

Agenda



Educational Services Committee

Date: Wednesday, 7 December 2016

Time: 17:00

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

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

Dear Member

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

Yours faithfully

JOYCE WHITE

Chief Executive

Distribution:

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

All other Councillors for information

Strategic Director – Transformation & Public Service Reform
Chief Education Officer

Date of Issue: 25 November 2016

EDUCATIONAL SERVICES COMMITTEE

WEDNESDAY, 7 DECEMBER 2016

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 7 – 13

Submit, for approval as a correct record, the Minutes of Meeting of the Educational Services Committee held on 24 August 2016.

4 LOCAL NEGOTIATING COMMITTEE FOR TEACHERS 15 – 17

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

REPORT FOR DECISION

**5 TENDER AND AWARD FOR FUEL SUPPLY AND ASSOCIATED
OPERATION AND MAINTENANCE OF BIOMASS BOILER AT
GARTOCHARN PRIMARY SCHOOL 19 – 23**

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

REPORTS FOR NOTING

**6 STRATEGY TO RAISE ATTAINMENT AND ACHIEVEMENT IN WEST
DUNBARTONSHIRE – UPDATE 25 – 65**

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

- 7 SCOTTISH QUALIFICATIONS AUTHORITY (SQA) EXAMINATION RESULTS 2016 67 – 104**
- Submit report by Chief Education Officer providing an update on the performance of West Dunbartonshire schools in the national Scottish Qualifications Authority (SQA) examinations of 2016.
- 8 EDUCATION, LEARNING & ATTAINMENT DELIVERY PLAN 2016/17: MID-YEAR PROGRESS REPORT 105 – 125**
- Submit report by Chief Education Officer setting out the mid-year progress of the actions in the Education, Learning & Attainment Delivery Plan and associated Workforce Plan.
- 9 DELIVERING EXCELLENCE AND EQUITY IN SCOTTISH EDUCATION – A DELIVERY PLAN FOR SCOTLAND 127 – 220**
- Submit report by Chief Education Officer providing an update on the Scottish Government's Delivery Plan for Scotland.
- 10 2016 CENSUS – PUPIL AND TEACHER NUMBERS 221 – 224**
- Submit report by Chief Education Officer providing an update on the data reported to Scottish Government in relation to the annual census of pupil and teacher numbers, and outlining the pupil teacher ratio (PTR) for 2016/2017 which will be published in December 2016.
- 11 GAELIC DEVELOPMENT IN WEST DUNBARTONSHIRE – PROGRESS UPDATE 225 – 227**
- Submit report by Chief Education Officer providing an update on progress with Gaelic Development in West Dunbartonshire.
- 12 WORKING WELL TOGETHER – ATTENDANCE MANAGEMENT: QUARTER 2 229 – 236**
- Submit report by Strategic Lead – People and Technology:-
- (a) advising on attendance levels across the Council for Quarter 2 (July to September 2016) and providing a breakdown of absence performance by Strategic Lead area; and
 - (b) providing, in the Appendix hereto, a breakdown of performance for the Strategic Lead area(s) covered by this Committee.

**13 EDUCATIONAL SERVICES BUDGETARY CONTROL REPORT TO
31 OCTOBER 2016 (PERIOD 7) To Follow**

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

EDUCATIONAL SERVICES COMMITTEE

At a Meeting of the Educational Services Committee held in the Council Chamber, Clydebank Town Hall, Dumbarton Road, Clydebank on Wednesday, 24 August 2016 at 5.00 p.m.

Present: Provost Douglas McAllister and Councillors Gail Casey, William Hendrie, David McBride, Jonathan McColl, Michelle McGinty, John Millar, John Mooney, Ian Murray, Tommy Rainey, Martin Rooney, Kath Ryall and Hazel Sorrell, and Mrs Barbara Barnes, Ms Lorraine Bonnar, Mr Gavin Corrigan*, Miss Ellen McBride, Miss Sheila Rennie and Ms Julia Strang*.

*Arrived later in the meeting.

Attending: Angela Wilson, Strategic Director - Transformation & Public Service Reform; Laura Mason, Chief Education Officer; Andrew Brown, Senior Education Officer - Performance & Improvement; Julie McGrogan, Senior Education Officer - Raising Attainment; Chris Smith, Education Service Manager - Children's Services; Dave Jones, Education Support Officer; Geraldine Lyden, HR Business Partner; Alan Douglas, Legal Manager; and Scott Kelly, Committee Officer.

Also Attending: Catriona Robertson, Headteacher, Vale of Leven Academy; John McDonald, Headteacher, Gartocharn Primary School; and Anne Docherty, Headteacher, St Eunan's Primary School.

Apology: An apology for absence was intimated on behalf of Councillor George Black.

Councillor Michelle McGinty 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 1 June 2016 were submitted and approved as a correct record.

LOCAL NEGOTIATING COMMITTEE FOR TEACHERS

The following Minutes of Meetings of the Local Negotiating Committee for Teachers were submitted and approved as correct records:-

- (1) 7 June 2016 (Ordinary Meeting); and
- (2) 21 June 2016 (Reconvened Meeting).

LEARNING TECHNOLOGIES PRESENTATION

A presentation was given by Dave Jones, Education Support Officer, on the recent developments and progress in relation to the use of technology in education.

The main points covered in the presentation were:-

- An overview of the various applications which are accessible through the Council's online learning and teaching environment and their use by pupils and staff.
- Information on the use of technology in raising attainment and supporting the learning of languages.
- An overview of the usage of Chromebooks in schools.

In this respect, a report was submitted by the Chief Education Officer providing background information on the presentation.

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

- (1) to note the progress made since the introduction of a new online learning and teaching environment, 'Google Apps for Education' and that the Council's domain was known locally as OurCloud.Buzz; and
- (2) to note the progress made in the provision of new Chromebook mobile devices.

Councillor McGinty, Chair, then thanked Mr Jones for his informative presentation.

Note: Mr Corrigan and Ms Strang entered the meeting during consideration of this item.

A VISION FOR EARLY LEARNING AND CHILDCARE IN WEST DUNBARTONSHIRE COUNCIL – INDICATIVE EARLY YEARS STRATEGY 2016-2020

A report was submitted by the Chief Education Officer providing an update on developments in Early Learning and Childcare (ELC) and seeking approval of an indicative strategy for the future provision of ELC within West Dunbartonshire. It was noted that an additional appendix to the report, containing an equality impact assessment of the indicative strategy, had been provided to Members of the Committee in advance of the meeting.

Following discussion and having heard the Chief Education Officer, the Education Service Manager - Children's Services and the Headteachers of Gartocharn and St Eunan's Primary schools in further explanation of the report and in answer to Members' questions, the Committee agreed:-

- (1) to note the content of the update;
- (2) to approve the Early Years Strategy;
- (3) to note the indicative implementation plan to 2020;
- (4) to note the proposal to have all new ELC classes managed by the Headteacher of the school in which the class is located;
- (5) to the retention of the AB Cameron building within the school estate to allow for future re-opening of the Centre;
- (6) to approve the proposal to undertake a statutory consultation to place St Eunan's ELC Centre under the management and leadership of the Headteacher of St Eunan's Primary school; and
- (7) to approve the proposal to undertake a statutory consultation to place Gartocharn ELC Centre under the management and leadership of the Headteacher of Gartocharn Primary school.

The Legal Manager then advised the Committee that, in view of its decision to launch the statutory consultations detailed in paragraphs (6) and (7) above, and because for each consultation Members would in due course require to make a decision based on the evidence presented during the consultation process, Members who wished to participate in the decision-making should exercise caution when making any public comment, and in particular should avoid any comment which may lead members of the public to consider that the issues have been pre-judged.

SCOTTISH QUALIFICATIONS AUTHORITY (SQA) EXAMINATION RESULTS 2016

The Chief Education Officer provided a verbal update in relation to the Scottish Qualifications Authority (SQA) Examination Results 2016. In so doing, she informed the Committee:-

- (a) that compared to the 2015 results the average pass rate for Advanced Highers had improved by 1% to 77% while Higher results remained the same at 75%;
- (b) that the average pass rate at National 5 level had decreased by 1% to 79% compared to 2015 and National 4 results remained the same at 98%;
- (c) that the results demonstrated that West Dunbartonshire continued to close the attainment gap with the national average, to 4.7% at Advanced Higher level and to 2.2% at Higher level, while National 5 results were comparable to the national average and National 4 results above the national average; and
- (d) that a report providing more detailed information on the examination results would be submitted to the next meeting of the Committee.

In this respect there was submitted (tabled) a document entitled 'Closing the Attainment Gap – Senior Phase' which summarised the key information contained in the Chief Education Officer's update.

The Committee agreed to note the position in respect of this matter.

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.

Having heard the Senior Education Officer - Raising Attainment in further explanation of the report, and following discussion, the Committee agreed:-

- (1) to note the progress made in the past three months with the Strategy to Raise Attainment and Achievement in West Dunbartonshire; and
- (2) to note that a further update would be submitted to the Committee at its December 2016 meeting.

LITERACY AND NUMERACY – BENCHMARKING

A report was submitted by the Chief Education Officer advising on the performance of literacy and numeracy in West Dunbartonshire at Early Years, P3, P5, P7 and S2 between 2014 and 2016 and P4 and P6 for 2016.

Having heard the Senior Education Officer - Raising Attainment in further explanation of the report and in answer to Members' questions, the Committee agreed:-

- (1) to note that improvements planned would be implemented as per Scottish Attainment Challenge (SAC);
- (2) to note that the report would change next year to align with the National Improvement Framework (NIF); and
- (3) otherwise to note the contents of the report.

SCHOOL LEAVER DESTINATION REPORT FOLLOW UP

A report was submitted by the Chief Education Officer:-

- (a) providing figures on follow up school leaver destinations for West Dunbartonshire Council for 2014/15 and explaining how these figures compared to the initial school leaver destinations reported to the Committee on 2 March 2016; and
- (b) informing of the progress with the action plan being implemented to address the fall in positive destinations, and further identified steps that require to be taken.

Following discussion and having heard the Senior Education Officer - Performance & Improvement and the Headteacher, Vale of Leven Academy 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 1 outlining the statistics for follow up school leaver destinations for West Dunbartonshire for 2014/2015; and
- (2) to note the progress with the action plan (Appendix 2 to the report) outlining the actions and next steps to improve the figure for school leaver destinations.

SCOTTISH ATTAINMENT CHALLENGE – RAISING ATTAINMENT, IMPROVING LEARNING IN WEST DUNBARTONSHIRE

A report was submitted by the Chief Education Officer providing an update on the key issues for West Dunbartonshire Council relating to the Scottish Attainment Challenge.

The Committee agreed:-

- (1) to note that it would receive progress updates with regard to the Scottish Attainment Challenge at future meetings; and
- (2) otherwise to note the contents of the report.

WORKING WELL TOGETHER – ATTENDANCE MANAGEMENT: QUARTER 1

A report was submitted by the Chief Education Officer advising on attendance levels across the Council for Quarter 1 and providing a breakdown of absence performance by Strategic Lead area.

Having heard the HR Business Partner in answer to a Member's question, the Committee agreed:-

- (1) to note the content of the report and the attendance results for Q1 2016/17, namely a significant decrease of 1799 days lost (21.3%) compared to the same period last year; and
- (2) that a revised methodology for calculating absence had been adopted consistent with national guidance and to more accurately reflect the workforce demographics.

EDUCATIONAL SERVICES BUDGETARY CONTROL REPORT TO 31 JULY 2016 (PERIOD 4)

A report was submitted by the Chief Education Officer providing an update on the financial performance of Educational Services to 31 July 2016 (Period 4).

Having heard the Strategic Director in answer to a Member's question, the Committee agreed to note the contents of the report which showed:-

- (1) a projected full year adverse revenue variance of £0.233m (less than 1% of budget); and
- (2) a projected full year favourable capital variance of £1.234m (4.7% of budget) of which £1.239m relates to project re-phasing and £0.005m to an in-year overspend.

VALEDICTORIES

Chris Smith, Education Service Manager - Children's Services

Councillor McGinty, Chair, informed the Committee that this was the last meeting of the Committee that Chris Smith, Education Service Manager - Children's Services, would attend as she was retiring from Council service.

On behalf of the Committee, Councillor McGinty thanked Ms Smith for her assistance to the Committee throughout the years and her work in developing Educational Services, and wished her well in retirement.

Catriona Robertson, Headteacher, Vale of Leven Academy

Councillor McGinty then informed the Committee that Catriona Robertson, Headteacher, Vale of Leven Academy would also soon be retiring from Council service and invited Councillor Rooney, Leader of the Council, to address the Committee in this respect.

Councillor Rooney thanked Ms Robertson for her service to various schools throughout West Dunbartonshire during her career and in particular for her commitment and enthusiasm as Headteacher of the Vale of Leven Academy.

It was noted that during her time in this position, the Academy's performance had improved year on year and it was notable that it was the most improved school in West Dunbartonshire over the last year. It was also noted that Ms Robertson had been at the forefront of various local and national initiatives including the SFA School of Football project, the reintroduction of school blazers and the attendance of school pupils at civic events.

On behalf of the Council, Councillor Rooney expressed his gratitude to Ms Robertson for her work in improvements in the Vale of Leven Academy's attainment levels, its involvement the local community and its reputation, and wished her well in the future.

The meeting closed at 6.55 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, 13 September 2016 at 2.03 p.m.

Present: Councillors Jonathan McColl, John Mooney and Ian Murray; Laura Mason, Chief Education Officer; Matthew Boyle, Senior Education Officer; Chris Smith, Headteacher of Our Lady and St Patrick's High School; Simon Simpson, Headteacher of Levenvale Primary School; Gavin Corrigan, Michael Dolan, James Halfpenny, Karen Jakeman; Campbell Lloyd, Dawn Wilson (E.I.S.); and Claire Mackenzie, S.S.T.A.

Attending: Geraldine Lyden, HR Business Partner; Linda McAlister, Education Support Officer and Nuala Quinn-Ross, Committee Officer.

Apologies: Apologies for absence were intimated on behalf of Councillor Hazel Sorrell; Julia Strang; E.I.S and Stephen McCrossan, E.I.S.

Councillor John Mooney in the Chair

DECLARATIONS OF INTEREST

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

MEMBERSHIP

In accordance with Paragraph 6 of the Local Recognition and Procedure Agreement, the Committee agreed to note that the membership of the Local Negotiating Committee for Teachers (LNCT) for 2016/2017 would be as follows:-

Teachers' Side

Members: Gavin Corrigan, E.I.S.; Michael Dolan, E.I.S.; James Halfpenny, E.I.S.; Karen Jakeman, E.I.S.; Campbell Lloyd, E.I.S.; Julia Strang, E.I.S.; Dawn Wilson, E.I.S. and Claire Mackenzie, S.S.T.A.

Substitute for any member of the Teachers' Side: Caroline Yates E.I.S.

Adviser: Steven McCrossan, E.I.S.

Management Side

Members: Councillors Jonathan McColl, John Mooney, Ian Murray and Hazel Sorrell; Laura Mason, Chief Education Officer; Matthew Boyle, Senior Education Officer, Educational Services; Simon Simpson, Head Teacher, Leenvale Primary School and Christopher Smith, Head Teacher, Our Lady and St Patrick's High School.

Substitute for any member of the Management Side: Geraldine Lyden, HR Business Partner and Linda McAlister, Education Support Officer.

CHAIR AND VICE CHAIR

In accordance with Paragraph 9 of the Local Recognition and Procedure Agreement, the Committee noted that, in this, the fourteenth year of the LNCT, Gavin Corrigan will assume the position of Chair for the Teachers' Side and Councillor John Mooney will assume the position of Vice Chair for the Management Side. Thereafter Mr Corrigan assumed the position of Chair.

Gavin Corrigan in the Chair

MINUTES OF PREVIOUS MEETINGS

The following Minutes of Meetings of the Local Negotiating Committee for Teachers held on 7 June 2016 and 21 June 2016 were submitted and approved as correct records subject to Councillor Jonathan McColl being removed from the sederunt of 21 June 2016 meeting, as he had submitted his apologies and was not in attendance at the meeting.

VOLUNTARY TRANSFER SCHEME (TEACHERS)

A report was submitted by the Joint Secretaries to the LNCT seeking approval to implement LNCT Agreement No.20.

Officers were heard in further explanation of the report and in answer to Members' questions. Following discussion and having heard both sides, the Committee agreed to approve the voluntary transfer arrangements as outlined in LNCT Agreement No: 20 as detailed within Appendix 1 to the report.

PROGRAMME OF MEETINGS

The LNCT was requested to consider setting dates for future meetings. Members noted that the LNCT normally meets during the following months: December, March, June and September (Annual General Meeting).

The Committee agreed the following future meeting dates:-

Tuesday, 13 December 2016 at 2.00 p.m.

Tuesday, 7 March 2017 at 2.00 p.m.

Tuesday, 6 June 2017 at 2.00 p.m.

Tuesday, 12 September 2017 at 2.00 p.m. (Annual General Meeting)

CHAIR'S REMARKS

The Chair. Mr Corrigan, welcomed Mr Chris Smith to his first meeting of the Committee and thanked Ms Jacqui Lynam, who was not longer a member of the Committee, for her contribution and service during her membership.

The meeting closed at 2.20 p.m.

WEST DUNBARTONSHIRE COUNCIL**Report by the Chief Education Officer****Educational Services Committee: 07 December 2016**

Subject: Tender and Award for Fuel Supply and Associated Operation and Maintenance of Biomass Boiler at Gartocharn Primary School

1. Purpose

- 1.1** This report seeks Committee approval to execute a tender process and subsequent award for the provision of fuel supply material and associated operation and maintenance of the biomass boiler at Gartocharn Primary School.

2. Recommendations

- 2.1** The Committee is asked to approve the tendering exercise and subsequent award for the provision of fuel supply and associated operation and maintenance of the biomass boiler at Gartocharn Primary School in accordance with the requirements of best value and efficient governance.

3. Background

- 3.1** Heating and hot water at the Gartocharn Primary School is designed to be provided by a solid biomass boiler with a traditional oil fired boiler as back up. The solid biomass boiler is designed to burn wood pellets to provide hot water throughout the academic year and heating during the heating season. The oil fired back-up system has been installed to provide any shortfall during abnormal winter loads and act as a standby should the biomass boiler require servicing or be off line for any reason.
- 3.2** Biomass is termed as a renewable fuel and is considered carbon neutral. Therefore burning biomass to provide heat and hot water will reduce West Dunbartonshire Council's (WDC) overall carbon emissions compared to using oil. Currently, heating and hot water are provided by oil from the back-up boiler, pending a tender being submitted for biomass.

4. Main Issues

- 4.1** Scottish Procurement has a number of frameworks available to enable the procurement of biomass related supply contracts. After the evaluation process which considered:
- the training of personnel required to operate the biomass boiler;

- the requirement to maintain cover of trained personnel to ensure the effective operation of the boiler;
- the risk that the fuel supply delivery has a high moisture which will produce less heat;
- procurement of a maintenance contract;

It has been determined that the most appropriate framework is the following:

“where the Council owns the boiler, the Service Provider will operate the heat generation equipment and will sell the heat generated to the council. The Service Provider will be responsible for ensuring the on-going efficiency of the boiler, quality of fuel and continuity of supply.”

4.2 This tender will require the successful contractor to ensure:

- a. an adequate supply of biomass wood pellets
- b. that there is sufficient fuel available,
- c. the boiler and associated components are fully functioning, repaired and maintained
- d. heat is available to be provided to Gartocharn Primary School when it is required

The contractor will only be paid for heat supplied to Gartocharn Primary School; therefore if there is no heat available from the biomass boiler then the contractor will not be paid. In this instance heating and hot water will be provided by the oil fired boiler.

4.3 This contract will be awarded for a period of 5 years. Provision will be made within the contract to allow for any additional sites coming on stream which may be the subject of conversion or construction for the purposes of heating by biomass.

5. People Implications

5.1 Management and administration of this contract will be executed by the Council's Energy & Compliance Team in conjunction with other utility contracts.

6. Financial Implications

6.1 A tendering process for this contract would allow the Council to explore all cost-competitive options and ensure that best value will be achieved. The contract period should be 5 years.

6.2 The estimated annual cost for biomass fuel for Gartocharn Primary School is £7,884.00 for the first contract year. Thereafter this cost will be subject to an annual review for each subsequent year of the programme. The review shall in no circumstances introduce increases greater than the level determined by the relevant Retail Price Index (RPI) applying to these Services.

The total probable cost for this 5 year contract for Gartocharn Primary School, assuming the current rate of 1.8%, is therefore £40,864.89.

- 6.3** Biomass will replace some, but not all, of the oil consumption at Gartocharn Primary School. There will however be an associated reduction in Gartocharn Primary School's annual oil bill of approximately £4,897.64 (based on 2015-16 prices).

Oil prices are difficult to predict, as has been seen from the price per barrel of oil halving from 2014 to 2016, however forecasts predict that the crude oil price could rise over the next 5 years between 30% and 50%.

The estimated savings on oil over the 5 year contract period are as follows, including if prices rise by current RPI:

RPI (1.8%)	£25,385.77.
30% increase	£27,271.99
50% increase	£28,989.78

- 6.4** The Renewable Heat Incentive (RHI) is the world's first long-term financial support programme for renewable heat.

The RHI pays participants of the scheme that generate and use renewable energy to heat their buildings; biomass is considered a renewable fuel. It is anticipated that the annual RHI payments the Council would receive for the biomass boiler installation at Gartocharn Primary School will be £4,283.64. These payments would be received for a period of 20 years from the date that the RHI application is received.

Over the 5 year supply contract these payments will be approximately £21,418.20.

- 6.5** As a result of the RHI funding the net cost of providing heating and hot water from biomass over the 5 year contract period, as follows:

	Projected price increase		
	RPI	30%	50%
Biomass contract cost	£40,864.89	£40,864.89	£40,864.89
Reduction in oil bill	£25,385.77	£27,271.99	£28,989.78
Receipt of RHI	£21,418.20	£21,418.20	£21,418.20
Net saving over 5 years	£ 5,939.07	£ 7,825.30	£ 9,543.09

Regardless of the index used for price increases over the contract period, use of biomass will reduce associated revenue costs at Gartocharn Primary School.

Although these are comparatively small savings, there are other benefits to the Council in terms of the reduction in carbon emissions and the achievement of sustainability targets.

- 6.6** There will be no reduction in Carbon Reduction Commitment cost as a result of the biomass boiler installation. Carbon emissions resulting from the use of heating oil are excluded from this scheme.

7. Risk Analysis

- 7.1** The following risks would be mitigated through the award of a contract following the tendering process –

- Failure of the Council to achieve its carbon reduction targets – the use of biomass fuel greatly assists the Council in achieving its targets
- Failure to properly operate the biomass boiler. This will be the responsibility of the supplier therefore additional training of the Council employees will not be required. The Council will not require to provide additional training or to arrange cover of trained personnel at Gartocharn Primary School.
- Poor quality fuel supply. Fuel with a higher moisture content will produce less heat in comparison with fuel with a lower moisture content. As the supplier is responsible for the supply of heat, this risk is borne by the supplier.

8. Equalities Impact Assessment (EIA)

- 8.1** After screening, no Equalities Impact Assessment (EIA) is required for this supply contract.

9. Consultation

- 9.1** Legal and Financial Services have been consulted in relation to the content of this report.

10. Strategic Assessment

- 10.1** It is recognised that the proposal will contribute to the Council's Strategic Plan priorities of improving the environmentally sustainable infrastructure and wellbeing of local communities by reducing associated carbon emissions from heat generation. In addition this will contribute to the Scottish Government's target of 11% (6,420 GWh) of heat energy to be supplied from renewable sources by 2020.

Laura Mason
Chief Education Officer

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Appendices: None
Background Papers: None
Wards Affected: Ward 1- Lomond

WEST DUNBARTONSHIRE COUNCIL

Report by Laura Mason, Chief Education Officer

Educational Services Committee: 7 December 2016

Subject: Strategy to Raise Attainment and Achievement in West Dunbartonshire

1. Purpose

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

2. Recommendations

- 2.1** The Educational Services Committee is recommended to note:
- (a) the progress made in the past three months with the Strategy to Raise Attainment and Achievement in West Dunbartonshire; and
 - (b) that a further update will be submitted to the Committee at its March 2017 meeting.

3. Background

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

4. Main Issues

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

4.2.1 Primary School Attainment Challenge Projects

Transitions 1

Family Support Campus

An intervention programme to assist parents to support their children to learn and achieve is being delivered with twelve families in Our Holy Redeemer Primary School. The Incredible Years Programme has been shown to strengthen social and emotional wellbeing and problem solving skills. The programme is collaborative between staff, parents and children promoting positive problem solving skills and positive social skills. Staff training has been delivered to class teachers and early years workers about the meaning of parental involvement and ways to enhance this. Training has also focussed on developing the awareness of staff of the impact of the poverty related attainment gap and staff individual roles and responsibilities in working to reduce this gap. A review of the curriculum, plus knowledge and skill of staff in supporting children's vocabulary is underway as it is recognised that there is a link between poverty and development of vocabulary in young children. A group of headteachers, our education psychologists and early level play lead officer attended training on a programme called 'Word Aware'. A programme of training has been planned for all primary headteachers and early learning heads is planned

Early Level Play and Learning

Building on the programme of professional learning for early years and P1 practitioners, a new programme of professional development is underway for P2 and P3 staff. A principal teacher has been appointed to produce a West Dunbartonshire policy and programme for play and learning, and to monitor and support delivery of high quality experience in all establishments. A series of information leaflets for parents are being produced. The first leaflet gives guidance to parents on 'Sharing a Book'. Our primary schools have registered for the 'First Minister's Reading Challenge'. A training programme for schools has also been produced based on the 'Book Bug' initiative

Maths Specialists

Local attainment data was used to identify primary schools whose pupils would benefit from numeracy/maths interventions Eleven schools were identified Extra teachers have been allocated to produce and work on delivering an action plan for the school, individual pupils and groups of pupils The team have worked with small targeted groups of learners. In term one the focus was on 'Number Sense' and improving learners' confidence and resilience in numeracy and maths The second term used SEAL approaches (Stages of Early Arithmetic Learning) to identify gaps in learners' knowledge and plan improvements to address the gaps. Evidence from the intervention shows that pre intervention 17% of pupils used more than one strategy to complete calculations. Post intervention 84% of pupils used more than one strategy to complete calculations 82% of pupil results showed an increase in attainment on average by 20%.

A pilot scheme has been delivered in one secondary school maths department with the maths attainment team working with maths teachers to plan and deliver lessons. The focus for the first phase of work has been lesson starters This is the introduction to an improvement programme to raise attainment in S1 and S2

Enhanced transition to raise attainment in numeracy

This extended transition project provides experience of a creative maths and literacy programme delivered jointly by primary and secondary teachers in the St Peter the Apostle Learning Community. Two Raising attainment teachers and a creative links officer have been seconded to plan and deliver a motivating programme in literacy and numeracy to a group of vulnerable young people. An ourcloud page and a twitter account to provide outward facing communication for staff, parents and families has been set up: #WDCcreatemaths. This creative programme is supported by senior phase pupils who are working with the focus group of pupils from primary. The senior phase pupils will gain credits for their work and participation in the project through the accredited Saltire Award programme

4.2.2 School Improvement Partnership Programme (SIPP)

Seven projects are planned for this session involving partnerships between schools in each Learning Community. The projects aim to increase motivation and skill using: problem based learning through the Single Steps to Learning Programme; active mental maths; reciprocal reading; Growth Mindset. Eight projects were completed last session with reported positive results on attainment:

- Clydebank Learning Community Mental Maths:
Increase in attainment
Carleith Primary School 21.9%
Goldenhill Primary School 10.9%
Clydemuir Primary School 18.9%

- St Peter the Apostle Learning Community Mental Maths:
97.5% of pupils improved accuracy in oral mental agility
53.2% of pupils improved speed in oral mental agility
94.9% of pupils improved scores in written papers
- Vale of Leven Learning Community Scientific enquiry project:
31% increase in the number of science enquiry questions asked.
8 out of 9 pupils demonstrated an increase in the number of science enquiry questions asked.
50% increase in the number of analytical questions asked.
- Vale of Leven Learning Community Problem Based Learning:
Increase in average attainment score 11%.
Significantly the levels of confidence recorded by the young people (targeted learning group) increased by 55%.

4.2.3 Science, Technology, Engineering and Maths (STEM)

STEM activities have been included in Learning Community and School / Centre Improvement Plans STEM has a high profile across the authority and colleagues have been supported in their professional learning through training in Inspire & Challenge, problem based learning and SSERC scientific enquiry. To improve literacy skills functional writing was identified as a focus area for the first intervention Learners were assessed on a cold piece of writing and were supported through logging their record of findings from various STEM challenges in STEM log books Their writing was then assessed at the end of the intervention with pupils demonstrating improved knowledge and confidence

In St Patrick's Primary a state-of-the-art facility designed to inspire and challenge learners in STEM studies was officially opened in November Workshops have taken place in a number of schools to support staff to consider the use of existing spaces and how these could be adapted to support modern, flexible STEM learning A number of schools have now adapted to their buildings to develop their own STEM Hubs and enhance STEM learning. A number of resources have been purchased for schools including BBC Micro:bit controllers, LittleBitz electronics hardware and Chromebooks in order to support STEM learning. All P7 learners in West Dunbartonshire participated in a STEM transition programme in conjunction with the Engineering Development Trust entitled Energy and Your School.

We feel this is a very valuable opportunity for the children. The project directly involves themselves, their school and the wider world of work. The process is collaborative, engaging and active and sets challenging goals. .

I have learned a lot At the start I didn't think I'd enjoy it but now I really do I love learning using STEM and would like to share what I've done with the younger pupils in the school.

Learning different energy sources and how they work was really interesting I love the topic because it is helping me to learn about the world and how to keep the earth safe.

STEM has changed the way I think - how I think about my energy use and how I work and think.

4.2.4 Attainment Programme

As part of our programme to raise attainment and reduce inequity a number of activities have taken place. Data analysis produced attainment and equity profile of all establishments, learning communities and local authority. This profile was used to identify individual schools for attainment visits supported by our Attainment Advisor, Senior Education Officers and Education Officers. A refreshed Quality Assurance Model has been produced to provide a targeted model of support and challenge to schools. Our Education Leaders' Conference in September focussed on the national and local priority to deliver excellence, equity and improve outcomes for all. All headteachers and heads of establishments are being supported to review the balance of time used to support learning in health and wellbeing, literacy and numeracy for children and young people most disadvantaged.

4.3 Secondary Attainment Challenge Projects

4.3.1 Multi Agency Hub

The hub environment will be a flexible, modern space with areas for collaboration for individuals and small groups. The Hub will extend support for pupils and families 'beyond the bell' by developing a programme to provide services to our most vulnerable young people and families to attend education and engage in a wide range of activities in school and the local community. It will provide access to youth workers, counselling services on site in the local secondary schools. It will provide opportunity for young people and families to access services to social work, psychological services, benefits and financial services, Skills Development Scotland and volunteer agencies. It will be a base for family learning programmes to provide early intervention to families of pupils in S1-S3

4.3.2 Personalised Learning

To support a smooth transition into S1 from primary for young people at risk of missing out on attaining and achieving for their age and stage a revised programme of learning will be delivered. The programme is based on nurture education with teaching teams adapting the curriculum to ensure a higher proportion of time is provided on learning skills for life and work with health and wellbeing, literacy and numeracy given priority.

4.3.3 Skills Academies

Establish skills academies in each of our local areas that provide experience of skills based work programmes in for example, hospitality, construction, digital and web based learning. Our young people will be given the opportunity to work in establishments across the authority using a consortium model where they will be given hands on experience to develop their understanding of the skills and employment opportunities available to them in senior phase and post school. This work builds on the work delivered by our senior phase team and the Developing the Young Workforce programme

4.4 Secondary Updates on Strategy to Raise Attainment

4.4.1 Clydebank High School

Clydebank High School has a strong focus on raising attainment across literacy, numeracy and health and wellbeing. Since the beginning of term there has been a whole school focus on literacy, with the launch of the Literacy Passport on World Literacy Day. Each learner is responsible for working on and updating their own passport, by identifying across the curriculum specific areas of literacy that they are experiencing. All staff have been trained on how they can support pupils with their passport and specific aspect of literacy Already teachers are reporting that pupils are “excited about the passport” and are “being more reflective and proactive about their learning” CHS are now looking to have a similar model for numeracy and health and wellbeing.

4.4.2 Dumbarton Academy

All staff within our learning community have been given training on Growth Mindset. This is an area for improvement in the school improvement plan Staff will now be encouraged to use this strategy within their teaching practice. This will now be worked on with all students to develop the mindset across the whole learning community
All Dumbarton Academy staff and senior phase students have also been coaching on goal mapping by Derek Gall. This ensured all senior phase pupils considered their future plans and their current targets within school curriculum. Staff will now be able to use this within classes to help with target setting when working with our young people.

4.4.3 Our Lady & St Patrick’s High School

Senior Phase tracking has been completed and reports have been issued Curricular Leaders have been asked to discuss the tracking overview at departmental meetings highlighting possible interventions for specific groups of young people to ensure that they are on track for success
From the tracking data 46, S4 pupils have been selected for monthly mentoring. Action plans will be drawn up from these meetings and shared with parents. A further group of 53 S5 pupils who are being presented for 5 Higher’s will undertake group mentoring sessions.

4.4.4 St Peter the Apostle High School

Peer tutoring has been introduced in our senior phase We have thirty five S6 pupils available to tutor S5 pupils in various Highers and National 5s Each S6 tutor visits the S5 pupil during their S5 study period at least once a week The S6 pupil can work one to one or with a group of pupils in a classroom setting This enhances our private study classes immensely S5 pupils are given extra support in the subject area they have requested, S6 pupils share their effective study methods with their tutor group and this feeds to the work ethic in our private study classes

4.4.5 Vale of Leven Academy

Our new first year pupils are working on our 'Sharing Together and Raising Standards' design project that they started in P7 This is one of our learning community transition projects. In S1 pupils work collaboratively to problem solve, be creative and make new friends Each S1 class worked with technical, business studies, music and English to develop presentations for the main STARS event, similar to a 'Dragons Den' event Presentations are of a very high standard with pupils showing creativity, confidence and enthusiasm

4.4.6 Kilpatrick School

Career Carousel was an event organised in conjunction by Kilpatrick School, Heron Bros Ltd and Hub West Scotland It was an opportunity for Senior Phase pupils to participate or experience taster sessions in plumbing, brick laying, team building, joinery, electrical and general catering delivered by qualified trades people

5. People Implications

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

6. Financial Implications

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

7. Risk Analysis

- 7.1** Failure to implement an authority-wide strategy to raise attainment and secure improvement will disadvantage our young people and may become a reputational risk to the Council

7.2 The Committee will be provided with regular update reports advising of progress.

8. Equalities Impact Assessment (EIA)

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

9. Consultation

9.1 West Dunbartonshire proposals have been shared with our Education Scotland Area Lead Officer and headteachers.

9.2 A meeting has taken place with our link officer in Corporate Communications to alert them to the national project and to discuss how we promote this good news for West Dunbartonshire Subsequently, there has been positive coverage of the project in the local media.

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

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

10 Strategic Assessment

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

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Chief Education Officer
October 2016

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Appendix: Appendix 1 – Action Plan from Clydebank High School
Appendix 2 – Action Plan from Dumbarton Academy

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

Background Papers:

Wards Affected: All wards

CLYDEBANK HIGH SCHOOL

Raising Attainment Action Plan 2016-2017

Priority 1: Mentoring

Focus Area	Specific Action	Timescale	Personnel Responsible	Resources including External Support
Evaluate existing SP mentoring arrangements.	Audit current provision of mentoring through using S6 experiences as evidence	Dec 2016	LP STARs Volunteers Team	Previous Action Plans RA Committee GL data Insight Data SIMD Data Other data sources Time
Implement a revised mentoring programme for this session based on findings	Devise and implement a revised mentoring system informed by the evaluation of previous system	Dec 2016		
Increase the use of data to intelligently select mentees.	Investigate the use a various data sources to improve the targeting of mentoring to increase impact.	Dec 2016		
Explore the feasibility of Peer mentoring in SP.	Investigate the opportunities and challenges of implementing a peer mentoring programme.	Mar 2017		
Invite staff member to be volunteer mentors		Dec 2016		

Expected Outcomes/Impact <ul style="list-style-type: none"> • Evaluation of mentoring system complete • Increased impact of revised mentoring system • Improved learner identification for mentoring • Peer Mentoring system plan is formulated 	Monitoring and Evaluation <ul style="list-style-type: none"> • Collaborative action research of mentoring programme. • STARs minutes • Pupil Voice/Questionnaires • Direct Observation • Exam/Prelim results
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Priority 2: Supported Study

Focus Area	Specific Action	Timescale	Personnel Responsible	Resources including External Support
Evaluate existing arrangements for Supported Study.	Audit current provision of mentoring through using S6 experiences as evidence	Dec 2016	LP STARs	Previous Action Plans SS Timetables GL data Insight Data SIMD Data Other data sources Time
Investigate increasing the range of SS opportunities available	Audit the range of learners and subjects impacted by SS opportunities	Dec 2016		
Improve the targeting of SS activities using data.	Increase the range of learners/subjects impacted as informed by the audit	Dec 2016		
Investigate peer support strategies.	Investigate the opportunities and challenges of implementing a peer support programme.	May 2017		
Introduce a BGE supported study.	Increase the S1 homework club provision to become a BGE supported study programme with a focus on literacy and numeracy.	Jan '17		

Expected Outcomes/Impact <ul style="list-style-type: none"> • Evaluation of SS system complete • Increased impact of revised SS system • Improved learner identification for SS • Peer support system plan is formulated 	Monitoring and Evaluation <ul style="list-style-type: none"> • STARS minutes • SS Attendance • Pupil Voice/Questionnaires • Direct Observation • Exam/Prelim results
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Priority 3: Use of Data/information

Focus Area	Specific Action	Timescale	Personnel Responsible	Resources including External Support
Increase the use of Data by school staff.	Increase the use of data by staff to inform improvement	Ongoing	JH, MP, STARS	Insight data SIMD Data GL Data Other data sources Time
Review and revise the existing presentation policy	Implement a revised presentation policy in light of WDC policy	Feb 2016		
Investigate the use of data predictively to provide options information, Early intervention and Target Setting.	Use historical data to identify trends in learner performance with a view to using data predictively and diagnostically.	Mar 2016		
Review and revise current SQA alerts system.	Identify role of SLT, PC and STARS.	October 2016		

Expected Outcomes/Impact <ul style="list-style-type: none"> Increased confidence in staff use of data Data has an impact on pupil progress through intelligent intervention. Learners and parents have increased data to inform the options process 	Monitoring and Evaluation <ul style="list-style-type: none"> STARS minutes Staff Voice Pupil Voice Parent questionnaires Presentation policy
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Priority 4: Social Media

Focus Area	Specific Action	Timescale	Personnel Responsible	Resources including External Support
<p>Develop a coordinated approach to the use of Social Media to RA</p> <p>Develop a Social Media Policy/Strategy</p> <p>Identify Social Media Gurus within Curricular Areas.</p> <p>Implement/further develop the use of social media channels to promote increased attainment and achievement.</p>	Implement a school social media policy that supports attainment and achievement	Feb 2017	LP CL STARs Media Group	<p>Time</p> <p>Website</p> <p>Twitter</p> <p>Facebook</p> <p>YouTube Channel</p> <p>OurCloud</p>

Expected Outcomes/Impact	Monitoring and Evaluation
<ul style="list-style-type: none"> Increased engagement of Parents with resources to support A&A Increased learner engagement with A&A resources Social Media channels are established, used and updated 	<ul style="list-style-type: none"> Parental questionnaires Pupil evaluations Social media statistics Social Media policy

Priority 5: RA through BGE

Focus Area	Specific Action	Timescale	Personnel Responsible	Resources including External Support
Increase the rigorous use of transitions data to ensure appropriate attainment challenge and support.	Review the existing use of data to identify opportunities to improve the impact of its use.	Feb 2016	LP STARs	Time GL data Transitions team
Increase the range of interventions used in conjunction with transitions data.	Identify intervention strategies to mitigate weaknesses identified in transitions data	Feb 2016		
BGE Study skills development	Develop a programme of events for BGE to embed Study Skills, Metacognitive ability and Growth mindset.	Feb 2016		

Expected Outcomes/Impact	Monitoring and Evaluation
<ul style="list-style-type: none"> • Challenge and support needs are identified using transitions data • Intervention strategies are identified and implemented. • BGE skills programme is developed and implemented. 	<ul style="list-style-type: none"> • STARs minutes • Direct observation • Study skills programme

Priority 5: Achievement.

Focus Area	Specific Action	Timescale	Personnel Responsible	Resources including External Support
Evaluate the range of achievement opportunities available in the school.	Audit existing 'Extra' curricular, vocational and wider achievement opportunities.	Feb 2017	LP STARs	Time
Evaluation the existing range of SQA courses offered by CAs.	Audit the use of e.g. SFW, vocational courses etc in the formal curriculum	Feb 2017		
Review the programme of celebratory events for achievement and attainment.	Review the existing awards, merits, text system	Feb 2017		
Implement an achievement strategy		Mar 2017		
Further develop the achievement tracking system.		Mar 2017		

Expected Outcomes/Impact <ul style="list-style-type: none"> • Increased range of 'Extra' curricular activities available • Increased range of 'alternative' courses available to learners • Celebration of achievement strategy is produced. • Achievement tracking system is improved. 	Monitoring and Evaluation <ul style="list-style-type: none"> • STARS minutes • DM Minutes • Option booklets • Pupil voice • Achievement strategy
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Improvement Plan 2016/17

Establishment: Dumbarton Academy

Service Priority: Raising Attainment

Focus Area	Specific Action	Timescale	Personnel Responsible	Resources including External Support
Learning and Teaching	Continue to build a learning community through discussing and sharing good practice in Learning and Teaching – audit of skills and abilities, delivery of twilight CPD sessions	Throughout session	All staff	CT Time Inservice CPD DMs Time for class visits CMs, BoS meeting Collegiate time
	Continue to investigate other schools' practices through professional discussions at departmental level using information from network meetings.	Throughout session	All staff	
	Implement revised Learning and Teaching Policy. Work with Learning and Teaching committee to develop a more consistent approach towards teaching and learning across the whole school	Throughout session	SMT, Teaching and Learning committee	
	Improve use of all data available inc GL, Insight to inform attainment targets.	By Dec 2016		
	Continue to develop and implement robust profiling system for all BGE learners including looking outward to other schools with successful systems in place	Ongoing	All teaching staff led by SLT	
	Continue to develop understanding and use of Significant Aspects of Learning and Progression frameworks in each curricular area, as a way to track progress in BGE		GMacK and CLs	
	Facilities/Curricular areas should develop understanding of 'Achievement of a level' and what this means for them in relation to Numeracy and	Ongoing	SLT and CL's	

	Literacy Across the Curriculum, as well as in their own curricular area.			
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Outcomes/Impact:	Monitoring and Evaluation:
<ul style="list-style-type: none"> • Enhanced staff skills in learning and teaching • Raised attainment and achievement of all learners • Shared understanding and agreement of what makes a good lesson • Consistent, high quality learning in all lessons • Enhanced learning experience of all learners • More varied approaches to assessment at all levels • Improved use of data to target interventions • Increased involvement of parents in relation to Literacy 	



Improvement Plan 2016/17

Establishment: Dumbarton Academy
Service Priority: Raising Attainment

Focus Area	Specific Action	Timescale	Personnel Responsible	Resources including External Support
<p>Develop a Growth Mindset in pupils in the BGE.</p> <p>Training for all staff on Growth Mindset.</p> <p>Establish a Growth Mindset steering group of staff volunteers</p> <p>Awareness raising with all pupils in S1 -3 on Growth Mindset.</p> <p>Carry out a Growth Mindset Baseline Audit with all pupils S1-3.</p> <p>Awareness raising with all parents of S1 -3 pupils on Growth Mindset.</p> <p>Development of materials and strategies to nurture a Growth Mindset.</p> <p>Introduction of materials and strategies to nurture a Growth Mindset to :</p> <ul style="list-style-type: none"> • staff • parents • pupils <p>Evaluate progress in developing a Growth Mindset in pupils S1-3.</p>		<p>Throughout session</p> <p>Throughout session</p> <p>Throughout session</p>		<p>Collegiate time (whole school, departmental, Board of Studies)</p> <p>Inservice days</p> <p>Departmental meeting time</p> <p>SLT meeting time</p> <p>C Dweck - research and resources.</p>
<p>Create a value centred caring culture which nurtures the achievement of the pupil and</p>				

staff community, organisational vision and purpose with the utmost integrity.	<p>Introduce and develop Goal Mapping strategies with all staff as a means of strengthening values, ethos and building capacity of all staff.</p> <p>Introduce and develop Goal Mapping strategies with all pupils in the Senior Phase to strengthen values, ethos and raise attainment and achievement.</p> <p>Identify key staff to nurture and develop Goal Mapping skills in staff and pupils.</p> <p>Deliver a parent workshop on Goal Mapping strategies to enable them to support their young people.</p> <p>Measure the impact that Goal Mapping is having on values, ethos, attainment and achievement.</p>			<p>Can I Coaching Derek Gall</p> <p>Collegiate Time Inservice Days.</p> <p>Pupil Support Team Meeting time.</p>
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Outcomes/Impact:	Monitoring and Evaluation:
<ul style="list-style-type: none"> • Growth Mindset developed in pupils in S1 – 3 • Goal Mapping strategies enhancing values, ethos, attainment and achievement developed in staff and pupils in the Senior Phase. • Enhanced skills of staff, professional knowledge, expertise and understanding • Enhanced leadership opportunities for all 	

Improvement Plan 2016/17

Establishment: Dumbarton Academy
Service Priority: Raising Attainment

Focus Area	Specific Action	Timescale	Personnel Responsible	Resources including External Support
	Work with SLT to develop school mentoring programme. Make use of data and insight to identify young people who require mentoring	Ongoing	DHT, STAR, key staff	Mentor time CT time Supported Study Budget Time for supported study classes/Easter school
	Identify young people who require extra support and interventions through tracking and monitoring. Work with the extended leadership team in ensuring necessary interventions and support are in place.	Ongoing	DHT, STARs	
	Research and look at possibility of S6 students mentoring S4 students during P.S.E, R.E and P.E rotation.	Dec 2016	DHT, STARs, PT Pastoral	
	Launch the mentoring program with a presentation on learning and high expectations	Nov 2016	STAR	
	Co-ordinate Supported Study Arrangements -revise strategy to record and manage attendance.		STAR, office staff	
	Engage parents in the supported study programme after student sign up. Weekly text used to inform parents of when supported study is on for their young person.	Ongoing	DHT, STARs	
	Introduce a more focussed approach to supported study. Working with CL's and SL's look at focussing supported study on young people who require it due to being off track.	Ongoing		

	<p>Create a supported study timetable and manage the payment of sessions to staff.</p> <p>Liaise with staff to see how best to support supported study attendance within the senior phase.</p> <p>Work on creating an S4 study skills session for parents and carers to engage them in their young persons study techniques.</p> <p>Production of home learning study booklet.</p>	<p>Nov 2016</p> <p>Ongoing</p>		
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Outcomes/Impact:	Monitoring and Evaluation:
<ul style="list-style-type: none"> • Appropriate pupils involved in mentoring – greater targeted support • Early interventions for young people who require support • More focussed approach to mentoring. • Meetings more regular and focussed - assertive mentoring • Enhance attainment. • Increased attendance at supported study with increased parental support. 	

Improvement Plan 2016/17

Establishment: Our Lady and St Patrick's

Service Priority: Raising Attainment and Achievement

Focus Area	Specific Action	Timescale	Personnel Responsible	Resources including External Support
Raising Attainment & Achievement	Whole school Assessment Calendar to reviewed and updated and issued to Senior Phase pupils	Sept - Oct 2016	<ul style="list-style-type: none"> HT CL's/ PT's 	<ul style="list-style-type: none"> Time
	Departmental / HT / SLT / CL / PT/ SQA results meetings and analysis: action points decided with specific departmental targets	Sept – Oct 2016	<ul style="list-style-type: none"> HT CL/PT's Curriculum STAR 	<ul style="list-style-type: none"> Time Finance - reprographics
	Improve the use of INSIGHT and GL Assessment Data for numeracy and literacy to target support in order to improve outcomes for all young people including SIMD; lower 20%; LAC, reducing the educational attainment gap between the most and least deprived.	Sept - June 2017	<ul style="list-style-type: none"> HT SLT CL's: Curriculum all staff STAR Dept Staff 	<ul style="list-style-type: none"> Time CPD In-Service: staff training Time
	Identify new courses and programmes of study in the senior phase and expand opportunities for personal achievement, achievement pathways and accreditation in each department/faculty.	Oct – May 17	<ul style="list-style-type: none"> STAR Dept Staff 	<ul style="list-style-type: none"> Time

Expected Outcomes/Impact

Monitoring of consistent, rigorous approach to Raising Attainment across school
Improved SQA results and reduction in no awards / incompletes at every level.

Improved strategic planning of RA agenda; leadership of INSIGHT analysis developed at CI/PT/CT level building capacity for future improvement; enhanced scrutiny / feedback of departmental RA plans; improved opportunities for sharing good practice across departments.

Data is used to identify strengths and areas for development in pupil work and teaching

Barriers to learning identified: support mechanisms put in place to remove these barriers

Monitoring and Evaluation:

Whole school and departmental calendars produced following extensive consultation with staff.

CL/PT led INSIGHT/SPBT analysis meetings for every department.
Departmental Action Plans produced and reviewed by SLT.

Analysis and action points evaluated via WDC's Leadership for Learning visit, review of SIP.
Cross curricular meetings undertaken and evaluated by SLT and Raising Attainment Teacher.

Focus Area	Specific Action	Timescale	Personnel Responsible	Resources including External Support
Learning & Teaching	Ensure all staff are aware of, and are using, the updated Significant Aspects of Learning (SALs) and progression frameworks to plan assessment across all curricular areas.	Sept 16 – Jan 2017	<ul style="list-style-type: none"> STAR PTs: Curriculum 	<ul style="list-style-type: none"> CPD In-Service Time Finance – reprographics
	Promote the use of new technologies, e.g. wifi, hand held devices and other online ICT resources to enhance Learning, Teaching and Assessment.	Aug 16 – May17	<ul style="list-style-type: none"> STAR PTs: Curriculum PTs: Pupil Support 	
	Produce materials for parents/carers outlining homework/home learning policy and guidance from each dept./faculty.	Aug 16 –May 17	<ul style="list-style-type: none"> STAR PTs: Curriculum 	<ul style="list-style-type: none"> Time Finance – reprographics
	Develop and improve homework/home learning materials and resources available from depts. via the new school website.	Aug 16 – May 17	<ul style="list-style-type: none"> STAR PTs: Curriculum 	<ul style="list-style-type: none"> Time Finance – reprographics
	Collate all online tutorials which are presently available for various subject areas at N5 & N6.	Aug 16 – May 17	<ul style="list-style-type: none"> STAR PTs: Curriculum 	<ul style="list-style-type: none"> Time Finance – reprographics

Expected Outcomes/Impact <ul style="list-style-type: none"> Consistency across all departments Staff expertise is utilised where needed Monitoring of, for example, homework, attendance, timekeeping as well as teaching methodology and positive ethos Appropriate and quick support to all pupils Enables parents to support school and pupils Delivery of a curriculum which is challenging and ensures progression in learning; improved professional learning opportunities for staff; enhanced role of Raising Attainment Teacher in supporting learning and teaching; improved communication and participation with parents. 	Monitoring and Evaluation: <ul style="list-style-type: none"> Extensive programme of professional learning opportunities to enhance skills and work towards consistency in high quality learning experiences. Impact evidenced by analysis of SQA results and feedback from pupils and staff. Impact evidenced by analysis of SQA results and feedback from pupils and parents
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<p>Expected Outcomes/Impact</p> <p>Staff to focus and develop their expertise in different learning styles, teaching methods, assessment strategies and ICT provision</p> <ul style="list-style-type: none"> • Teachers have more influence on and responsibility for raising achievement and attainment • Development of personal skills • Increase in pupil confidence • Data is used to identify strengths and areas for development in pupil work and teaching • Barriers to learning identified: support mechanisms put in place to remove these barriers • All pupils continue to develop an increased sense of ownership and responsibility in their own learning through more specific and focused feedback and next steps • develops citizenship and sense of community 	<p>Monitoring and Evaluation:</p> <p>Minutes of DMs reflect high profile of RA agenda. Audit of DIPs & Raising Attainment Action Plans reflect high profile of RA agenda. Scrutiny and feedback from link Depute Head Teachers to department demonstrates heightened rigour.</p> <p>Feedback from link SMT and PT Raising Attainment indicates high level of departmental commitment to RA agenda.</p> <p>Minutes of DMs reflect discussion.</p> <p>Personal Review & Development documentation reflects commitment to improving standards.</p> <p>Range of departmental intervention focusing on raising attainment including review of homework and pace of curriculum delivery.</p> <p>Review of target setting/tracking undertaken. Analysis of unit performance. Analysis of prelim performance. Mid-session review / meeting with HT / PTs / PT Raising Attainment undertaken.</p> <p>Positive feedback from pupils and parents regarding target setting and tracking processes.</p>
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Focus Area	Specific Action	Timescale	Personnel Responsible	Resources including External Support
Meeting Learners' Needs	Whole school and departmental tracking programme / calendar updated	August-December 2016	<ul style="list-style-type: none"> • HT • CL/PTs: Curriculum • Link SMT • SLT: Year Heads • PTs: Pupil Support 	<ul style="list-style-type: none"> • Time • DM's
	Whole school / departmental analysis of tracking data at key points in the session in relation to targets: action points determined e.g. prelim performance, reviews of Supported Study, Easter Revision School, Specific revision day classes and WDC master classes	August 16 - May 2017	<ul style="list-style-type: none"> • HT • Link SMT • PTs: Curriculum • PTs: Pupil Support • STAR 	<ul style="list-style-type: none"> • Time • Finance - reprographics
	Introduce mentoring system to support Senior Phase pupils.	Oct 16 - Apr 2017	<ul style="list-style-type: none"> • CL/PTs: Curriculum • SLT: Year Heads • STAR • Identified staff 	<ul style="list-style-type: none"> • Time • DMs – staff training • Finance – staff cover

Expected Outcomes/Impact Coherent approach to target setting and tracking in the Senior Phase; improved individual support for young people; improved targeting of interventions for individuals and groups including supported study, Easter Revision and Master classes; Improved attendance at focused and Supported Study, Easter Revision School, WDC master classes : relevant to all pupils	Monitoring and Evaluation: <ul style="list-style-type: none"> • Audit of School Improvement Plan. • Audit of Raising Attainment Action Plan. • Mid-session review / meetings between HT and CL's/PTs. • Analysis of prelims. • Analysis of SQA results. • Feedback from mentoring systems in place.
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Focus Area	Specific Action	Timescale	Personnel Responsible	Resources including External Support
Partnership	Increased parental involvement and support given to parents through focused Information Evening, Parent Council / Forum and Parent Workshops e.g. on Raising Attainment / Study Skills.	October16 - January 2017	<ul style="list-style-type: none"> • HT • SLT: Year Heads • Parent Council 	<ul style="list-style-type: none"> • Time • Staff • Finance – outside speakers • Finance - reprographics
	Increased, earlier and more regular communication with parents at appropriate times re not achieving standards, homework, attendance, tracking, target setting, change of levels etc.	August 16 - Feb 2017	<ul style="list-style-type: none"> • HT • PTs: Pupil Support • SLT • STAR 	<ul style="list-style-type: none"> • Finance – communication re letters . phone calls / texts / emails
	Increased opportunity for parental interviews regarding pupil progress	September 16 - April 17	<ul style="list-style-type: none"> • STAR • PTs: Pupil Support • SLT: Year Heads 	<ul style="list-style-type: none"> • staff time outside school hours

Expected Outcomes/Impact

- Parents feel a greater sense of ownership in the learning and teaching experience of their child and are more able to assist and participate in the learning process
- increases pupil awareness of demands on pupils
- Parent involvement and participation in the life of the school brings a unique and useful perspective that supports the school and helps it to grow and improve as a community.
- Parents have opportunities to contribute meaningfully to the life of the school

Monitoring and Evaluation:

- Improved attendance at Parent Information Evenings.
- Feedback from staff and parents.
- Feedback from Parent Council.
- Feedback from parents.
- Analysis of parental communication.
- Uptake re parental interviews.



Action Plan 2016-2017

Establishment: Saint Peter the Apostle High School

Service Priority: Raising Attainment & Achievement

Focus Area	Specific Action	Timescale	Personnel Responsible	Resources including External Support
Monitoring and Tracking	<ul style="list-style-type: none"> Monitoring and Tracking New Senior Phase Assessment, Moderation and Tracking tool being using by all departments. Establish a RA link teacher in each department Liaise with BGE working group to ensure smooth transition to Senior Phase Tracking Tool. 	Aug to March 2017 August/Sept 2016 Ongoing	BGE/HW/MH HW/MH HW/MH	Time Meetings Departmental Meetings Process developed for all departments
Scholar	<ul style="list-style-type: none"> Scholar Raising Awareness with Pupils, Staff, Parents. S4 Pupil Induction S5 Awareness Raising Assembly, working with identified groups. 	Sept/Oct 2016	Lynne Biagionni, DHT's / HW/MH / Scholar Co-ordinator / Staff	Presentations Meetings Time
Supported Study	<ul style="list-style-type: none"> Supported Study More focused Supported Study. Targeted groups in each department – tailored to meet the needs of specific groups of learners e.g. "Aiming High" "Borderline" candidates. Continued Easter Revision Programme Saturday Classes where appropriate if funding allows. 	Oct 2016 – April 2017	SLT / HW/MH/PT All Staff /PT/	Flexible Programme Supported Study Budget Meetings Tracking Additional strategies to support pupils Additional Funding for specific supported study

Expected Outcomes/Impact

- Increased use of Tracking & departmental data for pupil Aspirational discussions to set realistic targets which are evidence based
- Additional external support for pupils

Monitoring and Evaluation

- Tracking & Results
- Departmental R.A. analysis
- Departmental Feedback re pupils On Track, Underachieving, Causing

- Streamlined approach to Supported Study programme putting more responsibility on pupils in Study Classes & Home Study

- Concern, dipping in performance
Department requests for Supported Study / Easter Revision / Sat Revision



Action Plan 2016-2017

Establishment: Saint Peter the Apostle High School

Service Priority: Raising Attainment & Achievement

Focus Area	Specific Action	Timescale	Personnel Responsible	Resources including External Support
Stage Support	<ul style="list-style-type: none"> S4 Whole school aspirational target spreadsheet issued to all departments SIMD 1 and 2 Pupils Identified 5+ N5 Target Groups identified and Mentoring Programme Updated Mentoring Calendar for session 	Sept 2016 Sept / Oct 2016 Oct 2016 Ongoing	SLT / HW/MH /PS / All Staff	Time Meetings Departmental Meetings Meetings Tracking
	<ul style="list-style-type: none"> S5 SIMD 1 and 2 Pupils Identified 1 & 2 Higher Group identified 3 – 5+ Higher Target Groups identified 3+ Mentor Programme in place – mentors subject specialists where possible. Bridging attainment gap for pupils from more deprived backgrounds Study Classes Find opportunity for more subject expert led study. 	Aug / Sept 2016 Aug /Sept 2016 Sept / Oct 2016	HW/MH HW/MH SLT/HW/MH/ DHT/PS/Staff Mentors /Peer Support/ S6 Tutors	Result Time Meetings
		Aug / Sept 2016	SLT/RA/PS/Study Class staff/ departments DHT / RA / PS	Meetings / Assemblies / Classroom visits / Departmental Meetings Staff/Time

Expected Outcomes/Impact

Monitoring and Evaluation

<ul style="list-style-type: none">• More coherent programme of support for all pupils in S5 with emphasis on additional supports for 3+ Higher pupils• More coherent support for SIMD 1 and 2 pupils• Extension of examples of good practice	<ul style="list-style-type: none">• Increased involvement by departments across school• Feedback from staff & pupils• Results analysis• Increase in supports
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Action Plan 2016 -2017

Establishment: Saint Peter the Apostle High School

Service Priority: Raising Attainment & Achievement

Focus Area	Specific Action	Timescale	Personnel Responsible	Resources including External Support
Staged Support	<ul style="list-style-type: none"> S6 Liaise with PS and DHT to identify target group to ensure their desired destination. SIMD 1 and 2 Pupils Identified 	Aug '16 – March 17	DHT/PS	Time Meetings
	<ul style="list-style-type: none"> Further development of rigour in Aspirational/On Track Discussions in subject classroom 	Aug '16 – May '17	SLT / PS / RA / All staff	Enhanced Departmental evidence particularly before Tracking to ensure accuracy & consistency across dept / school

Expected Outcomes/Impact

- More accurate Tracking at all stages
- Focus on specific area identified
- More coherent support for SIMD 1 and 2 pupil
- More support for whole school target group by department
- Whole school approach to Raising Attainment in each department

Monitoring and Evaluation

- Tracking analysis
- Increase in departmental communication
- Additional supports in place for pupils as required
- Consistency of approach in some systems in place

Improvement Plan 2016/17

Establishment: Vale of Leven Academy

Service Priority: Raising Attainment

Focus Area	Specific Action	Timescale	Personnel Responsible	Resources including External Support
Raising Attainment in the BGE	1. Embed target setting booklets within S1 – S6 PSHE curriculum	October 2016	S Scott, F Panelli	Time Photocopy budget
	2. Identify More Able Pupils, sharing data with departments to allow for appropriate pace and challenge to be provided within BGE curricula	September 2016	S Scott, CLs	Time
	3. Review extra-curricular provision and opportunities for More Able Pupils	June 2017	S Scott, other interested staff	Time
	4. Engage partners to support development of More Able Pupil provision (eg SNAP)	June 2017	S Scott, external providers	Time
	5. Expand Duke of Edinburgh programme to enable more pupils to access Award	November 2016	S Scott, other interested staff	Time, Staff Training, Working 4U Support
	6. Establish robust practice in tracking, monitoring and reporting in the BGE S1 – 3	June 2017	S Scott, A Tindal, CLs, L McCallion	Time, Staff training, Visit to other schools to observe good practice
	7. Research current tracking and monitoring procedures in primary to ensure smooth transition P7 – S1	June 2017	S Scott, A Tindal, CLs, LC Teachers/Heads	Time
	8. Create BGE mentoring programme for implementation 2017/18	June 2017	S Scott	Time, Photocopy Budget

Improvement Plan 2016/17

Establishment: Vale of Leven Academy

Service Priority: Raising Attainment

<p>Expected Outcomes/Impact</p> <ol style="list-style-type: none"> 1. Pupils will be confident in setting targets for the next stage in learning 2. Staff will be aware of pupils who are more able and can differentiate their lessons appropriately 3. Additional opportunities available for more able pupils to offer a wider range of challenge activities 4. Staff are supported in creation of effective provision for more able pupils 5. More pupils will benefit from the award and these transferrable skills developed will be evidenced in other areas of the curriculum 6. This will allow for early intervention for any underachieving pupils 7. Improved transfer of curricular data to ensure a smooth transition from primary to secondary 8. Pupils will have the skills required to study effectively as they move to study their National Qualifications in the Senior Phase. 	<p>Monitoring and Evaluation:</p> <ol style="list-style-type: none"> 1.
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Improvement Plan 2016/17

Establishment: Vale of Leven Academy

Service Priority: Raising Attainment

Establishment: Vale of Leven Academy

Service Priority: Raising Attainment

Focus Area	Specific Action	Timescale	Personnel Responsible	Resources including External Support
Raising Attainment in the Senior Phase	1. Review SQA pupil performance aligned with pupil course choices to ensure continued appropriate progression throughout the Senior Phase	August 2016	C Davidson, D Fyfe, CLs	Time SEEMIS data
	2. Restart the mentoring programme for pupils in the Senior Phase	October 2016	C Davidson	Time, Staff Training, Photocopying Budget
	3. Organise Raising Attainment Evening for Senior Phase pupils and parents	September 2016	C Davidson, D Fyfe	Time, Department Displays, Staff Attendance
	4. Coordinate collation of Assessment Calendar for senior pupils and parents	September 2016	C Davidson, CLs	Time Photocopying budget
	5. Attend CLs Results Meetings for overview of progress and areas for further improvement	September 2016	HT, SLT, C Davidson, CLs	Time
	6. Populate the reporting set-up on SEEMIS	August 2016	A Tindal, C Davidson, L McCallion	Time

Improvement Plan 2016/17

Establishment: Vale of Leven Academy

Service Priority: Raising Attainment

Focus Area	Specific Action	Timescale	Personnel Responsible	Resources including External Support
Raising Attainment in the Senior Phase (continued)	7. Identify and support pupils with Nuffield Applications	February 2017	C Davidson	Time Nuffield Coordinator Support
	8. Coordinate Masterclasses/Day Before Revision Classes	April 2017	C Davidson	Time
	9. Update Senior Phase Overview	August 2016	C Davidson, CLs	Time Photocopying Budget
	10. Support departments in analysing Insight data	Ongoing	C Davidson, CLs	Time at CL/Departmental Meetings

Expected Outcomes/Impact <ol style="list-style-type: none"> 1. Pupils follow appropriate senior phase courses to ensure continued progression 2. Pupils are supported to achieve their potential 3. Pupils and parents are aware of the demands and expectations within the Senior Phase as well as the support available to them 4. Pupils and parents have an overview of the range of assessments across all subjects 5. CLs/CLRA aware of department strengths and areas for improvement 6. Pupil progress can be tracked across the year 7. Pupils are supported to engage with Nuffield to complete research placements 8. Pupils are aware of additional support available close to SQA exams 9. Pupils and parents have an awareness of the varying demands of the Nationals across all subjects 10. Staff at all levels are confident in analysing attainment data in Insight 	Monitoring and Evaluation: <ol style="list-style-type: none"> 1.
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Improvement Plan 2016/17

Establishment: Vale of Leven Academy

Service Priority: Raising Attainment

Focus Area	Specific Action	Timescale	Personnel Responsible	Resources including External Support
Raising Attainment: Overarching priorities	1. Review and update Tracking Policy to reflect BGE and Senior Phase reporting calendar	June 2017	S Scott, C Davidson, A Tindal, D Fyfe	Time at CL Meetings
	2. Review range of quantitative data collated. Evaluate robustness of data, the impact of data analysis and work to improve staff use of data at all levels	June 2017	S Scott, C Davidson	Time
	3. Review current strategies to address inequity and attainment gap and implement current national advice/strategies	June 2017	S Scott, C Davidson	Time
	4. Review Departmental Leadership for Learning Visit Model	June 2017	SLT, CLs, C Davidson, S Scott	Time at CL Meetings
	5. Support pupils in option processes – early indicator through skills classes	March 2017	S Scott, C Davidson	Time, input into skills classes
	6. Organise former pupil event to support S3/4 at option time	November 2017	S Scott, C Davidson	Time, former pupil support
	7. Support local authority Attainment Challenge projects	June 2017	S Scott, C Davidson	Time, local authority guidance
	8. Coordinate Supported Study/Easter Revision Programme	April 2017	S Scott, C Davidson	Time, Supported Study Budget

Improvement Plan 2016/17

Establishment: Vale of Leven Academy

Service Priority: Raising Attainment

<p>Expected Outcomes/Impact</p> <ol style="list-style-type: none"> 1. All staff aware of roles and responsibilities for accurate and effective tracking, monitoring and interventions to support underachieving pupils 2. All data utilised effectively to support improved outcomes for all learners 3. Attainment/inequity gap reduces 4. Departmental quality improvements visits are more robust leading to further improvements 5. Pupils are supported to select appropriate courses 6. Pupils made aware of possible career options and the required qualifications for each pathway before they select their options 7. School staff engaged with attainment challenge projects to support improved outcomes for learners 8. Pupils are supported throughout the year to ensure they reach their potential 	<p>Monitoring and Evaluation:</p> <ol style="list-style-type: none"> 1.
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Establishment: Kilpatrick School – Secondary Department
Service Priority: Raising Attainment and Improving Learning

Improvement Plan 2016-17 for STARs

Focus Area	Specific Action	Timescale	Personnel Responsible	Resources including External Support
Further develop partnership with parents via social media sites	In addition to specific actions stated in the main school improvement plan, the following specific actions will be focusing on the usage of social media to further develop partnerships with parents and carers:			
	1. Processes of getting YouTube and Facebook accounts to the live status	Oct 16	BW	<ul style="list-style-type: none"> • Meetings (internal) • Collegiate times • Professional dialogues • In-services days • Development times • NARs • Education Scotland • Meeting with JM from Community and Life Long Learning Team • Meetings with Heron Bros. Ltd. • Meetings with Park Rangers. • Meetings other stakeholders from respective awarding bodies. • Preparation time • WDC Policy on Safe Media usage.
	2. YT and FB working group established	Sep 15	BW, LM, LT, JH, plus another staff	
	3. Establish and agree on YT and FB working group operational structure	Sep 15		
	4. Baseline questionnaire developed and sent to parents and carers	Aug 16	BW and SLT	
	5. Revise school consent form developed and sent to parents and carers	Sep 16	BW and SLT	
	6. Link with colleague who is managing the school website	Ongoing	All Staff	
	7. All staff to start thinking about examples of work that can be sent to the YT and FB working group for uploading in readiness for going live date	Ongoing	BW and LK All Staff	

Focus Area	Specific Action	Timescale	Personnel Responsible	Resources including External Support
	8. Examples of work and potential partnership with parents can be from: i. Literacy and English – Reciprocal Reading, Rapid Reading scheme ii. Virtual tour of new school iii. New school activities iv. Moving school activities v. Saltire Awards vi. Dynamic Awards vii. Youth Achieving Awards viii. SQA Personal Achievement Awards ix. Other SQA N1 to N3 awards x. Duke of Edinburgh Awards xi. Bikeability Awards xii. John Muir Awards xiii. Mathematics and Numeracy – Lifeskills Maths xiv. Music xv. Art xvi. Science xvii. Enterprise – Shop – from making to selling and everything in between xviii. School Café – from making to selling and everything in between	Ongoing	All Staff	<ul style="list-style-type: none"> • WDC Policy on SQA verification • Internal verification • External verification • CPD • PRD • Pupil Council Meetings • Parental Meetings • Friends of Kilpatrick Meetings (equivalent to PTA) • Individual pupil and parent meetings • Assessment monitoring – summative and formative • Educational Psychologists • Social Work • Nurses and other NHS specialists • Reprographics • Colleges • ICT
	9. Google training of Google Educational Apps.	Feb 2017	BW	
	10. Post – live parents and carers questionnaire	Sep 16 onwards	BW	

Expected Outcomes/Impact	Monitoring and Evaluation
<p>Pupils are engaged in stimulating, challenging and relevant curricular and lifeskills experiences; are actively involved in their learning and are planning appropriately for their next steps in learning.</p> <p>Pupils continue to develop their skills, attributes and capabilities needed for learning, life and work having a range of opportunities for personal achievement and accreditation.</p> <p>There will be more measurable parental awareness of school curriculum and non-curricular activities and events.</p> <p>There will be more measurable parental support for initiatives at all stages.</p> <p>Parents will have a greater understanding of how to provide that support.</p>	<p>Assessment Evidence</p> <p>Professional Dialogue</p> <p>Learning Visits/Observations</p> <p>Pupil dialogue/self and peer assessment</p> <p>Moderation, profiling and reporting frameworks</p> <p>Accreditation</p> <p>Displays of work</p> <p>Moderation and verification meetings</p> <p>Student Planners</p> <p>Analysis of SQA data</p> <p>Pupil Council meetings</p> <p>SLT and SMT meetings</p> <p>Pre – live questionnaire (baseline figures)</p> <p>Post – live questionnaire</p> <p>Analysis of questionnaires</p> <p>Individual pupil and parent meetings</p>

WEST DUNBARTONSHIRE COUNCIL**Report by the Chief Education Officer****Educational Services: 7 December 2016**

Subject: Scottish Qualifications Authority (SQA) Examination Results 2016**1. Purpose**

- 1.1** To update Members on the performance of West Dunbartonshire schools in the national Scottish Qualifications Authority (SQA) examinations of 2016.

2. Recommendations

- 2.1** Members are requested to:

- a) Note the contents of this report and the attached appendices;
- b) Congratulate the pupils, parents and carers, staff and centrally deployed staff for achievements in this year's examinations.

3. Background

- 3.1** In previous years, the Scottish Government released its publication Standard Tables and Charts (STACs) annually. This gave a detailed analysis of the national SQA Examination results. With the introduction of the new National qualifications bringing the Senior Phase into line with Curriculum for Excellence, STACs was discontinued and replaced in 2014 with a tool called Insight. This new tool saw the emphasis shift in how a school is judged to be performing. Instead of the previous measures of how many pupils gained a number of passes at specific levels, a school is now measured according to its performance in key national benchmarks. These benchmarks encourage taking a holistic approach to evaluating achievement and attainment. A complete picture of local authority and school performance requires the national benchmarks to be considered as a whole. The four National Benchmarks focus on:

- 1. Improving attainment in Literacy and Numeracy
- 2. Improving attainment for all
- 3. Increasing post school participation
- 4. Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers.

- 3.2** Insight presents information on the achievements of school leavers at their point of exit from school, be that in S4, S5 or S6. Previously STACs focussed on the attainment of an individual cohort taken as a whole (S4, S5 or S6). This change is in line with the Curriculum for Excellence approach which sees the Senior Phase as a single coherent experience leading to a positive

destination. Each young person's experience will be different depending on their needs.

- 3.3** Insight data is drawn from wider sources than STACs data which was solely from SQA. It includes data from Skills Development Scotland about post school leaver destinations, wider achievement awards accredited from organisations other than the SQA and socio-economic data relating to other characteristics of young people. As these sources present data at different times of year there are implications for the timing of processes associated with performance analysis. Insight is updated twice a year, in August with SQA exam results and in February when it updates leaver destinations and the four National Measures. As such, in August Insight is always showing the national measures of leavers from the previous session. It is for this reason that it is not possible to provide a complete picture of performance through the four national measures until after the February update.
- 3.4** Benchmark comparisons are no longer made against real comparator schools and local authorities as in STACs but against virtual comparators. Insight makes these virtual comparisons by selecting real young people from across Scotland that match the characteristics of students in West Dunbartonshire schools or in the local authority as a whole. In the case of school leavers, ten comparable virtual leavers are made for every one of our school leavers from West Dunbartonshire.
- 3.5** 2016 is the first year that we have only presented new National qualifications, with the introduction of the new National 7 Advanced Higher qualification. As such, year by year comparisons should be taken with caution, as the previous year may not refer to the same qualification. **Table 1** below shows the introduction rate of the new National qualifications:

Table 1

Year	SCQF4		SCQF5		SCQF6		SCQF7
2012-2013	Intermediate 1		Intermediate 2		Higher		Advanced Higher
2013-2014	Int. 1	National 4	Int. 2	National 5	Higher		Advanced Higher
2014-2015	National 4		National 5		Higher	National 6 Higher	Advanced Higher
2015-2016	National 4		National 5		National 6 Higher		National 7 Advanced Higher
2016-2017	National 4		National 5		National 6 Higher		National 7 Advanced Higher

- 3.6** Schools will continue to use the SQA results data released in August to inform their school and department improvement agenda in relation to attainment.

- 3.7** Leadership for Learning meetings between school management teams and the central Education, Learning and Attainment team have been moved to fit with the second update of Insight. Due to the period of industrial action last session, the Leadership for Learning meetings did not take place.

4. Main Issues

- 4.1** Overall levels of attainment across West Dunbartonshire have slightly increased – with 98% of learners achieving a pass in a National Qualification.
- 4.1.1** At National 4, the West Dunbartonshire data shows an identical level of attainment when compared with 2015 (98% pass rate).
- 4.1.2** At National 5, the West Dunbartonshire data shows a decrease in attainment of 1% when compared with 2015 (79% pass rate compared with 80% in 2015).
- 4.1.3** At Higher, the West Dunbartonshire data shows an identical level of attainment when compared with 2015 (75% pass rate).
- 4.1.4** At Advanced Higher, the West Dunbartonshire data shows an improvement of 1% when compared with 2015 (77% pass rate compared with 76% in 2015). As this is the first year of presentation, the comparison has been made against the “old” Advanced Highers.
- 4.1.5** Over three years we have seen a reduction in the number presentations resulting in ‘no awards’ at National 5 and National 6 Higher. Whilst this trend is positive, further work needs to be done to reduce these levels further. At national 7 Advanced Higher, the trend is negative, with an increase in the number of presentations resulting in ‘no awards’. This is shown in **table 3** below.
- 4.1.6** The performance of each school in relation to the West Dunbartonshire average is shown in **table 2** below. It should be noted however that percentage pass rates do not convey the number of young people in the cohort being presented for the qualification. Each school also has its own criteria when presenting young people for qualifications. In direct response to this and the number of ‘no awards’ highlighted in 4.1.5, a working group has been established to investigate the development of a consistent council wide policy for presentation that establishments would adopt.

Table 2

	Overall Pass Rates (A - C 2014 to 2016)											
	National 4			National 5			Higher			Advanced Higher		
	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016
Clydebank High School	76%	99%	98%	80%	70%	70%	71%	72%	74%	76%	78%	78%
Dumbarton Academy	96%	94%	97%	74%	86%	78%	73%	78%	75%	89%	96%	65%
Our Lady and St. Patrick's High School	87%	100%	95%	77%	87%	85%	73%	85%	83%	69%	75%	89%
St. Peter the Apostle High School	88%	96%	99%	75%	78%	80%	72%	73%	75%	74%	75%	74%
Vale of Leven Academy	99%	100%	100%	75%	79%	80%	67%	71%	71%	79%	66%	76%
WDC Average	88%	98%	98%	76%	80%	79%	71%	75%	75%	75%	76%	77%

NB - *It should be noted that percentage pass rates do not convey the number of young people in the cohort being presented for the qualification.*

Each school also has its own criteria when presenting young people for qualifications.

Table 3

	Percentage of 'no awards'								
	National 5			National 6 Higher			National 7 Advanced Higher		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
Clydebank High School	13%	22%	17%	17%	15%	15%	13%	13%	17%
Dumbarton Academy	16%	8%	16%	15%	13%	15%	3%	0%	22%
Our Lady and St. Patrick's High School	13%	8%	9%	17%	9%	9%	14%	20%	10%
St. Peter the Apostle High School	18%	15%	13%	18%	17%	14%	17%	11%	15%
Vale of Leven Academy	17%	15%	12%	20%	19%	18%	11%	20%	15%
WDC Average	16%	14%	13%	17%	15%	14%	13%	14%	15%

4.2 Insight data. As noted in 3.3 above the data for the four national benchmarks for session 2015-16 is not finalised and published in Insight until February 2017. Therefore data shown below will not include leaver destination data or indeed changes reflected by the Post Results Service offered by the SQA.

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

4.2.1 National Benchmark 1: Improving attainment in Literacy and Numeracy

Figure 1 below shows the levels of attainment in Literacy and Numeracy obtained by WDC school leavers at SCQF levels 4 and 5 (*Literacy and Numeracy qualifications now include awards for Literacy, English, English as a Second Language, Numeracy and Mathematics*). It shows that at both levels leavers in WDC are achieving higher levels of attainment than those in our virtual comparator local authority, with statistically significant differences highlighted in the blue comment box. This result is gratifying given the focus that the service has taken in these core areas.

Figure 1 – Performance in Literacy and Numeracy



Testing found that the following comparisons were significant.

Performance in Literacy and Numeracy at SCQF Level 4, 2014 is much greater than our Virtual Comparator

Performance in Literacy and Numeracy at SCQF Level 5, 2014 is greater than our Virtual Comparator

When viewed at individual school level, it is worth highlighting that Our Lady & St. Patrick's High School is ahead of its virtual comparator at both SCQF 4 and 5. For 2016, Insight notes that the Level 5 performance was significant, with an increase of 13 percentage points. *(Note – further details of individual school performance can be found in **Appendix 1**)*

National Benchmark 1: Improving attainment in Literacy.

Figures 2 below shows our performance in literacy in isolation from numeracy.

Figure 2 – Performance in Literacy



Testing found that the following comparisons were significant.

Performance in Literacy at SCQF Level 4, 2016 is much greater than our Virtual Comparator

Performance in Literacy at SCQF Level 4, 2015 is much greater than our Virtual Comparator

Performance in Literacy at SCQF Level 5, 2015 is greater than our Virtual Comparator

Performance in Literacy at SCQF Level 4, 2014 is much greater than our Virtual Comparator

Performance in Literacy at SCQF Level 5, 2014 is greater than our Virtual Comparator

This shows that whilst we have broadly maintained our performance over time in literacy at National 4, we have improved our performance at National 5. Compared to our virtual comparator, we are consistently above at both National 4 and 5 over time.

National Benchmark 1: Improving attainment in Numeracy.

Figure 3 below shows our performance in numeracy in isolation from literacy.

Figure 3 – Performance in Numeracy



Performance in Numeracy at SCQF Level 4, 2014 is much greater than our Virtual Comparator

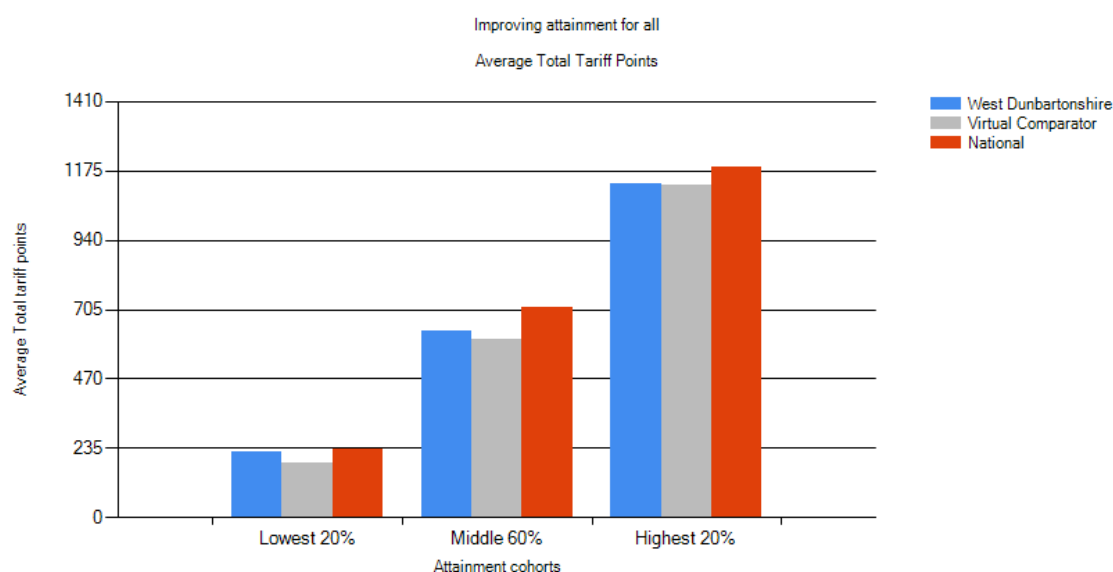
This shows that whilst we have improved our performance over time in numeracy at both level 4 and 5, the gap has closed in relation to our virtual comparator at National 4. At National 5, we have increased our performance against our virtual comparator since 2015.

4.2.2 National Benchmark 2: Improving attainment for all

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

Figure 4 below shows the average total tariff points gained by our cohorts of young people.

Figure 4 – Average Total Tariff points



This shows that the least able young people in West Dunbartonshire are attaining relatively better than those of our comparator, and broadly in line with the national cohort. Young people in the middle 60% are showing higher levels of attainment than our comparator but below the national cohort. The highest attaining cohort's tariff score is slightly above those in the virtual comparator and below the national cohort.

4.2.3 National Benchmark 3: Increasing post school participation

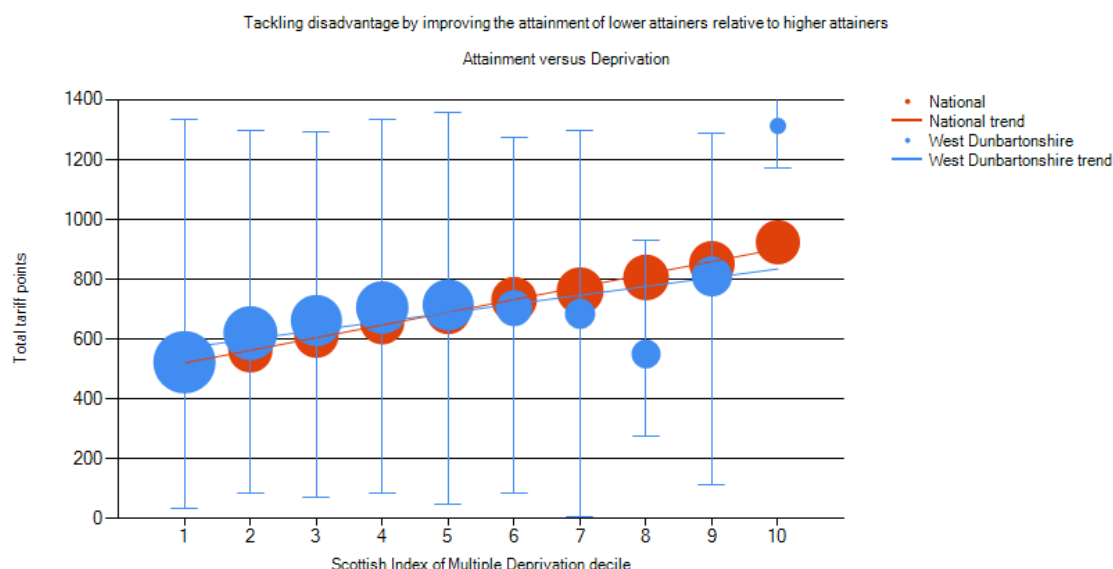
The third national benchmark looks at the destinations of our young people. This data will be updated in Insight in February 2017, so this measure will be reported to a future committee.

4.2.4 National Benchmark 4: Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers

This measure shows attainment measured using the same tariff scale as referred to in the **Improving attainment for all** measure above. Leavers are presented in a decile according to their Scottish Index of Multiple Deprivation (SIMD) data. Decile 1 refers to the attainment of young people with postcodes within data zones identified as being in the 10% most deprived in Scotland according to SIMD. Those young people in decile 10 have postcodes in the 10% least deprived data zones according to SIMD. This information is presented in figure 5 below. The size of each of the coloured 'blobs' in the chart represents the number of young people in each decile. Ideally the attainment line for Scotland would be level through each decile showing that postcode background had no effect on a student's attainment. Unfortunately this is not the case nationally.

The vertical bars drawn through each 'blob' show the range of tariff scores achieved in each decile by students in WDC.

Figure 5 – Attainment versus Deprivation



Testing found that the following comparisons were significant.

In SIMD decile 7, our performance is much lower than the National Establishment.

In SIMD decile 8, our performance is much lower than the National Establishment.

In SIMD decile 2, our performance is greater than the National Establishment.

In SIMD decile 3, our performance is greater than the National Establishment.

Figure 5 above shows that the majority of the school leavers in WDC have postcodes in the lower SIMD deciles (larger 'blobs' in deciles 1-5) and consequently that few of our leavers reside in upper decile postcodes. The data shows that the young people of WDC in deciles 1-5 have attainment better than the national trend. It is also notable that the vertical bars show that some students in these deciles have achieved high tariff scores.

This graph also shows that our students in deciles 6-9 are underperforming in relation to the national trend. This is significantly lower in decile 8. It is also worth noting that although our students in decile 10 have performed below both the national and virtual cohorts it is not seen as statistically relevant as our number of students in this decile is so small. It is also worth noting that only one of our schools has student from decile 10 (Our Lady & St. Patrick's High School), and that two of our schools have no students in decile 8 (Dumbarton Academy and Our Lady & St. Patrick's High School).

School level data is presented in appendix 1. When viewed at school level there are significant points of fluctuation worth noting in this measure:

- In Clydebank High school only decile 4 is above the national average, with every other decile being below.
- By contrast, in Dumbarton Academy only deciles 6 and 9 are below the national average, with every other decile being above.
- In Our Lady & St. Patrick's High School, all deciles are above the national figure. It should be noted that performance in deciles 1 – 5 and 7 are significantly above the national average.
- In St Peter the Apostle High School, deciles 1, 4, 7, 8 and 9 are below the national average, however deciles 2, 3, 5 and 6 are above. It should be noted that performance in decile 3 is significantly above the national average, but performance in deciles 7 and 8 are significantly below.
- In Vale of Leven Academy, deciles 1, 4 and 7-9 are below the national average, whilst deciles 2, 3, 5 and 6 are above. It should be noted that performance in deciles 7 and 9 are significantly below the national average.

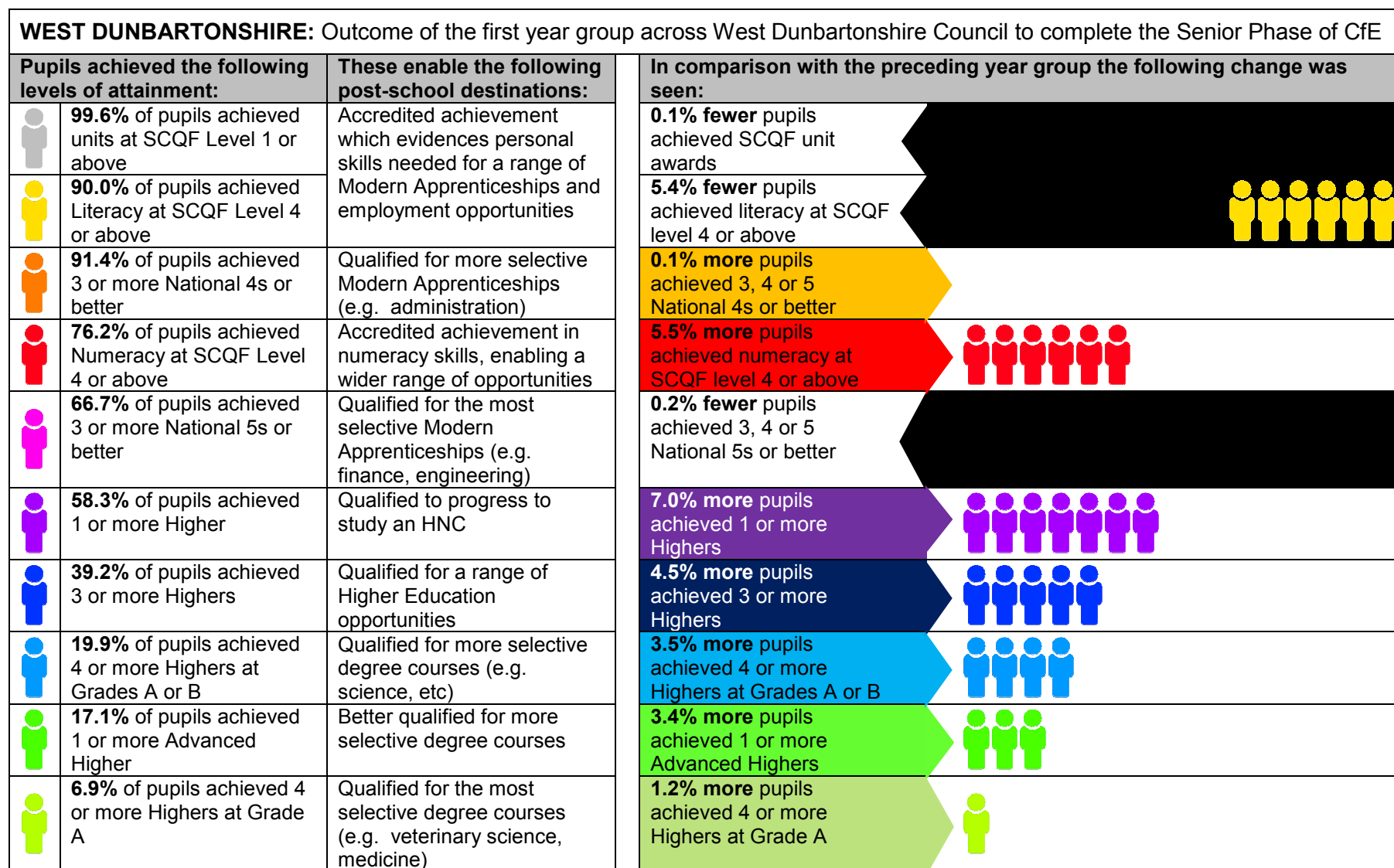
4.3 The relationship between qualifications and destinations.

Since the establishment of Curriculum for Excellence, young people are entitled to a Senior Phase that continues to develop the four capacities and gain qualifications, and entitled to support into making a transition into a sustained positive destination. With Insight, these two entitlements have been brought much closer together. Often the relationship between qualifications and potential destinations is not clear.

To help clarify this, and show this in a meaningful context, for the first time we have looked at presenting this information in a different way. If qualifications are a means to gain entry to a further destination post school, then we have looked to break this down in a visual format to show the percentage of our school leavers that have gained the qualifications necessary to enter into a variety of destinations. **Figure 6** below shows this for West Dunbartonshire as a whole, whilst **Appendix 2** shows this broken down individually for young people from each establishment. To give an indication of progress, we have compared the levels of attainment to both the previous cohort, and at school level we have also compared levels of attainment to the authority wide figures.

To calculate the levels of attainment, school leavers from S4 in 2014, S5 in 2015 and S6 in 2016 have been grouped together. This shows the attainment level of the cohort as a whole.

Figure 6 – Relationship between Qualifications and Destinations



4.4 Members may wish to note that WDC pupils have demonstrated success in a wide variety of other qualifications which contribute to wider achievement. A significant and increasing number of our pupils are taking courses with partner providers such as West College Scotland and WD Leisure Trust in a variety of areas including construction, motor vehicle engineering, hospitality, hairdressing, early education and childcare, sport and recreation, beauty and photography. In addition, a wide range of non-SQA accredited qualifications have been achieved. These include:

- ASDAN awards
- Caritas award
- Dance leadership
- Duke of Edinburgh
- Fashion brand retailing (Caledonian University)
- Forest Schools
- Green Flag Award
- John Muir award
- Mark Scott Foundation Award
- Mini Vinnie Award
- Pool life guard
- Pope Francis Faith Award
- Saltire awards
- Scottish Sports Award
- Social Enterprise Academy Award
- Sport leadership
- Stonewall Champion Award
- West Dunbartonshire Volunteering Award
- Youth Achievement Awards

4.5 The Council will ensure that schools are given every challenge and support to raise attainment in the areas outlined in this report through both local engagement and by encouraging involvement with national bodies.

5. People Implications

5.1 There are no personnel issues related to this report.

6. Financial and Procurement Implications

6.1 There are no financial implications related to this report.

7. Risk Analysis

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

8. Equalities Impact Assessment (EIA)

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

9. Consultation

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

10. Strategic Assessment

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

Laura Mason

Chief Education Officer

Date:

Person to Contact: Andrew Brown, Senior Education Officer: Performance & Improvement, Education, Learning and Attainment, Council Offices, Garshake Road, Dumbarton G82 3PU. Telephone (01389) 776970.

Appendices: **Appendix 1** – Insight data for West Dunbartonshire schools.
Appendix 2 – The relationship between Qualifications and Destinations.

Background Papers: EIA

Wards Affected: All council Wards.

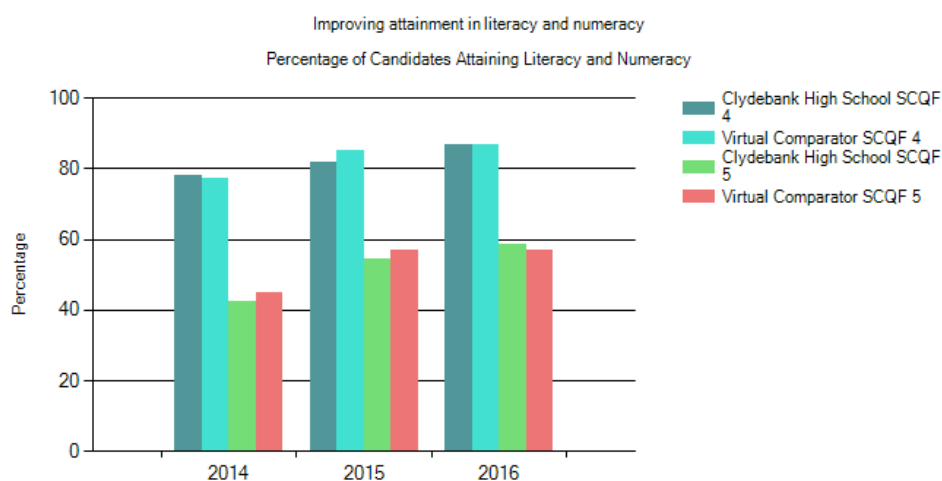
Appendix 1 – Analysis of Data from Insight – December 2016

Introduction

This paper gives a breakdown of the performance of each of our secondary schools in relation to three of the four key national measures from Insight. For each measure, the performance of each school is given in the form of a graphical chart, and a blue box containing 'significant' information determined by Insight. Underneath each blue box, is a commentary.

Local Benchmarking Measure: Literacy and Numeracy

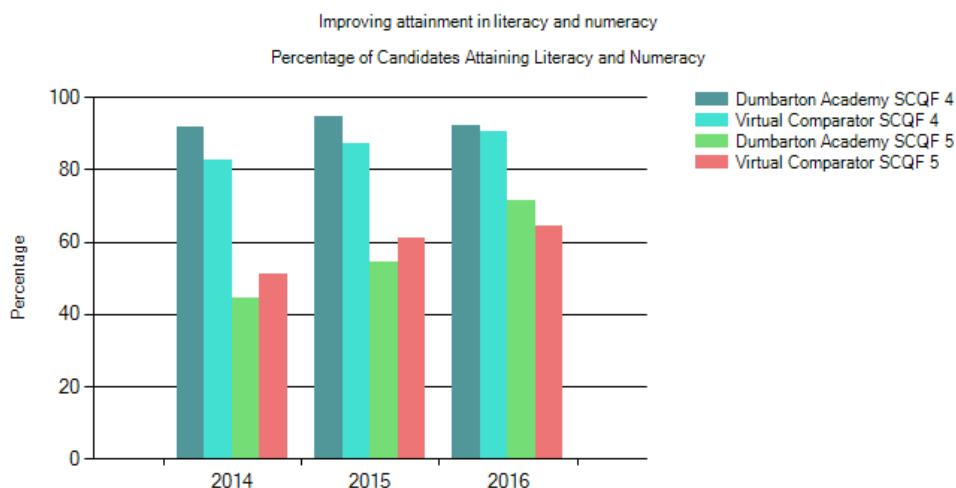
Clydebank High School



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

Clydebank High School has improved from the previous year and is ahead of its Virtual Comparator at SCQF 5 and only 0.1 percentage points behind Virtual Comparator at SCQF 4. Insight notes nothing significant in the 2016 data.

Dumbarton Academy



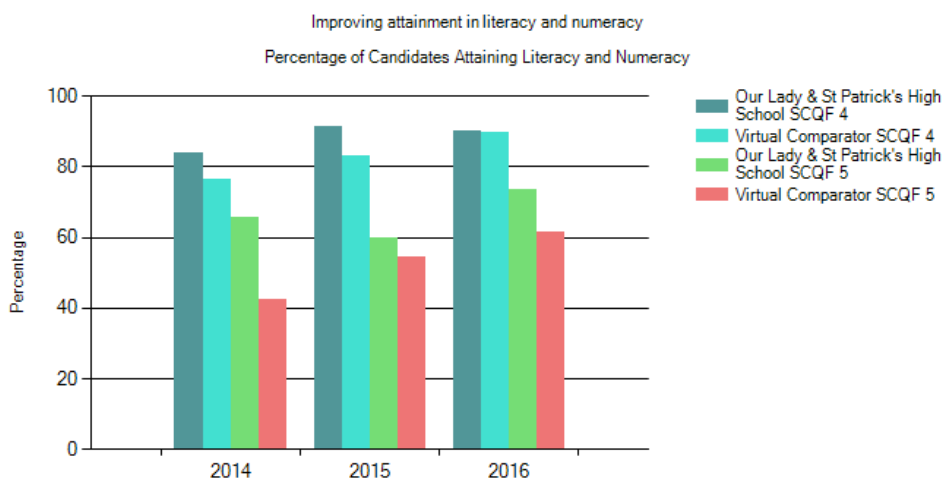
Testing found that the following comparisons were significant.

Performance in Literacy and Numeracy at SCQF Level 4, 2015 is greater than your Virtual Comparator

Performance in Literacy and Numeracy at SCQF Level 4, 2014 is much greater than your Virtual Comparator

At SCQF Level 4 Dumbarton Academy has declined from previous year, but at SCQF Level 5 it has increased by 17 percentage points. It is ahead of its Virtual Comparator at both SCQF 4 and 5. Insight notes nothing significant in the 2016 data.

Our Lady and St Patrick's High School



Testing found that the following comparisons were significant.

Performance in Literacy and Numeracy at SCQF Level 5, 2016 is greater than your Virtual Comparator

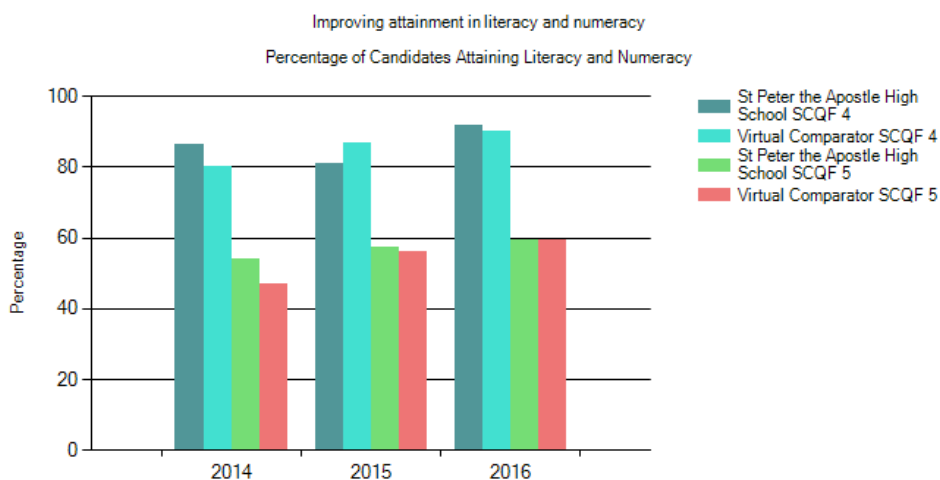
Performance in Literacy and Numeracy at SCQF Level 4, 2015 is much greater than your Virtual Comparator

Performance in Literacy and Numeracy at SCQF Level 5, 2014 is much greater than your Virtual Comparator

Performance in Literacy and Numeracy at SCQF Level 4, 2014 is greater than your Virtual Comparator

At SCQF Level 4 Our Lady and St Patrick's High School has declined from previous year, but at SCQF Level 5 it has increased by 13 percentage points. It is ahead of its Virtual Comparator at both SCQF 4 and 5. Insight notes the 2016 Level 5 performance as significant.

St Peter the Apostle High School



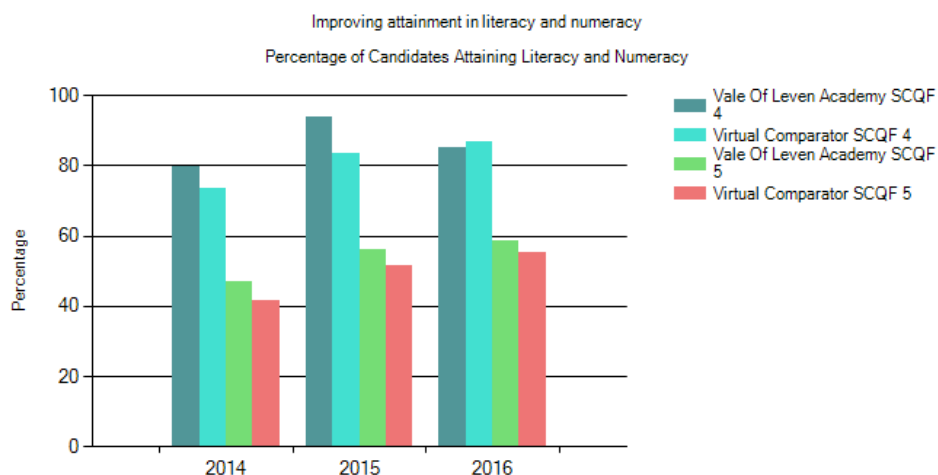
Testing found that the following comparisons were significant.

Performance in Literacy and Numeracy at SCQF Level 4, 2015 is lower than your Virtual Comparator

Performance in Literacy and Numeracy at SCQF Level 4, 2014 is greater than your Virtual Comparator

St Peter the Apostle High School has improved from the previous year and is ahead of its Virtual Comparator at SCQF 4 and only 0.18 percentage points behind Virtual Comparator at SCQF 5. Insight notes nothing significant in the 2016 data.

Vale of Leven Academy



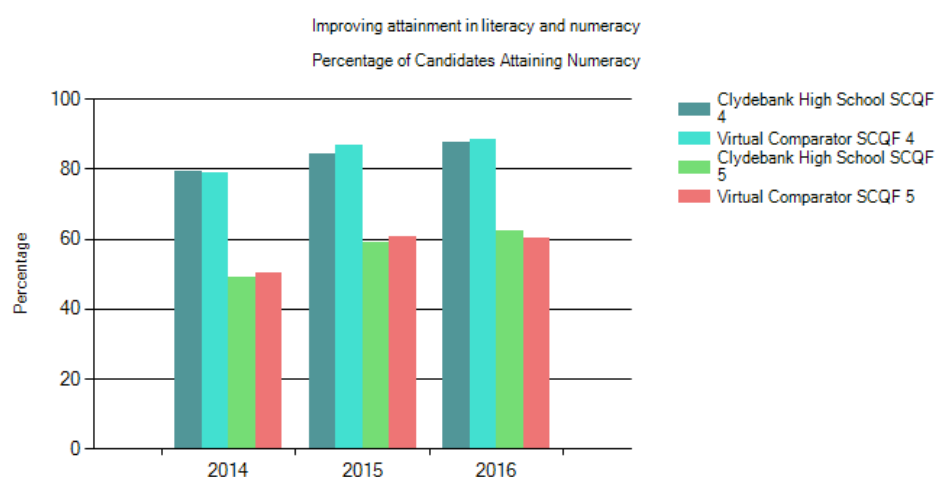
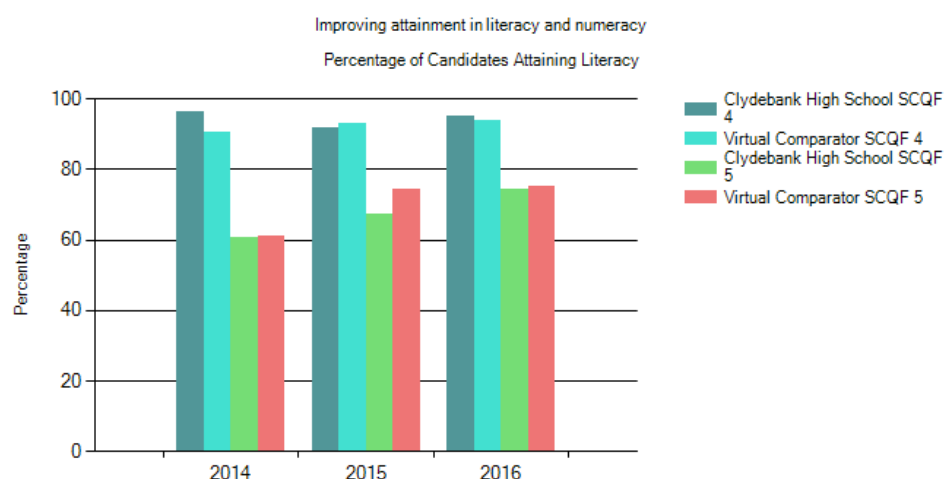
Testing found that the following comparisons were significant.

Performance in Literacy and Numeracy at SCQF Level 4, 2015 is much greater than your Virtual Comparator

At SCQF Level 4 VoLA has declined from previous year, but at SCQF Level 5 it has increased. It is below its VC at SCQF 4 and above it at SCQF 5. Insight notes nothing significant in the 2016 data.

Local Benchmarking Measure: Literacy and Numeracy by Measure

Clydebank High School



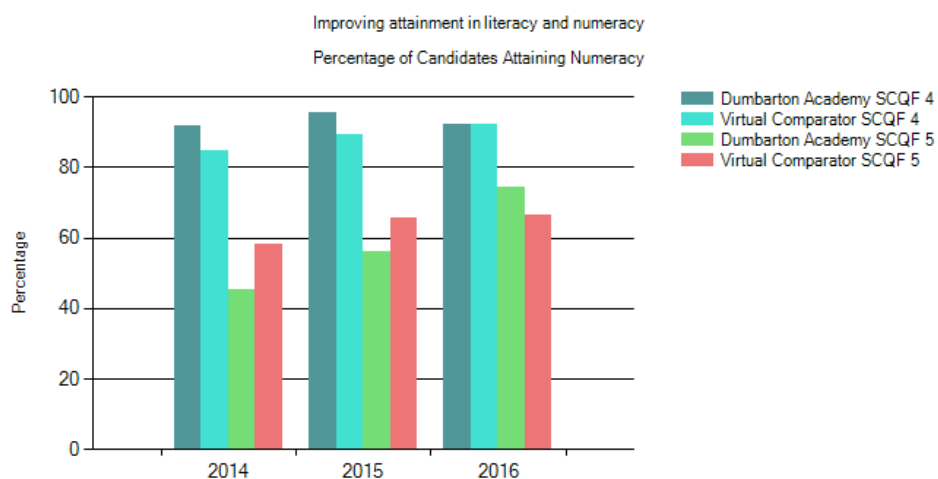
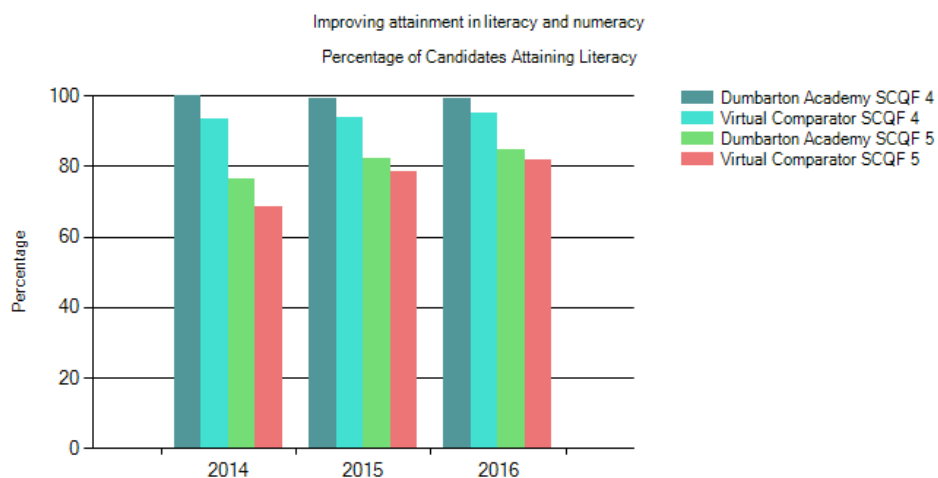
Testing found that the following comparisons were significant.

Performance in Literacy at SCQF Level 5, 2015 is lower than your Virtual Comparator

Performance in Literacy at SCQF Level 4, 2014 is much greater than your Virtual Comparator

Looking at the measures separately, Literacy at SCQF Level 4 is above the Virtual Comparator while at SCQF Level 5 it is below. In Numeracy SCQF level 4 is below the Virtual Comparator while at SCQF level 5 it is above. Insight notes nothing significant in the 2016 data.

Dumbarton Academy



Testing found that the following comparisons were significant.

Performance in Literacy at SCQF Level 4, 2015 is much greater than your Virtual Comparator

Performance in Numeracy at SCQF Level 5, 2015 is lower than your Virtual Comparator

Performance in Numeracy at SCQF Level 4, 2015 is greater than your Virtual Comparator

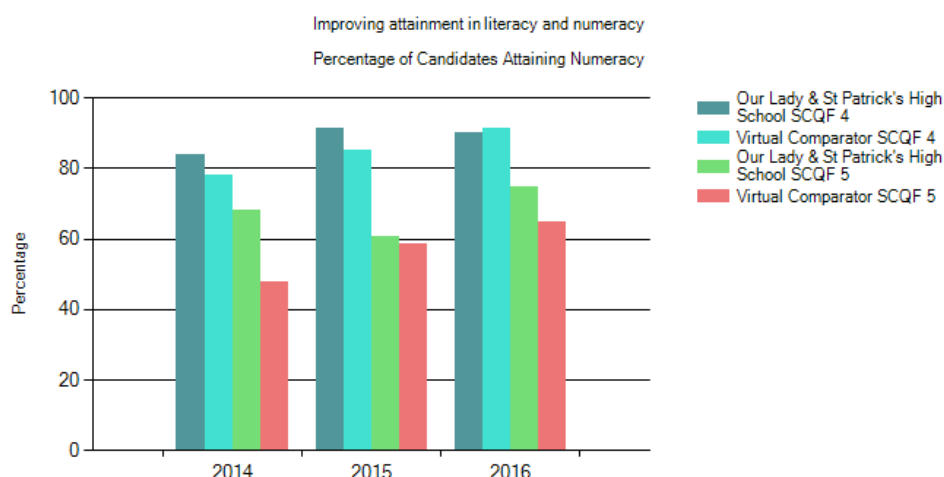
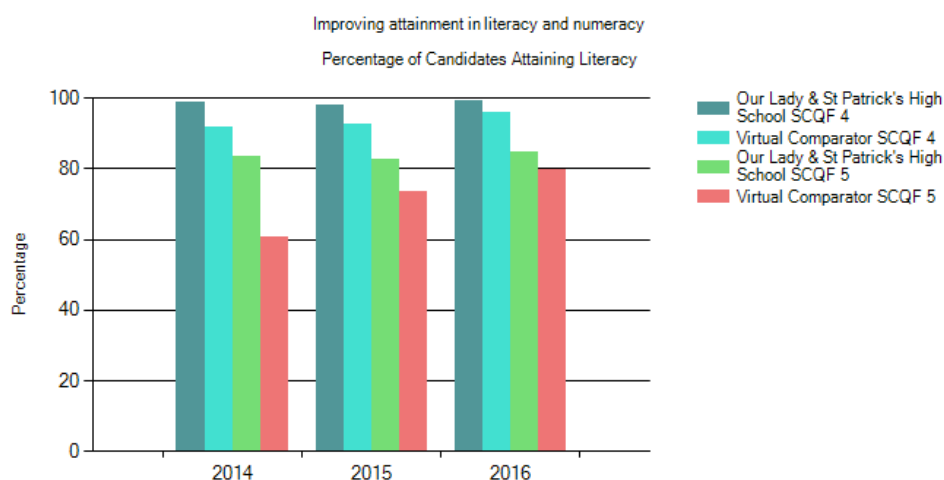
Performance in Literacy at SCQF Level 4, 2014 is much greater than your Virtual Comparator

Performance in Numeracy at SCQF Level 5, 2014 is lower than your Virtual Comparator

Performance in Numeracy at SCQF Level 4, 2014 is greater than your Virtual Comparator

Looking at the measures separately, Literacy and Numeracy at both SCQF Level 4 and 5 are above the Virtual Comparator. Insight notes nothing significant in the 2016 data.

Our Lady and St Patrick's High School

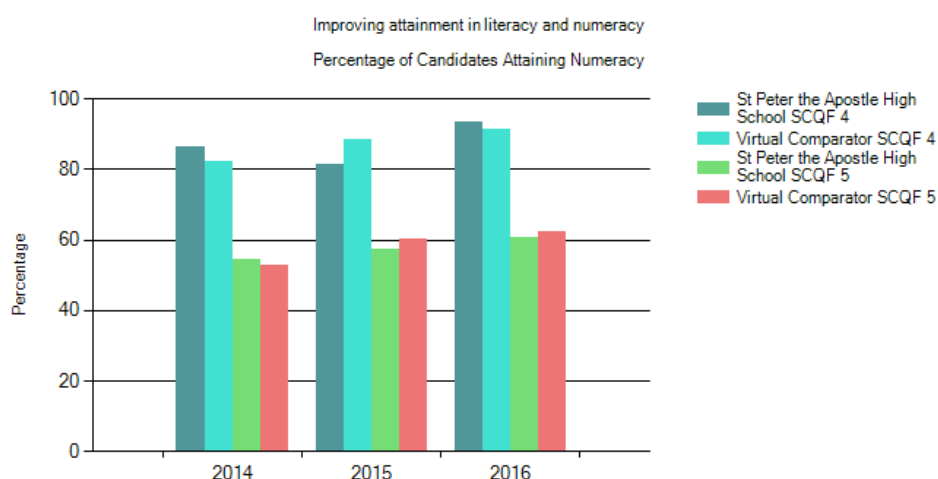
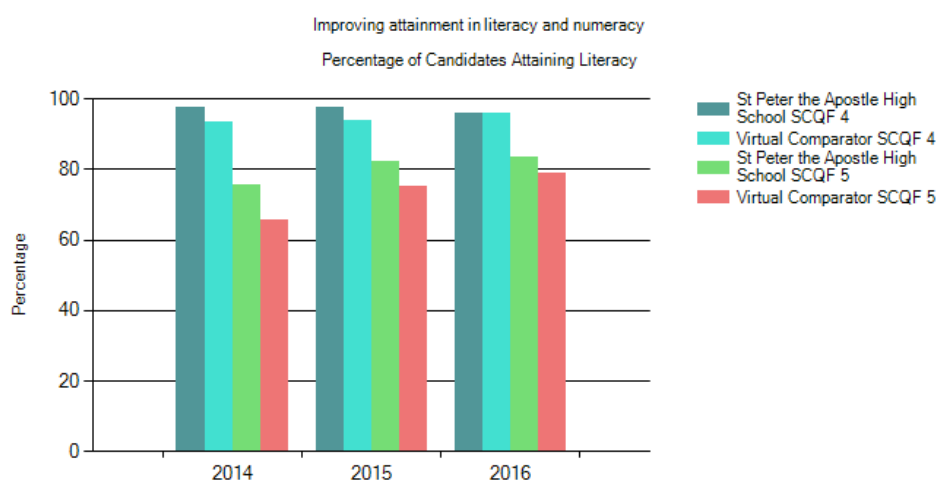


Testing found that the following comparisons were significant.

Performance in Literacy at SCQF Level 4, 2016 is greater than your Virtual Comparator
 Performance in Numeracy at SCQF Level 5, 2016 is greater than your Virtual Comparator
 Performance in Literacy at SCQF Level 4, 2015 is much greater than your Virtual Comparator
 Performance in Numeracy at SCQF Level 4, 2015 is greater than your Virtual Comparator
 Performance in Literacy at SCQF Level 5, 2015 is greater than your Virtual Comparator
 Performance in Literacy at SCQF Level 4, 2014 is much greater than your Virtual Comparator

Looking at the measures separately, Literacy at SCQF Levels 4 and 5 are above the Virtual Comparator. In Numeracy SCQF level 4 is below the Virtual Comparator while at SCQF level 5 it is above. Insight notes Literacy Level 4 and Numeracy level 5 as being significant in the 2016 data.

St Peter the Apostle High School



Testing found that the following comparisons were significant.

Performance in Numeracy at SCQF Level 4, 2015 is lower than your Virtual Comparator

Performance in Literacy at SCQF Level 4, 2015 is greater than your Virtual Comparator

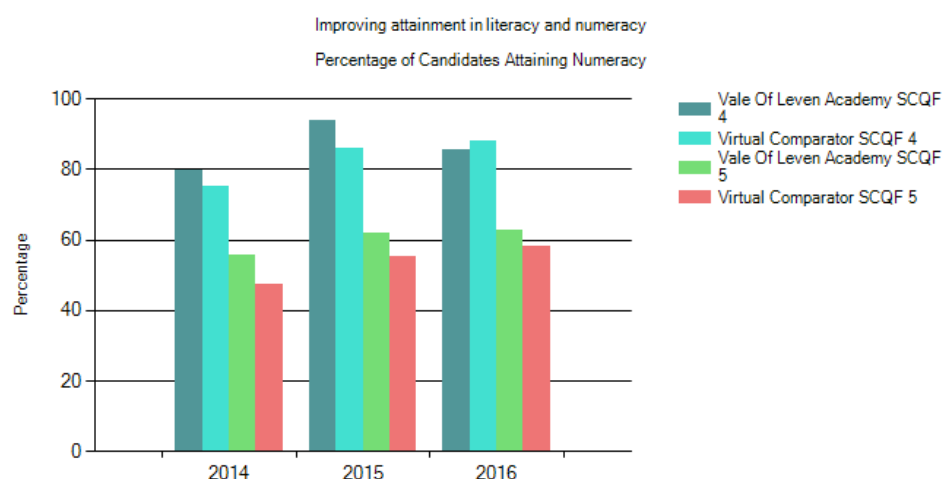
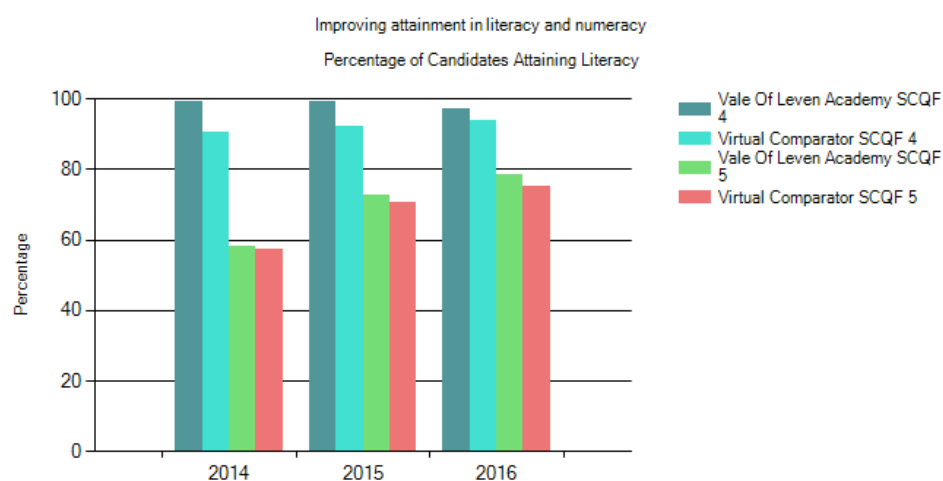
Performance in Literacy at SCQF Level 5, 2015 is greater than your Virtual Comparator

Performance in Literacy at SCQF Level 4, 2014 is greater than your Virtual Comparator

Performance in Literacy at SCQF Level 5, 2014 is greater than your Virtual Comparator

Looking at the measures separately, Literacy at SCQF Levels 4 and 5 are above the Virtual Comparator (only very slightly at level 4 – 0.14 percentage points). In Numeracy SCQF level 4 is above the Virtual Comparator while at SCQF level 5 it is below. Insight notes nothing significant in the 2016 data.

Vale of Leven Academy



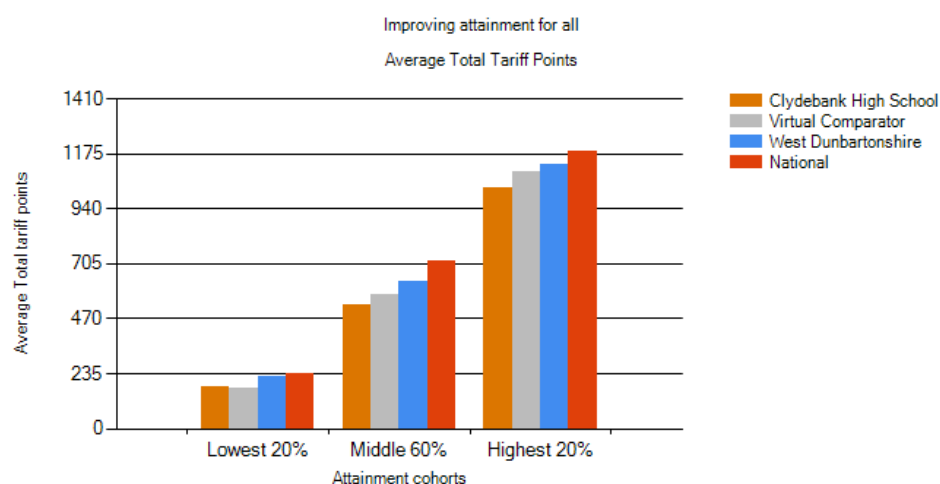
Testing found that the following comparisons were significant.

- Performance in Literacy at SCQF Level 4, 2015 is much greater than your Virtual Comparator
- Performance in Numeracy at SCQF Level 4, 2015 is much greater than your Virtual Comparator
- Performance in Literacy at SCQF Level 4, 2014 is much greater than your Virtual Comparator
- Performance in Numeracy at SCQF Level 5, 2014 is greater than your Virtual Comparator

Looking at the measures separately, Literacy at SCQF Levels 4 and 5 are above the Virtual Comparator. In Numeracy SCQF level 4 is below the Virtual Comparator while at SCQF level 5 it is above. Insight notes nothing significant in the 2016 data.

Local Benchmarking Measure: Improving Attainment for All

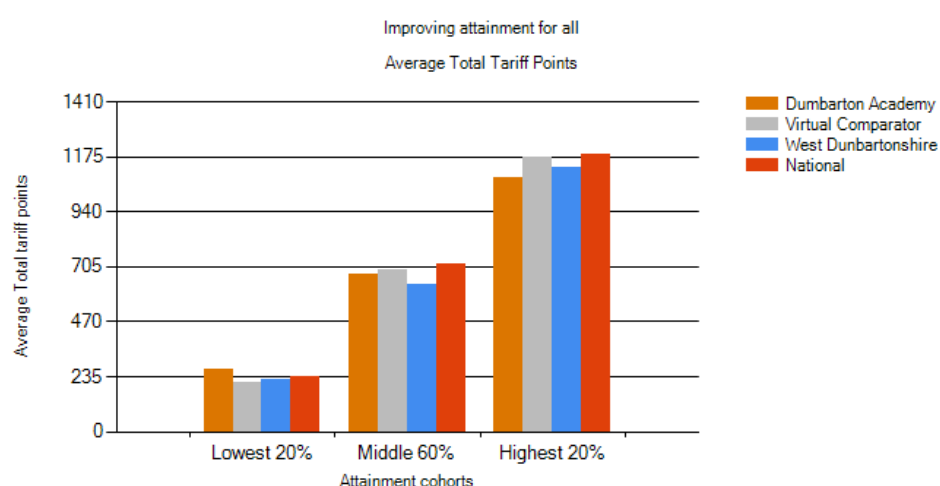
Clydebank High School



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

Clydebank High School is above the Virtual Comparator in the Lowest 20% group, but below West Dunbartonshire and the National figure. In the Middle 60% and Highest 20% groups Clydebank High School is below the Virtual Comparator, West Dunbartonshire and the National figure. Insight notes nothing significant in the 2016 data.

Dumbarton Academy

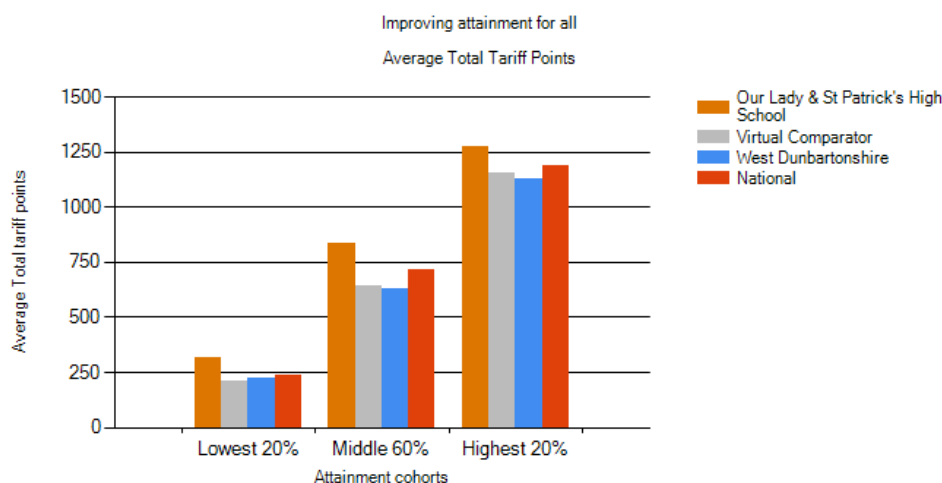


Testing found that there were no significant comparisons for this measure.

Dumbarton Academy is above the Virtual Comparator, West Dunbartonshire and the National measure for the Lowest 20% group. It is above West Dunbartonshire in the Middle 60% group, but

below the Virtual Comparator and National figure. In the Highest 20% group Dumbarton is below the Virtual Comparator, West Dunbartonshire and the National figure. Insight notes nothing significant in the 2016 data.

Our Lady and St Patrick's High School



Testing found that the following comparisons were significant.

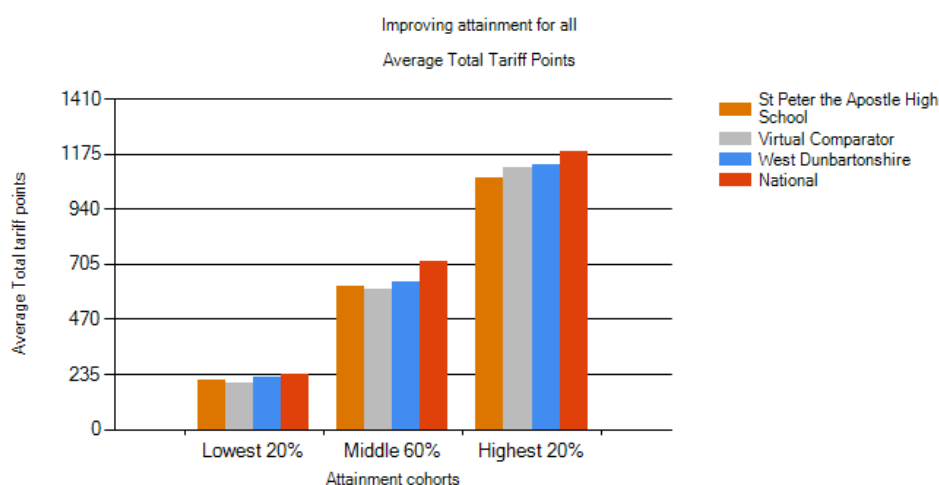
Performance in Middle 60% is much greater than your Virtual Comparator

Performance in Lowest 20% is greater than your Virtual Comparator

Performance in Highest 20% is greater than your Virtual Comparator

Our Lady and St. Patrick's High School is above the Virtual Comparator, West Dunbartonshire and the ational figure in all three groups in this measure. Insight notes performance in all three groups as significant, with the middle 60% group being "Much Greater" than VC.

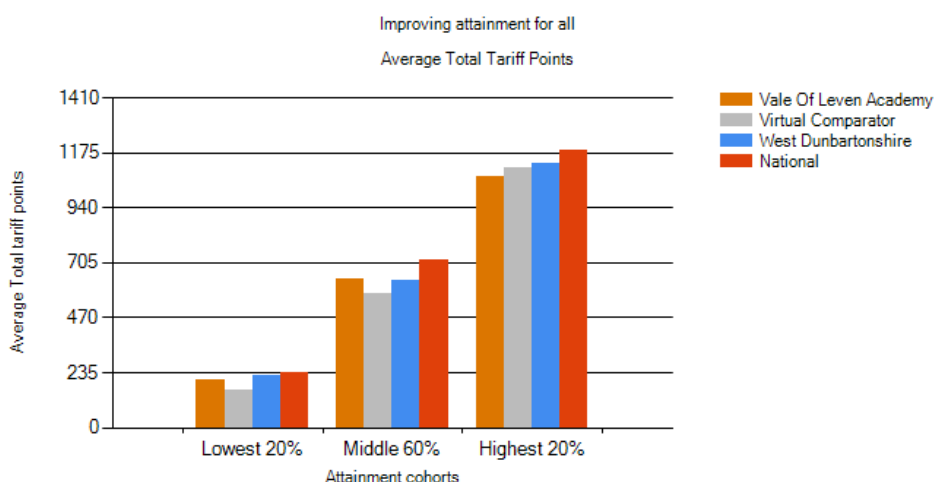
St Peter the Apostle High School



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

St. Peter the Apostle High School is above the Virtual Comparator in the Lowest 20% group, but slightly below West Dunbartonshire and the National figure. In the Middle 60% it is above the Virtual Comparator, but slightly below West Dunbartonshire and the National figure. In the Highest 20% group St. Peter the Apostle High School is below the Virtual Comparator, West Dunbartonshire and the National figure. Insight notes nothing significant in the 2016 data.

Vale of Leven Academy

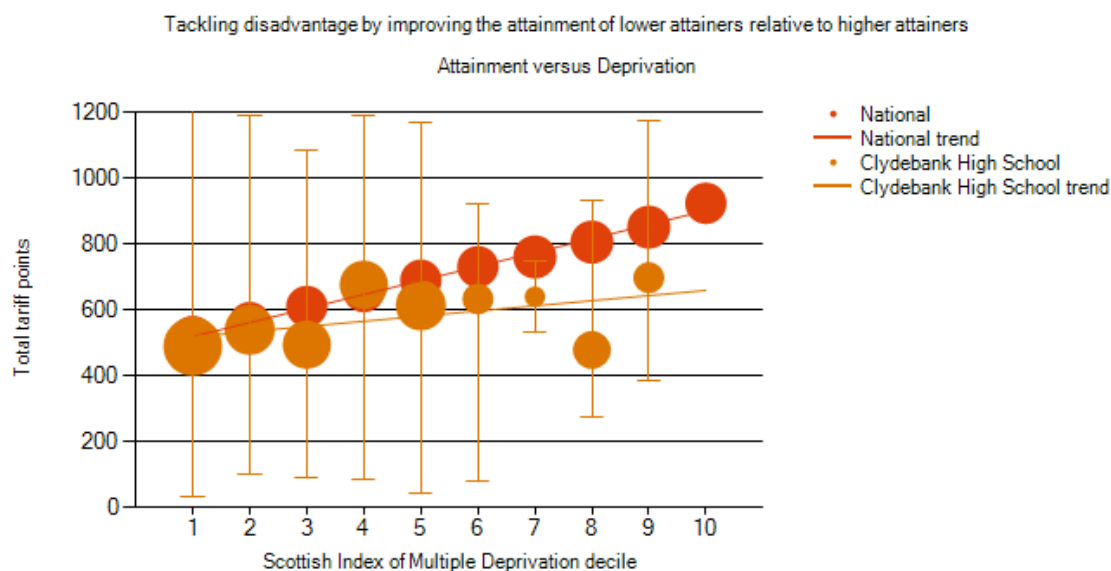


Testing found that there were no significant comparisons for this measure.

Vale of Leven Academy is above the Virtual Comparator in the Lowest 20% group, but slightly below West Dunbartonshire and the National figure. In the Middle 60% it is above the Virtual Comparator, slightly above West Dunbartonshire and the National figure. In the Highest 20% group in Vale of Leven Academy is below the Virtual Comparator, West Dunbartonshire and the National figure. Insight notes nothing significant in the 2016 data.

Local Benchmarking Measure: Attainment versus Deprivation

Clydebank High School



Testing found that the following comparisons were significant.

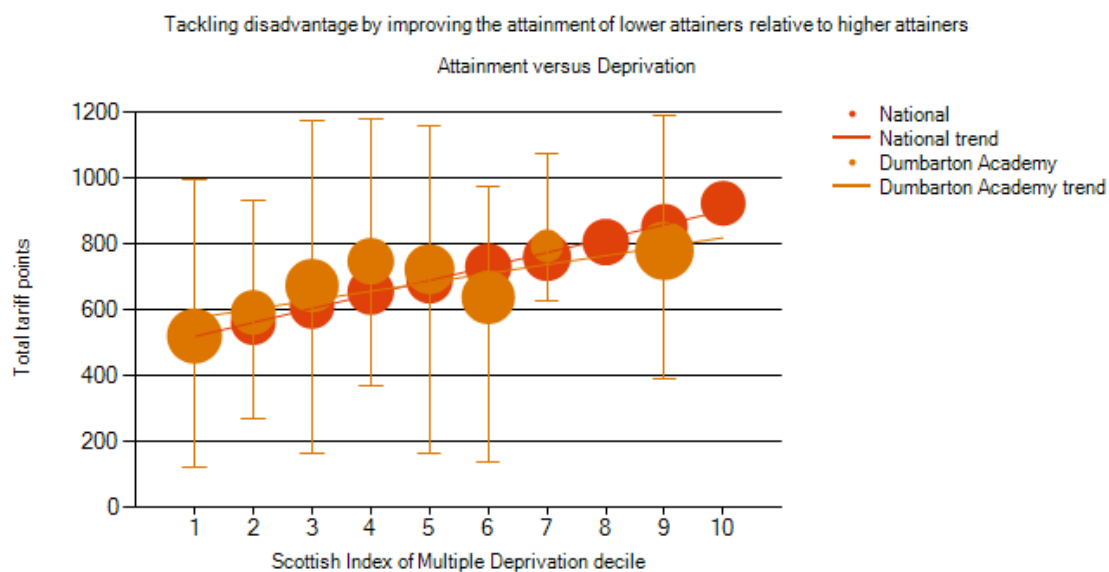
In SIMD decile 8, your performance is much lower than the National Establishment

In SIMD decile 3, your performance is lower than the National Establishment

In SIMD decile 9, your performance is lower than the National Establishment

Only in Decile 4 in Clydebank High School is the Average Total Tariff Points above the National figure. Every other decile is below. Insight notes the difference in Deciles 3, 8 and 9 to be significant.

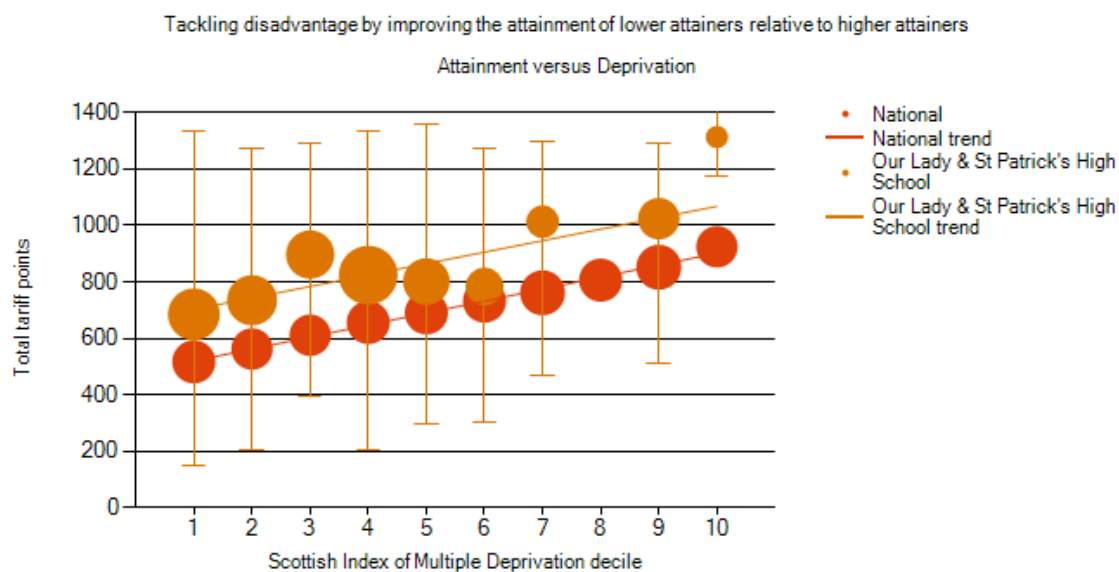
Dumbarton Academy



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

Only in Deciles 6 & 9 in Dumbarton Academy are the Average Total Tariff Points below the National figure. Dumbarton has no pupils in deciles 8 and 10. Every other decile is above the National figure. Insight notes nothing significant in the 2016 data.

Our Lady and St Patrick's High School



Testing found that the following comparisons were significant.

In SIMD decile 3, your performance is much greater than the National Establishment

In SIMD decile 7, your performance is much greater than the National Establishment

In SIMD decile 1, your performance is greater than the National Establishment

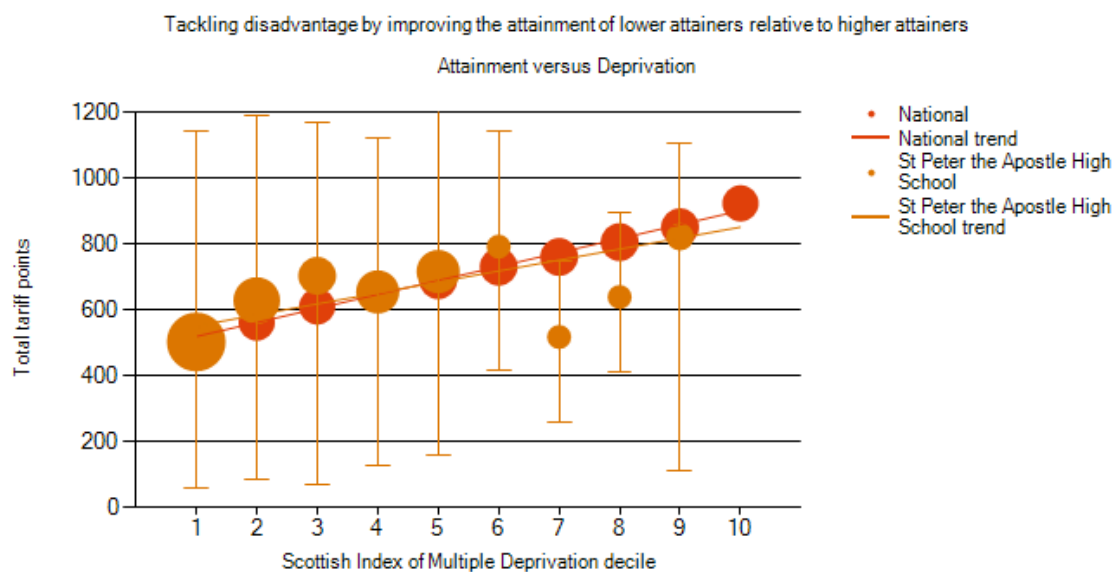
In SIMD decile 2, your performance is greater than the National Establishment

In SIMD decile 4, your performance is greater than the National Establishment

In SIMD decile 5, your performance is greater than the National Establishment

Our Lady and St. Patrick's High School has no pupils in Decile 8, in all other Deciles the Average Total Tariff Points are above the National figure. Insight notes performance in deciles 1, 2, 3, 4, 5 and 7 to be significant in the 2016 data.

St Peter the Apostle High School



Testing found that the following comparisons were significant.

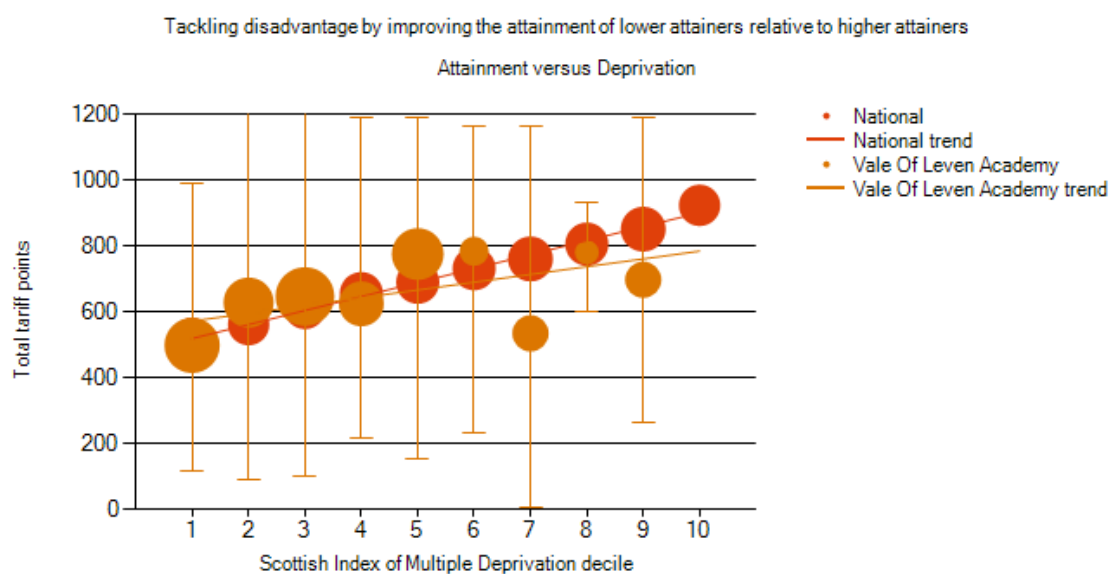
In SIMD decile 7, your performance is much lower than the National Establishment

In SIMD decile 8, your performance is lower than the National Establishment

In SIMD decile 3, your performance is greater than the National Establishment

The Average Total Tariff Points in Deciles 1, 4, 7, 8 and 9 in St. Peter the Apostle High School are below the National figure. Deciles 2, 3, 5 and 6 are above. SPTA has no pupils in decile 10. Insight notes the results in Deciles 3, 7 and 8 as significant in the 2016 data.

Vale of Leven Academy



















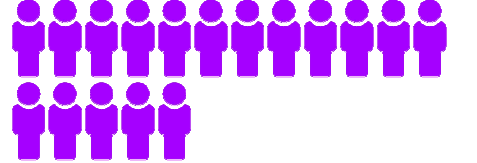












Testing found that the following comparisons were significant.











In SIMD decile 7, your performance is much lower than the National Establishment











In SIMD decile 9, your performance is lower than the National Establishment

The Average Total Tariff Points in Deciles 1, 4, 7, 8 and 9 in Vale of Leven Academy are below the National figure. Deciles 2, 3, 5 and 6 are above. Vale of Leven Academy has no pupils in decile 10. Insight notes the results in Deciles 7 and 9 as significant in the 2016 data.






























APPENDIX 2 - Relationship between Qualifications and Destinations

















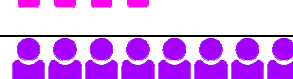


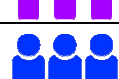





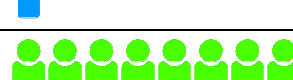




CLYDEBANK HIGH SCHOOL: Outcome of the first year group from Clydebank High School to complete the Senior Phase of CfE			
Pupils achieved the following levels of attainment:	These enable the following post-school destinations:	In comparison with the preceding year group the following change was seen:	In comparison with West Dunbartonshire Council levels:
 98.0% of pupils achieved units at SCQF Level 1 or above	Accredited achievement which evidences personal skills needed for a range of Modern Apprenticeships and employment opportunities	1.1% more pupils achieved SCQF unit awards 	1.6% fewer pupils achieved SCQF unit awards 
 79.2% of pupils achieved Literacy at SCQF Level 4 or above		8.6% fewer pupils achieved literacy at SCQF level 4 or above 	10.8% fewer pupils achieved literacy at SCQF level 4 or above 
 82.4% of pupils achieved 3 or more National 4s or better		4.7% fewer pupils achieved 3, 4 or 5 National 4s or better 	9.1% fewer pupils achieved 3, 4 or 5 National 4s or better 
 65.1% of pupils achieved Numeracy at SCQF Level 4 or above		1.8% fewer pupils achieved numeracy at SCQF level 4 or above 	11.1% fewer pupils achieved numeracy at SCQF level 4 or above 
 60.4% of pupils achieved 3 or more National 5s or better		1.1% fewer pupils achieved 3, 4 or 5 National 5s or better 	6.3% fewer pupils achieved 3, 4 or 5 National 5s or better 
 64.7% of pupils achieved 1 or more Higher	Qualified to progress to study an HNC	16.8% more pupils achieved 1 or more Highers 	6.4% more pupils achieved 1 or more Highers 
 37.3% of pupils achieved 3 or more Highers	Qualified for a range of Higher Education opportunities	12.2% more pupils achieved 3 or more Highers 	1.9% fewer pupils achieved 3 or more Highers 
 18.0% of pupils achieved 4 or more Highers at Grades A or B	Qualified for more selective degree courses (e.g. science, etc)	6.3% more pupils achieved 4 or more Highers at Grades A or B 	1.9% fewer pupils achieved 4 or more Highers at Grades A or B 
 15.7% of pupils achieved 1 or more Advanced Higher	Better qualified for more selective degree courses	2.8% more pupils achieved 1 or more Advanced Highers 	1.4% fewer pupils achieved 1 or more Advanced Highers 
 3.9% of pupils achieved 4 or more Highers at Grade A	Qualified for the most selective degree courses (e.g. veterinary science, medicine)	0.1% more pupils achieved 4 or more Highers at Grade A	3.0% fewer pupils achieved 4 or more Highers at Grade A 

DUMBARTON ACADEMY: Outcome of the first year group from Dumbarton Academy to complete the Senior Phase of CfE			
Pupils achieved the following levels of attainment:		These enable the following post-school destinations:	In comparison with the preceding year group the following change was seen:
	92.6% of pupils achieved units at SCQF Level 1 or above	Accredited achievement which evidences personal skills needed for a range of Modern Apprenticeships and employment opportunities	1.1% fewer pupils achieved SCQF unit awards
	82.6% of pupils achieved Literacy at SCQF Level 4 or above		4.9% fewer pupils achieved literacy at SCQF level 4 or above
	80.5% of pupils achieved 3 or more National 4s or better		1.4% fewer pupils achieved 3, 4 or 5 National 4s or better
	72.5% of pupils achieved Numeracy at SCQF Level 4 or above		6.3% more pupils achieved numeracy at SCQF level 4 or above
	59.1% of pupils achieved 3 or more National 5s or better		1.6% fewer pupils achieved 3, 4 or 5 National 5s or better
	62.4% of pupils achieved 1 or more Higher		9.7% more pupils achieved 1 or more Highers
	32.9% of pupils achieved 3 or more Highers		3.0% more pupils achieved 3 or more Highers
	18.1% of pupils achieved 4 or more Highers at Grades A or B		5.5% more pupils achieved 4 or more Highers at Grades A or B
	18.8% of pupils achieved 1 or more Advanced Higher	18.0% more pupils achieved 1 or more Advanced Highers	
	5.4% of pupils achieved 4 or more Highers at Grade A	1.4% more pupils achieved 4 or more Highers at Grade A	
			In comparison with West Dunbartonshire Council levels:
			7.0% fewer pupils achieved SCQF unit awards
			7.5% fewer pupils achieved literacy at SCQF level 4 or above
			10.9% fewer pupils achieved 3, 4 or 5 National 4s or better
			3.7% fewer pupils achieved numeracy at SCQF level 4 or above
			7.6% fewer pupils achieved 3, 4 or 5 National 5s or better
			4.1% more pupils achieved 1 or more Highers
			6.3% fewer pupils achieved 3 or more Highers
			1.8% fewer pupils achieved 4 or more Highers at Grades A or B
			1.7% more pupils achieved 1 or more Advanced Highers
			1.5% fewer pupils achieved 4 or more Highers at Grade A

OUR LADY & ST PATRICK'S HIGH SCHOOL: Outcome of the first year group from our Lady & St. Patrick's High School to complete the Senior Phase of CfE			
Pupils achieved the following levels of attainment:	These enable the following post-school destinations:	In comparison with the preceding year group the following change was seen:	In comparison with West Dunbartonshire Council levels:
 97.9% of pupils achieved units at SCQF Level 1 or above	Accredited achievement which evidences personal skills needed for a range of Modern Apprenticeships and employment opportunities	1.6% fewer pupils achieved SCQF unit awards	1.7% fewer pupils achieved SCQF unit awards
 78.3% of pupils achieved Literacy at SCQF Level 4 or above		16.0% fewer pupils achieved literacy at SCQF level 4 or above	11.7% fewer pupils achieved literacy at SCQF level 4 or above
 89.9% of pupils achieved 3 or more National 4s or better	Qualified for more selective Modern Apprenticeships (e.g. administration)	1.0% fewer pupils achieved 3, 4 or 5 National 4s or better	1.5% fewer pupils achieved 3, 4 or 5 National 4s or better
 79.9% of pupils achieved Numeracy at SCQF Level 4 or above	Accredited achievement in numeracy skills, enabling a wider range of opportunities	4.8% more pupils achieved numeracy at SCQF level 4 or above	3.7% more pupils achieved numeracy at SCQF level 4 or above
 70.9% of pupils achieved 3 or more National 5s or better	Qualified for the most selective Modern Apprenticeships (e.g. finance, engineering)	6.1% fewer pupils achieved 3, 4 or 5 National 5s or better	4.2% more pupils achieved 3, 4 or 5 National 5s or better
 65.1% of pupils achieved 1 or more Higher	Qualified to progress to study an HNC	3.3% fewer pupils achieved 1 or more Highers	6.8% more pupils achieved 1 or more Highers
 43.4% of pupils achieved 3 or more Highers	Qualified for a range of Higher Education opportunities	6.9% fewer pupils achieved 3 or more Highers	4.2% more pupils achieved 3 or more Highers
 24.3% of pupils achieved 4 or more Highers at Grades A or B	Qualified for more selective degree courses (e.g. science, etc)	2.9% fewer pupils achieved 4 or more Highers at Grades A or B	4.4% more pupils achieved 4 or more Highers at Grades A or B
 26.5% of pupils achieved 1 or more Advanced Higher	Better qualified for more selective degree courses	7.3% more pupils achieved 1 or more Advanced Highers	9.4% more pupils achieved 1 or more Advanced Highers
 11.1% of pupils achieved 4 or more Highers at Grade A	Qualified for the most selective degree courses (e.g. veterinary science, medicine)	0.6% more pupils achieved 4 or more Highers at Grade A	4.2% more pupils achieved 4 or more Highers at Grade A

ST PETER THE APOSTLE HIGH SCHOOL: Outcome of the first year group from St Peter the Apostle High School to complete the Senior Phase of CfE

Pupils achieved the following levels of attainment:		These enable the following post-school destinations:	In comparison with the preceding year group the following change was seen:		In comparison with West Dunbartonshire Council levels:	
	99.0% of pupils achieved units at SCQF Level 1 or above	Accredited achievement which evidences personal skills needed for a range of Modern Apprenticeships and employment opportunities	0.7% fewer pupils achieved SCQF unit awards		0.7% fewer pupils achieved SCQF unit awards	
	90.9% of pupils achieved Literacy at SCQF Level 4 or above		6.5% fewer pupils achieved literacy at SCQF level 4 or above		0.9% more pupils achieved literacy at SCQF level 4 or above	
	89.9% of pupils achieved 3 or more National 4s or better	Qualified for more selective Modern Apprenticeships (e.g. administration)	2.6% fewer pupils achieved 3, 4 or 5 National 4s or better		1.5% fewer pupils achieved 3, 4 or 5 National 4s or better	
	70.7% of pupils achieved Numeracy at SCQF Level 4 or above	Accredited achievement in numeracy skills, enabling a wider range of opportunities	7.1% more pupils achieved numeracy at SCQF level 4 or above		5.5% fewer pupils achieved numeracy at SCQF level 4 or above	
	63.4% of pupils achieved 3 or more National 5s or better	Qualified for the most selective Modern Apprenticeships (e.g. finance, engineering)	4.2% fewer pupils achieved 3, 4 or 5 National 5s or better		3.3% fewer pupils achieved 3, 4 or 5 National 5s or better	
	55.4% of pupils achieved 1 or more Higher	Qualified to progress to study an HNC	6.5% more pupils achieved 1 or more Highers		2.9% fewer pupils achieved 1 or more Highers	
	37.6% of pupils achieved 3 or more Highers	Qualified for a range of Higher Education opportunities	4.9% more pupils achieved 3 or more Highers		1.5% fewer pupils achieved 3 or more Highers	
	18.5% of pupils achieved 4 or more Highers at Grades A or B	Qualified for more selective degree courses (e.g. science, etc)	4.8% more pupils achieved 4 or more Highers at Grades A or B		1.5% fewer pupils achieved 4 or more Highers at Grades A or B	
	14.3% of pupils achieved 1 or more Advanced Higher	Better qualified for more selective degree courses	0.6% more pupils achieved 1 or more Advanced Highers		2.8% fewer pupils achieved 1 or more Advanced Highers	
	7.3% of pupils achieved 4 or more Highers at Grade A	Qualified for the most selective degree courses (e.g. veterinary science, medicine)	1.9% more pupils achieved 4 or more Highers at Grade A		0.4% more pupils achieved 4 or more Highers at Grade A	

VALE OF LEVEN ACADEMY: Outcome of the first year group from Vale of Leven Academy to complete the Senior Phase of CfE			
Pupils achieved the following levels of attainment:	These enable the following post-school destinations:	In comparison with the preceding year group the following change was seen:	In comparison with West Dunbartonshire Council levels:
 99.5% of pupils achieved units at SCQF Level 1 or above	Accredited achievement which evidences personal skills needed for a range of Modern Apprenticeships and employment opportunities	2.8% more pupils achieved SCQF unit awards 	0.1% fewer pupils achieved SCQF unit awards 
 95.2% of pupils achieved Literacy at SCQF Level 4 or above		1.3% more pupils achieved literacy at SCQF level 4 or above 	5.2% more pupils achieved literacy at SCQF level 4 or above 
 89.4% of pupils achieved 3 or more National 4s or better	Qualified for more selective Modern Apprenticeships (e.g. administration)	2.1% more pupils achieved 3, 4 or 5 National 4s or better 	2.1% fewer pupils achieved 3, 4 or 5 National 4s or better 
 77.1% of pupils achieved Numeracy at SCQF Level 4 or above	Accredited achievement in numeracy skills, enabling a wider range of opportunities	7.0% more pupils achieved numeracy at SCQF level 4 or above 	0.9% more pupils achieved numeracy at SCQF level 4 or above 
 62.2% of pupils achieved 3 or more National 5s or better	Qualified for the most selective Modern Apprenticeships (e.g. finance, engineering)	4.2% more pupils achieved 3, 4 or 5 National 5s or better 	4.4% fewer pupils achieved 3, 4 or 5 National 5s or better 
 54.3% of pupils achieved 1 or more Higher	Qualified to progress to study an HNC	8.4% more pupils achieved 1 or more Highers 	4.0% fewer pupils achieved 1 or more Highers 
 33.0% of pupils achieved 3 or more Highers	Qualified for a range of Higher Education opportunities	2.6% more pupils achieved 3 or more Highers 	6.2% fewer pupils achieved 3 or more Highers 
 14.9% of pupils achieved 4 or more Highers at Grades A or B	Qualified for more selective degree courses (e.g. science, etc)	1.1% more pupils achieved 4 or more Highers at Grades A or B 	5.0% fewer pupils achieved 4 or more Highers at Grades A or B 
 18.6% of pupils achieved 1 or more Advanced Higher	Better qualified for more selective degree courses	8.1% more pupils achieved 1 or more Advanced Highers 	1.6% more pupils achieved 1 or more Advanced Highers 
 4.8% of pupils achieved 4 or more Highers at Grade A	Qualified for the most selective degree courses (e.g. veterinary science, medicine)	1.5% more pupils achieved 4 or more Highers at Grade A 	2.1% fewer pupils achieved 4 or more Highers at Grade A 

WEST DUNBARTONSHIRE COUNCIL**Report by the Chief Education Officer****Educational Services Committee 7 December 2016**

Subject: Education, Learning & Attainment Delivery Plan 2016/17: Mid-Year Progress Report

1 Purpose

- 1.1** The purpose of this report is to set out the mid-year progress of the actions in the Education, Learning & Attainment Delivery Plan and associated Workforce Plan.

2 Recommendations

- 2.1** It is recommended that the Committee notes the contents of this report and the progress achieved at mid-year.

3 Background

- 3.1** West Dunbartonshire Council implemented a new organisational structure on 1 April 2016. This structure aligns services to 8 Strategic Leads and 4 Heads of Service (HSCP) who act as advisors to the Chief Executive in their respective areas. In addition, the Chief Executive is supported by three Strategic Directors, one of whom operates as the Chief Officer of the Health and Social Care Partnership.
- 3.2** Each Strategic Lead has developed a delivery plan for 2016/17 and a supporting workforce plan. The delivery plan sets out actions to address the key issues identified as part of the service planning process as well as other actions to deliver the Council's strategic objectives. It also provides an overview of its services and resources, including employees and budgets, and considers the relevant risks.
- 3.3** The strategic delivery plans were approved by the relevant committee/s earlier this year and a commitment was made to submit a mid-year progress report with the addition of the workforce plan (Appendix 2).

4 Main IssuesDelivery Plan

- 4.1** Appendix 1 sets out the progress of all delivery plan actions at mid-year. With one exception, all actions are progressing as planned.
- 4.2** An annual progress report on the delivery plan, including performance indicators and risks, will be submitted to committee at year end.

Self-Evaluation Programme

- 4.3** The Council has agreed a three year self-evaluation programme using the recently revised West Dunbartonshire Self-Evaluation Framework. This utilises a checklist approach, implemented through an online survey. Over the three year programme, all Council services that are not subject to external evaluation will undertake self-evaluation, with 11 scheduled in the first year.
- 4.4** The Education, Learning & Attainment strategic area is subject to both external and internal structured self-evaluation models using the 'How Good is Our School 4' framework. As such, Education, Learning & Attainment will not be utilising the West Dunbartonshire Self-Evaluation Framework.
- 4.5** 'How Good is Our School 4' was published by Education Scotland in September 2015, and is now the framework for evaluation used by HMIE in their external inspections of educational establishments. Following its publication, a period of testing took place, prior to its formal rollout for wider use for inspections in September 2016.
- 4.6** Using this framework, Education, Learning & Attainment have revised their internal Improvement Framework, bringing it into line with the latest inspection advice. 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 have created an online resource and toolset to assist establishments in their self-evaluation process, and in recording and analysing information. This online tool will be piloted with establishments between November 2016 and February 2017.
- 4.7** As part of this Improvement Framework, establishments are participants in a three year cycle of validation visits, where a team is gathered to externally validate the self-evaluation produced by the school.

Customer Feedback

- 4.8** A key focus in the development of the strategic delivery plans was ensuring that we capture learning from the range of mechanisms that provide customer feedback to help improve services, including complaints data.
- 4.9** Between 1 April and 30 September this year, Education, Learning & Attainment received a total of 38 complaints, comprising 36 Stage 1 complaints and 2 Stage 2 complaints. During the same period, 37 complaints were closed, 35 at Stage 1 and 2 at Stage 2.
- 4.10** 69% of complaints closed at Stage 1 met the 5 working days target for resolving complaints and 31% exceeded this. The average time taken to resolve all complaints closed at Stage 1 was 11 days. Of the two complaints closed at Stage 2, one met the 20 working days target set for resolving Stage 2 complaints and one exceeded this, with an average of 44 days.

- 4.11** Of the 35 complaints closed at Stage 1, 23 (66%) were upheld and one of the 2 complaints closed at Stage 2 was upheld.
- 4.12** A telephone survey of 300 residents is carried out every quarter to gauge satisfaction levels with a range of Council services. In the second quarter of 2016 (1 July to 30 September), satisfaction with Council schools declined from 93% the previous quarter to 81%. This is below the level recorded for 2015 (96%) and 2014 (89%).
- 4.13** As part of each schools self-evaluation procedures, the views of parents and pupils are sought and incorporated into both the school improvement planning process, and the day to day life and operation of the school. Mechanisms such as the Parent Council and Pupil Council are excellent vehicles to gather the views of stakeholders, who increasingly make more and more use of other tools at their disposal to canvas opinion, and provide feedback on subsequent actions taken.

Workforce Plan

- 4.14** Each strategic delivery plan has a supporting workforce plan, attached as Appendix 2. This is developed to highlight and plan for the management of key workforce issues which are necessary to fully support the delivery of the plan. These workforce issues have significant implications in terms of organisational change, resource planning, resource profiling, skill mix, training and development, and restructuring.

5 People Implications

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

6 Financial & Procurement Implications

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

7 Risk Analysis

- 7.1** Failure to deliver on the actions assigned to the strategic area 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** As this report details progress on an action plan already agreed, there is no requirement for equalities screening or impact assessment.

9 Consultation

- 9.1** This report provides an update on the progress achieved across the strategic area, drawing from information provided by officers.

10 Strategic Assessment

- 10.1** The strategic delivery plan sets out actions to support the successful delivery of all 5 strategic priorities of the Council.

Laura Mason
Chief Education Officer
Date: 2 November 2016

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Appendix: Appendix 1: Education, Learning & Attainment Delivery Plan 2016/17 - Mid-Year Progress
Appendix 2: Education, Learning & Attainment Workforce Plan 2016/17

Background Papers: None


Wards Affected: All wards




Appendix 1: Education, Learning & Attainment Delivery Plan 2016/17 – Mid-year Progress




1 Social Mission




Ob	Improve life chances for children and young people					
Code	Action	Status	Progress	Due Date	Comment	Assigned To
E/12-17/RAA/321	Implement the Children & Young People Act 2014		<div><div>21%</div></div>	31-Mar-2017	The IT solution supplier, SEEMiS, completed their development on schedule with support from the 32 Scottish Local Authorities and training was rolled out in May and June 2016. However the Supreme Court ruling which has delayed the enactment of the duties of the Children and young Peoples Act means that much of what was planned in this action has had to be paused. Due dates have therefore been changed to the end of the current session, but if the national situation is not resolved by them this work will need to roll over into next year's plan.	Shona Crawford; Claire Cusick
ED/16-17/ED/01	Implement broad-ranging school improvement to raise attainment and achievement		<div><div>60%</div></div>	31-Mar-2017	We have improved classroom practice and self-evaluation as key drivers for improvement in line with HGios 4. We have implemented the expectations for equity set by the government to Challenge Authorities. We have reviewed Improvement Framework in line with HGios4 and HGIOELC.	Laura Mason
ED/16-17/ED/02	Design and implement strategy for assessment in schools		<div><div>40%</div></div>	31-Mar-2017	Excessive or unnecessary workload for teachers and learners is being avoided. An analysis of insight data Phase One (September 2016) has been produced, and revisions made to the strategy for assessment in schools made in line with the changes to national SQA procedures.	Laura Mason
ED/16-17/ED/03	Develop the use of performance information to support school improvement		<div><div>80%</div></div>	31-Mar-2017	A system has been designed for data collation and analysis for Attainment Challenge projects. We have produced policy for data management. We have established a targeted school approach using performance information to inform decisions. The quality improvement process delivered by Education Officers and Senior Education Officers has been revised.	Laura Mason


2 Organisational Capabilities

Ob	Committed and dynamic workforce					
Code	Action	Status	Progress	Due Date	Comment	Assigned To
E/12-17/LNH/312	Implement improvement programme for the quality of teaching / learning (literacy, numeracy STEM) based on Attainment Challenge Projects		<div><div>16%</div></div>	31-Mar-2017	A WDC Training Programme (Phonics, Spelling, Linguistic Development) is underway, 2 new officers have been seconded to develop materials.	Julie McGrogan





Code	Action	Status	Progress	Due Date	Comment	Assigned To
ED/16-17/ED/06	Develop effective leadership to drive improvement		<div><div>60%</div></div>	31-Mar-2017	We have developed the capabilities of future senior managers. A policy for collaborative professional learning has been produced. A revised leadership framework has been produced in line with National Improvement Framework expectations.	Laura Mason
ED/16-17/ED/07	Raise teacher professionalism in literacy, numeracy and aspects of Health & Wellbeing		<div><div>50%</div></div>	31-Mar-2017	A training programme on maths resilience, mental maths and growth mindset has been provided and the reciprocal reading programme has been implemented in the Early Years sector.	Laura Mason
ED/16-17/ED/08	Implement improvements arising from Staff Survey 2015		<div><div>50%</div></div>	31-Mar-2017	The analysis of education "issues" has been extracted from the Staff Survey.	Matthew Boyle




Ob	Fit for purpose estates and facilities					
Code	Action	Status	Progress	Due Date	Comment	Assigned To
E/12-17/RAA/312	Reorganise transport contracts for OLSP in readiness for relocation to new build		<div><div>0%</div></div>	30-Sep-2017	The project remains on track, with the first milestone due for completion at the end of December.	Susan Mullin
E/12-17/RAA/332	Establish extended ELCC in Kilpatrick School		<div><div>50%</div></div>	31-Mar-2017	Parents have been consulted and are aware of plans in place. Occupancy of building will now happen on 30th December. Reflecting current proposed occupancy levels, there is no need to recruit additional staff at this time.	Claire Cusick
ED/16-17/ED/05	Implement transition arrangements for Kilpatrick and Bellsmyre and Balloch campuses.		<div><div>75%</div></div>	31-Mar-2017	A transitions project group has been established and a communication plan produced. Updates have been provided to the schools estates board.	Laura Mason

Ob	Strong financial governance and sustainable budget management					
Code	Action	Status	Progress	Due Date	Comment	Assigned To
E/12-17/IMP/313	Implement new admissions package (NAMS) across all Early Years establishments and partnership providers		<div><div>50%</div></div>	31-Mar-2017	WDC EY staff met with SEEMiS staff to produce an implementation plan.	Judy Ormond
E/12-17/RAA/316	Review use of taxi contracts in education		<div><div>100%</div></div>	30-Apr-2016	In line with council policy the review of the use of taxi contracts in education has been completed, and changes implemented.	Susan Mullin
E/12-17/RAA/338	Review how ASN resources are allocated to early years		<div><div>0%</div></div>	31-Mar-2017	This action is on track, initial discussions have been held and plans are in place to continue this review. The first milestone is due in December 2016.	Anne-Marie McDonald (Education); Kathy Morrison; Susan Mullin;





Code	Action	Status	Progress	Due Date	Comment	Assigned To
						Judy Ormond
ED/16-17/CS/01	Review approach to allocation of support resources to establishments		<div><div>33%</div></div>	31-Mar-2017	The existing mechanism has been reviewed.	Claire Cusick

3 Legitimacy & Support

Ob	Constructive partnership working and joined up service delivery					
Code	Action	Status	Progress	Due Date	Comment	Assigned To
E/12-17/LNH/311	Develop existing networks (third sector) to provide a sustainable model professional learning		<div><div>50%</div></div>	31-Mar-2017	The local professional learning programme for collaborative action research (CAR) was delivered with Glasgow University. A professional learning programme for 'Inspire and Challenge' has been produced with Glasgow Science Centre.	Julie McGrogan
E/12-17/LSP/301	Monthly quality assurance meetings with Education Scotland Area Lead Officer to review educational provision.		<div><div>50%</div></div>	31-Mar-2017	This action is on track. Regular communication with Education Scotland is in place. A handover meeting with our new Area Lead Officer has taken place.	Laura Mason
E/12-17/RAA/313	Review and develop a refreshed SLA with internal transport		<div><div>0%</div></div>	31-Aug-2017	ELA await response from Corporate Procurement who are meeting with Internal Transport to discuss requirement of a SLA and commence implementation.	Susan Mullin
E/12-17/RAA/314	Review and develop a refreshed SPT agency agreement		<div><div>0%</div></div>	30-Apr-2017	The project remains on track. The first milestone is due in December 2016.	Susan Mullin

Ob	Positive dialogue with local citizens and communities					
Code	Action	Status	Progress	Due Date	Comment	Assigned To
E/12-17/PAR/302	Develop role of parents and Parent Councils in school improvement planning process		<div><div>50%</div></div>	31-Mar-2017	Awareness raising sessions have been held for Head Teachers about expectations set out in the National Improvement Framework (NIF). The Scottish Parent Teacher Association has delivered training for Head Teachers.	Susan Gray
E/12-17/PAR/307	Provide evidence based feedback to parents about children's attainment and achievement		<div><div>50%</div></div>	31-Mar-2017	The Tackling Bureaucracy working group has produced a workload agenda, a detailed profile of current provision and areas for improvement. Secondary heads have been consulted and agreement reached about a process to adapt provision linked to national expectation. A learner profiling group has been established.	Julie McGrogan
E/12-17/PAR/308	Provide information to parents on how to support attainment and achievement in literacy and numeracy		<div><div>20%</div></div>	31-Mar-2017	A lead officer group has been established, developing our approaches to inform parents on how to support attainment and achievement in literacy and numeracy.	Julie McGrogan

Code	Action	Status	Progress	Due Date	Comment	Assigned To
ED/16-17/PPI/01	Develop the Parental Involvement Strategy in all sectors		<div><div>66%</div></div>	31-Mar-2017	Heads of Establishment have been informed of the support available from national bodies, and training for Parent Councils has been rolled out.	Andrew Brown

Action Status	
	Overdue
	Check Progress
	Not Started or In Progress
	Completed

Appendix 2:

2016/17 Education Learning and Attainment Workforce Plan

Introduction

The purpose of this Workforce Plan is to highlight and plan for the management of key workforce issues which are necessary to fully support the delivery of the Service Plan. These workforce issues cover the full period of the Service Plan and have significant implications in terms of organisational change, resource planning, resource profiling, skill mix, training and development and restructuring.

The plan is broken down as follows:

1. Summary of the Key Priorities/Issues and Resource Implications
2. Longer term Key Priorities/ Issues and Resource implications

1. Summary of the Key Priorities/Issues and Resource Implications

The workforce implications of the action plan have been considered as part of Service planning process and a Workforce Plan has been developed providing full details of the training and resource implications of all Service priorities focusing on:

- Scottish Attainment Challenge
- Ongoing review of all Services and Improvement
- Review of ASN and Early Years provision
- Attendance Management
- Leadership Development and Recruitment
- Schools Estate Program

The table below provides details of priorities or issues, which will happen and conclude during the current financial year and their implications.

Priority/ Issues	Resource or Skill implication	Action required	Cost / Saving	Lead Officer	Mid Year update
Restructures					
Review of Pupil support within the secondary sector	This was a commitment in line with the secondary school dispute.	There is a requirement to monitor and review the pupil support function and the implementation of named person legislation	2 secondments are supported centrally to undertake this work	Laura Mason	Ongoing – meetings have been held with PT pupil support – issues gathered from HT. Support Forum chaired by SEO. Trade unions have been involved.
Review of Future Operating Model across the Service reshaping models as appropriate	Review / reshape the staffing complements to meet current and future needs of the service.	All local authorities are reviewing structures in line with financial constraints. There may be shared working on this.	Savings will be evidenced depending on the options taken	Laura Mason	Psychological services only area that is not FOM complaint. Education ELA will explore shared services across a range of teams.
Teachers Workload reduction measures.	This was an existing commitment which was further supported through the secondary school dispute.	Action plan / continuation of working groups supporting appropriate resources to address this issue	1 secondment to support this initiative and co-ordinate networks etc.	Matthew Boyle	In place

Priority/ Issues	Resource or Skill implication	Action required	Cost / Saving	Lead Officer	Mid Year update
Restructures					
Review of Breakfast club provision	Various practice and contractual arrangements – needs a consistent approach	Review of current practice and contracts.	This has a potential additional cost on £13,000. However there are also proposals to increase fees for the breakfast club and reduce the current subsidy.	Linda McAlister	Complete
Review of Early Years	On going	Staff movement will be appropriately managed though SWITCH policy	Early Years is an area of growth and will require additional resources to meet the increased commitment to child care hours. There will also be a requirement to deliver services differently which will result in reshaping.	Claire Cusick	Ongoing – Early Years strategy Implementation group established following committee approval of the strategy. Increasing opportunities for individuals to qualify in the early Years area to assist future staffing in this area.

Priority/ Issues	Resource or Skill implication	Action required	Cost / Saving	Lead Officer	Mid Year update
Restructures					
Review of Additional Support Needs (ASN)	On going	Staff movement will be appropriately managed though SWITCH policy	To be confirmed and will contribute to 4% savings target	Claire Cusick	Ongoing
Continue to develop central secondments	This has provided an opportunity for officers to work centrally and develop their knowledge and skills. This has also assisted the central pool of expertise - using secondments to utilise expertise for short term projects	Current requirements are reviewed on an on-going basis and opportunities are advertised through normal internal processes.		Julie McGrogan	Framework in place and ongoing
Scottish Attainment challenge	Continue to support the project already approved and widen the potential for work within the secondary sector	This initiative has emerging opportunities within the secondary sector	Projects will be scoped out and bids placed for additional resources	Julie McGrogan	SAC / Secondary Plan has now been approved by Scottish Government.
Implement any additional staffing changes to achieve the 4% savings target	Review / reshape the staffing complements to meet current and future needs of the service.		Savings will be identified throughout the budget process	Laura Mason / All Managers	As per budget process.

Priority/ Issues	Resource or Skill implication	Action required	Cost / Saving	Lead Officer	Mid Year update
Restructures					
Support and Implement the CAS review	Potential reduction in staffing numbers. Retraining/redeployment of staff.	Review current and future staffing requirements. Potential redeployment voluntary redundancy /early retirement.	TBC	All Managers.	This is in place as per the CAS project
Developing the Young Workforce	This has implications for employability and skills service, education and partnership working	Developing this framework within the council		Andrew Brown / Susie Byrne	Employed staff within schools (PT post). DYW. Working with our corporate partners to align recruitment opportunities for MA's across the council.

Priority/ Issues	Resource or Skill implication	Action required	Cost / Saving	Lead Officer	Mid Year update
Recruitment and Retention					
Continue to improve Recruitment process for both teachers and support staff	<p>More effective recruitment, improving the calibre of staff and reputation of the authority as an employer of choice.</p> <p>More efficient and effective use of senior management within the Teachers recruitment process.</p>	<p>Build on the success of assessment centres within Head Teacher recruitment to inform other recruitment practices.</p> <p>Develop further the success of cluster approaches to interviews.</p>	National Working Groups and Partnership working with other authorities	Linda McAlister	<p>Ongoing –</p> <p>Assessment Centres for Primary and Secondary Senior posts embedded and now developing Assessment Centres within the Early Years process.</p>
Supporting recruitment of teacher posts into the denominational sector	<p>WDC are experiencing difficulties in filling teaching posts in the denominational sector.</p> <p>This is a trend reflected in other authorities</p>	<p>Working with the catholic church to promote the Teaching Certificate and supporting teachers to complete this course.</p> <p>Supporting transfers as appropriate.</p>	Supporting the costs of courses	Linda McAlister	<p>Ongoing – working with the Arch Diocese.</p> <p>In the process of securing places on the certificate for catholic Teaching</p>

Priority/ Issues	Resource or Skill implication	Action required	Cost / Saving	Lead Officer	Mid Year update
Recruitment and Retention					
Address the difficulties WDC are experiencing recruiting HT in the primary sector	<p>Last year there were a number of HT vacancies unfilled. While this has improved on previous years we still have resourcing difficulties.</p> <p>Age profile – 40% of Primary head Teachers over 55. We must have succession plans to ensure appropriate staffing over coming years.</p>	<p>Increase the number of places on the HT training programme.</p> <p>Better 'advertising' of Head teacher and promoted roles within Education.</p> <p>Increase opportunities for promoted staff – increasing the use of short – medium term internal secondments.</p>	<p>Internal costs – staff time</p> <p>Advertising/ promotional costs</p>	Matthew Boyle	Succession Planning framework is in draft. Work ongoing

Priority/ Issues	Resource or Skill implication	Action required	Cost / Saving	Lead Officer	Mid Year update
Recruitment and Retention					
Address the difficulties WDC are experiencing retaining Heads of Centres in Early Years	<p>Heads of Centre moving to Glasgow who offer a significantly better salary.</p> <p>Loosing skills and investment and resulting in skill gaps.</p>	This consideration will be incorporated into the Early Years review. Considering the possibility of a two tier system for Heads of Centre enabling career progression.	This is included in the ASN review and Costs will be identified as project progresses.	Chris Smith / Judy Ormond	Being included as part of the Early Years strategy group
Continue to improve the Education Induction programme	<p>An identified gap in current practice.</p> <p>Resources required to pull together the programme and roll out as required – will involve education and wider Council officers</p>	Identify required training – e.g. attendance management, employee relations, financial guidance and information	Developed internally from current resources	Matthew Boyle	Meetings have taken place with OD to integrate the induction programmes
CoSLA Agreements 2011 - commitment to maintain teachers numbers and ratio within the census	Maintain an overview of teacher numbers – a central co-ordination of the teaching resource. There will now be 4 points of the year when statistics will be taken nationally.	Managing surplus, permanency, subject shortages. Identifying opportunities within the terms of the CoSLA agreement.		Linda McAlister	Ongoing

Priority/ Issues	Resource or Skill implication	Action required	Cost / Saving	Lead Officer	Mid Year update
Recruitment and Retention					
Embed with the National staffing standard	There is a national staffing standard being discussed at ADES. As this evolves this will require involvement from all Local Authorities	Embed this into WCD practice for staffing	Local resources	Matthew Boyle / Linda McAlister	National discussion are ongoing
Improve supply usage	National shortage of supply teachers.	<p>Shared supply pool / process with other neighbouring authorities – assisted by improved usage of the SEEMIS system.</p> <p>This is underway and developments have been made locally and nationally but not complete.</p>	<p>TBC as part of partnership working with other authorities.</p> <p>SNCT and ADES involved from a national perspective.</p> <p>Local group established to discuss ideas / possibilities</p> <p>Advertising and editorials discussed linking in with national groups.</p>	Geraldine Lyden	This SNCT working group is ongoing and WDC are involved in this group.

Priority/ Issues	Resource or Skill implication	Action required	Cost / Saving	Lead Officer	Mid Year update
Resourcing					
Reduce Sickness absence rates in WDC.	<p>Reduce staff absence across the Service and therefore subsequent cover costs.</p> <p>Target for 2016/17 is</p> <p>Teaching: 5</p> <p>Support staff: 7</p>	<p>Management training</p> <p>Change of Culture – working well together workshops to assist this</p> <p>Targeting specific problems in specific areas.</p> <p>Introduction of absence targets as a KPI for managers</p> <p>Continue to focus on the themes and trends - developing an Action plan with the relevant unions</p>	Internal – staff costs and any developmental training material	Laura Mason and all senior managers	Ongoing work – reported to Education Committee on a Quarterly Basis

Priority/ Issues	Resource or Skill implication	Action required	Cost / Saving	Lead Officer	Mid Year update
Training and Development					
Succession planning	There is an identified gap for succession, particularly for senior roles - DHT, HT.	<p>Developing a framework for strengthening middle leaders and early identification of potential.</p> <p>Needs analysis for future training and recruitment and a development programme will be designed.</p> <p>Developing a training matrix and a clear policy on application.</p>	Developed internally from current resources	Matthew Boyle	Succession Planning framework is in draft. Work ongoing
PDP's / PRD	All employees with a PDP / PRD	Target of 100% by 2017 – currently 98%	Within current salary bill.	All Managers	PRD – 100% PDP – 77% Overall 89% Ongoing work to achieve the 100% target

Priority/ Issues	Resource or Skill implication	Action required	Cost / Saving	Lead Officer	Mid Year update
Training and Development					
<p>“Teaching Scotland’s future” report</p> <p>Improve training</p>	Up skill staff to motivate and develop them and grow our own leaders of the future.	<p>Embed Training programme for staff.</p> <p>Internal and external events.</p> <p>Staff consultation events – online and forum.</p> <p>Mentorship schemes, internships – opening opportunities for career development – staff retention.</p> <p>Improve investment in professional courses</p>		Matthew Boyle	Succession Planning framework is in draft. Work ongoing
Review the apprenticeship programme within the Service and develop a programme for the future	This is currently a funded programme and provision should be made going forward	Review of programme and assessment of what is required	Budget identified	Linda McAlister	Will be reviewed in line with the Corporate MA programme

2. Longer term Key Priorities/ Issues and Resource implications

This section details priorities or issues, which will start in the next financial year but will conclude beyond this period or have been agreed in this financial year but will commence at a later date.

Period that priority will impact over	Priority/ Issues	Potential resource or skill implication	Potential actions required	Cost	Lead Officer	Update
On-going	Schools estates	Changes to schools estate will have an impact on staff – change management, staffing and other training requirements	Amalgamating / closing establishments	Dependant on the options taken	Laura Mason	This is reported to Schools Estate project board
2015 - 2019	Review of Early Years Model – developing a 5 year plan	Training and development of staff	New structure and Model of delivery to be devised	Savings / costs will be identified as project progresses	Laura Mason / Chris Smith	In line with the Early Years strategy. Training and resource requirement will be confirmed in line with this project.
	Review language teachers provision / recruitment	plan ahead for languages teachers to support our progression into secondary for Languages 1+2 policy		As part of staffing and workforce planning exercise	Mathew Boyle	Now in year 3 and developing the programme. Will be consumed within Staffing exercise.

WEST DUNBARTONSHIRE COUNCIL

Report by Chief Education Officer

Educational Services Committee: 7 December 2016

Subject: Delivering Excellence and Equity in Scottish Education – A Delivery Plan for Scotland

1. Purpose

- 1.1 The purpose of this report is to provide Members with an update on the Scottish Government's Delivery Plan for Scotland. (Appendix 1 [Delivery Plan for Scotland](#))

2. Recommendations

The Educational Services Committee is asked to:

- (1) note the publication of the plan.

3. Background

- 3.1 Prior to the publication of the Delivery Plan the Education Minister engaged in dialogue and discussion with a number of key stakeholders including trade unions, some teachers, some representatives from SOLACE and ADES, and national politicians.
- 3.2 the plan outlines a number of actions to be taken around three key priorities:
- closing the attainment gap;
 - ensuring we have a curriculum which delivers for our children and teachers; and
 - empowering our teachers, schools and communities to deliver for children and young people.

4. Main Issues

Closing the Attainment Gap

- 4.1 West Dunbartonshire Council is well placed to meet aspirations to close the attainment gap. As one of nine Challenge Authorities in the Scottish Attainment Challenge we are in the second year of Phase 1 and recently had funding confirmed for our secondary projects, Phase 2 of Scottish Attainment Challenge.

The attainment gap for individual primaries and early learning and childcare centres has now been identified and the Lead Officer and Attainment Adviser are visiting our establishments to discuss plans for improvement with Head Teachers.

A Curriculum That Delivers for Children and Teachers

- 4.2** West Dunbartonshire Council is well placed to meet the aspirations and opportunities of a fit for purpose curriculum. Educational Services approved our Early Years Strategy at the September 2016 meeting. We have well articulated plans for raising attainment. Our Languages 1+2 Strategy is well embedded and we are seeking to promote Gaelic Learning. The work achieved to date with Science, Technology, Engineering and Maths (STEM) is taking hold across our schools and the recently opened STEM Hub in St Patrick's Primary is a first in Scotland. We will continue to evaluate our curriculum with the ultimate aim of securing Positive Destinations for all young people.

Empowering Our Teachers, Schools and Communities to Deliver for Children and Young People - Governance Review

- 4.3** The Scottish Government launched a Governance Review in September 2016. (Appendix 2 [Empowering Our Teachers, Schools and Communities to deliver for Children and Young People](#)). A professional response will be prepared in discussion with Head Teachers and Officers. This will be submitted for the deadline of 6 January 2017. The review seeks to examine the system changes required to deliver Scottish Government's commitments to empower schools, decentralize management and the support through the encouragement of school clusters and creation of new educational regions. The objective is to devolve decision making and funding to schools and communities. This process will run in parallel with the review of the impact of the Scottish Schools (Parental Involvement) Act 2006 by the National Parent Forum of Scotland. The Scottish Government will extend to individual schools legal responsibilities that currently sit with local authorities.
- 4.4** This is the most significant signal of change within the Delivery Plan. While the precise nature of the Scottish Government's proposals is still to be seen, the broad thrust appears to represent a marked change in the role of education authorities.

5. People Implications

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

6. Financial Implications

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

7. Risk Analysis

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

8. Equalities Impact Assessment (EIA)

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

9. Consultation

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

10. Strategic Assessment

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

Laura Mason
Chief Education Officer
Date: 24 October 2016

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Appendices: Appendix 1 - Delivering Excellence and Equity in Scottish
Education – A Delivery Plan for Scotland
Appendix 2 – Empowering Teachers, Parents and
Communities to Achieve Excellence and Equality in
Education – A Governance Review
Appendix 3 – A Blueprint for 2020: The Expansion of
Early Learning and Childcare in Scotland
<https://consult.scotland.gov.uk/creating-positive-futures/expansion-of-early-learning-and-childcare>

Background Papers: EIA Screening

Wards Affected: All

DELIVERING EXCELLENCE AND EQUITY IN SCOTTISH EDUCATION

A DELIVERY PLAN FOR SCOTLAND



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FOREWORD BY THE DEPUTY FIRST MINISTER AND CABINET SECRETARY FOR EDUCATION AND SKILLS



It is a great privilege to be appointed the Cabinet Secretary for Education and Skills. As the First Minister has made clear, education is the defining mission of this Government. There can be no greater responsibility than working to improve the life chances of our children.

There are many strengths in Scottish education, reflecting the hard work and commitment of teachers, parents and young people across Scotland. This was confirmed by the recent OECD review, *Improving Schools in Scotland: An OECD Perspective*. Scotland has been bold, innovative and collaborative in its approach.

However, there is further important work to do, to deliver both excellence and equity. I am committed to raising attainment and making demonstrable progress in closing

the gap in attainment between our least and most disadvantaged young people over the lifetime of this Parliament.

This Delivery Plan outlines the steps the Scottish Government will take to achieve these improvements, building on the work contained in the National Improvement Framework which was published in January, and addresses the recommendations of the OECD review. It requires action from us all, across all the drivers of improvement outlined in the Framework. This action will be coupled with reforms to deliver a transformational expansion in early learning and childcare, fairer funding for our schools and empowered teachers who have the space and time to deliver. I am committed to ensuring unnecessary and unintended workload is removed from the classroom, so teachers have the freedom to teach.

This plan will provide clarity and focus to all of our work on improving Scottish education and take strong and decisive action where it is needed.

The recent Education Summit highlighted the need to work together, beyond the school gates and across Scotland as a whole, to deliver this national endeavour. I will continue to engage widely on this plan over the summer and early autumn. These conversations will also inform a review of school governance, to be announced alongside the Programme for Government in September.

We will build on Scotland's strengths, so powerfully highlighted by the OECD, and make further progress. We will be guided by what the evidence is telling us, drawing on the advice of a newly-established International Council of Education Advisors. I will work hard to build consensus and partnership, but I intend to move forward with clarity, with purpose and with pace. Our children deserve nothing less.

A handwritten signature in black ink, appearing to read 'John Swinney', with a long horizontal line extending from the end.

John Swinney

**Deputy First Minister and
Cabinet Secretary for Education and Skills**

June 2016

Introduction

Scotland has a good education system.

We have great nurseries, schools, colleges and universities across the length and breadth of the country.

Visit a school or educational establishment in Scotland today and you will see the energy, enthusiasm and confidence of our young people and the strong commitment and professionalism of teachers and staff.

“Learners are enthusiastic and motivated, teachers are engaged and professional, and system leaders are highly committed.”

Improving Schools in Scotland: An OECD Perspective, 2015

This delivery plan builds on an impressive track record of improvements and reforms which have been driven forward across education and children’s services in recent years, including:

- Our investment in high-quality **Early Learning and Childcare**, including the recent expansion to 600 hours of funded provision and extending the entitlement to those 2 year olds who stand to benefit the most.
- National implementation of the **Getting it Right for Every Child** approach to improving outcomes for children and young people.
- A more coherent, flexible and child-focused curriculum which gives teachers more professional autonomy over how they teach and sets higher standards for achievement than ever before, through the development and implementation of **Curriculum for Excellence**.
- New schools and improvements to existing schools through **Scotland’s Schools for the Future** programme.
- A new **National Youth Work Strategy** for Scotland through which a wide range of partners in the public and third sector are contributing to improving outcomes for young people.
- Improving the breadth of opportunities available to children and young people to experience high-quality, work-related learning and develop their skills for work throughout, and beyond, their education, through implementation of **Developing the Young Workforce** – our youth employment strategy.
- Ensuring we have a highly professional, skilled workforce, who can exploit fully the potential of the curriculum, including through the implementation of **Teaching Scotland’s Future** and, more recently, the **Early Learning and Childcare and Out of School Care Workforce Review**.
- A targeted approach to closing the attainment gap, through the **Scottish Attainment Challenge**.

But we also face significant challenges.

A child's circumstances – where they live, their family's circumstances – still have a disproportionate impact on their chances of success. For example, despite some progress over the last decade, a pupil from the 20 per cent least deprived areas of Scotland is almost twice as likely as one from the 20 per cent most deprived areas to leave school with a qualification at SCQF 6 or better (Higher equivalent or above).

As the OECD review highlighted, current assessment arrangements do not provide sufficiently robust information across the system to support policy and improvement. We must move from a *culture* of judgement to a *system* of judgement. And while teachers have worked very hard to introduce Curriculum for Excellence successfully, it has brought with it unnecessary – and unintended – workload demands and pressures. If we are to focus on improving outcomes for our children, it is vital these issues are dealt with. This will require strong and decisive action by Education Scotland, the Scottish Qualifications Authority, local authorities and schools.

The National Improvement Framework, published in January, sets out how we will provide the information we need to drive improvement in the system. Crucially, it sets out a clear **vision** for Scottish Education:

- **Excellence through raising attainment:** ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed; and
- **Achieving equity:** ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

This Government was elected to deliver a range of reforms to help us transform education in Scotland to ensure it delivers excellence and equity for all. This plan sets out our programme for delivery.

Its focus is on action around three core aims – to close the attainment gap, to ensure we have a curriculum that delivers, and to empower our teachers, schools and communities to deliver. We will make progress on these priorities by addressing the 6 drivers of the National Improvement Framework, which are so critical to delivery.

A Relentless Focus on Closing the Attainment Gap

Our ambition

We are committed to making demonstrable progress in closing the attainment gap during the lifetime of this Parliament and to substantially eliminate it in the next decade. This will involve the full efforts of all those involved in education – from early learning, through school and in our colleges, universities and beyond. However, our efforts must also extend beyond the classroom and across our communities and wider public services if we are to succeed in our ambition.

In February 2015 the First Minister announced the Scottish Attainment Challenge, with associated investment of £100 million over 4 years to provide targeted support to schools and local authorities with the highest concentrations of primary school pupils living in multiple deprivation to close the attainment gap. Reflecting on the first year of the Challenge, we have learned that:

- Schools in all parts of Scotland now have a renewed focus on closing the gap, helping children to overcome the effects of poverty on their progress and attainment. The teaching profession in Scotland has united behind the Challenge.
- Improving leadership, learning and teaching and engagement with families and communities will be essential to close the gap.
- A range of strategies in literacy, numeracy and health and wellbeing developed or extended through the Challenge are improving children's progress.
- We need to intervene early – there is a vocabulary gap of up to 18 months on entry to P1 between the most and least disadvantaged children.
- We need more data on children's progress in primary school and early secondary to 'know the gap in order to close the gap' and pinpoint where more intensive improvement is required.

A range of actions, including expanding the reach, scope and investment of the Scottish Attainment Challenge is required if we are to make the progress in closing the attainment gap we want to see. These actions, alongside our work across the Further Education and Higher Education sectors, including implementation of the Developing the Young Workforce strategy and progressing the recommendations from the Commission on Widening Access, will support our ambition to ensure fair access for school-leavers to all post-school opportunities.

What we will do to deliver

- We will almost double the hours of early learning and childcare to 1,140 per year by **2020**. We will ensure that nurseries in the most disadvantaged areas in Scotland benefit from an additional teacher or degree qualified early learning and childcare professional from **August 2018**.
- We will deliver the new Universal Pathway for Health Visitors including the new Child Health Reviews to support early intervention and prevention in those crucial early years. This work is already underway. With **immediate effect**, and within the parameters of legislation, we will examine arrangements for information sharing to ensure that appropriate data on children's progress is shared between professionals working with children from the early years onwards.
- We will work with schools to focus the curriculum to meet children's needs fully and close the gap in early years settings and primary schools. For example, we will share and develop ways in which the vocabulary gap can be closed through a literacy-rich curriculum in P1-3 from **August 2016**. We will expect all schools to have clear strategies in place across the curriculum in **school session 2016-17** to reduce the gap in their context.

- We will use new data that will become available through the National Improvement Framework from **October 2016** to identify the attainment gap in P1, P4, P7 and S3 and at school and local authority level – and agree targets to reduce this. We will focus our collective efforts where they are needed most. School inspection and self-evaluation will focus more directly on closing the gap from **September 2016**.
- We will extend the funding available through the Scottish Attainment Challenge to £750 million over the **next 5 years**. Funding for the areas with the greatest intensity of children living in poverty – our Challenge Authorities and Schools – will be doubled to £50 million per year and will include secondary schools. Renfrewshire and East Ayrshire will join the Challenge Authorities programme from **August 2016**.
- From **financial year 2017-18** the additional £100 million per annum that will be raised each year from our Council Tax reforms will be allocated directly to schools. The allocation will be based on the numbers of children in primary school and S1-3 in secondary school who meet the eligibility criteria for free school meals. We will launch a new framework of fully evidenced and proven educational interventions and strategies to improve attainment in **December 2016**. This Framework will inform the decisions schools make to spend the additional funds and monitor the impact on improving individual children's progress. This new funding will reach around 95 per cent of schools in Scotland.
- We will extend the reach and impact of the Attainment Advisors, through regional alignment to promote collaboration and joint delivery across local authorities from **October 2016**. Using the data available from the Framework, the Attainment Advisor team will work directly with schools where they can make the biggest difference to accelerate efforts to close the gap. Educational leadership of the programme will be extended through a new Chief Advisor role.
- We will work with identified communities within the Challenge authorities to develop and implement a programme of family learning by **December 2017**. They will be developed in partnership with parents' organisations to ensure that parents are fully involved in their children's learning.
- We will accelerate efforts to share what is working to close the gap through the new National Improvement Hub and through a new network of empowered leaders from **August 2016**. We will develop a space on the hub to showcase what is working across Scotland updated regularly by the Attainment Advisors.
- We will continue to extend the use of research to underpin the interventions and strategies used in classrooms to close the gap as part of our developing research strategy. This will include the creation of a national forum for academics and practitioners to come together to ensure that cutting-edge evidence is being implemented in practice. This will be informed by the International Council of Education Advisors. Our approach to research will also include working with all 32 local authorities to develop local action research based projects on closing the gap led by educational psychologists from **August 2016**.
- We will develop a range of national programmes and further extend the reach and impact of the Scottish Attainment Challenge from **August 2016**. This will focus on areas such as staffing supply and capacity, professional learning and community learning and development.
- The Read Write Count programme already operates nationally for P1-3 across Scotland. We will extend the Read Write Count programme into P4-7 in areas of high deprivation from **April 2017**. This will link to the First Minister's Reading Challenge and will include a strong focus on outreach and family learning programmes.

- We are of course aware that there are wider issues which can affect children's attainment and equality of outcomes. We are intent on delivering equity for all children and we will consider the impact of issues such as looked after status, additional support needs and English as an additional language. We will continue to address wider issues such as gender to ensure that we are creating the conditions for all children and young people in Scotland to flourish and thrive.
- In recognition of the huge effect that advances in digital technology are having on our economy and society, we will work with partners to ensure that the curriculum and infrastructure are in place and our teachers equipped to deliver the digital literacy and skills that our young people and economy need, now and in the future. Our Digital Learning and teaching Strategy will be published in **September 2016**.
- We have accepted the Commission on Widening Access's proposed national and institutional targets to ensure that by 2030, students from the 20 per cent most deprived areas make up 20 per cent of Higher Education entrants.
- We will appoint an independent Commissioner for Fair Access to act as a powerful voice for our most disadvantaged learners by **September 2016**. The Commissioner's role will be to drive and scrutinise progress, provide strategic leadership and challenge all parts of the system to do more and to push harder.

A Curriculum which Delivers for Children and Teachers

Our ambition

The introduction of Curriculum for Excellence (CfE) – Scotland's approach to learning and teaching – has been a very positive development in our schools. Scotland's children and young people are now much more confident, resilient and motivated to learn. The OECD has applauded the boldness of our approach, and called on us to maintain the breadth of learning in CfE.

The ultimate goal of education is that each and every child develops a broad range of skills and attributes and gains the qualifications to have choices and be successful in life. If we are to achieve this goal, our teachers need to be clear about what is expected of them, and have the time and space to do their job. This requires us to take action on a number of fronts.

We need to make the whole CfE framework much clearer and simpler. Too many documents and too much 'guidance' have accumulated as CfE has been implemented. We need clear, simple statements that give teachers confidence about what CfE does, and does not, expect of them.

Within that, we need to be clearer and more specific about how children's progress is assessed. This is crucial to making sure children are making the right progress in their learning – not least so they are ready to meet the demands of qualifications in the 'senior phase' of school.

We need to de-clutter the curriculum. We need to make sure there is enough time in the week to allow teachers to teach the things that matter most at each stage of a child's learning.

Finally, we need to strip away anything that creates unnecessary workload for teachers and learners. The 'Tackling Bureaucracy' report of 2013 was agreed and well-evidenced, but has still to be fully implemented by all partners. Our new national qualifications have been introduced successfully, but the practical demands they place on teachers and young people have created problems, which must be addressed.

It is imperative that all partners involved take the action needed to free teachers and staff to do what they do best – provide high-quality, interesting and engaging learning, to raise attainment, close the gap, and give all our young people the best chance of success in life. The Government will act to ensure this is the case. This action will be taken whilst preserving the great strength of a broad general education.

What we will do to deliver

- The Deputy First Minister has instructed Education Scotland to prepare and publish a clear and concise statement of the basic framework within which teachers teach. This statement will be published in time for the new school session in **August 2016**. This will set out very clearly the role of the various elements of CfE, and the use teachers should make of them – highlighting the significant flexibility CfE offers to teachers.
- This statement will make clear, for example, that the 'Experiences and Outcomes' of CfE should not be used for assessment – that is the exclusive role of the 'Significant Aspects of Learning'. Rather, teachers should use the Experiences and Outcomes as a guide, to help them plan holistically for a broad range of learning experiences over the course of the year.

- Crucially, this statement will make clear that teachers do not need to cover each and every Experience and Outcome individually, or in a ‘tick-box’ way. It will also make clear that primary teachers do not need to cover every curriculum area every week – another factor that can lead to the curriculum feeling ‘cluttered’.
- The statement will also set out a very clear priority for primary schools – to ensure above all else every child achieves the best possible progress in the key areas of literacy, numeracy, health and wellbeing and to maintain our commitment to PE.
- Also by **August 2016**, Education Scotland will provide clear, practical advice on assessing achievement in literacy and numeracy – making clear the expected benchmarks for literacy and numeracy, for each level of CfE.
- By the **end of 2016**, Education Scotland will provide similar advice on the achievement of curriculum levels in every curriculum area across the Broad General Education. This will allow teachers to make sure their learners are on track, with a firmer, clearer understanding of their next steps. It will also ensure that learners are developing the range of skills required to progress smoothly through the broad general education, and on into the senior phase.
- Alongside this work, we will significantly streamline the current range of guidance and related material on CfE, based on feedback from teachers. By **January 2017**, a new, much simpler set of key resources will be available on the new National Improvement Hub.
- From **September 2016**, the SQA will also consult stakeholders on how best to streamline its course documentation for the national qualifications.
- Based on ideas contributed by teacher associations and other partners in education, we will formulate a more intense new programme of reducing workload in schools. This programme will be directly overseen by the Deputy First Minister. Prior to agreement and implementation, the programme will be tested with a new panel of class teachers to ensure it has the potential to be effective. This will seek to ensure, for example, that local processes for planning, monitoring and tracking are as streamlined and efficient as possible. It will also give examples of how workload can be reduced by using digital approaches.
- At the request of the Deputy First Minister, HM Inspectors will carry out a focused review of the demands placed on schools by each local authority in relation to CfE. This review will report with recommendations by **mid-September 2016**.
- We will ensure that the SQA, Education Scotland, schools and local authorities deliver the commitments made in the first report of the Assessment and National Qualifications Group. We will also ensure that the SQA delivers the actions to simplify and streamline qualifications set out in the 51 ‘subject reports’ published in May 2016. The Deputy First Minister will meet the Chief Examiner for Scotland on a monthly basis to ensure that the SQA continues to take all actions it can to reduce workload.
- We will also reconvene the Assessment and National Qualifications Group, chaired by the Deputy First Minister, to further explore what more could be done to reduce workload associated with the new qualifications, as quickly as possible.
- We will also work with the Assessment and National Qualifications Group to consult on the design of assessment within the qualifications system -involving teachers, parents, young people, employers, national partners and other stakeholders.

- We will take action to help young people develop the skills and knowledge they will need in the workplace in particular in the areas of STEM, digital skills and languages. Through the Developing the Young Workforce programme we will provide more opportunities for young people to experience high-quality work-related learning, and to gain vocational qualifications. We will increase the percentage of school leavers attaining vocational qualifications at SCQF level 5 and above by the **end of academic year 2020-21** and take a tailored approach to young people who most need support, increasing positive destinations from school for looked after children by 4 percentage points per annum, resulting in parity by **2021**.
- Building on Curriculum for Excellence and Developing the Young Workforce, we will review the learning journey for all 16-24 year olds to ensure that education provision for young people is as effective and efficient as possible and provides more stepping stones for those needing most support. The review will consider the current offer across school, college, university and training from a learner perspective. The aim is to further improve the post 16 system to ensure that learners are supported to make well-informed choices, have equal opportunities to access the right options for them, and can move through the system and towards employment easily, with no unnecessary duplication of learning. The review will begin in **September 2016**.

Empowering our Teachers, Headteachers, Practitioners, Parents Communities and Children and Young People

Our ambition

We are committed to a publicly owned and run, comprehensive education system in Scotland – a mutual system, not a market system – which supports every child to achieve. High-performing education systems across the world are characterised by high levels of professional autonomy and collaboration. It is important therefore that decisions for individual children are made as close to those children as possible and we must see more decisions about the life of schools driven by the schools themselves.

We know that the quality of teaching and school leadership are the most important in-school factors in a child's outcomes which is why we will do everything we can to support our headteachers and teachers and to empower them. Our focus will be to provide them with the responsibilities and resources to make the best decisions for our children and young people. At the same time we will ensure that the overall funding for education is transparent and protected.

We also know that when parents are fully involved in their child's learning, and in the life and work of their local school, that we see better outcomes for children, parents and schools. That is why we will work to ensure that parents are supported to play an active role in their child's learning, and that parents and communities play a bigger role in the day-to-day lives of their schools. Parents and teachers in particular will become key decision makers. Research by the Children and Young People's Commissioner has also shown that the level of participation of children and young people within schools can have a significant impact on attainment, so empowerment matters for them too.

What we will do to deliver

- We will publish the results of the Financial Review of the Early Learning and Childcare sector in **September 2016**. This review will explore expenditure on funded childcare and thereby enable us to better predict the cost implications of different delivery models as we move towards the forthcoming expansion.
- We will introduce a new training and induction programme for childminders. This will be developed with the Care Inspectorate, and will support the development of skills and training for all childminders working in the Early Learning and Childcare sector by **September 2017**.
- We will launch a Governance Review alongside the Programme for Government in **September 2016**. This review will examine the system changes required to deliver our commitments to empower schools, decentralise management and the support through the encouragement of school clusters and creation of new educational regions. The reforms are designed to ensure that parents, colleges, universities and local employers can better support efforts to raise attainment and ensure that young people progress into positive destinations. Our clear objective is to devolve decision making and funding to schools and communities. This process will run in parallel with the review of the impact of the Scottish Schools (Parental Involvement) Act 2006 by the National Parent Forum of Scotland.
- We know that parental engagement is crucial to attainment and achievement but further evidence is required about what works and why. The information gathered from the National Improvement Framework, the National Parent Forum of Scotland's (NPFS) review of the 2006 Act and through the Governance Review will be used to develop a National Improvement Plan on Parental and Family Engagement. This will be developed in partnership with the National Parent Engagement Steering Group and other key stakeholder groups.

- We will begin developing proposals for a fair and transparent national funding formula immediately and will listen to the views of teachers, parents, system leaders, local authorities and communities through the Governance Review. Building on the responses to this review we will consult on proposals for a funding formula in **March 2017**. This will build on the approach being adopted for the Scottish Attainment Challenge, where £100 million will go direct to headteachers from **April 2017**.
- We are committed to simplifying and clarifying the system for teachers, parents and learners and will ensure strong national standards and a clear evaluation framework which supports and empowers schools. Where progress can be made without legislative change we will do so. We will implement any proposals arising from the Governance and Parental Involvement reviews at the earliest opportunity. In particular we will support the development and expansion of school clusters and increased regional working **throughout 2017-18**.
- We will support the continuing growth of Gaelic Medium Education in schools by implementing new rights for parents and by providing more resources for teachers and learners, by **February 2017**.
- Currently, legal responsibilities for delivering education and raising standards in our schools sit largely with education authorities, not with the schools and teachers that teach our children and young people every day. We will address this imbalance by extending to individual schools responsibilities that currently sit with local authorities. We will introduce a new Education Bill in the second year of this Parliament. Building on the responses to the Governance and Parental Involvement reviews, a consultation on a Bill will be held **early in 2017**.
- We will work with teachers, headteachers, parents, and communities throughout to ensure that every support is provided to them to build capacity and ensure that these changes support a reduction in bureaucracy and workload.

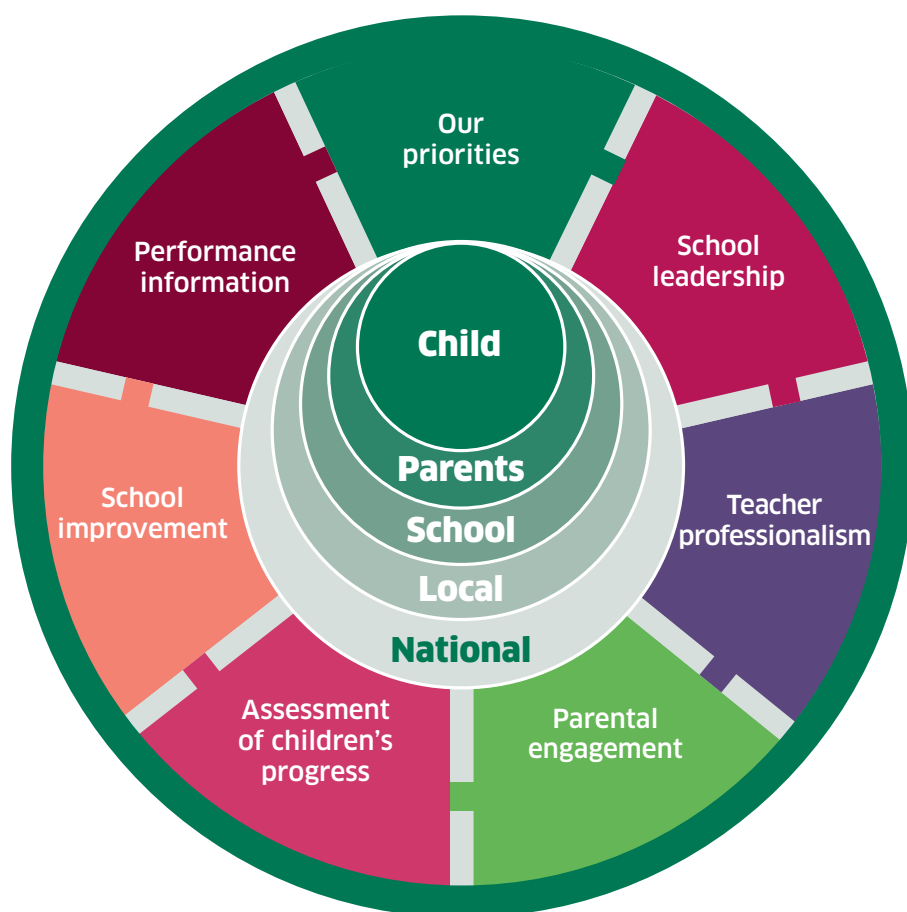
A CLEAR FOCUS ON IMPROVEMENT

The next section of the delivery plan provides key actions we will take to continue implementation of the National Improvement Framework. The Framework provides focus and clarity on the main areas for improvement in Scottish education, and sets out the evidence and data we need to support that improvement. It is part of a revolution in transparency on the performance of schools and local authorities. The current priorities set out in the National Improvement Framework are:

- Improvement in attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged children.
- Improvement in children and young people's health and wellbeing.
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

The action we will take is summarised under each of the six key drivers for improvement set out within the Framework:

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information



School Leadership



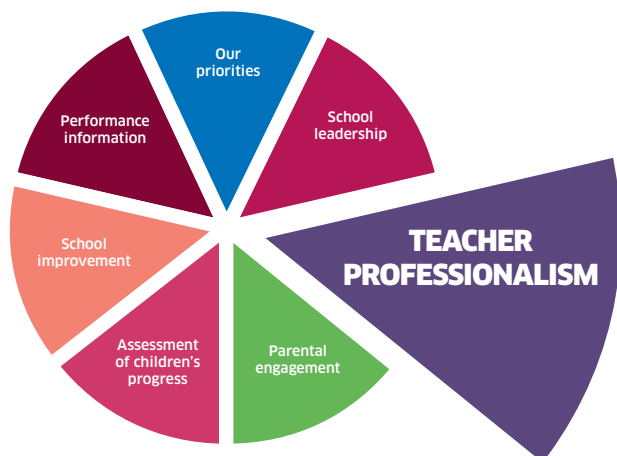
Leadership is recognised as one of the most important aspects of the success of any school. Leaders at all levels who are empowered, and who empower others to take ownership of their own learning, have a strong track record of ensuring the highest quality of learning and teaching. This in turn helps to ensure that all children achieve the best possible outcomes.

Highly effective leadership is key in ensuring the highest possible standards and expectations are shared across schools to achieve excellence and equity for all. We want to empower the leaders at all levels in our schools. We believe good leaders are best placed to improve outcomes for our children and can drive further improvement by collaborating across boundaries.

What we will do to deliver

- We will continue to support the Scottish College for Educational Leadership in their vital role in supporting leadership development for all education practitioners across Scotland, with an ambitious new package of support in place by **March 2017** for aspiring, new and experienced headteachers. This will include professional learning opportunities to strengthen and expand school leadership skills, an international exchange programme for school leaders, and the development of a network of local champions to support headteachers to draw on local expertise and work in partnership with the wider community.
- As part of the Governance Review in **September 2016**, we will consider leadership throughout the system, building on existing shared headship models and supporting the development of school clusters and regional models. This will support a strengthened middle and the importance of collaborative leadership.
- We will support up to 160 aspiring headteachers each year to go through the 'Into Headship' programme, with an investment of £1.5 million over the **next 3 years** (up to 2018-19).
- 'We will make holding the Standard for Headship mandatory for all new Headteachers by **August 2019** and will consult by the **end of 2016** on the legislation that will achieve this.
- We will continue to support teachers' professional learning through further investment of close to £1 million in Masters level learning during **2016-17**. We will also carry out a research project to be completed by **December 2017** to evaluate the impact of this substantial investment.

Teacher Professionalism



The quality of teaching is a key factor in improving children's learning and the outcomes that they achieve. In Scotland we have a highly professional, graduate teaching workforce with high professional standards, which are set by the General Teaching Council for Scotland. We want to continue to improve the professionalism of our teachers and the quality and impact of their professional learning.

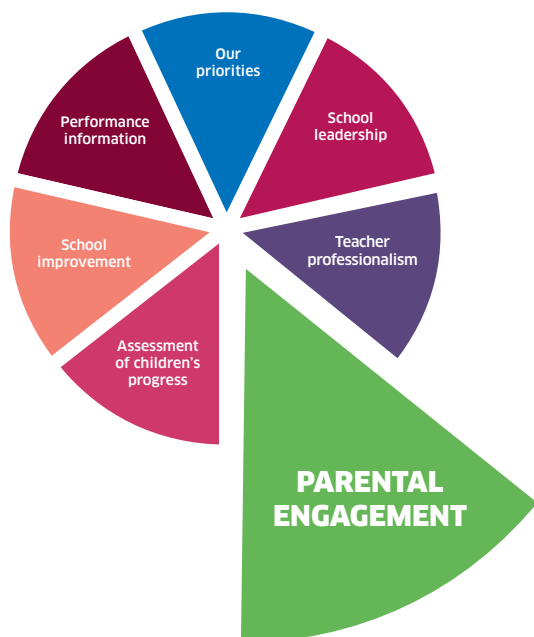
There is a strong link between teachers' professional skills and competences and the quality of children's learning experiences. Ensuring the highest professional standards for all teachers in Scotland will help to ensure the highest standards and expectations for all children. We want all new teachers to develop as enquiring professionals who are experts in teaching literacy, numeracy and health and wellbeing, including early childhood development where appropriate. This is critical to ensure the strongest possible progression in learning for all children.

What we will do to deliver

- We remain committed to ensuring that we have the right number of teachers, with the right skills, in the right places to educate our young people. All local authorities in Scotland have been allocated an appropriate share of £88 million funding provided to meet the agreement to maintain teacher numbers and support probationer teachers.
- We will work with Initial Teacher Education providers and other key partners to address issues of staffing supply and capacity at a national level in order to support the Scottish Attainment Challenge. We will introduce new and innovative routes into teaching and promote the teaching profession by:
 - Addressing the ongoing issue of teacher recruitment in the North East through the Transition Training Fund, in partnership with the University of Aberdeen, Aberdeen City and Aberdeenshire Councils. Through investment of £400,000 in **2016-17** we will provide guaranteed employment for up to 20 individuals from the oil and gas sector while they train as teachers in STEM subjects.
 - Developing Scottish Masters programme for Initial Teacher Education in **2016-17** covering primary and secondary allowing a clear focus on transition between primary and secondary.
 - Extending support for Masters in Early Years to provide leadership in this sector.
 - Providing development funding to the University of the Highlands and Islands to build on its model of delivering of Initial Teacher Education through local colleges.
 - Expanding existing distance learning provision models of Initial Teacher Education.

- Developing a new route which is focused on getting high-quality graduates into priority areas and subjects. This will be in place by **2017-18**. This will build on the model developed in partnership with the University of Aberdeen to attract career changers to the profession.
- Maintaining our strong focus on Gaelic teacher supply with promotional campaigns, innovative courses and new routes into Gaelic teaching.
- We need to encourage more people into early learning and childcare and teaching, particularly those groups under-represented in teaching (men and minority ethnic communities) as well as in particular subjects (STEM) and geographical areas. We will extend our recruitment campaign, building on the positive work of the current campaign, to address these issues to be in place by **end 2016**.
- We will work with Education Scotland and the General Teaching Council for Scotland to undertake a review of Initial Teacher Education programmes to report by **April 2017**, to ensure that they provide appropriate detail on content for literacy, numeracy, health and wellbeing, data literacy and equality across both primary and secondary sectors.
- We will work with the General Teaching Council for Scotland to provide more support to teachers on equality issues through Career Long Professional Learning to be in place by **August 2017**.
- We will work with Education Scotland and the General Teaching Council for Scotland to explore options to bring further flexibility into registration for teachers who have qualified outside Scotland by **March 2017**, while ensuring that our high level of teacher professional standards are maintained.
- We will support the Scottish Catholic Education Service to widen access to the Catholic Teacher Certificate for teaching students studying at the Universities of Edinburgh and Strathclyde, this will be in place for the **2016-17** academic year.

Parental Engagement



Parents and families are the most important and influential people in children and young people's lives, and are central to achieving our aims of raising attainment for all and closing the attainment gap. We want to ensure that parents and families are equal partners in their child's education and learning at home, at school, and in their community.

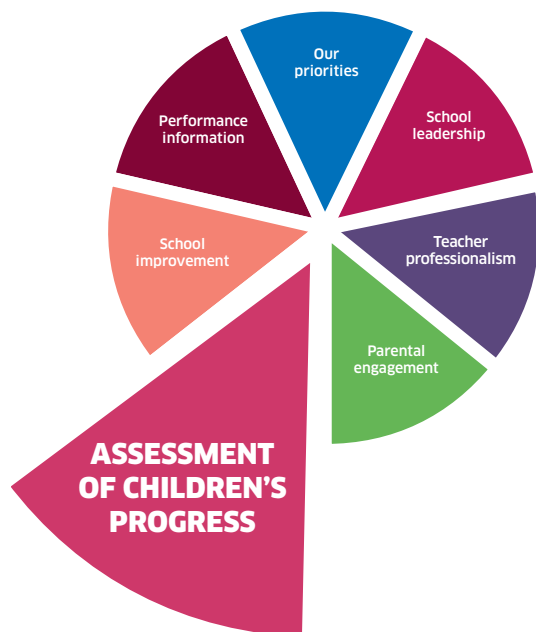
We will support all schools to further improve parental engagement and develop family learning programmes that support children's progress and achievement. This also means empowering parents and enabling them to be active participants and effective contributors to the life of the school and to school improvement.

What we will do to deliver

- We will publish an in-depth review looking at the available evidence on family learning programmes. The review, which will involve key partners, will look at what works and why and will publish its conclusions in **December 2016**. This will be supported by a 'What works' study of the international evidence which will draw out world leading practice.
- We will lead a revolution in transparency on school performance through further improvements to ParentZone – the national online resource for parents by **August 2018**. We will publish additional clear information on each school on a range of key measures, such as attendance rates, children's progress and grades from school inspection.
- As highlighted earlier, we will provide support for learning communities in the Scottish Attainment Challenge to develop progressive family learning programmes by the end of **2017**. We will provide support for all learning communities to roll out this approach by the **end of 2018**.
- Parents want to be informed about their children's progress and achievements, what they need to learn next and how they, as parents, can best support them. We will develop guidance on reporting to parents by **January 2017** in order to support better reporting.
- We will work with the National Parent Forum of Scotland and other parent organisations to develop a comprehensive parent communication plan for the National Improvement Framework by **September 2016**.

- We will continue to deliver our national campaigns and gifting programmes to parents and families across Scotland – Bookbug, PlayTalkRead and Read, Write, Count – providing a universal offer supporting parents to help kick start their children's learning from an early age. As mentioned earlier, we will extend the Read, Write, Count Programme into P4-7 in areas of high deprivation from **April 2017**. In addition, the first round of Read, Write, Count gift bags will be gifted to families of P2 and P3 children in **November 2016**.
- We will work with local authorities to understand the nature of parental demand for early learning and childcare in their areas, so that provision of additional free hours can be sufficiently flexible to respond to need. This will also include the development of opportunities for further integration with additional hours and out-of-school care by **June 2017**.
- We will promote the opportunities afforded by the development of extended early learning and childcare to provide family and employability support for parents by **June 2017**.

Assessment of Children's Progress

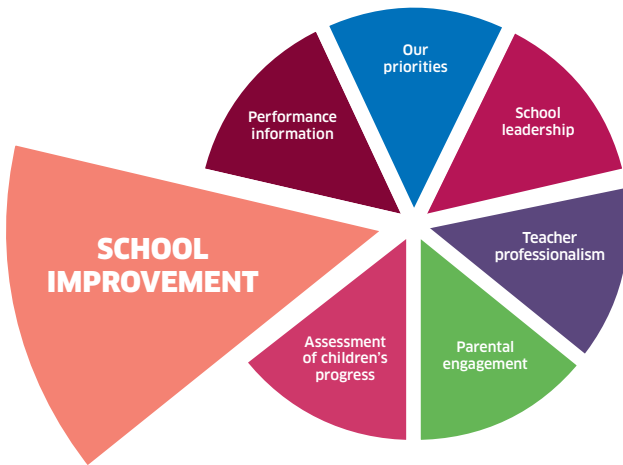


We need more robust and consistent evidence on what children learn and achieve throughout their education to help us raise attainment and close the gap. Building on the range of data available on the senior phase, we need a greater range of consistent assessment of children's progress through the broad general education. Collecting data on children's progress will help practitioners, early learning and childcare settings and schools to evaluate how well children are achieving and which practices and interventions are having an impact.

What we will do to deliver

- We will continue to gather a wide range of data that will tell us how well our children and young people are doing, for example SQA exam data, employability and leaver destination data and health and wellbeing data.
- From **August 2016**, we will collect teacher professional judgement data on an annual basis on whether individual children have achieved the expected Curriculum for Excellence levels in literacy and numeracy by the end of P1, P4, P7 and S3.
- From **October 2016** we will provide further support for local and national quality assurance and moderation of teacher judgement of Curriculum for Excellence levels.
- From **December 2016 until May 2017** we will carry out implementation testing of new standardised assessment materials in schools across Scotland. The results will inform teacher judgement of children's achievement of Curriculum for Excellence levels.
- From **August 2017** the new standardised assessments will be used by all schools.
- In **December 2016** we will publish plans for gathering information about the health and wellbeing of children and young people, including the data gathered at early years stages.
- In **December 2016** we will publish appropriate performance indicators on employability skills and positive school leaver destinations for inclusion in the National Improvement Framework.
- In **August 2018**, we will make available national standardised assessments for children in Gaelic Medium Education.

School Improvement

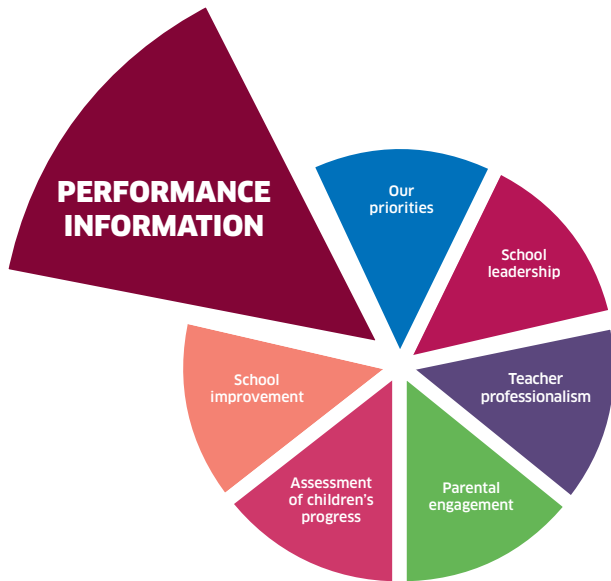


School improvement focuses on the quality of education, including learning, teaching and assessment, as well as the quality of the partnerships that are in place to support children and young people with their broader needs. We have a good education system in Scotland, with schools achieving good outcomes for children. We want to continue to improve this so that more children experience very good and excellent education services, delivered by self-improving, empowered schools and key partners such as community learning and development professionals.

What we will do to deliver

- From **September 2016** school inspections and other Education Scotland evaluative activity will be more focused on the priorities within the National Improvement Framework. We will gather evidence on the quality of learning, teaching and assessment, progress in raising attainment and achievement, and the leadership of change through school inspection.
- By **June 2017** we will develop a new Standards and Evaluation Framework, which will set out clear expectations for schools and the focus and frequency of school inspection.
- By the **end of 2016**, we will provide advice and support to ensure that schools, parents, communities are effectively involved in improvement planning on the basis of the evidence generated by the National Improvement Framework and school self-evaluation.
- By **January 2017**, we will issue advice to support more consistent and robust annual reporting on school improvement.
- In **September 2017**, we will gather information from 2016-17 school inspections and other evaluative activity on the quality of learning, teaching and assessment, progress in raising attainment and achievement, and the quality of partnerships.
- By the **end of 2017**, we will support the publication of school-level reporting for parents and communities against their own action plans.

Performance Information



We will pull together all the information and data we need to support improvement. Evidence suggests, and the feedback from the National Improvement Framework tells us, that we must ensure we build a sound understanding of the range of factors that contribute to a successful education system. This is supported by international evidence which confirms that there is no specific measure that will provide a picture of performance. We want to use a balanced range of measures to evaluate Scottish education and take action to improve further.

We will publish performance information on a school-by-school basis, to improve public confidence, transparency and ensure that information is available across Scottish education, for parents and community planning, for schools and local authorities, and at a national level to inform strategic resourcing and planning.

What we will do to deliver

- We will establish a new International Council of Education Advisors during **summer 2016**, with the first meeting of the Council taking place in September. In **August 2016** we will establish a panel of teachers to discuss key developments in Scottish education and to monitor workload demands.
- In **December 2016**, we will publish an annual National Improvement Framework report, with progress against the four priorities and evidence against all of the 6 drivers of improvement.
- On an ongoing basis from now, and by **December 2016**, we will conduct a thorough analysis of all the evidence generated by the National Improvement Framework in consultation with stakeholders and with scrutiny from the new International Council of Education Advisors.
- By **December 2016**, we will publish an improvement plan and any revisions to the National Improvement Framework in consultation with key stakeholders.
- By **December 2016** we will publish a research strategy that makes clear any gaps in our evidence base and how these gaps will be filled.

- By **February 2017**, we will share evidence of what is working in helping us achieve the four priorities and where further research or evaluation is needed.
- In **March 2017**, to support current legislation we will publish Statutory Guidance to support local authorities in carrying out their duties to plan and report on the National Improvement Framework, including advice on how they use performance information for this purpose.
- By **March 2017**, we will publish information for parents on a school-by-school basis, including for the first time information on achievement of Curriculum for Excellence levels in literacy and numeracy at stages P1, P4, P7 and S3.
- In **May 2017**, we will publish the literacy results from the 2016 Scottish Survey of Literacy and Numeracy. Given the implementation of the National Improvement Framework and the data that it will provide, this will be the final set of results from the SSLN.
- Before **July 2017**, we will host an International Conference on improvement and the use of performance information, to learn from other countries and international experts on using knowledge and high quality data for improvement.
- By **summer 2017**, we will publish a draft information 'dashboard' covering the Broad General Education – making detailed performance information available to teachers and local authorities.
- By **December 2017**, we will consider further evidence from early years, Developing the Young Workforce and on health and wellbeing to use in the Improvement Framework.

What next

We are committed to supporting and empowering our teachers, headteachers, parents, and communities to deliver an education system that gives all young people the chance to reach their potential and achieve their ambitions.

This Delivery Plan outlines the steps this Government will take to achieve our priorities for education. The reforms that we plan are substantial and our ambition is clear. We will deliver change on the basis of evidence and through engagement with teachers, parents, local government, trade unions and young people. The recent Education Summit brought together key partners and political leaders to share ideas for change and we invited teaching unions to identify specific, tangible ways to reduce unnecessary teacher workload.

We will build on this approach welcoming positive proposals for change. We have committed to establish a new panel of class teachers to work with us to reduce workload in our schools as well as an International Council of Education Advisors and to developing and publishing a research strategy. We will continue to invite everyone to work with us in this national endeavour, to raise attainment and close the equity gap for all our children and young people.

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EMPOWERING TEACHERS, PARENTS AND COMMUNITIES TO ACHIEVE EXCELLENCE AND EQUITY IN EDUCATION

A GOVERNANCE REVIEW

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A GOVERNANCE REVIEW

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FOREWORD BY THE DEPUTY FIRST MINISTER AND CABINET SECRETARY FOR EDUCATION AND SKILLS



Improving the education and life chances of our children is the defining mission of this Government.

I believe that the success of our education system depends on the quality of teaching and the exercise of clear and effective leadership. Teachers and practitioners want to secure the best possible outcomes for children. They are entitled to operate in a system where they are supported by leadership that adds value to their own professional input and are supported to collaborate to deliver for young people.

In *Improving Schools in Scotland: An OECD Perspective*, the OECD confirmed the many strengths in our education system. I have seen the positive impact that teachers are making to the lives of children and young people. I have

also heard about some of the challenges and barriers they face.

If we are to deliver our vision of excellence and equity in education, we must empower our teachers to make the best decisions for children and young people. Decisions about children's learning and school life should be taken within schools themselves, supported by parents and local communities.

We must be willing to consider and question how each part of the education system – from early learning and childcare provision through to secondary school education – supports the vision of excellence and equity. We must ask these questions holding true to the strong values which underpin Scottish education and which are supported by international evidence and best practice. Evidence shows that co-operation and collaboration, not competition or marketisation, drives improvement. Scotland pioneered publicly-funded comprehensive school education for all and the Scottish Government remains absolutely committed to this.

This governance review offers an opportunity to build on the best of Scottish education and to take part in a positive and open debate. I want to hear views from across every part of Scotland in the weeks and months ahead – from children and young people, from parents, teachers, practitioners and the wider community. I want to hear from those with a formal role in our education system and those who share a stake in its success.

Above all, during the course of this review, we must keep in sharp focus this shared endeavour of excellence and equity to deliver the world-leading education system our children and young people deserve.

John Swinney MSP

**Deputy First Minister and
Cabinet Secretary for Education and Skills**

September 2016

1. Responding to this review

This review asks a number of questions about the governance of Scottish education.

Responses should reach us by **6 January 2017**. Earlier responses would be welcome.

Responses can either be sent through the Scottish Government's Citizen Space consultation platform, by email or by hard copy (a paper copy through the post).

The most straightforward way to respond is on-line through Citizen Space. Details are available in the Consultation Hub on the consultation section of the Scottish Government's website: <https://consult.scotland.gov.uk/empowering-schools/a-governance-review>

Citizen Space contains some mandatory fields asking for details of the person or body responding to the consultation and whether the person or body is happy for their response to be published.

Email or hard copy responses must include the Government's Respondent Information Form which is provided in the Annex. This asks for details of the person or body responding to the review and whether the person or body is happy for their response to be published.

Emails can be sent to: governancereview@gov.scot whilst hard copy responses should be addressed to:

Empowering Schools Unit
Scottish Government
2A-South
Victoria Quay
Edinburgh
EH6 6QQ

There is no obligation to respond to all questions. We welcome responses to some or all of the questions.

If you ask for your response not to be published we will regard it as confidential and we will treat it accordingly. All respondents should be aware that the Scottish Government is subject to the provisions of the Freedom of Information (Scotland) Act 2002 and would therefore have to consider any request made to it under the Act for information relating to responses made to this review.

Engagement events are also being held throughout Scotland during the course of this review. You can find out how to get involved in these through the Scottish Government website: gov.scot/educationgovernancereview

Next steps in the process

Where respondents have given permission for their response to be made public, and after we have checked that they contain no potentially defamatory material, responses will be made available to the public on the Scottish Government Consultation Hub consult.scotland.gov.uk.

How will this be used?

Following the closing date, all responses will be analysed and considered along with other available evidence to help us shape future proposals for the governance of Scottish education.

2. Introduction

There is a strong and shared commitment to the vision of excellence and equity for all children and young people across Scottish education:

- **Excellence through raising attainment:** ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed; and
- **Achieving equity:** ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

The improvements and reforms which have been driven forward across early learning and school education have been broad and deep – and include reforms to our curriculum and our workforce. The one area which has not been reviewed since devolution is the governance of the system itself.

This Government was elected to deliver a range of reforms to help us transform education to ensure it is world class for all our children and young people. This review of governance examines the system changes required to deliver our commitments to empower schools and decentralise management and support through school clusters and the creation of new educational regions.

This review is an essential part of our focus on empowerment. In particular, it seeks views on how we can further empower our teachers, practitioners, parents, schools and early learning and childcare settings, starting with a presumption that decisions about individual children's learning and school life should be taken at school level. References to parents include guardians and any other persons having parental responsibilities or care of a child.

These reforms are part of the Scottish Government's wider commitment to the reform of public services to ensure they are fit to serve communities across Scotland. We believe the best people to decide the future of our communities are the people who live in those communities.

What do we mean by the governance of education in Scotland?

We are reviewing the *organising system* of early learning and childcare and school education. References to education include early learning and childcare and school education unless otherwise specified. Like many education systems across the world, Scottish education is multi-level with the Scottish Government, local government, national agencies and other bodies playing different roles to govern, lead and support the delivery of education.

In Scottish education:

- **The Scottish Government** develops national policy and sets the overall direction of education policy. Scottish Ministers have a duty to secure improvement in school education provision and to use their powers to raise the standards of such provision. The Scottish Government provides funding to local authorities within the Local Government Settlement for the provision of early learning and childcare and school education.
- **Local authorities**, as the education authority, have a duty to provide adequate and efficient school education including early years provision in their area. They also have a duty of improvement as an education authority and on behalf of their schools. Local authorities set education budgets for their areas, including school-level budgets.

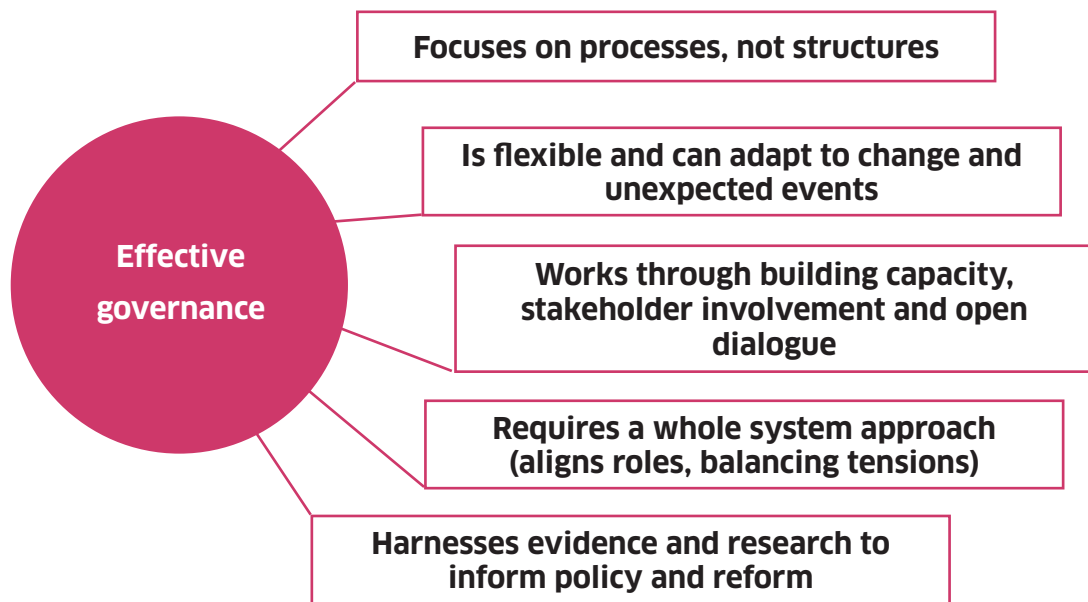
Local authorities have direct responsibility for the provision and quality of early learning and childcare and schools, the employment of educational staff, the provision and financing of most educational services and the implementation of Scottish Government policies in education.

Local authorities also have responsibility for a range of other services which support children and young people, families and communities such as child protection, social services and housing.

- **Education Scotland** is the national body for supporting quality and improvement in learning and teaching. It is responsible for inspecting schools, providing guidance on developing the curriculum at local level, and for organising an extensive range of professional learning opportunities and the sharing of effective practice.
- The **Care Inspectorate** regulates and inspects care services in Scotland, including in early years settings, residential schools and local authority-provided school hostels, to make sure that they meet the right standards.
- The **Scottish Social Services Council** (SSSC) is the regulator for the social service workforce in Scotland, including all those involved in day care of children services. They protect the public by registering social service workers, setting standards for their practice, conduct, training and education and by supporting their professional development.
- The **Scottish Qualifications Authority** (SQA) develops, reviews, validates and awards qualifications below degree level which are used largely by schools, colleges, private training organisations and some individual organisations. It quality assures all the centres that deliver SQA qualifications. It also has an accreditation role.
- The **General Teaching Council for Scotland** (GTCS) is the independent professional body which sets teachers' professional standards and accredits Initial Teacher Education. It also oversees a number of key programmes in relation to induction, professional learning and student placement.
- The **Scottish College for Educational Leadership** (SCEL) is responsible for developing leadership and programmes for the early learning and schools education system.
- **Initial Teacher Education** (ITE) is provided by universities in partnership with local authorities and is designed to bring students to a level of competence that allows them to work in schools. These ITE universities also offer professional learning to teachers and other education professionals including professional learning at Masters level and leadership programmes such as the Into Headship qualification.

In its recent publication, *Governing Education in a Complex World*, the OECD (Organisation for Economic Co-operation and Development) recognised that creating open, dynamic and strategic governance of complex education systems is not easy. Successful systems, however, are those where governance and accountability are inclusive, adaptable and flexible. Roles and responsibilities across the system must be clear and aligned; teachers, practitioners, schools, early learning and childcare settings and system leaders should collaborate across effective networks to improve outcomes; parents and communities require to be engaged; and funding and decision making should be transparent.

The OECD found that there are five key components to good governance of education systems:



Governing Education in a Complex World, OECD, 2014

The OECD also identified three themes vital for effective governance and successful reform:

- **accountability** – the challenge of holding different actors at multiple levels responsible for their actions
- **capacity building** – identifying gaps, skill needs and dynamics of implementation on individual, institutional and system level
- **strategic thinking** – the development of a long-term plan and set of common goals for the educational system among a broad array of actors

Why should we review education governance now?

Our Delivery Plan, *Delivering Excellence and Equity in Scottish Education*, builds on an impressive track record of improvements and reforms which have been driven forward across education and children's services in recent years. This includes Getting it Right for Every Child, Curriculum for Excellence and Developing the Young Workforce. The National Improvement Framework sets out how we will provide the information to drive improvement right across education and we are adopting a targeted approach to closing the attainment gap through the Scottish Attainment Challenge, backed by £750 million of investment over the next five years.

Whilst the main legislation underpinning Scottish education – the Education (Scotland) Act 1980 – has been amended and added to on a number of occasions, the broad framework of Scottish education has been in place since before devolution. Now is the right time to review that broad framework. Challenging our thinking and practice, building capacity to deliver in the right places and ensuring roles, responsibilities and accountability are clear and transparent, will also be critical to our success in delivering excellence and equity in Scottish education.

Each year around £5 billion is spent on early years and school education across Scotland. It directly impacts on the life chances of over 680,000 pupils in primary, secondary and special schools and around 125,000 children in early learning and childcare. Young people are staying on longer in school, overall attainment is rising and the gap between the most and the least deprived pupils with qualifications is decreasing. On any measure, however, there continues to be a clear gap between the attainment of children and young people from the most and least deprived areas of Scotland. But deprivation alone does not explain the variation in outcomes achieved by children and young people in Scottish education.

The Accounts Commission and the OECD have both highlighted that attainment and achievement levels vary across local authorities and that some children from similar socio-economic backgrounds outperform children from similar backgrounds in other areas. The Accounts Commission report, *School education*, published in 2014, highlighted the significant variation in attainment between individual councils, schools, and groups of pupils. Deprivation and poverty undoubtedly have a large impact on attainment, but the Accounts Commission found that some schools have achieved better attainment results than their levels of deprivation would indicate.

Furthermore, whilst the financial context in recent years has been challenging for the whole of the public sector in Scotland, the Accounts Commission's findings also highlighted that differences in outcomes could not be explained by spend on education alone.

Question 1

What are the strengths of the current governance arrangements of Scottish education?

Question 2

What are the barriers within the current governance arrangements to achieving the vision of excellence and equity for all?

3. Scope and principles

Scope

Early learning and childcare and schools, do not exist in isolation and a child's outcomes are strongly influenced by factors outside school. But schools, together with early years provision, are the universal services for children and young people. In short, they make a difference to every child.

The primary focus of this review is on publicly-funded school-age education and the system and funding which supports the journey of all our children and young people through Curriculum for Excellence from 3 to 18. The governance arrangements of publicly-funded early learning and childcare are also in scope.

The role and functions of the following bodies and organisations are within the scope of this review:

- all publicly-funded schools, including Gaelic medium and denominational schools
- all publicly-funded early learning and childcare provision, including local authority provision and that being delivered by private providers and the third sector
- all special publicly-funded provision for children and young people, including for those with additional support needs
- local authorities
- Education Scotland
- Scottish Government
- Care Inspectorate
- Scottish Social Services Council
- Scottish Qualifications Authority
- General Teaching Council for Scotland
- Scottish College for Educational Leadership
- universities providing Initial Teacher Education

We recognise that, in considering governance, a whole system approach is required. This means taking into account the wide range of relationships which education has with other people and bodies at a local, regional and national level which support children and young people, parents and wider communities in Scotland.

Principles

The focus of this review is on how governance can be improved to support delivery of excellence and equity to our children and young people. Our approach to public sector reform continues to be rooted in the four pillars of reform laid down by the Christie Commission: a presumption of prevention, integration and partnership, a sharp focus on performance, and investment in people.

We consider that the following key principles should also underpin our approach. Our education system must:

- be focused on improving outcomes, and support the delivery of excellence and equity for children and young people
- meet the needs of all of our children and young people, no matter where they live or their family circumstances
- support and empower children and young people, parents, teachers, practitioners and communities
- be supported by a simple and transparent funding system to ensure the maximum public benefit and best value for money
- support children and young people to make smooth transitions into formal learning, through school and into further education, training or employment

Question 3

Should the above key principles underpin our approach to reform? Are there other principles which should be applied?

4. Empowering teachers, practitioners, parents, schools and communities

Teachers and schools

Children flourish in education systems where there are high levels of professionalism and where teachers, practitioners and schools are empowered with the autonomy and flexibility to make decisions. In *Improving Schools in Scotland: An OECD Perspective* the OECD highlight that: 'Inherent in the principle of [Curriculum for Excellence] is the enhancement of the role that should be exercised by schools and teachers.'¹

We want to see more decisions about school life being driven by schools themselves, starting with a presumption that decisions about children's learning and school life should be taken at school level. Local authorities have different relationships with their schools and empower headteachers and teachers in a variety of ways, notably via devolved school management. Devolved school management (DSM) is essentially where local authorities pass control of a proportion of their education budgets to headteachers of secondary and primary schools or heads of early years establishments through detailed local DSM schemes which set out clear spending requirements. DSM statutory guidelines (revised in 2012) means that some management and funding decisions are already taken by headteachers at school level.

Currently, however, legal responsibilities for delivering education and raising standards in our schools sit largely with local authorities, not with the schools and teachers that teach our children and young people every day. We are committed to extending to schools responsibilities that currently sit with local authorities and to allocating more resources directly to headteachers to enable them to take decisions, based on local circumstances, to give all our children and young people the best chance of success.

Evidence shows that the quality of teaching and school leadership are the most important in-school factors in a child's outcomes. Investing in the professionalism and autonomy of our teaching profession means trusting teachers to make the best decisions for our children and young people and for our schools. That is why we are committed to empowering our teachers and schools and will ensure they have the flexibility and freedom to teach.

Question 4

What changes to governance arrangements are required to support decisions about children's learning and school life being taken at school level?

Question 5

What services and support should be delivered by schools? What responsibilities should be devolved to teachers and headteachers to enable this? You may wish to provide examples of decisions currently taken by teachers or headteachers and decisions which cannot currently be made at school level.

¹ *Improving Schools in Scotland: An OECD Perspective* OECD (2015). (Ch 3, Page 100)

Children and young people, parents and wider communities

We know that when parents are fully involved in their child's learning, and in the life and work of their school, we see better outcomes for children, parents and schools. That is why we are committed to giving a stronger voice to parents and communities in our schools. Research from the Children and Young People's Commissioner in Scotland has also shown that the level of participation of children and young people within schools can have a significant impact on attainment, so empowerment matters for them too.

Children and parents are involved in school life in a variety of different ways, including through formal mechanisms such as parent councils and pupil councils and through formal and informal interactions with teachers, other professionals and schools. Schools and individual teachers work hard to develop effective relationships with children, parents and the wider community to support learning.

Our clear objective is to devolve decision making and funding to teachers, schools and communities and to open schools up and ensure that parents, the third sector, colleges, universities and employers can better support efforts to raise attainment and ensure that young people progress into positive destinations. The work being undertaken through Developing Scotland's Young Workforce is already making progress in this area but we are interested to hear what more can be done.

Question 6

How can children, parents, communities, employers, colleges, universities and others play a stronger role in school life? What actions should be taken to support this?

Early learning and childcare

Evidence shows us that quality early learning opportunities are fundamental to supporting children and young people to succeed in life. Increasing the provision of quality early learning and childcare is a key element of the Scottish Government's approach to raising attainment. Quality early learning opportunities make a significant and lasting difference to the attainment of children and young people, particularly the most vulnerable.

The early learning and childcare sector has traditionally had strong links with communities and parents. We are committed to further empowerment in early learning and childcare settings. As we consider the expansion of early learning and childcare we are open to innovative delivery approaches where they can add value. There may be specific opportunities to encourage expansion within the social enterprise sector, and to explore how community empowerment could encourage and develop community-led provision, particularly in remote and rural areas which face unique delivery challenges.

Question 7

How can the governance arrangements support more community-led early learning and childcare provision particularly in remote and rural areas?

5. Strengthening ‘the middle’ – how teachers, practitioners, schools and other local and regional partners work together to deliver education

In *Governing Education in a Complex World*, the OECD highlights that effective governance in multi-level education systems requires models that balance local diversity with the ability to ensure delivery of national objectives, accountability with trust, innovation with risk avoidance and consensus building with decision making. Key to this is a strong and effective ‘middle’ and a focus on its processes rather than its structures.

It is important that education is based within, and is responsive to, local communities. Strengthening ‘the middle’ was a key recommendation of the OECD in their review *Improving Schools In Scotland: An OECD Perspective*. Strengthening the middle means, among other things, considering what happens above the level of the individual school or early learning and childcare setting and beneath the level of national government in Scottish education. This includes: enhancing the capacity of teachers, practitioners, early learning and childcare settings and schools to collaborate and become mutually accountable for improvement; how they work with other partners; and the role of local authorities and other partners in leading and supporting improvement in education.

The OECD highlighted the importance of building teacher leadership and social capital in improving Scottish education and increasing the capacity for collaborative working and learning across Scottish education. They also highlighted the need for greater clarity about the kinds of collaboration that work best. The Scottish Government recognises that increased collaboration and greater leadership ‘from and in the middle’ is essential.

Our ambition is for systemic, widespread and effective collaboration and professional learning across Scotland, including, but not limited to, the network of regional, inter-regional and inter-school ‘cluster’ partnerships required to innovate and lead improvement. This was a key recommendation of the OECD in their report *Improving Schools in Scotland: An OECD Perspective*. We are therefore seeking views on the ways in which groups of schools, early years providers and other local and regional partners work together to deliver and improve education.

Clusters

Collaboration and partnership working are already strong features of Scottish education. School clusters – most commonly understood as the early years, primary schools and secondary schools associated within one locality or learning community – are working right across Scotland. There are also schools which are working together in clusters or learning communities and some examples of funding being shared across clusters to deliver particular projects.

The OECD stressed the importance of creating coherent and cohesive cultures of system-wide collaboration. Not all kinds of professional collaboration are equally effective. We agree that collaboration in improving teaching, assessing, and connecting schools to take collective responsibility for each other’s improvement and results should be prioritised.

The Scottish Government is committed to encouraging school clusters and other forms of collaborative working between schools and other partners across Scotland.

Question 8

How can effective collaboration amongst teachers and practitioners be further encouraged and incentivised?

Question 9

What services and support functions could be provided more effectively through clusters of schools working together with partners?

Educational regions

The Scottish Government is committed to freeing teachers of unnecessary burdens and is taking a range of actions to de-clutter Curriculum for Excellence. We recognise there may be some functions which are best delivered at a local or regional level rather than at school level.

Currently, local authorities have primary responsibility for the delivery of education in their areas. This is supported by a range of other local and national partners such as Education Scotland and from within local communities.

The Scottish Government is committed to introducing new educational regions to ensure best practice is shared more systematically and to ensure improvement is driven collaboratively, deliberately, and continuously across Scottish education.

Whilst there are some examples of partnership working across local authorities, the OECD highlighted in particular the need for greater and more effective partnership and collaboration amongst local authorities in Scottish education. Effective and sustainable collaboration amongst partners at local and regional levels is a key component of a strengthened middle and is essential to the delivery of excellence and equity in Scottish education.

Question 10

What services or functions are best delivered at a regional level? This may include functions or services currently delivered at a local or a national level.

Question 11

What factors should be considered when establishing new educational regions?

6. A clear national framework and building professional capacity in education

It is important that every part of Scottish education understands the role it plays in empowering our professionals and creating the collaborative and innovative culture required to ensure Scottish education can be amongst the highest performing in the world.

National government is responsible for setting clear priorities for Scottish education. Getting it Right for Every Child, Curriculum for Excellence, Developing the Young Workforce, the National Improvement Framework and the Scottish Attainment Challenge are part of the national framework which the Scottish Government has put in place to support improvement and deliver excellence and equity.

The Scottish Government aims to provide clarity and purpose in the actions we take and this is demonstrated through our Delivery Plan for Scotland: *Delivering Excellence and Equity in Scottish Education*. We are rightly ambitious for our children and young people and want to provide the right support and challenge to our education system to ensure our teachers and practitioners can deliver. We also want national priorities to be joined-up across different policy areas and for there to be coherence and alignment.

We are taking a whole system approach. This means that in addition to taking action to empower schools and communities and strengthen the middle, we must consider the role of national government, other national bodies and the wider framework (including, but not limited to, the legislative framework) which supports Scottish education. This includes considering the functions of the range of national bodies which support the delivery of Scottish education such as Education Scotland, the Scottish Qualifications Authority, the General Teaching Council for Scotland, the Scottish College of Educational Leadership, the Care Inspectorate and the Scottish Social Services Council.

Leadership and support for learning comes from different places in Scottish education: the Scottish Government, local authorities, other bodies such as Education Scotland, the Care Inspectorate, the Scottish Qualifications Authority, the General Teaching Council for Scotland and the Scottish College of Educational Leadership, universities; through joint governance arrangements such as the Curriculum for Excellence Management Board; within schools themselves; through regional local authority partnerships; and a wide range of other relationships.

We need to ensure the Scottish Government and other national bodies provide the right support to deliver the empowered and flexible education system we want to see. They must support the empowerment of our teachers and build their capacity to drive improvement and raise the attainment and achievement of children and young people.

Question 12

What services or support functions should be delivered at a national level?

Teachers and practitioners access a range of support starting with their accredited qualifications and via continuous professional development throughout their careers. This support is currently provided within schools and early learning and childcare settings and through formal provision such as training opportunities provided by a range of different bodies. Professional learning is both an expectation and an entitlement. In seeking to empower practitioners and teachers we must ensure that they can all access high-quality development opportunities.

The Scottish Government is committed to strengthening the professional leadership of Curriculum for Excellence, as recommended by the OECD and bold new ways of thinking are required. We are committed to encouraging school clusters and other forms of collaboration and networking amongst teachers, practitioners, schools, early learning and childcare settings and the wider community, including employers, colleges and universities, to drive improvement across Scottish education.

Question 13

How should governance support teacher education and professional learning in order to build the professional capacity we need?

7. Fair funding – learner-centred funding

Effective governance requires funding to be fair and transparent and for resources to be available to support good decision making. The Scottish Government is committed to establishing a fair and transparent needs-based funding formula for schools.

The Scottish Government provides local authorities with the majority of their funding which is allocated using a needs-based formula. The formula takes into account a number of measurements of need including population, pupil numbers, levels of deprivation and the distances over which the services have to be delivered. It is then the responsibility of local authorities to allocate their total funding as they see fit taking into account local and national priorities.

Local authorities delegate responsibility for some aspects of the administration and management of schools to headteachers. In line with the Devolved School Management guidelines (2012), local authorities currently provide financial resources (with certain restrictions) to headteachers.

We will consult on proposals for a funding formula in March 2017 but this review offers an opportunity to comment on the principles which will underpin this formula. The way we fund schools needs to support the collaborative and flexible culture which we are seeking to develop.

If schools are to have greater control over the decisions they take, there is a clear rationale for changing the current allocation of resources to support this.

We consider that the design of a funding formula should:

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

Question 14

Should the funding formula for schools be guided by the principles that it should support excellence and equity, be fair, simple, transparent, predictable and deliver value for money? Should other principles be used to inform the design of the formula?

Question 15

What further controls over funding should be devolved to school level?

8. Accountability

Empowering our teachers and headteachers is key to delivering our vision of excellence and equity. A more empowered system requires clear and effective accountability. Accountability is described by the OECD as the challenge of holding different actors at multiple levels responsible for their actions. Ensuring an effective balance of flexibility and accountability is a challenge that is faced by all modern education systems.

Our accountability system currently includes a range of bodies with formal roles including: the Scottish Government, local authorities, Education Scotland, the Care Inspectorate, the General Teaching Council for Scotland and the Scottish Social Services Council. Education Scotland and the Care Inspectorate provide independent inspection with a clear focus on self-evaluation and improvement. The General Teaching Council for Scotland and the Scottish Social Services Council provide the professional standards for their members.

At a system level, the Accounts Commission and Audit Scotland hold local authorities and the Scottish Government to account and help them to improve. As democratically-elected representatives, local and national governments are accountable to their electorates. Scottish Ministers have powers under section 70 of the Education (Scotland) Act 1980 to intervene if local authorities are failing to fulfil their duties under the Act or any other education-related legislation.

Schools should primarily be accountable to parents and their local communities. The development of the National Improvement Framework will support parents and communities to make informed decisions and choices by providing accessible data to drive improvement and allow everyone to play their part effectively. It is important that accountability aligns with the allocation of responsibilities and resources and that there is a clarity about the level of responsibility at different levels in the system. We want our accountability and scrutiny arrangements to be joined-up where possible and to reduce the burden of scrutiny on those delivering education. It is important that we have the right governance arrangements in place to continually review the range of accountability and scrutiny systems and to ensure that these approaches are delivering improvement. Those providing scrutiny also need to be held to account on the quality and impact of their work and to ensure that approaches to scrutiny are fair, transparent and consistent.

Question 16

How could the accountability arrangements for education be improved?

Question 17

Is there anything else you would like to add regarding the governance of education in Scotland?

9. Summary of questions

Question 1

What are the strengths of the current governance arrangements of Scottish education?

Question 2

What are the barriers within the current governance arrangements to achieving the vision of excellence and equity for all?

Question 3

Should the above key principles underpin our approach to reform? Are there other principles which should be applied?

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Question 16

How could the accountability arrangements for education be improved?

Question 17

Is there anything else you would like to add regarding the governance of education in Scotland?

10. Evidence and reference materials

The Scottish Government is committed to taking an evidence-led approach to the reform of Scottish education. Our approach to this review is underpinned by current evidence on the performance of Scottish education and best practice internationally of what leads to effective governance of education systems. In particular the following reports and sources have been key.

Accounts Commission (2014) School education

http://www.audit-scotland.gov.uk/docs/local/2014/nr_140619_school_education.pdf

Scottish Government School education statistics

<http://www.gov.scot/Topics/Statistics/Browse/School-Education>

OECD (2015) Improving Schools in Scotland: an OECD perspective

<http://www.oecd.org/edu/school/improving-schools-in-scotland.htm>

OECD (2016) Governing Education in a Complex World

http://www.oecd-ilibrary.org/education/governing-education-in-a-complex-world_9789264255364-en

Mckinsey and Company (2007) How the World's Best Performing School Systems Come Out On Top <http://mckinseysociety.com/how-the-worlds-best-performing-schools-come-out-on-top/>

Mckinsey and Company (2010) Capturing the Leadership Premium

<http://mckinseysociety.com/capturing-the-leadership-premium/>

Programme for International Student Assessment (PISA) – Highlights from Scotland's results

<http://www.gov.scot/Topics/Statistics/Browse/School-Education/PISA>

Scotland's Commissioner for Children and Young People (2015) How Young People's Participation in School Supports Achievement and Attainment -

<http://www.cypcs.org.uk/ufiles/achievement-and-attainment.pdf>

The following information may also be useful in responding to this review:

What is GIRFEC (Getting it Right for Every Child)?

<http://www.gov.scot/Topics/People/Young-People/gettingitright/what-is-girfec>

Scottish Government, Delivering Excellence and equity in Scottish Education – a delivery plan for Scotland (2016) <http://www.gov.scot/Publications/2016/06/3853>

Scottish Government, National Improvement Framework for Scottish education – Achieving Excellence and Equity <http://www.gov.scot/Topics/Education/Schools/NationalImprovementFramework>

Education Scotland, Curriculum For Excellence – Building the Curriculum materials

<http://www.educationscotland.gov.uk/learningandteaching/thecurriculum/buildingyourcurriculum/curriculumplanning/whatisbuildingyourcurriculum/btc/index.asp>

Devolved School Management Guidelines (2012) The Improvement Service

<http://www.improvementservice.org.uk/documents/DSM/DSMguidelines.pdf>

Teaching Scotland's Future (2011) <http://www.gov.scot/Publications/2011/01/13092132/0>

The Crerar Review (2007) <http://www.gov.scot/Topics/Government/PublicServiceReform/IndependentReviewofReg/latest-news/TheCrerarReview>

General Teaching Council for Scotland, Professional Standards
<http://www.gtcs.org.uk/professional-standards/professional-standards.aspx>

Engaging with Families, Key Statistics
<http://engagingwithfamilies.co.uk/strategy/key-statistics/>

Engaging with Families, Further Evidence
<http://engagingwithfamilies.co.uk/useful-links/further-evidence/>

Commission on the Future Delivery of Public Services (2010)
<http://www.gov.scot/About/Review/publicservicescommission>



Annex

**Empowering teachers, parents and communities to achieve
Excellence and Equity in Education
A Governance Review**

RESPONDENT INFORMATION FORM

Please Note this form **must** be returned with your response.

Are you responding as an individual or an organisation?

- ☐ Individual
- ☐ Organisation

Full name or organisation's name

Phone number

Address

Postcode

Email

The Scottish Government would like your permission to publish your consultation response.
Please indicate your publishing preference:

- ☐ Publish response with name
- ☐ Publish response only (anonymous)
- ☐ Do not publish response

We will share your response internally with other Scottish Government policy teams who may be addressing the issues you discuss. They may wish to contact you again in the future, but we require your permission to do so. Are you content for Scottish Government to contact you again in relation to this consultation exercise?

- ☐ Yes
- ☐ No



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A BLUEPRINT FOR 2020: THE EXPANSION OF EARLY LEARNING AND CHILDCARE IN SCOTLAND

A SCOTTISH GOVERNMENT CONSULTATION

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MINISTERIAL FOREWORD



We know the early years are a crucial time in every child's life, and evidence shows that access to high quality early learning and childcare is crucial to improving children's outcomes. By giving Scotland's young people the best possible start in life we can ensure they develop the skills and confidence they need to reach their full potential.

We have already substantially increased the offer of free early learning and childcare (ELC) entitlement in Scotland.

In 2007 we increased this offer from 412.5 hours to 475 hours per year.

Through the Children & Young People (Scotland) Act 2014 (the Act) we further increased the annual entitlement to free ELC to 600 hours for all three and four year olds, and eligible two year olds.

We also, through the Act, made it a legal requirement for local authorities to consult parents in order to increase flexibility and choice over how funded hours are accessed.

This was a significant milestone – it marked the first time the right to more flexible options for childcare had been put on a statutory footing in Scotland.

We know that there is potential for the ELC system to do more to support our ambitions to close attainment and inequality gaps, and help to transform children's lives.

That is why we will almost double entitlement to free ELC to 1140 hours per year by 2020 for all three and four year olds and eligible two year olds.

The expansion provides an historic opportunity. No other policy has such potential to transform the lives of children and their families while improving the prospects of Scotland's economy in the short and long term.

Our vision is for this expansion to deliver high quality, flexible ELC which is affordable and accessible for all.

Achieving this vision and reshaping how we care for our children will not happen overnight. It will require substantial increases in the workforce and investment in infrastructure, as well as new, innovative and flexible models of delivery.

We are at a pivotal moment in developing the policy approach which will shape how this vision is delivered.

We published the *Financial review of early learning and childcare in Scotland: the current landscape* on 27th September. As a result we have a better understanding of what is working well with regard to existing provision, and where we need to think more carefully about how we take forward the expansion.

As part of *Empowering teachers, parents and communities to achieve Excellence and Equity in Education – A Governance Review* we are reviewing the system of early learning and childcare and school education.

Alongside the Governance Review we are now using this *Blueprint for 2020* consultation to seek views on the range of policy choices that we face as we take forward this commitment.

These choices will ultimately shape the future direction and structure of the ELC sector, and we want to hear a diverse range of views on these choices – from providers, delivery partners, stakeholders, and, importantly, from families.

It is no exaggeration to say that the expansion of ELC in Scotland is a transformative policy development.

I look forward to hearing your views as we shape the key policy decisions around this transformative project which will give all of our children the best possible start in life.



Mark McDonald

Minister for Childcare and Early Years

October 2016

RESPONDING TO THE CONSULTATION

We are inviting responses to this consultation by 9 January 2017.

Please respond to this consultation using the Scottish Government's consultation platform, Citizen Space. You view and respond to this consultation online at <https://consult.scotland.gov.uk/creating-positive-futures/expansion-of-early-learning-and-childcare>. You can save and return to your responses while the consultation is still open. Please ensure that consultation responses are submitted before the closing date of 9 January 2017.

If you are unable to respond online, please complete the Respondent Information Form (see "Handling your Response" below) and send to:

Early Learning & Childcare Team
Scottish Government
Area 2C North
Victoria Quay
Edinburgh
EH6 6QQ

Handling Your Response

If you respond using Citizen Space (<http://consult.scotland.gov.uk/>), you will be directed to the Respondent Information Form. Please indicate how you wish your response to be handled and, in particular, whether you are happy for your response to be published.

If you are unable to respond via Citizen Space, please complete and return the Respondent Information Form included in this document. If you ask for your response not to be published, we will regard it as confidential, and we will treat it accordingly.

All respondents should be aware that the Scottish Government is subject to the provisions of the Freedom of Information (Scotland) Act 2002 and would therefore have to consider any request made to it under the Act for information relating to responses made to this consultation exercise.

Next Steps in the Process

Where respondents have given permission for their response to be made public, and after we have checked that they contain no potentially defamatory material, responses will be made available to the public at <http://consult.scotland.gov.uk>. If you use Citizen Space to respond, you will receive a copy of your response via email.

Following the closing date, all responses will be analysed and considered along with any other available evidence to help us. Responses will be published where we have been given permission to do so.

Comments and Complaints

If you have any comments about how this consultation exercise has been conducted, please send them to ELCexpansionconsultation@gov.scot.

Scottish Government Consultation Process

Consultation is an essential part of the policy-making process. It gives us the opportunity to consider your opinion and expertise on a proposed area of work.

You can find all our consultations online: <http://consult.scotland.gov.uk>. Each consultation details the issues under consideration, as well as a way for you to give us your views, either online, by email or by post.

Consultations may involve seeking views in a number of different ways, such as public meetings, focus groups, or other online methods such as Dialogue (<https://www.ideas.gov.scot>)

Responses will be analysed and used as part of the decision making process, along with a range of other available information and evidence. We will publish a report of this analysis for every consultation. Depending on the nature of the consultation exercise the responses received may:

- indicate the need for policy development or review
- inform the development of a particular policy
- help decisions to be made between alternative policy proposals
- be used to finalise legislation before it is implemented

While details of particular circumstances described in a response to a consultation exercise may usefully inform the policy process, consultation exercises cannot address individual concerns and comments, which should be directed to the relevant public body.

INTRODUCTION

The Scottish Government's aim is to make Scotland the best place in the world to grow up, and to give all of our children the best possible start in life.

It is widely acknowledged that the provision of universally accessible and high quality ELC enriches children with skills and confidence to carry into, and multiply, throughout their schooling, and is a cornerstone for closing attainment and inequality gaps.

That is why we will deliver a transformative change in the ELC provision by almost doubling the free entitlement to 1140 hours per year by 2020.

Through this *Blueprint for 2020* consultation we have set out the Scottish Government's high level vision for the expansion in ELC provision in Scotland. A vision underpinned by the principles of Quality, Flexibility, Accessibility and Affordability.

We are at a pivotal moment in developing the policy approach which will shape how this vision is delivered. As part of *Empowering teachers, parents and communities to achieve Excellence and Equity in Education – A Governance Review*, which was published on 13th September 2016, we are reviewing the way ELC and school education is organised¹. That is predicated upon a strong and shared commitment to the vision of excellence and equity for all children and young people across Scottish education.

Alongside the *Governance Review* we are now using the *Blueprint for 2020* consultation to seek views on the range of policy choices that we face as we take forward this commitment.

We want to hear a diverse range of views on these choice – from providers, delivery partners, stakeholders, and, importantly, families.

Giving All of Our Children the Best Possible Start in Life

We know that poverty and inequality act to limit the opportunities for some children in Scotland.

Disadvantages experienced from birth onwards can impact adversely on the life chances of our children, and result in poor health, employment, educational and social outcomes. For example, estimates suggest that by age 5, children in more advantaged circumstances are between 11-18 months ahead in their vocabulary skills and between 6-13 months ahead in their problem solving ability².

We are determined to close this attainment gap, and to open the doors of opportunity to all our young people no matter their family background.

This is why we are focussed on supporting children and families.

¹ <http://www.gov.scot/EducationGovernanceReviewConsultation>

² Bradshaw, P (2011) Changes in Child Cognitive Ability in the Pre-school Years, Edinburgh, Scottish Government <http://www.scotland.gov.uk/Resource/Doc/350161/0117210.pdf>

Box 1: Getting It Right For Every Child

GIRFEC is the Government's national approach that aims to improve outcomes for all children and young people in Scotland. Our approach underpins all our work with children and young people and means working across organisational boundaries and putting children and their families at the heart of decision making. It plays a fundamental part in realising the Scottish Government's goal of giving all our children and young people the best possible start in life.

Our approach is about everyone working together to support every child and young person's wellbeing – by spotting and dealing with issues as early as possible, and working with parents and services before they escalate into potential crisis.

A key part of this approach is the Named Person service. This will be a point of contact available to parents, children and young people to make getting help and advice more straightforward. Delivered by health and education services, the Named Person service is an entitlement which will support children and families. A Named Person does not replace, change or undermine the role of a parent and nothing in the Named Person provisions in the Act changes the rights and responsibilities of parents to raise their children and provide for their wellbeing needs.

This support begins at pre-birth, with appropriate pre-natal care and advice for mothers, including, from 2017, the delivery of a baby box offering essential items for a child's first weeks to the families of all newborn babies in Scotland, and continues throughout the child's journey. Health visitors also play a pivotal role in early intervention, promoting social inclusion, reducing health inequalities and supporting the ability of families to parent within local communities through the provision of universal services. The Scottish Government is continuing to invest in delivering 500 additional Health Visitors and will also provide continuing professional development to the existing Health Visitor workforce.

We recognise that parents are the primary caregivers and influence in a child's life, and that a high quality home learning environment is important for the child.

This range of support can help support parents and primary caregivers to deliver an enriched home learning environment, and to ensure a successful transition for children into ELC.

Where this is then supported by high quality ELC, it has the potential to enhance a child's all-round development and have a long lasting impact on their attainment.

The delivery of an overall system of ELC that is built upon ensuring high quality and providing provision that is flexible, accessible and affordable will provide a key contribution to our ambition to eradicate child poverty, as will be set out in a new Child Poverty Bill.

Expanding entitlement to ELC is also one of the most important tools to support long-term inclusive growth in Scotland's economy (see Box 2).

Parents and carers benefit from a high quality, flexible system as it helps to support people into work, training or further study which may not have previously been accessible.

Box 2: Economic Impact of the ELC Expansion

There will be a range of economic impacts associated with the expansion in ELC entitlement, in particular on the labour market, which will help support inclusive growth.

The expansion, with an increased focus on flexibility, will help to provide more opportunities for some parents to move into employment, increase their hours of work, or to study. An increase in the supply of labour is a key driver of long-term economic growth performance.

By helping to close the attainment gap and contributing to our preventative actions to reduce Child Poverty, the expansion has the potential to generate longer-term benefits to the public finances.

In order to deliver the expanded entitlement there will need to be a considerable scaling up of the workforce in the ELC sector.

These employment opportunities will be spread across all local authority areas, and within many of our most disadvantaged communities, with a range of roles across different qualification levels. This presents a considerable opportunity to further support our ambitions around inclusive growth.

The creation of these new opportunities may help to support, and potentially create, wider employment opportunities across local economies in other sectors (e.g. some of the increased income levels amongst new ELC workers would be expected to be spent within the local economy).

The expansion will also be underpinned by a substantial programme of infrastructure development, which will help to support employment across the construction sector.

Progress to Date

We have already substantially increased the offer of free ELC entitlement.

In 2007 we increased the offer from 412.5 hours to 475 hours per year, and then through the 2014 Act we further increased the annual entitlement to free ELC to 600 hours for all three and four year olds, and to eligible two year olds.

The Scottish Government has committed £969.2 million over 6 years (from 2014/15) to local authorities to support implementation of the ELC elements of the Act.

The Act **introduced the new term of 'early learning and childcare'** to capture the learning journey that takes place from birth, and reflects EU and OECD recommended models of integrated education and care.

But we know it's not just about the number of hours provided, and that provision must be of a high quality. We are aware that access to free provision can be problematic for some families. That is why, crucially, the Act made it a legal requirement for local authorities to increase flexibility and choice in how funded hours are offered, informed by ongoing consultation with parents.

This was a significant milestone – putting the right to more flexible options for early learning and childcare on a statutory footing in Scotland for the first time, with local authorities required to consult at least once every two years with representative groups of local parents on patterns of ELC and Out of School Care (OSC) provision which will best meet their needs.

Implementing Early Learning and Childcare under the Children and Young People (Scotland) Act 2014: Progress Update highlights that the majority of local authorities have improved flexibility since 2014 by increasing the number of options available to parents and carers to take up ELC³.

The Scottish Government has developed statutory guidance to support local authorities with implementation, and published *Building the Ambition*, practical guidance for practitioners to complement the statutory guidance. *Building the Ambition* supports practitioners to deliver high quality ELC experiences for children from 0-5 years old.

Transformation in ELC Entitlement

However, we know that there is potential for the ELC system to do more to support our ambitions to close the attainment gap, and ensure that every child is ready for learning and able to succeed throughout their education.

That is why we are now working towards almost doubling entitlement to free ELC to 1140 hours per year by 2020 for all three and four year olds and eligible two year olds. The expansion will provide greater flexibility as to how such an entitlement can be accessed throughout the year, whilst ensuring that provision meets the needs of all children, including those with additional support needs.

Expanded ELC has huge potential to improve outcomes for all our children. It is a gateway to children getting the right start and will help to ensure that our children develop as successful learners, confident individuals, responsible citizens and effective contributors.

It will require not just substantial increases in the workforce and investment in infrastructure, but also new, innovative and flexible models of delivery.

We are also committed to further empowerment of ELC settings and exploring the most effective means of delivery⁴. For example, the expansion in ELC entitlement offers the potential for innovative delivery approaches where they can add value, in particular for community-led ELC provision.

³ *Implementing Early Learning and Childcare under the Children and Young People (Scotland) Act 2014: Progress Update*, Scottish Government, October 2016 <http://www.gov.scot/Publications/2016/10/2788>

⁴ *Empowering Teachers, Parents and Communities to Achieve Excellence and Equity in Education: A Governance Review*, Scottish Government, September 2016 <http://www.gov.scot/Publications/2016/09/1251>

NEXT STEPS

A substantial amount of planning and research work is currently being undertaken to inform the expansion including: the commencement in January 2017 of a programme of trials to test new and innovative ELC delivery models across Scotland; development of new, leading, good-design guidance for ELC settings to be published in summer 2017; a substantial recruitment drive across the ELC sector and the development of an associated Skills Investment Plan for the ELC sector; and strategic planning with partners for an intensive programme of infrastructure investment.

We are committed to continuing to work with stakeholders on the development of the expanded ELC policy, and are grateful for the input from the ELC Strategic Forum⁵ and others in helping to shape the vision and high level objectives for the expansion as set out in this document.

We now invite, as part of this consultation, a diverse range of views on the key policy choices for delivering this vision.

The Expansion to 1140 Hours

Vision

“Make Scotland the best place in the world to grow up in by improving outcomes and reducing inequalities for all babies, children, mothers, fathers and families across Scotland to ensure that all children have the best start in life and are ready to succeed”

(Children and Young People (Scotland) Act (2014))

Our vision is for high quality, flexible ELC which is affordable and accessible for all.

High quality ELC can contribute to our wider actions to close the attainment gap, delivering opportunities to our young people no matter their family background⁶.

By 2020 all three and four year olds, and eligible two year olds, will be entitled to 1140 hours of free ELC provision – almost double current levels of entitlement.

Our aims for the expansion in ELC entitlement are that it will:

- Improve outcomes for all children, especially those who will benefit most;
- Support the wider programme of work to close the attainment gap, as set out in *Delivering Excellence and Equity in Scottish Education: A Delivery Plan for Scotland*⁷;
- Increase the flexibility of provision to support parents to work, train or study, especially those who need routes into sustainable employment and out of poverty;
- Help support parents to improve and enrich the home learning environment by integrating ELC with the range of family support;
- Support transitions through early years settings and into school to ensure continuity and progression through the learner journey;
- Provide a key contribution to our ambition to reduce child poverty;

⁵ The ELC Strategic Forum, chaired by the Minister for Childcare and Early Years, advises the Scottish Government on strategic direction and implementation of early learning and childcare and out of school care policy. They have met three times since they were formed in November 2015.

⁶ Scottish Government (2016) Tackling Inequalities in the Early Years: Key Messages from 10 Years of the Growing Up in Scotland Study. p. 18. <http://www.gov.scot/Publications/2015/10/7513>

⁷ <http://www.gov.scot/Publications/2016/06/3853>

- Be underpinned by a funding model which ensures the long-term sustainability of the system (which will be considered along-side our commitment to establish a fair and transparent needs-based funding formula for schools);
- Provide substantial new employment opportunities across all of Scotland with a range of roles across different qualification levels, supporting local economies; and
- Reduce the costs that parents and carers face in paying for childcare by providing an average annual saving of £3,000 per child when compared to the provision available prior to 2007.

Objectives for Expanded ELC

Our actions to develop the expanded ELC entitlement will be built upon the following high level themes:

- **Quality** – the expansion will ensure a high quality experience for all children, which complements other early years and educational activity to close the attainment gap, and recognises the value of those we entrust to give our children the best start in life;
- **Flexibility** – ensures that the expansion supports parents and carers in work, training or study, and that patterns of provision are better aligned with working patterns whilst delivering this in a way that ensures a high quality experience for the child;
- **Accessibility** – ensures that early learning and childcare capacity is sufficient and is as conveniently geographically located as possible – particularly in areas of higher deprivation and in rural communities – to support families and enable parents and carers to work, train and study, while also appropriately meeting the needs of children who require additional support and parents who request ELC through the medium of Gaelic; and
- **Affordability** – the expansion will increase access to affordable ELC which will help to reduce barriers to participating in the labour market which parents and carers face.

There are clear linkages across all of these principles. However, as the detailed work progresses on the development of the overarching programme it is possible that there may be tensions between some policy ambitions. For example, whilst increased flexibility will be a key objective of the expansion, this must be delivered in a way which also supports increases in the quality of provision.

Ensuring a high quality experience for the child is the key objective of the expansion.

The sections that follow provide more detail on how we envisage each of these themes will be reflected in the expansion, setting out the key policy questions where we are seeking input.

QUALITY

A Focus on Strengthening the Quality of ELC Provision

A key principle underpinning the expansion of ELC entitlement to 1140 hours is that the considerable increase in the quantity of free hours will not be delivered at the expense of quality. Indeed, the focus will be on strengthening the quality of the offer.

We know that the home learning environment continues to be most influential for children. However, the expansion, particularly when delivered alongside other family support, provides a real opportunity to strengthen the foundations of a child's early learning journey.

This will require strong linkages between ELC provision and the wider range of Early Years support provided to children and families.

The expansion will continue to ensure a high quality experience for all children, supporting positive child development and helping children to develop their physical, cognitive and social skills, including their ability to self-regulate.

From the earliest stage, the aim is to equip every child with the early speech, language and communications skills and the foundations for numeracy to support their learning and achievement and ensure that every child has the same chance to succeed.

This learning starts in the home, and ELC provision must be integrated with support for families, in particular in supporting parents and carers to improve and enrich the home learning environment. For example, through initiatives such as PlayTalkRead⁸ and Bookbug⁹ we are providing support and material to help parents and carers to bond with and give their children the best start in life, and have some fun at the same time.

This will be complemented by high quality ELC provision which will benefit all children. However, for young children who face the greatest disadvantages additional support may be required to support our ambition to close the attainment gap.

That is why we have committed to ensuring that by 2018, nurseries in our most deprived areas will benefit from an additional qualified teacher or graduate. This commitment will mark an important step in our ambition to increase the overall skills and qualifications profile of the sector, providing opportunities for current practitioners to upskill.

The expansion will support the vision, set out in our National Improvement Framework¹⁰, of an education system which delivers both **excellence** and **equity** in equal measure for all children in Scotland.

It will complement other early years and educational activity, such as GIRFEC and our Play Strategy and accompanying Action Plan, to help those children who stand to benefit the most. It will also make a vital contribution to our efforts to make demonstrable progress in closing the attainment gap that currently exists between the most and the least disadvantaged children during the lifetime of this Parliament and to substantially eliminating the gap over the next decade.

Curriculum for Excellence (CfE) has supported a shift in how children's learning is supported by introducing a broader curriculum, more hands-on learning and play-based opportunities. This has provided a continuous, coherent curriculum from 3-18 years which supports continuity and progression.

8 <http://playtalkread.scot/>

9 <http://www.scottishbooktrust.com/bookbug>

10 <http://www.gov.scot/Topics/Education/Schools/NationalImprovementFramework>

CfE guidance is supplemented by *Building the Ambition*¹¹, published by Scottish Government in August 2014, which contains guidance for ELC practitioners who work with children from 0-5 years old; and, sets out how high quality interactions and experiences can be delivered within caring and nurturing environments.

CfE will continue to encourage and support developmentally appropriate early years pedagogy across the early level, promoting active learning which engages and challenges children's thinking using real-life and imaginary situations and making effective use of play-based learning.

ELC settings have embraced Curriculum for Excellence's emphasis on a broader learning experience, including active learning and learning outdoors. For example, they will organise age-appropriate outdoor activity in keeping with guidance contained in the Care Inspectorate's *My World Outdoors*¹², published in March 2016, for all children, including one hour a week outside.

As part of the expansion we will seek to ensure that appropriate provision is available for parents and carers wishing to access ELC provided through the medium of Gaelic.

We will also consider in planning for the expansion how best to incorporate free school lunches in order to improve health and wellbeing at this crucial stage in a child's development.

Supporting Children's Transition Through Their Early-Learner Journey

Children face a number of transitions throughout their learner journey. For example, from the home to early learning and childcare, across different early learning and childcare settings, within those settings, and into school.

The system must ensure that these transitions support continuity, coherence and progression.

The Early Level of CfE spans the final two years of ELC and the first year of primary school to encourage seamless progression in learning across this key transition period.

ELC practitioners, and teachers working across the early level, have a key role to play in this and supporting transitions. Training and qualifications reflect a high degree of specialist knowledge about early childhood development and pedagogy.

Question 1: How do we ensure children are fully supported at the transition stages throughout their early-learner journey? What support should be provided to ensure that the ELC workforce and teachers have the skills, knowledge and capacity to support transitions?

Question 2: What support is required to ensure that the ELC workforce have the skills, knowledge and capacity to deliver high quality provision for two year olds? How can the ELC sector best meet the specific learning, developmental and environmental needs of two year olds? What approach should be taken on the transition for these children when they turn three?

11 <http://www.gov.scot/Resource/0045/00458455.pdf>

12 <http://hub.careinspectorate.com/improvement/my-world-outdoors/>

A Highly Qualified and Diverse ELC Workforce

Ultimately, the delivery of a quality ELC experience will continue to be driven by the dedicated and highly skilled and qualified ELC workforce. Scotland is already leading the way across the UK in its ambition to have a highly qualified and regulated workforce.

The expansion will see this workforce grow substantially, resulting in the creation of new positions across all grades providing employment opportunities for new entrants to the sector, as well as progression opportunities for existing staff.

A programme of training and recruitment will commence from the 2017-18 academic year to bring in the first cohort of new workers required to deliver the expansion.

Box 3: The Early Learning and Childcare Workforce in Scotland¹³

Overview of the ELC Workforce

The *Financial review of early learning and childcare in Scotland: the current landscape* highlighted that for 2015:

- The whole daycare of children workforce, covering all providers regardless of whether they offer the funded entitlement, comprises 39,450 staff, of whom 33,460 are in the daycare sector, 5,570 are childminders and 440 work in childcare agencies. Within the daycare of children workforce are 1,600 teachers.
- Of the overall workforce, around 23,000 deliver the funded entitlement.
- 40% of the daycare of children workforce work in local authority settings, 40% in private settings and 20% in the non-profit sector.
- Around half of the childcare workforce works part-time. The total childcare workforce works an estimated average of around 27 hours per week.

Increasing the diversity of the ELC workforce as part of the expansion will be a key challenge.

Currently the majority of ELC workers are female (96% in daycare services, 93% in childcare agencies). Apart from around 20 male childminders, all childminders are female. Median age across the childcare workforce is 36 years but differs by employer type. While the median age in public daycare settings is 43 years, it is 28 years in private and 36 years in the voluntary sector. This suggests that there is a tendency of childcare workers to move towards the public sector as they gather more experience.

Qualifications and Registrations

Depending on the specific post or job function, there are several routes to working in the childcare sector. For example, the role of a nursery teacher requires Qualified Teacher Status which can be obtained by completing Initial Teacher Education by holders of a postgraduate degree in Education (or equivalent qualifications). There are also academic degrees (BEd or BA/BSc with Qualified Teacher Status) which directly award Qualified Teacher Status.

All staff working in daycare of children services (except childminders) need to be registered with SSSC or another regulatory body such as the General Teaching Council (GTC) and to be working towards achievement of certain qualifications. In particular, this means that care workers in supporting roles are required by the terms of registration to hold or be working towards a relevant practice qualification at SCQF level 6/SVQ level 2 (e.g. National Certificate) or above.

Care workers in roles with more responsibility are required by regulation to hold or work towards at least a relevant degree at SCQF level 7/SVQ level 3 (or comparable).

Managers of daycare services need to hold or be working towards the BA Childhood Practise Degree.

It is estimated that in 2015, 15% of the daycare workforce either held or were working towards a qualification at SVQ level 2, 67% held or were working towards a qualification at SVQ level 3 and 19% held or were working towards a relevant university degree.

Childminders do not have to register with the SSSC and therefore are not subject to the above qualification requirements. Instead, they need to register as a childminding service with the Care Inspectorate. In order to apply successfully, they have to demonstrate relevant experience. In addition, the premises where the service is provided needs to be fit for purpose and the service needs to make appropriate health and safety provisions.

¹³ *Financial review of early learning and childcare in Scotland: the current landscape*, Scottish Government, September 2016 <http://www.gov.scot/Publications/2016/09/8729>

It will be vital to ensure that, as part of the expansion, the skills and qualifications profile of the ELC workforce is raised, diversity is increased, and there is greater gender balance in the workforce.

This will require an increased focus on making a career in ELC a more attractive long term proposition including strengthening career progression routes within the ELC workforce, wider education sector and beyond. That is true for younger people newly entering the labour market as well as those who may wish to change career.

This will ensure that children can benefit from the skills and knowledge of highly effective early childhood experts in their early years, with a variety of role models which better reflects broader society.

A Skills Investment Plan (SIP) for the ELC sector will be produced by January 2017. This will ascertain the current qualifications and skill set within the workforce as well as identifying opportunities to widen the skill set within the sector.

However, improving career pathways for ELC workers is only one part of the solution and it will also be important to address some societal perceptions which restrict the diversity of the workforce. Our early marketing work, which will inform our recruitment campaign for attracting new ELC workers, suggests that such perceptions can be a particular barrier for attracting (and retaining) more male workers to the sector.

Question 3: How can the qualification routes and career paths that are open to early learning and childcare practitioners be developed to ensure that the ELC sector is seen as an attractive long-term career route?

Question 4: How can we increase the diversity of the ELC workforce, in particular increasing the gender balance in the sector?

To make a career in ELC a more attractive long-term proposition, will require Fair Work practices¹⁴ to be encouraged across the sector. This includes ensuring that workers within the sector are appropriately remunerated, and that they have an ability to combine work with their own family commitments.

All practitioners and supervisors working in public sector ELC settings will be earning at least the living wage. However, It was therefore disappointing, and concerning, that the analysis presented in *Financial Review of early learning and childcare in Scotland: the current landscape* estimated that around 80% of practitioners and 50% of supervisors in partner provider settings are paid less than the Living Wage.

The Scottish Government is committed to promoting Fair Work practices across all sectors, and our aspiration is that all workers should be paid at least the Living Wage.

Question 5: How can payment of the Living Wage and wider Fair Work practices be encouraged across the ELC sector?

¹⁴ <http://www.gov.scot/Resource/0048/00483454.pdf>

ELC Settings Designed to Maximise the Experience for Children

ELC will take place in physical environments, indoors and out, designed to maximise the experience for children and improve the quality of learning.

In order to ensure that world class settings for delivering high quality ELC are delivered we are working with partners, including the Care Inspectorate and Scottish Futures Trust, to develop new good design guidance for all ELC settings, which we will publish by summer 2017.

This will include, amongst other things, encouragement to include well-designed outdoor space in all new-built and refurbished or extended ELC settings created as part of this expansion. Space will be designed to be welcoming and inclusive of parents and carers too.

We know the benefits of outdoor learning, exercise and play for young children in terms of their health and wellbeing, physical and cognitive development.

This is why we will encourage ELC providers to ensure that children have opportunities for exciting and challenging physical activity, including, as a minimum, one hour a week outside.

Question 6: What actions should be taken to support increased access to outdoor learning, exercise and play?

National Quality Standards and Inspection

We will continue to ensure that the ELC entitlement will be underpinned by national quality standards which focus on delivering positive experiences for children and are directed at achieving positive outcomes.

The Scottish Government's new statutory National Care Standards, due for publication in 2017, will set out radical, child-centred and outcome-focused expectations of quality across all care and health provision, including how ELC is provided and commissioned.

These will be supported by appropriate sector-led guidance, including Education Scotland's *How Good is our Early Learning and Childcare?*¹⁵ quality indicators, and Care Inspectorate expectations and guidance, as well as Scottish Government led design guidance for early years.

The Care Inspectorate and Education Scotland currently inspect and regulate ELC provision.

These inspectorates operate under different legal bases and work to different sets of Quality Indicators/Frameworks. This situation stems from the position whereby the part-time "pre-school education" entitlement was previously conceptualised as something distinct from the provision of "childcare" offered around the entitlement and concerned more with meeting children's wider needs than with promoting or supporting early learning specifically.

The Act introduced the term "early learning and childcare" to break down the conceptual barriers that had existed between "pre-school education" and "childcare" and to establish that the two are indivisible in reality, as young children learn through play and require nurturing and supportive environments in which to do so. In this context, the two inspectorates have, in recent years, started to work ever more closely together, conducting shared inspections, developing their Quality Frameworks to be more holistic in nature and collaborating on areas such as the inspection of childminders.

¹⁵ <http://www.educationscotland.gov.uk/learningandteaching/earlylearningandchildcare/selfevaluation/index.asp>

As highlighted in *Empowering teachers, parents and communities to achieve Excellence and Equity in Education – A Governance Review* it is important that our accountability and scrutiny arrangements are joined-up where possible in order to reduce unnecessary scrutiny. It is important that we have the right governance arrangements in place to continually review the range of accountability and scrutiny systems and to ensure that these approaches are delivering improvement. Those providing scrutiny also need to be held to account on the quality and impact of their work and to ensure that approaches to scrutiny are fair, transparent and consistent.

In light of this and the recent convergence in notions of education and care in early years, and in the context of planning for the extension of funded ELC entitlement by 2020, it is timely to consider how we can build on the excellent work the inspectorates have undertaken in recent years to create a more streamlined and holistic system supporting quality improvement in ELC.

Question 7: How could accountability arrangements for early learning and childcare be improved?

FLEXIBILITY

A Wider Range of Choice and Options for Parents and Carers

Improving access to affordable ELC also helps to reduce barriers to participating in the labour market which parents and carers face. For example, the OECD's *Doing Better for Families* report highlights that childcare constraints often play an important role in parents' work decisions, and that provision of more comprehensive childcare helps remove barriers to employment¹⁶.

Building on existing and current flexible models of provision the expansion will support parents and carers in work, training or study. This will require patterns of provision that are better aligned with working patterns and diverse family needs.

The Scottish Government has provided additional funding to local authorities to support the increase in flexibility required as part of the Act and the increase to 600 hours free entitlement per year. As a result, parents and carers are starting to access increased flexibility through a wider range of choice and options.

Local authorities are also required to consult representative groups of parents at least once every two years on the patterns of ELC and OSC care that best meets their needs. The guidance states that local authorities should specifically consult parents who may have a range of needs, including families affected by disability and ethnic minority parents.

In practise this has meant moving away from a default model of 5 x 2.5 hour in the morning or afternoon sessions a week; to, other options that meet a range of parental needs. For example, 5 x 3 hour 10 minute sessions, 4 x 4 hour sessions, or 2 x 8 hour sessions, with options to integrate additional unfunded hours to improve consistency for the child. This is within a **minimum framework** of 2.5 hours a day to a maximum of 8 hours a day, not necessarily confined to term time.

The expansion to 1140 hours per year will provide greater opportunities for flexibility. Drawing on the regular consultations with parents and carers, local authorities, working with their delivery partners, will need to continue to adapt provision to offer greater choice and flexibility which will be inclusive of those parents who find it difficult to access childcare.

This will require a range of ELC delivery options which meet the needs of parents and carers across all of Scotland, including increased levels of provision which more closely tie in with working hours. This could, for example, result in local authorities considering options for extending the hours that ELC settings located within a school are open beyond the school day, a greater range of community based services or mixed sector provision to provide high quality ELC across the working day.

It is also likely that there will be variations in the appropriateness of delivery models for different families. For example, to what extent is the system able to adapt to the requirements of workers with more irregular working patterns (e.g. shift workers, etc)?

However, an increase in flexibility must be delivered in a way that ensures a high quality experience for the child.

Question 8: What factors must be considered in delivering flexible ELC provision, while continuing to ensure a high quality service? To what extent could funded ELC support parents and carers with non-standard working hours, such as working shifts and weekends?

16 OECD (2011), *Doing Better for Families* <http://www.oecd.org/social/soc/doingbetterforfamilies.htm>

Flexibility Driven by A Diverse ELC Sector

The ELC sector is diverse with around 3,700 childcare providers (for children of all ages), of whom 2,500 are currently offering the funded entitlement. In addition, there are 5,600 childminders¹⁷.

Excluding childminders, who are 100% private, 46% of all services are run by local authorities, 29% are run by the private sector and 25% are run by the voluntary sector.

Within the current system local authorities will often contract with partner providers in the private and voluntary sectors to offer the funded entitlement.

Financial review of early learning and childcare in Scotland: the current landscape highlighted the key role that partner providers play in offering the funded entitlement, accounting for around 1,000 of the 2,500 settings offering the entitlement (with around 1,500 run by local authorities).

Partner providers play a particularly important role in offering flexibility.

As part of the *Financial Review* we have collected detailed financial data from both local authorities and partner providers. This has provided a comprehensive overview of the costs involved in the delivery of ELC provision.

The review highlights that:

- Local authority provision of ELC is significantly more costly than in partner provider settings.
- The gap between local authority and partner provider costs is overwhelmingly explained by the relatively lower rates of pay in partner settings. We estimate that around 80% of practitioners and 50% of supervisors in partner settings are paid less than the Living Wage (£8.25 an hour).
- On average, local authority payments to partner providers (to offer the entitlement) are found to at least cover the current costs for the majority of partner providers.
- The funding agreed and allocated so far to meet the requirements of the Act for the expansion to 600 hours of entitlement does not appear to have been fully matched by spending increases in most local authorities.

Delivering greater choice requires effective and sustainable partnerships between public sector providers and partner providers in the private and third sectors.

Whilst the Financial Review finds that the current rates provided to partner providers by local authorities cover, on average, costs for the majority of providers, as highlighted earlier this reflects a cost base where large numbers of the workforce in these settings are earning below the living wage. As well as not being aligned with our vision for the ELC workforce, it also raises concerns regarding the long-term sustainability of the business model for some partner providers (particularly as the level of free entitlement will almost be doubled).

A potential approach to strengthen sustainability, and to encourage all partner providers to pay the living wage, could be through the introduction of guaranteed, or recommended, rates for partner providers. These rates could vary to reflect different circumstances, for example, for different age groups or if a child has additional support needs or disabilities, etc.

Question 9: How can we ensure fair and sustainable funding for all providers offering the ELC entitlement?

¹⁷ Scottish Government 2016 *Financial review of early learning and childcare in Scotland: the current landscape* <http://www.gov.scot/Publications/2016/09/8729>

New and Innovative Flexible Delivery Models

The expansion will require new and innovative models for delivering ELC. These potential models will be explored in the ELC Delivery Model trials (see **Box 4**), which will commence in January 2017.

Box 4: Early Learning and Childcare Delivery Model Trials

In January 2016 the First Minister announced that a series of trials would be run to test a variety of models for delivering the ELC expansion to 1140 hours:

“By trialling different methods with local authorities and childcare providers, we will be better able to understand what parents and children need and want, and what is actually working. This will be crucial as we move forward with our transformational expansion of childcare.”

The Scottish Government is providing £1 million of investment to support the programme of trials, which will commence in January 2017.

Key Trial Themes

In June 2016 the Scottish Government published an analysis of the consultation responses to the ELC Trials Discussion Paper (<http://www.gov.scot/Publications/2016/06/1559/0>). The responses provided a helpful steer on the key aspects, in terms of geography and focus, that should be captured across the range of trials.

Building on these the overall programme of trials to be structured so that as many as possible of the following aspects are covered:

- Involvement of childminders, including ‘blended’ models involving provision in both group and domestic settings
- Provision for eligible two year olds
- Provision for children with additional support needs
- Extended opening hours (covering day and/or year)
- Locations in areas of high rurality
- Locations in highly urbanised areas
- Locations in areas of high deprivation (SIMD)
- Holistic model of provision, integrated with other services for children and their families
- Outdoor nursery provision
- Innovative models of workforce deployment
- Involvement of private and third sector partner providers
- Build on, and expand, current successful models of delivery

In early 2018, following the completion of the ELC delivery model trials, and the monitoring and evaluation phase, guidance will be published, which draws on key learning from the trials, to help local authorities tailor their provision for 2020.

Innovative approaches will be required in all parts of the ELC sector.

For example, as part of the expansion, ELC providers could be incentivised to deliver new, innovative and collaborative approaches to extending capacity. This could be through capacity which is co-funded by closely located employers across the private and third sector. Such approaches could extend to include Further and Higher Education providers – who will require ELC capacity for students who are parents – as well as larger public sector employers.

Potential for an Enhanced Role for Childminders

There are around 5,600 childminders in Scotland, caring for over 31,000 children.

We know that in many local authority areas, childminders are entering into partnerships to deliver the 600 hours of entitlement, particularly for the eligible two year olds. When local authorities contract with childminders they do so within their own quality assurance frameworks.

The Scottish Government consider that childminders and community childminders have a potential key role in expanded funded provision, especially for younger children.

This could be through, for example, increased use of 'blended models of ELC' which involve children spending time in both a nursery setting and with a childminder. We will explore such approaches as part of the programme of delivery model trials.

As part of our work to strengthen the role of childminders we are working with partners to develop and publish in autumn 2017 a new learning and development pathway for childminders to ensure best practice in the profession.

Question 10: What more can we do to promote and support the involvement of childminders in the entitlement to ELC? What are the barriers, if any, to becoming a childminder? How can we ensure quality while preserving the unique value of home-based care?

Supporting Parents and Carers to Work Flexibly

Parents and carers must also be supported to work flexibly. The Scottish Government will continue to ensure that its own recruitment, promotion and 'managed move' practices set an example for the rest of the public sector in terms of flexible working approaches. By the end of 2016, we will commission a Flexible Jobs Index for Scotland to determine the availability of flexible jobs in Scotland.

The recently published Small Business Survey¹⁸ suggests that there is considerable scope for improvements in the flexible working offer Small Medium-sized Enterprises (SMEs) make to their employees: over one quarter of firms offered none of the key flexible working arrangements to their staff.

To explore how to address this in 2017 we will pilot mentoring on flexi-recruitment issues for SMEs from an expert third party.

¹⁸ <http://www.gov.scot/Topics/Economy/ASBS>

ACCESSIBILITY

As ELC delivery models become more flexible it is vital to also ensure that provision is accessible.

There are a number of aspects of accessibility including:

- Ensuring equality of access for all children;
- Ensuring that the provision appropriately meets the needs of children with additional support needs;
- Ensuring that there is sufficient provision across different geographies, in particular in rural and island communities;
- Giving consideration of the proximity of ELC provision to places of work or study or other facilities providing care for children (such as OSC);
- Taking account of the particular issues for parents and carers who are reliant on public transport in order to access work; and
- The interface for securing ELC entitlement, and related support, is clear, as simple as possible and accessible.

ELC provision must be delivered in a way that ensures equality of access for, and accounts for the varying needs of, all children. These needs can vary depending on a number of factors, including whether a child is disabled or has additional support needs, is from an ethnic minority background, or lives in a deprived area.

Question 11: How do we ensure that the voice of children and their families is heard as we plan this expansion?

We will continue to support implementation of the Additional Support For Learning Act 2004 (as amended), to ensure children's additional support needs are identified and provided for. That includes those who are identified from birth as having a disability and are brought to the attention of the education authority as needing additional support.

For example, we have committed to revising and improving the statutory guidance on the 2004 Act. We will promote the Enquire website to ensure parents and carers are aware of the support they and their child are entitled to, as well as how to access that support. These actions will strengthen the support for all children with disabilities and additional support for learning needs.

Question 12: How can we ensure equality of access for all children? What barriers do children with disabilities and additional support needs currently face in accessing early learning and childcare? What further action is required to address these barriers?

Holistic Delivery Models

The ELC expansion will be supported by a targeted programme of infrastructure investment that has included a focus on boosting capacity in current areas of poor availability (which can often be deprived areas or rural communities).

This investment will consider whether different delivery solutions are required for some areas, particularly those with more difficult to reach families, such as in deprived areas. For example, Box 5 highlights that holistic delivery models may be one potential solution. As part of a hub approach, ELC could be delivered alongside other, co-located, services for children and families, including Speech and Language Therapists and Family Link Workers.

Such approaches could potentially support higher take-up rates amongst eligible two year olds, and other groups less likely to access entitlement. We are currently working with partners to draw on the lessons from the expansion to 600 hours to ensure that delivery models are tailored to increase take up rates amongst eligible two year olds, although we welcome additional views.

Question 13: How can we support higher take-up rates amongst eligible two year olds, and other groups less likely to access entitlement?

Box 5: Holistic Delivery Models

Holistic models of provision, where a number of services for children and families are co-located, provide one potential solution for enabling children from more difficult to reach families to access their ELC entitlement.

An example of such an approach is the Woodburn Family Learning Centre, which opened on March 2016, and is part of Midlothian Council's plan to establish integrated family learning centres in key priority areas. The centre adopts a strong focus on early intervention through a 'co-located team' approach to supporting children and their families, including Woodburn primary school and nursery, Sure Start Midlothian, speech and languages services and health visitors.

Engaging parents and carers in their children's learning and development from 0-5 is a key focus, supported by the one way viewing gallery installed in the parents' room where they can observe their children at play.

The children's space has been thoughtfully planned to promote a rich learning environment with high quality natural materials, including access to a secure garden to promote outdoor learning and play. Some of the furniture at the Centre has been specially made by the Grassmarket Community Project, an Edinburgh-based self-supporting social enterprise that gives homeless people work skills.

Communities have been consulted about the design and delivery of services in the Family Learning Centres. The Centre is also working in partnership with local parents to design a range of group and adult learning courses.

The proximity of ELC provision to places of work or study or other facilities providing care for children (such as OSC) can be important for some parents and carers. A particular issue which has been raised is the extent of on-site provision within the Higher and Further Education estates to support parents/carers with their studies¹⁹. We will explore this issue in more detail.

Empowering teachers, parents and communities to achieve Excellence and Equity in Education – A Governance Review highlights that, when parents are fully involved in their child's learning, and in the life and work of their school, we see better outcomes for children, parents and schools. That is why we are committed to giving a stronger voice to parents and communities in our schools.

In a similar vein, the ELC sector has traditionally had strong links with communities and parents and carers. We are committed to further empowerment of ELC settings, and particularly where community empowerment could encourage and develop community-led provision, particularly in remote and rural areas which face unique delivery challenges. As we consider the expansion of ELC we are open to innovative delivery approaches where they can add value. There may be specific opportunities to encourage expansion in the

¹⁹ *The Bairn Necessities, Student parents' experiences of education at college and university in Scotland*, NUS Scotland, June 2016, <http://www.nusconnect.org.uk/resources/the-bairn-necessities>

number of providers who are social enterprises, and to support our wider ambitions in for the social enterprise sector.

Question 14: How can more social enterprises, and third sector providers, be encouraged to enter the early learning and childcare sector?

Question 15: How can the governance arrangements support more community-led ELC provision particularly in remote and rural areas?

As part of the expansion consideration will also be given to the availability of good quality Gaelic Medium provision, particularly in areas where there is high potential for continuity through to Gaelic Medium Primary Education.

The current landscape that parents and carers face in accessing their ELC entitlement, and any additional support, can be complex and, in many respects, antiquated. For example, the general process for accessing a place in a local authority setting tends to involve various rounds of paperwork.

The expansion creates an opportunity to explore approaches to improving how parents and carers access the entitlement, including the potential for a digital interface. This could also involve giving consideration as to how greater linkages could be created across all aspects of ELC – for example, securing a place; support with any additional costs (e.g. additional, paid for hours beyond the funded entitlement); and links to the social security system.

Question 16: How can the broader system for promoting, accessing, and registering for a place in an ELC setting be improved? Please give examples of any innovative and accessible systems currently in place.

AFFORDABILITY

There are two key aspects to affordability: (1) the costs faced by parents and carers; and (2) the costs to the public sector of delivering the overall system.

Reducing the Burden of Childcare Costs for Parents

The expansion will almost double the number of free hours of ELC entitlement available to parents and carers, substantially reducing the childcare costs that they face. It is estimated that this will result in an average saving of £2,000 per child compared to the free entitlement currently available (600 hours), and a saving of £3,000 per child when compared to the entitlement available prior to 2007.

A range of support is available to parents to help support them with their child's early years (see **Box 6**).

Parents may require additional hours from their ELC provider, beyond the funded entitlement. For some parents, particularly those on lower incomes, these costs can provide a barrier to participating in the labour market or in further or higher education.

For example, upfront childcare costs – which can include deposits, administration fees and the payment of the first month's fees in advance – can create a barrier for some parents on low incomes who require hours beyond the entitlement. For some parents they may not have the money to hand to cover these initial costs, particularly if they are just entering the workplace and therefore awaiting their first set of wages. In some circumstances this can prevent them from entering into employment, increasing their hours of employment, or from studying.

We will explore how additional support can be tailored to help reduce the burden of upfront childcare costs for some parents in low income households, including a programme of pilot approaches in 2017-18 across Scotland. The pilots will, in particular, focus on the initial deposit that often has to be paid to secure a childcare place potentially through piloting a deposit guarantee scheme.

Targeted support with childcare costs is available for certain groups, including, for example, students. As part of the Review of Student Support, which will report in Autumn 2017, consideration will be given to the effectiveness of the current student support system for providing support for students with childcare costs.

Box 6: Supporting Families to Give Children the Best Start in Life

Supporting children and families is at the heart of this Government's programme. We know that investing to create the conditions for the best start in life pays dividends: enabling each child to develop fully his or her potential, to learn, to contribute, and enjoy a happy, fulfilled life.

This begins at pre-birth, with appropriate pre-natal care and advice for mothers and continues throughout the child's journey with support including:

- From spring 2017 free vitamins will be offered to all pregnant women.
- In 2017 there will be a full roll-out of the baby box which will offer essential items for a child's first weeks to the families of all newborn babies in Scotland, to promote the fair and equal start we want for every child, regardless of circumstance.

The creation of a new Best Start Grant (BSG) will bring together the system for Healthy Start food vouchers and the UK Sure Start Maternity Grant (SSMG) when powers transfer to Scottish Ministers. This is part of our focus on reducing inequalities in early years, and subject to the outcome of the Consultation on the Future of Social Security in Scotland²⁰.

This will simplify and improve the service for parents and carers by streamlining the application process, providing more joined up support. It will also make clearer what families are entitled to from pregnancy through to children starting school, ensuring we minimise the impact of UK Government welfare cuts on children's health and wellbeing.

The BSG will pay £600 on the birth of a first child, £300 for second and subsequent children and will make additional payments of £250 around the time that children start nursery and school, providing greater support for families through early years.

Healthy Start food vouchers will help families access affordable nutritious food. We will promote this scheme for parents and carers to improve the current take up of the grants, meaning that more families receive the support they are entitled to and more children are given the best start in life.

Support is also available through the tax and social security systems. For example, Tax Free Childcare²¹, which, under current plans, will be fully rolled out by spring 2018; whilst some parents or carers may still receive support through employer-based childcare vouchers.

We want to ensure that support is as coherent, comprehensive and easy for parents to access as possible. This could involve improving the linkages across the range of childcare support, covering existing support and potential new schemes, to ensure that they are accessible and clear to parents.

Question 17: Do parents and carers face any barriers in accessing support with the costs of ELC provision (beyond the funded entitlement)? What more can we do to ensure additional hours are affordable?

²⁰ <https://consult.scotland.gov.uk/social-security/social-security-in-scotland>

²¹ <https://www.gov.uk/government/news/tax-free-childcare-10-things-parents-should-know>

Ensuring the Long-term Sustainability of the ELC Sector

It is vital that the overall ELC sector is sustainable over the long-term, has appropriate capacity, and allows for diversity in providers across the public, private and third sector, as well as a wide range of innovative delivery models.

As highlighted earlier, this includes ensuring the sustainability of partner providers within the system.

The expansion to 1140 hours will be delivered to ensure long-term financial sustainability, for example through future-proofed infrastructure that allows for future evolution of delivery models.

Delivery solutions which create greater integration with wider service and asset agendas help to deliver greater long-term value for money from the ELC expansion investment; whilst the improved outcomes for children, particularly those from disadvantaged backgrounds, improves long-term financial sustainability by preventing future budget pressures.

Question 18: How can ELC providers, particularly private and third sector providers, be encouraged to extend capacity?

FINANCING AND DELIVERING THE EXPANSION

Delivering this ambitious vision for the transformational expansion of ELC entitlement will require a funding model that supports an ELC sector that is varied, flexible, sustainable, and focused on delivering a high quality experience for our children.

Empowering teachers, parents and communities to achieve Excellence and Equity in Education – A Governance Review makes clear that effective governance requires funding to be fair and transparent and for resources to be available to support good decision making.

Given the level of ambition, and in light of the comprehensive analysis set out in the Financial Review, we will also assess the appropriateness of the overall funding model for delivering ELC.

Current Approach

Funding for delivery of the ELC entitlement of 600 hours is currently included within the general revenue grant provided to local authorities.

Local authorities then decide how best to allocate this resource in order to meet their statutory duties, including delivering the funded entitlement.

Local authorities can deliver the entitlement through their own nurseries and provision, or contract with providers in the private and third sectors (referred to as partner providers).

In 2014-15, local authorities reported their gross expenditure on ELC was £347 million. This figure is expected to rise year on year over the period to 2019-20 as additional funding was provided to local authorities to support the ELC aspects of the 2014 CYP Act. However, analysis presented in the Financial Review indicates that so far not all of the resources allocated to local authorities to support the delivery of the 2014 Act have been spent on ELC²².

Additional resource, both revenue and capital, will also be required in order to fund the expansion in entitlement to 1140 hours. The Scottish Government is committed to meeting these costs, however this must be delivered efficiently whilst ensuring that a high quality service is provided.

Alternative Funding Model Options

There are a range of potential approaches to funding the provision of ELC in Scotland.

They range from predominately supply-side approaches where funding is directed through providers, to demand-led models where funding is directed through parents and carers. Many systems in practice, including Scotland's today, are a mix of both approaches.

An assessment of funding models would need to consider a range of criteria including, the four guiding principles of fair funding as set out in *Empowering teachers, parents and communities to achieve Excellence and Equity in Education – A Governance Review* and our aims for the expansion of ELC as set out on page 10 of this document. More specifically, it should include:

- The fairness, simplicity, transparency and predictability of the approach;
- The impact on quality and child outcomes;
- Choice and flexibility for parents and carers;

²² For example, in 2014-15, local authorities were provided an additional £69 million in revenue costs to support the implementation of the 2014 Act, but local authorities reported that total spending on ELC compared to 2013-14 only increased by £26.9 million.

- The potential impact on disadvantaged families, and our ambition to reduce the attainment and inequality gaps;
- The level of accountability for ELC spending – ensuring that every penny earmarked for ELC provision is spent as intended;
- The impact on the sustainability of providers;
- The costs and timescales involved in developing and implementing an alternative system and whether they are outweighed by the potential benefits; and
- The potential costs to parents and carers, and to the Scottish Government.

We have identified the following broad funding models which provide different degrees of variation from the current system (which is predominately a supply-side approach), including more substantial shifts towards predominately demand-led approaches:

- Option 1: **Funding Dependent on Delivery** – funding would continue to be routed through the local government block grant route. However, local authorities would have to submit detailed plans to secure all, or potentially a proportion of, the spend. Alternatively, money not spent could either be clawed back or removed from the baseline for the following financial year;
- Option 2: **Funding Follows the Child** – a more demand-led system where parents and carers choose the provider, who must meet minimum agreed standards, and then the funding follows while still being administered by local authorities. This could be underpinned by the introduction of a funding formulae which set rates for the provision which would apply to all providers, regardless of sector. These rates could vary according to the age of the child, any additional support needs; across different providers, e.g. childminders, playgroups and nurseries; and, across rural and urban provision (to reflect differences in the average costs of delivery);
- Option 3: **Early Learning and Childcare Accounts** – a demand-led system where parents and carers receive the funding – through, for example, a system similar to that proposed by the Commission for Childcare Reform²³ – which they can then spend at a provider of their choice; and
- Option 4: **A hybrid approach** – a model with similar principles to the self-directing care approach²⁴, whereby parents and carers choose how their child receives their ELC support – e.g. this could be determined by the local authority; parents and carers could choose their provider and then the money follows; or parents receive the funding (this could also be in the form of an Early Learning and Childcare Account, similar to option 3, to ensure that it is spent on ELC).

Question 19: What funding model would best support our vision for high quality and flexible ELC provision, which is accessible and affordable for all?

²³ <http://www.commissionforchildcarereform.info/>

²⁴ Self-directed support allows people, their carers and their families to make informed choices on what their support looks like and how it is delivered, making it possible to meet agreed personal outcomes. It includes a range of options to ensure everyone can exercise choice and control including: a Direct Payment (a cash payment); funding allocated to a provider of the person's choice (sometimes called an individual service fund, where the council holds the budget but the person is in charge of how it is spent); the council can arrange a service; or a mix of these options can be chosen for different types of support.

Phasing of the Expansion

The expansion will require substantial levels of investment in both the workforce and in infrastructure. The investment will be phased over a 3-4 year period to ensure that the required capacity is in place by 2020 to enable full roll-out the expanded entitlement.

This investment will result in additional capacity – in terms of new or expanded ELC settings and new ELC workers – becoming available within the sector.

Given the transformative nature of the expansion, and the potential structural changes that could result in the sector, it is challenging to assume that the system would be able to smoothly move from providing 600 hours to 1140 hours overnight.

A potential alternative approach, which could smooth the transition, is to phase in the additional entitlement for some children as additional capacity (both infrastructure and workforce) becomes available.

There are various options for phasing in entitlement. For example:

- There could be an incremental increase in the level of entitlement made available (e.g. at some point between now and 2020 the entitlement could increase from 600 hours to, for example, 800 hours, as a step towards 1140 hours);
- Allow local authorities to expand entitlement incrementally as increased capacity becomes available; and/or
- Expanded entitlement offered to cover a range of cohorts, geographic areas or providers.

Each of these options carry additional cost and delivery implications, which would need to be carefully considered.

Question 20: If it were possible for aspects of the entitlement to be phased in ahead the full roll out by 2020, how should this be implemented?

SUMMARY OF QUESTIONS

Question 1: How do we ensure children are fully supported at the transition stages throughout their early-learner journey? What support should be provided to ensure that the ELC workforce and teachers have the skills, knowledge and capacity to support transitions?

Question 2: What support is required to ensure that the ELC workforce have the skills, knowledge and capacity to deliver high quality provision for two year olds? How can the ELC sector best meet the specific learning, developmental and environmental needs of two year olds? What approach should be taken on the transition for these children when they turn three?

Question 3: How can the qualification routes and career paths that are open to early learning and childcare practitioners be developed to ensure that the ELC sector is seen as an attractive long-term career route?

Question 4: How can we increase the diversity of the ELC workforce, in particular increasing the gender balance in the sector?

Question 5: How can payment of the Living Wage and wider Fair Work practices be encouraged across the ELC sector?

Question 6: What actions should be taken to support increased access to outdoor learning, exercise and play?

Question 7: How could accountability arrangements for early learning and childcare be improved?

Question 8: What factors must be considered in delivering flexible ELC provision, while continuing to ensure a high quality service? To what extent could funded ELC support parents and carers with non-standard working hours, such as working shifts and weekends?

Question 9: How can we ensure fair and sustainable funding for all providers offering the ELC entitlement?

Question 10: What more can we do to promote and support the involvement of childminders in the entitlement to ELC? What are the barriers, if any, to becoming a childminder? How can we ensure quality while preserving the unique value of home-based care?

Question 11: How do we ensure that the voice of children and their families is heard as we plan this expansion?

Question 12: How can we ensure equality of access for all children? What barriers do children with disabilities and additional support needs currently face in accessing early learning and childcare? What further action is required to address these barriers?

Question 13: How can we support higher take-up rates amongst eligible two year olds, and other groups less likely to access entitlement?

Question 14: How can more social enterprises, and third sector providers, be encouraged to enter the early learning and childcare sector?

Question 15: How can the governance arrangements support more community-led ELC provision particularly in remote and rural areas?

Question 16: How can the broader system for promoting, accessing, and registering for a place in an ELC setting be improved? Please give examples of any innovative and accessible systems currently in place?

Question 17: Do parents and carers face any barriers in accessing support with the costs of ELC provision (beyond the funded entitlement)? What more can we do to ensure additional hours are affordable?

Question 18: How can ELC providers, particularly private and third sector providers, be encouraged to extend capacity?

Question 19: What funding model would best support our vision for high quality and flexible ELC provision, which is accessible and affordable for all?

Question 20: If it were possible for aspects of the entitlement to be phased in ahead the full roll out by 2020, how should this be implemented?

A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland

A Scottish Government Consultation

RESPONDENT INFORMATION FORM

Please Note this form **must** be returned with your response.

Are you responding as an individual or an organisation?

- ☐ Individual
- ☐ Organisation

Full name or organisation's name

Phone number

Address

Postcode

Email

The Scottish Government would like your permission to publish your consultation response. Please indicate your publishing preference:

- ☐ Publish response with name
- ☐ Publish response only (anonymous)
- ☐ Do not publish response

We will share your response internally with other Scottish Government policy teams who may be addressing the issues you discuss. They may wish to contact you again in the future, but we require your permission to do so. Are you content for Scottish Government to contact you again in relation to this consultation exercise?

- ☐ Yes
- ☐ No

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WEST DUNBARTONSHIRE COUNCIL

Report by Chief Education Officer

Educational Services Committee: 7 December 2016

Subject: 2016 Census – Pupil and Teacher Numbers

1. Purpose

- 1.1** This report provides Committee with an update on the data reported to Scottish Government in relation to the annual census of pupil and teacher numbers. The report also outlines the pupil teacher ratio (PTR) for 2016/2017 which will be published in December.

2. Recommendations

- 2.1** It is recommended that Committee note:

- (a) that the authority has met its objective to maintain a PTR of 13.6 (or lower), and that this is below the national value.
- (b) that the figures submitted to Scottish Government have still to be validated.

3. Background

- 3.1** The Scottish Government undertakes an annual teacher workforce planning exercise each autumn to monitor key measures and commitment to protecting teacher numbers and raise attainment. The information reported is based on pupil rolls and teachers in post at 21 September 2016 and the data is submitted to Scottish Government on 18 October 2016. The Scottish Government validate the submission and final agreed figures will be published in December.
- 3.2** The key objective for local authorities is to maintain the PTR nationally at a value of 13.7 (the same level as in 2015). This alters the previous agreement for local authorities to maintain their teacher to pupil ratio and teacher numbers as detailed in Finance Circular 1/2015 on 5 February 2015 which set out the Scottish Government requirements in relation to teacher numbers for 2015/2016.

4. Main Issues

Pupil Teacher Ratio

- 4.1** West Dunbartonshire Council's pupil teacher ratio was 13.6 at September 2015 census, the PTR is calculated as follows: Pupils/Teachers FTE (excluding Early Learning Centre staff). The aim was to maintain our ratio at, or as near to 13.6 as possible this year.

- 4.2** The Council was successful in receiving additional monies from the Scottish Government to invest in raising attainment initiatives for 2016/2017. As part of these initiatives, 12.1 FTE raising attainment teachers were employed at census date (w/c 19 September 2016). As these teachers are funded direct from the Scottish Government, whilst they will be included in the overall published census figures for the authority, they are not included when the assessment is made as to whether the Council has met the PTR commitment.

Teacher Numbers

- 4.3** Table 1 below shows teacher numbers (full time equivalent), including the raising attainment teachers, pupil numbers across all schools, and PTR figure (excluding 10, ELC teachers). Table 2 shows the figure when the raising attainment teachers are excluded.

Table 1 – Figures including RA Teachers

Sector	2015 FTE	2016 FTE
ELC*	9.5	10.0
Primary	433.01	429.69
Secondary	414.62	417.70
Special	47.4	46.0
Centrally Employed	17.2	23.30
Raising Attainment	8.8	12.10
Total FTE Staffing	930.53	938.79

Total Pupils	12405	12442
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PTR (*excludes ELC FTE)	13.50	13.40
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Table 2 – Figures excluding RA Teachers

Sector	2015 FTE	2016 FTE
ELC*	9.5	10.0
Primary	433.01	429.69
Secondary	414.62	417.70
Special	47.4	46.0
Centrally Employed	17.2	23.30
Total FTE Staffing	921.73	926.69

Total Pupils	12405	12442
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PTR (*excludes ELC FTE)	13.60	13.57
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- 4.4** Table 2 demonstrates that the authority has met its commitment to maintain a PTR of at least 13.6. Committee should note that the figures outlined above will be submitted to Scottish Government on 18 October and require to be verified by Scottish Government. The Census figures will be published in December.

Comparison Against Previous Year

- 4.5** The 2016 FTE figure which includes raising attainment teachers (Table 1), shows an increase of 8.26 FTE teachers overall from 2015/2016. Table 2, which shows the 2016 FTE figure **excluding** raising attainment teachers, shows an overall increase of 4.96 FTE teachers in comparison to 2015. This is in line with the increase in pupil numbers and locally agreed additionalities (i.e school amalgamations/moves, nurseries moving into schools).

Recruitment Issues

- 4.6** There is a recognised shortage of qualified teachers seeking work in Scotland which has caused recruitment difficulties across all Scottish authorities. The Scottish Government has recognised this difficulty and are undertaking a national recruitment campaign to attract individuals to the profession.
- 4.7** The authority has experienced significant difficulties in recruiting campaigns this year, and whilst posts have been advertised since February 2016, due to continuous movement we are still in the position of trying to fill posts. The low number and quality of applicants has resulted in a number of posts being re-advertised. In some schools this has resulted in promoted teachers requiring to cover classes to ensure that the service can be delivered. It has also been a particular challenge recruiting to permanent vacancies within denominational schools. Work is on-going in this area to develop measures to address some of these difficulties, to mitigate the risk of future impact on teacher numbers and service delivery.

Probationers

- 4.8** Probationer Teachers (NQTs) are essential to ensure our schools are fully resourced and that we are developing our future workforce. Each year the Scottish Government sets targets for the number of places for NQTs that each local authority needs in order to contribute to the national deployment of probationers. The target set for our authority was 56 probationers (primary 29 and secondary 27). Authorities have the scope, and are encouraged, to bid beyond the set target, and probationers allocated beyond the set target are fully funded by the Scottish Government.
- 4.9** Scottish Government informs authorities of the final allocations of NQTs in the first week of May 2016. Our bid for primary was 36 and we were allocated 40. For secondary, our bid was 34 and we were allocated 32. It should be noted that there is usually a 10-12% reduction in the number of probationers nationally, due to students not completing whilst others choose to withdraw from the probationary scheme and choose the flexible route to registration instead. This is therefore one reason we bid beyond our set target as we are aware of the potential reduction. The final number of probationers we had in place in August 2016 after reductions was 58 probationers (primary 32 and secondary 26). This is therefore 2 more than the target set by Scottish Government, and these 2 probationers will be fully funded from them.

5. People Implications

- 5.1** Having the correct size of teaching workforce and pupil/teacher ratio will ensure that we fulfil the terms of the agreement and support the commitment to maintain teacher numbers within schools.

6. Financial and Procurement Implications

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

7. Risk Analysis

- 7.1** There is a major risk to the authority of financial sanctions if we fail to maintain our commitment to teacher numbers. To mitigate this risk monitoring of teacher numbers is undertaken during the year.

8. Equalities Impact Assessment (EIA)

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

9. Consultation

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

10. Strategic Assessment

- 10.1** The review exercise directly supports the Council's strategic priorities relating to quality of service provision and employability within the Council.

Laura Mason
Chief Executive Officer
Date 18 October 2016

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Appendices: None

Background Papers: None

Wards Affected: All

WEST DUNBARTONSHIRE COUNCIL

Report by Chief Education Officer

Educational Services Committee: 7 December 2016

Subject: Gaelic Development in West Dunbartonshire – Progress Update

1. Purpose

- 1.1 To update members on progress with Gaelic Development in West Dunbartonshire.

2. Recommendations

- 2.1 Members are asked to note the bid to Bòrd na Gàidhlig for funding award of £17,500.
- 2.2 Members are asked to note the series of Gaelic development activities which the funding will enable.

3. Background

- 3.1 Members are aware that 18 pupils resident in West Dunbartonshire currently receive Gaelic Medium Education at the Glasgow Gaelic School. The pupils are educated at Glasgow Gaelic School as a result of placing requests and the transport is currently funded through an additional application to the Gaelic Specific Grant which is managed by Bòrd na Gàidhlig.
- 3.2 West Dunbartonshire Council like all Councils, is required to meet its responsibilities in the 2005 Gaelic Language Act, and, when commenced, in the Gaelic elements of the Education (Scotland) Act 2016.
- 3.3 We have two schools, Edinbarnet Primary and Gavinburn Primary involved in Gaelic as part of the Languages 1+2 strategy, with three teachers attending Gaelic Language in the Primary School (GLPS) training during this session.

4. Main Issues

- 4.1 The Education (Scotland) Act 2016 places further duties on Local Authorities:
- (a) a duty to promote and support Gaelic Education whether or not Gaelic Medium Education (GME) is currently provided;
 - (b) provides an entitlement across all local authorities for parents to request GME and sets out how Councils are expected to consider such requests.

- 4.2 Statutory Guidance is currently being prepared with a likely commencement date of mid February 2017.
- 4.3 A WDC Depute Head Teacher has been seconded as Gaelic Development Officer to prepare West Dunbartonshire Council for the commencement of the Act.
- 4.4 The seconded Gaelic Development Officer will undertake specific tasks and will work alongside Education Officers and colleagues in the Libraries and Culture Services to promote Gaelic Language and to ascertain the level of interest across West Dunbartonshire.
- 4.5 An action plan will be established to support the areas of interest identified.

5. People Implications

- 5.1 The seconded post includes appropriate backfill arrangements for the school.

6. Financial and Procurement Implications

- 6.1 Any costs associated with the Gaelic activities will be covered by the award of £17,500 from Bòrd na Gàidhlig.

7. Risk Analysis

- 7.1 WDC is required to meet its statutory responsibilities and the proposals place us in a better position to do this.

8. Equalities Impact Assessment (EIA)

- 8.1 An Equalities Impact Assessment Screening (EIA) has been carried out with no specific issues in terms of protected characteristics having been identified.

9. Consultation

- 9.1 Legal Services and the Section 95 Officer have been consulted in relation to the content of this report.
- 9.2 Scottish Government and Bòrd na Gàidhlig have been consulted and are supportive of these proposals.

10. Strategic Assessment

- 10.1 These proposals will place the Council in a position to be able to discharge its statutory responsibilities.
- 10.2 The proposal supports the Council's strategic priority to improve life chances for children and protect the welfare of vulnerable families.

Laura Mason
Chief Education Officer
Date: 24 October 2016

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Appendices: None

Background Papers: West Dunbartonshire Council's Gaelic Language Plan
EIA Screening

Wards Affected: All

WEST DUNBARTONSHIRE COUNCIL**Report by Strategic Lead – People and Technology****Educational Services Committee: 7 December 2016****Subject: Working Well Together - Attendance Management: Quarter 2****1. Purpose**

- 1.1** The purpose of this report is to advise Committee on attendance levels across the Council for quarter 2 (July – September 2016). The report provides a breakdown of absence performance by Strategic Lead area. Furthermore, the appendix provides a breakdown of performance for the Strategic Lead area(s) covered by this Committee.

2. Recommendations

- 2.1** It is recommended that the Committee note the content of the report and the attendance results for Q2 2016/17, namely a significant decrease of 2106 FTE days lost (19.3%) compared to the same period last year.
- 2.2** The Committee is further directed to Appendix 1 which provides a breakdown of results for the Strategic Lead area(s) covered by this Committee.
- 2.3** The Committee is also asked to note the supporting verbal update from the Strategic Director and/or Strategic Lead in respect of pertinent points / actions to note for the service areas within the locus of this Committee.

3. Background

- 3.1** Improving attendance at work is a key strategic priority for the Council requiring commitment from elected members, Strategic Leadership Group, Trades Unions, individual managers and employees.
- 3.2** The Council has made a commitment to improving attendance levels by setting ambitious targets of reducing days lost for Local Government Employees. Local, more specific targets have been agreed for each of the Strategic Lead areas, to reflect historical performance in different occupational groups and continue to promote improvement. The 2016/17 target for Education Support is 8.5 FTE days lost per employee and the target for Teachers is 5FTE days lost.

4. Main IssuesQuarter 2 Performance

- 4.1** Council Wide absence was reported as 2.16 FTE days lost per employee representing a 19.3% improvement on quarter 2 last year. Chart 1 below

shows the monthly trend for the last 12 months (October 2015 – September 2016) and compares with the same period last year. The results show that absence is following the usual seasonal trend, however, there has been a consistent improvement in the last 12 months with July 2016 reporting the best result with 0.65 FTE days lost per employee.

Chart 1 – Absence Trend – Rolling Year

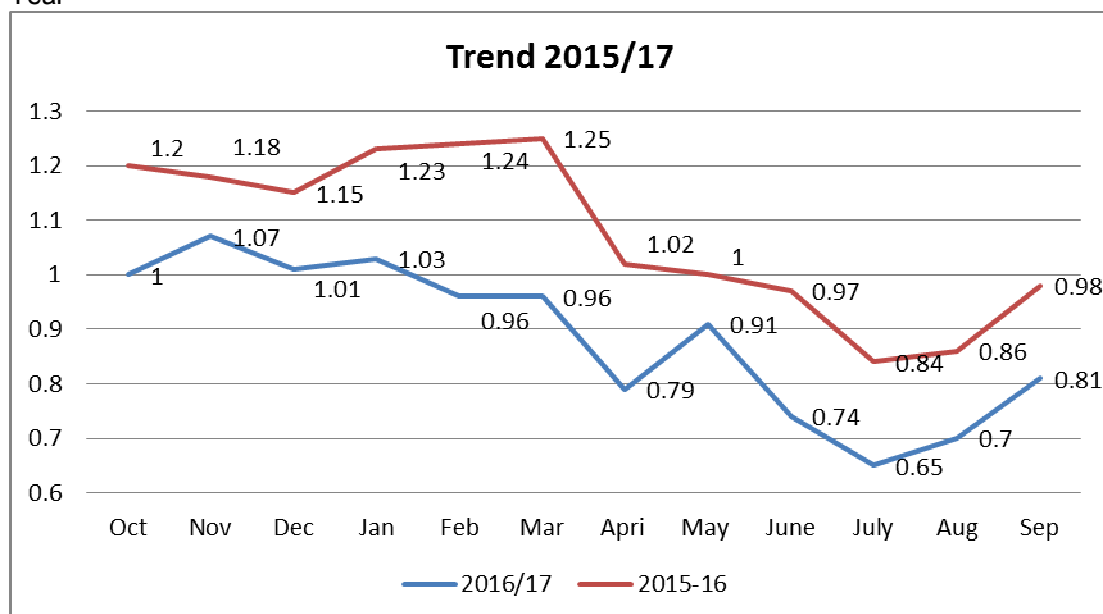


Table 1 shows the service breakdown across the Council. The results highlighted are those strategic lead areas pertinent to this committee.

Table 1 – Strategic Breakdown Quarter 2

Strategic Lead Area Quarter 2	No of FTE e/ees	Days Lost FTE* Q1 (2016/17)
Council Wide	4,506.00	2.16
Child Healthcare & Criminal Justice	234.56	2.58
Community Health & Care	745.44	4.11
Mental Health, Addiction & Learning Disabilities	144.91	4.02
Strategy, Planning & Health Improvement	27.66	0.76
Environment & Neighbourhood	683.73	2.21
Housing & Employability	242.97	1.73
Regeneration	427.52	3.17
Communications, Culture & Communities	159.99	1.29
Education – Support	541.80	1.56
People & Technology	112.20	0.42
Regulatory	130.24	0.93
Resources	180.64	2.74
Education - Teachers	862.34	0.56

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

Absence Duration

- 4.2** Table 2 shows the duration breakdown for quarter 2 and compares to the same period last year. Long term absence has reduced overall and we are now seeing a more balanced picture, with long term absence accounting for 54% of days lost. This is consistent with the significant reduction in days lost due to Acute Medical Conditions, Recurring Medical Conditions and Stress, which tend to be long term in nature.

Table 2 – Absence Duration – Council Wide

Quarter 2	2016/17	2015/16
Short Term (under 20 days)	46%	44%
Long Term (over 20 days)	54%	56%

Absence Reasons

- 4.3** Table 3 shows the reasons for absence recorded in quarter 2 this year and last year. Minor Illness continues to account for most days lost in the quarter, although the actual days lost fell by 18%. Compared to last year, Stress (personal and work-related) fell by 36%. We are now able to report personal and work related stress separately. The results show that work related stress accounted for 2.3% of days lost in the quarter. There are still occasions when absence is incorrectly / inaccurately reported (reason not disclosed) but overall this is reducing.

Table 3 – Reasons analysis

Q2	2016/17			2015/16		
AR Code	Reason	Work Days lost	% of days lost	Reason	Work Days lost	% of days lost
1	Minor Illness	2,428.5	20.55%	Minor Illness	2,984.0	25.69%
2	Back Pain	640.0	5.42%	Back Pain	679.5	4.43%
3	Musculo-skeletal Injuries	1,903.0	16.10%	Musculo-skeletal Injuries	2,514.0	17.75%
4	Stress	1,365.0	11.55%	Stress	2,554.5	18.88%
5	Recur Medical Conditions	969.5	8.20%	Recur Medical Conditions	1,092.0	4.46%
6	Non Work Related Accidents / Injuries	270.5	2.29%	Non Work Related Accidents / Injuries	275.0	1.42%
7	Work Related Accidents / Injuries	314.0	2.66%	Work Related Accidents / Injuries	274.0	0.48%
8	Mental Health	728.0	6.16%	Mental Health	1,148.5	4.83%
9	Acute Medical Conditions	2,628.0	22.24%	Acute Medical Conditions	2,624.5	19.57%
10	Pregnancy Related Absence	167.5	1.42%	Pregnancy Related Absence	118.5	1.61%
11	Drink or Drug Related Condition	4.0	0.03%	Drink or Drug Related Condition	0.0	0.00%
12	Stress - Work	272.0	2.30%	N/A		

	Related					
13	Reason Not Disclosed	128.5	1.09%	Reason Not Disclosed	162.0	1.32

Attendance Working Group

- 4.4** The Attendance Working Group last met on 21 September 2016. Actions previously reported are ongoing including a comprehensive review of the scope of the Attendance Working Group with a view to focusing upon wellbeing.

5. People Implications

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

6. Financial Implications

- 6.1** Significant absence levels impact on the Council in terms of cost, service delivery and motivation. In quarter 2, the Council lost a total of 9751 FTE working days of productivity to sickness absence which is a significant decrease of 19.1% compared to quarter 2 last year. Based upon the nominal daily cost of a day's absence (£118.00), it is estimated that the cost of absence for the quarter was £1.15m. This figure does not take into account the indirect costs of absence such as overtime, loss of productivity, reduced team performance.

7. Risk Analysis

- 7.1** Compared with quarter 2 last year, there continues to be a significant improvement in absence performance, however, there is still a risk that if the focus and attention by all stakeholders is not maintained, absence rates could rise making it difficult to achieve the Council's target of 7 FTE days for 2016/17. This would contribute adversely to the Council's overall performance.

8. Equalities Impact Assessment (EIA)

- 8.1** An Equalities Impact Assessment Screening has been undertaken and noted that a high level of employees on long term sickness absence will be covered by the Equality Act 2010. Measures to mitigate impact include reasonable

adjustments, introduction of Tailored Adjustment Agreements, Disability Leave, Carers' Leave and the provision of Occupational Health advice.

9. Consultation

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

10. Strategic Assessment

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

Vicki Rogers

Strategic Lead, People and Technology

Date: 10 October 2016

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Appendices: Appendix 1 – Quarter 2 - Council Absence

Background Papers: None

Wards Affected: None

TABLE 1 - Headline Figure

Quarter 2 2016/17	Support	1.56	Quarter 2 2015/16	Support	2.74	Year on Year	Support	-43.0%
	Teaching	0.56		Teaching	1.09	+/-	Teaching	-49.3%

TABLE 2 - Days Lost per Employee

Team/Section/Service/Department		FTE Employees	ACTUAL WORKING DAYS LOST				Total Working Days Lost	Total FTE Days Lost	Total FTE Days Lost by FTE Employees
			Intermittent 1-3 days	Short Term 4-5 days	Medium Term 6 days - 4 weeks	Long Term over 4 weeks			
Support Staff	Directorate Support	3.72	0	5	0	107	112	112.00	30.10
	Early Years HQ	9.43	1.5	0	9	0	10.5	10.50	1.11
	Education Central Mgmt	3.97	0	0	0	0	0	0.00	0.00
	Education Development	12.14	0	5	14	0	19	18.43	1.52
	Performance & Improvement	7.98	1	5	0	0	6	6.00	0.75
	Pupil Support	4.65	0	0	0	0	0	0.00	0.00
	Workforce / CPD	8.08	0	5	0	0	5	5.00	0.62
	Central Support Staff Total	49.98	2.5	20	23	107	152.5	151.93	3.04
	Psychological Services	11.17	0	0	4	0	4	2.00	0.18
	Psychological Services Total	11.17	0	0	4	0	4	2	0.18
	Technician Services	16.85	5	5	8	22	40	40.00	2.37
	Technician Services Total	16.85	5	5	8	22	40	40	2.37
	Schools & Nurseries - Central ASN Support	7.43	1	0	0	0	1	0.54	0.07
	Schools & Nurseries - Early Years	187.17	59	17	103	119	297	204.68	1.09
	Schools & Nurseries - Primary Schools	135.39	31	26	84.5	170	311.5	153.21	1.13
	Schools & Nurseries - Secondary Schools	89.88	34.5	10	65.5	192	302	242.72	2.70
	Schools & Nurseries - Special Schools & Units	43.93	18	0	55	21	94	50.08	1.14
	Schools & Nurseries - Support Staff Total	463.81	143	53	307.5	502	1,005.5	651.23	1.40
Education, Learning & Attainment - Support Staff Total		541.80	150.5	78	342.5	631	1,202	845.16	1.56
Teachers	Central ASN Support Service	30.99	1	4	6	0	11	8.93	0.29
	Peripatetic	11.80	0	0	0	0	0	0.00	0.00
	Primary Schools	391.19	38.5	17	128	106	289.5	239.49	0.61
	Secondary Schools	367.58	71	9	77	20	177	154.63	0.42
	Special Schools & Units	60.78	11	4	44	42	101	75.66	1.24
Education, Learning & Attainment - Teachers Total		862.34	121.5	34	255	168	578.5	478.71	0.56

TABLE 2A - Breakdown of Days Lost by Duration Category (Support Staff)

Duration	Working Days Lost	Percentage of Lost
Intermittent (1-3 days)	150.5	12.52%
Short Term (4-5 days)	78.0	6.49%
Medium Term (6 days-4 weeks)	342.5	28.49%
Long Term (over 4 weeks)	631.0	52.50%
TOTAL	1,202.0	100.00%

Working Days Lost

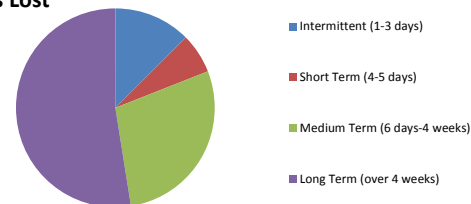
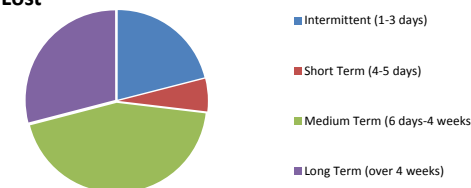


TABLE 2B - Breakdown of Days Lost by Duration Category (Teaching)

Duration	Working Days Lost	Percentage of Lost
Intermittent (1-3 days)	121.5	21.00%
Short Term (4-5 days)	34.0	5.88%
Medium Term (6 days-4 weeks)	255.0	44.08%
Long Term (over 4 weeks)	168.0	29.04%
TOTAL	578.5	100.00%

Working Days Lost



Reports are compiled as per COSLA Methodology. Fixed-term employees with less than one year's service are excluded from this report. Full Time Equivalent figures are based upon the average FTE for the reported period. Consequently, data might not be identical to locally-held information.

	<div>WDC Absence Statistics</div> <div>Department: Education, Learning & Attainment Period: Quarter 2 2016/17</div>
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TABLE 3 - Absence Reasons

Team/Section/Service/Department		FTE Employees	Absence Reasons													Total Working Days Lost	FTE Days Lost	Total FTE Days Lost by FTE Employees
			Minor Illness	Back Pain	Musculo-skeletal Injuries	Stress - Personal	Recurring Medical Conditions	Non Work Related Accident / Injuries	Work Related Accidents / Injuries	Mental Health	Acute Medical Conditions	Pregnancy Related Absence	Drink or Drug Related Condition	Stress - Work Related	Not Disclosed			
Support Staff	Directorate Support	3.72	0	0	0	0	0	0	0	0	112	0	0	0	0	112	112.00	30.10
	Early Years HQ	9.43	1.5	0	4	0	0	5	0	0	0	0	0	0	0	10.5	10.50	1.11
	Education Central Mgmt	3.97	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.00	0.00
	Education Development	12.14	19	0	0	0	0	0	0	0	0	0	0	0	0	19	18.43	1.52
	Performance & Improvement	7.98	6	0	0	0	0	0	0	0	0	0	0	0	0	6	6.00	0.75
	Pupil Support	4.65	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.00	0.00
	Workforce / CPD	8.08	5	0	0	0	0	0	0	0	0	0	0	0	0	5	5.00	0.62
	Central Support Staff Total	49.98	31.5	0	4	0	0	5	0	0	112	0	0	0	0	152.5	151.93	3.04
	Psychological Services	11.17	0	0	0	0	0	0	0	0	4	0	0	0	0	4	2.00	0.18
	Psychological Services Total	11.17	0	0	0	0	0	0	0	0	4	0	0	0	0	4	2.00	0.18
	Technician Services	16.85	8	0	0	0	32	0	0	0	0	0	0	0	0	40	40.00	2.37
	Technician Services Total	16.85	8	0	0	0	32	0	0	0	0	0	0	0	0	40	40.00	2.37
	Schools & Nurseries - Central ASN Support	7.43	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0.54	0.07
	Schools & Nurseries - Early Years	187.17	81	3	3	69	5	13	0	6	53	0	0	0	64	297	204.68	1.09
	Schools & Nurseries - Primary Schools	135.39	117	4	79	19	0	0	0	0	88.5	0	0	0	4	311.5	153.21	1.13
	Schools & Nurseries - Secondary Schools	89.88	171	0	52	21	4	0	0	0	54	0	0	0	0	302	242.72	2.70
	Schools & Nurseries - Special Schools & Units	43.93	33	0	12	16	1	0	11	21	0	0	0	0	0	94	50.08	1.14
	Schools & Nurseries - Support Staff Total	463.81	402	7	146	125	11	13	11	27	195.5	0	0	0	68	1,005.5	651.23	1.40
Education, Learning & Attainment - Support Staff Total		541.80	441.5	7	150	125	43	18	11	27	311.5	0	0	0	68	1,202	845.16	1.56
Teachers	Central ASN Support Service	30.99	6	0	1	0	4	0	0	0	0	0	0	0	0	11	8.93	0.29
	Peripartur	11.80	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.00	0.00
	Primary Schools	391.19	82.5	1	37	36	31	2	0	0	96	4	0	0	0	289.5	239.49	0.61
	Secondary Schools	367.58	103	0	18	0	0	0	13	0	20	4	0	19	0	177	154.63	0.42
	Special Schools & Units	60.78	32	0	1	0	6	0	0	0	43	19	0	0	0	101	75.66	1.24
Education, Learning & Attainment - Teachers Total		862.34	223.5	1	57	36	41	2	13	0	159	27	0	19	0	578.5	478.71	0.56

TABLE 3A - Days Lost by Absence Category (Support Staff)

Absence Reason	Working Days Lost	Percentage of Lost Days
Minor Illness	441.5	36.73%
Back Pain	7.0	0.58%
Musculo-skeletal Injuries	150.0	12.48%
Stress - Personal	125.0	10.40%
Recurring Medical Conditions	43.0	3.58%
Non Work Related Accidents / Injuries	18.0	1.50%
Work Related Accidents / Injuries	11.0	0.92%
Mental Health	27.0	2.25%
Acute Medical Conditions	311.5	25.92%
Pregnancy Related Absence	0.0	0.00%
Drink or Drug Related Condition	0.0	0.00%
Stress - Work Related	0.0	0.00%
Reason Not Disclosed	68.0	5.66%
TOTAL	1,202.0	100%

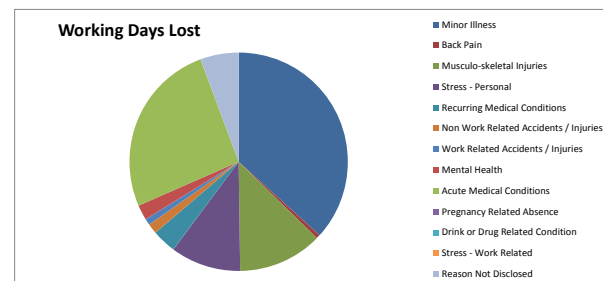


TABLE 3B - Days Lost by Absence Category (Teachers)

Absence Reason	Working Days Lost	Percentage of Lost Days
Minor Illness	223.5	38.63%
Back Pain	1.0	0.17%
Musculo-skeletal Injuries	57.0	9.85%
Stress	36.0	6.22%
Recurring Medical Conditions	41.0	7.09%
Non Work Related Accidents / Injuries	2.0	0.35%
Work Related Accidents / Injuries	13.0	2.25%
Mental Health	0.0	0.00%
Acute Medical Conditions	159.0	27.48%
Pregnancy Related Absence	27.0	4.67%
Drink or Drug Related Condition	0.0	0.00%
Stress - Work Related	19.0	3.28%
Reason Not Disclosed	0.0	0.00%
TOTAL	578.5	100%

