

# Agenda



## Educational Services Committee

**Date:** Wednesday, 1 March 2017

---

**Time:** 17:00

---

**Venue:** Committee Room 3,  
Council Offices, Garshake Road, Dumbarton

---

**Contact:** Scott Kelly, Committee Officer  
Tel: 01389 737220 [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. The business is shown on the attached agenda.

**Note:** Please note that this meeting will now take place in **Committee Room 3, Council Offices, Garshake Road, Dumbarton** and not in the Council Chamber, Clydebank Town Hall as intimated previously.

Yours faithfully

**JOYCE WHITE**

Chief Executive

**Distribution:**

Councillor M. McGinty (Chair)  
Councillor G. Black  
Councillor G. Casey  
Councillor W. Hendrie  
Provost D. McAllister  
Councillor D. McBride  
Councillor J. McColl  
Councillor J. Millar  
Councillor J. Mooney (Vice Chair)  
Councillor I. Murray  
Councillor T. Rainey  
Councillor M. Rooney  
Councillor K. Ryall  
Councillor H. Sorrell  
Mrs B. Barnes  
Ms L. Bonnar  
Mr G. Corrigan  
Mr I. Ellis  
Miss E. McBride  
Miss S. Rennie  
Ms J. Strang

All other Councillors for information

Strategic Director – Transformation & Public Service Reform  
Chief Education Officer

Date of Issue: 17 February 2017

## **EDUCATIONAL SERVICES COMMITTEE**

**WEDNESDAY, 1 MARCH 2017**

### **AGENDA**

**1 APOLOGIES**

**2 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.

**3 MINUTES OF PREVIOUS MEETINGS 7 – 17**

Submit, for approval as correct records, the Minutes of Meetings of the Educational Services Committee held on:-

- (a) 7 December 2016 (Ordinary); and
- (b) 21 December 2016 (Special).

**4 LOCAL NEGOTIATING COMMITTEE FOR TEACHERS 19 – 20**

Submit for information, and where necessary ratification, the Minutes of Meeting of the Local Negotiating Committee for Teachers held on 13 December 2016.

### **REPORTS FOR NOTING**

**5 STRATEGY TO RAISE ATTAINMENT AND ACHIEVEMENT IN WEST DUNBARTONSHIRE – UPDATE 21 – 43**

Submit report by Chief Education Officer providing an update on activity and progress with regard to implementing West Dunbartonshire's Strategy to Raise Attainment and Achievement.

**6 EARLY LEARNING AND CHILDCARE INDICATIVE EARLY YEARS STRATEGY 2016-2020 PROGRESS UPDATE 45 – 50**

Submit report by Chief Education Officer:-

- (a) providing an update on progress of the implementation of the Indicative Early Years Strategy 2016-2020 'A Vision for Early Learning and Childcare (ELC) in West Dunbartonshire'; and
- (b) informing on national developments in relation to ELC.

**7 INCLUSIVE SUPPORT PRACTICES TO PROMOTE POSITIVE RELATIONSHIPS IN WEST DUNBARTONSHIRE SCHOOLS 51 – 59**

Submit report by Chief Education Officer:-

- (a) informing of the inclusive support practices in West Dunbartonshire schools; and
- (b) informing of ways positive relationships are valued and promoted in West Dunbartonshire schools.

**8 OUR VISION FOR SCHOOLS OF THE FUTURE – REGENERATING LEARNING 61 – 75**

Submit report by Chief Education Officer providing an update on West Dunbartonshire Council's Plan to regenerate learning.

**9 WORKING WELL TOGETHER – ATTENDANCE MANAGEMENT: QUARTER 3 77 – 86**

Submit report by Chief Education Officer advising on attendance levels across the Council for Quarter 3 (October to December 2016) and providing a breakdown of absence performance by Strategic Lead area.

**10 EDUCATIONAL SERVICES BUDGETARY CONTROL REPORT TO 31 JANUARY 2017 (PERIOD 10) 87 – 112**

Submit report by Chief Education Officer providing an update on the financial performance of Educational Services to 31 January 2017 (Period 10).

## **REPORTS FOR DECISION**

### **11 EDUCATION, LEARNING AND ATTAINMENT STANDARDS AND QUALITY REPORT 2015/16 113 – 137**

Submit report by Chief Education Officer informing of the publication of Education, Learning and Attainment's Standards and Quality Report for 2015/16, a copy of which is provided as Appendix 1 and can also be found online at: <https://sites.google.com/ourcloud.buzz/sqr2015-16/home>.

### **12 SCHOOL TRANSPORT TENDERING PROCEDURES SESSION 2017/18 139 – 142**

Submit report by Chief Education Officer:-

- (a) informing of the proposed timetable for the processing of tenders for mainstream home-to-school contracts and for the transportation of pupils with additional support needs; and
- (b) seeking approval to proceed with the proposed timetable in order to secure contracts for school transport for session 2017/2018, and up to session 2022/2023 where contracts are for 5 years duration.

### **13 PROPOSAL TO PLACE THE MANAGEMENT OF GAVINBURN EARLY LEARNING & CHILDCARE CENTRE UNDER THE HEADTEACHER OF GAVINBURN PRIMARY SCHOOL 143 – 154**

Submit report by Chief Education Officer:-

- (a) presenting the proposal to place the management of Gavinburn Early Learning & Childcare Centre (ELCC) under the Headteacher of Gavinburn Primary school; and
- (b) seeking approval to initiate a formal consultation process within the terms of the Schools (Consultation) (Scotland) Act 2010 on this proposal.

**14 PROPOSAL TO PLACE THE MANAGEMENT OF MEADOWVIEW EARLY  
LEARNING & CHILDCARE CENTRE UNDER THE HEADTEACHER OF  
BRAEHEAD PRIMARY SCHOOL 155 – 167**

Submit report by Chief Education Officer:-

- (a) presenting the proposal to place the management of Meadowview Early Learning & Childcare Centre (ELCC) under the Headteacher of Braehead Primary school; and
  - (b) seeking approval to initiate a formal consultation process within the terms of the Schools (Consultation) (Scotland) Act 2010 on this proposal.
-

**EDUCATIONAL SERVICES COMMITTEE**

At a Meeting of the Educational Services Committee held in Committee Room 3, Council Offices, Garshake Road, Dumbarton on Wednesday, 7 December 2016 at 5.05 p.m.

**Present:** Provost Douglas McAllister and Councillors George Black, Gail Casey, William Hendrie, David McBride, Jonathan McColl, Michelle McGinty, John Millar, John Mooney, Ian Murray, Martin Rooney, Kath Ryall and Hazel Sorrell, and Mrs Barbara Barnes, Mr Iain Ellis and Miss Sheila Rennie.

**Attending:** Angela Wilson, Strategic Director - Transformation & Public Service Reform; Laura Mason, Chief Education Officer; Andrew Brown, Senior Education Officer - Performance & Improvement; Matthew Boyle, Senior Education Officer - Workforce/CPD; John Sanders, Energy Officer; Joe Reilly, Business Unit Finance Partner (Education); Alan Douglas, Legal Manager; and Scott Kelly, Committee Officer.

**Apologies:** Apologies for absence were intimated on behalf of Councillor Rainey, and Mr Gavin Corrigan, Miss Ellen McBride and Ms Julia Strang.

**Councillor Michelle McGinty in the Chair**

**CHAIR'S REMARKS**

Councillor McGinty, Chair, welcomed Mr Iain Ellis who was attending his first meeting of the Committee having recently been appointed as a Parents' Representative on the Committee.

**DECLARATIONS OF INTEREST**

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

**MINUTES OF PREVIOUS MEETING**

The Minutes of Meeting of the Educational Services Committee held on 24 August 2016 were submitted and approved as a correct record.

## **LOCAL NEGOTIATING COMMITTEE FOR TEACHERS**

The Minutes of Meeting of the Local Negotiating Committee for Teachers held on 13 September 2016 were submitted and all decisions contained therein were approved.

### **TENDER AND AWARD FOR FUEL SUPPLY AND ASSOCIATED OPERATION AND MAINTENANCE OF BIOMASS BOILER AT GARTOCHARN PRIMARY SCHOOL**

A report was submitted by Chief Education Officer seeking approval to execute a tender process and subsequent award for the provision of fuel supply material and associated operation and maintenance of the biomass boiler at Gartocharn Primary School.

Following discussion and having heard the Energy Officer and the Legal Manager in answer to Members' questions, the Committee agreed:-

- (1) to instruct officers to carry out the appropriate tendering exercise for the provision of fuel supply and associated operation and maintenance of the biomass boiler at Gartocharn Primary School; and
- (2) that in line with the unanimous recommendation of the Audit & Performance Review Committee, the final awarding of the tender is delegated to the Tendering Committee who will act in accordance with the requirements of best value and efficient governance.

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

A report was submitted by Chief Education Officer providing an update on activity and progress with regard to implementing West Dunbartonshire's Strategy to Raise Attainment and Achievement.

The Committee agreed:-

- (1) to note the progress made in the past three months with the Strategy to Raise Attainment and Achievement in West Dunbartonshire; and
- (2) to note that a further update would be submitted to the Committee at its March 2017 meeting.

### **SCOTTISH QUALIFICATIONS AUTHORITY (SQA) EXAMINATION RESULTS 2016**

A report was submitted by Chief Education Officer providing an update on the performance of West Dunbartonshire schools in the national Scottish Qualifications Authority (SQA) examinations of 2016.



Following discussion and having heard the Chief Education Officer and the Senior Education Officer - Performance & Improvement in explanation of the report and in answer to Members' questions, the Committee agreed:-

- (1) to note the contents of the report and its appendices; and
- (2) to congratulate the pupils, parents and carers, staff and centrally deployed staff for their achievements in this year's examinations.

### **EDUCATION, LEARNING & ATTAINMENT DELIVERY PLAN 2016/17: MID-YEAR PROGRESS REPORT**

A report was submitted by Chief Education Officer setting out the mid-year progress of the actions in the Education, Learning & Attainment Delivery Plan and associated Workforce Plan.

Having heard the Senior Education Officer - Performance & Improvement in explanation of the report and in answer to a Member's question, the Committee agreed to note the contents of the report and the progress achieved at mid-year.

### **DELIVERING EXCELLENCE AND EQUITY IN SCOTTISH EDUCATION – A DELIVERY PLAN FOR SCOTLAND**

A report was submitted by Chief Education Officer providing an update on the Scottish Government's Delivery Plan for Scotland.

Following discussion and having heard the Chief Education Officer in answer to a Member's question, the Committee noted the publication of the plan.

### **2016 CENSUS – PUPIL AND TEACHER NUMBERS**

A report was submitted by Chief Education Officer providing an update on the data reported to Scottish Government in relation to the annual census of pupil and teacher numbers, and outlining the pupil teacher ratio (PTR) for 2016/2017 which will be published in December 2016.

After discussion and having heard the Senior Education Officer - Workforce/CPD in explanation of the report and in answer to Members' questions, the Committee agreed:-

- (1) to note that that the authority had met its objective to maintain a PTR of 13.6 (or lower), and that this was below the national value; and
- (2) to note that the figures submitted to Scottish Government had still to be validated.

## **GAELIC DEVELOPMENT IN WEST DUNBARTONSHIRE – PROGRESS UPDATE**

A report was submitted by Chief Education Officer providing an update on progress with Gaelic Development in West Dunbartonshire.

After discussion and having heard the Chief Education Officer in answer to Members' questions, the Committee agreed:-

- (1) to note the bid to Bòrd na Gàidhlig for a funding award of £17,500; and
- (2) to note the series of Gaelic development activities which the funding would enable.

## **WORKING WELL TOGETHER – ATTENDANCE MANAGEMENT: QUARTER 2**

A report was submitted by Strategic Lead - People and Technology:-

- (a) advising on attendance levels across the Council for Quarter 2 (July to September 2016) and providing a breakdown of absence performance by Strategic Lead area; and
- (b) providing, in the Appendix to the report, a breakdown of performance for the Strategic Lead area(s) covered by this Committee.

Following discussion, the Committee agreed:-

- (1) to note the content of the report and the attendance results for Quarter 2 2016/17, namely a significant decrease of 2106 FTE days lost (19.3%) compared to the same period last year; and
- (2) to note the breakdown of results for the Strategic Lead area(s) covered by this Committee as detailed in Appendix 1 to the report.

## **EDUCATIONAL SERVICES BUDGETARY CONTROL REPORT TO 31 OCTOBER 2016 (PERIOD 7)**

A report was submitted by Chief Education Officer providing an update on the financial performance of Educational Services to 31 October 2016 (Period 7).

After discussion and having heard the Strategic Director, the Chief Education Officer and the Business Unit Finance Partner (Education) in answer to Members' questions, the Committee agreed to note the contents of the report which showed:-

- (1) a projected full year favourable revenue variance of £0.205m (less than 1% of budget); and

- (2) a projected full year favourable capital variance of £4.112m (15.8% of budget) of which £4.651m related to project re-phasing and £0.539m to an in-year overspend.

### **CHAIR'S REMARKS**

Councillor McGinty, Chair, informed the Committee that she would require to take a short period of absence from meetings of the Committee and that Councillor Mooney, Vice Chair, would assume her duties during the absence.

The meeting closed at 6.25 p.m.

DRAFT



**EDUCATIONAL SERVICES COMMITTEE**

At a Special Meeting of the Educational Services Committee held in the Council Chamber, Clydebank Town Hall, Dumbarton Road, Clydebank on Wednesday, 21 December 2016 at 2.00 p.m.

**Present:** Provost Douglas McAllister and Councillors George Black, Gail Casey, William Hendrie, David McBride, Jonathan McColl, John Millar\*, John Mooney, Ian Murray, Tommy Rainey, Martin Rooney, Kath Ryall and Hazel Sorrell, and Mr Gavin Corrigan, Mr Iain Ellis, Miss Ellen McBride, Miss Sheila Rennie and Ms Julia Strang.

\*Arrived later in the meeting.

**Attending:** Laura Mason, Chief Education Officer; Claire Cusick, Senior Education Officer; Alan Douglas, Legal Manager; and Scott Kelly, Committee Officer.

**Apologies:** Apologies for absence were intimated on behalf of Councillor Michelle McGinty and Mrs Barbara Barnes.

**Councillor John Mooney in the Chair**

**DECLARATIONS OF INTEREST**

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

**RESULTS OF STATUTORY CONSULTATION ON A PROPOSAL TO PLACE GARTOCHARN EARLY LEARNING & CHILDCARE CENTRE UNDER THE MANAGEMENT AND LEADERSHIP OF THE HEADTEACHER OF GARTOCHARN PRIMARY SCHOOL**

A report was submitted by the Chief Education Officer informing of the outcome of the statutory consultation process on a proposal to place Gartocharn Early Learning and Childcare Centre (ELCC) under the management and leadership of the Headteacher of Gartocharn Primary School.

The Chief Education Officer and the Senior Education Officer were heard in explanation of the report and in answer to Members' questions.

Note: Councillor Millar entered the meeting during the questions from Members.

The Legal Manager then advised the Committee that, in terms of the Statutory Guidance on the Schools Consultation (Scotland) Act 2010, any decision to place the ELCC under the management and leadership of the Headteacher of the primary school would be considered as the closure of the former establishment and the creation of a new stage of education in the latter.

It was noted that, were the Committee to make such a decision:-

- (a) the Council would be obliged to follow the appropriate procedures relating to the closure of an establishment and notify Scottish Ministers accordingly;
- (b) there would then be a three-week period during which consultees on the proposal could make representations to Scottish Ministers to request that the decision be 'called-in';
- (c) the Council could only implement the Committee's decision after a period of eight weeks but would be able to do so earlier if Scottish Ministers so advised; and
- (d) the timescale for the implementation of the proposal, as detailed in the report, may not be achieved if Scottish Ministers were to call-in the decision, or if no indication was to be received from them within eight weeks that they did not intend to do so.

The Legal Manager was thereafter heard in answer to Members' questions.

Councillor Rooney, seconded by Councillor Mooney, then moved:-

That the Committee agrees:-

- (1) to note the outcome of the consultation process; and
- (2) to approve the proposal to place Gartocharn ELCC under the management and leadership of the Headteacher of Gartocharn Primary School.

As an amendment, Councillor Murray, seconded by Councillor McColl, moved:-

Committee thanks officers for the report but notes that there are still a large number of unanswered questions and as yet, there is no evidence that the proposed model of management of ELCCs will be beneficial to the pupils' education.

Therefore, further to our agreement to note the rollout plans to 2020 and consult on Gartocharn, Committee agrees to defer this decision, and the further rollout of this management model to a meeting in June 2017 or thereafter to allow officers to evaluate the success or otherwise of the model as it operates in existing establishments.

Furthermore, the future report will include full details of the job specifications for Principal ELC Officers and Lead ELC Officers.

Following discussion and having heard the Chief Education Officer and the Legal Manager in answer to further questions from Members, a vote was taken. Four Members voted for the amendment and 13 for the motion, which was accordingly declared carried.

### **RESULTS OF STATUTORY CONSULTATION ON A PROPOSAL TO PLACE ST EUNAN'S EARLY LEARNING & CHILDCARE CENTRE UNDER THE MANAGEMENT AND LEADERSHIP OF THE HEADTEACHER OF ST EUNAN'S PRIMARY SCHOOL**

A report was submitted by the Chief Education Officer informing of the outcome of the statutory consultation process on a proposal to place St Eunan's Early Learning and Childcare Centre (ELCC) under the management and leadership of the Headteacher of St Eunan's Primary School.

Following discussion and having heard the Chief Education Officer and the Legal Manager in explanation of the report and in answer to Members' questions, Councillor Mooney, seconded by Councillor Rooney, moved:-

That the Committee agrees:-

- (1) to note the outcome of the consultation process; and
- (2) to approve the proposal to place St Eunan's ELCC under the management and leadership of the Headteacher of St Eunan's Primary School.

As an amendment, Councillor Murray, seconded by Councillor McColl, moved:-

Committee thanks officers for the report but notes that there are still a large number of unanswered questions and as yet, there is no evidence that the proposed model of management of ELCCs will be beneficial to the pupils' education.

Therefore, further to our agreement to note the rollout plans to 2020 and consult on St Eunan's, Committee agrees to defer this decision, and the further rollout of this management model to a meeting in June 2017 or thereafter to allow officers to evaluate the success or otherwise of the model as it operates in existing establishments.

Furthermore, the future report will include full details of the job specifications for Principal ELC Officers and Lead ELC Officers.

On a vote being taken, 4 Members voted for the amendment and 13 for the motion, which was accordingly declared carried.

**PROPOSAL TO RELOCATE THE CHOICES PROGRAMME, WITHIN A WIDER  
SCHOOL SUPPORT SERVICE, TO NEW PREMISES IN THE VACANT  
JAMESTOWN PRIMARY SCHOOL BUILDING**

A report was submitted by the Chief Education Officer:-

- (a) presenting the proposal to relocate the Choices Programme and associated central support services to Jamestown Primary School Building in 2017; and
- (b) seeking approval to initiate a formal consultation process within the terms of the Schools (Consultation) (Scotland) Act 2010 to relocate the Choices Programme which is a designated school.

The Chief Education Officer was heard in explanation of the report and it was noted that paragraph 4.1 contained a typographical error and that it was being proposed that the relocation of the Choices Programme to the vacant Jamestown Primary School Building would take place by the end of 2018.

At this point, having sought advice from the Legal Manager, Councillor McBride and Councillor Ryall both declared a non-financial interest, being Directors of West Dunbartonshire Leisure, and stated that they would remain in the meeting during consideration of this item.

Following discussion and having heard the Chief Education Officer in answer to Members' questions, Councillor Mooney moved:-

That the Committee agrees:-

- (1) to note the option to relocate The Choices Programme and wider central support services;
- (2) to give approval to adopt for consultation purposes the proposal to relocate the Choices Programme to new premises in Jamestown, to undertake a formal consultation under the Schools (Consultation) (Scotland) Act 2010, and to bring a report back to the next meeting of the Committee; and
- (3) to give approval for authority to be delegated to the Strategic Lead, Regeneration to award the contracts for the renovation of the building to be occupied by the Choices Programme to the contractors submitting the most economically advantageous tenders following evaluation of the tenders submitted.

Councillor McColl asked Councillor Mooney if he would accept the following addendum to his motion:-

Add new paragraph (4) as follows:-

- (4) that both the West Dunbartonshire Leisure Trust and Haldane Youth Services will specifically be notified of the consultation.



Amend paragraph (3) to read as follows:-

- (3) to give approval for tendering exercises to be carried out for contracts for the renovation of the building to be occupied by the Choices Programme, with the final awarding of the tenders being referred to the Tendering Committee for decision.

Councillor Mooney agreed to accept the addendum to his motion.

Councillor Black then asked Councillor Mooney if he would accept a further addendum to his motion:-

Add new paragraph (5) as follows:-

- (5) Council will bear the burden for the rental income lost to Skypoint resulting from the relocation of the Choices Programme.

Councillor Mooney agreed to accept this further addendum to his motion and the motion, as amended, was then agreed unanimously by the Committee.

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

#### **CHAIR'S REMARKS**

Councillor Mooney, Chair, informed the Committee that he would pass on its best wishes to Councillor McGinty, Convener of Educational Services, and expressed his own best wishes to everyone for Christmas and the New Year.

The meeting closed at 3.50 p.m.



**LOCAL NEGOTIATING COMMITTEE FOR TEACHERS**

At a Meeting of the Local Negotiating Committee for Teachers held in Committee Room 2, Council Offices, Garshake Road, Dumbarton on Tuesday, 13 December 2016 at 2.03 p.m.

**Present:** Councillors Jonathan McColl and Hazel Sorrell; Laura Mason, Chief Education Officer; Chris Smith, Headteacher of Our Lady and St Patrick's High School; Simon Simpson, Headteacher of Levenvale Primary School; Linda McAlister, Education Support Officer; Michael Dolan, James Halfpenny\*, Karen Jakeman; Campbell Lloyd, Dawn Wilson (E.I.S.); and Claire Mackenzie\*, S.S.T.A.

\*Arrived later in the meeting.

**Attending:** Nuala Quinn-Ross, Committee Officer.

**Apologies:** Apologies for absence were intimated on behalf of Councillor John Mooney, Gavin Corrigan and Stephen McCrossan, E.I.S.

**APPOINTMENT OF CHAIR**

In the absence of the Chair, Gavin Corrigan and the Vice-Chair, Councillor Mooney, it was agreed that Dawn Wilson would chair the meeting.

Accordingly, Dawn Wilson assumed the Chair.

Note: James Halfpenny arrived at this point in the meeting.

**DECLARATIONS OF INTEREST**

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

**MINUTES OF PREVIOUS MEETING**

The Minutes of Meetings of the Local Negotiating Committee for Teachers held on Tuesday, 13 December 2016 were submitted and approved as a correct record.

Note: Claire MacKenzie arrived at this point in the meeting.

## **TACKLING BUREAUCRACY**

A report was submitted by the Joint Secretary (Management Side) providing an update on the progress made in tackling excessive bureaucracy in West Dunbartonshire schools.

The Chief Education Officer was heard in further explanation of the report and in answer to Members' questions

Following discussion from both sides, the Committee agreed:-

- (1) to note that the work on tackling bureaucracy has been progressing in the following areas: Assessment and Moderation, Curriculum Planning, IT systems, Self Evaluation and Tracking/monitoring.
- (2) to note that the recent HMI Curriculum, Planning and Assessment review, 23 August 2016, placed West Dunbartonshire Council among the top grouping of local authorities in terms of being proactive in simplifying procedures and providing support for staff workload and excessive bureaucracy.
- (3) to note that officers will continue to address the minor recommendations, detailed below, that Education Scotland made:
  - (a) secondary teachers are still concerned about workload issues associated with SQA unit assessments and paperwork; and
  - (b) there is scope to work across the learning communities and new networks to support authority-wide approaches to developments in curriculum, assessment, monitoring and tracking in the BGE to support a reduction in workload on individual teachers.

The meeting closed at 2.44 p.m.

**WEST DUNBARTONSHIRE COUNCIL****Report by Laura Mason, Chief Education Officer****Educational Services Committee: 01 March 2017**

---

**Subject: Strategy to Raise Attainment and Achievement in West Dunbartonshire**

**1. Purpose**

- 1.1** The purpose of this report is to update the Educational Services Committee on activity and progress with regard to implementing West Dunbartonshire's Strategy to Raise Attainment and Achievement.

**2. Recommendations**

- 2.1** The Educational Services Committee is recommended to note:
- (a) the progress made in the past three months with the Strategy to Raise Attainment and Achievement in West Dunbartonshire; and
  - (b) that a further update will be submitted to the next meeting of the Educational Services Committee or whichever Committee deals with educational matters after the Local Government Elections, from May 2017.

**3. Background**

- 3.1** The Strategy to Raise Attainment and Achievement in West Dunbartonshire was agreed by the Education and Lifelong Learning Committee (now known as the Educational Services Committee) in September 2011. A further recommendation was agreed that a report on progress with the implementation of the Strategy should be presented to every Education and Lifelong Learning Committee (now known as the Educational Services Committee) as a standing item
- 3.2** The Scottish Attainment Challenge was launched in 2015. As a challenge authority West Dunbartonshire has been involved in delivering projects targeted at the primary stages. The challenge projects target schools and local authorities with the highest concentration of pupils living in multiple deprivation to close the attainment gap. Additional funding has been allocated to secondary attainment projects with confirmation of funding announced in October 2016. The Attainment Challenge is part of the Government drive to 'Deliver Excellence and Equity in Scottish Education. The Scottish Attainment Challenge has a budget of £750 million over the next 5 years with West Dunbartonshire being one of seven local authorities in the first tranche for primary schools in August 2015.

Over the course of the Scottish Attainment Challenge we will have secured £4.4 million for Primary and £0.573 million for Year 1 Secondary.

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

- 4.1** Project implementation needs to be on track to ensure outcomes for young people and families are delivered. The progress of projects is rigorously monitored by Education Scotland and Scottish Government. The Attainment Challenge features as a strategic risk in the local service plan. In October 2016 a mid year progress review report was submitted to and monitored by Scottish Government
- 4.2** Our proposals for Year 1 projects for secondary schools have been submitted to Scottish Government on 13 October 2016, the Scottish Government confirmed that West Dunbartonshire Council would receive £572,960 for the remainder of financial year 2016/17. The full academic year costs are £740,644.

##### **4.2.1 Primary School Attainment Challenge Projects**

###### **Transitions 1**

###### **Family Support Campus**

Training has been delivered to early years staff on Reciprocal Reading and Word Aware. The training aims to improve vocabulary and to support rich experiences in literacy. This aims to improve the use of vocabulary at early stages to tackle the 'poverty related vocabulary gap'. Three nurseries are involved in a project focusing on book based learning. Information sessions with parents are taking place with the use of text messages to inform parents about the 'word of the week' being used in the children's learning.

A sixteen week accredited child development course run by West College Scotland is being implemented with a group of parents from three nurseries and two schools in Clydebank. A key focus of the course is on helping your child to develop language and literacy.

###### **Early Level Play and Learning**

A training programme for staff is being developed to improve the quality of play experience to support literacy. To build on the training programme delivered to all primary 1 teachers, all primary 2/3 teachers have now participated in two days of training.

Headteachers have made changes to improve the learning environments in early years to promote active, engaging, motivating play experiences. Reviews of curriculum have been conducted to ensure timetables for learning have a strong focus on literacy, numeracy, health and wellbeing.

###### **Maths Specialists**

The Maths Raising Attainment Teachers have worked with small groups of P6 pupils whose attainment does not match levels for their age and stage.

The children have experienced an intensive programme of support to improve their confidence and resilience using the Number Sense programme. The team have also used the Sages of Arithmetical Learning (SEAL) approach which identifies/ addresses gaps in learners' knowledge. The impact of this shows an average increase of 23% in attainment. The next phase of this work is to increase the number of schools using SEAL.

Work has started on developing an Ourcloud Numeracy Resource for parents and pupils. Film clips are being produced using staff and senior pupils to provide guides and information about how to answer maths questions and problems.

#### Enhanced transition to raise attainment in numeracy

A group of primary 5 pupils from St Peter the Apostle Learning Community are learning maths using creativity sessions involving parents, primary and secondary school staff. The experiences range from print making, animation and mental maths through to dance. The pupils and their families enjoyed a theatre visit to the pantomime with maths challenges to be completed as part of this. Recordings of the experiences and comments from all are being produced as a film to be completed at the end of this year.

The children involved have reported they are feeling confident about going to high school, tackling maths problems and are more willing to 'have a go'. Parental engagement in the project has been very high with 93% of children involved having parents or a member of their family attend events and learning sessions. One dad who has enjoyed taking part in creative workshop events and has for the first time attended parents evening for his son. This is a successful outcome for this project as it can be difficult to encourage all parents to attend school events and information sessions.

#### **4.2.2** School Improvement Partnership Programme (SIPP)

The project has been extended to involve one hundred teachers in maths, literacy, play, problem solving and enquiry projects. Teachers are working together to plan over 26 projects involving staff from early years centres, primaries and secondaries working together.

In one learning community groups of teachers worked together to plan a maths intervention to help children improve their problem solving in numeracy particularly in multiplication and division. Assessments have shown that the intervention improved pupil attitude, confidence and for a number of pupils attainment in maths.

The teachers involved in this project are now acting as 'teacher buddies' to colleagues by sharing their good practice and lessons used to improve problem solving. In June a report will be produced providing information about impact on pupil attainment and confidence.

#### **4.2.3 Science, Technology, Engineering and Maths (STEM)**

Pupils in Edinbarnet, St Joseph's and St Patrick's Primary have been involved in a series of maths challenge lessons. The lessons were delivered to three hundred and twelve pupils in primaries 2,3, and 6.

Attainment information had highlighted a gap in pupil achievement in the area of data handling. To support, a series of maths lessons was delivered in the morning. In the afternoon children used their learning from the morning lessons to complete fun, engaging STEM challenges that involved recording information from science experiments for example in graphs.

The lessons have been successful in supporting improvement in attainment with an average increase in score of 29% per pupil. A similar project is being delivered to the same pupils to improve their literacy skills.

#### **4.2.4 Attainment Programme**

To support an improved use of data to identify individuals and groups of pupils at risk of missing out a tracking toolkit has been produced. This toolkit will track a child's progress from nursery through to third year. All areas of the curriculum will be tracked with a risk matrix included to identify factors that may result in a child or young person failing to attain and achieve. All head teachers and the majority of clerical staff have been trained in the process used to input attainment data into the toolkit.

To ensure data provided to Scottish Government about CfE levels is robust schools have been encouraged to provide training and allocate time for teachers to meet, assess and share standards about pupil work in literacy and numeracy. This improves the consistency of approaches across schools about judging levels of attainment at early through to third level. Information about pupil attainment at these levels is being collected by Scottish Government.

A programme of attainment visits has been completed by our Attainment Advisor, Senior Education Officers and Education Officers. The majority of headteachers have analysed their attainment data to identify their attainment and equity gap between pupils in SIMD 1, 2, 3, 4 and deciles 8, 9 and 10. Headteachers have plans in place to improve the quality of teaching and learning approaches used to support equity in attainment in literacy, numeracy, health and wellbeing.

Our Education Leaders' Conference in January focused on the national priority of Pupil Equity Funding being devolved to headteachers and schools with funding of £1,200 per pupil in P1-S3 registered for a free school meal. This allocation uses the Healthy Living Survey to make decisions about numbers of pupils eligible in each school.



### **4.3 Secondary Attainment Challenge Projects**

#### **4.3.1 Multi Agency Hub**

The hub will be piloted in Clydebank High School and Our Lady and St Patrick's High School. Around 120 pupils in first to third year will benefit from a programme of support for them and their families. The hub will provide access to a psychologist, pupil/family counsellor, health worker and social worker on site in the school. The professionals will work with teachers and support services to provide a fast track service to link agencies who will be based in the hub. In partnership with Police Scotland an additional youth Engagement Officer (formerly 'Campus Cop') has been employed to provide a community based police presence. This aims to reduce incidents of absconding, anti social behaviour and risk behaviour in the community. The project also plans to provide an out of hours and holiday programme in the high schools.

#### **4.3.2 Personalised Learning**

To support a smooth transition into first year for young people at risk of missing out on attaining and achieving a revised programme of learning will be delivered in St Peter the Apostle and Dumbarton Academy High Schools. The programme is based on nurture education with teaching teams adapting the curriculum to ensure a higher proportion of time is allocated to learning skills for life and work with health and wellbeing, literacy and numeracy given priority.

#### **4.3.3 Skills Academies**

A skills academy is being developed for pupils in the Vale of Leven Academy. This will provide experience of skills based work programmes in hospitality, construction, digital and web based learning. The academy will equip our young people with the skills required in our future local employment market. The hair and beauty salon in the school is currently being improved to include a nail bar. Pupils will learn about social enterprise through delivering nail bar services to parents and pupils. The salon will also encourage pupils to learn and use a foreign language as part of their experience supporting their skills for working in the local tourist trades.

### **4.4 Secondary Updates on Strategy to Raise Attainment**

#### **4.4.1 Clydebank High School**

Clydebank High School is launching a new homework club for S1-3 pupils. The focus of the club is to support pupils with any homework tasks they may have as well as giving them materials and opportunities to develop key study skills. Some of our senior pupils are working with younger pupils in the club supporting them with literacy and numeracy as well as being positive role models. This is a universal offer to all S1-S3 pupils, however, we have identified specific pupils who find it difficult to complete and return homework.

#### **4.4.2 Dumbarton Academy**

A supportive place for pupils called The SOUL Room has been established. This room aims to provide a high level of personalised support to pupils in crisis, with concerns and worries or who are finding it difficult to cope. SOUL stands for Sensitivity, Ownership, Understanding, and Learning. The room provides a place for agencies to work together to provide tailored packages to meet the individual needs of our pupils. Our support staff will work with small groups and individuals to deliver wellbeing programmes.

#### **4.4.3 Our Lady & St Patrick's High School**

Mentoring is being provided to S4 pupils identified from attainment information as requiring support. The outcomes for pupils will be closely analysed to assess the impact of mentoring on improvement for pupils. Literacy and numeracy skills are being consistently promoted in all curricular areas. This is helping pupils to make connections across all subjects and reinforce that literacy and numeracy skills are applied in all subjects. Prior to the exam period senior pupils enjoyed workshops to support confidence building, motivation and study skills. The programme was delivered by Tree of Knowledge.

#### **4.4.4 St Peter the Apostle High School**

A successful supported study programme has been delivered. Pupil attendance has been high. Staff are committed to delivering additional support sessions. A flexible model of support is being provided to ensure pupils can be given additional time in particular subjects. This model includes Saturday classes, short lunch time sessions and after school supported study.

#### **4.4.5 Vale of Leven Academy**

In November twenty former pupils joined us to make presentations to our S3 and S4 pupils about careers. Our pupils learned about the various routes each individual had taken into a job, apprenticeship and further education. It gave pupils an insight into careers including biochemical science, midwifery, engineering, make-up artistry, travel and tourism. Our former pupils emphasised that hard work and dedication are required to be successful in careers and education. They also explained the types of experience and qualifications employers are interested in.

#### **4.4.6 Kilpatrick School**

As part of our social enterprise initiative we successfully bid for £5,000 to extend our project out to the local community. We will work with five former pupils who will be involved in enterprising activities in Dalmuir Community Centre. They will work with us to design, produce and sell beadwork and cards. This social enterprise initiative is part of our wider programme to develop skills for learning, life and work. Another exciting development has been the improved experiences of learning in our new school. Our specialist workshops for art, pottery, home economics for example, have enriched the quality of our experiences in these curricular areas.

## **5. People Implications**

- 5.1** A national project of this magnitude has staffing implications. We will offer opportunities for leadership to experienced staff within Educational Services and provide new teaching positions across our Learning Communities. In addition to teaching staff we require posts which align to Local Government Employees (LGE) terms and conditions.

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

- 6.1** The Scottish Attainment Challenge is funded in full by Scottish Government. We were asked to estimate the funding required for the four years of the primary project and one year of the secondary project. We considered how we could build capacity and sustainability into our proposals thus reducing costs over the period of the project.

For primary challenge projects we have claimed part year costs of £952,000 to December 2016. For secondary challenge projects we have claimed £94,000 to December 2016.

## **7. Risk Analysis**

- 7.1** Failure to implement an authority-wide strategy to raise attainment and secure improvement will disadvantage our young people and may become a reputational risk to the Council.
- 7.2** The Committee will be provided with regular update reports advising of progress.

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

- 8.1** There was no requirement to undertake an EIA for the purposes of this report as it is providing an update to Committee.

## **9. Consultation**

- 9.1** West Dunbartonshire proposals have been shared with our Education Scotland Area Lead Officer and headteachers.
- 9.2** A meeting has taken place with our link officer in Corporate Communications to alert them to the national project and to discuss how we promote this good news for West Dunbartonshire. Subsequently, there has been positive coverage of the project in the local media.
- 9.3** Legal Services and the Section 95 Officer have been consulted in relation to the content of this report.

- 9.4** In developing these proposals, there has been extensive consultation with Education Scotland, the Scottish Government and the other 8 councils involved in this phase of the Scottish Attainment Challenge.

## **10 Strategic Assessment**

- 10.1** This report reflects the Council's aspiration to improve life chances for children and young people which is one of the strategic priorities for 2012 - 2017

---

Laura Mason  
Chief Education Officer  
January 2017

---

**Person to Contact:** Julie McGrogan, Senior Education Officer, Department of Education, Learning and Attainment, Council Offices, Garshake Road, Dumbarton, G82 3PU  
Telephone No: 01389 737316  
Email: [julie.mcgrogan@west-dunbarton.gov.uk](mailto:julie.mcgrogan@west-dunbarton.gov.uk)

**Appendix:** Appendix 1 – Action Plan from Clydebank High School  
Appendix 2 – Action Plan from Dumbarton Academy  
Appendix 3 – Action Plan from Our Lady and St Patrick's High  
Appendix 4 – Action Plan from St Peter the Apostle High  
Appendix 5 – Action Plan from Vale of Leven Academy  
Appendix 6 – Action Plan from Kilpatrick School

### **Background Papers:**

**Wards Affected:** All wards

| <b>Raising Attainment Update</b>   | <b>School: Clydebank High School</b> |
|--|--------------------------------------|
| <p><b>Actions to date:</b></p> <ul style="list-style-type: none"> <li>• Review and revise current SQA alert/system.</li> <li>• Supported Study programme from October to December.</li> <li>• In class personalised support for individuals and groups.</li> <li>• Established core group of volunteer mentors.</li> <li>• S1-3 homework club.</li> <li>• GL Data collation and analysis. Data sharing with all staff.</li> <li>• Raising Attainment Staff Newsletter.</li> <li>• S4-5 motivational/ study skills workshops delivered to all pupils.( Live and Learn)</li> <li>• Saturday morning supported study programme in response to pupil and parent requests for further sessions.</li> <li>• Continue to refine the delivery of supported study.</li> <li>• Identification of S5/S6 pupils requiring improvement in specific aspects of literacy and numeracy to support them in their S5/S6 qualification. Numeracy and Literacy interventions planned and collaboration with DYW PT's.</li> <li>• Identify pupils for mentoring using pupil assessment data.</li> </ul> |                                      |
| <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>• Process for recording SQA alerts has been streamlined using Google Forms. Carers have a greater awareness of child's progress and how to assist their child improve.</li> <li>• Pupils who were mentored have improved study skills.</li> <li>• Pupils understand final exam standards.</li> <li>• Pupils, staff and parents have a greater knowledge of homework support.</li> <li>• GL results are being used to inform to content of teaching, learning and assessment to meet pupils need.</li> <li>• Staff informed about the range of initiatives to raise attainment.</li> </ul>   |                                      |
| <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>• Consistent use of system by all staff to ensure early interventions.</li> <li>• Analyse prelim data to identify pupils who may require more intensive mentoring from Feb to April.</li> </ul>   |                                      |

- Evaluate senior phase mentoring.
- Complete supported study calendar for Feb- April.
- Evaluate supported study styles and provision.
- Continue to explore provision for peer mentoring in senior phase. Coordinate timetable to identify specific periods mentoring could be included.
- Continue to support volunteer mentors via in school CLPL.
- Evaluate S1-3 homework club using homework.
- Continue to produce raising attainment newsletter.
- Evaluate motivational/study skills workshops
- Evaluate Literacy and numeracy interventions.

| <b>Raising Attainment Update</b>  | <b>School: Dumbarton Academy</b> |
|---|----------------------------------|
| <p><b>Actions to date:</b></p> <ul style="list-style-type: none"> <li>• STAR teacher has been involved in overseeing whole school tracking and monitoring for senior phase. Using this information tracking and monitoring interventions were identified.</li> <li>• SLT and Pastoral care were provided with a list of students identified for intervention using information gathered from tracking and monitoring. This provided a more focussed and strategic approach to working with students who are “off track”.</li> <li>• All Curricular Leaders were provided with a print out of their tracking and monitoring data for all senior phase classes. This information ensured CL’s had an overview for their department. This supported targeted work with young people who are “off track” to attain.</li> <li>• Plan produced to improve the performance of individuals using data from prelims.</li> <li>• Formal Supported Study has been running in the school since November with a strong coverage of Supported Study options across the whole school.</li> <li>• The Supported Study timetable has been distributed to all senior pupils. A copy has been made available to parents on the school website.</li> <li>• Parents have been contacted where required, using text message to encourage attendance at Supported Study. Messages have also been posted on our school Twitter account.</li> <li>• Registers recording pupil attendance at Supported Study are being monitored to identify pupil non-attendance.</li> </ul> |                                  |
| <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>• A more focussed and direct approach to identify students who require early intervention.</li> <li>• Improved use of tracking and monitoring as a baseline of current student progress.</li> <li>• Pupils have the chance to attend a wide variety of Supported Study sessions during lunch times and after school. This has a direct positive impact for the pupils as they have access to a teacher to support them through their learning and preparations for the prelims.</li> <li>• Further parental engagement through use of text message system to inform parents of supported study.</li> <li>• Parents are informed about their child’s attendance/non-attendance at sessions provided to support their attainment and achievement.</li> </ul>   |                                  |
| <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>• Introduce mentoring in tutor time lessons using a new time-table system.</li> <li>• Complete assertive mentoring with students who have been identified at risk of underperformance using tracking and monitoring.</li> </ul>  |                                  |

- Gather feedback from pastoral care and curriculum leader on new tracking and monitoring spreadsheets.
- Complete a questionnaire to gather feedback about supported study from both staff and students.
- Continue to improve parental engagement through the use of group call, text messages and social media.
- Provide a timetable for Easter Revision programme.



| <b>Raising Attainment Update</b>   | <b>School: OLSP</b> |
|--|---------------------|
| <p><b>Actions to date:</b></p> <ul style="list-style-type: none"> <li>• Staff inset delivered on benchmarks and significant aspects of learning.</li> <li>• Teacher Assessment Record tool rolled out to all staff during Faculty/Departmental meetings.</li> <li>• Mentoring formalised and rolled out – based on pupils at SIMD 1-4 and who are borderline following December tracking.</li> <li>• Tree of Knowledge delivered workshops to Senior Pupils at end of January.</li> <li>• Staff inset delivered on rolling out common literacy and numeracy language and teaching.</li> <li>• Finalised targeted supported study timetable.</li> <li>• Analysis of prelim results</li> </ul> |                     |
| <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>• Staff have access to improved tools to be able to closely track and target pupils.</li> <li>• Strategy and additional support in place for pupils who are at risk of underachieving in the lower decile of the SIMD scale.</li> <li>• Senior pupils benefit from workshops in confidence building, motivation and study skills prior to the exam period.</li> <li>• Literacy and numeracy skills are being consistently reinforced to pupils in all subjects. This supports pupils to make clearer connections across learning, and will improve literacy and numeracy in all subjects.</li> </ul>                            |                     |

- Targeted supported study will be delivered to pupils based on data from tracking and prelim assessments.

**Next Steps:**

- Use national benchmarks to support assessment, monitoring, tracking and reporting in the BGE.
- Produce and deliver study skills presentation to parents.
- Curriculum leaders and senior leaders to participate in training on in-service workshop on consolidating prelim results and linking with departmental priorities.
- Analysis of effectiveness of mentoring using final exam results.
- Evaluate impact of new mentoring programme using the final examination results.

| Raising Attainment Update January 2017   | School: SPTA |
|--|--------------|
| <p><b>Actions to date:</b></p> <ul style="list-style-type: none"> <li>• SQA Results Analysis</li> <li>• SIMD Analysis</li> <li>• Study Classes Groupings, Standards and Expectations Powerpoint to all study classes re-enforced at assembly</li> <li>• Study Classes Mentor Groups</li> <li>• Scholar<br/>Raising Awareness Assembly Whole Year Group<br/>Target Group for workshops<br/>CPD English Teachers</li> <li>• S6 Tutors working with S5 pupils during study periods with a number of S4 pupils during lunchtimes</li> <li>• Assemblies – encouraging successful study techniques, promotion of supported study,</li> <li>• Senior Award Ceremony celebrating success.</li> <li>• Supported Study – flexible approach, text messaging parents to ensure high attendance, column structure, lunchtime and Saturday classes</li> <li>• Tracking Senior Phase Analysis</li> <li>• SLT Tracking meeting – Senior Leadership teams tracking meetings</li> <li>• Communication with parents – phone calls, letters, website, text messages</li> <li>• Communication</li> <li>• Working with the BGE Focus Group.</li> <li>• Senior Phase Progress Alerts – change of level/underachieving</li> <li>• SLT promotion of departmental use of tracking and monitoring calendar</li> </ul> |              |
| <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>• Systematic approach to Senior Phase Progress Alerts</li> <li>• Staffing issues having an impact on Study Classes/Mentor Programme.</li> <li>• Positive feedback from English department about Scholar</li> <li>• Good attendance at Saturday Supported Study session</li> </ul>   |              |
| <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>• Prelim results analysis – departmental/SIMD/tracking/Scholar workshops</li> </ul>   |              |

- Supported Study Programme from February until SQA exams/Easter Revision. Target groups identified in each department. Course context adapted to meet the needs of specific groups of learners e.g. “Aiming High” “Borderline” candidates.
- Departmental support for folios/internal elements/SQA practicals.
- Revision Classes to be provided prior to SQA exam

| <b>Raising Attainment Update January 2017</b>   | <b>School:<br/>Vale of Leven Academy</b> |
|---|--|
| <p><b>Actions to date:</b></p> <ol style="list-style-type: none"> <li>1. Curricular Leader: BGE/Raising Attainment Appointed.</li> <li>2. Principal Teachers appointed to lead Developing the Young Workforce.</li> <li>3. Raising Attainment Teacher appointed to support mentoring of senior phase pupils.</li> <li>4. Results analysed and raising attainment improvement plan produced and submitted to WDC.</li> <li>5. Headteacher and Depute Headteacher interviews with all curriculum leaders about the SQA results for their areas of responsibility.</li> <li>6. 2016/17 departmental raising attainment improvement plans produced to complement school raising attainment improvement plan.</li> <li>7. Pupil course choices in senior phase reviewed to ensure appropriate progression.</li> <li>8. Target setting for senior phase completed September 2016 and analysis of tracking data completed.</li> <li>9. Raising Achievement evening for pupils and parents September 2016.</li> <li>10. Assessment Calendar produced and shared with pupils on school website.</li> <li>11. Underachievement by pupils within departments identified.</li> <li>12. Attendance issues identified and action taken to improve senior phase pupil attendance.</li> <li>13. Supported Study 2016/17 launched (including Saturday morning classes).</li> <li>14. Duke of Edinburgh programme further expanded (over 40 pupils involved across Bronze and Silver Award Levels).</li> <li>15. S1 – S3 more able pupils identified.</li> <li>16. PreSTEM launch event held October 2016 for primaries.</li> <li>17. Joint SNAP projects in all leaning community primaries.</li> <li>18. BGE/senior phase target setting booklet developed to supplement reporting programme.</li> <li>19. Working4U: Learning Team and Tulloch delivering personal development awards to MCMC pupils.</li> <li>20. Senior phase subject overview booklet shared with pupils and parents.</li> <li>21. P4 - P7 information evening October 2016.</li> <li>22. Former pupil event delivered to S3 and S4 pupils November 2016.</li> <li>23. Senior phase tracking completed November 2016 and analysis of tracking data completed.</li> <li>24. Performance discussions with S4 - 6 pupils following tracking analysis.</li> </ol> |  |

25. Study skills seminar delivered to S5/6 pupils December 2016.
26. S3 STEM Event December 2016.
27. Early secondary project delivered to S1 - 3 pupils January 2017.
28. S3 Focus West pupils identified.
29. 'You Can Do Anything' conference for S1 pupils January 2017.
30. Careers event for senior phase pupils and parents January 2017.

**Impact:**

1. Raising Attainment Team at Vale of Leven Academy expanded to support continued improvement across all key transition points.
2. DYW priorities being addressed across curriculum.
3. Pupils receive assertive mentoring to support study for examinations.
4. Clear priorities identified at whole school level. Progress monitored through departmental meetings, parents informed through reports, feedback at WDC meetings, discussions with curriculum leaders raising attainment, raising attainment team meetings and SLT meetings.
5. Discussion about results and trends in performance. Areas for improvement identified and strategies to support improvement discussed.
6. Clear priorities identified at departmental level. Progress monitored through departmental meetings, parents informed through reports, feedback at WDC meetings, discussions with curriculum leaders raising attainment, raising attainment team meetings and SLT meetings.
7. Pupils following appropriate courses to build on prior learning/qualifications.
8. Pupils and parents aware of targets for Senior Phase courses and progress towards targets will be monitored throughout the session.
9. S4-6 pupils and parents invited along for presentations from Headteacher, raising attainment staff, pastoral care staff, Skills Development Scotland, Scholar, UCAS and Growth Mindset coordinator. In addition, staff from departments available to meet informally with parents and pupils.
10. Pupils and parents have awareness of "bottleneck" points within the year and can plan revision accordingly.
11. Pupils identified as underachieving are supported to improve by class tutors, departments, pupil support leaders and Senior Leadership Team.
12. Senior pupils and parents have an increased awareness of the impact of poor attendance on attainment.
13. Extensive and varied programme of support sessions available for all pupils. Over 45 hours of supported study offered per week.

14. Pupils will develop invaluable transferable skills through their Duke of Edinburgh experience.
15. Staff are aware of pupils who are more able and ensure lessons are differentiated appropriately.
16. Senior pupils trained as STEM Ambassadors to support delivery and promotion of STEM across VOLA LLC. Primary 7 pupils experienced STEM event with external partners and secondary pupils and staff.
17. Resources to support and stretch our more able pupils made available.
18. Pupils have opportunities through tutor period or mentoring meetings to reflect on their progress towards their academic targets.
19. Wider achievement opportunities being delivered to pupils to support formal academic qualifications.
20. Pupils and parents aware of the varying demands of the senior phase courses and sent out with NTG in September.
21. P4 - P7 parents and pupils given opportunity to visit the Academy and view the facilities and courses offered.
22. S3 and S4 pupils made aware of wide range of career opportunities and skills/qualifications required. This will support option choice process.
23. Students at risk of underperforming identified to allow intervention.
24. Support offered to pupils prior to prelim examinations to assist with studying and exam preparation.
25. Pupils' awareness raised of a range of study strategies prior to prelim examinations to assist with studying and exam preparation.
26. S3 pupils engaged in a range of workshops within the STEM career field. Awareness raised of the large number of opportunities available within STEM.
27. Pupils engaged with tutors from Glasgow University to explore opportunities available within higher education and broaden horizons of pupils who may not consider university as an option.
28. Pupils will begin Focus West project in March 2017.
29. S1 pupils made aware of wide range of career opportunities and skills/qualifications required. This will support option choice process.
30. Pupils and parents supported through option choice process through discussions with partners including further and higher education establishments and employers.

**Next Steps:**

1. Continue with improvement plan priorities.
2. Analyse prelim results and identify pupils for further support.





| <b>Raising Attainment Update</b>   | <b>School: Kilpatrick School</b> |
|--|----------------------------------|
| <p><b>Actions to date:</b></p> <ol style="list-style-type: none"> <li>1. West of Scotland Region Dragon's Dens Winners. Our school beat teams from Inverclyde and Renfrewshire to take home the award for Best Secondary School in the Social Enterprise Dragons' Den competition.</li> <li>2. Our Green Flag status renewed. We are working towards the UN's sustainability development goals.</li> <li>3. Secondary department Transition Forum event held at Clydebank Town Hall.</li> <li>4. We launched our own YouTube channel in December 2016: 'kilpatrickschooltv'</li> <li>5. A £5000 prize was donated to the school for our social enterprise eco project.</li> </ol>  |                                  |
| <p><b>Impact:</b></p> <ol style="list-style-type: none"> <li>1. The Pop UP Shop supported us to take our range of hand crafted products to new venues, eg: Garshake Rd, Clydebank Town Hall.<br/>Product Sales improved which meant we were able to: <ul style="list-style-type: none"> <li>• Buy the materials needed to create new products, e.g. Lego Clocks</li> <li>• Have our brochure professionally printed - allowing us to tell our story to more people.</li> <li>• Buy more paper beads from Sarah Namaganda in Kampala. This supports the resources Sarah has to support children in the deprived areas of Kampala.</li> <li>• Our S3 and S4 pupils gained skills and confidence in presenting to an audience.</li> <li>• Our senior phase team have gained experience in setting up a shop and developed skills in customer service.</li> </ul> </li> <li>2. Re-focused the priority to be eco-friendly.</li> <li>3. Increased number of parents, carers, educational agencies and other stakeholders attending our positive opportunities and destinations event. This is an annual event. It aims to help our pupils to achieve positive destinations in preparation for when they leave our school. The process starts as they go into senior phase.</li> <li>4. Pupil X is making attempts to vocalise more, with some recognisable vocabulary. He replied "Hi" to teacher last week when she said "Hello" to him. He also said "Hi" to me this afternoon when I went over to work with him at his desk. Well done X!<br/>Pupil Y is also making attempts to interact more with others; Pupil Y said spontaneously to her classmate "Hiya!" without teacher prompt.<br/>Pupil X is working well on developing his money skills. On a recent school trip, he ordered his own meal at a restaurant counter and paid for it with minimal help.</li> </ol> |                                  |
| <p><b>Next Steps:</b></p> <ol style="list-style-type: none"> <li>1. To increase our capacity in several ways: <ul style="list-style-type: none"> <li>• give more pupils the opportunity to experience social enterprise improving their life skills</li> <li>• raise the profile of our school</li> </ul> </li> </ol>  |                                  |

- raised profile will hopefully increase our sales
- 2. Continue to develop knowledge and awareness of how to be eco-friendly at home and at school.
- 3. Increase positively the profile of our school, maintain the school website and launch our school Facebook closed group account.
- 4. Improved experiences to develop life skills.

## Attainment Action 6:

## The Making Together Craft Workshop

## Project details:

- Location: Dunbartonshire
- Funding Option: £5,000
- Start Date: 02/2017
- End Date: 30/06/2017
- Objective 1: Health and Wellbeing: This project will create a space for young adults with ASL / Special Needs to participate in and contribute to community life. There will be opportunities to socialise, take responsibility and to develop confidence.
- Objective 2: Skills for Life and Work: This project will create a space for continued skills development in a safe and supportive environment. It will support post school transition and potential part time employment. Our future aim is to create a ceramic studio.
- Objective 3: Employment: Most of our young people do not go on to employment. Through the successful sale of our ceramic jewellery and greetings cards our ultimate aim is to create part time employment for young adults with ASL/ Special Needs in our community.

## Project information

**Project Description:**

Kilpatrick School pupils make quality hand formed ceramic beads. These are used to make beautiful jewellery items which sell successfully. Our pupils also make a range of greetings cards. Post school opportunities are limited for our young people. We will create a craft workshop resource for use by young adults with ASL/ Special Needs.

**How will the project be achieved:**

We will create a dedicated craft workshop where young adults can meet to further develop their craftwork skills. We will furnish and equip a room in a local community centre.

**How will the project make a difference:**

Our craft workshop will give young adults with ASL/ Special Needs greater opportunities for post school participation in community life. Some young adults might gain part time employment. Workshops will be run by retired volunteers. The project will benefit young adults with ASL needs, their families, carers and retired volunteers in our community.



**WEST DUNBARTONSHIRE COUNCIL**

**Report by Laura Mason, Chief Education Officer**

**Education Services Committee: 01 March 2017**

---

**Subject: Early Learning and Childcare Indicative Early Years Strategy  
2016-2020 Progress Up-date**

**1. Purpose**

**1.1** The purpose of this report is to:

- (a) Update members on progress of the implementation of the Indicative Early Years Strategy 2016-2020 "A Vision for Early Learning and Childcare (ELC) in West Dunbartonshire"; and
- (b) to inform Committee on national developments in relation to ELC.

**2. Recommendations**

**2.1** The Education Services Committee is asked to note:

- (a) the progress being made towards the implementation of the indicative Strategy for Early Learning and Childcare in West Dunbartonshire and
- (b) national developments for their impact on West Dunbartonshire Council.

**3. Background**

**3.1** Education Services Committee agreed the Indicative Early Years Strategy at the meeting of 24 August 2016.

**3.2** Committee agreed to the indicative plan for expansion to ensure that by 2020 all eligible children receive 1140 hours of ELC.

**3.3** The expansion plan will see a range of provision to give parents greater flexibility and choice for their particular requirements. This will include stand alone centres and classes offering term time or 52 week places; full time or part time places; centres that cater for 3 and 4 year olds, 0-5 year olds and 0-3 year olds. Childminders will also be included as part of the expansion plan.

**3.4** Since August 2016 we have moved forward in the following areas:

- Auchnacraig 3-5 opened August 2015, refurbished session 15-16
- Lennox class opened under HT August 2016
- Ladyton ELC opened August 2016
- Bellsmyre Campus opened August 2016
- St Eunan's and Gartocharn ELCC under HT December 2016
- Kilpatrick KEYs expanded and opened December 2016

- 3.5** A series of 1140 hours Implementation sub-groups have been established and they have representation from across Council service areas and from Trade Unions.

The groups are pursuing workstreams related to:

- Parents' Survey/ Consultation
- Operational practicalities such as lunch experience, cleaning, extended hours, staff contracts
- Capacity, allocation and flexibility across Learning Community areas
- Identification of additional staff required
- 0-3 staff developing professional learning opportunities to share their skill and expertise with early years staff.

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

- 4.1** The introduction of the Children and Young People's Act (2014) signaled a new approach to ELCC with a sharper focus on early learning. This is reflected in the ambitions of the early level of Curriculum for Excellence and further developed through the national drive to close the poverty related attainment gap as detailed in "Delivering Excellence and Equity".

- 4.2** All ELCCs and primary schools in West Dunbartonshire have been working together to develop strategies and experiences to meet the needs of our young children.

Staff working with children 0-3 and 3-5 in ELCCs and Primary schools have engaged in professional development opportunities to enhance their expertise including:

- Single Steps
- STEM
- Learning Through Play
- Building the Ambition
- Forest Schools
- Reciprocal Teaching
- CAR projects
- Early Number and Maths Anxiety (Raising Attainment Teachers)
- Early Mark Making (Dr Noella Mackenzie)
- Word Aware (targeted early years and primary)

In addition there are joint ELCC/ primary working groups for regenerating learning and learning through play.

- 4.3** To target the poverty related attainment gap Scottish Government has introduced a Pupil Equity Fund which will see money going to schools where they have children entitled to and registered for Free School Meals at P1 to S3.

- 4.4** In recognition of the fact that the earlier interventions occur the better for children's outcomes, we will allocate money to support early learning in maths and numeracy. This will be known as West Dunbartonshire's Children's Equity Fund.

The Maths Raising Attainment Team will support our ELCCs to develop and share best practice.

- 4.5** Scottish Government announced in January 2017 that nurseries in the most deprived areas will have an additional graduate by 2018 – either a teacher with Early Years expertise or a graduate practitioner with the BA Childhood Practice award. Indicative figures from Scottish Government suggest that West Dunbartonshire Council will receive 11 additional graduates.

- 4.6** The Early Years Centre's under the leadership of a primary school headteacher are benefitting from the one headteacher managing the early level experience. The headteacher has an overview of the range of approaches being used consistently from the nursery into primary one. This consistency supports our agenda to tackle inequity and raise attainment. Latest national advice promotes a strong foundation of early literacy and numeracy development through high quality adult to pupil interaction and experience of breadth, depth and challenge in learning at early level. The headteacher shared nurseries and schools are able to achieve this in a range of ways:

- Staff are able to communicate regularly to one another about the needs, aptitudes and skills of the children. This familiarity with children and their families as they progress helps teachers to have more in-depth knowledge about the pupils as they transition into primary one.
- There is a sharper focus on the teaching of early level literacy and numeracy. This will develop strong foundations in reading, writing, listening, talking, maths and numeracy skills to support raised attainment at early level. In Lennox Primary and Early Learning Centre staff collaboratively planned a reciprocal teaching programme using play based approaches. Staff used the novel "Handa's Surprise" as a stimulus for learning. Teachers and early year's staff worked together to plan and improve the use of higher order questions by staff.
- Approaches to play based learning in the indoors and outdoors are being improved in all early years and primary schools. This provides children with the opportunity to explore, be active, be creative and develop critical thinking. In Gartocharn ELC and Gartocharn Primary, they have a strong transition programme for outdoor learning. The headteacher promotes the 'Single Steps to Learning' approach across both establishments. This is an enquiry based approach to learning.

- 4.7** It has been identified that there is insufficient capacity at the Centre to take forward all of the interrelated aspects of the 1140 hours expansion programme. Therefore, we are re-aligning the remits of our education team and will enhance this with two Education Support Officers. This will enable us to provide the best support to ensure that 1140 hours is implemented in local learning communities according to the principles of quality, affordability, flexibility and accessibility.
- 4.8** We continue to refine the projects for expansion of provision. This was shared with Education Committee on 24 August 2016.

As the national picture develops we are being encouraged to think ever more innovatively about how and where ELC could be provided. Some ideas emerging nationally include using space in leisure centres, libraries and the outdoors to provide 'add-ons' to the general offer.

- 4.9** The next steps of our 1140 implementation plan include:
- Revising capacity data in each Local Learning Community
  - Working with colleagues in Regeneration to refine space requirements
  - Exploring the potential for innovative 'add-ons'
  - Implementing the revised leadership structure
  - Progressing the work of the Implementation sub-groups
  - Implementing West Dunbartonshire's Children's Equity Fund and supporting the related work to close the poverty related attainment gap.

## **5. People Implications**

- 5.1** The implementation of 1140 hours will require an increase in staffing in the ELC sector. We are in discussion with West College Scotland about future requirements.

Our HR Business Partner is integral to the Implementation sub-group and the expansion forms part of the Workforce Plan.

- 5.2** Indicative staffing requirements were detailed for members in the report of August 2016 and more precise figures will come from the work of the sub-group.

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

- 6.1** The plans for the development of the Early Years strategy in financial year 2017/18 can be accommodated within the Early Years budget approved by Council in February 2017 and this includes enhancing the Early Years Team.
- 6.2** The various policy announcements from the Scottish Government in recent months have significant revenue and capital cost implications from 2018/19 onwards and at this stage it is anticipated that these will be fully funded by the Scottish Government. This has been the practice to date although whether this is to continue has still to be confirmed. By 2020 the implementation of the



Early Years strategy will require additional revenue costs of between £6m and £7m.

## **7. Risk Analysis**

- 7.1** This indicative Strategy reflects the national delivery plan. Development activities across Education and Learning will be monitored to ensure that the curriculum for children and young people meet the national outcomes. Education Scotland and the Care Inspectorate will continue to inspect establishments against national outcomes.
- 7.2** There is a major risk to the Council should we not be able to procure the places that would be required to fulfil our statutory obligations. An appropriate procurement strategy will be developed with colleagues from Procurement in order to attempt to attract additional places.

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

- 8.1** An EIA has been carried out. No negative impacts have been identified thus far for any protected characteristic. New nursery classes and new build centres will increase accessibility for disabled pupils.

## **9. Consultation**

- 9.1** Legal Services and the Section 95 Officer have been consulted in relation to the content of this report.
- 9.2** Consultation has taken place with Heads of Centre and Primary Head Teachers. Trade Union colleagues are involved in the sub-groups. Parental consultation has been completed and an update survey is being prepared.

## **10 Strategic Assessment**

- 10.1** This report reflects the Council's aspiration to the following strategic priorities for 2012 – 2017:
- Improve economic growth and employability;
  - Improve life chances for children and young people.

---

Laura Mason  
Chief Education Officer  
January 2017

---

**Person to Contact:** Laura Mason, Chief Education Officer, Education, Learning and Attainment, Council Offices, Garshake Road, Dumbarton, G82 3PU  
Telephone No: 01389 737304  
Email: [laura.mason@west-dunbarton.gov.uk](mailto:laura.mason@west-dunbarton.gov.uk)

**Appendix:**

**Background Papers:**

**Wards Affected:** All wards

**WEST DUNBARTONSHIRE COUNCIL**

**Report by Laura Mason, Chief Education Officer**

**Educational Services Committee: 1 March 2017**

---

**Subject: Inclusive Support Practices to Promote Positive Relationships in West Dunbartonshire Schools.**

**1. Purpose**

**1.1** The purpose of this report is to:

- a) inform elected members of the inclusive support practices in West Dunbartonshire schools; and
- b) to inform elected members of ways positive relationships are valued and promoted in West Dunbartonshire schools.

**2. Recommendations**

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

- a) discuss and note West Dunbartonshire Council's inclusive support practices and to
- b) discuss and note West Dunbartonshire Council's Promoting Positive Relationships and Reducing Bullying Behaviour in Educational Establishments Policy. (Appendix 1)

**3. Background**

**3.1** At the Council meeting of 23 December 2016, Council affirmed that all young people in West Dunbartonshire and across Scotland had the right to study in a learning environment which is fully inclusive, tolerant and accepting of LGBTI+ identities, and which is free of homophobic and transphobic bullying.

**3.2** West Dunbartonshire Council is committed to supporting and maintaining the dignity and individuality of all of our children and young people. (Children and Young Person Act 2014) This is reflected in our Promoting Positive Behaviour and Reducing Bullying Behaviour in Educational Establishments Policy. (App 1) This is regularly reviewed and amended to reflect advice and feedback from all stakeholders, integral to our Improvement Planning frameworks.

**3.3** All West Dunbartonshire schools enhance learning and teaching with a range of resources; developing respect and tolerance of self and others. Schools use a range of resources and partner agencies across sectors. There is no prescribed resource and staff are expected to resource learning and teaching as appropriate to the age and stage of their classes.

Typically but not exclusively, these resources will include: West Dunbartonshire Council's Promoting Positive Behaviour and Reducing Bullying behaviour in Educational Establishments Policy, Curricular guidance such as Health and Well-Being plans, Religious Education guidance and plans such as Called to Love and God's Loving Plan, P.A.T.H.s (Promoting Alternative Thinking Strategies), Rights Respecting Schools, Respect Me and Nurturing approaches.

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

- 4.1** All schools work with a range of partner agencies; appropriate to individual settings and cohorts of pupils, taking into account age and stage, to develop intra and inter-personal awareness and skills. We recognise parents as key partners in our work and include and inform them in planning of learning and teaching. Our partners include: Stonewall, Show Racism the Red Card, Divided City Theatre Group, Police, Tulloch, Young Carers, School Counsel Service, Hopscotch Theatre, Youth Link Scotland, Scottish Catholic Education Service (SCES).
- 4.2** Continuing planned staff development is integral to supporting children and young people and developing learning and teaching. Head Teachers plan required developments to reflect and respond to their setting and to the needs identified. Supports can include: Educational Psychology input, Diocesan supports, Education Scotland, Local Authority support for schools, Curriculum Leader support Forums in Secondary schools, Youth Scotland.
- 4.3** An increasing number of young people are accessing and supported by youth counselling services. The number of young people presenting with issues around their sexuality is recognised and increasing.
- 4.4** The Archdiocese of Glasgow, S.C.E.S. (Scottish Catholic Education Service) has supported Catholic schools with guidance in ensuring respect and dignity for all young people, which reflects the teaching of the Catholic Church.
- 4.5** West Dunbartonshire Council resolves to work with a range of stakeholders, including equalities organisations and the Scottish Government, to ensure that homophobic and transphobic bullying in all of our schools is effectively tackled and that West Dunbartonshire's classrooms actively promote equality and inclusivity for all young people. Incidents of bullying are monitored, recorded and appropriate actions taken. (Appendix 2)
- 4.6** A continuing programme of professional learning is essential to ensure that staff are equipped to support and promote the dignity and respect of all children and young people. This is assured through our Pupil Support Curriculum Leaders' Networks, individual school Improvement Framework activities and the Improvement and Performance team.
- 4.7** Respect for all staff and pupils remains integral to our ethos. Training, working parties, guidance and policy includes and reflects all stakeholders.

Our Pupil Support Curriculum Leaders' Sub group is developing support and guidance materials for staff working with LGBTi+ pupils. This group includes staff from every secondary school, experienced staff with recognised good practice in supporting LGBTi+ pupils and Council Officers: Health and Well-being, Inclusion and Child Protection.

- 4.8. A policy for promoting Positive Behaviour is a requirement in all schools and they have been updated this session.

## **5. People Implications**

- 5.1 There are no people implications as a result of this report; however it is essential that robust systems are in place to ensure appropriate staff training.

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

- 6.1 All activities related to the implementation of this policy are contained within Service Budgets.

## **7. Risk Analysis**

- 7.1 If the Council is unable to support the dignity of all young people, we will not be meeting their needs (Children and Young People Act 2014) (Equalities Act 2010).
- 7.2 If the Council is unable to support the dignity and respect of all children and young people then the reputational damage could be significant.

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

- 8.1 The supports and Policy enhance the quality of the service provided to all children and young people 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. Head Teachers working with the Pupil Support Curriculum Leaders' Network have also been consulted.

## **10. Strategic Assessment**

- 10.1 This report reflects the Council's aspiration to improve life chances for children and young people which is one of the strategic priorities for 2012-2017.

**Laura Mason**  
Chief Education Officer

---

**Person to Contact:** Claire Cusick, Senior Education Officer  
Pupil Support, Garshake Road, Dumbarton, G82 3PU  
(tel: 01389 737304) e-mail: [claire.cusick@west-dunbarton.gov.uk](mailto:claire.cusick@west-dunbarton.gov.uk)

**Appendices:** Appendix 1 – West Dunbartonshire Council's Promoting Positive Relationships and Reducing Bullying Behaviour in Educational Establishments Policy  
Appendix 2 – Monitoring Incidents

**Background Papers:** Schools' (Consultation) (Scotland) Act 2010

**Wards Affected:** All Wards



**Policy: PP10.6 - Promoting Positive Relationships and Reducing Bullying Behaviour in Educational Establishments**

Author: Claire Cusick  
Service: Pupil Support

**Educational Services**

Last Updated: December 2016

**West Dunbartonshire Council  
Educational Services  
Directive for recording and reporting incidents aggravated by discrimination**

**‘West Dunbartonshire Council is committed to equal opportunities, removing discrimination and promoting positive attitudes for all its citizens’<sup>1</sup>**

1. These guidelines have been produced to help staff in educational establishments to identify record and report incidents which are aggravated by discrimination. Bullying can take many forms. When it is aimed directly or indirectly at a child or young person who is in one or more of the groups protected by the Equality Act 2010 then it **MUST** be recorded and reported. The purpose of these guidelines is to offer examples of what this kind of bullying behaviour may look like and to provide information about why equalities monitoring is compulsory.

**2. Characteristics protected under the Equality Act 2010**

The Equality Act 2010 uses the term 'Protected Characteristics' to describe who is protected by law.

There are seven protected characteristics that apply to schools<sup>2</sup>. These are:

- disability
- sex (gender)
- gender reassignment

<sup>1</sup> Taken from West Dunbartonshire Council website

<sup>2</sup> [What equality law means for you as an education provider: schools, Equality and Human Rights Commission](#)

- pregnancy and maternity
- race
- religion or belief
- sexual orientation

For employees, there are additional protected characteristics of age and marriage or civil partnership. More information can be found in the following documents: What Equality Law means for you as an Education Provider: Schools<sup>3</sup> and Technical Guidance for Schools in Scotland. These documents have been produced by the Equality and Human Rights Commission<sup>4</sup>.

### 3. Other protection

The Equality Act 2010 does not just protect people who have these characteristics. It also protects people from being discriminated against because:

- Someone wrongly perceives them to have one of the protected characteristics.
- They are associated with someone who has a protected characteristic. For example, this includes the parent of a disabled child or adult or someone else who is caring for a disabled person.
- They are supporting someone to take action under the law.

***“Equality is creating a fairer society where everyone can participate and has the opportunity to fulfill their potential. Diversity is about recognising and valuing difference in its broadest sense. Equality and Diversity are interdependent. There is no equality of opportunity if difference is not recognised and valued”. Scottish Government***

### 4. Some examples of ways people in protected groups can experience bullying behaviour or harassment

|            |   |
|------------|---|
| Disability | People can be bullied because of a physical, mental or learning disability. For example, this could include children or young people bullying someone because they feel they are given favourable |
|------------|---|

<sup>3</sup> [What equality law means for you as an education provider: schools, Equality and Human Rights Commission](#)

<sup>4</sup> [Technical Guidance for Schools in Scotland, Equality and Human Rights Commission](#)



|                         |  |
|-------------------------|--|
|                         | treatment, or leaving someone out because it is assumed they are unable to take part in activities   |
| Sex (gender based)      | Targeting someone because of their gender. Could include spreading rumours of a sexual nature, unwanted and uninvited touching or inappropriate looks or comments about someone's body   |
| Gender reassignment     | Targeting someone who is transsexual i.e. someone who identifies as a different gender from that assigned at birth. Regardless of any permanent means of changing their gender, if a young person is transitioning or has transitioned from one gender to another, they should not face discrimination as a result of this.  |
| Pregnancy and maternity | No one should face discrimination as a result of a pregnancy or returning to school or an educational establishment after the birth of a baby  |
| Race                    | Targeting someone for the race or ethnicity they are or are perceived to be.<br>Bullying behaviour could include mimicking someone's accent or language, pretending not to understand them, mocking their cultural beliefs, dress or food.   |
| Religion or belief      | Targeting someone because of their religious beliefs or lack of. E.g. Christians, Muslims or Hindus. For the behaviour to be <b>sectarian</b> , it would be aimed at different 'sects' within a religious group e.g. Catholic or Protestant sects of Christianity, or Sunni or Shiite Muslims. Prejudiced behaviour can include singing or whistling sectarian songs, telling jokes which demean one particular sect or stereotyping people who have particular beliefs. |
| Sexual orientation      | Targeting someone because of, or a perception of their sexual orientation. Could include using homophobic language or telling jokes, deliberately leaving someone out or the use of the word 'gay' to mean sub-standard.   |

## 5. Recording and reporting incidents

All educational establishments are required to record incidents of bullying in line with the Equality Act (2010). Professional judgement based on the IMPACT of the bullying behaviour should be used to guide recording and monitoring, where appropriate. There is an additional requirement to report incidents which involve discrimination under any of the protected characteristics named in the Equality Act. This will mean that repeated incidents can be tracked, and evidence of this can be accessed by educational services and if requested, by parents/carers (only regarding their own child) or the police.

All educational establishments should record and report incidents of bullying by using the Bullying and Equalities module in SEEMiS Click+Go. This can be accessed using the Click+Go menu

Application>Management>Bullying & Equalities>Maintain Incident. The SEEMiS Help Pages to support you in using this module can be accessed from the following link:

<https://www.seemis.gov.uk/site3/index.php/component/rsfiles/files?folder=Help%20Pages/Click-Go/MANAGEMENT%20-%20BULLYING%20AND%20EQUALITIES>

**Summary of steps ALL educational establishments must take when dealing with bullying behaviour:**

1. Bullying behaviour has been identified within the establishment.
2. Identified member of staff must investigate and act upon alleged bullying behaviour following procedures set out in the policy.
3. The incident should be recorded on the Bullying and Equalities Module in SEEMiS. This should be completed in consultation with all involved and should be linked to the file of the pupil experiencing bullying behaviour and that of the pupil/s responsible for the bullying behaviour.

## **6. The purpose of recording incidents**

Recorded incidents returned from all establishments will be required to provide evidence as part of Education Scotland inspections to show how schools and educational establishments are managing incidents of prejudice based bullying and are promoting equality. The file will also allow establishments to learn from particular incidents, highlight trends and monitor progress.

Any summary of incidents or monitoring reports by the school or establishment which will be shared with parent councils, leadership team, staff or the wider school community must **NOT** disclose the identity of any individuals involved in the incidents.

## Bullying & Equalities 2015-16 Summary

|                |  | ALL PRIMARY SCHOOLS | ALL SECONDARY SCHOOLS | ALL SCHOOLS |
|----------------|--|---------------------|-----------------------|-------------|
| Characteristic | SESSION TOTAL                            | 11                  | 19                    | 30          |
|                | Age                                      | 0                   | 5                     | 5           |
|                | Assailant Medical Condition / Disability | 0                   | 0                     | 0           |
|                | Body Image                               | 0                   | 5                     | 5           |
|                | Care Circumstances                       | 0                   | 3                     | 3           |
|                | Disability of Victim                     | 0                   | 1                     | 1           |
|                | Economic Circumstances                   | 0                   | 0                     | 0           |
|                | Family Circumstances                     | 0                   | 2                     | 2           |
|                | Gender                                   | 0                   | 0                     | 0           |
|                | Gender Reassignment                      | 0                   | 0                     | 0           |
|                | Homophobia / Sexual Orientation          | 0                   | 0                     | 0           |
|                | Marital Status                           | 0                   | 0                     | 0           |
|                | Not Known                                | 3                   | 1                     | 4           |
|                | Other                                    | 0                   | 5                     | 5           |
|                | Pregnancy / Maternity                    | 0                   | 0                     | 0           |
|                | Racial                                   | 7                   | 1                     | 8           |
|                | Religion or Belief                       | 1                   | 0                     | 1           |
|                | Sectarian                                | 0                   | 0                     | 0           |
|                | Sexual Harassment                        | 0                   | 0                     | 0           |
|                | Substance Misuse - Alcohol               | 0                   | 0                     | 0           |
|                | Substance Misuse - Not Alcohol           | 0                   | 0                     | 0           |
|                | Territorial / Gang Related               | 0                   | 0                     | 0           |



**WEST DUNBARTONSHIRE COUNCIL****Report by Laura Mason, Chief Education Officer****Education Services Committee: 01 March 2017**

---

**Subject: Our Vision for Schools of the Future – Regenerating Learning****1. Purpose**

- 1.1** The purpose of this report is to up-date Educational Services Committee on West Dunbartonshire Council's plan to regenerate learning.

**2. Recommendations**

- 2.2** Members of Committee are asked to note this report and to recognize the progress towards our vision for schools of the future.

**3. Background**

- 3.1** West Dunbartonshire Council committed to improve the School Estate by

- (a) improving the education environment for our young people by taking schools out of condition C and moving them into condition A or B buildings
- (b) dealing with issues of under-occupancy and the need to increase efficiency and effectiveness of our existing buildings.

- 3.2** This is being progressed by

- Repurposing aspects of traditional school design in order to make spaces more flexible. We plan to create fewer but better quality learning spaces. These will facilitate small and large group teaching but also dispersed individual and group teaching;
- Providing new and functional interiors in order to make the learning environment more engaging;
- Providing professional development for staff so that they can experience the benefits of working collaboratively across stages and in personalised learning groups rather than being constrained by the traditional model of one teacher/one class.
- Making use of new technology in order to enhance continuity of learning. This will include:
  - Cloud storage giving anytime, anywhere access to their work and providing mechanisms for collaboration and sharing;
  - Mirroring and streaming technologies to allow pupils and teachers to display their work to the rest of their learning group by using the interactivity of their device
  - Device flexibility which would extend to the use of Chromebooks, tablets and other hand-held devices.

This would be supported by a layered, wireless infrastructure which would provide a range of usage levels from secure corporate to flexible Bring Your Own Device (BYOD).

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

- 4.1** We envisage our 21<sup>st</sup> century schools to be technology and social rich learning spaces. These spaces create opportunity for learning in a variety of independent and collaborative styles. The design of our schools should reflect our vision for socially rich learning spaces. These learning spaces incorporate both formal and informal learning to promote social interaction to create different contexts for learning. The existing traditional classroom design limits our ability to do this.

Parents, pupils and staff at Aitkenbar, St Peter's and Lennox Primary Schools are extremely positive about their new schools. All stakeholders appreciate the flexible, bright and open learning environments which are welcoming and encourage a "good vibe" within the schools. The open spaces support collaborative working between teachers, support staff and pupils. This improves the quality of planning of learning and teaching as teachers share ideas, approaches and moderate pupil work. The open design provides a creative approach to planning across curricular experiences. For example, in Lennox Primary, teachers from Primary 6 and 7 have worked together to plan and deliver social studies topics about World War 2 and Titanic. The Primary 7 teachers have worked together across second level to plan and deliver all aspects of literacy.

Parents at St Peter's and Aitkenbar approve of the shared campus which "brings the community together". Positive comments have been made by pupils, parents and staff:

- "I like the open plan it seems bright and colourful and has a happy feeling/vibe"
- "Very modern and a great learning environment. The children are very happy and the new classroom layout is adaptable and efficient."  
"The school is very bright and welcoming. Both children talk about all the wonderful new things the school has to offer"
- "It is bright and welcoming and a lovely learning space"

Responses from a survey of parents in Lennox Primary showed that almost all parents were positive about the new open learning layout:

- Bright open learning areas
- Kind and friendly and a lovely environment
- Kids have adapted to all changes
- It's different and new
- My child loves the new school
- The school is very big and inviting
- I like the open planning, seems bright and colourful and has a happy feeling/vibe

Parents in Lennox could see all resources used and available for children and they liked that. A very important point that was voiced by many of the parents and carers was that both school communities had come together really well and that the children loved coming to the new school.

- 4.2** Establishments across all sectors are working in partnership with our local employers, colleges and universities to provide enriched opportunities to develop skills for learning life and work. Our young people as the workforce of the future should experience learning in more flexible, modern environments.
- 4.3** A modernised schools estate will support our ambitious agenda to transform how the experience of learning is planned and delivered for our young people. The design should foster learners' creativity, adaptability and independent skills.
- 4.4** Our commitment to the Science, Technology, Engineering and Maths (STEM) agenda requires learning spaces that support practical workshops, design challenges, opportunities for collaborative learning using problem solving, investigative and enquiry skills. We want to adapt our buildings to create fluid learning spaces linking both the outdoor and indoor environments to create sustainability for the future.
- 4.5** To support our ambitious agenda we have formed a 'Schools of the Future' group. We have undertaken research into effective modern design and this has enhanced our commitment to transformational change. Supporting the social and emotional well-being of our young people requires planned and natural interaction, with calm peaceful areas that our young people can access to suit their preference. The concept of adaptable learning zones supports this.
- 4.6** Achieving change requires different solutions for different situations. The strategic planning for the regeneration of the school estate is based around three developmental models:

#### **A - New School Builds**

Amalgamation and co-location of existing schools in order to meet the needs of the curriculum and methodologies as defined by Curriculum for Excellence and to provide improved educational outcomes while achieving financial savings through efficiency of design and reduced running costs.

#### Bellsmyre Campus

The works consisted of the erection of a new primary school with associated car park, sports pitch, landscaping and an early education and childcare centre at the site of the old St Peter's Primary School. The project budget to carry out these works is £10.65m.

The project site works started in July 2015 and the building opened on August 2016.

#### Kilpatrick School

The works consist of the demolition of existing secondary school and the erection of the replacement secondary school and associated works, the extension of existing primary school and the refurbishment of existing hydrotherapy pool. The project budget to carry out these works is £10.5m.

The project site works started in September 2015 and the building was opened on November 2016. The remainder of the works (e.g. demolition of old building, new pitch, etc) will be completed in July 2017.

#### Our Lady & St Patrick's High School

The works consist of the erection of secondary school and associated facilities. The new school buildings would comprise a predominantly three-storey classroom, an assembly/dining hall, and a smaller block containing the gymnasiums. The two blocks would be linked by the administrative accommodation including the main entrance. The project budget to carry out these works is £25.9m. Most of the cost is being met by the Scottish Futures Trust.

The project site works started in April 2016 and the building will be opened October 2017.

#### Balloch Campus

The works consist of the erection of shared campus primary schools, early education and childcare centre and unit for children with additional support needs at the site of the old St Kessog's Primary School. The project budget to carry out these works is £16.464m.

The project involves the clearing of all the existing building and playing fields, and the replacement of these with a new shared educational campus containing:

- A replacement for the current St Kessog's RC Primary School;
- A non-denominational primary school replacing both Haldane and Jamestown Primary Schools;
- An Early Education and Childcare Centre replacing Jamestown EECC; and
- A new unit for children with additional support needs (ASN)

The project site works started in September 2016 and the building is scheduled to be opened and operational on February 2018.

### **B- Refurbishment of existing schools**

Where schools are of an appropriate design and condition that would make refurbishment worthwhile, then this option will be considered. Where this refurbishment can include additional efficiency benefits by relocating and



merging existing schools then this option becomes even more attractive. It will not, however, suit older inefficient buildings.

#### Bonhill – Lennox PS and ELCC, St Ronan's PS, Ladyton ELCC, Highdykes PS

The works consist of moving St Ronan's Primary to a refurbished Ladyton building in August 2015 and amalgamate Highdykes and Ladyton Primary Schools into a refurbished St Ronan's building, which will also accommodate Ladyton ELCC. The project also consisted of an upgrade to the current Ladyton ELCC to a 0-3 facility and the demolition of Highdykes Primary School building.

The budget to carry out these works was £1.393m.

#### **C - Repurposing areas of existing schools**

Some of our schools do not easily fall within the scope of the previous two categories because of their age or location or status. Many of these same buildings are not best suited to delivery of modern education due to their design which is often linear, spread out and lacking in open space. In such cases, we are embarking on changing the layout and function of some spaces within the school so that they may be used in a more flexible and accessible manner. This will involve minor adaptations to structures combined with investment in the furnishings and layouts.

#### Schools Estate Improvement Plan

The works consist of various schools to upgrade Primary School Buildings from C to B namely :- Gartocharn, Braehead, Clydemuir, Carleith, Linnvale, Levenvale.

The works also consisted of maintaining those schools which were Condition B but could slip to Condition C if unattended and also addressed various Health and Safety issues namely:- Knoxland, St Patrick's, Gavinburn, Our Lady of Loretto, St Joseph's, St Mary's, Whitecrook, Edinbarnet

Some work is still to be programmed but will be complete early in the financial year 2017/18. The budget to carry out these works is £4.6m.

The final area of significant capital spend on the schools estate is within the Building Upgrades programme. The budget to meet these works is £3.8m.

- 4.7** We are currently working with Architecture and Design Scotland to facilitate workshops for staff and pupils in St Peter the Apostle and Clydebank High Schools. This work will look at ways of creating a 'café culture' approach to comparable spaces in modern universities and offices in spaces where the young people socialise and will encourage both collaborative and independent approaches to learning.
- 4.8** Professional Learning Workshops are established and have taken place in schools across Learning Communities.

The workshops are designed to stimulate discussion and ideas about how spaces can be further developed to reflect the curriculum and promote skills to support our children and young people in future years. The workshops expand the opportunities for staff collaboration and joint curriculum planning is exemplified and taken forward at school level.

- 4.9** The STEM Hub at St Patrick's Primary was a joint venture between Glasgow Science Centre and West Dunbartonshire Council. This is a first of its kind in Scotland and it exemplifies the exciting approach to learning spaces that the Regenerating Learning projects make possible. It has been very positively evaluated as can be noted by the comments of teachers and children in the attached report. (Appendix 1)

## **5. People Implications**

- 5.1** There are no direct people implications as a result of this report.
- 5.2** Opportunities for professional learning and on-going development are important for regenerating learning.

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

- 6.1** Budgeted capital expenditure on the programmes mentioned above is £47.402m and expenditure to date is £28.541m. It is forecast that the total project costs will be £47.477m. The overspend is attributable to the refurbishment of existing schools in 2015/16 and has already been reflected in that year's final accounts.
- 6.2** Procurement have been consulted in relation to the process for appointing contractors in relation to the various projects.

## **7. Risk Analysis**

- 7.1** As members are only being asked to note the contents of this report and the attached appendices 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.

## **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 improve life chances for children and young people which is one of the strategic priorities for 2012-2017.

---

**Laura Mason**  
**Chief Education Officer**  
**Date: 24 October 2016**

---

**Person to Contact:** Laura Mason, Chief Education Officer, Council Offices,  
Garshake Road, Dumbarton G82 3PU  
Tel: 01389 737304  
E-mail: [laura.mason@west-dunbarton.gov.uk](mailto:laura.mason@west-dunbarton.gov.uk)

**Appendices:** Appendix 1 – STEM Hub

**Background Papers:**

**Wards Affected:** All





## Background

To assess the impact of the new STEM Hub at St Patrick's Primary School in West Dunbartonshire, GSC staff ran a focus group with three groups of pupils on Thursday 15<sup>th</sup> December:

1. P7 – upper primary
2. P4 class
3. P1 – early years

We recorded the discussions and a full transcript is attached. We asked the pupils to talk about their experience of the STEM hub compared to the classroom and gave them the opportunity to

interact with some of the lessons resources.

## Feedback

|                                  |  |
|----------------------------------|--|
| STEM Hub enjoyment               | <p>All groups said they enjoyed being in the STEM Hub with the following key reactions:</p> <p>[P7] <i>"I like it because we can do a lot more experiments and stuff and it's more fun working in here than in the classroom."</i> Pupils singled out the atmosphere as well as the resources: <i>"Lots of sciency things – yes like we re in a different environment so we can look at different things. Normally, you'd be seating in a classroom."</i></p> <p>One P7 pupil mentioned that there is a science club on a Tuesday that uses the STEM Hub and now runs twice because it was so popular.</p> <p>P4 pupils associated words to the STEM hub: Excited! Confused Amazed! Confident Wonderous</p> <p><i>"As compared to the classroom, it feels enclosed in a good way. It is sciency, it's more like experiments things in it. It's more exciting. Fascinating. More fun. There are lots of colours. It's more exciting than the class."</i></p> <p>P1 pupils all stood behind the smiley face poster when asked to vote with their feet. <i>"Yes we enjoy being here. I like to play with the things. I like the big things there. [What about the colours here] It's like a rainbow!"</i></p> <p>Conversely, few pupils said that they did <u>not</u> enjoy something. However P7 pupils highlighted that the space is limited as both P7 classes have science sessions together: <i>"There are 39, that is all the P7 coming together so it's like lots of us trying to squeeze in."</i></p> |
| Sections of the STEM Hub         | <p>All pupils (even P1) identified the 3 sections of the STEM Hub calling them the cave, the tree and the lab or (at P4 level) "the science learning bit".</p>   |
| Differences classroom / STEM Hub | <p>Most pupils preferred the STEM Hub as a setting rather than the classroom: <i>"It's more fun working in here than in the classroom. It's just because we've got like...well normally in class we'd be sitting at desks whereas here you all come together"</i> (P7) <i>"As compared to the classroom, it feels enclosed in a good way. It is sciency, it's more like experiments things in it. It's more exciting. Fascinating. More fun. There are lots of colours. It's more exciting than the class."</i> (P4) And when asked which section they preferred P1 said <i>"the cave t bit because it has lots of toys."</i></p> <p>Pupils highlighted resources as key to their enjoyment of the STEM Hub: <i>"Before, we'd be writing in our science jotter we'd be writing stuff, whereas now we use all this. Yes and before there'd be one experiment and the whole class would have to go round and hardly any people could see because there was only one. Now, we all get a shot. We actually get to experiment on. We get to video on the tablets."</i></p>  |

|   |  |
|---|--|
| Evidence of learning                                  | <p>We asked the pupils to interact with some of the lessons materials. We had mixed early years lesson materials such as the three piglets' houses; the ramps; the pendulums and some magnets. This enabled us to note scientific vocabulary as well as specific details retained such as <i>"We were finding how many Newtons when pulling the cart up the ramp [do you remember what Newton measured] forces, I didn't know that before."</i></p> <p>Word such as forces, friction, Newtons, atom, periodic table etc were used. For example, using the energy stick, a P4 pupil explained: <i>"It has to be a circuit. If I do this it's a circuit if I don't it doesn't work. [Why is that?] There has to be a conductor."</i></p> <p>We also observed free interactions at every level, including for example, a little girl who was huffing and puffing on the stone house and a little boys said: <i>"No remember, that one does not come down because it's brick!"</i></p> <p>When we asked a group of P7 pupils to 'pose' for photos they started investigating using the available resources and we almost had to interrupt them when break time was finished.</p> <p>When asked to relate what they had learned to their daily life, a pupil mentioned how opening a door was 'pulling' so it is a force.</p> |
| Tablets   | <p>Pupils had used the tablets and enjoyed doing so: <i>"We can take pictures and videos. We can draw on them."</i> P 7 pupils however pointed out that there had been issues with the network and that if a whole class tried to save at the same time this gave way to long wait and sometimes work not being saved.</p>   |
| Inspire and Challenge approach – Group Work           | <p>Pupils at P7 and P4 level work in groups, something that they all enjoyed and benefited from. Thus a boy said:</p> <p><i>"I want to be a swimmer but I want to design my own goggles'. 'When we were doing things in here like making models gives you more idea of how to make things. And if you're like working with a group. Because if I'm going to end up making goggles, I'm not going to do it on my own, I'm going to do it with other people...We learn more in a group, we share what we know because some people understand science better. If we were on our own, and there is something I don't understand, I might get stressed out about it..you may get to the end of it and realise you're doing it the wrong way. In the group there is the cheerleader to encourage you."</i></p> <p>Groups are randomly allocated and some have names for their science groups such as like 'Energy Saving Engineers', 'Sustainable Super Heroes', 'Science Seven'.</p>  |
| Inspire and Challenge approach – Independent learning | <p>P7 pupils recalled how the teachers had progressed from a 'delivery of lesson' to an Inspire and Challenge approach:</p> <p><i>"Teachers have started leaving us because they said you should try and figure it out. Then you can ask each other about it. Last week, the teacher had explained and then she'd done all the explaining and then she said what questions you want to ask each other but we did not really need to ask each other because we'd already learned about it. Then she thought she would do a wee bit of teaching and then this week she left us to it, she gave us the equipment and just told us what to do and ask each other questions. We ask each other more questions, it's more professional because we learned of each other instead of learning from the teacher all the time."</i></p>  |

## Full transcript - STEM Hub

### 1. P7 group

[What do you enjoy about this space?] I like it because we can do a lot more experiments and stuff and it's more fun working in here than in the classroom. It's just because we've got like...well normally in class we'd be sitting at desks whereas here you all come together [so you like the free nature of it?] yes.

[We have names for different parts of the room but do you call these differently?] The cave, the tree and the lab!

[We distributed post-its and asked them to write what they enjoyed, don't enjoyed or so so]

| -  | +  |
|--|--|
| <p>There's nothing that bad, nothing that makes me sad</p> <p>It's hard to fit a big class – yes there are 39, that is all the P7 coming together so it's like lots of us trying to squeeze in. At the very beginning, we came just our class to see what there was. But it's just for quickness so we have our science groups (when we do experiments) and it mixes people from 7a and 7b together.</p> | <p>It's got a good quality tv and it's all the right colours. We use it to watch videos of the experiments.</p> <p>There are lots of sciency [sic] things surrounding us during lessons</p> <p>If you get free time you can experiment [sic] with the equipment.</p> <p>Equipment – you can experiment all the equipment. Yes like sometimes you can come back and choose any of these things</p> <p>Lots of sciency things – yes like we're in a different environment so we can look at different things. Normally, you'd be seating in a classroom.</p> |

[Anything different about the way you learn here?] Yes you get to learn a lot, you get a lot more information, more different stuff, because like the Science Centre people have come up with these. So you get to learn a lot more about the project. And then you get to wear science coats and goggles.

There is also a science club on a Tuesday and they come in here. They had to put it onto two times because so many people wanted to join. And it's all in there so that they can do experiments.

[We then took them over to the Lab and gave them resources they might have used before]

[Pointing to the pendulum] We did this last week! We've not done any of these [first level things]

[Pointing to the pendulum] With this what we did was how many things there are per ten seconds so we were holding them to our nose and let it swing and how many times it'd swing. We were finding how many Newtons when pulling the cart up the ramp [do you remember what Newton measured] forces, I didn't know that before.

[Pointing to the ramp] We were learning about friction so the carpet (the furry bits) was getting stuck, that was more friction so you'd need more force. And then we were putting weights in it, so it's harder to get it up the ramp.

[How do you feel when you're doing that experiment] Yes, it's really fun compared to what we usually did. Usually, well before, we'd be writing in our science jotter we'd be writing stuff, whereas now we use all this. Yes and before there'd be one experiment and the whole class would have to go round and hardly any people could see because there was only one. Now, we all get a shot. We actually get to experiment on. We get to video on the tablets.

[Groups]

We get to work in 5 or 6. That's enough. And we got our own wee job, so I'm the scribe, the resource manager and the teacher gives random number. So you change within the group sometimes. So someone leads the discussion.

[Have you noticed things in your daily life eg about friction?] Yes like open and shutting doors it's force. And then rubbing your hands together and they get warm, I had never really thought about that. I used to do it but I did not know where it came from.

[Anything favourite part?] I like doing the experiment and I like the PowerPoint. I liked the one about which one goes faster, yes the moon...that was doing with forces, the moon has gravity. And we did the paper experiment and there is more friction because that one does not have enough surface.

[Tablets] Yes we use them every time we do science that's on a Tuesday. [Do you look forward to Tuesday?] yes. We can take pictures and videos. We can draw on them. We tend to use our fingers. Sometimes they don't really work like yesterday. [How often do they work?] Usually if the whole class uses together, it takes a lot of time and then it does not always save. If you do it one at a time it will save. If you just put it down and it just turned off, then it does not save. And the decimal point on a graph [we are trying to fix that].

[Do you use any other types of kit in her?] We were going to use the pendulum – a Newton's cradle – and it got all tangled up. Most enjoyed using the ramp. Some of the things in here are fun...the hand thing, the squishy organs.

There were some people coming from other schools and different children..

[Anything you do not enjoy?] I like all in here...

[Group work] at the very beginning the teacher put us in groups with your friend. Then after the holiday it is going to change. We sit with our groups, we mix the groups. We've got names for our groups like 'Energy Saving Engineers', 'Sustainable Super Heroes', 'Science Seven'.

[Has it made you think about what to do when you're older?] yes, some people want to be engineers. We had to make a model to save energy and then do a presentation and some said they wanted to be engineers. 'I want to be a vet', 'I want to be a swimmer but I want to design my own goggles'. 'When we were doing things in here like making models gives you more idea of how to make things. And if you're like working with a group. Because if I'm going to end up making goggles, I'm not going to do it on my own, I'm going to do it with other people...We learn more in a group, we share what we know because some people understand science better. If we were on our own, and there is something I don't understand, I might get stressed out about it..you may get to the end of it and realise you're doing it the wrong way. In the group there is the cheerleader to encourage you.

[Independent learning] Teachers have started leaving us because they said you should try and figure it out. Then you can ask each other about it. Last week, the teacher had explained and then she'd done all the explaining and then she said what questions you want to ask each other but we did not really need to ask each other because we'd already learned about it. Then she thought she would do a wee bit of teaching and then this week she left us to it, she gave us the equipment and just told us



what to do and ask each other questions. We ask each other more questions, it's more professional because we learned of each other instead of learning from the teacher all the time.

Yesterday because she didn't do a lot of teaching on it, we didn't know what would happen. So we thought there was a lighter weight and a heavier weight and we thought the lighter weight would fly off but actually it was the heavier one.

## 2. P4 group

Initial impressions – what do you feel when you in here?

Excited!

Confused

Amazed!

Confident

Wonderous

As compared to the classroom, it feels enclosed in a good way. It is sciency, it's more like experiments things in it. It's more exciting. Fascinating. More fun. There are lots of colours. It's more exciting than the class.

So I heard some of you talking about the cave, what do you call the space? the hub, the STEM hub, the tree, the science learning bit, the lab.

see this middle bit - the tree, the learning tree. What's inside the learning tree? Insects, magnifying glasses. There is an insect in there. There are usually fake bugs and stuff, and scissors. It looks like there is a real insect in there!

I like the stain glass...It's not stain glass..I know what you mean this looks like plastic stain glass.

[We distributed post-its and asked them to write what they enjoyed, don't enjoyed or so so]

| -   | +  |
|---|--|
| The mouth: it's scary it looks like it's going to jump at you | Sciency<br>Fascinating<br>Fun rubix cube<br>I like doing exspermants [sic]<br>I like playing |

[We then took them over to the Lab and gave them resources]

I like this, it's so spongey!

[Do you recognise these things?...]yes, magnets..it's propelling. This is current...If everybody hold hand, this makes a circuit. [Energy stick] It has to be a circuit. If I do this it's a circuit if I don't it doesn't work. [Why is that?] There has to be a conductor.

This magnet..It's the north side and the north side it will repel. If it's the south and the north side, it will attract. [What are you guys testing this for?] It's got different things, pebbles, paper clips.. This is cool, what are you using this for? Insulators and things [Have you used this before? Pointing to the magnets box] no.

[When you were talking about these, when you went back home, did it make you think about what you'd learned here?] yes, in my cupboard there was a wee character and he was magnetic. [Anything else?] my toaster uses electricity. My clock. My watch?

[What's your favourite thing here?] I've got a periodic table in my drawer...

[Back to the cave] [Use of tablets] We've used it twice. We enjoy using the tablets...I liked using the plasma ball but it broke. I like the tablets because you can draw picture, it's better than the jotters. [Did you ever use anything on the tablets?] I just did this [use my fingers]. We used the plasma ball and then you put your whole hand and you can see your hands. We tried and use this but it did not work [why do you think that was?] it was an insulator.

[Work in groups] Yes work in different groups each time. We like working in groups. [Do you choose with whom you are?] sometimes, the teacher tells us who is the group, sometimes we get to choose.

### 3. P1 group

[words that come to mind] it's comfy!

[All went behind the happy face] yes we enjoy being here. I like to play with the things. I like the big things there. [What about the colours here] It's like a rainbow!

[Do you prefer the classroom or here?] the STEM hub; the cave bit because it has lots of toys.

[So this is called the cave, do you have any other names?] the STEM hub; the tree, there are insects, no it's only toys, they re not real ones; we dropped the eggs over there and mine cracked because I did not make it comfortable.

[If I gave you something, where would you go] the tree x 3; and also the end bit, the water.

[Is there anything you don't like] the ground, because they hurt my elbow if I go back.

[We took them over to lab where there were the houses] I like the stone one, that's the straw, and a huff and puff. No remember.. that one does not come down because it's brick. [what did you think about the puppet?] we liked it.

[did you see these before: materials] I don't think it's real bricks...stretchy.

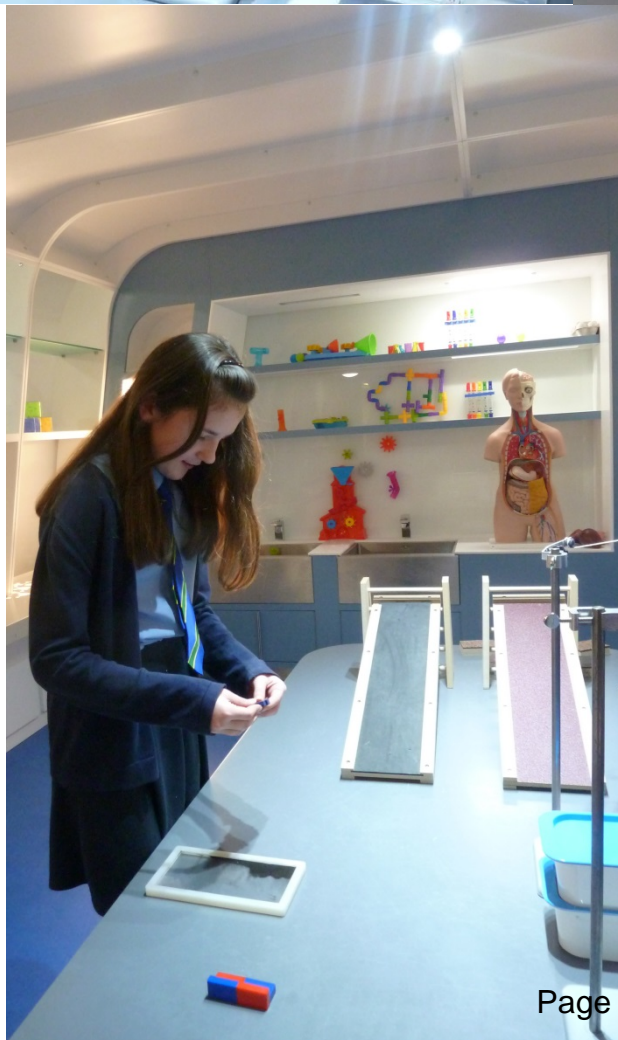
[Bell rang] Can we do this thing? What are these? You pulled this kind of thing

[We went back to the cave] [When you come here, do you come in groups] no with the class [do you work with your friend] yes with my friend Anna. It's the whole class here.

[When you made the egg] yes I worked with my friend...not Grace! Not from another class.









## WEST DUNBARTONSHIRE COUNCIL

## Report by Chief Education Officer

## Educational Services Committee: 1 March 2017

**Subject: Working Well Together - Attendance Management: Quarter 3****1. Purpose**

- 1.1** The purpose of this report is to advise Committee on attendance levels across the Council for quarter 3 (October - December 2016). The report provides a breakdown of absence performance by Strategic Lead area.

**2. Recommendations**

- 2.1** It is recommended that the Committee note the content of the report and the attendance results for Q3 2016/17, namely a decrease of 337 FTE days lost (3.3%) compared to the same period last year.
- 2.2** The Committee is further directed to Appendices 1 which provides a breakdown of results for the Strategic Lead area(s) covered by this Committee.
- 2.3** The Committee is also asked to note the supporting verbal commentary from the Director in respect of pertinent points / actions to note for the service areas within the locus of this Committee.

**3. Background**

- 3.1** Improving attendance at work is a key strategic priority for the Council requiring commitment from elected members, Strategic Leadership Group, Trades Unions, individual managers and employees.
- 3.2** The Council has made a commitment to improving attendance levels by setting ambitious targets of reducing days lost for Local Government Employees to 7 FTE days lost per employee by 2017, and 5 FTE days lost for Teachers. Table 1 below shows individual targets by Strategic Lead area and provides a projected year end figure based upon the first 9 months of this year.

Table 1 – Strategic Lead Targets (FTE days lost per employee)

| <b>Strategic Lead</b> | <b>2016/2017</b> | <b>Projected Year End 16/17</b> |
|-----------------------|------------------|---------------------------------|
| <b>Council Wide</b>   | <b>7</b>         | <b>10.19</b>                    |
| CH&CJustice           | 9                | 11.82                           |
| CH&Care               | 10.5             | 17.68                           |
| MHA&LD                | 8.5              | 17.35                           |

|                              |     |       |
|------------------------------|-----|-------|
| SP&HI                        | 4.5 | 6.21  |
| Resources                    | 7   | 11.95 |
| P&T                          | 4.5 | 3.55  |
| Regulatory                   | 6   | 5.62  |
| CCC                          | 6.5 | 4.36  |
| Ed Support                   | 8.5 | 8.9   |
| Ed T                         | 5   | 4.76  |
| Env & Neighbourhood Services | 8   | 10.20 |
| H & E                        | 6.5 | 8     |
| Regeneration                 | 8.5 | 11.52 |

## Main Issues

### Quarter 3 Performance

- 4.1** Council Wide Absence was reported as 2.97 FTE days lost per employee representing a 3.3% improvement on quarter 3 last year. Chart 1 below shows the monthly trend for the last 12 months (January 2016 – December 2016) and compares with the same period last year. The results show that absence is following the usual seasonal trend and there has been a consistent improvement month on month until November 2016.

Chart 1 – Absence Trend – Rolling Year

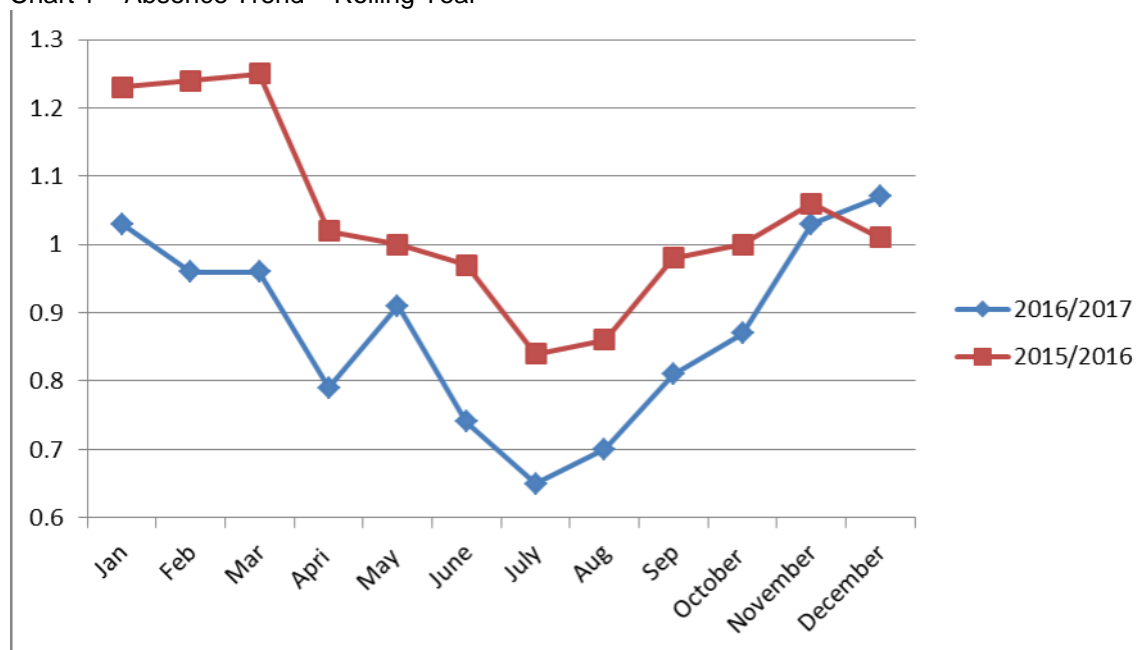


Table 2 shows the service breakdown across the Council. The results highlighted are those strategic lead areas whose absence was above the Council average of 2.97 FTE days lost per employee.

Table 2 – Strategic Breakdown Quarter 3

| <b>Strategic Lead Area<br/>Quarter 3</b>         | <b>No of FTE<br/>e/ees</b> | <b>Days Lost<br/>FTE*<br/>(2016/17)</b> |
|--|----------------------------|---|
| Council Wide                                     | <b>4461.05</b>             | <b>2.97</b>                             |
| Child Healthcare & Criminal Justice              | 232.16                     | 3.13                                    |
| Community Health & Care                          | 751.56                     | 5.22                                    |
| Mental Health, Addiction & Learning Disabilities | 145.90                     | 4.62                                    |
| Strategy, Planning & Health Improvement          | 26.91                      | 2.94                                    |
| Environment & Neighbourhood                      | 631.02                     | 2.84                                    |
| Housing & Employability                          | 239.66                     | 2.64                                    |
| Regeneration                                     | 415.45                     | 3.12                                    |
| Communications, Culture & Communities            | 153.26                     | 1.35                                    |
| Education – Support                              | 522.42                     | 2.45                                    |
| People & Technology                              | 175.87                     | 1.56                                    |
| Regulatory                                       | 175.69                     | 2.11                                    |
| Resources  | 522.43                     | 3.25                                    |
| Education - Teachers                             | 865.72                     | 1.75                                    |

\*Total number of FTE days lost divided by the number of FTE employees

#### Absence Duration

- 4.2** Table 3 shows the duration breakdown for quarter 3 and compares to the same period last year. Long term absence has reduced overall and we are now seeing a more balanced picture, with long term absence accounting for 52% of days lost. This is consistent with the significant reduction in days lost due to Acute Medical Conditions, Recurring Medical Conditions and Stress, which tend to be long term in nature.

Table 3 – Absence Duration – Council Wide

| <b>Quarter 3</b>           | <b>2016/17</b> | <b>2015/16</b> |
|----------------------------|----------------|----------------|
| Short Term (under 20 days) | 48%            | 43%            |
| Long Term (over 20 days)   | 52%            | 57%            |

#### Absence Reasons

- 4.3** Table 4 shows the reasons for absence recorded in quarter 3 this year and last year. Minor Illness accounted for most days lost in the quarter, with an additional 490 days lost compared to Q3 last year. The second highest reason was Acute Medical Conditions followed closely by MSK. Although days lost due to Stress fell compared to quarter 3 last year, the number of Stress absences was higher in December, compared to December last year.

Major transformational change across the organisation has had an impact upon stress related absence.



All stress is being addressed through early use of the Stress Policy, including stress risk assessment procedures, early referral to Occupational Health and referral to the employee counselling service. In addition, managers and HR are looking to identify hotspot areas and to devise a targeted approach using the HSE management standards.

Table 4 – Reasons analysis

| Q3      | 2016/17                               |                |                | 2015/16                               |                |                |
|---------|---------------------------------------|----------------|----------------|---------------------------------------|----------------|----------------|
| AR Code | Reason                                | Work Days lost | % of days lost | Reason                                | Work Days lost | % of days lost |
| 1       | Minor Illness                         | 4,757.5        | 28.95%         | Minor Illness                         | 4,267.5        | 24.58%         |
| 2       | Back Pain                             | 580.5          | 3.53%          | Back Pain                             | 774.5          | 4.46%          |
| 3       | Musculo-skeletal Injuries             | 2,600.0        | 15.82%         | Musculo-skeletal Injuries             | 2,639.5        | 15.21%         |
| 4       | Stress                                | 1,936.0        | 11.78%         | Stress                                | 2,879.5        | 16.59%         |
| 5       | Recur Medical Conditions              | 1,174.0        | 7.14%          | Recur Medical Conditions              | 1,186.0        | 6.83%          |
| 6       | Non Work Related Accidents / Injuries | 430.0          | 2.62%          | Non Work Related Accidents / Injuries | 271.5          | 1.56%          |
| 7       | Work Related Accidents / Injuries     | 227.0          | 1.38%          | Work Related Accidents / Injuries     | 303.0          | 1.75%          |
| 8       | Mental Health                         | 892.0          | 5.43%          | Mental Health                         | 1,336.0        | 7.70%          |
| 9       | Acute Medical Conditions              | 2,577.0        | 15.68%         | Acute Medical Conditions              | 3,010.0        | 17.34%         |
| 10      | Pregnancy Related Absence             | 310.0          | 1.89%          | Pregnancy Related Absence             | 275.0          | 1.58%          |
| 11      | Drink or Drug Related Condition       | 7.0            | 0.04%          | Drink or Drug Related Condition       | 84.0           | 0.48%          |
| 12      | Stress - Work Related                 | 834.0          | 5.07%          | N/A                                   |                |                |
| 13      | Reason Not Disclosed                  | 109.0          | 0.66%          | Reason Not Disclosed                  | 332.0          | 1.91%          |

#### Employee Wellbeing Group

- 4.4** The Attendance Working Group has now been disbanded with the Employee Wellbeing Group aiming to commence in February. Nominations from Strategic Lead areas and Trades Unions are currently being sought. In the interim period, the activities and initiatives are discussed and/or progressed through the Employee Liaison Group (ELG). Throughout the lifespan of the Attendance Working Group (January 2013 – October 2016) there have been a number of achievements, some of which are discussed below.

#### Communication

- 4.4.1** The following initiatives were undertaken to encourage collective ownership of attendance and to consider alternatives to absence, such as:



- Poster campaigns – Cost of a day's absence / "...can you give 90%?" / "Can you work from home?"
- Absence results published on intranet
- Disclosing Your Disability
- Promoting Flexible Working as an alternative to absence

#### Policy Development

**4.4.2** The following policies, schemes and were revised, or introduced by the Attendance Working Group:

- Attendance Management Policy
- Disability Leave Scheme
- Tailored Adjustment Agreements
- Carer's Leave Scheme
- Cancer Support Policy
- No Smoking Policy (Smoke-free grounds)
- Personal Days
- Bereavement Leave

#### Scheme Employee / Manager

#### Engagement

**4.4.3** The AWG also introduced a number of employee / manager engagement and upskilling activities including:

- Employee Carer's Support Network
- Absence presentations at employee events to reinforce communication messages
- Manager Masterclasses
- Employee Absence Workshops (for irregular attenders)
- Employee

#### Charter Recognition

**4.4.4** As a result of the initiatives developed and implemented by the Attendance Working Group, the Council has been asked by various external partners to share their good practice, through invitations to speak at events and the sharing of policies. In addition, the Council has received the following formal recognition:

- 2015 - Winners, Scottish Top Employers for Working Families – Best for all stages of Fatherhood
- 2016 – Winners, Scottish Top Employers for Working Families – Best for Carers and Eldercare
- 2016 – Winners, UK Working Families Special Award – Best for Carers and Eldercare
- Carers UK (Kitemark) awarded Exemplary status (first local authority in Scotland).

## **5. People Implications**

- 5.1** Absence impacts not only those who are absent from work due to illness or injury but also those remaining at work. The absence levels experienced within our services leads to significant additional burdens on our attending workforce. Striving to reduce absence through the appropriate support to those with health issues as well as ensuring that we provide the right assistance to those at work is fundamental to the successful achievement of our annual target.

## **6. Financial Implications**

- 6.1** Significant absence levels impact on the Council in terms of cost, service delivery and motivation. In quarter 3, the Council lost a total of 13,241.95 FTE working days of productivity to sickness absence which is a small improvement of 3.3% compared to quarter 3 last year. Based upon the nominal daily cost of a day's absence (£118.00), it is estimated that the cost of absence for the Council in the quarter was £1.56m. This figure does not take into account the indirect costs of absence such as overtime, loss of productivity, reduced team performance.

## **7. Risk Analysis**

- 7.1** Compared with quarter 3 last year, there continues to be a significant improvement in absence performance, however, there is still a risk that if the focus and attention by all stakeholders is not maintained, absence rates could rise making it difficult to achieve the Council's target of 7 FTE days for 2016/17. This would contribute adversely to the Council's overall performance.

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

- 8.1** As this report is for noting only, no EIA is required. Any associated policies and procedures are subject to their own EIA.

## **9. Consultation**

- 9.1** Consultation is on-going with Trade unions through the ELG, JCF and JCCs to identify and address attendance issues.
- 9.2** Strategic Leads continued to be consulted through regular meetings with HR Business Partners.

## **10. Strategic Assessment**

- 10.1** Effective attendance management will support the Council's aim to make best use of both financial and human resources resulting in a positive impact upon service provision.

---

**Laura Mason**  
**Chief Education Officer**

---

**Person to Contact:** Geraldine Lyden, HR Business Partner,  
Garshake Road, Dumbarton  
Tel: 01389 737312  
Email: Geraldine.lyden@west-dunbarton.gov.uk.

**Appendices:** Appendix 1 – Quarter 3 – Education, Learning and  
Attainment

**Background Papers:** None

**Wards Affected:** None



## Appendix 1 - WDC Absence Statistics

Strategic Area: Education, Learning & Attainment  
Period: Quarter 3 - 2016/17



TABLE 1 - Days Lost per Employee

| Strategic Area  | FTE Employees | Intermittent (1-3 days) |                      | Short Term (4-5 days) |                      | Medium Term (6 days - 4 weeks) |                      | Long Term (over 4 weeks) |                      | Total Working Days Lost | Total FTE Days Lost | Total FTE Days Lost by FTE Employees |
|---|---------------|-------------------------|----------------------|-----------------------|----------------------|--------------------------------|----------------------|--------------------------|----------------------|-------------------------|---------------------|--------------------------------------|
|   |               | Working Days Lost       | % of Total Days Lost | Working Days Lost     | % of Total Days Lost | Working Days Lost              | % of Total Days Lost | Working Days Lost        | % of Total Days Lost |                         |                     |                                      |
| Directorate Support   | 1.94          | 0                       | 0.00%                | 0                     | 0.00%                | 0                              | 0.00%                | 64                       | 100.00%              | 64                      | 64.00               | 32.99                                |
| Early Years HQ  | 5.95          | 0                       | 0.00%                | 0                     | 0.00%                | 0                              | 0.00%                | 21                       | 100.00%              | 21                      | 21.00               | 3.53                                 |
| Education Central Mgmt  | 4.00          | 0                       | 0.00%                | 4                     | 100.00%              | 0                              | 0.00%                | 0                        | 0.00%                | 4                       | 4.00                | 1.00                                 |
| Education Development   | 15.15         | 0                       | 0.00%                | 0                     | 0.00%                | 0                              | 0.00%                | 0                        | 0.00%                | 0                       | 0.00                | 0.00                                 |
| Performance & Improvement   | 7.11          | 0                       | 0.00%                | 0                     | 0.00%                | 0                              | 0.00%                | 0                        | 0.00%                | 0                       | 0.00                | 0.00                                 |
| Pupil Support   | 2.50          | 0                       | 0.00%                | 0                     | 0.00%                | 0                              | 0.00%                | 0                        | 0.00%                | 0                       | 0.00                | 0.00                                 |
| Workforce / CPD   | 9.79          | 0                       | 0.00%                | 0                     | 0.00%                | 0                              | 0.00%                | 0                        | 0.00%                | 0                       | 0.00                | 0.00                                 |
| <b>Central Support Staff Total</b>                                | <b>46.44</b>  | <b>0</b>                | <b>0.00%</b>         | <b>4</b>              | <b>4.49%</b>         | <b>0</b>                       | <b>0.00%</b>         | <b>85</b>                | <b>95.51%</b>        | <b>89</b>               | <b>89.00</b>        | <b>1.92</b>                          |
| Psychological Services  | 9.90          | 6                       | 100.00%              | 0                     | 0.00%                | 0                              | 0.00%                | 0                        | 0.00%                | 6                       | 5.60                | 0.57                                 |
| <b>Psychological Services Total</b>                               | <b>9.90</b>   | <b>6</b>                | <b>100.00%</b>       | <b>0</b>              | <b>0.00%</b>         | <b>0</b>                       | <b>0.00%</b>         | <b>0</b>                 | <b>0.00%</b>         | <b>6</b>                | <b>5.60</b>         | <b>0.57</b>                          |
| Technician Services   | 17.51         | 9                       | 26.47%               | 4                     | 11.76%               | 21                             | 61.76%               | 0                        | 0.00%                | 34                      | 33.20               | 1.90                                 |
| <b>Technician Services Total</b>                                  | <b>17.51</b>  | <b>9</b>                | <b>26.47%</b>        | <b>4</b>              | <b>11.76%</b>        | <b>21</b>                      | <b>61.76%</b>        | <b>0</b>                 | <b>0.00%</b>         | <b>34</b>               | <b>33.20</b>        | <b>1.90</b>                          |
| Schools & Nurseries - Central ASN Support                         | 7.16          | 1                       | 1.30%                | 0                     | 0.00%                | 33                             | 42.86%               | 43                       | 55.84%               | 77                      | 42.52               | 5.94                                 |
| Schools & Nurseries - Early Years                                 | 180.31        | 84                      | 11.67%               | 42                    | 5.83%                | 316                            | 43.89%               | 278                      | 38.61%               | 720                     | 460.77              | 2.56                                 |
| Schools & Nurseries - Primary Schools                             | 137.78        | 85                      | 18.56%               | 35                    | 7.64%                | 189                            | 41.27%               | 149                      | 32.53%               | 458                     | 261.96              | 1.90                                 |
| Schools & Nurseries - Secondary Schools                           | 82.33         | 52.5                    | 14.54%               | 10                    | 2.77%                | 126.5                          | 35.04%               | 172                      | 47.65%               | 361                     | 260.99              | 3.17                                 |
| Schools & Nurseries - Special Schools & Units                     | 40.99         | 27                      | 12.00%               | 21                    | 9.33%                | 28                             | 12.44%               | 149                      | 66.22%               | 225                     | 126.74              | 3.09                                 |
| <b>Schools &amp; Nurseries - Support Staff Total</b>              | <b>448.57</b> | <b>249.5</b>            | <b>13.55%</b>        | <b>108</b>            | <b>5.87%</b>         | <b>692.5</b>                   | <b>37.62%</b>        | <b>791</b>               | <b>42.97%</b>        | <b>1,841</b>            | <b>1,152.98</b>     | <b>2.57</b>                          |
| <b>Education, Learning &amp; Attainment - Support Staff Total</b> | <b>522.42</b> | <b>264.5</b>            | <b>13.43%</b>        | <b>116</b>            | <b>5.89%</b>         | <b>713.5</b>                   | <b>36.22%</b>        | <b>876</b>               | <b>44.47%</b>        | <b>1,970</b>            | <b>1280.78</b>      | <b>2.45</b>                          |
| Central ASN Support Service                                       | 29.29         | 25                      | 20.66%               | 5                     | 4.13%                | 5                              | 4.13%                | 86                       | 71.07%               | 121                     | 96.26               | 3.29                                 |
| Peripatetic   | 10.50         | 0                       | 0.00%                | 0                     | 0.00%                | 9                              | 100.00%              | 0                        | 0.00%                | 9                       | 1.80                | 0.17                                 |
| Primary Schools   | 398.58        | 132                     | 19.67%               | 60                    | 8.94%                | 288                            | 42.92%               | 191                      | 28.46%               | 671                     | 556.36              | 1.40                                 |
| Secondary Schools   | 376.66        | 183.5                   | 21.20%               | 73                    | 8.43%                | 221                            | 25.53%               | 388                      | 44.83%               | 865.5                   | 740.44              | 1.97                                 |
| Special Schools & Units   | 50.68         | 23                      | 12.50%               | 13                    | 7.07%                | 41                             | 22.28%               | 107                      | 58.15%               | 184                     | 122.69              | 2.42                                 |
| <b>Education, Learning &amp; Attainment - Teachers Total</b>      | <b>865.71</b> | <b>363.5</b>            | <b>19.64%</b>        | <b>151</b>            | <b>8.16%</b>         | <b>564</b>                     | <b>30.48%</b>        | <b>772</b>               | <b>41.72%</b>        | <b>1,850.5</b>          | <b>1517.55</b>      | <b>1.75</b>                          |

TABLE 2 - Breakdown of Days Lost by Duration Category

| Duration (Support Staff)     | Working Days Lost | Percentage of Lost Days |
|------------------------------|-------------------|-------------------------|
| Intermittent (1-3 days)      | 264.5             | 13.43%                  |
| Short Term (4-5 days)        | 116.0             | 5.89%                   |
| Medium Term (6 days-4 weeks) | 713.5             | 36.22%                  |
| Long Term (over 4 weeks)     | 876.0             | 44.47%                  |
| <b>TOTAL</b>                 | <b>1,970.0</b>    | <b>100%</b>             |

| Duration (Teachers)          | Working Days Lost | Percentage of Lost Days |
|------------------------------|-------------------|-------------------------|
| Intermittent (1-3 days)      | 363.5             | 19.64%                  |
| Short Term (4-5 days)        | 151.0             | 8.16%                   |
| Medium Term (6 days-4 weeks) | 564.0             | 30.48%                  |
| Long Term (over 4 weeks)     | 772.0             | 41.72%                  |
| <b>TOTAL</b>                 | <b>1,850.5</b>    | <b>100%</b>             |

TABLE 3 - Absence Reasons

| Strategic Area  | FTE Employees | Minor Illness | Back Pain | Musculo-skeletal Injuries | Stress     | Recurring Medical Conditions | Non Work Related Accident / Injuries | Work Related Accidents / Injuries | Mental Health | Acute Medical Conditions | Pregnancy Related Absence | Drink or Drug Related Condition | Stress - Work Related | Reason Not Disclosed | Total Working Days Lost | FTE Days Lost   | Total FTE Days Lost by FTE Employee |
|---|---------------|---------------|-----------|---------------------------|------------|------------------------------|--------------------------------------|-----------------------------------|---------------|--------------------------|---------------------------|---------------------------------|-----------------------|----------------------|-------------------------|-----------------|-------------------------------------|
| Directorate Support   | 1.94          | 0             | 0         | 0                         | 0          | 0                            | 0                                    | 0                                 | 0             | 64                       | 0                         | 0                               | 0                     | 0                    | 64                      | 64.00           | 32.99                               |
| Early Years HQ  | 5.95          | 0             | 0         | 0                         | 0          | 0                            | 0                                    | 0                                 | 0             | 21                       | 0                         | 0                               | 0                     | 0                    | 21                      | 21.00           | 3.53                                |
| Education Central Mgmt  | 4.00          | 4             | 0         | 0                         | 0          | 0                            | 0                                    | 0                                 | 0             | 0                        | 0                         | 0                               | 0                     | 0                    | 4                       | 4.00            | 1.00                                |
| Education Development   | 15.15         | 0             | 0         | 0                         | 0          | 0                            | 0                                    | 0                                 | 0             | 0                        | 0                         | 0                               | 0                     | 0                    | 0                       | 0.00            | 0.00                                |
| Performance & Improvement   | 7.11          | 0             | 0         | 0                         | 0          | 0                            | 0                                    | 0                                 | 0             | 0                        | 0                         | 0                               | 0                     | 0                    | 0                       | 0.00            | 0.00                                |
| Pupil Support   | 2.50          | 0             | 0         | 0                         | 0          | 0                            | 0                                    | 0                                 | 0             | 0                        | 0                         | 0                               | 0                     | 0                    | 0                       | 0.00            | 0.00                                |
| Workforce / CPD   | 9.79          | 0             | 0         | 0                         | 0          | 0                            | 0                                    | 0                                 | 0             | 0                        | 0                         | 0                               | 0                     | 0                    | 0                       | 0.00            | 0.00                                |
| <b>Central Support Staff Total</b>                                | <b>46.44</b>  | <b>4</b>      | <b>0</b>  | <b>0</b>                  | <b>0</b>   | <b>0</b>                     | <b>0</b>                             | <b>0</b>                          | <b>0</b>      | <b>85</b>                | <b>0</b>                  | <b>0</b>                        | <b>0</b>              | <b>0</b>             | <b>89</b>               | <b>89.00</b>    | <b>1.92</b>                         |
| Psychological Services  | 9.90          | 6             | 0         | 0                         | 0          | 0                            | 0                                    | 0                                 | 0             | 0                        | 0                         | 0                               | 0                     | 0                    | 6                       | 5.60            | 0.57                                |
| <b>Psychological Services Total</b>                               | <b>9.90</b>   | <b>6</b>      | <b>0</b>  | <b>0</b>                  | <b>0</b>   | <b>0</b>                     | <b>0</b>                             | <b>0</b>                          | <b>0</b>      | <b>0</b>                 | <b>0</b>                  | <b>0</b>                        | <b>0</b>              | <b>0</b>             | <b>6</b>                | <b>5.60</b>     | <b>0.57</b>                         |
| Technician Services   | 17.51         | 28            | 0         | 0                         | 0          | 6                            | 0                                    | 0                                 | 0             | 0                        | 0                         | 0                               | 0                     | 0                    | 34                      | 33.20           | 1.90                                |
| <b>Technician Services Total</b>                                  | <b>17.51</b>  | <b>28</b>     | <b>0</b>  | <b>0</b>                  | <b>0</b>   | <b>6</b>                     | <b>0</b>                             | <b>0</b>                          | <b>0</b>      | <b>0</b>                 | <b>0</b>                  | <b>0</b>                        | <b>0</b>              | <b>0</b>             | <b>34</b>               | <b>33.20</b>    | <b>1.90</b>                         |
| Schools & Nurseries - Central ASN Support                         | 7.16          | 77            | 0         | 0                         | 0          | 0                            | 0                                    | 0                                 | 0             | 0                        | 0                         | 0                               | 0                     | 0                    | 77                      | 42.52           | 5.94                                |
| Schools & Nurseries - Early Years                                 | 180.31        | 296           | 64        | 71                        | 104        | 3                            | 14                                   | 10                                | 55            | 57                       | 3                         | 0                               | 32                    | 11                   | 720                     | 460.77          | 2.56                                |
| Schools & Nurseries - Primary Schools                             | 137.78        | 215           | 7         | 95                        | 81         | 20                           | 0                                    | 0                                 | 0             | 37                       | 3                         | 0                               | 0                     | 0                    | 458                     | 261.96          | 1.90                                |
| Schools & Nurseries - Secondary Schools                           | 82.33         | 102           | 0         | 1                         | 52         | 110                          | 0                                    | 0                                 | 0             | 89                       | 0                         | 7                               | 0                     | 0                    | 361                     | 260.99          | 3.17                                |
| Schools & Nurseries - Special Schools & Units                     | 40.99         | 93            | 0         | 23                        | 35         | 4                            | 0                                    | 2                                 | 64            | 4                        | 0                         | 0                               | 0                     | 0                    | 225                     | 126.74          | 3.09                                |
| <b>Schools &amp; Nurseries - Support Staff Total</b>              | <b>448.57</b> | <b>783</b>    | <b>71</b> | <b>190</b>                | <b>272</b> | <b>137</b>                   | <b>14</b>                            | <b>12</b>                         | <b>119</b>    | <b>187</b>               | <b>6</b>                  | <b>7</b>                        | <b>32</b>             | <b>11</b>            | <b>1,841</b>            | <b>1,152.98</b> | <b>2.57</b>                         |
| <b>Education, Learning &amp; Attainment - Support Staff Total</b> | <b>522.42</b> | <b>821</b>    | <b>71</b> | <b>190</b>                | <b>272</b> | <b>143</b>                   | <b>14</b>                            | <b>12</b>                         | <b>119</b>    | <b>272</b>               | <b>6</b>                  | <b>7</b>                        | <b>32</b>             | <b>11</b>            | <b>1,970</b>            | <b>1,280.78</b> | <b>2.45</b>                         |
| Central ASN Support Service                                       | 29.29         | 30            | 0         | 0                         | 27         | 64                           | 0                                    | 0                                 | 0             | 0                        | 0                         | 0                               | 0                     | 0                    | 121                     | 96.26           | 3.29                                |
| Peripatetic   | 10.50         | 0             | 0         | 0                         | 0          | 9                            | 0                                    | 0                                 | 0             | 0                        | 0                         | 0                               | 0                     | 0                    | 9                       | 1.80            | 0.17                                |
| Primary Schools   | 398.58        | 405           | 0         | 59                        | 28         | 26                           | 0                                    | 17                                | 0             | 75                       | 21                        | 0                               | 18                    | 22                   | 671                     | 556.36          | 1.40                                |
| Secondary Schools   | 376.66        | 510.5         | 0         | 10                        | 0          | 12                           | 0                                    | 0                                 | 0             | 105                      | 39                        | 0                               | 141                   | 48                   | 865.5                   | 740.44          | 1.97                                |
| Special Schools & Units   | 50.68         | 27            | 0         | 57                        | 0          | 16                           | 0                                    | 0                                 | 0             | 84                       | 0                         | 0                               | 0                     | 0                    | 184                     | 122.69          | 2.42                                |
| <b>Education, Learning &amp; Attainment - Teachers Total</b>      | <b>865.71</b> | <b>972.5</b>  | <b>0</b>  | <b>126</b>                | <b>55</b>  | <b>127</b>                   | <b>0</b>                             | <b>17</b>                         | <b>0</b>      | <b>264</b>               | <b>60</b>                 | <b>0</b>                        | <b>159</b>            | <b>70</b>            | <b>1,850.5</b>          | <b>1,517.55</b> | <b>1.75</b>                         |

TABLE 4 - Days Lost by Absence Category

| Absence Reason (Support Staff)        | Working Days Lost | Percentage of Lost Days |
|---------------------------------------|-------------------|-------------------------|
| Minor Illness                         | 821.0             | 41.68%                  |
| Back Pain                             | 71.0              | 3.60%                   |
| Musculo-skeletal Injuries             | 190.0             | 9.64%                   |
| Stress                                | 272.0             | 13.81%                  |
| Recurring Medical Conditions          | 143.0             | 7.26%                   |
| Non Work Related Accidents / Injuries | 14.0              | 0.71%                   |
| Work Related Accidents / Injuries     | 12.0              | 0.61%                   |
| Mental Health                         | 119.0             | 6.04%                   |
| Acute Medical Conditions              | 272.0             | 13.81%                  |
| Pregnancy Related Absence             | 6.0               | 0.30%                   |
| Drink or Drug Related Condition       | 7.0               | 0.36%                   |
| Stress - Work Related                 | 32.0              | 1.62%                   |
| Reason Not Disclosed                  | 11.0              | 0.56%                   |
| <b>TOTAL</b>                          | <b>1,970.0</b>    | <b>100%</b>             |

| Absence Reason (Teachers)             | Working Days Lost | Percentage of Lost Days |
|---------------------------------------|-------------------|-------------------------|
| Minor Illness                         | 972.5             | 54.62%                  |
| Back Pain                             | 0.0               | 0.00%                   |
| Musculo-skeletal Injuries             | 126.0             | 7.08%                   |
| Stress                                | 55.0              | 3.09%                   |
| Recurring Medical Conditions          | 127.0             | 7.13%                   |
| Non Work Related Accidents / Injuries | 0.0               | 0.00%                   |
| Work Related Accidents / Injuries     | 17.0              | 0.95%                   |
| Mental Health                         | 0.0               | 0.00%                   |
| Acute Medical Conditions              | 264.0             | 14.83%                  |
| Pregnancy Related Absence             | 60.0              | 3.37%                   |
| Drink or Drug Related Condition       | 0.0               | 0.00%                   |
| Stress - Work Related                 | 159.0             | 8.93%                   |
| Reason Not Disclosed                  | 0.0               | 0.00%                   |
| <b>TOTAL</b>                          | <b>1,780.5</b>    | <b>100%</b>             |

## WEST DUNBARTONSHIRE COUNCIL

## Report by the Chief Education Officer

Educational Services Committee: 1 March 2017

**Subject: Educational Services Budgetary Control Report to 31 January 2017 (Period 10).**

**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 January 2017 (Period 10).

**2. Recommendations**

- 2.1** Committee is asked to note the contents of this report which shows:
- (a) a projected full year favourable revenue variance of £0.554m (less than 1% of budget); and
  - (b) A projected full year favourable capital variance of £6.832m (26% of budget) of which £7.917m relates to project re-phasing and £1.086m to an in-year overspend.

**3. Background**

Revenue

- 3.1** At the meeting of West Dunbartonshire Council on 24<sup>th</sup> February 2016, Members agreed the revenue estimates for 2016/2017, including a total net Educational Services budget of £93.522m. Since then the following budget adjustments have taken place revising the budget to £91.792m.

|   |                 |
|---|-----------------|
| <b>Budget Agreed by Council 24<sup>th</sup> February 2016</b> | <b>£93.522m</b> |
| Scottish Attainment Challenge                                 | (£1.024m)       |
| Central Administration Service                                | (£0.376m)       |
| Software Licences- ICT  | (£0.032m)       |
| Recurring Savings   | (£0.262m)       |
| Cost of Current Level of Service (CCLS)                       | (£0.036m)       |
| <b>Revised Budget</b>   | <b>£91.792m</b> |

## Capital

- 3.2** At Council on 24 February 2016, Members agreed the updated 10 year General Services Capital Plan for 2016/17 to 2025/26. The next three years from 2016/17 to 2018/19 have been approved in detail with the remaining 7 years being indicative at this stage.

The total project life budget approved for projects that have either commenced or are due to commence in that period totaled £83.371m.

Since then the following budget adjustments have taken place revising the project life budget to £86.568m as detailed below.

|   |                 |
|---|-----------------|
| <b>Budget Agreed February 2016</b>                      | <b>£83.371m</b> |
| Additional slippage carried forward from 2015/16        | £3.247m         |
| Virement of Balloch Library budget to Building Upgrades | (£0.050m)       |
| <b>Revised Budget</b>                                   | <b>£86.568m</b> |

## **3. Main Issues**

### Revenue Budget

- 3.1** The current departmental budgetary position is summarised in Appendix 1, with detailed analysis by service in Appendix 2.
- 3.2** The overall projected full year variance is £0.554m favourable. Information and all individual variances of over £50,000 are detailed in Appendix 3.
- 3.3** Agreed savings and management adjustments for 2016/17 are monitored and of the total being monitored of £0.975m, it is anticipated that £0.143m will not be achieved (see Appendix 4). It should be noted that relevant variances due to this shortfall are included within the service information and variances identified within this report.

## Capital

- 3.4** The current progress on the capital plan is shown in Appendices 5 to 7.
- 3.5** The overall Educational Services programme summary report at Appendix 5 provides both an analysis of the overall programme at each status and a summary budgetary control report.
- 3.6** The tables at the top detail both the number of projects and the corresponding spend as a percentage of the overall programme currently at red, amber or green status for project life and the current year. It currently shows that for the project life overview 5 projects (38% of total projects) have spend to date of £10.458m (22% of total spend) and is at Red status; 2 projects (15% of total projects) have spend to date of £16.136m (34% of total spend) are at



Amber status, and 6 projects (46% of total projects) have spent to date of £21.525m (45% of total spend) and are at Green status. The corresponding figures for the current year are 5 Red projects (38% of total projects) with spend to date of £5.459m (36% of total spend), 2 Amber projects (15% of total projects) with spend to date of £0.131m (1% of total spend) and 6 Green projects (46% of total projects) with spend to date of £9.532m (63% of total spend) respectively.

- 3.7** In terms of budgetary control the tables at the bottom show that in the current year spend is anticipated to be lower than budget by £6.832m while the same data for the project life shows an anticipated overspend of £2.226m of which £0.005m is due to a current year overspend in chrome books for primary 7 pupils, £0.730m is due to the cost of purchasing the land for the new OLSP school from the HRA and £1.499m due to historical overspend re Bonhill/Goldenhill new build which is now complete.

- 3.8** Appendices 6 and 7 detail a financial analysis of projects at red and amber status respectively with additional information on action being taken to minimise or mitigate slippage and/or overspends where possible.

#### **4. People Implications**

- 4.1** There are no direct people implications.

#### **5. Financial and Procurement Implications**

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

#### **6. Risk Analysis**

- 6.1** The main financial risks to the ongoing financial position relate to unforeseen cost 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. Equalities Impact Assessment (EIA)**

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

#### **8. Consultation**

- 8.1** The views of both Finance and Legal services have been requested on this report and they have advised there are neither any issues nor concerns with the proposal. As the report is for noting no further consultation is envisaged.

## **9. Strategic Assessment**

- 9.1** 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.

**Laura Mason**

**Strategic Leader – Education, Learning and Attainment**

**Date: 16 February 2017**

**Person to Contact:** Joe Reilly - Business Unit Finance Partner (Education), Garshake Road, Dumbarton, G82 3PU, telephone: 01389 737707, e-mail [joe.reilly@west-dunbarton.gov.uk](mailto:joe.reilly@west-dunbarton.gov.uk)

**Appendices:**

- Appendix 1 - Revenue Budgetary Control 2016/2017
  - Summary Report
- Appendix 2 - Revenue Budgetary Control 2016/2017
  - Service Reports
  -
- Appendix 3 - Analysis of Revenue Variances over £50,000
- Appendix 4 - Monitoring of Management Adjustments & Savings 2016/17
- Appendix 5 - Capital Programme summary
- Appendix 6 - Capital Projects at Red Status
- Appendix 7 – Capital Projects at Amber Status

**Background Papers:**

- Ledger output – period 10
- General Services Revenue Estimates 2016/17
- General Services Capital Plan 2016/17 to 2018/19 - Council 24 February 2016
- Education Services Capital Plan - Analysis of Projects at Green Status

**Wards Affected:** All

## EDUCATION SUMMARY

MONTH END DATE

31 January 2017

PERIOD

P10

| Actual<br>Outturn<br>2015/16 | Departmental / Subjective Summary | Total<br>Budget<br>2016/17 | Spend to<br>Date<br>2016/17 | % Spend<br>to Date of<br>Total<br>Budget | Forecast<br>Spend<br>2016/17 | Forecast Variance<br>2016/17 | RAG<br>Status |
|------------------------------|-----------------------------------|----------------------------|-----------------------------|--|------------------------------|------------------------------|---------------|
| £000                         | Departmental Summary              | £000                       | £000                        | %  | £000                         | £000                         | %             |
| 26,780                       | Primary Schools                   | 24,931                     | 19,810                      | 79%                                      | 24,814                       | (118)                        | 0%<br>↑       |
| 24,171                       | Secondary Schools                 | 23,911                     | 20,036                      | 84%                                      | 23,859                       | (52)                         | 0%<br>↑       |
| 10,788                       | Special Schools                   | 14,503                     | 11,499                      | 79%                                      | 14,575                       | 72                           | 0%<br>↓       |
| 695                          | Psychological Services            | 545                        | 437                         | 80%                                      | 544                          | (0)                          | 0%<br>↑       |
| 540                          | Miscellaneous                     | 528                        | 313                         | 59%                                      | 535                          | 7                            | 1%<br>↓       |
| 7,454                        | Pre 5s                            | 7,796                      | 5,785                       | 74%                                      | 7,405                        | (390)                        | -5%<br>↑      |
| 3,292                        | Libraries, Culture & Museums      | 3,149                      | 2,549                       | 81%                                      | 3,105                        | (44)                         | -1%<br>↑      |
| 13,923                       | PPP                               | 14,019                     | 11,660                      | 83%                                      | 14,061                       | 42                           | 0%<br>↓       |
| 109                          | Curriculum for Excellence         | 231                        | 6                           | 3%                                       | 199                          | (33)                         | -14%<br>↑     |
| 722                          | Central Admin                     | 267                        | 250                         | 94%                                      | 273                          | 6                            | 2%<br>→       |
| 381                          | Workforce CPD                     | 378                        | 261                         | 69%                                      | 374                          | (4)                          | -1%<br>→      |
| 681                          | Performance & Improvement         | 520                        | 418                         | 81%                                      | 481                          | (39)                         | -7%<br>→      |
| 1,677                        | Education Development             | 1,015                      | 1,339                       | 132%                                     | 1,013                        | (2)                          | 0%<br>→       |
| 91,212                       | Total Net Expenditure             | 91,792                     | 74,364                      | 81%                                      | 91,238                       | (554)                        | -0.60%<br>↑   |



WEST DUNBARTONSHIRE COUNCIL  
REVENUE BUDGETARY CONTROL 2016/2017  
EDUCATION DETAIL

APPENDIX 2

MONTH END DATE

31 January 2017

PERIOD

P10

| Actual Outturn<br>2015/16 | Service Summary              | Total Budget<br>2016/17 | Spend to Date<br>2016/17 | % Spend to<br>Date of<br>Total<br>Budget | Forecast<br>Spend<br>2016/17 | Forecast Variance 2016/17 | RAG<br>Status |
|---------------------------|------------------------------|-------------------------|--------------------------|--|------------------------------|---------------------------|---------------|
| <b>£000</b>               | <b>All Services</b>          | <b>£000</b>             | <b>£000</b>              | <b>%</b>                                 | <b>£000</b>                  | <b>£000</b>               | <b>%</b>      |
| 64,099                    | Employee                     | 65,651                  | 53,764                   | 82%                                      | 64,999                       | (652)                     | -1% ↑         |
| 7,099                     | Property                     | 6,942                   | 5,621                    | 81%                                      | 7,157                        | 215                       | 3% ↓          |
| 2,040                     | Transport and Plant          | 1,999                   | 1,805                    | 90%                                      | 2,172                        | 173                       | 9% ↓          |
| 3,024                     | Supplies, Services and Admin | 2,709                   | 1,040                    | 38%                                      | 2,686                        | (23)                      | -1% ↑         |
| 17,903                    | Payments to Other Bodies     | 18,312                  | 14,488                   | 79%                                      | 18,624                       | 312                       | 2% ↓          |
| 1,000                     | Other                        | 1,164                   | 833                      | 72%                                      | 1,131                        | (33)                      | -3% ↑         |
| <b>95,165</b>             | <b>Gross Expenditure</b>     | <b>96,778</b>           | <b>77,551</b>            | <b>80%</b>                               | <b>96,770</b>                | <b>(9)</b>                | <b>0%</b> ↑   |
| <b>(3,952)</b>            | <b>Income</b>                | <b>(4,987)</b>          | <b>(3,187)</b>           | <b>64%</b>                               | <b>(5,532)</b>               | <b>(545)</b>              | <b>11%</b> ↑  |
| <b>91,212</b>             | <b>Net Expenditure</b>       | <b>91,792</b>           | <b>74,364</b>            | <b>81%</b>                               | <b>91,238</b>                | <b>(554)</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>      |
| 23,121                    | Employee                     | 21,634                  | 17,790                   | 82%                                      | 21,381                       | (254)                     | -1% ↑         |
| 2,449                     | Property                     | 2,444                   | 1,832                    | 75%                                      | 2,513                        | 70                        | 3% ↓          |
| 324                       | Transport and Plant          | 289                     | 292                      | 101%                                     | 318                          | 29                        | 10% ↓         |
| 1,093                     | Supplies, Services and Admin | 767                     | 0                        | 0%                                       | 767                          | 0                         | 0% →          |
| 19                        | Payments to Other Bodies     | 19                      | 0                        | 0%                                       | 19                           | (0)                       | -3% ↑         |
| 291                       | Other                        | 290                     | 284                      | 98%                                      | 290                          | 0                         | 0% →          |
| <b>27,297</b>             | <b>Gross Expenditure</b>     | <b>25,443</b>           | <b>20,197</b>            | <b>79%</b>                               | <b>25,287</b>                | <b>(156)</b>              | <b>-1%</b> ↑  |
| <b>(517)</b>              | <b>Income</b>                | <b>(512)</b>            | <b>(387)</b>             | <b>76%</b>                               | <b>(473)</b>                 | <b>39</b>                 | <b>-8%</b> ↓  |
| <b>26,780</b>             | <b>Net Expenditure</b>       | <b>24,931</b>           | <b>19,810</b>            | <b>79%</b>                               | <b>24,814</b>                | <b>(118)</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>      |
| 22,242                    | Employee                     | 21,983                  | 18,054                   | 82%                                      | 21,711                       | (272)                     | -1% ↑         |
| 931                       | Property                     | 871                     | 917                      | 105%                                     | 956                          | 85                        | 10% ↓         |
| 556                       | Transport and Plant          | 576                     | 496                      | 86%                                      | 647                          | 71                        | 12% ↓         |
| 752                       | Supplies, Services and Admin | 613                     | 399                      | 65%                                      | 613                          | 0                         | 0% →          |
| 495                       | Payments to Other Bodies     | 482                     | 464                      | 96%                                      | 488                          | 6                         | 1% ↓          |
| 696                       | Other                        | 862                     | 537                      | 62%                                      | 829                          | (33)                      | -4% ↑         |
| <b>25,674</b>             | <b>Gross Expenditure</b>     | <b>25,387</b>           | <b>20,867</b>            | <b>82%</b>                               | <b>25,244</b>                | <b>(143)</b>              | <b>-1%</b> ↑  |
| <b>(1,503)</b>            | <b>Income</b>                | <b>(1,476)</b>          | <b>(831)</b>             | <b>56%</b>                               | <b>(1,385)</b>               | <b>91</b>                 | <b>-6%</b> ↓  |
| <b>24,171</b>             | <b>Net Expenditure</b>       | <b>23,911</b>           | <b>20,036</b>            | <b>84%</b>                               | <b>23,859</b>                | <b>(52)</b>               | <b>0%</b> ↑   |

WEST DUNBARTONSHIRE COUNCIL  
REVENUE BUDGETARY CONTROL 2016/2017  
EDUCATION DETAIL

APPENDIX 2

MONTH END DATE

31 January 2017

PERIOD

P10

| Actual Outturn<br>2015/16 | Service Summary               | Total Budget<br>2016/17 | Spend to Date<br>2016/17 | % Spend to<br>Date of<br>Total<br>Budget | Forecast<br>Spend<br>2016/17 | Forecast Variance 2016/17 |      | RAG<br>Status |
|---------------------------|-------------------------------|-------------------------|--------------------------|--|------------------------------|---------------------------|------|---------------|
| £000                      |                               | £000                    | £000                     | %  | £000                         | £000                      | %    |               |
|                           | <b>Special Schools</b>        |                         |                          |  |                              |                           |      |               |
| 6,058                     | Employee                      | 9,488                   | 7,743                    | 82%                                      | 9,273                        | (215)                     | -2%  | ↑             |
| 123                       | Property                      | 93                      | 93                       | 101%                                     | 117                          | 25                        | 27%  | ↓             |
| 1,000                     | Transport and Plant           | 1,006                   | 895                      | 89%                                      | 1,061                        | 56                        | 6%   | ↓             |
| 145                       | Supplies, Services and Admin  | 172                     | 68                       | 39%                                      | 179                          | 6                         | 4%   | ↓             |
| 3,828                     | Payments to Other Bodies      | 3,898                   | 2,729                    | 70%                                      | 4,163                        | 265                       | 7%   | ↓             |
| 12                        | Other                         | 13                      | 13                       | 100%                                     | 13                           | 0                         | 0%   | →             |
| 11,166                    | <b>Gross Expenditure</b>      | 14,669                  | 11,540                   | 79%                                      | 14,805                       | 136                       | 1%   | ↓             |
| (378)                     | <b>Income</b>                 | (166)                   | (41)                     | 24%                                      | (230)                        | (64)                      | 38%  | ↑             |
| 10,788                    | <b>Net Expenditure</b>        | 14,503                  | 11,499                   | 79%                                      | 14,575                       | 72                        | 0%   | ↓             |
|                           | <b>Psychological Services</b> |                         |                          |  |                              |                           |      |               |
| 689                       | Employee                      | 612                     | 514                      | 84%                                      | 621                          | 9                         | 1%   | ↓             |
| 0                         | Property                      | 0                       | 0                        | 0%                                       | 0                            | 0                         | 0%   | →             |
| 6                         | Transport and Plant           | 8                       | 6                        | 81%                                      | 8                            | 0                         | 0%   | →             |
| 10                        | Supplies, Services and Admin  | 12                      | 9                        | 75%                                      | 24                           | 13                        | 106% | ↓             |
| 0                         | Payments to Other Bodies      | 0                       | 0                        | 0%                                       | 0                            | 0                         | 0%   | →             |
| 0                         | Other                         | 0                       | 0                        | 0%                                       | 0                            | 0                         | 0%   | →             |
| 705                       | <b>Gross Expenditure</b>      | 632                     | 529                      | 84%                                      | 653                          | 21                        | 3%   | ↓             |
| (11)                      | <b>Income</b>                 | (87)                    | (92)                     | 106%                                     | (108)                        | (22)                      | 25%  | ↑             |
| 695                       | <b>Net Expenditure</b>        | 545                     | 437                      | 80%                                      | 544                          | (0)                       | 0%   | ↑             |

WEST DUNBARTONSHIRE COUNCIL  
REVENUE BUDGETARY CONTROL 2016/2017  
EDUCATION DETAIL

APPENDIX 2

MONTH END DATE

31 January 2017

PERIOD

P10

| Actual Outturn<br>2015/16 | Service Summary              | Total Budget<br>2016/17 | Spend to Date<br>2016/17 | % Spend to<br>Date of<br>Total<br>Budget | Forecast<br>Spend<br>2016/17 | Forecast Variance 2016/17 | RAG<br>Status |
|---------------------------|------------------------------|-------------------------|--------------------------|--|------------------------------|---------------------------|---------------|
| £000                      |                              | £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%            |
| (3)                       | Supplies, Services and Admin | 0                       | 0                        | 0%                                       | 0                            | 0                         | 0%            |
| 821                       | Payments to Other Bodies     | 863                     | 648                      | 75%                                      | 870                          | 7                         | 1%            |
| 0                         | Other                        | 0                       | 0                        | 0%                                       | 0                            | 0                         | 0%            |
| 818                       | Gross Expenditure            | 863                     | 648                      | 75%                                      | 870                          | 7                         | 1%            |
| (278)                     | Income                       | (335)                   | (335)                    | 100%                                     | (335)                        | 0                         | 0%            |
| 540                       | Net Expenditure              | 528                     | 313                      | 59%                                      | 535                          | 7                         | 1%            |
| £000                      | Pre 5s                       | £000                    | £000                     | %  | £000                         | £000                      | %             |
| 6,338                     | Employee                     | 6,354                   | 4,818                    | 76%                                      | 6,014                        | (339)                     | -5%           |
| 252                       | Property                     | 296                     | 192                      | 65%                                      | 296                          | (1)                       | 0%            |
| 16                        | Transport and Plant          | 17                      | 14                       | 82%                                      | 18                           | 1                         | 6%            |
| 209                       | Supplies, Services and Admin | 369                     | 168                      | 46%                                      | 350                          | (18)                      | -5%           |
| 932                       | Payments to Other Bodies     | 1,047                   | 845                      | 81%                                      | 1,047                        | 0                         | 0%            |
| 0                         | Other                        | 0                       | 0                        | 0%                                       | 0                            | 0                         | 0%            |
| 7,746                     | Gross Expenditure            | 8,083                   | 6,036                    | 75%                                      | 7,725                        | (358)                     | -4%           |
| (293)                     | Income                       | (287)                   | (250)                    | 87%                                      | (320)                        | (33)                      | 11%           |
| 7,454                     | Net Expenditure              | 7,796                   | 5,785                    | 74%                                      | 7,405                        | (390)                     | -5%           |
| £000                      | Libraries, Culture & Museums | £000                    | £000                     | %  | £000                         | £000                      | %             |
| 2,790                     | Employee                     | 2,811                   | 2,330                    | 83%                                      | 2,777                        | (34)                      | -1%           |
| 266                       | Property                     | 257                     | 183                      | 71%                                      | 240                          | (18)                      | -7%           |
| 67                        | Transport and Plant          | 42                      | 34                       | 80%                                      | 43                           | 0                         | 1%            |
| 470                       | Supplies, Services and Admin | 346                     | 270                      | 78%                                      | 305                          | (41)                      | -12%          |
| 99                        | Payments to Other Bodies     | 97                      | 76                       | 79%                                      | 100                          | 4                         | 4%            |
| 0                         | Other                        | 0                       | 0                        | 0%                                       | 0                            | 0                         | 0%            |
| 3,692                     | Gross Expenditure            | 3,553                   | 2,892                    | 81%                                      | 3,464                        | (88)                      | -2%           |
| (400)                     | Income                       | (404)                   | (343)                    | 85%                                      | (359)                        | 44                        | -11%          |
| 3,292                     | Net Expenditure              | 3,149                   | 2,549                    | 81%                                      | 3,105                        | (44)                      | -1%           |

WEST DUNBARTONSHIRE COUNCIL  
REVENUE BUDGETARY CONTROL 2016/2017  
EDUCATION DETAIL

APPENDIX 2

MONTH END DATE

31 January 2017

PERIOD

P10

| Actual Outturn<br>2015/16 | Service Summary                  | Total Budget<br>2016/17 | Spend to Date<br>2016/17 | % Spend to<br>Date of<br>Total<br>Budget | Forecast<br>Spend<br>2016/17 | Forecast Variance 2016/17 | RAG<br>Status |
|---------------------------|----------------------------------|-------------------------|--------------------------|--|------------------------------|---------------------------|---------------|
| £000                      |                                  | £000                    | £000                     | %  | £000                         | £000                      | %             |
| 0                         | Employee                         | 0                       | 0                        | 0%                                       | 0                            | 0                         | 0%            |
| 2,817                     | Property                         | 2,824                   | 2,248                    | 80%                                      | 2,866                        | 42                        | 1%            |
| 0                         | Transport and Plant              | 0                       | 0                        | 0%                                       | 0                            | 0                         | 0%            |
| 0                         | Supplies, Services and Admin     | 0                       | 0                        | 0%                                       | 0                            | 0                         | 0%            |
| 11,312                    | Payments to Other Bodies         | 11,399                  | 9,412                    | 83%                                      | 11,399                       | 0                         | 0%            |
| 0                         | Other                            | 0                       | 0                        | 0%                                       | 0                            | 0                         | 0%            |
| 14,128                    | <b>Gross Expenditure</b>         | 14,223                  | 11,660                   | 82%                                      | 14,266                       | 42                        | 0%            |
| (205)                     | <b>Income</b>                    | (205)                   | 0                        | 0%                                       | (205)                        | 0                         | 0%            |
| 13,923                    | <b>Net Expenditure</b>           | 14,019                  | 11,660                   | 83%                                      | 14,061                       | 42                        | 0%            |
| £000                      | <b>Curriculum for Excellence</b> | £000                    | £000                     | %  | £000                         | £000                      | %             |
| 0                         | Employee                         | 0                       | 0                        | 0%                                       | 0                            | 0                         | 0%            |
| 0                         | Property                         | 0                       | 0                        | 0%                                       | 0                            | 0                         | 0%            |
| 1                         | Transport and Plant              | 2                       | 0                        | 0%                                       | 2                            | 0                         | 0%            |
| 65                        | Supplies, Services and Admin     | 229                     | 10                       | 4%                                       | 191                          | (38)                      | -17%          |
| 44                        | Payments to Other Bodies         | 0                       | 6                        | 0%                                       | 15                           | 15                        | 0%            |
| 0                         | Other                            | 0                       | 0                        | 0%                                       | 0                            | 0                         | 0%            |
| 110                       | <b>Gross Expenditure</b>         | 231                     | 16                       | 7%                                       | 208                          | (23)                      | -10%          |
| (0)                       | <b>Income</b>                    | 0                       | (10)                     | 0%                                       | (10)                         | (10)                      | 0%            |
| 109                       | <b>Net Expenditure</b>           | 231                     | 6                        | 3%                                       | 199                          | (33)                      | -14%          |
| £000                      | <b>Central Admin</b>             | £000                    | £000                     | %  | £000                         | £000                      | %             |
| 644                       | Employee                         | 191                     | 95                       | 50%                                      | 147                          | (44)                      | -23%          |
| 218                       | Property                         | 112                     | 148                      | 132%                                     | 160                          | 48                        | 43%           |
| 18                        | Transport and Plant              | 10                      | 0                        | 2%                                       | 1                            | (10)                      | -95%          |
| 47                        | Supplies, Services and Admin     | 38                      | 42                       | 112%                                     | 62                           | 24                        | 62%           |
| 120                       | Payments to Other Bodies         | 70                      | 58                       | 82%                                      | 63                           | (7)                       | -11%          |
| 0                         | Other                            | 0                       | 0                        | 0%                                       | 0                            | 0                         | 0%            |
| 1,047                     | <b>Gross Expenditure</b>         | 421                     | 343                      | 81%                                      | 431                          | 10                        | 2%            |
| (325)                     | <b>Income</b>                    | (154)                   | (93)                     | 60%                                      | (158)                        | (4)                       | 3%            |
| 722                       | <b>Net Expenditure</b>           | 267                     | 250                      | 94%                                      | 273                          | 6                         | 2%            |



WEST DUNBARTONSHIRE COUNCIL  
REVENUE BUDGETARY CONTROL 2016/2017  
EDUCATION DETAIL

APPENDIX 2

MONTH END DATE

31 January 2017

PERIOD

P10

| Actual Outturn<br>2015/16 | Service Summary              | Total Budget<br>2016/17 | Spend to Date<br>2016/17 | % Spend to<br>Date of<br>Total<br>Budget | Forecast<br>Spend<br>2016/17 | Forecast Variance 2016/17 |      | RAG<br>Status |
|---------------------------|------------------------------|-------------------------|--------------------------|--|------------------------------|---------------------------|------|---------------|
| £000                      |                              | £000                    | £000                     | %  | £000                         | £000                      | %    |               |
| 322                       | Employee                     | 304                     | 253                      | 83%                                      | 306                          | 3                         | 1%   | ↓             |
| 0                         | Property                     | 0                       | 0                        | 0%                                       | 0                            | 0                         | 0%   | →             |
| 1                         | Transport and Plant          | 0                       | 1                        | 0%                                       | 1                            | 1                         | 0%   | ↓             |
| 54                        | Supplies, Services and Admin | 68                      | 9                        | 13%                                      | 70                           | 1                         | 2%   | ↓             |
| 6                         | Payments to Other Bodies     | 6                       | 5                        | 78%                                      | 6                            | 0                         | 0%   | →             |
| 0                         | Other                        | 0                       | 0                        | 0%                                       | 0                            | 0                         | 0%   | →             |
| 383                       | Gross Expenditure            | 378                     | 267                      | 71%                                      | 383                          | 5                         | 1%   | ↓             |
| (1)                       | Income                       | 0                       | (7)                      | 0%                                       | (9)                          | (9)                       | 0%   | ↑             |
| 381                       | Net Expenditure              | 378                     | 261                      | 69%                                      | 374                          | (4)                       | -1%  | ↑             |
| £000                      | Performance & Improvement    | £000                    | £000                     | %  | £000                         | £000                      | %    |               |
| 572                       | Employee                     | 408                     | 357                      | 88%                                      | 381                          | (26)                      | -6%  | ↑             |
| 0                         | Property                     | 0                       | 0                        | 0%                                       | 0                            | 0                         | 0%   | →             |
| 1                         | Transport and Plant          | 0                       | 2                        | 0%                                       | 2                            | 2                         | 0%   | ↓             |
| 5                         | Supplies, Services and Admin | 46                      | 2                        | 5%                                       | 46                           | (0)                       | 0%   | ↑             |
| 104                       | Payments to Other Bodies     | 66                      | 73                       | 111%                                     | 66                           | 0                         | 0%   | →             |
| 0                         | Other                        | 0                       | 0                        | 0%                                       | 0                            | 0                         | 0%   | →             |
| 681                       | Gross Expenditure            | 520                     | 435                      | 84%                                      | 495                          | (24)                      | -5%  | ↑             |
| 0                         | Income                       | 0                       | (16)                     | 0%                                       | (15)                         | (15)                      | 0%   | ↑             |
| 681                       | Net Expenditure              | 520                     | 418                      | 81%                                      | 481                          | (39)                      | -7%  | ↑             |
| £000                      | Education Development        | £000                    | £000                     | %  | £000                         | £000                      | %    |               |
| 1,323                     | Employee                     | 1,867                   | 1,811                    | 97%                                      | 2,388                        | 521                       | 28%  | ↓             |
| 44                        | Property                     | 45                      | 9                        | 20%                                      | 9                            | (36)                      | -80% | ↑             |
| 49                        | Transport and Plant          | 50                      | 65                       | 131%                                     | 73                           | 23                        | 47%  | ↓             |
| 179                       | Supplies, Services and Admin | 49                      | 63                       | 129%                                     | 79                           | 31                        | 64%  | ↓             |
| 122                       | Payments to Other Bodies     | 365                     | 173                      | 47%                                      | 388                          | 23                        | 6%   | ↓             |
| 0                         | Other                        | 0                       | 0                        | 0%                                       | 0                            | 0                         | 0%   | →             |
| 1,718                     | Gross Expenditure            | 2,376                   | 2,120                    | 89%                                      | 2,937                        | 562                       | 24%  | ↓             |
| (40)                      | Income                       | (1,360)                 | (782)                    | 57%                                      | (1,924)                      | (564)                     | 41%  | ↑             |
| 1,677                     | Net Expenditure              | 1,015                   | 1,339                    | 132%                                     | 1,013                        | (2)                       | 0%   | ↑             |



## Education

|                                   |   |        |       |    |   |
|-----------------------------------|---|--------|-------|----|---|
| Primary Schools (Laura Mason)     | 24,931  | 24,814 | (118) | 0% | ↑ |
| Service Description               | This service area includes all Primary Schools.   |        |       |    |   |
| Main Issues / Reason for Variance | Employee Costs are currently showing a favourable variance due to vacancies and lower than anticipated cover costs. This favourable variance will be used to off-set adverse variances in transport and property costs. Property costs are higher than anticipated due to non-domestic rates charges and security costs relating to Aitkenbar Primary School. Due to a decrease in demand for school meals it is anticipated that there will be an adverse income variance. |        |       |    |   |
| Mitigating Action                 | No mitigating action required as variance is favourable.  |        |       |    |   |
| Anticipated Outcome               | The underspend within staffing is likely to continue for the remainder of the year.   |        |       |    |   |

|                                   |  |        |      |    |   |
|-----------------------------------|--|--------|------|----|---|
| Secondary Schools (Laura Mason)   | 23,911   | 23,859 | (52) | 0% | ↑ |
| Service Description               | This service area includes all Secondary Schools.  |        |      |    |   |
| Main Issues / Reason for Variance | Employee Costs are currently showing a favourable variance due to vacancies and lower than anticipated cover costs. This favourable variance will be used to off-set adverse variances in transport costs and property costs. Property costs are higher than anticipated due to non-domestic rates charges. Due to a decrease in demand for school meals and lets it is anticipated that there will be an adverse income variance. |        |      |    |   |
| Mitigating Action                 | No mitigating action required as variance is favourable.   |        |      |    |   |
| Anticipated Outcome               | The underspend within staffing is likely to continue for the remainder of the year.  |        |      |    |   |

|                                   |  |        |       |     |   |
|-----------------------------------|--|--------|-------|-----|---|
| Special Schools (Claire Cusick)   | 14,503   | 14,575 | 72    | 0%  | ↓ |
| Service Description               | This service area covers all ASN Services.   |        |       |     |   |
| Main Issues / Reason for Variance | Payments to Other Bodies is overspent due to an additional 10 children being placed within Residential and Daycare compared with the same period last year. Transport Costs are higher than anticipated due to the increase in Transport Fleet Costs. These services are demand-led and can fluctuate throughout the year. This overspend is partially offset by underspends within staffing and additional income from Sale of Meals. |        |       |     |   |
| Mitigating Action                 | The requirement for daycare and residential placements are demand-led services. However, the actual usage throughout the year will be reviewed regularly to identify where there is scope to reduce the number of placements.  |        |       |     |   |
| Anticipated Outcome               | If current levels of demand continue then it is anticipated that these budgets will overspend .  |        |       |     |   |
| Pre 5s ( Laura Mason)             | 7,796  | 7,405  | (390) | -5% | ↑ |
| Service Description               | This services area includes all Early Years establishments within West Dunbartonshire.   |        |       |     |   |
| Main Issues / Reason for Variance | There is an underspend in salaries due to a restructuring of the service and staffing levels being lower as nursery rolls are not yet at their maximum. There has been a decrease in the number of children being placed with childminders resulting in an anticipated underspend and some underspends in transport and property costs . It is also anticipated that there will be a favourable variance in income.                    |        |       |     |   |
| Mitigating Action                 | Officers will continue to monitor the budget.  |        |       |     |   |
| Anticipated Outcome               | Favourable variance within staffing, payments to other bodies and income is anticipated at year end  |        |       |     |   |

|                                   |  |       |     |    |   |
|-----------------------------------|--|-------|-----|----|---|
| Education Development             | 1,015  | 1,013 | (2) | 0% | ↑ |
| Service Description               | This service includes spend in areas such as technician service, 1+2 language programme, vocational programmes and raising attainment.   |       |     |    |   |
| Main Issues / Reason for Variance | The adverse variance within Employee Costs and Payments to Other Bodies have arisen because of additional Scottish Attainment Challenge expenditure. However this variance will be off-set by additional grant income. |       |     |    |   |
| Mitigating Action                 | No mitigating action required.   |       |     |    |   |
| Anticipated Outcome               | It is anticipated that grant income will off-set the additional expenditure.   |       |     |    |   |



**WEST DUNBARTONSHIRE COUNCIL**  
**MONITORING OF SAVINGS 2016/17**

| Efficiency reference |      | Efficiency Detail  | budgeted Amount £ | Projection of Total Saved £ | Projection of Total Not Saved £ | Comment   |
|----------------------|------|--|-------------------|-----------------------------|---------------------------------|---|
| 2016/17              | MA7  | Reduction of stationery budgets  | 5,000             | 5,000                       | -                               | savings will be achieved  |
| 2016/17              | MA32 | Redesign of Service  | 432,119           | 412,119                     | 20,000                          | This is currently underachieving as expected voluntary severances didn't materialise. Management are currently considering further options.   |
| 2016/17              | S2S  | oil to gas heating conversion  | 9,500             | 9,500                       | -                               | savings will be achieved following conversions  |
| 2016/17              | S2S  | solar panels   | 9,000             | 9,000                       | -                               | savings will be achieved following installations  |
| 2015/16              | MA33 | Review of staffing provision through removal of vacant posts and service rationalisation       | 77,000            | 77,000                      | -                               | savings achieved  |
| 2015/16              | MA40 | School Transport - Rationalise/re-organise various transport routes into more economic options | 67,313            | 48,000                      | 19,313                          | rationalisation remains ongoing - however capacity on local networks makes the deliverability of this saving highly problematic. Other options continue to be explored to assist in delivering this saving.   |
| 2015/16              | MA42 | Restructuring of Teaching Promoted Posts - Secondary schools                                   | 375,000           | 270,891                     | 104,109                         | The total projected saving over two years (2015/16 and 2016/17) was £600k. In 2015/16 the target saving of £225k was exceeded by £50k. However, the year 2 target of £375k will not be fully achieved due to the resolution agreed in relation to the recent industrial action. Offsetting this in this financial year was the saving from 2 strike days. |
| <b>TOTAL</b>         |      |  | <b>974,932</b>    | <b>831,510</b>              | <b>143,422</b>                  |   |





WEST DUNBARTONSHIRE COUNCIL  
GENERAL SERVICES CAPITAL PROGRAMME  
OVERALL PROGRAMME SUMMARY

APPENDIX 5

MONTH END DATE 31 January 2017

PERIOD 10

| 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  | 5                                | 38%                      | 10,458             | 22%                           | 5                                    | 38%                      | 5,459              | 36%                           |
| <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 | 2                                | 15%                      | 16,136             | 34%                           | 2                                    | 15%                      | 131                | 1%                            |
| <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  | 6                                | 46%                      | 21,525             | 45%                           | 6                                    | 46%                      | 9,532              | 63%                           |
| <b>TOTAL EXPENDITURE</b>  | <b>13</b>                        | <b>100%</b>              | <b>48,119</b>      | <b>100%</b>                   | <b>13</b>                            | <b>100%</b>              | <b>15,122</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 | Forecast Variance £000 | Re-Phasing £000 | Over/ (Under) £000 |
| <b>Red</b>  |                         |                    |                     |                        |                         |                    |                     |                        |                 |                    |
| Projects are forecast to be overspent and/or significant delay to completion  | 28,307                  | 10,458             | 29,038              | 731                    | 15,699                  | 5,459              | 8,653               | (7,046)                | (7,776)         | 730                |
| <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 | 15,097                  | 16,136             | 16,596              | 1,499                  | 588                     | 131                | 491                 | (97)                   | (100)           | 3                  |
| <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  | 43,164                  | 21,525             | 43,160              | (4)                    | 9,815                   | 9,532              | 10,126              | 311                    | (41)            | 353                |
| <b>TOTAL EXPENDITURE</b>  | <b>86,568</b>           | <b>48,119</b>      | <b>88,794</b>       | <b>2,226</b>           | <b>26,102</b>           | <b>15,122</b>      | <b>19,270</b>       | <b>(6,832)</b>         | <b>(7,917)</b>  | <b>1,086</b>       |



WEST DUNBARTONSHIRE COUNCIL  
GENERAL SERVICES CAPITAL PROGRAMME  
ANALYSIS OF PROJECTS AT RED ALERT STATUS

APPENDIX 6

MONTH END DATE

31 January 2017

PERIOD

10

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

1

|   |   |           |                       |           |     |      |
|---|---|-----------|-----------------------|-----------|-----|------|
| <b>OLSP New Build (Craig Jardine)</b>   |   |           |                       |           |     |      |
| Project Life Financials   | 2,947   | 2,439     | 83%                   | 3,677     | 730 | 25%  |
| Current Year Financials   | 250   | 41        | 17%                   | 780       | 530 | 212% |
| Project Description   | Design and construction of new Secondary School in Bellsmyre, Dumbarton |           |                       |           |     |      |
| Project Lifecycle   | Planned End Date  | 31-Dec-17 | Forecast End Date     | 31-Dec-18 |     |      |
| Opening Dates   | Planned Opening Date  | Jan-00    | Forecast Opening Date | Jan-00    |     |      |
| <b>Main Issues / Reason for Variance</b>  |   |           |                       |           |     |      |
| Financial Close was achieved in March 2016 and site works have already commenced and are progressing well. Due to ESA10 delay, the majority of the associated works to the new high school such as the demolition of the existing school will not be carried out this financial year. All remaining works will be carried out during financial year 2017/18. In addition to the budgeted project costs the cost of the purchase of the land from the HRA has to be taken into account in this financial year resulting in an anticipated project life overspend of £0.730m. |   |           |                       |           |     |      |
| <b>Mitigating Action</b>  |   |           |                       |           |     |      |
| Construction has started as Financial Close was achieved in March 2016 (after ESA10 issue was resolved) and is progressing well. Monthly Progress Meetings to take place to review progress on site and Project Boards taking place every month.  |   |           |                       |           |     |      |
| <b>Anticipated Outcome</b>  |   |           |                       |           |     |      |
| Project to be completed in October 2017 in line with new programme.   |   |           |                       |           |     |      |

2

| Children and Young Persons / Early Years (Laura Mason)  |   |           |                   |           |         |      |
|---|---|-----------|-------------------|-----------|---------|------|
| Project Life Financials   | 2,646   | 1,123     | 42%               | 2,646     | 0       | 0%   |
| Current Year Financials   | 1,989   | 466       | 23%               | 622       | (1,367) | -69% |
| Project Description   | New funding announced July 2014 re the implementation of the Children and Young Persons Bill in relation to 2,3 and 4 year olds looked after or under a kinship order and additional 2 year olds from households in receipt of certain out of work benefits |           |                   |           |         |      |
| Project Lifecycle   | Planned End Date  | 31-Mar-16 | Forecast End Date | 31-Aug-18 |         |      |
| Main Issues / Reason for Variance   |   |           |                   |           |         |      |
| The budget will be used to support the expansion of Early Years provision and work is currently underway to identify appropriate developments that will enable the Council to fulfil it's requirement to expand the Early Years provision. A report on the Early Years Strategy was approved at Committee in August 2016. This budget has been allocated over 11 separate projects, 10 of which are proceeding to programme. A project to create ELCC classrooms in approximately 11 primaries is currently at the design stage and will proceed to tender for onsite works in June 2017. |   |           |                   |           |         |      |
| Mitigating Action   |   |           |                   |           |         |      |
| Opportunity to mitigate is limited  |   |           |                   |           |         |      |
| Anticipated Outcome   |   |           |                   |           |         |      |
| Provision of improved early years services incorporating a change in delivery of services.  |   |           |                   |           |         |      |

MONTH END DATE

31 January 2017

PERIOD

10

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

3

| New Balloch Campus (Haldane PS, St Kessog's PS, Jamestown PS & EECC) (Craig Jardine)   |   |           |                       |           |         |      |
|--|---|-----------|-----------------------|-----------|---------|------|
| Project Life Financials  | 16,464  | 3,427     | 21%                   | 16,464    | 0       | 0%   |
| Current Year Financials  | 8,091   | 2,363     | 29%                   | 4,488     | (3,603) | -45% |
| Project Description  | Construction of new primary school in Balloch to incorporate St Kessog's PS, Haldane PS and Jamestown PS and EE&CC) |           |                       |           |         |      |
| Project Lifecycle  | Planned End Date  | 31-Aug-18 | Forecast End Date     | 01-Feb-19 |         |      |
| Opening Dates  | Planned Opening Date  | 01-Aug-17 | Forecast Opening Date | 01-Feb-18 |         |      |
| Main Issues / Reason for Variance  |   |           |                       |           |         |      |
| Financial Close has been achieved and new forecast spend has been provided, taking into consideration the revised programme to accommodate the necessary works for the removal of the asbestos. Dark ground geotechnical surveys identified the presence of asbestos on the site resulting in a remediation strategy needing to be developed and further approval by WDC Planning and Environmental Health departments was also required. This has resulted in a circa 12 weeks delay. |   |           |                       |           |         |      |
| Mitigating Action  |   |           |                       |           |         |      |
| The opportunity to mitigate is limited due to the presence of asbestos and the requirement to deal with it appropriately   |   |           |                       |           |         |      |
| Anticipated Outcome  |   |           |                       |           |         |      |
| Delivery of project slightly delayed and within revised budget   |   |           |                       |           |         |      |

4

| Schools Estate Refurbishment Programme (John Corcoran)  |   |           |                   |           |         |      |
|---|---|-----------|-------------------|-----------|---------|------|
| Project Life Financials   | 5,500   | 3,468     | 63%               | 5,500     | 0       | 0%   |
| Current Year Financials   | 4,619   | 2,586     | 56%               | 2,761     | (1,858) | -40% |
| Project Description   | Completion of condition surveys has identified works required to bring various schools from Condition C to Condition B. |           |                   |           |         |      |
| Project Lifecycle   | Planned End Date  | 30-Apr-17 | Forecast End Date | 30-Apr-17 |         |      |
| Main Issues / Reason for Variance   |   |           |                   |           |         |      |
| Majority of identified projects (valued at £3.845m) progressing to programme, however rephasing required for Carleith Primary, Linnvale Primary, Whitecrook Primary and Levenvale Primary (totalling £0.897m) with further projects being identified to maintain schools at condition B which will be funded from unallocated budget. |   |           |                   |           |         |      |
| Mitigating Action   |   |           |                   |           |         |      |
| Regular discussions take place at the Schools Estates Board and SAMG.   |   |           |                   |           |         |      |
| Anticipated Outcome   |   |           |                   |           |         |      |
| Projects to be completed within revised timescale and budget  |   |           |                   |           |         |      |

WEST DUNBARTONSHIRE COUNCIL  
GENERAL SERVICES CAPITAL PROGRAMME  
ANALYSIS OF PROJECTS AT RED ALERT STATUS

APPENDIX 6

MONTH END DATE

31 January 2017

PERIOD

10

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

5

| Choices Programme (Laura Mason/John Corcoran)  |  |           |                   |           |       |       |
|--|--|-----------|-------------------|-----------|-------|-------|
| Project Life Financials  | 750  | 2         | 0%                | 750       | 0     | 0%    |
| Current Year Financials  | 750  | 2         | 0%                | 2         | (748) | -100% |
| Project Description  | Bringing together Central Support Services which will include relocation of Choices Programme. |           |                   |           |       |       |
| Project Lifecycle  | Planned End Date   | 31-Mar-18 | Forecast End Date | 01-Feb-19 |       |       |
| Main Issues / Reason for Variance  |  |           |                   |           |       |       |
| Project is dependant on new Balloch Campus delivery dates, however project cannot commence until Jamestown PS has been vacated. Plans have now been designed and bill of quantities are currently being worked up in conjunction with the service need of Choices. Forecast completion date of Balloch Campus is February 2019. A paper went to Education Committee on 7th December for approval for consultation process to take place, approval was granted for consultation to commence early 2017. |  |           |                   |           |       |       |
| Mitigating Action  |  |           |                   |           |       |       |
| None available at this time  |  |           |                   |           |       |       |
| Anticipated Outcome  |  |           |                   |           |       |       |
| New modern facility for Choice delivering a saving of £0.049m per annum.   |  |           |                   |           |       |       |

|                                     |        |        |     |        |         |      |
|-------------------------------------|--------|--------|-----|--------|---------|------|
| <b>TOTAL PROJECTS AT RED STATUS</b> |        |        |     |        |         |      |
| <u>Project Life Financials</u>      |        |        |     |        |         |      |
| Education                           | 28,307 | 10,458 | 37% | 29,038 | 731     | 3%   |
| <u>Current Year Financials</u>      |        |        |     |        |         |      |
| Education                           | 15,699 | 5,459  | 35% | 8,653  | (7,046) | -45% |



WEST DUNBARTONSHIRE COUNCIL  
GENERAL SERVICES CAPITAL PROGRAMME  
ANALYSIS OF PROJECTS AT AMBER ALERT STATUS

APPENDIX 7

MONTH END DATE

31 January 2017

PERIOD

10

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

|                                 |   |   |           |                   |           |       |     |
|---------------------------------|---|---|-----------|-------------------|-----------|-------|-----|
| 1                               | Schools Fund (Bonhill and Goldenhill New Build)       |   |           |                   |           |       |     |
|                                 | Project Life Financials                               | 14,597  | 16,096    | 110%              | 16,096    | 1,499 | 10% |
|                                 | Current Year Financials                               | 88  | 91        | 103%              | 91        | 3     | 3%  |
|                                 | Project Description                                   | Outstanding retention monies to the new build of Bonhill PS |           |                   |           |       |     |
|                                 | Project Lifecycle                                     | Planned End Date  | 15-Aug-11 | Forecast End Date | 30-Nov-16 |       |     |
|                                 | Main Issues / Reason for Variance                     |   |           |                   |           |       |     |
|                                 | The final retention payment has been agreed at £91k . |   |           |                   |           |       |     |
| Mitigating Action               |   |   |           |                   |           |       |     |
| None required at this time      |   |   |           |                   |           |       |     |
| Anticipated Outcome             |   |   |           |                   |           |       |     |
| Project complete satisfactorily |   |   |           |                   |           |       |     |

WEST DUNBARTONSHIRE COUNCIL  
GENERAL SERVICES CAPITAL PROGRAMME  
ANALYSIS OF PROJECTS AT AMBER ALERT STATUS

APPENDIX 7

MONTH END DATE

31 January 2017

PERIOD

10

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

2

|   |  |           |                   |           |       |      |
|---|--|-----------|-------------------|-----------|-------|------|
| Upgrade of Clydebank Library (Gill Graham)  |  |           |                   |           |       |      |
| Project Life Financials   | 500  | 40        | 8%                | 500       | 0     | 0%   |
| Current Year Financials   | 500  | 40        | 8%                | 400       | (100) | -20% |
| Project Description   | Refurbishment of the existing Clydebank Library to deliver a fit for purpose modern library designed around the needs of the customer. This will protect a historic landmark and original Carnegie library whilst offering the potential to build upon the development of a 'cultural quarter' focused around Clydebank Town Hall. |           |                   |           |       |      |
| Project Lifecycle   | Planned End Date   | 31-Mar-17 | Forecast End Date | 30-Apr-18 |       |      |
| Main Issues / Reason for Variance   |  |           |                   |           |       |      |
| Following a report to the Strategic Asset Management Group on 18th October 2016, the project has been incorporated into the regular reporting mechanism for the Council's capital projects in order to allow it to receive additional support from the Council's professional team and henceforward be progressed in the normal capital project manner. Following the completion of consultation with Libraries and Cultural stakeholders the revised plans were evaluated and it became evident that external refurbishment and necessary works to the fabric of the building would consume the majority of the available budget. A decision was therefore taken to split the project into two phases with Phase 1 aimed at refurbishing the structure of the building and extending lift access to the upper storey to improve accessibility. Planning permission for Phase 1 has been applied for and the tender documents are currently being prepared. Phase 1 is expected to be substantially complete by 31 March 2017 and fully complete by 30 April 2017. Phase 2 to redesign, alter and fit-out the interior of the Library to provide a modern, flexible layout will cost an additional c. £0.500m and applications to external funding providers such as Heritage Lottery Fund, RCGF, Historic Environment Scotland are underway. Once satisfactory funding has been obtained the tender for internals will go out as soon as possible. |  |           |                   |           |       |      |
| Mitigating Action   |  |           |                   |           |       |      |
| Once it became evident that the budget was insufficient to complete the entire project to the required standard a decision was taken to split the project into two phases so as avoid delays in halting the deterioration and making the building weatherproof and improving accessibility.   |  |           |                   |           |       |      |
| Anticipated Outcome   |  |           |                   |           |       |      |
| Full refurbishment of library   |  |           |                   |           |       |      |

|                                       |        |        |      |        |       |      |
|---------------------------------------|--------|--------|------|--------|-------|------|
| <b>TOTAL PROJECTS AT AMBER STATUS</b> |        |        |      |        |       |      |
| <u>Project Life Financials</u>        |        |        |      |        |       |      |
| Education                             | 15,097 | 16,136 | 107% | 16,596 | 1,499 | 10%  |
| <u>Current Year Financials</u>        |        |        |      |        |       |      |
| Education                             | 588    | 131    | 0%   | 491    | (97)  | -16% |



**WEST DUNBARTONSHIRE COUNCIL****Report by the Chief Education Officer****Educational Services: 1 March 2017**

---

**Subject: Education, Learning and Attainment Standards and Quality Report 2015/16.**

**1. Purpose**

- 1.1** To inform Members of the publication of Education, Learning and Attainment's Standards and Quality Report for 2015/16 which can be found online at: <https://sites.google.com/ourcloud.buzz/sqr2015-16/home> . A paper version not including the links and images is included as Appendix 1.

**2. Recommendations**

- 2.1** Members are asked to:

- a) note the contents of this report; and
- b) approve the proposals for the distribution of the Standards and Quality Report.

**3. Background**

- 3.1** The Standards in Scotland's Schools etc. Act 2000 requires Education Authorities to secure improvement in the quality of school education and to report annually on progress made to secure improvement.
- 3.2** To meet this requirement, and also in line with the Council's policy on Public Performance Reporting, the annual Standards and Quality Report, summarising the performance of Education, Learning and Attainment, has been produced and will be distributed widely.
- 3.3** In 2016, the Scottish Government published its Education Delivery Plan, outlining how Scottish Education would be improved under six drivers. These drivers have been used to define the objectives of Education, Learning and Attainment, and form the context for the Standards and Quality report.

**4. Main Issues**

- 4.1** This Standards and Quality Report is a comprehensive, evidence based evaluation of the performance of the service against the Local Improvement Objectives which were set for the relevant period.

- 4.2** The report will be distributed widely both within and outwith the Authority to a wide audience including Elected Members, educational establishments, Parent Councils, Her Majesty's Inspectorate of Education (HMIE), Scottish Education Authorities, as well as parents, staff and a number of partner agencies. The Standards and Quality report will be published electronically and made available via the Council's website.
- 4.3** The priorities for session 2015/16 have been presented to Members previously. They are to:
- raise attainment and improve learning
  - implement Curriculum for Excellence (CfE), Getting it Right for Every Child (GIRFEC) and Early Years Framework
  - review and implement service wide self-evaluation
  - modernise Educational Services and estate
  - develop the Educational Services workforce to ensure future provision
  - promote engagement with Culture.
- 4.4** It is interesting to note the following areas of excellent good practice within the report:
- 4.4.1** Maintaining our success record of 100% positive external inspections of our educational establishments by HMIE.
- 4.4.2** Early Years Strategy produced and agreed by Council.
- 4.4.3** Opening of Lennox Primary and relocation and refurbishment of St. Ronan's Primary.
- 4.4.4** Development of "Inspiring Learning Spaces" bid to Scottish Government which incorporated our own Principles of Primary School Design.
- 4.4.5** Redevelopment of the Improvement framework to provide clearer support and challenge to schools in their self-evaluation activities.
- 4.4.6** Involvement in year one of the Scottish Attainment Challenge, forming projects focused on multi-agency hubs, Science, Technology, Engineering & Mathematics (STEM) hubs, raising attainment in numeracy, Collaborative Action Research, and transitions.
- 4.4.7** Analysis and submission of Broad General Education (BGE) data to Scottish Government - Teacher Judgement of CfE levels for P1, P4, P7 and S3.
- 4.4.8** Increase in the number of children who are experienced well planned, quality learning in the outdoors through a programme of Career Long Professional Learning (CLPL) for practitioners.

- 4.4.9** Increase in the number of young people gaining qualifications at National 4 and 5 levels, and the successful completion of the introduction of new Higher and Advanced Higher courses also showing a steady improvement.
- 4.4.10** Successful summer school in August 2015, the first West Dunbartonshire 'Space Academy'.
- 4.4.11** Introduction of Chromebooks into education establishments, increasing the engagement and use of technology in classrooms, whilst at the same time significantly reducing operating costs.
- 4.4.12** A clarity of vision for expectations surrounding parental engagement in WDC, with Parent Council members being supported through a planned programme of role specific training.
- 4.4.13** Taking forward key aspects of the 'Prevent' strategy with education establishments.
- 4.4.14** As a result of a successful bid through West Partnership funding was available for staff to engage in Masters level learning. There was good uptake of this opportunity from staff at all levels.
- 4.4.15** Taking all education staff through the first tranche of Professional Update with the General Teaching Council for Scotland (GTCS) to maintain full registration.
- 4.4.16** All Early Years, P1, P3 and P5 teachers from across West Dunbartonshire (148 teachers in total) were trained in moderation activities, including the production of an online platform to support the sharing of good practice, standards and materials.
- 4.4.17** Partnership working to align timetables across establishments and organisations to offer 22 new courses in the Senior Phase.
- 4.4.18** Supporting over 700 senior phase pupils to develop key employability skills through our partnerships with over 200 employers.

## **5. People Implications**

- 5.1** There are no personnel issues as a consequence of this report.

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

- 6.1** There are no financial implications as a consequence of this report.

## **7. Risk Analysis**

- 7.1** The production of a comprehensive Standards and Quality Report enables the department to set clear targets.

Failure to produce a report on Standards and Quality would result in a reputational risk to the Council impacting on the Local Area Network.

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

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

## **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 improve life chances for children and young people which is one of the strategic priorities for 2012-17.

---

Laura Mason  
Chief Education Officer

Date: February 2017

---

**Person to Contact:** Andrew Brown - Education Service Manager, Garshake Road, Dumbarton, G82 3PU, telephone: 01389 776970, e-mail: [andrew.brown@west-dunbarton.gov.uk](mailto:andrew.brown@west-dunbarton.gov.uk)

**Appendices:** Appendix 1 – Standards and Quality Report

**Background Papers:** EIA Screening

**Wards Affected:** All wards



# SQR 2015/2016

## Education, Learning and Attainment

Standards and Quality Report

2015 - 2016





# Foreword

**Michelle McGinty, Convenor Educational Services.**

As a Council we're committed to improving the life chance of our children and young people and education plays a pivotal role in ensuring all of our young residents realise their potential.

Over the last year our focus has continued to be on delivering high quality services which meet the aspirations of our communities.

We have forged ahead with our school regeneration programme which has already moved thousands of children from old buildings into state-of-the-art schools constructed for 21st century learning.

We're also continuing to close the attainment gap and ensure all of our pupils achieve their ambitions, regardless of their background. The Scottish Attainment Challenge has complemented our work locally and the additional funding is allowing us to build on the initiatives we have already put in place.

At the same time, we're making progress in preparing our young people for life beyond school, and ensuring they are full equipped to take advantage of all the opportunities which will present whether that is within the world of work, education or training.

It is a privilege to convene the committee that oversees the work of our education establishments and I am proud of the commitment and passion shown by all of our dedicated education staff. Their efforts are continuing to ensure that we deliver for the young people of West Dunbartonshire.

The level of change nationally is unprecedented and I have no doubt will continue. Locally we have successfully implemented Curriculum for Excellence including the new SQA exams and results are continuing to increase. This time of change brings with it financial pressures for which we must plan to manage our resources effectively and efficiently and ensure that our children and young people continue to receive the best educational experience possible.



# Introduction

Laura Mason, Chief Education Officer.

It is my pleasure to present Educational Services 2015/16 Standards and Quality Report.

In a new approach for us, we have chosen to present the report this year in a more accessible style, directly relating our work to the six drivers from the National improvement Framework.

It has been a challenging year implementing both significant savings and the introduction of the Scottish Attainment Challenge, at the same time as ensuring the quality of education provision to all the children and young people in West Dunbartonshire.

We continue to see improvement in the levels of attainment shown by our young people, and focused attention on the destinations of the young people leaving education. The professionalism of our staff and our approach to partnership working have been key to developing both of these areas.

Our work on the Scottish Attainment Challenge has brought additional resource and focus on the areas of literacy and numeracy, and we are beginning to see improvement as a result of our work in closing the poverty related attainment gap.

Work continues in improving our schools estate, with the opening of Lennox Primary and refurbishment of other buildings. The learning environment is key to the success of our young people.

I hope you will enjoy viewing, in the pages which follow, details of the past year's achievements. I would like to take this opportunity to express my thanks to the staff, parents, community and, of course, the learners, without whom none of this could have been achieved.



# Parental Engagement

We have developed the vision for Parental and Family Engagement in West Dunbartonshire.

Through a series of support sessions, stakeholders have had the opportunity to develop and deepen their understanding of roles and responsibilities in this area.

In partnership with the Parent Teacher Council for Scotland, we developed a support package for Parent Councils. This is aligned with the parental representation strand of the WDC parental and family engagement strategy.

All learning community parent councils were offered the opportunity to attend a '*get to know you*' session where they identified training and support that they would find useful to support them in their role.

Every P7 pupil in West Dunbartonshire was offered a Young Scot National Entitlement card. 716 pupils, 76% of all P7s applied for and were granted a card in the bulk application process.





# Assessment of Children's Progress

## The score in standardised tests for literacy and numeracy were within the average band at all stages tested

As part of the raising attainment strategy pupils were tested at early level as part of the baseline attainment and in primary using GL assessments.

In 2016, five areas within literacy baseline showed higher results in 2016 than for 2014-15, except for Rhyme Detection, Rhyme Production and Letter Sounds which showed a slight decrease.

In 2016 in GL reading, P3, P6 and P7 performed higher than the national benchmark and P5 and S2 performance was just below the national benchmark.

At all stages performance was within the average bands.

## Increase in Performance in the Early Years Numeracy Baseline Assessment

Performance in Early Learning and Childcare Centres (ELCCs) increased for nine curricular areas in 2015-16.

In 2016 at P3, P5, P7 and S2, West Dunbartonshire performed below the national benchmark.

At all stages performance was within the average band.

## ≡ Closing the Attainment Gap

Data was submitted to the Scottish Government in June which was analysed and published nationally, allowing comparison with other local authorities.

Using the Scottish Index of Multiple Deprivation (SIMD) measure, West Dunbartonshire Council is the 30th most deprived local authority area in Scotland.

The Curriculum for Excellence data showed that in comparison with other local authorities and considering the high percentage of children and young people in the 20% most deprived households within the council area we are performing better than expected for all components of literacy and numeracy, especially in Talking and Listening.

The high level messages emerging from the teacher judgement data are that:

1. Over 80% of pupils in P1 achieve the expected Early level in literacy and numeracy.
2. Over 60% of pupils in P4 achieve the expected First Level in literacy and numeracy.
3. Over 55% of pupils in P7 achieve the expected Second Level in literacy and numeracy.
4. Over 80% of pupils in S3 achieve the expected Third or Fourth Level in literacy and numeracy.

## Further development of moderation in the BGE

All establishments and LLCs have moderation as a priority in their Improvement plans.

Practitioners are working together to plan and review learning and assessment (within and across establishments).

All Early Years, P1, P3 and P5 teachers from across West Dunbartonshire (148 teachers in total) were trained in moderation activities. They were formed into moderation partnerships so that they could collaborate in the planning, delivery, assessment and review of numeracy lessons.

An online platform (the West Dunbartonshire Assessment Resource - WeDAR) was established to allow the product of these partnerships to be uploaded and allow for sharing of good practice, a better understanding of national standards and a consistency of approach across our five learning communities.

A tiered strategy has been developed and we now have 10 QAMSOs and 9 Additional Practitioners being trained nationally. Plans are in place to use this expertise to support activities throughout WDC.

## Developing a new 'Dragons Den' Social Enterprise Programme in West Dunbartonshire Council

The programme is designed to develop skills essential to learning and education and to help our young people become successful learners, confident individuals, responsible citizens and effective contributors.

The pupils had to generate an idea and then consider how they could develop this and what they require in resources to do this. We believe that this was an effective way of engaging children in innovation.

- The show case event in June 16 provided recognition to our young people locally. Kilpatrick coming out as our winners!



## Inspiring Girls into Construction

Every S3 girl had the opportunity to engage with range of professionals within the construction industry at two fantastic 'Inspiring Girls into Construction' events in May and June 2016.

As a result of the strong partnership between hub West Scotland and Education, Learning and Attainment, representatives from Morgan Sindall, BAM Construction, CITB, Lend Lease, Heron Bros, Workspace, Veitchi and Careys kindly gave up two days to talk to pupils across the authority inspiring them to consider a career in the sector.

The construction industry is facing a skills shortage and females are sought after by large firms to help plug this gap. The event broke down misconceptions that construction only offers jobs for those with practical skills useful for trades and illustrated women are just as valuable as men when it comes to building infrastructure.

The feedback from the pupils was very positive and we hope the event has inspired some of the girls to consider a career in this area. One pupil from St Peter the Apostle said it was *"absolutely life changing - I really feel like I would do this"*.





# Performance Information

Attendance was 92.86% for the year 2015-2016, up 0.15 percentage points from 92.71%.

Exclusions per 1,000 pupils rose from 30 to 38 for the year 2015-2016, however this is still well below the target of 45.

## Alignment with Partners

Working with Vocational Delivery Partners and schools we aligned timetables across the West Region (*East Renfrewshire, Renfrewshire, Inverclyde and West Dunbartonshire*), to offer a wider curriculum to senior phase pupils for 2016/17.

In previous years we offered 7 subject areas, the students were offered one morning per week. With the introduction of the new timetable the pupils were offered a much wider range of subject areas, including Microbiology, Begin Make Up Artistry & Strata IT Fundamentals. Pupils would attend two afternoons per week, potentially taking two courses with a partner provider.

Attainment with partner providers maintained it's high level of 96% of our young people studying with a partner provider gaining the qualification studied.

## Attainment in the Senior Phase

After a three year implementation of the new CfE National Qualifications, the implementation of the new Advanced Higher means that all schools have now moved fully to the new suite of qualifications.

Results for each level are summarised below, however, broadly speaking, attainment across West Dunbartonshire as a whole has slightly increased – with 98% of learners achieving a pass in a National Qualification.

- At Advanced Higher, the West Dunbartonshire data shows an improvement of 1% when compared with 2015 (77% pass rate compared with 76% in 2015). As this is the first year of presentation, the comparison has been made against the “old” Advanced Highers.
- At Higher, the West Dunbartonshire data shows an identical level of attainment when compared with 2015 (75% pass rate).
- At National 5, the West Dunbartonshire data shows a decrease in attainment of 1% when compared

with 2015 (79% pass rate compared with 80% in 2015).

- At National 4, the West Dunbartonshire data shows an identical level of attainment when compared with 2015 (98% pass rate).

Attainment has improved in five out of our seven schools when compared with 2015.

Our most improved school is Vale of Leven Academy, who have demonstrated improvements in attainment at all levels. Indeed, at National 4, they have demonstrated a 100% pass rate for the last two years.

Results across West Dunbartonshire show a gradual closing of the attainment gap when compared with national average attainment. Indeed, our attainment in National 4 has surpassed national attainment for the last two years – with almost 100% of those presented achieving a pass.

## Emerging Issues

- Further analysis is required at school level to investigate attainment of individual subject departments including, where attainment has reduced, where uptake has reduced, and where a large proportion of pupils gained a No Award. Work should be undertaken to make better use of subject expertise in other schools across WD. Curricula may require to be reviewed to ensure that options meet learners' needs and provide opportunity for progression and challenge.
- Specifically, work should be undertaken in Choices to develop a curriculum which meets the needs of all learners and provides the best opportunity for presentation in SQA qualifications. The WD Senior Phase team should be consulted in order to map out college and work related opportunities for learners. Systems for tracking, monitoring and SQA administration should be urgently developed and implemented.
- For the first time, we were able to perform an analysis of how well subject departments understand national standards and how robust their quality assurance processes are by comparing pupil estimates against actual attainment. Where subject departments had significant numbers of instances where the estimates were two or more bands outwith the actual awards, this has been highlighted to Head Teachers and will be further analysed at Leadership for Learning and Quality Improvement visits.


## Some of our success stories

- Katie Young from Clydebank High School will be attending the University of Glasgow to study English and French. Katie was successful in gaining Advance Highers in English and French this year in addition to Higher passes in RMPS and Sociology.
- Amy Logue, after having achieved the qualifications she needed from St Peter the Apostle High School has secured a place at The MGA Academy of Performing Arts in Edinburgh. Amy will embark on a full-time HND Musical Theatre course at the academy this summer after impressing staff during an intensive audition. After gaining entry to one of the country's leading performing arts academies, the 18-year-old has already set her sights on carving out a career on stage. Amy said: *"I was quite nervous for my audition but everyone at The MGA Academy was really welcoming, which made me relax. I've wanted to perform since I was a child and so I was excited when I heard I'd been given a place. I can't wait to start my*



training so I can improve on my singing, dancing and acting skills". This demonstrates the work done by the school in promoting both curricular and extra-curricular work, celebrating Amy's wider achievement and ensuring that it is matched to curricular and career planning.

- Jamie Gordon, a pupil from Our Lady & St Patrick's High School is progressing to college, after having secured the qualifications he needed. His Head Teacher says, "*Jamie has always had to work hard in school and as a result of his efforts and his interest in hospitality, he has secured a place on the Professional Cookery course at West College Scotland, Clydebank Campus*".
- Sophie MacKinnon from Dumbarton Academy is moving into the world of work, having gained the qualifications she needed. She has secured an apprenticeship with Aggreko as an Electrical Technician. Sophie went to Aggreko for her work experience and loved it. Sophie was offered two apprenticeships but opted for Aggreko because of the fabulous experience she had while on work experience.

| WEST DUNBARTONSHIRE: Outcome of the first year group across West Dunbartonshire Council to complete the Senior Phase of CfE |   |  |  |
|---|---|--|--|
| Pupils achieved the following levels of attainment:   |   | These enable the following post-school destinations:   | In comparison with the preceding year group the following change was seen: |
|    | 99.6% of pupils achieved units at SCQF Level 1 or above     | Accredited achievement which evidences personal skills needed for a range of Modern Apprenticeships and employment opportunities | 0.1% fewer pupils achieved SCQF unit awards                                |
|    | 90.0% of pupils achieved Literacy at SCQF Level 4 or above  |  | 5.4% fewer pupils achieved literacy at SCQF level 4 or above               |
|    | 91.4% of pupils achieved 3 or more National 4s or better    | Qualified for more selective Modern Apprenticeships (e.g. administration)  | 0.1% more pupils achieved 3, 4 or 5 National 4s or better                  |
|    | 76.2% of pupils achieved Numeracy at SCQF Level 4 or above  | Accredited achievement in numeracy skills, enabling a wider range of opportunities   | 5.5% more pupils achieved numeracy at SCQF level 4 or above                |
|    | 66.7% of pupils achieved 3 or more National 5s or better    | Qualified for the most selective Modern Apprenticeships (e.g. finance, engineering)  | 0.2% fewer pupils achieved 3, 4 or 5 National 5s or better                 |
|    | 58.3% of pupils achieved 1 or more Higher                   | Qualified to progress to study an HNC  | 7.0% more pupils achieved 1 or more Highers                                |
|    | 39.2% of pupils achieved 3 or more Highers                  | Qualified for a range of Higher Education opportunities  | 4.5% more pupils achieved 3 or more Highers                                |
|    | 19.9% of pupils achieved 4 or more Highers at Grades A or B | Qualified for more selective degree courses (e.g. science, etc.)   | 3.5% more pupils achieved 4 or more Highers at Grades A or B               |
|    | 17.1% of pupils achieved 1 or more Advanced Higher          | Better qualified for more selective degree courses   | 3.4% more pupils achieved 1 or more Advanced Highers                       |
|    | 6.9% of pupils achieved 4 or more Highers at Grade A        | Qualified for the most selective degree courses (e.g. veterinary science, medicine)  | 1.2% more pupils achieved 4 or more Highers at Grade A                     |

## Early Transition Support

Pilot of early transition support for disengaged school pupils results in 100% positive destinations.

With this proven success Scottish Government have now recognised that for some high risk vulnerable young people, Early Transition Support is an ideal way to try and re-engage with disengaged young people when sometimes a post school Activity Agreement can be too late.

Alex Grant (Burnside Children's Home): "*You must have sprinkled your magic dust. Your contribution was excellent and greatly appreciated.*"



# School Leadership

Newly Appointed Head Teachers engaged in a bespoke suite of learning aimed at their specific needs in order to fulfill the role and responsibility of Head Teacher.

4 members of staff have been involved in the national 'Into Headship' programme, preparing them to take on the role of Head Teacher in the future.

47 members of staff joined the Leadership Programme, providing valuable insight for staff in future roles within education establishments as we consider succession planning.

We have successfully communicated the message of PREVENT to establishment leadership teams and centrally based teams.

Working with legal services and other partners such as Police Scotland to ensure requirements of 2015 Counter Terrorism and Security Act were taken forward. The summary of 2015 Security Act produced by West Dunbartonshire was shared with other local authorities as an example of practice.

An increase in the number of children who are experienced well planned, quality learning in the outdoors through a programme of CLPL for practitioners.

20 more practitioners trained to BTEC level 3 forest school leader in session 15/16 with 20 more undergoing training in session 16/17. This takes the numbers of trained leaders in WDC to over 60 who are delivering to hundreds of children the opportunity for forest School learning.

Feedback from participants stated that:

- *"the training was so much better than expected. it covered areas I didn't realise I needed to know, but now I feel a much more confident teacher"*
- *" this has been the most informative, inspiring ad motivating course I've ever had the opportunity to attend. Life changing "*
- *"I really enjoyed the practical side"*
- *"good to challenge my own practice"*





# Teacher Professionalism

156 teaching staff were provided support and training to ensure teaching staff maintained full registration with the GTCS through engaging with the Professional Update Process.

Year on year there has been an increase in the number of trained Forest School Leaders.

Through the Raising Attainment Challenge all practitioners at early level are trained to deliver learning through play.

20 Teaching Staff were given the opportunity to engage in Masters Level Learning which was funded through the West Partnership successful bid to Scottish Government.

Continue to ensure effective Terms and Conditions for all our Teaching Staff.

Probationer Teacher 1+2 Languages Showcase highlighted the excellent language learning taking place in our schools

All Early Phase Teachers including students in our schools had the opportunity to engage in collaborative professional learning.

Through our framework for Assessment and Moderation, teachers working across West Dunbartonshire work together to develop consistent approaches to assessment.

Developed an all encompassing recruitment process for supply teachers.

500 Practitioners registered to use WDC secure social media platform.

Developed resilience and a problem based approach to Numeracy in P4 and P5 pupils across the authority,

92% of probationer teachers gained a positive destination.

There has been an increase in the number of children experiencing well planned quality learning in the outdoors.

## Developed of 'ourcloud' as an environment for collaboration and sharing

≡ 8 sites produced to share WDC resources (1+2, Learn through play, SIPP/CAR etc) introduced a WDC Educators Google+ Community to enable collaboration opportunities, with over 500 members of staff having voluntarily signed up to use.

## Successful summer school in August 2015, the first WDC 'Space Academy'

Participation numbers were the highest for summer school; pupil, parent and staff evaluations extremely positive . Feedback from participants stated:

*"I was nervous at first but not any more, made lots of friends"*

*"Helped me get used to high school I learned a lot as Space Academy and it was fun"*

*"It was brilliant and really fun Summer school was excellent, my child had a fantastic time"*

*"My girls really enjoyed it and would not stop talking about how much fun it was"*

*"It was very enjoyable, great work from all the kids and the staff involved in this brilliant idea"*

*"This has been a great experience for the children, it has especially helped settle the nerves for coming to secondary school"*

## Play based approaches to learning

All leaders, P1, early stages teachers and early years practitioners took part in training - approximately 90 staff. The task based approach undertaken by all participants shows that teachers have a deeper understanding of the pedagogy of play and Building the Ambition. Further collegiate meetings for learning communities attended by all P1 teachers and early stages teachers and a 2 day leaders course looking at the management of play based learning.

New benchmarks introduced for all test items in literacy and numeracy to ensure that children who are at risk of missing out, are identified early .

At the early stages, children have very good opportunities to learn within well planned play activities. Increased focus on learning through play and clear links to literacy and numeracy attainment.



# School Improvement

## Addressing Workload

To help reduce workload/duplication of recruitment of teachers to primary schools we piloted an Improved recruitment processes including bulk interviews).

To ensure we appoint the best Head teachers we continued to develop our internal assessment centre.

Maintained effective terms and conditions through developing and implementing 4 further LNCT agreements during the period.

## Breakfast clubs

To support pupils from low income families, and our commitment to health and wellbeing we reviewed and extended Breakfast Club provision.

## Introduction of Chromebooks

Providing fit for purpose devices to staff and pupils has helped to engage pupils and improve staff confidence in using technology.

After an initial centrally funded purchase of ~350 devices, establishments have gone on to purchase over 1000 devices themselves. (A sure sign that they see value in Chromebooks). ~80% are used on a daily basis. May 2016 additional investment was provided by council to increase the chromebook estate, providing a chromebook for all P7 aged pupils.

The Education department also initiated a pilot in St Michael's Primary School where PC's were replaced by Chromebooks, resulting in both improved performance and significantly reduced operating costs. Feedback received from St Michael's suggests this model would be suitable for all primary schools.

## Development of STEM Hubs across West Dunbartonshire

3 STEM Hubs established (St Patrick's Primary, St Joseph's Primary & Edinbarnet Primary), in addition to individual schools developing their own STEM areas and pedagogy, as exemplified by approximately half of schools at Amazing Things demonstrating their STEM learning.



- 100% of respondents agreed that the focus on learning through STEM Hubs has given learners more opportunities to develop literacy skills.
- 100% of respondents agreed that the focus on learning through STEM Hubs has increased pupil engagement in learning, commenting that pupils are “*extremely motivated*” to the STEM Challenge approach and that it has “encouraged pupils to take a more active role in their learning”.
- 100% of respondents agreed that the focus on learning through STEM Hubs has given learners more opportunities to develop collaborative skills. “*Problem Based Learning approaches have their foundations in working collaboratively; they are the backbone of our STEM curriculum planning*”.
- 90% of respondents agreed that the installation of a STEM Hub has developed learner confidence in applying skills learned in other contexts. “*Pupils have used numeracy and literacy skills to help them work through science and technology activities.*”

## Improvement Framework

The local authority has a more robust framework in place for support and challenge.

A planned programme of validation visits, leadership for learning and improvement visits for all establishments 3-18 has resulted in 100 % positive HMLe inspections in our establishments. Schools and centres report that this provides them with an opportunity to work in partnership with centrally based staff on identifying a clear agenda for change and improvement.

25 establishments received a Validation Visit in 2015-2016, 88% of them receiving a rating of 'confident' or 'very confident' from their visit.

## Partnership working

Supporting 700 senior phase pupils to develop key employability skills through our partnerships with over 200 employers.

Increased employer engagement in Broad General Education through the facilitation of links for primary school careers fairs and STEM activities. Primary school pupils became 'Robertson's Reporters', visiting a construction site to learn about key skills and jobs with our partnership with Robertson Construction. Community benefits from the new Bellsmyre shared campus also allowed pupils to be part of the construction legacy both through site visits for primary pupils as well as work experience placements for senior phase students.

## ≡ Development of "Inspiring Learning Spaces" bid to Scottish Government which incorporated our WDC Principles of Primary School Design.

Success of the bid which formed the basis of our plans for projects relating to new builds, refurbishments and re-purposing of existing learning spaces.

This year saw the opening of Lennox Primary school, and the refurbishment of St. Ronan's Primary in a new location.



# Priorities for 2016-17

Through our work we have identified 6 priorities for the session 2016-2017:

1. Implement broad-ranging school improvement to raise attainment and achievement.
2. Develop effective leadership to drive improvement.
3. Focus staff development in the core areas of literacy, numeracy and aspects of Health & Wellbeing.
4. Design and implement WDC's strategy for assessment in schools.
5. Develop the Parental Involvement Strategy in all sectors.
6. Develop the use of performance information to support school improvement.

This can be further divided into 93 actions:

1. Monthly quality assurance meetings with Education Scotland Area Lead Officer to review educational provision.
2. Develop a system of electronic procurement of transport needs for children and YP
3. Develop and publish guidelines for transport escorts
4. Develop guidance on specific issues related to pupil support
5. Development of increasingly robust procurement arrangements for day and residential placements
6. Development of the role of Education in corporate parenting
7. Move to a joint tender arrangement with Social Work for transport requirements
8. Preparation of Choices for move to Jamestown building in August 2017
9. Prepare Kilpatrick traffic management system for opening of new secondary building in October 2016
10. Refresh guidance on Child Protection for Education
11. Reorganisation of PALS SLA
12. Reorganise transport contracts for OLSP in readiness for relocation to new build
13. Review and develop a refreshed SLA with internal transport
14. Review and develop a refreshed SPT agency agreement
15. Review the way in which resources are allocated to establishments
16. Review use of taxi contracts in education

## 17. Revisit and resolve issue of SLT SLA

~~18.~~ Implement the Transitions 2 Project

19. Effective delivery of the Broad General Education and articulation with the Senior Phase

20. Implement the Transitions 1 Project

21. Implement the Children & Young People Act 2014

22. Review Improvement framework in line with HGIOS 4 and HGIOELC

23. Embed the use of and adherence to HGIOELC in the work of all ELC establishments

24. Review Transition from BGE to SP experience across LLCs

25. Implement continuing Health and wellbeing strategy

26. Implement Regenerating Learning programme

27. Implement Developing the Young Workforce (DYW)

28. Pupil engagement and the management of change

29. Review and refresh the procurement of partnership places

30. Establish ELC Class in Lennox primary school

31. Establish 0-3 Childcare Centre in Ladyton ELCC building

32. Establish extended ELCC in Kilpatrick School

33. Establish amalgamated ELCC in Bellsmyre new build project

34. Support the development of a regenerated learning environment for early years in the new Balloch campus

35. Develop transitions procedures and practice from 0-3 centres to ELC classes and centres

36. Embed Building the Ambition principles and practice

37. Support the development of the early level curriculum across all ELC and primary establishments

38. Review how ASN resources are allocated to early years

39. Deliver the expectations for equity set by government to 'The Challenge Authorities'

40. Implement HGIOS4. Improved classroom practice and self-evaluation as key drivers for improvement

41. Produce an evidence- informed approach to school improvement

42. Improve capacity of service to adapt to new technologies and opportunities for efficiencies

43. Further develop the Schools Estate

44. Implement transition arrangements for Kilpatrick and Bellsmyre and Balloch campuses.

45. Preparation for New Dumbarton Offices

46. Produce a National Entitlement Card (NEC) for all S1 pupils

47. Review of working model for Local Learning Communities

48. 'Avoid' excessive or unnecessary workload for teachers and learners

49. Implement revised Curriculum Networks

## 50. Review Framework for Leadership Development

### ~~51.~~ Strengthened leadership of attainment and achievement

52. Develop the capabilities of future senior managers
53. Deliver Early Years workforce development programme
54. Implement improvements arising from Staff Survey 2015
55. Delivery of year three of Languages 1+2 policy
56. Develop collaborative professional learning
57. Implement governance arrangements for Violent Incidents
58. Development of a training matrix for issues related to pupil support
59. Implement reciprocal teaching methodology in WDC establishments
60. Develop a training matrix and succession action plan to support teaching and ELC staff to meet the future needs of the sector
61. Review of staffing in ELC sector in preparation for a future increase in hours
62. Review of use and role of Learning assistants in ELC
63. Improve the system for ensuring that SSSC requirements are met by staff members
64. Develop existing networks (local) to provide a sustainable model professional learning
65. Develop existing networks (third sector ) to provide a sustainable model professional learning
66. Implement improvement programme for the quality of teaching / learning (literacy, numeracy STEM) based on Attainment Challenge Projects
67. Implement programme for regenerated learning environments to improve quality of learning experience in literacy, numeracy, STEM based on The Attainment Challenge Projects
68. Develop standard approach to digital safety
69. Increased levels of engagement with digital technology for collaboration, communication and social learning.
70. Support Arrangements for the development of Senior Phase qualifications
71. Improve identification and assessment of pupils with literacy difficulties
72. Deliver rigorous approaches to judging / grading attainment levels
73. Review parental engagement within West Dunbartonshire
74. Develop role of parents and Parent Councils in school improvement planning process
75. Contribute to the Multi Agency work to provide opportunities to parents to get support in understanding their child's development needs.
76. Reorganise the Out of School Care service in response to parent consultation and review
77. Develop the early learning and childcare service in response to the parent consultation on current provision
78. Implement Attainment Challenge Transitions 1 'Family Hub' project



79. Provide evidence based feedback to parents about children's attainment and achievement

80. Provide information to parents on how to support attainment and achievement in literacy and numeracy.

81. Manage the utilisation of SEEMiS across establishments

82. Complete school roll projection analysis

83. Carry out analysis of Insight data

84. Prepare departmental Standards and Quality Report

85. Produce and report on Delivery Plan

86. Support Head Teachers to track emotional wellbeing

87. Review current procedures for Parental Complaints

88. Complete school census activities

89. Support nurture developments in schools

90. Establish programme of quarterly analysis for attendance; exclusions; FOIs and complaints

91. Design a system for data collation and analysis for Attainment Challenge Projects

92. Produce an evidence- informed approach to school improvement

93. Implement new admissions package (NAMS) across all Early Years establishments and partnership providers.



**WEST DUNBARTONSHIRE COUNCIL**

**Report by the Chief Education Officer**

**Educational Services Committee: 1 March 2017**

---

**Subject: School Transport Tendering Procedures Session 2017/2018**

**1. Purpose**

- 1.1** This report informs Members of the proposed timetable for the processing of tenders for mainstream home-to-school contracts and for the transportation of pupils with additional support needs.
- 1.2** This report seeks approval from Members to proceed with the proposed timetable in order to secure contracts for school transport for session 2017/2018, and up to session 2022/2023 where contracts are for 5 years duration.

**2. Recommendations**

- 2.1** To meet statutory requirements and Council policy, it is necessary to secure contracts for school transport for session 2017/2018. The process requires to follow a set timetable.
- 2.2** It is recommended that in line with Standing Orders:
- i) the Chief Education Officer be given approval to extend the Provision of Corporate Taxi Services framework agreement for one year for the transportation of children with additional support needs which represent best value for the Authority;
  - ii) the Chief Education Officer be authorised to make the necessary arrangements in liaison with Strathclyde Partnership for Transport (SPT) to renew mainstream contracts which represent best value for the Authority;
  - iii) the Chief Education Officer be authorised to make the necessary arrangements for Gaelic school transport provision due to recent additional requirements in Gaelic Education legislation.
  - iv) Following completion of tendering process, any tenders received should be considered by the Tendering Committee.

**3. Background**

- 3.1** The Director of Education submitted a full report on school transport issues to a meeting of the Education Committee of 24 April 1996.

- 3.2** The report presented in 1996, detailed the requirements of the Education (Scotland) Act 1980 on Education Authorities to make appropriate provision to assist pupils with accessing education. The Act requires that free transport be provided for all pupils up to the age of 8 who live more than 2 miles from their local school and to pupils over the age of 8 who live more than 3 miles from their local school.
- 3.3** The policy presently operated by West Dunbartonshire Council provides free home-to-school transport for primary school children who live more than 1 mile from their local school and for secondary school children who live more than 2 miles from their local school.
- 3.4** The Education Authority is also required to make provision for pupils with additional support need to attend a school to meet the requirements of their additional support needs.
- 3.5** In school session 2016/2017 transport for Additional Support Needs (ASN) school contracts were secured within the Provision of Corporate Taxi Services framework agreement. The framework has the option of a one 12 month extension period.
- 3.6** Additional requirements in Gaelic Education legislation necessitates school transport provision for pupils to access Gaelic Education out with their local catchment school.
- 3.7** In order to secure contracts for session 2017/2018 and beyond, it is now necessary to begin the process as timetabled below.

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

##### Tendering Procedure

- 4.1** In order to address the Council's requirements, the following stages and timescales are recommended:

##### Additional Support Needs (ASN) Contracts

- 4.1.1 (a) March 2017** – Present information to Educational Services Committee and seek approval to extend the current Provision of Corporate Taxi Services framework agreement;
- (b) March 2017** - present information on contracts to be renewed;
- (c) April 2017** – Notification to Contractors informing of the extension of Provision of Corporate Taxi Services framework agreement for a further 12 month period.

**4.1.2** For session 2017/2018, it will be necessary to externally secure ASN contracts at an estimated cost of £565,000.

## **4.2 Mainstream Contracts**

**4.2.1** Members will be aware that in respect of mainstream contracts, SPT acts as agent for West Dunbartonshire Council in securing contracts.

**4.2.2** For session 2017/2018, the estimated cost received from SPT based on the current mainstream school contracts is £707,000. This cost can be accommodated within the allocated budget. It should be further noted that the duration of mainstream contracts can vary from 1 year up to 5 years.

**4.2.3** The method of procurement and any tendering process to be undertaken should be agreed by the service committee, and any tenders received be considered by the Tendering Committee.

**4.3** Over and above these externally secured contracts, using vehicles presently owned or leased by Education, Learning and Attainment and managed by Internal Transport, we will transport young people with additional support needs to and from specialist provision. The estimated cost for this operation is £550,000 for session 2017/2018.

**4.4** School Transport Provision is necessary for pupils to access Gaelic Education.

## **5. People Implications**

**5.1** There are no people implications related to this report.

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

**6.1** Based on the current transport service requirements, there will be an anticipated shortfall due to the changes in Gaelic Education legislation. The estimated cost is in the region of £27,000 based on current contract price. All costs will be subject to tender procedures.

**6.2** All procurement activity carried out by the Council in excess of £50,000 is subject to contract strategy. The contract strategy for Additional Support Needs Contracts was produced by the Corporate Procurement Unit in close consultation with Educational Services' officers as part of the current framework agreement. The contract strategy included but was not limited to; contract scope, service forward plan, the market, procurement model and routes – including existing delivery vehicles, roles and responsibilities, risks, issues and opportunities and on-going contract management.

**6.3** The Additional Support Needs Contracts will contribute to delivery of the Council strategic priorities through the development of a robust contract strategy which will explore the inclusion of possible community benefits which improve economic growth and employability or life chances for children and young people.

**6.4** Further opportunities to maximise the positive social, economic and environmental impact for West Dunbartonshire Council through the contract will also be explored, eg through the use of Community Benefit Clauses.

## **7. Risk Analysis**

**7.1** If timescales for tendering are not met, there is risk to the service in relation to the Authority not delivering its statutory duty.

Failure to approve extension of the framework agreement poses a risk that services for our ASN pupils will not be delivered in accordance with the statutory requirements in the Education Scotland Act (1980).

**7.2** There is always a risk that tenders may exceed current estimates.

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

**8.1** A screening has been carried out. This report is to inform committee members of the timetable for the processing of tenders for mainstream home to school transport and the transportation of pupils with additional support needs (ASN).

## **9. Consultation**

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

**Laura Mason**  
**Chief Education Officer**

---

**Person to Contact:** Claire Cusick, Acting Senior Education Officer –  
Education Learning and Attainment, Council Offices,  
Garshake Road, Dumbarton G82 3PU,  
Telephone: 01389 737380  
e-mail: [claire.cusick@west-dunbarton.gov.uk](mailto:claire.cusick@west-dunbarton.gov.uk)

**Appendices:** None

**Background Papers:** EIA screening

**Wards Affected:** All

**WEST DUNBARTONSHIRE COUNCIL****Report by Chief Education Officer****Educational Services Committee: 1 March 2017**

---

**Subject: Proposal to place the management of Gavinburn Early Learning & Childcare Centre under the Head Teacher of Gavinburn Primary school**

**1. Purpose**

**1.1** The purposes of this report are:

- a) to present the proposal to place the management of Gavinburn Early Learning & Childcare Centre (ELCC) under the headteacher of Gavinburn Primary school
- b) to seek approval to initiate a formal consultation process within the terms of the Schools' (Consultation) (Scotland) Act 2010 on this proposal

**2. Recommendations**

**2.1** Members of the Educational Services Committee are asked to:-

- a) note the proposal to place the management of Gavinburn Early Learning & Childcare Centre (ELCC) under the headteacher of Gavinburn Primary school
- b) give approval to progress this proposal to consultation under the Schools' (Consultation) (Scotland) Act 2010, and to bring a consultation report on this proposal to the next meeting of the Committee

**3. Background**

**3.1** West Dunbartonshire Council has made good progress in the implementation of the Children and Young People Act 2014 which increased the entitlement to ELCC from 475 to 600 hours per year for children aged 3 and 4 and for identified groups of 2 year olds from August 2014. All children who are entitled and whose parents wish to access early learning & childcare attend either a Council-run ELCC or a partnership ELCC.

**3.2** In line with the principles of Curriculum for Excellence, which requires Councils to develop a 3-18 curricular model, the Council has moved over the last year towards a learning community approach to curriculum planning and delivery, with heads of ELCCs, primary schools and secondary schools working together with other partners to plan children's learning and

progression pathways. This approach promoted closer working across the various sectors.

- 3.3** During the course of the last academic year new national improvement guidance has been issued which links much more closely links the school and ELCC self-evaluation and improvement structures. *How Good Is Our Early learning and Childcare* (HGIOELC) now mirrors and complements *How Good is Our school 4* (HGIOS 4) which itself has been revised and refreshed to reflect better the way that Early level in particular must be developed and delivered.

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

- 4.1** Educational Services Committee considered at its 24 August 2016 meeting a paper titled “A vision for early learning and childcare in West Dunbartonshire Council – indicative early years strategy 2016-2020”. This paper detailed the national and local context for the provision of early years services in West Dunbartonshire.
- 4.2** By agreeing that Early Years Strategy 2016-2020 Committee approved a programme of work intended to deliver on the ambition of the strategy. There is a recognised need to move forward with the establishment of a more mixed model of management to reflect the need for and facilitate closer working across Early Level by both staff and children. Early learning classes in Primary Schools already exist in Linnvale, Kilpatrick and Lennox. Classes in Linnvale and Kilpatrick are well established and working well; the class in Lennox has been operational for only 6 months.
- 4.3** Within the paper approved in August 2016 were proposals to relocate the management of both St Eunans and Gartocharn ELCCs with the Head Teacher of the respective primary school to enhance Early Level working. Ultimate management of these services will be under the Head Teacher of the school with an ELC Officer leading the Centre as part of the leadership team of the school. ELC Officers will be appointed on the relevant scale to account for the nature and scope of the position.
- 4.4** In line with the direction detailed in the vision for early years further work has been carried out to identify opportunities for revisions to management structures to better align to the learning community model adopted locally to support implementation of Curriculum for Excellence.
- 4.5** Gavinburn ELCC has been identified as an establishment where it would be beneficial to begin work bring the management of the centre under the leadership of the head teacher of Gavinburn Primary School as the Head of Centre has recently retired. The proposal is that the centre now be placed permanently under the overall management of the Head Teacher of the school.



**4.6** Gavinburn ELCC Centre is located in the grounds of Gavinburn Primary School. The Centre is a 3-5 Centre and is registered for 100 full time 3-5 year old places. As the Head of Centre has recently retired, the proposal is that the centre now be placed permanently under the overall management of the Head Teacher of the school. The current school roll is 291 and the ELCC roll is 80 with a new intake due to start in April 17.

**4.7** West Dunbartonshire Council believes this proposal will provide a range of educational benefits and enhance the Council's efforts to meet statutory obligations enshrined in:

- The Education (Scotland) Act 1980;
- The standards in Scotland's Schools etc. Act 2000;
- The Local Government in Scotland Act 2003;
- The Education (Additional Support for Learning) (Scotland) Act 2004;
- The Education (Additional Support for Learning) (Scotland) Act 2009;
- The Equality Act 2010; and
- The Children and Young People Act 2014.

**4.8** Specifically, the proposal would have the following educational benefits for children attending the ELCC and the primary school:

- It allows flexibility in access to a teacher for children in the ELCC;
- It ensures minimum of two graduates working in and developing Early Level experiences in the ELCC;
- It enhances staffing allocations supporting Early Level;
- It enhances transition experiences for children from the ELCC to primary one;
- It enhances the collaborative opportunities for staff to work cross sector and engage more easily in assessment and moderation and learning round activities;
- It enhances coherent and consistent approaches to planning and improvement for Early level experiences and outcomes;
- It promotes the opportunities for children to work together on Early Level experiences and outcomes across sectors;
- It facilitates staff development, partnership working and collaboration across Early Level.

## **5. People Implications**

**5.1** To move under the management of the Head Teacher will result in the introduction of a Senior ELC officer role rather than a Head of Centre. There will also be additional responsibility for the Head Teacher, reflected in job sizing and additional temporary support by way of additional management time for a Principal Teacher.

**5.2** As stated in paragraph 4.6 above, the head teacher of the ELCC has recently retired, meaning that there is no incumbent impacted negatively by this proposal.

**5.3** The job profile for the Senior ELC Officer is currently being finalised and evaluated. Once this is finalised further detail of the impact on staff in terms of salary grading can be detailed.

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

**6.1** A favourable budgetary consequence will be delivered from placing the management of Gavinburn Early Learning & Childcare Centre under the headteacher of Gavinburn Primary school. If the proposal is agreed and implemented this favourable position will be accounted for in the 2018/19 budget.

## **7. Risk Analysis**

**7.1** This indicative Strategy reflects the national delivery plan. Development activities across Education and Learning will be monitored to ensure that the curriculum for children and young people meet the national outcomes. Education Scotland and the Care Inspectorate will continue to inspect establishments against national outcomes.

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

**8.1** An EIA screening has been carried out. No negative impacts have been identified thus far for any protected characteristic.

## **10. Consultation**

**10.1** The initial aspects of the consultation process are specified in the following table:

| Item   | Date/details                                  |
|--|---|
| Issue proposal Document to notify consultees (in advance of start of required consultation period)   | 6 March 2017                                  |
| Formally commence consultation period (the formal Date of Publication)   | 13 March 2017                                 |
| Public notices to be advertised locally and electronically using relevant West Dunbartonshire Council buildings and social media accounts. | w/c 6 March 2017                              |
| Public meeting   | 21 March 2017 7pm<br>Gavinburn Primary School |
| Consultation period ends   | 5 May 2017                                    |
| Final report on consultation prepared by Chief Education Officer for consideration of Education Scotland in preparation on their report    | 12 May 2017                                   |

|   |   |
|---|---|
| Education Scotland provide the Chief Education officer with final report on proposal consultation   | 2 June 2017                                     |
| Committee consideration of final proposal and supporting information  | July 2017 (committee timetable to be confirmed) |
| Final report and committee decision to be forwarded to Scottish Government for consideration In line with section 15(2) of the Schools Consultation (Scotland) Act 2010 | July 2017 (following committee)                 |

**10.2** In addition Council officers will also meet with the staff groups from all affected establishments and with any Parent Council which wishes to discuss the implications of the proposal.

**10.3** The Proposal Document will be made available publically by the Chief Education Officer; this will be made available in both printed and electronic form from Council offices, Gavinburn Primary School and ELCC and through the Council website. A notice of the consultation will be sent to the consultees included in the following list:

- Education Scotland
- The parent Council of Gavinburn Primary school
- The parents/carers of pupils attending Gavinburn Primary school
- The parents/carers of any children expected by West Dunbartonshire Council to attend Gavinburn Primary School within two years of the date of this publication of this Proposal document (with that date of publication being defined in the table included in section 8.2 above), including those children attending all private and voluntary ELC Centres in the area;
- Parents of children attending Gavinburn ELCC
- The pupils attending Gavinburn Primary school (insofar as this is possible and taking cognisance of the age and maturity of the pupils)
- The teaching and support staff at both the Primary School and ELCC
- The trade Union representatives of the above staff
- The constituency MSP
- The constituency MP
- The constituency MEP

**10.4** Following a decision by committee on the outcome of the proposal the Chief Education Officer shall immediately notify Scottish Ministers of the Council's decision is to implement the proposal In line with section 15(2) of the Schools Consultation (Scotland) Act 2010. This section of the Act relates to closures, with this proposal to change management considered as a closure of a stage under the current guidance supporting the Act. The final report and committee decision will be forwarded to Scottish Government for consideration and a decision made about whether to call this decision to Government for consideration.

## **11. Strategic Assessment**

- 11.1** This report reflects the Council's aspiration to improve life chances for children and young people which is one of the strategic priorities for 2012-2017.

**Laura Mason**  
Chief Education Officer

---

**Person to Contact:** Laura Mason, Chief Education Officer  
(tel: 01389 737304)  
e-mail: [laura.mason@west-dunbarton.gov.uk](mailto:laura.mason@west-dunbarton.gov.uk)

**Appendices:** Appendix 1 – Proposal Paper

**Background Papers:** [Schools' \(Consultation\) \(Scotland\) Act 2010](#)  
[Educational Services Committee 24 August 2016](#)

**Wards Affected:** All Wards Affected

**West Dunbartonshire Council  
Educational Services**



**A Proposal Document  
for**

the transfer of the management of Gavinburn Early  
Learning and Childcare Centre to Gavinburn Primary School.

The following schools are affected by this Proposal Document:  
Gavinburn Primary School

The following Early Learning and Childcare Centre (ELCC) is affected by this  
Proposal Document: Gavinburn ELCC

**This document has been issued by West Dunbartonshire Council for  
consultation in terms of the Schools (Consultation) (Scotland) Act 2010**

## **1. Introduction**

**1.1** At its meeting on 1 March 2017, the educational services committee of West Dunbartonshire Council agreed to:

- a) note the content of this update;
- b) approve the aims, principles and future direction for the service
- c) approve the proposal to have all new ELCC classes report into the Headteacher of the school in which the class is located.
- d) approve the proposal to undertake a statutory consultation to place Gavinburn ELCC under the management and leadership of the Headteacher of Gavinburn Primary school

## **2 The Proposal**

**2.1** West Dunbartonshire Council is proposing, subject to the outcome of the consultation process:

- To place the management of Gavinburn ELCC under the Head Teacher of Gavinburn Primary school
- The new arrangements to come into force for academic year 2017/18.

## **3. Background to the proposal**

**3.1** West Dunbartonshire Council has made good progress in the implementation of the Children and Young People Act 2014 which increased the entitlement to ELC from 475 to 600 hours per year for children aged 3 and 4 and for identified groups of 2 year olds from August 2014. All children who are entitled and whose parents wish to access ELC attend either a council-run ELCC or a partnership ELCC.

**3.2** In line with the principles of Curriculum for Excellence, which requires councils to develop a 3-18 curricular model, the council has moved over the last year towards a learning community approach to curriculum planning and delivery, with heads of ELCCs, primary schools and secondary schools working together with other partners to plan children's learning and progression pathways. This approach promoted closer working across the various sectors.

**3.3** During the course of the last academic year new national improvement guidance has been issued which links much more closely links the school and ELCC self-evaluation and improvement structures. *How Good Is Our Early learning and Childcare* (HGIOELC) now mirrors and complements *How Good is Our school 4* (HGIOS 4) which itself has been revised and refreshed to reflect better the way that Early level in particular must be developed and delivered.

#### **4. Current Position**

- 4.1** Gavinburn ELC Centre is located in the grounds of Gavinburn Primary School.
- 4.2** The Centre is a 3-5 Centre and is registered for 100 full time 3-5 year old places.
- 4.3** The Head of Centre has recently retired. The proposal is that the centre now be placed permanently under the overall management of the Head Teacher of the school.
- 4.4** The current Head Teacher of Gavinburn Primary School has been in post for 3 years.
- 4.5** The current school role is 291. The current EECC roll is 80 with a new intake due to start in April'17.

#### **5. Proposed New Arrangements**

- 5.1** It is proposed that Gavinburn ELCC move permanently under the management of Gavinburn Primary School for academic year 2017/18.

#### **6. Educational Benefits Statement**

- 6.1** West Dunbartonshire Council believes this proposal will provide a range of educational benefits and enhance the Council's efforts to meet statutory obligations enshrined in:

- The Education (Scotland) Act 1980;
- The standards in Scotland's Schools etc. Act 2000;
- The Local Government in Scotland Act 2003;
- The Education (Additional Support for Learning) (Scotland) Act 2004;
- The Education (Additional Support for Learning) (Scotland) Act 2009;
- The Equality Act 2010; and
- The Children and Young People Act 2014.

#### **6.2 Likely effect of proposal on pupils currently attending or expected to attend the Primary School and ELCC**

- 6.2.1** Specifically, the proposal would have the following educational benefits for children attending the ELCC and the primary school:

- It allows flexibility in access to a teacher for children in the ELCC;
- It ensures minimum of two graduates working in and developing Early Level experiences in the ELCC;
- It enhances staffing allocations supporting Early Level;
- It enhances transition experiences for children from the ELCC to primary one;
- It enhances the collaborative opportunities for staff to work cross sector and engage more easily in assessment and moderation and learning round activities;
- It enhances coherent and consistent approaches to planning and improvement for Early level experiences and outcomes;
- It promotes the opportunities for children to work together on Early Level experiences and outcomes across sectors;

- It facilitates staff development, partnership working and collaboration across Early Level.

**6.2.2** The proposal also offers an assurance of stability and continuity of

- working practices and management for staff;
- experiences for the children; and
- contacts and arrangements for parents and carers.

**6.3 Likely effect or proposal on other users of the school**

**6.3.1** The school premises are well used by community groups: Boy's Brigade, Brownies, Dancing group, football teams and local Councillor Surgeries. These will not be affected.

**6.4 Likely effect of proposal on other children across West Dunbartonshire schools and ELCCs**

**6.4.1** There is unlikely to be any effect on other children across West Dunbartonshire Council Schools.

**6.4.2** There is unlikely to be any effect on other children across West Dunbartonshire Council ELCCs.

**7. Financial and Procurement Implications**

**7.1** The principal justification for this proposal is educational. There are minimal financial implications to the proposal.

**7.2** The favourable budgetary consequences from placing the management of Gavinburn Early Learning & Childcare Centre under the Head Teacher of Gavinburn Primary school have already been incorporated within the indicative budget presented to Council in February 2017 with for 2018/19.

**8. The consultation process**

**8.1** At the meeting on 1 March 2017, West Dunbartonshire Council authorised the Chief education officer to undertake formal consultation in terms of the Schools (consultation) (Scotland) Act 2010 in relation to the proposal specified in section 2 above and the arrangements noted below have been made to discharge that instruction.



**8.2** The initial aspects of the consultation process are specified in the following table:

| Item  | Date/details                                    |
|---|---|
| Issue proposal Document to notify consultees (in advance of start of required consultation period)  | 6 March 2017                                    |
| Formally commence consultation period (the formal Date of Publication)  | 13 March 2017                                   |
| Public notices to be advertised locally and electronically using relevant West Dunbartonshire Council buildings and social media accounts.                              | w/c 6 March 2017                                |
| Public meeting  | 21 March 2017 7pm<br>Gavinburn Primary School   |
| Consultation period ends  | 5 May 2017                                      |
| Final report on consultation prepared by Chief Education Officer for consideration of Education Scotland in preparation on their report                                 | 12 May 2017                                     |
| Education Scotland provide the Chief Education officer with final report on proposal consultation   | 2 June 2017                                     |
| Committee consideration of final proposal and supporting information  | July 2017 (committee timetable to be confirmed) |
| Final report and committee decision to be forwarded to Scottish Government for consideration In line with section 15(2) of the Schools Consultation (Scotland) Act 2010 | July 2017 (following committee)                 |

**8.3** The Proposal Document will be made available publically by the Chief Education Officer. A notice of the consultation will be sent to the consultees included in the following list:

- Education Scotland
- The parent Council of Gavinburn Primary school
- The parents/carers of pupils attending Gavinburn Primary school
- The parents/carers of any children expected by West Dunbartonshire Council to attend Gavinburn Primary School within two years of the date of this publication of this Proposal document (with that date of publication being defined in the table included in section 8.2 above), including those children attending all private and voluntary ELC Centres in the area;
- Parents of children attending Gavinburn ELCC
- The pupils attending Gavinburn Primary school (insofar as this is possible and taking cognisance of the age and maturity of the pupils)
- The teaching and support staff at both the Primary School and ELCC
- The trade Union representatives of the above staff
- The constituency MSP
- The constituency MP
- The constituency MEP

- 8.4** The Proposal Document will be published on the West Dunbartonshire Council website and hard copies can be made available at the reception point of the following West Dunbartonshire council Buildings:
- Gavinburn Primary School
  - Gavinburn ELC Centre
  - West Dunbartonshire council Offices, Garshake Road, Dumbarton, G82 3PU
- 8.5** The Proposal Document can also be made available in alternative formats or in translated form for readers whose first language is not English. Please make contact with West Dunbartonshire Council's Educational Services, Second Floor, West Dunbartonshire Council HQ, Garshake Road, Dumbarton, G82 3PU, email: [contactcentre@west-dunbarton.gov.uk](mailto:contactcentre@west-dunbarton.gov.uk), Tel: 01389 738282
- 8.6** A public notice to advertise the consultation will be displayed on the reception area notice boards in the above noted West Dunbartonshire Council buildings
- 8.7** A public meeting will be held in Gavinburn primary school on 22 March 2017 at 7.00 pm, at which representatives of West Dunbartonshire council's Educational services department will be in attendance to present the details of the proposal, and answer questions and record comments/representations from those in attendance at the meeting.
- 8.8** Contributions to the consultation can be made via survey monkey, details on the Council's website. Comments/representations may also be made using the Council's Contact centre.  
email: [contactcentre@west-dunbarton.gov.uk](mailto:contactcentre@west-dunbarton.gov.uk), Tel: 01389 738282
- 8.9** At the end of the consultation period, the Chief Education Officer will submit a report detailing all comments/representations received through the survey, public meeting and written correspondence to Education Scotland who will prepare a professional and independent report on the educational aspects of the Proposal.
- 8.10** The Chief Education Officer will consider all written and oral comments/representations received in relation to the Proposal which have been received during the consultation period, together with Education Scotland's report, and prepare a Consultation report.
- 8.11** The Chief Education officer shall publish the Consultation report which will be made available on Council's website; it will also be available in printed format from the reception points at West Dunbartonshire council buildings specified in section 8.4 above.
- 8.12** The Consultation report shall be published to allow a period of no less than 3 weeks prior to the council's decision to either implement or reject the Proposal.
- 8.13** The Chief Education Officer shall immediately notify Scottish Ministers of the Council's decision is to implement the proposal In line with section 15(2) of the Schools Consultation (Scotland) Act 2010

**WEST DUNBARTONSHIRE COUNCIL****Report by Chief Education Officer****Educational Services Committee: 1 March 2017**

---

**Subject: Proposal to place the management of Meadowview Early Learning & Childcare Centre under the Head Teacher of Braehead Primary school**

**1. Purpose**

**1.1** The purposes of this report are:

- a) to present the proposal to place the management of Meadowview Early Learning & Childcare Centre (ELCC) under the headteacher of Braehead Primary school
- b) to seek approval to initiate a formal consultation process within the terms of the Schools' (Consultation) (Scotland) Act 2010 on this proposal

**2. Recommendations**

**2.1** Members of the Educational Services Committee are asked to:-

- a) note the proposal to place the management of Meadowview Early Learning & Childcare Centre (ELCC) under the headteacher of Braehead Primary school
- b) give approval to progress this proposal to consultation under the Schools' (Consultation) (Scotland) Act 2010, and to bring a consultation report on this proposal to the next meeting of the Committee

**3. Background**

**3.1** West Dunbartonshire Council has made good progress in the implementation of the Children and Young People Act 2014 which increased the entitlement to ELCC from 475 to 600 hours per year for children aged 3 and 4 and for identified groups of 2 year olds from August 2014. All children who are entitled and whose parents wish to access early learning & childcare attend either a Council-run ELCC or a partnership ELCC.

**3.2** In line with the principles of Curriculum for Excellence, which requires Councils to develop a 3-18 curricular model, the Council has moved over the last year towards a learning community approach to curriculum planning and delivery, with heads of ELCCs, primary schools and secondary schools working together with other partners to plan children's learning and

progression pathways. This approach promoted closer working across the various sectors.

- 3.3** During the course of the last academic year new national improvement guidance has been issued which links much more closely links the school and ELCC self-evaluation and improvement structures. *How Good Is Our Early learning and Childcare* (HGIOELC) now mirrors and complements *How Good is Our school 4* (HGIOS 4) which itself has been revised and refreshed to reflect better the way that Early level in particular must be developed and delivered.

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

- 4.1** Educational Services Committee considered at its 24 August 2016 meeting a paper titled “A vision for early learning and childcare in West Dunbartonshire Council – indicative early years strategy 2016-2020”. This paper detailed the national and local context for the provision of early years services in West Dunbartonshire.
- 4.2** By agreeing that Early Years Strategy 2016-2020 Committee approved a programme of work intended to deliver on the ambition of the strategy. There is a recognised need to move forward with the establishment of a more mixed model of management to reflect the need for and facilitate closer working across Early Level by both staff and children. Early learning classes in Primary Schools already exist in Linnvale, Kilpatrick and Lennox. Classes in Linnvale and Kilpatrick are well established and working well; the class in Lennox has been operational for only 6 months.
- 4.3** Within the paper approved in August 2016 were proposals to relocate the management of both St Eunans and Gartocharn ELCCs with the Head Teacher of the respective primary school to enhance Early Level working. Ultimate management of these services will be under the Head Teacher of the school with an ELC Officer leading the Centre as part of the leadership team of the school. ELC Officers will be appointed on the relevant scale to account for the nature and scope of the position.
- 4.4** In line with the direction detailed in the vision for early years, further work has been carried out to identify opportunities for revisions to management structures to better align to the learning community model adopted locally to support implementation of Curriculum for Excellence.
- 4.5** Meadowview ELCC has been identified as an establishment where it would be beneficial to begin work bring the management of the centre under the leadership of the head teacher of Braehead Primary School. The proposal is that the centre now be placed permanently under the overall management of the Head Teacher of the school.
- 4.6** Meadowview ELCC Centre is located in the building of Braehead Primary School. The Centre is a 0-3 Centre and is registered for 20 full time 2-4 year

old and 9 full time 0-2 year old places. In order to create capacity for the 1140 hours expansion, it is proposed to increase capacity in the ELCC for 40 3-5 year olds. The current school roll is 233 and the current ELCC roll is 32.

**4.7** West Dunbartonshire Council believes this proposal will provide a range of educational benefits and enhance the Council's efforts to meet statutory obligations enshrined in:

- The Education (Scotland) Act 1980;
- The standards in Scotland's Schools etc. Act 2000;
- The Local Government in Scotland Act 2003;
- The Education (Additional Support for Learning) (Scotland) Act 2004;
- The Education (Additional Support for Learning) (Scotland) Act 2009;
- The Equality Act 2010; and
- The Children and Young People Act 2014.

**4.8** Specifically, the proposal would have the following educational benefits for children attending the ELCC and the primary school:

- It allows flexibility in access to a teacher for children in the ELCC;
- It ensures minimum of two graduates working in and developing Early Level experiences in the ELCC;
- It enhances staffing allocations supporting Early Level;
- It enhances transition experiences for children from the ELCC to primary one;
- It enhances the collaborative opportunities for staff to work cross sector and engage more easily in assessment and moderation and learning round activities;
- It enhances coherent and consistent approaches to planning and improvement for Early level experiences and outcomes;
- It promotes the opportunities for children to work together on Early Level experiences and outcomes across sectors;
- It facilitates staff development, partnership working and collaboration across Early Level.

## **5. People Implications**

**5.1** To move under the management of the Head Teacher will result in the introduction of a Senior ELC officer role rather than a Head of Centre. There will also be additional responsibility for the Head Teacher, reflected in job sizing and additional temporary support by way of additional management time for a Principal Teacher.

**5.2** The job profile for the Senior ELC Officer is currently being finalised and evaluated. Once this is finalised further detail of the impact on staff in terms of salary grading can be detailed.

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

- 6.1** The creation of the Braehead class and expansion of Meadowview, with the placing of the management under the headteacher of Braehead Primary school, was approved in principle as part of the Early Years indicative strategy by committee in August 2016. This arrangement will produce savings to the revenue budget of around £0.030m per annum.

## **7. Risk Analysis**

- 7.1** This indicative Strategy reflects the national delivery plan. Development activities across Education and Learning will be monitored to ensure that the curriculum for children and young people meet the national outcomes. Education Scotland and the Care Inspectorate will continue to inspect establishments against national outcomes.

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

- 8.1** An EIA screening has been carried out. No negative impacts have been identified thus far for any protected characteristic.

## **10. Consultation**

- 10.1** The initial aspects of the consultation process are specified in the following table:

| Item  | Date/details                                    |
|---|---|
| Issue proposal Document to notify consultees (in advance of start of required consultation period)  | 6 March 2017                                    |
| Formally commence consultation period (the formal Date of Publication)  | 13 March 2017                                   |
| Public notices to be advertised locally and electronically using relevant West Dunbartonshire Council buildings and social media accounts.                              | w/c 6 March 2017                                |
| Public meeting  | 21 March 2017 7pm<br>Braehead Primary School    |
| Consultation period ends  | 5 May 2017                                      |
| Final report on consultation prepared by Chief Education Officer for consideration of Education Scotland in preparation on their report                                 | 12 May 2017                                     |
| Education Scotland provide the Chief Education officer with final report on proposal consultation   | 2 June 2017                                     |
| Committee consideration of final proposal and supporting information  | July 2017 (committee timetable to be confirmed) |
| Final report and committee decision to be forwarded to Scottish Government for consideration In line with section 15(2) of the Schools Consultation (Scotland) Act 2010 | July 2017 (following committee)                 |

**10.2** In addition Council officers will also meet with the staff groups from all affected establishments and with any Parent Council which wishes to discuss the implications of the proposal.

**10.3** The Proposal Document will be made available publically by the Chief Education Officer; this will be made available in both printed and electronic form from Council offices, Braehead Primary School and ELCC and through the Council website. A notice of the consultation will be sent to the consultees included in the following list:

- Education Scotland
- The parent Council of Braehead Primary school
- The parents/carers of pupils attending Braehead Primary school
- The parents/carers of any children expected by West Dunbartonshire Council to attend Braehead Primary School within two years of the date of this publication of this Proposal document (with that date of publication being defined in the table included in section 8.2 above), including those children attending all private and voluntary ELC Centres in the area;
- Parents of children attending Braehead ELCC
- The pupils attending Braehead Primary school (insofar as this is possible and taking cognisance of the age and maturity of the pupils)
- The teaching and support staff at both the Primary School and ELCC
- The trade Union representatives of the above staff
- The constituency MSP
- The constituency MP
- The constituency MEP

**10.4** Following a decision by committee on the outcome of the proposal the Chief Education Officer shall immediately notify Scottish Ministers of the Council's decision is to implement the proposal In line with section 15(2) of the Schools Consultation (Scotland) Act 2010. This section of the Act relates to closures, with this proposal to change management considered as a closure of a stage under the current guidance supporting the Act. The final report and committee decision will be forwarded to Scottish Government for consideration and a decision made about whether to call this decision to Government for consideration.

## **11. Strategic Assessment**

**11.1** This report reflects the Council's aspiration to improve life chances for children and young people which is one of the strategic priorities for 2012-2017.

**Laura Mason**  
Chief Education Officer

---

**Person to Contact:** Laura Mason, Chief Education Officer  
(tel: 01389 737304)  
e-mail: [laura.mason@west-dunbarton.gov.uk](mailto:laura.mason@west-dunbarton.gov.uk)

**Appendices:** Appendix 1 – Proposal Paper

**Background Papers:** [Schools' \(Consultation\) \(Scotland\) Act 2010](#)  
[Educational Services Committee 24 August 2016](#)

**Wards Affected:** All Wards Affected



**West Dunbartonshire Council  
Educational Services**



**A Proposal Document  
for**

the transfer of the management of Meadowview Early Learning and Childcare Centre to Braehead Primary School.

The following schools are affected by this Proposal Document:  
Braehead Primary School

The following Early Learning and Childcare Centre (ELCC) is affected by this Proposal Document: Meadowview ELCC

**This document has been issued by West Dunbartonshire Council for consultation in terms of the Schools (Consultation) (Scotland) Act 2010**

## **1. Introduction**

**1.1** At its meeting on 1 March 2017, the educational services committee of West Dunbartonshire Council agreed to:

- a) note the content of this update;
- b) approve the aims, principles and future direction for the service
- c) approve the proposal to have all new ELCC classes report into the Headteacher of the school in which the class is located.
- d) approve the proposal to undertake a statutory consultation to place Braehead ELC Centre under the management and leadership of the Headteacher of Braehead Primary school

## **2 The Proposal**

**2.1** West Dunbartonshire Council is proposing, subject to the outcome of the consultation process:

- To place the management of Meadowview ELCC under the HT of Braehead Primary school
- The new arrangements to come into force for academic year 2017/18.

## **3. Background to the proposal**

**3.1** West Dunbartonshire Council has made good progress in the implementation of the Children and Young People Act 2014 which increased the entitlement to ELC from 475 to 600 hours per year for children aged 3 and 4 and for identified groups of 2 year olds from August 2014. All children who are entitled and whose parents wish to access ELC attend either a council-run ELCC or a partnership ELCC.

**3.2** In line with the principles of Curriculum for Excellence, which requires councils to develop a 3-18 curricular model, the council has moved over the last year towards a learning community approach to curriculum planning and delivery, with heads of ELCCs, primary schools and secondary schools working together with other partners to plan children's learning and progression pathways. This approach promoted closer working across the various sectors.

**3.3** During the course of the last academic year new national improvement guidance has been issued which links much more closely links the school and ELCC self-evaluation and improvement structures. *How Good Is Our Early learning and Childcare* (HGIOELC) now mirrors and complements *How Good is Our school 4* (HGIOS 4) which itself has been revised and refreshed to reflect better the way that Early level in particular must be developed and delivered.

#### **4. Current Position**

- 4.1** Meadowview ELC Centre is located in the building of Braehead Primary School.
- 4.2** The Centre is a 0-3 Centre and is registered for places; 20 full time 2-4year old places and 9 full time 0-2 year old places.
- 4.3** In order to create capacity for the 1140hours expansion, it is proposed to increase capacity in the ELC for 40 3-5 year olds.
- 4.4** The proposal is that the centre now be placed permanently under the overall management of the Head Teacher of the school.
- 4.5** The current Head Teacher of Braehead Primary School has been in post for 7 years.
- 4.6** The current school role is 233. The current ELC roll is 32.

#### **5. Proposed New Arrangements**

- 5.1** It is proposed that ELCC move permanently under the management of Braehead Primary School for academic year 2017/18.

#### **6. Educational Benefits Statement**

- 6.1** West Dunbartonshire Council believes this proposal will provide a range of educational benefits and enhance the Council's efforts to meet statutory obligations enshrined in:

- The Education (Scotland) Act 1980;
- The standards in Scotland's Schools etc. Act 2000;
- The Local Government in Scotland Act 2003;
- The Education (Additional Support for Learning) (Scotland) Act 2004;
- The Education (Additional Support for Learning) (Scotland) Act 2009;
- The Equality Act 2010; and
- The Children and Young People Act 2014.

#### **6.2 Likely effect of proposal on pupils currently attending or expected to attend the Primary School and ELCC**

- 6.2.1** Specifically, the proposal would have the following educational benefits for children attending the ELCC and the primary school:

- It allows flexibility in access to a teacher for children in the ELCC;
- It ensures minimum of two graduates working in and developing Early Level experiences in the ELCC;
- It enhances staffing allocations supporting Early Level;
- It enhances transition experiences for children from the ELCC to primary one;
- It enhances the collaborative opportunities for staff to work cross sector and engage more easily in assessment and moderation and learning round activities;

- It enhances coherent and consistent approaches to planning and improvement for Early level experiences and outcomes;
- It promotes the opportunities for children to work together on Early Level experiences and outcomes across sectors;
- It facilitates staff development, partnership working and collaboration across Early Level.

**6.2.2** The proposal also offers an assurance of stability and continuity of

- working practices and management for staff;
- experiences for the children; and
- contacts and arrangements for parents and carers.

### **6.3 Likely effect or proposal on other users of the school**

**6.3.1** The Central Support Resource team have a base in Braehead School. This will be relocated to another site within educational services properties.

### **6.4 Likely effect of proposal on other children across West Dunbartonshire schools and ELCCs**

**6.4.1** There is unlikely to be any effect on other children across West Dunbartonshire Council Schools.

**6.4.2** There is unlikely to be any effect on other children across West Dunbartonshire Council ELCCs.

## **7. Financial and Procurement Implications**

**7.1** The principal justification for this proposal is educational. There are minimal financial implications to the proposal.

**7.2** The creation of the Braehead class and expansion of Meadowview, with the placing of the management under the Head Teacher of Braehead Primary school, was approved by committee in August 2016. This arrangement will produce savings to the revenue budget of around £30k per annum.

## **8. The consultation process**

**8.1** At the meeting on 1 March 2017, West Dunbartonshire Council authorised the Chief education officer to undertake formal consultation in terms of the Schools (consultation) (Scotland) Act 2010 in relation to the proposal specified in section 2 above and the arrangements noted below have been made to discharge that instruction.

**8.2** The initial aspects of the consultation process are specified in the following table:

| Item  | Date/details                                    |
|---|---|
| Issue proposal Document to notify consultees (in advance of start of required consultation period)  | 6 March 2017                                    |
| Formally commence consultation period (the formal Date of Publication)  | 13 March 2017                                   |
| Public notices to be advertised locally and electronically using relevant West Dunbartonshire Council buildings and social media accounts.                              | w/c 6 March 2017                                |
| Public meeting  | 22 March 2017 7pm<br>Braehead Primary School    |
| Consultation period ends  | 5 May 2017                                      |
| Final report on consultation prepared by Chief Education Officer for consideration of Education Scotland in preparation on their report                                 | 12 May 2017                                     |
| Education Scotland provide the Chief Education officer with final report on proposal consultation   | 2 June 2017                                     |
| Committee consideration of final proposal and supporting information  | July 2017 (committee timetable to be confirmed) |
| Final report and committee decision to be forwarded to Scottish Government for consideration In line with section 15(2) of the Schools Consultation (Scotland) Act 2010 | July 2017 (following committee)                 |

**8.3** The Proposal Document will be made available publically by the Chief Education Officer. A notice of the consultation will be sent to the consultees included in the following list:

- Education Scotland
- The parent Council of Braehead Primary school
- The parents/carers of pupils attending Braehead Primary school
- The parents/carers of any children expected by West Dunbartonshire Council to attend Braehead Primary School within two years of the date of this publication of this Proposal document (with that date of publication being defined in the table included in section 8.2 above), including those children attending all private and voluntary ELC Centres in the area;
- Parents of children attending Meadowview ELCC
- The pupils attending Braehead Primary school (insofar as this is possible and taking cognisance of the age and maturity of the pupils)
- The teaching and support staff at both the Primary School and ELCC
- The trade Union representatives of the above staff

- The constituency MSP
  - The constituency MP
  - The constituency MEP
- 8.4** The Proposal Document will be published on the West Dunbartonshire Council website and hard copies can be made available at the reception point of the following West Dunbartonshire council Buildings:
- Braehead Primary School
  - Meadowview ELCC
  - West Dunbartonshire council Offices, Garshake Road, Dumbarton, G82 3PU
- 8.5** The Proposal Document can also be made available in alternative formats or in translated form for readers whose first language is not English. Please make contact with West Dunbartonshire Council's Educational Services, Second Floor, West Dunbartonshire Council HQ, Garshake Road, Dumbarton, G82 3PU, email: [contactcentre@west-dunbarton.gov.uk](mailto:contactcentre@west-dunbarton.gov.uk), Tel: 01389 738282
- 8.6** A public notice to advertise the consultation will be displayed on the reception area notice boards in the above noted West Dunbartonshire Council buildings
- 8.7** A public meeting will be held in Braehead primary school on 22 March 2017 at 7.00 pm, at which representatives of West Dunbartonshire council's Educational services department will be in attendance to present the details of the proposal, and answer questions and record comments/representations from those in attendance at the meeting.
- 8.8** Contributions to the consultation can be made via survey monkey, details on the Council's website. Comments/representations may also be made using the Council's Contact centre.  
email: [contactcentre@west-dunbarton.gov.uk](mailto:contactcentre@west-dunbarton.gov.uk), Tel: 01389 738282
- 8.9** At the end of the consultation period, the Chief Education Officer will submit a report detailing all comments/representations received through the survey, public meeting and written correspondence to Education Scotland who will prepare a professional and independent report on the educational aspects of the Proposal.
- 8.10** The Chief Education Officer will consider all written and oral comments/representations received in relation to the Proposal which have been received during the consultation period, together with Education Scotland's report, and prepare a Consultation report.
- 8.11** The Chief Education officer shall publish the Consultation report which will be made available on Council's website; it will also be available in printed format from the reception points at West Dunbartonshire council buildings specified in section 8.4 above.
- 8.12** The Consultation report shall be published to allow a period of no less than 3 weeks prior to the council's decision to either implement or reject the Proposal.

- 8.13** The Chief Education Officer shall immediately notify Scottish Ministers of the Council's decision is to implement the proposal In line with section 15(2) of the Schools Consultation (Scotland) Act 2010

