

NATIONAL IMPROVEMENT FRAMEWORK IMPROVEMENT PLAN

WEST LoTHIAN COUNCIL

SESSION 2017-18

ACHIEVING EXCELLENCE AND EQUITY



West Lothian
Council

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Appendix 1: Priorities Delivery Plan

(A detailed set of actions, owned by each Lead Group, is positioned below the Delivery Plan and available on request)

Appendix 2: Curriculum for Excellence Levels Targets – tabular format

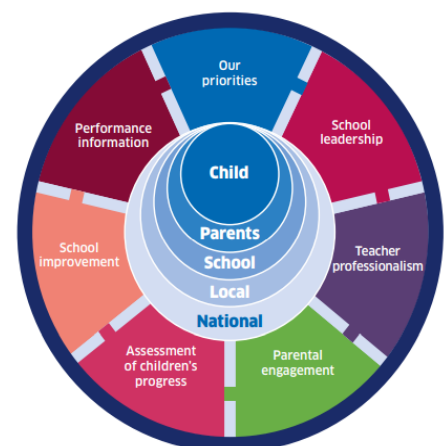
Appendix 3: Closing the Gap Performance Profile

References:

1. West Lothian EPS National Improvement Framework

<http://www.westlothian.gov.uk/EducationPsychologyService>

Glossary



WEST LOTHIAN PERSPECTIVE

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

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

This NIF Improvement Plan (NIFIP) represents West Lothian Council's annual statement of improvement objectives. As such, it is consistent with the Council's Corporate Plan and the Community Planning Partnership's Single Outcome Agreement. It will provide the mechanism by which the Service will fulfil the objectives and meet the targets in these plans.

Our mission to ensure excellence and equity for all our children and young people is strongly reflected within the Vision, Values and Ambition of West Lothian Council, as well as the Single Outcome Agreement and Corporate Priorities.

Vison, Values and Ambition of West Lothian Council

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

- promote the expectation that every child matters and has the capacity to learn
- intervene systematically to break the cycle of disadvantage at all stages, and with an emphasis on the early years and subsequent sustained intervention
- create a collaborative culture which enables strong leadership of learning and which values visionary leaders who are focused on improved outcomes for all learners
- expect and support the development of effective and reflective teachers and leaders through robust quality improvement
- expect and support the development of effective programmes which lead to improved learning and teaching in every classroom
- improve the quality of the evidence which demonstrates the link between learning and teaching and sustained life outcomes for school leavers.
- create effective performance management systems for all leaders and practitioners which draw on rich and robust data

The Single Outcome Agreement and Corporate Plan

The Single Outcome Agreement is the ten year strategic plan of the West Lothian Community Planning Partnership. This ensures that partners focus on achieving shared objectives including:

- Our children have the best start in life and are ready to succeed
- We are better educated and have access to increased and better quality learning and employment opportunities
- People most at risk are protected and supported to achieve improved life chances
- We live longer healthier lives and have reduced health inequalities

The Corporate Plan sets the strategic direction and our priorities for West Lothian Council. There are eight priorities that we, and our community, believe can make a lasting and sustainable impact on the local area and improve the lives of residents in West Lothian.

Priority 1: Delivering positive outcomes and early interventions for early years

Priority 2: Improving the employment position in West Lothian

Priority 3: Improving attainment and positive destinations for school children

Priority 4: Improving the quality of life for older people

Priority 5: Minimising poverty, the cycle of deprivation and promoting equality

Priority 6: Reducing crime and improving community safety

Priority 7: Delivering positive outcomes on health

Priority 8: Protecting the built and natural environment

The Corporate Plan informs Education Services Management Plan to ensure our work impacts positively on services for children and young people.

Education Services Management Plan

The key aims of the Education Services Management Plan are to ensure excellence and equity for children and young people by:

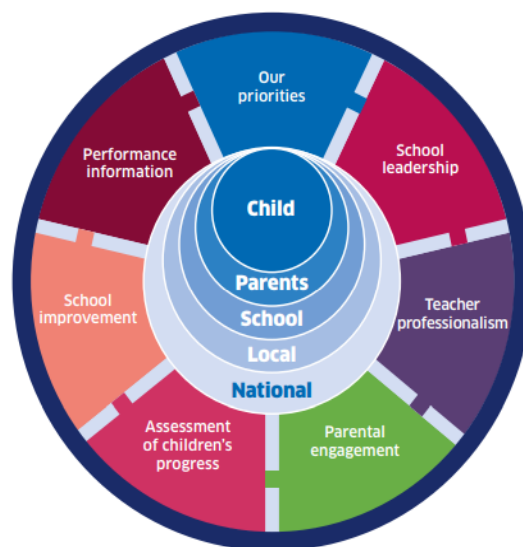
- Raising standards of attainment and achievement
- Improving employability and positive destinations for all school leavers
- Reducing the gaps in attainment, achievement and employability arising from social and economic disadvantage
- Improving the learning environment
- Promoting equality of access to education
- Developing values and citizenship
- Promoting learning for life and encouraging a creative, enterprising and ambitious outlook

The Socio-Economic Duty

West Lothian Council has a deep commitment to ensuring equality of outcome for those pupils impacted by socio-economic disadvantage. This has been addressed in numerous ways. Time limited expenditure has been given to secondary schools whose pupils live within areas of deprivation to support efforts to raise attainment. Additional resources have been allocated to those schools with pupils living in the most deprived areas, including additional staffing to support the establishment of a nurture approach. Schools within West Lothian have participated in the Scottish Attainment Challenge. Other actions include the establishment of Breakfast Clubs in all primary schools, Holiday Lunch and Activity Clubs, the payment of the highest school clothing grant in Scotland, the establishment of school clothing stores, and implementation of the Council's Anti-Poverty Strategy.

West Lothian Council has well established mechanisms for consulting, involving and collaborating with Headteachers, pupils, parents, teaching unions and partners including those on the Community Planning Partnership. Discussion and collaboration in relation to the establishment and improvement of services which will help those pupils impacted by socio-economic disadvantage takes place through these mechanisms as a matter of routine.

In order to ensure that consideration of the Socio-Economic Duty is given due weight when strategic decisions regarding education provision are taken, reference to the Socio-Economic Duty will be made in all reports submitted by officers of Education Services to the Education Executive.



COLLABORATIVE PRACTICES

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

Our collaborations include the use of research to inform practice, ensuring we use a variety of research and evaluative tools to inform future improvement and to help promote innovation. In addition to using performance data and VSE evaluations to support improvement, throughout session 2017-18, we will:

- further develop the use of practitioner enquiry in schools, in partnership with the Educational Psychology Service,
- establish Teacher Learning Communities, in partnership with Tapestry
- use quantitative data sets including the Scottish National Standardised Assessments, Scottish Qualifications Authority results, Realigning Children's Services data and Health and Wellbeing Survey, Achievement of Curriculum for Excellence Levels – Teacher Professional Judgement data
- use national and international evidence eg the National Improvement Hub, the Education Endowment Foundation, the Organisation of Economic Co-operation and Development Reports
- share examples of excellent practice through our own West Lothian Interventions for Equity which will be based on improvement in our schools
- hold an authority-wide conference to highlight examples of Pupil Equity Funding which is clearly demonstrating improvement
- continue to develop on-line resources to support school improvement
- continue to work in partnership with academic partners eg Strathclyde University, Edinburgh University, Stirling University

West Lothian's Quality Improvement and Performance Teams provide support, challenge and guidance to all of the established collaboration models, ensuring that our schools are very well placed to continually improve and achieve the targets set by the local authority.

This role includes:

- working to build capacity amongst senior school leaders and their staff for robust and accurate self-evaluation and identifying the need for high quality career long professional learning which leads to effective school improvement;
- promoting the cycle of improvement through professional dialogue, advice, and support around school evaluations and improvement plans
- holding regular attainment meetings and professional dialogue with head teachers (and extended leadership teams) using robust data analysis from Curriculum for Excellence attainment information, SQA results and standardised testing provided by the Performance Team to agree action for improvement;
- engaging directly with schools, as needed, to support in-school monitoring and self-evaluation, where identified action is required and with those schools involved in Education Scotland inspection;
- bringing evidence from ongoing dialogue, in-school observations and school submissions to identify schools for strategic interventions or authority support. A programme of council supported VSE will involve the Quality Improvement Team and Senior Education Managers working with schools, other service staff and partners;
- advising senior Education Services' managers timeously of challenges facing schools affecting their capacity for continuous improvement.

Moving Forward in Learning

Moving Forward in Learning (MFIL), established in 2013, is a steering group comprising of senior officers, senior school leaders and partners, which 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.

Validated Self-Evaluation Programme

The success of West Lothian's authority supported Validated Self-Evaluation programme, introduced in 2013, has built capacity and capability in our education system, leading to effective collaboration within and between schools – see School Improvement driver for further evidence of impact.

The focus of the authority supported VSE process is to support improvement and evaluate the quality of Leadership and management, Learning provision, and Successes and achievements. VSE involves collaboration between the school, its Quality Improvement Partners (QIPs) and Education Officers (EOs) to support wider challenge and enhance the school's own self-evaluation processes for continuous improvement. VSE is led by the school and is:

- Focused on outcomes
- Proportionate to need
- Flexible, with scope to recognise differences in school contexts
- Rigorous and transparent

Cluster / Learning Communities / HUBs

Clusters and Learning Communities are groups of schools linked by associated secondary schools. This collaboration allows for schools to work together in the context of their local communities and enhance continuity in learning from early years to primary to secondary and then beyond. HUBs are groups of 3 or 4 Clusters/Learning Communities linked to provide enhanced collaboration on a wider network, giving scope for in depth engagement.

Quality Improvement Partnerships (QIPs)

QIPs enable groups of schools to work together at all levels to support collaborative improvement. Schools consider their own context, profile, improvement priorities, leadership development needs and staff development needs when forming their aims for the year. The purpose of these groups are to develop collaborative, improvement-focussed activity which is owned and driven by Headteachers.



Getting It Right for Every Child

In West Lothian, we have a particular focus on Nurture and the importance of early attachment relationships which enables schools to create the context for learning outlined above. This approach incorporates both traditional Nurture Groups and, more recently, whole school nurture practice. We are particularly focused on the health and wellbeing of our Looked After Children and as a result, have a range of activities aimed at supporting staff to support our Looked After Children effectively as part of the Council's Corporate Parenting Plan.

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

We have significant work being undertaken in the GIRFEC agenda. This involves 3 key groups working collaboratively with partners both across and outwith West Lothian to drive forward the GIRFEC agenda in order to 'close the gap' and improve the health and wellbeing of our children and young people.

Our *MFIL Leadership for Health and Wellbeing* group work in conjunction with our Inclusion and Wellbeing Service, Educational Psychology Services and partners from CLD, social policy and health, and next session will focus on Improving Attendance, Mental Wellbeing and using the Wellbeing Indicators to track progress. Our *Inclusion and Wellbeing Service* will focus on the development of the Continuum of Support, Corporate Parenting (Quality Assurance Focus), Transitions and CLPL for health and wellbeing. Our *Educational Psychology Service*, will focus on Nurture, Early Years / Early Intervention, Learning and teaching through evidence based approaches, Corporate Parenting (staff development focus) and Health and wellbeing interventions (loss and bereavement, attachment, anxiety).

Early Learning and Childcare

West Lothian Council will use the Early Learning and Childcare (ELC) Expansion Plan to ensure that the provision of ELC contributes to excellence and equity for all. Equity of outcome will best be delivered through a universal, comprehensive service, ensuring real integration of early learning, and continuity of delivery of curriculum for excellence at early level. We will work with partners to ensure effective transitions from ELC to Primary 1.

The provision of a universal service recognises the importance of effective early intervention to both raising attainment, in particular literacy and numeracy, and to closing the attainment gap resulting from socio-economic deprivation. Within this service, children will benefit from the strong multi-agency partnerships, involving Community Planning Partners, that already exist in each school to ensure that the most vulnerable children receive appropriate support.

This approach is consistent with the requirement of the Socio Economic Duty (Standards in Scotland's Schools etc Act 2000) that education authorities must continually consider whether they 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 these considerations when delivering school education. This duty applies to children receiving ELC. West Lothian Council, in considering the application of the Socio-economic duty to the provision of ELC, will plan for the delivery of a service that emphasises excellence and equity for all, and where investment in ELC will be targeted clearly at those experiencing socio-economic disadvantage.

Community Learning & Development

The National Improvement Framework Improvement Plan (NIFIP) and the three year Community Learning and Development Plan will present a coherent, co-ordinated approach to improving attainment, particularly literacy and numeracy; closing the attainment gap between the most and least disadvantaged; improving health and wellbeing; and improving employability skills and sustained positive destinations, in relation to school age learners and their families.

To raise the attainment of the most disadvantaged, it is appropriate that there is greater partnership working between schools and Community Learning and Development, with a greater emphasis on targeted interventions. Forming and enhancing relationships at school level with partner organisations will increase the co-ordination of these interventions, and ensure that they are targeted at the most disadvantaged pupils utilising the intelligence available to schools.

The CLD Plan sets out how we will co-ordinate provision of CLD through the Community Development Learning Partnerships which have been set up within the catchment area of each non-denominational secondary school; how CLD provision as it relates to school age children and their families, will be led by schools forming appropriate partnerships with providers in their area; and how it will be targeted at the most disadvantaged pupils and their families, utilising intelligence available to the schools. The provision will include youth work, family learning and other early intervention work with pupils and their families.

This co-ordinated approach will ensure that the specific focus of CLD, improved life chances for people of all ages through learning, personal development and active citizenship, and stronger, more resilient, supportive, influential and inclusive communities, is met in West Lothian.



NATIONAL IMPROVEMENT FRAMEWORK POSITION & KEY PLANNED ACTIVITIES

Meeting the ambitions and aspirations for ensuring excellence and equity involves all schools learning and working together with all partners to provide a coherent package of learning and support based around the individual learner and in the context of local needs and circumstances.



A key feature of the ongoing work within West Lothian Council was the Raising Attainment strategy which is now subsumed within the National Improvement Framework Plan. The West Lothian Council Raising Attainment Strategy, implemented from 2012, provided an increased strategic focus to education collaborative working activities in raising attainment. The strategy was developed taking account of best practice in West Lothian schools, the professional knowledge and experience of school and centrally based staff, national practice and international perspective and recommendations. A greater focus on developing a collaborative culture across schools and sectors enabled teachers and leaders to increase the pace at which effective practice is shared and implemented. This approach, which includes our Moving Forward in Learning collaborative work and school Quality Improvement Partnerships will continue to feature in the implementation of the National Improvement Framework Plan.

As a result of our collaborative and strategic approach to raising attainment, West Lothian Council has achieved year on year improvements in educational outcomes and positive destinations for school leavers.

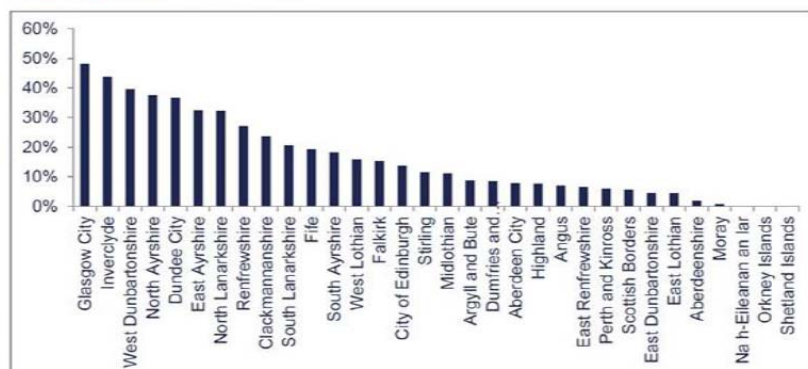
The implementation of the strategy coincided with an increase in positive destinations for school leavers **from 90% in 2012 to in 93% in 2016**. In the same period, **the percentage of young people entering higher education has risen from 35% to 40%**. West Lothian Council will continue to support young people seeking to enter further education, training and employment through Developing Scotland's Young Workforce.

In the period from 2012 - 2017, **attainment in S5 at 5+ at SCQF Level 6 has risen from 13% to 29%; 3+ at Level 6 has increased from 28% to 47%; 1+ at Level 6 the increase is from 46% to 67%**.

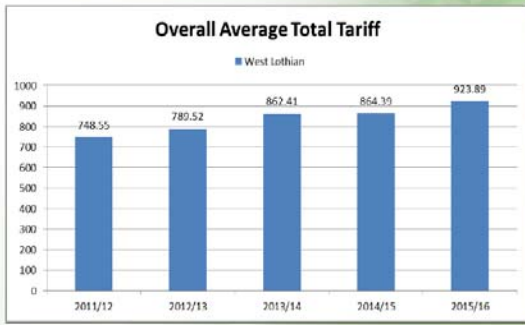
Further information on improvement in attainment for all of our young people is evidenced in the graphs below from the Local Government Benchmarking Framework:

Local Authority Share of Most Deprived Datazones

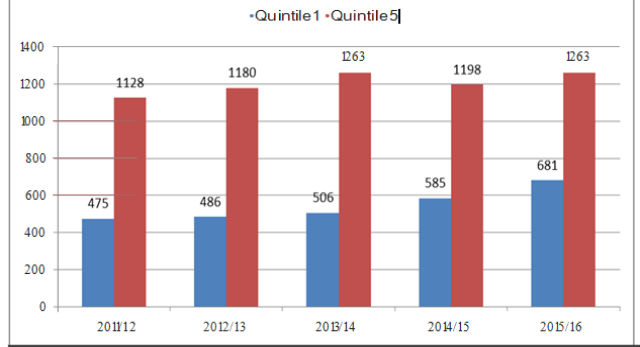
Chart 1: Local share of DZs in each council area that are found in the **20% most deprived** DZs in Scotland



Overall Average Total Tariff

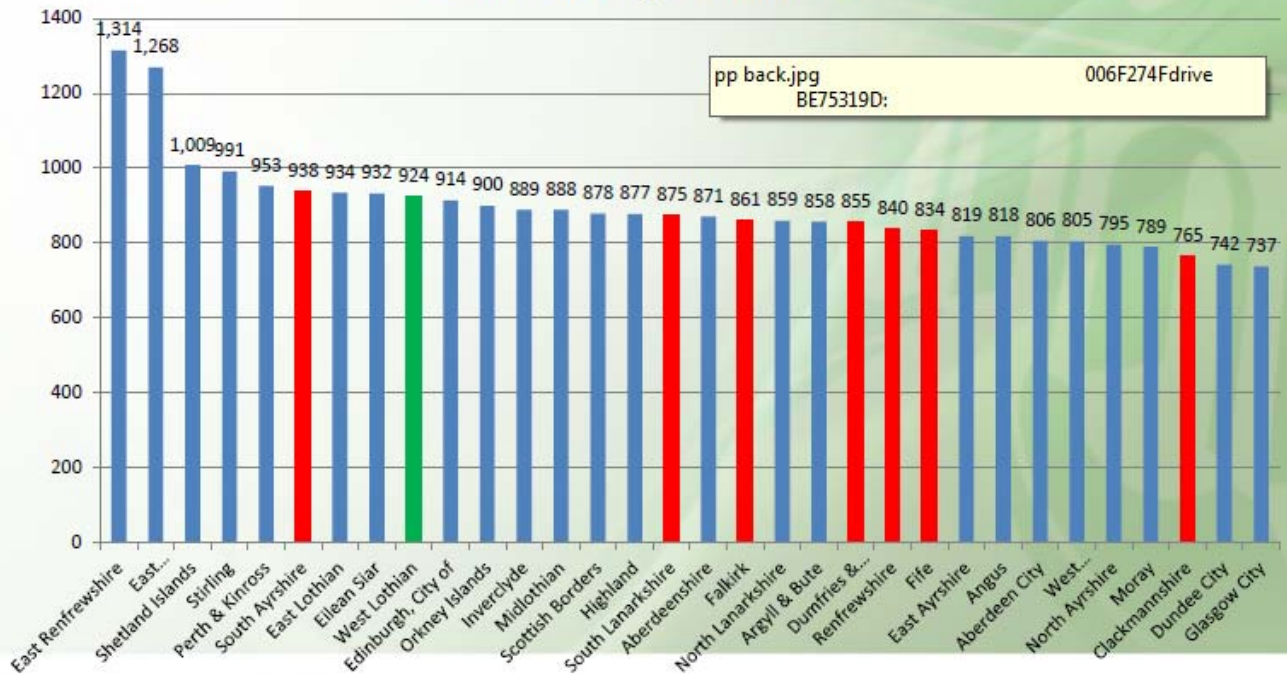


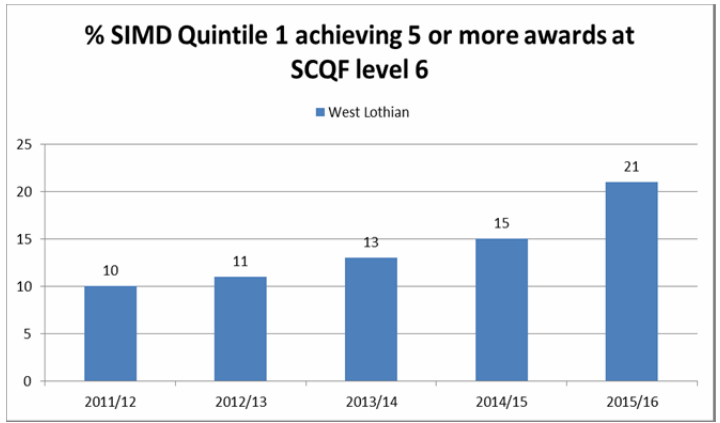
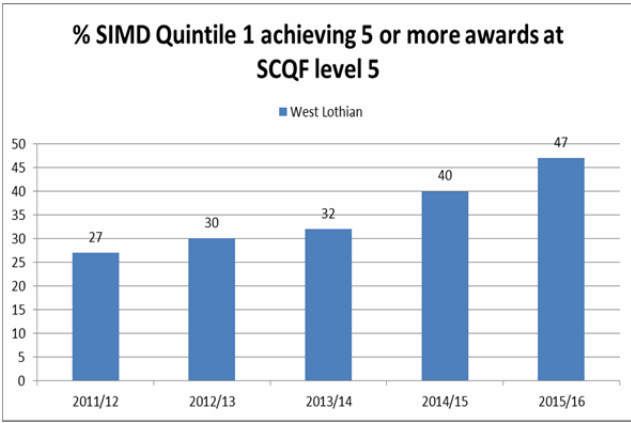
Average Total Tariff Score of SIMD Quintile 1 & 5



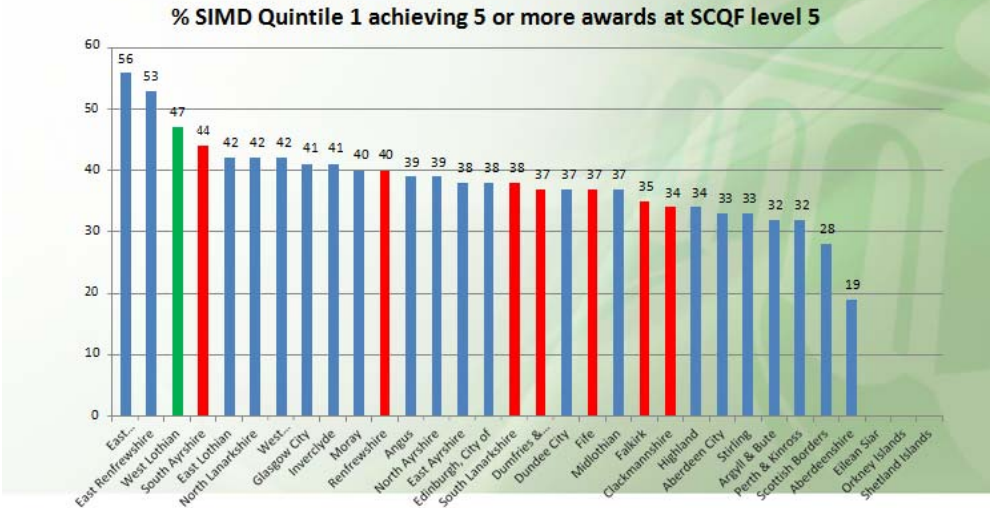
Overall Average Total Tariff

Overall Average Total Tariff

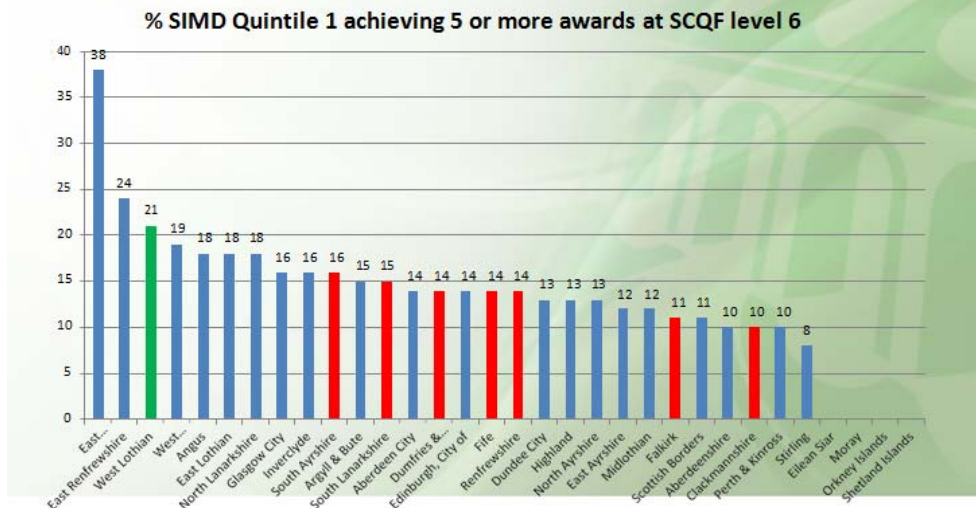




% SIMD Quintile 1 achieving 5 or more awards at SCQF level 5

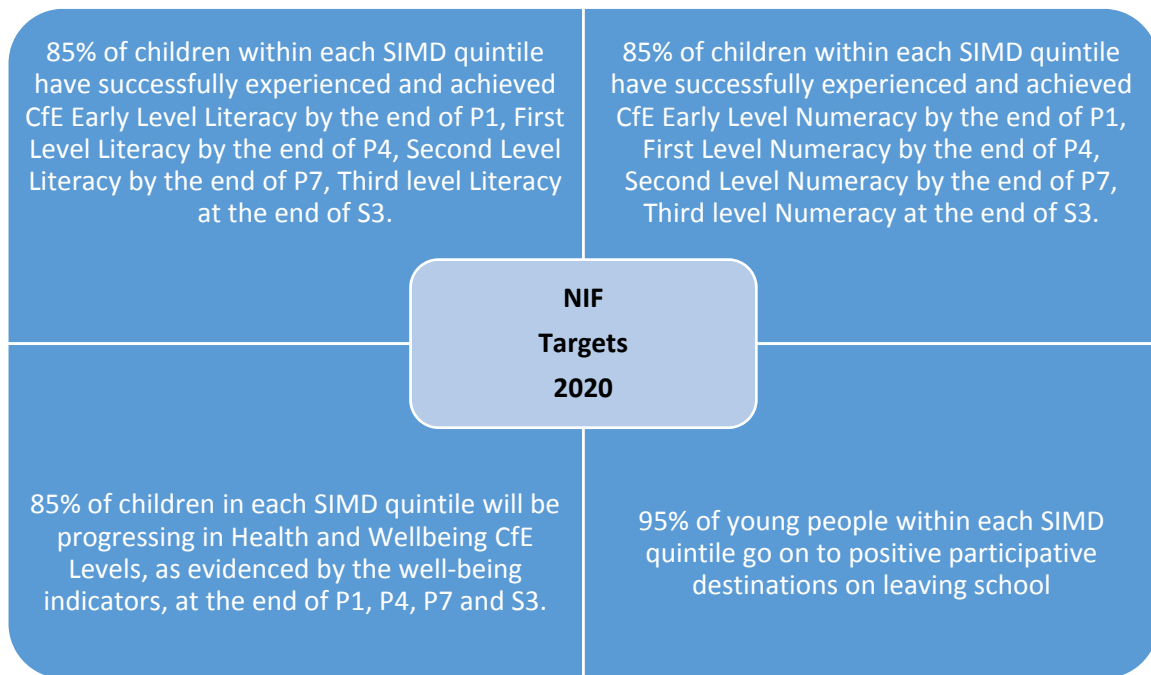


% SIMD Quintile 1 achieving 5 or more awards at SCQF level 6

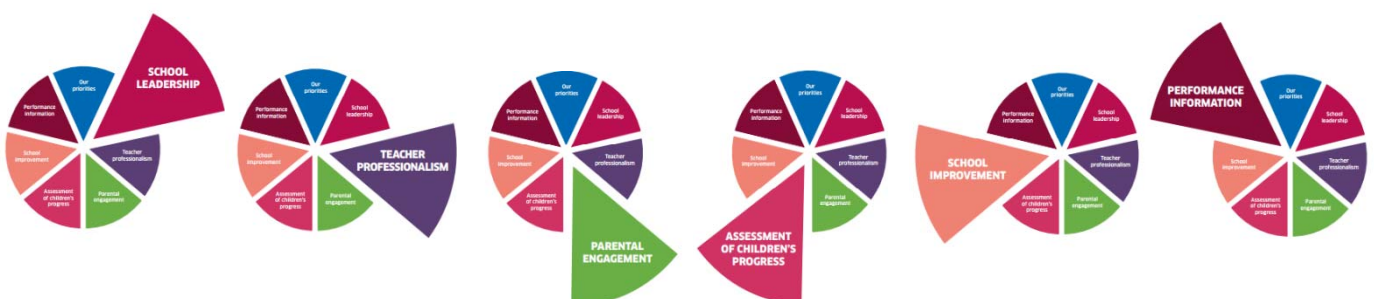


NEXT STAGE IN OUR IMPROVEMENT JOURNEY

Whilst we are proud of our attainment and achievement so far, we are now focussed on delivery of excellence and equity for all of our children and young people. In order to achieve this, the next stage in our improvement journey is to work in collaboration with other local authorities and Education Scotland to continue to improve outcomes for all. In order to achieve this we will work towards the following stretch aims by 2020.



We are aware that these aims are challenging and are not achievable by hard work alone. To have the desired impact there must be a shift in the way that activity is delivered - interventions must be research based as well as both additional and complementary to current practice in order to be effective.



2017-2018 Targets for Improvement

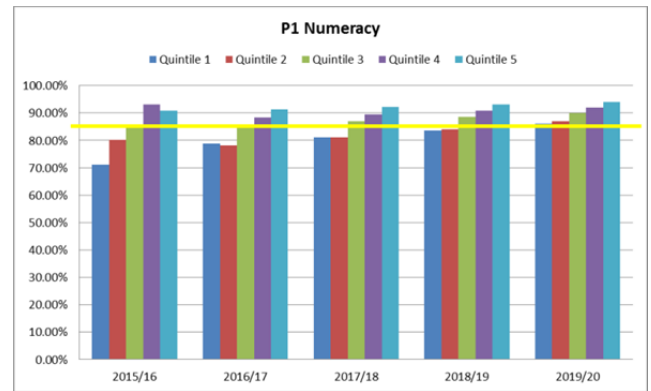
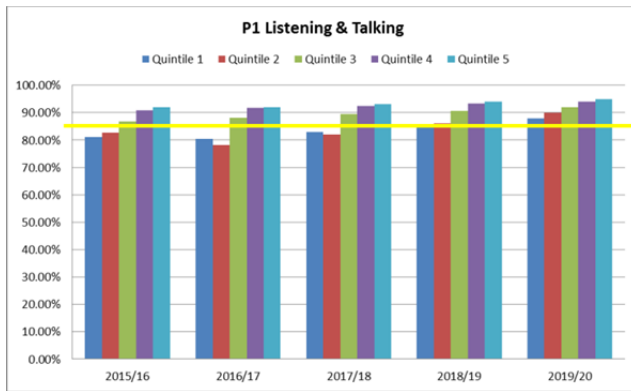
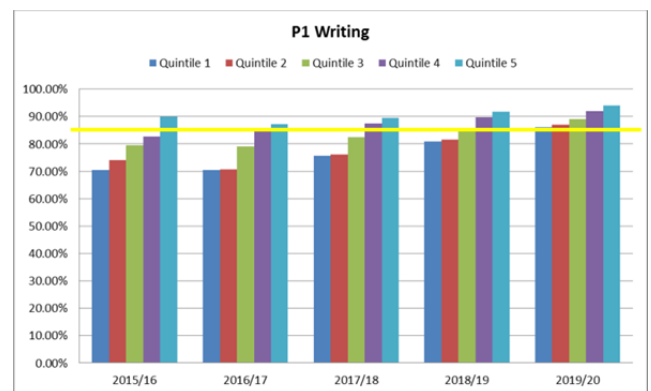
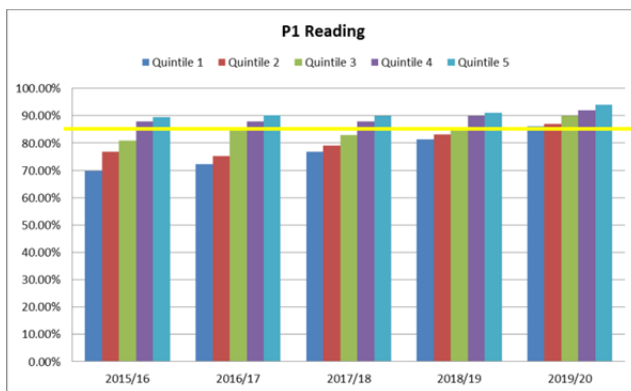
West Lothian Council's National Improvement Framework Plan for Session 2017-18 has the following targets for improvement, based on performance to date and with the intention of meeting the stretch aims set above. Targets will also be set for individual schools.

See Appendix 2 for target information presented in tabular form.

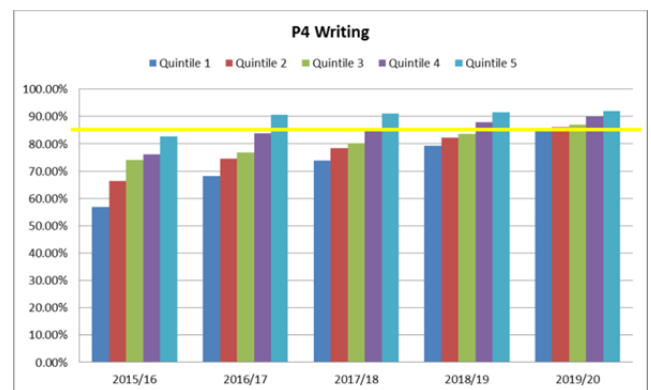
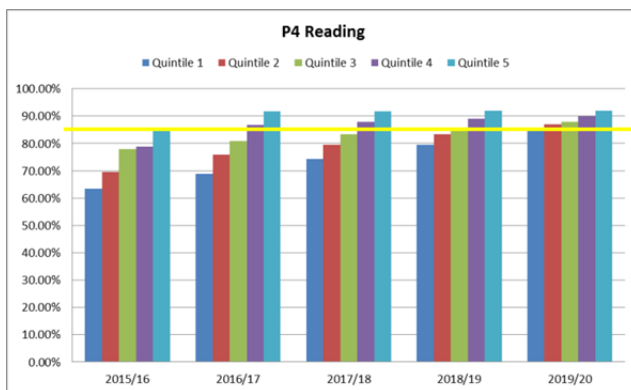
BROAD GENERAL EDUCATION (BGE)

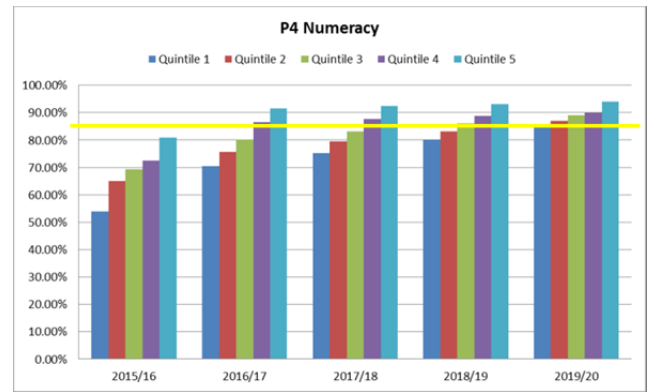
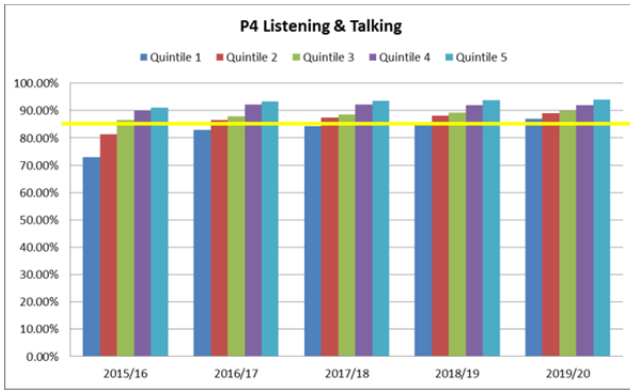
*Note: Achievement of CfE levels are based on teacher professional judgement
2016/17 data is subject to change before submission to Scottish Government
2017/18-2019/2020 is target information*

Early Level Achievement

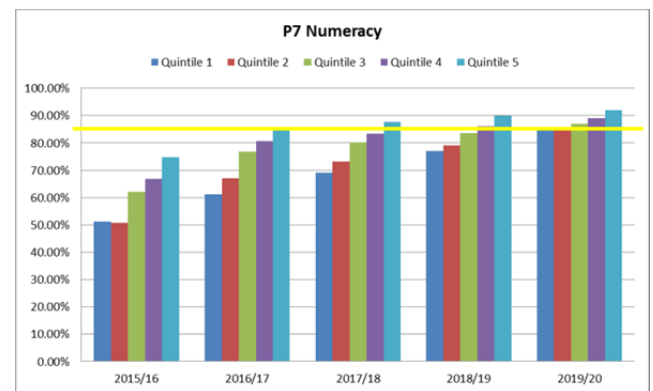
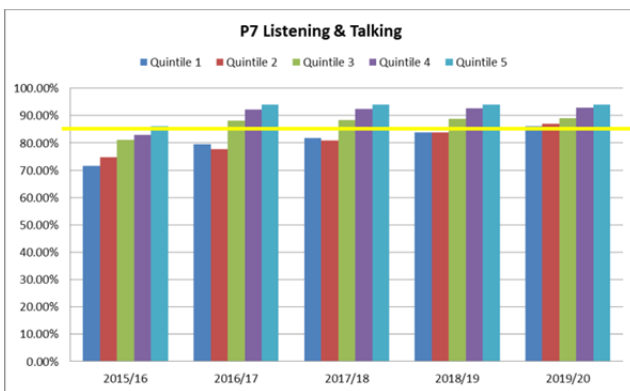
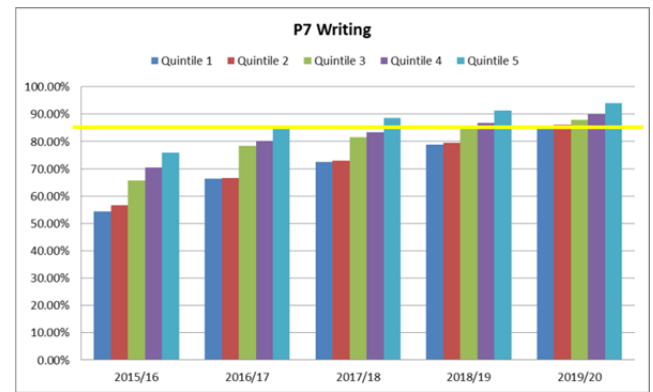
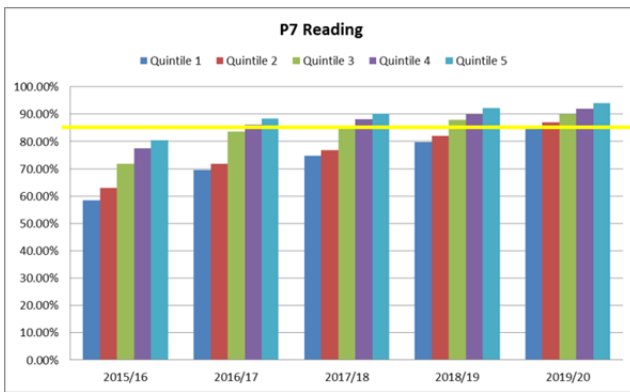


First Level Achievement

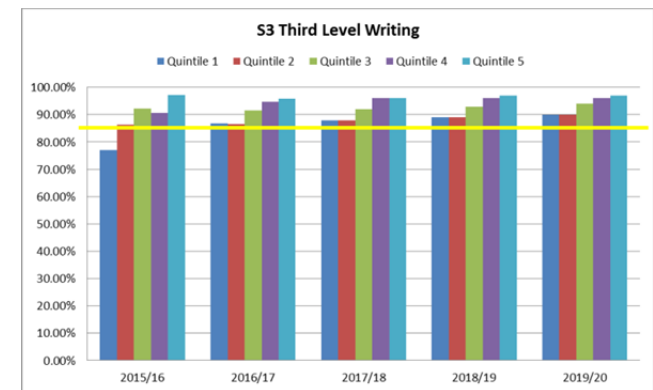
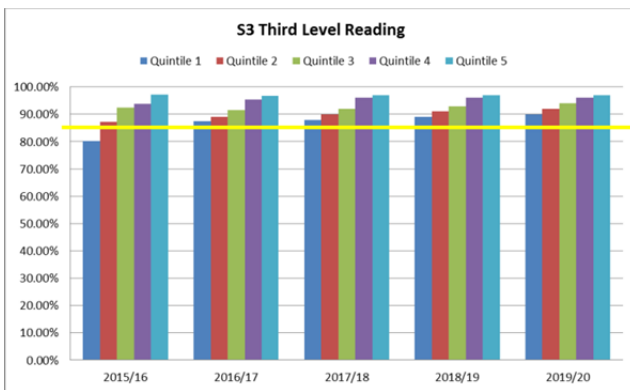


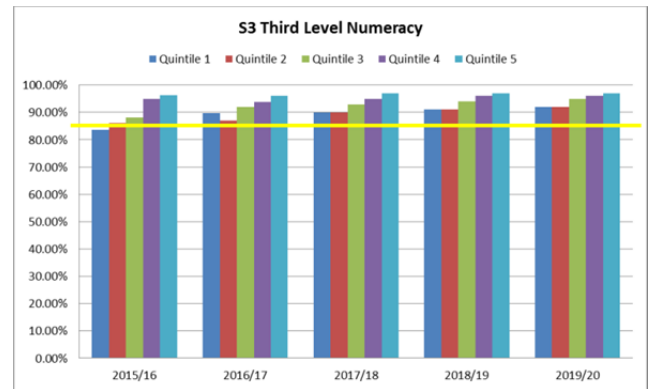
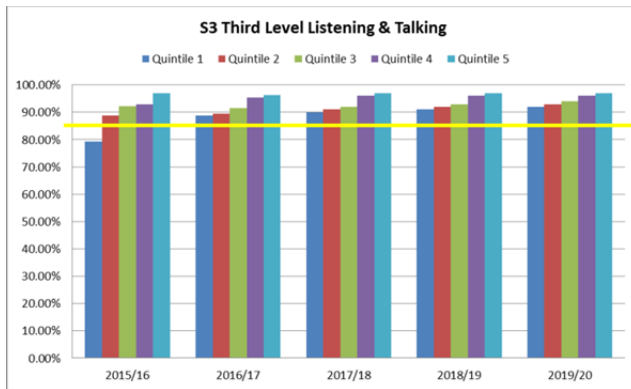


Second Level Achievement



Third Level Achievement

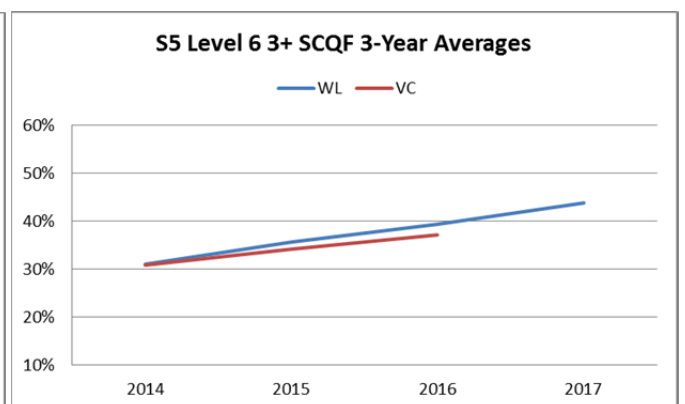
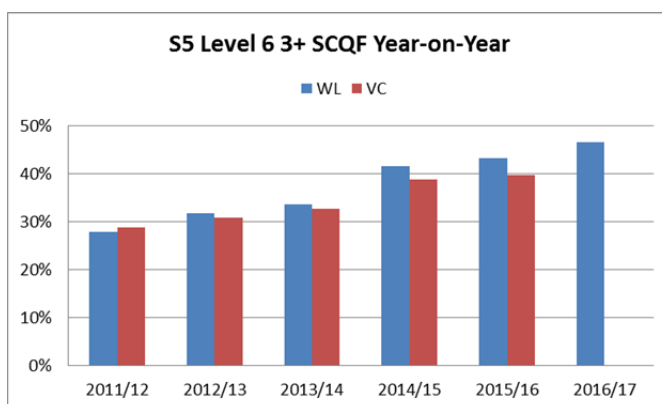
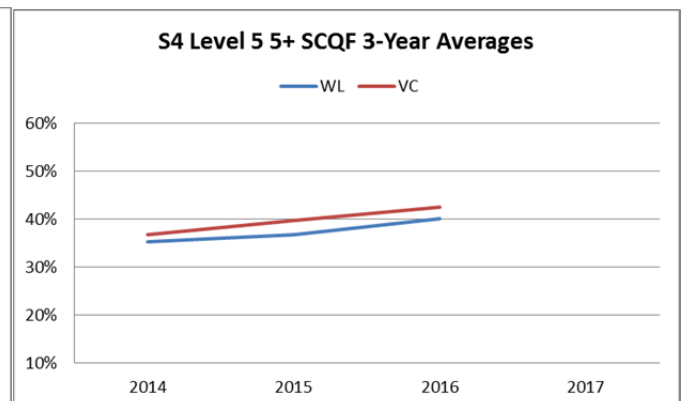
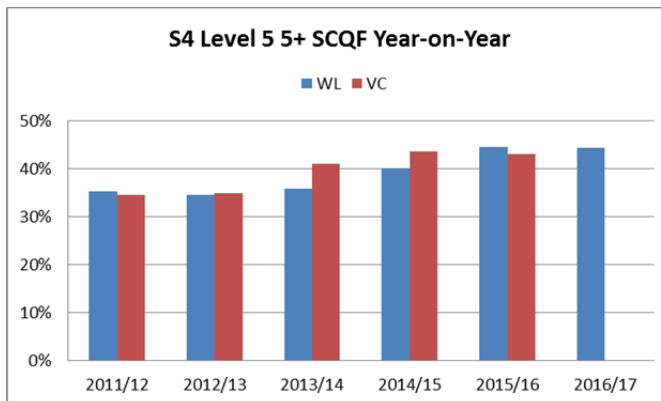


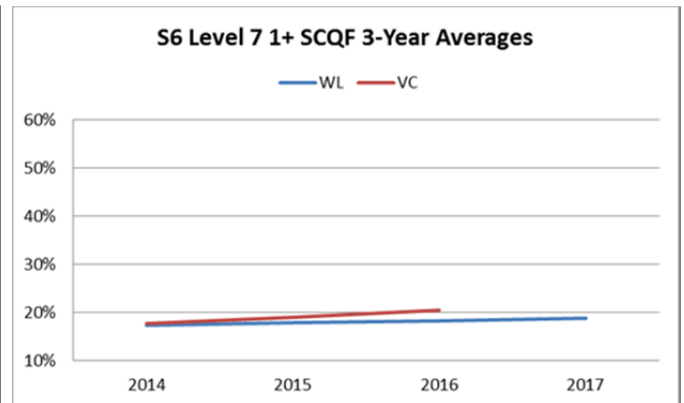
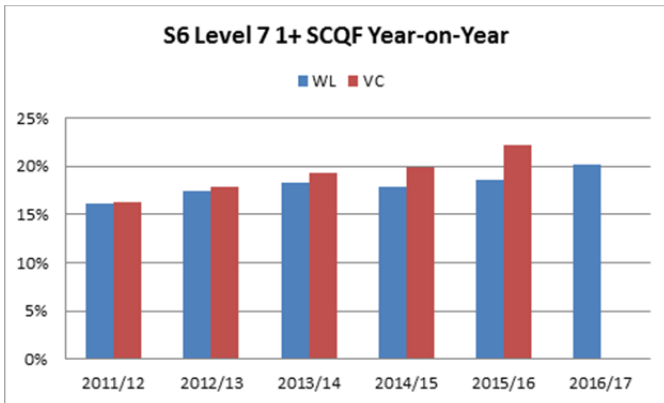
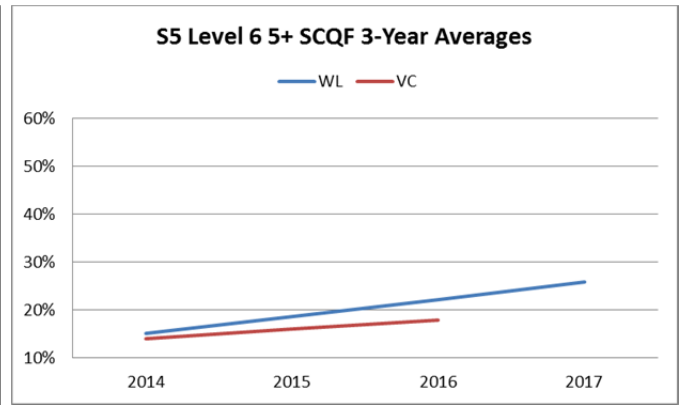
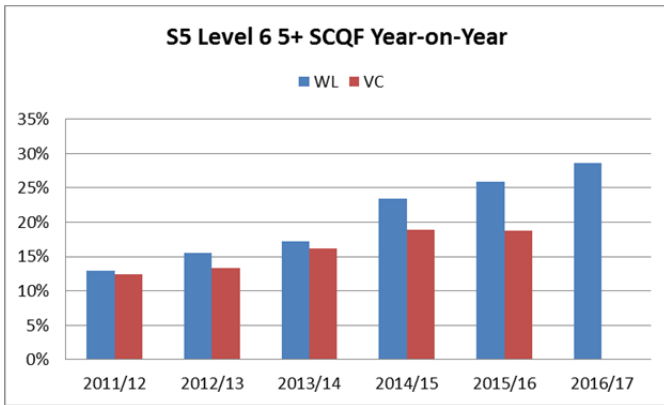


SENIOR PHASE (SP)

It should be noted that this information will be supplemented with 2017 virtual comparator data, information on Literacy and Numeracy SCQF Levels 4 & 5 and Tariff Points at Exit Point (including by Quintile) following the publication of Insight in September 2017. We will also be setting targets based on this data including to demonstrate progress being made towards improving outcomes for Quintile 1 young people.

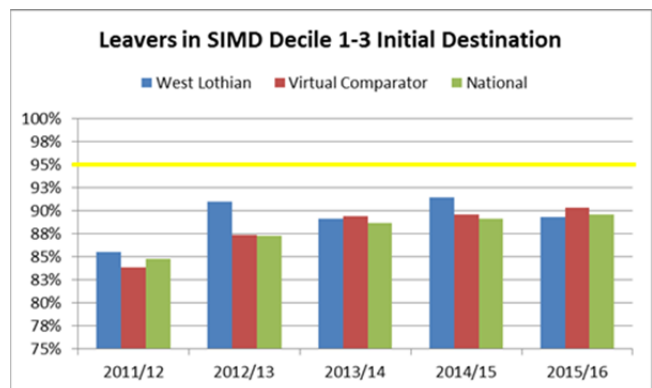
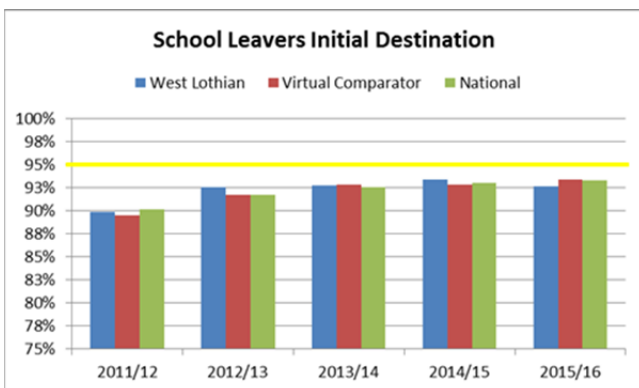
All figures in the line graphs are shown in 3-year rolling averages. (It should also be noted that West Lothian is performing lower than Virtual Comparator in Level 5 achievement in S4 due to the by-pass model in one of our schools.)





SENIOR PHASE TARGETS	BASELINE 2016/17	TARGET SESSION 2017-18
S4 Level 5 5+ SCQF	44.30%	45.30%
S5 Level 6 3+ SCQF	46.7%	47.7%
S5 Level 6 5+ SCQF	28.5%	29.5%
S6 Level 7 1+ SCQF	20.15%	21.15%

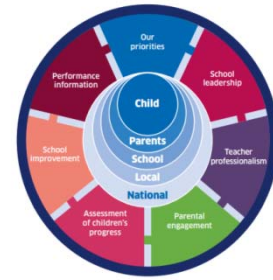
Positive Destination Information



Yellow target line shows stretch aim of 95% of young people within each SIMD quintile go on to positive participative destinations on leaving school by 2020.

IMPROVEMENT ACTIVITIES

In order to achieve these targets, we will focus on the national improvement drivers. Our Priorities Delivery Plan to address the four national priorities is contained in Appendix 1. The Delivery Plan has a set of detailed action plans which are owned by the lead groups involved.



SCHOOL LEADERSHIP

In West Lothian we are committed to ensuring strong leadership at all levels in our schools which seeks to bring about transformational change. We know that such leadership must be collaborative and the productive improvement partnerships that already exist within our school communities demonstrates the success of this collaborative approach to leadership.

Underpinning the development of school leadership is a central feature of improvement within West Lothian. Collaboration and effective partnership working is the hallmark of West Lothian's approach not only in Education Services but is central to the corporate ethos of the council. The Moving Forward in Learning (MFIL) strategy, the purpose of which is to create a collaborative, developmental leadership culture in order for school leaders to improve learning outcomes in their own school, and across all schools is our key driver for building capacity and capability in school leadership at all levels.

In 2017-2018 we will:

- Support the leadership development of aspiring and current headteachers through the implementation and expansion of our leadership Career Long Professional Learning (CLPL) pathways programmes, supported by the appointment of a leadership development post holder to mentor staff undertaking Scottish Council for Education Leadership (SCEL) programmes. Our leadership pathways opportunities will include both internally developed opportunities as well as the promotion of engagement of staff in national initiatives.
- Ensure that school leaders focus on the 3 key messages from HM Inspector of Education: embed Curriculum for Excellence, streamline assessment and close the poverty related attainment gap.
- Establish enhanced links across authorities and nationally in order to further our collaborative approaches to improving school leadership.
- Engage and support the development and improvement of Leadership for Learning through the delivery of interactive workshop sessions for all headteachers and leadership team led by the MFIL Leadership for Improvement working group.
- Introduce a leadership programme for Early Years' Officers in order to build capacity and sustainability in early years' leadership.
- Continue our co-ordinated approach to providing opportunities for professional learning of our senior school leaders in terms of interventions to 'close the gap' and effective use of Pupil Equity Funding, through leadership meetings, input from our Attainment and Improvement Advisors, a conference and other collaborations.
- Build on the success of the Secondary HUB partnerships, and examples of effective partnerships within the primary sector, by establishing and supporting the development of Quality Improvement Partnerships (QIPs) across all of our schools enabling groups of schools to work together at all leadership levels to support collaborative improvement. Schools will consider their own context, profile, improvement priorities, leadership development needs and staff development needs when forming their aims for the year.

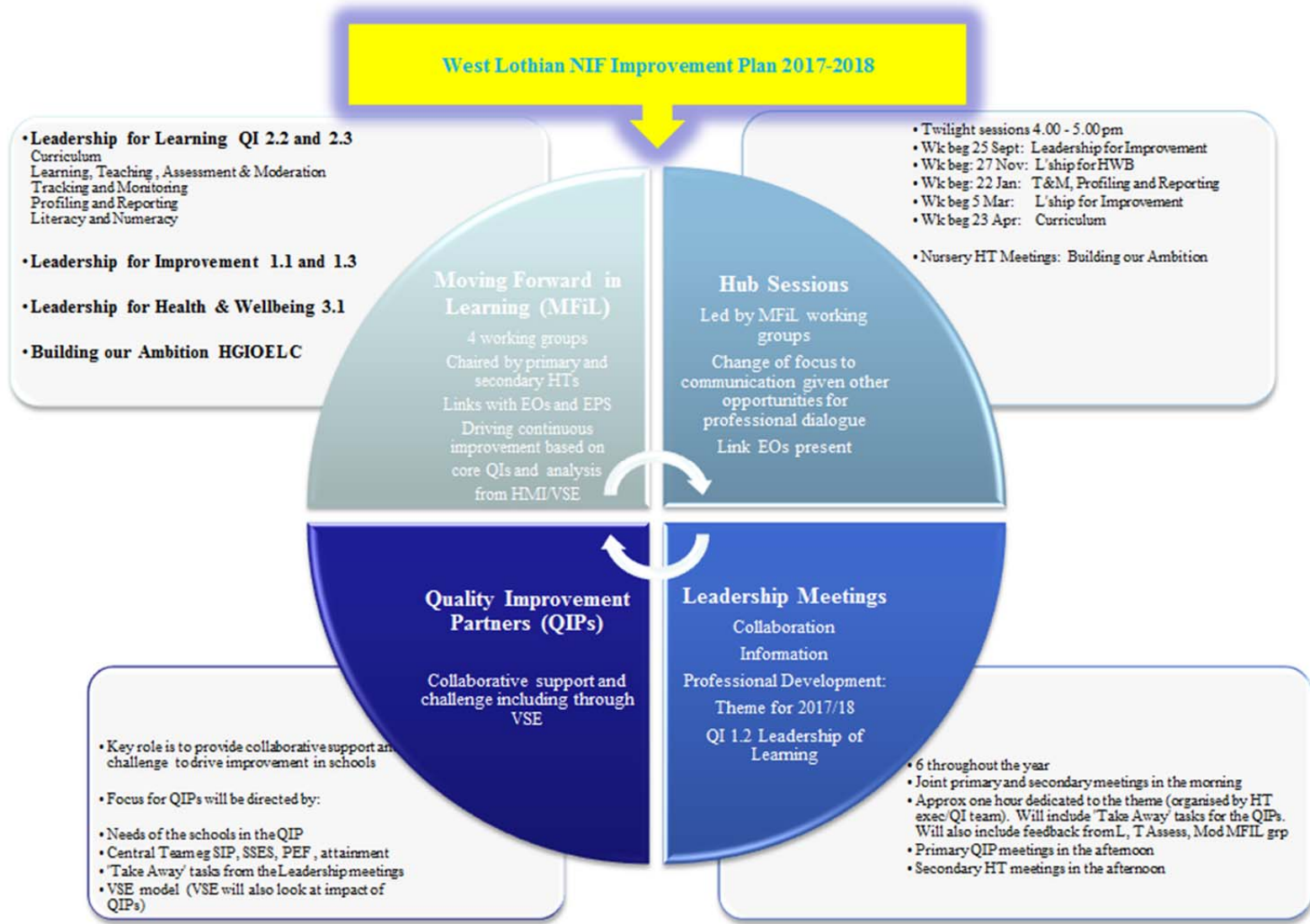
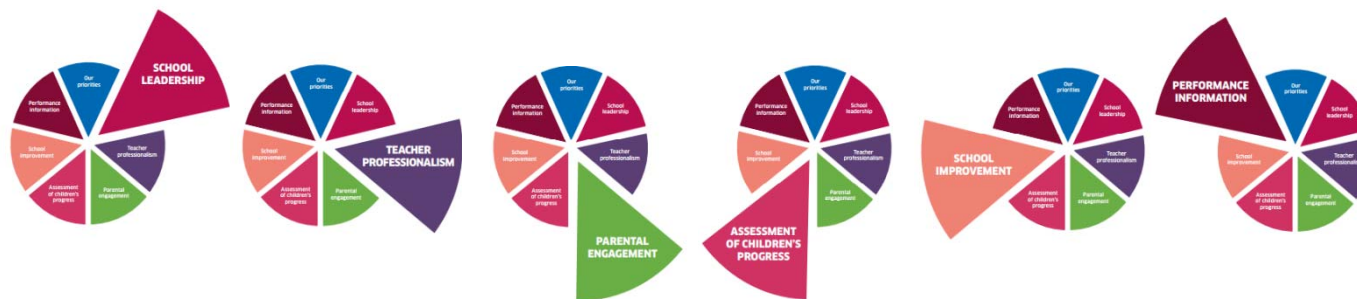


Figure 1 illustrates the connectedness of the leadership collaborations established within West Lothian

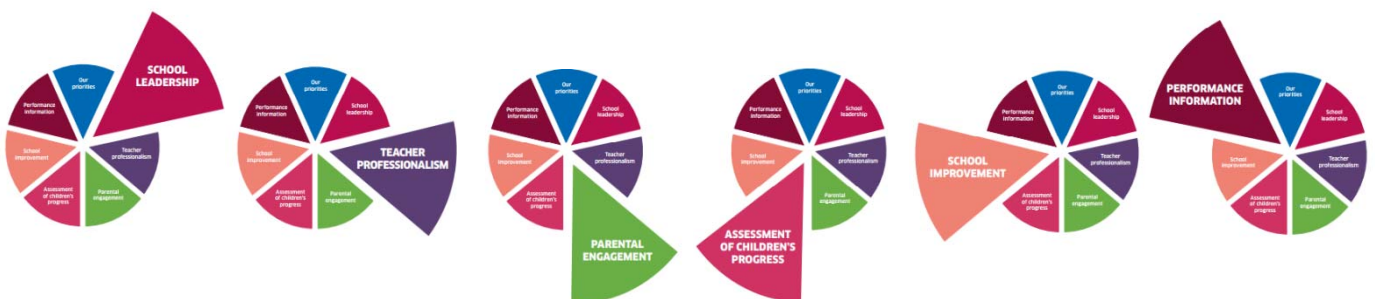


TEACHER PROFESSIONALISM

West Lothian's vision and aim is to ensure that every class teacher is empowered and challenged to be a reflective professional who takes responsibility for leading effective learning in the classroom. This includes staff proactively engaging in the development and use of research based strategies and practices through collegiate working to improve their practice. We know that the quality of learning and teaching is the most important factor in determining a child's education outcomes, and in West Lothian we continue to strive for excellent learning and teaching of the highest quality, delivering excellence every day in every classroom.

In 2017-2018 we will:

- Continue to focus on ensuring that all teachers know what excellent learning, teaching and assessment looks like through networking and sharing practice within and across schools. School leaders will work with their staff teams to ensure that lessons are motivating, engaging, well-planned and differentiated to meet the needs of all learners, based on the West Lothian statement of expectation for all practitioners.
- Establish forty one Teacher Learning Communities (TLCs) as a key element of improving learning and teaching through the planned engagement with professional partners Tapestry, on 'Assessment in the Context of Poverty'.
- Implement a cohesive CLPL strategy and programme, effectively utilising the expertise of partners, that builds capacity and capability within our education system to deliver on the four national priorities. In the main CLPL will focus on literacy and numeracy tools, with a particular emphasis of meeting the needs of our disadvantaged pupils.
- Plan, implement and evaluate a programme of CLPL for newly appointed Cluster Network Leaders in Early Years. This will focus on further developing effective practices in the delivery of high quality learning experiences in literacy and numeracy.
- Engage all early years, primary and secondary maths/numeracy staff in professional learning of Concrete, Pictorial, Abstract (CPA) methodology and approaches to learning and teaching numeracy and maths, giving greater focus to sound foundations of understanding of mathematical concepts.
- Develop and implement a professional learning programme to upskill staff in dealing with early intervention for mental health. To supplement this, work is being undertaken with partners in psychological services, social policy and health to build clear, progressive pathways in order to support our children with mental health issues.
- Build capacity of teaching staff in identified schools in Practitioner Enquiry approaches to improve learning and teaching in partnership with Educational Psychological Services
- Continue to provide CLPL opportunities to support staff in the analysis and interrogation of data, in order that they understand the context of their children, their strengths and areas for development, in so that they appropriately meet their needs.
- Continue to refresh and develop our probationer teacher programme, with a clear focus on developing our newly qualified staff to enhance the quality and impact of their professional learning which is fundamental to supporting attainment and achievement of all children and young people. We have a shared aspiration, as described in Teaching Scotland's Future, for all our teachers to be 'reflective, accomplished and enquiring professionals' who are experts in teaching literacy, numeracy and contributing to the health and wellbeing of children and young people.

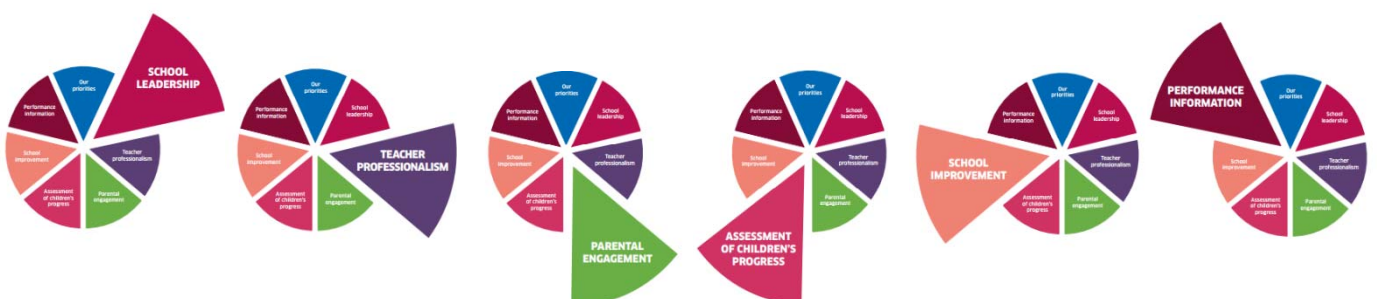


PARENTAL ENGAGEMENT

West Lothian Council recognises and embraces the key role of parents as prime educators and carers of children. An effective parental engagement strategy enhances parents' understanding of what and how their children are learning, how well they are doing and how they can support their learning in the home, school and community. West Lothian Council Education Services will support parents to ensure that children make the most of their opportunities in life, so that they become effective contributors to our local and wider communities. Improving educational attainment and qualifications will better support our children to develop the essential skills for learning, life and work and to have successful and productive lives.

In 2017-2018 we will:

- Support parents to become further involved in their children's learning through the provision of Family Learning opportunities. Partnership working will be essential to the effective planning and delivery of this, and following our Parental Engagement in Children and Young People's Learning Conference in March, early years' centres and schools are in a strong position to take this forward. Education staff will be further supported in developing Parental Engagement and Family Learning in schools with clear information about best practice from and clear impact on pupil learning and engagement.
- Create a toolkit in order to support schools in evaluating the range, reach and impact of their approaches to Parental Engagement and Family Learning, using national advice and international research.
- Trial a number of partnerships this session with Community Learning and Development in the form of both Family Learning Workers and Learning Mentors. We will also trial a partnership for Family Support Workers. An evidence report to measure success will be collated and shared.
- Appoint an early years' development post holder to support all early learning and childcare settings to implement online Learners' Journals. This will provide increased access for parents to their child's learning journey and promote greater home/school links to support learning.
- Develop the Solihull (staff programme) and Triple P (parenting programme) to support early years staff and early intervention strategies in positive attachments. This will be led by Educational Psychology Services.
- Ensure that school improvement planning is done in collaboration with parents.



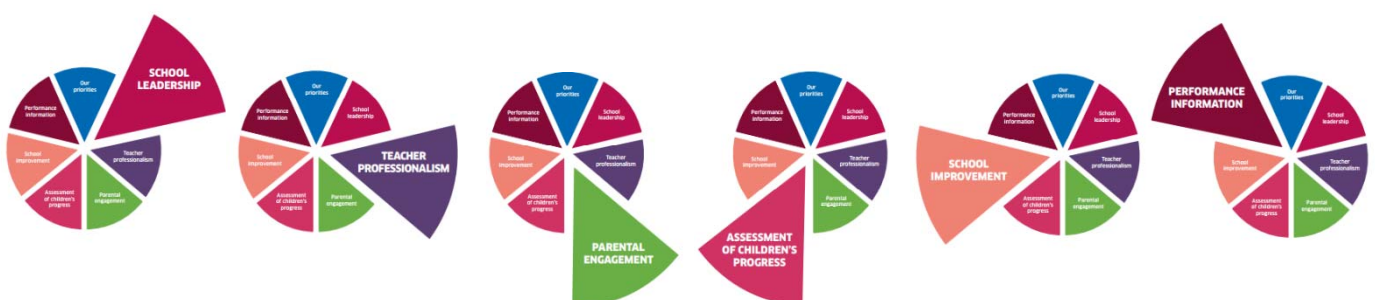
ASSESSMENT OF CHILDREN'S PROGRESS

West Lothian Council has a robust and integrated approach to developing assessment and moderation approaches. This is achieved through a range of initiatives including our Moving Forward in Learning (MFIL) model, our Raising Attainment strategy, cluster and Quality Improvement Partnership (QIPs) collaborations, Validated Self-evaluation (VSE) activities, and national representation through our Quality Assurance and Moderation Support Officers (QAMSOs).

Refinement of our approaches to Assessment and Moderation is an ongoing priority for head teachers and schools, and is a central focus for school improvement plans in order to ensure we have robust and reliable data.

In 2017-2018 we will:

- Expect that Headteachers ensure that there is a high level of professional dialogue within schools through attainment meetings, stage and level planning meetings and departmental meetings to track and monitor the progress of individuals, groups and cohorts of pupils, making effective use of high level quality performance information.
- Ensure that all early years' practitioners use the West Lothian early years' tracker which will provide a more effective method of progressing children's learning and identifying key developmental gaps which impact on the capacity of the child to fulfil their educational potential. This will be supplemented with the "Word Finding Vocabulary Test" to baseline children at age 3 years 3 months and then to demonstrate progress, linking with transition data provided into Primary 1. In Primary 1, all schools will use Language Link to provide a diagnostic profile and intervention plan for children.
- Plan, evaluate and implement a programme of support led by QAMSOs to develop practitioners' knowledge and understanding of national expectations regarding achievement of a level and progress through a level.
- Further refine progression pathways for all curriculum areas in line with finalised national benchmarks. Literacy and numeracy pathways have already been aligned and all schools will use these documents to review and revise their own progression pathways. This should empower teachers to spend time on what matters most: planning and delivering the highest quality of learning and teaching.
- Implement the new National Standardised Assessments, and support schools in using the diagnostic information to help teachers understand how children are progressing with their learning and to plan next steps.
- Develop a consistent approach across all schools for assessing, and monitoring and tracking children's progress in health and wellbeing, building on local and national practice.
- Ensure that all clusters and/or QIPs have identified and planned protected time in working time agreements to further develop 'professional learning groups' within and across levels and/or curriculum areas to meet and share practice throughout session.



SCHOOL IMPROVEMENT

Through our Moving Forward in Learning approach and programme of Validated Self Evaluation (VSE) we have an innovative approach to drive school improvement in order to create a school and practitioner-led collaborative environment in which we develop culture and capacity.

West Lothian Education Improvement Structure



Figure 2 illustrates the support structures for School Improvement within West Lothian

In 2017-2018 we will:

- Ensure all schools focus on the national and local priorities in education to deliver Excellence and Equity in line with the National Improvement Framework and West Lothian's Moving Forward in Learning Framework. Through schools' self-evaluation processes, we will work together to evaluate the extent to which every child achieves the highest standards of literacy and numeracy set out in CfE levels, and the appropriateness of the suite of skills, qualifications and achievements available to allow them to succeed.
- Continue to implement a rigorous authority supported VSE programme to support improvement and evaluate the quality of Leadership and management, Learning provision, Successes and achievements, Impact of Moving Forward in Learning Strategy and Child Protection Procedures. The VSE process will evaluate against the nationally agreed core QIs and, where appropriate, further QIs relevant to the school's improvement journey. Twenty four schools will participate in the programme in the coming session.
- Refresh the MFIL working groups who will drive improvement: Leadership for Learning; Leadership for Improvement; Leadership for Health & Wellbeing; Building our Ambition. Each working group will devise, implement and evaluate their action plan for

improvement.

- Lead a curriculum review of the Broad General Education (BGE) to ensure a creative yet consistent approach to curricular rationale and design, providing ambitious and appropriate learner journeys for all our children and young people. This will include a focus on development of Science, Technology, Engineering, Maths (STEM) skills throughout the curriculum. In addition, we will continue to improve employability skills through the work of the Transition to Work coordinators and the Business Partnerships coordinators in each school.
- Enhance the successful and renowned West Lothian Campus model which is a strategic Senior Phase collaboration with college, school to school travel, universities and employers to provide exciting and relevant pathways for all young people at all levels, including Foundation Apprenticeships and Higher National Diplomas (HNDs). Further development will include extending the use of the Virtual Campus.
- Ensure that digital learning strategy is embedded in all schools in order that all children and young people develop the necessary digital skills to succeed in life.
- Evaluate our new approach to School Improvement Planning and Self Evaluation Summaries and support schools with changes, as required. It is expected that these approaches will ensure greater focus on the priorities of the National Improvement Framework. Further development work on the new template for Standards and Qualities Report will be undertaken to ensure it measures the progress schools have made with ensuring excellence and equity. There is no expectation for schools to work on all priorities.

Analysis of schools' performance in HMI Inspections and Authority supported VSE using core quality indicators (2016-2017)
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Primary, Secondary and Specialist Sector (7 HMI inspections and 17 authority supported VSE)

Core QIs	% evaluations weak	% Positive Evaluations (satisfactory or better)	% Good	% Very Good / Excellent
1.3	5%	95%	55%	25%
2.3		100%	80%	15%
3.1		100%	30%	55%
3.2	5%	95%	45%	10%

Early Years' Sector (4 HMI inspections and 14 authority supported VSE)

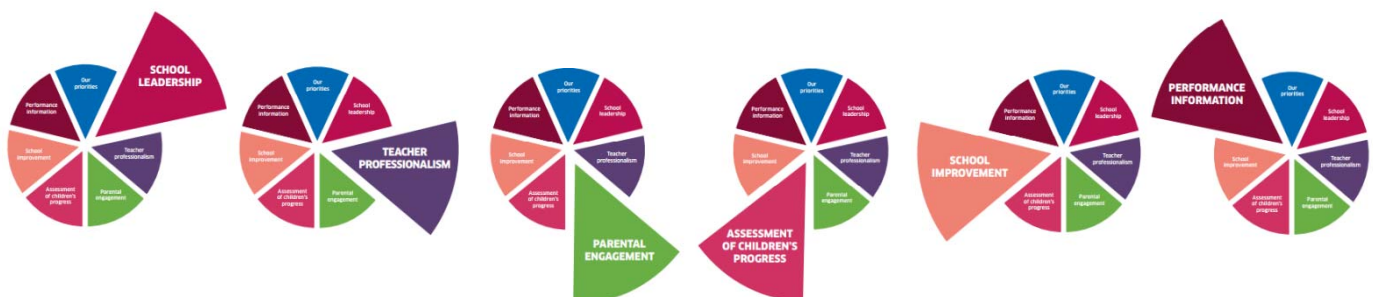
Core QIs	% evaluations weak	% Positive Evaluations (satisfactory or better)	% Good	% Very Good / Excellent
1.3		100%	38%	19%
2.3		100%	56%	6%
3.1		100%	38%	50%
3.2		100%	44%	6%

PERFORMANCE INFORMATION

West Lothian is a data rich authority with well established practices in using a range of data to support and challenge our schools. As a key driver for continuous improvement, Education Services' Performance Team supports schools through the forensic analysis of performance information, and interrogating and drawing conclusions from attainment data allowing schools and the authority to monitor and scrutinise performance and progress over time. Further to this, performance information is effectively used by Education Senior Management Team and the Quality Improvement Team to provide challenge and support to schools in raising attainment, through a responsive and proportionate model, identifying areas of good practice and sharing in order for other schools to learn and improve.

In 2017-2018 we will:

- Expect that all Headteachers ensure that every class teacher monitors and supports learners' progress and helps them to understand their learning. Teachers will also develop their knowledge and understanding of performance information through collegiate processes such as moderation to increase confidence in professional judgement of achievement and progress within CfE.
- Extend the use of the Early Years' Tracker (tool to track and monitor individual children's progress), ensuring that all early years' establishments are consistently applying the guidance issued, and analyse the data to inform improvements in the early years' provision.
- Effectively implement the newly developed West Lothian tracking and monitoring system (BGE) in all primary schools, and engage in meaningful target setting and intervention decisions to ensure optimum levels of progress and attainment for every learner.
- Provide all head teachers with an individual school Performance Profile. Headteachers will use this information to inform, plan and deliver swift and effective interventions where improvements in attainment are required.
- Provide performance information to schools which allows Headteachers to analyse the performance and progress of identified groups of children e.g. by SIMD, pupils with identified additional support needs, the lowest/highest performing 20% and support schools in planning appropriate and relevant interventions.
- Introduce an attainment review programme to ensure that performance information is gathered and analysed to track attainment and progress of individuals, groups, classes, cohorts and schools at all stages of the BGE.
- Continue to rigorously analyse all aspects of school performance in the Senior Phase, and provide additional training in the use of Insight to senior leaders with a clear expectation that Insight data is used by class teachers as well as school leaders to drive further improvement, at all levels, and for all identified groups of young people.
- Continue to use data to inform a proportionate and collaborative model of quality improvement input at all levels to support improvement in schools.
- Develop robust procedures for gathering and analysing performance information of children's progress in health and wellbeing, using the wellbeing indicators, and in partnership with other agencies.



Ownership, Scope and Quality Assurance of our NIF Improvement Plan

The Head of Education (Curriculum, Quality Improvement and Performance) has overall responsibility for the implementation of the National Improvement Framework Improvement Plan.

The Education Executive approves the plan and the approach to be adopted in its implementation.

Implementation of the actions necessary to raise attainment and address the equity gap are the responsibility of Headteachers and centrally based officers, as set out in the NIFIP.

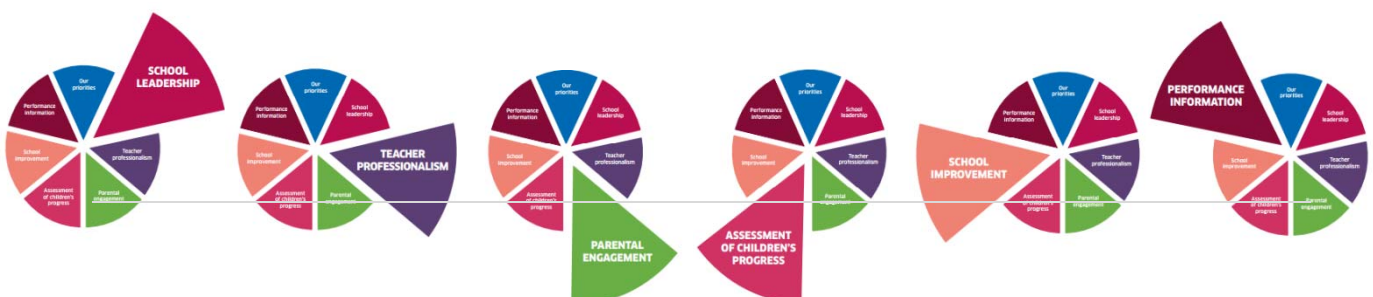
Progress and implementation of the NIFIP, including council wide attainment and quality indicators, is monitored by the Education Policy Development and Scrutiny Panel.

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

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

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

The Education Quality Assurance Sub-Committee (EQAC) provides a focused and targeted scrutiny on quality improvement and performance of individual schools in terms of the How Good is Our School? (HGIOS) and How Good is Our Early Learning and Childcare (HGIOELC) indicators of quality and effectiveness, following an HMI inspection or authority supported VSE.



Appendix 1: Priorities Delivery Plan

(A detailed set of actions, owned by each Lead Group, is positioned below the Delivery Plan and available on request)

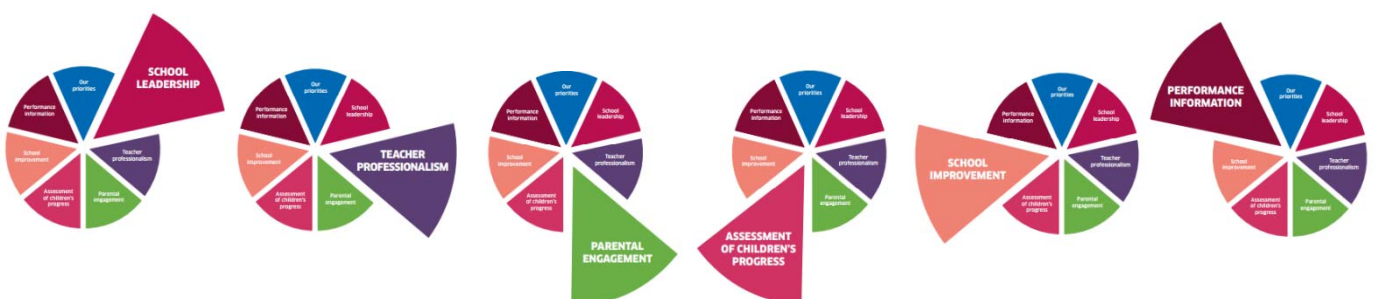
Appendix 2: Curriculum for Excellence Levels Targets – tabular format

Appendix 3: Closing the Gap Performance Profile

References:

West Lothian EPS National Improvement Framework:

<http://www.westlothian.gov.uk/EducationPsychologyService>



National Improvement Priority 1: Improvement in attainment, particularly in literacy and numeracy

The table below illustrates our improvement activity will be in West Lothian Council for Session 2017-18, and how we will evidence improvement

Agreed Actions	NIF Driver	Lead	Evidence and Measures of Improvement
<p>Implement a co-ordinated approach across all sectors to providing additional CLPL in learning and teaching of literacy and numeracy enhanced by Pupil Equity Funding.</p>	TP	PEF/Literacy/Numeracy teams	Review of progress towards 'closing the gap' targets % of schools engaging with CLPL
<p>Using the West Lothian statement of expectation for all practitioners, all schools will be required to ensure that every teacher knows what excellent learning, teaching and assessment looks like. School leaders will work with staff teams to evaluate that lessons are motivating, engaging, well-planned and differentiated to meet the needs of all learners.</p>	TP	Headteachers	SSES/VSE/HMI of QI 2.3 Learning, Teaching & Assessment SSES/VSE/HMI of QI 3.2 Raising Attainment and Achievement Pupil, teacher and staff surveys Review of progress against attainment targets
<p>To improve consistency of learning and teaching to raise attainment for all, we have established 41 Teacher Learning Communities (TLCs) across 26 schools through the planned engagement with professional partners Tapestry, on 'Assessment in the Context of Poverty'</p>	TP	Identified schools and Headteachers	SSES/VSE/HMI of QI 2.3 Learning, Teaching & Assessment
<p>Engage and support the development and improvement of Leadership for Learning through the delivery of interactive workshop sessions for all headteachers and leadership teams.</p>	SL	MFiL Leadership for Improvement Group (Leadership meetings)	SSES/VSE/HMI of QI 1.2 Leadership of Learning
<p>Implement a cohesive CLPL strategy and programme, effectively utilising the expertise of partners that builds capacity and capability within our education system to focus on National priority 1, with a particular emphasis on meeting the needs of our disadvantaged pupils in literacy and numeracy.</p>	TP SL	CLPL Steering Group	SSES/VSE/HMI of QI 1.3 Leadership of Change SSES/VSE/HMI of QI 3.2 Raising Attainment & Achievement Evaluations of officer led attainment meetings
<p>Further develop a collaborative culture of professional dialogue within schools at all levels through attainment meetings, stage and level planning meetings and departmental meetings to track and monitor the progress of individuals, groups and cohorts of pupils, empowering staff to make effective use of high quality performance information, especially in relation to literacy and numeracy.</p>	TP SL ACP PI	HoS and QIT	SSES/VSE/HMI of QI 1.3 Leadership of Change SSES/VSE/HMI of QI 2.3 Learning, Teaching & Assessment
<p>Develop a culture in which all staff engage in meaningful target setting decisions supported by appropriate interventions to ensure optimum levels of progress and attainment for every learner. This will be done through the effective implementation of the newly developed West Lothian tracking and monitoring system (BGE) for early years and primary.</p>	SI	Headteachers Performance Team QIT	SSES/VSE/HMI of QI 3.2 Raising Attainment & Achievement

Further develop Quality Improvement Partnerships (QIPs) across all schools; enabling groups of schools to work together at all leadership levels to support our collaborative culture.	SL SI	QIT	% of schools in QIPs Evaluations of QIP engagement in VSE
Establish enhanced links across authorities and nationally in order to further our collaborative approaches to quality improvement activities raising attainment, especially in literacy and numeracy.	SL SI	HoS	% of schools working in collaboration with schools outwith West Lothian % of staff engaging with local and national leadership CLPL SSES/VSE/HMI of QI 3.2 Raising Attainment & Achievement

National Improvement Priority 2: Closing the attainment gap between the most and least disadvantaged children

The table below illustrates our improvement activity will be in West Lothian Council for Session 2017-18, and how we will evidence improvement

Agreed Actions	NIF Driver	Lead	Evidence and Measures of Improvement
Ensure all schools clearly define the poverty related attainment gap within their own setting. They will then use SIMD data and tracking data to identify and review the progress of children living in poverty and plan additional activities, interventions and resources to raise attainment in literacy and numeracy. Schools will continually evaluate the impact on children's progress and attainment and take further action where needed.	SL SI ACP PI	QIT PEF Team	SSES/VSE/HMI of QI 1.3 Leadership of Change SSES/VSE/HMI of QI 2.3 Learning, Teaching & Assessment SSES/VSE/HMI of QI 3.1 Ensuring Wellbeing, Equality & Inclusion SSES/VSE/HMI of QI 3.2 Raising Attainment & Achievement PEF Plans and Standards & Qualities Reports Progress towards targets
Ensure all schools use Pupil Equity Funding to provide additional activities, interventions or resources to support literacy, numeracy and health and wellbeing for identified children. There needs to be a clear rationale for the interventions and strategies selected.	SL SI ACP PI PE	QIT PEF Team	As above PEF Conference March 2017
Provide additional opportunities across all sectors for professional learning and collaboration of senior school leaders in 'closing the gap' interventions and effective use of Pupil Equity Funding.	SL TP	PEF Team	PEF Plans S&Q Reports 2018 Evaluations of PEF in VSE Conference 2018
Develop and implement professional learning programmes based on research to upskill staff in dealing with early intervention in literacy, numeracy and mental health. This will focus on meeting the needs of the most disadvantaged children and young people.	SL	PEF Team Literacy Steering Group Numeracy Steering Group MFiL Leadership for HWB EPS	Programme Evaluations SSES/VSE/HMI of QI 2.3 Learning, Teaching & Assessment SSES/VSE/HMI of QI 3.1 Ensuring Wellbeing, Equality & Inclusion
Ensure the use of the West Lothian early years' tracker and 'Word Finding Vocabulary Test' by all practitioners which will provide a more effective method of progressing children's learning and identifying key developmental gaps which impact on the capacity of the child to fulfil their educational potential.	TP	Headteachers Performance Team QIT	SSES/VSE/HMI of QI 3.2 Securing Children's Progress (HGIOELC)
Introduce Dynamic Assessment in early years to determine interventions needed to support progress.	SI ACP	EPS	EPS Practitioner Enquiry Report
Continue to support staff through the provision of effective CLPL opportunities to support staff in the analysis and interrogation of data, in order that they understand the context of their children, their strengths and areas for development, in order that they appropriately meet their needs.	ACP PI ACP	QIT Performance Team MFiL Leadership for Learning	SSES/VSE/HMI of QI 1.3 Leadership of Change SSES/VSE/HMI of QI 3.2 Raising Attainment & Achievement

<p>Building on the success of the Parental Engagement and Family Learning Conference in March 2017, schools will further support parents to become more involved in their children's learning through the provision of Family Learning opportunities and trials.</p>	<p>PE</p>	<p>PEF Team Headteachers CLD MFiL Building our Ambition FL Steering Group</p>	<p>SSES/VSE/HMI of QI 3.1 Ensuring Wellbeing, Equality & Inclusion SSES/VSE/HMI of QI 2.5 Family Learning SSES/VSE/HMI of QI 2.7 Partnerships Evidence and Impact Report on Family Learning Trials</p>
<p>Ensure high quality support for Looked After Children in schools.</p>	<p>TP ACP SI</p>	<p>HoS IWB Group</p>	<p>SSES/VSE/HMI of QI 3.1 Ensuring Wellbeing, Equality & Inclusion</p>

National Improvement Priority 3: Improvement in children and young people's health and wellbeing

The table below illustrates our improvement activity will be in West Lothian Council for Session 2017-18, and how we will evidence improvement

Agreed Actions	NIF Driver	Lead	Evidence and Measures of Improvement
<p>The MFIL Leadership of Health and Wellbeing group will support all schools, with partners, to develop effective strategies for self-evaluation and monitoring to support a culture of wellbeing. In order to do this they will:</p> <p>Develop and implement a framework for Responsibility for All Health and Wellbeing for use across all schools.</p> <p>Develop and implement a toolkit for self-evaluation and monitoring for all schools.</p> <p>Share expectation of the national stretch aims for wellbeing and develop the systems for measuring progress of the wellbeing indicators.</p> <p>Develop the use of improvement methodology to spread effective practice. This will be taken forward by 3 MFIL sub groups – wellbeing indicators, mental health and wellbeing, attendance and exclusion.</p> <p>Train wellbeing coordinators to support schools to implement change and promote equality and social justice.</p> <p>Expect that all schools use wellbeing indicators with parents to assess individual, group and school strength and areas for improvement both individual and targeted support and schools will provide learners with opportunities to self-reflect and report on wellbeing.</p> <p>Develop robust procedures for gathering and analysing performance information of children's progress in health and wellbeing, using the wellbeing indicators, and in partnership with other agencies.</p>	<p>SL TP ACP PE SI PI</p>	<p>MFIL Leadership for Health & Wellbeing</p>	<p>MFIL Action Plan and indicated measures</p> <p>SSES/VSE/HMI of QI 1.1 Self-evaluation for self-improvement</p> <p>SSES/VSE/HMI of QI 3.1 Ensuring Wellbeing, Equality & Inc</p> <p>SSES/VSE/HMI of QI 2.5 Family Learning</p>
<p>The Inclusion and Wellbeing (IWB) work group will continue to take forward key aspects of development in relation to pupils with Additional Support Needs (including Continuum of Support, Corporate Parenting, Transitions and CLPL.</p>	<p>SL TP SI ACP</p>	<p>IWB Group</p>	<p>SSES/VSE/HMI of QI 3.1 Ensuring Wellbeing, Equality & Inc</p> <p>SSES/VSE/HMI of QI 2.6 Transitions</p>
<p>The IWB group will provide training and support to schools for the Staged Intervention Process and Looked After Children.</p>	<p>TP</p>	<p>IWB Group</p>	<p>SSES/VSE/HMI of QI 3.1 Ensuring Wellbeing, Equality & Inc</p>
<p>The IWB Group will continue to support schools across the authority with implementation and Nurture Groups and Whole School Nurturing approaches.</p>	<p>TP SI</p>	<p>IWB Group</p>	<p>SSES/VSE/HMI of QI 3.1 Ensuring Wellbeing, Equality & Inc</p>
<p>The IWB Group, in partnership with the Educational Psychology Service and Quality Improvement Team, will evaluate the impact of strategic priorities in wellbeing in a sample VSE of schools and identify next steps at local authority level.</p>	<p>TP SI</p>	<p>EPS QIT MFIL HWB IWB Group</p>	<p>SSES/VSE/HMI of QI 1.1 Self-evaluation for self-improvement</p> <p>SSES/VSE/HMI of QI 1.3 Leadership of Change</p>

<p>Develop the Solihull (staff programme) and Triple P (parenting programme) by Educational Psychology Service to support early years staff and early intervention strategies in positive attachments.</p>	<p>TP PE</p>	<p>EPS</p>	<p>SSES/VSE/HMI of QI 3.1 Ensuring Wellbeing, Equality & Inclusion SSES/VSE/HMI of QI 2.5 Family Learning SSES/VSE/HMI of QI 2.7 Partnerships</p>
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National Improvement Priority 4: Improvement in employability skills and sustained, positive school leaver destinations for all young people

The table below illustrates our improvement activity will be in West Lothian Council for Session 2017-18, and how we will evidence improvement

Agreed Actions	NIF Driver	Lead	Evidence and Measures of Improvement
Ensure that all internal hubs in secondary schools use risk matrix information, for early identification of young people at risk of not achieving a positive destination and planning appropriate interventions.	PI ACP	Internal Hub staff Headteachers	SSES/VSE/HMI of QI 3.1 Ensuring Wellbeing, Equality & Inclusion SSES/VSE/HMI of QI 2.2 Curriculum
Schools to work with partners to continue to evaluate their curriculum to ensure that appropriate learner pathways are in place for all young people. This should be based on labour market intelligence.	SI PI ACP	Headteachers	SSES/VSE/HMI of QI 2.2 Curriculum SSES/VSE/HMI of QI 2.7 Partnerships SSES/VSE/HMI of QI 3.2 Raising Attainment & Achievement
Further develop business partnerships to support transition from school into positive destinations based on labour market intelligence	SL	Opportunities for All Officer Transition to Work Coordinators Business Link Coordinators DHTs Support	Up to date labour market intelligence Learner journeys Target for schools of 93% SSES/VSE/HMI of QI 3.2 Raising Attainment & Achievement
Provide CPD opportunities for Transition to Work Coordinators and Business Link Coordinators	TP	Opportunities for All Officer Transition to Work Coordinators Business Link Coordinators	Increased number of school-business partnerships SSES/VSE/HMI of QI 2.7 Partnerships
Work in partnership with Economic Development to raise awareness of the Positive Destinations website for pupils and parents/carers.	PE SI	Opportunities for All Officer	Survey evidence that parents/carers, staff and students will understand the different pathways to a Positive Destination which are available to young people in West Lothian. There will be an increase in the number following non-standard pathways.
Promotion and implementation of West Lothian additional awards in the Senior Phase: West Lothian Employability Award, the new MCMC Foundation Apprenticeship in Civil Engineering Course in partnership with CLD Youth Services, College and Employers, The SkillForce 'Moving On' course.	ACP SI	Opportunities for All Officer DHTs Curriculum	Increase in additional awards SSES/VSE/HMI of QI 3.2 Raising Attainment & Achievement
Reduce the number of unconfirmed destinations by 1% through partnership working with SDS, West Lothian College, WLC Environmental Wardens and the MCMC team.		Opportunities for All Officer Positive Participation Advisor Environmental Wardens	The destinations of an additional 100 young people aged between 16 -- 24 are identified.

APPENDIX 2

Targets for Improvement – CfE Levels

		2015/16	2016/17	2017/18	2018/19	2019/20
P1 Reading	Quintile 1	69.85%	72.35%	76.90%	81.45%	86.00%
	Quintile 2	76.71%	75.17%	79.11%	83.06%	87.00%
	Quintile 3	80.99%	84.69%	83.00%	85.00%	90.00%
	Quintile 4	87.92%	87.90%	88.00%	90.00%	92.00%
	Quintile 5	89.61%	90.21%	90.00%	91.00%	94.00%
P1 Writing	Quintile 1	70.45%	70.37%	75.58%	80.79%	86.00%
	Quintile 2	74.18%	70.75%	76.17%	81.58%	87.00%
	Quintile 3	79.58%	79.12%	82.41%	85.71%	89.00%
	Quintile 4	82.78%	85.16%	87.44%	89.72%	92.00%
	Quintile 5	89.94%	87.30%	89.53%	91.77%	94.00%
P1 Listening & Talking	Quintile 1	81.19%	80.49%	83.00%	85.50%	88.00%
	Quintile 2	82.79%	78.06%	82.04%	86.02%	90.00%
	Quintile 3	86.80%	88.17%	89.44%	90.72%	92.00%
	Quintile 4	90.94%	91.78%	92.52%	93.26%	94.00%
	Quintile 5	91.88%	92.06%	93.04%	94.02%	95.00%
P1 Numeracy	Quintile 1	71.04%	78.77%	81.18%	83.59%	86.00%
	Quintile 2	80.12%	78.23%	81.15%	84.08%	87.00%
	Quintile 3	85.74%	85.61%	87.08%	88.54%	90.00%
	Quintile 4	93.05%	88.36%	89.57%	90.79%	92.00%
	Quintile 5	90.91%	91.27%	92.18%	93.09%	94.00%
P4 Reading	Quintile 1	63.35%	68.91%	74.27%	79.64%	85.00%
	Quintile 2	69.57%	75.81%	79.54%	83.27%	87.00%
	Quintile 3	77.99%	80.99%	83.33%	85.66%	88.00%
	Quintile 4	78.84%	86.83%	87.89%	88.94%	90.00%
	Quintile 5	84.96%	91.74%	91.82%	91.91%	92.00%
P4 Writing	Quintile 1	56.81%	68.13%	73.76%	79.38%	85.00%
	Quintile 2	66.30%	74.51%	78.34%	82.17%	86.00%
	Quintile 3	74.07%	76.79%	80.19%	83.60%	87.00%
	Quintile 4	76.23%	83.93%	85.95%	87.98%	90.00%
	Quintile 5	82.73%	90.68%	91.12%	91.56%	92.00%
P4 Listening & Talking	Quintile 1	73.04%	82.90%	84.27%	85.63%	87.00%
	Quintile 2	81.37%	86.53%	87.35%	88.18%	89.00%
	Quintile 3	86.57%	87.90%	88.60%	89.30%	90.00%
	Quintile 4	89.86%	92.19%	92.13%	92.06%	92.00%
	Quintile 5	91.09%	93.43%	93.62%	93.81%	94.00%
P4 Numeracy	Quintile 1	53.93%	70.47%	75.31%	80.16%	85.00%
	Quintile 2	65.06%	75.65%	79.43%	83.22%	87.00%
	Quintile 3	69.22%	80.25%	83.16%	86.08%	89.00%
	Quintile 4	72.46%	86.61%	87.74%	88.87%	90.00%
	Quintile 5	80.78%	91.53%	92.35%	93.18%	94.00%

		2015/16	2016/17	2017/18	2018/19	2019/20
P7 Reading	Quintile 1	58.49%	69.57%	74.71%	79.86%	85.00%
	Quintile 2	63.08%	71.78%	76.85%	81.93%	87.00%
	Quintile 3	71.73%	83.51%	85.67%	87.84%	90.00%
	Quintile 4	77.53%	86.13%	88.08%	90.04%	92.00%
	Quintile 5	80.52%	88.32%	90.21%	92.11%	94.00%
P7 Writing	Quintile 1	54.40%	66.30%	72.54%	78.77%	85.00%
	Quintile 2	56.62%	66.54%	73.03%	79.51%	86.00%
	Quintile 3	65.69%	78.35%	81.57%	84.78%	88.00%
	Quintile 4	70.57%	80.10%	83.40%	86.70%	90.00%
	Quintile 5	75.87%	85.98%	88.65%	91.33%	94.00%
P7 Listening & Talking	Quintile 1	71.70%	79.62%	81.75%	83.87%	86.00%
	Quintile 2	74.83%	77.76%	80.84%	83.92%	87.00%
	Quintile 3	81.09%	88.14%	88.43%	88.71%	89.00%
	Quintile 4	82.91%	92.15%	92.43%	92.72%	93.00%
	Quintile 5	86.05%	93.93%	93.95%	93.98%	94.00%
P7 Numeracy	Quintile 1	51.26%	61.14%	69.09%	77.05%	85.00%
	Quintile 2	50.83%	67.10%	73.07%	79.03%	85.00%
	Quintile 3	62.18%	76.80%	80.20%	83.60%	87.00%
	Quintile 4	66.77%	80.63%	83.42%	86.21%	89.00%
	Quintile 5	74.71%	85.51%	87.68%	89.84%	92.00%

APPENDIX 3



Moving Forward in Learning Closing the Gap Performance Profile

August 2017



westlothian.gov.uk

Introduction

A key priority of both the Scottish Government's National Improvement Framework (NIF) and West Lothian Council's Raising Attainment Strategy is to close the gap in attainment between the most and least advantaged pupils. One of the biggest barriers to attaining in mainstream schools is deprivation, the Pupil Equity Fund (PEF) sets out to close this gap as it is targeted at the pupils most affected by poverty.

Performance Information

Context

One indicator of the level of deprivation in any school is to look at the profile by the Scottish Index of Multiple Deprivation (SIMD). SIMD is the official tool for finding the most deprived areas in Scotland, SIMD identifies small area concentrations of multiple deprivation across all of Scotland in a consistent way.

For the purposes of SIMD calculations Scotland is split up into several thousand datazones, all of them with a similar population. Each datazone is analysed by a number of domains (income/employment/health/education/access to services/crime/housing) in order to create a rank order of datazones from most to least deprived.

This can be used to calculate various indicators of education by differing levels of deprivation, we tend to use SIMD Quintiles (splitting the population into five groups) as this provides more similar populations which are useful for comparative purposes rather than SIMD Deciles (splitting the population into 10 groups). Quintile 1, for example, covers the performance of pupils who reside at postcodes that are in datazones which are in the 20% most deprived Nationally.

School Rolls

Below are tables of each stage in each sector with the percentage of that cohort in each SIMD Quintile.
(information correct as of 12/06/2017)

Primary	Roll	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5	#N/A
P1	2256	18.00%	26.06%	19.10%	19.41%	16.76%	0.66%
P2	2247	16.91%	27.99%	17.85%	18.38%	18.47%	0.40%
P3	2207	17.72%	26.19%	19.21%	18.17%	18.49%	0.23%
P4	2335	16.53%	26.38%	17.34%	19.19%	20.21%	0.34%
P5	2265	18.45%	26.36%	17.40%	17.84%	19.74%	0.22%
P6	2227	16.79%	26.58%	18.77%	18.37%	19.26%	0.22%
P7	2108	17.50%	25.43%	18.41%	18.12%	20.30%	0.24%
Primary	15645	17.41%	26.44%	18.29%	18.50%	19.03%	0.33%

Secondary	Roll	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5	#N/A
S1	2048	15.97%	28.03%	20.31%	15.43%	19.92%	0.34%
S2	2048	18.12%	24.85%	19.63%	16.36%	20.65%	0.39%
S3	1933	16.76%	26.23%	18.11%	15.93%	22.61%	0.36%
S4	1921	18.95%	27.75%	17.60%	14.78%	20.82%	0.10%
S5	1478	12.31%	24.56%	21.52%	17.12%	24.36%	0.14%
S6	1071	12.51%	20.82%	18.39%	18.67%	29.51%	0.09%
Secondary	10499	16.22%	25.86%	19.26%	16.15%	22.34%	0.26%

Special	Roll	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5	#N/A
P1	15	33.33%	13.33%	20.00%	0.00%	33.33%	0.00%
P2	19	26.32%	31.58%	21.05%	15.79%	5.26%	0.00%
P3	34	35.29%	23.53%	17.65%	17.65%	5.88%	0.00%
P4	15	33.33%	46.67%	6.67%	13.33%	0.00%	0.00%
P5	31	22.58%	41.94%	19.35%	9.68%	3.23%	3.23%
P6	14	21.43%	28.57%	21.43%	21.43%	7.14%	0.00%
P7	23	13.04%	26.09%	34.78%	8.70%	17.39%	0.00%
S1	31	25.81%	38.71%	9.68%	19.35%	6.45%	0.00%
S2	24	20.83%	29.17%	25.00%	4.17%	20.83%	0.00%
S3	45	24.44%	24.44%	8.89%	20.00%	22.22%	0.00%
S4	32	15.63%	31.25%	21.88%	15.63%	15.63%	0.00%
S5	28	7.14%	46.43%	17.86%	10.71%	17.86%	0.00%
S6	12	8.33%	41.67%	16.67%	0.00%	33.33%	0.00%
Secondary	323	22.29%	32.20%	17.96%	13.31%	13.93%	0.31%

Free Meal Uptake

Another indicator of deprivation in education is to consider the pupils who are in receipt of a free school meal. Free school meals are given to pupils after their parent/carer applies and they meet the criteria, due to this we can only calculate performance of pupils who are in receipt of free meals rather than those who are entitled as it is possible for pupils to be entitled to free meals but not taking them.

Due to universal entitlement in Primary schools stages P1-3 and all stages in Special schools Education services can only calculate figures for pupils from P4 onwards in mainstream schools. Percentage of the population in receipt of free meals can be seen below:

	Roll	Free Meals
P4	2340	17.56%
P5	2272	19.15%
P6	2230	18.70%
P7	2111	18.81%
Primary	8953	18.54%

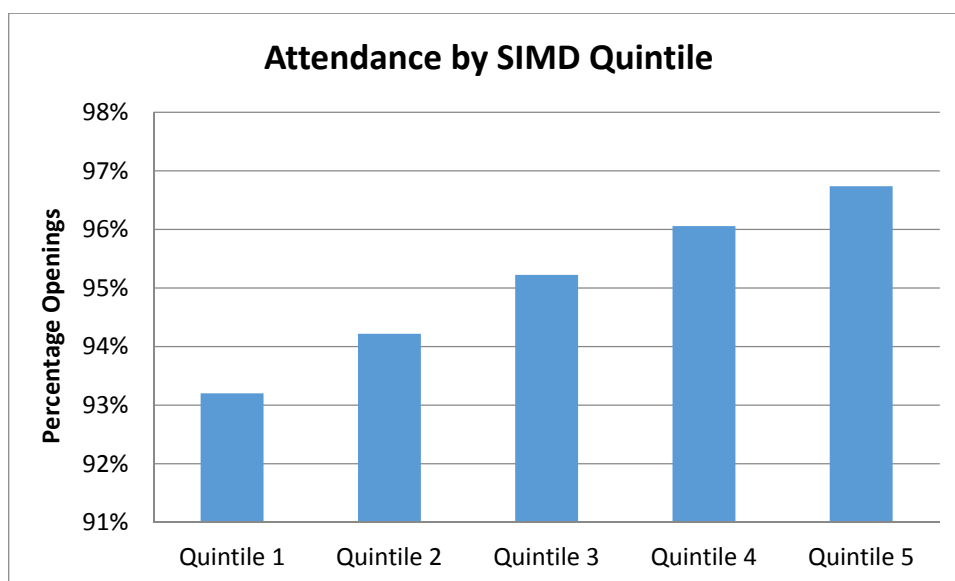
	Roll	Free Meals
S1	2051	18.33%
S2	2057	17.02%
S3	1946	16.34%
S4	1924	17.41%
S5	1503	11.04%
S6	1128	6.56%
Secondary	10609	15.30%

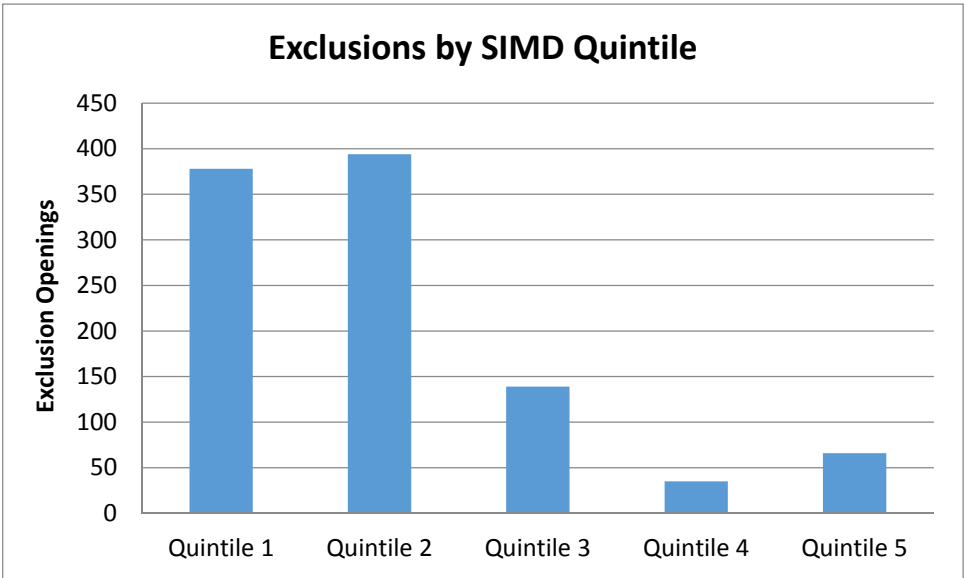
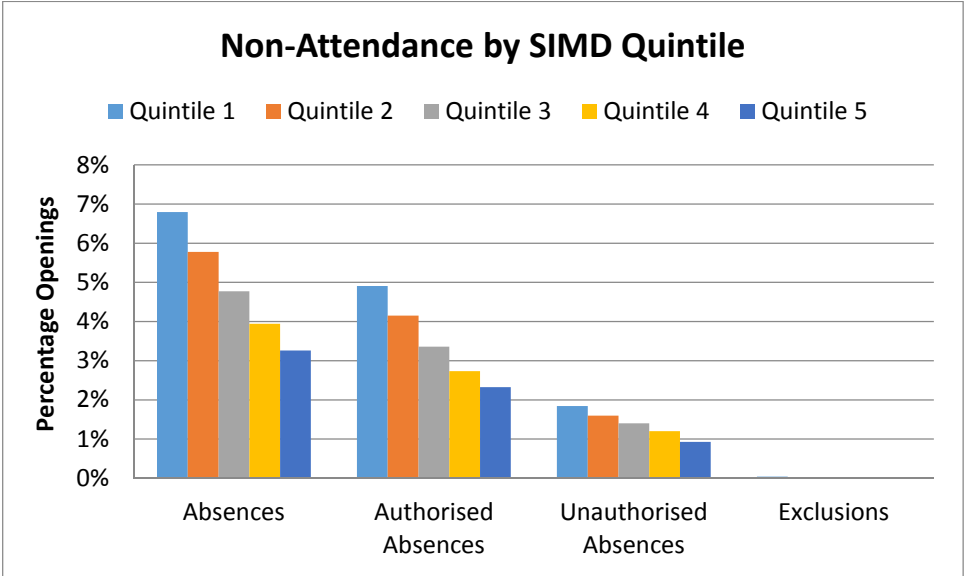
Attendance & Exclusions

The first step to attainment is to attend school as much as possible with as few disruptions as possible (fewer absences and exclusions). Analysis of attendance by SIMD Quintile in each school sector can be seen below, this analysis calculates percentages across different categorisations of attendance and non-attendance for each SIMD Quintile.

Primary by SIMD

	Openings	Attendance	Absences	Authorised Absences	Unauthorised Absences	% Exclusions	No. Exclusion
Quintile 1	911485	93.20%	6.80%	4.91%	1.84%	0.04%	378
Quintile 2	1358184	94.22%	5.78%	4.15%	1.60%	0.03%	394
Quintile 3	965522	95.23%	4.77%	3.36%	1.40%	0.01%	139
Quintile 4	927498	96.06%	3.94%	2.74%	1.20%	0.00%	35
Quintile 5	1002336	96.74%	3.26%	2.33%	0.93%	0.01%	66
#N/A	15067	94.32%	5.68%	4.25%	1.43%	0.00%	0
Primary	5180092	95.05%	4.95%	3.53%	1.40%	0.02%	1012

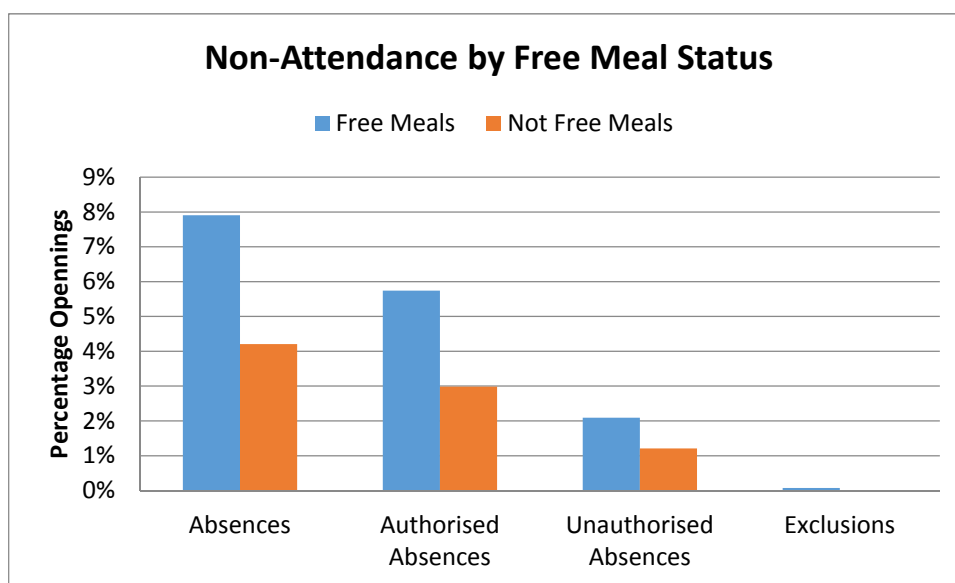




Primary by Free Meal Uptake

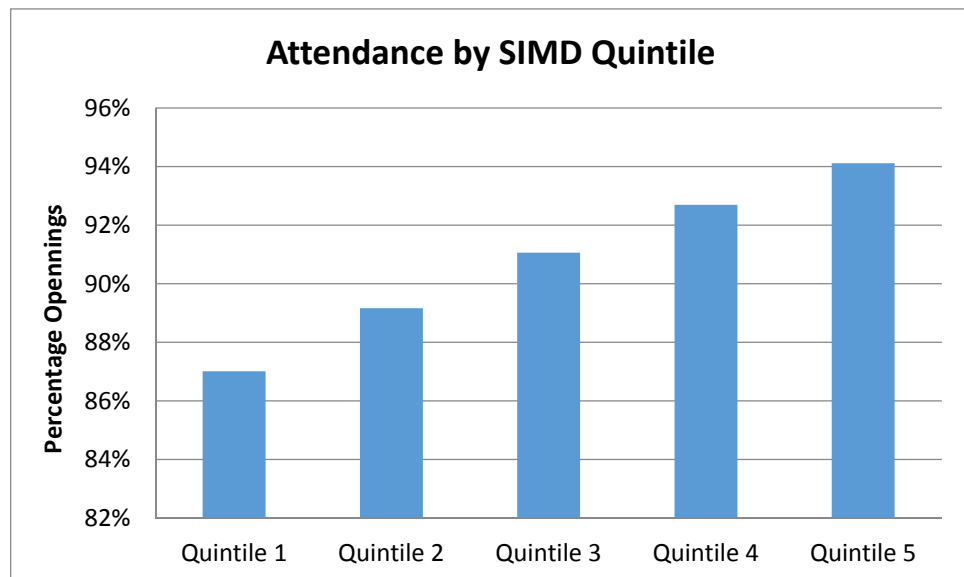
Analysis of attendance by free meal uptake in each school sector can be seen below, this analysis calculates percentages across different categorisations of attendance and non-attendance for the pupils accessing free meals and those not.

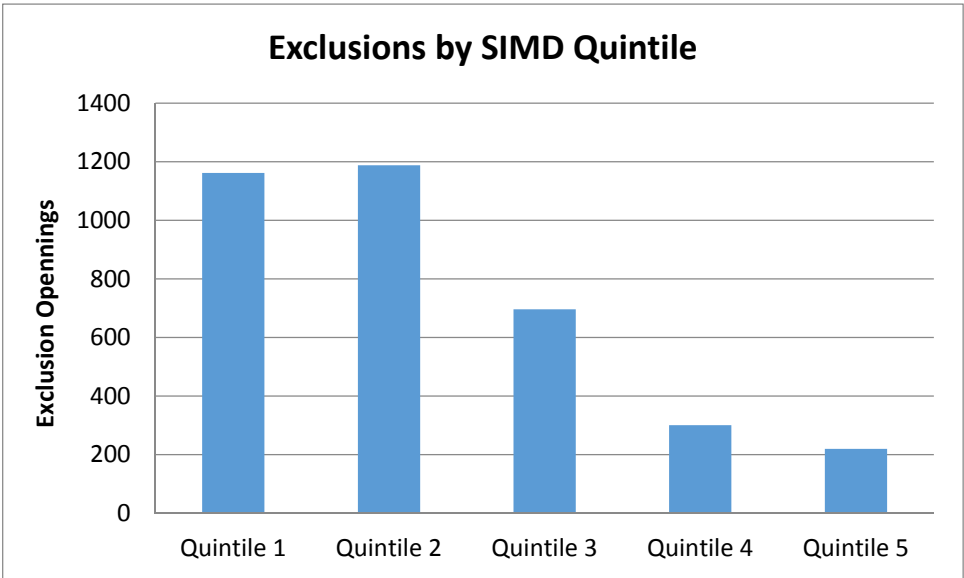
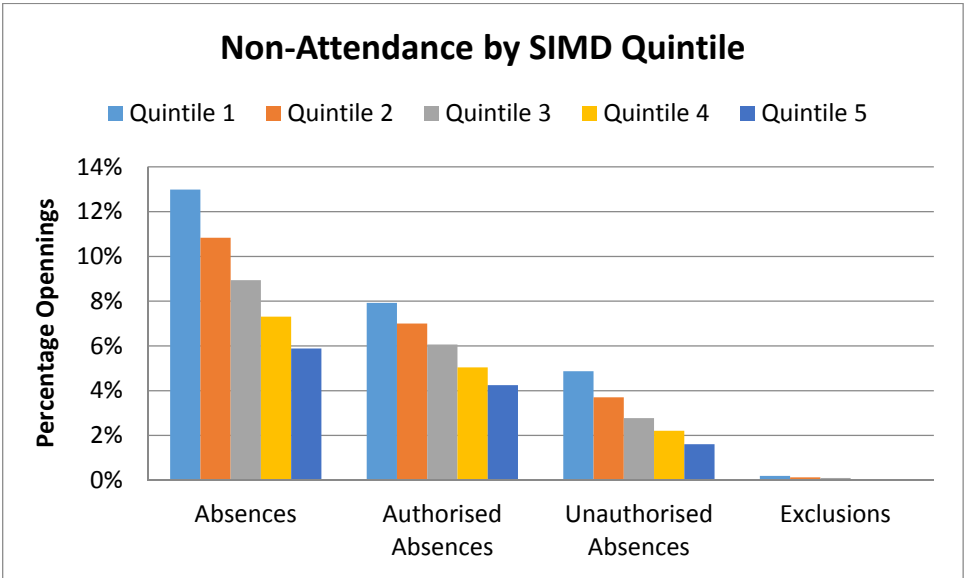
	Openings	Attendance	Absences	Authorised Absences	Unauthorised Absences	% Exclusions	No. Exclusion
Free Meals	550459	92.09%	7.91%	5.74%	2.09%	0.07%	397
Not Free Meals	2408059	95.79%	4.21%	2.98%	1.21%	0.01%	344



Secondary by SIMD

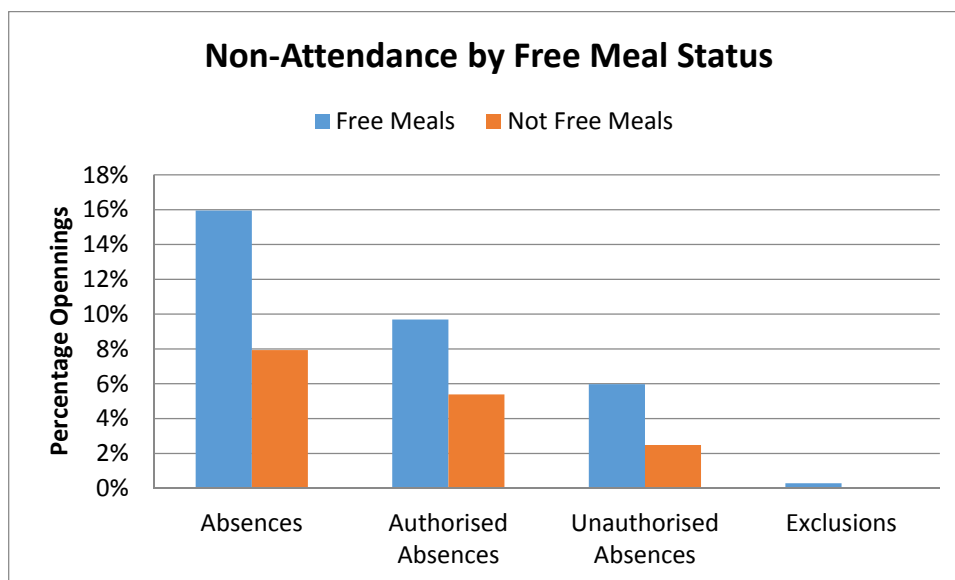
	Openings	Attendance	Absences	Authorised Absences	Unauthorised Absences	% Exclusions	No. Exclusion
Quintile 1	593473	87.01%	12.99%	7.92%	4.87%	0.20%	1162
Quintile 2	936742	89.17%	10.83%	7.00%	3.70%	0.13%	1188
Quintile 3	693767	91.06%	8.94%	6.07%	2.77%	0.10%	696
Quintile 4	587262	92.69%	7.31%	5.04%	2.21%	0.05%	301
Quintile 5	796719	94.12%	5.88%	4.25%	1.61%	0.03%	220
#N/A	10038	92.40%	7.60%	4.87%	2.63%	0.10%	10
Primary	3618001	90.85%	9.15%	6.04%	3.01%	0.10%	3577





Secondary by Free Meal Uptake

	Openings	Attendance	Absences	Authorised Absences	Unauthorised Absences	% Exclusions	No. Exclusion
Free Meals	550178	84.05%	15.95%	9.69%	5.97%	0.28%	1564
Not Free Meals	3067823	92.07%	7.93%	5.39%	2.48%	0.07%	2013



Achievement of Curriculum for Excellence Levels

The key indicators of success in the Broad General Education (BGE) is to achieve the expected Curriculum for Excellence (CfE) level at the expected stage across literacy and Numeracy. This information is gathered for individual pupils by the Scottish Government through the Teacher Judgement survey. (*information gathered on 12/06/2017*).

Education services aims to have 85% of each SIMD Quintile achieving the expected CfE levels by 2020 (this is indicated on the graphs in this section by a yellow line).

See pages 14 – 16 of National Improvement Framework Improvement Plan

Adaptive & Cognitive Testing

Schools undertake both adaptive testing, provided by the Centre for Evaluation and Monitoring (CEM), and Cognitive Ability Testing (CAT) provided by Granada Learning (GL).

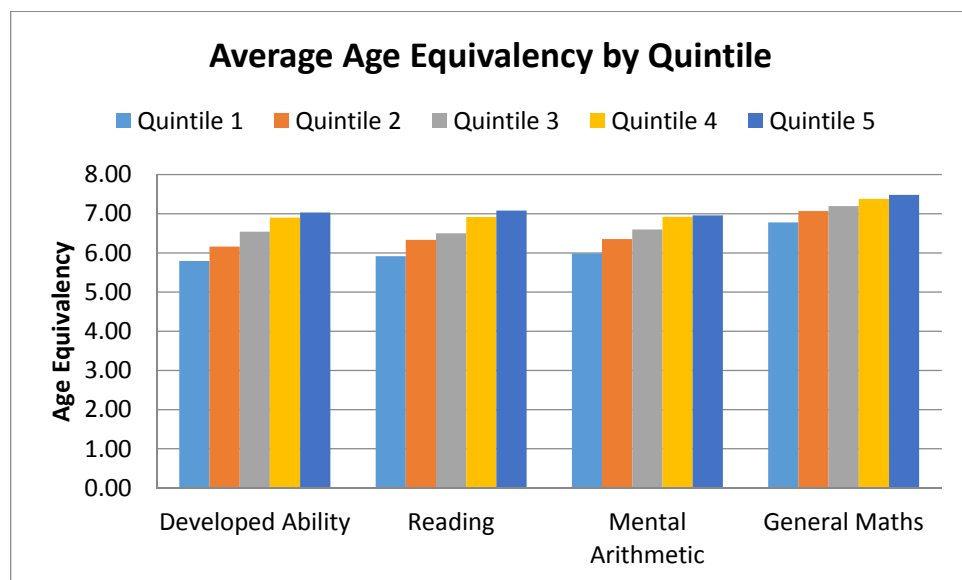
Adaptive testing is undertaken in each Primary school stage and in S2 in Secondary schools, while cognitive testing is undertaken in S1. The resulting information from these assessments can be used by Teaching staff to assist in teaching and curriculum design in order to target interventions of support and challenge in order to increase attainment. This information can be used to support pupils progress through CfE levels.

Primary Adaptive Testing

The results in Primary (P2-7) testing calculate an age equivalency for pupils across different areas of the curriculum, the aim is for this age equivalency score to be close to or above a pupils chronological age at the time of test, this indicates a pupil that is on-track.

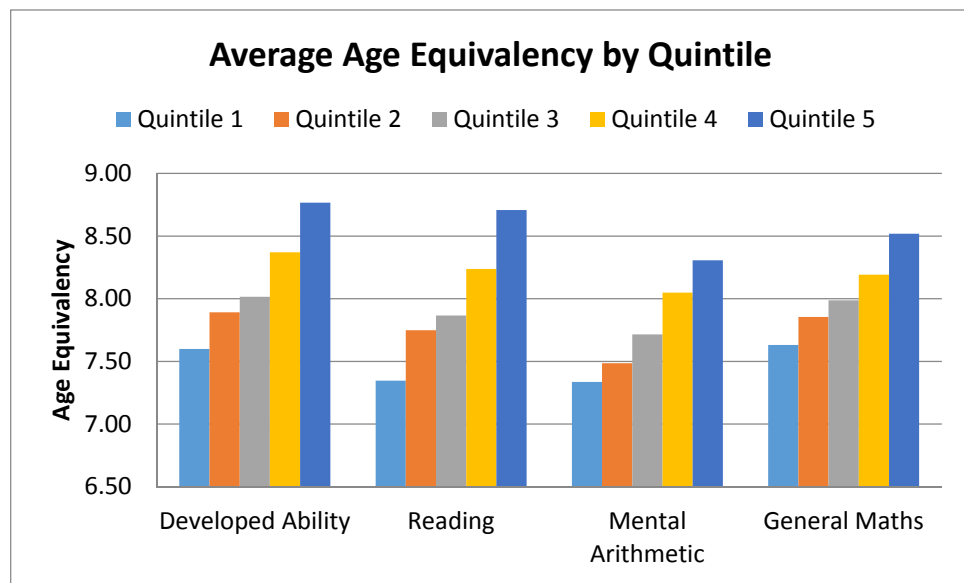
Primary 2

	Roll	Developed Ability	Reading	Mental Arithmetic	General Maths
Quintile 1	378	5.80	5.92	5.99	6.78
Quintile 2	625	6.16	6.33	6.35	7.07
Quintile 3	397	6.54	6.50	6.60	7.19
Quintile 4	409	6.90	6.92	6.92	7.38
Quintile 5	413	7.03	7.08	6.96	7.48
#N/A	9	5.49	6.24	6.50	7.28
P2	2231	6.46	6.54	6.55	7.18



Primary 3

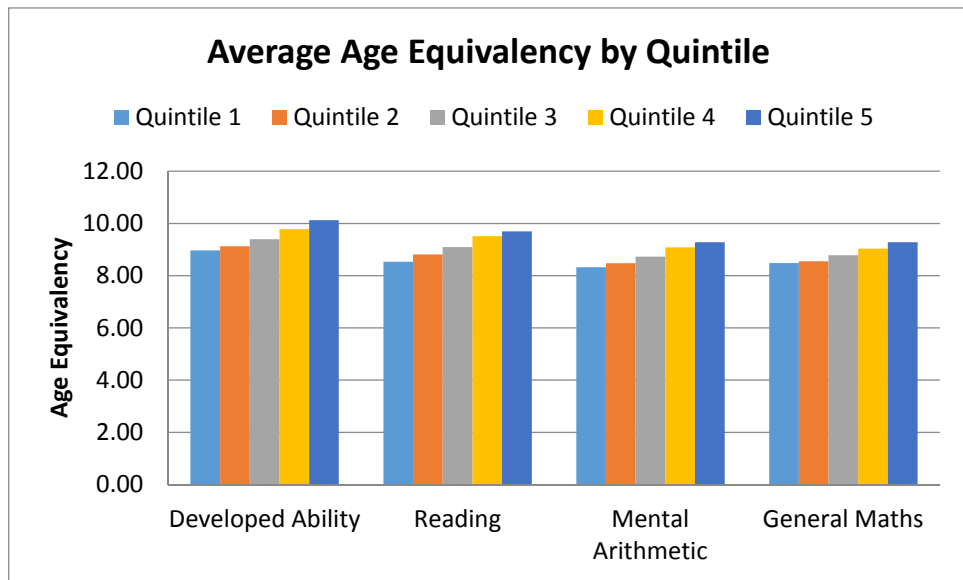
	Roll	Developed Ability	Reading	Mental Arithmetic	General Maths
Quintile 1	385	7.60	7.35	7.34	7.63
Quintile 2	578	7.89	7.75	7.49	7.86
Quintile 3	424	8.02	7.87	7.72	7.99
Quintile 4	397	8.37	8.24	8.05	8.19
Quintile 5	402	8.77	8.71	8.31	8.52
#N/A	8	6.67	6.98	7.14	7.37
P3	2194	8.11	7.96	7.76	8.02



Primary 4

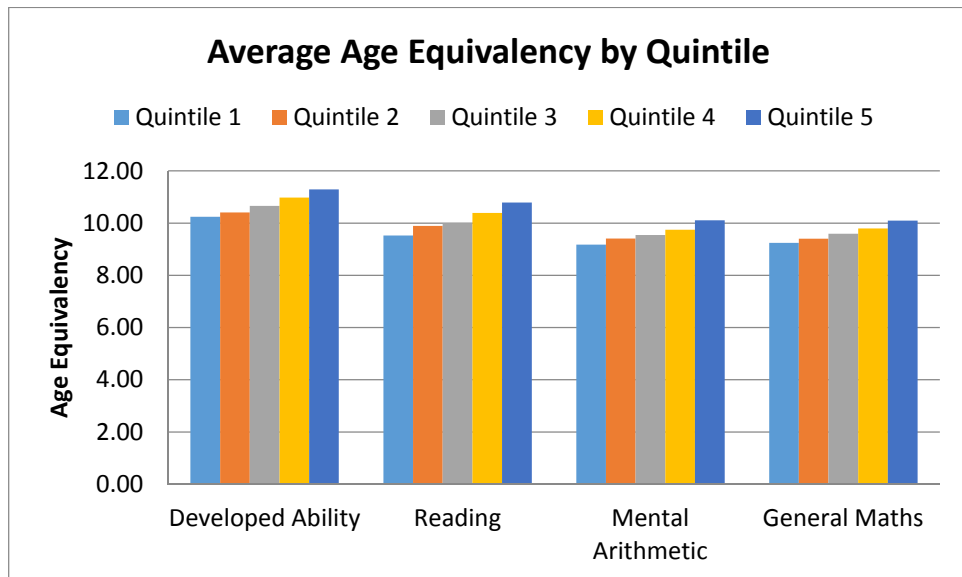
	Roll	Developed Ability	Reading	Mental Arithmetic	General Maths
Quintile 1	380	8.96	8.54	8.33	8.48
Quintile 2	609	9.13	8.81	8.48	8.55
Quintile 3	401	9.40	9.10	8.73	8.78
Quintile 4	441	9.79	9.51	9.08	9.03

Quintile 5	469	10.13	9.70	9.28	9.28
#N/A	13	8.68	9.23	8.93	8.67
P4	2313	9.47	9.13	8.78	8.82



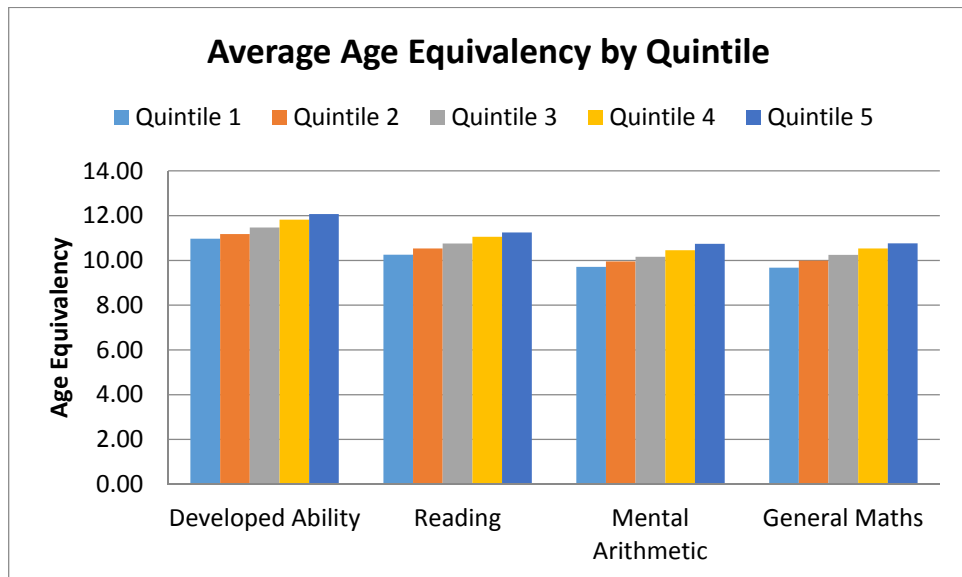
Primary 5

	Roll	Developed Ability	Reading	Mental Arithmetic	General Maths
Quintile 1	410	10.24	9.52	9.18	9.24
Quintile 2	590	10.41	9.89	9.41	9.40
Quintile 3	391	10.66	10.00	9.55	9.60
Quintile 4	403	10.98	10.39	9.74	9.79
Quintile 5	446	11.29	10.79	10.11	10.09
#N/A	9	9.78	9.57	8.83	8.95
P5	2249	10.70	10.11	9.59	9.61



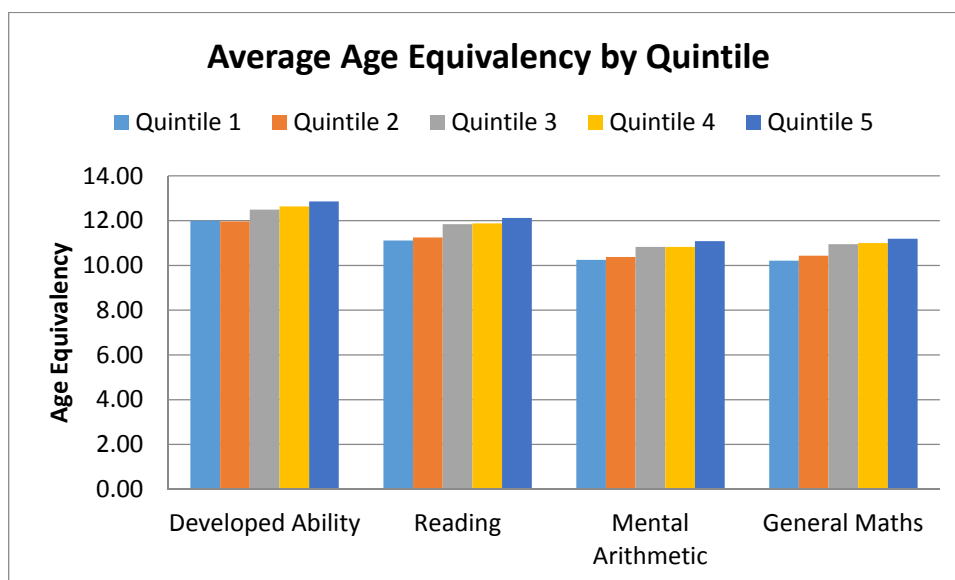
Primary 6

	Roll	Developed Ability	Reading	Mental Arithmetic	General Maths
Quintile 1	371	10.97	10.26	9.71	9.67
Quintile 2	585	11.17	10.53	9.95	9.99
Quintile 3	416	11.47	10.75	10.16	10.25
Quintile 4	405	11.82	11.05	10.45	10.53
Quintile 5	427	12.07	11.25	10.74	10.76
#N/A	5	11.86	10.98	10.29	9.83
P6	2209	11.49	10.76	10.20	10.23



Primary 7

	Roll	Developed Ability	Reading	Mental Arithmetic	General Maths
Quintile 1	363	12.00	11.11	10.25	10.21
Quintile 2	527	11.96	11.25	10.38	10.44
Quintile 3	389	12.49	11.84	10.82	10.95
Quintile 4	377	12.64	11.88	10.83	11.00
Quintile 5	426	12.86	12.12	11.08	11.19
#N/A	5	12.28	12.62	10.56	10.95
P7	2087	12.37	11.63	10.66	10.75



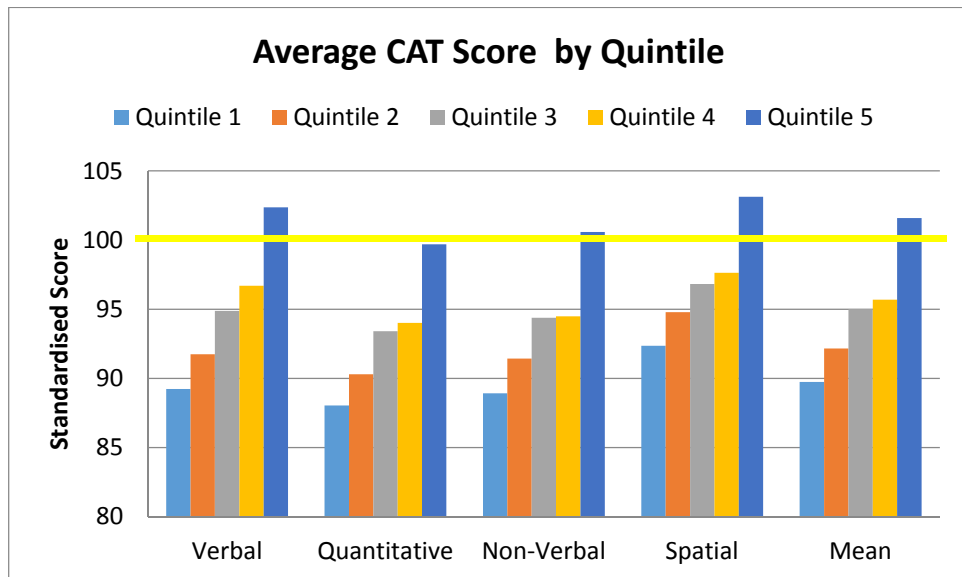
Secondary Cognitive & Adaptive Testing

In Secondary schools pupils undertake Cognitive Ability Tests (CAT) in S1 and Adaptive tests in S2. Again the information coming from the results of these assessments can be used diagnostically to raise attainment.

In each of these assessments standardised scores are provided where a score of 100 in each area of the curriculum is equal to the mean score of pupils completing the same assessments nationally (this is indicated on the graphs in this section by a yellow line).

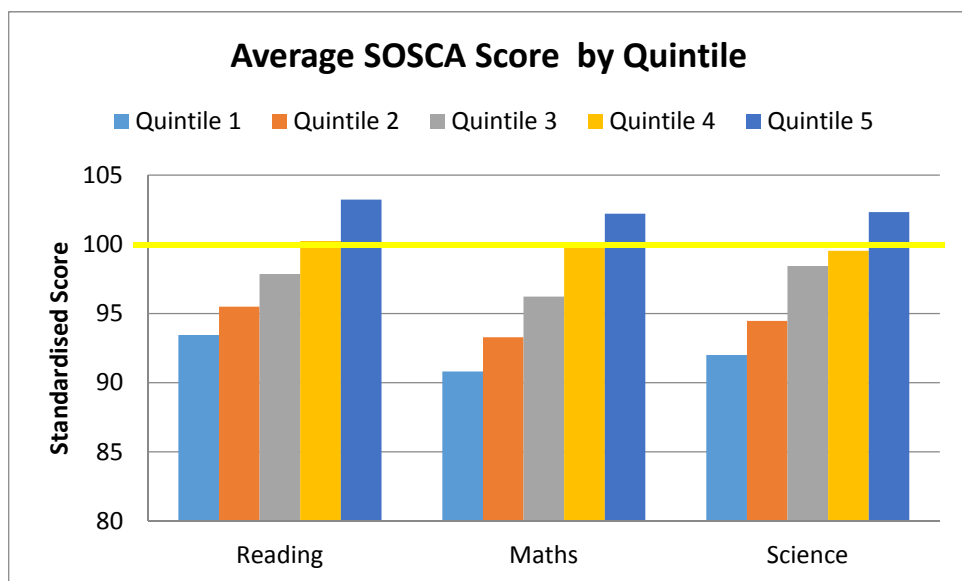
Secondary 1 - CAT

	Roll	Verbal	Quantitative	Non-Verbal	Spatial	Mean
Quintile 1	327	89.24	88.04	88.93	92.35	89.75
Quintile 2	580	91.75	90.30	91.43	94.79	92.16
Quintile 3	486	94.89	93.42	94.38	96.83	95.01
Quintile 4	271	96.70	94.02	94.49	97.64	95.69
Quintile 5	291	102.37	99.69	100.58	103.13	101.59
#N/A	43	94.98	93.81	95.63	94.93	95.00
S1	1998	94.39	92.64	93.58	96.49	94.37



Secondary 2 – Adaptive Testing

	Roll	Reading	Maths	Science
Quintile 1	350	93.45	90.81	92.01
Quintile 2	488	95.50	93.29	94.46
Quintile 3	394	97.85	96.22	98.43
Quintile 4	324	100.24	99.79	99.53
Quintile 5	419	103.23	102.22	102.33
#N/A	20	90.81	87.63	88.95
S2	1995	97.97	96.32	97.25



Senior Phase Attainment will be added once Insight data is available

GLOSSARY

NIF Drivers:

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

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

