

**West Dunbartonshire Council**

**Educational Services**

**Standards and Quality Report  
2010/11**



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## 1 Foreword

As Executive Director of West Dunbartonshire Council's Educational Services, I am pleased to commend to you this report on the Standards and Quality of educational provision in West Dunbartonshire for the period from August 2010 to June 2011.

The report is structured around the department's six objectives for 2010/11. Despite the extremely challenging economic climate and the fact that the Council was required to make significant savings in order to deliver a balanced budget, Educational Services can provide evidence of significant improvement and progress across a wide range of measures. Listed below are some of our key achievements, further details of which can be found in the pages which follow.

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

Our aim in 2011/12 will be to build on the successes of the past year, and particularly to continue to implement Curriculum for Excellence successfully; to continue to improve levels of attainment and achievement in all our young people; to support our most vulnerable young people and families; to roll out the GIRFEC agenda; to work even more closely with partners in the area of Children's Services; and to deliver innovative and cost efficient services for the benefit of the people of West Dunbartonshire.

This represents a challenging but exciting agenda.

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

A handwritten signature in black ink, reading 'Terry Lanagan', positioned above a thin vertical line.

Terry Lanagan  
Executive Director of Educational Services

## 2 Council Profile

West Dunbartonshire Council (WDC) has an estimated population of 90,570, which is 1.7% of the Scottish population, and in land area is the fourth smallest council.

### Population changes

The projected trend in WDC's population continues to be downward. The greatest projected decline is in the 0-15 age group, with a 15% drop between 2008 and 2033<sup>[1]</sup>. In contrast, this age group in Scotland is projected to decrease by 2% between 2008 and 2033.

In this latter time period, the birth rate is projected to fall by 25% which is significantly higher than the 10% projected decline for Scotland<sup>[1]</sup>. Clearly these projections have significant implications for the management of resources within the Council's education service.

### Economic profile

Poverty and low income continues to be an issue in parts of West Dunbartonshire. The claimant unemployment count rate recorded for WDC in November 2011 was 6.2% while across Scotland the figure was 4.0%<sup>[2]</sup>.

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

The five Education Authorities considered to be similar to WDC are:

- Clackmannanshire
- Inverclyde
- Midlothian
- North Ayrshire
- Renfrewshire

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

The Education Authority has responsibility for the following:

Sector	Number of Establishments	Number of Pupils
EECC	21	1,657 under 3 years 1,515 aged 3-5 years
Primary	34	6,575
Secondary	5	5,692
Special Schools/Units	3	154

Staff type		Staff Numbers (Full Time Equivalents) <sup>[3]</sup>
Teachers	primary	404
	secondary	444
	special	37
Support Staff	primary*	240
	secondary	123
	special	46

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

<sup>[1]</sup> General Registry Office for Scotland (2010), Population Projections Scotland (2008-based): population projections by sex, age and administrative area. Available at: <http://www.gro-scotland.gov.uk/files2/stats/population-projections/2008-based-pop-proj-scottish-areas/08-pop-proj-scottishareas.pdf>. Data accessed on p44-45. Accessed on the 5th January 2011.

<sup>[2]</sup> Scottish Neighbourhood Statistics (2011), Theme report for local authority: West Dunbartonshire; for the report type: Labour Market. Available at: [http://www.sns.gov.uk/Reports/Report.aspx?ReportId=14andIndicatorTypeId=12andIndicatorName=Labour Market \(Local Area Profile\)andAreaTypeId=LAandAreaid=395](http://www.sns.gov.uk/Reports/Report.aspx?ReportId=14andIndicatorTypeId=12andIndicatorName=Labour Market (Local Area Profile)andAreaTypeId=LAandAreaid=395). Accessed on the 5th January 2011.

<sup>[3]</sup> Scottish Government (2011), Summary statistics for schools in Scotland 2: 2011 edition – Teacher census supplementary data. Available at: <http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/teachcensus2011>. Accessed on the 11th January 2011.





### 3 Commitment and Aims

The Education Service Plan 2011/15 is closely aligned to the Single Outcome Agreement (SOA) for 2011/14, the Community Plan 2007/17 and the Council's Corporate Plan 2011/15.

#### Corporate Vision

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

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

#### Educational Services' Vision

##### Learning for Life

***To enable everyone in West Dunbartonshire to become***

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

***Now and throughout their future lives.***

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

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

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

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



## 4 Evidence

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

- Analysis of attendance and exclusion data
- Analysis of More Choices, More Chances (MCMC) data and school leaver destinations
- Complaints Data
- Evaluation and assessment of Clydebank Museum by Visit Scotland
- Her Majesty's Inspectorate of Education (HMIE) inspection reports during the period April 2010 to March 2011, comprising two primary schools and three Pre-5 establishments
- Libraries and Museums' Improvement Plan
- Libraries and Museums statistical analysis of figures, e.g. visitor, book issues, etc
- Monitoring and evaluation visits to schools
- Standards and Quality Report 2010-11 for Psychological Services
- Reports to Education and Lifelong Learning Committee
- School improvement plans and standards and quality reports
- Social and Economic Profile 2011-12
- Service Plan 2010/14 including Local Improvement Objectives

## 5 Structure of the Report

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

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

The format of the report is structured around the six objectives agreed for the department in 2010/11, what actions were implemented to achieve them and how we performed against them. A section detailing what we plan to improve in 2011/12 is included. However, much of the work of the department is ongoing and can take between two and three years to implement. Therefore, a number of the actions in our Service Plan will remain the same over the period of the Plan.

The report includes a statistical supplement which provides a full explanation of performance in a graphical format, comparisons against other local authorities, and a full list of our educational establishments and services which have been subject to external inspection by HMIE.

## 6.1 Objective 1

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

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

- Improve joint school planning for the Senior Phase of Curriculum for Excellence (CfE).
- Continue to develop good practice in all aspects of CfE, including pedagogy, assessment, reporting, profiling and moderation.
- Work with HMIE and Learning Teaching Scotland (LTS) at partnership events during the autumn term 2010 to share good practice in CfE in secondary schools.
- Continue to improve performance at all levels with targeted support to improve attainment and achievement.
- Continue to improve recording of achievement of young people.
- Continue to promote good attendance and improve exclusion rates as part of the *Better Behaviour – Better Learning* implementation strategy.
- Continue to develop ways of working across learning communities to secure successful outcomes for learners.
- Support the re-alignment of Community Learning and Development within the Chief Executive's Service.
- Establish further business links and raise employability skills and provide more choices more chances for young people
- Implement the programme of professional development and Continuous Professional Development (CPD) opportunities in the department for 2010/11

#### Curriculum for Excellence

West Dunbartonshire Council has made a strong commitment to the development of effective learning and teaching approaches that enable young people to access, in the most appropriate way, the principles of CfE. Inter-authority events have enabled the council to share its developments with neighbouring authorities and raise the council's profile nationally. In relation to its size, West Dunbartonshire Council provides a high level of contribution to national websites and conferences.

The Council used five aspects to implement CfE:

- **Learning and Teaching**

The understanding of the key principles and practice of CfE was shared with all schools, pre-five establishments and partners through authority in-service days attended by all practitioners. This resulted in a clear vision of the new curriculum and the communication of the way forward in our area.

Staff in the secondary sector took part in seminars with National experts from Scottish Qualifications Authority (SQA), LTS and HMIE to look at the development of the Senior Phase and the Broad General Education stage in preparation for the new Qualifications.

- **Self evaluation**

Self-Evaluation is strong in schools. Improvement through self-evaluation is embedded in the work of all schools and establishments. To ensure consistency across the Council there are clear guidelines on the format used for School Improvement Planning and for Standards and Quality reporting.

Staff are involved in reflective and systematic self-evaluation which has the explicit purpose of improving the quality of learners' experiences and standards of attainment. Parents and partners are involved in this process through focus groups, questionnaires and other consultation processes, with feedback from these exercises being given to parents.

- **Learners' voice**

A great deal of work has taken place across the authority and in individual schools to ensure that children and young people have the opportunity to contribute effectively to their learning and to the wider developments in school life. Pupil voice is discussed in more detail in Objective 5.

- **Leadership**

Schools have developed their understanding of leadership and distributed leadership is in action across schools. Many teachers are leading areas across their school and across the council.

- **Partnership**

Partnership working continues across a number of partners within and outwith the council, including the Leisure Trust, Clydebank College and LTS.

### **Planning for the Senior Phase**

Schools are continuing to plan for the implementation of Senior Phase in 2013. There is recognition that there is now a need to share these plans and begin to develop a more collegiate approach. Opportunities are being created for joint working to develop common principles across WDC schools, while discussion with external agencies has further informed the debate. Further work including the role of partners will need to be developed. The schools and centrally based officers are continuing to work towards the development of a Senior Phase policy to deliver the entitlements of CfE.

### **Raising attainment and achievement at all levels**

There are strategies in place to support the raising of attainment and achievement at all levels. Secondary schools analyse their performance in examinations and formulate action plans to address underachievement. Reviews of school performance are discussed at annual meetings with senior management and the Quality Improvement Service. Action plans are agreed and specific subjects are identified for further support and challenge.

Extensive analysis is carried out and shared with school management. Departments are encouraged to share good practice both within and across schools. Relevant CPD opportunities including teaching and learning strategies, understanding standards and sharing the standard are offered. Schools are provided with funding to develop a wide range of supported study opportunities, including lunchtime clubs, after school sessions, mentoring groups and study weekends.

The authority is considering ways to develop a council-wide strategy to further improve attainment.

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

Performance in S4 at Scottish Credit and Qualifications Framework (SCQF) level 3 continues to increase and is now commendably within the top 20% nationally and well above comparator councils (Appendix 1, Figures B, C, D and E). Attainment has also risen at SCQF level 4 in S4 but the recent improvement at SCQF level 5 was not maintained and shows a slight, 1% fall. Attainment in S5 at both 3+ and 5+ level 6 improved. In S6, performance at 3+ level 6 remained steady but the 5+ level 6 dropped back. There was a slight fall in 1+ level 7.

Three of our schools, Our Lady and St Patrick's High School, Clydebank High School and St Peter the Apostle High School performed in line with, or above, comparator schools in all of the attainment measures. Commendably in Our Lady and St Patrick's High School performance was equal or above national average in all measures.

### **Literacy and Numeracy**

5-14 results in Literacy and Numeracy are no longer collected by the Scottish Government but the schools in West Dunbartonshire continue to monitor attainment in these core subjects. A tracking system was piloted in 2010-11 by some primary schools. This has enabled us to continue to collect data from schools on progress in literacy and numeracy in the CfE experiences and outcomes. In 2011-12 all primary schools will be using this system and a few pre-five establishments will pilot it at the early level.

The reports from primary schools inspected by HMIE during 2010/11 indicate good progress in achievement in Literacy and Numeracy:

- Children achieve very well in English and mathematics, and they are making particularly good progress in their writing. (Clydemuir Primary School)
- They use their literacy skills very well across different areas of their learning. This is helping them to develop confidence in using their numeracy skills in different situations too. (Clydemuir Primary School)
- Most children are attaining expected national levels in writing. A number of children achieve these earlier than might normally be expected. Across the school, children speak confidently and listen well. (Highdykes Primary School)
- Children at the early stages have developed a very good understanding of number work. Children at the upper stages are confident and show agility in mental mathematics. (Highdykes Primary School)

Brucehill Early Education and Childcare Centre (EECC) provides a challenging, stimulating literacy and numeracy enriched environment where children have freedom of choice and make decisions about their own learning. Children recall their learning, scribe their stories and write their own poems. Children also “wrote to” the local Council regarding an open manhole cover which they had encountered on a walk. The Council fixed the problem and local media covered the children’s initiative. The nursery won the Scottish Education Award for Literacy and Numeracy across the curriculum 2010.

The Principal Teachers of Mathematics worked with the Council and Principal Teachers in other Councils to explore the Experiences and Outcomes in Level 3 and 4 Mathematics. This work was then shared and courses were amended to meet the needs of CfE. Principal Teachers defined standards in Learning and Teaching and took part in moderation exercises across the Council. They visited each others schools and shared their findings. This resulted in consistency of practice and shared expectations.

All primary schools have mathematics champions. These champions share good practice and have had training sessions which allowed them to develop their knowledge and understanding of progression in and through the levels of CfE.

### Wider Achievements

In developing wider achievement across our secondary schools, an audit was carried out with information being gathered from schools regarding support from partners, employers and the local community. The audit catalogued activities in which pupils were involved, offering them a wide variety of opportunities to develop their skills and experiences. This catalogue was shared amongst the schools, helping to create a support network which instilled confidence in staff and encouraged the spread of new ideas across the schools.

All senior pupils were asked to complete a questionnaire highlighting activities in and out of school that could contribute to the development of their wider achievement. This process raised awareness about the success and achievements they currently held and highlighted others they could aspire to. Work is continuing in schools on e-portfolios and the recording of wider achievement, with several different methods being piloted. Both primary and secondary

schools worked on raising awareness on how achievement can be recognised and how it contributes to a pupil's development.

In June 2011, pupils had the opportunity to display their achievements at West Dunbartonshire Council's 'Amazing Things' awards. Schools demonstrated the range of talent of their young people, highlighted by an excellent range of projects using enterprise, innovation and technology to showcase their work. With Determined to Succeed now embedded within the wider curriculum, schools are now exploring how enterprise can be developed within subjects and in interdisciplinary learning.

The Skills for Work, Sport and Recreation course delivered by West Dunbartonshire Council Leisure Services as part of our schools core vocational programme has been successful in supporting our pupils in and beyond the curriculum. A number of pupils were given the opportunity to train for their National Pool Lifeguard Award during their school holidays enhancing their employability experience. Several young people who have successfully completed these Skills for Work courses have recently been employed within leisure services.

The Dalreoch Primary School Shipbuilding Glow Pilot Project 'Testing the Waters' was created through effective collaborative partnership working, linking pupils, parents, museums, libraries, local community, partner agencies and employers. The work was recognised by LTS and resulted in the creation of a 'Cookbook' resource, which includes planning documents, links to websites, video interviews and was available from the end of May 2011 for all schools to access. The project can be accessed on Glow and was recognised at the West Dunbartonshire Amazing Things awards in June 2011.

#### Leaver Destinations

One of the key recent developments for MCMC was the *Matrix* which uses a range of key data to identify those young people at risk of entering a negative destination on leaving school. Early identification allowed for appropriate intervention, support and tracking to be put in place before, during and after transition to ensure a positive and sustained destination. This has proved to be a useful tool for schools and partner agencies such as Skills Development Scotland (Careers).

During 2010 work was undertaken to develop a version of the matrix that is integrated within the schools' management information system (MIS). This will assist the local authority and its partners in the management of 16+ Learning Choices. It will allow for the recording, reviewing, analysing, reporting and management of data that pertains to pupil aspirations.

Further information on School Leaver destinations can be viewed at Appendix 1, Figure K.

#### **Exclusions**

The focus on reducing the number of learners being excluded and the length of exclusions from school continues to be a priority. Since 2007, there has been a steady reduction in the number of times that exclusion from school is used as a last resort in dealing with behavioural issues. Since that date there has been a 62% drop in time lost from school because of exclusion, an impressive figure when the levels of deprivation within the Council area are taken into account. The exclusion figures from each school are closely monitored and Head Teachers are regularly issued with detailed reports showing how the school is performing against other schools in the Council.

The management of chronic non-attendance was a priority during 2010. An Educational Psychologist led the introduction of an assessment to be conducted by Pupil and Family Support Workers and teaching staff on the reasons why children and young people do not attend.



## **Continuous Professional Development**

CPD opportunities have been made available to staff within the department. The following examples of good practice show how professional development has benefited staff in our schools.

Distributed leadership to support capacity building is a priority for schools across the authority. Good practice is exemplified in Clydebank High School and in Kilbowie and Braehead Primary Schools. The Professional Review and Development process encourages staff to reflect on the impact of their CPD, to plan their professional learning for the year ahead to meet their own development needs and to contribute to improvement objectives across the school.

The Learning Team at Clydebank High School is a fixed group of teaching staff, covering a variety of levels of experience and subjects, who visit curriculum areas to analyse their 'learning'. After each visit a member of the Learning Team reports back to the curriculum area on the findings of the Team. Impact has included a roll out of sharing practice to the whole school and changes in departmental practice. This is a cornerstone in the establishment of a professional learning community ethos in Clydebank High.

## **Cluster Working**

Education authorities have a duty to support schools to deliver the CfE outcomes and experiences and to develop teaching approaches that ensure that its principles are embedded. To this end we use the skills and expertise of all staff through cluster working.

The expertise of the wider team of a cluster offers greater challenge and support to schools, individual teachers and to the service itself ensuring that the team develops to meet the needs of schools and the curriculum. This year cluster working was at the core of innovative practice. Processes were undertaken through a variety of areas of focus to build on tried and effective pilot working and to maximise our greatest asset, our staff.

In the Clydebank High School Cluster the Enhanced Transition Project allowed young people in P7 to attend the secondary school for 7 days over a 5 week period. This provided opportunities for them to see what life was like there and to meet their teachers and fellow pupils. However, it also gave staff in both sectors an opportunity to work together and share experiences, knowledge and standards. The ultimate aim was for the young people to get a good start in S1 and ensure progression.

In Primary, each P7 class designed a Computer Game using Microsoft's Kodu Game Lab software. When the P7s then came to Clydebank High, in their new practical sets, they had to Market this game. This was an interdisciplinary project involving English, Maths, Business Studies, Information/Communications Technology (ICT) and Science. It culminated in an Open Afternoon for parents which the pupils had to organise as part of their Marketing strategy.

Self-evaluation and Improvement Planning were the key areas of development at cluster level, used to audit and identify the good and emerging practice that would support continuous development through cluster working. HMIE has rated self-evaluation as good, very good or excellent in all the schools inspected in West Dunbartonshire.

The groundwork for the development of quality assurance and moderation has begun through cluster working. Building teacher confidence through Sharing the Standard and ensuring authority confidence in teachers' judgements is fundamental to addressing issues of consistency and accountability.



## How did we perform against our objectives?

What did we measure?	What was our target? (%)	How did we perform? (%)
5+ @ level 5 (by end S4) (%)	32	31
3+ @ Level 6 (by end S5) (%)	18	22
5+ @ Level 6 (by end S6) (%)	19	17
Primary Attendance (%)	95.4	94.8
Secondary Attendance S1-S5 (%)	90.5	90.9
Primary Exclusion (days lost per 1,000 pupils)	19.5	21
Secondary Exclusion (days lost per 1,000 pupils)	240	174
Percentage of pre-school centres with positive inspection reports	100	100
Percentage of primary schools with positive inspection reports	100	100
Percentage of secondary schools with positive inspection reports	n/a	n/a

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

## What are we going to do now?

- Review school improvement procedures to align with changes nationally.
- Support curriculum planning to improve transition from primary to secondary school.
- Plan towards implementing Teacher Learning Communities (Phase 1) in West Dunbartonshire
- Embed processes of 'sharing the standard' Quality Assurance and Moderation across all schools.
- Consolidate West Dunbartonshire's Strategy to raise attainment and achievement
- Develop West Dunbartonshire's contribution to the Scottish Leadership Development Programme.
- Formalise the programme for leadership visits in primary schools to build upon current process in secondary schools.
- Audit the current position of literacy across EECCs and Primaries and revise advice accordingly.
- Develop further support for literacy and numeracy across learning.

- Implement standardised tests for literacy and numeracy at P3, P7 and S2.
- Share good practice from schools and EECCs who have had very good and excellent inspections.
- Maintain the excellent record of positive leaver destinations.

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## 6.2 Objective 2

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

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

- Implement planned strategy for the regeneration of the remainder of the schools' estate.
- Develop the use of ICT across all service provision.
- Broaden the uptake of Glow and other technologies to enhance 21<sup>st</sup> century approaches to learning.
- Develop current learning environments to meet the requirements of CfE.
- Implement and fast track the Eco-Schools programme.
- Develop opportunities to maximise outdoor learning within CfE using school grounds.

CfE challenges schools to work in innovative ways to ensure that our young people receive the education they need to be successful learners, confident individuals, responsible citizens and effective contributors. Progress in CfE was also detailed at Objective 1.

#### Learning environments to meet Curriculum for Excellence

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

##### Schools estate

Session 2010/11 saw the opening of 3 new primary schools (Goldenhill, Bonhill and St Eunan's) and one nursery (St Eunan's EECC). These new buildings are imaginatively designed with exciting and flexible indoor and outdoor learning environments which facilitate the effective delivery of CfE. They have been universally praised by staff, pupils and parents. Over the last two years, almost 5000 young people in West Dunbartonshire have moved into brand new, high quality educational facilities.

The Schools Estate section been restructured corporately and is now managed by the Department of Housing, Environmental and Economic Development Services (HEEDs). Educational Services will continue to work with HEEDs to further improve the schools estate.

The strategic plan for the primary schools' estate will also be reviewed following the local government elections in May 2012 with a view to conducting early discussions with the new Council Administration about the adoption of a more radical approach to schools' estate planning.

##### Outdoor learning

Primary schools have reviewed their physical environments and have used outdoor areas to deliver the curriculum. Many activities are taking place within the school grounds. These include, orienteering activities which allows pupils to develop their number and language skills outside the classroom and areas for the growing of plants and vegetables, which allow 'real life' activities to build on classroom science lessons, environmental studies and health promotion. The learning environment is monitored and pupil work is displayed which shows progress in learning and sets standards across the school.

An orienteering programme forms part of the Convention of Scottish Local Authorities (COSLA) Gold Award winning Early Years Physical Activity Curriculum "Ready, Steady, Go". Funded by West Dunbartonshire Council for EECCs. Orienteering provides exciting, adventurous, and fun outdoor sessions, designed to develop physical literacy, power of observation, problem solving, the ability to work with others and to inspire children and their parents to be active together.

Visits were organised to other schools for all head teachers so that they could compare learning environments, evaluate the environment in their own school and plan improvements where needed. All schools have improved and extended opportunities for active learning to meet the needs of CfE.

St. Mary's Primary School in Duntocher has individual class gardens which are tended by groups of pupils. Each class selects the plants they wish to grow linked to their current topic. For example, the P7 garden had a World War 2 theme to run alongside their topic of 'Britain Since the 1930s'. Their 'Dig for Victory' garden is functional rather than pretty. The children decorate the gardens with ornaments, for example P1 children made gingerbread for their Magic Garden while P2 used shells for their seaside garden.

Clydebank High School ran weekly Forest Schools to Balloch Park as part of an alternative curriculum with S5 pupils. The programme developed their self esteem, confidence and their skills in working with and leading others. Partnership working with WDC Leisure services who delivered First Aid Training, links with the John Muir Award and the Park Rangers at Balloch Park, enhanced the learning for the students. As part of their challenge the pupils prepared lessons for nursery children which they then delivered. This was a positive experience that some the senior pupils were able to use when applying for Early Education and Childcare courses at college.

Ferryfield EECC offers children a weekly Forest School experience in their local woodland environment at Balloch Park. This offers children highly sensory-rich experiences in which they use all of their senses to learn.

### **Eco-Schools**

Participation in the Eco-Schools project has provided pupils with opportunities to take decisions on environmental issues. The Eco-schools development has been integrated into the curriculum to raise the awareness of sustainable development and citizenship issues through active pupil involvement. Eco Action days have given young people the opportunity to develop their presentational skills, organisational and decision making skills.

Eco-Schools raised pupil awareness of significant issues, such as improving the school environment, reducing litter and waste, increasing environmental awareness, reducing fuel and water bills, improving links with the local community, and gaining business support.

Schools place a high value on this award and undertake a variety of approaches to reach the standard through environmental and health activities. Thirty-four (34) primary Eco-Schools committees encourage whole-school action for the environment. Thirty-eight (38) schools and nursery centres achieved the Eco-Schools Award in 2010-11. The target for the year has been exceeded. Twelve (12) schools achieved their second Green Flag; 11 schools received their first Green Flag; five schools achieved bronze awards; 10 schools achieved silver awards.

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

To meet CfE guidelines the Health and well-being of our children is the responsibility of everyone. To this end, the Council completed around two thirds of Health Phase 1 visits to schools which enabled schools to identify their progress in taking forward health and well-being as part of their curriculum developments. Schools also identified an aspect of good practice and their areas for development over the next three years.

In October 2010 all EECCs and schools participated in a council wide in-service training activity as part of the additional CfE training days allocated by the Scottish Government. With excellent contributions from partner agencies all staff participated in a full day focus on health and well-being and their responsibility for our children and young people.

We have developed very strong partnership working with colleagues in the WDC Community Health and Care Partnership team in taking forward key initiatives to improve health and well-being outcomes for children and young people. Around 160 staff from partner agencies provided input to the in-service training for staff.

## **Glow**

Glow is the national education intranet for all schools in Scotland. It aims to provide a stimulating and exciting, yet safe, online learning tool for children and young people.

Many of our schools have taken part in and hosted Glow Meets which allow schools and related services across the country to communicate via the Video Conferencing tool in Glow. This has been used to great effect to reduce geographical barriers and to enhance communication.

Following training, most of our schools are using Glow to host the development of pupil e-portfolios. These build an on-going record of a pupil's achievements in line with CfE. We are working with the National Glow Team to devise pupil profile templates which will allow selected information from the e-portfolio to form part of the pupil profiles generated at P7 and S3 in order to overtake Scottish Government requirements.

There have been a number of notable events where Glow has played a major role in supporting delivery of the curriculum. Here are just a few examples.

The partnership project 'Clydebuilt' immersed children from Dalreoch Primary School in their shipbuilding heritage, with a whole range of interactive, creative activities using Glow tools such as Glow Meet, to support access to museum collections and learning resources during a period of time when the Museum was closed. Clydebank Museum, Museums Galleries Scotland, Education Scotland and the Denny Tank Museum worked with Clyde Pupil Community within Dalreoch Primary to create a 'cookbook' on Glow. This project leaves the legacy of a model for museums and schools to use Glow to support future collaborative work.

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

<b>What did we measure?</b>	<b>What was our target?</b>	<b>How did we perform?</b>
Primary School Occupancy (%)	56	55
Secondary School Occupancy (%)	82	74
Percentage of primary and secondary schools achieving Eco-Schools Green Flag Award (%)	40	44
Percentage of schools with health promotion stage 3 accreditation. (%)	100	100

For a graphical explanation of occupancy levels for both primary and secondary school see Appendix 1: Figures I and J.

### **What are we going to do now?**

- Move to construction of the new Dumbarton Academy.
- Developments in 2011/12 will include the preparation of two bids for funding for new schools under the Council's Income Securitisation Programme: a co-located denominational and non-denominational primary school building with a large EECC in Bellsmyre and a new secondary school building for Kilpatrick School.
- Prepare a revised strategy for the schools' estate.
- Continue the progress made with uptake of Glow and prepare West Dunbartonshire staff for Education Scotland's new ICT strategy.
- Implement three pilot projects to evaluate the use of I-pads, I-pod touches and associated apps for learning.
- Continue the health and well-being Phase 1 visits to schools and develop a Phase 2 visit schedule for schools and a visit schedule for early years establishments
- Develop improved guidance and support for outdoor learning as an integral aspect of the curriculum.
- Establish the Secondary HT Group to oversee the development of Senior Phase across West Dunbartonshire.
- Continue to monitor implementation of CfE across 3-18 age range

### 6.3 Objective 3

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

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

- Implement statutory performance indicator improvement plans to improve service performance in key areas
- Redesign key services to promote greater online access and information
- Contribute to the council's "Tell Us Once" strategy aimed at providing a single point of contact for people to notify all council services of their change of circumstances.
- Develop an electronic booking system for Sport's Development with help from the Council ICT department.
- Participate in a Public Service Improvement Framework (PSIF) self-assessment of Libraries and Culture following the review and amalgamation of this service.
- Provide formal training in benchmarking on performance indicators and on qualitative benchmarking to support continuous improvement.
- Implement the significant planned changes in procurement methodology and systems to ensure more efficient and cost effective procurement of goods and services.
- Implement actions arising from the services undertaking Competitiveness Testing and build on these developments in future target areas of the service
- Review the impact and risks associated with the departmental policies, procedures and plans
- Focus on external awards across all areas of service and develop a rolling programme of activity.
- Implement Customer Service Standards in all services.
- West Dunbartonshire Council, in common with many public bodies, is in the process of very significant restructuring of its services. Educational Services will play a full and active role in this corporate priority with the aim of ensuring that any new structures continue to deliver high quality and improving services to the people of West Dunbartonshire.

The challenging economic environment makes the delivery of Best Value an integral part of our service. Modernisation of the service can ensure that we deliver Best Value within this constraint, while maintaining the high standard of service expected by the residents of West Dunbartonshire.

##### Online developments

Educational Services internet and intranet sites have been reviewed and changes made to support improved access and service delivery. In December 2010 the staff intranet was moved to a new content management system which resulted in a complete redesign of the site and review of the content. This review led to a rationalisation of the content and ensured that it was completely up to date. These sites are continually reviewed and updated to make certain they continue to meet customer need.

Educational Services are now part of the Council's "Tell Us Once" strategy. This provides a single point of contact for residents of West Dunbartonshire when giving notification of a birth or death. This eliminates the need for parents or carers to inform multiple agencies.

Process maps for Sports Development bookings have been completed and the Council is now creating a plan that will create some 'quick wins' for residents, user groups and staff. The process maps highlighted areas of potential development and removal of duplication. Sports Development can now accept online booking forms and take payment over the telephone,



both of which have improved service delivery. A full booking system is expected to be developed.

### **Performance Management**

Performance management is the approach followed by the Council to ensure that all goals are met in an effective and efficient manner. It aims to improve individual performance while developing the team and its individuals<sup>[4]</sup>.

Performance management and reporting within the council is governed by the council's Performance Management Framework (PMF). The framework recommends that the Department's Service Plan be reviewed by the Departmental Management Team regularly, but states that, at the least, quarterly monitoring is required. It also states that a report of progress in the Plan should be e-mailed to Elected Members after the completion of quarters one and three and formally scrutinised by Elected Members at committee after quarters two and four.

In addition to the PMF, the department presents all HMIE Inspection Reports and Follow Through Reports to committee. It also presents papers to committee when the Scottish Government publishes its booklets on schools' statistics and when the SQA exam results are released.

Training in benchmarking has been provided to senior officers in Libraries and Museums. This will better enable the service to use this improvement tool to learn from and adapt good practice from other authorities and organisations. A pilot e-books project has been developed in collaboration with Moray, Shetland and West Lothian councils. This project will include joint marketing, shared user surveys and planning of learner support needs ensuring best value. Successful benchmarking is a key component of continuous improvement and Libraries and Museums' are keen to further develop their service using this technique.

The Customer Service Standards for Libraries and Libraries are being developed collaboratively within the service.

Where possible additional external funding for Libraries and Museums has been sourced to maximise available budgets this includes funds received to date this year of over £89,000 from Creative Scotland, Museums and Galleries Scotland and the Scottish Libraries and Information Council.

A business plan for Outdoor Education has been produced and is the only follow-on activity arising from the earlier meetings of the competitiveness group.

Assistance for sections submitting for external awards will be carried out on a one-to-one basis to acknowledge the differences between the various awards bodies and to offer a more focused level of support.

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

<b>What did we measure?</b>	<b>What was our target?</b>	<b>How did we perform?</b>
Cost per primary pupil	No target set	£4,199
Cost per secondary pupil	No target set	£5,507

For a graphical explanation of cost per pupil for both primary and secondary school see Appendix 1: Figures L and M.

### **What are we going to do now?**

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

<sup>[4]</sup> The Free Dictionary. Performance management. Available at: <http://encyclopedia.thefreedictionary.com/Performance+management>. Accessed on the 2nd February 2011.

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## 6.4 Objective 4

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

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

- Contribute to the implementation of the Integrated Assessment Framework (IAF) and the ICSP
- Contribute to the ICSP by implementing and evaluating initiatives that target children with mental health issues, children in need and children with disabilities
- Implement equality legislation in education
- Continue to develop the partnership between Educational Services and Save the Children for the benefit of our most vulnerable families.
- Build on the success of the FAST Programme in Linnvale Primary School and roll the programme out in other schools.
- Further promote the Rights Respecting School agenda in our educational establishments.
- Bring together the Joint Strategy Group for Children's Services with the Education and Lifelong learning Thematic Group of the Community Planning Partnership, thereby reducing duplication and increasing elected member and community involvement in Children's Services and the Getting it right for every child (GIRFEC) agenda.
- Build on good practice and success in areas such as Pupil Attendance, Exclusion and School Leaver Destinations.

The delivery of high quality interventions and programmes to support children requiring additional support needs remained a key priority. The Council reviewed how secondary schools support children with a level of need which is not able to be met within a mainstream class. As a result, two of the Council's secondary schools: St Peter the Apostle and Clydebank High School introduced innovative approaches and interventions to improve outcomes for children with more complex additional support needs. The new models of supporting learners have allowed many more pupils to be more included and engaged within their own school community.

#### Psychological Service

West Dunbartonshire Council Psychological Service delivers the five core functions of a Psychological Service – consultation and advice, assessment, intervention, training and research & strategic development across the three levels of children and families, educational establishments and the wider authority.

Eight nurture groups are operating within primary schools providing support to pupils whose significant social and emotional needs are likely to hinder their educational progress. Feedback from schools continues to demonstrate the effectiveness of nurture groups in progressing the learning and social development of pupils attending them - this is in keeping with national research data. Long-term follow-up of present cohort of pupils has now started.

Promoting Alternative Thinking Strategies (PATHS) Preschool is a curriculum aimed at promoting social and emotional competence in children aged 3-5 years. The PATHS Preschool programme is being used in eight nurseries across the authority, with a further five nurseries having just received their initial training in 2011. A recent evaluation indicates positive gains in children's social and emotional vocabulary and behaviour.

Dalmuir EECC has developed the preschool PATHS. The children are taught strategies to help them regulate their emotions, for example, the turtle technique, where we have been encouraging the children to stop, take a deep breathe, say the problem and how they feel. This has helped develop their social skills, peer relationships and reduced aggressive and

challenging behaviour in the nursery. They have made a training DVD to share with parents and other nurseries.

Seasons for Growth is a peer education programme which supports children and young people to cope with change, loss, separation and bereavement. Evaluations at local and international level have shown that, as a result of Seasons, participants feel:

- more included
- more able to cope now and in the future
- have more strategies to deploy when they are faced with difficulties
- more aware of and able to discuss their feelings

One of the central aims of the programme is to promote 'connectedness', a major factor in resilience in coping with adverse life events. Over the course of 2010-11 West Dunbartonshire supported approximately 288 children and young people in Seasons' groups.

### **Equality using Rights Respecting Schools Award**

The importance of the Equality and the Rights agenda within the GIRFEC agenda has been a key focus of the work of the Council, in particular the *Rights Respecting Schools Award*. The United Nations' Convention on the Rights of the Child (UNCRC) applies to all children and young people under 18. Through the United Nations' Children's Fund (UNICEF) Rights Respecting Schools Award we promote knowledge of the UNCRC to help children understand that all children have inalienable rights and must respect the rights of others. The Rights Respecting Schools approach demonstrates improvement in relationships and behaviour, pupil empowerment to promote inclusion and the rights of others and attainment.

In West Dunbartonshire we have been successful in promoting knowledge of children's rights through UNICEF's Rights Respecting Schools Award with more than 25% of our schools registered for the programme. In recent months one school has received recognition as a Level 2 school and two schools have been successful in achieving the Level 1 award. The Level 2 school now has UNICEF approval to support others through sharing good practice and providing child and staff assessors for schools within West Dunbartonshire and across the Glasgow and Clyde Valley authorities.

Kilbowie EECC is working towards a Rights Respecting School award and much of the evidence is in the narrative of children's talk which is expertly recorded by the staff. Their views and ideas for change and improvement within the centre and community are highly valued and acted upon where possible. Children's awareness of UNCRC is developing and making a positive impact on their views and opinions.

### **Support to children and families**

The Support to Children and Families programme, which offers a range of support to vulnerable children and young people from birth until young adulthood, was recognised as good practice during the recent Joint Investigation of Children's Services. The programme includes the work of the Young Families Team supporting children from birth until they start school and the Pupil and Family Support Workers based in schools. Over the reporting period over 1000 families were provided with effective personalised support which is valued by all involved.

The continued benefit of Educational Services partnership with Save the Children enhances the delivery of services for vulnerable young children and their families through the Families and Schools Together Programme (FAST). The Council's schools and EECCs continue to deliver the FAST programme. During 2010, St Joseph's Primary School delivered FAST to over 20 families. The programme is a Save the Children funded multi-family group activity which enhances children's resilience and improves the quality of relationships, and is, of course, fun. The evaluations demonstrate that there were significant improvements to how

children interacted with their family and teachers as well as improved eating habits from the preparation and sharing of a family meal.

A new suite of leaflets has been produced to inform parents on all aspects of how the Council supports children and young people. The leaflets also inform parents of their rights under the recent Equality and Support legislation. Posters informing parents about the new leaflets are on display in most public areas throughout the Council. The improvements to the parental information site on education's internet pages has meant that a wide variety of reports and interesting documents relating to supporting learners can be shared with parents and the wider community.

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

The *Sports and Physical Activity* project aims to increase participation levels and improve the health of children aged 0-5, families, adults/parents and people with a disability. This is achieved primarily through increased delivery, support, training and development opportunities for people in the community, EECC staff, parents, volunteers, childminders and Community Groups. There is a clear focus on inclusion and Scottish Index of Multiple Deprivation (SIMD) areas within the project as 100% EECCs are engaged and over 1,600 children participate in the project every week.

### **What are we going to do now?**

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

## 6.5 Objective 5

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

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

- Continue to develop consultation mechanisms so that the views of children and young people are systematically collected.
- Continue to develop partnerships to build capacity in establishments, services and the community.
- Strengthen the voice of parents through the Parental Strategy Group.
- Evaluate the impact of Parental Involvement Strategy Group
- Lead the Education and Lifelong Learning theme within the Community Planning Partnership with the aim of amalgamating the Thematic Group with the Joint Strategy Group for Children's Services.
- Play a leading role in extensive Council-wide public and staff consultations on budget issues.

Children and young people are encouraged to develop the capacities of CfE through their active engagement in their learning; their engagement in supporting the learning of their peers and their opportunities to exercise Pupil Voice.

#### Pupil Councils

Pupil Councils are a strong feature of all schools and have evolved year on year to meet the development of the principles and capacities of CfE. Many schools now have young people as chairpersons of Pupil Councils who manage all the operations involved. Head teachers are more responsive and accountable through this approach. Committee activities are further developed through Eco-Schools events, Improvement Planning consultations and community engagements.

Training for Pupil Council post holders has now been offered through the support of Community Learning and Development staff. Training is at an early stage but has the potential to enhance the skills and responsibility of our young people. The partnerships developed with other services and the community has built on the development of children and young people's opportunities to influence decision making in their establishments and across the council.

A number of Pupil Councils now have their own budget to use and manage to address the priorities identified through their local consultations. The annual Public Speaking Competition operated by partner services has grown year on year and provided young people with a strong platform for raising and promoting relevant issues. Partnership with employers and further education providers has widened opportunities for young people to develop valuable skills for the future and experience the value of the work ethic in an area of high deprivation.

Capturing the views of young people is now becoming established in many of our educational establishments. All of our early years' establishments have shown a commitment to promoting children's rights by participating in the *Right Wee Blether*. The work done by early years' establishments has recently been recognised by UNICEF which has invited Heads of Centre to work with UNICEF to develop an award that would capture the good work being done with very young children

#### Parent voice

Parental Involvement is a priority within the Council. The Parental Strategy Group has developed strongly over the years. In 2010-11 there was a real commitment to continue



developing this partnership, with additional membership sought from all Parent Councils. Consequently, all establishments strive to encourage and develop this in a variety of ways.

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

The Parental Strategy Group is included in the consultation process for all educational policy and initiatives. Strong relationships between the Parental Involvement Strategy Group and senior officers enable issues to be openly discussed. A website has been developed to enable the sharing of minutes and documents with all parents. Events are reviewed and plans made to address any issues arising. The Strategy Group is now keen to develop smaller area meeting to increase local engagement.

The Chair of the Parent Strategy Group is now a parent rather than a Council officer, although officers provide support as required. The current chair has also taken on the role of Chair of the National Parent Forum, reflecting the strong commitment developed locally.

### **Consultations**

The Executive Director of Educational Services played a leading role in a series of Council-wide staff consultation meetings in August 2010 in which over 600 staff were consulted about the construction of the 2011/12 Council budget. There was then a further consultation event specifically for staff within Educational Services which was attended by over 100 staff. Evaluations of these events were extremely positive.

There were also three public Budget consultation events in January 2011 at which the Director played a leading role. In addition, the West Dunbartonshire Council Parental Strategy Group organised a public meeting specifically to discuss educational elements within the budget proposals. Input from staff and public at all these events, together with comments posted on the Council website, formed the basis of a report to elected members which helped to shape the final budget.

A broad consultation is taking place on the provision of Outdoor Education to schools within West Dunbartonshire. The consultation and engagement exercise will examine the current and future provision of this type of learning to all schools. The development of Outdoor Education to support CfE will be a key theme of the consultation and will enable the Outdoor Education Service to fulfil its key role in developing a broad range of personal skills and learning outwith the classroom environment.

### **Libraries and Museums restructure**

Libraries and Museums was formed through the amalgamation of the existing Libraries and Culture Sections. This involved full staff and trades union consultation, and public consultation with 1500 respondents. The restructure was developed around key service values and included the production of 22 new job profiles across 100 staff. The new profiles reflect the revised staffing structure and aims for the service empowering staff to deliver a more dynamic and customer oriented service with increased activities and events. The change management process has been identified as Best Practice by Trades Unions and the Scottish Libraries and Information Council, in particular for its robust and transparent process, staff consultation and ambitions to improve service delivery.

As part of developing the restructure, and identifying both savings and service improvements a public consultation exercise took place in August 2010. This involved over 1,500 respondents, both users and non library users, including 500 respondents from the Citizens Panel. The results of this have guided and continue to guide service development e.g. the development of local history centres and enhancing learning facilities.



### How did we perform against our objectives?

What did we measure?	What was our target?	How did we perform?
Percentage of schools with a pupil council (%)	100	100
Percentage of schools with a parent council (%)	100	95
Number of school-business links	98	89
Number of the members of the public who attended budget consultations	n/a	175

### What are we going to do now?

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

## 6.6 Objective 6

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

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

- Implement the national and WDC cultural strategies
- Implement the council's Sports strategy
- Continue to increase participation rates in local clubs through the Club, Coach and Volunteer Development Project.
- Support Sports Development, Active Schools and Outdoor Education as they transfer to the new Leisure Trust and establish SLAs with the new Trust.
- Develop the Loch Lomond Outdoor Education Centre as a high quality, cost effective centre of excellence for outdoor learning.
- Complete the amalgamation of the Libraries and Culture Sections into the new Libraries and Museums Section.
- Manage the restructuring of the Library Service with the aims of minimising the negative effects on communities of library closures and of maximising the efficiency and effectiveness of the re-profiled service.
- Broaden access points and the range of art-forms and quality creative learning opportunities
- Deliver a Museums Outreach Service during the period when Clydebanks Town Hall (in which Clydebanks Museum is located) is closed for renovation; and plan for the re-launch of the Museum when the Town Hall reopens.

West Dunbartonshire provides opportunities for children and young people to access sporting and arts activities through services from Active Schools, Sports Development, Outdoor Education, The Stand, Instrumental Music Service and Libraries and Museums.

#### Sporting activities

The Club, Coach and Volunteer Development Project is situated in the Sports Development Service and continues to deliver high quality support to the local area. The project has established new sports clubs, trained coaches and volunteers and has started the development of Community Sports Hubs. The general infrastructure of sport relies on sports clubs, coaches and volunteers and the project has trained over 200 local people and supported over 40 local clubs/organisations to improve and increase their service within the community.

The focus of the project has not solely been on increasing participation through clubs, as the improvement of the general quality of clubs and awareness of key topics (e.g. child protection in sport, health and safety, first aid) also has been a high priority. It can now be stated that West Dunbartonshire has safer and stronger clubs as a result of this project being sustained as a service.

Active Schools do contribute to this project via the establishment of school to club links that enable children and young people to have a pathway into participation in their local communities and sports clubs.

Active Schools have recruited, retained and developed a network of volunteers, coaches, leaders and teachers to deliver sport and physical activities in schools and communities. The majority of our provision for school-aged children and young people was led by an army of volunteer parents, teachers, college/university students and members of local sports clubs. In 2010-11 our network of volunteer deliverers grew significantly from 133 to 331 [2009-10], which included over 35 sport students from Clydebanks College. This network of deliverers enabled 3,416 WDC Active Schools' activity sessions to take place in 2010-11 which involved

63,842 attendances of children and young people in extra-curricular sport and physical activity – a rise of 54% in the number of sessions and 51% in the number of attendances, compared with the previous year.

Active Schools' partnership working with Clydebank College has further improved this year, as reflected in the number of students involved in delivering sport sessions in schools. This joint work helps not only increase the quality and number of opportunities on offer to school-aged children, but also student development by placing them in real-world work situations with opportunities to practice the skills they are learning at college. The excellent partnership work was recognised in November 2011 at Scotland's Colleges Annual Awards ceremony, the initiative receiving an award in the Student Award category.

Sports Development and Active Schools are the services which are transferring from Educational Services to the Leisure Trust in April 2012. The creation of the Leisure Trust has been supported by the appointment of a *Leisure Trust Project Coordinator*. The post holder had the responsibility to request and collate the required information from both services and maintain communication with the key services and staff that are transferring. Specific information pertaining to both services is included within the legal and financial agreements proposed within the Business Case. The final SLAs, Business Transfer Agreement and Business Case will be prepared for the transfer of services.

As a consequence of the transfer of Sports Development and Active Schools to the Leisure Trust, the Council's Sports Strategy now sits with the Trust.

The innovative Early Years Sports Development Project delivers high quality sports activity to 1,700 young children in 100% of EECCs in West Dunbartonshire. This Gold COSLA Award winning project is well integrated into the Early Years curriculum and focuses on enhancing children's physical, social and psychological development through sporting activity. The comprehensive project recognises wider achievement, trains staff and parents in the use of sports equipment and helps very young children experience the benefits of an active lifestyle.

Local Primary Schools in Clydebank got into the 'Wimbledon Spirit' with the new Active Schools Tennis programme, in association with Tennis Scotland. This was the first year of the programme in West Dunbartonshire and the pilot programme included eight schools (Carleith, Clydemuir, Goldenhill, Gavinburn, Our Holy Redeemer, St. Eunan's, Edinbarnet and Kilbowie). Tennis Scotland provided an impressive range of tennis equipment including DVD, 30 tennis rackets, 60 balls and a net, thus ensuring that pupils had a high quality experience of tennis in school.

Teachers from the schools involved delivered a six-week tennis block to their Primary 4 pupils between April and June 2011 and identified some talented pupils to represent their school in the inaugural West Dunbartonshire Tennis Competition which took place in September. Clydebank College students took on the task of training up pupils during extra-curricular clubs to make sure they were ready for the competition. The winning team were then given the opportunity to take part in the West of Scotland Tennis Competition - held at Scotstoun Leisure Centre, coinciding with the AEGON Professional Tennis Tournament in October.

Loch Lomond Outdoor Education Centre continues to deliver a range of outdoor activities to pupils within and outwith West Dunbartonshire to support its future development. An extensive programme of review is taking place to ensure that the service has the necessary resources and business support to promote health and quality of life issues with pupils for the years ahead.

All schools in the area are well used by the community. In session 2010/11 there were 1,700 occasional lets and 267 groups who used the accommodation on a regular basis. The types of accommodation that are let and booked within schools, including games halls, gym halls, assembly halls, classrooms, conference rooms, libraries, dining halls, dance studios,

swimming pools, car parks, football pitches, hockey pitches, basketball courts and athletic tracks.

## **Arts**

'Lord of the Flies' was a joint project between West Dunbartonshire Council the Theatre Royal and the education strand of Matthew Bourne's New Adventures. The cast comprised boys from all 5 secondary schools and professional dancers. 'Lord of the Flies' was a world premiere ballet and a huge success. This wonderful experience resulted in the boys forming their own group, Dimension. They have gained funding and continue to perform and take part in a range of dance activities supported by The Stand.

As part of the same project a larger group of boys from across the authority made a professional film called 'Beastie', also based on the William Golding novel 'Lord of the Flies'. The film, shot on location, was premiered at the Glasgow Film Theatre.

In session 2010-11 the Music service taught 464 primary pupils from P4 to P7 and 560 secondary pupils. The service supported pupils working towards Intermediate 2, Standard Grade, Higher and Advanced Higher examinations in all secondary schools. Pupils from both primary and secondary schools were submitted for external music exams through the Associated Board of the Royal Schools of Music. Seventy (70) young people were presented throughout session to the Associated Board of the Royal Schools of Music 2010-11 with the following results: Distinction – 7; Merit – 38; Pass - 24.

The Wind Band and Youth Orchestra each entered competitions with the Wind Band being awarded a Silver and Silver+ Certificate at the National Concerts Band Festival and Scottish Concert Band Festival respectively and the Youth Orchestra awarded second in their class at the Glasgow Music Festival.

Changes to staffing remits, the restructure of staffing teams including the relocating of arts staff into Libraries and Museums and promotion of new customer initiatives have resulted in an increase in access points, range of art forms and creative learning opportunities. They include promotion of: a Youth Theatre, The STAND Dance Studio programme including boys dance group, visits by Scottish Opera, an increase in vocational learning opportunities such as You're Hired, and family history classes.

## **Libraries**

Initial like-for-like comparison of statistics for existing branch libraries suggest that the impact of branch closures has been lessened by the structural changes made, the increase in events and activities and new customer focus. Whilst figures will be down generally in 2011/12 these will be significantly less than expected following the closure of three branch libraries with signs that some areas of delivery are currently rising.

Mobile library provision has increased through the provision of services in communities affected by branch closures. In addition a new schools library programme has been developed in these areas with 200 issues per school visit. As a result significant rises have been recorded in visits to Mobile Libraries (up 36.9%)

BookBug gifting packs are a hugely successful learning and reader development programme running in Scotland since 2009. Coordinated by the Scottish Book Trust, WDC Libraries distribute separate age-related book-packs to 98% of pre 5 children in WD. Family Rhymetime sessions for pre 5's have been rolled out across nearly every branch and increased by 9% last year and are forecast to rise again this year. In 2010/11 these attracted 11,169 participants up 19% on the previous year. Nationally West Dunbartonshire is 7<sup>th</sup> in relation to number of participants per 1,000 population evidence that WDC is performing strongly.

## Museums

Whilst Clydebank Museum is closed for 12 months during the refurbishment of Clydebank Town Hall two new heritage centres have been developed in Dumbarton and Clydebank Libraries. This has resulted in significant increases in visitor figures, and in Learning and Outreach statistics. These new facilities include the provision of multiple exhibition space, study areas and increased events and classes. However, the closure of the Town Hall has made it impossible for the service to meet all targets for 2010/11, as indicated in the table below.

Much work has taken place to plan renovations and improvements to Clydebank Museum whilst closed, including the development of gallery space, an additional 'Links' gallery, display of permanent exhibits from the collection, environmental controls and plans for future exhibitions. A partnership with the National Galleries has been established supporting future national touring exhibitions. Significant internal and external funding has and is being sourced to support these ambitions.

In 2010/11 Clydebank Museums achieved 4 Star Visit Scotland status, as part of Visit Scotland's Quality Assurance Scheme. The museum achieved higher scores than ever before and scored particularly highly in: staffing, presentation and merchandising; putting Clydebank Museum in the top 12% of museums nationally.

Libraries and Museums have been awarded £156,000 from the Heritage Lottery Fund 'Skills for the Future Scheme' to host a groundbreaking programme of nine paid internships over a period of five years. Internships include four positive action placements for those with disabilities and all participants work towards a National Award in Cultural Venue Operations. Each intern mentors one of their less experienced colleagues gaining coaching skills, and specialise in their favoured area of work in their last six months supporting them to find future employment in a related area.

The action for the implementation of national and Council cultural strategies was developed when government intended to produce new National Cultural Strategy. Since then Creative Scotland has been developed and no strategy announced. WDC strategy has been implemented and a revised integrated version will be developed in 2012/13 as a new action.

## How did we perform against our objectives?

What did we measure?	What was our target?	How did we perform?
Percentage of the resident population who are borrowers from public libraries (%)	21.5	22.3
Number of Library visits per 1000 population	6,600	7,526
Library learning centre and learning access points: number of users as a percentage of the resident population (%)	10.0	11.4
Library learning centre and learning access points: number of times that the terminals are used per 1,000 population	1,200	1,220
Number of visits to/usages of council funded or part funded	914	801

museums per 1000 population		
Number of visits to/usages of council funded or part funded museums that were in person per 1000 population	110	75
Number of volunteers delivering Active Schools activities	140	331

### What are we going to do now?

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



## 7 Summary

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

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

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

HMIE reports in pre-5 and primary were very positive (no secondary schools were inspected during the period).

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

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

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

Approximately 5000 young people in West Dunbartonshire have recently moved into new, state of the art educational establishments. There is also a strategic plan for the regeneration of the remainder of the schools' estate, which will be received in spring 2012.

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

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



## 8 Further Information

The following websites will provide more information.

Curriculum for Excellence – more information about CfE.

[www.ltscotland.org.uk](http://www.ltscotland.org.uk)

Education Scotland - who support quality and improvement in education.

[www.educationscotland.gov.uk](http://www.educationscotland.gov.uk)

Scottish Schools Online – a searchable directory of all schools in Scotland

[www.ltscotland.org.uk/scottishschoolsonline](http://www.ltscotland.org.uk/scottishschoolsonline)

Inspection Reports available on HMIE website

[www.hmie.gov.uk](http://www.hmie.gov.uk)

School and education data on the Scottish Government website.

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

Parentzone which offers help and advice to parents.

[www.ltscotland.org.uk/parentzone](http://www.ltscotland.org.uk/parentzone)

Parent Councils – more information on parent councils and their role in schools.

[www.ltscotland.org.uk/parentzone/getinvolved/index.asp](http://www.ltscotland.org.uk/parentzone/getinvolved/index.asp)

Scottish Parent Teacher Council which offers help and advice to parents.

[www.sptc.info](http://www.sptc.info)

## 8.1 Glossary and Abbreviations

CfE	Curriculum for Excellence
COSLA	Convention of Scottish Local Authorities
CPD	Continuous Professional Development
EECC	Early Education and Childcare Centre
GIRFEC	Getting it right for every child
HEEDs	Department of Housing, Environmental and Economic Development Services
HMIE	Her Majesty's Inspectorate of Education
IAF	Integrated Assessment Framework
ICSP	Integrated Children's Service Plan
ICT	Information/Communications Technology
LTS	Learning and Teaching Scotland
MCMC	More Choices, More Chances
MIS	Management Information System
PATHs	Promoting Alternative Thinking Strategies
PMF	Performance Management Framework
PSIF	Public Service Improvement Framework
SCQF	Scottish Credit and Qualifications Framework
SIMD	Scottish Index of Multiple Deprivation
SLA	Service Level Agreement
SOA	Single Outcome Agreement
SQA	Scottish Qualifications Authority
UNCRC	United Nations' Convention on the Rights of the Child
UNICEF	United Nations' Children's Fund
WDC	West Dunbartonshire Council

## 8.2 Feedback

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

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

Tel: **01389 737309**

Fax: **01389 737348**

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

Web: [www.wdcweb.info/education-and-learning](http://www.wdcweb.info/education-and-learning)

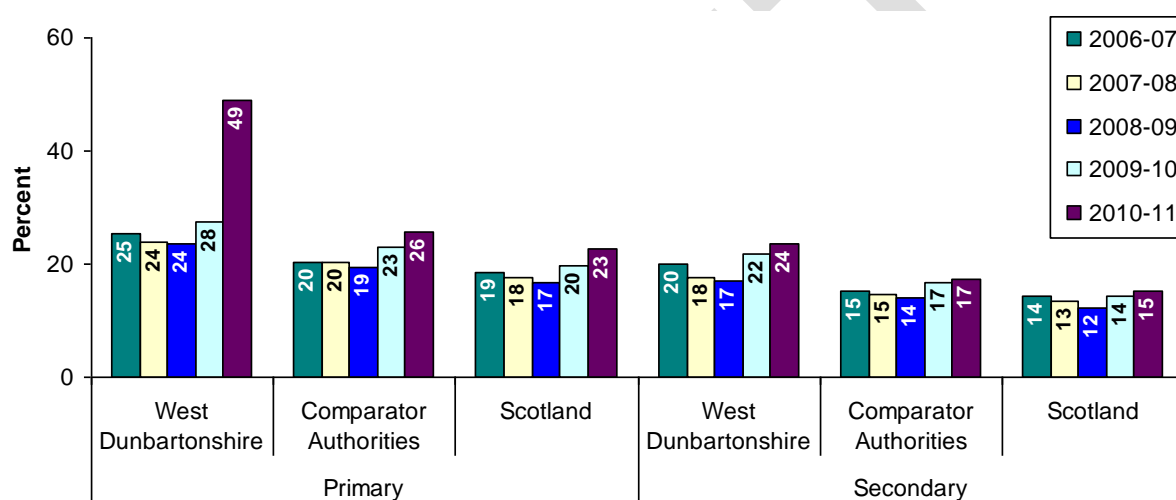
## 9.1 Appendix 1 Statistical Supplement

### Free School Meals

Figure A shows that the percentage of West Dunbartonshire pupils entitled to free school meals remains high when compared to the national or comparator authority averages and has risen in both the primary and secondary sectors in the past year. This is demonstrative of the continuing high levels of deprivation faced by school pupils in the council area.

The figure in primary schools appears to have risen substantially session 2010-11, but this is mainly due to the inclusion of all primary 1 to 3 pupils who were entitled to free school meals through a local West Dunbartonshire Council scheme. This provision ended in March 2011.

Figure A: Percentage of pupils entitled to free school meals



### Attainment at SCQF levels

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

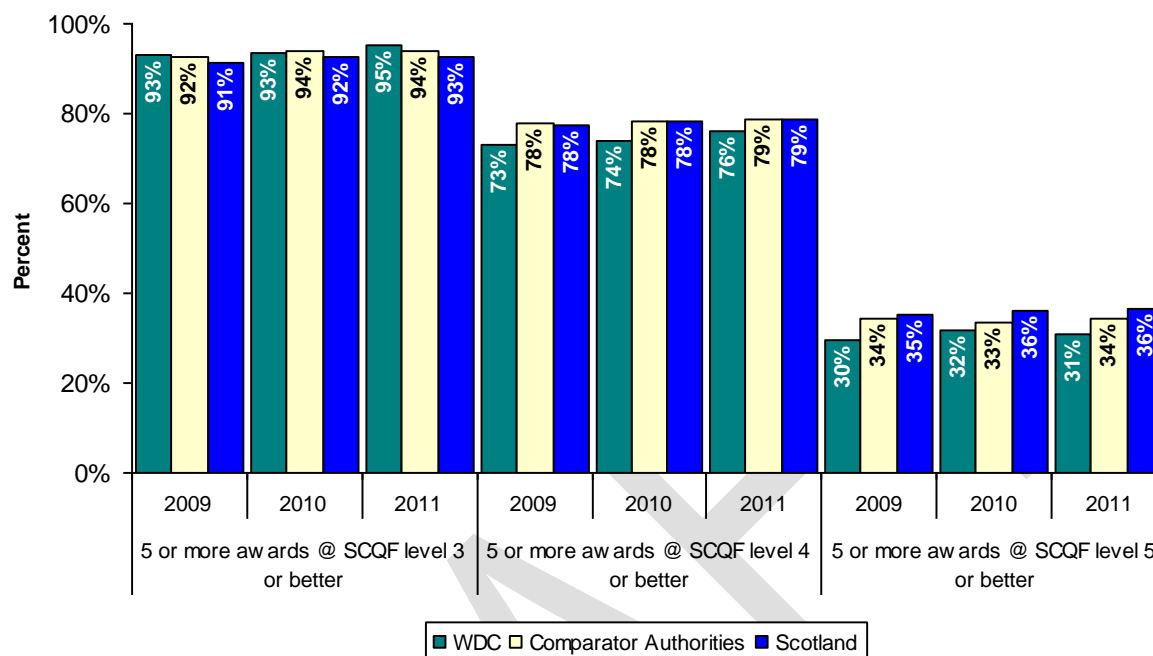
Pupils' performance in SQA examinations is measured by Scottish Credit and Qualifications Framework (SCQF) levels. This has been created to bring together all Scottish mainstream qualifications into a single unified framework. Our performance in the SCQF measures is shown in Figure B.

Table 1 Scottish Credit and Qualifications Framework (SCQF) levels:	
Level 7	Advanced Higher at A-C
Level 6	Higher at A-C
Level 5	Intermediate 2 at A-C; Standard Grade at 1-2 (Credit)
Level 4	Intermediate 1 at A-C; Standard Grade at 3-4 (General)
Level 3	Access 3; Standard Grade at 5-6 (Foundation)

West Dunbartonshire is above both comparator authority and national average figures for the measure '5 or more awards at SCQF level 3 or better by end of S4'. The measure has improved 2% in the past year to 95%. We are below both comparator authority and national

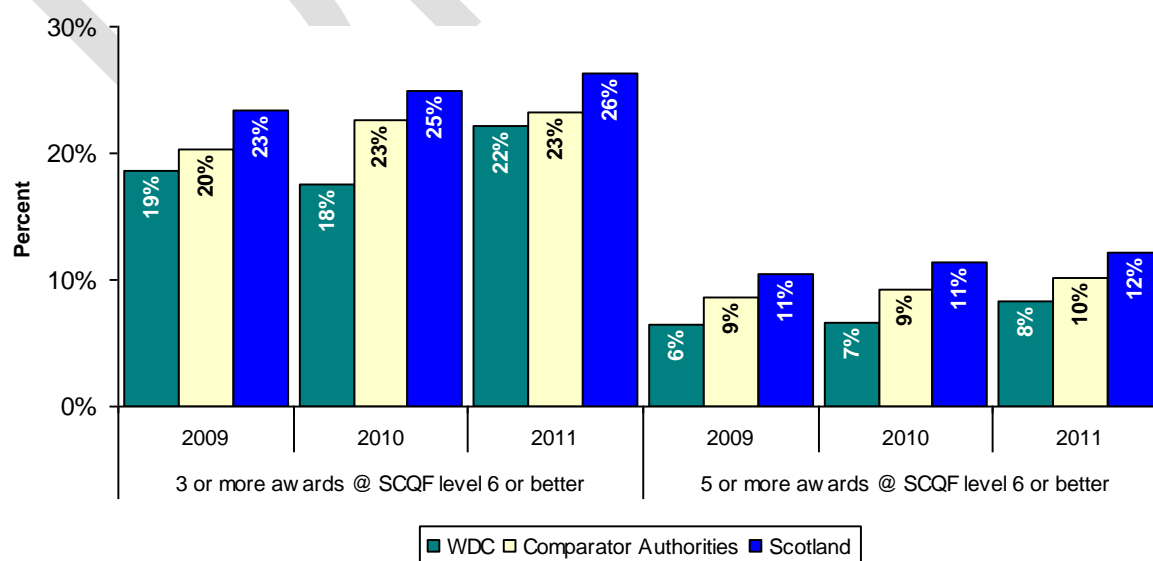
average figures for the measure '5 or more awards at SCQF level 4 or better by end of S4', although the measure has improved by 2% in the past year. We also remain below the comparator authority and national averages for '5 or more awards at SCQF level 5 or better by end of S4'. This measure has dropped by 1% in the last year to 31%.

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



For '3 or more awards at SCQF level 6 or better by end of S5', we remain below the comparator authority and national averages, however this figure increased by 4% in 2011 to 22%. For '5 or more awards at SCQF level 6 or better by end of S5', we are below the comparator authority and national averages, although we have improved by 1% to 8%.

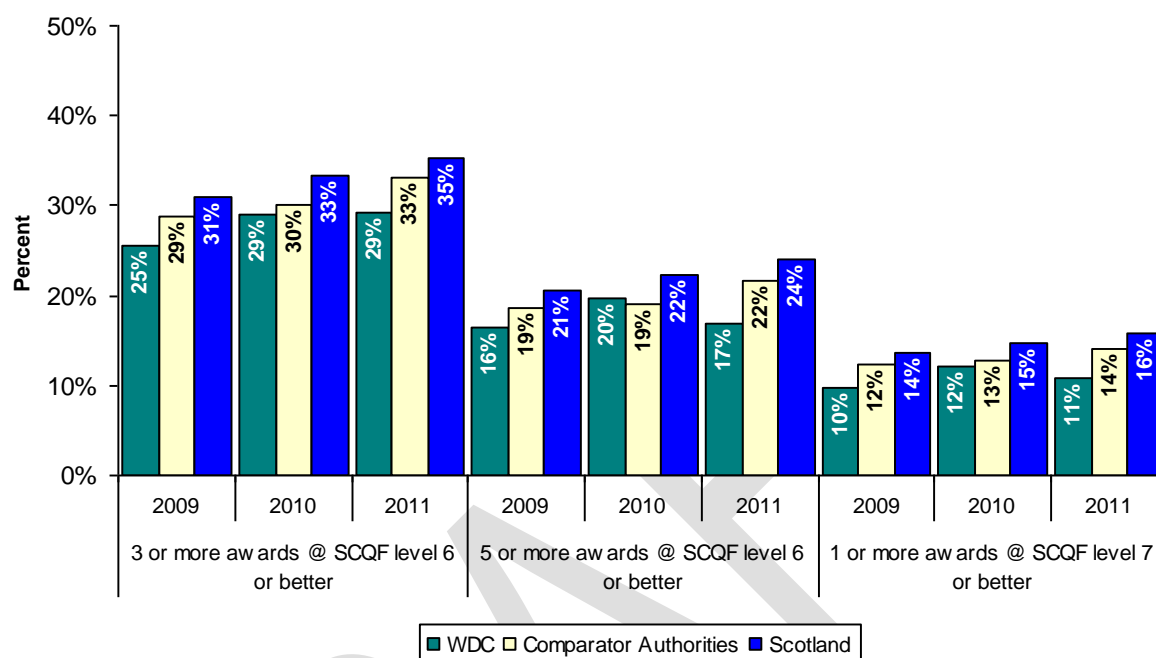
Figure C: Percentage of pupils achieving SCQF performance measures by the end of S5 (based on the relevant roll at S4).



For '3 or more awards at SCQF level 6 or better by end of S6', we remain below the comparator authority and national averages. The figure has remained at 29% in the past year.

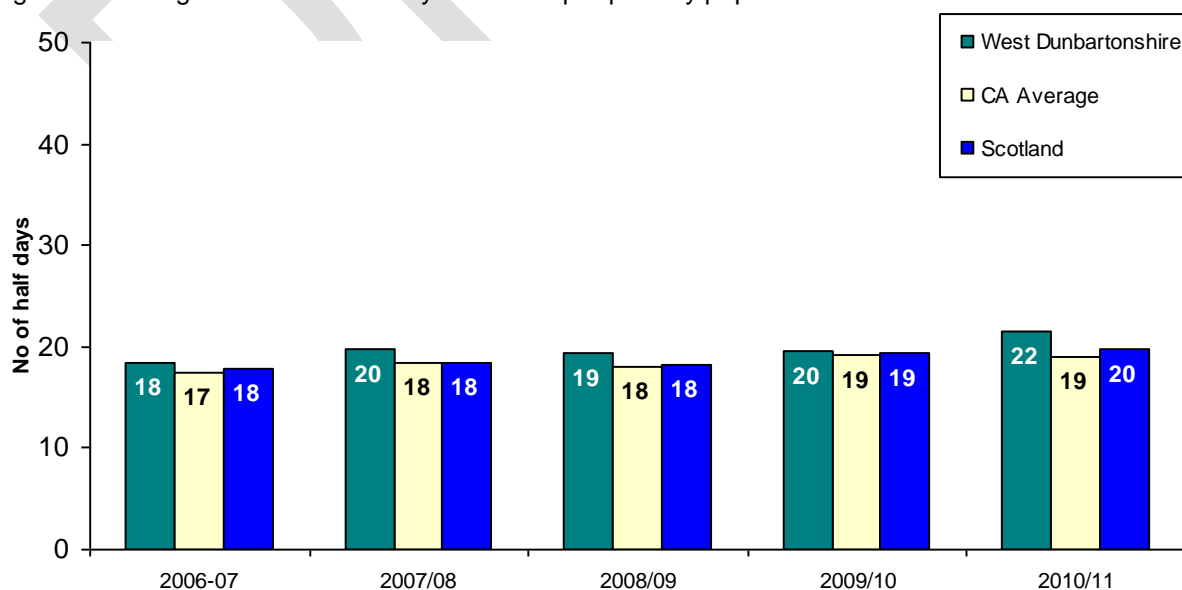
For '5 or more awards at SCQF level 6 or better by end of S6', we are below the comparator authority and national averages. This measure has dropped by 3% since the previous year to 17%. For '1 or more awards at SCQF level 7 or better by end of S6', we are below the comparator authority and national averages. This measure has dropped by 1% in the last year to 11%.

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



In the primary sector in 2010/11, our level of absence has increased by two half days per pupil since last year (Figure E). National authority averages have also increased by one half day per pupil, however comparator authorities level have remained static.

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

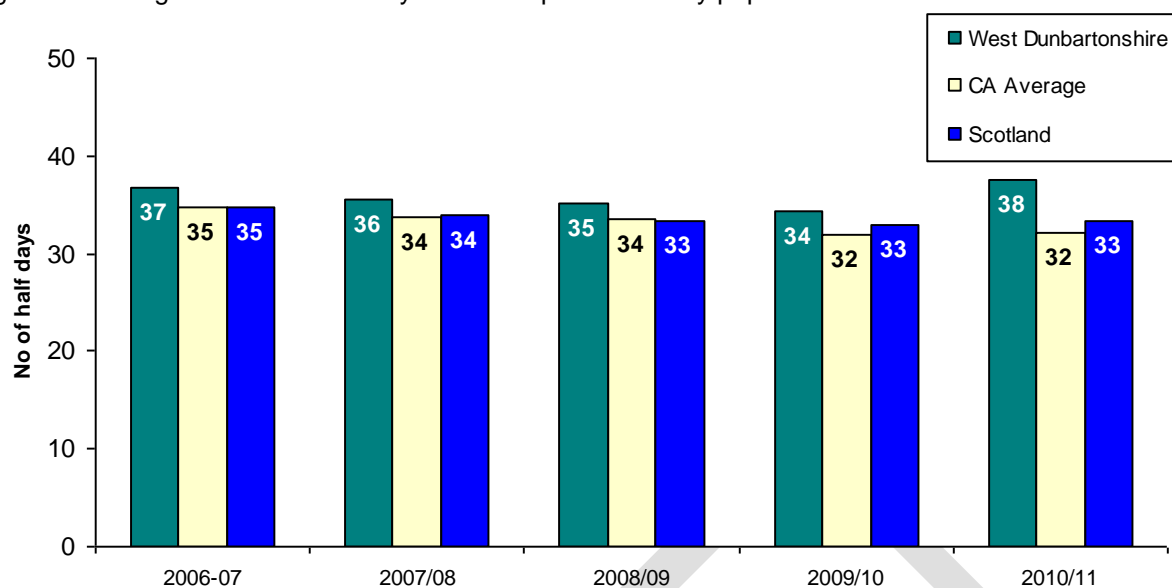


In the secondary sector in 2010/11, our level of absenteeism was five half days higher than the national average (Figure F), which remained level.

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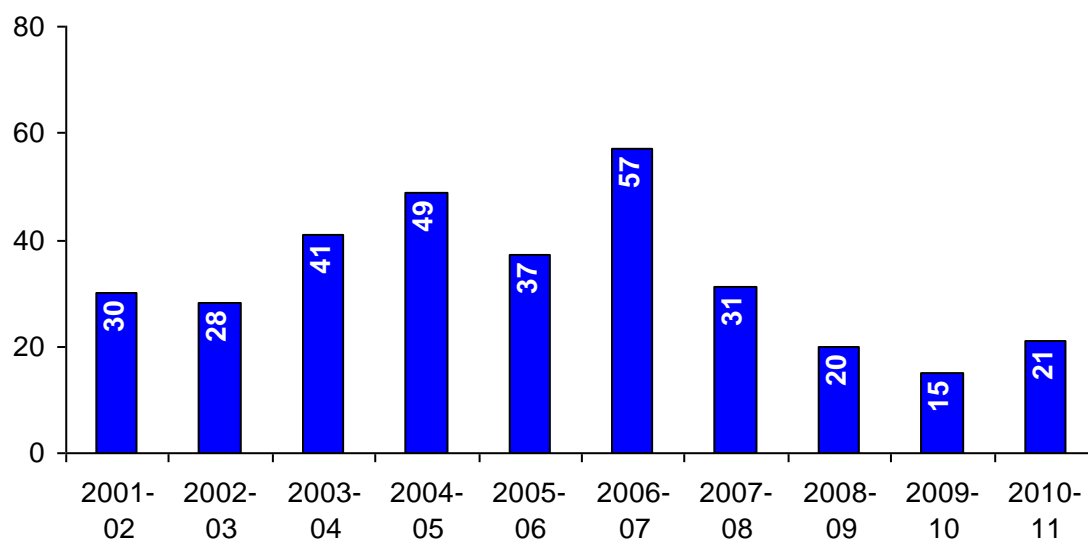


Figure F: Average number of half days absence per secondary pupil



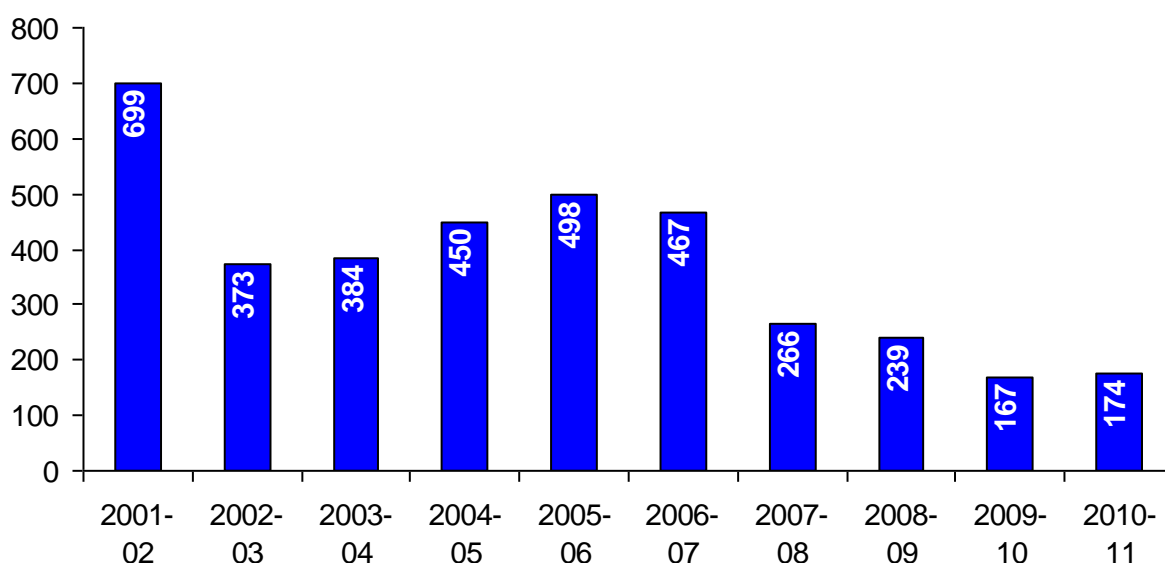
School time lost due to exclusion of pupils from our primary schools has increased for the first time in 4 years, although the number of days lost is only 1 day more than in 2008-09 (Figure G).

Figure G: Number of days in primary schools lost per 1000 pupils through exclusion



School time lost due to exclusion of pupils from our secondary schools has increased for the first time in 5 years, although the number of days lost is only 7 days more than in 2009-10 (Figure H).

Figure H: Number of days in secondary schools lost per 1000 pupils through exclusion



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

We measure the occupancy levels of schools in bands; 0-40%, 41-60%, 61-80%, 81-100% and greater than 100% occupied. In session 2010-11, none of West Dunbartonshire's primary schools were more than 100% occupied. Eight were 40% occupied or less, the same value as the previous year. Eleven are 41-60% occupied (equal to the previous year), 12 were 61-80% occupied (two more than in the previous year) and three were 81-100% occupied (two less than in the previous year). Figure I below shows these figures as percentages.

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

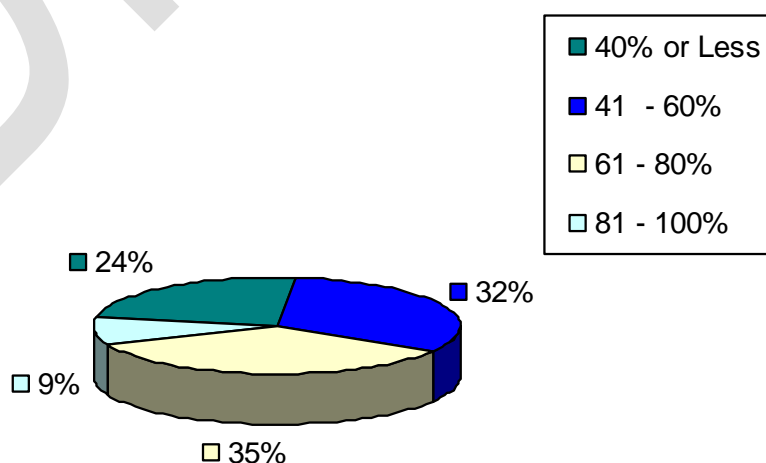


Figure J shows the secondary school occupancy figures. In session 2010-11, none of our secondary schools was in the 40% occupied or less band. One school was 41-60% occupied, three were 61-80% occupied and one was 81-100% occupied (all values the same as in the previous year).

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

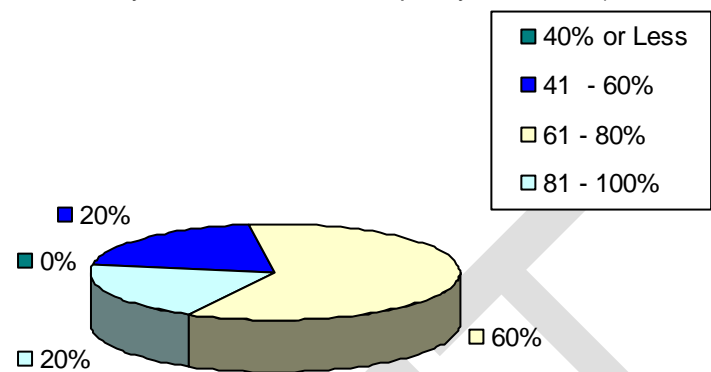


Figure K shows a 2% increase in the percentage of school leavers going on to employment and a 1% increase in those going on to Further Education and training, which is greater than our comparators and the national value. However, there has been a decrease in percentages of pupils going to higher education. Overall the proportion of school leavers entering positive destinations has increased slightly to 89.3% in 2010-11 which exceeds the Scottish average figure of 87.9%.

Figure K: School leaver destinations for 2010/11

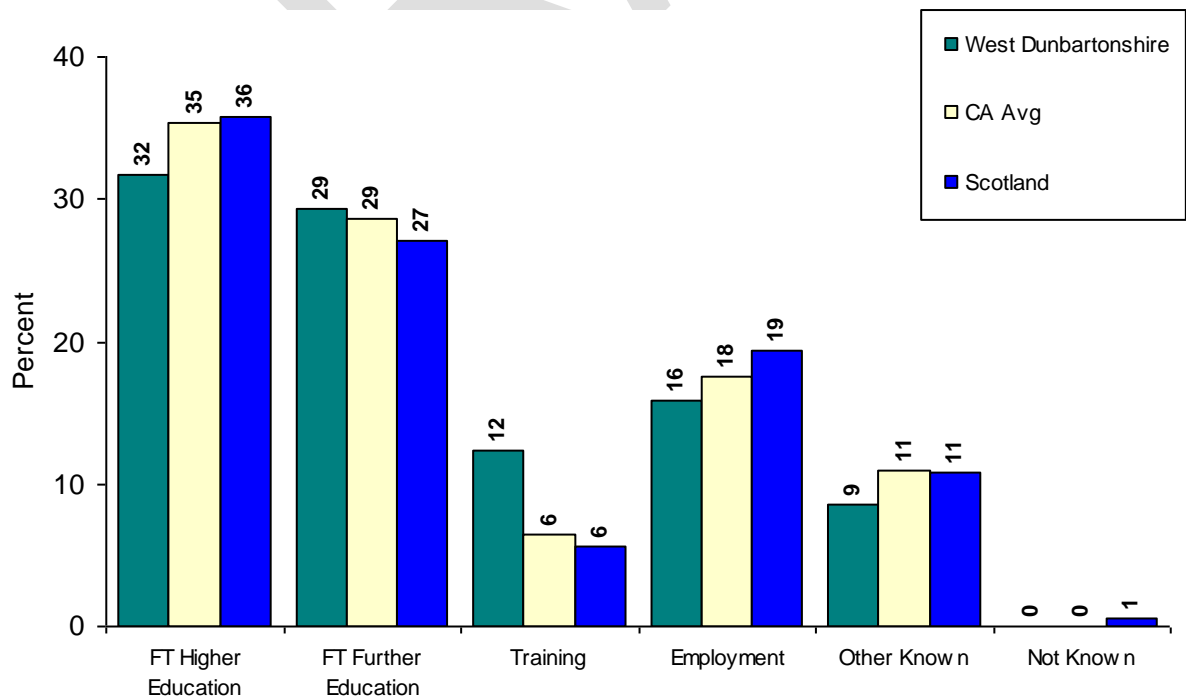


Figure L shows that costs per primary pupil generally increased annually both locally and nationally. In the last five years WDC has gone from being slightly below the national average cost per primary school pupil to slightly above it. In 2010-11, cost per primary school pupil in WDC fell by 1.4% over the previous year, compared to an increase nationally of 1.5%.

Figure L: Cost per primary pupil (£)

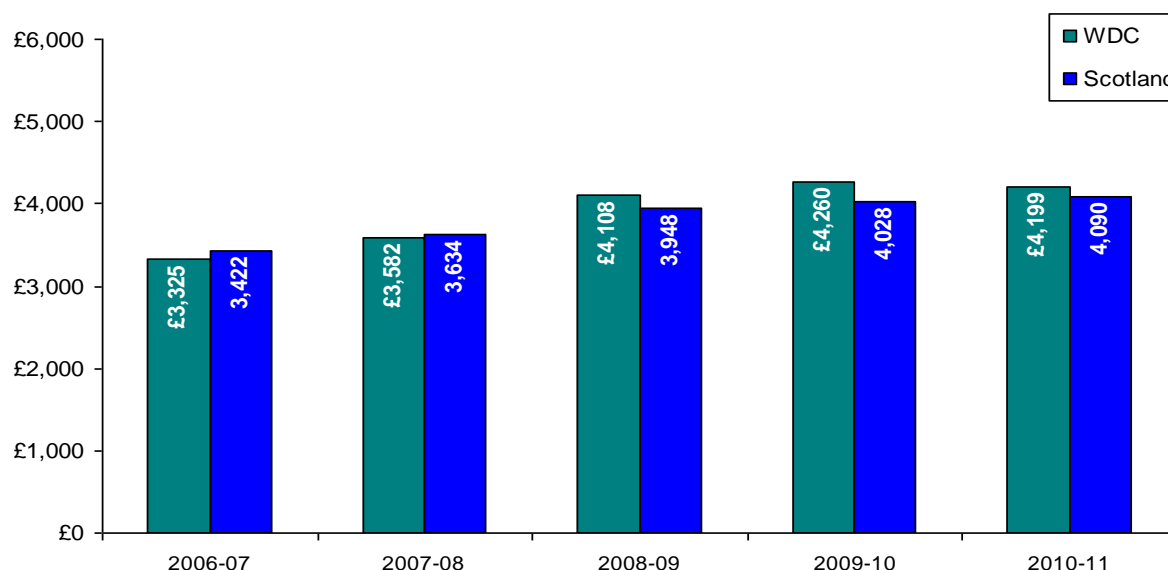
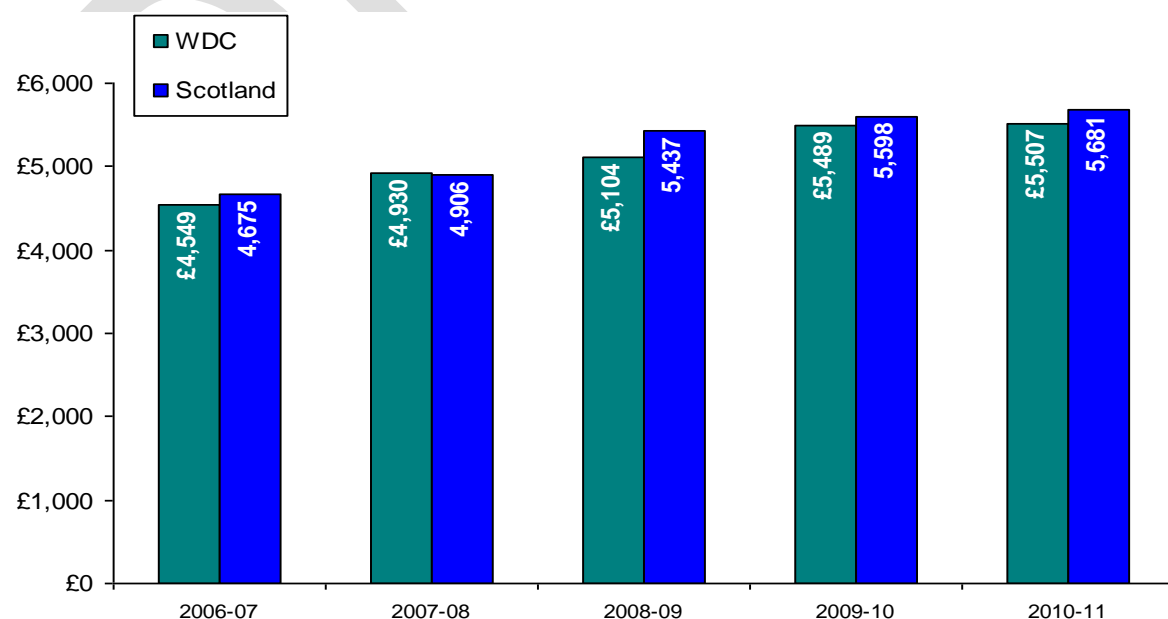


Figure M shows that costs per secondary pupil also increased annually both locally and nationally. WDC is slightly below the national average cost per secondary school pupil. In 2010-11, cost per secondary pupil in WDC rose by 0.3% over the previous year, while the national figure increased by 1.5%.

Figure M: Cost per secondary pupil (£)



## 9.2 HMIE Inspection Reports 2010/11

The following Departmental services have been subject to an HMIE Inspection in 2010/11:

- EECCs and Partnership Nurseries
- Schools

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

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

The following inspection reports were based on inspections carried out between 01/08/2010 and 31/07/2011.

### Early Education and Childcare Centres and Partnership Nurseries

	Quality Indicators				
EECC / date	improvements in performance	children's' experiences	meeting learning needs	the curriculum	improvement through self-evaluation
Gartocharn 26/08/2009	good	very good	good	good	good
Kilbowie 24/11/2010	excellent	excellent	very good	very good	very good
Ladyton 09/02/2011	very good	very good	good	very good	good

### Schools

	Quality Indicators				
Schools / date	improvements in performance	children's' experiences	meeting learning needs	the curriculum	improvement through self-evaluation
Clydemuir Primary 23/08/2011	very good	very good	good	good	very good
Highdykes Primary 01/02/2011	very good	very good	very good	very good	very good