

**West Dunbartonshire Council**

**Educational Services**

**Standards and Quality Report  
2011/2012**



	<b>Page</b>
<b>1</b> Foreword	<b>1</b>
<b>2</b> Context	<b>3</b>
<b>3</b> Statement of Commitment and Aims	<b>6</b>
<b>4</b> Structure of the Report	<b>7</b>
<b>5.1</b> Objective 1: Improve attainment and achievement especially in the core skills of literacy and numeracy	<b>8</b>
<b>5.2</b> Objective 2: Deliver Curriculum for Excellence in partnership with pupils, staff, parents and partners	<b>16</b>
<b>5.3</b> Objective 3: Modernise Educational Services to ensure the delivery of Best Value within significant budgetary constraints	<b>20</b>
<b>5.4</b> Objective 4: Enhance the provision of integrated children's services and promote health and well-being	<b>22</b>
<b>5.5</b> Objective 5: Build the capacity of Educational Services to engage with the communities we serve	<b>28</b>
<b>5.6</b> Objective 6: Increase opportunities for wider achievement including sporting activities and the Arts	<b>32</b>
<b>5.7</b> Educational Services Departmental Plan 2012/17 - Objectives and Actions	<b>37</b>
<b>6</b> Summary	<b>39</b>
<b>8</b> Further Information	<b>40</b>
<b>7.1</b> Glossary of Abbreviations Used	<b>41</b>
<b>7.2</b> Feedback	<b>42</b>
<b>8.1</b> Appendix 1: Statistical supplement	<b>43</b>
<b>8.2</b> Appendix 2: Evidence – List of Key documents	<b>50</b>
<b>8.3</b> Appendix 3: HMIE inspection reports 2011/12	<b>51</b>

## 1 Foreword

As Executive Director of West Dunbartonshire Council's Educational Services, I am pleased to commend to you this report on the Standards and Quality of educational provision in West Dunbartonshire for the period from August 2011 to June 2012.

The report is structured around the department's six objectives for 2011/12. Despite the extremely challenging economic climate and the fact that the Council was required to make significant savings in order to deliver a balanced budget, Educational Services can provide evidence of significant improvement and progress across a wide range of measures. Listed below are some of our key achievements, further details of which can be found in the pages which follow.

- Very good progress across schools and early years establishments in the ongoing implementation of Curriculum for Excellence.
- Improved pupil attainment in most measures at SCQF levels 3-7, although further improvements will be targeted in future years.
- A continuation of our record of 100% positive HMIE inspections in our schools and EECCs.
- Innovative approaches to improving levels of literacy and numeracy.
- A range of initiatives aimed at promoting and recognising wider achievements in young people.
- Impressive improvements in the proportion of school leavers moving into positive post-school destinations.
- Continued reduction in the number of days lost because of temporary exclusions from school.
- New initiatives aimed at reducing the number of chronic absentees.
- Innovative approaches to Continuing Professional Development at a time when CPD budgets are under pressure.
- Improved cluster working, especially in the area of transitions.
- Continued progress in the modernisation of the schools' estate, with the commencement of the construction of the new Dumbarton Academy.
- Innovative practice in relation to outdoor learning, Eco Schools and the ongoing development of Glow.
- Participation in a range of modernising initiatives aimed at improving planning, performance management and service delivery models across the Council.
- A range of initiatives aimed at improving health and wellbeing, including emotional wellbeing, in young people, including PAThS, the FAST programme, Nurture Groups, Seasons for Growth, Rights Respecting Schools and the Sports and Physical Activity project.
- Promotion of the Pupil Voice.
- A higher profile for the Parental Strategy Group.
- Improved joint working with a wide range of partners on the Children's Services agenda and the roll-out of Getting it Right for Every Child.
- Ongoing development of the Libraries and Museums Service.
- Innovative work in the promotion of wider achievement through a range of sporting and outdoor activities, music, dance, drama and the visual arts.

Our aim in 2012/13 will be to build on the successes of the past year, and particularly to continue to implement Curriculum for Excellence successfully; to continue to improve levels of attainment and achievement in all our young people; to support our most vulnerable young people and families; to roll out the GIRFEC agenda; to work even more closely with partners in the area of Children's Services; and to deliver innovative and cost efficient services for the benefit of the people of West Dunbartonshire and to develop a new strategic plan for the regeneration of the school and nursery estate.

This represents a challenging but exciting agenda.

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



Terry Lanagan  
Executive Director of Educational Services

## 2 Context



West Dunbartonshire Council (WDC) has an estimated population of 90,360 which is 1.7% of the Scottish population, and in land area is the fourth smallest council.

The projected trend in WDC's population continues to be downward. Between 2010 and 2035 the population of West Dunbartonshire is projected to fall by 6.8%, with children in the 0-15 years range projected to fall by 14.4%. In contrast, this age group in Scotland within the same period is projected to increase by 3.2%.

Poverty and low income continues to be an issue in parts of West Dunbartonshire. The claimant unemployment count rate recorded for WDC in May 2012 was 6.6% which was the highest unemployment rate across Scotland's unitary authorities. In contrast, Aberdeenshire recorded the lowest rate with 1.5%. The figure for Scotland nationally at this time was 4.2%.

At Education Authority level we compare ourselves with five other Education Authorities who are similar in levels of poverty and related factors.

The five Education Authorities considered to be similar to West Dunbartonshire Council are:

- Clackmannanshire
- Inverclyde
- Midlothian
- North Ayrshire
- Renfrewshire

The economic profile is reflected in the fact that school pupils' free meal entitlement levels in West Dunbartonshire have consistently been at the third or fourth highest levels of the 32 Scottish Local Authorities. They are generally around 7-8% higher than the national average for primary school and 4-7% higher than the national average in secondary schools.

In 2011/12 there were 12,130 pupils in West Dunbartonshire primary and secondary schools, this was a slight drop from the 2010/11 figure of 12,267. Children registered in local authority and partnership pre-school education in 2011/12 was 1,023.

The Education Authority has responsibility for the following:

Sector	Number of Establishments	Number of Pupils
Early Education and Childcare	21	1,023*
Primary	34	6,606
Secondary	5	5,524
Special Schools/Units	3	163
Libraries	7	n/a

\* includes 416 children placed in Partnership Nurseries

Staff type		Staff Numbers (Full Time Equivalents) <sup>[1]</sup>
Teachers	primary	404
	secondary	444
	special	37
Support Staff*	primary	240
	secondary	109
	special	46

\*Please note the support staff figures include all support staff detailed in the published Scottish Government document.

<sup>[1]</sup> Scottish Government (2011), Summary statistics for schools in Scotland 2: 2011 edition – Teacher census supplementary data. Available at: <http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/teachcensus2011>. Accessed on the 14th December 2012.





### 3 Commitment and Aims

The Education Service Plan 2012/17 is closely aligned to the Single Outcome Agreement (SOA) for 2011/14, the Community Plan 2007/17 and the Council's Corporate Plan 2012/17.

#### Corporate Vision

The Council's vision for West Dunbartonshire is shaped by partnership:

*We will improve prosperity and inclusion for all citizens, deliver better and more efficient services, and improve West Dunbartonshire as a place to live, work and visit.*



#### Educational Services' Vision

##### Learning for Life

*To enable everyone in West Dunbartonshire to become*

- *Successful learners*
- *Confident individuals*
- *Responsible citizens*
- *Effective contributors*

*Now and throughout their future lives.*

*To achieve this vision, the department is committed to:*

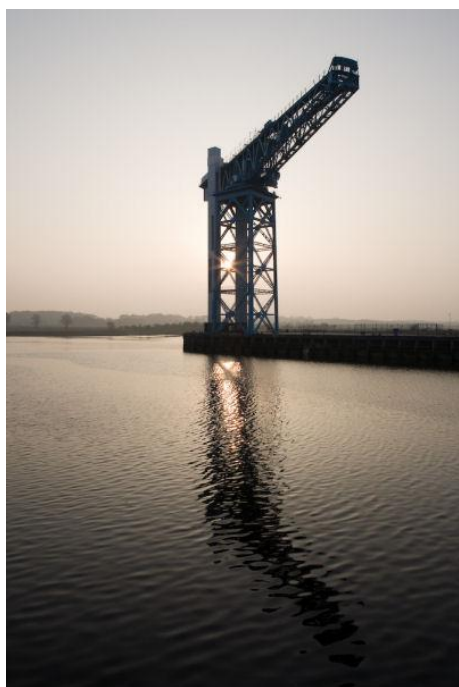
- *Create and deliver courses, activities and events which will motivate and excite learners;*
- *Develop innovative ways to support learning;*
- *Value diversity, promote equal opportunities and foster inclusion;*
- *Promote partnership and community participation;*
- *Value achievement and celebrate success;*
- *Continually reflect on and aim to improve the quality of our services.*

This highlights our commitment to working with the community to maximise the opportunities available to all citizens of West Dunbartonshire. It is the Council's firm belief that a good education is the passport to increased opportunities and a better life.

A core part of our commitment to the citizens of West Dunbartonshire is to enable the successful and efficient delivery of integrated children's services. This is achieved by aligning all departmental strategic and operational activities to the seven vision statements for children and young people, as devised by the Scottish Government and included in the West Dunbartonshire Integrated Children's Service Plan (ICSP).



## 4 Structure of the Report



The report has been structured to provide a comprehensive picture of the performance of Educational Services and a list of developments planned for the future.

Due to the diversity of services delivered by the department, performance is measured across a range of measures and by HMIE who conduct an independent inspection of our services for the Scottish Government. The most recent (2009) HMIE inspection report is accessible on the Education Scotland website.

The format of the report is structured around the six objectives agreed for the department in 2010/11, the actions implemented to achieve them and how we performed against them. A section detailing what we plan to improve over the period 2012/17 is included.

The report includes a statistical supplement which provides a full explanation of performance in a graphical format, comparisons against other local authorities, and a

full list of our educational establishments and services which have been subject to external inspection by HMIE.

## 5.1 Objective 1

### Improve achievement and attainment especially in the core skills of literacy and numeracy

#### What actions did we take to achieve our objectives?

- Review school improvement procedures to align with changes nationally
- Support curriculum planning to improve transition from primary to secondary school
- Plan towards implementing Teacher Learning Communities (Phase 1) in West Dunbartonshire
- Embed processes of 'sharing the standard' Quality Assurance and Moderation across all schools
- Consolidate West Dunbartonshire's Strategy to raise attainment and achievement
- Develop West Dunbartonshire's contribution to the Scottish Leadership Development Programme
- Formalise the programme for leadership visits in primary schools to build upon current process in secondary schools
- Audit the current position of literacy across Early Education and Childcare Centres (EECC) and Primaries and revise advice accordingly
- Develop further support for literacy and numeracy across learning
- Implement standardised tests for literacy and numeracy at P3, P7 and S2
- Share good practice from schools and EECCs who have had very good and excellent inspections
- Maintain the excellent record of positive leaver destinations.

#### Raising attainment and achievement at all levels

There are strategies in place to support the raising of attainment and achievement at all levels. Secondary schools analyse their performance in examinations and formulate action plans to address underachievement. Reviews of school performance are discussed at annual meetings with senior management and the Quality Improvement Service. Extensive analysis is carried out and shared with school management. Departments are encouraged to share good practice both within and across schools.

#### Improving Performance at SCQF Levels 5, 6 and 7

Performance in S4 at Scottish Credit and Qualifications Framework (SCQF) level 3 continues to be strong maintaining national and comparator council average. Attainment at SCQF level 4 was unchanged but there was a slight rise of 1% at SCQF level 5.



In S5, attainment at 3 or more awards at level 6 fell but at 5 or more awards at level 6 it improved to reach the highest level in 10 years.

In S6 there was a significant rise in both 3 or more and 5 or more awards at level 6. Both reached their highest level in 10 years. There was a slight rise in 1 or more awards at level 7.

Four of our schools performed above comparator schools in some measures. Commendably, one school Our Lady and St Patrick's High School, performed above comparator schools in all measures and equalled or exceeded national averages in all measures (For a graphical explanation of performance at secondary school stages see Appendix 1, Figures C, D and E)

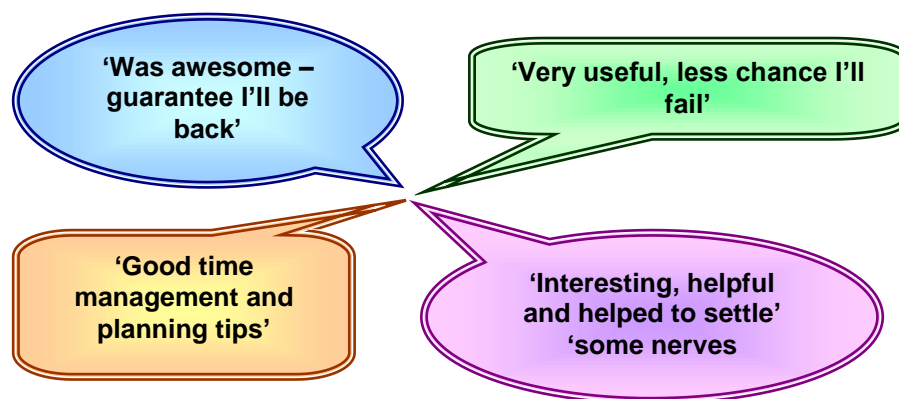
### **Good Practice – Masterclasses**

Pupils were offered the opportunity to attend 'Masterclass' sessions over the Easter holidays in a range of higher subjects. The focus for the sessions was examination skills and advice was offered on techniques as well as content revision. These sessions complemented the valuable supported study programmes run in all secondary schools.

Sessions were arranged locally to enable pupils to attend higher classes in English, Maths, Chemistry, Physics, History and Geography. They were based in Clydebank High school and

Dumbarton Academy with staff from all 5 schools participating. Sessions were attended by pupils from all 5 schools.

#### **Quotes from pupils who attended the Masterclasses**



All sessions were evaluated and the feedback from pupils was extremely positive. Overall, 99% said that they would attend any future masterclasses. Some comments are shown above.

### Literacy and Numeracy

The core elements of the original West Dunbartonshire literacy initiative were revisited and plans for improvement put in place. Research findings on poverty and literacy development were delivered to all heads of centres and Head Teachers.

Working parties began to amend the WDC literacy resources, Hear Say, Write to the Top and Reading Routes in light of the requirements of Curriculum for Excellence.

WDC officers and schools were part of a national initiative to develop literacy and presented at a national conference. HMIE reports were positive about literacy developments and attainment in the schools which were inspected. The Principal Teachers of English have worked collaboratively to ensure that developments in Broad general education and in National 4 and 5 are consistent.



The developments in numeracy were similar to those in literacy. HMIE reports were positive about numeracy developments and attainment in the schools which were inspected. The Principal Teachers of Mathematics have worked collaboratively to ensure that developments in Broad general education and in National 4 and 5 are consistent. An authority working party on Mathematics has been set up and supported by HMIE. An authority development session in Mathematics was delivered to leaders and practitioners by HMIE Officers and practitioners.

There is a shared understanding of the strategic direction in numeracy and literacy developments. The staff development and sharing good practice opportunities enhance learning and teaching.

- Literacy Audit

Educational Services conducted an audit of literacy across our EECCs and schools. All early years establishments and primary schools completed a literacy survey. The purpose was to:



- audit children's literacy skills development
- identify aspects of good practice
- identify future requirements
- ascertain views on schools and nurseries on current arrangements to develop children's skills in literacy.

The EECC survey focussed on how staff managed the core elements of early literacy development. The primary school survey focussed on existing practice relating to the three organisers within the literacy

framework; listening and talking, reading and writing. The information was collated and analysed to form the basis of a literacy action plan. The plan aimed to address gaps in literacy training for staff and support improvement in the teaching of literacy across the authority.

The baseline for assessment of early level literacy skills was updated in line with recent research and piloted in a group of EECCs. This assessment will now be rolled out across the authority for all children and will support children's learning in the transition into primary. Primary one teachers will complete the baseline assessments during the course of primary one.

An additional training programme for staff was devised to develop the skills and confidence of new staff and refresh the knowledge and skills of experienced staff. Therefore, early level staff will be more confident in their ability to plan and to meet the individual needs of children in developing good early literacy skills. This audit will ensure that children at risk of failing to learn to read will be identified early and supported appropriately, such that all our children will have good early literacy skills.

West Dunbartonshire Council piloted Standardised Tests in Numeracy and Literacy at P3, P7 and S2 in May 2012 to support evidence of learning progress. The Quality Improvement Service delivered development sessions to all P3, P7 and secondary principal teachers of English and Mathematics. This enabled teachers to become familiar with the assessment materials and have a common approach to the administration of the assessments.

Once the assessments had been completed, the external company was commissioned to correct and collate the results. Head Teachers were supported to use the information from the assessments to challenge practice, to confirm progress at the stages assessed and to



develop teachers' confidence in professional judgement of progress in literacy and numeracy. The overall results were reported to elected members.

The 2012 pilot was evaluated and the decision was taken to continue with the assessments in future years but to change the time of the assessments from May to February and to add P5 to the stages assessed. The information from the 2012 assessments will act as the foundation of information in future trends in attainment in literacy and numeracy.

For a graphical explanation of performance in Standardised Tests see Appendix 1, Figure K.

### Leaver Destinations

In 2011, the risk matrix was successfully integrated within the schools' management information system (MIS). It is currently used across five secondary schools and has helped the local authority and its partners to manage effectively 16+ Learning Choices. It has streamlined the process for recording, reviewing, analysing, reporting and management of data. Appropriate support can therefore be better targeted at those young people who need it most. As a consequence, despite a challenging economic climate, more young people have been able to make a positive transition into education, work or training.

### ***Good Practice – Employability Skills Programme***

Pupils are offered a work placement in the year they intend to leave school. This placement is matched to their next step and is intended to offer them an insight to the skills required for employment in their chosen area.

The nature and length of the placement varies depending on the needs of the pupil and employer. For example, senior pupils who intend to apply for university may opt for a place in a university summer school or a professional work placement which provides a link to their intended course and future occupation. In addition, there are a range of transition courses offered which help to prepare pupils for college and university.



Pupils have expressed a very high degree of satisfaction with the variety of options offered on the Employability Skills Programme. Some pupils gained employment directly as a result of their placement, while some senior pupils have gained entry to courses as a direct result of their participation in transition programmes such as 'Top-up'. Others would not have experienced a workplace without the extra support provided and are now better prepared for the world of work.

Collectively the options offered within the employability skills programme have had a strong influence on pupils successfully making the transition into education, work and training.

### ***Quotes from pupils and employers about Employability Skills Programme***



### **Learning and Teaching**

West Dunbartonshire Council has made a strong commitment to the development of effective learning and teaching approaches that enable young people to access, in the most appropriate way, the principles of Curriculum for Excellence.

- **Leadership**

West Dunbartonshire contributed to the Scottish Leadership Development Programme. A small 'leadership team' was established to take part in a Scottish Government / ADES pilot to consider updated approaches to leadership development. A secondary and primary HT and an education officer worked with colleagues in other authorities to discuss common issues and to plan for improved approaches.

This had a positive impact on educators within the Our Lady and St Patrick's cluster with Primary Head Teachers taking a collective approach to developing as a learning community. Individual Head Teachers are now taking a lead role in developing aspects of Curriculum for Excellence across the cluster to promote sharing good practice. This approach will be extended to other clusters.

Educational Services reviewed our traditional approaches for visiting secondary schools to discuss exam performance. A new style agenda was discussed with Head Teachers which aimed to 'open up learning' and to include more stakeholders in the process. Therefore, as well as the Senior Management Team for each school, the meeting included input from a subject Principal Teacher and a group of young people. They presented on key strategies which have been helpful in raising attainment. A focused plan for improvement was developed as a result of these Leadership for Learning visits which was discussed by the Educational Services Committee.



- Improving Practice

Sharing good practice is now established at all levels within Educational Services. For example:

- Primary Head Teachers have a planned annual visit to another school which enables Head Teachers to share good practice in leadership and in curricular and management developments. The focus for the visits is relevant to current developments and initiatives and time is given to jointly plan before the visit and to share findings and decide next steps after the visit.
- Assessment Co-ordinators lead 'Sharing the Standard' activities in their schools and share their experiences and practice with each other at authority led meetings.
- Quality Improvement Officers identified good practice and practitioners were invited to share what they did at twilight sessions and other centre based in-service. Co-operative Learning twilight sessions enabled secondary teachers to share subject specific activities. Likewise, primary teachers met during twilight session to share and discuss good practice in particular curricular areas.
- Teachers shared good practice across the school in which they work and across other schools in their cluster or across the council.
- Teachers and Head Teachers were invited to share practice at national conferences. A small number of Head Teachers took part in a national sharing activity that involved Glasgow, Renfrewshire and Dumfries and Galloway schools. This was very successful and was kite marked on the Education Scotland website.

Educational Services held a joint staff development day for the early level, i.e. pre-five practitioners and primary one teachers. This took the form of a 'World Café' which is a methodology for hosting conversations about questions that matter. Staff were split into groups and given a set of starter questions on transition, learning and teaching, assessment and moderation, outdoor learning and the curriculum.

The wider aims were to:

- meet and work with colleagues working at the early level, to come together to share and discuss
- discuss the implementation of Curriculum for Excellence
- take a closer look at how we support children as they move through their early level experience from pre-five to primary
- share thoughts and ideas on outdoor learning, transition, pedagogy, assessment and moderation.



The development day allowed staff groups to identify areas for development. Early years practitioners shared the standard of practice at pre-school and primary towards an understanding that the early level spans age three to six years.



- **Quality Improvement**  
The current school improvement procedures were reviewed and amended, which included a changed calendar of visits from the Quality Improvement Service to reflect the priorities of the school year. A common recording system was agreed to bring consistency to the reports of visits.

Head Teachers were asked to upload their School Improvement Plan and their Standard and Quality report on to Glow.

As an authority we were involved in national moderation activities through the National Assessment Resource (NAR). We developed local solutions to national developments to include a local version of the NAR – the WDC Sharing the standard resource, local innovation bids and a local quality assurance group. ‘Moderation champions’ were identified in early years and primary with professional learning in this area developed. Assessment is for Learning training was revamped and bespoke moderation sessions for a variety of stakeholders delivered. We focussed on the profiling process and the P7 profile in particular. These activities gave practitioners more confidence and an increased awareness of assessment and moderation.

### **Continuous Professional Development**

Continuous Professional Development (CPD) remained important to the development of the profession and to the improvement of learning and teaching. The following formal opportunities ensured succession planning and both personal and professional development for teaching staff:

- aspiring Principal Teachers Programme
- aspiring Depute Head Teachers Programme
- Scottish Qualification for the Headship Programme

Education sectors (nursery, primary and secondary) had focus groups to enable Head Teachers and Head of Centres to share good practice. The focus groups ensured that staff were kept up-to-date with local and national developments and ensured consistency across the authority.

The raising attainment agenda was supported by the following:

- assessment coordinators
- maths champions
- STARS
- Family Group Meetings ensured opportunities to share and to challenge.

In response to the Donaldson Report, Professional Review and Development (PRD) was a major focus this year, resulting in planned changes to our existing PRD priorities.

## How did we perform against our objectives?

What did we measure?	What was our target? (%)	How did we perform? (%)
5 or more SQA awards @ SCQF level 5 or better (by end S4) (%)	32.5	32.4
3 or more SQA awards @ SCQF level 6 or better (by end S5) (%)	19.0	20.0
5 or more SQA awards @ SCQF level 6 or better (by end S6) (%)	20.0	21.3
1 or more SQA awards @ SCQF level 7 or better (by end S6) (%)	12.7	11.6
Primary Attendance (%)	95.5	94.9
Secondary Attendance S1-S5 (%)	91.0	91.4
Primary Exclusion (days lost per 1,000 pupils)	19.5	13
Secondary Exclusion (days lost per 1,000 pupils)	240	107
Percentage of educational establishments receiving positive inspection reports	100	100

For a graphical explanation of performance at secondary school stages see Appendix 1, Figures C, D and E; for attendance and exclusions for both primary and secondary school see Figures F, G, H and I.

## 5.2 Objective 2

### Deliver Curriculum for Excellence in partnership with pupil, staff, parents and partners

#### What actions did we take to achieve our objectives?

- Move to construction of the new Dumbarton Academy
- Developments in 2012/13 will include the preparation of two bids for funding for new schools: a co-located denominational and non-denominational primary school building with a large EECC in Bellsmyre and a new secondary school building for Kilpatrick School
- Prepare a revised strategy for the schools' estate
- Continue the progress made with uptake of Glow and prepare West Dunbartonshire staff for Education Scotland's new ICT strategy
- Implement three pilot projects to evaluate the use of I-pads, I-pod touches and associated apps for learning
- Continue the health and well-being Phase 1 visits to schools and develop a Phase 2 visit schedule for schools and a visit schedule for early years establishments
- Develop improved guidance and support for outdoor learning as an integral aspect of the curriculum
- Establish the Secondary HT Group to oversee the development of Senior Phase across West Dunbartonshire
- Continue to monitor implementation of Curriculum for Excellence across 3-18 age range.

Curriculum for Excellence challenges schools to work in innovative ways to ensure that our young people receive the education they need to be successful learners, confident individuals, responsible citizens and effective contributors.

#### Curriculum for Excellence implementation

The Curriculum for Excellence (CfE) steering group meets regularly to discuss the priorities for development in West Dunbartonshire. The CfE action plan has been updated in line with increased expectations from Education Scotland, with subgroups being set up to move forward areas within this. Impact of the implementation of CfE is exemplified in schools and early years' centres standards and quality reports and school improvement planning.

These changes have led to increased teacher confidence and an improvement in learning and teaching for young people.



A Depute Head Teacher Group was established after the Senior Phase Planning Day in December 2011. At the group issues were considered and three subgroups were set up to discuss possible developments:

- Curriculum and timetable planning (Structure)
- Vocational / consortia / business links
- Online learning / CPD

The groups were led by named deutes, one from each of the 5 secondary schools. They have met on a regular basis and have been working through the issues raised, bringing in members of staff to assist where appropriate. These groups have fed back to two later senior phase planning days. The groups have impacted on staff by increasing awareness and confidence that issues raised are being addressed and given the opportunity to input to developments.



### **Learning environments to meet Curriculum for Excellence**

Curriculum for Excellence requires new approaches to developing the learning environment experienced by our children and young people.

### Schools estate

Considerable work was undertaken through the Strategic Asset Management Group to revise the Schools Estate Strategy. By the end of the academic year 2011/12, revised

Occupancy, Condition and Suitability surveys were being undertaken for all schools and a revised Schools Estate Management Plan was in preparation. A revised plan for Educational Estates will be put to Elected Members in 2012/13.

The tendering process for the new Dumbarton Academy building progressed. The project had to be re-tendered because of an objection from an unsuccessful bidder. The contract was finally awarded to BAM Construction who commenced work on site in June 2012. The work is on schedule for the new building to open as planned in August 2013.

Business cases were drawn up for a new Kilpatrick School (secondary building) and a new co-located campus in Bellsmyre comprising replacements for St Peter's Primary School, Aitkenbar Primary School and a large EECC to replace Andrew B Cameron and St Peter's EECCs. A corporate decision was later taken not to proceed with Income Securitisation as a funding stream. However, the new majority Administration has committed itself to deliver on both of these school projects by 2017.

The Schools Estate Strategy and the new schools will lead to a better learning environment for young people and a better working environment for staff.

### Outdoor learning

We developed the Forest School Programme to fulfil the entitlement of CfE for regular, planned and quality learning in the outdoors. A series of professional learning programmes took place to support and build the capacity of practitioners to deliver learning in the outdoors, which was supported by local innovation bids for all sectors in the area of outdoor learning.

Partnerships with external agencies such as the Environment Trust, the National Lottery, West Dunbartonshire Ranger Service and the Trossachs National Park enabled our schools and early years' centres to enhance their school grounds to provide opportunities for quality outdoor learning. All these changes resulted in an increased number of young people engaging in regular planned and quality learning outdoors.



The outdoor learning centre at Ardlui contributes to the curriculum and offers a range of activities and experiences for young people.

### Technology and Glow

Technology is of increasing importance in modern learning and teaching approaches. Educational Services have piloted the use of mobile devices in classrooms, i.e. the use iPads and iPod touches in three primary schools (Dalreoch, Linnvale and Gavinburn).

The three models used were quite different, for example Gavinburn formed part of a 1:1 pilot which was evaluated nationally and Dalreoch presented at this year's Scottish Learning Festival. All three schools were visited by Education Scotland where their successes were recorded on a Glow Wiki. More information on individual school pages can be found at the following links (Please note to access these links you will need a Glow Login and password):

- [Dalreoch Primary School](#)
- [Gavinburn Primary School](#)
- [Linnvale Primary School](#)

During the transitional phase of Glow we have continued to encourage growth with the development of online frameworks supporting management collaboration, and increasing classroom interest in blogs, e-portfolios and the use of Glow Meet. Schools and partner agencies are making increased use of Glow to record achievement and deliver content.

For example, Edinbarnet Primary school was involved in a Comenius project where evidence in the form of text, photographs, videos, animations, audio recordings and computer games was captured in a blog.



### **Health and well-being**

Educational Services undertook a series of health and well-being visits to all our schools.

We completed the final year of a three year schedule of health phase 1 visits to schools as part of our follow-up procedures to the Health Promoting Schools accreditation scheme. Through a self-evaluation exercise schools identified their progress in taking forward health and wellbeing as part of their Curriculum for Excellence

developments. Schools were asked to identify an aspect of good practice in health and wellbeing and their next steps in developing their health and wellbeing curriculum. The authority compiled a database of all this good practice which helped to inform local action planning for the authority and our partner agencies.

Our health and wellbeing visits to schools have maintained expectations on delivering the health and wellbeing agenda for children and young people. The visits ensured that health and wellbeing is seen as an integral part of delivering the new curriculum.



### **Good Practice – Haldane Primary School: Outdoor Learning Zones**

Pupils, staff and parents were actively involved in developing the outdoor learning zones, which include the 'Grow Space Garden'. Working with the Environment Trust, Haldane Community Allotment Forum and Hop, Skip and Jump Out of School Service the school transformed the outdoor space to provide regular and exciting outdoor learning experiences for the pupils. The children enjoy a 'very hands on' approach to their learning and this has enhanced the opportunities for inter-disciplinary learning across the curriculum.



### **How did we perform against our objectives?**

<b>What did we measure?</b>	<b>What was our target?</b>	<b>How did we perform?</b>
Percentage of primary and secondary schools achieving Eco-Schools Green Flag Award (%)	40	44
Percentage of schools with health promotion stage 3 accreditation. (%)	100	100

### 5.3 Objective 3

#### Modernise Educational Services to ensure the delivery of Best Value within significant budgetary constraints

##### What actions did we take to achieve our objectives?

- Support and implement self-evaluation activity across Educational Services
- Build capacity for Educational Services web presence within the Council's redesigned website
- Establish Service Level Agreements (SLAs) between Council and Leisure Trust.

The challenging economic environment makes the delivery of Best Value an integral part of our service. The budget for Educational Services for 2011/12 was £88,570,150 and the service operated within budget. Modernisation of the service can ensure that we deliver Best Value within this constraint, while maintaining the high standard of service expected by the residents of West Dunbartonshire.

##### Self-evaluation

Performance management is the approach followed by the Council to ensure that all goals are met in an effective and efficient manner. An important part of this process within Educational Service is self-evaluation. Self-evaluation is literally the evaluation of your own work. The process of self-evaluation has become an increasingly important part of education. This was cemented when HM Inspectors changed the inspection procedure of local authorities to the Validated Self Evaluation (VSE) process.

In order to support self-evaluation across Educational Services a number of staff development sessions have been designed. These sessions raised knowledge and awareness of the self-evaluation process and were followed with more in depth sessions which provided key skills in carrying out this important piece of work. This will contribute to the service's modernisation plans and its goal to ensure that Best Value is achieved across the service.

Educational Services has maintained its rate of 100% positive inspections of education establishments, with good practice in self evaluation identified across sectors. This good practice has been shared at meetings of Heads of Early Education Centres and Primary / Secondary Head Teachers. Our Libraries and Cultural Section continues with their robust and systematic approach to gathering and analyzing data to inform future improvement activity.



##### Online presence

The Council Content Management System (CMS) was changed and updated in early 2012. The changeover allowed Education Services to update the information available to our stakeholders on the website. The new Council website used the nationally recommended Scottish Navigation List to make our website directly comparable with other councils' websites. Training of relevant staff ensured that the content was less repetitious and would be more user

friendly and accessible. The new site ensures that our stakeholders can find information easily, while the new content is written in plain English and using web copy-writing principles.

### **Leisure Trust**

Educational Services worked with the project team established to bring about the West Dunbartonshire Leisure Trust. Team Leaders from Active Schools, Sports Development and the Outdoor Education Service worked with the Consultants to give depth and detail about their services and the planned outcomes for young people. It was decided that the Outdoor Education Service would not go forward to be part of the West Dunbartonshire Leisure Trust. However, Active Schools and Sports Development have now moved to the West Dunbartonshire Leisure Trust. Young people across West Dunbartonshire continue to benefit from the activities offered through the newly formed West Dunbartonshire Leisure Trust.



## 5.4 Objective 4

### Enhance the provision of integrated children's services and promote health and well-being

#### What actions did we take to achieve our objectives?

- Continue to embed the principles and core components of *Getting it Right for Every Child* into the culture and practices of Educational Services
- Continue the implementation of the FAST programme within our schools and early year centres
- Continue to develop Educational Services' partnership with Save the Children
- Work in partnership with other departments to implement the Council's Parenting Strategy
- Evaluate the Attendance Review Committee and implement any actions arising from the review
- Continue the development of the Rights Respecting Schools programme.

The delivery of high quality interventions and programmes to support children requiring additional support needs remained a key priority.



#### Getting it right for every child (GIRFEC)

Educational Services has audited how the GIRFEC principles are being embedded into the work of the various partner agencies supporting vulnerable children in the Council's schools and EECCs. The findings from the audit were used to develop more effective approaches to supporting children including increased use of the common practice model for assessing needs and for planning around the child.

The impact of the Joint Agency Teams within our secondary schools in streamlining resources and helping to develop more rigorous planning has been significant and has attracted interest from Sweden. A training programme has been organised to ensure that all staff within education are made aware of the expectations of GIRFEC.

#### Support to children and families

- Families and School Together (FAST)

Families and School Together (FAST) is an eight week evidence based multi family group programme which builds protective factors to enhance children's resilience. With supportive relationships between families and school, research shows the child is less likely to experience school failure, drug and alcohol abuse, youth delinquency, child abuse and neglect and mental health problems. The programme is for children aged 8 or less.



FAST has been run in five Primary schools with some of their link EECCs over the last fourteen months and plans are in place for two more schools to join the programme. The funding has been secured through effective partnership with Save the Children.

The Council has now received two of the three evaluations of the Programme. The summary of outcomes has demonstrated significant improvements in the following areas:

- the quality of family relationships especially between parent and child
- children's behaviour at home and in school
- parents' relationship with school staff
- friendships between families
- the numbers of parents seeking advice on further education or employment and,
- children's eating habits.



- **Eat, Sleep, Learn and Play!**

This programme is funded by Inspiring Scotland and Johnson and Johnson, which aims to support children under 36 months and their siblings under five in the most desperate need. The programme is based on what we consider our children's basic needs:

- **Eat:** a child is able to sit at a table and have a hot home cooked meal
- **Sleep:** a child has a comfortable bed to sleep in along with sufficient bedding to keep them warm
- **Learn and Play:** a child has toys and books to stimulate their development relevant to their age; some clear floor space to play on; they have clean clothes and are able to access the outdoors.

To date Save the Children has awarded 150 grants to families within West Dunbartonshire Council.

- **West Dunbartonshire Parenting Strategy**

The vision of West Dunbartonshire's parenting strategy is to provide positive parenting support which reflects the varied needs of families. The council is committed to delivering a staged model of parenting interventions from short-term universal support to more intensive services. The implementation of the strategy is guided by the Parenting Review and Improvement Group (RIG). Over the course of 2011/12, the Parenting RIG audited training needs of staff to enable appropriate staff to deliver the range of parenting interventions required. Training was planned and commissioned and a range of staff from Social Work, Educational Services and health underwent training in Triple P, the Solihull Approach, Mellow Parenting and Play@home.

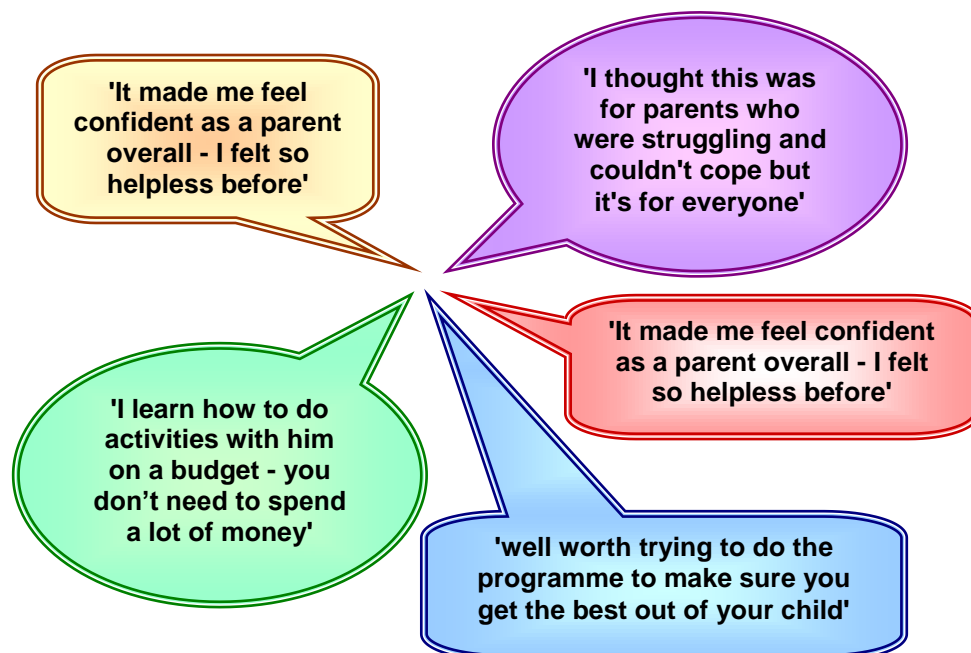
Parenting groups were offered by a range of staff for parents of pre-school, primary and secondary children and young people. For example:

- universal parenting support was offered through Families and Schools Together (FAST)
- Play@home was offered to parents of nursery aged children
- Incredible Years groups and Handling Teenage Behaviour groups were offered to a targeted group of parents struggling with the challenges of supporting their school age children
- and a small group of vulnerable parents participated in an intensive Mellow babies group.

A calendar of parenting groups was developed and the beginnings of a means of coordinating the referrals and information on groups established.

These changes mean staff are better equipped to support and offer help to parents feel more confident in their ability to care for their children. Staff have improved understanding of the

### ***Quotes from parents who attended parenting groups***



developmental needs of children and can support parents to make parenting a more positive experience. Parents not feel better equipped to support their child's development and have greater confidence in dealing with problems when they arise. While, many parents reported feeling that their relationship with their children improved.

### **Psychological Services**

Psychological Services has worked on the following areas during the 2011/12 session.

- **PATHS**

The use of the Promoting Alternative Thinking Strategies (PATHS) programme has continued to be promoted by the Psychological Service over the course of last school year. This has been achieved through a number of forums including the hosting of a highly successful conference at which the original developer of the programme, Dr Mark Greenberg, was a keynote speaker. Attended by in excess of 120 people from across WDC and beyond, the interest generated from the conference has led to a number of primary schools beginning to use PATHS and being supported by the Psychological Service to ensure successful and effective implementation.

- **Nurture**

Nurture training, business meetings and evaluation have been the focus of work throughout the school session. All of these efforts are aimed at ensuring nurture group practice remains faithful to nurture group values and principles. Topics covered in training this year have included: attachment, PATHS and Solihull parenting. In addition, good practice has been shared within twilight sessions and business meetings with Heads of establishments.

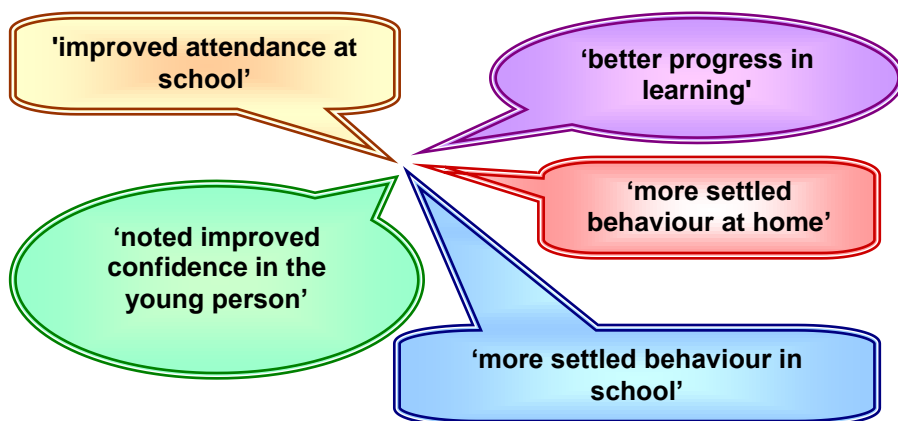
A key focus of work has been to start tracking pupils attending nurture groups both while they are attending a nurture group and also once they are back in mainstream classes full-time. Over this school session a cohort of 50 children have started phase one of the tracking programme. Early evaluation results are very encouraging with scores on Strength and Difficulties Questionnaire showing a lessening of perceived stress and impact of negative behaviour on both parents and teachers and an increase in observable pro-social behaviour (the latter of these improvements reaching statistical significance for teachers). Similar results were not observed in the control group particularly for parents.



- Transitions

For the first time this session the views of parents has been sought on their experience of having their child / young person placed within a specialist educational placement. Questionnaire feedback from a small group of 6 parents has shown agreement by all parents that there has been:

***Quotes from transitions parents***



- Seasons for Growth

During the course of the session Seasons for Growth Group continued to be offered across clusters for young people who have experienced bereavement or loss. New groups specifically designed for adults and young people who are looked after were introduced for the first time. Evaluations continue to produce evidence of the positive benefits for those who attend these groups.

- Roots of Empathy

Educational services have worked in partnership with Action for Children to roll out the Roots of Empathy Programme in 5 of our primary schools. Roots of Empathy is a classroom based programme where a local parent and baby visit the class over the course of the session. The focus of the programme is to develop more respectful and caring relationships and to reduce levels of aggression. Evaluations from the participating classes demonstrated many positive improvements in classroom behaviour and many of the health and wellbeing experiences and outcomes were achieved through the delivery of the programme.

### **Rights Respecting Schools**

The UNICEF Rights Respecting Schools Scheme aims to:

- raise pupil achievement including attainment
- improve the quality of their own and their families' lives
- help children learn about their rights and responsibilities according to the United Nations Convention on the Rights of the Child (UNCRC) and how to use this understanding as a guide to living.

West Dunbartonshire educational services therefore support schools and early years' establishments to become Rights Respecting Schools. Currently there are twelve primary schools, three Secondary schools, and six EECCs involved.

All Early Years Centres are taking part in the initiative "**The Right Wee Blether**" organised by the office of Scotland's Commissioner for Children and Young People. Children between the ages of 2 and 5 will take part in a consultation exercise and each conversation will be

recorded by parents or early year's staff. Along with the "**Right Blether**" for 6 to 18 year olds, this is the widest and biggest consultation exercise for young people ever in Scotland.

### Attendance Review Committee (ARC)

In August 2008, new attendance policies and procedures were introduced for all schools, which included the inauguration of the Attendance Review Committee (ARC). The introduction of the new procedures recognised and imbedded into practice the importance of a staged approach for dealing with poor attendance.

The result from a recent evaluation of the ARC has demonstrated that in 60% of cases of chronic and enduring low attendance there was a sustained improvement. A number of other local authorities have imported our protocols. There has also been a significant reduction in educational referrals to the Children's Panel requesting a hearing, that is from 146 in 2006/07 to 21 in 2011/12.

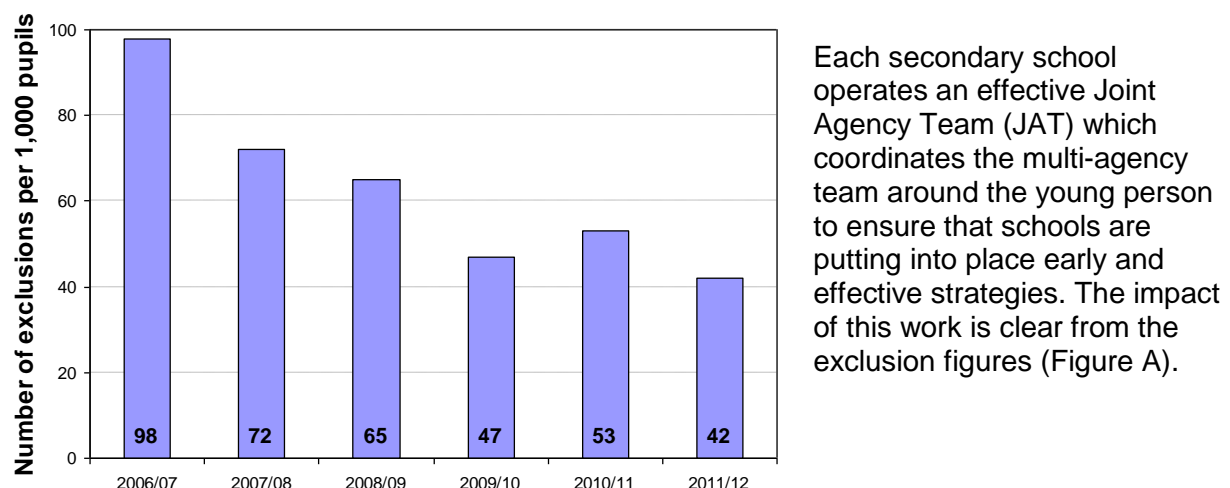
### Exclusions

Since 2006, when the Council's exclusions were amongst the highest in Scotland, there has been an increased use of reports analysing individual exclusions statistics including:

- the use of trends and benchmarking of each schools' performance
- hot spot times of the years for each school
- identifying patterns of excluding for individual members of senior staff.

Senior school staff meet regularly with the education manager with responsibility for Pupil Support to ensure suitable strategies are implemented.

Figure A: Number of exclusions from 2006/07 to provisional numbers for 2011/12.



Although 2010/11 exclusions show an increase compared to the previous year, the long term shows a steady decline. Figures from 2011/12 show a return to the long term trend of a steady decline.

West Dunbartonshire Council Exclusion Guidelines were recently reviewed to reflect the Scottish Government's policy guidelines entitled Included, Engaged and Involved Part 2, and as a result of this the length of any single exclusion for looked after and accommodate children has been reduced to 4 days.

Within Education, the MAC (multi-agency consultation) Group meets on a regular basis to offer advice, share good practice and make recommendations for young people whom schools, through their Staged Intervention and JAT procedures, have identified as requiring additional support. The group tries to ensure that as many vulnerable young people as possible have the opportunity to remain in their mainstream school by supporting schools to access appropriate alternative curricular packages which adequately address the needs of individuals. Where this is not appropriate the group will forward information to the Education / Social Work Liaison Group for discussion regarding an alternative placement.

## 5.5 Objective 5

### Build the capacity of Educational Services to engage with the communities we serve

#### What actions did we take to achieve our objectives?

- Gather the views of young people, parents/carers, staff and partners on the work of Educational Services
- Organise development opportunities for members of Parent Councils
- Work in partnership with West Dunbartonshire's Parental Involvement Strategy Group in matters of policy and practice
- Continue to consult regularly with libraries and museums staff to ensure the best service for customers
- Continue to consult regularly with libraries and museums customers to ensure the best service for customers, including use of stock selection panels
- Undertake a robust consultation with schools and services with a view to improving the Outdoor Education Service profile
- Play a leading role in extensive Council wide public and staff consultations on budget issues
- Develop school / business links as part of Curriculum for Excellence.

Engagement and consultation with our stakeholders enables Educational Services to provide a high quality service worthy of our young people, their parents / carers and our staff and partners.

#### Parent voice

Parental involvement is a priority within the Council. There is a Parental Strategy Group in place which is fully involved in the consultation process for all educational policy and initiatives with the chair of the group now moving to a parent as planned rather than a Council Officer. The current chair has also taken on the role of chair of the National Parent Forum which reflects the strong commitment developed locally. Strong relationships between the Parental Involvement Strategy group and Senior Officers exist and this enables issues to be discussed fully. Members of the directorate and other senior officers attend all meetings.



Two members of the Parental Strategy Group are now part of the council's Education Committee and effectively contribute the parents' views at committee meetings. The members meet prior to committee sessions to ensure they bring collective views of the Parental Strategy Group to Education Committee.

All establishments have further developed partnership with parents as a priority. Many schools now consult parents as part of the self evaluation process and this opens up learning through exploring and using people's views.

During the past session a comprehensive training programme has been organised in conjunction with the Scottish Parent Teacher Association and delivered by a number of the Parental Strategy Group, and a successful Parental Conference took place.

### **Consultation with our stakeholders**

Effective consultation with stakeholders ensures that all services within the council and Educational Services meet their needs. The Executive Director of Educational Services played a full part in the extensive consultation with staff and the public which took place in advance of the setting of the Council's budget for 2012/13. He attended 5 meetings of Council staff and 6 public meetings between November 2011 and January 2012. These public consultations gave staff and the general public an enhanced role in setting budget priorities for the Council.

Focus groups have taken place with some users of the Outdoor Education Service. This information will be used to inform the future delivery of this service and will help align stakeholder expectations with service objectives.

Every Libraries and Culture programme, such as the annual Booked! Festival, includes a public consultation. The results of these are collated and inform future programmes. While every learning project or author session delivered by the service uses evaluation forms for participants, e.g. pupils, teachers and artists. These consultations allow collation of feedback on relevance and quality of delivery, allowing programmes to be tailored to meet future needs and demand.

Consultations give participants the opportunity to engage with programme co-ordinators and to impact on future delivery and programme content. As a result courses and events have been developed reflecting the input of participants. While staff can measure success and produce evidence based learning programmes, such as Quest and Crackin Crits.



### ***Good Practice – Staff consultation in Libraries and Culture***

During the last year Libraries and Culture have used a variety of consultation methods, including:

- online staff forum
- a regular staff bulletin updating staff on service development
- 10 regular staff training and consultation sessions
- a bi-monthly staff / trades unions' consultation group.

Staff consultation has led to an informed and involved staff, with staff suggestions advanced and built into service plans. Staff are engaged and have an improved awareness of impact of service delivery on public and service outcomes. There is increased communication and improved staff, trades unions and management relationships.

## **Links with business**

In 2011/12 Educational Service audited business links with all secondary schools and shared the information across the schools. This database on employers will be reviewed and built on, with schools adding as appropriate. The database allowed school staff to access resources as required.

After the first senior phase planning day in December 2011, a Deputes working group was set up to look at and take forward better links with local business and partners. Increased input from business/partners will give young people access to expert and appropriate support within the curriculum.

### ***Good Practice – Business links between St Peter the Apostle Skills for Work Hospitality and the Beardmore Hotel***

The Education Support Officer and Principal Teacher Home Economics at St Peter the Apostle High School held planning meetings with management from the Beardmore Hotel to discuss partnership working for the Work Hospitality project.

During the project:

- the Beardmore chef visited the class to share knowledge and give practical demonstration
- pupils visited the hotel on several occasions and met with every department of the hotel, had specific input regarding menus and kitchen operation, worked with the chefs to produce food for their event, worked with front of house staff on table settings and waiting on table.
- pupils organised and held an Afternoon Tea event in the Beardmore with support from the Hotel staff.



Collaboration on the project brought benefits to both the Hotel staff and our pupils. Hotel staff had the opportunity to work with the pupils and teachers to gain knowledge of the pupils' lives, up to date information on the kinds of course and content the young people were studying. Hotel staff contributed to the content of the course by providing relevant and up to date hotel practice and advising pupils of standards expected by employers. Pupils benefited as they accessed real life working conditions, spoke to hotel staff to help their future and experienced holding their event in a working environment.



***Good Practice - Business Links between Vale of Leven Academy and Cameron House – Raising Awareness in the Hospitality Industry***

In March 2012 a one day event was held to raise pupils' awareness of employability in the hospitality industry. 23 managers from Cameron House came to work with Vale of Leven Academy's S4 pupils. The pupils attended 11 different half hour workshops designed to inform them about all the different areas within the hospitality industry. Many of the workshops were practical sessions giving the pupils a 'hands on' experience. Around 30 former Vale of Leven Academy pupils are now in employment at Cameron House. It is hoped that this event can be repeated once every two years.

**How did we perform against our objectives?**

<b>What did we measure?</b>	<b>What was our target?</b>	<b>How did we perform?</b>
Percentage of schools with a pupil council (%)	100	100
Percentage of schools with a parent council (%)	100	95
Number of school-business links	100	209
Number of the members of the public who attended budget consultations	n/a	116

## 5.6 Objective 6

### Increase opportunities for wider achievement including sporting activities and the Arts

#### What actions did we take to achieve our objectives?

- Work with the newly formed Leisure Trust to ensure that young people in West Dunbartonshire continue to benefit from Sports Development and Active Schools.
- Implement the Assistance Programme for the Outdoor Education Service with a view to improving elements of the Outdoor Education service going forward.
- Widen the opportunities available to young people across the arts by bringing the expertise together from across Educational Service.
- Increase opportunities for wider achievement by making the best use of the learning resources, programmes and events available in the libraries and museums

West Dunbartonshire provides opportunities for children and young people to access sporting and arts activities through services from Active Schools, Sports Development, Outdoor Education, The Stand, Instrumental Music Service and Libraries and Museums. Work carried out with the new Leisure Trust has been shared under Objective 3.

#### Leisure Trust

In the 2011/12 academic year Active Schools saw improvements in the provision of sport and physical opportunities in and around schools, as well as increases in participation levels among children and young people of school age.



The programme continued to have a strong and vibrant volunteer delivery network of over 240 individuals, including college and university students, parents, teachers, other school staff, secondary school pupils and members of the public. We developed our strong links with local sports clubs and a number of club members delivered sessions to children and young people on a voluntary basis as a way to promote their club's junior / youth membership.

One of the highlights of the year was the Active Schools Torch Relay project which ran for three days in early June 2012, for which we were rewarded the London 2012 Inspire Mark by the London Organising Committee of the Olympic and Paralympic Games (LOCOG). The project was run in the three days before the visit of the London 2012 Olympic Torch Relay to Clydebank and Dumbarton on Saturday 9<sup>th</sup> June and it became a part of the council's strategic plans to welcome the Olympic Flame. All schools across the authority and 6,000 young people were involved, so it was a great success and great fun was had by all.

Sports Development delivers sports specific coaching projects into 100% of primary schools in West Dunbartonshire. The sports included are football (P2, P4 and P7), hockey (P5), Athletics (P6) and Swimming (P5-7). Each school is provided with quality coaching and is then invited to participate in sports specific festivals. Each festival has between eight and twelve schools taking part with at least one hundred and fifty participants.

The service also delivers other events that can involve up to one thousand pupils, for example School Cross Country Championships for P6 – S4. Feedback from pupils demonstrates the positive impact that participation at these events has on their confidence, self-esteem and life experiences.

The project is focused on widening opportunities for participation in sport in West Dunbartonshire and this is achieved by maintaining the high profile of sport in schools and providing the appropriate pathways from Sports Development projects into local sport and sports clubs.

### ***Good Practice – Early years Sports Development project***



The innovative Early Years Sports Development Project was launched in 2002. It delivers high quality sports activity to approximately **two thousand** pre-school age children in **100%** of Early Education and Childcare Centres in West Dunbartonshire.

This **Gold COSLA** Award winning project is extremely well integrated into the Early Years curriculum and focuses on enhancing children's physical, social and psychological development through sport and activity based learning.

The comprehensive project recognises wider achievement and coaches children in a manner that can help them create positive growth mindsets that they will develop further as they progress into primary school. Feedback from the Early Education and childcare Centres and HMIE is extremely positive.

The introduction of parents' workshops that focus on the importance of physical literacy for their young children has also been an excellent addition to the project.

The funding for this project is channelled through West Dunbartonshire Community Planning Partnership, and it is hoped that this funding will be continued for years to come.

### **Libraries, Culture and the Arts**

The West Dunbartonshire Senior Wind Band entered the Scottish and National Concert Bands Festivals. The band improved on previous performances and was invited to take part in the National Finals in London in March 2012 for the first time. The band accumulated two gold awards at regional level, a Silver+ at Scottish national level and a Silver at UK national level. These achievements increased the self-confidence, self-worth and ability of the young people. Parents and instructors now have an increased expectation of the ability of our young people. Instructors and the conductor had the opportunity to develop the leadership and responsibility skills required for the organisation and participation for the trip to the National Finals.

The "College" band from the RAF spent two days during the October holiday working with members of the WDC Senior Wind Band. This culminated in a performance from the RAF band for our young people and their



families and the opportunity to play side by side with the RAF College Band during this informal concert. There was a noticeable improvement in the ability of the young people after the input from the RAF College Band. It gave our young people the opportunity to work with professional musicians for an intensive amount of time and to find out first hand what it was like to work in the RAF as a musician.

The Young Americans are a group of young adults who are focused on providing music education and performance opportunities to young people around the world. Over 200 of our young people aged between 7 and 18 took part in a two day Young Americans workshop. They were taught by 45 American performing arts specialists the skills of singing, dancing, acting, stage presence, microphone technique and mime. The two days also included personal development sessions as well as creative art and poetry classes, which were displayed around the auditorium at The Showcase.

All the participants developed a variety of creative arts skills as well as increased confidence, self-worth and tolerance. While, the nature of the course demanded the young people learn to process and retain lots of information in a short space of time.

The young people worked as a core group, while others also took on solo roles showcasing their dancing, singing, acting and miming skills. Our young people had the experience of working in a nationally recognized performance space which was professionally lit and stage managed. Young people benefited from working with their peers both from West Dunbartonshire and other authorities and make new friends in the process.



Investment was made in physical library spaces, including the creation of two heritage centres, two 'cyberspaces' aimed at raising attainment and a new teenage library in Dumbarton. Our range of services was expanded with the introduction of ebook lending, available online 24/7, which was supplemented with technology workshops to familiarise library members with tablets, laptops and e-readers.

The annual programme of events and Booked! Festival have almost doubled in size, offering twice the number of activities than previously available, including exhibitions, new learning opportunities, and increased school and author visits.

Library members were able to access a larger range of services, including more online services at times convenient to the service user, e.g. 25% of ebook downloads are overnight. There was increased satisfaction from library members and staff with the newly refurbished spaces and a significant rise in attendances at events.

### ***Good Practice – Scottish Opera: The Big Bang***

The arts team invited schools to take part in a partnership project with Scottish Opera, performing *The Big Bang*, a workshop based around science, technology and social studies. The project involved acting and singing, as well as discussion around the topic matter and this week long project was enjoyed by all. Teachers were given a pack from which to prepare their classes, including practising songs and actions. On the final day, members of the Scottish Opera chorus and orchestra arrived for last minute practice, before the arrival of parents for the performance in the afternoon.



Not only did this increase self-esteem and confidence in our children, but the opera was written to augment the Curriculum for Excellence in areas around Expressive Arts, Social Studies and Science and Technology. The project was extremely rewarding for teaching staff who had prepared classes for the performance and taught around the issues raised in the opera. Parents were extremely enthusiastic and, for many, it was their first time listening to professional opera singers and encountering professional classical musicians.

### **Outdoor Education**

A programme of assistance has been provided to the Outdoor Education Service to help address building and service issues and to support the service at Ardlui.

This support has led to the centre being able to benefit from the in-house expertise which is available from HEEDS for the care and maintenance for the new centre. A tender, to provide catering for the service, is also being developed. This more formal arrangement will provide greater cost control and transparency over catering arrangements for the future while maintaining the Council's approach to providing nutritious meals to children attending the centre.



A consultation with service users will be conducted in 2013 to inform the future development of the service and to ensure that all establishments are fully supported in all aspects of outdoor learning.



## How did we perform against our objectives?

What did we measure?	What was our target?	How did we perform?
Percentage of the resident population who are borrowers from public libraries (%)	22.0	21.5
Number of Library visits per 1,000 population	6,700	7,066
Library learning centre and learning access points: number of users as a percentage of the resident population (%)	10.0	11.2
Library learning centre and learning access points: number of times that the terminals are used per 1,000 population	1,220	1,201
Number of visits to/usages of council funded or part funded museums per 1,000 population	925	1,016
Number of visits to/usages of council funded or part funded museums that were in person per 1,000 population	112	242
Number of volunteers delivering Active Schools activities	350	246

## 5.7 Educational Services Departmental Plan 2012/17 - Objectives and Actions

### **Educational Services Objective 1: Raise Attainment and Achievement**

Develop Masterclasses and Supported Study Activity across secondary schools
Develop the capacity of all educators to support young people in raising their attainment and achievement
Expand learning opportunities for all ages across libraries and cultural services establishments
Identify and implement opportunities for wider achievement
Implement improvement plans for literacy and numeracy
Implement programme of 'Leadership for Learning' visits across schools, nurseries, libraries and the Outdoor Education Service
Promote and share best practice across all schools

### **Educational Services Objective 2: Implement Curriculum for Excellence (CfE), Getting it Right for Every Child (GIRFEC) and The Early Years Framework**

Build teacher learning communities in partnership with Tapestry
Continue to support parents and families through early intervention and health awareness
Create a West Dunbartonshire Pre-5 Framework and strategy that will support the development and implementation of a coherent system for improvement and self-evaluation of all aspects of pre-5 and which will reflect the national agenda
Develop a highly skilled pre-5 workforce and continue to develop effective leadership in the service
Develop and implement a strategy to support all schools and early year centres to embed GIRFEC practice and principles into the daily life of the school and wider community
Develop and implement a sustainable and viable plan for the Outdoor Education Service which includes support for outdoor learning across the curriculum
Develop and implement arrangements for the New Qualifications
Develop and implement Performance Review Development and Continuous Professional Development programmes in line with 'Teaching, Scotland's Future'
Develop and implement strategies for literacy and numeracy taking account of the Scottish Survey for Literacy and Numeracy
Develop Senior Phase curriculum models to meet the needs of all learners
Implement revised opportunities for young people across the arts and culture
Implement the 'Rights Respecting Schools' programme more fully in all educational establishments
Improve learning transitions across sectors by enhancing cluster activity
Improve learning, teaching and assessment through 'Sharing the Standard' (3-18)
Improve the outcomes for children through a coherent approach to play and outdoor learning
Organise and prepare Educational Services for the implementation of the new Children's Services legislation
Review and implement strategy for Health and Wellbeing as a responsibility for all
Review parental Involvement Strategy to improve all aspects of work with parents
Review the School Libraries Service in partnership with the Public Libraries Service

**Educational Services Objective 3: Improve Self Evaluation Processes and Systems**

Establish working groups to prepare for Validated Self-Evaluation

Implement a service-wide data gathering system and timetable to inform improvement planning

Implement the Strategic Leadership Development Programme

Organise and implement opportunities to share good practice across all services and establishments

**Educational Services Objective 4: Implement ICT Strategy for learning with Technologies**

Agree and implement Educational Services (Draft) ICT Strategy

Preparation of Educational Services for the implementation of GLOW Futures (2014)

Secure budget to improve the ICT infrastructure

**Educational Services Objective 5: Continue Regeneration of the Education Estate**

Carry out statutory consultation where this is required

Develop the ongoing political engagement with elected members

Develop the revised 5-10 year strategic plan for schools' estate

Identify funding sources

Update all condition, suitability and occupancy surveys

## 6 Summary

This Standards and Quality Report illustrates that, in spite of significant levels of deprivation, and very challenging economic conditions, the learners, parents, staff and members of the wider community in West Dunbartonshire have very good reason to celebrate significant successes.

Attainment and achievement have continued to improve at most SCQF levels and the authority has continued to tackle the promotion of good attendance and to improve exclusion rates with much success. These achievements are the result of the implementation of numerous strategies and the hard work of those involved. Work continues to develop strategies to further improve pupil attainment levels, especially in secondary schools.

Once again, school leaver destinations improved despite the difficult economic conditions, with more pupils entering higher/further education than before. We will continue to support our young people to gain positive leaver destinations as we move forward during these challenging times.

HMIE reports in all sectors were very positive. Two secondary schools (Our Lady and St Patrick's High School and St Peter the Apostle High School) received outstanding inspection reports, while one Early Education and Childcare Centre (Brucehill EECC) received 5 evaluations of "Excellent", only the second nursery in Scotland to achieve such a result.

Partnerships have been established with a number of agencies to enhance the provision of integrated children's services and to encourage community participation.

The promotion of health and well being and the work of sport, arts, libraries and cultural services are enhancing the learning and achievement of children and young people.

The authority is confident that it is well placed to continue to develop best practice in relation to Curriculum for Excellence and has begun to work on the transition from Broad General Education to the Senior Phase.

Approximately 5,000 young people in West Dunbartonshire have recently moved into new, state of the art educational establishments. There is also a draft strategic plan for the regeneration of the remainder of the schools' estate, which will be funded in 2013.

To build on our successes and to improve in key areas in the very difficult economic times which lie ahead, we will require to focus our dwindling resources on the areas of greatest need. We will also require to take an evidence based approach to everything we do. We must focus resources, including time and people, on the development and delivery of strategies which we are confident will lead to positive outcomes for learners.

We must also remember that we do not deliver education in isolation. By working corporately with colleagues in Social Work, Health, Housing, the voluntary sector and others, and by working in partnership with other agencies and with the communities which we serve, we must continue to strive to deliver the best possible outcomes for all learners and their families. By doing so, Educational Services can make a significant contribution to the delivery of the Council's aim to make West Dunbartonshire a better place to live, work, visit.....and learn.

## 7 Further Information

The following websites will provide more information.

Education Scotland - who support quality and improvement in education.  
[www.educationscotland.gov.uk](http://www.educationscotland.gov.uk)

Scottish Schools Online – a searchable directory of all schools in Scotland  
<http://www.educationscotland.gov.uk/scottishschoolsonline/index.asp>

Inspection Reports available on Education Scotland website  
<http://www.educationscotland.gov.uk/inspectionandreview/reports/index.asp>

School and education data on the Scottish Government website.  
<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education>

Parentzone which offers help and advice to parents.  
<http://www.educationscotland.gov.uk/parentzone/>

Parent Councils – more information on parent councils and their role in schools.  
<http://www.educationscotland.gov.uk/parentzone/getinvolved/index.asp>

Scottish Parent Teacher Council which offers help and advice to parents.  
[www.sptc.info](http://www.sptc.info)



## 7.1 Glossary and Abbreviations

ADES	Association of Directors of Education in Scotland
AfL	Assessment for Learning
CfE	Curriculum for Excellence
COSLA	Convention of Scottish Local Authorities
CPD	Continuous Professional Development
EECC	Early Education and Childcare Centre
GIRFEC	Getting it Right for Every Child
HEEDs	Department of Housing, Environmental and Economic Development Services
HMIE	Her Majesty's Inspectorate of Education
ICSP	Integrated Children's Service Plan
ICT	Information/Communications Technology
MCMC	More Choices, More Chances
MIS	Management Information System
NC	National Certificate
NPA	National Progression Award
PATHs	Promoting Alternative Thinking Strategies
SCQF	Scottish Credit and Qualifications Framework
SLA	Service Level Agreement
SOA	Single Outcome Agreement
SQA	Scottish Qualifications Authority
SVQ	Scottish Vocational Qualifications
UNCRC	United Nations' Convention on the Rights of the Child
UNICEF	United Nations' Children's Fund
WDC	West Dunbartonshire Council
CMS	Content Management System
CPP	Community Planning Partnership
FAST	Families and School Together
JAT	Joint Agency Team
LOCOG	London Organising Committee of the Olympic and Paralympic Games
MAC	Multi-Agency Consultation
NAR	National Assessment Resource
PRD	Professional Review and Development
RIG	Review and Improvement Group
STAR	Seconded Teacher for Attainment Raising
TLCs	Teacher Learning Communities
VSE	Validated Self Evaluation

## 7.2 Feedback

If you would like to discuss any aspect of the Standards and Quality Report, or require more copies, or would like the document in a language other than English or in Braille, please contact West Dunbartonshire Educational Services by writing to:

**Educational Services  
Policy and Research Unit  
Council Offices  
Garshake Road  
Dumbarton  
G82 3PU**

Tel: **01389 737309**

Fax: **01389 737348**

E-mail: **[education.centralregistry@west-dunbarton.gov.uk](mailto:education.centralregistry@west-dunbarton.gov.uk)**

Web: **[www.west-dunbarton.gov.uk/education-and-learning](http://www.west-dunbarton.gov.uk/education-and-learning)**

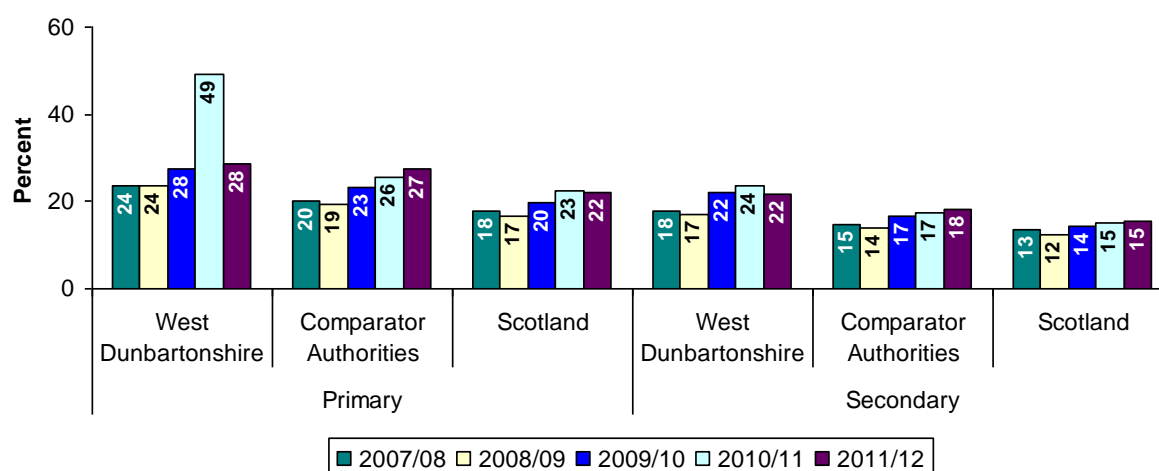
## 8.1 Appendix 1 Statistical Supplement

### Free School Meals

Figure B shows that the percentage of West Dunbartonshire pupils entitled to free school meals remains high when compared to the national or comparator authority averages. This is demonstrative of the continuing high levels of deprivation faced by school pupils in the council area.

The figure in primary schools appears to have reduced substantially session 2011/12, but this is due to the ending of the local initiative that entitled all primary 1 to 3 pupils to free school meals in March 2011.

Figure B: Percentage of pupils entitled to free school meals



### Attainment at SCQF levels

Scottish Education Authorities' performance in national examinations (i.e. those examinations listed in Table 1 below) has been reported to the public for a number of years now. Within West Dunbartonshire, at both Authority and school level, there is the most rigorous scrutiny of performance in these examinations.

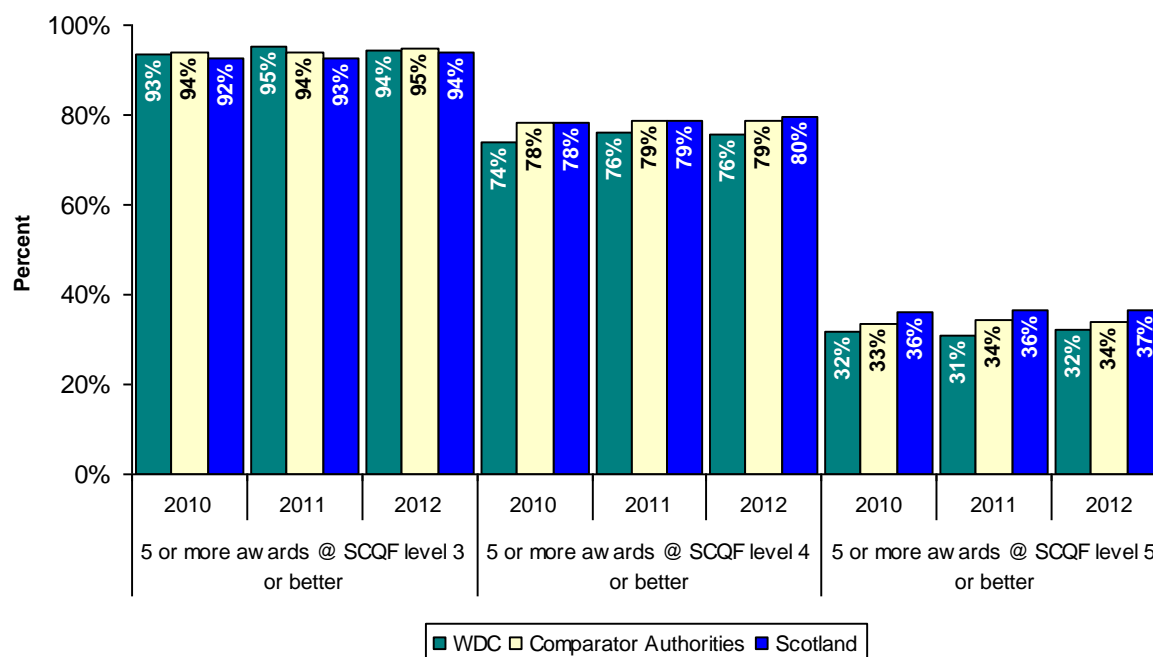
Pupils' performance in SQA examinations is measured by Scottish Credit and Qualifications Framework (SCQF) levels. This has been created to bring together all Scottish mainstream qualifications into a single unified framework. Our performance in the SCQF measures is shown in Figures C, D and E.

Table 1	Scottish Credit and Qualifications Framework (SCQF) levels:
Level 7	Advanced Higher at grades A-C, Scottish Baccalaureates, SVQ 3
Level 6	Higher at grades A-C, Skills for Work Higher, NPA Level 6, NC Level 6, SVQ 3
Level 5	Intermediate 2 at grades A-C, Skills for Work Int 2, Standard Grade at 1-2 (Credit), NPA Level 5, NC Level 5, SVQ 2
Level 4	Intermediate 1 at grades A-C, Skills for Work Int 1, Standard Grade at 3-4 (General), NPA Level 4, NC Level 4, SVQ 1
Level 3	Access 3; Skills for Work Access 3, Standard Grade at 5-6 (Foundation), NPA Level 3, NC Level 3

West Dunbartonshire is below comparator authority but level with national average figures for the measure '5 or more awards at SCQF level 3 or better by end of S4'. The measure has declined 1% in the past year to 94%. We are below both comparator authority and national

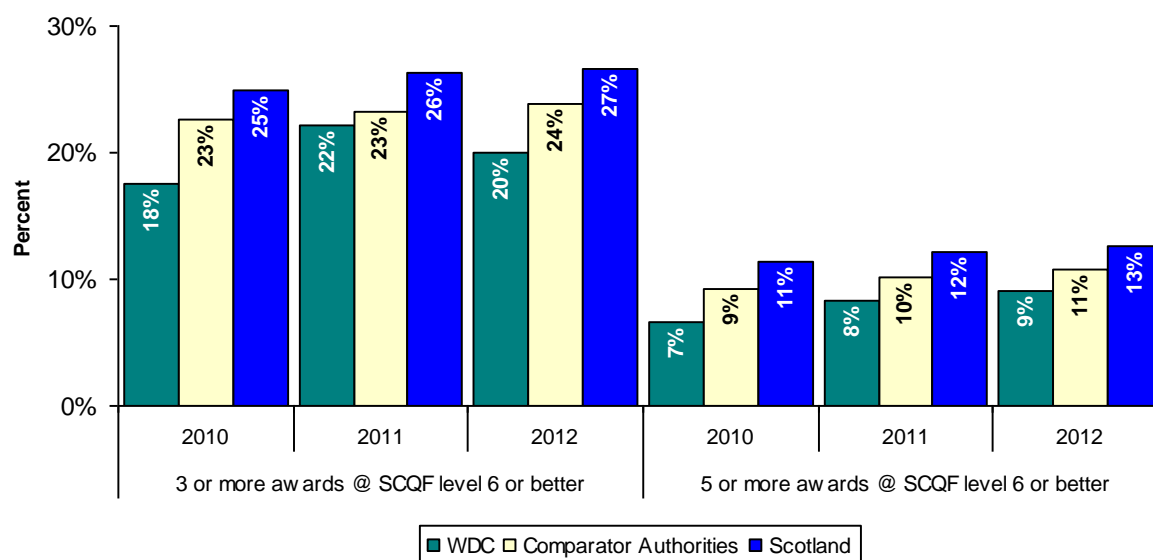
average figures for the measure '5 or more awards at SCQF level 4 or better by end of S4'. This measure has remained unchanged in the past year. We remain below the comparator authority and national averages for '5 or more awards at SCQF level 5 or better by end of S4', although this measure has improved by 1% in the last year to 32%.

Figure C: Percentage of pupils achieving SCQF performance measures by the end of S4



For '3 or more awards at SCQF level 6 or better by end of S5', we remain below the comparator authority and national averages. This figure reduced by 2% in 2012 to 20%. For '5 or more awards at SCQF level 6 or better by end of S5', we are below the comparator authority and national averages, although we have improved by 1% to 9%.

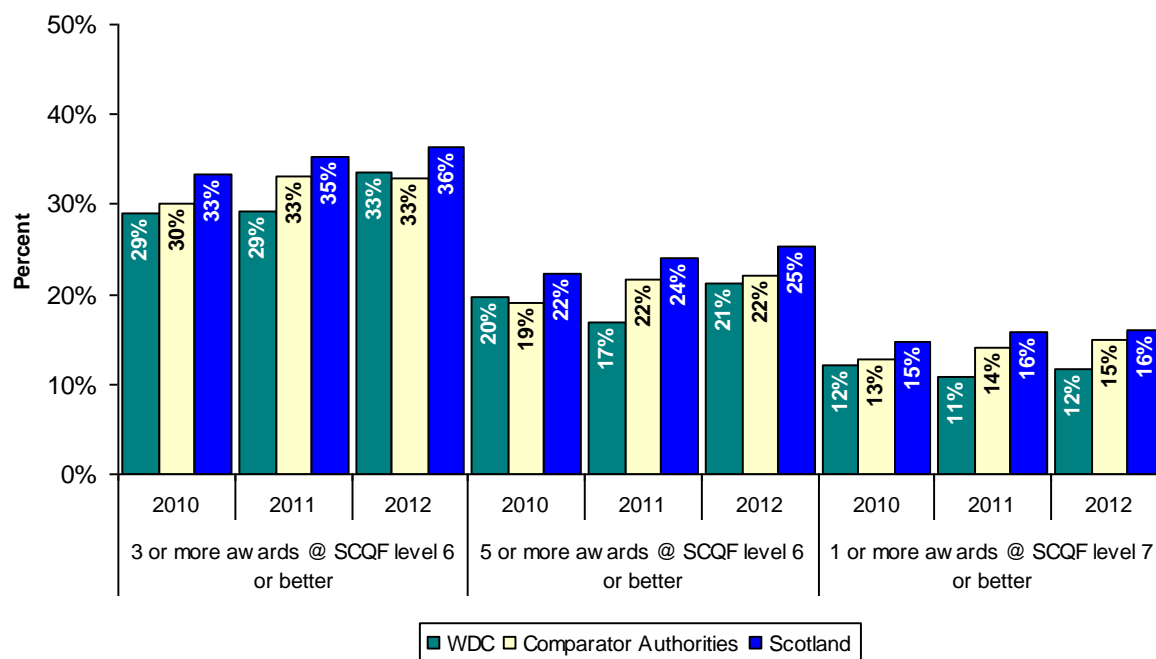
Figure D: Percentage of pupils achieving SCQF performance measures by the end of S5 (based on the relevant roll at S4).



For '3 or more awards at SCQF level 6 or better by end of S6', we have matched the comparator authority average and are below the national average. The figure has increased 4% to 33% in the past year. For '5 or more awards at SCQF level 6 or better by end of S6', we are below the comparator authority and national averages. This measure has also increased

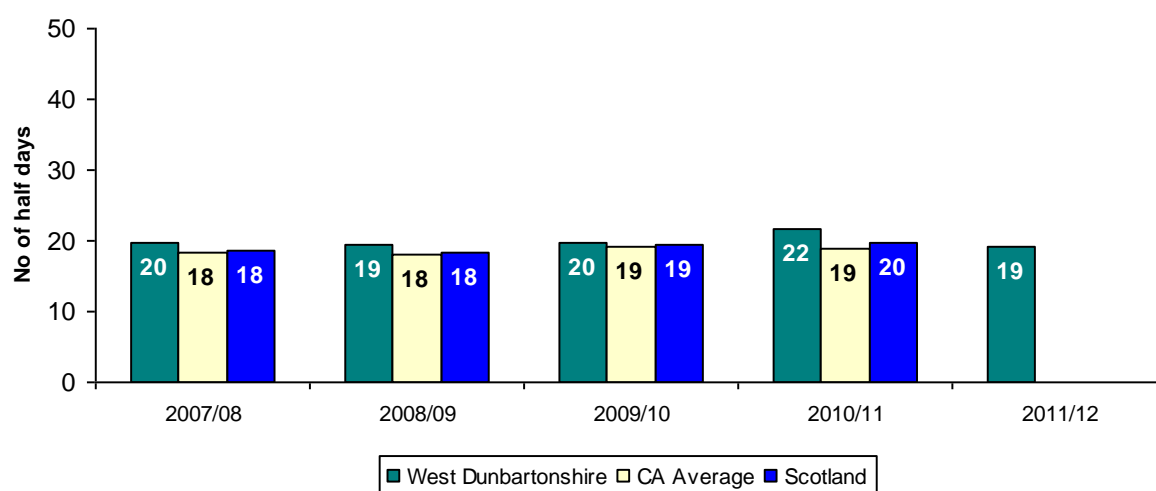
by 4% since the previous year. It is now 21%. For '1 or more awards at SCQF level 7 or better by end of S6', we are below the comparator authority and national averages. This measure has risen by 1% in the last year to 12%.

Figure E: Percentage of pupils achieving SCQF performance measures by the end of S6 (based on the relevant roll at S4).



In the primary sector in 2011/12, our level of absence has reduced by three half days per pupil since last year (Figure F). The Scottish Government did not collect Attendance, Absence and Exclusion data for this session and so comparisons with National and comparator authority data are unavailable.

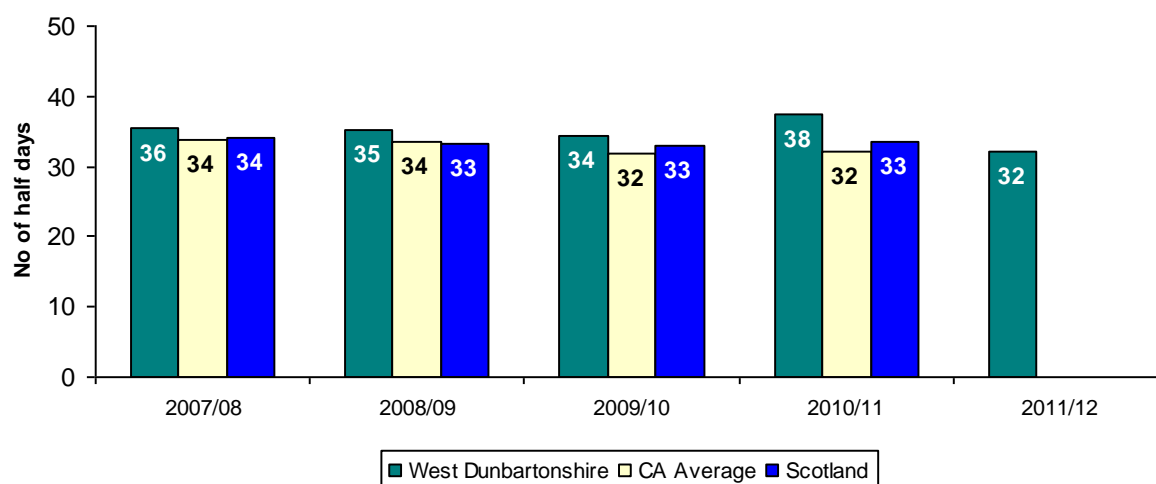
Figure F: Average number of half days absence per primary pupil



In the secondary sector in 2011/12, our level of absence has reduced by six half days per pupil since last year (Figure G). As mentioned above, comparisons with National and comparator authority data are unavailable.

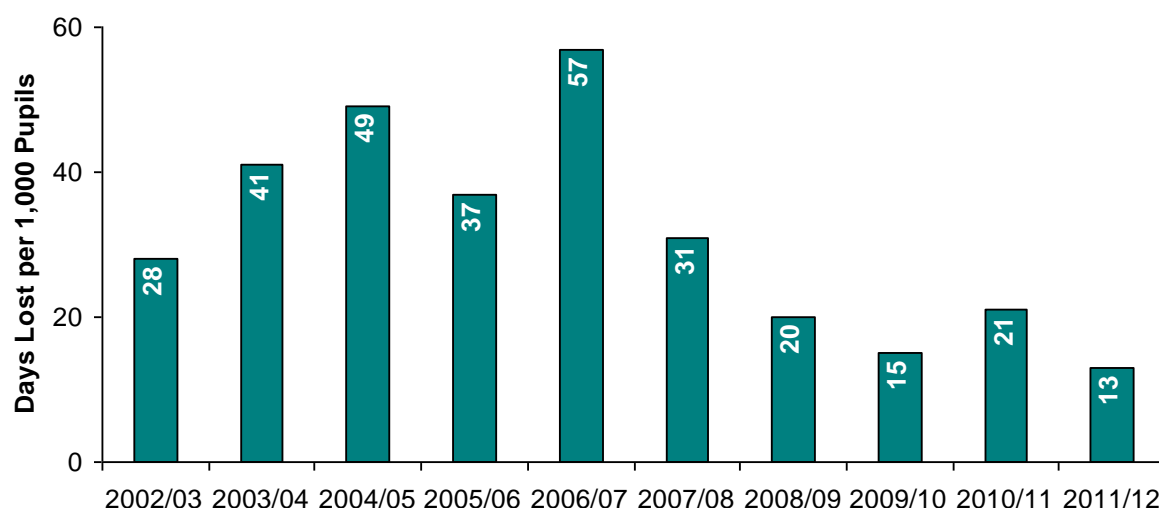


Figure G: Average number of half days absence per secondary pupil



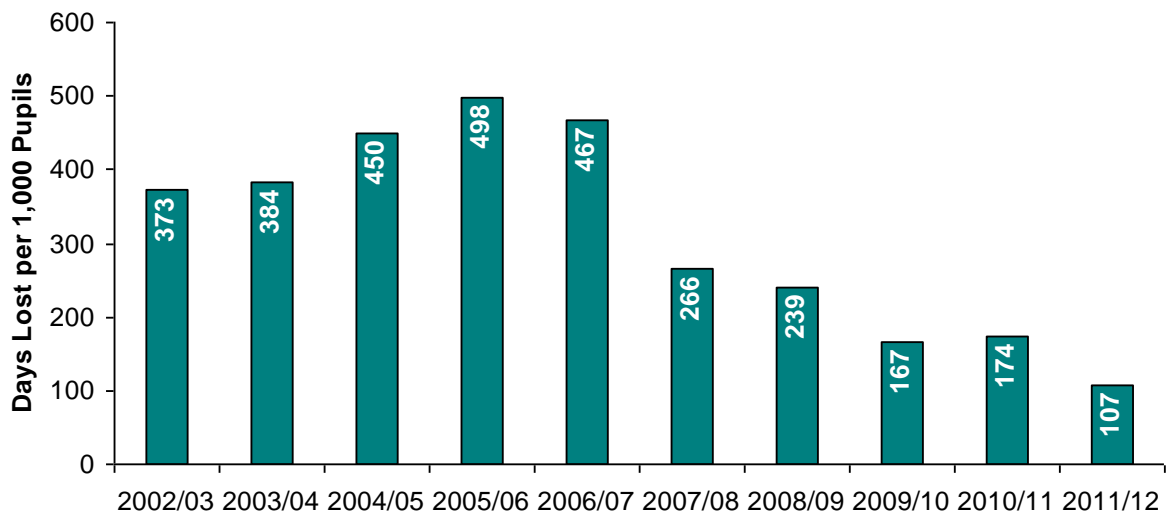
School time lost due to exclusion of pupils from our primary schools has reduced to its lowest level ever (Figure H).

Figure H: Number of days in primary schools lost per 1,000 pupils through exclusion



School time lost due to exclusion of pupils from our secondary schools has reduced to its lowest level ever (Figure I).

Figure I: Number of days in secondary schools lost per 1,000 pupils through exclusion



The authority measures how much physical capacity is being occupied at present in our schools. Schools operating at full capacity (i.e. 100%) will maximise best value for money per school per annum since certain costs in the running of a school building are unaffected by the number of pupils.

We measure the occupancy levels of schools in bands; 0-40%, 41-60%, 61-80%, 81-100% and greater than 100% occupied. In session 2011/12, none of West Dunbartonshire's primary schools were more than 100% occupied. Eight were 40% occupied or less, the same value as the previous year. Twelve are 41-60% occupied (one more than in the previous year), 12 were 61-80% occupied (the same as in the previous year) and two were 81-100% occupied (one less than in the previous year). Figure J below shows these figures as percentages.

Figure J: Percentage of WDC primary schools in each occupancy rate band (No schools under 23%)

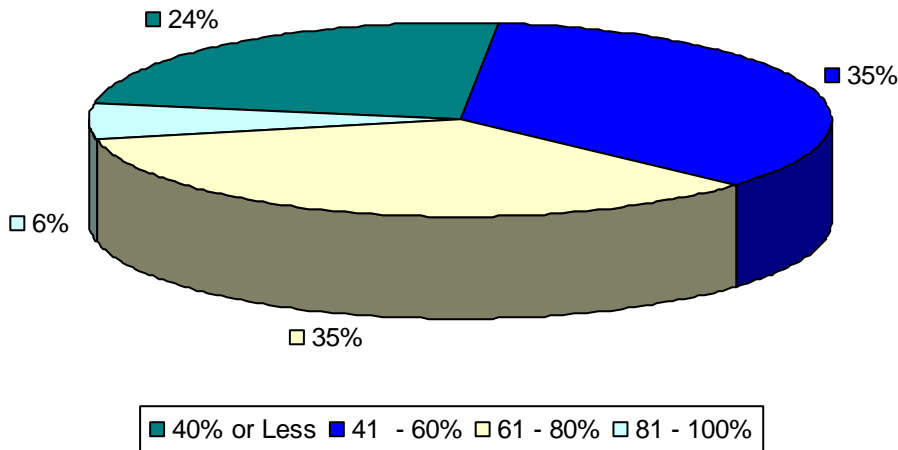


Figure K shows the secondary school occupancy figures. In session 2010/11, none of our secondary schools was in the 40% occupied or less band. Two schools were 41-60% occupied (one more than in the previous year), two were 61-80% occupied (one less than in the previous year) and one was 81-100% occupied (the same as in the previous year).

Figure K: Percentage of WDC secondary schools in each occupancy rate band (No schools under 57%)

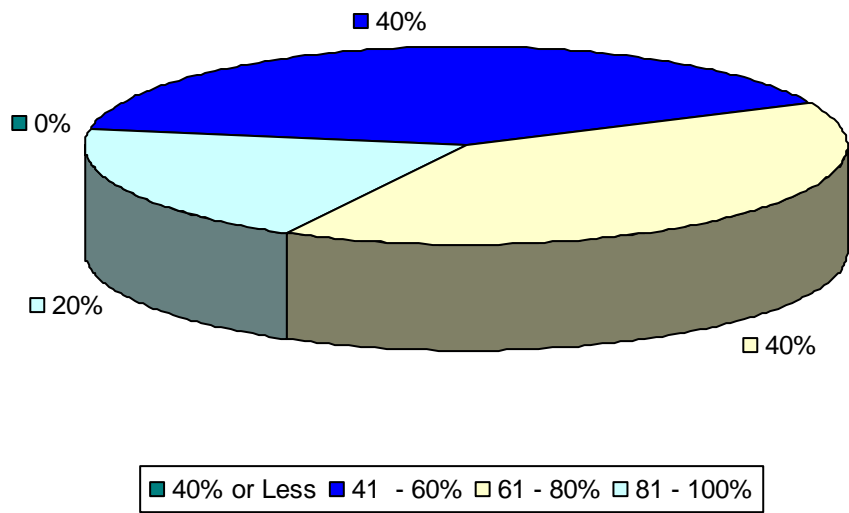
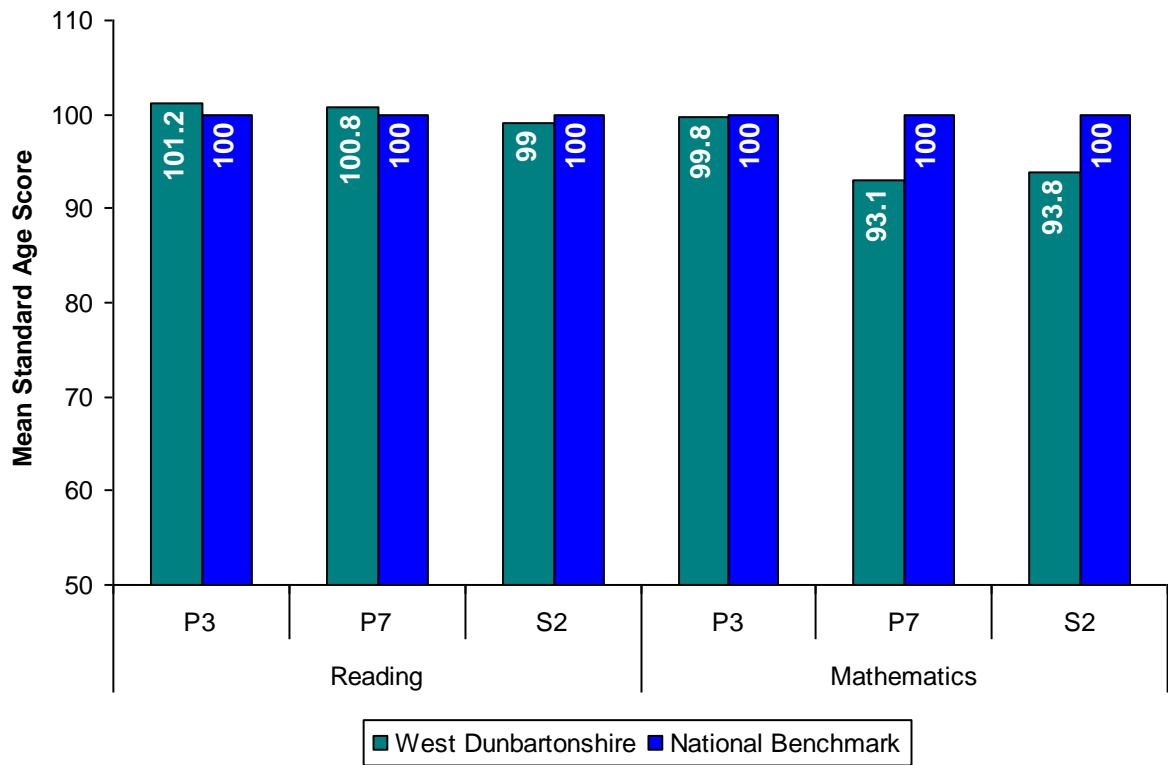


Figure L shows the performance of West Dunbartonshire pupils by Mean Standard Age Scores for each tested stage in both Reading and Mathematics Standardised Tests compared to the national benchmarks for the same tests.

In Reading at P3 West Dunbartonshire performed significantly higher than the national benchmark; at P7 there was no significant difference between the national benchmark and West Dunbartonshire; by S2 performance in reading was significantly lower than the national benchmark.

In Mathematics at P3 West Dunbartonshire performed in line with the national benchmark; P7 performed significantly lower than the national benchmark; and S2 performed significantly lower than the national benchmark.

Figure L: Performance of West Dunbartonshire pupils in Reading and Mathematics Standardised Tests



School leavers entering positive destinations in West Dunbartonshire has increased by 1.1% to 92.6% in 2011/2012 compared to 91.5% in 2010/2011. The Leavers from West Dunbartonshire in positive destination are 2.7% higher than the national average of 89.9% in 2011/12. Figure M compares SLDR 2011/12 destination category at the national and local level.

Figure M: West Dunbartonshire and Scotland School Leaver Destinations for 2011/12

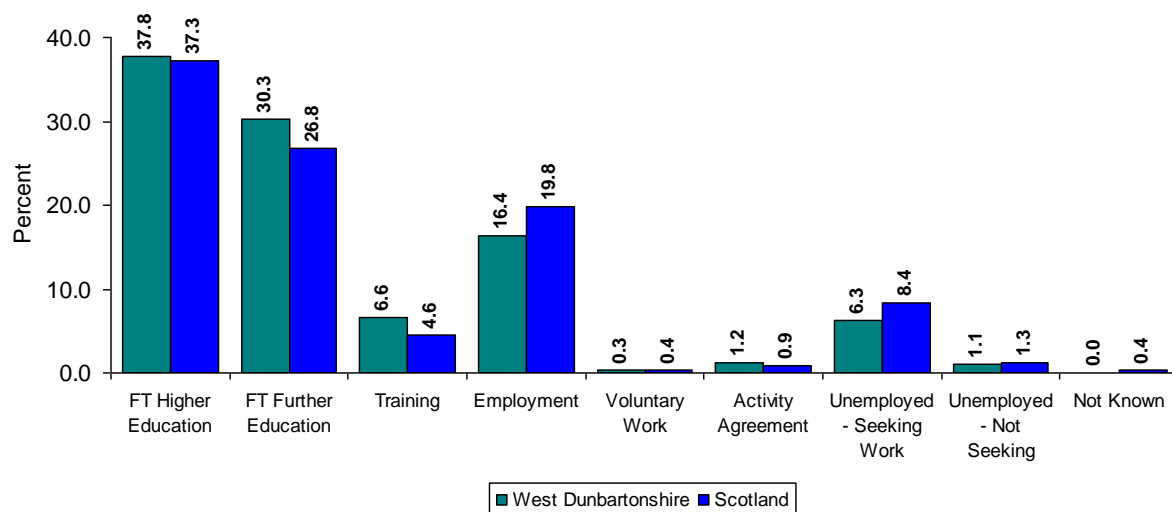
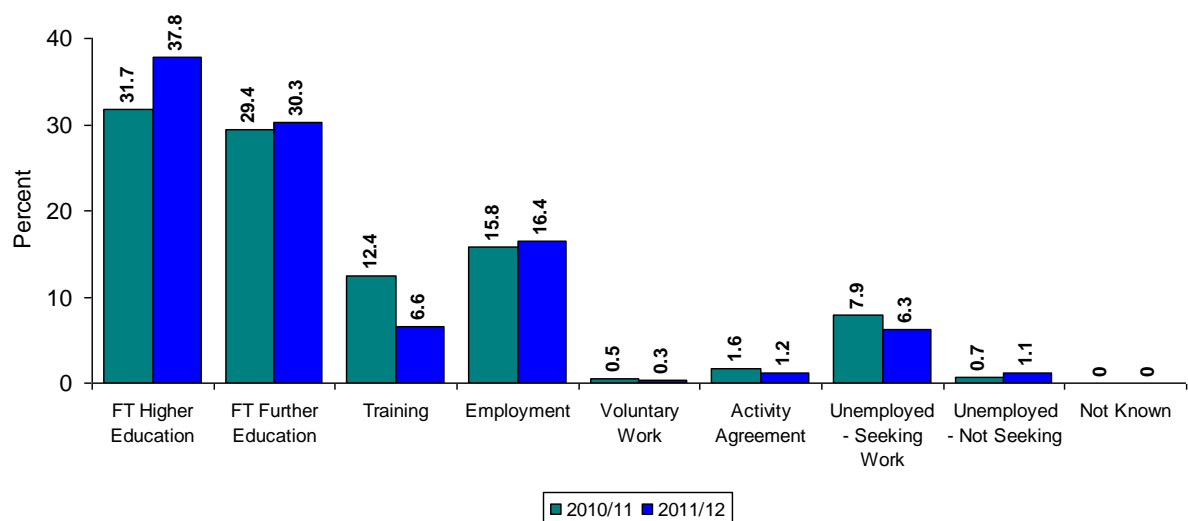


Figure N shows a 6.1% increase in the percentage of school leavers going on to Higher Education and a 0.9% increase in those going on to Further Education which is greater than our comparators at the national value.

Figure N: West Dunbartonshire School Leaver Destinations for 2010/11 and 2011/12



## 8.2 Evidence

The evidence for this report has been gathered from a range of sources:

- Analysis of attendance and exclusion data
- Analysis of More Choices, More Chances (MCMC) data and school leaver destinations
- Complaints Data
- HMIE inspection reports during the period August 2011 to June 2012, comprising two secondary schools, three primary schools and three Pre-5 establishments
- Libraries and Museums' Improvement Plan
- Libraries and Museums statistical analysis of figures, e.g. visitor, book issues, etc
- Monitoring and evaluation visits to schools
- Standards and Quality Report 2011/12 for Psychological Services
- Reports to Education and Lifelong Learning Committee
- School improvement plans and standards and quality reports
- Social and Economic Profile 2011/12
- Service Plan 2011/15 including Local Improvement Objectives



### 8.3 HMIE Inspection Reports 2011/12

The following Departmental services have been subject to an HMIE Inspection in 2011/12:

- EECCs and Partnership Nurseries
- Schools

HMIE evaluated the work of the services of the Department against quality indicators using a six point scale.

Level	Descriptive Evaluation	Definition
Level 6	excellent	Outstanding or sector leading
Level 5	very good	Major strengths
Level 4	good	Important strengths with some areas for improvement
Level 3	satisfactory	Strengths just outweigh weaknesses
Level 2	weak	Important weaknesses
Level 1	unsatisfactory	Major weaknesses

The following inspection reports were based on inspections carried out between 01/08/2011 and 31/07/2012.

#### Early Education and Childcare Centres and Partnership Nurseries

	Quality Indicators				
EECC / publication date	improvements in performance	children's experiences	meeting learning needs	the curriculum	improvement through self-evaluation
Auchnacraig 07/12/2011	very good	very good	very good	very good	good
Brucehill 24/08/2011	excellent	excellent	excellent	excellent	excellent
Clydebank 29/02/2012	good	very good	very good	good	good

## Schools

	Quality Indicators				
<b>Schools / publication date</b>	improvements in performance	children's experiences	meeting learning needs	the curriculum	improvement through self- evaluation
Braehead PS 24/01/2012	good	good	good	good	very good
Carleith PS 19/06/2012	good	very good	very good	good	good
Clydemuir PS 23/08/2011	very good	very good	good	good	very good
Our Lady and St Patrick's HS 28/02/12	excellent	very good	excellent	very good	excellent
St Peter the Apostle HS 29/05/12	very good	good	very good	very good	excellent