

Agenda



Educational Services Committee

Date: Wednesday, 5 September 2018

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 S. Page
Councillor M. Rooney
Vacancy
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: 23 August 2018

EDUCATIONAL SERVICES COMMITTEE

WEDNESDAY, 5 SEPTEMBER 2018

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 – 15

Submit, for approval as a correct record, the Minutes of Meeting of the Educational Services Committee held on 6 June 2018.

4 LOCAL NEGOTIATING COMMITTEE FOR TEACHERS 17 – 19

Submit for information, and where necessary ratification, the Minutes of Meeting of the Local Negotiating Committee for Teachers held on 5 June 2018.

5 OPEN FORUM

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

**6 STRATEGY TO RAISE ATTAINMENT AND ACHIEVEMENT 21 – 27
IN WEST DUNBARTONSHIRE – UPDATE**

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.

**7 SCOTTISH QUALIFICATIONS AUTHORITY (SQA)
EXAMINATION RESULTS 2018**

Officers will provide a verbal update in relation to the Scottish Qualifications Authority (SQA) Examination Results 2018.

- 8 LITERACY AND NUMERACY – BENCHMARKING 29 – 37**
- Submit report by the Chief Education Officer advising on the performance of literacy and numeracy in West Dunbartonshire at Early Years, P1, P4, P7 and S3.
- 9 EARLY YEARS IMPLEMENTATION UPDATE 39 – 57**
- Submit report by the Chief Education Officer providing an update of the plan for the expansion of Early Learning and Childcare in West Dunbartonshire Council.
- 10 PUPIL EQUITY FUNDING IN WEST DUNBARTONSHIRE SCHOOLS 59 – 69**
- Submit report by the Chief Education Officer:-
- (a) informing of practices to narrow the poverty related attainment gap resourced from the Pupil Equity Fund (PEF); and
 - (b) informing of the roles and responsibilities of all stakeholders in ensuring adherence to policy and guidance.
- 11 EDUCATION, LEARNING & ATTAINMENT DELIVERY PLAN 2017/18 – YEAR-END PROGRESS 71 – 81**
- Submit report by the Chief Education Officer providing information on the year-end progress of the 2017/18 Delivery Plan.
- 12 EDUCATIONAL SERVICES BUDGETARY CONTROL REPORT TO 31 JULY 2018 (PERIOD 4) To Follow**
- Submit report by the Chief Education Officer providing an update on the financial performance of Educational Services to 31 July 2018 (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, 6 June 2018 at 2.05 p.m.

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

Attending: Angela Wilson, Strategic Director - Transformation & Public Service Reform; Laura Mason, Chief Education Officer; Claire Cusick, Senior Education Officer - Pupil Support; Julie McGrogan, Senior Education Officer - Raising Attainment/Improving Learning; Kathy Morrison, Education Officer, Craig Jardine, Capital Investment Programme Manager; Michelle Lynn, Client Business Partner; Alan Douglas, Legal Manager; and Scott Kelly, Committee Officer.

Apologies: Apologies for absence were intimated on behalf of Miss Sheila Rennie.

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.

MINUTES OF PREVIOUS MEETING

The Minutes of Meeting of the Educational Services Committee held on 7 March 2018 were submitted and approved as a correct record.

LOCAL NEGOTIATING COMMITTEE FOR TEACHERS

The Minutes of Meeting of the Local Negotiating Committee for Teachers held on 6 March 2018 were submitted and all decisions contained therein were approved.

OPEN FORUM

Councillor Conaghan, Chair, advised the Committee that five Open Forum questions had been received from Mr Stephen Storrie, Ms Ann Carr, Lynn Mcfetridge, Ms Elizabeth Kelly and Mr Drew MacEoghainn, all of which related to St Martin's Primary School and the Alexandria Schools' Estate.

Councillor Conaghan invited Mr Storrie forward and he read out his question:-

(a) Stephen Storrie, Chairperson, St Martin's Primary School Parent Council

We understand that officers have identified 21 options for the future educational provision in Renton, we the parent council of St Martins have proposed two options in fact the same two options which were proposed in 2015 in response to the then administration and education departments proposal to close St Martins and build a super school.

As the proposal to close St Martins in 2015 and move our children to a school which was deemed "unfit for purpose" investment in which "didn't give bang for the buck" by the former head of education Terry Lanagan in conjunction with the senior members of staff and the estates department, some of whom have drawn up the latest proposal in fact one of whom is leading the education department, how is it possible that after 3 additional years of neglect from the local authority that this building "miraculously" now is deemed as suitable for investment?

Councillor Conaghan provided the following response:-

The proposals put forward in 2015 were very different to considerations in 2018. Parents at the time were very clear that they did not want a 'Super-Campus'. In reconsidering the Schools Estate in 2018 Officers worked from the starting point that the same proposal would not be acceptable to parents.

The investment in St Mary's is already well under way with the opening of the new Early Learning and Childcare Centre. Further extensions/refurbishments will begin.

Works have commenced in relation to the roof works and scoping has commenced in relation to the internal and STEM hubs.

TYPE	TIMEFRAME/STATUS
Roof Works	Ongoing
Internal Condition	June – October
Stem Works	Currently Scoping – to be delivered by March 2019
Dining Hall – Extension	Currently Scoping – to be delivered by August 2019
External Areas	Currently scoping

Via the Central Repairs Budget the following has been spent on both St Mary's and St Martin's from 2015 to date totalling £87,081.77.

		2017/18	2016/17	2015/16	Total
F2087	ST MARTIN'S PRIMARY SCHOOL, REPAIR & MAINTENANCE	£23,740.30	£10,702.54	£7,204.05	£41,646.89
F2088	ST MARY'S PRIMARY SCHOOL, ALEXANDRIA, REPAIR & MAINTENANCE	£25,224.93	£8,864.75	£11,345.20	£45,434.88

As a supplementary question, Mr Storrie asked:-

What are the plans for further works at St Martin's and St Mary's and what are the timescales?

In response, Councillor Conaghan stated that details of future works and timescales would be provided to Mr Storrie in writing.

Councillor Conaghan then invited Ms Carr forward and she read out her question:-

(b) Ann Carr, Renton

Even though St Martins school is in a state of disrepair, (responsibility for maintenance of which lies with the local authority) the educational attainment in our school is nothing short of astounding. This in part must be accredited to the teaching and other staff associated with our school and the personal pride and involvement all members of staff have with our children, but a major factor in the high attainment levels is due to smaller class sizes.

How is the education department going to assure parents and staff that their decision today will ensure that the educational attainment levels and the sense of community our children and staff members feel in their school will not only be sustained at their current level but will be enhanced for all children and staff members?

Councillor Conaghan provided the following response:-

The test results at St Martin's started to improve when St Martin's was brought into shared Headship with St Mary's. This was a result of St Martin's following the same systems for planning, learning, teaching and assessment which St Mary's has. The shared Headship has also enabled professional learning opportunities for staff which were not available when St Martin's was stand alone. We cannot attribute small class sizes to raised attainment in this instance.

The Education of children at St Martin's is not set to change from the current position as a result of the proposal in the report.

Councillor Conaghan then invited Ms Mcfetridge forward and she read out her question:-

(c) Lynn Mcfetridge, Renton

As anyone can testify Renton has suffered from lack of major investment for decades from the local authority, in fact without local people taking control of the local housing association I would hate to contemplate what our village would look like today.

The result of lack of investment is a village which is just beginning to recover from poor housing, lower than average income, closure of our library, nursery, community centre and what seems to be an annual crusade to close one of our two schools. If we go by all statements and literature circulated by the education department on their preferred option, (one of closure of St Martins and forcing children to be educated in Alexandria), then we will have the spectacle of half of the children and families who have had to live with this massive under investment being forced to drive or walk past the first piece of major investment in our village from the local authority in decades and attend a school deemed unfit for purpose in 2015, coupled with this there is a projected increase in numbers of inward migration to our village due to planning applications for new homes.

So taking this into account how does the committee feel that at a time of increasing number of families preparing to stay in our village many of whom will have no connection previously, how will children being forced to be educated outside of our village affect community continuity, cohesion and equality?

Councillor Conaghan provided the following response:-

WDC has taken account of potential new housing. St Mary's building has the capacity for the numbers which may emanate from new builds. It is highly unlikely that every child to come from new build housing would require a Catholic Education.

The current roll is 188 and the capacity of St Mary's is 320.

The areas of Renton and Alexandria provide both denominational and non denominational education, they provide ELC as well as access to ASN provision. We are confident that this area is very well served in terms of Education provision.

The Council maintains committed to working with and for the community to support the national Community Empowerment agenda and build the resilience of the local area.

Renton has an active community and strong Community Development Trust with a long history of acting in the interest of the local community. We will continue to work with them and any others interested to ensure services are targeted to meet the needs of the local community, building on local activity.

Councillor Conaghan then invited Ms Kelly forward and she read out her question:-

(d) Elizabeth Kelly, Renton

If as has been highlighted in every piece of literature and every statement which the education department has circulated, that officers preferred option will be closure of St Martins and the forcing of children to attend a school in Alexandria then there is both safety and financial implications to this proposal.

Adoption of this proposal will result in primary children being unable to walk to school as they would need to share a pavement beside a main road with young adults going to high school in the opposite direction, to cross at least three roads, two of which have no crossing lights, many grandparents being unable to pick children up after school, there is additional cost implications for parents through additional travel, there are implications on which careers parents are able to pursue due to grandparents or guardians being unable to collect their children and for those who are fortunate enough to have their own transport, traffic chaos in an already not fit for purpose traffic blackspot.

With this in mind how does the education department propose to address all of the above and ensure that our children arrive safely at the school and that an already less affluent area is not further financially burdened by a forced move of our children's educational facility?

Councillor Conaghan provided the following response:-

The Council would undertake a "Safe Walking Route to School Assessment" using national guidelines.

Councillor Conaghan then invited Mr MacEoghainn forward and he read out his question:-

(e) Drew MacEoghainn, Renton

Catholic education in Renton predates the Scottish Education act of 1918, Renton has always been a village which prides itself on equality fairness and social responsibility, this was the manner in which the parent council of St Martins approached this process.

We have had an open meeting which saw 90 people in attendance, a questionnaire circulated which saw 90% returned, all of which agreed unanimously that the parents and pupils in Renton deserve a new build St Martins in our village, we also arranged a walk attended by over 100 people, whereas the education department has circulated letters, some of which they asked "children who could read, not to" due to the absence of an envelope, a survey which will not be considered here today due to it being declared "unsuitable" and one which "should have never been circulated", they've had to withdraw proposals from the last education committee due to lack of information being utilised in its deliberations on potential options for St Martins, disobeyed a direct instruction from this committee to consider all options and circulated a letter stating that the parents proposal for a new build St Martins was "not an option", how can this committee have any faith in the education department to deliver for you but more importantly for the people of Renton a paper which gives due consideration and a "professional" opinion the likes of which we have seen in the two dual campus schools already built in Balloch and Bellsmyre and assure us parents that the education department have given the 21 options fair consideration especially the two options submitted by the parent council and not what is the widely held belief just gone back to their old failed proposal and only considered the eradication of over 118 years of Catholic education in our village as the ONLY option?

Councillor Conaghan provided the following response:-

Balloch and Bellsmyre communities were consulted via a statutory consultation led by officers and presented to Committee. St Martin's consultation has not followed the statutory route and has been taken in a different direction in accordance with the wishes of Elected Members. The report today presents 11 options and appraisal. Some options have been removed because during the options appraisal process it became apparent that they would not be feasible.

ALEXANDRIA SCHOOLS' ESTATE

A report was submitted by the Chief Education Officer providing an update in relation to Alexandria Schools' Estate.

Councillor Conaghan moved:-

That the Committee agrees:-

- (1) to note the options appraisal contained in Appendices 1 and 2 of the report;
- (2) to undertake works on an interim basis to the existing St Martin's Primary to ensure that it continues to comply with Health and Safety requirements; and

- (3) to proceed as previously noted at the Educational Services Committee meeting in March 2018, with plans for Renton Primary, Renton Language and Communication Base (LCU) and a new Riverside Early Learning and Childcare Centre and a refurbishment of St Mary's Primary.

Following discussion, and having heard officers in answer to a Member's questions, Councillor McColl seconded Councillor Conaghan's motion.

As an amendment, Councillor Mooney, seconded by Councillor Millar, moved:-

Committee thanks the Chief Education Officer for the report on the Alexandria Schools Estate.

There has been significant progress in modernising our schools estate and developing our early years and specialist provision across the whole schools estate and the Committee commend those actions taken to drive forward the improvements in school conditions and making best use of available space for the new curriculum for excellence etc.

This Committee confirms its support for: (i) the refurbishment of St. Mary's Primary and (ii) a new build school for Renton Primary.

However, Committee agrees that the St. Martins Primary School community are entitled to have the same degree of clarity about the long term future of their school.

Committee agrees that any assessment should take account of the long term sustainability of St. Martins and the potential for future growth at the school. Given the above, the committee assesses the identified options as follows:

- **OPTION A: DELAY** - St Martin's Maintenance & Repair only – **REJECTED**
- **OPTION B: DELAY** - St Martin's Maintenance & Repair only - **REJECTED**
- **OPTION C: NEW BUILD** - St. Martins stand alone on Existing Site – **POTENTIAL**
- **OPTION D: NEW BUILD** - St. Martins / Riverside on St. Martins Site - **PREFERRED**
- **OPTION E: COLLOCATED** - St. Martins on Renton site – **POTENTIAL**
- **OPTION F: COLLOCATED** - St. Martins on Renton site – **POTENTIAL**
- **OPTION G: COLLOCATED** - St. Martins on Renton site – **POTENTIAL**
- **OPTION H: RELOCATED** - St. Martins new build on Vale of Leven Academy Site – **REJECTED**
- **OPTION I: RELOCATED** - St. Martins with a nursery and language base on Renton site; with a stand-alone Renton PS on Vale of Leven Academy Site - **REJECTED**
- **OPTION J: AMALGAMATED** - St. Martins with St. Marys – **REJECTED**

- **OPTION K: MODULAR** - St. Martins on Renton PS site - **REJECTED**

The preferred option of a new build comprising St. Martins Primary and Riverside ELCC on the current St. Martins site means there is a clear future for the school and the two other school projects St. Marys refurbishment and Renton Primary rebuild can progress to procurement exercise phase unhindered.

This means however that the Renton Primary School plans would not include Riverside Early Years Learning and Childcare Centre which would mean additional space available for the Renton site facilities.

The St. Martins project can also progress as there is no requirement for a formal consultation as the new school is to be built on its current site.

In revenue terms Option D is also the 4th best option. In addition, there is potential for the new build St. Martins School to be built on a single level and therefore to be wheelchair accessible.

The Committee therefore agrees:

- (i) To proceed with the St. Mary's refurbishment;
- (ii) To proceed with the Renton Primary project, less Riverside Early Years;
- (iii) to proceed with Option D to rebuild a new St. Martins Primary including Riverside Early Years at circa £19.7million;
- (iv) To authorise the commencement of appropriate procurement exercises to deliver the necessary improvements to the Alexandria Schools Estate;
- (v) To seek additional Scottish Government funding support for the new builds; and
- (vi) To update the Ten Year Capital Plan later this year to take account of the Educational Services Committee decision.

Note 1: The Capital Plan prior to 5th March showed £20m available for investment:

- £5m 17/18 not spent
- £8m 18/19 not allocated
- £7m 19/20 not allocated

Note 2: The Scottish Government usually fund 33% of the costs of new build primary schools.

Note 3: The Council had £4m in the regeneration Capital fund which could include investment in new schools.

Note 4: There is specific Scottish Government capital to support the expansion of early years and any new build could potentially draw on this fund as required.

ADJOURNMENT

Having heard Councillor Conaghan, Chair, the Committee agreed to adjourn for a period of 15 minutes.

The meeting reconvened at 3.08 p.m. with all those Members shown on the sederunt in attendance.

Following debate and at the request of Councillor Millar, the Committee agreed to proceed by way of a roll call vote.

On a vote being taken, 4 Members, namely Councillors Lennie, Millar, Mooney and Rooney voted for the amendment and 10 Members, namely Provost Hendrie and Councillors Brown, Conaghan, Dickson, Docherty, Finn, McAllister and McColl, Mrs Barnes and Miss McBride voted for the motion. Mr Corrigan and Ms Strang abstained from the vote. The motion was accordingly declared carried.

AUDIT SCOTLAND REPORT

A report was submitted by the Chief Education Officer:-

- (a) highlighting the recommendations contained in the Audit Commission Report in February 2018 on the expansion of early learning and childcare in Scotland; and
- (b) providing information on the progress of West Dunbartonshire Council's expansion plans to introduce 1,140 hours of Early Learning and Childcare (ELC) by 2020, specifically in relation to the recommendations for Councils contained in the report.

After discussion, the Committee agreed to note the contents of the Audit Scotland report and the information provided in section 4 of the report submitted to the Committee concerning how the Council is dealing with the issues highlighted in the Audit Scotland report.

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 Chief Education Officer and the Senior Education Officer - Raising Attainment/Improving Learning in further explanation of the report and in answer to Members' questions, the Committee agreed to note the progress made in the past three months with the Strategy to Raise Attainment and Achievement in West Dunbartonshire.

Note: Councillor Lennie left the meeting during consideration of this item.

UPDATE ON THE INSPECTION OF THE PROGRESS MADE BY LOCAL AUTHORITIES IN IMPROVING LEARNING, RAISING ATTAINMENT AND CLOSING THE POVERTY RELATED ATTAINMENT GAP: WEST DUNBARTONSHIRE COUNCIL (INPLA)

A report was submitted by the Chief Education Officer providing an update on the outcome of the inspection of the local authority which took place in December 2017.

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 contents of the report and its appendix; and
- (2) to congratulate the staff and centrally deployed staff for their hard work in delivering this service within the Authority.

EARLY YEARS IMPLEMENTATION UPDATE

A report was submitted by the Chief Education Officer providing an update on the plan for the expansion of Early Learning and Childcare (ELC) in West Dunbartonshire Council.

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 contents of the current updated version of the Early Learning & Childcare Expansion Plan 2018 – 2020 (Appendix 1 to the report);
- (2) to note that partner provider rates of funding had increased from April 2018; and
- (3) that a further update be provided to the Committee at the next meeting in September 2018.

SUPPORTING POSITIVE OUTCOMES FOR LOOKED AFTER CHILDREN AND YOUNG PEOPLE IN WEST DUNBARTONSHIRE SCHOOLS

A report was submitted by the Chief Education Officer:-

- (a) informing of practices supporting positive outcomes for Looked After Children (LAC) and Young People in West Dunbartonshire schools; and
- (b) informing of the roles and responsibilities of all stakeholders in ensuring adherence to policy and guidance.

After discussion and having heard the Senior Education Officer - Pupil Support in further explanation of the report and in answer to a Member's questions, the Committee agreed:-

- (1) to note West Dunbartonshire Council's support practices; and
- (2) to note West Dunbartonshire Council's 'Guidelines for Supporting Positive Outcomes for Looked After Children and Young People', a copy of which was appended to the report.

WORKING WELL TOGETHER – ATTENDANCE MANAGEMENT: 2017/18 ANNUAL RESULTS

A report was submitted by the Strategic Lead - People and Technology providing a detailed analysis of the annual attendance performance for 2017/18.

The Committee agreed:-

- (1) to note the decrease in sickness absence of 0.07 FTE days lost (1.3%) for teachers and an increase of 0.43 FTE days lost (4.7%) for support staff compared to last year as outlined in Appendix 1 to the report;
- (2) to note the increase in Council wide sickness absence of 2,284 FTE days lost (4.87%) compared to last year as outlined in Appendix 2 to the report; and
- (3) to note that future Working Well Together reports would be submitted to the Committee on a bi-annual basis as opposed to quarterly with the first report for 2018/19, which would report on absence from 1 April 2018 to 31 October 2018, being due in November 2018

The meeting closed at 4.35 p.m.

LOCAL NEGOTIATING COMMITTEE FOR TEACHERS

At a Meeting of the Local Negotiating Committee for Teachers held in Committee Room 3, Council Offices, Garshake Road, Dumbarton on Tuesday, 5 June 2018 at 2.00 p.m.

Present: Councillors Karen Conaghan, Caroline McAllister and John Mooney; Laura Mason, Chief Education Officer; Claire Cusick, Acting Senior Education Officer - Pupil Support; Geraldine Lyden, HR Business Partner; Linda McAlister, Education Support Officer; Gavin Corrigan, Michael Dolan, James Halfpenny, Karen Jakeman, Campbell Lloyd and Julia Strang (E.I.S) and Claire Mackenzie (SSTA).

Also

Attending: Andrew Brown, Senior Education Officer - Performance and Improvement.

Apologies: Apologies for absence were intimated on behalf of Chris Smith, Dawn Wilson and Caroline Yates (Sub)

Councillor Karen Conaghan in the Chair

DECLARATIONS OF INTEREST

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

CHAIR'S REMARKS

The Chair, Councillor Conaghan welcomed everyone present to the meeting. Thereafter, the Chief Education Officer advised that Andrew Brown, Senior Education Officer – Performance and Improvement was present at the meeting to observe proceedings. It was noted that, that due to changes in remits of the Senior Education Officers, Andrew Brown would be replacing current member Claire Cusick, Acting Senior Education Officer – Pupil Support, at future meetings.

MINUTES OF PREVIOUS MEETING

The Minutes of Meeting of the Local Negotiating Committee for Teachers held on Tuesday, 6 March 2018 were submitted and approved as a correct record.

ACADEMIC CALENDAR 2019/20

A report was submitted by the Joint Secretaries to the LNCT seeking agreement for setting the academic calendar for Teachers and Associated Professionals for the session 2019/2020.

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

- (1) to approve the academic calendar for 2019/2020 detailed within Appendix 1 to the report; and
- (2) to approve the List of School Term Time Dates 2019/2020 detailed within Appendix 2 to the report.

REPORT ON LNCT WORKING TIME AGREEMENT STAFF SURVEY

A report was submitted by the Trade Union Secretaries to the LNCT:-

- (a) reviewing the findings of the LNCT Staff survey on the effectiveness of the Working Time Agreements negotiated at school level; and
- (b) seeking agreement for a way forward to support schools in the process of reaching a Working Time Agreement.

After discussion and having heard both sides, the Committee agreed:-

- (1) to the set up of two short term working groups, one to research workload issues in the Secondary Sector and the other to research workload issues in the Primary Sector within West Dunbartonshire;
- (2) that both groups would ideally report back to the LNCT in December 2018 with findings and recommendations; and
- (3) that the Joint Secretaries would write to all schools to emphasise:-
 - (i) the need to engage in a collegiate approach to establish a working time agreement;
 - (ii) the need to address the excessive workload issues by prioritising the effective use of time for the year ahead; and
 - (iii) the requirement to provide a copy of the school agreement and Calendar to the Joint Secretaries and the need to make that agreement, and calendar for the year ahead, available to all staff in school.

The meeting closed at 2.30 p.m.

DRAFT

WEST DUNBARTONSHIRE COUNCIL**Report by Laura Mason, Chief Education Officer****Educational Services Committee: 5 September 2018**

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 receives a regular report outlining progress against this strategic priority.
- 3.2** The Scottish Attainment Challenge was launched in February 2015. It aims to accelerate the pace in which Scotland closes the poverty related attainment gap in literacy, numeracy, health and wellbeing through leadership, families and communities and learning and teaching. West Dunbartonshire became a Challenge Authority in 2015 receiving additional funding to deliver projects in primary and secondary schools. By the end of the current financial year it is estimated that West Dunbartonshire will have secured **£4.480m** for primary and **£2.030m** for secondary Attainment Challenge projects.
- 3.3** In December 2017 HM Inspectors and professional associates, working in partnership with Audit Scotland evaluated the education service strategies to improve learning, raise attainment and narrow the poverty-related attainment gap. It was reported that West Dunbartonshire is making very good progress with improving learning, raising attainment and narrowing the poverty related attainment gap.
- 4. Main Issues**
- 4.1** Project implementation needs to be on track to ensure outcomes for young people and families are delivered. The Attainment Challenge features as a strategic risk in the local delivery plan.

- 4.2** The Scottish Attainment Challenge project for primary and secondary will conclude in 2020-21 exit strategies are being developed to make the appropriate adjustments for a reduced available budget.
- 4.3** Primary / Secondary School Attainment Challenge Projects
Due to the school summer break updates on individual challenge projects will be provided at December Committee.
- 4.4** Literacy, Numeracy, Health and Wellbeing
A conference is planned for September 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. The materials and good practice have been produced to support delivery of learner experiences that meet the needs of pupils, assess pupil achievement and set high expectations for all pupils. Workshops will be delivered on:
- Relationships, Sexual health, Parenthood National Curriculum
 - Closing the attainment gap through languages learning
 - Transition using STEM at early years and primary into secondary
 - Substance misuse
 - The Lost Words using John Muir Outdoor Learning Resources
- 4.5** Literacy
At present we are in year two of our three year moderation cycle. Moderation of achievement of levels in writing was conducted in a third of primary and secondary schools. The moderation is conducted by a team of WDC teachers who are lead moderators trained in assessing and moderating writing. The moderators assessed pieces of pupil writing using the national benchmarks to moderate the assessment of writing and teacher judgement of CfE levels. Most samples of writing showed evidence of learners working and progressing within a level. There is scope for improvement in the technical accuracy in some writing and work to improve the use of capital letters and full stops is advised. Development work is planned to support improvement in the quality of feedback given to ensure comments written by teachers are written using 'pupil friendly' language.
- 4.6** Numeracy
The maths steering group established a Maths Challenge Network. The majority of schools are represented in the network by maths challenge teachers. The area of focus this session is to increase parental engagement through family learning. An Early Years Challenge Network has been established.
- The Local Learning Communities (LLCs) are improving the quality of collaborative work to improve progression from early to third level:
- Our Lady and St Patrick's LLC plan to launch a parent guide on maths and numeracy in the schools and ELCC's within the Learning Community

- St Peter the Apostle LLC is developing assessment and moderation across the curriculum and tracking and monitoring at key points of transition
 - Clydebank LLC is developing parental engagement sessions for their first year pupils in September
 - Dumbarton LLC is working to deliver Maths Mastery as an approach that promotes the importance of embedding knowledge and understanding of concepts in maths
 - Vale of Leven LLC is developing a programme to ensure a consistent approach to problem based learning in maths
- 4.7** To promote Maths Week Scotland a challenge morning is being delivered by the maths steering group on Wednesday 12 September. This follows on from the very successful event in Clydebank Town Hall in 2017 involving groups of P7 pupils from every primary school.
- 4.8** As members of the West Partnership Maths Steering Group the team will present at an inter-authority conference in September to launch Maths Week Scotland. The conference will take place in Renfrewshire. There are 30 places available for staff to attend. In the first year the steering group developed workstreams in response to the Making Maths Count report from Scottish Government. In the next phase of work the group will align workstreams to the West Partnership improvement objectives.
- 4.9** Assessment and Moderation
Further training has been arranged this session on the new Scottish National Standardised Assessments (SNSAs). Training will be provided for senior staff unable to access Phase A training in session 2017-2018. The training will be extended this session to include classroom teachers who are using the SNSA for the first time. There will be an expectation that delegates will disseminate training within their own school.
- 4.10** Health and Wellbeing
A variety of resources and projects have been delivered in schools supporting health and wellbeing outcomes. Additional swimming lessons were delivered for children identified through schools swimming programme as unable to swim 25 metres. This was a jointly funded project from Glasgow 2018 European Championships, WD Leisure Trust and WD Education. A menu of oral health activities have been developed in partnership with NHS Oral Health. A poster competition for primary schools was designed to promote a reduction in the volume of single use of plastics used by local businesses.
- 4.11** In partnership with Alzheimer's Scotland a group of teachers developed a suite of lessons to raise awareness of Alzheimer's and Dementia. These will be piloted in St Stephen's, St Michael's and St Peter's Primary Schools, with a view to launching in all schools later in the session

4.12 Summer Programmes **Summer Sports Camps**

In partnership with Active Schools we provided 420 places at 14 Summer Sports Camps for children in P1 to P7. The camps focus on improving our children's health and wellbeing. This followed on from the successful pilot in 2017. The camps took place in Faifley, Castlehill, Balloch, Whitecrook, North Kilbowie/Radnor Park area, Bonhill and Renton. The camps were open to children who attended the schools within these catchment areas, with particular encouragement for children living in areas of deprivation. The camps delivered a variety of out of school sports activities, including volleyball, football and dodgeball. This year we included a free packed lunch to every child who attended the camps.

4.13 St Ronan's Learn and Grow Summer Gardening Programme

In partnership with the Leamy Foundation a summer Learn and Grow pilot project was delivered for the children and families in St Ronan's Primary School. The programme ran for 2 days per week for the whole of the summer holidays. This project introduced parents and children to a structured gardening based programme of activities and family orientated activities including arts and crafts, family cooking and pottery. The attendance averaged at 11 families, with a total of 26 participants.

4.14 Food, Families, Future

The programme was delivered for a second year in Vale of Leven Academy, Dumbarton Academy and Clydebank High School. 111 adults and 162 children attended the sessions. The programme was delivered by our Pupil and Family Support Workers and included sporting activities, cookery demonstrations, crafts and eating together. The project is led by Children in Scotland and aims to address a major social issue: food poverty and its links with well being and education.

4.15 Survival Language Adventure Camp

On 11 July 2018 15 pupils from West Dunbartonshire from P3-S1 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, team-building, problem-solving and technologies. Essential survival skills such as fire-making and outdoor cooking were taught through the foreign language and learners were challenged to create a 'Bear Grylls' style video-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.

4.16 Attainment Programme

As part of the local strategy to raise attainment and improve learning through high quality leadership and in response to the national strategy for headteacher empowerment we have established an enhanced school improvement team of ten headteachers. The team will work one day per week as part of the local authority central team working directly with schools to:

- Provide support and challenge to their link establishments to raise attainment, improve learning and narrow the poverty related attainment gap
- Support continuous improvement, performance monitoring and self-evaluation
- Analyse and use performance information to support and challenge establishments to improve
- Participate, and in some cases, lead improvement visits and thematic reviews within the programme for early years, primary and secondary schools

5. People Implications

- 5.1** The additional funding from Scottish Government has supported the secondment of officers and teachers assigned to raise attainment and narrow the poverty related attainment gap. Exit strategies are being developed prior to funding streams ending in 2020.

6. Financial and Procurement Implication

- 6.1** For primary challenge projects we have claimed part year costs of £0.321m to July 2018. For secondary challenge projects we have claimed part year costs of £0.233m from April to July 2018. As indicated in the table below it is anticipated that the full award of £2.043m 2018/19 will be spent.

	<u>Primary actual exp</u>	<u>Secondary actual exp</u>	<u>Total actual exp</u>	<u>Award</u>
2015/16	£778,595	n/a	£778,595	£1,024,856
2016/17	£1,322,450	£353,019	£1,675,469	£1,895,410
2017/18	£1,189,844	£823,264	£2,013,108	£2,013,108
2018/19	£1,190,492	£853,323	£2,043,815	est £2,043,815

- 6.2** There are no procurement implications arising from this report.

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 attainment plans have been shared with Education Scotland and headteachers.
- 9.2** A meeting has taken place with 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 plans there has been consultation with Education Scotland, the Scottish Government and parent councils.

10 Strategic Assessment

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

Laura Mason
Chief Education Officer
August 2018

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

Appendix: None

Background Papers: None

Wards Affected: All wards

WEST DUNBARTONSHIRE COUNCIL**Report by Chief Education Officer****Educational Services Committee: 5 September 2018**

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, P4, P7 and S3.

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 part of the Authority's strategy to raise attainment, improve learning and narrow the poverty related attainment gap

3. Background

- 3.1** As part of Educational Services' Raising Attainment Strategy pupils were tested from 2012 using standardised tests in literacy and numeracy at P3, P4, P5, P6, P7 and S2.
- 3.2** Since 2013 attainment data has been gathered using locally developed baseline assessments in literacy and numeracy in early years' establishments and in P1 at primary schools.
- 3.3** In 2016, as part of the National Improvement Framework, Scottish Government introduced data collection of children and young people's progress at the key stages of P1, P4, P7 and S3 using Curriculum for Excellence (CfE) Levels.
- 3.4** In August 2017, Scottish National Standardised Assessments (SNSAs) were introduced at P1, P4, P7 and S3. The use of a standardised assessment will support a consistent approach to assessment within the Broad General Education. The SNSA will form part of the evidence used when teachers make judgements about learner progress and achievement of a CfE level. 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. Prior to the introduction of the SNSA the Local Authority used GL

standardised assessments at P3, P5, P7 and S2. These assessments are no longer required as this could expose children to over assessment.

4. Main Issues

- 4.1** Children's progress within CfE 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** 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, partner nurseries and primary schools for P1 pupils. The early level assessment is benchmarked across the authority to highlight performance levels. Assessment results are used to track trends in attainment and to identify the attainment gap. This information provides a comprehensive picture of progress in key literacy and numeracy skills for children at early level in West Dunbartonshire.
- 4.4** The high level messages emerging from the early years' baseline assessments indicate the following:

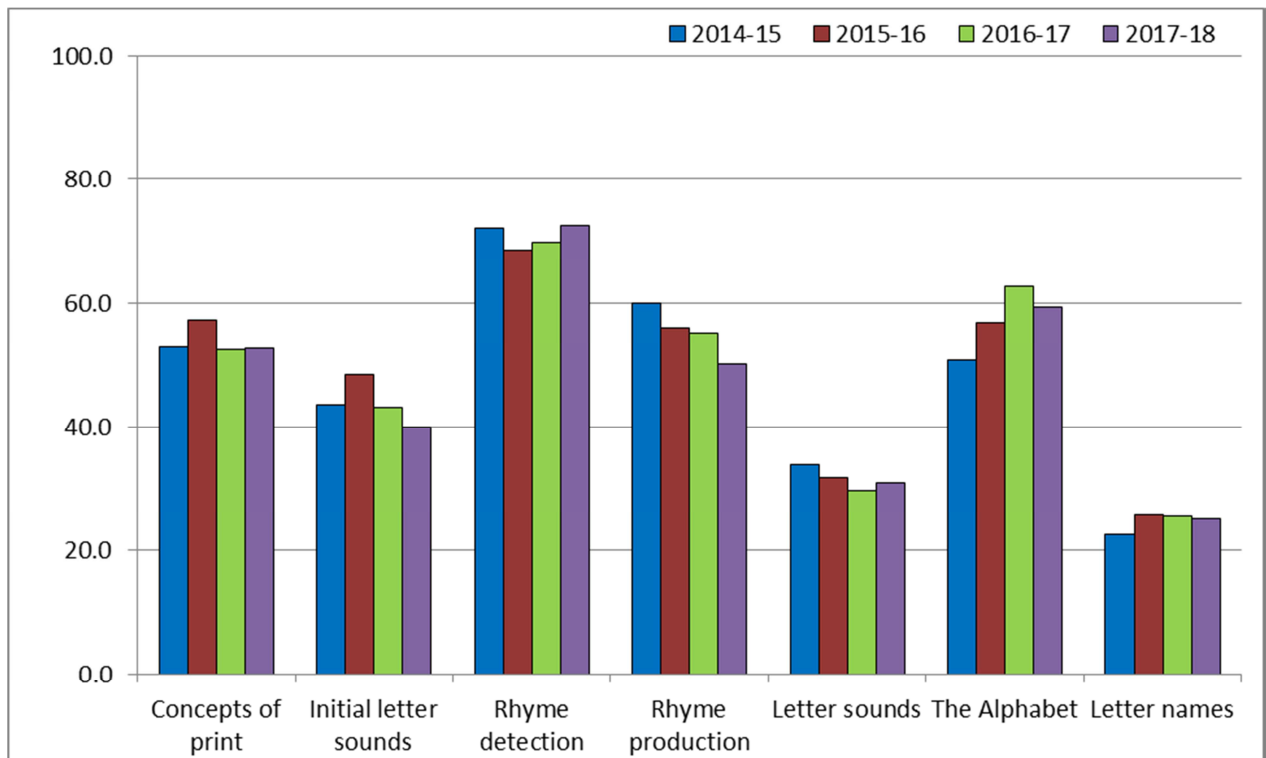
Literacy

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. Three areas (Concepts of print, Rhyme detection and Letter sounds) showed higher results in 2017-18 than for 2016-17, while the other areas showed a slight decrease. Rhyme detection has improved in the last two years.

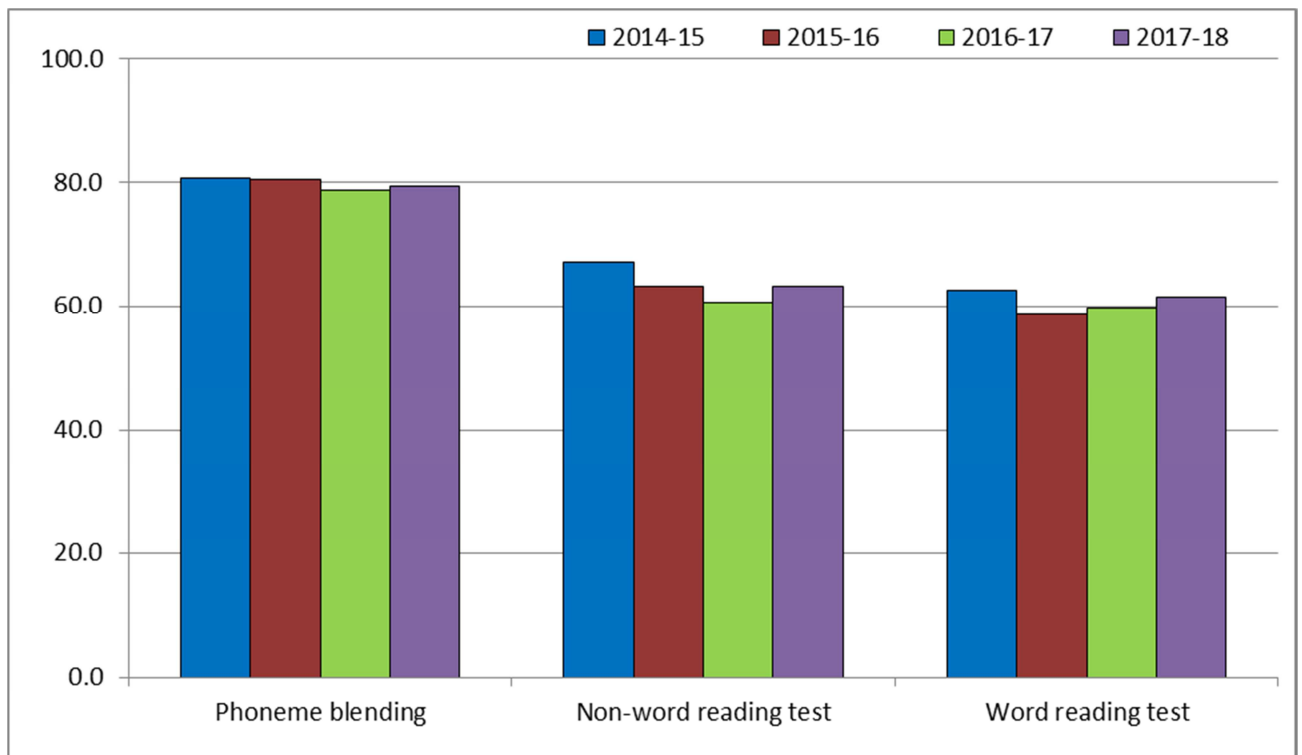
Performance for P1 pupils is better this year than in 2016-17. However, performance is still below the 2014-15 levels. Word reading test has improved in the last two years.

From 2016-17 a wider range of literacy skills was tested at early level which provided data to measure progress in reciprocal teaching, emergent writing, environmental print and syllable structure. This supports our Early Years establishments to plan for progress in these areas.

Early Years Literacy Baseline – Early Learning and Childcare Centres



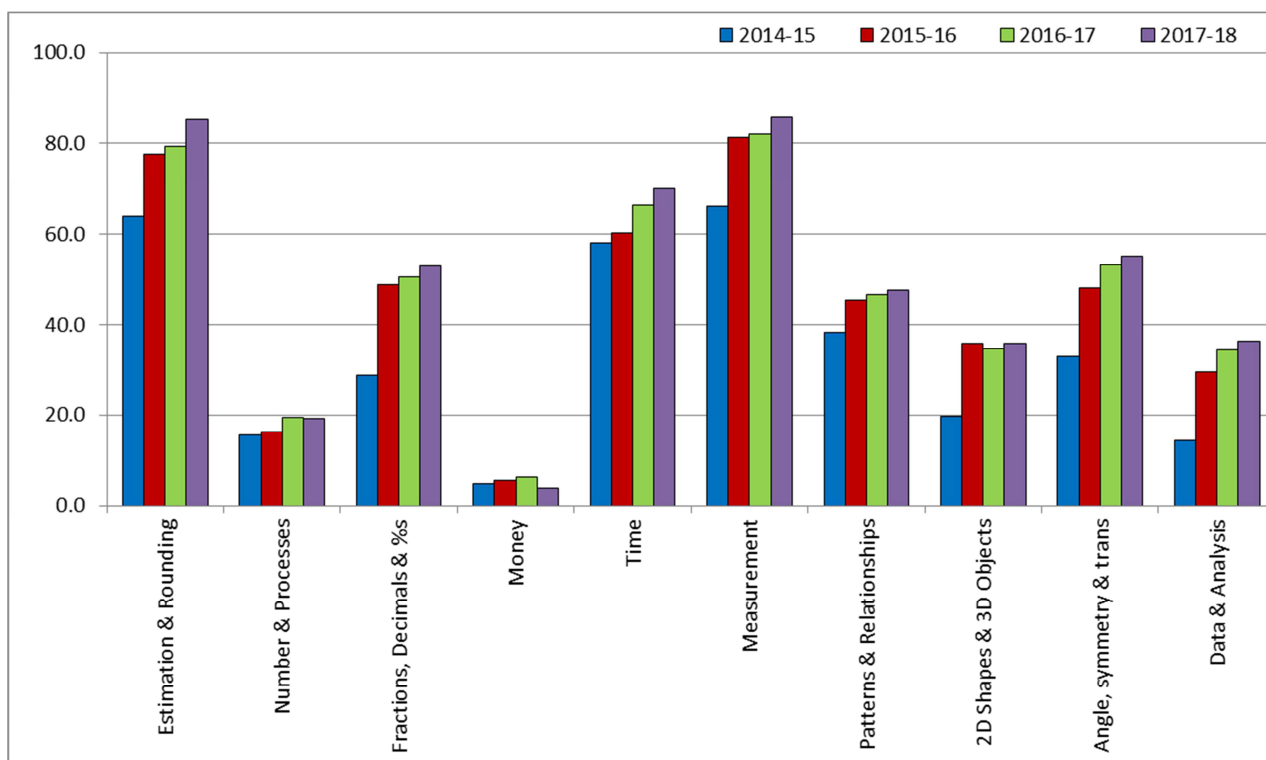
Early Years Literacy Baseline – Schools



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 increased for eight aspects of numeracy areas in 2017-18, except for Number and number processes and Money which decreased slightly. This means there has been a sustained improvement over the last three years in these eight curricular areas.

Early Years Numeracy Baseline – Early Learning and Childcare Centres

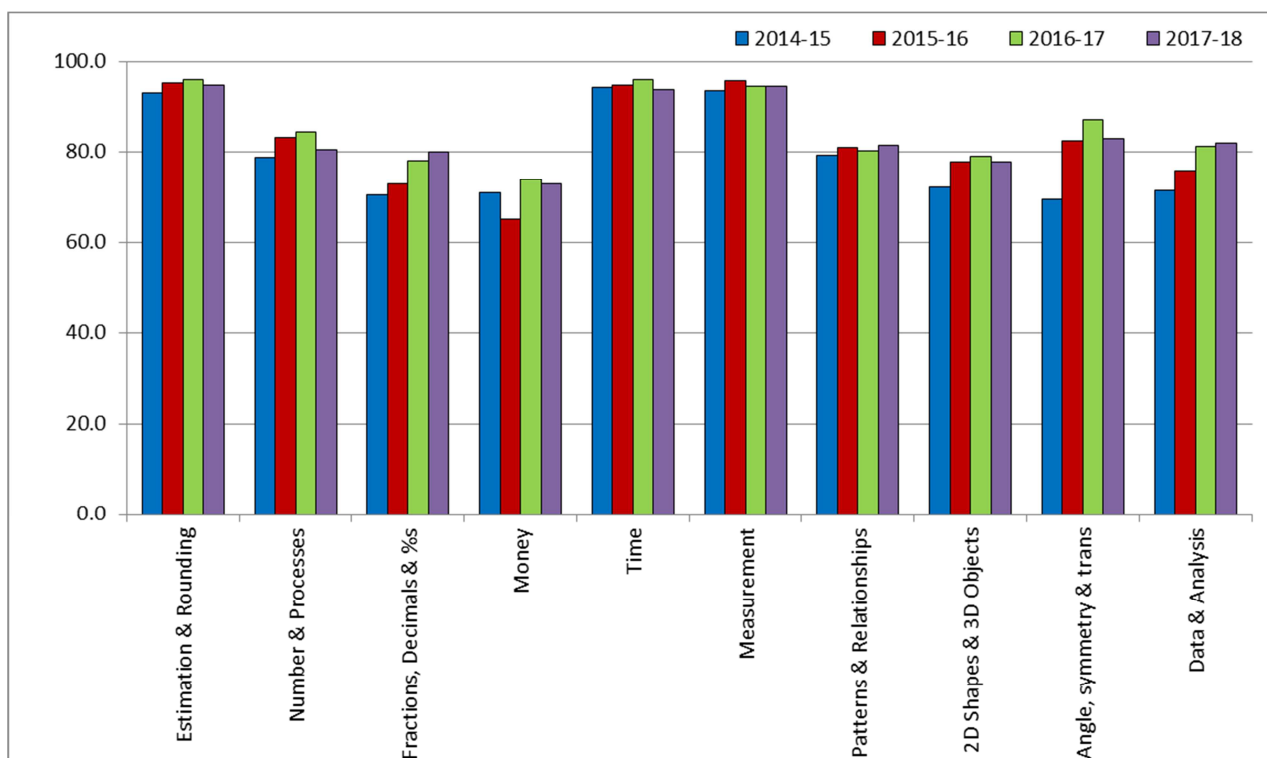


As expected, performance for P1 children was higher than for ELCCs for all areas, especially for Money, Number and Number Processes and Data and Analysis.

In 2017-18 an increased percentage of P1 children achieved the expected benchmark for four aspects of numeracy, compared to 2016-17. However, there was a small decrease in performance compared to 2016-17 for the other curricular areas. This means there has been a sustained improvement over the last three years in Data and analysis and Fractions, decimals and percentages.

Children who were in nursery in 2017 who are now in P1 have made progress with the biggest gains in money and number and number processes.

Early Years Numeracy Baseline – Schools



4.5 At present, the SNSAs show that by the end of the 2017-18 session:

- Over 95% of primary aged children in P1, P4 and P7 completed a SNSA
- Over 90 % of secondary aged young people in S3 completed a SNSA
- All P1 pupils completed age appropriate SNSAs
- Almost all pupils from P4 (>95 %), P7 (>93 %) and S3 (>94 %) completed the age appropriate SNSA for reading and writing
- Over 90 % of S3 completed the age appropriate SNSA for numeracy

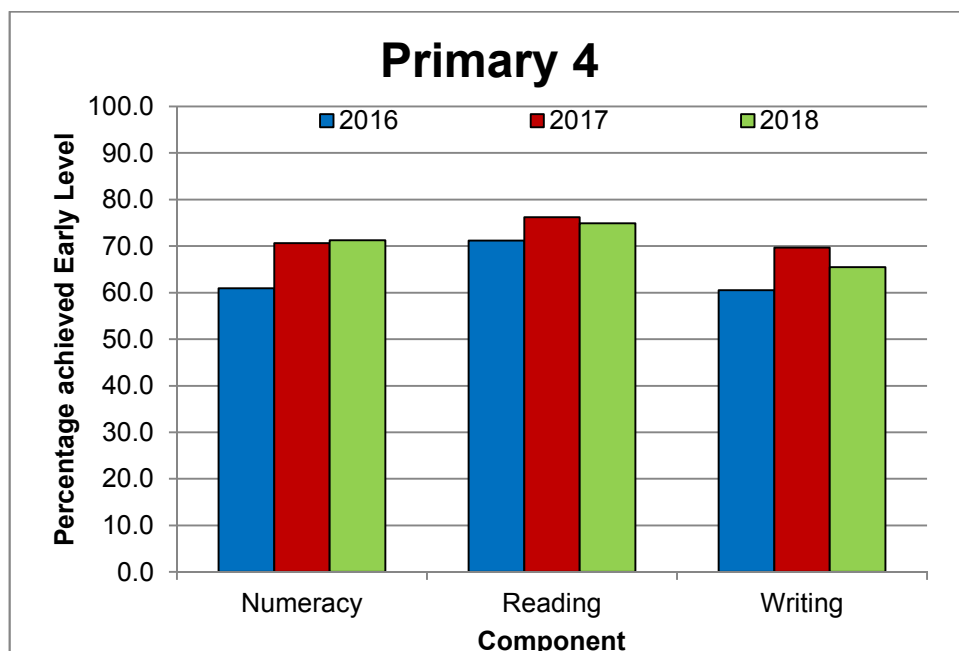
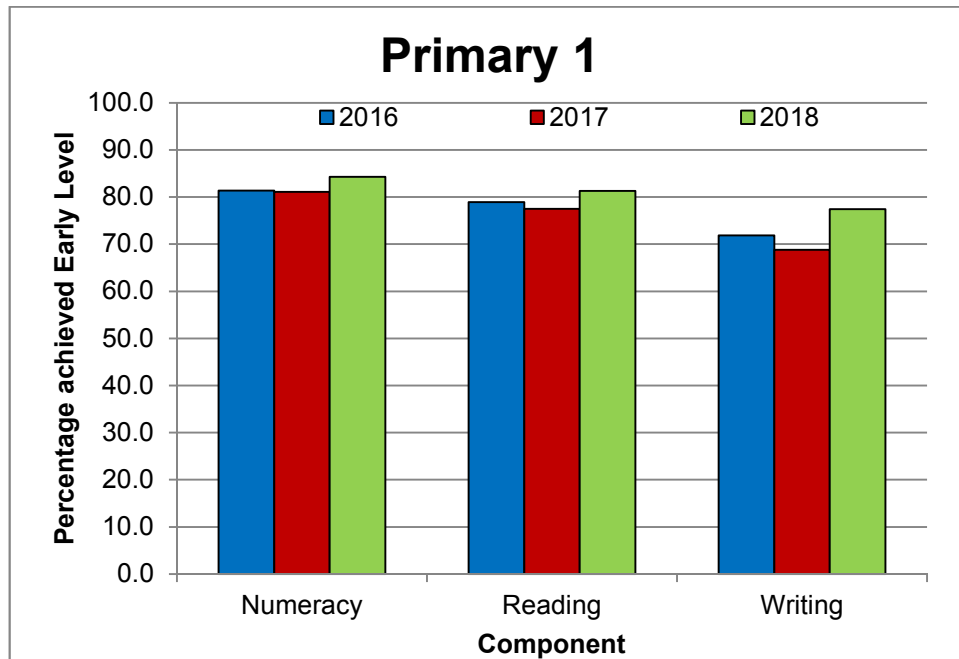
As the attainment information is not held by the Council, pupil performance in SNSA is not disclosable at this point. However at present, we are working on an analysis of the data and once this analysis is completed we may be able to provide more details.

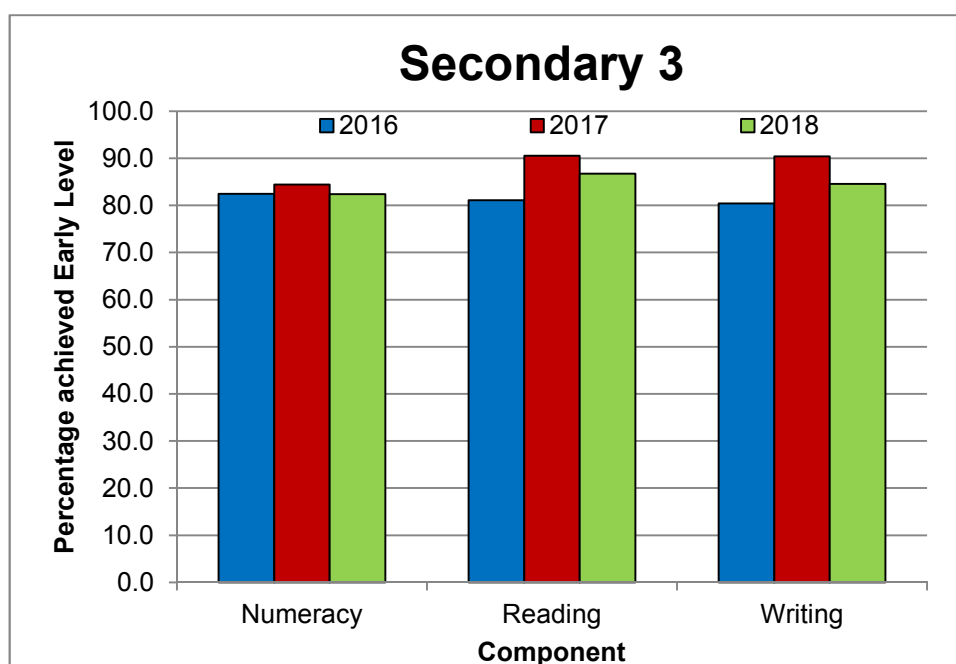
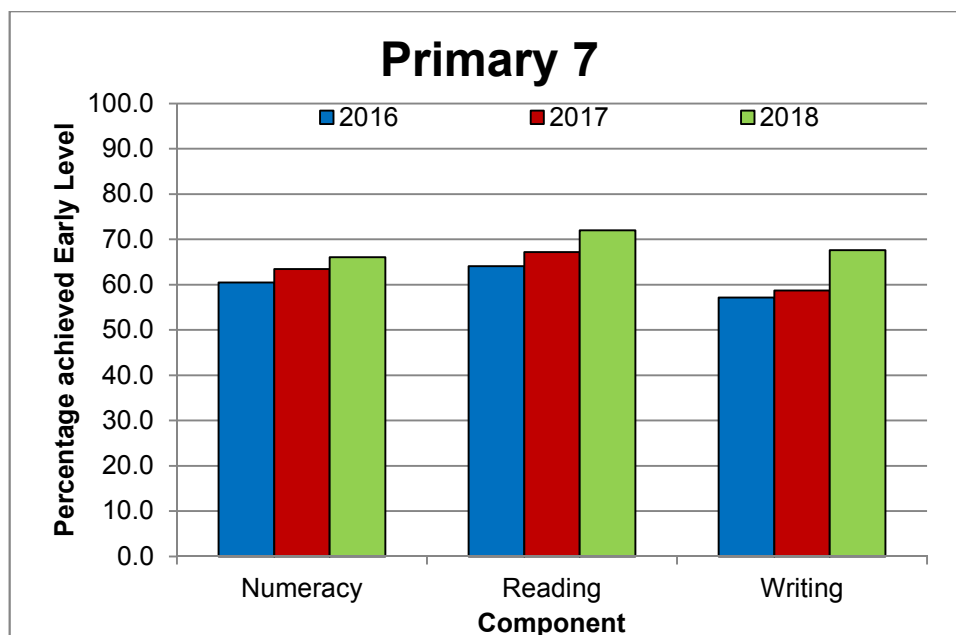
4.6 The National Improvement Framework measures pupil attainment using the Teacher Judgement Survey. In June 2016, 2017 and 2018, teachers used their professional judgement to determine what Curriculum for Excellence level pupils had achieved at P1, P4, P7, S3 and all pupils in standalone special schools / units.

4.7 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.

- 4.8 The following charts show 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 2016 to 2018





4.9 The initial high level messages emerging from the 2018 teacher judgement data are that:

- 1) over 75% of pupils in P1 achieve the expected Early level in reading, writing and numeracy
- 2) over 65% of pupils in P4 achieve the expected First Level in reading, writing and numeracy
- 3) over 65% of pupils in P7 achieve the expected Second Level in reading, writing and numeracy

- 4) over 80% of pupils in S3 achieve the expected Third or Fourth Level in reading, writing and numeracy
- 5) achievement in Special Schools is mixed depending on each child's individual needs

4.10 The high level messages emerging across the three years of teacher judgement data are that:

- 1) achievement of P1 pupils has changed from over 70% of pupils in P1 achieve the expected Early level in reading, writing and numeracy in 2016 to 65% achieve Early level in 2017 and 75% achieve Early level in 2018
- 2) achievement of P4 pupils has changed from over 60% of pupils in P4 achieve the expected First level in reading, writing and numeracy in 2016 to 65% achieve First level in 2017 and 2018
- 3) achievement of P7 pupils has changed from over 55% of pupils in P7 achieve the expected Second level in reading, writing and numeracy in 2016 and 2017 and 65% achieve Second level in 2018
- 4) achievement of S3 pupils is consistently over 80% achieve the expected Third or Fourth Level in reading, writing and numeracy in 2016, 2017 and 2018

4.11 At this mid way point of the Scottish Attainment Challenge the initial high level messages emerging from the 2018 teacher judgement data are that since 2016 for pupils residing in SIMD 1&2 :

At P1 there is a 3% increase in the number of pupils attaining early level

At P4 the number of pupils attaining first level remains static

At P7 there is a 7% increase in the number of pupils attaining second level

At S3 there is a 2% increase in the number of pupils attaining at third level

5. People Implications

5.1 The additional funding from Scottish Government has supported the secondment of officers and teachers to focus on specific areas of work to raise attainment and narrow the poverty related attainment gap. Exit strategies are being developed prior to funding streams ending in 2020.

6. Financial and Procurement Implications

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

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 2017-2022 overarching priority to reduce inequalities for the people of West Dunbartonshire which supports improved outcomes for all learners in our community.

Laura Mason
Chief Education Officer

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 Strategic Lead - Laura Mason, Chief Education Officer****Committee: Educational Services Committee: 5 September 2018**

Subject: Early Years Implementation Update**1. Purpose**

- 1.1** This report details an update of the plan for the expansion of Early Learning and Childcare (ELC) in West Dunbartonshire Council (WDC).

2. Recommendations

- 2.1** It is recommended that Committee:

- (i) Notes the contents of the current updated version of the Early Learning & Childcare Expansion Plan 2018 – 2020 (Appendix 1).
- (ii) Agrees that a further update be provided to committee at the next meeting in December 2018.

3. Background

- 3.1** Members have previously been advised through regular reports to committee that WDC Early Learning & Childcare Expansion Plan 2018 – 2019 has developed a service model for delivery of 1140 hours of high quality early learning and childcare which reflects, and is responsive to the needs of families. The plan includes actions for improvement: to ensure and plan for quality, workforce development including additional graduates, physical capacity/resources, process/technologies and administration changes, implementation of the delivery model. The plan makes full use of our existing assets.
- 3.3** This local ELC offer complies with the underpinning principles of quality; flexibility; accessibility (choice) and affordability. The new model is 'provider neutral' which is reflective of the Scottish Government ambition whereby local authority, private, partner and third sector providers collaborate to ensure a local offer which meets the strategic needs of children and families.
- 3.4** The scoping work has identified costings in relation to both capital and revenue expenditure required for planned phased projects to 2020. Local authorities have been given responsibility for delivering the expansion in their local communities and are being asked to consider the development of enhanced service models that reflect, and are responsive to, local needs. Planning for the expansion will necessarily evolve over the coming year(s) to 2020/21 and full implementation. The Delivery Plan will be used to inform

future Scottish Government spending reviews and discussions on funding allocations to local authorities. The Scottish Government has committed to fully funding and financing the expansion.

- 3.6** West Dunbartonshire Council developed an indicative 'Early Learning and Childcare Strategy: 16-20' which was presented to Educational Services Committee. The Early Learning and Childcare Strategy was approved by Committee at its meeting on 24 August 2016; and progress continues on the expansion plan.
- 3.7** The SG expectation is that local authorities will introduce a new more progressive service model to be phased in by 2020. This Funding Follows the Child approach and the introduction of the new National Standard is a significant change for parents and carers, providers and local authorities. WDC's Early Learning & Childcare Expansion Plan 2018/2019 for expansion to 1140 hours will provide high quality early learning and childcare for children in the centres previously agreed by committee for year one of phased expansion to 1140 hours.
- 3.8** The operating model to increase the current entitlement of 600 hours to 1140 hours will be phased in over three years. With full implementation in all of our nurseries, including with our partner providers from school session 2020/2021 In the first year of implementation, school session 2018/2019 a model of delivery which reflects the Scottish Government's recommendations for choice and flexibility in a geographical area has been developed. In the first year of implementation, school session 2018/2019, our model of delivery reflects the Scottish Government's recommendations for choice, accessibility and flexibility in the geographical areas agreed by this committee in June 2018. This session Ferryfield ELCC will reopen as a 0-3 HUB, to provide 1140 hours for entitled two year olds. St. Mary's ELCC Alexandria and Linnvale ELCC provide the new entitlement of 1140 hours for three and four year olds. All children in the phased implementation of 1140 hours will receive free school meals. The operating model to increase the current entitlement of 600 hours to 1140 hours will be phased in over three years.

This plan reflects:

- (a) Extending the number of hours available from 600 to 1140 a year.
 - (b) Offering more flexibility and choice in each geographical area.
 - (c) Providing a choice of 38 weeks term-time and 50 weeks in a year.
- 3.9** Andrew B Cameron will reopen this session. Parents/carers of 3-5 year olds will benefit from the flexibility of a nursery which opens 50 weeks in the Dumbarton area, offering the choice of 1140 hours over 38 or 50 weeks. There is currently no such facility in the Dumbarton area for 3-5 year olds. Levenvale is also scheduled to open during this school session offering parents of entitled three and four year olds 1140 hours over 50 or 38 weeks, depending on their needs.

- 3.10** A survey of parents/carers in June 2018 provided up to date information about where parents and carers in WDC want to access their child's funded early learning and childcare entitlement. We found that 81% of parents/carers want their child's entitlement taken at a local authority nursery, 17% of parents/carers want their child's entitlement taken at a private provider nursery, 1% of parents/carers want their child's entitlement taken with a child minder, 1% of parents/carers want their child's entitlement taken with 'another' but did not state who. We are committed to partnership working with childminders and partner providers to support the delivery of the entitlement for 2 to 5 year olds, of 1140 hours of early learning and childcare. From school session 2019/2020, 1140 hours will be phased in with our partner providers and childminders. This plan ensures that we offer parents and carers a choice of settings reflective of the underpinning principles of the expansion: quality, flexibility, accessibility and affordability. We have reinstated the West Dunbartonshire Childminder Forum, to consult on the expansion, provide training, advice and support. We will continue to support and consult our partner providers. The WDC Expansion Plan has been updated. This provides clarity for child minders and partner providers about our plans for phasing in 1140 hours. See appendix 1.

4. Main Issues

- 4.1** The progress of the WDC Delivery Plan for the expansion is monitored by the ELC Project Board. This is a sub group of the Schools Estate Board. In addition to providing committee reports the ELC Project Board advises and guides the expansion. This board has a wide membership which is crucial to the delivery of the expansion; including partner providers, heads of centres and union representation.

5. People Implications

- 5.1** There are significant implications for people in WDC. The workforce plan has been developed and is included in the delivery plan for Education, Learning & Attainment. This will facilitate the increase in workforce resources to support the expansion plans and will continue to evolve as the plan is implemented. Two Education Support Officers have been recruited to ensure that the quality of provision reflects the national standard. Recruitment of additional graduates in 11 settings with the highest levels of deprivation will enhance our ability to provide quality early learning and childcare. The graduate level practitioners will lead pedagogical practice to ensure improved outcomes for children. See Appendix 1

6. Financial and Procurement Implications

- 6.1** The financial template requested by the SG in February has been accepted. Funding for the first phase of the expansion in year one, school session 2018/2019 will enable full implementation of phase one of the expansion plan for 1140 hours in the Vale of Leven, Alexandria, Dumbarton and Clydebank areas.

The various policy announcements from the SG in recent months will have significant revenue and capital costs. The funding has been confirmed and will be fully funded by the SG for these policy intentions. The amount required by WDC will add revenue costs of between £6 and £7 Million.

In recent years the SG has provided the following revenue and capital funds associated with policy decisions:

Financial Year	Purpose	Revenue Value
2014/15	Workforce Development	£93,000
	Additional places for 3 & 4 year olds	£935,000
	Additional places for 2 year olds	£397,000
2015/16	Additional places for 3 & 4 year olds	£1,307,000
	Additional places for 2 year olds	£1,165,000
2016/17	Additional places for 2, 3 & 4 year olds	£3,000,000
2017/18	Additional places for 2, 3 & 4 year olds	£370,000

Financial Year	Purpose	Capital Value
2014/15	Workforce development	£542,000
	Additional places for 3 & 4 year olds	£507,000
	Additional places for 2 year olds	£879,769
2016/17	To support place development	£530,000
2017/18	To support place development	£576,000

The financial template submitted to the Scottish Government in February 2018 has been reviewed and used in deciding the multi-year funding allocation to this authority. The multi-year allocations were announced in May 2018 and are as follows for West Dunbartonshire:

Financial Year	Revenue £m	Capital £m
2018/19	1.410	0.580
2019/20	5.268	1.800
2020/21	8.717	2.100
2021/22	9.723	1.400

The cost of our expansion plan for year one is within the budget allocated by SG. The first year funding includes the allocation for 11 graduates. Officers are currently reviewing the Early Years Expansion programme to ensure that plans for year two and three align with multi-year funding. The revenue funds detailed are cumulative; the capital funds are granted annually. See Appendix 1, Page 11.

- 6.2** Quality is the driving force of the WDC expansion plan, designed to deliver high quality experiences for all children. Allocation of additional graduates in ELCs is part of the SG plan to improve attainment and close the poverty related attainment gap. Eleven ELCCs which met the Standard Criteria set by the SG will benefit from 1.0 FTE graduate. The additional graduates are either

a graduate practitioner or a teacher with a relevant degree award or a teacher with early years expertise. The main duties of the additional graduates is to model and lead appropriate pedagogical practices, support the effective delivery of the curriculum and support practitioners in their understanding of child development.

7. Risk Analysis

- 7.1** The key risks to the project include delays in delivery of infrastructure expansion; ensuring capital and revenue funding is available for planned activity; recruiting and developing a skilled and committed workforce. The WDC Early Years Childcare Implementation Project Board monitors all aspects of the delivery of the plan. We are also working with West College Scotland to ensure that we have the numbers of trained staff required for increased service delivery. We have made use of our own existing assets as recommended by SG. We have adhered to guidance from the SG delivery group to develop our model of delivery, ensuring that capital and revenue funding is available.

8. Equalities Impact Assessment (EIA)

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

9. Consultation

- 9.1** Consultation with stakeholders in March / April 2018 indicated that the plan for 38 and 50 week early learning and childcare models is what parents and carers want. The findings of our consultation with parents and carers on where they want to take their child's entitlement are reflected in our updated expansion plan.
- 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 have a strong local economy, improved employment opportunities and efficient and effective frontline services that improve the everyday lives of residents. These are strategic priorities for 2017-2022.

Laura Mason
Chief Education Officer
September 2018

Person to Contact:	Kathy Morrison, Education Officer, Department of Education, Learning and Attainment, Telephone No: 01389 737684 Email: kathy.morrison@west-dunbarton.gov.uk
Appendices:	Appendix 1 – Early learning & Childcare Expansion Plan 2018-2020
Background Papers:	<p>A Blueprint for 2020: Expansion of Early Learning and Childcare Consultation</p> <p>A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland</p> <p>Early Learning & Childcare Expansion Plan</p> <p>A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland 2017-18 Action Plan</p> <p>Early Learning and Childcare Expansion Planning Guidance for Local Authorities</p> <p>The Skills Investment Plan Prospectus</p> <p>Delivering Excellence and Equity in Scottish Education: A Delivery Plan for Scotland</p> <p>Educational Services Committee Report May 2018 – Early Years Implementation Update</p>
Wards Affected:	All



**Early Learning & Childcare Expansion Plan
Plan 2018 - 2020**

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Summary of Discussion and Consultation	Page 15

Families will benefit from flexible, high quality early learning and childcare which will improve outcomes for children. This will be phased in over a three year period in each geographical area of WDC. This will allow some parents/carers to increase their working hours. This accessible provision will play a vital role in helping to close the poverty related attainment gap.

The phasing of 1140 hours will be based on the *Service Model for 2020: Consultation Paper* which sets out the details of the new service model which will underpin delivery of the expanded entitlement to funded ELC. This new service model will be built on a Funding Follows the Child approach which is ‘provider neutral’, prioritising high quality early learning and childcare for children, regardless of whether parents/carers are accessing their funded entitlement in public, private or third sector providers or through provision offered by childminders.

Actions	Lead	Outcomes	Milestones 2018/19	Milestones 2019/20	Milestones 2020/21
Ensuring Quality	Kathy Morrison	All Care inspections of West Dunbartonshire early years centres and partner nurseries are evaluated as good or better by Care Inspectorate inspections.	All inspections of early years centres are good or better by the Care Inspectorate.	All inspections of early years centres are good or better by the Care Inspectorate.	All inspections of early years centres are good or better by the Care Inspectorate
		The Quality standards are in line with the national quality standard.	Evidence through quality improvement framework.	Evidence through quality improvement framework.	Evidence through quality improvement framework.
		All Early Years staff including partners have access to quality professional learning through the CPD website. Childminders through the WDC Childminder Forum will have access to professional learning available to partner providers.	Uptake of CPD by partner provider staff	Uptake of CPD by partner provider staff	Uptake of CPD by partner provider staff
		Self-evaluation processes are embedded to ensure outcomes for children and families.	Validation and Improvement visits to early years and partner provider centres provide effective support and challenge.	Validation and Improvement visits to early years and partner provider centres provide effective support and challenge.	Validation and Improvement visits to early years and partner provider centres provide effective support and challenge.
		Trio working improves leadership across West Dunbartonshire Centres and partner providers.	Trios are established to focus on improving leadership	Trios are established to focus on improving leadership	Trios are established to focus on improving leadership
		Early years child care officers take part in the aspiring leaders Leadership Programme.	Uptake of Leadership programme by early learning and childcare officers.	Uptake of Leadership programme by early learning and childcare officers.	Uptake of Leadership programme by early learning and childcare officers.
		Education support officers support challenge local authority centres and partner provider centres.	Validation and Improvement visits to early years and partner centres provide effective support and challenge.	Validation and Improvement visits to early years and partner centres provide effective support and challenge.	Validation and Improvement visits to early years and partner centres provide effective support and challenge.
		Children benefit from access to an Early stages teacher who are allocated to West Dunbartonshire nurseries and partner provider centres.	Sufficient staffing in place for Phase 1 establishments.	Sufficient staffing in place for Phase 2 establishments.	Sufficient staffing in place for Phase 3 establishments.
Improvement Actions 2018/19		<ul style="list-style-type: none"> Develop and implement professional learning programme for local authority and partner providers; Continue with improvement framework to challenge and support centres in closing the attainment gap; Continue with Trios to develop leadership capacity. 			

Actions	Lead	Outcomes	Milestones 2018/19	Milestones 2019/20	Milestones 2020/21
Workforce Development Including Additional Graduate	Kathy Morrison Geraldine Lynden EY Principal teacher	Centres implementing 1140 hours have appropriate leadership and staffing in place;	Promoted staff in pilot and new centres appointed. Early learning and childcare workers appointed.	Promoted staff in pilot and new centres appointed. Early learning and childcare workers appointed.	Promoted staff in pilot and new centres appointed. Early learning and childcare workers appointed.
		Leadership programme is developed for newly appointed heads	Delivery of appropriate training programme through experiential learning.	Delivery of appropriate training programme through experiential learning.	Delivery of appropriate training programme through experiential learning.
		11 Graduates appointed and allocated to qualifying centres	Suitably qualified graduates are recruited through the Scottish Government Graduate programme.	Suitably qualified graduates are recruited through the Scottish Government Graduate programme.	Suitably qualified graduates are recruited through the Scottish Government Graduate programme.
		Modern Apprentice Programme is in place.	6 Modern Apprentices to be appointed annually over the expansion period.	6 Modern Apprentices to be appointed annually over the expansion period.	6 Modern Apprentices to be appointed annually over the expansion period.
		Pathways for school/college leavers into early years employment.	Programme with schools and colleges is developed.	Programme with schools and colleges is developed.	Programme with schools and colleges is developed.
Improvement Actions 2018/19	<ul style="list-style-type: none"> • Continue to expand the number of Modern Apprentices; • Recruit staff for new and expanding centres; • Support staff to undertake CLPL; • Work with Senior Phase staff to increase the provision for pupils interested in a career in the Care Industry (Early Years) 				

Actions	Lead	Outcomes	Milestones 2018/19	Milestones 2019/20	Milestones 2020/21
Physical Capacity/Resources See Page 10 - 14	Kathy Morrison Michelle Lynn Karen Docherty Joanne Thomson Joe Reilly	Deliver projects in centres identified for phasing to 2020 to offer flexibility within 1140 hours.	Phase 1 projects: Levensale ELCC Andrew B Cameron ELCC St Mary's ELCC (Alexandria) Ferryfield ELCC	Ongoing – Phase 2 implementation	Ongoing – Phase 3 implementation
	Lynda Dinnie	Identify key sites to be developed for use as Production Kitchens for delivery of lunches to ELC.	Kitchens identified and modified to become Production Kitchens.	Kitchens identified and modified to become Production Kitchens.	Kitchens identified and modified to become Production Kitchens.
	Teresa Devaney Lynn McLafferty	Guidelines for furniture and fittings required for new nursery centres	Implement a model for resourcing centres in Phase 1 establishments	Implement model in Phase 2 establishments	Implement model in Phase 3 establishments
	Jacqueline O'Donnell	Guidelines for curricular resources required for indoor and outdoor learning in new nursery centres.	Implement a model for resourcing centres in Phase 1 establishments	Implement model for resourcing centres in Phase 2 establishments	Implement model for resourcing centres in Phase 3 establishments
Improvement Actions 2018/19	<ul style="list-style-type: none"> Joint work with Estates team to identify and deliver on new centres and expansion of existing centres - (Project Team) Work with Facilities Management in upgrading kitchens to deliver the food requirements by Aug 2018 (Linda Dinnie/Linda Shaw) Work with the Care Inspectorate to register new and existing sites for start of implementation. Resource Phase 1 new and existing centres with curricular resources and furniture for August 2018. 				

Actions	Lead	Outcomes	Milestones 2018/19	Milestones 2019/20	Milestones 2020/21
Process / technologies and admin change	Teresa Devaney Lynn McLafferty Paul Darroch Kathy Morrison	Improved process for application for an early years place.	Online system for applications is used by parents/carers. The allocation of places is streamlined.	The online system is efficient and easy for parents/parents to use. The allocation of places is streamlined.	The online system is efficient and easy for parents/carers to use. The allocation of places is streamlined.
		A revised charging system is implemented; Information is provided to parents in relation to child care charges.	A new charging policy is developed and implemented.	The new charging policy is more efficient.	The new charging policy is more efficient.
		There is clear communication to parents. Updates regarding the expansion are shared regularly through social media, WDC website and SMS.	Information for parents/carers is easily accessed.	Information for parents/carers is easily accessed.	Information for parents/carers is easily accessed.
		Implementation of the new funding follows the child model.	There is clear information issued to parents/carers.	The system for the funding follows the child is developed.	The revised system of funding following the child is implemented through phasing.
		Parents have information about and understand what is available to them through the funding follows the child model.	There is clear information issued to parents/carers.	The system for the funding follows the child is developed.	The revised system of funding following the child is implemented through phasing of projects.
Improvement Actions 2018/19	<ul style="list-style-type: none"> • New online application system is developed and implemented; • New charging policy is developed; • Information for parents/carers is provided. 				

Actions	Lead	Outcomes	Milestones 2018/19	Milestones 2019/20	Milestones 2020/21
Implementation of Delivery Model See Page 8 - 15	Kathy Morrison Geraldine Lyden	Models of delivery for 1140 hour Early Learning and Childcare Centres are established across the 3 geographical areas in West Dunbartonshire.	Provision across Phase 1 centres in delivering 1140 hours in term time (38 week) and all year (50 week) models.	Provision across Phase 2 centres in delivering 1140 hours in term time (38 week) and all year (50 week) models.	All centres and partner providers including childminders delivering 1140 hours.
		Phasing of centres moving to 1140 hours delivery over a 3 year period.	Children receive 1140 hours in implementation centres.	Children receive 1140 hours in implementation centres.	Children receive 1140 hours in implementation centres through funding follows the child model.
		Flexible, affordable and accessible provision is provided for children and families.	The model of delivery provides flexible, affordable and accessible provision for parents/carers in year one.	The model of delivery provides flexible, affordable and accessible provision for parents/carers in year two.	The model of delivery provides flexible, affordable and accessible provision for parents/ carers in year three.
		Partner providers have a delivery model and business plan for 1140 hours.	Engagement with partner providers in relation to the expansion ensures private providers begin planning their delivery model and business plan.	Engagement with partner providers in relation to the expansion ensures that private providers begin planning their delivery model and business plan.	Engagement with partner providers in relation to the expansion ensures private providers begin planning their delivery model and business plan.
		A workforce is in place to meet the needs of the new service delivery model of 1140 hours.	Engagement with staff in relation to changes to employment due to moves to extended year provision – Management Structure, Shift Patterns and extended day working.	Engagement with staff in relation to changes to employment due to moves to extended year provision – Management Structure, Shift Patterns and extended day working.	Engagement with staff in relation to changes to employment due to moves to extended year provision – Management Structure, Shift Patterns and extended day working.

<p>Improvement Actions 2018/19</p>	<ul style="list-style-type: none"> • Support provided to partner providers in relation to their business models for the delivery of 1140 hours. • WDC Childminder Forum Childminder Forum – consult on expansion and partnership for blended model or child's entitlement. • Incorporate updated partner expansion into projections. • Engage with Facilities Management to identify additional catering staff required for expansion to production kitchens. • Engagement and consultation with communities in relation to the new provision – 38 week or 50 week provision in the 1140 hours model of delivery. • Staff recruited for the new centres including promoted staff; • Provision of 1140 hours for eligible two and entitlement to three and four year olds in phase one centres: <ul style="list-style-type: none"> ○ Levensale ELCC 50 weeks for 3-5 year olds (1140 hours) ○ Andrew B Cameron ELCC 50 weeks for 3-5 year olds (1140 hours) ○ St Mary's ELCC (Alexandria) 38 weeks for 3-5 year olds (1140 hours) ○ Linnvale ELCC 38 weeks for 3-5 year olds (1140 hours) ○ Ferryfield ELCC 50 weeks for 0-3 year olds
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Risks and Dependencies:

The main risk is the uncertainty in relation to the level of revenue funding to deliver the expansion;

There is a risk that the loss of income will be higher than anticipated.

There is a risk that it will not be possible to recruit sufficient numbers of suitably qualified staff; the workforce development programme aims to mitigate this;

There is a risk that the capital projects will not be completed within the required timescales and there will be a shortage of places in some areas;

Engagement with partner providers and childminders is important in order to mitigate the risk that they will not be able to provide the required number of hours;

The allocation of 'Additional Graduates' in designated ELCs is dependent on successful recruitment.

Consultation and Engagement:

Google questionnaire (See Page 16)

Public meetings

Newsletters

SMS

Union meetings

Partner Providers - quarterly meetings

WDC Childminder Forum - quarterly meetings

Information meetings with ELC staff.

Implementation Centres 1140 Hours Phase One August 2018

Centre	Model	Approximate Revenue Costs	Comments
Levenvale ELCC (3-5)	50 week	£232,483	1140 hours from Session 2018/19, shift system required.
Linnvale ELCC	38 weeks	£9936.79	1140 hours from August 2018.
St Mary's ELCC (3-5) Alexandria	38 week	£161,872	1140 hours (600 hrs from April 2018 + 1140 hours from August 2018).
Ferryfield (0-3)	50 week	£108,671	1140 hours from August 18.
Andrew B Cameron (3-5)	50 week	£217,512	1140 hours from Session 2018/19.
Graduates	11 ELCs	£303,448	One FTE graduate for ELCs agreed by SG.
Facilities Management		£118,018	To deliver catering, cleaning and janitorial services
2 Educational Psychologists		£70,435	To deliver support in expanded centres
Project Management Costs		£321,337	Staffing costs in Finance, HR, Facilities Management, Asset Management as well as Education
Funding Follows the Child		£76,000	

NOTE: the above figures include ear marked balances of approx. £200,000

Overview of EY 1140 Expansion Programme 2018 - 2021

Phase One – 2018 2019		
ELC	Timescale	Comment
Balloch ELCC	New service opened February 2018	Complete.
St Mary's ELCC (A)	New Service opened 16 April 2018	Complete.
AB Cameron ELCC	2018-2019	Works have begun. Reopen 50 week centre. Implementation October 2018. CI visit TBA
Ferryfield ELCC	2018-2019	New 0-3 service. Reopen 50 week centre. Implementation September 2018.
Levenvale ELCC	2018-2019	Building Warrant required. This project is scheduled for 18/19 but work cannot commence until building control award the building warrant.
Linnvale	2018-2019	August 18, 1140 hours for children attending 3-5 years.
Clydebank OSC Lennox OSC Linnvale OSC	2018-2019	Review carried out and recommendations made.
Partner Providers and childminders	2020 - 2021	Entitlement for 2-5 year olds – 1140 hours. Funding follows the child model (consult parents/carers, budget availability).
Phase Two 2019 - 2020		
ELC	Timescale	Comment
Linnvale ELCC	2019-2020	Works instructed via DLO - CI visit May 2018
Kilbowie ELCC	2019-2020	Implementation 1140 hours. 38 weeks. CI visit TBA
St. Eunan's ELCC	2019-2020	Implementation 1140 hours. New service 0-5. 50 weeks. CI visit May 18
Whitcrook ELCC	2019-2020	Implementation 1140 hours. 38 weeks. CI visit May 18
Whitcrook PS class	2019-2020	New nursery class to replace Clydebank ELCC / Whitcrook ELCC 3-5 services. CI visit TBA 38 weeks
OLOL class	2019-2020	New service – 3-5 38 weeks
Dalmuir ELCC	2019-2020	3-5 service 38 weeks

Lennox ELCC (Faifley)	2019-2020	0-3 Service (50 weeks)
Braehead ELCC	2019-2020	3-5 service 38 weeks
ELC	Timescale	Comment
Brucehill ELCC	2019-2020	3-5 service 50 weeks
Meadowview ELCC	2019-2020	0-3 service 50 weeks
Bellsmyre ELCC	2019-2020	3-5 service 38 weeks
Dalmonach	2019 -2020	3-5 service 38 weeks
Lennox ELCC Bonhill	2019 - 2020	3-5 service 38 weeks
Ladyton ELCC	2020 - 2021	0-3 service 50 weeks?
Partner Providers and childminders	2020 - 2021	Entitlement for 2-5 year olds – 1140 hours. Funding follows the child model (consult parents/carers, budget availability).
<u>Phase Three 2020 - 2021</u>		
ELC	Timescale	Comment
Balloch ELCC		1140 hours
Carleith class	2020 - 2021	3-5 service 50 weeks
St. Mary's class Duntocher	2020 - 2021	3-5 service 38 weeks
Edinbarnet class	2020 - 2021	3-5 service 50 weeks
Auchnacraig	2020 - 2021	3-5 service 38 weeks
St. Joseph's class	2020 - 2021	3-5 service 38 weeks
Gavinburn class	2020 - 2021	3-5 service 38 weeks
Dalreoch class	2020 - 2021	3-5 or 0-3 38 week service
Christie Park class	2020 - 2021	3-5 service 38 weeks
Gartocharn ELCC	2020 - 2021	0-5 50 weeks
Renton class	2020 - 2021	3-5 service 38 weeks
Riverside ELCC	2020 - 2021	3-5 service 50 weeks
Clydebank	2020 - 2021	0-5 50 weeks
Partner Providers and childminders	2020 - 2021	Entitlement for 2-5 year olds – 1140 hours. Funding follows the child model.

WEST DUNBARTONSHIRE COUNCIL**Report by Laura Mason, Chief Education Officer****Educational Services Committee: 5 September 2018**

Subject: Pupil Equity Funding in West Dunbartonshire Schools**1. Purpose****1.1** The purpose of this report is to:

- a) inform elected members of practices to narrow the poverty related attainment gap resourced from the Pupil Equity Fund (PEF); and
- b) Inform elected members of the roles and responsibilities of all stakeholders in ensuring adherence to policy and guidance.

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

- a) discuss and note West Dunbartonshire Council's (WDC) practices in relation to PEF and to
- b) discuss and note West Dunbartonshire Council's Governance of PEF.

3. Background

- 3.1** The Scottish Attainment Challenge is about achieving equity in education. This can be achieved by ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.
- 3.2** The Scottish Attainment Challenge was launched in February 2015. It is underpinned by The National Improvement Framework, Curriculum for Excellence and Getting it Right for Every Child.
- 3.3** The £750 million Attainment Scotland Fund is a targeted initiative invested over the current parliamentary term. It focusses on supporting pupils in the local authorities of Scotland with the highest concentrations of deprivation, one of which West Dunbartonshire.
- 3.4** Every council area is benefitting from Pupil Equity Funding (PEF) as part of the Attainment Scotland Fund. 95% of schools in Scotland have been allocated funding for pupils in P1-S3 known to be eligible for free school meals.

3.5 PEF is allocated directly to schools. In 2017 to 2018, £120 million was distributed. This funding is to be spent at the discretion of the head-teachers working in partnership with each other and their local authority. School communities will be responsible for identifying, planning and implementing interventions.

3.6 Total Pupil Equity Funding in West Dunbartonshire for Session 2017-2018 was £3,380,400. For session 2018-2019 it is £3,425, 880 (Appendix 1 PEF allocations)

4. Main Issues

4.1 WDC is committed to working with a range of stakeholders, to ensure positive outcomes for those most at risk of missing out as a result of poverty. We ensure all of our schools are clear about the steps they need to take to actively promote and monitor high quality learning experiences; reduce the poverty related gap and increase attainment in literacy, numeracy and health and well-being.

4.2 Senior managers in school and at central level are clear of their roles in planning, managing and monitoring interventions to address inequity in a range of ways such as:

- Planning support focussed on the twelve interventions for inequity as identified by Scottish Government
- robust tracking and monitoring at class and school level focussing on individual pupils; knowing their gaps and plans to address
- ensuring targeted and timely interventions using existing school resources such as support staff, supported study, mentors, buddies (Appendix 2 twelve interventions model)

4.3 Continuing staff development is integral to supporting and ensuring appropriate targeted interventions and scrutiny of impact and spends. Governance arrangements ensures joined up and collegiate approaches to this. (Appendix 3 PEF governance)

4.4 In session 2017 -2018 all of our schools successfully engaged in a range of interventions to narrow the gap; reflecting the twelve identified interventions for equity. The number instigated depended on the financial allocation to the schools and the costs associated with individual plans.

4.5 Some examples of effective PEF planning and spending are:

Primary Literacy example

St Eunan's Primary's intervention to improve attainment in Literacy at Early Level with a focus on the development of language through family engagement.

A range of teaching strategies, interventions and parental workshops have been successfully deployed to improve and maintain pupil motivation, attainment and achievement in reading. Staff delivered a weekly after school reading session with an aim to increase parental engagement and to highlight the importance of shared reading experiences between parents and their children. Reading Recovery was also piloted as an intervention strategy for low attaining P2 children. This pilot had a significant impact on the identified children and the strategies and approach will be used to tailor a bespoke reading intervention programme next session. One child began with a reading age of 4.10, reading at book level 1. After a 10 week intervention, this child was reading at book level 7 and was able to join group 3 in his class. Another child began with a reading age of 5.10, reading at book level 2. Following the intervention, this child was reading at book level 9. This shows a significant level of progression and the strategies and approaches used in this programme will be applied to reading interventions across the school.

Local Learning Community example

St Peter the Apostle Learning Community have implemented a project which is developing Approaches to Enhanced Transition. This has resulted in a reduction in exclusion data and improved well-being outcomes for target groups with a specific focus on learners in SIMD 1 + 2. Improved partnership working including health, social work, psychological services and 3rd sector organisations have been developed and Improved parental engagement in supporting learner participation in enhanced transition opportunities.

Developing Teacher Professionalism example

Renton Primary School have invested in developing teacher professionalism. A cohort of 5 teachers have completed professional learning in the *Teacher Excellence Model* which has focused on developing pedagogy specifically in the areas of Challenge, Feedback and Learner Engagement.

- Staff professional enquiry has developed as a result of this research based professional learning programme
- Outcomes for learners are improving, particularly in the area of writing
- Class teachers report that learners' resilience and abilities to cope with challenge are increasing and this has been observed during SLT class visits and observations around the school
- Staff confidence in the use of learning intentions and success criteria is developing in these target classrooms
- The TEM cohort are sharing their learning and approaches with other staff to positive effect. Their confidence is growing as lead learners
- Introduction of the *Teaching Backwards* approach to lesson planning is leading to more focus in planning on key aspects of an effective learning experience
- Teachers involved in this programme have contributed to the development of our shared Learning and Teaching policy

- Almost all learners experience the use of learning intentions and success criteria leading to greater pupil understanding of learning targets and increased abilities to articulate their understanding of their learning
- 4.6** By end of the reporting term to July 2018, PEF expenditure against the 2017/18 school allocations was £3,355,630 with an aggregate underspend of £24,770 in six schools.
- 4.7** Measurements of success and impact have varied from project to project; containing a range of statistical and softer data such as anecdotal. Realistically, it is expected that longitudinal analysis of impact is necessary to determine the success of most interventions in narrowing the gap.
- 4.8** Financial scrutiny has been ensured via monitoring at school level, reporting updates to Senior Education Officers and WDC Finance Business Partners.
- 5. People Implications**
- 5.1** There are no people implications as a result of this report; however it is essential that robust systems are in place to ensure appropriate staff training and recruitment.
- 6. Financial and Procurement Implications**
- 6.1** All activities related to the implementation of these interventions are contained within PEF Budgets.
- 7. Risk Analysis**
- 7.1** If the Council is unable to ensure positive outcomes for children, we will not be meeting their needs (Children and Young People Act 2014) (Equalities Act 2010).
- 7.2** If the Council is unable to narrow the poverty related gap then the reputational damage could be significant.
- 7.3** If the Council were not able to manage and monitor spends appropriately then there is risk of reputational damage and inequity.
- 8. Equalities Impact Assessment (EIA)**
- 8.1** The supports and guidance enhance the quality of the service provided to all children and young people and therefore can be seen to have a positive impact in terms of the equalities.
- 9. Consultation**

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

10. Strategic Assessment

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

Laura Mason
Chief Education Officer

Person to Contact: Claire Cusick, Senior Education Officer
Services for Children and Young People, 3rd Floor,
Council Offices, Aurora House, Queens Quay,
Clydebank, G81 1BF
(Tel: 01389 737304)
e-mail: claire.cusick@west-dunbarton.gov.uk

Appendices: Appendix 1 – PEF allocations
Appendix 2 - Twelve interventions model
Appendix 3 - PEF governance

Background Papers: Getting it Right for Every Child (Scottish Government 2015)

Wards Affected: All Wards

WEST DUNBARTONSHIRE PEF ALLOCATIONS

Appendix 1

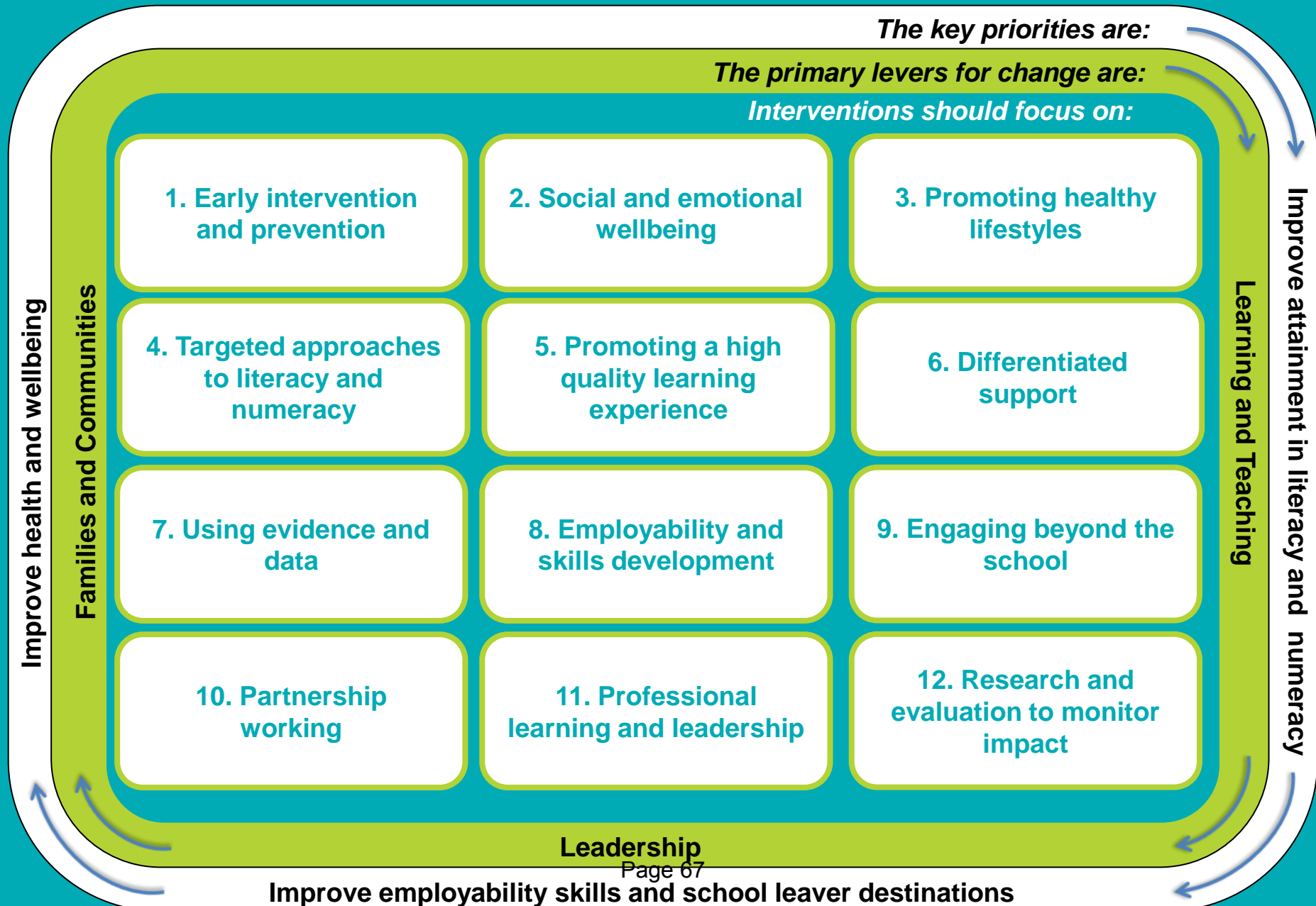
School	2018/19 Total Allocation including Top-up	2017/18	Increase/ Decrease	
Aitkenbar Primary School	£ 85,200	£75,600	£ 9,600	
Bonhill Primary School	£ 79,200	£70,800	£ 8,400	
Braehead Primary School	£ 55,200	£60,000	£ (4,800)	
Carleith Primary School	£ 32,400	£24,000	£ 8,400	
Christie Park Primary School	£ 63,600	£69,600	£ (6,000)	
Clydebank Primary School	£ 96,000	£97,200	£ (1,200)	
Dalreoch Primary School	£ 31,200	£25,200	£ 6,000	
Edinbarnet Primary School	£ 164,400	£158,400	£ 6,000	
Gartocharn Primary School	£ 3,240	£3,600	£ (360)	
Gavinburn Primary School	£ 39,600	£40,800	£ (1,200)	
Goldenhill Primary School	£ 45,600	£45,600	£ -	
Haldane Primary School	£ 78,000	£64,800	£ 13,200	
Jamestown Primary School	£ 52,800	£46,800	£ 6,000	
Kilbowie Primary School	£ 162,000	£154,800	£ 7,200	
Knoxland Primary School	£ 33,600	£33,600	£ -	
Lennox Primary School	£ 133,920	£148,800	£ (14,880)	
Levenvale Primary School	£ 66,000	£57,600	£ 8,400	
Linnvale Primary School	£ 98,400	£96,000	£ 2,400	
Our Holy Redeemer's Primary School	£ 123,600	£123,600	£ -	
Our Lady of Loretto Primary School	£ 119,880	£133,200	£ (13,320)	
Renton Primary School	£ 92,880	£103,200	£ (10,320)	
St Eunan's Primary School	£ 153,360	£170,400	£ (17,040)	
St Joseph's Primary School	£ 115,200	£103,200	£ 12,000	
St Kessog's Primary School	£ 40,800	£43,200	£ (2,400)	
St Martin's Primary School	£ 36,000	£28,800	£ 7,200	
St Mary's Primary School (Alexandria)	£ 60,000	£60,000	£ -	
St Mary's Primary School (Duntocher)	£ 48,600	£54,000	£ (5,400)	
St Michael's Primary School	£ 138,000	£146,400	£ (8,400)	
St Patrick's Primary School	£ 38,400	£37,200	£ 1,200	
St Peter's Primary School	£ 46,800	£46,800	£ -	
St Ronan's Primary School	£ 28,800	£30,000	£ (1,200)	
St Stephen's Primary School	£ 60,000	£56,400	£ 3,600	
Whitcroft Primary School	£ 94,800	£87,600	£ 7,200	
Clydebank High School	£ 207,600	£228,000	£ (20,400)	
Dumbarton Academy	£ 56,400	£52,800	£ 3,600	
Our Lady & St Patrick's High School	£ 120,000	£120,000	£ -	
St Peter the Apostle High School	£ 258,000	£231,600	£ 26,400	
Vale Of Leven Academy	£ 174,000	£177,600	£ (3,600)	
Cunard School	£ 21,600	£20,400	£ 1,200	
Kilpatrick School	£ 67,200	£51,600	£ 15,600	
The Choices Programme	£ 3,600	£1,200	£ 2,400	
	£ 3,425,880	£ 3,380,400	£ 45,480	1.35% increase

		Employee costs :		Training	Resources	Payments to	Total exp	Grant	under-spend
		i) Teachers	ii) Other staff			Other Bodies			
		(inc psychologists)							
PUPIL EQUITY	- Bonhill	£9,643	£1,637	£0	£25,520	£34,000	£70,800	£70,800	£0
PUPIL EQUITY	- Christie Park	£34,970	£6,653	£1,972	£16,254	£9,751	£69,600	£69,600	£0
PUPIL EQUITY	- Gartocharn	£0	£0	£547	£107	£2,946	£3,600	£3,600	£0
PUPIL EQUITY	- Haldane /Jar	£27,718	£7,068	£1,946	£53,938	£20,929	£111,600	£111,600	£0
PUPIL EQUITY	- Lennox	£65,943	£19,487	£2,461	£41,684	£19,225	£148,800	£148,800	£0
PUPIL EQUITY	- Levenvale	£21,925	£5,788	£933	£28,390	£564	£57,600	£57,600	£0
PUPIL EQUITY	- Renton	£43,810	£14,550	£16,744	£24,155	£3,940	£103,200	£103,200	£0
PUPIL EQUITY	- Aitkenbar	£33,487	£25,083	£1,447	£13,890	£1,693	£75,600	£75,600	£0
PUPIL EQUITY	- Braehead	£25,967	£471	£0	£17,409	£10,110	£53,957	£60,000	£6,043
PUPIL EQUITY	- Dalreoch	£4,324	£7,124	£2,346	£9,886	£1,520	£25,200	£25,200	£0
PUPIL EQUITY	- Knoxland	£3,826	£0	£11,310	£16,184	£2,280	£33,600	£33,600	£0
PUPIL EQUITY	- St Michael's	£24,759	£75,091	£238	£29,883	£16,429	£146,400	£146,400	£0
PUPIL EQUITY	- St Patrick's	£13,120	£11,814	£0	£8,091	£4,174	£37,200	£37,200	£0
PUPIL EQUITY	- St Peter's	£10,835	£28,459	£369	£3,919	£3,219	£46,800	£46,800	£0
PUPIL EQUITY	- St Martin's	£2,846	£6,041	£0	£6,656	£190	£15,733	£28,800	£13,067
PUPIL EQUITY	- St Mary's (Al	£13,754	£12,189	£2,554	£9,750	£17,854	£56,102	£60,000	£3,898
PUPIL EQUITY	- St Kessog's	£12,689	£16,571	£0	£1,750	£12,189	£43,200	£43,200	£0
PUPIL EQUITY	- St Ronan's	£6,070	£5,583	£0	£18,347	£0	£30,000	£30,000	£0
PUPIL EQUITY	- Carleith	£16,078	£2,534	£836	£4,552	£0	£24,000	£24,000	£0
PUPIL EQUITY	- Clydemuir	£46,144	£3,225	£1,432	£46,398	£0	£97,200	£97,200	£0
PUPIL EQUITY	- Gavinburn	£25,186	£8,958	£1,890	£4,766	£0	£40,800	£40,800	£0
PUPIL EQUITY	- Goldenhill	£27,775	£8,003	£2,485	£7,337	£0	£45,600	£45,600	£0
PUPIL EQUITY	- Kilbowie	£68,682	£13,418	£10,081	£58,991	£3,628	£154,800	£154,800	£0
PUPIL EQUITY	- Our Holy Rei	£42,330	£25,679	£1,033	£29,250	£25,309	£123,600	£123,600	£0
PUPIL EQUITY	- Our Lady of	£65,726	£15,418	£323	£25,456	£25,536	£132,459	£133,200	£741
PUPIL EQUITY	- Edinbarnet	£100,201	£24,898	£475	£30,866	£1,959	£158,400	£158,400	£0
PUPIL EQUITY	- Linnvale	£39,533	£23,155	£3,693	£26,379	£3,240	£96,000	£96,000	£0
PUPIL EQUITY	- Whitecrook	£53,485	£270	£0	£23,096	£10,749	£87,600	£87,600	£0
PUPIL EQUITY	- St Eunan's	£40,756	£50,003	£413	£32,371	£46,857	£170,400	£170,400	£0
PUPIL EQUITY	- St Joseph's	£63,869	£15,998	£1,442	£20,881	£0	£102,190	£103,200	£1,010
PUPIL EQUITY	- St Mary's (C	£22,882	£5,912	£3,683	£21,523	£0	£54,000	£54,000	£0
PUPIL EQUITY	- St Stephen's	£29,868	£13,572	£0	£11,769	£1,191	£56,400	£56,400	£0
PUPIL EQUITY	- Kilpatrick	£185	£13,101	£4,707	£29,011	£4,596	£51,600	£51,600	£0
PUPIL EQUITY	- Cunard	£1,301	£15,132	£30	£3,928	£0	£20,391	£20,400	£9
PUPIL EQUITY	- Choices	£0	£0	£80	£386	£734	£1,200	£1,200	£0
PUPIL EQUITY	- Vale of Leve	£74,880	£23,624	£3,463	£49,420	£26,214	£177,600	£177,600	£0
PUPIL EQUITY	- Dumbarton /	£11,464	£374	£12,150	£28,812	£0	£52,800	£52,800	£0
PUPIL EQUITY	- Our Lady & S	£109,970	£425	£0	£9,605	£0	£120,000	£120,000	£0
PUPIL EQUITY	- Clydebank H	£92,509	£7,278	£14,944	£113,269	£0	£228,000	£228,000	£0
PUPIL EQUITY	- St Peter the	£118,606	£23,296	£353	£89,346	£0	£231,600	£231,600	£0
		£1,407,116	£537,885	£106,380	£993,224	£311,024	£3,355,630	£3,380,400	£24,770

as % of total exp 42% 16% 3% 29% 9%

Interventions for equity

Appendix 2





Pupil Equity Fund Project Governance

Annual Overview of governance of PEF plans, Financial Spending and Reporting on Progress

Establishment PEF Plans	Financial Updating and Scrutiny	Reporting on Impact
Situated in Establishment page of WDC site	Update reports Dec, Mar and Jun - projected spend, actual spend and money remaining	Update reports in Dec, Mar and Jun
SIP includes detail of plan	WDC monitoring in Jan, Apr, Jun - targeted spend versus actual spend, anticipated issues, concerns arising	Reporting to peers via PEF panel in Oct and Feb - intervention sharing, scrutiny of proposed impact, data gathering and analysis
In addition, a one page report for each intervention under PEF; detailing rationale, impact and spend.		June report will inform WDC Education Committee report in August and NIF / SG reporting in July
		Update reports Dec, Mar and Jun will feed into RA Board reports in terms 3 and 4

WEST DUNBARTONSHIRE COUNCIL**Report by the Chief Education Officer****Educational Services Committee: 5 September 2018**

Subject: Education, Learning & Attainment Delivery Plan 2017/18 – Year End Progress

1 Purpose

- 1.1** The purpose of this report is to present to members the year-end progress report on the 2017/18 Delivery Plan.

2 Recommendations

- 2.1** It is recommended that Committee notes the progress on delivering the 2017/18 Plan.

3 Background

- 3.1** Each Strategic Lead prepares an annual delivery plan which sets out the key actions to be undertaken by the service to support the delivery of the Council's Strategic Plan. In addition, each plan sets out actions to address the key challenges and priorities identified through the service planning process, provides an overview of resources, including employees and budgets, and identifies relevant risks.
- 3.2** Progress is monitored regularly by the Education, Learning & Attainment management team and reported on a quarterly basis through the performance monitoring and review group meetings chaired by the Chief Executive. In addition, progress reports are presented to this committee at mid-year and year-end. In order to provide a comprehensive report that takes account of the school year, the year-end report will be presented after the school session ends in June, so around September each year, and the mid-year report around March each year.

4 Main Issues

- 4.1** Progress on delivering the 2017/18 Delivery Plan is set out in detail at Appendix 1.
- 4.2** In summary, 15 (100%) actions were completed as planned with none outstanding. As our priorities remain for session 2018/19, the programmes of work continue from the previous session into the next year.
- 4.3** Challenges remain in the area of recruitment of staff to both un-promoted and promoted posts, with recruitment in the denominational sector a particular

area of challenge. We continue to work with marketing and communications and with the Arch Diocese of Glasgow to address these areas of concern.

Self-Evaluation

- 4.4** Education, Learning & Attainment is subject to both external and internal structured self-evaluation models using the 'How Good is Our School 4' and the 'How Good is Our Early Learning Centre' frameworks.
- 4.5** Education, Learning & Attainment have revised their internal Improvement Framework, building on the previous model used for the last three year cycle. Each establishment is aware of the core Quality Indicators that are required to be self-evaluated each session. In addition, there is a 3 year cycle that ensures that all establishments self-evaluate against the remaining Quality Indicators over time. To aid this process, Education Learning & Attainment utilise both structured Officer support visits and an online resource to assist establishments in their self-evaluation process, and in recording and analysing information.

5 People Implications

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

6 Financial & Procurement Implications

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

7 Risk Analysis

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

8 Equalities Impact Assessment

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

9 Consultation

- 9.1** The 2017/18 Delivery Plan was developed in consultation with officers from the strategic service area.

10 Strategic Assessment

- 10.1** The 2017/18 Delivery Plan sets out actions to support the successful delivery of the strategic priorities of the Council.

Laura Mason
Chief Education Officer
Date: 25 July 2018

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

Appendix: Appendix 1: Education, Learning & Attainment Delivery
Plan 2017/18 - Year End Progress




Background Papers: None

Wards Affected: All







Appendix 1: Education, Learning & Attainment Delivery Plan 2017/18 - Year End Progress

	1 Social Mission
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	Improve life chances for children and young people
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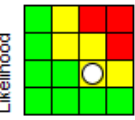
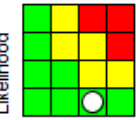

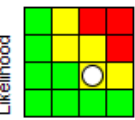

Code	Performance Indicator	2013/14	2014/15	2015/16	2016/17	2017/18						2018/19	Assigned To
		Value	Value	Value	Value	Value	Target	Status	Long Trend	Short Trend	Note	Target	
ED/RAA/001	Percentage of educational establishments receiving positive inspection reports	100%	100%	100%	100%	100%	100%				In school session 2017-18, two establishments have been inspected and had reports published, St Joseph's and Dalreoch Primary Schools. Both inspections have resulted in positive inspection reports. A further two inspections have taken place at St Peter's and St Patrick's Primaries, but Education Scotland has not yet published the results of these.	100%	Laura Mason
ED/RAA/006	Percentage of children tested in their pre-school year achieving 5 and above in book knowledge	84.4%	87.3%	88.4%	87.9%	Data available early Sept	88.5%	-	-	-	Data for this indicator is not available until the analysis is complete beyond the end of the 2017/18 education year by early September 2018. The percentage of children achieving in this area has gone up year on year. In 2016-17 the expected target of 85% was exceeded by 2.9 percentage points.	88.0%	Kathy Morrison

Code	Performance Indicator	2013/14	2014/15	2015/16	2016/17	2017/18						2018/19	Assigned To
		Value	Value	Value	Value	Value	Target	Status	Long Trend	Short Trend	Note	Target	
SCHN11	Percentage of school leavers in positive and sustained destinations	90.1%	89.4%	92.2%	90.9%	Available Dec 2018	92.2%	-	-	-	Figures will not be published until December 2018	92.3%	Susie Byrne

Code	Action	Status	Progress	Due Date	Comment	Assigned To
E/1718DP/AIS	Design and implement WDC's strategy for assessment in schools		<div><div>100%</div></div>	31-Mar-2018	Lead moderators have been identified to evaluate and report on standards of attainment and teacher judgement. A 3 year cycle of school moderation in literacy, numeracy and health and wellbeing has been produced. Relevant groups have been consulted on the proposals and implementation of the moderation framework. A pilot assessment of pupils in the BGE using the tracking tool to measure health and wellbeing has been completed and results analysed. The tool has proved to be useful. Schools have been consulted with on the design and implementation of standardised electronic pupil profiling and an approach to this has been agreed.	Julie McGrogan
E/1718DP/EYA	Deliver the Early Years' agenda		<div><div>100%</div></div>	31-Mar-2018	Early Years Delivery Plan developed, reviewed and submitted to Scottish Government for their review. SSC registrations have been maintained.	Kathy Morrison
E/1718DP/GIR	Deliver Authority's Duties in Relation to GIRFEC		<div><div>100%</div></div>	30-Apr-2018	Training in use of COSE menu complete. Named person list on all schools websites. All schools and early years establishments are using latest pastoral notes. Update training on single agency chronologies for education staff completed. Work underway with Choices Steering Group to plan for move to Jamestown site. Improvements have been made to the learning and teaching environment in existing premises.	Claire Cusick
E/1718DP/LNH	Develop literacy, numeracy and health and wellbeing within the curriculum		<div><div>100%</div></div>	30-Jun-2018	Steering groups established for Literacy, Numeracy and Health & Wellbeing. Revised strategies developed and shared for Literacy, Numeracy and Health & Wellbeing.	Julie McGrogan
E/1718DP/PEF	Deliver year one of Pupil Equity Funding		<div><div>100%</div></div>	30-Jun-2018	Governance and reporting model developed. Establishments monitoring progress of projects. Advice offered to establishments relating to HR and procurement. Initial progress reporting complete.	Andrew Brown
E/1718DP/RAA	Implement broad-ranging school improvement to raise attainment and achievement		<div><div>100%</div></div>	30-Jun-2018	Data gathered from standards and quality reports and output from improvement framework. Improvement framework revised to	Andrew Brown







Code	Action	Status	Progress	Due Date	Comment	Assigned To
					provide proportionate support for establishments.	
E/1718DP/ RAC	Deliver Year 3 of the Scottish Raising Attainment Challenge	✓	<div><div>100%</div></div>	30-Jun-2018	Progress has been with Year 3 Scottish Attainment Challenge projects and regularly reported to both committee and Scottish Government.	Julie McGrogan
E/1718DP/ UPI	Develop the use of performance information to support school improvement	✓	<div><div>100%</div></div>	31-Mar-2018	Scope of training programme ascertained and resource developed to support establishments in the use and analysis of data.	Andrew Brown

Code	Departmental Risk	Status	Current Risk Matrix	Latest Note	Target Risk Matrix	Assigned To																																
ED/2017/02	Delivery of Year 3 of the Scottish Raising Attainment Challenge		<div>Likelihood</div> <table><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table> <div>Impact</div>																	Inspection by Audit Scotland and Education Scotland in December 2017, evaluated WD is making very good progress improving learning, raising attainment and narrowing the poverty related attaining gap. Scottish Gov has confirmed full funding allocation for Year 4 based on successful implementation of Year 3.	<div>Likelihood</div> <table><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table> <div>Impact</div>																	Shona Crawford; Susan Gray; Kathy Morrison
ED/2017/03	Development of literacy, numeracy and health and wellbeing within the curriculum		<div>Likelihood</div> <table><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table> <div>Impact</div>																	Inspection by Audit Scotland and Education Scotland in December 2017, evaluated WD is making very good progress improving learning, raising attainment and narrowing the poverty related attaining gap. Scottish Gov have confirmed full funding allocation for Year 4 based on successful implementation of Year 3.	<div>Likelihood</div> <table><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table> <div>Impact</div>																	Shona Crawford; Denise McKinnon
ED/2017/04	Design and implementation of WDC's strategy for assessment in schools		<div>Likelihood</div> <table><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table> <div>Impact</div>																	Strategic Framework updated in line with most recent national expectations and to incorporate West Partnership Improvement Plan.	<div>Likelihood</div> <table><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table> <div>Impact</div>																	Julie McGrogan
ED/2017/05	Delivery of the Early Years Agenda		<div>Likelihood</div> <table><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table> <div>Impact</div>																	The project board have submitted the expansion plan to the Scottish Government which has been accepted. Phase one implementation of the plan is underway.	<div>Likelihood</div> <table><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table> <div>Impact</div>																	Kathy Morrison
ED/2017/06	Delivery of the Authority's duties in relation to GIRFEC		<div>Likelihood</div> <table><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table> <div>Impact</div>																	We have provided training in latest pastoral notes to all establishments who are now confidently using them and chronologies. We await further SG guidance on information sharing before any additional action.	<div>Likelihood</div> <table><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table> <div>Impact</div>																	Claire Cusick


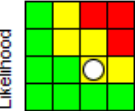
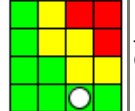

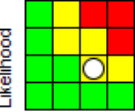
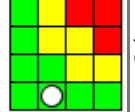


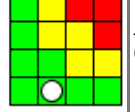
Code	Departmental Risk	Status	Current Risk Matrix	Latest Note	Target Risk Matrix	Assigned To
ED/2017/13	Develop the use of performance information to support school improvement		 Likelihood Impact	Inspection by Audit Scotland and Education Scotland in December 2017, evaluated WD is making very good progress improving learning, raising attainment and narrowing the poverty related attaining gap. Scottish Gov have confirmed full funding allocation for Year 4 based on successful implementation of Year 3.	 Likelihood Impact	Andrew Brown
ED/2017/14	Delivery of Year 1 of the Pupil Equity Funding Project		 Likelihood Impact	Inspection by Audit Scotland and Education Scotland in December 2017, evaluated WD is making very good progress improving learning, raising attainment and narrowing the poverty related attaining gap. Schools and Learning Communities are working collectively to make decisions about projects, it is anticipated this will support a more effective budget spend.	 Likelihood Impact	Andrew Brown; Julie McGrogan

	2 Organisational Capabilities
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	Committed and dynamic workforce
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Code	Action	Status	Progress	Due Date	Comment	Assigned To
E/1718DP/LDI	Develop effective leadership to drive improvement		 100%	30-Jun-2018	Programme of networks ready to be implemented session 2018-2019; ensuring development of leadership skills for those in middle leadership and at class teacher level.	Claire Cusick
E/1718DP/LWC	Develop the learning workforce capacity across all sectors		 100%	30-Jun-2018	Progression pathways have been developed to ensure guidance and equity in opportunities for continuing professional learning at all levels; linked to GTCs professional learning guidance.	Claire Cusick
E/1718DP/SPR	Design and deliver strategies for succession planning and recruitment		 100%	31-Mar-2018	A working group for succession planning has been established. We have continued to maintain national targets for teacher numbers. We have developed a draft succession planning framework. We have continued to advertise posts on My Job Scotland and utilising Social Media channels. A seconded PT post to support ESOL and refugee children has been put in place.	Claire Cusick


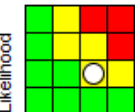
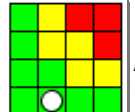
Code	Departmental Risk	Status	Current Risk Matrix	Latest Note	Target Risk Matrix	Assigned To
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Code	Departmental Risk	Status	Current Risk Matrix	Latest Note	Target Risk Matrix	Assigned To
ED/2017/07	Development of effective leadership to drive improvement		 Likelihood Impact	Leadership Pathway developed to promote leadership from early phase teacher to Head Teacher. This session we have also increased our engagement with the SCEL Framework. Teachers from Primary and Secondary Sectors are now participating in the Teacher Leadership Programme and we continue to engage with middle leadership Masters Level opportunities.	 Likelihood Impact	Jennifer Gilchrist; Linda McAlister
ED/2017/08	Design and delivery of strategies for succession planning and recruitment		 Likelihood Impact	A marketing campaign is being developed to strengthen the teacher supply list throughout the year. This approach will improve access to information for potential teachers and streamline recruitment processes. Links have been developed with the course leader of the return to teaching course at Strathclyde University in order to promote WD as an employer of choice for teachers coming back to the profession.	 Likelihood Impact	Jennifer Gilchrist; Linda McAlister
ED/2017/09	Develop the learning workforce capacity across all sectors		 Likelihood Impact	As well as delivering the core professional development programme a range of internal secondments and leadership opportunities have supported priorities - such as raising attainment, STEM, numeracy and professional learning.	 Likelihood Impact	Jennifer Gilchrist; Linda McAlister



Fit for purpose estates and facilities

Code	Action	Status	Progress	Due Date	Comment	Assigned To
E/1718DP/RLP	Deliver our regenerating learning programme		<div><div>100%</div></div>	30-Nov-2018	Kilpatrick Phase 2 and OLSP complete and now in operation. A digital survey has been created to ascertain staff digital skills.	Andrew Brown

Code	Departmental Risk	Status	Current Risk Matrix	Latest Note	Target Risk Matrix	Assigned To
ED/2017/10	Deliver the regenerating learning programme		 Likelihood Impact	The new Balloch Campus has opened on schedule. Preparation is underway to conduct a consultation with stakeholders in Renton and Alexandria regarding the future schools estate provision.	 Likelihood Impact	Andrew Brown



Strong financial governance and sustainable budget management

Code	Action	Status	Progress	Due Date	Comment	Assigned To
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Code	Action	Status	Progress	Due Date	Comment	Assigned To
E/1718DP/CSG	Implement proposed changes to school governance arrangements		<div><div>100%</div></div>	31-Mar-2018	Establishment of West Regional Collaborative under way with Chief Education Officer attending planning meetings.	Andrew Brown

Code	Departmental Risk	Status	Current Risk Matrix	Latest Note	Target Risk Matrix	Assigned To
ED/2017/01	Revision of school governance arrangements			The Glasgow Collaborative has now been formed and agreed by all 8 Councils.		Laura Mason


	3 Legitimacy & Support
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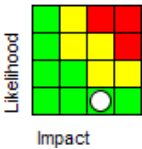
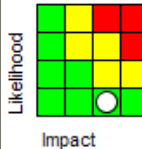
	Constructive partnership working and joined up service delivery
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Code	Action	Status	Progress	Due Date	Comment	Assigned To
E/1718DP/DYW	Deliver the 'Scotland's' young workforce programme		<div><div>100%</div></div>	30-Jun-2018	<p>A working group was established to define scope of online support for the Career Education Standard.</p> <p>A scoping exercise with Senior Phase partners to develop and implement refinements to the Senior Phase curriculum to increase options for employment, has been completed. Timetabling options for foundation apprenticeships have been investigated.</p> <p>Term 1 placements have been delivered for the Employability Skills Programme and Activity Agreements. Careers events have been supported.</p>	Andrew Brown


Code	Departmental Risk	Status	Current Risk Matrix	Latest Note	Target Risk Matrix	Assigned To
ED/2017/11	Deliver the 'Scotland's Young Workforce Programme			We continue to work in partnership with key stakeholders to deliver key DYW actions. Currently the number of students undertaking a 2 year Foundation Apprenticeship remains the highest across our region. Targeted work to deliver various careers events and further embed strong business links with schools has been completed. Follow up school leaver destination figures for 2016/17 recorded 91.0% of young people in positive destinations which is 1% higher than last year, and 9% higher than 10 years ago.'		Andrew Brown







	Positive dialogue with local citizens and communities
--	---



Code	Action	Status	Progress	Due Date	Comment	Assigned To
E/1718DP/ PAR	Develop the Parental Involvement Strategy in all sectors		<div><div>100%</div></div>	30-Jun-2018	Milestones for this action are due to be completed in the second half of this year.	Claire Cusick

Code	Departmental Risk	Status	Current Risk Matrix	Latest Note	Target Risk Matrix	Assigned To
ED/2017/12	Develop the Parental Involvement Strategy in all sectors			The early year's workforce have targeted families with children in the 3 – 6 year age group with elevated scored for behaviour difficulties. During 2017 45 families enrolled in the incredible years Parenting groups, the most successful group being hosted in our educational establishments. Evidence of impact is positive with a high percentage showing improvement in functioning on the pre and post measures of impact and over 50% moving out of the clinical range. There is evidence that we are reaching the most vulnerable families in the highest areas of social deprivation.		Shona Crawford

Action Status	
	Completed

PI Status	
	OK

Long Term Trends		Short Term Trends	
	Improving		Improving
	No Change		No Change
	Getting Worse		Getting Worse

Risk Status	
	Warning
	OK

