WEST LOTHIAN COUNCIL

Education Services

Annual Plan & Report

National Improvement Framework & Reducing

Inequalities of Outcome

August 2024

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

CONTENTS

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 Raising Educational Attainment Strategy is the key strategic tool for achieving the council's priority of raising educational attainment.

The purpose of the strategy is 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:

- 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.

- 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.

The West Lothian 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 Educational

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, college 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 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 2023-24 AND PLANS FOR SESSION 2024-25

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 2024, 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 89% pupil response rate and a 37% 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
- Children known, supported and encouraged as individuals
- Children have opportunities to learn about their rights and these are promoted and protected in school
- Schools promoting the importance of attendance
- Schools ensuring costs do not prevent children participating in clubs and outings

Areas identified for further consideration:

- Approaches to dealing with any bullying
- Providing information to parents on how to support their child's learning and ensuring that information reaches parents at the right time
- Extending family learning opportunities

The secondary surveys had a 68.59% pupil response rate and a 14% parent/carer response rate.

Key strengths identified within the secondary sector include:

- Schools ensuring young people are safe and treated fairly
- Young people are progressing well in their learning
- Young people feel listened to by adults and know who to ask for help if it is needed

- Schools are ensuring that young people know about their rights and are promoting these
- Schools are working to ensure costs do not prevent young people from participating in wider school activities
- Schools are sharing key messages around the importance of attendance
- Parents are 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 14% 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 and increasing in confidence
- Children have opportunities to learn about their rights and these are promoted and protected in school
- Parents are well informed about what their child is learning, the work of the school, and school events
- Schools promoting the importance of attendance

Areas identified for further consideration:

- Ensuring parents receive information on how to support their child's learning and increased opportunities for family learning activities
- Continue to consider ways to reduce the costs of the school day
- 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.

Through effective RIC collaboration the following has been developed to support continuous improvement in this area:

- Learning, teaching and assessment interactive resource for schools to support the improvement of key aspects of pedagogy.
- Creation of an Inspirational Pedagogy Assistant to support the implementation of creative and engaging lessons for learners.

Most schools who have engaged with the learning, teaching and assessment interactive resource report that they will use this to enhance the delivery of their school improvement plan priorities next session. Within West Lothian, 11 primary schools are working collaboratively on the use of this resource on the themes of self-evaluation, differentiation, assessment, effective feedback and questioning. Other schools report they plan to use this resource to support individual teachers including probationer teachers. Almost all schools who have engaged in the use of the Inspirational Pedagogy Assistant report that the resource is very useful in supporting pedagogy. The Inspirational Pedagogy Assistant has been accessed 1034 times across the RIC to create engaging lessons for learners with cross cutting themes including outdoor learning, learning of sustainability and meta skills.

Further to this, 7 targeted schools across the RIC (3 from West Lothian) are engaging in practitioner enquiry with Stirling University to improve pedagogy through an enquiring schools' model. Enquiring schools' approaches are embedded in the targeted school's improvement plans with mechanisms to identify impact of this approach into next academic year.

Further collaborative working and sharing of practice across the RIC has supported West Lothian engagement in the Youth Voice Toolkit to build on approaches to put the learner at the centre of school improvement. Engagement with Stirling Council is supporting the implementation of the Education Scotland Young Leaders of Learning programme with 9 schools this session. 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.

Collaborative working with Falkirk Council has supported the development of a middle leaders' self-evaluation for continuous improvement professional learning course to increase the capacity in national and local level priorities, knowledge and understanding of national standards, use of evaluative language and evidencing school improvement and self-evaluation. Secondary schools have also worked collaboratively with peers from Falkirk Council on improvements in subject attainment in specific areas.

Throughout this session, we have also continued to work in collaboration with our RIC colleagues to explore strategies to expand the offer of online courses available to young people in the senior phase. Colleagues from across the local authority have shared their current approaches and plans for online/virtual learning and are continuing to discuss ways to support one another moving forward. RIC networks have been created for teachers of specific curriculum/subject areas delivering online courses to encourage them to work together, share good practice, support assessment and moderation approaches and improve online learning, teaching and assessment. One key aspect of our work over the session has been the

successful organisation of a professional learning event in May where staff attended a variety of workshops including, 'supporting online approaches to inclusive pedagogy', 'interactive online pedagogy approaches' and 'Artificial Intelligence'. Work will continue into next session to support expansion of courses offered across the RIC and to support staff through regular CLPL opportunities to deliver high quality online learning, teaching and assessment.

An Additional Support Needs (ASN) network continues with representatives from each local authority managing the agendas and collaborative inputs. This has established 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 established with Principal Educational Psychologists to allow for more collaborative approaches to inclusion across the RIC.

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 and this has continued this session. The team has continued to update the 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.

Section 3.2 – Steps in pursuance of the National Improvement Framework

The following pages contain summary reports for the strategic priorities for session 2023-24, progress made and next steps for session 2024-25.

The summary reports are developed by central quality improvement officers and are in collaboration with Moving Forward in Learning collaborative groups and improvement teams across West Lothian Education Services. These include school leaders, Additional Support Needs colleagues, Educational Psychology Services, Community Learning and Development staff, equity officers and professional learning teams as well as external partners as appropriate:

NATIONAL IMPROVEMENT FRAMEWORK PRIORITIES:

- Raising Attainment and Closing the Gap in Literacy & English
- Raising Attainment and Closing the Gap in Numeracy & Maths
- Improving Health & Wellbeing
- Developing the Young Workforce
- Involvement & Engagement – Pupils and Parents

Reports and plans specifically relating to the Closing the Poverty-related attainment gap through the Scottish Attainment Challenge – Pupil Equity Funding and Strategic Equity Funded projects - are contained in the section 3.ii.

EDUCATION SERVICES STRATEGIC PRIORITIES IN THE FOLLOWING AREAS SUPPORT THE WEST LOTHIAN RAISING EDUCATIONAL ATTAINMENT STRATEGY AS WELL AS THE NIF PRIORITIES:

- Curriculum
- Learning, Teaching and Assessment (in conjunction with the RIC)
- Assessment & Moderation
- Early Years
- Additional Support Needs Quality Improvement
- Digital Learning

Please note that for Sections 3.2 and 3.3:

- Performance information relating to progress with NIF data/stretch aims is contained within Section 3.3 (i) This information also includes future targets in line with stretch aims reporting

- Further actions relating to Tackling the Poverty Related Attainment Gap are contained in Section 3.3 (ii)

- It should be noted that Curriculum for Excellence progress data is provisional

- It should be noted that leavers' data refers to data released in February each year

- (pp refers to percentage point improvement)

It is essential to note that none of the progress or plans captured on the following pages should be seen in isolation. Many are interdependent on each other within a complex system which all work towards improving outcomes for children and young people in West Lothian.

NATIONAL IMPROVEMENT FRAMEWORK PRIORITY: Literacy and English		
Priority Actions **Curriculum Development** - further development of curriculum offer for Literacy and English 2-18, using the 'Steps to a Successful Literacy Strategy' tool and embedding use of the WL Progression Pathways for literacy (early to fourth level) and the development of flexible senior pathways that enhance opportunities for achievement. **Self-Evaluation for Improvement** - support self-evaluation through the effective use of data and high-quality assessment to ensure needs, gaps and strengths are accurately identified and supported and further support the use of universal and targeted evidence-based approaches to secure appropriate pace and challenge for all learners.	**Baseline (session 2022-23)** **ACEL LITERACY COMBINED P1, P4, P7:** Overall levels: 79.19% Q1: 69.6% and Q5: 90.84% Q1 v Q5 Gap pp: 21.24 **ACEL LITERACY S3:** Overall levels: 95.58% Q1: 91.46% and Q5: 98.69% Q1 v Q5 Gap pp: 7.23	**Target (session 2023-24)** **ACEL LITERACY COMBINED P1, P4, P7:** Overall levels: 79.5% Q1: 71.0% and Q5: 91.0% Q1 v Q5 Gap pp: 20.0 **ACEL LITERACY S3:** Overall levels: 95.0% Q1: 90.1% and Q5: 98.7% Q1 v Q5 Gap pp: 8.6
Building Staff Capacity - support and provide CLPL and moderation opportunities which strengthen the quality of all aspects of learning, teaching and assessment and includes the use of digital technologies, inclusive pedagogy and literacy across learning.	**Performance (session 2023-24)** **ACEL LITERACY COMBINED P1, P4, P7:** Overall levels: 79.64% Q1: 71.71% and Q5: 90.92% Q1 v Q5 Gap pp: 19.21 **ACEL LITERACY S3:** Overall levels: 95.7% Q1: 91.2% and Q5: 98.2% Q1 v Q5 Gap pp: 8.6	

Progress
- The West Lothian Literacy and English Pathways for Early, First and Second Level have been reviewed and updated following feedback from practitioners and schools to support more effective planning of Literacy and English. The changes have brought the elements of literacy together under each organiser, identifying the key learning points and 'I can' statements demonstrating progression in the key learning points.
- An overview of Literacy and English CLPL has been developed, setting minimum training requirements for early years practitioners and teaching staff in their professional development throughout their career.
- A Literacy and Numeracy Targeted Intervention Support Tool has been designed to provide an overview of the interventions used across West Lothian and guidance to support schools developing their targeted interventions based on learner's assessed need.
- To support the sharing of good practice across West Lothian a 'Creativity in Literacy Competition' has been developed to promote the planning of rich literacy experiences. As well as providing a platform for sharing good practice, it will also provide opportunities for moderation of experiences across the BGE in West Lothian.
- Revised Primary VSE guidance for literacy has been developed to promote consistency and support VSE team members to structure learner conversations and gather evidence and feedback for reporting and for the school to use as part of their improvement planning.

Impact
- In primary, ACEL data demonstrates that most children in P1, P4 and P7 achieved the level with the gap between Q1 and Q5 closing by 2.03%.
- In secondary, almost all young people achieve CfE third level or better in literacy by the end of S3 and most young people leave school with an SCQF Level 5 literacy.
- Primary school inspections this session reported that children make good or better progress in Literacy and English, with most achieving very good progress from prior levels of attainment. It was also reported that children benefit from access to school libraries, which aids in developing their literacy skills. Most children are making very good progress in listening, talking, reading and writing, with a few exceeding expected levels. Children requiring targeted support are making good progress toward their individual targets.
- All primary schools report that they use the WL Progression Pathways for Literacy and English for curriculum planning and tracking and 39% have used the Steps to a Successful Strategy to design their curriculum offer and build a consistency of learning, teaching and assessment. Pathways are also used to support quality assurance, professional dialogue and to review and adapt support.
- The majority of primary schools report they are using the Literacy and English Pathways to support quality assurance, observations, professional dialogue, teacher professional judgement and to review and adapt support.

• A short-life working group for literacy has been reviewing the contents for the 'Steps to a Successful Strategy in Literacy' to ensure the contents support self-evaluation and provides guidance on how to improve the offer for literacy with evidence-based research and guidance. Working groups have tried to avoid referencing commercially produced materials. The guidance will be rebranded as 'WL BGE Improving Literacy and English Improvement Tool'. • A variety of CLPL opportunities has been delivered, including online and in-person sessions. In relation to a small number of courses on targeted interventions, a model of multi-session and enquiry/coaching dialogue has been trialled. Approximately 375 West Lothian practitioners have accessed the opportunities (including PSWs, Probationers and NQTs and classroom practitioners from across primary and secondary sectors). In addition, two CLPL opportunities was offered out through the FVWL RIC and these were positively received.	• CLPL has been delivered for probationers – Introduction to Literacy in West Lothian and Literacy Across Learning (130 participants), Balanced Reader Approach (approx. 15 WL participants), Supporting Reading in Secondary (44 participants), Supporting Reading (70 participants), Digital Tools for accessing and creating texts (24 participants in total), Planning for Listening and Talking (25 participants), Planning for grammar and punctuation (30 participants) and Supporting Targeted Interventions - Precision Teaching, Running Records, Approaches to fluency and Think Aloud (36 participants). Evaluations demonstrated that almost all to all practitioners have demonstrated the capacity to reflect on what they have learned and consider the impact of the experience on their own learning, their classroom practice and learner outcomes.
Learner voice Responding to the UNCRC United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Act 2024 the Literacy and English Steering Group had action points to support learner voice in shaping the WL offer. A 'Listening to Learner's Voice in Literacy and English Tool' has been created for schools to use with Mini-Champs to self-evaluate their offer with children and young people reflecting on the minimum expectations in West Lothian. The Youth Voice Framework has been used to shape this and newly formed Mini-Champs sessions will support schools to use the tool and share good practice. The first session was attended by almost one third of primary schools attending, with a focus on building and sustaining a positive reading culture within your school with one school sharing their journey.	**Next steps for session 2024-2025** **Curriculum Development:** • Re-brand 'Steps to a Successful Literacy Strategy' to 'WL BGE Improving Literacy and English Toolkit' and further embed curriculum support materials, specifically Literacy Pathways and Pupil Targets. • Launch 'WL Creativity in Literacy Competition' to support and enhance planning of literacy and share effective practice. **Self-Evaluation for Improvement:** • Exploring and sharing good practice through Reading Ambassador/Mini Champs Network, promoting and supporting pupil voice and leadership. Launch 'Listening to the Learner's Voice' Literacy and English Toolkit and embed the use in Reading Ambassador/Mini Champs Network. • Embed use of Literacy and Numeracy Intervention Support Tool for assessing and planning interventions at school level, monitoring through PEF Planning Tool. • Embed revised primary VSE Literacy Tool to support gathering of evidence. • Collate SIP Literacy Priority overview to track progress and achievement through SQR. **Building Staff Capacity:** • Further develop Literacy CLPL Professional Overview, developing self-led learning modules. • Develop and provide SLT CLPL on using the 'WL BGE Improving Literacy and English Improvement Tool' to support Literacy curriculum design and development.

NATIONAL IMPROVEMENT FRAMEWORK PRIORITY: Numeracy and Mathematics		
Priority Actions **Curriculum Development -** further development of curriculum offer for Numeracy and Mathematics 2-18, using the Steps to a successful Strategy in Numeracy and Mathematic tool and embedding use of the WL Progression Pathways for numeracy early to fourth level and the development of flexible senior pathways that enhance opportunities for achievement. **Self-Evaluation for Improvement -** support self-evaluation through the effective use of data and high-quality assessment to ensure needs, gaps and strengths are accurately identified and supported and further support the use of universal and targeted evidence-based approaches to secure appropriate pace and challenge for all learners. **Building Staff Capacity -** support and provide CLPL and moderation opportunities which strengthen the quality of all aspects of learning, teaching and assessment and includes the use of digital technologies, inclusive pedagogy and numeracy across learning.	**Baseline (session 2022-23)** **ACEL NUMERACY COMBINED P1, P4, P7:** Overall levels: 84.69%, Q1: 76.84% and Q5: 93.64% Q1 v Q5 Gap pp: 16.8 **ACEL NUMERACY S3:** Overall levels: 95% Q1: 90.36% and Q5: 98.47% Q1 v Q5 Gap pp: 8.11 **Performance (session 2023-24)** **ACEL NUMERACY COMBINED P1, P4, P7:** Overall levels: 85.05%, Q1: 76.51% and Q5: 94.43% Q1 v Q5 Gap pp: 17.92 **ACEL NUMERACY S3:** Overall levels: 94.3% Q1: 93% and Q5: 98.4% Q1 v Q5 Gap pp: 5.4	**Target (session 2023-24)** **ACEL NUMERACY COMBINED P1, P4, P7:** Overall levels: 85%, Q1: 77.5% and Q5: 93.8 Q1 v Q5 Gap pp: 16.3 **ACEL NUMERACY S3:** Overall levels: 84.69% Q1: 76.84% and Q5: 93.64% Q1 v Q5 Gap pp: 16.8

Progress
- All secondary maths staff engaging with pedagogy videos and using them as a discussion focus at the network afternoon Tips for Teachers Videos - Tips for te
- All secondary schools and 12 primary schools have been involved in Practitioner Enquiry using Building Thinking Classrooms, BTC, in Mathematics with a focus on visible thinking and building learner autonomy.
- An overview of Numeracy and Mathematics CLPL has been developed, setting minimum training requirements for early years practitioners and teaching staff in their professional development throughout their career.
- Targeted Intervention Support Tool has been designed to provide an overview of the interventions used across West Lothian and guidance to support schools developing their targeted interventions based on learner's assessed need.
- To support the sharing of good practice across West Lothian a 'Creativity in Numeracy Competition' has been developed to promote the planning of rich numeracy experiences.
- A short-life working group has reviewed the contents of the 'Steps to a Successful Strategy in Numeracy' to ensure the contents support self-evaluation and provide guidance on how to improve the offer for numeracy with evidence-based research and guidance. The guidance will be rebranded as 'WL BGE Improving Numeracy and Mathematics Improvement Tool'.

Impact
- In primary, ACEL data demonstrates that most children in P1, P4 and P7 achieved the level.
- In secondary, almost all young people achieve CfE third level or better in numeracy by the end of S3 and most young people leave school with an SCQF Level 5 numeracy.
- From our primary school inspection this session it was reported that children demonstrate good progress in numeracy and mathematics, particularly in areas such as number, money, measure, and shape, position, and movement. Most children confidently apply their numeracy skills in various subjects and contexts, with a few exceeding national expectations.
- All primary schools report that they use the WL Progression Pathways for Numeracy and Mathematics for curriculum planning and tracking and 39% have used the Steps to a Successful Strategy to design their curriculum offer and build a consistency of learning, teaching and assessment.
- The majority of primary schools report they are using the Numeracy and Mathematics pathways to support quality assurance, observations, professional dialogue, teacher professional judgement and to review and adapt support.
- Through Secondary VSE evidencing demonstrates a greater use of the P7 data, CAT and SNSA to plan learning and interventions including differentiating numerical concepts within curricular areas in some schools. Learners who are not accessing mainstream classes are being given opportunities to gain the highest possible numeracy level.

	• There has been positive staff feedback on secondary network sessions and their learning from the inputs and discussions on different pedagogical approaches. • Central CLPL evaluations indicated that training supported either school improvement priorities or to further develop practitioner's own knowledge and skills. Almost all participants indicated that classroom-based discussion and interaction worked very well for them in that they could relate to how the input could positively impact their own practice. • Feedback from practitioners involved in BTC demonstrates that practitioners have benefitted from collaborative professional enquiry and can see the benefit in practice to support learner's problem solving and collaborating in visible thinking.
Learner voice Responding to the UNCRC United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Act 2024 the Numeracy and Mathematics Steering Group had action points to support learner voice in shaping the WL offer. A 'Listening to Learner's Voice in Numeracy Tool' has been created for schools to use with Mini-Champs to self-evaluate their offer with children and young people reflecting on the minimum expectations in West Lothian. The Youth Voice Framework has been used to shape this and newly formed Mini-Champs sessions will support schools to use the tool and share good practice, the first session held in June was attended by nearly a third of primary schools with a focus on how to establish an effective Numeracy Mini-Champs group, sharing good practice from 3 different schools.	**Next steps for Session 2024-2025** **Curriculum Development:** • Re-brand 'Steps to a Successful Numeracy and Mathematics Strategy' to 'WL BGE Improving Numeracy and Mathematics Toolkit. • Launch 'WL Creativity in Numeracy and Mathematics Competition' to support and enhance planning of numeracy and mathematics and share effective practice. • Continue to develop flexible senior pathways to provide further opportunities for achievement. **Self-Evaluation for Improvement:** • Exploring and sharing good practice through Mini Champs/Mathletes Network, promoting and supporting pupil voice and leadership. • Launch 'Listening to the Learner's Voice' Numeracy and Mathematics Toolkit and embed the use in Mini Champs/Mathletes Network. • Embed use of Literacy and Numeracy Intervention Support Tool for assessing and planning interventions at school level, monitoring through PEF Planning Tool. • Embed revised VSE Numeracy and Mathematics tool to support gathering of evidence. • Collate SIP Numeracy and Mathematics Priority overview to track progress and achievement through SQR. • Promote 'Problem Solving Schools Charter' through Nrich project with University of Cambridge.. **Building Staff Capacity** • Further develop Building Thinking Classrooms CLPL offer • Further develop Numeracy and Mathematics CLPL Professional Overview, developing self-led learning modules • Develop and provide SLT CLPL on using the 'WL BGE Improving Numeracy and Mathematics Improvement Tool' to support Numeracy curriculum design and development

NATIONAL IMPROVEMENT FRAMEWORK PRIORITY: Health and Wellbeing

Priority Actions	Baseline (session 2022-23)	Target (session 2023-24)
1. Ongoing approaches to developing a mental health pathway for Pupils and Families leading to almost all staff, pupils and families reporting that they feel confident in accessing support for mental health. 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. 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. 4. Using our 3.1 Tool to self-evaluate and moderate across schools leading to almost all school leaders being confident in their Quality Indicator grading of 3.1 and being able to provide rich evidence.	1. Over 1.2 million CAHMs referrals between 2022-2023 and a very significant rise in distressed behaviour in most schools lead us to asking children and young people if they were confident and would know how to access support for their mental health. Almost all pupils were confident with school supports with few being confident in supports within their local community. 2. A significant rise in distressed behaviour in most schools has led to Scottish Government roll out of Trauma Informed Practice to all Local Authorities. 3. 68.38% of pupils feel that bullying is being dealt with effectively. 75% parents agree. At least 90% of staff are confident in anti-bullying procedures. 4. Most schools 3.1 QI at least good or very good. 5. Schools reported that LfS was a next step for Curriculum development.	1. That the pathway would be completed with learner voice at the centre. 2. Staff would find training useful and have increased confidence regarding Trauma Informed and Skilled Approaches. Almost all pupils would feel respected and included in school. 3. Almost all staff continue to be confident. Most pupils and parents agree that procedures are effective. 4. Almost all schools 3.1 QI at least good or very good. 5. LfS Map completed with learner voice at the centre.
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.	**Performance (session 2023-24)** • Pathway now developed. • Wellbeing indicator stats for respected: 85.16% included: 86.85% (most) • 96% of delegates who completed an evaluation have increased understanding of what trauma is and how common it is. • 100% of delegates who completed an evaluation understand the ways that trauma can affect people, including the impact on people's brains, bodies and behaviour. • 96% of delegates who completed an evaluation know how to support people following a traumatic event and their role in promoting safety. • 98% of delegates who completed an evaluation understand ways in which they can support people to recover from trauma. • 98% of delegates who completed an evaluation developed knowledge and skills to care for their own wellbeing. • Almost all staff continue to feel confident. Most parents are happy with procedures. Only 55.32% agree that bullying is dealt with effectively in their school. • Almost all schools 3.1 QI is good or very good. A few are excellent.	

Progress	Impact
1. All Mini and Midi Champs and Family Champs have helped us to design a Children and Young Peoples Mental Health Pathway. We are now consulting with all champs to ensure the pathway is ready to launch at our Conference in September. 2. TIP 1 has been completed by all schools and Family Link workers. TS2 has been completed by 3 Clusters and over 200 ELC staff. 3. Almost all schools have an Anti-Bullying statement. 15 schools have used the Lundy Model to ensure that Learner Voice is at the heart of their Anti-Bullying Statement. 1 ELC and 3 schools have worked with Education Scotland to take part in a case study Road Map to produce national guidance on Equality and Diversity Statements for schools. As part of our Positive Relationships Policy Refresh, we now have E and D Guidance. 4. Schools are using the 3.1 Tool with confidence and Secondary schools have developed a new 3.1 Collaboration in Action model. 5. LfS Pathway complete and ready to launch at the Conference in September.	• Almost all Pupil and Family Champs as well as young people who access the Listen and Link service have reported feeling empowered and that their views have been listened to and acted upon. • Staff have continued confidence. Most parents continue to be satisfied. • Learner voice has increased across at least 15 schools as well as anti-bullying being a priority for almost all schools. Bullying stat to be added* has it went down from 55%? • All schools inspected this year have had G, VG or Excellent. • Learners feel included and consulted.
Learner voice Mini and Midi Pupil Champs have continued to be the lead voices for taking forward our HWB Action Plan priorities. For example, Consultation on our Mental Health Pathway and participation in National Pilot for the Equality and Diversity Policy Guidance. All Mini and Midi Champs get the chance to attend an in person Cluster meeting to share their views. This is recorded and shared with schools. This also ensures that Pupil Voice is at the heart of planning next steps.	**Next steps for session 2024-25** **Developing Mentally Healthy Relationships through Positive Relationships #Relationships Matter** 1. Roll out Children and Young People's Mental Health Pathway as part of a Roadshow. Measurable Outcome: Almost all children and young people consulted with (HWB Champs and L and L users) provide feedback that the pathway developed is useful. Online statistics show a high percentage of users are accessing the pathway. 2. 5 Clusters to take part in T2 Training. Groups of staff to take part in T2 Reflection and Coaching and mentoring. Measurable Outcome: Almost all staff will report feeling more confident in TIP and TS2 Strategies. Almost all pupils will feel nurtured, included and respected in school. 3. Support schools to develop Equality and Diversity Statements. Measurable Outcome: Almost all schools will have a statement. Almost all pupils will report feeling respected and included in school. 4. Primary Schools with G for 3.1 will work with HWB Team to achieve VG. 3.1 VSEs in Secondary will continue. All schools will have at least G for 3.1 Most will have VG. 5. Curriculum: Schools will begin to use LfS Pathway. Measurable Outcome: All schools in focus group feel more confident to plan LfS and pupils report that their curriculum has been enhanced by the use of LfS Map. 6. Schools will share their PEPAS Strategies. Measurable Outcome: Almost all pupils will report that they feel Active at school and in the community. Staff will be able to showcase PEPAS success case studies.

NATIONAL IMPROVEMENT FRAMEWORK PRIORITY: Developing the Young Workforce

Priority Actions	Baseline (session 2022-23)	Target (session 2023-24)
- More young people moving into positive, sustained post school destinations - Increase Employer engagement with schools through development of the DYW Coordinator posts - Develop NHS Pathways to support routes into the professions - Expand the Winter Leavers Programme	94.6% of young people went into a positive destination - All schools have links to local and national employers - Health and Social Care courses offered through West Lothian College - Various 10-week courses which Winter Leavers could access	95.7% of young people entering a positive destination - Increase the number of employer engagements and links each school has - Develop opportunities for young people to gain skills and qualifications leading to careers in the NHS - Develop a programme for 20 young people in partnership with external organisations to support them to gain additional qualifications, experience and move into a positive destination

Performance (session 2023-24)
94.1% of young people moved into a positive destination   - DYW Target Operating models from Schools and DYW reports are showing increasing employer engagement   - Pathways were developed with Fife College and New College Lanarkshire   10 young people took part in the programme from an initial group of 18

Progress	Impact
- There was a 0.5% drop in the number of young people moving into a positive post school destination. This was due to an increase in the number of young people with chronic mental health issues, non-attenders and young people with long term health issues - DYW Coordinators share examples of employer engagement regularly both at the DYW Coordinators meeting and the DYW Steering Board - Five new courses have been added to the options – Micro Credentials, FA Social Sciences and HNC Social Care from New College Lanarkshire and PDA in Lab Sciences and HNC in Applied Science from Fife College. - Feedback on the Winter Leavers programme has resulted in a more bespoke offer being developed to cater for the needs of a wider variety of young people.	- The processes and systems in place to help young people move into a positive destination are being reviewed and redesigned to make them more proactive and effective. The target is to increase positive destinations by 2% to 96.1% 30 young people took part in a variety of experiences relating to possible future careers - Responding to the career interests of young people 5 more courses are available at levels 4, 5 and 6 which will develop skills and qualifications linking to careers in the NHS - The young people involved in the Winter Leavers programme gained additional vocational qualifications and undertook a variety of employability related activities to help them to move into a positive destination

Learner voice	Next steps for session 2024-2025
- A Leavers Questionnaire was developed to gather information about the school experience and help guide development of employability skills. - Through the 16+ Datahub young people identified careers in the NHS as a potential pathway that they would like more opportunities to explore. - All young people who took part in the Winter Leavers programme were asked regularly about the course and any changes they felt were needed.	- Positive Destinations Improvement Group has been established to look at strategies to support young people into a positive destination. This will involve a more targeted support system using improvement methodology to track and identify any issues at an earlier stage in the process so that additional support and guidance can be put in place where needed. Partnership working is key to this and will build on the good practice already in place with a clear focus on responsibilities of key personnel in school and partners supported by increased opportunities for young people to progress to positive pathways. The target for this work will be to increase the positive destinations of all young people to 96% and the positive destinations of Q1 young people to 92%. - DYW Coordinators will continue to develop employer links - Further NHS Pathways will be explored.

NATIONAL IMPROVEMENT FRAMEWORK PRIORITY: Engagement and Involvement of Parents/Carers and Pupils		

Priority Actions	Baseline (session 2022-23)	Target (session 2023-24)
1. Further develop approaches to promoting engagement and involvement of parents/carers and families to ensure collaboration is effective and meaningful within decision making processes and opportunities for supporting their child's learning/development. 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. 3. Promote quality partnership working across WLC and beyond with a range of stakeholders to strengthen and develop strategic approaches to Involvement and Engagement – parents and pupils 4. Through robust self-evaluation ensure that UNCRC principles and practices are understood to be the responsibility of all schools and Early Learning and Childcare establishments.	• All schools are planning for parental involvement and engagement, a minority of schools have a strategy that reflects this vision • 68.38% of pupils feel that bullying is being dealt with effectively. 75% parents agree. At least 90% of staff are confident in anti-bullying procedures. • RRSA: 7 Gold accreditations, 33 Silver and 12 Bronze	• All schools will have a vision for parental involvement and engagement, participating schools will have a strategy document • Training provided around approaches authentic pupil voice and participation will increase staff confidence and develop increased consistency in approaches to pupil voice • Schools will have developed/ refreshed their anti-bullying policy and an increase will be demonstrated in pupils agreeing that procedures are effective. • All schools will be registered and progressing on their RRSA journey: target - Bronze 10, Silver 40 and Gold 20
	Performance (session 2023-24) • CLPL evaluations/feedback provided on pupil voice/participation highlighted increased confidence from participants on what constitutes authentic pupil voice and tools/materials are easily accessible to support this. • Approaches to developing anti- bullying guidance in schools have increased staff confidence and in participating schools, ethos surveys demonstrate an average increase of 7.3% in positive responses to this • 85.54% of Primary pupils and 58.37% of Secondary pupils agreed that their rights were being taught within schools and protected and promoted	

Progress	Impact
• 5 schools worked collaboratively to trial and create a 'Parental Engagement Strategy' for their establishment. A 'template' has been shared with clusters and associated Parent Councils for feedback. • Professional learning opportunities have been supported through the signposting of high-quality resources such as Education Scotland's Parental Engagement Toolkit • Examples of good practice are beginning to be shared through the creation of case studies/exemplars. • In collaboration with partners in CLD and Social Policy, a WL Children's Rights network has been established and 2 successful engagement events held to support young people to shape how this network will be organized and run (Youth Voice Toolkit used) • Through analysis of current data, key priorities for development were identified – Anti-bullying, ELC – P1 Transition, Participatory Budget. • 13 schools engaged in a Lundy Model of Participation trial to ensure learner voice was central to anti-bullying approaches. Supported sessions/ongoing training provided. Parent	• Initial feedback from cluster schools has highlighted the value of this document and the support it provides to capture, evaluate and reflect on current practice. All schools highlighted the ease of which it could be personalised/adapted for their own establishments • Of the 8 schools engaging with the Parental Engagement Toolkit and case studies, all reported the positive impact upon their approaches to parental engagement. Almost all highlighted their understanding of parental involvement, engagement and family learning was clarified. • 66 young people attended across the 2 events with almost all secondary schools represented and a variety of community groups. Feedback highlighted that young people felt included and had ownership in designing and creating their network. They valued the opportunity to shape this network. • Feedback from parents highlighted a clear understanding of anti-bullying and almost all had an awareness of work being undertaken within their child's establishment around this. Communication was highlighted as the most important factor around this.

- discussion groups held to explore issues around anti-bullying and approaches to this across schools. Suggestions and opinions gathered to support developments.
- CLPL and targeted support provided to schools supporting increased authentic pupil voice within Participatory Budget. Support materials also created.
- All schools provided with professional learning opportunity via Headteacher collaborative supported by Regional Improvement Collaborative on using Youth Voice Toolkit and Charter. Supporting workshop allowed staff time to engage with this and almost all schools made a pledge regarding implementation.
- Two schools engaged in the Youth Voice Toolkit Pilot supported by the Regional Improvement Collaborative and Education Scotland Community Learning and Development to develop approaches to authentic learner voice – curriculum focus.
- Ongoing work across authority and beyond to share key messages and consistent approaches to pupil voice across existing professional networks and with partners
- Re-engagement with UNCRC self-evaluation toolkit was supported across all schools and services to track progress and plan for implementation via professional learning opportunities.

- All staff reported that as a result of engaging in the anti- bullying pilot they felt more confident in leading authentic pupil voice/participation with an average increase of 36% in confidence rates from before to after. All reported that they could see the value in using Lundy model to provide structure and process. All had a clearer understanding of rationale behind considering whose voices were heard/not heard and the importance of facilitating and leading within discussions.
- Almost all schools who engaged in the Anti-Bullying Pilot demonstrated an improvement in positive responses from pupils reporting that bullying was dealt with well with an average increase of 7.3% for each school.
- All children reported that they were supported to have their voice heard. All acknowledged they know who their audience was and where their opinions were going next. All shared that that their voices were taken seriously and lead to change.
- 22 schools engaged in initial CLPL on Participatory Budget and drop-in sessions. They are using the Lundy model and support materials to support authentic pupil voice in leading their plans for Participatory Budget spend. Initial feedback suggests this model is helpful in supporting a more authentic process.
- Almost all primary schools and a minority of Secondary schools pledged to use the Charter and/or Toolkit to support improvement/change initiatives within the school. Primary Schools report that the Charter has supported them to establish effective conditions for pupil voice, with a minority using this to establish and create their own voice charters. Initial feedback suggests the toolkit provides a framework and consistent structure which increases the authenticity of pupil voice. Almost all schools agreed they had plans to use this to support improvement/change initiatives.
- All WL schools are registered on the RRSA programme with 14 Gold accreditations, 47 Silver and 22 Bronze, this is an increase of 7 Gold, 14 Silver and 10 Bronze since June 2023. This is ensuring that children's rights are being taught explicitly within the schools.
- 85.54% of Primary pupils and 58.37% of Secondary pupils agreed that their rights were being taught within schools and protected and promoted.

Learner voice	Next steps for session 2024-25
Core to all aspects of this – use and development of Lundy Model/Youth Voice Charter and Toolkit	- Develop further professional learning and support for family learning and parental engagement - Fully establish Children's Rights Network and extend to primary school pupils - Further development and trialling of Lundy/Youth Voice Charter and Toolkit to support a consistent and authentic pupil voice and participation across settings and strategic groups - Development of professional learning on Dignity in Schools, creating child friendly policies/documentation and UNCRC toolkit - Evaluate impact of authentic pupil voice on Participatory Budget trials - Maintain professional networks to support practitioners with Children's Rights and authentic pupil participation - Continue to ensure schools remain on their RRSA journey and support the ongoing promotion and protection of children's rights.

EDUCATION SERVICES STRATEGIC PRIORITY: Curriculum

Priority Actions	Baseline (session 2022-23)	Target (session 2023-24)
Work with schools and clusters to ensure the curriculum is co-designed with learners, parents, carers and partners, through engaging and motivating pathways from Early Learning, Primary and the BGE and into the Senior Phase. Strengthen opportunities to work with a wide range of stakeholders including Education Scotland to develop strategic approaches to curriculum. Development of engagement forums to inform the BGE Curriculum action plan and head teacher collaborative sessions. Engage learners as co-contributors to curriculum development and design through Education Scotland Young Leaders in Learning and Youth Voice Toolkit. Development of West Lothian Curriculum Guidance to ensure a national and local approaches to curriculum development and design provide consistency for all learner	Most HMiE inspections report G or above for learning, teaching and assessment. (72%,11% above national average) Most authority VSE's report G or above for 2.3 (base line 89%)	Most (75% or above) HMiE inspection gradings for 2.3 are G or above Almost all authority VSE's report G or above for 2.3 (above 89% baseline all sectors)
	Performance (session 2023-24) Most HMiE Inspections report G or above for learning, teaching and assessment (78%,20% above national average) Most (80.1%) authority VSE's report G or above for 2.3.	

Progress	Impact
An audit of curriculum school improvement priorities and curriculum rationales was undertaken to inform the strategic action plan. Knowledge of national priorities, head teacher feedback and a range of data including local VSE information, inspection report themes and quality improvement visits informed the planning and development of 6 Head teacher Collaborative events with cross sector representation in attendance. Clusters engaged in the use of service design to identify a cluster curriculum priority. Sessions supported professional learning for head teachers on themes including, equity, learner voice, UNCRC, ASN, Building Racial Literacy, curriculum rationale, health and Well Being and Building Thinking Classrooms. A range of stakeholders supported these events. West Lothian representation on Education Scotland Curriculum Innovation workstreams has contributed to improvement at national level. West Lothian representation on the Regional Improvement Collaborative workstream for Building Racial Literacy has contributed to improvement at local level. MFiL Curriculum subgroups have action plans supporting school improvements with a specific focus on the 4 contexts for learning. Redesign of the Curriculum SharePoint with a focus on why, what and how of curriculum. West Lothian Curriculum guidance SWAY developed, shared and accessible for all staff. The Armadale Cluster have engaged in a digital learning pilot increasing staff knowledge and understanding of digital skills and approaches to on-line collaborative learning.	• School improvement plan priorities evidence a greater breadth in curriculum improvement including explicit reference to the 4 capacities and the 4 contexts for learning. • 24 schools have improved approaches to interdisciplinary learning. • 21 schools have improved approaches to learners leading learning and learner voice. • 45 schools are engaging with the meta skills to improve learner's curriculum experiences. • 73.2% of schools have a curriculum rationale which include reference to the four capacities, four contexts for learning, learner voice and family engagement • 86.7% have a strategic plan which informs school improvement planning with 35.2% of these schools requiring some support from the central team to support this. • 12 schools are engaging in Building Thinking Classrooms this session. • 16 schools are engaging in Project Based Learning approaches this session. • 9 schools are engaging in the Young Leaders of Learning Programme and 7 are engaging with the RIC Youth Voice Toolkit to explore and improve approaches to learners leading the curriculum. • Through analysis of 23/24 Pupil Ethos Surveys, most young people report that they enjoy their learning.

Learner voice	Next steps for session 2024-25:
Engagement with UNCRC/Children's Parliament to support effective approaches to authentic engagement with learners to inform actions and next steps Establish effective approaches to gathering learner voice through focus groups. Signposting and supporting schools to engage with national supports to fully engage learners in curriculum self-evaluation through use of HGIOurS, 3-18 Participation	- Implement and review the impact of the Youth Voice Toolkit and Young Leaders of Learning Programme. Develop a structured roll out of these programmes. - Development and pilot of cluster curriculum thematic review. - MFiL Curriculum group to influence head teacher collaborative events. - Support the implementation of curriculum improvement at school and practitioner level through joint working with the Pedagogy Officers (Digital Learning Primary). - Engaging in digital learning to support pedagogy, curriculum and inclusion.

EDUCATION SERVICES STRATEGIC PRIORITY: Regional Improvement Collaborative: Learning, Teaching and Assessment		
Priority Actions Increase schools' ability to self-evaluate 2.3 effectively and accurately. Develop bank of professional reading, tools and resources for school staff at all levels to support improvement in quality of learning, teaching and assessment. Development of learning, teaching and assessment SharePoint to host material. Engage with schools to evaluate this resource and support collaboration on the use of this. In consultation with Stirling University, develop enquiring schools' model through a teacher learning community approach with targeted schools.	**Baseline (session 2022-23)** Most HMiE inspections report G or above for learning, teaching and assessment. (72%,11% above national average) Most authority VSE's report G or above for 2.3 (base line 89%)	**Target (session 2023-24)** Most (75% or above) HMiE inspection gradings for 2.3 are G or above Almost all authority VSE's report G or above for 2.3 (above 89% baseline all sectors)
Build on and improve approaches for all children and young people to be active partners in the learning process including how these approaches are equitable for all.	**Performance (session 2023-24)** Most HMiE Inspections report Good or above for learning, teaching and assessment. (78%,20% above national average) Most (80.1%) authority VSE's report Good or above for 2.3 (above 79% baseline all sectors)	
Progress Working with the Regional Improvement Collaborative: Self-evaluation materials developed and accessible through WL Learning and Teaching SharePoint for schools and individual practitioners. Middle Leaders self-evaluation for self-improvement professional learning course written for implementation 2024/25. Learning, teaching and assessment interactive resource developed and accessible to schools to support the improvement of key aspects of practice. Creation of an Inspirational Pedagogy Assistant to support the implementation of creative and engaging lessons for learners. Groups of schools collaborating on common areas for development through the use of these resources to improve learning, teaching and assessment. Three targeted West Lothian schools are engaging in practitioner enquiry with Stirling University to improve pedagogy through an enquiring schools' model. Two schools engaging in the Youth Voice Toolkit supported by the Regional Improvement Collaborative and Education Scotland Community Learning and Development to develop approaches to authentic learner voice. Two Cluster Pilots engaging in the Young Leaders of Learning Training to support the implementation of this programme into session 2024/25	**Impact** All initial 27 schools who have engaged with the learning, teaching and assessment interactive resource report that it is very useful in supporting improvements in pedagogy. Most schools who have engaged with the learning, teaching and assessment interactive resource report that they will use this resource to support the delivery of their school improvement plan priorities next session. Other schools report they plan to use this resource to support individual teachers including probationer teachers. 11 primary schools are working collaboratively on the use of this resource on the themes of self-evaluation, differentiation, assessment, effective feedback and questioning. Almost all schools who have engaged in the use of the Inspirational Pedagogy Assistant report that the resource is very useful in supporting pedagogy. Enquiring schools' approaches are embedded in the targeted school's improvement plans with mechanisms to identify impact of this approach into next academic year. Early feedback on the use of the Youth Voice toolkit indicates that the use of this approach linked well to existing curriculum content, the framework was easy to implement and adapt for their own context and that learners voice was integral and authentic in creating action plans to move the school forward in the contexts of achievement and outdoor learning.	
Learner voice Engagement in line with the UNCRC Youth Charter Partnership working with Education Scotland Community Learning and Development on the implementation of the Youth Voice Toolkit Partnership working with Stirling Council on the implementation of the Young Leaders of Learning Programme.	**Next steps for session 2024-25** - Engage with all schools to develop approaches to high quality learning and teaching - Work with targeted approaches on accelerating progress in the quality of learning, teaching and assessment - Implement the Young Leaders of Learning Programme across two trial Cluster and evaluate impact. - Deliver, evaluate and review Middle Leaders Self Evaluation for Self-Improvement Professional Learning Course - Evaluate the impact on the enquiring school's model on teacher agency and improving pedagogy.	

EDUCATION SERVICES STRATEGIC PRIORITY: Assessment and Moderation

Priority Actions	Baseline (session 2022-23)	Target (session 2023-24)
To ensure a shared knowledge and understanding of assessment and moderation as an integral part of supporting all learners to achieve their full potential. To ensure consistent approaches to assessment and moderation are evident across all settings and are leading to focused and improved outcomes for all learners. Support schools to develop strategic approaches to assessment and moderation, through Moderation Lead Sessions Professional development and collegiate activities to ensure a shared understanding of moderation (learning, teaching and assessment cycle) within literacy, numeracy and wider curricular areas Collaboration with Performance Team to understand authority data trends and areas of focus. Support robust analysis data to drive improvements for all learners. Further develop approaches of tracking, monitoring, analysing & interrogating data to drive improvement	Most HMiE inspections report good or better for QI2.3. (72%,11% above national average) and QI3.2 (83%, 13% above national average) Most authority VSE's report good or better for 2.3 and 3.2 (baseline 89%)	Most (75% or above) HMIE inspection gradings for QI2.3 and QI3.2 are good or above Almost all authority VSE report good or above for QI2.3 and QI3.2
	Performance (session 2023-24) Most HMIE inspections report good or above for QI2.3 (78% 20% above national average) and QI3.2 (100% 29% above national average) Most authority VSE report good or above for QI2.3 (above 79% baseline all sectors) and QI3.2 (81% of schools validated good or above)	

Progress	Impact
Six Moderation Lead sessions delivered with focus on Building Thinking Classrooms, cluster approaches – STEM, HWB, investigative numeracy assessment, Moderation Cycle ASN, Connected Quality Improvement Cycle RIC Learning, teaching and assessment tool launched to focus improvement on QI2.3. Interested schools have established trios/groups to collaboratively work on improvement. Universal and target support offered to support improvement. Moderation Cycle Toolkit shared with schools and incorporated within RIC Learning, teaching and assessment further signposting schools to resources to support and challenge accuracy of teacher professional judgement Clear calendar for Benchmarking Groups to collaborate and identify common focus for improvement and moderation within core areas of attainment (literacy, numeracy and maths, health and wellbeing). Continued engagement with Education Scotland to share national practice in assessment and moderation. ES Numeracy and Maths assessment session delivered sharing pedagogy and practice. Power Bi reference group established to trial system and influence the content to meet the needs of school and further enhance knowledge and understanding of data to drive improvement. Further information sessions provided for all head teachers	Majority of QAMSO/Moderation Leads have effectively enhanced their knowledge and understanding of assessment and moderation by attending collaborative workshops Most Moderation Leads have successfully implemented shared approaches within schools, utilising the connected quality improvement cycle as evidenced by Quality Improvement visits, attainment data improving outcomes for children and young people A significant number of schools have engaged with the learning, teaching and assessment toolkit, with 11 schools collaborating in key areas such as differentiation, assessment, effective feedback and questioning Majority of QAMSO/Moderation Leads have actively co-ordinated planned moderation sessions, which has been influential in developing confidence in teacher professional judgement within core areas Almost all Benchmarking Groups have effectively used planned attainment session to analyse a range of attainment data and moderate practice Professional dialogue within forums and Quality Improvement meetings has received positive feedback, contributing to the increasing knowledge and understanding of data analysis among senior leadership teams Early evidence suggests schools are actively engaging with the Moderation self-evaluation toolkit to address identified aspects of the quality improvement cycle

Learner voice	Next steps for session 2024-25
Learner voice reflected within learner conversations, ethos surveys, profiling VSE/QI Learner conversations Engagement with ES and RIC (Stirling Council) to pilot Young Leaders of Learning Programme to further enhance learner's participation in self-evaluation. Pilot schools identified and training planned for term 4 Engagement of 3 cluster schools including associated secondary provisions to pilot Young Leaders of Learning Programme	Continue to provide planned opportunities for CLPL and moderation across the authority through Moderation Lead sessions (x6 sessions). Focus for session reflected through QI feedback include wider curricular areas, formative assessment Further develop assessment and moderation within wider curricular areas e.g. IDL, In partnership with Performance Team, tracking and monitoring of wider curriculum achievement and profiling based on robust evidence of learner progress and achievement Children's and young people's moderation cycle to be developed through Young Leaders of Learning Pilot Consider development of Learner version of Learning, Teaching and Assessment Cycle through use of HGIOurS and 3-18 Participation

EDUCATION SERVICES STRATEGIC PRIORITY: ELC

Priority Actions

- To lead and support improvements in children's HWB working collaboratively with families, other stakeholders and services
- To place the human rights and needs of every child at the centre of ELC; ensuring that we consider child's rights whenever we take decisions and to help provide every child with a good start in life and a safe, healthy and happy childhood
- To further develop inclusive pedagogies supported by innovative practices, planning for all children's curiosity, creativity and enquiry to support purposeful play and learning
- To ensure that all children are provided with rich Communication & Literacy and Numeracy & Mathematics learning experiences

Progress	Impact
- National Induction info shared with all practitioners via EYO Leadership Course - Outdoor experiences – contacts established with college re. forest kindergarten - HWB Conference held 23rd Feb 2024 – very successful – Emotional Regulation training also covered at this (Trauma / various workshops available) and also via EY ASN Networks - CI / Leuven scale – RIC / CI training event well attended – monitoring toolkit developed for VSEs - Responsive routines – established in all settings – now to tie in with consultative plans / daily planners - EYO Leadership Course – established EYOs as Pedagogy leads - Snack and mealtimes – work completed around portion sizes / promoting independence / family style dining experiences - Equity – cost of the school day – Catherine Thomas delivered input via HWB Conference (Feb 24) and via RIC Equity Network (Mar 24) - Inclusive pedagogies evident during VSEs - Sharing of best practice – ASN Conference – very successful - CAST Process started – Pathways identified for children with ASN / training offered to all practitioners and Senior Leaders in ELCs - Sharing of best practice – HWB Conference / Networks – positively received - PSHVT included in HWB Conference – early play skills - PEEP groups established in some settings - Champions (Leaders) for Literacy & Numeracy established in all settings - Private Partner Practitioners and Manager invited to showcase good practice via the HWB Conference and Cluster Networks	- GIRFEC WB indicators - evident during VSEs and highlighted in Education Scotland / Care Inspections - Inclusive pedagogies - evident during VSEs and highlighted in Education Scotland / Care Inspections - ELC Action Plans - evident during VSEs / Education Scotland / Care Inspections - Use of Progression Pathways - evident during VSEs; however, continue to develop further - Cluster Networks for Lit / Num delivered – evidence of impact on children's progress through feedback forms / observed during VSEs - CAST Process – Pathways identified for all children with ASN – clearer routes and transparency for parents / carers 22 ELC VSEs – almost all validated as 'Good' or above with clear next steps identified 7 ELC QI Days – almost all indicative of receiving 'Good' or above - Education Scotland Inspections – 5 (Local Authority) / 1 (Private Partner setting) - Care Inspections – 16 (Local Authority) / 9 (Private Partner settings) - Education Scotland and Care Inspectorate Joint Inspections – 3 (Local Authority) - Using feedback from VSEs and Inspections, central team updated the guidance for ELCs on the VSE process, as well as the monitoring tools we use to gather our evidence. These will now be used to guide an update on our general ELC monitoring tools – available July / August 2024 - Relationships with Private Partner Providers have been strengthened

Children's voice	Next steps for session 2024-2025
- Consultative Plans used by all ELC settings start with the children's interests - Daily Planers are used to record Children's Voice and plan next steps in learning, both through responsive and planned learning experiences - Floorbooks / Interactive Planning walls clearly show Children's Voice being recorded and then used to inform planning - Seesaw / Learning Journal observations are recorded for all ELC children – parents are actively encouraged to contribute with wider achievements from home - Child's Voice, linked to GIRFEC Wellbeing Indicators, recorded at least every 6 months via the Personal Plans - All ELC settings have a Vision, Values and Aims that have been co-created with children, parents / carers, partners and other relevant stakeholders - The Curriculum Rationale for each setting features Children's Voice as a key starting point	- Further work on CI / Leuven scale – develop monitoring toolkit for all, not just VSEs - Equity – Tracker data to be interrogated and analysed further - Forest Kindergarten Training by West Lothian College / Nurturing Nature training planned for 21 August 2024 - Personal Plans update ready to be delivered – June 2024 - Outdoor Learning Working Party to be established with reps from Council / Private Partner settings - Digital tools in ELC – more of a focus planned for next academic session. Plan for Cluster Network next year, as well as digital leaders' group - Regional SaLT appointed –Sarah Paterson - liaison with QIO for EY - Lit & Num Pathways – refresh and offer CLPL for all ELC practitioners - UNCRC – continue next session – ensure feature of all ELC Action Plans - Centres of Excellence – continue to showcase good practice in a range of settings

EDUCATION SERVICES STRATEGIC PRIORITY: Education Support Service - ASN		
Priority Actions • Improving health and well-being, supporting parents and carers to enable them to support their child's health and wellbeing and attendance. • QIO calendar prioritises termly discussions with ASN schools highlighting pupil voice, PEF, closing the gap, attendance, improved learning experiences, improving pedagogy and raising attainment through SIP and QI Calendars • Middle Leaders Training for ASN schools with Attainment Advisor with a focus on equity • Embedding the presumption of mainstream with practitioners and almost all pupils being part of their local community • Support parental engagement through P7 and ELC transition processes with CAST sessions • Support all young people to achieve success through the provision of effective and robust support, using a multi-agency approach in ESSAC (Educational Support Services Advice & Consultation)	**Baseline (session 2022-23)** • The purpose of the service is communicated to all key stakeholders through the annual ASN conference • The service can demonstrate positive collaborations with partners which have delivered process improvements for the customer. • Most schools 3.1 QI at least good or very good.	**Target (session 2023-24)** • The priorities of the service are contained within the Raising Educational Attainment Strategy, with the service making a key contribution to Strategic Outcome 2 (Wellbeing, Inclusion & Attendance) • Aspects of improving Inclusion support the attendance stretch aims (25/26) of 91.0%, reduction in exclusions by 20 per 1000 and ensuring wellbeing, equality and inclusion – in secondary • Aspects of improving Inclusion support the attendance stretch aims (25/26) of 88.0% and and ensuring wellbeing, equality and inclusion. • Primary - Aspects of improving Inclusion support the attendance stretch aims (25/26) of 94.7%, reduction in exclusions by 2 per 1000 and ensuring wellbeing, equality and inclusion
• Creating data driven professional learning for all practitioners. Almost all practitioners will report a positive impact on practice from CLPL. • Educational Support and Inclusion Conference.	**Performance (session 2023-24)** • The service has good awareness of global trends and maintains knowledge of current and future stakeholder needs, government initiatives and population trends through the analysis of data and information • The service introduced the Coaching and Mentoring approach within schools to build capacity in the teaching staff to support their work with young people and improve practice • All Primary - Aspects of improving Inclusion support the attendance aims of 90.8% and ensuring wellbeing, equality and inclusion	

Progress	Impact
- The service actively engages in external networking forums and benchmarking groups, such as the Inclusions Ambassador Network - The service has opportunities to improve analysis of customer feedback, understand recurring themes and improvement opportunities and embed a more mature approach to gathering, analysing and learning from customer data - Middle leaders forum has been well attended and highlighted the links between ASN and equity for all ASN schools involved - QI activity has supported ASN schools to develop QA processes and SIP - ASN conference was very successful, high level of attendance and impactful sharing of resources which are visible on sharepoint - ASL review consultation completed with all HTs	- Almost all schools represented at the ASN Conference which is to be held annually - All schools were supported through the CAST process for schools and parent to support Presumption of Mainstream - Parental CAST sessions continue to support transitions - All ESSAC referrals are responded to and the process will continue to support schools, children and families across WLC - CLPL opportunities will continue to be data driven and support middle leaders and all practitioners with dates across the year - Inclusion Support Plans have supported targeted schools and will continue to drive forward change through the cluster model approach - Inclusion Ambassadors support mainstream schools through distributed leadership opportunities across WLC - Partnership working with Allied Health Professionals has strengthened collaboration - Networks and CLPL for practitioners across all mainstream schools supports all models of support
Learner voice - All ASN schools will prioritise pupil voice as a driver of each school improvement plan in all special schools to develop learning experiences, environments and inclusivity. - Inclusion, through the development of the planning process across education learner and community support services and involvement of young people in decisions about how their needs should be met	**Next steps for session 2024-25** - Embedding the presumption of mainstream with practitioners and almost all pupils being part of their local community. - Improving health and well-being, supporting parents and carers to enable them to support their child's health and wellbeing and attendance. - Continued planning for inclusive practice will be a key feature across Education Services - CAST processes will continue to be reviewed annually - To continue to analysis and develop a clear understanding of service delivery of all outreach services across Education. Develop strategy for learner pathways which meeting all learners needs - Continue to support all schools through ASN Engagement strategy

EDUCATION SERVICES STRATEGIC PRIORITY: Digital Learning

Priority Actions	Baseline (session 2022-23)	Target (session 2023-24)
- Develop leadership capacity to promote innovative use and on-going investment in digital technologies. - Develop the skills and confidence of educators in using digital technologies effectively to enhance teaching and learning. - Continue to improve access to digital technology for learners. - Embed digital learning to support pedagogy, curriculum, and inclusion	Most HMiE inspections report G or above for learning, teaching and assessment. (72%,11% above national average) Most authority VSE's report G or above for 2.3 (base line 89%) 36% of schools achieved Digital School Award	Most (75% or above) HMiE inspection gradings for 2.3 are G or above Almost all authority VSE's report G or above for 2.3 (above 89% baseline all sectors) 50% of schools will achieve Digital Schools Award
	Performance (session 2023-24)	
	Most HMiE Inspections report G or above for learning, teaching and assessment. (78%,20% above national average) Most (80.1%) authority VSE's report G or above for 2.3 (above 79% baseline all sectors) 51% of schools have achieved the Digital Schools Award (3 Cluster Awards)	

Progress	Impact
- P410 Wireless Refresh Project completed to upgrade the Wifi network across all schools. - Increased bandwidth in all schools (1TB per secondary 100GB per primary school) - Phase 1 of P422 Interactive Panel Replacement Project initiated and over 25 teachers have achieved certified trainer status to support the implementation. 45 schools have achieved the Digital Schools Award, including 3 clusters awards, and an additional 35 schools have registered with the programme. - From 8 primary school inspections and 1 secondary school inspection this session, the most common strengths are the use of assistive technology to help pupils overcome barriers to learning, the positive role pupils have in developing the digital learning strategy and staff engagement in professional learning. - In partnership with the University of Edinburgh, all schools have been provided with Internet of Things (IoT) data sensors to provide a context for developing data literacy skills. - Armadale Cluster schools in partnership with Tablet Academy and Microsoft are piloting the use and impact of 1-1 devices. This project is still in the early stages and will continue next session to allow more time to gather evidence of impact.	- Wi-Fi coverage has improved significantly with the installation of a Wi-Fi access point in all teaching spaces. All staff and pupils can connect school devices to the EDU network or their own devices to the AAL network. - Increased bandwidth has improved the speed of access to online applications and resources for learning. - Certified trainers are equipped with the knowledge and skills to support the successful implementation of the new interactive panels to ensure they're being used effectively to enhance learning experiences. - Over 50% of schools have demonstrated effective use of digital technologies to enhance learning experiences and another 40% of schools have shown commitment to improvement in this area by including digital learning on their school improvement plan. - HMI summary of inspection findings highlight examples of how digital technologies are being used to enhance learning. There is evidence of skills progression, a focus on data literacy, provision of individualised support and challenge and improved engagement and attainment. - A few schools have used the IoT sensors effectively to gather data and support pupils to analyse and act on the results. These examples have been celebrated and shared nationally by the University of Edinburgh.

Learner voice	Next steps for session 2024-25
- Through the IoT project, pupils have gathered and analysed their own data, using it to make improvements within their learning environments. They confidently shared their successes and achievements at local and national events. - Through HMI inspection, quality improvement activity and the digital learning network, there have been examples of pupils leading digital initiatives and exploring new technologies in a few schools. - On-going development of pupil learning profiles is in progress, using a variety of digital platforms. - There is increased awareness of the accessibility tools and learning accelerators which are available to support independent learning. - A few schools have been piloting the use of ITZA which is a learning platform designed to encourage pupils to follow their own interests. - Pupils have been involved in the initial stage of the Learning Beyond Boundaries (Artificial Intelligence) Research Project.	- Pedagogy Officers appointed to support schools embed the use of digital technologies to enhance pedagogy and creative curriculum design. - Continue to implement assistive technologies that support pupils with diverse learning needs, ensuring all children have equal access to learning opportunities. - Facilitate greater pupil involvement in the ongoing development of the digital learning strategy to maintain a focus on creativity, communication and collaboration. - Continue to facilitate professional learning opportunities for staff to enhance their ability to use digital technologies creatively and effectively in the classroom. - Continue to research and explore new technologies as they develop (AI, data sensors) and consider their impact on education.

WEST LOTHIAN EDUCATION SERVICES
SCOTTISH ATTAINMENT CHALLENGE
NIF MEASURES/STRETCH AIMS 2023 – 2026

CORE MEASURES				
MEASURE 1a: ACEL P1, 4, 7 Combined Literacy				
Session 2023/24	**Overall Levels**	**SIMD Quintile 1**	**SIMD Quintile 5**	**Gap (Q1 – Q5)**
West Lothian base level (2020/21)	76.2	67.2	87.9	20.7
West Lothian (2022/23)	79.2	70.0	90.8	20.9
West Lothian Current Level (2023/24)	79.6	71.7	90.9	19.2
West Lothian stretch aim for 2023/24	79.5	71.0	91.0	20.0
West Lothian improvement target from 20/21	3.4	2.8	3.1	-0.7
West Lothian pp improvement from 20/21	3.5	3.5	3.0	-1.5
MEASURE 1b: ACEL P1, 4, 7 Combined Numeracy				
Session 2023/24	**Overall Levels**	**SIMD Quintile 1**	**SIMD Quintile 5**	**Gap (Q1 – Q5)**
West Lothian base level (2020/21)	82.2	74.9	91.8	16.9
West Lothian (2022/23)	84.7	76.8	93.6	16.8
West Lothian Current Level (2023/24)	85.0	76.5	94.4	17.9
West Lothian stretch aim for 2023/24	85.0	77.5	93.8	16.3
West Lothian improvement target from 20/21	2.8	2.6	2.0	-0.3
West Lothian pp improvement from 20/21	2.8	1.6	2.6	1.0
MEASURE 2: SCHOOL LEAVERS WITH 1+ SCQF LEVEL 5				
Session 2023/24	**Overall Levels**	**SIMD Quintile 1**	**SIMD Quintile 5**	**Gap (Q1 – Q5)**
West Lothian base level (2020/21)	87.5	75.5	95.8	20.3
West Lothian (2021/22)	88.7	78.5	95.7	17.2
West Lothian (2022/23)	94.1	89.2	98.3	9.1
West Lothian stretch aim for 2022/23	94.0	90.0	98.8	8.8
West Lothian improvement target from 20/21	6.5	14.5	3.0	-11.5
West Lothian pp improvement from 20/21	6.6	13.7	2.5	-11.2
MEASURE 3: SCHOOL LEAVERS WITH 1+ SCQF LEVEL 6				
Session 2023/24	**Overall Levels**	**SIMD Quintile 1**	**SIMD Quintile 5**	**Gap (Q1 – Q5)**
West Lothian base level (2020/21)	64.3	46.9	83.8	36.9
West Lothian (2021/22)	60.4	42.2	84.2	42.0
West Lothian (2022/23)	85.2	77.1	94.0	16.9
West Lothian stretch aim for 2022/23	76-78	62-65	88-90	23-28
West Lothian improvement range from 20/21	11.7 to 13.7	15.1 to 18.1	4.2 to 6.2	-8.9 to -13.9
West Lothian pp improvement from 20/21	20.9	30.2	10.2	-20.0

MEASURE 4: SCOTTISH GOVERNMENT MEASURE IS: PROPORTION OF 16-19 YEAR OLDS PARTICIPATING IN EDUCATION, EMP OR TRAINING				
Session 2023/24	Overall Levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
West Lothian base level (2020/21)	91.3	86.4	95.7	9.3
West Lothian (2021/22)	93.4	89.1	97.2	8.1
West Lothian (2022/23)	94.8	91.1	98.3	7.2
West Lothian stretch aim for 2022/23	92.6	88.3	96.6	8.3
West Lothian improvement target from 20/21 (percentage point)	1.3	1.9	0.9	-1.0
West Lothian pp improvement from 20/21	3.5	4.7	2.6	-2.1
MEASURE 5a: (HEALTH AND WELLBEING) PRIMARY SCHOOL ATTENDANCE				
Session 2023/24	Overall Levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
Attendance levels (2022/23)	92.1	89.5	94.9	5.4
Attendance levels June 2024	92.5	89.7	95.2	5.5
West Lothian stretch aim for 2023/24	93.0	90.8	95.3	4.5
West Lothian improvement target from 22/23	0.9	1.3	0.4	-0.9
West Lothian pp improvement from 22/23	0.4	0.2	0.3	0.1
MEASURE 5b: (HEALTH AND WELLBEING) SECONDARY SCHOOL ATTENDANCE				
Session 2023/24	Overall Levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
Attendance level (2022/23)	85.9	80.0	91.5	11.5
Attendance levels June 2024	86.2	79.6	91.6	12.0
West Lothian stretch aim for 2023/24	86-88	81-84	92-93	8.0-12.0
West Lothian improvement target from 22/23	0.1-2.1	1.0-4.0	0.5-1.5	-0.5 to -3.5
West Lothian pp improvement from 22/23	0.3	-0.4	0.1	0.5

Section 3.3 (ii) – Steps to reduce inequalities of outcome experienced by pupils as a result of socio-economic disadvantage:

Context

In 2023, the profile of West Lothian tells us that the demographics of poverty are changing. There are now fewer people claiming out of work benefits and more people in employment than when the first anti-poverty strategy was developed in 2012. Since 2016/17 West Lothian wage growth has been consistently strong and overtaken the Scottish average, in comparison to the Scottish level where slow wage growth has been identified. Underemployment and insecure jobs continue to be key factors for the working age population creating potential for higher levels of 'in work poverty'. Local unemployment is around 3% of the general working age population. This rate is 0.5% below the Scotland average and 1.0% below the UK average. The tightening of labour supply and an ageing workforce can be seen as an opportunity for local people to retrain and up-skill. The latest official child poverty data for Scotland shows that the majority of children living in poverty are in households where someone works.

- 20% of the West Lothian population experience some form of financial hardship
- 5% are living in more extreme poverty
- 23.9% of children in West Lothian are living in poverty. Scottish average is 24.5%
- 18% of West Lothian households are in fuel poverty. 9% of West Lothian households are in extreme fuel poverty. 24% of Scottish households are in fuel poverty
- 21% of Scotland's population (1,110,000 people each year) were living in relative poverty after housing costs in 2019-22. Before housing costs, 19% of the population (1,000,000 people) were living in poverty.
- Unemployment is currently 2.7% of the general working age population and 4.8% for 18-24 year olds
- The West Lothian unemployment rate is 0.5% below Scotland average and 1.0% below UK average
- 3,200 people in West Lothian are receiving Jobseekers Allowance or Universal Credit and are searching for work
- 0.73 jobs available per working age person • 91,300 of West Lothian working age population (77%) are in employment
- Average weekly pay for full time employment is £634.50 or £33,174 per year (residents) • Scottish averages FT are £640.3 weekly pay and £33,311 per year
- 18% of West Lothian working residents earn below the living wage level of £10.90 per hour • West Lothian has 22 data zones in the 15% most deprived in Scotland
- 29,500 people in West Lothian receive state pension. 3,800 (12.7%) receive Pension Credits to ensure a minimum income, which is the same as the Scottish rate

The latest official child poverty data for Scotland shows that the majority of children living in poverty are in households where someone works. The latest estimate indicates that one fifth of children (aged 0-15) living in West Lothian are in a low-income household (19.9%). This figure is slightly lower than the Scottish and UK rates. The general trend in both West Lothian, and Scotland has been a slow increase over the last five years. Children in lone parent families where the parent is in work are particularly vulnerable to the impact of the two-child benefits limit; in such families, more than half of children are estimated to be in poverty. The reporting period for Child Poverty does not yet cover the period of the Cost of Living crisis and persistently high inflation which has continued through 2022 and 2023.

(Source Poverty Profile of West Lothian 2023:
https://www.westlothian.gov.uk/media/60337/Poverty-Profile-of-West-Lothian-2023/pdf/Poverty_Profile_of_West_Lothian_2023.pdf)

West Lothian Scottish Attainment Challenge Progress

West Lothian continues to be fully committed to ensuring excellence and equity for all children and young people. Progress continues to be made across Education Services in tackling the poverty related attainment gap through the work featured in the first part of this document linked to the National Priorities and the two key outcomes of the Raising Educational Attainment Strategy. Progress is measured against the stretch aims as can be seen in section 3.3 (i) as well as through the impact of the Strategic Equity Funded Projects on the following pages. Additional evidence regarding Care Experienced Funding will be reported to Scottish Government later in the year.

In the year 2023-24, West Lothian was allocated £6,165,130 in total as part of the Attainment Scotland Fund (ASF). The breakdown is:

Pupil Equity Fund (PEF)	£5,449,355
Strategic Equity Funding (SEF)	£794,646
Care Experienced Children and Young People (CECYP)	£297.675

For financial year 2023-2024, West Lothian schools have spent 88% of the overall PEF budget allocated to West Lothian. The remaining 12% predominantly relates to staffing costed to the end of the school year and therefore we anticipate the final reconciliation of PEF spend for 2023-2024 to show 100% spent.

A summary of rich evidence gathered throughout the session is also contained within the tri-annual reports to Scottish Government as can be seen in Appendix 1. This highlights the impact of the extensive work undertaken by schools and officers with Pupil Equity Funding (PEF). Every school has a robust Pupil Equity Fund plan and creates a summary of this to share with the school community. In addition every school has created a Cost of the School Day Action Statement to share. Appendix 2 demonstrates a capture of the work done on Costs of the School Day with schools.

A PEF conference was held in March 2024. The event was aimed at Senior leaders, Family Support Workers and PEF leads in schools. The event included contributions from Professor John McKendrick and the West Lothian Anti-Poverty Service.

Attendees had a choice of workshops (up to 3) and visited the Marketplace. There were 22 workshops over the course of the morning and 17 representations at the Marketplace. The event was attended by over 150 people in total. Further information is contained in Appendix 3.

Some other examples of evidence and activity are on the following pages:

Summary: Q1 Secondary Schools Equity Meetings

In January 2024, Headteachers from our Secondary Schools participated in Equity Meetings and reflected on the discussion in these meetings via a survey, with the results summarised as follows:

👥 Staff Understanding

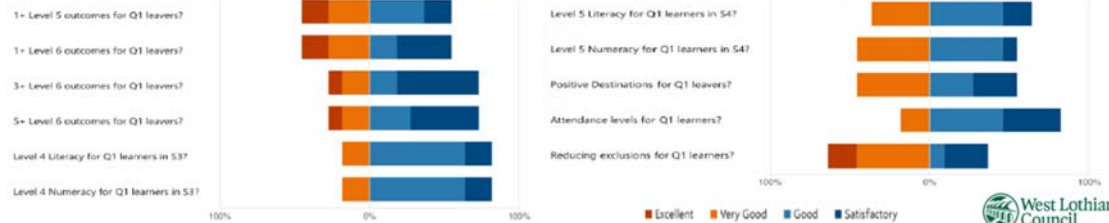Schools were asked to rate the understanding of progress and gaps across different members of staff:

✔ Almost all secondary schools (**91%**) rate **Senior Leaders' and Middle Leaders'** understanding of Q1 progress and gaps as **Good or better**

✔ Most secondary schools (**81%**) rate **Teachers'** understanding of Q1 progress and gaps as **Good or better**

✔ The majority of secondary schools (**73%**) rate **Support Staff** understanding of Q1 progress and gaps as **Good or better**

PEF Plan

✔ **55%** of secondary schools reported that their PEF plan fully focusses on addressing the poverty related attainment gap; **45%** reported that it partially focusses on addressing the gap.

🎓 School Progress

👏 Examples of Excellent Practice

Literacy & Numeracy
★ Targeted Literacy & Numeracy groups
★ Literacy – accelerated reading programme, cluster improvement programme, support from Literacy Pedagogy Officer
★ Numeracy – Support from Numeracy post holder 2 days a week

Interventions, Support & Leadership
★ Equity Co-Ordinator post; Collaborative leadership model
★ Targeted satellite provision; digital provision
★ Partnership working in skills station; social mobility projects

Attendance
★ Persistent focus on attendance; improvement in Nov and Dec 2023 compared to last year.
★ Flexibility in timetables to meet the needs of CYP and get it right for them in terms of attainment, health and wellbeing

Wider Attainment
★ Use of hub provision, study packs and past papers
★ Early identification, tracking and monitoring of Q1 students to support attainment of qualifications

Schools were also asked to identify the level of progress they feel they are making towards improving specific outcomes for Q1 learners:

1+ Level 5 outcomes for Q1 leavers?
1+ Level 6 outcomes for Q1 leavers?
3+ Level 6 outcomes for Q1 leavers?
5+ Level 6 outcomes for Q1 leavers?
Level 4 Literacy for Q1 learners in S3?
Level 4 Numeracy for Q1 learners in S3?

Level 5 Literacy for Q1 learners in S4?
Level 5 Numeracy for Q1 learners in S4?
Positive Destinations for Q1 leavers?
Attendance levels for Q1 learners?
Reducing exclusions for Q1 learners?

Legend: ■ Excellent ■ Very Good ■ Good ■ Satisfactory

West Lothian Council

Summary: Q1 ASN Schools Equity Meetings

In January 2024, Headteachers from our Additional Support Needs Schools participated in Equity Meetings and reflected on the discussion in these meetings via a survey, with the results summarised as follows:

👥 Staff Understanding

Schools were asked to rate the understanding of progress and gaps across different members of staff:

100% of schools rated:
✔ Senior Leaders and Middle Leaders understanding of Q1 progress and gaps as **good or better.**
→ 40% of schools rated their senior leaders understanding as *excellent*
→ 20% of schools rated their middle leaders understanding as *excellent*

80% of schools rated:
✔ Teaching and support staff understanding of Q1 progress and gaps as **good or very good.**
→ 20% of schools rated their teaching and support staff understanding as *satisfactory*.

Equity Strategy

✔ **100%** of schools reported that their equity strategy/PEF plan linked clearly to their PEF spend

✔ **60%** of schools reported that their PEF plan fully focuses on the poverty related attainment gap; **40%** said it partially focuses on the gap.

👏 Examples of Excellent Practice

🎓 Cost of the School Day

★ Cost of the School Day commitment statement to eliminate all potential barriers to being successful in learning

★ Reducing the cost of the school day to zero (trips and experiences) allow all pupils to get high quality experiential and learning experiences.

Family Support 👪

★ Building trust with our families and in turn they ask us for support without any embarrassment

★ Our approach to working with partners to support our families with food parcels and clothing really makes a difference.

★ Family Engagement Co-Ordinator role supports parents and carers with; resources and support/regulation strategies at home, increased engagement with school and other parent/carers, and understanding appropriate interactions with their children at home.
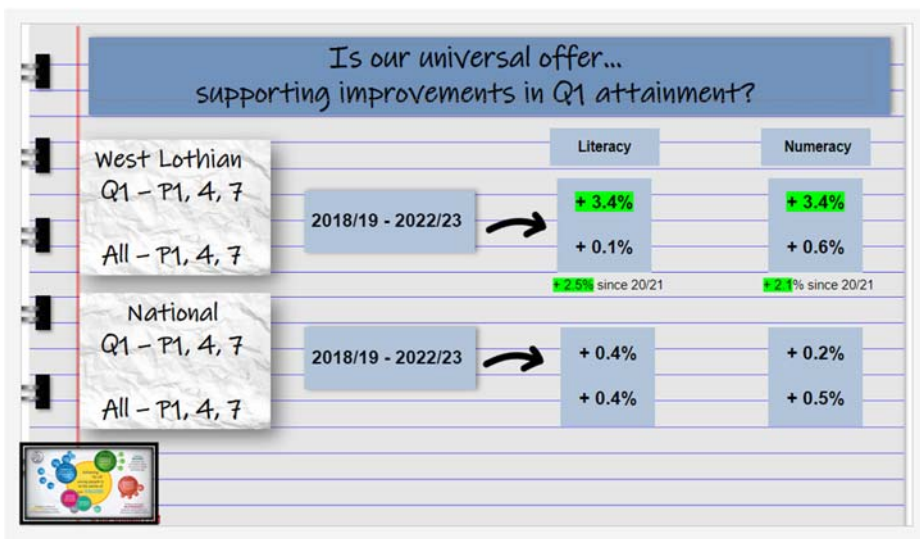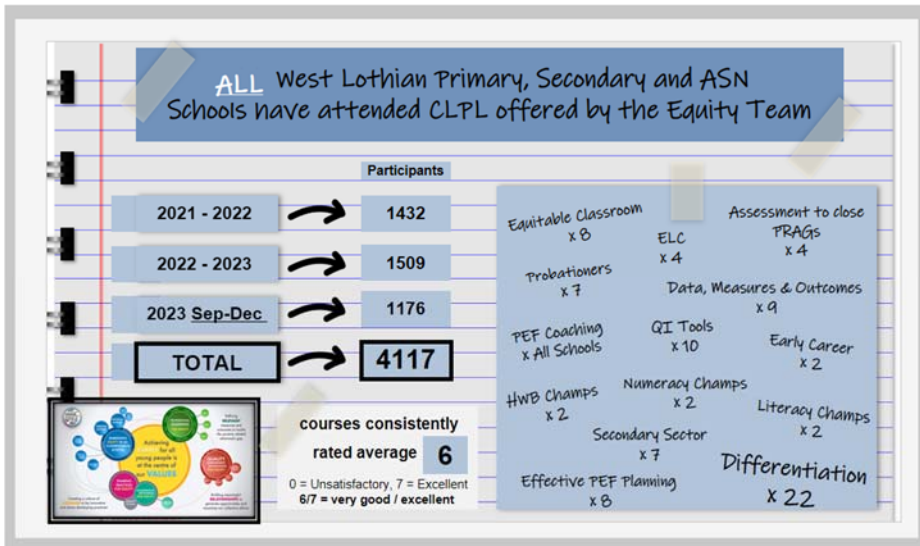
🎆 Celebrating Success

★ Looking at wider achievements across the school allows us to celebrate pupil success - pupils who will not achieve in the same way as their mainstream peers.

West Lothian Council

An example of Primary School responses

A snapshot of Equity Team evidence:

Is our universal offer... supporting positive evaluation within inspections / VSE?

Inspections

Key strengths being highlighted across schools...

- Increased rigour within PEF planning and evaluation
- More effective targeted interventions based upon robust data analysis
- Greater staff understanding of socio-economic context, equity issues and poverty related gaps within their school with more effective approaches to promote equity for all
- Clearer remits for PEF funded roles
- Greater emphasis on all learners experiencing wider opportunities and a more targeted approach to removing barriers to participation.
- CoSD more targeted approaches becoming evident.

EQUITY SCHOOLS HT SURVEY

Headteachers in the Equity Schools are biannually asked to evaluate the impact of working with the Equity Team.

Questions around:

- Their effective identification of poverty-related gaps
- Their use of data, measures and outcomes to evaluate impact of PEF
- Their embedding of evidence-based practices to improve outcomes for children and young people affected by poverty
- Opportunities to network and share practice
- The extent the Equity Team has this supported learning, teaching and assessment or assisted in meeting the needs of learners

Results

December 2022 - average question 8 out of 10
May 2023 - 9.25 out of 10

December 2023 - average question 8 out of 10

"As a HT who has just joined an equity school, I have found the support and input from the team to be absolutely invaluable. It has supported me to facilitate opportunities to explore data more collaboratively and empower staff to apply the 4 lenses approach to lead their own class improvements"

"The Equity Team have been a great support to our learning community. Very understanding, approachable and the collaboration opportunities have been relevant and valuable. Our extended leadership team have found their guidance and advice to be very helpful"

"The Equity team have been an invaluable support to our school community. They are always willing to go above and beyond to offer support, guidance and reassurance. We have learned so much from the Equity team in terms of analysing and using data more effectively and also in amending our plans so that we are clearly planning for our Q1 learners. We can't thank them enough"

Work across all equity schools includes...

Culture Systems Practice

- Two equity review / planning meetings each term
- Two data dialogue workshops with SLT (some with staff)
- 1:1 class analysis with each class teacher to identify learners affected by poverty and their gaps
- PEF planning support
- Attendance analysis
- CECYP analysis
- P1 focus
- Q1 Numeracy focus

Strategic Equity Funding Collaborative Projects

A partnership approach to Strategic Equity Funding planning continues to be 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. Also the work towards tackling the poverty related attainment gap in literacy and numeracy is highlighted as part of the NIF priority in the section above.

1. **Equity Team**

This team provides universal and targeted support to tackle the poverty-related attainment gap, increase awareness, knowledge and skills in effective strategies and approaches to tackle the poverty-related attainment gap. The team supports schools to maximise use of Pupil Equity Fund, measure the impact and helps to build capacity for continuous improvement in relation to the poverty-related attainment gap. This is done through training in effective use of data, measures and outcomes to identify gaps and monitor the impact of interventions, promoting a positive culture and ethos centred around the primacy of equity which reduces stigma and barriers and through highlighting ways in which planning of an inclusive curriculum can tackle equity issues and address the impact of the cost of the school day. In addition the team develop and share evidence-based learning and teaching approaches which accelerate progress in closing the poverty-related attainment gap whilst promoting partnership working across sectors and communities to maximise collective efforts in tackling poverty-related gaps.

2. **Attendance**

This is an early intervention Early Years, Primary, Secondary & ASN attendance approach which focuses on improving attendance universally, as well as for targeted groups, especially those with protected characteristics (including refugees), and Q1 learners in line with SAC stretch aims. This requires a focus on ethos and relationships, targeted interventions, effective partnerships and robust policy, procedures and data analysis. The main focus this session was on improving secondary attendance, with the Equity team working closely on attendance with their targeted primary schools.

3. **Inspire Pathways**

The INSPIRE pathway (Individualised, Nurturing, Supportive Pathways Influencing Real-world Employability) is currently being developed for pupils who are becoming increasingly disengaged from education and at risk of leaving school and moving into a negative destination. Key aspects of the INSPIRE pathway include 4 key ingredients coming together to make up a 100% provision for a young person on the pathway. Education, Industry, Community and Therapeutic input. The INSPIRE pathway is inclusive, dynamic and one that will empower learners to thrive and succeed in education and beyond.

4. **Level Up**

This project specifically targets a group of care experienced learners in the senior phase with minimal engagement in education and at risk of leaving school with no qualifications. It provides a multi-agency bespoke package of intensive support to re-engage our learners and improve both educational and health wellbeing outcomes, as well as improving life chances and achieving positive destinations.

5. **Level Up plus**

Given the continued concerns regarding some of the educational and positive destination outcomes for our care experienced children, this project targets a wider cohort of care experienced young people in our secondary schools with the key worker role within each secondary school. There will be an additional focus this year on the attendance gap for a particular group of care experienced learners who are living at home. An enhanced tracking and monitoring process will provide evidence of expected outcomes and identify any gaps around attainment and positive destinations. Continued collaboration and support is provided with a network and access to additional training and supports to plan for our care experienced learners in mainstream schools more effectively. A key element of the key worker role is to build on partnership working to support engagement, participation and wider achievement in the mainstream school.

This work has now been extended to primary schools to provide robust baseline data and will be used to track progress and monitor improvements at key transition stages of the learning journey. Working alongside our Equity Team, we will be able to use their evaluation tool to support care experienced learners in primary, including providing a cluster network to access additional supports and share significant information to support our care experienced learners and their families.

6. **Cost of the School Day**

The aim of this project is for all West Lothian schools to have a very good approach to mitigating the cost of the school day (CoSD)for learners and families, ensuring that no part of a learner's school experience is out of reach because of family income. Through consultation and communication, financial barriers are explored, interventions identified and schools use a range of relevant measures to evaluate effectiveness and clearly demonstrate evidence of impact. Opportunities for professional learning and access to support materials enable schools to reflect on good practice with the aim to create a shared understanding of what strategies are most impactful. Effective procedures for communication and consultation with stakeholders will are central to this process. The CoSD working group/leads steer development and partnership working with relevant agencies will provide additional support, training and awareness raising.

7. **Mentors in Violence Prevention**

The MVP programme in West Lothian explores and challenges the attitudes, beliefs and cultural norms that underpin gender-based violence and abuse and give learners a language and framework to explore these issues. It develops strong cultures that have leadership and empathy at the heart of the school which will then increase the feeling of safety and inclusion.

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

THE SCOTTISH ATTAINMENT CHALLENGE

SCOTLAND: THE BEST PLACE IN THE WORLD TO LEARN

Strategic Equity Funded Project: The Equity Team			
Objectives	**Measure**	**Baseline%**	**Final%**
Universal support will focus on increasing:	Literacy overall	68.57	70.62
1. Rigour within PEF planning/evaluation and effectiveness of targeted interventions based upon robust data analysis	Literacy Q1	67.30	69.76
2. Understanding of socio-economic context, equity issues and poverty related gaps in schools and removing barriers to participation for learners	Literacy Q5	66.67	83.33
	Literacy Q1 v Q5 gap	-0.63	13.57
3. Support improvements for quintile one learners	Numeracy overall	77.14	77.19
Targeted support will focus on improving NIF measures, including attendance:	Numeracy Q1	76.76	75.15
• 14 primary schools	Numeracy Q5	73.33	94.44
• Two equity review/planning meetings per term	Numeracy Q1 v Q5 gap	-3.42	19.29
• Two data dialogue workshops with SLT	Attendance overall (P1-7)	90.29	90.98
• 1:1 class analysis with each class teacher to identify poverty related gaps	Attendance Q1 (P1-7)	88.87	89.83
• PEF planning support and data analysis around attendance, CECYP, etc.	Attendance Q5	93.34	93.52
• Focus on primary 1, quintile 1 learners • Bespoke professional learning and improvement projects as required	Attendance Q1 v Q5 gap	4.47	3.69

Progress – March 2024

Universal progress:

1. PEF planning, tracking and evaluation tool embedded across sectors with regular QA which informs analysis of LA position and guides PL / support offered to schools
2. a) Professional Learning has been offered in: PEF planning and evaluation of impact, data measures and outcomes, use of QI tools and implementing a range of evidence-based practice to tackle poverty related gaps. The number of attendees on the professional learning programme has continued to increase (1726 between September '23 and May '24) to a total of 4625 attendees since Aug 2021.
   b) Number of middle leaders attending the Leading Equitable Schools Prog has increased to 86 across 5 clusters.
3. a) There has been an increase in opportunities for evidence-based practice to be shared through both the Equity Network (580 participants since Oct '21) and the PEF event (Mar '24) which attracted 167 attendees.
   b) 24 differentiation sessions have been offered across sectors resulting in a high level of engagement (514 participants). Secondary engagement with the Equity Team professional learning offer has increased significantly through these sessions.

Impact – May 2024

Universal impact:

1. PEF planning, tracking and evaluation now being highlighted positively in primary inspections and VSEs with much improved consistency and confidence. PEF plan quality assurance evaluated 18% of planned outcomes green and 13% amber with 0% red.
2. a) Professional learning sessions are consistently rated av. 6/7 (7=excellent) (457 respondents). Participants report increased knowledge and understanding.
   b) Middle leaders report increased awareness, skills, and knowledge of how to lead the five pillars of an Equitable School. Their confidence and ability to lead the wider staff team in understanding equity issues and in identifying and tackling poverty-related gaps has increased. This is evident in VSEs and HMIe Inspections. The middle leaders have implemented actions from the course in their school with the wider team
   a) Equity Network – rating 6/7 (7=excellent)
   PEF Event evaluations (28 respondents) rated the event av 6/7
   b) Differentiation sessions have had incredibly positive ratings across sectors with an av rating of 6/7 (77 responses, 48 Primary, 23 Secondary, ASN 4 3 other). There is emerging evidence through inspection and VSE that the quality of differentiation in schools who have embedded the training is improved.

Targeted progress:	Targeted impact:
• 14 primary schools in Equity School Group 2023-24 • Improvement activity with these schools includes: • Two equity review/planning meetings per term • Two data dialogue workshops with SLT • 1:1 class analysis with each class teacher to identify poverty related gaps • PEF planning support and data analysis around attendance, CECYP, etc. • Focused support on attendance • Bespoke professional learning, coaching and intervention as appropriate to meet school context • Focus on primary 1, quintile 1 learners - Input with all P1 teachers in targeted schools on OECD recommendations to tackle the gap in Literacy.	• Improvements in data as per table above • Evidence from quality improvement activity, including VSEs, suggests that: Leaders and practitioners are more confident in identifying poverty related gaps. In most Equity Schools, interventions are more focused and more appropriate action is being taken to tackle gaps. • Evidence of accelerated progress in attainment and attendance in the Equity School group when compared to West Lothian is becoming evident. • Attainment data for the original 8 schools who joined Equity School Group in August 2021 shows that across the NIF attainment measures (P1, 4, 7) by June 2023 the % increase across all measures was at least 2.5 times greater than the West Lothian % increase. • In academic session 2023-24, the 14 schools in the Equity School Group demonstrate accelerated progress compared to West Lothian as a whole. In all 4 of the literacy NIF measures there is accelerated progress compared to West Lothian schools. This is also evident in the P4 SNSA reading assessments for the Equity School Group where the % increase in learners achieving higher bands (band 9+) was greater within the Equity School Group than across West Lothian. • In academic session 2023-24, the progress in numeracy in one year for the Equity School Group for all learners in P1, 4, 7 was aligned to West Lothian as a whole. However, a continued focus on the progress of learners in Q1 is required to be in line with the West Lothian average. • 100% of respondents rated the OECD input as Extremely Useful (7 on a 1-7 scale) 100% of respondents implemented at least one of the recommendations 69% of respondents implemented more than three out of the 5 of the recommendations
Learner voice – May 2024 • PEF plan now prompts all school to include learner voice in all interventions. • Pilot in a P7 class to develop approaches to increase children's understanding of equity to support authentic learner voice. • Equity Team has engaged in professional learning to develop knowledge and understanding to achieve authentic learner voice. • Joint working between Equity Team with LA officers who lead on Learner Voice has taken place.	**Next steps for 2024-2025 Universal** • CLPL Programme – focus on evidence-based approaches to LTA • Expand Leading Equitable Schools to all clusters (8 clusters – 24/25) • Maximise potential of digital tools for gap analysis and PEF planning • Cluster Q1 Surgeries out with Equity school group • Review approaches to practice-sharing & collaborative networks considering sustainability **Next steps for 2024-2025 Targeted (Equity School Group)** • Develop collaborative Equity School model (trial pilot) • 4 new schools to join Equity Group • Embed focus on Attendance through Attendance collaborative • Prioritise numeracy gap

Strategic Equity Funded Project: Secondary School Attendance:		
Objectives • Establish WL Attendance Strategy and strategic priorities • Establish Authority wide consistency in attendance recording • Establish an authority cohesive staged intervention approach to addressing non-attendance in school which articulates with the WL Attendance policy (including the re-introduction of a revised WL Authority Attendance Group) • Awareness raising with school teams regarding individual school attendance profiles & suggested actions to address • A programme of quality improvement support & scrutiny which seeks to ensure improvements against the WL Attendance Strategic Plan priorities, annual targets and stretch aims	**Baseline – May 2023** • May 2023 overall – 85.9% • Quintile 1 - 80.9% • Quintile 5 - 91.9% • Under 50% attendance - 803 pupils • 0% attendance - 88 pupils • Gap quintile 1 v quintile 5 – 11.0% • Gap quintile 2 v quintile 5 – 8.5% • Gap FSM v non FSM – 12.4% • Gap ASN v non ASN – 8.9%	**End data – May 2024** • May 2024 overall – 86.4% • Quintile 1 – 80.3% • Quintile 5 - 92.1% • Under 50% attendance - 570 pupils • 0% attendance - 2 pupils • Gap quintile 1 v quintile 5 – 11.8% • Gap quintile 2 v quintile 5 – 8.4% • Gap FSM v non FSM – 14.4% • Gap ASN v non ASN – 8.9%
Progress – March 2024 • Consistent recording of attendance using agreed authority Seemis codes in place • Review completed of school based systems for recording & amending attendance • Increased profile of attendance with pupils, parents and staff through assemblies/newsletters/parents evenings/individual interactions etc • Resource created & shared to highlight the impact of non-attendance in schools • A range of marginal gain approaches shared with schools to improve individual school attendance • Advice regarding the analysis of school based attendance data and resulting interventions provided for all schools • Consideration given to approaches to avoiding the December dip • Targeted CLPL sessions/intensive support provided to DHT/Support teams in some schools with more planned to support improvement and increase understanding • QI visits have taken place with schools where session 2022/23 was below the WL average in June and individual school based action plans agreed for session 2023/24 • Increased frequency of attendance data analysis in place • Building capacity of schools to develop creative approaches to engaging young people low attendance • Staged approach launched and shared with all secondary schools • Discussion with schools regarding suggested interventions at each stage and any necessary adaptations to individual school systems and process to accommodate	**Impact – May 2024** • 8 out of 11 schools with S1-S6 cohorts have made improvements in whole school attendance compared with the same time in session 2022-2023. • Intensive support, advice and guidance provided to schools where attendance levels have not exceeded those of session 2022-2023 has led to a more focused approach to monitoring and tracking • Advice regarding the analysis of school-based attendance data and resulting interventions provided for all schools has led to a data informed approach being embedded • Data analysis through the use of Power BI has encouraged schools to consider approaches to improving attendance and engagement of those receiving free school meals • Targeted CLPL sessions/intensive support provided to DHT/Support teams in specific schools to support improvement and increase understanding • Reduction in numbers of pupils below 50% and those at 0% has been achieved through increased rigour in monitoring and recording, as well as increased frequency of attendance data analysis • Building capacity of schools to develop creative approaches to engaging young people with under 50% attendance has proved impactful • Schools starting to utilise the Staged Intervention Approach (including revised actions) to improve attendance and engagement • QI visits to every secondary school to review action plans has ensured a sharp focus remains on attendance • QIO led sessions delivered to Secondary HTs, QIOs, SAC Partners, DHTs, PTC/PT Support has ensured an authority wide focus on WL Attendance & Engagement strategy, actions and resulting impact • QIO led sessions delivered in 3 specific secondary schools to targeted groups of staff has increased the focus on school context and required actions	

Learner voice – May 2024	Next steps for 2024-2025
• School HWB survey shows that a 3.62% of learners indicated that school costs can sometimes prevent them from attending school	• Continue to provide ILS drop in sessions to offer support to all colleagues • Continue to provide ILS engagement support for individuals/small groups • Improvements in attendance and engagement will continue to be a priority for all schools within improvement plans in Session 2024-2025 • Continue to embed the staged intervention approach to improve attendance and engagement • Expand the use of the Lundy model to capture and act on learner voice to support attendance and engagement

Strategic Equity Funded Project: Inspire Learner Pathways	
Objectives The INSPIRE pathway (Individualised, Nurturing, Supportive Pathways Influencing Real-world Employability) is currently being developed for pupils at Continuum of Support Level 3 who are at risk of transitioning to Level 4 and disengaging from education, leading to negative destinations.	**Baseline – August 2023** Data has been gathered from identified ISP schools to identify current concerns around pathways and disengagement from education.
Key aspects of the INSPIRE pathway include 4 key ingredients coming together to make up a 100% provision for a young person on the pathway. Education, Industry, Community and Therapeutic input. - The pathway aligns with the work of the Inclusion Support Service and strategically targets the most vulnerable young people across West Lothian schools through careful identification - Collaborative partnerships within the learning community ensure that learners have access to tailored support and opportunities to actively shape their learning and future career paths. - Learning experiences are designed with a skills focus across the curriculum, enabling learners to discover their passions, raise aspirations, and build positive relationships within and beyond education. Importantly, these experiences ensure that all learners' entitlements are met. - Assessment and qualifications will be implemented throughout to comprehensively capture the educational journey of all learners, ensuring a thorough understanding of their progress and achievements.	**End data – May 2024** - New partnerships formed in the Broxburn and Deans areas with community and industry links - Database started showing locality opportunities for young people targeted through INSPIRE - Meetings with stakeholders from Education, Community and Industry - Research carried out on impactful therapeutic interventions that support young people re-engaging with education - Positive, Collaborative working relationships established across ISP schools - Development of criteria for the pathway - Work carried out with DHT supports (ongoing) to choose priority group to start work in August 2024
Progress – May 2024 To plan the small test of change, a quality improvement methodology has been followed. The current systems were thoroughly analysed to identify inefficiencies, duplications of support and areas needing improvement. Key stakeholders were engaged to create a supportive environment for change. This process allowed for testing hypotheses, collecting data, and refining interventions before wider implementation starts in August 2024. Established community links to support work linked to education, industry and therapeutic inputs during the school day for young people in the Deans cluster Secured funding to support work with partner agency – Cyrenians	**Impact – May 2024** Created positive conditions for change – Raised awareness of the pathway work across the region through CAST meetings and individual meetings with schools. Identified pilot schools for small test of change Gathered learners voice and moving forward this will inform practice Thorough understanding current systems of support and areas of need Through collaborative work with CLD the INSPIRE pathway links with remits of CLD workers to promote positive destinations for young people

Established an Education working group with key leads across the authority to look at creative approaches to education. Raised awareness of the pathway with DYW authority lead and actions from this is looking at industry links to support young people with barriers to positive destinations being supported. Links established with Almond Housing to provide industry opportunities in construction	
Learner voice – May 2024 • Gathered pupil voice through focus groups from Broxburn HS • Pupil voice will be gathered from Broxburn Primary clusters and Deans cluster August 2024	**Next steps for 2024-2025** • Identify targeted young people and complete case studies • Gather evidence of impact from learners, families and partners • Carefully track and monitor young people on the pathway • Develop further links and opportunities for Education and pathways of young people to be supported • Establish school leads and community leads to support the pathway

Strategic Equity Funded Project: Care Experienced Children and Young People Level Up	
Objectives • Targeted support to improve educational attainment, including wider achievement and health and wellbeing outcomes • Multi-agency planning to promote positive relationships and to increase pupil participation and engagement with education, including bespoke packages of support • Partnership working to achieve positive destinations 22 young people supported in 2023-24 session - 2 Christmas 2023 Leavers, 7 Summer 2024 Leavers, 2 Christmas 2024 Leavers and 8 BGE Learners. 2 moved to Residential and 1 returned to mainstream school.	**Baseline – August 2023** All pupils accessing Level Up are identified at risk of leaving school with no qualifications, with minimal engagement in learning and at risk of care arrangement ending.
	Tracking information – June 2024 • 8 pupils at S4 achieving SCQF literacy – 1 at Level 5, 3 at Level 4, 4 at Level 3 • 9 pupils at S4 achieving SCQF numeracy – 3 at Level 4, 6 at Level 3 • 5 Leavers achieving 1+SCQF awards at either Level 4 or Level 5 including Personal Finance, Tenancy Award, Practical Cookery and Food Safety in Catering • School leavers entering a positive destination – 7 Summer Leavers being supported towards a positive destination. 2 Christmas 2023 Leavers in positive destination at West Lothian College. • Average Attendance of project cohort – 53.3% (November 2023 - April 2024)
Progress – March 2024 • CE Network meetings and regular updates to support enhanced tracking and monitoring system in place • Link with secondary schools regarding attendance codes established – LA and RIC • Regular review of attendance data, identify low attendance, link with Level Up colleagues and mainstream schools to identify gaps/interventions • Monthly review meetings for disengaged learners with a focus on multi-agency planning, bespoke support package including daily targets, learning opportunities, partnership working and wider learning opportunities • Collaboration with CE Leads, including digital resources for literacy and numeracy • Partnership between CE staff and schools to access SCQF award programmes • Extend partnership with the Larder Programme, providing learning opportunities for SCQF at Level 5, First Aid, Barista Training, Food Catering, ICT and Employability & Wellbeing • Review of learning hub process, pathway planning for leavers, access to MCMC support and embed into new intensive learning pathway programme. • Dedicated careers adviser to support summer leavers and closer links with SDS and DYW. • Link made with ISS (Education) and their summer programme offers	**Impact – May 2024** • Data indicates young people on track to achieve improved educational attainment outcomes, including SQA qualifications and SCQF wider achievement awards. • Partnership questionnaire developed and used to capture feedback – 7 responses with some feedback, including: 'It works. Pupils who have struggled with us have achieved when working with Level Up and gone on to gain college qualifications as they are on the correct pathway' 'it has allowed our young people to develop positive working relationships with teachers and support staff' 'Has helped the young person to engage and for their needs to be met' • A focus around healthy eating gave some young people the opportunity to cook and serve healthy meals as part of their wider achievement awards with plans to widen out menu options and cook further meals • In partnership with the Larder Programme, some young people have increased opportunities to access wider learning activities • Increased communication with SDS colleagues, sharing information to highlight gaps and any expected negative destination for leavers has resulted in schedule meetings with dedicated career adviser and summer leavers. • Counselling services provide a safe space with feedback including: 'My service gives the young people a safe space to talk about whatever they feel they want to talk about and/or learn coping techniques to help them manage.'

Learner voice – May 2024	Next steps for 2024-2025
- Evidence and impact report capture pupil voice and wellbeing: - Pupil Wellbeing questionnaire for feedback – 10 pupils have responded - young people reported that they felt safe and respected, and they would like help to be more active - Pupil Voice questionnaire – 10 pupils have responded – some highlights include 'getting a morning back in school', 'finishing my maths', 'applying for college' - Focus group for young people and Level Up staff – Summer programme feedback - Parent/carer questionnaire – 4 responses, some feedback includes: 'Our young person's attendance at school was very poor. Now they attend the majority of their classes at Level Up and has a great relationship with project staff'	- Link in with current programmes on offer, including additional intervention spaces in schools, as appropriate, for HWB and counselling services - Explore ways of adding achievement awards to the summer programme - Liaise with ASN Interrupted Learning Service regarding attendance codes - Review and embed existing resources/support to ensure young people have increased learning and wider employability opportunities - Explore intensive learner pathways as part of authority wide development work - Link with Inclusion and Support Service (Ed) to consider wider support and interventions to improve attainment levels in literacy and numeracy and explore additional SCQF awards.

Strategic Equity Funded Project: Care Experienced Children and Young People Level Up Plus	
Objectives • Support enhanced tracking and monitoring, including attainment and attendance data and capture Learner Voice • A focus on building positive relationships to increase pupil participation and engagement with education • To work in partnership to achieve positive destinations. • To expand wider achievement opportunities, including individual bespoke packages of support	**Baseline – August 2023** • S4 achieving SCQF L5 literacy – 54.29% • S4 achieving SCQF L5 numeracy – 31.43% • Leavers achieving 1+SCQF L6 awards – 59.52% • School leavers entering a positive destination – 66.67% • Attendance levels for S1-S6 secondary pupils – 86.67%
	Tracking information – June 2024 • S4 achieving SCQF L5 literacy – 54.5% based on current CEYP tracking • S4 achieving SCQF L5 numeracy – 50.0% based on current CEYP tracking • Leavers achieving 1+SCQF L6 awards – 68.6% • School leavers entering a positive destination – 71.43% • Attendance levels for S1-S6 secondary pupils – 80.51%
Progress – March 2024 • Learners identified for Active 4 Me for the sports programme. Planning includes all relevant adults, young person and their family to ensure that learners have all they need to fully access the programme • Secondary schools participated in attainment visits (Jan 24) with a focus on sharing best practice, improving outcomes for senior phase, learner journey and the school's approach to supporting care experienced learners, including capturing learner voice • CE network theme: improving attainment. Agreed to re-instate 4-weekly review planning meetings for those learners who are most disengaged in learning. Short-term education targets, bespoke package of support and multi-agency planning to access wider learning SCQF achievement awards • Digital resources and quality improvement developments shared to widen learning opportunities, improve literacy/numeracy • Some schools offer assertive mentoring; extend to explore mentoring opportunities • Some schools deliver small groups focus on resilience and attainment. Explore wider partnership opportunities with Social Policy to link into Having Your Say Group and the Children's Rights Network	**Impact – May 2024** • Data concordance complete in secondary schools and in primary schools • An enhanced tracking and monitoring system in place across secondaries maintain focus on targeted group of care experience learners supported by a dedicated principal teacher • A key trusted adult approach has supported strong positive relationships with feedback from the CE Leads highlighting some of the impact on their care experienced learners, e.g. regular check-ins, updating learner profiles, regular feedback, mentoring support, support with Career Ready programme, Active Schools co-ordinator programme • CECYP secondary principal teacher post has established a learning conversations approach, with learners being at the heart of all education planning • PEF planning tool and partnership with QIO and Equity Teams has sharpened the focus on care experienced children across the primary sector and includes analysis of data and identification of gaps • Attendance at learner voice meetings has ensured a shared, consistent multi-agency approach is in place

Learner voice – May 2024	Next steps for 2024-2025
- HWB pupil secondary school questionnaire - majority of students reported having an adult at school to speak with when worried or upset 'all of the time' or 'often' - S6 Learner Experience feedback – care experienced young people are keen to have an opportunity to give back to the community, to support younger people with care experience, including a CEYP support group. Suggestions for a Care Experience conference to raise aspiration for corporate parents in line with The Promise. - Children's Rights Network, Pupil Voice and Youth Charter – 48 young people attended a local event, feedback included young people enjoying have the chance to meet new people and have their voices heard - Care experienced week – all schools provided varied events, some participating in the Who Cares Christmas Card Event, with one WL young person winning the competition. A pupil quote 'we want them to know that we care' - Planned celebration event for CECYP in secondary schools, June 2024	- Further extend the use of PowerBi to analyse and use attainment/attendance data to inform targets and actions, use to continue discussions around barriers for CECYP - Further expand CECYP work across the primary provision with strategic planning meetings with QI Manager and Equity team to consider authority wide CECYP learning progress data. - Review current progress to support My Planning meetings, link into Learning Hub conversations, equitable opportunities for all school leavers, providing a consistent approach and planned transition to school leaving date, support HWB outcomes - Ongoing opportunities to raise awareness of The Promise implementation plan - Evaluate and refresh approaches to school self-evaluation, promote learner voice - Explore intensive learner pathways as part of authority wide development work - CLPL refresh for all Designated Members of Staff as part of policy redesign

Strategic Equity Funded Project: Cost of the School Day (COSD)	
Objectives • All schools to identify CoSD lead /produce a CoSD Action Statement • All members of staff to complete e-learning module by Dec 2024 • To support schools to evaluate their impact on CoSD • To provide resources and professional learning for schools and the wider school community • To ensure learner voice is central to CoSD work in schools • Anti-poverty team and other partners to support CoSD work • To collate and share examples of effective practice • To improve FORT sign up by schools (Fast Online Referral Tracking)	**Baseline – August 2023** • Poverty proofing statements – 100% • Ethos survey question - How well does the school ensure that school costs do not prevent you from participating in outings, events and clubs? Primary pupil ethos surveys – 84.19% Secondary pupil ethos surveys – 63.79% • FORT sign up data – 29% • Completion of e-learning module – 0%
	End data – May 2024 • CoSD Action statements – 100% • Ethos survey question - as above Primary pupil ethos surveys – 82.86% answered good or excellent Secondary pupil ethos surveys – 62.64% answered good or excellent • FORT sign up data – 100% of schools are currently signed up • Completion of e-learning module – CoSD survey data indicates that 31%, of the 76% of schools that responded, had completed the module. Due date is December 2024
Progress – May 2024 • 100% of schools have CoSD Lead/Action Statement • Completion of e-learning module continues to be promoted • Suite of self-evaluation guidance documents issued to all schools – still to be used in practice. Evidence of impact to follow at a later date • Information/practice has been shared with schools via Sway, newsletters x 2 (3rd due end May) • Guidance developed for and shared with school staff, parents/carers and operational services • Professional learning sessions completed – equity networks, HWB Champs/Family Champs, FLW networks, partner services and CoSD workshops at PEF Event • Views gathered through secondary HWB survey, as part of CPAG Voice Network, through work of equity team and as part of CoSD/PB work in schools • FORT sign up – increase of 64% from Aug '23 • WL School Bank reports 314 additional referrals, in comparison with data from end of last session • Practice shared in Sway, newsletters and through professional learning/dialogue • Very positive survey evidence from FLW network, indicating increased knowledge of CoSD related issues and valuable input from central staff / partner agencies.	**Impact – May 2024** • CoSD Action statements – more bespoke to individual school contexts/needs • Through completion of the e-learning module, all respondents indicate that staff have an increased awareness of issues related to CoSD. Evidence also indicates that this is deepening thinking, challenging assumptions and leading to more informed practice • Almost all survey respondents report that the range of professional support has impacted positively on CoSD practice. Examples indicate that discussions are leading to review /changes in practice and generation of ideas • Learner voice is evident in survey data, newsletters, through the CPAG Voice Network, PB and PEF plans, helping to shape practice. Almost all survey respondents have found learner voice evidence useful, indicating a need for wider and more open discussion • Secondary HWB survey- improved picture from Oct '23 to Mar '24 across food, costs impacting attendance, wider activities (specific data available in power bi) • Through partnership with anti-poverty team, poverty sensitive language has been adopted by FLWs further reducing stigma, embarrassment and improving relationships. FLWs report being more self-aware in their use of language. • An increase of 314 referrals, from last session, to the School Bank West Lothian has supported more CYP with a range of uniform requirements • The sharing of practice is leading to adoption of new ideas eg including a QR code/form on school newsletters, reducing stigma, embarrassment and improving accessibility of support

Learner voice – May 2024	Next steps for 2024-2025
• Secondary HWB surveys in Oct '23 and Mar '24 have gathered CoSD views • Primary and secondary ethos surveys have gathered views linked to CoSD • 40 primary, 6 secondary schools and 2 ASN schools have engaged with CPAG CoSD Voice Network • PB training opportunities offered using Lundy Model and Youth Voice Framework • Schools are involving learners in CoSD development work and evidence of learner voice included in PEF plans	• Support schools to work towards evaluation of very good, promoting SE guidance • Consider CoSD issues requiring further evaluation/support eg trips (5.6% impact on feeling included) and wider activities, as identified through secondary HWB survey • Gather evidence of impact from learners, families and partners • Promote referral pathways and opportunities for income maximisation • All school staff to have engaged with Cost of the School Day e-learning module by December 2024

Strategic Equity Funded Project: Mentors in Violence Prevention	
Objectives • All secondary schools will have a team of MVP trained staff • All secondary schools will have a group of fully trained MVP mentors within their senior phase • All secondary schools will deliver the MVP programme (S1 as a minimum) • MVP sessions will be delivered to a high standard using correct resources • Pupils will have a greater understanding of GBV and the bystander role they can influence • To gradually reduce violent incidents across all secondary schools and increase the 'feeling of safe' among pupils	**Baseline – August 2023** • Number of staff fully trained – 38 • Number of senior pupils fully trained – 158 • Number of sessions delivered – 30 sessions • Number of violent incidents recorded in secondary estate - 83 for 2022/23 • Annual GBV survey replies in May 23 – 73% knew what GBV and 60% had learned about GBV
	End data – June 2024 • Number of staff fully trained – 68 • Number of senior pupils fully trained – 234 • Number of sessions delivered – 55 sessions to over 1000 young people • Number of violent incidents recorded in secondary estate - 50 for 2023/24 (up till 26th March 2024) GBV survey: • 75% of pupils say they know what Gender Based Violence is (increase from 73% last year) • 64% of pupils say they have learned about GBV in school (increase from 60% last year) • 71% of pupils say they found the information useful (increase from 66% last year) • The above is based on 2372 pupil responses (increase from 1364 last year)
Progress – March 2024 • All schools have staff trained and have submitted more names to increase staff groups in the coming months • New programmes will be rolling out in the Summer term 24 • 50-60% of schools have had mentors delivering to younger pupils • Over 1000 young people have had GBV and bystander input • 50-60% of secondary school have delivered sessions to S1 pupils	**Impact – June 2024** • Session delivery to S1 pupils has increased awareness of being a bystander which in turn has raised awareness of safety and a change in culture • Violent incidents have been reduced by 33 so far in 23/24, however MVP does plays a part in changing culture and tackling as a school programme tackling GBV and Violence as a whole. • Wellbeing survey responses indicate there is a trend that young people are feeling safer, with more schools running the programme then it could be said MVP is playing its part in starting to change culture and making young people feel safer. • Annual GBV survey – see above for data • Feedback from schools in relation to addressing issues which arise indicates – Staff feel there is a better understanding of issues across the school and that more young people are openly challenging behaviour. They note that culture is beginning to change and staff have expressed that young people are more supportive, reporting issues early eg to avoid potential fights

Learner voice – May 2024	Next steps for 2024-2025
- Feedback from pupils on session delivery indicates that almost all young people enjoyed and felt like they were valued and learned more about GBV: 83% strongly agree they have enjoyed the programme and 83% feel empowered to challenge others - Staff surveys – "Young people have really bonded with the S1 and have lead really well across the sessions", "we have successfully delivered in our ASN department as well as wellbeing"	- All schools delivering core sessions to senior phase school. - Increase training opportunities to schools - Offer specialist training and awareness around GBV topics such as incel, coercive control for all staff - Engage with primary schools to offer training to upper primary staff - Mentor council running - Mentor summit (16days of action) - Engaging with all stakeholders and partners.

Capturing and engaging with children and young people voice as part of the Scottish Attainment Challenge

Actions	Baseline – Aug 2023	End data – May 2024
- 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 - Ensure all SEF projects ensure learner voice is part of decision-making - Develop agreed consistency in approaches to this through use of Youth Voice Charter/Toolkit and Lundy Model of participation. - 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 - Development of guidance to support schools with self-evaluating learner voice for SAC based on Education Scotland/CLD pilot and other findings	- Zero schools engaging with Lundy model - SEF projects partially consulting with learners - Zero schools engaged with CLPL on promoting authentic pupil participation in participatory budget - Zero schools engaged with youth voice charter toolkit - Zero secondary pupils trained in delivering youth voice toolkit - Zero ELC settings engaged in a small step of change to use the Lundy model of participation	13 schools engaging with Lundy model - SEF projects more fully engaging with learner voice 22 schools engaged with CLPL on promoting authentic pupil participation in participatory budget 2 schools engaged with youth voice charter toolkit 6 secondary pupils trained in delivering youth voice toolkit 4 ELC settings engaged in a small step of change to use the Lundy model of participation

Progress

Lundy Model
13 schools engaged in a trial of using the Lundy Model of Participation to ensure learner voice was central to the development or refresh of anti-bullying approaches/guidance.
5 support/training sessions were provided online and 1 face to face leading participants lead through each stage of the Lundy model – space, voice, audience, influence. All schools refreshed/created and communicated anti-bully guidance that reflected needs of the community which was designed and created by pupils.

Participatory Budget
22 schools engaged in initial CLPL on Promoting Authentic Pupil Participation in Participatory Budget and drop-in sessions. 6 schools are using the Lundy model and support materials to support authentic pupil voice in leading their plans for Participatory Budget spend.

Youth voice Charter and Toolkit
All schools provided with professional learning session via Head Teacher collaborative supported by Regional Improvement Collaborative on Youth Voice Toolkit and Charter.
Supporting workshop allowed staff time to engage with this resource and almost all schools made a pledge regarding its implementation.

Impact

- All staff reported that as a result of engaging in the anti- bullying trial they felt more confident in leading authentic pupil voice/participation with an average increase of 36% in confidence rates after trial.
- All staff reported that they could see the value in using Lundy model to provide structure and process and had a greater understanding of key principals of authentic pupil voice.
- All had a clearer understanding of rational behind considering whose voices were heard/not heard and the importance of facilitating and not leading within discussions.
- All participants were able to identify and plan for where they would use this approach for improvement/change initiatives and all indicated a commitment to towards this.
- Almost all schools who engaged in the Anti-Bullying trial demonstrated an increase in positive responses from pupils reporting that bullying was dealt with well with an average increase of 7.3% for each school.
- All children reported that they were supported to have their voice heard and were motivated by this. All acknowledged they knew who their audience was and where their opinions were going next. All shared that that their voices were taken seriously and led to change.
- Early feedback on the use of the Youth Voice toolkit and Charter indicates that the use of this approach linked well to existing curriculum content, the framework was easy to implement and adapt for their own context and that learners voice was integral and

Two schools engaged in a Youth Voice Toolkit Pilot supported by the Regional Improvement Collaborative and Education Scotland Community Learning and Development to develop approaches to authentic learner voice – 6 secondary pupils trained in delivering Youth toolkit with primary pupils to explore curriculum development. 4 ELC settings engaged in a small step of change to use the Lundy model of participation to create their own Pupil Voice Charter, reflecting their learner's ideas, opinions and appropriate to their age/stage. Charters are agreed by staff, pupils, clearly displayed and referred to. **Children's Right Network** In collaboration with partners in CLD and Social Policy, a WL Children's Rights network has been established and 2 successful engagement events held to support young people to shape how this network will be organized and run. Youth Voice Toolkit used) **Professional Learning Opportunities** Ongoing work across authority and beyond to deliver key messages and consistent approaches to pupil voice and participation (Lundy model and Youth Voice charter and Toolkit) across existing professional networks and CLPL opportunities including Early Years Network and Conference, P1 network and Conference, Health and Wellbeing Family, mini and midi champs Equity sharing event, Learning festival and West Lothian College. Through establishing and maintaining UNCRC professional networks for primary and secondary practitioners, ensure regular opportunities for professional dialogue, share practice in developing pupil's rights, specifically authentic pupil voice to ensure consistency and reinforcement of processes.	authentic in creating action plans to move the school forward in the curriculum contexts of achievement and outdoor learning. • 66 young people attended across the 2 events with almost all secondary schools represented and a variety of community groups. Feedback highlighted that young people felt included and had ownership in designing and creating their network. They valued the opportunity to shape this network. • 85.54% of Primary pupils and 58.37% of Secondary pupils agreed that their rights were being taught within schools and protected and promoted. • Feedback from these opportunities highlight the value staff place upon these opportunities to share experiences, clarify misconceptions or misunderstanding and ask questions and reinforce their understanding of how to lead authentic pupil voice. • Professional Networks held x2 yearly for Secondary network, x3 yearly for Primary Network. In total all secondary schools are represented and almost all primary schools are represented at these online sessions. Feedback suggests staff find these opportunities valuable to share and learn from practice of others, they further increasing confidence in deliver and critically evaluating current practice.
SAC (Core plus) Stretch Aim for Session 2025-2026 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	**Next steps for 2024-2025** • Continue to ensure a consistent approach and understanding of Pupil Voice and Participation through use of Lundy Model and Youth Voice Toolkit. Capture examples of good practice in relation to a variety of contexts (including evidence of process) • Continue to provide CLPL in a variety of different ways (e.g. bitesize, trials, small steps of change) and to a variety of different audiences/networks • Further emphasis and highlight the link of Pupil Voice approaches in relation to SIP • Develop participatory budget processes to reinforce preferred approaches being used and highlight understanding of the difference between democracy and participation • Develop and explore opportunities for authentic participation within VSE's • Extend opportunities for schools to engage in supported trials using approaches within contexts relevant to their context/community/school improvement plans • Develop opportunities to support staff through the process to ensure full understanding, maintain pace and impact and ensure support for schools is continued • All schools to self-evaluate how well they involve learners in SAC decisions, and what impact this is having

APPENDIX 1 SCOTTISH GOVERNMENT SCOTTISH ATTAINMENT CHALLENGE TRI-ANNUAL REPORTS

Scottish Attainment Challenge

Triannual Report 6
June 2024
West Lothian Council
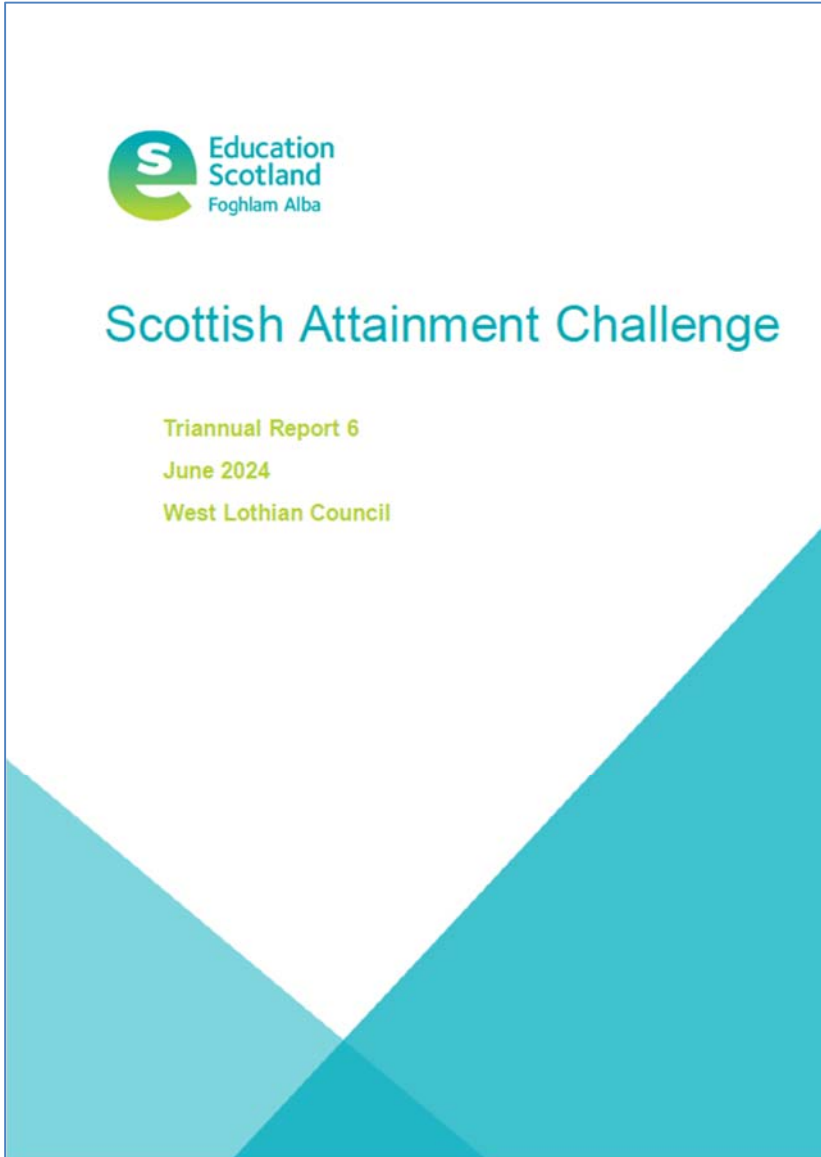
West Lothian TR4 Nov 2023

West Lothian TR4 Report Nov 2023.pdf

West Lothian TR5 March 2024

TR5 West Lothian Final March 24.pdf

West Lothian TR6 June 2024

West lothian TR6 June 2024.pdf

APPENDIX 2 COST OF THE SCHOOL DAY

COST OF THE SCHOOL DAY PROGRESS REPORT 2023-24

PROJECT - KEY AREAS

- Raising awareness of poverty across our schools
- Creating a poverty sensitive culture
- Supporting CoSD planning for improvement, including effective use of data
- Providing professional learning and support
- Exploiting links to learning
- Promoting partnership working, including referral pathways
- Providing illustration of very good practice and tools to self-evaluate

SUCCESS CRITERIA

Schools to...
- Identify financial barriers
- Improve methods of communication/consultation
- Capture voices with lived experience
- Produce a CoSD Action Statement
- Plan/deliver action for improvement
- Demonstrate impact
- Meaningfully involve learners
- Link to learning
- Undertake professional learning
- Actively promote financial entitlements and use referral pathways
- Work effectively with partners
- Ensure poverty sensitive approaches respect the dignity of all

ACTION

- 100% of schools have CoSD Action Statement/lead
- All schools have CoSD improvement priority as mandatory
- 100% schools signed up to FORT
- Suite of guidance documents produced/issued to schools
- Professional learning delivered through networks, PEF event and to partners
- Learners' views gathered through secondary HWB surveys
- Views of all learners gathered through pupil ethos surveys
- Introduction of CoSD newsletter
- Engagement with CPAG CoSD Voice Network
- Partnership working – SAC partners, FLWs, Anti-poverty Service, Child Poverty Reference Group, CPAG, Poverty in Schools Network, 3rd sector organisations eg School Bank West Lothian

IMPACT

Evidence of impact has been gathered through professional dialogue/feedback, surveys, PEF plans, sign up/referral data, VSE, HMIe, partner data, learner/parent/carer feedback.
Specific detail can be found in CoSD project update.

FEEDBACK

Learner
'Important to give people what they need by asking and not assuming.'

Parent
Life is hard right now for everyone. I think the school helps with that. There's no pressure with uniform, food, experiences. There isn't money pressure.'

HMIe
'Staff take effective action to address the cost of the school day. This ensures family circumstances are not a barrier to children's access, participation and inclusion.'

School Bank West Lothian
'It has taken the pressure off mum, financially and emotionally, who had feelings of guilt at not being able to afford nice new things for her child.'

DATA

- From a total of 6062 responses, as part of this session's pupil ethos survey, more than 80% of learners have reported that school costs do not prevent them participating in outings, clubs and events
- The numbers of secondary learners reporting in Oct '23 that they often feel hungry because of the cost of snacks and food, was reduced from Oct to Mar '24 by 6.3%
- Those reporting that school costs often impact on their attendance was reduced from Oct to Mar by 1.9%
- Those reporting that school costs often prevent them from participating in wider school activities, was reduced from Oct to Mar by 13%
- 82% of secondary learners reported that there are no costs preventing them from feeling included
- 48 schools have engaged with the CPAG CoSD Voice Network
- Through expansion of the Family and Young Person Advice Service, 284 additional families have been referred this session and £684,142 of additional income identified
- Through active promotion, The School Bank West Lothian has had an additional 341 referrals for school uniform, compared to last session

Cost of the School Day

A suite of resources has been developed to support staff, learners and parents/carers, in our West Lothian schools, to better understand and address issues relating to Cost of the School Day (CoSD)

How Can We Support The Understanding Of Our Learners, Parents and Carers?

Guidance for primary learners

Guidance for secondary learners

CoSD Sway for Parents/carers

Cost of the School Day - Family Guidance

How Can We Support The Understanding Of Our School Staff And Improve/Share Practice?

Staff Guide

CoSD Sway for staff

CoSD Newsletter

PB Guide

How Can We Ensure That Our CoSD Practice Is Very Good And Is Having A Positive Impact On Our Learners And Families?

Illustration of very good practice

Self-Evaluation Checklist

Let's TALK about it!

Together we can make a difference!

	Workshop offers for PEF conference
1	Improving Attendance & Engagement
2	Raising Expectations and Improving Educational and Life Opportunities for our Care Experienced learners in West Lothian.
3	MVP in Schools (Mentors in Violence Prevention)
4	Youth Charter & Youth Voice through Equity lens including PB
5	Developing our Equity Strategy - Improving our culture, systems and practice to support equity
6	Classroom Practice and Pedagogies for Equity
6	Vipers
7	Championing Equity: Being a Family Link Worker
8	Leading Equitable Schools- A Middle Leaders Experience
9	Creating opportunities for Family Learning to increase Family Engagement in your School
10	ELC Approaches to Equity
11	Working together - Education and Youth Housing Team

12	CoSD in a Predominantly High Decile Context
12	Cost of the School Day - Removing Barriers
13	Active Schools & Community Sport: Strengthening our Partnership Approach - Equity in Craigshill
14	Armadale Cluster - Equity Thematic
14	Armadale Cluster Equity Approach
15	Engaging our Parents and Families - Practice-based examples
16	Connected Quality Improvement Cycle
17	Pedagogy Officers - Numeracy and Maths Interventions to close the gap
17	Pedagogy Officers - Reading Wise intervention in S1
18	PEF Interventions for Success in Literacy
19	Reflections on Equity following Inspection Joint Workshop with St John the Baptist following inspection
19	Ensuring Multi-Level Safety through ATSSA
20	Working in collaboration with CAMHS to improve outcomes for the hardest to reach
21	Transition reading development with the support of S6 Literacy Ambassadors.
22	Role of a PEF Lead (Primary)

Marketplace Stalls - PEF Conference
Name of Supplier/Business team
Bridgend PS
Murrayfield PS
Carers of West Lothian - Young Carer Service
River Kids
Social Enterprise Schools
West Lothian Foodbank / Christians Against Poverty (CAP)
St Thomas PS/Toronto PS
Adult Learning
Community Connections
Free space
The School Bank West Lothian
Active Schools & Community Sport team
WLC Advice Shop (Anti Poverty Service)
CLD Youth Services
Free space
Inclusion and Support Service

West Lothian Council