

WEST DUNBARTONSHIRE COUNCIL
Council Offices, Garshake Road, Dumbarton G82 3PU

23 May 2014

PLEASE NOTE TIME OF MEETING

MEETING: EDUCATIONAL SERVICES COMMITTEE

WEDNESDAY, 4 JUNE 2014 at 2.00 P.M.
COMMITTEE ROOM 3
COUNCIL OFFICES
GARSHAKE ROAD
DUMBARTON

Dear Sir/Madam,

Please attend a meeting of the **Educational Services Committee** to be held in Committee Room 3, Council Offices, Garshake Road, Dumbarton on **Wednesday, 4 June 2014 at 2.00 p.m.**

The business is as shown on the enclosed agenda.

Yours faithfully

JOYCE WHITE

Chief Executive

Distribution:

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

All other Councillors for information

Executive Director of Educational Services
Director of West Dunbartonshire Community Health and Care Partnership

EDUCATIONAL SERVICES COMMITTEE

WEDNESDAY, 4 JUNE 2014

AGENDA

1. APOLOGIES

2. DECLARATIONS OF INTEREST

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

3. MINUTES OF PREVIOUS MEETING

Submit, for approval as a correct record, the Minutes of Meeting of the Educational Services Committee held on 5 March 2014.

4. LOCAL NEGOTIATING COMMITTEE FOR TEACHERS

Submit for information, and where necessary ratification, the Minutes of Meeting of the Local Negotiating Committee for Teachers held on 25 March 2014.

REPORTS FOR DECISION

5. EARLY YEARS: PROVISION FOR 2 YEAR OLDS

Submit report by the Executive Director of Educational Services seeking approval to implement a proposal to provide Early Learning and Childcare (ELC) to eligible children in 2014/15, in accordance with the requirements of the Children and Young People (Scotland) Act.

6. LANGUAGE LEARNING 1+2 APPROACH IN WEST DUNBARTONSHIRE

Submit report by the Executive Director of Educational Services seeking approval of:-

- (a) the Educational Services Implementation Strategy for Language Learning 1+2; and
- (b) the cluster learning community Language Two choices for West Dunbartonshire schools.

7. DRAFT 2014 UPDATE TO THE 2012/17 SERVICE PLAN

Submit report by the Executive Director of Educational Services informing of the content of the draft update for the reporting year 2014/15 of the 2012/17 Service Plan prepared by Educational Services and seeking comment on the content of the Plan, a copy of which is provided as Appendix 1.

REPORTS FOR NOTING

8. 2012/17 EDUCATION SERVICE PLAN – 2013/14 ANNUAL PERFORMANCE REPORT

Submit report by the Executive Director of Educational Services informing of the 2013/14 Annual Performance Report on the 2012/17 Education Service Plan prepared by Educational Services which highlights performance across all the services delivered by the Department for the period April 2013 to March 2014. A copy of the Service Plan Progress Report is provided as Appendix 1 to the report.

9. STRATEGY TO RAISE ATTAINMENT AND ACHIEVEMENT IN WEST DUNBARTONSHIRE – UPDATE

Submit report by the Executive Director of Educational Services providing an update on activity and progress with regard to implementing West Dunbartonshire's Strategy to Raise Attainment and Achievement.

10. VALIDATED SELF-EVALUATION

Submit report by the Executive Director of Educational Services informing of the publication of West Dunbartonshire Council's Validated Self-Evaluation (VSE) Report for Educational Services, a copy of which is provided as Appendix 1.

EDUCATIONAL SERVICES COMMITTEE

At a Meeting of the Educational Services Committee held in Committee Room 3, Council Offices, Garshake Road, Dumbarton on Wednesday, 5 March 2014 at 2.05 p.m.

Present: Councillors George Black, Jim Finn, David McBride, Michelle McGinty, John Millar, John Mooney, Ian Murray, Tommy Rainey, Gail Robertson, Martin Rooney and Kath Ryall, and Mrs Barbara Barnes, Miss Ellen McBride, Ms Josephine McDaid and Miss Sheila Rennie.

Attending: Terry Lanagan, Executive Director of Educational Services; Laura Mason, Head of Service, Educational Services; Gill Graham, Section Head, Libraries & Cultural Services; Craig Jardine, Corporate Asset Manager; Alan Douglas, Manager of Legal Services; and Scott Kelly, Committee Officer, Legal, Democratic and Regulatory Services.

Also Attending: Ms Catriona Robertson, Headteacher, Vale of Leven Academy.

Apologies: Apologies for absence were intimated on behalf of Provost Douglas McAllister; Councillors Gail Casey and Hazel Sorrell; Mrs Gemma Doyle; and Ms Janice McIntyre, Head of Centre, Auchnacraig Early Education and Childcare Centre.

Councillor Michelle McGinty in the Chair

DECLARATIONS OF INTEREST

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

MINUTES OF PREVIOUS MEETINGS

The Minutes of Meetings of the Educational Services Committee held on 4 December 2013 (Ordinary) and 8 January 2014 (Special) were submitted and approved as correct records.

LOCAL NEGOTIATING COMMITTEE FOR TEACHERS

The Minutes of Meeting of the Local Negotiating Committee for Teachers held on 17 December 2013 were submitted and all decisions contained therein were approved.

PROPOSAL PAPER AND LAUNCH OF STATUTORY CONSULTATION ON THE LOCATION OF THE NEW OUR LADY AND ST PATRICK'S HIGH SCHOOL

A report was submitted by the Executive Director of Educational Services seeking approval for the launch of the statutory consultation process, as required by the Schools (Consultation) (Scotland) Act 2010, on the location of a new Our Lady and St Patrick's High School (OLSP).

The Executive Director was heard in explanation of the report.

Thereafter, the Committee agreed to receive a document from Ms McDaid which compared the sports facilities of the proposed new Our Lady and St Patrick's High School with those of the existing secondary schools in West Dunbartonshire.

Following discussion and having heard the Executive Director, the Corporate Asset Manager and the Manager of Legal Services in answer to Members' questions, Councillor McBride, seconded by Councillor Mooney, moved:-

That the Committee agrees:-

- (1) to approve the launch of statutory consultation by the Executive Director of Educational Services under the terms of the Schools (Consultation) (Scotland) Act 2010 recommending that the new Our Lady and St Patrick's High School be constructed on the site currently occupied by the high flats in Bellsmyre;
- (2) to approve a recommendation that the consultation period should run from Friday, 7 March to Tuesday, 6 May 2014, a total of 31 days when the schools are open for pupils; and
- (3) that a report outlining the results of the consultation and making appropriate recommendations be presented to a future meeting of the Educational Services Committee.

As an amendment, Councillor Black, seconded by Ms McDaid, moved:-

That the Committee agrees:-

- (1) to approve the launch of statutory consultation by the Executive Director of Educational Services under the terms of the Schools (Consultation) (Scotland) Act 2010 recommending that the new Our Lady and St Patrick's High School be constructed either on the site currently occupied by the high flats in Bellsmyre or on an alternative site;
- (2) to approve a recommendation that the consultation period should run from Friday, 7 March to Tuesday, 6 May 2014, a total of 31 days when the schools are open for pupils; and
- (3) that a report outlining the results of the consultation and making appropriate recommendations be presented to a future meeting of the Educational Services Committee.

Having heard the Manager of Legal Services, the Committee noted that in order to comply with the Schools (Consultation) (Scotland) Act 2010, Councillor Black's amendment would require to specify the alternative site which should be included in the recommendations of the statutory consultation.

Councillor Black and Ms McDaid then agreed that the amendment be restated as follows:-

That the Committee agrees:-

- (1) to approve the launch of statutory consultation by the Executive Director of Educational Services under the terms of the Schools (Consultation) (Scotland) Act 2010 recommending that the new Our Lady and St Patrick's High School be constructed either on the site currently occupied by the high flats in Bellsmyre or the former Notre Dame Convent site;
- (2) to approve a recommendation that the consultation period should run from Friday, 7 March to Tuesday, 6 May 2014, a total of 31 days when the schools are open for pupils; and
- (3) that a report outlining the results of the consultation and making appropriate recommendations be presented to a future meeting of the Educational Services Committee.

On a vote being taken, 2 Members voted for the amendment and 13 for the motion, which was accordingly declared carried.

Thereafter, the Manager of Legal Services advised all Members of the Committee that, in view of the Committee's decision to launch the statutory consultation and because the Members would in due course require to make a decision based on the evidence presented during the consultation process, Members who wished to participate in the decision making should exercise caution when making any public comment, and in particular should avoid any comment which may lead members of the public to consider that the issue has been pre-judged.

ADJOURNMENT

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

The meeting reconvened at 2.35 p.m. with all those Members shown on the sederunt in attendance.

TENDER AND AWARD FOR THE PROVISION OF CATERING SERVICE AT LOCH LOMOND OUTDOOR CENTRE

A report was submitted by the Executive Director of Educational Services seeking authority to tender and award for the provision of a catering service for pupils attending courses at the Council's Loch Lomond Outdoor Centre (LLOC) based at Ardlui.

Having heard the Head of Service, Educational Services, in further explanation of the report and in answer to Members' questions, it was noted that the Head of Service would provide Councillor Rooney with details of the increase in usage of the LLOC, outwith the meeting.

Thereafter, Councillor Black, seconded by Councillor Murray, moved:-

That the Committee agrees:-

- (1) to approve the tendering exercise; and
- (2) that following the conclusion of the tendering exercise a report seeking approval for the award of the contract should be submitted to a future meeting of the Tendering Committee.

As an amendment, Councillor Rooney, seconded by Councillor McBride, moved:-

That the Committee agrees to approve the tendering exercise and delegate the approval of the contract to the Executive Director of Educational Services for the provision of a catering service in line with the requirements of best value and efficient governance and to award the contract on the basis of the most economically advantageous tender.

On a vote being taken, 8 Members voted for the amendment, 6 for the motion, and 1 Member abstained. The amendment was accordingly declared carried.

CAPITAL PROGRAMME – FINE ART AND MUSEUM STORAGE

A report was submitted by the Executive Director of Educational Services:-

- (a) providing an update on the progress made in enhancing the existing storage and accessibility of the Council's fine art and museum collections;

- (b) seeking approval to progress with the planned programme of capital improvements; and
- (c) requesting that authority be delegated to the Executive Director of Educational Services to award contracts following a tender process.

Following discussion and having heard the Executive Director and the Section Head, Libraries & Cultural Services, in answer to Members' questions, Councillor Black, seconded by Councillor Murray, moved:-

That the Committee agrees:-

- (1) to note the contents of the report and the positive progress made in securing £94,157 external funding to support the planned improvements to the storage, conservation and accessibility of the Council's fine art and heritage assets;
- (2) to approve the tendering exercise; and
- (3) that following the conclusion of the tendering exercise a report seeking approval for the award of the contracts should be submitted to a future meeting of the Tendering Committee.

As an amendment, Councillor Rooney, seconded by Councillor McBride, moved:-

That the Committee agrees:-

- (1) to note the contents of the report and the positive progress made in securing £94,157 external funding to support the planned improvements to the storage, conservation and accessibility of the Council's fine art and heritage assets; and
- (2) to grant approval to proceed with the proposed capital improvements 2013-16 amounting to £240,000, and delegate authority to the Executive Director of Educational Services to award contracts following a tender process.

On a vote being taken, 8 Members voted for the amendment, 5 for the motion, and 2 Members abstained. The amendment was accordingly declared carried.

STANDARDS AND QUALITY REPORT 2012/13

A report was submitted by the Executive Director of Educational Services informing of the publication of Educational Services' Standards and Quality Report for 2012/13, a copy of which was provided as Appendix 1 to the report.

Having heard the Executive Director, the Head of Service, Educational Services, and the Section Head, Libraries & Cultural Services, in answer to Members' questions, the Committee agreed-

- (1) to approve the proposals for the distribution of the Standards and Quality Report; and
- (2) otherwise to note the contents of the report.

STRATEGY TO RAISE ATTAINMENT AND ACHIEVEMENT IN WEST DUNBARTONSHIRE – UPDATE

A report was submitted by the Executive Director of Educational Services providing an update on activity and progress with regard to implementing West Dunbartonshire's Strategy to Raise Attainment and Achievement.

Having heard the Executive Director, the Head of Service, Educational Services, and the Headteacher, Vale of Leven Academy, in further explanation of the report and in answer to Members' questions, the Committee agreed:-

- (1) to note the progress made in the past three months with the Strategy to Raise Attainment and Achievement in West Dunbartonshire;
- (2) to note that a further update will be submitted to the Committee at its June 2014 meeting;
- (3) that in the future the 'Actions to Date' and 'Impact' sections in Appendices 1 to 5 to this report should be presented on the same page; and
- (4) to note the terms of the discussion which had taken place in relation to the possibility of extending Masterclasses to S4 pupils.

Note: Councillor Millar, Miss McBride and Ms McDaid left the meeting during consideration of this item.

VALIDATED SELF-EVALUATION – UPDATE

With reference to the Minutes of Meeting of the Educational Services Committee held on 4 December 2013 (Page XXX refers), a report was submitted by the Executive Director of Educational Services on the work of the themed groups contributing to the Validated Self-Evaluation (VSE) of Educational Services.

Following discussion and having heard the Executive Director and the Head of Service, Educational Services, in further explanation of the report and in answer to a Member's question, the Committee agreed:-

- (1) to receive a further update as to progress of VSE at the June 2014 meeting of the Committee; and
- (2) otherwise to note the contents of the report.

SCOTTISH QUALIFICATIONS AUTHORITY (SQA) POST-APPEAL EXAMINATION RESULTS 2013

With reference to the Minutes of Meeting of the Educational Services Committee held on 4 December 2013 (Page XXXX refers), a report was submitted by the Executive Director of Educational Services providing an update on the post-appeal performance of West Dunbartonshire schools in the national Scottish Qualifications Authority (SQA) examinations of 2013.

The Committee agreed:-

- (1) to congratulate the pupils, parents and carers, staff and centrally deployed staff for achievements in this year's examinations; and
- (2) otherwise to note the contents of the report and the attached appendices.

CURRICULUM FOR EXCELLENCE IMPLEMENTATION PLAN – 2013/14

A report was submitted by the Executive Director of Educational Services providing an update on the progress of the Curriculum for Excellence (CfE) implementation plan for 2013/14 within the context of national issues.

The Committee agreed to note the progress to date and the indications that implementation remained on track.

EDUCATIONAL SERVICES BUDGETARY POSITION 2013/14 AS AT PERIOD 10, YEAR TO 31 JANUARY 2014

A report was submitted by the Executive Director of Educational Services advising on the progress of both the Educational Services revenue budget and the approved capital programme.

The Committee agreed to note the contents of the report.

SCHOOL TRANSPORT TENDERING PROCEDURES SESSION 2014/2015

A report was submitted by the Executive Director of Educational Services:-

- (a) informing of the proposed timetable for the processing of tenders for mainstream home-to-school contracts and for the transportation of pupils with additional support needs; and
- (b) seeking approval to proceed with the proposed timetable in order to secure contracts for school transport for session 2014/2015, and up to session 2018/2019 where contracts are for 5 years duration.

Having heard the Executive Director in explanation of the report, Councillor Black, seconded by Councillor Finn, moved:-

That the Committee agrees:-

- (1) to approve the tendering exercise; and
- (2) that following the conclusion of the tendering exercise a report seeking approval for the award of the contracts should be submitted to a future meeting of the Tendering Committee.

As an amendment, Councillor Rooney, seconded by Councillor McBride, moved:-

That the Committee agrees:-

- (1) that the Executive Director of Educational Services be given approval to proceed and award tenders for the transport of children with additional support needs which represent best value for the Authority; and
- (2) that the Executive Director of Educational Services be authorised to make the necessary arrangements in liaison with Strathclyde Partnership for Transport (SPT) to renew and award mainstream contracts which represent best value for the Authority.

On a vote being taken, 6 Members voted for the amendment and 6 for the motion. There being an equality of votes, Councillor McGinty, Chair, cast her vote in favour of the amendment which was accordingly declared carried.

It was also agreed that the Executive Director should issue a briefing note to all Members of the Committee explaining the rationale for his seeking delegated authority from the Educational Services Committee to award contracts following tendering exercises, rather than for these matters to be remitted to the Tendering Committee for decision.

The meeting closed at 4.50 p.m.

LOCAL NEGOTIATING COMMITTEE FOR TEACHERS

At the Meeting of the Local Negotiating Committee for Teachers held in Committee Room 3, First Floor, Council Offices, Garshake Road, Dumbarton on Tuesday, 25 March 2014 at 2.02 p.m.

Present: Councillors Michelle McGinty and Ian Murray; Terry Lanagan, Executive Director of Educational Services; Jacqui Lynam, Head Teacher, Dumbarton Academy; Simon Simpson, Head Teacher, Levenvale Primary School; Stewart Paterson, Teachers' Convener, E.I.S.; Olean Allison, E.I.S.; Gavin Corrigan, E.I.S.; Karen Jakeman, E.I.S.; Janice Wardrop, E.I.S. and Claire Mackenzie, S.S.T.A.

Attending: Geraldine Lyden, Human Resources Business Partner, Educational Services; and Nuala Quinn-Ross, Committee Officer, Legal, Democratic and Regulatory Services.

Apologies: Apologies for absence were intimated on behalf of Councillors Jonathan McColl and John Mooney; Laura Mason, Head of Service, Educational Services; Michael Dolan, E.I.S. and Josephine McDaid, E.I.S.

Councillor Michelle McGinty in the Chair

DECLARATIONS OF INTEREST

It was noted that there were no declarations of interest.

MINUTES OF PREVIOUS MEETING

The Minutes of the Meeting of the Local Negotiating Committee for Teachers held on 17 December 2013 were submitted and approved as a correct record.

MANAGEMENT TIME IN THE SECONDARY SECTOR UPDATE

A report was submitted by the Joint Secretary, Teachers' Side, LNCT providing further information on the discussions held by the LNCT sub group with regard to the provision of management time in the Secondary Sector.

Following discussion and having heard the Teachers' Side, the Committee agreed:-

- (1) that discussions on the provision of management time in the Secondary Sector continue at the LNCT sub group;
- (2) that any proposals emanating from the discussions within the LNCT sub group on the provision of management time in the Secondary Sector be reported to the LNCT for agreement; and
- (3) otherwise, to note the contents of the report.

CURRICULUM FOR EXCELLENCE : WORKING GROUP ON TACKLING BUREAUCRACY

A report was submitted by the Joint Secretary, Teachers' Side, LNCT informing of the Scottish Government report 'Curriculum for Excellence: Working Group on Tackling Bureaucracy' and how its recommendations are to be taken forward.

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

- (1) to note the contents of Scottish Government report 'Curriculum for Excellence: Working Group on Tackling Bureaucracy' as detailed within Appendix 1 to the report;
- (2) that the actions stated within the report be discussed at the LNCT sub group;
- (3) that the actions stated within the report be discussed at every school and any recommendations be reported back to the LNCT sub group; and
- (2) that the results of these discussions, and the proposed actions to reduce bureaucracy be reported to a future LNCT Committee.

ANNUAL LEAVE AND SCHOOL CLOSURE DAYS

A report was submitted by the Joint Secretaries to the LNCT seeking agreement on the proposed annual leave days and school closure days allocated for teachers and associated professionals for session 2014 – 2015.

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

- (1) the pattern of days of annual leave and of school closure for West Dunbartonshire for session 2014 – 2015, as detailed within Appendix 1 to the report; and
- (2) that the pattern of days of annual leave and school closure, as detailed within Appendix 1 to the report, be sent to all schools and educational establishments with West Dunbartonshire for distribution to all staff.

GUIDANCE NOTE ON TRANSFER OF TEMPORARY STAFF TO PERMANENT STAFF

A report was submitted by the Joint Secretaries to the LNCT providing an update on the development of a guidance note outlining the process to be followed for transfer of temporary staff to permanent staff.

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

- (1) to note the development of the Guidance Note on “Transfer of Temporary Staff to Permanent Staff”, as detailed within Appendix 1 to the report; and
- (2) that the Guidance Note, as detailed within Appendix 1 to the report, be amended at 3.1 to read:-

‘A week of teaching service is any week in which a teacher is employed by the Council, regardless of the number of hours worked in that week. This includes periods of absence due to: annual leave; public holidays; sickness absence; maternity/adoptive and parental leave; special leave; provided the employment contract continued throughout. It excludes probationary service or general supply where there is no contract of employment.’

- (3) that the procedures outlined in Guidance Note be followed.

The meeting closed at 2.23 p.m.

WEST DUNBARTONSHIRE COUNCIL

Report by the Executive Director of Educational Services

Educational Services Committee: 4 June 2014

Subject: Early Years: provision for 2 year olds

1. Purpose

- 1.1** The Children and Young People (Scotland) Bill, required the Council to provide 600hours of Early Learning and Childcare (ELC) each year for all children aged 3 and 4 and for eligible (looked after/kinship care order) 2 year olds from August 2014. However, on 7 January 2014 The First Minister announced that the entitlement would be expanded to 15% of all 2 year olds from workless/job seeking households. The resultant Children and Young People (Scotland) Act, places a duty on West Dunbartonshire Council to provide for all eligible children from August 2014.

This report outlines the recommended option for implementation for session 2014 – 2015.

2. Recommendations

- 2.1** It is recommended that the Committee:
- approve a change in provision at Meadowview Early Learning and Childcare Centre (EECC) from 0-5 years to 0-3 years; and
 - note that the Executive Director of Educational Services will provide an update on the development of this option and proposals to accommodate the further expansion in eligibility for 2015/16 by November 2014.

3. Background

- 3.1** The Children and Young People (Scotland) Bill was introduced to parliament on 17 September 2013 and received Royal assent on 27th March 2014. The Act will see the childcare entitlement for 3 and 4 year olds rise from 475 hours a year to a minimum of 600 hours from August 2014. The same provision will be extended to 2 year olds who are 'looked after', under a Kinship Care Order, or with a parent appointed guardian; and, those who live in workless or job-seeking households. This will be further expanded in August 2015 to a wider group of two-year-olds based on current free school meal eligibility – representing around 27% of all 2 year olds.
- 3.1.1** According to figures calculated by The Association of Directors of Education in Scotland (ADES) the numbers of 2 year olds estimated to become eligible in West Dunbartonshire Council over the academic session 2014 – 2015 totals 199.

This intake will be phased over the session: term one (100); term two (66); term three (33) as children reach their 2nd birthday. These numbers are based on two key assumptions:

- a 70% uptake; and
- that around 70% of the 2 year olds eligible under the looked after/kinship care order criteria will be in households receiving the qualifying benefits and so will already be in receipt of a funded place.

3.1.2 The five qualifying benefits circulated by the Scottish Government are:

- Income Support Claimant Households
- Jobseeker's Allowance Claimant Households
- Employment and Support Allowance Claimant Households
- Incapacity Benefit or Severe Disablement Allowance Claimant Households
- Pension Credit Claimant Households

3.2 It will not be a statutory obligation for children to take up their ELC entitlement under the new Act.

3.3 Councils have a duty to provide 600 hours of free ELC for all eligible children should their parents wish one, though not in any specific setting, format or locality.

Current provision

3.4 West Dunbartonshire Council currently provides 475 hours of early education and childcare for all 3 and 4 year olds whose parents choose to send them. Provision extends across 21 West Dunbartonshire Council EECCs and 9 partnership centres. In addition there is day-care provision available from Ferryfield EECC and Clydebank Family Centre.

3.4.1 A fully funded place currently equates to 12.5 hours per week over 5 part-time sessions across the 38 week school year. Some parents choose to access less than this while some pay for additional hours.

3.4.2 In session 2013/14 a total of 2068 children benefitted from EECC places (1675 children attended Council Centres and 393 attended Partnership centres). These figures illustrate that the vast majority (over 95%) of 3 and 4 year olds in West Dunbartonshire already attend Early Education and Childcare Centres. As such there is no expectation that a significant increase in the number of 3 and 4 years olds will come forward (although there is capacity to accommodate those that do).

3.4.3 At this time additional resources for 3 and 4 year olds are being targeted at providing the increase in hours in existing centres rather than an increase in the numbers of centres or expanding the number of available places.

3.4.4 There are currently 7 centres which are registered with the Care Inspectorate to provide ELC for 2 year olds. As outlined in paragraph 3.1 there is an expectation that an increased number of 2 year olds will come forward for free ELC provision.

- 3.5** There is now a need to develop services to provide an additional 125 hours per annum for 3 and 4 year olds and 600 hours for 199 eligible 2 year olds.

4. Main Issues

Providing 600 hours

- 4.1** It is proposed to extend the ELC session from 2 hours 30 minutes to 3 hours 10 minutes. Five sessions per week means that 600 hours can be provided over the 38 week pupil year. Start and finish times will vary slightly across centres to accommodate local needs. This option is the closest model to current working practices and negates the need for any significant adjustments or changes to existing staff contracts.

Ensuring capacity for increased provision for 2 year olds

- 4.2** There are currently 7 West Dunbartonshire Council centres which provide ELC for 2 year olds. Current registrations with the Care Inspectorate (CI) mean that, with increased resourcing and some adaptations to meet new CI requirements, the following numbers of children can be accommodated.

1.	Clydebank Family Centre	32 children @ 600 hours
2.	Ferryfield	20 children @ 600 hours
3.	Lennox	20 children @ 600 hours
4.	Meadowview	20 children @ 600 hours
5.	Riverside	30 children @ 600 hours
6.	Gartocharn	20 children @ 600 hours
7.	Garshake	28 children @ 600 hours

Current registration accounts for 170 places. According to the figures from ADES (paragraph 3.1) West Dunbartonshire Council should prepare to accommodate 199. Places will need to be prioritised for those children who are eligible.

The proposal is to maximise places in existing centres and enhance day-care provision in partnership with The Scottish Child Minding Association (SCMA).

Maximising places in existing centres

- 4.3** Meadowview EECC can currently provide 20 (600 hours) places for two year olds. This centre currently accommodates 10 three year olds and 10 four year olds. The four year olds will be moving on to school in August and the three year olds can be accommodated elsewhere. This would allow the Centre to double its capacity for two year olds from 20 places to 40 places. Meadowview excels in provision for 0-3 year olds.

Enhancing day care provision

- 4.4** As outlined in paragraph 3.4 day care provision is already associated with two centres. Extending this form of ELC would meet three needs. First, it would begin to inject increased flexibility of provision. Second, it would provide an alternative to attendance at centres which, for some two years olds, is a much more appropriate and supportive option. Third, it provides a cost effective solution to the need for additional places.

Staff members from Educational services are currently in discussions with the SCMA with an aim that this form of provision could provide additional 40-50 places.

- 4.5** The increase in places and Meadowview and increased day care provision could take the number of places available from West Dunbartonshire Council facilities to between 230 and 240. This will permit council centres to continue to provide places to parents who wish ELC but whose children are not eligible for free hours. Places will continue to be available for purchase from partnership providers.

5. People implications

- 5.1** A significant increase in staffing is required for all centres. There are no changes in contract required but current working practices will need to alter to accommodate the increased contact time with children.
- 5.2** There are opportunities to develop and enhance work with other council departments to ensure that employment opportunities for local populations are maximised.
- 5.3** The changes to the nursery sessions have some implications for facilities assistant services.

6. Financial Implications

- 6.1** The Scottish Government outlined additional funding for 2014/15 in letter to Chief Executives in October 2013. In that letter there was a commitment to 'fully fund the agreed additional costs of implementing the early learning and childcare provisions'. At that time the monies being made available to West Dunbartonshire Council were as follows:

Revenue (excluding Looked After Children provision)	£878,000
Revenue Looked After Children provision	£57,000
Capital	£542,000

The letter to Chief Executives also identified an increased aggregated allocation to Councils for 2015/16 (£75.1 million revenue and £30 million capital) although not a breakdown of what individual councils would receive.

- 6.2** The revenue funds have been allocated in the following ways:

- additional early education and childcare posts to facilitate the additional hours and numbers of eligible children;
- strengthening of promoted structures to support the changes in the centres;
- additional administration support for centres through peripatetic posts;
- additional teaching support for the development of early learning programmes; and
- increased resource allocations to facilitate the increased hours and additional children.

6.3 The capital allocation for 2014/15 has been targeted at ensuring all centres are Care Inspectorate compliant for the numbers of children for which they are registered. It is also targeted at increasing the number of available places for 2 year olds by creating two year olds provision in centres with physical capacity.

6.4 The capital allocation for 2015/16 is being targeted at increasing the provision for those children (2, 3 and 4 year olds) who have a high level of additional support needs. Current provision is limited to one nursery class at Kilpatrick School (KEYS) with no possibility for expansion due to the lack of physical capacity within the building. A larger (2 rooms) KEYS will be incorporated into the new-build Kilpatrick.

6.5 The increase in funded hours and places is likely to have a detrimental effect on income to the council.

7. Risk Analysis

7.1 Failure to provide the places and hours required would result in West Dunbartonshire Council failing in its legislative duty outlined in the Children and Young People's Act 2014.

7.2 There is a risk of parental complaints if:

- places are unavailable to those who wish to purchase ELC hours,
- the hours and pattern of provision does not suit individual parents, and/or
- the creation of a separate 0-3 centre means parents have to take their children to more than one location to access the free ELC places.

8. Equalities Impact Assessment

8.1 The proposals will extend and enhance the ELC experiences for all eligible children in West Dunbartonshire Council. No negative impacts, in relation to the Equalities Act 2010, were identified on screening.

9. Consultation

9.1 A working group has been set up to look at meeting needs as outlined in the Children and Young People (Scotland) Act 2014. This group has consulted with parents and staff through Heads of Centre and by means of a questionnaire. Overwhelmingly both parents and staff identified the option,

outlined in this paper, for term time provision and longer sessions as the way forward.

9.2 During April and May 2014 all centres have trialled the provision of longer sessions. The results of this trial will inform further capital and revenue spending.

9.3 The section 95 Officer and Legal Services have been consulted about the content of this report.

10. Strategic Assessment

10.1 The proposals accord with the Council's strategic priority to improve the life chances of children and young people.

Terry Lanagan
Executive Director of Educational Services

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Appendices:	None
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Background papers:	EIA screening
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Wards affected:	All wards
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WEST DUNBARTONSHIRE COUNCIL

Report by the Executive Director of Educational Services

Educational Services Committee: 4 June 2014

Subject: Language Learning 1+2 Approach in West Dunbartonshire

1 Purpose

- 1.1** This report informs Members about West Dunbartonshire's approach to implementing Language Learning 1+2. (Appendix 1)

2 Recommendations

- 2.1** The Educational Services Committee is recommended to:
- a) agree the content of the Educational Services Implementation Strategy for Language Learning 1+2;
 - b) agree the cluster learning community Language Two choices as follows:
 - Clydebank High School: Spanish
 - Dumbarton Academy: Spanish
 - Our Lady and St. Patrick's High School: French
 - St. Peter the Apostle High School: Spanish
 - Vale of Leven Academy: French
 - c) note the content of the action plan. (Appendix 2)

3 Background

- 3.1** Members were informed of the progress of Language Learning 1+2 Approach within the Curriculum for Excellence (CfE) report at the meeting of Educational Services Committee on 5 March 2014.
- 3.2** Language Learning in Scotland, a 1+2 Approach is a national policy whereby primary school pupils will start learning a first foreign language in Primary 1 and a second foreign language from Primary 5. All pupils will have the opportunity to continue with these two additional languages in the Broad General Education (BGE) until the end of S3.

4.1 Main Issues

- 4.1** Educational Services appointed a CfE Development Officer who works 0.6 FTE to take forward the recommendations in the Languages 1+2 Report.

- 4.2 An Authority wide audit has been undertaken to ascertain the languages currently being offered in our primary schools and associated secondary schools. It highlighted an inconsistency in provision for primary modern languages in terms of teaching approaches, resources and delivery of learning.
- 4.3 The audit highlighted that we now need to provide professional learning opportunities in modern languages across West Dunbartonshire to ensure sustainability.
- 4.4 A meeting for all Head Teachers has taken place at which a presentation was given by Education Scotland. Head Teachers were grouped in Learning Communities and decisions were taken as to the language provision to be developed to meet local circumstances. (Appendix 3)

5. People Implications

- 5.1 Training needs have been identified and cover will be provided to enable co-ordinators to participate.
- 5.2 The implementation strategy will be monitored and future staffing requirements will be taken into account in the workforce plan.
- 5.3 We are currently working to secure three Foreign Language Assistants to support schools.

6. Financial Implications

- 6.1 The allocation of funding of £73,222 per annum has been guaranteed for a minimum of two years.

7. Risk Analysis

- 7.1 Failure to implement Language Learning 1+2 would become a reputational risk to the Council. Children and young people would not receive their entitlement within CfE to a broad general education.

8. Equalities Impact Assessment (EIA)

- 8.1 An EIA has been carried out and has identified that the implementation of the Language Learning 1+2 will broaden access to modern language education for primary pupils.

9. Consultation

- 9.1 Legal Services, the Section 95 Officer and Head Teachers have been consulted in relation to this report.

10. Strategic Assessment

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

Terry Lanagan
Executive Director of Educational Services

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Appendix 1: Implementing the Languages 1+2 policy

Appendix 2: Improvement Plan

Appendix 3: Language Provision within Learning Communities

Background Papers

Wards Affected: All.

EDUCATIONAL SERVICES

Towards the Languages 1+2 Policy



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1.0

Executive Summary

This policy outlines and examines the recommendations for the introduction of the 1+2 approach to language learning within the Scottish Government report and considers a strategy for introduction of its recommendations to West Dunbartonshire Schools. This policy is the starting point for West Dunbartonshire as we implement the national commitment. The Scottish Government has an expectation that the policy will be fully implemented by 2020. It is expected that we will keep this development under review to improve performance in languages and create a cultural and educational environment that attracts young people to learn languages.

DRAFT

2.0

Background

In 2011, the Scottish Government announced a manifesto commitment stating that a norm would be introduced, basing language learning in schools on the European Union 1+2 model. The following year, the government set out their recommendations in the 1+2 Languages Report¹. The report stated that every learner will learn two languages in addition to their own mother tongue, this will involve the first additional language: language two (L2) being introduced by P1 and the second: language three (L3) by P5 at the latest. There should be regular planned exposure to L2 and L3 for young people and articulation and progression from primary to secondary, particularly in L2. Language learning should be recognised as an entitlement for all young people to the end of their broad general education in S3. Moreover, schools should provide opportunities for pupils in the senior phase to study more than one modern language to the level of a National Qualification.

The 1+2 Approach will create the necessary conditions in which every child will learn two languages in addition to their own mother tongue. This is to be rolled out over two parliaments and will demonstrate a new model of language learning in Scotland. It is the duty, therefore, of the local authority to create an environment in which all children in West Dunbartonshire will leave primary school having had the experience of learning two modern foreign languages, allowing them to play their part in making Scotland a confident multilingual country of the future.

¹ <http://www.scotland.gov.uk/Resource/0039/00393435.pdf>

3.0 Content

3.1 West Dunbartonshire Languages Audit

In response to the recommendations set out in the Languages 1+2 Report, in December 2013 West Dunbartonshire Council carried out an authority-wide survey of languages via two online questionnaires. One survey was for heads of establishment and the other for staff members. The questions asked in the surveys and collated responses are included in Annex A. The purpose of the survey was to conduct an audit of language provision across the authority. The response rate for the establishment survey was 100%. The individual staff survey was completed mainly by teachers already involved in the teaching of languages.

3.2 Current Model: West Dunbartonshire Primary Schools

The West Dunbartonshire Survey of Languages highlighted that the entitlement to a modern language from P6 is embedded in all but one primary school (Cunard Primary). Cunard Primary School is a designated school for pupils with additional support needs who have been assessed as having significant social, emotional and behavioural difficulties. While no modern languages are taught at Cunard Primary School at present, some teachers at the school have expressed an interest in developing this area in the future.

Currently, the majority of children in P6-7 receive approximately 45 minutes of a foreign language learning per week (French: 23 primaries, German: 10 primaries and Spanish: 1 primary); this may vary from school to school depending on resources available. Additionally, one school delivers a programme of Gaelic from P4-P6 as well as French in P6/7. The teaching of Gaelic is supported by a Gaelic specific grant.

There is an inconsistency of provision for primary modern languages across the authority in terms of teaching approaches, resources, delivery and quality of learning. In terms of resources, a range of Modern Languages in the Primary School (MLPS) teaching materials are being used in the majority of primary schools across West Dunbartonshire. These materials were initially developed on the 5-14 content models and will, therefore, have to be adapted to bring them into line with the practices and principles of CfE. In terms of available primary modern languages teaching staff, the number of staff trained in the traditional MLPS is low and it has been some time since MLPS training was available in West Dunbartonshire. At the time of the survey, thirty-five of West Dunbartonshire primary teachers were trained in MLPS and two teachers are Gaelic for Learners in the Primary School (GLPS) trained. Some schools do not have any trained language staff and have self-trained teachers teaching modern languages; others rely on secondary teachers to deliver the MLPS programme. This is particularly true of German in the Vale of Leven Academy Cluster where a secondary

teacher (0.2 FTE) delivers German to four cluster primaries. The Language Survey and subsequent school visits have highlighted low confidence levels in Modern Language teaching – attributed mainly to lack of up-to-date training and resources. The Language Survey revealed, however, that there are a large number of teachers who are not trained in MLPS, but who have an interest in training to teach languages. Moreover, a number of teachers are already learning a language in their spare time: Spanish: 13, French: 12, German: 4, Italian: 5, Gaelic: 5, Polish: 2. In addition, some secondary teachers have and currently are attending development courses in order to diversify the number of languages they can teach.

3.3 **Current Model: West Dunbartonshire Secondary Schools**

The majority of West Dunbartonshire secondary schools offer French and at least one other language as part of the Broad General Education. Kilpatrick School provides education for learners with learning difficulties and autism spectrum disorders and only currently offers French. All secondary schools offer languages which correspond to language learning within cluster primaries and one secondary (Dumbarton Academy) offers the opportunity for all of S1 to learn both Spanish and French in two six month blocks. The recommendations of the 1+2 Languages Report clearly state that pupils will learn a modern foreign language until the end of S3. West Dunbartonshire Council will review the Broad General Education to ensure that this recommendation is met.

4.0

Options

To make such a shift in the provision of languages West Dunbartonshire Council will require a change programme. To deliver the programme implantation plan, it was agreed at the project inception that available options would be considered and worked through until a preferred option was identified for on-going development. A long-list of possible options was defined and the forerunning workable options were selected to be carried forward to a shortlist. The following options were shortlisted:

4.2

Language Options**Option A: Do Nothing**

West Dunbartonshire schools presently offer modern languages in P6 and 7 and a choice of languages in secondary school. The present provision will therefore not meet the recommendations of the Languages 1+2 Policy, and should therefore be rejected.

4.3

Language Options: Language Two**a) L2 Spanish: introduced from August 2014 throughout the authority****Planning implications:**

It would require a seven-year process to embed a progressive programme from P1-7. Overall, it would take ten years for the first cohort (P1: 2014-2015) to complete a BGE that would meet the requirements of the 1+2 Policy.

Implementing Spanish as L2 in all primary schools would have considerable implications for the training of teachers. Currently only one primary school teaches Spanish, however, a significant number of primary schools have expressed an interest in learning Spanish and adopting Spanish as their L2 language of choice.

A whole authority approach to Spanish would result in considerable staffing issues, in particular in the Vale of Leven Academy cluster and Our Lady and Saint Patrick's High School clusters that do not currently offer Spanish at secondary level. Currently, retraining of secondary staff would require 80 university credit points in the new language as well as a period of residency abroad of between 3 and 6 months.

The context of West Dunbartonshire is that a range of languages are currently being offered and this diversity should be supported where possible.

Resource implications:

Spanish curriculum planners and teaching resources in line with CfE will be provided for all primary schools on an authority 1+2 Languages website. As Spanish is a new language to the authority, a number of bilingual books, CDs, dictionaries, games and posters will be purchased for schools to support learning and teaching. Coffee Break Spanish downloadable audio lessons will be available to support teachers' language learning. An innovation fund will be set up to allow for schools to bid for small grants towards leading and developing creative interdisciplinary approaches to modern language learning.

b) L2 French: introduced from August 2014 throughout the authority**Planning implications**

It would require a seven-year process to embed a progressive programme from P1-7 in schools that do not offer French already. Schools that currently offer French at P6&7 would take five years to deliver French from P1-P7. Overall, it would take ten years for the first cohort (P1: 2014-2015) to complete a BGE that would meet the requirements of the 1+2 Policy.

French is the most widely taught language in the authority and all secondary schools offer French as part of the Broad General Education. Implementing French as L2 in all primary schools would be the easiest option in terms of training due to the number of teachers who are currently trained in MLPS French and who have studied French to Standard Grade and Higher level. There is an apparent lack of motivation, however, to teach French and many teachers are qualified in French MLPS, or hold a French qualification, but lack confidence to teach the subject.

Resource implications:

French curriculum planners and teaching resources in line with CfE would be provided for all primary schools on an authority 1+2 Languages website. Coffee Break French downloadable audio lessons will be available to support teachers' language learning. An innovation fund will be set up to allow for schools to bid for small grants towards leading and developing creative interdisciplinary approaches to modern language learning.

c) L2: cluster choice from: French, German, Italian and Spanish**Planning implications**

It would require a seven-year process to embed a progressive programme from P1-7 in schools that do not offer L2 already. Schools that currently offer L2 at P6&7 would take five years to deliver L2 from P1-P7. Overall, it would take ten years for the first cohort (P1: 2014-2015) to complete a BGE that would meet the requirements of the 1+2 Policy.

A cluster choice would improve consistency of provision in each cluster. Primaries and secondaries will have to make their decisions based on educational benefits, sustainability and consider progression from P1-S3 when looking at the range and choice of languages taught.

Resource implications:

Curriculum planners and teaching resources in line with CfE would be provided in all languages for all primary schools on an authority 1+2 Languages website. As Spanish is a new language to the authority, a number of bilingual books, CDs, dictionaries, games and posters will be purchased for primary schools to support learning and teaching. New German teaching resources will be provided from the Goethe Institute. Our Lady and Saint Patrick's Cluster have offered to support primaries with resources for Italian. Coffee Break French, German and Spanish and One minute Italian downloadable audio lessons will be available from Radio Lingua to support teachers' language learning. An innovation fund will be set up to allow for schools to bid for small grants towards leading and developing creative interdisciplinary approaches to modern language learning.

4.3

Language Options: Language Three

The following options will be discussed with head teachers at a future meeting:

- a) L3 Spanish would be introduced from at least P5-7 throughout the authority by 2018-2019 at the latest
- b) L3 French would be introduced from at least P5-7 throughout the authority by 2018-2019 at the latest
- c) L3 would be a cluster choice: French, Gaelic, German, Italian and Spanish from at least P5-7 by 2018-2019 at the latest

Planning implications

Schools already teaching L3 in P6 & P7 would begin to teach the first L3 Modern Languages content to pupils in P5 instead of waiting until P6, as in the original MLPS model. Timing will be dependent on the number of teachers trained in a school and will possibly be achieved more quickly in smaller schools, as larger schools will have to wait until they have sufficient number of teachers trained to deliver the programme. L3 would only be able to be introduced from P5-7 as a new language once sufficient teachers have been trained to deliver L3.

Resource implications:

Curriculum planners and updated teaching resources in line with CfE would be provided in all languages for all primary schools on an authority 1+2 Languages website. As Spanish is a new language to the authority, a number of bilingual books, CDs, dictionaries, games and posters will be purchased for primary schools to support learning and teaching. New German teaching resources will be provided from the Goethe Institute. Our Lady and Saint Patrick Cluster has offered to support primaries

with resources for Italian. An innovation fund will be set up to allow for schools to bid for small grants towards leading and developing creative interdisciplinary approaches to modern language learning.

4.4

General Training Options

Teachers would be trained in the 1+2 programme year on year and supported by online learning and resources on an authority 1+2 Languages website. An in-house MLPS equivalent Primary Language Learning (PLL) will be offered to teachers in all primary schools as from August 2014, with the aim of having at least one member of staff per school acting as a lead learner to support colleagues. The PLL course will focus on a mixture of language, pedagogy and culture. The PLL course will be delivered on an annual basis starting with French and Spanish (German and Italian if demand exists) in 2014-2015 with a view to review training needs each year. Two teachers (French and Italian and Spanish and German trained) will be trained as PLL trainers on a SCILT Train the Trainer Programme in June 2014; this will enable training opportunities to be delivered in-house for French, German, Italian and Spanish thus keeping costs to a minimum and enabling training to be local. The PLL Train the Trainer course will be offered again in October and summer 2015 by SCILT these opportunities will be offered again to teachers in order to build capacity within the authority. PLL Training will be supplemented by a variety of training opportunities, including CPD with a focus on pedagogy, SCILT development workshops and courses run by cultural organisations. In addition, teachers will be supported to apply for Professional Recognition to the GTCS for modern language teaching.

4.5

Training Options: Language Two

- a) **L2 would be introduced into P1 from August 2014 throughout the authority and would roll up the primary stages year by year.**

Initial fast-track training would be delivered to P1 teachers in each cluster, this would be delivered through a variety of training opportunities including the 'SCILT Embed it Early' and skills development workshops, in-house training focusing on pedagogy and beginner training from cultural organisations.

A roll-up approach from P1 would require training to be delivered yearly for each primary stage – P1: 2014-15, P2: 2015-16, P3: 2018-2019 and so on). This approach would not offer teachers opportunity to progress and develop their languages skills sufficiently – particularly in the upper primary. There would also be a risk of lack of sustainability on account of the natural movement of teachers within primary stages.

- b) **L2 would be introduced into all primary stages throughout the authority at first level CfE from August 2014 via a cluster half-day in-service day.**

Initial fast-track training would be delivered to all teachers in each cluster, either in-house or through cultural organisations. This approach would require training to be delivered to all primary staff in each cluster, this would require a large venue and would possibly need five separate training events.

A whole school learning approach would reinforce learning for teachers and learners. This approach is preferable as the benefit would be that all teachers can develop their training year on year and the whole school is learning the target language – this can be reinforced in assemblies, playtime, lunchtime etc.

- c) **L2 would be introduced into all primary stages throughout the authority at first level CfE from August 2014 via School 1+2 Language Coordinators trained to deliver L2 first level to their schools on a half-day in-service day.**

Initial fast-track training would be delivered to 1+2 Language Coordinators in each cluster, this would be delivered through a variety of training opportunities including the 'SCILT Embed it Early' and skills development workshops, in-house training focusing on pedagogy and beginner training from cultural organisations. 1+2 Language Coordinators would begin training on a half-day/day in-service day: May 22nd and deliver training in their establishment Tuesday 12th August (half day).

A whole school learning approach would reinforce learning for teachers and learners. This approach is preferable as the benefit would be that all teachers can develop their training year on year and the whole school is learning the target language – this can be reinforced in assemblies, playtime, lunchtime etc.

5.0

Resources

5.1

Finances

Funding from the Scottish Government of £73, 222 per annum has been guaranteed for a minimum of two years. It is proposed that the funding be used as follows in 2014-15. Funding already received in 2013-2014 from the Scottish Government will be used to fund salary costs of seconded Development Officer (0.6 FTE) and provide new language teaching resources for all West Dunbartonshire primary schools.

1+2 Approach Budget				
Category		Estimated Quantity	Estimated Cost per Unit	Estimated Subtotal
Training				
Goethe Beginner German Course	1	£	-	£ -
SCILT 1+2- HT Workshop	1	£	-	£ -
French 1+2 Coordinator Training	8	£	225.00	£ 1,800.00
Spanish 1+2 Coordinator Training	8	£	225.00	£ 1,800.00
Catering 1+2 Coordinator	38	£	28.56	£ 971.04
Cover 1+2 Coordinators x 4 days	34	£	580.00	£ 19,720.00
SCILT Embed it Early	1	£	-	£ -
MLPS French	30	£	22.50	£ 675.00
MLPS Spanish	30	£	22.50	£ 675.00
MLPS Italian	30	£	22.50	£ 675.00
MLPS German	30	£	22.50	£ 675.00
Ongoing training and resource	1	£	7,326.96	£ 7,326.96
Training Total Cost				£ 34,318.00
Resources				
Development Officer 0.6	1	£	20,982.20	£ 20,982.20
German Education Trainee 6	1	£	2,100.00	£ 2,100.00
FLA French	1	£	7,911.00	£ 7,911.00
FLA Spanish	1	£	7,911.00	£ 7,911.00
Spanish Resources Consejeria	20	£	-	£ -
Total cost				£ 38,904.00
ESTIMATED TOTAL				£ 73,222.00

5.2

Staff

Staff will be required to develop knowledge and skills in Modern Languages. This will require developing their professional skills through a wide range of training opportunities offered by West Dunbartonshire Council. CfE teaching resources and curricular frameworks will need to be developed to ensure that teachers have clear and progressive programmes from P1 –S3. A curricular framework and teaching guidelines for P1 have already been developed by Education Scotland, the remaining stages P2-P7 will be in place by August 2014. Current programmes of work, teaching approaches, assessment, moderation and reporting methods will have to be adapted to fit the recommendations of the 1+2 Languages Report.

5.3 Professional Learning

Schools will be required to appoint 1+2 Language Coordinator(s) to attend four days of training which will include: an introduction to the 1+2 Languages Policy, language training (beginner/refresher training), pedagogy and WDC 1+2 resource training. 1+2 Language Coordinators will receive 4 days training (May: French, June: Spanish) and deliver training in their establishment Tuesday 12th August (half day). Schools will have to aim for a dual language model, which will involve members of staff trained in two languages to be able to support and deliver the 1+2 Languages training.

Teachers will be trained in the 1+2 programme year on year and supported by online learning and resources on an authority 1+2 Languages website. An in-house MLPS equivalent Primary Language Learning (PLL) will be offered to teachers in all primary schools as from August 2014, with the aim of having at least one member of staff per school acting as a lead learner to support colleagues. The PLL course will focus on a mixture of language, pedagogy and culture. The PLL course will be delivered on an annual basis starting with French and Spanish (German and Italian if demand exists) in 2014-2015; with a view to review training needs each year. Two teachers (French and Italian and Spanish and German trained) will be trained on a SCILT Train the Trainer Programme as PLL trainers in June 2014; this will enable training opportunities to be delivered in-house for French, German, Italian and Spanish thus keeping costs to a minimum and enabling training to be local. The PLL Train the Trainer course will be offered again in October and summer 2015 by SCILT these opportunities will be offered again to teachers in order to build capacity within the authority. PLL Training will be supplemented by a variety of training opportunities including CPD with a focus on pedagogy, SCILT development workshops and courses run by cultural organisations. In addition, teachers will be supported to apply for Professional Recognition to the GTCS for modern language teaching.

6.0 Risks and Issues

6.1 Time and Budget

22 out of the 35 recommendations apply directly to schools and local authorities; the scale of the task is significant and therefore costly. Large staff development implications which will prove challenging within the indicated timescale and with the allocated budget from the Scottish Government. Time will be needed for schools to adapt. A seven year programme starting in August 2014 will allow schools time to phase in the recommendations of the 1+ 2 policy. Being an approximate seven-year rollout plan, it will be necessary to revise any strategy regular intervals to keep in step with evaluations completed in schools.

The cost of training could be mitigated by training on in-service days, summer holidays and delivering twilight sessions. Furthermore, in-house training programmes could be developed over time to minimise training costs. Taking advantage of free training events offered by SCILT, Education Scotland, Glow TV and cultural institutions will allow a significant amount of training and resources to be delivered without cost. Inter-authority partnership working, sharing training and resources will also allow to keep costs at a minimum.

6.2 Training and Resources

The change from teaching modern languages as a discrete subject to an embedded approach to language learning will take time, training and significant resource development. There is a lack of up to date modern language learning resources in primary schools. Current resources are outdated and it has been a number of years since modern language training has been provided – there is therefore a need for developing sustainable, relevant and progressive resources for language learning in schools, including creative use of ICT, virtual and interdisciplinary approaches.

New CfE teaching resources and curricular frameworks will need to be developed to ensure clear and progressive programmes from P1 –S3. A curricular framework and teaching guidelines for P1 have already been developed by Education Scotland, the remaining stages P2-P7 will be in place by August 2014. Cluster school groups will require extensive support throughout the BGE with the implementation of the 1+2 Languages Strategy, including support with planning for learning, assessment, moderation and reporting. Likewise, extensive support for the implementation of the new National Qualifications in languages will be required, including the writing of exemplar materials, exemplar assessments and a wide range of training sessions.

The language survey highlighted a variety of language teaching skills and abilities across West Dunbartonshire. Any future training needs to take account of the varying needs of practitioners and differing levels of confidence. Training will need to be delivered at different levels and will need to address not only language knowledge and skills, but pedagogy exploring a number CfE approaches to learning and teaching.

Redevelopment and growth of a languages teacher training programme across a range of languages will take time and require the commitment of staff across Education Services. The 'Train the Trainer' course funded by the Scottish Government will go some way towards building capacity in this area. The course will allow for teachers to train as trainers and allow for languages training to be offered in-house. If this opportunity is not repeated next year, opportunities will have to be explored to offer this training annually in order to build capacity in-house and ensure the sustainability of the 1+2 Languages programme. As well as building capacity in-house, inter-authority partnerships are being explored with the view to share training opportunities, resources and the sharing and development of best practice.

6.3 Sustainability

There is a risk of lack of sustainability on account of the natural movement of teachers in and around schools. The consequence for this could be interrupted learning and teaching of the language. To mitigate this risk it must be ensured that during the session 2014-15 all teachers receive training in the teaching of L2. It is necessary for training to be refreshed and evaluated yearly. The re-introduction and continuation of language-based training is central to the sustainability of the 1+2 strategy.

6.4 Timetabling Issues

It will be Session 2020-2021 before the first year group who started to learn L2 Spanish in P1 transfer to secondary school. 1+2 working party meetings involving colleagues from the primary and secondary schools will take place to decide which work is most suited to be added to the primary curriculum. Primary teachers will continue to be supported with CPD sessions, which will allow them to deliver new strategies and programmes of work.

Staffing will need to be in place in order for young people to continue with their first modern language to the end of the Broad General Education and learn a second modern language during S1 to S3. Currently three of the secondary schools in West Dunbartonshire offer Spanish. Training will have to be provided, or new teachers appointed in clusters that currently do not offer Spanish. Likewise, secondary timetables will have to adjust to make room for L1 and L2 during the Broad General Education.

The uptake of languages in the senior phase will need to be monitored centrally, particularly with the introduction of new national qualifications. Improved flexibility in timetabling will be required to ensure that young people are provided flexible opportunities and encouragement to study more than one modern language to the level of a national qualification unit or course in the senior phase. Offering flexible opportunities for the study of languages may require cluster arrangements between schools.

Secondary schools will need to be encouraged to begin to plan towards providing flexible opportunities for learners to study more than one modern language to the level of a National Qualification Unit or course in the Senior Phase. It would be recommended that schools work towards ensuring that all learners are accredited in a modern language by the point of leaving school education.

7.0

Recommendation(s)

1. L2 would be a cluster choice from: French, Spanish, German and Italian
2. L3 would be a cluster choice: French, Gaelic, German, Italian and Spanish from at least P5-7 by 2018-2019 at the latest

A cluster choice for both L2 and L3 would allow for consistency of provision in each cluster and allow the authority to address the 1+2 Languages recommendation to support a diversity of modern languages. A cluster choice would also allow for progression of learning of L2 and L3 from primary to secondary. Primaries and secondaries will have to make their decisions based on educational benefits, sustainability and consider progression from P1-S3 when looking at the range and choice of languages taught.

8.0

Next Steps

West Dunbartonshire Council should consider the range of language provision that can be made across its schools, whether this comprises in the words of the report, modern European languages, languages of strong economies of the future and Gaelic and community languages. The challenge is how to ensure that early language learning becomes the norm and to look at how a second additional language can be introduced.

8.1 1+2 Languages Coordinators

Schools will be required to appoint 1+2 Language Coordinator(s) to attend four days of training which will include: an introduction to the 1+2 Languages Policy, language training (beginner/refresher training), pedagogy and WDC 1+2 resource training. 1+2 Language Coordinators will receive 4 days training (May: French, June: Spanish) and deliver training in their establishment Tuesday 12th August (half day). Schools will have to aim for a dual language model, which will involve members of staff trained in two languages to be able to support and deliver the 1+2 Languages training.

8.2 1+2 Languages Training Courses

Teachers will be trained in the 1+2 programme year on year and supported by online learning and resources on an authority 1+2 Languages website. An in-house MLPS equivalent Primary Language Learning (PLL) will be offered to teachers and 1+2 Co-coordinators in all primary schools as from August 2014, with the aim of having at least one member of staff per school acting as a lead learner to support colleagues. The PLL course will focus on a mixture of language, pedagogy and culture. The PLL course will be delivered annually starting with French and Spanish (German and Italian if demand exists) in 2014-2015 with a view to review training needs each year. Two teachers (French and Italian and Spanish and German trained) will be trained as PLL trainers in June 2014; this will enable training opportunities to be delivered in-house for French, German, Italian and Spanish thus keeping costs to a minimum and enabling training to be local. The PLL train the trainer course will be offered again in October and summer 2015 by SCILT these opportunities will be offered again to teachers in order to build capacity within the authority.

PLL training will be supplemented by a variety of training opportunities including CPD with a focus on pedagogy, SCILT development workshops and courses run by cultural organisations. In addition, teachers will be supported to apply for Professional Recognition to the GTCS for modern language teaching.

8.2 1+2 Languages Teaching Resources

A progressive and sustainable curricular framework of language learning and teaching with assessment resources should be developed to support primary teachers. Education Scotland has developed materials to support learners in a number of languages including: Spanish, French, Gaelic, German and Italian. The resources include learning and teaching ideas, guidelines, vocabulary, sound files and a curriculum framework. These resources will be extended to P7 by the start of session 2014-2015. These resources should be reviewed, adapted and supplemented if necessary. Discussions are taking place with a number of authorities regarding partnership working with regards to developing CfE resources. A working group will be set up to develop and moderate teaching and assessment resources. An innovation fund will be set up to allow for schools to bid for small grants towards leading and developing creative interdisciplinary approaches to modern language learning.

8.4 1+2 Languages Website

Teaching resources should aim to support teachers with a range of languages and include creative uses of ICT and interdisciplinary learning. It is recommended that a West Dunbartonshire modern languages webpage be developed to serve as a platform for all resources and links to useful online resources. Furthermore, schools should be supported to engage with a wide range of stakeholders, develop partnerships, international links and to celebrate learning and achievement.

8.5 1+2 Languages Working Group

A 1+2 Languages working group should be set up to allow primary and secondary teachers to explore ways of working together. Learning should regularly be reviewed to ensure a cohesive and progressive scheme of work from P1-S3 and to offer a consistency of experience across West Dunbartonshire. All schools have been recommended to include modern languages as part of their development plan for literacy in the coming session 2014-2015. Schools will be recommended to set up their own school-based 1+2 Languages working parties.

Appendix 2

1+2 Languages 2013-2014 Action Plan

Action	Timescale	Responsibility
West Dunbartonshire Language Survey	December 2014- February 2014	AB/ LM
Appoint seconded Development Officer (0.6 FTE)	January 2014	AB /LM
Collate Survey data and complete report	January- February 2014	SC
Complete Authority Audit for Education Scotland	January- February 2014	LM/AB/SC
Purchase & organise 1+2 language resources	February 2014- ongoing	SC
Language provision & 1+2 awareness raising visits	February 2014- ongoing	SC
Complete draft budget	March 2014	AB/SC
Gaelic Plan & 1+2 Languages	March 2014	GG/AN/SC
Organise 1+2 Coordinator training	March 2014	SC
FLA Applications	March 2014	SC
GTA Application	March 2014	SC
Organise and promote additional 1+2 language training	March 2014- ongoing	SC/SCILT/Partner Authorities/Cultural Organisations
German Refresher MLPS Training	22 nd March 2014	SC/Goethe Institut
SCILT 1+2 Languages Event – Strathclyde University	29 th March	SC/SCILT
1+2 Coordinators selected	April 2014	SC/SMTs
PLL Trainers selected	April 2014	SC
HT 1+2 Letter, FAQ, strategy outline, workshop agenda, improvement planning advice	April 2014	LM/AB/SC

Action	Timescale	Responsibility
SCILT '1+2 You Can Too!,' 1+2 HT workshop & cluster language choice meeting – presentation and materials	April 2014	LM/AB/SC
SCILT '1+2 You Can Too!,' 1+2 HT workshop & cluster language choice meeting	April 30 th 2014	LM/AB/SC /SCILT/Education Scotland
1+2 Newsletter	April 2014	SC
Communication Strategy	May 2014	LM/AB/SC
1+2 Website oneplustwo@wordpress.com	May 2014 - Ongoing	SC
1+2 Professional Learning Community	May 2014- Ongoing	SC/SMTs/CTs
Embed It Early-SCILT (twilight workshop)	15 th May 2014	SC/SCILT
French 1+2 Coordinator L2 Training: Cohort 1	8 th , 15 th , 19 th , 21 st May	SC/Glasgow CC
French 1+2 Coordinator L2 Training: Cohort 2	6 th , 9 th , 16 th , 30 th May	
Commission new L2 Resources & Curricular framework (French, Spanish)	March – June 2014	SC/ Working Party/SCILT/Partners
Strengthening literacy skills through Modern Languages- SCILT (twilight workshop)	12 th June 2014	SC/SCILT
Spanish 1+2 Coordinator L2 Training: Cohort 1	4 th , 5 th , 13 th , 18 th June	SC/Glasgow City Council
Spanish 1+2 Coordinator L2 Training: Cohort 2	6 th , 11 th , 12 th , 19 th June	
WDC Implementation Strategy (to be submitted to Education Scotland by August)	June 2014	LM/AB/SC

Action	Timescale	Responsibility
PLL Trainer Training – Summer School	30 th June – 4 th July 2014	SC/MG
Develop WDC Council Modern Languages Policy	August 2014- Ongoing	LM/AB/SC
PLL French Course	August 2014	MG
PLL Spanish Course	August 2014	SC
PLL German Course (subject to demand)	August 2014	SC
PLL Italian Course (subject to demand)	August 2014	MG
First delivery of L2 to all classes	August/September 2014	All primaries
Schools form PLCs	August 2014	All primaries
Commission new L3 Resources (French, German, Italian, Spanish, Gaelic)	September 2014- May 2015	SC/ Working Party/SCILT/Partners
Initial Evaluation of L2	May June 2015	LM/AB/SC All schools
First delivery of L3 to all classes	By August 2016-17	All primaries
Initial Evaluation of L3 to all P5-S3 classes	September 2016- 17?	All primaries

Glossary

LM Laura Mason

AB Andrew Brown

SC Sarah Connolly

GG Gill Graham

AN Alistair Nicolson

MG Marissa Gordon

SCILT Scotland's National Centre for Languages

SMT Senior Management Team

CT Class teacher

1+2 Languages Workshop & Cluster Decision Meeting

School visits highlighted the need for further awareness-raising of the 1+2 Languages Policy. The 1+2 Languages meeting for head teachers was an ideal introduction to the policy and offered head teachers an opportunity to see emerging practice from around the country. The workshop included a presentation by Education Scotland and provided a forum for head teachers to consider the impact and implications of the strategy and consider how the policy could be taken forward in their own schools. The workshop was an ideal backdrop for a cluster discussion on language choices and allowed an opportunity to further inform head teachers on how 1+2 will be taken forward in the authority.

Cluster Learning Community: Language Two Choices

The cluster learning community Language two (L2) choices were as follows:

- Clydebank High School: Spanish
- Dumbarton Academy: Spanish
- Our Lady and St. Patrick's High School: French
- St. Peter the Apostle High School: Spanish
- Vale of Leven Academy: French

Cluster Learning Community: Collaborative Assessment Log

Cluster Learning Communities completed a collaborative assessment log in order to analyse current good practice, identify next steps and highlight key concerns. A collated Collaborative Assessment Log is shown below:

What's Working:	Current Focus :Challenges – Concerns- Questions:
<ul style="list-style-type: none"> • A commitment from the cluster to make this work (CHS) • Languages P6/7 German in majority of primaries (VOLA) • VOLA providing German in 4 primaries- external provider 1 primary (VOLA) • French is working well (DA) • Excellent transition work (DA) • P6/P7 Progression to S1 due to current MLPS input (SPTA) • MLPS trained teachers (CHS) 	<ul style="list-style-type: none"> • Transition arrangements for years between introduction and full implementation (VOLA) • Target setting (VOLA) • Reporting format (VOLA, CHS) • Planning over time (VOLA) • Developing Spanish as L2 (DA) • Motivation of teachers (DA) • What will be dropped to introduce L2?(DA) • Need confirmation that appropriate and sufficient training will be available (DA) • If introducing Spanish as L2, need to ensure that current MLPS teaching takes less focus: e.g. amount of time teaching French (L3 reduces) (SPTA)

	<ul style="list-style-type: none"> • Encouraging <u>all</u> staff to get on board (SPTA) • Concerns about time spent on training (SPTA) • Concerns about quality of Modern Language teaching. (SPTA) • Children with English as an additional language. e.g. P1- little or no English. (SPTA) • Building confidence and skills for all teachers (CHS) • Training & resources (CHS) • Will training support be given priority for next 7 year so all staff receive training for all stages? Time will need to be made on in-service agendas for next 7 years to ensure this. (CHS) • Support from specialists in secondary (CHS)
Cluster Next Steps: <ul style="list-style-type: none"> • Improvement Planning (VOLA, DA) • Identify school co-ordinators (VOLA) • Training (VOLA, CHS) • Identifying and purchasing resources(VOLA, CHS) • Organise liaison meetings for 1+2 Coordinator meetings (DA) • Possible planning of collegiate time as a learning community with development of L2 as a priority on our improvement plans (SPTA) 	Support Needed: <ul style="list-style-type: none"> • Finance (VOLA) • Training (VOLA) • New training provision for secondary language teachers on second language (VOLA) • Spanish FLA (DA) • Resources(DA) • Training(DA) • Time(DA) • Supply Cover (DA) • On-going CPD(DA) • Guidance on assessment/moderation (DA) • Information from authority to staff in schools to clarify understanding. (SPTA) • Teacher support/staff confidence (SPTA)

Cluster Learning Community: Collaborative Improvement Planning

Cluster Learning Communities worked collaboratively to complete learning community improvement plans for the upcoming session. A sample learning community improvement plan is shown below:

Clydebank High Cluster Learning Community Improvement Plan 2014-15

PRIORITY: Curriculum for Excellence: 1+2 Languages

Focus Area	Timescale	Specific Action	Personnel Responsible	Resources including External Support
Languages 1+2	April 2014	Appoint 1+2 Coordinators	HTs	N/A
	April 2014	HT 1+2 Information Event. Clusters decide L2.	HTs/1+2 Development Officer /LM/AB	SCILT/Education Scotland
	May/June	1+2 Languages Training for 1+2 Coordinators	Trainers/1+2 Development Officer/1+2 Coordinators	1+2 Coordinators Training: £4,571 1+2 Languages Coordinators Cover: 4 development days: £20,691
	May/June	Formation of 1+2 Languages Network	1+2 Development Officer/1+2 Coordinators	Meeting time: 2hrs (part of 4 day training course)
	May/June 2014 & ongoing	Familiarisation with WDC resources and support materials	SMT/1+2 Development Officer/1+2 Coordinators/all staff	WDC 1+2 Languages website Education Scotland materials 4 hours development time
	June 2014 & ongoing	Communication with parents and stakeholders	SMT/1+2 Development Officer/1+2 Coordinators	WDC 1+2 Languages Home School Pack/1+2 Information Leaflet/Parent
	August 2014 & ongoing	In-service Day L2 Training Implementation of L2 1+2 Languages Programme from P1-P7	SMT/1+2 Development Officer/1+2 Coordinators/all staff	Workshops & Open Days/ Newsletters ½ day joint in-service WDC 1+2 Languages website WDC Materials Education Scotland Materials
	August 2014	Foreign Language Assistants to support schools	SMT/1+2 Development Officer/1+2 Coordinators/	Foreign Language Assistants: French, German, Spanish £17,992. Schools tbc
	August 2014	Create rationale, principles and policy for Modern Languages	1+2 Development Officer	N/A
	October 2014	Identify key aspects in learning and teaching of Modern Languages to inform assessments,	Cluster Learning Community/1+2 Coordinators/SMT	Collegiate meeting time: 2hrs
	April 2015	target setting and reporting	SMT/1+2 Coordinators/CTs	Collegiate meeting time: 2hrs

	May 2015	School identification of improvements and next steps in the learning and teaching of modern languages	SMT/1+2 Coordinators/CTs	Collegiate meeting time: 2hrs
	May 2015	Evaluate progress to inform self-evaluation for school improvement Cluster identification of next steps to inform teaching of Modern Languages for next session.	Cluster Learning Community/1+2 Coordinators/CTs	Whole cluster learning community meeting time: 2hrs

Expected Outcomes <ul style="list-style-type: none"> ▪ Progressive and coherent CfE curriculum programme for Modern Languages 3-18 ▪ Learners will experience challenging, quality learning experiences in Modern Languages 	Monitoring and Evaluation <ul style="list-style-type: none"> ▪ Feedback from head teachers, teachers and coordinators ▪ Classroom observations & peer sharing ▪ Displays, learning journals & portfolios ▪ Learners focus groups ▪ Parents focus groups
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WEST DUNBARTONSHIRE COUNCIL

Report by the Executive Director of Educational Services

Educational Services Committee: 4 June 2014

Subject: Draft 2014 Update to the 2012/17 Service Plan

1 Purpose

- 1.1** To inform members of the content of the draft update for the reporting years 2014/15 of the 2012/17 Service Plan prepared by Educational Services (a copy of which is provided as Appendix 1) and to seek member comment on the content of the Plan. The plan highlights the objectives, actions, performance indicators and targets which will be delivered by Educational Services over the next year.

2 Recommendations

- 2.1** Members are asked to note the contents of this report and the attached appendix.
- 2.2** Members are asked to comment on the content of the draft prior to the finalising of the 2014 update of the departmental Service Plan for 2012/17.

3 Background

- 3.1** In compliance with corporate strategic planning and budgeting guidance, Educational Services is required to annually update its Service Plan for the period 2012/17.
- 3.2** The objectives and priority areas were identified from the Department's Standards and Quality Report together with consultation sessions with senior staff led by the Executive Director and Head of Service. The plan was further informed by the service wide Validated Self Evaluation activity undertaken in 2013/14.
- 3.3** The plan is also the Department's Statement of Improvement Objectives which must be produced annually as stipulated in the Standards in Scotland's Schools etc. Act 2000.

4. Main Issues

- 4.1** Members will note that the Service Plan is more streamlined than previous years. This is to reflect new corporate planning guidelines on layout and content while ensuring that public performance requirements are met through an honest and balanced picture of performance.

5. People Implications

- 5.1** There are no people implications related to this report.

6. Financial Implications

- 6.1** The objectives will require to be funded from within existing resources for 2014/15.

7. Risk Analysis

- 7.1** The Service Plan is essential to the delivery of Educational Services within the Authority. The plan is necessary to comply with legislative requirements and corporate guidance, as well as being a key aspect of the enhancement and development of educational services. Failure to approve a plan would result in significant loss of reputation for the Council and would have a detrimental effect on service delivery.

8. Equalities Impact Assessment

- 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 in policy.

9. Consultation

- 9.1** Internal consultation has taken place with senior Educational services staff as part of the planning process.
- 9.2** Legal Services and the Section 95 Officer have been consulted in relation to this report.

10. Strategic Assessment

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

Terry Lanagan
Executive Director of Educational Services

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e-mail: laura.mason@west-dunbarton.gov.uk

Appendix 1: Service Plan 2012/17 2014 Update

Background Papers: Equalities Screening

Wards Affected: All



**Educational Services
Service Plan 2012-17
2014 Update**

Introduction

Educational Services Convener

This is an exciting time to be part of Educational Services. Things are changing from the implementation of Curriculum for Excellence (CfE) to the core values of what we want to achieve for our children through their education. The purpose of this service plan is to develop an ambitious, realistic in all aspects of our Educational Services in Early Years, all school stages and in Libraries and Cultural Services.

With the successful completion of Education's Validated Self Evaluation this year, it is essential that we continue to grow and invest in our department's strengths. We also need to continue to identify and address any weaknesses or challenges that the service faces and this has become central to this service plan, especially in light of being able to deliver the same top class services but with continued public sector funding reductions.

It is important that we communicate this plan to all our staff whether it is our teachers, our support staff or our senior management to ensure a coherent and cohesive approach that allows us to work together as one team towards the continuous improvement of our services.

When this plan is designed we do it with the National Policies including the Early Years Framework, GIRFEC and CfE at the forefront of our mind. We will continue to ensure that all our staff are aware of the need to embed the excellent service they provide within the broader national context.

This service plan is just the document to provide the background and set out what we want to achieve this year but it is every member of Educational Services who brings this to life and makes it happen. In conclusion I am looking forward to the success and challenges we will have in the coming year where we will continue to achieve and improve through the hard work and dedication of everyone throughout Educational Services.



Michelle McGinty
Convener of Educational Services Committee

June 2014

Foreword

The 2014 update to the 2012-17 Service Plan is being launched in the context of very difficult ongoing economic conditions. These conditions continue to have significant implications for both the funding of public services and the financial pressures faced by young people and adults across West Dunbartonshire. As our new departmental structure embeds we will be ready to face these challenges, to meet the needs of all learners and their communities and, along with our partners, to engage with families in the context of integrated children's services.

This plan reflects national and local priorities and is focussed on improving the quality of our services and the lives of all learners. The key areas include:

- raising attainment and promoting learning through the implementation of Curriculum for Excellence;
- embedding GIRFEC and the Early Years Framework to ensure the support of all children;
- development of all staff and leaders to guarantee they have the required training and skills;
- implementation of the revised Improvement Framework and self-evaluation to support continuous improvement;
- continuing to promote and celebrate libraries and culture; and
- modernisation of our schools' estate to provide a contemporary environment for learning.

Our service continues to work in a very challenging financial climate. However, we have achieved many positive outcomes during 2013-14, including:

- positive endorsement of the work of the local authority in our Validated Self Evaluation;
- positive inspections of our schools and early years centres;
- the attainment of our learners in SQA examinations;
- a continuing reduction in the number of days lost due to temporary exclusions;
- the opening of the new Dumbarton Academy; and
- innovative approaches to our work, whether relating to staff development, health and wellbeing or wider achievement in culture and the arts.

Educational Services faces many challenges over the coming year, whether national or local, and we are committed to working closely with partners within the Council and beyond to contribute to the engagement and regeneration of the communities which we serve. Education is the key universal service with the potential to promote inclusion, improve life chances and mitigate the effects of poverty and disadvantage. As such we have a major role to play in delivering the Council's key strategic aim of making West Dunbartonshire a better place to live, work and visit.



Terry Lanagan
Executive Director of Educational Services

04 April 2014

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1 Departmental Profile

Educational Services Department is responsible for the education of around 12,300 pupils in:

- five secondary schools
- 34 primary schools
- 21 Council managed Early Education and Childcare Centres
- 8 private nurseries commissioned for pre-school places
- two schools for children and young people with additional support needs
- and one programme for young people whose needs are not being met by mainstream secondary schools.

The Libraries & Cultural Services section comprises:

- Public Libraries: 8 libraries attracting over 419,452 users per annum, which provide information, free internet access, digital training courses and early years, school and family learning programmes, such as Bookbug, Storytelling, Mellow Bumps, and Baby Yoga
- Galleries & Museums: Clydebank Town Hall Museum & Gallery, the Backdoor Gallery and 2 Heritage Centres promoting national and local visual arts and heritage programmes attracting over 60,171 visitors per annum
- Instrumental Music and Youth Music Initiative who contribute to the creative and aesthetic development of young people across educational establishments.

Educational Services has delivered a number of key successes across all service areas such as:

- very good progress across schools and early years establishments in the ongoing implementation of Curriculum for Excellence
- improved pupil attainment in most measures at SCQF levels 3-7, although further improvements will be targeted in future years
- a continuation of our record of 100% positive HMIE inspections in our schools and EECCs
- innovative approaches to improving levels of literacy and numeracy
- a range of initiatives aimed at promoting and recognising wider achievements in young people.
- continued reduction in the number of days lost because of temporary exclusions from school
- innovative approaches to Continuing Professional Development (CPD) at a time when CPD budgets are under pressure
- continued progress in the modernisation of the schools' estate
- innovative practice in relation to outdoor learning, Eco Schools and the ongoing development of Glow
- participation in a range of modernising initiatives aimed at improving self-evaluation across the authority

- a range of initiatives aimed at improving health and wellbeing, including emotional wellbeing, in young people, including PAtHs, the FAST programme, Nurture Groups, Seasons for Growth, Rights Respecting Schools and the Sports and Physical Activity project
- initiatives to continue improvements in the Early Years Framework and CPD opportunities for staff
- improved joint working with a wide range of partners on the Children's Services agenda and the roll-out of Getting it Right for Every Child
- work by Libraries and Cultural Services to improve family health and learning
- innovative work in the promotion of wider achievement through a range of sporting and outdoor activities, music, dance, drama and the visual arts.

Educational Service's Vision

Educational Services sees itself as an Education Authority of Ambition through its motto - Learning for Life.

Our Vision

To enable everyone in West Dunbartonshire to become:

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors

Now and throughout their future lives.

To achieve our vision, we will:

- create and deliver courses, activities and events which will motivate and excite learners
- develop innovative ways to support learning
- value diversity, promote equal opportunities and foster inclusion
- promote partnership and community participation
- value achievement and celebrate success
- continually reflect on and aim to improve the quality of our services

2 Strategic Planning Context

The [Council's strategic priorities](#) set the context for departmental planning and in turn the department sets its priorities and objectives to support the delivery and achievement of the Council's strategic priorities. The Department must also consider external factors which may have an impact on our service in the coming year as well as our outcomes from last year. In order to do this Educational Services Management team completed a detailed strategic assessment which will inform the work of the Department over the period of this plan, influencing our priorities and planned actions.

The Educational Services risk register sets out the departments key risks, with operational registers established for each service. In line with the risk management process risks are aligned to the Department Objectives and are embedded, along with mitigating actions, in the Department Plan. The following risks have been identified as arising from the plan for 2012/17:

- Raising attainment and improving learning
- Implement Curriculum for Excellence, GIRFEC and Early Years Framework
- Review and implement service-wide Self Evaluation
- Modernisation of the Educational Services and Estate
- Develop the Educational Service workforce to ensure future provision
- Promote engagement with culture

The priorities, and objectives, set out in detail in the Corporate Plan 2012/17 and summarised below, provide the context for departmental planning over the next four years.

Corporate Themes and Priorities 2012/17

For the period 2012/17 the Council has identified three strategic themes and underpinning priorities.

- Theme 1 Social Mission
 - Improve care for and promote independence of older people
 - Improve economic growth and employability
 - Improve life chances for children and young people
 - Improve local housing and environmentally sustainable infrastructure
 - Improve the well being of communities and protect the welfare of vulnerable people
- Theme 2 Organisational Capabilities
 - Committed and dynamic workforce
 - Fit for purpose estate and facilities
 - Innovative use of information technology
 - Strong financial governance and sustainable budget management

- Theme 3 Legitimacy and support
 - Constructive partnership working and joined up service delivery
 - Positive dialogue with local citizens and communities

For each objective, specific and measurable actions have been identified and performance indicators with targets have been set to enable progress to be monitored, managed and reported to all stakeholders.

Delivering the 2012/17 corporate priorities and objectives

The Department's actions are focussed on delivering the priority "Improve life chances for children and young people", within corporate Theme 1, Social Mission.

The Executive Director also contributes to all three themes through his membership of the – Strategic Asset Management Board, the Sexual Health Strategy Group, the Audit and Performance Review Group, the Community Planning Partnership Management Board, the Strategic Programme Board and the Joint Consultative Forum. The Head of Educational Services also contributes to the corporate priorities through membership of the Children and Families Development and Improvement Group, the ICT Strategy Group, the Customer Services Project Board and the Children and Young Person's Development and Improvement Group.

All members of the Senior Management Team contribute to corporate priorities through participation in the Strategic Leadership Workstream and the Senior Managers' Network.

3 Key Departmental Objectives

The previous sections of this plan highlight a number of issues which will be addressed to deliver educational services to the residents of West Dunbartonshire.

The department's objectives are:

- **Raising attainment and improving learning**
- **Implement Curriculum for Excellence, GIRFEC and Early Years Framework**
- **Review and implement service-wide Self Evaluation**
- **Modernisation of the Educational Services and Estate**
- **Develop the Educational Service workforce to ensure future provision**
- **Promote engagement with culture**

The objectives reflect the issues identified through the suite of self-evaluation procedures. Actions have been developed to address each of the objectives which are targeted across all areas of service delivery.

The challenges identified by the department will be addressed over the coming years through these objectives. Partnerships with other services and external agencies and collaborative working across the department will be instrumental in ensuring actions are successfully achieved.

The full range of departmental objectives maintains a high service focus within our continuous improvement agenda.

The overarching aim is to address the links between deprivation, health and social exclusion while continuing to strive for high educational achievement.

4 Resources

Achievements in 2013/14

Over the 2013/14 period there were a variety of resourcing challenges both nationally and locally. Within the backdrop of maintaining teacher numbers the department delivered a successful restructure of the senior management team offering a whole new model of service delivery. The secondary schools also successfully implemented the asymmetric week and began to imbed consortium arrangements which will become further developed over coming years.

Educational services are committed to lifelong learning and as part of this commitment have embraced the modern apprenticeship program supported by the council. We currently have 15 level two modern apprenticeships across our primary schools and all secondary schools have supported a level three apprenticeship. To support their continued employment we have developed grade one clerical positions within our secondary schools which will offer a continuation of employment for these apprenticeships. Previous apprentices have already been successful in securing permanent posts in this way.

Another area of success within the department was the VSE exercise undertaken at the beginning of the year. This exercise showed that Educational services had key strengths in partnership working and evidenced strong relationships among staff showing commitment of all staff to improving outcomes for young people. We were also commended for the workforce development opportunities we provide and our commitment to developing leadership.

2014 Update to 2012/17 Service Plan

The 2014 update to 2012/17 plan to deliver the corporate and departmental objectives is set out in appendix 2. The workforce implications of this action plan have been considered as part of departmental planning process and a Workforce Plan has been developed (Appendix 3).

The Workforce Plan provides full details of the training and resource implications of all department priorities focusing on:

- Leadership Development and Recruitment
- Schools Estate Program
- Increased Early Years Provision
- Review of staff structure in schools and establishments
- Ongoing review of all Services and Service Improvement

Finances

The budget for Educational Services for 2014/15 is as follows:

DESCRIPTION	ESTIMATE 2014/2015
	£
D0100 - Education Central Administration	1,834,393
D0200 - Schools - Primary	25,866,260
D0300 - Schools - Secondary	25,318,479
D0400 - Schools - Special	9,480,494
D0500 - Schools - Other	1,021,254
D0800 - Residential Accommodation - outdoor education	277,128
D0900 - Psychological Services	622,505
D1200 - Miscellaneous	555,589
D1400 - Pre-five Service	7,136,236
D1500 - Libraries	2,242,665
D1550 - Cultural Projects	321,989
D1600 - Museums	111,425
D1700 - PPP	14,033,007
D1900 - CURRICULUM DEVELOPMENT	1,183,573
Dept Total: Educational Services (D003)	90,004,997

Employees

The Teachers census in September 2013 saw a Teaching staffing return of 917.79 FTE.

Primary	416.06
Secondary (Incl STAR)	428.80
Special	41.13
Centrally Employed	23.50
Early Years Allocation	8.30
Total	917.79

In line with the staffing process this figure relates to all teachers (permanent and temporary) in school on **Wednesday 18 September 2013**. This figure is generated by the SEEMIS system and reflects a snap shot in time.

All other staffing information attached to this report is generated from the authority's corporate workforce management system as at 1st April 2014. The table below shows the number of employees within Educational Services and further details are available in Section 3b of the Workforce Plan showing the demographic make up of these staff groups (Appendix 3).

	Teaching		Support Staff	
	Headcount	FTE	Headcount	FTE
Apprentice	0	0.00	15	15.00
Casual / Supply Teacher	245	0.00	202	0.00
Fixed-Term / Probationer Teacher	134	122.10	44	29.01
Permanent	875	818.08	899	597.92
Total	1,254	940.18	1,160	641.92

Staff Survey

A review of the staff survey results for the department has highlighted some uncertainty amongst employees with regard to the consultation and communication of council and departmental direction and aims. These findings were also mirrored by the VSE exercise which reported a need for more effective communication at all levels. This will be addressed to ensure employees feel more informed and involved.

Similarly a large majority of staff reported not feeling that they get regular feedback on performance. This should be resolved through the roll out of the PDP process which ensures that all employees have a forum for discussing their role and how this feeds into the wider objectives of the council. There is a corporate target of 100% by 2017

Absence

Absence information is contained within section 3c of the Workforce Plan (Appendix 3).

Educational Services have shown a considerable improvement in attendance over the last year. The attendance of teachers showed the greatest improvement within the council with an overall reduction in absence of 23% from last years figures. In so doing we met our target of 5.8 FTE days showing a return of 5.28 at the end of the year.

The department appears well on track to achieve the 2017 target of 5 FTE days lost for teachers. A significant amount of effort has gone into the effective management of absence cases demonstrated by the significant increase in referrals to Occupational Health this year. Work continues to support school management to intervene early in cases to achieve improved outcomes.

Support Staff have also reported an improvement this year with 8% reduction in absence. A concerted effort is being made to improve the skill and confidence of the management of absence within schools and early education establishments, including intensive activity supporting consistent application of the Council's Attendance Management Policy.

Learning and Development - Continuing Professional Development

West Dunbartonshire's Educational Service is underpinned by our culture of effective professional learning. We have ambitious aims for the people of West Dunbartonshire and we know that these will only be delivered by a workforce committed to learning. This learning will include personal skills development, leadership development, organisational development and learning about the wider national and international context in which we work. We partner widely with other agencies such as Universities and the Association of Directors of Education Scotland to ensure regular challenge to our own practice.

The national context is one in which we recognise that our professional learning is taken forward by individual teacher development. Our teachers undertake personal or school development, and then evaluate the effect of that development on learners and schools. The General Teaching Council have introduced a new requirement for Professional Update for teachers, driven by a quality reflective conversation during regular Professional Review meetings. We absolutely embrace this and are using our growing network of trained coaches to drive up the professional challenge in these review meetings. Staff are learning from each other's practice and engaging in professional dialogue, leading to sustained development of our learners' experiences.

A leadership framework is being continually developed which provides opportunities for exchange, coaching and networking as well as contributing to local and national developments. This includes PT subject networks, leadership core skills programme, deputies' networks, focus meetings, head-teachers meetings and our Senior Managers' Network. Aspiring heads participate in the Scottish Qualification for Headship. Heads of centre are supported in gaining further qualifications at degree level. Early years practitioners are also supported in gaining further qualifications to extend their skills in this critical area for young childrens' development.

Our commitment to develop and retain new teachers is reflected in our exemplary programme of Probationer Induction. Typically a newly qualified teacher will attend 13 core training events with a number of additional learning experiences to be chosen as options. Our support for student teachers is continuously evolving through our partnership with the main Universities to take forward the tight joint working between school clusters and University lecturers in the "clinical" model recommended by the Donaldson report.

In further response to the Donaldson report's challenges we are currently recruiting 14 teacher researchers, all working at postgraduate or Masters level to develop and extend our learning in such areas as online teaching, organisational learning, school improvement models and additional needs approaches.

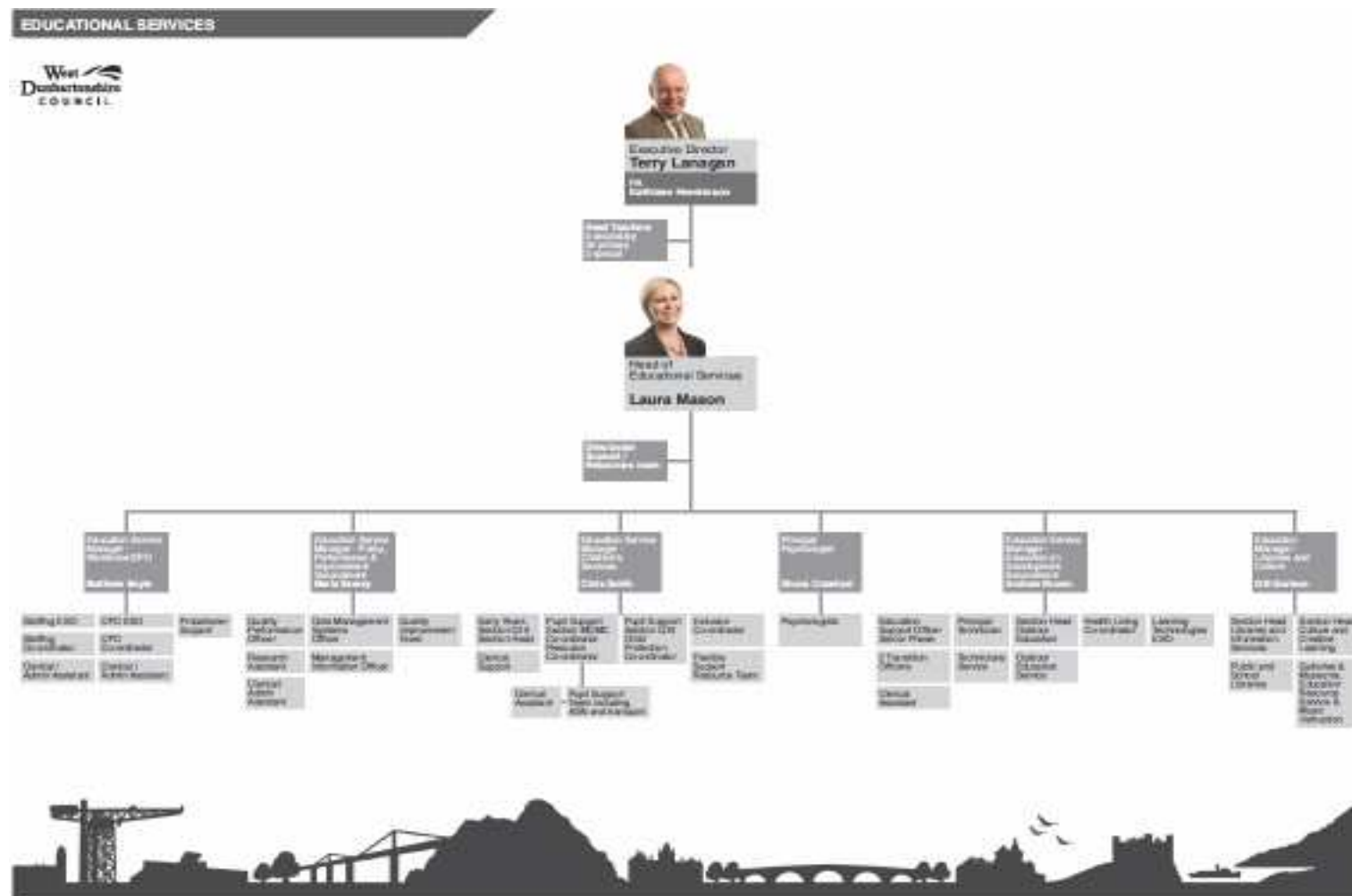
5 Public Performance Reporting

Reporting performance to external stakeholders is carried out in a number of ways, primarily through the Council's Annual Performance Report. In addition, the Department is required to report on its performance against the Local Improvement Objectives using an annual Standards and Quality Report. This process is completed in January each year.

Schools are also required to report on their performance annually via School Handbooks and Standards and Quality Reports which describe school performance for parents and other members of the public.


When any educational establishment or service has been subject to an HMIE inspection, the findings are published. HMIE reports are available nationally on the Education Scotland website (www.educationscotland.gov.uk/inspectionandreview) and paper copies of inspection reports are provided to parents of young people in schools and early education establishments which have been inspected. Reports are also presented for information and scrutiny to elected members via the Educational Services Committee.


6 Appendices Appendix 1: Departmental Structure Chart



Appendix 2: 2014 Update to 2012/17 Service Plan with indicators and targets

Icon	Name
	Corporate Priority 1 - Social Mission


Icon	Name
	Corporate Objective 1.2 - Improve Life Chances for Children and Young People

Icon	Name
	Educational Services Objective 1: Raising Attainment and Improving Learning

Performance Indicator	2012/13	2013/14		2014/15	2015/16	2016/17	Assigned To
	Value	Value	Target	Target	Target	Target	
The previous SQA Exam performance indicators have been removed from Educational Services' plan. New performance indicators are to be developed in line with government reporting on the new Curriculum for Excellence exams.	N/A	N/A	N/A	N/A	N/A	N/A	Maria Seery
Average tariff score of lowest performing 20% of pupils in S4	77	N/A	63	63.5	65	65	Maria Seery
Percentage of LAC children and young people entering positive destinations aged 16	N/A	N/A	67%	68%	69%	100%	Chris Smith
Achievement rate in Skills for Work/City & Guilds courses	98%	N/A	95%	95%	95%	95%	Maria Seery
Percentage of children tested in their pre-school year achieving 5 and above in book knowledge	87%	N/A	82%	83%	84%	85%	Kathy Morrison
Percentage of pupils entering positive destinations	90.9%	N/A	92.7%	92.8%	92.9%	93%	Chris Smith

Action Code & Title	Start Date	Due Date	Assigned To
E/12-17/RAI/001 Psychological service staff will contribute to the implementation of WDC's literacy strategy	01-Apr-2014	31-Mar-2015	Shona Crawford
E/12-17/RAI/002 Implement improvement plan for literacy	01-Apr-2014	31-Mar-2015	Andrew Brown

Action Code & Title	Start Date	Due Date	Assigned To
E/12-17/RAI/003 Implement improvement plan for numeracy	01-Apr-2014	31-Mar-2015	Andrew Brown
E/12-17/RAI/004 Identify and implement opportunities for achievement	01-Apr-2014	31-Mar-2015	Andrew Brown
E/12-17/RAI/005 Improve learning transitions across sectors by enhancing Learning Community Activity	01-Apr-2014	31-Mar-2015	Andrew Brown
E/12-17/RAI/006 Design and implement the Assessment and Moderation strategy	01-Apr-2014	31-Mar-2015	Andrew Brown
E/12-17/RAI/007 Develop the range of learning opportunities for all ages across Libraries, Arts and Culture	01-Apr-2014	31-Mar-2015	Gill Graham
E/12-17/RAI/008 Implement the Libraries and Cultural Services Learning Strategy	01-Apr-2014	31-Mar-2015	Gill Graham
E/12-17/RAI/009 Review accredited learning programmes across Libraries and Cultural Services	01-Apr-2014	31-Mar-2015	Gill Graham
E/12-17/RAI/010 Review 'Attendance Review Committee' procedures	01-Apr-2014	31-Mar-2015	Chris Smith
E/12-17/RAI/011 Review the process and frequency of investigation of attendance trends to identify key areas for improvement	01-Apr-2014	31-Mar-2015	Chris Smith
E/12-17/RAI/012 Review guidance on recording of attendance on 'Click and Go' to ensure accurate recording of the reasons of absence	01-Apr-2014	31-Mar-2015	Chris Smith

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

Performance Indicator	2012/13	2013/14		2014/15	2015/16	2016/17	Assigned To
	Value	Value	Target	Target	Target	Target	
Percentage attendance at school	93.3%	N/A	93%	93%	93%	93.5%	Chris Smith
Cases of exclusion per 1,000 school pupils	35	N/A	55	50	45	35	Chris Smith

Action Code & Title	Start Date	Due Date	Assigned To
E/12-17/CFE/101 Review progress of Health and Wellbeing strategy	01-Apr-2014	31-Mar-2015	Andrew Brown
E/12-17/CFE/102 Design and implement the languages 1+2 policy	01-Apr-2014	31-Mar-2015	Andrew Brown
E/12-17/CFE/103 Develop Senior Phase curriculum models to meet the needs of all learners	01-Apr-2014	31-Mar-2015	Andrew Brown
E/12-17/CFE/105 Review our strategic approach to Outdoor Learning across the curriculum	01-Apr-2014	31-Mar-2015	Andrew Brown


Action Code & Title	Start Date	Due Date	Assigned To
E/12-17/CFE/107 Review and align the schools library service to support CfE	01-Apr-2014	31-Mar-2015	Gill Graham
E/12-17/CFE/108 Align the Education Resource Service's learning resources in support of CfE and GIRFEC	01-Apr-2014	31-Mar-2015	Gill Graham
E/12-17/GIR/101 Psychological service staff will support school and early education centres in developing the 4 capacities of Curriculum for excellence through the health and well-being curriculum	01-Apr-2014	31-Mar-2015	Shona Crawford
E/12-17/GIR/103 Psychological service staff will contribute to the implementation of GIRFEC	01-Apr-2014	31-Mar-2015	Shona Crawford
E/12-17/GIR/104 Psychological Service staff will contribute to the implementation and evaluation and review of initiatives that target Children with neuro-developmental disorders	01-Apr-2014	31-Mar-2015	Shona Crawford
E/12-17/GIR/105 Psychological service staff will contribute to the roll out of the Parenting Strategy in WDC	01-Apr-2014	31-Mar-2015	Shona Crawford
E/12-17/GIR/106 Psychological service staff will support nurture group schools to work jointly with parents in promoting social and emotional well-being of children	01-Apr-2014	31-Mar-2015	Shona Crawford
E/12-17/GIR/107 Psychological service staff will improve the involvement of children in meetings that affect them	01-Apr-2014	31-Mar-2015	Shona Crawford
E/12-17/GIR/108 Psychological service staff will support the development of A Local Autism Plan for WDC	01-Apr-2014	31-Mar-2015	Shona Crawford
E/12-17/GIR/109 Roll out family learning programmes across Libraries and Cultural Venues	01-Apr-2014	31-Mar-2015	Gill Graham
E/12-17/GIR/110 Audit Rights Based Learning activities across all establishments	01-Apr-2014	31-Mar-2015	Chris Smith
E/12-17/GIR/111 Review the implementation of the new GIRFEC procedures within universal and targeted support systems	01-Apr-2014	31-Mar-2015	Chris Smith

Icon	Name
	Educational Services Objective 3: Review and Implement Service-Wide Self Evaluation


Action Code & Title	Start Date	Due Date	Assigned To
E/12-17/SEV/003 Psychological service staff will Support and evaluate the Roots of Empathy programme in pilot schools.	01-Apr-2014	31-Mar-2015	Shona Crawford


Icon	Name
	Educational Services Objective 4: Modernisation of the Educational Services and Estate

Action Code & Title	Start Date	Due Date	Assigned To
E/12-17/MES/003 Integrate Instrumental Music Service & Youth Music Initiative	01-Apr-2014	31-Mar-2015	Gill Graham
E/12-17/MES/006 Redesign the current model of free Early Education and Childcare delivery for 3&4 year olds and the identified groups of 2 year old children	01-Apr-2014	31-Mar-2015	Chris Smith

Icon	Name
	Educational Services Objective 5: Develop the Educational Service Workforce to Ensure Future Provision

Action Code & Title	Start Date	Due Date	Assigned To
E/12-17/ESW/002 Psychological service staff will support primary schools develop as nurturing schools	01-Apr-2014	31-Mar-2015	Shona Crawford

Icon	Name
	Corporate Objective 1.5 - Improve the Wellbeing of Communities and Protect the Welfare of Vulnerable People

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

Performance Indicator	2012/13	2013/14		2014/15	2015/16	2016/17	Assigned To
	Value	Value	Target	Target	Target	Target	
Number of young people attending specialist educational day provision outwith WDC schools	58	54	58	58	58	58	Shona Crawford
Percentage of educational establishments achieving Eco-Schools Green Flag award	48%	52%	60%	70%	80%	90%	Susan Gray


Action Code & Title	Start Date	Due Date	Assigned To
E/12-17/CFE/104 Develop and implement arrangements for the New Qualifications	01-Apr-2014	31-Mar-2015	Andrew Brown

Action Code & Title	Start Date	Due Date	Assigned To
E/12-17/EYF/101 Support the establishment (in partnership with CHCP) of multi-agency systems for Early and Effective Intervention	01-Apr-2014	31-Mar-2015	Chris Smith
E/12-17/GIR/102 Psychological service staff will contribute to the implementation and evaluation of initiatives that target children with mental health issues	01-Apr-2014	31-Mar-2015	Shona Crawford

Icon	Name
	Educational Services Objective 4: Modernisation of the Educational Services and Estate

Performance Indicator	2012/13	2013/14		2014/15	2015/16	2016/17	Assigned To
	Value	Value	Target	Target	Target	Target	
CC6a: Library learning centre and learning access points: # users as a percentage of the resident population	12.2%	19.4%	10%	10%	10%	10%	Gill Graham
CC6b: Library learning centre and learning access points: # times that the terminals are used per 1,000 population	1,182	1,210	1,260	1,280	1,280	1,280	Gill Graham

Action Code & Title	Start Date	Due Date	Assigned To
E/12-17/MES/004 Establish new initiatives and partnerships in public libraries	01-Apr-2014	31-Mar-2015	Gill Graham
E/12-17/MES/005 Review targeted support systems for pupils with additional support needs	01-Apr-2014	31-Mar-2015	Chris Smith


Icon	Name
	Educational Services Objective 5: Develop the Educational Service Workforce to Ensure Future Provision


Action Code & Title	Start Date	Due Date	Assigned To
E/12-17/ESW/001 Psychological service staff will work to enable and equip teachers and other staff to better support vulnerable young people at the transitions	01-Apr-2014	31-Mar-2015	Shona Crawford


Icon	Name
	Educational Services Objective 6: Promote Engagement with Culture

Performance Indicator	2012/13	2013/14		2014/15	2015/16	2016/17	Assigned To
	Value	Value	Target	Target	Target	Target	
CC3a: Number of visits to/usages of council funded or part funded museums per 1000 population	968	1,027	948	960	970	980	Gill Graham; Joe Traynor
CC3b: Number of visits to/usages of council funded or part funded museums that were in person per 1000 population	280.1	704	114	115	115	115	Gill Graham; Joe Traynor
CC5a: Number of Library visits per 1000 population	6,529	9,341.83	7,100	7,100	7,100	7,100	Gill Graham
CC5b: Percentage of the resident population who are borrowers from public libraries	20.5%	20.25%	22%	22%	22%	22%	Gill Graham

Action Code & Title	Start Date	Due Date	Assigned To
E/12-17/CUL/001 Audit the cultural activity across the authority	01-Apr-2014	31-Mar-2015	Gill Graham
E/12-17/CUL/002 Launch updated West Dunbartonshire Cultural Strategy	01-Apr-2014	31-Mar-2015	Gill Graham
E/12-17/CUL/003 Develop and promote interest in cultural opportunities in West Dunbartonshire	01-Apr-2014	31-Mar-2015	Gill Graham


Icon	Name
	Corporate Priority 2 - Organisational Capabilities

Icon	Name
	Corporate Objective 2.1 - Strong Financial Governance and Sustainable Budget Management


Icon	Name
	Educational Services Objective 4: Modernisation of the Educational Services and Estate


Performance Indicator	2012/13	2013/14		2014/15	2015/16	2016/17	Assigned To
	Value	Value	Target	Target	Target	Target	
Cost per library visit £	£3.91	N/A	N/A	N/A	N/A	N/A	Gill Graham
Cost per museum visit £	£0.96	N/A	N/A	N/A	N/A	N/A	Gill Graham
Cost per primary school pupil £	£5,247.60	N/A	N/A	N/A	N/A	N/A	Terry Lanagan
Cost per secondary school pupil £	£7,033.80	N/A	N/A	N/A	N/A	N/A	Terry Lanagan
Cost per pre-school place £	£4,658.30	N/A	N/A	N/A	N/A	N/A	Terry Lanagan

Icon	Name
	Corporate Objective 2.3 - Innovative use of Information Technology

Icon	Name
	Educational Services Objective 4: Modernisation of the Educational Services and Estate

Action Code & Title	Start Date	Due Date	Assigned To
E/12-17/MES/007 Introduce e-document system across Educational Services	01-Apr-2014	31-Mar-2015	Karen Docherty


Icon	Name
	Corporate Objective 2.4 - Committed and Dynamic Workforce

Icon	Name
	Educational Services Objective 3: Review and Implement Service-Wide Self Evaluation

Action Code & Title	Start Date	Due Date	Assigned To
E/12-17/SEV/002 Psychological service staff will pilot new PRD processes in line with HCPC guidelines	01-Apr-2014	31-Mar-2015	Shona Crawford

Icon	Name
	Educational Services Objective 4: Modernisation of the Educational Services and Estate


Action Code & Title	Start Date	Due Date	Assigned To
E/12-17/MES/001 Develop the Professional Learning website and Gateway system from a recording model to a networking model	01-Apr-2014	31-Mar-2015	Matthew Boyle
E/12-17/MES/002 Design and implement a digital learning platform for WDC in line with national policy	01-Apr-2014	31-Mar-2015	Andrew Brown


Icon	Name
	Educational Services Objective 5: Develop the Educational Service Workforce to Ensure Future Provision


Performance Indicator	2012/13	2013/14		2014/15	2015/16	2016/17	Assigned To
	Value	Value	Target	Target	Target	Target	
Percentage of Educational Services staff who have an agreed annual personal development plan	N/A	N/A	80%	90%	95%	100%	Matthew Boyle
CM1aiii: Average number of working days lost per employee through sickness absence for teachers	6.88	5.28	5.8	5.7	5.6	5.5	Paul McGowan

Action Code & Title	Start Date	Due Date	Assigned To
E/12-17/ESW/003 Conduct a review of the probationer teacher support programme	01-Apr-2014	31-Mar-2015	Matthew Boyle
E/12-17/ESW/004 Implement the actions arising from the review of the supply-teacher support system	01-Apr-2014	31-Mar-2015	Matthew Boyle
E/12-17/ESW/005 Establish a professional learning steering group	01-Apr-2014	31-Mar-2015	Matthew Boyle
E/12-17/ESW/006 Implement in-house training in coaching to support PRD	01-Apr-2014	31-Mar-2015	Matthew Boyle
E/12-17/ESW/007 Implement recommendations from GTCS professional update validation process	01-Apr-2014	31-Mar-2015	Matthew Boyle
E/12-17/ESW/008 Develop staff recruitment strategy	01-Apr-2014	31-Mar-2015	Matthew Boyle
E/12-17/ESW/009 Review of current skills against future skill requirements	01-Apr-2014	31-Mar-2015	Matthew Boyle
E/12-17/ESW/010 Develop leadership skill programmes	01-Apr-2014	31-Mar-2015	Matthew Boyle
E/12-17/ESW/011 Develop and support a distributed leadership strategy for West Dunbartonshire	01-Apr-2014	31-Mar-2015	Matthew Boyle

Action Code & Title	Start Date	Due Date	Assigned To
E/12-17/ESW/012 Devise and implement alternative staffing structure and composition for 16+ learning choices and opportunities for all team	01-Apr-2014	31-Mar-2015	Chris Smith
E/12-17/ESW/013 Review 'Violence against staff' policy and support mechanisms and training for staff	01-Apr-2014	31-Mar-2015	Chris Smith
E/12-17/ESW/014 Develop and deliver cross sector training programme in partnership with the Scottish Network for Able Pupils (SNAP) and linked to GTC programme for professional recognition	01-Apr-2014	31-Mar-2015	Chris Smith
E/12-17/ESW/015 Ensure all staff in Early Years are fully compliant with Care Inspectorate registration and qualification requirement	01-Apr-2014	31-Mar-2015	Chris Smith
E/12-17/ESW/016 Devise and implement strategy for efficient service support across centrally deployed administrative staff	01-Apr-2014	31-Mar-2015	Karen Docherty

Icon	Name
	Corporate Priority 3 - Legitimacy & Support

Icon	Name
	Corporate Objective 3.1 - Constructive Partnership Working and Joined-up Service Delivery


Icon	Name
	Educational Services Objective 1: Raising Attainment and Improving Learning

Performance Indicator	2012/13	2013/14		2014/15	2015/16	2016/17	Assigned To
	Value	Value	Target	Target	Target	Target	
Percentage of educational establishments receiving positive inspection reports	100%	100%	100%	100%	100%	100%	Laura Mason

Icon	Name
	Educational Services Objective 3: Review and Implement Service-Wide Self Evaluation


Action Code & Title	Start Date	Due Date	Assigned To
E/12-17/SEV/004 Devise and implement a programme of self assessment using	01-Apr-2014	31-Mar-2015	Gill Graham

Action Code & Title	Start Date	Due Date	Assigned To
PLIM, PSIF and HGIOC&S			
E/12-17/SEV/005 Establish benchmarking programme with partner authorities	01-Apr-2014	31-Mar-2015	Gill Graham


Icon	Name
	Educational Services Objective 4: Modernisation of the Educational Services and Estate

Action Code & Title	Start Date	Due Date	Assigned To
E/12-17/MES/008 Review procedures for potential temporary school closures	01-Apr-2014	31-Mar-2015	Karen Docherty
E/12-17/MES/009 Ensure compliance of Data Protection Act 1988 legislation across Educational Services	01-Apr-2014	31-Mar-2015	Karen Docherty


Icon	Name
	Corporate Objective 3.2 - Positive Dialogue with Local Citizens and Communities

Icon	Name
	Educational Services Objective 1: Raising Attainment and Improving Learning

Performance Indicator	2012/13	2013/14		2014/15	2015/16	2016/17	Assigned To
	Value	Value	Target	Target	Target	Target	
% of Adults Satisfied with local schools	88%	N/A	N/A	N/A	N/A	N/A	Terry Lanagan

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

Action Code & Title	Start Date	Due Date	Assigned To
E/12-17/CFE/106 Implementation of the Parental Involvement Strategy	01-Apr-2014	31-Mar-2015	Andrew Brown

Icon	Name
	Educational Services Objective 3: Review and Implement Service-Wide Self Evaluation

Action Code & Title	Start Date	Due Date	Assigned To
E/12-17/SEV/001 Psychological service staff will research appropriate methods to access the views of children and young people.	01-Apr-2014	31-Mar-2015	Shona Crawford

Icon	Name
	Educational Services Objective 6: Promote Engagement with Culture

Performance Indicator	2012/13	2013/14		2014/15	2015/16	2016/17	Assigned To
	Value	Value	Target	Target	Target	Target	
% of adults satisfied with libraries	84%	N/A	N/A	N/A	N/A	N/A	Gill Graham
% of adults satisfied with museums and galleries	79%	N/A	N/A	N/A	N/A	N/A	Gill Graham

Appendix 3: Educational Services Workforce Plan 2014/15

Introduction

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

It also details the current profile of the department allowing for observations and assumptions to be made about the demographic make up and the impact this has resources and service delivery. Sickness absence information has also been included as reduction in this area is a key service priority for the council.

The plan is broken down as follows:

1. Summary of the Key Service Priorities/Issues and Resource Implications
2. Longer term Key Service Priorities/ Issues and Resource implications
3. Establishment and resource Information:
 - a. Number of Employees
 - b. Demographics
 - c. Sickness Absence
 - d. Staff Movement

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

Part A: Details priorities or issues, which will happen and conclude during the current financial year and their implications.

Priority/ Issues	Resource or Skill implication	Action required	Cost / Saving
Restructures			
Implement Management savings options and support ongoing restructuring across the service	Reduction in staff numbers and / or roles. Retraining / redeployment of staff	Managed through Organisational Change and redeployment process Advice and support to all managers to facilitate this process	ASN Review - £250K (Children Services) Teaching staff £40k Central posts in Educational services £111k Libraries and and Cultural services

			Technicians' service
Completion of restructure of Libraries and Cultural Services	Integration of Youth Music and Instrumental Music into the service	Support the development of CfE resources at ERS. Staff training and development	Annual budget £10k
Pre 5 changes in Legislation – From August 2014 Opportunity for each child to have 600 hours per year as opposed to the current 475 hours per year	Additional hours per week additional weeks in year to be offered. Reviewed process for mid term intakes. Curriculum and Administration implications. Capacity issues	Liaising with other authorities and ADES regarding approach. Recruit / redeploy required staff Consult with staff and parents. Who wants the additionally and in what format	Currently – projected costs will be 1 EECC officer per centre which will be 21FTE @ £22k.
Early Years Increased provision for vulnerable 2 year olds – Effective from August 2014	Additional staffing required Capacity issues	Recruit / redeploy required staff Consult with staff and parents. Who wants the additionally and in what format	Recruit long term temporary staff estimated at approximately 15 FTE (@£22k) and then evaluate model / structure.
Review of Breakfast club provision	Various practice and contractual arrangements – needs a consistent approach	Review of current practice and contracts.	Costs / Savings will be identified as project progresses
Review of support staff roles with a view to developing opportunities for current Modern Apprenticeships	Enable the department to retain staff and develop a rolling programme for Modern Apprenticeships rather than losing them at the end of the programme	Reviewing the duties within schools / establishments with a view to developing basic grade roles as opportunities for current Modern apprenticeships.	Within current establishment bill. (A Redistribution of duties).
Review of staffing structures within	Review / reshape the staffing	All local authorities are reviewing	Savings will be evidenced

schools and establishments reshaping service models as appropriate	complements to meet current and future needs of the service.	structures in line with financial constraints. There may be shared working on this.	depending on the options taken
Priority/ Issues	Resource or Skill implication	Action required	Cost / Saving
Recruitment and Retention			
Improve Recruitment process for both teachers and support staff	<p>More effective recruitment, improving the calibre of staff and reputation of the authority as an employer of choice.</p> <p>More efficient and effective use of senior management within the Teachers recruitment process.</p>	Review current teacher recruitment with a view to developing an assessment centre approach, cluster working.	National Working Groups and Partnership working with other authorities
Address the difficulties WDC are experiencing recruiting HT in the primary sector	<p>Last 4 HT vacancies unfilled. Have a number of acting up arrangements to support this.</p> <p>Age profile – 40% of Primary head Teachers over 55. We must have succession plans to ensure appropriate staffing over coming years.</p>	<p>Increase the number of places on the HT training programme.</p> <p>Better ‘advertising’ of Head teacher and promoted roles within Education.</p> <p>Increase opportunities for promoted staff – increasing the use of short – medium term internal secondments.</p> <p>Development of the professional learning and leadership policy – agreed at LNCT 10th September 2013</p>	<p>Internal costs – staff time</p> <p>Advertising/ promotional costs</p> <p>Included in separate paper re schools estates</p>
Address the difficulties WDC are experiencing retaining Heads of	Loosing Heads of Centre to Glasgow who offer a significantly better	Develop cluster or specialist roles enabling – a two tier programme of Heads	Costs will be identified as project progresses.

Centres in Early Years	salary. Loosing skills and investment and resulting in skill gaps.	of Centre enabling career progression. This would enable operational initiatives to be taken forward	
Introduce and embed an Education Induction programme	An identified gap in current practice. Resources required to pull together the programme and roll out as required – will involve education and wider Council officers	Identify required training – eg attendance management, employee relations, financial guidance and service information	WDC personnel
Cosla Agreements 2011 – 3 year commitment to maintain teachers numbers	Maintain an overview of teacher numbers – a central co-ordination of the teaching resource.	Managing surplus, permanency, subject shortages. Identifying opportunities within the terms of the cosla agreement,	
Improve supply usage	National shortage of supply teachers.	Shared supply pool / process with other neighbouring authorities – assisted by improved usage of the SEEMIS system	TBC as part of partnership working with other authorities.
Priority/ Issues	Resource or Skill implication	Action required	Cost / Saving
Training and Development			
Focus on the role of chartered teachers in line with SNCT 12/35 – Enhanced contribution of Chartered Teachers	Chartered Teachers sharing practice and assisting in the development of others Chartered teacher standard	Improved recording of the interests and specialism's of chartered teachers and the contribution they are making to the service and development of others	Within current salary bill.
PDP's / PRD	All employees with a PDP / PRD	Target of 100% by 2017 – currently 85% Reviewing the PRD and PDP processes and reviewing timetable and	Within current salary bill.

		paperwork to link where possible	
PRD policy review	Now been agreed of roles and responsibilities and the process for teachers	All staff will have this in place by 2014 linking in with the professional update requirements	
GTCS Professional standards Pilot for Professional update for teaching staff	All teachers required to participate in the professional update in line with GTCs guidance – commencing August 2014. This is currently being piloted for 20% of WDC teaching staff.	A facility to ensure evidence of professional learning and how this improves outcomes for young people	
“Teaching Scotland’s future” report Improve training	Up skill staff to motivate and develop them and grow our own leaders of the future.	Develop Training programme for staff. Internal and external events. Staff consultation events – online and forum. Mentorship schemes, internships – opening opportunities for career development – staff retention. Improve investment in professional courses	
All Teaching line Managers trained in coaching	To support the PRD and professional update process	All line Teaching line Managers trained in coaching – complete. Need to build in sustainability.	
SSSC for learning assistants in Early Years – June 2014	All Learning Assistants must have SSSC Registration	Supporting staff to achieve/ obtain this qualification. Review our audit process to ensure	

		that there are enough staff with this qualification to ensure cover arrangements etc within the early years sector. Eg other staff in other sectors to ensure cover. Change required qualifications for post	
Priority/ Issues	Resource or Skill implication	Action required	Cost / Saving
Resourcing			
Reduce Sickness absence rates in WDC.	Reduce staff absence across the service and therefore subsequent cover costs. Target for 2015 is Teaching: Support staff:	Management training Change of Culture – working well together workshops to assist this Targeting specific problems in specific areas. Introduction of absence targets as a KPI for service managers	Internal – staff costs and any developmental training material
Implement commensurate duties for those on conserved salaries in line with SNCT	In line with SNCT JS/11/26 – award additional duties to those on commensurate duties for the duration of their conservation – evidencing best value and ensuring pay equality	Discussions with all conserved teachers and their Head Teachers to align the additional duties to school and service requirements.	Current conservation costs £45K and effect 20 people

2. Longer term Key Service Priorities/ Issues and Resource implications

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

Period that priority will impact over	Priority/ Issues	Potential resource or skill implication	Potential actions required	Cost
Ongoing	Schools estates	Changes to schools estate would have an impact on staff – change management, staffing and other training requirements	Amalgamating / closing schools	Dependant on the options taken
Undefined	Potential removal / reprioritisation of funding.	Youth music funding from creative Scotland Technology and Access Curator – funded post	Deletion of service – managed through Organisational Change Long term desire to mainline.	£152k £32k
2016/2017	Reduction in the number of Psychologist posts	Agreed in 2014 /15 Management adjustment paper		£38,249
2014 - 2019	Review of Early Years Model – developing a 5 years plan	Training and development of staff Potential reduction in staffing numbers	New structure and Model of service delivery to be devised	Savings will be identified as project progresses

3. Establishment and resource Information

- Education Workforce Profile - 1 April 2014

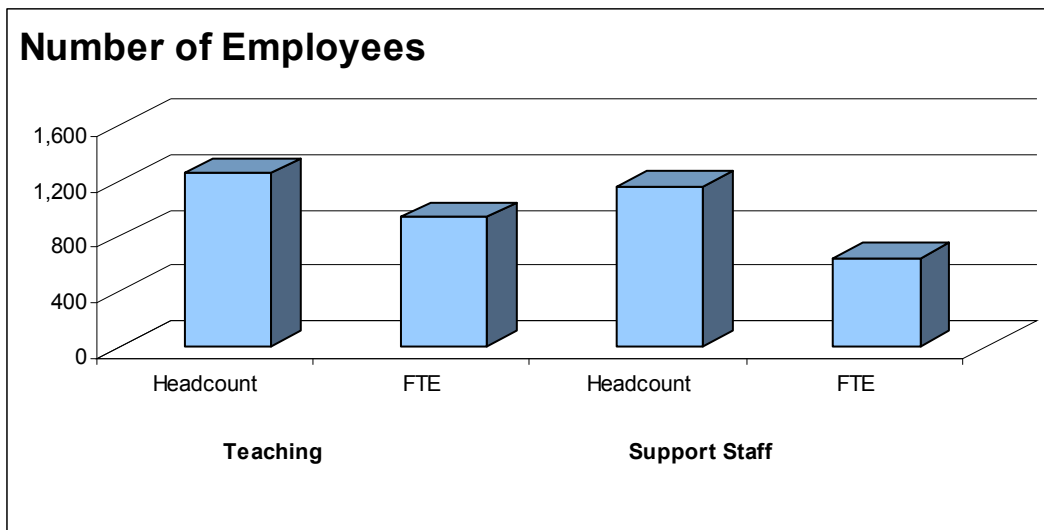
This section provides Establishment information broken down in various ways to assist departmental analysis.

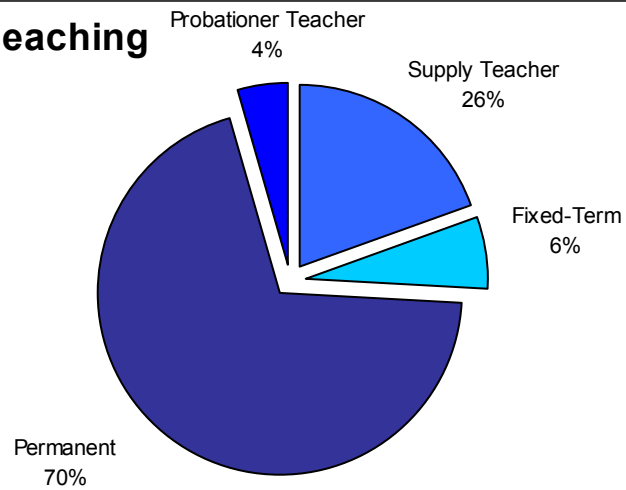
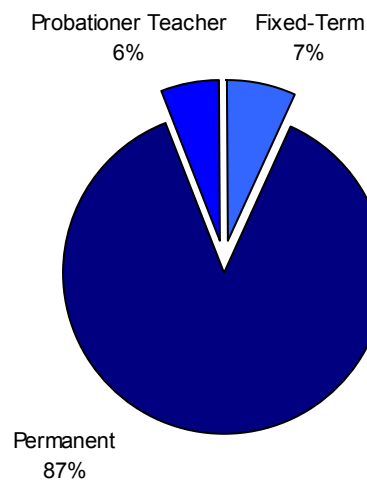
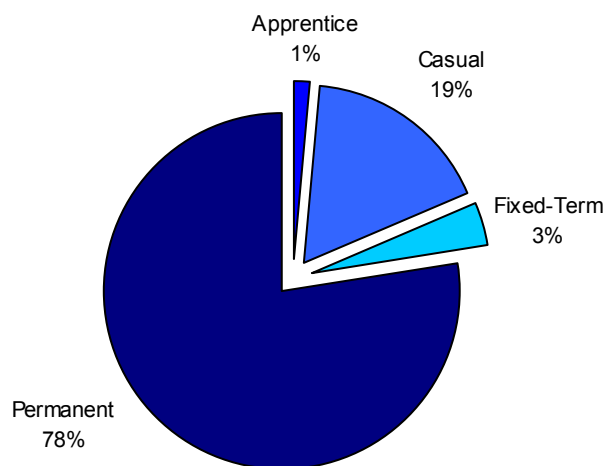
3a. Number of Employees

Education Workforce Profile - 1 April 2014

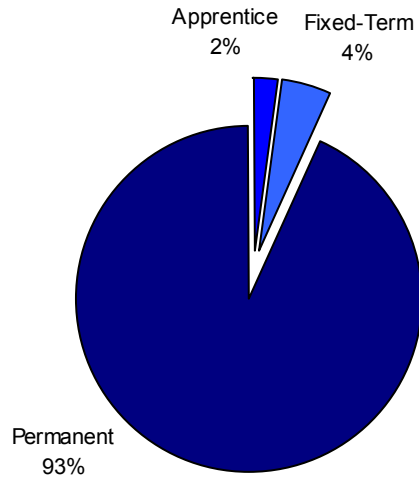
1. Number of Employees

	Teaching		Support Staff	
	Headcount	FTE	Headcount	FTE
Apprentice	0	0.00	15	15.00
Casual / Supply Teacher	245	0.00	202	0.00
Fixed-Term	78	66.10	44	29.01
Permanent	875	818.08	899	597.92
Probationer Teacher	56	56.00	0	0.00
Total	1,254	940.18	1,160	641.92



Headcount - Teaching**FTE - Teaching****Headcount Support Staff**

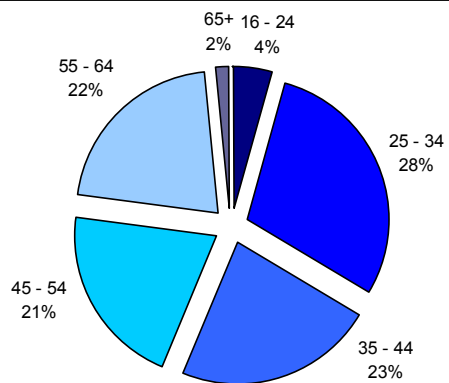
FTE Support Staff

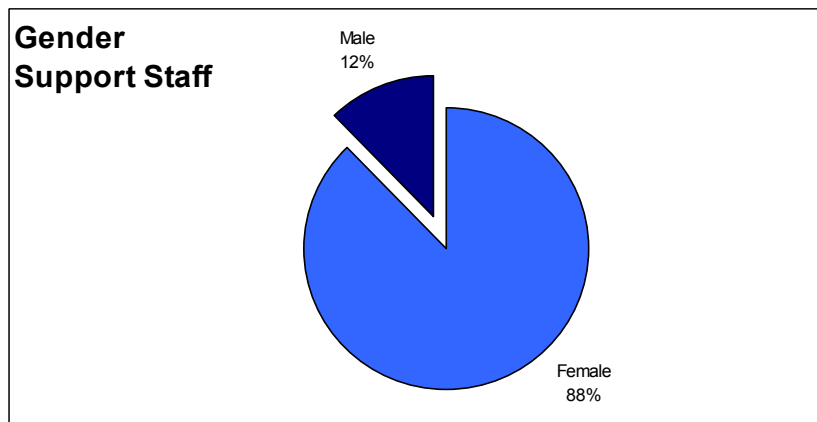
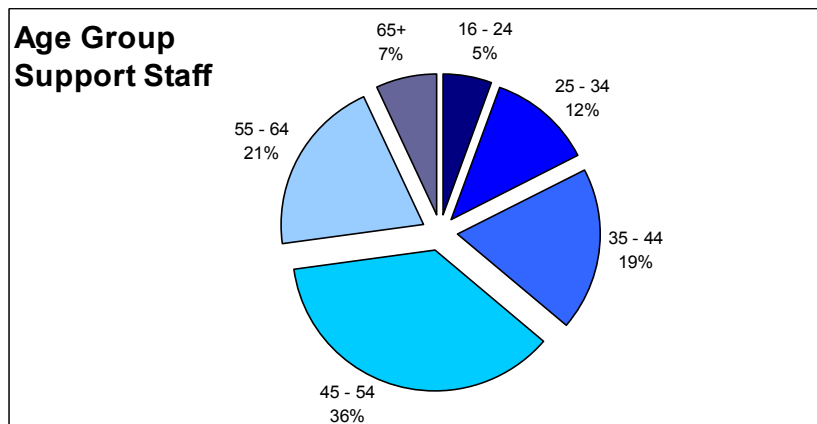
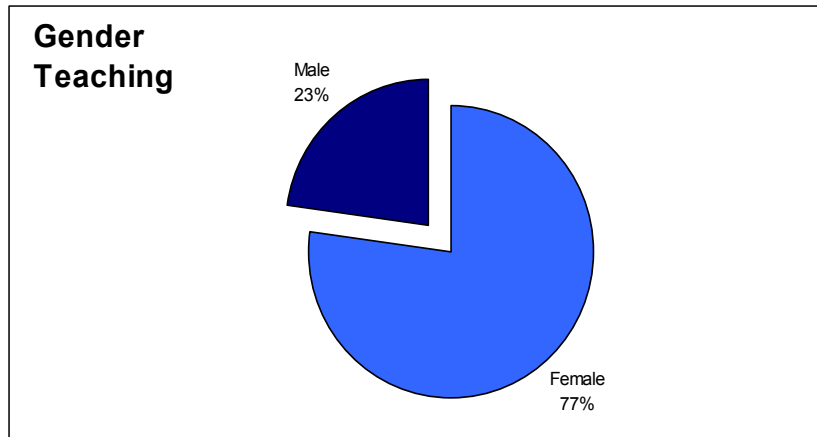


3b. Demographics

	Teaching			Support Staff		
Age Group	Female	Male	Total	Female	Male	Total
16 - 24	52	4	56	44	19	63
25 - 34	297	67	364	114	27	141
35 - 44	213	71	284	196	20	216
45 - 54	197	64	261	392	31	423
55 - 64	199	71	270	206	32	238
65+	12	7	19	66	13	79
Total	970	284	1,254	1,018	142	1,160

Age Group Teaching

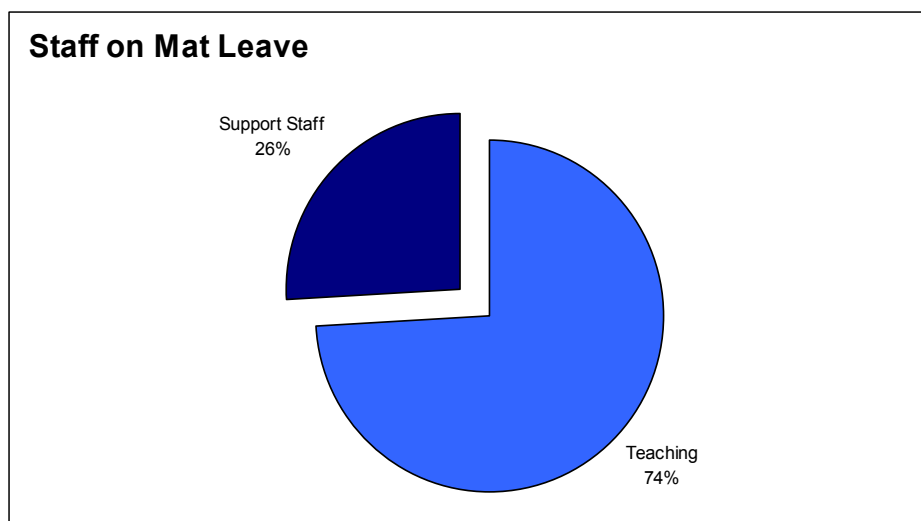




Educational Services has a predominantly female workforce with 85% of the overall workforce female across both teaching and support staff.

The age profile also accounts for a high proportion of maternity leave year on year.

Staff on Mat Leave	
Teaching	72
Support Staff	25
Total	97



3c. Sickness Absence Information

Educational Services have seen a very positive improvement in attendance levels this year 2013/14 when compared with last years 2012/13 statistics.

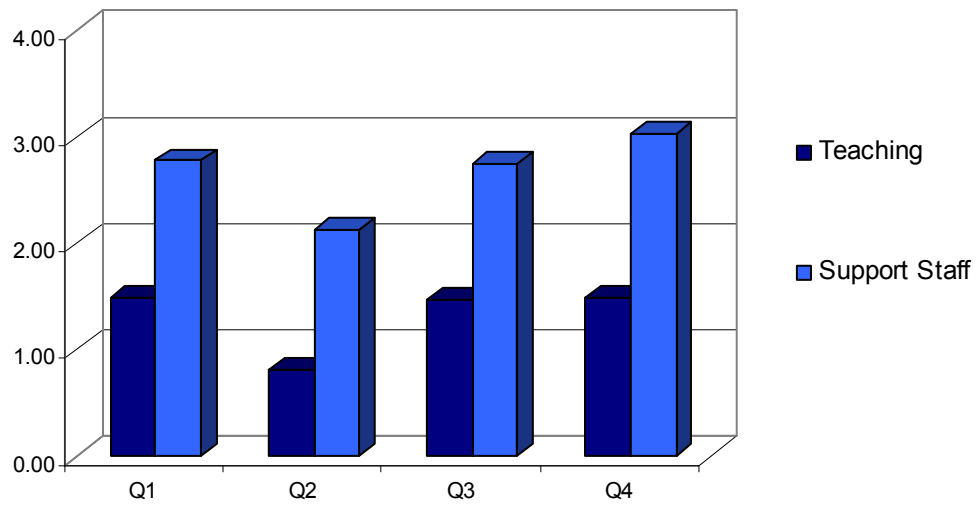
Over the last year there was an absence audit carried out to identify areas of focus. This resulted in more focused training for Early Years managers and this was also offered out to others areas of the business.

There has been a focus on training and promotion of the policy, improved paperwork / returns, attendance at working well together training.

All these positive interventions have resulted in an overall reduction in teachers absence of 23% and support staff 8%.

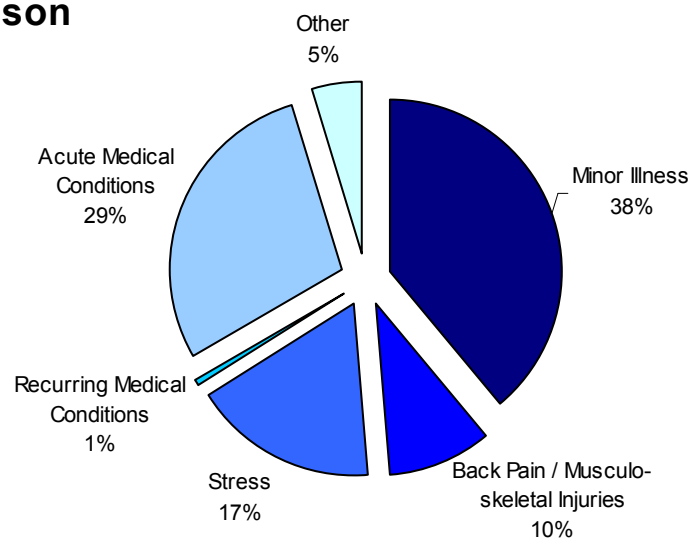
FTE Days Lost per FTE	Q1	Q2	Q3	Q4
Teaching	1.49	0.82	1.47	1.49
Support Staff	2.78	2.12	2.75	3.04
Total	2.02	1.35	2.00	2.13

FTE Days Lost per FTE

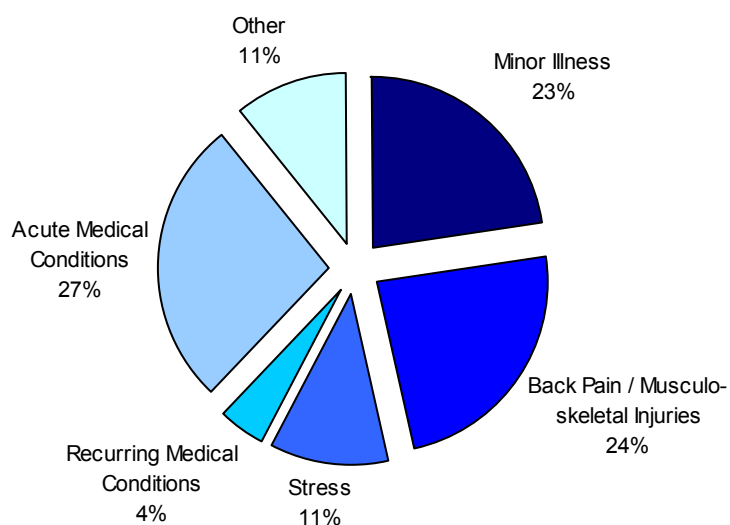


	Teaching	Support Staff
Reason	Working Days Lost	
Minor Illness	1,947.5	2,329.5
Back Pain / Musculo-skeletal Injuries	483	2,401
Stress	866	1,141.5
Recurring Medical Conditions	39	436.5
Acute Medical Conditions	1,425	2,775
Other	236	1,116
Total	4,996.5	10,199.5

Absence Reason Teaching



Absence Reason Support Staff

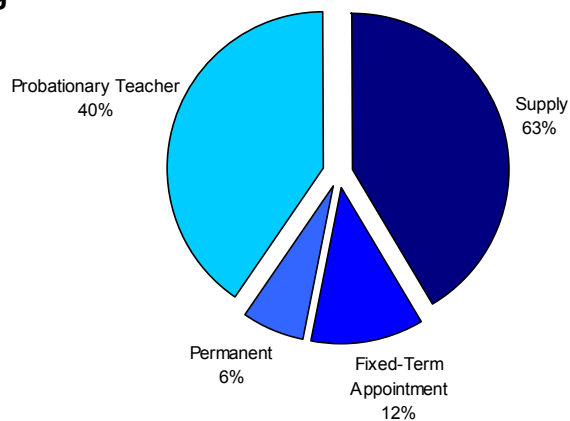


3d. Staff Movement

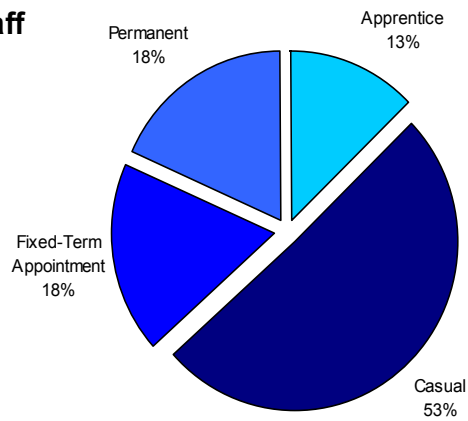
This section shows the turnover information for the department, detailing the new appointment and leaver information broken down by staff group and contract type.

New Starters	Teaching	Support Staff
Apprentice	0	12
Casual / Supply	52	47
Fixed-Term Appointment	15	17
Permanent	8	17
Probationary Teacher	51	0
Total	126	93

New Starters Teaching

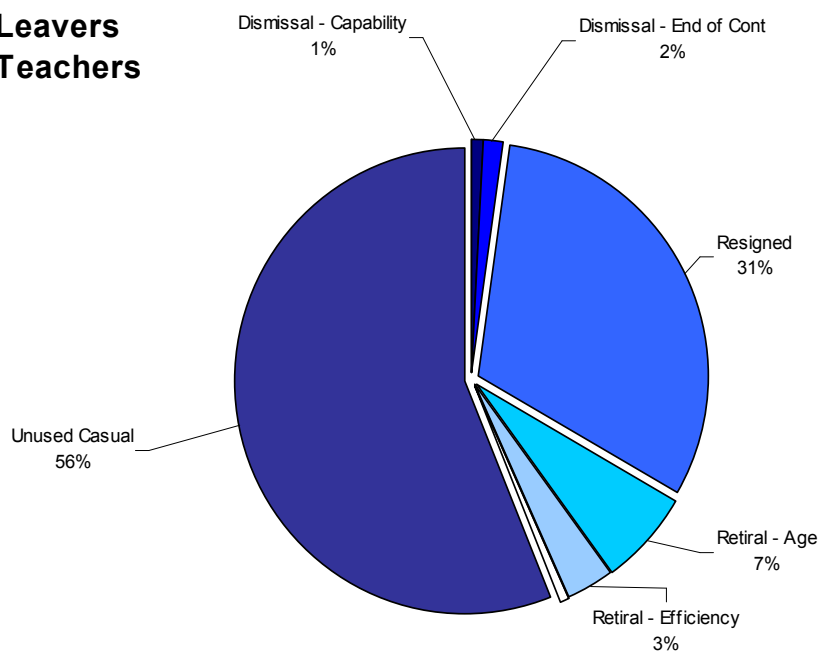


New Starters Support Staff

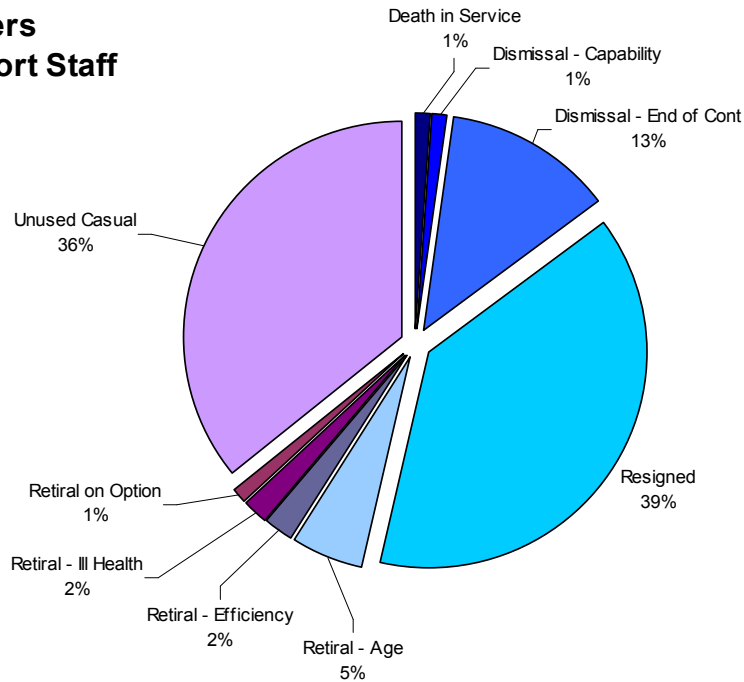


Leavers	Teaching	Support Staff
Death in Service	0	1
Dismissal - Capability	2	1
Dismissal - End of Cont	4	12
Resigned	80	37
Retiral - Age	17	5
Retiral - Efficiency	9	2
Retiral - Ill Health	0	2
Retiral on Option	1	1
Unused Casual	145	34
Total	258	95

Leavers Teachers



Leavers Support Staff



Turnover - All Staff	Teaching	Support Staff
Staff @ period start	1,385	1,172
Staff @ period end	1,254	1,160
Average	1,320	1,166
Leavers	258	95
Turnover	19.55%	8.15%

Turnover - Permanent Staff only	Teaching	Support Staff
Staff @ period start	891	901
Staff @ period end	875	899
Average	883	900
Leavers	38	40
Turnover	4.30%	4.44%

Apprentices	Total
Modern Apprentice Level 2	12
Modern Apprentice Level 3	3
Total	15

WEST DUNBARTONSHIRE COUNCIL

Report by the Executive Director of Educational Services

Educational Services Committee: 04 June 2014

Subject: 2012/17 Education Service Plan 2013/14 Annual Performance Report

1. Purpose

- 1.1** This report informs members of the 2013/14 Annual Performance Report on the 2012/17 Education Service Plan prepared by the Department of Educational Services. The report highlights our performance across all the services delivered by the Department for the period April 2013 to March 2014 (a copy of the Service Plan Progress Report is provided as Appendix 1).

2. Recommendations

- 2.1** Members are asked to note the contents of this report and the attached appendix.

3. Background

- 3.1** Educational Services' 2013/14 update to the 2012/17 Service Plan was approved by the Committee at its September 2013 meeting. It set out the key performance indicators and actions prioritised for delivery over the course of 2013/14. A mid-year progress report on the plan was presented to committee at its December 2013 meeting.
- 3.2** Provided in the report, where applicable, are comparisons against our Local Authority family group which consists of six local authorities that are considered to be similar in size and socioeconomic factors. Our group comprises Clackmannanshire Council; Inverclyde Council; Midlothian Council; North Ayrshire Council; Renfrewshire Council; and West Dunbartonshire Council.
- 3.3** The performance of all Scottish local authorities is also used to give a fuller picture of our performance nationally where this data is available.
- 3.4** It should be noted that, the Education and Lifelong Learning Committee (now known as Educational Services Committee) approved Educational Services' strategy to raise attainment. In the 2011/12 and 2012/13 school sessions, the Service has invested significantly in seconded teachers, supported study and master classes in a bid to support our young people to achieve more.

4. Main Issues

- 4.1** In the 2013 exam diet, the Average tariff score of lowest performing 20% of pupils in S4 achieved its best result ever recorded.
- 4.2** So far in the 2013-14 school session two school inspection reports have been published. Based on the reference quality indicator scores, the reports are again all positive.
- 4.3** The percentage of school leavers entering positive destinations in West Dunbartonshire decreased by 1.7% to 90.9% in 2012/2013 compared to 92.6% in 2011/2012. The percentage of leavers from West Dunbartonshire in positive destinations is 0.5% lower than the national average of 91.4% in 2012/13.
- 4.4** There has been an increase in the level of use of library learning centre and learning access points and in the number of users of this service.
- 4.5** Other exam performance measures, pupil attendance and exclusion levels were reported on at a previous committee. No new data is available on these annual indicators at this time.

5. People Implications

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

6. Financial Implications

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

7. Risk Analysis

- 7.1** Failure to plan the work of the department and to report on its progress would represent reputational damage to the Council.

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, the Section 95 Officer and the VSE Project Board have been consulted in relation to the content of this report.

10. Strategic Assessment

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

Terry Lanagan
Executive Director of Educational Services

Person to Contact: Laura Mason, Head of Service, Educational Services,
Council Offices, Garshake Road, Dumbarton G82 3PU.
Telephone 01389 737340
E-mail laura.mason@west-dunbarton.gov.uk

Appendix 1: 2012-17 Service Plan Annual Performance Report April
2013 to March 2014.

Background Papers: None.

Wards Affected: All.

Educational Services - 2012-17 Service Plan










Annual Performance Report April 2013 to March 2014







Generated on: 02 May 2014












Icon	Name
	Educational Services Objective 1: Raise Attainment and Achievement

Performance Indicator	2012/13	2013/14						2014/15	2015/16	2016/17	Assigned To
	Value	Value	Target	Status	Long Trend	Short Trend	Note	Target	Target	Target	
Average tariff score of lowest performing 20% of pupils in S4	77	N/A	63				The 2012/13 pre-appeal data shows WDC at 77 (national average is not available). WDC is ranked 17th highest of the 32 local authorities and 5th highest of the 6 comparator authorities. The 2012/13 target was exceeded by 14.5 and the previous year's post-appeal value was exceeded by 12.	63.5	65	65	David Fulton
Percentage of educational establishments receiving positive inspection reports	100%	100%	100%				Two school inspections have been carried out so far during the 2013-14 session, they were at St Mary's Primary School, Alexandria and Our Lady of Loretto Primary School. In St Mary's, all three of the three reference quality indicators, "Improvements in performance", "Learners' experiences" and "Meeting learning needs", were rated "very good". In Our Lady of Loretto, all three indicators were rated "good".	100%	100%	100%	Laura Mason
5+ @ level 5 (by end S4)	32.4%	31.5%	33%				The 2013 pre-appeal national	33%	33.5%	33.5%	David Fulton


Performance Indicator	2012/13	2013/14						2014/15	2015/16	2016/17	Assigned To
	Value	Value	Target	Status	Long Trend	Short Trend	Note	Target	Target	Target	
[Percentage of pupils passing 5 or more SQA exams at SCQF level 5 or better by the end of S4]							average for this measure is 38.4%. West Dunbartonshire achieved 31.5%. Our position compared to other local authorities has dropped by one place to 29th since the previous year. The average within our comparator authorities is 35.5%.				
3+ @ Level 6 (by end S5) [Percentage of pupils passing 3 or more SQA exams at SCQF level 6 or better by the end of S5]	20%	24.4%	19.5%				The 2013 pre-appeal national average for this measure is 28.2%. West Dunbartonshire achieved 24.4%, its highest level in ten years. Our position compared to other local authorities has improved six places to 25th since the previous year. The average within our comparator authorities is 25.3%.	20%	21%	21.5%	David Fulton
5+ @ Level 6 (by end S6) [Percentage of pupils passing 5 or more SQA exams at SCQF level 6 or better by the end of S6]	21.3%	21.4%	20%				The 2013 pre-appeal national average for this measure is 26.1%. West Dunbartonshire achieved 21.4%, its highest level in ten years. Our position compared to other local authorities has decreased two places to 29th since the previous year. The average within our comparator authorities is 23.6%.	20.5%	20.5%	21%	David Fulton
1+ @ Level 7 (by end S6) [Percentage of pupils passing 1 or more SQA exams at SCQF level 7 or better by the end of S6]	11.6%	11.9%	13%				The 2013 pre-appeal national average for this measure is 16.9%. West Dunbartonshire achieved 11.9%, its highest level in ten years. Our position compared to other local authorities has stayed	13%	13.5%	13.5%	David Fulton







Performance Indicator	2012/13	2013/14						2014/15	2015/16	2016/17	Assigned To
	Value	Value	Target	Status	Long Trend	Short Trend	Note	Target	Target	Target	
							at 30th this year. The average within our comparator authorities is 16.0%.				
Percentage of children tested in their pre-school year achieving 5 and above in book knowledge	87%	N/A	82%				2012-13 school session figures are based on results from 10 sample nurseries where the children have scored 5 and above. 2013-13 was the first year this data was collected and represents the baseline for this indicator. 2013-14 data will not be available until October 2014.	83%	84%	85%	Kathy Morrison
Percentage of pupils entering positive destinations	90.9%	N/A	92.7%				On SLDR 2012-13, Scottish average was 91.4%. This performance places West Dunbartonshire 22nd out of 32 Scottish local authorities. 2013-14 data will not be available until December 2014.	92.8%	92.9%	93%	Hugh Neill




Action	Status	Progress	Due Date	Comment	Assigned To
Develop the capacity of all educators to support young people in raising their attainment and achievement			31-Mar-2014	Primary School Family Group 4 is involved in a partnership project with 5 schools in Renfrewshire. Collaborative enquiry is being used to identify successful strategies to raise attainment at P3, P4 and P5. A review of the School Improvement Framework has been completed.	Matthew Boyle; Andrew Brown
Promote and share best practice across all schools			31-Mar-2013	A schedule of Primary Head Teacher meetings is in place and provides a forum for the sharing of best practice.	Matthew Boyle; Andrew Brown
Implement improvement plans for literacy and numeracy			31-Mar-2015	All schools have taken part in external assessments at P3, P5, P7 and S2. These results have been analysed and help to form next steps for schools and pupils. Schools have been given feedback on the authority's performance and individual school performance. All Principal Teacher business meetings have Raising	Andrew Brown





Action	Status	Progress	Due Date	Comment	Assigned To
				Attainment as a core on all agendas. Principal Teacher groups have prepared and shared materials for the new National 4 & 5 courses. Secondary teachers have attended a briefing session on Reciprocal teaching it and have agreed to pilot this approach in a few S1 and S2 classes. Materials have been developed to help disseminate a range of good practice approaches for teaching reading comprehension.	
Develop Masterclasses and Supported Study Activity across secondary schools		<div><div></div>80%</div>	30-Aug-2014	A review of the website is currently under way.	David Fulton
Identify and implement opportunities for wider achievement		<div><div></div>87%</div>	28-Sep-2014	The "Amazing Things" award ceremony was held in June 2013. All schools and centres have received application forms for the event. Completed applications were returned by May 13th 2013. Educational Services is continuing with its core vocational programme and assisting schools with the development of in-house delivery of vocational courses. Development of contact centre well underway. Business links are established.	Beverly Clarkson; David Fulton
Expand learning opportunities for all ages across libraries and cultural services establishments		<div><div></div>92%</div>	31-Aug-2014	The service continues to have a positive relationship with The Scottish Book Trust and has been selected as a pilot authority for its Assertive Outreach Campaign aimed at encouraging involvement of and support for harder to reach children and families in reading. Further partnership working in 2013/14 will be explored. Early years provision continues to develop and thrive. Partnerships include those with external agencies such as the Scottish Book Trust; in addition to positive work with Early Education Centres, Social Work and Health. Early Years provision now includes sessions and workshops from 0-5yrs including pre and ante natal classes. All this aims to support and encourage child development and family learning. The service has formed a dynamic and proactive arts team who work to expand the Community Arts Programme. Additions over the last few months have included classes and workshops in ceramics, drawing and crafts. An arts programme for the summer months has been established and includes classes as part of the Booked Festival in May 2013. West Dunbartonshire Youth Theatre continues to thrive having both a senior and junior section. The service is making good progress to this action. A learning programme for secondary pupils	Gill Graham

Action	Status	Progress	Due Date	Comment	Assigned To
				based on Curriculum for Excellence is being developed to augment the 2013 major retrospective of Scottish artist Jolomo. A learning programme and teaching aids and resources were developed for the Jolomo retrospective. These were identified as good practice at a national level. This supported visits to the retrospective by 1,000 pupils which included guided talks and workshops all linked to Curriculum for Excellence and Broad General Education.	
















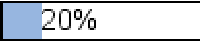
Icon	Name
	Educational Services Objective 2: Implement Curriculum for Excellence (CfE), Getting it Right for Every Child (GIRFEC) and The Early Years Framework


Performance Indicator	2012/13	2013/14						2014/15	2015/16	2016/17	Assigned To
	Value	Value	Target	Status	Long Trend	Short Trend	Note	Target	Target	Target	
Primary Attendance (%)	94.9%	94.9%	95.5%				The 2013/14 data (from the 2012/13 school session) shows WDC at 94.9%, the same level as the national average. The comparator authority average is very slightly higher at 95.0%. WDC is ranked 22nd of the 32 local authorities and 2nd of the 6 comparator authorities. The 2013/14 target was missed by 0.6%. The level of primary school attendance was maintained at the same level as it had been in the previous year.	95.5%	95.5%	95.5%	Maria Seery
Secondary Attendance S1-S5 (%)	91.4%	91.4%	91%				The 2013/14 data (from the 2012/13 school session) shows WDC at 91.4% compared to the national average of 91.9% and comparator authority average of 91.9%. WDC is ranked 23rd of the 32 local	91%	91%	91%	Maria Seery


Performance Indicator	2012/13	2013/14						2014/15	2015/16	2016/17	Assigned To
	Value	Value	Target	Status	Long Trend	Short Trend	Note	Target	Target	Target	
							authorities and 5th of the 6 comparator authorities. The 2013/14 target was exceeded by 0.4%. The level of secondary school attendance was maintained at the same level as it had been in the previous year.				
Cases of exclusion per 1,000 school pupils	35	N/A	55				The 2012/13 data shows WDC at 35 compared to the national and comparator authority averages of 33. WDC is ranked 21st of the 32 local authorities and 4th of the 6 comparator authorities. The 2012/13 target was exceeded by 23. The level of exclusion per 1,000 pupils has reduced by 7 since the previous year. 2013/14 data will not be available until October 2014.	50	45	35	Chris Smith


Action	Status	Progress	Due Date	Comment	Assigned To
Develop and implement strategies for literacy and numeracy taking account of the Scottish Survey for Literacy and Numeracy		<div><div>85%</div></div>	31-Dec-2014	The final draft of the WDC Numeracy Strategy was produced in June 2013.	Andrew Brown
Review and implement strategy for Health and Wellbeing as a responsibility for all		<div><div>85%</div></div>	30-Jun-2015	The Health and Wellbeing strategy was approved by committee in May 2013. Key actions from it have been implemented and a review of the implementation has been carried out. Further funding has been confirmed to allow PE Lead Officer to remain in post until March 2015. PE Investment Plan has been reviewed and updated to take account of the extended funding and period of secondment.	Shona Crawford; Denise McKinnon
Improve learning transitions across sectors by enhancing cluster activity		<div><div>100%</div></div>	30-Jun-2014	Learning rounds are underway in the OLSP cluster and are continuing to develop.	Andrew Brown
Develop Senior Phase curriculum models to meet the		<div><div>66%</div></div>	30-Jun-2014	Policy statements for Broad General Education and	Andrew Brown


Action	Status	Progress	Due Date	Comment	Assigned To
needs of all learners				Senior Phase are in draft and with head teachers for comment.	
Develop and implement arrangements for the New Qualifications	✓	<div><div>100%</div></div>	31-Mar-2014	Some schools are considering dual running whilst others intend to run with the new National 5 course rather than Intermediate 2 in some subjects. All schools need to adopt the new Higher course by 2014 except for S6 and repeats. The monitoring of this process will be ongoing over the 2013-14 and 2014-15 sessions until Intermediate 1 & 2 courses are phased out	David Fulton
Improve learning, teaching and assessment through 'Sharing the Standard' (3-18)	✓	<div><div>100%</div></div>	30-Jun-2013	We have many schools and centres taking part in our own Local Authority Moderation and Assessment innovation project. These projects will highlight the good practice already taking place within our establishments and provide colleagues with ideas and resources to engage in similar activities in their own schools. Practice was shared at the Amazing Things awards in June 2013.	Geraldine Armstrong
Build Teacher Learning Communities in partnership with Tapestry	▶	<div><div>53%</div></div>	31-Mar-2015	Teacher Learning Communities (TLCs) have been established in all our secondary schools. TLC training started in secondary schools in August 2013. Year 2 training of cohort 1 and Year 1 training of cohort 2 has been completed. Plans have been agreed with Tapestry to establish TLCs in primary schools.	Matthew Boyle
Develop and implement Performance Review Development and Continuous Professional Development programmes in line with 'Teaching, Scotland's Future'	▶	<div><div>66%</div></div>	31-Mar-2015	The first training courses in coaching skills for primary school head teachers started in January 2013. The first training courses in PRD for primary and secondary school staff also started in January 2013.	Margaret MacKay
Implement revised opportunities for young people across the arts and culture	✓	<div><div>100%</div></div>	30-Mar-2014	Work is underway to identify opportunities for Libraries and Cultural Services to contribute to CPD to support the new National Qualifications and dialogue is ongoing with the Quality Improvement team. Following the transfer of Instrumental Music in Schools in September opportunities to enhance input into new qualifications is being explored more fully. Similarly the transfer of the Educational Development Support Unit to Libraries & Cultural Services has provided the opportunity to enhance delivery of creative learning and development of new resources to support learning.	Gill Graham
Review the School Libraries Service in partnership with the Public Libraries Service	▶	<div><div>20%</div></div>	30-Aug-2014	Initial meetings have taken place with HT's and school librarians regarding the potential positive outcomes of integrating all or aspects of the schools and public library	Gill Graham




Action	Status	Progress	Due Date	Comment	Assigned To
				services. The initial deadline of April 2014 ³ has been extended due to the departure of the previous Senior Officer for Library Services. This action will be taken forward as a priority by the new Section Head for Libraries & Information Services in August 2014.	
Develop and implement a sustainable and viable plan for the Outdoor Education Service which includes support for outdoor learning across the curriculum			30-Jun-2014	In April 2013 the WDC Outdoor Education Service delivered its first ever Outdoor Learning Conference in close partnership with Education Scotland and the National Park. The service has also delivered two staff training weekends and a Basic Expedition Leader course for secondary school staff. The WDC Outdoor Learning Steering Group has met several times in order to initiate the process of developing an Outdoor Learning Strategy.	John Hamilton
Review parental Involvement Strategy to improve all aspects of work with parents			30-Jun-2014	A focus group has been established to review the 2006 Parental Involvement Act and the Government's Scottish School Parental Guidance (appendix b) guidelines.	Margaret MacKay
Create a West Dunbartonshire Pre-5 Framework and strategy that will support the development and implementation of a coherent system for improvement and self-evaluation of all aspects of pre-5 and which will reflect the national agenda			30-Jun-2013	Heads of Establishment self-evaluated against the Pre-5 framework in September 2012. Each of the 10 framework elements have a lead pre-5 head. Work is continuously ongoing to support self evaluation against the framework.	Kathy Morrison; Maria Seery
Develop a highly skilled pre-5 workforce and continue to develop effective leadership in the service			30-Jun-2013	24 out of 28 Early Education & Childcare Centres have been trained in the Solihull Approach to Parenting. Plans are in place to provide the training for the remaining four EECCs. Four partnership nurseries have also been trained.	Matthew Boyle; Chris Smith
Continue to support parents and families through early intervention and health awareness			30-Jun-2013	A regular calendar of parenting support is offered through our EECCs and some senior EECC staff have been trained to deliver some parenting programmes.	Shona Crawford
Improve the outcomes for children through a coherent approach to play and outdoor learning			30-Jun-2013	Forest school training is aimed at Early level practitioners. A support pack is available for early years in relation to outdoor learning. Early Years centres bid for additional funding through the innovation bid process.	Susan Gray
Organise and prepare Educational Services for the implementation of the new Children's Services legislation			30-Jun-2015	Activity to raise the awareness of key staff of the new duties on Educational Services from the Act has been carried out. An initial strategy for the expected changes to the EYs entitlement has been planned.	Chris Smith
Develop and implement a strategy to support all schools and early years centres to embed GIRFEC practice and			31-Aug-2014	Some systems and processes have been streamlined to improve integration of services between agencies and	Chris Smith




Action	Status	Progress	Due Date	Comment	Assigned To
principles into the daily life of the school and wider community				this work will continue.	
Implement the 'Rights Respecting Schools' programme more fully in all educational establishments		<div><div>50%</div></div>	30-Jun-2014	The number of schools' involved with the Right's Respecting Schools programme has been increased.	Vicky McGraw


Icon	Name
	Educational Services Objective 3: Improve Self Evaluation Processes and Systems


Action	Status	Progress	Due Date	Comment	Assigned To
Implement the Strategic Leadership Development Programme		<div><div>80%</div></div>	30-Jun-2014	The phase 3 cohort for SLDP to focus on Raising Attainment strategies in primary has been established.	Matthew Boyle




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

Performance Indicator	2012/13	2013/14						2014/15	2015/16	2016/17	Assigned To
	Value	Value	Target	Status	Long Trend	Short Trend	Note	Target	Target	Target	
CC6a: Library learning centre and learning access points: # users as a percentage of the resident population	12.2%	19.4%	10%				This year has seen a significant rise in the number of users of public PC's in libraries. Anecdotally this increase is in part due to the impact of Welfare Reform with customers having been referred by the job centre. To ensure that the service can meet this demand modernisation of the 100 existing public PC's is essential with a move to thin client and upgrades where required. Funding is currently being sought to assist with delivery of WiFi in all branch libraries in 2014/15 enabling customers to bring their own device into branch libraries	10%	10%	10%	Gill Graham






Performance Indicator	2012/13	2013/14						2014/15	2015/16	2016/17	Assigned To
	Value	Value	Target	Status	Long Trend	Short Trend	Note	Target	Target	Target	
							and access free internet.				
CC6b: Library learning centre and learning access points: # times that the terminals are used per 1,000 population	1,182	1,210	1,260				The figures this year are marginally up on 2012/13 by 3%. The factor is marginal, however there has been an increase in users in part due to the impact of welfare reform with increased customers accessing public PC's to write CV's, and apply for jobs etc. The stats will be examined further, however they have been negatively impacted by the age of the PC's in public libraries, the increase in faults and poor network coverage. This requires to be improved in order to ensure a higher level of provision to the public.	1,280	1,280	1,280	Gill Graham






Action	Status	Progress	Due Date	Comment	Assigned To
Secure budget to improve the ICT infrastructure		<div><div>50%</div></div>	30-Nov-2014	Work with the Modernisation Project Board to improve ICT infrastructure for education is ongoing.	Andrew Brown






Icon	Name
	Educational Services Objective 5: Continue Regeneration of the Education Estate




Action	Status	Progress	Due Date	Comment	Assigned To
Update all condition, suitability and occupancy surveys		<div><div>100%</div></div>	31-Mar-2014	100% of school suitability and occupancy surveys have been completed for the year. This is an ongoing annual process.	Terry Lanagan
Develop the revised 5-10 year strategic plan for schools' estate		<div><div>66%</div></div>	30-Jun-2014	The Chief Executive and CMT have agreed to present the next phase of the Schools Estate Management Plan (SEMP) to Committee in May 2014.	Terry Lanagan
Carry out statutory consultation where this is required		<div><div>100%</div></div>	30-Jun-2014	The statutory consultation required is dependant on Council decisions. Statutory consultation was approved	Terry Lanagan




Action	Status	Progress	Due Date	Comment	Assigned To
				<p>for the construction of co-located primary schools and an Early Education and Childcare Centre (EECC) within Bellsmyre to replace the current St Peter's Primary School, Aitkenbar Primary School, Andrew B Cameron EECC and St Peter's EECC. Statutory consultation was also approved for the location of a new Our Lady and St Patrick's High School. Both consultations took place from Monday 16 September 2013 to Wednesday 13 November 2013, a total of 32 days when the schools were open for pupils. Results of both consultations were presented to Special Meeting of the Educational Services Committee on 8 Jan 2014.</p> <p>A second statutory consultation was approved for the location of a new Our Lady and St Patrick's High School. This consultation took place from Friday 7 March to Tuesday 6 May 2014, a total of 31 days when schools are open for pupils. The results of this consultation will be reported to a special meeting of the committee in late June 2014.</p>	

Action Status	
	Cancelled
	Overdue; Neglected
	Unassigned; Check Progress
	Not Started; In Progress; Assigned
	Completed

PI Status	
	Alert
	Warning
	OK
	Unknown
	Data Only

Risk Status	
	Alert
	High Risk
	Warning
	OK
	Unknown

Long Term Trends	
	Improving
	No Change
	Getting Worse

Short Term Trends	
	Improving
	No Change
	Getting Worse

WEST DUNBARTONSHIRE COUNCIL

Report by the Executive Director of Educational Services

Educational Services Committee: 4 June 2014

Subject: Strategy to Raise Attainment and Achievement in West Dunbartonshire - Update

1. Purpose

- 1.1** This report updates Members on activity and progress with regard to implementing West Dunbartonshire's Strategy to Raise Attainment and Achievement.

2. Recommendations

- 2.1** The Educational Service Committee is recommended to:
- (a) note the progress made in the past three months with the Strategy to Raise Attainment and Achievement in West Dunbartonshire; and
 - (b) to note that a further update will be submitted to the Committee at its September 2014 meeting.

3. Background

- 3.1** The Strategy to Raise Attainment and Achievement in West Dunbartonshire was agreed by the Education and Lifelong Learning Committee (now known as the Educational Services Committee) in September 2011. A further recommendation was agreed that a report on progress with the implementation of the Strategy should be presented to every Education and Lifelong Learning Committee (now known as the Educational Services Committee) as a standing item. This is the twelfth such update.

4. Main Issues

Raising Attainment Plans

- 4.1** The progress updates for each school are attached as appendices 1 to 5. Members will note in the "next steps" sections that each school continues to review their plans and to build on previous successful strategies.

Underachievement of Boys

- 4.2** It was reported to Committee in March 2014 that we require to explore in more depth the underachievement of boys.

The Service Manager for Education Development has convened a working group to progress this action. A group of 18 staff from 5 secondaries discussed the apparent imbalance in attainment by gender between our denominational and non-denominational schools. A list of possible contributing factors was drawn up. Smaller groups will study some of these factors in more depth and report back to the main group to agree next steps. The groups will consider:

- Boys' motivation
- GL Assessment Data
- Boys' choice of subjects and where subjects appear in option columns
- Setting mechanisms
- Support mechanisms – do they favour girls?
- Pupil time management out of school
- When do boys start to catch up?
- Engagement issues

Raising Attainment Teachers

- 4.3** The Raising Attainment Teachers meet with officers between each meeting of the Educational Services Committee.
- 4.4** At the last meeting of the Raising Attainment Teachers they had a development session to consider the GL Assessment data from their associated primaries. They were each provided with data as a basis for further consideration to prepare for S1 intake.

Raising Attainment Teachers

Masterclasses

- 4.5** The Masterclass Easter programme was based this year in Clydebank High School and Our Lady & St Patrick's High School to enable access at each end of West Dunbartonshire Council. Members will note the evaluations at Appendix 6.

Transition Summer School

- 4.6** Members have asked Educational Services to organise a summer school for pupils transferring to secondary school in the summer. The plans for this year's programme will take account of feedback received from last session. Analysis of local and national assessment data highlights a need to improve attainment in maths. To support raised attainment an opportunity to revise, learn and apply knowledge plus skills in maths will be provided for a group of children whose attainment falls just below the authority average. The programme will consist of small group direct teaching of maths concepts and processes combined with workshops where the young people will apply their knowledge in more challenging problem solving contexts. Programme content will link with the first year maths curriculum and from a survey of the areas in maths the young people find most challenging.

The programme will be delivered by a group of experienced upper primary and first year teachers for four days towards the end of the summer holidays. The sessions will take place in the five secondary schools.

School Improvement Partnership Programme (SIPP)

- 4.7** The SIPP is a national initiative aimed at raising attainment. The partnership project is being co-ordinated by West Dunbartonshire Council in partnership with Glasgow University and Education Scotland. Eight primaries from West Dunbartonshire have formed partnerships with five primaries from Renfrew. The participating schools from WDC are those with the highest SIMD decile: Edinbarnet, St Joseph's, Linnvale, Whitecrook, Renton, Haldane, Ladyton and St Michael's. Three project teams have been formed. The focus for enquiry is raised attainment in literacy and numeracy. Each team will engage in collaborative enquiry to identify successful strategies to raise attainment at the P3, P4, and P5 stage. The findings from their enquiry will be used to inform national policy and the educational services raising attainment strategy. The project aims to improve standards in teaching and learning, involvement of parents as partners, performance of schools through high quality leadership. Each school has involved the school leaders and one or two class teachers from the P3-P5 stage. In collaboration with the university each team selected an area for improvement and has planned mini research projects to identify effective processes. The projects involve sharing knowledge and expertise between WDC and Renfrew through gathering baseline attainment information, professional dialogue, learning observations, professional reading, questionnaires and surveys. Interventions identified as successful at raising attainment will be trialled and evaluated. Staff have attended a number of training events to support them in the planning and delivery of their projects. The WDC staff have jointly planned and delivered lessons in our 8 participating schools to build the confidence of staff to work in classes and schools apart from their own. Joint visits between staff from Renfrew and WDC are being conducted between April and June.

GL Assessment

- 4.8** The standardised assessments in reading and numeracy have now been completed for P3, P5, P7 and S2 pupils. The results have been returned for this session and analysis is underway. The findings will be reported to the next meeting of the Committee.

5. People Implications

- 5.1** The seconded Raising Attainment teachers will remain in post for the academic session 2014/2015. Opportunities for professional development will continue for this team to reflect particular issues as we go forward.

6. Financial Implications

- 6.1** The costs of activities relating to the Raising Attainment Strategy are met from existing Service budgets.

7. Risk Analysis

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

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 in policy.

9. Consultation

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

10. Strategic Assessment

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

Terry Lanagan
Executive Director

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Appendices:

Appendix 1	Update from Clydebank High
Appendix 2	Update from Dumbarton Academy
Appendix 3	Update from Our Lady and St Patrick's High
Appendix 4	Update from St Peter the Apostle High
Appendix 5	Update from Vale of Leven Academy
Appendix 6	Masterclass Evaluation

Background Papers: EIA Screening

Wards Affected: All wards

Raising Attainment April 2014	School: Clydebank High
<p>Actions to date:</p> <ol style="list-style-type: none"> 1. Completion of S5 mentoring programme. Evaluation in Progress. 2. Development of support materials for S3 Study Skills. 3. Completion of S4 mentoring programme, targeted workshops being undertaken for non-attendees. 4. Evaluation of materials to support delivery of S4 mentoring programme. 5. Evaluation of supported study to analyse attendance and opportunities given. 6. Organisation of pre-SQA day drop in programme. 7. Weekly Meetings with Head Teacher. 8. CHS Raising Attainment staff Newsletter (currently working on May edition). 9. Continuation of Head teacher dialogue with Principal teachers to highlight underachieving S4 pupils. 10. Sponsored study event run to support cost of Ardlui Science study camp (28-30 March – 29, pupils attended) 11. Easter Revision: <ul style="list-style-type: none"> • 92, 2 hour sessions • 287 pupils attended • 23 staff members 12. Masterclasses (128 pupils signed up to attend over the 3 days) 13. Development of raising attainment initiatives at BGE level: <ul style="list-style-type: none"> • Analysis of new GL data • Planning of S3 study skills programme • Funding bid from parent council to set up S1 homework club successful. 14. Study of primary cluster attainment linked to SIMD CHS postcode data. 15. Study of CHS gender issues through authority led working group. 16. Updated version of Exam Success Guide issued to all S4/5/6 and copy available to download for parents on school website. 17. Presentation to S4 parents on Study skills using STAR material, delivered by Head Teacher. 	

Impact:

1. STARS can analyse feedback and refine procedures for next session.
2. Improved attainment levels.
3. Improved attainment levels and consistency across all S4 Mentees.
4. STARS can refine and plan the delivery of S4 mentoring programme for next session.
5. Improved future pupil attendance at supported study and identification of subjects/areas which require targeted support in next session.
6. Improved SQA results.
7. Discussions with HT allow opportunity to review current and planned Raising Attainment activities.
8. Staff aware of exactly what is happening within school.
 - Staff liaise more frequently with mentors.
 - Pupil success celebrated.
 - Raising profile of current raising attainment developments.
 - Information of news that has occurred throughout previous month.
9. Shared information leading to earlier intervention and raised standards of attainment.
10. Pupils will be more organised and focused. Pupils feel supported and encouraged.
11. Pupils will be more organised and focused. Pupils feel supported and encouraged.
12. Pupils will be more organised and focused. Pupils feel supported and encouraged.
13. Identifies pupils who are underachieving and allows targeted support by STARS/Pastoral Care.
14. A data rich analysis of primary cluster attainment with a view to implementing support strategies for our transition groups.
15. To improve the attainment of boys in CHS.
16. Pupils will be more focused and attainment in SQA exams will be raised. Pupils feel supported and encouraged, additionally parents are more informed in how to provide support to their children during the exam diet.
17. Increased parental engagement and additional support for pupils.

Next Steps:

1. Pupil and Staff evaluation of S4 mentoring programme (training, content and materials)
2. Danielle O'Neill (STAR) to further liaise with K Reilly SPTA (STAR) to draw up plans to deliver motivational/study skills workshops.
3. Within WDC Short Life Gender Issues Working Group:
 - To continue to address the issue of underperformance of boys.
 - CHS STARS to undertake a study of primary cluster group attainment and SIMD postcode data
 - D O'Neill (STAR) to analyse whether opportunities for support in school are more geared towards females.
 - J Hand (DHT) to undertake study of subjects available in WDC schools and boys uptake re subjects.
4. Pupil/Parent/ Staff evaluation of S5/6 mentoring program.
5. Weekly Meetings with HT and Depute responsible for Raising Attainment.
6. CHS Raising Attainment Newsletter
7. To explore and develop further School/home links via Edmodo and email.

Raising Attainment Update May 2014	School: Dumbarton Academy
<p>Actions to date:</p> <ul style="list-style-type: none"> • Full analysis of SQA results with all departments in Sept-Oct. • STAR teacher presented during the mentor programme launch to S4-S6 pupils high expectations, growth mind-set and their impact on raising attainment. • Supported Study programme will continue to be robust in supporting young people and their needs. A structured programme is becoming embedded with each subject session having a specific focus. This allows pupils to sign up for classes delivering areas of the curriculum they need further development in. • Mentor programme has been revamped and is currently underway. Structure should allow for sustainability. • Identify pupils studying five Highers in S5 and six National 5 courses in S4 and encourage participation in mentor programme. • STAR teacher continues to mentor pupils and liaises with mentors to continually review the programme and to share best practice. • STAR produces a raising attainment newsletter every term which is issued to all staff. • Materials from Learning Festival are available to staff on the school server. Aspects focus on raising the bar and closing the gap. • Supported study programme and a link to study skills are updated on an on-going basis on the school website. Mentor booklet materials have also been made available to parents on the website. • TLC programme continues to be implemented across the school. Most staff involved in TLCs to enhance learning and teaching. • Rigorous SMT/PT monitoring and evaluation of strategic priorities within school and departmental improvement plan with the expected impact of raising attainment. • Parental Information evening was run in December. The session focused on study skills (ICT / traditional), motivation and the mentor programme. • Finalise and launch the SQA Alert system to enhance communication with parents. All staff will consistently use SEEMIS to implement early interventions for young people. • SQA Alerts Red Flag system has been updated on a daily basis. • Published the third set of tracking and monitoring data for students in S4-6 in March in the staff common drive. • The recording of supported study is now on a centrally located excel document which has been introduced to staff. • STAR teacher issued a questionnaire to S4-6 to enable students to give feedback on the supported study programme. • STAR teacher attended cluster meeting which resulted in a request for training for WDC STARS in GL assessment. This training was provided at the STAR meeting on the 20th March. 	

- Continued roll out of Cooperative Learning to staff.
- Senior and middle leaders monitor quality of learning and teaching.
- Continuous self evaluation using quality indicators from HGIOS3.
- Introduction of draft Assessment and Moderation policy.
- STAR to be involved in the WDC's short life working group focusing on "Gender Gap" which will take place on the 29th April.
- SMT targeted pupils in most need of improvement as highlighted from attainment data.
- Enhanced role of Pupil Support staff in supporting pupils with inconsistencies in attainment across subject areas.
- Motivational exchange visits between secondary schools to be finalised.
- Easter Revision Programme was run and attendance has been monitored.
- Masterclasses were organised and feedback on attendance is forthcoming.

Impact:

- All departments produced and implemented raising attainment action plan which will be reviewed during S4-6 prelim analysis meetings (Feb-March).
- Increase in number of pupils attending supported study.
- Sustained number of staff who volunteered to mentor pupils.
- Enhanced communication with parents and increased parental awareness of the mentoring programme and ways in which parents can support home learning.
- Enhanced communication with pupils re whole school strategies for raising attainment.
- Creation of a learning culture with the expected impact of embedding formative assessment to enhance learning and teaching and therefore, raise attainment and achievement.
- Feedback from programme of class observations used to enhance learning and teaching and raise attainment and achievement.
- Feedback from supported study questionnaire to inform ongoing practice.
- To investigate how data is used in the primary sector and share good practice from the STAR programme.
- Implement strategies focused on closing the gender gap.
- Assessment approaches consistent and appropriate.

Next Steps:

- Continue to support TLCs and strategies to enhance learning and teaching and the learners' experience.
- Review the implementation of the mentor programme.
- Review the SQA Alert System and improve how it is operated in order to make best use of data.
- Review and enhance the attendance of young people at supported study in line with data on performance.
- Review and enhance the attendance of young people at Easter revision classes.
- Investigate how we can enhance the use of data in the BGE to support raising attainment.
- Research and implement strategies to close the gender gap.
- Review and finalise Assessment and Moderation Policy.
- Implement use of SPBT (Insight) to analyse exam performance at point of exit.

Raising Attainment Update May 2014	School: OLSP
<p>Actions to date:</p> <ol style="list-style-type: none"> 1. Coordinated Masterclass and in-house Easter Revision programme 2. Collated and then shared estimated grades entered into Seemis 3. Liaised with departments to plan study for during exam diet. 4. Hosted a presentation by Lynne Biagioni, on the benefits of SCHOLAR to upper school pupils on the 21 March 5. Reviewed GI assessment Data from Derek McGlynn 6. Working across subject depts to ensure all S4 candidates have completed all necessary units for National course awards. 7. Working alongside Andrew Brown and other members of the R.A. Team to look at gender Issues in the attainment differences between boys and girls. 	
<p>Impact:</p> <ol style="list-style-type: none"> 1. Over the Easter break OLSP delivered its most comprehensive Easter Study programme of recent times. 2. Principal Teachers had the opportunity to compare estimated grades across the school. This also allowed the SMT/RAT to pinpoint any areas of concern. 3. Study days have been organised for the day before the actual exam to offer support whilst also adding focus to candidate's thoughts. 4. Lynne Biagioni will revisit OLSP to deliver a presentation to staff explaining the benefits of using Scholar and will offer staff tutorials on the 22 May. 5. GL assessment data will help us to focus on how we are tracking pupils learning and development in Literacy and Numeracy. 6. Candidates will have completed any outstanding units ensuring they gain the course award. 7. Raised awareness of the issues across all five secondary schools. Research is presently being carried regarding some of the points highlighted at the meeting. 	

Next Steps:

Develop the use of Scholar within depts.

Continue to refine study materials

Continue to refine the tracking and monitoring of Literacy and Numeracy across the BGE linked to GL assessment data.

Raising Attainment Update – May 2014	School: St Peter the Apostle HS
<p>Actions to date: Ongoing</p> <ul style="list-style-type: none"> • RA Steering Group Meetings led by SLT • SEEMIS Training for Steering Group • Whole school and departmental analysis of prelim results • Change of level pupil interviews/parental contact/feedback PT's • Departmental Target Groups for N5/Higher - tracking and support strategies • S4 & S5 Mentor Groups • Follow up issues / liaise with appropriate personnel / Contact Parents • Assemblies – communication with pupils - Supported Study/ Saturday Revision Classes / Easter Revision / Master Classes • Supported Study/NABs etc – Text messages to Target Groups / Individuals • Attendance at CHS Motivational Workshop • Extensive Easter Revision Programme – S4, S5 & S6 • Computing / Business Study Masterclass to promote Masterclass attendance in CHS • Authority Led Masterclasses 	
<p>Impact:</p> <ul style="list-style-type: none"> • More consistency of approach across Year Groups regarding RA as a result of SLT led Steering Groups • More rigorous and systematic tracking analysis & departmental responsibility as a result of Steering Groups • Departments demonstrating more rigour regarding evidence / pupils more informed re progress / more accurate target setting • Enhanced, targeted & more informed communication with parents • Breadth of supports for pupils in preparation for SQA exams – Supported Study / Saturday Revision Classes/ Computing & Business Management Masterclass / Easter Revision / Authority Led Masterclasses 	
<p>Next Steps:</p> <ul style="list-style-type: none"> • Continue to build upon RA Team to enhance staff capacity for supporting young people • Further develop RA approaches • Review Supported Study Programme – ongoing • Increased joint working with other secondary schools • Review Gender Issues • Further develop staff confidence in use of SEEMIS tracking / monitoring and reporting • Develop Internal Motivational Workshops • GL Assessments 	

Raising Attainment Update May 2014

School:
Vale of Leven Academy

Actions to date:

1. 4 applications submitted for Nuffield Research Placements.
2. WDC Masterclasses promoted around school.
3. WDC Masterclasses attended by VOLA pupils.
4. S3 Group for new cohort for REACH and Focus West identified.
5. Progression routes for senior phase across curricular areas collated.
6. Options process underway for session 2014/15.
7. In house Easter Revision programme delivered.
8. Library open over Easter holidays for private study/internet access.
9. Saturday morning supported study offered throughout March & April.
10. RA Team/PC Team/Depts engaging with school refusers to ensure positive awards with main focus on Maths and English qualifications.
11. Pupils not achieving 5+ Level 3 awards identified and targeted with staff informed.
12. New qualification structure being monitored and evaluated.
13. SQA Estimate data collated for S4 – 6.
14. Mentoring programme continued through to exams.
15. CL&D workshops with senior pupils continued until exams.
16. SPBT Tariff Pilot project information received.
17. SQA 'Further Engagement' events attended.
18. Day Before Revision Timetable created and underway.
19. WDC Led SLWG on Gender attended by RA Team and CL English.
20. VSE Joint Working Partnership group: ongoing planning for session 2014/15.
21. Champions in Schools Programme continues with S1 boys.
22. S3 Health Day April 2014.
23. Created database of school leavers to ensure sustainability of former pupil event.
24. GL Assessments completed with S2.
25. GL Assessment Cluster data from recent years received from WDC.
26. Evaluation Day with CLs.

Impact:

1. 1 placement confirmed to date, other placement decisions pending.
2. All senior pupils aware of opportunities for further support.
3. Pupils more confident about forthcoming exams.
4. Pupils to receive targeted support in preparing for university through REACH/Focus West programmes in S4.
5. Departmental input into option process to support PC Team in accurate advice to parents and pupils.
6. Pupils and parents advised on appropriate pathways to ensure best progression routes.
7. Extensive programme available for all levels (National 5 – Advanced Higher) covering all days of Easter Holidays. Over 250 hours of support offered in addition to WDC Masterclasses.
8. Pupils had access to a quiet place to study and to ICT Equipment.
9. Additional support available in 2 hour blocks, increasing opportunities for all pupils, including those who cannot attend after school sessions.
10. Targeted support put in place to maximise the number of pupils achieving the minimum award.
11. Targeted support put in place to maximise the number of pupils achieving the minimum award.
12. Lessons learned in this session will inform changes in practice for next academic year.
13. Awareness of departmental expectations for candidates. Ongoing SEEMIS issues with recognition of new qualifications – particular difficulties with S4 cohort.
14. Pupils supported in preparations for SQA Examinations.
15. Partnership work continues, pupils feel supported by staff.
16. Comparison of new tariff and old tariff completed to identify best progression routes for pupils.
17. Additional support received from SQA to enable successful delivery of new qualifications.
18. As in previous years, pupils have access to support immediately prior to each exam.
19. Authority working party exploring strategies to reduce the gender attainment gap.
20. Support from CL&D to hopefully continue in Vale of Leven Academy for next session.
21. Workshops support whole school focus on developing a Growth Mindset with particular reference to boys.
22. S3 pupils encouraged to develop a “Healthy Body, Healthy Mind” attitude.
23. Annual former pupil event can continue with fresh input from new cohort of school leavers.
24. Further data soon to be available on progress and attainment.
25. Benchmarking/Value Added Comparisons of cohorts now available to be completed.
26. Analysis of new examinations and assessments. Forward planning for session 2014-15.

Next Steps:

- Live N Learn events for S3 in June and Senior Pupils in August.
- Identify mentees for S3 into S4 2014/15.
- Identify mentees for S4 into S5 2014/15.
- PT RA, DHT and HT attending SPBT Training event to prepare for exam analysis of new qualifications in August.
- Complete internal analysis of GL Assessment Data.
- Discuss continuation of CAT/Midyes Testing.
- Discuss May timetable change for session 2014/15.

MASTERCLASS EVALUATION 2014

The classes were offered by subject specialists in the second week of the Spring holiday in Higher English, Mathematics, Biology, Human Biology, Chemistry, Physics, History, Geography and Modern Studies. Support for Higher Business Studies and Computing was also offered at a different time i.e. on Saturday mornings during term time.

Subjects were chosen based on high historical presentations and/or curricular areas needing improvement. There were 2 additional subjects compared to 2013; ie Business Studies and Computing.

Masterclasses were timetabled over 4 days in 3 hour blocks and based in CHS for Clydebank students and in OLSP for Dumbarton and Vale students. Students attending morning and afternoon sessions were provided with a packed lunch.

Over 550 students attended the sessions, some attending 4 or 5 sessions. Overall 20 staff were involved.

Evaluations were carried out after all the Spring masterclasses. These are attached for information.

In general students were very positive overall with an average 97% of students agreeing that they would attend again. However there were variations between subjects in responses regarding increasing pupil confidence and improved understanding of paper structure. These differences will form the basis for discussion with the staff evaluation meeting, to be held next term.

Comments for improvement illustrate that the style of teacher input varied. Some students wanted 'more activity', less powerpoints, shorter sessions and more past paper examples. Others wanted 'more past paper examples', 'longer sessions', 'more classes' and others said 'don't change a thing'. Overall the majority of comments indicate a level of satisfaction with the sessions which would suggest that they would be welcomed again next year.

West Dunbartonshire Council

Masterclass Evaluation

Please tick relevant subject: 2014

English	√	Chemistry	
Maths		Physics	
History		Biology	
Geography		Human Biology	
Modern Studies			

1. Did the session match your expectations?

Yes	92%	No	8%
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Please give some detail.

Going over key close reading skills was helpful
 More helpful than expected, good to see how another teacher teaches
 Helpful to see a different way of teaching
 Helpful and good insight to the exam and what is needed to pass
 More insight and depth to close reading and the course, learned new things
 Deepened understanding of how to answer certain questions
 Close reading powerpoint and tips on critical essay helped
 Learned new techniques and helped me feel more confident and prepared
 Exam techniques that I had no previous knowledge of
 Helped me understand the criteria I need to meet to pass the exam, exemplar answers
 marking schemes was a big help
 Boosted my confidence for exam
 Better than I thought, knowing how the exam is marked very helpful
 Lots more information than expected
 Helpful, made me feel less nervous about exam
 Was able to look at certain aspects that I had been struggling with and got extra help
 Workshop material and group tasks were very helpful
 Helpful revising things I already knew
 Covered everything I was worried about
 Very good detail, helped me understand layout and structure
 Good revision
 More lively than I thought, learned a lot, enjoyed marking exercise
 Useful revision tools and websites given
 Enthusiasm, reassurance, relaxed atmosphere
 Learned more than I have in class - increase in confidence
 Good insight with other teachers opinions
 Great teacher

2. Please indicate which statements below best describe how you feel now.

	Yes	No	Don't know
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Improved exam skills/techniques	98%	1%	1%
Improved understanding of paper structure	91%	6%	3%
Increased confidence	81%	5%	14%
Better prepared for exam	90%		10%

3. Would you attend a masterclass in the future?

Yes	96%	No	4%
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4. Do you have any suggestions for improvement?

More split up
 More classes over period of time so it is less rushed
 Set class over a few days/ full day
 Close reading workshop was too rushed
 More detailed
 More on linking essay writing
 More handouts
 Maths and English should not be on the same day - too tiring couldn't concentrate
 More throughout the year
 More time - was very rushed towards end
 More time spread out to other areas
 Extra time for more detailed evaluation of critical essays
 More in depth analysis of what the marker would give
 More examples of text so pupils can gain a clearer understanding of how to answer essay questions
 Present different techniques or helpful tips that aren't typically taught
 Longer session - one teacher takes class for specific text
 More types of questions either in pairs or alone
 More interactive work
 More breaks
 Separate classes going over other texts

Name: _____(optional)

School: _____

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Modern Studies			

1. Did the session match your expectations?

Yes	89%	No	11%
-----	-----	----	-----

Please give some detail.

Session was very helpful, thought it would drag on but went fast
 Able to focus on weaknesses
 Very helpful
 Tips on exam technique and how to pass
 Gave me more confidence for exam
 Questions that get me frustrated were answered
 Very full and extremely helpful as it helped me improve my techniques and understanding of exam questions
 Better understanding of the structure of the paper and how to answer specific questions
 Helped me understand how to tackle the paper
 It was very helpful to see questions that weren't from past papers
 Covered good part of the course, helped understand questions
 Showed different ways questions can be asked and how to answer them
 Good time management
 Went over examples - teacher was good
 Good practice of questions not seen before
 Teacher was very interactive
 All information explained clearly
 Looked over common difficulties and had chance to ask for help
 Very good with the breakdown of the papers, gives confidence
 Very friendly and helpful teacher, focussed study was good
 Very helpful, showed what is needed to achieve an A
 Very worthwhile

2. Please indicate which statements below best describe how you feel now.

	Yes	No	Don't know
Improved exam skills/techniques	95%	1%	4%
Improved understanding of paper structure	96%	3%	1%

Increased confidence	85%	3%	12%
Better prepared for exam	90%	3%	7%

3. Would you attend a masterclass in the future?

Yes	94%	No	6%
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4. Do you have any suggestions for improvement?

More materials given out
 More study on structure of exam
 Split morning and afternoon into different units
 Make it into a series of sessions - like a mini course
 Make longer
 Full day instead of 3 hour session
 3 hours is not enough
 More throughout the year
 More time is definitely required
 Should have chance to take the booklet home to complete last part
 More help sheets
 More opportunity to attempt/ look over predicted questions
 More, shorter sessions
 More sessions for specific topics

Name: _____(optional)

School: _____

West Dunbartonshire Council

Masterclass Evaluation

Please tick relevant subject: 2014

English		Chemistry	
Maths		Physics	
History	✓	Biology	
Geography		Human Biology	
Modern Studies			

1. Did the session match your expectations?

Yes	95%	No	5%
-----	-----	----	----

Please give some detail.

Very good lesson, very useful
 I left having learnt something new
 Very informative, good experience
 Went through different types of questions, helpful
 I learnt a lot that I hadn't learnt in class
 Provided me with more confidence for final exam

2. Please indicate which statements below best describe how you feel now.

	Yes	No	Don't know
Improved exam skills/techniques	100%		
Improved understanding of paper structure	100%		
Increased confidence	90%	5%	5%
Better prepared for exam	100%		

3. Would you attend a masterclass in the future?

Yes	100%	No	
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4. Do you have any suggestions for improvement?

More time

Name: _____(optional)

School: _____

West Dunbartonshire Council

Masterclass Evaluation

Please tick relevant subject: 2014

English		Chemistry	
Maths		Physics	
History		Biology	
Geography	√	Human Biology	
Modern Studies			

1. Did the session match your expectations?

Yes	98%	No	2%
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Please give some detail.

Gave me a better understanding of the exam and things I didn't already understand
 Learned how to answer certain questions and got help on how and where to get marks
 Helped me to revise better than at home
 Very helpful - feel much better for my final exam
 Better laid out and more useful than expected
 Increased my knowledge for exam
 Went over people's difficulties and what is likely to be in the exam - very helpful
 Exam techniques covered and improved confidence
 Better understanding of topics and how to answer questions
 Handouts were given
 Given better information and preparation for exam
 Lots of revision and helpful advice

2. Please indicate which statements below best describe how you feel now.

	Yes	No	Don't know
Improved exam skills/techniques	91%		9%
Improved understanding of paper structure	90%	5%	5%
Increased confidence		12%	5%
Better prepared for exam	93%		7%

3. Would you attend a masterclass in the future?

Yes	98%	No	2%
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4. Do you have any suggestions for improvement?

Have more time to cover other topics
 Go through past paper questions and break them down further
 Have one in morning and afternoon more time to look at other topics
 Open social subjects up for longer to cover more of the course

Longer classes to fit more into the day
Less writing and more 'filling in the blanks'
Smaller classes would be helpful
More time
Have more than one masterclass

Name: _____(optional)

School: _____

West Dunbartonshire Council

Masterclass Evaluation

Please tick relevant subject: 2014

English		Chemistry	
Maths		Physics	
History		Biology	
Geography		Human Biology	
Modern Studies	√		

1. Did the session match your expectations?

Yes	94%	No	6%
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Please give some detail.

Helped with any problems I had and gave good information that will be useful and help with the final exam
 Went over all aspects of course, gave good exam essay examples
 Improved my confidence in what to write
 It was great, boosted my confidence and will help improve my performance
 Very useful, learnt new statistics which I will use in the exam - glad I attended!
 Very helpful and I feel like I've learned more in the masterclass than I did at school
 Was helpful with showing how to set out the questions and essays
 Good insight and detail for what is required to pass
 Helped improve my essay writing
 Good exam tips, I know how to begin my essay with confidence

2. Please indicate which statements below best describe how you feel now.

	Yes	No	Don't know
Improved exam skills/techniques	94%	3%	3%
Improved understanding of paper structure	85%	12%	3%
Increased confidence	82%	12%	6%
Better prepared for exam	79%	3%	18%

Would

you attend a masterclass in the future?

Yes	100%	No	
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4. Do you have any suggestions for improvement?

Longer break
 More flexible revision structure
 Less advice, more essay practice

Name: _____(optional)

School: _____

West Dunbartonshire Council

Masterclass Evaluation

Please tick relevant subject: 2014

English		Chemistry	✓
Maths		Physics	
History		Biology	
Geography		Human Biology	
Modern Studies			

1. Did the session match your expectations?

Yes	98%	No	2%
-----	-----	----	----

Please give some detail.

Helped with specific questions and exam structure
 Helped me understand calculations more
 I was given help with aspects of the course that I did not fully understand as well as given techniques on how to complete the exam
 Don't feel it made a significant difference to my skills/understanding
 Helpful with developing on skills I need for exam
 Helpful to have a teacher available to help with any problems
 Thorough session that covered all relevant points, gave a clear idea on what types of questions to expect and how to tackle them, feel much calmer in my points for studying
 Helpful with calculations and structure
 Good to get insight from another teacher
 Covered wide range of topics, notoriously difficult questions which was very helpful
 Now have greater understanding of exam
 Going over how the data booklet helps was very useful

2. Please indicate which statements below best describe how you feel now.

	Yes	No	Don't know
Improved exam skills/techniques	100%		
Improved understanding of paper structure	95%	1%	4%
Increased confidence	85%	5%	10%
Better prepared for exam	89%	1%	10%

3. Would you attend a masterclass in the future?

Yes	98%	No	2%
-----	-----	----	----

4. Do you have any suggestions for improvement?

More time to cover extra information
 More personal attempts at questions
 More notes
 Focusing more on things we struggle with
 Everything was too rushed - couldn't absorb all the information

More opportunity to revise certain topics we are struggling with
Summary of each subject

Name: _____(optional)

School: _____

West Dunbartonshire Council

Masterclass Evaluation

Please tick relevant subject:

2014

English		Chemistry	
Maths		Physics	√
History		Biology	
Geography		Human Biology	
Modern Studies			

1. Did the session match your expectations?

Yes	92%	No	8%
-----	-----	----	----

Please give some detail.

Learned about different question types and how to answer these
 Helped me understand different types of questions
 Pointing out common mistakes
 Answers that my class teacher told me were enough, the masterclass teacher told me they weren't and I found this confusing
 Good to know where the marks are given
 Using the external assessment report helped
 Improved exam technique
 Useful content
 Very helpful
 Better understanding of exam and how to attempt questions
 Extremely good teacher
 Explained paper structure well

2. Please indicate which statements below best describe how you feel now.

	Yes	No	Don't know
Improved exam skills/techniques	95%		5%
Improved understanding of paper structure	91%		9%
Increased confidence	88%		12%
Better prepared for exam	92%		8%

3. Would you attend a masterclass in the future?

Yes	97%	No	3%
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4. Do you have any suggestions for improvement?

Improve the quality of lunch supplied
 Use earlier pastpapers
 Focussed too much on wrong answers, would be more helpful to concentrate on right

answers and how to achieve them

Make session shorter

Shorter classes

More time

More content based

More explanation on answers

Name: _____(optional)

School: _____

West Dunbartonshire Council

Masterclass Evaluation

Please tick relevant subject: 2014

English		Chemistry	
Maths		Physics	
History		Biology	✓
Geography		Human Biology	
Modern Studies			

1. Did the session match your expectations?

Yes	96%	No	4%
-----	-----	----	----

Please give some detail.

Learned exam structure and more confident on problem solving now
 Good exam technique help
 Improved exam technique and how to answer questions
 Very useful and detailed
 Learned more skills/ techniques
 Really helpful lots of useful tips for the exam, essay marking helped
 Good information to help me with exam
 Learned more about exam technique and how to avoid making basic errors
 Useful resource of revision

2. Please indicate which statements below best describe how you feel now.

	Yes	No	Don't know
Improved exam skills/techniques	93%		7%
Improved understanding of paper structure	93%		7%
Increased confidence	79%		21%
Better prepared for exam	82%		18%

3. Would you attend a masterclass in the future?

Yes	100%	No	
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4. Do you have any suggestions for improvement?

Could be more engaging as opposed to past paper questions
 More teacher/pupil interaction
 More handouts
 SQA tips
 Time use advice

Name: _____(optional)

School: _____

West Dunbartonshire Council

Masterclass Evaluation

Please tick relevant subject: 2014

English		Chemistry	
Maths		Physics	
History		Biology	
Geography		Human Biology	√
Modern Studies			

1. Did the session match your expectations?
Please give some detail.

Yes	96%	No	4%
-----	-----	----	----

Shown how to answer difficult questions
Helped greatly
Learned how to approach certain exam questions
Focused on exam technique and structure
Covered all aspects of the paper
Covered all aspects and how to attempt different questions
Focused on how to improve performance
Better than expected
Have a better understanding of the layout of the paper
Valuable tips on how to tackle questions and the paper as a whole

2. Please indicate which statements below best describe how you feel now.

	Yes	No	Don't know
Improved exam skills/techniques	96%	4%	
Improved understanding of paper structure	88%	8%	4%
Increased confidence	65%	27%	8%
Better prepared for exam	77%	15%	8%

3. Would you attend a masterclass in the future?

Yes	89%	No	11%
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4. Do you have any suggestions for improvement?

More focus on actual course content

Name: _____(optional)
School: _____

WEST DUNBARTONSHIRE COUNCIL

Report by the Executive Director of Educational Services

Educational Services Committee: 4 June 2014

Subject: Validated Self-Evaluation

1. Purpose

- 1.1** This report informs Members about the publication of West Dunbartonshire Council's Validated Self-Evaluation (VSE) Report for Educational Services. (Appendix 1) <http://www.west-dunbarton.gov.uk/council/performance-and-spending/education-vse/>

2. Recommendations

- 2.1** It is recommended that the Committee:

- (a) note the content of this positive report; and
- (b) acknowledge the significant contribution of staff, young people and partners to the VSE activity and subsequent positive report.

3. Background

- 3.1** Members were informed of the forthcoming VSE at the Committee meeting of December 2013, and received an update at the May 2014 meeting of the Committee
- 3.2** The VSE considers the work of Educational Services in relation to improvements in performance, impact on learners and the overall capacity for improvement. This evidence is considered against the Single Outcome Agreement, the Council's priorities and the priorities of Educational Services.
- 3.3** The VSE visiting team from Education Scotland began the first engagement week with Educational Services on 20 January 2014. Subsequent meetings have taken place with the VSE Project Board, our Area Lead Officer and the Lead Facilitator.

4. Main Issues

- 4.1** The Education Scotland team of HM Inspectors and Associate Assessors are confident that the overall quality of West Dunbartonshire Council's Educational Services Self Evaluation is accurate and robust.

- 4.2 All participants in the VSE process demonstrated a strong commitment to ensure that their evaluative approaches were rigorous and were focussed upon securing improvement for the learners and communities of West Dunbartonshire.
- 4.3 The work of the VSE will be built on to deliver further change and improvement. This will be progressed through the Service Plan 2014/15.
- 4.4 Educational Services is now implementing the revised Improvement Framework to take account of VSE methodology.
- 4.5 Education Scotland and West Dunbartonshire's Educational Services will develop a Local Partnership Agreement to support the on-going drive for change.
- 5. **People Implications**
- 5.1 This report has no implications for personnel.
- 6. **Financial Implications**
- 6.1 This report has no financial implications.
- 7. **Risk Analysis**
- 7.1 Failure to engage in robust and challenging self-evaluation would result in the quality of our service impacting negatively on the people we serve.
- 8. **Equalities Impact Assessment (EIA)**
- 8.1 An Equalities Impact Assessment (EIA) was carried out and found that the VSE process will support our duty to secure improvement within the terms of Standards in Scotland's Schools Etc. Act 2000
- 9. **Consultation**
- 9.1 Legal Services, the Section 95 Officer and the VSE Project Board have been consulted in relation to the content of this report.
- 10. **Strategic Assessment**
- 10.1 This report reflects the Council's aspiration to improve life chances for children and young people which is one of the strategic priorities for 2012 – 2017.

Terry Lanagan
Executive Director

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Telephone No. 01389 737304
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Appendices: Appendix 1 - VSE Report

Background Papers: EIA

Wards Affected: All Wards

WEST DUNBARTONSHIRE COUNCIL

EDUCATIONAL SERVICES

VALIDATED SELF EVALUATION (VSE)

MAY 2014

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Overview

West Dunbartonshire, in common with other older industrial areas, has suffered from the decline of traditional industries such as shipbuilding, manufacturing and heavy industry. This has led to it becoming one of Scotland's most deprived Local Authorities as measured by a range of the most widely accepted indicators.

West Dunbartonshire Council is committed to providing the best possible outcomes for children, young people and their families and this is reflected in the Council's Strategic Plan 2012-17 where a key priority is to "improve life chances for children and young people." This priority for West Dunbartonshire Council provides the focus for directing educational resources to give every child and young person in West Dunbartonshire a coherent educational experience which equips them with the skills and understanding for learning, life and work.

West Dunbartonshire Council, through its Educational Services Committee, is absolutely committed to the priorities of the Service and has a determined focus on raising attainment and achievement to improve the life chances of our children and young people. The most recent feedback from Audit Scotland indicates satisfaction with the progress and improvement within Educational Services.

In 2012 Educational Services undertook a significant survey of stakeholders to ascertain views about provision within the Service. This provided the starting point for scoping potential areas for further investigation and evaluation. The initial scoping was refined over the course of the year and four particular themes were selected.

The Validated Self Evaluation (VSE) approach and related processes has enabled examination and challenge of key areas of strategic focus for the future success of all learners in West Dunbartonshire. Educational Services will benefit from the evaluation findings and secure improvement for ongoing development of key areas of policy and practice. This level of scrutiny is viewed as essential to fulfilling the Council's obligation and commitment to children and young people within West Dunbartonshire.

The four themes to be explored further as part of the VSE are:

- Raising Attainment and Achievement
- Health and Wellbeing
- Transitions
- Vale of Leven Learning Community Joint Evaluation

The themes selected each reflect work ongoing to improve the life chances of children and young people. Educational Services works together with other Council departments, agencies and partners to provide high quality experiences for children, young people and their families.

Each thematic group is chaired by a colleague beyond Educational Services' senior team and each group has a range of participants. A Project Board has been established to bring

further rigour to the scrutiny of policy, practice and leadership. The chair of each themed group reports to the Project Board where thorough and challenging discussions support colleagues with next steps within the evaluation process. The attached report details findings to date and suggests key strengths and main areas for development.

The lessons learned from the VSE approach have built capacity across Educational Services and will be integrated into the framework for improvement.

At this stage in the VSE process each group has identified key strengths and areas for improvement.

The emerging picture at this stage indicates that West Dunbartonshire Council's Educational Services has key strengths in:

- Partnership working;
- Strong relationships showing trust and respect;
- Commitment of staff, communities and elected members to improving outcomes for children;
- Openness to robust self-evaluation to bring about improvement;
- Workforce development opportunities.

Areas identified for improvement are:

- The need for consistency;
- The need for effective communication at all levels;
- The need to inculcate a common agenda across the service;
- The need to ensure that our new structure delivers the corporate and departmental priorities at a time of financial challenge.

Raising Attainment & Achievement

Theme - Focus

How effectively has West Dunbartonshire Council raised attainment and achievement:

- through the Leadership for Learning Programme and the Raising Attainment teachers in the Senior Phase resulting in a rigorous approach to utilising performance data;
- through monitoring and evaluating the quality of learning and teaching;
- by involving parents, carers and families as a means to improve performance?

What key outcomes have we achieved?

In line with the Scottish Government's Raising Attainment agenda, West Dunbartonshire Council is firmly committed to improving the life chances of young people. WDC's Raising Attainment Strategy promotes data analysis, quality learning experiences and parental involvement as key strategies in raising attainment and achievement. Fully committed to closing the gap, the strategy has impacted on WDC's Education Service Plan and on establishments via Standards & Quality Reports, School Improvement Planning and Raising Attainment Action Plans. The VSE group sought to evaluate the impact of the above through scrutiny of a wide range of quantitative and qualitative data. This included data analysis, examination of documentation, professional dialogue, engagement with pupils, parents and partners and visits to establishments to observe impact.

The authority has developed and implemented a rigorous, comprehensive and inclusive approach to the analytical use of performance data in the Senior Phase. The Leadership for Learning Programme and the establishment of Raising Attainment teachers in every secondary school are two key drivers for enhanced professional development and improved outcomes for learners.

The Leadership for Learning Programme is now embedded in each secondary school and includes validation of a school's own self-evaluation through the use of quantitative and qualitative evidence and direct observation in classrooms. There are opportunities to involve Principal Teachers and Faculty Heads in sharing their successes and areas for development. Through a mix of direct observation and professional dialogue, staff at all levels, including support staff, felt that these visits were worthwhile and supported the Raising Attainment agenda as a clear priority for the Council.

The Raising Attainment teachers have made a significant, positive impact in improving outcomes for young people. Young people confidently describe the positive impact of a number of raising attainment strategies including mentoring, master classes and supported study. All spoke positively about the ways they were encouraged to be ambitious and how they were helped to be the best they can be.

The effective monitoring and evaluation of learning and teaching is embedded in the authority within a clear structure developed as part of the Quality Improvement Framework. Liaison between the authority and establishments over a period of years, combined with a focus within establishments, has resulted in schools developing strong processes for the

monitoring and evaluation of learning and teaching. There is a clear focus during classroom visits leading to improved outcomes for young people. Pupils enjoy a strong voice in improving the quality of their learning experiences, leading to further improvement in teaching approaches. A positive culture exists within schools where staff feel the balance between support and challenge is strong and that they have had many opportunities to lead learning. All staff, including learning assistants, are involved in evaluating learning and teaching.

The authority has a continuing clear focus on parental involvement. There is a strong commitment to parental involvement at school and authority level and a shared understanding of the importance of parents as partners in their child's learning. Parents are included and consulted at a strategic level through the Parental Involvement Strategy Group and at a school level through an active network of Parent Councils. Parents are involved in authority committee meetings, staff appointment procedures, curriculum design and the allocation of financial support to all secondary schools. A range of needs driven approaches, tailored to specific contexts, is a common and key feature of success in parental engagement.

Although developing data rich establishments, evaluating learning and teaching and parental engagement cuts across all educational sectors, the scope of the VSE was to consider the impact on attainment, achievement and closing the gap in the Senior Phase. The following trends provide evidence of positive impact:

- In the five year trends, taking 2009 as the baseline, the Council has improved in 10 out of 11 measures with no change in 1 measure;
- Year on year comparison with 2012 shows 7 measures increased, 3 stayed the same and 1 decreased;
- Last session high schools equalled or exceeded their highest ever level of attainment in 8 of the 11 measures;
- The authority has received national recognition through a number of awards including COSLA, Scottish Education Awards and SQA Star Awards;
- Pupils have demonstrated success in a wide variety of other awards that contribute to wider achievement.

How well do we meet the needs of our stakeholders?

There is a concerted effort on the part of the authority to develop pupil voice. Pupils are regularly involved in the evaluation of learning and teaching and are consulted about a wide range of issues via a range of forums. Authority monitoring and evaluation of performance data has resulted in significant improvements in support for young people.

The Leadership for Learning Programme enables schools to focus on strategies for improvement and has impacted positively on the professional development of staff at all levels. The Raising Attainment teachers have made a positive impact on pupil performance and attainment via a wider and more focused range of study support measures, resulting in an increased pupil awareness of strengths and development needs. Young people have developed an increased sense of involvement and responsibility and, consequently, academic performance has improved. The authority has enjoyed considerable success in

relation to wider achievement.

The Council has enjoyed success involving parents in the education of their children. The network of Parent Councils and Parental Engagement Workshops has resulted in parents playing an important role in the life of establishments.

Reflecting the active role of elected members in raising attainment, the Council has made available an annual sum of £55,000 from which each secondary school Parent Council receives an allocation to enable parents to support and improve educational provision. This finance has been used to support raising attainment initiatives and opportunities for achievement. Evaluation reports suggest that parents greatly value this sense of responsibility and involvement.

Good support is offered to parents through a range of communication channels and the provision of formal training for engagement, including involvement in selection panels and Parent Councils. The Raising Attainment teachers have developed strong relationships with parents through a sophisticated communication network. Effective support is also offered through Parent Information Evenings within establishments. Parents are included and consulted at authority and establishment level through the Parental Involvement Strategy Group, chaired by a parent, and, more recently, the Parental Consultative Group. The Council has benefited from having significant involvement from a parent who leads the National Parent Forum. The restructuring of Educational Services will enable the authority to monitor more rigorously the consistent implementation of the Parental Involvement Strategy.

The Raising Attainment Strategy has had a positive impact on professional development. There are good opportunities for staff at all levels to enhance skills and develop leadership capacity. The Leadership for Learning Programme has resulted in improved staff confidence in the analysis of performance data, leading to improvements in attainment. The Raising Attainment teachers have had a positive impact on the professional development of staff. Raising Attainment teachers have established very productive connections between departments and have effectively built capacity.

Monitoring and evaluation of learning and teaching is effective and has led to a focus on approaches to improving learners' experiences. Teachers are very comfortable with school processes in place to monitor the quality of learning and teaching through peer observation and SMT formal monitoring. Young people enjoy a strong voice in shaping improvements to their learning experiences. The evolution of Teacher Learning Communities supports improved consistency across establishments, impacting positively on pupils.

The Raising Attainment Strategy has enabled the authority and establishments to work together in a culture of professional openness and respect. The strategy has ensured that the raising attainment agenda maintains a high profile and has had a positive impact on all levels of improvement planning across the authority.

How good is our leadership and management?

There is evidence of effective, creative and innovative strategic leadership and management

regarding the authority's Raising Attainment agenda that has impacted positively on meeting stakeholder needs. There is a strong commitment to this strategy from Elected Members, the Executive Director of Educational Services and the Senior Management Team. The investment of time, money and effort is evidence of this commitment and also of the vision and leading strategic role of the Director. The Quality Improvement Framework clearly sets out expectations for support and challenge which has driven forward steps to improve attainment.

The leadership and management of the Raising Attainment Strategy is collegiate in nature in that there is open dialogue at all stages of implementing the strategy.

The authority is aware of the need to ensure a balance between prescription and allowing schools a degree of flexibility regarding their own contexts. All stakeholders including parents, staff and pupils are encouraged to participate and elected members make a significant contribution to the monitoring and evaluation of the strategy. The evolving nature of the strategy is evidence of rigorous self evaluation processes at authority level, resulting in changes and continuous improvements to the approach year on year: changes which have made the process more rigorous and challenging. The authority has shown a willingness to listen to, and act upon, advice to improve the process. There is evidence of effective leadership and management regarding attainment and achievement at all levels in establishments.

What is our capacity for improvement?

Our capacity for improvement is good. There is a clear commitment to embrace self evaluation as a vehicle for effecting change and improvement. This positive approach is evident across all sectors of the authority. It is recognised that strategies and policies require regular review. This open, professional and self critical attitude will ensure the continuing evolution of a Raising Attainment Strategy which improves outcomes for young people. Capacity for future improvement is further enhanced by collegiate working across the authority to ensure effective self evaluation and improvement. There is a sense of a shared vision and evidence of effective partnership working.

There is evidence across all sectors of the authority's capacity for improvement and the restructuring of Educational Services should support further improvement. The authority has already demonstrated the ability to adapt and improve its practices year on year. There is clear evidence of establishments refining their practice in monitoring and evaluating in order to raise attainment.

Key strengths

- The clear commitment at all levels to the raising attainment agenda, closing the gap and improving outcomes for young people
- The commitment to engaging purposefully in self evaluation processes to secure a culture of continuous improvement as reflected in the re-structuring of the Policy Performance and Improvement Service
- The leading role and vision of the Executive Director of Educational Services and the Head of Educational Services, and the enhanced participation of elected members in the raising attainment agenda

- The open atmosphere of trust, collegiality, partnership working and the sharing of good practice
The positive impact of the Leadership for Learning Programme and the Raising Attainment Teachers as key drivers for improvement
- The robust and rigorous programme of performance analysis and interpretation of data which is linked directly to improving outcomes for young people
- Very strong professional development and leadership opportunities for staff
- The positive impact of the Raising Attainment Strategy on performance in SQA examinations

Main areas for improvement

- Revise and communicate the Raising Attainment Strategy to ensure it addresses the current educational context and changes in central authority structures
- Develop a more systematic approach to accrediting and recording the wider achievement of learners
- Ensure more rigour and consistency in monitoring and evaluating processes relating to the Raising Attainment Strategy
- Continue to build upon strategies for improving parental engagement
- Continue to develop leadership capacity and professional development opportunities
- Continue to learn from the experience of the validated self evaluation process to continue building future capacity

Transitions

Theme – Focus

Transitions (P7-S2)

Examine the effectiveness of transitions 3-18 through an evaluation of:

The impact of transitions policy and practice on planning for progression, depth, coherence and relevance.

Phase one evaluation will focus on the transition from primary to secondary in the five cluster groups.

After review of the process applied in phase one, evaluation will focus on transition 3-6, from broad general education to senior phase and from senior phase to post 16.

What key outcomes have we achieved?

Evidence from school inspections shows a very positive report for the quality of provision in the local authority. It is reported that there are effective transition arrangements in place particularly in the area of pastoral care. Evidence from the VSE process identifies the need to plan curricular transition more effectively.

To evaluate the impact of our provision for transition, a review of the attainment and achievement of individuals has been tracked across primary into secondary. The purpose is to evaluate our performance in achieving positive outcomes for learners and to identify successful models as well as areas for development.

Across all sectors our most able pupils achieve very well. There are examples of some groups of pupils with a high SIMD attaining and achieving very well. Additionally, there are examples of local primary schools with high SIMD outperforming local comparator schools. Comparator data between schools and other local authorities is being used to identify good practice to be shared across clusters and sectors. Further work is required to identify what the key factors are that impact on the success of those schools that outperform other comparator schools so that we can ensure there is a consistency of pace and progression across the transition (P7/S1) for primary schools in each of our cluster areas.

The authority is highly committed to improving the attainment of our most vulnerable young people. An authority drive to monitor more rigorously attainment from primary into secondary has highlighted a decrease in attainment between primary 3 and S2. Our evidence suggests that the decline begins in primary 4. Data for children with additional support needs shows a high level of commitment to identifying and planning for meeting the needs of our young people. Analysis of ASN data has been correlated with GL assessment data to identify patterns and trends.

In the transition from primary to secondary, data on the social and emotional needs of learners is used to support enhanced transitions for individual children which would indicate

good practice in pastoral care transition. However, this is not always replicated in planning the curricular content. Tracking data for 3 cohort groups of children on staged intervention suggests there is a 20% increase in the number recorded as requiring staged intervention in S2 compared to when they were in P7. An evaluation of reasons for this requires further research but our initial review would suggest that improvement in planning for progression and continuity is necessary to ensure P7/S1 curriculum content provides an appropriate pace and challenge for all children. This will require a collective model for curriculum review and planning across primary and secondary. As part of WDC's MCMC work in secondary schools an early identification strategy is used to support the delivery of positive destinations for the majority of our school leavers through the use of a risk matrix model. This model has proved to be a success and an evaluation of its impact for use in primary schools is underway so that we can streamline and co-ordinate systems and processes for sharing information as part of transition.

In order to provide a baseline against which existing practice in transitions can be evaluated, models of success in West Dunbartonshire where joint planning and effective use of assessment information has improved outcomes for our young people have been identified. Our literacy strategy shows emerging evidence of a positive impact on attainment using the literacy hub model. This is also evident in the initial findings of our Early Years Collaborative work. These initiatives involved a translation of shared objectives, joint planning, shared understanding of processes and collective responsibility. These principles should assist staff in developing transition processes which ensure a smooth learner journey from primary to secondary for all learners.

High levels of commitment to supporting the wider achievement of our learners is evident in, for example, the number of schools awarded ECO status and Rights Respecting School Accreditation. A wide range of processes is used to plan and record the wider achievement of pupils. Learner profiling is used very well by some establishments to support engagement by stakeholders. This is consistent in early years, primaries and secondaries. In line with national policy all primary 7 children have produced profiles which have been transferred from primary to secondary. All schools use a similar format to aid consistency. This stems from the local authority strategy for assessment and our approach to the broad general education.

An authority audit of the secondary sector evidences a comprehensive provision for the wider achievement of learners. A model for sharing and planning between primary and secondary is required to ensure cohesion for learners. Data about learner achievement should be used more effectively to personalise the curriculum at key points of transition.

There is consistency in the learning experience of our young people across sectors. A survey of our young people in transition from primary 7 to S1 evidences that our strategy for CfE has made a positive impact on the quality of learning experience with co-operative learning, AiFL and teacher learning communities used consistently. This provides a strong platform upon which to build our transitions agenda.

How well do we meet the needs of our stakeholders?

The majority of our young people are positive about their experience of transition and report that this helps them prepare for the transition from P7 to secondary. They feel valued and respected. They would like to experience a wider range of subjects during their transition programme from primary to secondary.

Our rates of exclusion have reduced significantly. Absence and exclusion rates are higher in secondary than primary but this is in line with national trends. A clear commitment to meet the needs of our young people is evident in the use of MCMC, an enhanced transition programme and the provision of alternatives for those at risk of missing out. The use of a risk matrix in secondary is being evaluated against the staged intervention process used in primary and secondary to try and develop a consistent model to support effective transition. This evidence based approach to tracking learner need has great potential.

The majority of parents are satisfied with arrangements for transition. Data gathered highlights models of good practice used from early years to primary. These could be used to support a continuous model of parental engagement at key points of transition. There are very positive parental evaluations of the transition process from mainstream to specialist provision this is a key area of strength. Parents report they are well informed about transition processes.

There is evidence of commitment in each cluster to the principle of transitions. Our staff are conversant with the rationale of CfE and recognise the professional responsibility to engage in the strategy for improvement. Very good practice is evident in most clusters of improvement strategies to support planning for curriculum, continuity and progression and the sharing of standards.

Commitment to cluster working groups is high and opportunities to share across the authority should be promoted. An example of very good practice is the work in Clydebank High School with curriculum working groups for all subjects involving primary and secondary staff. Staff evaluated provision, produced plans for improvement and meet regularly. These groups aim to deliver a cohesive curriculum experience.

Dumbarton Academy Cluster has delivered a cohesive approach to transition in mathematics and numeracy. Collaboration on curricular content at P7 into S1 has enabled support matched to the level of need for groups and individuals. There has been a reduction in the number of children moved between groups at the start of S1 due to shared approaches to curriculum planning and assessment (shared standards). Review of planning for progression and curricular content across the cluster facilitated dialogue about levels of expectation for attainment in P7 and S1.

Our staff are highly committed to their own professional development evidenced in the high numbers participating in teacher learning communities. Authority participation in the GTCS pilot for professional update demonstrates a clear commitment to support the continuous professional learning of staff.

How good is our leadership and management?

A local authority transitions policy was produced in 2011. The translation of this policy into practice is varied and requires review in light of the most recent national advice. There are very well established transition projects in all clusters with examples of practice in some subject areas that is considered to be very good.

The transitions agenda has featured in local authority service plans for a number of years. The VSE model provides opportunity for rigorous evaluation of policy. This demonstrates an authority commitment to high quality service delivery. The wide range of sectors represented in the transitions group is building capacity for improvement.

Evaluation of strategies for raising attainment and the CfE Implementation Plan identified transitions as a key area for further development. The central direction to form learning communities supports a more efficient model of resource allocation with shared responsibility across both the learning communities and the local authority for leadership, school improvement, curriculum planning and raised attainment. This is further supported by the re-structure of the central local authority team, with a team of Service Managers having delegated responsibility for key areas of service improvement. In the Service Improvement Plan, transitions is recognised as a key area for further development.

National expectation for a cohesive 3-18 curriculum requires a workforce capable of delivery. The authority leadership strategy of June 2013 aims to drive this agenda for change to ensure our workforce has the skills, knowledge and understanding to provide a high quality experience of learning. This will extend to include staff responsibility to be informed about curriculum and pedagogy. This strategy also responds to a local and national shortage of headteachers. Models for shared headship, curriculum leaders, and secondments are being piloted. A review of the content and structure of education leaders meetings and headteacher focus meetings aims to enhance opportunities for sharing good practice and for collective planning for the entitlements across all sectors. These will become a platform for the implementation of education policy which includes transition. Cluster planning is well established and a refreshed model is being directed centrally.

The authority leadership strategy is in response to the national lead to improve standards in Scottish schools. Our leadership for learning is increasingly effective and has already made a difference to the quality of the life and work of the education service. This will support transition planning across sectors as there is a raised expectation for school managers to take responsibility for our education service and not solely their own establishment. This agenda will support a transformation in working practice that meets the national agenda for Scottish education.

What is our capacity for improvement?

Our capacity for improvement is strong. A re-structure of the management service in education will continue to enable the implementation of key strategic priorities for CfE. This development for our education service provides a strong platform for continued improvement in transitions as an increased expectation is being set by the local authority.

Transitions policy is evident in the education service plan and evaluation of the impact of policy implementation is facilitated by the VSE process. The service manager with responsibility for curriculum is working in partnership with the evaluation team. The identification of this theme as an area requiring significant improvement highlights the strength of the authority openness and willingness to engage in robust evaluation of practice.

Capacity for translation of policy into practice is very strong as a more streamlined approach is being directed centrally. The re- structure will support this. Key policy drivers for raised attainment, CfE and leadership encompass collective responsibility and collaboration.

There is a strong commitment to planning for continuity and progression with working groups in each cluster improving provision. Raised expectation for sharing successful strategies between clusters will support continued development.

Local authority strategies for learning and teaching, raising attainment and CFE have had a positive impact on ensuring consistency of experience across all sectors. The formation of learning communities is a strong platform for continued improvement.

The VSE model has built leadership capacity. There are strong indicators emerging from the engagement week of commendable levels of professionalism and commitment from the theme chairs, group members and CMT. The principles of VSE have been central to this success.

Key strengths

- High level of professional commitment to delivering the best possible outcomes for children and young people in WDC;
- Comprehensive data sets for children's attainment and achievement;
- High level of commitment to involving parents in their child's learning;
- All children have profiles in P7 and S3;
- Cluster and cross sector planning for The Entitlements within CfE;
- The VSE has built a robust model of distributed leadership which will extend and develop leadership responsibility and capacity of many key staff;
- Involvement of elected members in some of the themes;
- The education authority's openness and willingness to engage in robust evaluation of practice.

Main areas for improvement

West Dunbartonshire should continue to develop a streamlined approach to planning for improvement.

West Dunbartonshire should continue to audit the efficacy of the range of data systems for targeted support with a view to aiding early intervention for those at risk of underachieving in P7-S2.

West Dunbartonshire should continue to share successful strategies across sectors (learning communities).

Promotion of high quality cross-sectoral professional dialogue to further develop:

- The purpose and use of profiles;
- Standards of learning at key milestones;
- The need for key data/ information to be shared at critical points of a learner's journey.

West Dunbartonshire should continue to make better use of benchmarking information to help the process of agreeing priorities for future development.

Health and Wellbeing

Theme - Focus

How effective are West Dunbartonshire Council's Health and Wellbeing strategies, with reference to Emotional Health in enhancing Education Outcomes for children aged 3-8?

What key outcomes have we achieved?

Good commitment of staff in taking forward health and wellbeing strategy is evident. Across West Dunbartonshire there is evidence from a variety of sources that children are making good progress in their learning and we have begun to gather data to measure attainment at the early level for example through the establishment of the baseline literacy assessment. In addition educational psychologists are taking a lead role and making effective use of data to support the Health and wellbeing strategy.

Levels of attendance reflect West Dunbartonshire's priority and commitment to the belief that every child will realise their potential through regular attendance at Educational establishments. Multi-agency working and partnership with parents enhance the provision of support and are effective in meeting the needs of young people. Some of the examples the group were impressed with were the partnerships with the Community Health and Care Partnership (CHCP) in delivering parenting support.

There is a coherent approach to partnership planning which ensures effective joint working based on the principles of Getting It Right For Every Child to deliver positive outcomes for young people. Evidence for this was from the responses of Headteachers / managers in early years centres who took part in questionnaire surveys carried out across the council. They felt that multi-agency working and partnership with parents was very beneficial in helping to better meet the needs of children.

There has been a series of training opportunities provided to ensure that practitioners have a shared knowledge, understanding and language of the health and wellbeing indicators and are in a better position to deliver these through the development and implementation of a single child's plan and named person. All teaching staff undertook training in GIRFEC. It is clear that those spoken with had enjoyed training and had benefited from it in terms of helping either re-fresh skills or develop more appropriate ways of engaging with children and their parents. Staff also spoke well of the training in PATHs and FAST and Solihull and the impact of these approaches on the wellbeing of children.

Documentation provided by the council showed that there had been a significant uptake of training from frontline staff across health, education, social work and also from the third sector. This was aimed at helping work in partnership with parents. Through the visits undertaken throughout the engagement week, staff and parents spoke about the value of this partnership. There was evidence of the impact of the Solihull and PATHS training on the early years workforce. In particular, staff in one EECC visited during the engagement week welcomed the input on Solihull which they felt was enabling them to be more reflective and in applying strategies which they had been learning on the course.

How well do we meet the needs of our stakeholders?

In the establishments visited as part of our themed focus there was clear understanding about the role of all staff and the requirement to work well in partnership with others to create a nurturing, caring and stimulating environment where children felt safe and included. There was evidence of a willingness to embrace new methodologies, interventions and resources.

West Dunbartonshire Council funds a number of nurture groups across the local authority which provide enhanced provision for our most vulnerable children. The culture enabled effective team working within the establishment and beyond its physical environment. Parents feel valued and consider staff approachable and responsive to their children's needs and also their own needs. Parents commended the school highly with regard to the impact of the nurture group provision their children had received.

There were planned development opportunities which enabled the staff to become skilled and confident in recognising when support was needed and what form this would take to ensure that the emotional needs of the child were met. Where this was most effective and having the greatest impact was when there were planned opportunities for staff to share professional dialogue, resources and professional learning experiences. These opportunities happened both within individual education establishments and across establishments, for example Nurture Group schools and PATHS practitioners met on a regular basis to share good practice. In this environment and culture there is respect which is shared across the establishment and which adds value to the learning experience of the young people. Training and development is built in to maximise impact on both staff and the young people. Where there was the opportunity to work together with partner agencies, the establishments were able to maximise the impact of their specialist skills, knowledge and expertise upon the learning of the young people within the establishment and also within its local community. Good examples are the parenting support programmes and Roots of Empathy. The shared goals become the focus and staff feel motivated, valued and empowered to deliver learning where health and wellbeing is of equal importance as numeracy and literacy.

Curriculum for Excellence states clearly that, for effective delivery of health and wellbeing experiences and outcomes, partnership working must engage the active support of parents and carers. In the establishments which were visited parents are engaged through the formation of good relationships. Parents and carers reported that they felt welcome within the establishment and that staff were approachable, supportive and responsive to their needs and the needs of their child. The establishments recognised the skills that parents can offer to support the development of health and wellbeing in all children. Where there was targeted support the parents experienced transparency and clarity about the progress that their child was making and the different supports offered by the establishment to enable this to happen both in school and at home. The parents and carers were involved in discussions and there were agreed actions, priorities and responsibilities. Parents reported that they were able to access a range of supports eg Seasons for Growth, Roots of Empathy and Incredible Years programmes. Parents whose children had participated in Seasons for growth were able to provide practical examples of ways in which this approach had helped their children deal with change and loss.

Children felt included and part of their learning community. They knew that staff cared for and valued them through the celebration of their achievements. There were opportunities for activities which focused on health and wellbeing outcomes and involved learning indoors and outdoors, one example is the development of forest schools which is positively impacting on the emotional wellbeing of children. There were opportunities for children to lead the development of health and wellbeing for themselves and for others.

How good is our leadership and management?

There is recognition that strong leadership is crucial if all establishments are to strengthen and expand their role in developing children's health and wellbeing. West Dunbartonshire Council's Educational Services strategic plan is linked to national priorities which focus on improving outcomes for all learners. There are clear links between national policy advice and the department's Curriculum for Excellence 3 - 18 Health and Wellbeing Strategy. The strategy has clear aims, purposes and objectives and it was developed with involvement from a variety of practitioners which ensured that there was a consistent and common approach. Through the Strategy, West Dunbartonshire Council clearly identifies its vision for leading and developing key aspects of health and wellbeing in order to secure improvements.

The Health and Wellbeing Framework for schools has developed from Phase One to Phase Two. From 2009 to 2012 all schools within the authority received a focused health Phase One visit. From the information gathered in the course of the Phase One visits it is evident there is much in the way of good practice across West Dunbartonshire in health and wellbeing - some of which has been recognised across the country. There is a clear expectation that the principles behind the Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included approach permeates the health and wellbeing of all young people. Getting It Right for Every Child is also a key consideration which focuses on the key entitlement to personal support which enables young people to gain as much as possible from the opportunities which Curriculum for Excellence can provide.

Many schools and early years centres are succeeding in creating a common strategy to improve health and wellbeing outcomes for children through the collegiate formation of integrated health and wellbeing policies which make clear the links between the national and local guidance. In the establishments which were part of the themed visits, this integrated approach supports and enhances the development of the curriculum and creates an ethos where health and wellbeing is seen as central to helping every child and young person realise their potential. In these schools there was a culture of openness and collaboration with shared expectations and clear understanding of roles, responsibilities and accountability in improving health and wellbeing outcomes for all learners. This was directly linked to effective leadership which both challenged and supported staff to develop their knowledge, behaviour and attitude to the needs of the establishment. In the establishments visited there were working groups or health committees which were instrumental in improving aspects of health and wellbeing whilst affording opportunity at the same time for developing the leadership skills of others.

What is our capacity for improvement?

There is clear evidence from our self-evaluation processes to demonstrate that there are effective strategies and measures established to ensure positive outcomes in health and wellbeing. There is quality and value in the Health and Wellbeing strategic framework which empowers staff to make effective contributions to ensuring positive educational outcomes for children and their families. There is strong capacity for improvement through the effective distributed leadership at all levels and through partnership working across the Authority. Effective professional learning opportunities are provided for all practitioners who work with children and their families, many of which are supported and delivered by partners

Key strengths

- Health and wellbeing is valued and viewed as a priority and is seen as a key driver in improving achievement and reducing inequality;
- The new health and wellbeing strategy is actively consulted in many establishments to guide developments and practice;
- The authority has shown commitment to responding to the specific needs for emotional health and wellbeing in individual communities;
- There are opportunities for staff, parents and partners to meet, discuss and respond to concerns about individual children's health and wellbeing needs;
- Strong supportive and effective leadership is evident at establishment level which contributes to improved educational outcomes for children and young people;
- All educational establishments have a range of approaches in place which help create a supportive and nurturing ethos;
- Partnership working with other agencies is planned and is proactive in contributing to meeting the emotional health and wellbeing needs of children and young people;
- Practitioners have access to high quality training opportunities;
- There is a willingness by staff to embrace new methodology, interventions and resources;
- There is evidence that the workforce is committed and driven to ensure the best possible emotional health and wellbeing outcomes for children and young people;
- Staff are able to engage in good reflective discussions and recognise the value of focused group discussions and observations to enhance the self-evaluation process;
- There are opportunities for review and reflection by members of educational establishments, partners and parents which inform future developments and strategic planning aimed at improving emotional and health and wellbeing.

Main areas for improvement

- Develop the strategic plan which guides how opportunities to participate in initiatives that improve emotional health and well being are offered to establishments and ensure that the health and wellbeing strategy is being implemented by all;
- Seek the views of a varied sample of Head Teachers, children and parents using focus groups and questionnaires and continue to review and refine processes for evaluating the longer term impact of emotional health and wellbeing approaches on children and families;
- Investigate how to measure and record consistently the impact of emotional health and wellbeing approaches on children's attainment and achievements;

- Make better use of existing quality improvement measures and arrangements, including improvement planning processes to improve self evaluation When writing future evaluative reports on progress and impact of emotional health and wellbeing, it would be helpful to use both qualitative and quantitative data more, terms such as 'all' 'most' 'the majority' should be employed where applicable;
- Ensure WDC builds the capacity to sustain effective initiatives which positively impact on improved educational outcomes for children and young people, continue to build in a focus on training and sample the impact of training to help with self-evaluation;
- Improve procedures for joint planning between partners, staff and parents to improve the emotional health and wellbeing of children.

Vale of Leven Community Joint Evaluation (Educational Services/CL and D)

Theme - Focus

A learning community seeks to address the learning needs of its locality through partnership. It uses the strengths of institutions, public, private and voluntary services, and community groups to enable young people and adults to achieve to their full potential. Learning communities use learning as a way to build community capacity, and to promote social cohesion, social inclusion, regeneration and economic development.

- Learning in Scotland's Communities, 2011

The focus of this theme will be based around the following 3 questions:

- Does the partnership enable joint planning, co-ordination and evaluation of learning opportunities provided for young people?
- How effective is the partnership at facilitating the sharing of local intelligence, information collection and collation of information to identify the priority needs/gaps to provide tailored opportunities for VOL young people?
- How well does the partnership identify and meet joint workforce development needs?

What key outcomes have we achieved?

The CL&D self evaluation had already highlighted a need for an improved joint planning process. The VSE group decided that while additional evaluation was being completed, work should begin to address areas for improvement that had already been noted. Joint projects were set up within Vale of Leven Academy (VOLA) to meet the needs of identified groups of young people. This would be used to help establish an effective method of joint planning with ongoing evaluation embedded within the programme. A joint needs assessment and identification of shared priorities was undertaken. Information has been gleaned from the VOLA Improvement Plan, CL&D Self Evaluation/Improvement Plan the Corporate Objectives and the analysis of shared data e.g. school leavers destinations, MCMC Matrix, STACS. This has clarified the kind of partnership work that would be useful to support a range of identified needs of the young people in VOLA.

Work has begun on the embedding of ongoing joint evaluation within the planning and delivery of new projects to meet needs, priorities and shared outcomes identified from the initial VSE work. Regular meetings have taken place between VOLA staff and CL&D staff; bespoke programmes have been created to meet the needs identified; evaluation of programmes established since November 2013 have been jointly planned.

It was recognised that further self evaluation would be required to be undertaken within the

education sector, both at strategic and operational level, with professional dialogue being planned with Managers (Education and CL&D) and Head Teachers across all sectors. Where appropriate, support staff, parents and pupils will be consulted. Further involvement of groups within the community and wider partners are an area for ongoing evaluation.

How well do we meet the needs of our stakeholders?

For this evaluation, stakeholders will include pupils, parents, West Dunbartonshire Council CL&D staff, education staff, including support staff/volunteers and partners.

A programme has been set up in response to a need to support young people in studying highers. Information from previous results, pastoral care, parental contact and pupil voice all indicated that a group of senior school girls, who were doing very well academically but were feeling stressed due to the amount of work they had to complete. Some were doing a number of highers including crash courses. Joint planning with CL&D produced a planned approach to implement support which would impact on their stress management, coping skills, time management and study skills.

A second project has been set up in response to a need to support a group of S4 boys who are underachieving in the new national qualifications. The aim is to help increased confidence, motivation, knowledge & skills and attainment and achievement of those pupils involved. On-going evaluation is embedded in the programme. A third project was set up to help local community working to be shared with school. Previous evaluation had shown that a group of young people had been working with CL&D in the community setting, to complete Youth Achievement Awards; these young people had produced a portfolio of work which evidenced a wide range of skills and achievement. The pupils did not share their success with their school. With a lack of systems in place for partners to share the learner journey, an opportunity to build on the young persons' progress and success, was lost. A similar group, which is currently running in the community, now has had one period set aside in the secondary school. The young person has an opportunity to work on their project, share their skills and make links with the curriculum. School staff have an opportunity to use this information to further support the young person.

How good is our leadership and management?

There are regular strategic meetings between Educational Services and CL&D.

At a strategic level the focus on joint planning, partnership working and the development of sharing of local knowledge, sits with actions included within the Education Service Plan 2012-17. The plan includes identifying and implementing opportunities for wider achievement and developing Senior Phase curriculum models to meet the needs of all learners. This requires us to plan, implement and evaluate with a wide variety of partners. Effective systems of monitoring and recording achievement and sharing local information are essential to support this process.

The West Dunbartonshire Council Curriculum for Excellence Implementation Plan 2013-14 makes clear reference to partnership working and development for staff.

The VSE partnership draws on the collective knowledge, experience and interests of the participants and creates opportunities to lead on projects. Members of the group have been working on building sustainable relationships and identifying roles and responsibilities. Aims and roles within the partnership are being clarified and strengthened as we work through the joint projects. Training requests have been made by Vale of Leven Academy staff to increase their expertise in some of the techniques being used in the stress management class. CL&D have offered to lead a training session to overtake this request. Vale of Leven Academy has offered to organise shadowing within the school for CL&D. This is a method of professional development that college lecturers have found useful. The CL&D tutors would follow either a member of staff or a pupil depending which perspective they wished to experience.

What is our capacity for improvement?

There is an understanding that our focus is currently on the Vale of Leven Learning Community and this learning community model of working will need to be shared across the authority. The implications of rolling out this model will have to be discussed at a strategic level and a plan put in place. A joint agreement will need to be considered and implemented to ensure best use of resources in relation to need and successful outcomes for stakeholders. Partnership programmes e.g. Hungry Caterpillar need to incorporate forward planning / next steps as part of the strategic planning, in order to manage expectations and maximise resources. Successful partnership planning within the Vale of Leven Community may not be directly transferrable to other areas of the community, but may be of value as a model to be adapted to suit local needs.

Based on evaluations completed so far for some of the planned groups, there is a need for greater clarity from the strategic planning stages right down to the implementation of the programmes. It is essential, to avoid confusion, that programme outcomes and understanding of the content to be used is shared with all members of the partnership, right down to those delivering the programme. Monitoring of programmes of work needs to be rigorous and support for staff made available when required.

There is more work to be done on improving the sharing of information of pupils involved in CL&D programmes within the community. A more formal method of collating and transferring relevant details which incorporates all areas of the Learning Community e.g. volunteering, sports clubs, needs to be explored. Awareness raising with key staff within schools of the links that can be made with CL&D could enhance current partnership working.

Current joint planning using the risk matrix, staged intervention, joint assessment team, pastoral care and relevant partners, focuses on identifying and supporting young people. This process could further assist with continued development of support for young offenders.

Achievement is an area of priority across the authority and work is planned to develop methods of capturing and recording all achievement. This will include achievement within schools and across the community, with the young person at the centre.

Key strengths

Good ground work has taken place in sharing data and undertaking joint needs assessment. Previous learning programmes have been evaluated and their impact on attainment and accreditation has been undertaken. Strong values are shared by staff who complement each other, offering a wide range of skills and experience. Staff have benefited from the opportunity to participate in the partnership, enabling effective sharing of practice.

Partnerships with other establishments, organisations and businesses are used to broaden and deepen young people's learning and to enable them to achieve success in wider contexts. This work is carefully planned by school leaders to enhance the curriculum and develop the perspectives of both children and staff. Some of the work is currently jointly planned with the partner; however, this needs to be rolled out. Formalising of partnership agreements is progressing e.g. Duke of Edinburgh.

Education staff call on the services of partners, agencies and community groups which they know can contribute relevant and high quality additional experiences, to specific curriculum areas. Pupils can participate in a wide range of activities including leadership, enterprise, community involvement, work placements and shadowing and sports leadership awards. Schools have a wide range of partners to support these areas. VOLA is a Scottish Football Association School of Football with SFA coaching staff delivering a coaching programme within the school. Kuehne+Nagel have agreed a long term partnership with VOLA focused on their logistics project with the S3 pupils. VOLA have completed an audit of partners who include Nuffield with their Bursary Programme, Tullochan work with MCMC pupils, Cameron House careers day and REACH/ Focus West Programmes.

There are effective partnerships developing, based upon joint learning and evaluation, resulting in positive outcomes which address a range of issue based work with young people across the school. This includes effective targeting of young people at most risk e.g. positive work addressing the needs of young carers and MCMC programme which helps young people develop the confidence and life skills to make informed career choices. Partnerships with the local college, fire service, Y Sort It, Tullochan and CL&D has supported this work.

The wider community around VOLA also plays a key and effective part in supporting young people in transition through the Homework Study clubs. Local volunteers have an opportunity to work with pupils, parents and staff as well as increase their own skills and experiences.

CLD partnerships are strengthening with approaches to joint planning and shared evaluation beginning to develop. This has resulted in positive recognition from School staff about the impact this is having on them as teachers, the development of skills in the pupils and effective contribution to the community. There is a strong contribution from CLD to CfE. The photography and fire raising project at Ladyton Primary School enabled children and young people to develop skills in communication, team work, knowledge and understanding of environmental issues. This resulted in growth in confidence, increasing responsibilities and making effective contribution to their community. The Hungry Caterpillar programme at Haldane Primary School provides a very good example of family learning, with primary one

pupils able to articulate impact. The parents spoke about growth in their confidence, impact on health and wellbeing, healthy eating, as well as improving relationships with their children, school staff. Some parents commented that it had opened the door to engage in other opportunities. The Head teacher recognised the learning and is keen for school staff to deliver similar programming

Main areas for improvement

Although wider partners are involved in delivering in VOLA and within the Learning Community, some good work is currently carried out side by side rather than together. There is a need to improve partnership working, to self evaluate and plan jointly in order to offer coordinated opportunities for young people and parents. It would be beneficial to engage in professional dialogue, with colleagues across Scotland, who are developing a joint self-evaluation process in a learning community.

Wider partners need to be consulted and to inform how best to take this development forward particularly in light of the existing effective CPP Youth Alliance and Adult Learning Partnerships and their roles in jointly planning for and addressing the needs of young people and families in West Dunbartonshire. A partnership workshop has been discussed and is likely to be delivered in Spring 2014. The workshop would provide an opportunity to discuss the recommendations and implications of the Woods Commission draft report on Developing Scotland's Young Workforce

It would be helpful for partners to look at how they can continue to provide opportunities that offer skills progression during the transition from primary school to secondary school. There are opportunities to develop some of the programmes already being delivered to allow reciprocal peer education across the sectors.

Many of the community projects being delivered are based on tackling issues. There is a need to move to highlighting community strengths and building on assets important in relation to community photography project and fire-raising project. The assets include the young people themselves, there are many positive role models

Some of the areas for improvement of partnerships within the Vale of Leven Academy/ learning community that have been noted are:

Out of School Hours Learning/Supported Study

- A need to gain more information regarding the origin of referrals as a large number appear to come directly from families, with fewer from Education;
- OSHL staff need to look at how they report back to school staff as a programme is progressing. Currently no report is produced for school staff on progress.

Tullochan

- To engage further with the school by being present at parents' evenings to allow the wider community to be aware of the work and impact they have in school;
- To include achievements with Tullochan in school reports.

Duke of Edinburgh

- Pupils recognise a need to raise awareness of their subject teachers regarding their involvement in DofE and their developing skills, knowledge and experience.

MCMC

- Build on youth alliance to include schools;
- Formalise partnerships – partners, as a collective, do not have the opportunity to plan together, agree shared outcomes and review impact and progress;
- Work to allow pupils to use skills to plan, organise and run an event.



Validated Self-evaluation West Dunbartonshire Council 20 May 2014

Validated self-evaluation in West Dunbartonshire Council : Education Department

Commentary by Education Scotland

Introduction

West Dunbartonshire Council seeks to drive continuous improvement for learners and ensure it delivers best value. The Council invited a team from Education Scotland, including HM Inspectors and Associate Assessors to work with them on a validated self-evaluation (VSE) exercise between January and March 2014. The VSE was conducted as part of West Dunbartonshire's on-going approach to improvement through self-evaluation. Further details on the themes examined through the VSE can be found in the West Dunbartonshire VSE report.

What has the VSE achieved?

The Education Scotland team of HM Inspectors and Associate Assessors are confident that the overall quality of West Dunbartonshire Council's self-evaluation is accurate and robust.

All the themes chosen demonstrated a strong focus on improving the lives of learners, particularly the most disadvantaged. This links clearly to key Council and Community Plan objectives. The focus on preventative and restorative work and building resilience in learners was a consistent thread running across all themes. Council officers and their partners, including elected members, engaged strongly throughout the VSE process. All participants involved demonstrated a strong commitment to ensure that their evaluative approaches were rigorous and were focused upon securing improvement for the learners and communities of West Dunbartonshire.

The Education Scotland team provided support and challenge to each theme group to help build their capacity. This involved looking at documentary evidence, observing practice, and engaging in focus groups of staff and partners. The Education Scotland team engaged in professional dialogue activity at all stages. This approach provided feedback to confirm evaluations and strengths and identify areas for further development. This support and challenge has supported their continued development of self-evaluation.

West Dunbartonshire ensured that the themes chosen and the VSE process also provided opportunities for theme groups to work together in new ways. This included working with other professionals that they had not worked with before. This broadened their thinking and strengthened their approach to support and challenge. This capacity has now been extended to multi-agency partners who were involved in the theme groups. This resulted in a stronger and well organised evidence base. The VSE has strengthened and built further capacity in staff who were already strongly committed to improvement and skilled in reflecting on their practice.

Looking ahead

The VSE has built further capacity to deliver change and improvement. West Dunbartonshire Council has planned a number of improvements which are detailed in the authority's VSE report. These are focused upon the theme areas. In the next year, Council officers will extend this work through working groups and staff development and the development of new theme areas for improvement. These approaches will apply the support and challenge methodology used in the VSE, working directly with schools and their partners in the community.

Next steps

Education Scotland will continue to work in partnership with the authority to continue to build capacity and support West Dunbartonshire's ongoing drive for change. This will be delivered through a Local Partnership Agreement between Education Scotland and West Dunbartonshire Council.

Philip Denning
HM Inspector

Education Scotland
20 May 2014

How can you contact us?

Should you wish to comment on any aspect of validated self-evaluation you should write to Mr Alastair Delaney, Strategic Director, at Education Scotland, Denholm House, Almondvale Business Park, Almondvale Way, Livingston, EH54 6GA. Alternatively, if your query is related to this report, you may also write to Ms Joyce White, Chief Executive, West Dunbartonshire Council, Council Offices, Garshake Road, Dumbarton, G82 3PU.