

Agenda



Educational Services Committee

Date: Wednesday, 6 September 2017

Time: 14:00

Venue: Council Chamber, Clydebank Town Hall,
Dumbarton Road, Clydebank

Contact: Scott Kelly, Committee Officer
Tel: 01389 737220 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.

Yours faithfully

JOYCE WHITE

Chief Executive

Distribution:

Councillor K. Conaghan (Chair)
Councillor J. Brown
Councillor I. Dickson
Councillor D. Docherty
Councillor J. Finn
Provost W. Hendrie
Councillor D. Lennie
Councillor C. McAllister (Vice Chair)
Councillor J. McColl
Councillor J. Millar
Councillor J. Mooney
Councillor M. Rooney
2 Vacancies
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: 25 August 2017

EDUCATIONAL SERVICES COMMITTEE

WEDNESDAY, 6 SEPTEMBER 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 MEETING 5 – 9

Submit, for approval as a correct record, the Minutes of Meeting of the Educational Services Committee held on 14 June 2017.

4 LOCAL NEGOTIATING COMMITTEE FOR TEACHERS 11 – 12

Submit for information, and where necessary ratification, the Minutes of Meeting of the Local Negotiating Committee for Teachers held on 6 June 2017.

5 STRATEGY TO RAISE ATTAINMENT AND ACHIEVEMENT IN WEST DUNBARTONSHIRE – UPDATE 13 – 21

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

6 SCOTTISH QUALIFICATIONS AUTHORITY (SQA) EXAMINATION RESULTS 2017

Officers will provide a verbal update in relation to the Scottish Qualifications Authority (SQA) Examination Results 2017.

- 7 WEST DUNBARTONSHIRE CPP INTEGRATED CHILDREN'S SERVICES PLAN 2017-2020 23 – 64**
- Submit report by the Chief Education Officer and the Chief Social Work Officer presenting the West Dunbartonshire Community Planning Partnership (CPP) Integrated Children's Services Plan, in line with the requirements of the Children and Young People's Act (2014).
- 8 LITERACY AND NUMERACY BENCHMARKING 65 – 74**
- Submit report by the Chief Education Officer advising on the performance of literacy and numeracy in West Dunbartonshire at Early Years, P1, P3, P5, P7 and S2 from 2014 and P4 and P6 from 2016.
- 9 2017-18 – TEACHER RECRUITMENT AND RETENTION 75 – 80**
- Submit report by the Chief Education Officer providing an update on the teacher recruitment and retention position for the August 2017 academic session.
- 10 WORKING WELL TOGETHER – ATTENDANCE MANAGEMENT: QUARTER 1 (1 APRIL TO 30 JUNE 2017) 81 – 88**
- Submit report by the Strategic Lead – People and Technology providing an update for Quarter 1 2017/18 in respect of sickness absence and a detailed analysis on the attendance performance for the strategic lead areas within the locus of this Committee.
- 11 EDUCATIONAL SERVICES BUDGETARY CONTROL REPORT TO 31 JULY 2017 (PERIOD 4) To Follow**
- Submit report by Chief Education Officer providing an update on the financial performance of Educational Services to 31 July 2017 (Period 4).
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EDUCATIONAL SERVICES COMMITTEE

At a Meeting of the Educational Services Committee held in Committee Room 3, Council Offices, Garshake Road, Dumbarton on Wednesday, 14 June 2017 at 5.00 p.m.

Present: Provost William Hendrie and Councillors Jim Brown, Karen Conaghan, Diane Docherty, Jim Finn, Caroline McAllister, Jonathan McColl, John Millar, John Mooney and Martin Rooney, and Mrs Barbara Barnes*, Mr Gavin Corrigan and Ms Julia Strang.

*Entered the meeting following consideration of the item under the heading 'Appointment of Third Religious Representative to the Educational Services Committee'.

Attending: Angela Wilson, Strategic Director - Transformation & Public Service Reform; Laura Mason, Chief Education Officer; Matthew Boyle, Senior Education Officer - Workforce/CPD; Andrew Brown, Senior Education Officer - Performance and Improvement; Julie McGrogan, Senior Education Officer - Raising Attainment/Improving Learning; Geraldine Lyden, HR Business Partner; Michelle Lynn, Client Business Partner; Alan Douglas, Legal Manager; and Scott Kelly, Committee Officer.

Apologies: Apologies for absence were intimated on behalf of Councillors Ian Dickson and Daniel Lennie, and Miss Ellen McBride.

Councillor Karen Conaghan 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.

APPOINTMENT OF THIRD RELIGIOUS REPRESENTATIVE TO THE EDUCATIONAL SERVICES COMMITTEE

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

Having heard the Committee Officer in explanation of the report, the Committee agreed to confirm the reappointment of Mrs Barbara Barnes as the third religious representative on the Educational Services Committee until the next local government elections.

It was noted that Mrs Barnes was in attendance in the public gallery. In view of her reappointment as a Member of the Committee having been confirmed, Councillor Conaghan, Chair, invited Mrs Barnes to be seated at the meeting table.

LOCAL NEGOTIATING COMMITTEE FOR TEACHERS

The Minutes of Meeting of the Local Negotiating Committee for Teachers held on 7 March 2017 were submitted and all decisions contained therein were approved.

RESULTS OF THE STATUTORY CONSULTATION ON A PROPOSAL TO RELOCATE THE CHOICES PROGRAMME, WITHIN A WIDER SCHOOL SUPPORT SERVICE, TO NEW PREMISES IN THE VACANT JAMESTOWN PRIMARY SCHOOL BUILDING, JAMESTOWN

A report was submitted by the Chief Education Officer informing of the outcome of the statutory consultation process on a proposal to relocate the Choices Programme, within a wider school support service, to new premises in the vacant Jamestown Primary School building, Jamestown.

Following discussion and having heard the Chief Education Officer in further explanation of the report, the Committee agreed:-

- (1) to note the outcome of the consultation process; and
- (2) to approve the proposal to relocate the Choices Programme, within a wider school support service, to new premises in the vacant Jamestown Primary School building, Jamestown.

RESULTS OF THE STATUTORY CONSULTATION ON A PROPOSAL TO PLACE THE MANAGEMENT OF GAVINBURN EARLY LEARNING AND CHILDCARE CENTRE UNDER THE MANAGEMENT AND LEADERSHIP OF THE HEADTEACHER OF GAVINBURN 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 the management of the Gavinburn Early Learning and Childcare Centre (ELCC) under the management and leadership of the Headteacher of Gavinburn Primary School.

Following discussion and having heard the Chief Education Officer in further explanation of the report, the Committee agreed:-

- (1) to note the outcome of the consultation process; and

- (2) to approve the proposal to place Gavinburn ELCC under the management and leadership of the Headteacher of Gavinburn Primary school.

ONLINE PAYMENTS SYSTEM FOR SCHOOLS

A report was submitted by the Chief Education Officer seeking approval to vire funds from the cash uplift budget across the schools estate and the payments to other bodies budget within Performance and Improvement in order to procure an online school payment system as an option for parents and carers to make online payments for their children's school meals, trips, and other costs.

After discussion and having heard officers in further explanation of the report and in answer to Members' questions, the Committee agreed:-

- (1) to note the plan for implementation of the online payments system for schools;
- (2) to note that the first two years of costs will be funded from the earmarked funds held for cashless catering as this project supersedes that project;
- (3) to note that the costs of the project after the first two years will be embedded within the mainstream revenue budget with the aim of being cash neutral;
- (4) to approve the proposal to tender for the provision of an online payments system and that the award recommendation would be reported to a future meeting of the Tendering Committee; and
- (5) that, following the pilot, a report should be submitted to a future meeting of the Educational Services Committee setting out how the online payments system would be fully implemented.

STRATEGY TO RAISE ATTAINMENT AND ACHIEVEMENT IN WEST DUNBARTONSHIRE – UPDATE

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

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

- (1) to note the progress made in the past three months with the Strategy to Raise Attainment and Achievement in West Dunbartonshire; and
- (2) that this matter should remain a standing item of business for future meetings of the Committee.

PUPIL EQUITY FUNDING, 2017-18

A report was submitted by the Chief Education Officer informing of the plans to spend the Pupil Equity Funding received by West Dunbartonshire schools, and proposing how progress with the delivery of Pupil Equity Funding projects should be reported to the Educational Services Committee.

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

- (1) to note the contents of the report; and
- (2) to approve the proposals for reporting on the progress of Pupil Equity Funding projects in West Dunbartonshire.

EARLY LEARNING AND CHILDCARE IMPLEMENTATION 1,140 HOURS PROGRESS: A VISION FOR EARLY LEARNING AND CHILDCARE IN WEST DUNBARTONSHIRE

A report was submitted by the Chief Education Officer advising of the progress with West Dunbartonshire Council's expansion of Early Learning and Childcare (ELC) provision and providing an update in relation to local and national developments.

Having heard the Chief Education Officer and the Client Business Partner in further explanation of the report and in answer to a Member's questions, the Committee agreed:-

- (1) to note the content of the report in relation to the significant investment of capital and revenue funding to support the delivery of the expansion to 1,140 hours early learning and childcare provision; and
- (2) to note the progress made in realising the ambition and vision of the Indicative Early Years Strategy 2016-2020, 'A Vision for Early Learning and Childcare (ELC) in West Dunbartonshire'.

EDUCATION, LEARNING & ATTAINMENT DELIVERY PLAN 2017/18

A report was submitted by the Chief Education Officer presenting the 2017/18 Delivery Plan and the year-end progress report on the actions in the 2016/17 Delivery Plan.

Following discussion and having heard the Senior Education Officer - Performance and Improvement in further explanation of the report and in answer to Members' questions, the Committee agreed to approve the 2017/18 Delivery Plan and to note the progress made on delivering the 2016/17 actions.

2017-2018 – TEACHER RECRUITMENT AND RETENTION

A report was submitted by the Chief Education Officer providing an update on the recruitment and retention procedures used to ensure that the projected workforce requirement across education sectors will be met for 2017-2018.

After discussion and having heard the Senior Education Officer - Workforce/CPD in explanation of the report, the Committee agreed to note that the annual staffing and recruitment exercise for teachers commenced earlier this year to ensure teacher staffing requirements were met, and that the Council can maintain its commitment to teacher numbers and pupil/teacher ratios (PTR).

WORKING WELL TOGETHER – ATTENDANCE MANAGEMENT: ANNUAL PERFORMANCE 2016/17

A report was submitted by the Strategic Lead - People and Technology advising on attendance levels across the Council for 2016/17 and providing a breakdown of absence performance by Strategic Lead area.

Following discussion and having heard the HR Business Partner in further explanation of the report, the Committee agreed:-

- (1) to note the content of the report and the attendance results for 2016/17, namely a decrease of 5111 FTE days lost (11.3%) compared to the same period last year; and
- (2) to note the appendices to the report which provided a breakdown of results for the Strategic Lead area(s) covered by the Committee.

The meeting closed at 6.10 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, 6 June 2017 at 2.00 p.m.

Present: Councillors Karen Conaghan, Caroline McAllister and John Mooney, Laura Mason, Chief Education Officer; Simon Simpson, Headteacher of Levenvale Primary School; Matthew Boyle, Senior Education Officer – Workforce/CPD; Gavin Corrigan, Michael Dolan, James Halfpenny, Karen Jakeman, Campbell Lloyd, Julia Strang and Dawn Wilson (EIS); and Claire Mackenzie (SSTA).

Attending: Geraldine Lyden, HR Business Partner and Nuala Quinn-Ross, Committee Officer.

Apologies: Apologies for absence were intimated on behalf of Chris Smith, Headteacher of Our Lady and St Patrick's and Caroline Yates, E.I.S.

Mr Gavin Corrigan in the Chair

DECLARATIONS OF INTEREST

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

MINUTES OF PREVIOUS MEETING

The Minutes of Meetings of the Local Negotiating Committee for Teachers held on Tuesday, 7 March 2017 were submitted and approved as a correct record.

**LNCT AGREEMENT NO.21 – GUIDELINES ON TEACHING AND
7 – 12 LEARNING OBSERVATIONS**

A report was submitted by the Joint Secretaries seeking approval of Agreement No.21, which provides guidelines on the arrangements in place to support Teaching and Learning Observations within West Dunbartonshire Council and for the agreement to be issued to schools and establishments.

After discussion and having heard both sides, the Committee agreed that LNCT Agreement No.21, providing guidelines on different types of observations, would be issued to schools and establishments subject to the following amendments:-

Paragraph 2.0 (2) – Peer observation programmes – last sentence to read:

Where peer programmes happen, they should complement any other observation schedules and not result in any more than 3 observations in an academic year except on a voluntary basis.

Paragraph 2.0 (3) - Routine management observations – last sentence to read:

Line-management monitoring observations are generally one per term, depending on the monitoring calendar, but not exceeding 3 per year.

The meeting closed at 2.38 p.m.

DRAFT

WEST DUNBARTONSHIRE COUNCIL**Report by Laura Mason, Chief Education Officer****Educational Services Committee: 6 September 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.

3. Background

- 3.1** In line with the Strategy to Raise Attainment and Achievement the Committee receive a regular report outlining progress against this strategic priority.
- 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 nine local authorities in the first tranche for primary schools in August 2015. Over the course of the Scottish Attainment Challenge it is estimated that we will secure **£4.240m** for primary and **£2.616m** for secondary.
- 3.3** Pupil Equity Funding was launched in April 2017 as part of the Government's drive to provide targeted support for schools and authorities supporting children and young people in greatest need. The Pupil Equity Fund has a budget of £120 million with West Dunbartonshire schools receiving £3,380,400. The funding has been distributed on the basis of pupils registered as eligible for free school meals in primary one to third year in 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 delivery plan. In March 2017 an annual progress report was submitted and monitored by Education Scotland and Scottish Government.

4.2 Our proposals for Year 3 of the primary challenge and Year 2 of the secondary challenge were submitted to Scottish Government in March 2017. The Scottish Government has increased the allocation to West Dunbartonshire by approximately £0.176m since the budget was approved in February so that funding for primaries is now £1.231m and £0.782m for secondaries.

4.3 Primary School Attainment Challenge Projects

4.3.1 Early Level Play and Learning

A draft policy has been produced. This policy has been written in consultation with early years practitioners, teachers, head teachers and education officers. It sets out West Dunbartonshire's expectations for standards and quality of provision for play based approaches to learning to be used in all early years centres and primary schools to support bridging the attainment gap. The policy identifies that all children should have the opportunity to play every day in a stimulating, engaging, motivating and creative environment. All children should have the same opportunity regardless of their social or economic background. This will support the outcome to deliver equity for all.

4.3.2 Literacy, Numeracy, Health and Wellbeing

A conference is planned for September 5 for all education leaders. Our education officers, schools and ELCCs have worked together to present and share good practice, curriculum packages, guides to teaching, learning and assessment, planning and tracking tools for literacy, numeracy, health and wellbeing. The materials and good practice have been produced to support delivery of learners experiences that meet the needs of pupils; assess pupil achievement and set high expectations for all pupils.

Numeracy

The maths attainment team have been working with our maths steering group to plan events for Maths Scotland week 11-17 September. All schools and early years centres will be involved in activities to promote maths. Activities will range from: family engagement and maths projects; the Scottish Maths Council Junior Maths Challenge; the WDC Enterprising Numeracy Challenge Day for pupils in P6-S2.

The team have also been invited to deliver training in Argyll and Bute Council. They will work with 10 schools to share with them the range of approaches being used to support raised attainment in West Dunbartonshire schools and ELCCs.

As members of the West Partnership Maths Steering Group the team will present at an inter-authority conference in September. They will deliver two workshops: numeracy in the early years and creative maths. The conference will be delivered in collaboration with colleagues from Glasgow, East Dunbartonshire, East Renfrewshire and Inverclyde.

Assessment and Moderation

All primary and secondary schools will participate in a local authority moderation of standards in either literacy or numeracy. A group of teachers have been trained as literacy and numeracy moderators. Samples of writing will be collected from 50% of our schools. The writing and judgement of levels will be moderated. 50% of our schools will be visited by our moderators who will meet and review the learning of pupils in maths and numeracy. A report will be written about each school detailing areas of strength and areas for future consideration about assessment of levels of attainment and achievement. This will support a consistent level of understanding of Curriculum for Excellence Levels in all our primary and secondary schools. As a member of the West Partnership we will engage in sharing standards of assessment with colleagues from the other member authorities.

Health and Wellbeing

The Health and Wellbeing Steering Group has worked on developing a toolkit to support schools and ELCCs in assessing, tracking and monitoring children and young people's progress across key aspects of health and wellbeing. Developed in consultation with practitioners, the toolkit will also help children and young people know and understand their own skills progression in key aspects of health and wellbeing. The toolkit has been developed to reflect appropriate milestones at each of the CFE levels and it aligns with the national benchmarks for health and wellbeing. Schools and ELCCs will begin to use the toolkit in the coming school year.

Well Being Assessment

A small pilot has been conducted to test the value of a wellbeing assessment for use in the middle, upper stages of primary and early stages of secondary. The assessment is presented as a questionnaire. Pupils record answers to questions about their self-esteem, confidence, mood and friendships. The assessment will support delivery of a consistent approach to monitoring the mental wellbeing of pupils. This assessment would be used as part of the monitoring and tracking procedures of pupil wellbeing against SHANARRI indicators (safe, healthy, active, nurtured, achieving, respected, responsible and included).

4.3.3 Science, Technology, Engineering and Maths (STEM)

- The Minister for Further Education, Higher Education and Science, Shirley Anne Somerville visited the STEM Hub at St Patrick's Primary School in June. The Chief Executive, Stephen Breslin from Glasgow Science Centre also participated. We worked in partnership with Glasgow Science Centre in the design, development and implementation of the STEM Hub in St Patrick's primary, a model that they are now looking to roll out nation-wide. The promotion of STEM was in direct response to the Scottish Attainment Challenge. We have established a number of STEM hubs in our Primary schools, to focus resource and attention on the teaching of science, technology, engineering and mathematics. This visit highlighted West Dunbartonshire's commitment to improving opportunities for our young people in the STEM subjects.

4.3.4 Summer Programmes

Summer Sports Camps

In partnership with Active Schools, Education provided 240 places at 8 Summer Sports Camps for children in P1, P2, P3, P4 and P5. The camps were held at Skypoint in Faifley, St Michael's Primary School, Haldane Primary School and Our Holy Redeemer Primary School. They were available to all children, with particular encouragement for children in SIMD 1 and 2. The camps provided a variety out of school sports activities, for example volleyball, football, alongside a healthy breakfast or lunch. As highlighted by the Scottish Attainment Challenge, the camps aimed to close the poverty-related attainment gap in health and wellbeing.

Food, Families, Future

The Food, Families and Futures programme is delivered in collaboration with Children in Scotland and the food distribution company Brakes to ensure improving health and wellbeing for the most deprived families. The pilot in West Dunbartonshire provided 400 places at the Vale of Leven Academy and Clydebank High School running on alternate days over the first fortnight of the summer holidays. It consisted of four hour long sessions run by the Pupil and Family Support Workers and included sporting activities, cookery demonstrations, craft activities and eating together. Working 4 U were available to talk to parents about further training and employment opportunities. The sessions were well received, with a total of 247 adults, children and young people attending over the two weeks.

Survival Language Adventure Camp

On 19th July 2017 15 pupils from West Dunbartonshire from P6 and P7 took part in a fully funded one day Languages Survival Adventure Camp at Auchengillan Outdoor Centre. The camp was available to all children, with particular encouragement for children in SIMD 1 and 2. Pupils were collected from Dumbarton Academy and St Peter the Apostle High School. Learners developed their knowledge of a foreign language, vocabulary and grammar while completing challenges which developed skills in literacy, problem-solving and numeracy.

Essential survival skills such as shelter building and fire-making were taught through the foreign language and learners were challenged to create a 'Bear Grylls' style documentary in the foreign language to share their learning. As highlighted by the Scottish Attainment Challenge, the camps aimed to close the poverty-related attainment gap and tackle the 'summer learning gap' for the most deprived families.

Space Academy

2017 S1 Summer Space Academies 1st – 3rd August 10am to 3pm

Now in their third year, our Summer Space Academies offered new S1 pupils the opportunity to participate in summer activities as part of our ongoing efforts to improve the transition for pupils about to start secondary school. Around 50 pupils took part in this year's programme. Two space academies took place, one in Clydebank High School, and one in Dumbarton Academy. With a clear focus on learning through STEM, and working collaboratively in small teams, pupils completed a range of challenges, for example, a design challenge, a rocket challenge, an engineering challenge, a food in space challenge as well as a number of other space related activities. Pupils invited family members to a Space Showcase and Graduation Ceremony on the final afternoon of the Space Academy, Thursday 3rd August, where they presented their work and demonstrated what they had taken part in to celebrate their success.

4.4 Secondary Attainment Challenge Projects

4.4.1 Multi Agency Hub

Funding has been allocated to employ two family outreach workers to support the multi agency hub work in the two pilot schools, Clydebank High and Our Lady and St Patrick's. The workers will be employed by Working 4U and will be part of their outreach team. The team will be based in the secondary schools with school staff able to access the service by allocating pupils/families directly to their school based workers. This work aims to provide poverty and social inclusion interventions to families of pupils in S1 to S3. The families will be offered a tailored package of support to assist them to develop the skills to self manage their finances, seek/gain employment and access local services. The families who will be supported are:

- Workerless households and individuals
- Lone parents and lone households
- Low income households and individuals

It is intended that through improving the support mechanisms, finances, confidence and employment opportunities of parents it will support a reduction in the number of children and young people living in poverty.

4.4.2 Skills Academies

Vale of Leven Academy is our pilot school for the establishment of an enhanced programme of experiences to provide a personalised learner journey through the broad general education into senior phase.

Construction Course

We have secured an improved course provision for delivery of construction courses. This course will be delivered in partnership with West College Scotland. The programme has been increased to provide an additional full day on a Friday at college with a school based provision being delivered on a Tuesday and Thursday afternoon. The college will provide lecturers who will work with our teaching staff and tradespeople to deliver the course. There are four modules in the course.

Strengthening links with the Construction Industry

We are at an early stage in discussion with Hub West in an attempt to secure a funding stream which would allow us to provide training and enhance our links with the construction industry.

Some initial ideas being considered are:

- Hub 'Academy' Employability Training Programme that would select a group of individuals, provide accredited training, work placements and ultimately an opportunity to be selected for an Apprenticeship with one of our supply chain contractors
- Shared Apprenticeship Programme; an opportunity for our contractors to share apprentices to ensure they get the right level of experience to achieve their Apprenticeship without one contractor having to bear the burden of all costs.
- Design Engineer Construct (DEC) Programme – School Qualification using project-based learning or learning by doing but also provides them with access to exciting industry standard digital tools, and to real people from all professional disciplines who are highly skilled and knowledgeable in modern ways of working.

Regional Technology Challenge

WDC will enter a team of 12 S4 students from Vale of Leven Academy in the Greenpower Challenge. The young people will attend college and complete a motor vehicle qualification. They will also design and build a zero emissions electric vehicle which will then compete in a race challenge against teams from other local authorities at the end of the year.

Increased capacity for Hair & Beauty

The hairdressing and beauty provision in Vale of Leven Academy is to be augmented by additional equipment being transferred from the vocational salon at Skypoint.

Horticulture and Environmental Science

Vale of Leven Academy has developed a garden area in its school grounds. They have built effective links with the Bellsmyre Community Garden, The Royal Horticultural Society and Loch Lomond National Park. We plan to build a progression pathway through the broad general and senior phase curriculum.

This would lead to participation in a Horticulture course delivered at West College Scotland. This is still at an early stage but we hope to develop this and embed it in the curriculum options for next year.

4.5 Pupil Equity Funding

Schools have finalised their project plans. At the June committee it was reported there are 141 projects developed. The projects identify possible interventions that aim to close the poverty related attainment gap. Schools have followed detailed advice provided to assist them with financial management, recruitment, procurement, management of risk, communications planning, project management, and the formation of partnerships. These projects range from small single school initiatives, small local geographical community collaborative projects, to larger projects involving all of the schools in a geographical area. A detailed update will be provided at the December committee. The majority of projects will be launched at the start of the new academic term in August 2017.

4.6 Attainment Programme

West Dunbartonshire's Improvement Framework has been reviewed and adapted to meet expectations of the Attainment Challenge. This has strengthened the focus on both building capacity and quality assurance of leadership, learning and teaching, data management and parental engagement. The new framework will be launched in August 2017.

An evaluation of the impact of The Attainment Challenge was conducted with all head teachers and heads of centre between May and June 2017. This evaluation highlighted that the Attainment Challenge is supporting schools to identify target pupils and families, select interventions and review the curriculum and quality of learners' experiences. Headteachers identified that:

- Data is being used effectively in the majority of schools to plan improvements, identify support with a focus on learners' experiences.
- Improved systems for target setting and tracking progress established in the majority of schools.
- Staff are using data collaboratively to ask deep questions and plan improvements

Our attainment information supports this positive evaluation by our headteachers and heads of centres as it is evident that:

- For pupils living in SIMD 2 there is a 3.1% increase in attainment in reading.
- There was an increase in attainment in all SIMD groups in maths. It is important to note there are slightly higher increases in performance for pupils living in deciles 1 and 2 in comparison to other decile groups.
- It is recognised that a number of schools are under performing against national stretch aim for at least 85% of children to have achieved levels for their age and stage.

A more detailed analysis is provided in the literacy, numeracy baseline report submitted

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 including key workers, outreach workers and pupil and family support workers.

6. Financial and Procurement Implication

- 6.1** For primary challenge projects we have claimed part year costs of £0.260m to June 2017. For secondary challenge projects we have claimed part year costs of £0.198m from April to June 2017.

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 Education Scotland 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 consultation with Education Scotland, the Scottish Government and parent councils.

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
August 2017

Person to Contact: Julie McGrogan, Senior Education Officer, Department of Education, Learning and Attainment, Council Offices, Garshake Road, Dumbarton, G82 3PU
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Email: julie.mcgrogan@west-dunbarton.gov.uk

Appendix:

Background Papers:

Wards Affected: All wards

WEST DUNBARTONSHIRE COUNCIL**Report by Chief Education Officer and Head of Children's Health, Care and Criminal Justice and Chief Social Work Officer****Educational Services Committee – 6 September 2017**

Subject: West Dunbartonshire CPP Integrated Children Services Plan 2017-2020**1. Purpose**

- 1.1** This report presents the West Dunbartonshire Community Planning Partnership (CPP) Integrated Children's Services Plan, in line with the requirements of the Children and Young People's Act (2014), for the consideration of the Partnership Board.

2. Recommendations

- 2.1** The Partnership Board is recommended to:

- i) Note the content of this report and the attached Integrated Children's Service Plan 2017-2020;
- ii) Note that this plan will go to the Community Planning Management Group on the 14 September for approval; and
- iii) Re-affirm its commitment to the priorities within the Children Services Plan across West Dunbartonshire Community Planning Partners.

3. Background

- 3.1** West Dunbartonshire has a strong history of positive integration and partnership working in relation to the delivery of children and young people's services. This has been noted and reflected within the recent Care Inspectorate Joint Children's Inspection Report February 2017. The Report noted the consistent nature of joint working through the commitment by the Council and NHSGGC Health Board; including the integration of the management of children's health and social care services as part of the wider HSCP.
- 3.2** In May 2017, the CPP Children and Young People Delivery and Improvement Group carried out a review of its CPP priorities and oversaw the refresh of this Plan. This Group acts as the key vehicle for public agencies and voluntary sector organisations to plan and deliver local services; this approach has allowed for better engagement directly with children and young people in local communities and delivers the commitments to the needs of looked after and

accommodated young people and those vulnerable young people within our communities.

- 3.3** The attached Integrated Children's Services Plan is explicitly reflective of that community planning approach and has been enthusiastically approved by the local CPP Children and Families Delivery and Improvement Group.

4. Main Issues

- 4.1** The priorities of the attached Integrated Children Services Plan reflect the requirements and expectations of the Scottish Government, the Council, the NHSGGC Health Board and other local community planning partners:
- Continuing to embed Getting It Right for Every Child (GIRFEC) across all services and all providers.
 - Child protection, as led and overseen by the Public Protection Chief Officers' Group on behalf of community planning partners.
 - Tackling domestic violence.
 - Delivering an effective and consistent approach to corporate parenting.
- 4.2** The CPP Children Services Plan also builds on the significant work led by West Dunbartonshire Council Educational Services to embrace the principles of Curriculum for Excellence, and the on-going work to ensure successful implementation through the comprehensive Curriculum for Excellence Action Plan.
- 4.3** The CPP Children Services Plan is the vehicle for co-ordinating action to deliver the newly emerging Local Outcome Improvement Plan (LOIP) and the commitments for children, young people and their families. This draft Integrated Children Services Plan intentionally bridges the current priorities as identified with consultation with staff, partners and wider stakeholders and the first year of the Local Outcome Improvement Plan (LOIP). Its content has been developed from strategic commitments across the CPP; recommendations from inspection and feedback from stakeholders. It has been prepared so that it can be smoothly updated and its time period refreshed once a new LOIP is confirmed in October 2017.
- 4.4** The CPP Integrated Children Services Plan supports the long-term commitments that Committee will recall from the previously approved CPP Children Services Plan 2013 – 2015; the HSCP Strategic Plan 2016 – 2019; the Educational Services' work programme for 2016 – 2017 as set out with in its Departmental Plan.

5. People Implications

- 5.1** Staff training, development and engagement are important features of the implementation of the CPP Children Services Plan; as reflected within the PDP and KSF processes across the Council and NHS Greater Glasgow and Clyde.

6. Financial Implications

- 6.1** The delivery of the Children Services Plan is underpinned by its existing allocation of resources, augmented by non-recurrent contributions secured from other budgets/sources (e.g. Council community planning funding in support of parenting programmes and Y Sort It).

7. Risk Analysis

- 7.1** Both the Care Inspectorate and Health Care Improvement Scotland have indicated their commitment to the joint inspection of children's services and child protection arrangements, as demonstrated within the local inspection process throughout 2016 in West Dunbartonshire. The inspection also recognised the importance of local community planning partners to provide evidence of structured clinical and care governance arrangements underpinning the delivery of safe services as well as clear and distinct public protection arrangements as delivered through the Child Protection Committee, Adult Protection Committee and Public Protection Chief Officers Group.
- 7.2** Visible commitment by the Joint Partnership Board to the focused and streamlined community planning approach in the provision and improvement of children's services – as well as child protection within the wider context of public protection – and a partnership approach to self-evaluation as expressed within the attached Integrated Children Services Plan are important to providing both local and external inspection body assurance of quality.
- 7.3** Whilst the inspection in West Dunbartonshire was a largely positive one, there were three areas of improvement outlined by the Care Inspectorate. However the inspection report noted that children's service planning in West Dunbartonshire was well understood by all staff, and there was "*A coherent shared vision was in place and modelled by a mature partnership*". They therefore concluded that they were "*confident that partners are well placed to incorporate the opportunities for further improvement*".

8. Equalities

- 8.1** An Equality Impact Assessment completed on the CPP Integrated Children Services Plan found that there were no specific negative concerns, and a range of positive findings in relation to the rights of children. This provides reassurance and encouragement to on-going work in this regard.

9. Consultation

- 9.1** This Plan has benefited from comments and contributions from across local community planning partners, particularly those HSCP and Educational Services staff planning and delivering local services; and through on-going engagement with key community groups and fora.

10. Strategic Needs Assessment

- 10.1** This Plan will actively support the delivery of the WDC strategic priorities, to be described within the new LOIP, to support the most vulnerable children and young people.

Jackie Irvine
Chief Social Work Officer
Health and Social Care Partnership

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Chief Education Officer
Education, Learning
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Appendices: Draft West Dunbartonshire Community Planning
Partnership Integrated Children's Services Plan
2017-2020.

Background Papers: None

Wards Affected: All



Integrated Children's Services Plan 2017-2020

West Dunbartonshire Community Planning Partnership



West Dunbartonshire has “highly committed staff groups across the partnership who demonstrated clear ownership of the strategic vision for children, young people and families and felt clearly connected to improvement planning”

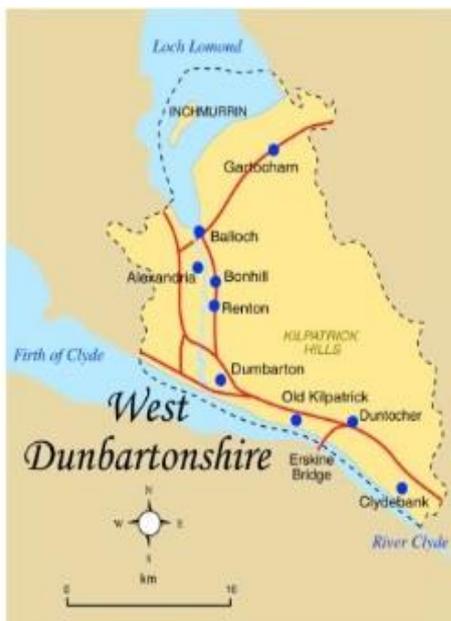
Care Inspectorate Joint Services for Children and Young People, February 2017

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“A coherent shared vision was in place and modelled by a mature partnership”.
Care Inspectorate in February 2017

Our vision is for West Dunbartonshire’s children and young people:

- To have the best possible start in life and to be ready to succeed
- To be successful learners, confident individuals, effective contributors and responsible citizens
- Have the same life chances for all children, young people and families at risk



With a population of 89,860, West Dunbartonshire is one of Scotland’s smallest local authorities. It is an area of geographical contrasts and diverse communities; from remote rural villages to the densely populated former industrial areas on the River Clyde.

Almost half of the population live in Clydebank. The town of Dumbarton serves as the civic headquarters for the local authority and the Vale of Leven area attracts visitors to the Loch Lomond and Trossachs National Park. There is a strong sense of pride in the area’s shipping heritage and tourist industry.

This draft Plan outlines our key priorities for the next three years in achieving this vision and in improving outcomes for children and young people and their families. The plan helps us deliver our priorities and helps our stakeholders understand what we are seeking to deliver and how we are planning to achieve it.

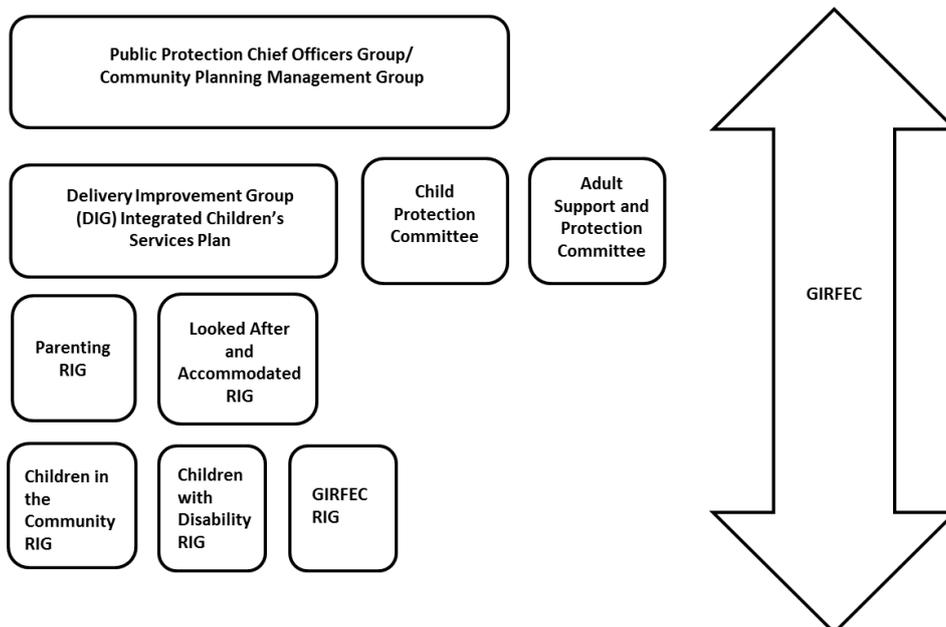
Review, Consultation and Engagement

“There was an obvious culture of self-evaluation and continuous improvement.” *Care Inspectorate in February 2017.*

West Dunbartonshire Community Planning Partnership is comprised of all statutory community planning partners, other key public sector partners, as well as voluntary, business and independent sectors. The development of this draft Plan provided an opportunity to review the Community Planning Partnership priorities and identify the direction of travel for the next three years.

West Dunbartonshire has well-established multi-agency partnerships which underpin our integrated approach to the planning and delivery of all children’s services.

There is a clear reporting and accountability structure for the Community Planning Partnership Children’s Services Plan through the Community Planning Partnership Children and Families Delivery and Improvement Group and the Community Planning Partnership Management Board; linking closely to the Public Protection Chief Officer’s Group, Child Protection Committee; Health and Social Care Partnership Integrated Joint Board and the Council’s Education Services Committee. As part of this continuous improvement process, young people’s mental health and emotional wellbeing has been agreed as a crucial cross cutting issue which is reflected across all strategic priorities and Review and Improvement Groups (RIG)s.



West Dunbartonshire has undergone in recent years, as with most public sector bodies, great changes from the integration of community health and care services to the delivery of a whole scale school establishment re-design. As a partnership we have been able to use these opportunities to continue to grow and develop. Our challenge within this paper has been to effectively represent the range and scope of joint working across West Dunbartonshire with children, young people and their families.

The Community Planning Partnership Children and Families Delivery and Improvement Group is committed to the engagement of children, families, partner organisations and communities in the development of our services; continually seeking and responding to feedback from children and young people, parents/carers and partner organisations to improve services.

The drive for continuous improvement supports the development of all strategies and plans across Children and Families. Our integrated performance management processes are in line with our Community Planning Partnership Performance Improvement Framework. All key aspects of Children and Families are regularly monitored and reported, in accordance with this framework.

This Plan has been informed by a process of review, consultation and engagement across the partnership. Feedback from service users and parents reflect the motivated and committed nature of service provision across West Dunbartonshire, and the high level of confidence service users have in services.

The latest Review of the Integrated Children's Services Plan (May 2016) as part of the process of annual review for the Integrated Children's Services Plan, involved a wide range of stakeholders from across West Dunbartonshire. Stakeholders from across a range of disciplines and statutory and third sector, education, health and social care agencies came together to review priorities and identify areas of continued focus and achievements.

Our Joint Inspection of Services for Children and Young People took place between August and October 2016 and the report was published in February 2017. The inspection team comprised representation from; the Care Inspectorate, Education Scotland, Healthcare Improvement Scotland and Her Majesty's Inspectorate of Constabulary for Scotland. The Team included young inspection volunteers, who are young people with direct experience of care and child protection services who receive training and support to contribute their knowledge and experience to help us evaluate the quality and impact of partners' work.

The Council's Community Learning and Development Youth Alliance Service, in partnership with young people from the three Youth Voice groups, hosted a consultation event called, 'We Asked Youth Voiced', to feedback the results of the

'Penny for Youth Thoughts' consultation. Youth Voice groups continue to make good progress in developing the skills of young people to ensure they have a voice and are well represented in their communities.

There is continued shared commitment of partners to; Getting It Right for Every Child (GIRFEC); to the delivery of corporate parenting responsibilities; to improving outcomes for looked after children and young people and supporting the needs of young carers. Those children and young people, who have had to take on a caring role, are recognised by all partners as children and young people first; and as such our approach is to assessing and supporting their needs within their caring context.

Our agreed approach to measuring outcomes is demonstrated by our ability to collectively evaluate all our Community Planning Partnership services against the impact on children and their families through increasingly joined up and targeted performance indicators and frameworks, based on agreed priorities. Our priorities are recorded, reported and monitored within the Community Planning Partnership.

Outcome focused self-evaluation is increasingly embedded across children and families services. Centres, teams and schools are all involved in processes of self-evaluation and these continue to contribute to our understanding of how we are performing against our strategic outcomes and improvement priorities. Self-evaluation is central to maintaining quality and to the pursuit of excellence. It is complementary to, and informed by, the wide range of external scrutiny arrangements to which we are also subject.

Anticipating and managing risk is key to achieving our outcomes. We regularly assess, monitor, manage, control and plan around risk through a variety of mechanisms and the maintenance of a comprehensive Risk Register which is regularly reviewed at senior management level and reported at committee annually.

The Equality Act 2010 increased duties in respect of disability, race, gender, sexual orientation, faith, age, pregnancy/maternity, gender reassignment and marriage/civil partnerships. Looked after Children, young carers and families in areas of multiple deprivation are also considered as equalities groups. Equalities and Rights Impact Assessments are carried out as part of our planning process and Children and Families contributes to the community planning partnership wide Framework and Action Plan to address inequality.

The Children and Families Delivery and Improvement Group held a multi-agency Development and Review Session in March 2017. This session provided an opportunity for review, reflection and forward planning to help inform wider consultation process on this plan as well as informing the development of the Local Outcomes Improvement Plan across the Community Planning Partnership.

Key Drivers

“There was an evident commitment to early intervention and prevention with very effective early help and support processes”. *Care Inspectorate in February 2017.*

There are many key pieces of legislation which underpin the delivery of services for children, young people and their families. There are too many to list here but legislation which will place extra demands on our services in the coming years include Social Care (Self-directed Support) (Scotland) Act 2013, the Children and Young People (Scotland) Act 2014 and the Children's Hearings (Scotland) Act 2011.

Within Education services there are national policy drivers including the continuing commitment to the expansion of ELCC; delivery of the closing the poverty related Attainment Gap and the strategic priorities of the National Improvement Framework (NIF).

The changing demographic picture in the West Dunbartonshire has led to increases in demand for specific services amongst a number of population groups including: children and young people who require to be looked after and learners identified as having exceptional support needs, in particular children diagnosed as having an autism spectrum disorder.

The Scottish Index of Multiple Deprivation is the Scottish Government's official tool for identifying communities suffering from deprivation. The index divides Scotland into small areas, called data zones, each containing around 350 households. The most recent 2016 index identified 48 data zones as among the most deprived 20%, highlighting West Dunbartonshire as one of the most deprived areas in Scotland. As at 2011, approximately 1.6% of the West Dunbartonshire population belonged to an ethnic minority, which was less than the Scottish figure of 4%.

Children Living in West Dunbartonshire

- In 2016 there were 15,764 children aged 0-15 years resident in West Dunbartonshire; 17.5% of the population.
- This is higher than Scotland where 0-15 year olds make up 16.9% of the population.
- 2016 there are 7184 pupils in the 33 primary schools in West Dunbartonshire.
- 2016 there are 5084 pupils in the 5 secondary schools in West Dunbartonshire.
- In 2016 there are 180 pupils in the 3 special need schools in West Dunbartonshire.
- Total number of pupils in West Dunbartonshire's schools is 12,448 pupils.
- There is a varied trend regarding live births in west Dunbartonshire, 2012-2015 decrease is 12.3%. 2015 falling by 6.3% to 924 between 2014 and 2015.

Vulnerable Children in West Dunbartonshire at 31st July 2016:

- At 31st July 2016 there were 363 children looked after in West Dunbartonshire.
- WD looked after rate of 1.94% of the 0-17 year olds compared to 1.4% for Scotland.
- Of all our looked after children, 82 are at home with parents; 166 with friends/relatives; 78 with foster carers or other community placements and 37 looked after in other residential care settings.
- 77 children had their names placed on the West Dunbartonshire Child Protection register during 2015/16, with 48 remaining on the register as of 31st July 2016.
- There are 2,385 primary school and 1,812 secondary school pupils with additional support needs.

West Dunbartonshire partners agreed that the following groups will benefit from additional support:

- Vulnerable pregnancies
- Children with or affected by disability
- Children in need/vulnerable children, including young carers
- Children and young people where safety and wellbeing is an issue
- Children and young people affected by issues such as domestic abuse, mental health and substance misuse
- Children and young people who are looked after and looked after and accommodated
- Young people leaving care
- Young people involved in offending.

All partners are working hard to achieve cultural change in service areas that have traditionally proved difficult to shift in West Dunbartonshire, such as health outcomes and domestic abuse. We continue to shift and target resources to support the commitment to early intervention and prevention in both of these areas of work.

Resources and Spend

“Investments in the wholesale modernisation of the school estate were commendable. Elected members were committed to raising attainment and had successfully secured increasing amounts of funding to support local efforts”. *Care Inspectorate in February 2017.*

We are committed to shift and target our resources towards early intervention and prevention, with Community Planning resources prioritising early recognition and addressing identified risk and need through community and universal services.

There will however continue to be at risk and vulnerable children, young people and families who will benefit from and require continued additional support. For some this will mean living away from their family or community to best meet their needs and for others additional support in the community.

As identified within this Plan, West Dunbartonshire has a higher than average national rate of looked after children, along with increasing numbers of children placed on the West Dunbartonshire Child Protection register and those identified as having additional educational support needs. Innovative investment and commissioning approaches have continued across crucial provision to both bolster preventative measures and sustain targeted supports, for example with care experienced young people and supporting positive mental health of those experiencing grief and loss.

As reflected in the table below, a significant investment programme for the rebuilding of school estate has been based around three development models of new build schools, refurbishment of existing school and repurposing of existing school buildings. We envisage our 21st century schools to be technology and social rich learning spaces. These spaces create opportunity for learning in a variety of independent and collaborative styles.

Council School Estate	Project Budget
Bellsmyre Campus:	£10.65m
Kilpatrick School	£10.5m
Our Lady & St Patrick's High School	£25.9m
Balloch Campus	£16.464m
Total estimated Schools Estate Budget	£63.514m

Our refurbishment of existing schools, namely Bonhill – Lennox Primary School and Early Learning Childcare Centre, St Ronan’s Primary School, Ladyton Early Learning Childcare Centre and Highdykes Primary School have a combined project budget of £1.393m.

Our Schools Estate Improvement Plan works consist of various schools to upgrade Primary School Buildings and maintaining those schools which were in poor condition. It has a combined project budget of £4.6m.

For the few most vulnerable children and young people who require combined residential care and education to support their needs, the Health and Social Care Partnership (HSCP) and Educational services jointly fund Residential School placements with combined expenditure for 2016/17 estimated as £2,129,256. Estimated budget for 2017/18 is £2,212,428.

Educational Services funding for day placements	Budget 2017/18	Expenditure 2016/17	Average children per month
Residential	£1.575m	£1.344m	13.1 children per month
Day care	£1.591m	£1.960m	62.9 children per month
Total 2017/18	£3,166,000	£3,340,000	

Reflecting the implementation of the Children and Young People (Scotland) Act (2014), West Dunbartonshire HSCP’s payment to kinship carers has risen from £601,361 in 2015/16 to £1,012,168 in 2016/17. With estimated expenditure of £959,511 in 2017/18. From 2015/16 to 2016/17 we have seen a 30% reduction in the expenditure on adoption allowances which reflects our commitment to more robust and time specific assessment processes and the increased age of adopted children and young people in West Dunbartonshire. This is reflected in the estimated spend ongoing.

West Dunbartonshire’s commitment to supporting children, young people and families in the community is reflected in the commissioning approach and resource allocation to third and independent sector partners, thus reducing the risk of children being looked after away from home and increasing independence for children affected by disabilities.

As reflected in the table below, the HSCP continue to demonstrate that quality and service delivery are maintained and services are redesigned to deliver sustainable, high quality health and care services.

Health and Social Care Partnership	Estimate 2017/2018	Expenditure 2016/17
West Dunbartonshire Council Estimated Net Exp. Budget	£15,460,310	£15,477,870
Residential Accommodation for Young People	3,593,717	3,739,130
Community Placements	3,471,580	3,343,789
Residential Schools	637,428	789,992
Childcare Operations	3,862,961	3,811,788
Other Services - Young People	3,894,624	3,793,171
NHS Estimated Net Exp. Budget	3,384,000	3,319,200
Specialist Children Health Services (excluding CAMHS and Young People in Mind)	703,000	709,500
School Nursing	160,000	225,000
Health Visiting	1,750,000	1,700,900
Dental Health Support Workers	73,000	43,600
Senior Nursing	98,000	106,600
CAMHS	471,000	406,600
Young Family Support Workers	129,000 (includes £117 WDC funding)	127,000 (includes £117k WDC funding)
Identified as WDC funding within NHS Estimated Net Exp. Budget	£525,000	£525,000
Young People in Mind	102,000	102,000
Youth Counselling	40,000	40,000
Parenting	50,000	50,000
Specialist Children Health Services	333,000	333,000

Strategic Needs Assessment

“The strength of strategic approaches to targeting key universal health services had achieved some real gains within a very challenging context of high deprivation”. *Care Inspectorate in February 2017.*

West Dunbartonshire’s already agreed integrated planning process reflects forward planning, based on performance data, there is a range of local population’s data and wellbeing needs which have been referenced and collated.

There are clear challenges for partners in West Dunbartonshire in advancing the life chances of children given the high levels of enduring poverty and inequality across communities. Partners have a strong commitment to early intervention and we have invested in approaches and services to prevent problems escalating; while there are improving trends in a number of health measures, others remained stubbornly difficult to shift, in spite of the concerted efforts of staff across services.

Over the coming year with the development of the new Local Outcome Improvement Plan, and in line with our commitment to the analysis of population and trend data, we will be developing a detailed strategic needs assessment. The following pages review our current performance mapped against the SHANNARI well-being indicators, as well as trends over the last three years and comparative results with Scotland. Our analysis over the next year will consider the new ScotPHO data and future demographic analysis in order to inform our long term strategic needs analysis.

Performance Indicator		West Dunbartonshire				Scotland	Comparison West Dunbartonshire and Scotland
		2013/14	2014/15	2015/16	Direction of travel	2015/16	2015/16
Healthy	Exclusively breastfeeding at Health Visitor's first visit	21.7%	21.4%	25.2%	↑	35.6%	●
	Exclusively breastfeeding at the 6-8 week review	24.1%	23.2%	25.0%	↑	28.2%	●
	Exclusively breastfeeding at the 6-8 week review from the 15% most deprived areas	9.9%	10.3%	10.1%	↑		
	Smoking in pregnancy	19.6%	17.5%	20.7%	↑		
	Smoking in pregnancy - most deprived quintile	28.0%	24.5%	28.2%	↑		
	Measles, Mumps and Rubella (MMR) immunisations at 24 months	95.8%	96.1%	95.8%	↔	95.4%	◊
	Measles, Mumps and Rubella (MMR) immunisations at 5 years	97.5%	97.1%	96.9%	↓	97.1%	●
	Percentage of five year olds (P1) with no sign of dental disease	58.6%	61.9%	69.4%	↑	67.0%	◊
	Percentage of P7 children with no sign of dental disease	68.4%	67.4%	n/a	↓	75%†	●
	Percentage of 0-2 year olds registered with a dentist	38.4%	37.6%	40.9%	↑	49.1%	●
	Percentage of 3-5 year olds registered with a dentist	84.0%	85.1%	84.7%	↑	91.0%	●
	Percentage of P1 children at risk of obesity (upper limit)	11.3%	10.3%	8.6%	↓	9.9%	◊
	Teenage pregnancy 13-15 years rate per 1,000 (2011/13 and 2012/14)	5.6	5.9	5.1	↓	4.0	●
	Teenage pregnancy 15-17 years rate per 1,000 (2011/13 and 2012/14)	32.0	28.8	26.4	↓	22.3	●
	Percentage of women booked for antenatal care by the 12th week of gestation	79.45%	83.81%	91.39%	↑	88.79%	◊
	Rate of stillbirths per 1,000 births	5.1	2	3.2	↓	4	◊
	Rate of infant mortality per 1,000 births	2	5.1	1.1	↓	3.2	◊
	Number of births	983	979	924	↓		
Percentage of low birth weight babies (singleton births)	5.5%	6.1%	7.3%	↑	5.3%	●	

↑Increasing ↓Decreasing ↔Unchanged ◊Performing better than Scotland figure ●Performing worse than Scotland figure

Performance Indicator		West Dunbartonshire				Scotland	Comparison West Dunbartonshire and Scotland 2015/16
		2013/14	2014/15	2015/16	Direction of travel	2015/16	
Healthy	Percentage of children who have reached all of the expected developmental milestones at the time of the child's 27-30 month child health review - Early Years Collaborative Stretch Aim	76.0%	77.5%	71.7%	↓	72.4%	●
	Number of hospital admissions 0-19 years of age	2592	2684	2616	↑		
	Number of non-elective hospital admissions 0-19 years of age	1548	1628	1484	↓		
Safe	Percentage of child protection investigations to case conference within 21 days	80.2%	94.5%	83.0%	↑		
	Percentage of children on the Child Protection Register who have a completed and current risk assessment	100%	100%	100%	↔		
	Number of Child Protection referrals	154	138	201	↑		
	Number of Child Protection investigations	199	213	190	↓		
	Number of children investigated	196	197	170	↓		
	Number of children investigated - Male	102	103	79	↓		
	Number of children investigated - Female	91	93	90	↓		
	Number of children involved in pre-birth case discussions but not progressing to pre-birth conference	1	1	3	↑		
	Number of children involved in pre-birth case conference	17	15	14	↓		
	Number of children registered pre-birth (as distinct from live child registration)	0	2	3	↑		
	Number of Child Protection investigations resulting in a case conference (No of case conferences held)	96	127	108	↑		
	Number of children on the Child Protection Register at year end	20	34	28	↑		
	Number of children on the Child Protection Register - Male (At Quarter/Year End)	9	17	16	↑		
Number of children on the Child Protection Register - Female (At Quarter/Year End)	11	17	12	↑			

↑Increasing ↓Decreasing ↔Unchanged ◊Performing better than Scotland figure ●Performing worse than Scotland figure

Performance Indicator		West Dunbartonshire				Scotland	Comparison West Dunbartonshire and Scotland
		2013/14	2014/15	2015/16	Direction of travel	2015/16	2015/16
Safe	Number of children with temporary registration (At Quarter/Year End)	1	1	2	↑		
	Average length of time on Child Protection Register (Days) - All	82	173	107	↑		
	Average length of time on Child Protection Register (Days) - Male	86	165	114	↑		
	Average length of time on Child Protection Register (Days) - Female	79	180	97	↑		
	Percentage of children remaining on the Child Protection register for more than 18 months	0%	0%	0%	↔		
	Number of Child Protection registrations	51	86	57	↑		
	Number of Child Protection de-registrations	65	71	63	↓		
	Number of de-registrations where child moved into a formal placement	n/a	7	4	↓		
	Number of de-registrations where child returned home or at home with parents	n/a	52	57	↑		
	Number of de-registrations where child living with kinship carer	n/a	7	2	↓		
	Number of children and young people looked after	329	386	363	↑	15,317	
	Percentage of children and young people looked after (0-18 population)	1.73%	2.05%	1.94%	↑	1.40%	●
	Percentage of children looked after in the community	90.5%	89.1%	89.8%	↓	90.4%	●
	Number of children referred to the Scottish Children's Reporter Administration on offence or non-offence grounds	654	392	323	↓	15,329	
	Number of children referred to the Scottish Children's Reporter Administration on offence grounds	52	49	41	↓	2,761	
	Number of referrals to the Reporter on offence grounds	101	139	97	↓	6,685	
	Number of referrals to the Reporter on non-offence grounds	630	368	293	↓	20,655	

↑Increasing ↓Decreasing ↔Unchanged ◊Performing better than Scotland figure ●Performing worse than Scotland figure

Performance Indicator		West Dunbartonshire				Scotland	Comparison West Dunbartonshire and Scotland
		2013/14	2014/15	2015/16	Direction of travel	2015/16	2015/16
Safe	Rate per 1,000 children aged 8-18 referred to the Reporter on offence grounds	5.4	5.1	4.3	↓	4.9	◊
	Rate per 1,000 children aged 0-18 referred to the Reporter on non-offence grounds	35.2	20.7	16.5	↓	13.3	●
	Rate of emergency hospital admissions for alcohol misuse for people aged 16 and over per 1,000 population	9.9	9.2	10.5	↑		
	Number of domestic abuse incidents	1,460	1,220	1,358	↓	58,104	
	Number of domestic abuse incidents where children affected	n/a	768	975	↑		
	Number of people fatally injured in dwelling fires	0	0	0	↔		
	Number of home fire safety visit referrals from partner agencies	n/a	574	1,405	↑		
	Number of All Accidental Dwelling Fire casualties	12	5	25	↑		
	Number of accidental dwelling fires where alcohol/drugs and/or smoking materials is suspected	27	22	27	↔		
	Number of home fire safety visits completed	934	1,142	1,405	↑		
	Number of people killed/injured in road crashes	169	134	154	↓		
	Number of people killed/seriously injured in road crashes	32	28	24	↓		
	Number of incidents for consuming alcohol in a public place where appropriate bye-laws exist (5 year average)	796	774	450	↓		
	Number of public reported incidents of anti-social behaviour	6,497	6,130	6,801	↑		
Residents satisfied or very satisfied with agencies' response to tackling anti-social behaviour	88%	62%	n/a	↓			
Achieving	16 or 17 year olds in positive destinations (further/higher education, training, employment) at point of leaving care	44.0%	56.5%	62.0%	↑	n/a	
	Number of care leavers receiving aftercare services	21	33	33	↑	3,054	
	Percentage of young people eligible for aftercare services in employment, education or training	62%	41%	54%	↓	n/a	
	Percentage of receiving aftercare with known economic activity	62%	45%	58%	↓	n/a	

Performance Indicator		West Dunbartonshire			Direction of travel	Scotland	Comparison West Dunbartonshire and Scotland 2015/16
		2013/14	2014/15	2015/16		2015/16	
Responsible	13 year olds reported they usually drink at least once a week (including those who drink 'almost every day' and 'about twice a week')	11%	n/a	n/a		6%	●
	15 year olds reported they usually drink at least once a week (including those who drink 'almost every day' and 'about twice a week')	23%	n/a	n/a		17%	●
	Average units of alcohol consumed in the last week by 13 year olds	20	n/a	n/a		19	●
	Average units of alcohol consumed in the last week by 15 year olds	13	n/a	n/a		18	◇
	15 year olds reported having used or taken one or more of the drugs named in a list provided, even if only once	13%	n/a	n/a		17%	◇
	13 year olds reported having used or taken one or more of the drugs named in a list provided, even if only once	7%	n/a	n/a		4%	●
	15 year olds reported using drugs in the last month	7%	n/a	n/a		9%	◇
	13 year olds reported using drugs in the last month	4%	n/a	n/a		2%	●
	15 year olds reported that they had used drugs in the year prior to the survey	11%	n/a	n/a		15%	◇
	13 year olds reported that they had used drugs in the year prior to the survey	4%	n/a	n/a		3%	●
	15 year olds reported that they had used cannabis in the last year	11%	n/a	n/a		15%	◇
	13 year olds reported that they had used cannabis in the last year	4%	n/a	n/a		3%	●
Included	Number of instances of young people participating in diversionary activity provided through the Pulse	17,674	16,747	19,935	↑		

↑Increasing ↓Decreasing ↔Unchanged ◇Performing better than Scotland figure ●Performing worse than Scotland figure

We regularly collate and analyse information on a range of indicators to assess how we are making progress over time and through benchmarking with other areas; where good practice can be identified and shared; and identify areas for improvement.

Outcomes 2015/16	West Dunbartonshire	Dundee City	East Ayrshire	North Ayrshire	Glasgow City
Percentage of children who have reached all of the expected developmental milestones at the time of the child's 27-30 month child health review - Early Years Collaborative Stretch Aim	71.7%	77.8%	66.9%	73.4%	45.4%
Percentage of secondary school pupils achieving 5 plus awards at SCQF level 5 or higher	54%	52%	57%	52%	48%
Percentage of secondary school pupils achieving 5 plus awards at SCQF level 6 or higher	29%	27%	30%	24%	23%
Percentage of secondary school pupils from deprived areas achieving 5 plus awards at SCQF level 5 or higher	42%	37%	38%	39%	41%
Percentage of secondary school pupils from deprived areas achieving 5 plus awards at SCQF level 6 or higher	19%	13%	12%	13%	16%
Percentage of school leavers entering a positive destination	89.9%	88.2%	90%	90.8%	86.5%
Percentage of young people eligible for aftercare services in employment, education or training	54%	23%	26%	42%	41%
Percentage of those young people receiving aftercare with known economic activity	58%	47%	47%	42%	58%

Service Mapping

“An extensive range of support services was being delivered by partners and stakeholders to support children, young people and families across communities... Staff demonstrated strong persistence in terms of working alongside rarely-heard or reluctant-to-engage children, young people and families in order to facilitate improved outcomes in circumstances and life chances”.

Care Inspectorate in February 2017.

Across West Dunbartonshire, we can demonstrate that we are making a positive impact on the lives of our children and young people, meeting their needs through highly effective universal, targeted and specialist provision with a challenging demographic. Partnership planning is aligned and accountable to well established strategic integrated planning and operational structures across all statutory, third and independent sector providers in partnership with children, young people and their families.

Across the CPP, we recognise that effective workforce planning ensures that services and organisations have the necessary information, capability, capacity and skills to plan for current and future workforce requirements. This means planning a sustainable workforce of the right size, with the right skills and competences, which is responsive to demand and ensures effective and efficient service delivery across a broad range of services and locations.

In practice this is reflected through integrated assessment processes, shared planning arrangements, joint delivery of service and effective and appropriate information sharing across community planning partners, parents and carers; within universal, targeted and specialist provision. For professional groups of staff working across CPP with some of our most vulnerable people, there is reassurance, leadership and management from the well-established Public Protection Chief Officers Group.

The Health and Social Care Partnership services across community health and social work are jointly managed and delivered for children and young people. In addition strong and effective joint working between the Health and Social Care Partnership and Education Services has created within West Dunbartonshire an environment of child centred assessment and care planning; creating better opportunities for good outcomes for children and young people as well as their families.

Within the Health and Social Care Partnership this is further enhanced by the joint management of all community children’s health and social work services by the Chief Social Work Officer as the Head of Children’s Health, Care and Criminal Justice.

Effective joint working is supported by effective collaboration with Education Services, Police Scotland and the Third Sector Interface.

West Dunbartonshire was one of the first areas to integrate their community health and social work services and within this environment the Health Visiting Service has taken a lead role in the delivery of the Early Years Collaborative approach alongside colleagues from Education Services. The focus of the service has been to support pre-natal care, through the provision of intensive support to children and parents within the home and nursery setting.

One of the most effective measures of outcomes for children, young people and their families has been in respect of the performance information which can be accessed within the Dash Board (Community Health Visiting teams and School nursing), and across the various Referral to Treatment Waiting Time target reports for Speech and Language Therapy services, Children and Adolescent Mental Health Services, Paediatric Occupational Therapy, Physiotherapy and Community Children's Nurses (CCNs). This creates an environment for integrated analysis and review of trends leading to focused and appropriate service delivery and improvement.

Education Service and the HSCP Speech and Language service continue to develop innovative approaches to ensure that children and young people are having their needs assessed timeously. A programme of training for staff and parents as well as targeted support for teachers, children and parents to support effective referral pathways has supported the delivery of services within the target waiting time, with 63% waiting no longer than 18 weeks for treatment.

We have achieved standardised assessment and child planning processes and templates across the child's community health electronic record. This ensures all health professionals working with a child, for example; health visiting, school, school nursing, speech and language therapy, physiotherapy, occupational therapy and Child and Adolescent Mental Health Services (CAMHS); can record observations within the same file, contribute to a shared health chronology and be appraised about the extent of involvement and engagement with the child and family.

Significant investment of resources has been made within Education services to deliver a single agency assessment that is GIRFEC compliant and dovetails into further planning with community health and social work services as well as additional support services within the broader NHS Greater Glasgow and Clyde Acute services and Police Scotland.

The Psychology of Parenting Project (PoPP) is a prevention-focused parenting initiative that is hosted within NHS Education for Scotland. The PoPP implementation scheme provides a framework supporting the improvement of outcomes for young children between the age of 3 and 6, with elevated levels of behavioural difficulty. It

does this by guiding and supporting local services to deliver one carefully-selected evidence based group parenting programme for parents of this target group of children. West Dunbartonshire has been selected to become a site for this initiative. The programme selected in West Dunbartonshire is the 14 - week long Incredible Years® Pre-school Basic Parenting programme.

We will work with NHS Education for Scotland to deliver the Incredible Years programme across the Authority targeting 40% (168) of the estimated number of children who are likely to be at risk because of their behaviour. NHS Scotland will support some of the costs associated with the running of the groups, provide training and supervision to improve the quality of the delivery of the groups and build staff capacity and provide some of the materials required for the groups over the course of 2017-2018.

West Dunbartonshire was an early adopter of the Family Nurse Partnership approach. We have been able to gather evidence based long and short term benefits of participation in the programme include reductions in smoking during pregnancy, greater intervals between and fewer subsequent births, fewer child accidents, reduction in child abuse and neglect, better language development in children and an increase in employment and greater involvement of fathers. We have been able to demonstrate good outcomes for mothers and babies as part of a range of support services and interventions for families.

Adjustments have been made to the Health and Social Care Partnership CareFirst recording system to also ensure it is GIRFEC compliant; this joint recording system, across community health and social care, ensures joint recording of initial referral discussions (IRD) and facilitates the sharing and receiving of information from the two Named Persons services as well as other partners. This is particularly relevant where children and young people are being supported by third sector partners or where Housing services are working with vulnerable families.

Across community planning partners, we continue to provide a range of interventions to support vulnerable young people who may be experiencing difficulties, including; our school counselling service; and our range of mainstream parenting opportunities for all parents within our communities.

Locally, we have close and effective working relationships with our Third Sector Interface and wider voluntary sector partners agreeing shared priorities and delivering support and provision to children and young people e.g. Children First supporting parents with play; Life Changes Trust funded Peer Mentoring for looked after children at home and in the community; and Includem working to build confidence and resilience with our most vulnerable young people.

Partners deliver a range of sport and leisure opportunities to children and young people of all abilities; including initiatives and opportunities for families. For example, the Set 4 Sport programme enables parents living in properties with little or no garden to creatively engage their children in physical activities in any location. Children and young people with a disability benefit from the Disability Sport programme which offered coaching and support to access a range of well used activities as well as enhanced inclusive activities through the Leisure Trust.

For care experienced young people who have not made an initial successful transition from school into training, education or employment, Skills Development Scotland (SDS) has a particular role and responsibility as a corporate parent to offer the support, guidance and opportunities necessary to help them reach their full potential. Supporting these young people is therefore, a core function of our post-school targeted service. As such SDS are a key partner in our Corporate Parenting Strategy and approach as well as an integral member of our Children and Families Delivery and Improvement Group.

Evidence locally and nationally suggests that families benefit from a wide range of universal and targeted services, parenting opportunities being one aspect to support families to remain together or work towards a return home. We have responded to this feedback from families, carers and practitioners by creating and providing a range of information and services that support the wellbeing of their families and children, with a tiered approach to service provision, and from pre-birth to young adulthood.

Key Achievements and Good Practice

“Partners worked effectively together to identify cross-cutting themes and agree a manageable number of priorities”. *Care Inspectorate in February 2017.*

The summary report of the joint inspection of inter-agency provision of children’s services in West Dunbartonshire, published in February 2017, assessed our impact on children and young people as “very good”. The report (Services for children and young people in the West Dunbartonshire) also noted that the strength of strategic approaches to targeting key universal health services had achieved some real gains within a very challenging context of high deprivation.

Integrated Joint Working – GPs and GIRFEC

In 2015 a number of practices within Clydebank Health Centre nominated themselves to take part in a national Information Sharing pilot between GPs and the Education Named Person Service. This was led by a GP Child Protection Specialist in conjunction with the Health and Social Care Partnership and Educational Services. This pilot has proven to be very effective, considerably improving GP understanding of the roles of different professionals; the amount of involvement education professionals have in the lives of families; and the information already held by schools. It has established trusting relationships and improved appropriate information sharing - which has in turn positively impacted on the lives of children, young people and their families. The findings from this West Dunbartonshire Information Sharing GP pilot have been shared locally; and also reported at a well-received two day master class held by the Scottish Government GIRFEC team and attended by all 32 Local Authorities.

Effective change management – Seasons for Growth

While many schools across Scotland run Seasons for Growth groups, the programme in West Dunbartonshire is led strategically, well embedded in primary and secondary schools and is delivered in other settings. The inspection team viewed it as a model of outstanding and sustainable practice.

In 2005, staff recognised that the long-term, negative impact of unresolved issues arising from challenges such as bereavement, separation and divorce which could be mitigated by using the Seasons for Growth programme. Seasons for Growth is a peer education group work programme facilitated by two trained ‘companions’. Initial attempts to introduce the programme were ineffective. Although initially dozens of companions were trained, only one group was actually delivered. As a result, a multi-agency action group was established to develop a sustainable development plan to make Seasons available to all children and young people.

Choose Life committed funding for training, materials and employment of a senior educational psychologist one day a week to chair the multi-agency action group and coordinate the programme. Continued support from strategic leaders (through the mental health and wellbeing strategy group) has been key to this success. Partners

analysed barriers that had prevented the programme being used. A model of sustainable development was put in place, including two trained companions in each school supplemented by a large pool of multi-agency 'floating companions', which included health and social work professionals and staff from the third sector. The programme was successfully rolled out one learning community at a time, over a two-year period. The programme has been delivered in children's houses and many looked after children attend groups in their own schools. An adapted programme for Syrian refugees began in January 2017. Every group is evaluated and positive feedback has been received from staff, children, young people and families. Further, the action group has identified a relationship between the well-embedded Seasons for Growth programme and raising attainment. We believe this merits further research as part of the Scottish Attainment Challenge.

Leadership by young people for young people - Y Sort It

Led by a management board of young people, Y Sort It is an influential project delivering high quality, innovative and inclusive youth work opportunities to children, young people and families. With a proven track record in strategic and operational partnership working over a fifteen-year period, the project has successfully supported young people to achieve positive outcomes. There is a clear vision of enhancing life opportunities by young people, for young people with staff and mentors acting as strong advocates; influencing decision making and achieving transformation in services.

As a strong collaborative partner, the project plays a key role in holding partners to account and ensuring the views and needs of young people are central to strategic decision making, service design and delivery. By accessing important sources of revenue and attracting matched funding, the project supports partners in delivering a range of sustainable, early intervention provision and opportunities for young people.

The project recognises that young people living in an area of multiple deprivation often experience, or are at risk of experiencing, social and economic exclusion. It promotes equality and diversity by helping young people achieve their ambitions. The project has achieved success in engaging and supporting a range of seldom heard or difficult-to-reach young people, such as young people with caring responsibilities, young people from the lesbian, gay, bi-sexual, transgender and intersex (LGBTI+) community and young people involved in offending behaviour and substance misuse. The Wrecked & Wasted initiative has been helping young people to change attitudes and behaviours related to alcohol and drug use through harm reduction and peer-led youth work approaches.

Commitment to equality and inclusion - Highly Dependent Learners

The Highly Dependent Learners approach, facilitated by a strategic steering group, demonstrated a strong multidisciplinary approach to supporting children and young people with complex physical, medical and learning needs within mainstream education provision. It clearly demonstrates partners' commitment to equality and inclusion. Staff work collaboratively within the spirit and principles of Getting it Right for Every Child to meet legislative requirements and promote positive outcomes for children with additional support needs.

Families have indicated that they feel engaged, listened to and believe that services are responsive to meeting the changing needs of their children at every stage of development. Multi-agency protocols facilitated partnership working, which in turn contributed to positive outcomes for vulnerable young babies. There is very early recognition by neonatal health staff of issues related to prematurity or other additional needs. Excellent communication between neonatal units, primary care and nurseries enables staff to identify and anticipate the longer-term developmental needs of children. One-to-one training sessions between health professionals and education staff have been put in place to build confidence in providing services to this particular group of children and young people.

Digital Well Being – Information for Children and Young People

West Dunbartonshire is part of the 'Aye Mind' a Digital 99 pilot being delivered across NHS Greater Glasgow and Clyde (NHSGG&C); the programme aims to create a more appropriate safe based internet provision for children and young people. All Health and Social Care Partnership Children's Homes have focussed resources to support young people to continue to have access to digital and social media but with additional levels of safety and monitoring. On-line safety is only one of the responses the CPP has to protecting children and young people at risk from Child Sexual Exploitation (CSE).

Community Safety - Child Sexual Exploitation

Our local delivery plan to recognise and prevent CSE reflects a joined up approach to keeping our children safe that is in line with national guidance. Through the CSE Strategy Group we have raised the awareness among services, and staff of the prevalence and signs of CSE. We have also provided training and development opportunities for our foster carers and residential staff which has been received well and recognised through our strategic inspections. Our response will continue to be monitored and reviewed as part the governance of the Child Protection Committee and the Public Protection Chief Officers Group.

Police Scotland Peer Mentoring Programme 'Be-Smart'

Police Scotland is leading the way in prevention on a range of child protection and public protection initiatives. Their peer mentoring pilot Be-smart was developed in

partnership with global leader in IT Security Trend Micro. This programme is part of the Choices for Life programme within Police Scotland, which provides young people with a range of information and supports them to make informed and safe decisions. The Be-Smart training was piloted with officers within West Dunbartonshire, Argyll and Bute, Highlands and Fife and is now being rolled out more widely across the school community. The programme aims to provide adults and youth mentors with the skills they need to teach their communities about being safe and responsible online. Be-Smart Training was completed in West Dunbartonshire in June 2016; by pupils and teachers from two secondary schools, parents and Youth Workers from the Voluntary Sector (Y Sort It).

Strategic Outcomes

“Young people, including the most vulnerable, were meaningfully involved in influencing policy and service development”. *Care Inspectorate in February 2017*

Strategic Outcome 1

Demonstrate the difference investments in early intervention and prevention are making for all children and young people through the measurement of robust data and progress across strategic plans.

Our Local Improvement priorities are:

To create robust measurement processes for data analysis, and review current Strategic Plans across CPP partners

What we will do:

- Continue development of the Strategic Needs Assessment (SNA)
- Review Community Planning Partnership Integrated Performance Report for children and young people
- Evaluate performance across the Community Planning Partnership on an annual basis alongside trend analysis data.

What are the plans and structures that support us to succeed?

- Health and Social Care Partnership Strategic Plan and Annual Performance Reports
- Education Services Service Plan and Annual Performance Reports
- Council and NHS GG&C Equality Mainstreaming Reports

Strategic Outcome 2

Strengthen strategic plans in recognition of national policy directives on prevention of domestic abuse.

Our Local Improvement priorities are:

To continue to address issues relating to Domestic Abuse across the Community Planning Partnership

What we will do:

- Establish West Dunbartonshire Violence Against Women (VAW) Strategy Group with Argyll and Bute in line with Police Scotland Divisional boundaries
- Share learning, training and development across new wider partnership
- Explore opportunities for delivering Safer Together programme across the new wider partnership
- Deliver integrated and appropriate housing approach to meet the needs of those affected by domestic abuse, including *No Home for Violence*
- Reinforce Domestic Abuse as a key priority of the CPP through development of new Local Outcome Improvement Plan (LOIP)
- Explore the use of preventative strategies locally;
 - SACRO development to be explored;
 - Violence Reduction Unit Street Arrow Food Truck development;
 - Preventative Group work with young people from backgrounds of domestic abuse.

What are the plans and structures that support us to succeed?

- Community Justice Partnership Plan
- HSCP Strategic Plan
- Equality Mainstreaming Report
- Local Outcome Improvement Plan and Safe Strong and Included Delivery and Improvement Group

Strategic Priority 3

Strengthen strategic plans in recognition of national policy directives on prevention on young people who are looked after.

Our Local Improvement priorities are:

To continue to address issues relating to Kinship Care and Improve outcomes for children looked after at home

What we will do:

- Improve liaison with local Kinship Care Network to ensure their involvement in strategic planning.
- Develop opportunities for alternative supports for kinship carers
- Revise Kinship Care Policy
- Engage in the National Root and Branch Review of Looked After Children Services.

What are the plans and structures that support us to succeed?

- CPP Inspection Improvement Action Plan
- West Dunbartonshire Council Local Housing Strategy

Strategic Priority 4

Achieve greater consistency in quality of assessments of risk and need and the formulation of plans to meet identified factors by ensuring that approaches to day-to-day quality assurance of operational practice are robust, systematic and deliver intended improvements.

Our Local Improvement priorities are:

To improve outcomes for children and young people looked after at home, and
Quality assurance – Ensure more consistent quality across: assessments, plans and reviews

What we will do:

- Agree process for integrated chronologies
- Introduce new comprehensive assessment
- Create clear and robust performance measures for assessment and care planning
- Develop and deliver training materials for robust assessment and care planning
- Further develop single and multi-agency case file audits to measure improvements and maintain quality.
- Deliver Raising Attainment programme focused on looked after at home children and young people
- Develop clear joint working across Community Alliance, Youth Alliance, HSCP and Education quality clusters and Housing Services.

What are the plans and structures that support us to succeed?

- Raising Attainment Strategy/Plan
- Corporate Parenting Strategy

Strategic Priority 5

Continue to fully implement Getting it Right for Every Child

Our Local Improvement priorities are:

The Implementation and compliance with the Children and Young People (Scotland) Act 2014 and statutory guidance

What we will do:

- Continue to build a confident workforce to fully embed the GIRFEC approach into our daily activities
- Train and develop our staff to maximise the skills and potential within our 'Teams around the Child'
- Develop our systems, Emis, Seemis and Carefirst to make them more efficient and relevant to changing practice and performance monitoring
- Develop a more outcome focussed approach within our assessment and planning process.
- Build on multi-agency approaches and extend further into specialist, adult and third sector services
- Respond to the changes in respect of the Information Sharing Bill and Data Protection Act.

What are the plans and structures that support us to succeed?

- Health and Social Care Partnership Strategic Plan and Annual Performance Reports
- Education Services Service Plan and Annual Performance Reports
- CPP Inspection Improvement Action Plan
- West Dunbartonshire Council Local Housing Strategy
- Criminal Justice Partnership Plan

Strategic Priority 6

Improve the lives of children and young people (0-18yrs) by equipping parents through a comprehensive suite of parenting interventions

Our Local Improvement priorities are:

To improve the co-ordination, integration, delivery and evaluation of parenting programmes

What we will do:

- Refresh of 'Handling Teenage Behaviour' training
- Review referral processes for Parenting opportunities
- Support preparation and sustainability for parents attending parenting programmes. Roll out Psychology of Parenting Programmes (PoPP) approach.
- Continued focus on universal and targeted programmes of parenting including Mellow Babies and Incredible Years.

What are the plans and structures that support us to succeed?

- Community Planning Parenting Strategy
- Sexual Health and Blood Borne Virus Framework Update
- Pregnancy and Parenthood in Young People Strategy

Strategic Priority 7

Improve the lives of all children and young people (8 – 25yrs) in our communities and looked after at home.

Our Local Improvement priorities are to:

Improve outcomes for children and young people across our communities

What we will do:

- Address the attainment gap for looked after children at home as well as those looked after away from home
- Ensure compliance with the Carers Act by continuing to work with young carers and partners providing services and support to young carers
- Continued support to children and young people experiencing grief and loss
- Continued support for children and young people affected by disability and issues of mental health
- Prioritise the needs of children and young people looked after in the community.

What are the plans and structures that support us to succeed?

- Health and Social Care Partnership Strategic Plan and Annual Performance Reports
- Education Services Service Plan and Annual Performance Reports
- CPP Inspection Improvement Action Plan
- West Dunbartonshire Council Local Housing Strategy
- Child Protection Committee Improvement Plan

Commissioning

“Partners evidenced a clear commitment to integration and collaborative working”.
Care Inspectorate in February 2017

The Community Planning Partnerships’ strategic governance structures support and encourage collaborative working for partners and staff at all levels; this approach to commissioning across services supports local decision making based on autonomous decision making in communities and partnership with others. The third sector plays an important role in securing and directing external resources to best meet need and were keen to become even more involved in strategic planning and commissioning.

The Health and Social Care Partnership (HSCP) cements together both NHS and local authority responsibilities for community-based health and social care services within a single, integrated structure; this partnership has been expanded to establish a Market Facilitation Consortium model of market analysis across all of our health and social care services from across the statutory, independent and third sector to make the best use of the significant resources invested across our communities.

The Market Facilitation Consortium is grounded in the fundamental principles of ensuring a comprehensive partnership approach across all sectors providing health and social care services; a commitment to provide enhanced delivery of service to individuals and communities and a need to create diversity within the market place based on population needs.

A Consortium approach provides a robust framework for all partners, across age groups and care groups; with clarity of roles, responsibilities, expectations and opportunities for each sector partner described within the context of market facilitation.

The purpose of the Consortium is to:

- Create, develop, maintain and grow high quality service delivery in and around West Dunbartonshire in order to service the needs of local people and communities; especially those who are most disadvantaged
- To create and deliver flexible and holistic service packages which are joined up and responsive to need and demand
- To augment provision through the ability of service providers to maximise resource efficiency and support the development of sustainable community capacity

The approach provides third and independent sector partners access to the same information and data used within statutory services; providing opportunities for service delivery where there is an agreed and identifiable need for services based on demographic and neighbourhood analysis. Partners across sectors are then working in an innovative and collaborative approach which as a result is responsive, flexible and accountable to local people within their own localities.

As such each of the consortium partners is responsible for the following:

- An accountability for quality assurance
- Financial management and fiscal responsibility of public monies
- Evidence of market intelligence
- Evidence of beneficiary impact across all sectors including commissioning third and independent sector services.

Governance and Quality

The governance and quality is made up of a matrix of systems and processes to ensure our services are delivered to the highest quality and the range of professions involved with children and young people are supported by robust and appropriate governance frameworks.

1. National Care Standards

The National Care Standards were created under the Regulation of Care (Scotland) Act 2001. There has, however, been significant change in the policy and delivery landscape since the standards were published in 2002 and Scottish Ministers committed to a review to update and improve standards in line with current expectations of quality care. The new draft National Care Standards will focus on human rights; in other words those who use services are fully involved in the planning and delivery of services.

There are six main principles behind the Standards:

- Dignity
- Privacy
- Choice
- Safety
- Realising Potential
- Equality and Diversity.

2. Clinical and Care Governance

Clinical and care governance is the process by which accountability for the quality of health and social care is monitored and assured, supporting staff in continuously improving the quality and safety of care and ensuring that wherever possible poor performance is identified and addressed.

Effective clinical and care governance arrangements are in place to support the delivery of safe, effective and person-centred health and social care services within those services delegated to the local HSCP Board. Clinical and care governance requires co-ordination across a range of services, (including procured services) so as to place people and communities at the centre of all activity relating to the governance of clinical and care services.

The HSCP system of clinical and care governance stimulates multidisciplinary teams to engage in reflective conversations – in a consistent, systematic and on-going manner – that are focused on the detailed composition of care for specific conditions/ pathways or patient/client groups .

3. Duty of candour

The existing approaches to candour are being considered and The Scottish Government intends to introduce a statutory requirement on organisations providing health and social care to have effective arrangements in place to demonstrate their commitment to disclose instances of physical or psychological harm.

The proposals have been intentionally focused on organisational duty, forming a further dimension of the arrangements already in place to support continuous improvements in quality and safety culture across Scotland's health and care services. Currently in a consultation process, when enacted, West Dunbartonshire Council, the HSCP and NHS Greater Glasgow and Clyde services will support and deliver on the intended consistent approach to disclosure of events that have resulted in physical or psychological harm to users of services.

Consultation on Children Services Plan

We want to encourage individuals and organisations to take part in the consultation of this Plan; it is available on-line, by requesting and completing a paper copy of the consultation documents and questionnaire, or through one of the focus groups and meetings where the plan was discussed.

It is our intention to engage our Corporate Parenting Champions Board in the development of a specific version of this plan for Children and young people.

WEST DUNBARTONSHIRE COUNCIL**Report by Chief Education Officer****Educational Services Committee: 6 September 2017**

Subject: Literacy and Numeracy - Benchmarking**1. Purpose**

- 1.1** This report advises Members on the performance of literacy and numeracy in West Dunbartonshire at Early Years, P1, P3, P5, P7 and S2 from 2014 and P4 and P6 from 2016.

2. Recommendations

- 2.1** The Educational Services Committee is recommended to:

- 1) note the contents of this report
- 2) note that improvements planned will be implemented as per Scottish Attainment Challenge (SAC)

3. Background

- 3.1** As part of Educational Services' Raising Attainment Strategy pupils are tested using baseline assessments at nursery and P1 and standardised tests in literacy and numeracy at P3, P4, P5, P6, P7 and S2.
- 3.2** Performance at P3, P7 and S2 has been tracked using literacy and numeracy Standardised Tests since 2012. P5 was added in 2013. P6 was added for literacy in 2016 as P4, P7 were being tested as part of the National Improvement Framework (NIF).
- 3.3** Since 2014 attainment data has been gathered using locally developed tests in literacy and numeracy baseline assessments at early years' establishments and in P1 at primary schools.
- 3.4** In 2016, the Scottish Government tested P4 and P7 in literacy as part of the Scottish Attainment Challenge. As a challenge authority West Dunbartonshire was one of seven councils chosen to participate in this national moderation of attainment levels.

4. Main Issues

- 4.1** Children's progress within Curriculum for Excellence is assessed using a range of evidence of what children learn and achieve and how well this prepares them for life beyond school.

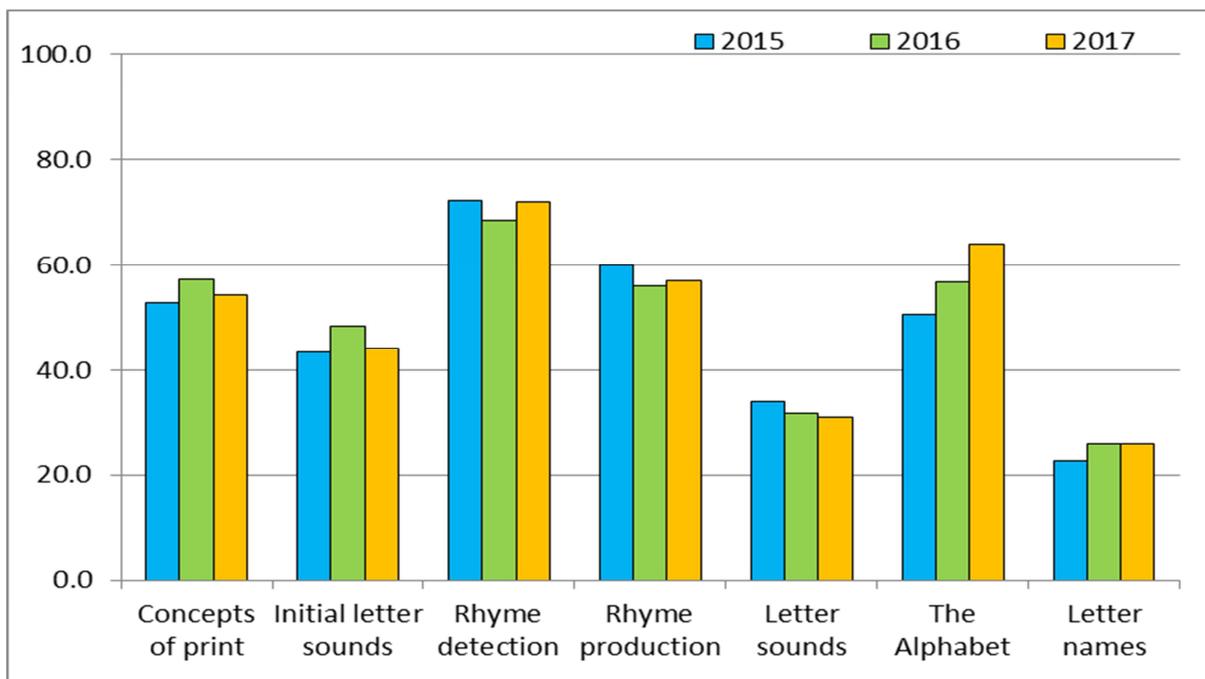
- 4.2** In West Dunbartonshire we are committed to gathering data on children's progress at key stages, including differences between those from the least and most deprived areas. This supports us to plan interventions to ensure that all children achieve as well as they can.
- 4.3** A further strategy to build an authority wide picture of progress was introduced in May 2012. This included a series of standard assessments at P3, P7 and S2. In March 2013 P5 pupils were also included. From 2013 literacy baseline assessment was carried out in all Early Years establishments. During 2014 and 2015 early reading skills (literacy baseline assessment) was used to assess progress for all P1 pupils. During 2015, baseline assessment in numeracy was carried out in all Early Years establishments and in literacy in a sample of establishments. In May 2016, baseline assessments in literacy and numeracy were undertaken in all early years' establishments and primary schools for P1 pupils. From August 2017 new national assessments will be introduced at P1, P4, P7 and S3. The use of a standardised assessment, will lead to consistent assessment approach within the broad general education. Members are reminded that standardised tests are one form of assessment used to gather data to build a picture of children and young people's progress.
- 4.4** In the standardised assessments, West Dunbartonshire pupils were benchmarked against a group of pupils chosen from schools across the UK whose performance was representative of a national standard. This is referred to below as the national benchmark.
- 4.5** The assessments produce standard age scores for pupils. These are created by converting the pupils' actual scores in the tests to standardised scores which take into account their age in years and months. This gives an indication of how each pupil is performing as compared to other pupils of the same age across the UK.
- 4.6** In session 2016-2017 the West Dunbartonshire toolkit for recording, tracking and monitoring attainment was launched. This toolkit records the progress of attainment, achievement of pupils from the age of 3 to age 15. The toolkit also records and tracks any risk factors that may affect a child from achieving milestones for their age and stage. This toolkit will profile the individual learner journey of each child.
- 4.7** At early level children's literacy and numeracy skills are assessed throughout, the pre-school year and in P1. This includes young children in early years' settings, partner nurseries and all primary schools. The early level assessment is benchmarked across the authority to highlight performance levels.
- 4.8** The literacy and numeracy assessment results are used to track trends in early level literacy and numeracy attainment. This information provides a comprehensive picture of progress in key literacy and numeracy skills for children at early level in West Dunbartonshire.

- 4.9 Data from the baseline assessments and standardised tests is used to identify areas of focus for improvement across West Dunbartonshire.
- 4.10 The high level messages emerging from the baseline assessments and standardised tests indicate the following:

Reading

The charts below show performance in the test areas in the Early Level Literacy Baseline Assessment as the percentage of children who achieved the relevant benchmark in the specific area. Four areas showed higher results in 2017 than for 2015-16, except for Concepts of Print, Initial Letter Sounds and Letter Sounds which showed a slight decrease. The Alphabet and letter Names have improved in the last two years.

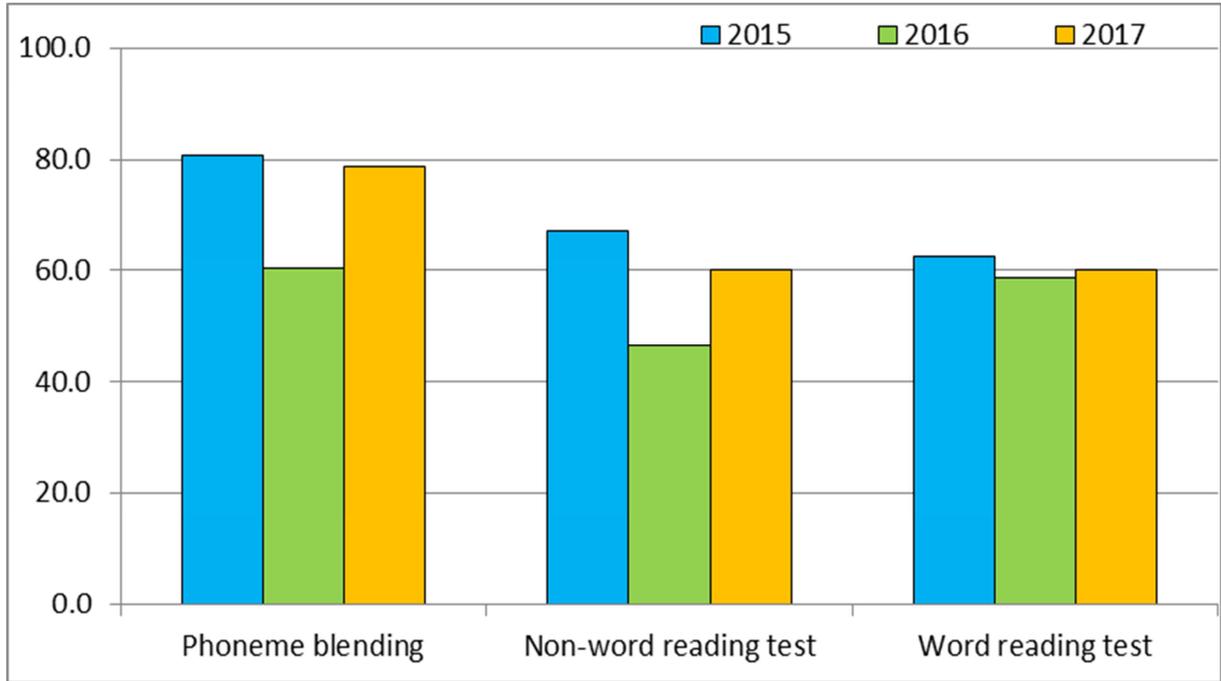
Early Years Literacy Baseline – Early Learning and Childcare Centres



Performance for P1 pupils is better this year than in 2015-16. However, performance is still below the 2014-15 levels.

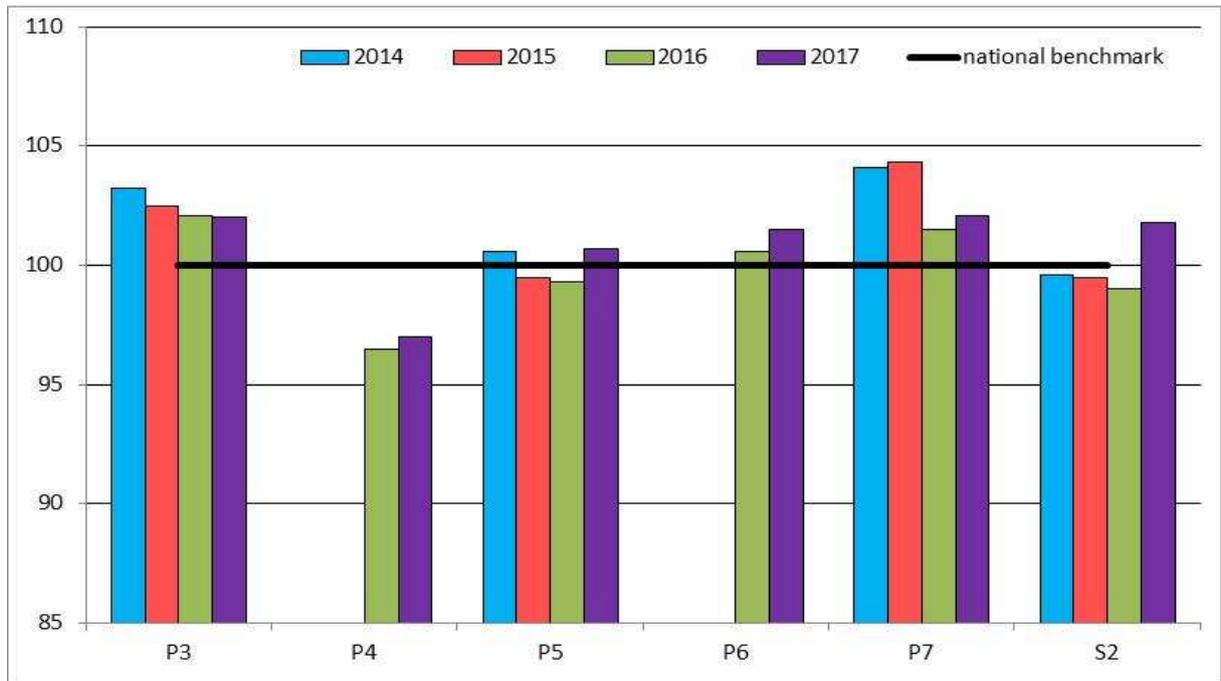
During session 2016-17 a wider range of literacy skills were tested at early level which provided data to measure progress in reciprocal teaching, emergent writing, environmental print and syllable structure. This allows nurseries to plan for progress in these areas.

Early Years Literacy Baseline – Schools



The chart below shows the performance of West Dunbartonshire pupils by Mean Standard Age Scores for each tested stage in both Reading and Mathematics tests between 2014 and 2017 compared to the national benchmark for the same tests.

GL Assessment Standardised Testing Results for Reading



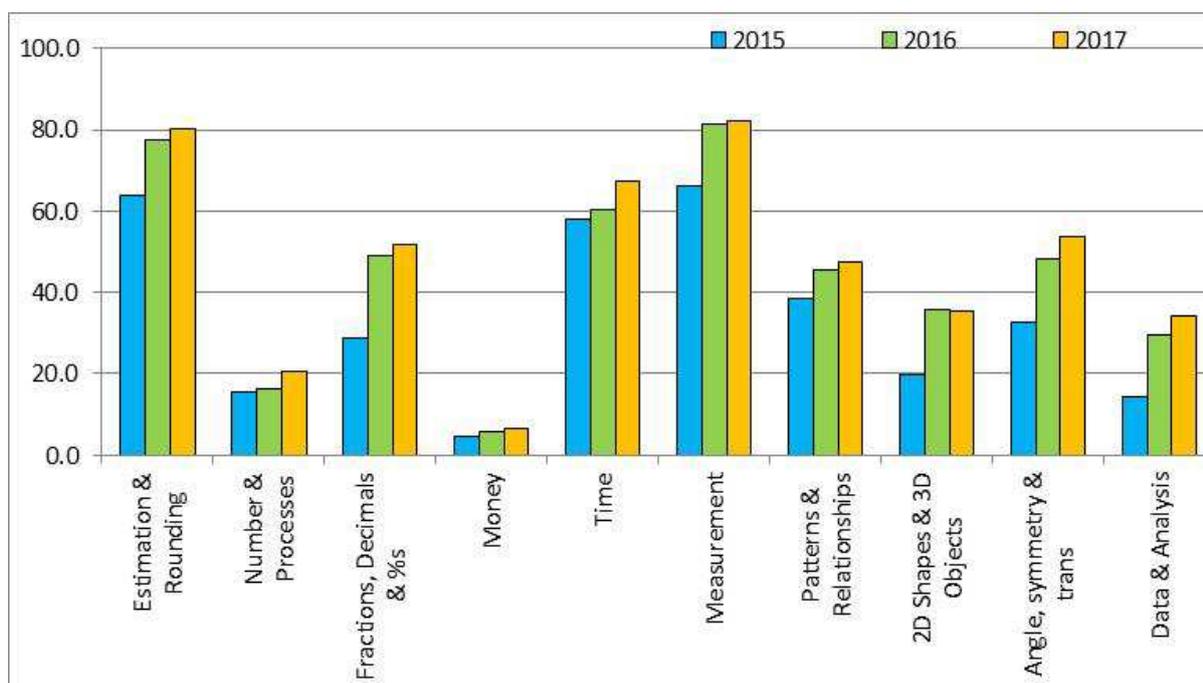
In 2017 at P3, P5, P6, P7 and S2, West Dunbartonshire performed higher than the national benchmark; at P4 performance was just below the national benchmark. At all stages performance was within the average band (Standard Age Score of 89-111).

Using the attainment profile, schools requiring targeted approach to support raised attainment have been identified. Attainment in some schools showed a slight decline compared to the previous year. In 2017, approximately half of schools (50.5%) had an increased performance in P3, P5 and P7 compared to the previous year.

Numeracy

The charts below show performance in the ten test areas in the Early Level Numeracy Baseline Assessment. Performance in Early Learning and Childcare Centres (ELCCs) increased for nine curricular areas in 2016-17, except for Properties of 2D Shapes and 3D Objects which decreased slightly. This means there has been a sustained improvement over the last two years in these nine curricular areas.

Early Years Numeracy Baseline – Early Learning and Childcare Centres



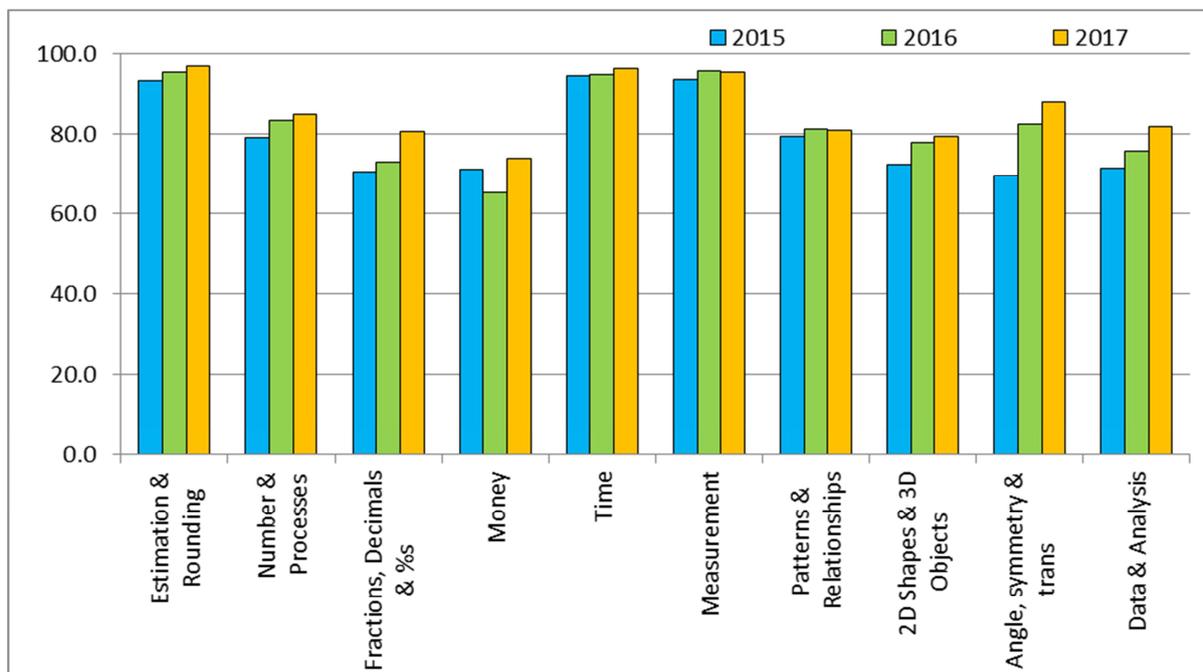
As expected, performance for P1 children was higher than for ELCCs for all areas, especially for Money, Number and Number Processes and Data and Analysis.

In 2016-17 an increased percentage of P1 children achieved the expected benchmark for eight curricular areas, compared to 2015-16. However, there was a small decrease in performance compared to 2015-16 for Measurement

and Patterns and Relationships. This means there has been a sustained improvement over the last two years in seven curricular areas.

Children who were in nursery in 2016 who are now in P1 have made progress with the biggest gains in money and number and number processes

Early Years Numeracy Baseline – Schools

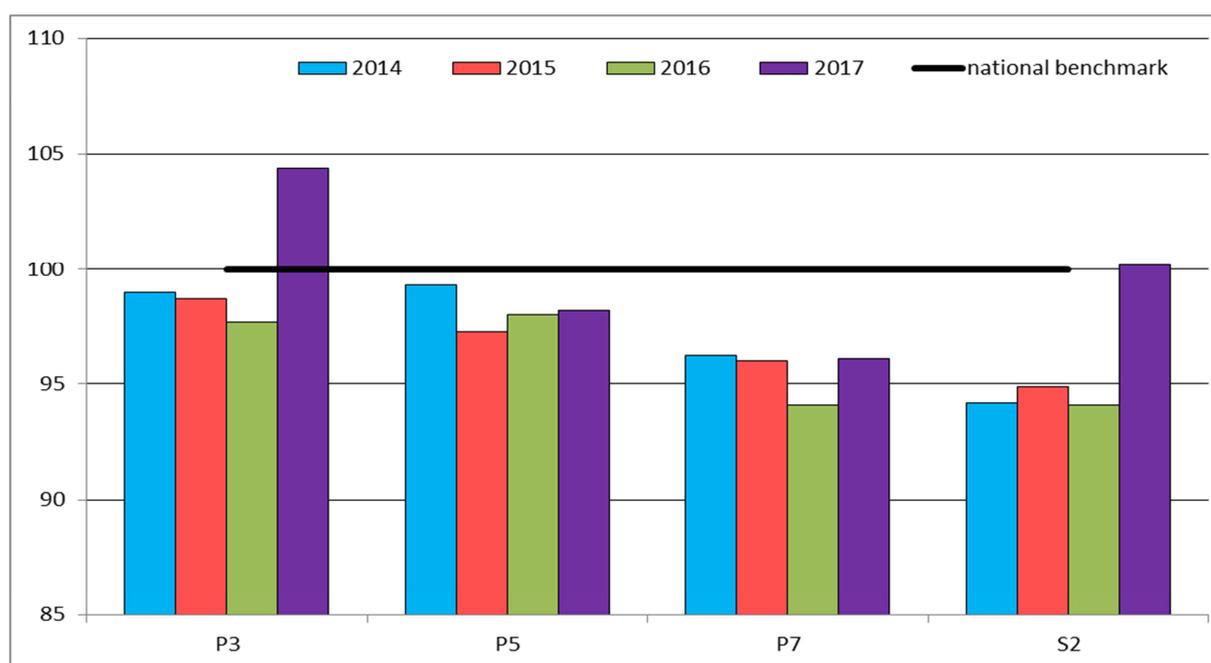


The following chart shows the performance of West Dunbartonshire pupils by Mean Standard Age Scores for each tested stage in Mathematics tests between 2014 and 2017 compared to the national benchmark of 100 for the same tests.

In 2017 there is an increase in performance at all stages compared to 2016, and at P3 and S2 West Dunbartonshire performed above the national benchmark. At all stages performance was within the average band (Standard Age Score of 89-111). Members are asked to note that the standardised test for maths changed in 2017 meaning comparison between the 2017 data and previous years requires caution.

The pupils in P3 in 2015 and now in P5 showed a drop in performance, as did pupils in P5 in 2015 who are now in P7. However, pupils in P7 in 2015 and now in S2 showed an increase in performance. In 2017, more than half of schools (62.6%) showed an increase in performance in P3, P5 and P7 compared to the previous year.

GL Assessment Standardised Testing Results for Mathematics



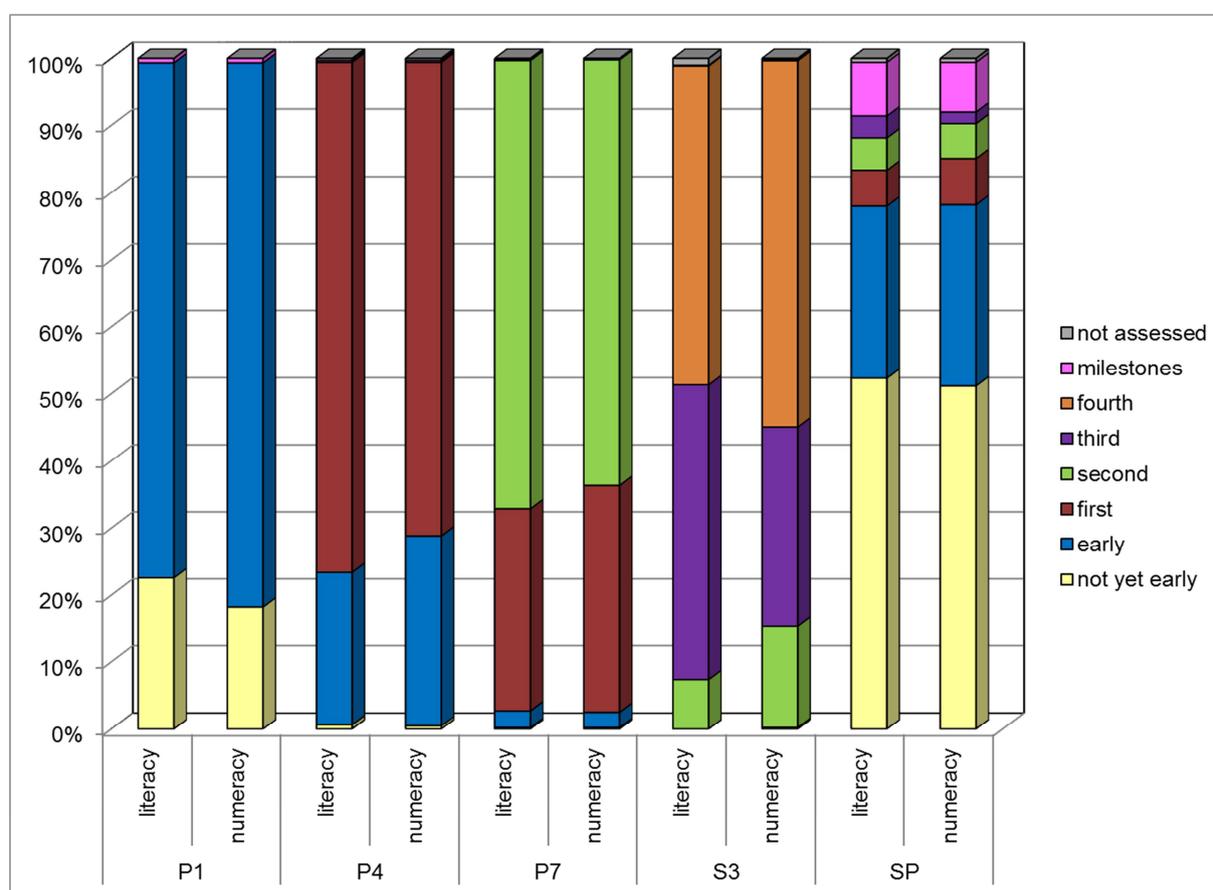
- 4.11** Scrutiny of the content of the numeracy scores identified a number of areas requiring support and improvement, particularly shape, position and movement, conceptual understanding and money. This reflects the national picture for numeracy as identified in the Scottish Survey of Literacy and Numeracy.
- 4.12** There was an increase in attainment in all SMID groups in maths. It is important to note there are slightly higher increases in performance for pupils living in deciles 1 and 2 in comparison with other decile groups. For pupils living in SMID 2, there is a 3.1% increase in attainment in reading. Compared to the national benchmark (Standard Age Score of 100) some schools with high Free Meal Entitlement and SIMD are performing well as their data is at or just below the national benchmark. It is recognized that a number of schools are underperforming against national stretch aim for at least 85% of children to have achieved levels for their age and stage.
- 4.13** Interventions identified by establishments to address performance in areas of numeracy have been incorporated into improvement planning and Pupil Equity Fund (PEF) planning to be implemented during the 2017-18 session.
- 4.14** The focus for the attainment projects is raised attainment in literacy and numeracy, health and well being. The Challenge funding enabled us to use various methods to improve attainment, including a maths attainment team, family hub, professional learning programmes for education leaders, teachers and support staff.
- 4.15** The National Improvement Framework measures pupil attainment using the Teacher Judgement Survey. In June 2016 and 2017, teachers used their

professional judgement to determine what Curriculum for Excellence level pupils had achieved at P1, P4, P7, S3 and all pupils in standalone special schools / units.

4.16 Curriculum for Excellence states that pupils are expected to have achieved Early level by end of P1, First Level by end of P4, Second Level by end of P7 and Third or Fourth Level by end of S3. Pupils in primary schools may achieve each level earlier or later than expected, depending on individual needs and aptitude.

4.17 The following chart shows the performance of West Dunbartonshire pupils in the most recent Achieved a Level Survey, which showed at this time that the majority of pupils in West Dunbartonshire achieved the level expected by the stage tested.

Achieved a Level Survey Results for June 2017



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

- 1) over 75% of pupils in P1 achieve the expected Early level in literacy and numeracy
- 2) over 70% of pupils in P4 achieve the expected First Level in literacy and numeracy

- 3) over 60% 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
- 5) achievement in Special Schools is mixed depending on each child's individual needs.

4.19 Strategic improvement groups led by senior education officers for literacy, numeracy, health and wellbeing are established. Reports on progress are provided at the raising attainment project board chaired by the Chief Education Officer. Workstreams focusing on early intervention, intervention and developmental stages are supporting improvements in the quality of the curriculum including progression pathways; quality of learning and teaching; the leadership and management of change and improvement to raise standards.

4.20 To support a consistent level of improvement our local school improvement framework has been revised. Senior education officers will provide support to headteachers to improve performance outcomes. Targets for improvement will be set for schools underperforming against the national stretch aim that by 2020 at least 85% of children and young people will attain levels set for their age and stage. Our revised framework is aligned to the government expectation that improvement should focus on learning in the classrooms. Officers will support headteachers to:

- focus on the quality of teaching and learning
- focus on excellence in results and outcomes

4.21 To support an equitable level of improvement for all children our Scottish Attainment Challenge interventions have been refocused: children and families who require additional intervention to close the gap have been identified. Schools will be supported by senior officers to plan, allocate resources and review rigorously attainment progress for individuals and groups identified in WDC baseline, and/or national assessments who do not attain levels for their age and stage.

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 Costs of tests are met within existing service budgets and Scottish Government met the costs of literacy tests for P4 and P7 in 2016 and 2017.

7. Risk Analysis

- 7.1 Failure to address issues relating to improving attainment and achievement will disadvantage our children and young people.

8. Equalities Impact Assessment (EIA)

- 8.1 An Equalities Impact Assessment was carried out on the processes of administering the assessments. No significant issues arose provided pupils with Additional Support Needs were in receipt of their usual levels of support when completing assessments.

9. Consultation

- 9.1 The introduction of a series of standard assessments as part of a range of approaches to assessment was discussed with Head Teachers, Education Officers and teacher unions.
- 9.2 Legal Services and the Section 95 Officer have been consulted in relation to the content of this report.

10. Strategic Assessment

- 10.1 This report reflects the Council's aspiration to improve life chances for children and young people which is one of the strategic priorities for 20122017.

Laura Mason
Chief Education Officer

Person to Contact: Julie McGrogan, Senior Education Officer, Garshake Road, Dumbarton G82 3PU, e-mail julie.mcgrogan@west-dunbarton.gov.uk

Appendices: None.

Background Papers: Scottish Survey of Literacy and Numeracy 2014 (Literacy) and Scottish Survey of Literacy and Numeracy 2015 (Numeracy) available from web location <http://www.gov.scot/Topics/Statistics/Browse/School-Education/SSLN>
Equalities Impact Assessment

Wards Affected: All

WEST DUNBARTONSHIRE COUNCIL**Report by Chief Education Officer****Educational Services Committee – 6 September 2017**

Subject: 2017-2018 – Teacher Recruitment and Retention

1. Purpose

- 1.1** This report provides committee with an update on the teacher recruitment and retention position for the August 2017 academic session.

2. Recommendations

- 2.1** It is recommended that committee note the current staffing position within our schools.

3. Background

- 3.1** Over recent years the annual recruitment of teachers has been challenging both at a national and local level, and most Scottish councils have experienced difficulties in recruiting and retaining staff.

- 3.2** The key objective for Councils is to maintain the Pupil Teacher Ratio nationally at a value of 13.7, and the Scottish Government is aware that teacher shortages have resulted in some Councils not maintaining teacher numbers. West Dunbartonshire Council has maintained a ratio of 13.6 (excluding Raising Attainment Teachers) and works to achieve this target on an annual basis.

4. Main IssuesTeacher Shortages

- 4.1** West Dunbartonshire Council's annual recruitment campaign for teaching staff commenced earlier this year and also included an internal recruitment campaign to ensure that our Newly Qualified Teachers (NQT's) had the opportunity to be appointed to a post within West Dunbartonshire Council.
- 4.2** Annual turnover and funding information enabled a projection that 47 posts, which would normally be fixed term, could be offered on a permanent basis to the authority, as turnover will enable permanent posts to become available.
- 4.3** In the previous report to committee it indicated that at that time there were sufficient teachers to fully staff our schools at the commencement of term in August. It was also reported that as there are some unknown variables which

could impact on staffing numbers, the situation would be monitored. The following variables have since impacted on the staffing position:

- Permanent posts within denominational schools were advertised in May and June, to address the shortages within these schools which were due partly to our allocation of denominational probationers being 7 fewer than requested. Whilst 12 applications were received only 3 met the RC approval requirement.
- 7 Head Teacher posts became vacant and were advertised in May/June. In total 13 applicants applied for these posts, with only one applicant being external. As all successful applicants were internal this has resulted in further internal posts (Depute Head Teacher level) requiring to be filled.
- 12 teachers are currently seconded to internal posts outwith their school, resulting in backfill cover requirements.
- 6 applicants who had been offered a post only confirmed in June that they were declining the offer.

4.4 Whilst teaching vacancies are not normally advertised during the summer recess a review of the myjobscotland website on 27 July identified that 237 teaching posts were being advertised across the country as outlined below. This is a further indication that a number of councils are struggling to fill teaching posts.

Permanent Posts	158
Fixed Term/Temporary	63
Supply Pool	16

4.5 Our current vacancy position is outlined fully within Appendix 1 and summarised below:

Primary Schools – Vacancies (0.3 St. Martins/0.5 Haldane)	0.8
Primary Schools – Vacancies filled but notice to be worked	8.4
Primary Schools – Potential Vacancies	3.6
Special Schools	1.6
Secondary Schools - Vacancies	8.4
Secondary Schools – Vacancies covered through supply	2.0

4.6 Currently there are 0.8 unfilled vacancies within primary schools; these posts have been re-advertised, and cover is being sourced through the supply list. To mitigate the impact on service, Head Teachers will utilise promoted staff, and any flexibility they may currently have within their school.

4.7 There are also 3.6 potential vacancies within primary schools due to staff seeking secondments to Central Support Resources (CSR) and these individuals will not be permitted to take up their secondment until their substantive post has been filled. This will impact on the support CSR can provide to schools. There is a further potential vacancy for a Raising Attainment post this post being unfilled at this time does not impact on mainstream teaching.

4.8 There are 8 promoted teaching posts which are currently filled through internal secondment or acting up arrangements, with one further promoted post becoming vacant in October. If we appoint an external candidate to any of our posts, this would free up a class teacher post to be reallocated to another school; however, a fair recruitment process will always be followed to ensure it is the best candidate who is appointed to the post.

5. Financial and Procurement Implications

5.1 Local government authorities have committed to maintaining their teacher numbers and pupil-teacher ratios and this is supported by a funding package from the Scottish Government. Failure to meet the commitment will result in sanctions on funding.

6. Risk Analysis

6.1 There is a major risk to the authority of financial sanctions if we fail to maintain our commitment to teacher numbers and impact on service delivery if we do not have sufficient staff.

7. Equalities Impact Assessment (EIA)

7.1 There was no requirement to undertake an EIA as the report provides an update on teacher numbers and is not a new policy or function or a significant change to an existing policy or function.

8. Consultation

8.1 The Legal Services Officer and Section 95 Officer were consulted in relation to the content of the report.

9. Strategic Assessment

9.1 The review exercise directly supports the council's strategic priorities relating to quality of service provision and employability within the council.

Laura Mason
Chief Executive Officer
Date

Person to Contact:	Matthew Boyle, Senior Education Officer – Workforce Development Email: matthew.boyle@west-dunbarton.gov.uk Tel: 01389 737310
Appendices:	Appendix 1 – Vacancy Position as at 04.08.17
Background Papers:	None
Wards Affected:	All

Vacancy Position as at 4 August 2017

Mainstream - Primary

Current Vacancy and Impact on Service

Haldane Primary	0.5 FTE	Currently school has additional 0.5 FTE staffing entitlement due to amalgamation of schools.
St. Mary's/St. Martin's	0.3 FTE	Seeking supply teacher.

Vacant Posts - Offer made

Christie Park	1 FTE	Offer made to candidate on 04.08.17 (0.8 FTE)
Dalreoch	1 FTE	Offer made to candidate on 04.08.17 (0.8 FTE)
Edinbarnet	1 FTE	Supply Teacher offered to school (0.8 FTE)
Haldane	1 FTE	Offer made to candidate on 04.08.17
Knoxland	1 FTE	Offer made to candidate on 04.08.17
St. Mary's Duntocher	1 FTE	Offer made to candidate on 04.08.17
St. Michael's	1 FTE	Offer made to candidate on 04.08.17 – October start
St. Patrick's	1 FTE	Offer made to candidate on 04.08.17
Renton	1 FTE	Offer made to candidate on 04.08.17

Potential Vacancies

Christie Park	1 FTE	Class Teacher in post but seeking secondment to Central Support Resource.
OLOL	1 FTE	An additional teacher funded from Raising Attainment.
St. Mary's/St. Martin's	1 FTE	Class Teacher in post but seeking secondment to Central Support Resource.
St. Mary's Duntocher	0.6 FTE	Backfill sourced

Special

Cunard	0.6 FTE	0.6 until December then 0.4 until June
Kilpatrick	1 FTE	Music – post to be re-advertised.

Promoted Posts – currently filled

Dumbarton Academy	1 FTE	DHT - Temporary appointment until post advertised
Our Holy Redeemer	1 FTE	DHT –internal acting up until post advertised
Renton	1 FTE	DHT –internal acting up until post advertised
St. Mary's Duntocher	1 FTE	DHT –internal acting up until post advertised
St. Mary's/St. Martin's	1 FTE	Post holder retires in October
St. Patrick's	1 FTE	DHT –internal acting up until post advertised
St. Stephen's	1 FTE	DHT –internal acting up until post advertised
Choices	1 FTE	DHT –internal secondment until post advertised
Kilpatrick	1 FTE	DHT –internal acting up until post advertised

Secondary Schools

St. Peter the Apostle	1 FTE	PE (Fixed term) interviews will take place in August.
St. Peter the Apostle	1 FTE	Spanish –interviews will take place in August.
St. Peter the Apostle	1 FTE	Biology (Fixed term) interviews will be held in August.
Clydebank High School	1.4 FTE	Business Studies – 2 open recruitment exercises and have been unable to appoint.
Clydebank High School	1 FTE	English – maternity cover requirement.
Our Lady and St. Patrick's	1 FTE	History – advertising post to fill from beginning of term or through supply
Our Lady and St. Patrick's	1 FTE	Computing – covering from supply
Our Lady and St. Patrick's	1 FTE	English – advertised twice. Covering from supply.

WEST DUNBARTONSHIRE COUNCIL

Report by Strategic Lead – People and Technology

Education Services Committee:

Subject: Working Well Together - Attendance Management: Quarter 1 (1 April – 30 June 2017)

1. Purpose

1.1 The purpose of this report is to provide Committee with an update for Quarter 1 2017/18 in respect of sickness absence and to provide detailed analysis on the attendance performance for Education, Learning and Attainment.

2. Recommendations

2.1 The Committee is asked to note the content of the report and the attendance performance for Education Learning and attainment for Quarter 1, namely a decrease of 33.05 FTE days lost (6.9%) for support staff compared to the same period last year and an increase of 68.08 FTE days lost (4.9%) for Teachers as outlined in appendices 1.

2.2 The Committee is further asked to note, the Council's attendance results for Quarter 1, namely an increase of 0.2 FTE days lost (8.4%) compared to the same period last year.

3. Background

3.1 The council is committed to improving attendance levels by setting ambitious targets for reducing days lost for all employees, supporting attendance at work and improving the health and wellbeing of all employees

4. Main Issues

4.1 In Quarter 1, for Education, Learning and Attainment 2,432.04 FTE days were lost due to sickness absence, an overall decrease of 35.03 FTE days lost compared to the same period last year. Across the Council a total of 11,549 FTE days were lost due to sickness absence, an increase of 53 FTE days lost compared to the same period last year.

4.3 Table 1 below shows individual targets for Teachers and Support staff and the annual result for each area in 2016/17.

Table 1 – Council / Strategic Lead Targets (FTE days lost per employee) (strategic lead areas covered by this committee)

Strategic Lead	2017/18 Target	Year End Result 2016/17
Council Wide	7	10.47
Support Staff	8.5	9.22
Teachers	5	5.77

Service Performance – Quarter 1

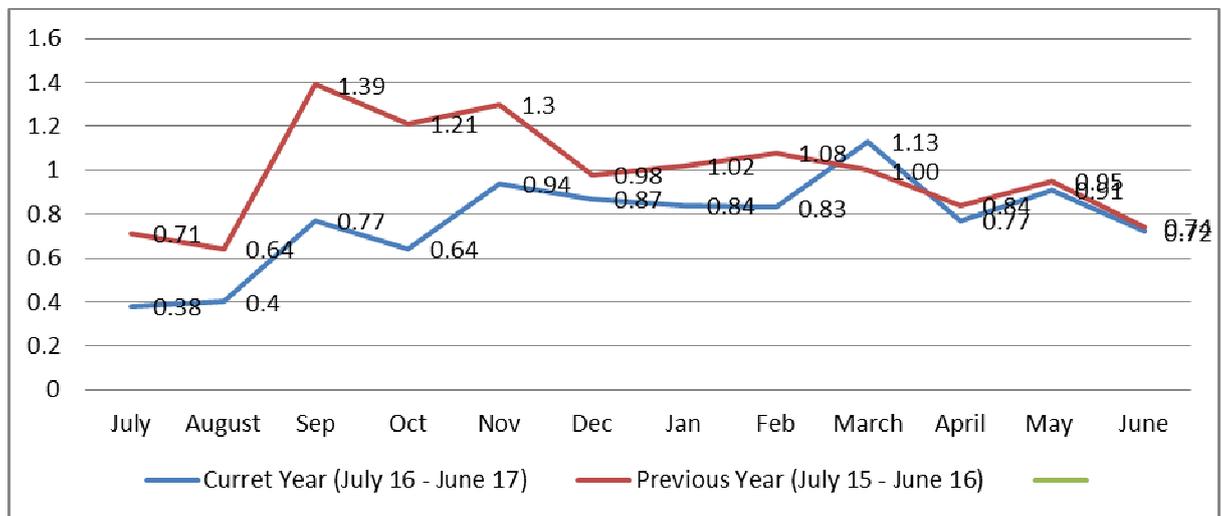
4.4 Table 3 shows the results for both Teachers and Support staff and compares to the same period last year. Both staff groups’ results are below the council Quarter 1 figure.

Table 2 – Local performance (period)

Strategic Lead Area	Quarter 1 – 2017/18 FTE	Quarter 1 – 2016/17 FTE	Variance (%)
Council	2.55	2.35	+8.4%
Support Staff	2.26	2.43	-6.9%
Teachers	1.34	1.28	+4.9%

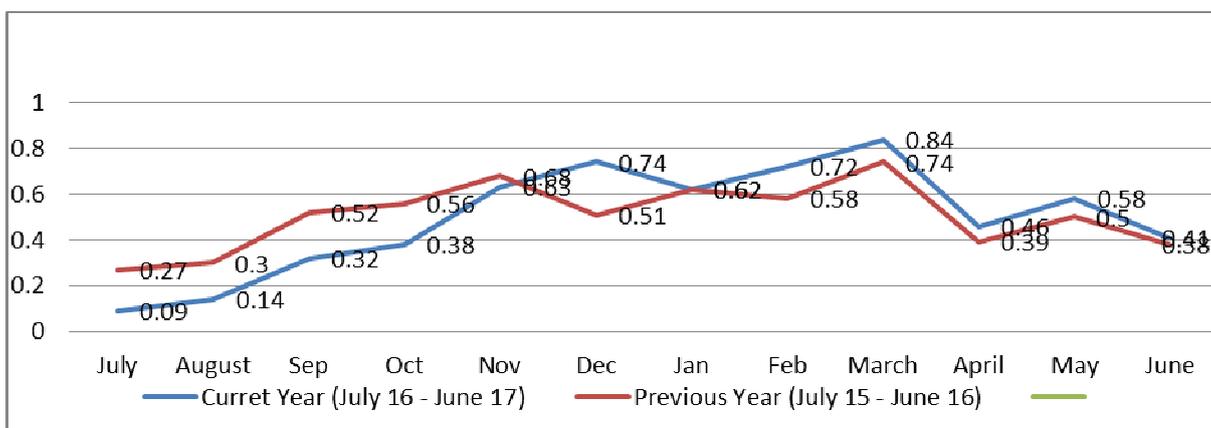
4.5 Chart 1 and 2 below shows the monthly trend for the last 12 months (July 2016 – June 2017) and compares with the same period last year

Chart 2 – Support Staff Absence Trend – Rolling Year



Support staff have shown a considerable improvement over the last 12 months with March being the only month that exceeded the previous year’s results. This resulted in an overall improvement of 25% at year-end 2016/17 and this improvement continues in the first quarter of 2017/18.

Chart 2 – Teachers Absence Trend – Rolling Year

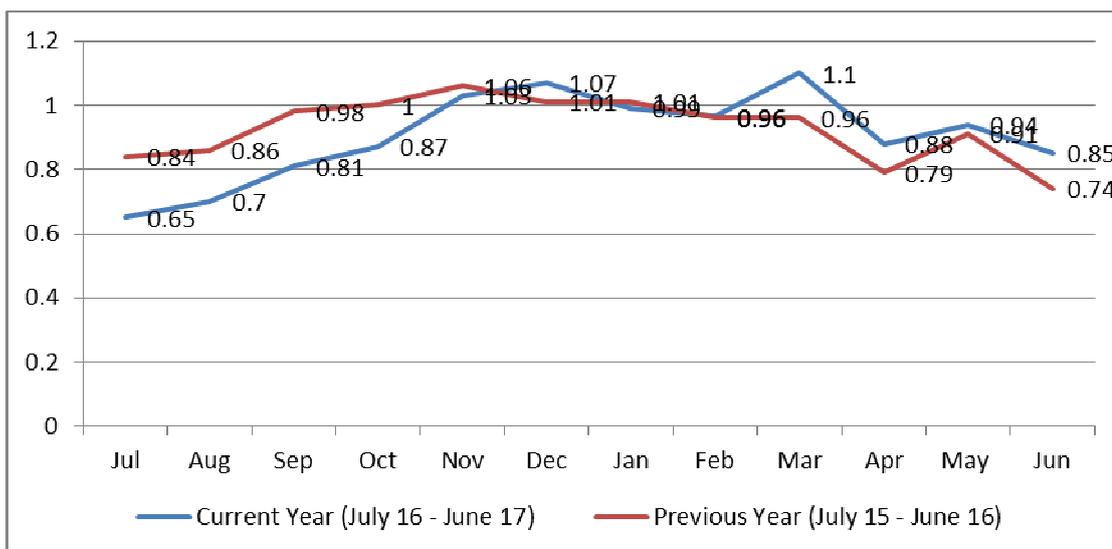


Since November 2016 Teachers sickness absence continues to stay slightly higher than that displayed in the previous year. Last year Teachers sickness absence saw a reduction of 16.9% and this now appears to have plateaued. Teachers' sickness absence still remains lower than Local Government results.

Council Performance - Quarter 1

- 4.6** Council Wide Absence was reported as 2.55 FTE days lost per employee representing a 9.3% deterioration on the same period last year.. In 2016/17, the Council's absence performance improved by 11.3%, however this was largely due to a positive performance in the first half of the year. In the latter half of the year, the performance deteriorated leading to a declining picture which appears to have carried forward into this financial year.

Chart 3 – Absence Trend – Rolling Year



Absence Duration

- 4.7** Table 4 shows the duration profile for Teachers and Support Staff within Educational Services and compares to the Council duration profile. It is clear that Educational services is displaying the same overall trend as the rest of the council with a higher percentage of working days lost to long term absences.

Table 3 – Absence Duration – Local performance

Quarter 1	Short Term		Long Term	
	2016	2017	2016	2017
Council	49%	30.36%	51%	69.64%
Support Staff	52.36%	36.50%	47.64%	63.50%
Teachers	54.70%	39.93%	45.30%	60.07%

Absence Reasons

- 4.8** Appendix 1 gives a detailed breakdown of the reasons for absence for Teachers and support staff. Table 5 shows the top 3 reasons for absence by staff group compared to the Council results. Both staff groups mirror the council with the highest percentage of absence attributed to minor illness. Teachers also report MSK and Acute Medical Illness. Personal stress is the 2nd highest reason for absence for support staff and an area of continuous review. Currently this category accounts for 18 people across the service being supported for various personal circumstances. Every effort is being made to ensure they are supported in their circumstances through the policies and supports available.

Table 4 – Reasons analysis – Local performance

	1		2		3	
	Reason	%	Reason	%	Reason	%
Council	Minor Illness	20.83	MSK	17.81	Acute	17.15
Support Staff	Minor Illness	32.54	Stress (personal)	16.86	Acute	13.05
Teachers	Minor Illness	40.22	MSK	16.76	Acute	9.06

Employee Wellbeing Group

- 4.9** The Employee Wellbeing Group have been developing draft action plans. These plans will be discussed at the group meeting on 1st August and further updates will be provided to future committees.

5. People Implications

- 5.1** Effective and robust management of absence can have a positive impact upon employees, promoting early return to good health and work. All managers are working to promote the councils flexible and supportive approach to attendance management and this has resulted in an overall improvement in attendance across the service.

6. Financial Implications

- 6.1** Based upon the estimated cost of a day's absence (£123 in 2017/18), table 5 provides the estimated cost of absence across the Council and relevant staff groups.

Table 5 – Cost of absence

Strategic Lead Area	£
Council	1,420,527
Support staff	156,635
Teachers	142,505

7. Risk Analysis

- 7.1** Management are taking necessary steps such as early referrals to occupational health for advice on supporting employees to return to work at the earliest opportunity and to support employees sustain their attendance upon a return to work, however there is still much to do to continue to reduce absence.
- 7.2** Without maintaining and continuing to improve attendance there continues to be a potential risk of loss of productivity, reduced team performance and importantly, a detrimental impact to service delivery.

8. Equalities Impact Assessment (EIA)

8.1 This report is for noting only, therefore no EIA is required. Any associated policies are subject to Equalities Impact Screening and Assessment if required.

9. Consultation

9.1 Consultation is on-going with trades unions in the main through joint working on the Wellbeing Group and thereafter through the local Joint Consultative Committees, Employee Liaison Group and for more strategic matters through Joint Consultative Forum.

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.

Victoria Rogers
Strategic Lead, People and Technology
Date: 1st August 2017

Person to Contact: Geraldine Lyden, HR Business Partner,
People & Technology,

Garshake Road, Dumbarton
Tel: 01389 737687
Email: Geraldine.lyden@west-dunbarton.gov.uk.

Appendices:

Background Papers: None

Wards Affected: None

TABLE 1 - Headline Figure	Q1 2017/18	2.26	Q1 2016/17	2.43	Year on Year +/-	-6.9%
		1.34		1.28		4.9%

TABLE 2 - Days Lost per Employee

Team/Section/Service/Department	FTE Employees	ACTUAL WORKING DAYS LOST				Total Working Days Lost	Total FTE Days Lost	Total FTE Days Lost by FTE Employees
		Intermittent 1-3 days	Short Term 4-5 days	Medium Term 6 days - 4 weeks	Long Term over 4 weeks			
Support Staff	Early Years HQ	3.52	0	0	0	65	65	18.49
	Education Central Mgmt	6.00	0	0	0	0	0.00	0.00
	Education Development	15.23	0	0	0	0	0.00	0.00
	Performance & Improvement	5.40	0	0	0	0	0.00	0.00
	Pupil Support	2.00	0	0	0	0	0.00	0.00
	Workforce / CPD	6.02	3	0	0	0	3	3.00
	Central Support Staff Total	38.17	3	0	0	65	68	1.78
	Psychological Services	10.90	0	0	0	0	0.00	0.00
	Psychological Services Total	10.90	0	0	0	0	0.00	0.00
	Technician Services	17.18	0	4	32	0	36	34.80
	Technician Services Total	17.18	0	4	32	0	36	2.03
	Schools & Nurseries - Central ASN Support	7.25	5	0	28	52	85	65.52
	Schools & Nurseries - Early Years	203.41	72	67.5	79.5	359.5	578.5	398.94
	Schools & Nurseries - Primary Schools	155.53	47	29	144.5	286	506.5	271.83
	Schools & Nurseries - Secondary Schools	85.64	16	26	70.5	212	324.5	226.85
Schools & Nurseries - Special Schools & Units	44.56	36.5	0	67	291	394.5	207.51	
Schools & Nurseries - Support Staff Total	496.38	176.5	122.5	389.5	1,200.5	1,889	1170.66	
Education, Learning & Attainment - Support Staff Total	562.63	179.5	126.5	421.5	1,265.5	1,993	1273.46	
Teachers	Central ASN Support Service	26.89	1	10	9	51	71	51.59
	Peripatetic	0.50	0	0	0	0	0	0.00
	Primary Schools	412.44	78	19	126	532	755	637.88
	Secondary Schools	374.58	87	54	133	206	479	396.00
	Special Schools & Units	48.59	10	0	29	46	85	73.11
Education, Learning & Attainment - Teachers Total	863.00	175.5	82.5	297	835	1,390	1158.58	

TABLE 3A - Breakdown of Days Lost by Duration Category (Support Staff)

Duration	Working Days Lost	Percentage of Lost
Intermittent (1-3 days)	179.5	9.01%
Short Term (4-5 days)	126.5	6.35%
Medium Term (6 days-4 weeks)	421.5	21.15%
Long Term (over 4 weeks)	1,265.5	63.50%
TOTAL	1,993.0	100.00%

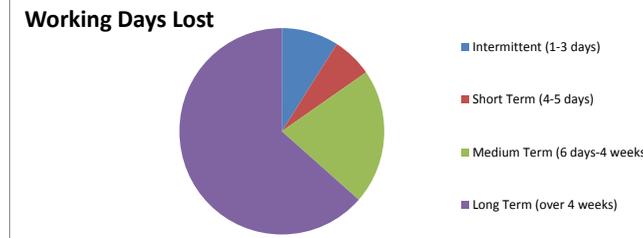


TABLE 3B - Breakdown of Days Lost by Duration Category (Teaching)

Duration	Working Days Lost	Percentage of Lost
Intermittent (1-3 days)	175.5	12.63%
Short Term (4-5 days)	82.5	5.94%
Medium Term (6 days-4 weeks)	297.0	21.37%
Long Term (over 4 weeks)	835.0	60.07%
TOTAL	1,390.0	100.00%

