



Education Services Service Improvement Plan

2026/28

Message from the Heads of Education



Siobhan McGarty
Head of Education
(Secondary, Inclusion and
Community Learning)

The aim of Education Services over the next two years is to drive a sustained and ambitious improvement in outcomes for all children and families in West Lothian. This will be achieved by focusing on our core purpose to develop children and young people who experience high quality learning experiences which enables them to reach their goals and become confident, resilient and creative thinkers who can make a positive contribution to their local communities and our wider society. Education Services will take an ambitious and transformational approach to this work.

As a key part of West Lothian Council, Education Services contributes to the delivery of all corporate priorities with a particular focus on raising educational attainment which underpins progress with investing in skills and careers. We envisage a future oriented approach using technology to develop the skills of our staff and students so that they are at the forefront in its use.



Lisamaria Purdie,
Interim Head of
Education
(Early Years, Primary and
Resources)

Our core values will drive forward our aim to address poverty and inequality tackling homelessness and supporting families with the cost of living. We are committed to our children having the best start in life and so will invest in early intervention approaches and support health and wellbeing to improve opportunities and outcomes for them and their families.

Working with our partners, linking with and empowering people across West Lothian, we aim to deliver a high quality, inclusive Education service achieving the key objectives that we have set out in this plan.

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I. Our Service

What we do

Education Services delivers high quality education services to over 27,000 school aged pupils and approximately 4000 children in early learning and childcare, as well as community-based youth work and adult learning ensuring access to life-long learning and skills development. The constituent parts of the service are focused on the main priorities:

- Improving wellbeing, inclusion and attendance for all children, young people and learners
- Promoting confidence, independent thinking and resilience in learning
- Ensuring every child, young person and learner experiences varied, vibrant and challenging learning experiences which are built on the provision of high quality and inclusive learning, teaching and assessment.
- Supporting schools, pupils, parents and carers, and families to enable the implementation of this plan, and providing community services which will support community empowerment and the council's corporate priorities of improving care and support for vulnerable members of the community, investing in skills, creating strong and sustainable communities, and tackling poverty and inequality.

Our Customers

Our customers are principally learners, parents and carers, with services provided through schools and in the community. Some services, such as customer care and pupil placement are provided to parents and carers by centrally based staff.

We provide internally focussed enabling services for which the principal customers are schools. These include resource planning, policy advice, business support and performance analysis.

We provide services that are accessed by the wider community, including Community Learning and Development, and arts and sporting opportunities and holiday activities for children and young people.

Our Way of Working

We will improve outcomes for all children and young people, parents and carers, adult learners and communities, in West Lothian. Our way of working is collaborative, connected, consultative, listening and supportive.

Our Planning and Strategic Framework

This Improvement Plan is part of a suite of plans and strategies, including the National Improvement Framework Improvement Plan, the Children's Services Plan, and the Raising Educational Attainment Strategy, which also provide details of the Service's improvement activities.

[National Improvement Framework Improvement Plan](#)

[West Lothian Children's Services Plan 2023-2026](#)

[WLC Raising Educational Attainment Strategy 2023-28](#)

Our Purpose

Our core purpose is to ensure that all of our children, young people and learners maximise their attainment and achievement ultimately leading to positive destinations, and develop the values, attitudes, knowledge and skills necessary to shape a future for themselves.

We do this by delivering school-based education building their capacity as successful learners, confident individuals, responsible citizens, and effective contributors embracing all social circumstances, additional needs and protected characteristics; and by providing community-based Youth Work and Adult Learning experiences ensuring access to lifelong learning and skills development, and community services focused on community empowerment across a range of activities.

2. Education Services Overview

Schools Budget: £208,156,402 Staff resource: 3080.84 FTE	69 primary schools, 13 secondary schools, 56 early learning and childcare establishments and 6 additional learning needs schools deliver education services to over 27,000 pupils and approximately 4000 pre-school children.
School Improvement and Early Years Budget: £1,704,399 Staff resource: 18.73 FTE	The service supports the implementation of the council's Raising Educational Attainment Strategy and the National Improvement Framework through direct support and challenge to schools, validated self-evaluation processes and rigorous use of performance data to continually improve outcomes for children and families. The service supports the delivery of 1140 funded hours of high-quality early learning and childcare within council and partner provider settings in line with the required National Standard.
Inclusion Budget: £13,640,209 Staff resource: 187.82 FTE	The service supports schools in improving the delivery of education provision, learning experiences and opportunities for children and young people with additional support needs and ensuring inclusive practices are embedded in all educational settings. The service is working to improve the well-being and educational outcomes of all children and young people in West Lothian through the application of psychology to improve educational and mental health and well-being outcomes.
Resources Budget: £2,505,323 Staff resource: 32.26 FTE	The service supports schools and delivery of education services through application of effective resource planning and management, including workforce planning, asset management, and a range of compliance matters. The service provides business support to schools. The service supports schools and delivery of education through policy advice and development, and is the interface for parents/carers for pupil placement and customer services. The service drives improvements within the learning estate and is an integral part in the delivery of new schools.
Community Learning Budget: £5,183,726 Staff resource: 82.02 FTE	The service supports young people and adult learners working across communities and schools. Learners are supported with their personal development by co-design and delivery of a range of programmes and accredited learning embracing the benefits of youth work and adult learning approaches. Sport and physical activity is supported in recognition that this not only improves physical health and thereby reducing inequalities, but also improves mental wellbeing, strengthens communities, improves confidence and employability, and more generally improves an individual's life chances.

FTE = full time equivalent

3. Operating Context

Education Services operates within a large ecosystem and there are a number of factors that the service must consider when planning for the future, ensuring that opportunities are maximised and any risks or threats to our services are managed. Key factors that will shape our services in the next two years are set out in detail below.

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 two years, the council will focus on achieving outcomes in each priority.

Raising educational attainment

Strengthening care and support for children, adults and older people

Investing in skills and jobs

Helping to create strong and sustainable communities

Tackling homelessness, poverty and inequality

Raising Educational Attainment

A dedicated strategy has been developed to support improvement in the council's Raising Educational Attainment priority. Education Services will act as the corporate lead and will develop and support implementation of this strategy across the remainder of the five-year period. This plan will also support the achievement of outcomes in the council's other priorities. Key focus areas in the strategy will include.

- Care and support for children will be enhanced through Children's Services Planning and GIRFEC (Getting it Right for Every Child), improving wellbeing and inclusion, providing effective and robust multi-agency support, early intervention to support vulnerable groups, supporting the aspirations of The Promise, and supporting parents and carers,
- Investment in skills and jobs will be enhanced through the delivery of accreditation via the Adult Learning Service and Youth Services and partnerships with West Lothian College, other education providers and employers to increase opportunities for learners.

- The strategy will help to create strong and sustainable communities by promoting open, positive and supportive relationships, promoting confidence and resilience, and creating a learning for sustainability cross curricular approach.
- The strategy will help to tackle poverty and inequality by ensuring every child, young person and adult learner has the same opportunity to succeed, with a particular focus on tackling the poverty related attainment gap.

Further detail of these linkages to the council's five priorities are set out throughout the Improvement Plan.

Societal Trends and Customer Needs

Education Services is continuing to strengthen its focus on Health and Wellbeing, reflecting the increased demand for support experienced during and after the pandemic, in particular from children and young people.

Education Services places high emphasis on equity, in particular closing the gap in education outcomes between children from the most and least deprived backgrounds. There is a specific focus on literacy, numeracy and health and wellbeing, and aspirational stretch aims for primary and secondary in these areas are set in order to monitor and celebrate progress.

The service prioritises meeting the needs of all pupils as individuals, taking account of all factors which may give rise to these needs, including 'protected characteristics' set out in the Equality Act 2010, and in line with the Public Sector Equality Duty. This will be achieved through adapting the curriculum to meet each pupil's needs, and bespoke and targeted interventions, where appropriate.

There are an increasing number of children with identified additional support needs in our schools. The council will respond to this growing need by planning for inclusion in our schools, and supporting schools to be inclusive. Specific Improvement items will include:

- Increased engagement with families and children with Additional Support Needs to ensure lived experience informs service design.
- Improved usage of Inclusion data to inform practice.
- Ongoing development of leaders across West Lothian schools to ensure that 'Meeting Learners Needs and Inclusion First practices' are embedded.
- Further development of Inspire pathways to support our young people who have specific barriers to learning.
- Consolidate knowledge and understanding of Inclusion practice through CLPL and Coaching and mentoring - system wide at all levels.

Education Services places high importance on the rights of children and young people, and ongoing work will ensure that the voice of children is heard and taken account of. The West Lothian Children's Rights Network and Youth Toolkit ensure a consistent approach to participation across the service. In line with the UNCRC (Incorporation) (Scotland) Act

2024, we are now trialling approaches to Complaints Handling procedures to ensure they are accessible and child-friendly. This work builds upon and enhances the strong partnerships already in place across our schools, reinforcing our commitment to creating safe and inclusive communities.

Work has been ongoing on improving positive destinations for young people through close partnership working between schools and community learning and development, ensuring role and responsibilities are closely aligned. In addition new school tracking has been introduced to better monitor needs and where young people are on the employability pipeline. This in turn allows discussion with the Local Employability Planning partners to ensure opportunities are available to meet those needs. Specific targeted tracking has also taken place for Quintile 1 young people and those with ASN resulting in more positive outcomes.

Economic and Market factors

Education Services aims to improve skills amongst school leavers, and increase the percentage of school leavers entering positive destinations, and as such will support the local and national economies. Education Services will work with employers and other education providers to ensure that pupils have access to choices and pathways which are relevant and aligned to labour market demand.

By providing flexibility and choice in Early Learning and Childcare, Education Services will support the principle of supporting more parents/carers in work, training or study, through greater choice.

Demographic Diversity

The improvement plan will be delivered in a time of demographic change, resulting in challenges for the council as it seeks to meet customer need with reduced resources.

Numbers of children and young people in many parts of West Lothian are forecast to decline, resulting in surplus school accommodation in these areas, although in core development areas, large increases will require investment in new facilities. The Service has taken action to reduce the number of council Early Learning and Childcare establishments where capacity was forecast to exceed demand and to move a number of settings back to term time.

The demographic diversity of West Lothian will continue to be reflected in the school population, with new pupils arriving from around the world and being integrated into learning communities. This diversity also highlights the continued requirement of ESOL provision for both parents/carers and children and young people.

Technology, Automation and the Demand for Technical Skills

Following the cyberattack in May 2025, West Lothian Council has delivered one of its most significant digital transformations to date, rebuilding a secure, cloud based education

network at an exceptional pace. This achievement reflects the resilience and adaptability of staff across all schools and services, who have embraced major changes in systems, devices, security and digital practice. The new network now provides a modern, reliable and secure foundation that supports progress across every area of the digital plan.

Good progress has been made in digital learning and curriculum development. Schools are making effective use of tools such as Microsoft 365, Seesaw, Adobe and Learning Accelerators, and there are growing opportunities for blended and remote learning through the Virtual Academy, the Interrupted Learner Service and other flexible pathways. Digital accessibility features are increasingly built into everyday practice, helping to create more inclusive learning environments for all learners.

Digital insight using Power BI is strengthening work to raise attainment. Teachers are increasingly using data analysis and supported tools to understand learner progress more clearly and to plan timely interventions. Engagement in learning is further supported by pedagogy officers who work with schools to develop creativity, coding, profiling, data literacy and robotics.

Developing digital skills for life and work remains a key priority. Learning pathways will be reviewed through the Curriculum Improvement Cycle to ensure they reflect evolving technologies, while high quality professional learning continues to build staff confidence in digital teaching and responsible digital citizenship. Pupils also benefit from real world digital experiences within a secure, well managed online environment.

Efficiency and system improvement work is progressing through the development of new digital solutions, including automation. Examples include Trellis, Admit, improved communication systems and strengthened records management. Plans are underway to explore a new management information system (MIS), which would support a more efficient, integrated and automated approach. Secure cloud based applications, strong identity management and enhanced cybersecurity continue to support safe, flexible working and create space for innovation.

Legislation and Regulation

Delivering new and expanded services to meet new legislative requirements and national policy aspirations can be expected to continue to be a significant challenge.

This is likely to include further expansion of early learning and childcare services, and out of school care for school-aged children, both of which will require an expanded workforce and access to appropriate accommodation across West Lothian.

Consideration of children's rights and best interests will become embedded in all decision making.

The impact of reduced class contact time for schools (2027 for primary and ASN sectors, 2029 for secondary sector) will require considerable planning and resource prior to implementation.

West Lothian schools currently operate a range of approaches to managing the use of mobile phones and personal devices. The Scottish Government's commitment to consult on 'phone-free classrooms' legislation may result in updated local guidance and implications for service delivery.

Climate Change and Sustainability

The Learning for Sustainability cross curricular approach will link sustainable development education and climate education with global citizenship, with the aim of ensuring that children and young people gain the understanding necessary to live in a sustainable way. Learning for Sustainability will become a stronger, cross-cutting priority within the Curriculum Improvement Cycle, enhancing learning across all areas.

Scarcity of Resources

Delivering high quality education with a strong focus on excellence and equity within the context of the ongoing funding gap can be expected to continue to be a significant challenge for the council as budget reductions will continue to affect not just schools, but the central services and partners which support and work with them.

At the same time, the impact of the 'cost of living crisis' on children and families can be expected to increase demand for services and support, and to increase the challenge of achieving excellence and equity for all.

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. These include the work of the Equity Team, Literacy & Numeracy, Attendance, Inspire Pathways, Level Up work with care experienced children and young people, Mentors in Violence Prevention and Cost of the School Day. The latter project has been working towards a stretch aim by March 2027 of all West Lothian schools having a very good (or better) approach to mitigating the cost of the school day for learners and families, using a range of relevant measures to clearly demonstrate evidence of impact.

4. Key Objectives

Our core purpose is to ensure that all of our children, young people and learners develop the values, attitudes, knowledge and skills necessary to shape a future for themselves.

We do this by delivering school-based education building their capacity as successful learners, confident individuals, responsible citizens, and effective contributors embracing all social circumstances, additional needs and protected characteristics; and by providing community-based Youth Work and Adult Learning experiences ensuring access to lifelong learning and skills development, and community services focused on community empowerment across a range of activities.

The service can be organised around three topical clusters, or objectives, that we will work to advance in the next two years. The first two objectives are aligned to the Council's Raising Educational Attainment Strategy, and are consistent with the National Improvement Framework.

Education Services will monitor our success in each objective with appropriate performance indicators and targets set to encourage performance improvement.

Objective 1 – Learning and Curriculum

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 (successful learners, confident individuals, responsible citizens and effective contributors) to thrive and be equally valued.

Opportunities afforded by the new national work on the Curriculum Improvement Cycle are being closely aligned to the work of Education Services.

Education Services will:

- ▼ Implement and influence the national development of the Curriculum Improvement Cycle through engagement with all schools, positioning the local authority as a key partner in shaping innovative, collaborative curricular approaches. A phased approach will be adopted beginning with all teachers being involved in creative curriculum making professional learning and how this involves the 4 contexts of learning and cross cutting themes in session 2026-2027. The service is supporting this activity through the appointment of development post holders, school leads and key central staffing.
- ▼ Ensure that individual school improvement plans and activities focus on the quality of learning, teaching, assessment and curriculum. Effective assessment approaches must be in place to ensure that all pupils make appropriate progress in their learning in the Broad

General Education and the Senior Phase. Improvement planning for session 2026-28 will focus on ensuring that all learner needs are met through inclusive and impactful leadership, learning, teaching and assessment, and curriculum.

- ▶ Develop and implement professional learning programmes based on local, national and international research to further improve pedagogy and curriculum co-design. There should be a particular focus on increasing challenge and aspiration for all young people and building staff capacity in addressing barriers to learning and providing equity. Professional learning will continue to focus on the priority of meeting learner needs as identified by all staff in April 2025. The specific areas of the 'How' and the 'What' in line with inclusive and impactful pedagogy and curriculum, will complement the work on embedding the Positive Relationships policy in all schools.
- ▶ In collaboration with stakeholders, further develop an Early Years and PI strategy that proactively responds to the evolving attainment and wellbeing trends, using data, research, practitioner insight to anticipate emerging needs and shape high-impact early learning across the local authority. Universal and targeted professional learning as part of the Leaders of Learning Programme, is strengthening meeting learner needs at early level.
- ▶ Continue to use Pupil Equity Funding (PEF) and Strategic Equity Funding (SEF) to ensure every child and young person has the same opportunity to succeed, with a particular focus on tackling the poverty related attainment gap. Given this funding has been continued until March 2027, stretch aims are being extended for the additional year. Central activity will support outcomes of the self-evaluation activity undertaken by all schools in March 2026. In addition SEF activities will enhance the work outlined above on inclusive and impactful leadership, pedagogy and curriculum, to support all staff to meet learner needs. In session 26-27 improvement activity will continue on improving positive destinations and the participation measure for Quintile 1 young people.
- ▶ Continue to build staff capacity to ensure that every child and young person in West Lothian is supported to develop Literacy and Numeracy skills which enable them to thrive, and prepare them for life, future learning and work.
- ▶ Embed the engagement of parents and carers as partners in their child's learning through family learning programmes and support. Education services will further develop plans in line with Education Scotland's Strategic Framework for Parental Involvement, Parental Engagement, Family Learning and Learning at Home, including provision of adult learning programmes.
- ▶ Local partnerships with Developing Young Workforce Teams, West Lothian College, other education providers and employers should continue to be developed to increase the range of choices and relevant pathways available to young people at all levels. Specific pathways are being developed for construction and health & social care in line with labour market intelligence. Work experience continues to be an area of development in partnership with community learning and development and the DYW Regional partnership.

- ▶ Ensure that effective planning, tracking, monitoring and target-setting is in place at school and cluster level to ensure learners are making good progress from prior levels of attainment. There will continue to be a clear focus on planning interventions to address gaps identified. The practice which already exists in individual schools will now be extended across clusters. Interventions will be continually evaluated for impact on learner progress and attainment in order to take further action where needed. Continuity of progression at transition points will be a focus for cross sectoral planning.
- ▶ Continue to lead a cultural shift towards a modern, digital service by supporting staff to confidently adopt modern digital practices and cloud-based workflow, encouraging innovation in teaching, learning and operational processes and embedding digital skills, accessibility and responsible use into curriculum planning
- ▶ Work within national and West Lothian policy to safely expand the use of AI in education, ensuring staff and learners build confidence in using AI ethically, safely and effectively.
- ▶ Continue to work collaboratively with partners to ensure all care experienced learners are supported in line with The Promise routemap for Education.
- ▶ Ensure all establishments effectively use self-evaluation frameworks, approaches and performance information to ensure educational outcomes are improving. This includes supporting young people's and partners' participation in self-evaluation and school improvement and curriculum co-design. Improvements to authority self-evaluation structures have taken place to reflect changing local and national priorities. This includes the new shared Quality Improvement Framework for the Early Learning and Childcare Sectors. Changes in frameworks for HMIE How Good is our School and Local Authority frameworks will be a key priority for understanding and then embedding into practices.
- ▶ Create a Learning for Sustainability cross curricular approach that weaves together distinct but closely related themes of sustainable development education, climate education, global citizenship, children's rights and outdoor learning. This is key to ensure children and young people value the importance of connection and care to the natural world and the significance of their choices, now and in the future, to live in a sustainable way.

Performance will be monitored in this objective through the targets highlighted below:

Key Output	Key Indicator	2025/26* Performance	Revised 2027/28** Target
Schools receiving positive HMI inspection evaluations for Learning, Teaching and Assessment	The percentage of primary, secondary, early learning and childcare settings and ASN schools receiving 'good' or better in HMI inspections QI 2.3 (Learning, Teaching and Assessment)	85%	90.0%
Schools receiving positive HMI inspection evaluations for Raising Attainment and Achievement	The percentage of primary, secondary, early learning and childcare settings and ASN schools receiving 'good' or better in HMI inspections QI 3.2 (Raising Attainment and Achievement)	85%	90.0%
Primary Pupils achieving expected levels in Literacy	Percentage of Primary Pupils at PI, 4 and 7 Achieving Expected Curriculum for Excellence Level in Literacy	79.1%	79.5%
Primary Pupils achieving expected levels in Numeracy	Percentage of Primary Pupils at PI, 4 and 7 Achieving Expected Curriculum for Excellence Level in Numeracy	85.6%	86.0%
S4 pupils achieving Level 5 Literacy	Percentage of S4 pupils Achieving SCQF Level 5 Literacy	80.9%	82.0%
S4 pupils achieving Level 5 Numeracy	Percentage of S4 pupils Achieving SCQF Level 5 Numeracy	70.6%	71.0%
School Leavers achieving 1 or more Level 6 awards	Percentage of Secondary Leavers achieving 1+ SCQF Level 6 awards	87.4%	87.5%
School Leavers achieving 3 or more Level 6 awards	Percentage of Secondary Leavers achieving 3+ SCQF Level 6 awards	64.7%	65.0%
School Leavers achieving 5 or more Level 6 awards	Percentage of Secondary Leavers achieving 5+ SCQF Level 6 awards	55.1%	55.5%
School Leavers achieving 1 or more Level 7 awards	Percentage of Secondary Leavers achieving 1+ SCQF Level 7 awards	26.5%	26.6%
School Leavers entering a Positive Destination	Percentage of Secondary Leavers entering a positive destination	95.6%	97.3%

*2025/26 performance is based on previous academic session 2024/25

**2027/28 targets will be based on previous academic session 2025/26

Objective 2 – Wellbeing, Inclusion and Attendance

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.

Education Services will:

- ▶ Ensure all establishments promote open, positive, supportive relationships across the school community, where children and young people will feel safe and secure.
- ▶ Continue to prioritise a shared West Lothian vision to meet the needs of all learners through collaborative partnerships, responsive curriculum design, and a relentless focus on wellbeing, building inclusive learning communities where every learner belongs, contributes, learns, and succeeds. There is a continued focus on meeting learner needs through the lens of leadership, pedagogy and curriculum supported by professional learning.
- ▶ Support all young people to achieve success through the provision of effective and robust support, using a multi-agency approach. This will highlight the importance of 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.
- ▶ Continue to embed the presumption of mainstream strategy across all establishments in West Lothian and effectively respond to the rising and varied needs of learners across all sectors.
- ▶ Develop professional learning pathways for all staff which enhances their practice in the delivery of high-quality learning experiences in health and wellbeing, including mental wellbeing, for all children and young people. There will also be professional learning to support children and young people with additional support needs.
- ▶ Implement an early intervention Early Years, Primary and Secondary Attendance strategy. This will require a focus on ethos and relationships, targeted interventions for vulnerable groups, effective partnerships and robust policy, procedures and data analysis.
- ▶ Develop the use of AI tools to support planning, assessment and early identification of learner needs and to strengthen insight into progress and support earlier intervention
- ▶ Continue to support aspirations of The Promise (<https://thepromise.scot>) with a focus on attainment and wider achievement for our care experienced children and young people.
- ▶ Ensure that individual school improvement plans and activities focus on improving equity in health and wellbeing, through effective partnership working.

- ▼ Work with parents/carers to secure better outcomes through enabling them to support their child's health, wellbeing and attendance.
- ▼ Continue to use Pupil Equity Funding and Strategic Equity Funding to ensure every child and young person has the same opportunity to succeed, with a particular focus on tackling the poverty related attainment gap. In session 26-27 improvement activity will continue on improving attendance for Quintile 1 young people. Improvement work will also continue on addressing the costs of the school day.
- ▼ Refresh the capacity and approaches that individual schools and clusters use to effectively evaluate approaches to ensuring wellbeing, equality and inclusion. Across early years settings and schools thematic reviews and Collaborations in Action ensure rigorous self-evaluation and moderation of wellbeing, equality and inclusion.
- ▼ Consider our approaches to gathering local and national data for the purposes of Health and Wellbeing analysis, leading to the further identification of required areas of focus.
- ▼ Develop an Active Schools and Community Sport programme with partners that has a clear focus on improving equality, diversity and inclusion by identifying and delivering interventions for all, ensuring pupils' right to participate in physical education, physical activity and sport.
- ▼ Further develop the Instrumental Music Service and music provision, ensuring an equitable approach to both offer and delivery.

Performance will be monitored in this objective through the targets highlighted below:

Key Output	Key Indicator	2025/26* Performance	Revised 2027/28** Target
School self-evaluation of the quality for Ensuring Wellbeing, Equality and Inclusion	The percentage of primary, secondary, early learning and childcare settings and Additional Support Needs schools self-evaluating as 'good' or better for Ensuring Wellbeing, Equality and Inclusion	83.0%	90.0%
Attendance levels in Primary Schools	Attendance levels in Primary Schools	93.1%	93.9%
Attendance levels in Secondary Schools	Attendance levels in Secondary Schools	87.3%	91.5%
Exclusion rates in Primary Schools	Exclusion Incident rates per 1000 for Primary Pupils	5.6	5.3
Exclusion rates in Secondary Schools	Exclusion Incident rates per 1000 for Secondary Pupils	12.4	12.0

*2025/26 performance is based on previous academic session 2024/25

**2027/28 targets will be based on previous academic session 2025/26

Objective 3 – Support and Community

Providing support services to schools, pupils, parents and carers, and families to enable the implementation of Objectives 1 and 2, and providing community learning and development services which will support community health and wellbeing and contribute to building citizenship, cohesion, community voice and creating local wealth.

Fundamental to this is ensuring that the council's approach to digital transformation, modernisation, improvement and efficiency; and the council's corporate priorities of improving care and support for vulnerable members of the community, investing in skills, creating strong and sustainable communities, and tackling poverty and inequality, are embedded and applied across the whole service.

Education Services will:

- ▶ Work collaboratively with schools to develop inclusive practice and pedagogy in line with the Presumption of Mainstream legislation through effective and responsive support from Additional Support Needs and Educational Psychology Services.
- ▶ Support schools and delivery of education services through application of effective and responsive resource planning and management, with a focus on efficiency and modernisation across the service.
- ▶ Support schools and delivery of education services through application of effective and responsive policy guidance, with ongoing review ensuring that council policy and practice reflects best practice and changing national policy and legislative frameworks.
- ▶ Deliver effective and responsive pupil placement and customer services to parents and carers, maximising digital solutions where possible and appropriate, and focusing on efficiency and modernisation.
- ▶ Deliver digital first access for parents/carers across including the ability to book extra hours for early learning and childcare (ELC), book appointments for parent consultations, access on-going information about progress and learning, make payments for school meals and events, report school absence and monitor attendance.
- ▶ Deliver community learning and development, with a focus on improving outcomes, and support for vulnerable members of the community, investing in skills, creating strong and sustainable communities, and tackling poverty and inequality.
- ▶ Deliver targeted community based and in school skills development, health and wellbeing and employability programmes to support young people into sustainable positive destinations.
- ▶ Support the development of a Children's Rights Network in West Lothian building on work with young people to produce a Youth Charter and Youth Participation Model.

- ▶ Develop partnership activity in 101 Youth Project in The Centre Livingston to provide young people with a wide range of development opportunities and supports, including advice, guidance and information from partner agencies.
- ▶ Support adult learners to improve their literacy, numeracy and digital skills and to learn English as a second or other language, and provide support to those learners to achieve accreditation and positive destinations.
- ▶ Support parents to become further involved in their child's learning through the provision of Family Learning opportunities.
- ▶ Improve pupils' physical and mental health through participation in sport and physical activity.
- ▶ Strengthen the targeted nature of work within school programmes by better understanding the needs of pupils in order to design and implement impactful sport and physical activity interventions
- ▶ Improve knowledge, skills and confidence through the delivery of leadership programmes to support pupils to achieve a positive destination.
- ▶ Ensure a diverse range of young people have access to leadership roles that allow them to be heard, valued and influence decision making.
- ▶ Engage with key partners and stakeholders to identify, review and address local needs, ensuring that equality, diversity and inclusion are at the forefront of community sport, physical activity and any wider opportunities.
- ▶ Ensure that opportunities exist for pupils and members of the West Lothian community to take part in a wide range of cultural, musical and artistic activities.
- ▶ Implement the West Lothian Get into Summer programme and Summer of Sport 2026/27 investment for children and young people aged 3-26 to participate in inclusive, free and affordable activities with a focus on wellbeing, being active, care and support for vulnerable members of the community, and tackling poverty and inequality through delivery by council services and community partners.
- ▶ Continue to invest in the school estate with a view to addressing demographic change, meeting the needs of families in areas of new development, and improving and modernising the learning environment.
- ▶ Continue digital transformation to support learning and teaching, and also to support parents and carers in their interaction with schools and centrally based services by reviewing and implementing a digital communication strategy.

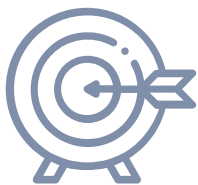
Performance will be monitored in this objective through the targets highlighted below:

Output	Indicator	2025/2026 Performance	Target
Work collaboratively with schools to develop inclusive practice and pedagogy in line with the Presumption of Mainstream legislation through effective and responsive support from Additional Support Needs and Educational Psychology Services	Percentage of schools agreeing with the statement “The transition planning process for this child has been successful.”	90%	100%
	Percentage of schools agreeing with the statement that “The SLA targets for the delivery of the EP service were met.” EDPSY042	100%	100%
Deliver effective and responsive pupil placement and customer services to parents and carers	Percentage of Early Learning and Childcare applicants allocated their first choice establishment (EDPP216)	95%	95%
Support schools and delivery of education services through application of effective and responsive resource planning and management	Cost per primary school pupil (SCHNO1)	£7,857	£7600
	Cost per secondary school pupil (SCHNO2)	£8,886	£9000
Deliver community learning and development, with a focus on improving care and support for vulnerable members of the community, investing in skills, creating strong and sustainable communities, and tackling poverty and inequality	The annual percentage of young people engaging in Community Learning and Development Youth Services employability provision who sustain a positive destination for 6 months. P: EDCL509_9b.1b	85%	86%
	The annual percentage of Adult Learning students improving skills relating to their personal goals. EDALYS029_9b.1C	92%	93%

5. Delivering Our Services

Education Services always aims to provide the highest possible quality of service to our customers. We have used the principles of Connect – Empower – Deliver to develop clear commitments to our customers about the way we will work with them and for them:

Connect



- We will be connected to all members of our learning communities, promoting partnership and collaboration between school staff, pupils and parents/carers, for example supporting parents and carers to enable them to support their child's health and wellbeing and attendance; developing parents and carers as partners in their child's learning; and involving learners, parents and carers in curricular co-design.
- We will tailor our services to meet the needs of all pupils taking account of the factors which may give rise to these needs, including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We will embed pupil voice in the work of our service.
- We will tailor our services to meet the needs of parents and carers, by offering flexibility and choice in Early Learning and Childcare.
- We will build productive relationships within our school communities, and with our customers through regular two-way engagement. We will embed the engagement of parents and carers as partners in their child's learning through family learning programmes and support.
- We will communicate with clarity, providing concise information to our customers in a way that they will understand

Empower



- We will provide self-service solutions to meet the needs of customers, leading to a more efficient service.
- We will encourage teamwork, partnership and collaborative working across all learning communities and centrally based staff, including with the ADES Quad Improvement Groups and other councils, to improve the quality and impact of our services.
- We will empower our people and customers to make the right decisions by providing them with information to help them identify and manage opportunities and risks. Central to our service is the respect, protection, and fulfilment of the rights of every child and young person

within an empowered and collaborative system, where young people have an equal voice and everyone's contribution is heard and valued.

- We will seek feedback from our customers and adapt service delivery where appropriate.

Deliver



- We will continue to prioritise the delivery of services that meet the needs of our customers, including through the curriculum, and bespoke and targeted interventions where appropriate.
- We will strive to continuously improve the quality of our services by learning from best practice locally, nationally and internationally.
- We will encourage and support our colleagues to achieve their goals by ensuring a comprehensive professional learning framework is in place and used by education staff across sectors and across the authority.
- We will ensure our employees are equipped to deliver outstanding customer service

6. Risk Management

The council aims to mitigate risks to its objectives by implementing robust risk management procedures which enable managers to effectively manage their risks.

Significant risks to Education Services' objectives are set out in the council's corporate risk register. These risks are regularly monitored by managers and are reviewed on a monthly basis by the service management team to ensure that appropriate and effective control measures are in place.

Education Services is currently managing the following risks considered to be high:

Risk Title	Risk Description	Current Risk Score	Traffic Light Icon
ED004 Mainstream Schools: attacks on or violence towards staff	Physical or verbal incidences towards staff from pupils or parents/carers of pupils, to members of staff working in schools, leading to injury or stress.	12	
ED005 Additional Support Needs (ASN) schools and units: physical or verbal incidences towards staff	Physical and/or verbal incidences towards staff from pupils or parents/carers, leading to injury or stress. Due to the nature of the needs of the pupils placed in ASN schools and classes attached to a mainstream school such occurrences may be as a result of a pupil's specific, identified additional support need.	12	

7. Performance and Transformation– Actions

Education Services will undertake a number of actions in support of the Council's Corporate Plan, Budget Strategy and other Council strategies. We will focus on actions that will improve the customer experience, increase the efficiency and effectiveness of services and advance or use of technologies that will increase choice and/or reduce costs.

Key This action should have the following intended impact:



Improve services for customers



Improve performance and/or process efficiency



Reduce the cost of delivering our services



Increase the use of technology

Action	Description	Planned Outcome	Responsible Officer	Start	End	Links
Implementation of the Raising Educational Attainment Strategy	Each area of the service has annual improvement actions to meet the targets of the strategy.	Improvements in learning, teaching, curriculum, wellbeing and equity to ensure improved positive destinations, attainment and achievement in line with targets outlined above.	Quality Improvement Manager (Primary and Secondary)	April 2026	June 2028	Objectives 1 and 2 
Early Learning and Childcare framework / offer	Further expand Early Learning and Childcare in line with Scottish Government requirements.	Offer places to children (parent or carer) from newly eligible groups, in line with Scottish Government requirements.	Strategic Resources Manager / Quality Improvement Manager	August 2026	March 2028	Objectives 1, 2 and 3 
Expand and modernise the school estate.	Continue to invest in the school estate with a view to addressing demographic change, meeting the needs of families in areas of new development, and improving and	1) New schools, extensions and upgrades delivered including new school at Craigshill (replacing Letham and Riverside) and extensions and upgrades at St Kentigern's Academy, Windyknowe PS, St John Ogilvie PS and Bellsquarry PS.	Head of Education (Early Years, Primary and Resources)	April 2026	June 2028	Objective 2 

Action	Description	Planned Outcome	Responsible Officer	Start	End	Links
	modernising the learning environment.	2) Developing and delivering best practice in new learning environments to meet the needs of learners and ensure effective delivery of curriculum for excellence.				
Digital Transformation and Modernisation	Continue to modernise digital systems to support learning, teaching and family engagement, including the delivery of a refreshed digital communication strategy.	1) Develop a digital communication strategy to support attendance, share learning/progress and celebrate achievement. Use core tools (Groupcall, Parent Portal, Digital Profiles, School Websites) for secure, timely communication. 2) Embed digital skills, accessibility and responsible use in curriculum planning. 3) Expand safe, responsible use of AI in line with national/local policy. 4) Use data analytics to support planning, assessment and early identification of learner needs. 5) Expand automation projects (e.g., Trellis, Admit).	Digital Learning Manager (Education)	April 2026	June 2028	Objectives 1, 2 and 3 
Transformation of Pupil Placement	Transform the way in which admission to Early Learning and Childcare and schools is delivered, increasing	1) Explore further improvements, for example automation of data transfer between systems to eliminate manual effort and increase accuracy.	Strategic Resources Manager / Customer Service Manager	April 2026	March 2028	Objective 3 

Action	Description	Planned Outcome	Responsible Officer	Start	End	Links
	efficiency, improving customer experience, and improving educational outcomes.	2) Promote a digital first approach across these outcomes.				 
Transformation of data analysis through the development of Power BI	Transform the way in which data is collated and analysed for schools in order to support the Raising Educational Attainment Strategy using Power BI.	1) Allow and train schools to drill down to pupil level data for their school(s). 2) Rationalise data for both officers and school staff in order to plan for support and challenge discussions, plan interventions and the impact of these. 3) Support curricular and pathway planning as well as track patterns of progress from pupil level to whole authority level with easy comparison to virtual and national benchmarks. 4) Provide data on learner HWB outcomes and improvements over time to inform future priorities.	Quality Improvement Manager/Digital Learning Manager (Education)	April 2026	March 2028	Objectives 1 and 2    