

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

25 October 2012

**PLEASE NOTE TIME OF MEETING**

**MEETING: EDUCATIONAL SERVICES COMMITTEE**

**WEDNESDAY, 7 NOVEMBER 2012 at 11.00 A.M.**  
**MEETING ROOM 3**  
**COUNCIL OFFICES**  
**GARSHAKE ROAD**  
**DUMBARTON**

Dear Sir/Madam,

Please attend a meeting of the **Educational Services Committee** to be held in Meeting Room 3, Council Offices, Garshake Road, Dumbarton on **Wednesday, 7 November 2012 at 11.00 a.m.**

The business is as shown on the enclosed agenda.

Yours faithfully

**JOYCE WHITE**

Chief Executive

**Distribution:**

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

All other Councillors for information

Chief Executive  
Executive Director of Corporate Services  
Executive Director of Educational Services  
Executive Director of Housing, Environmental & Economic Development  
Director of West Dunbartonshire Community Health and Care Partnership

# **EDUCATIONAL SERVICES COMMITTEE**

**WEDNESDAY, 7 NOVEMBER 2012**

## **AGENDA**

**1. APOLOGIES**

**2. DECLARATIONS OF INTEREST**

**3. MINUTES OF PREVIOUS MEETING**

Submit for approval as a correct record the Minutes of Meeting of the Educational Services Committee held on 22 August 2012.

**4. LOCAL NEGOTIATING COMMITTEE FOR TEACHERS**

Submit for information, and where necessary ratification, the Minutes of Meeting of the Local Negotiating Committee for Teachers held on 18 September 2012.

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

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

**6. SCOTTISH QUALIFICATIONS AUTHORITY (SQA) EXAMINATION RESULTS 2012**

Submit report by the Executive Director of Educational Services providing an update on the performance of West Dunbartonshire schools in the national Scottish Qualifications Authority (SQA) examinations of 2012.

**7. LITERACY IN WEST DUNBARTONSHIRE COUNCIL**

Submit report by the Executive Director of Educational Services providing information on the actions being undertaken in the authority to improve levels of literacy.

**8. WEST DUNBARTONSHIRE NUMERACY STRATEGY**

Submit report by the Executive Director of Educational Services providing information on the activity and progress with regard to establishing a Numeracy Strategy for children and young people in West Dunbartonshire.

**9. CONSULTATION ON SECONDARY SCHOOL TIMETABLE AND SCHOOL DAY PATTERN**

Submit report by the Executive Director of Educational Services providing information on the consultation exercise on the Secondary School Timetable and School Day Pattern which took place between 30 August 2012 and 26 September 2012.

**10. MORE CHOICES, MORE CHANCES ACTIVITY: APPROVAL FOR SINGLE TENDER PROCESS**

Submit report by the Executive Director of Educational Services providing information on the West Dunbartonshire More Choices, More Chances activity and seeking approval for Training Initiatives Generating Effective Results Scotland (TIGERS) and Action for Children to be nominated as providers for a single tender process.

**11. EDUCATIONAL SERVICES BUDGETARY POSITION 2012/13 AS AT PERIOD 6 – YEAR TO 30 JUNE 2012**

Submit report by the Executive Director of Educational Services advising of the financial performance of the departmental revenue and capital budgets for the period to 30 September 2012.

For information on the above agenda please contact Scott Kelly, Committee Officer, Legal, Democratic and Regulatory Services, Council Offices, Garshake Road, Dumbarton G82 3PU. Tel: (01389) 737220.  
Email: [scott.kelly@west-dunbarton.gov.uk](mailto:scott.kelly@west-dunbarton.gov.uk)

## **EDUCATIONAL SERVICES COMMITTEE**

At a Meeting of the Educational Services Committee held in Meeting Room 3, Council Offices, Garshake Road, Dumbarton, on Wednesday, 22 August 2012 at 10.00 a.m.

**Present:** Councillors William Hendrie, David McBride, Jonathan McColl, Patrick McGlinchey, John Millar, John Mooney, Ian Murray, Tommy Rainey, Martin Rooney, Kath Ryall, Hazel Sorrell and Michelle Stewart, and Mrs Barbara Barnes, Mrs Gemma Doyle, Mr George Hill, Miss Ellen McBride and Miss Sheila Rennie.

**Attending:** Terry Lanagan, Executive Director of Educational Services; Laura Mason, Head of Service, Educational Services; Shona Crawford, Principal Educational Psychologist; Jackie Allison, Business Unit Finance Partner; Alan Douglas, Manager of Legal Services; and Scott Kelly, Committee Officer, Legal, Democratic and Regulatory Services.

**Also Attending:** Ms Janice McIntyre, Head of Centre, Auchnacraig Early Education and Childcare Centre; Mr Charlie Kennedy, Headteacher, St Mary's Primary School, Alexandria; and Ms Catriona Robertson, Headteacher, Vale of Leven Academy.

**Apologies:** Apologies for absence were intimated on behalf of Councillors Gail Casey and Marie McNair, and Mr Brian Kirk and Ms Josephine McDaid.

**Councillor Patrick McGlinchey in the Chair**

### **CHAIR'S REMARKS**

The Chair, Councillor McGlinchey, began the meeting by expressing his congratulations to the pupils of West Dunbartonshire schools on their recent Scottish Qualifications (SQA) exam results, and by wishing school leavers good luck in the future.

Having heard the Executive Director of Educational Services, the Committee noted that full details of the SQA exam results would be reported to the next meeting of the Committee.

## **DECLARATIONS OF INTEREST**

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

## **MINUTES OF PREVIOUS MEETING**

The Minutes of Meeting of the Education and Lifelong Learning Committee held on 13 June 2012 were submitted and approved as a correct record.

## **LOCAL NEGOTIATING COMMITTEE FOR TEACHERS**

The Minutes of Meeting of the Local Negotiating Committee for Teachers held on 26 June 2012 were submitted and all decisions contained therein were approved.

## **STRATEGY TO RAISE ATTAINMENT AND ACHIEVEMENT IN WEST DUNBARTONSHIRE – UPDATE**

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

Following discussion and having heard the Executive Director of Educational Services and the Headteacher, Vale of Leven Academy, in answer to Members' questions, the Committee agreed:-

- (1) to note the progress made in the past two months with the Strategy to Raise Attainment and Achievement in West Dunbartonshire;
- (2) to seek a further update at the next meeting of the Committee; and
- (3) to note that updated versions of the 5 secondary schools' action plans to raise attainment and achievement would be reported to a future meeting of the Committee.

## **LITERACY AND NUMERACY – BENCHMARKING**

A report was submitted by the Executive Director of Educational Services advising on the baseline performance of literacy and numeracy in West Dunbartonshire at P3, P7 and S2 levels.

After discussion and having heard the Executive Director of Educational Services and the Head of Service, Educational Services, in answer to Members' questions, the Committee agreed:-

- (1) that a further report which details how Educational Services will improve literacy and numeracy across West Dunbartonshire should be submitted to a future meeting of the Committee;
- (2) that in the interim, an article providing additional information in relation to this matter should be included in a future edition of the Elected Members' Monthly Bulletin; and
- (3) otherwise to note the contents of the report.

### **CURRICULUM FOR EXCELLENCE IMPLEMENTATION PLAN – 2012/13**

A report was submitted by the Executive Director of Educational Services providing a copy of the Implementation Plan for Curriculum for Excellence which details the actions planned to address the priorities agreed by establishments and staff across Educational Services. A copy of the Implementation Plan is provided as Appendix 1.

After discussion and having heard the Executive Director of Educational Services in answer to Members' questions, the Committee agreed:-

- (1) that a progress report should be submitted to the February 2013 meeting of the Committee; and
- (2) otherwise to note the contents of this report.

### **CURRICULUM FOR EXCELLENCE – SENIOR PHASE**

A report was submitted by the Executive Director of Educational Services advising of the Senior Phase element of Curriculum for Excellence, providing details of how this crucial aspect is being progressed in West Dunbartonshire, and seeking Members' endorsement.

After discussion and having heard the Executive Director of Educational Services and the Head of Service, Educational Services, in answer to Members' questions, the Committee agreed:-

- (1) to note the importance of Senior Phase as part of Curriculum for Excellence 3-18;
- (2) to endorse the direction and approach to Senior Phase curriculum planning;
- (3) to note that Educational Services would soon be consulting with parents and Trades Unions on a proposal to introduce a 32 period school week;
- (4) that when finalised, details of this consultation should be shared with members of the Committee; and

- (5) that a progress report should be submitted to a future meeting of the Committee.

### **ANNUAL PERFORMANCE REPORT 2011/12**

A report was submitted by the Executive Director of Educational Services informing of the 2011/12 Annual Performance Report on the 2011/15 Service Plan prepared by the Department of Educational Services, and highlighting the performance across all the services delivered by the Department for the period April 2011 to March 2012.

After discussion and having heard the Executive Director of Educational Services, the Head of Service, Educational Services, and the Principal Educational Psychologist in answer to Members' questions, the Committee agreed:-

- (1) to note that overall the majority of the Department's performance indicators were achieving their targets and improving in both the short and long term trends;
- (2) to note that a report on establishing business links with schools would be submitted to a future meeting of the Committee; and
- (3) otherwise to note the contents of the report and its Appendix.

### **DRAFT SERVICE PLAN OBJECTIVES 2012/17**

A report was submitted by the Executive Director of Educational Services informing of the content of the draft Service Plan objectives for the reporting years 2012/17 prepared by the Department of Educational Services and seeking Members' comments on the content of the draft objectives which highlight the priority areas for the Department over the next four years. A copy of the draft Service Plan objectives was provided as Appendix 1 to the report.

After discussion and having heard the Executive Director of Educational Services in answer to Members' questions, the Committee agreed:-

- (1) to note the terms of the discussion in relation to the regeneration of the education estate and the update which had been provided by the Executive Director in relation to this matter;
- (2) to delegate to officers the development of the full Service Plan for 2012/17 in consultation with the Convenor of Educational Services; and
- (3) otherwise to note the contents of this report and its Appendix

### **UPDATED ACQUISITION AND DISPOSAL POLICY**

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



- (a) informing of the National Accreditation Scheme for Museums and the requirement to adopt an updated Collections Management and Development Plan (to be renamed the Acquisition and Disposal Policy) to govern Clydebank Museum's collecting strategy; and
- (b) informing of the National Recognition Scheme, and the requirement to adopt an updated Acquisition and Disposal Policy in order to seek recognition of the Council's Singer Collection.

After discussion and having heard the Executive Director of Educational Services and the Head of Service, Educational Services, in answer to Members' questions, the Committee agreed:-

- (1) to note the contents of the report and the requirement for an updated Acquisition and Disposal Policy in order to maintain national Museum Accreditation;
- (2) to note the contents of this report and the progress being made to achieve National Recognition of the Council's Singer Collection; and
- (3) to approve the updated Museum Acquisition and Disposal Policy as appended to the report.

#### **EDUCATIONAL SERVICES BUDGETARY POSITION 2012/13 AS AT PERIOD 3 – YEAR TO 30 JUNE 2012**

A report was submitted by the Executive Director of Educational Services advising of the financial performance of the departmental revenue and capital budgets for the period to 30 June 2012.

After discussion and having heard the Executive Director of Educational Services and the Business Unit Finance Partner in answer to Members' questions, the Committee agreed:-

- (1) to note that there was an overall favourable variance within revenue shown at period 3 of £213,204;
- (2) to note that there was an overall adverse variance within capital shown at period 3 of £41,903; and
- (3) otherwise to note the contents of the report.

The meeting closed at 11:40 a.m.

## **LOCAL NEGOTIATING COMMITTEE FOR TEACHERS**

At the Annual General Meeting of the Local Negotiating Committee for Teachers held in Meeting Room 3, First Floor, Council Offices, Garshake Road, Dumbarton on Tuesday, 18 September 2012 at 10.00 a.m.

**Present:** Councillors Jonathan McColl, Patrick McGlinchey, Ian Murray and Michelle Stewart; Laura Mason, Head of Service, Educational Services; Jacqui Lynam, Head Teacher, Dumbarton Academy; Simon Simpson, Head Teacher, Levensale Primary School; Josephine McDaid, E.I.S., Stewart Paterson, Teachers' Convener, E.I.S.; Janice Wardrop, E.I.S.; Olean Allison, E.I.S.; Michael Dolan, E.I.S.; Karen Jakeman, E.I.S.; Gavin Corrigan, E.I.S and Alex McEwan, S.S.T.A.

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

**Apology:** An apology for absence was intimated on behalf of Terry Lanagan, Executive Director of Educational Services.

### **Councillor Patrick McGlinchey in the Chair**

#### **CHAIR'S REMARKS**

Before commencing with the business of the meeting, Councillor McGlinchey, Chair, welcomed Simon Simpson, Head Teacher, Levensale Primary School, to his first meeting of the LNCT as the Primary Schools' representative and thanked Julie McGroggan, Head Teacher, St. Michael's Primary School for her time on the Committee.

#### **DECLARATIONS OF INTEREST**

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

#### **MEMBERSHIP**

In accordance with Paragraph 6 of the Local Recognition and Procedure Agreement, the Committee is asked to note that the membership of the Committee for the forthcoming year would be as follows:-

## **Teachers' Side**

**Members:** Stewart Paterson, Teachers' Convener, E.I.S.; Josephine McDaid, E.I.S. (Chair); Janice Wardrop, E.I.S.; Olean Allison, E.I.S.; Michael Dolan, E.I.S.; Gavin Corrigan, E.I.S.; Karen Jakeman, E.I.S.; and Alex McEwan, S.S.T.A.

**Substitutes for any member of the Teachers' Side:** James Halfpenny, E.I.S.; and Gavin Ross, S.S.T.A.

**Adviser:** Lachlan Bradley, E.I.S Area Officer.

## **Management Side**

**Members:** Councillor Jonathan McColl; Councillor Patrick McGlinchey (Vice Chair); Councillor Ian Murray; Councillor Michelle Stewart; Terry Lanagan, Executive Director of Educational Services; Laura Mason, Head of Service, Educational Services; Jacqui Lynam, Head Teacher, Dumbarton Academy; and Simon Simpson, Head Teacher, Levenvale Primary School.

**Substitutes:** Geraldine Lyden, Human Resources Business Partner, Educational Services; and Margaret Mackay, Quality Improvement Officer, Educational Services.

## **CHAIR AND VICE-CHAIR**

In accordance with Paragraph 9 of the Local Recognition and Procedure Agreement, the Committee is asked to note that in this, the tenth year of the LNCT, Josephine McDaid, E.I.S would assume the Chair for the Teachers' Side and Councillor Patrick McGlinchey will assume the position of Vice-Chair for the Management Side.

## **Josephine McDaid in the Chair**

## **MINUTES OF PREVIOUS MEETING**

The Minutes of Meeting of the Local Negotiating Committee for Teachers held on 26 June 2012 were submitted and approved as a correct record.

With reference to the item under the heading 'SNCT JS/12/36 Supplementary Questionnaire on Supply', Mr Paterson was heard in relation to the response sent to the SNCT providing information pertaining to supply teachers and advised that the SNCT had not reported on the negotiations regarding engagement of supply teachers. However, the SNCT had advised that it intended to re-negotiate the agreement reached previously and would be re-issuing a further questionnaire. It was noted that this further questionnaire would be issued to schools and thereafter a response would be submitted to the SNCT.

## **GUIDANCE FOR HEADTEACHERS ON THE USE OF CAREER BREAKS IN RELATION TO TEACHING STAFF**

A report was submitted by the Joint Secretaries to the LNCT providing an update on the reviewed procedures outlined in LNCT Agreement No.8 – Guidance for Head Teachers on the use of Career Breaks in relation to Teaching Staff.

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

- (1) to note that paragraph 4.9 of the document entitled, 'LNCT Agreement No 8 – Guidance for Head Teachers on the use of Career Breaks in relation to Teaching Staff' should be amended to read as follows:-

### **4.9 Paid Employment During a Career Break**

A teacher or associated professional should not undertake alternative full-time employment while on a career break. If an employee wishes to take up full employment, a secondment may be appropriate and should be discussed with the staffing department through their line manager in the first instance. If there are financial difficulties on a career break, it would be permissible to take part time employment;

- (2) to note that it was anticipated that a Secondment Procedure would be submitted to the next meeting of the Committee for agreement following discussions with legal services; and
- (3) otherwise to note the reviewed procedures outlined in 'LNCT Agreement No. 8 – Guidance for Head Teachers on the use of Career Breaks in relation to Teaching Staff'.

## **SURROGACY LEAVE**

A report was submitted by the Joint Secretaries to the LNCT providing an update on the reviewed procedures to be followed by Educational Services when dealing with Surrogacy Leave.

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

- (1) to note that where cover was required for the employee on Surrogacy Leave then this would be an additional cost which would be covered by the local authority; and
- (2) to note the reviewed procedures outlined in the 'LNCT Agreement 9 – Guidance for Head Teachers on Surrogacy Leave in relation to teaching staff'.

## **PROGRAMME OF MEETINGS**

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

After discussion and having heard both Sides, it was agreed that the Committee would meet on the following dates in Meeting Room 3, Council Offices, Garshake Road, Dumbarton:-

Tuesday, 18 December 2012 at 10.00 a.m.

Tuesday, 19 March 2013 at 10.00 a.m.

Tuesday, 4 June 2013 at 10.00 a.m.

Tuesday, 10 September 2013 at 10.00 a.m. (AGM)

## **CHAIR'S REMARKS**

Mrs McDaid, Chair, was heard in relation to the possible requirement for a special meeting of the LNCT to be held in October 2012 to consider the outcome of the McCormac Review of Teacher Employment in Scotland.

Having heard Mr Paterson, the Committee noted that the outcome of the McCormac Review may have an impact on the Council's 35 Hour Working Week Agreement which would normally be considered in May or June of each year.

The meeting closed at 10.08 a.m.

# **WEST DUNBARTONSHIRE COUNCIL**

## **Report by the Executive Director of Educational Services**

**Educational Services Committee: 7 November 2012**

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

### **1. Purpose**

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

### **2. Recommendations**

- 2.1** The Educational Service Committee is recommended to:
- (a) note the progress made in the past two months with the Strategy to Raise Attainment and Achievement in West Dunbartonshire; and
  - (b) seek a further update for the Educational Services Committee at its February 2013 meeting.

### **3. Background**

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

### **4. Main Issues**

- 4.1** The Raising Attainment Teachers have had individual meetings with the Link QIO for their school. The agenda is attached as Appendix 1.
- 4.2** At the meeting of the Raising Attainment Teacher and the Link QIO discussion took place regarding updating the school's attainment action plan. Each teacher would then discuss the key issues with their own school's SMT. The plans are attached as Appendix 2-6. Members will note that a common template has been prepared for this session.
- 4.3** The Quality Improvement Team have completed a development session with the Raising Attainment Teachers as a group.

**4.4** The Leadership for Learning/STACs visits have taken place in Clydebank High School and Vale of Leven Academy. These meetings gave the opportunity for the Directorate to meet with the SMT, pupils and staff. Further details of these visits will be included in the next progress report to Committee when the visits to the 5 secondaries are complete.

**4.5** There are further reports on the agenda for this Educational Services Committee which relate directly to the strategy to raise attainment. These reports are Literacy Strategy, Numeracy Strategy and STACs Analysis..

## **5. People Implications**

**5.1** The seconded raising attainment teachers will remain in post for the for the academic session. Opportunities for professional development will continue for this team to reflect particular issues as we go forward.

## **6. Financial Implications**

**6.1** There are no financial implications as a direct result of this progress report.

## **7. Risk Analysis**

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

## **8. Equalities Impact Assessment (EIA)**

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

## **9. Consultation**

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

## **10. Strategic Assessment**

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

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Terry Lanagan  
Executive Director of Educational Services  
Date:

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**Person to Contact:** Laura Mason, Head of Service, Department of Educational Services, Council Offices, Garshake Road, Dumbarton G82 3PU  
Telephone No. 01389 737304  
E-mail: [laura.mason@west-dunbarton.gov.uk](mailto:laura.mason@west-dunbarton.gov.uk)

**Appendices:**

- Appendix 1 Meeting with link QIO and Raising Attainment Teacher
- Appendix 2 Raising Attainment 2012-13 Clydebank High School Action Plan
- Appendix 3 Raising Attainment 2012-13 Dumbarton Academy Action Plan
- Appendix 4 Raising Attainment 2012-13 Our Lady & St Patrick's High Action Plan
- Appendix 5 Raising Attainment 2012-13 St Peter the Apostle High Action Plan
- Appendix 6 Raising Attainment 2012-13 Vale of Leven Academy Action Plan
- Appendix 7 Glossary of terms used

**Background Papers:** None

**Wards Affected:** All wards



# Raising Attainment in West Dunbartonshire Council

## Meeting with Link QIO and Raising Attainment Teacher



### Draft Agenda

Date:

Time:

#### Review of the school's Raising Attainment Action Plan 2011 -2012

Outline areas where attainment improved

Outline areas where attainment did not improve

Outline areas where attainment dropped

Outline of strategies which had the most impact on attainment

Outline of strategies which had the least impact on attainment

Summary of the evaluations/feedback from pupils and staff on raising attainment strategies for 2011 2012

#### School's Raising Attainment Action Plan 2012 -2013

Identify and agree key target areas for 2012 – 2013

Identify and agree predictions for improving attainment in 2012 -2013

Identify and agree timescale for submission of final Raising Attainment Action Plan for 2012 – 2013

#### LA support/Professional Learning

Look at ways in which the local authority can provide support or facilitate professional learning for raising attainment teachers

#### Set date for next meeting



# **Raising Attainment 2012-13**

## **Clydebank High School**

### **Action Plan**

<b>Raising Attainment in West Dunbartonshire Council</b>					
<b>School :</b> Clydebank High School					
<b>Target Area :</b> Literacy					
<b>Actions</b>	<b>Lead Staff</b>	<b>Timescale</b>	<b>Resources</b>	<b>Impact</b>	<b>Monitoring and Evaluation</b>
To maximise the use of English specialists' skills across the curriculum to raise general standards of literacy e.g. Higher PE	Mr Docherty (DHT) Mrs Ryan	Autumn 2012	Time Cover	Improved levels of literacy Improved pupil performance in literacy/theory papers in SQA exams	Pupil voice/feedback Staff feedback Prelim performance by pupils Ongoing tracking of progress
To coordinate a series of intensive SQA marking days for each curriculum subject	Mr Hand (DHT) PTs (Subject) Teaching Staff	Autumn 2012	Time	Increased awareness by pupils of exam techniques Improved pupil performance in SQA examinations	Pupil voice/feedback Staff feedback Ongoing tracking of pupil progress Prelim performance

<b>Raising Attainment in West Dunbartonshire Council</b>					
<b>School:</b> Clydebank High School					
<b>Target Area :</b> School/Staff					
<b>Actions</b>	<b>Lead Staff</b>	<b>Timescale</b>	<b>Resources</b>	<b>Impact</b>	<b>Monitoring Evaluation</b>
To offer all pupils practical study support	All Staff	September 2012	Time	Pupils understand what/how/long to learn Improved SQA performance by pupils	Staff feedback Pupil voice Pupil work Parental feedback
To review the options on offer at the end of S4	Mrs Grumball (DHT)	Ongoing	Time	Pupils have a wider range of accessible choices Pupils are more motivated and achieve more highly  Staff see and share good practice	Staff feedback Pupil voice Ongoing SQA presentation data Tracking of pupil progress
To continue to develop our professional learning community by sharing practice	Mrs Cummings (DHT) tlc leaders	Autumn 2012	Time	Classrooms become more effective places of learning Improved SQA performance All staff have to discuss this issue on a regular basis Ideas are more likely to be raised	Staff feedback Pupil voice Tracking of pupil progress Surveys Ongoing SQA presentation data
To have raising attainment as a standing item on all DM agendas	Mr Young (HT) SMT	September 2012	Time		DM minutes Link SMT

<b>Raising Attainment in West Dunbartonshire Council</b>					
<b>School:</b> Clydebank High School					
<b>Target Area :</b> Pupil Support					
<b>Actions</b>	<b>Lead Staff</b>	<b>Timescale</b>	<b>Resources</b>	<b>Impact</b>	<b>Monitoring Evaluation</b>
To review the arrangements for Supported Study	Mr Rae (STAR) Mr Young	September 2012	Staff Payment (for a part only of their commitment)	Increased pupil attendance Improved level of understanding by pupils Improved NAB pass rate Improved SQA performance by pupils	Attendance lists at each Supported Study session Pupil voice/feedback Staff feedback Ongoing SQA presentation data Tracking of pupil progress
To introduce a Supported Study log and rewards	Mr Rae Mrs Prentice	October 2012	Rewards	Increased pupil attendance and participation	Attendance cards
To address assemblies regularly to reinforce the focus on attainment	SMT	September 2012	Time	Pupils are constantly reminded of the school's expectations	Pupil/parent voice
To mentor a wide range of pupils across S4/S5	Mr Young STARs SMT Pastoral Care Staff Team (27)	September 2012	Time	Pupils feel supported and encouraged Pupils' study skills improve Pupils are more organised and focused Pupils are clearer about exam technique	Pupil voice Parental feedback Staff feedback Ongoing SQA presentation data Tracking of pupil progress
To introduce new study skills workshops	Mr Docherty (DHT)	September 2012	Time	Pupils understand expectations more clearly	Pupil voice Parent/staff feedback

To support homework completion through the increased use of blogs	Mr Docherty (DHT)	September 2012	Time	Pupils implement advice Improved SQA performance	Mentors' feedback Tracking of pupil progress
To organise an employability workshop	Mrs McLaughlin (DHT) Mrs Grumball (DHT)	Spring 2013	Time	Increased homework completion rate Improved quality of homework	Pupil voice Staff feedback Surveys
To provide pupils with opportunities to develop the values and skills of leadership	Mrs Paterson (QIO)  Mr Hand (DHT) Mrs Grumball (DHT)	August 2012	Time Contacts Volunteers	Pupils have a fuller awareness of career opportunities Pupils are more aware of HE/FE/job requirements Pupils increase their levels of effort with a clear goal in mind	Parental/staff feedback Mentors' feedback UCAS numbers Ongoing SQA presentation data Tracking of pupil progress
				Pupils are actively engaged in the life of the school Pupils are empowered to exercise initiative	Staff/pupil/parent feedback Leadership awards presented

<b>Raising Attainment in West Dunbartonshire Council</b>					
<b>School:</b> Clydebank High School					
<b>Target Area : Parents</b>					
<b>Actions</b>	<b>Lead Staff</b>	<b>Timescale</b>	<b>Resources</b>	<b>Impact</b>	<b>Monitoring Evaluation</b>
To introduce a series of parents' workshops	Mr Young (HT) Mr Rae (STAR) Mrs Prentice (STAR)	September 2012	Time Materials	Parents understand HE/FE/job requirements more clearly Parents understand better how to support their children Parents work more closely with the school	Parental attendance and feedback Staff feedback Parental attendance at school events such as parents' meetings Tracking of pupil progress
To set up school-home links via Edmodo and/or email with the parent of every mentee	Mrs Prentice Mr Rae	September 2012	Time	Parents are involved immediately and directly Parents know exactly what progress their child is making and how to support him/her	Parental feedback Pupil progress
To ensure all communication with parents is of the highest quality – assessment schedules, course expectations, school website, text messaging To introduce a series of “parent voice”	Mr Rae Mrs Prentice  Mr Young (HT)	September 2012  October 2012	Time Paper Phone bills  Time	Parents know how well their child is	Parent feedback Pupil progress  Parent feedback Pupil progress

To speed up the system of Homework Alerts and SQA Alerts	Ms Young (Business Manager)	September 2012	Time Budget	doing Parents can provide proactive support  School and parents work more closely together School and parents share standards and an agenda  Text messages ensure instant communication with parents	Parent feedback Pupil progress
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<b>Raising Attainment in West Dunbartonshire Council</b>					
<b>School:</b> Clydebank High School					
<b>Target Area :</b> Quality Assurance					
<b>Actions</b>	<b>Lead Staff</b>	<b>Timescale</b>	<b>Resources</b>	<b>Impact</b>	<b>Monitoring Evaluation</b>
To review continuously our SQA presentation policy with a view to motivating pupils to aim higher	Mr Hand (DHT)	Ongoing	Time	Pupils change presentation levels less frequently Pupils persevere more	SQA presentation data Tracking of pupil progress
To respond to issues identified in discussion with subject departments in the light of SQA performance : All departments have agreed action points to consolidate and/or improve performance All departments will address any disparity between component elements The school will delay final decisions on levels of presentation in NQ courses as long as possible	Mr Young (HT) SMT PTs (Subject/Pastoral)	September 2012	Time Summary of points for action	Increased accountability for all Shared information leads to earlier intervention Raised standards of attainment	Regularly monthly meetings of HT and PTs (Subject/Pastoral) Pattern of attainment and emerging trends
To involve all teaching staff directly in identification of underperformance and	Mr Young (HT) PTs (Subject)	August 2012	Time	All staff actively support the raising attainment agenda	Monthly meetings between HT and PTs (Subject/Pastoral)

strategies to counter this				Underperformance is identified more quickly and strategies put in place to address this	Fortnightly mentoring meetings Emerging patterns and trends
To monitor learners' progress and improve systems to measure attainment through focused tracking of pupil progress against targets set from UPS scores	Mr Hand (DHT)	August 2012	Time ICT Knowledge	Clear targets set for every pupil Targets shared with all staff help ensure consistency of approach and early intervention	Monthly meetings between HT and PTs (Subject/Pastoral) Fortnightly mentoring meetings Emerging patterns and trends
To alter the focus of ongoing learning visits (Bloom's Taxonomy in the classroom)	Mrs Cummings (DHT)	September 2012	Time	SMT and PTs are more aware of what is really happening in classrooms Staff are challenged The learning environment improves Pupil performance in SQA terms improves	Pupil voice PT/SMT feedback Parental feedback
To introduce a system of departmentally-based pupil surveys	Mr Young	Autumn 2012	Time	HT has a direct insight into classrooms Pupils' views are clear Good practice is identified/ rolled out Colleagues carry out peer assessment and pass on good practice	Link SMT talk to PTs and departments Next learning round identifies improvements Learning Team meetings Evaluations during next
To embed learning visits by the Learning Team	Learning Team	Autumn 2012	Time Meetings Ongoing		

To coordinate DM discussions re learning and teaching, improvement, attainment, pace, challenge	Mr Young	September 2012	Practice  Time Materials	Classroom practice improves SQA exam performance improves  DM time is focused on our core priorities Staff discuss and share good practice Good practice is rolled out SQA exam performance improves	learning rounds Pupil voice PT/parental feedback  SMT/PT/staff feedback Pupil voice Learning visits Tracking of pupil progress Ongoing SQA presentation data
To continue to audit practice to ensure that the needs of all learners are being met and barriers to learning are being removed.	Mrs Cummings (DHT) Learning Team Mr Docherty (DHT) Learning & Teaching Group Mrs McNicol (PT SfL)	Autumn 2012	Time Surveys Discussions	Barriers to learning are being removed High expectations of pupil attainment are being consistently promoted	Staff/parent/pupil feedback Learning visits Tracking of pupil progress



# **Raising Attainment 2012-13**

## **Dumbarton Academy**

### **Action Plan**

**Please note this action plan has been completed for each department therefore some actions will be replicated in all departments (whole school approaches) and others are department specific. School plan to follow.**

## Department: Art & Design

### Strategic Action – Implement Strategies to Raise Attainment and Achievement

Actions	Personnel	Timescale	Resources Staff Development	Monitoring and Evaluation	Expected Outcome/Impact
<u>Learning and Teaching:</u>					
<ul style="list-style-type: none"> <li>Co-operative learning to be developed further and undertaken by GG – (KL and EB have already attended course).               <ul style="list-style-type: none"> <li>EB attended Dylan Williams course for TLCs encapsulating AifL</li> </ul> </li> </ul>	All staff	February 2013	WDC Training  In School Coop steering group time	CPD Records  Classroom visits by SMT and Peers Pupil feedback	Improved Challenge and depth of understanding More interactive learning experiences for pupils Improved pupil confidence, commitment and <b>attainment</b> . Young people given more responsibility for their own learning which is a huge part of our higher course and beyond.
> Continue with the rigorous pace of lessons and the level of challenge provided in lesson plans for young people exploring the Es and Os and the visual elements in Art and Design.	All staff	Ongoing	Time allocated at In-service days, Departmental meetings and at Collegiate Time for ‘Carousels’ and other staff led good practice seminars -	Classroom visits by SMT and Peers Pupil feedback PRD Records Classroom visits by SMT & Peers	Quality of L&T continues to be of a very good standard.
<ul style="list-style-type: none"> <li>Continue to Embed Good L&amp;T Practice across the dept - Staff seminars/ from <i>Sharing the Classroom Experience</i>, SQA Understanding Standards events, cascade CPD at dept in-house CPDs, the PRD process and staff CPD needs.</li> </ul>	All staff	Ongoing	Time for staff to meet/discuss/observe good practice	CPD records	Greater use of the information gleaned from <i>Sharing the Classroom Experience</i> used to identify areas for improvement.
<ul style="list-style-type: none"> <li>Look at the work done in another school for AdH (Renfrew High) and cascade in – house CPD.</li> </ul>	EB	June 2012	Discuss slide show of Renfrew High’s work in order to help raise attainment.	CPD records\SGP	Enhanced staff skills.
<ul style="list-style-type: none"> <li>Be involved in the use of our whole school Skills and Abilities Audit to improve our PRD process and the planning of CPD</li> </ul>	All staff	Ongoing	Within existing resources	Skills and abilities audit	Enhanced staff skills. Quality of L&T improved – attainment improved

<ul style="list-style-type: none"> <li>Continue the development of both literacy and numeracy across the curriculum in the dept to support raising attainment</li> </ul>	All staff	Ongoing	Within existing resources	SMT/Departmental/ STAR Post prelim analysis of results	Improved literacy and numeracy will have knock on effect on attainment in other subjects – critical element.
<ul style="list-style-type: none"> <li>Continue to utilise departmental, tracking, targeting, assessment and reporting. <ul style="list-style-type: none"> <li>Support development of use of MidYIS information</li> <li>Support development of mentoring system via vertical registration</li> <li>Continue with current strategies to enhance pupils' awareness of strengths and development needs by feeding back to them during formative\diagnostic assessment and during grading in continuous assessment planner. Mark HW in planner.</li> <li>Continue to implement rigorous HW policy in department using new common resources for S1 and S2 on the visual elements and coursework deadlines for S3- S6.</li> <li>Support rigorous use of tracking data to set targets for pupils.</li> </ul> </li> <li>Focus on pupils failing to complete homework and deadlines – PT\STAR\line manager contact parents immediately</li> </ul>	<p>PTs Subject</p> <p>SMT, PT Pupil Support</p> <p>All staff</p> <p>All staff</p> <p>PT and staff</p> <p>Staff referral/PT/STAR</p>	<p>Throughout session</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Time</p> <p>Time</p> <p>Time</p> <p>Time</p> <p>Time</p> <p>Time</p> <p>Time</p>	<p>Continue to meet SQA Attainment</p> <p>Ensure appropriate pupil design and expressive choices, pupil challenge and levels of presentation. Pupils' individual needs are being evaluated and pupils are pushed to maximize potential.</p> <p>Homework reinforces Los in class work.</p> <p>Consistent high attainment</p> <p>Completion rate of homework improved</p> <p>Pupils meet deadlines.</p>	<p>PT monitors certificate pupils with staff/DM discussion/discussion with STAR/SMT line manager.</p> <p>PT mentors art pupils as required/contacts parents of underachievers.</p> <p>Continuous assessment recorded in planner and record sheet ticked off on wall.</p> <p>DM underachievement sheet filled in and passed to STAR.</p>
<ul style="list-style-type: none"> <li>Post prelim Analysis Meetings –</li> </ul>		Jan'12/Feb'13			

<p>detailed discussions on individual performances and strategies to be used to improve performance</p> <ul style="list-style-type: none"> <li>Develop the consistent use of pupil self evaluations and questionnaires in departments to improve students' learning experiences and the way they learn.</li> <li>Create detailed Action Plan for department re raising attainment</li> <li>Work with WDC and QIOs to raise attainment</li> <li>Continue to investigate other schools' practices through professional discussions at departmental level</li> </ul>	Head Teacher and PT/Art Staff			Detailed knowledge of pupils underachieving.	Record of Departmental Targets agreed at Post Prelim Analysis Meetings
	EB and art staff	Throughout session	Time	Accurate information re percentage pass rates at all levels. Departmental targets set	Record of Individual Pupil Targets Interventions/strategies and contacts recorded on Click & Go
	PT	Throughout session	Network meetings	Quality of teaching & learning improved as a result of findings from questionnaires.	DM minutes / collated results
	PT	Throughout session	Time	KL feeds back to curricular network meetings and dept staff from SQA events on new courses which she attends. KL also feeds back on how to raise attainment from her experience as a marker at SG and Higher.  Continue to have high attainment.  Good practice disseminated and results at AdH improved. For individual targets see attached STACS ACTION PLAN sheets.	Dept Minutes, Post Prelim Analysis Records and Departmental Targets  DM discussion and classroom implementation.  Feedback cascaded at Departmental Meetings and SMT Link Meetings
<ul style="list-style-type: none"> <li>All pupils in S1 – S3 are expected to learn about the visual elements in Art and Design through demonstrations at every lesson involving questioning techniques and then using formative assessment, check all pupils are</li> </ul>	PT and Art staff.	ongoing	Time for consultation and review	Thorough organisation and preparation with succinct learning outcomes.  Questioning tests knowledge and reinforces	SGP and teacher lesson plan books of their own lessons with visuals, etc.

<p>achieving the LOs.</p> <ul style="list-style-type: none"> <li>• Ensure all year groups have a common outline for the course but staff have the freedom to write their own lessons to fit the course and their own strengths.</li> <li>• Practise diagnostic assessment using Bloom's taxonomic categories to identify pupils underachieving or struggling and use questioning to remediate. This guarantees 80% will achieve says Bloom but if practised continuously it is, in our experience, higher.</li> <li>• Staff continue to monitor pupil progress using continuous assessment and record S1 - S3 BGE in planners stating level for Es and Os and whether 'Developing, Consolidating or Secure', using the appropriate initial. This grading of every lesson enables instant feedback to pupils and informs tracking and reporting.</li> <li>• Identify groups of pupils in certificate classes who are underachieving through teacher referral on 'pupils underachieving sheet' or Click 'n' go.</li> <li>• PT to interview pupil initially, contact parents by phone and set up partnership to work together to help underachieving pupil to attain.</li> <li>• All pupils to be made aware of short and long term deadlines – on class board and in diaries.</li> <li>• Class teachers to monitor pupil work carefully and check standard and volume of work against negotiated target grade on Click 'n'</li> </ul>	<p>PT writes course in consultation with staff – staff rite</p>	<p>Ongoing creation and delivery of lessons</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p>	<p>Time and materials.</p> <p>Discussion time</p> <p>Time</p> <p>Time</p> <p>Time</p> <p>Time/changes to tracking &amp; monitoring access levels</p>	<p>the Los.</p> <p>Staff have ownership of their lessons and deliver them with enthusiasm.</p> <p>More pupils attain the learning outcomes more quickly and concrete foundations are laid on which to build.</p> <p>Staff know all their pupils and the progress of all their pupils.</p> <p>Pupils indentified at an early stage if pupil is in danger of missing deadlines. Problem areas highlighted, strategies put in place to address problems Accurate record of Supported Study sessions attended and time spent on homework/study Pupils supported, more organised and supported</p>	<p>SGP and teacher lesson plan books of their own lessons with visuals, etc.</p> <p>.</p> <p>DM discussion/planner/SGP</p> <p>Tracking Data/continuous assessment/record sheets on wall/deadlines for courses/DM discussion.</p> <p>Planner</p> <p>DM minutes and self eval.</p> <p>Pupils can pace themselves and this is monitored by teacher initially.</p>
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<p>Go and take action if the 2 do not match up.</p> <ul style="list-style-type: none"> <li>• Art staff to provide regular Supported Study after school and/or at lunchtimes.</li> <li>• Continue to offer Easter Revision School to pupils S4-S6.</li> </ul>		<p>ongoing</p> <p>Oct'12 - March'13</p> <p>April'13</p>	<p>Time</p> <p>Supported Study budget</p> <p>Easter revision budget.</p>	<p>Parents more aware of support available, interventions strategies – all of the above leading to improved attainment</p> <p>Improved exam preparation and technique. Course work completed. Improved attainment</p> <p>Improved exam preparation and technique. Course work completed. Improved attainment</p>	<p>Interventions/strategies and contacts recorded on Click &amp; Go</p> <p>Attendance record kept in class. Teacher monitors and refers those pupils not attending for call home to STAR.</p> <p>Attendance Records for Easter Revision School Pupil/Staff Evaluations of Easter Revision School</p>
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## Review of SQA Performance 2012

## Department: Business Studies

### Strategic Action – Continue to Implement Strategies to Raise Attainment and Achievement

Actions	Personnel	Timescale	Resources Staff Development	Monitoring and Evaluation	Expected Outcome/Impact
<p><b><u>Standard Grade Administration</u></b></p> <p><b>To improve credit grade passes</b> we shall continue to practice past paper questions, focusing on command words and sentences structure to make sure each sentence includes a verb. Also we shall continue to issue homework questions.</p> <p><b>To improve Keyboarding Accuracy</b> should be improved by insisting pupils use spell checker provided, also pupils should peer mark before work is handed in to teacher.</p>	Mr Shields	Ongoing	Within existing resources.	<p>Departmental Meeting Minutes Homework Evidence Class Tests Cross Marking</p>	<p>Improve writing skills of pupils</p> <p>Pupils better prepared for SQA exam</p> <p>Pupils presented for credit grade will achieve award.</p> <p>Pupils should be presented for correct level.</p> <p>Pupils should become more responsible for their success.</p> <p>Pupils should become more confident.</p>
<p><b><u>Higher Administration</u></b></p> <p><b>Improve performance in paper 1</b> to enable us to achieve this, pupils</p>	Mrs Bissett Mrs Gibson	Ongoing	Within existing resources.	Departmental Meeting Minutes	Improve writing skills of pupils

will use past paper questions to revise and practice the skills required to achieve better grades. Command Words will be emphasised to students so that they fully answer questions. Also the use of cross marking to ensure that the quality of the marking is not too lenient.				Homework Evidence Class Tests NAB Evidence Cross Marking Tracking and Monitoring	Pupils better prepared for SQA exam  Pupils should change presentation levels if they cannot achieve the correct grade.  Pupils should achieve better grades, especially on paper 1.
<b><u>Standard Grade Business Management</u></b>  <b>To continue to achieve good results and to improve results</b> we shall continue to practice exam questions, regularly issue homework, use command words, improve sentence structure and answering techniques.	Mr Shields Mrs Gibson	Ongoing	Within existing resources	Departmental Meeting Minutes Homework Evidence Class Tests Cross Marking Tracking and Monitoring	Improve writing skills of pupils  Pupils better prepared for SQA exam  Pupils should be presented for correct level.  Pupils should become more confident.
<b><u>Intermediate 2 Business Management</u></b>  <b>To ensure that there are no fails and improve grades</b> pupils will use past paper	Mrs Brady Mrs Gibson	Ongoing	Within existing resources	Departmental Meeting Minutes Homework Evidence	Improve writing skills of pupils Pupils better prepared

<p>questions to revise and practice the skills required to achieve better grades. Command Words will be emphasised to students so that they fully answer questions. Also the use of cross marking to ensure that the quality of the marking is not too lenient.</p>				<p>Class Tests NAB Evidence Cross Marking Tracking and Monitoring</p>	<p>for SQA exam</p> <p>Pupils should be presented for correct level.</p> <p>Attainment should be raised.</p> <p>Pupils should become more confident.</p>
<p><b><u>Higher Business Management</u></b></p> <p><b>To ensure that there are no fails and improve grades</b> pupils will use past paper questions to revise and practice the skills required to achieve better grades. Command Words will be emphasised to students so that they fully answer questions. Also the use of cross marking to ensure that the quality of the marking is not too lenient or too harsh.</p>	<p>Mr Shields Mrs Brady</p>	<p>Ongoing</p>	<p>Within existing resources</p>	<p>Departmental Meeting Minutes Homework Evidence Class Tests NAB Evidence Cross Marking Tracking and Monitoring</p>	<p>Improve writing skills of pupils</p> <p>Pupils better prepared for SQA exam</p> <p>Pupils should be presented for correct level, and moved accordingly.</p> <p>Attainment should be raised.</p> <p>Pupils should become more confident.</p>

**Review of SQA Performance 2012****Department: Computing****Strategic Action – Continue to Implement Strategies to Raise Attainment and Achievement**

<b>Actions</b>	<b>Personnel</b>	<b>Timescale</b>	<b>Resources Staff Development</b>	<b>Monitoring and Evaluation</b>	<b>Expected Outcome/Impact</b>
<u>Standard Grade</u>					
To improve quality of written answers, use existing paper copies of Standard Grade papers for homework.	Dept Staff	Ongoing	Within existing resources	Pupils answers will be monitored to make sure answers being given fully meet the assessment criteria. Feedback provided in comments on papers and discussion with pupils.	Familiarise students with questions that they will face in Preliminary examinations and extended response tests.
To improve PA, continue to set high standards for items in Folders of Work.	Dept Staff	Ongoing	Within existing resources	Cross marking. DM Minutes	Improvement in attainment
Pupils complete a revision programme at home in preparation for KU/PS assessment end of Sept.	Dept Staff	Aug-Sept	Within existing resources	Homework jotters marked and teacher comment	Improvement from S3 performance
Using assessment results, support pupils in identifying their areas for development.	Dept Staff	Oct-Nov	Within existing resources	“Traffic lights” in jotters	Improvement from Sept assessment

<b>Actions</b>	<b>Personnel</b>	<b>Timescale</b>	<b>Resources Staff Development</b>	<b>Monitoring and Evaluation</b>	<b>Expected Outcome/Impact</b>
<u>Intermediate 2</u>					
Modify self assessment “I can” activity tasks into peer assessment.	L Fisher	Ongoing	Within existing resources	Assessment data, DM Minutes	Maintain and further improve attainment
Continue to monitor standard of homework through spreadsheet.	L Fisher	Ongoing	Use already created spreadsheet	Homework evidence	
Continue to monitor progress through assessments that require extended response rather than multiple choice NAB assessment. Use peer assessment for initial marking.	L Fisher	Ongoing		Pupil scripts and marking schemes. Target setting.	
Continue to use past papers.	L Fisher	Ongoing		Homework and class work jotters	
Ensure that pupils complete Coursework Task (30%) to highest standard and score as high a mark as possible.	L Fisher	Ongoing		Completed Coursework Tasks	Highest mark possible to count towards overall grade

<b>Actions</b>	<b>Personnel</b>	<b>Timescale</b>	<b>Resources Staff Development</b>	<b>Monitoring and Evaluation</b>	<b>Expected Outcome/Impact</b>
<u>Higher</u>					
Creation of exam style question homework booklets	M Penny	Ongoing	Money for photocopy costs	Pupils answers will be monitored to make sure answers being given fully meet the assessment criteria. Feedback provided in comments in jotter and discussion with pupils	Familiarise students with questions that they will face in Preliminary examinations and extended response tests.
Monitoring of pupil marks in homework by classroom teacher and PT through register in planner and through spreadsheet in dept folder	Dept Staff		Use already created spreadsheet	Pupils closely monitored in terms of homework, should make it easier on a week by week basis to 'catch' pupils who are falling behind or need to improve. DM meeting	Staff and pupils more aware of pupils who need more attention, or need to revise topics closely.
<u>All Stages</u>					
Create a bank of starter questions to use at the beginning of lessons for classes. Pupils should note any areas they have issues with and keep	M Penny	Ongoing	Within existing resources	Teacher can provide pupils instant feedback on answers to questions, check for prior learning and offer advice on next steps in revision.	Will monitor pupils knowledge of previous lessons and should guide pupils on which areas need to focussed on during revision

<b>Actions</b>	<b>Personnel</b>	<b>Timescale</b>	<b>Resources Staff Development</b>	<b>Monitoring and Evaluation</b>	<b>Expected Outcome/Impact</b>
Accurate records of all non-completion of homework to be kept. Demerits issued and parents informed via homework diary. Further action - letter home, alert SMT.	Dept Staff	Ongoing	Within existing resources	Staff records of work. Demerits	Improvement in attainment
Use pupil scripts from past sessions for peer marking.	Dept Staff	Ongoing	Within existing resources	Staff records of work Discussion at DMs	Pupils will be more aware of how to gain marks. Improvement in attainment
Traffic lights after assessments and Prelims. Pupils engaged on working on identified next steps.	Dept Staff	Ongoing	Within existing resources	Pupils will have evidence in jotters	
Continue to use tracking, target setting and prelim analysis to inform SMT of potential problems with pupils not coping with courses	Dept Staff	Ongoing	Within existing resources	DM Minutes, Quality Improvement Calendar. Appropriate paper work passed to SMT. Tracking evidence, assessment and homework Prelim Evidence	Early warning alert for pupils not achieving appropriate level. Improvement in attainment



## Review of SQA Performance 2012

## Department: English

### Strategic Action – Continue to Implement Strategies to Raise Attainment and Achievement

Actions	Personnel	Timescale	Resources Staff Development	Monitoring and Evaluation	Expected Outcome/Impact
<b>CfE</b>					
S1 classes 'set' in consultation with P7 teachers	Department staff, Primary 7 staff	Ongoing	Staff time	Meeting minutes, parental feedback, assessment data	All pupils are effectively challenged/ supported
S1-S3 'Best Work' folios kept with minimum requirements in terms of pupil work and 'Learning Logs' in use for pupils to record strengths/ development needs/ targets	Department Staff	Ongoing	Staff time for cross marking, Learning Logs photocopied, Folders purchased	PT folio monitoring and feedback to pupils/ staff	Pupils aware of own strengths and learning needs; clear targets identified for pupils; consistency in the Department; staff sharing standards; improved attainment
Results from Reading, Writing and Talking assessments submitted to A. Duffy at key points in the year. Attainment spreadsheets kept by PT to monitor pupil progress and attainment	Department Staff	Ongoing	Staff time, attainment spreadsheets	PT monitoring pupil progress and attainment	Pupils who are not progressing as expected can be identified easily and support strategies put in place.
S3 'Research Project' implemented	Departmental Staff, Librarian	April/ May 2013	Staff time, use of ICT/ Media/ research materials, use of school library	Staff views, pupil views, PT monitoring pupil work	Pupils better prepared for Added Value Unit in National 4

<b>Standard Grade</b>  Focus on improving Writing Grades: practice prelim; writing workshops; author visits; 'Basic Skills' lessons delivered to all classes; bank of exemplars developed; bank of topics for W1 writing created; supported study on Writing Skills	Departmental Staff, Librarian	Ongoing	Staff time, resources created, author visit, SQA materials and online support, supported study time	PT folio monitoring and sampling pupil work; assessment data; attendance at supported study	Improved attainment in Writing; pupils feel better prepared for SQA exam; higher quality of pupil writing
<b>Intermediate 1</b>  More emphasis on Close Reading skills: staff partners to share materials/ good practice; 'i' newspaper delivered weekly; reading period every week	Departmental staff; librarian	Ongoing	Development of Close Reading materials; staff time to meet; newspapers; variety of reading materials; library time	Assessment Data; prelim results; NAB results; pupil evaluations	Improved attainment
<b>Intermediate 2</b>  More emphasis on Close Reading skills: staff partners to share materials/ good practice; 'i' newspaper delivered weekly.	Departmental staff; librarian	Ongoing	Development of Close Reading materials; staff time to meet; newspapers; variety of reading materials; library time	Assessment Data; prelim results; NAB results; pupil evaluations  SEEMIS tracking data,	Improved attainment

Careful tracking of pupil performance to identify 'borderline' pupils so that support can be put in place to avoid 'D' awards e.g. Early warnings to parents; concerns shared with SMT; targeted support for pupils; pupils presented at the correct level	Departmental Staff; SMT; Office Staff	Ongoing	Staff time, Office time, Supported Study time, meetings with SMT	attainment spreadsheets, pupil/ staff/ parent views, DM minutes	Pupils presented at correct levels; reduction in number of 'D' awards; improved attainment
<b>Higher</b>  More emphasis on Critical Essay skills: exemplar bank created; staff support through 'Understanding Standards' site; cross-marking by staff; pupil workshops; SQA Professional Development workshop attended by PT; Supported Study; more timed practice  More emphasis on Writing Folio: staff to utilise materials on SQA secure site; cross marking by staff; exemplar bank created; library lessons delivered	Departmental Staff  Departmental Staff, Librarian	Ongoing  Ongoing	Staff time, supported study time; CPD budget; ICT  Staff time; ICT access; library time; SQA materials	Attainment data; cross marking; PT sampling pupil scripts; prelim results analysis  Attainment data; cross marking; PT sampling pupil scripts; prelim results analysis	Improved pupil attainment  Improved pupil attainment

on research skills and bibliography writing; bank of suggested writing topics created; Education Scotland resources utilised; use of Edmodo to share ideas					
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## Review of SQA Performance 2012

## Department: Geography

### Strategic Action – Continue to Implement Strategies to Raise Attainment and Achievement

<b>Actions</b>	<b>Personnel</b>	<b>Timescale</b>	<b>Resources Staff Development</b>	<b>Monitoring and Evaluation</b>	<b>Expected Outcome/Impact</b>
<u>Standard Grade</u>					
Structured programme of supported study created with use of text service to get more pupil to attend	CMcD	By OCT break 2012	Time to plan coherent programme, Money to photocopy materials	Scheme of work produced	Increased uptake to Supported Study and improved grades of those on cusps of levels
Targeted revision on skills and Exam techniques in build up to prelim	JH, CMcD	SEPT - DEC 2012	Within existing resources	Prelim Analysis, pupil evaluations and feedback	Pupils better prepared for exams - raising attainment
Focused use of target setting and feedback	JH, CMcD	SEPT - MAY 2013	Time to meet with pupils individually	SEEMIS tracking and monitoring, Prelim analysis, STACs 2013	Pupils understand how to improve - more success in SQA exams
Weekly past paper revision in the build up to prelim. Produce a resource that allows pupils to focus on areas of difficulty	JH, McD	DEC 2012	Money for photocopying	Scheme of work produced, Prelim Analysis	More pupils achieving success in SQA exams
Provide opportunities for pupils to attend Easter revision school	JH, CMcD	APR 2013	Within existing resources	STACs 2013	More pupils on the cusp of grades achieving Credit or General passes
Closer tracking and earlier intervention of under performing pupils (particularly girls)	JH, CMcD, MWH	SEPT - JAN 2013	SEEMIS, SMT, Time to meet with pupils and parents where required, supported study resources	SEEMIS tracking and monitoring, FM minutes, Homework evidence, NAB evidence, SMT, Prelim analysis,	Increased pupil motivation and engagement.
CPD training on SQA understanding standards	CMcD	SEPT - MAY 2013	Time for staff to attend course	Staff Evaluations, classroom visits	Better understanding of standards for SG
Attendance at Geography Network meetings	JH, CMcD	SEPT - MAY 2013	Time to attend meeting	Pupil and teacher evaluations, Prelim analysis, SQA Analysis	Staff share resources
Find strategies to engage pupils and raise motivation amongst under performing pupils.	JH, CMcD	SEPT - MAY 2013	Within existing resources, further staff CPD	Pupil and staff evaluation, shared practice at FM	Pupils achieving awards which are better than those achieved by pupils of similar ability in comparator schools.

<u>Intermediate 1&amp;2</u>					
Creation of a intermediate class distinct from higher class	MWH, SMT	AUG 2012	Timetabling, staffing, uptake of pupils	Class lists, T/T	Improves the coverage, depth and breadth of what is taught
Structured programme of supported study created	CMcD	DEC 2012	Time to plan, pupils' feedback, money for photocopy	Scheme of work produced	Increased uptake to SS and improved grades of those pupils on the cusp of levels
Further development of course materials more suitable for Int.1/2	CMcD	SEPT - MAY 2013	Time to create resources, money to photocopy	As above	Pupil grasp of course improved and attainment raised
Creation of Model answers for pupils to peer assess	CMcD	SEPT - MAY 2013	As above	As above	Pupils understand SQA standards and are better prepared for writing answers
Closer tracking and earlier intervention of under performing pupils	CMcD, MWH	SEPT - JAN 2013	SEEMIS, SMT, Time to meet with pupils individually and parents where necessary	SEEMIS tracking and monitoring, FM minutes, H/W, Demerits, NABS, Prelim Analysis	Reduced number of N/A's in final exam
More focused target setting based on pupils UPS and tracking of performance	CMcD	Ongoing	SEEMIS, Time to meet with each pupil and discuss progress	SEEMIS Reporting, Parents Evening, NABs, Prelim data	Increased success in SQA exams particularly of the top end
Raise pupil motivation and engagement through trips and events	CMcD	SEPT - MAY 2013	Within existing resources, school mini bus, time to plan and organise, money to go on trips	Trips organised, pupil evaluation of trip	Pupils achieving awards which are better than those achieved by pupils of similar ability in comparator schools.

Higher					
Creation of a separate non bi - level higher class	MWH, SMT	AUG 2012	Timetabling, staffing, uptake of pupils	Class lists, T/T	Higher attainment achieved, pupils develop K&U in greater depth,
Target more 'A' passes through;	JH	MAR 2013	Time to organise and publicise	Attendance record at events	Increased 'A' passes
<ul style="list-style-type: none"> <li>• Increase uptake at WDC master classes and pupils attending Easter revision school</li> <li>• Creation of a rigorous and robust prelim and marking scheme fit for purpose</li> </ul>	JH	JAN 2013	Time to create a new prelim and speak with staff at other schools about prelim setting	Scheme of work created,	More robust appeals procedure, more upgrades to passes achieved
<ul style="list-style-type: none"> <li>• Further CPD training for staff on understanding standards</li> </ul>	JH	SEPT - MAR 2013	Time and money to go on courses	Staff evaluation and feedback from courses attended	Improved staff K&U of SQA standards at higher
<ul style="list-style-type: none"> <li>• Visit to other comparator schools and developing links with other WDC schools</li> </ul>	JH	SEPT - DEC 2012	Time to plan visit	Staff dissemination at FM	As above
<ul style="list-style-type: none"> <li>• Creation of a structured programme of supported study</li> <li>• Develop model answers and course materials aimed at stretching more able</li> </ul>	JH	By DEC 2012	Money for photocopying, time to create programme	Programme of work produced	Increased pupil skills at higher level
	JH	SEPT - MAY 2013	As above	Scheme of work produced	Better preparation for SQA exams
Target setting using pupil UPS and feedback sheets to allow pupils to track their performance	JH	SEPT - MAY 2013	SEEMIS, SMT, Time to meet with pupils individually and parents where necessary	SEEMIS tracking & monitoring, NABs, Prelim data	More one to one feedback for pupils. Candidates have a clearer understanding of development needs and next steps.
Closer tracking and earlier intervention of under performing pupils	JH, MWH	SEPT - DEC 2012	SEEMIS, Time to meet with each pupil and discuss progress	SEEMIS tracking & Monitoring, feedback sheets / pupil logs	Greater success at SQA exams
Further emphasis on parental letters for late homework, attendance and effort	JH, MWH	SEPT - MAY 2013	Homework record, SEEMIS,	Homework evidence, NAB results, Letters home to parents, SMT, FM minutes	Greater parental involvement,

## Review of SQA Performance 2012

## Department: History

### Strategic Action – Continue to Implement Strategies to Raise Attainment and Achievement

<b>Actions</b>	<b>Personnel</b>	<b>Timescale</b>	<b>Resources Staff Development</b>	<b>Monitoring and Evaluation</b>	<b>Expected Outcome/Impact</b>
<u>Intermediate</u>					
Planned programme of supported study and lunchtime club	All dept. staff	OCT - MAY 2013	Time for development, money for photocopying	Planned programme with materials developed, staff and pupil feedback	Increased uptake to Supported Study and improved grades of those on cusps of levels
Creation of Model Answers	All dept. staff	Ongoing	Time, money for photocopying	Scheme of work produced	Raise the number of pupils achieving at INT 2
Target Setting using pupil UPS and tracking of performance	All dept. staff	SEPT - MAY 2013	Time to meet with pupils, Supported study resources	SEEMIS, Reporting evidence, NAB Evidence, Prelim results,	Improved attainment particularly at the top end
Earlier programme of revision and exam preparation	All dept. staff	By JAN 2013	Time for analysis existing resources	Prelim and SQA results, supported study materials	Enhanced expectations and understanding of the course. Better preparation for exams.
Closer tracking and earlier intervention of under performing pupils (particularly boys)	All dept. staff	SEPT - MAY 2013	SEEMIS, SMT, Time to meet with pupils and parents where required, supported study resources	SEEMIS tracking and monitoring, FM minutes, Homework evidence, NAB evidence, SMT, Prelim analysis,	Reduce the number of N/As
Use of Edmodo to improve pupil engagement and attainment	FH	SEPT - MAY 2013	Time to add materials to the website and update	Prelim analysis, SQA results	Increased pupil motivation and engagement.
More resources / books / internet access for research and investigation of topics covered for Extended response.	All dept. staff	By DEC 2013	Money to buy, Time to research best books to buy, Internet Access	New books purchased	Improved grades in Extended Responses particularly for under performing pupils
Find strategies to engage pupils and raise motivation amongst under performing pupils.	All dept. staff	SEPT - MAY 2013	Within existing resources, further staff CPD	Pupil and teacher evaluations, Prelim analysis, SQA Analysis	Pupils achieving awards which are better than those achieved by pupils of similar ability in comparator schools.



<u>Higher</u>					
Structured programme of supported study	CD	By DEC 2012	Time for development, money for photocopying	Planned programme with materials developed, staff and pupil feedback	Increased uptake to Supported Study and improved grades of those on cusps of levels
Creation of new essay writing materials in conjunction with English Dpt	CD with support from FH	SEPT - JUN 2013	Time, money for photocopying	Scheme of work produced	Improve Paper I marks
Working more closely with English department to improve essay writing	CD	SEPT - JUN 2013	Time to meet with members of the English dept. to discuss issues and way forward	Homework evidence, NAB evidence, Paper I Prelim Analysis, SQA results	Increased number of 'A' passes
Further develop course materials	CD with support from FH	SEPT - JUN 2013	Development Time, Money for photocopying new resources	Scheme of work created	Increase motivation and enjoyment. Better preparation for exams.
Additional trip to Dumbarton and Mitchell Libraries	CD	DEC - MAR 2013	Time to liaise with library staff and organise dates	Pupil Extended Essay drafts	Improved Extended essays
CPD training for Staff	CD, SMT	SEPT - JUN 2013	Time out of school, Money for courses	Prelim analysis, SQA results Teacher evaluation	Better understanding of SQA standards
Pupil attendance at student revision conference	CD, SMT	MAR 2013	Money for students to attend conference	Pupil & teacher feedback, SQA analysis, tracking performance from Jan - May	Increased pupil motivation and engagement. Improved attainment.
More books available for research and investigation of topics studied for Extended Essay	CD	By DEC 2012	Money to buy, Time to research best books to buy, Internet Access	Extended Essay drafts, SQA component marks,	Improved grades in Extended Essay

**Review of SQA Performance 2012****Department: Mathematics****Strategic Action – Continue to Implement Strategies to Raise Attainment and Achievement**

<b>Actions</b>	<b>Personnel</b>	<b>Timescale</b>	<b>Resources Staff Development</b>	<b>Monitoring and Evaluation</b>	<b>Expected Outcome/Impact</b>
Develop/source materials to encourage grade 5 to Grade 4.	PT and staff	Dec 2012	Supported study Focus groups of targeted pupils Concentrate on contextual topics.	Prelim scores Homework Views of staff	Increase pass rate at grades 1-4
Consider timescale between study leave beginning and actual exam date	PT and staff	Dec 2012	Dates from SMT Time to build study class timetable and advertise		Increased attainment
Increase number of Grade 1 passes	PT and staff	May 2013	Target borderline pupils after prelim.	Assessment data	Increase number of credit 1 passes
Ensure SG 100% pass rate	PT and staff	April 2013	Ensure candidates are entered at the correct level	Assessment Data	100% pass rate
Ensure we facilitate students to reach their targets	PT and staff	Aug 2013	Supported study Next steps carefully detailed on homework Give pupils responsibility for their learning Staff mentoring	Teachers and student views STACS MIDYIS	Targets met
Continue to recommend units only	PT and staff	Aug 2013		Teacher and student views	Pupils attainment increased.

**Review of SQA Performance 2012****Department: Modern Languages****Strategic Action – Continue to Implement Strategies to Raise Attainment and Achievement**

<b>Actions</b>	<b>Personnel</b>	<b>Timescale</b>	<b>Resources Staff Development</b>	<b>Monitoring and Evaluation</b>	<b>Expected Outcome/Impact</b>
<u>Standard Grade</u> Improve Reading skills – emphasis on vocab learning, of topics, past papers and grammar skills relevant to Reading paper. Improve commitment to attend Supported Study and Easter Revision	DM/KM	Sept 2012- May 2013	Issue past papers and vocab sheets How to pass SG French book issued Supported Study Easter revision	DM minutes Teachers' views Pupils' views Pupil assessment Homework	Pupils improved attainment in SG Reading
<u>Standard Grade</u> Improve Listening skills –emphasis on vocab learning of topics, past papers and particular vocabulary which repeatedly appears in SG exams	DM/KM	Sept 2012- May 2013	Issue past papers, CDs and vocab sheets How to pass SG French book issued Supported Study Easter Revision	DM minutes Teachers' views Pupils' views Pupil assessment Listening questions done in class	Pupils improved attainment in SG Listening
<u>Higher</u> Focus on Writing and Listening skills More emphasis on Grammar and use of past papers.	All staff	Sept 2012 – May 2013	Issue past papers, CDs Supported Study Easter Revision	DM minutes	Pupils improved attainment in Higher classes
<u>CfE</u> – continue with setting classes at the end of S1.	All staff	End of May 2013	Within existing resources	Assessment data Staff views	Better uptake of pupils in S3

<u>S1/2</u> review and update formative and summative assessment issued in S1/2.	All staff	Sept 2012- June 2013	Within existing resources	Pupil assessment records Teachers views	Pupils improve in all 4 skills
Setting of classes at the end of S3	All staff	End of May 2013	Within existing resources	Assessment data Staff views	Pupils are placed in appropriate ML section

## Review of SQA Performance 2012

## Department: Modern Studies

### Strategic Action – Continue to Implement Strategies to Raise Attainment and Achievement

Actions	Personnel	Timescale	Resources Staff Development	Monitoring and Evaluation	Expected Outcome/Impact
<u>Standard Grade</u>					
Increase the number of Credit and General passes by;	AC with support from FH, SMT	By JUNE 2013			
<ul style="list-style-type: none"> <li>targeting of pupils failing prelim with specific work focused on their areas of difficulty</li> <li>provide earlier and sustained support for underperforming pupils</li> <li>use of learning logs/feedback sheets to</li> </ul>		DEC 2012	Time to meet with pupils, letters to parents, SMT,	STACs Analysis, Pupil attainment comparison, Pupil and teacher evaluations	Improved attainment at credit level and fewer foundation passes.
		DEC - MAY 2013	As above	As above	Pupils better prepared for final exam
		SEPT - MAY 2013	As above	As Above	improved feedback to pupils, higher achievement
More emphasis on ES past paper questions	AC	DEC - MAY 2013	Within existing resources	End of unit assessments, Prelim Analysis, SQA component results,	Improved ES attainment leading to increased credit and general level passes
Increased supported study and lunchtime activities.	AC	AUG - SEPT 2013	Within existing resources, Time to meet students, Money to photocopy resources	Uptake at activities, Assessment results, Prelim Analysis, SEEMIS	Better preparation for exam and deeper knowledge and understanding of units
Produce revision folder for all students	AC	JAN - MAY 2013	Time to develop, Money for photocopying	Scheme of work, SQA STACs 2013	Increased credit level passes.
Find strategies to increase engagement and motivation of under performing pupils	AC	SEPT - MAY 2013	Within existing resources	Prelim results, SEEMIS tracking and monitoring,	Increased uptake of pupils from S4 to S5, improved grades from foundation to general level
Increase uptake from SG to Higher	AC, MWH	BY JUNE 2013	Within existing resources	Classlists	More higher

<u>Intermediate</u>					
Use of strategies to engage and sustain pupil motivation and enjoyment of subject.	MWH	SEPT - MAY 2013	within existing resources	SEEMIS tracking and monitoring, STACs 2013	improved attainment of pupils / increased uptake from S5 to S6
Develop course materials to include more active learning and co-operative learning activities.	MWH	SEPT - MAY 2013	Time to develop and plan co-operative learning, resources from internet, photocopy and other materials required, use of filming equipment	Scheme of work produced	Improved results and greater enjoyment and understanding of subjects covered
Further CPD training to stay up to date with SQA best practice for marking	MWH	NOV 2013	Time to go on training, money to fund course	Staff evaluations	Better teacher knowledge which will improve pupil understanding
Create more model answers for 8 mark questions and for their mini DME	MWH	SEPT - MAY 2013	Time to create materials, photocopying	Scheme of work produced	Pupils better prepared to answer for final exam leading to improved attainment
Sharing SQA 'Understanding Standards' with pupils to improve techniques and skills	MWH	By JAN 2013	Use of SQA website, pupils access to website, and printer ink to print off materials	Prelim analysis	As above
More emphasis on Past Paper questions as preparation for Prelim.	MWH	DEC - JAN 2013	Photocopying past papers,	Prelim analysis	As above
Develop the use of Edmodo to enhance pupil learning and improve homework completion rate	MWH	Ongoing	Time to develop content	SEEMIS tracking and Monitoring, pupil evaluations,	As above
Use of Learner logs and feedback sheets to focus development needs of pupils	MWH	OCT, DEC 2012 & MAR 2013	Time to meet with pupils and for pupils to complete their logs	Pupil feedback, STACs 2013	Pupils develop a better understanding of their development needs

<u>Higher</u>					
Structured programme of supported study	MWH	By DEC 2012	Time to compile, Photocopy resources for SS	Scheme of work produced	More pupil success in prelim exams
Focus on essay writing with the creation of Essay writing materials and model essays answers	MWH	SEPT - MAY 2013	Time to develop material, Photocopying	as above	Improved attainment in paper I
Further development of DME materials	MWH	SEPT - DEC 2012	As above	As above	Improved attainment in paper II
CPD training for staff	MWH	NOV 2012 & MAR 2013	Time to go on course, Funding to pay for course	Staff evaluations	Better understanding of course content, improved pupil attainment
Pupil attendance at higher Modern Studies conference and Easter Revision school	MWH	MAR 2013	As above	Pupil evaluations	More pupils achieving 'A' grades
Organise a Dumbarton Academy Master Class led by J Beattie	MWH	MAR / APR 2013	Time to plan	Pupil evaluations	As above
Update materials on the USA around the 2012 Presidential Election	MWH	BY JAN 2013	Time to develop content, internet access, money for photocopying	Scheme of work produced	Increased learner understanding
Use of GLOW and Edmodo to engage pupils with their learning	MWH	SEPT - MAY 2013	Time to develop this resource and content	SEEMIS tracking and monitoring	Increase pupil engagement and therefore more success in SQA exams
Use of learner logs to track pupil performance in NABs and prelims	MWH	SEPT - MAY 2013	Time to meet with pupils individually, Time for pupils to complete logs	Pupil evaluations, STACs 2013	Learners benefitting from structured feedback and understand what they need to do to improve.

<u>Adv. Higher</u>					
Create a course outline and a planner for Students	MWH supported by LMc	SEPT - MAY 2013	Time to plan outline	Scheme of work produced	Clear content and timings for completion of NABs and units of Work
Staff CPD	MWH	Ongoing	Time and money to go on courses	Staff evaluation	Better understanding of arrangements and standards / improved pupil support and higher attainment
Creation of a folder of work for students	MWH supported by LMc	SEPT - MAY 2013	Time to create, money to photocopy	Scheme of work produced	improved attainment
<u>S1-4</u>					
Continue to track attainment and achievement of pupils in Modern Studies	All Staff led by FH	AUG - JUN 2013	Creation of new resources, Development time, money for photocopying, CPD on new courses and N4 & 5	Assessment Data, Schemes of work produced, SEEMIS tracking and monitoring, use of pupil evaluations and feedback sheets, Homework Evidence, SMT, FM minutes,	Increase pupil understanding and motivation. Better pupil knowledge of the world in which they live in. Increased uptake at Higher and Intermediate 2.



## Review of SQA Performance 2012

Department: Music

### Strategic Action – Continue to Implement Strategies to Raise Attainment and Achievement

Actions	Personnel	Timescale	Resources Staff Development	Monitoring and Evaluation	Expected Outcome/Impact
<b>S Grade</b> <b>1</b> Continue to maintain high standards and support pupils to achieve their full potential. In the 2012 SQA exams the Music Department achieved above the National average at both Grades 1 and 2.	S Rae, S Magee and all Instrumental Instructors	August 2012 – May 2013	Supported Study	<b>1</b> Regular discussions : (1) at weekly DMs (2) with Instructors (3) with pupils <b>2</b> Supported Study <b>3</b> Regular target setting and tracking <b>4</b> Analysis of Prelim results <b>5</b> Mentoring <b>6</b> STACS analysis	Maintain high standards with pupils reaching their full potential
<b>2</b> Focus on further improving Listening grades with new approaches to homework and at Supported Study sessions	S Rae and S Magee	Throughout the session, particularly prior to the Prelim exams and SQA exams	Supported Study	Analysis of Prelim results	Listening grades are further improved
<b>Intermediate2, Higher and Advanced Higher</b>  Continue to maintain high standards and support pupils to achieve their full potential. In the 2012 SQA exams all pupils passed with the majority gaining Grade A ( 42% Post Appeal)	Higher / Advanced Higher – S Rae  Int 2 / Higher – S Magee	Throughout the session, particularly prior to the Prelim exams and SQA exams	Supported Study	<b>1</b> Regular discussions : (1) at weekly DMs (2) with Instructors (3) with pupils <b>2</b> Supported Study <b>3</b> Regular target setting and tracking <b>4</b> Analysis of Prelim	Maintain high standards with pupils reaching their full potential

<p>and Grade B (47%)</p> <p>Continue to select appropriate Performing materials for each individual pupil. Continue to support pupils to improve Listening grades with new homework strategies.</p>	S Rae / S Magee	Throughout the session		<p>results</p> <p><b>5</b> Mentoring</p> <p><b>6</b> STACS analysis</p> <p>Analysis of Prelim and SQA results</p>	Improved grades
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**Review of SQA Performance 2012****Department: Physical Education****Strategic Action – Continue to Implement Strategies to Raise Attainment and Achievement**

<b>Actions</b>	<b>Personnel</b>	<b>Timescale</b>	<b>Resources Staff Development</b>	<b>Monitoring and Evaluation</b>	<b>Expected Outcome/Impact</b>
<b>Higher</b> Support Mr McEwan in all aspects during his first presentation of Higher course. (This course did not run last session.) Focus on written responses in exams.	Lead: Mr McEwan. J Ingram and J Hammond	August 2012 – May 2013	Colleague support Supported study. Internet resources. Consult WDC colleagues.	Regular formal and informal discussions. Classroom observations Prelim exam analysis Pupils entered for correct level of exams. Target setting and tracking. Cross marking Issue of model answers	Full staff support and pupils reach their potential for course
<b>Standard Grade</b> Continued use of past papers, and all resources issued by PE department. Use of Cooperative Learning strategies Homework issued and monitored.	J Ingram and J Hammond	August 2012 – May 2013	Supported study	Prelim exam analysis Pupils entered for correct level of exams. Target setting and tracking. Formative and summative assessment Homework returns on time and of good quality. Cross marking. Issue of model answers	100% pass at Standard Grade Regular updates of progress will encourage and motivate pupils to meet potential

## Review of SQA Performance 2012

## Department: RMPS

### Strategic Action – Continue to Implement Strategies to Raise Attainment and Achievement

Actions	Personnel	Timescale	Resources Staff Development	Monitoring and Evaluation	Expected Outcome/Impact
<u>Intermediate 2</u>					
Creation of a separate int 2 class distinct from the higher	MWH, SMT	AUG 2012	Timetabling, staffing, uptake of pupils in S5/6	Class list and T/T	Improve the coverage, depth and breadth of what is taught
Development of specific Intermediate resources and materials which could cater for Int 1 level too.	HC-L	MAY 2013	Creation of new resources, Development time, money for photocopying	Schemes of work produced	Increase pupil understanding and motivation.
More focus on skills and exam techniques required at Int 2	HC-L	MAY 2013	Creation of new resources, Development time, money for photocopying	Schemes of work produced	Pupils are better prepared for exam and know how to answer the different types of questions being asked in the exam
Focused target setting using UPS to guide feedback and pupil performance throughout the year	HC-L, MWH	SEP - MAY 2013	Time to meet with pupils, Supported study resources Time for analysis	SEEMIS tracking and monitoring, use of pupil evaluations and feedback sheets	Improve attainment and pupils understand what they need to do to improve
Closer tracking and earlier intervention of under performing pupils	HC-L, MWH, SMT	SEP - JAN 2013	Supported Study resources, money for photocopying, creation of a planned programme, Time to meet with pupils	Homework Evidence, NAB evidence, Prelim Evidence, letters home to parents, parental interviews, SMT	Reduce the numbers of N/A increase pupil focus and attainment
Raise pupil engagement and motivations	HC-L	Ongoing	existing materials	Schemes of work, pupil evaluations, pupil attendance, Homework evidence, FM minutes, SQA results	More pupil success in exams, fewer N/A's
Mentoring of probationer which focus more on curricular needs	GD, MWH	SEP - MAY 2013	Time for meetings, target setting and Action plan to be created.	Minutes of meetings, GTC profile completion, SQA results	Staff better understanding the standards and requirements at the level they are teaching

<b>Actions</b>	<b>Personnel</b>	<b>Timescale</b>	<b>Resources Staff Development</b>	<b>Monitoring and Evaluation</b>	<b>Expected Outcome/Impact</b>
<u>Higher</u>					
No bi -level class	MWH, SMT	AUG 2012	Timetabling, staffing, uptake up pupils in S5/6	Class lists and T/T	Raised attainment and a better breadth and depth of knowledge of the curriculum
Target more 'A' passes through:					
• creation of a programmed revision folder and focused supported study	GD	SEPT - MAY 2013	Money for photocopying	Planned programme produced	Increased numbers of 'A' passes
• CPD training for staff on understanding standards	GD	By MAY 2013	Time and money to go on course	Dissemination from and evaluation of CPD course	As above
• Further investigation into paper II Christianity Unit and creation of new teaching resources	GD	SEP - MAY 2013	Creation of new resources, Development time, money for photocopying	Schemes of work produced	As above
• Use of Glow, Edmodo, School rack and other blog sites to enhance breath of pupil knowledge	GD, HC-L	SEP - MAY 2013	Existing resources	Prelim results, Homework evidence, NAB results, SQA data,	As above
• develop links with other schools	GD	Ongoing	Time to explore links and areas to develop	Glow meet used, resources shared, pupil evaluations,	As Above
• better uptake of Easter revision school & other WDC masterclass	GD	SEP - MAY 2013	Use of STAR and mentoring programme to encourage uptake	SQA results, pupil evaluations,	As above
• Earlier identification of pupils who require additional support	GD	Sept - Dec 2012	Time for meetings with pupils, action plan to be created with pupils	SEEMIS tracking and monitoring, use of pupil feedback sheets	As above
Closer tracking of pupils under performing	GD, MWH, SMT	Ongoing	SEEMIS, NAB evidence, H/W, FM minutes, SMT	Homework Evidence, NAB evidence, Prelim Evidence, letters home to parents, parental interviews, SMT	Fewer N/As at higher level.

<b>Actions</b>	<b>Personnel</b>	<b>Timescale</b>	<b>Resources Staff Development</b>	<b>Monitoring and Evaluation</b>	<b>Expected Outcome/Impact</b>
<u>S1-4</u>  Continue to track attainment and achievement of pupils in RME	All Staff led by FH	AUG - JUN 2013	Creation of new resources, Development time, money for photocopying, CPD on new courses and N4 & 5	Assessment Data, Schemes of work produced, SEEMIS tracking and monitoring, use of pupil evaluations and feedback sheets, Homework Evidence, SMT, FM minutes,	Increase pupil understanding and motivation. Better pupil knowledge of world Religions. Increased uptake at Higher and Intermediate 2

**Review of SQA Performance 2012****Department: Technical****Strategic Action – Continue to Implement Strategies to Raise Attainment and Achievement**

<b>Actions</b>	<b>Personnel</b>	<b>Timescale</b>	<b>Resources Staff Development</b>	<b>Monitoring and Evaluation</b>	<b>Expected Outcome/Impact</b>
Review SQA results to highlight our areas for improvement, especially higher PD	<b>All staff</b>	<b>October 2012</b>	Stacs and Fyfe technology  Departmental SMT	Discussion: at DMs School visits Pupils entered at correct presentation levels	Improved results in PD
Continue with classroom observations and sharing of good practice through formal and informal discussions: as per M/E	<b>All staff</b>	As per M/E calendar	Departmental	Staff observed by colleagues and successful L/T discussed at DMs	Improved L/T across the department
Continue to implement the individual subject action plans for Stg Grd CD,GC, and higher PD ,GC	<b>All staff</b>	FA	Departmental	Discussion with pupils and staff	Improved results
Prelim analysis will continue to highlight the pupils strengths and weaknesses and areas for improvement	<b>All staff</b>	<b>December 2012</b>  <b>January 2013</b>	Departmental SMT	Homework returns Deadline dates issued. Pupils causing concern recorded	Improved results
Make recommendations at the end of the S3BGE for pupils to specialise in DM, GC or PCS at national 4/5, through portfolio audit	<b>All staff</b>	<b>All staff</b>	Network meetings Departmental SQA subject guidelines	Majority of S3 pupils returning in S4	All pupils working at correct National 4/5 and subject choice.

**Review of SQA Performance 2012****Department: Science****Strategic Action – Continue to Implement Strategies to Raise Attainment and Achievement**

<b>Actions</b>	<b>Personnel</b>	<b>Timescale</b>	<b>Resources Staff Development</b>	<b>Monitoring and Evaluation</b>	<b>Expected Outcome/Impact</b>
SG – Target pupils with 5/7 grades post prelim with extra homework issued from Success Guides for all Sciences.	All SG teachers / SS	Post prelim – Jan.	Success Guides Letters to parents.	STACS 2013 / Individual pupil attainment comparison eg, post-pre exam results.	Improved attainment at the “foundation” end of Standard Grade to increase all pupils to General Grades.
CFE – Continue with rigorous setting at the end of S2 (as practical depending on timetable) and end of current S3 for new NQs.	All Staff	End of May.	New attainment tests need to be moderated and data gathered for future comparisons. MIDISYS data.	Assessment data and future NQ results. SQA moderation activities. Professional judgements of staff. Future (STACS?) analysis or comparisons in whole school.	Pupils are better prepared for starting appropriate NQ courses. Improved attainment.
INT2 – Manage pupil expectations of progress from Int1 to Int2. Sustain interest of pupils in this category by encouraging pupils to study as 2 year	Int 2 teachers / SS.	Ongoing.	Time for meeting with candidates during class.	DM minutes. Pupil feedback and motivation. Number of pupils who return in S6 to complete course and (hopefully) attain SQA award.	Learners gain qualification over 2 year cycle. Improved attainment.



course.					
H- keep number of bi-level classes at Higher to a minimum as practical.	SMT / SS	Ongoing	Timetabling. Staffing. Pupil uptake of Sciences.	Classlists and timetable.	Pupils receive more teacher / pupil class time. Improved attainment.



# **Raising Attainment 2012-13**

## **Our Lady and St Patrick's High School**

### **Action Plan**

Action	Impact	Lead Staff	Timescale	Resources	Monitoring & Evaluation
Implement any agreed points for action in light of SQA performance.	Raised standards of achievement	RAT SMT/Principal Teachers of Subject	By end of Sept. thereafter on-going.	SQA template. Summary of performance and agreed points for action.	Assessment data.  School and dept. Standard & Quality papers  Scheduled reviews.  Pattern of attainment and emerging trends.
<ul style="list-style-type: none"> <li>• Focused tracking of pupil progress</li> <li>• Reviewing departmental monitoring mechanisms</li> <li>• Developing strategies to raise pupil attendance with “higher tariff” pupils being targeted.</li> </ul>	Effective tracking of progress recognising achievements. Barriers to learning are being effectively addressed. Support mechanisms are in place to meet the needs of all pupils.	RAT Principal Teachers: Subject and Pastoral Care	On-going throughout session	Click & Go  All teachers	Effectiveness of early warning mechanisms.  Quality and regularity of personal contact.
Further develop student study skills support: whole school and departmental.	Pupils are being actively challenged	Principal Teachers: Subject and Pastoral	Oct INSET. On-going. Reviewed through	Study materials: School and depts.	Evidence of support materials. Consistency of teaching approaches.

	to engage in independent and creative thinking.	Care with remit.	DM's.	Staff CPD All members of depts.	
Deliver presentation/workshop to parents of senior students	Parents are fully engaged in supporting their child's learning and development. Parents are positive in their views of the quality of education being provided. Parents are fully informed of educational developments.	RAT		Newsletters Workshop materials	Parental consultation  Survey findings  Workshop evaluations etc.
Further promote OLSP as a Rights Respecting School as a means of furthering a positive school ethos.		RAT RRS Volunteers	Element of INSET programme. On-going through	LEA Support Staff training Time to plan, access pupils and promote	On route to Level 1 of UNICEF RRSA. Development of ethos of achievement. Increased positive expectations, work ethic and a climate of achievement.

			session	Rights Respecting School	
<p>Engage all departments in tailoring learning experiences to link with developing the four capacities. Areas of focus to include:</p> <ul style="list-style-type: none"> <li>refining practices that build personal confidence and self-esteem.</li> <li>widening opportunities to further young people's achievements and contributions.</li> <li>opportunities to work collaboratively and co-operatively.</li> <li>enhanced opportunities for pupils to reflect on issues and express their views</li> <li>empowering young people with greater responsibilities in terms of</li> </ul>	<p>Increased positive expectations , work ethic and a climate of achievement .</p> <p>Learners' experiences are differentiated, relevant, interactive and challenging.</p>	<p>RAT Principal Teachers Pastoral Care, Principal Teacher Support for Learning, SMT and All Principal Teachers Curriculum</p>	<p>Launch in August Ongoing through session as per planned whole school/dept. programme.</p>	<p>Time to meet, reflect, plan and develop practices. Training for staff.</p> <p>Time to access pupils. Access to supporting resources.</p> <p>Refined communication channels.</p>	<p>Programme of classroom visits and summary reports.</p>

their own learning and in engaging in aspects of school life.					
<p>Continue to refine opportunities for parents to be involved in their child's education including:</p> <ul style="list-style-type: none"> <li>• study skills' workshop</li> <li>• anti-bullying workshop</li> <li>• school policies' review workshop</li> <li>• presentation to parents of examination candidates</li> </ul>	<p>Parents are fully engaged in supporting their child's learning and development.</p> <p>Parents are positive in their views of the quality of education being provided.</p> <p>Parents are fully informed of educational developments.</p>	SMT Principal Teachers	On-going through session	Newsletters Workshop materials School policies	<p>Parental consultation</p> <p>Survey findings</p> <p>Workshop evaluations etc.</p>
<p>Continue to strengthen home school partnerships. Strategies to include continuing to:</p> <ul style="list-style-type: none"> <li>• capture parental views and respond accordingly</li> <li>• engage parents in</li> </ul>	<p>Parents are fully engaged in supporting their child's learning and</p>	RAT SMT Principal Teachers	On-going through session	Newsletters Workshop materials School policies	<p>Parental consultation</p> <p>Survey findings</p> <p>Workshop evaluations etc.</p>

workshops etc. • information meetings etc.	development. Parents are positive in their views of the quality of education being provided. Parents are fully informed of educational developments.				
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# **Raising Attainment 2012-13**

## **St Peter the Apostle High School**

### **Action Plan**

<b>Actions</b>	<b>Impact</b>	<b>Lead Staff</b>	<b>Timescale</b>	<b>Resources</b>	<b>Monitoring Evaluation</b>
<b>1. <u>STACs / SQA Analysis</u></b> a) whole school and departmental Quality Assurance calendars produced b) Departmental / HT / SLT / PT / STACs meetings and analysis: action points decided with specific departmental targets c) WDC STACs review and analysis: action points determined d) increased pupil involvement in review of SQA results e) increased parental involvement via Parent Council and Focused Information Evenings	improvements in SQA results (S4) 5+ credits 35% (S5) 5+ Highers 10% (S5) 3+ Highers 22% (S5) 1+ Higher 43% (S5/6) 1+ AdH 12% (S5/6) 5+ Higher 22% (S5/6 3+ Higher 34% (S5/6) 1+ Higher 49%	M Vassie: HT  Link DHTs  PTs  PT: Raising Attainment	September to November 2012          August 2012 to May 2013	Time  CPD  QIO  Finance – Reprographic s	<u>Senior Leadership Team</u> • programme to share good practice • presentation policy • SLT monitoring & evaluation • tracking calendar • reviews • visits • regular meetings with Principal Teacher Raising Attainment • link Depute Head Teachers • Departmental Meetings • Personal Review & Development • School Improvement Plan • STACs • analysis of prelims
<b>2. <u>Learning &amp; Teaching</u></b> a) address points raised in HMIE report regarding challenge, pace and support for individual pupils (personalisation) b) address points made in HMIE regarding more interactive use of IT: development of IT committee	• successfully address points raised in HMIE Report • build on success identified in HMIE report • more consistent approach across school in relation to creating	M Vassie: HT  J Morrison: DHT  P Darroch: DHT  SLT  PTs  PT: Raising	August 2012 to December 2012	Time  CPD  In-Service: staff training  Finance – ICT & Reprographic	<u>Principal Teachers / Departments</u>

<p>c) promote and support Teacher Learning Communities</p> <p>d) revisit relevant policies eg Learning &amp; Teaching / Assessment is for Learning</p> <p>e) develop programmes of work that meet individual needs with a specific focus on challenging more able pupils</p> <p>f) continue to develop active, co-operative, AifL strategies</p> <p>g) ensure identified good practice is shared across the school</p>	<p>challenging learning experiences</p> <ul style="list-style-type: none"> <li>• pupils more confident in relation to the four capacities</li> <li>• staff capacity improved</li> </ul>	<p>Attainment</p> <p>WDC</p>	<p>August 2012 to May 2013</p>	s	<ul style="list-style-type: none"> <li>• tracking calendar</li> <li>• reviews</li> <li>• visits</li> <li>• regular meetings with Principal Teacher Raising Attainment</li> <li>• link Depute Head Teachers</li> <li>• Departmental Meetings</li> <li>• Personal Review &amp; Development</li> <li>• Departmental Improvement Plans</li> <li>• Principal Teacher curriculum evaluations of tracking data</li> </ul>
<p>3. <u>Principal Teachers / Departments</u></p> <p>a) Raising Attainment and Tracking to be standing items at all Departmental Meetings</p> <p>b) Raising Attainment a priority in every Departmental Improvement Plan</p> <p>c) Departments to produce Quality Assurance calendar</p> <p>d) Principal Teachers to play greater role in driving Raising Attainment agenda in department: staff training re</p>	<ul style="list-style-type: none"> <li>• greater expertise among staff resulting in greater responsibility for Raising Attainment being taken by every department and member of staff</li> <li>• Raising Attainment / tracking / target setting fully embedded into the culture of the</li> </ul>	<p>M Vassie: HT</p> <p>Link SLT</p> <p>PTs</p> <p>Members of departments</p> <p>PT: Raising Attainment</p>	<p>August 2012 to December 2012</p>	<p>Time</p> <p>DMs</p> <p>In-Service</p> <p>Training for pupils</p>	<p><u>Raising Attainment Team</u></p> <ul style="list-style-type: none"> <li>• mid session review of Action Plan</li> <li>• audit of Action Plan</li> <li>• focus groups</li> <li>• feedback from mentoring team</li> <li>• click &amp; Go tracking data</li> <li>• liaison between Pupil Support and mentors</li> </ul>

<p>STACs, UPS, Standards &amp; Quality, Departmental Improvement Plans</p> <p>e) Principal Teachers to help staff construct individual teacher targets regarding Raising Attainment</p> <p>f) Departments to encourage and develop greater pupil responsibility eg development of Pupil Voice, increased involvement of pupils in target setting, more focused, practical feedback given to pupils, pupils involved in next steps</p> <p>g) teachers to discuss progression routes with every pupil as part of target setting programme</p> <p>h) Principal Teachers to carry out themed reviews / visits relating to Raising Attainment in the course of the year</p> <p>i) Principal Teachers to ensure good practice is shared across the department and whole school</p> <p>j) Principal Teachers to work closely with Raising Attainment Principal Teacher (named contact) re specific</p>	<p>school - consistency of rationale and approach in every department</p> <ul style="list-style-type: none"> <li>• change attitude of all staff from fixed to growth mindset</li> </ul>		<p>August 2012 – May 2013</p>		
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<p>pupils</p> <p>k) better use of websites re support for pupils, revision, past papers etc</p> <p>l) enhanced role for Principal Teachers in analysing and responding to on track data during the course of the session</p> <p>4. <u>Target Setting &amp; Tracking</u></p> <p>a) Tracking a standing item on Departmental Meetings agendas</p> <p>•b)Whole school and departmental tracking programme / calendar</p> <p>c) whole school presentation regarding tracking at In-Service 3</p> <p>d) production of whole school strategy paper</p> <p>e) establish tracking / mentor teams in S4 - S6</p> <p>f) identification of target groups and specific pupils</p> <p>g) whole school / departmental analysis of tracking data at key points in the session</p> <p>h) whole school and departmental analysis of prelim performance in relation to</p>	<p>• improved SQA results: particularly at S5 Highers and reduction in no awards / incompletes at every level</p> <p>• more accurate information and analysis resulting in quicker intervention / remedial action (strategy) : information to parents leading to appropriate support to all pupils</p> <p>• improved attendance at Supported Study / Easter Revision School / Saturday Morning Classes</p> <p>• pupils confident about what they</p>	<p>M Vassie: HT</p> <p>K Gallagher: DHT</p> <p>M Rainey: DHT</p> <p>L Booth: DHT</p> <p>PTs</p> <p>PT: Raising Attainment</p> <p>WDC / QIO</p> <p>IT Committee</p>	<p>August 2012 to December 2013</p> <p>August 2012 to May 2013</p>	<p>Time</p> <p>Reprographics</p> <p>WDC / QIO</p>	
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<p>targets: actions points determined</p> <p>i) formal tracking / evaluation of impact of Supported Study and Easter Revision School / Saturday morning classes</p> <p>j) involve pupils and parents more in tracking programme: pupil surveys</p> <p>k) improve communication and encourage participation with parents regarding tracking - via website, newsletters, Parent Evenings</p> <p><u>5. Support for Pupils</u></p> <p>a) individual interviews with Principal Teacher Raising Attainment</p> <p>b) Programme of Study Skills eg 'Stuck on Study', 'Tree of Knowledge'</p> <p>c) motivational input - Tree of Knowledge, leadership course (Kevin Clancy)</p> <p>d) intense support re NABs and resits</p> <p>e) greater responsibility / pupil participation in RA agenda</p> <p>f) Group support through mentoring programme</p>	<p>aspire to achieve</p> <ul style="list-style-type: none"> <li>• increase in pupil responsibility / participation</li> <li>• development of personal skills</li> <li>• increase in pupil confidence</li> <li>• appropriate (and quick) support to all pupils</li> <li>• higher expectations</li> <li>• independent learners</li> <li>• greater understanding of how to study / skills for life, learning and</li> </ul>	<p>M Vassie: HT</p> <p>K Gallagher: DHT</p> <p>J Morrison: DHT</p> <p>PT: Raising Attainment</p> <p>PTs Curriculum</p> <p>PTs Pupil Support</p>	<p>August 2012 to May 2013</p>	<p>Time</p> <p>Finance – Supported Study &amp; Easter Revision School</p> <p>Finance – Outside speakers</p>	
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<p>g) Supported Study and Easter Revision School</p> <p>6. <u>Support for Parents</u></p> <p>a) Parent workshops / presentations (Stuck on Study &amp; Tree of Knowledge)</p> <p>b) improved communication / information re tracking, target setting, study skills</p> <p>c) better use of whole school and departmental websites</p> <p>d) Parent Council contribution to School Improvement Plan and Raising Attainment Action Plan</p> <p>e) Parent Council to use some WDC money to support Raising Attainment Programme</p> <p>f) communication with Raising Attainment Principal Teacher</p>	<ul style="list-style-type: none"> <li>work</li> <li>• greater choice</li> <li>• creativity and independence</li> <li>• development of citizenship</li> <li>• improve achievement</li> <li>• enhance self awareness of abilities / potential</li> <li>• pupils more aware of entitlements and responsibilities</li> </ul>	<p>M Vassie: HT</p> <p>K Gallagher: DHT</p> <p>L Booth: DHT</p> <p>Parent Council</p>	<p>August 2012 to December 2013</p> <p>August 2012 to May 2013</p>	<p>Time</p> <p>Finance – training for parents : outside speakers</p>	
	<ul style="list-style-type: none"> <li>• greater participation / involvement / impact / influence on learning and teaching</li> <li>• higher expectations</li> </ul>		<p>August 2012 to December 2013</p>		
	<ul style="list-style-type: none"> <li>• parents better able to support pupils</li> <li>• parents aware of greater pupil choice</li> </ul>	<p>M Vassie: HT</p> <p>SLT</p> <p>WDC</p>			

<p>g) Six Parent Evenings and five general Parent Information Evenings</p> <p>7. <u>Support for Staff</u></p> <p>a) whole school presentation re tracking at In-Service 3</p> <p>b) production of whole school strategy paper</p> <p>c) HT delivery of STACs analysis to Principal Teachers</p> <p>d) Teacher Learning Communities</p> <p>e) CPD programme</p>	<ul style="list-style-type: none"> <li>• develop confidence / expertise of staff</li> <li>• provide a common rationale / approach</li> <li>• impact of peer assessment etc</li> <li>• more targeted Learning &amp; Teaching</li> <li>• greater knowledge of intervention strategies</li> </ul>			<p>Time</p> <p>CPD</p> <p>In-Service</p> <p>WDC - TLCs</p>	
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# **Raising Attainment 2012-13**

## **Vale of Leven Academy**

### **Action Plan**

<b>Priority/target area:</b> 1) Embed Raising Attainment agenda in whole school management					<b>Focus QI:</b> 1.1
<b>Expected Impact:</b> Positive trends in headline figures over a long-term period					<b>Other Monitoring Strategies:</b> QIO Meetings
<b>Actions</b>	<b>Impact</b>	<b>Lead Staff</b>	<b>Resources</b>	<b>Timescale</b>	<b>Monitoring and Evaluation</b>
1.1 A Tindal to continue with Raising Attainment agenda as part of her remit	a) Raising Attainment remains at the forefront of the school improvement plan	A Tindal	Staffing	Sep 2012	SMT Meetings SIP Meetings
1.2 Establish Principal Teacher of Raising Attainment	a) Whole school coordinator in place to pull all positive strategies together for sustainable long term improvement b) Support and challenge provided for departments	C Robertson	Staffing, budget	Oct 2012	SMT Link Meetings with PT RA Raising Attainment Action Plan WDC Raising Attainment Meetings
<b>Impact:</b>					
<b>Next Steps:</b>					

<b>Priority/target area:</b> 2) Learning and Teaching					<b>Focus QI:</b> 5.1 – 5.6
<b>Expected Impact:</b> Higher quality learning and teaching across all curricular areas Improved pupil experience Attainment raised					<b>Other Monitoring Strategies:</b> SMT on call Classroom observations Identify and target top set classes
<b>Actions</b>	<b>Impact</b>	<b>Lead Staff</b>	<b>Resources</b>	<b>Timescale</b>	<b>Monitoring and Evaluation</b>
2.1 Expand sharing good practice groups through use of AifL TLCs and Cooperative Learning Strategy Group	a) Increased discussion on T&L b) Greater consistency of approaches c) Shared resources d) Improved pupil experience	C Mooney S Scott H Braid W Murray J Fitzpatrick J McKell	Time	Ongoing	TLC Leader Meetings Staff feedback
2.2 Address cross-cutting themes of Literacy, Numeracy and Health & Wellbeing	a) Greater consistency of approaches b) Staff are supported in delivering outcomes c) Increased transferable skills for pupils	B Wright (L) A Drysdale (N) S Wallace-Cooper (HWB)	Time	Ongoing	Staff surveys Committee meetings
<b>Impact:</b>					
<b>Next Steps:</b>					

<b>Priority/target area: 3) Tracking and Monitoring</b>					<b>Focus QI: 8.4</b>
<b>Expected Impact:</b> Ensure appropriate presentation levels Identify areas for targeted support					<b>Other Monitoring Strategies:</b> Departmental Assessment records NAB Demerit
<b>Actions</b>	<b>Impact</b>	<b>Lead Staff</b>	<b>Resources</b>	<b>Timescale</b>	<b>Monitoring and Evaluation</b>
3.1 Identify pupils in S4 – S6 who are in the following categories: ✓ 5+ Level 6 (12% on track – 5% LY) ✓ 3+ Level 6 (24% on track – 13% LY) ✓ 1+ Level 6 (49% on track – 33% LY) ✓ 5+ Level 5 (14% on track - 25% LY) ✓ 5+ Level 4 (70% on track – 72%) ✓ 5+ Level 3 (95% on track – 94%) ✓ On the cusp of achieving any of the above award groupings	a) Clear target groups identified for mentoring b) SMT aware of early projected attainment statistics at the key indicators c) PTs aware of pupils within their departments who are underperforming	C Mooney A Tindal	Click & Go	Oct 2012	Staff feedback Tracking of pupil progress on new system
3.2 Introduce new Tracking and Monitoring system through Click & Go	a) Greater volume of data available b) Staff able to make more informed decisions regarding progressions c) Easier to identify pupils on cusp for targeted support	SMT	Click & Go, Staff Training	Oct 2012	Quality Assurance on report cards Departmental feedback on use of data

3.3 Monitor progress in NQ courses through unit results and NAB demerit	a) Provide targeted support to pupils re-sitting assessments b) Early intervention prior to prelims/SQA exams	C Mooney PT Subjects	Click & Go Department Records	Ongoing	Staff feedback Tracking of pupil progress on new system
3.4 Monitor S3 progress	a) Positive transitions into Senior Phase courses 2013/14 b) Appropriate course choice information for parents at S3 Information Evening	C Mooney A Tindal SMT	Click & Go Department Records	Feb 2013	Staff feedback Tracking of pupil progress on new system Parental feedback
<b>Impact:</b>					
<b>Next Steps:</b>					

<b>Priority/target area: 4) Supporting Pupils</b>					<b>Focus QI: 2.1, 2.2, 5.7</b>
<b>Expected Impact:</b> Pupils feel supported and encouraged Motivation and effort improves Attainment is raised					<b>Other Monitoring Strategies:</b> House meetings to monitor progress
<b>Actions</b>	<b>Impact</b>	<b>Lead Staff</b>	<b>Resources</b>	<b>Timescale</b>	<b>Monitoring and Evaluation</b>
4.1 Reorganise Pupil Support system to create Extended Support Team (EST)	a) Allow increased numbers of pupils to be monitored/mentored through Pastoral Care system b) Targeted support by EST for pupils who have Additional Support Needs	SMT	Staff, timetable	Aug 2012	House meetings SMT Meetings EST Meetings
4.2 Develop roles and responsibilities of PTs PC in relation to Raising Attainment	a) Allow increased numbers of pupils to be monitored/mentored through Pastoral Care system	SMT PTs PC C Mooney	Staff	Oct 2012	House Meetings SMT Meetings
4.3 Establish Assertive Mentoring Groups for 2012/13	a) Pupils are supported and encouraged b) Barriers to learning are reduced c) Pupil performance improves d) High quality learning discussions between mentor	C Mooney A Tindal	Staff, Click and Go new tracking system data, Time	Oct 2012	Mentor meetings with PT RA (staff group) Pupil feedback Departmental results Staff feedback Tracking of pupil progress “Interventions” facility in Click and Go

4.4 Invite former pupils to present at Raising Attainment event	<p>and pupil</p> <p>e) Increase mentor contact with parents</p> <p>a) Pupils are encouraged</p> <p>b) Motivation increases</p> <p>c) Awareness of demands of workplace/college/university is raised</p>	C Mooney	Time	24 Oct 2012	<p>Parents' feedback</p> <p>Pupil feedback</p> <p>Guest feedback</p> <p>Departmental Results</p>
4.5 Increase effectiveness of supported study by advising pupils on which sessions to attend, building on 90% increase in attendance in 2011/12, including expanding WDC Masterclass programme	<p>a) Increase pupil engagement</p> <p>b) Increased pupil understanding</p> <p>c) Improved NAB pass rate</p> <p>d) Improved SQA performance by pupils</p> <p>e) Improved communication with parents</p>	A Tindal C Mooney PT Subjects WDC	Time, budget	Ongoing	<p>Attendance records</p> <p>Staff feedback</p> <p>Pupil surveys</p>
4.6 Increase study skills provision to supplement existing units within PSHE	<p>a) Pupils understand expectations more clearly</p> <p>b) Pupils implement advice</p> <p>c) Improved SQA results</p>	C Mooney PTs PC	Time, staff, budget	Ongoing	<p>Staff feedback</p> <p>Pupil feedback</p> <p>Tracking data</p> <p>SQA Results</p>
4.7 Encourage participation in REACH project, Nuffield Bursaries, S@S and Glasgow Uni Summer Academy	<p>a) Pupil confidence increases</p> <p>b) Attainment increases</p>	S Halkett PTs PC C Mooney A Tindal	Time, staff, budget	Ongoing	<p>Pupil feedback</p> <p>Parental feedback</p> <p>University feedback</p>



4.8 Continue expansion of Focus West Experience	a) Improved Leaver Destinations to University/College	A Walker	Time	Ongoing	Leavers' Destination Reports
4.9 Work alongside Growth Mindset group to bring in Live N Learn	a) Increase pupil engagement b) Improve pupil attitudes c) Improved SQA performance	N Quail W Murray A Tindal C Mooney	Time, budget	Jan 2013	Pupil feedback Departmental feedback Growth Mindset group research
4.10 Coordinate use of personal target-setting in homework diaries	a) Pupils are self-reflective on current progress b) Pupils are actively involved in their development c) Staff are aware of pupils' aspirations	PTs PC PSHE Teachers C Mooney	Time, homework diaries, PSHE	Ongoing	Monitoring of homework diaries PSHE Evaluations Staff feedback
4.11 Investigate strategies to address gender imbalance	a) Attainment gap between males and females closes	C Mooney SMT	Time	Ongoing	Tracking and Monitoring Data on new system SMT Meetings STACs Analysis
<b>Impact:</b>					
<b>Next Steps:</b>					

<b>Priority/target area:</b> 5) Supporting Staff					<b>Focus QI:</b> 7.2, 7.3, 8.4
<b>Expected Impact:</b> Staff are aware of the role of the PT RA and of their own role within the Raising Attainment agenda Staff are confident in interpreting STACs data Staff are confident in harvesting Tracking Data to inform planning					<b>Other Monitoring Strategies:</b>
<b>Actions</b>	<b>Impact</b>	<b>Lead Staff</b>	<b>Resources</b>	<b>Timescale</b>	<b>Monitoring and Evaluation</b>
5.1 Create “How To” Guide for new Tracking & Monitoring system	a) Staff are confident in using the new system b) Data is entered consistently across departments c) PTs obtain overview of departmental progress d) Underperforming pupils are easily identified for interventions	C Mooney	Time	Oct 2012	Staff feedback Quality Assurance on reports Improved results at next tracking period House meetings
5.2 Meet with PTs regularly to obtain overview of subject demands	a) Support and challenge is provided to PTs b) Targeted support can be implemented c) Improved pupil experience	C Mooney	Time	Ongoing	Staff feedback Pupil feedback Departmental Meetings

5.3 Departments to create Action Plan based on STACs data	a) Staff make informed decisions about areas for action	PTs Subject C Mooney SMT Link	Time, Training on STACs	Nov 2012	Staff feedback Improved performance Departmental Meetings
5.4 Create calendar of SMT/Link Department meetings to target Raising Attainment agenda	a) SMT Link continue challenge and support of PTs in link departments b) Improved practice and performance within departments	SMT PTs Subject C Mooney	Time	Nov 2012	SMT Meetings Departmental Meetings
5.5 Deliver training to mentors	a) Mentors are confident in their role b) Tracking of pupils improves c) Pupil mentoring experience improves	C Mooney	Time	Oct 2012	Staff feedback Pupil feedback
5.6 Staff continue to develop Growth Mindset techniques	a) Consistency of approach across staff b) Improved pupil effort	N Quail G McPartlane C Mooney	Time, staff, training	Ongoing	Staff feedback Pupil feedback
<b>Impact:</b>					
<b>Next Steps:</b>					

<b>Priority/target area: 6) Supporting Parents/Carers</b>					<b>Focus QI: 5.7</b>
<b>Expected Impact:</b> Parents are confident in their role when supporting learners Parents are active partners in the learning of their child School – parent relationships are improved					<b>Other Monitoring Strategies:</b>
<b>Actions</b>	<b>Impact</b>	<b>Lead Staff</b>	<b>Resources</b>	<b>Timescale</b>	<b>Monitoring and Evaluation</b>
6.1 Deliver Raising Attainment presentation to parents of senior pupils	a) Parents are aware of the role of PT RA b) Parents are aware of support available c) Parents are aware of mentoring scheme	C Mooney A Tindal	Time	Sep 2012	Positive parental feedback received through questionnaires
6.2 Design launch event for mentor scheme to allow mentors to form and sustain positive working relationships with parents.	a) Parents are actively involved in mentoring scheme b) Pupil engagement increases	C Mooney Mentors	Time Staff	Oct 2012	Parental feedback Pupil tracking data
6.3 Create parental information to explain the CfE qualifications	a) Parents understand the new qualifications b) Parents are confident in holding discussions with learners regarding their process	C Mooney SMT	Time SQA Documents	Ongoing	Parental feedback Pupil feedback

6.4 Support set-up of Growth Mindset parents group	a) Parents develop an understanding of Growth Mindset b) Pupils are encouraged to develop a Growth Mindset at home, and in school	N Quail A Tindal C Mooney	Time, budget	Ongoing	Parental feedback
<b>Impact:</b>					
<b>Next Steps:</b>					

<b>Priority/target area:</b> 7) Improve use of technological resources to support Raising Attainment					<b>Focus QI:</b> 2.2, 4.1
<b>Expected Impact:</b> Instant access to key information about pupil pathways and support available					<b>Other Monitoring Strategies:</b>
<b>Actions</b>	<b>Impact</b>	<b>Lead Staff</b>	<b>Resources</b>	<b>Timescale</b>	<b>Monitoring and Evaluation</b>
7.1 Encourage departments to maximise use of web resources including school website and WDC website	a) Suitable online revision resources readily available b) Parents have access to current school information	PTs Subject S Thomson	Time	Ongoing	Departmental Meetings
7.2 Continue regular reports to parents through monthly newsletters	a) Good news stories are reported, fostering positive relationships with community b) Parents are made aware of upcoming school events	C Robertson	Time	Ongoing	Parental feedback
<b>Impact:</b>					
<b>Next Steps:</b>					

### GLOSSARY OF TERMS USED

HT	Head Teacher
SLT/SMT	Senior Management Team
NAB	National Assessment Bank
SQA	Scottish Qualification Authority
PT	Principal Teacher
PTRA	Principal Teacher Raising Attainment
CPD	Continuous Professional Development
QIO	Quality Improvement Officer
STACs	Standard Tables and Charts
DHT	Deputy Head Teacher
DMs	Departmental Meetings
5+ H	5 or more Highers
AdH	Advanced Highers
SIP	School Improvement Plan
DIP	Department Improvement Plan
S&Q	Standards and Quality Report
NQ	National Qualifications
INSET	Inservice Training
DAWS	Development Activity Whole School
JAT	Joint Assessment Team
STAR	Seconded Teacher – Attainment Raising
SEEMIS	Management Information Service
SMS	Short Message Service
MidYis	Baseline Assessment (one type)
PRD	Professional Review and Development
ICT	Information & Communications Technology
GLOW	Schools intranet
SLWG	Short Life Working Group
PDSW	Pupil and family support worker
FPs	Former Pupils
SG	Standard Grade
Int	Intermediate
TandL	Teaching and Learning
HS	High School
K & U	Knowledge and Understanding
PS	Problem Solving
MI	Managing Information

UCAS	University Colleges Admissions System
HE	Higher Education
FE	Further Education
AifL	Assessment is for Learning
ILL	Individual Learning Logs
RAV	Raising Attainment (Vale) team
P.SHE	Personal & Social Health Education



# **WEST DUNBARTONSHIRE COUNCIL**

## **Report by the Executive Director of Educational Services**

**Educational Services Committee: 7 November 2012**

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**Subject: Scottish Qualifications Authority (SQA) Examination Results 2012**

### **1 Purpose**

- 1.1** To update Members on the performance of West Dunbartonshire schools in the national Scottish Qualifications Authority (SQA) examinations of 2012.

### **2. Recommendations**

- 2.1** Members are requested to:
- a) note the contents of this report and the attached appendices;
  - b) congratulate the pupils, parents and carers, staff and centrally deployed staff for achievements in this year's examinations;
  - c) note the strategies being employed by individual schools and by the authority to raise attainment levels in S4-S6;
  - d) request a report to the meeting of this committee in November 2013 concerning performance in the 2013 diet of SQA examinations; and confirm whether they are happy with the way in which information is presented in this report and its appendices, given the number of different formats used over recent years.

### **3 Background**

- 3.1** The Scottish Government publishes annually Standard Tables and Charts (STACS) which give a detailed analysis of the national SQA Examination results. The authority has carried out a further analysis of these Tables and Charts which looks at trends over the past 5 years and makes comparisons with other similar education authorities, national performance, and past performance in West Dunbartonshire. The analysis contains data for years 2008 to 2012.
- 3.2** The 2012 data is pre-appeal while the percentages for all previous years are those after appeals have been granted. The 2012 percentages may show some increase once the appeals, which were submitted in September, are granted or rejected.
- 3.3** The first comparison looks at Council performance in a range of measures over the last 5 years (2008-2012). (Appendix 1). The term NCD refers to the National Comparison Decile which broadly divides performance across Scotland into 10 groups or deciles. A performance in the top 10% in Scotland has an NCD of 1; in the lowest 10% the value of the NCD would be 10; the Scottish average would be 5 or 6.

Comparator data is also provided which relates to performance in similar councils/schools chosen on a range of socioeconomic and deprivation indices. Attainment levels should be considered within this deprivation profile. WDC comparator councils are: Clackmannanshire, Inverclyde, Midlothian, North Ayrshire and Renfrewshire.

- 3.4** The second comparison (Appendix 2) looks at: School performance in relation to both comparator schools and national performance across 9 measures, (SCQF levels are shown in Appendix 5). Results for St Peter the Apostle High School in 2012 are compared with the combined results for St Andrew's and St Columba's High Schools in previous years (2008-09).
- 3.5** Thirdly, overall subject strengths/underperformance are shown (Appendix 3). This indicates those subjects in which performance is significantly better or worse when compared to average scores in other subjects taken in at least the last 3 years.
- 3.6** Fourthly, subject strengths/underperformance are shown by school (Appendix 4). Again, performance is compared to average scores in other subjects taken. It is significant if performance is above/below this average in at least the last 3 years.
- 3.7** Separate enhanced Leadership for Learning meetings have taken place between school management teams and the Directorate team, Quality Manager and relevant Quality Improvement Officers (QIOs). These meetings, chaired by the Executive Director, focused on SQA results and on specific attainment issues and resulted in agreement on an agenda for improvement in each establishment. A summary of the attainment action plan for each school will be presented to the February 2013 meeting of the Educational Services Committee.
- 3.8** A report detailing the strategies employed to raise attainment in secondary schools across West Dunbartonshire was presented to the Education and Lifelong Learning Committee in January 2010. A subsequent report on strategies for Raising Attainment was presented to the committee in September 2011. In the last year a number of initiatives have arisen from this plan. These include:
- revision of SQA/STACS meetings to focus more on school attainment strategies, including input from the wider management teams and pupils.
  - Each school has appointed secondees (STARS) to provide focussed support to the implementation of their strategy.
  - Supported study and Easter revision programmes were enhanced by a series of 'Materclasses' in Higher English, mathematics, physics, chemistry, history and geography.
  - Development of a website, 'Learn, Achieve, Succeed' to support pupils and parents.

## **4. Main Issues**

- 4.1** In the five year trends (Appendix 1) taking 2008 as the baseline, the Council has improved in 7 out of 9 measures. Year on year comparison with 2011 shows 5 increased, 1 stayed the same and 3 decreased. We are below our comparator authorities in most measures and there is more work to be done in this area.
- 4.1.1** When individual school performance in 2012 (Appendix 2) is analysed the contribution made by each school to attainment in WDC can be seen.
- 4.1.2** There is considerable variation across the 5 schools within the 9 measures. Schools are expected to perform in line with comparators (schools which are 'matched' with WDC schools using a range of deprivation indices). These comparisons are thought to be more relevant to our schools than national comparisons since they relate to similar cohorts of pupils. Commendably, all of our schools have demonstrated that they can achieve at least comparator standards in a range of measures. All schools have demonstrated that they can achieve results at least in line with national average (NCD 5 or 6) in at least one measure. Notably, 4 schools have achieved national standards in at least two measures, with one school at or exceeding national standards in all of the 9 measures.
- 4.1.3** Given the socio/economic profile of West Dunbartonshire, any performance which is around national/comparator average across a range of measures is strong. Performance above national/comparator average across a range of measures is very strong.
- 4.1.4** Overall, Council performance shows consistent strengths in attainment at level 3 in fourth year, steady improvement at 5+ level 6 in fifth year and continuing improvement in sixth year. Performance at 3+ level 6 in S5 remains a challenge. Some young people choose to study Higher courses over two years rather than one. This has resulted in an ongoing improvement in S6 results. All our schools are working to provide more robust information to parents and young people to enable young people to make informed course choices at the correct entry levels.
- 4.2** The contribution made by individual subjects to overall attainment is shown in Appendix 3. Only those subjects with a three year pattern are shown. It should be remembered that in many subjects performance fluctuates year on year. The breakdown by school is shown in Appendix 4. Again, only a three year pattern is shown. Subjects identified as displaying a pattern of underperformance are the focus of school action plans for improvement. The Quality Improvement team monitors the progress of these plans and supports the departments involved through a variety of means, including the organisation of regular meetings of subject Principal Teachers to share good practice.

**4.3** Members may wish to note that WDC pupils have demonstrated success in a wide variety of other qualifications which contribute to wider achievement. A significant and increasing number of our pupils are taking vocational courses in a variety of areas including construction, motor vehicle engineering, hospitality, hairdressing, early education and childcare, sport and recreation, rural skills and photography. In addition, a wide range of non-SQA accredited qualifications have been achieved. These include:

- ASDAN awards
- Duke of Edinburgh
- Sport leadership
- Dance leadership
- Pool life guard
- Fashion brand retailing (Caledonian University)
- Mark Scott Foundation Award
- Forest Schools
- John Muir award
- Caritas award
- Saltire awards

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

## **5. People Implications**

This report has no implications for personnel.

## **6. Financial Implications**

This report has no direct financial implications.

## **7. Risk Analysis**

Failure to accurately analyse SQA performance and failure to take appropriate action to tackle underachievement and to raise attainment could put individual pupils and groups of learners at risk of failing to achieve their potential.

## **8. Equalities Impact Assessment (EIA)**

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

## **9. Consultation**

**9.1** Legal Services have been consulted in relation to the content of this report.

## **10. Strategic Assessment**

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

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Terry Lanagan  
Executive Director of Educational Services

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**Person to Contact:** David Fulton, Quality Improvement Officer, Educational Services, Council Offices, Garshake Road, Dumbarton G82 3PU. Telephone (01389) 737333.

### **Appendices:**

Appendix 1: WDC Whole School Measures – 5 Year Trends  
Appendix 2: WDC Whole School Results/Council Performances 2012  
Appendix 3: Subject Strengths/Weaknesses in West Dunbartonshire  
Appendix 4: Subject Strengths/Weaknesses by School  
Appendix 5: The Scottish Credit and Qualifications Framework  
Appendix 6: Glossary of terms used

### **Background Papers:**

Report on strategies to raise attainment in West Dunbartonshire secondary schools presented to the Education and Lifelong Learning Committee on –

13 January 2010

14 September 2011

9 November 2011

11 January 2012

14 March 2012

13 June 2012

22 August 2012

**Wards Affected:** All.

# Appendix 1

## 2012 SQA RESULTS OVERVIEW

### WEST DUNBARTONSHIRE COUNCIL

	2008		2009		2010		2011		2012 Pre-Appeal		
	%	NCD	%	NCD	%	NCD	%	NCD	%	Comparator	
SCQF Level	S4										
English & Maths Level 3	93	4	93	5	94	5	96	2	91*	9	BC
5+ Level 3	93	4	93	4	93	5	95	2	94	5	C
5+ Level 4	76	7	73	9	74	9	76	9	76	9	BC
5+ Level 5	30	9	30	9	32	8	31	10	32	9	BC
	S5										
3+ Level 6	17	10	19	9	18	10	22	9	20	10	BC
5+ Level 6	8	8	6	10	7	10	8	10	9	8	BC
	S6										
3+ Level 6	25	9	25	9	29	9	29	10	33	8	C
5+ Level 6	15	9	16	9	20	8	17	10	21	9	C
1+ Level 7	8	9	10	10	12	9	11	10	12	10	BC

\*WDC calculates this figure provisionally at 94%. The lower published figure shown above was due to an issue with the number of pupils achieving level 3 Mathematics which should be corrected in the Post-Appeal STACs publication.

#### Comparator council data are included for 2012

NCD	1 - 4	above national average	Comparator	AC	above comparator
	5 - 6	national average		C	in line with comparator
	7 - 10	below national average		BC	below comparator

## Appendix 2

## CLYDEBANK HIGH SCHOOL

	2008		2009		2010		2011		2012 Pre-Appeal		
	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD	Comparator
<b>SCQF Level</b>	<b>S4</b>										
English & Maths Level 3	91	7	95	4	93	7	95	5	95	6	C
5+ Level 3	90	7	93	5	92	6	92	7	93	7	C
5+ Level 4	69	8	75	7	72	8	70	9	77	7	C
5+ Level 5	26	8	31	6	25	8	27	8	22	9	C
	<b>S5</b>										
3+ Level 6	11	9	16	8	18	7	19	7	20	7	C
5+ Level 6	3	9	6	8	8	6	6	8	6	8	BC
	<b>S6</b>										
3+ Level 6	16	9	20	9	24	8	31	6	29	7	C
5+ Level 6	9	9	13	8	18	6	18	7	18	7	C
1+ Level 7	4	9	9	7	12	6	16	5	14	6	AC

## DUMBARTON ACADEMY

	2008		2009		2010		2011		2012 Pre-Appeal		
	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD	Comparator
<b>SCQF Level</b>	<b>S4</b>										
English & Maths Level 3	99	1	97	3	97	3	99	2	98	2	AC
5+ Level 3	98	1	95	4	96	3	98	2	98	2	AC
5+ Level 4	76	6	77	6	77	7	88	3	76	7	BC
5+ Level 5	26	8	31	6	34	6	38	5	35	5	C
	<b>S5</b>										
3+ Level 6	18	6	18	7	21	6	22	6	25	5	C
5+ Level 6	11	4	7	7	8	7	8	7	14	4	C
	<b>S6</b>										
3+ Level 6	28	6	27	6	29	6	35	5	35	5	C
5+ Level 6	20	5	19	5	19	6	20	6	23	5	C
1+ Level 7	9	7	14	4	14	5	15	5	10	7	BC

Comparator school data are included for 2012

NCD      1 - 4    above national average  
              5 - 6    national average  
              7 - 10   below national average

Comparator    AC    above comparator  
                      C    in line with comparator  
                      BC    below comparator

## Appendix 2

## OUR LADY &amp; ST PATRICK'S HIGH SCHOOL

	2008		2009		2010		2011		2012 Pre-Appeal		
	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD	Comparator
<b>SCQF Level</b>	<b>S4</b>										
English & Maths Level 3	94	4	95	5	98	2	96	4	97	4	AC
5+ Level 3	93	5	95	4	96	3	95	4	96	5	AC
5+ Level 4	84	3	84	4	84	4	85	4	82	5	AC
5+ Level 5	41	4	39	4	43	3	36	5	53	2	AC
	<b>S5</b>										
3+ Level 6	26	3	30	3	30	3	33	3	28	4	AC
5+ Level 6	14	2	8	6	11	4	14	3	16	3	AC
	<b>S6</b>										
3+ Level 6	35	4	37	3	38	4	39	4	44	3	AC
5+ Level 6	22	4	22	4	27	3	24	5	29	3	AC
1+ Level 7	12	5	14	4	17	4	14	5	16	5	AC

ST PETER THE APOSTLE HIGH SCHOOL (*Merged data in italics*)

	2008		2009		2010		2011		2012 Pre-Appeal		
	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD	Comparator
<b>SCQF Level</b>	<b>S4</b>										
English & Maths Level 3	93	6	90	8	88	9	95	5	82*	10	BC
5+ Level 3	94	4	92	6	91	8	96	3	94	6	C
5+ Level 4	79	5	71	8	72	8	74	8	73	8	C
5+ Level 5	30	7	29	7	30	7	33	6	32	6	C
	<b>S5</b>										
3+ Level 6	16	7	15	8	15	8	22	6	17	8	C
5+ Level 6	7	6	8	6	5	8	9	6	7	7	C
	<b>S6</b>										
3+ Level 6	26	6	25	7	28	7	27	8	33	6	AC
5+ Level 6	14	7	18	6	18	6	14	8	20	6	AC
1+ Level 7	8	7	9	7	10	7	7	9	11	7	C

\*WDC calculates this figure provisionally at 90%. The lower published figure shown above was due to an issue with the number of pupils achieving level 3 Mathematics which should be corrected in the Post-Appeal STACs publication.

Comparator school data are included for 2012

NCD      1 - 4    above national average  
             5 - 6    national average  
             7 - 10   below national average

Comparator    AC    above comparator  
                     C    in line with comparator  
                     BC   below comparator



## Appendix 2

## VALE OF LEVEN ACADEMY

	2008		2009		2010		2011		2012 Pre-Appeal		
	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD	Comparator
<b>SCQF Level</b>	<b>S4</b>										
English & Maths Level 3	93	5	92	7	96	4	96	4	91	8	BC
5+ Level 3	91	6	94	4	94	5	97	3	94	6	C
5+ Level 4	71	8	63	9	65	9	70	9	73	8	C
5+ Level 5	28	7	16	10	27	8	22	9	25	8	C
	<b>S5</b>										
3+ Level 6	16	7	14	8	6	10	14	9	13	9	BC
5+ Level 6	6	7	3	9	1	10	3	10	5	9	BC
	<b>S6</b>										
3+ Level 6	22	8	21	8	26	7	16	10	28	8	C
5+ Level 6	14	7	11	8	15	8	9	10	15	8	BC
1+ Level 7	11	6	3	10	8	8	3	10	6	9	BC

Comparator school data are included for 2012

NCD      1 - 4    above national average  
              5 - 6    national average  
              7 - 10   below national average

Comparator    AC    above comparator  
                      C    in line with comparator  
                      BC    below comparator

**SUBJECT STRENGTHS / NEEDING IMPROVEMENT  
IN WEST DUNBARTONSHIRE COUNCIL - 2012**

S4	
Strengths	Improvement Needed
Art/Design Music Business Management Computing Craft/Design	Mathematics (Int1) Geography Administration
S5/6	
Strengths	Improvement Needed
Art/Design Music Modern Studies Information Systems (int2)	P.E. Studies Physics RMP studies Product Design
Pupil performance is significantly better than the average scores in their other subjects in <u>at least the last 3 years</u>	Pupil performance is significantly lower than the average scores in their other subjects in <u>at least the last 3 years</u>

## Appendix 4

### SUBJECT STRENGTHS BY SCHOOL – 2012

Performance is significantly better than the average scores in their other subjects in at least the last 3 years

	S4	S5/6
Clydebank High School	Spanish, Computing, Music	French, Music, Modern Studies, Information Systems, History
Dumbarton Academy	Art/Design, Music, Craft/Design	Art/Design, Administration, Music
Our Lady & St Patrick's High School	Art/Design, Music, Woodworking Skills	Art/Design, Modern Studies
Vale of Leven Academy	Mathematics, Biology, Craft/Design, Business management	History
St Peter the Apostle High School	English, Computing, Craft/Design	Product Design, Computing Studies (Int2)

## SUBJECT NEEDING IMPROVEMENT BY SCHOOL – 2012

Performance is significantly lower than the average scores in their other subjects in at least the last 3 years

	S4	S5/6
Clydebank High School	English, Mathematics, History, Geography, Craft/Design	
Dumbarton Academy	History	Product design
Our Lady & St Patrick's High School	Modern Studies, French, Administration	History, Computing, P.E. Studies. Product Design
Vale of Leven Academy	Art/Design	English, Physics
St Peter the Apostle High School	Mathematics( Int1) Physics, Geography, Administration, P.E.	Mathematics, Physics, Business Management, Graphic Communication

**Please Note:** These are relative figures within each school and the subject performance may still exceed performance in other WDC schools.



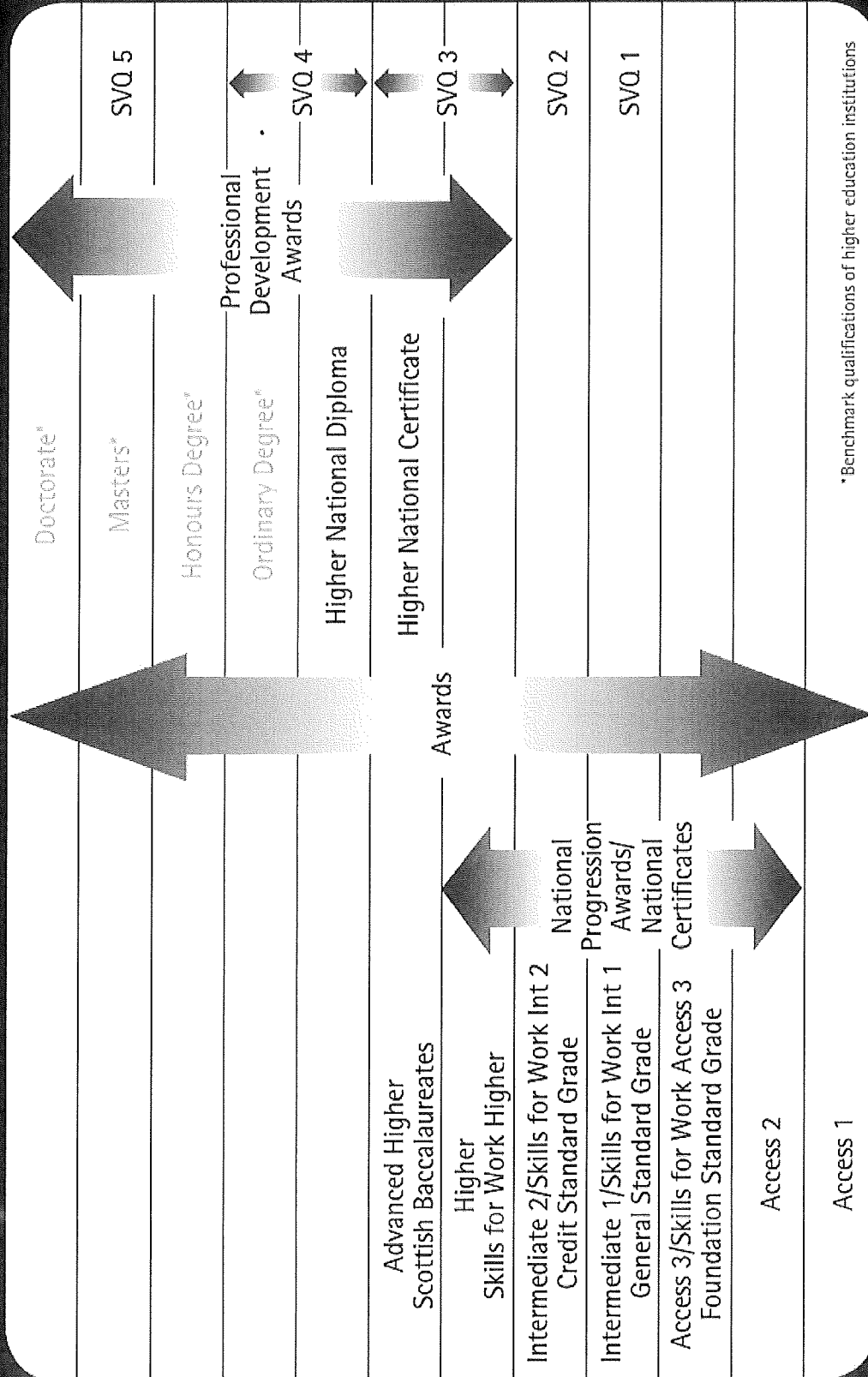
# SQA Qualifications in the Scottish Credit and Qualifications Framework



scottish credit and  
qualifications framework

SCQF  
Levels

SCQF  
Levels



\* Benchmark qualifications of higher education institutions

### GLOSSARY OF TERMS USED

HT	Head Teacher
SLT/SMT	Senior Management Team
NAB	National Assessment Bank
SQA	Scottish Qualification Authority
PT	Principal Teacher
PTRA	Principal Teacher Raising Attainment
CPD	Continuous Professional Development
QIO	Quality Improvement Officer
STACs	Standard Tables and Charts
DHT	Deputy Head Teacher
DMs	Departmental Meetings
5+ H	5 or more Highers
AdH	Advanced Highers
SIP	School Improvement Plan
DIP	Department Improvement Plan
S&Q	Standards and Quality Report
NQ	National Qualifications
INSET	Inservice Training
DAWS	Development Activity Whole School
JAT	Joint Assessment Team
STAR	Seconded Teacher – Attainment Raising
SEEMIS	Management Information Service
SMS	Short Message Service
MidYis	Baseline Assessment (one type)
PRD	Professional Review and Development
ICT	Information & Communications Technology
GLOW	Schools intranet
SLWG	Short Life Working Group
PDSW	Pupil and family support worker
FPs	Former Pupils
SG	Standard Grade
Int	Intermediate
TandL	Teaching and Learning
HS	High School
K & U	Knowledge and Understanding
PS	Problem Solving
MI	Managing Information

UCAS	University Colleges Admissions System
HE	Higher Education
FE	Further Education
AifL	Assessment is for Learning
ILL	Individual Learning Logs
RAV	Raising Attainment (Vale) team
P.SHE	Personal & Social Health Education

# **W0EST DUNBARTONSHIRE COUNCIL**

## **Report by the Executive Director of Educational Services**

**Educational Services Committee: 7 November 2012**

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**Subject: Literacy in West Dunbartonshire Council**

### **1. Purpose**

- 1.1** To inform Members of the Educational Services Committee of the actions being undertaken in the authority to improve levels of literacy.

### **2. Recommendations**

- 2.1** The Educational Services Committee is recommended to
- (1) note the contents of this report
  - (2) receive further information regarding progress in literacy developments in West Dunbartonshire in due course

### **3. Background**

- 3.1** The Scottish Government has published a Literacy Action Plan (2010) and an Interim Report (2012) which signalled a commitment to having a “more targeted focus for improving literacy skills in Scotland through better co-ordination and partnership working”.
- 3.2** Scottish Government have identified key components of success in improving literacy levels and have invited 5 key local authorities who have demonstrated each of these components to a greater or lesser extent to work as a ‘hub’ for sharing good practice and working in partnership with other local authorities. West Dunbartonshire is one of these ‘hub’ authorities.
- 3.3** Following on from the lessons of West Dunbartonshire’s Literacy Initiative (2007) and the impact of the implementation of Curriculum for Excellence, Educational Services in West Dunbartonshire have reviewed literacy, audited practice across schools and developed an action plan to direct activities.

### **4. Main Issues**

- 4.1** In West Dunbartonshire we have recently conducted standard assessments in literacy and numeracy at stages P3, P7 and S2.
- 4.2** The results indicate that generally West Dunbartonshire Council is doing well when compared to the national benchmark in P3 but scores fall by P7 and even more by S2 when compared to the national benchmark.



- 4.3 In response to this we have identified schools where there is good practice currently, particularly with regard to the teaching of higher order comprehension skills and devised a project to develop this further and also to share this more widely within the authority and beyond.
- 4.4 The project proposal has been accepted by Scottish Government as part of its 'hub' initiative. Key to this is our working in partnership with other authorities and involving educational psychology services in assisting with project development and evaluation.
- 4.5 Inverclyde and Renfrewshire have agreed to work with us as partners on this.
- 4.6 Part of the 'hub' project will also be to explore how the approaches developed in the primary sector could be used to promote progression in learning through the transition from primary to secondary.
- 4.7 In addition we have updated our baseline assessment and reintroduced it within our early years establishments and early years of primary classes as a way of supporting the development of early literacy and identifying early, those children who are at risk of failing to learn to read.
- 4.8 Our current literacy strategy document will be revised in light of the above developments.

## **5. People Implications**

- 5.1 There are no personnel issues.

## **6. Financial Implications**

- 6.1 The Scottish Government has awarded a grant of £42,000 in financial year 2012/13 to support the 'hub' project. This grant will be administered by WDC but will be used to support the work in all three Councils involved.

## **7. Risk Analysis**

- 7.1 The Quality Improvement Service working alongside the Psychological Service will continue to develop the strategy for literacy to ensure improved outcomes for children and young people.

## **8. Equalities Impact Assessment (EIA)**

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

## **9. Consultation**

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

## **10. Strategic Assessment**

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

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Terry Lanagan  
Executive Director Educational Services

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**Appendices:** None

**Wards Affected:** All

# **WEST DUNBARTONSHIRE COUNCIL**

## **Report by the Executive Director of Educational Services**

**Educational Services Committee: 7 November 2012**

---

**Subject: West Dunbartonshire Numeracy Strategy**

### **1. Purpose**

- 1.1** This report informs members about the activity and progress with regard to establishing a Numeracy Strategy for children and young people in West Dunbartonshire.

### **2. Recommendations**

- 2.1** The Educational Services Committee is recommended to:
- (a) note the progress made with the work to produce our Numeracy Strategy; and
  - (b) seek a further report in February 2013 with details of the final Numeracy Strategy.

### **3. Background**

- 3.1** Members were presented with a report at the August 2012 meeting of the Educational Services Committee regarding attainment information for Literacy and Numeracy. It was recommended that both a Numeracy Strategy and a Literacy Strategy should be prepared for West Dunbartonshire Council and presented to future meetings of the Educational Services Committee.
- 3.2** Numeracy within Curriculum for Excellence is defined as the “responsibility of all” and should therefore take place across all subjects and contexts for learning.
- 3.3** Being numerate helps children and young people to function responsibly in everyday life and to contribute effectively to society. It increases their opportunities within the world of work and lays foundations which can be built upon through lifelong learning.

Numeracy is more than an ability to do basic arithmetic. It involves developing confidence and competence in using numbers which allows individuals to solve problems, interpret and analyse information and to make informed decisions. These skills are fundamental to the development of skills for learning, life and work.

- 3.4** Numeracy across learning includes numeracy activities in almost all subject areas. Measuring, calculating and weighing, feature in activities and subjects as diverse as cooking, craft and design, physics, physical education, chemistry, personal finance and accounting as well as mathematics. Understanding statistics and tables are essential skills across learning, from social studies to health and well-being.

Active and contextualised learning experiences which go beyond timetabled classes provide our children and young people with the opportunities to develop their numeracy skills and equip them to face the challenges in everyday life.

#### **4. Main Issues**

- 4.1** A Numeracy Strategy Group has been established with representation from all sectors. Marion Burns, our District Inspector/Area Lead Officer from Educational Scotland is also a member of the group and is an invaluable source of support and guidance.
- 4.2** The group has taken an evidenced based approach to developing our Numeracy Strategy. Information has been gathered from the Scottish Survey of Literacy and Numeracy (SSLN) and from the recent results of standardised assessment at P3, P7 and S2. In addition, we have scrutinised the Records of Inspection Findings (RIFs) to pinpoint where we do well and where we need to make improvements.
- 4.3** A Numeracy Event was organised by the Group and the Quality Improvement Officer with lead responsibility for numeracy and was held on 10 October 2012 (Appendix 1). In excess of 80 staff attended and this included Head Teachers, Depute Head Teachers, Principal Teachers and teachers from all sectors. The event was very well received and participants appreciated the opportunity to work together and to share good practice.
- 4.4** The Numeracy Group will continue to progress matters with the aim of launching the Numeracy Strategy in December 2012.

#### **5. People Implications**

- 5.1** Educational Services will continue to support staff to recognise the importance of numeracy as the “responsibility of all” through providing development opportunities.

#### **6. Financial Implications**

- 6.1** Schools will use their devolved budget to progress numeracy through the improvement planning process.

## **7. Risk Analysis**

- 7.1** Failure to establish and implement a Numeracy Strategy will disadvantage our children and young people and will impact negatively on their potential achievement.

## **8. Equalities Impact Assessment (EIA)**

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

## **9. Consultation**

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

## **10. Strategic Assessment**

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

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Terry Lanagan  
Executive Director Educational Services

**Person to Contact:** Laura Mason, Head of Services  
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Tel: 01389 737340

E-mail: [laura.mason@west-dunbarton.gov.uk](mailto:laura.mason@west-dunbarton.gov.uk)

**Appendices:** Appendix 1 - Numeracy Conference Agenda  
Appendix 2 - Glossary of terms used

**Wards Affected:** All

**WEST DUNBARTONSHIRE COUNCIL**

**NUMERACY CONFERENCE**

**DUMBARTON FOOTBALL CLUB**

**Wednesday 10 October 2012**

**Agenda**

- 9.00am Coffee and registration for workshops
- 9.20am Introduction
- 9.25am National Perspective - Marion Burns HMI Lead Officer, Education Scotland
- 9.45am Progress to date in West Dunbartonshire Ronnie Thumath, QIO
- 10.00am Task - Principles and Practice in Numeracy and Mathematics - Mary Devine, QIM
- 10.45am Coffee Break registration for workshops
- 11.15am Good Practice Workshops:  
Choose 3 from 5 (3 x 20 min sessions)
- A. Outdoor Learning - **Clare McColl, St Stephen's**
  - B. Development of a Sensory Garden - **Auchnacraig EECC**
  - C. Financial Education - **Jane Crombie, St Mary's PS**
  - D. Numeracy Across Learning - **Joanne Oliver, Dumbarton Academy**
  - E. Thematic Approach to Mathematics - **St Eunan's PS**
- 12.15pm Summing Up



## NUMERACY CONFERENCE

You will be able to choose 3 from the 5 workshops when you arrive on Wed morning. There will be a limited number of places on each workshop to ensure an even spread at each session.

### Workshop Outlines

**A. Outdoor Learning**

**Clare McColl, St Stephen's**

“Sharing Good Practice in taking Numeracy / Mathematics Outdoors”

**B. Development of a Sensory Garden**

**Auchnacraig EECC**

“Focusing on the foundations of early written mathematics to support the planning of a sensory garden”.

**C. Financial Education**

**Jane Crombie, St Mary's PS**

“share practice regarding financial education through interdisciplinary learning. Links with the community, parents and learning, life and work will be highlighted”

**D. Numeracy Across Learning**

**Joanne Oliver, Dumbarton Academy**

“An example of planning, assessing and moderating numeracy across learning.”

**E. Thematic Approach to Maths**

**St Eunan's PS**

“Planning a pyjama party (clocks, calendar, notes/coins and fractions”.

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Session 1      11.15 – 11.35am

Session 2      11.35 – 11.55am

Session 3      11.55 – 12.15pm

## Principles and Practice in Numeracy and Mathematics

You were asked to read the principles and practice papers before coming here today. Reflecting on what you read, and in particular your own practice, discuss and answer the question given to your group. Everyone must take notes as you may be asked to move or to share your group's decisions

Number yourselves 1 to 8 at your table

The following questions will be answered

Task 1 to be done in groups of 4

**A) What does it mean to be numerate and what are you doing in your establishment to ensure that all children/ young people are numerate (4 people)**

A) How have you raised the bar in expectations in your school/establishment for numeracy (4 people)

**Group A -Numbers 1-4 will answer this question**

**B) What does it mean to be mathematical and what are you doing in your establishment to ensure that all children/ young people are developing as mathematicians (4 people)**

B) How have you raised the bar in expectations in your school/establishment for mathematics (4 people)

**Group B- Numbers 5-8 will answer this question**

**Task 1a) Share the outcome of your group discussion**

**What are the similarities?**

**What are the differences?**

**What will you do back in your school to take this forward?**

**A) What are the features of effective learning and teaching in numeracy in your school/establishment (4 people)**

What are the broad features of assessment in numeracy

**B) What are the features of effective learning and teaching in Mathematics in your school/establishment (4 people)**

What are the broad features of assessment in mathematics

**Task 2a) Share the outcome of your group discussion**

**Record the main features of effective learning and teaching in numeracy and mathematics**

**Record the important aspects of assessment of these areas**



**GLOSSARY OF TERMS USED**

HT	Head Teacher
SLT/SMT	Senior Management Team
NAB	National Assessment Bank
SQA	Scottish Qualification Authority
PT	Principal Teacher
PTRA	Principal Teacher Raising Attainment
CPD	Continuous Professional Development
QIO	Quality Improvement Officer
STACs	Standard Tables and Charts
DHT	Deputy Head Teacher
DMs	Departmental Meetings
5+ H	5 or more Highers
AdH	Advanced Highers
SIP	School Improvement Plan
DIP	Department Improvement Plan
S&Q	Standards and Quality Report
NQ	National Qualifications
INSET	Inservice Training
DAWS	Development Activity Whole School
JAT	Joint Assessment Team
STAR	Seconded Teacher – Attainment Raising
SEEMIS	Management Information Service
SMS	Short Message Service
MidYis	Baseline Assessment (one type)
PRD	Professional Review and Development
ICT	Information & Communications Technology
GLOW	Schools intranet
SLWG	Short Life Working Group
PDSW	Pupil and family support worker
FPs	Former Pupils
SG	Standard Grade
Int	Intermediate
TandL	Teaching and Learning
HS	High School
K & U	Knowledge and Understanding
PS	Problem Solving
MI	Managing Information

UCAS	University Colleges Admissions System
HE	Higher Education
FE	Further Education
AifL	Assessment is for Learning
ILL	Individual Learning Logs
RAV	Raising Attainment (Vale) team
P.SHE	Personal & Social Health Education

# **WEST DUNBARTONSHIRE COUNCIL**

## **Report by the Executive Director of Educational Services**

**Educational Services Committee: 7 November 2012**

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**Subject: Consultation on the Secondary School Timetable and School Day Pattern**

### **1. Purpose**

- 1.1** This report informs Members of the Educational Services Committee as to the consultation exercise on the Secondary School Timetable and School Day Pattern which took place from 30 August 2012 until 26 September 2012.

### **2. Recommendations**

- 2.1** The Educational Services Committee is recommended to

- (1) note the contents of this report
- (2) agree in to the implementation of the 32 period week and
- (3) request a further report on issues regarding planning for implementation of the revised week pattern

### **3. Background**

- 3.1** At the meeting of the Education Services Committee of August 2012, members agreed all the recommendations detailed within the report "Curriculum for Excellence – Senior Phase".
- 3.2** A wide ranging consultation was prepared (Appendix 1). Due to the size of this document this paperwork can be accessed as a link rather than as a physical appendix. This involved a PowerPoint presentation and associated notes for each stakeholder group of staff, pupils and parents. Head Teachers, the Director and Education Officers agreed the content of the presentations and discussed how this would be delivered to the 3 stakeholder groups within their school community.
- 3.3** Education Officers agreed to consult with the Trade Unions, Transport and the Manager for Catering and Cleaning provision.

### **4. Main Issues**

- 4.1** At present all secondary schools in West Dunbartonshire operate a 30 period week. Under the 2001 national agreement on teachers' salaries and conditions of service, teachers may be allocated a maximum of 22.5 hours class contact each week.

While this is the norm in primary schools, a period structure of 30 periods means that this maximum cannot currently be realised in the secondary sector. However, a 32 period week of 50 minute periods with daily registration can provide the pupil entitlement of 27.5 hours per week and a possible class contact of 22.5 hours (27 periods) for teachers.

- 4.2** A number of local authorities across Scotland have, in recent years, implemented a 32 period week.
- 4.3** The use of a 32 period week allows for greater timetabling efficiency and better use of the available staff resources to deliver the curriculum.
- 4.4** The use of the 32 period week means that there are more teaching periods available. It will also provide schools with an opportunity to utilise additional teaching time available by providing more co-operative teaching and support for learning.
- 4.5** The model will enable schools to sustain a broad curriculum through, for example, the range of advanced higher and higher level courses available in the senior school and also to allow for the delivery of 2 hours of physical education and the requirement for additional religious education in denominational schools.
- 4.6** The continued use of a 30 period week is no longer sustainable when a more efficient model is available that can provide greater flexibility in providing a broad and varied curriculum.
- 4.7** A 32 period week timetabling structure does mean that there is a differential in the number of periods per day across the week.
- 4.8** The Head Teacher Strategy Group, the Director and Education Officers considered a number of possible configurations of a 32 period week before finalising a preferred model to present for consultation. There is scope before an August 2013 implementation to alter the longer day/shorter day configuration.
- 4.9** The timetabling model presented for consultation comprised three 6 period days on a Tuesday, Thursday, Friday and two 7 period days on a Monday and Wednesday.
- 4.10** The Head Teacher/Officer Group considered the requirement to have, on the 7 period days, three consecutive periods at some point in the school day and a model that could support consortia arrangements and arrangements enabling pupil access to courses at further education colleges.
- 4.11** The Group reached a view that three periods prior to the morning interval was not desirable as it is known that some pupils do not eat in the mornings prior to the morning interval.

- 4.12** Through discussion with Clydebank College it has been agreed in principle that Tuesday, Wednesday and Thursday mornings will be allocated to West Dunbartonshire schools for those pupils availing themselves of college courses.
- 4.13** The consultation document was also made available on West Dunbartonshire Council's website.
- 4.14** The consultation started on 30 August 2012 and closed on 26 September 2012.
- 4.15** Response to the Consultation on the Secondary School Timetable and School Day.

It should be noted that in West Dunbartonshire we have:

- 5339 secondary pupils
- 465 secondary teachers
- 4552 families associated with pupils in secondary schools

It is not possible to quantify the number of staff and pupils who responded to the consultation as in addition to written responses, they were spoken to in a variety of group sessions. We received 128 responses from parents. This represents 2.8% of the numbers of families in West Dunbartonshire.

- 4.16** In general terms the following issues were identified:

- Traffic, Congestion, Safety (Appendix 2)
- Structure of the 7 period day
- Break Times

Suggestions were given regarding other configurations of the 7 period day. This will be considered by the Head Teacher/Officer Strategy Group.

- Workload

A number of responses expressed concern that a 7 period day would introduce the potential for pupils and teachers to become more fatigued towards the end of a school day. Concern was also expressed that teachers would need to prepare more lessons than at present.

On the days in which there are 7 periods, the pupil day, excluding morning interval and lunchtime, will be 20 minutes longer than at present. However, on the shorter 6 period days the pupil day will be 30 minutes shorter than at present. It is the case that some teachers may, depending on timetabling arrangements, be required to teach 7 periods on a particular day.

Work undertaken by secondary school timetablers indicates that it is unlikely that more than a few teachers in any one school could expect to have two 7 period days pupil contact in a week. It is also likely that the majority of teachers will not be required to teach 7 periods on 7 period days. It is the case that some teachers may be required to prepare more lessons than at present. It should however be noted that teachers will still have at least 6 periods of marking and preparation time allocated within the pupil week.

- Redundancies

There are no planned redundancies as a result of the 32 period week.

- Extra Curricular Activity

Responses from teachers and from some parents expressed concern that a shorter lunch break and the varying pattern of school finishing times may give rise to a diminution in the range of frequency of extra-curricular activities made available to pupils. Teachers within West Dunbartonshire Council's schools have for many years provided a broad range of extra-curricular activities both during lunch breaks and end on to the school day. This contribution is highly valued by the authority and by parents as well as by the pupils. There is clearly potential for there to be some adjustments to what is currently available to pupils. Other local authorities who have adopted the 32 period week structure have not reported that there has been any significant change in the extra-curricular activities available in their schools.

- Supported Study

Teachers across West Dunbartonshire have excellent programmes of supported study/mentoring in place for pupils. The implementation of a 32 period week should not have a negative impact on the support offered to pupils. It will mean a re-adjustment of times. New arrangements connected to 32 period would take effect from August 2013 at the start of a new term. Pupils adjust readily to new arrangements at the start of the school year and there is ample lead in time to make the necessary adjustment.

- Childcare Arrangements

A number of teachers and some parents expressed concern that some parents may need to alter their childcare arrangements, particularly on the two days where schools will finish earlier than at present. It is the case that some parents will need to review arrangements for childcare at the end of the school day.

However, it should also be noted that the existing arrangements may present some families with difficulties with childcare and the change to a later finish on three days of the week may diminish the need for alternative supervisory arrangements until a parent returns home.

- 4.17** Educational Services are confident that the concerns raised can be worked through to enable detailed planning of the revised structures to be put in place.

## **5. People Implications**

- 5.1** Discussions with the teachers' side of the LNCT will continue so that arrangements pertaining to part-time and job share staff can be established.

## **6. Financial Implications**

- 6.1** Existing contract arrangements for the provision of school transport are currently being re-negotiated. The resulting financial implications, until the renewal of contracts in 2016, will be met from existing resources.

## **7. Risk Analysis**

- 7.1** Failure to implement the revised school week/day structure does not carry a specific risk. Failure would mean a less efficient model would exist.

## **8. Equalities Impact Assessment (EIA)**

- 8.1** An Equalities Impact Assessment (EIA) undertaken on the consultation indicated that there were no significant issues.

## **9. Consultation**

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

- 9.2** The proposed model for consultation was circulated to:

- all secondary schools
- all primary Head Teachers
- all secondary parents and primary 7 parents
- EIS
- HEEDS Roads and Transport
- HEEDS' Manager, Catering and Cleaning
- Strathclyde Partnership for Transport (SPT)
- Argyll and Bute Council Transport
- Glasgow City Transport
- Escorts who travel on buses

In addition to the circulation of the proposal for consultation the proposal has been discussed at meetings with:

- West Dunbartonshire's Parental Strategy Group
- West Dunbartonshire's Roads Department
- Primary Head Teachers of neighbouring schools
- Strathclyde Partnership for Transport representatives
- Secondary Head Teachers have addressed pupils, staff and parents in each community

## **10. Strategic Assessment**

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

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Terry Lanagan  
Executive Director Educational Services

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**Appendices:** Appendix 1 - Consultation <http://www.west-dunbarton.gov.uk/council-and-government/politicians,-elections-and-democracy/consultations/previous-consultations/>  
Appendix 2 - Transport  
Appendix 3 - EIS response

**Background Papers:** Report presented to Education Services Committee –  
August 2012 - Curriculum for Excellence – Senior Phase

**Wards Affected:** All



SCHOOL	CURRENT SCHOOL HOURS - AM	CURRENT SCHOOL HOURS - PM	SCHOOL ROLE	PUPILS NOT IN RECEIPT OF TRANSPORT	PUPILS IN RECEIPT OF TRANSPORT (INC OTHER LOCAL AUTHORITIES)	MODE/NO OF PUPILS IN TRANSPORT (ENTITLED PUPILS)	DEDICATED BUS TRANSPORT ARRIVAL TIME (RECOMMENDED AND ACCEPTABLE) ALSO INFO RE PUBLIC SERVICES	SOCIAL WORK TRANSPORT ?	
OLSP	8.55AM	3:30PM	972	326	646 (INC A & B)	DEDICATED BUSES - 7 (for 485 WDC PUPILS)	PREFERRED: AM 8.45AM (ACCEPTABLE 8.40/8.50 PM - 15:40 (ACCEPTABLE 15:35/15/45)		
						A & B ONE DEDICATED BUS - ( 45 A & B PUPILS)			
						TAXIS - 1 (3 WDC PUPILS)			
						SERVICE BUS - 33	pupils access bus outside school and/or walk to dalreoch		probably also non entitled pupils using service buses
						TRAIN - 80 WDC PUPILS	pupils will walk to/from dalreoch station		probably also non entitled pupils using train
ST MICHAELS P.S	09:00	3:00PM	265	265	0	0			
DUMBARTON ACADEMY	8:55AM	15:30PM	609		17	DEDICATED BUS - one bus - 11 pupils	PREFERRED: AM 8.45AM (ACCEPTABLE 8.40/8.50 PM - 15:40 (ACCEPTABLE 15:35/15/45)		
						TAXI - 1 (SHARED AM WITH KNOXLAND PRIMARY) - 2 PUPILS			
						SERVICE BUS - 4 PUPILS	pupils access buses on Bonhill Road		
ST PATRICK'S P.S	9:00AM	3:00PM	318	310	7	one dedicated bus shared with knoxland P.S	PREFERRED: AM 8.50AM (ACCEPTABLE 8.45/8.55PM - 15:10 (ACCEPTABLE 15:05/15.15)		
						ONE TAXI - 1 PUPIL			
SPTA	8:50AM	3:20PM	1490	1308	182	service bus - 156 WDC + 21 Glasgow pupils			probably also non entitled pupils using service buses
						TRAINS - 4 PUPILS			probably also non entitled pupils using service buses
						TAXI - 1 - 1 PUPILS			
ST EUNAN'S P.S	9:00AM	3:00PM	333	306	27	ONE DEDICATED BUS	PREFERRED: AM 8.50AM (ACCEPTABLE 8.45/8.55PM - 15:10 (ACCEPTABLE 15:05/15.15)		
Vale of Leven Academy	9:00AM	3:35PM	991	757	234	Dedicated buses - 190 (3 buses?) Service bus -22 Internal Transport - 17 (2 minibuses) 3 Taxis - 5	PREFERRED: AM 8.50AM (ACCEPTABLE 8.45/8.55PM - 15:45 (ACCEPTABLE 15:40/15.50)		probably also non entitled pupils using service buses

[illegible]

## **Transport**

In terms of school transport, Educational Services consulted with the following:

Strathclyde Partnership for Transport (SPT) acts as agent for West Dunbartonshire Council in securing mainstream school contracts. SPT were requested to consult with all relevant contractors and have informed that two bus companies have noted implications and costs. SPT are currently further renegotiating with the companies involved and Legal, Democratic and Regulatory Services are also being consulted. SPT noted they did not anticipate any implications for service bus and rail contracts

Housing, Environmental and Economic Services were consulted in terms of the service Internal Transport manage on behalf of Educational Services utilising vehicles presently owned or leased by Educational Services. Currently, they noted no people implications and a small saving of approx £300. Educational Services notified Escorts currently employed on this service provided by Internal Transport and received no objections.

In terms of contracts for pupils with Additional Support Needs provided by external contractors (ie taxis), all contracts will be advertised following the normal procurement procedures in due course and will have no implications.

Argyll and Bute Council and Glasgow City Council were also consulted as both Authorities have pupils attending two secondary schools within West Dunbartonshire Council. No objections were received although both Authorities were not in a position to note any cost implications regarding school transport. Argyll and Bute Council are currently re-advertising their school contracts and proposed change of hours has been forwarded to their procurement team for noting on their portal for information purposes.

Dear Colleagues,

Educational Services are currently consulting and planning on a potential change to the structure of the school week in Secondary Schools.

From the work undertaken so far the issue of traffic congestion is raised. We are in regular communication with our corporate colleagues on this matter and have had meetings with Transport providers, both within and beyond West Dunbartonshire.

It has been suggested that one of the main causes of congestion is the issue of parent/child drop offs/pick ups at the school gate.

We will be working with you in the coming months to ascertain how this can best be managed at your school.

In the mean time, I would ask that each class teacher could spend 5 minutes on the attached questions.

Teachers are asked to count the 'hands up' to the questions on the attached form. The forms should be collated into one response from your school.

Please return to Susan Mullin by **Monday 5<sup>th</sup> November 2012**.

Thanks  
Laura



# Journey to School

School Name

Number of Pupils

Primary Class

Number of Pupils

**“How do you normally travel to school?”  
HANDS UP!**

Walk

**Park and Stride**   
(driven most of the  
way and walk the rest)

Taxi

Cycle

Bus

Driven

Other

## Proposed 32 Period Week

### Issues raised by EIS members

- The 3.00pm finish will cause major traffic congestion as it coincides with the time that Primary schools close
  - Has a risk assessment been carried out regarding this ?
  - In some areas this will mean that two large secondary schools and two large primary schools will stop at the same time for 3 days out of 5 days. School finishing times have been carefully managed to avoid this. In the past there have been issues of disruption and conflict when the two secondary schools closed at the same time.
- The shortening of the lunch break will force meetings/clubs to the end of the school day
  - This will reduce the number of clubs that run in a school.
  - This will also cause capacity problems with as more pupils will decide to stay in school for lunch.
- Supported study will also be affected. It is likely that this will be offered on Tuesdays and Thursdays only therefore reducing the opportunities to run supported study sessions
- The 7 period day is very tiring for both pupils and staff.
  - Evidence from other schools who have a 7 period day report that pupils are very tired and disengaged at the last period.
- Workload of staff will increase due to the increased number of classes to be taught.
- Child care issues for staff and parents/ carers.
- There is concern in smaller schools will be disadvantaged as it is likely that larger schools will have more capacity to run classes and therefore the pupils from the smaller schools will take classes in the larger school which will deskill the staff in the smaller school.

### General comments

Curriculum for excellence can and is being delivered in the current 30 periods

The Consortia arrangements referred to in the information issued can still work if the 30 period week is retained.

Scottish Borders and Dundee Councils have both recently rejected the proposal for a 32/33 period week and have affirmed that Implementation of CfE will not be affected in any way.

It is likely that by maximising the contact time for teachers that the number of staff could be reduced in each school. This could result in a reduction in staffing in each school. Which will increase the workload of staff at a time of educational change CfE (Most staff are working in excess of 45 hrs per week at present)

**West Dunbartonshire Council**

**Report by Educational Services**

**Education Services Committee: Nov 2012**

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**Subject: More Choices, More Chances Activity: Approval for single tender process**

**1. Purpose**

- 1.1** To provide members of the Committee with information on the West Dunbartonshire More Choices More Chances activity. This report provides background information on retrospective activity provided by TIGERS (Training Initiatives Generating Effective Results Scotland) and Action for Children with approval sought by committee to nominate providers for Single Tender.

**2. Recommendations**

- 2.1** The Committee is asked to:

- a) agree that both TIGERS and Action for Children are nominated as providers meeting the requirement for the single tender process. Both intended allocated funds would fall below £50,000 per annum with TIGERS provision costing £40,000 (with £20,000 going direct to beneficiaries for allowances and travel costs) and Action for children costing £30,000, with the total going direct to beneficiaries in wages, allowances and travel.
- b) note the contents of this report

**3. Background**

- 3.1** The Scottish Government outlined its strategies to reduce the proportion of young people not in education, employment or training (*NEET*) in the policy document, *More Choices, More Chances (MCMC)*. The MCMC strategy was launched alongside the Workforce Plus strategy which outlines the Government's employability framework for Scotland.
- 3.2** The West Dunbartonshire MCMC Partnership Group has representation from almost all of the key partners and is led by a senior manager from Educational Services on behalf of the Council and Community Planning Partners (CPP).
- 3.3** In 2012 Scottish Government launched *Opportunities for All* an explicit commitment to offer a place in learning or training to every 16-19 year

old who is not currently in employment, education or training. Opportunities for All provides existing national and local policies and strategies with a single focus to improve young people's participation in post 16 learning or training, and ultimately their employment, through appropriate intervention and support until at least their 20<sup>th</sup> birthday.

- 3.4** The Action for Children: Youthbuild National programme has been successful in securing investment funding from Inspiring Scotland to cover the costs for project delivery within 7 of the MCMC hotspot areas until 2017 (Including West Dunbartonshire). This funding was approved on the basis that each benefiting local authority (or its partners) facilitated a match contribution to meet the local beneficiary costs. In effect this means that funding is doubled, and that everything which the Council contributes, passes straight to the candidate.
- 3.5** TIGERS are a well established and respected training provider and employment broker who specialize in the delivery of training programmes and in the shaping and preparing of unemployed persons for employment entry and sustainability of employment by qualifications or wrap around skills. They have gained a strong reputation for successfully delivering high achievement rates for learners and employer partners from the base adage of "know your client."

#### **4. Main Issues**

##### Action for Children

- 4.1** Youthbuild is a 39 week construction training project specifically designed and tailored for young people who are already in connected with targeted services, such as social work, criminal justice or formal care settings and those who are at risk of requiring intensive support. The Youthbuild model provides the project participants with recognised qualifications and a full time job at the end of their training. The training lasts for a total of 39 weeks, 13 weeks paid at the training allowance and 26 weeks as an employee of a contractor or a designated sub-contractor. Trainees receive the industry rate for the job during that time from the contractor. 50% of this is subsidised reflecting the additional time the contractor is required to provide to assist the trainee to become qualified.
- 4.2** Action for Children has successfully delivered outcomes, with over 80% of young people sustaining and completing the YouthBuild programme. Youthbuild has also voluntarily delivered 6 week programmes for winter leavers in our High schools and has assisted West Dunbartonshire Council to support young people enrolled on Activity Agreements.
- 4.3** The MCMC partnership group was involved in the selection of provision required in our area through the Inspiring Scotland initiative. The council and its partners were made aware at the outset of the need to financially support beneficiary costs of this Project. This was approved due to the



unique nature of the Action for Children model, extra funding that they bring to the area and their expertise in working with excluded groups of vulnerable young people.

- 4.4** Funding from CPP, via the conduit of MCMC, has been allocated to Action for Children in the past using the following criteria: identified need at a local area; organisation has a proven track record; experience of working with identified cohort and, delivers value for money. The Action for Children activity is monitored through a local steering group which includes partners from West Dunbartonshire such as: Throughcare, Social work, Skills Development Scotland, Action for Children and Skillseekers. Performance is measured using this platform and is further complemented by CPP performance and monitoring framework with submission of quarterly and annual reports.

#### TIGERS (Training Initiatives Generating Effective Results Scotland)

- 4.5** There is an identified shortage of Modern Apprenticeships (MA) or opportunities within the construction sector for young people. This problem was further exacerbated by young people identifying these opportunities as their preferred choice (Skills Development Scotland, database: collation of data on each individual 16-19year old) . A consortium of local partners in collaboration with the Council, identified TIGERS as an organisation that could deliver MA's for our young people at a cost of around £2000 using Carillion and Scottish Water as host employers. The average cost of an apprenticeship on the open market can range from between £7,000 - £7,500.
- 4.6** TIGERS, in a unique Joint Venture with Carillion, have created over 200 Apprenticeships within the past three years in the construction and related industries under a Host Employer Model. The model plots a pathway framework for young people by shaping and preparing through Get Ready for Work and Local Authorities Initiatives. The scheme works through a blend of being supported in a training centre and work experience placements on sites leading to sustainable employment.
- 4.7** TIGERS have a successful completion rate of over 95% completing initial training and over 90% completing a Modern apprenticeship and sustaining employment with host employers.

As a result of this achievement by TIGERS and a shortage of construction related opportunities within West Dunbartonshire, the MCMC partnership group approached TIGERS and requested an indicative proposal with suggested costings to deliver 20 Modern apprenticeships within construction for a cohort which were difficult to place elsewhere. This delivery model follows the same principles as the national training programme Get Ready for Work but support a cohort who are not eligible for inclusion of the national training programme

- 4.8** Due to the unique nature of and specificity of the TIGERS and Action for Children programmes, they are considered to be the best way forward to deliver employability to a challenging group of young people within their chosen careers. The annual cost of both programmes taken together is £70,000 which is a sum that exceeds delegated authority. However, the unique nature and added value of both programmes is such that it is felt appropriate to seek approval for single tender status for each provision under Standing Order 34(4)(C).

## **5 People Implications**

- 5.1** No West Dunbartonshire council posts are directly or indirectly affected by this provision or outcome of decision.

## **6. Financial Implications**

- 6.1** The MCMC partnership group was awarded £172,000 funding from CPP/ESF for financial year 2012/13. It has been agreed by the MCMC partnership group that the provision outlined above meets the needs of particular cohorts of MCMC young people within West Dunbartonshire. Approval for single tender would ensure compliance with grant conditions.

## **7. Risk Analysis**

- 7.1** The risk associated with either Tigers or Action for Children not continuing with their programmes is that this could result in vulnerable young people not continuing on their work placements. Continuity of service delivery is a major concern and although not an issue until this year funding would be required to ensure that young people already placed on the programmes would not lose valued placements.

## **8. Equalities Impact Assessment (EIA)**

- 8.1** No significant issues were identified in the screening for the potential equality impact of this report. The Activity focuses on groups of vulnerable young people who are in a negative post school destination or at risk of entering a post school negative destination.

## **9. Consultation**

Legal Services, Section 95 officer, and Procurement have been consulted with over the content of this paper.

## **10. Strategic Assessment**

- 10.1** The information from this report demonstrates that vulnerable young people are being supported and are therefore better equipped to benefit from employment, training or education opportunities thereby contributing to the priority relating to improvement in economic growth and employability. The report also outlines methods by which the life chances of young people are being improved.

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Terry Lanagan  
Executive Director of Educational Services

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**Appendices:** None

**Background Papers:** None

**Wards Affected:** All wards

## WEST DUNBARTONSHIRE COUNCIL

### Report by Executive Director of Educational Services

Educational Services Committee: 7 November 2012

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**Subject: Educational Services Budgetary Position 2012/13 as at Period 6 year to 30 September 2012**

#### **1. Purpose**

- 1.1** The purpose of this report is to advise Members of the financial performance of the departmental revenue and capital budgets for the period to 30<sup>th</sup> September 2012.

#### **2. Recommendations**

- 2.1** There is an overall adverse variance within revenue shown at period 6 of £55,244
- 2.2** There is an overall adverse variance within capital shown at period 6 of £940.
- 2.3** Members are asked to consider and note the contents of this report.

#### **3. Background**

- 3.1** At a meeting of West Dunbartonshire Council on 26 January 2012, Members agreed the revenue estimates for 2012/2013. At that time, a total net budget of £89.435m was approved for Educational Service Department.
- 3.2** Since that date, the following adjustments have been made, revising the overall revenue budget to £88.479m.

	<b>£m</b>
<b>Original budget</b>	<b>89.434</b>
Committee Timetable Savings	0.055
Virement to Other Services	-0.055
Reduction due to recurring variances	<u>-0.955</u>
<b>Revised budget</b>	<b><u>88.479</u></b>

- 3.3** At a meeting of West Dunbartonshire Council on 20 June 2012, Members agreed the capital estimates for 2012/2013. At that time, a total net budget of £17.439m was approved for Educational Services department.

#### **4. Main Issues**

##### Revenue Budget

- 4.1** The current departmental budgetary position is summarised in Appendix 1, with a more detailed analysis by service in Appendix 2.

- 4.2 The overall variance for the service to period 6 is £55,244 adverse to this committee (period 3, period 5 was £28,788 adverse). The main variances and any significant changes since the previous report are noted below. Where there is a difference due to variances increasing as expected these will not be commented on.
- 4.3 Primary Schools are highlighting an adverse variance of £2,268. This includes an adverse variance of £29,660 for Non-Domestic Rates, which were higher than anticipated due to revaluations of the properties. This adverse variance is compensated for by a favourable variance in relation to income received for school lets and a favourable variance in staff costs. The swing of £108,110 is mainly in relation to the recurring variance exercise which was undertaken recently whereby budget was transferred to the contingency fund.
- 4.4 Secondary Schools are showing a significant change within income since the last period reported. This is due to the income budget being increased at period 4 through the recurring variance exercise which was carried out at that time. It is anticipated that additional income will be received mainly in relation to school lets and therefore the budget has been re-aligned accordingly.
- 4.5 Special Schools are currently showing a favourable variance of £63,062. This is mainly due to the service level agreement between Education and HEED for the provision of internal transport being lower than originally anticipated.
- 4.7 PPP is currently showing an adverse variance. This is due to higher than anticipated Non-Domestic rates due to the revaluation of the properties. The period to period variance is due to the recurring variance exercise which was undertaken recently whereby budget was transferred to the contingency fund.

#### Capital Budget

- 4.7 The current departmental budgetary position is noted within Appendix 3.
- 4.8 The overall variance for the service to period 6 is £940 adverse.
- 4.9 The main reason for significant change from period 3 is that projects have been re-aligned to ensure that the work undertaken remains within the budget provided.

### **5. People Implications**

- 5.1 There are no people implications.

### **6. Financial Implications**

- 6.1 Other than the financial position noted above, there are no financial implications of the budgetary control report.

## **7. Risk Analysis**

- 7.1** The main financial risks to the ongoing financial position relate to unforeseen cost being identified between now and the end of the financial year. This can affect all service areas.

## **8. Equalities Impact Assessment (EIA)**

- 8.1** The report is for noting and, therefore, no equalities impact assessment was completed for this report.

## **9. Consultation**

- 9.1** The views of both Finance and Legal services have been requested on this report and both have advised there are neither any issues or concerns with the proposal. As the report is for noting no further consultation is envisaged.

## **10. Strategic Assessment**

- 10.1** Proper budgetary control and sound financial practice are cornerstones of good governance and support Council and officers to pursue the five strategic priorities of the Council's Strategic Plan.

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Terry Lanagan  
Executive Director of Educational Services  
Date: 23 October 2012

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**Person to Contact:** Jackie Allison - Business Unit Finance Partner  
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Jackie.allison@west-dunbarton.gov.uk

**Appendices:** Appendix 1 - Summary Budgetary Position (Revenue)  
Appendix 2 - Detailed Budgetary Position (Revenue)  
Appendix 3 – Summary Budgetary Position (Capital)

**Background Papers:** General Ledger prints (period 6)

**Wards Affected:** All

**WEST DUNBARTONSHIRE COUNCIL**

**REVENUE BUDGETARY CONTROL 2012/2013 - PERIOD 1 TO 6 2012**

**DEPARTMENT: EDUCATION**

**Appendix 1**

**SERVICE SUMMARY**

2011/12								Period 3	Variance
Outturn	Service	Budget 2012/13	YTD Budget	YTD Actual	YTD Variance	Variance	YTD Variance	variance	Movement
£		£	£	£	£	Favourable/ Adverse	%	£	£
1,138,513	D0100 CENTRAL ADMIN	1,056,678	544,600	533,127	(11,472)	Favourable	-2%	(844)	10,629
31,803,826	D0200 PRIMARY SCHOOLS	30,652,707	14,554,749	14,560,016	5,268	Adverse	0%	(109,936)	(115,203)
28,107,619	D0300 SECONDARY SCHOOLS	27,674,955	13,623,726	13,634,297	10,571	Adverse	0%	(10,148)	(20,719)
8,340,031	D0400 SPECIAL SCHOOLS	9,631,919	4,207,695	4,145,533	(62,162)	Favourable	-1%	(21,292)	40,870
1,032,403	D0500 SCHOOLS OTHER	989,770	469,869	491,724	21,855	Adverse	5%	8,847	(13,008)
279,221	D0800 OUTDOOR EDUCATION	369,900	166,827	164,926	(1,901)	Favourable	-1%	16,804	18,705
633,036	D0900 PSYCHOLOGICAL SERVICES	687,711	326,772	319,822	(6,950)	Favourable	-2%	1,051	8,001
12,565	D1000 QUALITY IMPROVEMENT SERVICE	(4,131)	388,670	388,670	0		0%	(4,031)	(4,031)
127,171	D1200 MISCELLANEOUS	824,050	6,259	6,255	(4)	Favourable	0%	52	56
7,136,275	D1400 PRE5s	7,277,532	3,267,465	3,267,198	(267)	Favourable	0%	(23,307)	(23,040)
2,502,148	D1500,D1550,D1600 LIBRARIES,CULTURE & MUSEUMS	2,567,100	1,113,023	1,138,583	25,560	Adverse	2%	11,530	(14,030)
4,693,226	D1700 PPP	6,085,730	6,910,622	6,986,777	76,155	Adverse	1%	(82,004)	(158,159)
3,582	D1800 CPP INVESTMENT	0	7,827	7,834	8	Adverse	0%	(0)	(8)
313,736	D1900 CURRICULUM FOR EXCELLENCE	664,583	81,799	79,742	(2,057)	Favourable	-3%	(134)	1,923
341,999	D0700 SPORTS DEVELOPMENT	0	4,010	4,650	640	Adverse	16%	206	(434)
<b>86,465,352</b>	<b>TOTAL NET EXPENDITURE</b>	<b>88,478,504</b>	<b>45,673,911</b>	<b>45,729,155</b>	<b>55,244</b>	<b>Adverse</b>	<b>0%</b>	<b>(213,204)</b>	<b>(268,448)</b>

SPEND - SUMMARY AND DETAIL

2011/12 Outturn	Educational Services	Budget 2012/13	YTD Budget	YTD Actual	YTD Variance	Variance	YTD Variance	Period 3 variance	Variance Movement	Comments
£ SUMMARY		£	£	£	Favourable/ £ Adverse		%	£	£	
63,948,786	Employee	62,455,101	29,871,653	29,831,604	(40,049)	Favourable	0%	(1,526)	(38,524)	
10,044,778	Property	10,834,046	5,223,790	5,343,039	119,249	Adverse	2%	(84,033)	203,282	
2,042,265	Transport and Plant	2,028,122	1,418,415	1,365,606	(52,809)	Favourable	-4%	(28,870)	(23,938)	
7,172,176	Supplies, Services and Admin	6,651,366	2,535,168	2,554,542	19,373	Adverse	1%	6,660	12,714	
16,250,987	Payments to Other Bodies	17,293,508	7,534,101	7,543,564	9,463	Adverse	0%	(52,183)	61,646	
751,314	Other	757,420	384,584	385,010	426	Adverse	0%	(466)	892	
100,210,306	Gross Expenditure	100,019,563	46,967,711	47,023,364	55,653	Adverse	0%	(160,418)	216,071	
(13,744,954)	Income	(11,541,059)	(1,293,800)	(1,294,209)	(409)	Favourable	0%	(52,786)	52,377	
86,465,352	Net Expenditure	88,478,504	45,673,911	45,729,155	55,244	Adverse	0%	(213,204)	268,448	

£ D0100 CENTRAL ADMIN		£	£	£	Favourable/ £ Adverse		%	£	£	
1,046,059	Employee	1,034,590	466,062	452,336	(13,726)	Favourable	-3%	(611)	(13,115)	
58,842	Property	57,800	29,760	30,270	510	Adverse	2%	(258)	768	
3,786	Transport and Plant	4,500	2,440	2,452	12	Adverse	0%	(18)	30	
109,111	Supplies, Services and Admin	115,030	21,713	22,207	494	Adverse	2%	(9)	503	
95,298	Payments to Other Bodies	85,600	42,207	42,020	(187)	Favourable	0%	32	(219)	
0	Other				0		0%	0	0	
1,313,096	Gross Expenditure	1,297,520	562,182	549,285	(12,896)	Favourable	-2%	(864)	(12,033)	
(174,583)	Income	(240,842)	(17,582)	(16,158)	1,424	Adverse	-8%	20	1,404	
1,138,513	Net Expenditure	1,056,678	544,600	533,127	(11,472)	Favourable	-2%	(844)	(10,629)	

£ D0200 PRIMARY SCHOOLS		£	£	£	Favourable/ £ Adverse		%	£	£	
23,311,963	Employee	22,418,258	10,704,313	10,684,012	(20,301)	Favourable	0%	(9,745)	(10,556)	
4,600,254	Property	4,843,680	2,307,378	2,337,037	29,660	Adverse	1%	(78,450)	108,110	
419,369	Transport and Plant	285,216	248,365	248,896	531	Adverse	0%	(243)	774	
3,553,746	Supplies, Services and Admin	3,175,571	1,369,747	1,375,083	5,336	Adverse	0%	2,249	3,087	
422,398	Payments to Other Bodies	410,262	4,527	4,433	(94)	Favourable	-2%	(82)	(12)	
132,950	Other	136,000	128,280	128,050	(230)	Favourable	0%	(750)	520	
32,440,680	Gross Expenditure	31,268,987	14,762,610	14,777,511	14,902	Adverse	0%	(87,021)	101,923	
(636,854)	Income	(616,280)	(207,861)	(217,495)	(9,634)	Favourable	5%	(22,915)	13,281	
31,803,826	Net Expenditure	30,652,707	14,554,749	14,560,016	5,268	Adverse	0%	(109,936)	115,203	



SPEND - SUMMARY AND DETAIL

2011/12 Outturn	Educational Services	Budget 2012/13	YTD Budget	YTD Actual	YTD Variance	Variance	YTD Variance	Period 3 variance	Variance Movement	Comments
£ D0300 SECONDARY SCHOOLS		£	£	£	Favourable/ £ Adverse		%	£	£	
23,815,387	Employee	22,978,512	11,453,696	11,463,481	9,785	Adverse	0%	19,912	(10,127)	
1,495,006	Property	1,589,410	660,507	657,269	(3,238)	Favourable	0%	(398)	(2,840)	
486,984	Transport and Plant	516,351	437,735	440,011	2,276	Adverse	1%	(4,080)	6,356	
2,181,668	Supplies, Services and Admin	2,185,812	740,214	740,477	263	Adverse	0%	(1,915)	2,178	
863,405	Payments to Other Bodies	850,020	455,952	457,904	1,952	Adverse	0%	124	1,828	
613,314	Other	617,420	251,484	251,510	26	Adverse	0%	214	(188)	
29,455,764	Gross Expenditure	28,737,525	13,999,588	14,010,652	11,064	Adverse	0%	13,857	(2,793)	
(1,348,145)	Income	(1,062,570)	(375,862)	(376,355)	(493)	Favourable	0%	(24,005)	23,512	
28,107,619	Net Expenditure	27,674,955	13,623,726	13,634,297	10,571	Adverse	0%	(10,148)	20,719	

£ D0400 SPECIAL SCHOOLS		£	£	£	Favourable/ £ Adverse		%	£	£	
4,028,041	Employee	4,926,249	2,300,749	2,296,661	(4,088)	Favourable	0%	(3,501)	(587)	
255,869	Property	311,270	84,993	82,311	(2,682)	Favourable	-3%	(8,513)	5,831	
920,778	Transport and Plant	1,053,472	663,004	597,545	(65,459)	Favourable	-10%	(22,009)	(43,450)	The variance is due to the internal recharge from HEED being lower than antcipated.
176,595	Supplies, Services and Admin	225,768	35,435	36,053	618	Adverse	2%	329	289	
3,228,268	Payments to Other Bodies	3,349,880	1,173,297	1,182,603	9,306	Adverse	1%	12,317	(3,011)	
5,050	Other	4,000	4,820	5,450	630	Adverse	13%	70	560	
8,614,601	Gross Expenditure	9,870,639	4,262,298	4,200,623	(61,675)	Favourable	-1%	(21,307)	(40,368)	
(274,570)	Income	(238,720)	(54,603)	(55,090)	(487)	Favourable	1%	15	(502)	
8,340,031	Net Expenditure	9,631,919	4,207,695	4,145,533	(62,162)	Favourable	-1%	(21,292)	(40,870)	

£ D0500 SCHOOLS OTHER		£	£	£	Favourable/ £ Adverse		%	£	£	
843,944	Employee	834,360	384,442	395,224	10,782	Adverse	3%	62	10,720	The high percentage YTD variance is due to rent and utility cots being higher than anticipated for the technicians services.
71,754	Property	72,710	35,798	42,124	6,326	Adverse	18%	40	6,286	
6,845	Transport and Plant	8,820	2,005	2,001	(4)	Favourable	0%	(11)	7	
111,801	Supplies, Services and Admin	79,480	50,032	54,783	4,751	Adverse	9%	8,575	(3,824)	
436	Payments to Other Bodies	400	0	(0)	(0)	Favourable	0%	181	(182)	
0	Other				0		0%	0	0	
1,034,780	Gross Expenditure	995,770	472,277	494,132	21,855	Adverse	5%	8,847	13,008	
(2,377)	Income	(6,000)	(2,408)	(2,408)	0		0%	0	0	
1,032,403	Net Expenditure	989,770	469,869	491,724	21,855	Adverse	5%	8,847	13,008	

£ D0800 OUTDOOR EDUCATION		£	£	£	Favourable/ £ Adverse		%	£	£	
265,121	Employee	275,669	131,311	131,488	177	Adverse	0%	0	177	
96,802	Property	176,096	101,501	99,684	(1,817)	Favourable	-2%	15,568	(17,385)	
23,213	Transport and Plant	21,950	8,408	8,569	161	Adverse	2%	(2,186)	2,347	
18,805	Supplies, Services and Admin	36,185	9,767	9,323	(444)	Favourable	-5%	(1,626)	1,182	
71,515	Payments to Other Bodies	80,500	38,310	38,381	71	Adverse	0%	7,548	(7,477)	
0	Other				0		0%	0	0	
475,456	Gross Expenditure	590,400	289,297	287,445	(1,852)	Favourable	-1%	19,304	(21,156)	
(196,235)	Income	(220,500)	(122,470)	(122,519)	(49)	Favourable	0%	(2,500)	2,451	
279,221	Net Expenditure	369,900	166,827	164,926	(1,901)	Favourable	-1%	16,804	(18,705)	

SPEND - SUMMARY AND DETAIL

2011/12 Outturn	Educational Services	Budget 2012/13	YTD Budget	YTD Actual	YTD Variance	Variance	YTD Variance	Period 3 variance	Variance Movement	Comments
						Favourable/ £ Adverse	%			
	£ D0900 PSYCHOLOGICAL SERVICES	£	£	£				£	£	
607,963	Employee	661,081	316,275	309,378	(6,897)	Favourable	-2%	1,016	(7,913)	
4,886	Property	5,450	1,694	1,694	0		0%	289	(289)	
12,942	Transport and Plant	13,530	5,392	5,392	0		0%	(335)	335	
7,245	Supplies, Services and Admin	7,650	3,411	3,358	(53)	Favourable	-2%	81	(134)	
0	Payments to Other Bodies				0		0%	0	0	
0	Other				0		0%	0	0	
633,036	Gross Expenditure	687,711	326,772	319,822	(6,950)	Favourable	-2%	1,051	(8,001)	
0	Income	0	0	0	0		0%	0	0	
633,036	Net Expenditure	687,711	326,772	319,822	(6,950)	Favourable	-2%	1,051	(8,001)	

						Favourable/ £ Adverse	%			
	£ SERVICE	£	£	£				£	£	
829,029	Employee	768,849	379,830	369,795	(10,035)	Favourable	-3%	(1,995)	(8,040)	
42	Property				0		0%	0	0	
14,447	Transport and Plant	15,990	7,328	7,128	(200)	Favourable	-3%	(142)	(58)	
5,999	Supplies, Services and Admin	22,130	1,235	1,190	(45)	Favourable	-4%	(2,394)	2,349	
17,534	Payments to Other Bodies	18,700	10,557	10,557	0		0%	500	(500)	
0	Other				0		0%	0	0	
867,051	Gross Expenditure	825,669	398,950	388,670	(10,280)	Favourable	-3%	(4,031)	(6,249)	
(854,486)	Income	(829,800)	(10,280)	0	10,280	Adverse	-100%	0	10,280	
12,565	Net Expenditure	(4,131)	388,670	388,670	0		0%	(4,031)	4,031	

						Favourable/ £ Adverse	%			
	£ D1200 MISCELLANEOUS	£	£	£				£	£	
348,693	Employee	360,000	24,786	24,786	0		0%	22	(22)	
12,461	Property	0	0	0	0		0%	0	0	
14,905	Transport and Plant	0	620	625	5	Adverse	1%	0	5	
86,133	Supplies, Services and Admin	0	(1,840)	(1,853)	(13)	Favourable	1%	30	(43)	
116,888	Payments to Other Bodies	549,320	6,160	6,164	4	Adverse	0%	0	4	
0	Other				0		0%	0	0	
579,080	Gross Expenditure	909,320	29,726	29,723	(4)	Favourable	0%	52	(56)	
(451,909)	Income	(85,270)	(23,467)	(23,467)	(0)	Favourable	0%	0	(0)	
127,171	Net Expenditure	824,050	6,259	6,255	(4)	Favourable	0%	52	(56)	

						Favourable/ £ Adverse	%			
	£ D1400 PRESSs	£	£	£				£	£	
5,909,374	Employee	5,904,202	2,665,349	2,652,771	(12,578)	Favourable	0%	(17,726)	5,148	
710,140	Property	803,880	327,521	329,563	2,042	Adverse	1%	(9,837)	11,879	
31,164	Transport and Plant	23,540	13,487	14,426	939	Adverse	7%	95	844	
388,465	Supplies, Services and Admin	386,660	117,825	127,037	9,212	Adverse	8%	1,105	8,107	
550,635	Payments to Other Bodies	592,820	327,478	325,506	(1,972)	Favourable	-1%	6,547	(8,519)	
0	Other				0		0%	0	0	
7,589,779	Gross Expenditure	7,711,102	3,451,660	3,449,303	(2,357)	Favourable	0%	(19,817)	17,460	
(453,504)	Income	(433,570)	(184,195)	(182,105)	2,090	Adverse	-1%	(3,490)	5,580	
7,136,275	Net Expenditure	7,277,532	3,267,465	3,267,198	(267)	Favourable	0%	(23,307)	23,040	

SPEND - SUMMARY AND DETAIL

2011/12 Outturn	Educational Services	Budget 2012/13	YTD Budget	YTD Actual	YTD Variance	Variance	YTD Variance	Period 3 variance	Variance Movement	Comments
D1500,D1550,D1600						Favourable/ £ Adverse	%	£	£	
£ LIBRARIES,CULTURE & MUSEUMS		£	£	£		£ Adverse	%	£	£	
1,989,640	Employee	1,920,088	919,714	925,075	5,361	Adverse	1%	11,084	(5,723)	The high percentage year to date variance is due to unanticipated repairs required for the mobile library and additional staff travel due to changes in location.
331,029	Property	377,760	172,770	185,186	12,416	Adverse	7%	30	12,386	
36,846	Transport and Plant	22,743	8,520	18,003	9,483	Adverse	111%	59	9,424	
392,774	Supplies, Services and Admin	363,200	187,423	187,473	50	Adverse	0%	30	20	
66,220	Payments to Other Bodies	91,916	24,706	24,446	(260)	Favourable	-1%	199	(459)	
0	Other	0	0	0	0		0%	0	0	
2,816,509	Gross Expenditure	2,775,707	1,313,133	1,340,183	27,050	Adverse	2%	11,402	15,648	
(314,361)	Income	(208,607)	(200,110)	(201,600)	(1,490)	Favourable	1%	128	(1,618)	
2,502,148	Net Expenditure	2,567,100	1,113,023	1,138,583	25,560	Adverse	2%	11,530	14,030	

£ D1700 PPP		£	£	£		Favourable/ £ Adverse	%	£	£	
0	Employee				0		0%	0	0	The period to period variance is due to higher non domestic rates than anticipated due to revaluation of properties.
2,407,693	Property	2,595,990	1,501,868	1,577,900	76,032	Adverse	5%	(2,504)	78,536	
0	Transport and Plant				0		0%	0	0	
4,292	Supplies, Services and Admin				0		0%	0	0	The period to period variance is due to budget being transferred to the contingency fund.
10,640,241	Payments to Other Bodies	10,883,740	5,408,754	5,408,877	123	Adverse	0%	(79,500)	79,623	
0	Other				0		0%	0	0	
13,052,226	Gross Expenditure	13,479,730	6,910,622	6,986,777	76,155	Adverse	1%	(82,004)	158,159	
(8,359,000)	Income	(7,394,000)	0	0	0		0%	0	0	
4,693,226	Net Expenditure	6,085,730	6,910,622	6,986,777	76,155	Adverse	1%	(82,004)	158,159	

£ D1800 CPP INVESTMENT		£	£	£		Favourable/ £ Adverse	%	£	£	
362,436	Employee	204,900	97,672	99,722	2,050	Adverse	2%	(0)	2,050	
0	Property				0		0%	0	0	
-24,846	Transport and Plant	0	0	0	0		0%	0	0	
2,277	Supplies, Services and Admin	0	0	8	8	Adverse	0%	(0)	8	
67,446	Payments to Other Bodies	0	0	0	0		0%	0	0	
0	Other				0		0%	0	0	
407,313	Gross Expenditure	204,900	97,672	99,730	2,058	Adverse	2%	(0)	2,058	
(403,731)	Income	(204,900)	(89,845)	(91,896)	(2,050)	Favourable	2%	(0)	(2,050)	
3,582	Net Expenditure	0	7,827	7,834	8	Adverse	0%	(0)	8	

£ D1900 CURRICULUM FOR EXCELLENCE		£	£	£		Favourable/ £ Adverse	%	£	£	
58,279	Employee	168,343	18,725	18,145	(580)	Favourable	-3%	(43)	(537)	
0	Property				0		0%	0	0	
78,660	Transport and Plant	62,010	20,921	19,728	(1,193)	Favourable	-6%	0	(1,193)	
104,822	Supplies, Services and Admin	53,880	0	(804)	(804)	Favourable	0%	(2)	(802)	
73,565	Payments to Other Bodies	380,350	42,153	42,673	520	Adverse	1%	(49)	569	
0	Other				0		0%	0	0	
315,326	Gross Expenditure	664,583	81,799	79,742	(2,057)	Favourable	-3%	(94)	(1,963)	

SPEND - SUMMARY AND DETAIL

2011/12								Period 3		
Outturn	Educational Services	Budget 2012/13	YTD Budget	YTD Actual	YTD Variance	Variance	YTD Variance	variance	Variance Movement	Comments
(1,590)	Income	0	0	0	0		0%	(40)	40	
313,736	Net Expenditure	664,583	81,799	79,742	(2,057)	Favourable	-3%	(134)	(1,923)	

SPEND - SUMMARY AND DETAIL

2011/12								Period 3		
Outturn	Educational Services	Budget 2012/13	YTD Budget	YTD Actual	YTD Variance	Variance	YTD Variance	variance	Variance Movement	Comments
£ D0700 SPORTS DEVELOPMENT		£	£	£	Favourable/ £ Adverse		%			
532,856	Employee	0	8,730	8,730	0		0%	0	0	
0	Property				0		0%	0	0	
17,172	Transport and Plant	0	190	830	640	Adverse	337%	0	640	
28,442	Supplies, Services and Admin	0	206	206	(0)	Favourable	0%	206	(206)	
37,138	Payments to Other Bodies	0	0	0	0		0%	0	0	
0	Other				0		0%	0	0	
615,608	Gross Expenditure	0	9,126	9,766	640	Adverse	7%	206	434	
(273,609)	Income	0	(5,116)	(5,116)	0		0%	0	(0)	
341,999	Net Expenditure	0	4,010	4,650	640	Adverse	16%	206	434	

## Appendix 3

Check to BCR	17,439,000	439,061	480,964	
	(280,000)	(2,034,202)	(1,993,239)	(Capital Admin budget of £280,000 was excluded at P3)