELC • Production of initial evaluative statement encompassing all above • Development of guidance to support schools with self-evaluating learner voice for SAC based on 	

	Education Scotland/CLD pilot and other findings – this will also include gathering evidence of the impact on learners	
2024-25	<ul style="list-style-type: none"> • Implement improvement actions based on evidence from 2023-24 • All schools to self-evaluate how well they involve learners in SAC decisions, and what impact this is having, using guidance provided – this may be via Education Scotland/CLD depending on effectiveness of pilot • Production of evaluative statement with associated improvement actions based on school and SEF evidence 	
2025-26 Stretch aim	West Lothian have a very good (or better) approach to ensuring learner voice is at the heart of the Scottish Attainment Challenge and can evidence this is having a positive impact	
Additional information		
Co-ordination of work across the local authority, and taking cognisance of the work of the Attainment Advisor and Community Learning and Development, is important to ensure learners are involved in SAC decision making and to ensure that this is meaningful and having a positive impact.		

APPENDICES

Scottish Attainment Challenge National Tri-annual Reports

West Lothian TR1 Nov 2022



West Lothian
Triannual Report 1 Nc

West Lothian TR2 March 2023



West Lothian TR2
March 2023.pdf

West Lothian TR3 June 2023



TR3 West Lothian
June 2023.pdf



