

Supplementary Agenda



Educational Services Committee

Date: Wednesday, 8 March 2023

Time: 10:00

Format: Hybrid Meeting

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

Dear Member

ITEMS TO FOLLOW

I refer to the agenda for the above Meeting of the Educational Services Committee which was issued on 15 February 2023 and now enclose copies of the undernoted reports which were not available for issue at that time. Please note that the report relating to **Item 14 ('Educational Services Budgetary Control Report to 31 January 2023 (Period 10)'** is not yet available and will be issued in due course.

Yours faithfully

PETER HESSETT

Chief Executive

Note referred to:-/

Note referred to:-

9 PROPOSAL PAPER AND LAUNCH OF STATUTORY CONSULTATION TO DISCONTINUE ARRANGEMENTS FOR THE PROVISION OF TRANSPORT FOR PUPILS ATTENDING CATCHMENT SCHOOLS 47 – 62

Submit report by the Chief Education Officer seeking approval for the launch of the statutory consultation document by the Chief Education Officer under the terms of the Schools (Consultation) (Scotland) Act 2010 on the proposal to discontinue arrangements for the provision of transport for pupils attending catchment schools.

10 STRATEGY TO RAISE ATTAINMENT AND ACHIEVEMENT IN WEST DUNBARTONSHIRE 63 – 77

Submit report by the Chief Education Officer providing an update on progress with implementing Educational Services' improvement priorities for attainment and equity.

11 EARLY LEARNING AND CHILDCARE PROGRESS UPDATE 79 – 86

Submit report by the Chief Education Officer providing an update on progress made to provide high quality Early Learning and Childcare in West Dunbartonshire Council.

12 SERVICES FOR CHILDREN, YOUNG PEOPLE AND FAMILIES UPDATE REPORT 87 – 91

Submit report by the Chief Education Officer informing of progress on supports to children, young people and families.

13 EDUCATION DELIVERY PLAN 2022/23 – MID-YEAR PROGRESS 93 – 98

Submit report by the Chief Education Officer setting out the mid-year progress of the Education Delivery Plan 2022/23.

14 EDUCATIONAL SERVICES BUDGETARY CONTROL REPORT TO 31 JANUARY 2023 (PERIOD 10) To Follow

Submit report by the Chief Officer – Resources providing an update on the financial performance of Education Services to 31 January 2023 (Period 10).

Distribution:

Councillor Clare Steel (Chair)
Councillor Karen Conaghan
Councillor Gurpreet Singh Johal
Councillor Daniel Lennie
Councillor David McBride
Councillor Jonathan McColl
Councillor Michelle McGinty
Councillor June McKay
Councillor John Millar (Vice Chair)
Councillor Lawrence O'Neill
Councillor Lauren Oxley
Councillor Martin Rooney

Councillor Gordon Scanlan
Councillor Hazel Sorrell
Mrs Barbara Barnes
Ms Kirsty Connolly
Mr Gavin Corrigan
Miss Cara Cusick MSYP
Miss Ellen McBride
Ms Hannah Redford
Ms Julia Strang
Miss Tian Qi Yu MSYP
Vacancy

All other Councillors for information
Chief Education Officer

Date of Issue: 23 February 2023

WEST DUNBARTONSHIRE COUNCIL**Report by the Chief Education Officer****Educational Services Committee: 8 March 2023**

Subject: Proposal Paper and launch of statutory consultation to discontinue arrangements for the provision of transport for pupils attending catchment schools.

1. Purpose

- 1.1** The purpose of this report is to seek Committee's approval for the launch of the statutory consultation document by the Chief Education Officer under the terms of the Schools (Consultation) (Scotland) Act 2010 on the proposal to discontinue arrangements for the provision of transport for pupils attending catchment schools.

2. Recommendations

- 2.1** It is recommended that Committee:

- a) approves the launch of the statutory consultation document by the Chief Education Officer under the terms of the Schools (Consultation) (Scotland) Act 2010 on the proposal to discontinue arrangements for the provision of transport for pupils attending catchment schools;
- b) agrees that the consultation period should run from Thursday 9th March 2023 until Tuesday 9th May 2023, a total of 31 days when the schools are open for pupils; and
- c) agrees that a report outlining the results of the consultation and making appropriate recommendations be presented to a meeting of the Educational Services Committee provisionally scheduled to be held on Wednesday 5th July 2023.

3. Background

- 3.1** local authorities may make free travel available to pupils who live beyond the statutory walking distance and are attending the school designated as the nearest appropriate catchment school. The statutory walking distance is defined in section 42(4) of the 1980 Act as being 2 miles for children aged under eight, and 3 miles for children aged eight or over.
- 3.2** Presently, the council provides transportation for children who reside further than 1 mile from their catchment primary school, and further than 2 miles from their catchment secondary school. Due to the existing distances, transport is presently provided for children to the following schools:
- Clydebank High School

- Dumbarton Academy
 - Gartocharn Primary School
 - Knoxland Primary School
 - Linnvale Primary School
 - Our Lady & St. Patrick's High School
 - St. Peter the Apostle High School
 - St. Eunan's Primary School
 - St. Mary's (Alexandria) Primary School
 - St. Mary's (Duntocher) Primary School
 - St. Patrick's Primary School
 - Vale of Level Academy
- 3.3** On 21st December 2022, Council approved a savings option to reduce School Transport towards statutory limits taking account of safe routes to school and increasing free bus pass update and work with bus companies to increase provision at busy times.
- 3.4** Although there is no requirement in the Schools (Consultation) (Scotland) Act 2010 to consult on any changes to the provision of transport to non-denominational schools, this consultation is directed at all stakeholders affected by the proposed change.
- 3.5** This does not affect transport arrangements for those children and young people who are in receipt of transportation on the grounds of additional support needs (ASN) or are transported to an alternative education provision outwith West Dunbartonshire.
- 3.6** Where a route is confirmed as not safe to walk, transport will still be provided.

4. Main Issues

Consultation

- 4.1** Because this project, if enacted, would involve discontinuing the existing arrangements for the provision of transport to pupils attending denominational schools, the Council is required to carry out a consultation process as detailed in the Schools (Consultation) (Scotland) Act 2010, Schedule 1, Paragraph 8 which states:
- “Transport to denominational school proposal to discontinue arrangements for the provision of transport by the education authority for pupils attending a denominational school.”*
- 4.1.1** The 2010 Act requires the education authority to publish a “proposal paper” which sets out the details of the relevant proposal. The Proposal Paper for this project is provided as Appendix 1 to this report.
- 4.1.2** The 2010 Act also requires the education authority to publish an “educational benefits statement” in relation to any proposal which falls under the terms of

the act. The Educational Benefits Statement is also included in the Proposal Paper which forms Appendix 1 to this report.

- 4.1.3** The Act defines the statutory consultees for a proposed relocation. The consultees are defined as:
- a) the Parent Councils of the school listed in 3.2 above,
 - b) the parents of the pupils of all school,
 - c) the parents of any children expected by the education authority to attend any affected school within two years of the date of publication of the proposal paper,
 - d) the pupils at any affected school (in so far as the education authority considers them to be of a suitable age and maturity),
 - e) the staff (teaching and other) at any affected school,
 - f) any trade union which appears to the education authority to be representative of the persons mentioned in sub-paragraph (e),
 - g) any other education authority that the education authority considers relevant

All these groups will be invited to respond to this consultation, as would the Archdiocese of Glasgow of the Catholic Church. The questionnaire provided as Appendix 1 to this report will form the basis of the written consultation and may be submitted by hand, by post or electronically to the council.

- 4.1.4** The Act requires a consultation period of at least 6 weeks which must include at least 30 school days. It is proposed that the consultation period for this project should run from Thursday 9th March 2023 until Tuesday 9th May 2023 inclusive (this period covers a total of 44 days to allow for “clear days” rule and accommodate 13 days where schools are closed due to an in-service day, a long weekend and the spring break).

- 4.1.5** The education authority is required, as part of the consultation process, to hold public meetings to discuss the relevant proposal. The public meetings for this proposal will be:

- 18th April 2023 – in person at 7pm in Our Lady & St. Patrick’s High School;
- 19th April 2023 – in person at 7pm in St. Peter the Apostle High School; and
- 25th April 2023 – in person at 7pm in Vale of Leven Academy.

- 4.1.6** The 2010 Act requires the involvement of Education Scotland in the process. Education Scotland must be provided with the Proposal Paper, the Educational Benefits Statement and the submissions made to the education authority during the consultation period (or, by agreement, a summary of these submissions). Education Scotland then prepares a report on the educational aspects of the proposal.

- 4.1.7** The education authority is then required to publish a “Consultation Report” containing a record of the total number of submissions received, a summary of those submissions and of any oral representations made during the public meetings, a copy of the Education Scotland report and a statement of the authority’s response to the written and oral submissions and to the Education

Scotland report. Providing all necessary procedures can be undertaken in the timescale outlined in section 4.1.4, it is planned to present the Consultation Report to a meeting of the Educational Services Committee provisionally scheduled to be held on 5th July 2023.

5. People Implications

- 5.1** There are no direct people implications resulting from the consultation, but if approved, there would be an indirect implication for contractors providing us with transport services.

6. Financial Implications

- 6.1** There are no associated costs for undertaking the statutory consultation. Time to complete the activities would be covered by central officers.

7. Risk Analysis

- 7.1** Failure to conduct a statutory consultation would mean the Council would not be adhering to its statutory obligations as defined by the Schools (Consultation) (Scotland) Act 2010.

8. Equalities Impact Assessment (EIA)

- 8.1** An Equalities Impact Assessment has been undertaken for this proposal.

9. Consultation

- 9.1** This project has been the subject of extensive discussion by the Corporate Management Team as well as by Council.
- 9.2** Legal Services and the Section 95 Officer have been consulted on the content of this report.
- 9.3** As detailed in section 4.1.3 of this report and in appendix 1, consultation with all statutory consultees will be conducted on the proposals in this report in accordance with the requirements of the Schools (Consultation) (Scotland) Act 2010.

10. Strategic Assessment

- 10.1** Undertaking a statutory consultation ensures we meet our responsibilities as defined by the Schools (Consultation) (Scotland) Act 2010. It works towards all three of the Community Planning Partnership priorities of 'empowered', 'sustainability' and 'wellbeing' by ensuring that the views of local citizens are

sought and incorporated into our plans, and that we work to promote the wellbeing of our children, young people and families.

Laura Mason
Chief Education Officer
Date: 30 January 2023

Person to Contact: Andrew Brown
Senior Education Officer
Email: andrew.brown@west-dunbarton.gov.uk

Appendices: Appendix 1: Proposal Paper, incorporating Educational Benefits Statement

Background Papers: Council meeting 21st December 2022
Schools (Consultation) (Scotland) Act 2010

Wards Affected: All wards

West Dunbartonshire Council
Educational, Learning & Attainment



**A Proposal Document
to
Alter arrangements for the provision of transport by West Dunbartonshire
Council for pupils attending mainstream schools**

The following Schools and are affected by this Proposal Document:

**GARTOCHARN PRIMARY SCHOOL
KNOXLAND PRIMARY SCHOOL
LINNVALE PRIMARY SCHOOL
ST. EUNAN'S PRIMARY SCHOOL
ST. MARY'S (ALEXANDRIA) PRIMARY SCHOOL
ST. MARY'S (DUNTOCHER) PRIMARY SCHOOL
ST. PATRICK'S PRIMARY SCHOOL**

**CLYDEBANK HIGH SCHOOL
DUMBARTON ACADEMY
OUR LADY & ST. PATRICK'S HIGH SCHOOL
ST. PETER THE APOSTLE HIGH SCHOOL
VALE OF LEVEN ACADEMY**

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

1. Introduction

- 1.1** At its meeting on 8th March 2023, the Educational Services Committee of West Dunbartonshire Council is asked to:
- a) approve the launch of the statutory consultation document by the Chief Education Officer under the terms of the Schools (Consultation) (Scotland) Act 2010 on the proposal to discontinue arrangements for the provision of transport for pupils attending denominational schools;
 - b) agree that the consultation period should run from Thursday 9th March 2023 until Tuesday 9th May 2023, a total of 31 days when the schools are open for pupils; and
 - c) agree that a report outlining the results of the consultation and making appropriate recommendations be presented to a meeting of the Educational Services Committee provisionally scheduled to be held on 5th July 2023.

2. The Proposal

- 2.1** West Dunbartonshire Council is proposing, subject to approval from Education Services Committee and the outcome of the consultation process:
- from August 2023, the discontinuation of the existing school transport arrangements whereby any primary aged pupil who resides more than 1 mile from their catchment school, and any secondary aged pupil who resides more than 2 miles from their catchment school will be provided with transportation;
 - replacing the existing school transport arrangements with a revised home to school distance, whereby any primary aged pupil who resides more than 2 miles from their catchment school, and any secondary aged pupil who resides more than 3 miles from their catchment school will be provided with transportation.

3. Background to the Proposal

- 3.1** Although Local Authorities have an obligation through the Section 51 of the Education (Scotland) Act 1980 to provide conveyance for pupils between their home and school, there is no specified distance in legislation. Instead, the act refers to a safe walking distance, deemed to be 2 miles for any child who has not attained the age of 8, and 3 miles for any other children. The most recent Scottish Government School Transport Guidance of 2021 continues to refer to this safe walking distance.
- 3.2** Presently, the Council provides transportation to catchment primary pupils who reside more than 1 mile from school, and catchment secondary pupils who reside more than 2 miles from school. This is a more generous provision than that outlined in legislation, and a more generous provision than that provided by many other local authorities.
- 3.3** Transport arrangements for children who attend Additional Support Needs (ASN) settings are unaffected by this proposal. Additionally, children who attend 'out of authority' placements are not affected by this proposal. Any child or young person who attends a school that is not their catchment school through a placing request is not eligible for transportation to be provided by the local authority.

4 Current Position

- 4.1** The majority of our children and young people reside within a safe walking distance from their catchment school
- 4.2** We presently provide transportation for children and young people to 12 mainstream catchment schools. The following table shows the schools presently in receipt of transport, and the number of children transported:

| School | Number of children transported |
|--|--------------------------------|
| Clydebank High School | 249 |
| Dumbarton Academy | 23 |
| Gartocharn Primary School | 17 |
| Knoxland Primary School | 21 |
| Linnvale Primary School | * |
| Our Lady & St. Patrick's High School | 533 |
| St. Peter the Apostle High School | 106 |
| St. Eunan's Primary School | 22 |
| St. Mary's (Alexandria) Primary School | 16 |
| St. Mary's (Duntocher) Primary School | 12 |
| St. Patrick's Primary School | * |
| Vale of Leven Academy | 184 |

* redacted, due to numbers being less than 5

- 4.3** This is composed of dedicated school transport, and travel passes to make use of public transport provision (service bus and rail)
- 4.4** For a number of our children, transport is provided due to their being no safe walking route to school. This will continue to be the case with the change in policy.

5 Proposed Position

- 5.1** It is proposed that we increase the distance a pupil would have to reside in order to qualify for transportation, to bring it more in line with legislation. The proposal would be for a revised home to school distance to be introduced, whereby any primary aged pupil who resides more than 2 miles from their catchment school, and any secondary aged pupil who resides more than 3 miles from their catchment school will be provided with transportation.
- 5.2** The proposal is directly impacted by the assessment of walking routes to school being regarded as 'safe'. Safety of walking routes are assessed by West Dunbartonshire Roads and School Transport teams. The safety of a route can be affected by the provision, accessibility and quality of suitable footpaths, lighting, suitable crossing points and any associated traffic surveys.
- 5.3** Children walking to school unaccompanied are deemed by their parent to have the appropriate road safety sense, or would need to be accompanied by an adult who has suitable road safety sense.

6 Educational Benefits Statement

- 6.1** West Dunbartonshire Council believes this proposal will provide a range of educational benefits and enhance the Council's efforts to meet obligations enshrined in:
- the Education (Scotland) Act 1980;
 - the Standards in Scotland's Schools etc. Act 2000;
 - the Local Government in Scotland Act 2003;
 - the Equality Act 2010;
 - the Children and Young People (Scotland) Act 2014; and.
 - School Transport Guidance 2021

6.2 The proposal is aligned with UN Convention on the Rights of the Child Article 3 which affirms that ‘in all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration’.

6.3 The Scottish Government is committed to a long term vision for active travel that encourages promotes walking, cycling, public transport and car sharing in preference to single occupancy car use for movement of people, and encourages efficient and sustainable freight.

6.4 Benefits of active travel

- The World Health Organisation reported that walking for 30 minutes or cycling for 20 minutes on most days reduces mortality risk by at least 10%
- Active commuting is associated with an approximate 10% decrease in risk for cardiovascular disease and a 30% decrease in type 2 diabetes risk
- Cancer-related mortality is 30% lower among bike commuters
- The Scottish Health Survey of 2021 identified 28% of children at risk of being overweight. An active lifestyle combined with a healthy diet can help to reduce this.
- Improve focus – in one study, brain activity in the areas of focus and attention were increased following a period of walking. Walking to school can therefore improve focus on school activities
- Walking has been found to improve people’s mood and develop creativity
- Building relationships with those you walk with. Whether it be a group of friends or family, spending time walking together can help build relationships as people talk about their day or other things that are on their mind.
- Reducing the number of people taking car or bus journeys can help to improve our air quality.
- Increased social cohesion – for those children that do not have the required sense of road safety to walk unaccompanied, parents or carers may have to accompany their children on the journey to and from school. In other local authorities, many parents have benefitted from sharing this with a group of other parents whose children live near them. This has reduced the impact on individuals, led to increased connections with neighbours, and an increased sense of community.
- A walking survey in 2021 found that participation was lower amongst residents of the 10% most deprived areas.

6.5 Dis-benefits of active travel

- Journey time – for some, the journey to school time will increase if not travelling by bus. This may result in an earlier start to the day for some, as they plan for their journey taking longer.

- Inclement weather – weather in the West of Scotland is frequently inclement, resulting in families having to equip children and young people for wet and windy weather. This may increase financial pressure on households.
- Some benefits are only realised if children and young people swap the passive bus journey for an active means of getting to school

- 6.6** The Eco-Schools Scotland programme (with which all of our school are engaged) encourages active travel for our children and young people. The programme promotes:
- encouraging and enabling parents and children to walk, cycle and use public transport;
 - setting up a working group with school, parent, local authority, community, police, and transport representatives to run a school travel or 'safer routes to school' project;
 - writing and implementing a school travel plan;
 - running an effective road safety awareness programme for pupils;
 - raising awareness of the damage caused by transport to the environment and people's health, and;
 - providing adequate support and information about travelling to school for pupils and staff who wish to walk, cycle or use public transport.

All schools will be encouraged to revisit their school travel plan to encourage an increasing uptake of active travel.

7.0 The Consultation Process

- 7.1** At its meeting on 8th March 2023, West Dunbartonshire Council authorised the Chief Education Officer to undertake formal consultation in terms of the Schools (Consultation) (Scotland) Act 2010 in relation to the Proposal specified in section 2 above and the arrangements noted below have been made to discharge that instruction.

- 7.2** The overall timeline for the consultation is as follows:

| Activity | Date |
|---|----------------------------|
| Launch Statutory Consultation Process – Education Committee. | 8 th March 2023 |
| The consultation period will run from 9 th March 2023 – 9 th May 2023 (extended to 44 days to allow for “clear days” rule and accommodate 13 days where schools | |

| | |
|---|---|
| are closed due to an in-service day, a long weekend and the spring break) and will include public meetings. | |
| Public Meeting: Our Lady & St. Patrick's High School | 18 th April 2023, 7pm |
| Public Meeting: St. Peter the Apostle High School | 19 th April 2023, 7pm |
| Public Meeting: Vale of Leven Academy | 25 th April 2023, 7pm |
| Compilation and issue of Section 8 (1) information to Education Scotland | 9 th May – 12 th May 2023 |
| Education Scotland 3 week Period for Response | 15 th May – 2 nd June 2023 |
| Consultation Report Published (To be issued 3 clear weeks before the Committee Meeting) | 12 th June – 4 th July 2023 |
| Outcome of Statutory Consultation – Education Committee | 5 th July 2023 |
| Start of school term (for pupils) | 16 th August 2023 |

7.3 The Proposal Document will be issued by the Chief Education Officer to the consultees included in the following list:

- Education Scotland;
- The Archdiocese of Glasgow of the Roman Catholic Church;
- the Parent Councils of all West Dunbartonshire Primary and Secondary Schools;
- the parents/carers of pupils attending all West Dunbartonshire Primary and Secondary Schools;
- the parents/carers of any children expected by West Dunbartonshire Council to attend the primary schools listed in section 4.1 above within two years of the date of publication of this Proposal Document (with that date of publication being defined in the table included in section 7.2 above), including those pupils attending all private and voluntary pre-school nurseries in the West Dunbartonshire area;
- the pupils attending all West Dunbartonshire Primary and Secondary Schools (insofar as this is possible and taking cognisance of the age and maturity of the pupils);
- the teaching and support staff of all West Dunbartonshire Primary and Secondary Schools;
- the trade union representatives of the above staff;
- the constituency MSP;
- the constituency MP; and
- Neighbouring local authorities.

7.4 The Proposal Document will also be published on the West Dunbartonshire

Council website and copies will also be available from the reception point at the following West Dunbartonshire Council buildings:

- Gartocharn Primary School, Ross Loan, Gartocharn, Alexandria, G83 8NE
- Knoxland Primary School, Leven Street, Dumbarton, G82 1QU
- Linnvale Primary School, Livingstone Street, Linnvale, Clydebank, G81 2RL
- St. Eunan's Primary School, Gilmour Street, Clydebank, G81 2BW
- St. Mary's (Alexandria) Primary School, Bank Street, Alexandria, G83 0UJ
- St. Mary's (Duntocher) Primary School, Chapel Road, Duntocher, Clydebank, G81 6DL
- St. Patrick's Primary School, Crosslet Road, Dumbarton, G82 2LQ
- Clydebank High School, Janetta Street, Clydebank, G81 3EJ
- Dumbarton Academy, Crosslet Road, Dumbarton, G82 2AJ
- Our Lady & St. Patrick's High School, Howatshaws Road, Bellsmyre, Dumbarton, G82 3DR
- St. Peter the Apostle High School, Kirkoswald Drive, Clydebank, G81 2DB
- Vale of Leven Academy, Main Street, Alexandria, G83 0BH
- West Dunbartonshire Council, 16 Church Street, Dumbarton G82 1QL

- 7.5** The Proposal Document can also be made available in alternative formats or in translated form for readers whose first language is not English. Please make contact with West Dunbartonshire Council's Educational Services, 16 Church Street, Dumbarton G82 1QL, Tel: , 01389737391 or e-mail: educationconsultation@west-dunbarton.gov.uk
- 7.6** A public notice to advertise the consultation will be placed in the Dumbarton Reporter and Clydebank Post and the same notice will be displayed on the reception area notice boards in the above noted West Dunbartonshire Council buildings.
- 7.7** Public meetings will be held in our Lady & St. Patrick's High School on 18th April 2023 at 7pm, St. Peter the Apostle High School on 19th April 2023 at 7pm and Vale of Leven Academy on 25th April 2023 at 7pm, at which representatives of West Dunbartonshire Council's Educational Services Department will be in attendance to present the details of the Proposal, answer questions and record comments/representations from those in attendance at the meeting. Education Scotland will also attend the public meetings.
- 7.8** Comments/representations may also be made by contacting 01389 737391; by email to educationconsultation@west-dunbarton.gov.uk or by writing to the Chief Education Officer at West Dunbartonshire Council,

16 Church Street, Dumbarton G82 1QL

- 7.9** At the end of the consultation period, the Chief Education Officer will submit a copy of all written comments/representations, together with oral comments/representations made at the public meetings, to Education Scotland who will prepare a professional and independent report on the educational aspects of the Proposal.
- 7.10** The Chief Education Officer will consider all written and oral comments/representations received in relation to the Proposal which have been received during the consultation period, together with Education Scotland's report, and prepare a Consultation Report.
- 7.11** The Chief Education Officer shall publish the Consultation Report which shall be issued (either in full or as a summary document) to the consultees specified in section 7.3 above; be made available on Council's website; be available in printed format from the reception points at West Dunbartonshire Council buildings specified in section 7.4 above; and be issued to all those who responded and provided contact details through the consultation process.
- 7.12** The Consultation Report shall be published to allow a period of no less than 3 weeks prior to the Council's Decision to either implement or reject the Proposal.
- 7.13** The Chief Education Officer shall immediately notify Scottish Ministers if the Council's Decision is to implement the Proposal which would see a reduction in the provision of school transport.
- 7.14** Representations (from consultees) can be made to Scottish Ministers within 3 weeks of the Council Decision to request Scottish Ministers 'call-in' the Council Decision.
- 7.15** West Dunbartonshire Council can only implement the Council Decision 6 weeks after the date of the Council Decision or in the event such earlier notification is received from Scottish Ministers.
- 7.16** West Dunbartonshire Council cannot implement the Council Decision if 'called-in' by Scottish Ministers during the 6 week period after the Council Decision and Scottish Ministers will then adopt the position of making the decision to either implement or reject the Proposal.
- 7.17** **The proposal question is as follows:**

Do you agree that West Dunbartonshire Council should bring transport provision for schools more in line with the safe walking distance to school?

Consultees may also wish to provide reasons for their opinions.

WEST DUNBARTONSHIRE COUNCIL

Report by Laura Mason, Chief Education Officer

Educational Services Committee: 8 March 2023

Subject: Strategy to Raise Attainment and Achievement in West Dunbartonshire

1. Purpose

- 1.1** The purpose of this report is to update the Educational Services Committee on progress with implementing Educational Services' improvement priorities for attainment and equity.

2. Recommendations

- 2.1** The Educational Services Committee is asked to note:
- (a) that the Committee will be provided with regular update reports advising of progress; and
 - (b) the achievement of West Dunbartonshire's schools to increase attainment in the Broad General Education for our most disadvantaged children and young people.

3. Background

- 3.1** In line with the Strategy to Raise Attainment and Achievement the Committee receives regular reports outlining progress against this strategic priority.
- 3.2** West Dunbartonshire's Strategy to Raise Attainment and Achievement supported by funding from Scottish Government has resulted in improved outcomes in the Broad General Education with West Dunbartonshire performing well compared to national figures.
- 3.3** The approach to improve outcomes has been supported by Scottish Government Scottish Attainment Challenge Funding 2015-2022; and since 2022 a revised SAC funding model - the Strategic Equity Fund.
- 3.4** As reported to Committee in December 2022 the change from Attainment Challenge Funding to Strategic Equity Funding in 2022 has reduced the annual income to West Dunbartonshire Council . The Attainment Challenge allocation to the Council prior to 2022 was £2,043,815 in both 2020/21 and 2021/22. The allocation in 2022/23 is £1,745,797 with further annual reductions of £298,018 in each financial year up to 2025/26. By 2025/26 the allocation to West Dunbartonshire will be £851,743 compared to £2,043,815 in 2022.

- 3.5** The Strategic Equity Fund set increased expectations for the national mission to tackle inequity. These expectations aim to accelerate progress to raise attainment and narrow the poverty related attainment gap; with local authorities asked to define local authority Stretch Aims to improve outcomes for all and tackle the poverty-related attainment gap.

4.0 Main Issues

- 4.1** The Strategic Equity Fund funding model launched in 2022 has reduced the annual income to West Dunbartonshire reducing the capacity of the service going forward to deliver strategic priorities for raised attainment and achievement.
- 4.2** The Education Service has a strong record of progress with achieving aims and targets set for attainment and tackling the poverty related attainment gap since 2015.
- 4.3** West Dunbartonshire Progress (Attainment and Narrowing the Gap)
In December 2022 Scottish Government published an Annual Statistical Report on Attainment. The 2021/22 Achievement of a Level (ACEL) data shows a strong performance for West Dunbartonshire compared to the national achievement.
- 4.3.1** Table 1.1 shows West Dunbartonshire attainment in 2021/22 as higher than the national average at P1, P4, P7 and S3:

Table 1.1

| Component | Aspect | West Dunbartonshire | Scotland |
|--------------------|---------------------|---------------------|----------|
| P1 | Reading | 81 | 79 |
| | Writing | 76 | 77 |
| | Listening & Talking | 85 | 86 |
| | Numeracy | 82 | 84 |
| P4 | Reading | 77 | 76 |
| | Writing | 73 | 70 |
| | Listening & Talking | 84 | 85 |
| | Numeracy | 75 | 75 |
| P7 | Reading | 80 | 79 |
| | Writing | 75 | 73 |
| | Listening & Talking | 85 | 86 |
| | Numeracy | 77 | 76 |
| S3 3rd+ | Reading | 87 | 88 |
| | Writing | 85 | 87 |
| | Listening & Talking | 89 | 89 |
| | Numeracy | 88 | 89 |
| S3 4 th | Reading | 55 | 54 |
| | Writing | 49 | 52 |
| | Listening & Talking | 61 | 55 |

| | | | |
|--|----------|----|----|
| | Numeracy | 50 | 59 |
|--|----------|----|----|

Reading consistently performs better compared to the national achievement for all primary stages and for S3 at fourth level (S3 4th). Writing performs better than the national achievement at P4 and P7.

4.3.2 Tables 1.2 and 1.3 show that in 2021/22 Quintile 1 (most deprived) children and young people from West Dunbartonshire performed better than Quintile 1 children nationally for all components at P1, P4, and for S3 at fourth level (S3 4th):

Table 1.2

| Stage | Component | West Dunbartonshire Attainment Quintile 1 | Scotland Attainment Quintile 1 |
|-------|-----------|---|--------------------------------|
| P1 | Reading | 76 | 71 |
| | Writing | 71 | 68 |
| | Numeracy | 81 | 80 |
| P4 | Reading | 74 | 68 |
| | Writing | 70 | 61 |
| | Numeracy | 72 | 67 |
| P7 | Reading | 75 | 72 |
| | Writing | 71* | 64 |
| | Numeracy | 74* | 67 |

*Redacted in official dataset. These figures from WDC analysis.

Table 1.3

| Stage | Component | West Dunbartonshire Attainment Quintile 1 | Scotland Attainment Quintile 1 |
|-------------|---------------------|---|--------------------------------|
| All Primary | Reading | 75 | 70 |
| | Writing | 70 | 64 |
| | Listening & Talking | 81 | 79 |
| | Numeracy | 74 | 70 |
| S3 3rd+ | ER | 83 | 81 |
| | EW | 80 | 80 |
| | ELT | 86 | 83 |
| | N | 86 | 81 |
| S3 4th | ER | 51 | 39 |
| | EW | 42 | 36 |
| | ELT | 54 | 41 |
| | Literacy | 38 | 33 |
| | N | 45 | 43 |

4.4 West Dunbartonshire Stretch Aims

As reported to Committee in December 2022 West Dunbartonshire set ambitious Stretch Aims for the Education Service to be achieved by December 2023 (**Appendix 1**). Local authority Core Stretch Aims will be aggregated in a national overview of local authority performance as part of the National Improvement Framework.

4.4.1 In Autumn 2022 West Dunbartonshire set Stretch Aims to be achieved by December 2023 which were aspirational yet realistic. These Stretch Aims were set before the Scottish Government published the final ACEL census data in December 2022.

4.4.2 Analysis of the ACEL census data published in December 2022 shows that children in primary schools in West Dunbartonshire are performing at the national standard for the Broad General Education (BGE).

4.4.3 West Dunbartonshire is likely to achieve the ambitious Stretch Aims set to narrow the poverty related attainment gap by December 2023 if attainment continues to improve in academic session 2022 / 23. **Table 1.4** displays:

- the national attainment gap and West Dunbartonshire's attainment gap in 2020/21 and 2021/22; and the Stretch Aim set by West Dunbartonshire to narrow the poverty related attainment gap by December 2023 (the attainment gap being defined as the difference between the attainment of children living in our most deprived areas Quintile 1(Q1) compared to the attainment of children living in the least deprived areas (Q5)).

Table 1.4

| | ACEL Literacy P1, P4 and P7 Combined (%) | | | |
|--|--|--|--|--|
| | Overall levels Attainment P1,P4,P7 combined | SIMD Q1 (children in most deprived areas) Attainment | SIMD Q5 (children in least Deprived areas) | Poverty Related Attainment Gap Gap (Q1 v Q5) |
| National (20-21) | 67 | 56 | 81 | 25 |
| National (21-22) | 71 | 61 | 82 | 21 |
| West Dunbartonshire Attainment & Attainment Gap (2020-21) | 62 | 57 | 74 | 17.9 |
| West Dunbartonshire Attainment & Attainment Gap (2021-22) | 71 | 67 | 85 | 18.8 |
| West Dunbartonshire Stretch Aim & Attainment Gap Target to be achieved by December 2023 | 74 | 72 | 85 | 13 |

4.5 Reduced Funding to West Dunbartonshire

The prediction that West Dunbartonshire is on track to achieve the Stretch Aims set for 2023 whilst positive is as a result of the Strategy to Raise Attainment and Achievement supported by Government funding since 2015. As this funding will be reduced annually each year to 2025/26 this could impact on progress in forthcoming years as the resources available to deliver the strategy will have reduced further by 2025/26.

4.6 Mitigating Impact of Reduced Funding: The Improvement Framework

4.6.1 To mitigate the impact of the reduced funding the Service has implemented an Improvement Framework which supports headteachers to manage change and improvement against clearly defined quality outcomes for attainment and equity. The Improvement Framework operates an annual programme of quality assurance, monitoring and capacity building to support education leaders to implement a continuous programme of improvement. In the period December 2022 to March 2023 school visits were conducted focussing on: attainment and attainment gap; use of Pupil Equity Funding; and quality of learning, teaching and assessment.

4.6.2 Attainment Monitoring: A Curriculum for Excellence

All schools submitted their interim ACEL predictions in early February with a planned programme of support and challenge for schools where progress for children at P1, 4, 7 and S3 falls below targets set in line with West Dunbartonshire's Stretch Aims.

4.6.3 Attainment Monitoring: Senior Phase Attainment Reviews

In Term 2 all secondary schools engaged in Attainment Review Meetings with officers. Using Insight data, school profiles and raw SQA results, schools were asked to demonstrate their self-evaluation, identify their attainment gaps and discuss actions to address improvement. In term 3, schools will have a second Attainment Review monitoring progress of actions agreed at the term 2 visits, reviewing School Statistical Report (SSR) data, looking at wider attainment and achievement measures and evaluating predictions for this year's Senior Phase qualifications.

4.6.4 School Performance Monitoring

As part of the improvement agenda, in November and December 2022 each primary school Senior Leadership Team (SLT) had a meeting with the Data and Performance Officer to discuss their performance data across the BGE. Individual school context and performance data for all primary schools was shared with every school as an excel spreadsheet, thus enabling schools to benchmark themselves against other schools with a similar context within the local authority. At the meetings the Data and Performance Officer and SLT discussed the 2022 data set and longer term trends in individual school data, possible gaps and areas for improvement. The SLT were able to pinpoint possible reasons for the trends and, in some cases, new areas for improvement were identified during this meeting.

4.6.5 Pupil Equity Funding

The continuation of PEF funding directly to schools will increase the level of accountability for delivering outcomes by schools. The local authority is responsible for the quality of education in West Dunbartonshire and will require sufficient capacity to deliver any increased scrutiny and accountability for the delivery of PEF funded outcomes by schools.

A detailed review of PEF budgets across all primary and secondary schools is underway by the central team. This will examine actual year-to-date expenditure versus each school's original PEF plan, take account of committed expenditure and identify variances versus budget. The review will work with school leadership teams to act and/or improve our processes to ensure the overall PEF budget is spent effectively and timeously to close the poverty related attainment gap.

4.7 Education Development

4.7.1 Instrumental Music Service (IMS): The West Dunbartonshire Senior Concert Band took part in the Scottish Concert Band Festival in Livingston. The Band delivered an outstanding performance and were awarded a Gold plus award. The band are invited to the national finals of the Senior Concert Band Competition in March.

The IMS Christmas Concert took place at Clydebank Town Hall for the first time since December 2019. All West Dunbartonshire Ensembles (Senior and Training Concert Bands, Senior and Training String Ensembles, Funk sKool and Guitar Ensemble) took part as well as IMS Soloists and ensembles from some of the High Schools.

In March 2023 we will be holding the IMS Spring Concert at Clydebank Town Hall; and on Tuesday 28th March at Dumbarton Academy we will host a regional qualifying event for the Scottish Young Musicians Competition run by the Music Education Partnership 'Groupon'. The winner of the WDC event will go on to represent the authority at the National Final which will be held in May at the Royal Conservatoire of Scotland in Glasgow.

4.7.2 WDC Competencies Framework: Professional Learning Programme:

The professional learning programme for the West Dunbartonshire Competencies Framework has made significant progress over the past term. Professional learning sessions have taken place for all Depute Heads, Principal Teachers and over 100 practitioners. The programme covers an introduction to the key competencies outlined in the West Dunbartonshire Competencies Framework and includes both theoretical and practical components. To ensure that all practitioners have the opportunity to participate in the training, we have offered a flexible programme that allows employees to attend training sessions, both during the day, or after work. Inservice day workshops have also been delivered and materials developed for schools wishing to run their own in-house workshops. So far, we have seen a high level of engagement and have received positive feedback on the quality of the training.

4.7.3 1+2 Languages: Languages Week Scotland - January 30 to 6 February:

During Languages Week Scotland, teachers will have access to a variety of bespoke resources to support to improve their language teaching and learning. This includes a range of online resources and professional development courses to help educators increase their confidence in teaching another language. These resources are designed to be easily accessible and are available in French, Spanish, German, Italian, Gaelic and British Sign Language (BSL). Additionally, there will be opportunities to connect with other

educators and language experts, to share best practices and learn new strategies for teaching languages. Through these initiatives, teachers will have the tools and knowledge they need to provide high-quality language learning.

- 4.7.4 Technology Replacement Programmes:** West Dunbartonshire began investing in Chromebooks for schools in May 2015. Devices purchased in 2015 are now end of life and no longer supported by Google. We continue to work in conjunction with ICT to ensure our Chromebook estate is fit for purpose and we have introduced a rolling programme for device replacement as and when devices reach end of life. This programme is essential to maintain our existing pupil device ratios, provide equal opportunities and a modern learning environment.

The AV replacement programme continues across the school estate. This provides a centrally managed programme of replacement of faulty teaching boards as and when they fail to ensure all teachers have access to a functioning electronic teaching board. The teaching boards are a real asset to schools ensuring that the fundamental tools for learning are provided for all classrooms.

5. People Implications

- 5.1** As reported to Council in February 2022 the Scottish Attainment Challenge funding enabled the provision of additional temporary (seconded) funded posts within the education service, partner council services and external providers. The main areas supported through this additionality are early intervention in learning, welfare advice and poverty support, nurturing mental wellbeing, community safety, school and learning community collaboration to improve quality, professional learning and personalised learning pathways. The decreased funding will reduce the number of staff available to deliver in these areas with the seconded staff returning to their substantive posts, and any backfill element will cease.
- 5.2** As reported to Council in February 2022 in session 2021/22 the local authority Scottish Attainment Challenge funded 41.5 posts. The new funding model will reduce this number of posts by 42% from 41.5 to 24.07 posts by 2025/2026. In session 2022/23 the Strategic Equity Fund will fund 39.0 posts.

6. Financial and Procurement Implications

- 6.1** Since its inception in 2015/16 to March 2022 the Council received £12,642,432 in funding. Attainment Challenge allocations to the Council were £2,043,815 in both 2020/21 and 2021/22. Funding in 2022/23 is £1,745,797 which is a reduction of £298,018.

7. Risk Analysis

- 7.1** The reduced funding model could impact negatively on sustained improvement in future academic sessions.

8. Equalities Impact Assessment

- 8.1** A full Equality Impact Assessment has been completed and has identified the decrease in funding will limit the Education Services' strategic ability to deliver and progress a range of functions within the raising attainment agenda. These include, but are not limited to scrutiny and challenge teams, resources to support out of hours and holiday learning as well as access to wellbeing support for parents. Scope exists to mitigate the adverse impact on pupils; however this requires adaptations across key service areas through the modification of plans to reflect the reduction in Scottish Government Funding.

9. Consultation

- a. Legal Services and the Section 95 Officer have been consulted in relation to the content of this report.
- b. In response to the revised funding model consultation is being conducted with stakeholders to produce West Dunbartonshire's Strategic Equity Fund plan for 2022-2026.

10. Strategic Assessment

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

Laura Mason
Chief Education Officer
March 2023

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Appendix: 1. West Dunbartonshire Stretch Aims

Background Papers: Equality Impact Assessment

Wards Affected: All wards

West Dunbartonshire Council

CORE Stretch Aims

(a) ACEL levels – Non rounded values

| | ACEL Literacy P1, P4 and P7 Combined (%) | | | |
|-----------------------------------|--|---------|---------|---------------|
| | Overall levels | SIMD Q1 | SIMD Q5 | Gap (Q1 v Q5) |
| National (20-21) | 67 | 56 | 81 | 25 |
| Current (published) level (20-21) | 62 | 57 | 74 | 18 |
| Current level (21-22) | | | | |
| June 2023 target | 74 | 72 | 85 | 13 |
| Improvement (percentage point) | 12 | 15 | 11 | 5 |

| | ACEL Numeracy P1, P4 and P7 Combined (%) | | | |
|-----------------------------------|--|---------|---------|---------------|
| | Overall levels | SIMD Q1 | SIMD Q5 | Gap (Q1 v Q5) |
| National (20-21) | 75 | 65 | 86 | 21 |
| Current (published) level (20-21) | 72 | 65 | 82 | 17 |
| Current level (21-22) | | | | |
| June 2023 target | 80 | 80 | 91 | 11 |
| Improvement (percentage point) | 8 | 15 | 9 | 6 |

(b) SCQF Level 5 – SQA Nationals

| | 1 or more at SCQF Level 5 (%) | | | |
|-----------------------------------|-------------------------------|---------|---------|---------------|
| | Overall levels | SIMD Q1 | SIMD Q5 | Gap (Q1 v Q5) |
| National (20-21) | 87.7 | 77.9 | 96.1 | 18.2 |
| Current (published) level (20-21) | 85.9 | 78.0 | 97.1 | 19.1 |
| Current level (21-22) | | | | |
| 2023 target | 86.2 | 78.9 | 97.9 | 19.0 |
| Improvement (percentage point) | 0.3 | 0.9 | 0.8 | 0.1 |

(c) SCQF Level 6 – SQA Nationals

| | 1 or more at SCQF Level 6 (%) | | | |
|-----------------------------------|-------------------------------|---------|---------|---------------|
| | Overall levels | SIMD Q1 | SIMD Q5 | Gap (Q1 v Q5) |
| National (20-21) | 66.0 | 49.5 | 83.9 | 34.4 |
| Current (published) level (20-21) | 62.2 | 48.9 | 85.3 | 36.4 |
| Current level (21-22) | | | | |
| 2023 target | 62.7 | 50.9 | 87.2 | 36.3 |
| Improvement (percentage point) | 0.5 | 2.0 | 1.9 | 0.1 |

(d) Participation measure

| | Participation Measure (%) | | | |
|-----------------------------------|---------------------------|---------|---------|---------------|
| | Overall levels | SIMD Q1 | SIMD Q5 | Gap (Q1 v Q5) |
| National (2022) * | 92.4 | 87.4 | 96.7 | 9.3 |
| Current (published) level (20-21) | 90.8 | 86.9 | 95.5 | 8.6 |
| Current level (21-22) | 90.1 | 86.1 | 95.7 | 9.6 |
| 2023 target | 92.0 | 87.5 | 95.8 | 8.3 |
| Improvement (percentage point) | 1.2 | 0.6 | 0.3 | 0.3 |

*SDS Publication for 2022

(e) Health and Wellbeing - Attendance

| | Attendance (%) | | | |
|-----------------------------------|----------------|---------|---------|---------------|
| | Overall levels | SIMD Q1 | SIMD Q5 | Gap (Q1 v Q5) |
| National (20-21) * | 92.0 | 88.7 | 95.0 | 6.3 |
| Current (published) level (20-21) | 94.3 | 92.9 | 96.9 | 4.0 |
| Current level (21-22) | 91.3 | 89.6 | 94.4 | 4.8 |
| 2023 target | 95.6 | 93.8 | 97.1 | 3.3 |
| Improvement (percentage point) | 1.3 | 0.9 | 0.2 | 0.7 |

*Scottish Government Attendance and Absence Publication for 2021/22

PLUS Stretch Aims

Early Level Baseline attainment

| | Overall levels | Early Level Literacy (%) | | | |
|--------------------------------|----------------|--------------------------|-------------|-------------|---------------|
| | | SIMD Q1 | SIMD Q4 | SIMD Q5 | Gap (Q1 v Q4) |
| Current level (20-21) | 44.5 | 39.5 | 37.7 | 42.9 | - 1.8 |
| Current level (21-22) | 62.2 | 52.4 | 71.4 | 81.5 | 19 |
| 2023 target | 67.2 | 57.4 | 73.4 | 83.5 | 16 |
| Improvement (percentage point) | 5 | 5 | 2 | 2 | 3 |

| | Overall levels | Early Level Numeracy (%) | | | |
|--------------------------------|----------------|--------------------------|-------------|-------------|---------------|
| | | SIMD Q1 | SIMD Q4 | SIMD Q5 | Gap (Q1 v Q4) |
| Current level (20-21) | 20.0 | 21.5 | 15.0 | 14.3 | - 6.5 |
| Current level (21-22) | 30.0 | 25.6 | 47.6 | 44.4 | 22 |
| 2023 target | 33 | 28.6 | 48.6 | 45.4 | 20 |
| Improvement (percentage point) | 3 | 3 | 1 | 1 | 2 |

ACEL levels – secondary – 3rd Level+

| | Overall levels | ACEL Secondary Literacy – S3 – 3rd level+ | | | |
|-----------------------------------|----------------|---|-----------|-----------|---------------|
| | | SIMD Q1 | SIMD Q4 | SIMD Q5 | Gap (Q1 v Q4) |
| National (18-19) | 88 | 81 | 91 | 95 | 10 |
| Current (published) level (18/19) | 83 | 79 | 93 | 81 | 14 |
| Current level (21-22) * | 82 | 77 | 92 | 92 | 15 |
| 2023 target | 84 | 80 | 92 | 92 | 12 |
| Improvement (percentage point) | 2 | 3 | 0 | 0 | 3 |

*Local analysis only. Data not been ratified by Scottish Government

| | Overall levels | ACEL Secondary Numeracy – S3 – 3rd level+ | | | |
|-----------------------------------|----------------|---|-----------|-----------|---------------|
| | | SIMD Q1 | SIMD Q4 | SIMD Q5 | Gap (Q1 v Q4) |
| National (18-19) | 90 | 83 | 93 | 96 | 10 |
| Current (published) level (18/19) | 90 | 85 | 98 | 87 | 13 |
| Current level (21-22) * | 88 | 86 | 91 | 97 | 5 |
| 2023 target | 90 | 88 | 91 | 97 | 3 |
| Improvement (percentage point) | 2 | 2 | 0 | 0 | 2 |

*Local analysis only. Data not been ratified by Scottish Government

ACEL levels – secondary – 4th Level

| | Overall levels | ACEL Secondary Literacy – S3 – 4th level | | | |
|-----------------------------------|----------------|--|-----------|-----------|---------------|
| | | SIMD Q1 | SIMD Q4 | SIMD Q5 | Gap (Q1 v Q4) |
| National (18-19) | 48 | 33 | 54 | 67 | 21 |
| Current (published) level (18/19) | 40 | 33 | 47 | 42 | 14 |
| Current level (21-22) * | 44 | 38 | 52 | 54 | 14 |
| 2023 target | 46 | 42 | 53 | 54 | 11 |
| Improvement (percentage point) | 2 | 4 | 1 | 0 | 3 |

*Local analysis only. Data not been ratified by Scottish Government

| | Overall levels | ACEL Secondary Numeracy – S3 – 4th level | | | |
|-----------------------------------|----------------|--|-----------|-----------|---------------|
| | | SIMD Q1 | SIMD Q4 | SIMD Q5 | Gap (Q1 v Q4) |
| National (18-19) | 59 | 40 | 67 | 78 | 27 |
| Current (published) level (18/19) | 61 | 49 | 78 | 77 | 29 |
| Current level (21-22) * | 50 | 46 | 60 | 49 | 14 |
| 2023 target | 58 | 55 | 81 | 80 | 26 |
| Improvement (percentage point) | 8 | 3 | 1 | 3 | 4 |

*Local analysis only. Data not been ratified by Scottish Government

Cost of the School Day – Family Hub

| | Referrals and Families Engaged in Family Hubs | | |
|--------------------------------|---|-----------|-----------|
| | # Referred | # Engaged | % Engaged |
| Current level (20-21) | 234 | 183 | 78 |
| Current level (21-22) | 163 | 128 | 79 |
| 2023 target | - | - | 80 |
| Improvement (percentage point) | - | - | 1 |

WEST DUNBARTONSHIRE COUNCIL**Report by Chief Education Officer****Education Services Committee: 08 March 2023**

Subject: Early Learning and Childcare Progress Update**1. Purpose**

- 1.1** This report provides progress made to provide high quality Early Learning and Childcare (ELC) in West Dunbartonshire Council (WDC).

2. Recommendations

- 2.1** It is recommended that Committee notes: progress to deliver the statutory entitlement of 1140 hours of high quality Early Learning and Childcare (ELC)

3. Quality of ELC Provision

- 3.1** The quality provided at our ELC continues to show that children are very well supported, provided with exciting learning opportunities, and are nurtured by well trained staff. Comments in successive inspection reports exemplify this aspect of the quality of our ELC.
- 3.2** A working group are considering a variety of approaches and options to support our ELC provision for the growing population of children with additional support needs (ASN) in our mainstream settings. We are exploring how best to support the growing number of children with additional support needs across West Dunbartonshire Council in particular Autism Spectrum Disorder (ASD), including the potential need for specialist ELC provision. As part of the work to explore what is needed, we have considered the specialist provision at Kilpatrick Early Years service (KEYs) and the work that it does for children with complex learning needs and how that service could support our mainstream ELCs. We have identified training and support needs at our mainstream ELC which is currently being addressed with a programme of learning and support underway. Education Services Committee will be updated when options for consideration are available which will align with the overall ASN strategy.
- 3.3** A small number of ELC staff continue to find the increased hours of ELC challenging to provide. Support from the central team through our programme for 1140 Hours Champions is providing a programme of high quality professional learning and is beginning to impact positively on the performance of staff who find the new curriculum offer challenging. An exit poll at each session for the champions, provides feedback from the group members participating that day. This is used to tailor the training required at the next

meeting. Sharing practice has had the greatest impact on improving practice.

3.4 This session our ELC Improvement Framework has gathered evidence on ELC design of the 1140 hours curriculum at our ELCs. The focus of improvement visits is implementation of 1140 hours curriculum models and outcomes for children and families. Leaders share their curriculum rationale and design, pedagogy and play, curriculum learning and development pathways and the development of skills for life and learning. Views of staff, parents and carers, children and partners is gathered during the process and their involvement in the design of the curriculum. Evidence from feedback from our staff teams is showing that the design of the curriculum is changing and improving, staff also report that they are more confident about their role and remit in regard to 1140 hours curriculum offer. Education Scotland is undertaking a thematic review of curriculum design across Scotland. HM Inspectors will gather evidence on the following areas: designing a high-quality curriculum that takes into account national guidance and local need and, involvement of the school/ELC community and others in designing the curriculum. Whitecrook ELC has been selected to take part in this study. The One-ery model of early level learning, curriculum delivery based on play pedagogy and nurturing approaches is included in this series of our Improvement Framework visits. Views and experiences of One-ery from staff, parents, children, parents and carers is also gathered.

3.5 Parents and carers feedback about 1140 hours is very positive.

Comments from parents and carers and their views:

A Grandparent shared that her son had secured work for the first time as a result of 1140 hours. Prior to this he could not, as he would have to pick his children up at lunch time. The grandparent said that the quality of life, particularly her sons, had improved tenfold due to financial independence and confidence to re-join the workforce.

A parent said that she has a child who attended ELC before 1140 hours, and one who attends ELC at present. This has allowed her to increase her work hours. The parent said this has made a difference to her household income and quality of life for her family.

“My child has autism. Staying all day has helped them – sometimes they might have had a bad morning and need support from staff but when I pick them up they have calmed down. The staff are amazing. Some of the suggestions have helped me at home”

“The nursery always feels welcome; all staff say hello to me and my child. The longer days have given a chance for me to join in sessions like tea and toast and there was a stay and play to find out about numeracy”

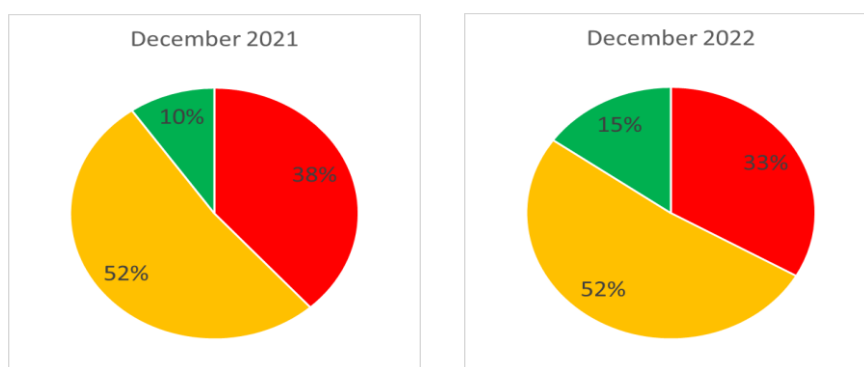
“It has been great having my child in for more hours of the day; they are eating better at home since they have been having lunch at nursery. I have

been amazed by how much they have improved with their writing and the words they use”

“I have a chance to chat with nursery staff in the morning and after nursery and I can always find out what they have been doing that day. I have noticed a big difference in their talking since they have been staying for full days”

4. Children's Progress

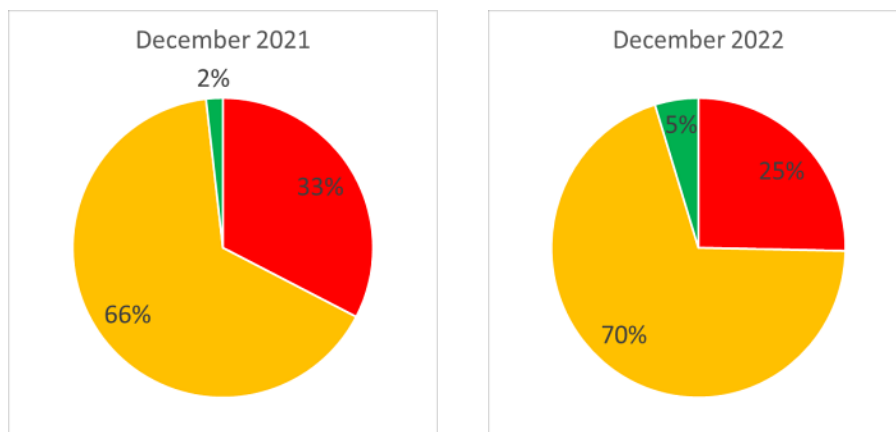
- 4.1 Assessment data gathered in December 2022, shows that children have made gains in their progress in attainment in literacy measures compared to December 2021. Whilst it is too early to say that this is due to increased hours that children attend, the gains made are significant in that they are above the averages at this time last session. Comparisons to pre pandemic results and the 600 hours ELC offer will be analysed in June 2023. Our projected stretch aim for June 2023: is 67% of all children will achieve the benchmark in Concepts of Print which we are confident will be achieved.



- 5% more children have reached the benchmark than this time last year.
- The percentage of children in amber, making good progress towards meeting the benchmark, is the same as this time last year.
- 5% fewer children are in the red band than this time last year.

- 4.2 Assessment data gathered in December 2022, shows that children have made gains in their progress in attainment in numeracy measures compared to December 2021. Whilst it is too early to say that this is due to increased hours that children attend, the gains made are significant in that they are above the averages at this time last session. Comparisons to pre pandemic results and the 600 hours ELC offer will be analysed in June 2023. Early years are currently on track to reach their numeracy stretch aim for June 2023. Stretch Aim for June 2023: 33% of children will achieve the benchmark in Number and Number Processes.

- 3% more children have reached the benchmark than this time last year.
- 4% more children are in the amber band than this time last year.
- 8% fewer children are in the red band than this time last year.



5. Evaluation of 1140 Hours

- 5.1** The self-evaluation tools which support ELC to measure progress and plan improvement continue to be updated and improved. A new self-evaluation framework from the West Partnership brings together quality indicators from both inspection bodies and the national standard criteria. This framework maps out the quality indicators which will help ELC teams to critically reflect on practice and to evaluate the 1140 hours curriculum offer and plan for improvement.
- 5.2** The West Partnership 1140 Hours Evaluation Study aims to help us understand the impact of this policy on children's outcomes and the experiences of those involved in this significant transition. This evaluation involves several different methods of data collection. This includes assessing children with the Ages and Stages Questionnaire to measure changes in developmental outcomes, as well as surveys, interviews, and focus groups with parents, carers and practitioners. This will provide rich data from a range of sources. To ensure that the data reflects the diversity of the West Partnership, the samples of early years establishments from all eight local authorities are provided from a spread of SIMD profiles. From this data, 200 nurseries were randomly selected from each SIMD quintile and local authority, ensuring this was proportionate to the full dataset produced.
- 5.3** The West Partnership 1140 Hours Evaluation Study is underway at a sample 10 ELCs in West Dunbartonshire. Those included in the study are: Dalmuir ELC, St Mary's ELC Alexandria, St Mary's ELC Duntocher, Our Lady of Loretto ELC, Carleith ELC, Brucehill ELC, St Ronan's ELC, Lucky Little Stars, Dalreoch ELC and Gartocharn ELC.
- 5.4** The findings from a parent survey commissioned by the Scottish Government on [Parent's use and views of early learning and childcare in Scotland, 2022](#) was published on 20 December 2022. The aim of the research was to provide up to date information on different groups of parents' and carers' use, experiences and views of ELC, to help evaluate the implementation of the 1140 ELC expansion, to inform the ongoing delivery of funded ELC, and support policy development. The results show that the majority of parents are

very positive about funded ELC. Most parents also valued the opportunities offered to work, look for work, or undertake education and training. Almost all parents accessing funded ELC (97%) were satisfied with the quality of the provision from their main funded ELC provider. While, 88% of those with a 3-5 year old and 92% with an eligible 2 year old were satisfied with the flexibility they had been offered to 'use their funded hours in a way that meets their family's needs'. However, some areas for further improvement were highlighted in relation to flexibility of funded ELC offered, accessing suitable funded ELC for children with additional support needs (ASN) and affordability of childcare.

5.5 This national survey does not provide a breakdown of views for local authorities however, the views of parents and carers will continue to be gathered in West Dunbartonshire Council in particular uptake of work and training which we have little detail on.

5.6 The Scottish Government Evaluation strategy for 1140 was published in October 2022. The focus of the evaluation will be on quality of provision for children, their parents, carers and families. A final report is currently planned for 2025. The evaluation aims to strengthen the existing evidence base by including and assessing how funded ELC can help parents and carers to move closer to the labour market.

6. Meeting the National Standard

6.1 A key focus of the Criteria for the National Standard is inspection evaluations. The National Standard Criteria sets a minimum quality threshold of good for providers delivering the funded hours of 'good'. There are proposed amendments to the interim Funding Follows the Child Guidance in relation to service improvement periods for ELC below good. The proposal is that where a setting is on a service improvement period, and meets certain criteria, and does not receive evaluations of 'good' or better at their next Care Inspectorate quality evaluation but is demonstrating sustained improvement, the local authority may agree to extend the service improvement period until their next Care Inspectorate quality evaluation.

6.2 WDC is the guarantor of quality, providing the support and challenge to ensure that inspections at our ELC maintain good and above. Care inspections from a sample of ELCs, provided the following evaluations at 15 ELCs over the last two school sessions (so far). There will be further inspections this session. All ELCs awaiting inspection, are currently evaluated at good and above but the evaluations were based on 600 hours model of ELC. We are not complacent and support those ELC awaiting inspection to ensure that they remain at good and above.

| Care Inspectorate Evaluations 2021 to 2022 | | | | |
|--|--|---|--|-----------------------------|
| Quality Indicators: | 1.1 Nurturing Care and Support | 2.2 Children experience high quality facilities | 3.1 Quality assurance and improvements are well led. | 4.3 Staff Deployment |
| | How good is our care, play and learning? | How good is our setting? | How good is our leadership? | How good is our staff team? |
| good | 3 | 5 | 2 | 3 |
| very good | 7 | 5 | 8 | 7 |
| excellent | 0 | 0 | 0 | 0 |

| Care Inspectorate Evaluations 2022 to 2023 | | | | |
|--|--|---|--|-----------------------------|
| Quality Indicators: | 1.1 Nurturing Care and Support | 2.2 Children experience high quality facilities | 3.1 Quality assurance and improvements are well led. | 4.3 Staff Deployment |
| | How good is our care, play and learning? | How good is our setting? | How good is our leadership? | How good is our staff team? |
| good | 2 | 3 | 2 | 2 |
| very good | 3 | 2 | 3 | 3 |
| excellent | 0 | 0 | 0 | 0 |

7. Expansion Projects

- 7.1** The unit at Clydebank ELC has been demolished. This leaves a large outdoor learning space which requires work to ensure that children are safe and secure and provided with an exciting space for play. The outdoor expansion project at Whitecrook ELC has completed. This has provided a new safe, secure entrance and improved play spaces for children. Outdoor project plans for Gartocharn and Brucehill ELCs have been agreed. These projects will commence in Spring 2023. Projects planned for compliance and improvement at Linnvale and St. Mary's Alexandria ELCs are underway. Plans for additional capacity required for the Vale of Leven area at Christie Park Primary School have been drawn up and agreed. Budget has been allocated for projects within existing budgeted resources.

8. People Implications

- 8.1** As previously reported a high quality, diverse and well-qualified professional Workforce is key to delivering the expansion and the quality of ELC.
- 8.2** Support is provided for ELC staff teams and leaders identified to support delivery of the high quality ELC and increased expectations of 1140 hours model of curriculum

9. Financial and Procurement Implications

- 9.1 As reported previously to ensure that it is protected for investment in early learning and childcare, the multi-year funding package for expansion is allocated through a specific grant. There are no changes to the multi-year funding allocation to this authority; figures are cumulative. The multi-year allocations for West Dunbartonshire:

| Financial Year | Revenue £m | Capital £m |
|----------------|---------------|---------------|
| 2018/19 | 1.410 | 0.580 |
| 2019/20 | 5.268 | 2.380 |
| 2020/21 | 8.717 | 4.480 |
| 2021/22 | 9.723 | 5.880 |
| 2022/23 | 9.485 | 0.794 |

10. Sustainable Rate Setting

- 10.1 The 2022 ELC LA Funding & Support data report was published by Scottish Government during December. The published version of the report is available at:
[Summary of the Returns - Early learning and childcare providers - local authority funding and support: overview 2022 to 2023 - gov.scot \(www.gov.scot\)](https://www.gov.scot/publications/summary-of-the-returns-early-learning-and-childcare-providers-local-authority-funding-and-support-overview-2022-to-2023/pages/summary-of-the-returns-early-learning-and-childcare-providers-local-authority-funding-and-support-overview-2022-to-2023.aspx)
- 10.2 Scottish Government and COSLA are currently undertaking a review of the sustainable rate setting process in 2022-23. The aim of the review is to learn lessons from rate-setting during 2022 and to identify where the process can be improved further; and to ensure that the sustainable rates set reflect the costs of delivering funded ELC.

11. Risk Analysis

- 11.1 The Key Risks:
- Maintaining high quality ELC at all funded providers to ensure that they meet the National Standard Criteria.
 - Failure to deliver 1140 hours curriculum by confident, well-trained ELC staff teams.
 - The Christie Park project is required for August 2023 which if delayed will impact our capacity to deliver the number of ELC placements required for deferred entry policy. If delayed this will require contingency planning.

12. Equalities Impact Assessment (EIA)

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

13. Consultation

- 13.1** Regular consultation with stakeholders including parents and carers, ELC staff, Unions, Council partners in the project and partner ELC providers continues through the various WDC fora and regular meetings.
- 13.2** Legal Services and the Section 95 Officer have been consulted in relation to the content of this report.
- 14. Strategic Assessment**
- 14.1** This report reflects the Council's aspiration to have a strong local economy, improved employment opportunities and efficient and effective frontline services that improve the everyday lives of residents. These are strategic priorities for 2017-2023.

Laura Mason
Chief Education Officer

Person to Contact: Kathy Morrison, Senior Education Officer, Education, Learning and Attainment
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Email: kathy.morrison@west-dunbarton.gov.uk

Background Papers: The 2022 ELC LA Funding & Support data report:

[Summary of the Returns - Early learning and childcare providers - local authority funding and support: overview 2022 to 2023 - gov.scot \(www.gov.scot\)](#)

Wards Affected: All

WEST DUNBARTONSHIRE COUNCIL**Report by Laura Mason, Chief Education Officer****Educational Services Committee: 8th March 2023**

Subject: Services for Children, Young People and Families Update Report**1. Purpose****1.1** The purpose of this report is:

- a) to inform Educational Services Committee of progress on supports to children, young people and families.

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

- a) Note progress on plans to continue developing and improving supports.

3. Background**3.1** In January 2019 a national review of the implementation of Additional Support for Learning began. The subsequent report and action plan had nine key themes which set standards nationally, locally and at establishment level.**3.2** The national report recommends that local authorities must take account of the findings of the report to review and align their quality assurance processes. This must drive improvements in processes, practice and outcomes at all levels in the system.**3.3** West Dunbartonshire Council (WDC) is committed to ensuring all children and young people are enabled to progress through Early Learning and School with the support they need.
When this support is more or different to what is generally provided for children and young people of the same age, then the child or young person is said to have additional needs.**3.4** The Education (Additional Support for Learning) (Scotland) Act 2009 lists four interrelated factors which individually or jointly impact on ability to learn:

- Learning Environment
- Family Circumstances
- Disability or Health
- Social or Emotional Factors

Additional support may be required throughout a child or young person's

educational journey: others may only require additional support for a short period of time.

- 3.5** It is recognised that children, young people and families are best supported through effective multi-agency planning and delivery of services. Educational Services work in collaboration with a range of council, Health and Social Care Partnership (HSCP) and third sector colleagues to support our families. This work is being developed via the Whole Family Wellbeing (WFW) planning, led by Educational Services on behalf of the Community Planning Partnership.

4. Main Issues

- 4.1** There are currently 12, 226 school pupils in West Dunbartonshire Council. 5281 Pupils have Additional Support Needs (ASN) (43%), supported mainly in mainstream schools. 241 pupils are supported in our specialist settings as they require a more specific learning environment. We also have a small percentage of our children and young people with additional support needs supported by day or residential providers in external placements. These often involve young people separated from their peers and their community and can be expensive in comparison to supporting in-house. These costs have increased significantly over the past few years due to increased salaries and increased charges from partner providers for the range of specialist supports offered. This has resulted in budget overspends and it is anticipated that the overspends will be mitigated to some extent by the strategy implementation.

Our ASN Estate consists of:

- 1 all through setting for 0-18 years supporting learners with complex ASN
- 2 Secondary Bases
- 4 Primary Bases

- 4.2** In response to projected needs in the secondary school estate, work is underway to expand the Kilpatrick School Campus with three additional classrooms. The provision of temporary modular classrooms has been planned and these are expected to be ready for use by the end of March 2023. The planned building extension work is due to be undertaken later in the school session 2022/23.
- 4.3** A public consultation seeking views of a range of stakeholders on our plans to re-develop the former Riverside Early Learning and Childcare Centre (ELCC), creating a school for severe and complex learners was undertaken. A report on the outcomes will be shared with committee on the 8th March 2023.
- 4.4** We recently reviewed the progress and impact of our ASN strategy which reflects the National Improvement Framework. Evaluation considered the range of work streams focussing on improvements to learning and teaching, attainment and achievement, teacher professionalism and the development of the ASN estate. Evidence informs us the Strategy is proving successful in all areas. It is developing teacher knowledge and skills; learners' experiences; how we measure progress and assess and our inclusive practices. Education

Leaders will continue to implement the work contained in the workstreams and in developing the capacity of all staff to best meet the needs of individual children and young people. We recognise from our survey of parents that they too need help supporting their children. Planned work with our partners in HSCP will enhance the programme of parenting supports being established.

4.5 Notable progress has been as follows:

- Staff members who completed Makaton training last year have reported positive impact as a result of the implementation in their setting. Staff describe that some pupils are benefitting in terms of improvement in communication, Literacy skills, social interaction and are beginning to see a marked improvement in Literacy attainment. Six members of this group are now advancing to the next stage of their learning development to train as tutors over the next few months. This will build capacity allowing Makaton to be rolled out and developed across the authority building a sustainable learning model;
- A group of parents of children who attend Kilpatrick ELCC (KEYS) are undertaking Makaton lessons with the Early Years Lead who has been trained. They report this is helping with communication with their children at home;
- In collaboration with HSCP colleagues approaches to supporting families with children who have a range of neurodiversity needs have been reviewed and a plan to develop these has been started;
- Seventy staff from a range of our settings undertook further Child Protection training which developed their skills in highlighting and recording significant events. These discussions allowed for professional dialogue, moderation and increased understanding, ensuring a more consistent approach across sectors/establishments. Evaluations tell us all staff improved in knowledge as a result.

4.6 We continue to support our children, young people and families in keeping safe on-line. This term we are promoting Safer Internet Day and encouraging establishments to take part in this year's theme which is "**Want to talk about it? Making space for conversations about life online**". It focusses on Youth Voice and listening to the issues that really matter to children, encouraging them to shape the online safety support that they receive. A survey has been shared which will inform local and national support and inform our areas of focus as we progress. Questions focus on:

- What issues really matter to children and young people?
- What changes do they want to see?
- How can we all work together to advocate for them moving forward?

4.7 We continue to support our children and young people to attend school; planning supports to overcome barriers to attendance. At the time of writing, average attendance in our Primaries is 91%, our Secondaries is 84% and our specialist settings is 83%. We have an action plan which is led by a range of central officers and education leaders and focusses on five key areas:

reporting systems; tracking and monitoring; professional learning; children and young people most at risk and communication. Leaders know their children and families well and apply a range of appropriate supports, challenges and interventions according to the individual circumstances. Successful interventions and approaches are regularly shared in a range of forums to help improvements across the service. We work in collaboration with the Attainment Advisor for WDC who is supporting individual schools to consider action research approaches to support attendance and with our colleagues across the West Partnership in delivering joint professional learning opportunities for staff to learn with and from others. We will shortly launch a marketing campaign promoting and re-enforcing the value of education.

5. People Implications

- 5.1** There are no people implications as a direct result of this report. However it should be noted that in line with the recommendations in the ASN Review we must ensure we have a well trained, high quality workforce who are equipped to support the range of needs and rights of our children and young people.

6. Financial and Procurement Implications

- 6.1** The projected additional funding required for the learning estate expansion has been approved and planned for in current and future budgets.

7. Risk Analysis

- 7.1** If the Council is unable to ensure appropriate support to children and young people, we will not be meeting their needs under the terms of the Children and Young People Act 2014 (Equalities Act 2010).
- 7.2** If the Council is unable to ensure appropriate support for all children, young people and staff this could result in reputational damage.

8. Equalities Impact Assessment (EIA)

- 8.1** As noted in the previously produced Equalities Impact Assessment, the ASN strategy and subsequent supports and guidance developed will enhance the quality of the service provided to all children, young people and staff and therefore can be seen to have a positive impact in terms of the equalities.

9. Consultation

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

10. Strategic Assessment

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

Laura Mason
Chief Education Officer

Person to Contact: Claire Cusick, Senior Education Officer
Services for Children and Young People

E-mail: claire.cusick@west-dunbarton.gov.uk

Background Papers: Getting it Right for Every Child
[Education \(Additional Support for Learning\) \(Scotland\) Act 2009](#)
[Additional Support for Learning Statutory Guidance 2017](#)
Children and Young People (Scotland) Act (2014)
Included, Engaged and Involved Part 2: A Positive to
Preventing and Managing School Exclusions (2017)

Wards Affected: All Wards

WEST DUNBARTONSHIRE COUNCIL**Report by Chief Officer - Education****Committee: Educational Services Committee 8 March 2023**

Subject: Education Delivery Plan 2022/23 - Mid-year Progress**1 Purpose**

- 1.1 This report sets out the mid-year progress of the Education Delivery Plan 2022/23.

2 Recommendations

- 2.1 It is recommended that Committee notes the progress achieved.

3 Background

- 3.1 In line with the Strategic Planning & Performance Framework, each Chief Officer develops an annual Delivery Plan which sets out actions to help deliver the Strategic Plan and address the performance challenges and service priorities identified in the planning process. The Plan also provides an overview of services and resources, including employees and budgets, sets out the performance indicators (PIs) for monitoring progress and considers the relevant risks.
- 3.2 The Education Delivery Plan 2022/23 was presented to Educational Services Committee on 14 December 2022 with a commitment to report mid-year progress and year-end progress in March and September 2023 respectively, based on an academic year.

4 Main Issues

- 4.1 At mid-year, 0 of the 6 actions have been completed and the remaining 6 are progressing as planned and are on track for completion by year-end. Full details of progress are set out in Appendix 1.
- 4.2 The delivery plan also includes a set of PIs which measure progress against the 2022-27 Strategic Plan objectives as well as key service areas. These will be reported at year-end.

5 People Implications

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

6 Financial & Procurement Implications

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

7 Risk Analysis

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

8 Equalities Impact Assessment

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

9 Consultation

- 9.1** The delivery plans were developed through consultation with officers from the strategic service areas.

10 Strategic Assessment

- 10.1** The delivery plans set out actions to support the successful delivery of the strategic priorities and objectives of the Council.

Chief Officer: Laura Mason
Service Area: Education
Date: 06 February 2023

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

Appendices: Appendix 1: Education Delivery Plan 2022/23 - Mid-year Progress


Background Papers: Education Delivery Plan 2022/23 - Educational Services Committee, 14 December 2022
Strategic Planning & Performance Framework 2022/27

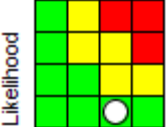

Wards Affected: All

Appendix 1: Education Delivery Plan - Mid-year Progress


| | |
|---|-----------------|
|  | Our communities |
|---|-----------------|


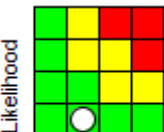
| | |
|---|--|
|  | Our neighbourhoods are safe, resilient and inclusive |
|---|--|

| Action | Status | Progress | Due Date | Note | Owner |
|---|---|---------------------------|-------------|------|---------------|
| Place the human rights and needs of every child and young person at the centre of education |  | <div><div></div>23%</div> | 30-Jun-2023 | | Claire Cusick |



| Risk | Description | Current Assessment | Target Assessment | Date Reviewed | Note | Owner |
|--|--|---|---|---------------|---|---------------|
| Failure to place the human rights and needs of every child and young person at the centre of education | This risk concerns the delivery of UNCRC and ensuring these are integral to the planning, experiences and supports we offer children, young people and their families. |  Likelihood Impact |  Likelihood Impact | 20-Jan-2023 | <p>Plans in place will ensure we support our staff, children and young people to know what rights are and how they and we can uphold them.</p> <p>Revised EIA will ensure UNCRC consideration is key to change and improvement processes.</p> | Claire Cusick |




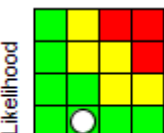
| | |
|---|---|
|  | Our residents health and wellbeing remains a priority |
|---|---|

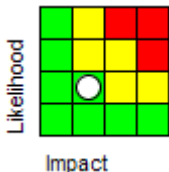
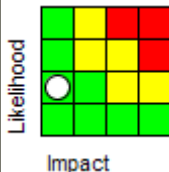
| Action | Status | Progress | Due Date | Note | Owner |
|--|---|---------------------------|-------------|------|----------------------------------|
| Improve children and young people's health and wellbeing |  | <div><div></div>12%</div> | 30-Jun-2023 | | Claire Cusick; Kathy Morrison |

| Risk | Description | Current Assessment | Target Assessment | Date Reviewed | Note | Owner |
|---|---|---|---|---------------|--|----------------------------------|
| Failure to improve children and young people's health and wellbeing | This risk concerns our ability to develop curriculum, opportunities and supports in collaboration with key stakeholders which will meet the wellbeing needs of our children, young people and families. |  Likelihood Impact |  Likelihood Impact | 31-Jan-2023 | Progress with sub-actions on track to deliver. | Claire Cusick; Kathy Morrison |

| | |
|-----------|--|
| Ob | Our residents are supported to increase life and learning skills |
|-----------|--|


| Action | Status | Progress | Due Date | Note | Owner |
|--|---|---------------------------|-------------|------|----------------|
| Narrow the attainment gap between the most and least disadvantaged children and young people |  | <div><div>30%</div></div> | 30-Jun-2023 | | Julie McGrogan |
| Improve attainment, particularly in literacy and numeracy |  | <div><div>35%</div></div> | 30-Jun-2023 | | Julie McGrogan |

| Risk | Description | Current Assessment | Target Assessment | Date Reviewed | Note | Owner |
|---|---|---|---|---------------|--|----------------|
| Failure to narrow the attainment gap between the most and least disadvantaged children and young people | This risk concerns the delivery of the key areas within the Scottish Government Strategic Equity Fund. This risk concerns the delivery of approaches to address the equalities gap and those with protected characteristics. This risk concerns the delivery of approaches to address the poverty related equity gap in all sectors. This risk concerns our ability to work successfully to collaboratively plan with a range of partners for successful delivery. |  Likelihood Impact |  Likelihood Impact | 20-Jan-2023 | SAC and PEF plans and interventions as well as robust monitoring of progress at authority and establishment level minimise risk. | Claire Cusick |
| Failure to improve attainment, particularly in literacy and numeracy | This risk concerns the successful implementation of the four dimensions of the revised West Dunbartonshire Improvement Framework; 1. Collaborative Improvement 2. Enhanced Support 3. Enhanced Scrutiny and Support 4. Leadership Development. |  Likelihood Impact |  Likelihood Impact | 31-Jan-2023 | Our attainment in 2021/22 showed improved performance against our local and national targets for attainment. Robust recovery plan and improvement framework in place, providing attainment reviews, improvement visits and leadership development. | Julie McGrogan |

| Risk | Description | Current Assessment | Target Assessment | Date Reviewed | Note | Owner |
|---|--|---|---|---------------|---|----------------|
| | This risk concerns our ability to develop of the literacy and numeracy curriculum, opportunities and supports in collaboration with key stakeholders which will meet the needs of our children, young people and families. | | | | | |
| Challenges in implementing broad-ranging school improvement to raise attainment and achievement | <p>This risk concerns the delivery of excellence and equity for our young people to support them to attain and achieve at the highest level. In particular, it is aimed at bridging the attainment gap and breaking the cycle of disadvantage. This also includes the focus on intervention at early years to improve life chances at all points on the learning journey.</p> <p>A key national and local priority is to accelerate progress with the aspirations to deliver improved attainment, tackle the poverty related attainment gap and recover from any negative impact of the pandemic. Scottish Equity funding devolved to local authorities aims to deliver on priorities between 2023-26.</p> |  |  | 10-Jan-2023 | <p>Building on achievements made since 2015 the service is developing plans to both accelerate and embed progress in academic sessions 2021/22 and 2022/23, these plans are being reviewed to reflect the refreshed SAC programme. The key risk to ongoing progress is SG's plan for a tapered SAC funding model between 2022 and 2026.</p> <p>In academic session 2021/22, a narrowing of the attainment gap and increase in attainment was achieved in the attainment levels in the Broad General Education at primary level.</p> | Julie McGrogan |

| | |
|---|-------------|
|  | Our Economy |
|---|-------------|

| | |
|---|---|
|  | Our residents are supported to access employment and training opportunities |
|---|---|

| Action | Status | Progress | Due Date | Note | Owner |
|--|---|---------------------------|-------------|------|---------------------------------|
| Improve skills and sustained, positive school leaver destinations for all young people |  | <div><div>11%</div></div> | 30-Jun-2023 | | Andrew Brown; Julie McGrogan |

| Risk | Description | Current Assessment | Target Assessment | Date Reviewed | Note | Owner |
|---|---|--------------------|-------------------|---------------|---|---------------------------------|
| Failure to improve skills and sustained, positive school leaver destinations for all young people | <p>This risk concerns the ability to expand course provision and revised learner pathways in the Senior Phase leading including for those young people with Additional Support Needs.</p> <p>This risk concerns our ability to work successfully to collaboratively plan with a range of partners for successful delivery. This risk concerns the development of a skills based approach to the curriculum within the BGE and Senior Phase.</p> | | | 31-Jan-2023 | 'WD Inspire' programme underway to target those at risk of entering a negative destination. Partner programme developed for Senior Phase offer, with inclusion of a number of new courses, and one new partner with NHS Scotland Youth Academy. | Andrew Brown; Julie McGrogan |

| | |
|--|-------------|
| | Our Council |
|--|-------------|

| | |
|--|---|
| | Our workforce is resilient and skilled where digital technology supports service delivery for our residents |
|--|---|

| Action | Status | Progress | Due Date | Note | Owner |
|---|--------|----------------|-------------|------|--|
| Develop and implement training plans and development opportunities to improve capabilities and resilience within the workforce. | | <div>28%</div> | 31-Mar-2023 | | Andrew Brown; Claire Cusick; Louise Hastings |

| Action Status | |
|---------------|--------------------------|
| | In Progress and on track |

| Risk Status | |
|-------------|---------|
| | Warning |
| | OK |