

Agenda



Educational Services Committee

Date: Wednesday, 15 June 2022

Time: 14:00

Format: Hybrid Meeting

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

Dear Member

Please attend a meeting of the **Educational Services Committee** as detailed above. The business is shown on the attached agenda.

The Convener has directed that the powers contained in Section 43 of the Local Government in Scotland Act 2003 will be used and Members will have the option to attend the meeting remotely or in person at the Civic Space, Church Street, Dumbarton.

Yours faithfully

JOYCE WHITE

Chief Executive

Distribution:

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

Councillor Gordon Scanlan
Councillor Hazel Sorrell
Miss Jessica Boyle MSYP
Mr Gavin Corrigan
Miss Ellen McBride
Ms Hannah Redford
Ms Julia Strang
Miss Tian Qi Yu MSYP
Vacancies x3

All other Councillors for information

Chief Education Officer

Date of Issue: 1 June 2022

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EDUCATIONAL SERVICES COMMITTEE

WEDNESDAY, 15 JUNE 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 OPEN FORUM

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

6 APPOINTMENT OF THIRD RELIGIOUS REPRESENTATIVE TO THE EDUCATIONAL SERVICES COMMITTEE 5 – 6

Submit report by the Chief Education Officer requesting confirmation of the reappointment of the third religious representative to the Educational Services Committee.

7 STRATEGY TO RAISE ATTAINMENT AND ACHIEVEMENT IN WEST DUNBARTONSHIRE 7 – 24

Submit report by the Chief Education Officer providing an update on:-

- (a) changes to the Scottish Attainment Challenge programme; and
- (b) the progress with implementing Educational Service's improvement priorities for attainment and equity.

8 EARLY LEARNING AND CHILDCARE PROGRESS UPDATE 25 – 29

Submit report by the Chief Education Officer providing an update on progress made within the framework developed to provide high quality Early Learning and Childcare in West Dunbartonshire Council.

9 ADDITIONAL SUPPORT NEEDS STRATEGY UPDATE 31 – 35
REPORT

Submit report by the Chief Education Officer providing an update on the progress of the strategy to support children and young people with Additional Support Needs (ASN).

10 SCHOOL LEAVER DESTINATIONS 2020/21 37 – 46

Submit report by the Chief Education Officer providing an update on our partnership approach to improve the number of our young people leaving school and entering a positive destination.

11 UPDATE TO DEVOLVED SCHOOL MANAGEMENT (DSM) 47 – 73
GUIDANCE

Submit report by the Chief Education Officer seeking approval of changes made to the Devolved School Management (DSM) Guidance in Education establishments.

WEST DUNBARTONSHIRE COUNCIL**Report by Chief Education Officer****Educational Services Committee: 15 June 2022**

Subject: Appointment of Third Religious Representative to the Educational Services Committee

1. Purpose

- 1.1** To request confirmation of the reappointment of the third religious representative to the Educational Services Committee.

2. Recommendation

- 2.1** The Committee is requested to agree to confirm the reappointment of Mrs Barbara Barnes as the third religious representative on the Educational Services Committee until the next local government elections.

3. Background

- 3.1** In accordance with section 124 of the Local Government (Scotland) Act 1973, the Council is obliged to appoint to its education committee three persons interested in the promotion of religious education.
- 3.2** The Act requires that one person nominated by the Church of Scotland and another nominated by the Roman Catholic Church be appointed as members of the education committee.
- 3.3** In respect of the third religious representative, the Council is obliged to appoint one person 'in the selection of whom the authority shall have regard... to the comparative strength within their area of all the churches and denominational bodies having duly constituted charges or other regularly appointed places of worship there'.

4. Main Issues

- 4.1** A notice was published on the Council's social media channels on 29 April 2022 which invited nominations for a third religious representative on the Educational Services Committee. The closing date for nominations was 16 May 2022.
- 4.2** One nomination was received, from St Augustine's Scottish Episcopal Church in Dumbarton in respect of Mrs Barbara Barnes. Mrs Barnes was the third religious representative on the Educational Services Committee prior to the 2022 local government elections.

5. People Implications

5.1 There are no people implications.

6. Financial and Procurement Implications

6.1 There are no financial or procurement implications.

7. Risk Analysis

7.1 Failure to appoint a third religious representative to the Educational Services Committee may be a reputational risk to the Council.

8. Equalities Impact Assessment (EIA)

8.1 An Equalities Screening was carried out which showed that the process of seeking nominations for the third religious representative was not detrimental to any protected group.

9. Consultation

9.1 No consultation has been carried out in relation to this report.

10. Strategic Assessment

10.1 There is no Strategic Assessment required.

Laura Mason

Chief Education Officer

Date: 17 May 2022

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

Appendices: None.

Background Papers:

1. Local Government (Scotland) Act 1973.
2. Equalities Screening.
3. Letter from St Augustine's Scottish Episcopal Church in Dumbarton to the Committee Officer dated 3 May 2022.

Wards Affected: All wards.

WEST DUNBARTONSHIRE COUNCIL

Report by Laura Mason, Chief Education Officer

Educational Services Committee: 15 June 2022

Subject: Strategy to Raise Attainment and Achievement in West Dunbartonshire

1. Purpose

- 1.1** The purpose of this report is to update the Educational Services Committee on changes to the Scottish Attainment Challenge programme; and to report on progress with implementing Educational Service's improvement priorities for attainment and equity.

2. Recommendations

- 2.1** The Educational Services Committee is asked to:
- 1) note the progress made in the past three months with two key priorities: The Scottish Attainment Challenge and West Dunbartonshire Council's Education Improvement Framework; and
 - 2) agree the continuation of aspects of the Covid Education Recovery Plan.
- 2.2** 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 a regular report outlining progress against this strategic priority.
- 3.2** In November 2021, Scottish Government launched a refreshed Scottish Attainment Challenge with a mission to 'use education to improve outcomes for children and young people impacted by poverty with a focus on tackling the poverty related attainment gap'.
- 3.3** 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.
- 3.4** Scottish Government has confirmed Attainment Scotland Fund allocations over the next four financial years to start in financial year 2022/23. West Dunbartonshire receives:

- Strategic Equity Funding (SEF): £43 million shared by 32 local authorities to achieving the mission of the Scottish Attainment Challenge. Prior to 2022 this funding was shared between 9 Challenge Authorities.
 - Pupil Equity Funding: additional funding allocated to schools based on Free Meal Entitlement
 - Care Experienced Children and Young People Funding: targeted resource provided to local authorities to support care experienced children from birth to the age of 26 (funding allocation to be confirmed) .
- 3.5** The refreshed Scottish Attainment Challenge mission and associated funding model sets out expectations for an acceleration of progress to tackle the poverty related attainment gap.
- 3.6** In March 2022, Scottish Government published a suite of new national guidance and support documents for the refreshed Scottish Attainment Challenge programme. Local authorities are required to set measures of success and stretch aims for outcomes to tackle the poverty related attainment gap. These will be monitored locally and nationally. Officers will work in collaboration with national agencies and West Dunbartonshire schools to set and review progress against stretch aims
- 3.7** Governance boards chaired by the Chief Education Officer and/or Senior Education Officers will monitor progress with Strategic Equity Fund, Pupil Equity Fund and Care Experienced and Young Person's Fund. Regular reports will be submitted to Education Committee to provide updates on progress with workstreams and performance measures. Progress will be monitored and reported to Scottish Government through the Service Annual Standards and Quality Report.
- 3.8** Officers are currently working with headteachers and schools to support the development of plans to align with the new national guidance and expectations. A consultation exercise with stakeholders is underway to inform decisions about projects and interventions and use of funding streams.
- 3.9** West Dunbartonshire is well placed to accelerate progress building on the success of the authority Strategy to Raise Attainment and Achievement launched in 2015. The next phase of the Strategy 2022- 2027 will be launched in the new academic session 2022/23.
- 3.10** Service workstreams for the Scottish Attainment Challenge in the academic session 2022/23 are being developed around key objectives to deliver local and national expectations.
- 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.

4.0 Main Issues

4.1 The Scottish Attainment Challenge

- 4.1.1** 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 in each financial year up to 2025/26. The Attainment Scotland Fund allocations to West Dunbartonshire are detailed in the table below:

Table 1:

Strategic Equity Funding			
2022/23	2023/24	2024/25	2025/26
£1,745,797	£1,447,779	£1,149,761	£851,743
Pupil Equity Funding			
2022/23	2023/24	2024/25	2025/26
£3,380,835 each year			
CECYP Fund			
2022/23			
Allocation not yet confirmed			

- 4.1.2** West Dunbartonshire schools receive a larger proportion of the Attainment Scotland Funding compared to the local authority. For example, in 2021 the local authority will receive £ 1,745,797 Strategic Equity Funding; and West Dunbartonshire schools will receive £3,380,835 Pupil Equity Funding.
- 4.1.3** The refreshed Scottish Attainment Challenge sets increased accountability on local authorities and schools to achieve stretch aims and outcomes set to narrow the poverty related attainment gap.

4.2 Improvement Framework

- 4.2.1** The local authority has a statutory duty for the quality provision in schools and requires sufficient central resource to provide support and challenge to schools as they implement the increased expectations of the refreshed Scottish Attainment Challenge. The Service Improvement Framework has been developed to monitor quality and build capacity for improvement through collaboration between the central officers and schools.

- 4.2.2** As reported to Committee in March 2022, officers have conducted Performance Reviews in all schools as one major focus of the Improvement Framework for session 2021/22. This approach was developed as part of the education recovery and renewal agenda in response to the context of the pandemic. As a next phase of this work officers have been conducting Focus Attention visits working collaboratively with headteachers to develop action plans to accelerate progress with attainment outcomes in the Broad General Education. Early indications suggest that this work will support an increase in the percentage of children in West Dunbartonshire who achieve A Curriculum for Excellence Levels (ACEL) for their age and stage in P1, P4, P7 and S3 in June 2022.
- 4.2.3** Since 2016 the Scottish Government has conducted an annual census to survey attainment in Curriculum for Excellence Levels for children at P1, P4, P7 and S3. Subsequently, the Service has provided an annual progress report on attainment in the Broad General Education to Committee in September of each year with the exception of September 2020 due to the pandemic. Scottish Government will collect Achievement of a Level (ACEL) Data in June 2022. This data will provide information on the attainment of all P1, P4, P7 and S3 on this date. A report will be submitted to a future Education Committee on West Dunbartonshire Literacy and Numeracy Attainment.

4.3 Education Recovery and Renewal

- 4.3.1** Throughout the session, schools and early learning and childcare centres have constantly had to adapt quickly to regularly revised and updated Scottish Government Covid 19 guidance. The most recent guidance set out that a small number of routine protective measures require to be retained. While many protective measures have been removed schools will continue with good health and safety practices to help reduce transmission where appropriate. The Test and Protect Transition Plan means that the schools and ELCC's twice weekly asymptomatic LFD testing stopped on 18 April 2022. Operational challenges are ever present with staff and pupil Covid related absences. The challenges faced by our schools and ELCC's cannot be underestimated and they have responded positively and with huge commitment to maintaining the best possible learning provision for children and young people.
- 4.3.2** The service recovery plan launched in August 2021 has provided additional resources to support the attainment and achievement of our children and young people affected by COVID. The plan is structured around the provision of additional hours of learning before and after school; additional teaching and support staff to work with individuals and small groups; and provide enhanced well being supports for example, providing intensive individual support to young people finding it difficult to attend school. Due to the extended periods of COVID related absence in terms 2 and 3, aspects of the Education Recovery Plan submitted to Council in May 2021 will continue into academic session 2022/23; to provide additional supports for children to attain and overcome any gaps in their learning due to COVID (Appendix 1).

4.3.3 Additional resources have been allocated to support West Dunbartonshire schools to deliver bespoke interventions to support a tackling of the poverty related attainment gap. To support literacy attainment in primary schools a pilot project was offered in Clydebank during the Easter holidays; and in secondary schools a comprehensive supported study package has been offered.

4.3.4 West Dunbartonshire Literacy Attainment Camp: During the Easter holidays a literacy enrichment opportunity was offered to twenty primary 4 pupils from Linnvale and Our Holy Redeemer Primary Schools. 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. The programme concluded with a story telling campfire event with our young writers coming together to share their stories.

4.3.5 Our Lady and St Patricks High School: a comprehensive system of masterclass provision has been offered to all senior students to support with preparations for the 2022 SQA examinations. Our schedule commenced before the Easter holidays with several sessions taking place during lunchtime and also after school. Several sessions took place over the Easter holidays with weekend tutorials taking place typically the weekend before exams take place. During the exam period we will offer masterclasses during the school day providing opportunity for our pupils to attend school and complete their final aspects of revision. The masterclass programme has proven to be very successful in the past and provides some security for the students just as they are about to complete their examinations. We anticipate almost perfect attendance for these.

Clydebank High School: Throughout the session we ran a Study Café for all senior phase pupils after school on Wednesdays and Thursdays. Teachers from each subject area were available at the Study Café to support our pupils with their learning. We also offered a more formal supported study programme in each subject area both after school and at lunchtimes. Our Easter school programme ran throughout the 2 week holiday. Pupils were asked to sign up in advance for classes. The attendance for all most all classes was very good. We are also inviting young people in to school to do an intense revision session the day before the actual SQA exam.

Vale of Leven Academy: an Easter Revision programme was offered to our young people during the holiday period. The programme offered 45 individual sessions across 9 days with 34 individual teaches in attendance to offer bespoke support around assignments and exams. Sessions were separated into two blocks and therefore, students had the opportunity to attend 90 sessions depending on their curriculum pathway.

Dumbarton Academy: we offered a range of support classes throughout the 2021-22 session. Additional supports have been offered prior to the Interim assessment period in January, and prior to the start of the current SQA diet. We have tried to spread the timing of supports to maximise possible pupil access, as such some class were run before the start of the formal school day, some at lunchtime with others running at the at the end of the day. During the Easter holidays we offered a programme across 9 days. Support was offered across a wide spread of the curriculum and at a range of presentation levels. In addition we offered the school library as a general study area open to all pupils requiring access to a quiet study area outside of their home environment. The timetable of Spring Break supports was posted on the school website, promotional assemblies were held and parents were sent links via text to the programme.

St Peter the Apostle: our young people benefited from a targeted Supported Study Programme this session which included subject specialist classes delivered: after the school day; on Saturday mornings; twilight sessions and online. During the holidays our Easter Revision Programme ran consecutively over the course of the first 5 days of the holidays, with 3 different sessions each day. Senior pupils had access to an array of subject specialist supported study classes in over 20 differing subjects at N5, Higher and Advanced Higher Levels. We are delighted to report that there was excellent uptake amongst young people. On day one of our extensive programme over 170 pupils attended a variety of sessions in Chemistry, Maths, Music, History, Modern Studies and Dance. This level of variety and attendance was sustained throughout the whole week. We are also extremely pleased to share that during the summer term our Recovery: Wellbeing, Equality and Inclusion group are supporting our young people by providing before and after exams areas for quiet study reflection and an Exam Breakfast Club. We feel that these measures are vital to supporting the health and wellbeing of our young people as they strive to achieve success.

4.4 Education Development

4.4.1 Improving Our Curriculum: in academic session 2021/22 officers have worked with staff and pupils to develop an exciting range of inter disciplinary learning projects. The projects aim to develop skills for learning, life and work. Almost 200 West Dunbartonshire teachers and early years staff have collaborated to produce high quality project lessons and resources shared on Campus@WDC.

4.4.2 Creative and Cultural Learning Experiences: to provide equitable access to cultural experiences for children and young people in West Dunbartonshire the service has commissioned Scottish Ballet, Theatre in Schools Scotland, the Royal Scottish National Orchestra and Scottish Opera to provide a programme of high quality theatre, dance and music workshops in schools and early learning centres. Pupils in Edinbarnet are working on the Disney Musicals for Schools' programme delivered by Scottish Opera. The work will culminate in a performance in school and at the Theatre Royal, Glasgow. In addition, the children will perform a song on the set of the Lion King Show at the Edinburgh Playhouse in June, 2022.

4.4.3 Learning Technologies: 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. Information about the device numbers in West Dunbartonshire is listed in the table below:

Year	Purchased	Cumulative Total
August 2015 - 16	2153	2153
August 2016 - 17	857	3010
August 2017 - 18	1423	4433
August 2018 - 19	1158	5591
August 2019 - 20	322	5913
August 2020 - 21	3441	9354
August 2021-May 2022	844	10,198

A rolling replacement programme is underway to support the replacement of 'aging' pupil computer devices. The first phase being to replace devices purchased in 2015-16.

4.4.4 Languages1 / 2: We are committed to enabling every child to start learning a second language from at least Primary 1, and a third language from Primary 5 at the latest. In June 2022, West Dunbartonshire schools will complete a survey, as part of a service audit of the provision of language learning in the Broad General Education. Information from the survey will feed into the next phase of both local and national strategy

4.5 Water Safety Programme

4.5.1 Officers have been working closely with partners to ensure our children and young people have the knowledge and awareness of how to be safe around water. The Service is working with Water Safety Scotland to support the production of a new education resource aimed at young people aged 11-15 to be delivered in all West Dunbartonshire secondary schools. Learning resources produced by the RNLI will be delivered in all West Dunbartonshire primary schools during the summer term prior to the summer holidays. A promotional campaign is also being developed supported by the Council's Communications Team to be shared on social media platforms in the lead up to and during the summer holidays.

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 well being, 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 will have received £12,642,432 in funding. Attainment Challenge allocations to the Council have been £2,043,815 in both 2020/21 and 2021/22. Funding in 2022/23 has been confirmed to be £1,745,797 which is a reduction of £298,018 in 2022/23.
- 6.2** The Education Recovery Plan at Appendix 1 will be funded from Education's Budget related to COVID flexibilities.

7. Risk Analysis

- 7.1** The reduced funding model coupled with the current context of the pandemic 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 will be conducted with Education Scotland, the Scottish Government, local Trade Unions and Heads of Establishments to produce West Dunbartonshire's Scottish Attainment Challenge 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
June 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. Education Recovery Plan
2. Equalities Impact Assessment Screening

Background Papers: None

Wards Affected: All wards

Appendix 1

Education Recovery Funding - Proposals

	Action	Rationale	Description of Activities	Recruitment	Total Cost
1	Establish 'One-ery' model at school campus and ELCC.	Build on capacity created at campus models for the One-ery model approach. Staff to work across the ELCC and P.1 to provide additional individual and small group support to our children during this recovery phase.	1. Employ 6 Early learning and Childcare Workers or LAs.	ELCO x 6.0FTE (Term Time)	£178,572
2	Language and communication development	Language and communication development is a significant concern as a result of the pandemic. An allocation to ELCC and Primary to enable staff capacity building in this area.	1. Establishing a team to deliver targeted training and support to all establishments	0.4FTE Educational Psychologist	£32,631
				0.4FTE Speech and Language Therapist	£21,840
3	Interrupted Learner Service	Due to the impact of the pandemic on mental health, an increased number of our children and young people are finding it difficult to engage in full time, face to face learning, resulting in an increased demand of our Interrupted Learner Service.	1. Expand provision of IL Service to meet service demands	2.0FTE Class Teachers 2.0FTE Pupil and Family Support Workers (35 x 52 weeks)	£114,314 £59,100
4	Inclusion Team	The pandemic has had significant impact on the health and wellbeing of our young people, with many struggling to cope on return to the classroom. Develop and promote strategies establishments to ensure that the rights of our children and young people are at the forefront of our approaches to inclusion and learning and teaching.	1. Develop and promote strategies to lead to improvement in wellbeing; rights based learning; and promote approaches to inclusion.	1.0FTE Depute Head Teacher (Primary) (Based on DHT2)	£72,854
5	Excellence and Equity Recovery Team	The Excellence and Equity Recovery Team would support school planning and delivery of improvement strategy to mitigate impact on attainment and equity outcomes.	Attainment Recovery Teachers: Literacy , Numeracy, Assessment and Moderation	1.0 FTE Head Teacher (Primary) (Based on HT10)	£92,170
				2.0 FTE Class Teachers	£114, 314

Appendix 2

EQUALITY IMPACT: SCREENING AND ASSESSMENT FORM

This form is to be used in conjunction with the Equality Impact Assessment Guidelines. Please refer to these before starting; if you require further guidance contact community.planning@west-dunbarton.gov.uk

Section 1: Policy/Function/Decision (PFD) Details	
A PFD is understood in the broad sense including the full range of functions, activities and decisions the council is responsible for.	
Name of PFD:	Strategy to Raise Attainment and Achievement in West Dunbartonshire Update
Lead Department & other departments/ partners involved:	Educational Services
Responsible Officer	Laura Mason/ Julie Mc Grogan
Impact Assessment Team	Julie Mc Grogan – Senior Education Officer Alan Munro – Quality and Performance Officer
Is this a new or existing PFD?	NEW
Start date:	1.12.21 End date: 1.12.21
Who are the main target groups/ who will be affected by the PFD ?	Children, young people and families in West Dunbartonshire
Is the PFD Relevant to the General duty to eliminate discrimination, promote equal opportunities or foster good relations? Please enter brief detail	<p>NO -</p> <p>The purpose of this PFD is to update members on the activity and progress with regard to implementing West Dunbartonshire's Strategy to Raise Attainment and Achievement; and advise of any future changes to the Scottish Attainment Challenge.</p>
Yes:	If yes, complete all sections, 2-9
No:	If no, complete only sections 8-9
	If don't know, complete sections 2 & 3 to help assess relevance

Section 2: Evidence Please list the available evidence used to assess the impact of this PFD, including the sources listed below. Please also identify any gaps in evidence and what will be done to address this.	
Available evidence:	
Consultation/ Involvement with community, including individuals or groups or staff as relevant	
Research and relevant information	
Officer knowledge	
Equality Monitoring information – including service and employee monitoring	
Feedback from service users, partner or other organisation as relevant	
Other	
Are there any gaps in evidence? Please indicate how these will be addressed	
Gaps identified	
Measure to address these	

Note: Link to Section 6 below Action Plan to address any gaps in evidence

Section 3: Involvement and Consultation

Include involvement and consultation relevant to this PFD, including what has already been done and what is required to be done, how this will be taken and results of the consultation.

Please outline details of any involvement or consultation, including dates carried out, protected characteristics. Also include involvement or consultation to be carried out as part of the developing and implementing the policy.

Details of consultations	Dates	Findings	Characteristics
			Race
			Sex
			Gender Reassignment
			Disability
			Age
			Religion/ Belief
			Sexual Orientation
			Civil Partnership/ Marriage
			Pregnancy/ Maternity

			Cross cutting
<i>Note: Link to Section 6 below Action Plan</i>			
Section 4: Analysis of positive and Negative Impacts			
Protected Characteristic	Positive Impact	Negative Impact	No impact
Race			
Sex			
Gender Re-assignment			
Disability			
Age			
Religion/ Belief			
Sexual Orientation			

Civil Partnership/ Marriage; this PC is not listed as relevant for Specific Duties; however under the General Duty we are required to eliminate any discrimination for this PC.			
<p><i>Note: Link to Section 6 below Action Plan in terms of addressing impacts</i></p>			
<p>Section 5: Addressing impacts Select which of the following apply (use can choose more than one) and give a brief explanation – to be expanded in Section 6: Action Plan</p>			
1. No major change			
2. Continue the PFD			
3. Adjust the PFD			
4. Stop and remove the PFD			

Give reasons:	
Note: Link to Section 6 below Action Plan	

Section 6: Action Plan describe action which will be taken following the assessment in order to; reduce or remove any negative impacts, promote any positive impacts, or gather further information or evidence or further consultation				
Action	Responsible person	Intended outcome	Date	Protected Characteristic
				Disability
				Gender
				Gender Reassignment
				Race
				Age
				Religion/ Belief
				Sexual Orientation
				Civil Partnership/ Marriage
				Pregnancy/ Maternity
				Cross cutting
Are there any negative impacts which cannot be reduced or removed? please outline the reasons for continuing the PFD				

Section 7: Monitoring and review		
Please detail the arrangements for review and monitoring of the policy		
How will the PFD be monitored? What equalities monitoring will be put in place?		
When will the PFD be reviewed?		
Is there any procurement involved in this PFD? If yes please confirm that you have read the WDC Equality and Diversity guidance on procurement		
Section 8: Signatures		
The following signatures are required:		
Lead/ Responsible Officer:	Signature: Julie Mc Grogan	Date: 17/11/21
EIA Trained Officer:	Signature: Alan Munro	Date: 17/11/21
Section 9: Follow up action		
Publishing: Forward to community Planning and Policy for inclusion on intranet/internet pages	Signature:	Date:
Service planning: Link to service planning/ covalent – update your service plan/ covalent actions accordingly	Signature:	Date:
Give details, insert name and number of covalent action and or related PI:		
Committee Reporting: complete relevant paragraph on committee report	Signature:	Date:

and provide further information as necessary		
Completed form: completed forms retained within department and copy passed to Policy Development Officer (Equality) within the CPP team	Signature:	Date:

WEST DUNBARTONSHIRE COUNCIL

Report by Chief Education Officer

Education Services Committee: 15 June 2022

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

- 1.1** This report provides progress made within the framework developed to provide high quality Early Learning and Childcare (ELC) in West Dunbartonshire Council (WDC).

2. Recommendations

- 2.1** It is recommended that Committee notes progress to ensure delivery of the statutory entitlement of 1140 hours of high quality early learning and childcare.

3. Background – Framework for High Quality ELC

- 3.1** The report provides an update for Committee on activity and progress we are making to deliver 1140 hours of high quality Early Learning and Childcare (ELC).
- 3.2** The framework is impacting the quality of our ELC provision and improving outcomes for our children and families. In this recovery period our focus has been on embedding our ELC models, leadership, outdoor learning, nurturing children, focusing on their wellbeing and providing learning through play. Evidence from our ELC improvement framework and external scrutiny by the Care inspectorate this session, provides evidence of impact in this regard. For example, the care inspection at Levenvale Primary School & ELCC in May 2022 was evaluated at very good. This ELC is one of our newly opened services which opened then closed for lockdown and has been fully operational for less than 2 years. Inspectors praised the caring learning environment where children were supported to reach their potential with strong evidence of child centred, responsive play and a focus on nurture, wellbeing and mindfulness. The ELC has also developed outstanding outdoor learning environments, showcased on the Nurture case studies' map of inspiring outdoor practice across Scotland.
- 3.3** As previously reported the evaluative study of the impact of 1140 hours commissioned by the West Partnership local authorities will evaluate outcomes for children and families and the experiences of stakeholders including practitioners, parents, children, and wider/consequent stakeholders such as primary school practitioners. Of particular interest to this work is the impact of extending ELC entitlement on children's development and their attainment. This aligns to the primary aim of the policy at a national level; to improve outcomes for children and reduce the poverty-related gap. The wider themes to be explored in the research questions are themes which align to our Education Delivery Plan e.g. family learning and engagement, developing

literacy and numeracy skills, curriculum development and pedagogy, transition and workforce development.

4. Main Issues

Providing High Quality ELC

- 4.1** The ambition of universal increased hours of ELC is to improve outcomes for children and to close the poverty related attainment gap. The increased hours of early learning and childcare in WDC are having a positive impact on children's learning and progression. Children are achieving well in literacy and numeracy with a positive impact on their attainment evidenced through literacy and numeracy progress data which shows that children are on track to achieve ambitious benchmarks which were set prior to the pandemic. The early level baseline assessment is benchmarked across the authority to highlight performance levels.
- 4.2** The early intervention strategy for children and families who need it most is beginning to have the impact on numbers of families taking up the offer of ELC for eligible 2 year olds. We have increased our capacity to do this by realigning our ELC models, providing Funding Follows the Child placements with funded providers including childminders, partner providers and WDC ELC settings. Our 2 year olds in the eligible category make up 38% of the 2 year old population in West Dumbarton which is approximately 300 children. Our percentage uptake of eligible 2 year old placements is currently 60%. As previously reported, the national plan for vulnerable one year olds is delayed but those plans will also provide early intervention to support our most vulnerable families.

Deferred Entry to School

- 4.3** The Provision of Early Learning and Childcare (Specified Children) (Scotland) Amendment Order 2020 was approved by the Scottish Parliament on 3 February 2021. The purpose of this amendment is to provide parents with the choice to defer their child's primary one start and to benefit automatically from an additional year of funded ELC from August 2023. Preparation for this policy is well underway. Our admissions policy and registration information has been updated to ensure that deferred entry policy change is clear for parents. This session the numbers of parents choosing to defer their child's entry to school has stabilised with just under 100 parents asking for deferral and agreement given. Just over 60% are children with January and February birthdays which are automatically approved. The expected rise in September to December birthdays has not happened with no increase from last year to this.
- 4.4** There is no discernible impact of our early adoption of this policy on our ELC capacity to provide deferred placements in almost all of our communities except the Alexandria area. As reported at March 2022 Committee additional ELC capacity in the Alexandria area will be created at Christie Park Primary School with the addition of a nursery class. Our ELC and schools are aware of the policy change which will impact curriculum rationale and delivery as the composition of P.1 could change with age range up to six years. Likewise our ELC will have older children who will require an appropriate curriculum model.

Play Pedagogy

- 4.5** We continue to align all training and professional learning to deliver the high quality expected of the 1140 hours offer to the national practice guidance realising the Ambition: Being Me. This is the framework for all education practitioners at early level in ELC and primary one to provide the pedagogical approaches through play expected at both stages. Our improved approaches and investment in play and learning at early level also continues to support children to transition successfully from ELC to P.1. If more parents defer their child's learning the curriculum design at ELC and P.1 will adapt to meet the needs of a wider age range.
- 4.6** The One-ery model approach to learning is a model of curriculum delivery based on play pedagogy and nurturing approaches at P.1 and ELC. The model was piloted in our campus schools and ELC this session. This model of curriculum delivery has also generated a great deal of interest in our learning communities which has resulted in plans to introduce this model, next session, at an increased number of schools with ELC. Our professional learning programme and forums will continue to support education practitioners and leaders next session as we develop and refine the One-ery model of learning approach.

5. ELC Improvement Framework and External Inspection Scrutiny

- 5.1** Our Improvement Framework has been designed to build capacity for high quality ELC and continuous improvement. This is supported by two external inspection frameworks; HMle and Care Inspectorate who each have their own inspection framework. Putting Learners at the Centre: Towards a Future Vision for Scottish Education, Professor Muir's report was published in March. His recommendation for the early years sector stated: As a matter of urgency, the new independent Inspectorate (HMle) should re-engage with the Care Inspectorate to agree a shared inspection framework designed to reduce the burden on ELC practitioners and centres. The Scottish Government has announced that they will come forward with specific proposals to consult with the ELC sector on the dual inspection regime.
- 5.2** HMle has not undertaken inspection of ELC since before the pandemic. The Care Inspectorate has continued to inspect services using a hybrid model of inspection with observation and discussions on site and interviews conducted remotely. Five ELC settings were inspected by the Care Inspectorate between August 2021 and May 2022. From those inspections the following evaluations were given:
- For Quality of Care and Support at the 5 ELC: 5 settings rated good and above.
 - For Quality of Environment at the 5 ELC: 5 settings were rated good and above.
 - For Quality of Staffing at the 5 ELC: 5 settings were rated good and above.
 - For Quality of Management and Leadership at the 5 ELC: 5 settings were rated good and above.

ELC are supported by the central Early Years Team and Care Inspection Improvement Service to achieve grades of good and above. The central team of Early Years officers work closely with Care Inspectorate and Education

Scotland to support ELC improvement; to develop the skills, knowledge and expertise of our ELC leadership teams to self-evaluate and plan for improvement. This session the central team have focussed on learning and teaching and children's progress at visits undertaken at all ELC. This improvement model was closely linked to the National Standard Criteria. As a result of this visit programme a small number of ELC continue to be supported to make improvements.

6. Partner Provider Sustainable Rate

- 6.1** The Ipsos MORI ELC Cost Collection Exercise, as indicated previously, a report has been provided for West Dunbartonshire and for the Regional Improvement Collaborative (The West Partnership). This study was commissioned by the Improvement Service on behalf of local authorities. The aim was to produce up to date estimates of the actual costs to providers of providing an hour of ELC, in order to inform planning, modelling and discussions about rate-setting. Councils each set their own rates to reimburse partner providers for the funded ELC they deliver which is £5.31 per hour in almost all local authorities. This review was necessary due to increased operating costs and to ensure business sustainability following the pandemic.
- 6.2** The current study followed a model developed by Ipsos MORI for an earlier Scotland-wide exercise conducted on behalf of the Scottish Government in 2016, and repeated for the West Partnership councils in 2019 and Aberdeenshire and Moray Councils in 2020. Where there were less than 10 returns, RIC level information was provided but not local authority level data (to preserve confidentiality). We have 11 private funded providers of ELC, from which there were 8 usable responses, this means that local level data could not be provided. We will continue to work with our funded providers to agree the hourly rate.

6. People Implications

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

7. Financial and Procurement Implications

- 7.1** 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

- 7.2** The final ELC projects for the expansion model have been agreed. The projects are: outdoor projects at various locations, Clydebank ELCC, Linnvale

ELCC, Dalmonach ELCC, St. Mary's Alexandria, and Christie Park Primary School. Budget has been allocated for these projects within existing budgeted resources.

8. Risk Analysis

8.1 The Key Risks:

- The quality of ELC at all funded providers to ensure that they meet the National Standard Criteria.
- Agreeing a sustainable rate with Funded Partner Providers.
- Completion of our projects to improve quality and compliance of our ELC assets.

9. Equalities Impact Assessment (EIA)

9.1 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.

10. Consultation

10.1 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.

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

11. Strategic Assessment

11.1 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

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Background Papers: None

Wards Affected: All

WEST DUNBARTONSHIRE COUNCIL**Report by Laura Mason, Chief Education Officer****Educational Services Committee: 15th June 2022**

Subject: Additional Support Needs Strategy Update Report**1. Purpose****1.1** The purpose of this report is:

- a) to inform Educational Services Committee of progress on the strategy to support children and young people with Additional Support Needs (ASN).

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

- a) Note progress on the strategy and plans to address the projected increase in demand for services.

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.

4. Main Issues

- 4.1** There are currently 13,800 school pupils and 1485 Early Learning and Childcare pupils in West Dunbartonshire Council. 5273 Pupils have ASN (38%), supported mainly in mainstream schools. Two hundred and forty two 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** Projections inform us there will be an increasing demand in numbers of children and young people who require support from mainstream and specialist settings. Our current ASN estate will not meet the predicted need and work is being undertaken to plan for this as part of the revised strategy.
- 4.3** It is the joint ambition of our Integrated Children's Services partnership to support as many of our children and young people as possible appropriately within West Dunbartonshire, by those closest to them; with the skillset to do so. This was identified as having a positive outcome for our children and young people in West Dunbartonshire.
- 4.4** The strategy 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 preparing and implementing the strategy.
- 4.5** All Education Leaders involved have committed to the workstreams and made good progress, despite the challenges of the pandemic and of remote engagement. Most notable achievements are:
- All staff in the 7 Specialist Settings have committed to the SCERTS (Social Communication, Emotional Regulation and Transactional

Supports) framework and approach. A positive impact identified from the previous impact assessment is that the framework will better equip staff in determining a child's current levels of performance in social and emotional functioning, monitoring progress over time, identifying educational outcomes that are most critical to the child, and design individualised and coordinated plan for the child and their family. Participants include all teaching staff and all support staff to ensure a consistent and equitable approach within and across all specialist settings in West Dunbartonshire. This Professional Learning involves independent and collaborative learning with lots of opportunities to reflect, review and refresh/amend practise to best meet the needs of all of our pupils, ensuring they are '*enabled to progress*'. Through evaluation staff stated that the shared collegiate sessions and opportunities to work collaboratively were 46% Very Helpful 54% Helpful. This effective collaboration across settings will be further developed within Year 2 Plans. The success of Year 1 implementation of SCERTS was celebrated at a SCERTS Conference (May In-Service) where each establishment shared their journey and next steps sharing notable impact on their ability to identify stages of development, child's needs and adopt clear planning process to meet these needs. In an attempt to develop practice and partnership working further two representative from the National Autism Implementation Group (NAIT) as well as few colleagues from health joined the conference.

- 31 ASN Co-ordinators across our mainstream settings, have been introduced to the CIRCLE Framework Train the Trainer Resource to help supports the underlying skills that pupils require to enable them to participate in school. The CIRCLE Framework is a way of organising and supporting input using a staged system of support, beginning with setting up an inclusive classroom environment. Our Collaborative Support Service are currently providing personalised Train the Trainer support to 3 schools to fully implement the CIRCLE Framework developing team knowledge and capacity to support some targeted pupils directly this session with a plan to fully implementation across all schools in session 2022-2023 to empower our staff to support all pupils, to promote inclusive practice and to encourage effective collaboration between school staff, parents/carers, partner services and other agencies.
- 18 staff have participated in training over 4 Lego Base Therapy workshops which were offered to all schools by the provider Cretovators. These workshops provide the theory and the practise supporting staff to develop collaborative play and social interaction skills such as turn taking, listening, initiation, eye contact, problem solving and sharing, with our children and young people. Participants in these sessions have stated they developed the skills necessary to implement in their own schools and many have done so with positive feedback and some have been able to build staff capacity by sharing with colleagues. The CSS team member who attended delivered the

training to all 30 Collaborative Support Service staff in February. We are currently establishing plans to cascade wider as part of the Inclusion Professional Learning Calendar for delivery in session 2022-2023 to all schools.

- Through auditing of teaching staff, support staff and parents/carers we have identified key aspects for learning which we will incorporate into our Professional Learning Calendar for Year 2.
- Our Collaborative Support Service have 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.

4.6 In order to meet the projected needs of the learning estate, a short life working group is currently planning for the installation of temporary classroom accommodation in the Kilpatrick School Campus for the start of the new term. This will provide additional capacity of three classrooms and a sensory room. Communication with pupils, parents and partners has been considered and is planned at different phases in the development. Plans have been completed and are being progressed for the new build extension which is anticipated to be ready for Spring 2023.

4.7 Plans for the expansion of the proposed Riverside Campus are being developed and approval to undertake statutory consultation is currently being sought. Initial design and needs analysis have been undertaken to determine next steps.

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, this 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.

9.2 The strategy has been devised reflecting the views of pupils, parents, and a range of staff in schools as well as Trade Unions, Educational Psychologists, Head teachers and central officers.

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

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Services for Children and Young People

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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
(1989)

Wards Affected: All Wards

WEST DUNBARTONSHIRE COUNCIL**Report by Chief Officer - Education****Education Committee: Wednesday 15 June 2022**

Subject: School Leaver Destinations 2020/2021**1 Purpose**

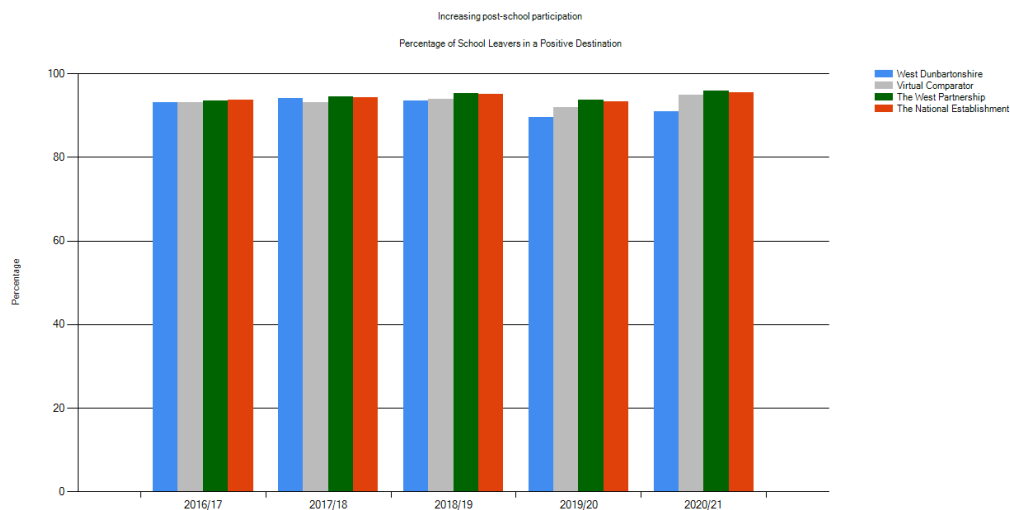
- 1.1** This report provides members with an update on our partnership approach to improve the number of our young people leaving school and entering a positive destination.

2 Recommendations

- 2.1** It is recommended that Committee reviews the analysis and action plan recommended for improvement.

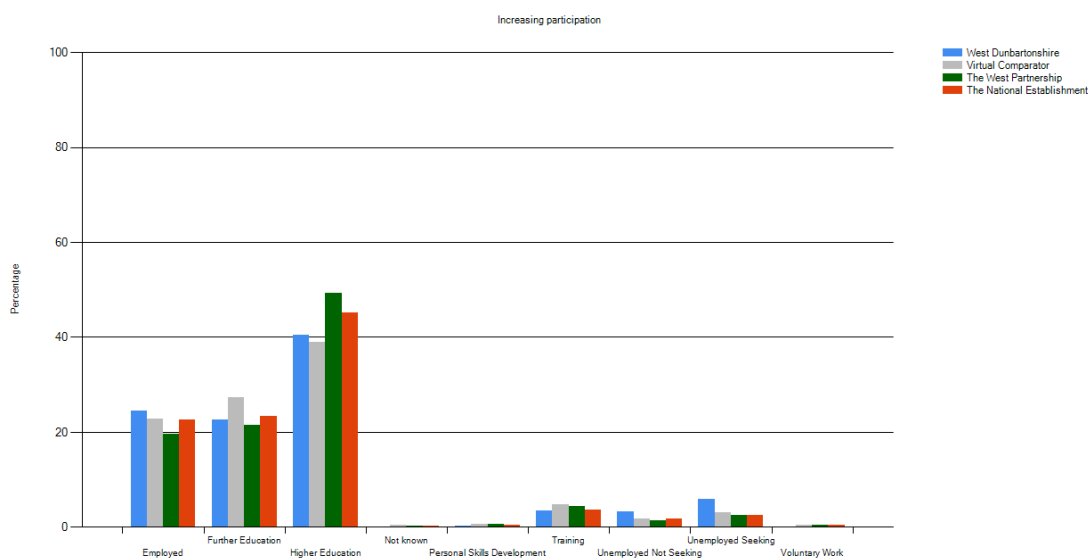
3 Background

- 3.1** Supporting young people to make the transition from school to their next destination is the work of multiple partners – schools, the WDC Senior Phase team, Skills Development Scotland (SDS), Developing the Young Workforce (DYW) West and Working4U.
- 3.2** The percentage of young people entering a positive destination on leaving school is a key metric of performance. This is recorded annually in a School Leaver Destinations Report (SLDR) through the national benchmarking tool Insight, and is a measure in the Local Government Benchmarking Framework. The SLDR report has been developed to provide Local Authorities and schools with individual level data for the school leavers reported within the Scottish Government's school leaver destination statistics publications. All initial destinations are based on the snapshot destination as at the 1st Monday in October (including deferred entry to Higher Education).
- 3.3** Positive destinations can be from a number of categories – further or higher education, training, volunteer work, personal skills development activity or employment.
- 3.4** For a number of years since 2015, WDC had seen growth in this measure, with an increasing trend in the percentage of our young people moving into a positive destination. Since the pandemic, this has declined, with an increase in the number of our young people being in a negative destination on the census day in October.
- 3.5** The SLDR for 2020/2021 recorded 90.99% of our 910 school leavers in positive destinations in West Dunbartonshire, which is 4.49 percentage points below the national figure, but an increase of 1.33 percentage points from last years figure of 89.66%.



	2016/17	2017/18	2018/19	2019/20	2020/21
West Dunbartonshire	93.14%	94.15%	93.62%	89.66%	90.99%
Virtual Comparator	93.08%	93.16%	94.25%	92.23%	94.92%
West Partnership	93.61%	94.44%	95.22%	93.66%	95.84%
National	93.72%	94.4%	95.05%	93.36%	95.48%

Each year, data can also be viewed by destination. **Appendix 1** shows this for each establishment. For WDC, this is shown below for session 2020/21:



	Employment	Further Education	Higher Education	Not Known	Personal Skills Development	Training	Unemployed not seeking	Unemployed seeking	Voluntary work
West Dunbartonshire	24.51%	22.53%	40.44%	- -	0.11%	3.41%	3.19%	5.82%	- -
Virtual Comparator	22.79%	27.33%	38.93%	0.36%	0.59%	4.86%	1.73%	2.99%	0.42%
West Partnership	19.68%	21.44%	49.31%	0.30%	0.65%	4.41%	1.40%	2.46%	0.35%
National	22.58%	23.29%	45.11%	0.30%	0.47%	3.67%	1.69%	2.53%	0.37%

4. Main Issues

- 4.1** Each year, although the results of the analysis of the young people who did not make a successful transition varies, often similar issues and trends emerge. Having researched individual records of pupils the following can be concluded:
- For some young people in employment on census day, this was not their initial destination. For some, they had dropped out of college / university and at the time of census were working in what had been their part time job whilst studying.
 - Experience of college and university varied greatly from that which school leavers expected. A blend of remote/distance learning for lectures and face to face for tutorials/lab work proved unsustainable for some.
 - More could be done to prepare young people who are travelling for study, or having to live away from home.
- 4.2** Whilst we have made good progress with the action plan presented to committee in June 2020, further steps to improve our school leaver destinations have been identified this session. These are shown in **Appendix 2**.

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** Partnership working to ensure the greatest number of young people leave school and enter a positive destination is a key component part in our aspiration to have a strong local economy and improved employment opportunities. Failure to ensure young people enter a positive destination would risk our delivery of our strategic priority of having a strong local economy and improved employment opportunities.

8 Equalities Impact Assessment

- 8.1** No significant equalities issues were identified in relation to this report because the content provides an update on our partnership approach to service delivery rather than stating a change in policy.

9 Consultation

- 9.1** The Action Plan was developed through consultation with partners in the Strategic Employability Group (sub-group of the 'Flourishing' Delivery and Improvement Group), young people and schools.

10 Strategic Assessment

- 10.1** This report reflects the Council's aspiration to have a strong local economy and improved employment opportunities which is one of the strategic priorities for 2017-2022.

Chief Officer: Laura Mason
Service Area: Education
Date: 15 June 2022

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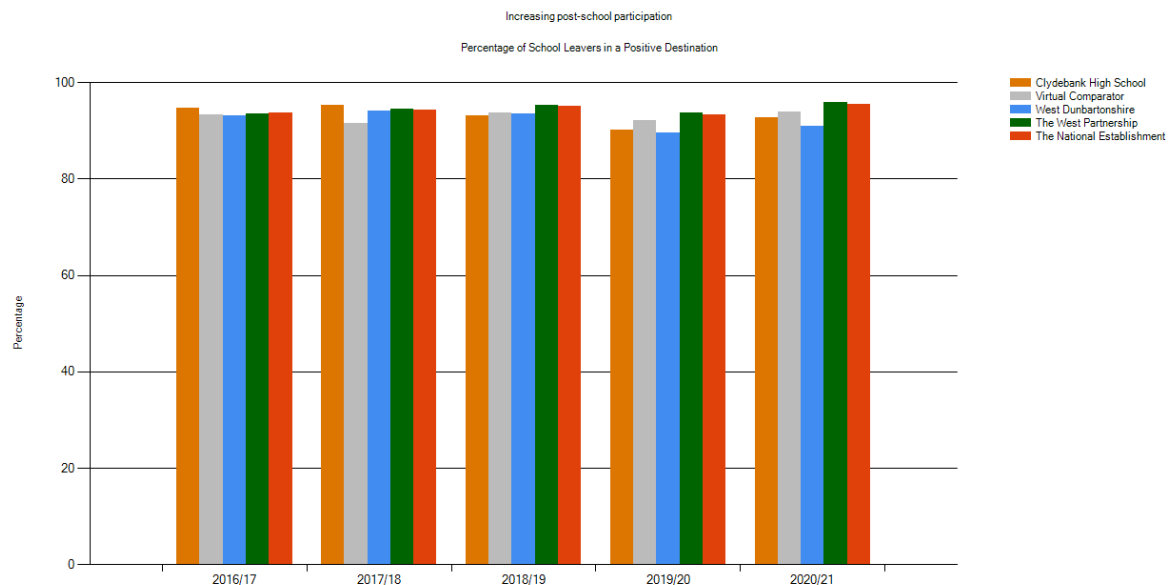
Appendices: Appendix 1: School Leaver Destinations
Appendix 2: Action Plan

Background Papers: None

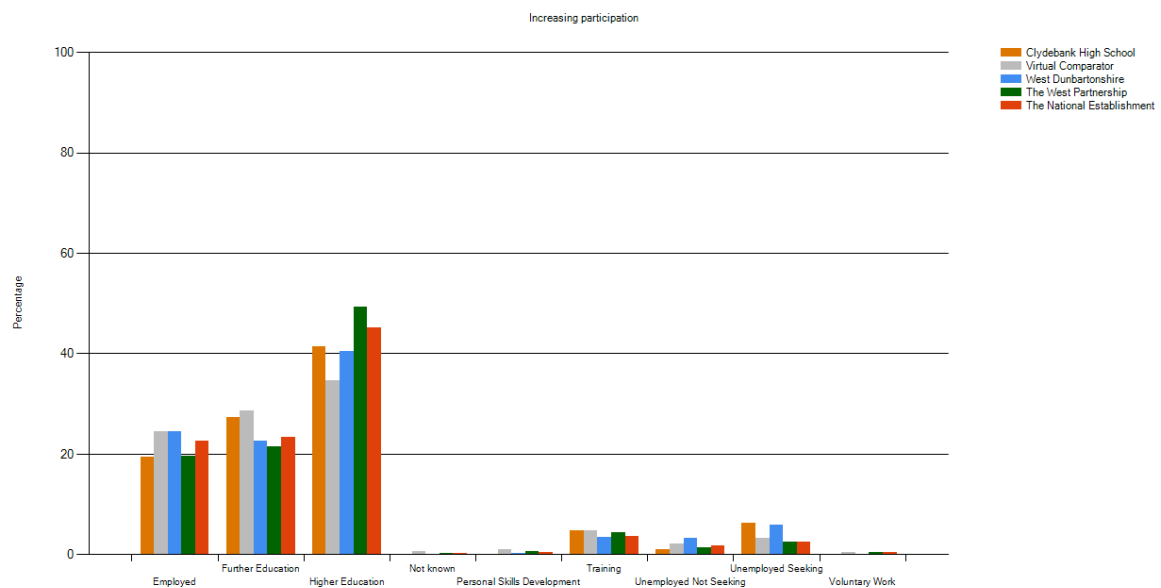
Wards Affected: All

Appendix 1: School Leaver Destinations

Clydebank High School

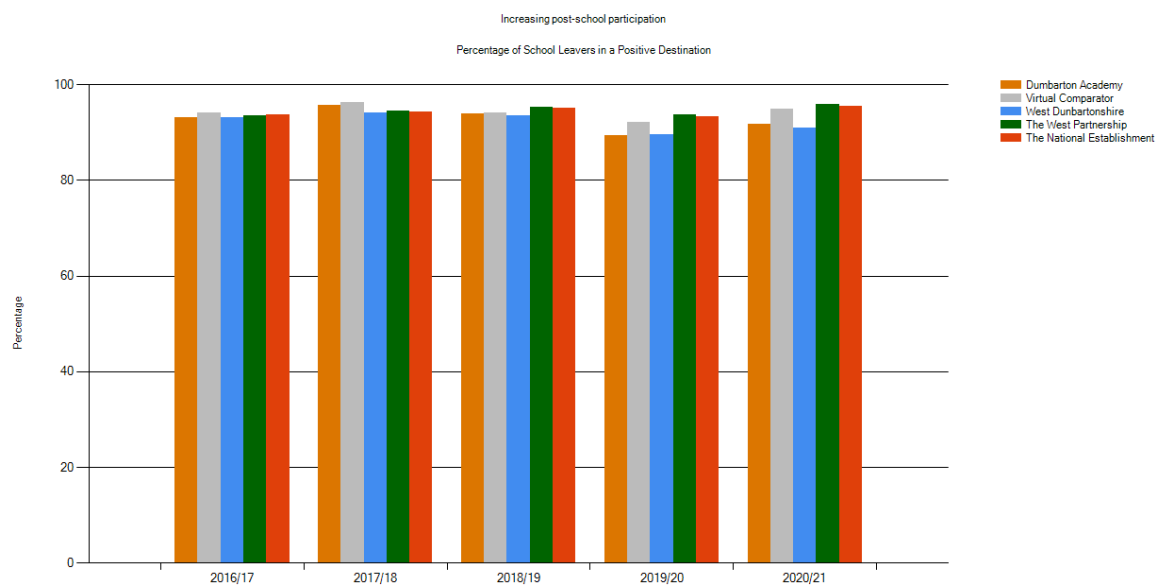


	2016/17	2017/18	2018/19	2019/20	2020/21
Clydebank High School	94.69%	95.32%	93.17%	90.1%	92.67%
Virtual Comparator	93.98%	91.4%	93.37%	91.72%	93.98%
West Partnership	93.61%	94.44%	95.22%	93.66%	95.84%
National	93.72%	94.4%	95.05%	93.36%	95.48%

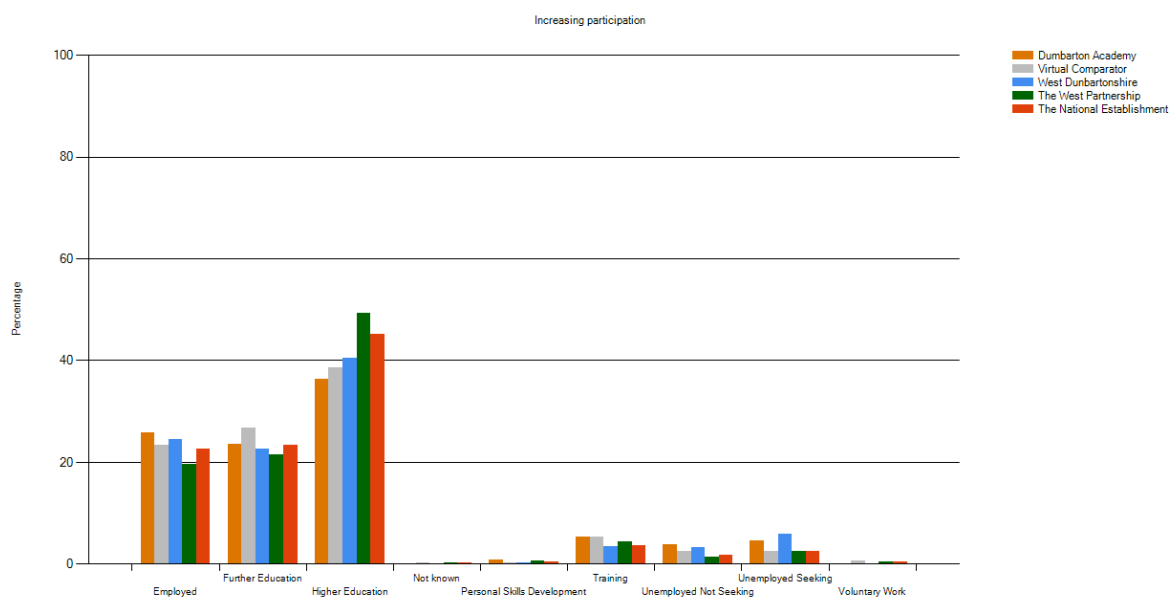


	Employment	Further Education	Higher Education	Not Known	Personal Skills Development	Training	Unemployed not seeking	Unemployed seeking	Voluntary work
Clydebank High School	19.37%	27.23%	41.36%	0%	0%	4.71%	1.05%	6.28%	0%
Virtual Comparator	24.50%	28.64%	34.66%	0.63%	0.94%	4.82%	2.09%	3.30%	0.42%
WDC	24.51%	22.53%	40.44%	0%	0.11%	3.41%	3.19%	5.82%	0%
West Partnership	19.68%	21.44%	49.31%	0.30%	0.65%	4.41%	1.40%	2.46%	0.35%
National	22.58%	23.29%	45.11%	0.30%	0.47%	3.67%	1.69%	2.53%	0.37%

Dumbarton Academy

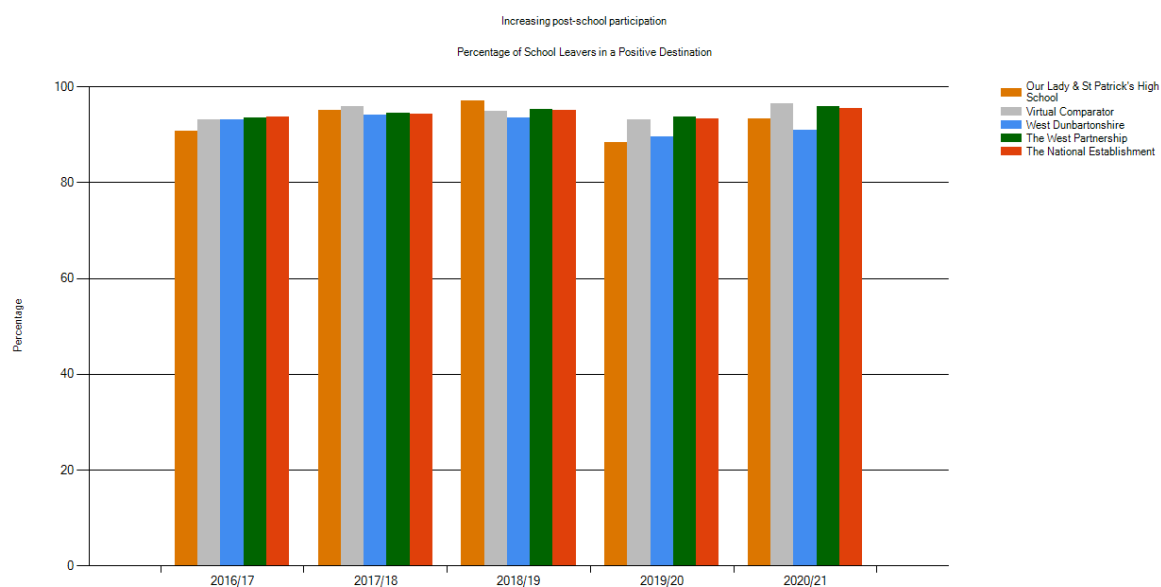


	2016/17	2017/18	2018/19	2019/20	2020/21
Dumbarton Academy	93.1%	95.7%	93.91%	89.41%	91.67%
Virtual Comparator	93.79%	95.27%	94.87%	93.76%	94.85%
West Partnership	93.61%	94.44%	95.22%	93.66%	95.84%
National	93.72%	94.4%	95.05%	93.36%	95.48%

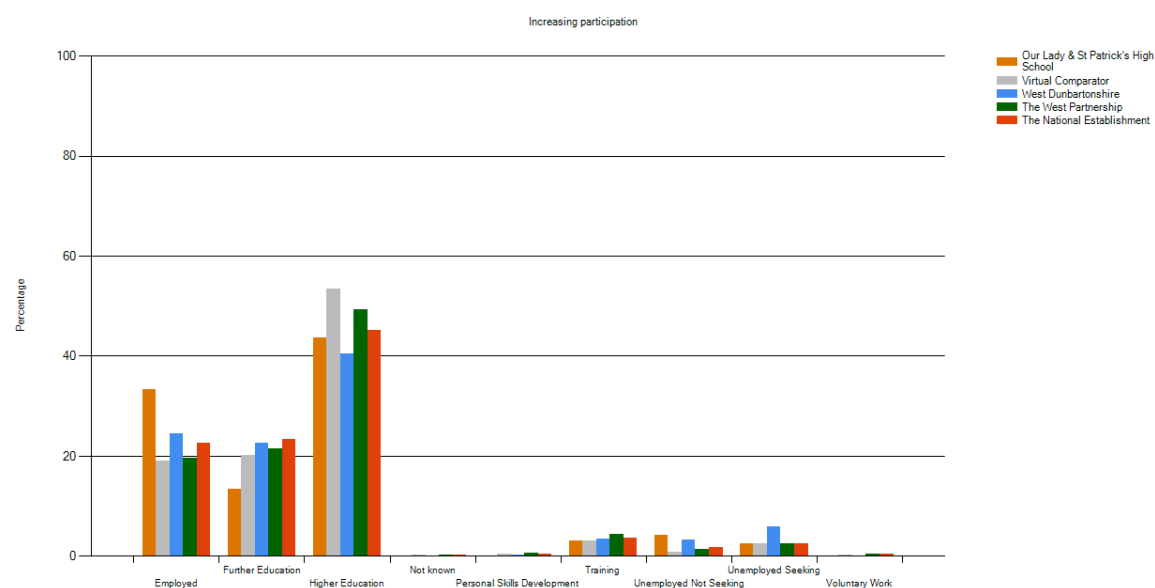


	Employment	Further Education	Higher Education	Not Known	Personal Skills Development	Training	Unemployed not seeking	Unemployed seeking	Voluntary work
Dumbarton Academy	25.76%	23.48%	36.36%	0%	0.76%	5.30%	3.79%	4.55%	0%
Virtual Comparator	23.41%	26.74%	38.56%	0.15%	0.15%	5.30%	2.50%	2.50%	0.68%
WDC	24.51%	22.53%	40.44%	0%	0.11%	3.41%	3.19%	5.82%	0%
West Partnership	19.68%	21.44%	49.31%	0.30%	0.65%	4.41%	1.40%	2.46%	0.35%
National	22.58%	23.29%	45.11%	0.30%	0.47%	3.67%	1.69%	2.53%	0.37%

Our Lady and St. Patrick's High School

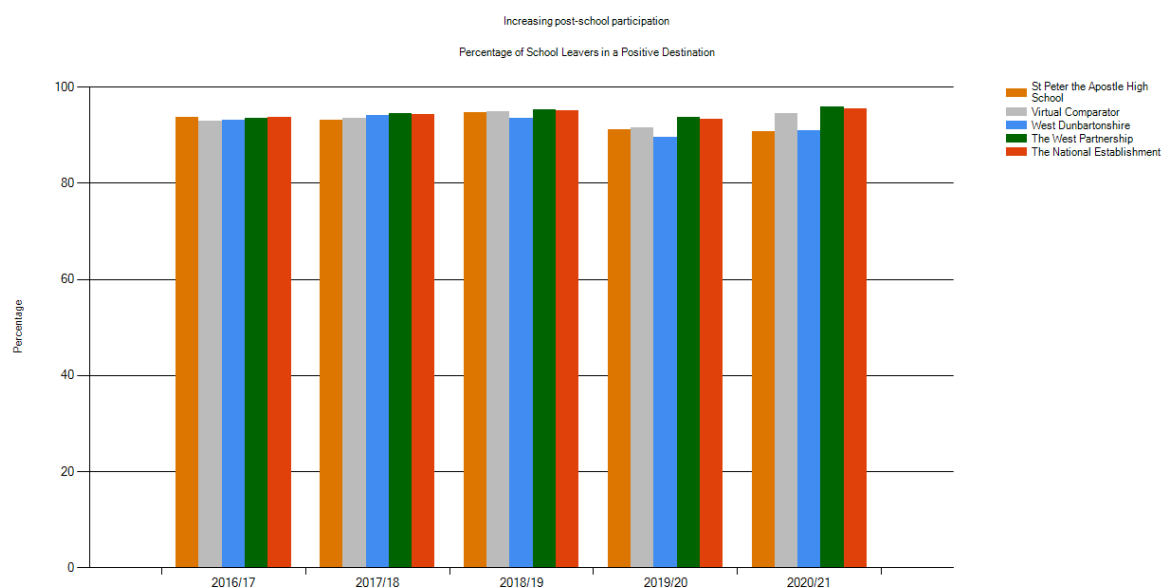


	2016/17	2017/18	2018/19	2019/20	2020/21
Our Lady & St. Patrick's HS	90.77%	95.07%	97.16%	88.41%	93.33%
Virtual Comparator	94%	94.58%	95.6%	92.44%	96.55%
West Partnership	93.61%	94.44%	95.22%	93.66%	95.84%
National	93.72%	94.4%	95.05%	93.36%	95.48%

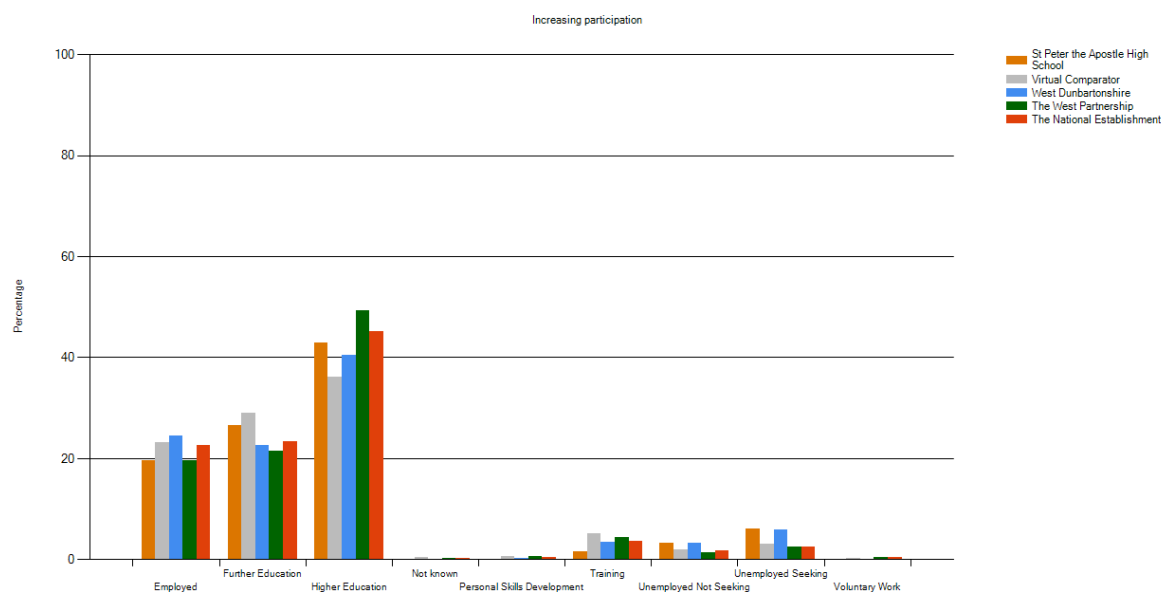


	Employment	Further Education	Higher Education	Not Known	Personal Skills Development	Training	Unemployed not seeking	Unemployed seeking	Voluntary work
Our Lady & St. Patrick's HS	33.33%	13.33%	43.64%	0%	0%	3.03%	4.24%	2.42%	0%
Virtual Comparator	19.03%	20.24%	53.45%	0.12%	0.42%	3.15%	0.85%	2.48%	0.24%
WDC	24.51%	22.53%	40.44%	0%	0.11%	3.41%	3.19%	5.82%	0%
West Partnership	19.68%	21.44%	49.31%	0.30%	0.65%	4.41%	1.40%	2.46%	0.35%
National	22.58%	23.29%	45.11%	0.30%	0.47%	3.67%	1.69%	2.53%	0.37%

St. Peter the Apostle High School

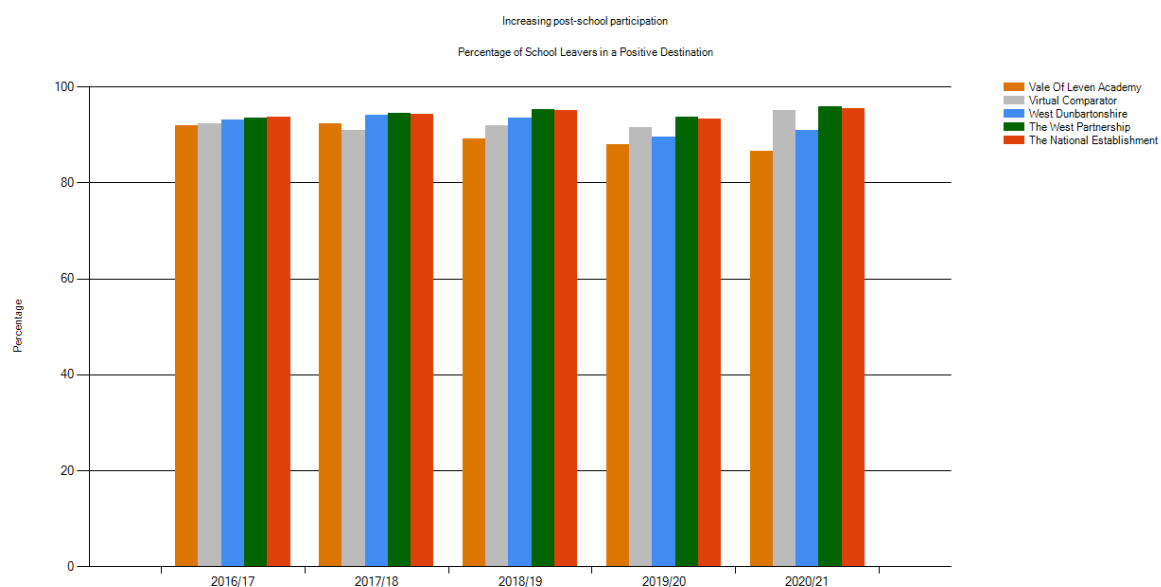


	2016/17	2017/18	2018/19	2019/20	2020/21
St. Peter the Apostle HS	93.78%	93.19%	94.69%	91.14%	90.76%
Virtual Comparator	92.12%	93.28%	94.65%	92.92%	94.54%
West Partnership	93.61%	94.44%	95.22%	93.66%	95.84%
National	93.72%	94.4%	95.05%	93.36%	95.48%

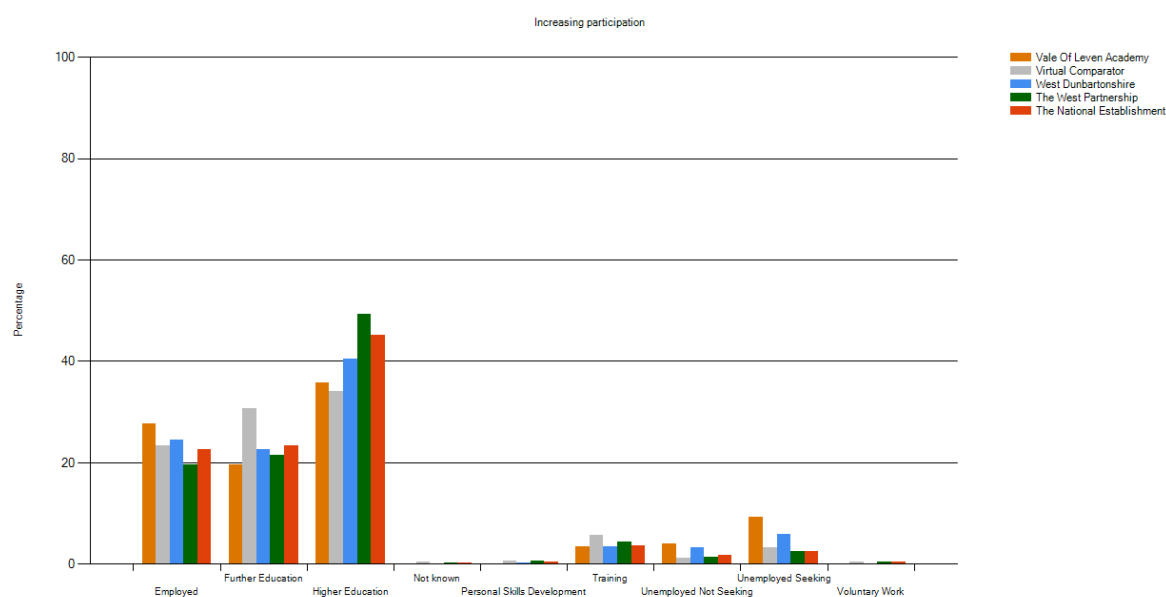


	Employment	Further Education	Higher Education	Not known	Personal Skills Development	Training	Unemployed not seeking	Unemployed seeking	Voluntary work
St. Peter the Apostle HS	19.68%	26.51%	42.97%	0%	0%	1.61%	3.21%	6.02%	0%
Virtual Comparator	23.21%	28.96%	36.22%	0.36%	0.68%	5.14%	2.01%	3.09%	0.32%
WDC	24.51%	22.53%	40.44%	0%	0.11%	3.41%	3.19%	5.82%	0%
West Partnership	19.68%	21.44%	49.31%	0.30%	0.65%	4.41%	1.40%	2.46%	0.35%
National	22.58%	23.29%	45.11%	0.30%	0.47%	3.67%	1.69%	2.53%	0.37%

Vale of Leven Academy



	2016/17	2017/18	2018/19	2019/20	2020/21
Vale of Leven Academy	92.05%	92.39%	89.1%	87.97%	86.71%
Virtual Comparator	92.1%	93.1%	93.08%	90.63%	95.03%
West Partnership	93.61%	94.44%	95.22%	93.66%	95.84%
National	93.72%	94.4%	95.05%	93.36%	95.48%



	Employment	Further Education	Higher Education	Not Known	Personal Skills Development	Training	Unemployed not seeking	Unemployed seeking	Voluntary work
Vale of Leven Academy	27.75%	19.65%	35.84%	0%	0%	3.47%	4.05%	9.25%	0%
Virtual Comparator	23.41%	30.75%	33.99%	0.46%	0.58%	5.78%	1.16%	3.35%	0.52%
WDC	24.51%	22.53%	40.44%	0%	0.11%	3.41%	3.19%	5.82%	0%
West Partnership	19.68%	21.44%	49.31%	0.30%	0.65%	4.41%	1.40%	2.46%	0.35%
National	22.58%	23.29%	45.11%	0.30%	0.47%	3.67%	1.69%	2.53%	0.37%

Appendix 2 – Action Plan

Action	Partners Involved	Lead Partner	Timescale
Improve data capture & timely input of all leavers – before summer break for all S4/5/6 who are leaving school	Schools, DYW School Coordinator	Senior Phase Team	Jun 2022
Implement an automatic referral to Skills Development Scotland (SDS) / No One Left Behind (NOLB) / Young Person Guarantee (YPG) for young people without an offer	Schools, DYW School Coordinator / SDS / Working4U	Senior Phase Team	Jun - Oct 2022
Ensure leavers engage with partners to access a variety of opportunities under YPG & NOLB through two targeted events	Schools, DYW School Coordinator / SDS / Working4U	Senior Phase Team	Jun - Aug 2022
Utilising time on in-service days in August, ensure staff supporting young people's decision making about post-school destinations are well informed with up-to-date college / university / labour market information	Schools, Senior Phase Team	Senior Phase Team	Aug 2022
Tap into 'former pupil' network, to ensure young people are best informed about life at college / university from someone who they know, with first-hand experience.	Schools, West College Scotland, Glasgow University	Schools	Oct - Dec 2022

WEST DUNBARTONSHIRE COUNCIL

Report by Chief Education Officer – Laura Mason

Education Committee: Wednesday 15 June 2022

Subject: Update to Devolved School Management (DSM) Guidance**1. Purpose**

- 1.1 This report is to seek approval from members on changes made to the Devolved School Management (DSM) Guidance in Education establishments.

2. Recommendations

- 2.1 Members are asked to:

Approve the update to the Devolved School Management (DSM) Guidance contained in **Appendix 1**.

3. Background

- 3.1 Devolved School Management (DSM) was introduced in 1993 to enhance and improve the management of resources at school level. The DSM guidance was reviewed nationally in 2006, and again in 2012, taking account of the changing economic and financial climate for both Local Authorities and the Scottish Government. In June 2017 the Scottish Government consulted on changes to DSM as part of the wider *"Fair Funding to Achieve Excellence and Equity in Education"* consultation, resulting in new updated DSM guidelines, published in summer 2019, that built and improved upon the DSM Guidelines of 2012 and, critically, reflected and integrated with the Education Reform Programme and priorities that emerged from the Scottish Government and COSLA Education Reform Joint Agreement of June 2018. These Guidelines can be found at <https://www.gov.scot/policies/schools/devolved-school-management/>
- 3.2 The updated DSM principles, agreed by the Fair Funding Reference Group and building on and enhancing the foundations and principles of the 2012 guidance, are:
- Subsidiarity and Empowerment
 - Collaboration
 - Accountability and Responsibility
 - Clarity and Equity

- 3.3 These principles reflect the National Improvement Framework aims of

excellence through raising attainment and achieving equity. The principles also fully endorse those proposed in the Fair Funding consultation:

- **support excellence and equity** – ensuring every child and young person has the same opportunity to succeed;
- **be fair** – placing the needs of all children and young people at the centre;
- **be simple, transparent and predictable** – ensuring the costs of delivering education can be easily understood and explained and that schools are able to manage and plan ahead with certainty; and
- **deliver value for money** – ensuring that every penny spent is used effectively.

4. Main Issues

4.1 The guidance has been brought up to date to reflect that there are certain areas of spend that are either aggregated across establishments, or unsuitable to be devolved to establishments. These are:

- Rent in relation to school premises
- Capital expenditure, including PPP/PFI costs
- Property Insurance
- Non-Domestic Rates
- Statutory Local Authority contracted work on managing the school estate
- Corporate support function costs for example Finance, HR, and Legal functions
- School clothing grants
- Education Maintenance Allowances
- Home to school pupil transport
- Premature retirement costs
- Local Authority Information Management Systems (SEEMiS)
- School meals
- Waste Collection
- Energy costs
- Carbon charges
- Janitorial and Cleaning staff costs
- Central support services
- SQA Examination fees
- Long Term Sickness Absence
- Family Leave Costs
- Visiting Teachers
- Music Instructors

4.2 Our guidance identifies the following areas as suitable to be devolved:

- Cover School Funded
- Others Training Costs Not Paid Through salaries

- Accidental/Malicious Damage
- Fixtures & Fittings
- Cleaning Materials
- Window Cleaning
- Rep & Maintenance
- Health & Safety
- Other Property Costs
- Driver Recharges
- Employee Related Travel
- Printing
- Postages
- Purchase of Computer Equipment
- Small Office Equip/Computer Purchases & Repair
- Classroom Materials
- Text Books
- Work Experience Scheme Expenses
- Parent Council
- PE Facilities
- Other Admin Costs
- Education Activity Grant
- Education Mini Bus
- Invigilators Expenses

4.3 The DSM scheme will be subject to 3-yearly review involving stakeholders and a peer Local Authority and will be published following Committee approval of the scheme. If required by legislative changes there could be a review within the 3 year period.

4.4 The DSM scheme and summary document will be published on the West Dunbartonshire Council website with a link provided on all school websites.

5. People Implications

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

6. Financial and Procurement Implications

6.1 Although the DSM process documents financial processes, there are no direct financial or procurement implications arising from this report.

7. Risk Analysis

7.1 Failure to review and provide adequate guidance on the management of devolved school finance poses the risk that the Council will not fulfil the requirements of fulfilling its financial regulations and providing best value.

8. Equalities Impact Assessment (EIA)

- 8.1** An equalities screening has been carried out for this report and there are no equalities issues identified.

9. Consultation

- 9.1** Legal Services and the Section 95 Officer have been consulted in relation to the content of this report. A reference group of central officers and Head Teachers was established through which we considered and developed the changes to our guidance.

10. Strategic Assessment

- 10.1** The provision of guidance on Devolved School Management contributes to the strategic priority of having open, accountable & accessible local government.

Laura Mason

Chief

Education

Officer

Date:

15/06/2022

Person to Contact: Andrew Brown – Senior Education Officer -
andrew.brown@west-dunbarton.gov.uk

Appendices: Appendix 1 – DSM Guidance

Background Papers: EIA Screening

Wards Affected: All wards

WDC LOGO

**Devolved School Management
2022/23
Primary , Secondary & ASN
Schools**

Educational Services

Revised March 2022

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SECTION 1: INTRODUCTION TO DEVOLVED SCHOOL MANAGEMENT

1.1 Objectives of Devolved School Management

The underlying objective of Devolved School Management is to enable decisions, relevant to the day to day management and provision of school education, to be made at local level. The Scheme of Devolved School Management provides the method of calculating how resources are allocated to schools on the basis of clearly defined allocation criteria.

Responsibility for determining how this budget will be allocated within the school however, rests with each Head Teacher, and the Scheme does not provide a prescriptive guide to how resources will be used within each school.

This approach will ensure that schools are resourced in a fair and consistent manner, whilst ensuring that Head Teachers are empowered to deploy resources in the manner best suited to meet the needs of the learners in their school.

The Finance Manuals will continue to evolve in light of national developments regarding the governance of education.

1.2 Devolved School Management Overview

Devolved School Management was introduced in 1993 to enhance and improve the management of resources at school level. The DSM guidance was reviewed in 2006, and again in 2012, taking account of the changing economic and financial climate for both Local Authorities and the Scottish Government. In June 2017 the Scottish Government consulted on changes to DSM as part of the wider "*Fair Funding to Achieve Excellence and Equity in Education*" consultation.

The updated DSM guidelines, published in summer 2019, seek to build and improve on the DSM Guidelines of 2012 and, critically, reflect and integrate with the Education Reform Programme and priorities emerging from the Scottish Government and COSLA Education Reform Joint Agreement of June 2018. These Guidelines can be found here <https://www.gov.scot/policies/schools/devolved-school-management/>.

The Guidelines have been devised to help Local Authorities develop their own Devolved School Management (DSM) schemes. The new Guidelines aim to encourage participation from Local Authority wider teams, schools and parents.

They have been prepared through collaboration and consultation with a wide range of stakeholders. Collaboration is key to a successful local DSM scheme and this is captured within the Joint Agreement and Head Teachers' Charter to which these guidelines align and support.

1.3 Principles of Devolved School Management

The updated DSM principles, agreed by the Fair Funding Reference Group and building on and enhancing the foundations and principles of the 2012 guidance, are:

- Subsidiarity and Empowerment
- Collaboration
- Accountability and Responsibility
- Clarity and Equity

These principles reflect the National Improvement Framework aims of excellence through raising attainment and achieving equity. The principles also fully endorse those proposed in the Fair Funding consultation:

- **support excellence and equity** - ensuring every child and young person has the same opportunity to succeed
- **be fair** - placing the needs of all children and young people at the centre
- **be simple**, transparent and predictable – ensuring the costs of delivering education can be easily understood and explained and that schools are able to manage and plan ahead with certainty
- **deliver value for money** – ensuring that every penny spent is used effectively

SECTION 2: BUDGETS AND ACCOUNTING

2.1 INTRODUCTION

2.1.1 Financial Year and Issue of Budget Statements

The financial year runs from 1st April to 31st March and spans two academic years. Budget statements are issued to schools at the commencement of the financial year and thereafter monthly budgetary control reports are prepared and issued

Following completion of the council's final accounts, carry forward figures are confirmed with schools prior to the summer holidays.

2.1.2 Budget Statements and Pupil Rolls

A significant number of budgets within all school sectors are based on pupil roll numbers. Budget allocations for the period April to July are based on actual pupil rolls, per Scottish Government census figures from the previous September and confirmed as part of the annual staffing exercise.

Projected pupil rolls (based on information from Pupil Placement) are used at the start of the financial year to prepare August to March staffing budgets. Staffing budgets are revised in October to reflect Scottish Government census figures and where there is movement between projected and actual numbers, the following applies:

- Promoted teaching budgets are only increased where the roll has been sustained for two years or more. The initial increase will be on a temporary basis for the academic year and will only be made permanent if the increased roll continues for two years or more. When the pupil roll drops, there will be a transition period for one year and entitlement will be retained for that period only. Schools wishing to retain promoted staff posts after the transition period has lapsed will be required to self-finance these posts or promoted elements.
- Administrative, clerical, visiting specialists, playground and dining supervisor budgets are automatically adjusted to reflect the new roll banding.

Budgets for educational supplies are calculated using the Scottish Government census figures from the September prior to the financial year. No adjustment is applied following the September census.

2.1.3 Expenditure Records

Records of expenditure must be maintained in each school for all delegated budgets. Within schools, the bespoke spreadsheet, in operation since August 2021, records all relevant income and expenditure items.

2.1.4 Staff Costs

Staff costs are prepared using a zero based budget approach. Staffing budgets are based on current staffing structures (April to July) and indicative staffing structures, based on pupil projections prepared by Pupil Placement, for (August – March). Staffing budgets are reviewed each year and updated to take account of job sizing criteria, pay indexation,

increments and relevant changes to National Insurance or Superannuation. This approach essentially means that each school pays for the teaching and non-teaching staff that it employs and is consistent with the principles of the Head Teachers Charter and governance of the Pupil Equity Fund

2.1.5 Ad hoc Adjustments

Ad hoc adjustments are agreed at the discretion of the Chief Education Officer and are reviewed on an annual basis.

2.1.6 Budget Virement

Previously Head Teachers were permitted to divert monies between fully delegated budgets. Such budget transfers were known as virements. However, under the current bespoke spreadsheet system the Head Teachers are given a total sum for devolved budgets to be used as they wish across a number of devolved budget lines so virements as such are no longer required.

2.1.7 Carry Forward of Year–End Balances

Under the DSM scheme, schools may carry forward over or under spends at the end of each financial year. The carry forward is calculated by determining the net expenditure position on all devolved budget headings at as 31st March and determined by the balances recorded in the authority's financial ledger.

The maximum under-spend that may be carried forward is set at 10% of all fully devolved budget headings and any balance greater than this can be added to the individual school's capital items replacement fund (CIRF) up to a maximum of £10,000.

Any overspend is carried forward in full and no maximum threshold is applied. Head Teachers are advised to avoid material overspends and to ensure that resources are managed effectively.

Schools may wish to use this carry forward of underspend not only for ongoing revenue expenditure but may also wish to save towards a longer term planned objective such as school refurbishment etc.

2.2 TEACHING

2.2.1 Basic Staff Complement: Indicative Primary Staffing Model

On an annual basis Pupil Placement will determine an indicative staffing model based on projected school rolls for the new academic year and budget allocations will be provided to schools on this basis. Under this model, the core teaching entitlement is determined by the number of classes operational within an establishment. The total number of classes, including Early Learning & Childcare and classes for pupils with Additional Support Needs (ASN) determines the appropriate management structure for the school.

The basic staff complement is made up of the core teaching establishment at a school encompassing Head Teacher, Depute Head Teacher, Principal Teacher and Teacher posts. Ad hoc arrangements remain in a few small schools that are in a shared headship situation. These Schools are moderated by the Chief Education Officer to mirror closely the current

staffing model. This is in line with agreed management structures within primaries and secondary schools.

Current – Primary Schools

Pupils	Basic Staffing Formula
Less than 10	1.2 posts
10-19	0.5 posts + (0.07 x pupils)
20-150	(1.5 posts + (0.039 x pupils)) x 1.035
150+	(1.67 posts + (0.0377 x pupils)) x 1.035

Non Class Contact Time

An additional allowance of 2.5 hours per FTE (excluding management time) is added to basic staffing.

Current - Secondary Schools

Pupils	Basic Staffing Formula
Less than 301	Staffing entitlement agreed with Chief Education Officer
300+	Fixed elements of 10.24 posts + (0.0587 x pupils)

Additionalities	
Deprivation Allowance	Additional allocation of a fixed number of posts (7.58) shared across qualifying schools on a ratio basis, based on all pupils in receipt of Clothing & Footwear Grants.
Divisional Flexibility	Additional resources held centrally and allocated at the discretion of the Chief Education Officer to address specific needs.

Promoted Staff Structure and Management Time – Primary Schools

Staff Structure

Roll	HT	DHT	DHT	PT	PT
0-89	1				
90-149	1			1	
150-220	1	1			
221-325	1	1		1	
326-434	1	1	1	1	
435+	1	1	1	1	1

Management Time

Allocated Management Time (FTE)					Total Management Time
HT	DHT	DHT	PT	PT	
1					1.0 FTE
1			0.2		1.2 FTE
1	0.4				1.4 FTE
1	0.6		0.2		1.8 FTE
1	0.8	0.4	0.2		2.4 FTE
1	0.8	0.6	0.2	0.2	2.8 FTE

Secondary (as at August 2016)**Staff Structure**

Roll	HT	DHT
1-999	1	3
1000+	1	4

If the pupil roll increases resulting in a change in the band, and this is evidenced by a 2 year trend of remaining within that band, and the future projected school roll indicates the trend will continue, the Chief Education Officer will consider whether an increase or reduction in DHT posts is required.

Secondary school management models for Curriculum Leader/Subject Leader posts are based on covering the 8 curriculum areas, and 2 flexible posts within each school. Where a single post would exceed job sizing bandings, or where a subject area is not appropriately covered, a subject leader post will be introduced. The agreed model at 1st August 2016 is detailed below.

CURRICULUM AREAS	POST	Dumbarton Academy	Our Lady & St. Patricks	Vale of Leven Academy	Clydebank High School	St. Peter the Apostle
LANGUAGES	CL	x	x	x	x	x
	CL		x	x	x	x
	SL	x				
MATHEMATICS	CL	x	x	x	x	x
	SL					
SCIENCES	CL	x	x	x	x	x
	CL				x	x
	SL		x			x
SOCIAL STUDIES	CL	x	x	x	x	x
	CL				x	x
	SL				x	

TECHNOLOGIES	CL	x	x	x	x	x
	CL		x	x	x	x
	SL	x				x
HEALTH AND WELLBEING	CL	x	x	x	x	x
	CL				x	x
	SL	x	x	x		
EXPRESSIVE ARTS	CL	x	x	x	x	x
	SL		x	x	x	x
RME	CL		x	x	x	x
ASN	PT	x	x	x	x	x
FLEXIBLE	PT	x	x	x	x	x
RAISING ATTAINMENT	PT			x		

Principal Teacher - Pastoral

Roll	Principal Teacher Pupil Pastoral
1-200	1 FTE
201-400	2 FTE
401-600	3 FTE
601-800	4 FTE
801-1000	5 FTE
1001-1200	6 FTE
1201-1400	7 FTE
1401-1600	8 FTE

The agreed principle is that every 200 learners on the school roll entitles the school to a Pastoral Support PT. If the roll increases such that an additional post is required, the increased roll would require to be evidenced by a 2 year trend and the projected roll indicating the trend would continue, before the Chief Education Officer would consider whether an additional post is required.

Management Time – Secondary

The overall contact and non-contact time of a manager will be determined by the Head Teacher, in line with the requirements of the posts and priorities of the school. The full remit of the post will be assessed through the job sizing toolkit and a grade will be determined. However the table below outlines minimum management time (Head teachers have the flexibility to give additional management time to accommodate priorities within the school).

	Teaching hours (contact Time (hours))	Contact periods	Non-contact
PT1	20.8	25	7
PT2	20	24	8
PT3	19.1	23	9
PT4	18.3	22	10
PT5	17.5	21	11

PT6	16.7	20	12
PT7	15.8	19	13
PT8	15	18	14
Pupil Support			
PT Pupil Support	15	18	14
PT (Support)	19.1	23	9

The above table is based on 32 hours, however promoted teachers will not usually have registration so this provides an additional period a week for management time. Contact time is all teaching activities / contact with children and anything other than this is non-contact.

2.2.2 Class Organisation

A notional class organisation will be prepared for each establishment for each academic year following discussion between the Head Teacher and Education Staffing Team on behalf of the Chief Education Officer as part of the annual staffing exercise. This notional class organisation will balance educational need and efficiency, to ensure the discharge of the education authority's statutory duty to secure adequate and efficient provision of school education. Head Teachers may put in place a different class organisation within the resources available to them, but must have regard to the future financial impact and sustainability of potential class organisations. Head Teachers must seek advice on alternative class organisations from the Education Staffing Team, and must not put in place a class organisation which will lead to unsustainable growth of their school or constrain admission in future years.

Head Teachers must inform the Head of Service of any alternative class organisation they put in place.

2.2.3 Exceptional Circumstances

In exceptional circumstances, the basic staff complement may be enhanced for management of other units (for example, an ASN base) and for staff members who are elected Local Authority Members or are appointed Regional Secretaries of their Trade Union. Such allocations are subject to approval by the Chief Education Officer.

2.2.4 Reduced Class Contact Time

The maximum class contact time for a teacher is 22.5 hours. For each full time equivalent teacher (including learning support) a further 2.5 hours is allocated for reduced class contact time. The Reduced Class Contact Time allocation provides sufficient resource to provide 2.5 hours non-class contact time for each class and learning support teacher. It is anticipated that from August 2024 the maximum class contact time will reduce to 21 hours.

The calculation for RCCT budget is as follows:

$((\text{Total number of classes} + \text{Nurture/Additional Allocation FTE} + \text{Learning and Teaching FTE}) \times 2.5 / 22.5) \text{ less specialist FTE} = \text{RCCT FTE allocation}$

Class Contact Hrs	Contract Hrs	Wks Worked	Holiday Wks	Total Wks	FTE
22.5	35	39	13	52	1

2.2.5 Probationer Class Contact Time

In line with teachers' terms and conditions agreement, probationer teachers must have a maximum class contact time equivalent to 0.82 of a full time teacher. Based on a class contact time of 22.5 hours, this equates to 18.45 hours per week with 0.4fte funded by Scottish Government and 0.6fte contribution charged to schools devolved budget. However, if a probationer is determined as "core" where a school has a teaching vacancy the contribution by the school will be discussed with the Head Teacher, Education Staffing Team and agreed by the Chief Education Officer.

2.3 TEACHERS ABSENCE COVER

2.3.1 Sickness Absence

Devolved funded absence cover is defined as up to and including the first 10 working days of absence for primary schools and ASN, and 21 working days for secondary schools. After this period, the absence becomes a cost funded from the non-devolved funded absence cover. Where a teacher is absent for a period of 10 days / 21 days or greater, the entire period can be backdated to non-devolved funded absence cover once the period of absence exceeds 10 / 21 days. Supply claim forms should be completed accurately to ensure cover costs are charged to the appropriate code. Finance Assistants should make any corrections between devolved and non-devolved funded cover by journal entry.

School Funded Cover	Devolved	1166
HQ Funded Cover	Non Devolved	1168
Roll Related/Vacancy Cover	Core Budget	1101

2.3.2 Parental Leave

The council will meet the cost of teachers on parental leave until the date that they return to school (subject to the conditions outlined below). Schools will meet the cost of any supply cover brought in during the period of parental leave from its devolved budget.

Accrued leave may be taken in two parts, either term-time leave or during designated school closure days. A maternity calculator is used to determine the total days accrued, the number of days statutory leave to be taken during term-time and the balance to be directed to school closure days. After consideration of statutory leave requirements, accrued leave in the first instance must be directed to designated school closure periods. Teachers taking accrued leave during school closure periods will be entitled to salary payment.

The council will meet the cost of staff undertaking a period of accrued leave where annual leave immediately follows the period of parental leave. If the school agrees a phased return to work or agrees to term-time leave rather than directing leave to be taken during

designated school closure days, then the school will become responsible for meeting both the cost of the supply teacher and the accrued leave period from its devolved budget. Further details are contained in appendix A.

Keeping in Touch Days

Schools will also meet the cost of any “Keeping in Touch” days that a teacher may use during a period of parental leave from its devolved budget. A maximum of up to 10 days may be authorised by the HT with a “day” being classed as one visit to the school regardless of the duration of the visit. Cost will be charged to normal basic pay subjective and school cost centre (typically covered by school funded cover).

2.3.3 Breakdown of Absence Cover

Code	Absence Reason	Service	Cover Type
20	Foreseen long-term illness	Secondary	HQ cover
21	Short-term illness (<21 days)	Secondary	School Funded Cover
22	Long-term illness (>20 days)	Secondary	HQ cover
23	Short-term illness (<11 days)	Primary & ASN	School Funded Cover
24	Long-term illness (>9 days)	Primary & ASN	HQ cover
25	Foreseen long-term illness	Primary & ASN	HQ cover
31	Maternity Leave	All	HQ cover
32	Adoption Leave	All	HQ cover
34	Paternity Leave	All	HQ cover
35	Leave of absence (unpaid)	All	Core budget
36	Leave of absence (paid)	All	School Funded Cover
40	Additional Teaching	All	School Funded Cover
41	Secondment within WDC	All	Core budget
42	Secondment out with WDC	All	Core budget
45	Retraining	All	HQ cover
54	Management training	All	HQ cover
62	Curriculum development	All	School Funded Cover
74	Trade Union duties	All	HQ cover
75	Public Office duties	All	HQ cover
76	Jury duty	All	HQ cover
78	Other business of the authority	All	HQ cover
81	Roll-entitlement posts – PT + FT	All	Core budget
91	Multiple absence	Primary & ASN	School funded & HQ cover
96	Raising Attainment	All	HQ cover
97	Covid 19 – absence cover	All	HQ cover
99	Pupil equity funded cover	All	HQ cover

2.4 ADDITIONAL SUPPORT FOR LEARNING NEEDS (TEACHING & NON-TEACHING)

2.4.1 Introduction

Schools receive an allocation to support pupils with additional support for learning needs based on:

- Roll – revised every year
- SIMD scores – revised every two years
- The number of pupils at Level 3 on the Continuum of Support – revised annually

Schools receive two separate allocations for Additional Support Needs within its devolved budget. The first allocation is for Learning and Teaching and is distributed by way of a teaching allocation to schools; the second allocation is for Physical and Sensory Needs and is usually distributed by way of a Pupil Support Worker allocation.

Schools will also receive a needs based allocation for pupils with severe to complex needs.

2.4.2 Additional Support Needs - Teacher Allocation

This considers the following factors:

- **Roll** – each school receives an allocation, regardless of deprivation or attainment.
- **SIMD** (Scottish Index of Multiple Deprivation) – each school is allocated a weighting, indexed against the mean rank of the school with the lowest level of deprivation in the authority.
- **Level 3** – schools will receive a needs based allocation for pupils at Level 3 on the Continuum of Support.

2.4.3 Additional Support Needs - Pupil Support Worker Allocation

This considers the following factors:

- **Roll** – includes the school roll plus the average capacity of any Early Learning & Childcare class.
- **SIMD** (Scottish Index of Multiple Deprivation) – each school is allocated a weighting, indexed against the mean rank of the school with the lowest level of deprivation in the authority.
- **Level 3** – schools will receive a needs based allocation for pupils at Level 3 on the Continuum of Support.

Pupil Support Workers for children with additional support needs are based on 45.4 weeks since they are not required on 'in-service' days.

2.5 SCHOOL SUPPORT STAFF

2.5.1 Administrative & Clerical Staff

The indicative budget allocations for administrative and clerical staff are determined by school roll. There is no enhanced budget provision in respect of absence cover for administrative, clerical & support staff.

The tables below sets out the indicative budget allocation for schools.

	Clydebank High	Dumbarton Academy	OLSP	StPTA	VOLA
Clerical Model/Structure – Allocated Hours					
Grade 4 (52 weeks)	35	35	35	35	35
Grade 3 (52 weeks)	70	35	70	70	70
Balance Grade (Term time hours)	145	84	108	188	120
Total Hours	250	154	213	293	225

SCHOOL SUPPORT STAFF - PRIMARY

Roll	Weekly Support Hours
1-49	At discretion of Chief Education Officer
50-99	30
100-149	45
150-199	60
200-249	75
250-299	90
300-349	105
350-400	120

The Learning Assistant allocation is determined by a biennial audit.

2.5.2 Administrative and Clerical Staff Absence Cover

There is no budget allocation in respect of administrative & support staff absence cover. Should the school require absence cover they must fund the cost of long term absence cover and maternity cover for the first **4 weeks** irrespective of the commencement date of the cover arrangements.

2.5.3 Administrative and Clerical Parental Leave

Where a non-teaching member of staff goes on maternity or paternity leave, the school will meet the cost of any cover required from its devolved budget and the associated cost of maternity or paternity pay will be met from non-devolved budget within Education. The substantive post should be charged against the school's devolved budget for the full leave period as well as any associated supply cover costs. Costs relating to the cover of accrued leave for members of staff returning from maternity leave will require to be met from the schools devolved budget.

2.5.4 Dining Room & Playground Supervisors

The indicative staffing allocation for supervision of dining rooms and playgrounds at breaks and lunchtime is subject to individual risk assessments per establishment. There is a legal requirement to provide playground supervision in primary schools and this is undertaken by learning assistants.

2.5.5 Breakfast Club Assistants

The staffing ratio for Breakfast Assistants is 1 member of staff per 20 pupils who attend. This will be for one hour per day.

2.6 SUPPLIES AND SERVICES

2.6.1 Educational Supplies

The indicative budget allocation for education supplies is determined by school roll as well as other fixed and variable elements that change depending on Council determined savings and management adjustments. The indicative allocation is provided for the purchase, replacement, hire and repair of educational books, materials and equipment, and cleaning materials. It is calculated based on 'a rate per pupil' multiplied by the school roll. Certain supplies costs are not devolved to schools, where their provision is more efficient on a central basis. These costs include IT technical services, exam fees and the cost of TV, copyright and performance licences.

Schools must not use alternative management information and data-handling systems from those used by the local authority, in order to ensure compatibility of data, and to ensure legislative compliance.

2.6.2 Text Alert System

The annual subscription is no longer financed by the council from a non-devolved budget for education. Schools are expected to meet the cost of any usage. Guidance on text message and app communication is provided to establishments to ensure they are on the best tariff for their communication needs.

2.6.3 Purchase Cards

Further guidance on the use of purchase cards is provided in Appendix A.

2.6.4 Online payments

Parents/carers are now able to pay for school meals, trips etc. through the Parent Pay system and they should be encouraged to do so by schools in order to reduce the risks for pupils and staff in relation to cash handling.

2.7 OTHER EXPENDITURE

2.7.1 Parent Council - Schools (Parental Involvement) Act 2006

Every primary school with a Parent Council will receive an allocation of £383 per annum to be used to cover expenditure such as clerk's expenses, travel expenses, training expenses and administrative expenses. Secondary schools, will receive £560 per annum.

2.7.2 Property Costs

All routine repairs and/or maintenance must be reported through the central repairs system.

Should a school require any building improvements works out with then this must be discussed with the Asset Management Team.

SECTION 3: AREAS OF EXPENDITURE TO BE DEVOLVED

3.1 Introduction

Whilst head teachers are given maximum flexibility over their budgets, there are areas of expenditure that are generally not considered suitable for devolution. The reasons for this may include, but are not limited to: areas outside the influence of a head teacher; areas that are too bureaucratic; have unacceptable levels of risk; benefit from economies of scale; require professional expertise; and are complex by their nature.

3.2 Devolved Expenditure

- Cover School Funded
- Others Training Costs Not Paid Through salaries
- Accidental/Malicious Damage
- Fixtures & Fittings
- Cleaning Materials
- Window Cleaning
- Rep & Maintenance
- Health & Safety
- Other Property Costs
- Driver Recharges
- Employee Related Travel
- Printing
- Postages
- Purchase of Computer Equipment
- Small Office Equip/Computer Purchases & Repair
- Classroom Materials
- Text Books
- Work Experience Scheme Expenses
- Parent Council
- PE Facilities
- Other Admin Costs
- Education Activity Grant
- Education Mini Bus
- Invigilators Expenses

3.3 Income

Please note that income from use of school premises is non-devolved and collected centrally.

4.1 Financial Regulations

In order to conduct its business efficiently, the council must have sound financial management policies that are strictly adhered to. The requirement for sound financial management is further reinforced by the Local Government (Scotland) Act 1973 that stipulates that every local authority must make arrangements for the proper administration of its financial affairs.

The council's financial regulations provide the framework for managing the council's financial affairs. They apply to every member and officer of the council and everyone acting on its behalf. Additionally, all members and officers have a general responsibility for ensuring that the use of the council's resources is legal, properly authorised and provides value for money.

For these reasons the council has established financial regulations and supporting procedures such as this DSM Scheme of Delegation. The DSM Scheme of Delegation provides a transparent, fair and equitable distribution of resources to schools.

4.2 Local Authority Commitment to Devolved School Management

West Dunbartonshire Council is committed to the principles of Devolved School Management, the Head teachers' Charter, and the aims of empowerment of funding.

In an empowered system, head teachers, schools and the Local Authority are partners, each contributing and supporting each other and respecting the different role each plays. The council recognises that value is added by enabling key decisions to be made by those who are closest to the educational experience of children and young people. Decision making about funding that affects the school should sit, therefore, at school level unless there is a compelling reason for this not to be the case (see section 3). The head teacher is accountable and responsible for decisions that should be made in consultation with pupils, parents, staff and the wider community.

The Head teachers' Charter advises that in an empowered system, head teachers should lead learning communities to determine the most appropriate approach in the areas of leading learning and teaching, empowering the learning community and making best use of the school's resources.

In relation to making **best use of the school's resources**, head teachers are required to:

- Manage a delegated budget in a fair, equitable and transparent way, supported by the Local Authority and a fair, transparent and equitable local Devolved School Management Scheme.
- Deploy the school's budget in accordance with best value principles and Local Authority procurement arrangements, with appropriate support and guidance from their Local Authority.
- Play an active role in designing and reviewing recruitment and staffing approaches, both for their own school(s) and for the wider Authority.
- Be empowered to design a staffing structure which best supports the school's curriculum and leadership requirements, working within their delegated staffing budget and supported by their Local Authority and Scottish Negotiating Committee

for Teachers (SNCT) / Local Negotiating Committee for Teachers (LNCT) agreements and guidance.

- Be integral to the appointment of staff in accordance with the best interests of children and young people, and work in partnership with the Local Authority to ensure good practice in recruitment and appointments, in line with SNCT/LNCT agreements and guidance.
- Work in partnership with the Local Authority, and within clearly defined roles, responsibilities and accountabilities, to ensure a highly professional school team is built and sustained to meet the needs of the learning community.

The council recognises that in relation to DSM the functions and roles undertaken within an empowered school system are not restricted to head teachers. Although the role of head teacher is identified throughout, shared and distributed leadership means that other staff members or groups may undertake an area or aspect of DSM. An empowered school system means that all teachers are empowered and have meaningful input to decisions about school funding. This manual supports distributed leadership, collaboration and consultation whilst recognising that ultimately the accountability and responsibility will reside with the head teacher as the leader of their school, supported by the Local Authority.

4.3 Scottish Negotiating Committee for Teachers and Local Negotiating Committees for Teachers Agreements

Head Teachers are required to operate within the agreed SNCT terms and conditions for all staff who come under this scheme. The SNCT handbook is available: <http://www.snct.org.uk>.

4.4 Publication Availability and Review of the Scheme

The DSM scheme will be subject to 3-yearly review involving stakeholders and a peer Local Authority if appropriate and will be published following Committee approval of the scheme. If required by legislative changes there could be a review within the 3 year period.

The DSM scheme and summary document will be published on the West Dunbartonshire Council website with a link provided on all school websites.

4.5 Available Training

As part of the budgetary control process, an ongoing programme of training is provided by the Finance for budget holders, Business Support Managers and Resource Officers.

Induction training is provided for all new budget holders. There will be consultation between Finance and services to determine training needs and Finance staff will provide other training and additional support based on an assessment of training requirements. Budget holders identifying training requirements should contact FMU to discuss in the first instance.

4.6 Consultation and Engagement

West Dunbartonshire Council-adopts a collegiate approach to setting policy and procedures, including the Devolved School Management Scheme. The Devolved School Management Scheme, and the principles which underpin it, have been informed by discussion with Head teachers and the Local Negotiating Committee for Teachers.

Head teachers will consult with staff, parent councils, pupils and the wider community, including the application of the Devolved School Management Scheme where appropriate, through the established mechanisms for consultation and engagement.

4.7 Transparency

The Devolved School Management Scheme, and the principles which underpin it, have been subject to a process of consultation and engagement. The Scheme has been agreed by the Education Leadership Team.

The operation of the Devolved School Management Scheme is subject to regular review, informed by the ongoing dialogue between schools, central education services and the Financial Management Unit on the operation of the Scheme. The operation of the Scheme is scrutinised by the Local Negotiating Committee for Teachers.

The Devolved School Management Scheme is published electronically along with information on individual schools and the policies and procedures they follow.

4.8 Local Priorities

The Local Priorities to be supported and addressed by schools through their application of the Devolved School Management Scheme are set out in:

- School Improvement Plans
- The Raising Attainment Strategy
- The National Improvement Framework Plan
- Education Services' Management Plan
- West Dunbartonshire Corporate Plan

Local Authority decisions about education spending are expected to be made in a collegiate and transparent way, paying due regard to their wider responsibilities, including Getting it Right for Every Child (GIRFEC) and the role of Local Authorities as Corporate Parents.

4.9 Professional Support

Professional Support will be provided to each school to assist the Head Teacher with support from West Dunbartonshire's

- Finance service
- Property/Asset Management Services

Contact details can be found on the council's intranet site

APPENDIX A

Purchase Cards

1. Purpose of Purchase Cards

The council promotes the use of purchase cards over petty cash for control and efficiency purposes as the purchase card process is less administrative and reduces the risk of holding cash held across the council.

Purchase cards should be used to facilitate low value purchases, normally with a value below £1,000. In addition, purchase cards can, with the prior written agreement of the Procurement Manager, be used in circumstances where the use of PECOS is impractical, e.g. school kitchen.

2. Allowed Usage

Cards must not be used for personal expenditure. If cardholders are found to be making personal expenditure claims via their purchase card, their card will be cancelled and the cardholder may be subject to disciplinary proceedings.

Purchase cards must NOT be used for hospitality or subsistence payments as this type of expenditure must be processed via HR Pay and Reward to comply with taxation regulations. Cardholders using their cards for hospitality or subsistence will be required to repay the council in full and arrange for reimbursement through HR Pay and Reward.

3. Administration of Purchase Cards

Purchase cards are administered by the Finance Service Centre. All cardholders and authorisers will receive a user guide which will cover the use of the Smart Data Online system for making and authorising purchase card returns. As with PECOS transactions all purchases made for the school fund will require that the council be reimbursed with a cheque from the school fund detailing the ledger account to be credited and a description of the original transaction.

A full list of purchase card procedures, forms and user guides are available via the council's intranet site under Finance Services/Payment Procedures/Purchase card system.