

Agenda



Educational Services Committee

Date: Wednesday, 4 December 2019

Time: 14:00

Venue: Civic Space,
Council Offices, 16 Church Street, Dumbarton

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

Dear Member

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

Yours faithfully

JOYCE WHITE

Chief Executive

Distribution:

Councillor Karen Conaghan (Chair)	Councillor John Mooney
Councillor Jim Brown	Councillor Sally Page
Councillor Ian Dickson (Vice Chair)	Councillor Martin Rooney
Councillor Diane Docherty	Mrs Barbara Barnes
Councillor Jim Finn	Mr Gavin Corrigan
Provost William Hendrie	Miss Ellen McBride
Councillor Daniel Lennie	Ms Karen McKinlay
Councillor Caroline McAllister	Miss Sheila Rennie
Councillor Jonathan McColl	Ms Julia Strang
Councillor John Millar	Ms Michelle Stuart

All other Councillors for information

Strategic Director – Transformation and Public Service Reform
Chief Education Officer

Date of Issue: 21 November 2019

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EDUCATIONAL SERVICES COMMITTEE

WEDNESDAY, 4 DECEMBER 2019

AGENDA

1 STATEMENT BY CHAIR – AUDIO STREAMING

The Chair will be heard in connection with the above.

2 APOLOGIES

3 DECLARATIONS OF INTEREST

Members are invited to declare if they have an interest in any of the items of business on this agenda and the reasons for such declarations.

4 MINUTES OF PREVIOUS MEETING 7 – 11

Submit, for approval as a correct record, the Minutes of Meeting of the Educational Services Committee held on 4 September 2019.

5 LOCAL NEGOTIATING COMMITTEE FOR TEACHERS 13 – 15

Submit for information, and where necessary ratification, the Minutes of Meeting of the Local Negotiating Committee for Teachers held on 17 September 2019.

6 OPEN FORUM

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

**7 STRATEGY TO RAISE ATTAINMENT AND ACHIEVEMENT 17 – 47
IN WEST DUNBARTONSHIRE – UPDATE**

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

8/

- 8 SCOTTISH QUALIFICATIONS AUTHORITY (SQA) 49 – 83**
EXAMINATION RESULTS 2019
- Submit report by the Chief Education Officer providing an update on the performance of West Dunbartonshire schools in the national Scottish Qualifications Authority (SQA) examinations of 2019.
- 9 EARLY YEARS IMPLEMENTATION UPDATE 85 – 103**
- Submit report by the Chief Education Officer providing an update of the plan for the expansion of Early Learning and Childcare in West Dunbartonshire Council.
- 10 2019 CENSUS – PUPIL AND TEACHER NUMBERS 105 – 108**
- Submit report by the Chief Education Officer:-
- (a) providing an update on the data reported to the Scottish Government in relation to the annual census of pupil and teacher numbers; and
 - (b) outlining the pupil teacher ratio (PTR) for 2019/2020 which will be published in December 2019.
- 11 WEST PARTNERSHIP IMPROVEMENT PLAN UPDATE 109 – 158**
- Submit report by the Chief Education Officer presenting and seeking endorsement of the West Partnership Improvement Plan.
- 12 GAELIC DEVELOPMENT IN WEST DUNBARTONSHIRE – 159 – 166**
2019 PROGRESS UPDATE
- Submit report by the Chief Education Officer providing an update on progress with Gaelic Development in West Dunbartonshire.
- 13 CHILDREN’S NEIGHBOURHOODS SCOTLAND: WEST 167 – 180**
DUNBARTONSHIRE COUNCIL
- Submit report by the Chief Education Officer providing an update on West Dunbartonshire Council’s involvement in Children’s Neighbourhoods Scotland.

14 EMPLOYEE WELLBEING: ATTENDANCE MANAGEMENT 181 – 196
EDUCATION BI-ANNUAL UPDATE (APRIL TO SEPTEMBER
2019)

Submit report by the Strategic Lead – People and Technology providing detailed analysis on employee wellbeing and attendance from April to September 2019 for Education, Learning and Attainment and a bi-annual update on Council wide attendance for the same period.

15 EDUCATIONAL SERVICES BUDGETARY CONTROL To Follow
REPORT TO 31 OCTOBER 2019 (PERIOD 7)

Submit report by the Chief Education Officer providing an update on the financial performance of Educational Services to 31 October 2019 (Period 7).

EDUCATIONAL SERVICES COMMITTEE

At a Meeting of the Educational Services Committee held in the Council Chamber, Clydebank Town Hall, Dumbarton Road, Clydebank on Wednesday, 4 September 2019 at 2.00 p.m.

Present: Provost William Hendrie and Councillors Jim Brown, Karen Conaghan, Ian Dickson, Diane Docherty, Caroline McAllister, Jonathan McColl, John Millar, Sally Page and Martin Rooney, and Mrs Barbara Barnes, Miss Ellen McBride, Ms Karen McKinlay and Ms Julia Strang.

Attending: Angela Wilson, Strategic Director - Transformation & Public Service Reform; Laura Mason, Chief Education Officer; Andrew Brown, Senior Education Officer - Performance and Improvement; Claire Cusick, Senior Education Officer - Pupil Support; Julie McGrogan, Senior Education Officer - Raising Attainment/Improving Learning; Kathy Morrison, Lead Officer - Early Years; Joe Reilly, Business Unit Finance Partner (Education); Alan Douglas, Legal Manager; and Scott Kelly, Committee Officer.

Apologies: Apologies for absence were intimated on behalf of Councillors Jim Finn, Daniel Lennie and John Mooney, and Mr Gavin Corrigan, Miss Sheila Rennie and Ms Michelle Stuart.

Councillor Karen Conaghan in the Chair

STATEMENT BY CHAIR – AUDIO STREAMING

Councillor Conaghan, Chair, advised that the meeting was being audio streamed and broadcast live to the internet and would be available for playback.

DECLARATIONS OF INTEREST

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

MINUTES OF PREVIOUS MEETING

The Minutes of Meeting of the Educational Services Committee held on 5 June 2019 were submitted and approved as a correct record.

LOCAL NEGOTIATING COMMITTEE FOR TEACHERS

The Minutes of Meeting of the Local Negotiating Committee for Teachers held on 18 June 2019 were submitted and all decisions contained therein were approved, subject to the name 'Christopher Lloyd' in the sederunt being amended to 'Campbell Lloyd'.

OPEN FORUM

The Committee noted that no open forum questions had been submitted by members of the public.

STRATEGY TO RAISE ATTAINMENT AND ACHIEVEMENT IN WEST DUNBARTONSHIRE – UPDATE

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

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

SCOTTISH QUALIFICATIONS AUTHORITY (SQA) EXAMINATION RESULTS 2019

The Senior Education Officer - Performance and Improvement provided a verbal update in relation to the Scottish Qualifications Authority (SQA) Examination Results 2019. In so doing, he informed the Committee:-

- (a) that 2,117 candidates had been presented for 9,601 qualifications from National 2 to Advanced Higher and that 82% of these presentations had resulted in a passing grade, in comparison to 83% in 2018;
- (b) that compared to last year's results the performance at Advanced Higher and National 5 had improved by 2% and decreased by 2% at Higher;
- (c) that at Higher and National 5, the levels with the highest number of presentations, West Dunbartonshire performed above the national average;
- (d) that all West Dunbartonshire schools offered a broader range of qualifications in the senior phase outwith the National Qualifications, including Skills for Work courses, Group Awards, presentations at Units only, National Progression Awards and Foundation Apprenticeships;

- (e) that in 2019, 16 pupils at St Peter the Apostle High School undertook Foundation Apprenticeships, the second highest number from any one school in Scotland;
- (f) that closer links were being developed between schools and employers in delivering qualifications in the senior phase;
- (g) that Insight, the national benchmarking tool for the senior phase, would be updated in late September 2019 with data from the full suite of presentations undertaken in 2019 and that a report would be submitted to the next meeting of the Committee providing a detailed analysis of the performance of each establishment in terms of the four key national measures, namely: (i) performance in literacy and numeracy; (ii) average total tariff; (iii) performance versus deprivation; and (iv) positive destinations; and
- (h) that the report would also show performance across curricular areas and how qualifications gained by school leavers prepares them for future destinations beyond school, giving a more complete picture of attainment the senior phase than by looking solely at the data relating to the National Qualifications.

Following discussion, the Committee agreed to note the position in respect of the examination results.

LITERACY AND NUMERACY – BENCHMARKING

A report was submitted by the Chief Education Officer advising on the performance of literacy and numeracy in West Dunbartonshire at Early Years, P1, P4, P7 and S3.

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

- (1) to note that improvements planned would be implemented as part of the Authority's strategy to raise attainment, improve learning and narrow the poverty related attainment gap; and
- (2) otherwise to note the contents of the report.

EARLY YEARS IMPLEMENTATION UPDATE

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

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

- (1) to note the contents of the current phasing of the Early Learning and Childcare Expansion, as detailed in the Appendix to the report; and
- (2) that a further update be provided to the next meeting of the Committee in December 2019.

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

SUMMER PROGRAMME EVALUATION

A report was submitted by the Chief Education Officer:-

- (a) providing an update on the impact of plans to reduce holiday hunger across West Dunbartonshire Council (WDC) during Summer 2019; and
- (b) informing and updating on the governance of funding allocations, spend and impact of projects.

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

- (1) to note the progress and impact of authority-wide plans by partners to reduce holiday hunger; and
- (2) to note the ways in which the fund had been administered and governed.

POLICY AND GUIDANCE FOR SUPPORTING LESBIAN, GAY, BI-SEXUAL AND TRANSGENDER PLUS (LGBTi+) PUPILS IN WEST DUNBARTONSHIRE SCHOOLS

A report was submitted by the Chief Education Officer:-

- (a) informing of the inclusive support practices in West Dunbartonshire schools; and
- (b) informing of the Council's policy and guidance for supporting Lesbian, Gay, Bi-Sexual and Transgender Plus (LGBTi+) pupils in West Dunbartonshire schools, as detailed in Appendix 1 to the report.

After discussion and having heard the Senior Education Officer - Pupil Support in further explanation of the report and in answer to Members' questions, the Committee agreed to note the report and that officers should carry out a full review of LGBT policies when the Scottish Government issues updated guidance and submit a report to a future meeting of the Committee seeking agreement of updated policies.

EDUCATION, LEARNING & ATTAINMENT DELIVERY PLAN 2018/19 – YEAR-END PROGRESS

A report was submitted by the Chief Education Officer providing information on the year-end progress on the 2018/19 Plan.

After discussion and having heard the Senior Education Officer - Performance and Improvement in further explanation of the report, the Committee agreed to note the progress in delivering the 2018/19 Plan.

EDUCATIONAL SERVICES BUDGETARY CONTROL REPORT TO 31 JULY 2019 (PERIOD 4)

A report was submitted by the Chief Education Officer providing an update on the financial performance of Educational Services to 31 July 2019 (Period 4).

After discussion and having heard the Business Unit Finance Partner (Education) in further explanation and in answer to a Member's questions, the Committee agreed:-

- (1) to note that the revenue account currently shows a projected annual adverse revenue variance of £0.058m (less than 0.1%); and
- (2) to note that the capital account shows a projected annual adverse variance of £0.284m (5.6% of the budget), relating to an in year overspend primarily at Kilpatrick.

CHAIR'S REMARKS

At this point in the meeting, Councillor Conaghan, Chair, informed the Committee that this was the first meeting of the Committee which Ms Karen McKinlay had attended since her appointment as a parent representatives and welcomed her to the Committee.

The meeting closed at 3.40 p.m.

LOCAL NEGOTIATING COMMITTEE FOR TEACHERS

At The Annual General Meeting of the Local Negotiating Committee for Teachers held in 'The Bridge' Meeting Room, 16 Church Street, Dumbarton on Tuesday, 17 September 2019 at 2.00 p.m.

Present: Councillors Karen Conaghan, Ian Dickson and John Mooney; Laura Mason, Chief Education Officer; Andrew Brown, Senior Education Officer; Lindsay Thomas*, Head Teacher, Linnvale Primary School and ELCC; Gavin Corrigan, Michael Dolan, James Halfpenny, Caroline Yates, Campbell Lloyd, Julia Strang and Dawn Wilson (EIS); and Claire Mackenzie (SSTA).

* Arrived later in the meeting

Attending: Linda McAlister, Education Support Officer; and Gabriella Gonda and Scott Kelly, Committee Officers.

Apologies: Apologies for absence were intimated on behalf of Murray Hanvey, Acting Head Teacher, Dumbarton Academy; Stephen McCrossan, Area Officer, EIS; and Geraldine Lyden, HR Business Partner, Educational Services.

Mr Gavin Corrigan in the Chair

DECLARATIONS OF INTEREST

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

MEMBERSHIP

In accordance with Paragraph 6 of the Local Recognition and Procedure Agreement, the Committee noted that the membership of the Local Negotiating Committee for Teachers (LNCT) for 2019/2020 would be as follows:-

Management Side

Members: Councillors Karen Conaghan, Ian Dickson and John Mooney; Laura Mason, Chief Education Officer; Andrew Brown, Senior Education Officer; Murray Hanvey, Acting Head Teacher, Dumbarton Academy; and Lindsay Thomas, Head Teacher, Linnvale Primary and ELCC.

Substitutes for any member of the Management Side: Geraldine Lyden, HR Business Partner (until December 2019); Louise Hastings, HR Business Partner (from December 2019); and Linda McAlister, Education Support Officer.

Teachers' Side

Members: Gavin Corrigan, Michael Dolan, James Halfpenny, Campbell Lloyd, Julia Strang, Dawn Wilson and Caroline Yates (all EIS); and Claire Mackenzie (SSTA).

Substitute for any member of the Teachers' Side: Karen Jakeman (EIS).

Advisers: Stephen McCrossan, Area Officer (EIS); and Euan Duncan, Professional Officer (SSTA).

Ms Thomas entered the meeting at this point.

CHAIR AND VICE CHAIR

In accordance with Paragraph 9 of the Local Recognition and Procedure Agreement, the Committee noted that in this, the seventeenth year of the LNCT, Councillor Karen Conaghan would assume the position of Chair for the Management Side and Gavin Corrigan would assume the position of Vice Chair for the Teachers' Side.

Councillor Karen Conaghan in the Chair

MINUTES OF PREVIOUS MEETING

The Minutes of Meeting of the Local Negotiating Committee for Teachers held on 18 June 2019 were submitted and approved as a correct record, subject to the name 'Christopher Lloyd' in the sederunt being amended to 'Campbell Lloyd'.

SCHOOL TERM DATES/ACADEMIC CALENDAR 2020/2021

A report was submitted by the Joint Secretaries seeking agreement for setting the academic calendar for Teachers and Associated Professionals for the session 2020/2021. It was noted that an Erratum Notice containing revised versions of the appendices to the report had been issued in advance of the meeting.

Following discussion and having heard both Sides, the Committee agreed:-

- (1) to note that a consultation process was underway to seek views from educational establishments on the preferred option for the school term dates for 2020/2021 (as detailed in the Appendices to the report);
- (2) that following the consultation process with educational establishments, representatives from the Management Side would meet with the TU

Convenors to agree the school term dates and set the academic calendar for 2020/21; and

- (3) that Management Side in agreement with the TU Convenors would start the consultation process to establish the preferred school term dates and set the academic calendars for 2021/2022 and 2022/2023.

PROGRAMME OF FUTURE MEETINGS

The LNCT noted that the meetings were normally held during the months of December, March, June and September (Annual General Meeting).

Accordingly, the Committee agreed the following future meeting dates:-

- Tuesday, 10 December 2019 at 2.00 p.m. in 'The Brock' Meeting Room, Council Offices, 16 Church Street, Dumbarton.
- Tuesday, 17 March 2020 at 2.00 p.m. in 'The Bridge' Meeting Room, Council Offices, 16 Church Street, Dumbarton.
- Tuesday, 16 June 2020 at 2.00 p.m. in 'The Bridge' Meeting Room, Council Offices, 16 Church Street, Dumbarton.
- Tuesday, 22 September 2020 at 2.00 p.m. in 'The Bridge' Meeting Room, Council Offices, 16 Church Street, Dumbarton.

The meeting closed at 2.12 p.m.

WEST DUNBARTONSHIRE COUNCIL**Report by Laura Mason, Chief Education Officer****Educational Services Committee: 4 December 2019**

Subject: Strategy to Raise Attainment and Achievement in West Dunbartonshire

1. Purpose

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

2. Recommendations

- 2.1** The Educational Services Committee is recommended to note the progress made in the past three months with the Strategy to Raise Attainment and Achievement in West Dunbartonshire.

3. Background

- 3.1** In line with the Strategy to Raise Attainment and Achievement the Committee receives a regular report outlining progress against this strategic priority.
- 3.2** The Scottish Attainment Challenge was launched in February 2015. It aims to accelerate the pace in which Scotland closes the poverty related attainment gap in literacy, numeracy, health and wellbeing through leadership, families and communities and learning and teaching. West Dunbartonshire became a Challenge Authority in 2015 receiving additional funding to deliver projects in primary and secondary schools. Over the course of the Scottish Attainment Challenge to March 2020 it is estimated that we will secure £5.403m for primary and £3.152m for secondary.
- 3.3** In December 2017 HM Inspectors and professional associates, working in partnership with Audit Scotland evaluated the education service's strategies to improve learning, raise attainment and narrow the poverty-related attainment gap. It was reported that West Dunbartonshire is making very good progress with improving learning, raising attainment and narrowing the poverty related attainment gap.

4. Main Issues

- 4.1** Project implementation needs to be on track to ensure outcomes for young people and families are delivered. The Attainment Challenge features as a strategic risk in the local delivery plan.

4.2 The funding stream for the Attainment Challenge funding has been confirmed till March 2021. There is no guarantee of continued funding post 2020/2021.

4.3 In September an annual highlights and challenges report was submitted to Scottish Government reporting on project progress and budget spend. (Appendix 1).

4.4 Primary School Attainment Challenge Projects

4.4.1 Early Level Play and Learning

The holistic approach to learning at early level to ensure the continuous provision of child centred learning experiences which support children's cognitive, social and emotional development is well embedded. The task based approach to professional learning supports early learning practitioners and teachers to have a deeper understanding of play based learning. Evidence from improvement visits and inspections show that play based approaches are embedded across all schools and early learning and childcare centres. Monitoring the quality of delivery to support meeting the needs of learners using play based approaches continues to be a priority.

4.4.2 Literacy

Literacy co-ordinators attended professional learning sessions delivered by the Attainment Advisor and depute principal psychologist. The sessions focused on managing the literacy curriculum to raise attainment and narrow the gap. Staff considered effective ways to deliver the reading curriculum and develop teacher skill in the teaching of reading.

4.4.3 Maths and Numeracy

All headteachers participated in professional learning sessions on mastery approaches to learning as the next phase of the maths strategy. The mastery approach supports children to be secure in their learning and understanding of maths concepts and skills before moving on to another aspect of learning in maths. Teaching staff at similar stages and across sectors are engaged in professional learning in mastery to support improved transition from primary to secondary. In November, West Dunbartonshire staff led professional learning sessions on active approaches to maths and numeracy and holistic assessments in maths at the West Partnership Maths Conference in South Lanarkshire

4.4.4 Health and Wellbeing

In September, the secondary schools worked with Educational Service's Health Development Officer to promote Suicide Prevention Week. Resources and learning materials were distributed to schools. West Dunbartonshire's Health Improvement Team attended at schools providing pop up stalls sharing information on mental health issues in schools. Representative staff from each secondary school attended Applied Suicide Intervention Skills Training

(ASIST) in August. ASIST aims to support helpers (anyone in a position of trust) to become more willing, ready and able to recognise and intervene effectively to help persons at risk of suicide. The training delivered over two days involved practical workshops including scenarios, observation and discussion.

In October, schools were encouraged to promote World Mental Health Day as another opportunity to share the messages around positive mental health. The NHS film 'Every Mind Matters' was provided for schools to use. A transition and mental well being programme called College Connect started in October. The Scottish Association of Mental Health are delivering the programme to young people, parents/carers, school and college staff from West College Scotland and our high schools. The programme aims to support transition from school to college, as well as building the capacity of those around the young person, to support mental health and wellbeing.

4.4.5 Collaborative Action Research / School Improvement Partnerships

In 2015 the School Improvement Partnership Programme was launched in West Dunbartonshire focusing on improving attainment in primary 4 and primary 7. Since 2015 West Dunbartonshire has raised attainment in Numeracy by 14% for P4 and 10% for P7 as part of the Scottish Attainment Challenge. A range of interventions has impacted on this, one being practitioners engaging in Collaborative Action Research projects with a heightened focus on using data to plan improvement linked to theories of research. The success of this approach was extended to our early years practice using a local model based on the principles of Collaborative Action Research. Conditions for collaboration to systems level improvement have been scaled up since 2015. A new model of school improvement was introduced in August 2018 led by an Enhanced School Improvement Team (ESIT) comprising 10 headteachers. This work has been shared as a model of good practice on Scottish Government's National Improvement Hub. In October, Professor Mel Ainscow and Professor Christopher Chapman from Glasgow University visited the authority to meet with early years practitioners and teachers, probationer teachers, headteachers and class teachers engaged in improvement partnerships and research projects. As a result, the work of West Dunbartonshire will be developed as a case study of effective practice.

4.5 Secondary Attainment Challenge Projects

4.5.1 Multi Agency Hub

Over 100 staff are fully trained in Nurture principles and approach. Nurture approaches are now delivered as an integral part of the health and well being programme across 2 secondary schools. Nurture groups are established in four out of the five secondary schools. Pupils and staff report that as a result of Nurture Groups young people are better engaged, have increased attendance, an increased readiness to learn and improved timekeeping when moving to and from classes. Staff report that the Multi-Agency Hubs have enhanced the nurturing and inclusive culture of the schools. Staff report that "classes are more settled", staff feel "better able to manage stressful

situations” and the “learning environment is better”. An authority report on Nurture states that staff are more aware of what a nurturing approach looks like in practice and have a better understanding of how a child’s circumstances can impact on their behaviour within the classroom. The report confirms that young people say that they feel supported, valued and safe and value additional support that is put in place for them.

In Clydebank High as a result of increased parental learning opportunities a number of parents have achieved the following qualifications:

18 parents have achieved SCQF Level 3 Technology

19 parents have achieved SCQF Level 4 Technology

18 parents have achieved ‘Introduction to Psychology’

13 parents have achieved ‘English as an Additional Language’

4.5.2 Skills Academies

Vale of Leven Academy reports that a pattern of continuous improved attainment, attendance and engagement is emerging within the Skills Academy. The uptake for the hairdressing course since year 1 has increased by 108% with all students achieving an award. There are no exclusions or referrals to pupil support for pupils participating in the course. The School of Dance is following a positive trend with 100% increase in course uptake in one year as well as increased attendance in comparison to the whole school attendance rates.

A survey has been conducted with pupils about their wider course offering. Feedback is very positive:

- Improved confidence 93%
- Motivated to learn more about the subject 100%
- Motivated to work harder in other subjects 68.7%
- Improved fitness 93%
- Improved resilience 89%
- Improved attendance 82%

Pupil comments :

"The reason I chose Cosmetology was because I wasn't having a good time in any of my old classes and this class caught my eye. The atmosphere in the salon is always positive. If you've had a bad day and you come into the salon, your mood will be lifted right away. Mrs O'Donnell is a great teacher and is always lovely. She enabled us to do the employability award which is good for people who want to work in a salon as it teaches you everything you need to know from health and safety to dealing with real life situations. The employability award gives us an extra qualification you wouldn't normally get. We also get work experience as we go out to a local salon and help. Not only are we always on the go but were also able to go to hair and beauty shows outwith the school. Going to these shows gives us an idea of how professionals work and what they do. The school show was Little Shop of Horrors. I was lucky enough to be a part of the cast. Not only was I performing but I was able to help with makeup as I knew what the characters looked like and how they were to be portrayed. Overall the salon is a great place to be"

"I had a lot of problems with my confidence but I believe School of Dance has helped with me being more confident and has also brought me friends."

4.6 Upstream Battle Conference

A pupil conference raising awareness of the source of litter in the River Clyde and the effects on marine life was held in Clydebank Town Hall in November. All schools sent 2 pupils as leaders of Upstream Battle for each school. The programme integrated expressive arts, information sessions and workshops to launch the schools campaign in West Dunbartonshire. The conference was delivered in partnership with Keep Scotland Beautiful. Pupils in Dumbarton Academy and Braehead have produced digital images and a film to promote the message: <https://vimeo.com/365299971> (password is: upstream) and <https://www.youtube.com/watch?v=BuOOMpgUmUI>. The film has been entered into the Charity Film Awards. The winner is decided by public vote, which opened on 24th October. Keep Scotland Beautiful hope this will promote the film to a wider audience and allow the film to receive the recognition it deserves. Voting closes on 1st December.

4.7 Attainment Programme

The Chief Education Officer and Senior Education Officers conducted Leadership for Learning visits to all mainstream and specialist secondary schools between September and November. The visits are part of the authority's Improvement Framework to review progress with raising attainment, improving learning and narrowing the poverty related attainment gap.

5 People Implications

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

6 Financial and Procurement Implication

- 6.1** For primary challenge projects we have claimed part year costs of £0.461m to September 2019. For secondary challenge projects we have claimed part year costs of £0.529m to September 2019.
- 6.2** As indicated in the table below it anticipated that the full award of £2.043m in 2019/20 will be spent.

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

2018/19	£1,167,572	£876,243	£2,043,815	£2,043,815
	Primary est exp	Secondary est exp	Total est exp	Award
2019/20	£944,691	£1,099,124	£2,043,815	£2,043,815
	£5,403,152	£3,151,650	£8,55,802	£9,021,004

6.3 There are no procurement implications arising from this report

7. Risk Analysis

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

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

8 Equalities Impact Assessment (EIA)

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

9 Consultation

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

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

9.3 In developing these proposals there has been consultation with Education Scotland, the Scottish Government and parent councils.

10 Strategic Assessment

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

Laura Mason
Chief Education Officer

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

Appendix Highlight report submitted to Scottish Government

Background Papers:

Wards Affected: All wards

Scottish Attainment Challenge Challenge Authorities Programme 2019/20

End Year Progress Report – September 2019

This document provides a guide to help local authorities report on their progress achieved through the Scottish Attainment Challenge.

This is an end of year progress report and you are asked to focus on the last school year (2017/18) including any planning undertaken prior to the school year starting (timeframe **June 2018 – June 2019**).

You should provide:

- an update on overall progress towards raising attainment and closing the poverty related attainment gap in your authority
- a more detailed progress update for each of the individual workstreams undertaken in your local authority
- progress for both the primary and secondary programmes

We are continuing to report on the **primary and secondary programmes** together, so progress towards both together should be provided.

Please state your local authority and the name of the Project Lead.

Local Authority	West Dunbartonshire
Project Lead/Contact	Julie McGrogan

End Year Progress Report

Remember: this is an End Year progress report, the timeframe is **June 2018 – June 2019**.

This section is split in two. First, looking at overall progress and then exploring individual progress of each workstream.

1. OVERALL PROGRESS AND REFLECTIONS TO DATE

First, we would like you to think about the overall progress towards long term outcomes.

As you are aware, the long term outcomes of the Attainment Scotland Fund are to:

- a. Improve literacy and numeracy attainment
- b. Improve health and wellbeing
- c. Close the attainment gap between pupils from the most and least deprived areas

Number of schools supported by this funding?	All early years, primary and secondary establishments (mainstream and specialist)
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The following questions apply to these long term outcomes

What specific long term outcomes has your local authority identified for the Attainment Scotland Fund?

The strategy for The Scottish Attainment Challenge in West Dunbartonshire aims to raise attainment and close the poverty related attainment gap through a system wide model of change and improvement focussing on building capacity at all levels and in all sectors. Project reach has extended with projects influencing change and improvement across all early years, primary and secondary establishments.

The projects focus on:

- early level learning and early intervention
- integrated approaches to the curriculum offering personalisation and choice as outlined in Curriculum for Excellence
- integrated approaches to engaging and supporting families

The strategy has influenced change and improvement to the system of delivery and increased and improved the range of interventions being used to improve learning and narrow the attainment gap. West Dunbartonshire is committed to a whole systems model to ensure sustained commitment to reducing inequalities promoting nurtured, flourishing, independent, empowered and safe communities.

What evidence are you collecting to measure these long-term outcomes in your authority? Please specify the type of evidence you are collecting

Quantitative evidence

- Achieved a Curriculum for Excellence level (ACEL).
- Early years literacy and numeracy baseline.
- Attendance of targeted cohorts of young people, including late coming.
- Numbers of counsellors and other workers in secondary schools to support emotional well-being of young people.
- Numbers of parents engaged with our establishments.

Qualitative evidence

- Strategic approach to literacy and numeracy across all sectors.
- WDC Improvement Framework annual review.
- School improvement reports as part of the WDC Improvement Framework.
- School Standards and Quality reports.
- Counselling Service Report 2019.
- Literacy and numeracy moderation reports and maths intervention reports from Raising Attainment team (SEAL).
- Increased confidence of our most disadvantaged parents to engage in family learning in a school environment.
- Attitudinal data, e.g. Myself as a Learner.
- Case studies of individual children, young people, families and staff.

Engagement evidence

- Participation measures in projects, i.e. numbers of children, staff and parents/families.

What did this evidence show so far?

Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just leave blank.

Improved Learning

Following completion of a local authority thematic review in June 2019 it is evident that in almost all cases learners are engaged, motivated and understand the purpose of their learning. A wide range of teaching approaches is evident with proportionate and effective use of digital technology to enhance learning. A range of interventions are being used well to support learner engagement. Practitioners are becoming more confident in the effective use of data to report on the progress of learners and plan personalised learning experiences.

Raised Attainment

The local authority averages for Achievement of a Level (ACEL) in reading, writing and listening and talking across all levels are:

Component	2016	2017	2018	2019	Comment on trend
Reading	73.7	77.6	78.5	79.6	All components are showing a positive trend in achievement of a level data since 2016.
Writing	67.1	71.5	73.5	75.2	
Listening & Talking	78.5	83.8	86.1	87.9	
Numeracy	70.9	74.8	75.9	79.5	

- The percentage of children in P1 who achieved Early level has remained stable in 2018-19, compared to 2017-18, in reading, writing and numeracy.
- The percentage of children in P4 who achieved First level has increased in 2018-19, compared to 2017-18, in writing and numeracy.
- The percentage of young people in P7 who achieved Second level has increased in 2018-19, compared to 2017-18, in reading, writing and numeracy.
- The percentage of young people in S3 who achieved Third or Fourth level has increased in 2018-19, compared to 2017-18, in reading, writing and numeracy.
- Trends over the four years in the percentage of children and young people who achieved the appropriate CfE level for their age and stage, show a stable, high performance for P1 and S3 and a generally increasing performance for P4 and P7. For example, since 2016 achievement in numeracy has increased by 14 % for P4 and 11 % for P7, while achievement in writing has increased by 9 % for P4 and 13 % for P7.

Narrowed the gap

- In 2019 in the BGE, ACEL performance in reading, writing and numeracy of children and young people living in decile 1 and 2 has increased compared to all previous years. The percentage increase for decile 1 in reading and numeracy was higher than all other deciles.
- For numeracy in 2019 ACEL data compared to 2018, there has been a reduction in the gap between SIMD deciles 1+2 compared to deciles 3-10 for all stages. For P1, P4, S3 (3rd+) and S3 (4th) this is the smallest gap between these deciles in the last three years (2017-2019).
- For reading in 2019 ACEL data, there is a 3 year trend in reduction in the gap for P1 and P4 between SIMD deciles 1+2 compared to deciles 3-10. The gap for ACEL in reading in 2019 compared to 2018, is reduced for all stages. For P7 the gap in 2019 is the smallest gap between these deciles in the last three

years (2017-2019).

- For writing in 2019 ACEL data, there is a 3 year trend in reduction in the gap for P4 between SIMD deciles 1+2 compared to deciles 3-10. The gap for ACEL in writing in 2019 compared to 2018, is reduced for all stages. For S3 (4th) this is the smallest gap between these deciles in the last three years (2017-2019).

Can you share any learning on what has worked well in your overall strategy to achieve impact?

- West Dunbartonshire has an improving record of raising attainment in literacy and numeracy the BGE and Senior Phase.
- West Dunbartonshire is beginning to reduce the poverty related attainment gap in the BGE and Senior Phase.
- A strategic commitment to an evidence informed approach to improvement is supporting outcome focused approaches to delivering excellence and equity.
- Informed by national priorities and the local context, West Dunbartonshire Education Service provides clear strategic direction to education leaders about the priorities for improvement.
- West Dunbartonshire has developed a coherent strategy for building teacher capacity and capability.
- A range of high quality professional learning activities are supporting the narrowing the poverty related attainment gap.
- The promotion of online platforms as a mode for all staff and pupils to share and learn.
- Clear direction, guidance and framework to support headteachers to lead and manage SAC and PEF.
- Parenting programmes provide opportunities for parents and carers to build capacity in supporting their children.
- West Dunbartonshire Education Service has very good systems for tracking and monitoring data focusing on raising attainment and closing the poverty related attainment gap 3-18.
- West Dunbartonshire Education Service has very well developed approaches to evaluating the quality of learning, teaching and assessment 3-18.
- At establishment level, there is emerging good practice of educational research supporting professional learning, improving pedagogy and facilitating the sharing of good practice.
- West Dunbartonshire Education Service has improved the quality of learning, teaching and assessment 3-18 via a range of strategic approaches to improving pedagogy.
- Corporate, education and establishment senior leaders provide effective strategic direction and systematic planning to improve learning, raise attainment and narrow the poverty related attainment gap.
- Communication of objectives and actions within the strategic planning framework is very effective and supports localised improvement planning cycles.
- West Dunbartonshire's Improvement Framework seeks parent and learner views and opinions on the impact of interventions.
- In alignment with the National Improvement Framework, approaches to planning and scrutiny are significantly enhanced by very good use of digital technologies.

- To improve outcomes for learners, West Dunbartonshire operates under a coherent governance framework at all levels, in which there is clarity of both responsibility and accountability.
- Elected Members on the Educational Services Committee scrutinise the Raising Attainment papers and are clear on their focus and responsibility.
- Robust systems are in place for the effective management and monitoring of finance, ensuring strong financial governance and delivery of best value at both corporate and project level.
- West Dunbartonshire has effective systems to monitor and evidence the extent to which spend has led to improved outcomes.

Can you share any learning on what has worked less well or could be improved? Please include in here any risks envisaged for the future implementation of the programme

- A variety of measures are currently being used to evidence improvements in health and wellbeing. The new Health and Wellbeing Census once available should add consistency to measurement of health and wellbeing across the workstreams.
- Continue to ensure self-evaluation provides clarity about which interventions add the most value to children's and young people's attainment and achievements and take steps to formalise exit or continuation strategies as appropriate.
- Building on the current good practice, improve planning with parents, carers and children and young people to ensure they are fully involved in discussions and decisions which affect their learning.
- Long term sustainability will require investment in Continuous Professional Learning to ensure all staff have the necessary knowledge and expertise in the interventions for equity.
- Ability of vulnerable families to sustain their engagement with interventions whilst facing complex social and economic disadvantage.

2. Progress in individual workstreams

Please list below the individual workstreams your local authority is working towards:

Workstreams:

1. Early Level Play and Learning and Family Learning Hub
2. Maths and Numeracy
3. School Improvement Partnership Project (SIPP / CAR)
4. Multi Agency Hub
5. Enhanced BGE
6. Skills Academies

1	Transitions 1: Early Level Learning and Family Learning Hub	
Scope: Please state whether this workstream has been implemented in primary schools, secondary schools or both.		
<p>€ Primary schools only</p> <p>€ Secondary schools only</p> <p>€ <u>Early Years and primary schools</u></p>		
<i>Please note, when reporting on outcomes, activities and progress, refer clearly to whether this applied to the primary or secondary sector or both.</i>		
<i>Progress to date: What evidence are you collecting to evaluate progress and impact of how this workstream outcomes will be achieved.</i> <i>Remember: Your timeframe is from June 2018 to June 2019</i>		
Outcome (i.e. what the workstream is aiming to achieve) (Please be as specific as possible around the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)	Evidence Collected (e.g. focus group with parents, online survey etc.)	
<p>Word Aware is embedded within the practice of all early years establishments, leading to improvements in the literacy environment, baseline literacy scores and vocabulary.</p> <p>Parents will understand what word aware is and how they can use the approach at home.</p>	<ul style="list-style-type: none"> • Questionnaire feedback from Early Stages Teachers (ESTs). Qualitative and quantitative data. • Pictorial evidence from early years establishments. • Baseline data. • Questionnaire feedback - qualitative and quantitative from all staff attending training. • Parent feedback via questionnaire from small sample of early years establishments. • Leaflet for parents developed and tested via CAR project with ESTs. 	
<p>A range of resources to support professional practice in Word Aware/ vocabulary development will be available to ESTs working in early years establishments.</p>	<ul style="list-style-type: none"> • Establishment of a Google classroom. 	
<p>Improvements in classroom behaviour and learning will be evident in classes and early years establishments where</p>	<ul style="list-style-type: none"> • Number of staff trained. • Teacher completed SDQs for target children. 	

there has been participation in the Incredible Years Teacher Classroom Management (IYTCM) programme.	<ul style="list-style-type: none"> • Qualitative feedback on training and its impact on practice. • Completion rate of courses,
<p>Enhancement of parenting skills in the management of behaviour, improving relationships and readiness for learning (targeted intervention for parents of children aged 3-8 years with elevated SDQ scores).</p> <p>Increased family learning through attendance at a range of group and individual learning opportunities for parents (open to all parents).</p>	<ul style="list-style-type: none"> • Number of groups run. • SDQ scores. • DVD made of parents views of groups. • Number of parents attending and completing accredited college courses. • Feedback from parents – questionnaire and focus group data.
Improved quality in the provision of play based learning experiences at early level,	<ul style="list-style-type: none"> • Feedback from training • West Dunbartonshire School Improvement Visits.

What does this evidence show on the extent to which the above outcomes have been achieved to date? Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'.

Commentary on the evidence of impact has been included in the previous section. Key highlights:

Word Aware

- Feedback from staff training, feedback from parents and completion of two Collaborative Action Research projects on Word Aware highlight the success of the approach and provide evidence of the approach becoming embedded in practice.
- Baseline scores show an increase in scores on reciprocal teaching dimension of the assessment which is likely attributed to Word Aware and renewed focus on literacy which the approach has encouraged.
- 100% positive feedback from parents completing questionnaire on Word Aware.
- Content of Google classroom evidences resources, planners and pictures of Word Aware in practice.

Parental Engagement

- Thirteen Incredible Years parenting groups have run. Improvements in Strength and Difficulties Questionnaires as evidenced in POPP reports show continued impact of this intervention supporting our most vulnerable children.
- Parent voice DVD provides evidence of the impact on families at a very personal level.
- Feedback from parents who have completed accredited courses evidences

adults returning to learning for the first time due solely to provision of onsite crèche facilities and courses being located within local schools.

Incredible Years Training and Classroom Management

- A further 13 staff are now trained (6 early years and 7 primary practitioners).
- Improved scores for target children on teacher completed SDQs.
- Qualitative feedback on training and its impact on practice.
- 100% completion rate of course.

Early Level Play and Learning

- All primary 1 - 3 teachers and learning assistants have been trained in play based learning
- Improved personalised play based learning methodology in primary schools.
- Regenerated learning environments are creating a more child centred environment for learning to promote enquiry, investigation, self-directed and adult led learning.
- Learning designed to support stages of child development and improved curriculum balance to support increased focus on literacy, numeracy and well-being for children with gaps in learning for their age and stage

Can you share any learning on what has worked particularly well?

- Educational Psychologist (EP) working to coach and monitor Early Stages Teachers to promote and develop Word Aware practice has enabled the pilot study to be extended to all nurseries.
- Deployment of Early Stages Teachers focussing on literacy, numeracy, quality questioning and play based learning
- CAR projects undertaken on Word Aware have assisted in producing resources for use across nurseries.
- Outreach workers enabling relationships to be built first leading to group participation for parents in schools.
- Commitment to professional learning programme for all staff using research based approaches and recall days for review and reflection.
- Quality assurance and monitoring to ensure consistency and high quality experience in play based learning.

Can you share any learning on what has worked less well or could be improved? Please include in here any risks to this specific workstream going

- Continued challenge of changing and increasing numbers of practitioners within early years necessitates rolling programme of training and the need for ongoing support for new staff.

2	Maths / Numeracy : To improve Numeracy attainment and To close the attainment gap between pupils from the most and least deprived areas
Scope: Please state whether this workstream has been implemented in primary schools, secondary schools or both.	
<ul style="list-style-type: none"> • Primary schools only • Secondary schools only • <u>Early Years, primary and secondary schools</u> 	
<i>Please note, when reporting on outcomes, activities and progress, refer clearly to whether this applied to the primary or secondary sector or both.</i>	
<i>Progress to date: What evidence are you collecting to evaluate progress and impact of how this workstream outcomes will be achieved.</i>	
<i>Remember: Your timeframe is from June 2018 to June 2019</i>	
Outcome (i.e. what the workstream is aiming to achieve) (Please be as specific as possible around the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)	Evidence Collected (e.g. focus group with parents, online survey etc.)
Improved attainment and achievement in maths and numeracy at early years, primary and secondary.	<ul style="list-style-type: none"> • CfE Data • SNSA Data • West Dunbartonshire Early Years Baseline Assessments
High quality experience of learning in maths / numeracy in all establishments at all key stages.	<ul style="list-style-type: none"> • West Dunbartonshire Thematic Review • Authority Moderation reports
Increased parental engagement and family learning opportunities.	<ul style="list-style-type: none"> • Parent focus groups and feedback
What does this evidence show on the extent to which the above outcomes have been achieved to date? Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'.	

- West Dunbartonshire's Early Level Numeracy Benchmarking Tools shows that :
 - In 2018-19, there was an increase in P1 children who achieved the expected benchmark in eight out of the ten experiences and outcomes, performance for Data and Analysis remained the same, and there was a decrease of 3 % for Money. There is a sustained improvement over the last four years in Fractions, Decimals and percentages and 2D shapes and 3D objects.
 - Children who were in Early Learning and Childcare Centres in 2018 and are now in P1 have made progress with the biggest gains in Money and Number and number processes.
 - Performance in Early Learning and Childcare Centres improved for all experiences and outcomes of numeracy areas in 2018-19, with large increases for Patterns and Relationships, 2D shapes and 3D objects and Data and Analysis. This means there has been a sustained improvement over the last four years in seven experiences and outcomes.
- The ACEL Data shows improved attainment in maths by stage:
 - At P1 achievement of a level in numeracy has remained steady in 2016 and 2017 at 81 % but increased in 2019 to 83 %.
 - At P4 achievement of a level in numeracy has increased to 71 % in 2017 from 61 % in 2016, and to 75% in 2019.
 - At P7 achievement of a level in numeracy has increased steadily in the period 2016-19 from 61 % to 71%.
 - At S3 achievement of a level in numeracy has increased to 90% in 2019.
- 70% of schools have staff trained in SEAL approach. The majority of schools report that SEAL is improving attainment and achievement of individuals and groups
- Across all schools and early years establishments numeracy and maths is a key area of focus in improvement plans. Most establishments regularly review and adapt their numeracy and mathematics curriculum to better meet the needs of their learners. Evidence shows that almost all establishments are using their curriculum timetabling effectively to ensure there is an appropriate allocation of time for numeracy and mathematics in the curriculum.
- Almost all staff report they have benefited from professional learning in numeracy and mathematics which has had a positive impact on how they plan and deliver the numeracy and mathematics curriculum.
- Overall evidence shows there is good support for pupils with additional support needs. Enhanced curriculum models at secondary sector BGE are making a positive impact on the attainment and achievement of young people at risk of missing out.
- Resources have been used effectively to support learners, for example learning assistants are deployed appropriately across all sectors and they are used well to support children and young people in their learning in numeracy and mathematics.
- In most schools learning experiences are well matched to needs and learners can articulate their next steps in learning. Children and young people report they feel very well supported and confident in their relationships with staff and peers.

Can you share any learning on what has worked particularly well?

- SEAL, Growth Mindset and Number Talk.
- Maths strategy promoting breadth, depth and challenge.
- Maths Attainment Team (dedicated team implementing small tests of change leading to authority wide interventions and improvement).
- Enhanced Transition Projects.
- Local Learning Community approach.
- Introduction of Maths Mastery .
- Investing in early years approaches.
- Maths Challenge Teachers are established in every school.
- Increased number of homework clubs, open afternoons and family drop in sessions for parents focussing on maths / numeracy.
- Consistent approaches to delivery of maths / numeracy between early learning, primary and secondary.

Can you share any learning on what has worked less well or could be improved? Please include in here any risks to this specific workstream going forward.

- Continue to invest in shared professional development for primary and secondary teachers to deepen understanding of children's conceptual and skill development in maths and numeracy.

3	School Improvement Partnership Project (SIPP/ CAR)									
Scope: Please state whether this workstream has been implemented in primary schools, secondary schools or both.										
<p>€ Primary schools only</p> <p>€ Secondary schools only</p> <p>€ <u>Early Years, Primary and secondary schools</u></p>										
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- In 2015 the School Improvement Partnership Programme in West Dunbartonshire focussed on improving attainment in primary 4 and primary 7. Since 2015 West Dunbartonshire has raised attainment in Numeracy by 14% as part of the Scottish Attainment Challenge.
- Trends over the four years in the percentage of children and young people who achieved the appropriate CfE level for their age and stage, show a generally increasing performance for P4 and P7. For example, since 2016 achievement in numeracy has increased by 14 % for P4 and 11 % for P7, while achievement in writing has increased by 8 % for P4 and 13 % for P7. A range of interventions have impacted on this, one being practitioners engaging in Collaborative Action Research projects with a heightened focus on using data to plan improvement linked to theories of research. The success of this approach was extended to our early years practice using a local model based on the principles of Collaborative Action Research.
- Conditions for collaboration to systems level improvement have been scaled up since 2015. A new model of school improvement was introduced in August 2018 led by an Enhanced School Improvement Team (ESIT) comprising 10 headteachers. The team conducted over 150 collaborative visits to schools and early learning centres in session 2018 -19. Evidence shows this had a positive impact on the management of school improvement process and developed more informed leadership of change and improvement through providing:
 - Support and challenge to link establishments to raise attainment, improve learning and narrow the poverty related attainment gap.
 - Continuous improvement, performance monitoring and self- evaluation.
 - Support with use of performance information to support and challenge establishments to improve.
 - Collaborative leadership of improvement visits focussing on learning, teaching and assessment.
 - Collaboration with colleagues locally, the West Partnership and nationally on improvement, using an evidenced based approach.
 - This model is now exemplified on the National Improvement Hub
- In 2018-19 there were almost 60 Collaborative Action Research Projects conducted involving almost 250 practitioners with the main focus developing play pedagogy in Early Years, numeracy interventions such as CGI, SEAL, interactive mental maths and literacy interventions such as Reciprocal Reading and production of holistic assessments to support teacher professional judgement of levels.
- CAR is a core element of the probationer programme in West Dunbartonshire with 20 projects delivered in 2018/19 by 60 probationers. These formed part of a probationer showcase of learning.
- The processes for Assessment and Moderation are underpinned by the principles of CAR. Over 200 teachers were involved in collaborative approaches to assessment and moderation. Almost 110 early, first, second and third level teachers worked collaboratively to develop holistic assessments to support informed teacher professional judgement.

Can you share any learning on what has worked particularly well?

- CAR Leads Network Group led by lead officer supporting consistency in professional learning, planning, evaluation and reporting.
- Local Learning Community (LLC) model of SIPP.
- Lead personnel for SIPP in each (LLC).
- Collaboration with The Robert Owen Centre and Argyll and Bute Council.
- Probationer programme for CAR.
- West Dunbartonshire Moderation framework based on CAR principles.
- Collaboration with GTCS to provide training on practitioner enquiry and The Standard for Full Registration.
- Headteacher Seconded as lead co-ordinator.
- Funding to release teachers to collaborate and conduct lesson studies in partner schools.
- Strategic 5 year framework starting with class teachers, then schools, LLC, authority wide approaches.
- Enhanced School Improvement Team (local authority and headteachers working as supportive partners).

Can you share any learning on what has worked less well or could be improved? Please include in here any risks to this specific workstream going

- Through professional learning continue to promote the benefits for leaders and practitioners of school alliances.
- Building time in to collegiate calendars for teacher collaboration and lesson study.
- Commitment to provide teachers to cover to release staff to engage in partner school visits.

4	Multi Agency Hub	
Scope: Please state whether this workstream has been implemented in primary schools, secondary schools or both.		
<p>€ Primary schools only</p> <p>€ Secondary schools only</p> <p>€ Both, in primary and secondary schools</p>		
<p>Please note, when reporting on outcomes, activities and progress, refer clearly to whether this applied to the primary or secondary sector or both.</p>		
<p>Progress to date: What evidence are you collecting to evaluate progress and impact of how this workstream outcomes will be achieved.</p> <p><i>Remember: Your timeframe is from June 2018 to June 2019</i></p>		
	<p>Outcome (i.e. what the workstream is aiming to achieve) (Please be as specific as possible around the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</p>	<p>Evidence Collected (e.g. focus group with parents, online survey etc.)</p>
	Improved attainment and achievement for pupils residing in deciles 1&2.	<ul style="list-style-type: none"> • CfE Levels • SQA Performance • Participation Measures
	Improved attendance for intervention groups.	<ul style="list-style-type: none"> • Attendance data
	Reduced exclusions for intervention groups.	<ul style="list-style-type: none"> • Exclusion data
	Increased parental and family engagement in the school and wider school community.	<ul style="list-style-type: none"> • Engagement figures • Parent focus groups and questionnaires
	Improve outcomes for the wider school community.	<ul style="list-style-type: none"> • Parental and wider community feedback
	Improve health and wellbeing of pupils residing in deciles 1 & 2.	<ul style="list-style-type: none"> • WDC Education Psychologist evaluation and reports

What does this evidence show on the extent to which the above outcomes have been achieved to date? Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'.

- Attainment data shows that the initial high level message emerging from the 2019 teacher judgement data is that since 2016 for pupils residing in SIMD 1&2 at S3 there has been a 2% increase in the number of pupils attaining at third level.
- Pupils are increasing their numbers of volunteering hours which now stand at 2511 hours (114.6 days).
- For one group of targeted S2 pupils attendance has increased by 50%.
- Quantitative evidence demonstrates a 63% reduction in exclusions since 2016-17 and a 66% reduction in social work referrals.
- 117 pupils have engaged in pupil counselling in this period.
- Over 100 staff are fully trained in Nurture training and 'Nurture' is now delivered as an integral part of the HWB programme across 2 secondary schools.
- Nurture groups are established in four out of the five secondary schools and are provided in one secondary school every day. Pupils and staff report that as a result of the 'Nurture groups' young people are better engaged, have increased attendance, an increased readiness to learn and improved timekeeping when moving to and from classes.
- Staff report that the Multi-Agency Hubs have enhanced the nurturing and inclusive culture of the schools. Staff report that "classes are more settled", staff feel "better able to manage stressful situations" and the "learning environment is better".
- West Dunbartonshire Education Psychology Service produced reports 'Developing a Whole School Nurturing Approach'. The report states that quantitative data that the training has had an effect on both participants' knowledge of a nurturing approach and their ability to implement this in their practice. This finding is supported by qualitative findings which suggest that participants are more aware of what a nurturing approach looks like in practice and have a better understanding of how a child's circumstances can impact on their behaviour within the classroom. The report confirms that young people say that they feel supported, valued and safe and value additional support that is put in place for them.
- Next steps include planning a learning festival building on previous professional learning sessions on ACES, with the aim of continuing to 'poverty proof' the school and starting to use 'Compassionate and Connected Classroom' resources.
- The number of families engaged with the Multi-Agency Hubs has increased over a two year period from 19 to 314 families.
- The family opportunities team based in schools provided support in relation to debt / finance advice and support; housing support; crisis support (foodbank and school uniform); volunteering opportunities; employment pathways; learning opportunities (IT, interview skills, early years qualification)
- As a result of increased parental learning opportunities a number of parents have achieved the following SQA qualifications:
 - 18 parents have achieved SCQF Level 3 Technology
 - 20 parents have achieved SCQF Level 4 Technology

- 18 parents have achieved 'Introduction to Psychology'
- 13 parents have achieved 'English as an Additional Language'
- As a result of achieving these SQA qualification, two parents secured employment.
- Some parents attended the SQA award ceremony with the Senior pupils.

Can you share any learning on what has worked particularly well?

- Pupil and Family Support Workers / Family Link Workers
- Pupil Counselling Service
- Nurture and Nurture Base
- Pupil and Family Support Workers / Family Link Workers
- Family Opportunities Team

Can you share any learning on what has worked less well or could be improved? Please include in here any risks to this specific workstream going

- The Family Opportunities Team has found it challenging to consistently engage all parents referred to them via self-referral or referral by school staff.
- Group counselling sessions have not been as successful as individual sessions
- School collegiate calendars and improvement priorities make it challenging to allocate sufficient time in collegiate calendars for in depth training sessions on nurture and well-being interventions for all staff.

5	Enhanced BGE
Scope: Please state whether this workstream has been implemented in primary schools, secondary schools or both.	
<p>€ Primary schools only</p> <p>€ Secondary schools only</p> <p>€ Both, in primary and secondary schools</p>	
Please note, when reporting on outcomes, activities and progress, refer clearly to whether this applied to the primary or secondary sector or both.	
Progress to date: What evidence are you collecting to evaluate progress and impact of how this workstream outcomes will be achieved.	
Remember: Your timeframe is from June 2018 to June 2019	
Outcome (i.e. what the workstream is aiming to achieve) (Please be as specific as possible around the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)	Evidence Collected (e.g. focus group with parents, online survey etc.)
Smooth transition into secondary school to support a cohesive curricular experience (116 pupils).	<ul style="list-style-type: none"> • Focus groups of pupils • Focus groups of parents • Educational Psychologist Report • West Dunbartonshire Thematic Review
Identified groups of learners receiving targeted supported interventions with a focus on developing their literacy and numeracy skills (116 pupils).	<ul style="list-style-type: none"> • CfE Data • School based assessments • West Dunbartonshire Thematic Review
Collaborative planning within the BGE to improve quality of learning and teaching and personalised curricular experience (all secondary pupils with a particular focus on identified groups).	<ul style="list-style-type: none"> • West Dunbartonshire Thematic Review (focus groups of staff, pupils, parents)
Increased number of young people gaining qualifications.	<ul style="list-style-type: none"> • SQA Data • Wider achievement awards: Duke of Edinburgh Awards, John Muir Awards

What does this evidence show on the extent to which the above outcomes have been achieved to date? Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'.

- There has been a 10% increase in the number of parents regularly engaging with Principal Teachers.
- Analysis of Achievement of a Level data from primary compared to literacy/numeracy across the curriculum data shows a 100% improvement in numeracy and 96% improvement in literacy for the targeted group.
- 72 % of pupils in the targeted group achieved Third level in numeracy and literacy as at June 2019.
- Exclusions were reduced to 0% for the targeted group.
- Attendance improved for 58% of targeted pupils resulting in an average attendance of over 90% for the targeted group.
- Pupils' 'readiness of learn' and improvements in health and wellbeing have measurably improved over the timeframe.
- An increased number of pupils are participating in paired reading scheme with senior pupils.
- 38% of targeted S3 pupils are at least "on track in my planned learning and making progress at this level" within their 8 Curricular areas at Level 3.
- Tracking and monitoring data shows that 60% of targeted pupils are on course for pre National 5 courses at end of S3, 25% are on course for pre National 4 courses and 15% are on course for pre National 3 courses (Maths sections).
- 15 pupils in current S3 came back from Columba 1400 trip to Skye and trained remaining 43 pupils as guides for the P7 transition.
- 16 pupils from S3 in February/March this year led small groups of P7 pupils on enhanced transition. They participated in team building games for up to 30 pupils each day.
- 6 pupils led a 3 day leadership event at Ardoch with Columba 1400. Pupils presented ideas and gave out to tasks to a group made up of 20 S1 & S2 pupils and 3 teaching staff. 34% of the group have graduated with a leadership certificate and 10% have carried onto become a presenter for the Leadership Academy.
- 16% of the targeted pupils have volunteered for the Pupil Parliament.
- Parents have been provided with strategies to support pupils at home who have been struggling to support their child's social, emotional and physical wellbeing e.g. – diary for child to complete and read with parent to ensure communication.

Can you share any learning on what has worked particularly well?

- Continuity of learning achieved by delivery of a consistent approach to social and emotional well-being programmes between P7 and S1.
- Establishing an audit cycle to monitor progress in professional understanding and skill in applying literacy, numeracy across the curriculum.
- Teaching teams planning collaboratively to support a cohort of pupils in their

learning across curriculum areas ensuring appropriate differentiation. A key area of focus being the use of a wide range of motivating approaches to learning ensuring skills development in literacy, numeracy skills plus health and wellbeing.

- Close partnership work with families of identified young people starting in primary and moving into secondary (personalised model).

Can you share any learning on what has worked less well or could be improved? Please include in here any risks to this specific workstream going

- Reaching our most vulnerable families and encouraging them to remain engaged
- Staff changes can affect consistency of delivery.

6	Skills Academies
Scope: Please state whether this workstream has been implemented in primary schools, secondary schools or both.	
<p>€ Primary schools only</p> <p>€ Secondary schools only</p> <p>€ Both, in primary and secondary schools</p>	
<p>Please note, when reporting on outcomes, activities and progress, refer clearly to whether this applied to the primary or secondary sector or both.</p>	
<p>Progress to date: What evidence are you collecting to evaluate progress and impact of how this workstream outcomes will be achieved.</p> <p><i>Remember: Your timeframe is from June 2018 to June 2019</i></p>	
Outcome (i.e. what the workstream is aiming to achieve) (Please be as specific as possible around the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)	Evidence Collected (e.g. focus group with parents, online survey etc.)
Engaged pupils throughout Skills Academy, Hairdressing & Dance at all levels (BGE & Senior Phase).	<ul style="list-style-type: none"> Improved attendance/behaviour.
To ensure every child leaves school with qualification suited to their needs. (BGE & Senior Phase) – NPA & National Awards.	<ul style="list-style-type: none"> Attainment Tracking and Awards. SQA – Tracking.
Lateral Progression – More diverse range of subjects.	<ul style="list-style-type: none"> Robust, personalised and varied Curriculum.
Online Learning – Open University modules – senior phase (in progress).	<ul style="list-style-type: none"> Google form collating courses undertaken and success rate.
Develop transferable competencies as well as skills & knowledge in a broad vocational area and Understanding of the workplace Positive attitudes to learning for employability.	<ul style="list-style-type: none"> Focus Group / Work experience/ surveys.

What does this evidence show on the extent to which the above outcomes have been achieved to date? Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'.

- To promote the wider curriculum offer provided in the Skills Academy in Vale of Leven Academy (VOLA) staff worked in partnership with parents and pupils to produce advertising materials to provide more information for young people and parents when making choices about the learner pathway from BGE into Senior Phase.
- The numbers of young people choosing to participate in the Skills Academy courses is increasing every year with over 200 pupils participating in 2019.
- VOLA was selected for filming by the BBC who recently filmed interviews with pupils and staff in the School of Hairdressing, School of Dance and Construction Class. The film will feature on a new BBC online resource.
- The number of pupils benefiting from National qualification in the School of Hairdressing increased in 2019 with 16 SFW N4 passes; 9 SFW N5 passes; 10 NPA Cosmetology level 4 passes; 6 NPA 4 qualification in Dance.
- Leadership opportunities have been provided to senior pupils who have sat Nat 5/ Higher Dance to further expand this knowledge and develop leadership skills by coming to School of Dance sessions and volunteering their knowledge and time to help the junior pupils develop. This is giving them skills for learning, life and work whilst acting as positive role models for the junior pupils.
- Attendance of pupils in the School of Hairdressing is on average 3% higher than comparator groups.
- Attendance of pupils in the School of Dance is on average 2% higher than comparator groups.
- Attendance of pupils in the School of Football is up to 6% higher than comparator groups.
- All staff in the Skills Academy are now using a Skills Academy framework to promote employability skills and to help pupils prepare for interviews and complete application forms.

Can you share any learning on what has worked particularly well?

- The School of Hairdressing is encouraged to lead many events including careers events, roadshows as well as hair and make-up for school shows etc. This is very well received by the wider community and provides an opportunity for Skills Academy to showcase its profile to parents and prospective employers. This has also led to more work experience and examples of positive pathways straight into employment.
- The hairdressing qualification in VOLA at present is the same level as College offering which has led to further enhanced courses being explored with College partnerships.

Can you share any learning on what has worked less well or could be improved? Please include in here any risks to this specific workstream going forward.

- Continue to invest in and promote the value of wider pathways for learners and build capacity in the service to deliver.

WEST DUNBARTONSHIRE COUNCIL
Report by the Chief Education Officer

Educational Services: 4th December 2019

Subject: Scottish Qualifications Authority (SQA) Examination Results 2019

1. Purpose

- 1.1** To update Members on the performance of West Dunbartonshire schools in the national Scottish Qualifications Authority (SQA) examinations of 2019.

2. Recommendations

- 2.1** Members are requested to:

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

3. Background

- 3.1** With the introduction of Insight, the National Senior Phase Benchmarking tool in 2014, emphasis shifted in how a school is judged to be performing. Instead of the previous measures of how many pupils gained a number of passes at specific levels, a school is now measured according to its performance in key benchmarks. There are both national and local benchmarks. A complete picture of local authority and school performance requires benchmarks to be considered together.
- 3.2** Insight is updated twice a year, in September with SQA exam results and in March when it updates leaver destinations and the four National Measures. For this reason it is not possible to provide a complete picture of performance through the four national measures until after the March update. A further report will be brought to committee once this update is available. At this time, we are able to update on our performance in local measures.
- 3.3** Insight presents information on the achievements of school leavers at their point of exit from school, be that in S4, S5 or S6. Previously, we focussed on the attainment of an individual cohort taken as a whole (S4, S5 or S6). This change is in line with the CfE approach which sees the Senior Phase as a single coherent experience leading to a positive destination. Each young person's experience will be different depending on their needs.
- 3.4** Instead of comparing schools with each other or comparing one year group against another, benchmark comparisons are made against 'virtual comparators'. Insight makes these virtual comparisons by selecting real young people from across Scotland that match the characteristics of students in

West Dunbartonshire schools or in the local authority as a whole. In the case of school leavers, ten comparable virtual leavers are made for every one of our school leavers from West Dunbartonshire.

- 3.5 Individually, schools will consider their performance in local benchmarks in their work to raise attainment. Themes identified will form the basis whole school and departmental improvement. This is quality assured through our Local Authority Improvement Framework and through the publication and analysis of school Standards and Quality reports.
- 3.6 In 2018, 'courses' and 'units' were de-coupled, making it possible for candidates to be presented for 'units' only at a level, instead of being presented for the whole course award.

4. Main Issues

- 4.1 In 2019 we presented 2,117 number of candidates for 9,601 number of qualifications across National 2 – Advanced Higher. 82% of those presentations resulted in a passing grade. This compares with 2,109 candidates for 9,603 qualifications in 2018, 75% resulting in a passing grade.
 - 4.1.1 At National 4, the West Dunbartonshire data shows a decrease in attainment of 7.5% points when compared with 2018 (88% pass rate in 2019 compared with 95.5% in 2018). Between 2018 and 2019 the number of presentations reduced from 2,154 to 2,056 respectively. This difference can largely be attributed to incomplete coursework from a number of young people at the time of presentation.
 - 4.1.2 At National 5, the West Dunbartonshire data shows an increase in attainment of 3% points when compared with 2018 (82% pass rate in 2019 compared with 79% in 2018). We saw a slight increase in the number of presentations (4,317 in 2019, compared with 4,300 in 2018).
 - 4.1.3 At Higher, the West Dunbartonshire data shows a decrease in attainment of 2.03% points when compared with 2018 (77% pass rate in 2019 compared with 79.03% in 2018). Between 2018 and 2019 the number of presentations reduced from 2,599 to 2,562 respectively.
 - 4.1.4 At Advanced Higher, the West Dunbartonshire data shows an increase in attainment of 2.31% points when compared with 2017 (77% pass rate in 2019 compared with 74.69% in 2018). We saw a decrease in the number of presentations (225 in 2019, compared with 245 in 2018).
 - 4.1.5 The performance of each school in relation to the West Dunbartonshire and national average is shown in **figure 1** below. *It should be noted however that percentage pass rates do not convey the number of young people in the cohort being presented for the qualification.*

	CHS	DA	OLSP	SPTA	VOLA	WDC	National
N3	100.00%	78.26%	91.15%	84.15%	92.00%	85.05%	87.90%
N4	98.88%	85.89%	84.08%	79.09%	100.00%	88.38%	88.50%
N5	79.21%	80.07%	89.41%	78.80%	79.52%	81.63%	78.20%
H	73.66%	68.12%	84.27%	75.98%	80.69%	76.70%	74.80%
AH	65.91%	74.19%	86.49%	80.00%	69.44%	76.89%	79.40%

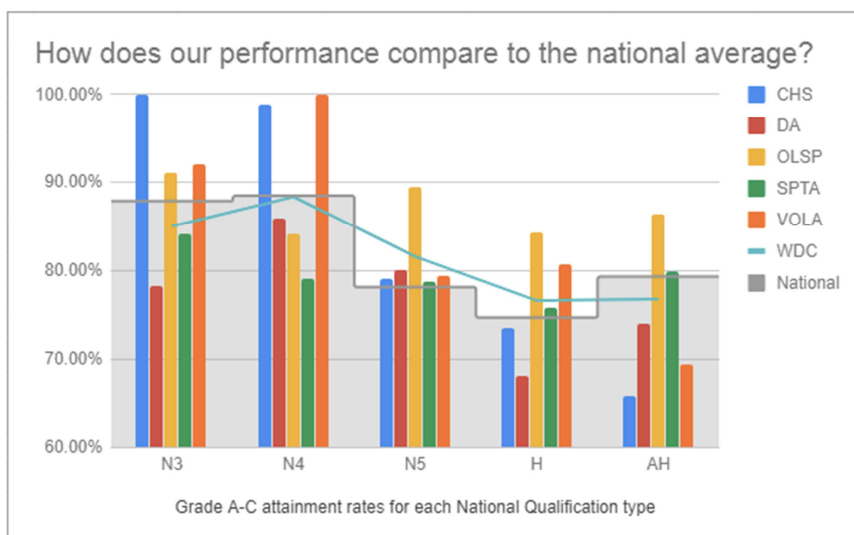


Figure 1 – establishment performance compared with the national average

4.2 Trend by Curricular Area

Figure 2 below shows the trend by curriculum area for 2015 – 2019:

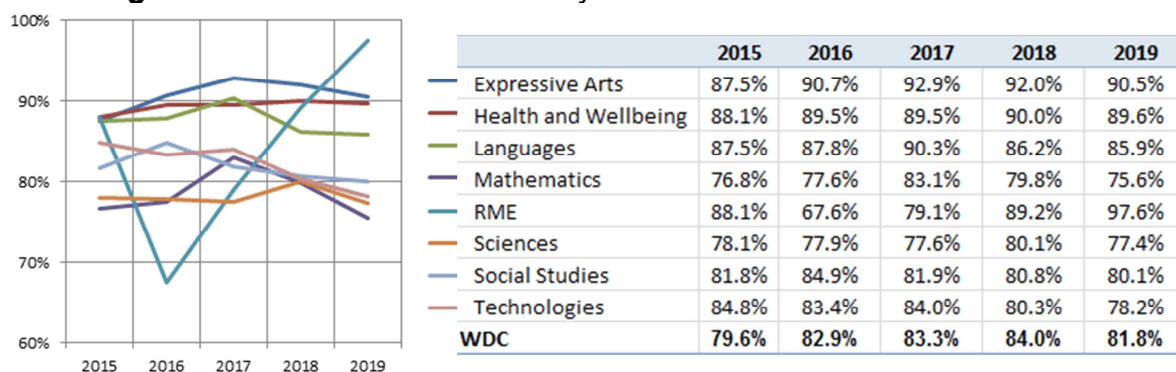


Figure 2: Trend by curriculum area

4.3 Insight data

As noted in 3.2 above the data for the four national benchmarks for session 2018-19 is not finalised and published in Insight until March 2020. Therefore data shown below will not include leaver destination data or indeed changes reflected by the Post Results Service offered by the SQA.

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

4.3.1 Local Benchmark 1: Improving attainment in Literacy and Numeracy

Figure 3 below shows the Percentage of S6 Candidates Attaining Literacy and Numeracy at SCQF levels 4 and 5 (*Literacy and Numeracy qualifications now include awards for Literacy, English, English as a Second Language, Numeracy and Mathematics*). It shows that at both levels young people in WDC are achieving higher levels of attainment than those in our virtual comparator local authority.

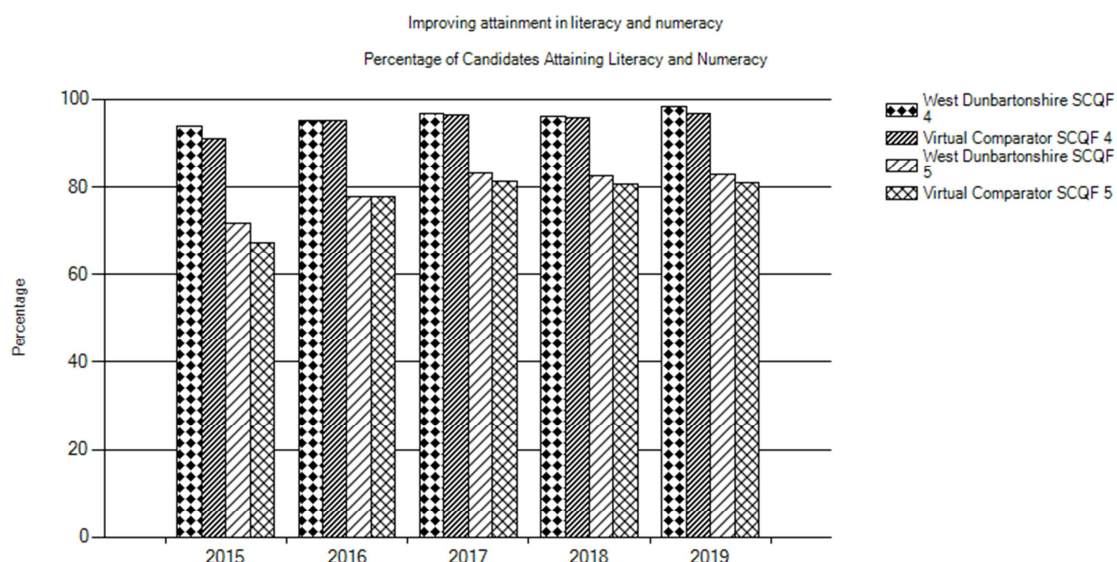


Figure 3 – Performance in Literacy and Numeracy

Local Benchmark 1: Improving attainment in Literacy.

Figure 4 below shows our performance in literacy in isolation from numeracy.

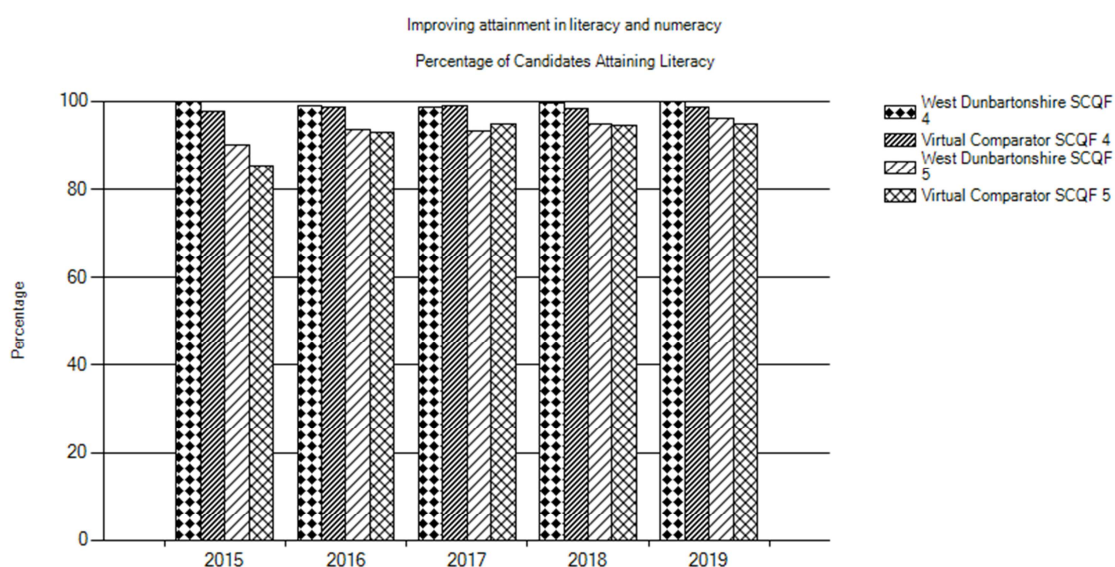


Figure 4 – Performance in Literacy

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

Local Benchmark 1: Improving attainment in Numeracy.

Figures 5 below shows our performance in numeracy in isolation from literacy.

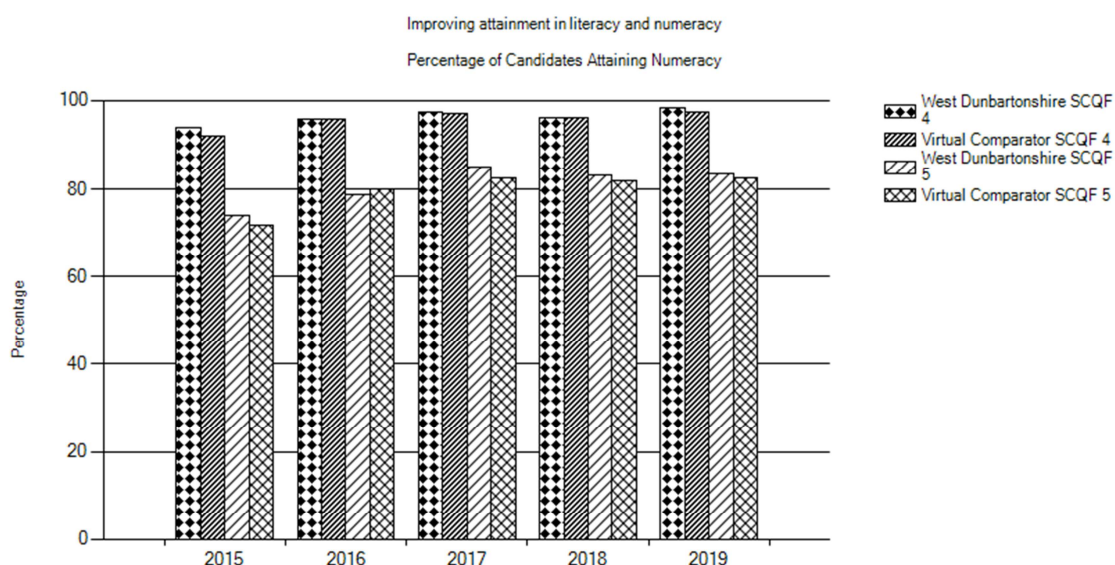


Figure 5 – Performance in Numeracy

This shows that whilst we have broadly maintained our performance over time in numeracy at SCQF Level 4 and are now in line with our virtual comparator, we have seen a slight decrease at SCQF Level 5 from a high in 2017. At both levels we continue to out-perform our virtual comparator.

When viewed separately, it is clear that attainment in literacy is higher than numeracy, with a higher percentage of our young people leaving with a level 5 award in literacy than numeracy.

4.3.2 Local Benchmark 2: Improving attainment for all

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

Figure 6 below shows the average total tariff points gained by our cohorts of young people.

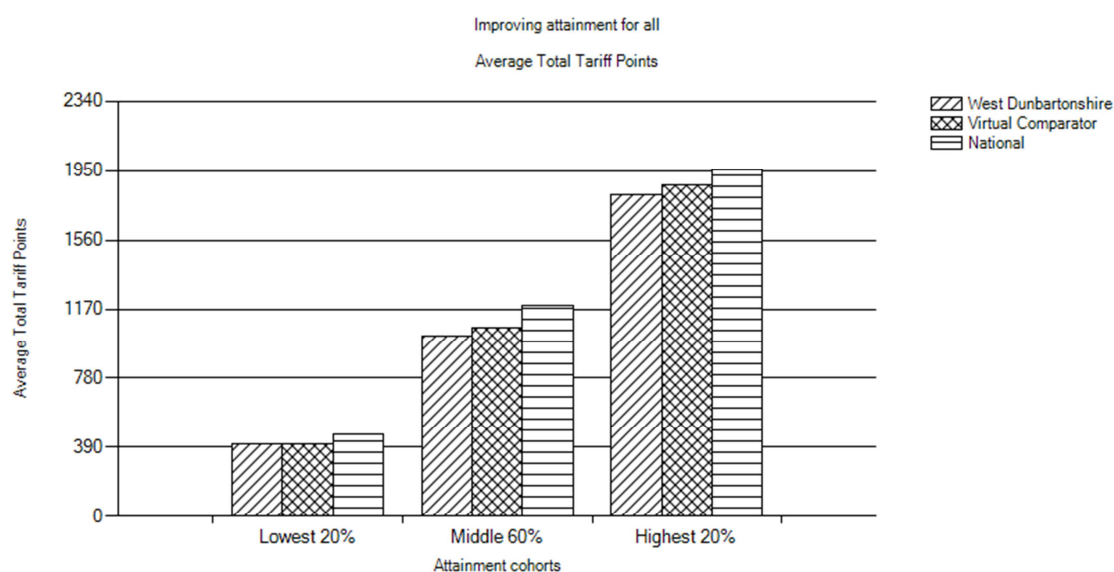


Figure 6 – Average Total Tariff points

This shows that the least attaining young people in WDC are attaining in line with our comparator, but below the national cohort. Young people in the middle 60% are showing levels of attainment slightly below our comparator but significantly below the national cohort. The highest attaining cohort's tariff score is below those in the virtual comparator and below the national cohort.

When viewed through the lens of deprivation, our performance changes.

Figure 7 below shows the attainment of our young people who reside in the 2 most deprived Scottish Index of Multiple Deprivation (SIMD) deciles. (Decile 1 refers to the attainment of young people with postcodes within data zones identified as being in the 10% most deprived in Scotland according to SIMD. Those young people in decile 10 have postcodes in the 10% least deprived data zones according to SIMD)

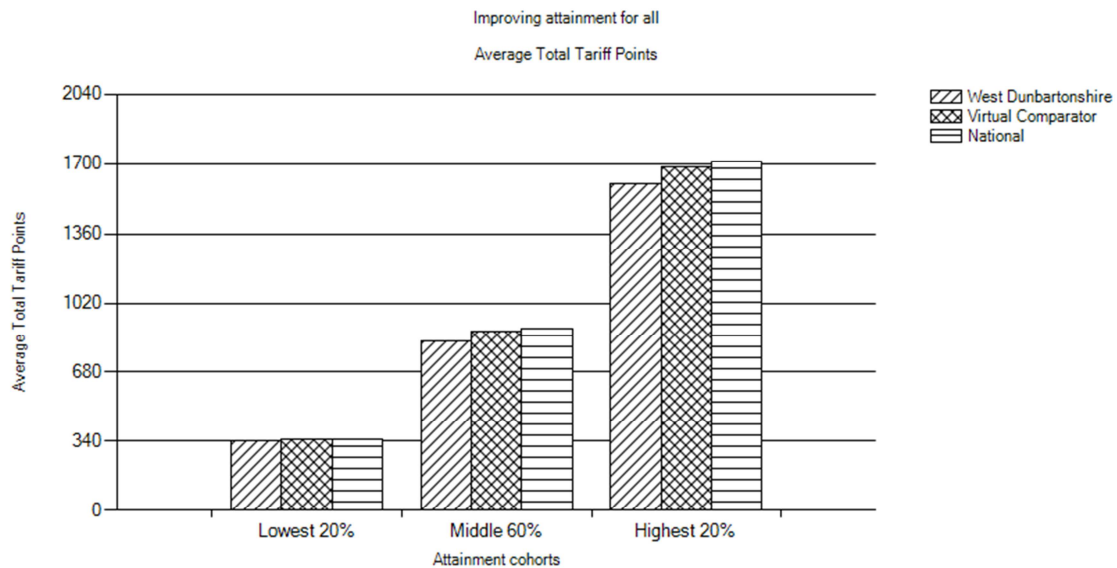


Figure 7 – Average Total Tariff Points for SIMD Deciles 1-2

This shows that from SIMD deciles 1 and 2 our lowest 20% attaining young people attainment is below our virtual comparator, but similar to the national average, whilst the gap in attainment between our performance and the virtual comparator is narrower for the middle 60% and Highest 20% attaining young people.

4.3.3 Local Benchmark 4: Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers

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

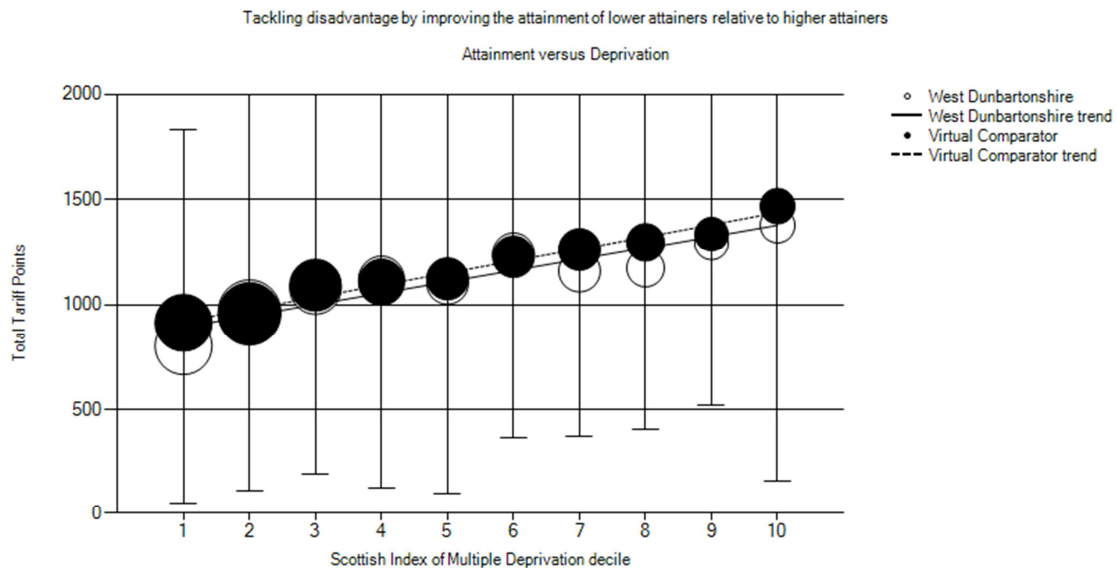


Figure 8 – Attainment versus Deprivation

Figure 8 above shows that the majority of the school pupils in WDC have postcodes in the lower SIMD deciles (*larger 'circles' in deciles 1-4*) and consequently that few of our pupils reside in upper deciles. The data shows that the young people of WDC in deciles 2,4 and 6 have attainment either equal to or better than our virtual comparator, whilst the attainment of young people that reside in SIMD deciles 1,3,5 and 7-10 is lower than our virtual comparator.

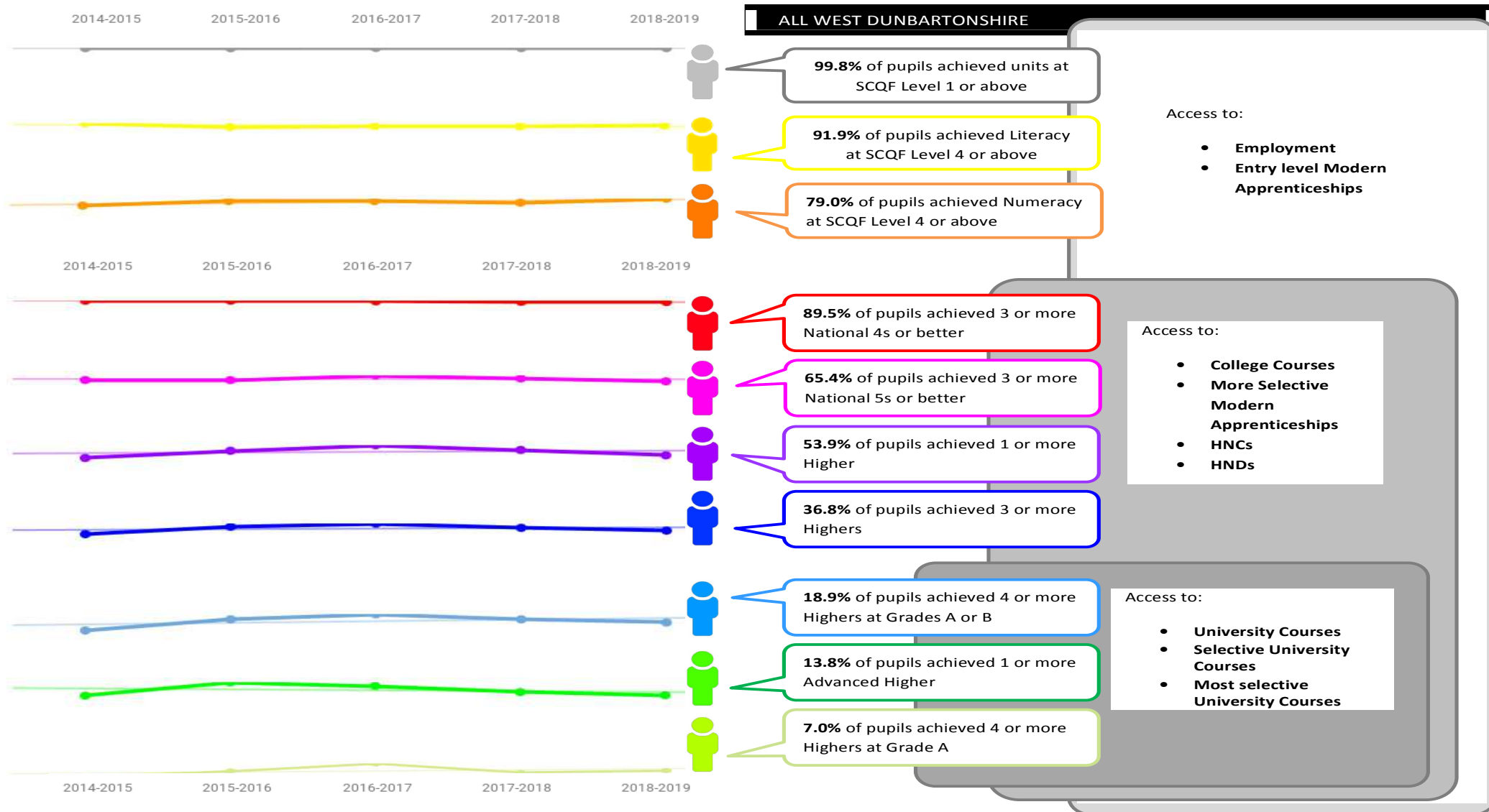
4.4 The relationship between qualifications and destinations.

With the establishment of Curriculum for Excellence, young people were entitled to a Senior Phase that continued to develop the four capacities and gain qualifications, and entitled to support into making a transition into a sustained positive destination. With Insight, these two entitlements have been brought much closer together.

Figure 9 on the following page shows the performance over the past 5 years worth of our school pupils, and the relationship between the levels of qualifications they attain and what destinations this could lead to. Presented as a trend analysis, this helps us view the success of our young people over time, as there are fluctuations in attainment for each cohort of young people..

Figure 9 on the following page shows this for the young people of West Dunbartonshire as a whole. **Appendix 2** then shows this for each establishment.

Figure 9 - Relationship between qualifications and destinations



4.5 Although this report focuses on SQA attainment, young people in WDC have demonstrated success in a wide variety of other qualifications which contribute to wider achievement. Following the updating of Insight in March 2020, a further report will be brought back to committee showing the wider achievements of our young people, and their progress to destinations beyond school.

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

5. People Implications

5.1 There are no personnel issues related to this report.

6. Financial and Procurement Implications

6.1 There are no financial implications related to this report.

7. Risk Analysis

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

8. Equalities Impact Assessment (EIA)

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

9. Consultation

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

10. Strategic Assessment

10.1 This report reflects the Council's aspiration to 'increase skills for life and learning' which is a supporting priority to the strategic priority of having 'a strong local economy and improved job opportunities' for 2017 - 2022.

Laura Mason

Chief Education Officer

Date:

Person to Contact: Andrew Brown,
Senior Education Officer: Policy, Performance &
Resources, Education, Learning and Attainment,
16 Church Street, Dumbarton G82 1QL.
Telephone (01389) 776970.

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

Background Papers: None.

Wards Affected: All council Wards.

SQA Appendix 1 - Insight Charts and Significance Statements for individual establishments in West Dunbartonshire

Note about Insight

Schools and education authorities have made their data available to others in a spirit of co-operation and trust.

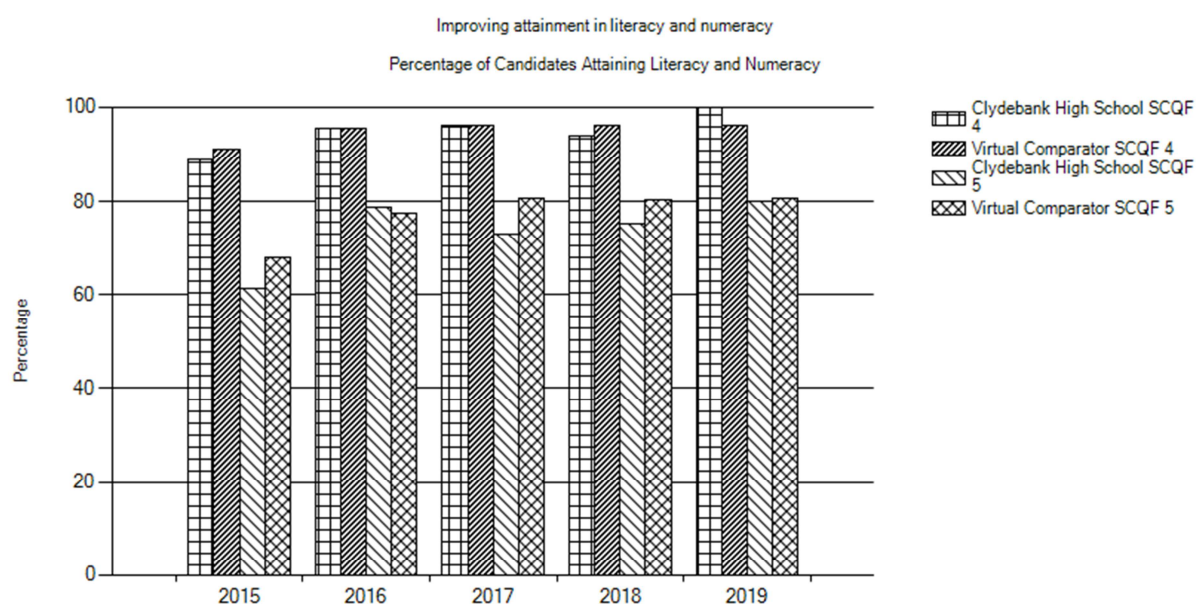
Access is provided to assist colleagues in the delivery of their professional duties. Of particular note, users of Insight agree not to seek to identify individuals from the information provided, for which they have no direct professional responsibility. All data in the tool (including downloaded tables) should be treated as carefully as other confidential pupil data.

Data in the tool are provided to all education authorities and schools on the understanding that they will be used for self-evaluation, professional reflection and benchmarking purposes only and that they will NOT be used publicly, directly or indirectly, to draw comparisons. Insight data should also not be used publicly unless appropriate disclosure control has been implemented to prevent the identification of individuals.

The Crown retains copyright of Insight and other publications. As with all Crown Copyright material, users must acknowledge its source and must not use such information to mislead or to advertise a particular product or service.

Clydebank High School

Percentage of S6 Candidates Attaining Literacy and Numeracy

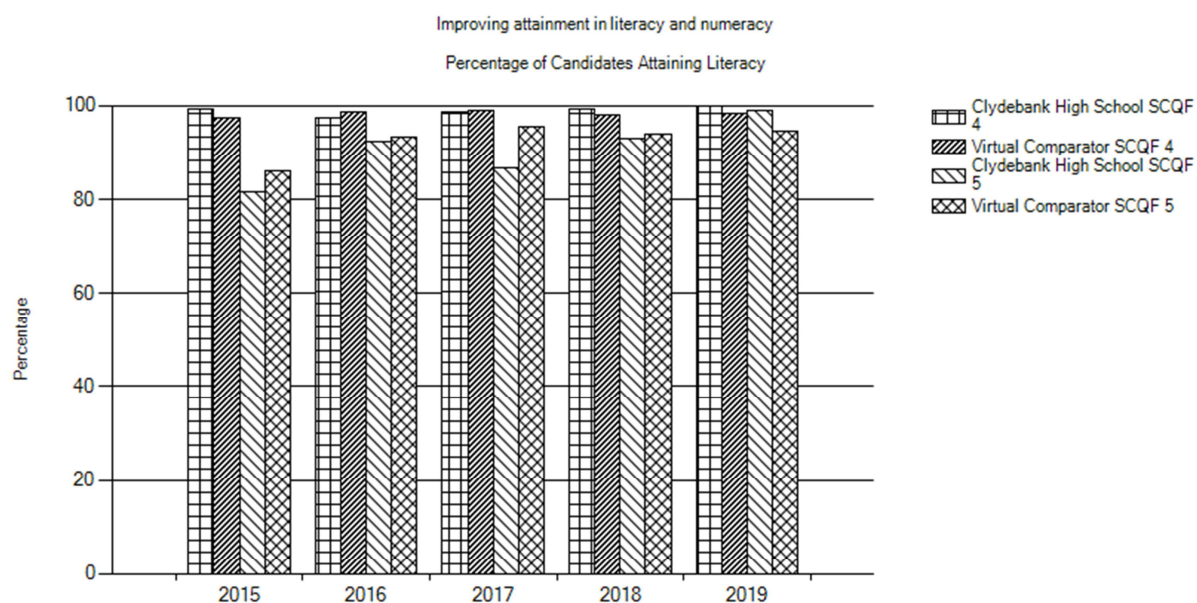


Testing found that the following comparisons were significant:

Performance in Literacy and Numeracy at SCQF Level 4, 2019 is much greater than your Virtual Comparator

Performance in Literacy and Numeracy at SCQF Level 5, 2017 is lower than your Virtual Comparator

Percentage of S6 Candidates Attaining Literacy

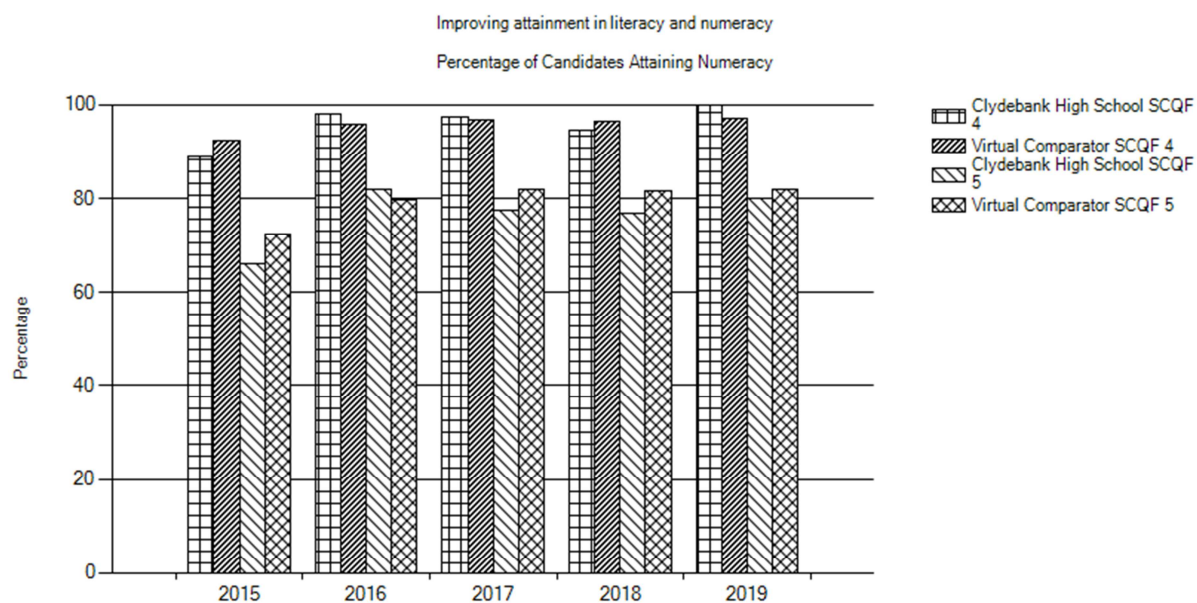


Testing found that the following comparisons were significant:

Performance in Literacy at SCQF Level 5, 2019 is much greater than your Virtual Comparator

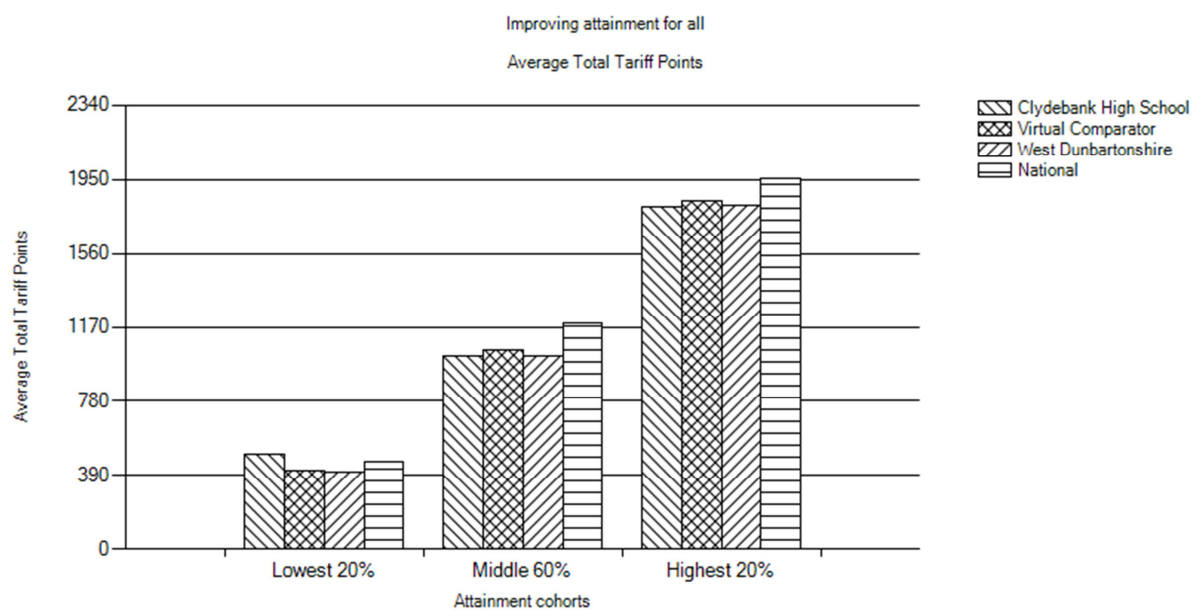
Performance in Literacy at SCQF Level 5, 2017 is much lower than your Virtual Comparator

Percentage of S6 Candidates Attaining Numeracy



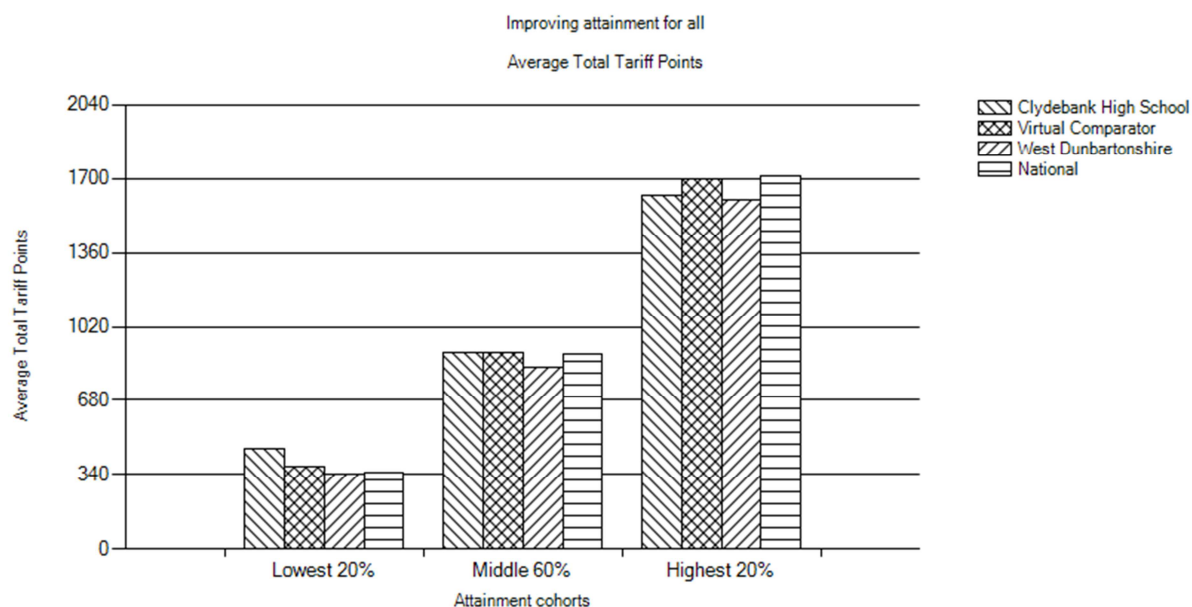
Testing found that there were no significant comparisons for this measure.

Improving Attainment for All – S6 2019



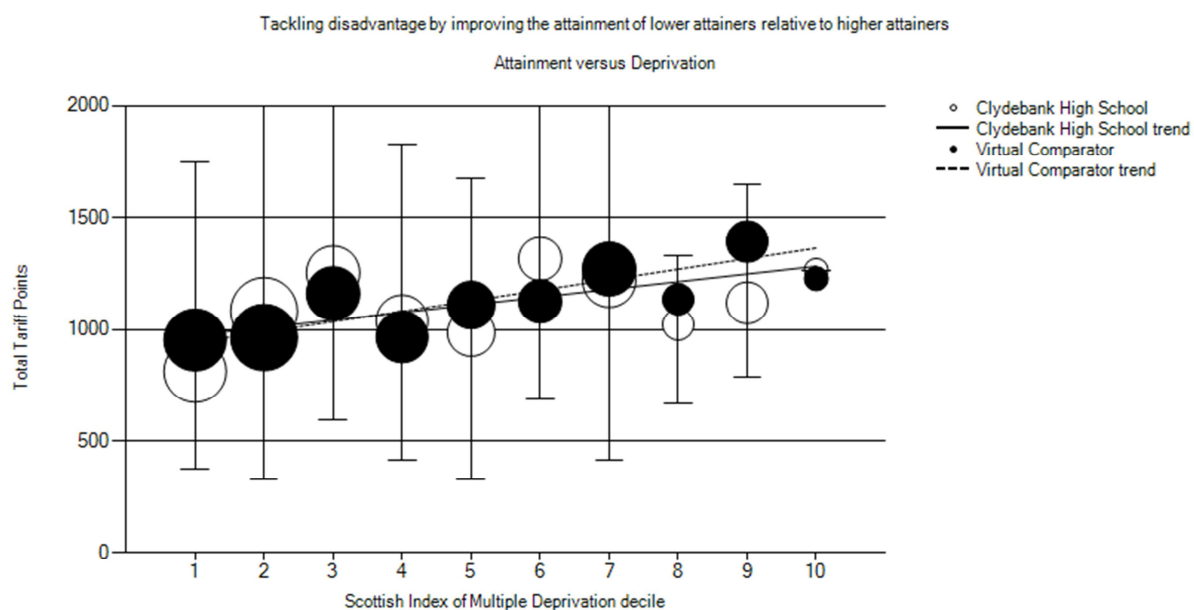
Testing found that there were no significant comparisons for this measure.

Improving Attainment for All – SIMD Deciles 1-4 (Most Deprived 20%) - S6 2019



The significance of comparisons was not tested.

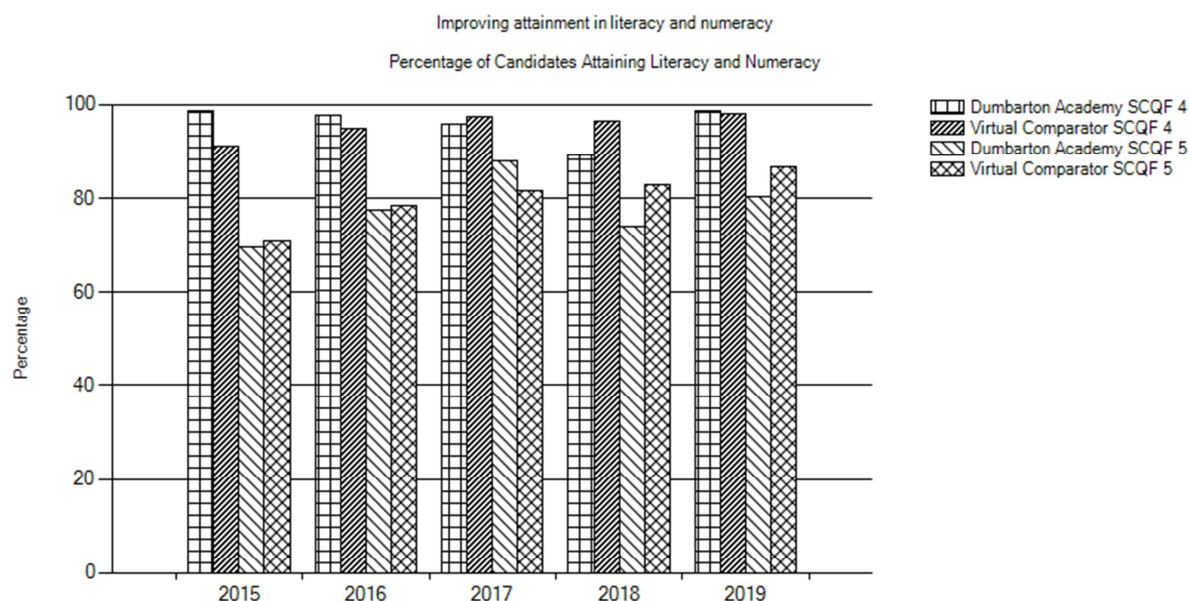
Attainment versus Deprivation – S6 2019



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

Dumbarton Academy

Percentage of S6 Candidates Attaining Literacy and Numeracy

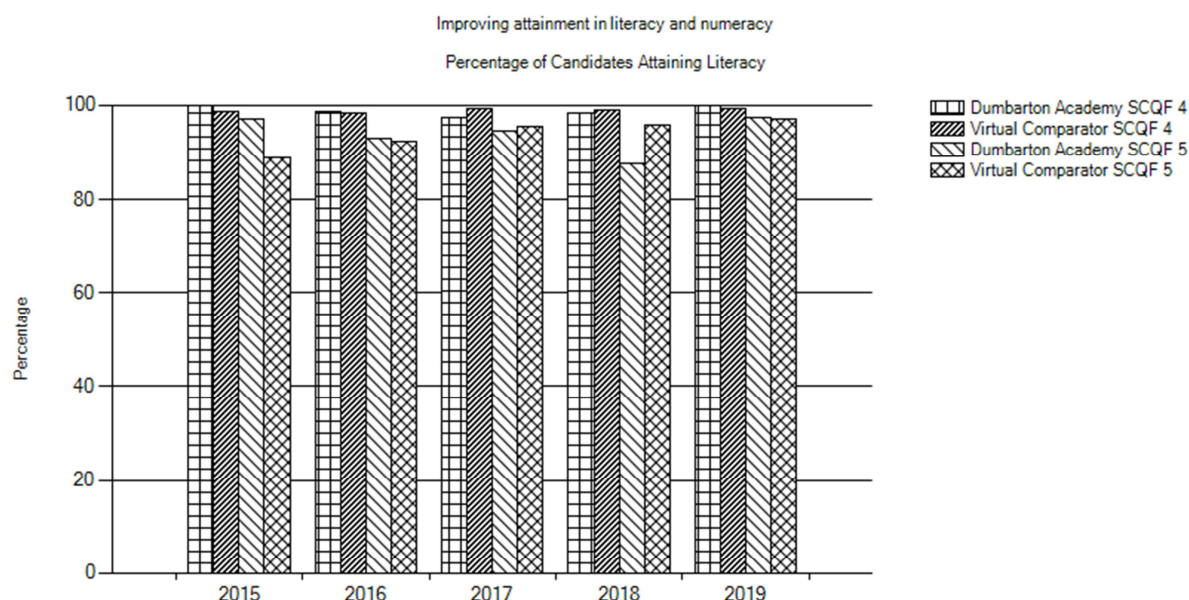


Testing found that the following comparisons were significant:

Performance in Literacy and Numeracy at SCQF Level 4, 2018 is much lower than your Virtual Comparator

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

Percentage of S6 Candidates Attaining Literacy

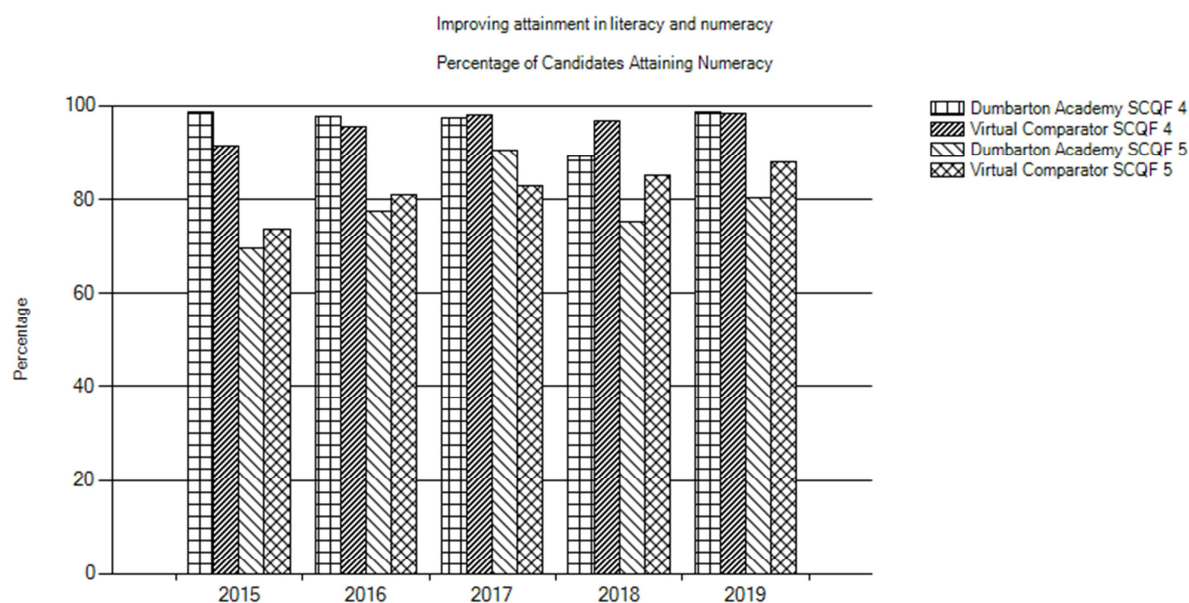


Testing found that the following comparisons were significant:

Performance in Literacy at SCQF Level 5, 2018 is much lower than your Virtual Comparator

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

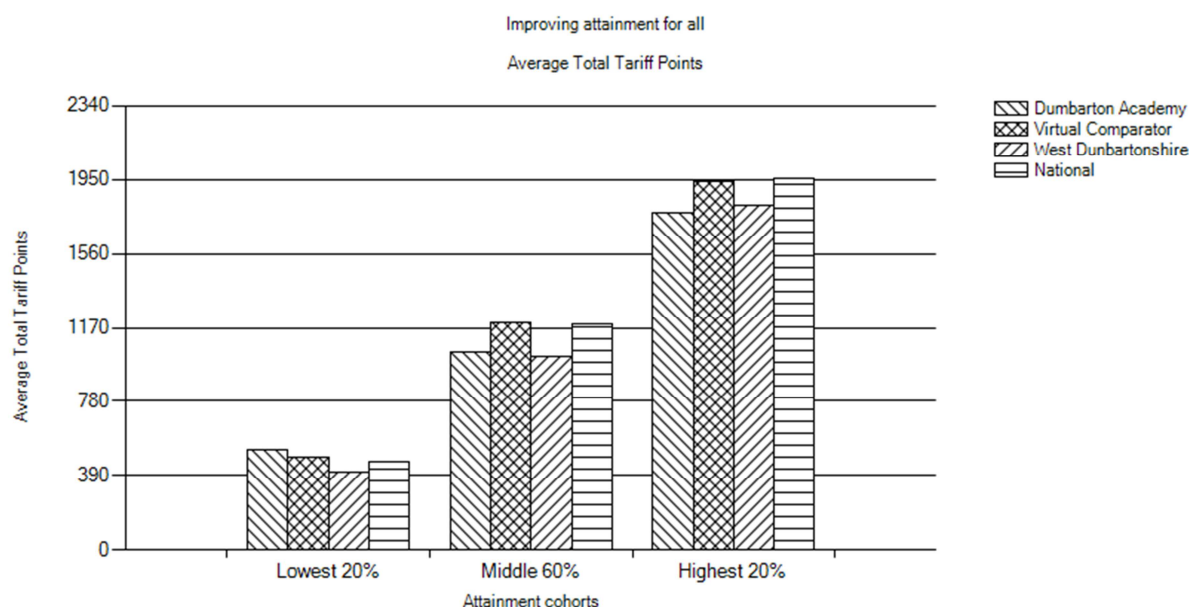
Percentage of S6 Candidates Attaining Numeracy



Testing found that the following comparisons were significant:

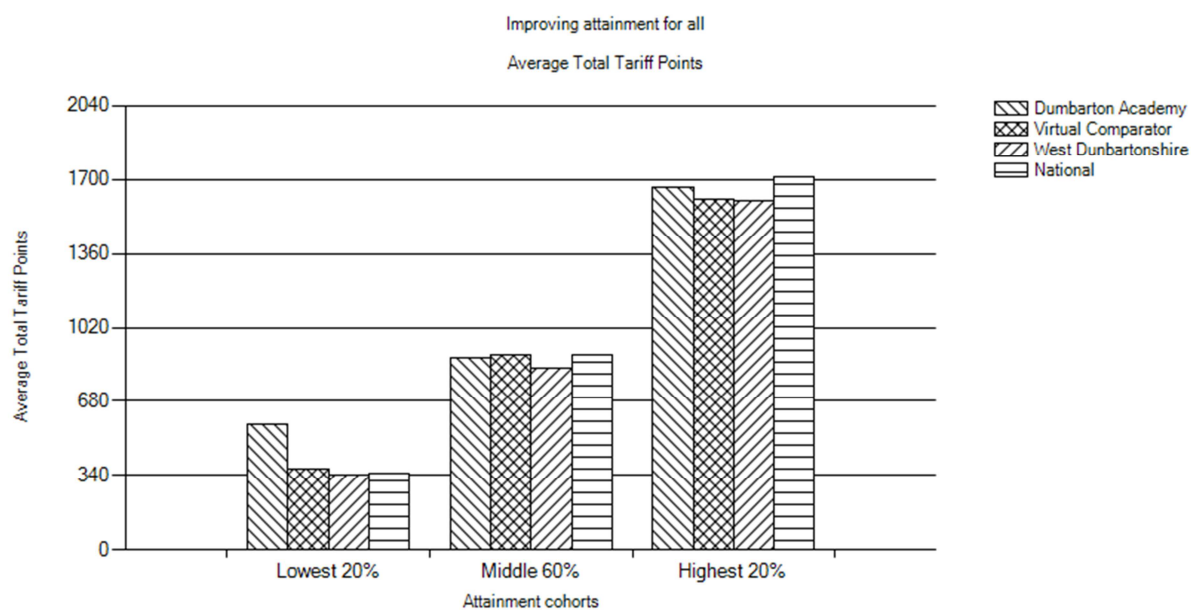
Performance in Numeracy at SCQF Level 5, 2019 is lower than your Virtual Comparator
 Performance in Numeracy at SCQF Level 4, 2018 is much lower than your Virtual Comparator
 Performance in Numeracy at SCQF Level 5, 2018 is lower than your Virtual Comparator
 Performance in Numeracy at SCQF Level 4, 2015 is much greater than your Virtual Comparator

Improving Attainment for All – S6 2019



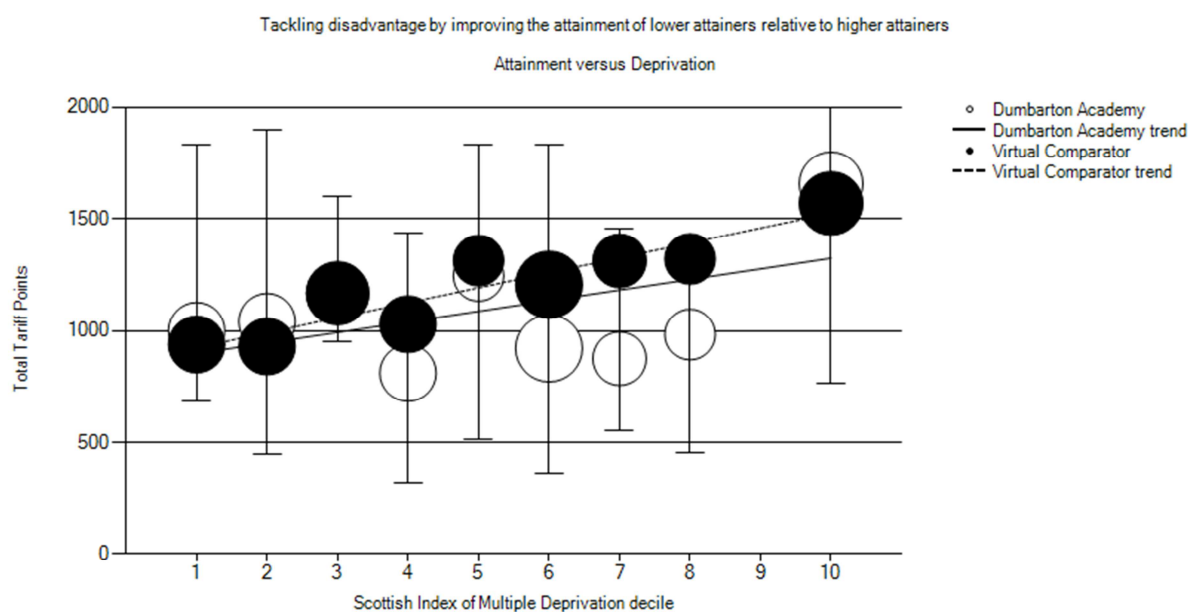
Testing found that there were no significant comparisons for this measure.

Improving Attainment for All – SIMD Quintile 1 (Most Deprived 20%) - S6 2019



The significance of comparisons was not tested.

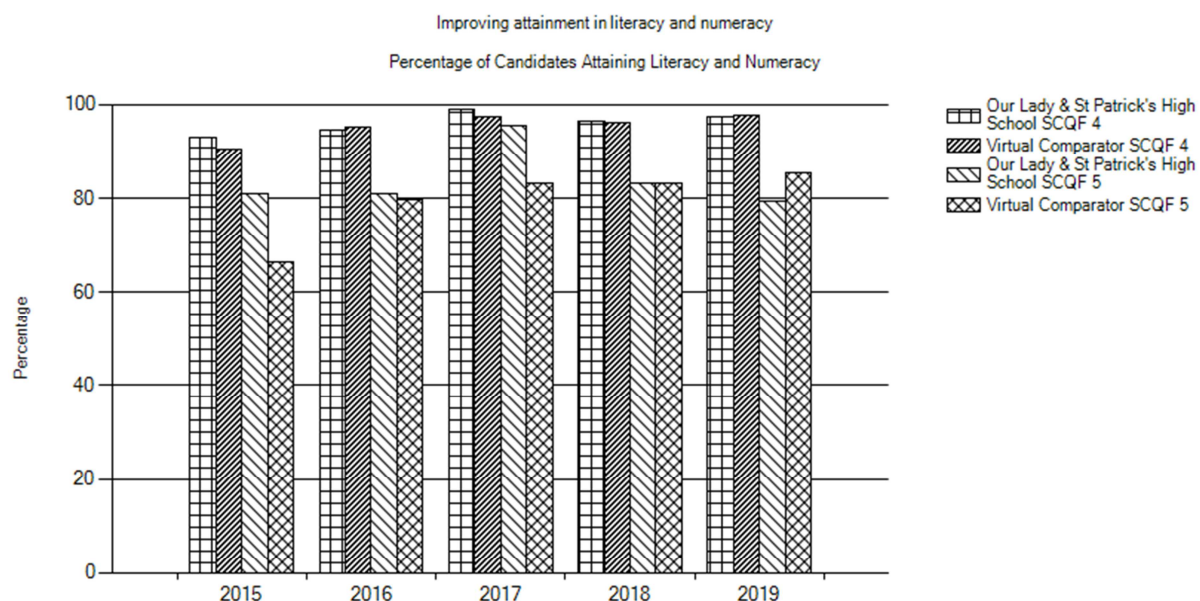
Attainment versus Deprivation – S6 2019



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

Our Lady and St. Patrick's High School

Percentage of S6 Candidates Attaining Literacy and Numeracy

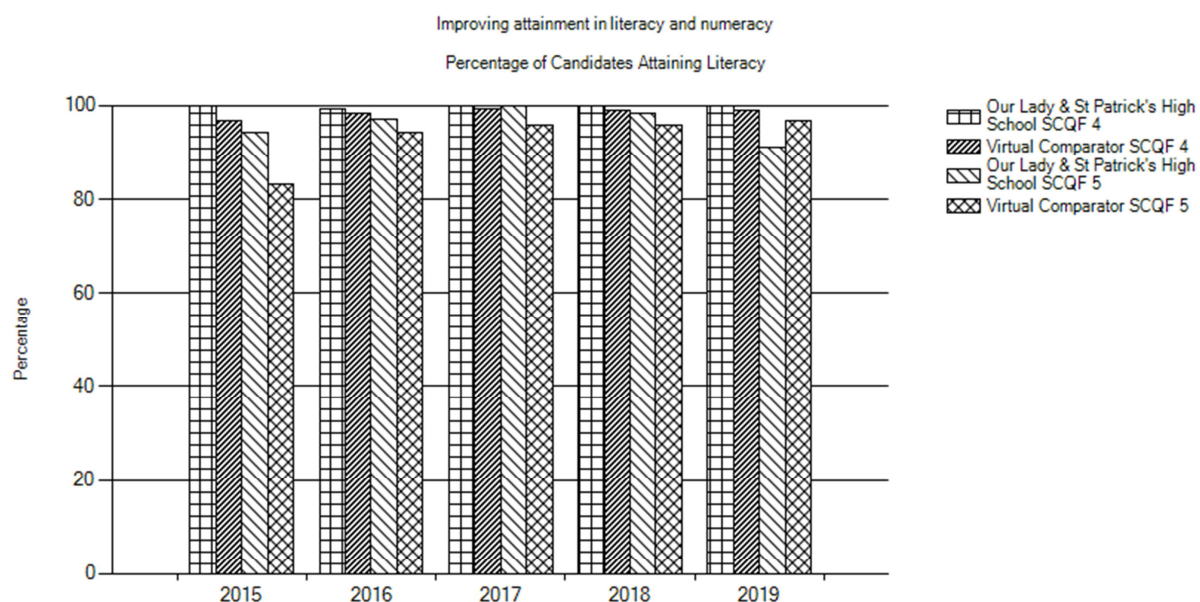


Testing found that the following comparisons were significant:

Performance in Literacy and Numeracy at SCQF Level 5, 2017 is much greater than your Virtual Comparator

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

Percentage of S6 Candidates Attaining Literacy



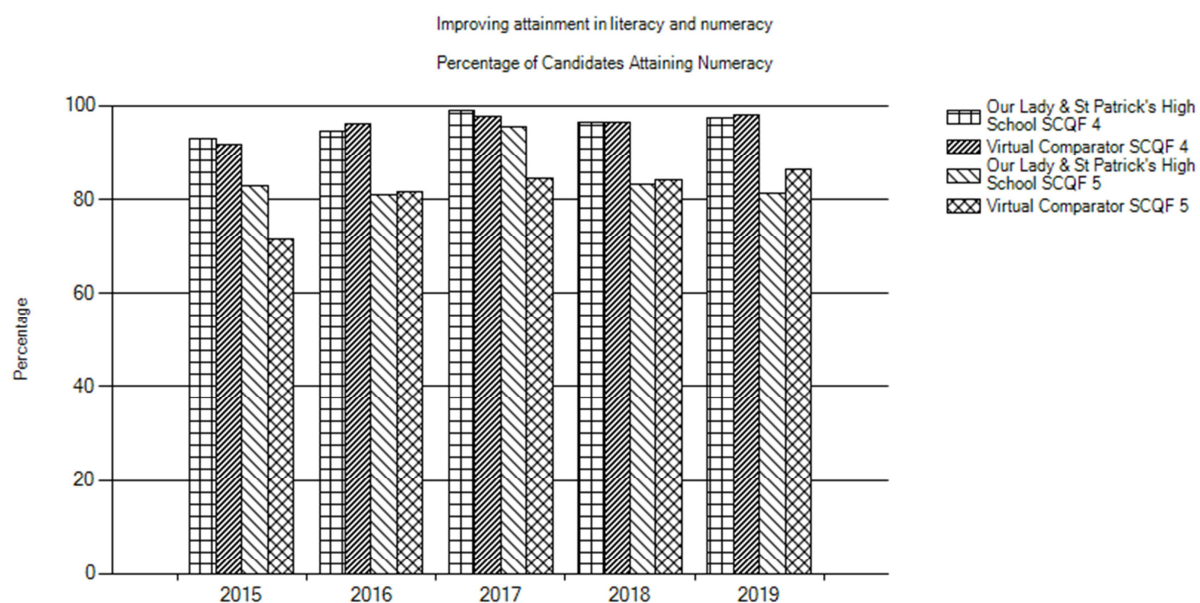
Testing found that the following comparisons were significant:

Performance in Literacy at SCQF Level 5, 2019 is lower than your Virtual Comparator

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

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

Percentage of S6 Candidates Attaining Numeracy

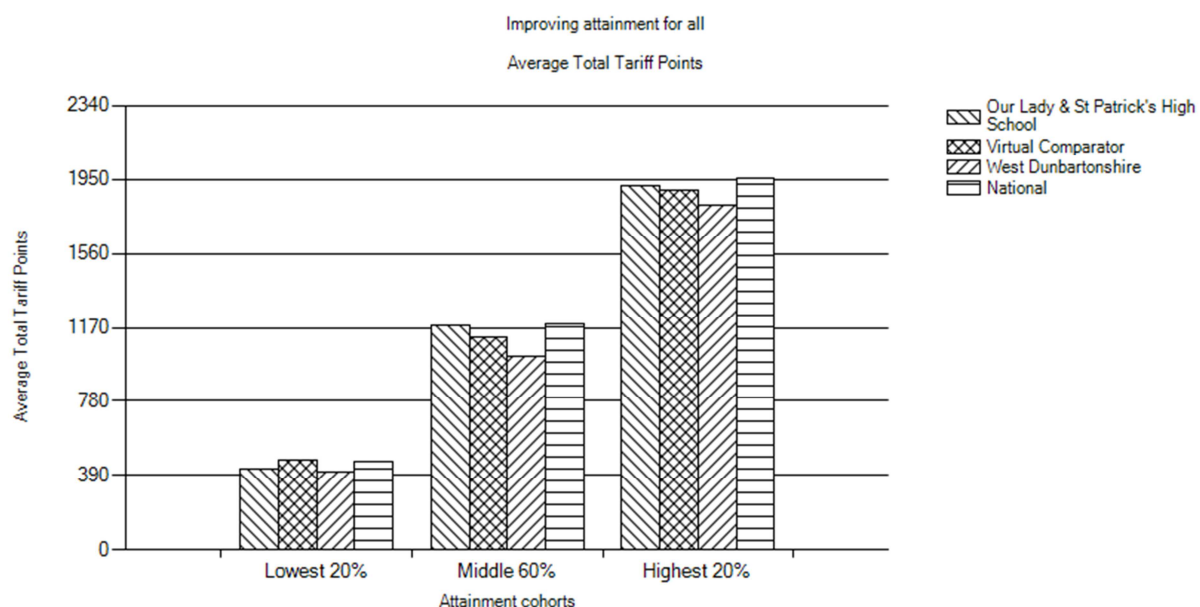


Testing found that the following comparisons were significant:

Performance in Numeracy at SCQF Level 5, 2017 is much greater than your Virtual Comparator

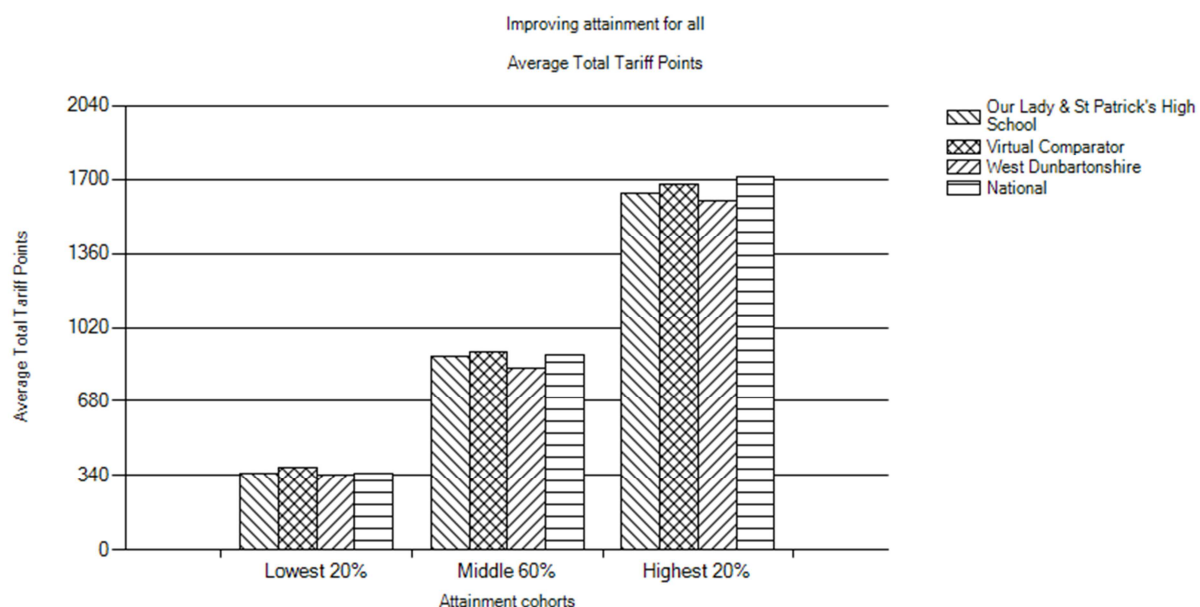
Performance in Numeracy at SCQF Level 5, 2015 is greater than your Virtual Comparator

Improving Attainment for All – S6 2019



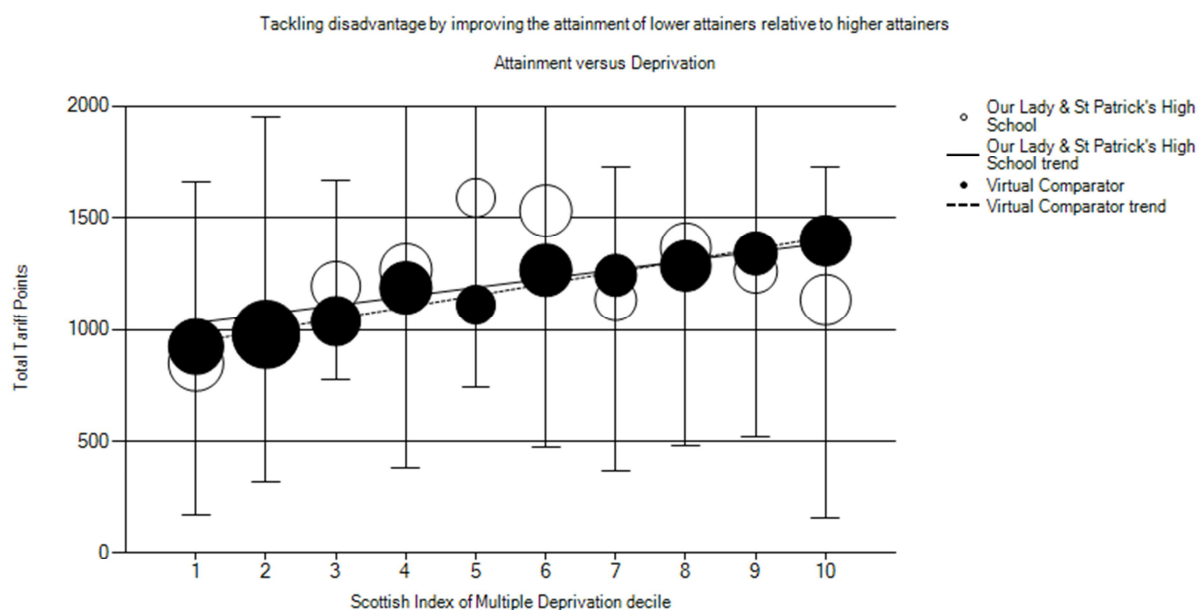
Testing found that there were no significant comparisons for this measure.

Improving Attainment for All – SIMD Quintile 1 (Most Deprived 20%) - S6 2019



The significance of comparisons was not tested.

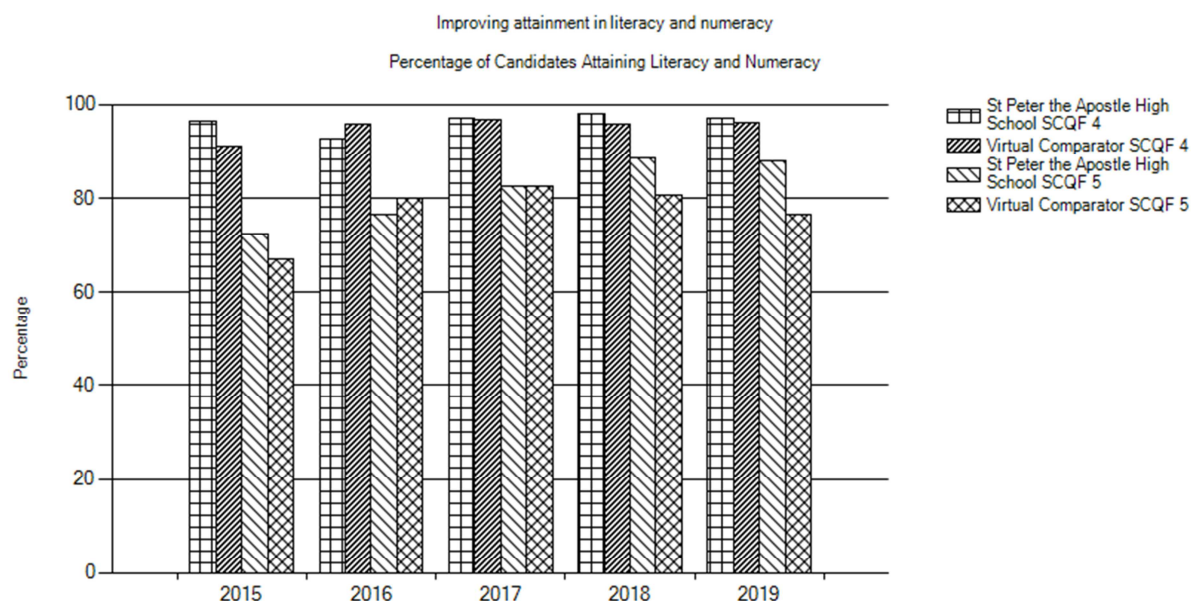
Attainment versus Deprivation – S6 2019



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

St. Peter the Apostle High School

Percentage of S6 Candidates Attaining Literacy and Numeracy



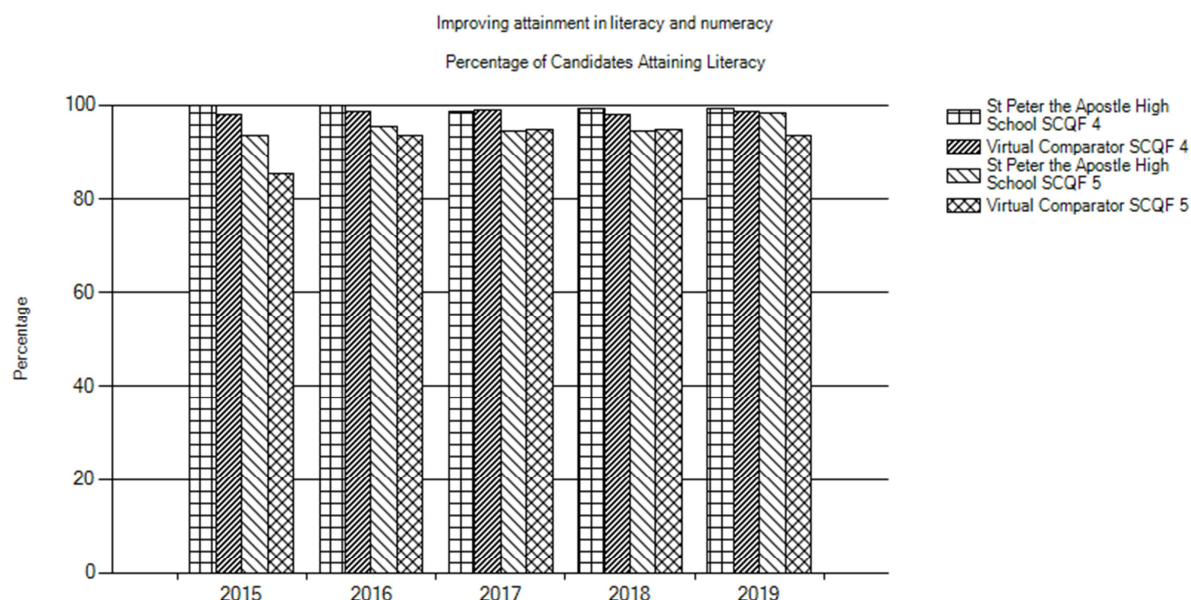
Testing found that the following comparisons were significant:

Performance in Literacy and Numeracy at SCQF Level 5, 2019 is much greater than your Virtual Comparator

Performance in Literacy and Numeracy at SCQF Level 5, 2018 is greater than your Virtual Comparator

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

Percentage of S6 Candidates Attaining Literacy

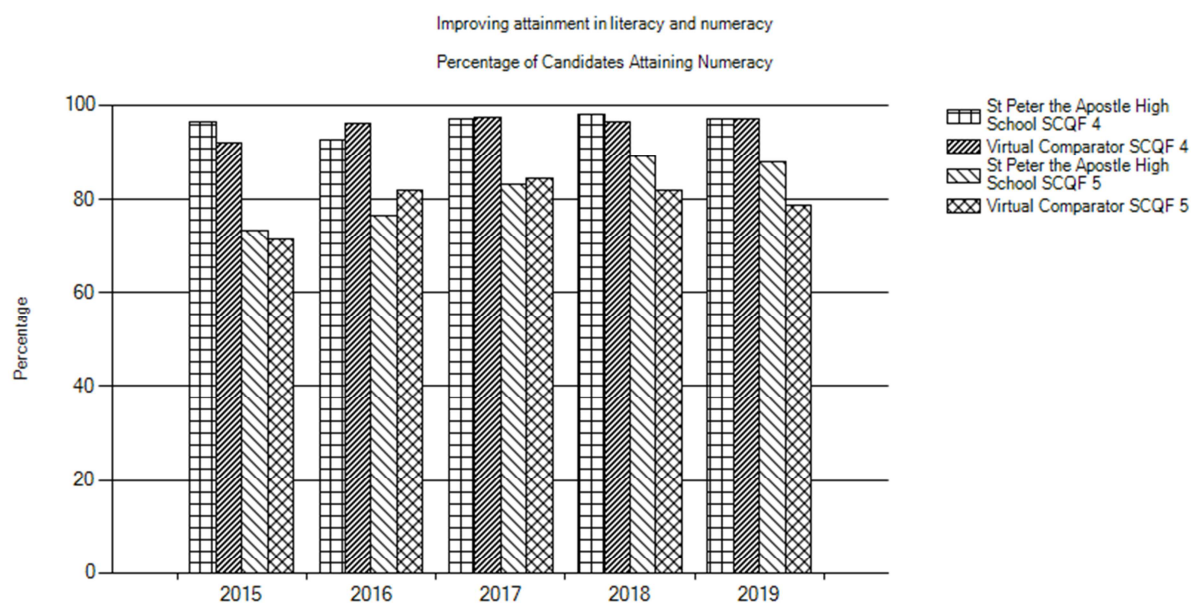


Testing found that the following comparisons were significant:

Performance in Literacy at SCQF Level 5, 2019 is much greater than your Virtual Comparator

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

Percentage of S6 Candidates Attaining Numeracy



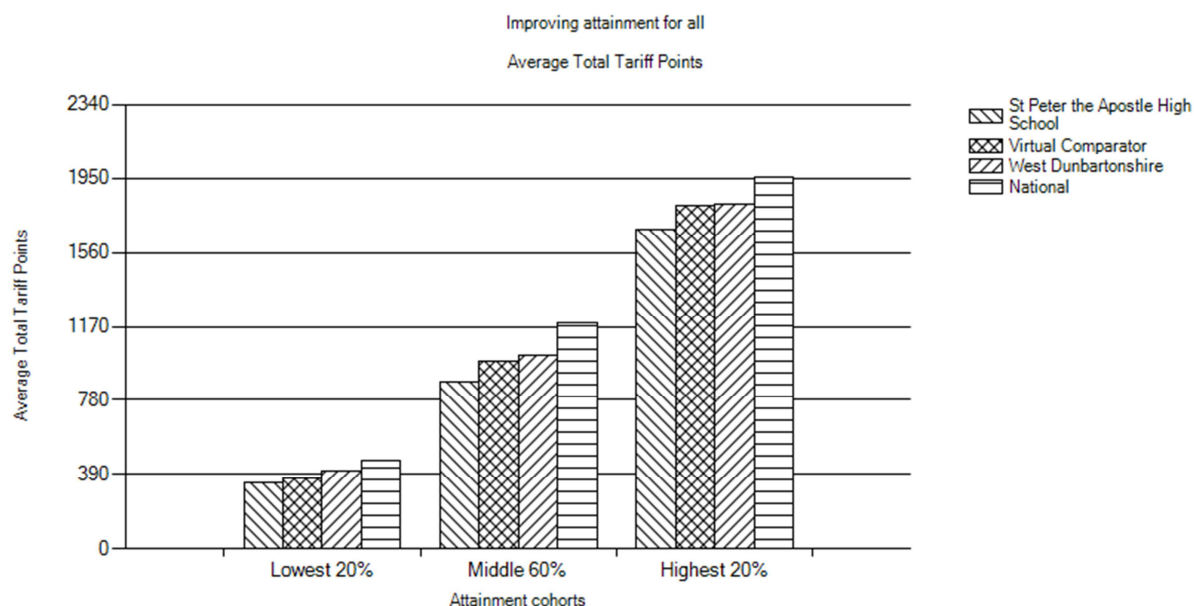
Testing found that the following comparisons were significant:

Performance in Numeracy at SCQF Level 5, 2019 is greater than your Virtual Comparator

Performance in Numeracy at SCQF Level 5, 2018 is greater than your Virtual Comparator

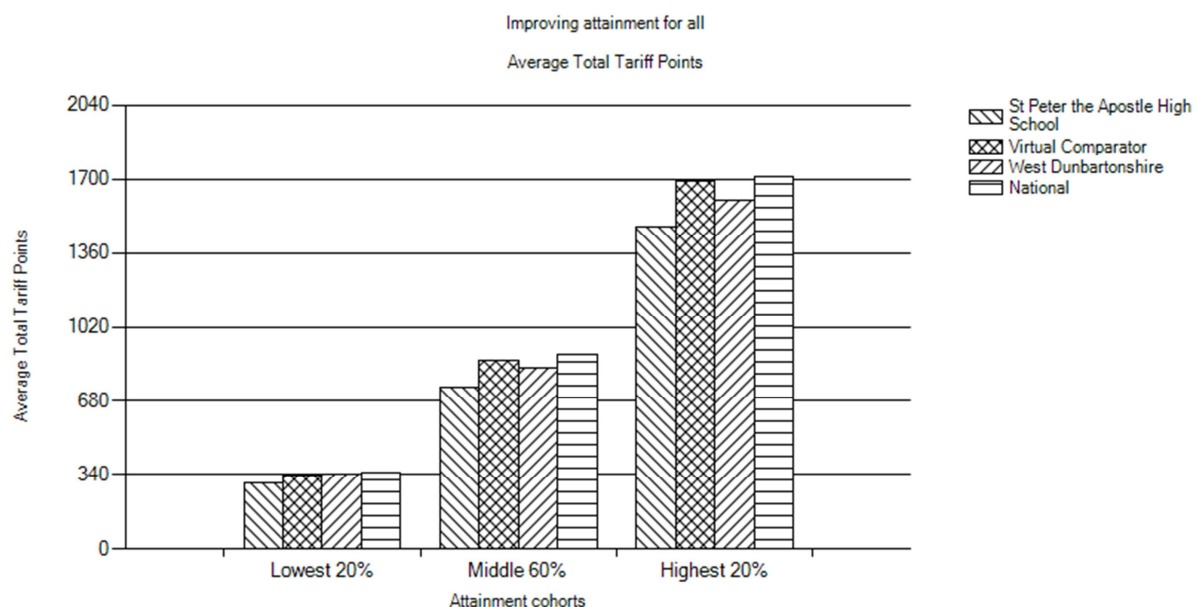
Performance in Numeracy at SCQF Level 4, 2015 is greater than your Virtual Comparator

Improving Attainment for All – S6 2019



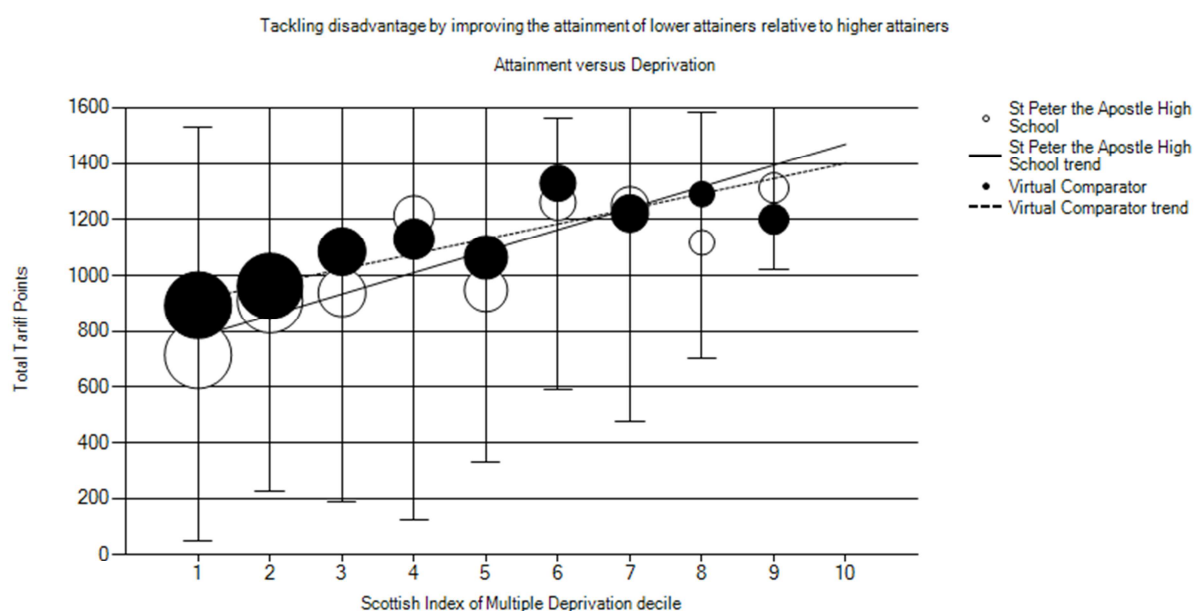
Testing found that there were no significant comparisons for this measure.

Improving Attainment for All – SIMD Quintile 1 (Most Deprived 20%) - S6 2019



The significance of comparisons was not tested.

Attainment versus Deprivation – S6 2019

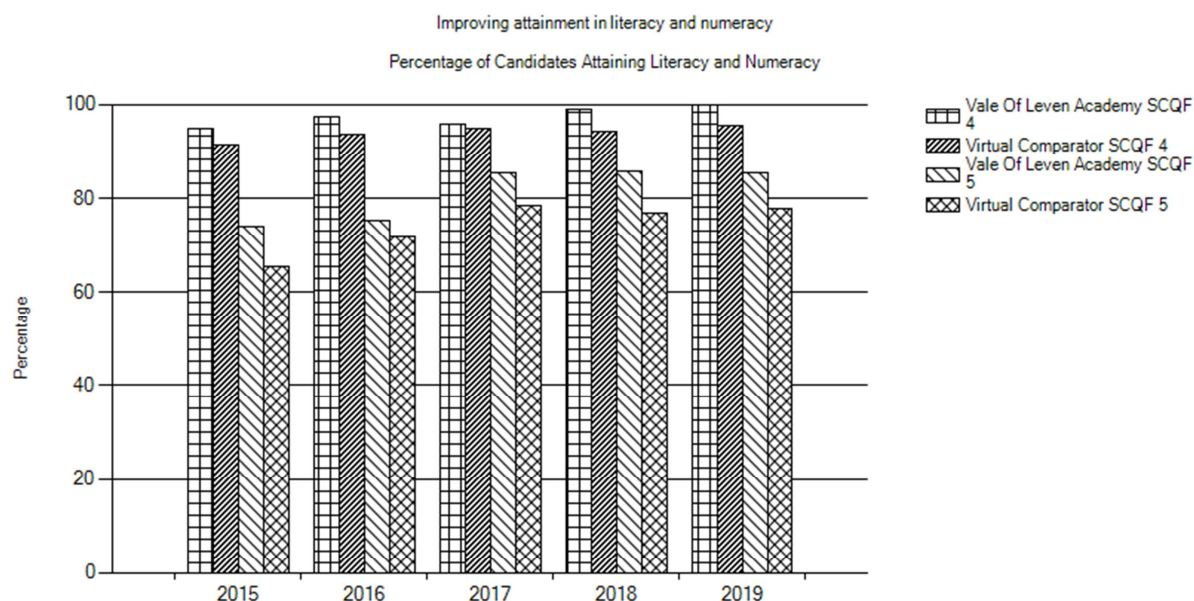


Testing found that the following comparisons were significant:

In SIMD decile 1, your performance is lower than the Virtual Comparator

Vale of Leven Academy

Percentage of S6 Candidates Attaining Literacy and Numeracy

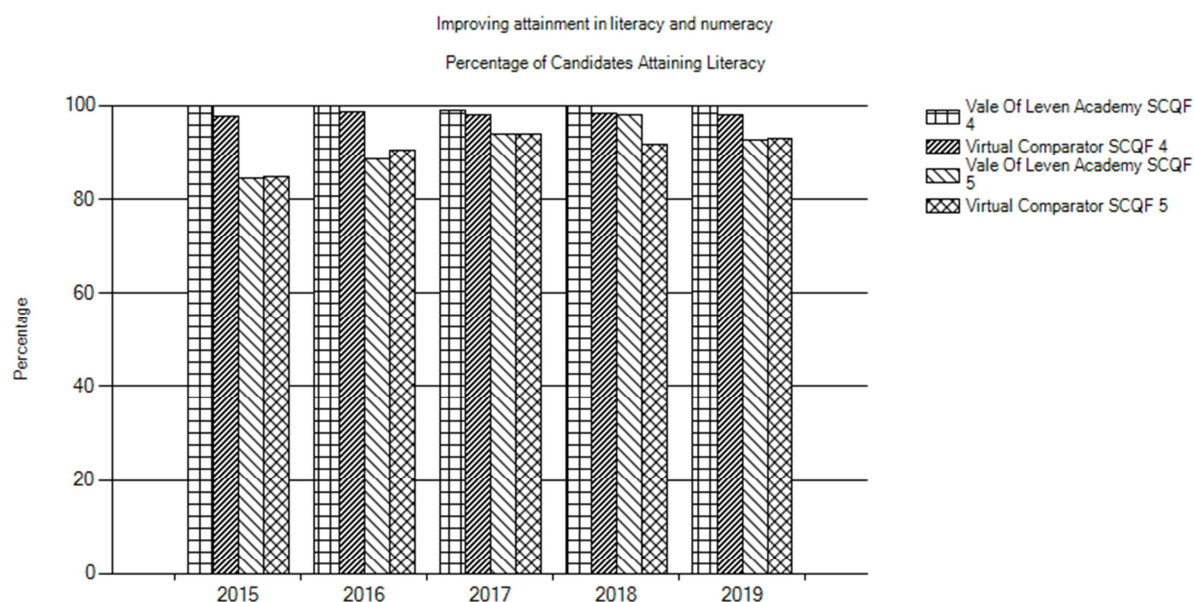


Testing found that the following comparisons were significant:

Performance in Literacy and Numeracy at SCQF Level 4, 2018 is much greater than your Virtual Comparator

Performance in Literacy and Numeracy at SCQF Level 5, 2018 is greater than your Virtual Comparator

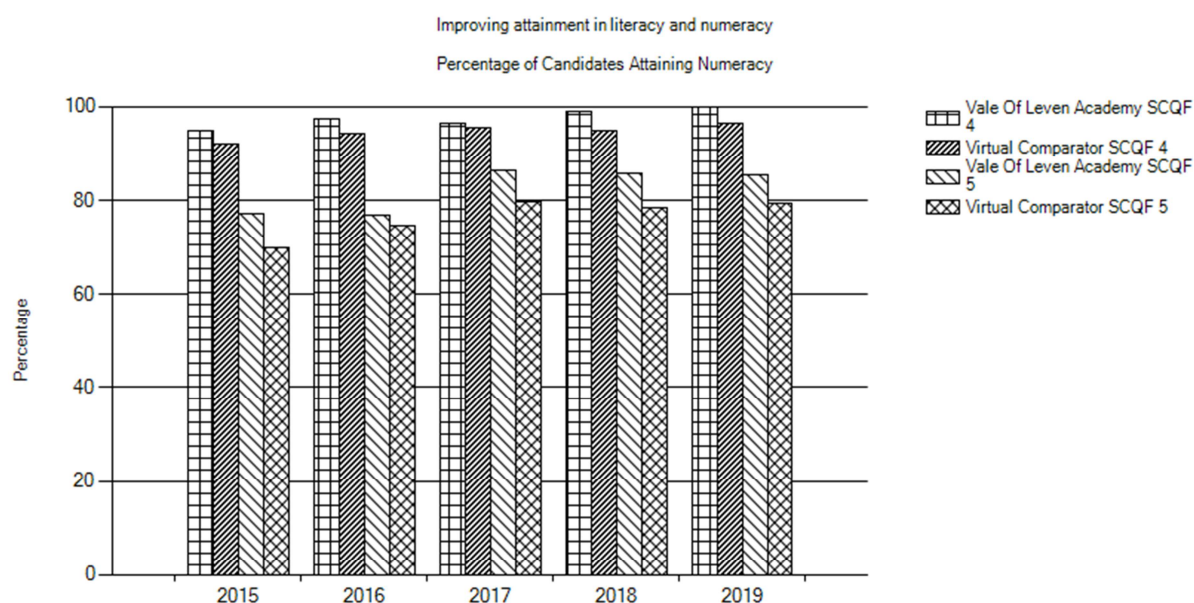
Percentage of S6 Candidates Attaining Literacy



Testing found that the following comparisons were significant:

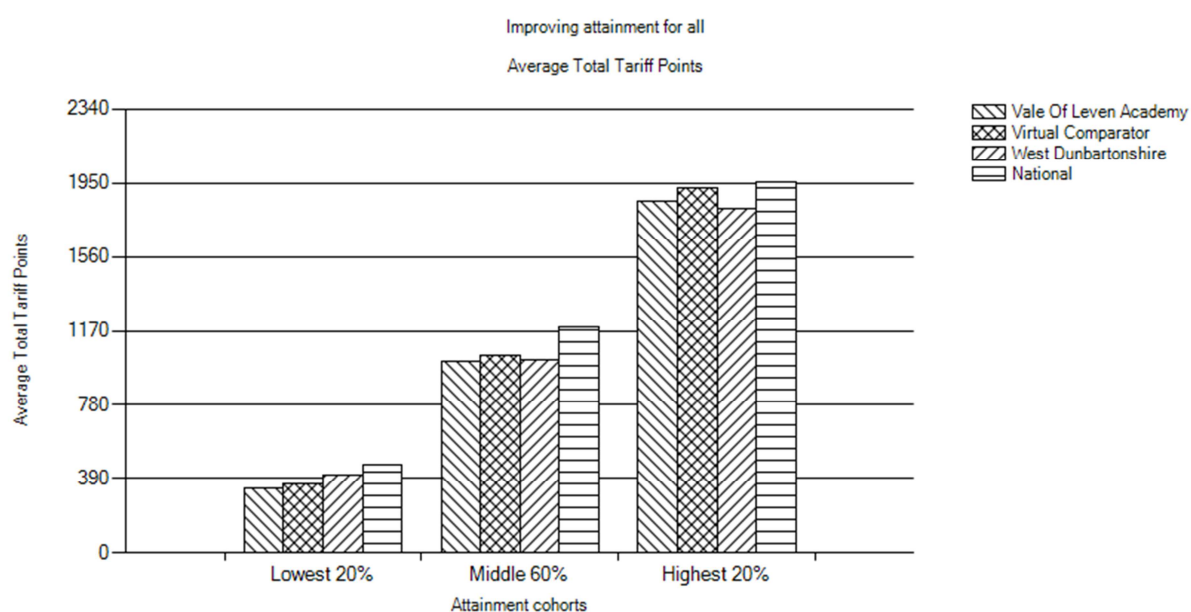
Performance in Literacy at SCQF Level 5, 2018 is much greater than your Virtual Comparator

Percentage of S6 Candidates Attaining Numeracy



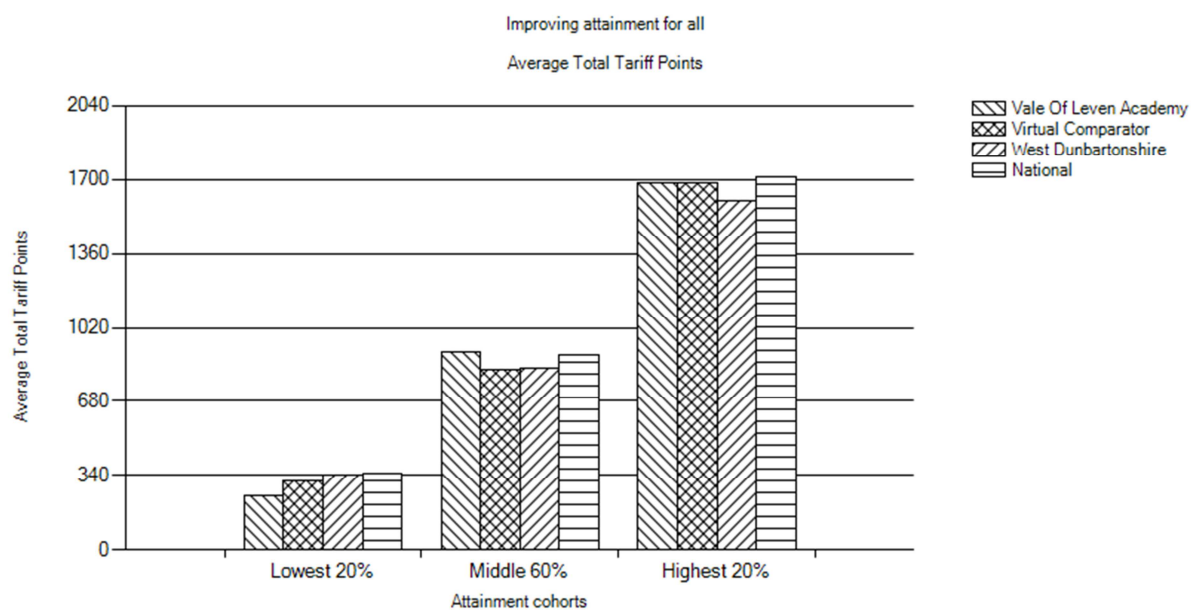
Testing found that there were no significant comparisons for this measure.

Improving Attainment for All – S6 2019



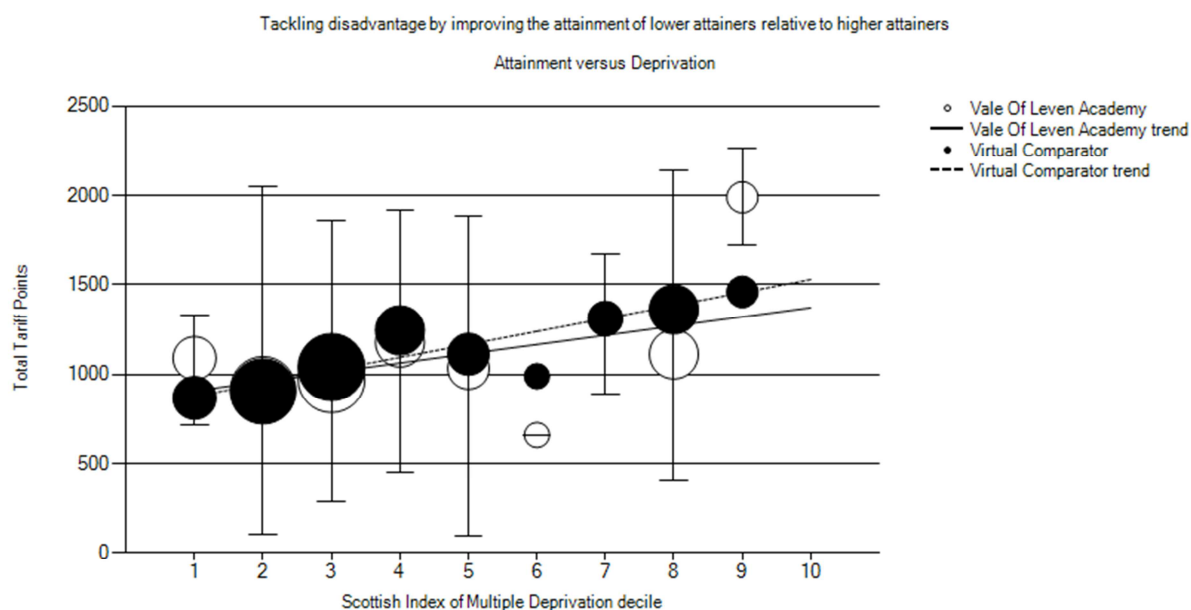
Testing found that there were no significant comparisons for this measure.

Improving Attainment for All – SIMD Quintile 1 (Most Deprived 20%) - S6 2019

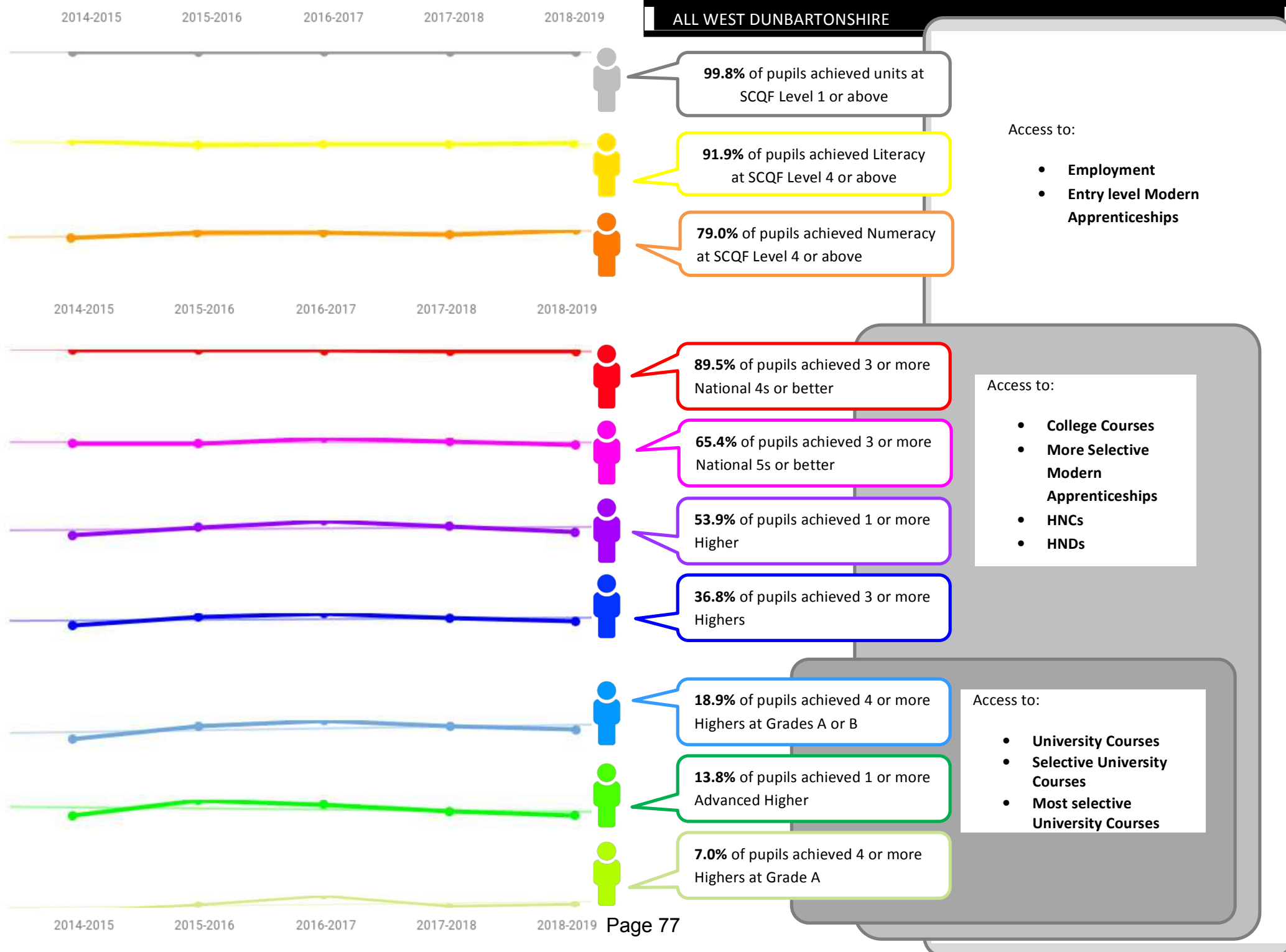


The significance of comparisons was not tested.

Attainment versus Deprivation – S6 2019



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



2014-2015

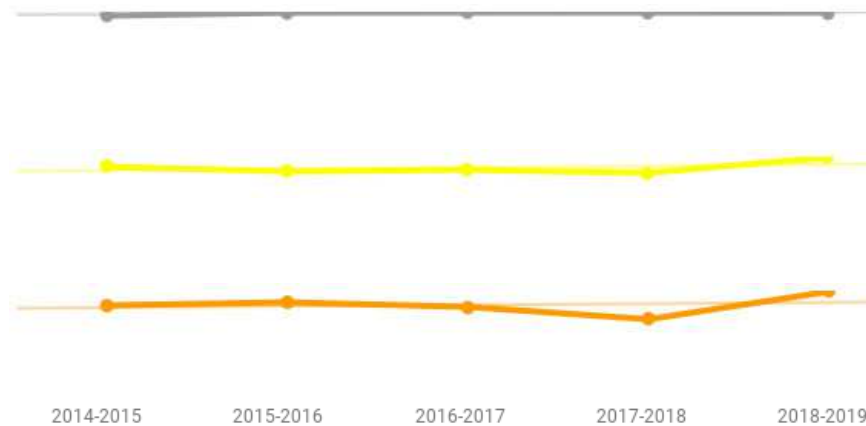
2015-2016

2016-2017

2017-2018

2018-2019

CLYDEBANK HIGH SCHOOL



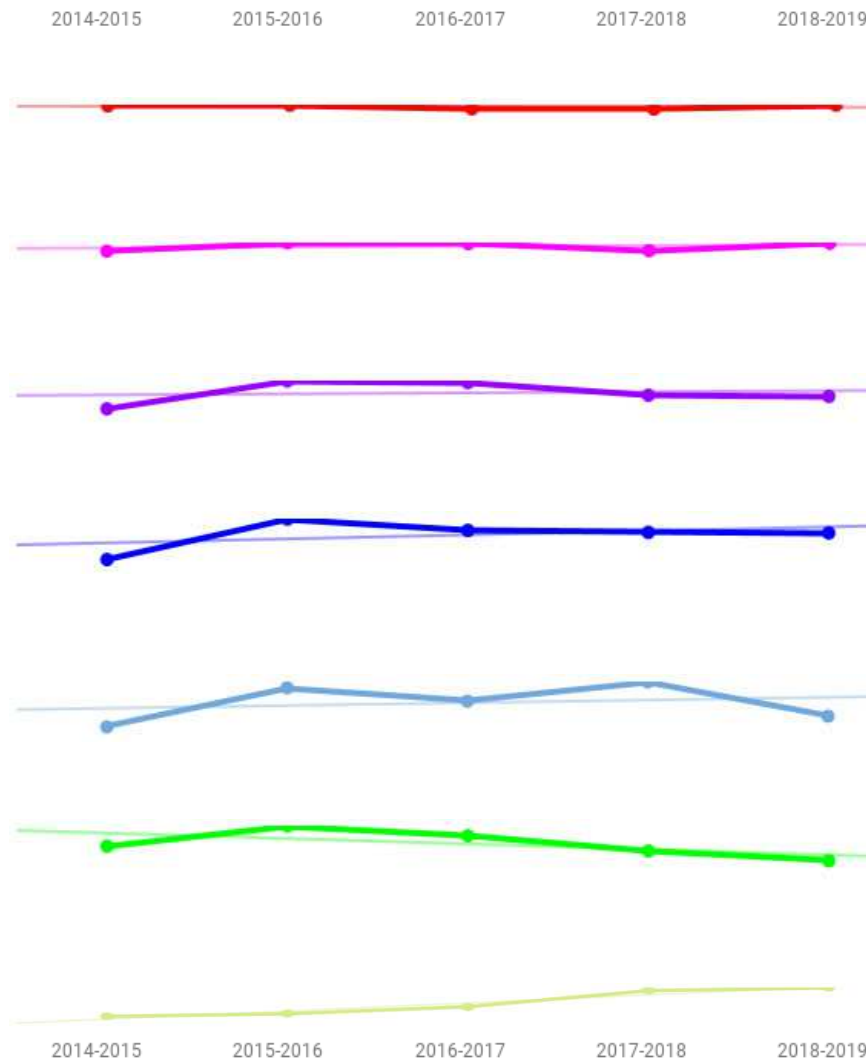
99.0% of pupils achieved units at SCQF Level 1 or above

95.6% of pupils achieved Literacy at SCQF Level 4 or above

77.3% of pupils achieved Numeracy at SCQF Level 4 or above

Access to:

- **Employment**
- **Entry level Modern Apprenticeships**



87.7% of pupils achieved 3 or more National 4s or better

64.0% of pupils achieved 3 or more National 5s or better

55.2% of pupils achieved 1 or more Highers

34.5% of pupils achieved 3 or more Highers

13.8% of pupils achieved 4 or more Highers at Grades A or B

10.8% of pupils achieved 1 or more Advanced Highers

6.9% of pupils achieved 4 or more Highers at Grade A

Access to:

- **College Courses**
- **More Selective Modern Apprenticeships**
- **HNCs**
- **HNDs**

Access to:

- **University Courses**
- **Selective University Courses**
- **Most selective University Courses**

2014-2015

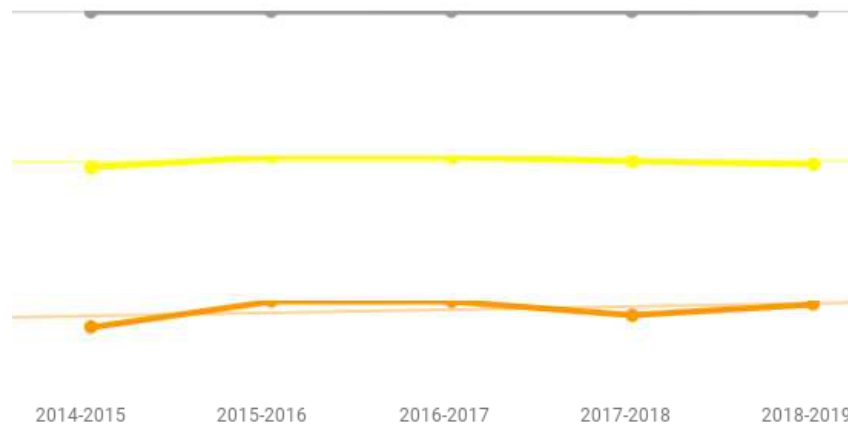
2015-2016

2016-2017

2017-2018

2018-2019

DUMBARTON ACADEMY



100.0% of pupils achieved units at SCQF Level 1 or above



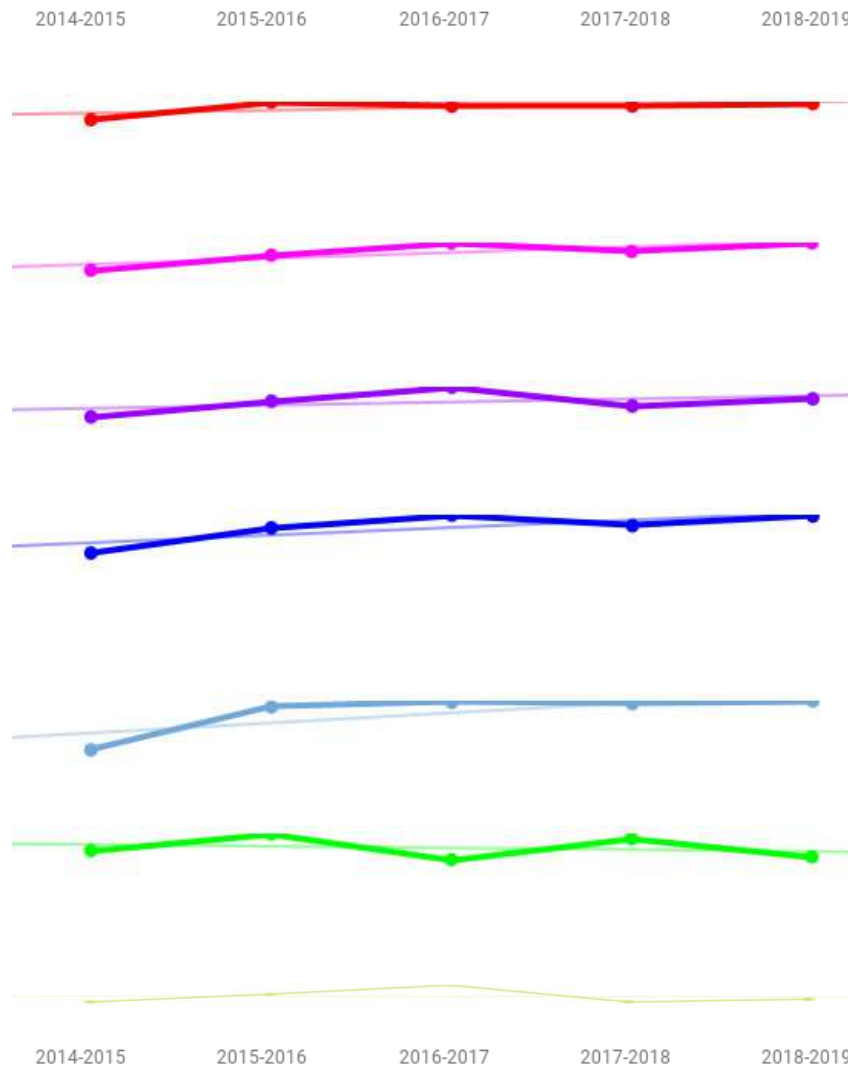
90.4% of pupils achieved Literacy at SCQF Level 4 or above



84.6% of pupils achieved Numeracy at SCQF Level 4 or above

Access to:

- **Employment**
- **Entry level Modern Apprenticeships**



96.2% of pupils achieved 3 or more National 4s or better



80.8% of pupils achieved 3 or more National 5s or better



64.4% of pupils achieved 1 or more Highers



45.2% of pupils achieved 3 or more Highers



23.1% of pupils achieved 4 or more Highers at Grades A or B



15.4% of pupils achieved 1 or more Advanced Highers



4.8% of pupils achieved 4 or more Highers at Grade A

Access to:

- **College Courses**
- **More Selective Modern Apprenticeships**
- **HNCs**
- **HNDs**

Access to:

- **University Courses**
- **Selective University Courses**
- **Most selective University Courses**

2014-2015

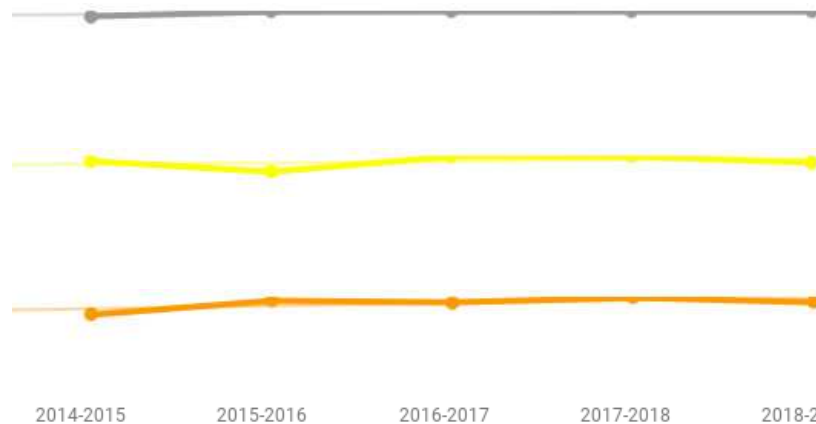
2015-2016

2016-2017

2017-2018

2018-2019

OUR LADY & ST PATRICKS HIGH SCHOOL



100.0% of pupils achieved units at SCQF Level 1 or above



93.1% of pupils achieved Literacy at SCQF Level 4 or above

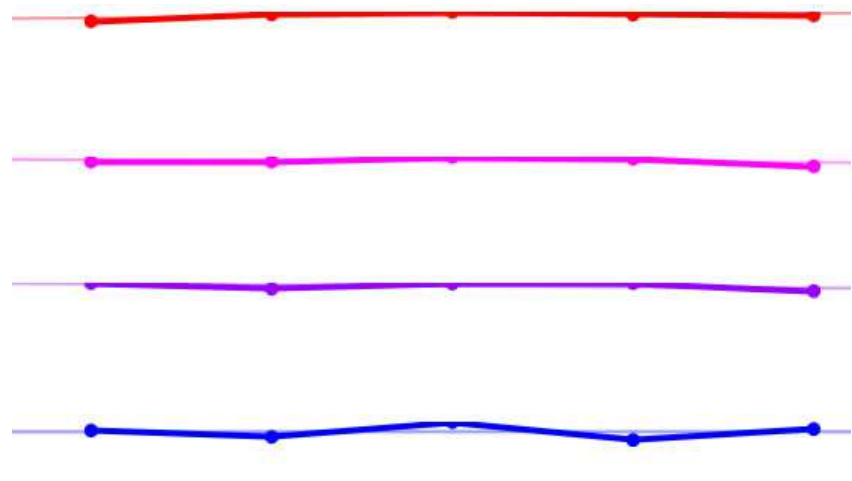


84.9% of pupils achieved Numeracy at SCQF Level 4 or above

Access to:

- **Employment**
- **Entry level Modern Apprenticeships**

2014-2015 2015-2016 2016-2017 2017-2018 2018-2019



96.2% of pupils achieved 3 or more National 4s or better



73.6% of pupils achieved 3 or more National 5s or better



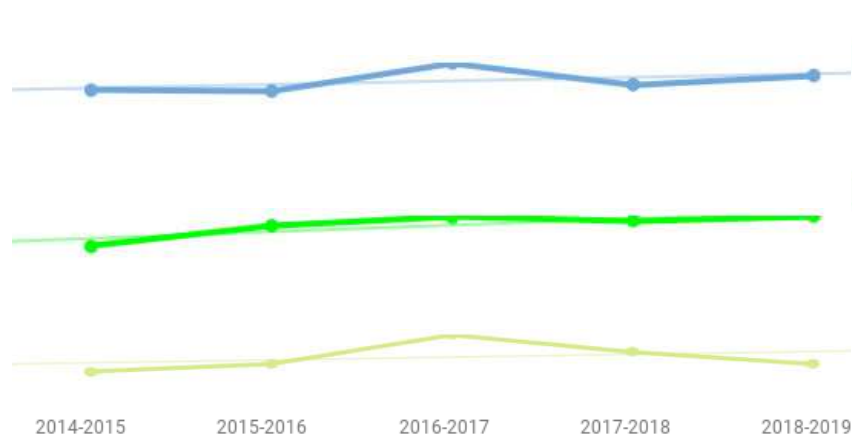
63.5% of pupils achieved 1 or more Highers



50.9% of pupils achieved 3 or more Highers

Access to:

- **College Courses**
- **More Selective Modern Apprenticeships**
- **HNCs**
- **HNDs**



32.1% of pupils achieved 4 or more Highers at Grades A or B



26.4% of pupils achieved 1 or more Advanced Highers



12.6% of pupils achieved 4 or more Highers at Grade A

Access to:

- **University Courses**
- **Selective University Courses**
- **Most selective University Courses**

2014-2015

2015-2016

2016-2017

2017-2018

2018-2019

ST PETER THE APOSTLE HIGH SCHOOL



100.0% of pupils achieved units at SCQF Level 1 or above



95.1% of pupils achieved Literacy at SCQF Level 4 or above



86.0% of pupils achieved Numeracy at SCQF Level 4 or above

Access to:

- **Employment**
- **Entry level Modern Apprenticeships**

2014-2015

2015-2016

2016-2017

2017-2018

2018-2019



93.9% of pupils achieved 3 or more National 4s or better



66.7% of pupils achieved 3 or more National 5s or better



52.3% of pupils achieved 1 or more Higher



34.5% of pupils achieved 3 or more Highers

Access to:

- **College Courses**
- **More Selective Modern Apprenticeships**
- **HNCs**
- **HNDs**



17.4% of pupils achieved 4 or more Highers at Grades A or B



9.5% of pupils achieved 1 or more Advanced Higher



6.1% of pupils achieved 4 or more Highers at Grade A

Access to:

- **University Courses**
- **Selective University Courses**
- **Most selective University Courses**

2014-2015

2015-2016

2016-2017

2017-2018

2018-2019

2014-2015

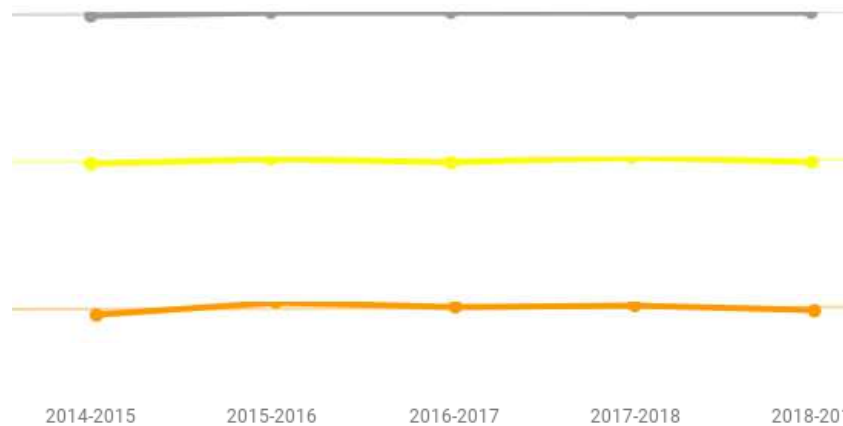
2015-2016

2016-2017

2017-2018

2018-2019

VALE OF LEVEN ACADEMY



100.0% of pupils achieved units at SCQF Level 1 or above



95.6% of pupils achieved Literacy at SCQF Level 4 or above

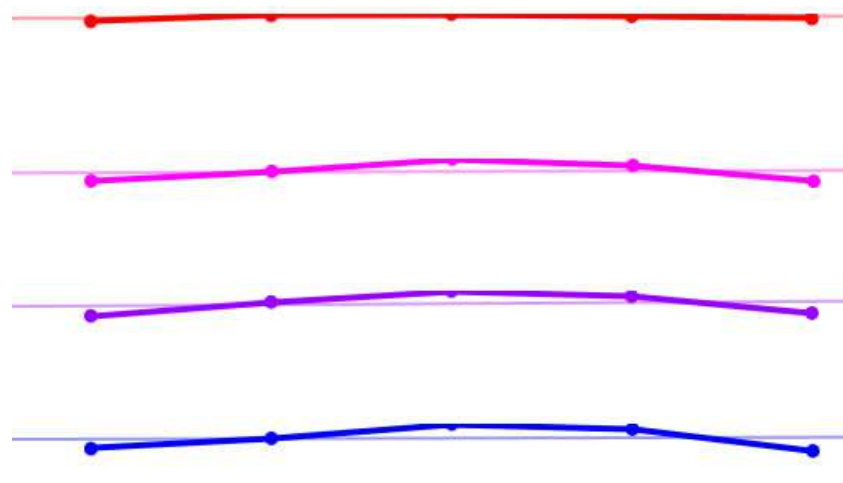


73.3% of pupils achieved Numeracy at SCQF Level 4 or above

Access to:

- **Employment**
- **Entry level Modern Apprenticeships**

2014-2015 2015-2016 2016-2017 2017-2018 2018-2019



89.6% of pupils achieved 3 or more National 4s or better



57.8% of pupils achieved 3 or more National 5s or better



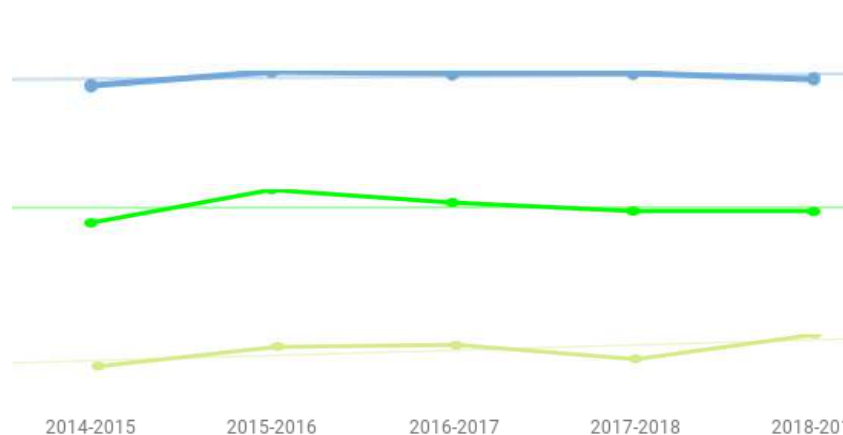
47.4% of pupils achieved 1 or more Highers



29.6% of pupils achieved 3 or more Highers

Access to:

- **College Courses**
- **More Selective Modern Apprenticeships**
- **HNCs**
- **HNDs**



14.8% of pupils achieved 4 or more Highers at Grades A or B



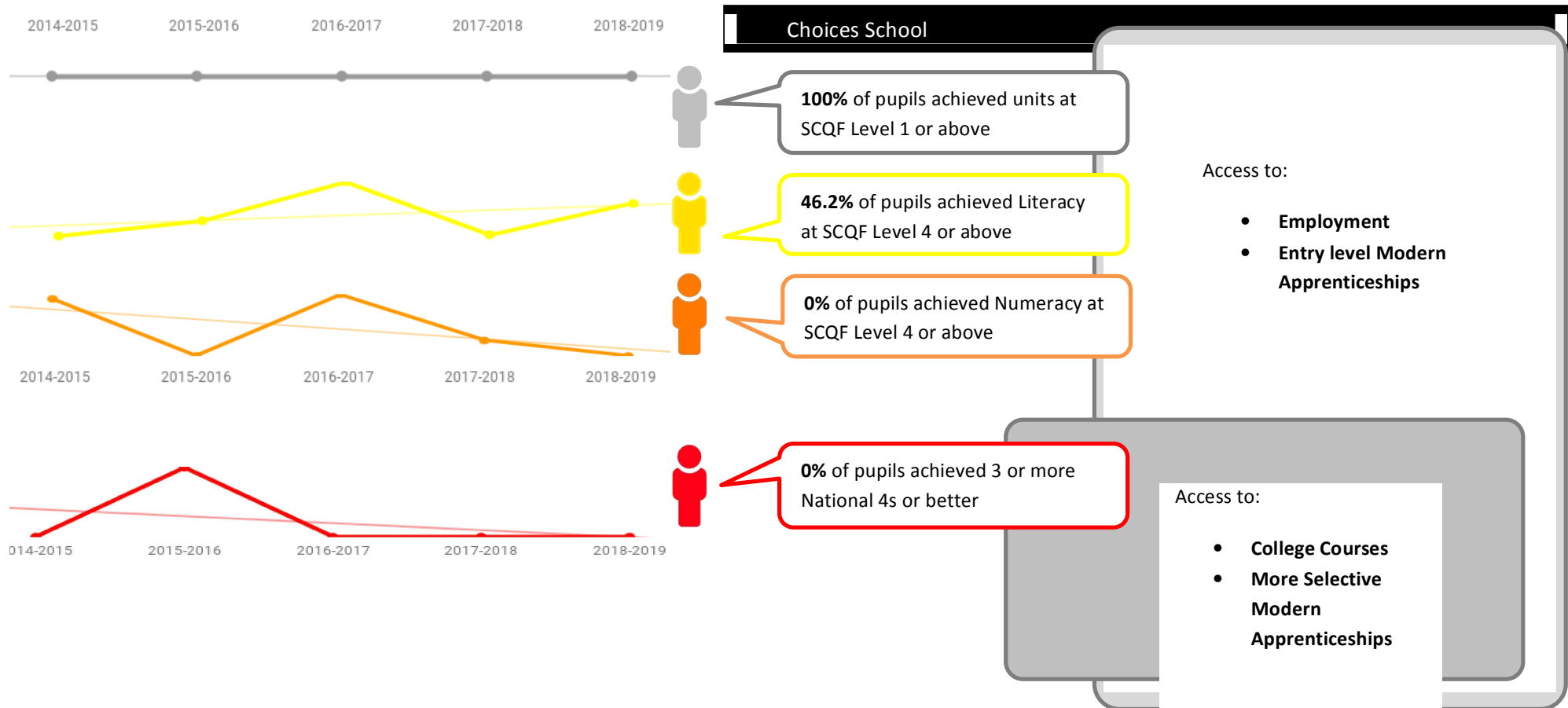
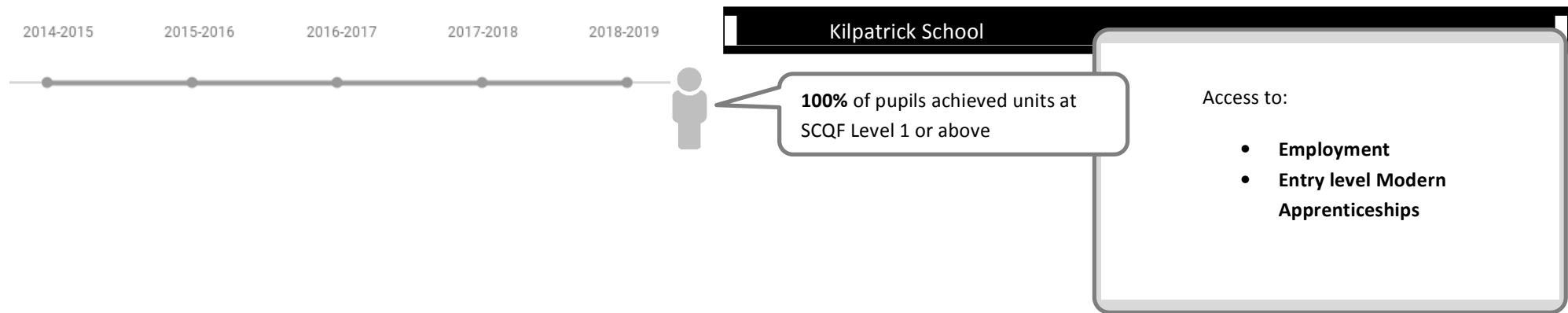
13.3% of pupils achieved 1 or more Advanced Highers



5.9% of pupils achieved 4 or more Highers at Grade A

Access to:

- **University Courses**
- **Selective University Courses**
- **Most selective University Courses**



WEST DUNBARTONSHIRE COUNCIL**Report by Chief Education Officer****Education Services Committee: 4 December 2019**

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

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

2. Recommendations

- 2.1** It is recommended that committee:

- (i) Notes the contents of Appendix 1, Early Learning & Childcare Phasing Plan 2018 - 2020.
- (ii) Notes the contents of Appendix 2, The Early Learning & Childcare Financial Phasing Plan 2018 - 2022.

3. Background

- 3.1** Members have previously been advised through regular reports to committee that the WDC Early Learning & Childcare Expansion Plan has developed a service model for delivery of 1140 hours of high quality early learning and childcare for all three and four year olds and eligible two year olds from August 2020.

4. Main Issues

- 4.1** Progress across the key objectives of our Implementation Plan remains on track with target dates set for delivery of each project; agreed with the Implementation Board.
- 4.2** Setting a sustainable rate to pay the real living wage remains the main issue for Funded Private Providers to continue to offer a high quality service. As the guarantor of quality WDC has a specific role in ensuring business sustainability. We have updated our systems and processes to monitor Funded Partner Providers' compliance with the criteria for the National Standard. Relevant documentation and new systems for applications, contractual agreements, communication, monitoring procedures and evaluation of fair work practices have been set up. Private Funded Providers have agreed to provide evidence of fair work practices in line with the National Standard Criteria. Including: A fair and equal pay policy across their setting, including commitment to payment of the living wage; promoting equality of opportunity and developing a workforce which reflects the population of Scotland in terms of characteristics such as age, gender, religion or belief, race, sexual orientation and disability; security of employment and hours of work avoiding exploitative employment and practices such as zero hours contracts, or pregnancy and maternity discrimination.

4.3 A key focus of the Criteria for the National Standard is inspection evaluations. As previously reported the National Standard Criteria sets a minimum quality threshold for providers delivering the funded hours of 'good'. The Council may enter into an Improvement Period of 12 months with any Funded Provider; local authority or private provider who does not meet the National Standard Criteria. The Council will enter into an Improvement Period with the provider if the Council believes that the Provider has the capacity to improve its Care Inspection evaluations by the end of the 12 month service improvement period. There are funded providers including WDC settings who still have grades below good. We are providing intensive support for those settings to achieve good or better before August 2020.

4.4 Our Early Learning & Childcare Expansion plan (Appendix 1, Early Learning & Childcare Phasing Plan 2018-2020) will guarantee the entitlement of 1140 hours for all three and four year olds and eligible two year olds by August 2020. We have phased in 1140 hours at fifteen early learning and childcare centres and at all of our Funded Partner Providers. Our phasing model will provide places for all 3 and 4 year olds by August 2020 in our WDC settings. Currently 839 places for 3 and 4 year olds have been phased in at our Council ELCC; 49.9 % of our required capacity. By March 2020 we project that the number of children receiving 1140 hours will increase to 1101; approximately 65.5% of our required capacity. We will be at full capacity in all WDC settings by August 2020. We require approximately 460 places at our Funded Partner Providers by August 2020. We have phased in 1140 hours for 210 children at our Funded Partner Providers, approximately 46% of the capacity that we need. From April 2020 we will phase a further 165 places for eligible three and four year olds; 82% of the capacity we need. Our final phasing for 1140 hours for all three and four year olds at our Funded Partner Providers will be fully phased in by August 2020.

4.5 The families who are in receipt of 1140 hours including grandparents, have taken time to feedback and comment positively on the impact of the new funded hours on family life, children's progress and wellbeing.

A few comments they have made:

'My grandson attends the new nursery at Levenvale primary school. I cannot express strongly enough what a fantastic learning experience my grandson is getting here'.

'Play experiences help my daughter learn and progress through nursery life have been rewarding as I see a massive difference in her in all aspects, emotionally, socially and cognitively thanks to her nursery life being different everyday!'

4.6 The final stage building projects for August 2020 and refurbishments for expansion, commenced from November 2019; planned completion is summer 2020 for some projects. A contingency plan has been developed for those projects planned for completion by the summer of 2020 and will be subject to agreement by the Care Inspectorate. This will mitigate delay and risk of not delivering the entitlement on time. This contingency plan is built on the advice of the Scottish Government, at minimal cost to the expansion budget and disruption to schools and ELC involved. The contingency models recommended for

Councils are to adapt service models, register alternative space, hire additional community space, register outdoor space and provide modular accommodation. See Appendix 1, Early Learning & Childcare Phasing Plan 2018 – 2020 for our contingency plan. Our contingency plan may not be necessary if projects are delivered on time. However, it will ensure that children and families are guaranteed their entitlement to 1140 hours. The number of children at risk of not having their entitlement at August 2020 is 230. See table 1

Table 1

ELCC	Number of places at risk: August 2020
Carleith PS ELCC	50
OLOL PS ELCC	60
Dalreoch PS ELCC	80
Gavinburn PS ELCC	40

- 4.7** There is a small increase in the number of parents requesting the blended model from childminders for entitled three and four year olds. Childminders and private providers are also willing to deliver early learning and childcare for eligible two year olds. As a contingency we will use the service of childminders if we cannot provide sufficient places for eligible two year olds in our ELC by August 2020.

5. People Implications

- 5.1** There are significant implications for people in WDC. Our recruitment programme for the settings delivering 1140 from September 2019 until 1140 hours is complete. For the final phasing of our plan; recruitment is underway to meet target opening dates. The impact of the ELC Expansion has benefited our communities and provided employment for a range of staff not only for qualified early learning and childcare workers. See table 2 for details of our recruitment to date. The figures are full time equivalent (FTE).

Table 2

Workers/Designation	Numbers Recruited (FTE)	Male	Female
Clerical	2	0	2
Modern Apprentices	6	1	5
Learning Assistants	3.5	0	3.5
Early Years Assistants	8.27	0	8.27
Early Learning and Childcare Workers	53.5	1	52.5
Senior Early learning and childcare workers	4	0	4
Lead Officers	6	1	5
Principal Officers	1	0	1
Principal Teachers	2.2	0	2.2
Facilities Staff (catering assistants, cleaners, facilities assistants)	11.35	0	11.35
TOTAL	97.82	3	94.82

6. Financial and Procurement Implications

6.1 There is no change to the multi-year funding of the expansion plan which guarantees our delivery of 'Funding Follows the Child' for the entitlement to 1140 hours of ELC for all three and four year olds by their eligible date in school session 2020/2021. Our model of delivery has had several revisions to ensure that we deliver 1140 hours on time. This has necessitated a change to our capital and revenue funding plan which is reflected in the revised phasing. See Appendix 2, The Early Learning & Childcare Financial Phasing Plan 2018 - 2022.

6.2 As previously reported the financial template submitted to Scottish Government in February 2018 has been reviewed and used in deciding the multi-year funding allocation to this authority. Each year's funding is included in the previous year's figures. The multi-year allocations were announced in May 2018 and are as follows for West Dunbartonshire:

Financial Year	Revenue £m	Capital £m
2018/19	1.410	0.580
2019/20	5.268	2.380
2020/21	8.717	4.480
2021/22	9.723	5.880

6.3 There are no new financial implications with this update report, officers continue to review the Early Years Expansion programme to ensure that plans for year two and three align with multi-year funding. We are on track with our expansion plan and financial spend for each project.

7. Risk Analysis

7.1 The key risks to the project:

- delays in delivery of infrastructure expansion
- delays in delivering the entitlement to all 3 and 4 year olds and eligible 2 year olds by August 2020
- recruiting and developing a skilled and committed workforce
- ensuring that all ELC settings meet the criteria for the national standard

Plans are in place to mitigate risks to the plan. The infrastructure plan and dates for delivery of our nursery classes and refurbished ELCC have been revised for delivery by August 2020. Contingency plans and funding of £200k is in place to ensure that if there are delays to the building programme, this will not impact the guaranteed entitlement for all 3 and 4 year olds and eligible 2 year olds. Our recruitment plan, training and individual pathways are in place for the workforce. Leadership training for leads, principals and head teachers will ensure that we can meet the criteria for the national standard. Intensive support is also being provided for ELC, with evaluations below good.

8. Equalities Impact Assessment (EIA)

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

9. Consultation

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

10. Strategic Assessment

- 10.1** This report reflects the Council's aspiration to have a strong local economy, improved employment opportunities and efficient and effective frontline services that improve the everyday lives of residents. These are strategic priorities for 2017-2022.

Laura Mason

Chief Education Officer

Person to Contact: Kathy Morrison, Lead Officer, Education, Learning and Attainment
Telephone No: 01389 737487
Email: kathy.morrison@west-dunbarton.gov.uk

Appendices Appendix 1 - Early Learning & Childcare Phasing Plan 2018 - 2020.
Appendix 2 - The Early Learning & Childcare Financial Phasing Plan 2018 - 2022.

Background Papers:

Wards Affected: All

Appendix One - Geographical Phasing

Phasing Plan 2018 - 2020

Area	ELCC	Project Completion Date	Date of Opening to Children for 1140 hours
1 Vale of Leven	Balloch	Complete	Complete
2 Vale of Leven	St. Mary's Alexandria 3-5 Service	Complete	Complete
3 Vale of Leven	Ferryfield 0-3 Service	Complete	Complete
4 Vale of Leven	Levenvale ELCC 3-5 Service	Complete	Complete
5 Vale of Leven	Gartocharn ELCC 0-5 Service	Complete	Complete
6 Vale of Leven	Dalmonach 3-5 Service	Oct-19	Dec-19
7 Vale of Leven	Riverside ELCC	Complete	Complete
8 Vale of Leven	Carousel Alexandria	Apr-20	Phasing From April 2019
9 Vale of Leven	Lennox ELCC Bonhill 3-5 Service	Complete	Phasing from December 2019
10 Vale of Leven	St Ronan's PS 3-5 Service	Oct-19	Dec-19
11 Vale of Leven	Ladyton ELCC 2-3 Service	Aug-20	Aug-20

1	Dumbarton	Andrew B Cameron ELCC 3-5 Service	Complete	Complete
2	Dumbarton	Meadowview / Braehead ELCC 0-5 Service	Jan-20	Mar-20
3	Dumbarton	Bellsmyre ELCC 3-5 Service	Complete	Complete
4	Dumbarton	Dalreoch Primary Class 3-5 service	Aug-20	Aug-20
5	Dumbarton	Brucehill ELCC 3-5 Service	Aug-20	Aug-20
6	Dumbarton	Great Start	Apr-20	Phasing From April 2019
7	Dumbarton	Tots R Us	Apr-20	Phasing From April 2019
8	Dumbarton	Carousel Dumbarton	Apr-20	Phasing From April 2019
1	Clydebank	Linnvale ELCC 3-5 Service	Complete	Complete
2	Clydebank	St. Eunan's ELCC 3-5 Service	Complete	Complete
3	Clydebank	Clydebank ELCC 3-5 Service	Complete	Complete
4	Clydebank	Whitecrook ELCC 3-5 Service	Minor works complete	Dec-19
5	Clydebank	Whitecrook PS ELCC 3-5 Service	Oct-19	Dec-19
6	Clydebank	OLOL PS ELCC 3-5 Service	Jan-20	Aug-20
7	Clydebank	Dalmuir ELCC 3-5 Service	NA	Aug-20

8	Clydebank	Gavinburn PS ELCC 3-5 Service	Jan-20	Aug-20
9	Clydebank	Linnvale ELCC 3-5 Service	Aug-20	Aug-20
10	Clydebank	Lennox ELCC Faifley 0-3 Service	Kitchen adaptations	Aug-20
11	Clydebank	St. Mary's PS ELCC Duntocher 3-5 Service	NA	Aug-20
12	Clydebank	Carleith PS ELCC 3-5 Service	May-20	Aug-20
13	Clydebank	Auchnacraig ELCC 3-5 Service	Feb-20	Apr-20
14	Clydebank	Kilbowie ELCC 3-5 Service	NA	Phasing From November 2019
15	Clydebank	Bright Beginnings	Apr-20	Phasing From April 2019
16	Clydebank	Brookland	Apr-20	Phasing From April 2019
17	Clydebank	Nursery Times	Apr-20	Phasing From April 2019
18	Clydebank	Sunflower	Apr-20	Phasing From April 2019
19	Clydebank	Villa Kindergarten	Apr-20	Phasing From April 2019
20	Clydebank	Lucky Little Stars	Apr-20	Phasing From April 2019
21	Clydebank	Children's Hour	Apr-20	Phasing From April 2019

Appendix One - CONTINGENCY PLAN

	3-5 year olds		Date Building Project Will Commence	Contingency Planning	Comments
		Numbers of children			
1	Brucehill ELCC	80	NA	52 week service model if Dalreoch is not delivered on time. Packed lunches if short term.	Contingency plan to be agreed with Care Inspectorate.
3	Dalreoch PS ELCC	80	TBC	No start date - building warrant required.	Project plan to be agreed with Care Inspectorate.
4	LOLO PS ELCC	80	Jan-20	Project due to start January 2020. This must start in January to deliver on time.	Project plan to be agreed with Care Inspectorate.
5	Dalmuir ELCC	60	NA	52 week service model if LOLO ELCC is not delivered on time. Children will eat in the LOLO school hall.	Contingency plan to be agreed with Care Inspectorate.
6	Gavinburn PS ELCC	80	Jan-20	If project is not delivered on time register Napier Hall /register space in school for 40 children. Project due to start January 2020.This must start in January to deliver on time.	Additional classroom refurbishment/extension. New kitchen required (not big enough to provide meals for the school and ELC).
7	Carleith PS ELCC	56	May-20	Project due to start May 2020 which will be too late for delivery by August 2020.	Project plan agreed with Care Inspectorate.
8	St. Mary's PS ELCC Duntocher	50	NA	Register space at Carleith PS.	Contingency plan to be agreed with Care Inspectorate.
9	Linnvale ELCC	40	Aug-20	Use Whitecrock / Clydebank ELCCs for additional places.	Project plan agreed with Care Inspectorate.
	0-3 year olds		Date Building Project Will Commence	Comments	Work Required
		Numbers of children			
1	Ladyton ELCC	25	TBC	Alternative placements with child minders and Carousel Private Nursery Alexandria	New kitchen

2	Lennox Faifley	40	TBC	Alternative placements with child minders and Funded Private Providers	New kitchen
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WEST DUNBARTONSHIRE COUNCIL

EARLY YEARS EXPANSION - BREAKDOWN AREA REVENUE EXPENDITURE

Income	18/19	19/20	20/21	21/22
SG Grant	1,410,298	5,268,000	8,717,000	9,723,000
Grant c/f	141,827			-
TOTAL INCOME	1,552,125	5,268,000	8,717,000	9,723,000
Expenditure - Area				
Vale of Leven	202,274	1,522,595	2,032,916	2,211,100
Dumbarton	44,870	934,595	2,205,168	2,552,120
Clydebank	54,443	728,894	3,521,607	4,158,126
All Areas	902,634	1,262,724	1,820,357	1,114,837
TOTAL EXPENDITURE	1,204,221	4,448,808	9,580,048	10,036,183
Variance	206,077	819,192 -	863,048 -	313,183

Appendix 2: Early Learning & Childcare Financial Phasing Plan 2018 - 2022												
Area	ELCC	Capital Spend 18/19	Capital Spend 19/20	Capital Spend 20/21	Capital Spend 21/22	Revenue Spend 18/19	Revenue Spend 19/20	Revenue Spend 20/21	Revenue Spend 21/22	Project Completion Date	Date of Opening to Children for 1140 hours	Comments
		£	£	£	£	£	£	£	£			
Vale of Leven	Balloch	0	0	0	0	0	22,151	93,818	96,316	Complete	Aug-19	Project Completed
Vale of Leven	St. Mary's Alexandria 3-5 Service	6,514	56,000	0	0	168,589	295,559	299,368	310,092	Complete	Apr-18	Project Completed
Vale of Leven	Ferryfield 0-3 Service	260,747	0	0	0	33,685	33,685	34,696	35,736	Complete	Oct-18	Project Completed
Vale of Leven	Levenvale ELCC 3-5 Service	71,212	0	0	0	0	540,389	554,482	565,382	Jun-19	Aug-19	Project Completed
Vale of Leven	Gartocharn ELCC 0-5 Service	0	10,000	0	0	0	67,597	34,480	32,402	Complete	Aug-19	Phasing Completed
Vale of Leven	Dalmonach 3-5 Service	0	462,500	0	0	0	371,391	370,896	395,491	Aug-19	Aug-19	Project delayed due to issues with the site.
Vale of Leven	Riverside ELCC	0	0	415,000	0	0	0	119,673	146,810	Complete	Aug-19	Project Completed
Vale of Leven	Carousel Alexandria	0	0	0	0	0	69,414	173,793	179,496	Aug-20	Phasing From April 2019	Phasing completion by Aug 20.
Vale of Leven	Lennox ELCC Bonhill 3-5 Service	0	0	0	0	0	8,120	74,713	86,703	Aug-20	Aug-20	Phasing completion by Aug 20.
Vale of Leven	St Ronan's PS 3-5 Service	0	60,000	0	0	0	114,289	246,582	258,363	Aug-19	Dec-19	Project completion scheduled for Dec 19.
Vale of Leven	Ladyton ELCC 2-3 Service	0	32,000	0	0	0	0	30,415	104,309	Aug-20	Aug-20	Phasing completion by Aug 20.
TOTAL VALE OF LEVEN		338,473	620,500	415,000	0	202,274	1,522,595	2,032,916	2,211,100			

Area	ELCC	Capital Spend 18/19	Capital Spend 19/20	Capital Spend 20/21	Capital Spend 21/22	Revenue Spend 18/19	Revenue Spend 19/20	Revenue Spend 20/21	Revenue Spend 21/22	Project Completion Date	Date of Opening to Children for 1140 hours	Comments
Dumbarton	Andrew B Cameron ELCC 3-5 Service	0	160,000	0	0	39,870	576,918	573,046	593,775	Jun-19	Aug-19	Project Completed
Dumbarton	Meadowview Braehead ELCC 0-3 / 3-5 Services	30,767	644,387	0	0	0	0	437,390	456,764	Apr-20	Apr-20	Project due for completion April 20.
Dumbarton	Bellsmyre ELCC 3-5 Service	0	0	0	0	5,000	159,671	158,181	165,553	Aug-19	Aug-19	Project Completed
Dumbarton	Dalreoch Primary Class 3-5 service	0	0	130,000	0	0	0	446,779	656,298	Aug-20	Aug-20	Project due for completion Aug 20.
Dumbarton	Brucehill ELCC 3-5 Service	0	0	55,000	0	0	0	55,678	82,906	Aug-20	Aug-20	Project due for completion Aug 20.
Dumbarton	Great Start	0	0	0	0	0	73,902	186,040	197,446	Aug-20	Phasing From April 2019	Phasing completion by Aug 20.
Dumbarton	Tots R Us	0	0	0	0	0	54,690	130,976	148,084	Aug-20	Phasing From April 2019	Phasing completion by Aug 20.
Dumbarton	Carousel Dumbarton	0	0	0	0	0	69,414	217,078	251,294	Aug-20	Phasing From April 2019	Phasing completion by Aug 20.
TOTAL DUMBARTON		30,767	804,387	185,000	0	44,870	934,595	2,205,168	2,552,120			

Area	ELCC	Capital Spend 18/19	Capital Spend 19/20	Capital Spend 20/21	Capital Spend 21/22	Revenue Spend 18/19	Revenue Spend 19/20	Revenue Spend 20/21	Revenue Spend 21/22	Project Completion Date	Date of Opening to Children for 1140 hours	Comments
Clydebank	Linnvale ELCC 3-5 Service	0	0	37,000	0	54,443	25,093	24,495	33,616	Complete	Aug-18	Project Completed.
Clydebank	St. Eunan's ELCC 3-5 Service	0	160,000	0	0	0	141,096	238,036	248,195	Apr-19	Aug-19	Project Completed.
Clydebank	Clydebank ELCC 3-5 Service	0	10,000	65,000	0	0	0	6,828	10,357	Oct-19	Oct-19	Project Completed.
Clydebank	Whitcroft ELCC 3-5 Service	0	85,000	0	0	0	0	80,537	85,945	Dec-19	Jan-20	Project due for completion Jan 20.
Clydebank	Whitcroft PS ELCC 3-5 Service	0	190,000	0	0	0	139,676	284,052	324,608	Nov-19	Jan-20	Project due for completion Jan 20.
Clydebank	OLOL PS ELCC 3-5 Service	0	320,000	0	0	0	0	404,241	404,283	Apr-20	Apr-20	Project due for completion April 20.
Clydebank	Dalmuir ELCC 3-5 Service	0	18,000	0	0	0	0	124,754	177,688	Aug-20	Aug-20	Project due for completion Aug 20.
Clydebank	Gavinburn PS ELCC 3-5 Service	0	120,000	0	0	0	0	155,235	154,484	Apr-20	Apr-20	Project due for completion April 20.
Clydebank	Linnvale ELCC	0	0	119,000	0	0	0	117,249	156,247	Aug-20	Aug-20	Project due for completion Aug 20.
Clydebank	Lennox ELCC 0-3 Service	0	0	0	0	0	0	0	0	Aug-20	Aug-20	Project due for completion Aug 20.

Area	ELCC	Capital Spend 18/19	Capital Spend 19/20	Capital Spend 20/21	Capital Spend 21/22	Revenue Spend 18/19	Revenue Spend 19/20	Revenue Spend 20/21	Revenue Spend 21/22	Project Completion Date	Date of Opening to Children for 1140 hours	Comments
Clydebank	St. Mary's PS ELCC Duntocher 3-5 Service	0		10,000		0	0	0	0	Aug-20	Aug-20	Project due for completion Aug 20.
Clydebank	Carleith PS ELCC 3-5 Service	0		184,000		0	0	237,665	333,928	May-20	Aug-20	Project due for completion Aug 20.
Clydebank	Auchnacraig ELCC 3-5 Service	23,297	291,000	0	0	0	0	505,075	566,207	Apr-20	Apr-20	Project due for completion Aril 20.
Clydebank	Kilbowie ELCC 3-5 Service	0	0	25,000	0	0	0	121,232	163,775	Aug-20	Phasing From Jan 20	Completion due Aug 20.
Clydebank	Bright Beginnings	0	0	0	0	0	54,690	140,371	166,034	Aug-20	Phasing From April 2019	Phasing completion by Aug 20.
Clydebank	Brookland	0	0	0	0	0	68,152	200,390	260,269	Aug-20	Phasing From April 2019	Phasing completion by Aug 20.
Clydebank	Nursery Times	0	0	0	0	0	69,414	197,072	219,883	Aug-20	Phasing From April 2019	Phasing completion by Aug 20.
Clydebank	Sunflower	0	0	0	0	0	78,389	282,005	358,992	Aug-20	Phasing From April 2019	Phasing completion by Aug 20.
Clydebank	Villa Kindergarten	0	0	0	0	0	54,690	107,698	107,698	Aug-19	Phasing From April 2019	Phasing completion by Aug 20.
Clydebank	Lucky Little Stars	0	0	0	0	0	54,690	185,292	242,320	Aug-19	Phasing From April 2019	Phasing completion by Aug 20.
Clydebank	Children's Hour	0	0	0	0	0	43,004	109,380	143,597	Aug-19	Phasing From April 2019	Phasing completion by Aug 20.
CLDEBANK TOTAL		23,297	1,194,000	440,000	0	54,443	728,894	3,521,607	4,158,126			

Area	ELCC	Capital Spend 18/19	Capital Spend 19/20	Capital Spend 20/21	Capital Spend 21/22	Revenue Spend 18/19	Revenue Spend 19/20	Revenue Spend 20/21	Revenue Spend 21/22	Project Completion Date	Date of Opening to Children for 1140 hours	Comments
All Areas	Kilpatrick Early Years Service	10,000	0	0	0	0	5,000	0	0			
All Areas	Childminders	0	0	0	0	0	0	15,581	15,581			
All Areas	Facilities Management	0	0	0	0	29,839	31,981	0	0			
All Areas	Central Management	0	0	0	0	268,654	419,365	437,018	317,857			
All Areas	Graduates	0	0	0	0	118,400	303,448	312,551	321,928			
All Areas	Psychological Service	0	0	0	0	0	69,042	70,250	71,480			
All Areas	Early Years Outreach Posts	0	0	0	0	0	41,203	42,439	43,712			
All Areas	Cover	0	0	0	0	0	20,000	20,000	20,000			
All Areas	Workforce Development	0	0	0	0	0	20,000	20,000	20,000			
All Areas	Expansion Management Service Structure	0	0	0	0	267,649	197,052	98,240	0			
All Areas	Resourcing Better Futures	0	0	0	0	200,504	0	185,619	185,620			
All Areas	Modern Apprentices	0	0	0	0	17,588	18,115	18,659	18,659			
All Areas	Outdoor Learning	0	0	0	0	0	100,000	100,000	100,000			
All Areas	CFCR Expansion (Dabden, Pram Shelters)	0	0	0	0	0	0	300,000	0			
All Areas	Unallocated expansion funds to allow for ongoing variations in need	0	0	0	0	0	0	200,000	0			
All Areas	Kitchen Equipment (upgrade to legacy facilities)	0	200,000	250,000	0	0	37,518	0	0			
All Areas	Provision of outdoor areas	0	0	600,000	0	0	0	0	0			
All Areas	Salaries Recharge	39,584	50,264	50,264	50,264	0	0	0	0			
TOTAL EXPENDITURE		49,584	250,264	900,264	50,264	902,634	1,262,724	1,820,357	1,114,837			

Area	ELCC	Capital Spend 18/19	Capital Spend 19/20	Capital Spend 20/21	Capital Spend 21/22	Revenue Spend 18/19	Revenue Spend 19/20	Revenue Spend 20/21	Revenue Spend 21/22	Project Completion Date	Date of Opening to Children for 1140 hours	Comments
	SCOTTISH GOVERNMENT FUNDING	1,800,000	2,100,000	1,400,000	0	1,410,298	5,268,000	8,717,000	9,723,000			
	UNALLOCATED GRANT FROM	0	1,357,879	588,728	48,464	150,963	357,040	1,176,232	313,183			
	TOTAL GRANT INCOME	1,800,000	3,457,879	1,988,728	48,464	1,561,261	5,625,040	9,893,232	10,036,183			
	TOTAL - ALL EXPENDITURE	442,121	2,869,151	1,940,264	50,264	1,204,221	4,448,808	9,580,048	10,036,183			
	VARIANCE	1,357,879	588,728	48,464	-1,800	357,040	1,176,232	313,183	0			

WEST DUNBARTONSHIRE COUNCIL**Report by Chief Education Officer****Educational Services Committee: 4 December 2019**

Subject: 2019 Census – Pupil and Teacher Numbers**1. Purpose**

- 1.1** This report provides Committee with an update on the data reported to Scottish Government in relation to the annual census of pupil and teacher numbers. The report also outlines the pupil teacher ratio (PTR) for 2019/2020 which will be published in December 2019.

2. Recommendations

- 2.1** It is recommended that Committee notes:

- (i) the authority has met the objective to maintain a PTR of 13.5 (or lower),
- (ii) the figures submitted to Scottish Government and validated on 14 November 2019 will be published in December.

3. Background

- 3.1** Scottish Government undertakes an annual teacher workforce planning exercise to monitor key measures and commitment to protecting teacher numbers. The information submitted to Scottish Government is based on data collected in a pre-set date in September and returned on a pre-set date in October. The dates this year were 18 September 2019, with a submission date of 15 October 2019.
- 3.2** The key objective for local authorities is to ensure a national PTR is achieved. The national PTR in 2018 was 13.6 meaning an average of 13.6 pupils per teacher per class. If the overall national commitment is not met then individual authorities who have contributed to this by reducing their PTR from the 2015 census data may receive a sanction. Our published PTR in 2015 was 13.5 and each year we aim to maintain or improve on this figure.

4. Main IssuesPupil Teacher Ratio

- 4.1** Table 1 shows the actual 2018/19 figures as shown within the published census data and the 2019/20 teacher and pupil numbers as calculated for the statistical return for Scottish Government. The figures for primary and

secondary schools include posts funded from Scottish Government monies, the Scottish Attainment Challenge and Pupil Equity Fund.

There has been an increase of 27 teachers in comparison with the previous year. The main reason for this is the increase in our probationer teacher allocation, an increase in SAC/PEF funded posts, and a lower than projected increase in the pupil roll.

Table 1 - Teachers in schools – All sectors (including Early Learning and Childcare)

Year	ELC	Primary Schools	Secondary Schools	Special Schools	Centrally Employed	Total FTE
2018/19	9	460	430	49	17	965
2019/20	12	468	450	49	13	992

(figures may not sum to total due to rounding).

- 4.3** Table 2 shows total teacher numbers (including primary, secondary, special and centrally employed but **excluding** ELC). The PTR is calculated by dividing the number of pupils by the total of teachers at Census date, **excluding** those within ELC centres. As this figure includes posts funded from Scottish Government monies this reflects favourably on the PTR.

Table 2 – Teachers in schools / PTR (all sectors excluding ELC)

Year	Primary Schools	Secondary Schools	Special Schools	Centrally Employed	Total FTE	Pupil Nos.	PTR
2018/19	460	430	49	17	956	12560	13.1
2019/20	468	450	49	13	980	12569	12.8

(figures may not sum to total due to rounding).

- 4.4** To monitor whether our commitment to maintain a PTR of 13.5 or improve the PTR, posts funded from Scottish Government monies require to be excluded. Table 3 provides the PTR when these posts are removed, and shows an increase of 17 FTE which resulted in the PTR moving from 13.5 to 13.3.

Table 3 – Teachers in schools / PTR (all sectors excluding ELC and funded posts)

Year	Primary Schools	Secondary Schools	Special Schools	Centrally Employed	LESS Funded Posts	Total FTE	Pupil Nos.	PTR
2018/19	460	430	49	17	26	930	12560	13.5
2019/20	468	450	49	13	33	947	12569	13.3

(figures may not sum to total due to rounding).

Issues Impacting on Teacher Numbers

- 4.5** Whilst all efforts are made to maintain teacher numbers it is recognised that factors such as teacher shortages and probationer allocation can impact on numbers. The previous recruitment initiatives undertaken, which included offering permanent to authority posts, commencing recruitment earlier to retain probationer teachers, co-ordinating volunteer placements and working/

closely with the Return to Teaching Course at Strathclyde University enabled us to manage recruitment requirements.

Probationer Allocation

- 4.6** The Scottish Government sets an annual target for the number of places for probationers that each local authority needs in order to contribute to the national deployment of probationers and contribute to the development of the future workforce. Table 4 details our bid for probationers for 2019/20 and the allocation.

Table 4 – Probationer Teacher Breakdown

Sector	Target	WDC Bid	Allocated	Actual at Census
Primary	41	38	48	42
Secondary	36	43	46	42
Total	77	81	94	84

- 4.7** The WDC bid is normally higher than the target as there is an expected 12% drop off from the number of probationers allocated and the final number who come to the authority.
- 4.8** At census date 84 probationers were in post (42 primary and 42 secondary), a significant increase of 26 allocated probationers from the previous year. This demonstrates that the efforts made by Scottish Government to promote teaching as a career have been effective and encouraged individuals to train in the profession. This increase contributed to the improved PTR for 2019, and recognition of the increase in probationer allocation will be factored into the annual staffing exercise for 2020/2021.

5. People Implications

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

6. Financial Implications

- 6.1** There may be potential financial sanctions as part of the local government settlement for failing to maintain teacher numbers. The allocation of probationers was met from the existing staffing budgets.

7. Risk Analysis

- 7.1** Failure to maintain an adequate PTR may result in a financial penalty to WDC.
- 7.2** Failure to maintain an adequate PTR would impact on the learning and teaching environment.

8. Equalities Impact Assessment (EIA)

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

9. Consultation

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

10. Strategic Assessment

- 10.1** The review exercise directly supports the Council's strategic priorities relating to open, accountable and accessible local government.

Name	Laura Mason
Designation	Chief Education Officer
Date:	31 October 2018

Person to Contact:	Andrew Brown, Senior Education Officer 16 Church Street, Dumbarton. andrew.brown@west-dunbarton.gov.uk Tele: 01389 776970
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Appendices:	None
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Background Papers:	None
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Wards Affected:	All
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WEST DUNBARTONSHIRE COUNCIL**Report by Chief Education Officer****Education Services Committee: 4 December 2019**

Subject: West Partnership Improvement Plan Update**1. Purpose**

- 1.1** This report provides the Committee with an opportunity to examine the West Partnership's Improvement Plan and to seek the Committee's endorsement of the plan. (Appendix 1)

2. Recommendations

- 2.1** Members of the Educational Services Committee are asked to note:

- a) the contents of the evaluation of the 2018/19 Regional Improvement Plan (Appendix 2) and
- b) the 2019/22 Regional Improvement Plan for the West Partnership (Appendix 1).

3. Background

- 3.1** The 'Education Governance: Next Steps' paper focused on the empowerment of teachers, parents and communities to deliver excellence and equity for all learners and recommends the establishment of new Regional Improvement Collaborative (RICs). The paper stated that RICs would:

- provide excellent educational improvement support for head teachers, teachers and practitioners through dedicated teams of professionals. These teams will draw on Education Scotland staff, local authority staff and others;
- provide coherent focus across all partners through delivery of an annual regional plan and associated work programme aligned with the National Improvement Framework; and
- facilitate collaborative working across the region, including sharing best practice, supporting collaborative networks and pursuing partnership approaches.

- 3.2** The Glasgow City Region Education Committee's Terms of Reference, as agreed in January 2018, require the Committee to examine and endorse the draft Improvement Plan. This attached plan and evaluation of the 2018/19 plan was endorsed by the Committee in September 2019. In addition, in seeking to ensure local democratic accountability, members are asked to report back to their own authorities through appropriate individual local governance arrangements.

4. Main Issues

- 4.1** The Glasgow City Region Education Improvement Collaborative (known as the West Partnership) is made up of the following local authorities: East Dunbartonshire, East Renfrewshire, Glasgow, Inverclyde, North Lanarkshire, Renfrewshire, South Lanarkshire and West Dunbartonshire.
- 4.2** The improvement plan, and associated actions, is also overseen by the existing governance arrangements for each local authority. The West Partnership is overseen by the Glasgow City Region Education Committee made up of the Education Conveners (or appropriate substitute) from each member authority. The Committee meets on a quarterly basis
- 4.3** The evaluation of the 2018/19 Plan (Appendix 1) and the 2019/22 Regional Improvement Plan (Appendix 2) were submitted to the Scottish Government in September 2019 after having been agreed by the Committee.

5. People Implications

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

6. Financial and Procurement Implications

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

7. Risk Analysis

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

8. Equalities Impact Assessment (EIA)

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

9. Consultation

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

10. Strategic Assessment

- 10.1** This report reflects the Council's aspiration to have a strong local economy, improved employment opportunities and efficient and effective frontline services that improve the everyday lives of residents. These are strategic priorities for 2017-2022.

Laura Mason
Chief Education Officer

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Appendices Appendix 1 - 2019/22 Regional Improvement Plan
Appendix 2 - 2018/19 Evaluation of Regional
Improvement Plan

Background Papers:

Wards Affected: All

WEST PARTNERSHIP

2019/22

REGIONAL IMPROVEMENT PLAN

EQUITY,
EXCELLENCE &
EMPOWERMENT

SHIFTING THE OWNERSHIP OF CHANGE

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Appendix 1



GLASGOW
CITY REGION
Education



Foreword

As Convenor of the Glasgow City Region Education Committee, I am pleased to present the West Partnership's Regional Improvement Plan 2019 – 2022.

The West Partnership draws together the eight high-performing partner authorities of the City Region, collectively coming together to both enhance and support our existing work across education improvement and, explore where we can work collaboratively to find new ways to benefit all of our region's children and young learners.

This latest plan, spanning from 2019-22, builds on the progress and successes we've achieved together so far. In a few short years we have embarked on a number of ambitious programmes and pilots, already seeing much of it start to pay off. Whilst we recognise that it will take time for us to truly be able to demonstrate our impact, what is clear is that, through working collegiately, staff from a range of different roles and sectors throughout the region have been able to benefit which, ultimately, is helping everyone to improve practice across our schools and early years centres.

Our scale as well as our diversity present unique challenges that we have to face and seek to overcome if we are to continue to succeed. There's no 'one size fits all' approach when it comes to improvement but, crucially, we have equally been working to establish where the common ground does exist, even across vastly different schools.

Crucially, it is this spirit of collaboration that will ensure we continue to succeed – delivering a bottom up approach to ensure that we truly do shift the ownership of change to those on the frontline of service delivery.

Equity, Excellence and Empowerment is, and will remain, the driving vision for everyone in the West Partnership. We know that by focusing on these three areas we will bring about improvement, complementing and enhancing the excellent work already underway across each of our authorities, and grasp the opportunity to truly transform education across the entire region.

We have always been clear that the development of the West Partnership remains a journey, one which will continue to evolve with every step that we take. This Regional Improvement Plan sets out the next stage of this journey – providing for an ambitious, evidence-based set of aims and actions, delivered collaboratively across and within all eight partner authorities. I am proud to present it.



Councillor

Jim Paterson

**Convenor
West Partnership**

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Introduction

I am pleased to introduce the Regional Improvement Plan 2019/22, setting out the ambitions we have for driving improvement across the eight partner authorities which, together, form the West Partnership.

From our establishment in 2017, we have sought to build on the successes of each of the partners, eight high performing, ambitious Councils, by complementing and, where possible, enhancing these individual efforts. We have been clear from the beginning: the West Partnership sits alongside our individual authorities, as a partner, not as a replacement. Each individual authority continues to be the primary driver of improvement but, where we can make a greater impact on our stakeholders by working together, we will choose to do so.

As the West Partnership evolves, we continue to work with national agencies to rethink and reshape roles and responsibilities to enhance arrangements to drive improvements both within and across local authorities.

Last year we set out our vision of Equity, Excellence and Empowerment across the eight partners and set out an ambitious, action-focused plan that would see us deliver on this. By seeking to work collaboratively, drawing on the expertise, skills and experience from across our region, we sought opportunities to learn from one another, at all levels, and aspire to do the best we can for the learners we work with. The further development of our learning system is central to achieving our vision, establishing a culture where we can foster collaboration at all levels. We will achieve this by building collective agency across our local authorities and shifting the ownership of change to those who are best placed to lead it.

Across all of our individual workstreams, we have sought to increase our reach, engaging with more staff through a range of different actions. But we want to continue to grow to ensure that, collaboratively, we can continue to achieve success and drive improvement.

Even in the short time we have been in existence, we have demonstrated the impact we can have. The report on our activity from 2018/19 demonstrates that, although we have

a long way to go, we are already impacting on classroom practices.

It remains too early for us to definitively attribute successes across each of our partners to the work we carry out collaboratively. This remains a challenge and one that we are seeking to tackle through the expansion of our Evaluating and Reporting Group. Collectively we face continued challenges and we must recognise the value that collaboration can bring – ensuring that through partnership working and collegiality we are stronger than individual authorities.

Nationally and internationally, research has demonstrated the impact collaboration can have. The highly successful Education Scotland [School Improvement Partnership Programme](#) demonstrated that when improvements are locally owned and led by teachers and school leaders working in partnership and collaboration with like-minded professionals, learners are more engaged in their learning and increases in their attainment can be realised.

Our children and young people are at the centre of everything we do. The West Partnership offers us the opportunity to build collective responsibility, ensuring that we each look beyond our own authority boundaries to build a learning system and bring about improvement across our partnership. Drawing on each other, building a team of all the talents gives us real opportunities to reach beyond what we already do, enhance our existing work and continue to improve outcomes for all of our children and young people.



Mhairi Shaw

Regional Lead Officer
West Partnership





Our Vision

The West Partnership is clear in our vision: we want to embed the values of equity, excellence and empowerment in everything we do, building a culture of where we work collaboratively across the eight partners to continually improve learning experiences and increase attainment for every learner across the region.

Over the last year, following the publication of our previous Regional Improvement Plan, we have sought to put in place the systems and frameworks to help us deliver on this vision and implement actions to support the work of the eight partner authorities to help them enhance their existing efforts.

But we know that improvement isn't just something we can drive from the centre.

The West Partnership is setting an ambitious and aspirational agenda to close the poverty-related attainment gap (equity) and improve attainment and achievement for all (excellence). Empowerment is the way in which we believe we can shift the ownership of change and enable our staff to take collective action to deliver on this.

As the largest of the Regional Improvement Collaboratives, working with approximately one third of all Scotland's school population, if we want to truly deliver sustainable improvement, we need to be driving change from the bottom. We will ensure that every stakeholder is empowered to achieve the changes they need to make to address the needs of each individual learner, devise experiences which will engage them and support them to lead their own learning, and, of course, to improve their sense of achievement and attainment. To do this we have a long term aim to have every educator in the West Partnership engaged with colleagues and partners to bring about improvement in their class and playrooms through professional learning.

We hear a great deal about teacher agency where teachers are empowered and expected to direct their professional growth and contribute to that of their colleagues. In the West Partnership we are building collective agency with a shared belief in our ability to improve results, supporting individuals to work together to secure what they cannot accomplish on their own. It is by **shifting the ownership of change** that we drive our vision forward, overcome barriers to or lack of engagement in learning and raise achievement and attainment for all. Therefore, our purpose will continue to establish and facilitate networks of professionals to work collaboratively to achieve our vision of Equity, Excellence and Empowerment.

Each of the workstream's action plans outlined later in this document has a clear link to our vision, clearly identifying how, through their actions, they will contribute to achieving Equity, Excellence and Empowerment.

While the workstreams capture many of the key actions being taken forward to bring about improvement, the plan does not attempt to detail every aspect of collaboration across the partnership. Other areas of work such as shared professional learning for STEM are also well underway.

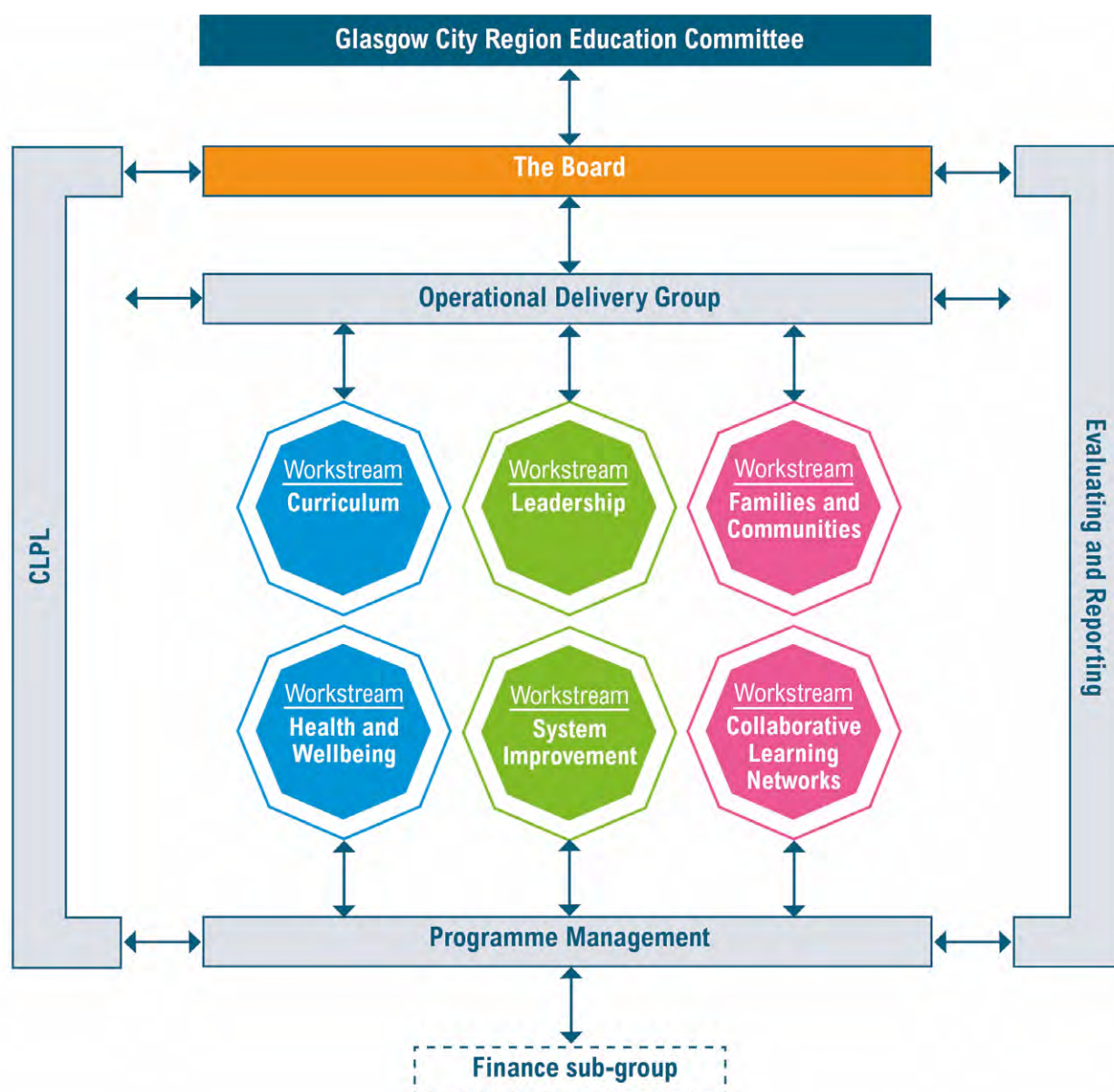
Governance and Operational Structure

Locally, as the West Partnership continues to grow in both its reach and its ambition, consideration has been given to the effectiveness of the existing operational and governance structures to ensure the Partnership continues to operate efficiently in its work to enhance and support the existing efforts of the eight partner education authorities.

Through a wide ranging review process, a revised governance and operational structure has been agreed by the West Partnership Board and approved by the Regional Education Committee to ensure that we can proceed in the delivery of this ambitious plan over the coming years. The revised structure builds on the strengths of the previous governance

framework, which had been recognised as a key strength of the West Partnership in our initial formative years, whilst seeking to strengthen the strategic role of the senior leaders to maintain our ongoing successes.

The newly agreed governance and operational structure is set out in more detail below:



Regional Education Committee

The West Partnership is overseen by the Glasgow City Region Education Committee ('the Committee'), made up of the Education Conveners (or similar) from each of the partner authorities, as follows:

- East Dunbartonshire Council
Councillor Jim Goodall
- East Renfrewshire Council
Councillor Paul O'Kane
- Glasgow City Council
Councillor Chris Cunningham
- Inverclyde Council
Councillor Jim Clocherty
- North Lanarkshire Council
Councillor Frank McNally
- Renfrewshire Council
Councillor Jim Paterson (Convener)
- South Lanarkshire Council
Councillor Katy Loudon
- West Dunbartonshire Council
Councillor Karen Conaghan

The Committee is responsible for scrutinising and endorsing the Regional Improvement Plan, receiving regular reports on the progress of the plan and its impact on stakeholders. Chaired by the Convener, elected by the membership, the Committee is attended by the eight Directors of Education/Chief Education Officers with other attendees invited as appropriate. A key aspect of the revised structure will see two additional non-voting members co-opted on to the Regional Education Committee. It has been agreed that both a Headteacher representative and Professional Association/Trade Union representative be co-opted, as outlined in the revised Terms of Reference.

Additionally, the governance framework in which the Committee operates provides the opportunity for regular engagement with the Glasgow City Region Cabinet, providing a further level of oversight and scrutiny, whilst enabling strategic links to be established with the wider Glasgow City Regional Economic Strategy.

West Partnership Board

The West Partnership Board ('the Board'), has responsibility for the strategic overview of the work of the West Partnership, with overall responsibility for the development and delivery of the Regional Improvement Plan, including overall responsibility for the finance and resources for the Partnership.

The Board is made up of the Directors of Education/Chief Education Officers of each of the eight partner authorities which make up the West Partnership. In addition, the Board is advised by the Senior Regional Advisor appointed by Education Scotland, the Senior Partnership Officer and professorial representation from Policy Scotland at the University of Glasgow. Staff supporting the work of the West Partnership also attend.

Each of the Board members sponsors an individual workstream, as detailed as part of this Regional Improvement Plan, with responsibility for the direction and reporting progress with their particular action plan.

Operational Delivery Group

In seeking to ensure the Board maintains its strategic leadership role of the West Partnership, the review of the governance and operational structure has led to the development of the Operational Delivery Group, with responsibility for the delivery of the Regional Improvement Plan.

The newly seconded Lead Officers, each with responsibility for workstreams, will work collectively through the Operational Delivery Group, reporting as required to the Board and Committee. In addition, a representative from Education Scotland will attend the group, ensuring that staff and resources from Education Scotland are appropriately deployed where required.

Finance Sub-Group

The West Partnership Board has continued to be supported by the Finance Sub-Group, with particular responsibility for the management of the grant award from the Scottish Government, as well as advising on staffing and other resource issues, as required.

Specialist Groups

In addition to the groups identified above, there are a number of groups and forums that have been established across the West Partnership, drawing together staff from across each of the authorities on specialist areas of work. These groups have a broad range of functions, including the provision of policy advice and guidance to the Board as required.

These networks include, although are not limited to, the following:

- Early Learning and Childcare
- Educational Psychologists
- ASL School Leaders
- Home Education Network
- Community Learning and Development

Developing Through Consultation – Future Plan Development

The West Partnership is committed to ensuring that it reflects the views and ambitions of the workforce, parents and learners across the eight partner authorities to achieve our vision of Equity, Excellence and Empowerment.

As the largest of the Regional Improvement Collaboratives, the West Partnership is home to over one third of Scotland's school population, with thousands of teachers and education staff working in around 860 education establishments, in some of Scotland's most diverse and challenged communities.

Given the scale and diversity of the Partnership, we recognise the challenges we face in ensuring that we can meaningfully consult with all stakeholders in an ongoing way, enabling us to develop and deliver a plan which meets their aspirations. This has previously been identified by Education Scotland as a key area for the West Partnership to continue to develop and as a result we produced and have recently had approval for our Stakeholder Engagement Strategy. Through this, the West Partnership has set out a clear ambition for how we wish to engage with all of our stakeholders, not only in seeking to deliver on the actions contained within this plan, but as we seek to develop subsequent plans and actions in the years ahead.

We have undertaken several consultations, exercises including a fairly significant survey of secondary staff with regards to specialist curriculum networks and we intend/or have already established a number of forums will ensure a level of ongoing consultation with specific stakeholder groups:

- Headteachers (primary, secondary, ASL) and Early Learning and Childcare;
- Professional associations and trade unions;
- Parents and carers; and
- Young people themselves through our ongoing engagement with the MSYPs from across the eight authorities.

It is envisaged that, on a three yearly basis, a wider regional survey/consultation will take place, with all stakeholder groups having the opportunity to participate. This falls in line with the three yearly planning cycles currently used by the Partnership and will ensure that the views of all stakeholders, in addition to those involved within the forums, are reflected in the development of the Regional Improvement Plan.

We recognise that communication and engagement is an area which we need to continue to address and are committed to doing so as we develop our systems and continue to evolve.

Evaluating the Impact of the Improvement Plan

The Evaluating and Reporting Workstream Steering Group continues to:

‘Be the focal point for evaluating, measuring
and reporting on the impact of the
West Partnership’s Improvement Plan.’

This workstream is crucial to the work of the West Partnership, supporting it to evaluate its activities and use evidence to identify future priorities. Action is planned to extend and enhance the role and impact of this workstream. Tools to systematically evaluate the quality of partnership learning events and the longer term impact on participants and learners will allow us to gather data and other evidence to demonstrate the added value of collaboration.

The Scottish Government also published research (Regional Improvement Collaboratives (RICs) Interim Review) in February 2019 evaluating the establishment of the Regional Improvement Collaboratives and the emerging early impact on stakeholders. The Scottish Government has signalled its intention to commission further research to measure the impact of RICs on stakeholders.

Critical Indicators – updated

The work of the West Partnership to grow a learning system involves learning and improvement at school and authority level. This will enhance the work carried out by individual schools, nurseries and local authorities. The high level indicators set out below were previously agreed as the key measures which will allow the Partnership to report on the impact of its work with schools. These have been updated with the most recent data. It was agreed that one of the indicators was no longer appropriate and this has been removed from the table below.

Indicators	2016-2017 Baseline %	2017-2018 Value %	2018-2019 Value %	2019-2020 Value %	2020-2021 Target %
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening)	71	75			78
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy	78	81			85
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening)	90	91			91
% of S3 pupils achieving third level or better in numeracy	90	90			91
% of S3 pupils achieving fourth level or better in literacy (based on reading, writing and talking and listening)	47	54			55
% of S3 pupils achieving fourth level or better in numeracy	57	60			63
% of leavers achieving 1 or more awards at SCQF Level 6 or better	63.8	65			74
% of leavers achieving 5 or more awards at SCQF Level 6 or better	31.6	33			35
% of leavers achieving SCQF Level 5 or better in literacy	81.8	82			86
% of leavers achieving SCQF Level 5 or better in numeracy	69.1	70			76
HWB indicators (baseline to be established in August 2019 when SG census has been designed)	TBC	TBC			
Number of Practitioners accessing professional learning opportunities provided by the West Partnership	TBC	TBC			
Mean change in staff knowledge, understanding and confidence as a result of the professional learning	TBC	1.1			
% of establishments evaluated as good or better for leadership of change	59	63			75
Primary Exclusion Rates (Rate per 1000 pupils)	9.9	N/A			6.5
Secondary Exclusion Rates (Rate per 1000 pupils)	46.8	N/A			45
Primary Attendance Rates	94.6	N/A			95
Secondary Attendance Rates	90.7	N/A			92
Initial School Leaver Destinations	93.6	94			95
% of establishments evaluated as good or better for learning, teaching and assessment	80	66			75

Plan on a Page

VISION	Equity	Excellence	Empowerment
CULTURE	Shifting the Ownership of Change		
<p>Throughout 2019 – 2022 the West Partnership will build a learning system through:</p> <ul style="list-style-type: none">• The roll out of collaborative working to embed robust processes that would lead to high quality and sustainable practices across the West Partnership.• Identifying, sharing and developing best practices which support families living in poverty, builds community capacity, increases parental engagement and provides a forum to empower children and young people to participate in the West Partnership.• Establishing self-sustaining subject/specialist area networks, to bring about improvement in learning, teaching, assessment and attainment.• Designing and delivering a series of conferences/professional learning events for senior and middle managers and class playroom practitioners.• Supporting schools and ELC settings across the region to ensure they are designing and delivering a curriculum which has a range of pathways, meets the needs of all children and young people and leads to improved outcomes.• Sharing best practices in approaches to inclusive pedagogy to promote progression and increased support for children and young people and examine and explore areas of common need in health and wellbeing.• Developing a range of supportive approaches for senior leaders in consideration of leadership actions within an empowered system and ensure that senior leaders are well informed of evolving career pathways and opportunities for leadership.• Identifying, sharing and developing best practices in quality improvement across the West Partnership.			

Action Plans

Collaborative Learning Networks

Work Stream Sponsor Mhairi Shaw	Workstream Lead Officer Helen Brown
REMIT	ACTION
<p>Throughout 2019-2022 establish a systematic approach to build upon and roll out collaborative working to embed robust processes that will lead to high quality and sustainable practices across the West Partnership</p> <p>Link to Vision:</p> <ul style="list-style-type: none"> • Equity • Excellence • Empowerment 	<ol style="list-style-type: none"> 1. Support schools and early learning and childcare settings to establish collaborative practices to address common needs which will offer opportunities for establishments to be more outward looking through widening networks across and between local authorities. 2. Consider opportunities to make similar offer to secondary school curriculum specialists. 3. Support schools/staff to utilise different types of evidence, knowledge and expertise from local authority, Education Scotland and University to develop and share and evidence the impact of new practices. 4. Provide strategic direction for the partnership to build a culture and the capacity for inter-authority partnership and collaboration through the steering group and external challenge and support. 5. Develop systematic mechanisms to support and monitor impact of the activity. 6. Issue conditions for change survey and plan actions on basis of results analysis. 7. Issue digital survey to facilitate matching exercise. 8. Organise professional learning events throughout 2019 - 2022. Organise sharing the learning event at end of each cohort.
Support Agreed with Education Scotland	<p>Support from the Education Scotland Regional Improvement Team to:</p> <ul style="list-style-type: none"> • Identify relevant research. • Deliver relevant professional learning. • In partnership with key facilitators and educational psychologists provide bespoke support for participating schools • Support the evaluation of impact.

Action Plans

Families and Communities

Work Stream Sponsor Ruth Binks	Workstream Lead Officer Helen Brown
REMIT	ACTION
<p>To continue to identify, share and develop best practices which support families living in poverty, build community capacity, increase parental engagement and improve equity.</p> <p>Provide a forum to empower children and young people to participate in the West Partnership.</p> <p>Link to Vision:</p> <ul style="list-style-type: none"> Equity 	<ol style="list-style-type: none"> Continue to gather existing interventions in family learning, community capacity building and parental engagement across the region, which supports families living in poverty/inequality of outcomes and share best practice. Devise a self-evaluation framework linked to How Good Is Our School?, Learning together, How Good Is Learning and Development In Our Community?, and How Good is our Early Learning and Child Care? Work with NPFS representatives across the region to develop family/community learning and parental engagement. Devise professional learning to support family engagement. The Home Education network will review recent Home Education Guidance from Scottish Government to ensure a more consistent approach, and which meets local contexts, is developed across the West Partnership. Establish appropriate networks for community learning and development (CLD) and schools to link policy, practice and expectations. Support youth voice and participation through the establishment of a youth group made up of MSYPs from each of the Councils. Share progress and early findings from the implementation of Children's Neighbourhoods Scotland.
Support Agreed with Education Scotland	<p>Support from the Education Scotland Regional Improvement Team to:</p> <ul style="list-style-type: none"> Plan and deliver CLD network and learning events. Help to provide professional learning for home-school link workers. Support the development of a West Partnership self-evaluation framework, How Good is our Family Learning and Parental Engagement?

Action Plans

Curriculum

Work Stream Sponsor Tony McDaid	Workstream Lead Officer John Stuart
REMIT	ACTION
<p>As part of the West Partnership approach to growing a learning system, establish self-sustaining subject/specialist area networks, to bring about improvement in learning, teaching, assessment and attainment.</p> <p>Support schools and ELC settings across the region to ensure they are designing and delivering a curriculum which has a range of pathways, will meet the needs of all children and young people and leads to improved outcomes.</p> <p>Link to Vision:</p> <ul style="list-style-type: none"> • Equity • Excellence 	<ol style="list-style-type: none"> 1. Continue to extend the professional learning opportunities for school leaders and class teachers which will improve the quality of assessment and moderation and bring about greater consistency in teacher professional judgements of Curriculum for Excellence levels across the region. 2. Implement an agreed model of subject learning networks for secondary schools to bring about improvement in learning, teaching, assessment and attainment. 3. Support an Additional Support for Learning network to share learning and grow into a self-sustaining system. 4. Support the development of an 'empowering curriculum' across the West Partnership to extend and improve the range of curricular pathways for children and young people by: <ul style="list-style-type: none"> > Utilising the scale and range of schools and early years centres within the West Partnership to establish networks of support for teachers/practitioners and leaders to consider and implement the principles and practice of effective curriculum design. > Working with headteachers and senior leaders to build the curriculum through a self-supporting help group. > Using the scale of the West Partnership to access provision and courses throughout the region to increase curricula choice. > Working to develop Foundation Apprenticeships through sharing experiences, programme provision and understanding across colleges and schools. > Working to implement the Youth Guarantee identified within the Glasgow City Regional Skills Investment Plan to support young people (16-24 years old) into employment, training or education.

Curriculum (continued)

Work Stream Sponsor Tony McDaid	Workstream Lead Officer John Stuart
REMIT	ACTION
Support Agreed with Education Scotland	<p>Support from the Education Scotland Regional Improvement Team to:</p> <ul style="list-style-type: none"> • Plan, support and enable professional learning events. • Work directly with practitioners to improve learning, teaching and assessment. • Share evidence from inspection of highly-effective practice in QI 2.3 and support practitioners to understand better what highly-effective learning, teaching and assessment looks like. • Share evidence from inspection of highly- effective practice in learning pathways and support practitioners to understand better what it looks like. • Support subject learning networks to grow into self-sustaining learning systems. • Support additional support for learning network to grow into a self-sustaining learning system.

Action Plans

Health and Wellbeing

Work Stream Sponsor Derek Brown	Workstream Lead Officer John Stuart
REMIT	ACTION
<p>To share best practices in approaches to inclusive pedagogy to promote progression and increased support for children and young people.</p> <p>To examine the results of the national health and wellbeing survey to identify and explore areas of common need.</p> <p>Link to Vision:</p> <ul style="list-style-type: none"> • Equity • Excellence 	<ol style="list-style-type: none"> 1. Map effective and best practice as evidenced by both quantitative and qualitative data, including attendance and exclusion statistics, Education Scotland Inspection reports and SIFs across the West Partnership. 2. Collate national health and wellbeing survey results for West Partnership and analyse for areas of common interest/needs. 3. Work with Education Scotland to increase and share understanding of what excellence looks like in 3.1. 4. Devise a programme of opportunities to share findings and to build collaborative networks to encourage and facilitate professional learning to support all staff.
Support Agreed with Education Scotland	<p>Support from the Education Scotland Regional Improvement Team to:</p> <ul style="list-style-type: none"> • Increase and share understanding of what excellence looks like in 3.1. • Support the introduction and ongoing facilitation of health and wellbeing collaborative learning networks.

Action Plans

Leadership

Work Stream Sponsor Laura Mason	Workstream Lead Officer Jennifer Crocket
REMIT	ACTION
<p>To ensure that senior leaders across the RIC are well informed of evolving career pathways and opportunities for leadership.</p> <p>To develop a range of supportive approaches for senior leaders in consideration of leadership actions within an empowered system.</p> <p>Link to Vision:</p> <ul style="list-style-type: none"> • Equity • Excellence • Empowerment 	<ol style="list-style-type: none"> 1. Continue to implement: <ul style="list-style-type: none"> > East Renfrewshire and Glasgow City Council will continue to explore opportunities for teacher exchanges and secondments. > Headteacher support/adviser role across the RIC. 2. Establish working relationship with the West Partnership's key contact from the Professional Learning and Leadership Team in Education Scotland (July 2019). 3. Establish a programme of support for senior leaders across all sectors relating to leadership actions within an empowered system. 4. Establish learning sets across the region. 5. Establish a West Partnership post (secondment) to develop strategies for teachers and leaders from BME backgrounds in response to the report "Diversity in Teaching".
Support Agreed with Education Scotland)	<p>Support from the Education Scotland Regional Improvement Team to:</p> <ul style="list-style-type: none"> • Develop bespoke professional learning opportunities relating to leadership actions for empowerment. • Facilitation of learning sets across the region.



Action Plans

Systems Improvement

Work Stream Sponsor Maureen McKenna	Workstream Lead Officer Jennifer Crocket
REMIT	ACTION
<p>To identify, share and develop best practices in quality improvement across the West Partnership.</p> <p>Link to Vision:</p> <ul style="list-style-type: none"> Equity Excellence Empowerment 	<ol style="list-style-type: none"> 1. Build on the work already achieved to share best practice in quality improvement across all eight local authorities. 2. Agree with the Senior Regional Advisor from Education Scotland where their staff, including HMI, can add value. 3. Devise a programme of activities to develop practices at senior and middle leadership level in schools and headquarters level in each local authority which will lead to continuous improvement and greater consistency in evaluating education delivery and outcomes. 4. Improving through empowerment. Learners' experiences: Improving the quality and consistency of approaches to observing the learning and teaching processes. This activity involves practical activities and is relevant to everyone who has a responsibility for quality improvement. Initially, this may focus on QIOs and other centrally-based officers but can be extended to include school-based senior and middle management. 5. Evaluative Writing. Developing approaches and skills in evaluative writing. This activity would be relevant to staff who may be commenting on the quality of learning and teaching and for those engaged in writing Standards and Quality Reports (or similar). 6. Analysis of data. This activity could be used to share existing good practice within authorities and also to consider how HMIs use attainment data during inspections and reviews. This activity would be relevant to school-based senior and middle managers. 7. Implement Improving Our Classrooms across the West Partnership for class teachers. 8. Insight learning events for secondary staff for secondary staff. 9. Use of Focus and BGE toolkit for headteachers and deputes. 10. Readiness for inspection for local authority staff.
Support Agreed with Education Scotland	<p>Support from the Education Scotland Regional Improvement Team to:</p> <ul style="list-style-type: none"> Deliver evaluative writing. Plan and deliver sessions on improving through empowerment. Use Education Scotland statistical summary report for improvement.

Action Plans

Evaluating and Reporting

Work Stream Sponsor Steven Quinn	Workstream Lead Officer Lauren Johnston
REMIT	ACTION
<p>To support the West Partnership with self-evaluation, measuring and reporting impact of the improvement plan.</p> <p>To support the West Partnership demonstrate coordinated and collective impact</p> <p>To support other workstreams with data analysis and use of data and information.</p> <p>Link to Vision:</p> <ul style="list-style-type: none"> Equity Excellence 	<ol style="list-style-type: none"> 1. Data sharing agreement to be finalised. 2. Refine the critical indicators that have been set to measure the impact of the partnership's improvement agenda. These will include a mixture of qualitative and quantitative indicators. 3. Establish systems for gathering quantitative and qualitative evidence to measure and describe impact of the work in the partnership. 4. Devise a common tool (template) which can be used consistently across workstreams to evaluate, report and communicate progress and impact. 5. Support individual workstreams to define specific indicators aligned to their areas of priority. 6. Implement FOCUS tool across West Partnership. 7. Collate and analyse evaluation responses after learning events and where appropriate communicate effective practice across the partnership community. 8. Continue to develop systems and processes which support the management, reporting and communication of the RIC work
Support Agreed with Education Scotland	<p>Support from the Education Scotland Regional Improvement Team to:</p> <ul style="list-style-type: none"> Analyse all West Partnership inspection and review reports to at the end of each session. Share and report case studies of best practice examples which have emerged from inspections and reviews. <p>Support from Scottish Government Analysis and Statistics Unit within Learning Directorate.</p>

Action Plans

CLPL

Work Stream Sponsor Jacqui MacDonald	Workstream Lead Officer Jennifer Crocket
REMIT	ACTION
<p>To support the development of learning networks by facilitating collaborative events and professional development opportunities.</p> <p>Link to Vision:</p> <ul style="list-style-type: none"> • Equity • Excellence • Empowerment 	<p>Support the development of a learning system by:</p> <ul style="list-style-type: none"> • Offering opportunity at all levels to enhance learning networks across the partnership; • Working with all workstreams to support the wider partnership agenda through appropriate CLPL; • Using evidence from stakeholder engagement to enhance existing professional development opportunities; and • Using feedback from Education Scotland analysis of inspections to inform needs/priorities of practitioners. • Facilitate the delivery of 'major conferences' with a focus on empowering schools to work collaboratively on areas of strength and challenge; • Facilitate and support smaller conferences and seminars on agreed strengths/challenges resulting from learning networks that are established; • Develop practice that will ensure all education establishments are fully aware of and have opportunity to access professional learning on offer; and • Work in partnership with Education Scotland and other partners to deliver high quality professional development opportunities that enhance existing provision.
Support Agreed with Education Scotland	<p>Input required from Education Scotland will be dependent on the topics identified as suitable for professional learning from each workstream.</p> <p>Support is also required from Education Scotland events management including procurement in relation to conference organisation.</p>



WEST PARTNERSHIP

2018/19

EVALUATION OF

REGIONAL IMPROVEMENT PLAN

EQUITY,
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SHIFTING THE OWNERSHIP OF CHANGE

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Appendix 2



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1. Executive Summary

- 1.1. Overall, throughout the last year, the West Partnership has made very good progress implementing the Regional improvement Plan 2018-2021.
- 1.2. During April to June 2019, the West Partnership formally reflected on progress and reviewed and refined the priorities for improvement. Each workstream reviewed progress and identified areas which had gone well and which required further improvement. Through an evaluation process undertaken by the Board changes to the leadership and governance structure were proposed. These were approved by the Regional Education Committee in May 2019.
- 1.3. Very good progress has been made in achieving the actions from the current improvement plan 2018-2021:
 - 94% of actions are either complete, superseded or on track; and
 - 6% are not yet started.
- 1.4. Work towards high level (critical) indicators which were previously identified and enabling the West Partnership to report on the impact of its work with schools have been updated and reviewed. While overall progress is strong, it remains too early to use these critical indicators to comment on the impact of our actions.
- 1.5. The West Partnership action plans indicated the work which the individual workstreams intended to take forward as a collaborative. This document provides a summary of the progress and activities undertaken by each workstream to address priorities identified in the improvement plan. Where possible, qualitative and quantitative evidence demonstrates impact on practitioners and identifies measures of improvement. It is too early for any further evaluation of impact. It is neither an exhaustive summary of the work each workstream has undertaken nor a comprehensive commentary on impact.
- 1.6. Over the first year of the improvement plan, much of the early activities were focused on working with headteachers, depute headteachers, heads of early learning and childcare settings and senior council officers. As the year progressed, more practitioners were included and involved through the assessment and moderation activities, collaborative learning networks and extensive stakeholder consultation to develop proposals for curricular/specialist networks. Harnessing the collective responsibility of staff to shift the ownership of change is central to achieving the ambition for the West Partnership.

1. Executive Summary

- 1.7. Evaluations from all the professional learning across the year demonstrate very positive impacts on staff. Over 1,400 practitioners accessed a range of professional learning provided and delivered by the West Partnership. The impact on staff knowledge, understanding and confidence as a result of their professional learning was evaluated and is now included as a baseline in the list of critical indicators. However it remains too early to attribute success to the work being carried out collaboratively. The West Partnership is establishing a wider range of evaluation approaches, including the involvement of Policy Scotland.
- 1.8. There is early evidence of positive impact on children and young people for example, through their involvement in Upstream Battle.
- 1.9. Extensive stakeholder engagement was carried out by the curricular/specialist network workstream, but more remains to be done to improvement communications and engagement. Plans for the formation of a Youth Forum utilizing the skills and experience of Members of the Scottish Youth Parliament will help ensure the voices of young people are heard.



2. Collaborative Learning Networks

- 2.1. The work of this theme is central to the vision of the West Partnership to build a learning system through empowering staff to build collaborative learning networks to achieve equity and excellence. The vision was developed by the University of Glasgow team with the eight directors/heads of education at the early residential learning event. The ambition focuses on shifting the ownership of change to practitioners in the classroom where the biggest difference to learner experiences and outcomes may be achieved.
- 2.2. Following consultation the Board agree with the recommendation of a West Partnership definition of collaboration, core principles and key characteristics of what successful collaboration looks like. Within the West Partnership we agreed to the following definition. "Collaboration involves working together to understand and improve pedagogy for agreed purposes, which leads to better outcomes, informed by evidence and critical self-reflection". This is now the foundation of much of our work across the partnership.
- 2.3. A number of key learning activities took place. All headteachers and heads of early learning and childcare settings were offered the opportunity to attend workshops and learning events. These were also offered to quality improvement officers and educational psychologists across each of the partner authorities.
- 2.4. Collaborative learning networks were formally launched in May 2019, attended by 40 schools/early learning and childcare (ELC) settings and 80 staff. Sessions led by University of Glasgow and practitioners framed the concept, characteristics, potential of collaborative learning networks to positively impact on learning and teaching. The interactive workshop included practitioners and promoted members of staff from each school participating in the professional learning programme. Schools/ELC have been matched using areas they identified they would like to work with other schools to improve outcomes for children and young people. Schools/ELC included rural schools and a range of primary, secondary and special provision. Initial feedback indicates practitioners are very enthusiastic about the potential these collaborative learning networks will have on improving outcomes for learners. Key facilitators from each local authority, supported by educational psychologists have been identified to work with each network.
- 2.5. The short-term secondment of a primary headteacher, with a strong background in collaborative action research and the School Improvement Partnership Programme, to lead this work from April to June was highly effective. It ensured dedicated time for thinking, planning and working with practitioners. This significantly increased the pace of implementation of the collaborative learning networks. The workstream also benefited from the effective support provided by staff from the University of Glasgow. Input from educational psychologists into this work from across the region has been warmly welcomed by school and ELC staff.

2. Collaborative Learning Networks

- 2.6. A comprehensive plan was agreed by the Board in May 2019 to take these collaborative learning networks forward over the next five years. On an annual basis two new collaborative learning networks will be launched each May and September. With each new cohort being made up from a minimum of 40 school or early learning and childcare setting from across the region. Each cohort will involve a maximum of 100 participants who will be matched into eight to twelve collaborative learning teams.
- 2.7. Feedback from the first Collaborative Learning Network cohort has been very positive. All participants rated the learning events as very good or better and all participants indicated that both their knowledge and confidence increased as a result of attending (rising from 4.00-5.63 (out of 7) and 3.52-5.29 (out of 7) respectively).



3. Empowerment

- 3.1. All of the work being undertaken by workstreams reflect the West Partnership vision of Equity, Excellence and Empowerment. The West Partnership has set an ambitious and aspirational agenda to close the poverty-related attainment gap (equity) and improve attainment and achievement (excellence).
- 3.2. Shifting the ownership of change and empowering staff to take collective responsibility to make the difference we want to improving outcomes for children and young people is becoming increasingly embedded within our culture. The West Partnership is providing scaffolding for staff to work together across local authorities to meet their learners' needs and contexts. It is an increasingly powerful and enabling culture in which staff have permission to make decisions and take assessed risks.
- 3.3. Given the overarching nature of this workstream the Board agreed in May 2019 that the theme of empowerment should be embedded further throughout all the work of the West Partnership and that the leadership workstream will take forward specific work linked to national developments. This was subsequently approved by the Regional Education Committee.



4. Career-long Professional Learning

- 4.1. Over the past year, the work of the steering group focused on working with Education Scotland and Scottish Government to deliver West Partnership conferences for headteachers and heads of early learning and childcare settings. Due to limited capacity of the venue and financial implications for Scottish Government, it was unfortunately not possible for all heads to participate. Places were initially offered on a pro-rata basis to each local authority and thereafter opened up across the region.
- 4.2. Each conference was a blend of presentation, question and answer session and workshop. Each workstream was given the opportunity to showcase the work they were undertaking, with several taking up this offer. Other workshops stemmed from areas that practitioners had previously requested.
- 4.3. Workshops were designed to provide significant time to allow participants to fully engage with the topic. Whilst in general this was a successful approach, some individuals commented that they would have preferred the opportunity to attend two shorter workshops.
- 4.4. Overall, most (84%) attendees stated that the conferences were good or better, with over half of attendees rated them as very good or better. At both conferences staff indicated that their level of knowledge of the topics covered increased and their confidence putting concepts into practice was raised. Most (70%) of the participants indicated that the workshop sessions would impact on practice in their establishments.
- 4.5. One of the highlights of each conference was a fabulous contribution from a West Partnership Youth Choir. Young people from each partner authority were brought together for the day and performed beautifully to close each event.
- 4.6. It was disappointing that a minority of heads who registered for conferences did not attend. Whilst there will always be some late apologies, further discussion is required to prevent the blocking of spaces, including the possibility of charging.
- 4.7. It should be noted that career-long professional learning is delivered by many of the workstreams and is covered elsewhere in this report under individual workstream headings.
- 4.8. Over the next few years it is intended to make increasing use of the shared service, Gateway CPD manager, to advertise events and allow participants to register for them. This will facilitate GTCS professional update for participants and make the overall organisation of learning opportunities simpler. Currently seven of the local authorities use CPD Manager and we are working closely with the other authority to explore how this may be rolled out.

5. Curriculum Specialist Networks

NUMERACY AND MATHEMATICS

- 5.1 The group, Making Maths Count, is successfully raising the profile of numeracy and mathematics across the West Partnership, including through an active Twitter feed. The initial core aim of the group was linked to the Making Maths Count report's key themes to:
- a. transform public attitudes towards maths through improved teacher confidence and competence; and
 - b. enrich career long professional learning (CLPL) opportunities for teachers throughout the West by sharing good practice.
- 5.2 To coincide with the national Maths Week Scotland a West Partnership conference "Empowerment through Excellence" was held on a Saturday in September 2018. This provided an opportunity for over two hundred school leaders and practitioners to collectively gain insights into good practice from across the RIC to enhance local and school level improvement planning.
- 5.3 Workshops enabled sharing of successful interventions linked to the closure of the poverty-related attainment gap. The conference also benefited from contributions from parents and children.
- 5.4 Most (76%) attendees rated the Making Maths Count conference as excellent in relation to content having a predicted impact on classroom practice. In addition most (70%) attendees indicated workshops provided useful insights into research-based approaches to target attainment.
- 5.5 To ensure sustainable impact, additional partnerships have been formed across the West Partnership to explore the wider range of Making Maths Count recommendations. This includes newly established links with external partners such as The Winning Foundation and NPFS.

STEM AND LEARNING FOR SUSTAINABILITY

- 5.6 Aspects of STEM have been taken forward through joint work with Keep Scotland Beautiful around a specific project, "Upstream Battle". Funding was provided to enable Keep Scotland Beautiful to appoint a seconded member of staff to kick start the project. Valuable support was also provided by staff from Education Scotland. A number of different strands were taken forward very successfully. These included an engineering challenge, art competition, citizen science, and a bespoke professional development programme to increase staff confidence in teaching STEM.

5. Curriculum Specialist Networks

STEM AND LEARNING FOR SUSTAINABILITY

- 5.7 STEM The Flow Engineering Challenge: Schools from across the West Partnership were invited to devise engineering solutions to help tackle plastic pollution in the River Clyde. A final celebration event took place in June at The Riverside Museum in Glasgow. Schools each set up displays before showcasing their projects to a panel of assessors from Jacobs plc, other schools and members of the public. All participating schools received certificates and Jacobs plc provided trophies for the winning categories: (1) Team Working Award, (2) Innovative Design, (3) Most Sustainable Design and (4) 2 Best Overall Project. Children and young people gained important skills of team working, problem solving and communication. Following the celebration event, almost all participants evaluated both the venue and the event itself as very good or better. Most respondents would like to participate again in the future with a few not sure due to time constraints. Case studies of participating projects and photographs of the event can be accessed via <https://www.keepsScotlandBeautiful.org/upstreambattle/children-and-young-people/stem-the-flow-engineering-challenge>
- 5.8 Citizen Science: This supports the development of important skills of decision making in children and young people by gathering data on the types, amounts and locations of litter in local waterways around the Clyde and its tributaries. This work has been taken forward through local community groups.
- 5.9 Professional Learning: A bespoke programme to develop teacher confidence in delivering on each learner's entitlement to Learning for Sustainability and build STEM skills through the context of source to sea litter has been developed. Teachers from all eight partner local authorities have applied to participate. The programme will run until March 2020.

SELF-SUSTAINING CURRICULAR AND ASN NETWORKS

- 5.10 The Regional improvement Plan committed the West Partnership to “establishing self sustaining subject networks for secondary schools to bring about improvements in pedagogy, assessment and attainment.” Each individual local authority already has existing forums in place for principal teachers and faculty leaders to meet and discuss areas such as changes to courses by the SQA. It was agreed that any cross-authority network should not replicate or duplicate this work.
- 5.11 With limited initial progress being made towards establishing curricular networks, it was agreed by the Board (February 2019) that two highly experienced practitioners should be seconded to the West Partnership from the spring break to summer holidays.
- 5.12 During May and June 2019, the secondees consulted a wide range of stakeholders and explored current provision of curricular networks across local authorities. The methodology used included focus group consultations, questionnaires and an online middle leader survey. There was a positive response to the online survey, despite concerns about survey fatigue and time frame. The consultation process demonstrated that practitioners valued the professional dialogue and sharing of resources facilitated by local authority subject forms. However, in some local authorities, teaching staff felt the time devoted to this professional dialogue had reduced in recent years.

5. Curriculum Specialist Networks

SELF-SUSTAINING CURRICULAR AND ASN NETWORKS

- 5.13 Practitioners indicated that they would welcome the opportunity for West Partnership collaboration to support moderation of learning, teaching and assessment approaches. They also indicated that more access to professional advice and examples of best practice at a national level would be very valuable. The West Partnership was viewed as an important potential facilitator for this type of professional learning opportunity. Teaching staff also expressed a strong desire for co-operation on sharing high quality resources because this would allow them to devote more time to focus on improving learning, teaching and assessment approaches.
- 5.14 As a result of all the consultation evidence a paper for the Board was developed. This will be presented to the Board in September 2019. Education Scotland buy-in is also highly desirable for effective collaboration; we continue to discuss how this might be realised with our ES partners.
- 5.15 A retired headteacher has been approached to provide support for the establishment of an additional support needs network. While slow to start, this is now progressing well and dates identified.

ASSESSMENT AND MODERATION

- 5.16 High quality professional learning on assessment and moderation was delivered to around 250 practitioners from across the eight local authorities. This has supported improvements in learning, teaching and assessment.
- 5.17 All participating practitioners completed an evaluation, with the results demonstrating an increase in teacher confidence and understanding of, not only the moderation process and model, but knowledge of current national guidance. The majority of practitioners attending indicated that being part of the process had impacted positively on their practice.
- 5.18 Four events focused on moderation of evidence took place in March 2019. Around 250 practitioners working with Curriculum for Excellence early – fourth level attended. This included class teachers, senior managers, quality improvement officers and heads of service. Professional dialogue was facilitated by local authority selected staff.
- 5.19 Overall feedback from an evaluation of the events was very positive. Participants identified the opportunity to engage in professional dialogue to share good practice, and develop a clear understanding of the standards and expectations as clear strengths. The feedback also noted that participants found it challenging to be critical, and at times the context of the evidence provided was not clear enough. Many practitioners felt that the event had given them greater confidence to support practitioners within their own establishments. Practitioners recognised the importance of cascading their knowledge and understanding within their own authority to strengthen the consistency and reliability of teacher professional judgement.

5. Curriculum Specialist Networks

ASSESSMENT AND MODERATION

- 5.20 A total of 197 sets of evidence were moderated. While it was agreed that the majority of these met the standard, the quality of the range of evidence submitted was too variable. As a result, it was agreed an education development officer should be appointed on a short term secondment (nine months) to work with the collaborative to support this work further.
- 5.21 The sub-group also created a short survey for headteachers to ascertain the current position for assessment and moderation within establishments across the West Partnership. Most responses indicated that assessment and moderation featured within school/cluster improvement plans and that there had been professional learning opportunities linked to moderation provided this academic session. Less than half of the responses indicated that they had made use of the Education Scotland Moderation Hub to support practitioners in this area. Most stated that they had allocated time within their Working Time Agreements to assessment and moderation. However across the RIC, this was not consistent, ranging from none to 95 hours allocated.

CURRICULUM DESIGN

- 5.22 Secondary curriculum design workshops were offered at both national conferences. These were highly evaluated, led to further discussions about setting up a West Partnership version of the Building our Curriculum Self Help (BOCSH) group, plans for which are underway.

6. Leadership – Succession Planning

- 6.1 The workstream has sought to analyse each authority's leadership programmes and reviewed how each is used to identify and encourage potential candidates for leadership roles. The steering group used data provided by Scottish Government to consider what further actions are required to increase the number of highly quality applicants coming forward for senior leadership roles (particularly at headteacher level). The group has reviewed reasons for depute headteachers not applying for headteacher posts and what further support could be offered before and after appointment, including the use of mentors.
- 6.2 Agreement has for each individual local authority to contract recently retired headteachers to take on roles as mentors and provide support for new and inexperienced colleagues. Mentor support may also be provided for experienced headteachers facing a wide variety of individual challenges. This allows the provision of bespoke mentor support relevant to local needs and contexts. Due to HR and legal concerns it was agreed that each local authority would offer contracts to persons who would then only work with their own local authority headteachers.
- 6.3 The workstream steering group considered shared West Partnership assessment centres. However following review, it was agreed that this presented a number of challenges and it was subsequently removed from the plan.
- 6.4 Similarly work to progress "job swaps" for teachers and promoted post-holders has been challenged by concerns expressed by HR and legal departments. It is however hoped that this work will be piloted by two authorities over the next year, taking due account of these potential issues.

7. System Improvement

7.1 The work of this theme continues to build on the work of the Improvement theme group which took place during 2017/18. A number of improvement activities have taken place:

7.2 Improving through Empowerment

Training for quality improvement officers/education officers/headteachers, organised and delivered by the Regional Adviser, took place in a number of authorities and shared approaches to evaluating improvement have been established in primary and secondary schools between Inverclyde and Renfrewshire, and East Renfrewshire and Glasgow. This work has been very highly evaluated and a number of schools have continued to work together. We are also aware of many other school improvement partnerships which are flourishing for example between secondary schools in East Dunbartonshire and Glasgow.

7.3 Building Capacity

These activities are an opportunity for partner authorities to work together to share learning. It was proposed that they took the form of Teachmeets with a presentation from each authority followed by professional dialogue and opportunities to set up learning sets for further learning. Dates were agreed, however these proved challenging for one local authority and in addition, the re-structuring at Education Scotland meant that staff from Education Scotland were no longer able to support these events. As a result, all of these events were postponed.

7.4 Evaluative Writing

Half day sessions were targeted at authority officers, headteachers and heads of ELC settings. They were facilitated by HMI colleagues. These events were very positively evaluated. Unfortunately due to the re-structuring at Education Scotland a number of planned events were postponed.

7.5 Insight

Two half day sessions were set up targeted at authority officers and headteachers. The events were led by a quality improvement manager with previous experience as a professional advisor to the national Insight team. While small numbers attended, they were very highly evaluated. Practitioner feedback suggested that further events be split into beginner and advanced levels.

7.6 Focus/Broad General Education Tool

Two half day sessions targeted at authority officers and headteachers took place, led by staff from Glasgow City Council and Scottish Government. The evaluation from participants was highly positive. Practitioners identified that sharing learning from colleagues who are using the tools was most beneficial. Practitioners indicated great enthusiasm and excitement at the possibilities offered by a West Partnership version of the FOCUS tool. This will however depend on a data sharing agreement, which has proved difficult to obtain.

7.7 Improving Our Classrooms

This programme targeted at primary class teachers has been run successfully in Glasgow City Council over a number of years. Four partner authorities expressed an interest in participating in a West Partnership version of the programme – Inverclyde, East Renfrewshire, East Dunbartonshire and South Lanarkshire started collaborating, thus increasing the reach and impact on learners in the classroom.

8. Families and Communities

- 8.1 Following discussions with the Chair of the National Parent Forum of Scotland, it was suggested the involvement of the NPFS representatives as part of the steering group would be beneficial. This was agreed and it is pleasing that parent representatives are included.
- 8.2 The partnership group carried out an initial audit of existing interventions in family learning, community capacity building and parental engagement which supports families living in poverty/inequalities. These have been shared across the workstream steering group. A sub group to allow greater involvement of community learning and development (CLD) teams/leads across the partnership was formed. This sub-group is evolving into a very enthusiastic and thriving CLD network.
- 8.3 Supported well by Education Scotland, a conversation day focused on learning at home, STEM and involvement of parents in school improvement planning was highly evaluated. Around 70 practitioners participated in two sessions. This discussion event also helped Education Scotland to develop its own guidance and support information/resources for local authorities and other regional improvement collaboratives.
- 8.4 Subsequently, a highly successful “Learning Together” event, bringing together community learning and development workers, school staff, health and parents was held in April 2019. The workstream was able to secure the services of a very well-known researcher within the field of family engagement and the event an excellent presentation by a headteacher from Inverclyde. The event was well-attended (with around 180 participants). The event generated very positive feedback, including significant engagement through Twitter. Participants identified the pace of the event, quality of keynote speakers, time to network and provision of “goody bags” as key strengths.

9. Evaluating and Reporting

- 9.1 This workstream has focused on developing processes and systems to support the regional improvement collaborative. For example, following each learning event an online evaluation is now issued automatically by email and analysed, with results fed back to workstreams.
- 9.2 Work has been undertaken on analysis of the data where it is publicly available, for example Achievement of a Curriculum for Excellence Level and SQA data. While extensive efforts have been made to gain agreement of a data sharing agreement between all eight local authorities, this is yet to be achieved.
- 9.3 The critical indicators have been updated. These show the strong progress being made towards agreed targets. However with only one year of data it would be premature to draw any further conclusions. It is intended that staff from Education Scotland will support the analysis of inspection and review data.
- 9.4 A Policy Scotland Research and Knowledge Exchange Officer has very recently been appointed by the University of Glasgow. This resource will support each workstream by identification of the most recent national and local research, evidence, knowledge and expertise. This resource will also offer independent evaluation of the work of the West Partnership and its impact in the classroom.
- 9.5 The workstream is at the early stages of developing case studies of emerging practice across the partnership. These will be shared through the website.

10. Online Presence

- 10.1 Significant progress has been made regarding our online presence. Through an increase in Twitter (now over 1,800 followers, 95K Tweet impressions and over 2,000 profile visits per month) and the development of a public-facing West Partnership website www.westpartnership.co.uk. The online presence, in particular the website, will continue to develop in the coming months.
- 10.2 Sitting behind the public-facing website are closed (Microsoft TEAM) areas for each workstream to share minutes and key documentation. These areas are maintained by administrative support. Some subgroups (for example assessment and moderation) are using these areas very well. Materials and key documentation is shared by the assessment and moderation working group through TEAMS. TEAMS allows workstream steering group members to communicate effectively with each other. There is, however, considerable scope to improve the use of TEAMS, increase communication between workstreams and ensure effective dissemination of information between different steering group members.
- 10.3 The West Partnership hopes to progress with a regional version of the FOCUS tool developed by Glasgow City Council. The opportunities this tool presents has been shared with a few headteachers who have greeted this very enthusiastically. This will however depend on a completed data sharing agreement signed by each local authority.

11. Resources

- 11.1 Financial support (£828,488) was provided to the West Partnership by Scottish Government. A Finance Sub-Group was established to monitor and coordinate spend ensuring adherence to robust governance and best value considerations.
- 11.2 The highly effective use of funds to deploy staff and, or provide resources for backfill has facilitated the very strong progress being made by the West Partnership.
- 11.3 Short-term secondments of experienced practitioners were highly effective and enabled a significant increase in the pace of implementation of actions.
- 11.4 Effective use of resources has enabled the West Partnership to invest in sustainable approaches to improvement. Support from the University of Glasgow to grow a learning system has been most helpful.
- 11.5 Support to Keep Scotland Beautiful facilitated the highly successful Upstream Battle project.
- 11.6 Actual expenditure to 31st July 2019 was £801,411; an underspend of £27,077.

12. Consultation with Practitioners and Key Stakeholders

- 12.1 Over the year, there have been regular discussions with key stakeholders from Glasgow City Region, University of Glasgow and many others. Seconded staff linked with the curriculum workstream carried out extensive face-to face and on-line consultations before developing recommendations for this particular workstream.
- 12.2 The University of Glasgow provided strategic critical friendship to the West Partnership lead officer and the wider Board. The university has also provided conceptual and practical support to the collaborative learning network workstream.
- 12.3 The Regional Lead Officer met regularly with representatives of professional associations and trade unions representing the education workforce, ensuring meaningful engagement. Going forward a representative of this group will be asked to attend the Education Committee.
- 12.4 There has been regular consultation and discussion with key stakeholders from other regional improvement collaboratives across Scotland. This has been very supportive to both the regional improvement lead and senior partnership officer. Additionally other links are growing across the RICs, for example through shared discussions on curriculum.
- 12.5 The workstream lead for Families and Communities corresponded regularly with the Chair of NPFS.

13. Partnership with Education Scotland

- 13.1 The West Partnership had formed a very effective and supportive link with the Regional Advisor from Education Scotland. Several of the workstreams worked very well with other individual staff from Education Scotland, for example the families and communities workstream worked effectively in partnership with the parental engagement officer to develop the conversation day.
- 13.2 In April 2019, following a restructure and significant recruitment of new staff within Education Scotland, a new Senior Regional Advisor was appointed. The scope of this role, and how it engages with the West Partnership, is still to be determined in practice. It is however clear that there is the potential to become a key part of the operational delivery of the actions set out in the Regional Improvement Plan.

Appendix 1

Indicators	2016-2017 Baseline %	2017-2018 Value %	2018-2019 Value %	2019-2020 Value %	2020-2021 Target %
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening)	71	75			78
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy	78	81			85
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening)	90	91			91
% of S3 pupils achieving third level or better in numeracy	90	90			91
% of S3 pupils achieving fourth level or better in literacy (based on reading, writing and talking and listening)	47	54			55
% of S3 pupils achieving fourth level or better in numeracy	57	60			63
% of leavers achieving 1 or more awards at SCQF Level 6 or better	63.8	65			74
% of leavers achieving 5 or more awards at SCQF Level 6 or better	31.6	33			35
% of leavers achieving SCQF Level 5 or better in literacy	81.8	82			86
% of leavers achieving SCQF Level 5 or better in numeracy	69.1	70			76
HWB indicators (baseline to be established in August 2019 when SG census has been designed)	TBC	TBC			
Number of Practitioners accessing professional learning opportunities provided by the West Partnership	TBC	1461			
Mean change in staff knowledge, understanding and confidence as a result of the professional learning	TBC	1.1			
% of establishments evaluated as good or better for leadership of change	59	63			75
Primary Exclusion Rates (Rate per 1000 pupils)	9.9	N/A			6.5
Secondary Exclusion Rates (Rate per 1000 pupils)	46.8	N/A			45
Primary Attendance Rates	94.6	N/A			95
Secondary Attendance Rates	90.7	N/A			92
Initial School Leaver Destinations	93.6	94			95
% of establishments evaluated as good or better for learning, teaching and assessment	57	66			75





WEST DUNBARTONSHIRE COUNCIL**Report by Chief Education Officer****Educational Services Committee: 4 December 2019**

Subject: Gaelic Development in West Dunbartonshire – 2019 Progress Update**1. Purpose**

- 1.1** To update members on progress with Gaelic Development in West Dunbartonshire.

2. Recommendations

- 2.1** Members are asked to note the funding aligned to Gaelic education in West Dunbartonshire Council in 2019/20.
- 2.2** Members are asked to note the series of Gaelic development activities which the funding will enable.
- 2.3** Members are asked to note that the draft WDC Gaelic Plan was passed by council in June 2019.
- 2.4** Members are asked to note that WDC Gaelic Plan is currently awaiting approval from Bòrd na Gàidhlig.

3. Background

- 3.1** The Council has statutory responsibilities to discharge under two pieces of Legislation; the 2005 Gaelic Language (Scotland) Act, and the Gaelic elements of the 2016 Education Act, as determined by the Statutory Guidance on Gaelic Education, published in February 2017.
- 3.2** In both respects, the Council is meeting its requirements and is to be complemented for the range of actions being followed with the use of external funding.
- 3.3** Officials will continue to ensure our obligations are met and also look for opportunities to expand elements of our Gaelic policies. These will be reported to Elected Members at regular intervals.
- 3.4** A WDC Depute Head Teacher has continued to be seconded part time as Gaelic Development Officer. This is funded by GLAIF. A Gaelic Teacher has also been employed on a 0.2 contract to support the expansion of Gaelic language learning across WDC.

- 3.5** The seconded Gaelic Development Officer will continue to undertake specific tasks and will work alongside Education Officers and colleagues in Libraries to promote Gaelic language.

4. Main Issues

- 4.1** Members are aware that 18 pupils resident in West Dunbartonshire currently receive Gaelic Medium Education at the Glasgow Gaelic School. The pupils are educated at Glasgow Gaelic School as a result of placing requests and their transport is funded.
- 4.2** West Dunbartonshire Council like all Councils is required to meet its responsibilities in the 2005 Gaelic Language Act, and the statutory Gaelic elements of the Education (Scotland) Act 2016.
- 4.3** West Dunbartonshire Council has continued to support Gaelic Language teaching in Edinbarnet Primary and extended this to support Gaelic language teaching in Gavinburn Primary. Costs provided 0.5FTE teacher post.
- 4.4** West Dunbartonshire Council currently has two primary schools, Edinbarnet Primary and Gavinburn Primary delivering Gaelic as part of the Languages 1+2 strategy. This session we have one teacher from Braehead Primary School attending Gaelic Language in Primary Schools (GLPS) training.
- 4.5** All teachers who have completed GLPS training have the opportunity to undertake further professional development in Gaelic. A partnership with e-Sgoil started in 2017 providing Gaelic tuition to Council employees. 22 education employees signed up for Gaelic language online learning in 2018-2019.
This year we have expanded the CLPL opportunity in order to ensure progression for the 22 employees and to offer another complete beginners class.
One teacher is continuing the An Cùrsa Inntrigidh (Distance Learning) in partnership with Sabhal Mòr Ostaig, Scotland's Gaelic College which is part of the University of the Highlands and Islands. Members are asked to note that this is part funded by the Gaelic Specific Grant.
- 4.6** West Dunbartonshire Council is continuing to provide Gaelic family learning homework clubs in Edinbarnet and Gavinburn Primaries. This is being delivered by WDC teachers who have been GLPS trained.
Peant agus Patter, a Gaelic family learning opportunity began in January 2019. This has been very successful. The arts and crafts family class meet every Saturday morning in St. Peter the Apostle High School.
- 4.7** Twenty two senior phase students gained their Saltire Award through languages in 2019. Pupils gain work experience in Primary schools and Early Learning and Childcare Centres in partnership with Glasgow City Council. Students assist in delivering languages (Gaelic and Mandarin) in primary school and early years' establishments. Members are asked to note a

significant rise in student numbers from eight in the previous academic year. This year, pupils will also gain an SQA Award in Volunteering as part of the course.

- 4.8** Members should note that Stòrlann - Scotland's National organisation charged with co-ordinating the production and distribution of Gaelic educational resources throughout Scotland – provided new Gaelic secondary Language books for our Saltire course free of charge.
- 4.9** Gaelic Bookbug continues weekly in Dalmuir Library. One member of the Council's Cultural Team is learning Gaelic in order to deliver Gaelic Bookbug. Following on from the continued success of the Gaelic Bookbug, a weekly summer session was offered and well attended. Members are asked to note that in January 2019, further Gaelic provision was offered in WDC by introducing Pàrant is Pàiste - a 0-5 years arts/crafts/song/play and storytelling free parent and child session which is part funded by Gaelic Specific Grant and GLAIF.
- 4.10** West Dunbartonshire Council continues to provide additional support to Fèis Dhùn Bhreatainn an Iar. Regular correspondence and visits between WDC's Gaelic Development Officer and the Fèis has continued. Members are asked to note that funding from GLAIF 2019-2020 has been secured to enable two of WDC's Fèis Dhùn Bhreatainn an Iar voluntary tutors to attend Ceòlas in South Uist - a Gaelic language and music cultural week-long event in July 2020. GLAIF Funding has also been secured to enable Adult Learners to undertake Gaelic Language learners SQA in 2020.
- 4.11** Gaelic language promotion featured in Là na Gàidhlig/Gaelic Day at Gavinburn Primary School in May 2019. Members are asked to note that this was a successful collaboration between WDC and many Gaelic agencies, including: Bòrd na Gàidhlig, Stòrlann (Scotland's National Education Resource Provider), Pàrant is Pàiste, Peant agus Patter, Gaelic Bookbug, Gavinburn Primary School's Gaelic Choir, Fèis Dhùn Bhreatainn an Iar and Mòd Ghlaschu 2019. The success of Là na Gàidhlig/Gaelic Day will become an annual event to showcase Gaelic language in West Dunbartonshire.
- 4.12** The authority webpage for Gaelic has been updated and we will look to build a Gaelic public webpage.
- 4.13** WDC's Gaelic Development Officer is in planning stages to continue Gaelic Language and cultural promotion through Social Media channels, including: Twitter, Facebook and WDC's Inter/Intranet pages.
- 4.14** Members are asked to note that new Gaelic signage in accordance with WDC's National Gaelic Language Plan 2019-2024, have been erected at Council Offices, Church Street and plans are in place for dual-signage at any new educational builds, such as Levenvale Early Learning and Childcare Centre.

- 4.15** Members should note that WDC's Gaelic Development Plan 2019-2024 was passed by Council in June 2019 and has been submitted for approval by Bòrd na Gàidhlig.

5. People Implications

- 5.1** The seconded post includes appropriate backfill arrangements for the school.

6. Financial and Procurement Implications

- 6.1** Any costs associated with the Gaelic activities will be covered by the GLAIF award of from Bòrd na Gàidhlig, the Gaelic Specific Fund, the Early Years Grant (Bòrd na Gàidhlig and Scottish Government) and WDC contributions. This is budgeted within Education Development and will not create any overspend.
- 6.2** Members are asked to note Appendix I.

7. Risk Analysis

- 7.1** West Dunbartonshire Council is required to meet its statutory responsibilities and the plans place us in a better position to do this.

8. Equalities Impact Assessment (EIA)

- 8.1** An Equalities Impact Assessment Screening (EIA) has been carried out with no specific issues in terms of protected characteristics having been identified.

9. Consultation

- 9.1** Legal Services and the Section 95 Officer have been consulted in relation to the content of this report.
- 9.2** Scottish Government and Bòrd Na Gàidhlig have been consulted and are supportive of these proposals.

10. Strategic Assessment

- 10.1** These proposals will place the Council in a position to be able to discharge its statutory responsibilities.
- 10.2** The proposal supports the Council's strategic priority to improve life chances for children and protect the welfare of vulnerable families.

Laura Mason
Chief Education Officer
Date:

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Appendices: Appendix 1

Background Papers: West Dunbartonshire Council's
National Gaelic Language Plan 2019-2024
EIA Screening

Wards Affected: All

Appendix I

Gaelic Specific Fund 2019-2020	Gaelic Specific Grant	WDC Education Contribution	Total
Early Years	£1,200.00	£ 350.00	£1,550.00
Senior phase	£5,589.00	£1,863.00	£7,452.00
Lifelong Learning	£ 950.00	£ 275.00	£1,225.00
Community Learning	£5,561.65	£1,390.41	£6,952.06
Professional Development	£1,699.35	£ 424.84	£2,124.19
Total	£15,000.00	£ 4,303.25	£19,303.25

Gaelic Learners in the Primary School 2019-2020	GLPS	WDC Education Contribution	Total
Training – <ul style="list-style-type: none"> - Costs covered by Scottish Government - Teacher cover costs covered by GLPS 	£3,600.00	Nil	£3,600.00
Total	£3,600.00	£ 0.00	£3,600.00

Gaelic Act Implementation Fund 2019-2020	GLAIF	WDC Education Contribution	Total
1920/3083 –GLAIF A Increasing Gaelic Medium Pupils and Gaelic Learners Across	£8,000.00	£1,600.00	£9,600.00

0-18 Spectrum			
1920/3084 – GLAIF B Developing Extra-Curricular Activities	£2,700.00	£ 540.00	£3,240.00
1819/340 – GLAIF C Encouraging Wider Use of Gaelic in the Community	£1,600.00	£ 320.00	£1,920.00
1920/3086 – GLAIF D Support Wider Use, Learning & Awareness of Gaelic in the Workplace	£2,300.00	£ 460.00	£2,760.00
1819/341 – GLAIF E Support Public Authorities to Increase Profile of Gaelic	£6,000.00	£1,200.00	£7,200.00
Total	£20,600.00	£ 4,120.00	£24,720.00

Gaelic Early Years Fund 2019-2020	GEYF	WDC Education Contribution	Total
Early Years Session - Pàrant is Pàiste/ Parent & Child	£2,250.00	£ 450.00	£2,700.00
Total	£2,250.00	£ 450.00	£2,700.00

WEST DUNBARTONSHIRE COUNCIL**Report by Chief Education Officer****Performance and Monitoring Review Group: 4th December 2019**

Subject: Children's Neighbourhoods Scotland: West Dunbartonshire Council

1. Purpose

- 1.1** This report updates committee on West Dunbartonshire Council's (WDC) involvement in Children's Neighbourhood Scotland (CNS).

2. Recommendations

- 2.1** Committee is asked to:

1. Note the CNS approach; and
2. Note the funding model

3. Background

- 3.1** A strategic approach was made to WDC relating to involvement in CNS with associated information of the programme's success in Glasgow. CNS is an organisation led and managed by Professor Chris Chapman of Glasgow University and part funded by the Scottish Government.

- 3.2** The Chief Education Officer was tasked with meeting CNS to discuss the proposal and consider the advantages for WDC.

- 3.3** This coincided with the activity to review social work/education processes to identify areas for improvement and uses a whole systems approach which includes housing services.

4. Main Issues

- 4.1** Through the meetings with Professor Chris Chapman and the Director of CNS the potential benefit to children and families in WDC was evident and would strengthen our efforts to improve outcomes.

- 4.2** The CNS experience would build on existing strengths and enable a better co-ordinated approach to change and improvement led by communities.

- 4.3** The outline proposal is attached (appendix 1) and gives further detail on the CNS approach.

- 4.4** To date the following preparatory work has been undertaken:

- Initial analysis to select the first Children's Neighbourhood in West Dunbartonshire suggests the Radnor Park area. This is based on a range of data including SIMD, levels of community change, engagement with children's health services, existing strengths in the area such as the Y-Sort-It work, the work of local churches, food and clothes banks and the re-cycle room.
- It was recognised the area had and will be going through significant change due to regeneration and decline in passing footfall/local spend with closure of college resulting in a reduced clientele for local shops and cafes and the future closure of Health Centre likely to have a similar impact. It seemed timely to support the local community to engage in discussions and planning to work with others in shaping their changing neighbourhood
- A Senior Education Officer, Y-Sort-it coordinator and Children's Neighbourhood staff engaged in a scoping and familiarisation exercise of the local area. This included developing understanding of the geographical spread of the area, the range and type of housing stock and housing providers, the range of local amenities and activities available for children, young people and their families, the changing picture of the neighbourhood and the challenges faced
- Appointment of a local coordinator who is based in the Y-Sort-it base on Kilbowie Road to ensure a well-known, well used central location and to capitalise on the strengths of relationships and resources already established in the area. This is a strengths based model which aims primarily to work with existing established partners
- It is anticipated that the co-ordinator will use information on the area to engage with children/young people and their families in a range of engagement activities with new and established community partners to identify their needs and wants for the Radnor Park area and most crucially ways and means of planning, working together and influencing others to address these. (Appendix 2)

5. People Implications

- 5.1** The co-ordinator role is employed by University of Glasgow. A base for the local co-ordinator has been agreed at Y-Sort-it. Line Management and Professional learning would be provided by CNS.

6. Financial and Procurement Implications

- 6.1** Children's Neighbourhood Scotland will provide all support and coordination involved with this activity. West Dunbartonshire Council will be required to match fund the costs of a local co-ordinator. WDC's contribution towards employee costs, including on-costs, as well as the operating budget will be £40,000 per annum. This cost will be shared equally by Education, HSCP and Housing and Communities, from existing budgets.
- 6.2** As the initiative has the potential to run for at least 3 years it is clear that recurring expenditure will soon exceed £50,000. Consequently, the

appropriate course of action would be to issue a Prior Information Notice (PIN) on Public Scotland Tender System (PSTS) to confirm that there are no other credible providers.

- 6.3** The current proposed provider is showing through the monitoring of its activities in Glasgow that a good quality service is being provided.

7. Risk Analysis

- 7.1** The CNS strategic partnership with WDC would be subject to monitoring and review to ensure objectives are being achieved.

8. Equalities Impact Assessment (EIA)

- 8.1** An Equalities Impact Assessment has been carried out and supports the view that the partnership with CNS would build on existing strengths and through joint working with WDC would lead to improving outcomes for children and young people in West Dunbartonshire.

9. Consultation

- 9.1** Legal Services and the Section 95 Officer have been consulted in relation to the content of this report.
- 9.2** The CNS approach was discussed with the Children's Services Review Group and agreed by the Performance Monitoring and Review Group.

10. Strategic Assessment

- 10.1** The proposal to work in strategic partnership with CNS reflects the Council's strategic priorities and in particular:
- Meaningful community engagement with active empowered and informed citizens who feel safe and engaged.
 - Open, accountable and accessible local government.
 - Efficient and effective frontline services that improve the everyday lives of residents.

Laura Mason
Chief Education Officer

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Appendices:

Appendix 1 – Children's Neighbourhoods Scotland –
West Dunbartonshire: An outline proposal
Appendix 2 – Children's Neighbourhoods Scotland area
contextual analysis framework

Background Papers:

None

Wards Affected:

All



Children's Neighbourhoods Scotland

West Dunbartonshire: An outline proposal

Prof Chris Chapman, University of Glasgow

Prof Carol Tannahill, Glasgow Centre for Population Health

Alison Drever, Director, Children's Neighbourhoods Scotland

Background

Every Child, Every Chance – the Scottish Government’s tackling child poverty delivery plan for 2018-2022 – contains the following commitment:

New Help for Children's Neighbourhoods

We will invest £2 million in the innovative Children's Neighbourhoods Scotland programme, expanding its reach in Glasgow and into another urban centre, a small town and a rural community.

Children's Neighbourhoods Scotland is a distinctive approach to improving outcomes for all children and young people in neighbourhoods with high levels of poverty. Based on experience and practice internationally, the approach is place-based and has children, young people and communities at its core. It uses the power of collective action, joining up efforts and services within a neighbourhood to prevent and reduce child and family poverty.

In Scotland, the first Children's Neighbourhood has recently been established in the Bridgeton and Dalmarnock neighbourhood of Glasgow.

The Scottish Government will extend our support in Glasgow, another urban centre, a small town and a rural community - so we understand how transferable the approach is to these settings where child poverty is also unacceptably high. We will invest £2 million in Children's Neighbourhoods Scotland over the course of this Delivery Plan (2018-22) to support this work.

The Children's Neighbourhoods approach involves a local co-ordinator in a child-friendly base - such as a nursery, library, community hub, or school, which is used and valued by the community. A management team looks after the programme locally, providing strategic direction, evaluation and evidence, and development and learning support across the sites. Vitally, children and families are at the heart of the approach - all the outcomes identified, and all the actions to meet them, are developed and agreed locally between families and partner organisations.

Our support for expansion will help us reduce child poverty in a range of ways, but for these new pilots, we will explicitly target economic development and entrepreneurship. This has not been a strong feature of the approach in neighbourhoods in other parts of the UK or internationally, but the Scottish policy context, with its emphasis on inclusive growth, provides an ideal opportunity to test this model.

Resources

£2 million invested between 2018-22.

Impact Summary

Aims to ensure children living in poverty now can fulfil their potential, which may help prevent them living in poverty in adulthood. Some elements, such as the focus on economic development and entrepreneurship, may have the potential to impact on **all four targets** between now and 2030.

This short paper sets out the approach proposed to translate this commitment into reality, and considers:

1. Brief summary of the Children's Neighbourhoods Scotland (CNS) approach
2. The proposed organisational model
3. Exploring the potential: West Dunbartonshire
4. Learning and evaluation
5. Resource implications

1. Children's Neighbourhoods Scotland: the approach

Children's Neighbourhoods is a distinctive approach to improving outcomes for all children and young people in neighbourhoods with high levels of poverty. The approach is locality-based and has the empowerment of children, young people and communities at its core. Through a sustained emphasis on collective impact and the Christie Principles, it joins up efforts and services within a locality to reduce poverty, extend power within communities, and improve outcomes for children and young people. CNS seeks to work at the geographical scale at which services can best be coordinated in line with the needs of children, and efficiencies maximised.

The introduction of Children's Neighbourhoods in Scotland (CNS) draws on expertise, experience and the lessons learned from a range of placed-based initiatives internationally and nationally. These include Children's Communities in a number of sites across the UK such as the Children First Pioneer Projects in Wales, the Greater Shankill Children and Young Peoples Zone, and experience elsewhere in northern Europe. Other examples include Strive Together and Harlem Children's Zone's (HCZ) in the United States.

Within Scotland, the first Children's Neighbourhood has been established in the Bridgeton and Dalmarnock neighbourhood of Glasgow, through a collaboration between the Glasgow Centre for Population Health, the University of Glasgow, Glasgow Health and Social Care Partnership and Glasgow City Council. Other partners include Clyde Gateway, Children in Scotland, and Scottish Business in the Community. The local primary school provided the initial hub in this area, and a range of statutory, community and voluntary sector partners are committing to aligning their efforts to community-identified priorities, to improve life chances and opportunities for children and young people.

The Children's Neighbourhood approach connects with – and aims to bring together – policy and priorities from a range of Government portfolios, beyond social justice and child poverty. For example, it will:

- add a clear focus on children and young people's voice and outcomes within regeneration strategies

- support commitments to closing the attainment gap through addressing some of the ‘beyond school’ factors that impact on attainment
- help illustrate how economic development and inclusive growth can impact child poverty levels and the prospects for young people living in areas with high concentrations of poverty
- apply the community empowerment act principles within communities, for example through orientating participatory budgeting towards child poverty and better outcomes for children
- support the development of services in neighbourhoods to be more trauma-informed and resilience-building, in line with the aim of preventing and mitigating Adverse Childhood Experiences

Therefore, while CNS is quite distinct from any one of these individual policy commitments, it can act as a glue to strengthen each of them and enhance coherence in their implementation at a local level.

2. Organisational model

The Children’s Neighbourhoods approach involves a local co-ordinator based within an organisation located in the neighbourhood (a child-friendly base used and valued by the community, such as a nursery, library, community hub, or school) and a backbone organisation which manages the CNS team, provides strategic direction, evaluation and evidence, and development and learning support across the sites. The backbone organization is based in the Social Research Hub in the Olympia Building in the East End of Glasgow.

The local coordinator is the visible expression of CNS in a locality, undertaking local needs assessment and asset mapping, ensuring clarity of children’s voice and enabling community empowerment, bringing key players and community members together, agreeing priorities and facilitating change. These coordinators are funded jointly by the local authority/CPP and CNS; and employed locally.

Collective impact is guided by five key principles:

- **Common agenda:** All members of the collaborative need a shared understanding of the issue and an agreed approach to tackling it.
- **Shared data and accountability systems:** For alignment and accountability purposes, those involved need to have common indicators of success.
- **Mutually reinforcing agendas and activities:** Action needs to be co-ordinated to avoid overlap and gaps.
- **Clear and consistent communication:** In order to build relationships and trust, establish common objectives, and build shared purpose and a guiding.

- **Backbone support organisation:** A separate organization is required to provide the administrative, logistical, and coordinating support necessary to create and sustain a successful partnership.

The backbone organisation provides the senior leadership across the CNS network, core infrastructure support, and undertakes the research and evaluation to inform the strategic development of the programme. It will focus on four key activities:

- Generating and applying research and evidence (knowledge exchange and utilisation)
- Convening local leaders (collective leadership support and facilitation)
- Supporting innovation within communities (co-production, entrepreneurship, new responses to priorities)
- Delivering the infrastructure to scale impact within and across areas (communications, network support, policy-linkage, methodological development)

This combination of senior and strategic support combined with local coordination on the ground are key features associated with the effectiveness of this model.

3. Exploring the potential: West Dunbartonshire Council (WDC)

Initial discussions with WDC have highlighted a local commitment to working with communities and focusing on areas with the highest levels of deprivation. The WDC strategic plan's overarching priority of reducing inequalities for the people of West Dunbartonshire and the three key council priorities of:

- a strong local economy and improved employment opportunities;
 - supported individuals, families and carers living independently and with dignity
- and
- meaningful community engagement with active empowered and informed citizens who feel safe and engaged

provide an excellent fit with the CNS vision, aims and aspirations of addressing inequalities, tackling poverty and improving outcomes for children, young people and their families with neighbourhoods.

CNS is a flexible, context-specific model that is designed to meet the needs of specific neighbourhoods and its design-based research approach is developed in collaboration with local stakeholders. However, two strands of activity are at the core:

(i) Design and development activity:

- Create even more effectiveness and coherence within the neighbourhood that makes a difference to outcomes for children, young people and their families.

- Broker, facilitate and support partnership and collaborative action between assets including people, organisations and services across a neighbourhood.

(ii) Research and evaluation activity:

- Draw on external research to inform our decision-making
- Undertake detailed analysis of contexts
- Undertake our own participatory research to identify key priorities for action and appropriate developmental approaches within the neighbourhood
- Assess activity to inform our work and monitor and evaluate impact of CNS

In undertaking a detailed analysis of context, CNS uses a range of data sources and engagement processes to identify targeted priorities for whole system change. CNS also works to facilitate and support key workers, leaders and the community to create the change. Our understanding is that these approaches would fit well with – and add additional momentum to – the ways of working being fostered in West Dunbartonshire.

We propose that CNS develops a strategic partnership with WDC to demonstrate that a place-based approach focusing on children and young people in WDC can tackle poverty, reduce inequalities and improve outcomes for all. CNS would thereby contribute to the community planning partnership's long-term investment designed to secure better lives for future generations within WDC.

4. Learning and evaluation

Because CNS is a new development in Scotland, learning and evaluation have a central role to play. The team has started to ensure that the necessary contacts and partnerships are in place with related developments in other parts of the UK and internationally. For example, Professor Chris Chapman is a member of Save the Children's Stronger Communities Programme, is a member of their Children's Communities Evaluation Advisory Board and is part of a research collaboration with Columbia University, NYC which provides access to HCZ. Furthermore the CNS team has visited the Shankhill Partnership, is part of a University of Manchester-based network and plans to run a series of seminars and learning exchanges to build on that experience and share learning.

A series of materials will be developed (frameworks, tools, case studies, facilitation materials etc) to support the implementation of CNS, based on evidence and experience. Our publications and findings are widely available and will link to other sites, including the Improvement Service's Community Portal.

We also propose WDC would be part of a CNS learning network for Scotland, which will provide peer support for the local coordinators as well as being a means by which coherence and good practice across the Scottish sites is strengthened and supported.

The CNS research and evaluation strategy sets out the approach that will be taken to assess whether the intended outcomes are being achieved. There are broad outcomes that will apply

to all sites (improvements to children and young people's health and wellbeing, educational outcomes, quality of place, and ultimately children's life chances), as well as neighbourhood-specific priorities. There will also be process evaluation to establish whether CNS programmes are developing the potential for collective impact with coordinated action across services and sectors, and whether there is a shift in power reflected by clearer voice and influence of the community and its children & young people.

The research design has taken into account those approaches used to research similar initiatives such as Children's communities (Dyson and Kerr 2013) and the more recently the Children's Communities Initiative conducted by the Centre for Regional Economic and Social Research (CRESR) at Sheffield Hallam University Institute of Education (SIOE).

The overarching research questions for the CNS evaluation include:

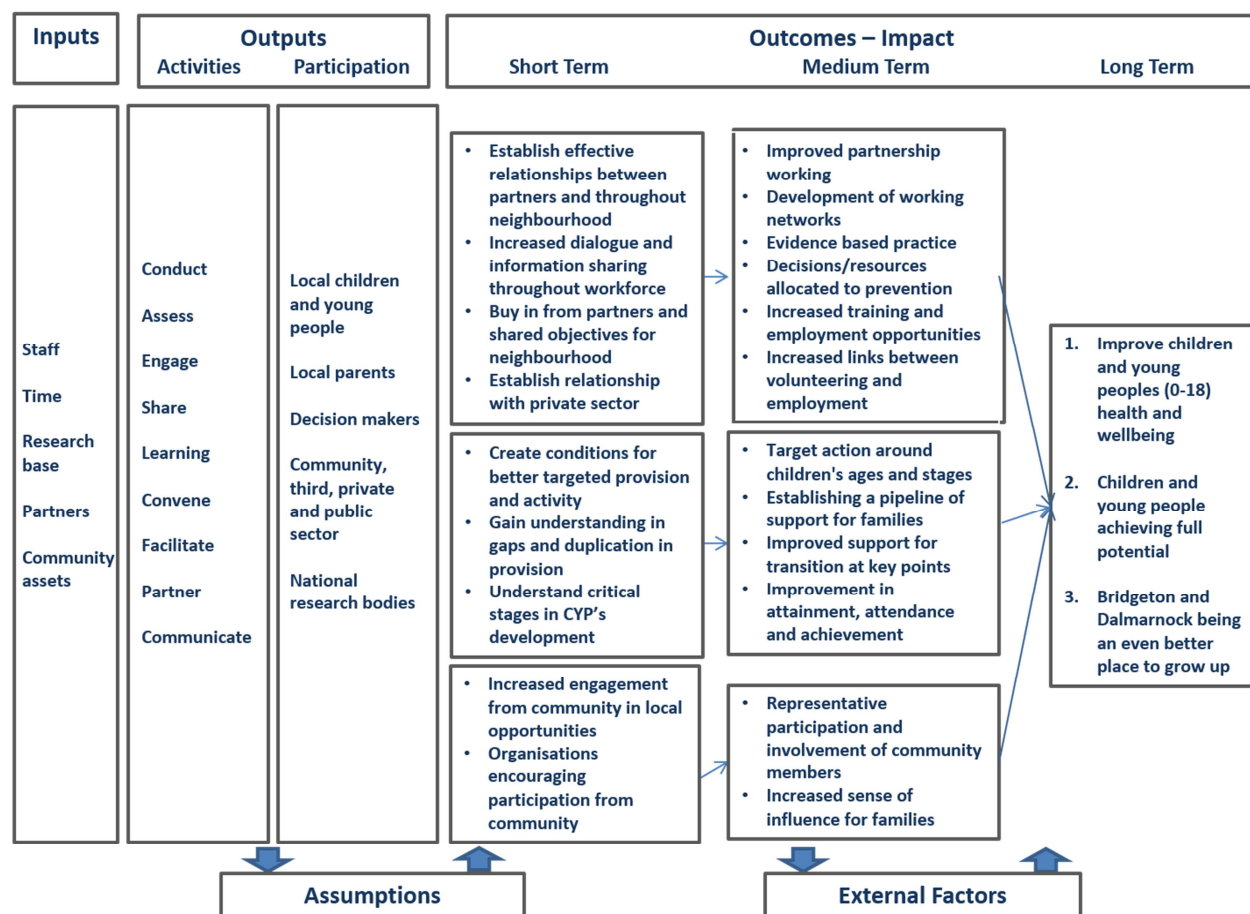
- How and to what extent are the key groups and actors within CNS embodying the principles of the CNS model?
- Is there evidence of CNS working towards long-term systems change?
- How effective are leadership and governance arrangements?
- How is CNS progressing with developing and operationalising the shared local strategic vision and theory of change?
- What evidence is there of impact and different ways of working within services and systems?
- What evidence is there of impact from CNS activity for children and young people and families?
- What evidence is there of impact from CNS on improving children's lives and raising attainment?
- What evidence is there of impact from CNS on improving families' lives?

A Theory of Change has been developed for Bridgeton and Dalmarnock, which underpins the research approach for that neighbourhood. This is attached as Appendix 1.

5. Resource implications and next steps

CNS will provide all backbone support and coordination, including rigorous research and evaluation activity against an ambitious theory of change. In addition CNS will provide 0.5 funding of a local coordinator post. Therefore the resource implications for WDC involve match funding for the local coordinator including on-costs and a small operating budget. This resource would be in the region of £40,000 per annum. We would be keen to establish a Children's Neighbourhood in West Dunbartonshire during 2019 as this would enable this neighbourhood to take maximum advantage of central government funding and run for the full three years in the first instance.

We hope that this short proposal provides helpful background to Children's Neighbourhoods and look forward to exploring opportunities for collaboration with WDC and Community Planning Partners.



Appendix 3: Theory of Change – Bridgeton and Dalmarnock Children’s Neighbourhood.

Children's Neighbourhoods Scotland area contextual analysis framework¹

The framework sets out a range of options and is a starting point for agreeing a local approach to the analysis, taking account of both setting and context.

Purpose of contextual analysis: <ul style="list-style-type: none">• Extend and/or further collate and synthesise existing local and national evidence, intelligence and data• Build relationships and establish partnerships across the CNS area, including community asset mapping where necessary• Establish a baseline position		
Dimension	Definitions	
Setting	The specific physical location / area identified where the programme will operate.	
Context	The set of characteristics and circumstances, consisting of active and unique factors, within which the CNS site is embedded. This includes not only a physical location but also roles, interactions and relationships at multiple levels. There are six context domains.	
	Context domains	
	<i>Geographical</i>	The broader physical environment, landscapes and resources, both natural and man-made (e.g. infrastructure), available in an area.
	<i>Socio-cultural</i>	The ideas and values that are shared among members of a group (i.e. the story of a place).
	<i>Socio-economic</i>	The social and economic resources of a community and their access to these resources.
	<i>Ethical</i>	The norms and principles that guide the decisions and behaviour of individuals, institutions / organisations.
	<i>Legal</i>	The rules and regulations that have been established to protect people’s rights and societal interests.
	<i>Political</i>	The distribution of power, assets and interests within a population.

¹ The framework draws on Pfadenhauer et al. Making sense of complexity in context and implementation: The Context and Implementation of Complex Interventions (CICI) framework. *Implementation Science* (2017) 12:21.

Points to consider and possible approaches / methods to gathering information and data in relation to the six context domains The points included here are not exhaustive but intended to support consideration and identification of next steps with stakeholders.		
<ul style="list-style-type: none"> • The CNS team can identify, gather, review and compile existing data. Data may be drawn from local, cross-sector and strategic documents and data sources across a range of indicators. • An analysis of context focused on local priorities can, for example, support relationship building and develop an overview of existing local structures, partners and groups who work in the area with and for children and young people and their families. • In some contexts there may be a need to map existing service (statutory, third, and private sector), resources and activity provision providing support to children and young people and their families. • The CNS team can deploy a range of methods such as interviews, focus groups and surveys working with local stakeholders, partner organisations, children and young people and their families. • A range of approaches are considered to maximise participation and engagement in the analysis of context process. • Opportunities for feeding back and sharing insights with stakeholders and participants are planned for. 		
Next steps		

WEST DUNBARTONSHIRE COUNCIL**Report by Strategic Lead – People and Technology****Educational Services Committee: 4 December 2019**

**Subject: Employee Wellbeing: Attendance Management
Education Bi-Annual Update (April – September 2019)****1. Purpose**

- 1.1** The purpose of this report is to provide Committee with detailed analysis on employee wellbeing and attendance from 1st April – 30th September 2019 for Education, Learning and Attainment and a bi-annual update on Council wide attendance for the same period.

2. Recommendations

- 2.1** It is recommended that Committee notes the findings, namely:
- The increase of 185.47 full time equivalent (FTE) days lost in Education, Learning and Attainment compared to the same period last year as outlined in Appendices 3-4;
 - The increase in Council wide sickness absence of 3471.84 FTE days lost (approx. 13.6%) compared to the same period last year as outlined in Appendices 1 and 2; and
 - A number of services across the Council were restructured in quarter 1 2019 however Education, Learning and Attainment was not impacted by this change. Any historical comparisons for other Strategic Lead areas should be considered as indicative and not an absolute figure. Further information regarding the services impacted is available in section 4.1 of this report.

3. Background

- 3.1** The Council is committed to supporting the health and wellbeing of all employees. This is driven by the Employee Wellbeing Strategy and supported by initiatives and projects delivered through the Employee Wellbeing Group. The aim of this work is to improve employee morale and engagement, promote a healthier and more inclusive culture and lower sickness absence rates.

4. Main Issues

April – September 2019

4.1 From 1st April to 30th September 2019, a total of 4180.19 days were lost in Education, Learning and Attainment due to sickness absence. This represents an increase of 185.47 FTE days lost compared to the same period in 2018/19.

4.1.2 Table 1 details benchmarking information to enable comparison to the previous year, the service's best performance in the last 3 years as well as the CIPD (Chartered Institute of Personnel and Development) benchmark for the public sector. The FTE figure is shown to provide context of the service size.

4.1.3 The table shows that both teachers and support employees have lower levels of absences than the Council average. Additionally, if Teachers continue to report a low level of absence for the remainder of the year, it is likely that they will have an annual figure lower than that of the public sector benchmark.

4.1.4 Table 1 also details that Teachers have reported lower sickness absence levels from April to September 2019 than the same period in the previous year.

Table 1 – Benchmarking Information

Strategic Lead Area	FTE as at 30 Sept 2018	April - September 2018/19**	FTE as at 30 Sept 2019	April - September 2019/20**	Best Annual Performance	Public Sector Annual Benchmark 2018/19*
Council Wide	4643.15	4.78	4784.47	5.37	10.47 (2016/17)	8.4
Education Support	691.04	3.48	756.64	3.52	9.36 (2016/17)	
Education Teachers	865.63	2.12	914.43	1.87	5.28 (2013/14)	

*Source 2019 CIPD Health and Wellbeing at Work report

** Average FTE days lost per FTE employee

4.1.5 Table 2 details the variance in reported sickness absence levels between April – September 2019 and April – September 2018. Again it is positive to note that Teachers have reported significant decreases in sickness absence however sickness absence for support employees has increased. The percentage increase in sickness absence for Support employees is line with the increase reported Council wide.

4.1.6 Both groups of employees reported decreases in sickness absence from May to July 2019 which is partly attributed to the summer break but absence levels have been increasing since August and this increase is reflective of the Council wide trend.

Table 2 – Variance in days lost due to sickness absence

Strategic Lead Area	Total FTE days April - Sept 18/19	Total FTE days lost April - Sept 19/20	Variance in April - Sept 18/19 vs April - Sept 19/20 (%)*	Variance April - Sept 18/19 vs April - Sept 19/20 (total FTE days lost)
Council Wide	22127.23	25599.07	13.56%	3471.84
Education Support	2311.11	2658.85	13.08%	347.74
Education Teachers	1869.08	1706.81	-9.51%	-162.27

*This is calculated based on the variance of actual FTE days lost and not the variance in average FTE days lost per FTE employee as shown in the Headline figure in Appendix 1.

4.2 Absence Reasons – Service Performance

4.2.1 Appendix 1 and 2 provide a detailed breakdown of the reasons for absence Council Wide.

4.2.2 Table 3 below shows the top 3 reasons for absence from April – September 2019 for Education, Learning and Attainment and compares these to the Council Wide results for the same period. The top 3 reasons for absence Council wide are reflected in the service covered by this report but the rank order is slightly different. The top reason for absence for both Support employees and Teachers is acute medical conditions whilst this is the second top reason for Council wide absence. Absence attributed to acute medical conditions can often be caused by underlying health conditions and as such can be challenging to reduce. Strategic HR, management, Trade Unions and Occupational Health work closely together to ensure that reasonable adjustments are made whenever possible in order to assist employees in remaining at work or returning to work following an absence.

4.2.3 The percentage of absence attributed to minor illness and acute medical conditions is unsurprising given that these absence categories have been established in the top 3 reasons for absence Council wide for some time.

4.2.4 The level of sickness absence attributed to personal stress is a concern and as such the Employee Wellbeing Group continues to have a particular focus on mental health and wellbeing. Key activities include, but are not limited to, regular promotion of the support services available. Further details of the work of the Employee Wellbeing Group are provided in section 4.4 of this report. Work will continue in this area to establish what additional supports may be beneficial to staff to assist them in maintaining their health and wellbeing.

Table 3 – Reasons analysis – Service performances

	1		2		3	
	Reason	%	Reason	%	Reason	%
Council Wide	Minor Illnes	21.4%	Acute Medical Conditions	21.1%	Personal Stress	15.5%
Education Support	Acute Medical Conditions	33%	Minor Illness	27%	Personal Stress	11%
Education Teachers	Acute Medical Conditions	37%	Minor Illness	25%	Personal Stress	13%

4.3 Absence Duration – Service Performance

4.3.1 Table 4 shows the duration profile for Education, Learning and Attainment and compares to the overall Council-wide duration profile. Long term absence accounts for approximately 78% of Council-wide absence from April – September 2019, which is an increase compared to the same period in the previous year. Both Teachers and Support employees have reported increases in long term absences; this is unsurprising given the level of absences attributed to acute medical conditions.

4.3.2 It should also be noted that as Teachers have relatively low levels of sickness, the proportion of short/long term absence may only be attributable to a relatively small number of cases.

Table 4 – Duration analysis – Service performances

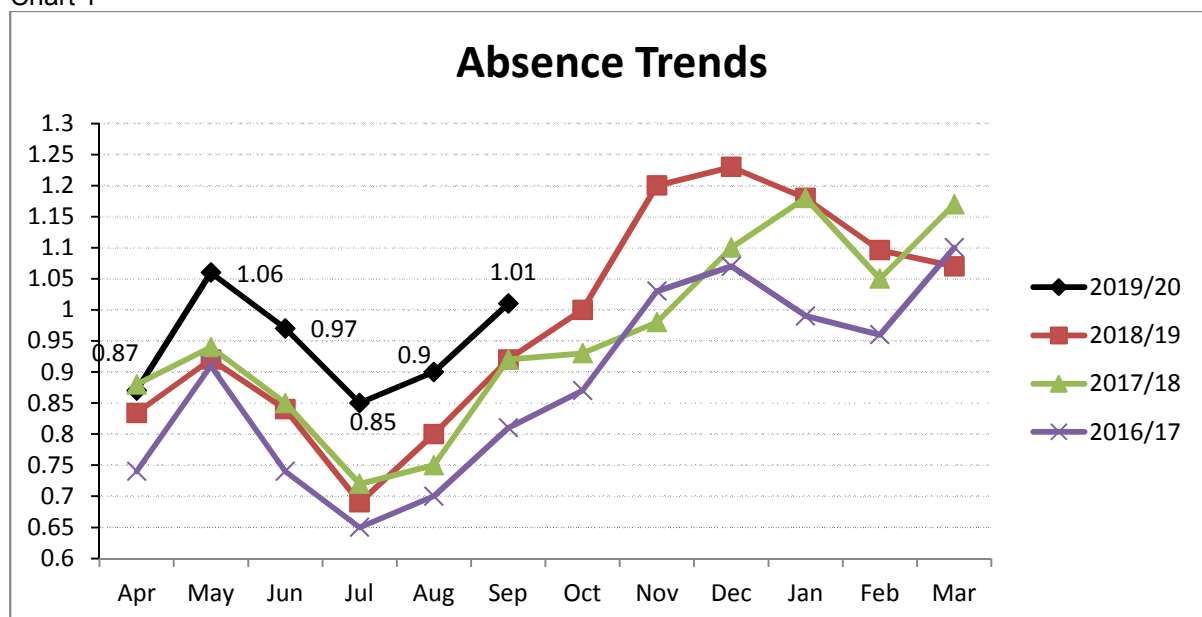
	April - Sept 18/19		April - Sept 19/20	
	Short Term (% of total absence)	Long Term (% of total absence)	Short Term (% of total absence)	Long Term (% of total absence)
Council Wide	30%	70%	22%	78%
Education Support	36%	64%	32%	68%
Education Teachers	37%	63%	34%	66%

4.4 April – September 2019 Council-wide Performance

4.4.1 Chart 1 below shows that, in quarters 1 and 2, the Council's absence performance deteriorated by approx. 11% compared to the same period in the previous year. Based on historic performance it is likely that absence levels will continue to increase during quarter 3 and potentially decrease again in quarter 4. However, given the higher levels of absence in the first half of

2019/20, it is likely that the total absence levels for 2019/20 will be higher than in previous years.

Chart 1



4.4.2 Table 5 (below) shows absence levels for quarters 1 and 2 (2019/20), by Strategic Lead Area, and associated bi-annual figures for 2018/2019 to allow comparison. Please note that the FTE days lost per FTE employee which is reported for each Strategic Lead Area is based on where employees were located as at 30 September 2019.

4.4.3 It should be noted that a restructure took place in quarter 1 2019 and as such a number of services either moved to another Strategic Lead area or are now reported as a stand alone service. As such any historical comparisons in relation to these services should only be considered as an indication.

Table 5 – Total FTE days lost April – Sept 2019 and levels of Variance

Strategic Lead Area	Total FTE days April - Sept 18/19	Total FTE days lost April - Sept 19/20	Variance in April - Sept 18/19 vs April - Sept 19/20 (%)*	Variance April - Sept 18/19 vs April - Sept 19/20 (total FTE days lost)
Council Wide	22127.23	25599.07	13.56%	3471.84
People & Technology	141.35	99.87	-41.53%	-41.48
Regulatory	180.38	95.41	-89.06%	-84.97
Resources	1004.35	1334.23	24.72%	329.88
Chief Exec Office Total	NA	785.91*	NA	NA
Child Healthcare & Criminal Justice	1797.83	1789.36	-0.47%	-8.47
Community Health & Care	6824.65	8831.06	22.72%	2006.41
Finance & Resources	0	0	0.00%	0
Mental Health, Addiction & Learning Disabilities	928.03	895.86	-3.59%	-32.17
Strategy, Planning & Health Improvement	28.23	184.11	84.67%	155.88
HSCP Total	9599.29	11700.39	17.96%	2101.1
Environment & Neighbourhood	3202.58	2873.04	-11.47%	-329.5441216
Housing & Employability	1027.82	1144.49	10.19%	116.6715385
Regeneration	2204.91	2782.07	20.75%	577.16
Roads & Transportation	NA	221.87**	NA	NA
Regeneration, Environment & Growth Total	6435.31	7021.47	8.35%	586.16
Strategic Management	0	6.94	100.00%	6.937857143
Strategic Management Total	0	6.94	100.00%	6.937857143
CCCF	586.37	876.56	33.11%	290.185
Education Learning & Attainment (Support Staff)	2311.11	2658.85	13.08%	347.737168
Resources (Pro)	NA	8.73***	NA	NA
Transformation & Public Service Reform (Excl. Teachers)	4223.56	4287.73	1.50%	64.17
Local Government Employees Total	20258.16	23892.2	15.21%	3634.04
Transformation & Public Service Reform (Teachers)	1869.08	1706.81	-9.51%	-162.27

4.5 Employee Wellbeing Group

4.5.1 The Employee Wellbeing Group continues to make progress through wellbeing initiatives, employee support mechanisms and working with trade unions and local partners to identify and address areas for improvement. Updates on progress are reported to Performance and Monitoring Group on a monthly basis. Actions completed since the last report to this Committee in May 2019, or which are currently being progressed, include the following:

- Regular meetings for both the Managers' group for Employee Wellbeing and the Wellbeing Advocates group have been established and taking place quarterly . These groups look ahead to the Employee Wellbeing theme for the next quarter and work together to identify appropriate actions in support of same.
- Throughout quarters 1 and 2, activities took place including an Employee Wellbeing Information Event where providers displayed stalls, employees had an opportunity to participate in health checks and learn more about the Employee Supports available. This was well attended and a follow up event is planned for the Senior Management Network.
- Digital skills were an area highlighted by Wellbeing Advocates and the Wellbeing Managers' group as a source of anxiety for some employees. In order to ensure that employees feel supported to develop these skills and thereby reduce any related anxiety, a range of communications were shared highlighting the learning and development opportunities available including Microsoft Outlook and Excel training.
- A new Menopause guidance document has been launched to support employees and managers which was followed up with training intended to raise awareness about the impact of the menopause. This was delivered in conjunction with the Trade Union Learning Fund.
- The Disability Passport Guidance was launched; this replaces the Tailored Adjustment guidance and provides employees and managers with guidance regarding supporting employees who have a disability.
- A range of promotional communications highlighting the importance of physical activity including walks in Levensgrove Park, the Cycle to Work scheme and a summer walking challenge.
- West Dunbartonshire Leisure Trust continue their regular visits to Council premises to promote their discounted membership deals for employees and carry out health checks.
- The pilot project with Headtorch has continued with selected groups of employees and managers receiving training on mental health awareness.
- The Council's submission for Healthy Working Lives Award was successful and the Gold standard award has been maintained.
- A number of communications were shared during Suicide Prevention week and on Mental Health day to highlight the support available to employees in relation to mental health. This included additional resources that have been added to the Employee Wellbeing Intranet pages for advice on mental health and financial wellbeing.

- Training sessions designed to raise awareness of mental health were delivered in conjunction with the Trade Union Learning Fund and it is our intention to ask these employees to become Wellbeing Advocates
- Further developments have taken place to enhance the functionality of HR21; this marked the start of a programme of work to automate the administration of sickness absence reporting for managers where possible. This work will continue into quarter 3 and 4.
- A review of the current Attendance Management policy has now been concluded with Trade Union colleagues. It was agreed that the new policy sees a change in focus with more emphasis on support and developing a different tone in dealing with absence. A communication plan to support the roll out is currently being developed.
- Following a review, HR data used to inform workforce planning and supporting managers with attendance management is now being used to better effect.
- The Council was awarded the Gold Award for the support provided to Reservists and their family.
- Following a tendering exercise, a new provider was secured for the provision of the Employee Counselling Service. The change in provider, now the same as the OH provision, took effect in September and a range of communications were shared with employees and management to inform them of the change.

5. People Implications

- 5.1** Effective and robust management of absence can have a positive impact upon employees, promoting early return to good health and work. The results for April – September 2019 indicate an overall increase in sickness absence for the service covered by this Committee. However, levels remain below the Council average. The services are engaged with the Employee Wellbeing Group and are committed to supporting employee wellbeing through the implementation of actions developed through the group.

6. Financial and Procurement Implications

- 6.1** Based on the average cost of a day (£138), table 6 provides the estimated productivity loss associated with absence across the Council and the Strategic Lead areas. This does not include any associated costs such as cover or overtime.

Table 6 – Cost of absence

Strategic Lead Area	April - September 19/20 Value of Lost Productivity (approx.)
Council Wide	£3,053,558
Education Support	£318,933
Education Teachers	£257,933

- 6.3** There are no procurement implications.

7. Risk Analysis

- 7.1** There is a risk that managers do not fulfil their role and comply with the policy and in turn Council-wide absence continues to increase.
- 7.2** While it is evident in many instances that the necessary and proactive steps are being undertaken, such as early referral to occupational health, there is still a significant amount of work to do to continue to reduce absence.
- 7.3** Without maintaining and continuing to improve attendance there continues to be a risk of detrimental impact on service delivery, loss of productivity and reduced team performance.

8. Equalities Impact Assessment (EIA)

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

9. Consultation

- 9.1** Consultation is on-going with trades unions in the main through the Wellbeing Group, the local Joint Consultative Committees, Convenor meetings and, for more strategic matters, through the Joint Consultative Forum.

10. Strategic Assessment

- 10.1** Effective attendance management will support the Council's aim to make best use of both financial and human resources resulting in a positive impact upon service provision.

Victoria Rogers
Strategic Lead People and Technology
Date: 25 October 2019

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Appendices:

Appendix 1	Council Wide Q1 2019/20 Absence Summary
Appendix 2	Council Wide Q2 2019/20 Absence Summary
Appendix 3	Education, Learning and Attainment Q1 2019/20 Absence Summary

Appendix 4 Education, Learning and Attainment Q2
2019/20 Absence Summary

Background Papers: None

Wards Affected: None


	WDC Absence Statistics Department: Council-Wide Period: Q1 2019/20
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TABLE 1 - Headline Figure	Q1 2019/20	2.83	Q1 2018/19	2.47	Year on Year +/-	14.4%
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TABLE 2 - Days Lost per Employee

Department	FTE Employees	ACTUAL WORKING DAYS LOST				Total Working Days Lost	Total FTE Days Lost	Total FTE Days Lost by FTE Employees
		Intermittent 1-3 days	Short Term 4-5 days	Medium Term 6 days - 4 weeks	Long Term over 4 weeks			
Child Healthcare & Criminal Justice	228.60	29.0	23.0	110.8	813.7	976.5	901.14	3.94
Community Health & Care	735.23	187.5	161.0	613.8	5435.7	6398.0	4,701.54	6.39
Finance & Resources	4.50	0.0	0.0	0.0	0.0	0.0	0.00	0.00
Mental Health, Addiction & Learning Disabilities	139.49	38.0	5.0	96.4	461.9	601.3	465.70	3.34
Strategy, Planning & Health Improvement	22.41	2.0	0.0	7.7	98.9	108.6	92.32	4.12
Health & Social Care Partnership	1,130.23	256.5	189.0	828.7	6,810.1	8,084.4	6,160.71	5.45
Environment & Neighbourhood	697.65	110.0	121.5	417.4	2137.1	2786.0	1,836.34	2.63
Housing & Employability	267.31	35.5	35.5	86.1	477.0	634.1	548.46	2.05
Regeneration	427.58	40.5	84.0	194.7	900.7	1219.9	1,184.45	2.77
Regeneration, Environment & Growth	1,392.55	186.0	241.0	698.2	3514.8	4640.1	3,569.25	2.56
Strategic Management	14.00	0.0	0.0	0.0	89.3	89.3	89.29	6.38
Strategic Management	14.00	0.0	0.0	0.0	89.3	89.3	89.29	6.38
Communications, Culture & Communities	125.50	24.5	15.0	58.7	495.8	594.0	483.53	3.85
Education Learning & Attainment (Support Staff)	752.52	206.5	93.0	322.8	1529.1	2151.4	1,567.35	2.08
People & Technology	91.07	9.5	0.0	4.3	38.2	52.0	42.52	0.47
Regulatory	96.25	13.0	13.0	18.8	0.0	44.8	42.25	0.44
Resources	251.08	52.5	59.0	70.7	565.3	747.5	658.83	2.62
Transformation & Public Service Reform (Excl. Teachers)	1,316.43	306.0	180.0	475.4	2628.3	3589.7	2,794.47	2.12
LOCAL GOVERNMENT EMPLOYEES TOTAL	3,853.22	748.5	610.0	2002.3	13042.6	16403.4	12613.7	3.27
Transformation & Public Service Reform (Teachers)	905.00	206.0	43.0	190.4	691.4	1130.8	835.56	0.92
COUNCIL-WIDE TOTAL	4,758.22	954.5	653.0	2192.7	13734.0	17534.2	13,449.28	2.83

TABLE 3 - Breakdown of Days Lost by Duration Category

Duration	Working Days Lost	Percentage of Lost Days
Intermittent (1-3 days)	954.5	5.44%
Short Term (4-5 days)	653.0	3.72%
Medium Term (6 days-4 weeks)	2,192.7	12.51%
Long Term (over 4 weeks)	13,734.0	78.33%
TOTAL	17,534.2	100%

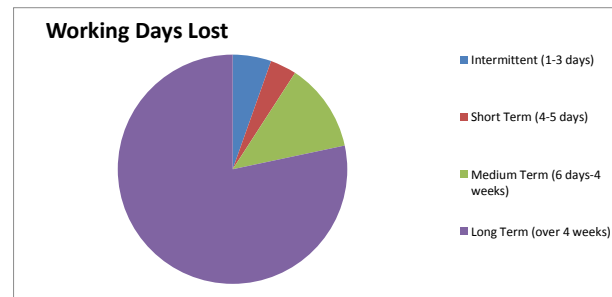


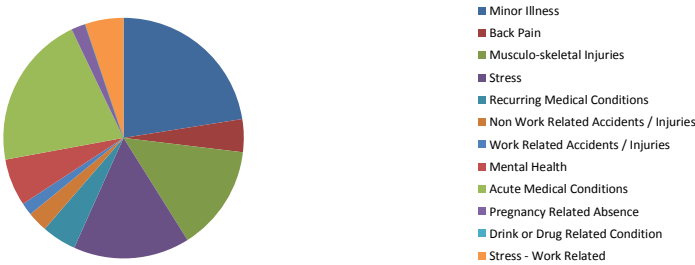
TABLE 4 - Absence Reasons

Department	FTE Employees	Absence Reasons													Total Working Days Lost	FTE Days Lost	Total FTE Days Lost by FTE Employees
		Minor Illness	Back Pain	Musculo-skeletal Injuries	Stress - Personal	Recurring Medical Conditions	Non Work Related Accident / Injuries	Work Related Accidents / Injuries	Mental Health	Acute Medical Conditions	Pregnancy Related Absence	Drink or Drug Related Condition	Stress - Work Related				
Child Healthcare & Criminal Justice	228.60	218.0	2.0	147.4	216.4	0.0	21.4	29.3	92.1	123.5	26.6	0.0	99.7	976.5	901.14	3.94	
Community Health & Care	735.23	1298.7	328.8	1031.7	1064.9	324.0	73.6	155.6	379.7	1382.0	93.9	0.0	265.3	6398.0	4,701.54	6.39	
Finance & Resources	4.50	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.00	0.00	
Mental Health, Addiction & Learning Disabilities	139.49	91.0	16.6	129.0	88.6	38.1	0.0	0.0	102.9	3.0	0.0	0.0	132.1	601.3	465.70	3.34	
Strategy, Planning & Health Improvement	22.41	2.0	0.0	0.0	7.7	65.0	0.0	0.0	0.0	33.9	0.0	0.0	0.0	108.6	92.32	4.12	
Health & Social Care Partnership	1,130.23	1609.7	347.4	1308.2	1377.6	427.1	95.0	184.9	574.7	1542.3	120.4	0.0	497.1	8084.4	6,160.71	5.45	
Environment & Neighbourhood	697.65	778.3	222.3	504.9	263.3	193.3	100.3	90.6	73.6	480.9	31.4	0.0	47.1	2786.0	1,836.34	2.63	
Housing & Employability	267.31	218.4	25.7	27.1	93.1	4.3	52.9	0.0	39.4	105.1	3.0	0.0	65.0	634.2	548.46	2.05	
Regeneration	427.58	201.8	140.0	247.1	282.4	0.0	0.0	7.9	140.0	200.7	0.0	0.0	0.0	1219.9	1,184.45	2.77	
Regeneration, Environment & Growth	1,392.55	1198.6	388.0	779.2	638.9	197.6	153.1	98.4	253.0	786.7	34.4	0.0	112.1	4640.1	3,569.25	2.56	
Strategic Management	14.00	24.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	65.0	0.0	0.0	0.0	89.3	89.29	6.38	
Strategic Management	14.00	24.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	65.0	0.0	0.0	0.0	89.3	89.29	6.38	
Communications, Culture & Communities	125.50	54.2	0.0	42.4	168.9	65.0	38.3	0.0	22.1	120.5	0.0	0.0	82.6	594.0	483.53	3.85	
Education Learning & Attainment (Support Staff)	752.52	516.9	0.0	244.9	191.4	62.0	44.0	1.0	157.1	655.2	145.8	0.0	133.1	2151.4	1,567.35	2.08	
People & Technology	91.07	28.3	0.0	0.0	0.0	3.0	20.7	0.0	0.0	0.0	0.0	0.0	0.0	52.0	42.52	0.47	
Regulatory	96.25	37.5	0.0	7.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	44.8	42.25	0.44	
Resources	251.08	109.4	33.9	47.7	147.6	39.1	61.6	0.0	108.4	143.0	19.0	0.0	37.9	747.5	658.83	2.62	
Transformation & Public Service Reform	1,316.43	746.3	33.9	342.2	507.9	169.1	164.6	1.0	287.7	918.7	164.8	0.0	253.6	3589.7	2,794.47	2.12	
LOCAL GOVERNMENT EMPLOYEES TOTAL	3,853.22	3578.8	769.3	2429.6	2524.3	793.9	412.7	284.3	1115.4	3312.8	319.6	0.0	862.8	16403.4	12,613.72	3.27	
Transformation & Public Service Reform	905.00	364.3	2.0	59.8	221.6	20.6	67.0	6.5	0.0	326.6	13.0	0.0	49.6	1130.8	835.56	0.92	
COUNCIL-WIDE TOTAL	4,758.22	3943.1	771.3	2489.4	2745.8	814.4	479.7	290.8	1115.4	3639.3	332.6	0.0	912.4	17534.2	13,449.28	2.83	

TABLE 5 - Days Lost by Absence Category

Absence Reason	Working	Percentage of Lost Days
Minor Illness	3,943.1	22.49%
Back Pain	771.3	4.40%
Musculo-skeletal Injuries	2,489.4	14.20%
Stress	2,745.8	15.66%
Recurring Medical Conditions	814.4	4.64%
Non Work Related Accidents / Injuries	479.7	2.74%
Work Related Accidents / Injuries	290.8	1.66%
Mental Health	1,115.4	6.36%
Acute Medical Conditions	3,639.3	20.76%
Pregnancy Related Absence	332.6	1.90%
Drink or Drug Related Condition	0.0	0.00%
Stress - Work Related	912.4	5.20%
TOTAL	17,534.2	100%

Working Days Lost



WDC Absence Statistics

 Department: Council-Wide
 Period: Q2 2019/20

TABLE 1 - Headline Figure	Q2 2019/20	2.54	Q2 2018/19	2.31	Year on Year +/-	10.01%
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TABLE 2 - Days Lost per Employee

Department	FTE Employees	ACTUAL WORKING DAYS LOST				Total Working Days Lost	Total FTE Days Lost	Total FTE Days Lost by FTE Employees
		Intermittent 1-3 days	Short Term 4-5 days	Medium Term 6 days - 4 weeks	Long Term over 4 weeks			
People & Technology	93.07	8.0	4.0	22.6	29.3	63.9	57.35	0.62
Regulatory	96.72	11.5	0.0	13.6	29.3	54.4	53.16	0.55
Resources	226.81	36.0	18.0	69.3	657.9	781.2	675.40	2.98
Chief Exec Office Total	416.60	55.5	22.0	105.5	716.4	899.4	785.91	1.89
Child Healthcare & Criminal Justice	231.09	31.0	32.0	142.9	840.1	1046.0	888.22	3.84
Community Health & Care	737.38	189.5	126.0	684.0	4657.9	5657.5	4,129.52	5.60
Finance & Resources	5.30	0.0	0.0	0.0	0.0	0.0	0.00	0.00
Mental Health, Addiction & Learning Disabilities	138.36	22.0	18.0	112.9	365.7	518.6	430.16	3.11
Strategy, Planning & Health Improvement	23.13	10.0	9.0	9.3	65.7	94.0	91.79	3.97
Health & Social Care Partnership	1,135.27	252.5	185.0	949.0	5,929.5	7,316.1	5,539.69	4.88
Environment & Neighbourhood	331.27	28.0	13.0	199.5	871.4	1111.8	1,036.70	3.13
Housing & Employability	271.76	38.0	29.0	56.1	525.4	648.5	596.03	2.19
Regeneration	430.05	69.5	104.5	187.1	1327.2	1688.4	1,597.62	3.71
Roads & Transportation	62.23	6.0	9.0	20.0	275.7	310.7	221.87	3.57
Regeneration, Environment & Growth	1,095.31	141.5	155.5	462.7	2999.7	3759.4	3,452.22	3.15
Strategic Management	13.34	0.0	0.0	0.0	22.1	22.1	7.46	0.56
Strategic Management	13.34	0.0	0.0	0.0	22.1	22.1	7.46	0.56
CCCF	432.36	102.0	82.0	369.0	1261.2	1814.2	393.03	0.91
Education Learning & Attainment (Support Staff)	756.64	92.5	41.5	422.8	965.9	1522.7	1,091.50	1.44
Resources (Pro)	20.53	0.5	0.0	0.0	12.0	12.5	8.73	0.43
Transformation & Public Service Reform (Excl. Teachers)	1,209.52	195.0	123.5	791.9	2239.1	3349.5	1,493.26	1.23
LOCAL GOVERNMENT EMPLOYEES TOTAL	3,870.04	644.5	486.0	2309.1	11906.9	15346.5	11278.5	2.91
Transformation & Public Service Reform (Teachers)	914.43	126.5	37.0	168.6	783.5	1115.6	871.25	0.95
COUNCIL-WIDE TOTAL	4,784.47	771.0	523.0	2477.7	12690.4	16462.1	12,149.79	2.54

TABLE 3 - Breakdown of Days Lost by Duration Category

Duration	Working Days Lost	Percentage of Lost Days
Intermittent (1-3 days)	771.0	4.68%
Short Term (4-5 days)	523.0	3.18%
Medium Term (6 days-4 weeks)	2,477.7	15.05%
Long Term (over 4 weeks)	12,690.4	77.09%
TOTAL	16,462.1	100%

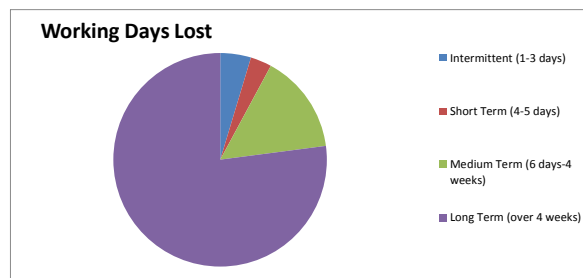


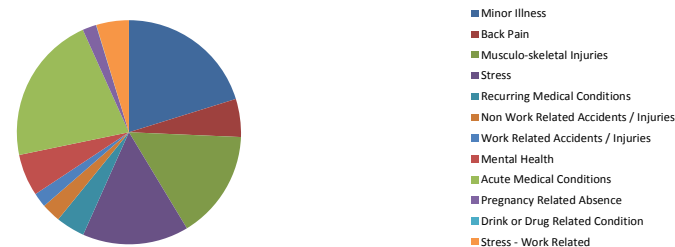
TABLE 4 - Absence Reasons

Department	FTE Employees	Absence Reasons												Total Working Days Lost	FTE Days Lost	Total FTE Days Lost by FTE Employees
		Minor Illness	Back Pain	Musculo-skeletal Injuries	Stress - Personal	Recurring Medical Conditions	Non Work Related Accident / Injuries	Work Related Accidents / Injuries	Mental Health	Acute Medical Conditions	Pregnancy Related Absence	Drink or Drug Related Condition	Stress - Work Related			
People & Technology	93.07	17.7	0.0	8.6	0.0	4.0	0.0	0.0	29.3	4.3	0.0	0.0	0.0	63.9	57.35	0.62
Regulatory	96.72	13.5	0.0	32.3	0.0	0.0	0.0	0.0	0.0	8.6	0.0	0.0	0.0	54.4	53.16	0.55
Resources	226.81	157.2	78.4	67.9	124.2	16.7	49.3	0.0	12.6	245.2	21.2	0.0	8.6	781.2	675.40	2.98
Chief Exec Office Total	416.60	188.4	78.4	108.7	124.2	20.7	49.3	0.0	41.9	258.0	21.2	0.0	8.6	899.4	785.91	1.89
Child Healthcare & Criminal Justice	231.09	119.7	54.7	93.6	248.6	8.6	5.0	0.0	123.0	118.6	20.0	0.0	254.3	1046.0	888.22	3.84
Community Health & Care	737.38	868.6	296.4	983.2	967.5	247.1	128.9	214.7	452.7	1202.7	171.6	0.0	124.0	5657.5	4,129.52	5.60
Finance & Resources	5.30	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.00	0.00
Mental Health, Addiction & Learning Disabilities	138.36	134.2	16.4	54.3	106.6	66.9	2.0	0.0	57.1	12.9	9.0	0.0	59.3	518.6	430.16	3.11
Strategy, Planning & Health Improvement	23.13	26.3	0.0	0.0	0.0	65.7	0.0	0.0	0.0	0.0	0.0	0.0	2.0	94.0	91.79	3.97
Health & Social Care Partnership	1,135.27	1148.8	367.6	1131.1	1322.7	388.3	135.9	214.7	632.8	1334.2	200.6	0.0	439.6	7316.1	5,539.69	4.88
Environment & Neighbourhood	331.27	251.0	19.9	175.0	169.3	131.4	19.4	78.8	92.9	141.4	0.0	0.0	32.9	1111.8	1,036.70	3.13
Housing & Employability	271.76	87.6	51.4	129.1	128.6	5.0	86.4	30.3	0.0	80.6	0.0	0.0	49.6	648.5	596.03	2.19
Regeneration	430.05	325.8	166.6	529.2	163.6	10.0	21.4	4.0	150.7	273.6	0.0	0.0	43.6	1688.4	1,597.62	3.71
Roads & Transportation	62.23	38.0	74.0	48.6	0.0	50.0	64.4	0.0	0.0	35.7	0.0	0.0	0.0	310.7	221.87	3.57
Regeneration, Environment & Growth	1,095.31	702.3	311.8	881.9	461.4	196.4	191.7	113.1	243.6	531.3	0.0	0.0	126.0	3759.4	3,452.22	3.15
Strategic Management	13.34	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	22.1	0.0	0.0	0.0	22.1	7.46	0.56
Strategic Management	13.34	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	22.1	0.0	0.0	0.0	22.1	7.46	0.56
CCCF	432.36	617.0	90.7	171.6	351.7	19.1	54.3	15.0	1.0	365.5	0.0	8.6	119.7	1814.2	393.03	0.91
Education Learning & Attainment (Support Staff)	756.64	478.6	9.0	101.0	194.6	49.0	5.0	0.0	27.4	540.0	67.1	0.0	50.9	1522.7	1,091.50	1.44
Resources (Pro)	20.53	0.5	0.0	0.0	0.0	0.0	0.0	0.0	12.0	0.0	0.0	0.0	0.0	12.5	8.73	0.43
Transformation & Public Service Reform (Excl. Teachers)	1,209.52	1096.1	99.7	272.6	546.3	68.1	59.3	15.0	40.4	905.5	67.1	8.6	170.7	3349.5	1,493.26	1.23
LOCAL GOVERNMENT EMPLOYEES TOTAL	3,870.04	3135.6	857.5	2394.3	2454.6	673.5	436.1	342.8	958.6	3051.1	288.9	8.6	744.8	15346.5	11,278.54	2.91
Transformation & Public Service Reform (Teachers)	914.43	194.1	38.6	188.9	67.9	14.3	17.0	0.0	36.4	493.8	38.2	0.0	26.4	1115.6	871.25	0.95
COUNCIL-WIDE TOTAL	4,784.47	3329.8	896.1	2583.1	2522.4	687.8	453.1	342.8	995.1	3545.0	327.1	8.6	771.2	16462.1	12,149.79	2.54

TABLE 5 - Days Lost by Absence Category

Absence Reason	Days Lost	Percentage of Lost Days
Minor Illness	3,329.8	20.23%
Back Pain	896.1	5.44%
Musculo-skeletal Injuries	2,583.1	15.69%
Stress	2,522.4	15.32%
Recurring Medical Conditions	687.8	4.18%
Non Work Related Accidents / Injuries	453.1	2.75%
Work Related Accidents / Injuries	342.8	2.08%
Mental Health	995.1	6.04%
Acute Medical Conditions	3,545.0	21.53%
Pregnancy Related Absence	327.1	1.99%
Drink or Drug Related Condition	8.6	0.05%
Stress - Work Related	771.2	4.68%
TOTAL	16,462.1	100%

Working Days Lost



WDC Absence Statistics

TABLE 1 - Headline Figure	Q1 2019/20	2.08	Q1 2018/19	1.94	Year on Year +/-	7.4%
		0.92		1.41		-34.5%

TABLE 2 - Days Lost per Employee

Team/Section/Service/Department		FTE Employees	ACTUAL WORKING DAYS LOST				Total Working Days Lost	Total FTE Days Lost	Total FTE Days Lost by FTE Employees
			Intermittent 1-3 days	Short Term 4-5 days	Medium Term 6 days - 4 weeks	Long Term over 4 weeks			
	Children & Young People	6.69	0.0	0.0	0.0	0.0	0.0	0.00	0.00
	Education Central Mgmt	4.00	0.0	0.0	0.0	0.0	0.0	0.00	0.00
	Education Development	15.10	0.0	0.0	6.4	43.6	50.0	50.00	3.31
	Music Services	15.09	0.0	0.0	0.0	0.0	0.0	0.00	0.00
	Performance & Improvement	5.90	0.0	0.0	0.0	0.0	0.0	0.00	0.00
	Rais Attain Improv Learn	0.92	0.0	0.0	0.0	0.0	0.0	0.00	0.00
	Workforce / CPD	7.69	0.0	4.0	0.0	0.0	4.0	4.00	0.52
	Central Support Staff Total	55.39	0.0	4.0	6.4	43.6	54.0	54.00	0.97
	Psychological Services	11.35	1.0	0.0	0.0	0.0	1.0	1.00	0.09
	Psychological Services Total	11.35	1.0	0.0	0.0	0.0	1.0	1.00	0.09
	Technician Services	17.60	0.0	0.0	5.0	0.0	5.0	5.00	0.28
	Technician Services Total	17.60	0.0	0.0	5.0	0.0	5.0	5.00	0.28
	Schools & Nurseries - Central ASN Support	15.04	13.0	14.0	25.7	65.0	117.7	83.44	5.55
	Schools & Nurseries - Early Years	281.15	68.5	30.0	150.7	763.4	1012.6	788.49	2.80
	Schools & Nurseries - Primary Schools	208.28	56.0	27.0	80.0	240.7	403.7	214.81	1.03
	Schools & Nurseries - Secondary Schools	98.93	31.0	13.0	42.9	151.4	238.3	191.36	1.93
	Schools & Nurseries - Special Schools & Units	64.77	37.0	5.0	12.1	265.0	319.1	229.24	3.54
	Schools & Nurseries - Support Staff Total	668.18	205.5	89.0	311.4	1485.5	2091.4	1507.35	2.26
	Education, Learning & Attainment - Support Staff Total	752.52	206.5	93.0	322.8	1529.1	2151.4	1567.35	2.08
Teachers	Central ASN Support Service	31.31	12.0	4.0	20.9	23.6	60.5	51.98	1.66
	Primary Schools	430.35	77.0	19.0	85.9	363.6	545.5	430.42	1.00
	Secondary Schools	388.29	95.0	20.0	73.6	239.3	427.9	292.55	0.75
	Special Schools & Units	55.06	22.0	0.0	10.0	65.0	97.0	60.60	1.10
Education, Learning & Attainment - Teachers Total		905.00	206.00	43.00	190.40	691.43	1130.8	835.56	0.92
Education, Learning & Attainment - TOTAL		1,657.53	412.50	136.00	513.24	2,220.48	3,282.22	2,402.91	1.45

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

Duration	Working Days Lost	Percentage of Lost
Intermittent (1-3 days)	206.5	9.60%
Short Term (4-5 days)	93.0	4.32%
Medium Term (6 days-4 weeks)	322.8	15.01%
Long Term (over 4 weeks)	1,529.1	71.07%
TOTAL	2,151.4	100.00%

Working Days Lost

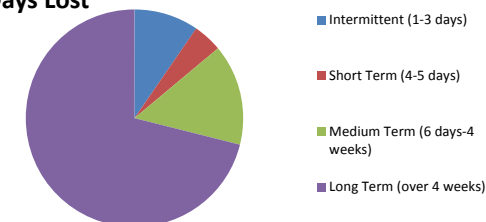
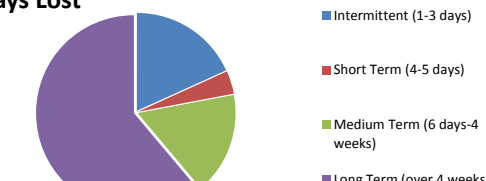


TABLE 3B - Breakdown of Days Lost by Duration Category (Teaching)

Duration	Working Days Lost	Percentage of Lost
Intermittent (1-3 days)	206.0	18.22%
Short Term (4-5 days)	43.0	3.80%
Medium Term (6 days-4 weeks)	190.4	16.84%
Long Term (over 4 weeks)	691.4	61.14%
TOTAL	1,130.8	100.00%

Working Days Lost



WDC Absence Statistics

TABLE 1 - Headline Figure	Q2 2019/20	1.44	Q2 2018/19	1.54	Year on Year +/-	-6.4%
		0.95		0.71		33.5%

TABLE 2 - Days Lost per Employee

Team/Section/Service/Department		FTE Employees	ACTUAL WORKING DAYS LOST				Total Working Days Lost	Total FTE Days Lost	Total FTE Days Lost by FTE Employees
			Intermittent 1-3 days	Short Term 4-5 days	Medium Term 6 days - 4 weeks	Long Term over 4 weeks			
Support Staff	Children & Young People	7.73	2.0	0.0	0.0	0.0	2.0	1.77	0.23
	Education Central Mgmt	4.00	0.0	0.0	0.0	0.0	0.0	0.00	0.00
	Education Development	13.58	1.0	0.0	0.0	0.0	1.0	1.00	0.07
	Music Services	15.10	2.0	0.0	20.7	0.0	22.7	16.54	1.10
	Performance & Improvement	5.90	0.0	0.0	0.0	0.0	0.0	0.00	0.00
	Rais Attain Improv Learn	1.00	0.0	0.0	0.0	0.0	0.0	0.00	0.00
	Workforce / CPD	7.00	0.0	0.0	0.0	10.7	10.7	5.36	0.77
	Central Support Staff Total	54.31	5.0	0.0	20.7	10.7	36.4	24.67	0.45
	Psychological Services	10.45	0.0	0.0	0.0	0.0	0.0	0.00	0.00
	Psychological Services Total	10.45	0.0	0.0	0.0	0.0	0.0	0.00	0.00
	Technician Services	17.34	3.0	0.0	14.3	0.0	17.3	14.37	0.83
	Technician Services Total	17.34	3.0	0.0	14.3	0.0	17.3	14.37	0.83
	Schools & Nurseries - Central ASN Support	15.38	0.0	9.0	20.0	0.0	29.0	16.42	1.07
	Schools & Nurseries - Early Years	289.28	34.0	19.5	204.3	338.1	595.8	435.30	1.50
	Schools & Nurseries - Primary Schools	203.31	24.0	0.0	52.1	175.0	251.1	143.89	0.71
	Schools & Nurseries - Secondary Schools	98.05	18.0	9.0	72.1	115.0	214.1	166.32	1.70
	Schools & Nurseries - Special Schools & Units	68.51	8.5	4.0	39.3	327.1	378.9	290.53	4.24
	Schools & Nurseries - Support Staff Total	674.53	84.5	41.5	387.8	955.2	1469.0	1052.46	1.56
Education, Learning & Attainment - Support Staff Total		756.64	92.5	41.5	422.8	965.9	1522.7	1091.50	1.44
Teachers	Central ASN Support Service	31.03	2.0	5.0	0.0	0.0	7.0	5.50	0.18
	Primary Schools	428.29	42.0	13.0	90.7	265.0	410.7	314.46	0.73
	Secondary Schools	398.56	72.5	19.0	68.6	352.1	512.2	412.68	1.04
	Special Schools & Units	56.55	10.0	0.0	9.3	166.4	185.7	138.61	2.45
Education, Learning & Attainment - Teachers Total		914.43	126.50	37.00	168.56	783.53	1115.6	871.25	0.95
Education, Learning & Attainment - TOTAL		1,671.07	219.00	78.50	591.40	1,749.41	2,638.31	1,962.75	1.17

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

Duration	Working Days Lost	Percentage of Lost
Intermittent (1-3 days)	92.5	6.07%
Short Term (4-5 days)	41.5	2.73%
Medium Term (6 days-4 weeks)	422.8	27.77%
Long Term (over 4 weeks)	965.9	63.43%
TOTAL	1,522.7	100.00%

Working Days Lost

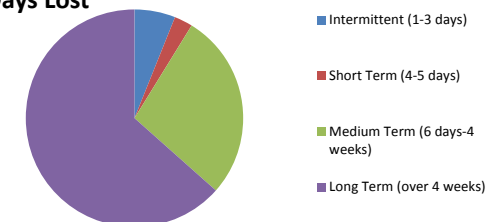


TABLE 3B - Breakdown of Days Lost by Duration Category (Teaching)

Duration	Working Days Lost	Percentage of Lost
Intermittent (1-3 days)	126.5	11.34%
Short Term (4-5 days)	37.0	3.32%
Medium Term (6 days-4 weeks)	168.6	15.11%
Long Term (over 4 weeks)	783.5	70.23%
TOTAL	1,115.6	100.00%

Working Days Lost

