Raising Attainment Strategy
2018/19 to 2022/23

transforming **yourcouncil**

West Lothian Council
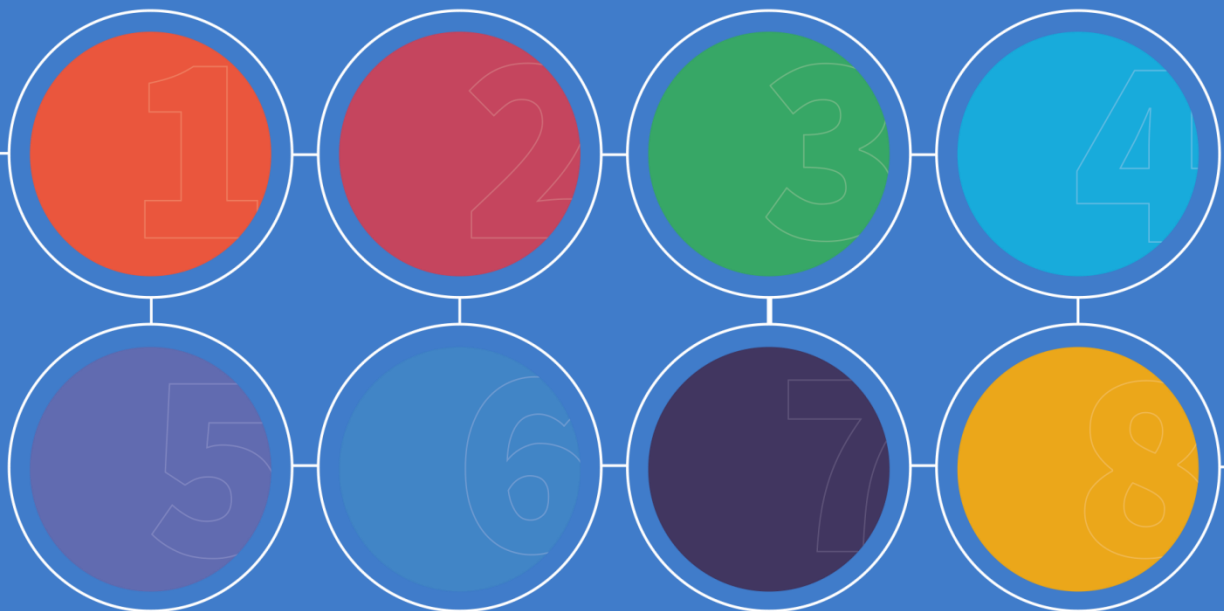
Welcome to the Raising Attainment Strategy

The strategy sets out the key outcomes, activities and behaviours that the council will pursue in support of our corporate priorities and a culture of continuous improvement

The council aims to help West Lothian's young people make the most of their opportunities and to go on to achieve positive outcomes in their lives. We believe that the quality of learning and teaching that our young people receive in schools, pre-schools and nurseries is a critical factor in their ability to succeed. In the last Corporate Plan 2012/17, the council invested in our schools and provided additional, specialist support to improve the quality of teaching and embed the Curriculum for Excellence. During this period pupils achieved the best exam results ever recorded in West Lothian. We want to build on these outstanding results and continue to develop a culture of aspiration for all our young people.

In support of the council's Corporate Plan 2018/23 and the eight priorities, the Raising Attainment Strategy will directly influence and impact on the delivery of the Council's number one priority of improving attainment and positive destinations. It aims to ensure that children and young people are well placed to move into adult life and employment or further/higher education. There is an expectation by West Lothian Council that effective learning and teaching throughout each young person's school experience enables them to maximise their potential.

West Lothian Council is committed to improving attainment for all children and young people in line with the National Improvement Framework and through the effective delivery of Curriculum for Excellence. Schools in West Lothian have consistently demonstrated their capacity to improve attainment. Within this strategy, the overarching themes are to raise the attainment of all in achieving excellence, and to ensure equity through closing the gap in education outcomes between children from the most and least deprived backgrounds.

Lawrence Fitzpatrick
Leader of the Council

Graham Hope
Chief Executive

Strategy outcomes

The West Lothian Council Raising Attainment Strategy provides an increased strategic focus to Education Services' activities in raising attainment. The strategy was developed taking account of best practice in West Lothian schools, the professional knowledge and experience of school and centrally based staff, national practice and international perspective and recommendations.

The Raising Attainment Strategy has four outcomes and these are:

◆ Raising Attainment for All in the Broad General Education (BGE) – Ensuring Excellence
◆ Closing the Poverty Related Attainment Gap in the BGE – Ensuring Equity
◆ Raising Attainment for All in the Senior Phase – Ensuring Excellence
◆ Closing the Poverty Related Attainment Gap in the Senior Phase – Ensuring Equity

In order to achieve these outcomes, the strategy will focus on the delivery of specific actions and activities directly linked to the six **National Improvement Framework drivers**:

- **School Improvement:** Collaborative quality improvement activities across West Lothian Education Services will continue to drive improvement in outcomes for learners. School improvement planning will focus on raising attainment and actively address the equity gap.

- **School Leadership:** Strategic leadership will continue to develop leaders at all levels in order to further develop capacity and improve outcomes. This will be achieved through the implementation and expansion of leadership Career Long Professional Learning (CLPL) pathways.

- **Performance Information:** Intelligent use of data ensures the identification of gaps in learning resulting in assertive target setting with schools. Targets will be aspirational, challenging and relevant with progress tracked.

- **Teacher Professionalism:** Authority and school activities will be focussed on delivering excellent learning, teaching and assessment. School leaders will work with their staff teams to ensure that lessons are motivating, engaging, well-planned and differentiated to meet the needs of all learners, based on the West Lothian statement of expectation for all practitioners.

- **Assessment of Children's Progress:** West Lothian Progression Pathways for Literacy and Numeracy will be used to ensure further improvement in literacy and numeracy levels. Transition arrangements will focus on curricular transition and continuous progression in learning with schools making effective use of the monitoring and tracking information.

- **Parental Engagement:** The quality of engagement that parents have with their child's learning is a key factor to ensuring successful outcomes. School leaders will improve and increase ways in which parents and families can engage in partnership with schools to support their children.

1 Raising Attainment for All in the BGE - Ensuring Excellence

Description

This outcome aims to increase attainment and achievement across all West Lothian Schools, and for all West Lothian learners from early years to S3. Raised educational attainment and achievement increases personal, social, cultural and economic opportunities, and ensures that young people are in a position to fulfil their potential and contribute to the improved social and economic wellbeing of the community in West Lothian.
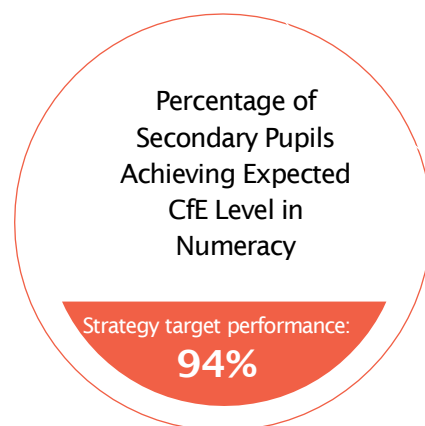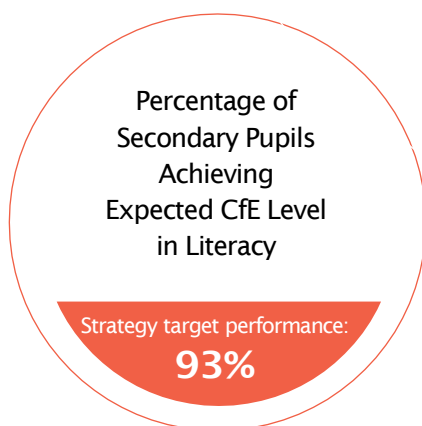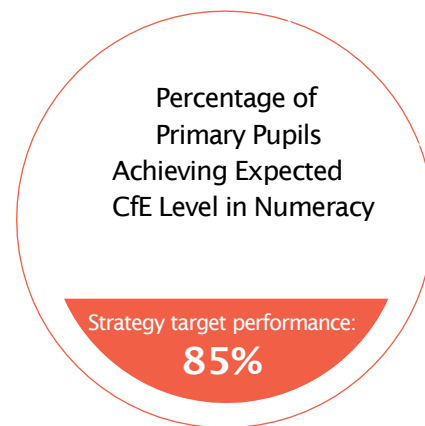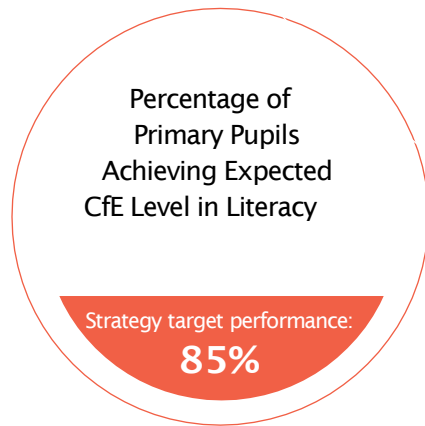
Activities

The main activities of the service during the period of the strategy will be to:

◆ Ensure that individual school improvement plans and activities focus on the quality of learning, teaching and assessment, as well as the quality of the partnerships that are in place, to support all children and young people to attain and achieve.

◆ Ensure all establishments effectively use self-evaluation frameworks and approaches, performance information and improvement science to ensure educational outcomes are improving. This includes supporting young people's and partners' participation in self-evaluation and school improvement.

◆ Work with schools to ensure that the curriculum is well designed to meet the needs of all learners and well researched programmes are developed to improve learning and teaching in and across schools and clusters. Effective assessment approaches must be in place to ensure that all pupils make well-paced progress in their learning.

◆ Develop professional learning pathways for staff which enhance their practice in the delivery of high quality learning experiences for all children and young people. This will include a focus on delivering effective teaching and learning of literacy and numeracy.

◆ Ensure that effective tracking and monitoring and target-setting is in place to ensure optimum levels of progress and attainment for every learner, including at transition points. Quality improvement approaches must focus on learners and ensure that no child is left behind, and are making good progress from prior levels of attainment.

◆ Ensure that all learners receive regular, useful feedback to support their progress and use self and peer assessment to help identify next steps in learning. They should be regularly consulted about the quality of lessons and encouraged to provide feedback on how well they are learning.

◆ Provide high quality support, using a multi-agency approach, to enable all young people to achieve success, highlighting the importance of wellbeing and involving young people in decisions about how their needs should be met.

Key performance indicators

We have identified the key measures of the success for this outcome and will track, monitor and report on our performance in these performance indicators throughout the lifetime of our strategy:

Percentage of Primary Pupils Achieving Expected CfE Level in Literacy

Strategy target performance:
85%

Percentage of Primary Pupils Achieving Expected CfE Level in Numeracy

Strategy target performance:
85%

Percentage of Secondary Pupils Achieving Expected CfE Level in Literacy

Strategy target performance:
93%

Percentage of Secondary Pupils Achieving Expected CfE Level in Numeracy

Strategy target performance:
94%

Percentage of schools receiving a 'good' or better evaluation from Education Scotland inspections

Strategy target performance:
100%

2 Closing the Poverty Related Attainment Gap in the BGE - Ensuring Equity

Description

This outcome aims to increase equity, based on socio- economic factors, in educational outcomes across all West Lothian Schools, and for all West Lothian learners. The attainment of children and young people from the areas of greatest deprivation is significantly lower than that of children from least deprived areas. This gap starts early and it grows throughout primary and secondary school. This outcome is focussed on enabling all children and young people, including Looked After Children, to achieve success.
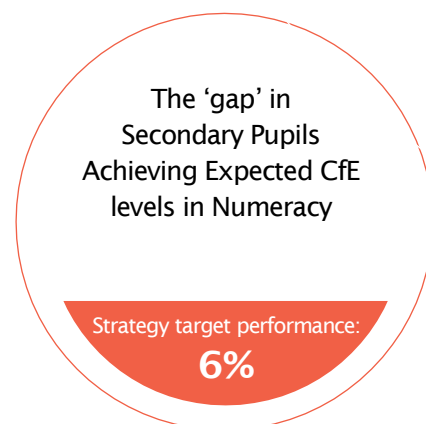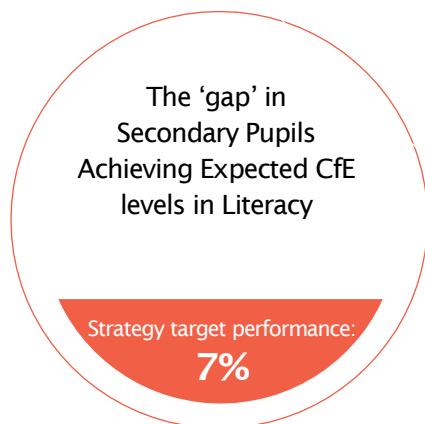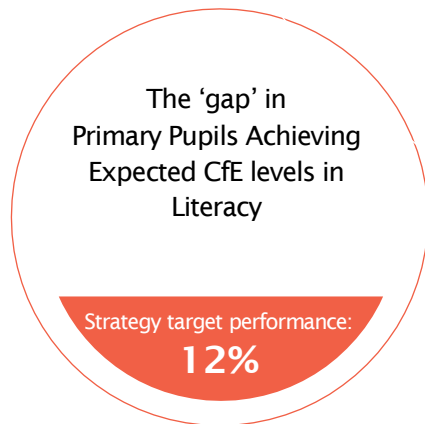
Activities

The main activities of the service during the period of the strategy will be to:

◆ Ensure all schools continue to define the poverty related attainment gap within their own setting, using a wide range of data including the Scottish Index of Multiple Deprivation (SIMD) in order to align improvement activities within the context of their setting.

◆ Develop and implement professional learning programmes based on local, national and international research to build staff capacity in early intervention in literacy, numeracy and mental health, particularly within the context of poverty. This will focus on meeting the needs of children from areas of the greatest deprivation.

◆ Enhance the use of effective tracking and monitoring in all sectors to ensure a continual focus on planning interventions to address the gaps identified. Interventions will be continually evaluated for impact on children's progress and attainment in order to take further action where needed. Tracking will focus on attainment, attendance, exclusion, participation and engagement.

◆ Support all schools in the development of individual poverty proofing statements, which outline their actions to address barriers arising due to the cost of the school day.

◆ Provide high quality support, utilising support from health professionals and children's services' staff, to enable all young people to achieve success, highlighting the importance of wellbeing and involving young people in decisions about how their needs should be met.

Key performance indicators

We have identified the key measures of the success for this outcome and will track, monitor and report on our performance in these performance indicators throughout the lifetime of our strategy. The 'gap' refers to the percentage point difference between the most and least deprived 20% of pupils based on Scottish Index of Multiple Deprivation (SIMD) who are achieving the following expected levels of attainment:

The 'gap' in Primary Pupils Achieving Expected CfE levels in Literacy

Strategy target performance: **12%**

The 'gap' in Primary Pupils Achieving Expected CfE levels in Numeracy

Strategy target performance: **10%**

The 'gap' in Secondary Pupils Achieving Expected CfE levels in Literacy

Strategy target performance: **7%**

The 'gap' in Secondary Pupils Achieving Expected CfE levels in Numeracy

Strategy target performance: **6%**

3 Raising Attainment for All in the Senior Phase - Ensuring Excellence

Description

The aim of this outcome is to increase attainment for all learners from S4 – S6. This will enable young people to extend and deepen their learning and continue to develop skills for learning, life and work, through qualifications and also through a range of opportunities for personal development. It ultimately supports young people in moving on to a positive destination.

The SCQF (Scottish Credit and Qualifications Framework) is the national qualifications framework for Scotland, and is a way of highlighting the wide range of Scottish qualifications. SCQF covers achievements from school, college, university, and many work-based qualifications. The SQA (Scottish Qualifications Authority) is the national awarding and accreditation body for Scotland and is responsible for National Qualifications and other qualifications and awards, many of which sit within the SCQF.
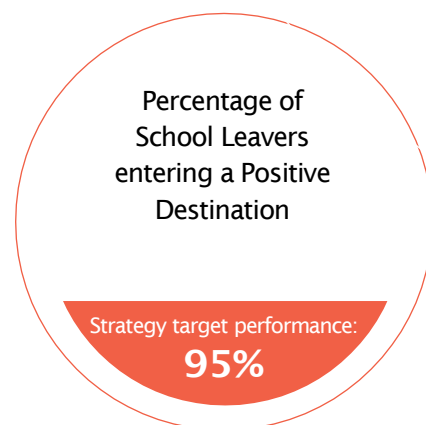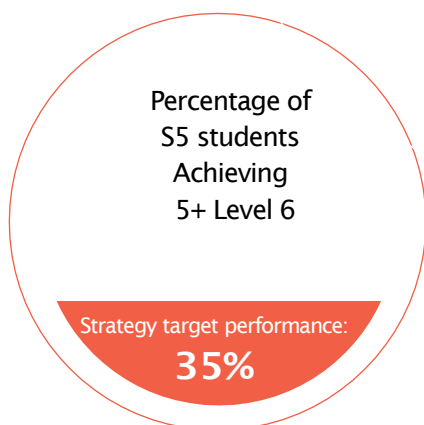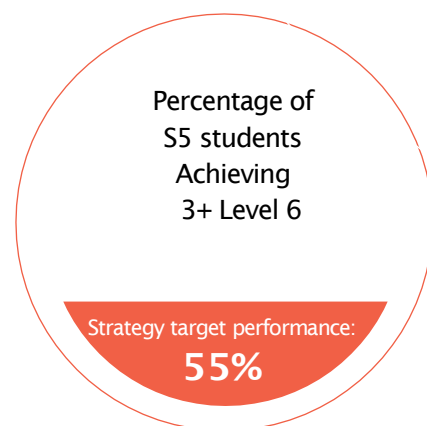
Activities

The main activities of the service during the period of the strategy will be to:

◆ Improve the quality of learning and teaching in the Senior Phase.

◆ Lead change within the Senior Phase curriculum, which builds on challenge within the Broad General Education, and provides flexible pathways to meet the needs of all learners. Consider the full range of qualifications within the SCQF in order to maximise the attainment and achievement of young people.

◆ Develop local partnerships with other education providers and employers to increase the range of choices available to young people at all levels.

◆ Ensure the school community uses effective tracking and monitoring and target-setting in order that there is clear information on attainment across all subjects to maximise potential, and support appropriate and timely interventions.

◆ Engage with appropriate SQA professional learning opportunities to build knowledge and understanding of the national qualifications expectations.

◆ Review the impact of the provision of study support in the Senior Phase to maximise effectiveness and ensure it meets the needs of all pupils, including those who face barriers to learning.

Key performance indicators

We have identified the key measures of the success for this outcome and will track, monitor and report on our performance in these performance indicators throughout the lifetime of our strategy:

Percentage of School Leavers Achieving 5 or more Awards at SCQF Level 5 or above

Strategy target performance:
69%

Percentage of School Leavers Achieving 5 or more Awards at SCQF Level 6 or above

Strategy target performance:
42%

Percentage of S5 students Achieving 1+ Level 6

Strategy target performance:
73%

Percentage of S5 students Achieving 3+ Level 6

Strategy target performance:
55%

Percentage of S5 students Achieving 5+ Level 6

Strategy target performance:
35%

Percentage of School Leavers entering a Positive Destination

Strategy target performance:
95%
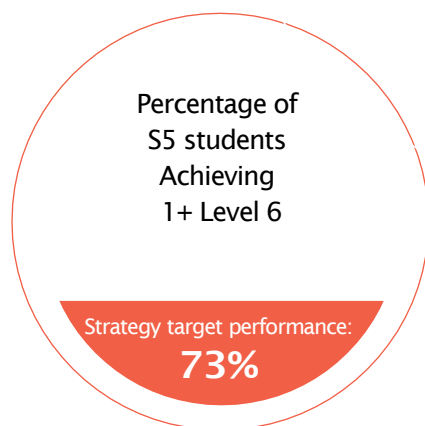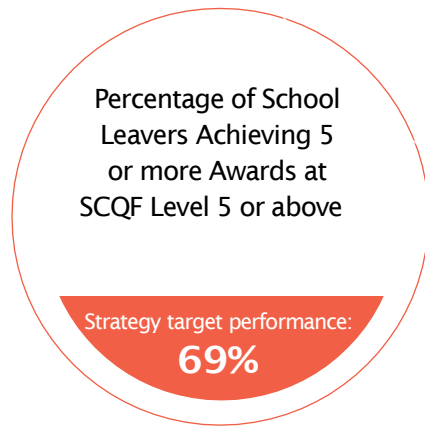
4   Closing the Poverty Related Attainment Gap in the Senior Phase - Ensuring Equity

Description

The aim of this outcome is to increase equity, based on socio-economic factors, in educational outcomes for West Lothian learners in the Senior Phase.

The Senior Phase is the phase when the young person will build up a portfolio of qualifications and skills, providing the foundation for future career plans. Data shows that there is a gap in achievement and attainment of young people from the least and most deprived areas. Therefore it is of key importance that activities need to be put in place in order to address this inequity and maximise the potential of our learners from areas of the highest deprivation, including Looked After Children.

Activities

The main activities of the service during the period of the strategy will be:

◆ Ensure all schools continue to make use of data and tracking information developed in the BGE, with a particular focus on eliminating patterns linked to poverty. These include attainment, attendance, exclusion, engagement and participation.

◆ Continue to lead change within the Senior Phase curriculum, which provides flexible pathways to engage and motivate all learners. This includes rigorous and aspirational support for curriculum choices throughout the Senior Phase.

◆ Develop and implement effective pedagogy, based on research to build staff capacity in addressing barriers to learning. There should be a particular focus on increasing challenge and aspiration for all young people to work towards achieving their potential.

◆ Work with parents/carers to secure better outcomes through enabling them to support their child's learning. Within the Senior Phase, this would mean working with targeted groups of parents to maximise achievements in literacy and numeracy as well as across the curriculum.

◆ Work in partnership with the Developing Young Workforce (DYW) teams is focussed on closing the poverty related attainment gap.

◆ Provide high quality support in the Senior Phase to enable all young people to achieve success, highlighting the importance of health and wellbeing.

Key performance indicators

We have identified the key measures of the success for this outcome and will track, monitor and report on our performance in these performance indicators throughout the lifetime of our strategy. The 'gap' refers to the percentage point difference between the most and least deprived pupils based on Scottish Index of Multiple Deprivation (SIMD) who are achieving the following expected levels of attainment:

The 'gap' between the most and least deprived 30% of School Leavers Achieving SCQF Level 5 Literacy

Strategy target performance:
19%

The 'gap' between the most and least deprived 30% of School Leavers Achieving SCQF Level 5 Numeracy

Strategy target performance:
20%

The 'gap' between the most and least deprived 30% of School Leavers Achieving 1 or more Award at SCQF Level 6

Strategy target performance:
21%

The 'gap' between the most and least deprived 30% of School Leavers entering a positive destination

Strategy target performance:
5%

Developing the strategy and reporting progress

The strategy was developed to support the delivery of the council's Corporate Plan and to take account of a range of factors that are likely to impact the delivery of council services in the next five years.

Context

The next five years will be a period of significant challenge for the council with ongoing spending constraints expected to continue. However, the council has clearly defined long term aims relating to the development of high quality services, designed to meet the needs of its customers. These long term aims are captured in the Local Outcome Improvement Plan, Community Plan and in the council's Corporate Plan and together these strategic plans determine the work of the council's services.

The development of the Corporate Plan 2018/23 has been directly influenced by the views of the people living and working in West Lothian, ensuring that all employees are focused on meeting the needs of a growing and vibrant community. The Corporate Plan sets the strategic priorities for the council up to 2022/23 and this will be the continued focus for all council services during the period.

This will help to ensure that we continue to tackle the most important issues for West Lothian. Also, that we invest in and prioritise the services which make the most significant contribution to the achievement of positive outcomes. The Raising Attainment Strategy has been developed to support the delivery of the Council's number one priority of improving attainment and positive destinations, and to support the Council's long term focus on addressing inequality in society.

Influences

There will be many internal and external factors which will influence the implementation of the Raising Attainment Strategy. The more prominent include;

- ◆ The national Governance Review, including the planned introduction of the Head Teachers' Charter
- ◆ The development of the National Improvement Framework (NIF) and NIF Evidence Reports
- ◆ The expansion of Early Learning and Childcare
- ◆ Education Scotland inspection findings and advice notes
- ◆ Pupil Equity Funding provision and guidance from Scottish Government
- ◆ The development of the Forth Valley and West Lothian Regional Improvement Collaborative

Strategy development process

The strategy was developed by Education Services' Management Team, the Quality Improvement Team and the Moving Forward in Learning Steering Board using a range of information to ensure that outcomes, activities and resources are aligned to:

◆ The council's Corporate Plan and the deliverables as set out in the council's number one area of priority, 'Improving Attainment and Positive Destinations'.

◆ Supporting the delivery of the council's Transformation Programme and Digital Transformation Strategy

◆ The council's Property Strategy, which influences school estate provision through the council's capital programme

The process and timescales for the development, publication and review of the strategy are set out, including consultation with the appropriate stakeholders.

Strategy governance		
Group	Governance Scrutiny role	Reporting Frequency
Education Executive	a. Engagement on the strategy and outcomes b. Updates to the Education Executive on the progress of specific programmes of work	◆ Approval ◆ End of strategy review
Education PDSP	a. Engagement on the strategy and outcomes b. Updates to the Education PDSP on the progress of specific programmes of work	◆ Consultation ◆ Annual strategy review ◆ End of strategy review
Education Quality Assurance Committee (EQAC)	a. Consider reports on individual schools, in terms of the How Good is Our School?4 (HGIOS?4) and How Good is Our Early Learning and Childcare? (HGIOELC?) indicators of quality and effectiveness	◆ Individual School Review of progress
Corporate Management Team	a. Engagement on the strategy and strategy outcomes at the development stage b. Regular updates to the Corporate Management Team on the progress of specific programmes of work	◆ Consultation ◆ Annual strategy review ◆ End of strategy review
Moving Forward in Learning Steering Board	a. Development of the strategy and strategy outcomes	◆ Strategy review 6 weekly
Stakeholders	a. Head teachers b. LNCT c. Regional Improvement Collaborative authorities	◆ Consultation
Customers	a. Pupils – Engagement with How Good is OUR School? b. Parents / carers	◆ Consultation ◆ Annual evaluation ◆ Ethos Surveys

Strategy monitoring

The Head of Service (Curriculum, Quality Improvement and Performance), Quality Improvement Team and Moving Forward in Learning Steering Board will ensure that appropriate arrangements are in place to track and monitor in-year progress.

An annual review will be undertaken and reported to the council's Corporate Management Team and to Education PDSP.   This will include an update on the agreed performance scorecard and action plan, and will also be published on the performance pages of the council website.

An end of strategy review will be undertaken in the final year of the strategy to report on the achievement in the outcomes and final position in the performance indicators (against the target) and the agreed actions.

Appendix 1: Strategy Scorecard

The council will report on the following key measures of the success throughout the lifetime of our strategy, targeting performance improvement against the baseline year. (Due to the Raising Attainment Strategy's performance measures being linked with school academic sessions, the baseline data is 2016/17 performance information)

OUTCOME 1 – RAISING ATTAINMENT FOR ALL IN THE BROAD GENERAL EDUCATION (BGE)

Indicators	Baseline Performance 2016/17	Target 2017/18	Target 2018/19	Target 2019/20	Target 2020/21	End of Strategy Performance Target 2021/22
Percentage of Primary Pupils Achieving Expected Curriculum for Excellence (CfE) Level in Literacy	74%	75%	78%	81%	83%	**85%**
Percentage of Primary Pupils Achieving Expected CfE Level **in** Numeracy	80%	82%	83%	84%	84%	**85%**
Percentage of Secondary Pupils Achieving Expected CfE Level in Literacy	89%	90%	91%	92%	93%	**93%**
Percentage of Secondary Pupils Achieving Expected CfE Level in Numeracy	92%	93%	93%	94%	94%	**94%**
Percentage of primary, secondary, special schools and pre-school establishments receiving an Education Scotland inspection evaluation of 'good' or better for Raising Attainment	60%	70%	80%	90%	100%	**100%**

OUTCOME 2 – CLOSING THE POVERTY RELATED ATTAINMENT GAP IN THE BGE

Indicators	Baseline Performance 2016/17	Target 2017/18	Target 2018/19	Target 2019/20	Target 2020/21	End of Strategy Performance Target 2021/22
Percentage point difference between the most and least deprived 20% of Primary Pupils Achieving Expected CfE Levels in Literacy	22%	21%	20%	16%	14%	**12%**
Percentage point difference between the most and least deprived 20% of Primary Pupils Achieving Expected CfE Levels in Numeracy	19%	18%	16%	13%	12%	**10%**

OUTCOME 2 – CLOSING THE POVERTY RELATED ATTAINMENT GAP IN THE BGE

Indicators	Baseline Performance 2016/17	Target 2017/18	Target 2018/19	Target 2019/20	Target 2020/21	End of Strategy Performance Target 2021/22
Percentage point difference between the most and least deprived 20% of Secondary Pupils Achieving Expected CfE Levels in Literacy	12%	11%	10%	9%	8%	**7%**
Percentage point difference between the most and least deprived 20% of Secondary Pupils Achieving Expected CfE Levels in Numeracy	7%	7%	7%	6%	6%	**6%**

OUTCOME 3 – RAISING ATTAINMENT FOR ALL IN THE SENIOR PHASE

Indicators	Baseline Performance 2016/17	Target 2017/18	Target 2018/19	Target 2019/20	Target 2020/21	End of Strategy Performance Target 2021/22
Percentage of School Leavers Achieving 5 or more Awards at SCQF Level 5 or above	64%	64%	65%	66%	68%	**69%**
Percentage of School Leavers Achieving 5 or more Awards at SCQF Level 6 or above	38%	39%	39%	40%	41%	**42%**
Percentage of S5 Students Achieving 1 or more Awards at SCQF Level 6 or above	66%	71%	72%	72%	73%	**73%**
Percentage of S5 Students Achieving 3 or more Awards at SCQF Level 6 or above	46%	53%	54%	54%	55%	**55%**
Percentage of S5 Students Achieving 5 or more Awards at SCQF Level 6 or above	29%	33%	34%	34%	35%	**35%**
Percentage of School Leavers entering a Positive Destination	94%	94%	94%	95%	95%	**95%**

OUTCOME 4 –CLOSING THE POVERTY RELATED ATTAINMENT GAP IN THE SENIOR PHASE

Indicators	Baseline Performance 2016/17	Target 2017/18	Target 2018/19	Target 2019/20	Target 2020/21	End of Strategy Performance Target 2021/22
Percentage point difference between the most and least deprived 30% of School Leavers Achieving SCQF Level 5 Literacy	25%	24%	23%	22%	21%	**19%**
Percentage point difference between the most and least deprived 30% of School Leavers Achieving SCQF Level 5 Numeracy	27%	26%	25%	24%	22%	**20%**
Percentage point difference between most and least deprived 30% of School Leavers Achieving 1 or more Awards at SCQF Level 6	30%	29%	27%	25%	23%	**21%**
Percentage point difference between the most and least deprived 30% of School Leavers entering a positive destination	7%	6%	6%	6%	5%	**5%**

Appendix 2: Strategy Action Plan

The council will undertake a range of actions to support delivery of corporate priorities and objectives, improve services and deliver transformation.

Actions 2018/23							
Action	Description	Planned Outcome	Owner(s)	Start	End	Status	Update
Provide robust Performance Analysis	Analyse key performance data to identify next steps requiring improvement	All schools maximise attainment through robust analysis of performance information. This should lead to 'good' or better evaluations for Raising Attainment	Quality Improvement Manager	April 2018	March 2023	Planned	
Embed Maths Action Plan 2018-2023	Provide schools with a framework to develop effective numeracy and maths skills through a relevant and meaningful curriculum	Coherent approach to improving maths and numeracy across schools towards focussed targets to improve attainment in maths and numeracy	Education Officer (Numeracy)	April 2018	March 2023	Planned	
Implement West Lothian PEF Action Plan	Defined set of actions for central PEF team to support schools to address the poverty related attainment gap and use of PEF	Reduce the poverty related attainment gap in targeted areas	Senior Development Officer	April 2018	March 2019	Planned	

Actions 2018/23

Action	Description	Planned Outcome	Owner(s)	Start	End	Status	Update
Embed the Literacy (RIC) Plan	Plan developed with the RIC in order to drive improvements in literacy across all schools	Improve outcomes through building a reading and writing culture as part of an overarching Literacy framework	Education Officer (Literacy)	April 2018	March 2019	Planned	
Continue to develop the HWB Strategic Action Plan	Plan to drive improvement across all aspects of HWB	Improve outcomes through embedding the HWB strategic framework, systems and processes with partners	Education Officer (HWB)	April 2018	March 2019	Planned	
Review and enhance a CLPL Framework	Promote the drivers of school leadership, teacher professionalism and school improvement, and reinforce the work on the 4 national priorities	A comprehensive Moving Forward in Leadership framework is being fully accessed and utilised by staff at all levels to improve and develop practice	Education Officer (CLPL)	April 2018	March 2023	Planned	
Implement the Early Years Improvement Agenda	Agenda to ensure that children have the best start in life taking account of national changes	High quality early years' provisions are delivering expanded hours, retaining a focus on quality of experiences.	Early Years' Lead Officer	April 2018	March 2023	Planned	

Actions 2018/23							
Action	Description	Planned Outcome	Owner(s)	Start	End	Status	Update
Enhance the work of the Quality Assessment and Moderation Support Officers (QAMSOs)	Quality Assessment and Moderation Support Officers support colleagues in their understanding and application of moderation in its widest sense in Literacy and Numeracy	Teacher judgement of progression in learning and achievement of CfE levels in Literacy and Numeracy is robust, accurate and consistent across all West Lothian schools.	Assessment & Moderation Co-ordinator	April 2018	March 2020	Planned	
Continue the work of the Family Learning Steering group	The steering group disseminates local and national good practice case studies of Parental Involvement and inter-generational Family Learning in order to support schools.	All schools will provide a comprehensive programme for Family Learning that is bespoke to their context and community. Schools will be able to evidence impact of these programmes on pupil attainment.	Education Officer (Family Learning)	April 2018	March 2023	Planned	

Raising Attainment Strategy

West Lothian Council

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June 2018

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