

Agenda



Educational Services Committee

Date: Wednesday, 14 December 2022

Time: 10:00

Format: Hybrid Meeting

Contact: Scott Kelly, Committee Officer
Tel: 01389 737220. Email: scott.kelly@west-dunbarton.gov.uk

Dear Member

Please attend a meeting of the **Educational Services Committee** as detailed above.

Members will have the option to attend the meeting remotely or in person at the Civic Space, 16 Church Street, Dumbarton.

The business is shown on the attached agenda.

Yours faithfully

PETER HESSETT

Chief Executive

Distribution:

Councillor Clare Steel (Chair)
Councillor Karen Conaghan
Councillor Gurpreet Singh Johal
Councillor Daniel Lennie
Councillor David McBride
Councillor Jonathan McColl
Councillor Michelle McGinty
Councillor June McKay
Councillor John Millar (Vice Chair)
Councillor Lawrence O'Neill
Councillor Lauren Oxley
Councillor Martin Rooney

Councillor Gordon Scanlan
Councillor Hazel Sorrell
Mrs Barbara Barnes
Mr Gavin Corrigan
Miss Cara Cusick MSYP
Miss Ellen McBride
Ms Hannah Redford
Ms Julia Strang
Miss Tian Qi Yu MSYP
Vacancies x2

All other Councillors for information

Chief Education Officer

Date of Issue: 1 December 2022

Audio Streaming

Audio recordings of the meeting (including the attendance or contribution of any party participating or making a contribution) will be published on the Council's website and the Council's host's webcast/audio stream platform.

You should be aware that the Council is a Data Controller under the General Data Protection Regulation. Data collected during this audio stream will be retained in accordance with the Council's [Privacy Notice](#) and Retention Schedules including, but not limited to, for the purpose of keeping historical records and making those records available via the Council's internet site.

EDUCATIONAL SERVICES COMMITTEE

WEDNESDAY, 14 DECEMBER 2022

AGENDA

1 STATEMENT BY CHAIR – AUDIO STREAMING

The Chair will be heard in connection with the above.

2 APOLOGIES

3 DECLARATIONS OF INTEREST

Members are invited to declare if they have an interest in any of the items of business on this agenda and the reasons for such declarations.

4 RECORDING OF VOTES

The Committee is asked to agree that all votes taken during the meeting will be carried out by roll call vote to ensure an accurate record.

5 MINUTES OF PREVIOUS MEETING 7 – 12

Submit, for approval as a correct record, the Minutes of Meeting of the Educational Services Committee held on 28 September 2022.

6 LOCAL NEGOTIATING COMMITTEE FOR TEACHERS 13 – 15

Submit for information, and where necessary ratification, the Minutes of Meeting of the Local Negotiating Committee for Teachers held on 20 September 2022.

7 OPEN FORUM

The Committee is asked to note that no open forum questions have been submitted by members of the public.

8/

8 STRATEGY TO RAISE ATTAINMENT AND ACHIEVEMENT IN WEST DUNBARTONSHIRE 17 – 63

Submit report by the Chief Education Officer:-

- (a) informing of the increased levels of local and national accountability to deliver improved attainment and a narrowing of the attainment gap by the setting of stretch aims and targets; and
- (b) providing update on progress with implementing Educational Services' improvement priorities for attainment and equity.

9 SCOTTISH QUALIFICATIONS AUTHORITY (SQA) EXAMINATION RESULTS 2022 65 – 96

Submit report by the Chief Education Officer providing an update on the performance of West Dunbartonshire schools in the national Scottish Qualifications Authority (SQA) examinations of 2022.

10 EARLY LEARNING AND CHILDCARE PROGRESS UPDATE 97 – 106

Submit report by the Chief Education Officer providing:-

- (a) an update on progress made to provide high quality Early Learning and Childcare in West Dunbartonshire Council; and
- (b) a summary of the key points of 'Best Start: Strategic Early Learning and School Age Childcare Plan for Scotland 2022-26' (www.gov.scot).

11 SERVICES FOR CHILDREN, YOUNG PEOPLE AND FAMILIES UPDATE REPORT 107 – 111

Submit report by the Chief Education Officer informing of progress on supports to children, young people and families.

12 WEST PARTNERSHIP IMPROVEMENT COLLABORATIVE: EVALUATION REPORT 2021-2022 113 – 141

Submit report by the Chief Education Officer informing of the evaluation of work undertaken by the West Partnership (Glasgow Region Education Improvement Collaborative) in 2021-2022.

13/

13 WEST PARTNERSHIP IMPROVEMENT COLLABORATIVE: 143 – 166
IMPROVEMENT PLAN 2022-2023

Submit report by the Chief Education Officer informing of the contents of the West Partnership's Improvement Plan 2022-2023.

14 EDUCATION DELIVERY PLAN 2022/23 167 – 189

Submit report by the Chief Education Officer providing the Education Delivery Plan 2022/23.

15 EDUCATIONAL SERVICES BUDGETARY CONTROL 191 – 206
REPORT TO 31 OCTOBER 2022 (PERIOD 7)

Submit report by the Chief Officer – Resources providing an update on the financial performance of Education Services to 31 October 2022 (Period 7).

EDUCATIONAL SERVICES COMMITTEE

At a Hybrid Meeting of the Educational Services Committee held in the Civic Space, 16 Church Street, Dumbarton on Wednesday, 28 September 2022 at 10.00 a.m.

Present: Councillors Karen Conaghan, Gurpreet Singh Johal, Daniel Lennie, David McBride, Michelle McGinty, June McKay, John Millar, Lawrence O'Neill, Lauren Oxley, Martin Rooney, Gordon Scanlan, Hazel Sorrell and Clare Steel, and Mrs Barbara Barnes, Mr Gavin Corrigan, Miss Ellen McBride, Ms Hannah Redford and Ms Julia Strang.

Attending: Laura Mason, Chief Education Officer; Andrew Brown, Senior Education Officer – Policy, Performance & Resources; Claire Cusick, Senior Education Officer – Services for Children & Young People; Kathy Morrison, Senior Education Officer – Early Learning & Childcare; Susan Gray, Education Officer; Joe Reilly, Business Unit Finance Partner (Education); Alan Douglas, Manager of Legal Services; and Scott Kelly, Committee Officer.

Apologies: Apologies for absence were intimated on behalf of Councillor Jonathan McColl and Tian Qi Yu MSYP. An apology was also submitted for Julie McGrogan, Senior Education Officer – Raising Attainment/Improving Learning.

Councillor Clare Steel in the Chair

STATEMENT BY CHAIR – AUDIO STREAMING

Councillor Steel, Chair, advised that the meeting was being audio streamed and broadcast live to the internet and would be available for playback.

DECLARATIONS OF INTEREST

It was noted that there were no declarations of interest in any of the items of business on the agenda.

RECORDING OF VOTES

The Committee agreed that all votes taken during the meeting would be carried out by roll call vote to ensure an accurate record.

MINUTES OF PREVIOUS MEETING

The Minutes of Meeting of the Educational Services Committee held on 15 June 2022 were submitted and approved as a correct record.

OPEN FORUM

The Committee noted that no open forum questions had been submitted by members of the public.

PROPOSAL PAPER AND LAUNCH OF STATUTORY CONSULTATION FOR THE ESTABLISHMENT OF A NEW SCHOOL TO SUPPORT ADDITIONAL SUPPORT NEEDS AT THE FORMER RIVERSIDE EARLY LEARNING AND CHILDCARE CENTRE

A report was submitted by the Chief Education Officer seeking approval for the launch of the statutory consultation document by the Chief Education Officer under the terms of the Schools (Consultation) (Scotland) Act 2010 on the proposal to open a new additional support needs school in the site of the former Riverside Early Learning and Childcare Centre (ELCC) on the St Martin's Primary School site.

It was noted:-

- (a) that following the issue of the papers for the meeting, an erratum notice had been issued which contained a revised version of the report; and
- (b) that the revised report issued with the erratum notice itself contained two typographical errors and that:-
 - (i) the date of the meeting of the Educational Services Committee referred to in paragraph 2.1 (c) of the report should have read 8 March 2023; and
 - (ii) that the date of the end of the statutory consultation process referred to in paragraph 7.2 of the appendix to the report should have read 11 November 2022.

Following discussion and having heard the Senior Education Officer – Services for Children & Young People in further explanation of the report and in answer to Members' questions, the Committee agreed:-

- (1) to approve the launch of the statutory consultation document by the Chief Education Officer under the terms of the Schools (Consultation) (Scotland) Act 2010 on the proposal to establish a new additional support needs school to be located in the former Riverside ELCC site within the campus of the current St Martin's Primary School;

- (2) that the consultation period should run from Monday, 3 October 2022 to Friday, 11 November 2022, a total of 33 days when the schools are open for pupils and reflecting the October holiday week; and
- (3) that a report outlining the results of the consultation and making appropriate recommendations be presented to the meeting of the Educational Services Committee provisionally scheduled to be held on 8 March 2023.

The Manager of Legal Services then advised the Committee that, in view of its decision to launch the statutory consultation, and because Members would in due course require to make a decision based on the evidence presented during the consultation process, Members who wished to participate in the decision-making should exercise caution when making any public comment, and in particular should avoid any comment which may lead members of the public to consider that the issues have been pre-judged.

STRATEGY TO RAISE ATTAINMENT AND ACHIEVEMENT IN WEST DUNBARTONSHIRE

A report was submitted by the Chief Education Officer providing an update on progress with implementing Educational Services' improvement priorities for attainment and equity.

After discussion and having heard the Senior Education Officer – Services for Children & Young People, the Education Officer and the Chief Education Officer in further explanation of the report and in answer to Members' questions, the Committee agreed:-

- (1) to note the increased levels of local and national accountability to deliver improved attainment and a narrowing of the attainment gap by the setting of stretch aims and targets; and
- (2) to note plans to support education recovery and improvement in session 2022/23 building on the success of West Dunbartonshire's Attainment Strategy delivered in academic session 2021/22.

SCOTTISH QUALIFICATIONS AUTHORITY (SQA) ATTAINMENT UPDATE

The Senior Education Officer – Policy, Performance & Resources provided a verbal update in relation to the Scottish Qualifications Authority (SQA) Examination Results 2022 and informed the Committee:-

- (1) that 2,212 candidates had been presented for 10,244 qualifications across National 2 to Advanced Higher and that 75% of these presentations had resulted in a passing grade;

- (2) that it was difficult to make statistical comparisons with the results of the last two years when an 'Alternative Certification Model' had been in place, but that, in comparison with the 2019 results, when 'normal' SQA course delivery and examinations had been in place, Advanced Higher results had reduced by five percentage points, Higher had maintained the same level and National 5 had reduced by two percentage points; and
- (3) that a report providing detailed analysis of the performances of each learning establishment would be submitted to the next meeting of the Committee.

Following discussion, the Committee noted the update.

EARLY LEARNING AND CHILDCARE PROGRESS UPDATE

A report was submitted by the Chief Education Officer providing an update on progress made to provide high quality Early Learning and Childcare in West Dunbartonshire Council.

After discussion and having heard the Senior Education Officer – Early Learning & Childcare in further explanation of the report and in answer to Members' questions, the Committee agreed to note the progress to deliver the statutory entitlement of 1,140 hours of high quality early learning and childcare.

INCREASE SUSTAINABLE RATE PAID TO FUNDED EARLY LEARNING AND CHILDCARE PROVIDERS

A report was submitted by the Chief Education Officer proposing an increase in the hourly rate paid by West Dunbartonshire Council to contracted private providers for funded Early Learning and Childcare (ELC).

Having heard the Senior Education Officer – Early Learning & Childcare in further explanation of the report, the Committee agreed:-

- (1) to increase the hourly rate paid to ELC private providers, including childminders, for the provision of funded ELC from £5.31 to £5.67 for 3 and 4 year olds from 1 August 2022;
- (2) to note the proposed rate increase for the years 2022-23 and 2023-24, in order that the Council paid rates remained sustainable; and
- (3) to note the external factors influencing the sustainability of the hourly rates paid to contracted providers of funded ELC in West Dunbartonshire, including rising costs and wages.

LITERACY AND NUMERACY – BENCHMARKING

A report was submitted by the Chief Education Officer advising on the attainment progress and performance of the Strategy to Raise Attainment and Achievement in West Dunbartonshire at Early Years, P1, P4, P7 and S3 in academic session 2021/22.

Having heard the Education Officer in further explanation of the report and in answer to a Member's question, the Committee agreed to note the performance analysis and the progress made in academic session 2021/22 to raise attainment and tackle the poverty-related attainment gap.

Note: Ms Redford left the meeting during consideration of this item.

SUMMER HOLIDAY 2022 PROGRAMME EVALUATION

A report was submitted by the Chief Education Officer informing and updating on the additional Scottish Government funding allocations, the governance of funding and impact of projects.

After discussion and having heard the Senior Education Officer – Services for Children & Young People in further explanation of the report, the Committee agreed:-

- (1) to note the progress and impact of authority-wide plans by partners to reduce holiday hunger and provide childcare provision; and
- (2) to note the ways in which the fund had been administered and governed.

EDUCATION DELIVERY PLAN 2021/22 YEAR-END PROGRESS

A report was submitted by the Chief Education Officer providing the year-end progress of the 2021/22 Delivery Plan which had been agreed by the Committee at its meeting on 9 June 2021.

After discussion and having heard the Senior Education Officer – Policy, Performance & Resources and the Senior Education Officer – Services for Children & Young People in further explanation of the report and in answer to Members' questions, the Committee agreed to note the progress made on the delivery of the 2021/22 plan.

QUALITY FRAMEWORK

A report was submitted by the Chief Education Officer advising on the launch of the 'Quality Framework' and outlining the programme of activities relating to quality assurance.

Having heard the Senior Education Officer – Policy, Performance & Resources in further explanation of the report, the Committee agreed to note the launch of the 'Quality Framework'.

EDUCATIONAL SERVICES BUDGETARY CONTROL REPORT TO 31 JULY 2022 (PERIOD 4)

A report was submitted by the Chief Officer – Resources providing an update on the financial performance of Education Services to 31 July 2022 (Period 4).

Having heard the Business Unit Finance Partner (Education) in further explanation of the report and in answer to Members' questions, the Committee agreed:-

- (1) to note that the revenue account currently showed a projected annual adverse revenue variance of £0.045m (0.04% of the total budget); and
- (2) to note: (i) that the capital account showed a projected in-year adverse variance of £0.025m made up of £0.025m overspend (0.5% of the current year budget); (ii) that there was no slippage to 2023/24; and (iii) that the acceleration of £0.241m had been requested for Renton Campus as a part retention was due to be paid.

The meeting closed at 11.45 a.m.

LOCAL NEGOTIATING COMMITTEE FOR TEACHERS

At the Hybrid Annual General Meeting of the Local Negotiating Committee for Teachers held in the Civic Space, 16 Church Street, Dumbarton on Tuesday, 20 September 2022 at 10.05 a.m.

Present: Councillors Jonathan McColl, Michelle McGinty, Gordon Scanlan and Clare Steel; Laura Mason, Chief Education Officer; Andrew Brown, Senior Education Officer; Alison Boyles, Head Teacher, Dumbarton Academy; Lindsay Thomas, Head Teacher, Linnvale Primary School; Gavin Corrigan, Michael Dolan, James Halfpenny, Laura Minto and Dawn Wilson (all EIS); and Claire Mackenzie (SSTA).

Attending: Linda McAlister and Kirsty Connor, Education Support Officers – Staffing; Louise Hastings, People & Change Partner; Stephen McCrossan, Area Officer (EIS); and Scott Kelly, Committee Officer.

Councillor Clare Steel in the Chair**DECLARATIONS OF INTEREST**

It was noted that there were no declarations of interest in any of the items of business on the agenda.

MEMBERSHIP

In accordance with Paragraph 6 of the Local Recognition and Procedure Agreement, the Committee noted that the membership of the Local Negotiating Committee for Teachers (LNCT) for 2022/2023 would be as follows:-

Management Side

Members: Councillors Jonathan McColl, Michelle McGinty, Gordon Scanlan and Clare Steel; Laura Mason, Chief Education Officer; Andrew Brown, Senior Education Officer; Alison Boyles, Head Teacher, Dumbarton Academy; and Lindsay Thomas, Head Teacher, Linnvale Primary and ELCC.

Advisers: Louise Hastings, People & Change Partner; and Linda McAlister and Kirsty Connor, Education Support Officers – Staffing.

Teachers' Side

Members: Gavin Corrigan, Michael Dolan, James Halfpenny, Laura Minto, Dawn Wilson and Caroline Yates (all EIS); and Claire Mackenzie (SSTA).

Advisers: Stephen McCrossan, Area Officer (EIS); and Euan Duncan, Professional Officer (SSTA).

CHAIR AND VICE CHAIR

In accordance with Paragraph 9 of the Local Recognition and Procedure Agreement, the Committee noted that in this, the twentieth year of the LNCT, Gavin Corrigan would assume the position of Chair for the Teachers' Side and Councillor Clare Steel would assume the position of Vice Chair for the Management Side. Accordingly, Mr Corrigan assumed the Chair.

Mr Gavin Corrigan in the Chair

MINUTES OF PREVIOUS MEETING

The Minutes of Meeting of the Local Negotiating Committee for Teachers held on 15 March 2022 were submitted and noted. It was noted that the minutes had been submitted to the meeting of West Dunbartonshire Council held on 23 March 2022, approved as a correct record and all decisions contained therein had been approved.

SCHOOL TERM DATES/ACADEMIC CALENDAR 2023/2024

A report was submitted by the Joint Secretaries to the LNCT seeking agreement for setting the academic calendar for Teachers and Associated Professionals for the session 2023/2024.

After discussion and having heard Ms McAlister, Education Support Officer – Staffing, the Committee agreed:-

- (1) to note that the consultation with staff on the proposed school term dates for 2023/2024 had commenced on Monday, 22 August 2022 and closed on Friday, 9 September 2022; and
- (2) to note the outcome of the consultation survey, namely:-
 - (a) that, in relation to the proposed dates for the school term, 287 members of staff (60.5%) had expressed a preference for Option A (starting on Monday, 14 August 2023 and closing at 1.00 p.m. on Wednesday, 26 June 2024) and 188 (39.7%) for Option B (starting on Tuesday, 15 August 2023 and closing at 1.00 p.m. on Thursday, 27 June 2024); and
 - (b) that, in relation to the proposed date of the third in-service day, 215 members of staff (45.4%) had expressed a preference for Option 1 (Friday, 13 October 2023) and 260 (54.9%) for Option 2 (Monday, 13 November 2023); and

- (3) to accept the outcome of the consultation survey and approve:-
- (a) Option A for the academic calendar for 2023/2024 (starting on Monday, 14 August 2023 and closing at 1.00 p.m. on Wednesday, 26 June 2024); and
 - (b) Option 2 for the date of the third in-service day (Monday, 13 November 2023).

PROGRAMME OF FUTURE MEETINGS

Following discussion, the Committee agreed:-

- (1) that its meetings for the next year should be held as hybrid meetings but that attendees should attend in person if they were able to do so;
- (2) that the Chair, Vice Chair and Joint Secretaries to the LNCT should agree the date and time of the next meeting of the Committee and that it should not be held on Wednesday, 14 December 2022; and
- (3) that subsequent meetings should be held on:-
 - Tuesday, 14 March 2023 at 10.00 a.m. in the Civic Space, 16 Church Street, Dumbarton.
 - Tuesday, 13 June 2023 at 2.00 p.m. in the Civic Space, 16 Church Street, Dumbarton.
 - Tuesday, 19 September 2023 at 10.00 a.m. in the Civic Space, 16 Church Street, Dumbarton (Annual General Meeting).

The meeting closed at 10.30 a.m.

WEST DUNBARTONSHIRE COUNCIL**Report by Laura Mason, Chief Education Officer****Educational Services Committee: 14 December 2022**

Subject: Strategy to Raise Attainment and Achievement in West Dunbartonshire

1. Purpose

- 1.1** The purpose of this report is to inform the Educational Services Committee about the increased levels of local and national accountability to deliver improved attainment and a narrowing of the attainment gap by the setting of stretch aims and targets; and update on progress with implementing Educational Services' improvement priorities for attainment and equity.

2. Recommendations

- 2.1** The Educational Services Committee is asked to note that the Committee will be provided with regular update reports advising of progress.

3. Background

- 3.1** In line with the Strategy to Raise Attainment and Achievement the Committee receives regular reports outlining progress against this strategic priority.
- 3.2** The Scottish Attainment Challenge was launched by Scottish Government in 2015 and set out to accelerate the pace in which Scotland closes the poverty related attainment gap. West Dunbartonshire was one of 9 Challenge Authorities receiving Attainment Scotland Funding since 2015. As a Challenge Authority West Dunbartonshire delivered a successful strategy to raise attainment and narrow the poverty related attainment gap.
- 3.3** As reported to Committee in June 2022 the change from Challenge Authority Funding to Strategic Equity Funding in 2022 has reduced the annual income to West Dunbartonshire Council. The Attainment Challenge allocation to the Council prior to 2022 was £2,043,815 in both 2020/21 and 2021/22. The allocation in 2022/23 is £1,745,797 with further annual reductions of £298,018 in each financial year up to 2025/26 so that by that year the allocation to West Dunbartonshire will be £851,743.
- 3.4** West Dunbartonshire implements four Scottish Equity Funded projects: Early Level Play and Learning; Raising Attainment and Narrowing the Gap focusing on literacy and numeracy; Better Well Being Better Learning; and School Improvement Partnerships. The projects aim to improve outcomes for all children and young people (equity) and deliver sustained educational improvement (excellence). An annual progress report providing detail about the long- and short-term impact; and progress of each workstream was

submitted to Scottish Government in September is included at (Appendix 1) to this report.

3.5 As reported to Committee in June and September 2022 the refreshed Scottish Attainment Challenge published in March 2022, set an expectation that local authorities should identify specific local authority Core Stretch Aims and Core Plus Stretch Aims to improve outcomes for all and tackle the poverty-related attainment gap. In September 2022 Stretch Aims were set for the Education Service and submitted to Scottish Government (Appendix 2).

3.5.1 The Core Stretch Aims will be aggregated into a national overview of local authority performance as part of the National Improvement Framework. West Dunbartonshire's Stretch Aims and targets whilst set by the local authority will be scrutinised by the national agencies. Officers are working collaboratively with the national agencies and West Dunbartonshire's schools to monitor progress towards achieving the Core Stretch Aims and Core Plus Stretch Aims to be achieved by December 2023.

4.0 Main Issues

4.1 West Dunbartonshire has benefitted greatly from the Scottish Attainment Challenge Funding since its inception in 2015 and its associated funding streams which have helped us increase attainment levels and the life chances of young people. The change in Scottish Attainment Challenge Funding from highly targeted funding of 9 Councils, to a new, nationally distributed formula in 2022 is a 58% decrease in funding for West Dunbartonshire Council by 2025/26.

4.2 Stretch Aims and Targets

4.2.1 The national expectation is for Stretch Aims to be both ambitious and achievable within local contexts; and focus on the specific aims which local evidence and data suggest are the priority areas for improvement.

4.2.2 The decrease in Scottish Attainment Challenge funding (2022 - 2026) reduces resource available to provide our children and young people in greatest need with bespoke intensive support and interventions. The reduced funding will impact on the overall capacity of the service to deliver ambitious aims and targets.

4.3 The Strategic Equity Fund is used in West Dunbartonshire to support a wide range of enhanced approaches and interventions designed to tackle the poverty related attainment gap, raise attainment and by 2023 achieve Stretch Aims and Targets.

4.3.1 Dumbarton Academy

Cost of the school day and PEF funding has been used to support our most disadvantaged young people to experience a wide curriculum offer and develop skills for learning, life, and work. This funding has also been used to purchase school uniforms, stationery, and calculators to ensure no young person is disadvantaged in their learning in and out of school. We also provide a breakfast club every morning. There is a good attendance at the

breakfast club and whilst it ensures our young people have breakfast it also enables staff to do a 'wellbeing check in' with our most vulnerable young people prior to the school day starting.

Staff have been appointed as Excellence and Equity leads to provide enhanced support to our most vulnerable young people. The team are currently: providing individual and group work support focusing on building resilience, self-esteem and wellbeing; and leading a group of S6 pupils who are Well Being Ambassadors and Buddies of S1 pupils.

4.3.2 Our Lady and St Patrick's High School

We are currently running a pilot project to support a group of our young people in S3 who have the potential to achieve National 5 qualifications but require support to engage in self study at home. A group of staff mentors meet with the young people on a one-to-one basis to encourage and support them with their independent learning; and give advice on study techniques and exam preparation. Chromebook devices have been provided to any young person in the group with no access to a device at home. Every six weeks the young people engage in meetings with staff to monitor their progress in classes, attendance, home learning and use of online learning.

To support our young people to build resilience, confidence and motivation the Mindset in Education Programme is being delivered by a group of staff trained as Mindset Leads. The Winning Scotland Foundation will visit the school this term to review the impact of the school's 'Mindset' journey on our young people, staff and school culture.

Our young people and staff have worked together to develop the OLSP 'Health and Well Being Award'. To achieve the award our young people, engage in collaborative activities and produce presentations to share their learning about the importance of health and wellbeing. Our Youth Engagement Officer is delivering the 'Pitchin in Programme' to a group of S2 pupils. This 8-week programme aims to improve decision making skills in young people and help them make better life choices encouraging them to build resilience with a focus on making the right choices to avoid putting themselves or others at risk.

4.3.3 Saint Peter the Apostle

A significant focus of our interventions in term 1 and 2 have related to supporting the health and wellbeing of our young people. Our daily breakfast club is open to all young people who enjoy free fruit juice and toasted bagels from 8.15 a.m. There are over 50 lunchtime clubs and activities on offer each week ranging from sport to debating and performing arts. Using PEF funding we have employed an additional counsellor thus significantly reducing referral waiting times for vulnerable young people. Our Social Subjects department is operating a drop-in wellness group to support a group of our most vulnerable young people. Our Modern Languages department is launching a Family Languages Learning group which will involve young people, parents and siblings participating in a range of fun after school language learning activities.

As part of our raising attainment strategy 100 senior phase pupils attended an after school study skills session focusing on planning, time management and preparing for exams. A range of targeted interventions are in place to support young people into positive post school destinations – this involves close partnership working with West Dunbartonshire's Senior Phase Team, Skills Development Scotland, and a range of employers. Our Raising Attainment Principal Teachers are implementing a range of interventions to support learners who live in our most deprived areas. This includes providing bespoke support plans, regular review of progress and enhanced interventions to maximise opportunities for success.

4.3.4 Clydebank High

A programme of supported study has been delivered this term. Our young people were consulted to inform decisions about which aspects of learning they would like support with and on which day(s). To attend sessions our young people, sign up via Ourcloud and timetables are shared with parents/carers to encourage attendance. In addition to this our staff also offer informal "drop in" sessions during their interval and lunchtimes for students who would like some additional support.

Our Raising Attainment Principal Teachers are providing daily 'check in' sessions with young people in the senior phase at risk of not achieving their potential. The 'check in' provides regular monitoring of wellbeing, attendance, and engagement in study. A mentoring programme is also being offered this session. This is an opportunity for our young people to be paired with a key teacher who can offer one to one advice on study skills, time management, attendance, and wellbeing.

A study café has been established as a safe place at the end of the day for pupils to study and complete homework. Staff are available at the café to provide encouragement and support to the young people who attend. The café was established following consultation with our young people. The consultation highlighted a need to provide a quiet place for study or to do homework in school rather than at home.

4.3.5 Vale of Leven Academy

The 'Hive Intervention' provides enhanced support in numeracy, literacy and Health and Wellbeing (HWB) to young people who are not achieving their potential due to social and emotional challenges, low attendance and low levels of engagement. Currently there are 32 S2-3 pupils involved across the 3 interventions (literacy, numeracy and HWB). Baseline assessments have been carried out in term 1 and progress is tracked. The pupils involved have commented that they like the well-resourced space and they like that they have key adults in the school that they trust and can talk to. Parental feedback has been highly positive and there are plans to invite parents / carers in for visits as we did last session.

The Student and Family Engagement Hub (S&FE Hub) comprises two pupil workers and a family worker who are employed by Working 4U and work in partnership with VOLA. The family worker supports families with financial advice, support in accessing benefits / grants and employability support. The pupil workers support groups of young people who experience a variety of

barriers to learning and provide them with intensive support. The individualised sessions provide young people with a safe space where concerns can be discussed, targets can be set, behaviours reviewed, and positive achievements celebrated. The pupil workers regularly engage with parents / carers. The S&FE Hub delivers Health & Wellbeing sessions in partnership with the Hive; nurture Groups; and they are currently planning Equine-Assisted Therapy to take place in November.

4.4 Improvement Framework

4.4.1 The Education Service improvement actions to deliver Stretch Aims feature in the Service Delivery Plan to be monitored at the Education Improvement Board Chaired by the Chief Education Officer.

4.4.2 As reported to Committee in September 2022, the Service Improvement Framework operates an annual programme of quality assurance, monitoring and capacity building to support education leaders to implement a continuous programme of improvement. In the period August to December 2023, 60 school visits were conducted focussing on: attainment; action plans to raise attainment and narrow the gap; quality of learning, teaching and assessment; and quality of school and ELC leadership. The improvement activity whilst co-ordinated by the central team engaged headteachers as collaborative participants in the programme of monitoring and review. (Appendix 3)

4.4.3 Another dimension to the Improvement Framework is monitoring the quality of planning and delivery of outcomes using Pupil Equity Funding (Scottish Government funding devolved directly to schools). A Senior Education Officer and Education Scotland Attainment Advisor monitored the quality of planning and delivery of interventions for equity.

4.5 Education Development

4.5.1 WDC Competencies Framework

The Framework was launched in August 2022 with awareness raising sessions delivered to all senior leaders. A Google Classroom has been produced which displays all the resources from the sessions and the collaborative conversations that took place between staff from across West Dunbartonshire schools. This term we will launch a 'West Dunbartonshire Competencies Forum'. This forum will provide our young people with the opportunity to act as 'Competencies Champions' sharing their knowledge, skills, values and experiences. A WDC Competencies Film Competition will also run, providing opportunity for schools to produce a film to introduce the WDC Competencies to their families and communities.

4.5.2 1+2 Languages

Online professional learning languages courses are being developed to support teachers to gain confidence in teaching another language. Online courses will be available in January 2023. Through increased accessibility we are building a shared understanding of high-quality implementation across West Dunbartonshire.

4.5.3 Sustainability

Partnership work is underway with Keep Scotland Beautiful (KSB) to provide a range of projects and programmes to promote sustainability both locally and globally. This includes Climate Ready Classrooms programme for primary and secondary schools; the Eco Schools Award; Learning about Forests (LEAF) programme; and Upstream Battle.

4.5.4 Health and Well Being

We are currently in the process of developing a local health and wellbeing survey following the Council's decision to withdraw from the Scottish Government Census. The new survey is being developed in line with those that will be used across the West Partnership. This will ensure we are able to receive comparable data that will in turn help us to support the needs of our children and young people in West Dunbartonshire.

5. People Implications

- 5.1** As reported to Council in February 2022 the Scottish Attainment Challenge funding enabled the provision of additional temporary (seconded) funded posts within the education service, partner council services and external providers. The main areas supported through this additionality are early intervention in learning, welfare advice and poverty support, nurturing mental wellbeing, community safety, school and learning community collaboration to improve quality, professional learning and personalised learning pathways. The decreased funding will reduce the number of staff available to deliver in these areas with the seconded staff returning to their substantive posts, and any backfill element will cease.
- 5.2** As reported to Council in February 2022 in session 2021/22 the local authority Scottish Attainment Challenge funded 41.5 posts. The new funding model will reduce this number of posts by 42% from 41.5 to 24.07 posts by 2025/2026. In session 2022/23 the Scottish Equity Fund will fund 39.0 posts.

6. Financial and Procurement Implications

- 6.1** Since its inception in 2015/16 to March 2022 the Council received £12,642,432 in funding. Attainment Challenge allocations to the Council were £2,043,815 in both 2020/21 and 2021/22. Funding in 2022/23 is £1,745,797 which is a reduction of £298,018.

7. Risk Analysis

- 7.1** The reduced funding model coupled with the current context of increases risk of a negative impact on priorities to reduce inequalities and improve outcomes for all learners in our communities.

8. Equalities Impact Assessment

- 8.1** A full Equality Impact Assessment has been completed and has identified the decrease in funding will limit ELA's strategic ability to deliver and progress a

range of functions within the raising attainment agenda. These include, but are not limited to scrutiny and challenge teams, resources to support out of hours and holiday learning as well as access to wellbeing support for parents. Scope exists to mitigate the adverse impact on pupils; however this requires adaptations across key service areas through the modification of plans to reflect the reduction in Scottish Government Funding.

9. Consultation

- a. Legal Services and the Section 95 Officer have been consulted in relation to the content of this report.
- b. In response to the revised funding model consultation is being conducted with stakeholders to produce West Dunbartonshire's Scottish Equity Fund plan for 2022-2026.

10. Strategic Assessment

- 10.1** This reports reflects the Council's 2017-2022 overarching priority to reduce inequalities for the people of West Dunbartonshire which supports improved outcomes for all learners in our community.

Laura Mason
Chief Education Officer
December 2022

Person to Contact: Julie McGrogan, Senior Education Officer, Department of Education, Learning and Attainment, Council Offices, 16 Church Street, Dumbarton, G82 1QL
Telephone No: 01389 737316
Email: julie.mcgrogan@west-dunbarton.gov.uk

Appendix:

- 1. 2021-22 SAC West Dunbartonshire - End Year Academic Report 2021-22
- 2. West Dunbartonshire Stretch Aims
- 3. Report on outcome of Visit Programme

Background Papers: Equality Impact Assessment

Wards Affected: All wards

**Scottish Attainment Challenge
Challenge Authorities Programme 2021/22**

Local Authority	West Dunbartonshire Council
Project Lead/Contact	Julie Mc Grogan

END-YEAR Academic Report – April 2022 to June 2022

Impact of Covid-19

Given the challenges presented by Covid-19, we do not anticipate that all activities planned for the delivery of Challenge Authority plans will have been undertaken.

Please provide a summary (up to 500 words) of the impact of Covid-19 on the delivery of your plans between August 2021 and June 2022. Please include an overview of how many interventions / approaches had to be paused or adjusted as a result of Covid-19 between August and June detailing any changes in funding allocation.

End-Year

The Service has maintained a sharp focus on attainment recovery, accelerated progress and resilience. In the period October 2021 to June 2022 the pandemic continued to impact on the capacity of the service to deliver plans due to staff absence. This required an agile response at peak times of absence as priority given to:

- providing a continuous service of in school time for our children and young people;
- limiting any disruption to learning for children and young people in school;
- providing an integrated service approach to supporting children and families with a key focus on supporting families;
- being responsive to the impact of COVID-19 on our objectives and our communities;
- responding to the health crisis with robust health and safety and provision of wellbeing supports for staff; and
- ensuring schools were not overwhelmed managing and adapting to change in delivery whilst supporting the needs of our children and young people.

The majority of headteachers report this period as more challenging to manage than the period of school closures and remote learning in 2020/21. The scale of demand to provide cover for absence was extensive in the majority of our schools. For example, in one medium sized primary almost 400 staff days have been lost due mainly to COVID related absence, this equates to approximately 4 members of staff off every day since August 2021. Providing continuity of learning in the period September to June 2022 has resulted in:

- senior management time being devoted to providing in class cover to minimise disruption to learning;
- regular timetable and structural changes and flexibility by staff to accommodate these changes.

Headteachers also report in the period August 2021 to June 2022 an increase in numbers of children at early stages of primary finding full days at school challenging; and there are increased levels of pupil absence evident in this academic year, as attendance in West Dunbartonshire is usually around 91 % but has averaged at 88.4 % since August 2021.

Any support and challenge against strategic priorities has taken into account the individual COVID context of each school. The challenge of COVID remained throughout academic session 2021/22 with capacity in all schools reduced with pupil and staff wellbeing and

resilience a key service priority. The challenges faced in secondary schools due to the changes to the examination systems did impact slightly on attainment in the BGE. However, the service set challenging expectations for schools to accelerate progress in line with increased national expectations; and evaluation of quality of planning outcomes for those affected by poverty given high priority.

Please Note:

- Where there is no progress to report in addition to that detailed in the mid-academic year report submitted in March 2022, please simply note that in the below template in the “end year” sections with something to the effect of “not progressed”.
- Where a planned activity has been delivered, adjusted or paused, please provide detail of that in the “end year” sections.

Number of schools supported by this funding?	All establishments
How many pupils are benefiting from this funding?	All children & young people
<i>What progress are you making towards being able to report on the extent to which you are achieving your short, medium and long-term outcomes taking into account the impact of Covid-19; are there any challenges?</i>	
<p><u>End-Year</u></p> <ul style="list-style-type: none"> • In Session 2021/22 the service commitment to both education recovery and accelerated progress made gains towards achieving long term goals to: <ul style="list-style-type: none"> ○ raise attainment and tackle the poverty related attainment gap; ○ develop high quality leadership, learning, teaching and assessment; ○ increase levels of family engagement ensuring meaningful engagement with key stakeholders; and ○ provide an integrated service with other our youth and community services. • Improvement gains in attainment and narrowing the gap were achieved in session 2021/22 with improvements in the attainment for pupils in both ELC and primary; with a slight dip in attainment evident in the attainment levels at S3. Percentage of primary pupils achieving the appropriate level increased in 2021/22 compared to 2020/21 for literacy by 9 % to 71 % for primary and numeracy by 6 % to 78 % for primary. However, there was slight decrease for secondary for literacy by 1 % to 82 % and for numeracy by 2 % to 88 %. • West Dunbartonshire is beginning to reduce the poverty related attainment gap in the BGE. For example, our local analysis of the 2022 ACEL data showed increased attainment for our most deprived primary pupils (Quintile 1) compared to our least deprived primary pupils (Quintile 4): <ul style="list-style-type: none"> ○ For our most deprived primary pupils literacy increased by 10 % to 67 % for primary, while for our least deprived pupils in literacy increased by 4 % to 82 % for primary. ○ For our most deprived primary pupils numeracy increased by 9 % to 75 % for primary, while for our least deprived pupils numeracy increased by 5 % to 90 % for primary. 	

- Informed by national priorities and the local context, West Dunbartonshire Education Service provides clear strategic direction to education leaders about the priorities for improvement, and has set high expectations for an acceleration of progress. In 2021/22 literacy 91 % of primary schools maintained, or improved, their performance from 2020/21 to 2021/22; and 9 % of primary schools showed a reduction in performance from 2020/21 to 2021/22. In numeracy 81 % of primary schools maintained or improved performance from 2020/21 to 2021/22; and 19 % of primary schools showed a reduction in performance from 2020/21 to 2021/22.
- The percentage of secondary pupils at S3 achieving Curriculum for Excellence Levels decreased for all organisers (reading, writing, numeracy) in 2021/22 compared to 2018/19. However the decrease is very small. In literacy and numeracy 40 % of secondary schools maintained, or improved, their performance from 2018/19 to 2021/22; and 60 % of secondary schools showed a reduction in performance from 2018/19 to 2021/22.
- The pandemic has had a negative impact on school attendance. Data between April and August 2022 shows an increase in the number of families taking holidays during term time, with unauthorised absence in June 2020 at 0.8 % which reflects this type of absence pre-Covid, i.e. in 2017/18 and 2018/19. Schools in areas of high deprivation are seeing a negative trend in rates of sustained positive high attendance, as the eight primary schools with lowest attendance rate in 2021/22 are all from the most deprived areas.
- West Dunbartonshire's Improvement Framework applied enhanced scrutiny of school provision to recover from the impact of the pandemic on attainment and equity outcomes. This work was done in collaboration with the Attainment Advisor.

Mid-Year

SHORT TERM

The short term outcomes reflect the current context and education recovery and renewal programme which aims to :

- Accelerate progress for attainment and equity to offset impact of COVID on progress made pre 2020;
- Maintain a sharp focus on equitable access and experience; and
- Provide support for mental and social wellbeing.

A contribution analysis conducted in August / September 2021 to identify which individual establishments had contributed most to the decrease in ACEL achievement in 2020/21; analysis highlighted seven out of 32 establishments for targeted support. The attainment data was interpreted in the context of each school and improvement visits by the Improvement Team with targets for improvement set for each stage.

The 2021/22 WDC Improvement Framework was designed to provide proportionate support and challenge based on analysis of all school performance information delivered by the Authority Improvement Team. The Attainment Advisor is very effectively supporting the improvement agenda for attainment by providing robust and challenging support with clear outcomes and expectations for improvement being reinforced.

Action plans to support a narrowing of the attainment gap and increased attainment are included in West Dunbartonshire's Education Recovery plans for 2021/22. Interim attainment evidence (February 2022) indicates an improvement in attainment and attainment gap at key stages in almost all schools.

The challenge to maintain high levels of attendance across schools in our most disadvantaged areas remains. An improvement strategy with indicators of success is being developed for the next planning block April 2022 to June 2023.

The number of young people being referred to mental health support services has remained high, with a similar number accessing counsellors or mental health and wellbeing services from August 2021 to January 2022 compared to January 2021 to July 2021.

MEDIUM/LONG TERM

The pandemic has had a negative impact on progress to achieve the medium and long term goals set for attainment and poverty related attainment gap set against the National Stretch Aims. The ACEL data for primary schools collected in June 2021 has been helpful in achieving what Scottish Government stated as the aim of the 2021 data collection, which is to support an understanding of the impact of COVID 19 on children and young people's achievements and highlight any change in the attainment gap. It is evident from our data that that the attainment of children and young people in our most deprived communities has been most adversely affected by the pandemic.

The West Dunbartonshire Achievement of a Level data for 2021 records an attainment gap of 15% between children living in the most deprived areas (Quintile 1) and least deprived areas (Quintile 5).

The attainment gap recorded in 2021 between Quintile 1 and Quintile 5 for West Dunbartonshire in each component is:

- Reading: the attainment gap is 13%;
- Writing: the attainment gap is 20.5%; and
- Numeracy: the attainment gap is 15.5%

The table below details the West Dunbartonshire reading, writing and numeracy attainment for each Quintile:

Year	Stage	Component	Q1	Q2	Q3	Q4	Q5
2021	WDC	All	68	74	79	85	84
2021	P1, P4, P7 combined	Reading	68	74	79	83	81
2021	P1, P4, P7 combined	Writing	60	66	71	79	81
2021	P1, P4, P7 combined	Numeracy	66	74	79	85	81

The results analysis records that attainment in writing is not as high as reading and numeracy. The range of evidence available to teachers to assess and evaluate levels of attainment in writing based on daily and weekly writing lessons was not as extensive in session 2020/21 due to the pandemic. Levels of engagement in remote learning were good however, rates varied between key stages and individual children impacting on the capacity of schools to deliver a sustained continued high level of engagement by all children and young people. The teaching of literacy and numeracy had to be modified in session 2020/21 to take account of the change to learning provision. This has impacted on progress previously made with data from 2019 showing improved attainment outcomes for our

children and young people. The adjustment of workstream priorities and resourcing within the period August 2020 to end of January 2022 has impacted upon further expected long term gains to increase attainment and reduce the poverty related attainment gap due to the current context of Covid.

West Dunbartonshire has shown an increased gap for literacy and numeracy in relation to the Scottish Government Stretch Aims for 2024/25, although the picture is more positive for numeracy than literacy. The literacy achievement is likely to be impacted by writing, which has been highlighted as an improvement focus for 2021/22:

% achievement P1, P4 and P7 combined for LITERACY					
Quintile	2017/18	2018/19	2021/22	2024/25 Stretch Aim	Changed required to meet Stretch Aim
Q1	60	62	57	85	28
Q2	70	71	63	86	23
Q3	74	75	68	88	20
Q4	74	79	78	89	11
Q5	81	75	74	90	16
Gap: Q1 v Q5	14	13	18	5	-

% achievement P1, P4 and P7 combined for NUMERACY					
Quintile	2017/18	2018/19	2021/22	2024/25 Stretch Aim	Changed required to meet Stretch Aim
Q1	67	71	65	85	20
Q2	78	78	74	86	12
Q3	80	81	78	88	10
Q4	82	85	85	89	4
Q5	88	88	82	90	8
Gap: Q1 v Q5	15	17	27	5	-

OVERALL PROGRESS AND REFLECTIONS TO DATE

Overall progress towards long-term outcomes and reflections

Long –term outcomes	<p><i>The long-term outcomes of the Attainment Scotland Fund are to:</i></p> <ul style="list-style-type: none"> <i>a. Improve literacy and numeracy attainment</i> <i>b. Improve health and wellbeing</i> <i>c. Close the attainment gap between pupils from the most and least deprived areas.</i> <p>What evidence are you collecting to measure these long-term outcomes in your authority? Please specify the type of evidence you are collecting.</p>
	<p><u>End-Year</u> <i>(no update required if covered by the mid-year report detail below)</i></p> <p>To reflect the expectation set in the refreshed mission of SAC, West Dunbartonshire has reviewed measures and indicators to success to inform stretch aim planning. This has extended to equalities data, attendance data alongside Achievement of a Level (ACEL) and Senior Phase.</p>

Mid-Year

- The local authority (LA) used ACEL, SNSA and a local assessment at Early Level to measure trends and improvements in literacy and numeracy at LA and establishment level. With three years' worth of data now available, the SNSAs has been used to identify specific areas for improvement and focus at the local authority level.
- To ensure a consistent understanding and approach to the use of data within their establishment, each headteacher has a data review meeting with the Data and Performance Officer to discuss in detail the trends, patterns and next steps based on their establishment's School Statistical Report (SSR).
- In 2021 for the first time, establishments SSRs included a detailed look at the attainment gap change over time based on:
 - free school meal entitlement
 - attainment for a cohort over time, i.e. 2018 P1 in 2021 P4 and 2018 P4 in 2021 P7
 - attainment for all five quintiles and for the same cohort over time as above
 - a comparison of the gap between quintile 1 ACEL data and the Scottish Government stretch aim of 85 % achieving the level
- The WDC BGE Primary Toolkit is now extensively used across primary establishments to track and monitor progress for each individual child.
- As an authority we have rolled out the use of WDC 22 indicators or toolkit of measures to be used by all schools and the local authority to gather evidence to measure progress with long term outcomes. All head teachers completed training on the use of the WDC 22 toolkit and a training video was recorded to be used with relevant staff within establishments.

What did this evidence show so far? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available at this stage in the year, just leave blank.*

End-Year *(no update required if covered by the mid-year report detail below)*

Attainment

All attainment data below for 2021/22 relates to a local analysis based of the 2021/22 ACEL submission in June 2022 and has not been verified by Scottish Government.

ACEL attainment change for 2021/22 compared to 2020/21 as follows:

- For P1, P4 and P7 combined, literacy increased by 9 % to 71 %
- For P1, P4 and P7 combined, numeracy increased by 6 % to 78 %
- For P1, P4 and P7 combined across organisers the change ranges from 2pp in listening and talking to 10pp in writing
- For S3, literacy and numeracy showed a slight decrease of 1pp and 2pp respectively

Table: Achievement of a Level for WDC in 2020/21 and 2021/22

	ER (%)		EW (%)		ELT (%)		Elit (%)		N (%)	
Stage	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022
P1	74	81	71	76	83	85	67	73	79	83
P4	70	77	60	73	81	84	57	69	67	75
P7	74	80	66	75	84	85	64	72	70	77
P1, P4 & P7 combined	72	79	65	75	82	84	62	71	72	78
	2019	2022	2019	2022	2019	2022	2019	2022	2019	2022
S3	88	87	87	85	94	89	83	82	90	88

2021 was the first year with ACEL available for a specific cohort over time, i.e. P1 and P4 in 2018 were in P4 and P7 in 2021, this data is now also available for the 2019 P1, P4 and P7 cohorts in 2021/22.

Achievement of these cohorts over time in table below shows that:

- there is a drop in cohort achievement for the 2018 P1 cohort in P4 in 2021
- there is little change in cohort achievement for the 2018 P4 cohort in P7 in 2021
- there is a drop in cohort achievement for the 2019 P1 cohort in P4 in 2022
- there is an increase in cohort achievement for reading, writing and numeracy for the 2019 P4 cohort in P7 in 2022
- there is an increase in cohort achievement for the 2019 P7 cohort in S3 in 2022

NB The assumption is that movement of pupils within the 3 years has a minimal effect on cohort performance.

Table: Achievement of a Level for WDC over time for individual cohorts

	ER (%)		EW (%)		ELT (%)		Elit (%)		N (%)	
Stage	2018	2021	2018	2021	2018	2021	2018	2021	2018	2021
P1 > P4	81	70	77	60	86	81	74	57	84	67
P4 > P7	75	74	66	66	84	84	62	64	71	70
Stage	2019	2022	2019	2022	2019	2022	2019	2022	2019	2022
P1 > P4	81	77	77	73	85	84	73	69	83	75
P4 > P7	74	80	69	75	86	85	65	72	75	77
P7 > S3	76	87	70	85	86	89	66	82	71	88

Attainment gap change is shown for West Dunbartonshire, with the gap calculated between Quintile 1 (most deprived) and Quintile 5 (least deprived) as required by the Scottish Government.

The change from 2018/19 or 2020/21 to 2021/22 in the ACEL attainment gap between most deprived in Quintile 1 and least deprived pupils in Quintile 5 is:

- For WDC for P1, P4 and P7 combined, literacy gap has increased by 1pp from 16pp to 17pp
- For WDC for P1, P4 and P7 combined, numeracy gap has remained the same at 16pp
- Change in gap varied by individual stages, e.g. P4 showing a reduction in gap at literacy and little change in numeracy
- For WDC for S3, literacy gap showed an increased gap from 3pp to 15pp
- For WDC for S3, numeracy gap showed an increased gap from 2pp to 11pp

Table: Attainment gap between SIMD quintile 1 and quintile 5 based on Achievement of a Level for WDC in 2018/19 or 2020/21 and 2021/22

WDC - Gap Q1 – Q5	Literacy (% difference)		Numeracy (% difference)	
Stage/Level	2020/21	2021/22	2020/21	2021/22
P1	20	20	17	19
P4	10	5	9	11
P7	15	26	17	19
P1, P4 and P7 combined	16	17	16	16
	2018/19	2021/22	2018/19	2021/22
S3	3	15	2	11

However, in WDC only approximately 6 % of the pupil cohort in 2021/22 were in SIMD quintile 5, therefore a comparison to SIMD quintile 4 is a valuable analysis to ascertain the gap based on the local context.

The change from 2018/19 or 2020/21 to 2021/22 in the ACCEL attainment gap between most deprived in Quintile 1 and least deprived pupils in Quintile 4 is:

- For WDC for P1, P4 and P7 combined, literacy gap has decreased by 6pp from 21pp to 15pp
- For WDC for P1, P4 and P7 combined, numeracy gap decreased by 5pp from 20pp to 15pp
- Change in gap varied by individual stages, e.g. P7 showing a reduction in gap at numeracy and an increase in literacy
- For WDC for S3, literacy gap showed an increased gap from 14pp to 15pp
- For WDC for S3, numeracy gap showed an decreased gap from 13pp to 5pp

Table: Attainment gap between SIMD quintile 1 and quintile 4 based on Achievement of a Level for WDC in 2018/19 or 2020/21 and 2021/22

WDC - Gap Q1 - Q4	Literacy (% difference)		Numeracy (% difference)	
Stage/Level	2020/21	2021/22	2020/21	2021/22
P1	25	10	18	16
P4	24	17	28	18
P7	14	18	14	12
P1, P4 and P7 combined	21	15	20	15

	2018/19	2021/22	2018/19	2021/22
S3	14	15	13	5

The following analysis looks at difference in attainment in ACEL based on free meal entitlement (FME). The assumption is that pupils without FME will perform better than pupils with FME. The change from 2018/19 or 2020/21 to 2021/22 in the ACEL attainment gap between pupils with FME and pupils without FME is:

- For WDC for P1, P4 and P7 combined, literacy gap has decreased by 3pp from 23pp to 20pp
- For WDC for P1, P4 and P7 combined, numeracy gap has remained the same at 18pp
- For WDC for S3, literacy has remained the same at 14pp
- For WDC for S3, numeracy has decreased by 1pp from 13pp to 12pp

Table: Attainment gap between pupils with FME and pupils without FME based on Achievement of a Level for WDC in 2018/19 or 2020/21 and 2021/22

WDC - Gap FME	Literacy (% difference)		Numeracy (% difference)	
Stage/Level	2020/21	2021/22	2020/21	2021/22
P1	25	17	19	19
P4	20	21	21	17
P7	25	20	20	18
P1, P4 and P7 combined	23	20	18	18
	2018/19	2021/22	2018/19	2021/22
S3	14	14	13	12

The following analysis looks at difference in attainment in ACEL based on gender, i.e. comparing Female attainment to Male attainment. The assumption is that female pupils will perform better than male pupils, therefore a positive difference shows that females are performing better than males.

The change from 2018/19 or 2020/21 to 2021/22 in the ACEL attainment gap between pupils based on gender is:

- For WDC for P1, P4 and P7 combined, literacy gap has decreased by 4pp from 13pp to 9pp
- For WDC for P1, P4 and P7 combined, numeracy gap has decreased by 6pp from 2pp to -4pp, i.e. in favour of males
- For WDC for S3, literacy gap has decreased by 1pp from 10pp to 9pp
- For WDC for S3, numeracy gap has remained the same at 1pp

Table: Attainment gap between pupils for gender based on Achievement of a Level for WDC in 2018/19 or 2020/21 and 2021/22

WDC - Gap Gender	Literacy (% difference)		Numeracy (% difference)	
Stage/Level	2020/21	2021/22	2020/21	2021/22
P1	14	8	11	0.4
P4	14	7	-2	-7
P7	11	10	-1	-6
P1, P4 and P7 combined	13	9	2	-4
	2018/19	2021/22	2018/19	2021/22
S3	10	9	1	1

Health and WellBeing

Overall attendance across West Dunbartonshire for the 2021/22 session was 88.4%, which is a reduction from 91.8 % in 2018/19 before the pandemic, while unauthorised absence was 4.5 % of the total absence rate of 11.6 %. In 2021/22, secondary schools had a lower pupil attendance rate, with a range of 84 % to 87 %, compared to primary schools with a range of 84 % to 95 %.

Mid-Year

ACEL attainment change for P1, P4 and P7 combined in 2020/21 compared to 2019/20 as follows:

- Literacy dropped by 6 % to 62 %, which is similar to Scotland at 5.4 %
- Numeracy dropped by 4 % to 72 %, which is similar to Scotland at 4.4 %
- Across organisers the change ranges from 4pp to 7pp, which is slightly more than Scotland at 3pp to 6pp

Table: Achievement of a Level for WDC in 2018/19 and 2020/21

	ER (%)		EW (%)		ELT (%)		Elit (%)		N (%)	
Stage	2019	2021	2019	2021	2019	2021	2019	2021	2019	2021
P1	81	74	77	71	85	83	73	67	83	79
P4	74	70	69	60	86	81	65	57	75	67
P7	76	74	70	66	86	84	66	64	71	70
P1, P4 & P7 combined	77	72	72	65	86	82	68	62	76	72

2021 was the first year with ACEL available for a specific cohort over time, i.e. P1 in 2018 were in P4 in 2021 and P4 in 2018 were in P7 in 2021. Achievement of these cohorts over time below shows that:

- there is a drop in cohort achievement for the 2018 P1 cohort in P4
- there is little change in cohort achievement for the 2018 P4 cohort in P7

NB The assumption is that movement of pupils within the 3 years has a minimal effect on cohort performance.

Table: Achievement of a Level for WDC in 2017/18 and 2020/21 for specific cohorts:

	ER (%)		EW (%)		ELT (%)		Elit (%)		N (%)	
Stage	2018	2021	2018	2021	2018	2021	2018	2021	2018	2021
P1 > P4	81	70	77	60	86	81	74	57	84	67
P4 > P7	75	74	66	66	84	84	62	64	71	70

Attainment gap change is shown for West Dunbartonshire, with the gap calculated between Quintile 1 (most deprived) and Quintile 4 (least deprived).

The change from 2018/19 to 2020/21 in the ACEL attainment gap for P1, P4 and P7 combined between most deprived in Quintile 1 and least deprived pupils in Quintile 4 is:

- In Scotland, literacy has increased by 3.3pp from 13.8pp to 17.1pp
- For WDC, literacy has increased by 4pp from 17pp to 21pp
- In Scotland, numeracy has increased by 4.2pp from 10.8pp to 15.0pp
- For WDC, numeracy has increased by 7pp from 13pp to 20pp
- Change in gap varied by individual stages, with P7 showing a reduction in gap at literacy and little change in numeracy

Table: Attainment gap between SIMD quintile 1 and quintile 4 based on Achievement of a Level for WDC in 2018/19 and 2020/21

WDC - Gap Q1 - Q4	Literacy (% difference)		Numeracy (% difference)	
Stage/Level	2018/19	2020/21	2018/19	2020/21
P1	21	25	12	18
P4	12	24	16	28
P7	17	14	13	14
P1, P4 and P7 combined	17	21	13	20

The change from 2018/19 to 2020/21 in the ACEL attainment gap for P1, P4 and P7 combined between children with FME and children without FME is:

- For WDC, literacy has increased by 1pp from 22pp to 23pp
- For WDC, numeracy has increased by 1pp from 19pp to 20pp
- The positive P7 attainment gap performance based on SIMD quintiles is reflected in the attainment gap based on FME.

Table: Attainment gap between children with FME and children without FME based on Achievement of a Level for WDC in 2018/19 and 2020/21

	WDC - Gap FME	Literacy (% difference)		Numeracy (% difference)	
	Stage/Level	2018/19	2020/21	2018/19	2020/21
	P1	25	25	15	19
	P4	16	20	15	21
	P7	25	25	24	20
	P1, P4 and P7 combined	22	23	19	20

Analysis of the SNSA middle band questions compared the percentage of LA roll who were asked the question and the percentage who answered it correctly, from this analysis the following areas were highlighted for improvement:

Stage	SNSA	SNSA band	Descriptor
P4	P4 ER	Band 7	Interpret a change in a character's feelings in a short narrative text
P4	P4 EW	Band 7	Identify the correct prefix (dis) for a root word in a simple sentence
P4	P4 EW	Band 7	Identify the correct conjunction (e.g. who, that) to begin a relative clause in a short sentence
P4	P4 EW	Band 7	Identify the correct spelling of a common three syllable word, with er
P4	P4 N	Band 7	Multiply two 1-digit numbers, in context
P7	P7 ER	Band 9	Understand a key idea in a narrative text
P7	P7 EW	Band 8	Identify the correct spelling of a four syllable word where the phoneme ee is spelt ie and the suffix able is added
P7	P7 ER	Band 9	Find a directly stated detail at the end of a narrative text
P7	P7 EW	Band 9	Identify the correct verb form (perfect conditional) to complete a complex sentence

Can you share any learning on what has worked well in your overall strategy to achieve impact?

End-Year *(no update required if covered by the mid-year report detail below)*

- WDC Improvement Framework conducting Area of Focussed Attention visits to moderate assessment against national benchmarks; set targets for improvement; and provide small group teaching (tutoring).

Mid-Year

- Local authority system and process for using data to plan and target support for schools.
- Quality assurance and intelligence led approaches to school and LA improvement.
- Headteacher leadership and collaboration of school improvement.
- Clear strategic frameworks are in place to support head teachers, lead practitioners to manage and lead workstreams

- Effective tracking and monitoring systems are enhancing planning for improvement in outcomes for learners.
- Workstream leads are increasingly skilled at sharing and scaling up 'what works' to enhance impact for wider groups of learners, families and practitioners.
- Effective input from Attainment Advisor.
- All schools have prioritised the wellbeing of children and young people as part of their PEF planning as part of the authority's strategic recovery from Covid.

Can you share any learning on what has worked less well or could be improved?

End-Year *(no update required if covered by the mid-year report detail below)*

Mid-Year

The 2021 ACEL data showed sustained improvement by a small number of our establishments. A number of schools in our more deprived areas have not maintained improved performance since 2019. This has impacted negatively on work towards achieving the stretch aims.

WORK STREAMS – HIGHLIGHTS AND CHALLENGES

EARLY LEVEL PLAY AND LEARNING

Activities: *Please comment on progress in implementing your planned activities in the year 2021/22*

End-Year *(no update required if covered by the mid-year report detail below)*

Word Aware

Word Aware is having a positive impact on Clarifying data with 87% of children reaching the benchmark, this work has been led by the early years' teams and Psychological Services. Stay and play sessions were reintroduced across all ELCCs, which invited parents to come into these settings. Overall, these sessions had a very positive engagement from parents.

Reciprocal Teaching

Early years' teachers leading staff development on Reciprocal Teaching (RT) Strategies. This is having a positive impact on pre-school attainment with at least 75 % of children achieving the benchmark score in the local literacy early years baseline assessment across the four RT strategies, i.e. predicting, clarifying, questioning and summarising.

Mid-Year

Play based learning - Lynda Keith Education

- 80 staff attended Lynda Keith virtual sessions on Supporting Covid Recovery through Play Pedagogy. The sessions promoted quality interactions across early and first level which incorporated key messages from Realising the Ambition, explored aspects of play that children may have missed out on during the pandemic and explored the balance of high quality environments in redefining our environments.

- The focus was developing quality interactions in early mathematical learning and developing early literacy learning.
- Each participant attended three sessions completed a reflective task.

Deirdre Grogan - Strathclyde University

- 200 staff in total attended sessions focussing on : one-ery, provocation, documentation, pedagogical leadership and play pedagogy in primary one and two.
- The targeted training for one-ery staff focused on the importance of the physical environment, organising and planning for learning at early level.
- Reflective discussions allowed staff to consider the features of high quality observations, documentation. Each participant attended four sessions and completed a reflective task.

Reciprocal Teaching

- 17 early stages teachers continue to collaborate with all ELC settings to promote the use of reciprocal teaching. They continue to role model and track attainment in reciprocal teaching through the use of literacy progress records for every pre schooler.
- All early years children have access to high quality reciprocal teaching every week.

Word Aware .

- Psychological Services have recently trained 60 new ELC staff in the Word Aware methodology.
- Psychological Services continue to support the delivery of Word Aware by our 17 early stages teachers and 11 equity and excellence leads.
- All ELC settings engage with Word Aware early intervention literacy programme and impact of the intervention is monitored through the use of the literacy progress records

Early Level Literacy

- 40 Lead Practitioners, 11 Equity and Excellence Leads and 16 Early Stage Teachers and Primary One Teachers attended CLPL sessions on the taught elements of early level literacy.
- The sessions focused on: the use of data; the early level progress records; and understand the impact of poverty and how to address this to meet learners' needs and plan appropriate next steps.

Outdoor Learning

Outdoor learning presentations and visits to individual establishments focused on identifying the impact of updates to best practice guidance on the quality of the service. Senior Leadership support has included critically reflecting on their ELC culture for outdoor learning identifying areas of success and areas for improvement, with particular focus on pace of day, equity and inclusion. This has included;

- 127 staff across all providers have participated in virtual professional learning that has focused on new guidance documents and raising practitioner knowledge of new

directives, “Out to Play chapter 11”, which has supported their skill and confidence in ensuring equity for all children outdoors, particularly those with additional support for learning needs.

- Realising the Ambition, outdoor spaces, interactions and experiences has focused on pedagogical leadership outdoors. The best practice guidance was used to challenge 36 practitioners in reflecting how well they support equity for all children outdoors and how to plan for high quality interactions, experiences and outdoor spaces.

Slippage from plans: *Please comment on slippage from your original plans for implementing activities in the year 2021/22*

End-Year (no update required if covered by the mid-year report detail below)

Mid-Year

All of the training has been virtual and has gone ahead however due to staff shortages during the Omicron variant outbreak some staff missed the sessions.

Reflections on progress to date: *Can you share any learning on what has worked well in implementing this initiative during 2021/22? Please highlight any quantitative data, people's views or direct observations that have informed your evaluation of progress.*

End-Year (no update required if covered by the mid-year report detail below)

Objectives achieved as listed below.

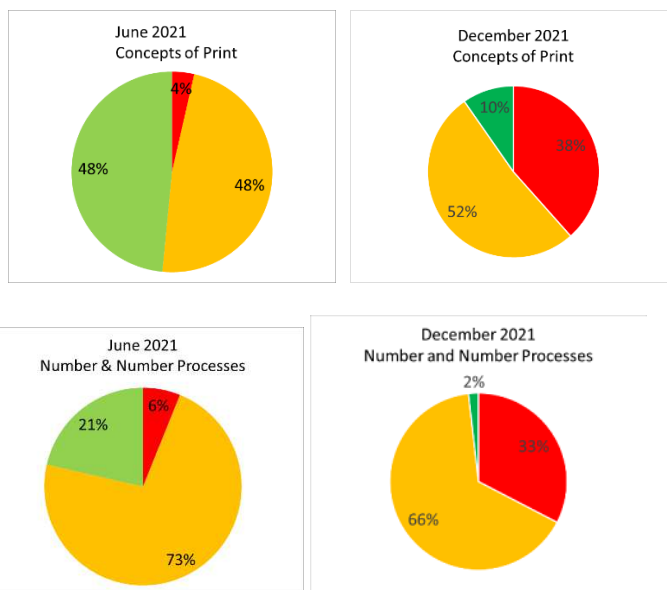
- There was a 10% increase in number of children achieving the benchmark in Concepts of Print.
- There was a 10% increase in number of children achieving the benchmark in Number and Number Processes.

Mid-Year

The majority of plans for this work stream made progress in the period June 2021 to March 2022. Objectives achieved:

- Increased number of families being offered virtual/face to face parenting programmes.
- Consolidated practice across all sectors in Word Aware and Reciprocal Teaching.
- Increased attainment in Concepts of Print; 62% of children in ELC are displaying progress.
- Increased attainment in Number and Number Processes; 68% of children in ELC are showing progress.
- Data from the literacy progress records shows a slight increase in vocabulary development through the use of clarifying strategies.
- All children are accessing local natural areas such as forests and parks in the local community.

WDC data comparison of children's progress in assessment from our observations can be found below:



Parent comments from Parenting Programme sessions focusing on literacy and numeracy.

"I used to get annoyed reading the same book every night but now I know that it will help E's reading skills because she will become familiar with the words on the page and can retell me the story using the pictures."

"I didn't allow messy play in the house but now I understand how much it benefits his learning I have been doing a lot more but out in the garden."

"C is singing more songs, you know he didn't speak before but now he is always singing the songs and trying to use more words around the house."

'The focus on learning through play, songs, reading. It taught me some new skills. Sharon also gave us tips on books to read during some difficult periods.'

Play based learning

- Observations of a random sample of practitioners have highlighted improved confidence and understanding of child centred play pedagogy in practitioners across early level.
- Realising the Ambition will continue to be at the heart of early years play pedagogy.
- Direct observations from courses highlighted an improvement in staff understanding of research and theory of child centred play pedagogy related to Realising the Ambition.
- Course participants completed a reflective task which highlighted that staff were reflecting on their practice and adapting their learning environment for play based learning.
- The Deirdre Grogan training on one-ery, provocations and documentation is evident in the majority of settings that have participated in the training. Environments have been transformed and staff confidence has increased in play pedagogy.

Outdoor Learning

- 154 Early learning and Childcare Officers across all providers have participated in outdoor learning training this year. Most senior leadership teams and staff have carried out audits of how well their centre supports inclusion in the outdoors.
- More children are accessing local natural areas such as forests and parks in the local community.
- Staff are understanding how the curriculum outdoors can be supported in creative ways and the different ways they can support skills development.
- Staff comments have been positive and most of them outline how confidence has increased. ELC outdoor areas have improved to maximise opportunities for children to explore nature.

Can you share any learning on what has worked less well or could be improved?

End-Year *(no update required if covered by the mid-year report detail below)*

No update.

Mid-Year

Monitoring and evaluating the quality of the outdoor provision can be a challenge for some leadership teams. They will benefit from targeted support to improve quality and opportunities for all children.

Covid restrictions have limited opportunities for parental engagement in school /ELC buildings which has made sustaining high levels of parental involvement more challenging.

EXCELLENCE AND EQUITY RECOVERY

Activities: *Please comment on progress in implementing your planned activities in the year 2021/22*

End-Year *(no update required if covered by the mid-year report detail below)*

3704 hours of tuition for individuals and small groups provided out of school hours for children in primary and secondary. The programme provides intensive support for small group based on research by the Education Endowment Foundation. The sessions are delivered by senior leadership teams, teachers and support staff.

A literacy enrichment opportunity was offered to 317 primary 4 pupils. This unique literacy programme engaged a team of teachers, youth workers and education support officers who worked together to offer a package of individual support to learners to help them develop confidence in their reading and writing. The children took part in creative writing workshops, reading out-loud, traditional storytelling, story-writing, music and dance experiences using literature around the theme of Scottish mythical beasts. The children experienced workshops that encouraged children to read, write, tell and explore stories, a campfire event with our young writers coming together to share their stories.

In secondary establishments:

- Supported study sessions available in all establishments

- Masterclass provision before Spring break, with sessions taking place during lunchtime and before and after school
- Weekend tutorials during the Spring break
- Supported study during Spring Break, e.g. 45 individual sessions across 9 days with 34 individual teachers in attendance to offer bespoke support around assignments and exams
- Masterclasses available during the school day during the exam period
- A Study Café in place for all senior phase pupils after school on Wednesdays and Thursdays
- Subject based supported study ran both after school and at lunchtimes
- Provision of quiet study space for individual study during and before the school day

Mid-Year

- 2470 hours of tuition for individuals and small groups provided out of school hours for children in primary and secondary. The programme provides intensive support for small group based on research by the Education Endowment Foundation. The sessions are delivered by senior leadership teams, teachers and support staff
- 2 teachers have been seconded as literacy coaches . The coaches have developed materials for schools to use to support improved pupil and teacher feedback in literacy; and visible learning strategies. The coaches have conducted a pilot in 3 schools in January 2022 involving 4 to 5 sessions direct teaching with class teachers; review of use of teacher/pupil feedback against levels of progress with pupil literacy skills; and on line professional dialogue and catch up sessions. 8 more schools will join the programme in March to June 2022.
- Staff have engaged in Action Learning Sets to reflect on the quality of their practice in learning, teaching and meeting learner needs.
- Primary probationers (30) engaged in professional learning sessions on teaching phonics and building a reading culture.
- Two primary headteachers have been seconded to lead a group of 19 primary and secondary teachers in the Improving our Classrooms (IOC) professional learning programme that empowers teachers to improve learning and teaching in classrooms and schools. IOC has a clear focus on high quality self-evaluation at classroom level leading to improved learning and teaching, data informed targeted interventions, improved attainment and achievement with a relentless focus on equity and excellence for all children and young people. The teachers are engaged in delivering case studies and collaborative visits to other establishments to observe learning, focussed on raised attainment in either literacy or numeracy.
- Almost 100 staff have attended professional learning sessions delivered by the Attainment Advisor. Sessions have focussed equity and the attainment gap, as well as opportunities to collaborate and explore strategies to address inequity and improve outcomes for children and young people in West Dunbartonshire. Sessions for PEF coordinators focussed on refreshed knowledge and understanding of the Scottish Attainment Challenge priorities; reviewing ACEL attainment data for P1, P4 and P7 ; and quality PEF planning.

Slippage from plans: *Please comment on slippage from your original plans for implementing activities in the year 2021/22*

End-Year *(no update required if covered by the mid-year report detail below)*

Mid-Year

Due to staff shortage as a result of COVID absence some plans for tuition were affected and there was a slight delay to the deployment of literacy coach teachers to support and challenge practice in schools and ELCC's. An Easter to June tuition catch up programme is planned with plans to increase the number of literacy coaches in the period March to June 2022.

The ACEL results for West Dunbartonshire in June 2021 identified writing as an area requiring focussed attention. Work to improve the quality of writing in all primaries has been the focus for all schools up to January 2022. This has delayed plans to:

- Work with researcher to produce revised reading strategy; and
- train teachers and support staff in all schools and sectors in guided reading approaches, three domains in learning and reading is meaning.

The Attainment Advisor and WDC SAC Lead Officer are currently engaged in strategic planning discussions with headteachers about implementing reading strategies to support a narrowing of the poverty related attainment gap, with implementation planned from April 2022 to June 2023.

Reflections on progress to date: *Can you share any learning on what has worked well in implementing this initiative during 2021/22? Please highlight any quantitative data, people's views or direct observations that have informed your evaluation of progress.*

End-Year *(no update required if covered by the mid-year report detail below)*

As predicted at the mid-year report tuition has had a positive impact on attainment in the most deprived schools.

Mid-Year

Interim ACEL predictions for 2022/23 are indicating a positive impact of tuition on attainment. All headteachers report that tuition has had a positive impact on improvements for children and young people engaged with targeted intervention programmes.

97% of teachers reported that Action Learning Sets have developed their professional skills, understanding and confidence in the areas of: meeting learners' needs, differentiation and fostering positive relationships with children and young people.

75% of probationer teachers reported feeling confident or extremely confident in the aspect of raising attainment in literacy for all learners.

Can you share any learning on what has worked less well or could be improved?

End-Year *(no update required if covered by the mid-year report detail below)*

Mid-Year

Capacity in some schools to deliver improvements in reading and writing concurrently in session 2021/22.

BETTER WELLBEING, BETTER LEARNING

Activities: *Please comment on progress in implementing your planned activities in the year 2021/22*

End-Year (no update required if covered by the mid-year report detail below)

Training

Nurturing approaches are used in schools as a means of supporting the emotional wellbeing and development of children and young people. Psychological Services previously developed a seven module training programme and from March 2022 a further 82 staff were introduced to nurture principles.

Supporting children and young people affected by bereavement and loss

As part of WDC's approach to children affected by bereavement and loss the Seasons for Growth programme is used across primary and secondary schools. Training delivered to establish a Seasons Companion in every Local Learning Community. A total of 35 Seasons groups were run supporting 175 children and young people.

Let's Introduce Anxiety Management (LIAM)

Two Educational Psychologists completed training in LIAM (Let's introduce anxiety management) meaning that all EPs are now trained to deliver this intervention, with identified pupils being supported through the programme. Each secondary school has two members of staff trained to use the approach with identified pupils and four primary schools have a member of staff trained and are attending ongoing coaching sessions delivered by the Early Intervention TIPS project.

READINESS Programme – Enhanced Transition Programme for P7 children

Psychological Services collaborated schools to pilot the READINESS (Recognising Emotions, Addressing Difficult Emotions, Investigating Negative thoughts, Seeking Support) Programme, which is a CBT/Mindfulness approach using small group intervention within the context of enhanced transition to High School. During 2021/22 Psychologists organised coaching and training sessions for READINESS group facilitators and collaborated with primary schools to identify P7 young people who were experiencing anxiety regarding their transition to High School.

The pupils who participated in the programme rated many aspects of the programme helpful for them, 86% evaluated meeting teachers and other supportive adults from the High School as very helpful for them and 71% rated the visits to High School as very helpful for them. The professionals who facilitated the programme rated the following parts most highly: 'emotional vocabulary (being able to label emotions)'; noticing where emotions are found in the body'; changing unhelpful thoughts into helpful thoughts'; and tour of the High School.

Family Hub: Sustained high numbers of families accessing support from community learning, welfare, housing, employability and education teams:

Total Referrals and Engagements to Family Opportunity/S&FE Hub

2020/21 Referred	2020/21 Engaged	2021/22 Referred	2021/22 Engaged	Cumulative Referred Since 2017/18	Cumulative Engaged Since 2017/18
234	183	234	183	992	651

Mid-Year

Poverty Support: 348 families supported by outreach and pupil and family support teams using a hybrid model of service delivery that included an increased use of online platforms. When safe to do so, contact with parents continues in schools and early year settings in addition to the online support. In response to the unique circumstances of the pandemic, the support ranged in intensity and length, from short term support providing practical advice, e.g. financial advice, and long term emotional support with very specific goals as agreed through team around the child discussion.

Family Hub: Sustained high numbers of families accessing support from community learning, welfare, housing, employability and education teams:

Total Referrals and Engagements to Family Opportunity/S&FE Hub

2019/20 Referred	2019/20 Engaged	2020/21 Referred	2020/21 Engaged	Cumulative Referred Since 2017/18	Cumulative Engaged Since 2017/18
176	132	234	183	829	523

Digital Inclusion: August 2021 an additional 400 Chromebook devices distributed to schools to ensure all children had access to a device for use at home and in school. We now have over 9300 devices across the learning estate. This has enabled provision to families experiencing poverty with more than 2 children to have access to more than one device.

Towards Recovery and Resilience:

- The educational psychology team have provided training to support the wellbeing of children, families and staff: 80 staff engaged in Nurture principles and practice training; 60 staff engaged in Seasons for Growth Training; 30 staff engaged in learning about attachment theory; 40 staff trained in Restorative Approaches and conducting Restorative Conversations; 70 education staff attended 'Evolving Wellbeing Sessions'
- All mainstream secondary schools are participating in Mentors in Violence Prevention programme. A range of staff and pupils in every setting are undertaking training to support young people and peers in approaches to maintaining positive relationships, addressing 'Bystander Behaviours' and supporting the rights of the child.
- All schools have prioritised the wellbeing of children and young people as part of their PEF planning. This is in response to a range of factors evident in the current Covid context: increased levels of anxiety, dysregulated behaviours, social and emotional challenges and limited physical wellbeing opportunities.
- Implementation of Distressed Brief Intervention approaches in two of our High Schools with plans to expand this to all secondaries by the end of the school year. This approach

in collaboration with our Health Improvement colleagues will build capacity in our pupil support teams to provide early mental health help and support young people with signposting to appropriate next steps.

Slippage from plans: *Please comment on slippage from your original plans for implementing activities in the year 2021/22*

End-Year *(no update required if covered by the mid-year report detail below)*

Mid-Year

Plans on track

Reflections on progress to date: *Can you share any learning on what has worked well in implementing this initiative during 2021/22? Please highlight any quantitative data, people's views or direct observations that have informed your evaluation of progress.*

End-Year *(no update required if covered by the mid-year report detail below)*

Mid-Year

Poverty Support - Parent / Carer Survey:

100% of parents/ carers stated that they would recommend Outreach Worker Services to another parent / carer. 93% stated that their child's behaviour had got much, or very much better as a result of outreach and pupil / family support .

Towards Recovery and Resilience - Staff Survey:

100% of respondents report that training delivered emphasising staff well being was either helpful or very helpful. Feedback from staff is positive:

'I will try to place greater importance on self care as this is something that I often neglect myself'.

'Knowing how to regulate, myself and others and also relating and reasoning with other staff and children. Recognising the importance of connections and being there for others'.

'I will definitely think about the self soothing strategies when dealing with children who are needing a bit of calm time. I will also try to reflect more on the self care for my own wellbeing which then impacts on others'.

Towards Recovery and Resilience - Attendance

Whilst our statistics for the current Covid context demonstrate a negative trend in attendance levels pupil and family support, pupil support and outreach workers have been engaged in targeted work to support improvement for our young people finding attendance most challenging after 'lockdown'. Feedback from staff and young people indicates that the

targeted support has been invaluable; supporting engagement and involvement with life beyond the house for those who are struggling most to engage with others post pandemic.

A pilot programme being offered to 16 young people who had been disengaged from education in mainstream is having a positive impact on the attendance and engagement of the young people involved. The 'Engaging Learners Pathway' programme provides a bespoke approach to learning. The programme is a partnership between education, the third sector and the West Dunbartonshire Communities team.

Can you share any learning on what has worked less well or could be improved?

End-Year *(no update required if covered by the mid-year report detail below)*

Mid-Year

Engagement activities to provide direct support to families can be resource intensive affecting planned timescales and achievement of outcomes.

Attendance levels have decreased compared to previous years. Young people provided with bespoke individual support are improving their attendance rates at school. However, this is challenging for families to sustain if any additional supports are removed.

Improvement outcomes and workstreams for attendance are being included in the West Dunbartonshire SAC plan for 2022/ 23.

SCHOOL IMPROVEMENT PARTNERSHIPS

Activities: *Please comment on progress in implementing your planned activities in the year 2021/22*

End-Year *(no update required if covered by the mid-year report detail below)*

Delivery of professional learning sessions on project based learning (PBL):

- 18 DHTs / PTs in Leading IDL via online training
- 31 probationer teachers in Project Based Learning via online training
- 12 staff members took part in PBL Designing the Learning: Step 1
- 12 Headteachers took part in Deep Learning Training Sessions and training on the WDC Competencies Framework
- 192 staff members engaged in collaborative work with colleagues from other schools
- 3246 children engaged in PBL, age range from pre-school to P7

Mid-Year

- **Deliver professional learning on project based learning to all curriculum leaders and probationer teachers:**

- headteachers are attending a series of development sessions on curriculum design as part of an improvement strategy focussing on pupil achievement;
 - all deputy head teachers are participating in an authority [curriculum planning group](#) focussing on leadership and management of [inter disciplinary learning in schools](#); and
 - all primary probationer teachers have completed 4 training sessions and are attending network sessions on curriculum planning.
- **Establish curriculum innovation teams driving forward curriculum improvement projects:**
 - production of almost 100 inter disciplinary learning projects providing meaningful, relevant contexts for children and young people to develop skills for learning, life and work.
 - to set a quality standard of for West Dunbartonshire a set of high quality model lessons and materials have been shared on [Campus@WDC](#) for schools to use to inform and evaluate their practice against.
- **Establish learning networks to share standards and define quality in digital technology and flipped classrooms:** a Digital Technologies Forum has been established focussing on embedding digital technologies into learning and teaching; developing independent learning at early stages using technology; using technology to meet learning needs.

Slippage from plans: *Please comment on slippage from your original plans for implementing activities in the year 2021/22*

End-Year (no update required if covered by the mid-year report detail below)

Mid-Year

Reflections on progress to date: *Can you share any learning on what has worked well in implementing this initiative during 2021/22? Please highlight any quantitative data, people's views or direct observations that have informed your evaluation of progress.*

End-Year *(no update required if covered by the mid-year report detail below)*

Mid-Year

Learning networks at senior leader and class teacher level have provided opportunity to share resources, ideas about learning contexts focussing on learning engagement and achievement. This workstream has provided access to shared resources for teachers across all schools to support planning and delivery whilst challenged at times by the current context of Covid.

The curriculum work has improved quality and range of learning experiences resulting in pupil achievement of skills:

Mid-Year

Learning networks at senior leader and class teacher level have provided opportunity to share resources, ideas about learning contexts focussing on learning engagement and achievement. This workstream has provided access to shared resources for teachers across all schools to support planning and delivery whilst challenged at times by the current context of Covid.

The curriculum work has improved quality and range of learning experiences resulting in pupil achievement of skills:

Learning networks at senior leader and class teacher level have provided opportunity to share resources, ideas about learning contexts focussing on learning engagement and achievement. This workstream has provided access to shared resources for teachers across all schools to support planning and delivery whilst challenged at times by the current context of Covid.

The curriculum work has improved quality and range of learning experiences resulting in pupil achievement of skills:

Examples of pupil evidence from 3 schools:

Child 1 'applied himself and engaged well in the problem based learning activities. He soon became very interested and self-motivated. His perseverance has increased greatly and he has expressed his pride in his achievements'.

Child 2 'can find some aspects of learning in literacy and numeracy challenging which can sometimes impact on his confidence or the role he chooses within a group. Child 2 excelled throughout the project and demonstrated a range of independent learning skills. He often took on a leadership role within the group and loved sharing his ideas. As the learning hooks are provided in video format, Child 2 could watch and listen before collaboratively sharing ideas. Child 2 was keen to draw ideas and label these with the support of his peers. He quickly became interested in the use of measure as he was keen that his creations were built accurately'.

Child 3 'is always active in learning but does requires reassurance from me during tasks. At times Child 3 can lack confidence to share her ideas. Child 3 thrived in this IDL project and developed an enhanced confidence. She demonstrated this through presentations and contributing to class ideas'.

Examples of teacher evidence:

'This has been engaging, insightful and highly motivating training. The training provided a wonderful environment and created a positive culture between staff, I especially value how useful and practical for my own teaching practice the content is. It makes a difference knowing that what is being discussed will have a direct impact on the teaching and learning experiences within my classroom. Thank you again for all of you help and support throughout the project'.

' I have enjoyed working with the large and small group. I have further developed my contact list across different learning communities across West Dunbartonshire. Sharing of experiences provides the stepping stones to further development...I am ready for the challenge ahead for our school and ELCC as we work together to develop our high quality projects to meet the needs of our learners'.

Can you share any learning on what has worked less well or could be improved?

End-Year *(no update required if covered by the mid-year report detail below)*

Mid-Year

Build in more time for joint curriculum planning between primary and secondary to support transitions.

West Dunbartonshire Council

CORE Stretch Aims

(a) ACEL levels – Non rounded values

	ACEL Literacy P1, P4 and P7 Combined (%)			
	Overall levels	SIMD Q1	SIMD Q5	Gap (Q1 v Q5)
National (20-21)	67	56	81	25
Current (published) level (20-21)	62	57	74	18
Current level (21-22)				
June 2023 target	74	72	85	13
Improvement (percentage point)	12	15	11	5

	ACEL Numeracy P1, P4 and P7 Combined (%)			
	Overall levels	SIMD Q1	SIMD Q5	Gap (Q1 v Q5)
National (20-21)	75	65	86	21
Current (published) level (20-21)	72	65	82	17
Current level (21-22)				
June 2023 target	80	80	91	11
Improvement (percentage point)	8	15	9	6

(b) SCQF Level 5 – SQA Nationals

	1 or more at SCQF Level 5 (%)			
	Overall levels	SIMD Q1	SIMD Q5	Gap (Q1 v Q5)
National (20-21)	87.7	77.9	96.1	18.2
Current (published) level (20-21)	85.9	78.0	97.1	19.1
Current level (21-22)				
2023 target	86.2	78.9	97.9	19.0
Improvement (percentage point)	0.3	0.9	0.8	0.1

(c) SCQF Level 6 – SQA Nationals

	1 or more at SCQF Level 6 (%)			
	Overall levels	SIMD Q1	SIMD Q5	Gap (Q1 v Q5)
National (20-21)	66.0	49.5	83.9	34.4
Current (published) level (20-21)	62.2	48.9	85.3	36.4
Current level (21-22)				
2023 target	62.7	50.9	87.2	36.3
Improvement (percentage point)	0.5	2.0	1.9	0.1

(d) Participation measure

	Participation Measure (%)			
	Overall levels	SIMD Q1	SIMD Q5	Gap (Q1 v Q5)
National (2022) *	92.4	87.4	96.7	9.3
Current (published) level (20-21)	90.8	86.9	95.5	8.6
Current level (21-22)	90.1	86.1	95.7	9.6
2023 target	92.0	87.5	95.8	8.3
Improvement (percentage point)	1.2	0.6	0.3	0.3

*SDS Publication for 2022

(e) Health and Wellbeing - Attendance

	Attendance (%)			
	Overall levels	SIMD Q1	SIMD Q5	Gap (Q1 v Q5)
National (20-21) *	92.0	88.7	95.0	6.3
Current (published) level (20-21)	94.3	92.9	96.9	4.0
Current level (21-22)	91.3	89.6	94.4	4.8
2023 target	95.6	93.8	97.1	3.3
Improvement (percentage point)	1.3	0.9	0.2	0.7

*Scottish Government Attendance and Absence Publication for 2021/22

PLUS Stretch Aims

Early Level Baseline attainment

	Overall levels	Early Level Literacy (%)			
		SIMD Q1	SIMD Q4	SIMD Q5	Gap (Q1 v Q4)
Current level (20-21)	44.5	39.5	37.7	42.9	- 1.8
Current level (21-22)	62.2	52.4	71.4	81.5	19
2023 target	67.2	57.4	73.4	83.5	16
Improvement (percentage point)	5	5	2	2	3

	Overall levels	Early Level Numeracy (%)			
		SIMD Q1	SIMD Q4	SIMD Q5	Gap (Q1 v Q4)
Current level (20-21)	20.0	21.5	15.0	14.3	- 6.5
Current level (21-22)	30.0	25.6	47.6	44.4	22
2023 target	33	28.6	48.6	45.4	20
Improvement (percentage point)	3	3	1	1	2

ACEL levels – secondary – 3rd Level+

	Overall levels	ACEL Secondary Literacy – S3 – 3rd level+			
		SIMD Q1	SIMD Q4	SIMD Q5	Gap (Q1 v Q4)
National (18-19)	88	81	91	95	10
Current (published) level (18/19)	83	79	93	81	14
Current level (21-22) *	82	77	92	92	15
2023 target	84	80	92	92	12
Improvement (percentage point)	2	3	0	0	3

*Local analysis only. Data not been ratified by Scottish Government

	Overall levels	ACEL Secondary Numeracy – S3 – 3rd level+			
		SIMD Q1	SIMD Q4	SIMD Q5	Gap (Q1 v Q4)
National (18-19)	90	83	93	96	10
Current (published) level (18/19)	90	85	98	87	13
Current level (21-22) *	88	86	91	97	5
2023 target	90	88	91	97	3
Improvement (percentage point)	2	2	0	0	2

*Local analysis only. Data not been ratified by Scottish Government

ACEL levels – secondary – 4th Level

	Overall levels	ACEL Secondary Literacy – S3 – 4th level			
		SIMD Q1	SIMD Q4	SIMD Q5	Gap (Q1 v Q4)
National (18-19)	48	33	54	67	21
Current (published) level (18/19)	40	33	47	42	14
Current level (21-22) *	44	38	52	54	14
2023 target	46	42	53	54	11
Improvement (percentage point)	2	4	1	0	3

*Local analysis only. Data not been ratified by Scottish Government

	Overall levels	ACEL Secondary Numeracy – S3 – 4th level			
		SIMD Q1	SIMD Q4	SIMD Q5	Gap (Q1 v Q4)
National (18-19)	59	40	67	78	27
Current (published) level (18/19)	61	49	78	77	29
Current level (21-22) *	50	46	60	49	14
2023 target	58	55	81	80	26
Improvement (percentage point)	8	3	1	3	4

*Local analysis only. Data not been ratified by Scottish Government

Cost of the School Day – Family Hub

	Referrals and Families Engaged in Family Hubs		
	# Referred	# Engaged	% Engaged
Current level (20-21)	234	183	78
Current level (21-22)	163	128	79
2023 target	-	-	80
Improvement (percentage point)	-	-	1



West Dunbartonshire Council
Education, Learning & Attainment
Quality Framework: Improvement Board
Meeting
09 November 2022

Introduction

The local authority has a statutory duty for the quality provision in schools. The Service Improvement Framework has been developed to monitor quality and build capacity for improvement through collaboration between the central officers and schools.

The Improvement Framework operates an annual programme of quality assurance, monitoring and capacity building to support education leaders to implement a continuous programme of improvement.

Another dimension to the Improvement Framework is monitoring the quality of planning and delivery of outcomes using Pupil Equity Funding.

Improvement Framework Actions

Between August 2021 and November 2022:

- Officers conducted visits to all schools and Early Learning and Childcare Centres. The visits gave feedback on the quality of the standards and quality reports and improvement plans; and monitored the capacity of the school to accelerate progress and achieve improvement outcomes.
- Validated Standards and Quality visits were conducted in 5 schools: Clydebank High, Knoxland, St Kessog's, Braehead, Clydemuir. The visits engaged officers and headteachers in collaborative activity to validate the school evaluative grades as reported in their standards and quality reports.
- Two primary schools were inspected by HMIE - St Michael's and Our Holy Redeemer.
- The second phase of a maths review and improvement programme took place over 3 days in one secondary school. The review was led by the by the headteacher of the school with the link SEO/EO and the headteacher of Our Lady & St Patrick's High School providing support and challenge
- PEF monitoring and support visits were conducted by the Attainment Advisor following a review of the quality of PEF Planning.
- Two primary headteachers and a secondary deputy headteacher seconded in October to work 3 days per week as Education Officers.

Outcomes

- The quality of evaluation and improvement planning is graded as very good in 30% of schools, good in 55% and weak in 15%. The majority of those graded good/weak did not have clear, measurable outcomes; and the actions not always relevant to objectives set for improvement. Schools in this category were supported to re draft sections of their plan. The timing of when these are monitored needs to be moved from August/September to April/May to prevent any delay to improvements being implemented in term 1. This will be actioned this session. Professional learning sessions will be implemented in January on writing improvement plans and S&Q.

- The authority validated the evaluations in 2 out of the 5 schools engaged in a Validated Standards and Quality Visit. One visit was suspended after the evaluation of one core QI with dates in November for a further visit to complete the validation process. Supported School Improvement actioned in 2 schools. Changes in leadership made in one school.
- The 2 school inspections are positive with key strengths identified in relation to wellbeing, inclusion and additional support needs.

Areas of Strength

- Reflective headteachers open to change and improvement; and collaboration across schools.
- Improvements in the learning environments with the strategy for early learning and childcare impacting positively on the provision in most schools.
- Quality of support for wellbeing and inclusion in the majority of schools.
- Quality of PEF plans in most schools.
- Long term objective setting supporting strategic planning for improvement in most schools.

Areas requiring focussed attention

- Quality of short term operational planning and milestone setting.
- Understanding the descriptions of quality in the core QI's in the majority of schools.
- Monitoring process to validate teacher professional judgements against the national benchmarks in the BGE.
- Assessment and moderation in the BGE and Senior Phase.
- Attainment and equity planning to ensure focussed on the right areas to make biggest difference to attainment for children and young people in SIMD Quintiles 1/2.
- PEF Budget spends and management to ensure full spend by end of financial year.
- Quality of planning for learning to support independent and active learning as it is evident there has been a shift to more passive learning post COVID in some schools.

Planned Activities for the Next Reporting Period

Planned programme detailed in the following section

- Attainment scrutiny visits to all secondaries to monitor Senior Phase attainment; and set targets for each school aligned to WDC Stretch Aims.
- Monitoring BGE interim predictions; and set targets for each school aligned to WDC Stretch Aims.
- Professional Learning on QI's for all senior leaders.
- Audit provision for monitoring the equity gap; target setting for groups and individuals; tracking attainment; and validating teacher judgement by senior leadership teams. Produce action plan for improvement and monitor impact.

- Monitor implementation of improvement actions agreed in term 1 visit programme.
- PEF budget spend monitoring and progress with implementation of plans.
- Start the secondary and primary school improvement programme for learning teaching and assessment as outlined in the Improvement Framework Plan for this session.

Improvement Framework Programme 2022/23

Standards and Quality Validation Improvement Activity			
School	Dates	Officers	Peer Head/DHT sec
Clydemuir	8 th and 9 th Sept	J.McGrogan S.Gray	Lynne Dempster
St Kessog's	19 th , 20 th and 22 nd Sept	J.McGrogan S.Gray	Lindsay Thomas
Braehead	28 th Sept, 3 rd October	J.McGrogan S.Gray	Kathryn Gallagher
Knoxland	7 th , 10 th October	J. McGrogan S.Gray	Marie Guthrie
CHS	27 th , 28 th , 31 st Oct	J.McGrogan C.Cusick A.Brown S.Gray	Linda Booth Mhairi McCarte
Whitecrook	11 th and 15 th November 15th November will begin at 10,30am	Julie McGrogan	Kathryn Gallagher
Lennox	17 th and 18 th Nov	Susan Gray	Lindsay Thomas
OLOL	17 th and 18 th Nov	Julie McGrogan	Kathryn Gallagher and Mary Rooney
Levenvale	12 th and 13 th Jan	Susan Gray	Kathryn Gallagher
Bonhill	6 th and 7 th Dec	Susan Gray	Mary Rooney
DA	8 th , 9 th and 12 th December	J.McGrogan- 12th C.Cusick- 9th A.Brown – 8th S.Gray	Jacqui Lynam Wendy McNally – 9 th
Kilbowie	14 th and 15 th Dec	Susan Gray	Marie Guthrie and Mary Rooney
Gavinburn	14 th and 15 th Feb	TBC	TBC
St Ronan's	9 th and 19 th Mar	TBC	TBC
St Mary's Dunt	27 th and 28 th Mar	TBC	TBC

ESCA Visits		
School	Dates (Full day)	Officers
Linnvale	21 st Nov	Marie Guthrie and Susan Gray
Edinbarnet	7 th Dec	Julie Mc Grogan and Michelle Diamond
Kilpatrick	9 th Dec	Julie McGrogan and Mary Rooney
St Joseph's	18 th Jan	Julie McGrogan and Kathryn Gallagher
St Stephen's	29 th Nov	Julie McGrogan and Susan Gray
Renton	25 th Nov	Michelle Diamond and Susan Gray
Christie Park	11 th Nov	Marie Guthrie and Susan Gray
OLSP	30 th Nov	Julie McGrogan and Susan Gray and Jacqui Lynam

WEST DUNBARTONSHIRE COUNCIL
Report by the Chief Education Officer
Educational Services: 14th December 2022

Subject: Scottish Qualifications Authority (SQA) Examination Results 2022

1. Purpose

- 1.1** To update Members on the performance of West Dunbartonshire schools in the national Scottish Qualifications Authority (SQA) examinations of 2022.

2. Recommendations

2.1 Members are requested to:

- a) Note the contents of this report and the attached appendices;
- b) Congratulate the pupils, parents and carers, staff in our establishments and our partner providers for achievements in this year's examinations.

3. Background

- 3.1** With the introduction of Insight, the National Senior Phase Benchmarking tool in 2014, emphasis shifted in how a school is judged to be performing. Instead of the previous measures of how many pupils gained a number of passes at specific levels, a school is now measured according to its performance in key benchmarks. There are both national and local benchmarks. A complete picture of local authority and school performance requires benchmarks to be considered together.
- 3.2** Insight is updated twice a year, in September with SQA exam results and in March when it updates leaver destinations and the four National Measures. For this reason it is not possible to provide a complete picture of performance through the four national measures until after the March update. A further report will be brought to committee once this update is available. At this time, we are able to update on our performance in local measures.
- 3.3** Insight presents information on the achievements of school leavers at their point of exit from school, be that in S4, S5 or S6. Previously, we focussed on the attainment of an individual cohort taken as a whole (S4, S5 or S6). This change is in line with the CfE approach which sees the Senior Phase as a single coherent experience leading to a positive destination. Each young person's experience will be different depending on their needs.

- 3.4** Instead of comparing schools with each other or comparing one year group against another, benchmark comparisons are made against 'virtual comparators'. Insight makes these virtual comparisons by selecting real young people from across Scotland that match the characteristics of students in West Dunbartonshire schools or in the local authority as a whole. In the case of school leavers, ten comparable virtual leavers are made for every one of our school leavers from West Dunbartonshire.
- 3.5** Individually, schools will consider their performance in local benchmarks in their work to raise attainment. Themes identified will form the basis whole school and departmental improvement. This is quality assured through our Local Authority Improvement Framework and through the publication and analysis of school Standards and Quality reports.
- 3.6** In 2018, 'courses' and 'units' were de-coupled, making it possible for candidates to be presented for 'units' only at a level, instead of being presented for the whole course award.

4. Main Issues

In this section, comparison has been made with 2019 since this was the last time that formal SQA examinations were held. During 2020 and 2021, alternative assessment arrangements were put in place by SQA.

- 4.1** In 2022 we presented 2,212 number of candidates for 10,244 number of qualifications across National 2 – Advanced Higher. 75% of those presentations resulted in a passing grade. This compares with 2,117 candidates for 9,601 qualifications in 2019, 82% resulting in a passing grade.
- 4.1.1** At National 4, the West Dunbartonshire data shows a decrease in attainment of 22% points when compared with 2019 (66% pass rate in 2022 compared with 88% in 2019). Between 2019 and 2022 the number of presentations increased from 2,056 to 2,387 respectively. The difference in attainment can largely be attributed to incomplete coursework from a number of young people at the time of presentation. This situation has been exacerbated over recent years due to the impact that COVID-19 has had on attendance.
- 4.1.2** At National 5, the West Dunbartonshire data shows a reduction in attainment of 2% points when compared with 2019 (80% pass rate in 2022 compared with 82% in 2019). We saw a substantial increase in the number of presentations (4,639 in 2022, compared with 4,317 in 2019).
- 4.1.3** At Higher, the West Dunbartonshire data shows the same level of attainment when compared with 2019 (77% pass rate in 2022 and in 2019). Between 2019 and 2022 the number of presentations reduced slightly from 2,562 to 2,539 respectively.
- 4.1.4** At Advanced Higher, the West Dunbartonshire data shows an reduction in attainment of 5% points when compared with 2019 (72% pass rate in 2022

compared with 77% in 2019). We saw an increase in the number of presentations (313 in 2022, compared with 225 in 2019).

4.1.5 The performance of each school in relation to the West Dunbartonshire and national average is shown in **Figure 1** below. It should be noted however that percentage pass rates do not convey the number of young people in the cohort being presented for the qualification.

	CHS	DA	OLSP	SPTA	VOLA	WDC	National
N3	89.80%	93.02%	38.81%	60.42%	100.00%	67.69%	84.87%
N4	57.59%	80.43%	23.13%	69.40%	100.00%	65.61%	86.08%
N5	77.95%	78.71%	87.81%	80.76%	72.52%	79.61%	80.84%
H	76.51%	72.76%	85.29%	74.61%	73.15%	76.60%	78.92%
AH	72.88%	52.63%	76.60%	76.62%	62.50%	71.57%	81.29%

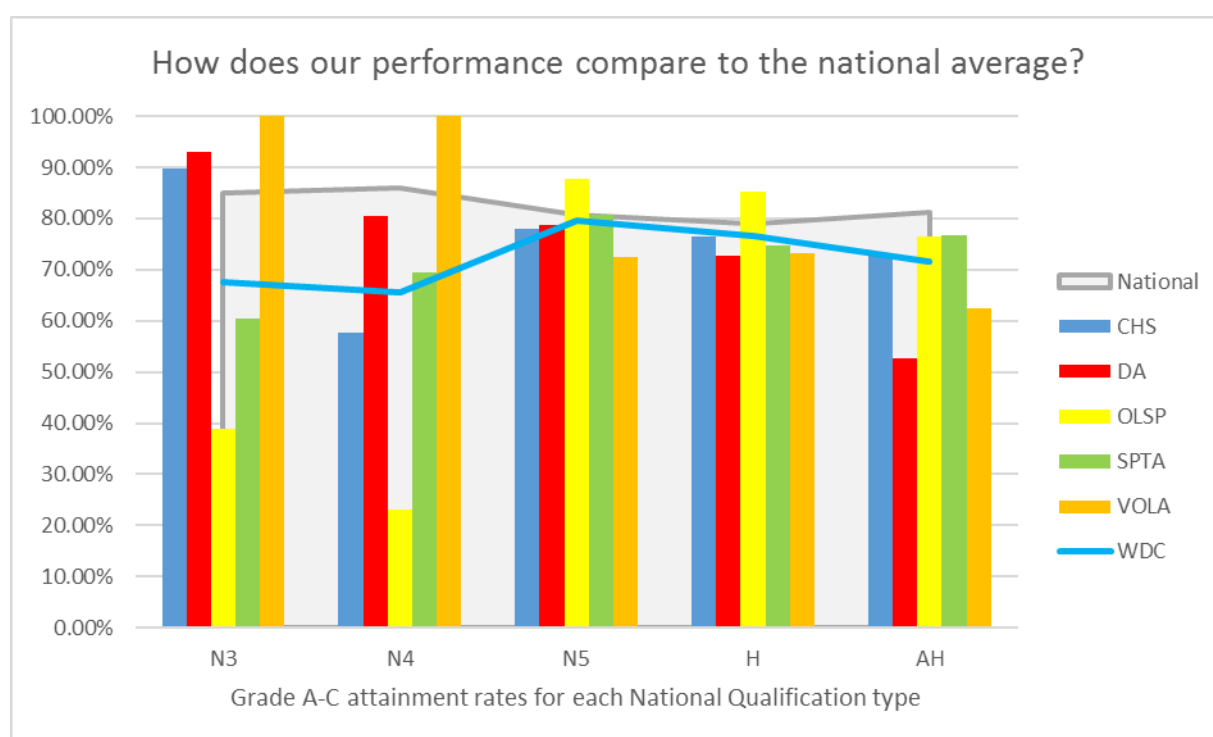


Figure 1 – establishment performance compared with the national average

4.2 Trend by Curricular Area

Figure 2 below shows the trend by curriculum area for 2017 – 2022:

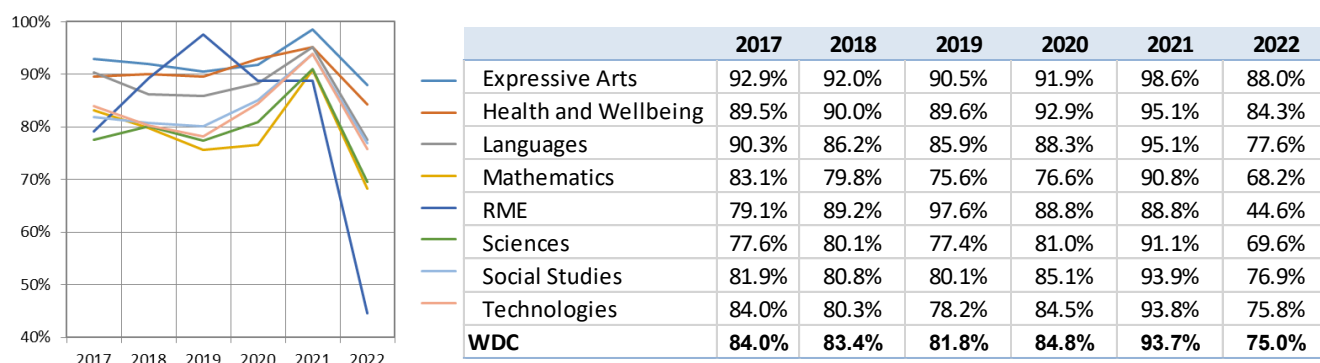


Figure 2: Trend by curriculum area

4.3 Insight data

As noted in 3.2 above the data for the four national benchmarks for session 2021-22 is not finalised and published in Insight until March 2023. Therefore data shown below will not include leaver destination data or indeed changes reflected by the Post Results Service offered by the SQA.

In the sections that follow, we have presented data relating to our performance at local authority level. A more detailed analysis of performance of each of our secondary schools is presented in **Appendix 1**.

4.3.1 Local Benchmark 1: Improving attainment in Literacy and Numeracy

Figure 3 below shows the Percentage of S6 Candidates Attaining Literacy and Numeracy at SCQF levels 4 and 5 (Literacy and Numeracy qualifications now include awards for Literacy, English, English as a Second Language, Numeracy and Mathematics). It shows that at both levels young people in WDC are achieving higher levels of attainment than those in our virtual comparator local authority.

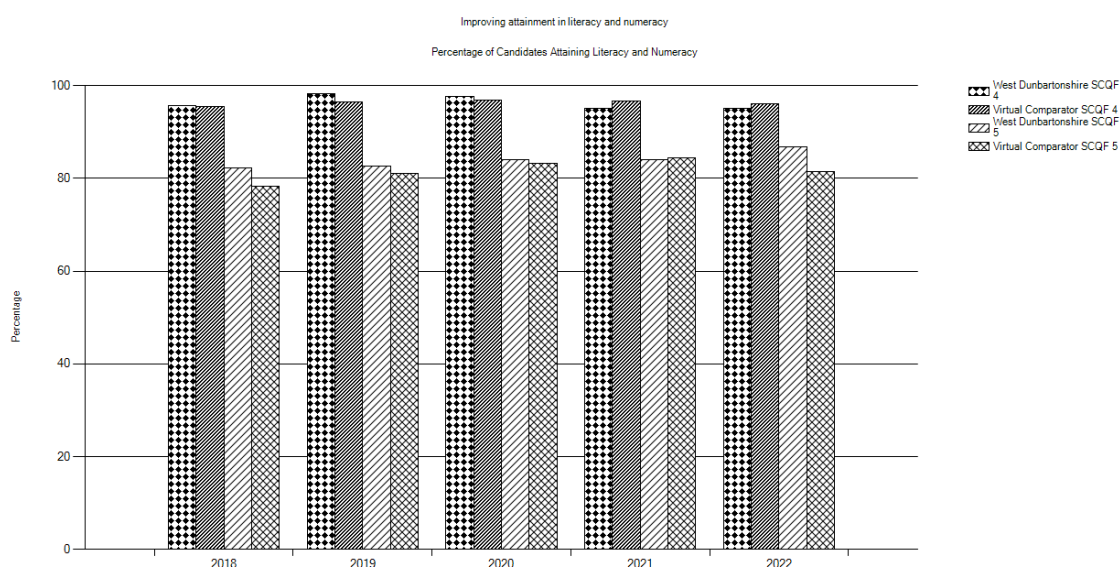


Figure 3 – Performance in Literacy and Numeracy

Local Benchmark 1: Improving attainment in Literacy.

Figure 4 below shows our performance in literacy in isolation from numeracy.

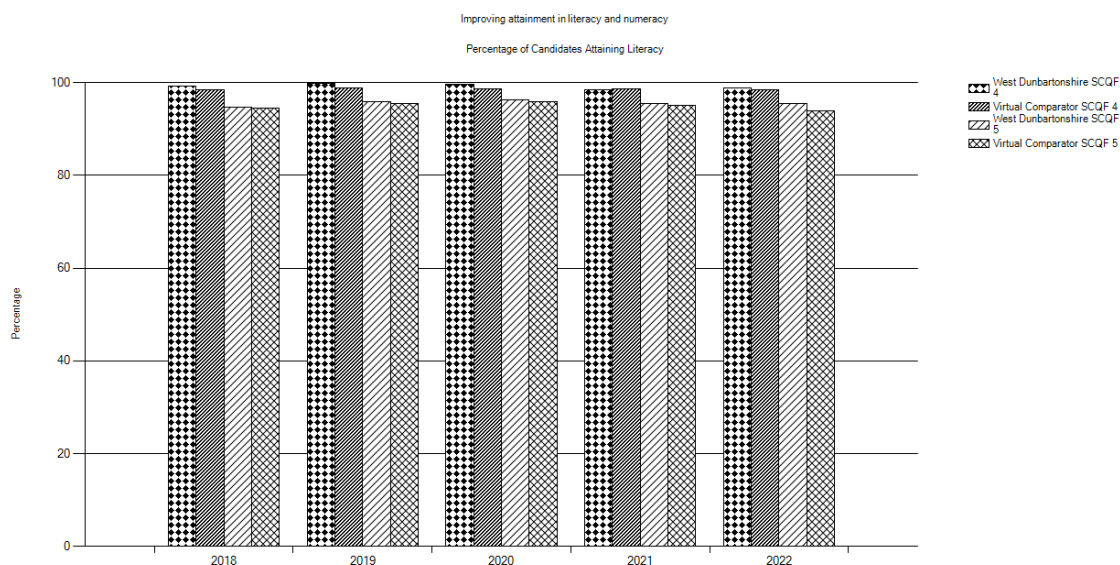


Figure 4 – Performance in Literacy

This shows that we have broadly maintained our performance over time in literacy at both SCQF Level 4 and 5. Compared to our virtual comparator, we are above at both SCQF Level 4 and 5.

Local Benchmark 1: Improving attainment in Numeracy.

Figure 5 below shows our performance in numeracy in isolation from literacy.

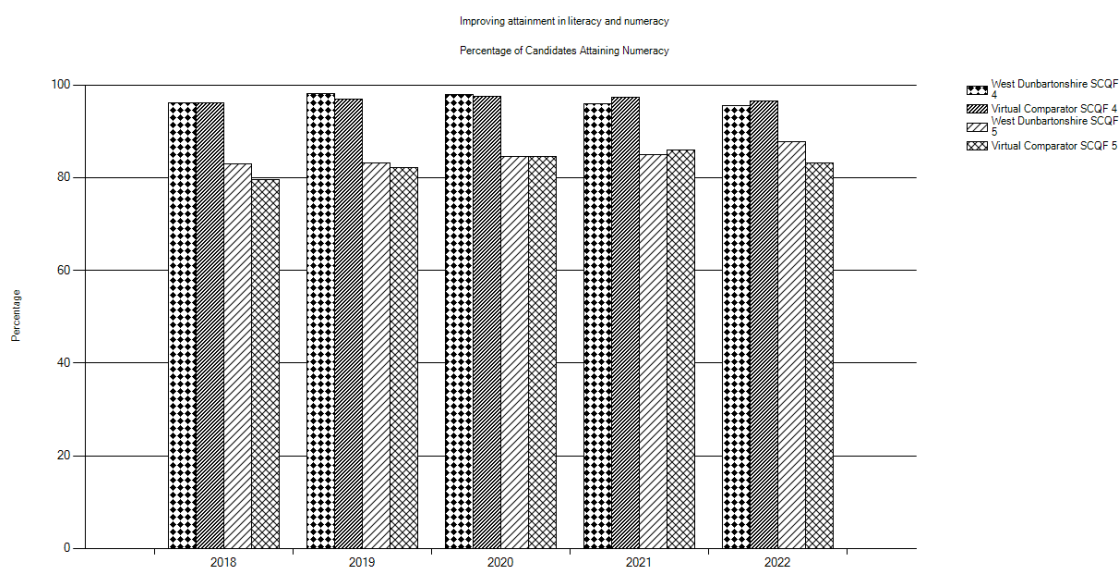


Figure 5 – Performance in Numeracy

This shows that our performance in numeracy at SCQF Level 4 has dipped slightly in the last two years and is now slightly below our virtual comparator. We have seen a 3 percentage point increase at SCQF Level 5 from the 2021 figure to our highest figure in 5 years in 2022 (87.8%). This is also almost 4 percentage points higher than our virtual comparator. When viewed separately, it is clear that attainment in literacy is higher than numeracy, with a higher percentage of our young people leaving with a level 5 award in literacy than numeracy.

4.3.2 Local Benchmark 2: Improving attainment for all

This measure allows us to examine how different ability cohorts are attaining in relation to our virtual cohort and the national cohort. Attainment is measured using a tariff scale developed for Insight. This scale allocates points to each qualification (courses and units which make up courses are all allocated points). The number of points awarded is dependent on the level of the course, with more demanding qualifications being awarded more points than less demanding ones. Three cohorts are identified, those in the bottom 20% of tariff points scored, those in the middle 60% of tariff points scored and those in the top 20% of tariff points scored.

Figure 6 below shows the average total tariff points gained by our cohorts of young people.

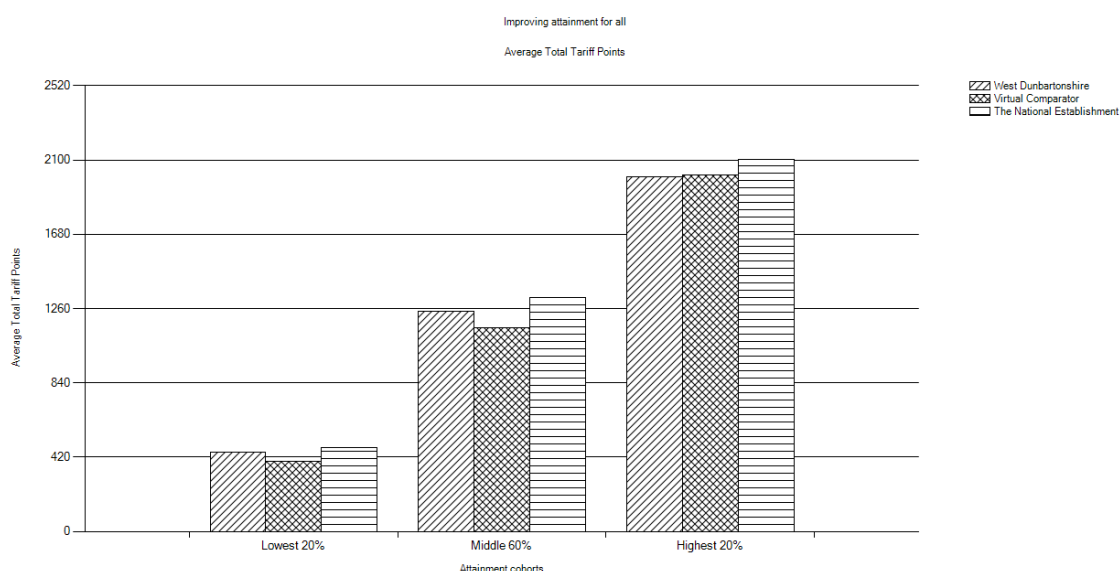


Figure 6 – Average Total Tariff points

This shows that the least attaining young people in WDC are attaining above our virtual comparator, but below the national cohort. The pattern for the middle 60% is the same. The highest attaining cohort's tariff score is slightly below those in the virtual comparator and below the national cohort.

When viewed through the lens of deprivation, our performance changes.

Figure 7 below shows the attainment of our young people who reside in the 2 most deprived Scottish Index of Multiple Deprivation (SIMD) deciles (Decile 1 refers to the attainment of young people with postcodes within data zones identified as being in the 10% most deprived in Scotland according to SIMD. Those young people in decile 10 have postcodes in the 10% least deprived data zones according to SIMD).

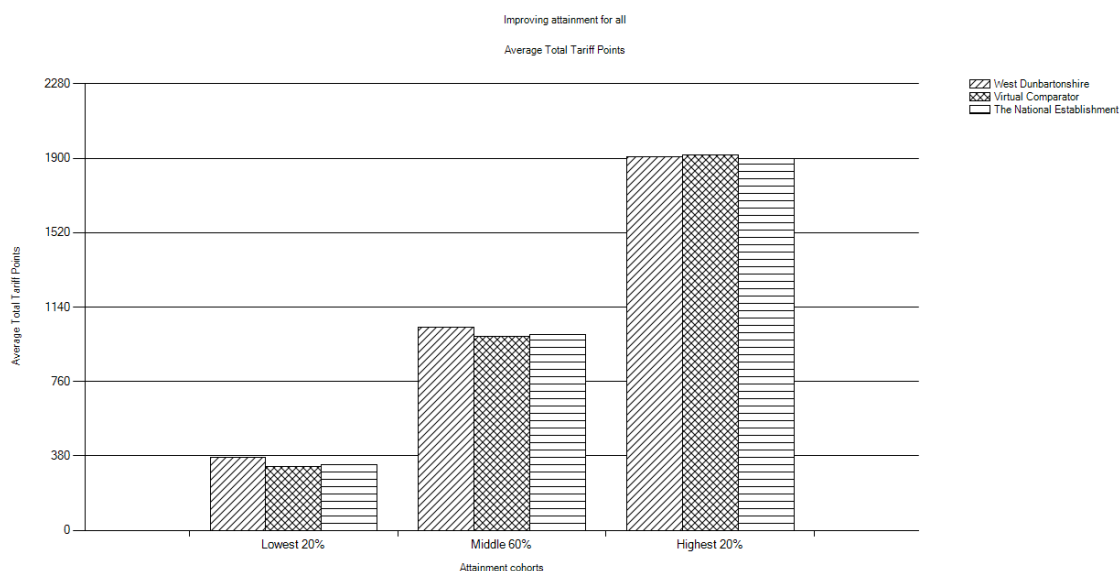


Figure 7 – Average Total Tariff Points for SIMD Deciles 1-2

This shows that for SIMD deciles 1 and 2, our lowest 20% attaining young people attainment is above both our virtual comparator and national average. Again the pattern is the same for the middle 60%. The Highest 20% attaining young people from deciles 1 and 2 are very slightly below virtual comparator, but very slightly above the national average.

4.3.3 Local Benchmark 4: Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers

This measure shows attainment measured using the same tariff scale as referred to in the **Improving attainment for all** measure above. Young people are presented in a decile according to their Scottish Index of Multiple Deprivation (SIMD) data. Decile 1 refers to the attainment of young people with postcodes within data zones identified as being in the 10% most deprived in Scotland according to SIMD. Those young people in decile 10 have postcodes in the 10% least deprived data zones according to SIMD. The area of each the 'circle' represents the number of young people in each decile. Ideally the attainment line for Scotland would be level through each decile showing that SIMD had no effect on a student's attainment. Unfortunately this is not the case nationally or locally.

Figure 8 – Attainment versus Deprivation

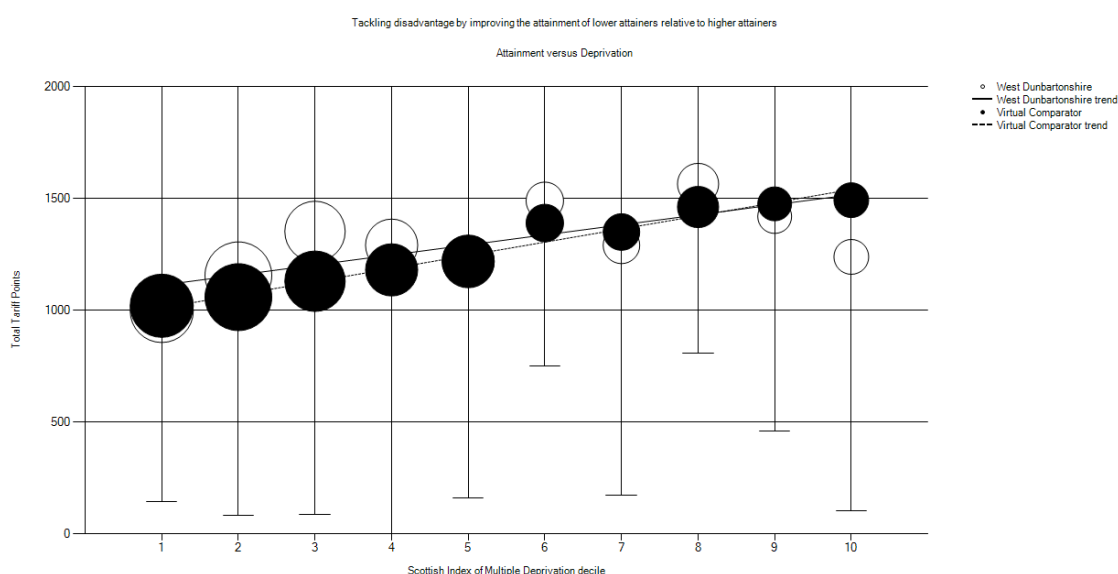


Figure 8 above shows that the majority of the school pupils in WDC have postcodes in the lower SIMD deciles (larger ‘circles’ in deciles 1-5) and consequently that few of our pupils reside in upper deciles. The data shows that the young people of WDC in deciles 2, 3, 4, 5, 6 and 8 have attainment either equal to or better than our virtual comparator, whilst the attainment of young people that reside in SIMD deciles 1, 7, 9 and 10 is lower than our virtual comparator.

4.4 The relationship between qualifications and destinations.

With the establishment of Curriculum for Excellence, young people were entitled to a Senior Phase that continued to develop the four capacities and gain qualifications, and entitled to support into making a transition into a sustained positive destination. With Insight, these two entitlements have been brought much closer together.

Figure 9 on the following page shows the performance over the past 5 years’ worth of our school pupils, and the relationship between the levels of qualifications they attain and what destinations this could lead to. Presented as a trend analysis, this helps us view the success of our young people over time, as there are fluctuations in attainment for each cohort of young people.

Figure 9 on the following page shows this for the young people of West Dunbartonshire as a whole. **Appendix 2** then shows this for each establishment.

Figure 9 - Relationship between qualifications and destinations

ALL WEST DUNBARTONSHIRE

99.6% of pupils achieved units at SCQF Level 1 or above

89.5% of pupils achieved Literacy at SCQF Level 4 or above

78.5% of pupils achieved Numeracy at SCQF Level 4 or above

88.4% of pupils achieved 3 or more National 4s or better

72.0% of pupils achieved 3 or more National 5s or better

60.7% of pupils achieved 1 or more Higher

43.5% of pupils achieved 3 or more Highers

25.1% of pupils achieved 4 or more Highers at Grades A or B

16.5% of pupils achieved 1 or more Advanced Higher

14.7% of pupils achieved 4 or more Highers at Grade A

Access to:

- Employment
- Entry level Modern Apprenticeships

- College Courses
- More Selective Modern Apprenticeships
- HNCs and HNDs

- University Courses
- Selective University Courses
- Most selective University Courses

4.5 Although this report focuses on SQA attainment, young people in WDC have demonstrated success in a wide variety of other qualifications which contribute to wider achievement. Following the updating of Insight in March 2020, a further report will be brought back to committee showing the wider achievements of our young people, and their progress to destinations beyond school.

4.6 The Council will ensure that schools are given every challenge and support to raise attainment in the areas outlined in this report through both local engagement and by encouraging involvement with national bodies.

5. People Implications

5.1 There are no personnel issues related to this report.

6. Financial and Procurement Implications

6.1 There are no financial implications related to this report.

7. Risk Analysis

7.1 As members are only being asked to note the contents of this report and the attached appendix a risk assessment is not required.

8. Equalities Impact Assessment (EIA)

8.1 Educational Services has carried out a screening in equality for this report. The report was found not to be relevant to the specified equality duty because the content provides an update on service delivery rather than stating a change of policy.

9. Consultation

9.1 Legal Services, the Section 95 Officer and Head Teachers have been consulted in relation to the content of this report.

10. Strategic Assessment

10.1 This report reflects the Council's aspiration to 'increase skills for life and learning' which is a supporting priority to the strategic priority of having 'a strong local economy and improved job opportunities' for 2017 - 2022.

Laura Mason

Chief Education Officer

Date: 14 November 2022

Person to Contact: Andrew Brown,
Senior Education Officer: Policy, Performance &
Resources, Education, Learning and Attainment, 16
Church Street, Dumbarton G82 1QL. Telephone (01389)
776970.

Appendices:

Appendix 1 Insight data for West Dunbartonshire schools.

Appendix 2 The relationship between Qualifications and Destinations
in West Dunbartonshire Schools.

Background Papers: None.

Wards Affected: All Council Wards.

SQA Appendix 1 - Insight Charts and Significance Statements for individual establishments in West Dunbartonshire

Note about Insight

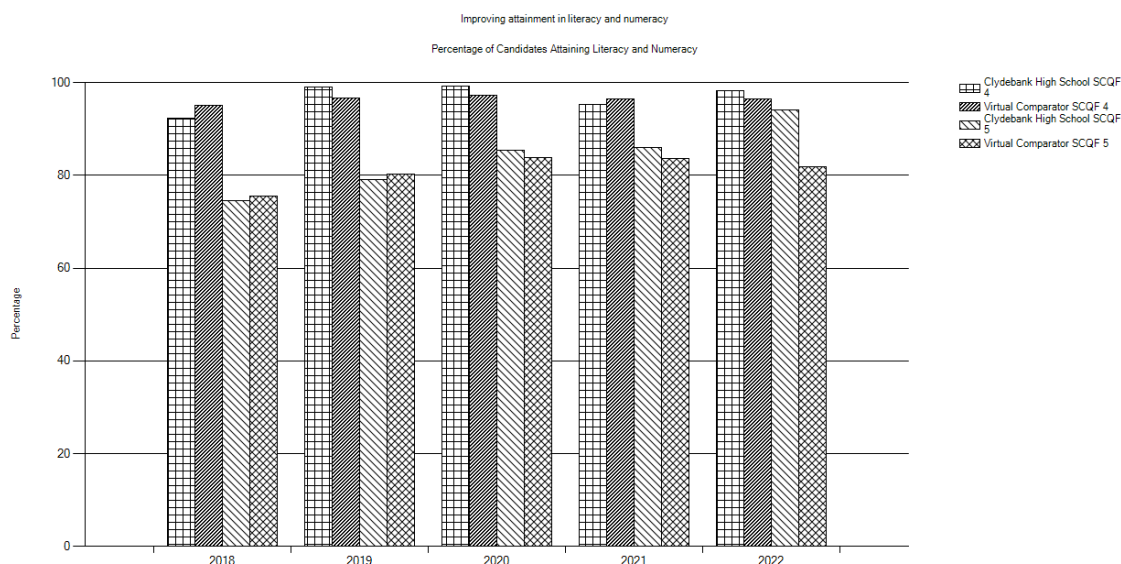
Schools and education authorities have made their data available to others in a spirit of co-operation and trust. Access is provided to assist colleagues in the delivery of their professional duties. Of particular note, users of Insight agree not to seek to identify individuals from the information provided, for which they have no direct professional responsibility. All data in the tool (including downloaded tables) should be treated as carefully as other confidential pupil data.

Data in the tool are provided to all education authorities and schools on the understanding that they will be used for self-evaluation, professional reflection and benchmarking purposes only and that they will NOT be used publicly, directly or indirectly, to draw comparisons. Insight data should also not be used publicly unless appropriate disclosure control has been implemented to prevent the identification of individuals.

The Crown retains copyright of Insight and other publications. As with all Crown Copyright material, users must acknowledge its source and must not use such information to mislead or to advertise a particular product or service.

Clydebank High School

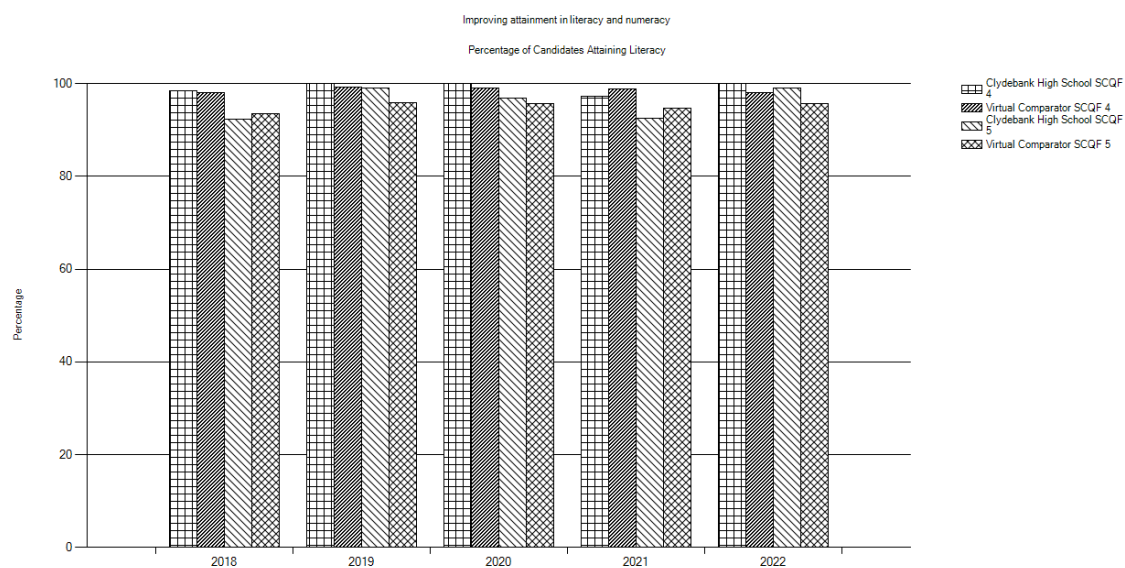
Percentage of S6 Candidates Attaining Literacy and Numeracy



Testing found that the following comparisons were significant:

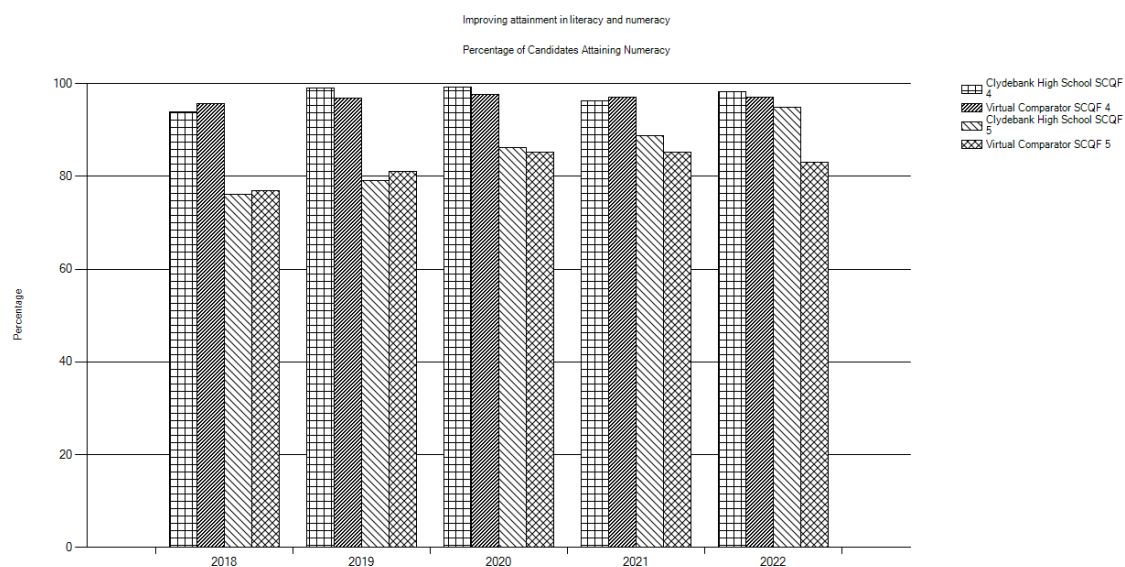
Performance in Literacy and Numeracy at SCQF Level 5, 2022 is much greater than your Virtual Comparator.

Percentage of S6 Candidates Attaining Literacy



Testing found that there were no significant comparisons for this measure.

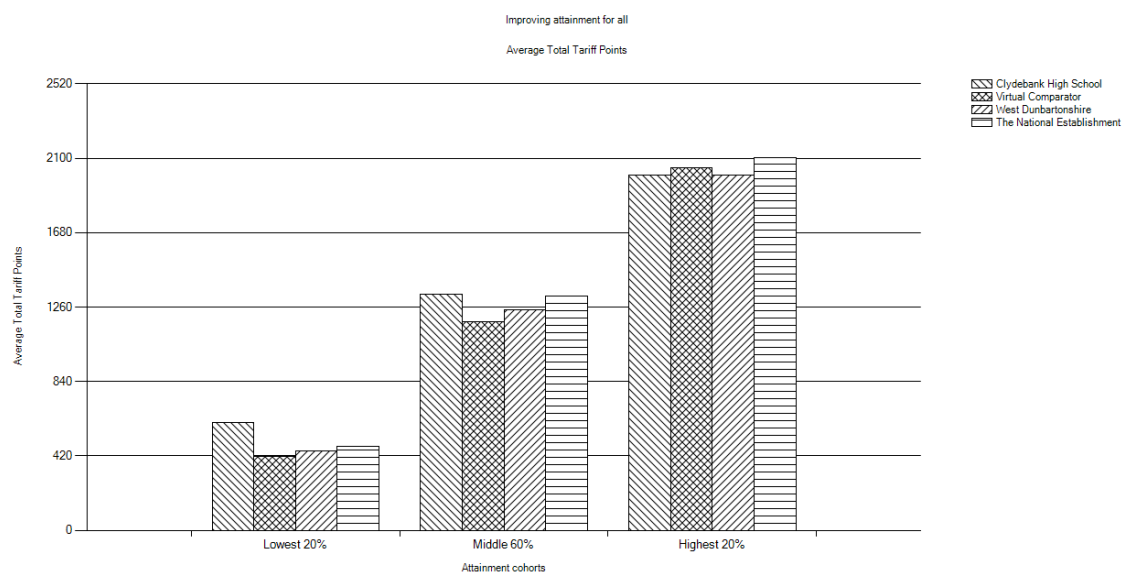
Percentage of S6 Candidates Attaining Numeracy



Testing found that the following comparisons were significant:

Performance in Numeracy at SCQF Level 5, 2022 is much greater than your Virtual Comparator.

Improving Attainment for All – S6 2019

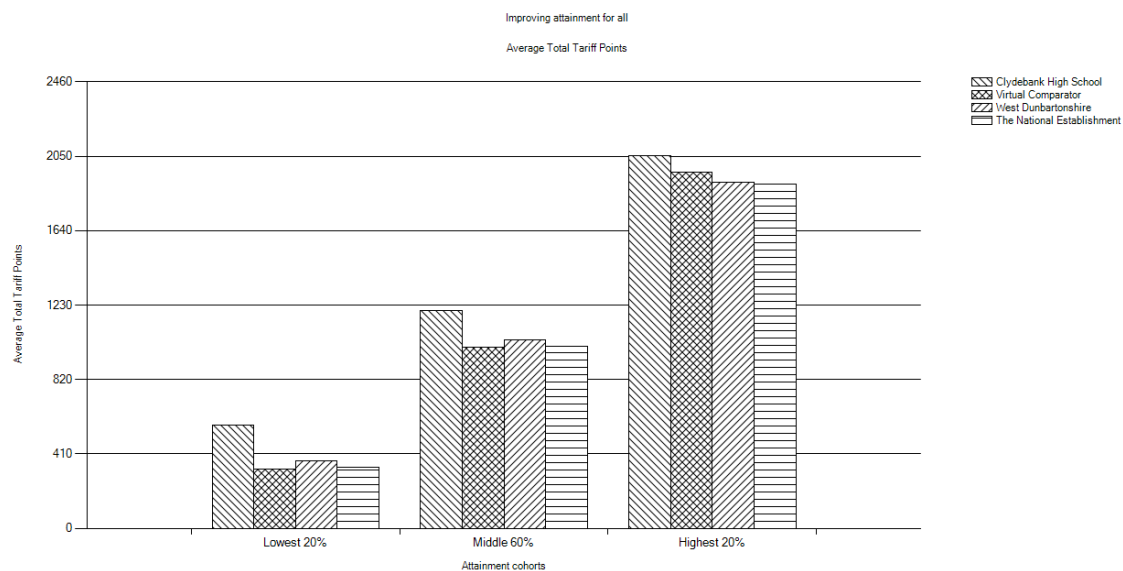


Testing found that the following comparisons were significant:

Performance in Lowest 20% is greater than your Virtual Comparator.

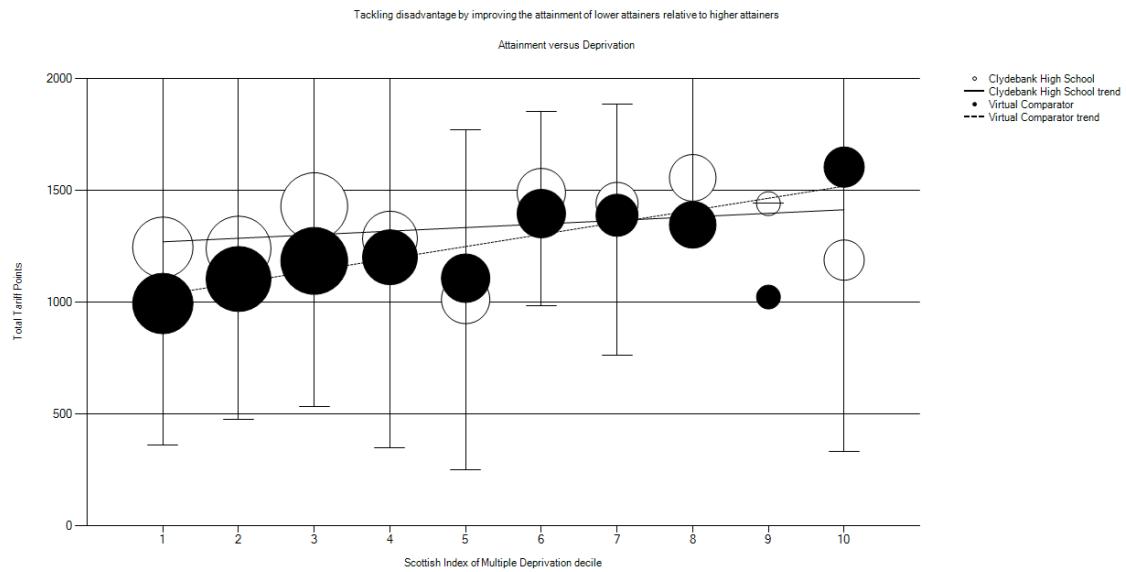
Performance in Middle 60% is greater than your Virtual Comparator.

Improving Attainment for All – SIMD Deciles 1-4 (Most Deprived 20%) - S6 2019



The significance of comparisons was not tested.

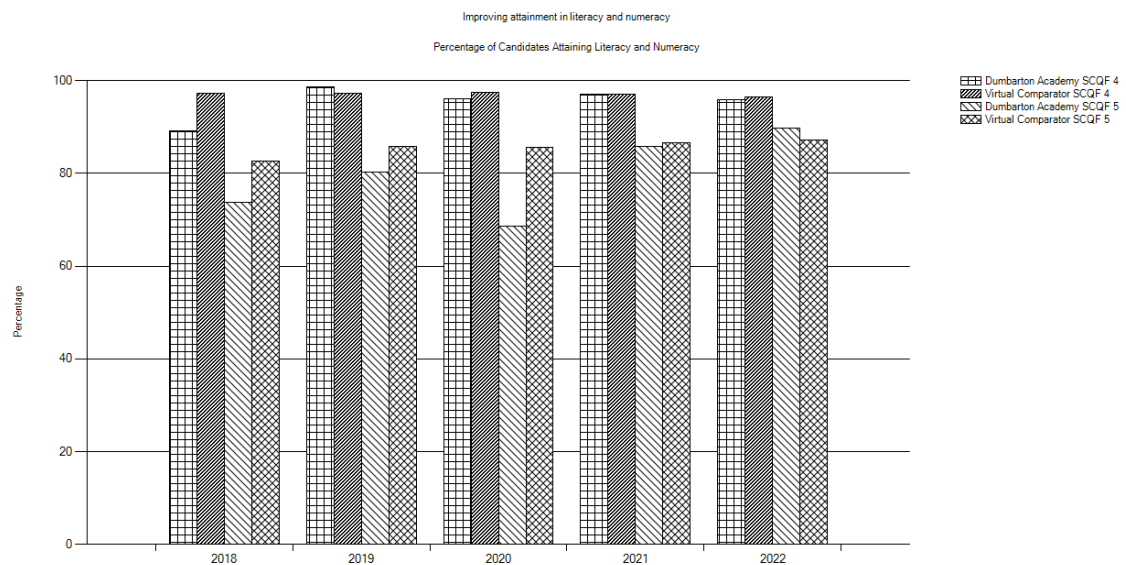
Attainment versus Deprivation – S6 2019



Testing found that there were no significant comparisons for this measure.

Dumbarton Academy

Percentage of S6 Candidates Attaining Literacy and Numeracy

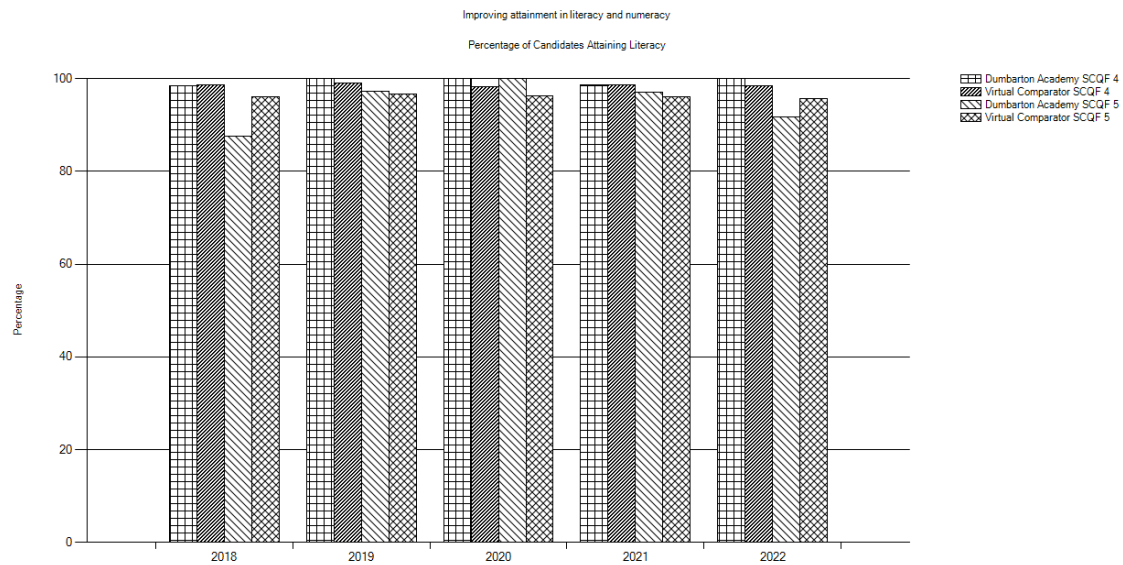


Testing found that the following comparisons were significant:

Performance in Literacy and Numeracy at SCQF Level 5, 2020 is much lower than your Virtual Comparator.

Performance in Literacy and Numeracy at SCQF Level 4, 2018 is much lower than your Virtual Comparator.

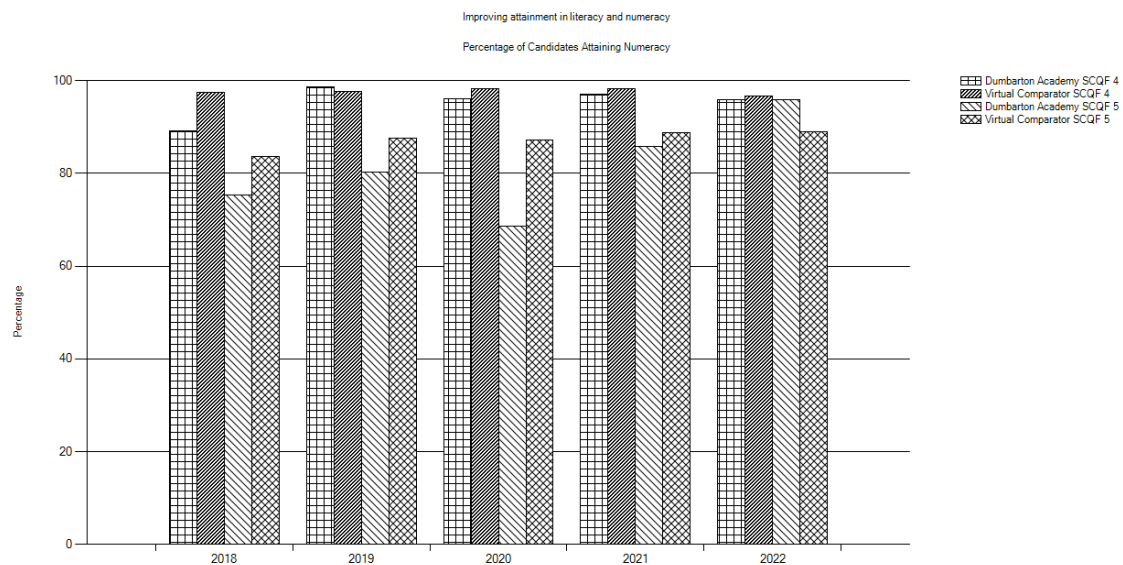
Percentage of S6 Candidates Attaining Literacy



Testing found that the following comparisons were significant:

Performance in Literacy at SCQF Level 5, 2018 is much lower than your Virtual Comparator.

Percentage of S6 Candidates Attaining Numeracy

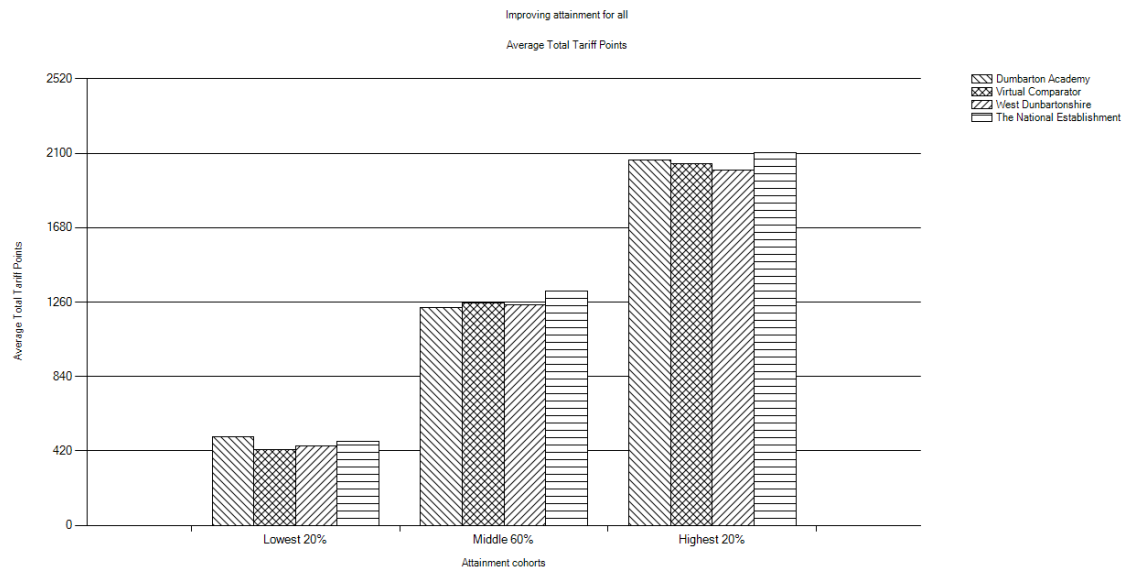


Testing found that the following comparisons were significant:

Performance in Numeracy at SCQF Level 5, 2020 is much lower than your Virtual Comparator.

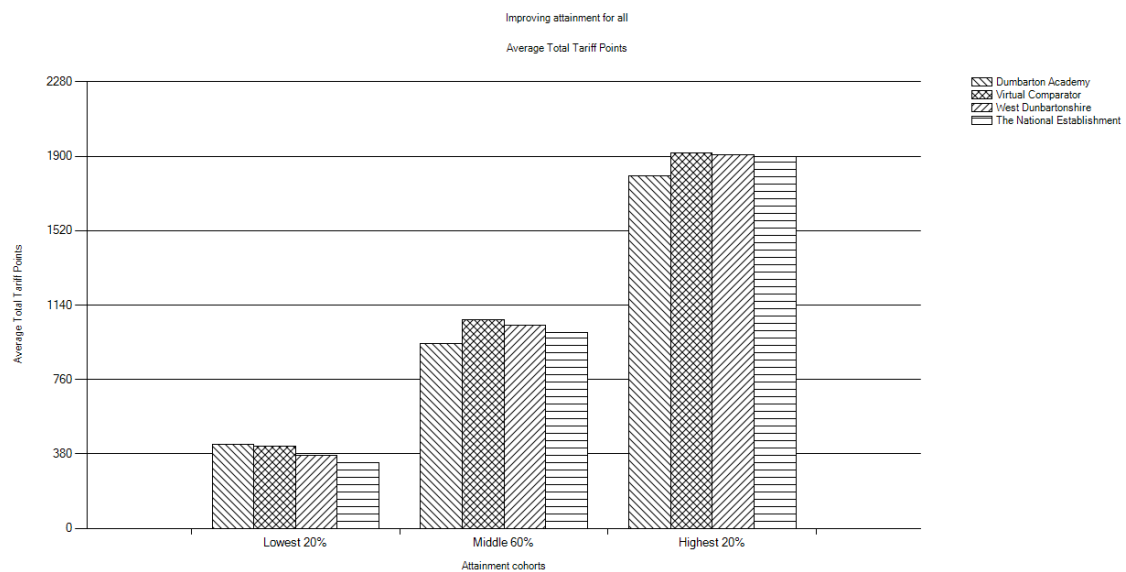
Performance in Numeracy at SCQF Level 4, 2018 is much lower than your Virtual Comparator.

Improving Attainment for All – S6 2019



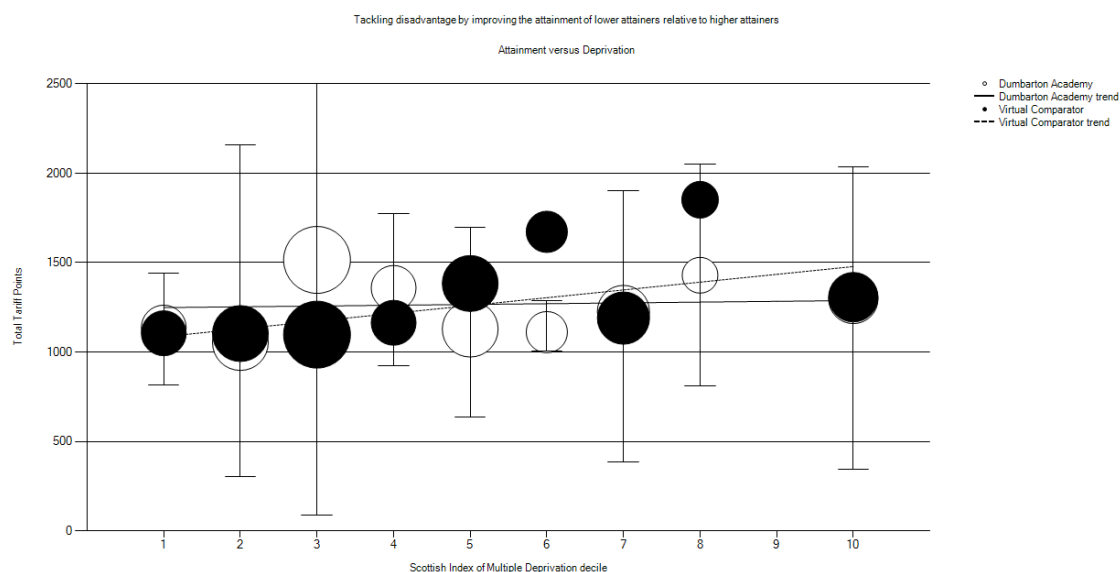
Testing found that there were no significant comparisons for this measure.

Improving Attainment for All – SIMD Quintile 1 (Most Deprived 20%) - S6 2019



The significance of comparisons was not tested.

Attainment versus Deprivation – S6 2019

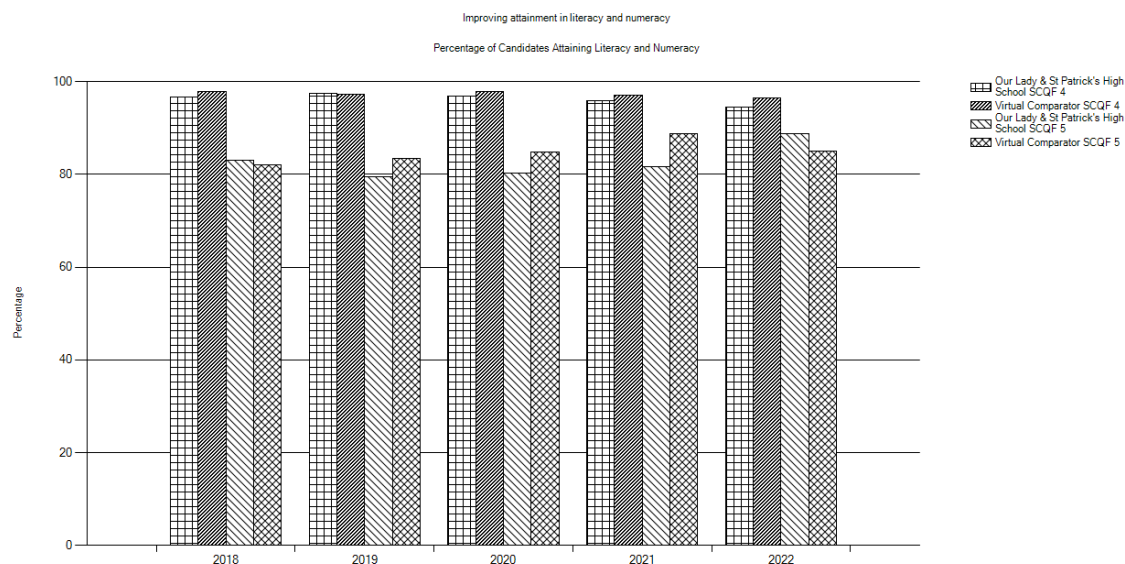


Testing found that the following comparisons were significant:

In SIMD decile 3, your performance is much greater than the Virtual Comparator.

Our Lady and St. Patrick's High School

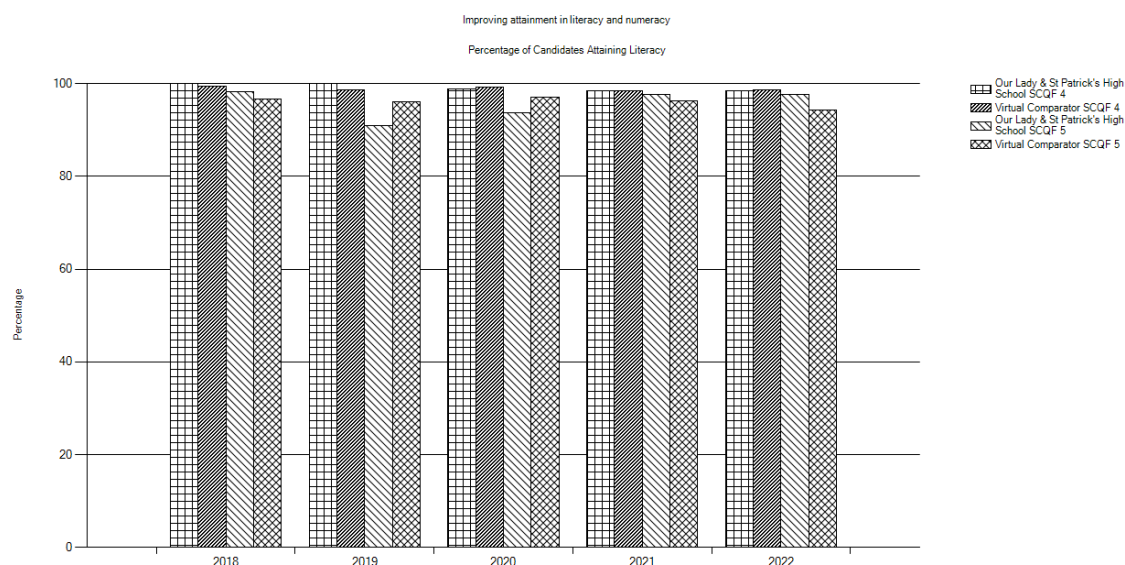
Percentage of S6 Candidates Attaining Literacy and Numeracy



Testing found that the following comparisons were significant:

Performance in Literacy and Numeracy at SCQF Level 5, 2021 is lower than your Virtual Comparator.

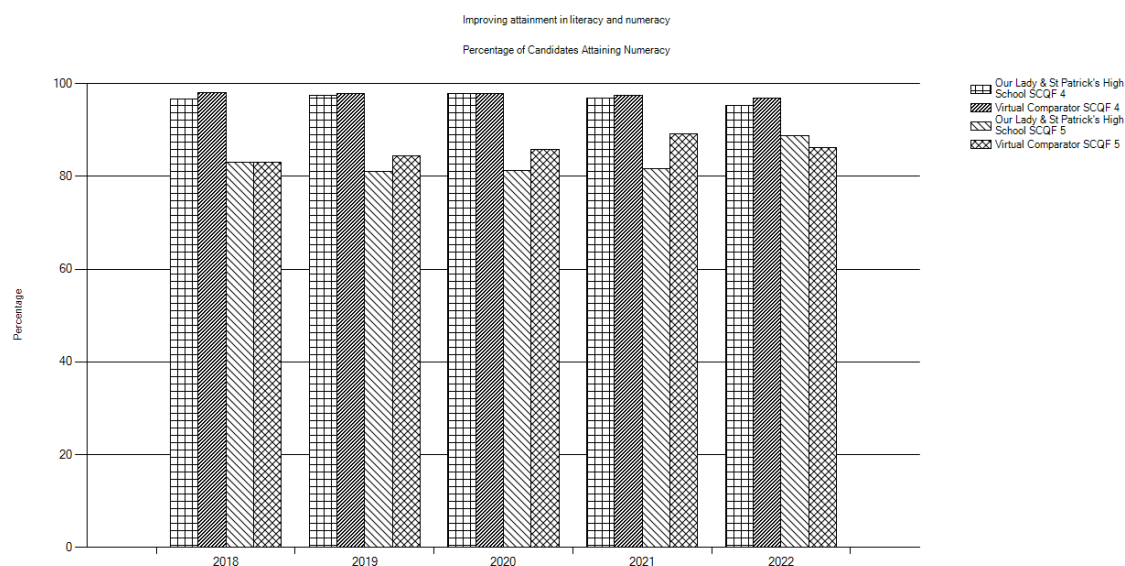
Percentage of S6 Candidates Attaining Literacy



Testing found that the following comparisons were significant:

Performance in Literacy at SCQF Level 5, 2019 is lower than your Virtual Comparator.

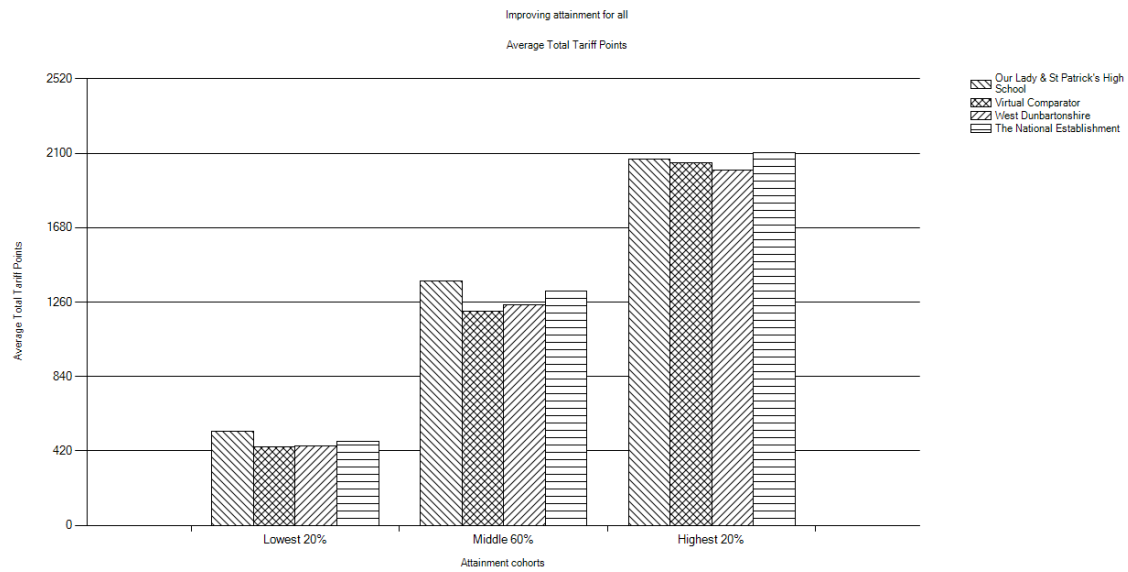
Percentage of S6 Candidates Attaining Numeracy



Testing found that the following comparisons were significant:

Performance in Numeracy at SCQF Level 5, 2021 is lower than your Virtual Comparator.

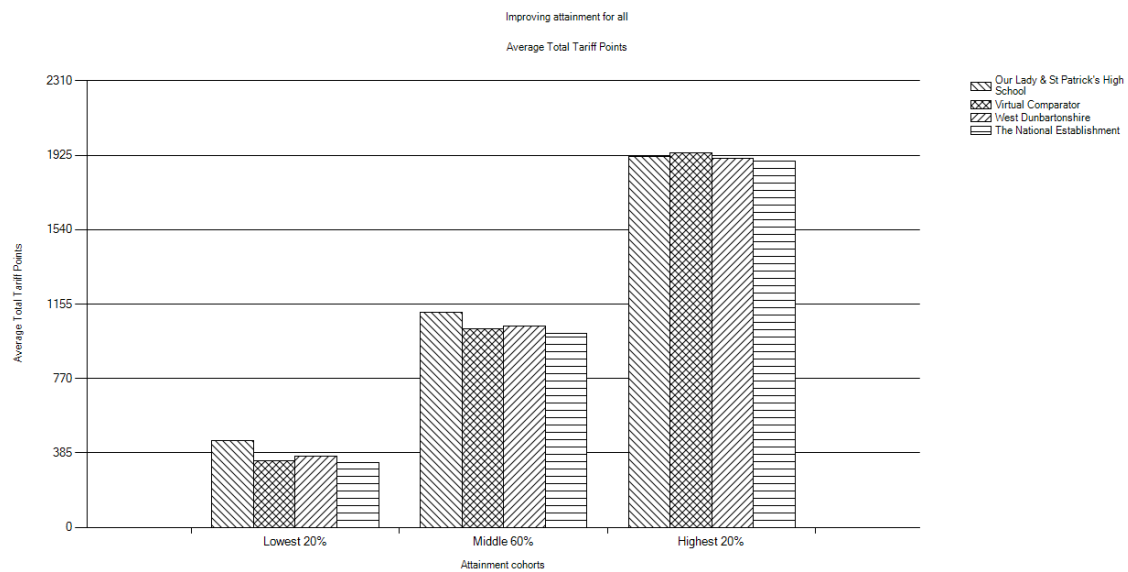
Improving Attainment for All – S6 2019



Testing found that the following comparisons were significant:

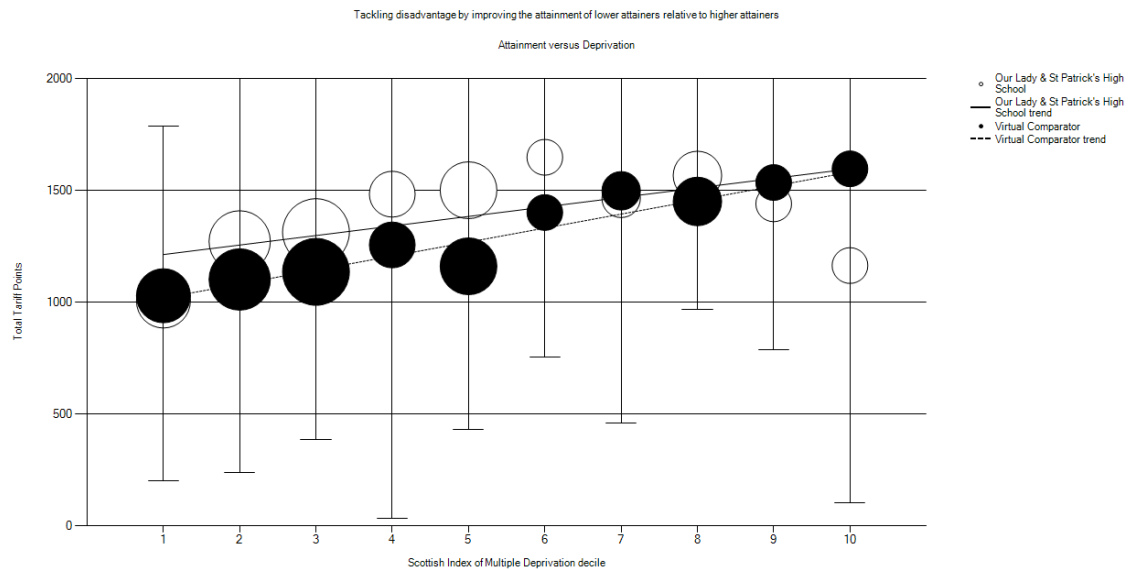
Performance in Middle 60% is greater than your Virtual Comparator.

Improving Attainment for All – SIMD Quintile 1 (Most Deprived 20%) - S6 2019



The significance of comparisons was not tested.

Attainment versus Deprivation – S6 2019

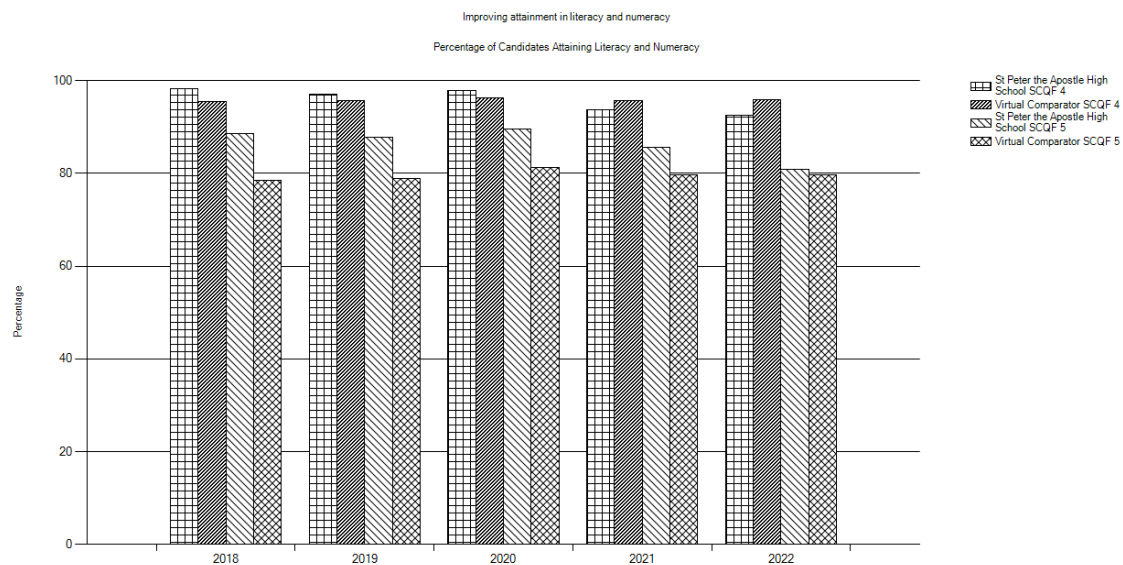


Testing found that the following comparisons were significant:

In SIMD decile 5, your performance is greater than the Virtual Comparator.

St. Peter the Apostle High School

Percentage of S6 Candidates Attaining Literacy and Numeracy



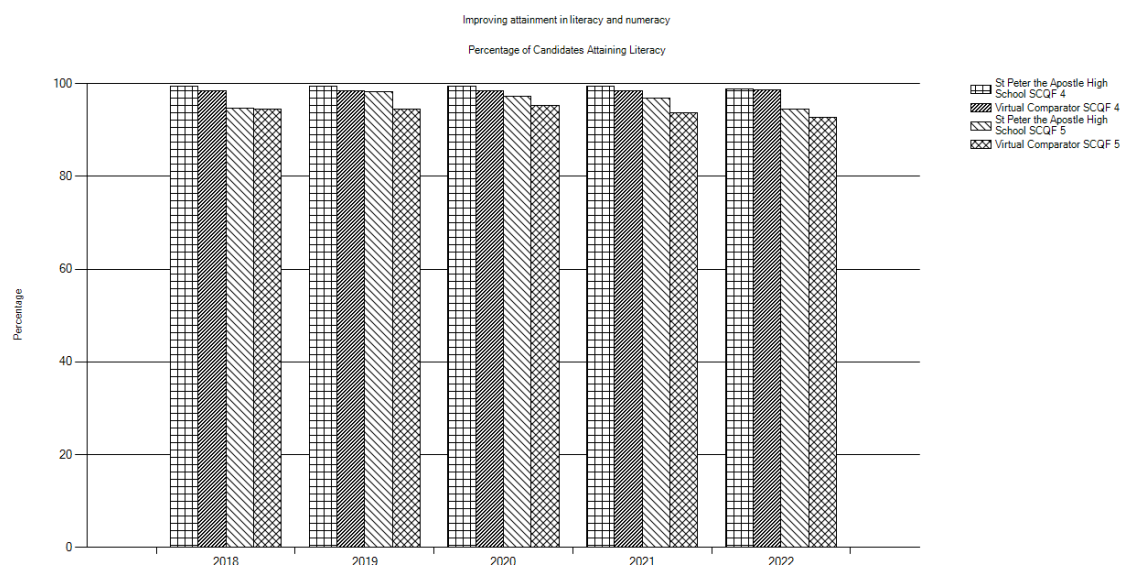
Testing found that the following comparisons were significant:

Performance in Literacy and Numeracy at SCQF Level 5, 2020 is greater than your Virtual Comparator.

Performance in Literacy and Numeracy at SCQF Level 5, 2019 is greater than your Virtual Comparator.

Performance in Literacy and Numeracy at SCQF Level 5, 2018 is greater than your Virtual Comparator.

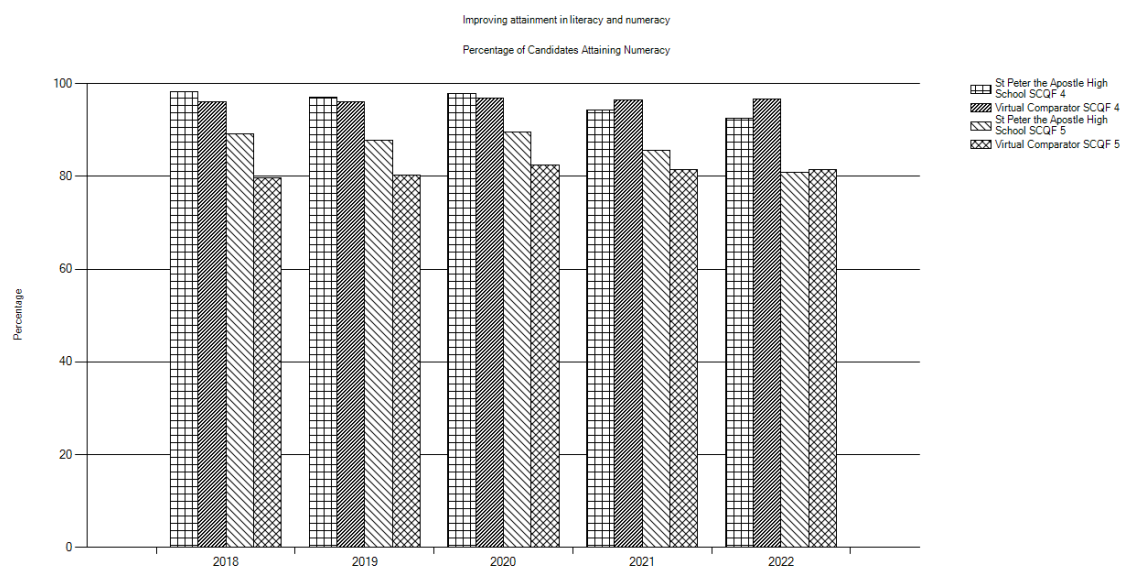
Percentage of S6 Candidates Attaining Literacy



Testing found that the following comparisons were significant:

Performance in Literacy at SCQF Level 5, 2019 is greater than your Virtual Comparator.

Percentage of S6 Candidates Attaining Numeracy



Testing found that the following comparisons were significant:

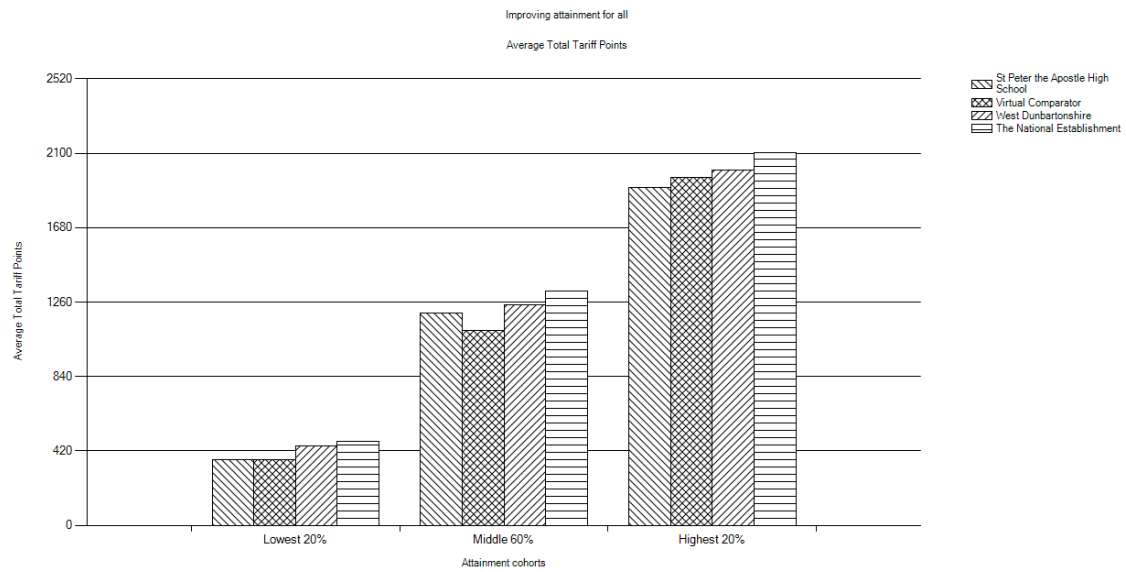
Performance in Numeracy at SCQF Level 4, 2022 is lower than your Virtual Comparator.

Performance in Numeracy at SCQF Level 5, 2020 is greater than your Virtual Comparator.

Performance in Numeracy at SCQF Level 5, 2019 is greater than your Virtual Comparator.

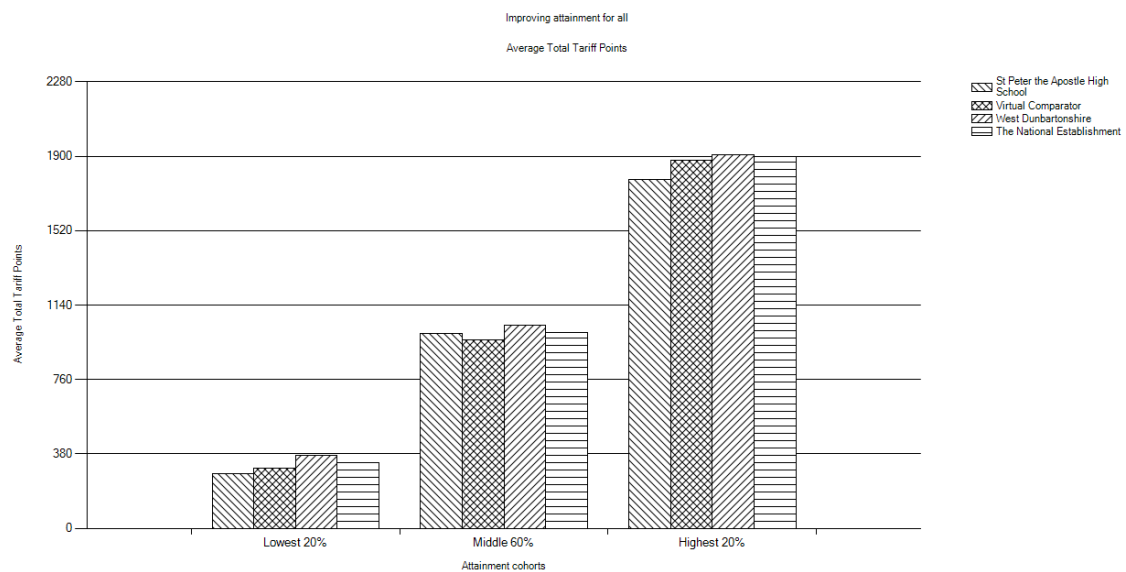
Performance in Numeracy at SCQF Level 5, 2018 is greater than your Virtual Comparator.

Improving Attainment for All – S6 2019



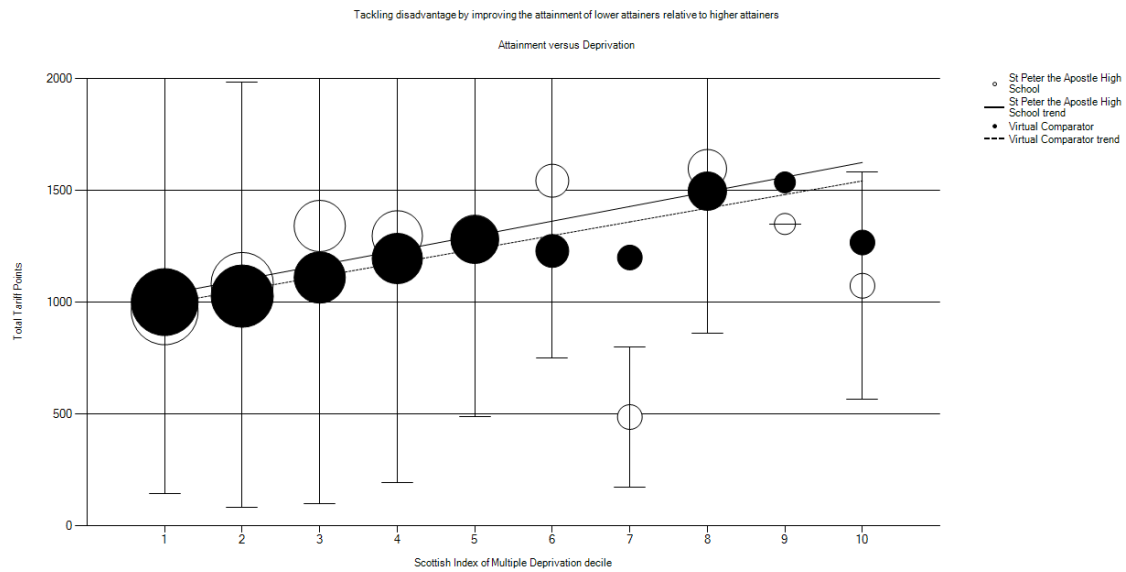
Testing found that there were no significant comparisons for this measure.

Improving Attainment for All – SIMD Quintile 1 (Most Deprived 20%) - S6 2019



The significance of comparisons was not tested.

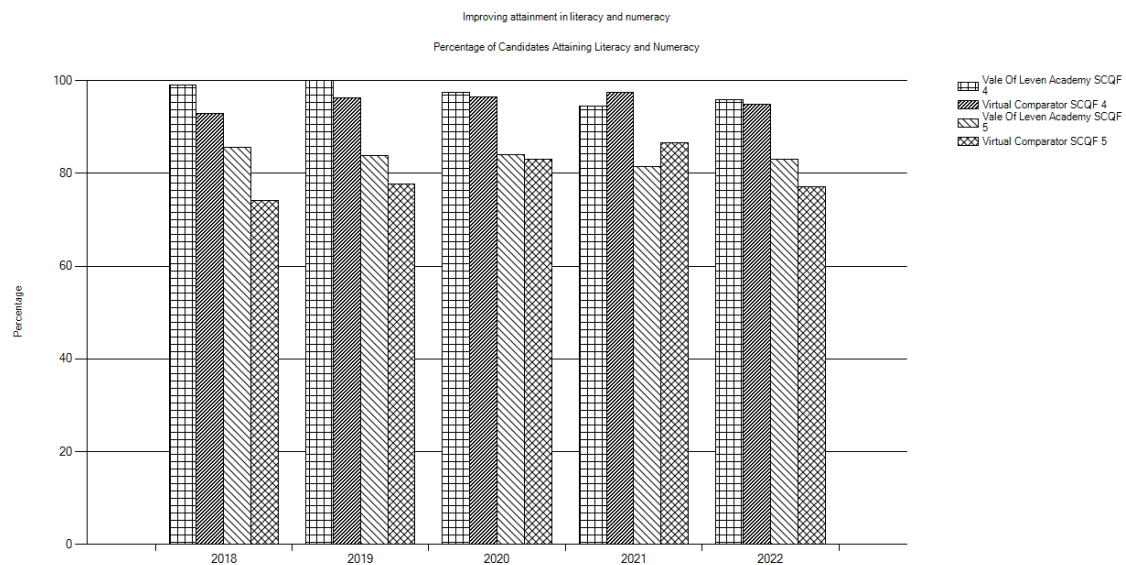
Attainment versus Deprivation – S6 2019



Testing found that there were no significant comparisons for this measure.

Vale of Leven Academy

Percentage of S6 Candidates Attaining Literacy and Numeracy

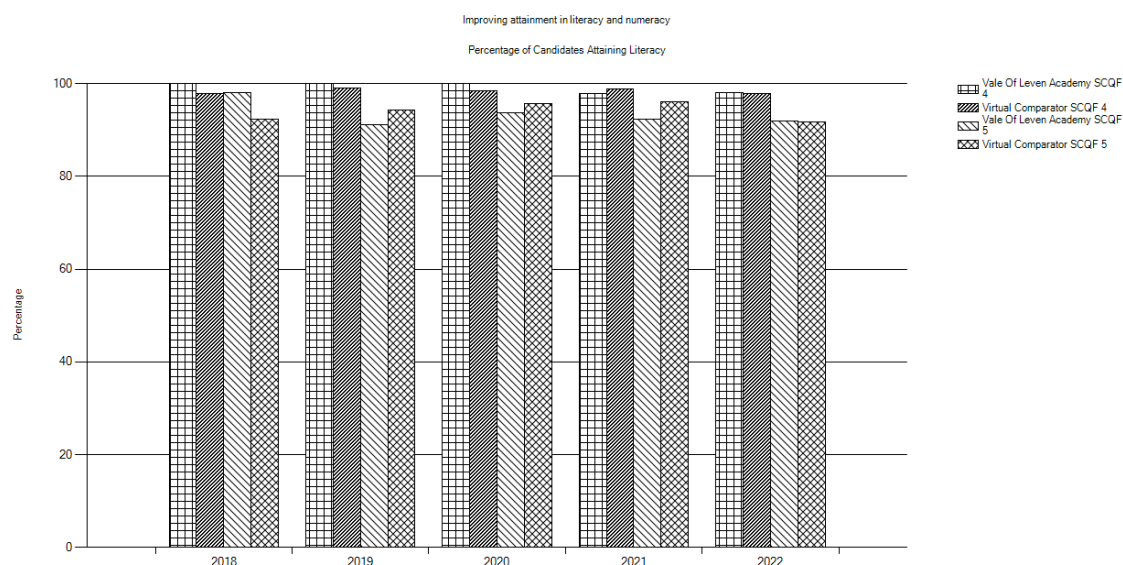


Testing found that the following comparisons were significant:

Performance in Literacy and Numeracy at SCQF Level 4, 2018 is much greater than your Virtual Comparator.

Performance in Literacy and Numeracy at SCQF Level 5, 2018 is much greater than your Virtual Comparator.

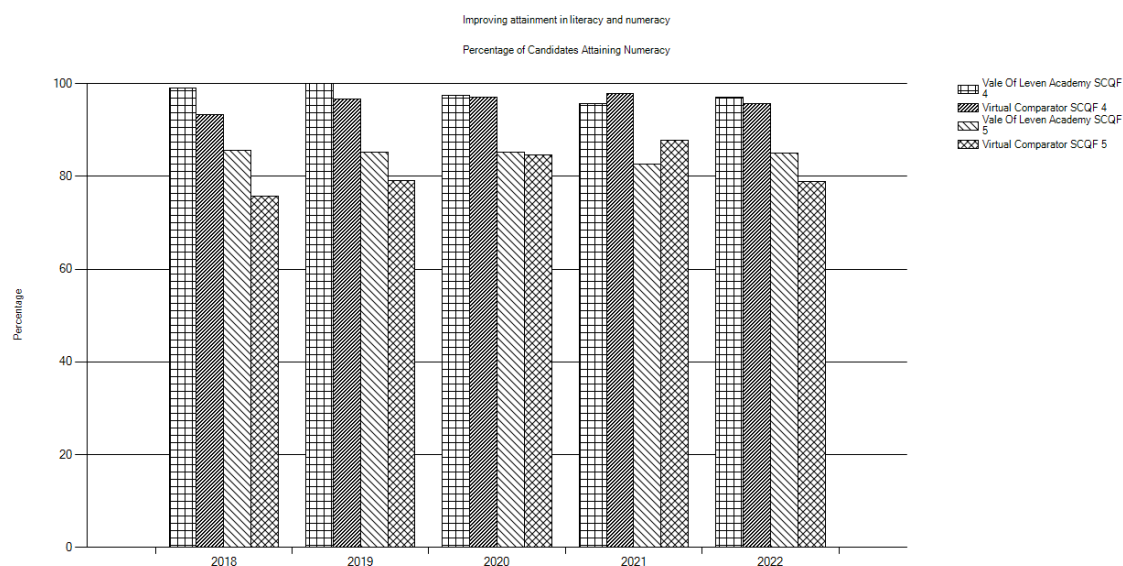
Percentage of S6 Candidates Attaining Literacy



Testing found that the following comparisons were significant:

Performance in Literacy at SCQF Level 5, 2018 is much greater than your Virtual Comparator.

Percentage of S6 Candidates Attaining Numeracy

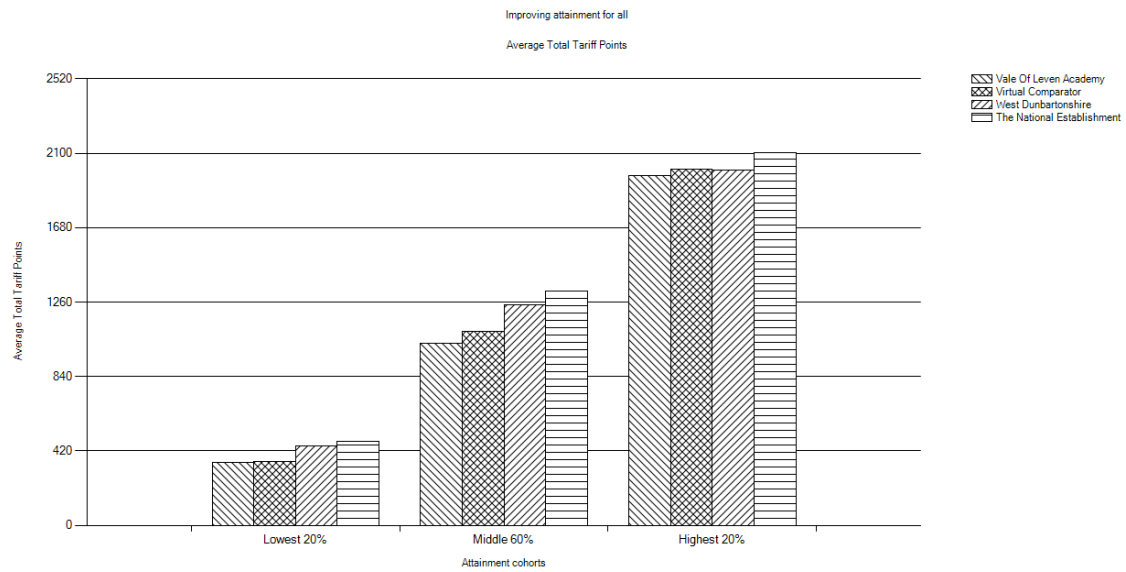


Testing found that the following comparisons were significant:

Performance in Numeracy at SCQF Level 4, 2018 is much greater than your Virtual Comparator.

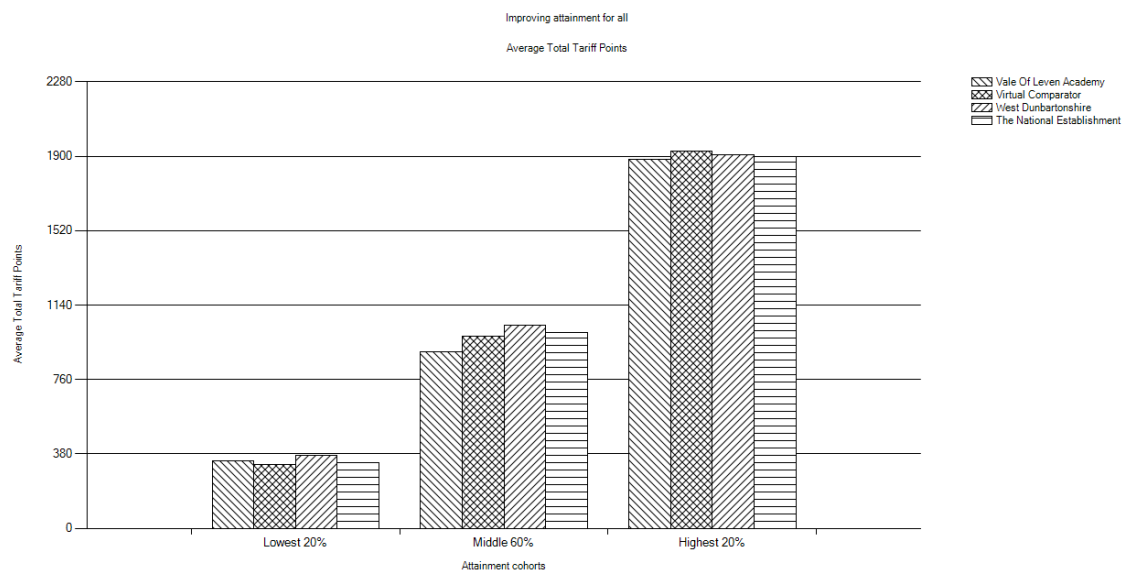
Performance in Numeracy at SCQF Level 5, 2018 is greater than your Virtual Comparator.

Improving Attainment for All – S6 2019



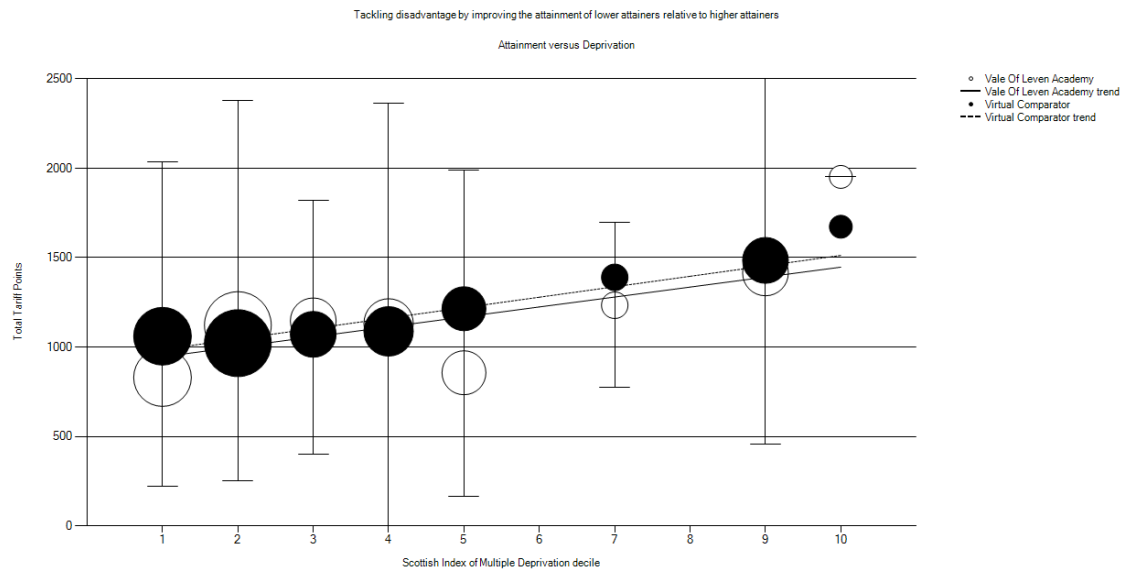
Testing found that there were no significant comparisons for this measure.

Improving Attainment for All – SIMD Quintile 1 (Most Deprived 20%) - S6 2019



The significance of comparisons was not tested.

Attainment versus Deprivation – S6 2019



Testing found that there were no significant comparisons for this measure.

ALL WEST DUNBARTONSHIRE

99.6% of pupils achieved units at SCQF Level 1 or above

89.5% of pupils achieved Literacy at SCQF Level 4 or above

78.5% of pupils achieved Numeracy at SCQF Level 4 or above

88.4% of pupils achieved 3 or more National 4s or better

72.0% of pupils achieved 3 or more National 5s or better

60.7% of pupils achieved 1 or more Higher

43.5% of pupils achieved 3 or more Highers

25.1% of pupils achieved 4 or more Highers at Grades A or B

16.5% of pupils achieved 1 or more Advanced Higher

14.7% of pupils achieved 4 or more Highers at Grade A

Access to:

- Employment
- Entry level Modern Apprenticeships

- College Courses
- More Selective Modern Apprenticeships
- HNCs and HNDs

- University Courses
- Selective University Courses
- Most selective University Courses

CLYDEBANK HIGH SCHOOL

100% of pupils achieved units at SCQF Level 1 or above

78.5% of pupils achieved Literacy at SCQF Level 4 or above

88.5% of pupils achieved Numeracy at SCQF Level 4 or above

88.5% of pupils achieved 3 or more National 4s or better

71.3% of pupils achieved 3 or more National 5s or better

60.3% of pupils achieved 1 or more Higher

44.0% of pupils achieved 3 or more Highers

22.5% of pupils achieved 4 or more Highers at Grades A or B

15.3% of pupils achieved 1 or more Advanced Higher

10.5% of pupils achieved 4 or more Highers at Grade A

Access to:

- Employment
- Entry level Modern Apprenticeships

- College Courses
- More Selective Modern Apprenticeships
- HNCs and HNDs

- University Courses
- Selective University Courses
- Most selective University Courses

DUMBARTON ACADEMY

100% of pupils achieved units at SCQF Level 1 or above

97.8% of pupils achieved Literacy at SCQF Level 4 or above

80.6% of pupils achieved Numeracy at SCQF Level 4 or above

90.3% of pupils achieved 3 or more National 4s or better

77.4% of pupils achieved 3 or more National 5s or better

63.4% of pupils achieved 1 or more Higher

40.9% of pupils achieved 3 or more Highers

23.7% of pupils achieved 4 or more Highers at Grades A or B

11.8% of pupils achieved 1 or more Advanced Higher

14.0% of pupils achieved 4 or more Highers at Grade A

Access to:

- Employment
- Entry level Modern Apprenticeships

- College Courses
- More Selective Modern Apprenticeships
- HNCs and HNDs

- University Courses
- Selective University Courses
- Most selective University Courses

OUR LADY & ST PATRICK'S HIGH SCHOOL

99.4% of pupils achieved units at SCQF Level 1 or above

96.1% of pupils achieved Literacy at SCQF Level 4 or above

81.2% of pupils achieved Numeracy at SCQF Level 4 or above

92.3% of pupils achieved 3 or more National 4s or better

82.9% of pupils achieved 3 or more National 5s or better

67.4% of pupils achieved 1 or more Higher

53.6% of pupils achieved 3 or more Highers

34.3% of pupils achieved 4 or more Highers at Grades A or B

26.0% of pupils achieved 1 or more Advanced Higher

24.3% of pupils achieved 4 or more Highers at Grade A

Access to:

- Employment
- Entry level Modern Apprenticeships

- College Courses
- More Selective Modern Apprenticeships
- HNCs and HNDs

- University Courses
- Selective University Courses
- Most selective University Courses

ST PETER THE APOSTLE HIGH SCHOOL

99.6% of pupils achieved units at SCQF Level 1 or above

95.1% of pupils achieved Literacy at SCQF Level 4 or above

76.1% of pupils achieved Numeracy at SCQF Level 4 or above

92.2% of pupils achieved 3 or more National 4s or better

73.1% of pupils achieved 3 or more National 5s or better

64.2% of pupils achieved 1 or more Higher

44.0% of pupils achieved 3 or more Highers

26.1% of pupils achieved 4 or more Highers at Grades A or B

14.9% of pupils achieved 1 or more Advanced Higher

13.1% of pupils achieved 4 or more Highers at Grade A

Access to:

- Employment
- Entry level Modern Apprenticeships

- College Courses
- More Selective Modern Apprenticeships
- HNCs and HNDs

- University Courses
- Selective University Courses
- Most selective University Courses

VALE OF LEVEN ACADEMY

99.4% of pupils achieved units at SCQF Level 1 or above

90.9% of pupils achieved Literacy at SCQF Level 4 or above

75.0% of pupils achieved Numeracy at SCQF Level 4 or above

88.6% of pupils achieved 3 or more National 4s or better

66.5% of pupils achieved 3 or more National 5s or better

55.7% of pupils achieved 1 or more Higher

38.6% of pupils achieved 3 or more Highers

21.0% of pupils achieved 4 or more Highers at Grades A or B

15.3% of pupils achieved 1 or more Advanced Higher

14.8% of pupils achieved 4 or more Highers at Grade A

Access to:

- Employment
- Entry level Modern Apprenticeships

- College Courses
- More Selective Modern Apprenticeships
- HNCs and HNDs

- University Courses
- Selective University Courses
- Most selective University Courses

CHOICES SCHOOL

100% of pupils achieved units at SCQF Level 1 or above

66.7% of pupils achieved Literacy at SCQF Level 4 or above

33.3% of pupils achieved Numeracy at SCQF Level 4 or above

11.1% of pupils achieved 3 or more National 4s or better

Access to:

- Employment
- Entry level Modern Apprenticeships

- College Courses
- More Selective Modern Apprenticeships

KILPATRICK SCHOOL

92.9% of pupils achieved units at SCQF Level 1 or above

Access to:

- Employment
- Entry level Modern Apprenticeships

WEST DUNBARTONSHIRE COUNCIL**Report by Chief Education Officer****Education Services Committee: 14 December 2022**

Subject: Early Learning and Childcare Progress Update**1. Purpose**

- 1.1** This report provides progress made to provide high quality Early Learning and Childcare (ELC) in West Dunbartonshire Council (WDC) and summary of the key points of Best Start: Strategic early learning and school age childcare plan for Scotland 2022-26 (www.gov.scot)

2. Recommendations

- 2.1** It is recommended that Committee notes:
- (a) progress to deliver the statutory entitlement of 1140 hours of high quality early learning and childcare and;
 - (b) key points of Appendix 1, Best Start: Strategic early learning and school age childcare plan for Scotland 2022-26.

3. Background**Expansion**

- 3.1** Research suggests that those children, especially those from the least advantaged backgrounds will benefit from expansion of ELC. The policy directive to expand ELC provision was to improve children's outcomes and reduce the poverty related attainment gap. In order to do that high-quality, flexible, affordable and accessible ELC has been provided by WDC. Parents have taken up their child's entitlement to funded ELC. As a result of this universal provision, children's development should improve, the poverty-related attainment gap should narrow and more parents should be able to work, study or train. In WDC the poverty related attainment gap measured through literacy and numeracy shows that the gap is narrowing but work is required to ensure that the gains continue to be maintained between our least and most advantaged children. The extent of the impact on parents which enables them to work, study or train is not yet known in WDC.
- 3.2** Affordable, flexible ELC can improve standards of living and address child poverty; reducing pressures on family income and enabling parents and carers, particularly women, to participate in work, education or training. This also has important benefits for a child's own wellbeing, which is negatively impacted by living in poverty. In the context of the current cost of living crisis this is even more important. The importance of childcare in enabling parents and carers to work, or increase their working hours cannot be underplayed. The international evidence also indicates that ELC

provision can help to address gender inequality in pay, as well as supporting parents and carers to combine caring for their children with seeking or returning to work, or taking part in education or training. The literature has focused on the links between maternal employment and children taking part in ELC, suggesting that the existence of ELC provision helps to support mothers to work. At this stage of 1140 implementation, we do not know how many parents work or study lives have been impacted by expansion but we do know that almost all parents in WDC use the full 1140 offer.

- 3.3** The Growing Up in Scotland Study findings also show that while children benefit from ELC their experience must be of high quality to impact on their development and learning. Quality of provision is influenced by a wide range of factors, including: staffing levels and aspects of working conditions, staff qualifications and development, relationships and interactions between staff and children, the physical environment and the curriculum. Our quality improvement programme this session, is designed to evaluate the quality of our ELC, impact and outcomes for children and to hear the views of staff, children and their families about 1140.

4. Evaluation of 1140

- 4.1** The self-evaluation tools which support ELC to measure progress and plan improvement have been provided and improved over time. The tools are reflective and supportive of the scrutiny and regulation which the sector is subject to by Education Scotland and the Care Inspectorate. Specific self-evaluation tools have been provided to critically reflect on practice and to evaluate the 1140 hours curriculum offer.

- 4.2** This session's quality improvement programme of visits at our ELC provision is underway. The focus of improvement visits is implementation of 1140 curriculum models and outcomes for children and families. During the process leaders share:

- Self-evaluation of curriculum rationale and design
- Leadership of pedagogy and play
- Curriculum learning and development pathways
- Development of skills for life and learning.

The One-ery model of early level learning, curriculum delivery based on play pedagogy and nurturing approaches will be included in this series of improvement visits. Views and experiences in relation to 1140 expansion and One-ery of staff, parents, children, parents and carers will also be gathered.

- 4.3** The Scottish Government Evaluation strategy for 1140 was published in October 2022. The purpose of the evaluation is to understand what is working, whether the policy is making a difference and where any challenges remain. The approach to assessing how the ELC expansion is making a difference for the sector is set out in Best Start: Strategic early learning and school age childcare plan for Scotland 2022-26 (Appendix 1). The focus of the evaluation will be on quality of provision for children, their parents, carers and families. A final report is currently planned for 2025. The evaluation aims to strengthen the existing evidence base by including and assessing how funded ELC can help parents and carers to move closer to the labour market.

- 4.4** The West Partnership 1140 Evaluation Study compliments the work we are doing with our ELC stakeholders on the impact and benefits of 1140. The West Partnership evaluation will include aspects that have not been covered within the Scottish Government's national evaluation of 1140 hours, such as views and experiences of practitioners and parents on perceived impact and children's experience of 1140.

Inspection Evaluations

- 4.5** A key focus of the Criteria for the National Standard is inspection evaluations. As previously reported the National Standard Criteria sets a minimum quality threshold for providers delivering the funded hours of 'good'. Embedding quality at our ELC remains our highest priority underpinned by a National Standard that all services have to meet in order to deliver funded ELC. The National Standard criteria include the elements of quality that all children and their families should expect from their ELC experience. External scrutiny by the Care Inspectorate has resulted in evaluative grades at good and above at all inspected settings. All childminders in partnership have evaluative grades at good and above with one inspection providing excellent evaluations.
- 4.6** Care inspections from a sample of ELCs, from August 2021 to November 2022 provided the following evaluations:
- *How good is our care, play and learning?* 4 settings were rated good and 9 rated very good
 - *How good is our setting?* 6 settings were rated good and 7 at very good
 - *How good is our leadership?* 2 settings were rated good and 11 at very good
 - *How good is our staff team?* 3 settings rated good and 10 at very good
- 4.7** Nationally the percentage of funded ELC providers evaluated as good or better in all quality themes remains high but declined between 2014 and 2021 from 93.2% to 89.4%. This trend was reversed in WDC between 2014 and 2021 from 85% evaluated as good or better to 100% inspections in 2022 evaluated at good or better. WDC is the guarantor of quality, providing the support and challenge to ensure that this remains at 100% positive inspections at our ELC.

5. Funding Follows the Child: Admission to early learning and childcare

- 5.1** The Admissions Policy is undergoing updates for the statutory deferred entry policy, including processes and criteria for children aged 3 and 4 years. The current policy for children with additional support needs (ASN) is also being reviewed to ensure that we meet children's needs. This review is being undertaken by a working group who will provide proposals to support our staff teams to provide the service required for families with children with ASN for school session 2023-24. Information for parents, staff and funded providers will also be provided. The Council website continues to be reviewed and updated on a regular basis to provide the most up-to-date information for parents/carers. This includes how to apply for funding for early learning and childcare for eligible 2 year olds, 3-5 year olds and deferred entry as well as

additional hours' costs and paid places. It also contains information on Cross Boundary Protocols. The Frequently Asked Questions continue to be updated regularly.

6. Best Start: Strategic early learning and school age childcare plan for Scotland 2022-26

6.1 Appendix 1 summarises the vision for early learning and school age childcare. This plan aims to embed 1140 hours programme, build a system of school age childcare and an early learning and child care offer for one and two year olds who need it most. Three Separate publications to support this strategy will be published later in 2022:

1. Strategy setting out how the expanded entitlement to 1140 hours of high quality funded ELC and its impact will be evaluated.
2. Delivery framework for school age childcare in Scotland.
3. Strategic framework for Scotland's childcare profession.

6.2 Plan on a Page

The plan on a page contained in the strategy provides the key aspects of vision, priorities and outcomes which are:

- Realising the benefits of the expansion to 1140 hours of funded Early Learning and Childcare
- Progressing the expansion of the childcare offer, including building a system of school age childcare and developing a new offer for one and two year olds.
- Ensuring that the delivery of priorities is supported by a sustainable, diverse and thriving sector and profession.
- Ensuring that ambitions are underpinned by fair funding and outcomes frameworks, robust data and organisations that work together to regulate services and support quality improvement.

7. People Implications

7.1 As previously reported a high quality, diverse and well-qualified professional Workforce is key to delivering the expansion and the quality of ELC.

7.2 Support is provided for ELC staff teams and leaders identified to support delivery of the high quality ELC and increased expectations of 1140 hours model of curriculum

8. Financial and Procurement Implications

8.1 As reported previously to ensure that it is protected for investment in early learning and childcare, the multi-year funding package for expansion is allocated through a specific grant. There are no changes to the multi-year funding allocation to this authority; figures are cumulative. The multi-year allocations for West Dunbartonshire:

Financial Year	Revenue £m	Capital £m
2018/19	1.410	0.580
2019/20	5.268	2.380
2020/21	8.717	4.480
2021/22	9.723	5.880
2022/23	9.485	0.794

8.2 The outdoor expansion projects at various locations will be completed in the next few months. Projects planned for Linnvale ELCC, St. Mary's Alexandria, and Christie Park Primary School are at various stages of implementation see details below. Budget has been allocated for projects within existing budgeted resources.

- Linnvale ELCC work underway
- St Mary's ELCC Alexandria – planning in place, building warrant and start date required
- Christie Park Primary School – plans have been drawn up.

9. Risk Analysis

9.1 The Key Risks:

- Maintaining high quality ELC at all funded providers to ensure that they meet the National Standard Criteria.
- Failure to deliver 1140 hours curriculum by confident, well-trained ELC staff teams.
- The Christie Park project is required for August 2023 which if delayed will impact our capacity to deliver the number of ELC placements required for deferred entry policy. If delayed this may require contingency planning.

10. Equalities Impact Assessment (EIA)

10.1 An EIA for the Expansion Plan was undertaken previously. There was no requirement to undertake another EIA for the purposes of this report as it is providing an update to Committee on the expansion.

11. Consultation

11.1 Regular consultation with stakeholders including parents and carers, ELC staff, Unions, Council partners in the project and partner ELC providers continues through the various WDC fora and regular meetings.

11.2 Legal Services and the Section 95 Officer have been consulted in relation to the content of this report.

12. Strategic Assessment

12.1 This report reflects the Council's aspiration to have a strong local economy, improved employment opportunities and efficient and effective frontline

services that improve the everyday lives of residents. These are strategic priorities for 2017-2022.

Laura Mason
Chief Education Officer

Person to Contact: Kathy Morrison, Senior Education Officer, Education, Learning and Attainment
Telephone No: 07813 534420
Email: kathy.morrison@west-dunbarton.gov.uk

Background Papers: Best Start: Strategic early learning and school age childcare plan for Scotland 2022-26 (www.gov.scot)

Appendix 1, Best Start: Strategic early learning and school age childcare plan for Scotland 2022-26.

Wards Affected: All

APPENDIX 1

Best Start - strategic early learning and school age childcare plan 2022 to 2026
Scottish Government Briefing Paper

[Best Start: Strategic early learning and school age childcare plan for Scotland 2022-26](https://www.gov.scot/Best-Start-Strategic-early-learning-and-school-age-childcare-plan-for-Scotland-2022-26)
(www.gov.scot/)

Briefing - Summary of Key Points

Purpose of this plan (summarised) (P.4)

This plan sets out vision for early learning and school age childcare over the rest of this Parliament, the three outcomes expected that policies will deliver, strategic priorities, and the principles that will guide the approach to working with partners in the sector, and what families can expect from services.

Under existing legislation and guidance, local authorities have a number of important responsibilities relating to childcare and Scottish Government will continue to work closely with local government to support delivery of the shared objectives.

Plan on a Page (key aspects of vision, priorities and outcomes) (P.5)

1. Realising the benefits of the expansion to 1140 hours of funded Early Learning and Childcare.
2. Progressing the expansion of the childcare offer, including building a system of school age childcare and developing a new offer for one and two year olds.
3. Ensuring that the delivery of priorities is supported by a sustainable, diverse and thriving sector and profession. A strategic framework for the profession will be provided later in 2022.
4. Ensuring that ambitions are underpinned by fair funding and outcomes frameworks, robust data and organisations that work together to regulate services and support quality improvement. This is a reference in part to the review of inspection agencies taking place.

Key outcomes to consider in relation to measures:

- Children's development improves and the poverty-related outcomes gap narrows.
- Family wellbeing improves.
- Parents' and carers' opportunities to take up or sustain work, training, and study increase.

Priority 1 (P.8 onwards)

Realising the benefits of the expansion to 1140 hours of funded Early Learning and Childcare

- Uptake of funded ELC for 3 and 4 year olds is 97%. Some families of eligible 2 year olds are opting not to use this. Figures for this are not available. New Regulations should allow this data to be available to Scottish Local Authorities before the end of the 2022-23 financial year. This data will enable local authorities (working with SG) to maximise the uptake for eligible 2s, through an improvement programme by summer 2023. (P.8)
- Services with all "Good" (or above) ratings of quality have fallen between 2014 and 2021 from 93.2% to 89.4%.
- Full implementation of the national standard is planned for August 2023 but a final decision is yet to be made

- The commitment to Realising the Ambition as the key guidance is reiterated
- SG will work with all agencies to ensure there is better alignment and strategic direction for improvement work. The Equity and Excellence Leads network is specifically mentioned
- The vision is outlined that children will spend as much time outdoors as they do indoors, with time outdoors in every setting, every day. Mention made of the Out to Play improvement programme and Virtual Nature Schools.
- Setting the Table, the guidance for nutrition within ELCC is to be updated
- The work of the ELC Inclusion fund is to be built upon and there will be investment in a new programme of work to support early intervention in Speech and Language for children and their families.
- From August 2023, the entitlement to the right to an additional funded year of ELC (deferral) will be expanded.
- Embedding family wellbeing within ELC services, including through use of the Equity and Excellence Leads and through PEEP trained staff
- Evaluation of the impact of 1140 hours through the “Early learning and childcare expansion programme: evaluation strategy (2022)”. A final report to come in 2025.

Priority 2 (P.13 onwards)

Progressing the expansion of the childcare offer, including building a system of school age childcare and developing a new offer for one and two year olds.

New offer of ELC for 1 and 2 Year olds. Phase one (2022-23) is collaboration and engagement with families to understand needs, as well as mapping current provision across Scotland, and also working with partners in the sector to identify innovative ways to deliver these services

- Phase two (2023-24) will publish the findings of phase 1 and start to develop, trial and evaluate models of provision
- There is also a commitment to develop the provision of school aged childcare beginning by identifying targeted early adopter communities across Scotland.

Priority 3 (P.16)

Ensuring that the delivery of priorities is supported by a sustainable, diverse and thriving sector and profession.

- A strategic framework for the profession will be provided later in 2022
- Continuation of the Nursery Rates Relief Scheme for eligible Day Nurseries.
- A commitment to reviewing the rates-setting process to ensure that the hourly rate reflects the cost of providing ELC and to ensure the payment of the Living Wage to staff
- Statistics about the day-care of children workforce: 34% increase in total since 2011, and between 2017 and 2021 a 52% increase in the number of graduates with relevant degrees
- Initial projections were that expansion would result in 25% of funded hours being provided by private/voluntary/third sector that number is now around 30%. The number of childminder services have declined by 29% (2016-2021). There has been an increase in the proportion of services run by local authorities. The forthcoming Strategic Framework for the Childcare Profession will aim to support a diverse and skilled workforce

Priority 4 (P.21)

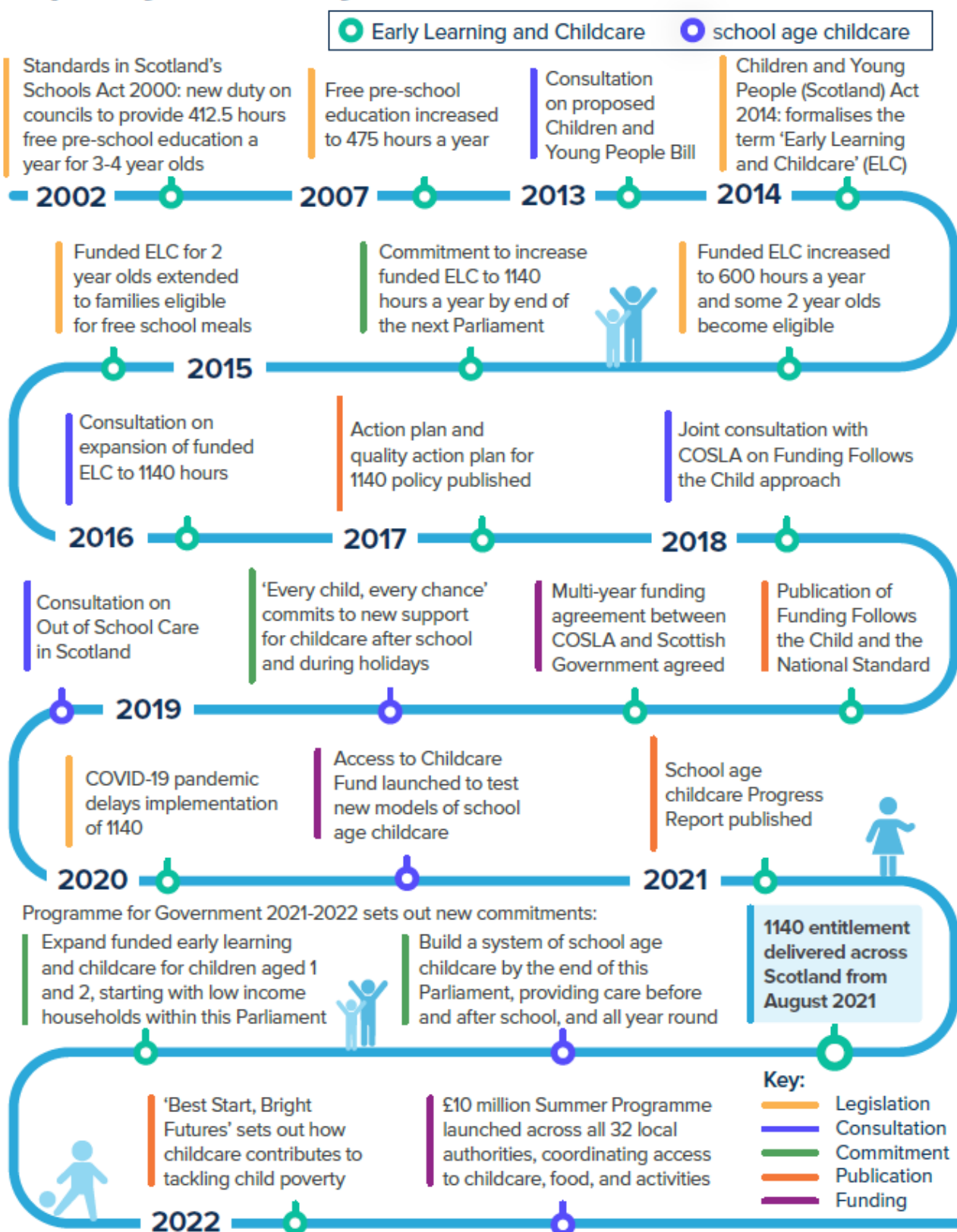
Ensuring that ambitions are underpinned by fair funding and outcomes frameworks, robust data and organisations that work together to regulate services and support quality improvement. (A reference in part to the review of inspection agencies taking place)

- The number of ELC age children in Scotland has fallen 7% below projections made at the start of expansion. It is projected to fall further over the next 10 years. On P.23, the Scottish Government have indicated a New Deal with Local Authorities in respect of fair funding, including of ELC. There is also an indication of a new CYP Wellbeing Outcomes Framework to be developed by 2025 to measure ELC outcomes.
- The results of the consultation on the national framework for inspection will be published by early 2023.
- There is an emphasis on the service design principles of Co-design (with communities), Innovation and Partnership

Page 28 – Annex A

Succinct summary of evidence for the positive impacts of high quality ELCC. It is stated that the evidence base for the benefits of ELC for children aged 2 or under is mixed.

► Annex B - Scottish Government childcare policy: the story so far



WEST DUNBARTONSHIRE COUNCIL**Report by Laura Mason, Chief Education Officer****Educational Services Committee: 14th December 2022**

Subject: Services for Children, Young People and Families Update Report**1. Purpose****1.1** The purpose of this report is:

- a) to inform Educational Services Committee of progress on supports to children, young people and families.

2. Recommendations**2.1** Members of the Educational Services Committee are asked to:

- a) Note progress on plans to continue developing and improving supports.

3. Background**3.1** In January 2019 a national review of the implementation of Additional Support for Learning began. The subsequent report and action plan had nine key themes which set standards nationally, locally and at establishment level.**3.2** The national report recommends that local authorities must take account of the findings of the report to review and align their quality assurance processes. This must drive improvements in processes, practice and outcomes at all levels in the system.**3.3** West Dunbartonshire Council is committed to ensuring all children and young people are enabled to progress through Early Learning and School with the support they need.
When this support is more or different to what is generally provided for children and young people of the same age, then the child or young person is said to have additional needs.**3.4** The Education (Additional Support for Learning) (Scotland) Act 2009 lists four interrelated factors which individually or jointly impact on ability to learn:

- Learning Environment
- Family Circumstances
- Disability or Health
- Social or Emotional Factors

Additional support may be required throughout a child or young person's

educational journey: others may only require additional support for a short period of time.

- 3.5** It is recognised that children, young people and families are best supported through effective multi-agency planning and delivery of services. Educational Services work in collaboration with a range of council, Health and Social Care Partnership (HSCP) and third sector colleagues to support our families. This work is being developed via the Whole Family Wellbeing (WFW) planning, led by Educational Services on behalf of the Community Planning Partnership.

4. Main Issues

- 4.1** There are currently 12, 226 school pupils in West Dunbartonshire Council. 5281 Pupils have Additional Support Needs (ASN) (43%), supported mainly in mainstream schools. 241 pupils are supported in our specialist settings as they require a more specific learning environment. We also have a small percentage of our children and young people with additional support needs supported by day or residential providers in external placements. These often involve young people separated from their peers and their community and can be expensive in comparison to supporting in-house. These costs have increased significantly over the past few years due to increased salaries and increased charges from partner providers for the range of specialist supports offered. This has resulted in budget overspends which we hope will be addressed to some extent by the strategy implementation.

Our ASN Estate consists of:

- 1 all through setting for 0-18 years supporting learners with complex ASN
- 2 Secondary Bases
- 4 Primary Bases

- 4.2** In response to projected needs in the secondary school estate, work is underway to expand the Kilpatrick School Campus with three additional classrooms. At the moment a contingency plan is in place using temporary accommodation until the planned building extension work is undertaken later in the school session '22-'23.
- 4.3** At time of writing, a public consultation is underway seeking views of a range of stakeholders on our plans to re-develop the former Riverside Early Learning and Childcare Centre (ELCC), creating a school for severe and complex learners. An update on the results of consultation will be brought back to committee.
- 4.4** We are currently undertaking developments on year two of our ASN strategy. This plan reflects the National Improvement Framework and has a range of work streams which ensure a broad reach of improvements to learning, teaching, attainment and achievement as well as considering the development of the ASN estate. A range of staff from all sectors and settings has been involved in planning and implementing the strategy.

4.5 Notable progress has been as follows:

- Planning and implementation of 2022-2023 Child Inclusion Research in Curriculum, Learning and Education (CIRCLE) Framework for developing Inclusive Practices is underway. This has involved every school in participating in in-service training, led by an identified CIRCLE Champion for their establishment. A Champions Forum ensures high quality professional development is taking place and that capacity of leadership in every establishment is being consistently developed;
- Implementation of Year 2 Social Communication Emotional Regulation and Transactional Support (SCERTS) Model: A comprehensive educational approach for children with autism spectrum disorders, has been undertaken in all of our specialist settings. This builds upon evaluation of Year 1 and includes further opportunity to develop collegiate working, developing shared planning processes and consistency in approaches. It will also support staff in developing parental involvement and engagement and in creating pupil plans which are Specific, Measurable, Achievable, Realistic and Timely (SMART), reflecting the voice of children, young people and carers;
- The very good progress made in delivery of Year 1 SCERTS was featured recently as good practice in the National Autism Implementation Team (NAIT) newsletter;
- We continue to develop approaches to support for the Wellbeing and Care of our children and young people who are distressed and dysregulated via the roll-out of Safety Interventions Training; previously known as Management of Actual or Potential Aggression (MAPA). The training is a safe, non-harmful system designed to help professionals in any setting provide the best possible Care, Welfare, Safety and Security of individuals presenting a range of crisis behaviours. The course is aligned with trauma response practices which develops competencies in verbal de-escalation and physical supportive holds. Training is being promoted and targeted at all specialist setting staff and key staff in all mainstreams. Training dates are shared via our Continuing Professional Development Website and any member of staff (in addition to those mentioned), who wishes to attend can apply there.

4.6 We continue to support Education Leaders and all staff in understanding the importance and value of the Health and Safety 1 (HS1) Completion and Reporting of Violent Incidents Guidance via Figtree. This guidance which was updated in September 2022 in partnership with Health and Safety colleagues, specifically relates to managing aggression and violence and should also help to support planned responses to near misses, risks or challenges identified. Guidance is clear this should be used to report all such incidents and done in collaboration with staff involved. We will continue to monitor and promote this usage in collaboration with our Trade Union partners.

4.7 We have further developed supports for parents and carers, informed by feedback from them, regarding the challenges of keeping children and young people safe when online. As part of National Online Safety #WakeUpWednesday campaign a new platform has been shared with schools which includes a weekly guide they can share with parents highlighting online

risks and safety measures. These are easily accessible and early feedback is parents and carers find them most helpful.

4.8 As part of our staff development and focus on ensuring implementation of the United Nations Conventions on the Rights of the Child (UNCRC), Reach Advocacy Scotland have delivered a series of professional learning sessions to key identified staff from all educational establishments and some partner agencies. They in turn will lead on further UNCRC professional learning and implementation at establishment level. Feedback from training has been very positive with almost all participants reporting increased knowledge and understanding of UNCRC and their role in ensuring these. Plans are in place to develop professional learning across the broader Community Planning Partnership and to ensure children and young people are aware of and supported in ensuring their rights are upheld.

4.9 In June a cohort of 22 staff members completed Level 1-4 Makaton training. Makaton is a communication tool with speech and symbols which enables people with disabilities or learning disabilities to communicate. Feedback from staff who attended the workshops was extremely positive. This cohort are now using and practising their skills in their own settings, working with pupils, sharing their knowledge with their peers and providing access to materials.

5. People Implications

5.1 There are no people implications as a direct result of this report. However it should be noted that in line with the recommendations in the ASN Review we must ensure we have a well -trained, high quality workforce who are equipped to support the range of needs and rights of our children and young people.

6. Financial and Procurement Implications

6.1 The projected additional funding required for the learning estate expansion has been approved and planned for in current and future budgets.

7. Risk Analysis

7.1 If the Council is unable to ensure appropriate support to children and young people, we will not be meeting their needs under the terms of the Children and Young People Act 2014 (Equalities Act 2010).

7.2 If the Council is unable to ensure appropriate support for all children, young people and staff this could result in reputational damage.

8. Equalities Impact Assessment (EIA)

8.1 As noted in the previously produced Equalities Impact Assessment, the ASN strategy and subsequent supports and guidance developed will enhance the quality of the service provided to all children, young people and staff and therefore can be seen to have a positive impact in terms of the equalities.

9. Consultation

- 9.1** Legal Services and the Section 95 Officer have been consulted in relation to the content of this report.

10. Strategic Assessment

- 10.1** This report reflects the Council's aspiration to reduce inequalities for the people of West Dunbartonshire.

Laura Mason

Chief Education Officer

Person to Contact:

Claire Cusick, Senior Education Officer
Services for Children and Young People

E-mail: claire.cusick@west-dunbarton.gov.uk

Background Papers:

Getting it Right for Every Child
[Education \(Additional Support for Learning\) \(Scotland\) Act 2009](#)
[Additional Support for Learning Statutory Guidance 2017](#)
Children and Young People (Scotland) Act (2014)
Included, Engaged and Involved Part 2: A Positive to
Preventing and Managing School Exclusions (2017)
United Nations Convention on the Rights of the Child
Implementation www.gov.scot
<https://nationalonlinesafety.com>

Wards Affected:

All Wards

WEST DUNBARTONSHIRE COUNCIL**Report by the Chief Education Officer****Educational Services Committee: 14 December 2022**

Subject: West Partnership Improvement Collaborative: Evaluation Report 2021-2022

1. Purpose

- 1.1** The purpose of this report is to inform Educational Services Committee of the evaluation of work undertaken by the West Partnership (Glasgow Region Education Improvement Collaborative) in 2021 - 2022.

2. Recommendations

- 2.1** The Educational Services Committee is asked to note the contents of this report.

3. Background

- 3.1** Regional Improvement Collaboratives (RICs) were established in 2017 as a national initiative to bring about improvement for all schools in Scotland. They are intended to bring together local authorities and Education Scotland, facilitate collaborative working and provide educational support to practitioners
- 3.2** The Glasgow City Region Education Improvement Collaboration, known as the West Partnership brings together authorities from across the Glasgow City Region; West Dunbartonshire is a member of the West Partnership.

4. Main Issues

- 4.1** The attached report (Appendix 1) details progress over the academic year 2021-2022 towards achieving each of the associated target outcomes and expected impacts as detailed in the West Partnership Improvement Plan for 2021-2022.
- 4.2** The report captures the very good progress of the three West Partnership workstreams, even when taking into account the significant challenges that all education staff have faced during the course of another very challenging school session. This is testament to the dedication and commitment of all staff who have worked to support our children and young people.

- 4.3 Throughout the report, there are strong examples of how the Partnership is supporting authorities to improve attainment and achievement for all, while closing the poverty related attainment gap. This focus on excellence and equity is underpinned by an approach which enabled staff to take collective action and deliver improvements.
- 4.4 Included in this report is an overview of the strengthened evaluation model which includes three drivers for improvement. The report showcases progress in enhancing collaboration, improving knowledge and confidence and changing practice. Three main illustrations demonstrate impact in the Primary Curriculum Programme, Improving Our Schools and Keeping Trauma in Mind Programme through a range of qualitative and quantitative data.
- 4.5 Critical indicators have been updated demonstrating progress across the region.
- 4.6 The paper was considered and endorsed at the last Glasgow City Region Education Committee on 22 September 2022 with the recommendation that each Council area considers the report through its own local governance arrangements.
- 4.7 The latest version of the West Partnership's Improvement Plan 2022-2023 is the subject of a separate paper and is available.

5. People Implications

- 5.1 There are no personnel issues.

6. Financial and Procurement Implications

- 6.1 There are no financial and/or procurement implications.

7. Risk Analysis

- 7.1 It was not necessary to carry out a risk assessment.

8. Equalities Impact Assessment (EIA)

- 8.1 There is no EIA impact.

9. Consultation

- 9.1** The progress of the West Partnership has been recognised externally through research carried out by the Robert Owen Centre for Educational Change, Glasgow University (ROC). In their *Reflections of the West Partnership Recovery to Renewal: Reimagining the Future (2022) Report*, the ROC findings complement that of the evaluation report, thereby providing strong triangulation to internal evaluations. Key findings are included in the evaluation report; the full ROC report is available online.
- 9.2** Legal Services and the Section 95 Officer have been consulted in relation to the content of this report.

10. Strategic Assessment

- 10.1** This report reflects the Council's 2022-2027 Strategic Plan.

Laura Mason
Chief Education Officer
28 October 2022

Person to Contact:	Laura Mason, Chief Education Officer, Council Offices, 16 Church Street, Dumbarton, e-mail: laura.mason@west-dunbarton.gov.uk
Appendices:	Appendix 1 - West Partnership Evaluation Report 2021-2022
Background Papers:	West Partnership Improvement Collaborative: Improvement Plan 2021-22
Wards Affected:	All Wards

The West Partnership

EVALUATION REPORT 2021–2022

Equity, Excellence & Empowerment

Contents.

3 Introduction

4 West Partnership Evaluation Report

\ Vision

\ Context

5 \ Reach & Impact

6 How does the West Partnership compare?

\ Broad General Education

7 \ Senior Phase

10 Evaluation Framework: Three Drivers of Improvement

13 West Partnership Drivers Model

14 Three Drivers of Improvement Illustrations

15 \ The Primary Curriculum Programme

16 \ Improving Our Schools

18 \ Wellbeing for Learning: Keeping Trauma in Mind Programme

20 Conclusion

21 \ Appendix 1: Critical Indicators

22 \ Appendix 2: Collective Knowledge & Confidence Improvements

Introduction



The West Partnership has a clear vision: we want to embed the values of equity, excellence and empowerment in everything we do, building a culture of where we work collaboratively across our eight local authority areas to continually improve learning experiences and outcomes for every learner across the Glasgow City Region.



This report details progress over the academic year 2021-2022 towards achieving each of the associated outcomes and expected impacts as detailed in the West Partnership Improvement Plan.

Increasingly, we are seeing the benefit of the West Partnership Regional Improvement Collaborative and the impact it makes to our teachers, practitioners and support staff, local authority officers and our communities. While this report highlights areas of success, the work of the West Partnership has also been recognised by external evaluations carried out by the Robert Owen Centre for Educational Change as well as our work highlighted in Research Scotland's national evaluation of Regional Improvement Collaboratives.

Our three workstreams of Wellbeing for Learning; Leadership, Empowerment and Improvement; and Curriculum, Learning, Teaching and Assessment are designed to focus on what matters most, and this report captures the very good progress made across each area. Once again, this work reflects the outstanding commitment of all education staff who were tasked with navigating

ongoing public health measures while ensuring a 'normal' education experience for children, young people and their families.

We continue to benefit from the move towards more flexible ways of working across the West Partnership through the use of digital technology. This has allowed us to provide an expanded offer across the West Partnership area and this is reflected in the increased numbers of practitioners participating in the work of the partnership. However, while this will continue, we also recognise that face to face professional learning opportunities remain a crucial part of our delivery model.

We continue to strengthen our networked learning system; a system that enables collaboration, encourages connectedness and helps practitioners at all levels. Please take time to read about the many examples of work where we have been able to see the increasing influence of the West Partnership and its impact.

.....
Tony McDaid, Regional Lead Officer West Partnership

West Partnership Evaluation Report

Our annual evaluation report provides an overview of the collective impact and added value of the West Partnership activity which is delivered through three core workstreams. These are:

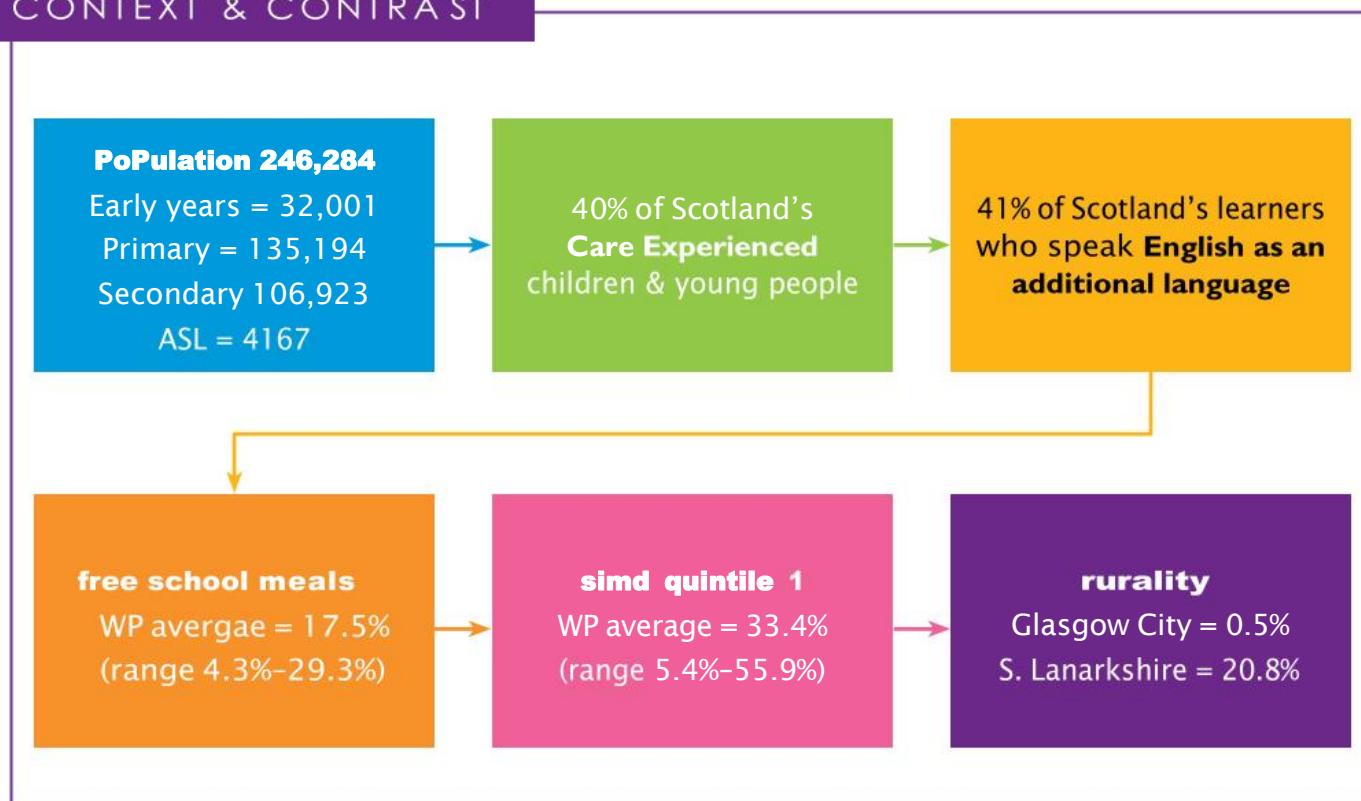
- Wellbeing for Learning (WFL)
- Leadership, Empowerment & Improvement (LEI)
- Curriculum, Learning, Teaching & Assessment (CLTA)



VISION

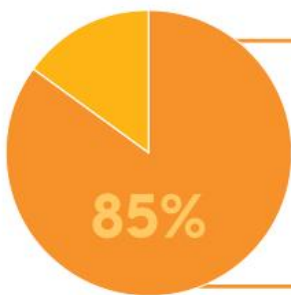
The West Partnership has a clear vision: to embed the values of equity, excellence and empowerment in everything we do, building a collaborative, networked learning system to improve learning experiences and increase attainment for every learner across the region.

CONTEXT & CONTRAST



West Partnership Evaluation Report

REACH & IMPACT



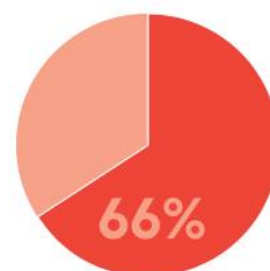
85% of respondents
reported an increase
in knowledge



West OS used by just over
40,000 learners nationally
and just under **15,000** from
within the **West Partnership region**.

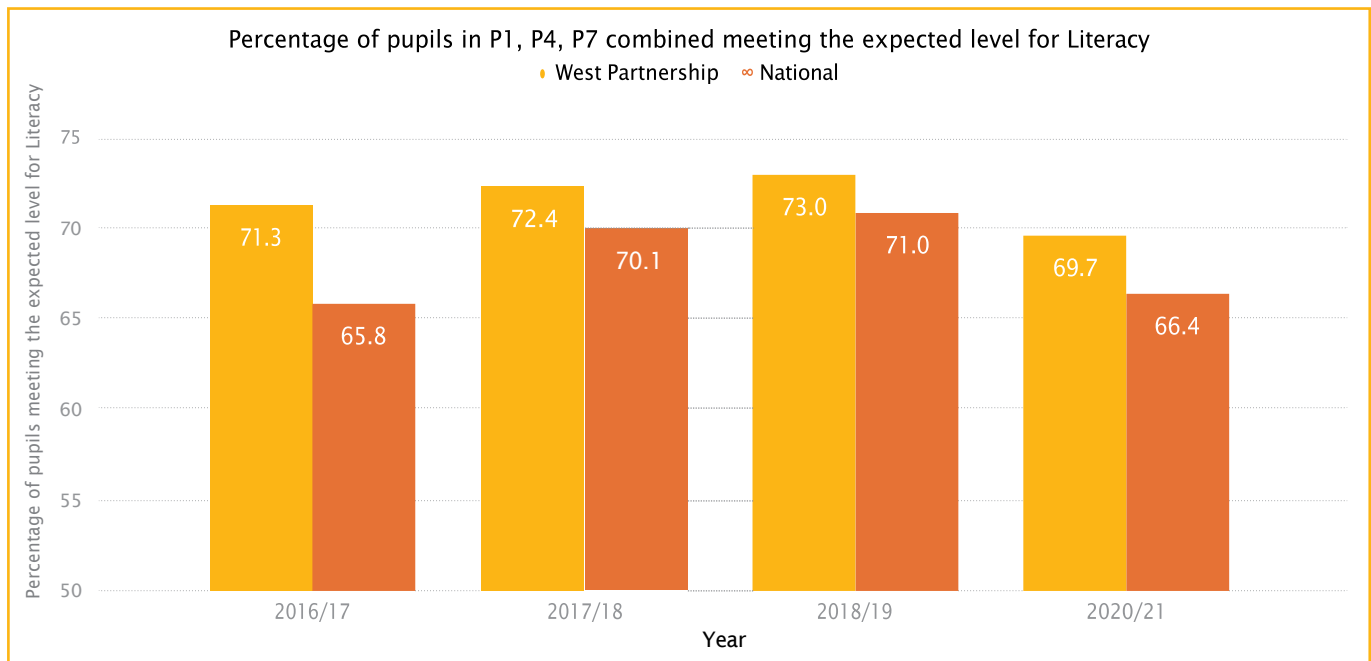


Every secondary school in the
West Partnership used **West OS**
and **66% of primary schools**
also used the tools.

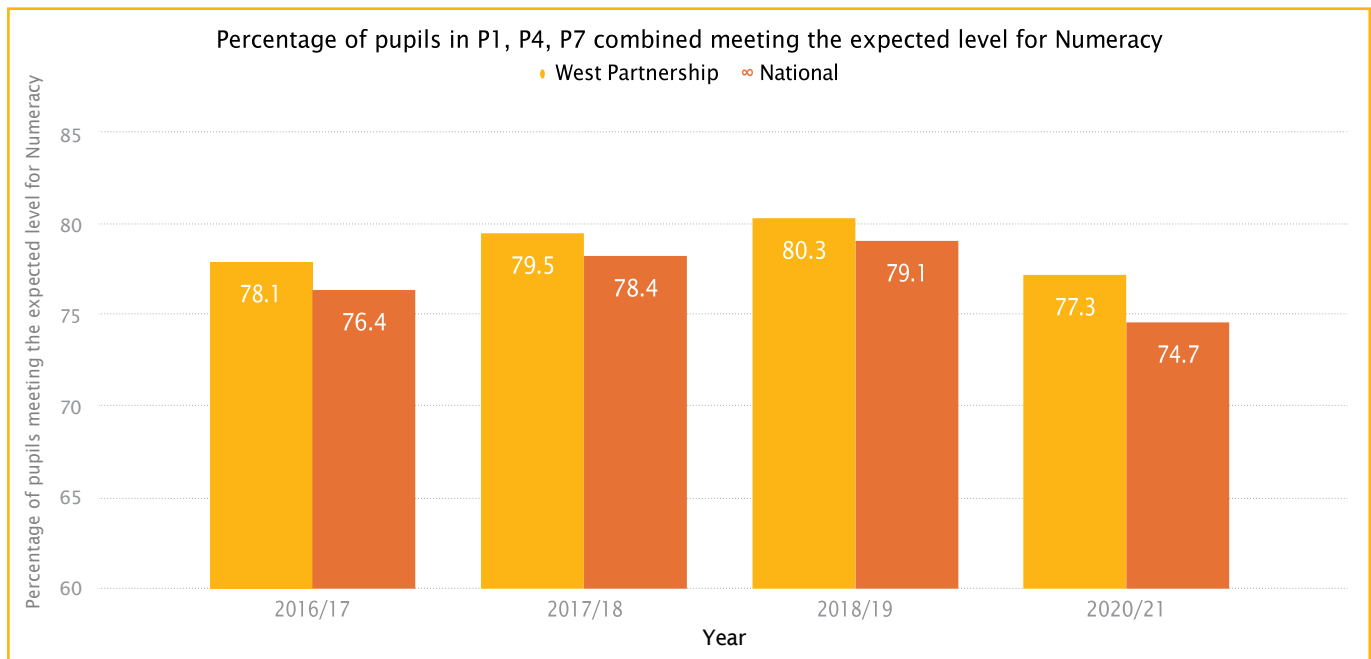


How does the West Partnership compare?

BROAd gENERAL EdUCATION



Achievement of Curriculum for Excellence data was not collected in the 2019/20 academic year as a result of the pandemic. Data from 20/21 shows a decrease in the number of primary pupils meeting their expected levels at P1, P4 and P7 in Literacy (a combined measure which requires meeting the expected level at Listening and Talking, Reading, and Writing). Data from 20/21 shows a decrease of just over 3% percentage points (3.3%) when compared with their pre-pandemic 18/19 cohort. West Partnership primary pupils continue to be more likely to meet their expected levels compared to their national peers.

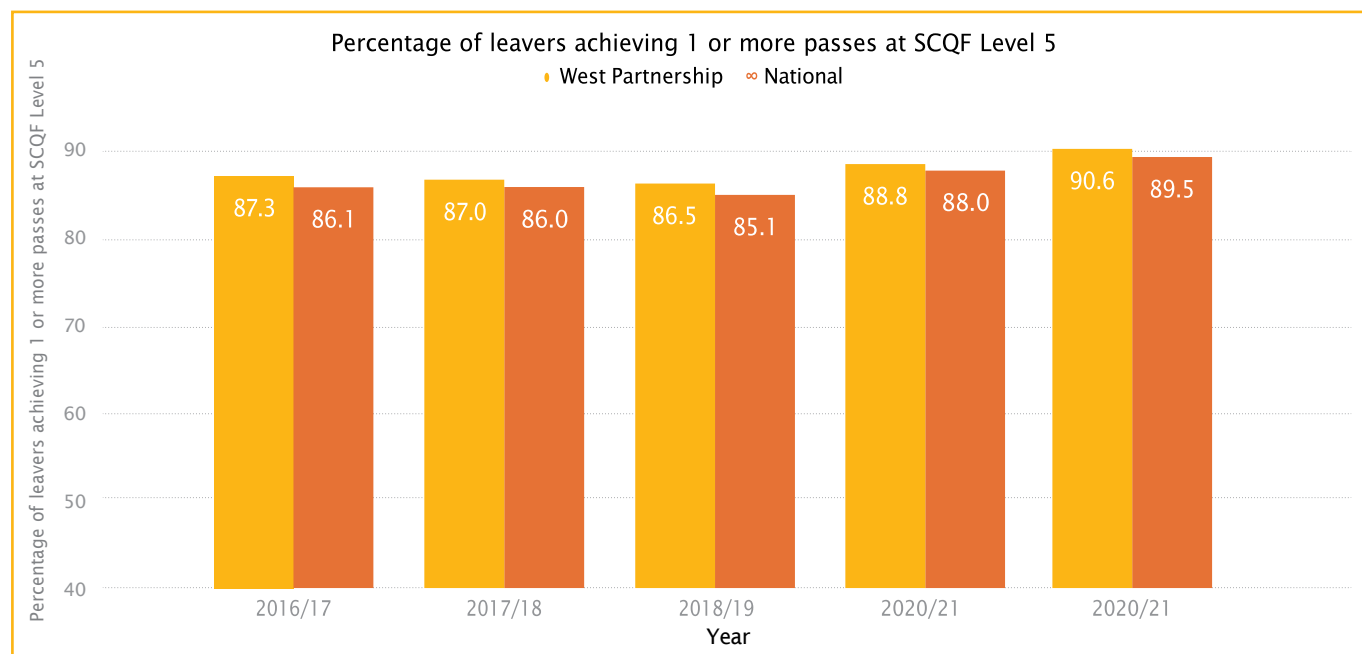


As in the Literacy figures presented above, the latest data on Primary pupils meeting the expected levels in Numeracy has fallen compared to pre-pandemic cohorts. A decrease of 3 percentage points was experienced in this measure with 77.3% of pupils meeting their expected level in Numeracy compared to 80.3% in 18/19. Primary pupils in the West Partnership continue to be more likely to meet their expected level in Numeracy when compared with the national figure.

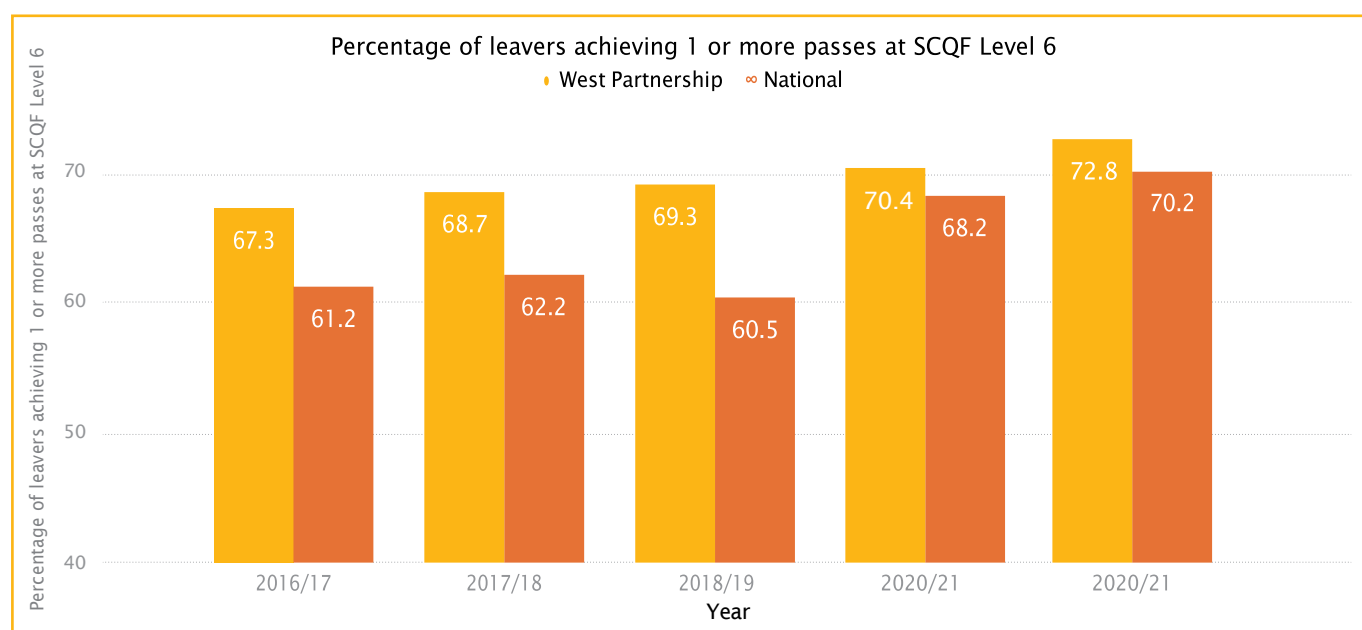
How does the West Partnership compare?

SENIOR PhASE

Due to the change in assessment methodology, primarily the implementation of the alternative certification model, comparisons at the senior phase should be treated with some caution.



The percentage of leavers achieving 1 or more passes at SCQF Level 5 continues to increase. Just over 90% of West Partnership leavers in 2021 achieved at least 1 Level 5 award, an increase of 3.3 percentage points on the 2017 figure. The West Partnership continues to have a higher percentage of leavers achieving 1 or more awards at this level compared to Scotland as a whole.



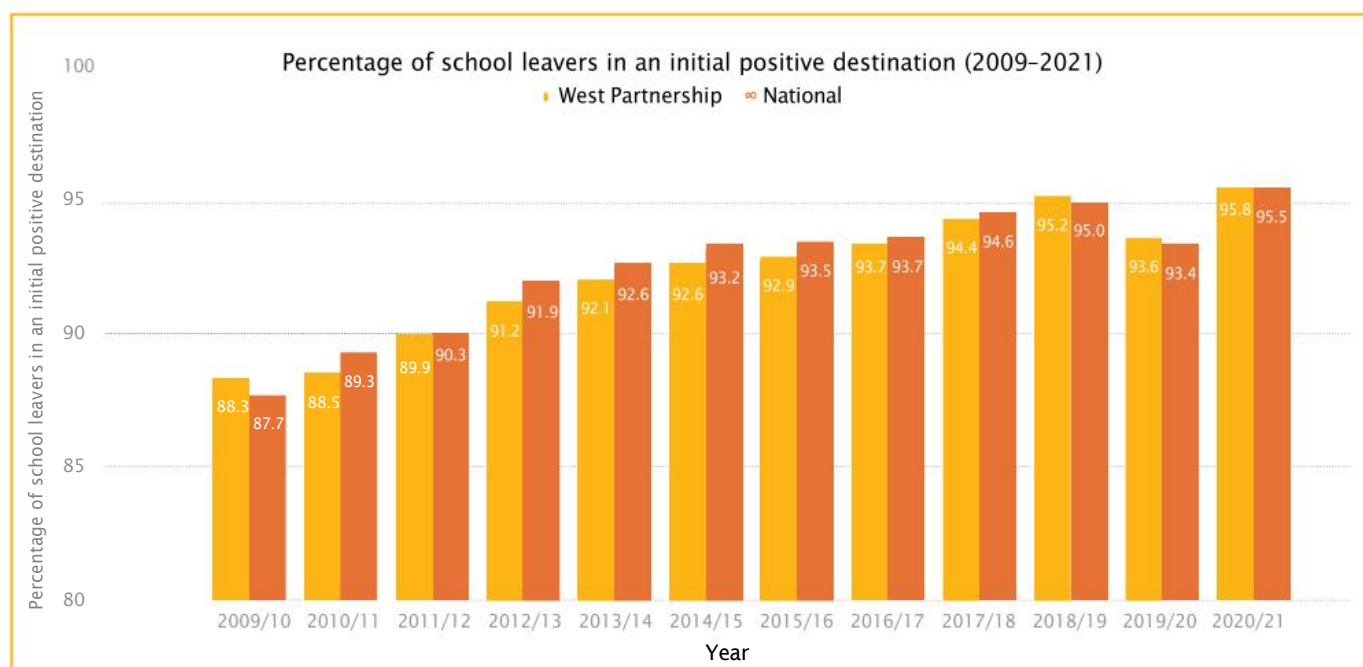
The percentage of leavers achieving 1 or more passes at SCQF Level 6 continues to increase, with just under three-quarters (72.8%) of leavers achieving at least 1 award at Level 6. This continues a positive trend from 2017 when 67.3% of leavers achieved the same feat. As at SCQF Level 5, West Partnership leavers continue to outperform their national counterparts.

How does the West Partnership compare?

SENIOR PHASE



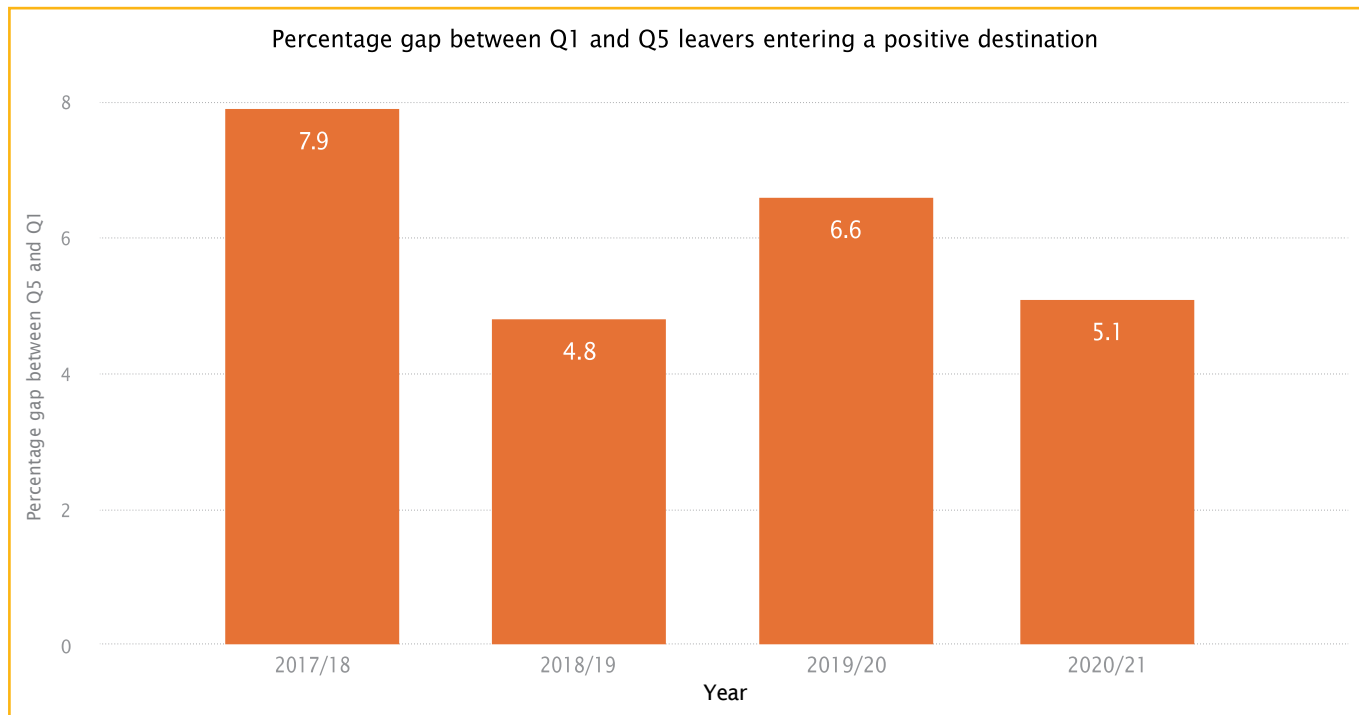
Continued improvement can also be seen in the percentage of West Partnership leavers achieving 5 or more passes at SCQF Level 6. Since 2017 the percentage of West Partnership leavers achieving this standard has increased from 36.2% to 44.3%, an increase of 8.1 percentage points. As in other senior phase attainment measures, a higher percentage of West Partnership leavers achieving this standard than their national peers.



The percentage of West Partnership leavers entering initial positive destinations is at the highest it has been since records began, making up all of the losses experienced in the 19/20 academic year which was impacted by the pandemic. The figure of just under 96% (95.8%) continues the progression from 88.3% in 2010. For the third year in a row, West Partnership leavers were more likely than their national peers to be in an initial positive destination.

How does the West Partnership compare?

SENIOR PHASE



The percentage gap between SIMD Q1 and Q5 leavers entering a positive destination has decreased in comparison to 19/20 but is still slightly larger than the gap experienced by 18/19 leavers. Leavers in the 19/20 cohort were impacted by a lower number of leavers entering employment, a trend reversed in 2021 with 5.5 percentage point more leavers entering employment than in 2020.

Evaluation Framework: *Three Drivers of Improvement*

This year, the evaluation framework was strengthened to further demonstrate the added value and collective impact of the partnership activity. Through the development of clear workstream outcomes and measures, three common themes emerged from the evidence leading to the creation of the Three Drivers of Improvement Evaluation Framework.

The three drivers of improvement are defined below and summarised in diagram 1. To bring the drivers to life, impact statements from a range of projects and programmes are included.



DRIVER 1: FACILITATING VARIOUS FORMS OF COLLABORATION

We recognise that collaboration is desirable in our system but also that it is necessarily varied with regards to its form. Some collaboration may involve short-term interactions whilst others demand sustained collaborative working around areas of interest.

“I feel that the discussions I have had with other practitioners in the breakout rooms have been valuable. They have given me ideas on how I can develop my enquiry and reassurance that I am on the right track.”

— (PRIMARY CURRICULUM PARTICIPANT)

“The opportunity for young people to work collaboratively and engage with other young people from different teaching and learning environments. Also, the opportunity for young people to impact change and contribute to school improvement planning.”

— (WFL WORKSTREAM)

“It was most beneficial to be part of in-person discussions and share experiences and ideas with colleagues. They were informal way to share ideas and engage in professional dialogue.”

— (LEI WORKSTREAM)

Evaluation Framework: *Three Drivers of Improvement*

DRIVER 2: ENHANCING PRACTITIONER KNOWLEDGE, UNDERSTANDING AND CONFIDENCE

Our regional improvement collaborative contains just over 19,000 practitioners, some 36% of all practitioners in Scotland. We see our work as enhancing practitioner knowledge, understanding and confidence at all levels, from those newly qualified to those at the most senior level. The enhancement of practitioner knowledge, understanding and confidence is inherently linked to our collaborative working. There is a great amount of expertise and experience across our eight authorities and the exchange of knowledge and sharing of practice is a key way in which the partnership adds value.

Data demonstrating the changes and improvement in practitioner knowledge and confidence is presented in appendix 2.



“My knowledge and practice surrounding metacognition was very limited. This webinar broadened my understanding and gave me some practical tips about things that could be carried out in class.”

— (LEI WORKSTREAM)

“I feel this was highly valuable to me being a probationer. I feel I have to expand my knowledge at every opportunity and this type of conference will provide me with great experience and access to resources. Each workshop I attended has opened my eyes to strategies I will definitely be able to pass on to others while embedding within my own classroom.”

— (CLTA WORKSTREAM)

“It will give me a better understanding of The Promise and allow me to have discussions with staff in school about how this will influence us as teachers and help our young people.”

— (VLN PARTICIPANT)

Evaluation Framework: *Three Drivers of Improvement*

DRIVER 3: SUPPORTING PRACTICE CHANGE AT VARIOUS LEVELS

Our collaborative work and our aim to affect practice change is supported through partnership activity. Practice change at all levels of the system is a key aspiration for the West Partnership. This extends from the way in which our teachers and practitioners deliver in the classroom and playrooms to the ways in which local authority central teams interact across our region. As such, we envisage partnership activity as facilitating practice change as a consequence of a dynamic offering which targets all practitioners irrespective of their role.



“I am making more use of the data I have gathered for my class, and I am now looking at differentiation differently within the class. Differentiation now has many forms of support through different resources, teacher support and varying timescales. I am now also incorporating key questioning within my daily planning to ensure that I am making the most of feedback and hinge point questions.”

— (LEI WORKSTREAM)

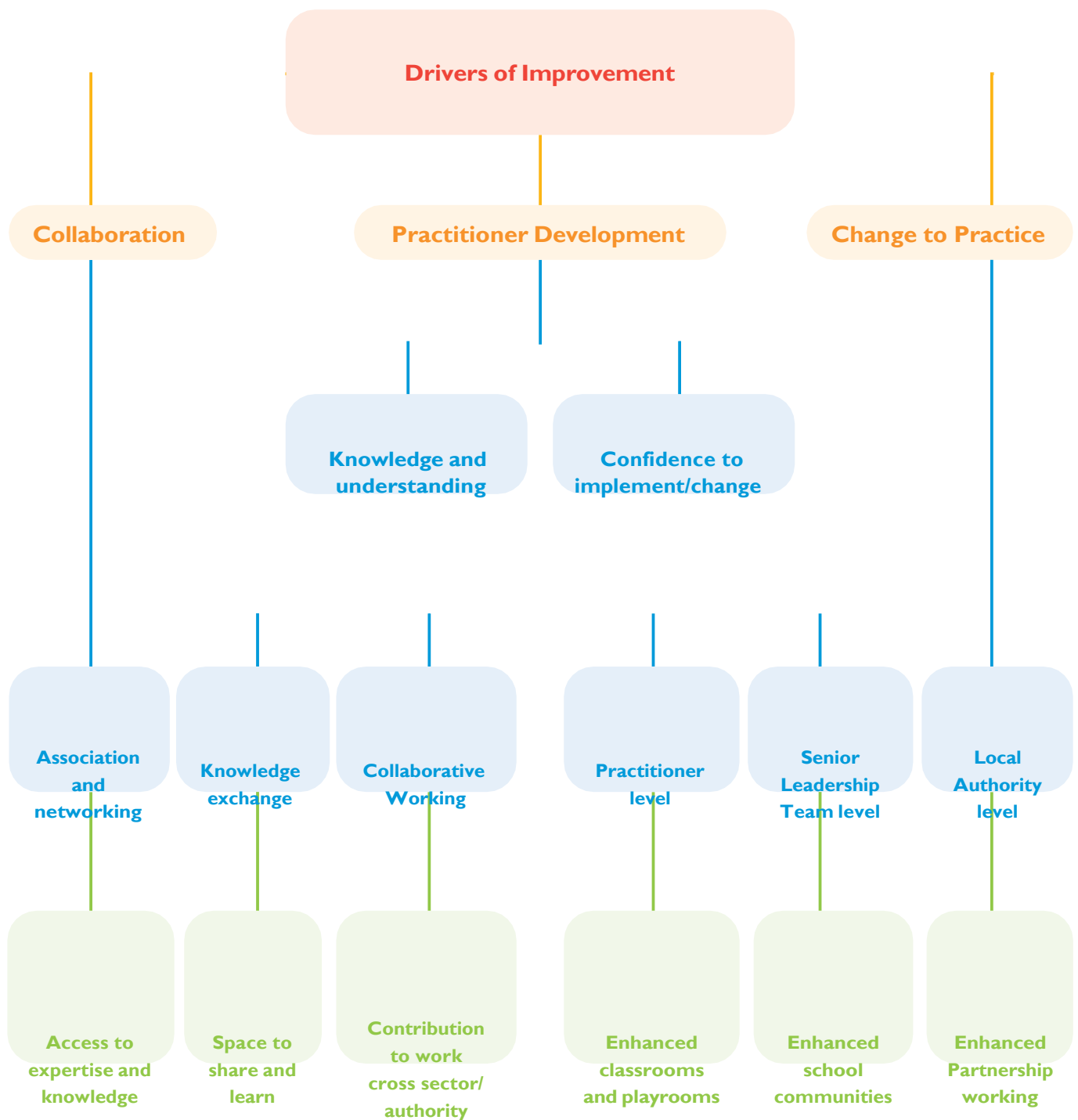
“Allowed deep evaluation of current practice and enhanced staff knowledge. Changes have positively impacted pupil progression”

— (CLTA WORKSTREAM)

“A lot of today’s session helped me reflect and move on from today. I think the Slow-low-low is something that works because I have used before but it was a good reminder. The universal approach makes so much sense and I can see elements of that being put in place in our school as we are also in the process of adapting our school behaviour policy and procedures.”

— (wFL WORKSTREAM)

West Partnership Drivers Model



Three Drivers of Improvement Illustrations

Regular monitoring of progress and impact relating to workstream outcomes and the three drivers of improvement allow The West Partnership to produce Highlight Reports as part of our governance procedures. The most recent can be accessed on the West Partnership website, or by following these links.



Each illustration showcases elements of the three drivers through projects and programmes delivered by the workstreams. The purpose is to demonstrate the added value of participating in partnership activity and the clear impact that this can have on collaboration, knowledge and confidence development and practice change.



THE PRIMARY CURRICULUM PROGRAMME

The Primary Curriculum Programme was an opportunity for colleagues from across 40 schools to collaborate by focusing on curriculum development in their own contexts. The programme centred around the main themes of ‘How Do We Do It?’ and included participants from all authorities within the West Partnership.

Participants worked with Education Scotland (ES) and researchers from The University of Glasgow’s Robert Owen Centre to consider their curriculum in relation to the Refreshed Curriculum Narrative and undertook a related Collaborative Action Research (CAR) project, supported by the Robert Owen Centre team. A senior leader and a class teacher from each school participated in the programme to allow them to share ideas and support each other as they took forward their CAR project.

In the programmes’ evaluation, 95% of participants reported that the themes of the sessions met their needs and 86% stated that the structure of the sessions met their needs. Qualitative feedback from participants suggested that the programme had stimulated self-evaluation and change implementation:

“

“It has encouraged me to reflect on my own practice, and have time set aside to build on and improve learners’ experiences.”

— (TEACHER, gLASgOw CiTy)

”

“

“I would not have approached an adaptation to the school in such an in-depth manner, despite being data rich it’s not always data applied but this really focused on applying that data that was collected.”

— (TEACHER, gLASgOw CiTy)

”

Three Drivers of Improvement Illustrations

THE PRIMARY CURRICULUM PROGRAMME

After completion of their CAR project, senior leaders and classroom teachers presented the impact and learning with schools from across the West Partnership. From evidence highlighted within presentations, it was clear that changes to practice had resulted in an enhanced learning experience for children. This occurred in a number of ways, with practitioners noting the importance of including children in their learning and completing deep self-evaluation which enhances staff knowledge:



“

“I have had the opportunity to stop and listen to pupil feedback and build a project from their ideas and not just my own.”

— (TEACHER, GLASGOW CITY)

”

“

“Involving children in their learning. Making learning more practical and fun. Understanding that children can gain so much from outdoor learning.”

— (TEACHER, RENFREWSHIRE)

”

“

“Allowed deep evaluation of current practice and enhanced staff knowledge. Changes have positively impacted (on) pupil progression.”

— (TEACHER, SOUTH LANARKSHIRE)

”

The West Partnership Primary Curriculum Programme facilitated the completion of 30 CAR Projects. Each of these projects involved a process of self-evaluation, practice change and an evaluation of the impact of each intervention on children's experiences and progress. One example of this process was evident when practitioners from one Glasgow primary used their attainment data to identify writing as a priority for their school improvement plan.

Having assessed various potential interventions, the practitioners developed the inquiry question how does the explicit teaching of before, during and after writing strategies increase attainment for targeted learners? The practitioners developed a logical model of improvement proposing that the development of practitioner knowledge, skills and confidence would lead to higher quality learning experiences for pupils and raising attainment.

Practitioners at the school engaged in 'before, during and after writing strategy' training. They self-evaluated their knowledge, skills and confidence in teaching writing before and after the training. Practitioners noted how each of these indicators had increased following the training but also how the engagement of learners had improved in the classroom.

Throughout the project, children were asked to give feedback on their experience of developing their writing. Data demonstrated that pupils developed a better awareness of themselves as writers, were more likely to respond appropriately to feedback, were more resilient when making mistakes and were more likely to have positive feelings towards writing as an activity. From teacher judgements it was clear that attainment results had improved for many learners through the use of intervention groups and class strategies.

Due to the success of this programme, it will be offered to participants across the West Partnership next session. Participants that have completed the programme will share their CAR project with schools next session. It is hoped that participants will be able to use CAR to support improvement in other areas in the future.

Improving Our Schools

Improving our Schools (IOS) focuses on improving attainment and achievement through:

- high quality self-evaluation across the school and in individual classrooms
- the use of data to inform targeted interventions
- improving learning and teaching; and
- a relentless focus on equity and excellence for all children and young people.

IOS was piloted in session 2021–22 with ten primary schools in five local authorities across the West Partnership. Nine out of the ten schools completed the programme.



IMPACT

All **nine schools** saw positive changes in **knowledge, confidence and understanding**. The three groups that described positive changes were senior leaders, teachers and children.

Leaders in all nine schools described examples where working together using the IOS model had **improved classroom practice**. Teachers shared their expertise through collaborative professional learning activities, peer to peer classroom visits and discussion.

All nine schools **improved attainment** for the children who were part of the targeted interventions.



Improving Our Schools

SChOOL 1:

Learning & teaching focus	Differentiation
Impact on learning and teaching	Teachers are differentiating learning and teaching more effectively overall and taking more account of children's interests as they do so.
Curriculum focus	Literacy – listening and talking – group talk and discursive talk
Impact of interventions on children	At early level the percentage of children using five or more related skills increased from 29% to 35%.
<p><i>"Fact Story Action has made a big difference to our school. It has really improved tracking conversations for the better."</i></p> <p>— Deputy HeaD</p> <p><i>"I now explicitly teach listening and talking each week ... I make better use of differentiation to ensure my neurodivergent learners are included."</i></p> <p>— Class teaCHer</p>	

SChOOL 2:

Learning & teaching focus	Metacognition and retrieval
Impact on learning and teaching	Metacognitive strategies are being used across the school and children can talk about what they are, how they use them and how this helps their learning.
Curriculum focus	Numeracy – fractions and money
Impact of interventions on children	<p>Average scores for the pre and post intervention assessments were as follows:</p> <ul style="list-style-type: none"> — Children focussing on fractions saw scores increase from 33% to 70% — Children focussing on money saw their scores increase from 34% to 83%
<p><i>"What's really stood out for me is the platform it has created for this rich dialogue to take place across the whole school ... This year I've come to appreciate just how important the data of our school is as it leads you to your next steps."</i></p> <p>— Class teaCHer</p> <p><i>"Using metacognition, we've really become more independent with planning our work. You can use it in many subjects, you can even use it when you're not in school."</i></p> <p>— primary 7 CHiLD</p>	

Wellbeing for Learning: *Keeping Trauma in Mind* Programme

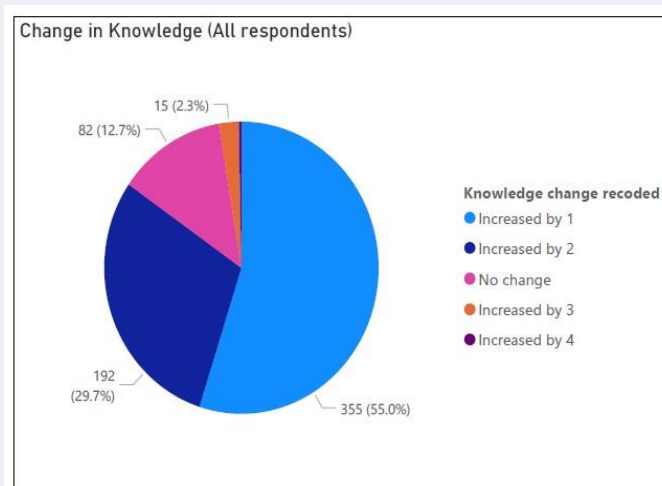
The Keeping Trauma in Mind Programme was an opportunity for colleagues from across the West Partnership to engage in professional learning relating to trauma. The sessions provided participants working in different sectors with an opportunity to understand the impact of trauma and to know how to adapt the way they work to make a positive difference to the lives of children and young people affected by trauma.



The response to the programme offer was high, with 400 attending the sessions. After analysis of the sign-up information, we could see that, across all eight local authorities, 271 different establishments had registered. There were participants from Early Years, Primary, Secondary, ASN, CLD and Social work. Two key aims of the series were to increase the knowledge of participants; and to develop confidence to apply new knowledge.

IMPACT ON PRACTITIONER KNOWLEDGE

We were particularly interested in evaluating the impact of the series on practitioner knowledge. We asked evaluation respondents to rate their knowledge level along a 5-point scale, with 1 being the least knowledgeable and 5 being the most knowledgeable. The chart to the right shows that **87% of respondents reported an increase in knowledge across all sessions**. This means that of 646 completed evaluations, knowledge increases had been reported in 560 of them. The largest increases to knowledge were reported by Early Years practitioners, followed closely by Pupil Support Assistants.



“

“My role is nurture based and all of this will really impact my work. So many good ideas and this has really helped to deepen my understanding and what I can do to support.”

— (TEACHER, SOUTH LANARKSHIRE)

”

“

“I liked learning more about how self-regulation works. Also coming up with practical strategies that can be implemented in my setting.”

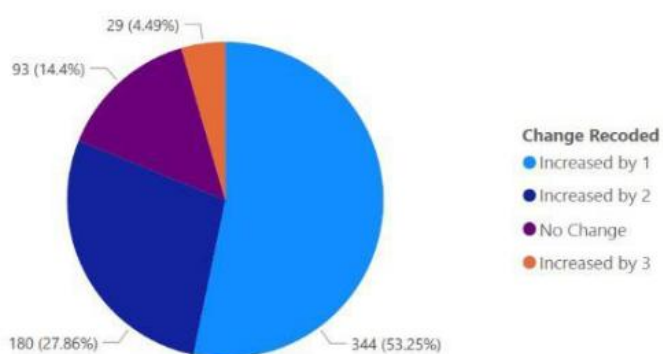
— (TEACHER, EAST DUNBARTONSHIRE)

”

Wellbeing for Learning: *Keeping Trauma in Mind Programme*



Change in Confidence (All respondents)



Conclusion



This year, the Partnership has made very good progress in driving forward equity, excellence and empowerment across the West and this has been demonstrated throughout the report. Our progress has been further recognised externally through research carried out by the Robert Owen Centre (ROC) for Educational Change. In their Phase III Reflections on the Partnership Recovery to Renewal: Reimagining the Future (2022) report, the ROC findings compliment that of the internal evaluation providing a strong triangulated approach to evaluation.



The key findings included:

- a strong culture and ethos of collaboration;
- demonstrable transformative system change;
- networks building collective agency and capacity at all levels; and
- added value to local authorities — which translated to significant leadership and learning and teaching developments.

Moving forward, we will continue to add value to our local authorities, be accessible to those who will benefit most from it and focus on activities that have the greatest impact on learner experiences and outcomes.



Conclusion



APPENDIX 1: CRITICAL INDICATORS

Indicators	2016-17 baseline	2017-18 Value	2018-19 Value	2019-20 Value	2020-21 Value
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening)	71.3	72.4	73.0	**	69.7
% of primary pupils (p1, p4 and p7 combined) achieving expected levels or better in numeracy	78.1	79.5	80.3	**	77.3
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening)	89.7	90.1	89.6	**	**
% of S3 pupils achieving third level or better in numeracy	90.1	89.7	90.0	**	**
% of S3 pupils achieving fourth level or better in literacy (based on reading, writing and talking and listening)	46.7	48.8	49.7	**	**
% of S3 pupils achieving fourth level or better in numeracy	56.7	57.7	56.5	**	**
% of leavers achieving 1 or more awards at SCQF Level 6 or better	67.3	68.7	69.3	70.4	72.8
% of leavers achieving 5 or more awards at SCQF Level 6 or better	36.2	37.6	38.3	42.1	44.3
% of leavers achieving SCQF Level 5 or better in literacy	81.9	82.8	82.6	83.1	84.6
% of leavers achieving SCQF Level 5 or better in numeracy	69.1	70.2	69.2	70.8	72.8
Number of Practitioners accessing professional learning opportunities provided by the West Partnership	TBC	TBC	TBC	3185	3137
Percentage of practitioners reporting an increase in their knowledge following participation in West Partnership activities	N/A	N/A	N/A	N/A	85.1
% of establishments evaluated as good or better for leadership of change	59	63	73	*	*
Primary Exclusion Rates (Rate per 1000 pupils)	9.9	N/A	3.7	N/A	2.6
Secondary Exclusion Rates (Rate per 1000 pupils)	46.8	N/A	23.7	N/A	21.2
Primary Attendance Rates	94.6	N/A	94.2	N/A	93.4
Secondary Attendance Rates	90.7	N/A	90.3	N/A	88.4
Initial School Leaver Destinations (Positive)	93.6	94.4	95.2	93.6	95.8
% of establishments evaluated as good or better for learning, teaching and assessment	57	66	71	*	*

* Impacted by Covid

** BGE data not collected.

Conclusion

APPENDIX 2: COLLECTIVE KNOWLEDGE AND CONFIDENCE IMPROVEMENTS

eVent	number of respondents	% of Participants reporting an increase in knowledge	cohort Pre (1-5)	cohort Post (1-5)	change	number of Participants increased
ASN Rights Based Training	12	75.0	3.3	4.3	1.0	9
Gambling & Gaming	14	100.0	2.6	4.6	2.0	14
Maths Conference	189	87.0	2.9	4.0	1.1	164
Pedagogy Series	152	88.8			0.0	135
Primary Curriculum	12	100.0	1.8	3.6	1.8	12
PSE Mindfulness	11	72.7	3.4	4.3	0.9	8
PSE Respect Me Anti-bullying	8	100.0	2.5	4.6	2.1	8
PSE Self Harm	9	77.7	3.0	4.1	1.1	7
PSE Self Harm Awareness Training	9	77.7	3.0	4.1	1.1	7
PSE Sexual Content	14	85.7	3.2	4.4	1.2	12
Trauma Series	646	87.0	3.1	4.3	1.2	562
UNCRC ASN	12	75.0	3.3	4.3	1.0	9
UNCRC CLD	10	90.0	2.7	3.8	1.1	9
UNCRC ELC	15	86.6	3.4	4.5	1.1	13
UNCRC Rights Based Training	15	86.6	3.4	4.5	1.1	13
UNCRC Train the Trainer	15	66.6	3.1	4.1	1.0	10
VLN: Autism	21	42.8	3.6	4.0	0.4	9
VLN 1	63	84.1	2.6	3.7	1.1	53
VLN 2	41	85.4	2.3	3.7	1.4	35
VLN 3	25	100.0	2.2	4.0	1.8	25
VLN Parental Engagement	8	75.0	3.8	4.5	0.7	6
VLN Parental Involvement	36	47.2	3.5	4.1	0.6	17

- 1337 evaluation responses
- 1137 responses note an increase in knowledge
- 85% of respondents report an increase in knowledge
- Average pre-event figure was 2.6
- Average post-event figure was 3.7
- Average change on the 5-point scale was 1.1

Conclusion



west Partnership eVent	number of respondents	% of respondents reporting an increase in confidence	cohort Pre (1-5)	cohort Post (1-5)	average change	number of Participants increased
Maths Conference	189	85.7	2.9	4.0	1.1	162
Moderation Event	46	58.7	3.6	4.2	0.6	27
PSE Mindfulness	11	81.8	2.9	4.2	1.3	9
PSE Respect Me Anti-bullying	8	87.5	2.5	4.1	1.6	7
PSE Self Harm	9	77.7	2.9	3.8	0.9	7
PSE Sexual Content	14	78.6	3.1	4.2	1.1	11
Trauma Series	646	82.0	3.0	4.2	1.2	530
UNCRC ELC	15	93.3	3.0	4.3	1.3	14

- 938 evaluation responses
- 767 responses note an increase in confidence
- 82% of respondents report an increase in confidence
- Average pre-event figure was 3.0
- Average post-event figure was 4.2
- Average change on the 5-point scale was 1

Inverclyde
council

West
Dunbartonshire
COUNCIL

sustainable thriving achieving
East Dunbartonshire Council
www.eastdunbarton.gov.uk

East
Renfrewshire
COUNCIL

North
Lanarkshire
Council

Glasgow
CITY COUNCIL



Renfrewshire
Council

SOUTH
LANARKSHIRE
COUNCIL

NSEE
Network for Social & Educational Equity

BLANK PAGE

WEST DUNBARTONSHIRE COUNCIL**Report by the Chief Education Officer****Educational Services Committee: 14 December 2022**

Subject: West Partnership Improvement Collaborative: Improvement Plan 2022-2023

1. Purpose

- 1.1** The purpose of this report is to inform Educational Services Committee of the contents of the West Partnership's Improvement Plan 2022 - 2023.

2. Recommendations

- 2.1** The Educational Services Committee is asked to note the contents of this report.

3. Background

- 3.1** Regional Improvement Collaboratives (RICs) were established in 2017 as a national initiative to bring about improvement for all schools in Scotland. They are intended to bring together local authorities and Education Scotland, facilitating collaborative working and providing educational support to practitioners.
- 3.2** The Glasgow City Region Education Improvement Collaborative, known as the West Partnership brings together authorities from across the Glasgow City Region; West Dunbartonshire is a member of the West Partnership.
- 3.3** Educational Services Committee noted the progress of the West Partnership and the contents of the Improvement Plan in December 2021.

4. Main Issues

- 4.1** The Partnership is required to produce an annual Improvement Plan linked to a three year planning cycle which outlines the vision, purpose and key activities of the collaborative for the year ahead. The West Partnership Improvement Plan 2022-2023 (Appendix 1) sets out the key areas for collaborative action to bring about improvement across the Glasgow City Region.

- 4.2** Members should note that the plan captures those areas where collaboration between the partners will be beneficial. Not all schools or local authorities will participate in all activities, but the plan sets out the Partnership's offer to schools, based on what stakeholders have indicated they would benefit from.
- 4.3** As such the plan does not replicate or duplicate the individual local improvement plans of each partner authority, but enhances our own efforts to support and challenge schools to improve.
- 4.4** Over the past session, a comprehensive range of engagements with key stakeholders took place, complementing the ongoing evaluation activity; giving a clearer set of qualitative and quantitative data to ensure the 2022-23 Improvement Plan meets the needs of practitioners and officers across the West Partnership.
- 4.5** The feedback gathered from the stakeholder engagements, recommendations from the Robert Owen Centre evaluation and consensus building conversations with workstream sponsors, workstream members, programme participants and Education Scotland colleagues, all contributed to the Improvement Plan 2022-23.
- 4.6** Taking account of all consultation to date, there is clear consensus that existing programmes and activity are broadly meeting the needs of officers and practitioners across the West Partnership. It is suggested most programmes continue, following review and in some cases, augmentation.
- 4.7** The three main workstreams will continue to be: Wellbeing for Learning; Leadership, Empowerment and Improvement; and Curriculum, Learning, Teaching and Assessment. The Partnership will work closely with local authorities, as well as with colleagues from Education Scotland and the Robert Owen Centre for Educational Change, to achieve key objectives set out for each workstream.
- 4.8** The approach towards Specialist Networks that was introduced last year will continue. These Specialist Networks meet with a common purpose to enhance the work of the local authorities in themed areas such as curriculum, additional support needs and digital learning. West Dunbartonshire is benefitting from the collaboration and support from the networks.
- 4.9** A revised Plan on a Page has been included which attempts to more clearly articulate: vision, values, purpose and priorities of The West Partnership.
- 4.10** The paper was considered and endorsed at the last Glasgow City Region Education Committee on 22 September 2022 with the recommendation that each Council area approves the report through its own local governance arrangements.

5. People Implications

5.1 There are no personnel issues.

6. Financial and Procurement Implications

6.1 The Scottish Government has advised that £6 million of funding has been made available nationally to support the work of RICs for financial year 2022/23. The West Partnership has been provided with the same funding in 2022-23 as 2021-22, a total of £1,515,500.

7. Risk Analysis

7.1 It was not necessary to carry out a risk assessment.

8. Equalities Impact Assessment (EIA)

8.1 There is no EIA impact.

9. Consultation

9.1 In September, the Regional Improvement Collaborative Lead and Senior Partnership Officer met with colleagues from the South West Education Improvement Collaborative (SWEIC), Education Scotland Strategic Director and Senior Regional Advisers to discuss the plan, and that of SWEIC colleagues.

9.2 Legal Services and the Section 95 Officer have been consulted in relation to the content of this report.

10. Strategic Assessment

10.1 This report reflects the Council's 2022-2027 Strategic Plan.

Laura Mason
Chief Education Officer
28 October 2022

Person to Contact: Laura Mason, Chief Education Officer, Council Offices, 16 Church Street, Dumbarton, e-mail: laura.mason@west-dunbarton.gov.uk

Appendices: Appendix 1 - West Partnership Improvement Plan 2022-2023

Background Papers: None

Wards Affected: All Wards

The West Partnership

IMPROVEMENT PLAN 2022-23

Equity, Excellence & Empowerment



GLASGOW
CITY REGION
Education

Contents.

3 Introduction

4 West Partnership Vision

5 Governance & Operational Structure:

\ Overview

6 \ Regional Education Committee

7 \ West Partnership Board

\ West Partnership Implementation Group

\ Finance Sub Group

8 West Partnership Delivery Model:

\ The West Partnership Approach

\ The Role of West Partnership Core Team

9 \ The Role of Central Officers, Teachers and Practitioners

\ The Role of Education Scotland's Regional Improvement Team

10 \ Specialist Networks

11 Developing Through Consultation

12 Evaluating the Impact of the Improvement Plan

15 Critical Indicators 2020-21

16 The West Partnership | Plan on a Page 2022-23

17 The West Partnership Delivery Model

\ Key Activities & Programmes 2022-23

18 Outcomes & Drivers Map 2022-23



Introduction

The purpose of the West Partnership Regional Improvement Collaborative is to add value to the work of our local authorities, be accessible to those who will benefit most from it and focus on activities that have the greatest impact on learner experiences and outcomes.

The West Partnership relies on teachers and practitioners, local authority officers and our communities working together collectively through planned and targeted activities. By doing so, we continue to see the influence of the West Partnership extend and reach across all of our local authorities with increasing numbers of staff and pupils benefiting from our collective endeavours.



For example, West Online Schools (West OS) has become a vital tool used extensively by staff and thousands of children and young people across the West Partnership and throughout Scotland. Our efforts to support high quality learning and teaching through the Improving Our Classrooms (IOC) programme have been influential in helping many teachers and schools as they strive for the best for their children and young people. Last session, we also introduced a new workstream on Wellbeing for Learning. A number of specialist networks were facilitated through this work as well as a range of professional learning events in areas such as family learning, student voice and Keeping Trauma in Mind.

The West Partnership Improvement Plan 2022-23 aims to build on our successes to date and concentrate on the areas highlighted by key stakeholders as most important to them.

Our three main workstreams of Wellbeing for Learning; Leadership, Empowerment and Improvement; and Curriculum, Learning, Teaching and Assessment are designed to focus on what matters, and we will continue to build on these areas.

Our challenge is to ensure as many practitioners as possible interact, learn and contribute across the West Partnership. This means we need to be able to evaluate the impact of the work of the West Partnership and the difference it makes.

This Improvement Plan outlines how we will do this through focussing on the collective impact of the West Partnership through three strategic drivers of improvement and by examining how the partnership:

1. fosters collaboration on a variety of levels;
2. provides professional learning and specialist network opportunities enabling practitioners to increase their knowledge and gain confidence in decision making and delivering improvement; and
3. stimulates changes to practice, impacting on children, young people and their families.

We recognise that it is crucial to collaborate beyond our own boundaries and this session we will continue to work closely across local authorities, as well as with colleagues from Education Scotland, other Regional Improvement Collaboratives and the Robert Owen Centre for Educational Change to achieve our key objectives and strengthen on our existing work.

.....

Tony McDaid, Regional Lead Officer, West Partnership

West Partnership Vision

The West Partnership has a clear vision: to embed the values of equity, excellence and empowerment in everything we do, building a collaborative, networked learning system to improve learning experiences and increase attainment for every learner across the region.

The plan for 2022-23 also includes our response for recovery and renewal as we meet the challenges of supporting improvement as part of the on-going Covid recovery process. We will continue to work collaboratively within and across the system to ensure that we can respond with agility to the changed circumstances in which we now live, providing support and developing flexible approaches to learning and teaching across the region.

The West Partnership sets an ambitious and aspirational agenda to close the poverty-related attainment gap (equity) and improve attainment and achievement for all (excellence). By creating the conditions for authentic empowerment, the ownership of change can be shifted and enable all staff to take collective action to deliver this ambitious vision.

As the largest of Scotland's Regional Improvement Collaboratives, with approximately one third of Scotland's school population, to truly deliver sustainable improvement, change needs to be driven collectively. This means ensuring that every stakeholder is empowered to address the needs of each individual learner, design experiences which will enthuse and engage them and support them to lead their own learning. This will in turn, lead to improvements in learners' achievements and attainment.

In the longer term, there is a commitment to ensure each educator in the West Partnership has the opportunity to engage and collaborate with colleagues and partners to bring about improvement in their class and playrooms.

In the West Partnership, building collective agency to improve results and supporting individuals to work together to secure what they cannot accomplish on their own is a key focus. Our purpose, therefore, is to establish and facilitate networks of professionals to work collaboratively to achieve our vision of equity, excellence and empowerment.

Governance & Operational Structures

OVER VIEW

As part of evaluation and review procedures, the West Partnership continues to reflect on the effectiveness of the existing governance and operational structures, ensuring the Partnership continues to operate efficiently, while adding value to the provision of the eight partner local authorities.

Through a wide ranging review process last session, a revised governance and operational structure evolved, was agreed by the West Partnership Board and endorsed by the Regional Education Committee to ensure that we can proceed with the delivery of this ambitious plan over the coming years. The revised structure builds on the previous governance framework, which had been recognised as a key strength of the West Partnership in our formative years, whilst seeking to strengthen the strategic role of the senior leaders to maintain our ongoing successes.



Governance & Operational Structures

REGIONAL Education COMMITTEE

The West Partnership is overseen by the Glasgow City Region Education Committee (the Committee), made up of the Education Conveners (or similar) from each of the eight partner authorities, as follows:



The Committee is responsible for scrutinising and endorsing the West Partnership Improvement Plan, receiving regular reports on the progress of the plan and its impact on stakeholders. Chaired by the Convener elected by the membership, the Committee is also attended by the eight Directors of Education/Chief Education Officers and the Senior Partnership Officer, with other attendees invited as appropriate.

Additionally, the governance framework in which the Committee operates, provides the opportunity for regular engagement with the Glasgow City Region Cabinet, allowing a further level of oversight and scrutiny, and enabling strategic links to be established with the wider Glasgow City Regional Economic Strategy.

Governance & Operational Structures

WE s T PARTNER sh IP b OAR d

The West Partnership Board (the Board), has responsibility for the strategic overview of the work of the West Partnership, with overall responsibility for the development and delivery of the West Partnership Improvement Plan, including overall responsibility for the finance and resources for the Partnership.

The Board is made up of the Director of Education/Chief Education Officer of each of the eight partner authorities which make up the West Partnership. In addition, the Board is advised by the West Partnership's Senior Partnership Officer, the Senior Regional Advisor appointed by Education Scotland, and has professorial representation from the University of Glasgow. Staff supporting the work of the West Partnership also attend by invitation.

Specific, identified Board members link with each workstream as sponsors, and have responsibility for the strategic direction of that workstream and for reporting to the Board on its progress. Workstream Lead Officers support Board members with this work and provide leadership for all aspects of the operational activity of the workstream including: planning, implementation, evaluation and reporting.



WE s T PARTNER sh IP IMPLEMEN TATION g RO u P

Following feedback from the West Partnership core team and partners, a review took place during 2020-21, of the purpose and efficacy of the previous Operational Delivery Group. In order to ensure efficiency and pace of progress, the Operational Delivery Group was replaced by the West Partnership Implementation Group. This is chaired by the Regional Improvement Collaborative Lead (RIC Lead) and attended by the Senior Partnership Officer, Senior Regional Advisor from Education Scotland and professorial representation from the Robert Owen Centre for Educational Change at the University of Glasgow. Meeting quarterly, this provides an opportunity for rich professional discussion on the progress of the West Partnership Improvement Plan and the contributions of the core team and partners.



FINANCE Subg RO u P

The West Partnership Board continues to be supported very well by the Finance Sub-Group. The Finance Sub-group meets quarterly and includes senior representatives from all eight local authorities, providing additional rigour and accountability as well as streamlining financial procedures across the Partnership. They have a particular responsibility for the management of the grant award from the Scottish Government, as well as advising on staffing and other resource issues, as required.



The West Partnership Delivery Model

THE WEST PARTNERSHIP APPROACH

Our approach within the West Partnership is underpinned by the development of a networked learning system; a system that enables collaboration, encourages 'connectedness' and supports practitioners at all levels. Our work is built around collaborative learning and practitioners are supported to develop ways of working together that are effective and build upon well-established research based models of delivery. We continue to work in partnership with the Robert Owen Centre for Educational Change and the Education Scotland Regional Improvement Team to ensure these approaches to collaborative learning make the greatest difference for our practitioners and learners.

The work of the West Partnership is predominantly delivered through the structure of three key workstreams, each led by a Workstream Lead Officer (WLO), seconded to work with The West Partnership core team.

For 2022-23, the three workstreams are:

- Wellbeing for Learning;
- Leadership, Empowerment and Improvement; and
- Curriculum and Learning, Teaching & Assessment

These workstreams provide 'umbrella themes' for the programmes and activity of the West Partnership. Regular opportunities are provided to link the work of the workstreams and ensure connectivity and cohesion.



THE ROLE OF THE WEST PARTNERSHIP CORE TEAM

A small core team, led by the Senior Partnership Officer, has been appointed to lead and facilitate the operational aspects of the West Partnership Improvement Plan. They work collaboratively to ensure that the Improvement Plan is based on strong self-evaluation, implemented timeously, rigorously evaluated and reported upon to the Board and the Committee. They ensure that all activities and opportunities for colleagues across the Collaborative, provide added value to what is on offer both locally and nationally.



The West Partnership Delivery Model

THE ROLE OF CENTRAL OFFICERS, TEACHERS AND PRACTITIONERS

There is clarity that all colleagues who support learning across the eight connected local authorities are defined as The West Partnership, and not simply the core team. As such, all central officers, teachers and practitioners networking & sharing, collaborating and changing practice together are working towards the values and purpose of The West Partnership. A primary function of the core team is to provide systematic and supported opportunities to work collaboratively with these colleagues. The West Partnership Improvement Plan provides opportunities for colleagues to co-create programmes and activities, such as the forthcoming Secondary BGE Curriculum Programme, as well as participate in those planned and delivered by the core team. This provides a unique setting for collaboration, builds capacity and grows connection, all leading to our vision of a networked learning system.



THE ROLE OF EDUCATION SCOTLAND'S REGIONAL IMPROVEMENT TEAM

The West Partnership values and benefits from, collaborativeworkwithcolleaguesfromEducation Scotland's Regional Improvement Team (RIT). This team adds to the West Partnership's existing capacity for improvement and provides a helpful external perspective which draws on good practice from across the country. Education Scotland Workstream Links (WLs) meet regularly with West Partnership WLOs to discuss planning, evaluations and impact of various activities and programmes. They regularly contribute to the delivery of these programmes, providing expertise from a national perspective. They also attend workstream meetings, providing a further opportunity to contribute to the strategic direction of the Improvement Plan. This year, a series of consensus-building conversations with WLs, provided a place to discuss both the 'what' and 'how' of Improvement Plan activities for the coming session. In addition, other colleagues from the RIT have formed 'bubbles' for each workstream, providing a stronger identity across both teams and enhancing the input of other Education Scotland officers to the Improvement Plan.



The West Partnership Delivery Model

SPECIALIST NETWORKS

As part of the extensive Stakeholder Consultation Exercise last session, a renewed format was introduced for the work of some of the networked groups, supported by the West Partnership. These Specialist Networks, comprised of representatives from across the eight local authorities, meet with a common purpose and remit.

Each Specialist Network creates its own short action plan containing 2-3 priorities which have been self-generated from existing local authority focus areas. This allows the work of the West Partnership to support ongoing local authority priorities, rather than add to the burden of central officers. The West Partnership core team support this collaborative approach to overtaking the action plan. The WLOs are also responsible for supporting evaluation and reporting on progress and impact as part of governance procedures.

Specialist Networks have been reviewed and again been planned across all three workstreams with special consideration given to contribution made by Community Learning & Development colleagues, third sector staff and partners in each. Some additional networks have been requested from central officers which are already producing fruitful discussion and change.

The groups planned for 2022-23 include networks for:



The West Partnership core team recognises the high quality work undertaken by a small number of West Partnership Networks which pre-date the establishment of the Regional Improvement Collaborative. Most notable are the Early Years and the Senior Educational Psychologists Networks. WLOs liaise and work alongside these networks to support cohesion and added value.



Developing Through Consultation

The West Partnership remains committed to ensuring that it reflects the views and ambitions of the workforce, parents and learners across the eight partner authorities to achieve our vision of equity, excellence and empowerment.

As the largest of the Regional Improvement Collaboratives, the West Partnership is home to over one third of Scotland's school population, with more than 25,000 headteachers, teachers and support staff working in around 1000 schools and early learning centres, in some of Scotland's most diverse and challenged communities.



Taking account of the on-going pressures on stakeholders, the West Partnership has had to be flexible and agile in its approach to stakeholder engagement as part of the improvement planning process. While regular evaluations are undertaken at the end of professional learning sessions or programmes, it was agreed that a set of 'consensus-building conversations' would be undertaken this session to provide a more holistic review and reflection of the West Partnership's activity during the last session, and allow this feedback to inform the plan for session 2022-23.

The three Workstream Lead Officers, spoke with a wide range of stakeholders including: director sponsors, workstream members, Education Scotland WLs, programme and network participants. The conversations covered topics which included:

- Purpose of West Partnership; Purpose of West Partnership
- Motivation for engagement;
- Strengths of programme or network;
- Impact of provision (using the lexicon of the three newly-established drivers);
- Developments for improvement; and
- Communications.

Feedback has been synthesised and discussed at two whole day sessions with the core team and shared with the Board. It informs the plan for session 2022-23 and was intended to produce a more co-created approach to the improvement planning process.

Evaluating The Impact of The Improvement Plan



The Evaluating and Reporting Lead Officer retains overall responsibility for evaluating and reporting on the progress and impact of the West Partnership's Improvement Plan.

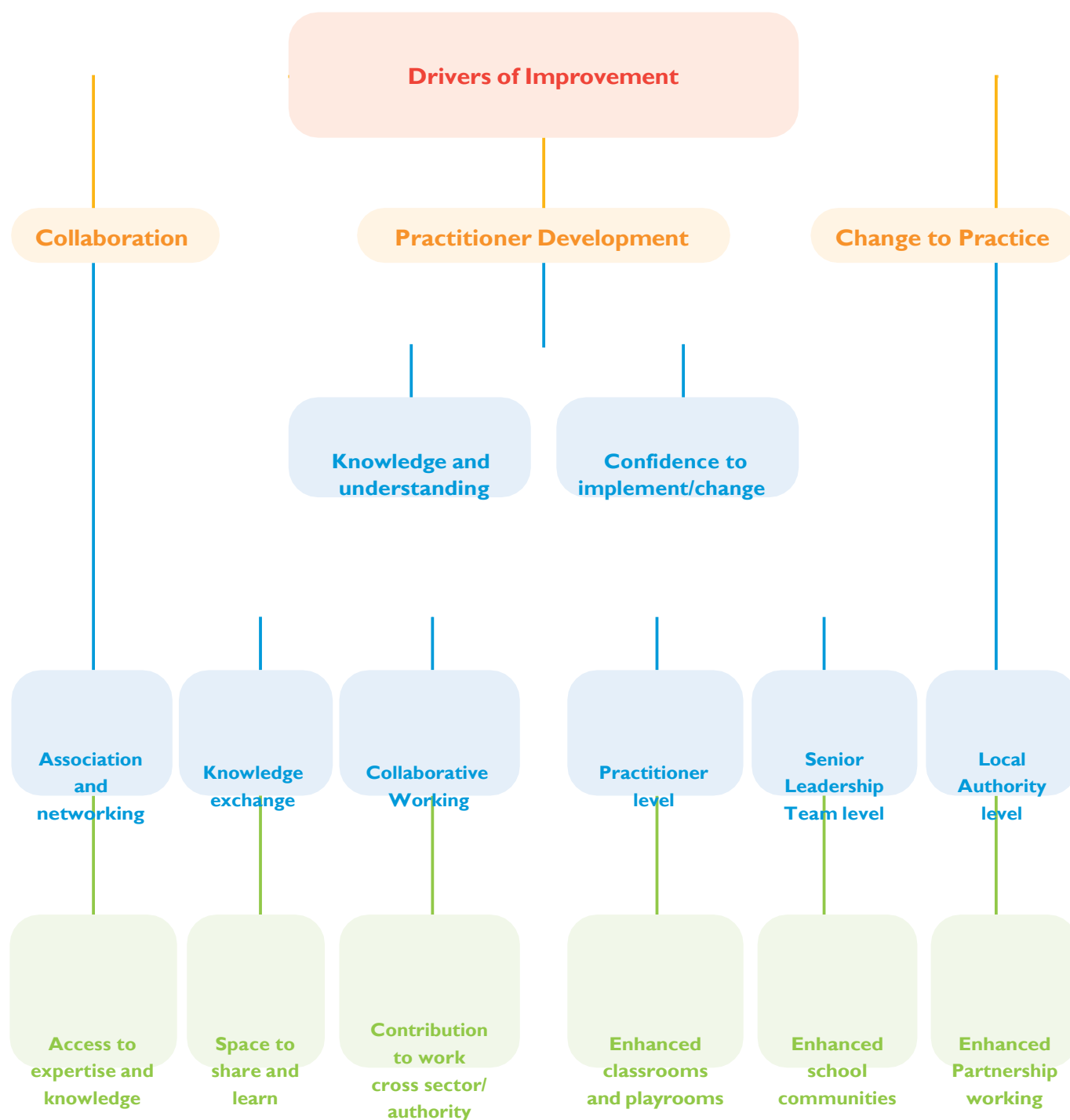
This work, supported by the data analyst, is crucial in supporting the West Partnership to evaluate its activities and programmes, as well as using the quantitative and qualitative evidence to identify future priorities. Regular highlight and evaluation reports include updates on the progress and impact of each workstream, as well as more holistic evaluations. Tools to systematically evaluate the quality of West Partnership professional learning events / programmes, and the important longer term impact on participants and learners allow us to gather evidence to demonstrate the added value of collaboration.

To assist in this process, workstream planning processes focus more acutely on outcome-based planning and reporting, not only on progress, but on impact in the classroom or playroom too. Evaluation strategies and approaches planned by the Workstream Lead Officers at the start of each professional learning session / programme, ensure appropriate and robust evidence is gathered systematically and evaluated. This serves to strengthen the work done in this area by the Evaluating and Reporting Lead Officer.

From exploring qualitative feedback data from our professional learning, collaborative enquiry, and specialist networks this session, the Partnership's work is now conceptualised as being driven by three holistic drivers.

Please see diagram on next page.

Evaluating The Impact of The Improvement Plan



Evaluating The Impact of The Improvement Plan

This year, the evaluation framework was strengthened to further demonstrate the added value and collective impact of the partnership activity. Through the development of clear workstream outcomes and measures, three common themes emerged from the evidence leading to the creation of the Three Drivers of Improvement Evaluation Framework.

The three drivers of improvement are defined below.



DRIVER 1: FACILITATING VARIOUS FORMS OF COLLABORATION

We recognise that collaboration is desirable in our system but also that it is necessarily varied with regards to its form. Some collaboration may involve short-term interactions whilst others demand sustained collaborative working around areas of interest.

DRIVER 2: ENHANCING PRACTITIONER KNOWLEDGE, UNDERSTANDING AND CONFIDENCE

Our regional improvement collaborative contains just over 19,000 practitioners, some 36% of all practitioners in Scotland. We see our work as enhancing practitioner knowledge, understanding and confidence at all levels, from those newly qualified to those at the most senior level. The enhancement of practitioner knowledge, understanding and confidence is inherently linked to our collaborative working. There is a great amount of expertise and experience across our eight authorities and the exchange of knowledge and sharing of practice is a key way in which the partnership adds value.

DRIVER 3: SUPPORTING PRACTICE CHANGE AT VARIOUS LEVELS

Our collaborative work and our aim to affect practice change is supported through partnership activity. Practice change at all levels of the system is a key aspiration for the West Partnership. This extends from the way in which our teachers and practitioners deliver in the classroom and playrooms to the ways in which local authority central teams interact across our region. As such, we envisage partnership activity as facilitating practice change as a consequence of a dynamic offering which targets all practitioners irrespective of their role.

Critical Indicators 2020–21

Indicators	2016-17 Baseline	2017-18 value	2018-19 value	2019-20 value	2020-21 value
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening)	71.3	72.4	73.0	**	69.7
% of primary pupils (p1, p4 and p7 combined) achieving expected levels or better in numeracy	78.1	79.5	80.3	**	77.3
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening)	89.7	90.1	89.6	**	**
% of S3 pupils achieving third level or better in numeracy	90.1	89.7	90.0	**	**
% of S3 pupils achieving fourth level or better in literacy (based on reading, writing and talking and listening)	46.7	48.8	49.7	**	**
% of S3 pupils achieving fourth level or better in numeracy	56.7	57.7	56.5	**	**
% of leavers achieving 1 or more awards at SCQF Level 6 or better	67.3	68.7	69.3	70.4	72.8
% of leavers achieving 5 or more awards at SCQF Level 6 or better	36.2	37.6	38.3	42.1	44.3
% of leavers achieving SCQF Level 5 or better in literacy	81.9	82.8	82.6	83.1	84.6
% of leavers achieving SCQF Level 5 or better in numeracy	69.1	70.2	69.2	70.8	72.8
Number of Practitioners accessing professional learning opportunities provided by the West Partnership	TBC	TBC	TBC	3185	3137
Percentage of practitioners reporting an increase in their knowledge following participation in West Partnership activities	N/A	N/A	N/A	N/A	85.1
% of establishments evaluated as good or better for leadership of change	59	63	73	*	*
Primary Exclusion Rates (Rate per 1000 pupils)	9.9	N/A	3.7	N/A	2.6
Secondary Exclusion Rates (Rate per 1000 pupils)	46.8	N/A	23.7	N/A	21.2
Primary Attendance Rates	94.6	N/A	94.2	N/A	93.4
Secondary Attendance Rates	90.7	N/A	90.3	N/A	88.4
Initial School Leaver Destinations (Positive)	93.6	94.4	95.2	93.6	95.8
% of establishments evaluated as good or better for learning, teaching and assessment	57	66	71	*	*

* Impacted by Covid

** BGE data not collected.

The West Partnership Plan on a Page 2022-23

our vision

By building a networked learning system, improve learner experience, attainment and achievement across the West Partnership.



our values

EQ u I T Y · EX C E L L E N C E · EM P O W E R M E N T

Our Purpose



Our Priorities

To develop readiness for learning with learners and families

To build networks

To build capacity in leaders at all levels

To promote practice-based research and innovation

To support innovation in curriculum design and promote high quality approaches to pedagogy

OUR DRIVERS:



To achieve our priorities, we will:



West Partnership Delivery Model

Key activities & programmes 2022-23



WELL bEIN g FOR LEARNIN g

- **Youth Ambassadors: PSE & Transition**
- **Supporting Learners including CLPL for:**
 - Support Assistants
 - Inclusion in Mainstream
 - GIRFEC
 - PSE (EY, Primary & Secondary)
- **Family Learning Collaborative Enquiry**
- **Families & Communities:**
 - Youthlink Scotland Collaborative Enquiry
 - CLPL for youth workers
- **Keeping Trauma in Mind Collaborative Enquiry**
- **UNCRC, including Young Leaders of Learning**
- *Family & Community Officers**
- *Stand-alone ASN Headteachers**
- *CLD Lead Officers**
- *Senior Inclusion Lead Officers**
- *HWB (previous workstream group)**
- *PSHE EY/Primary/Secondary Officers**
- *Home Education Officers**
- *Senior Educational Psychologists**

LEA dER shIP, EMPOWERMEN T & IMPROVEMENT

- **Executive Coaching**
- **Learning Sets**
- **Hexagon Coaching**
- **Thinking About Headship**
- **Improving Our Classrooms**
- **Improving Our Schools**
- **Improving Our Departments**
- **FOCUS**

CuRRIC uLuM & LEARNIN g, TEAC hIN g & AssEss MEN T

- **Assessment & Moderation**
- **EY / Primary Curriculum**
- **Secondary BGE Curriculum**
- **West OS**
- **Pedagogy**
- **Play Pedagogy**
- **School to School Partnership**
- **Upstream Battle on the Clyde**
- **Gaelic for practitioners**
- **Research on Impact of 1140 hours (lead by Evaluation Lead Officer)**
- *Assessment & Moderation Co-ordinators**
- *ASN Assessment & Moderation*
- *Maths Lead Officers**
- *Literacy Lead Officers**
- *Gaelic Lead officers**
- *BGE Curriculum**
- *English as an Additional Language**
- *Early Years Senior Officers**
- *Early Education Leads (Virtual Leadership Network)**

* Items in italics are delivered through facilitated specialist networks as described on [page 10](#).

Outcomes & Drivers Map 2022-23

As the work of the partnership matures and programmes develop, there will be an enhanced focus on gathering data and evidence across our three drivers of improvement, with a particular focus on the impact that our work has on children and young people in playrooms and classrooms.

Using a colour code, the drivers for improvement have been mapped against each outcome, demonstrating the weight of evidence which will be gathered on each drive. The graphic aims to demonstrate the link between the workflow outcome, driver for improvement and data which is likely to emerge as a result of partnership activity.

From this graphic, it is evident that our outcomes this year have a clear focus on practitioner development and practice change. This should enable WLO to gather more evidence and data on these two drivers for improvement demonstrating impact on children and young people.

Further information relating to the self-evaluation, improvement planning and evaluation and reporting activity of The West Partnership can be found on their website ([click here](#)).



Colla Boration	PraCtitioner developMent Knowledge, Understanding, Confidence	PraCtice Chan Ge
Through engaging in specialist network, there is an increase in the number of impactful collaborative developments and activities being undertaken in the West Partnership which improve the learning experience for children and young people by June 2023.	Through engaging in collaborative activities, all participants are able to demonstrate an improvement in their practice which enhances the learning experience for children and young people by June 2023.	Through participating in West Partnership activities, participants report greater confidence in their practice which enhances the learning experience for children and young people by June 2023.
By June 2023, an improved awareness of West OS will lead to increased breadth and depth of use.	By June 2023, a greater number of practitioners report a positive impact on children and young people's learning as a result of using West OS in the classroom and/or at home.	By June 2023, a greater number of children and young people report a positive impact on their own learning as a result of using West OS in the classroom and/or at home.
Through engaging in collaborative activities, all participants are able to demonstrate an improvement in their practice which enhances the learning experience for children and young people by June 2023.	By June 2023, professional learning participants will demonstrate an increased understanding of wellbeing topics and will have an increased level of confidence to implement practice change that will benefit children and young people.	Through engaging in specialist networks, there is an increase in the number of collaborative developments and activities being undertaken in the West Partnership which have an impact on wellbeing practice by June 2023.
Participants demonstrate changes to practice which will enhance the learning experience for children and young people through engaging in individual and collaborative activities, by June 2023	Participants report increased confidence and understanding in their leadership, use of data and effective learning and teaching practices through engaging in individual and collaborative activities by June 2023.	

Inverclyde
council

West
Dunbartonshire
COUNCIL

sustainable thriving achieving
East Dunbartonshire Council
www.eastdunbarton.gov.uk

East
Renfrewshire
COUNCIL

North
Lanarkshire
Council

Glasgow
CITY COUNCIL



Renfrewshire
Council

SOUTH
LANARKSHIRE
COUNCIL

NSEE
Network for Social & Educational Equity

WEST DUNBARTONSHIRE COUNCIL**Report by Chief Officer - Education****Committee: Educational Services Committee 14 December 2022**

Subject: Education Delivery Plan 2022/23**1 Purpose**

- 1.1** The purpose of this report is to provide members with the Education Delivery Plan 2022/23.

2 Recommendations

- 2.1** It is recommended that Committee notes the contents of the Plan.

3 Background

- 3.1** In line with the Strategic Planning & Performance Framework, each Chief Officer develops an annual Delivery Plan which sets out actions to help deliver the Strategic Plan and address the performance challenges and service priorities identified in the planning process. The Plan also provides an overview of services and resources, including employees and budgets, sets out the performance indicators (PIs) for monitoring progress and considers the relevant risks.
- 3.2** Following the local government election in May 2022, a new five-year Strategic Plan was developed in consultation with stakeholders and submitted to Council for approval in October. This sets out the Council's priorities, objectives and key PIs, providing clear direction for the development of the first set of annual delivery plans, of which the Education Delivery Plan is one of eight.
- 3.3** The implementation of this Plan will be monitored by the management team with interim progress reported to Educational Services Committee in March 2023 and year-end progress in late 2023.

4 Main Issues

- 4.1** The Plan for 2022/23 is set out at Appendix 1.
- 4.2** Key priorities for 2022/23 include: delivering sustainable, quality services within the context of significant financial challenges; implementing the second phase of the Additional Support Needs estate workstream; implementing the five priorities of the National Improvement Framework (re children and young people's human rights and needs, health and well-being, attainment and the attainment gap, skills and positive leaver destinations); developing and implementing the United Nations Convention on the Rights of the Child Strategy; liaising with national agencies in response to the Muir Review of the

national education agencies; developing approaches to implementing the reduction of teacher class contact time to 21 hours; developing and promoting approaches to sustainability within the Education service and the curriculum; progressing digital delivery in relation to Learners Journals, administrative processes, supply teacher booking solution, cashless catering replacement solution, and device hardware skills based programme; implementing the requirements of The Promise, the national commitment to care experienced people and their families; developing participatory budgeting; implementing strategies to narrow the attainment gap between the most and least disadvantaged children and young people; and implementing the Revised Child Protection Policy and Partnership Improvement Plan.

5 People Implications

- 5.1** There are no direct people implications arising from this report.

6 Financial & Procurement Implications

- 6.1** There are no direct financial or procurement implications arising from this report.

7 Risk Analysis

- 7.1** Failure to deliver on the actions assigned to Education may have a direct impact on the delivery of the Council's Strategic Plan. It is essential that remedial action is taken to ensure strategic delivery plans achieve the commitments detailed and approved.

8 Equalities Impact Assessment

- 8.1** Screening and impact assessments will be carried out on specific activities as required.

9 Consultation

- 9.1** The delivery plans were developed through consultation with officers from the strategic service areas.

10 Strategic Assessment

- 10.1** The delivery plans set out actions to support the successful delivery of the strategic priorities and objectives of the Council.

Chief Officer: Laura Mason
Service Area: Education
Date: 16 November 2022

Person to Contact: Andrew Brown
andrew.brown@west-dunbarton.gov.uk

Appendices: Appendix 1: Education Delivery Plan 2022/23

Background Papers: Strategic Plan 2022/27 - Council, 26 October 2022
Strategic Planning & Performance Framework 2022/27

Wards Affected: All

Appendix 1: Education Delivery Plan 2022/23

2022/23 DELIVERY PLAN --- EDUCATION



Contents

1.	Introduction.....	2
2.	Performance Review	2
3.	Strategic Assessment.....	6
4.	Resources	11
	Appendix 1: Action Plan	15

1. Introduction

Education comprises a wide range of services covering: 29 Early Learning & Childcare Centres; 34 Primary Schools; 5 Secondary Schools; 7 Specialist Settings; Policy, Performance and Resources; Services for Children and Young People; Raising Attainment; Early Learning and Childcare; and Education Psychology.

It is one of 8 strategic areas responsible for delivering the Council's Strategic Plan. Key actions to help achieve that are set out in this Delivery Plan, together with actions to address any performance issues and service priorities identified in the planning process.

The progress of this Plan will be monitored and managed by the management team and reported to Educational Services Committee twice yearly, at mid-way and end of the academic year.

2. Performance Review

The management team completed a detailed review of 2021/22 performance, focusing on the following:

- 2021/22 Delivery Plan year end progress;
- National Improvement Framework report;
- Local Government Benchmarking Framework (LGBF) comparative data;
- Citizens' Panel feedback;
- Telephone Survey feedback;
- Complaints;
- Continuous Improvement (Fit for Future reviews); and
- West Partnership Critical Indicators.

This review highlighted our key achievements in 2021/22 as well as the challenges to be addressed in 2022/23. These are summarised below.

Key Achievements in 2021/22

Children's Services

- We continued to implement our Additional Support Needs (ASN) Strategy. All staff in our 7 Specialist Settings have committed to the SCERTS (Social Communication, Emotional Regulation and Transactional Supports) framework and approach. This is ensuring equality in experiences and supports for pupils and consistent and collegiate approaches to professional learning.
- Secured approval and funding to extend our ASN schools estate to support needs projections. We will be expanding Kilpatrick School in session 22-23 and Choices and a new Riverside Campus thereafter. This will enable us to support more of the children of west Dunbartonshire in west Dunbartonshire.
- Our Collaborative Support Service delivered a series of Professional Learning opportunities for all staff through the session:
 - 55 staff have engaged in Dyslexia Awareness Sessions
 - 47 staff have engaged Autism Spectrum Diagnosis Awareness and Supports Sessions
 - 26 staff have engaged Hearing Impairment Training Sessions
 - 22 staff have engaged in Supporting British Sign Language Sessions
 - 8 staff have engaged in Visual Impairment Learning Sessions.
- Implemented a Coaching across borders professional learning programme with Inverclyde Council. The joint programme of professional learning has successfully developed coaching skills in approximately 30 staff and will be developed in session 22-23 to support a second cohort and train trainers.
- Adapted our Professional Learning Programme to support the wellbeing of staff as well as children and young people. 70 education staff attended 'Evolving Wellbeing Sessions' empowering of our workforce in effectively managing their own emotional and mental wellbeing.
- Provision of holiday programmes ensured access to 11,038 places at 337 summer events across the council. Uptake was 68% on average and feedback from children, young people and staff was very positive.
- 7 Young Ambassadors for Inclusion represented our Secondary Schools across WDC with one representing WDC in the National Group. This group ensures participation and engagement work is an integral mechanism ensuring we are listening and reflecting on the needs, views and preferences of the children and young people we are working with.

Raising Attainment

- The 2021/22 WDC Improvement Framework was designed to provide proportionate support and challenge based on analysis of all school performance information delivered by the Authority Improvement Team. It has strengthened the impact of our collaborative culture to support delivery of improved attainment and achievement for all children and young people;
- Interim ACEL predictions for 2022/23 are indicating a positive impact of tuition on attainment. All headteachers report that tuition has had a positive impact on improvements for children and young people engaged with targeted intervention programmes.
- 97% of teachers reported that Action Learning Sets have developed their professional skills, understanding and confidence in the areas of: meeting learners' needs, differentiation and fostering positive relationships with children and young people.
- The provision of computer devices for our children and young people continues to increase each year. Since October 2021 we have increased the number of devices from 9,754 to 10,198.

Early Learning & Childcare

- The infrastructure to deliver ELC entitlement is in place and the framework to support a highly trained skilled workforce. Our leadership models at our ELC are impacting and improving the quality of the provision and education provided for our children.
- We provide 1140 hours of high quality early learning and childcare which is exemplified through our Care Inspections with all ELCs inspected since August 2021 achieving evaluative grades of good and above
- There is an increase in uptake of ELC placements by parents and carers of eligible 2 year olds. This policy provides early learning and childcare for our lowest paid and those parents and carers who have experienced care. This provides time for those parents and carers to work and or study.
- At our campus schools with ELC we have introduced the One-ery model approach to learning, which is a model of curriculum delivery based on play pedagogy and nurturing approaches at P.1 and ELC. Our aim was to provide a universal and targeted approach to support children. This blended approach has increased the reach of nurturing approaches at this early stage and provides the early intervention required for some children. This blended approach of Enhanced Nurture within One-ery classrooms means that we have retained the best of nurturing approaches and moved forward with the pedagogy of play which we know children at this stage in their development and learning benefit from.
- The Froebel and Childhood Practice course has successfully promoted high quality learning experiences across early level and offers excellent professional development for educators at all levels. In particular this session, the development of the one-ery pedagogical approach where Tina Bruce has been mentoring a primary one class as part of the Froebelian Futures leadership programme. The Froebel and Childhood Practice course also has enhanced the quality of free flow play indoors and outdoors, challenging children to do things for themselves, risky play and strengthens child independence.

Education Psychology

- Delivered online CLPL sessions for staff across the following themes: attachment and nurture; mindfulness based living; word aware; restorative conversations and seasons for growth.
- Supported the design and delivery of the Incredible Years parenting programme being delivered online for the first time.
- Provided written guidance to staff, with follow-up discussions in person on supporting health and wellbeing as we moved into the recovery phase following the pandemic.
- Provided information for parents on Psychological Services web page on a range of topics related to COVID including bereavement and loss and wellness tips for families.

Key Challenges from 2021/22

Establishments

- Continuation of recovery post-pandemic
- Preparation for implementation of 21 hours teaching contact time.

Policy, Performance & Resources

- Implementation of digital change programmes (new SEEMiS 'Early Years' and 'Schools' platforms, Online Payments, Supply Teacher booking, Transport)

Children's Services

- Implementation of United Nations Convention on the Rights of the Child.

Raising Attainment

- Roll out and implementation of National Improvement Framework and Attainment Challenge programmes.

Early Learning & Childcare

- Improve the ELC offer of 1140 hours, paying attention to curriculum rationale

Education Psychology

- Provide guidance to staff on supporting health and wellbeing as we continue to support children and young people in the recovery phase following the pandemic.

3. Strategic Assessment

The Education management team completed a strategic assessment to determine the major influences on service delivery and priorities in 2022/23. These are summarised below.

Financial Challenges

General Costs

The entire public sector is facing significant financial challenges. The Council is currently faced with an estimated cumulative funding gap in 2023/24 of £18.3m rising to £24.2m in 2024/25. Funding pressures relating to COVID will continue in 2022/23, and whilst there is still some carried forward COVID funding from the Scottish Government available for use in 2022/23, it is difficult to assess whether it will continue to be sufficient due to the ongoing unpredictability of the impact of the pandemic on people's lives and local businesses. We will continue to monitor the overall financial position of the Council and updates on estimated future budget gaps will be reported to Elected Members throughout 2022/23.

These challenges mean further action is required to balance our budget and protect services for residents. This will undoubtedly mean that within Education, available funding will be reduced over time and we will need to change how we do our jobs, what we do, where we work, and potentially reduce the number of people employed, etc. In Education, this is always a significant area of challenge, as we are tasked with maintaining a pupil to teacher ratio, which accounts for 57% of our annual spend.

Increased fuel/costs of living

With a total budget in excess of £2m for fuel costs, Education accounts for over 70% of the total WDC expenditure. There is therefore a considerable risk surrounding increased pressures on utility costs for the Education budget, little of which can be mitigated in the short term, without significant change to our heating strategy.

ASN residential placements

Given the high annual cost for such placements (an average £250k per annum) a small increase in the number of external placements can lead to a considerable overspend.

In 2022/23 we will implement year two of ASN estate workstream.

National Improvement Framework (NIF)

Scottish Government revised the National Improvement Framework in 2022, to be formed around five priorities. To aid delivery and reporting, our Delivery Plan will be structured according to these priorities.

In 2022/23 we will:

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

United Nations Convention on the Rights of the Child (UNCRC)

The UNCRC was created in 1989. It is the most widely ratified human rights treaty in history, adopted by Scottish Government in November 2021 with the aim of ensuring the rights of the child are enshrined in scots law. We will work to ensure the rights of the child are at the heart of all of our policies.

In 2022/23 we will develop and implement UNCRC strategy.

National Reform - outcome of Muir Review

In February 2022, Prof Ken Muir published his review into the national education agencies, recommending the formation or a replacement for Education Scotland, the Scottish Qualifications Authority and the formation of an independent Inspectorate, to be operational by 2024.

In 2022/23 we will liaise with national agencies in response to Muir Review.

21 Hours

In 2021, Scottish Government committed to reduce class contact time for teachers from 22 ½ hours to 21 hours per week. It is anticipated that this change will need to be in place for the start of session 2024/25. This will bring operational and resourcing challenges for our schools. A working group has already been established to identify the areas we will need to address.

In 2022/23 we will develop approaches to implementation of 21 hours.

Climate Change

Following the success of the Glasgow Climate Change conference in 2021, we will continue to identify areas within our service where we can reduce our climate impact, and continue to deliver curriculum initiatives addressing matters of sustainability.

In 2022/23 we will continue to develop and Promote Approaches to Sustainability.

Digital

We continue to identify areas of the service that would benefit from digital delivery, and seek to capitalise on the growth in the use of technology for learning.

In 2022/23 we will:

- Further develop the use of Learner Journals to encourage children in leading their learning and planning next steps
- Improve digital delivery of administrative processes
- Implement Supply Teacher Booking Solution
- Implement Cashless Catering replacement solution
- Implement device hardware skills based programme (device repair)

The Promise

In Feb 2020, Scottish Government signed up to deliver the actions contained within the Independent Care Review - to ‘#KeepThePromise’ it made to care experienced infants, children, young people, adults and their families - that every child grows up loved, safe and respected, able to realise their full potential.

In 2022/23 we will implement asks of The Promise 21-24.

Participatory Budgeting

Participatory budgeting is a democratic process in which citizens decide directly how to spend part of a public budget. We will work across our service area and with others to ensure that part of our budget spend is determined by our children and families.

In 2022/23 we will develop participatory budgeting opportunities.

Scottish Attainment Challenge Framework for Recovery and Accelerated Progress

In November 2021, the Cabinet Secretary for Education and Skills announced plans for the Scottish Attainment Challenge (SAC) for 2022/23 to 2025/26. This aims to support recovery from the pandemic and accelerate progress in closing the gap. We will work to address the decrease in funding this revised attainment challenge will bring, as we work to close the attainment gap.

In 2022/23 we will narrow the attainment gap between the most and least disadvantaged children and young people.

Revised Scottish Government Guidance on Safeguarding

In September 2021, Scottish Government revised the guidance on safeguarding for children. We will revise our child protection policy to ensure it reflects this revised guidance.

In 2022/23 we will implement Revised Child Protection Policy and Partnership improvement Plan.

Action Plan

The challenges identified in Section 2 and the key factors identified in Section 3 have informed Education priorities for 2022/23. Appendix 1 sets out the action plan to address them. While this shows the top level actions, there are a significant number of sub actions sitting below each, including those from the strategic assessment section. Progress against sub actions will be reflected in the progress of the top level actions.

The Plan also includes:

- performance indicators and targets that will enable progress to be monitored and reported to stakeholders;
- strategic workforce actions to address workforce issues identified in the planning process; and
- strategic and/or service risks, including those relating to the pandemic.

In relation to the latter, strategic risks represent the potential for the Council to take advantage of opportunities or fail to meet stated strategic objectives and those that require strategic leadership. Service risks relate to service delivery and represent the potential for impact on individual services, or the experience of those who work within the services, i.e. employees, partners, contractors and volunteers or service users and clients in receipt of the services provided. In identifying the relevant risks for 2022/23 and actions to mitigate them, we aim to improve or maintain the current position (i.e. the current risk score) set out in the appendix.

4. Resources

Finance

Education has a net revenue budget of £107.787m and a capital budget of £5.265m for 2022/23. A breakdown of the revenue and capital budgets are set out below. We will make the best use of the resources available to deliver on key priority areas and secure external/match funding where this is possible.

Service Area	Gross Expenditure 2022/23 £m	Gross Income 2022/23 £m	Net Expenditure 2022/23 £m
Primary Schools	31.628	0.053	31.575
Secondary Schools	32.036	1.106	30.930
Special Schools	16.888	0.305	16.583
Psychological Services	0.644	0.074	0.570
Sport Development/Active Schools	0.627	0.000	0.627
Pre 5s	18.391	9.985	8.406
Cultural Services	0.749	0.129	0.620
PPP	15.970	0.758	15.212
Curriculum for Excellence	0.202	0.000	0.202
Central Admin	0.910	0.058	0.852
Workforce CPD	0.349	0.000	0.349
Performance & Improvement	0.504	0.051	0.453
Education Development	1.566	0.158	1.408
Scottish Attainment Challenge	1.746	1.746	0.000
Pupil Equity Fund - (PEF)	3.794	3.794	0.000
Total	126.004	18.217	107.787

The capital budget for 2022/23 is £5.265m. The breakdown is as follows:

Area	Capital Budget 2022/23 (£m)
Free School Meals	0.070
AV Equipment	0.441
Digital Inclusion	0.041
Schools Estate Improvement Plan	1.005
Schools Estate Improvement Plan- Faifley	2.797
Choices	0.113
Schools Estate Refurbishment	0.003
Early Years	0.795
Total	5.265

Employees

Employee Numbers

The headcount and full time equivalent staff in each service area (as of 31st March 2022) are as follows:

Service Area – Support Staff	Headcount	FTE
Central ASN Support Service	37	27.89
Children and Young People	4	4.49
Early Years	522	430.40
Education Central Management	5	5
Education Development	14	13.10
Music Service	22	14.80
Performance and Improvement	6	5.70
Primary Schools	242	189.47
Psychological Services	10	8.60
Schools - Peripatetic	3	0
Secondary Schools	117	95.77
Special Schools and Units	105	85.21
Technician Services	22	17.50
Workforce CPD	8	7.60
TOTAL – Support Staff	1070	875.41

Service Area – Teachers	Headcount	FTE
Central ASN Support Service	57	55.80
Primary Schools	493	451.80
Schools – Peripatetic	6	0
Secondary Schools	466	436.40
Special Schools and Units	71	65.40
Total – Teachers	1093	1009.40
Grand Total	2163	1884.81

Absence in 2021/22

The quarterly absence statistics for Education are shown below together with the Council average for the same periods for comparison. Teacher absence was considerably lower than the Council average throughout the year while support staff absence was slightly higher than the Council average at year end.

Absence in 2021/22	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Annual FTE days lost per FTE employee
Education – Support Staff	2.94	2.77	5.29	6.60	15.21
Teachers	1.08	1.38	2.95	4.10	8.16
COUNCIL WIDE TOTAL	3.27	3.58	4.50	5.03	14.55

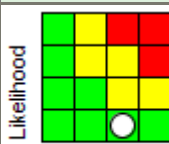
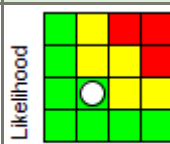
Appendix 1: Action Plan

P	Our communities
----------	-----------------

Ob	Our neighbourhoods are safe, resilient and inclusive
-----------	--

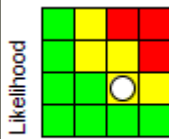
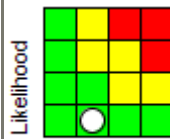
Performance Indicator	Owner
Cases of exclusion per 1,000 school pupils	Claire Cusick
Percentage of school attendance	Andrew Brown
School Attendance Rates (per 100 pupils)	Claire Cusick
School Attendance Rates for Looked After Children (per 100 Looked After Children)	Claire Cusick
School Exclusion Rates (per 1000 pupils)	Claire Cusick
School Exclusion Rates for Looked After Children (per 1000 looked after children)	Claire Cusick

Action	Due Date	Owner
Place the human rights and needs of every child and young person at the centre of education	30-Jun-2023	Claire Cusick

Risk	Description	Current Assessment	Target Assessment	Owner
Failure to place the human rights and needs of every child and young person at the centre of education	This risk concerns the delivery of UNCRC and ensuring these are integral to the planning, experiences and supports we offer children, young people and their families.	 Likelihood Impact	 Likelihood Impact	Claire Cusick

Ob	Our residents health and wellbeing remains a priority
-----------	---

Action	Due Date	Owner
Improve children and young people's health and wellbeing	30-Jun-2023	Claire Cusick; Kathy Morrison

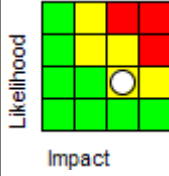
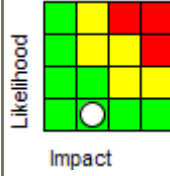
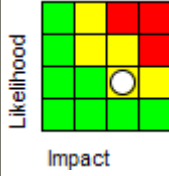
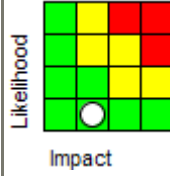
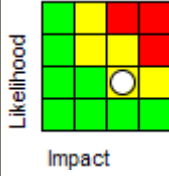
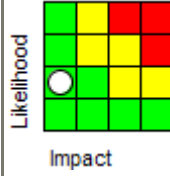
Risk	Description	Current Assessment	Target Assessment	Owner
Failure to improve children and young people's health and wellbeing	This risk concerns our ability to develop curriculum, opportunities and supports in collaboration with key stakeholders which will meet the wellbeing needs of our children, young people and families.	 Impact	 Impact	Claire Cusick; Kathy Morrison

Ob	Our residents are supported to increase life and learning skills
-----------	--

Performance Indicator	Owner
Percentage of children and young people achieving Curriculum for Excellence levels in literacy & numeracy	Julie McGrogan
% of establishments delivering good or very good high-quality learning & teaching (Outcome of Improvement Framework)	Julie McGrogan
Percentage of 3 & 4 year old children at ELC achieving the benchmark in literacy and numeracy	Kathy Morrison
Percentage of ELC settings meeting the National Standard Criteria of good and above	Kathy Morrison
Percentage of pupils gaining 1 + awards at SCQF level 5	Andrew Brown
Percentage of pupils gaining 1 + awards at SCQF level 6	Andrew Brown
Percentage of S3 pupils achieving ACEL Third level+ in Literacy and numeracy	Julie McGrogan
Percentage of S3 pupils achieving ACEL Fourth in Literacy and numeracy	Julie McGrogan
Referrals and families engaged in family hubs	Claire Cusick
Percentage of educational establishments receiving positive inspection reports	Julie McGrogan
% of pupils gaining 5 + awards at level 5	Andrew Brown
% of pupils gaining 5+ awards at level 6	Andrew Brown
% pupils in 20% most deprived areas getting 5+ awards at level 5	Andrew Brown
% pupils in 20% most deprived areas getting 5+ awards at level 6	Andrew Brown
Overall Average Total Tariff	Derek McGlynn
% of P1, P4 and P7 pupils combined achieving expected CFE Level in Literacy	Julie McGrogan
% of P1, P4 and P7 pupils combined achieving expected CFE Level in Numeracy	Julie McGrogan
Literacy Attainment Gap (P1,4,7 Combined) - percentage point gap between the least deprived and most deprived pupils	Julie McGrogan
Numeracy Attainment Gap (P1,4,7 Combined) - percentage point gap between the least deprived and most deprived pupils	Julie McGrogan
Percentage of pupils achieving expected levels in Writing by P7	Julie McGrogan

Performance Indicator	Owner
% of funded Early Years Provision which is graded good or better	Kathy Morrison

Action	Due Date	Owner
Narrow the attainment gap between the most and least disadvantaged children and young people	30-Jun-2023	Julie McGrogan
Improve attainment, particularly in literacy and numeracy	30-Jun-2023	Julie McGrogan



Risk	Description	Current Assessment	Target Assessment	Owner
Failure to narrow the attainment gap between the most and least disadvantaged children and young people	<p>This risk concerns the delivery of the key areas within the Scottish Government Strategic Equity Fund.</p> <p>The risk concerns the delivery of approaches to address the equalities gap and those with protected characteristics.</p> <p>This risk concerns the delivery of approaches to address the poverty related equity gap in all sectors.</p> <p>This concerns our ability to work successfully to collaboratively plan with a range of partners for successful delivery.</p>			Claire Cusick
Failure to improve attainment, particularly in literacy and numeracy	<p>This concerns the successful implementation of the four dimensions of the revised West Dunbartonshire Improvement Framework; 1. Collaborative Improvement 2. Enhanced Support 3. Enhanced Scrutiny and Support 4. Leadership Development.</p> <p>This risk concerns our ability to develop of the literacy and numeracy curriculum, opportunities and supports in collaboration with key stakeholders which will meet the needs of our children, young people and families.</p>			Julie McGrogan
Challenges in implementing broad-ranging school improvement to raise attainment and achievement	<p>This risk concerns the delivery of excellence and equity for our young people to support them to attain and achieve at the highest level. In particular, it is aimed at bridging the attainment gap and breaking the cycle of disadvantage. This also includes the focus on intervention at early years to improve life chances at all points on the learning journey.</p> <p>A key national and local priority is to accelerate progress with the aspirations to deliver improved attainment, tackle the poverty related attainment gap and recover from any negative impact of the pandemic. Scottish Equity funding devolved to local authorities aims to deliver on priorities between 2023-26.</p>			Julie McGrogan

	Our Economy
---	-------------

	Our residents are supported to access employment and training opportunities
---	---

Performance Indicator	Owner
Percentage of young people entering a positive destination	Andrew Brown
Participation Rate for 16-19 year olds (per 100)	Susie Byrne

Action	Due Date	Owner
Improve skills and sustained, positive school leaver destinations for all young people	30-Jun-2023	Andrew Brown; Julie McGrogan

Risk	Description	Current Assessment	Target Assessment	Owner
Failure to improve skills and sustained, positive school leaver destinations for all young people	<p>This concerns the ability to expand course provision and revised learner pathways in the Senior Phase leading including for those young people with Additional Support Needs.</p> <p>This concerns our ability to work successfully to collaboratively plan with a range of partners for successful delivery.</p> <p>This concerns the development of a skills based approach to the curriculum within the BGE and Senior Phase.</p>	 <p>Likelihood</p> <p>Impact</p>	 <p>Likelihood</p> <p>Impact</p>	Andrew Brown; Julie McGrogan

	Our Council
---	-------------

	Our workforce is resilient and skilled where digital technology supports service delivery for our residents
---	---

Action	Due Date	Owner
Develop and implement wellbeing, employee engagement, equality and training plans to enable capabilities, improved resilience and promotion of a diverse workforce.	31-Mar-2023	Management Team
Develop and implement employee life cycle plans in line with the People First Strategy to attract and retain the workforce.	31-Mar-2023	Management Team
Implement service review process including role design, use of new technology and new ways of working to add resilience, address gaps, and establish opportunities for efficiencies	31-Mar-2023	Management Team
Develop and implement training plans and development opportunities to improve capabilities and resilience within the workforce.	31-Mar-2023	Management Team

WEST DUNBARTONSHIRE COUNCIL

Report by the Chief Officer - Resources

Educational Services Committee: 14 December 2022

**Subject: Educational Services Budgetary Control Report to
31 October 2022 (Period 7).**

1. Purpose

- 1.1** The purpose of the report is to provide Committee with an update on the financial performance of Educational Services to 31 October 2022 (Period 7).

2. Recommendations

2.1 Committee is asked to:

- (a) note that the revenue account currently shows a projected annual adverse revenue variance of £0.606m (0.55% of the total budget); and
- (b) note that the capital account shows a projected in-year favourable variance of £1.940m which is budget being re-profiled to 2023/24. Acceleration of £0.241m was approved for Renton Campus as a part retention is due to be paid this financial year.

3. Background

Revenue

- 3.1** At the meeting of West Dunbartonshire Council on 9 March 2022, Members agreed the revenue estimates for 2021/2022, including a total net Educational Services Committee budget of £107.788m. Since then the following budget adjustments have taken place revising the budget to £108.286m.

Budget Agreed by Council 9 March 2022	£107.788m
Easter Study Support Provision	£0.101m
Utilities Provision (reallocation from sundry services)	£0.397m
Mobile and adobe licenses realignment	(£0.001m)
Education Utilities (Gas +Electricity)	£0.103m
Pay Award	£2.340m
ISDN Budget savings	(£0.059m)
Revised Budget	£110.669m

- 3.2** The current APT &C pay award for staff from 1 April 2022 has been agreed recently. Any cost beyond the increase assumed in the budget will be required to be funded. Scottish local authorities are working with CoSLA and the Scottish Government to ensure adequate funding is available. For the purposes of this report, it is assumed that the pay award budgeted is adequate and anything beyond that budgeted will be fully funded.

Teachers Pay Award has yet to be agreed and this report assumes a pay award of 5%.

Capital

- 3.3** At the meeting of Council on 22 March 2021 Members also agreed the updated 10 year General Services Capital Plan for 2021/22 to 2030/31. The three years from 2021/22 to 2023/24 have been approved in detail with the remaining seven years from 2024/25 to 2030/31 being indicative at this stage. After adjusting for anticipated slippage from 2021/22 into 2022/23, acceleration of £0.241m, and Free School Meals Expansion funding of £0.495m the budget for 2022/23 is £5.7m.

4. Main Issues

Revenue Budget

- 4.1** The current departmental budgetary position is summarised in Appendix 1, with detailed analysis by service in Appendix 2.
- 4.2** The overall projected full year variance is £0.606m adverse. Information and all individual variances of over £50,000 are detailed in Appendix 3.

Capital

- 4.3** The overall Educational Services programme summary report at Appendix 5 shows that the expected spend on the project life is anticipated to be equal to the original budget, and there is currently £1.940m reprofiling of current year budget to 2023/24. Appendix 6 highlights one project at red status which has an underspend of £1.940m. Appendix 7 highlights all projects at green status, of which none have an in-year variance of over £0.050m.

5. People Implications

- 5.1** There are no direct people implications.

6. Financial and Procurement Implications

- 6.1** Other than the financial position noted above and within the appendices, there are no financial or procurement implications of the budgetary control report.

7. Risk Analysis

- 7.1** The main financial risks to the ongoing financial position relate to unforeseen costs and/or reduced income streams being identified between now and the end of the financial year. This is particularly sensitive to the ongoing impact of Covid-19. Finance staff are in regular discussion with budget holders to ensure potential issues are identified as early as possible in order to mitigate this risk.

- 7.2** A more specific uncertainty surrounds the outcome of the teachers' pay award for 2022/23. The figures in the attached appendices have assumed that the teachers' pay award replicates that accepted by APT&C staff and the table below shows the consequences of such an award for APT&C and teachers.

Cost of pay award 2022/23	£4.446m
Pay award assumption already in budget	£1.657m
Estimated Scottish Govt. Funding	£2.340m
Shortfall to be funded by WDC	£0.449m

- 7.3** There has been ongoing uncertainty surrounding the split in residential placement costs between WDC Education and HSCP. The figures in the appendices assume a 23:77 split between WDC and HSCP and that £0.522m comes from HSCP for the ongoing cases that contributed to last year's overspend. Should this not be the case overall WDC expenditure would rise accordingly.

8. Equalities Impact Assessment (EIA)

- 8.1** The report is for noting and therefore, no Equalities Impact Assessment was completed for this report.

9. Consultation

- 9.1** The views of Education, Finance and Legal services were requested in the preparation of this report and they have advised there are neither any additional issues nor concerns with the proposal. As the report is for noting no further consultation is envisaged.

10. Strategic Assessment

- 10.1** Proper budgetary control and sound financial practice are cornerstones of good governance and support Council and officers to pursue the 5 strategic priorities of the Council's Strategic Plan. This report forms part of the financial governance of the Council.

Laurence Slavin
Chief Officer - Resources

Date: 23 November 2022

Person to Contact: Joe Reilly - Business Unit Finance Partner (Education),
Church St, Dumbarton, G82 1QL, telephone: 01389
737707, e-mail joe.reilly@west-dunbarton.gov.uk

Appendices: Appendix 1 - Revenue Budgetary Control 2022/23
- Summary Report

Appendix 2 - Revenue Budgetary Control 2022/23
- Service Reports
-

Appendix 3 - Analysis of Revenue Variances over
£50,000

Appendix 4 – Analysis of Revenue Efficiencies

Appendix 5 - Capital Programme Summary

Appendix 6 – Capital Projects at Red Status

Appendix 7 – Capital Projects at Green Status

Background Papers: Ledger output – period 7
General Services Revenue Estimates 2022/23

Wards Affected: All

WEST DUNBARTONSHIRE COUNCIL
REVENUE BUDGET REVENUE BUDGETARY CONTROL 2022/23
EDUCATION SUMMARY

APPENDIX 1

31 October 2022

Service / Subjective Summary	Total Budget 2022/23	YTD Spend 2022/23	Forecast Spend 2022/23	Annual Variance 2022/23	Annual RAG Status	Net Variance attributable to covid	Underlying Variance excluding covid
	£000	£000	£000	£000	%	£000	£000
Primary Schools	32,230	18,036	31,935	(295)	-1%	0	(295)
Secondary Schools	31,790	17,992	32,087	297	1%	0	297
Specialist Educational Provision	17,301	8,511	17,844	543	3%	203	340
Psychological Services	585	280	583	(2)	0%	0	(2)
Sport Development / Active Schools	627	366	627	0	0%	0	0
Early Education	8,819	(696)	8,837	18	0%	0	18
PPP	15,420	11,014	15,468	48	0%	0	48
Creative Arts	646	311	649	3	0%	0	3
Curriculum for Excellence	191	37	191	0	0%	0	0
Central Admin	855	656	857	2	0%	0	2
Workforce CPD	358	154	348	(10)	-3%	0	(10)
Performance & Improvement	398	193	396	(2)	-1%	0	(2)
Education Development	1,450	428	1,453	3	0%	0	3
Raising Attainment - Primary	0	0	0	0	0%	0	0
Raising Attainment - Secondary	0	0	0	0	0%	0	0
Pupil Equity Fund LAC	0	0	0	0	0%	0	0
Total Net Expenditure	110,669	57,281	111,275	606	1%	203	403

MONTH EN 31 October 2022

Service Summary	Total Budget 2022/23	YTD Spend 2022/23	Forecast Spend 2022/23	Annual Variance 2022/23	RAG Status	
All Services	£000	£000	£000	£000	%	
Employee	91,840	49,554	92,541	702	0.01	↓
Property	8,153	5,286	8,211	58	0.01	↓
Transport and Plant	2,487	1,173	2,476	(11)	0.00	↑
Supplies, Services and Admin	3,067	1,226	3,147	80	0.03	↓
Payments to Other Bodies	21,765	13,323	22,476	711	0.03	↓
Other	2,219	2,603	3,641	1,422	0.64	↓
Gross Expenditure	129,530	73,164	132,493	2,963	0.02	↓
Income	(18,862)	(15,890)	(21,218)	(2,357)	-0.12	↑
Net Expenditure	110,669	57,274	111,275	606	0.01	↓
Primary Schools	£000	£000	£000	£000	%	
Employee	28,005	15,436	27,883	(122)	0.00	↑
Property	3,062	1,902	3,092	30	0.01	↓
Transport and Plant	333	291	333	0	0.00	→
Supplies, Services and Admin	386	148	366	(20)	-0.05	↑
Payments to Other Bodies	15	3	15	0	0.00	→
Other	766	379	776	10	0.01	↓
Gross Expenditure	32,567	18,159	32,465	(102)	0.00	↑
Income	(337)	(123)	(530)	(193)	-0.57	↑
Net Expenditure	32,230	18,036	31,935	(295)	-0.01	↑
Secondary Schools	£000	£000	£000	£000	%	
Employee	29,288	16,055	29,382	94	0.00	↓
Property	1,173	814	1,160	(13)	-0.01	↑
Transport and Plant	614	525	621	7	0.01	↓
Supplies, Services and Admin	420	86	420	0	0.00	→
Payments to Other Bodies	472	444	472	0	0.00	→
Other	929	418	929	0	0.00	→
Gross Expenditure	32,896	18,342	32,984	88	0.00	↓
Income	(1,106)	(350)	(897)	209	0.19	↓
Net Expenditure	31,790	17,992	32,087	297	0.01	↓
Specialist Educational Provision	£000	£000	£000	£000	%	
Employee	12,116	6,443	12,275	160	0.01	↓
Property	145	59	143	(2)	-0.01	↑
Transport and Plant	1,391	309	1,383	(8)	-0.01	↑
Supplies, Services and Admin	111	51	113	2	0.02	↓
Payments to Other Bodies	3,805	1,644	4,154	349	0.09	↓
Other	38	24	38	0	0.00	→
Gross Expenditure	17,606	8,530	18,106	500	0.03	↓
Income	(305)	(19)	(262)	43	0.14	↓
Net Expenditure	17,301	8,511	17,844	543	0.03	↓
Psychological Services	£000	£000	£000	£000	%	
Employee	650	352	649	(1)	0.00	↑
Property	0	0	0	0	0.00	→
Transport and Plant	1	1	1	(0)	-0.29	↑
Supplies, Services and Admin	6	1	6	(0)	-0.02	↑
Payments to Other Bodies	0	0	0	0	0.00	→
Other	0	0	0	0	0.00	→
Gross Expenditure	658	353	656	(2)	0.00	↑
Income	(73)	(73)	(73)	0	0.00	→
Net Expenditure	585	280	583	(2)	0.00	↑
Sports Development / Active Schools	£000	£000	£000	£000	%	
Employee	0	0	0	0	0.00	→
Property	0	0	0	0	0.00	→
Transport and Plant	0	0	0	0	0.00	→
Supplies, Services and Admin	0	0	0	0	0.00	→
Payments to Other Bodies	627	521	893	266	0.42	↓
Other	0	0	0	0	0.00	→
Gross Expenditure	627	521	893	266	0.42	↓
Income	0	(155)	(266)	(266)	0.00	↑
Net Expenditure	627	366	627	0	0.00	→

MONTH EN 31 October 2022

Service Summary	Total Budget 2022/23	YTD Spend 2022/23	Forecast Spend 2022/23	Annual Variance 2022/23	RAG Status
Early Education	£000	£000	£000	£000	%
Employee	15,016	7,654	15,106	90	0.01
Property	277	98	273	(4)	-0.01
Transport and Plant	10	2	5	(5)	-0.50
Supplies, Services and Admin	1,085	246	1,085	0	0.00
Payments to Other Bodies	3,191	1,680	3,191	0	0.00
Other	0	0	0	0	0.00
Gross Expenditure	19,579	9,680	19,660	81	0.00
Income	(10,760)	(10,376)	(10,823)	(63)	-0.01
Net Expenditure	8,819	(696)	8,837	18	0.00
PPP	£000	£000	£000	£000	%
Employee	0	0	0	0	0.00
Property	3,486	2,406	3,533	47	0.01
Transport and Plant	0	0	0	0	0.00
Supplies, Services and Admin	0	0	0	0	0.00
Payments to Other Bodies	12,692	8,608	12,693	1	0.00
Other	0	0	0	0	0.00
Gross Expenditure	16,178	11,014	16,226	48	0.00
Income	(758)	0	(758)	0	0.00
Net Expenditure	15,420	11,014	15,468	48	0.00
Curriculum for Excellence	£000	£000	£000	£000	%
Employee	0	0	0	0	0.00
Property	0	0	0	0	0.00
Transport and Plant	0	0	0	0	0.00
Supplies, Services and Admin	171	37	171	0	0.00
Payments to Other Bodies	20	0	20	0	0.00
Other	0	0	0	0	0.00
Gross Expenditure	191	37	191	0	0.00
Income	0	0	0	0	0.00
Net Expenditure	191	37	191	0	0.00
Central Admin	£000	£000	£000	£000	%
Employee	118	316	374	256	2.17
Property	8	4	8	0	0.00
Transport and Plant	0	0	1	1	0.00
Supplies, Services and Admin	53	80	103	50	0.94
Payments to Other Bodies	248	333	440	192	0.77
Other	486	1,782	1,898	1,412	2.91
Gross Expenditure	913	2,515	2,825	1,912	2.09
Income	(58)	(1,859)	(1,968)	(1,910)	-32.93
Net Expenditure	855	656	857	2	0.00
Workforce CPD	£000	£000	£000	£000	%
Employee	322	146	313	(9)	-0.03
Property	0	0	0	0	0.00
Transport and Plant	1	0	0	(1)	-1.00
Supplies, Services and Admin	22	2	22	0	0.00
Payments to Other Bodies	13	7	13	0	0.00
Other	0	0	0	0	0.00
Gross Expenditure	358	154	348	(10)	-0.03
Income	0	0	0	0	0.00
Net Expenditure	358	154	348	(10)	-0.03
Performance & Improvement	£000	£000	£000	£000	%
Employee	447	217	447	0	0.00
Property	0	0	0	0	0.00
Transport and Plant	2	0	1	(1)	-0.50
Supplies, Services and Admin	0	0	0	0	0.00
Payments to Other Bodies	0	0	0	0	0.00
Other	0	0	0	0	0.00
Gross Expenditure	449	217	448	(1)	0.00
Income	(51)	(25)	(52)	(1)	-0.02
Net Expenditure	398	193	396	(2)	-0.01

MONTH EN 31 October 2022

Service Summary	Total Budget 2022/23	YTD Spend 2022/23	Forecast Spend 2022/23	Annual Variance 2022/23	RAG Status
Education Development	£000	£000	£000	£000	%
Employee	991	574	1,251	260	0.26
Property	0	0	0	0	0.00
Transport and Plant	124	39	123	(1)	-0.01
Supplies, Services and Admin	21	10	72	51	2.43
Payments to Other Bodies	472	30	357	(115)	-0.24
Other	0	0	0	0	0.00
Gross Expenditure	1,608	653	1,803	195	0.12
Income	(158)	(225)	(350)	(192)	-1.22
Net Expenditure	1,450	428	1,453	3	0.00
Raising Attainment - Primary	£000	£000	£000	£000	%
Employee	819	434	819	0	0.00
Property	0	0	0	0	0.00
Transport and Plant	0	0	0	0	0.00
Supplies, Services and Admin	87	87	87	0	0.00
Payments to Other Bodies	5	5	5	0	0.00
Other	0	0	0	0	0.00
Gross Expenditure	911	526	911	0	0.00
Income	(911)	(526)	(911)	0	0.00
Net Expenditure	0	0	0	0	0.00
Raising Attainment - Secondary	£000	£000	£000	£000	%
Employee	675	379	675	0	0.00
Property	0	0	0	0	0.00
Transport and Plant	0	0	0	0	0.00
Supplies, Services and Admin	3	3	3	0	0.00
Payments to Other Bodies	157	0	157	0	0.00
Other	0	0	0	0	0.00
Gross Expenditure	835	383	835	0	0.00
Income	(835)	(383)	(835)	0	0.00
Net Expenditure	0	0	0	0	0.00
Pupil Equity Fund	£000	£000	£000	£000	%
Employee	2,646	1,146	2,646	0	0.00
Property	2	2	2	0	0.00
Transport and Plant	6	6	6	0	0.00
Supplies, Services and Admin	679	473	679	0	0.00
Payments to Other Bodies	48	48	48	0	0.00
Other	0	0	0	0	0.00
Gross Expenditure	3,381	1,675	3,381	0	0.00
Income	(3,381)	(1,675)	(3,381)	0	0.00
Net Expenditure	0	0	0	0	0.00
Creative Services	£000	£000	£000	£000	%
Employee	748	403	721	(27)	-0.04
Property	0	0	0	0	0.00
Transport and Plant	4	0	2	(2)	-0.50
Supplies, Services and Admin	23	3	20	(3)	-0.13
Payments to Other Bodies	0	7	18	18	0.00
Other	0	0	0	0	0.00
Gross Expenditure	775	413	761	(14)	-0.02
Income	(129)	(102)	(112)	17	0.13
Net Expenditure	646	311	649	3	0.00

WEST DUNBARTONSHIRE COUNCIL
REVENUE BUDGETARY CONTROL 2022/23
ANALYSIS FOR VARIANCES OVER £50,000

APPENDIX 3

YEAR END DATE

31 October 2022

Budget Details	Variance Analysis					RAG Status
	Total Budget	Annual Spend	Variance			
	£000	£000	£000	%		
Primary Schools (Laura Mason)	32,230	31,935	(295)	-1%		↑
Service Description	This service area includes all Primary Schools.					
Main Issues / Reason for Variance	The budget was set before the delay to free school meal expansion was confirmed. As primaries 6 & 7 will now not be covered by universal free school meal provision from August 2022 income from school meals will be significantly above the budgeted target income (£203k). This offsets the increase in clothing grants (£10k) and reduction in school lets income (£15k) . There is also a small favourable variance against employee costs as the budget was set slightly higher than expenditure would suggest.					
Mitigating Action	None necessary					
Anticipated Outcome	Favourable variance anticipated					
Secondary Schools (Laura Mason)	31,790	32,087	297	1%		↓
Service Description	This service area includes all Secondary Schools.					
Main Issues / Reason for Variance	Income from sale of school meals is currently projected to be less than budgeted (£190k) while income from lets is also lower than expected (£106k).					
Mitigating Action	Management will continue to review the service and take action where appropriate to minimise the overspend. School meals income depends on higher uptake over the coming months.					
Anticipated Outcome	Adverse variance anticipated					

WEST DUNBARTONSHIRE COUNCIL
REVENUE BUDGETARY CONTROL 2022/23
ANALYSIS FOR VARIANCES OVER £50,000

APPENDIX 3

YEAR END DATE

31 October 2022

Budget Details	Variance Analysis				RAG Status
	Total Budget	Annual Spend	Variance		
	£000	£000	£000	%	

Additional Support Needs (Claire Cusick)	17,301	17,844	543	3%	↓
Service Description	This service area covers all ASN Services.				
Main Issues / Reason for Variance	The adverse variance within employee costs (£160k) is due to a combination of turnover targets not being achieved , a greater than expected pay award and greater staffing as part of our efforts to minimise external placements. Payments to Other Bodies adverse variance is due to the ongoing high demands on the Residential Placements Budget (£426k) combined with uncertainty regarding the division of residential costs between WDC and HSCP. This is partly offset by lower payments to other external bodies (£77k). The Residential budget was set on the basis of a 20:80 split between Education and HSCP. However, as per the report to Council in October, invoices have to be split 28:72. This change represents a budget shortfall of £265k. In addition, the number of residential placements is 6% higher (about 2 placements) than the average for 2021/22. Income from other local authorities placing children within WDC schools is expected to be less than budgeted (£43k).				
Mitigating Action	The requirement for Residential Placements is demand-led and decisions are taken jointly with HSCP following an assessment of the best option for all concerned. However, the actual usage throughout the year will be reviewed regularly to identify where there is scope to reduce the number of placements.				
Anticipated Outcome	adverse variance anticipated				

Efficiency reference	Efficiency Detail	budgeted Amount £	Projection of Total Saved £	Projection of Total Not Saved £	Comment
	Reduce Teacher costs - 0.6 Consortium Secondary Schools	35,467	35,467	-	
		35,467	35,467	-	

MONTH END DATE

31 October 2022

PERIOD

7

Project Status Analysis	Project Life Status Analysis				Current Year Project Status Analysis					
	Number of Projects at RAG Status	% Projects at RAG Status	Spend to Date £000	% Project Spend at RAG Status	Number of Projects at RAG Status	% Projects at RAG Status	Spend to Date £000	% Project Spend at RAG Status		
Red										
Projects are forecast to be overspent and/or experience material delay to completion	1	13%	151	0%	1	13%	56	8%		
Amber										
Projects are either at risk of being overspent and/or delay in completion (although this is unquantifiable at present) or the project has any issues that require to be reported at this time	0	0%	0	0%	0	0%	0	0%		
Green										
Projects are on target both in relation to overall budget and the forecast stages in the project life cycle and no issues are anticipated at this time	7	88%	30,249	100%	7	88%	626	92%		
TOTAL EXPENDITURE	8	100%	30,400	100%	8	100%	682	100%		
	Project Life Financials				Current Year Financials					
	Budget £000	Spend to Date £000	Forecast Spend £000	Forecast Variance £000	Budget £000	Spend to Date £000	Forecast Spend £000	Forecast Variance £000	Slippage £000	Over/ (Under) £000
Red										
Projects are forecast to be overspent and/or significant delay to completion	29,450	151	29,450	(0)	2,797	56	856	(1,940)	(1,940)	0
Amber										
Projects are either at risk of being overspent and/or delay in completion (although this is unquantifiable at present) or the project has any issues that require to be reported at this time	0	0	0	0	0	0	0	0	0	0
Green										
Projects are on target both in relation to overall budget and the forecast stages in the project life cycle and no issues are anticipated at this time	37,427	30,249	37,427	(0)	2,903	626	2,903	0	0	0
TOTAL EXPENDITURE	66,877	30,400	66,877	(0)	5,700	682	3,759	(1,940)	(1,940)	

WEST DUNBARTONSHIRE COUNCIL
GENERAL SERVICES CAPITAL PROGRAMME
ANALYSIS OF PROJECTS AT RED ALERT STATUS

APPENDIX 6

PERIOD END DATE

31 October 2022

PERIOD

7

Budget Details	Project Life Financials					
	Budget	Spend to Date		Forecast Spend	Variance	
	£000	£000	%	£000	£000	%
1 Schools Estate Improvement Plan - next Phase - Faifley Campus						
Project Life Financials	29,450	151	1%	29,450	(0)	0%
Current Year Financials	2,797	56	2%	856	(1,940)	-69%
Project Description	Improvement of Schools Estate.					
Project Manager	Sharon Jump/ Craig Jardine					
Chief Officer	Laura Mason					
Project Lifecycle	Planned End Date	31-Mar-26	Forecast End Date	31-Mar-26		
Main Issues / Reason for Variance						
The next phase of the Schools Estate Improvement Plan involves the development of a new Campus provision in the Faifley area. WDC has been successful in securing funding from the Scottish Government Learning Estate Improvement Programme. SFT confirmed the indicative funding allocation for this project at £18.416m on the 4 May 2021, this will be received as a revenue stream over the 25 years of the Scottish Government financial support (subject to the Council adhering to the funding criteria). Site Options Appraisal has taken place and Members approved the recommendation to proceed with the new Faifley Campus on the St Joseph's site at Education Committee on 9th June 2021. The design team and main contractor have been appointed and the next phase will see the design development for the new Campus taking place. The statutory consultation process was launched in September 2021 and a report was brought back to the Educational Services committee in March 2022 concluding the process. RIBA Stage 2 Design development slightly behind programme but this will not have an impact on the overall Phase 1 completion date for the project.						
Mitigating Action						
None available at this time.						
Anticipated Outcome						
Delivery of the project will be on time.						

WEST DUNBARTONSHIRE COUNCIL
GENERAL SERVICES CAPITAL PROGRAMME
ANALYSIS OF PROJECTS AT GREEN ALERT STATUS

APPENDIX 7

PERIOD END DATE

31 October 2022

PERIOD

7

Budget Details	Project Life Financials					
	Budget	Spend to Date		Forecast Spend	Variance	
	£000	£000	%	£000	£000	%
1 AV Equipment - Education						
Project Life Financials	1,110	232	21%	1,110	(0)	0%
Current Year Financials	441	43	10%	441	0	0%
Project Description	Purchase of AV Equipment for Education.					
Project Manager	David Jones/ Julie McGrogan					
Chief Officer	Laura Mason					
Project Lifecycle	Planned End Date	31-Mar-29	Forecast End Date		31-Mar-29	
Main Issues / Reason for Variance						
Although there is re-profiling of budget caused mainly by the academic year starting several months after the financial year the project is still on track to be completed by the planned end date.						
Mitigating Action						
None available at this time.						
Anticipated Outcome						
Purchase of AV Equipment for Education.						
2 Digital Inclusion						
Project Life Financials	376	335	89%	376	(0)	0%
Current Year Financials	41	0	0%	41	0	0%
Project Description	Increase the ratio of chrome book devices for most disadvantaged children and families and support for families with remote access.					
Project Manager	David Jones/ Julie McGrogan					
Chief Officer	Laura Mason					
Project Lifecycle	Planned End Date	31-Mar-23	Forecast End Date		31-Mar-23	
Main Issues / Reason for Variance						
Additional devices have been ordered to increase the ratio of devices to pupils as part of a commitment towards a 1:1 device ratio. The project is on track to be fully spent in 2022/2023.						
Mitigating Action						
None required at this time.						
Anticipated Outcome						
Increase the Chromebook ratio for most disadvantaged children.						
3 Schools Estate Improvement Plan						
Project Life Financials	20,241	15,299	76%	20,241	0	0%
Current Year Financials	1,005	482	48%	1,005	0	0%
Project Description	Improvement of Schools Estate.					
Project Manager	Sharon Jump/ Michelle Lynn/ Craig Jardine					
Chief Officer	Laura Mason					
Project Lifecycle	Planned End Date	31-Mar-24	Forecast End Date		31-Mar-24	
Main Issues / Reason for Variance						
Renton Campus: The overall construction is programmed to complete by 25 July 2022. (Previously April 2022 but re-programmed due to 13 week COVID-19 site closure). Phase 1 of the project was handed over on Monday 18 October 2021, with pupils returning to the new school campus on Wednesday 20 October 2021. Phase 2 on schedule to be handed over 25th July 2022. There is an acceleration of spend due to part retention being paid 2022/2023. St Mary's: anticipated commencement of MUGA is September 2022 which means new build kitchen will slip to June 2023. Pitch onsite September and dining hall will be July 2023 as cannot be onsite at the same time as pitch works. Additional ASN Provision: temporary accommodation for Choices will be in place by September and plans for rebuild extension ongoing. Additional scoping in respect of vacant space at Choices and former Riverside ELC ongoing. Skills School: scoping ongoing. Balloch Campus, Lomond Base, artificial grass installation is complete.						
Mitigating Action						
None required						
Anticipated Outcome						
Project delivered within budget and to the revised programme, following COVID-19.						

WEST DUNBARTONSHIRE COUNCIL
GENERAL SERVICES CAPITAL PROGRAMME
ANALYSIS OF PROJECTS AT GREEN ALERT STATUS

APPENDIX 7

PERIOD END DATE

31 October 2022

PERIOD

7

Budget Details	Project Life Financials						
	Budget	Spend to Date		Forecast Spend	Variance		
	£000	£000	%	£000	£000	%	
4	Free School Meals						
	Project Life Financials	694	251	36%	694	0	0%
	Current Year Financials	504	62	12%	504	0	0%
	Project Description	Provision of Capital Funding from Scottish Government to implement free school meal initiative.					
	Project Manager	Michelle Lynn/ Craig Jardine					
	Chief Officer	Laura Mason					
	Project Lifecycle	Planned End Date	31-Mar-24	Forecast End Date	31-Mar-24		
	Main Issues / Reason for Variance						
	Project is complete other than snagging works which can only be completed when school is closed however project end date is still on target.						
	Additional budget required in relation to electrical phasing which was unknown at the time of project inception. Additional funding granted for Free School Meals Expansion						
	Mitigating Action						
	None available at this time.						
	Anticipated Outcome						
	Project delivered within amended timescales.						
5	Choices Programme - to assist young people who require additional support						
	Project Life Financials	750	638	85%	750	0	0%
	Current Year Financials	113	1	1%	113	(0)	0%
	Project Description	Bringing together Central Support Services which will include relocation of Choices Programme.					
	Project Manager	Michelle Lynn/ Craig Jardine					
	Chief Officer	Laura Mason					
	Project Lifecycle	Planned End Date	31-Mar-23	Forecast End Date	31-Mar-23		
	Main Issues / Reason for Variance						
	A new contractor has been appointed and looking at the programme of works.						
	Mitigating Action						
	None available at this time.						
	Anticipated Outcome						
	Project delivered on budget.						
6	Schools Estate Refurbishment Plan						
	Project Life Financials	5,508	5,505	100%	5,508	(0)	0%
	Current Year Financials	3	0	0%	3	0	0%
	Project Description	Completion of condition surveys has been carried out to identify works required to bring various schools from Condition C to Condition B.					
	Project Manager	Michelle Lynn/ Craig Jardine					
	Chief Officer	Laura Mason					
	Project Lifecycle	Planned End Date	31-Mar-22	Forecast End Date	30-Apr-22		
	Main Issues / Reason for Variance						
	Project complete and await final charges.						
	Mitigating Action						
	None required.						
	Anticipated Outcome						
	Project delivered on time and within budget						

WEST DUNBARTONSHIRE COUNCIL
GENERAL SERVICES CAPITAL PROGRAMME
ANALYSIS OF PROJECTS AT GREEN ALERT STATUS

APPENDIX 7

PERIOD END DATE

31 October 2022

PERIOD

7

Budget Details	Project Life Financials					
	Budget	Spend to Date		Forecast Spend	Variance	
	£000	£000	%	£000	£000	%
7	Early Years Early Learning and Childcare Funding					
	Project Life Financials	8,748	7,990	91%	8,748	(0) 0%
	Current Year Financials	795	37	5%	795	(0) 0%
	Project Description	Early learning and childcare funding awarded to West Dunbartonshire Council to facilitate the expansion in entitlement to funded ELCC to 1140 hours from August 2020.				
	Project Manager	Michelle Lynn/ Craig Jardine				
	Chief Officer	Laura Mason				
	Project Lifecycle	Planned End Date	31-Mar-23	Forecast End Date	31-Mar-23	
	Main Issues / Reason for Variance					
	Works progressing and budget spend anticipated in 2022/2023.					
	Mitigating Action					
	None required at this time.					
	Anticipated Outcome					
	The project will be completed to deliver the requirements of the Early Years expansion plans.					