

# Agenda



## Educational Services Committee

**Date:** Wednesday, 13 December 2023

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**Time:** 10:00

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**Format:** Hybrid Meeting

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**Contact:** Scott Kelly, Committee Officer  
Tel: 01389 737220. Email: [scott.kelly@west-dunbarton.gov.uk](mailto:scott.kelly@west-dunbarton.gov.uk)

Dear Member

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

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

The business is shown on the attached agenda.

Yours faithfully

**PETER HESSETT**

Chief Executive

**Distribution:**

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

Councillor Gordon Scanlan  
Councillor Hazel Sorrell  
Mrs Barbara Barnes  
Ms Kirsty Connolly  
Mr Gavin Corrigan  
Miss Cara Cusick MSYP  
Miss Ellen McBride  
Reverend Ian Miller  
Ms Hannah Redford  
Ms Julia Strang  
Miss Tian Qi Yu MSYP

All other Councillors for information

Chief Education Officer

Date of Issue: 30 November 2023

**Audio Streaming**

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

## **EDUCATIONAL SERVICES COMMITTEE**

**WEDNESDAY, 13 DECEMBER 2023**

### **AGENDA**

#### **1 STATEMENT BY CHAIR – AUDIO STREAMING**

The Chair will be heard in connection with the above.

#### **2 APOLOGIES**

#### **3 DECLARATIONS OF INTEREST**

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

#### **4 RECORDING OF VOTES**

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

#### **5 MINUTES OF PREVIOUS MEETING**

**5 – 9**

Submit, for approval as a correct record, the Minutes of Meeting of the Educational Services Committee held on 27 September 2023.

#### **6 OPEN FORUM**

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

#### **7 DELIVERY OF HEALTH AND WELLBEING (HWB) SURVEY**

**11 – 86**

Submit report by the Chief Education Officer informing of changes made to the original pupil Health and Wellbeing Survey and seeking approval to proceed.

**8/**

- |           |   |                  |
|-----------|---|------------------|
| <b>8</b>  | <b>EDUCATION LETS</b>   | <b>87 – 100</b>  |
|           | <p>Submit report by the Chief Education Officer providing an overview of the provision of lets across the Council's educational establishments and requesting consideration of a revision to the current pricing model.</p> |                  |
| <b>9</b>  | <b>STRATEGY FOR EXCELLENCE AND EQUITY</b>   | <b>101 – 139</b> |
|           | <p>Submit report by the Chief Education Officer providing an update on progress with implementing the service Strategy for Excellence and Equity 2023-2026.</p>   |                  |
| <b>10</b> | <b>SENIOR PHASE ATTAINMENT 2022/23</b>  | <b>141 – 168</b> |
|           | <p>Submit report by the Chief Education Officer providing an update on the performance of West Dunbartonshire schools in Senior Phase Attainment for young people in 2022/23.</p>   |                  |
| <b>11</b> | <b>EARLY LEARNING AND CHILDCARE PROGRESS UPDATE</b>   | <b>169 – 175</b> |
|           | <p>Submit report by the Chief Education Officer providing an update on progress made to provide high quality Early Learning and Childcare in West Dunbartonshire Council.</p>   |                  |
| <b>12</b> | <b>SERVICES FOR CHILDREN, YOUNG PEOPLE AND FAMILIES UPDATE REPORT</b>   | <b>177 – 184</b> |
|           | <p>Submit report by the Chief Education Officer informing of progress on supports to children, young people and families.</p>   |                  |
| <b>13</b> | <b>EDUCATIONAL SERVICES BUDGETARY CONTROL REPORT TO 31 AUGUST 2023 (PERIOD 5)</b>   | <b>185 – 200</b> |
|           | <p>Submit report by the Chief Officer – Resources providing an update on the financial performance of Education Services to 31 August 2023 (Period 5).</p>  |                  |



**EDUCATIONAL SERVICES COMMITTEE**

At a Hybrid Meeting of the Educational Services Committee held in the Civic Space, 16 Church Street, Dumbarton on Wednesday, 27 September 2023 at 10.00 a.m.

**Present:** Councillors Karen Murray Conaghan, Gurpreet Singh Johal, David McBride, Jonathan McColl, Michelle McGinty, June McKay, John Millar, Lawrence O'Neill, Lauren Oxley, Martin Rooney and Clare Steel, and Mrs Barbara Barnes, Mr Gavin Corrigan, Reverend Ian Miller and Ms Julia Strang.

**Attending:** Peter Hessett, Chief Executive; Laura Mason, Chief Education Officer; Alan Douglas, Chief Officer – Regulatory and Regeneration (Legal Officer); Alison Bowers, Senior Education Officer – Early Learning & Childcare; Andrew Brown, Senior Education Officer – Policy, Performance & Resources; Claire Cusick, Senior Education Officer – Services for Children & Young People; Julie McGrogan, Senior Education Officer – Raising Attainment/Improving Learning; Michelle Lynn, Assets Co-ordinator; Joe Reilly, Business Unit Finance Partner (Education); and Scott Kelly, Committee Officer.

**Apologies:** Apologies for absence were intimated on behalf of Councillors Daniel Lennie, John Millar, Gordon Scanlan and Hazel Sorrell, and Miss Cara Cusick MSYP and Miss Ellen McBride.

**Councillor Clare Steel in the Chair**

**STATEMENT BY CHAIR – AUDIO STREAMING**

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

**DECLARATIONS OF INTEREST**

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

**RECORDING OF VOTES**

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

## **CHAIR'S REMARKS**

Councillor Steel, Chair, welcomed Alison Bowers, the new Senior Education Officer – Early Learning & Childcare, to her first meeting of the Committee and also Reverend Ian Miller who had recently been appointed as the Church of Scotland's Religious Representative on the Committee.

## **MINUTES OF PREVIOUS MEETING**

The Minutes of Meetings of the Educational Services Committee held on 21 June 2023 (Ordinary) and 7 July 2023 (Special) were submitted and approved as correct records.

## **LOCAL NEGOTIATING COMMITTEE FOR TEACHERS**

The Minutes of Meeting of the Local Negotiating Committee for Teachers held on 13 June 2023 were submitted and all decisions contained therein were approved.

## **OPEN FORUM**

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

## **CONTRACT AUTHORISATION REPORT – SCHOOL TRANSPORT SESSION 2023/24**

A report was submitted by the Chief Education Officer informing of the arrangements for school transport for session 2023/24, and the use of delegated authority taken through the provision of Standing Orders and financial regulations by the Chief Education Officer in the awarding of contracts in June 2023.

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

- (1) to note that the Chief Education Officer, in liaison with Strathclyde Partnership for Transport (SPT) on behalf of West Dunbartonshire Council, concluded the award of the provision of mainstream school transport contracts from August 2023 as detailed in Appendix 1 to the report;
- (2) to note that the contracts shall be for a maximum period of 1 year and at the cumulative value of £474,373 per annum (ex VAT);

- (3) to note that work to award contracts took place during the period of statutory consultation in regards to the proposed change in free school transport policy, which the Educational Services Committee agreed not to implement in July 2023;
- (4) to note: (i) that due to operational procedures and timescales, the Authority required to notify SPT to proceed with necessary arrangements to ensure school transport provision was in place for the start of the new school term; and (ii) that, as this was outwith the timescale of reporting to Committee, it required the use of delegated authority through the financial regulations Q8 1c);
- (5) to note: (i) that of the 15 contracts advertised, bids were not received for 4 contracts; (ii) that on discussion with the industry, there had been a reduction in the availability of services and contractors, and that contractors were reluctant to bid for contracts should there have been a change in policy by the Council; and (iii) that SPT re-advertised the contracts and forwarded recommendations; and
- (6) to note the Chief Education Officer in liaison with SPT would award any further contracts for and during school term 2023/2024 for contracts not exceeding £50,000.

#### **INCREASE SUSTAINABLE RATE PAID TO FUNDED EARLY LEARNING AND CHILDCARE PROVIDERS**

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

After discussion and having heard the Senior Education Officer – Early Learning & Childcare and the Business Unit Finance Partner (Education) in further explanation of the report and in answer to Members' questions, the Committee agreed:-

- (1) to increase the hourly rate paid to ELC private providers, including childminders, for the provision of funded ELC from £5.67 to £5.84 for 3 and 4 year olds from 1 August 2023; and
- (2) to note the external factors influencing the sustainability of the hourly rates paid to contracted providers of funded ELC in West Dunbartonshire, including rising costs and wages.

#### **STRATEGY TO RAISE ATTAINMENT AND ACHIEVEMENT IN WEST DUNBARTONSHIRE**

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

After discussion and having heard the Senior Education Officer – Raising Attainment/Improving Learning in further explanation of the report and in answer to Members' questions, the Committee agreed:-

- (1) to note the key activities planned for session 2023/24 to further improve equity and excellence outcomes for children and young people;
- (2) to note the alignment of the plans for 2023/24 with the National Improvement Framework and Strategic Equity Fund reporting and planning expectations; and
- (3) to note: (i) that a Strategy for Excellence and Equity would replace the current Strategy to Raise Attainment and Achievement; and (ii) that this has been developed to reflect current local and national policy for education

### **LITERACY AND NUMERACY – BENCHMARKING**

A report was submitted by the Chief Education Officer advising on the attainment progress and performance of the Strategy to Raise Attainment and Achievement in West Dunbartonshire at Early Years, P1, P4, P7 and S3 in academic session 2022/2023.

After discussion and having heard the Senior Education Officer – Raising Attainment/Improving Learning, the Senior Education Officer – Early Learning & Childcare, and the Chief Education Officer in further explanation and in answer to Members' questions, the Committee agreed to note the performance analysis and the progress made in academic session 2022/2023 to raise attainment and tackle the poverty-related attainment gap.

### **SUMMER HOLIDAY 2023 PROGRAMME EVALUATION**

A report was submitted by the Chief Education Officer:-

- (a) providing an update on plans to reduce holiday hunger and provide childcare support across West Dunbartonshire Council during summer 2023; and
- (b) informing and updating on the additional Scottish Government funding allocations, the governance of funding and impact of projects.

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

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

## **EDUCATION DELIVERY PLAN 2022/23 – YEAR-END PROGRESS**

A report was submitted by the Chief Education Officer setting out the year-end progress of the 2022/23 Delivery Plan.

After discussion and having heard the Senior Education Officer – Policy, Performance & Resources and relevant officers in further explanation of the report and in answer to Members' questions, the Committee agreed to note the progress achieved at year-end.

## **EDUCATIONAL SERVICES BUDGETARY CONTROL REPORT TO 30 JUNE 2023 (PERIOD 3)**

A report was submitted by the Chief Officer – Resources providing an update on the financial performance of Education Services to 30 June 2023 (Period 3).

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

- (1) to note that the revenue account currently showed a projected annual adverse revenue variance of £1.865m (1.6% of the total budget); and
- (2) to note that the capital account showed a projected nil variance.

The meeting closed at 11.40 a.m.



**WEST DUNBARTONSHIRE COUNCIL****Report by Laura Mason, Chief Education Officer****Educational Services Committee: 13<sup>th</sup> December 2023**

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**Subject:** Delivery of Health and Wellbeing (HWB) Survey**1. Purpose****1.1** The purpose of this report is:

- a) to inform Educational Services Committee of changes made to the original pupil Health and Wellbeing Survey and
- b) to seek approval to proceed.

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

- reconsider the Health and Wellbeing (HWB) survey being completed by Primary 5 to S6 pupils now that it has been adapted to take account of the concerns raised Council following the Scottish Government Census being rejected in December 2021.

**3. Background**

**3.1** The HWB Census was a new local authority data collection developed by the Scottish Government. The timing of distribution was delegated to local authorities with the aim of completion by the end of academic session 2021/22. Local authorities had the ability to remove questions from the census as they saw fit. Scottish Government worked collaboratively with local authorities to ensure they each conducted their own census lawfully and legally, to share learning and best practice.

**3.2** The HWB Census was voluntary, both for local authorities to undertake and for parents/carers and pupils to take part in. It included a range of topics covering all aspects of wellbeing using the GIRFEC indicators of Child Wellbeing domains (Safe, Healthy, Active, Nurtured, Achieving, Responsible, Respected and Included).

**3.3** The evidence provided by the census would ensure local and national priorities could continue to be aligned. It would also support schools and education authorities to identify issues children and young people are concerned about and to tailor their learning in health and wellbeing; and their advice and support services accordingly.

- 3.4** Children and young people have been engaged in national data surveys for a number of years:
- SALSUS had been running since 2002, following joint surveys with England started in 1982, to provide a national picture of young peoples' behaviours regarding smoking (from 1982), drinking (from 1990) and drug use (from 1998) within the context of other lifestyle, health and social factors.
  - The Health Behaviour in School aged Children (HBSC) survey has included questions on sexual health and wellbeing; alcohol consumption; smoking; and, substance use (as well as a wide range of health and wellbeing topics) since 1990. The next round of HBSC will take place between January and March 2022.
- 3.5** The original census contains a set of separate questionnaires, for children and young people in P5 to S6, asking age appropriate questions relevant to each stage. These questions have been developed by representatives and experts from across academia, public health, local authorities and schools. These questionnaires have also been ethically approved by independent researchers within the Scottish Government
- 3.6** The census includes topics that are considered to be potentially sensitive: in the S4 to S6 questions about relationships, sexual health, and substance use; from S2 onwards questions about alcohol and tobacco use; from S3 onwards questions about gambling experience.
- 3.7** Public reaction to the HWB Census has seen some concerns raised about the age appropriateness of some of the more probing questions, particularly around sexual activity of older school pupils.
- 3.8** However, although the census is a new survey there is content included which is already used in longstanding pupil health and wellbeing surveys highlighted above.

#### **4. Main Issues**

- 4.1** In December 2021 West Dunbartonshire Council agreed the motion that the Council was concerned with the controversial content of the Scottish Government's Health and Well Being Census. It was agreed that the school census asked our children to give details of their experience of explicit sexual acts. The Scottish Government's census was deemed to be overly intrusive and unsuitable for our children. Due to this, the Council rejected the Scottish Government's census in its current form and agreed that it was not fit for purpose. The Council agreed that pupils in West Dunbartonshire would not be issued with the survey.
- 4.2** The proposed new survey we are hoping to deliver in West Dunbartonshire has already been executed by some other local authorities within the West Partnership and has been adapted from the Scottish Government Census. This updated survey has been amended and the number of questions



regarding relationships and sexual health has been reduced. These questions around relationships and sexual health will be completed by children and young people in S4 to S6 only using a separate questionnaire. In addition, parents or young people themselves can choose not to participate in these separate questions but could choose to respond to the other topics. (App.1 Health and Wellbeing Survey)

**4.3** Issues raised by Council in 2021 are listed below and have been addressed accordingly.

- Young people are presently compelled to enter their pupil's Scottish Candidate Number allowing them to be personally identifiable. Council respects young people's rights as established by Article 16 of the United Nations Convention on the Rights of the Child as well the right to privacy and family life as laid out in Article 8 of the Human Rights Act 1998

The new survey is completely anonymous, asking for no personal information. The only information it will ask is the gender of the pupil completing the survey.

- The survey's publicly available privacy notice states information may be shared with unnamed third parties for unspecified purposes

The privacy notice will belong to WDC and will not state the above

- Once a child has participated in the survey they will have surrendered any right to access or control over their data, including asking for their data to be deleted.

The data collected will be anonymous, so the above statement will no longer be applicable.

- Concerns have been raised around teachers having to deal with any distressing reactions from pupils as a result of this census being delivered at school yet they may not have the necessary expertise and knowledge to deal with such sensitive matters.

Pupils will be given contact details of organisations that can support them if they need to following completion of the survey. There will be no analysis at individual child level and consequently there is no expectation that any members of staff will address any responses made by any child or young person. Pupils will have access to Pastoral Care staff during and following the completion of the survey if they require further support.

- All questions should be disclosed to parents/carers and young people prior to participation in order to secure and evidence their informed consent

Before the survey is completed, parents and carers will be issued with a letter explaining the purpose of the survey along with a link to access the questions. At this time, they will be asked to opt out of the survey if they do not wish their child to participate. If no response is received, it will be assumed consent has been granted. Young people over the age of 16 will be able to give their own consent. If after a parent has given consent and a pupil does not wish to participate, this will be respected and there will be no expectation for the survey to be completed.

- 4.4 Officers are of the view that the adapted survey is of value as it will provide an opportunity for our young people to reflect on and provide information about their health wellbeing and issues that are affecting them. It will also allow the best use of resources and supports to address trends in needs identified.

## **5. People Implications**

- 5.1 There are no people implications as a direct result of this report. The proposed findings will help inform a positive impact on the wellbeing of children and young people.

## **6. Financial and Procurement Implications**

- 6.1 There are no financial and procurement implications as a result of the implementation of the survey.

## **7. Risk Analysis**

- 7.1 If the Council decides not to undertake this survey, we will have no local data on our children and young people's health and wellbeing and related services may not meet the needs of our children and young people.

## **8. Equalities Impact Assessment (EIA)**

- 8.1 Data gathered as the result of the HWB survey would allow our children and young people to have a voice and express what issues they are concerned about in relation to their own health and wellbeing.

## **9. Consultation**

- 9.1 We consult and engage regularly with a short life working group of education staff, West Partnership colleagues and via pupil surveys with our children and young people.
- 9.2 The Section 95 Officer and Legal Services have been consulted.

## **10. Strategic Assessment**

- 10.1** The data gathered would be used to inform local health and wellbeing plans for our young people and local communities.

**Laura Mason**  
Chief Education Officer

**Person to Contact:** Claire Cusick, Senior Education Officer  
Services for Children and Young People  
  
E-mail: [claire.cusick@west-dunbarton.gov.uk](mailto:claire.cusick@west-dunbarton.gov.uk)

**Appendices:** App.1 Health and Wellbeing Survey

**Background Papers:** Committee Paper December 2021

**Wards Affected:** All Wards



# Health & Wellbeing Survey 2023/24

## P5 Pupils

### **INFORMATION AND CONSENT FOR PUPILS**

All pupils in Primary 5 in your school have been asked to take part in this new Health & Wellbeing Survey which is taking place in a number of primary and secondary schools right across West Dunbartonshire. To take part in the Survey, you must read the information provided next and then choose either the "Yes" or "No" box at the end to say if you agree to take part in the Survey. Next you will see some questions and answers that should help you to make a decision.

#### **What is it?**

We are inviting everyone in your stage from your school to take part. We want to hear about what you do and how you feel about your life. You are just about to complete a short online questionnaire. We are hoping to hear from a lot of children and young people from across West Dunbartonshire.

#### **What will happen?**

Your teacher will ask you to answer some questions on a computer, laptop or tablet on your own. You will then need to choose the answer that best fits how you feel. This will take about 20-40 minutes. The questions will ask you about your school, your family, things you do, how you feel, your friendships and a range of other things.

#### **What happens to my answers?**

Your local authority will collect the answers from every child or young person who takes part. You will not be asked to provide your name. The local authority will not tell anybody your answers, not your teacher or your family. Of course, it's up to you if you want to talk to other people about your answers.

Your local authority will then look at everybody's answers together. This is so your local authority can understand what children or young people of your age think and do. They will also look at other information about you, such as the area you live in, your ethnic background, whether you get extra help at school, etc.

#### **Who is asking the questions?**

Your local authority. They are asking you these questions so that they can plan for, and improve the children's services needed in your local area, based on what you and other children and young people say in this survey.

#### **Is this a test?**

Don't worry, this is not a test. You did not need to have prepared, as there are no right or wrong answers. We just want to hear what you think or how you feel.

#### **Confidentiality and Data Security**

The answers you provide will be treated in accordance with the law and used for statistics and research purposes only. This means that the data we collect is kept separately from information which could directly identify you (such as your name). When

reports using the data are published, care is taken to ensure that no information which could identify you is included.

The survey can legally happen as the local authority will be processing your personal data as part of its performance of a task in the public interest.

**Do I have to take part?**

It would be great to hear your views, but you don't have to take part. You will shortly be asked if you want to, just answer 'no' if you don't. If you do take part, that's great. But remember if there are any questions you don't want to answer, that's fine, you will be able to skip questions, or choose the 'prefer not to say' option and you won't be asked why.

**Support and Advice**

If you need support or advice on any of the topics asked in the survey, then your school will have provided you with a list of ways in which you can speak to someone who may be able to help you.

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\* Indicates required question

### Untitled section

1. 1. Are you happy to continue taking part in the Health and Wellbeing Survey? \*

*Mark only one oval.*

☐ Yes

☐ No

The first few questions ask for some basic information about you

2. 2. What best describes your Gender?

*Mark only one oval.*

☐ Male

☐ Female

☐ Prefer not to say

☐ Other: \_\_\_\_\_

## 3. 3. What is your Ethnicity?

*Mark only one oval.*

- ☐ White – Scottish
- ☐ African – African / Scottish / British
- ☐ Asian – Indian/British/Scottish
- ☐ Asian – Pakistani / British / Scottish
- ☐ Asian –Bangladeshi / British / Scottish
- ☐ Asian – Chinese / British / Scottish
- ☐ Caribbean or Black – Caribbean / British / Scottish
- ☐ Mixed or multiple ethnic groups
- ☐ White – Gypsy/Traveller
- ☐ White – Other British
- ☐ White – Irish
- ☐ White – Polish
- ☐ African – Other
- ☐ Asian – Other
- ☐ Caribbean or Black – Other
- ☐ White – Other
- ☐ Other – Arab
- ☐ Not Known
- ☐ Prefer not to say

And now some questions about your life at school and learning

4. 4. Below are some sentences about your school and learning. Please say how much you agree or disagree with each sentence. Please tick one circle for each question. \*

Mark only one oval per row.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Prefer not to say
<b>I enjoy learning new things</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I feel like I have a choice in what I am learning in school</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Getting an education is important to me</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>My teachers listen to what I have to say</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I have an adult to talk to at school if I am worried about something</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



5. Below are some sentences about your school and learning. Please say how much you agree or disagree with each sentence. Please tick one circle for each question.

*Mark only one oval per row.*

	Strongly agree	Agree	Neither agree nor disagree	Strongly disagree	Disagree	Prefer not to say
<b>I feel like my teachers treat me fairly</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>My parents (or carers) really care about my education</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I feel confident to speak up in class, ask questions and share my opinion</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Most of the time, I am happy at school</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I feel positive about my future</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The next questions ask about how active you are. Physical activity is any activity that increases your heart rate and makes you get out of breath some of the time. Some examples are running, fast walking, rollerblading, biking, dancing, swimming, basketball and football.

6. 6. For this next question, add up all the time you spent doing physical activity yesterday?

*Mark only one oval.*

- ☐ None
- ☐ Less than half an hour
- ☐ Between half an hour and 1 hour
- ☐ 1 to 2 hours
- ☐ 2 hours or more
- ☐ Prefer not to say

7. 7. How often do you usually do any physical activity in your free time (outside school hours) so much that you get out of breath or sweat?

*Mark only one oval.*

- ☐ Every day
- ☐ 4 to 6 times a week
- ☐ 2 to 3 times a week
- ☐ Once a week
- ☐ At least once a month but not every week
- ☐ Less than once a month
- ☐ Never
- ☐ Prefer not to say

These next questions ask about your health and how you feel

8. 8. In general, how would you say your health is?

*Mark only one oval.*

- ☐ Excellent
- ☐ Good
- ☐ Fair
- ☐ Poor
- ☐ Prefer not to say

9. 9. Do you have a physical or mental health condition or illness lasting or expected to last 12 months or more?

*Mark only one oval.*

- ☐ Yes
- ☐ No
- ☐ Prefer not to say

10. 10. Please say how much you agree or disagree with each of the sentences.  
Please tick one circle for each question.

Mark only one oval per row.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Prefer not to say
<b>My life is just right</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I wish I had a different kind of life</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I have what I want in life</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. 11. Below are some sentences about yourself. Please say how much you agree or disagree with each sentence. Please tick one box for each sentence or leave blank if you prefer not to say.

*Mark only one oval per row.*

	strongly agree	agree	Neither agree nor disagree	Disagree	Strongly disagree
<b>In general, I like who I am</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I am proud of the things I can do</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>When I do something I try my hardest</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I feel like I can make decisions in my life</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Generally I feel cheerful and I am generally in a good mood</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>There are lots of things that I worry about in my life</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Even if I am having a difficult time, I feel like I will be ok</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

like I will

---

be ok

---

12. 12. Over the past two weeks how often have you been feeling confident?

*Tick all that apply.*

- ☐ None of the time
- ☐ Rarely
- ☐ Some of the time
- ☐ Often
- ☐ All of the time

Now we would like to ask questions about when you go to bed and sleeping

13. 13. When do you usually go to bed if you have to go to school the next morning?

*Mark only one oval.*

- ☐ Before 9.00 pm
- ☐ At 9.00 pm or later, but before 10.00 pm
- ☐ At 10.00 pm or later, but before 11.00 pm
- ☐ At 11.00 pm or later, but before midnight
- ☐ At midnight or later, but before 1.00 am
- ☐ At 1.00 am or later, but before 2.00 am
- ☐ At 2.00 am or later
- ☐ Prefer not to say

14. 14. When do you usually wake up on school mornings?

*Mark only one oval.*

- ☐ Before 5.00 am
- ☐ At 5.00 am or later, but before 6.00 am
- ☐ At 6.00 am or later, but before 7.00 am
- ☐ At 7.00 am or later, but before 8.00 am
- ☐ At 8.00 am or later
- ☐ Prefer not to say

Now just a few questions about eating and drinking

15. 15. How often do you usually have breakfast on weekdays (more than a glass of milk or fruit juice)? \*

*Mark only one oval.*

- ☐ I never have breakfast during weekdays
- ☐ One or two days
- ☐ Three or four days
- ☐ Every day
- ☐ Prefer not to say

16. 16. How often do you usually have breakfast at weekends (more than a glass of milk or fruit juice)? \*

*Mark only one oval.*

- ☐ I never have breakfast during the weekend
- ☐ I usually have breakfast on only one day of the weekend (Saturday or Sunday)
- ☐ I usually have breakfast on both days of the weekend (Saturday and Sunday)
- ☐ Prefer not to say

17. 17. How often do you usually eat or drink..... \*

(Please tick one circle for each line or leave blank if you prefer not to say)

Mark only one oval per row.

	Never	Once a week or less	2-4 days a week	5-6 days a week	At least once a day
<b>Fruit</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Vegetables</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Fruit juice or smoothies</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Sweets or chocolate</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Cakes or biscuits</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Crisps</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Chips or fried potatoes</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Water</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Coke or other soft drinks that contain sugar</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Energy drinks (e.g. Red Bull, Lucozade, Monster)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thanks for your answers so far.

The next question asks you about adults, such as your parents/carers, grandparents, teachers, youth workers, sports coaches, Scouts/Guides leaders.



18. 18. How much do you agree or disagree with the following statements?

*Mark only one oval per row.*

	Agree	Disagree	Don't know
<b>Adults are good at listening to what I say</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Adults are good at taking what I say into account</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

And now some questions about your use of electronic devices and the internet.

19. 19. Do you have access to the internet at home, on a phone, or another device?

*Mark only one oval.*

- ☐ Yes
- ☐ No
- ☐ Prefer not to say

20. 20. In your free time, how long do you usually spend using electronic devices such as computers, tablets (like iPad) or smart phones? Please tick ONE circle for each line or leave blank if you prefer not to say

Mark only one oval per row.

	None at all	some time (up to 2 hours a day)	quite a bit of time (about 3 hours a day or more)
Weekdays	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Weekends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. 21. Which of the following activities have you done online in the last 2 weeks, even if not very often?

Please select ALL the answers that apply or skip this question if you do not go online or prefer not to say

Tick all that apply.

- ☐ Watching videos online
- ☐ Playing games online
- ☐ Listening to music online
- ☐ Looking things up to help with schoolwork
- ☐ Updating your pictures, status or 'story' on social media
- ☐ Browsing other people's pictures, status or 'stories' on social media
- ☐ Messaging, chatting or video-chatting using social media (such as WhatsApp or Snapchat)
- ☐ Something else

The next questions are about friendships

22. 22. How many close friends would you say you have?

*Mark only one oval.*

- ☐ None
- ☐ One
- ☐ Two
- ☐ Three or more
- ☐ Prefer not to say

23.

23. Below are some sentences about your relationship with your friends.  
Please say whether you agree or disagree with each sentence.

\*

Pleas tick one circle for each question or leave blank if you prefer not to say.

Mark only one oval per row.

	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
I have a lot of fun with my friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident in sharing my opinions with my friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My friends treat me well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel my friends make me do things I don't want to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. 24. Below are some sentences about your relationship with your friends. \*  
Please say whether you agree or disagree with each sentence.

Please tick one box for each question or leave blank if you prefer not to say.

*Mark only one oval per row.*

	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
<b>If a friend was being bullied, I would help them or tell someone who would help them</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>My friends will help me if I need it</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I am happy with the friends that I have</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Most of the time, I have enough money to do the same things as my friends</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. 25. How often do you feel left out of things? \*

*Mark only one oval.*

- ☐ Hardly ever
- ☐ Sometimes
- ☐ Often or always
- ☐ prefer not to say

26. 26. How often do you feel lonely? \*

*Mark only one oval.*

- ☐ hardly ever or never
- ☐ Sometimes
- ☐ Often or always
- ☐ prefer not to say

The next questions are about bullying. Bullying is about what people do and how it makes you feel. It can be anything that makes you feel hurt, threatened, frightened or left out, it can happen face to face and online.

Bullying can include: Being called names, teased or threatened. Being hit, tripped, pushed or kicked. Having belongings taken or damaged. Being ignored, left out or having rumours spread about you. People sending abusive messages, pictures or images on social media, online gaming platforms or phone.

27. 27. Have you been bullied in the last year? \*

*Mark only one oval.*

- ☐ Yes
- ☐ No
- ☐ prefer not to say

28. 28. How were you bullied? \*
- Please tick all that apply or leave blank if you prefer not to say.

*Tick all that apply.*

- ☐ Name calling
- ☐ Rumours spread
- ☐ hurtful comments
- ☐ threats
- ☐ pictures or videos of you shared with others
- ☐ embarrassed or made to feel foolish
- ☐ physically hurt

29. 29. Did you report the bullying to anyone? \*

*Mark only one oval.*

- ☐ Yes
- ☐ No
- ☐ Prefer not to say

30. 30. Did the reporting the bullying to anyone.....? \*

*Mark only one oval.*

- ☐ Make the situation beter
- ☐ Make the situation worse
- ☐ Nothing changed
- ☐ Prefer not to say

31. 31. How often have you taken part in bullying another pupil(s) at school in the last couple of months? \*

*Mark only one oval.*

- ☐ Not at all
- ☐ Once or twice
- ☐ Around two or three times a month
- ☐ About once a week
- ☐ Several times a week
- ☐ Prefer not to say

Thinking about the people that you live with, please answer these next questions as best you can.

32. 32. How often do you and the people you live with usually have meals together?

*Mark only one oval.*

- ☐ Every day
- ☐ Most days
- ☐ About once a week
- ☐ Less than once a week
- ☐ Never
- ☐ Prefer not to say

33. 33. How often do you enjoy being with the people you live with?

*Mark only one oval.*

- ☐ Always
- ☐ Often
- ☐ Sometimes
- ☐ Never
- ☐ Prefer not to say



We now have some more questions about your life. Please remember that you don't have to answer any questions that you don't want to answer.

34. 34. Do you have an adult in your life who you can trust and talk to about any personal problems?

*Mark only one oval.*

- ☐ No, I don't
- ☐ Yes, I sometimes do
- ☐ Yes, I always do
- ☐ Prefer not to say

35. 35. How easy is it for you to talk to any of the following people about things that really bother you? Please tick one circle on each line or leave blank if you prefer not to say

*Mark only one oval per row.*

	Easy	Difficult	Does not apply to me
<b>Friend(s)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Mum / female carer</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Dad / male carer</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Brother(s) / Sister(s)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Counsellor (someone who is trained to listen and give you advice about your problems or help you manage your feelings)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>GP or Nurse</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Teacher(s)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

36. 36. How easy is it for you to talk to any of the following people about things that really bother you? Please tick one circle on each line or leave blank if you prefer not to say

*Mark only one oval per row.*

	Column 1
<b>Neighbour(s)</b>	<input type="radio"/>
<b>Youth Worker</b>	<input type="radio"/>
<b>Other family members (e.g. grandparent(s))</b>	<input type="radio"/>
<b>Social Worker</b>	<input type="radio"/>
<b>Another adult you trust</b>	<input type="radio"/>
<b>Club or Group leader (e.g. sports coach, girl guides, boys brigade, scouts, etc.)</b>	<input type="radio"/>

And finally, a couple of questions about where you live.

37. 37. Generally speaking, I feel safe in the area where I live...

*Mark only one oval.*

- ☐ Always
- ☐ Most of the time
- ☐ Sometimes
- ☐ Rarely or Never
- ☐ Prefer not to say

38. 38. Do you think the area that you live in is a good place to live? \*

*Mark only one oval.*

- ☐ Yes, its good
- ☐ It's ok
- ☐ No, its not good
- ☐ Prefer not to say

39. 40. Are there places near where you live where you can play outdoors? \*

*Mark only one oval.*

- ☐ Yes - lots
- ☐ Yes - some
- ☐ No
- ☐ Prefer not to say

Thank you for taking part in the Scottish Health and Wellbeing Census. You are helping your school, your local authority, its partners and the Scottish Government to understand more about the lives of children and young people, and things that matter to you.

If any of the questions you have seen has raised any issues which you would like to talk about, then please speak to someone you can trust. This could be your parent(s), carer(s), teacher(s), youth worker(s), etc. Further information will have been provided by your school teacher.

Please remember that the only people who will see your answers will be a small number of analysts in your local authority and in the Scottish Government. Other analysts may also ask to see your answers in order to conduct their own research, but this will only happen if the local authority or the Scottish Government agree to this. Your parents, teachers and friends will not see your answers.

Once again, thank you for taking part.

Thank you for your response, and we fully understand and appreciate your decision not to take part in the Scottish Health and Wellbeing Census. Please remember that your decision to not take part is perfectly fine. However, other young people are still taking part in the Census. Therefore, please can you keep any noise and distraction down to a minimum. You may now find it useful to be doing something whilst others are taking part in the Census, such as reading a book, doing some homework, etc. Your response has now been recorded, and you may now close down the browser window

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# Health & Wellbeing Survey 2023/24

## S4 Pupils

### **INFORMATION AND CONSENT FOR PUPILS**

All pupils in Secondary 4 in your school have been asked to take part in this new Health & Wellbeing Survey which is taking place in a number of primary and secondary schools right across Scotland. To take part in the Survey, you must read the information provided next and then choose either the "Yes" or "No" box at the end to say if you agree to take part in the Survey. Next you will see some questions and answers that should help you to make a decision.

#### **What is it?**

We are inviting everyone in your stage from your school to take part. We want to hear about what you do and how you feel about your life. You are just about to complete a short online questionnaire. We are hoping to hear from a lot of children and young people from across West Dunbartonshire.

#### **What will happen?**

Your teacher will ask you to answer some questions on a computer, laptop or tablet on your own. You will then need to choose the answer that best fits how you feel. This will take about 20-40 minutes. The questions will ask you about your school, your family, things you do, how you feel, your friendships and a range of other things.

#### **What happens to my answers?**

Your local authority will collect the answers from every child or young person who takes part. You will not be asked to provide your name. The local authority will not tell anybody your answers, not your teacher or your family. Of course, it's up to you if you want to talk to other people about your answers.

Your local authority will then look at everybody's answers together. This is so your local authority can understand what children or young people of your age think and do. They will also look at other information about you, such as the area you live in, your ethnic background, whether you get extra help at school, etc.

#### **Who is asking the questions?**

Your local authority. They are asking you these questions so that they can plan for, and improve the children's services needed in your local area, based on what you and other children and young people say in this survey.

#### **Is this a test?**

Don't worry, this is not a test. You did not need to have prepared, as there are no right or wrong answers. We just want to hear what you think or how you feel.

#### **Confidentiality and Data Security**

The answers you provide will be treated in accordance with the law and used for statistics and research purposes only. This means that the data we collect is kept separately from information which could directly identify you (such as your name). When reports using the data are published, care is taken to ensure that no information which could identify you is included.

The survey can legally happen as the local authority will be processing your personal data as part of its performance of a task in the public interest.

**Do I have to take part?**

It would be great to hear your views, but you don't have to take part. You will shortly be asked if you want to, just answer 'no' if you don't. If you do take part, that's great. But remember if there are any questions you don't want to answer, that's fine, you will be able to skip questions, or choose the 'prefer not to say' option and you won't be asked why.

**Support and Advice**

If you need support or advice on any of the topics asked in the survey, then your school will have provided you with a list of ways in which you can speak to someone who may be able to help you.

---

\* Indicates required question

### Untitled section

1. 1. Are you happy to continue taking part in the Health and Wellbeing Survey? \*

*Mark only one oval.*

☐ Yes

☐ No

The first few questions ask for some basic information about you

2. 2. What best describes your Gender?

*Mark only one oval.*

☐ Male

☐ Female

☐ Prefer not to say

☐ Other: \_\_\_\_\_



## 3. 3. What is your Ethnicity?

*Mark only one oval.*

- ☐ White – Scottish
- ☐ African – African / Scottish / British
- ☐ Asian – Indian/British/Scottish
- ☐ Asian – Pakistani / British / Scottish
- ☐ Asian – Bangladeshi / British / Scottish
- ☐ Asian – Chinese / British / Scottish
- ☐ Caribbean or Black – Caribbean / British / Scottish
- ☐ Mixed or multiple ethnic groups
- ☐ White – Gypsy/Traveller
- ☐ White – Other British
- ☐ White – Irish
- ☐ White – Polish
- ☐ African – Other
- ☐ Asian – Other
- ☐ Caribbean or Black – Other
- ☐ White – Other
- ☐ Other – Arab
- ☐ Not Known
- ☐ Prefer not to say

And now some questions about your life at school and what you think you will do when you leave school

4. 4. Below are some sentences about your school and learning. Please say how much you agree or disagree with each sentence. Please tick one circle for each question. \*

Mark only one oval per row.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Prefer not to say
I enjoy learning new things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like I have a choice in what I am learning in school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting an education is important to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers listen to what I have to say	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have an adult to talk to at school if I am worried about something	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Below are some sentences about your school and learning. Please say how much you agree or disagree with each sentence. Please tick one circle for each question.

*Mark only one oval per row.*

	Strongly agree	Agree	Neither agree nor disagree	Strongly disagree	Disagree	Prefer not to say
<b>I feel like my teachers treat me fairly</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>My parents (or carers) really care about my education</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I feel confident to speak up in class, ask questions and share my opinion</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Most of the time, I am happy at school</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I feel positive about my future</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. 6. How pressured (stressed) do you feel by the schoolwork you have to do?

*Mark only one oval.*

- ☐ Not at all
- ☐ Some
- ☐ A little
- ☐ A lot
- ☐ Prefer not to say

7. 7. Now looking ahead, when do you think you want to leave school / full-time education?

*Mark only one oval.*

- ☐ I want to leave school as soon as I can (e.g. at the end of S4)
- ☐ I want to continue with my full-time education (e.g. stay on into S5 or go to college)
- ☐ I'm not sure at the moment
- ☐ Prefer not to say

8. 8. What do you think you will be doing as soon as you leave secondary education (usually in S4, S5 or S6)?

*Mark only one oval.*

- ☐ University
- ☐ Further Education College
- ☐ Apprenticeship or Trade
- ☐ Youth Training or Skill Seekers
- ☐ Employment
- ☐ Unemployed
- ☐ Don't know
- ☐ Other
- ☐ Prefer not to say

The next questions ask about how active you are Physical activity is any activity that increases your heart rate and makes you get out of breath some of the time. Some examples are running, fast walking, rollerblading, biking, dancing, swimming, basketball and football.

9. 9. For this next question, add up all the time you spent doing physical activity yesterday?

*Mark only one oval.*

- ☐ None
- ☐ Less than half an hour
- ☐ Between half an hour and 1 hour
- ☐ 1 to 2 hours
- ☐ 2 hours or more
- ☐ Prefer not to say

10. 10. How often do you usually do any physical activity in your free time (outside school hours) so much that you get out of breath or sweat?

*Mark only one oval.*

- ☐ Every day
- ☐ 4 to 6 times a week
- ☐ 2 to 3 times a week
- ☐ Once a week
- ☐ At least once a month but not every week
- ☐ Less than once a month
- ☐ Never
- ☐ Prefer not to say

11. 11. Outside school hours, how many hours a day do you usually spend sitting (e.g. watching TV, using a computer or mobile phone, travelling in a car or by bus, sitting and talking, eating, studying)? Please be aware that if activities take place at the same time (e.g. watching TV whilst talking) then these only count once. Please select one option per line or leave blank if you prefer not to say

Mark only one oval per row.

	None at all	About half an hour a day	About 1 hour a day	About 2 hours a day	About 3 hours a day	About 4 hours a day	About 5 hours a day	About 6 hours a day	
Weekdays	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Weekends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

These next questions ask about your health and how you feel

12. 12. In general, how would you say your health is?

Mark only one oval.

- ☐ Excellent
- ☐ Good
- ☐ Fair
- ☐ Poor
- ☐ Prefer not to say

13. 13. Do you have a physical or mental health condition or illness lasting or expected to last 12 months or more?

Mark only one oval.

- ☐ Yes
- ☐ No
- ☐ Prefer not to say

14. 14. Please say how much you agree or disagree with each of the sentences.  
Please tick one circle for each question.

Mark only one oval per row.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Prefer not to say
<b>My life is just right</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I wish I had a different kind of life</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I have what I want in life</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Here are some statements about how you might have been feeling, or thinking about things.

Warwick–Edinburgh Mental Well-being Scale (WEMWBS) © NHS Health Scotland, University of Warwick and University of Edinburgh, 2006, all rights reserved.

15. 15. Below are some statements about feelings and thoughts. Please tick the box that best describes your experience of each over the last 2 weeks. Please tick one circle on each line or leave blank if you prefer not to say.

*Mark only one oval per row.*

	None of the time	Rarely	Some of the time	Often	All of the time
<b>I've been feeling optimistic about the future</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I've been feeling useful</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I've been feeling relaxed</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I've been feeling interested in other people</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I've had energy to spare</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I've been dealing with problems well</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I've been thinking clearly</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Warwick–Edinburgh Mental Well-being Scale (WEMWBS) © NHS Health Scotland, University of Warwick and University of Edinburgh, 2006, all rights reserved.



16. 16. Below are some statements about feelings and thoughts. Please tick the box that best describes your experience of each over the last 2 weeks. Please tick one circle on each line or leave blank if you prefer not to say.

*Mark only one oval per row.*

	None of the time	Rarely	Some of the time	Often	All of the time
<b>I've been feeling good about myself</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I've been feeling close to other people</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I've been feeling confident</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I've been able to make up my own mind about things</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I've been feeling loved</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I've been interested in new things</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I've been feeling cheerful</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. 17. Please say how much you agree or disagree with this sentence: "Even if I am having a difficult time, I feel like I will be OK"

*Mark only one oval.*

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Strongly Disagree
- ☐ Prefer not to say

18. 18. Please say how much you agree or disagree with this sentence: "I am happy with my body and the way I look".

*Mark only one oval.*

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Prefer not to say

19. 19. Please say how much you agree or disagree with this sentence: "My body and the way I look affects how I feel about myself".

*Mark only one oval.*

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Prefer not to say

Now we would like to ask questions about when you go to bed and sleeping

20. 20. When do you usually go to bed if you have to go to school the next morning?

*Mark only one oval.*

- ☐ Before 9.00 pm
- ☐ At 9.00 pm or later, but before 10.00 pm
- ☐ At 10.00 pm or later, but before 11.00 pm
- ☐ At 11.00 pm or later, but before midnight
- ☐ At midnight or later, but before 1.00 am
- ☐ At 1.00 am or later, but before 2.00 am
- ☐ At 2.00 am or later
- ☐ Prefer not to say

21. 21. When do you usually wake up on school mornings?

*Mark only one oval.*

- ☐ Before 5.00 am
- ☐ At 5.00 am or later, but before 6.00 am
- ☐ At 6.00 am or later, but before 7.00 am
- ☐ At 7.00 am or later, but before 8.00 am
- ☐ At 8.00 am or later
- ☐ Prefer not to say

22. 22. How many hours sleep did you have last night?

*Mark only one oval.*

- ☐ Less than 3 hours
- ☐ 3 to 5 hours
- ☐ 6 to 8 hours
- ☐ 9 to 11 hours
- ☐ 12 to 14 hours
- ☐ 15 hours or more
- ☐ Prefer not to say

23. 23. Some children and young people go to school or to bed hungry. How often does this happen to you?

*Mark only one oval.*

- ☐ Always
- ☐ Often
- ☐ Sometimes
- ☐ Never
- ☐ Prefer not to say

Thanks for your answers so far.

The next question asks you about adults, such as your parents/carers, grandparents, teachers, youth workers, sports coaches, Scouts/Guides leaders.

24. 24. How much do you agree or disagree with the following statements?

*Mark only one oval per row.*

	Agree	Disagree	Don't know
<b>Adults are good at listening to what I say</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Adults are good at taking what I say into account</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The next set of questions ask you about how you feel and things that you do, to help understand your strengths and difficulties.

Strengths and Difficulties Questionnaire © Robert Goodman, 2005

25. 25. For each item, please select the circle for Not True, Somewhat True or Certainly True.

It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems daft!

Please give your answers on the basis of how things have been for you over the last six months.

Please tick one circle on each line or leave blank if you prefer not to say.

*Mark only one oval per row.*

	Not true	Somewhat true	Certainly true
<b>I try to be nice to other people. I care about their feelings</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I am restless, I cannot stay still for long</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I get a lot of headaches, stomach-aches or sickness</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I usually share with others (food, games, pens, etc.)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I get very angry and often lose my temper</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 26. Strengths and Difficulties Questionnaire © Robert Goodman, 2005

26. For each item, please select the circle for Not True, Somewhat True or Certainly True.

It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems daft!

Please give your answers on the basis of how things have been for you over the last six months.

Please tick one circle on each line or leave blank if you prefer not to say.

*Mark only one oval per row.*

	Not true	Somewhat true	Certainly true
I am usually on my own. I generally play alone or keep to myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I usually do as I am told	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I worry a lot	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am helpful if someone is hurt, upset or feeling ill	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am constantly fidgeting or squirming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 27. Strengths and Difficulties Questionnaire © Robert Goodman, 2005

27. For each item, please select the circle for Not True, Somewhat True or Certainly True.

It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems daft!

Please give your answers on the basis of how things have been for you over the last six months.

Please tick one circle on each line or leave blank if you prefer not to say.

*Mark only one oval per row.*

	Not true	Somewhat true	Certainly true
<b>I have one good friend or more</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I fight a lot. I can make other people do what I want</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I am often unhappy, down- hearted or tearful</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Other people my age generally like me</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I am easily distracted, I find it difficult to concentrate</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 28. Strengths and Difficulties Questionnaire © Robert Goodman, 2005

28. For each item, please select the circle for Not True, Somewhat True or Certainly True.

It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems daft!

Please give your answers on the basis of how things have been for you over the last six months.

Please tick one circle on each line or leave blank if you prefer not to say.

*Mark only one oval per row.*

	Not true	Somewhat true	Certainly true
I am nervous in new situations. I easily lose confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am kind to younger children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am often accused of lying or cheating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other children or young people pick on me or bully me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often volunteer to help others (parents, teachers, children)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## 29. Strengths and Difficulties Questionnaire © Robert Goodman, 2005

29. For each item, please select the circle for Not True, Somewhat True or Certainly True.

It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems daft!

Please give your answers on the basis of how things have been for you over the last six months.

Please tick one circle on each line or leave blank if you prefer not to say.

*Mark only one oval per row.*

	Not true	Somewhat true	Certainly true
<b>I think before I do things</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I take things that are not mine from home, school or elsewhere</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I get on better with adults than with people my own age</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I have many fears, I am easily scared</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I finish the work I'm doing. My attention is good</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

is good

attention

is good

And now some questions about your use of electronic devices and the internet.

30. 30. Do you have access to the internet at home, on a phone, or another device?

Mark only one oval.

- ☐ Yes
- ☐ No
- ☐ Prefer not to say

31. 31. In your free time, how many hours a day do you usually spend using electronic devices such as computers, tablets (like iPad) or smart phones? Please tick ONE circle for each line or leave blank if you prefer not to say

Mark only one oval per row.

	None at all	About half an hour	About 1 hour a day	About 2 hours a day	About 3 hours a day	About 4 hours a day	About 5 hours a day	About 6 hours a day	
Weekdays	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Weekends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

32. 32. Which of the following activities have you done online in the last 2 weeks, even if not very often?  
Please select ALL the answers that apply or skip this question if you do not go online or prefer not to say

*Tick all that apply.*

- ☐ Watching videos online
- ☐ Playing games online
- ☐ Listening to music online
- ☐ Looking things up to help with schoolwork
- ☐ Updating your pictures, status or 'story' on social media
- ☐ Browsing other people's pictures, status or 'stories' on social media
- ☐ Messaging, chatting or video-chatting using social media (such as WhatsApp or Snapchat)
- ☐ Something else

The next questions are about friendships

33. 33. How many close friends would you say you have?

*Mark only one oval.*

- ☐ None
- ☐ One
- ☐ Two
- ☐ Three or more
- ☐ Prefer not to say

34. 34. How often do you feel left out of things?

*Mark only one oval.*

- ☐ Hardly ever or never
- ☐ Sometimes
- ☐ Often or always
- ☐ Prefer not to say

35. 35. How often do you feel lonely?

*Mark only one oval.*

- ☐ Hardly ever or never
- ☐ Some of the time
- ☐ Often
- ☐ Prefer not to say

Thinking about the people that you live with, please answer these next questions as best you can.

36. 36. How often do you and the people you live with usually have meals together?

*Mark only one oval.*

- ☐ Every day
- ☐ Most days
- ☐ About once a week
- ☐ Less than once a week
- ☐ Never
- ☐ Prefer not to say

37. 37. How often do you enjoy being with the people you live with?

*Mark only one oval.*

- ☐ Always
- ☐ Often
- ☐ Sometimes
- ☐ Never
- ☐ Prefer not to say

38. 38. Does anyone who you live with have any of the following?

PLEASE TICK ALL THAT APPLY.

PLEASE LEAVE BLANK IF YOU PREFER NOT TO SAY

*Tick all that apply.*

- ☐ A disability
- ☐ A long-term illness
- ☐ A mental health problem
- ☐ None of the above

Now think about anyone that you care for or look after, whether they live with you or not.

39. 39. Do you care for, or look after, someone? For example, because they have a disability, an illness, a drug or alcohol problem, a mental health problem, or problems related to old age.

*Mark only one oval.*

- ☐ Yes
- ☐ No
- ☐ Prefer not to say

40. 40. Do you help care for, or look after, them....

*Mark only one oval.*

- ☐ Every day
- ☐ A couple of times a week
- ☐ Once in a while
- ☐ Prefer not to say

The next few questions are about smoking and drinking alcohol

41. 41. Now read the following statements carefully and select the option which best describes you

*Mark only one oval.*

- ☐ I have never smoked
- ☐ I have only ever tried smoking once
- ☐ I used to smoke sometimes but I never smoke a cigarette now
- ☐ I sometimes smoke cigarettes now but I don't smoke as many as one a week
- ☐ I usually smoke between one and six cigarettes a week
- ☐ I usually smoke more than six cigarettes a week
- ☐ Prefer not to say

42. 42. How do you usually get your cigarettes/tobacco?

Please tick more than one box if you OFTEN get cigarettes/tobacco from different people or places. Please leave blank if you prefer not to say.

*Mark only one oval.*

- ☐ I buy them from a supermarket
- ☐ I buy them from a newsagent, tobacconist or a sweet shop
- ☐ I buy them from a garage shop
- ☐ I buy them from a van, such as an ice cream van or burger van
- ☐ I buy them from some other type of shop
- ☐ I buy them from a street market
- ☐ I buy them from on the internet
- ☐ I buy cigarettes/tobacco from friends or relatives
- ☐ I buy cigarettes/tobacco from someone else
- ☐ I ask someone else under the age of 18 to buy me cigarettes/tobacco
- ☐ I ask an adult I know to buy me cigarettes/tobacco
- ☐ I ask an adult I don't know to buy me cigarettes/tobacco
- ☐ Friends give me cigarettes/tobacco
- ☐ My brother or sister gives me cigarettes/tobacco
- ☐ My mother, father or carer gives me cigarettes/tobacco
- ☐ I take cigarettes/tobacco without asking
- ☐ I get cigarettes/tobacco in some other way

43. 43. In the last 4 weeks, have you bought or tried to buy cigarettes/tobacco from any kind of shop, supermarket or van?

Please leave blank if you prefer not to say.

*Mark only one oval.*

- ☐ Yes - I bought cigarettes/tobacco from a shop, supermarket or van
- ☐ Yes - I bought cigarettes/tobacco from a shop, supermarket or van but was refused
- ☐ No - I did not buy or try to buy cigarettes/tobacco from a shop, supermarket or van
- ☐ No - I have never tried to buy cigarettes/tobacco from a shop, supermarket or van

44. 44. How many cigarettes (if any) did you smoke on average each day in the last 7 days?

Please leave blank if you prefer not to say.

*Mark only one oval.*

- ☐ 1-2
- ☐ 3-4
- ☐ 5-6
- ☐ 7-8
- ☐ 9-10
- ☐ More than 10

45. An e-cigarette (electronic cigarette) or a vape is a device that puffs nicotine vapour instead of burning tobacco like a cigarette does. E-cigarettes can have different flavours and come in many shapes and sizes - like pens, boxes and flash-drives. Most are rechargeable. Sometimes they can look like cigarettes and can only be used once.

45. Now read the following statements carefully and tick the box next to the ONE which best describes you

*Mark only one oval.*

- ☐ I have never used an e-cigarette / vape
- ☐ I used to use e-cigarettes / vapes but don't use them anymore
- ☐ I have tried an e-cigarette / vape once
- ☐ I have tried an e-cigarette / vape a few times
- ☐ I use e-cigarettes / vapes sometimes, but no more than once a month
- ☐ I use e-cigarettes / vapes once a week or more
- ☐ Prefer not to say



46. 46. How do you usually get your e-cigarettes / vapes / refills? Please leave blank if you prefer not to say.

*Mark only one oval.*

- ☐ I buy them from a supermarket
- ☐ I buy them from a newsagent, tobacconist or a sweet shop
- ☐ I buy them from a garage shop
- ☐ I buy them from a van, such as an ice cream van or burger van
- ☐ I buy them from some other type of shop
- ☐ I buy them from a street market
- ☐ I buy them on the internet
- ☐ I buy e-cigarettes/refills from friends or relatives
- ☐ I buy e-cigarettes/refills from someone else
- ☐ I ask someone else under the age of 18 to buy me e-cigarette/refills
- ☐ I ask an adult I know to buy me e-cigarettes/refills
- ☐ I ask an adult I don't know to buy me e-cigarettes/refills
- ☐ Friends give me e-cigarettes/refills
- ☐ My brother or sister gives me e-cigarettes/refills
- ☐ My mother, father or carer gives me e-cigarettes/refills
- ☐ I take e-cigarettes/refills without asking
- ☐ I get cigarettes/tobacco in some other way

47. 47. Have you ever had a proper alcoholic drink - a whole drink, not just a sip?  
PLEASE DON'T COUNT DRINKS LABELLED AS LOW ALCOHOL

*Mark only one oval.*

- ☐ Yes
- ☐ No
- ☐ Prefer not to say

48. 48. At present, how often do you drink anything alcoholic, such as beer, wine or spirits? Try to include those times when you only drink a small amount. Please choose one circle for each line or leave blank if you prefer not to say.

*Mark only one oval per row.*

	Every Day	Every Week	Every month	Rarely	Never
<b>Beer or Lager</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Wine or Champagne</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Alcopops (eg Smirnoff Ice, Bacardi Breezer, WKD)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Spirits (eg Whiskey, Vodka, Rum)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Cider</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Fortified (strong) Wine (eg Sherry, Martini, Port, Buckfast)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Any other drink that contains alcohol</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

49. 49. How often would you say you get drunk?

*Mark only one oval.*

- ☐ I have never been drunk
- ☐ Less than once a month
- ☐ Once or twice a month
- ☐ Once a week
- ☐ Twice a week or more
- ☐ Don't know
- ☐ Prefer not to say

50. 50. Where do you USUALLY get your alcohol from?

*Mark only one oval.*

- ☐ I buy it in a pub or bar
- ☐ I buy it in a club or disco
- ☐ I buy it from an off-licence
- ☐ I buy it from a shop
- ☐ I buy it from a supermarket
- ☐ I buy it from a website / online/ internet
- ☐ I get it from a friend
- ☐ I get it from a relative
- ☐ From home (either with or without permission)
- ☐ Some other way
- ☐ Prefer not to say

51. 51. When you drink alcohol, where are you USUALLY? Please tick ALL that apply or leave blank if you prefer not to say.

*Tick all that apply.*

- ☐ In a pub or bar
- ☐ In a club or disco
- ☐ At a party with friends
- ☐ At my home
- ☐ At someone else's home
- ☐ Out on the street, in a park or other outdoor area
- ☐ Somewhere else

52. 52. The last time someone bought you alcohol, who was it?.

*Mark only one oval.*

- ☐ No one has ever bought alcohol
- ☐ My brother or sister
- ☐ A friend of my own age
- ☐ A friend older than me
- ☐ A friend younger than me
- ☐ My boyfriend/girlfriend
- ☐ My mother, father or carer
- ☐ My father's partner or mother's partner
- ☐ Someone I knew of, but didn't know personally
- ☐ A stranger
- ☐ Someone else
- ☐ Prefer not to say

We would now like to ask you some questions about drugs. By "Drugs" we mean illegal drugs, drugs formerly known as legal highs, solvents or prescription drugs that were not prescribed to you. We don't mean medicines that your doctor prescribed you or that you can buy in the pharmacy/chemist.

53. 53. Have you ever taken illegal drugs, drugs formerly known as legal highs, solvents or prescription drugs that were not prescribed to you?

*Mark only one oval.*

- ☐ Yes
- ☐ No
- ☐ Prefer not to say

54. 54. How often do you take drugs?

*Mark only one oval.*

- ☐ I have only taken drugs once
- ☐ I used to take drugs sometimes but I don't take them anymore
- ☐ I take drugs a few times a year
- ☐ I take drugs a once or twice a month
- ☐ I take drugs at least once a week or more
- ☐ Prefer not to say

55. 55. Have you taken drugs in the past year?

*Mark only one oval.*

- ☐ Yes
- ☐ No
- ☐ Prefer not to say

56. 56. Which (if any) of these drugs have you taken in the last year? Please tick ALL that apply or leave blank if none apply or you prefer not to say.

*Tick all that apply.*

- ☐ Cannabis (Weed, Skunk, Green, Hash, Blow, Joints, Marijuana)
- ☐ Gas, Glue or Other Solvents
- ☐ Amphetamines (Speed, Whizz, Sulph, Paste)
- ☐ Ecstasy (E, Eccies, XTC, Pills)
- ☐ Cyroban (Cy, Cyber, Cban)
- ☐ Benzos (Valium, Vallies, Blues, Whites, Yellows, Xanax)
- ☐ Heroin (Smack, Kit, H, Brown, Skag)
- ☐ Magic Mushrooms (Shrooms)
- ☐ Methadone (Physeptone, Meth)
- ☐ MDMA crystals/crystals (Mandy, Molly, Madman)
- ☐ Cocaine (Coke, Charlie, C ,Proper, Council)
- ☐ Anabolic Steroids (Roids)
- ☐ Unknown White Powder (Gear)
- ☐ Ketamine (Ket, K)
- ☐ Synthetic Cannabinoids (SPICE, RedExodus, Mamba)
- ☐ LSD (Acid, Blotters)
- ☐ 2C (2CB, 2CI, 2CE)
- ☐ Diet Pills
- ☐ Tanning Pills
- ☐ Other drugs including prescription drugs not prescribed to you

We now have some more questions about your life. Please remember that you don't have to answer any questions that you don't want to answer.

57. 57. Do you have an adult in your life who you can trust and talk to about any personal problems?

*Mark only one oval.*

- ☐ No, I don't
- ☐ Yes, I sometimes do
- ☐ Yes, I always do
- ☐ Prefer not to say

58. 58. How easy is it for you to talk to any of the following people about things that really bother you? Please tick one circle on each line or leave blank if you prefer not to say

*Mark only one oval per row.*

	Easy	Difficult	Does not apply to me
<b>Friend(s)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Mum / female carer</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Dad / male carer</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Brother(s) / Sister(s)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Counsellor (someone who is trained to listen and give you advice about your problems or help you manage your feelings)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>GP or Nurse</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Teacher(s)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

59. 59. How easy is it for you to talk to any of the following people about things that really bother you? Please tick one circle on each line or leave blank if you prefer not to say

*Mark only one oval per row.*

	Column 1
<b>Neighbour(s)</b>	<input type="radio"/>
<b>Youth Worker</b>	<input type="radio"/>
<b>Other family members (e.g. grandparent(s))</b>	<input type="radio"/>
<b>Social Worker</b>	<input type="radio"/>
<b>Another adult you trust</b>	<input type="radio"/>
<b>Club or Group leader (e.g. sports coach, girl guides, boys brigade, scouts, etc.)</b>	<input type="radio"/>

And finally, a couple of questions about where you live.

60. 60. Generally speaking, I feel safe in the area where I live...

*Mark only one oval.*

- ☐ Always
- ☐ Most of the time
- ☐ Sometimes
- ☐ Rarely or Never
- ☐ Prefer not to say



Thank you for taking part in the Scottish Health and Wellbeing Census. You are helping your school, your local authority, its partners and the Scottish Government to understand more about the lives of children and young people, and things that matter to you.

If any of the questions you have seen has raised any issues which you would like to talk about, then please speak to someone you can trust. This could be your parent(s), carer(s), teacher(s), youth worker(s), etc. Further information will have been provided by your school teacher.

Please remember that the only people who will see your answers will be a small number of analysts in your local authority and in the Scottish Government. Other analysts may also ask to see your answers in order to conduct their own research, but this will only happen if the local authority or the Scottish Government agree to this. Your parents, teachers and friends will not see your answers.

Once again, thank you for taking part.

Thank you for your response, and we fully understand and appreciate your decision not to take part in the Scottish Health and Wellbeing Census. Please remember that your decision to not take part is perfectly fine. However, other young people are still taking part in the Census. Therefore, please can you keep any noise and distraction down to a minimum. You may now find it useful to be doing something whilst others are taking part in the Census, such as reading a book, doing some homework, etc. Your response has now been recorded, and you may now close down the browser window

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# Health & Wellbeing Survey 2023/24: Sexual Health and Relationships S4 to S6 Pupils

## **INFORMATION AND CONSENT FOR PUPILS**

All pupils in Secondary 4-6 in your school have been asked to take part in this new Health & Wellbeing Survey which is taking place in a number of primary and secondary schools right across Scotland. To take part in the Survey, you must read the information provided next and then choose either the "Yes" or "No" box at the end to say if you agree to take part in the Survey. Next you will see some questions and answers that should help you to make a decision.

### **What is it?**

We are inviting everyone in your stage from your school to take part. We want to hear about what you do and how you feel about your life. You are just about to complete a short online questionnaire. We are hoping to hear from a lot of children and young people from across West Dunbartonshire.

### **What will happen?**

Your teacher will ask you to answer some questions on a computer, laptop or tablet on your own. You will then need to choose the answer that best fits how you feel. This will take about 20-40 minutes. The questions will ask you about your school, your family, things you do, how you feel, your friendships and a range of other things.

### **What happens to my answers?**

Your local authority will collect the answers from every child or young person who takes part. You will not be asked to provide your name. The local authority will not tell anybody your answers, not your teacher or your family. Of course, it's up to you if you want to talk to other people about your answers.

Your local authority will then look at everybody's answers together. This is so your local authority can understand what children or young people of your age think and do. They will also look at other information about you, such as the area you live in, your ethnic background, whether you get extra help at school, etc.

### **Who is asking the questions?**

Your local authority. They are asking you these questions so that they can plan for, and improve the children's services needed in your local area, based on what you and other children and young people say in this survey.

### **Is this a test?**

Don't worry, this is not a test. You did not need to have prepared, as there are no right or wrong answers. We just want to hear what you think or how you feel.

### **Confidentiality and Data Security**

The answers you provide will be treated in accordance with the law and used for statistics and research purposes only. This means that the data we collect is kept separately from information which could directly identify you (such as your name). When reports using the data are published, care is taken to ensure that no information which could identify you is included.

The survey can legally happen as the local authority will be processing your personal data as part of its performance of a task in the public interest.

**Do I have to take part?**

It would be great to hear your views, but you don't have to take part. You will shortly be asked if you want to, just answer 'no' if you don't. If you do take part, that's great. But remember if there are any questions you don't want to answer, that's fine, you will be able to skip questions, or choose the 'prefer not to say' option and you won't be asked why.

**Support and Advice**

If you need support or advice on any of the topics asked in the survey, then your school will have provided you with a list of ways in which you can speak to someone who may be able to help you.

1. 1. Are you happy to continue taking part in the Health and Wellbeing Survey: Sexual Health and Relationships?

*Mark only one oval.*

☐ Yes

☐ No

The first few questions ask for some basic information about you

2. 2. What best describes your Gender?

*Mark only one oval.*

☐ Male

☐ Female

☐ Prefer not to say

## 3. 3. What is your Ethnicity?

*Mark only one oval.*

- ☐ White – Scottish
- ☐ African – African / Scottish / British
- ☐ Asian – Indian/British/Scottish
- ☐ Asian – Pakistani / British / Scottish
- ☐ Asian –Bangladeshi / British / Scottish
- ☐ Asian – Chinese / British / Scottish
- ☐ Caribbean or Black – Caribbean / British / Scottish
- ☐ Mixed or multiple ethnic groups
- ☐ White – Gypsy/Traveller
- ☐ White – Other British
- ☐ White – Irish
- ☐ White – Polish
- ☐ African – Other
- ☐ Asian – Other
- ☐ Caribbean or Black – Other
- ☐ White – Other
- ☐ Other – Arab
- ☐ Not Known
- ☐ Prefer not to say

The next few questions ask you about your relationships and sexual health. Please remember that you don't have to answer any questions that you don't want to answer. You may feel that some of the following questions don't apply to you and your experience. Where that is the case, you may wish to choose the 'this question does not apply to me' option.

4. 4. Do you currently have a boyfriend/girlfriend?

*Mark only one oval.*

☐ Yes

☐ No

☐ Prefer not to say

5. 5. Does your current boyfriend/girlfriend do any of the following things? Please tick one box on each line

*Mark only one oval per row.*

	Often	Quite often	Occasionally	Never	Prefer not to say
<b>Make you feel safe and respected</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Encourage you to do something you enjoy</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Shout at you/scream in your face/make fun of you</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Call you hurtful names</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Say negative things about your appearance/body/friends/family</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Threaten to hurt you physically unless you do what they want</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Tell you who you can see and where you can go</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Constantly checks up on what you are doing eg by phone, texts or via social media</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Use private information to make you do something</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Use mobile phones, social media or the internet to humiliate or threaten you</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 6. 6. Which of the following best describes you?

*Mark only one oval.*

- ☐ I find it easy to say 'no' to having sexual experiences I don't want
- ☐ I find it easy to ask for help regarding sexual health issues
- ☐ I find it easy to get information on sexual health
- ☐ I find it easy to say what I want in relationships
- ☐ Prefer not to say

## 7. 7. People have varying degrees of sexual experience. How much, if any, sexual experience have you had?

*Mark only one oval.*

- ☐ None
- ☐ Small amount (e.g. kissing, some intimate touching on top of clothes)
- ☐ Some experience (e.g. touching intimately underneath clothes or without clothes on)
- ☐ More intimate experience (not sexual intercourse)
- ☐ Sexual Intercourse
- ☐ Prefer not to say

Thank you for taking part in the Scottish Health and Wellbeing Census. You are helping your school, your local authority and the Scottish Government to understand more about the lives of children and young people, and things that matter to you. If any of the questions you have seen has raised any issues which you would like to talk about, then please speak to someone you can trust. This could be your parent(s), carer(s), teacher(s), youth worker(s), etc. Further information will have been provided by your school teacher.

Please remember that the only people who will see your answers will be a small number of analysts in your local authority and in the Scottish Government. Other analysts may also ask to see your answers in order to conduct their own research, but this will only happen if the local authority or the Scottish Government agree to this. Your parents, teachers and friends will not see your answers. Once again, thank you for taking part.



Thank you for your response, and we fully understand and appreciate your decision not to take part in the Scottish Health and Wellbeing Census. Please remember that your decision to not take part is perfectly fine. However, other young people are still taking part in the Census. Therefore, please can you keep any noise and distraction down to a minimum. You may now find it useful to be doing something whilst others are taking part in the Census, such as reading a book, doing some homework, etc. Your response has now been recorded, and you may now close down the browser window

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**WEST DUNBARTONSHIRE COUNCIL****Report by Chief Officer – Education****Education Committee: 13<sup>th</sup> December 2023**

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**Subject: Education Lets****1. Purpose**

- 1.1** This report provides an overview of the provision of lets across the Council's educational establishments and asks Committee to consider a revision to the current pricing model.

**2. Recommendation**

- 2.1** It is recommended that committee agrees a 10% reduction in let charges for under 18 groups.

**3. Background**

- 3.1** A standard 10% increase on all Council fees and charges was agreed as part of setting the Council's 2023/24 budget on 1 March 2023. This included charges applied to book sports and other facilities within the Council's Learning Estate.
- 3.2** School facilities are widely used by a wide variety of local, grassroots sports clubs. These clubs support residents across West Dunbartonshire including younger residents.
- 3.3** Following the 10% increase in charges being communicated the Council received significant levels of feedback via multiple channels highlighting the potential impact this would have on groups/clubs ability to maintain the use of these establishments.
- 3.4** Although groups, on the whole, have retained their existing lets this feedback has continued and has further highlighted the impact this is having on the families who are having to pay increased fees due to the need for clubs to pay higher charges.

**4. Main Issues**

- 4.1** In response to the feedback received a review of let charges was conducted including benchmarking against other Scottish councils. This highlighted West Dunbartonshire as one of the only councils not offering some form of discounted rate for youth groups. The review also considered the revenue impact of any changes to pricing.
- 4.2** Any reduction would result in a reduction in revenue for the Council although increased community engagement would be the converse benefit.

Furthermore work is being performed to consider operational parameters to ensure the Council is maximising revenue opportunities (i.e. non term time lets/Sunday lets) and this work will continue to be progressed. Capacity across our estate remains an issue and planning restrictions could be reviewed as this would enable further opportunities for revenue as well as increased community use of excellent under utilised facilities

- 4.3** U18 groups account for around 60% of the total lets within educational establishments with the remaining 40% being lets taken out by ‘adult’ groups. Restricting any reduction to U18 groups may lead to dissatisfaction from those groups who do not qualify.
- 4.4** It is recommended that Committee agrees to the application of a 10% reduction in let charges for U18 groups. Offering a discounted rate for youth groups would bring the Council more in line with other Scottish councils and help alleviate financial pressures on families. It is estimated that this would cost the Council £5,000 per annum.
- 4.5** In order to show the detail of the changes being recommended, there is a table included below which shows current pricing and also the revised pricing should the 10% reduction be applied for U18 groups. In order to show comparison, there is also the inclusion of current pricing of WD Leisure facilities. There is also a high level breakdown of locations available – this will highlight that majority of locations are at High Schools as majority of Primary Schools are not utilised for lets despite facilities being available. There are restrictions with most Primary Schools not having floodlights available ( only Bellsmyre Campus, Gavinburn and Gartocharn have these ) although it is worth noting that outdoor facilities at Primary Schools could be utilised during lighter months in order to boost revenue. Planning restrictions in place at some high schools also limit ability to maximise revenue from these facilities – see tables below :

**WDC**

<b>GRASS PITCHES</b>	Current Pricing	Equivalent Hourly Rate	Recommended 10% Discounted Charge for U18 Groups	Hourly Rate with 10% Discount for U18 Groups	Available Locations	Additional Notes
p/2hr	£45.78	£22.89	£41.20	£20.60	SPTA, CHS & VOLA	Grass pitch at DA but unavailable for community due to planning restrictions
for addition hr add	£22.88	£22.88	£20.59	£20.59		
For floodlights add per hour	£7.37	£7.37	£6.63	£6.63		

<b>SYNTHETIC PITCHES</b>	Current Pricing	Equivalent Hourly Rate	Recommended 10% Discounted Charge for U18 Groups	Hourly Rate with 10% Discount for U18 Groups	Available Locations	Additional Notes
Weekend Match Bookings ( 2.5 hours on Full Pitch )	£152.22	£60.89	£137.00	£54.80	VOLA, CHS & OLSP	DA unavailable entirely due to planning restrictions and limited use only at SPTA due to existing restrictions
Weekend Match Bookings ( 2.5 hours on Full Pitch - with Sessional Discount )	£114.16	£45.66	£102.74	£41.10	VOLA, CHS & OLSP	DA unavailable entirely due to planning restrictions and limited use only at SPTA due to existing restrictions
1/2 pitch p/hr	£30.42	£30.42	£27.38	£27.38	VOLA, CHS, OLSP, Gavinburn, Gartocharn & Bellsmyre Campus	DA unavailable entirely due to planning restrictions and limited use only at SPTA due to existing restrictions
1/2 pitch p/hr with floodlights	£42.31	£42.31	£38.08	£38.08	VOLA, CHS, OLSP, Gavinburn, Gartocharn & Bellsmyre Campus	DA unavailable entirely due to planning restrictions and limited use only at SPTA due to existing restrictions. No other Primary Schools floodlit
1/2 pitch p/hr with sessional discount	£23.78	£23.78	£21.40	£21.40	VOLA, CHS, OLSP, Gavinburn, Gartocharn & Bellsmyre Campus	DA unavailable entirely due to planning restrictions and limited use only at SPTA due to existing restrictions
1/2 pitch p/hr with floodlights with sessional discount	£35.66	£35.66	£32.09	£32.09	VOLA, CHS, OLSP, Gavinburn, Gartocharn & Bellsmyre Campus	DA unavailable entirely due to planning restrictions and limited use only at SPTA due to existing restrictions. No other Primary Schools floodlit

Full pitch p/hr	£60.89	£60.89	£54.80	£54.80	VOLA, CHS, OLSP, Gavinburn, Gartocharn & Bellsmyre Campus	DA unavailable entirely due to planning restrictions and limited use only at SPTA due to existing restrictions
Full pitch p/hr with floodlights	£82.48	£82.48	£74.23	£74.23	VOLA, CHS, OLSP, Gavinburn, Gartocharn & Bellsmyre Campus	DA unavailable entirely due to planning restrictions and limited use only at SPTA due to existing restrictions. No other Primary Schools floodlit
Full pitch p/hr with sessional discount	£47.55	£47.55	£42.80	£42.80	VOLA, CHS, OLSP, Gavinburn, Gartocharn & Bellsmyre Campus	DA unavailable entirely due to planning restrictions and limited use only at SPTA due to existing restrictions
Full pitch p/hr with floodlights with sessional discount	£71.36	£71.36	£64.22	£64.22	VOLA, CHS, OLSP, Gavinburn, Gartocharn & Bellsmyre Campus	DA unavailable entirely due to planning restrictions and limited use only at SPTA due to existing restrictions. No other Primary Schools floodlit

#### **WD Leisure**

<b>GRASS PITCHES</b>	Current Pricing	Hourly Rate
Over 18s (2hrs)	£41.50	£20.75
Under 18s	£20.00	£10.00

#### **SYNTHETIC PITCHES**

	Current Pricing	Hourly Rate
Over 18's Full pitch. Sat/Sun only. Per 2 hrs	£108.50	£54.25
Under 18's Game. Full Pitch. Sat/Sun only.	£87	£43.50

2 Hour Bookings		
Over 18's Game 1/3 of Pitch 7-a- side p/hr	£36.50	£36.50
Under 18's Game 1/3 of Pitch 7-a- side p/hr	£22	£22

## **5. People Implications**

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

## **6. Financial and Procurement Implications**

**6.1** A 10% reduction applied to U18 groups would create a revenue pressure estimated to be £5,000 per annum.

## **7. Risk Analysis**

**7.1** Failure to engaging positively with residents, communities and partnerships is a key strategic risk for the Council. This proposal would show that we have listened to the concerns of groups and acted accordingly.

## **8. Equalities Impact Assessment (EIA)**

**8.1** Report has been included with this paper ( Appendix 1 )

## **9. Consultation**

**9.1** We consult and engage regularly with our groups as part of the account management of their particular let.

**9.2** Section 95 Officer and Legal Services have been consulted

## **10. Strategic Assessment**

- Engaging effectively with communities is a critical element of the Council's strategic plan to ensure delivery of all strategic priorities.
- Meaningful community engagement and empowerment
- Ability to listen and implement best available solutions whilst continuing to provide critical services to improve lives, health and

wellbeing of residents

**Name: Laura Mason**

Designation: Chief Education Officer

Date: 09/11/2023

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**Person to Contact: Richard Butler ( [Richard.Butler@west-dunbarton.gov.uk](mailto:Richard.Butler@west-dunbarton.gov.uk) )**

**Appendices:** EIA

**Background Papers:** N/A

**Wards Affected:** All



## Appendix 1

### EQUALITIES AND CHILD RIGHTS AND WELLBEING IMPACT ASSESSMENT: 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](mailto:community.planning@west-dunbarton.gov.uk)

<b>Section 1: Policy/Function/Decision (PFD) Details</b>	
A <b>PFD</b> is understood in the broad sense including the full range of functions, activities and decisions the council is responsible for.	
Name of PFD:	Education Lets Committee report 13 <sup>th</sup> December 2023
Lead Department & other departments/ partners involved:	Education, learning and Attainment
Responsible Officer	Laura Mason Chief Education Officer
Impact Assessment Team	Richard Butler Corporate Administration Manager Claire Cusick Senior Education Officer
Is this a new or existing PFD?	New
Start date: Dec'23	End date: Undetermined
Who are the main target groups/ who will be affected by the <b>PFD</b> ?	All children and young people in West Dunbartonshire Council and beyond who undertake sporting activities via school lets.
Is the PFD Relevant to the General duty to eliminate discrimination, promote UNCRC, promote equal opportunities or foster good relations? Please enter brief detail	Yes it is. Decisions taken will impact on services to children and young people and on groups who deliver these services.
<b>Yes:</b>	If yes, complete all sections, 2-9
<b>No:</b>	If no, complete only sections 8-9
	If don't know, complete sections 2 & 3 to help assess relevance

<b>Section 2: Evidence</b> 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.	
<b>Available evidence:</b>	
Consultation/ Involvement with community, including individuals or groups or staff as relevant	There has been consultation with almost all existing grassroots sports groups and users of facilities, with a range of council officers and finance officers.  There has been pupil and family surveys regarding wellbeing.
Research and relevant information	GIRFEC, Children and Young People (Scotland) Act 2014 Recommendations, Education Scotland, School Lets Guidance, SG Physical Activity and Sports Guidance, UNCRC, pupil survey and Planet Youth Findings
Officer knowledge	Monitoring of projected applications and trends, Young Carer Guidance and data, Scottish Government Guidance, Scottish Index of Multiple Deprivation (SIMD) Data, budgetary allocations and comparator LA information
Equality Monitoring information – including service and employee monitoring	Monitoring of range and demographic of young people potentially affected.
Feedback from service users, partner or other organisation as relevant	Feedback is expected from Young People, user groups, admin officers and Finance Officers
Other	
<b>Are there any gaps in evidence?</b> No gaps                      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.

<b>Details of consultations</b>	<b>Dates</b>	<b>Findings</b>	<b>Impact Consideration</b>
<ul style="list-style-type: none"> <li>• Service meetings</li> <li>• Engagement with ind. groups</li> <li>• Other LA liaison</li> <li>• WDC HR&amp; Finance Officers</li> </ul>	<p>Apr'23-Dec'23</p> <p>Apr'23-Dec'23</p> <p>Apr'23-Sept'23</p> <p>Sept'23-Dec'23</p>	<ul style="list-style-type: none"> <li>• Revised pricing structure implemented has impacted negatively on grassroots clubs and range of leisure and play opportunities available. Proposal addresses this.</li> <li>• Clubs have had to increase fees to cover increased lets costs. Proposal will support clubs in amending this.</li> <li>• Clubs note families report increasing struggle to pay the necessary increase in club fees. Proposal will help families.</li> </ul>	<p>United Nations Rights of The Child</p> <ul style="list-style-type: none"> <li>• Article 31 The right of the child to engage in leisure, play and recreational activities</li> <li>• Article 3 Best Interests of the Child</li> <li>• Article 12 Respect for Views of the Child</li> </ul>

		<ul style="list-style-type: none"> <li>• Proposal increases opportunities to retain Lets.</li> <li>• Increased opportunities to include children and young people most at risk of missing out.</li> <li>• Limits risk of reputational damage to council as reducing life chances compared to peers in LA and in neighbouring LA's.</li> <li>• Contributes to CPP vision of improving life chances for our children and young people.</li> </ul>	
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.			
<b>Details of consultations</b>	<b>Dates</b>	<b>Findings</b>	<b>Characteristics</b>
N/A	N/A	N/A	Race
	N/A	N/A	Sex
	N/A	N/A	Gender Reassignment
	N/A	N/A	Disability

	N/A	N/A	Age
	N/A	N/A	Religion/ Belief
	N/A	N/A	Sexual Orientation
	N/A	N/A	Civil Partnership/ Marriage
	N/A	N/A	Pregnancy/ Maternity
	N/A	N/A	Cross cutting

*Note: Link to Section 6 below Action Plan*

#### **Section 4: Analysis of positive and Negative Impacts**

<b>Impact Consideration</b>	<b>Positive Impact</b>	<b>Negative Impact</b>
UNCRC	<ol style="list-style-type: none"> <li>1. There will be increased opportunities for children and young people to accessing out of school sports, social and recreation opportunities.</li> <li>2. There will be increased scope within families to provide wider access to social and sporting experiences.</li> <li>3. There will be a decrease on demands to families</li> </ol>	<ol style="list-style-type: none"> <li>1. There is going to be a reduction in income which could off-set costs elsewhere in the Council.</li> </ol>

	<p>which struggle because they are financially more disadvantaged than their peers.</p> <p>4. There will be a continuing support of grassroots sports and recreation from Council and support of our volunteering community.</p>	
<b>Protected Characteristic</b>	<b>Positive Impact</b>	<b>Negative Impact</b>
Race	N/A	N/A
Sex	N/A	N/A
Gender Re-assignment	N/A	N/A
Disability	N/A	N/A
Age	N/A	N/A
Religion/ Belief	N/A	N/A
Sexual Orientation	N/A	N/A
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.	N/A	N/A

<b>Section 6: Action Plan</b> 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				
<b>Action</b>	<b>Responsible person</b>	<b>Intended outcome</b>	<b>Date</b>	<b>Equality Consideration</b>
1. Share information on how proposal impacts on rights of child	C Cusick	Help inform decision making	Jan '24	Rights of the Child
2. Share information on revised processes and cost structures with groups/users.	R Butler	Inform on current and proposed payment and Let to support and inform decision making.	Dec'23 onwards	Rights of the Child
3. Share WDC application data with finance teams to monitor impact.	R Butler	Inform on WDC application data and trends.	Dec'23 onwards	Rights of the Child
<b>Are there any negative impacts which cannot be reduced or removed?</b> please outline the reasons for continuing the PFD				
The negative impacts identified will not be removed, however some can be minimised by the opportunity to revise Letting models and support groups to explore alternative community supports or funding streams.				
<b>Section 7: Monitoring and review</b>				
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?	We will monitor impact of any changes on the rights of the child as a result of the change in costs via ongoing consultation with user groups and interrogation of data.	
When will the PFD be reviewed?	Twice per year	
Is there any procurement involved in this PFD? If yes please confirm that you have read the WDC Equality and Diversity guidance on procurement	Yes, I have read the guidance	
<b>Section 8: Signatures</b>		
The following signatures are required:		
Lead/ Responsible Officer:	Signature: Laura Mason Chief Education Officer	Date: 10/11/23
EIA Trained Officer:	Signature: Claire Cusick Senior Education Officer	Date: 10/11/23
<b>Section 9: Follow up action</b>		
<b>Publishing:</b> Forward to community Planning and Policy for inclusion on intranet/internet pages	Signature: R Butler	Date: 10/11/23
<b>Service planning:</b> Link to service planning/ covalent – update your service plan/ covalent actions accordingly	Signature: CCusick	Date: 10/11/23
Give details, insert name and number of covalent action and or related PI: N/A		
<b>Committee Reporting:</b> complete relevant paragraph on committee report and provide further information as necessary	Signature: R Butler	Date: 10/11/23
<b>Completed form:</b> completed forms retained within department and copy passed to Policy Development Officer (Equality) within the CPP team	Signature: R Butler	Date: 10/11/23



**WEST DUNBARTONSHIRE COUNCIL****Report by Laura Mason, Chief Education Officer****Educational Services Committee: 13 December 2023**

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**Subject: Strategy for Excellence and Equity****1. Purpose**

- 1.1** The purpose of this report is to ask the Educational Services Committee to approve the Strategy for Excellence and Equity 2023 – 2026; and to provide an update on progress with implementing the service priorities to deliver excellence and equity.

**2. Recommendations**

- 2.1** The Educational Services Committee is asked to note:

- (a)** the progress made in the past three months with the Strategy for Excellence and Equity;
- (b)** the service has produced a Strategy for Excellence and Equity (2023-2026) which replaces the Strategy for Attainment and Achievement reported to Committee from 2015 to September 2023; and
- (c)** the range of external scrutiny and reporting on educational performance and practice;

**3. Background**

- 3.1** In line with the Strategy for Excellence and Equity the Committee receives regular reports on progress against this strategic priority.
- 3.2** West Dunbartonshire has produced a Strategy for Excellence and Equity (2023-2026) developed to reflect the Council's future strategic direction (Appendix 1).
- 3.3** In line with the national expectations local authorities report annually on:
- planning and progress to deliver the National Improvement Framework (NIF) vision, key priorities and twin aims of excellence and equity; and
  - the delivery of the principles of the Strategic Equity Fund (SEF).
- 3.3.1** The Strategy at Appendix 1 incorporates the national expectations for the National Improvement Framework and Strategic Equity Fund; and was submitted to Scottish Government in September 2023.
- 3.4** West Dunbartonshire has a strong record of progress and performance against National Benchmarks and Quality Indicators for excellence and equity. West Dunbartonshire ranks 9<sup>th</sup> out of the 32 local authorities for performance with narrowing the attainment gap in the Broad General Education; and in Senior Phase national qualifications ranks 5<sup>th</sup> out of the 32 local authorities for the attainment of our young people versus deprivation.

## **4.0 Main Issues**

- 4.1** Local authorities are responsible for the quality of the education services and are subject to regular high level scrutiny and monitoring of performance and capacity of schools to deliver continuous and quality improvement in the education provision.
- 4.1.1** The Chief Education Officer, Senior Officers and headteachers are engaged in regular scrutiny meetings with the national agencies about performance, improvement and the capacity of the service to deliver national expectations for improved outcomes for children and young people. These include:
- Her Majesty's Inspectorate of Education (HMIe) early years and school inspections;
  - Scottish Government monitoring of local authority plans and performance against the National Improvement Framework performance outcomes;
  - National Benchmarking local authority education service performance;
  - Use and impact of the Strategy Equity Fund on delivery of improved equity outcomes for children and young people affected by poverty.
- 4.1.2** West Dunbartonshire has robust processes in place to monitor and report on performance with outcomes for excellence and equity. An annual monitoring programme delivers regular reviews and visits by officers to monitor the quality and performance of schools and early learning centres. These visits are then followed up by progress and review visits. To deliver this programme requires sufficient numbers of central staff to monitor the performance and build capacity for improvement in all establishments.
- 4.2** The Strategy for Excellence and Equity (2023-2026) aims to build on the improvement programme delivered across all educational establishments 2015- 2023; and includes an improvement plan for 2023-2026 which aims to embed practice identified through research and evaluation as highly effective at delivering excellence and equity in West Dunbartonshire.
- 4.3** In the period September to December 2023 our schools engaged in workstreams designed to build capacity in our schools to build on the strong progress and performance of the service.
- 4.3.1** As reported to Committee in September 2023 at the start of the academic session officers and the Attainment Advisor worked with schools to set Stretch Aims. The collaborative work with headteachers reviewed school performance with attainment and equity outcomes in the Broad General Education and Senior Phase. All schools were supported to set a prediction for performance by 2026 producing an annual trajectory of performance for each year 2023 to 2026. The submission from schools was used to set local authority stretch aims for attainment and equity which are included at pages 21 - 24 of Appendix 1 to this report. West Dunbartonshire's Stretch Aims whilst set by the local authority are scrutinised by the national agencies.

- 4.3.2 Data Leads Network:** A Data Leads Network started in August 2023. Over the 2023-24 session meetings will focus on the efficient use and interrogation of school data on attainment and equity. Headteachers have been working collaboratively to share best practice in the use of data to plan improvements in attainment and equity.
- 4.3.3 Leading Learning (primary schools):** During the period September to October, 321 staff from 28 primary schools participated in the Visible Learning Programme. In this first phase of work staff completed Mindframe Surveys. Mindframe Surveys gather information regarding teacher mind set about what makes a positive impact on pupils learning. Educators who are aware of 'Mindframes' are more likely to have a positive impact on pupil achievement. In addition to the Mindframe Surveys, the schools undertook a Schools Capabilities Assessment. Feedback from the surveys and assessments will be used to identify areas of strong practice and areas for development in each individual school.
- 4.3.4 Leading the curriculum (secondary schools):** 70 secondary school middle and senior leaders are engaged in a collective leadership programme focussing on how to lead learning approaches and curriculum change to deliver excellence and equity. The programme supports staff to reflect on leading: a shared team approach, impactful learning and teaching and developing strong relational trust. Staff will also learn about effective ways to give feedback to teachers about their practice in learning, teaching and assessment.
- 4.3.5 Maths and Numeracy:** A programme of professional development on teaching for understanding approaches in maths is being delivered to teachers from second level through to national 5. The approaches are based on many years of international research and have proven that children learn best when they have a conceptual understanding of the key skills in number and mathematics. The sessions are being delivered by practitioners who are able to evidence sustained and significant improvement in mathematics attainment. This work aims to support a consistent seamless approach in maths teaching across primary and secondary schools in West Dunbartonshire.
- 4.3.6 Literacy Update:** The Excellence and Equity Coaching and Modelling Officer has worked with staff to develop a new literacy programme for West Dunbartonshire: "Come Read with Me @ WDC" focuses on a three stage teaching model. The first stage "Lets Get Talking" focuses on engaging pupils' thinking and research skills. The "Digging Deeper Stage" involves a mixture of teacher modelled reading (shared reading), guided reading and reciprocal reading. The final stage "Flying Solo" is focused on application of reading skills in different contexts and across the curriculum.
- 4.3.7 1+2 Languages:** 1+2 Languages Coordinators from each school continue to play a role in advancing languages education in West Dunbartonshire, with support from an Education Support Officer. Schools have been supported to conduct evaluation of their languages provision against national expectations. This work reflects the authority commitment to providing a robust and equitable language learning experience for all West Dunbartonshire learners.

**4.3.8 Assessment and Moderation:** All schools have identified Assessment and Moderation Leaders. The Leaders are working collaboratively to review practice and provide professional learning in their schools based on areas identified from staff surveys as needing further development. Baseline and post learning questionnaires indicate that this work has increased the confidence of teachers and has significantly improved levels of understanding about what is effective assessment and moderation.

**4.4 WDC Learner Voice:** Children and young people have been invited to share their opinion about what is going well in schools in WDC in the areas of Well Being, Empowerment and Sustainability. This consultation is part of a wider service review being conducted this year. The survey is attached at Appendix 2. The closing date for submissions is January 2024.

**4.5** Funding from Scottish Government supports the work of the Strategy for Excellence and Equity. A tapered reduction of Strategic Equity Funding was announced in 2022. West Dunbartonshire's allocation of Strategic Equity Fund in 2023/24 is £1,447,779 which is a reduction of £298,018 (-21%) from the previous year's funding allocation; with further annual reductions planned in each financial year up to 2025/26. The Attainment Scotland Fund allocations to West Dunbartonshire are detailed in the table below:

Strategic Equity Funding			
2022/23	2023/24	2024/25	2025/26
£1,745,797	£1,447,779	£1,149,761	£851,743

## 5. People Implications

**5.1** As reported to Council in June 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 annual (tapered) decrease in funding by 2026 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** The tapered decrease in funding by 2026 will reduce the number of Strategic Equity Funded posts:

- 2021/22 - 41.5 funded posts
- 2022/23 – 39.0 funded posts
- 2023/24 – 35.0 funded posts
- 2024/25 – 28.0 funded posts
- 2025/26 – 24.07 funded posts

## 6. Financial and Procurement Implications

- 6.1 Since its inception in 2015/16 to March 2024 the Council received £15,834,008 in funding. Table 3 provides the detail of the annual reduction in funding up to 2026:

Table 3:

2021/22	2022/23	2023/24	2024/25	2025/26
£2,043,815	£1,745,797	£1,447,779	£1,149,761	£851,743
Reduction of £298,018 (-15%)	Reduction of £298,018 (-17%)	Reduction of £298,018 (-21%)	Reduction of £298,018 (-26%)	

## 7. Risk Analysis

- 7.1 The reduced funding model could impact negatively on sustained improvement in future academic sessions. However, we will continue to monitor this closely to inform future planning.

## 8. Equalities Impact Assessment

- 8.1 A full Equality Impact Assessment was submitted to Committee in March 2022 and identified that the decrease in funding will limit the Education Services' strategic ability to deliver and progress a range of functions within the raising attainment agenda. 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.

## 10. Strategic Assessment

- 10.1 This reports reflects the Council's overarching priority to support our communities to thrive.

Laura Mason  
Chief Education Officer  
November 2023

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**Appendix:**            **1. National Improvement Framework Report**  
                              **2. West Dunbartonshire Pupil Survey**

**Background Papers:**    Equality Impact Assessment – March 2022

**Wards Affected:**    All wards



## **EDUCATIONAL SERVICES DELIVERING EXCELLENCE & EQUITY**

### **IMPROVEMENT FRAMEWORK & IMPROVEMENT PLAN 2023/24**

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## Our Vision



### Introduction

As a service we have maintained a strong record of progress to raise attainment and narrow the poverty-related attainment gap.

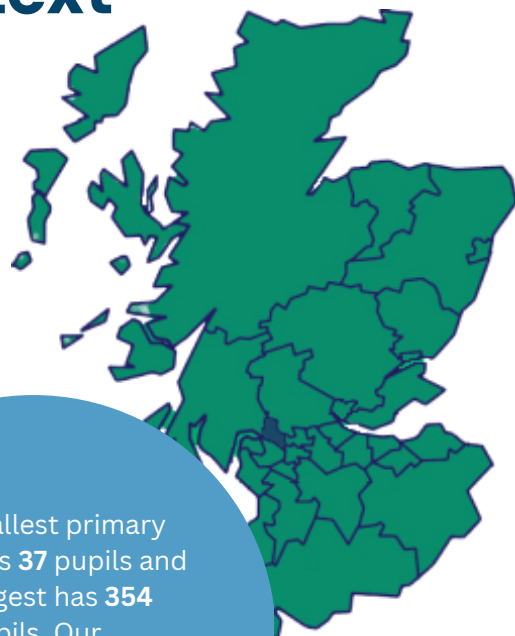
We set a high expectation that all children and young people are entitled to succeed and thrive.

We are an empowered service committed to collaboration and collective efficacy.

We regularly engage in review and development challenging our system of delivery to evolve and improve.

This report and plan is the next phase of our strategic drive for excellence and equity. It is centred around meeting the needs of our children, young people and families. It aims to deliver a high quality and fit for purpose educational provision in all establishments.

## West Dunbartonshire Context



Education in West Dunbartonshire is delivered across:



**5** Secondary Schools  
**34** Primary Schools  
**7** Specialist settings &  
**29** ELC settings

**43 %** of learners have additional support needs.  
**44 %** of learners live in SIMD deciles 1 or 2, while **81 %** live in deciles 1 to 5.  
**28 %** of our pupils are registered for free school meals.  
**4 %** of our pupils are recognised as EAL

Our smallest primary school has **37** pupils and the largest has **354** pupils. Our smallest secondary school has **698** pupils and the largest has **1,556** pupils.



**462** young people were Looked After in West Dunbartonshire in session 22/23



Attendance in West Dunbartonshire schools was above **88%** in session 22/23

**233** children and young people are identified as members of Armed Forced families in West Dunbartonshire



The West Dunbartonshire virtual space, **[www.ourcloud.buzz](http://www.ourcloud.buzz)** is our learning platform for communication, collaboration and digital connection across all our educational establishments.



There are **12,221** children and young people in Education in West Dunbartonshire:

**5,541** Secondary pupils  
**6,423** Primary pupils, **257** Special School pupils & **1077** LA ELC pupils



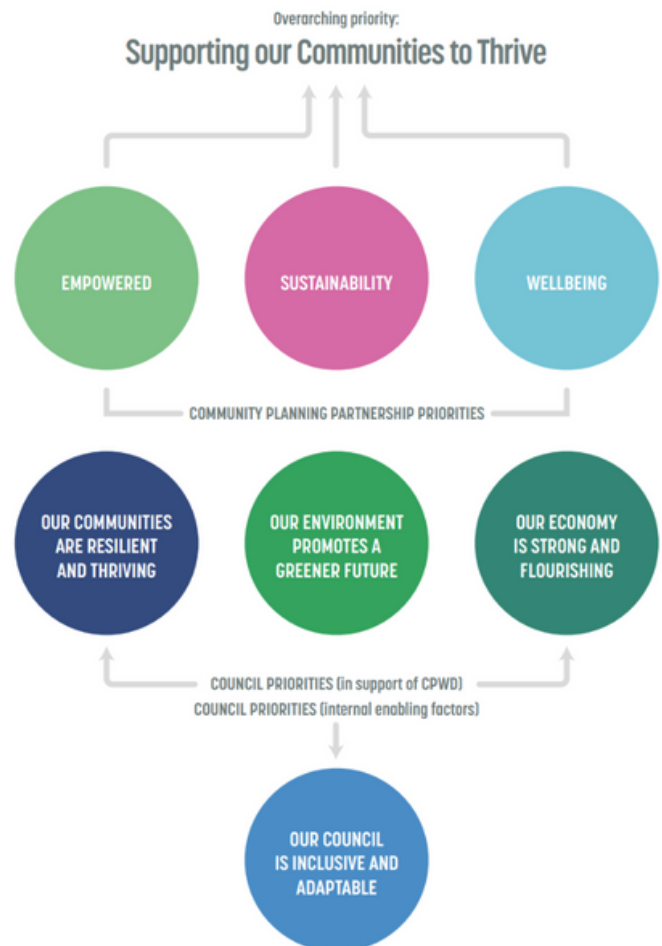
**4.1%** of children and young people in West Dunbartonshire schools speak English as an Additional Language

# Strategy for Excellence and Equity in Context: Supporting Our Communities to Thrive

At the core of what we do as a Council is 'Supporting Our Communities to Thrive.'

West Dunbartonshire Council has adopted strategic priorities focused on improving the lives of the people of West Dunbartonshire.

Closing the attainment gap for our children and young people experiencing poverty and disadvantage remains a challenge. At the forefront of our work is the support of the wellbeing and mental health of our children, young people and families.





## Strategy for Excellence and Equity in Context: Supporting Our Young People to Thrive as Global Citizens

The children and young people of West Dunbartonshire are citizens of global community who have the opportunity to engage with real-world issues that align with the United Nations' Sustainable Development Goals (SDGs).

The SDGs provide a global framework for addressing challenges such as poverty. Inequality, climate change and more. We have developed the six West Dunbartonshire Competencies matched to the Global Competencies and aligned them with the SDGs. Our aspiration is for all children and young people to achieve and attain these competencies on their learning pathway in the Broad General Education and Senior Phase, contributing to both Equity and Excellence in education.

### West Dunbartonshire Competencies for Learning, Life & Work



## Strategy for Excellence and Equity in Context

WDC Community Planning Partnership Priorities:

**Empowerment   Sustainability   Wellbeing**

### West Dunbartonshire Council Outcomes:

- Our communities are resilient and thriving
- Our environment promotes a greener future
- Our economy is strong and flourishing
- Our council is inclusive and adaptable



### Educational Services Delivery Plan Priorities:

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy

## **We aspire for all children and young people to attain and achieve in learning, life and work.**

### **Outcomes for Excellence and Equity:**

- Ensure wellbeing, equality and inclusion
- Raise attainment & achievement
- Narrow the Poverty Related Attainment Gap
- Increase creativity and employability

To achieve these outcomes we deliver a curriculum which aspires for all children and young people to be developed as:



Successful Learners  
Confident Individuals  
Responsible Citizens  
Effective Contributors

### **Ensuring Equity for All:**

As we are committed to ensuring our children, young people and communities thrive we must remove poverty related barriers to development by ensuring all children and young people have an equitable opportunity to develop:

Physically  
Socially  
Linguistically  
Cognitively

## Our Achievements: Working as a Collaborative System

Our integrated and collaborative working reflects the 'Connections for Equity' recommended in the National Equity Toolkit:

- Build positive relationships across the learning community
- Work closely with relevant partners
- Include learner participation in the design of the health and well being curriculum
- Joint professional learning opportunities
- Be a self improving education system



Strong empowered educational leadership has delivered high quality standards of learning, attainment and achievement in West Dunbartonshire.

We are a collaborative and connected service, with strong teamwork achieved across the central team, schools and Early Learning and Childcare Centres.

To deliver Excellence and Equity integrated working between education, health, social work and community learning is central to ensuring our children are provided with a connected approach enabling them to have equitable opportunity, access and outcomes.

### Next Steps 2023-2026:

Strengthen our approach by harnessing our collective efforts at learner, practitioner, leader and system level. **Prioritising:**

**Leadership and learning principles**  
**Streamlined Initiatives and Interventions**  
**Clear and consistent communication**  
**Optimised resources management and allocation**

## Our Achievements: Positive Trends

### Baseline

In 2022/2023, our Early Learning and Childcare Centres achieved the highest numeracy benchmark scores compared to data since 2017



Attainment in literacy is high compared to previous years (2017 to 2021).



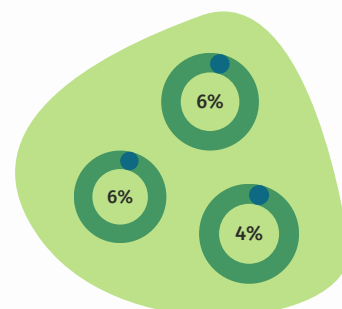
### Primary Schools

Attainment in primary schools improved at all stages and organisers (reading, writing and numeracy) in session 2022/2023. (exception P7 reading)

In the 2022/2023 academic year, primary school attainment increased by 4% in reading, 6% in writing, and 6% in numeracy compared to 2017



In the 2022/2023 session, the attainment gap narrowed between Quintile 1 (most deprived) and Quintile 4 (least deprived) children



### Secondary Schools

In 2022/2023, the percentage of S3 secondary pupils achieving Curriculum for Excellence Levels in reading, writing, and numeracy either increased or remained stable compared to 2021/2022.



In 2022/2023, the attainment gap narrowed for literacy between Quintile 1 (most deprived) and Quintile 4 (least deprived) children

West Dunbartonshire has increased the number of young people moving into a positive destination in 2021/22, moving from 32nd to 20th place among 32 local authorities, with a 5.4% increase (89.7% > 95.1%).





## Our Achievements: What our Young People Said...

Themes that have emerged from consulting our young people are:

### Inclusion, Wellbeing and Equity

Having someone in school to speak to if they upset or worried

Children's views are listened to

Children are treated fairly and with respect

Very positive relationships across the school community

### Creativity and Employability

Opportunities to take part in activities beyond the classroom



more employability opportunities

### Attainment, Achievement and Narrowing the gap

Children informed about their progress

School is helping them to become more confident

Have opportunities to discuss their achievements

Young people feel confident expressing their opinions

Next Steps: Areas identified for further consideration include:

more on mental health

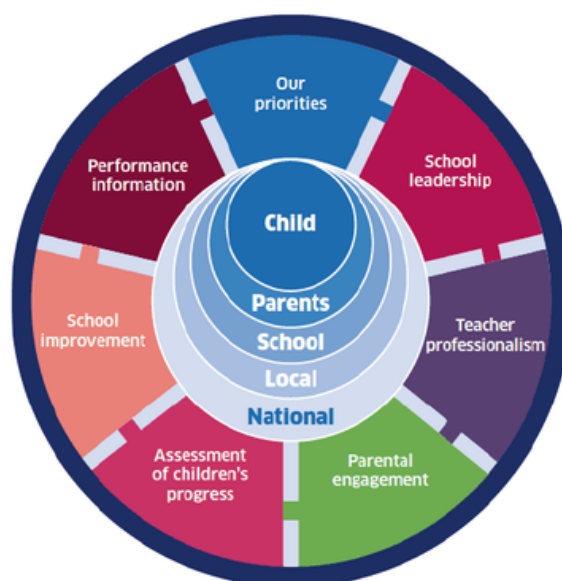
Continue to develop pupil voice

Improvements to homework helping children to understand and improve their work in school

Further develop nurturing approaches

## Expectations - The National Improvement Framework Outcomes for our Learners, Practitioners, Leaders, System

The National Improvement Framework for Scottish education is designed to help deliver the twin aims of excellence and equity aspiring for all children and young people to develop a broad range of skills and capacities, whilst supporting them to thrive, regardless of their social circumstances or additional needs. The drivers are all equally important. The links and connections across these key areas are essential to enabling continuous improvement.



We have made connections across these key areas, setting clear outcomes for our learners, practitioners, leaders and system.

NIF DRIVERS	WEST DUNBARTONSHIRE OUTCOMES TO DELIVER THE KEY AREAS
Performance Information  Teacher and practitioner professionalism  Curriculum and Assessment  School, & ELC Leadership School and ELC improvement  Parental/ Carer Involvement and engagement	<ul style="list-style-type: none"> <li>• <b>Learners</b> : increased engagement, progress, achievement</li> <li>• <b>Practitioners</b> : adaptive experts who teach based on a clear understanding of what works best for raising learner achievement</li> <li>• <b>Practitioners</b>: delivering broad ranging, personalised curriculum ensuring all children and young people develop skills for learning, life and work</li> <li>• <b>Leaders</b> : enhanced visibility into school performance and decision making based on evidence</li> <li>• <b>System</b>: integrated working to develop the talent of our diverse young people</li> </ul>

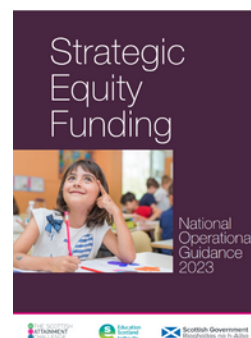
## Delivering the Outcomes : Principles & Practice

Learner Level	<p>Word Aware</p> <p>Play</p> <p>Phonics</p> <p>SEAL</p> <p>Independent &amp; Collaborative Learning Skills</p> <p>Digital Learning / Remote Learning</p>	<p>Knowledge about Sustainability</p> <p>One to One Tuition</p> <p>Out of Hours Provision</p> <p>Holiday Programmes</p> <p>Outdoor Learning</p>
Practitioner Level	<p>Metacognition &amp; Self Regulation</p> <p>Mastery</p> <p>Play Based Learning</p> <p>Reciprocal Teaching</p> <p>Project Based Learning</p> <p>SEAL</p> <p>CGI</p> <p>Concrete Abstract Pictorial</p> <p>6 WDC's</p> <p>Trauma Informed Practice</p>	<p>Circles</p> <p>Nurture Principles</p> <p>Incredible Year</p> <p>Classroom Management</p> <p>Growth Mindset</p> <p>Formative Assessment</p> <p>Deep Learning</p> <p>Forest Schools</p> <p>Remote Learning</p>
Leader Level	<p>Capacity Building</p> <p>Scrutiny</p> <p>Collaborative Action Research</p> <p>Insight to Impact</p> <p>Improving Our School</p> <p>Improving Our Classrooms</p> <p>Improving Our Department</p> <p>Coaching &amp; Mentoring</p>	<p>Columba 1400</p> <p>School Improvement Partnerships</p> <p>Remote Learning</p> <p>Deep Learning</p> <p>Area of Focussed Attention</p> <p>Data for Improvement</p> <p>Pupil Equity Fund</p>
System Level	<p>Early Intervention</p> <p>Interventions for Equity</p> <p>Partnership across Services</p> <p>21st C Environments for Learning</p>	<p>Improvement Framework</p> <p>Assessment Framework</p> <p>Circles Framework</p> <p>Digital Inclusion</p>

# Resources for Excellence & Equity

## The Scottish Attainment Challenge

West Dunbartonshire has benefitted from Attainment Scotland Funding since 2015. This funding is underpinned by a set of key principles. By closely adhering to these principles, we have delivered a positive record of progress and built capacity for sustained change.



STRATEGIC EQUITY FUND PRINCIPLES	IMPLEMENTATION IN WEST DUNBARTONSHIRE
Strategic Equity Funding must be used to deliver targeted activities, approaches or resources which are clearly additional to universal local improvement plans; and must provide targeted support for children and young people (and their families if appropriate) affected by poverty to achieve their full potential.	Early Intervention Nurture Principles Trauma Informed Practice Incredible Years Classroom Management Family Hub The Hive
Local authorities must develop a clear rationale for use of the funding, based on a robust contextual analysis, and plans must be grounded in evidence of what is known to be effective at raising attainment for children and young people impacted by poverty.	One to One Pupil Tuition Out of Hours Learning / Holiday Provision Broad Curriculum Offer – Learner Pathways Wide range of staff working to support children and families Visible Learning
Local plans must include ambitious and achievable stretch aims for progress in improving outcomes for all while closing the poverty-related attainment gap; and should consider the totality of Scottish Attainment Challenge funding.	WDC: Improvement Framework West Partnership Improving Our Classroom, Department, School Series School Improvement Partnerships Insight to Impact Data Coaches Leaders of Learning - Assessment, literacy, numeracy, well being
Collaboration across services is crucial in tackling the poverty-related attainment gap. Planning should have clear links to the local authority tackling child poverty and children's service plans.	WDC : Integrated Children's Services Plan WDC: Child Poverty Plan

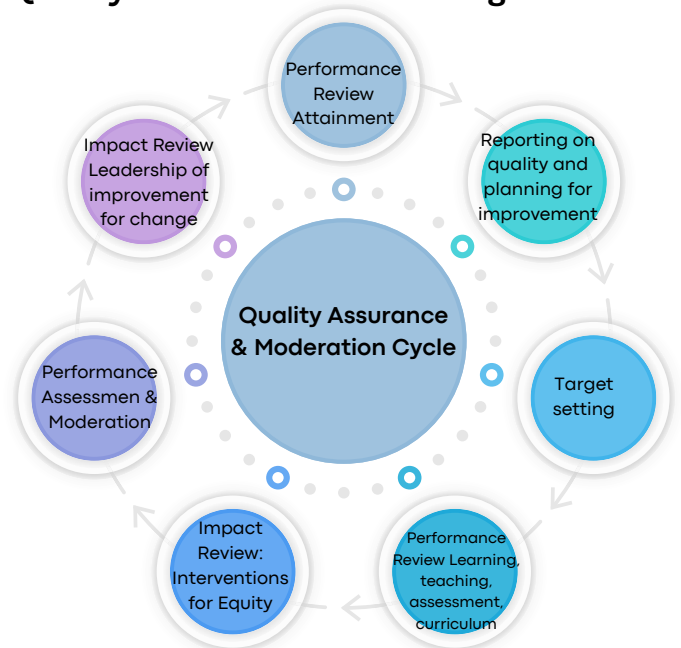
## Monitoring and Capacity Building – The Improvement Framework

The West Dunbartonshire Improvement Framework has two strands:

### Building Capacity for Improvement



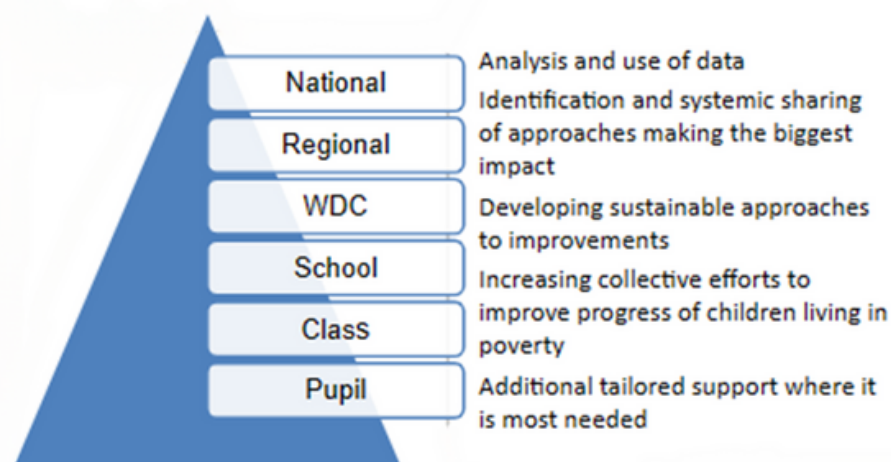
### Quality Assurance & Monitoring Outcomes



The two strands are designed to:

Monitor	Work	Ensure	Assist	Support
Monitor progress through school improvement visits and collaborative reviews, performance reviews, impact reviews and other focused/ thematic reviews	Work with schools in their evaluation of performance and provision	Ensure that the school's improvement plan reflects local and national priorities	Assist the school to identify the future areas for improvement	Support school improvement through appropriate continuing professional learning

### Strengths-based model: Maximising Progress



## Implementing Service-Level Improvement

### The Challenges:

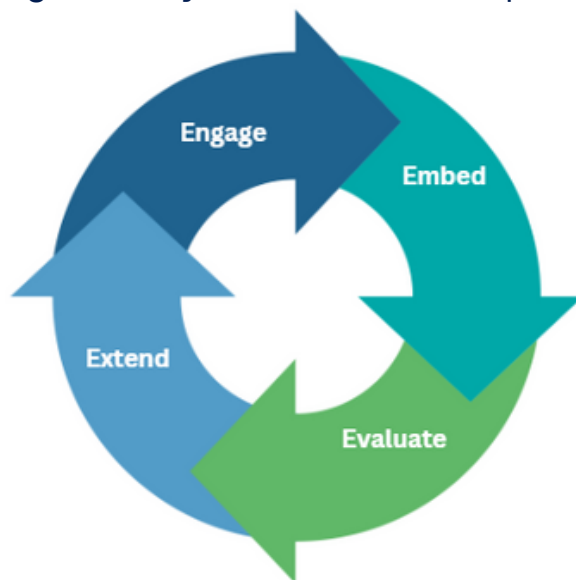
- Standards, equity, closing the equity gap
- Consistency in practice and quality
- Implementing solutions, assessing impact, and reporting on strategic priorities

### Three Key Areas for Improvement:

- 1.Targets: Enhance performance on key performance indicators for standards and equity.
- 2.Problems: Identify, track, and collaboratively address recurring challenges, often related to deprivation, aspirations, and expectations.
- 3.Growth: Enhance teacher and leader expertise in teaching, learning, and assessment through Continuous Learning and Professional Development (CLPL), school improvement programmes, and case management.

### The Approach : Engage, Embed, Evaluate, Extend

Our approach to deliver excellence equity is mature applying a cyclical model of improvement and change. The cyclical model has 4 phases:



### Governance

An Education Improvement Board chaired by the Chief Education Officer monitors progress with outcomes , plans to deliver improvement and the use/ impact of resources to deliver excellence and equity.

At an operational level the Service Improvement Framework monitors quality and supports improvement across our establishments.

# Plan for Excellence & Equity: Engage , Embed, Extend, Evaluate

## THE SERVICE PLAN 2023 – 2026

NIF DRIVERS	Outcomes for Improvement Inclusion, Equality and Well Being Outcomes for our Children and Young People Successful Learners, Confident Individuals , Responsible Citizens, Effective Contributors Equity for All to Develop: Physically Linguistically Cognitively Socially and Emotionally		
	Outcome	Action	Target
Performance Information	Learners: increased attendance	<ul style="list-style-type: none"> <li>Extend: Attendance Action Plan/ Improvement Strategy 2022- 2026</li> </ul>	Stretch Aim Target: Attendance WDC Equalities Targets
Parental/ Carer Involvement and engagement	Learners: increased engagement	<ul style="list-style-type: none"> <li>Embed: The Circles Framework</li> <li>Embed: Nurture Principles and Trauma Informed Practice</li> <li>Extend: Incredible Years Classroom</li> <li>Management to all schools</li> <li>Extend: Onery at early level.</li> </ul>	Stretch Aim Target: BGE/ Senior Phase Narrow the Attain Gap Stretch Aim: Target: Positive Destination Stretch Aim: Target: Participation Measure WDC Equalities Targets
Teacher and practitioner professionalism	Learners: increased progress, achievement	<ul style="list-style-type: none"> <li>Embed: WDC ASN Strategic Plan 2023/24</li> <li>Embed: The Circles Framework</li> <li>Extend: Designing the Learning (project based learning) offer to secondary.</li> </ul>	Stretch Aim Target: Positive Destination Stretch Aim Target: Participation Measure Stretch Aim Target: BGE/ Senior Phase Narrow the Attain Gap
School, & ELC Leadership School and ELC improvement	System: integrated working to develop the talent of our diverse young people	<ul style="list-style-type: none"> <li>Evaluate: Family Hub / The Hive</li> <li>projects</li> <li>Extend: numbers of families engaging for sustained period of time.</li> </ul>	Stretch Aim Target: Family Hub



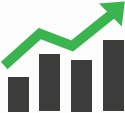


# Plan for Excellence & Equity: Engage, Embed, Extend, Evaluate

## THE SERVICE PLAN 2023 – 2026

NIF DRIVERS	Outcomes for Improvement Inclusion, Equality and Well Being Outcomes for our Children and Young People Successful Learners, Confident Individuals , Responsible Citizens, Effective Contributors Equity for All to Develop Physically Linguistically Cognitively Socially and Emotionally		
	Outcome	Action	Target
Performance Information	Learners: progress, achievement  Practitioners: adaptive experts who teach based on a clear understanding of what works best for raising learner achievement	Engage: Revised Literacy Strategy Engage: Revised Numeracy Strategy Evaluate: Well Being Strategy Extend: Assessment Strategy Embed: Early Level Literacy Strategy ( word aware)	·Stretch Aim Targets Attainment ·Provision of one to one / small group tuition ·Provision of out of hours learning ·Stretch Aim Target: Positive Destination ·Stretch Aim Target: Participation Measure · Stretch Aim Target: BGE/ Senior Phase Narrow the Attain Gap
Parental/ Carer Involvement and engagement	Practitioners: adaptive experts who teach based on a clear understanding of what works best for raising learner achievement	Embed: WDC Improvement Framework Engage: Osiris Curriculum Leader Programme Extend : Improving Our Classrooms Extend : Insight into Impact Improvement Extend : WDC Data Coach Programme Engage: Visible Learning Programme	·Stretch Aim Target: Positive Destination ·Stretch Aim Target: Participation Measure Stretch Aim Target: BGE/ Senior Phase Narrow the Attain Gap
Teacher and practitioner professionalism	Leaders: enhanced visibility into school performance and decision making based on evidence	·All HT's engaged in School Improvement Partnerships ·1 Data Coach in all ELC's/ schools 1 Leader of Learning in all schools for; assessment, literacy, numeracy, well being.	·Improvement Pathways leads to : all schools / ELC graded very good for Quality Indicator 3.1 and 1.3. · All Schools engaged in West Partnership Improving Our Classroom, Department, School Series

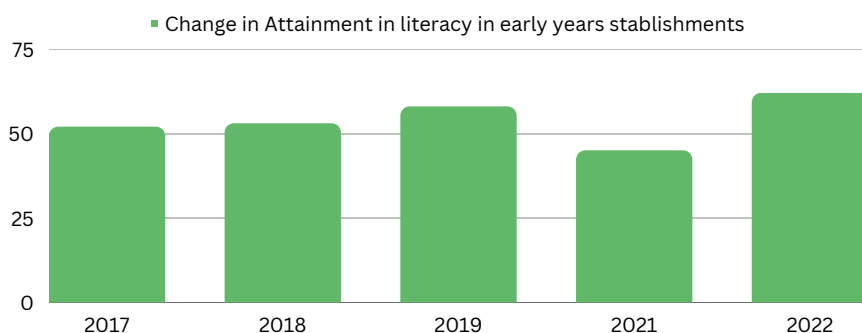


## How we will measure success

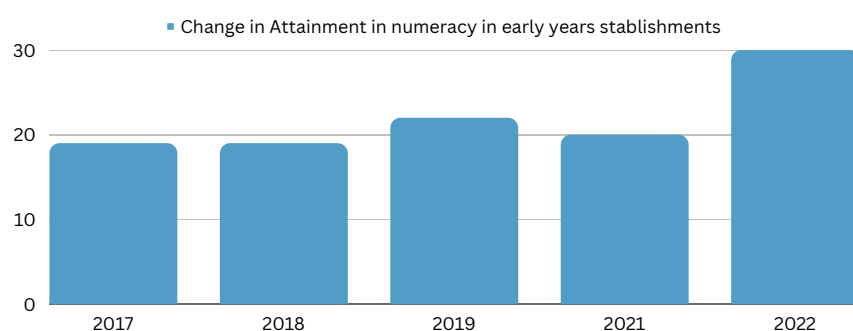
How we will measure success		2026 Target
Ensuring wellbeing, equality and inclusion		Stretch Aims Health and Well Being – Attendance Cost of the School Day – Family Hub Participation Measure Quality Indicator Evaluations
Raising attainment and achievement, Narrowing the poverty gap;		Stretch Aims ACEL Levels – Non Rounded Values ACEL Levels – 3rd +, 4th+ Quality Indicator Evaluations
Increasing creativity and employability		Stretch Aims Health and Well Being – SCQF Level 5 SQA National SCQF Level 6 SQA Nation Participation Measures Quality Indicator Evaluations

# Early Level Baseline

## Changes in Attainment for Literacy in Early Years Environments



## Changes in Attainment for Numeracy in Early Years Environments



## Stretch Aims: Plus Stretch Aims - Early Years Baseline Attainment

EARLY YEARS LITERACY (%)					
	Overall levels	SIMD Q1	SIMD Q4	SIMD Q5	Gap (Q1 v Q5)
2020-21	45	40	38	43	3
2021-22	62	52	71	82	30
2022-23	59	56	64	70	14
2023-24	59-63	56-60	-	72-76	16-20
2024-25	64-68	59-63	-	78-82	19-23
2025-26 Stretch Aim	69	66	73	84	20

EARLY YEARS NUMERACY (%)					
	Overall levels	SIMD Q1	SIMD Q4	SIMD Q5	Gap (Q1 v Q5)
2020-21	20	22	15	14	-8
2021-22	30	26	48	44	18
2022-23	32	27	41	37	10
2023-24	31-35	27-31	-	37-41	10-14
2024-25	32-36	29-33	-	41-45	12-16
2025-26 Stretch Aim	36	33	49	46	13

## Stretch Aims: Core Stretch Aims (A)

(A) ACEL LEVELS – NON ROUNDED VALUES				
ACEL LITERACY P1, P4 AND P7 COMBINED (%)				
	Overall levels	SIMD Q1	SIMD Q5	Gap (Q1 v Q5)
Published 20-21	62	57	74	18
Published 21-22	71	67	85	19
WDC Analysis 22-23	73	68	80	12
2023-24	71-75	66-70	79-83	13-17
2024-25	72-76	68-72	81-85	13-17
2025-26 Stretch Aim	76	72	85	13

(A) ACEL LEVELS – NON ROUNDED VALUES				
ACEL NUMERACY P1, P4 AND P7 COMBINED (%)				
	Overall levels	SIMD Q1	SIMD Q5	Gap (Q1 v Q5)
Published 20-21	72	65	82	17
Published 21-22	78	74	91	18
WDC Analysis 22-23	80	76	90	14
2023-24	75-79	71-75	83-87	12-16
2024-25	77-81	75-80	86-90	11-15
2025-26 Stretch Aim	81	80	91	11

## Stretch Aims: Core Stretch Aims (B &C)

(B) SCQF LEVEL 5 – SQA NATIONALS 1 OR MORE AT SCQF LEVEL 5 (%)				
	Overall levels	SIMD Q1	SIMD Q5	Gap (Q1 v Q5)
Published 20-21	85.9	78.0	97.1	19.1
Published 21-22	84.1	77.8	98.1	20.3
2022-23	86.2	78.9	97.9	19.0
2023-24	86.4	79.2	98.1	18.9
2024-25	86.6	79.4	98.3	18.9
2025-26 Stretch Aim	86.8	79.7	98.5	18.8

(C) SCQF LEVEL 6 – SQA NATIONALS 1 OR MORE AT SCQF LEVEL 6 (%)				
	Overall levels	SIMD Q1	SIMD Q5	Gap (Q1 v Q5)
Published 20-21	62.2	48.9	85.3	36.4
Published 21-22	59.4	50.0	71.2	21.2
2022-23	62.7	50.9	87.2	36.3
2023-24	62.8	51.1	87.3	36.2
2024-25	62.9	51.3	87.4	36.1
2025-26 Stretch Aim	63.0	51.4	87.4	36.0

## Stretch Aims: Core Stretch Aims (D&E)

(D) PARTICIPATION MEASURE PARTICIPATION MEASURE (%)				
	Overall levels	SIMD Q1	SIMD Q5	Gap (Q1 v Q5)
Published 20-21	90.8	86.9	95.5	8.6
Published 21-22	90.1	86.1	95.7	9.6
2022-23	90.6	86.4	95.7	9.3
2023-24	91.1	87.0	95.7	8.7
2024-25	91.6	87.3	95.8	8.5
2025-26 Stretch Aim	92.0	87.5	95.8	8.3

(E) HEALTH AND WELLBEING - ATTENDANCE ATTENDANCE (%)				
	Overall levels	SIMD Q1	SIMD Q5	Gap (Q1 v Q5)
Published 20-21	94.3	92.9	96.9	4.0
Published 21-22	91.3	89.6	94.4	4.8
2022-23	91.3	89.8	94.4	4.6
2023-24	88-92	86-90	91-95	3-7
2024-25	90-94	88-92	91-95	3-7
2025-26 Stretch Aim	94	92	95	3

## Stretch Aims: Cost of the School Day - Family Hub

REFERRALS AND FAMILIES ENGAGED IN FAMILY HUB			
	#Referred	#Engaged	%Engaged
Current Level (20/21)	234	183	78
Current level (21-22)	163	128	79
2023 Target	-	-	80
2024 Target	-	-	81
2025 Target	-	-	82
2026 Target	-	-	83

## Stretch Aims: ACEL levels – Secondary – 3rd Level+

ACEL LEVELS – SECONDARY LITERACY – 3RD LEVEL+					
	Overall levels	SIMD Q1	SIMD Q4	SIMD Q5	Gap (Q1 V Q5)
Published 18-19	83	79	93	81	2
Published 2021-22	82	77	92	92	15
WDC Analysis 2022-23	87	82	92	100	18
2023-24	90-94	89-93	-	93-97	14-18
2024-25	86-90	84-88	-	96-100	12-16
2025-26 Stretch Aim	88	83	-	94	11

ACEL LEVELS – SECONDARY NUMERACY – 3RD LEVEL+					
	Overall levels	SIMD Q1	SIMD Q4	SIMD Q5	Gap (Q1 V Q5)
Published 18-19	90	85	98	87	2
Published 2021-22	88	86	91	97	11
WDC Analysis 2022-23	88	83	97	100	17
2023-24	85-89	84-88	-	93-97	9-13
2024-25	88-92	86-90	-	96-100	10-14
2025-26 Stretch Aim	90	88	-	97	9


## Stretch Aims: ACEL levels – Secondary – 4th Level+

ACEL LEVELS – SECONDARY LITERACY – 4TH LEVEL+					
	Overall levels	SIMD Q1	SIMD Q4	SIMD Q5	Gap (Q1 V Q5)
Published 18-19	40	33	47	42	9
Published 2021-22	44	38	52	54	16
WDC Analysis 2022-23	55	50	54	78	28
2023-24	57-61	51-55	-	83-87	32-36
2024-25	53-57	46-50	-	71-75	25-29
2025-26 Stretch Aim	52	49	-	70	21

ACEL LEVELS – SECONDARY NUMERACY – 4TH LEVEL+					
	Overall levels	SIMD Q1	SIMD Q4	SIMD Q5	Gap (Q1 V Q5)
Published 18-19	61	49	78	77	28
Published 2021-22	50	45	59	49	4
WDC Analysis 2022-23	58	46	77	80	34
2023-24	56-60	50-54	-	80-84	30-34
2024-25	64-68	57-61	-	82-86	25-29
2025-26 Stretch Aim	62	59	-	81	22

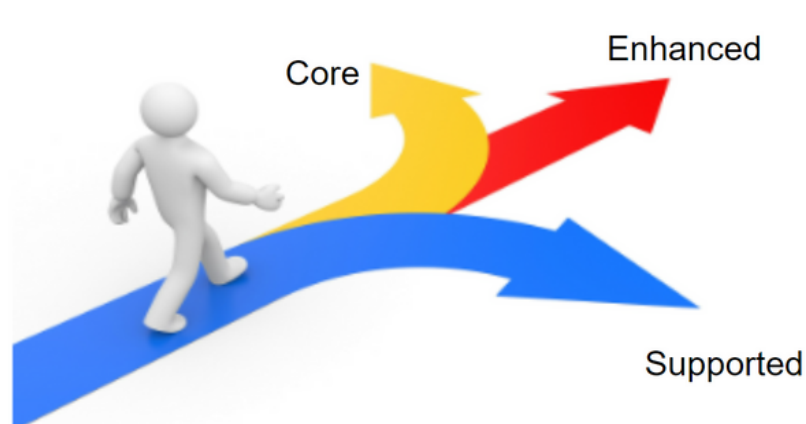
## How will we measure success?

### The Quality Indicator Evaluations

	2022/23 EVALUATIVE GRADES/ NUMBER OF SCHOOLS					
Quality Indicator	6 Excellent	5 Very Good	4 Good	3 Satisfactory	2 Weak	1 Unsatisfactory
1.3 Leadership of Change	1	15	19	4	-	-
2.3 Learning, Teaching & Assessment	0	7	27	5	-	-
3.1 Ensuring wellbeing, equality & Inclusion	0	22	16	1	-	-
3.2 Raising Attainment & Achievement	0	6	28	5	-	-
Target for improvement						

To achieve increase in numbers reporting as very good / good schools are supported and challenged to improve with the authority implementing 3 tiered approach of support and challenge.

### The 3 Pathways of Support and Challenge



West Dunbartonshire Council

## ANNUAL REPORT 2022/23

## IMPROVEMENT FRAMEWORK & IMPROVEMENT PLAN 2023/24







# West Dunbartonshire Primary School Experience Survey 2023-24

Hello!

We're excited to hear from your class! This survey is all about your experiences at school. We want to know how you feel, what you enjoy, and what you think about certain things.

Your answers will help us understand how we can make school even better for you and your friends. It's essential for us to know what makes you happy and how we can help you learn and grow.

This survey has three parts: one about how you feel at school, one about what you think about your learning, and one about the environment.

Please answer honestly, and remember, there are no right or wrong answers. We just want to hear what you have to say.

Thank you for taking the time to share your thoughts with us! Let's get started!

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\* Indicates required question

1. Email \*

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2. Name of School and Class \*

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**Health and Wellbeing**

A vibrant, hand-drawn illustration on a piece of crumpled white paper. The scene is a whimsical collection of various elements. At the top, there's a bright yellow sun with a smiling face, a crescent moon with a face, and a single star. Several blue, fluffy clouds are scattered across the upper left. In the center, three children are depicted: a girl with black pigtails in a red dress, a boy with a blue shirt, and another girl with black hair in an orange dress. They are surrounded by nature: a green cat on the left, a purple bird, a green bird, a brown house with a chimney, a large green tree, and several pink and red flowers. A rainbow arches over a purple truck and a yellow car at the bottom right. A sailboat is visible on the right side. The drawing is done in a simple, sketchy style with bold outlines and flat colors.

- ☐
- No

- ☐
- No

5. *I have friends in school.* \*

Mark only one oval.

☐ Yes

☐ No

6. *I feel good about myself in school.* \*

Mark only one oval.

☐ Yes

☐ No

### Empowered Learners

In this part, we want to know how you feel about your learning!



7. *I enjoy learning new things.* \*

Mark only one oval.

☐ Yes

☐ No

8. *I know there are things that I am good at.* \*

Mark only one oval.

☐ Yes

☐ No

9. *If I want to, I can be creative.* \*

Mark only one oval.

☐ Yes

☐ No

10. *My teachers tell me when I do something really well.* \*

Mark only one oval.

☐ Yes

☐ No

11. *I feel like I have a choice in what I am learning just now.* \*

Mark only one oval.

☐ Yes

☐ No

## **Sustainability**



A collection of hand-drawn illustrations on crumpled paper. The drawings include: a globe with a face; the word 'Save' with a leaf; a tree with 'ECO' on its trunk; a flower with 'ORGANIC' on its stem; a large tree with 'ECO' on its trunk; the word 'Green' with leaves; the word 'ECO' with leaves; a tag with a recycling symbol; a small plant with 'ECO' on its stem; a plug with a wavy line; the word 'eco' with 'Green Idea' below it; a lightbulb with a plant growing from it; the word 'ecoLOGY' with a leaf; the phrase '#Think Green#'; the words 'ECO Nature'; the word 'ECO' with two hearts; the word 'save' with a globe; and various other leaves and small plants.

- \***

☐ My school

☐ My local community

☐ West Dunbartonshire (the area where my school is)

☐ The world environment (nature and the environment all around the world)

- \*

☐ Yes

☐ No

14. *Does your school give you the chance to get involved with trying to help the environment (for example, being part of an Eco Committee or Green Team or Club)?* \*

*Mark only one oval.*

☐ Yes

☐ No

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**WEST DUNBARTONSHIRE COUNCIL**  
**Report by the Chief Education Officer**

**Educational Services: 13<sup>th</sup> December 2023**

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**Subject:      Senior Phase Attainment 2022/23**

**1.      Purpose**

- 1.1**      To update Members on the performance of West Dunbartonshire schools in Senior Phase Attainment for young people in 2022/23.

**2.      Recommendations**

- 2.1**      Members are requested to:

- a) Note the contents of this report and the attached appendices;
- b) Congratulate the pupils, parents and carers, staff in our establishments and our partner providers for their achievements.
- c) Agree next steps contained in section 4.6 below to improve the consistency of the offer of the Senior Phase across all West Dunbartonshire schools.

**3.      Background**

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

Senior Phase as a single coherent experience leading to a positive destination. Each young person's experience will be different depending on their needs.

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

#### **4. Main Issues**

- 4.1** In 2023 we presented 2,320 number of candidates for 10,450 number of qualifications across National 2 – Advanced Higher. 81% of those presentations resulted in a passing grade. This compares with 2,212 candidates for 10,244 qualifications in 2022, 75% resulting in a passing grade.
  - 4.1.1** At National 5, the West Dunbartonshire data shows a maintenance of performance of 80% when compared with 2022. We saw a large increase in the number of presentations (5,175 in 2023, compared with 4,639 in 2022).
  - 4.1.2** At Higher, the West Dunbartonshire data shows an increase in attainment of 1% point when compared with 2022 (78% pass rate in 2023 compared with 77% in 2022). Between 2022 and 2023 the number of presentations marginally increased from 2,539 to 2,596 respectively.
  - 4.1.3** At Advanced Higher, the West Dunbartonshire data shows a decrease in attainment of 3% points when compared with 2022 (69% pass rate in 2023 compared with 72% in 2022). We saw a decrease in the number of presentations (253 in 2023, compared with 313 in 2022).
  - 4.1.4** The performance of each school in relation to the West Dunbartonshire and national average is shown in **figure 1** below. *It should be noted however that percentage pass rates do not convey the number of young people in the cohort being presented for the qualification.*

	CHS	DA	OLSP	SPTA	VOLA	WDC	National
AH	74.29%	85.71%	75.00%	66.25%	54.00%	69.17%	79.82%
H	80.48%	78.38%	84.91%	76.49%	70.39%	78.16%	77.12%
N5	84.63%	79.61%	82.54%	77.77%	74.06%	79.73%	78.75%
N4	99.64%	100.00%	98.87%	71.26%	100.00%	91.40%	87.84%
N3	96.30%	100.00%	94.87%	73.97%	96.72%	85.84%	84.21%

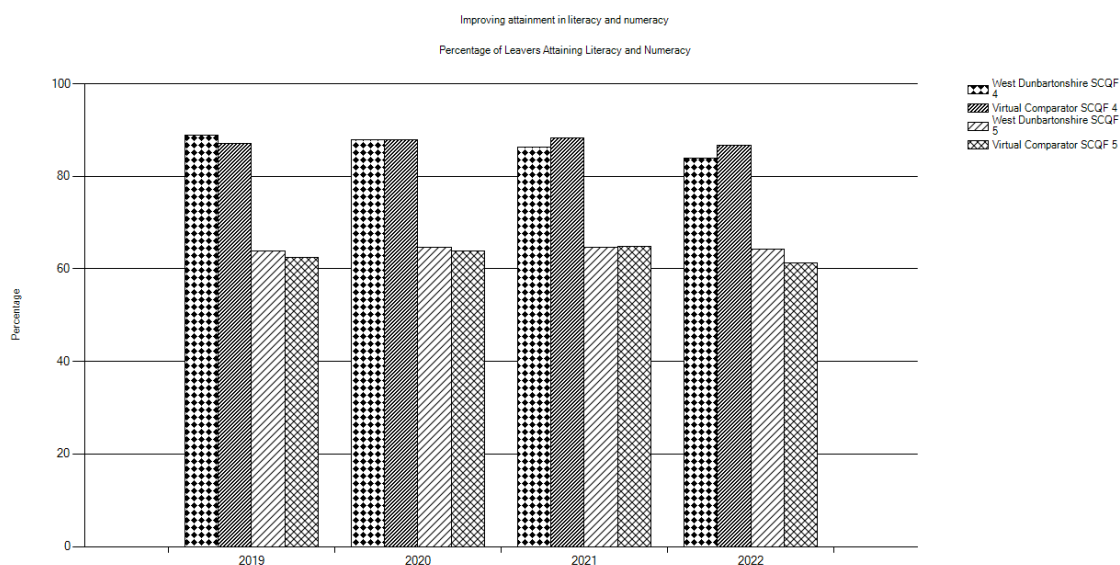
## 4.2 Insight data

As noted in 3.2 above the data for the four national benchmarks for session 2022-23 is not finalised and published in Insight until March 2024. Therefore data shown below will not include leaver destination data or indeed changes reflected by the Post Results Service offered by the SQA.

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

### 4.3.1 Local Benchmark 1: Improving attainment in Literacy and Numeracy

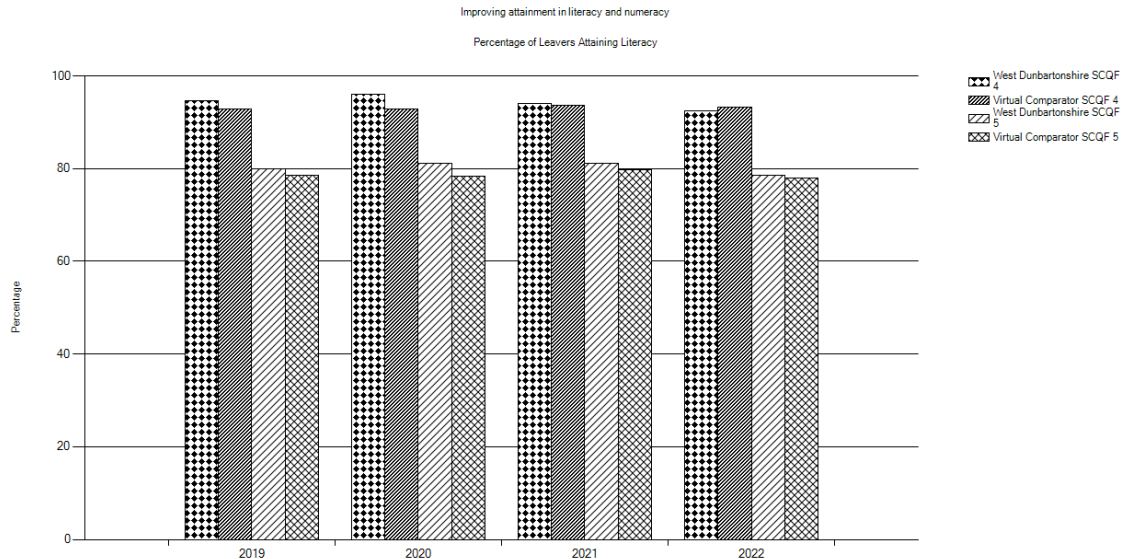
**Figure 3** below shows the Percentage of S6 Candidates Attaining Literacy and Numeracy at SCQF levels 4 and 5 (*Literacy and Numeracy qualifications now include awards for Literacy, English, English as a Second Language, Numeracy and Mathematics*). It shows that at SCQF level 4 young people in WDC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



**Figure 3 – Performance in Literacy and Numeracy**

### Local Benchmark 1: Improving attainment in Literacy.

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

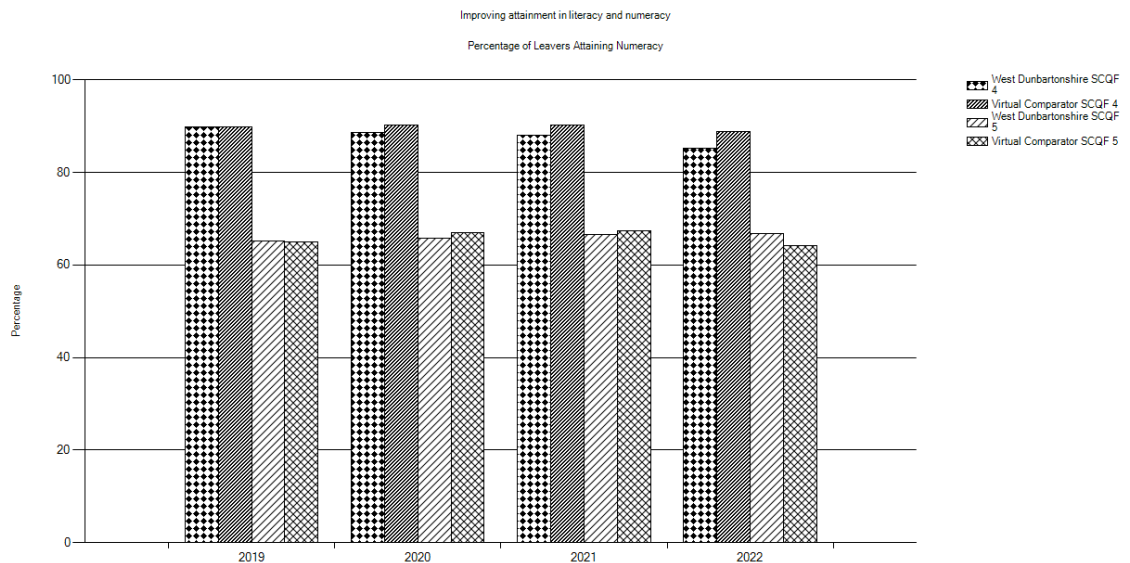


**Figure 4 – Performance in Literacy**

This shows that we have gradually reduced our performance over time in literacy at SCQF Levels 4 and 5. Compared to our virtual comparator, we are below at SCQF Level 4, but above at SCQF Level 5.

### Local Benchmark 1: Improving attainment in Numeracy.

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



**Figure 5 – Performance in Numeracy**

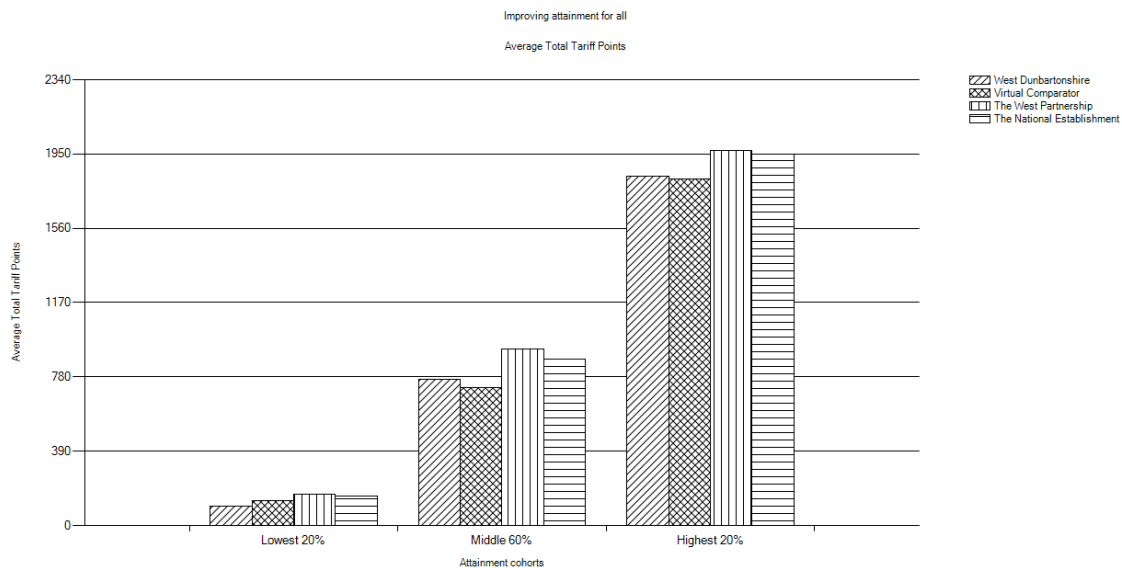
This shows that whilst we have gradually reduced our performance over time in numeracy at SCQF Level 4 and we underperform our virtual comparator, we have seen a slight increase at SCQF Level 5 where we outperform our virtual comparator.

When viewed separately, it is clear that attainment in literacy is higher than numeracy, with a higher percentage of our young people leaving with a level 5 award in literacy than numeracy.

#### 4.3.2 Local Benchmark 2: Improving attainment for all

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

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

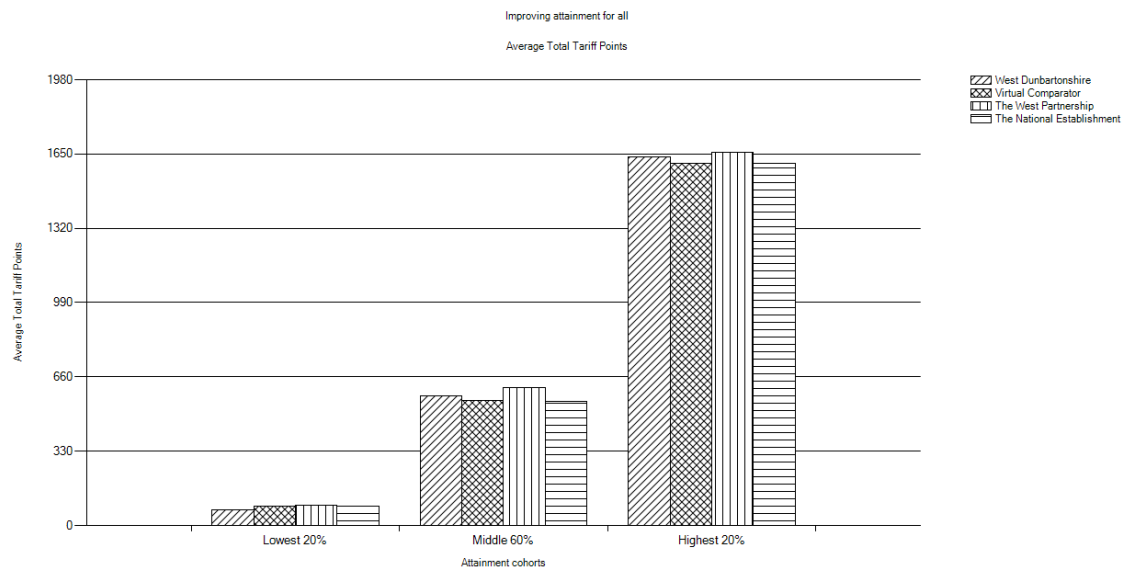


**Figure 6 – Average Total Tariff points**

This shows that the least attaining young people in WDC are attaining below our virtual comparator, and below the national cohort. Young people in the middle 60% are showing levels of attainment above our comparator but below the national cohort. The highest attaining cohort's tariff score is above those in the virtual comparator but below the national cohort.

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

**Figure 7** below shows the attainment of our young people who reside in the most deprived Scottish Index of Multiple Deprivation (SIMD) quintile. (Quintile 1 refers to the attainment of young people with postcodes within data zones identified as being in the 20% most deprived in Scotland according to SIMD. Those young people in quintile 5 have postcodes in the 20% least deprived data zones according to SIMD)

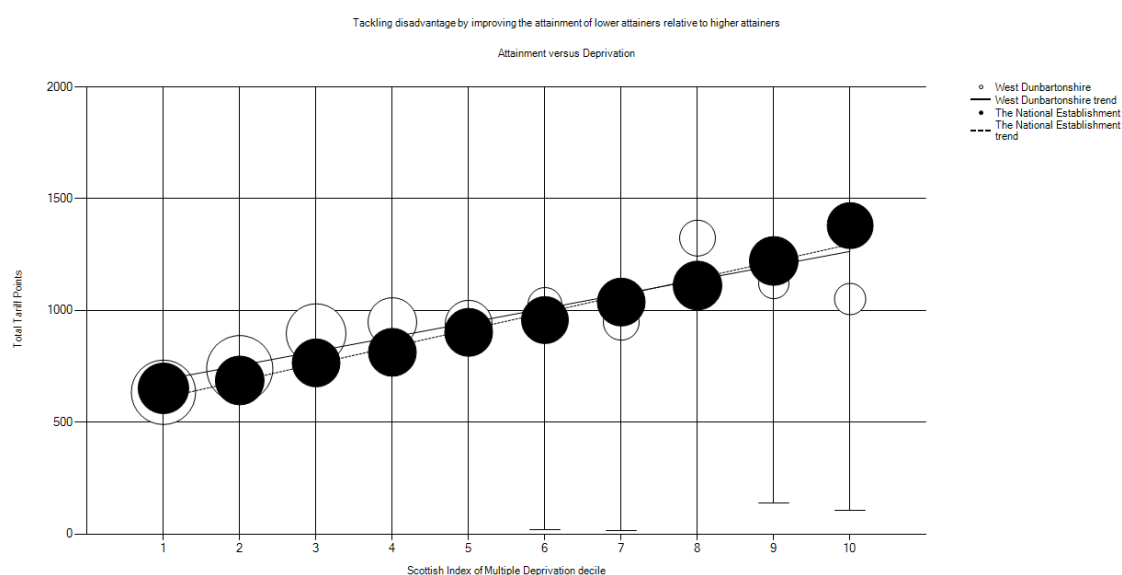


**Figure 7 – Average Total Tariff Points for SIMD Deciles 1-2**

This shows that from SIMD quintile 1 our lowest 20% attaining young people attainment is below our virtual comparator and the national average, whilst the attainment of both our middle and highest attaining young people in quintile 1 is greater than our virtual comparator and the national average.

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

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



**Figure 8 – Attainment versus Deprivation**

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



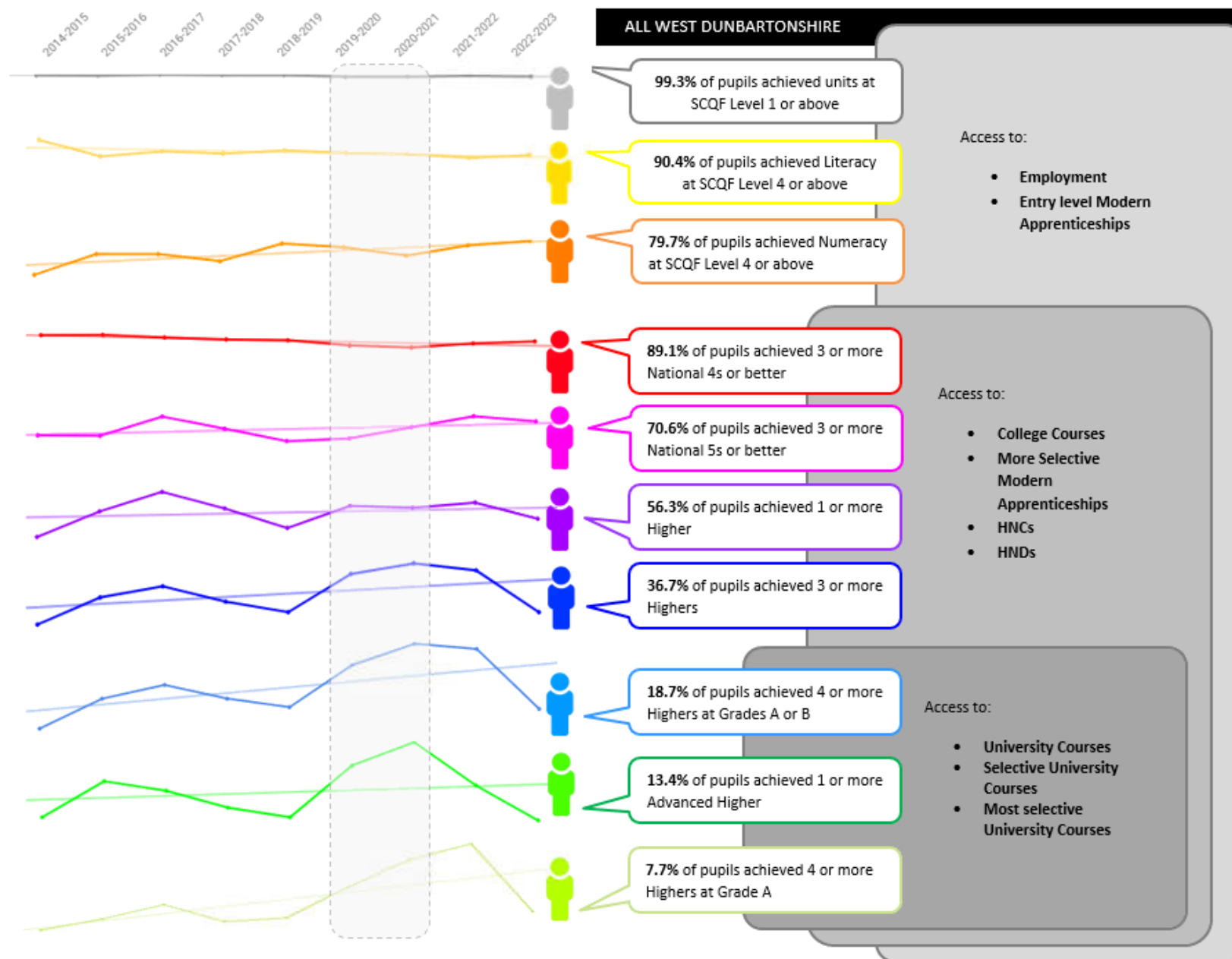
#### **4.4 The relationship between qualifications and destinations.**

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

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

It should be noted that in 2020 and 2021, SQA replaced their normal process with an 'Alternative Certification Model' during the pandemic, which is highlighted in the trend analysis shown in figure 9.

**Figure 9** on the following page shows this for the young people of West Dunbartonshire as a whole.



**4.5** Although this report focuses on SQA attainment, young people in WDC have demonstrated success in a wide variety of other qualifications which contribute to wider achievement. Following the updating of Insight in March 2024, a further report will be brought back to committee in June 2024 showing the wider achievements of our young people, and their progress to destinations beyond school.

**4.6** Work with schools in session 2022/23 identified areas for improvement, particularly in the area of equity of course provision across establishments. Schools have agreed to:

- improve the balance of the offer across consortium partners, making sure all schools are playing an equitable role in the offer of courses; and
- ensure that greater use of online courses is pursued, especially for young people wishing to take minority subjects that may not prove viable to run in a particular school.

The update report on Senior Phase attainment and destinations which will be brought to committee in June 2024 will also contain an update on course options and uptake by young people reflecting this work.

## **5. People Implications**

**5.1** There are no personnel issues related to this report.

## **6. Financial and Procurement Implications**

**6.1** There are no financial implications related to this report.

## **7. Risk Analysis**

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

## **8. Equalities Impact Assessment (EIA)**

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

## **9. Strategic Environmental Assessment**

### **9.1**

## **10. Consultation**

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

**Laura Mason**

Chief Education Officer

Date:

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<b>Person to Contact:</b>	Andrew Brown, Senior Education Officer: Policy, Performance & Resources, Education, Learning and Attainment, 16 Church Street, Dumbarton G82 1QL.
<b>Appendices:</b>	<b>Appendix 1</b> – Insight data for West Dunbartonshire schools.
<b>Background Papers:</b>	None.
<b>Wards Affected:</b>	All council Wards.

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

### Note about Insight

Schools and education authorities have made their data available to others in a spirit of co-operation and trust.

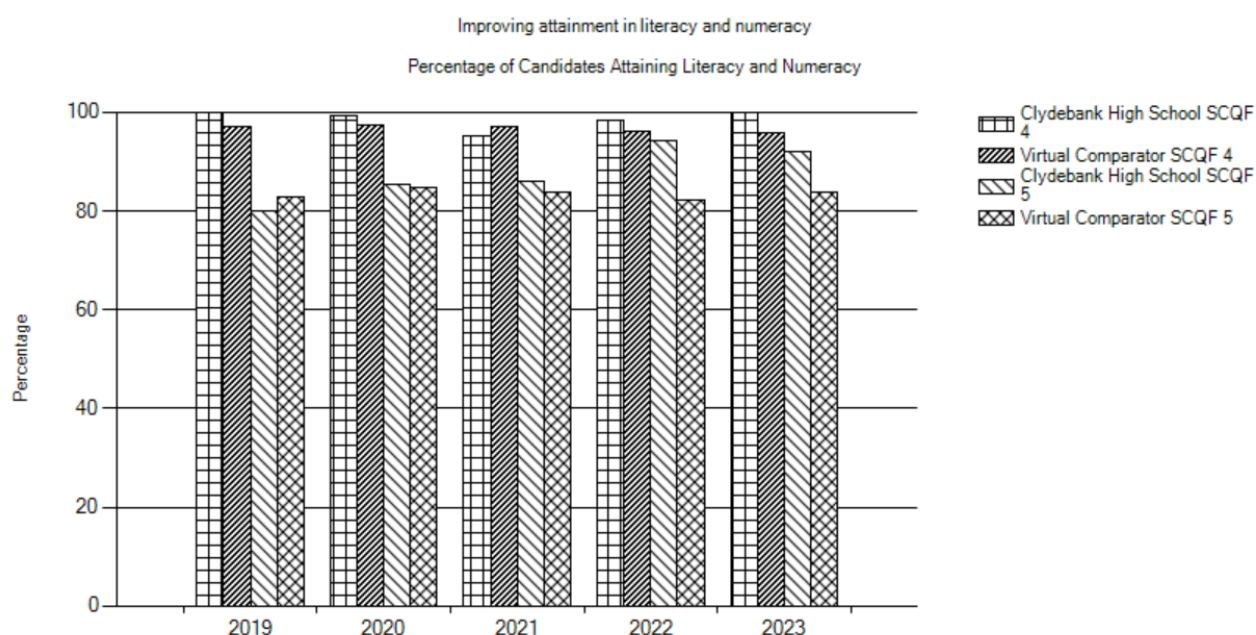
Access is provided to assist colleagues in the delivery of their professional duties. Of particular note, users of Insight agree not to seek to identify individuals from the information provided, for which they have no direct professional responsibility. All data in the tool (including downloaded tables) should be treated as carefully as other confidential pupil data.

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

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

## Clydebank High School

### Percentage of S6 Candidates Attaining Literacy and Numeracy



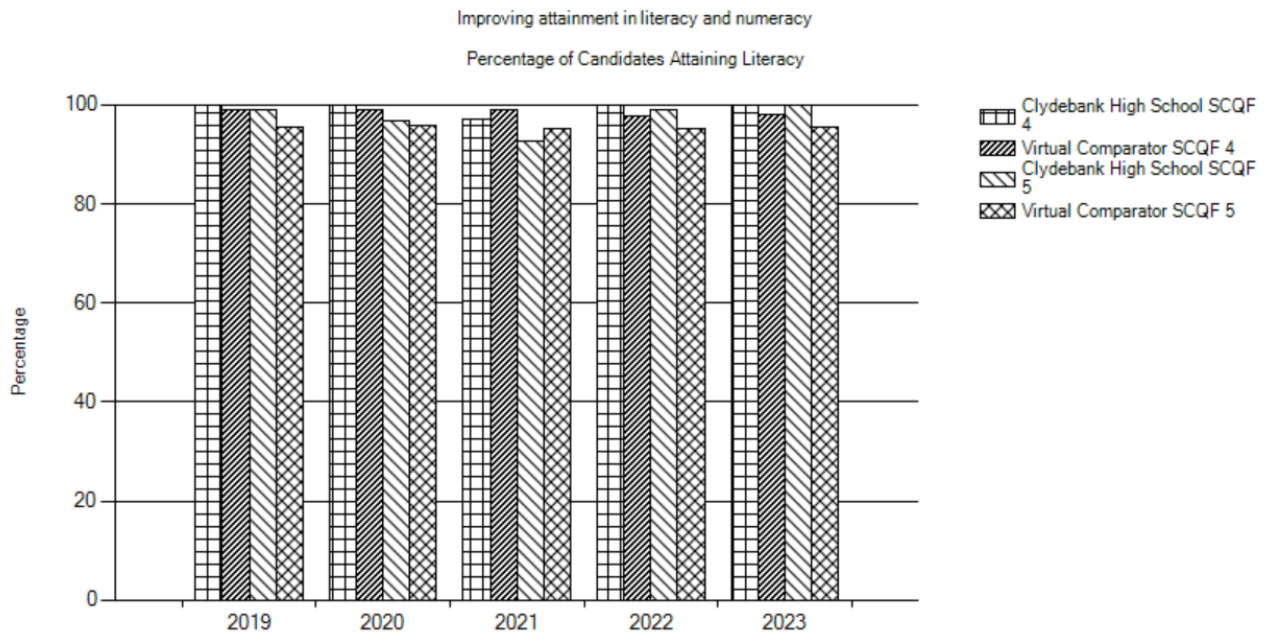
### Testing found that the following comparisons were significant:

Performance in Literacy and Numeracy at SCQF Level 4, 2023 is much greater than your Virtual Comparator

Performance in Literacy and Numeracy at SCQF Level 5, 2023 is greater than your Virtual Comparator

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

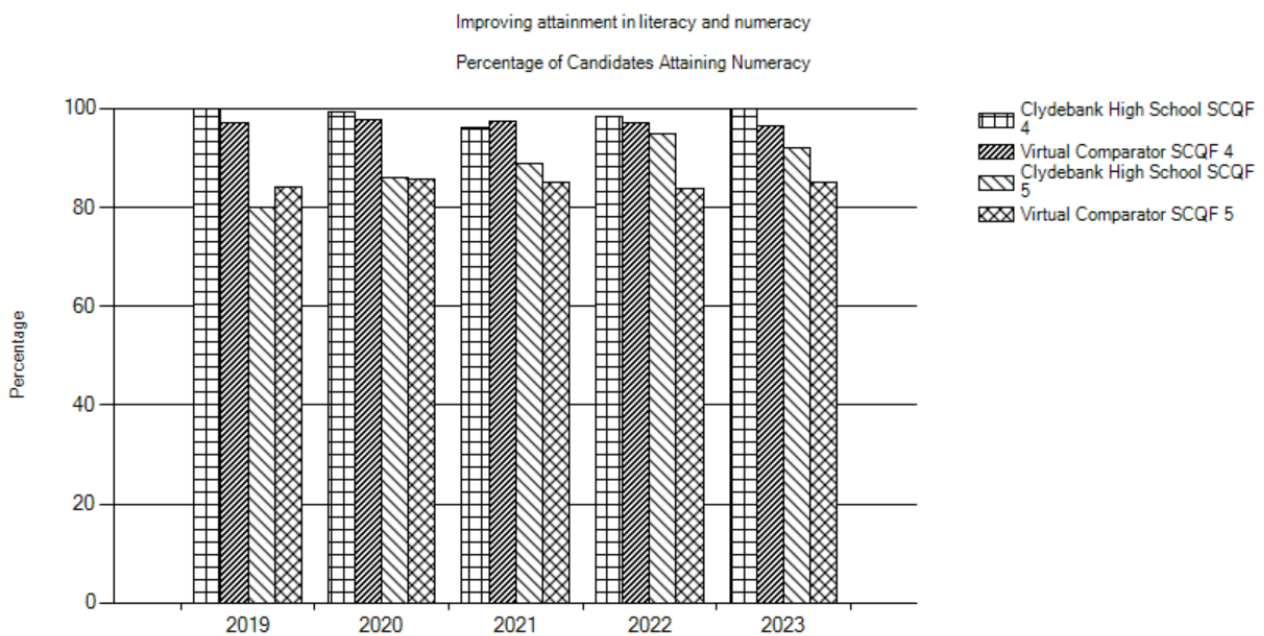
## Percentage of S6 Candidates Attaining Literacy



Testing found that the following comparisons were significant:

Performance in Literacy at SCQF Level 5, 2023 is much greater than your Virtual Comparator

## Percentage of S6 Candidates Attaining Numeracy

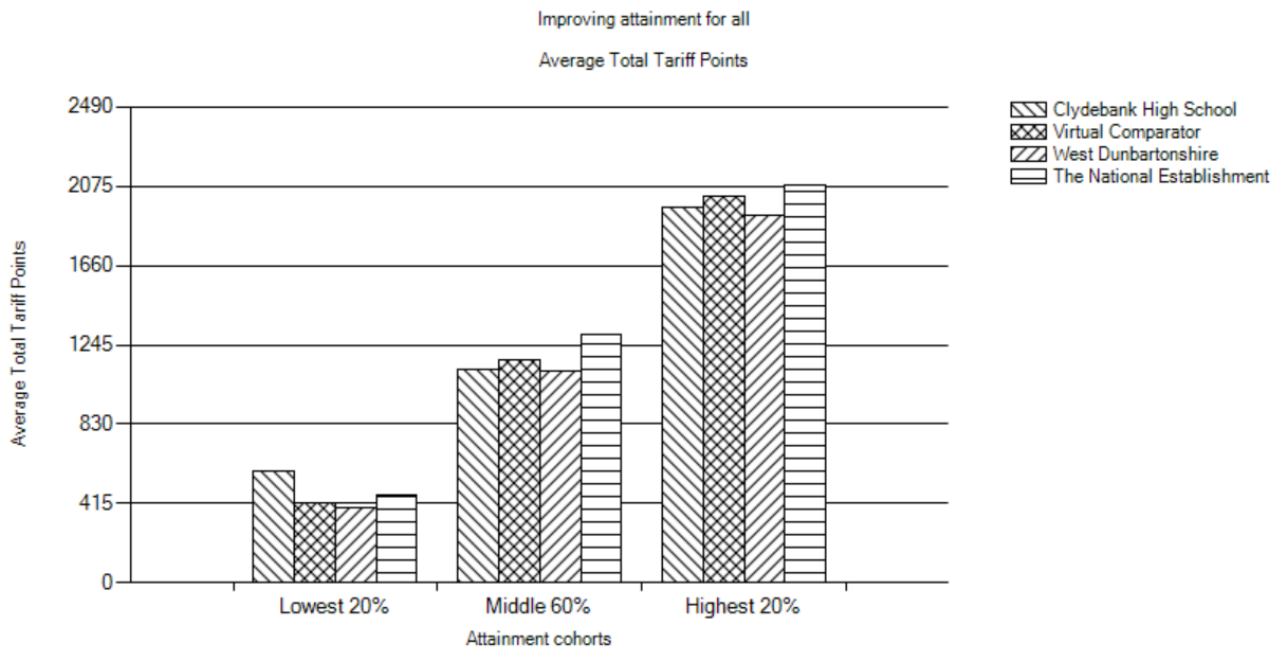


Testing found that the following comparisons were significant:

Performance in Numeracy at SCQF Level 5, 2023 is greater than your Virtual Comparator

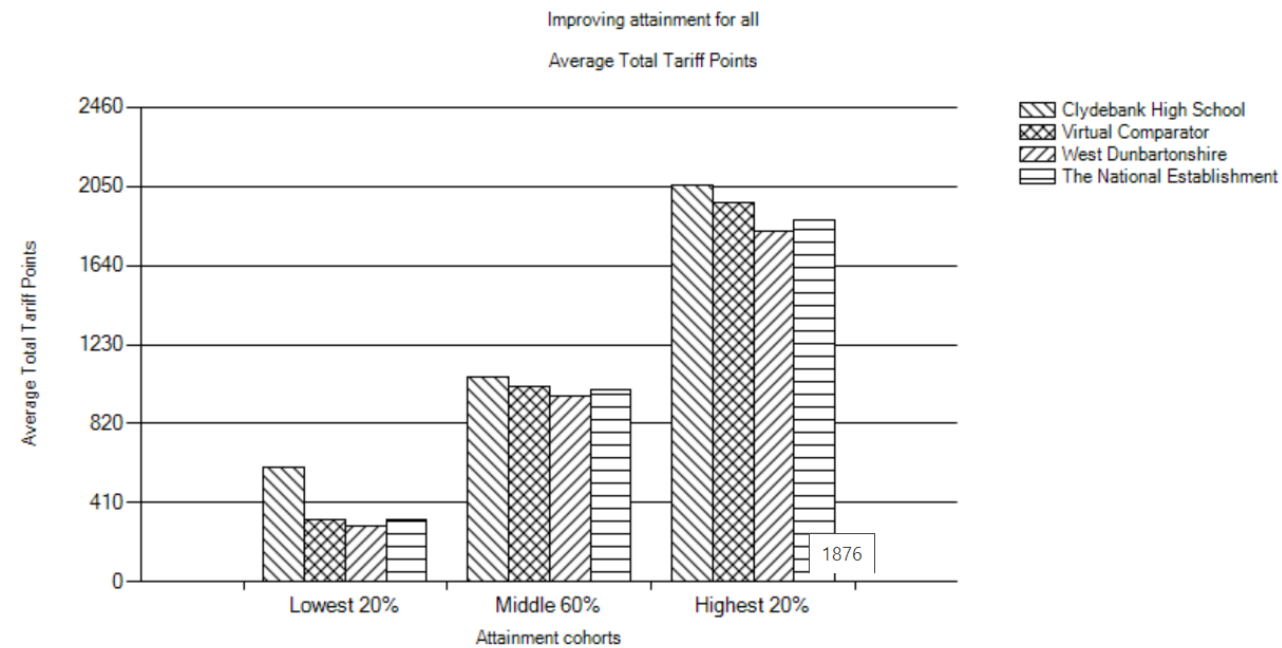
Performance in Numeracy at SCQF Level 5, 2022 is much greater than your Virtual Comparator

# Improving Attainment for All – S6 2023



Testing found that the following comparisons were significant:  
Performance in Lowest 20% is greater than your Virtual Comparator

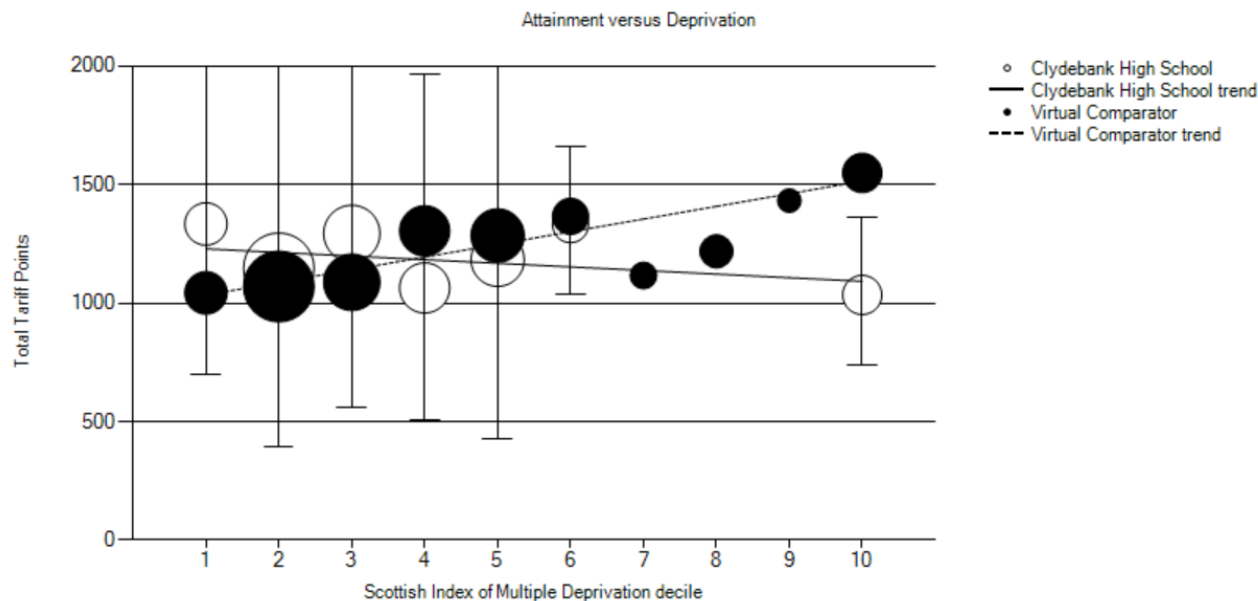
# Improving Attainment for All – SIMD Deciles 1-4 (Most Deprived 20%) - S6 2023



The significance of comparisons was not tested.

# Attainment versus Deprivation – S6 2023

Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers

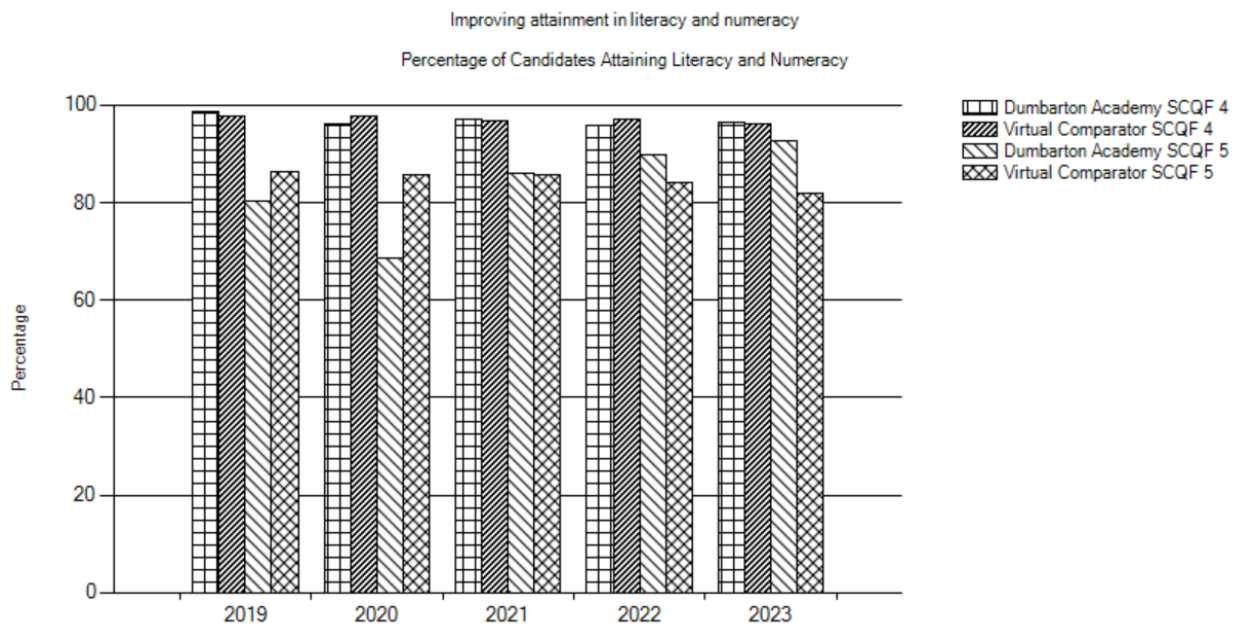


Testing found that there were no significant comparisons for this measure.



## Dumbarton Academy

### Percentage of S6 Candidates Attaining Literacy and Numeracy

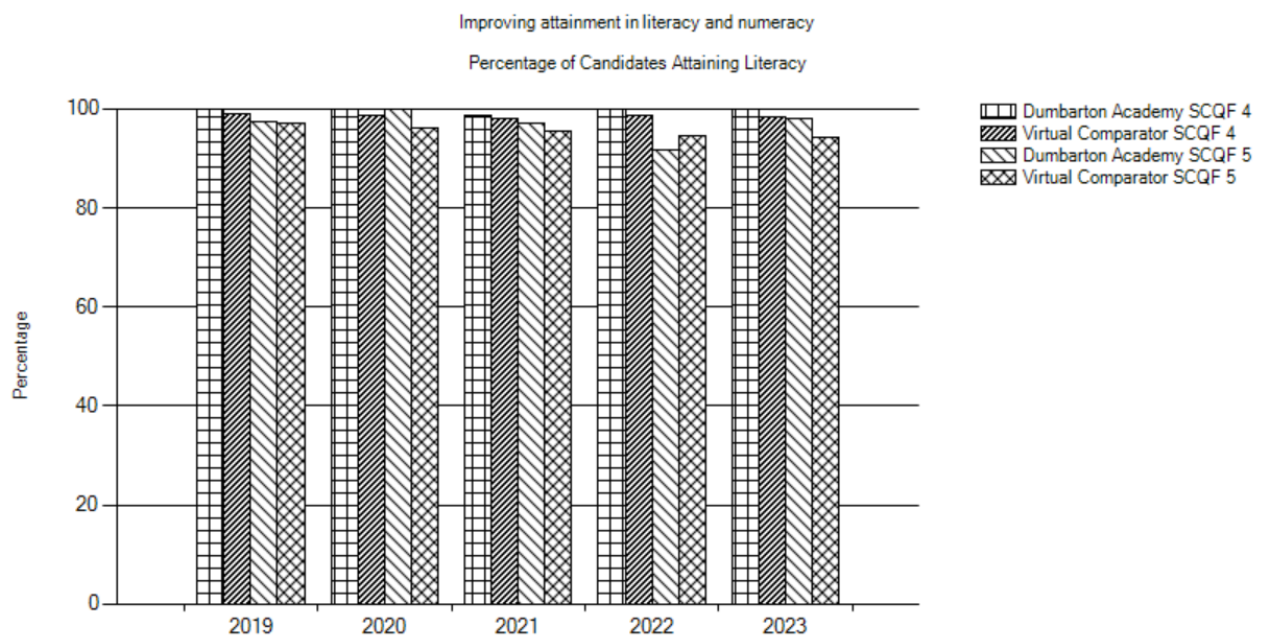


Testing found that the following comparisons were significant:

Performance in Literacy and Numeracy at SCQF Level 5, 2023 is much greater than your Virtual Comparator

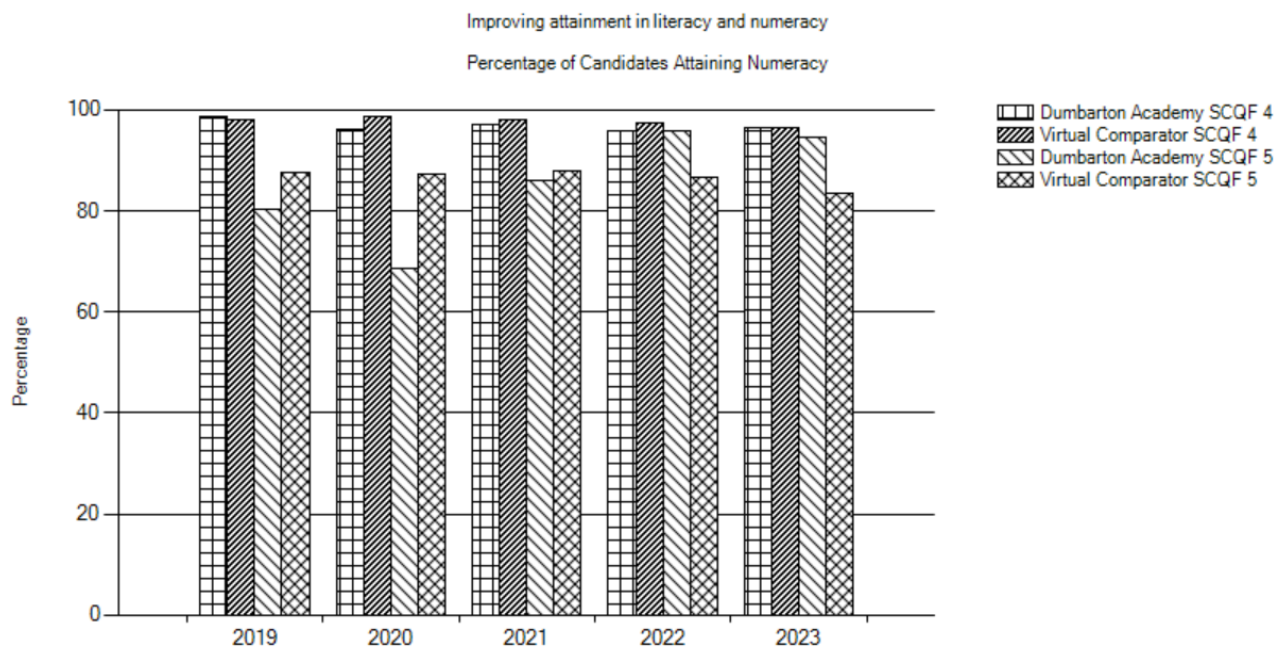
Performance in Literacy and Numeracy at SCQF Level 5, 2020 is much lower than your Virtual Comparator

### Percentage of S6 Candidates Attaining Literacy



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

## Percentage of S6 Candidates Attaining Numeracy



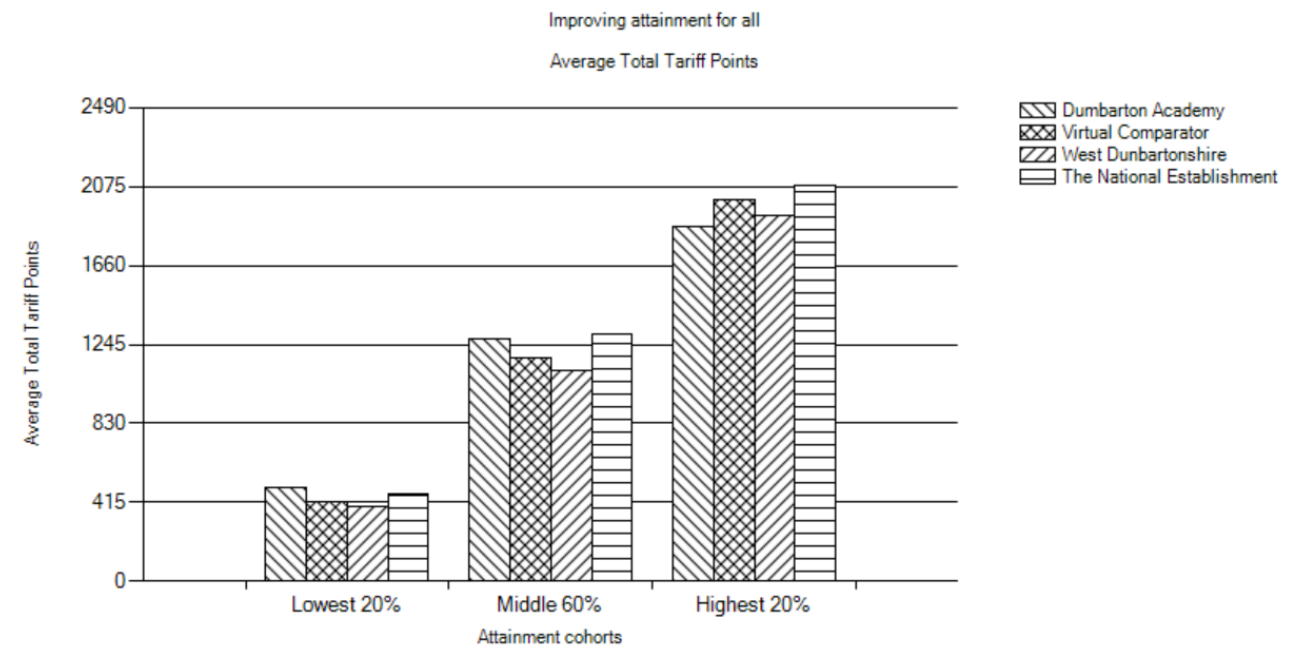
Testing found that the following comparisons were significant:

Performance in Numeracy at SCQF Level 5, 2023 is much greater than your Virtual Comparator

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

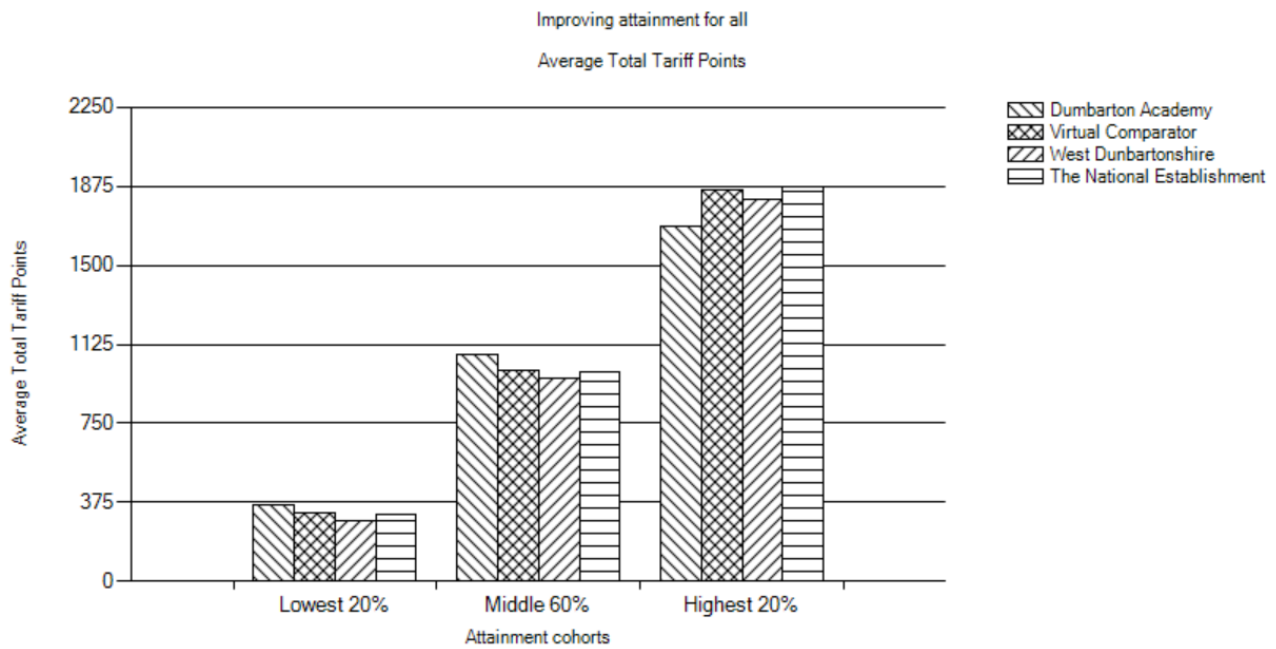
Performance in Numeracy at SCQF Level 5, 2019 is lower than your Virtual Comparator

## Improving Attainment for All – S6 2023



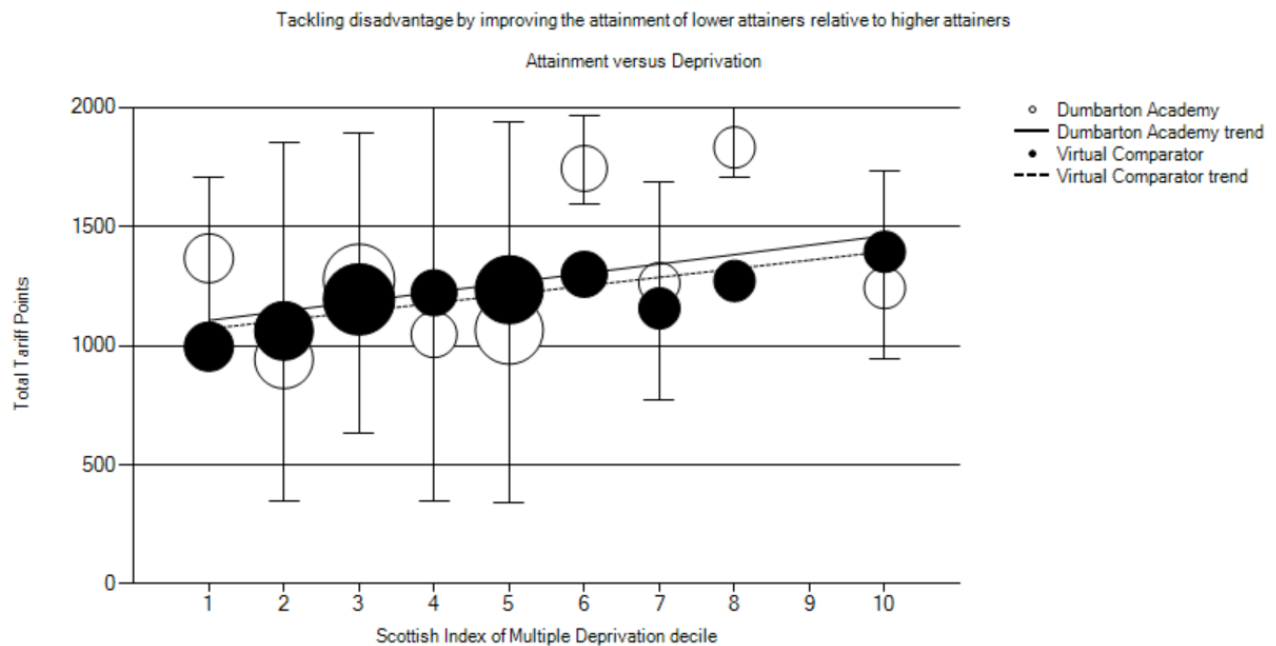
Testing found that there were no significant comparisons for this measure.

## Improving Attainment for All – SIMD Quintile 1 (Most Deprived 20%) - S6 2023



The significance of comparisons was not tested.

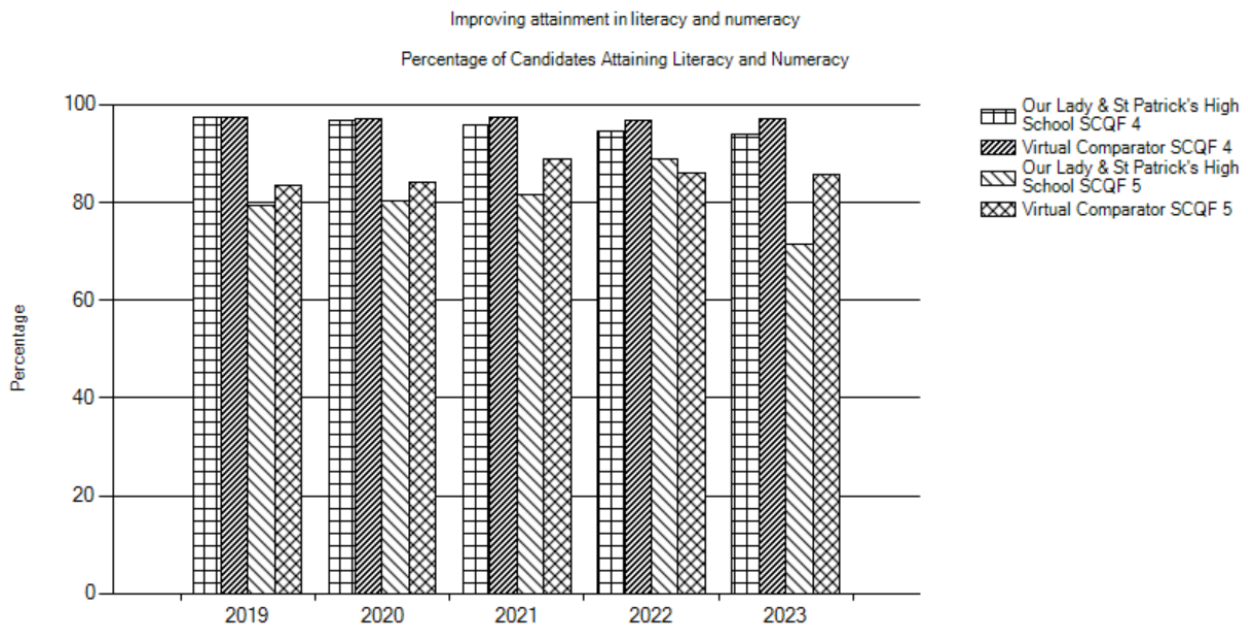
## Attainment versus Deprivation – S6 2023



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

## Our Lady and St. Patrick's High School

### Percentage of S6 Candidates Attaining Literacy and Numeracy

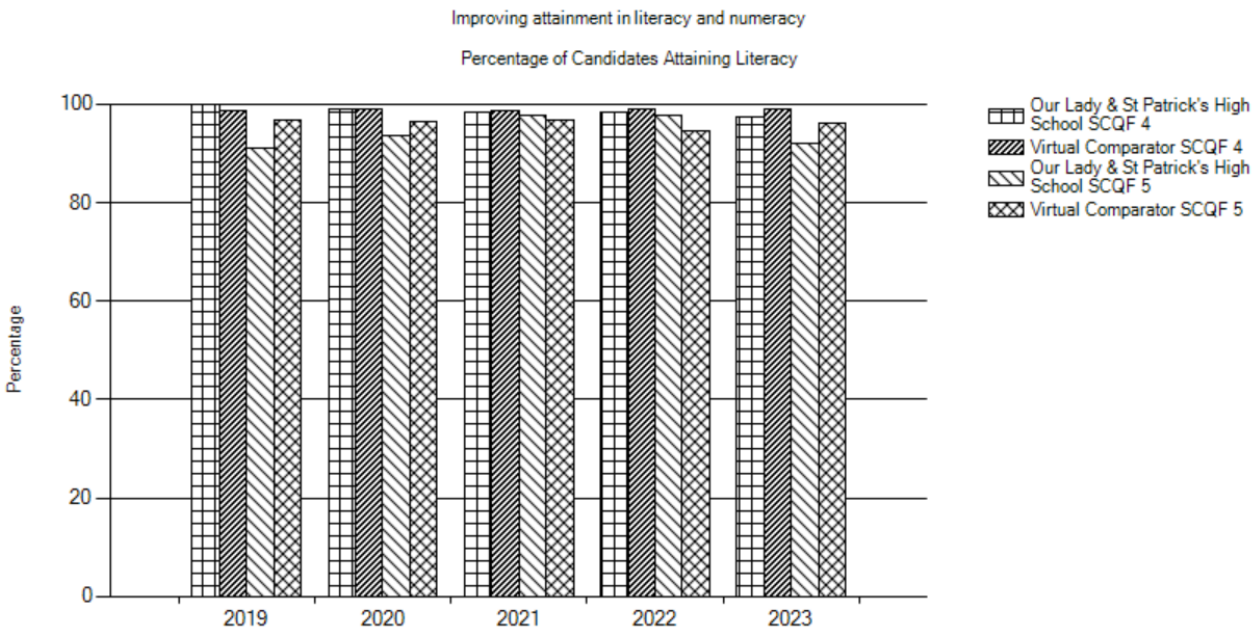


Testing found that the following comparisons were significant:

Performance in Literacy and Numeracy at SCQF Level 5, 2023 is much lower than your Virtual Comparator

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

### Percentage of S6 Candidates Attaining Literacy



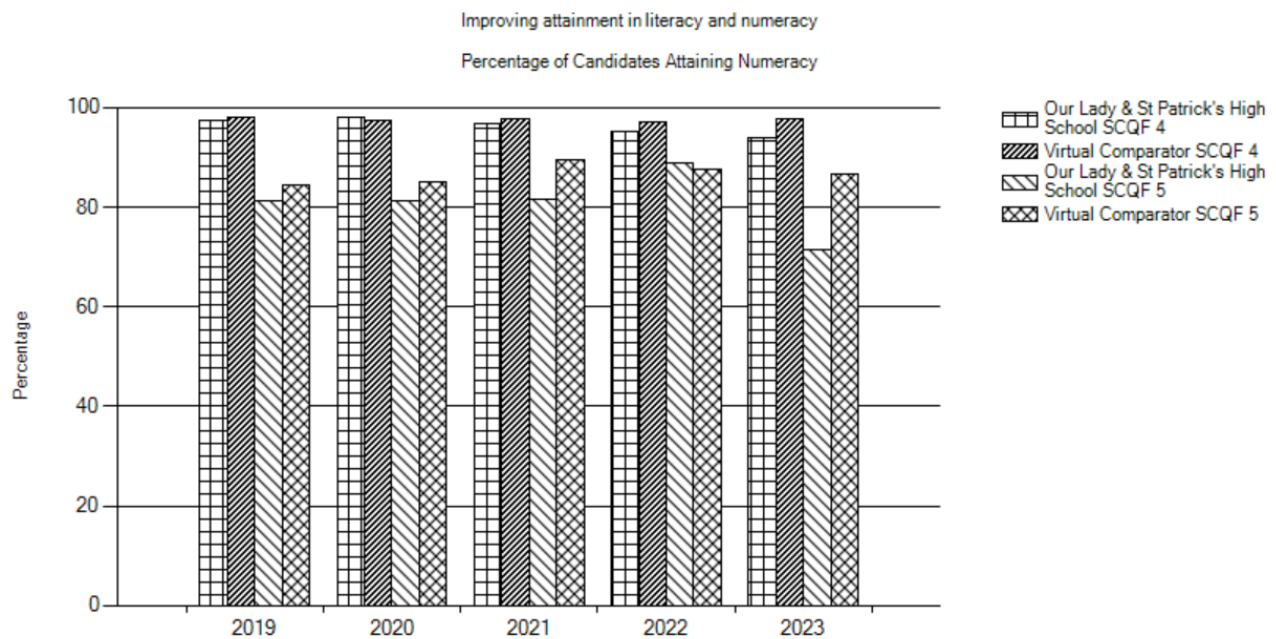
Testing found that the following comparisons were significant:

Performance in Literacy at SCQF Level 5, 2023 is lower than your Virtual Comparator

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



## Percentage of S6 Candidates Attaining Numeracy



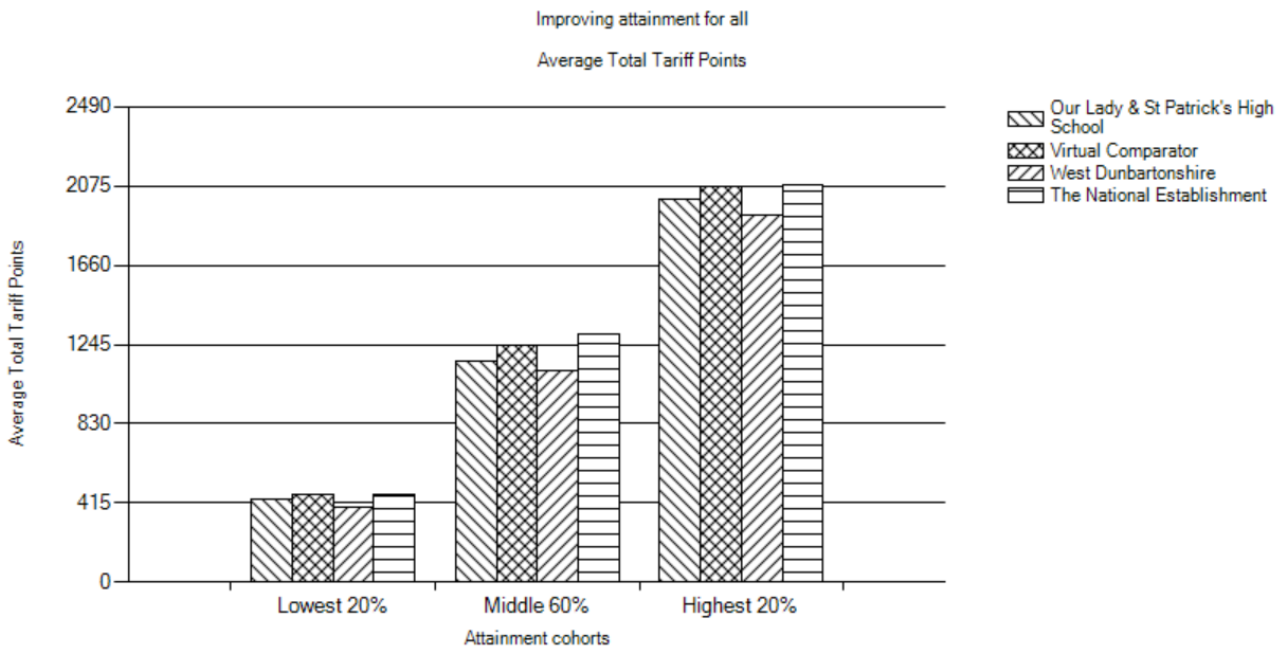
Testing found that the following comparisons were significant:

Performance in Numeracy at SCQF Level 5, 2023 is much lower than your Virtual Comparator

Performance in Numeracy at SCQF Level 4, 2023 is lower than your Virtual Comparator

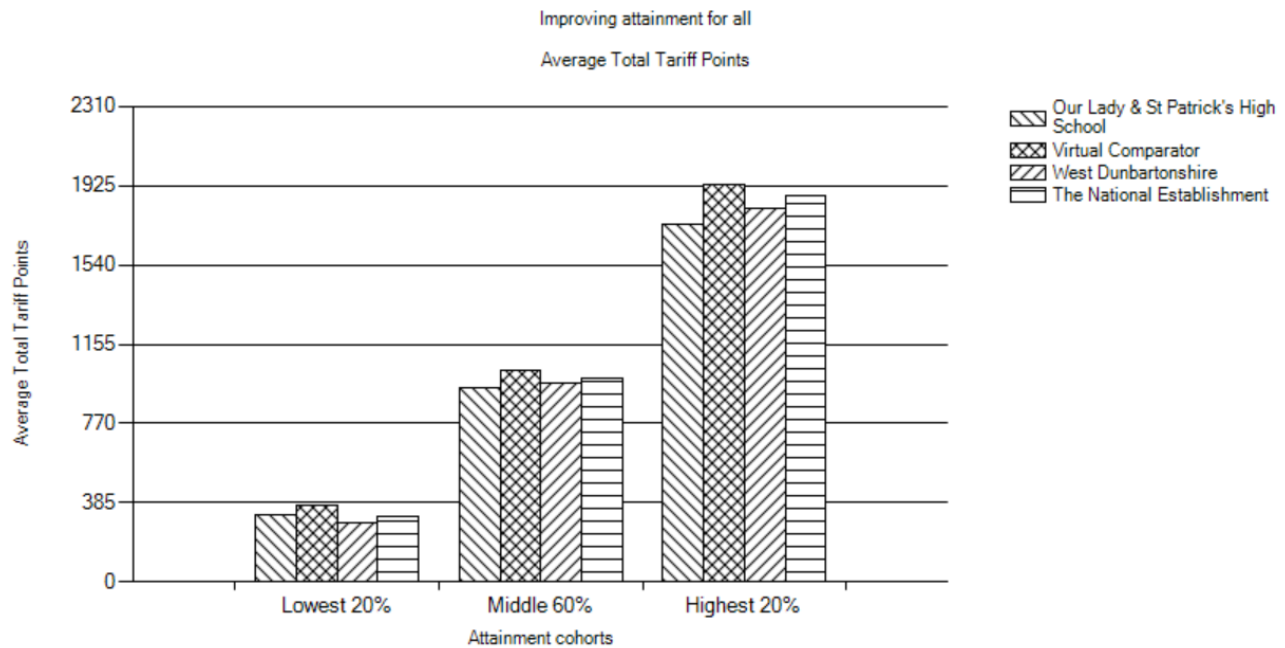
Performance in Numeracy at SCQF Level 5, 2021 is lower than your Virtual Comparator

## Improving Attainment for All – S6 2023



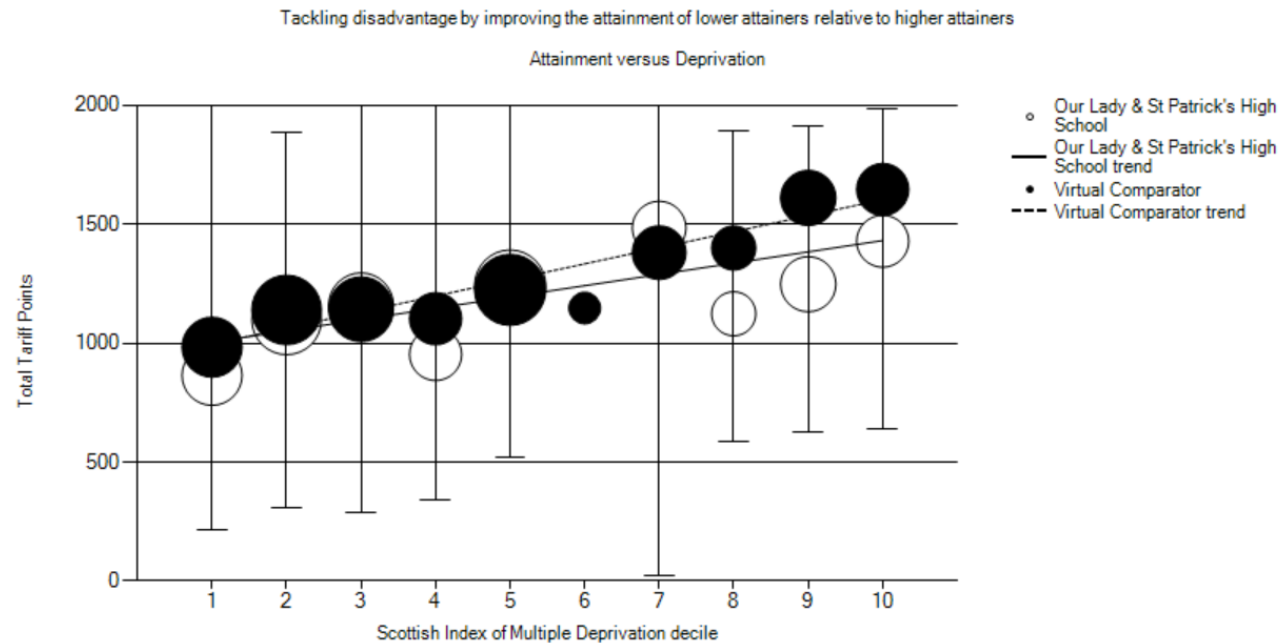
Testing found that there were no significant comparisons for this measure.

## Improving Attainment for All – SIMD Quintile 1 (Most Deprived 20%) - S6 2023



The significance of comparisons was not tested.

## Attainment versus Deprivation – S6 2023

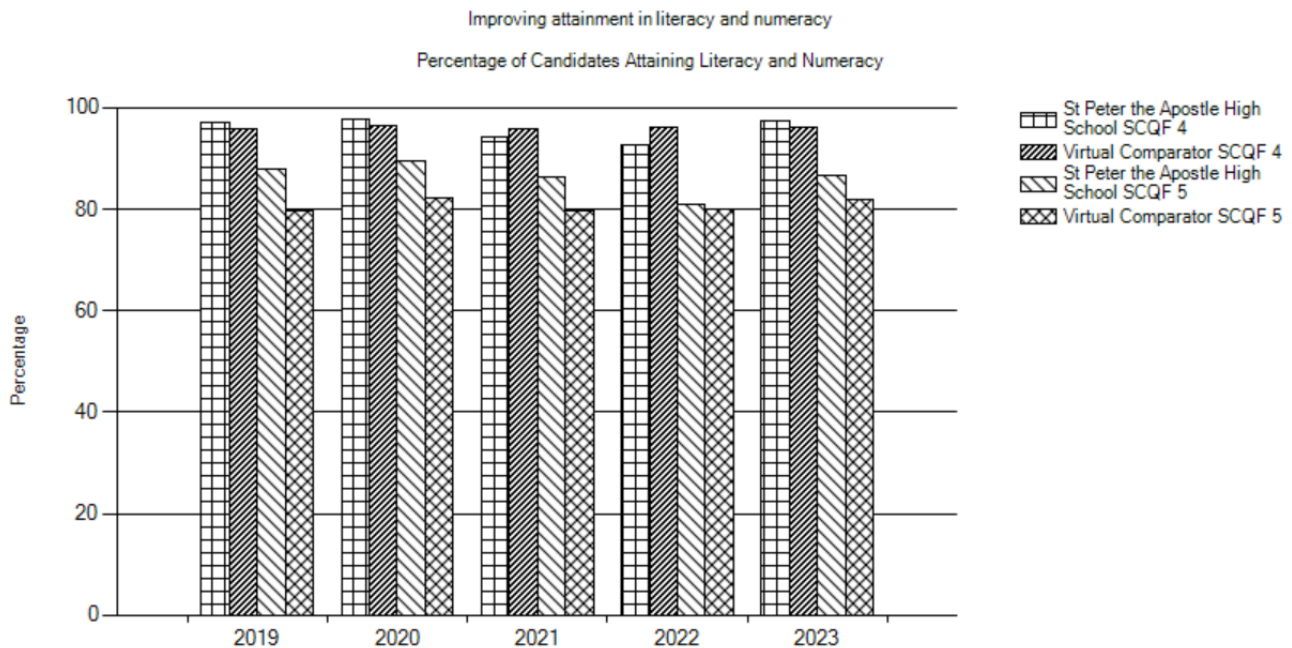


Testing found that the following comparisons were significant:

In SIMD decile 9, your performance is much lower than the Virtual Comparator

## St. Peter the Apostle High School

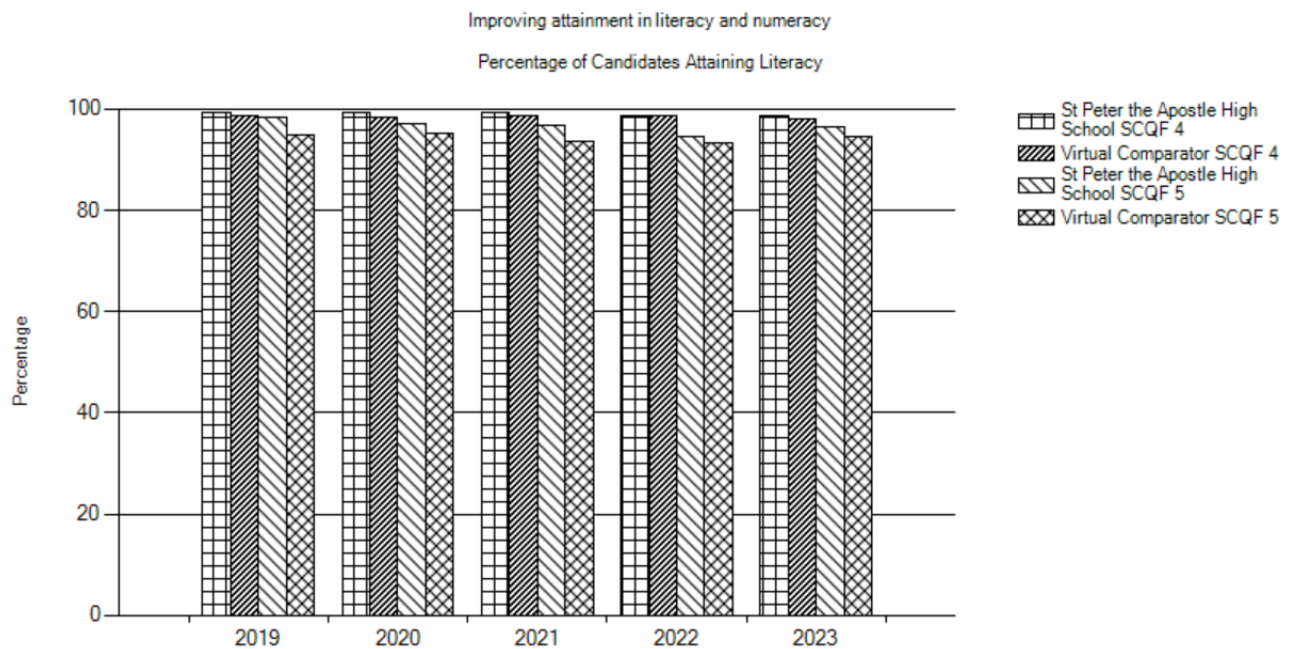
### Percentage of S6 Candidates Attaining Literacy and Numeracy



Testing found that the following comparisons were significant:

- Performance in Literacy and Numeracy at SCQF Level 4, 2022 is lower than your Virtual Comparator
- Performance in Literacy and Numeracy at SCQF Level 5, 2021 is greater than your Virtual Comparator
- Performance in Literacy and Numeracy at SCQF Level 5, 2020 is greater than your Virtual Comparator
- Performance in Literacy and Numeracy at SCQF Level 5, 2019 is greater than your Virtual Comparator

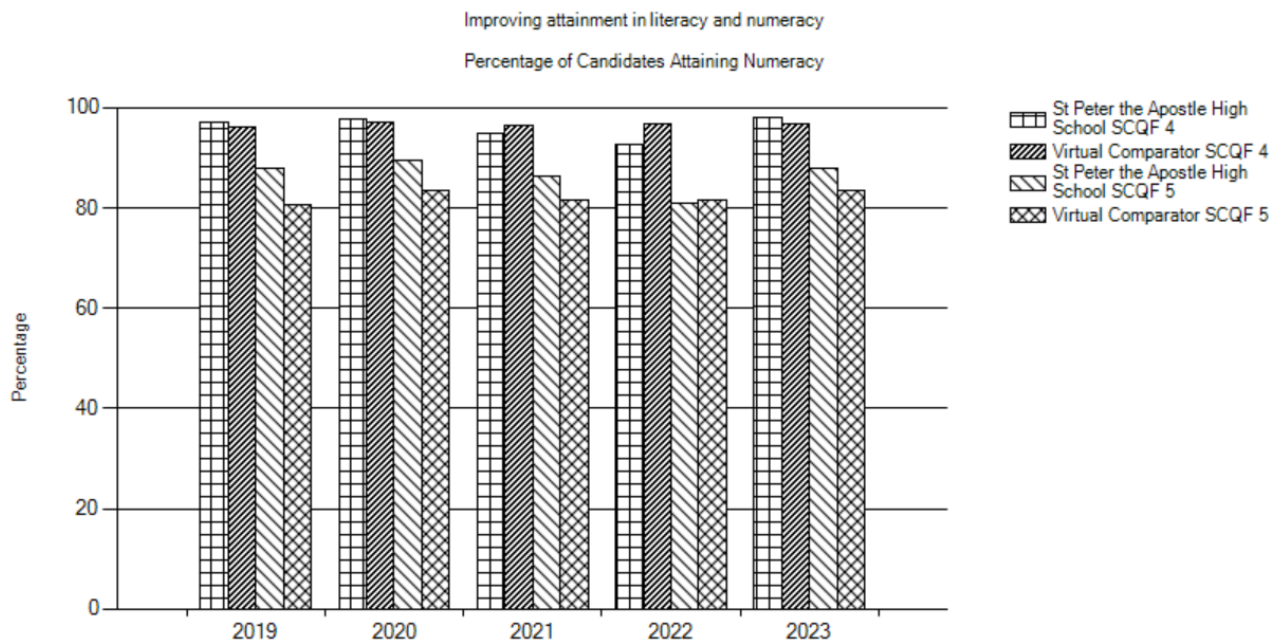
### Percentage of S6 Candidates Attaining Literacy



Testing found that the following comparisons were significant:

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

## Percentage of S6 Candidates Attaining Numeracy



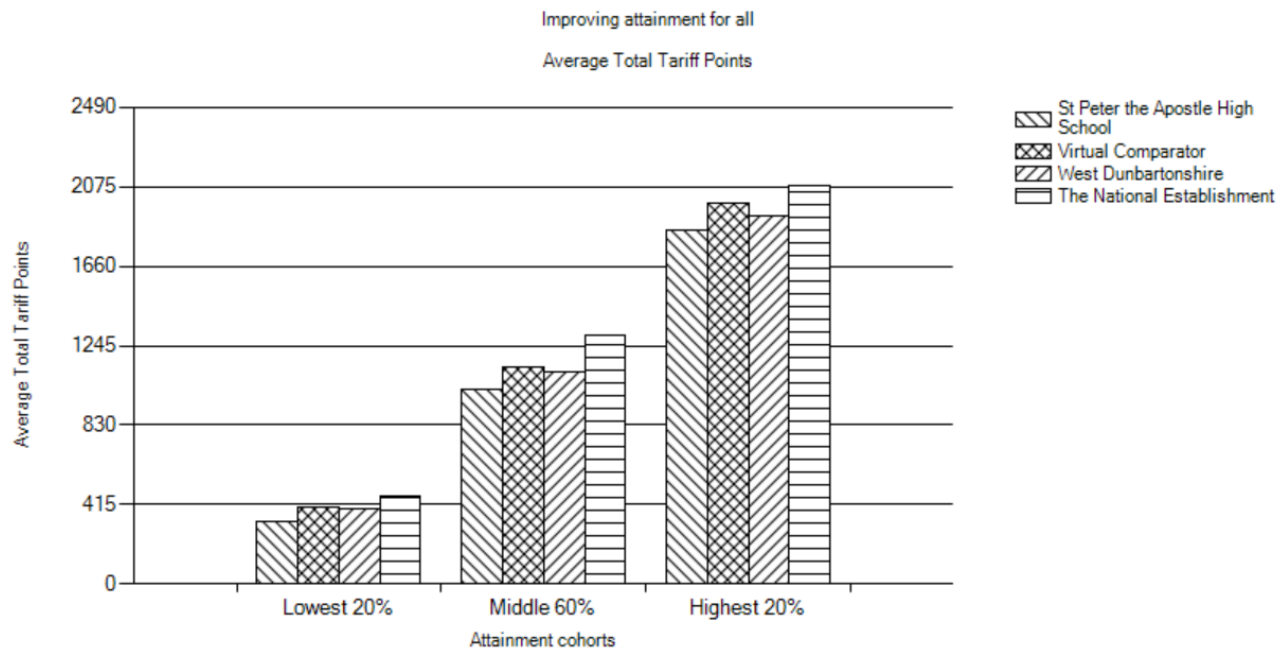
Testing found that the following comparisons were significant:

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

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

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

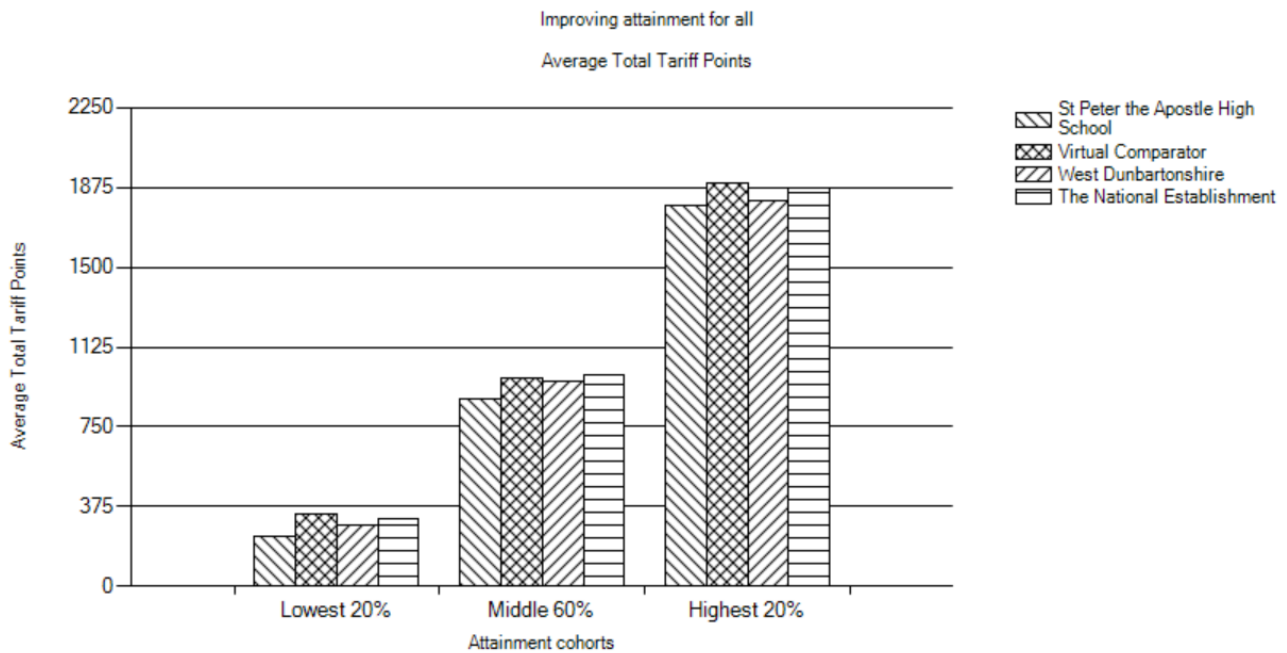
## Improving Attainment for All – S6 2023



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

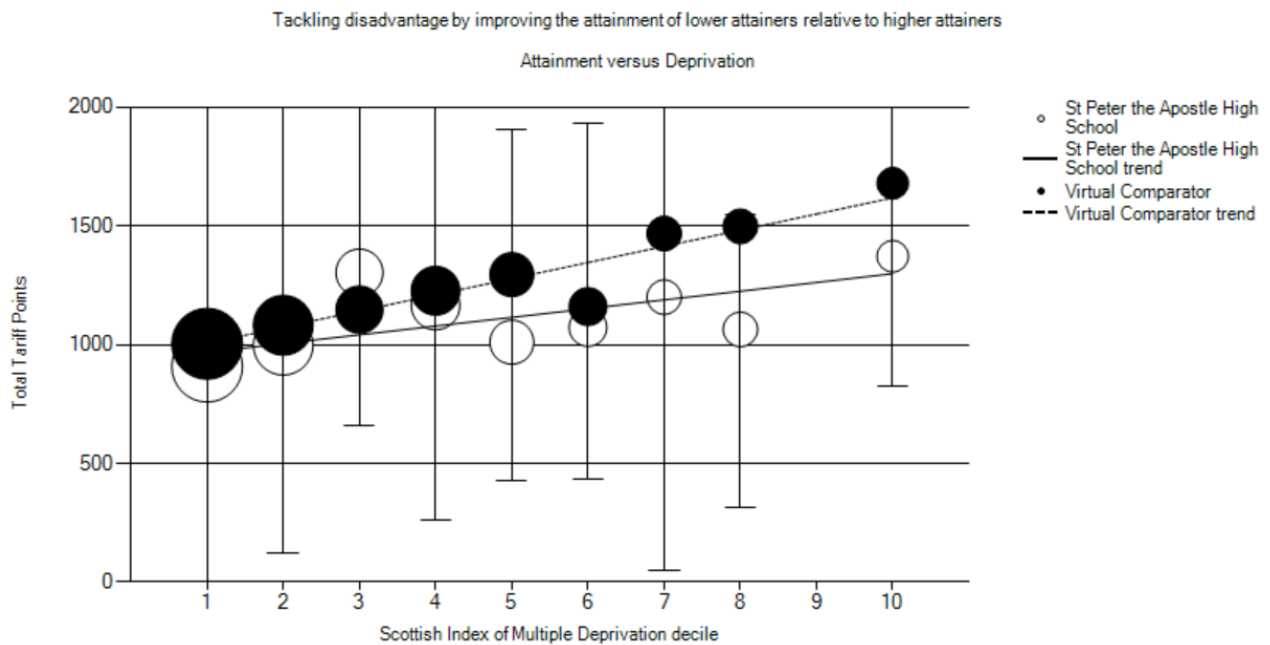


## Improving Attainment for All – SIMD Quintile 1 (Most Deprived 20%) - S6 2023



The significance of comparisons was not tested.

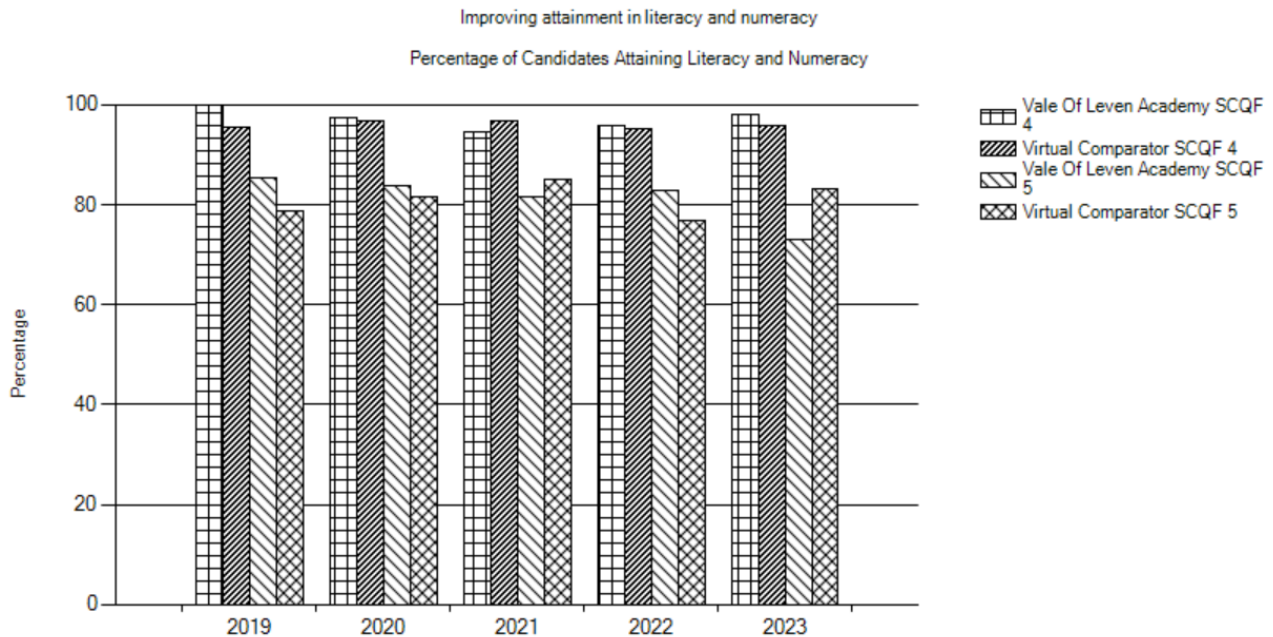
## Attainment versus Deprivation – S6 2023



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

## Vale of Leven Academy

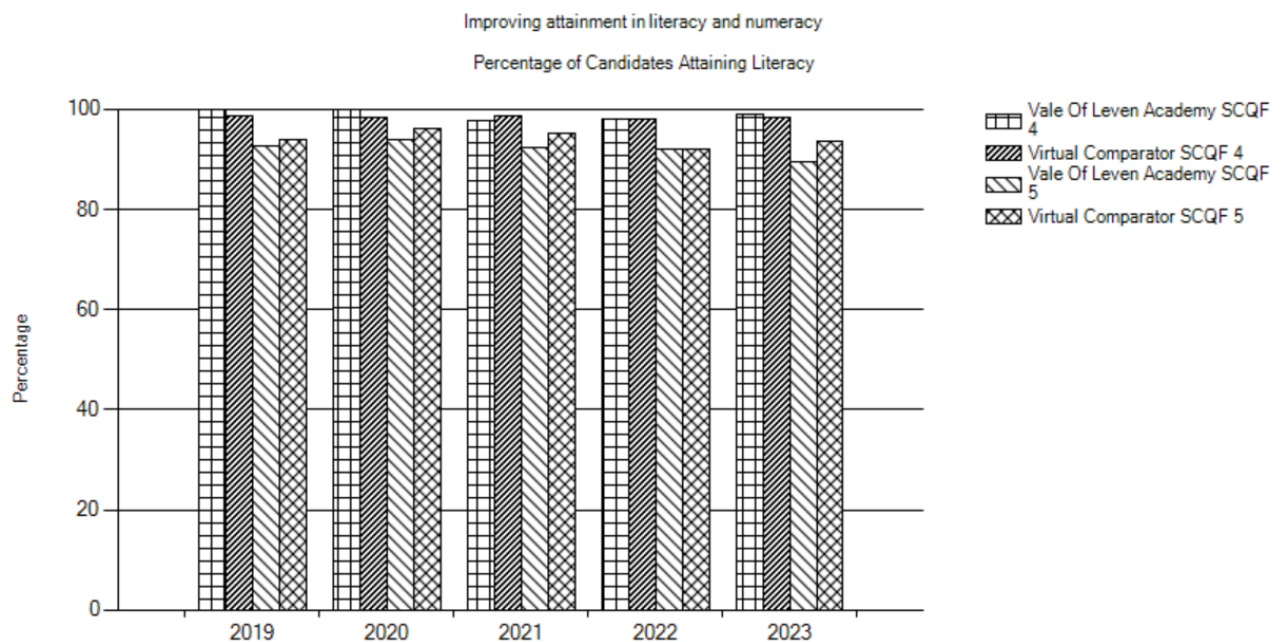
### Percentage of S6 Candidates Attaining Literacy and Numeracy



Testing found that the following comparisons were significant:

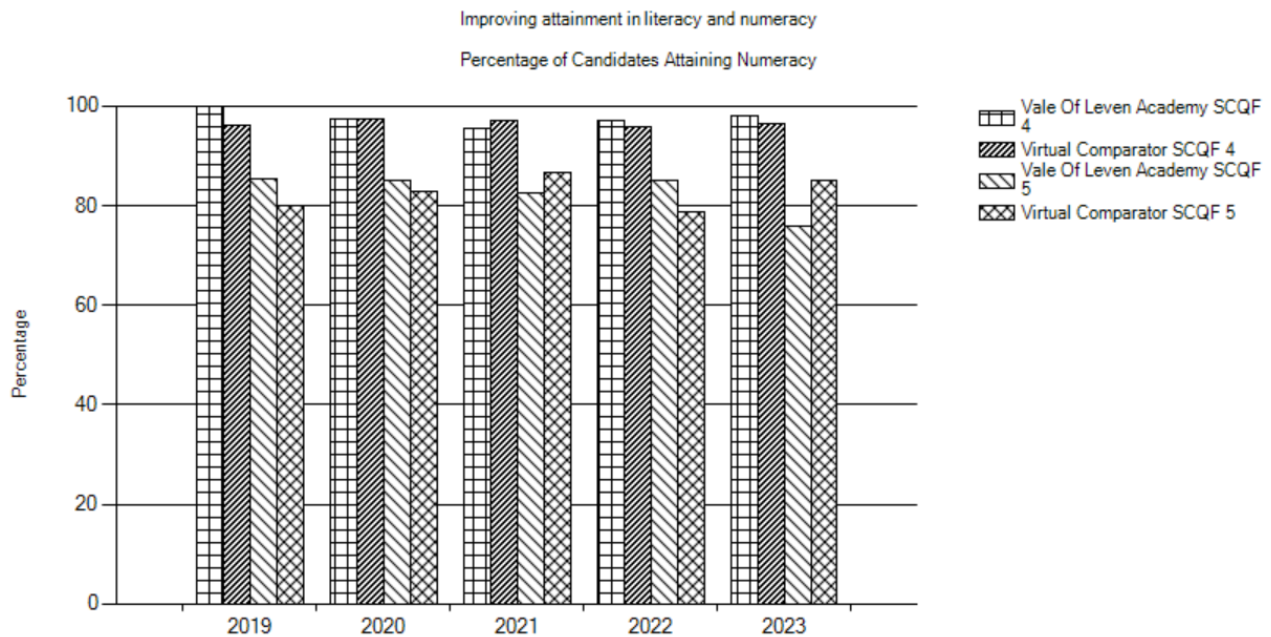
Performance in Literacy and Numeracy at SCQF Level 5, 2023 is lower than your Virtual Comparator

### Percentage of S6 Candidates Attaining Literacy



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

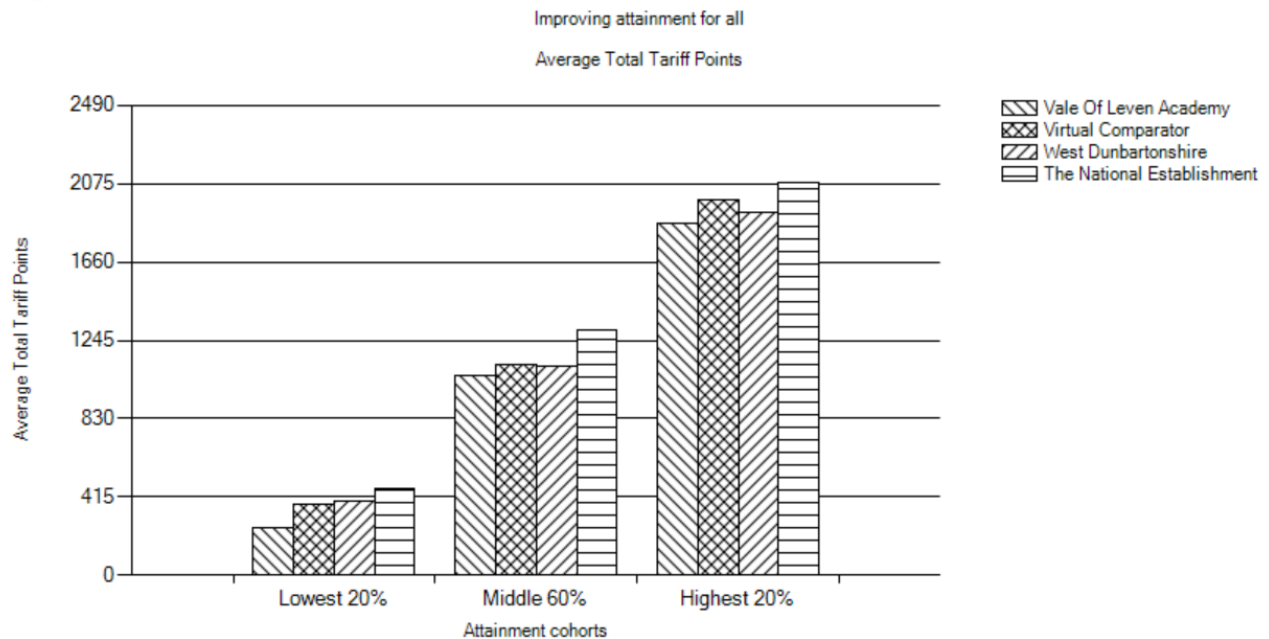
## Percentage of S6 Candidates Attaining Numeracy



Testing found that the following comparisons were significant:

Performance in Numeracy at SCQF Level 5, 2023 is lower than your Virtual Comparator

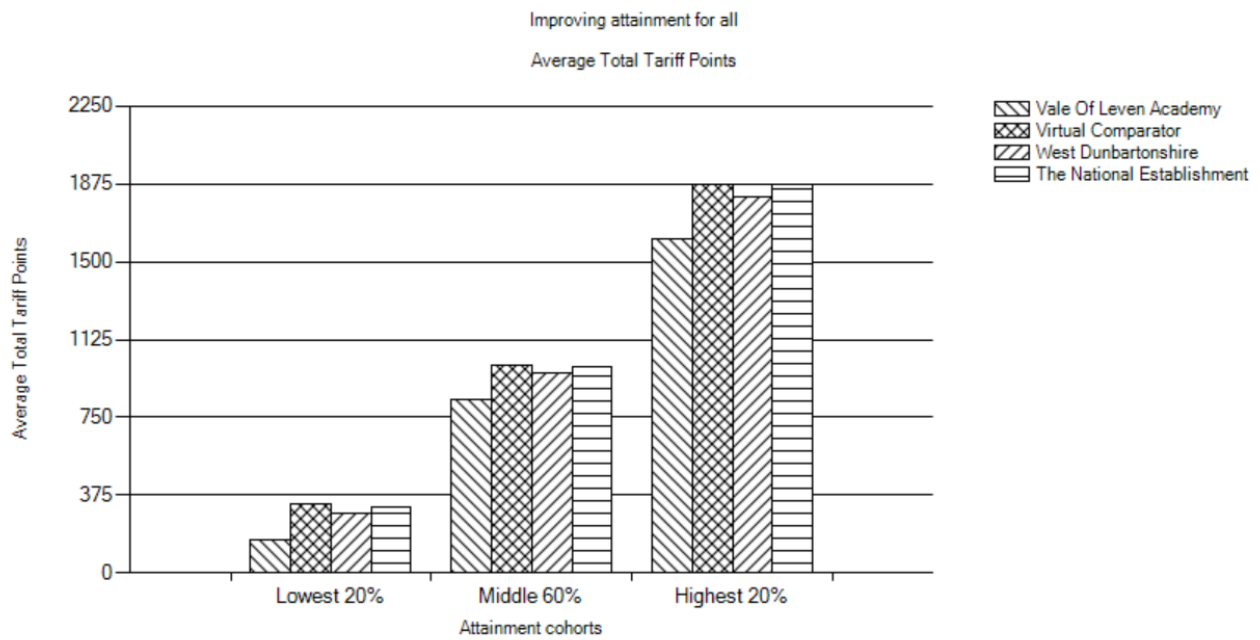
## Improving Attainment for All – S6 2023



Testing found that the following comparisons were significant:

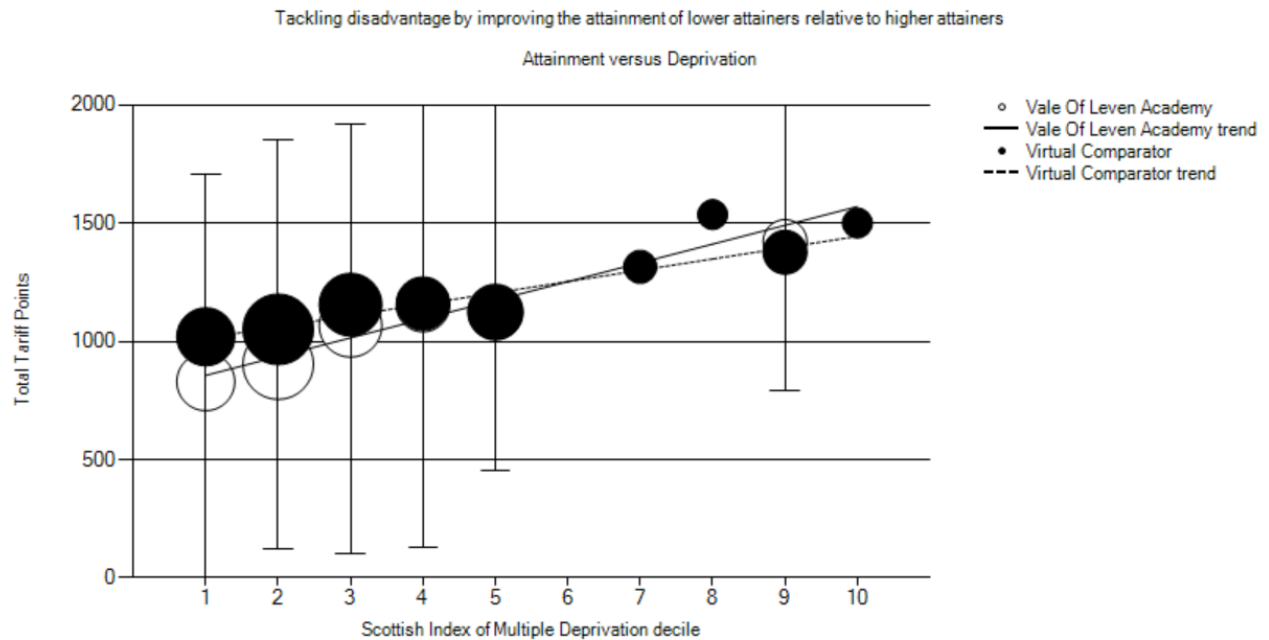
Performance in Lowest 20% is lower than your Virtual Comparator

## Improving Attainment for All – SIMD Quintile 1 (Most Deprived 20%) - S6 2023



The significance of comparisons was not tested.

## Attainment versus Deprivation – S6 2023



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

## WEST DUNBARTONSHIRE COUNCIL

## Report by Chief Education Officer

Education Services Committee: Wednesday 13th December 2023

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

- 1.1 This report provides progress made to provide high quality Early Learning and Childcare in West Dunbartonshire Council.

**2. Recommendations**

- 2.1 It is recommended that Committee notes: progress to deliver the statutory entitlement of 1140 hours of high quality Early Learning and Childcare.

**3. Background****3.1 Early Learning and Childcare**

Within Early Learning and Childcare (ELC) we now deliver, across all our settings, up to 1140 hours to eligible 2 year olds and children aged from 3 to those not yet attending primary school. Places for children under the age of 2 are available in our partner settings for working families and in our council settings for those families who require some support. Overall children are very well supported, provided with exciting learning opportunities, and are nurtured by well trained staff.

**3.2 Training**

Based on our recent experience and knowledge from inspections the ELC central team have created further training and support for all settings, including the early level of Primary, that has been shared with all to support them in reflecting and evaluating on their provision to further promote improvements and high quality learning, teaching and care.

There also continues to be a wide range of training available to all our ELC providers through our Professional Learning Framework. This varies from a bespoke professional learning programme focusing on play pedagogy and pedagogical leadership delivered by Strathclyde University to Forest Kindergarten. This training has also been extended to support the Early Level within Primary Schools through our launch of One-ery Guidance. (The One-ery approach is a play based pedagogical approach adopted in some primary one settings that also have a nursery. This approach also encourages shared opportunities for play based learning across this early level stage.) Some of our newly qualified Principals have also been selected to attend training from Education Scotland on Pedagogical Leadership.

**3.3 The West Partnership**

Early Learning and Childcare and Primary staff working at the early level have attended professional learning delivered by West Partnership. The sessions

include the following subjects: Child Development, Child Centred Pedagogy and Play and Transitions.

#### 4. Main Issues

##### 4.1 Quality of our Early Learning and Childcare

Outcomes for children continue to be very positive. The table below summarises the grades received by our Early Learning and Childcare settings in recent inspections.

##### Care Inspectorate Evaluations from recent inspections

Early Learning and Childcare Setting	Date of last Inspection	How good is our care, play and learning?	How good is our setting?	How good is our leadership?	How good is our staff team?
Brookland	24/01/2023	Good	Good	Good	Good
Carousel (Dumbarton)	25/01/2023	Good	Good	Good	Good
Auchnacraig	09/03/2023	Very Good	Very Good	Very Good	Good
Braehead	29/03/2023	Good	Very Good	Good	Good
Clydebank	25/04/2023	Very Good	Very Good	Good	Good
Gavinburn	18/05/2023	Very Good	Good	Very Good	Very Good
Lennox (Alexandria)	18/05/2023	Very Good	Good	Very Good	Very Good
Brucehill	24/05/2023	Very Good	Very Good	Very Good	Good
Ladyton	01/06/2023	Very Good	Very Good	Very Good	Excellent
KEYS	02/06/2023	Very Good	Very Good	Very Good	Very Good
St. Eunan's	15/06/2023	Very Good	Very Good	Very Good	Excellent

##### Her Majesty's Inspectorate of Education Evaluations

##### **Linnvale Primary School and Early Learning and Childcare Centre**

Quality Indicators for the nursery class	Evaluation
Learning, teaching and assessment	very good
Securing children's progress	good



## Levenvale Primary School and Early Learning and Childcare Centre

Quality Indicators for the nursery class	Evaluation
Leadership of change	good
Learning, teaching and assessment	good
Ensuring wellbeing, equality and inclusion	good
Securing children's progress	good

### 4.2 Scottish Government – Programme for Government in Early Learning and Childcare

This states that from April 2024 those staff in the Private, Voluntary and Independent Sector (PVI) delivering funded Early Learning and Childcare should receive a minimum hourly rate of £12. We have been informed that it is expected the funding for this will be allocated through the sustainable rate allocation and await further guidance on this.

### 4.3 Deferment

This session, with the introduction of automatic deferment entitlement for those children who do not turn 5 until after the start of the August term we have seen an increase of 47.7% of children deferring from last year. We have been able to accommodate these children within our existing Early Learning and Childcare provision and it has not had an impact on places available to eligible 3 year olds.

Year	Jan-Feb Deferrals	School Start – Dec Deferrals	Prior to School Start Deferrals	Total	Increase/Decrease from Previous Year
2021 – 2022	63	27	2	92	n/a
2022 - 2023	60	28	0	88	4.3% decrease
2023 - 2024	80	47	3	130	47.7% increase

### 4.4 Scottish Study of Early Learning and Childcare

Phase 4 of the Scottish Study of Early Learning and Childcare is now underway. They are gathering information on the impact of 1140 hours on eligible 2 year olds. Some of our settings have been selected to engage with this study.

### 4.5 Additional Support Needs Audit

To further support our staff and settings in fully supporting all children our Additional Support Needs working group have created an Additional Support Needs audit which has been issued to all Early Learning and Childcare settings. This audit gathered the views and confidence levels of settings and staff. It has allowed us to identify further areas for development, meaning we can create and deliver more bespoke training programmes to provide further

upskilling in this area. Our ELC Leaders have recently received training, from our Principal Educational Psychologist, on Solution Oriented Approaches. This training will further help settings in more confidently developing goals and solutions for all our learners.

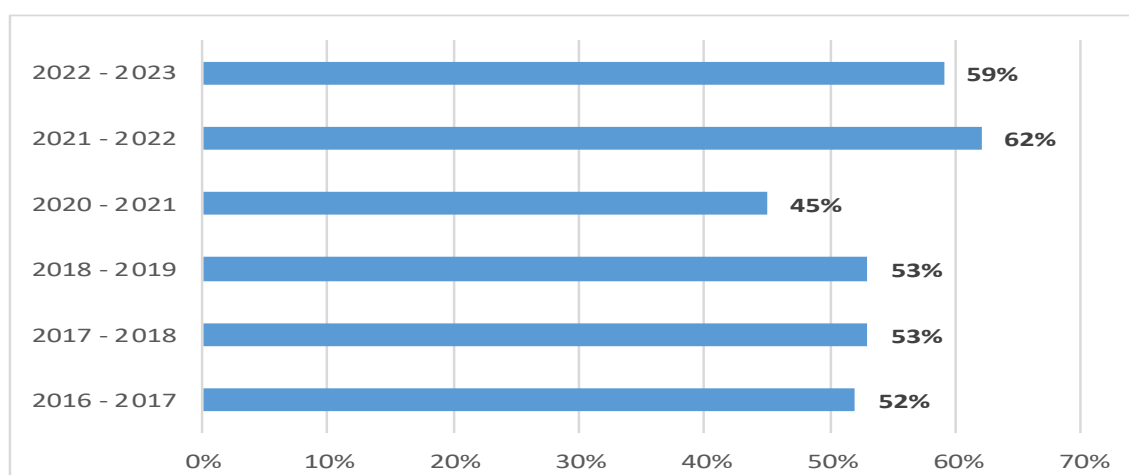
#### 4.6 Children's Progress

Assessment data gathered in June 2023 shows that children continue to progress well in literacy and numeracy outcome measures. Our Early Learning and Childcare settings use individual Statistical Reports to analyse attendance, gender, Additional Support Needs and reasons for support, Scottish Index of Multiple Deprivation distribution and children at risk of not achieving. The report also has literacy and numeracy data action planning which is derived from the data.

Our literacy stretch aim for June 2023 was 67% of all children will achieve the benchmark in Concepts of Print. We did not achieve this stretch aim, however, these children were in a covid cohort. Initially when they returned to our settings our main focus was on their health and wellbeing. Reflecting on this, the stretch aim set was very ambitious, though, looking at the long term picture we are on a steady upwards trajectory. Since 2017 we have progressed overall from 52% to 59%. We have also been looking more closely into the risks associated with attainment in order to identify where we can target further training and support. All settings now provide detailed monthly attendance reports to allow us to identify those that need to think more closely about how to improve attendance give the direct correlation between attendance and attainment.

Additionally, settings have been supported to create more detailed context reports to allow them to identify specific areas for targeted development and improvement. We then intend to use the Scottish Index of Multiple Deprivation element within these context reports to identify a comparator Early Learning and Childcare setting. Settings will then be able to work together to moderate, develop and improve outcomes. Additionally, we will continue to promote the key drivers for raising attainment in early years.

#### Percentage of Children Achieving Literacy Benchmark (Concepts of Print)

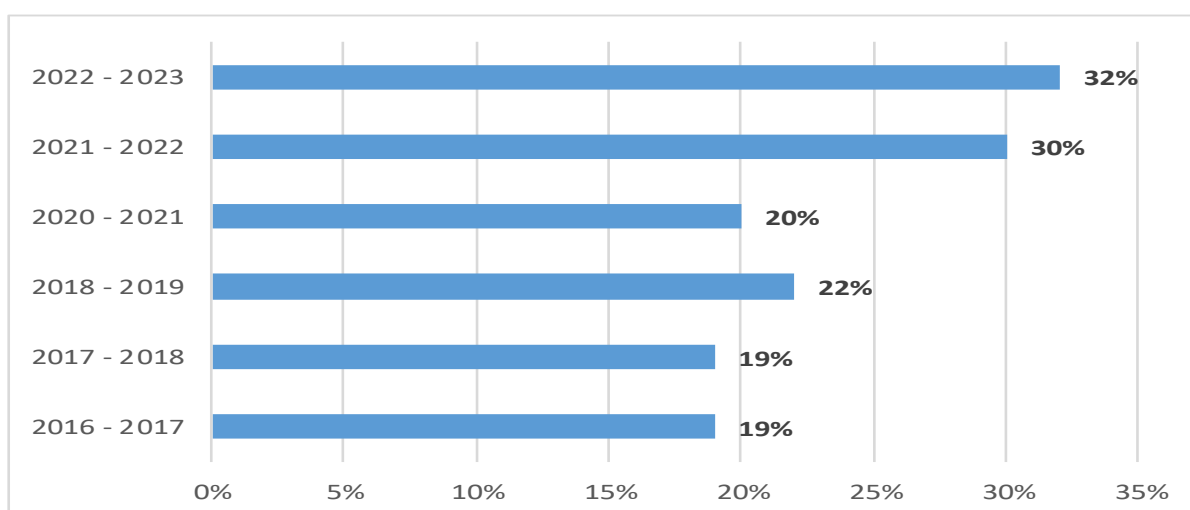


Our numeracy stretch aim for June 2023 was 33% of children will achieve the benchmark in Number and Number Processes. We achieved 32% and as with literacy have seen a steady upwards trajectory since 2017, with an overall



increase of 13%. We continue to promote the Stages of Early Arithmetical Learning Programme as the key driver for raising attainment in numeracy.

#### Percentage of Children Achieving Numeracy Benchmark (Number and number processes)



To provide us with greater detail of children's achievements and attainment over time we have extended our tracking. This will now encompass children in their ante-pre school year and those in their deferred year, allowing us to provide greater support or challenge if required for children. Through this approach we will have more detailed tracking of children's progress, attainment and achievements from when they enter nursery at age 3 through until they move on to primary school.

#### **4.7** Christie Park

Our new Early Learning and Childcare provision at Christie Park has now received registration from the Care Inspectorate and has opened. The setting will offer 24 places for eligible 3 year olds to pre school aged children and currently all places have been allocated.

#### **4.8** Faifley

Plans for the new Early Learning and Childcare provision within the new Faifley Campus have been shared with the Care Inspectorate and are now finalised. When completed this new ELC provision will incorporate children who would have previously attended Lennox (Faifley) and Auchnacraig Early Learning and Childcare Centre. It will also have scope to provide more capacity in the area if required.

### **5. People Implications**

**5.1** Support is provided for Early Learning and Childcare staff teams and leaders identified to enable effective delivery of the high quality ELC and the expectations of the statutory offer of 1140 hours for eligible 2 year olds and 3 year olds to pre school aged children.

**5.2** We have 59 career changers to date; 2 who have just completed their training and gained their Early Learning and Childcare qualification; and a further 7 who are undertaking the qualification at present. 32 career changers have

secured employment within ELC within the last 5 years. We will continue to promote this career path and route to qualification. Additionally we currently have 8 Modern Apprentices being supported to work towards achieving the Scottish Vocational Qualification (SVQ) Level 3 within our Early Learning and Childcare settings.

### **5.3 Health & Care (Staffing) (Scotland) Act 2019**

This act will be implemented from April 2024 and will have implications for all Early Learning and Childcare providers. We are working with Safe Staffing Advisers and our ELC Providers to raise their awareness of this act in preparation for its implementation. One main key change is in Part 3 where providers will have to ensure the wellbeing of their staff. We are confident within West Dunbartonshire Council that staff wellbeing is very well supported by our supportive management teams and through all staff having access to the Council's Wellbeing Hub. We will be expected to report to Scottish Government on how we comply with section 3(2) of the act and await further guidance on this.

## **6. Financial and Procurement Implications**

<b>6.1 Financial Year</b>	<b>Revenue £m</b>	<b>Capital £m</b>
2018/19	1.410	0.580
2019/20	5.268	2.380
2020/21	8.717	4.480
2021/22	9.723	5.880
2022/23	9.485	0.794
2023/24	9.742	0.287

### **6.2 New Sustainable Rate**

Our funded private providers have now received notification of the new sustainable rate for eligible 3 year olds to those not yet attending school of £5.84 per hour, which was approved at Committee in September 2023. All backdated payments have been made to them.

## **7. Risk Analysis**

### **7.1 The Key Risks:**

- Maintaining high quality Early Learning and Childcare at all funded providers to ensure that they meet the National Standard Criteria.
- Failure to deliver 1140 hours curriculum by confident, well-trained Early Learning and Childcare staff teams.
- Evaluations of good for environment by Care Inspectorate are at risk if Early Learning and Childcare building assets are not maintained.

## **8. Equalities Impact Assessment**

### **8.1 An Equalities Impact Assessment for the Expansion Plan was undertaken previously. There was no requirement to undertake another Equalities Impact Assessment for the purposes of this report as it is providing an update for Committee.**

## **9. Consultation**

**9.1** Regular consultation with stakeholders including parents and carers, Early Learning and Childcare staff, Unions, Council partners in the project and partner Early Learning and Childcare providers continues through the various Council fora and regular meetings.

### **9.2 Early Learning and Childcare Statutory Guidance**

As detailed in Section 50 of the Early Learning and Childcare Statutory Guidance we have a duty, at least once every 2 years, to:

- Consult with persons who appear to be representative of parents of children under school age in their area about how they should make early learning and childcare available.
- Have regard to the views expressed in the consultation and must prepare and publish a plan setting out how they intend to make early learning and childcare available.

Our last consultation took place in 2021 and we have now gone out to consultation once again. The summary of these findings will be shared at the March committee.

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

## **10. Strategic Assessment**

**10.1** This report reflects the Council's aspiration to 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 2017-2023.

**Laura Mason**

Chief Education Officer

**Person to Contact:** Alison Bowers, Senior Education Officer, Education, Learning and Attainment  
Telephone No: 07813 534420  
Email: [alison.bowers@west-dunbarton.gov.uk](mailto:alison.bowers@west-dunbarton.gov.uk)

**Background Papers:** none

**Wards Affected:** All



**WEST DUNBARTONSHIRE COUNCIL****Report by Laura Mason, Chief Education Officer****Educational Services Committee: 13<sup>th</sup> December 2023**

---

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

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

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

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

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

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

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

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

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

#### **4. Main Issues**

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

Our ASN Estate consists of:

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

- 4.2** In response to projected needs in the secondary school estate, work is underway to expand the Kilpatrick School Campus with three additional classrooms. The provision of temporary modular classrooms has been undertaken and young people have transitioned to these. The planned building extension work is due to be undertaken later in school session 2022/23 has been delayed. Officers are currently exploring costs of potential longer term solutions.
- 4.3** Plans to re-develop the former Riverside Early Learning and Childcare Centre (ELCC) to create a school for severe and complex learners, are progressing well. Officers have finalised layout plans in collaboration with Asset Management and clarity around services provision has been agreed. There is delay in progress due to building warrant issues. Work on developing Phase two of the Choices Building is due to start at the end of November 2023.
- 4.4** Education Leaders have collaborated to identify key areas of development and focus for Year 3 of the Additional Support Needs (ASN) Strategy. Work streams will continue to be underpinned by the National Improvement

Framework and focus on developing the capacity of all staff to best meet the needs of individual children and young people. We recognise from our survey of parents that they too need help supporting their children. Planned work with our partners in HSCP will enhance the programme of parenting supports being established and delivered via the West Dunbartonshire For Family Hubs which are being piloted using funding from Scottish Government.

#### 4.5 Notable progress is as follows:

##### **Inclusive Practices**

- Year 3 of the implementation of the Child Inclusion Research into Curriculum Learning Education (CIRCLE) has begun. All schools have a nominated Champion who attends termly training and support sessions which further develop their knowledge and understanding. Almost all report that CIRCLE implementation is developing within their school settings. Reviews of the impact of the sessions on school staff and practice, inform us that most schools stated inclusive practises had improved in their setting from using CIRCLE and that both the Circle Inclusive Classroom Scale and the Child Participation scale has had a positive impact on learners.
- A Transition Policy for P1 children has been developed and shared with all Early Years and Primary establishments. This will help ensure consistent transition processes for all pupils and particularly those who need an enhanced transition into mainstream settings. This year there will be further development of a Transition Policy for Primary to Secondary schools. In addition a multi-agency working group is reviewing transition processes to support our children and young people with additional needs as they move to adult services and life beyond school.
- Our SCERTS (Social Communication, Emotional Regulation, Transactional Supports) Champions from across all specialist setting continue to meet termly to progress the consistent implementation of the approach, share practical strategies and enhance collaborative working; building upon vital communication and emotional regulation skills being developed in each setting.
- Throughout the sessions specialist setting staff will continue to develop inclusive practices and provide opportunities to learn with and from others through our shared collegiate calendar. Future plans will support leaders in collaborating to create and deliver case study developments for use at the May In-Service Conference. This will enable all settings the opportunity to learn from each other and share good practice in the range of ways SCERTS has positively impacted on: their own professional skills and confidences in meeting learners' needs, the engagement of parents and carers with SCERTS and the impact of SCERTS on learners experience and improved outcomes.
- **Assessment and Moderation**  
Representatives from all specialist setting have engaged in Moderation planning events with colleagues from across the West Partnership. This activity is an opportunity to develop a shared understanding of standards and expectations within the learning, teaching and assessment cycle for

our learners with complex additional support needs. The cohort of staff involved are from across the West Partnership authorities and in comparable specialist settings. Within WDC specialist settings a similar model of Moderation activity is underway across all specialist settings to increase collaboration and confidence around assessment and moderation practice across the ASN Sector.

- In line with our ASN Strategy all specialist setting teaching staff and leaders have engaged in the BSquared Tracking Toolkit Professional Learning. Evaluations demonstrate that all staff rated the quality of the professional learning activity as *good* or *very good*, with all staff stating that their confidence and knowledge regarding tracking for children with ASN had increased as a result of this learning. The BSquared Tracking toolkit is now being fully implemented across all specialist setting to ensure a more consistent and robust approach to tracking progress, achievement and attainment as well as identifying next steps in learning. A strategic group is leading this work and consistent and shared approaches to implementation across settings as well as supporting colleagues within their own establishment. To date one establishment has utilised this toolkit within their review processes and received very positive feedback regarding confidence in being able to detail progress and evidence of progress in learning for our pupils with the most complex needs.
- **Learners' Experiences**  
Recently pupils in the Vale of Leven Communication Base pupils engaged in a three day residential trip to Ardentinn Outdoor Centre. Fifteen pupils ranging from S2 - S6 participated in a variety of challenging outdoor experiences including archery, climbing, abseiling and canoeing. Through a variety of group challenges set, the pupils strengthened their teamwork and communication skills. The pupils had a fun, social experience whilst engaging in activities that clearly challenged them in developing a range of social and emotional skills. Leaders within the school stated that the pupils were an 'absolute credit' and had all benefitted greatly from the experience.

- 4.6** The WD for Families Hubs have now launched and are staffed by skilled outreach workers who can support families in accessing appropriate supports in a timely way, in their local communities. The Hub Outreach workers are currently delivering group and individual work with parents /carers, children and young people on a range of themes including: sleep, toileting, behaviour supports as well as stress and anxiety. These themes have been identified via our current Request for Parenting Support processes. These referrals have come from a range of partners including, Social Work, General Practitioners, Health Visitors, Community Link Workers, Paediatric Specialists, Educational Psychologists and HT's. This group of staff currently support approximately 90 families on a 1 to 1 or in a group capacity offering parental support. (App.1 WD for families Hub Programme)



A key partner in the WD for Families Hubs is the HSCP Neurodevelopmental Team (ND) which support families one day per week in each of the Hub locations. The ND Team deliver group and individual work with carers, children and young people, who are currently waiting on a neurodevelopmental assessment or have recently received a diagnosis.

- Over summer 2023 a programme of drop in sessions was undertaken across the three Hubs, providing an opportunity for families to liaise with ND staff to gain appropriate supports whilst waiting for their child's assessment, or for families who already have a diagnosis to gain further help. Over 800 parents and carers were contacted directly and invited to the drop in session across the summer by the health care team. Approximately 300 families attended. The information and data gathered was used to develop a programme of support from the ND Team for families across the following themes: sensory support, behaviour support, anxiety support, toileting support, sleep support and support around restricted eating. In addition this team supported approximately 55 families during the October week within the Hubs as well as play opportunities in Levensgrove Park.
- To develop our Workforce and Culture we have offered multi-agency professional learning to all staff. These sessions will develop a holistic workforce approach to supporting families on the ND Pathways.
- A very positive addition to the programme planned has been the work of Tanya Tennent who is an individual with lived experience of ASD, ADHD and Sensory Processing Disorder. She has and will continue to deliver a range of sessions which build capacity and knowledge in: understanding and supporting executive dysfunction, understanding and supporting sensory needs and understanding anxiety and distressed behaviour. All sessions to date have been very well attended by parents, carers and staff and feedback has been very positive.

**4.7** The newly produced 'Seeking Help' leaflet for children and young people providing information and support on where to seek help if they have any child protection and/or safeguarding concerns has been shared widely within Education, Social Work and community partners. The leaflet was created by our young people for our young people in West Dunbartonshire therefore the information contained in the fully inclusive leaflet is what the group felt was most relevant and of best support to them. The design group comprised a range of pupils at different stages of secondary school who had varied life experiences as well as a range of Additional Support Needs. Next steps include the launch of poster campaign to further broaden and embed the implementation of the new resource to coincide with the upcoming festive holiday period.

**4.8** The Mentors in Violence Prevention (MVP) Programme uses a unique, creative, bystander approach, giving young people the chance to explore and challenge attitudes, beliefs and cultural norms that underpin gender-based violence and all types of bullying and abuse. Four of the authorities secondary schools have participated in MVP staff training this session and school leads plan to establish MVP School Mentor Support Teams in the next session.

Young people in each school will be trained as peer mentors and deliver MVP sessions to their younger peers exploring issues such as: online bullying, domestic abuse, sharing of images and consent. By December 2023 all high schools will have participated in training and will have Support Teams in place.

- 4.9** The appointment of a Children's Rights Officer has taken place which will support our service and others in ensuring the voices of our children and young people will be heard and their Rights upheld across the community planning partnership. Guidance and professional learning offered will support services in safeguarding and enshrining children's rights in policy making, decision making and day to day practice. It will also support understanding of the need for and range of ways in which children and young people can and should be involved and included in decision making. (App.2 WDC Children's Rights sites)

## **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** £0.3m of funding was allocated for ASN provision at Educational Services Committee on 11 March 2020. Additional budget will be required to deliver Kilpatrick ASN provision and once anticipated costs are known a further report will be provided to Committee.

## **7. Risk Analysis**

- 7.1** If the Council is unable to ensure appropriate support to children and young people, we will not be meeting their needs under the terms of the Children and Young People Act 2014 (Equalities Act 2010).
- 7.2** If the Council is unable to ensure appropriate support for all children, young people and staff this could result in reputational damage.

## **8. Equalities Impact Assessment (EIA)**

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

## **9. Consultation**

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

## 10. Strategic Assessment

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

**Laura Mason**  
Chief Education Officer

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## Appendices:

### App.1 – WD For Families Website

#### WD for Families Site

- All information on activity in WD for Families Hubs can be accessed via our WD for Families Website. There is links to this site via the WD Wellbeing Site and via QR codes on posters.



### App.2 – WDC Children's Rights Links

#### Twitter

[@UNCRC\\_WDC](https://twitter.com/UNCRC_WDC) / X (twitter.com)

#### Facebook

<https://www.facebook.com/profile.php?id=100092175932400>

## 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)

Report to Educational Services Committee on 11 March 2020: Learning Estate Strategy 2020-2030

**Wards Affected:** All Wards

## WEST DUNBARTONSHIRE COUNCIL

## Report by the Chief Officer (Resources)

Educational Services Committee: 13 December 2023

**Subject: Educational Services Budgetary Control Report to 31 August 2023 (Period 5).**

**1. Purpose**

- 1.1** The purpose of the report is to provide Committee with an update on the financial performance of Educational Services to 31 August 2023 (Period 5).

**2. Recommendations**

- 2.1** Committee is asked to:

- (a) note that the revenue account currently shows a projected annual adverse revenue variance of £1.460m (1.26% of the total budget); and
- (b) note that projected expenditure on the capital account is lower than the 2023/24 budget by £0.112m (1.12% of budget), due to project re-profiling.

**3. Background**

Revenue

- 3.1** At the meeting of West Dunbartonshire Council on 1 March 2023, Members agreed the revenue estimates for 2023/2024, including a total net Educational Services Committee budget of £113.150m. Since then the following budget adjustments have taken place revising the budget to £115.908m.

<b>Budget Agreed by Council 1 March 2023</b>	<b>£113.150m</b>
Summer Programme	£0.080m
Pay Award Additional Funding	£2.724m
ISDN budget savings	(£0.058m)
Mobile licences budget realignment	(£0.001m)
PAT testing	£0.013m
<b>Revised Budget</b>	<b>£115.908m</b>

- 3.2** While the teachers' pay award has been agreed (to August 2024) the APT&C pay award for APT&C staff from 1 April 2023 had not been agreed at the time this report was written. This report assumes a pay award of 4%. However, indications are that the 2023/24 APT&C pay award will be materially higher.

- 3.3** A list of agreed management adjustments totalling £2.453m is shown within Appendix 4. Current indications show £2.438m – all but £0.015m - is on target to be achieved.

**Capital**

- 3.4** At its 1 March 2023 meeting, the Council also agreed the updated General Services Capital Plan for 2023/2024 to 2031/32. The three years from 2023/24 to 2025/26 were approved in detail with the remaining years being indicative at that stage. After adjusting for anticipated re-profiling from 2022/23 into 2023/24 and £0.200m programme acceleration at Renton, the budget agreed for 2023/24 was £9.993m.

**4. Main Issues**

**Revenue Budget**

- 4.1** The current departmental budgetary position is summarised in Appendix 1, with detailed analysis by service in Appendix 2.
- 4.2** The overall projected full year variance is £1.460m adverse. Information and all individual variances of over £50,000 are detailed in Appendix 3.

**Capital**

- 4.5** The overall Educational Services programme summary report at Appendix 5 shows that the expected spend on the project life is anticipated to be £0.112m less than the original budget.

**5. People Implications**

- 5.1** There are no direct people implications.

**6. Financial and Procurement Implications**

- 6.1** Other than the financial position noted above and within the appendices, there are no financial or procurement implications of the budgetary control report.

**7. Risk Analysis**

- 7.1** The main financial risks to the ongoing financial position relate to unforeseen costs and/or reduced income streams being identified between now and the end of the financial year. Finance staff are in regular discussion with budget holders to ensure potential issues are identified as early as possible in order to mitigate this risk.
- 7.2** A more specific uncertainty surrounds the outcome of the APT&C pay award for 2023/24. The figures in the attached appendices have assumed that the pay award is 4%.

## **8. Equalities Impact Assessment (EIA)**

- 8.1** The report is for noting and therefore, no Equalities Impact Assessment was completed for this report.

## **9. Consultation**

- 9.1** The views of Education, Finance and Legal services were requested in the preparation of this report and they have advised there are neither any additional issues nor concerns with the proposal. As the report is for noting no further consultation is envisaged.

## **10. Strategic Assessment**

- 10.1** Proper budgetary control and sound financial practice are cornerstones of good governance and support Council and officers to pursue the 5 strategic priorities of the Council's Strategic Plan. This report forms part of the financial governance of the Council.

**Laurence Slavin**  
**Chief Officer - Resources**

**Date: 15 November 2023**

**Person to Contact:** Joe Reilly - Business Unit Finance Partner (Education),  
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737707, e-mail [joe.reilly@west-dunbarton.gov.uk](mailto:joe.reilly@west-dunbarton.gov.uk)

**Appendices:** Appendix 1 - Revenue Budgetary Control 2023/24  
- Summary Report

Appendix 2 - Revenue Budgetary Control 2023/24  
- Service Reports  
-

Appendix 3 - Analysis of Revenue Variances over  
£50,000

Appendix 4 – Analysis of Revenue Efficiencies

Appendix 5 - Capital Programme Summary

Appendix 6 – Capital Projects at Red Status

Appendix 7 – Capital Projects at Green Status

**Background Papers:** Ledger output – period 5

General Services Revenue Estimates 2023/24

**Wards Affected:** ,All



## EDUCATION SUMMARY

MONTH END DATE

31 August 2023

PERIOD

P5

Actual Outturn 2022/23	Departmental / Subjective Summary	Total Budget 2023/24	Year to date 2023/24	% Spend to Date of Total Budget	Forecast Spend 2023/24	Forecast Variance 2023/24	RAG Status	
£000	Departmental Summary	£000	£000	%	£000	£000	%	
31,610	Primary Schools	33,900	13,074	39%	33,849	(51)	0%	↑
31,225	Secondary Schools	32,978	13,960	42%	33,347	368	1%	↓
18,172	Special Schools	17,224	6,527	38%	18,526	1,302	8%	↓
569	Psychological Services	606	250	41%	583	(24)	-4%	↑
627	Sport Development/Active Schools	627	(197)	-31%	627	0	0%	→
9,179	Pre 5s	9,530	(2,892)	-30%	9,504	(27)	0%	↑
639	Cultural Services	654	284	44%	638	(15)	-2%	↑
15,477	PPP	16,501	7,373	45%	16,508	7	0%	↓
191	Curriculum for Excellence	92	63	68%	92	0	0%	→
4,208	Central Admin	953	665	70%	958	5	0%	↓
249	Workforce CPD	365	128	35%	242	(122)	-34%	↑
364	Performance & Improvement	453	169	37%	460	7	2%	↓
1,658	Education Development	2,025	690	34%	2,035	10	0%	↓
1,050	Raising Attainment - Primary	0	0	0%	0	0	0%	→
(1,056)	Raising Attainment - Secondary	0	0	0%	0	0	0%	→
(4)	Pupil Equity Fund - (PEF)	0	(0)	0%	0	0	0%	→
114,159	Total Net Expenditure	115,908	40,096	35%	117,368	1,460	1.26%	↓

WEST DUNBARTONSHIRE COUNCIL  
REVENUE BUDGETARY CONTROL 2023/24  
EDUCATION DETAIL

APPENDIX 2

MONTH END DATE

31 August 2023

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Actual Outturn 2022/23	Service Summary	Total Budget 2023/24	Year to date 2023/24	% Spend to Date of Total Budget	Forecast Spend 2023/24	Forecast Variance 2022/23	RAG Status
<b>£000</b>	<b>All Services</b>	<b>£000</b>	<b>£000</b>	<b>%</b>	<b>£000</b>	<b>£000</b>	<b>%</b>
91,551	Employee	94,335	39,107	41%	95,050	715	1%
8,634	Property	9,794	1,368	14%	9,265	(529)	-5%
2,488	Transport and Plant	2,144	1,180	55%	2,446	302	14%
3,349	Supplies, Services and Admin	2,147	784	37%	2,166	18	1%
23,251	Payments to Other Bodies	22,121	10,136	46%	23,430	1,309	6%
4,625	Other	1,512	1,141	75%	1,635	122	8%
<b>133,898</b>	<b>Gross Expenditure</b>	<b>132,055</b>	<b>53,715</b>	<b>41%</b>	<b>133,991</b>	<b>1,937</b>	<b>1%</b>
<b>(19,739)</b>	<b>Income</b>	<b>(16,146)</b>	<b>(13,619)</b>	<b>84%</b>	<b>(16,623)</b>	<b>(477)</b>	<b>3%</b>
<b>114,159</b>	<b>Net Expenditure</b>	<b>115,908</b>	<b>40,096</b>	<b>35%</b>	<b>117,368</b>	<b>1,460</b>	<b>1%</b>
<b>£000</b>	<b>Primary Schools</b>	<b>£000</b>	<b>£000</b>	<b>%</b>	<b>£000</b>	<b>£000</b>	<b>%</b>
27,512	Employee	29,297	12,049	41%	29,615	318	1%
3,122	Property	3,730	327	9%	3,340	(390)	-10%
303	Transport and Plant	351	339	97%	387	36	10%
387	Supplies, Services and Admin	292	101	34%	292	0	0%
5	Payments to Other Bodies	14	0	0%	14	0	0%
795	Other	275	342	124%	397	122	44%
<b>32,123</b>	<b>Gross Expenditure</b>	<b>33,959</b>	<b>13,158</b>	<b>39%</b>	<b>34,046</b>	<b>86</b>	<b>0%</b>
<b>(513)</b>	<b>Income</b>	<b>(59)</b>	<b>(84)</b>	<b>141%</b>	<b>(197)</b>	<b>(137)</b>	<b>230%</b>
<b>31,610</b>	<b>Net Expenditure</b>	<b>33,900</b>	<b>13,074</b>	<b>39%</b>	<b>33,849</b>	<b>(51)</b>	<b>0%</b>
<b>£000</b>	<b>Secondary Schools</b>	<b>£000</b>	<b>£000</b>	<b>%</b>	<b>£000</b>	<b>£000</b>	<b>%</b>
28,715	Employee	30,787	12,576	41%	30,991	204	1%
1,234	Property	1,396	116	8%	1,283	(114)	-8%
624	Transport and Plant	508	574	113%	508	0	0%
438	Supplies, Services and Admin	294	27	9%	294	0	0%
464	Payments to Other Bodies	472	442	94%	472	0	0%
862	Other	730	363	50%	730	0	0%
<b>32,337</b>	<b>Gross Expenditure</b>	<b>34,188</b>	<b>14,098</b>	<b>41%</b>	<b>34,278</b>	<b>91</b>	<b>0%</b>
<b>(1,112)</b>	<b>Income</b>	<b>(1,209)</b>	<b>(138)</b>	<b>11%</b>	<b>(931)</b>	<b>278</b>	<b>-23%</b>
<b>31,225</b>	<b>Net Expenditure</b>	<b>32,978</b>	<b>13,960</b>	<b>42%</b>	<b>33,347</b>	<b>368</b>	<b>1%</b>
<b>£000</b>	<b>Special Schools</b>	<b>£000</b>	<b>£000</b>	<b>%</b>	<b>£000</b>	<b>£000</b>	<b>%</b>
12,093	Employee	12,694	5,144	41%	12,862	169	1%
209	Property	181	46	26%	187	5	3%
1,372	Transport and Plant	1,138	204	18%	1,405	268	24%
157	Supplies, Services and Admin	111	20	18%	111	(0)	0%
4,638	Payments to Other Bodies	3,417	1,323	39%	4,384	968	28%
27	Other	22	22	101%	22	0	1%
<b>18,495</b>	<b>Gross Expenditure</b>	<b>17,562</b>	<b>6,759</b>	<b>38%</b>	<b>18,972</b>	<b>1,409</b>	<b>8%</b>
<b>(323)</b>	<b>Income</b>	<b>(339)</b>	<b>(232)</b>	<b>69%</b>	<b>(446)</b>	<b>(107)</b>	<b>32%</b>
<b>18,172</b>	<b>Net Expenditure</b>	<b>17,224</b>	<b>6,527</b>	<b>38%</b>	<b>18,526</b>	<b>1,302</b>	<b>8%</b>

WEST DUNBARTONSHIRE COUNCIL  
REVENUE BUDGETARY CONTROL 2023/24  
EDUCATION DETAIL

APPENDIX 2

MONTH END DATE

31 August 2023

PERIOD

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Actual Outturn 2022/23	Service Summary	Total Budget 2023/24	Year to date 2023/24	% Spend to Date of Total Budget	Forecast Spend 2023/24	Forecast Variance 2022/23	RAG Status
£000		£000	£000	%	£000	£000	%
637	Psychological Services	672	248	37%	648	(24)	-4%
0	Employee	0	0	0%	0	0	0%
2	Property	1	1	85%	2	1	61%
3	Transport and Plant	5	1	16%	5	(0)	-7%
0	Supplies, Services and Admin	0	0	0%	0	0	0%
0	Payments to Other Bodies	0	0	0%	0	0	0%
0	Other	0	0	0%	0	0	0%
642	Gross Expenditure	679	250	37%	655	(24)	-3%
(73)	Income	0	0	0%	(73)	0	0%
569	Net Expenditure	606	250	41%	583	(24)	-4%
£000	Miscellaneous	£000	£000	%	£000	£000	%
0	Employee	0	0	0%	0	0	0%
0	Property	0	0	0%	0	0	0%
0	Transport and Plant	0	0	0%	0	0	0%
0	Supplies, Services and Admin	0	0	0%	0	0	0%
850	Payments to Other Bodies	627	7	1%	831	204	33%
0	Other	0	0	0%	0	0	0%
850	Gross Expenditure	627	7	1%	831	204	33%
(223)	Income	0	(204)	0%	(204)	(204)	0%
627	Net Expenditure	627	(197)	-31%	627	0	0%
£000	Early Years	£000	£000	%	£000	£000	%
14,832	Employee	15,467	5,606	36%	15,474	7	0%
295	Property	583	150	26%	583	(0)	0%
6	Transport and Plant	9	2	19%	5	(4)	-49%
980	Supplies, Services and Admin	858	159	19%	857	(1)	0%
3,256	Payments to Other Bodies	3,313	1,266	38%	3,320	7	0%
0	Other	0	0	0%	0	0	0%
19,369	Gross Expenditure	20,230	7,184	36%	20,239	9	0%
(10,190)	Income	(10,699)	(10,076)	94%	(10,735)	(36)	0%
9,179	Net Expenditure	9,530	(2,892)	-30%	9,504	(27)	0%
£000	PPP	£000	£000	%	£000	£000	%
0	Employee	0	0	0%	0	0	0%
3,522	Property	3,880	704	18%	3,835	(45)	-1%
0	Transport and Plant	0	0	0%	0	0	0%
0	Supplies, Services and Admin	0	0	0%	0	0	0%
12,713	Payments to Other Bodies	13,379	6,670	50%	13,518	139	1%
0	Other	0	0	0%	0	0	0%
16,235	Gross Expenditure	17,259	7,373	43%	17,353	93	1%
(758)	Income	(758)	0	0%	(845)	(87)	11%
15,477	Net Expenditure	16,501	7,373	45%	16,508	7	0%

WEST DUNBARTONSHIRE COUNCIL  
REVENUE BUDGETARY CONTROL 2023/24  
EDUCATION DETAIL

APPENDIX 2

MONTH END DATE

31 August 2023

PERIOD

P5

Actual Outturn 2022/23	Service Summary	Total Budget 2023/24	Year to date 2023/24	% Spend to Date of Total Budget	Forecast Spend 2023/24	Forecast Variance 2022/23	RAG Status
£000		£000	£000	%	£000	£000	%
	<b>Curriculum for Excellence</b>						
0	Employee	0	0	0%	0	0	0%
0	Property	0	0	0%	0	0	0%
0	Transport and Plant	0	0	0%	0	0	0%
188	Supplies, Services and Admin	92	63	68%	92	0	0%
16	Payments to Other Bodies	0	0	0%	0	0	0%
0	Other	0	0	0%	0	0	0%
204	<b>Gross Expenditure</b>	92	63	68%	92	0	0%
(13)	<b>Income</b>	0	0	0%	0	0	0%
191	<b>Net Expenditure</b>	92	63	68%	92	0	0%
	<b>Central Admin</b>						
552	Employee	121	138	114%	214	92	76%
238	Property	22	23	102%	36	14	63%
4	Transport and Plant	0	0	88%	1	0	67%
117	Supplies, Services and Admin	54	16	30%	54	0	0%
355	Payments to Other Bodies	328	215	65%	344	16	5%
2,941	Other	486	414	85%	486	0	0%
4,208	<b>Gross Expenditure</b>	1,012	807	80%	1,134	123	12%
0	<b>Income</b>	(59)	(141)	241%	(177)	(118)	201%
4,208	<b>Net Expenditure</b>	953	665	70%	958	5	0%
	<b>Workforce CPD</b>						
272	Employee	335	111	33%	213	(122)	-36%
3	Property	0	0	0%	0	0	0%
0	Transport and Plant	0	0	0%	0	0	0%
24	Supplies, Services and Admin	20	6	31%	19	(1)	-4%
24	Payments to Other Bodies	13	14	107%	14	1	7%
0	Other	0	0	0%	0	0	0%
323	<b>Gross Expenditure</b>	369	132	36%	246	(122)	-33%
(74)	<b>Income</b>	(4)	(4)	100%	(4)	0	0%
249	<b>Net Expenditure</b>	365	128	35%	242	(122)	-34%
	<b>Performance &amp; Improvement</b>						
404	Employee	503	182	36%	509	6	1%
0	Property	0	0	0%	0	0	0%
0	Transport and Plant	1	0	2%	1	0	0%
1	Supplies, Services and Admin	0	1	523%	1	1	423%
0	Payments to Other Bodies	0	0	0%	0	0	0%
0	Other	0	0	0%	0	0	0%
405	<b>Gross Expenditure</b>	504	183	36%	511	7	1%
(41)	<b>Income</b>	(51)	(14)	27%	(51)	0	0%
364	<b>Net Expenditure</b>	453	169	37%	460	7	2%

WEST DUNBARTONSHIRE COUNCIL  
REVENUE BUDGETARY CONTROL 2023/24  
EDUCATION DETAIL

APPENDIX 2

MONTH END DATE

31 August 2023

PERIOD

P5

Actual Outturn 2022/23	Service Summary	Total Budget 2023/24	Year to date 2023/24	% Spend to Date of Total Budget	Forecast Spend 2023/24	Forecast Variance 2022/23	RAG Status
£000		£000	£000	%	£000	£000	%
1,261	Education Development	1,594	650	41%	1,682	88	6%
0	Employee	0	0	0%	0	0	0%
137	Property	113	39	34%	114	1	1%
47	Transport and Plant	21	11	53%	48	27	129%
500	Supplies, Services and Admin	472	96	20%	429	(43)	-9%
0	Payments to Other Bodies	0	0	0%	0	0	0%
0	Other	0	0	0%	0	0	0%
1,946	Gross Expenditure	2,200	795	36%	2,273	73	3%
(287)	Income	(175)	(105)	60%	(238)	(63)	36%
1,658	Net Expenditure	2,025	690	34%	2,035	10	0%
£000	Raising Attainment - Primary	£000	£000	%	£000	£000	%
1,009	Employee	219	219	100%	219	0	0%
0	Property	0	0	0%	0	0	0%
0	Transport and Plant	0	0	0%	0	0	0%
91	Supplies, Services and Admin	1	1	92%	1	0	0%
20	Payments to Other Bodies	7	7	105%	7	0	0%
0	Other	0	0	0%	0	0	0%
1,120	Gross Expenditure	228	228	100%	228	0	0%
(70)	Income	(228)	(228)	100%	(228)	0	0%
1,050	Net Expenditure	0	0	0%	0	0	0%
£000	Raising Attainment - Secondary	£000	£000	%	£000	£000	%
676	Employee	358	358	100%	358	0	0%
0	Property	0	0	0%	0	0	0%
1	Transport and Plant	1	1	95%	1	0	0%
3	Supplies, Services and Admin	0	0	0%	0	0	0%
104	Payments to Other Bodies	9	9	106%	9	0	0%
0	Other	0	0	0%	0	0	0%
784	Gross Expenditure	367	367	100%	367	0	0%
(1,840)	Income	(367)	(367)	100%	(367)	0	0%
(1,056)	Net Expenditure	0	0	0%	0	0	0%
£000	Pupil Equity Fund - (PEF)	£000	£000	%	£000	£000	%
2,866	Employee	1,528	1,528	100%	1,528	0	0%
10	Property	1	1	101%	1	0	0%
39	Transport and Plant	19	19	102%	19	0	0%
906	Supplies, Services and Admin	376	376	100%	376	0	0%
286	Payments to Other Bodies	71	71	100%	71	0	0%
0	Other	0	0	0%	0	0	0%
4,107	Gross Expenditure	1,996	1,996	100%	1,996	0	0%
(4,111)	Income	(1,996)	(1,996)	100%	(1,996)	0	0%
(4)	Net Expenditure	0	0	0%	0	0	0%
£000	Cultural Services	£000	£000	%	£000	£000	%
721	Employee	760	296	39%	737	(23)	-3%
0	Property	0	0	0%	0	0	0%
1	Transport and Plant	2	0	9%	2	0	8%
8	Supplies, Services and Admin	22	2	7%	15	(7)	-33%
19	Payments to Other Bodies	0	17	0%	17	17	0%
0	Other	0	0	0%	0	0	0%
749	Gross Expenditure	784	315	40%	771	(13)	-2%
(110)	Income	(131)	(30)	23%	(133)	(2)	2%
639	Net Expenditure	654	284	44%	638	(15)	-2%

## ANALYSIS FOR VARIANCES OVER £50,000

MONTH END DATE

31 August 2023

PERIOD

P5

Budget Details	Variance Analysis			
	Total Budget	Forecast Spend	Forecast Variance	RAG Status

## Education

<b>Primary Schools (Laura Mason)</b>		33,900	33,849	(51)	0%	↑
Service Description	This service area includes all Primary Schools.					
Main Issues / Reason for Variance	The principal adverse variances are an increase in the caseload for clothing grants (£122k) ,an overspend against APT&C employee costs (£213k) following the increase in turnover targets and an overspend on teacher costs (£105k) following the pay award agreed after the budget was set. SPT bus contract costs are also anticipated to be higher (£36k) than when the budget was set. Offsetting this is a favourable variance against school meals income following an alteration in the expansion of free school meals to primaries 6 and 7 (£155k) albeit income from lets is adverse (£19k). Utility prices have been particularly volatile over the past 18 months. Electricity and gas budgets were increased by about 11% for 2023/24 . However, actual prices for electricity have increased by up to 70% while gas prices have fallen by 22%. The overall impact has been favourable - while electricity has an adverse variance of £51k while gas has a favourable variance of £440k.					
Mitigating Action	expenditure (particularly utility prices) and income (particularly income from school meals in the new academic year) will be closely monitored					
Anticipated Outcome	a small underspend is anticipated					

<b>Secondary Schools (Laura Mason)</b>		32,978	33,347	368	1%	↓
Service Description	This service area includes all Secondary Schools.					
Main Issues / Reason for Variance	The principal adverse variances are an overspend on APT&C employee costs (£100k) following the increase in turnover targets and an overspend on teacher costs (£105k) following the pay award agreed after the budget was set. Income from lets (£111k) and from school meals (£175k) are likely to be less than anticipated when the budget was set. Utility prices have been particularly volatile over the past 18 months. Electricity and gas budgets were increased by about 11% for 2023/24 . However, actual prices for electricity have increased by up to 70% while gas prices have fallen by 22%. The overall impact has been favourable while electricity has an adverse variance of £35k while gas has a favourable variance of £149k.					
Mitigating Action	expenditure and income will be closely monitored					
Anticipated Outcome	an overspend is anticipated					

## ANALYSIS FOR VARIANCES OVER £50,000

MONTH END DATE

31 August 2023

PERIOD

P5

Budget Details	Variance Analysis				
	Total Budget	Forecast Spend	Forecast Variance	RAG Status	
<b>Additional Support Needs (Claire Cusick)</b>	17,224	18,526	1,302	8%	↓
Service Description	This service area covers all ASN Services.				
Main Issues / Reason for Variance	The principal adverse variances are an overspend on employee costs, principally APT&C, (£169k) following the increase in turnover targets . Transport costs will be significantly over-budget due to difficulties sourcing sufficient taxis with a subsequent need to replace them with buses (£265k). Day placements are currently on a par with last year but average day placement costs are significantly higher (£250k) while residential placements (£676k) are 3% greater at a time when residential placement costs have increased considerably. There is an adverse variance against the budget for placements with other local authorities (£47k) and projected income from other local authority placements within West Dunbartonshire is also adverse (£76k). Income to assist with Ukrainian pupils (£176k) has been received and will offset additional employee costs.				
Mitigating Action	expenditure and income will be closely monitored				
Anticipated Outcome	an overspend is anticipated				

**WEST DUNBARTONSHIRE COUNCIL**  
**MONITORING OF EFFICIENCIES AND MANAGEMENT ADJUSTMENTS 2023/24**

**APPENDIX 4**

	Efficiency Detail	Ref	Chief Officer	Budgeted Amount £	Projection of Total Saved £	Projection of Total Not Saved £	Comment
<b>STATUS: COMPLETE</b>							
1	Fund the Outreach Support Service for children and families through the Family Wellbeing Fund.	EDU04	L Mason	212,000	212,000	-	
2	Education Performance Budget	EDU10	L Mason	25,000	25,000	-	
3	Instrumental Technician	EDU14	L Mason	37,000	37,000	-	
<b>TOTAL COMPLETE</b>				<b>274,000</b>	<b>274,000</b>	<b>-</b>	
<b>STATUS: IN PROGRESS</b>							
4	Remove Additional Deprivation Allowance	EDU02	L Mason	654,000	654,000	-	
5	Reduce the number of learning assistants in schools by 2.34 FTE from the current establishment of 28 FTE.	EDU03	L Mason	32,000	32,000	-	
6	Reduce General School Budgets	EDU05	L Mason	200,000	200,000	-	
7	Curriculum Development	EDU06	L Mason	100,000	100,000	-	
8	Reduce the school clothing grant to the statutory level of £120 for primary school children and £150 for secondary school children	EDU07	L Mason	774,000	774,000	-	All payments made at £150 as per Labour amendment March 2023
9	Reduce the provision of School Travel to the national statutory limits	EDU08	L Mason	200,000	185,000	15,000	Per Education Committee July 2023
10	Reduce the budget for grounds maintenance and either reduce frequency of grass cuts in educational premises or create areas of biodiversity which would not require grass cutting	EDU15	L Mason	100,000	100,000	-	
11	Review the role of Senior Early Learning and Childcare Officers enabling the removal of six Early Learning and Childcare Officers posts	EDU17	L Mason	119,000	119,000	-	
<b>TOTAL IN PROGRESS</b>				<b>2,179,000</b>	<b>2,164,000</b>	<b>15,000</b>	
<b>TOTAL EFFICIENCIES/MANAGEMENT ADJUSTMENTS</b>				<b>2,453,000</b>	<b>2,438,000</b>	<b>15,000</b>	



WEST DUNBARTONSHIRE COUNCIL  
GENERAL SERVICES CAPITAL PROGRAMME  
OVERALL PROGRAMME SUMMARY

APPENDIX 5

PERIOD END DATE 31 August 2023

PERIOD 5

Project Status Analysis	Project Life Status Analysis				Current Year Project Status Analysis			
	Number of Projects at RAG Status	% Projects at RAG Status	Spend to Date £000	% Project Spend at RAG Status	Number of Projects at RAG Status	% Projects at RAG Status	Spend to Date £000	% Project Spend at RAG Status
<b>Red</b> Projects are forecast to be overspent and/or experience material delay to completion	7	87.5%	31,299	97.2%	7	87.5%	458	52.7%
<b>Amber</b> Projects are either at risk of being overspent and/or delay in completion (although this is unquantifiable at present) or the project has any issues that require to be reported at this time	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<b>Green</b> Projects are on target both in relation to overall budget and the forecast stages in the project life cycle and no issues are anticipated at this time	1	12.5%	900	2.8%	1	12.5%	411	47.3%
<b>TOTAL EXPENDITURE</b>	<b>8</b>	<b>100%</b>	<b>32,199</b>	<b>100%</b>	<b>8</b>	<b>100%</b>	<b>870</b>	<b>100%</b>

Project Status Analysis	Project Life Financials				Current Year Financials					
	Budget £000	Spend to Date £000	Forecast Spend £000	Forecast Variance £000	Budget £000	Spend to Date £000	Forecast Spend £000	Actual Variance £000	Re-profiling £000	Over/ (Under) £000
<b>Red</b> Projects are forecast to be overspent and/or significant delay to completion	38,763	31,299	38,436	(327)	6,498	458	6,386	(112)	(112)	0
<b>Amber</b> Projects are either at risk of being overspent and/or delay in completion (although this is unquantifiable at present) or the project has any issues that require to be reported at this time	0	0	0	0	0	0	0	0	0	0
<b>Green</b> Projects are on target both in relation to overall budget and the forecast stages in the project life cycle and no issues are anticipated at this time	35,714	900	35,714	(0)	3,495	411	3,495	0	0	0
<b>TOTAL EXPENDITURE</b>	<b>74,477</b>	<b>32,199</b>	<b>74,150</b>	<b>(327)</b>	<b>9,993</b>	<b>870</b>	<b>9,881</b>	<b>(112)</b>	<b>(112)</b>	<b>0</b>

PERIOD END DATE

31 August 2023

PERIOD

5

Budget Details	Project Life Financials					
	Budget	Spend to Date		Forecast Spend	Variance	
	£000	£000	%	£000	£000	%

1

AV Equipment - Education						
Project Life Financials	869	261	30%	869	(0)	0%
Current Year Financials	397	0	0%	397	(0)	0%
Project Description	Purchase of AV Equipment for Education.					
Project Manager	David Jones/ Julie McGrogan					
Chief Officer	Laura Mason					
Project Lifecycle	Planned End Date	31-Mar-29	Forecast End Date	31-Mar-29		
Main Issues / Reason for Variance						
Carrying out establishment evaluation and change in procurement process - now obtaining 3 quotes to ensure best value.						
Mitigating Action						
None required at this time.						
Anticipated Outcome						
Purchase of AV Equipment for Education.						

2

Digital Inclusion						
Project Life Financials	376	335	89%	376	0	0%
Current Year Financials	41	0	0%	41	0	0%
Project Description	Increase the ratio of chrome book devices for most disadvantaged children and families and support for families with remote access.					
Project Manager	David Jones/ Julie McGrogan					
Chief Officer	Laura Mason					
Project Lifecycle	Planned End Date	31-Mar-23	Forecast End Date	31-Mar-24		
Main Issues / Reason for Variance						
Awaiting Scot Gov award of new web based proprietary device contract - ITT returns due 12 October 2023 expected spend this academic year.						
Mitigating Action						
None required at this time.						
Anticipated Outcome						
Increase the Chromebook ratio for most disadvantaged children.						

3

Schools Estate Improvement Plan						
Project Life Financials	20,621	15,544	75%	20,308	(313)	-2%
Current Year Financials	4,222	414	10%	4,222	(0)	0%
Project Description	Improvement of Schools Estate.					
Project Manager	Michelle Lynn/ Craig Jardine					
Chief Officer	Laura Mason					
Project Lifecycle	Planned End Date	31-Mar-24	Forecast End Date	31-Mar-24		
Main Issues / Reason for Variance						
Works progressing in line with programme.						
Mitigating Action						
None at this time						
Anticipated Outcome						
Project delivered within budget and to required specification						

4

Free School Meals						
Project Life Financials	2,011	572	28%	2,011	0	0%
Current Year Financials	1,439	22	2%	1,439	0	0%
Project Description	Provision of Capital Funding from Scottish Government to implement free school meal initiative.					
Project Manager	Michelle Lynn					
Chief Officer	Laura Mason					
Project Lifecycle	Planned End Date	31-Mar-24	Forecast End Date	31-Mar-24		
Main Issues / Reason for Variance						
Awaiting invoices and internal recharges.						
Mitigating Action						
None available at this time.						
Anticipated Outcome						
Project delivered within amended timescales.						

PERIOD END DATE

31 August 2023

PERIOD

5

	Budget Details	Project Life Financials					
		Budget	Spend to Date		Forecast Spend	Variance	
		£000	£000	%	£000	£000	%
5	<b>Choices Programme - to assist young people who require additional support</b>						
	Project Life Financials	750	638	85%	638	(112)	-15%
	Current Year Financials	112	0	0%	0	(112)	-100%
	Project Description	Bringing together Central Support Services which will include relocation of Choices Programme.					
	Project Manager	Michelle Lynn					
	Chief Officer	Laura Mason					
	Project Lifecycle	Planned End Date		31-Mar-23	Forecast End Date		31-Mar-24
	<b>Main Issues / Reason for Variance</b>						
	Complete.						
	<b>Mitigating Action</b>						
	None available at this time.						
	<b>Anticipated Outcome</b>						
	Project delivered on budget.						
6	<b>Schools Estate Refurbishment Plan</b>						
	Project Life Financials	5,508	5,508	100%	5,508	(0)	0%
	Current Year Financials	0	0	0%	0	(0)	-1%
	Project Description	Completion of condition surveys has been carried out to identify works required to bring various schools from Condition C to Condition B.					
	Project Manager	Michelle Lynn					
	Chief Officer	Laura Mason					
	Project Lifecycle	Planned End Date		31-Mar-22	Forecast End Date		30-Apr-23
	<b>Main Issues / Reason for Variance</b>						
	Complete.						
	<b>Mitigating Action</b>						
	None required.						
	<b>Anticipated Outcome</b>						
	Project delivered on time and within budget						
7	<b>Early Years Early Learning and Childcare Funding</b>						
	Project Life Financials	8,628	8,440	98%	8,727	99	1%
	Current Year Financials	287	23	8%	287	0	0%
	Project Description	Early learning and childcare funding awarded to West Dunbartonshire Council to facilitate the expansion in entitlement to funded ELCC to 1140 hours from August 2020.					
	Project Manager	Michelle Lynn					
	Chief Officer	Laura Mason					
	Project Lifecycle	Planned End Date		31-Mar-23	Forecast End Date		31-Mar-24
	<b>Main Issues / Reason for Variance</b>						
	Works progressing and budget spend anticipated in 2023/24.						
	<b>Mitigating Action</b>						
	None at this time						
	<b>Anticipated Outcome</b>						
	The project will be completed to deliver the requirements of the Early Years expansion plans.						

PERIOD END DATE

31 August 2023

PERIOD

5

Budget Details	Project Life Financials					
	Budget	Spend to Date		Forecast Spend	Variance	
	£000	£000	%	£000	£000	%

1	Schools Estate Improvement Plan - next Phase - Faifley Campus							
	Project Life Financials		35,714	900	3%	35,714	(0)	0%
	Current Year Financials		3,495	411	12%	3,495	0	0%
	Project Description		Improvement of Schools Estate.					
	Project Manager		Craig Jardine					
	Chief Officer		Laura Mason					
	Project Lifecycle		Planned End Date		31-Mar-26	Forecast End Date		31-Jul-27
	Main Issues / Reason for Variance							
	The next phase of the Schools Estate Improvement Plan involves the development of a new Campus provision in the Faifley area. WDC has been successful in securing funding from the Scottish Government Learning Estate Improvement Programme. SFT confirmed the indicative funding allocation for this project at £18.416m on the 4 May 2021, this will be received as a revenue stream over the 25 years of the Scottish Government financial support (subject to the Council adhering to the funding criteria). Site Options Appraisal has taken place and Members approved the recommendation to proceed with the new Faifley Campus on the St Joseph's site at Education Committee on 9th June 2021. The design team and main contractor have been appointed and the next phase will see the design development for the new Campus taking place. The statutory consultation process was launched in September 2021 and a report was brought back to the Educational Services committee in March 2022 concluding the process. RIBA Stage 4 is now complete with an expected Planning Committee date of September/October 2023.							
	Mitigating Action							
None required at this time								
Anticipated Outcome								
Delivery of the project within budget and on time.								