

Agenda



Educational Services Committee

Date: Wednesday, 12 June 2024

Time: 10:00

Format: Hybrid Meeting

Contact: Scott Kelly, Committee Officer
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Dear Member

Please attend a meeting of the **Educational Services Committee** as detailed above.

Members will have the option to attend the meeting remotely or in person at the Civic Space, 16 Church Street, Dumbarton.

The business is shown on the attached agenda.

Yours faithfully

PETER HESSETT

Chief Executive

Distribution:

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

Councillor Gordon Scanlan
Councillor Hazel Sorrell
Mrs Barbara Barnes
Miss Faith Bhardwaj MSYP
Ms Kirsty Connolly
Mr Gavin Corrigan
Miss Ellen McBride
Ms Joanne McLaren
Reverend Ian Miller
Miss Rebecca Ross MSYP
Ms Julia Strang

All other Councillors for information

Chief Education Officer

Date of Issue: 30 May 2024

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EDUCATIONAL SERVICES COMMITTEE

WEDNESDAY, 12 JUNE 2024

AGENDA

1 STATEMENT BY CHAIR – AUDIO STREAMING

The Chair will be heard in connection with the above.

2 APOLOGIES

3 DECLARATIONS OF INTEREST

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

4 RECORDING OF VOTES

The Committee is asked to agree that all votes taken during the meeting will be carried out by roll call vote to ensure an accurate record.

5 MINUTES OF PREVIOUS MEETING 5 – 8

Submit, for approval as a correct record, the Minutes of Meeting of the Educational Services Committee held on 20 March 2024.

6 LOCAL NEGOTIATING COMMITTEE FOR TEACHERS 9 – 11

Submit for information, and where necessary ratification, the Minutes of Meeting of the Local Negotiating Committee for Teachers held on 12 March 2024.

7 OPEN FORUM

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

8/

- 8 STRATEGY FOR EXCELLENCE AND EQUITY 13 – 99**
- Submit report by the Chief Education Officer providing an update on progress with delivering improved outcomes for attainment and equity, and implementing the service Strategy for Excellence and Equity.
- 9 EARLY LEARNING AND CHILDCARE PROGRESS UPDATE 101 – 105**
- Submit report by the Chief Education Officer informing of progress made to provide high quality Early Learning and Childcare in West Dunbartonshire Council.
- 10 SERVICES FOR CHILDREN, YOUNG PEOPLE AND FAMILIES UPDATE REPORT 107 – 113**
- Submit report by the Chief Education Officer informing of progress on supports to children, young people and families.
- 11 INCREASE SUSTAINABLE RATE PAID TO FUNDED EARLY LEARNING AND CHILDCARE PROVIDERS 115 – 118**
- Submit report by the Chief Education Officer requesting consideration of a proposal to increase the hourly rate paid by West Dunbartonshire Council to contracted private providers for funded Early Learning and Childcare (ELC).
- 12 SENIOR PHASE CURRICULUM 119 – 136**
- Submit report by the Chief Education Officer providing an update on the offer of courses and awards to young people through the Senior Phase curriculum for session 2024/25, and setting out plans to ensure an equitable offer across all establishments.
- 13 EDUCATION DELIVERY PLAN 2024/25 137 – 159**
- Submit report by the Chief Education Officer setting out the Education Delivery Plan for 2024/25.

EDUCATIONAL SERVICES COMMITTEE

At a Hybrid Meeting of the Educational Services Committee held in the Civic Space, 16 Church Street, Dumbarton on Wednesday, 20 March 2024 at 2.00 p.m.

Present: Councillors Gurpreet Singh Johal, David McBride, Jonathan McColl, Michelle McGinty, June McKay, John Millar, Karen Murray Conaghan, Lawrence O'Neill, Lauren Oxley, Martin Rooney, Gordon Scanlan and Hazel Sorrell, and Mrs Barbara Barnes, Mr Gavin Corrigan, and Ms Rebecca Ross MSYP.

Attending: Laura Mason, Chief Education Officer; Alan Douglas, Chief Officer – Regulatory and Regeneration (Legal Officer); Lauren Slavin, Chief Officer – Resources; Alison Bowers, Senior Education Officer – Early Learning and Childcare; Andrew Brown, Senior Education Officer – Policy, Performance and Resources; Claire Cusick, Senior Education Officer – Services for Children and Young People; Julie McGrogan, Senior Education Officer – Raising Attainment/Improving Learning; Iain Walker, Educational Psychologist; Michelle Lynn, Assets Co-ordinator; Joe Reilly, Business Unit Finance Partner (Education); and Scott Kelly and Nicola Moorcroft, Committee Officers.

Apologies: Apologies for absence were intimated on behalf of Councillor Clare Steel, Reverend Ian Miller, Ms Julia Strang, Ms Ellen McBride and Ms Faith Bhardwaj MSYP.

Councillor John Millar in the Chair

Councillor Millar, Chair, welcomed Members to the meeting. He expressed a particular welcome to Ms Rebecca Ross, the new MSYP Member of the Committee.

STATEMENT BY CHAIR – AUDIO STREAMING

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

DECLARATIONS OF INTEREST

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

RECORDING OF VOTES

The Council agreed that all votes taken during the meeting would be done by roll call vote to ensure an accurate record.

MINUTES OF PREVIOUS MEETING

The Minutes of Meeting of the Educational Services Committee held on 13 December 2023 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 5 December 2023 were submitted and all decisions contained therein were approved.

OPEN FORUM

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

PROPOSAL TO CONSULT ON AMENDING PRIMARY 1 ENROLMENT DATE

A report was submitted by the Chief Education Officer seeking approval for the Chief Education Officer to formally consult on the undernoted proposal under the terms of the Schools (Consultation) (Scotland) Act 2010.

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

- (1) to formally consult on the proposal for the Primary 1 (P1) enrolment date for the start of the academic year to move from the second week in January to the second week in the proceeding November;
- (2) that Officers should explore the possibility of a formal public consultation meeting in Clydebank; and
- (3) to report the outcomes and recommendations resulting from the statutory consultation to Educational Services Committee in September 2024.

The Chief Officer – Regulation and Regeneration (Legal Officer) then advised the Committee that, in view of its decision to launch the statutory consultation and because Members would, in due course, be required, to make a decision based on the evidence presented during the consultation process. Members who wished to participate in the decision making, should exercise caution when making any public

comment and in particular, should avoid any comment which may lead members of the public to consider that the issues have been prejudged.

STRATEGY FOR EXCELLENCE AND EQUITY

A report was submitted by the Chief Education Officer providing an update on progress with delivering improved outcomes for attainment and equity; and implementing the service Strategy for Excellence and Equity.

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

- (1) to note the strong attainment and equity performance of West Dunbartonshire in the Broad General Education against the national performance;
- (2) to note the range of improvement and development work delivered in the service to support improved attainment and a narrowing of the attainment gap; and;
- (3) that the Chief executive and Education Officer write to the Scottish minister for Education and Skills, requesting additional funding for west Dunbartonshire and invite her to a meeting of this Committee.

EARLY LEARNING AND CHILDCARE PROGRESS UPDATE

Reports were submitted by the Chief Education Officer informing of:-

- (a) progress on support to children, young people and families; and
- (b) revisions and implementation of policies relating to services for children and young people.

After discussion and having heard the Senior Education Officer in further explanation and in answer to Members' questions, the Committee agreed to note the progress to deliver the statutory entitlement of 1140 hours of high-quality Early Learning and Childcare.

SERVICES FOR CHILDREN, YOUNG PEOPLE AND FAMILIES UPDATE REPORT

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

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

- (1) to note progress on plans to continue developing and improving supports; and
- (2) to note progress on revision and implementation of policies supporting children and young people.

BEREAVEMENT SUPPORT FOR CHILDREN AND YOUNG PEOPLE

Reports were submitted by the Chief Education Officer informing of:-

- (a) updates to the plans to support children and young people and their families with bereavement in West Dunbartonshire; and
- (b) seeking approval to proceed with the plans.

After discussion and having heard the Educational Psychologist in further explanation and in answer to Members' questions, the Committee agreed:-

- (1) to note the contents of the report; and
- (2) to approve the plans to continue developing and improving supports.

EDUCATION DELIVERY PLAN 2023/24 – MID-YEAR PROGRESS

A report was submitted by the Chief Education Officer setting out the mid-year progress of the 2023/24 Delivery Plan.

After discussion and having heard the Senior Education Officer in further explanation the Committee agreed to note the progress achieved.

EDUCATIONAL SERVICES BUDGETARY CONTROL REPORT TO 31 JANUARY 2024 (PERIOD 10)

A report was submitted by the Chief Officer – Resources providing an update on the financial performance of Education Services to 31 January 2024 (Period 10).

After discussion and having heard the Business Unit Finance Partner in further explanation the Committee agreed:-

- (1) to note that the revenue account showed a projected annual adverse revenue variance of £3.059m (2.6% of the total budget); and
- (2) to note that projected expenditure on the capital account was lower than the 2023/24 budget by £5.998m (70% of budget) and, after project re-profiling, the variance was an overspend of £0.068m.

The meeting closed at 3.46 p.m.

LOCAL NEGOTIATING COMMITTEE FOR TEACHERS

At a Hybrid Meeting of the Local Negotiating Committee for Teachers held in the Civic Space, 16 Church Street, Dumbarton on Tuesday, 12 March 2024 at 10.10 a.m.

Present: Councillor Jonathan McColl; Laura Mason, Chief Education Officer; Andrew Brown, Senior Education Officer; Alison Boyles, Head Teacher, Dumbarton Academy; Michael Dolan, James Halfpenny and Caroline Yates (all EIS); and Claire Mackenzie (SSTA).

Attending: Louise Hastings, HR Business Partner, Educational Services; Kirsty Connor, Education Support Officer – Staffing; and Scott Kelly, Committee Officer.

Apologies: Apologies for absence were intimated on behalf of Councillor Clare Steel; and Gavin Corrigan, Rebecca McCulloch and Dawn Wilson (all EIS).

APPOINTMENT OF CHAIR

In the absence of the Chair and Vice Chair it was agreed that Mr Dolan would chair the meeting. Accordingly, Mr Dolan assumed the Chair.

Mr Michael Dolan in the Chair

DECLARATIONS OF INTEREST

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

MINUTES OF PREVIOUS MEETING

The Minutes of the Annual General Meeting of the Local Negotiating Committee for Teachers held 5 December 2023 were submitted and approved as a correct record.

SCHOOL TERM DATES/ACADEMIC CALENDAR 2024-2025

A report was submitted by the Joint Secretaries to the LNCT seeking agreement for setting the academic calendar for Teachers and Associated Professionals for the academic session 2054-2025.

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

- (a) to note that a consultation process had commenced to seek views from educational establishments on the proposed school terms dates for 2025-2026; and
- (b) that the final decision on the academic calendar for 2025-2026 be delegated to the TU Convenors and management representatives based on the outcome of the consultation survey.

PROCESS TO RECORD INCIDENTS OF VIOLENCE AND AGGRESSION

A report was submitted by the Joint Secretaries to the LNCT informing of the revised method of reporting procedures for incidents of Violence and Aggression within Educational Establishments.

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

- (1) to note the introduction of the revised method of reporting procedures for incidents of Violence and Aggression within Education Establishments; and
- (2) to note the recommended educational establishments identified to undertake a pilot of this new approach, namely:-
 - Dalreoch Primary and ELCC
 - Dumbarton Academy
 - Kilpatrick School
 - Clydebank High School
 - Vale of Leven Academy
 - Our Lady and St Patrick's High School
 - St Michaels Primary
 - Clydemuir Primary
 - Saint Eunans Primary
 - Levensale Primary
 - Kilbowie Primary
 - Saint Joseph's Primary and Rainbow base

WORKLOAD SURVEY

A report was submitted by the Joint Secretaries to the LNCT providing an update on the workload survey issued to teaching staff; an analysis of the responses received and a recommendation of next steps.

After discussion and having heard both Sides, the Committee agreed to note the findings of the workload survey and approve the actions identified in section 4.5 of the report, namely:-

- (1) to review the volume of priorities identified by the local authority;
- (2) to review the timeline of delivery plan / school improvement planning; and
- (3) to establish three short life working groups to address forward planning, assessment and reporting, and behaviour, with their recommendations being submitted to a future meeting of the LNCT, in June 2024.

The meeting closed at 10.42 a.m.

DRAFT

WEST DUNBARTONSHIRE COUNCIL**Report by Laura Mason, Chief Education Officer****Educational Services Committee: 12 June 2024**

Subject: Strategy for Excellence and Equity**1. Purpose**

1.1 The purpose of this report is to provide an update on progress with delivering improved outcomes for attainment and equity; and implementing the service Strategy for Excellence and Equity.

1.2 This report is for noting.

2. Recommendations

2.1 The Educational Services Committee is asked to note:

- (a)** the strong attainment and equity performance of West Dunbartonshire in the Broad General Education against the national performance; and
- (b)** the range of improvement and development work delivered in the service to support improved attainment and a narrowing of the attainment gap.

3. Background

3.1 The Strategy for Excellence and Equity aims to drive ongoing improvement and development across schools and early learning centres.

3.2 The Strategy supported by Scottish Government Strategic Equity Funding aims to support our children, young people and families to thrive through raised attainment and a narrowing of the poverty related attainment gap.

3.3 The Education Service Excellence and Equity Board chaired by the Chief Education Officer oversees the strategy's implementation and governs resource allocation. The Board meets twice each term with membership including officers, headteachers and the Attainment Advisor. At the recent board meeting in May members reviewed policy and proposals to strengthen the work of Local Learning Communities in academic session 2024/25.

3.4 West Dunbartonshire's Strategy for Excellence and Equity has improved outcomes in the Broad General Education with West Dunbartonshire performing well compared to national figures.

3.5 It is notable that West Dunbartonshire maintains positive year on year progress with attainment and equity outcomes.

3.6 West Dunbartonshire has been identified as one of the top performing Council's in Scotland at making progress to narrow the attainment gap in literacy and numeracy (combined attainment P1, P4, P7) since 2022.

- 3.7** The Council has maintained a positive school and early learning centre inspection record in the 2023/24 academic session. The positive inspection record demonstrates the Council's commitment to delivering high quality education for children and young people in West Dunbartonshire.
- 3.8** Officers are currently monitoring progress with attainment and equity outcomes at P1,P4,P7 and S3 in all early learning centers and schools. This work precedes the submission of pupil data to the annual Broad General Education attainment census conducted by Scottish Government in June.
- 3.9** A report on West Dunbartonshire's Literacy and Numeracy Attainment in the Broad General Education for academic session 2023/24 will be submitted to the Education Committee in August. This report will provide detail about areas of success and improvement.
- 3.10** Schools and early learning centres have prepared annual standards and quality reports for sharing with stakeholders. The reports fulfill a statutory requirement, provide information about progress made and provide evidence to inform improvement planning. Examples from each sector are included at Appendix 1.

4.0 Main Issues

4.1 West Dunbartonshire Improvement Framework

West Dunbartonshire's year on year progress is supported by an effective improvement framework delivered through strong collaboration between officers and schools.

- 4.1.1** In the period February to May officers have worked with headteachers to develop shared strategic improvement priorities and plans for academic session 2024/25. This joint work aims to deliver both excellence and equity. To support delivery a new online improvement planning platform has been developed. The content on the improvement platform aligns with the Council priorities for wellbeing, empowerment and sustainability, the National Improvement Framework Priorities and the service priorities for excellence and equity.
- 4.1.2** All secondary schools participated in attainment reviews during March and April. The reviews closely monitored predictions for this year's senior phase qualifications. The reviews identified areas of strong performance, effective practice and areas for development in the next academic session.
- 4.1.3** The Attainment Review Programme for secondary will be further developed next session with plans to strengthen the approach by involving both senior and middle school leaders next session.
- 4.1.4** A professional learning programme implemented this session for secondary school middle leaders has received very positive feedback. The Collective Leadership programme supports leaders to enhance their practice of leading improvements in learning, teaching and assessment. Plans are underway to

extend the programme to class teachers based on feedback from this year's participants. Additionally in May/ June, all secondary depute head teachers will participate in the programme.

4.1.5 Almost all primary school teachers and leaders have taken part in the first year of the Visible Learning Programme. This initiative aims to improve teachers' and schools' understanding of how to support all children to make good progress in learning. Year one has focussed on evaluating the impact of current learning, teaching and assessment practice at meeting the learning needs of all children.

4.1.6 Headteachers are being surveyed to gather feedback about the impact of the Improvement Framework in session 2023/24. A report summarising the findings will be submitted to the Education Excellence and Equity Board.

4.2 Excellence and Equity Development Workstreams

4.2.1 Assessment and Moderation Strategy: work is underway to publish a dynamic strategy on the education Ourcloud platform enabling practitioners throughout West Dunbartonshire to conveniently access up-to-date and relevant information to support assessment and moderation decisions in Local Learning Communities, schools and classrooms.

4.2.2 Literacy Strategy: the next phase of implementing a new approach to reading 'Come Read with Me at WDC' has engaged one primary school in each Local Learning Community in a pilot programme. The approach emphasises metacognition and reciprocal teaching, both of which have been researched and shown to positively impact pupils' progress and attainment. The pilot schools will engage in professional learning, assessment activities and collaborative reviews of learning and teaching using the new approach.

4.2.3 Maths Strategy: the Maths / Numeracy Improvement Group has developed new planning pathways for Early, First, and Second Levels, building upon the existing Concrete Pictorial Abstract (CPA) and SEAL (Systematic Enquiry and Active Learning) approaches implemented across West Dunbartonshire schools and early learning centres. These refreshed pathways, known as 'Count with Me in WDC,' will ensure a consistent approach to planning across all WDC establishments.

Looking ahead, an Improvement Group comprised of senior leaders and class teachers from all sectors plans to provide an enhanced programme of professional learning to every establishment's Maths Champion from August to October 2024. Each Maths Champion will deliver professional development within their own school, and the Improvement Group will offer support as required. This provides a sustainable training provision within WDC. Furthermore, funding has been allocated to each secondary school to purchase resources that support delivery of CPA approaches.

4.2.4 WDC Skills for Learning, Life and Work: West Dunbartonshire schools are actively embedding the six WDC Competencies: creativity, character, communication, critical thinking, collaboration, and citizenship, into learning

and teaching. Project-based learning is central to this approach. By tackling real-world problems across curricular areas, learners are developing these essential skills. Collaboration extends beyond the classroom as schools will work together in Local Learning Communities on joint projects and forge partnerships with the wider local and global community.

4.2.5 1+2 Languages: West Dunbartonshire schools maintain their commitment to modern language learning. All schools continue to offer French or Spanish throughout the BGE, upholding local and national policy directives. A significant leap has been made in the number of schools offering a second modern language (L3). An impressive 88% of primary schools now provide L3 opportunities, a substantial increase from the 50% reported in 2022-23. The remaining primary schools are actively developing their L3 programmes, signifying a positive move towards a richer language landscape across West Dunbartonshire.

School visits and 1+2 Coordinator meetings have fostered collaboration within the Local Learning Communities. Collaborative work has resulted in the development of new resources, including reading and writing packs for French and Spanish, alongside outdoor learning and play resources. These initiatives contribute to a more robust programme, promoting the significance of language learning throughout West Dunbartonshire

4.2.6 Science Technology Engineering and Maths (STEM): A collaborative effort between 22 West Dunbartonshire primary schools and the Glasgow Science Centre sparked a passion for STEM (Science, Technology, Engineering, and Mathematics) and Learning for Sustainability in 4,350 learners through a series of live science shows focused on renewable energy. "Power Up!" (P1-P4) explored the fundamentals of energy sources and use. Pupils in P5-P7 participated in "Future Fuels," a programme examining different energy sources, including fossil fuels and renewables. This initiative brought STEM education to life for learners in a fun and interactive way, empowering learners with the knowledge and skills needed to contribute to a more sustainable world.

4.3. Health and Well Being

4.3.1 Health & Wellbeing Strategy: as reported to committee in March, the Health and Wellbeing Strategy has been refreshed and will be shared with schools in the new academic year. The new strategy will equip our children, young people and families for lifelong wellbeing and will ensure every child has the opportunity to learn and thrive regardless of background, while promoting positive mental health and emotional wellbeing. The Strategy is in draft format and will be shared at Education Committee in August.

4.3.2 Lyme Disease Education: during May, Educational Services raised awareness with all schools and encouraged them to become involved in the Lyme Disease Awareness Campaign. Resources from the Lyme Resource Centre were shared with schools to incorporate into the curriculum in WDC schools.

4.3.3 Sun Protection Guidelines: educational establishments were reminded about the Sun Protection Guidelines and to take cognisance of them as the weather gets warmer. Lessons of sun safety were also included with the guidance for establishments to raise awareness with children and young people.

4.3.4 Swimming Project and Water Safety Education: the Water Safety Schools Swimming Project was delivered this term in partnership with West Dunbartonshire Leisure and Scottish Swimming. The project offers children the opportunity to attend water safety swimming lessons in the lead up to the summer holidays and has a key focus on water safety as well as encouraging the development of aquatic skills. To compliment this project, learning resources on water safety are being used in all West Dunbartonshire schools during the summer term prior to the summer holidays. Resources can be accessed on the Education Scotland National Improvement Hub using the following link: <https://education.gov.scot/improvement/learning-resources/water-safety/>

4.4 Instrumental Music Service: the second West Dunbartonshire Music Service Solo Performer of the Year competition took place at the end of March in Dumbarton Academy. Sixteen of the most accomplished young musicians from the WDC High Schools participated. The competition was won by guitarist Ronan Toal from OLSP. Ronan will represent West Dunbartonshire at the nationwide Scottish Young Musicians competition, which will be held at the Royal Conservatoire of Scotland at the end of May.

225 senior phase pupils have completed the performance part of their SQA music exams supported by our specialist music tutors. The tutors are currently engaged in planning the programme of engagement for next session to provide a blend of whole class activities, group and individual music tuition.

4.5 Sustainability Strategy: a working group are in the final phase of producing a new strategy for 2024-2027. Officers are liaising with the Council's Sustainability Officer, Education Scotland, and Keep Scotland Beautiful to develop key performance targets and initiatives.

5. People Implications

5.1 As reported to Council in June 2022 the Scottish Attainment Challenge funding enabled the provision of additional temporary (seconded) funded posts within the education service, partner council services and external providers. The annual (tapered) decrease in funding by 2026 will reduce the number of staff available to deliver in these areas with the seconded staff returning to their substantive posts, and any backfill element will cease.

5.2 The tapered decrease in funding by 2026 will reduce the number of Strategic Equity Funded posts:

- 2021/22 - 41.5 funded posts
- 2022/23 – 39.0 funded posts
- 2023/24 – 35.0 funded posts
- 2024/25 – 28.0 funded posts
- 2025/26 – 24.07 funded posts

6. Financial and Procurement Implications

6.1 Funding from Scottish Government supports the work of the Strategy for Excellence and Equity. The Education Committee will be aware that a tapered reduction of Strategic Equity Funding was announced in 2022 reducing the annual income to West Dunbartonshire; and reducing the capacity of the service to deliver strategic priorities for excellence and equity.

6.2 Since its inception in 2015/16 to March 2024 the Council received £15,834,008 in funding. Please note that in financial year 2024/25 the funding available to West Dunbartonshire will have reduced by 26% compared to 2021/22. Table 6 provides the detail of the annual reduction in funding up to 2026:

Table 6:

2021/22	2022/23	2023/24	2024/25	2025/26
£2,043,815	£1,745,797	£1,447,779	£1,149,761	£851,743
Reduction of £298,018 (-15%)	Reduction of £298,018 (-17%)	Reduction of £298,018 (-21%)	Reduction of £298,018 (-26%)	

7. Risk Analysis

7.1 Current budget constraints and the reduced funding model could impact negatively on sustained improvement in future academic sessions. However, we will continue to monitor this closely to inform future planning.

8. Equalities Impact Assessment

8.1 A full Equality Impact Assessment was submitted to Committee in March 2022 and identified that the decrease in funding will reduce capacity. Scope exists to mitigate impact with the development of the Strategy for Excellence and Equity 2023-2027.

9. Consultation

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

10. Strategic Assessment

10.1 This reports reflects the Council's overarching priority to support our communities to thrive.

Laura Mason
Chief Education Officer
June 2024

Person to Contact: Julie McGrogan, Senior Education Officer, Department of Education, Learning and Attainment, Council Offices, 16 Church Street, Dumbarton, G82 1QL
Email: julie.mcgrogan@west-dunbarton.gov.uk

Appendix: **Appendix 1:** Sample of Standard & Quality Reports

Background Papers: Equality Impact Assessment – March 2022

Wards Affected: All wards



Clydebank High School Standards and Quality Report 2023-2024

Introduction



National Improvement Framework and Improvement Planning - the vision

School Improvement Planning is structured around the five National Priorities for Scottish Education as set out in the National Improvement Framework (NIF):

- Placing the human rights and needs of every child and young person at the centre of Education.
- Improvement in children and young people's health and wellbeing.
- Closing the attainment gap between the most and least disadvantaged children and young people.
- Improvement in skills and sustained, positive school leaver destinations for all pupils.
- Improvement in attainment, particularly in literacy and numeracy.

In West Dunbartonshire we work together to ensure that our children, young people and their families are nurtured and empowered to make a difference in their lives and communities.

Within West Dunbartonshire, *Wellbeing, Empowerment and Sustainability* are the foundations upon which we build to be respectful, responsible and resilient citizens.



1 - Our school vision and values

Our vision for Clydebank High School is to continue developing a school community focused on producing young people who are respectful and well equipped for life.

We will achieve this by giving our young people inspiring educational opportunities and challenging learning experiences. This will be done in an inclusive and safe community.

Young people will be encouraged to work in a manner which promotes mutual respect for their peers and others within the multi-cultural society in which we live. Clydebank High School will continue to work in partnership with parents/carers and other partners to enhance the learning journey and life chances of each young person.

Learning within the school community is personalised according to need. Difference and individuality are valued and our young people continue to be aware of the skills required to become Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens of the future.

At Clydebank High School, we promote our core values of **trust, commitment, respect, confidence** and **resilience**, which are central to ensuring positive relationships are at the heart of our school community.

Our school strap line is: **Working Together, Striving for Excellence.**

A message from our headteacher



Welcome to the 2023-24 Clydebank High School Standards and Quality report. The purpose of this report is to provide an overview of our key achievements and progress with our priorities for improvement. I hope you will find the details we have provided useful.

In December 2023, a team of inspectors from Education Scotland visited our school and some of the areas of strength and areas for improvement will feature in this report and our School Improvement Plan for session 2024-2025.

We continue to expect high standards from all young people and staff continue to work hard to provide opportunities to enable every young person to achieve success. As a school, we are committed to

providing high quality learning and teaching, as well as a range of supports to allow all young people to thrive. Our staff really do go that extra mile for our young people.

I strongly believe Clydebank High School would not be the ambitious and successful school it is today without the close partnerships between parents/carers, partners and the school. I want to thank you for your continued support. I feel immensely proud of the work that goes on in the school. In the meantime, if I can be of any further assistance to you, please do not hesitate to contact me at the school.

Jacqui Lynam

Headteacher

The context of our school



Clydebank High School is a six year non-denominational comprehensive secondary school located in the town of Clydebank, West Dunbartonshire. The school roll increased as a result of a successful merger with Braidfield High School in 2007 and the new Clydebank High School campus was opened in August 2009.

The school serves the area of Clydebank and is part of a local learning community with our associated primary schools Carleith, Clydemuir, Edinbarnet, Gavinburn, Goldenhill, Kilbowie, Linnvale and Whitecrook primary schools.

The nominal capacity of the school is approximately 1200 pupils.

Current roll in each year group is:

S1 – 238

S2 – 210

S3 – 214

S4 – 205

S5 – 183

S6 – 106

The estimated S1 intake for future years (excluding placing requests) is:

- 231 pupils in 2024
- 236 pupils in 2025

The profile of our school catchment area with regard to the Scottish Index of Multiple Deprivation (SIMD) is:

- 22% of our young people reside in SIMD 1
- 46% of our young people reside in Quintile 1 (SIMD 1 and 2)
- 2% of our young people reside in Quintile 5 (SIMD 9 and 10)

Further information regarding the Scottish Index of Multiple can be found at:

<http://simd.scot/>

We are pleased to announce that Clydebank High School has been awarded the UNICEF Bronze: Rights Committed Award.

A Rights Respecting School is a community where children's rights are learned, taught, practiced, respected, protected and promoted.

At Clydebank High School we aim to have the children's rights at the heart of our ethos and culture, to improve wellbeing and to develop every child's talents and abilities to reach their full potential. We have successfully achieved the Bronze Award: Rights Committed, we are now working towards achieving Silver: Rights Aware.



Progress we have made in improving Health and Wellbeing



In session 2023-2024 our improvement priorities to support health and wellbeing were:

- To revise approaches to support young people and families with a clear focus on mental health and wellbeing, ensuring the young person is at the centre and all stakeholders are included.
- To develop and implement a range of interventions to improve attendance for identified young people.

- To implement CIRCLE (Child Inclusion Research into Curriculum Learning Education) phase 2 to support inclusive practices and plan for strategies to support identified groups/individuals.

Progress made in achieving improvement priorities:

- All staff work very well together to create a nurturing and caring ethos built on the school values. As a result, young people are learning in a very supportive and safe environment.
- Our Health and Wellbeing programme allows young people to learn about mental health, relationships, inclusion, diversity and equality and healthy life choices suitable to age and stage.
- Young people's wellbeing and learning needs are met very effectively by a highly proactive staff team. They work very well with a range of partners and external agencies to ensure young people thrive in an inclusive environment.
- Young people are supported very well in a calm and highly nurturing environment. Positive relationships across the school are grounded in a very inclusive climate of mutual respect and shared values. Almost all staff are greatly skilled in de-escalation and relational approaches. This results in young people feeling respected and included.
- A robust system for tracking of attendance and timekeeping is utilised by Senior Leadership Team (SLT) and Pupil Support Team.
- Our approach to wellbeing across our school and learning community supports our strong positive destinations. All young people receive universal support and, where necessary, some learners receive a more targeted and individual provision.

Next Steps:

- To continue to use SMART planning and timescales for review of young people's support plans, engaging with and reflecting the views of all stakeholders, with the young person at the centre.
- To continue to target year groups with successful interventions which are increasing young people's understanding of the importance of maintaining strong mental health. Build on these developments to reduce further the stigma around mental health.
- To continue to implement CIRCLE Phase 2 to support inclusive practices.
- All staff should continue to work with partners to improve the attendance of a few young people.

Progress we have made towards achieving excellence and equity



In session 2023-2024 our improvement priorities to support excellence and equity were:

- To implement supports and strategies to ensure all learners make very good progress from their prior levels of attainment on literacy and numeracy - including those learners in danger of missing out.
- To implement our strategy for continuous improvement in line with our learning, teaching and assessment cycle, implementing timely interventions where appropriate.
- To develop a strategy to ensure achievement is recognised, supported and celebrated through the curriculum and wider school context.
- To deliver a range of strategies to promote equity for all our young people.
- To continue to work with a range of partners to support families to overcome social and economic barriers, support improved attendance at school and the transition to a positive sustained destination post school.

Progress made in achieving improvement priorities:

- Teachers have well developed approaches to supporting young people at department and whole school level through a wide range of intervention strategies. For example, targeted study support sessions, mentoring and signposting to the virtual study hub.

- Staff's positive approaches to improving literacy and numeracy and equity across the school are supporting improved attainment in S1 to S3 and S4 to S6.
- Staff use effective systems to track attainment at whole school and year group levels. This generates reflective questions and discussions for staff which inform planned professional learning to improve learning, teaching and assessment.
- Young people who require additional support are well supported to achieve. Targeted interventions, such as a reading programme, are supporting young people to make improved progress in their attainment.
- Teachers use a variety of assessments, including standardised assessments, along with strong approaches to moderation. These are supporting improved attainment and reliable professional judgements.
- Young people's achievements in and out of school are acknowledged very well within the school, through the praise systems, social media and an annual awards ceremony. This is helping to motivate young people and to maintain their engagement in learning.
- Young people are developing leadership skills and communication skills by taking part in leadership roles. Young people also gain accreditation through programmes such as Sports Leaders, Youth Philanthropy Initiative and the Prince's Trust and the pupil parliament.
- Staff have a clear understanding of the socio-economic circumstances of young people and their families. Staff are very aware of the challenges facing their community. They have taken positive steps to minimise the cost to the school day. PEF is used to support access to materials, school uniform and PE kit to ensure all young people can access the curriculum fully.

Next Steps:

- To continue with the positive steps taken to raise attainment for young people living SIMD one and two. A focus on ensuring success at SCQF level 3 or better and level 4 or better could support this.
- To continue to use the whole school tracking system to track effectively the progress of young people through the BGE.
- To continue to review and widen the curriculum offer for young people in S6.
- To continue to build on the tracking of wider achievement to improve the profiling of BGE pupils.
- To evolve the BGE skills framework in line with SDS meta-skills. This will also support with introduction of the SDS profiling toolkit.

Progress we have made in improving learning, teaching and assessment



In session 2023-2024 our improvement priorities to improve learning, teaching and assessment were:

- To build on the effective BGE improvement work already underway to improve learners' experiences and the purpose of learning.
- To increase ways to seek the views of young people and to plan to implement a range of activities that empower them to contribute effectively to the life of the school and wider community.
- To develop and invest in staff professional learning with a focus on pedagogy to support high quality learning experiences.
- To develop the use of a variety of assessment approaches, moderation, tracking and monitoring in the BGE to allow learners to demonstrate skills, competencies and maximise successes and achievements.



Progress made in achieving improvement priorities:

- Very positive relationships between staff and young people are a major strength. Staff have worked very effectively to ensure a very warm, safe and respectful climate for learning.
- Almost all young people engage well with the tasks provided by their teachers. They are highly motivated by opportunities to be actively engaged in their learning through a range of well-planned activities.
- Improved approaches to planning learning and teaching ensures learners are appropriately supported and challenged in their learning. As a result, almost all lessons have sufficient pace and challenge to meet the needs of learners and is motivating them to succeed.
- Teachers effectively use monitoring and tracking data as part of learner conversations with their students. As a result, young people are clear about their strengths and next steps in learning in both the Broad General Education (BGE) and senior phase.
- In all lessons, learning intentions and success criteria are shared and almost all are differentiated. In most lessons, teachers provide high-quality explanations of planned learning activities to support young people's learning.
- Across the senior phase, teachers are confident and have a strong understanding of the assessment standards required for National Qualifications (NQs). The school has well established internal verification processes within and beyond the school.
- Teachers are planning effectively to ensure the delivery of strong programmes of learning based on Curriculum for Excellence (CfE) benchmarks. Almost all departments make very good use of bespoke tracking systems to identify and support young people who are not on track with their learning.



Next Steps:

- To develop a framework which makes more explicit use of a shared understanding of skills young people are acquiring through their learning experiences.
- To continue to develop further the consistent high-quality of success criteria across all subjects.
- To build on the positive impact of 'Cycle to Success' to deliver further improvements in high quality learning and teaching.
- To continue to share effective practice to further support embedding digital technology in lessons.
- To further enhance the quality of learning through higher-order questioning and explicit links to real life contexts.

Our Pupil Equity Fund



Pupil Equity Funding (PEF) is additional funding allocated by the Scottish Government directly to schools. The aim is for schools to use this funding to plan and implement interventions to closing the poverty-related attainment gap. The Scottish Government has committed to this funding as part of the Scottish Attainment Challenge (SAC) programme until 2025/26.

Pupil Equity Funding is part of the [Attainment Scotland Fund \(ASF\)](#).

In November 2021, the Cabinet Secretary for Education and Skills [set out plans](#) for a refreshed Scottish Attainment Challenge from April 2022. The mission of this refreshed Challenge is:

to use education to improve outcomes for children and young people impacted by poverty, with a focus on tackling the poverty-related attainment gap.

Progress made in achieving improvement priorities:

- Improved attainment in literacy and numeracy.
- Enhanced support for young people and their families to reduce the cost of the school day and holiday hunger.
- Enhanced support for young people and their families to improve attendance at school, increase engagement and remove barriers.
- Increased supports available such as nurture, mindfulness etc to support pupil wellbeing.

Next Steps:

Our next allocation of Pupil Equity Funding will be received from the Scottish Government before the end of the current academic session. The funding will be used to continue to plan and implement interventions to achieve excellence and equity, close the poverty-related attainment gap and help young people to achieve positive destinations beyond school.

How good is our leadership capacity and collaboration with others?



In session 2023-2024 our improvement priorities to improve leadership capacity and collaboration with others were:

- To develop and streamline approaches to quality assurance and self-evaluation, and include the involvement of learners and parents/carers in evaluating the work of the school.
- To develop Curriculum Leader Collaboration Groups to share best practice and to use a range of evidence to improve outcomes for learners.
- To develop Career Long Professional Learning (CLPL) opportunities for staff aspiring to leadership roles.

Progress made in achieving improvement priorities:

- The school's vision and values are reviewed regularly and underpin the work of the school. Almost all staff and young people across the school model the values consistently in daily interactions with each other. Young people articulate well how the school values impact on their school day and how they help nurture mutually respectful relationships.
- The senior leadership team promote an aspirational vision of continuous improvement which is underpinned by strong self-evaluation processes based on the school improvement plan. There are effective systems to monitor and evaluate progress towards achieving school priorities. These are supported by a well-designed continuous improvement calendar at whole school level.

- Staff recognise their whole school role as leaders through commitment to shared values and professional standards. They have a strong commitment to improving experiences for young people through professional learning, including reflection on their practice.
- Young people feel listened to and empowered to contribute to the life of the school. For example, the pupil parliament is an important decision making group that has representation across all year groups.
- Strong and effective partnership working is contributing to improved wellbeing and attainment outcomes for young people. Partners feel very valued by the school and appreciate the welcoming and trusted approach by school leaders.



Next Steps:

- To continue to develop collaborative leadership opportunities to support innovation, creativity and practitioner enquiry to build capacity and empower staff to lead on aspects of school improvement. This includes a continued focus on improved pedagogy to enhance learners' experiences.
- To further develop opportunities for accreditation of wider achievement and pupil leadership.
- To continue the effective strategic leadership of self-evaluation, widening the participation and contribution of stakeholders including parents/carers and partners.
- To further develop the role of young people in leading change through self-evaluation, decision making and planning for improvement.
- To continue to use data to monitor and evaluate how effectively the use of Pupil Equity Funding (PEF) is meeting the needs of cohorts of learners who are affected by socio-economic disadvantage.

What are our school improvement priorities for session 2024-2025?



What are our school improvement priorities for session 2024-2025?

Our strategic improvement priorities, which align with West Dunbartonshire's priorities are:

- To improve and support the health and wellbeing of our learners.
- To achieve excellence and equity, close the poverty-related attainment gap and help young people to achieve positive destinations beyond school.
- To improve learning, teaching and assessment.
- To build leadership capacity through a self-improving system and collaboration with others.

What is our capacity for improvement?

Quality Indicator	School Evaluation Level
1.3 – Leadership of Change	5 – very good
2.3 – Learning, Teaching and Assessment	5 – very good
3.1 – Ensuring wellbeing, equality and inclusion	5 – very good
3.2 – Raising Attainment and Achievement	4 – Good



2 - Links to further information

[Pupil Zone - Virtual Study Hub](#)

[Clydebank High School Website](#)



3 - [@clydebankhigh on X](#)



Gartocharn Primary School and ELCC Standards & Quality Report 2023-2024

Introduction - The Story of Improvement 2023 - 2024



Welcome to our Standards and Quality Report. This report highlights the progress that we have made against our School and ELCC Improvement Plan for the session 2023-24. It also considers our next steps for continuous improvement. This is in relation to our 5 main priorities:

1. Improving health and wellbeing of our learners
2. Achieving excellence and equity for all learners
3. Improving teaching, learning and assessment

4. Building leadership capacity within a self improving system
5. Develop learning and teaching through through Forest Schools

Our Campus Vision and Values



At Gartocharn Campus, our vision is 'Learning, Playing and Discovering Together'. Our vision helps to drive forward our improvement priorities and reflect the experiences our children have.

Learning - We are all excited about what and how we learn.

Playing - We play, we have fun and we learn.

Discovering - We discover indoors and outdoors all about our world around us.

Together - We believe we do all of this best when we do it together.

Our 7 values can be heard, felt, seen and celebrated daily across our campus. Our 7 values relate to: challenge, perseverance, kindness, teamwork, effort, learning from mistakes and developing leadership attributes and skills. They help to shape our children as independent, empowered learners who are able to achieve their potential. In addition, daily interactions and a weekly assembly celebrate the children who have been living the Gartocharn Values, driving forward a sense of community and shared identity.



1 - Our after school Chess Club, run by our parents and a teacher was much enjoyed by all, and gave the children another valuable opportunity to develop problem solving and critical thinking skills.



2 - Together we are stronger. Children have worked as a team, using specific criteria, to make this den.



3 - Our Vision and Values are lived throughout the campus. Our youngest children within our ELCC are learning to talk about the values they have been developing.

A message from our Head Teacher, Anne McKerry



Welcome to this years Standards and Quality Report. It has been a pleasure and a privilege to lead Gartocharn Primary School and ELCC this session. Working together, we have achieved successes across all of the key priority areas. This has ensured that our ELCC and School are continually improving and serving to meet the needs of our children through the delivery of an effective, evolving curriculum.

As this academic year draws to a close, we have the opportunity to reflect on our current progress and highlight the improvement priorities for next session. I hope that this document gives you an insight into the positive changes we have made, the direction of improvement we are travelling in, and the way in which our children have, and will, live the Gartocharn Vision and Values.

The context of our campus





4 - We love to explore our surrounding area. Our parents join us, come rain, hail or shine to enjoy a walk together!



5 - Building strong community links across the campus and wider community is a fundamental part of who we are, and what we do, here in Gartocharn ELCC and Primary School. 'Learning, Playing and Discovering' together, in our forest.

Gartocharn Primary and Early Learning and Childcare Centre (ELCC) is situated on the edge of the village of Gartocharn, just under a mile from the southern shore of Loch Lomond. Our unique location provides opportunities to learn outdoors in a rich environment, surrounded by natural beauty.

The present building was constructed in 1968 and has four classrooms arranged on two levels. The ELCC is in a separate building, on the campus grounds. There are two asphalted playgrounds, one at the front of the school and one at the rear for all children on the campus to enjoy. The ELCC has a newly designed and purpose built garden which very effectively supports play and learning. In addition, there is the John Young Community Pitch which is used well by all children in the campus, and members of our community. The campus also has fully established forest area which allows for a host of learning opportunities including Forest Kindergarten and Forest School.

Gartocharn Primary is a non-denominational coeducational school and can accommodate children from Primary 1 to Primary 7. At present, we have 83 children on the school roll, and can cater for 100 children. 33 of these children live locally, with 50 of them living out with the village of Gartocharn. The ELCC can

accommodate up to 30 children per day, across different stages of development from babies to pre school children. This varies from year to year, dependent upon the specific cohort.

Currently, our attainment data shows that over 80% of our children achieve the expected levels within Numeracy, Reading and Talking and Listening. Our attainment data in Writing shows that 70% of children are currently on track to achieve the expected levels.



6 - Our children are spreading Christmas Joy by singing to our community at a village coffee morning.



7 - Our whole community come together frequently at points throughout the year. This Autumn, as part of our Fun Night, we had a 'Family Scarecrow Competition' which we all greatly enjoyed. The results gave us many smiles! Our Facilities Manager, Mr Douglas and his 'Scarecrow Twin', created by one of our families.

How have we improved and supported the Health and Wellbeing of our children?



What did we set out to achieve in our school?

- To implement Year 2 of CIRCLE, ensuring clear links between this and our ASN Strategy.
- To support Health and Wellbeing through the implementation of data informed and targeted interventions.

What did we set out to achieve in our ELCC?

- To support Health and Wellbeing through the implementation of targeted interventions.
- To introduce Year 1 of Up, Up and Away, ensuring enhanced support in Health and Wellbeing for targeted children.

School: Progress and Impact

- Using the CIRCLE Classroom Inclusive Scale, all teachers have collaborated to evaluate their classrooms, leading to action plans which have been actioned to ensure development. All

children with an ESP have supporting CIRCLE evidence to ensure their needs are being met. Restorative Discussion resources have been introduced across the school, ensuring consistency of approach and promoting a nurturing, positive ethos towards behaviour management.

- Termly Pupil Health and Wellbeing Surveys were introduced for all children. Providing the opportunity for termly self evaluation against the indicators, resulted in some children raising individual Health and Wellbeing issues/concerns. Enhanced scrutiny of this data and appropriate actions thereafter, ensured a readiness to learn at the start of each term.
- One class teacher has been trained as a Seasons for Growth Champion. The results in the ability to adopt a more timely, flexible approach to implementing the intervention through 'in house' Seasons for Growth Champions, meeting the needs of children. All parents have been invited to put their child forward for Seasons for Growth. This resulted in two different Season's for Growth interventions throughout the session. One in Term 2 for P5 -P7 children, one in Term 4 for P1-P4 children. All children involved in Seasons for Growth, so far, have demonstrated positive progress as captured through evaluations.
- We have promoted many aspects of Health and Wellbeing through after school clubs. Several parents have contributed leading an Athletics Club, Lego Club, Rugby Club, Chess Club and Art Club. The majority of our children have participated in these and data tells us they they have been greatly enjoyed for a variety of reasons relating to many aspects of Health and Well-being.

ELC: Progress and Impact

- Universal provision of Health and Wellbeing has been increased this year through more rigorous tracking of all wellbeing indicators. Data collected through these trackers has informed next steps for all staff. Targeted children have engaged in specific interventions as a result of this, for example PATHS activities to support specific emotions. In addition, daily checks in using specific language associated with expressing how the children are feeling have impacted positively on each child's wellbeing. As a result, playroom observations have demonstrated that all children, to differing degrees, are making progress at talking about, and dealing with their emotions. Self Regulation resources have been used for specific children to support health and wellbeing, including the promotion of positive behavior. This resource has been used effectively for targeted children. All targeted children have demonstrated increased self help and self regulation skills as a result of this. These systems and processes compliment the introduction of Up, Up and Away. All staff have been trained in this and are using the resources and strategies to support targeted children.

Next Steps for our school:

- Implement Year 3 of CIRCLE developing inclusivity both universally, and for targeted individuals. Progress to be measured through SPQ and CPS, demonstrating developments in environment, skills, structure and routines.

- Refresh and develop the Health and Wellbeing Survey/collation of more Health and Wellbeing data to ensure maximum impact and opportunity for children to effectively evaluate themselves against the wellbeing indicators, developing more child lead leadership of learning.
- Develop a whole campus Health and Wellbeing Strategy **across the ELCC and School.**
- Develop a whole campus Outdoor Learning Strategy to support Health and Wellbeing **across the ELCC and school.**

Next Steps for our ELCC:

- Implement Year 2 of the Up, Up and Away developing inclusivity both universally and for targeted children. Link this carefully to the Health and Wellbeing provision, ensuring tracking captures progress/improvement needs across all Wellbeing Indicators.



8 - Setting off for our Wellbeing Walk. All children on our campus take part and we are always joined by lots of families and friends.



9 - P1 engaging in mindfulness. They are relaxing and appreciating the sounds within our forest.



10 - Our ELCC children using props to help them to articulate their emotions, developing their emotional wellbeing.

How have we achieved excellence and equity in supporting our learners and families?



What did we set out to achieve in our school?

- Refresh the curriculum, with a focus on Rationale, Design and Delivery.
- To develop a whole campus approach to Raising Attainment for children who are not on track.
- To develop a more informed understanding of poverty and equity and our role in ensuring an equitable approach.

What did we set out to achieve in our ELCC?

- To develop a whole campus approach to Raising Attainment for children who are not on track.
- To develop a more informed understanding of poverty and equity and our role in ensuring an equitable approach.

School: Progress and Impact

- A bespoke three year Curriculum Journey is being developed and will be ready to begin in August 2024. This encompasses the Principals for Curriculum Design and is reflective of our unique context. It allows for professional choice and maximizes the individual strengths of the teaching staff through informed allocation of curricular areas/organisers.
- Strategies to 'trial' the delivery of the new Curriculum Journey were developed this session. For example, all teachers have planned and delivered a series of lessons to all children. All teachers reported that this helped to streamline planning, maximise their individual strengths through teaching areas of personal interest and develop a more informed working relationship with all children in the school.
- Collaborative Communication Club (CCC) was introduced for all children in Term 1. Through our weekly CCC afternoons, all children are engaging in lessons which focus on the development the 6 WDCs across a variety of curricular areas. Almost all children talk positively about their weekly experience and their abilities to use and develop the 6 WDCs. Almost all children enjoy and benefit from the opportunity to work with different children and different teachers, during this time.
- Processes to gather and use Children's Voice have been developed. This data is being used to help inform learning and teaching methodologies and experiences for our children. For example, we have adapted CCC, Reading Circles and aspects of the the Literacy Curriculum in response to Children's Voice. This has helped to develop ownership for the children, and ensure that the Curriculum Journey is informed by its recipients. All children, to varying degrees, have been involved with this.
- Tracking and Monitoring systems and processes have been developed to gather and triangulate evidence across aspects of teaching, learning and assessment. This has resulted in the development of a more robust attainment profile within each class, informing the strategic direction of the school. All teachers have developed skills and confidence in terms of data literacy. They are now more informed about the needs of their class, including children with ASN. This enhanced scrutiny has also resulted in timely interventions taking place to support the

needs of targeted children. Support staff timetables have changed to ensure a more equitable approach, and are successfully impacting on meeting the needs of our children.

- Children have contributed towards Tracking and Monitoring through focused class discussions and discussions with SLT, about their learning experiences. All teachers have used this data to help inform aspects of teaching, learning and assessments, helping to meet the needs of learners. For example, as a result of the class discussions, 75% of teachers are now engaging children more explicitly with their Learning Intentions and Success Criteria.
- All members of staff within the **ELCC AND School** were part of a professional learning experience relating to the indicators of poverty, and specifically about Rural Poverty, which is a feature of our community. 100% of staff reported that this was a positive learning experience and helped to inform their knowledge of the context of our community. Subsequently, data has been gathered relating to the 6 Indicators of Poverty and to Rural Poverty. This knowledge and data is prompting cultural changes within the campus, helping to develop a more equitable approach.

ELCC: Progress and Impact

- Planning has been developed to ensure that all ELCOs evaluate, plan and track learning across all curricular areas. This has ensured the delivery of a curriculum which reflect the principles of design, and meets the needs of our children. Professional dialogue lead by Principal ELCO has ensured that all staff have further developed skills in discussing effective planning and delivery methodologies. This has been enhanced by Termly Improving Learning Meetings which have engaged all staff with the learning journey of all children. Some ELCOs have developed their data literacy skills through working closely with the EST, interpreting the data collected to plan next steps for learning.

Next Steps for our school:

- Implementation of Year One of our new Curriculum Journey in August 2024. Evaluations of all stakeholders to take place to help shape and inform the direction of change, ensuring effective implementation.
- Further refine Tracking and Monitoring systems and processes. This includes a more joined up approach for the whole campus, aligning improvement priorities and systems and process to help deliver excellence and equity **across the ELCC and school.**
- Use data gathered on Indicators of Poverty and Rural Poverty to inform PEF plan, and influence systems and process ensuring equity and promoting social justice, **across the ELCC and school.**

Next Steps for our ELCC:

- Enhance data literacy skills of all staff through the introduction of electronic baselines, ensuring data is interpreted effectively to inform interventions, supporting an equitable approach. This will impact positively helping to create a more seamless transition into P1.



11 - Our children in the ELCC are categorising materials whilst developing their attitudes to helping our environment around us.

How have we improved teaching, learning and assessment?





12 - P3 enjoyed developing their mathematical skills outdoors. Sticks from our school forest have many uses!

What did we set out to achieve for our school?

- To develop Literacy ensuring: Breadth of provision; Challenge; Clear links between Reading and Writing; Planning Documents to support this.
- To evaluate and develop the effective use of assessment strategies, specifically: 4 Types of Assessment; Learning Intentions and Success Criteria; Feedback; Using a Range of Data; High Quality Questioning.
- To engage in Year 1 Visible Learning, evaluating Gartocharn Primary School against the Visible Learning Strands of: The Visible Learner; Know thy Impact; Inspired and Passionate Teachers; Effective Feedback.
- To develop a Play Strategy with a focus on: Pedagogy - age and stage appropriate; Environment; Assessment/Recording; Continuity of approach.
- To evaluate Numeracy and Maths across the campus, specifically: Planning; Delivery; Resources; Assessment; Attainment; Against the Principles of C f E.
- To embed the 1+2 Languages programme across the campus.

What did we set out to achieve for our ELCC?

- To develop a Play Strategy with a focus on: Pedagogy - age and stage appropriate; Environment: Assessment/Recording; Continuity of Approach.
- To evaluate Numeracy and Maths across the campus, specifically: Planning; Delivery; Resources; Assessment; Attainment; Against the Principles of C f E.

School: Progress and Impact

- Introduction for Big Reading and Big Writing lessons across all classes. Newly adapted planning formats have put Assessment at the centre of planning and ensured connections within Big Reading and Big Writing through the beginnings of a genre approach. Further adaptations have been made to the Reading Curriculum for some first and all second level learners. All teachers report on the positive impact these changes are having on planning, learning and teaching within Literacy. Attainment within Reading is high, with a school average of 82%.
- Work on Assessment and Moderation has helped to raise awareness of the strategies used for effective learning, teaching and assessment. 100% of teachers have made positive progress in terms of their use of Learning Intentions and Success Criteria within the classroom since the start of the session. Classroom visits and observations demonstrate that children are increasingly able to talk about their learning, using these terms. An Assessment Calendar has been created and is in initial stages of use. It helps to ensure children are assessed at carefully considered and appropriate points within the year and against the 4 assessment types.
- All staff have engaged in professional learning and evaluations relating to Visible Learning. Initial data, collated as a result of specific evidence gathering exercises, is beginning to inform changes and direction within learning, teaching and assessment.
- For all Early Level and early First Level children, a blended play based approach has been applied with Literacy, Numeracy and IDL. Our environments have been, and continue to be adapted to support this. Teaching staff have worked with the Principal ELCO to develop a working knowledge and understanding of Realising the Ambition, beginning to develop some continuity of approach from ELCC into school. The children have helped to shape their environments by, for example, helping to design specific play areas within the classroom, such as the Post Office from Katie Morag. An Early Level/Play Based Strategy has been created and will inform developments and improvements in Term 4 and into next session.
- Aspects of Numeracy have been evaluated with stakeholders contributing to this data. All teachers have made some progress on developing their skills to deliver an effective Mental Maths input, daily. All teachers have been using more concrete and pictorial resources to support learning, teaching and assessment. Children report on the benefit of this, helping them to learn. 85% of the children within the school are at the expected level of attainment for Numeracy.
- In line with WDC direction, French has been embedded across the school. The children also engaged well in a Modern Languages Day, experiencing 4 lessons, on 4 different languages from 4 different teachers. Gaelic has been explicitly taught throughout the Scotland topic, this was in response to pupil and parent evaluations which expressed interest and value in Gaelic. Observations and discussion with children and staff demonstrate that almost all children engage

effectively with, and enjoy these lessons. As a further result of pupil evaluations, current CCC lessons are on Languages and all children are experiencing lessons relating to the development of the French, Spanish and German languages.

ELCC: Progress and Impact

- Significant environmental changes within the ELCC have resulted in an environment that supports effective learning and teaching through attractive, well defined areas and 'free flow' between rooms and outdoors. All staff were involved in the design and implementation of the refreshed environment and 100% of staff comment positively about this significant change. Pupil Voice has been a feature, informing resources and experiences within the playroom.
- All ELCOs worked with the EST to evaluate the Numeracy and Maths curriculum, resulting in the creation of a more numeracy rich environment throughout the playroom. In addition, relevant resources were purchased and experiences planned/provided to support an effective Numeracy and Maths curriculum.



13 - Developing mathematical skills by measuring worms in our outdoor classroom. Much fun was had during this lesson!

Next steps for our school:

- Moderation to take place across Literacy and Numeracy. Creation of a Moderation Strategy linked to Curriculum Journey.

- A whole school focus on Writing improving universal provision for all children, and supporting progress within and of a level for targeted children.
- Development of Assessment and Moderation approaches to include effective Questioning and Feedback. Creation and implementation of an Assessment Strategy, linking all relevant aspects of Assessment and Moderation.
- Further development of a Play Based Pedagogy through learning, teaching and assessment approaches, supported by an adapted environment.
- Development of play based approach to Numeracy and Maths in Early Level and early First Level. Development of active approaches to Numeracy and Maths across First and Second Level including interactive and lively Mental Maths experiences.
- Further develop Modern Languages Day, ensuring Children's Voice is informing learning and teaching, maximising engagement and enjoyment.

Next steps for our ELCC:

- Develop a Play Based/Early Level Strategy which links closely with the school equivalent, developing consistency of approach.
- Further development of Numeracy and Maths including a whole campus strategy and links to Family Learning across the ELCC and Early Level within the school.



14 - Sharing our learning with our parents has been an important feature of practice this year. We have changed ways in which we share our learning each term, to develop different skills and ensure an interesting approach to this. Families and friends have enjoyed whole school assemblies, classroom visits and community Scottish Country Dancing! Parental evaluations have been very positive in relation to this.



15 - Working collaboratively to develop geographical knowledge of Scotland during CCC time.

How have we built leadership capacity through a self improving system and collaboration with others?



16 - We have developed working across the campus this year, supporting each other and developing the 6WDCs.

What did we set out to achieve in our school and ELCC?

- To develop our children as Leaders of their own Learning.

School: Progress and Impact

- All children have been involved in evaluating certain aspects of their experience of learning and teaching. Systems to capture this, for example, a Child's Voice Book, have been introduced and developed. In addition, targeted groups of children have given further responses through guided evaluations of more focussed aspects of learning and teaching. All teachers have commented on the impact this had made in terms of being more aware of learning through the 'eyes of the learner.' This has impacted positively on a cultural shift towards more 'child led learning' regarding day to day teaching.
- Weekly assemblies are designed to include a focussed section about Children's Learning. During this, children have the opportunity talk about their learning journey. Almost all children can articulate their learning with some confidence and effectively talk about their learning experiences. Progression in using appropriate language and discussing learning in a meaningful and 'deeper' way has been demonstrated by the children this session.
- The Young Leaders of Learning (YLL) programme has been introduced this session. This gives children a say in their school and empowers their agency in relation to the UNCRC (1989)(Articles 12 and 13). It ensures a focussed and guided opportunity for selected children to be actively involved in on-going self-evaluation that is reflective of their learning context. As YLL a collaborative programme, children are working across ages and stages which has shown an increase in awareness in the needs of learners across the campus. Further to this, plans are in place for Term 4 for the children to collaborate with pupils from another school, offering an invaluable experience in relation to developing their evaluation skills and empowering them as leaders of their own learning.
- During both Parents' Night a discussion has taken place with each parent, teacher and child, centering around each child's voice in relation to their specific learner journey. A prior discussion with teacher and child, prompted by a newly adapted set of questions/prompts has allowed each individual child's learner journey to be captured at 2 specific times during the year, and shared with parents. during both Parents' Night. Adaptations have allowed children to comment on the 6WDCs and areas of support and challenge. All teachers have made positive evaluations about these changes and the positive impact they have had in representing the individual learner journey. Parent report of the success of these Learner Conversations and have given valuable feedback relating to further change they would like to see.

ELCC: Progress and Impact

The role of Child's Voice has been evaluated during this session, and systems and processes have been adapted to ensure that Child's Voice is captured and informs practice. For example, Child's Voice is captured in an increasingly focussed way within Folios, Wall Displays and daily interactions. A Child's Voice Folder has been created to evidence the impact that this has and to demonstrate next steps. Systems ensure that all children contribute in this way. Further to this, children have designated Leadership Roles within the ELCC. For example, Snack Helper, Letter Helper, Lunch Helper and Toilet

Monitor and Risk Assessor. All children will experience this within the current session. Data gathered evidences that all children have enjoyed this and observations have demonstrated that confidences are being increased through added responsibility.



17 - 'Responding to Our World' has been introduced in Term 4 for all school pupils. This is an opportunity for children to record aspects of current affairs (local and global) that they are interested in and wish to further understand. Pupils will then dictate the current affairs to be explored through 'Responding to Our World' lessons, in class, at the end of the term. This is helping to further increase child led learning.

Next steps for our School and ELCC:

- To further develop effective systems and processes to increase the collation of Child's Voice, and evidence impact of this. Create a whole campus strategy, ensuring consistency of approach and a curriculum which is well informed by its recipients.
- To ensure that evidence is captured from all stakeholders and and informs growth and improvements within our campus.



How have we enhanced learning and teaching through our Forest School?



18 - Team-building games in our forest help to foster positive relationships and leadership skills. This is our P1s enjoying an 'Ant Walk.'



19 - These children were developing their skills in art and design as they created beautiful Autumn Wreaths using the natural resources within our school forest.



20 - The process is as good as the end product!

What did we set out to achieve in our school in our ELCC and School?

- To develop a bespoke Forest Schools Programme and Strategy.

SCHOOL: Progress and Impact

Provision of Forest School experiences have been enhanced, with all school children having a weekly lesson within the forest. These lessons develop the 'Principles of Forest Schools' through learning and teaching across the curriculum, within the setting of our school forest. Almost all children comment very positively about their experiences. Almost all children are eager participants of this aspect of learning. Observations confirm that the children develop positive relationships with their peers in this way, and engagement is high. A bespoke programme has been created for the school children, ensuring progression throughout the levels from Early Level to Second Level, supporting and consolidating learning across most curricular areas. Currently, children from our ELCC and P1 are working together in the forest to develop their skills. This 'joined up approach' is bringing together ELCC and school staff to plan and deliver these sessions. Initial evaluations tell us that this is a very positive development. All parents have been invited to spend some time with their children in the forest, sharing their learning. Parental evaluations have been very positive and encouraging of continued learning in this way.

ELCC: Progress and Impact

All ELCC ante and pre school children have experience a series of Forest Kindergarten or Forest Schools lessons throughout the 2023-2024 session. These experiences have allowed for the early development of forest school principles and have contributed towards the develop positive relationships and happy, settled children within our ELCC.

Next steps for our School and ELCC

To continue to develop a more 'joined up approach' through using their skills of staff within the ELCC and School to deliver joint lessons for our transitioning children. Complete whole campus padlet, capturing the plans and progression through a bespoke Forest School Programme. Develop a whole campus Outdoor Learning Strategy to promote effective teaching and learnign throughout the curriculum.



21 - Developing the abilities to assess risk, whilst enjoying the outdoors. Toasting marshmallows in out forest.

What are our campus improvement priorities for session 24-25?



Across the campus, our priorities remain focussed on developing our practice around the 5 main areas, namely: Improving health and wellbeing of our learners; Achieving excellence and equity for all learners; Improving teaching, learning and assessment; Building leadership capacity within a self improving system and developing learning and teaching through through Forest Schools/outdoors. This document has more detail around the specific areas of focus, detailed within.

What is our capacity for improvement?

ELCC

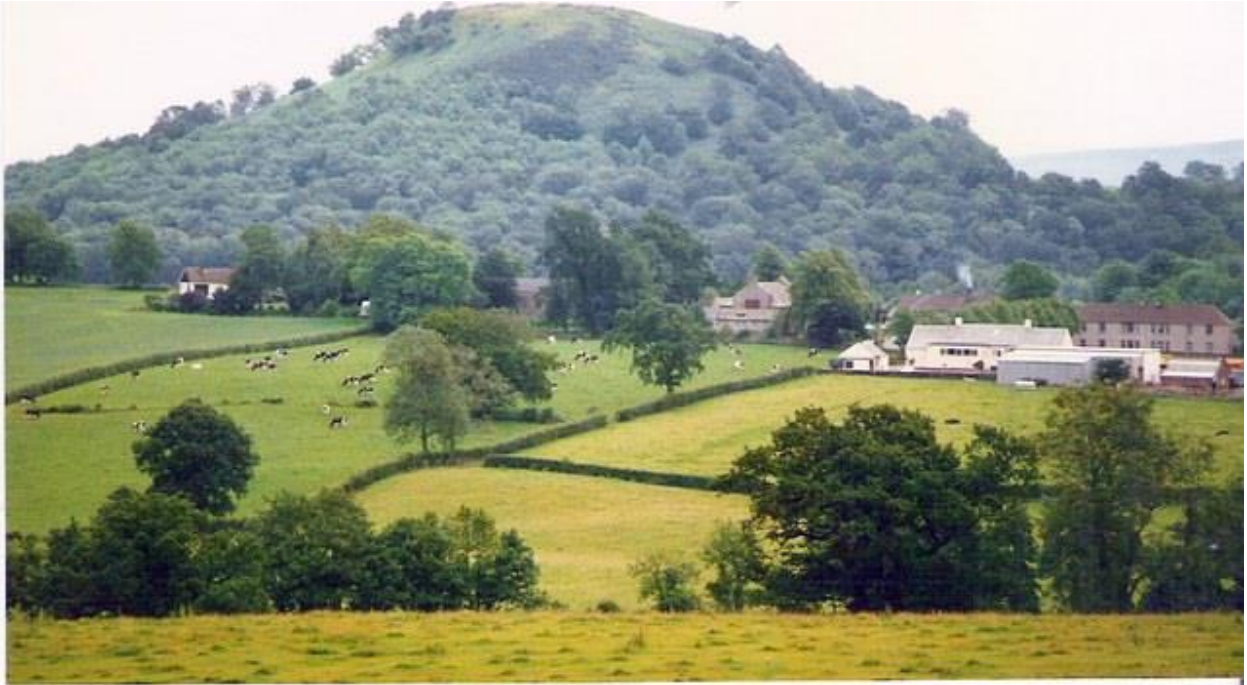
Quality Indicator	Grade
1.3 Leadership of Change	Good
2.3 Learning teaching and Assessment	Good
3.1 Ensuring Wellbeing, Equality and Inclusion	Good
3.2 Securing Children's Progress	Good

School

Quality Indicator	Grade
1.3 Leadership of Change	Good
2.3 Learning teaching and Assessment	Good
3.1 Ensuring Wellbeing, Equality and Inclusion	Very Good
3.2.	Good



Links to further information



[Gartocharn Campus Website](#)

[Gartocharn Village Website](#)



St. Eunan's ELCC Standards and Quality Report 2023 - 2024

Welcome to our Standards and Quality Report for Session 23 - 24 which:



- Sets out the progress that we have made against our annual improvement plan.
- Notes the difference this has made for the children and families we serve to ensure excellence, equity and positive outcomes for all of our learners.
- Provides an overall evaluation of our capacity for continuous improvement.
- Provides information about the assessment of learners' progress and wellbeing, and the quality of their learning experiences, working with partners and community.
- Identifies our next steps further to improve outcomes for all learners.

Context of our Centre

St Eunan's Early Learning and Childcare Centre is set in the heart of Clydebank and we offer 80 full-time spaces, 8.45am - 2.45pm, term time only. 62% of children attending St Eunan's ELCC are SIMD 1 or 2 and the average attendance at nursery is 61%.

We are organised into 10 groups of 8 children, each group supported by one of our experienced and caring Key Workers.

Within the centre we have four large playroom areas and a separate snack, lunch and cooking and baking room.

The children have direct access to the outdoor play area which provide opportunities for physical play, curiosity play and this is accessed every day in all weathers.

Our centre strives to provide high quality learning environments for the children and the team work hard to build strong and nurturing relationships with children, families, the community and our partner professional across health and education.

We operate during term time only. Our highly-skilled, well-trained staff provide a challenging and stimulating learning environment for children of all developmental stages.

We are required to be registered with the Care Inspectorate, our registration number is CS2003014742 and you can read our last inspection report

Our vision, values and aims



Securing positive futures for our children

Time to Enjoy

Equality and equity for all

Universal support provided for every child

Nurturing and caring environment

Aspiring to achieve your potential

Needs of every child are met

Successful Learners

A message from our Lead Practitioner



Welcome to St. Eunan's Early Learning and Childcare Centre. In St. Eunan's, we aim for all children to become successful learners, who have time to enjoy their experiences in the nursery environment. We ensure equity and equality for all service users and provide universal support for every child.

St. Eunan's is a nurturing and caring centre with a focus on encouraging children to reach their full potential. We aim to ensure the needs of every child are met and in doing so we are securing positive futures for our children.

Throughout the day, children have the opportunity to free play both indoors and out. We are proud of our outdoor learning spaces and staff have worked together to develop this into a purposeful and exciting learning environment.

At the start of each day, every child participates in welcome time with their key worker. The nursery setting is planned for by ensuring Literacy and Numeracy is embedded into all areas such as, construction, role play, snack area, sand and water, story corner as well as dedicated Literacy and Numeracy areas.

We also ensure a wider range of experiences through Forrest schools, sports sessions, Gaelic bookbug time and community links with the local care home.

We foster partnerships with parents through our Stay and Play opportunities, settling in sessions and getting to know the key worker and the nursery environment. Communication is part of our daily ethos, valued by staff who work hard to ensure open and honest communication.

Lauren Dominick

Lead Practitioner

What **were our priorities for the year 2023 - 2024?**



- **Improve and Support Health and Wellbeing**
- **Achieve Excellence and Equity and Reduce Poverty Related Attainment Gap**
- **Improve Learning Teaching and Assessment**
- **Build Leadership Capacity through a Self-Improving System**

Improve and Support Health and Wellbeing

What we set out to do

- To continue to have a strong focus on Health and Wellbeing to remove barriers to learning
- Ensure we meet the needs of all children, having clear plans of support in place where required
- Incorporate pastoral conversations between practice lead and primary 1 teachers as part of quality transition
- Continue to develop health and wellbeing skills around independence, with a focus on Setting the table practices

Progress

- Key workers have engaged with Lead Practitioner, taking a collaborative approach to informing plans
- Supply staff are given important information about the children in their group before they meet them
- Lunch process is in constant review to ensure the needs of individual children are met at all times
- All practitioners continue to work together to evaluate and adapt the flow of the setting, indoors and outdoor
- Key workers maintain strong relationships with parents and discuss the needs of each child to inform practice
- Collegiate time is timetabled on a fortnightly rotation to ensure all staff are given opportunity to participate and contribute.
- As part of the transition plan, time is made for the Lead Practitioner to meet with the P1 teachers before transition begins.

This has led to

- Consistent approaches to planning for interventions and planning for personal targets
- Increased communication between practitioners involved in setting targets within plans

- A shared understanding of expectations and the role of the key worker in supporting quality lunchtimes
- A sense of pride and teamwork amongst all staff who have worked together to adapt the environment
- An inclusive practice, key workers understand individual needs and adapt experiences or opportunities to meet these
- Teachers have a good understanding of the children moving through to the school and can plan for their needs in advance ensuring smoother transition for all.
- Care Inspectorate identifying that we provide a very good, nurturing environment with staff who have a holistic knowledge of their children.

Next Steps

- Continue to focus on health and wellbeing, ensuring best practice is in place through evaluations and Aspect Reviews.
- Embed this good practice by continuing with clear expectations and responsibilities around health and well being, including interventions and quality of experiences
- Review grouping strategy of children 23/24 to enhance learning and wellbeing needs





Achieve Excellence and Equity and Reduce Poverty Related Attainment Gap

What did we set out to do?

- Stay and play sessions every term that allow parents to experience welcome time and understand its importance in their child's learning journey.
- Lending library has been introduced which incorporated books and home link bags targeting specific baseline elements
- To engage parents in their child's learning journey through Learner Journals
- Encourage further parental involvement in the nursery
- Provide additional opportunities to promote and recognise children's achievements within the setting and in different contexts.

Progress

- Flexible stay and play sessions are now timetabled in across the year to ensure all families are given the opportunity to attend.

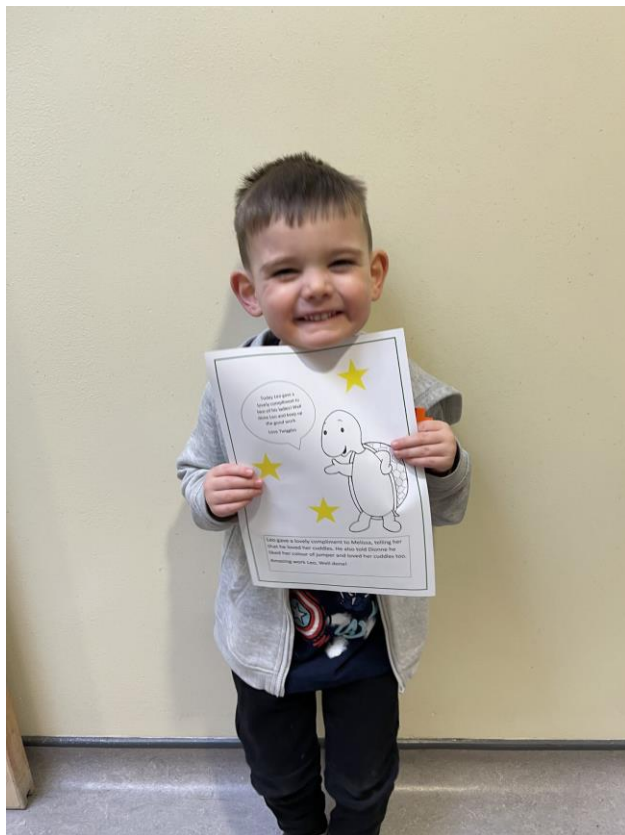
- A variety of home link bags have been created that target, numeracy, literacy and health and wellbeing.
- Lending library has been introduced allowing parents and children time to choose a book together
- All resources for home link activities are provided to ensure equity for all.
- Tea, talk and biscuit sessions have been introduced, with a specific focus for discussion at each session.
- Parents are invited to take time to read through their child's learner journal together with their child. They are encouraged to leave feedback in the journal about the experience.
- Journals can now be sent home to allow all parents/carers the same opportunity to enjoy their child's progress.
- We have introduced Proud Cloud where children can celebrate their achievements with their peers.
- Our nursery Facebook page allows parents and staff to share success of children at home and at nursery.

This has led to

- Increased participation in stay and play sessions by parents/carers.
- Parents are more at ease speaking to keyworkers/SLT about home situations.
- Parents/carers have an increased awareness of focus areas for development for their child.
- Some parents have taken up the opportunity to attend tea, talk and biscuits, developing better relationships with nursery.
- All families now have the opportunity to experience home link activities.
- Children are sharing their achievements with their peers and this is celebrated together.
- Parents are sharing achievements with keyworkers and through the nursery Facebook page.

Next Steps

- Make use of the skills of our parents/carers by inviting them in to lead activities e.g. story sessions, baking etc
- Continue with 'Tea Talk and Biscuit' sessions with families to further encourage parental involvement.
- Include cultural experiences that are relevant to the children in our setting to promote their cultural capital and understanding of others.
- Continue to develop a culture of celebration of children in nursery and at home through achievement displays, Proud Cloud and 'Ask Me' stickers.



Improve Learning Teaching and Assessment

What we set out to do

- Integrate assessment into our planning and teaching practice
- Develop staffs confidence in discussing, and using, data analysis to plan for next steps
- Review and refresh planning documentation and monitoring approaches
- Embed good practice of responsive planning and support this through further CPD opportunities

Progress

- Targeted experiences are timetabled into the day and led by staff who plan for specific aspects of the curriculum.
- Gaps in learning are identified using baseline criteria.
- Baseline support given by EST at collegiate times.
- Staff work collaboratively to support all children.
- CPD to support the development of responsive planning.
- Monitoring schedule shared with staff with guidance provided detailing expectations.
- Collegiate calendar with fortnightly rotation to include all staff
- Staff are responsive to the needs of the children in their groups and in the wider nursery

This has led to

- Staff have a better understanding of the areas for development in learning for their key children.
- Increase in attainment across all areas of the Baseline.
- Staff are more confident in using Baseline as a tracker tool.
- Good practice and strategies are shared between staff to ensure consistent approaches are used.
- A good balance between responsive and adult led planning in the nursery.
- Staff are supported in their production of learning evaluations and planning.
- Staff feel valued and included and are all given opportunities to contribute to collegiate planning.
- Staff are becoming more confident in their ability to plan responsively to the needs of the children in their care

Next steps

- EST and EEL to continue to provide support to staff when analysing and using data.
- EST to analyse previous data to identify trends in learning gaps.

- Review grouping strategy of children 23/24 to enhance learning and assessment





Build Leadership Capacity through a Self-Improving System

What we set out to do

- Develop leadership opportunities at all levels, encouraging and supporting children, learning assistants and early years practitioners to lead on aspects of improvement and change.
- All early years staff will develop confidence in accurately evaluating their own practice and actively participate in self - improvement through sharing good practice collaboratively with their peers.
- Staff to work collaboratively with LA's when planning next steps for ASN children.

Progress

- Staff are in the early stages of focus groups with an aim to maintain and improve specific areas of learning.
- Continued professional development opportunities are highlighted and made available to all staff.
- Staff are supported in further education opportunities.
- Learning assistants are encouraged to share good practice and strategies with all staff.

- Frequent observations are recorded on areas for development, good practice and children's needs.
- Formal self-evaluation sessions are timetabled across the year involving all staff.
- Staff take on board feedback from LA's and use this to plan.

This has led to

- Staff are working collaboratively to continuously develop the nursery environment and learning opportunities.
- Almost all staff have taken part in external CPD including First Aid, Froebelian Practices, Forest School and 1140 expansion groups.
- Several staff have achieved their BA degree with a further 5 in progress.
- Staff are adaptable to change and take advice and guidance from LA's who work with target children.
- Identified developments across the nursery are made quickly and efficiently
- Staff share knowledge and experience from other centres to improve our practice.
- All staff are experienced in evaluating all areas of our curriculum and practice and can contribute their thoughts and assessments collaboratively.
- A collaborative approach to planning for ASN children has been adopted by all staff ensuring shared best practice
- 'Very Good' grading from Care Inspectorate who made reference to 'a team committed to improvement'.

Next steps

- Timetable sessions for working groups to ensure opportunities for discussion and development.
- Make more use of CPD opportunities.
- Continue good practice of both formal and informal self -evaluation opportunities.







WEST DUNBARTONSHIRE COUNCIL**Report by Chief Education Officer****Education Services Committee: Wednesday 12th June 2024**

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

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

2. Recommendations

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

3. Background**3.1 Early Learning and Childcare**

Within Early Learning and Childcare (ELC) we now deliver, across all our settings, up to 1140 hours to eligible 2 year olds and children aged from 3 to those not yet attending primary school. Places for children under the age of 2 are available in our partner settings for working families and in our council settings for those families who require some support. Overall children are very well supported, provided with exciting learning opportunities, and are nurtured by well trained staff.

3.2 Training

There continues to be a wide range of training available to all our ELC providers through our Professional Learning Framework. We are working on identifying a new Professional Learning suite of training for session 2024-2025 to work towards meeting the aims of our delivery plan, staff development needs and to support all children.

4. Main Issues**4.1 Quality of our Early Learning and Childcare**

Outcomes for children continue to be very positive, however, none of our settings have been inspected recently so there are no current inspection grades to share since our December 2023 report.

4.2 Children's Progress

Since August 2023 we have carried out more robust monitoring of attendance on a monthly basis within our early years settings in order to have a deeper understanding of the current barriers and challenges experienced by our

settings and identify any further supports and interventions to support improved attendance in all settings. Percentages are listed below.

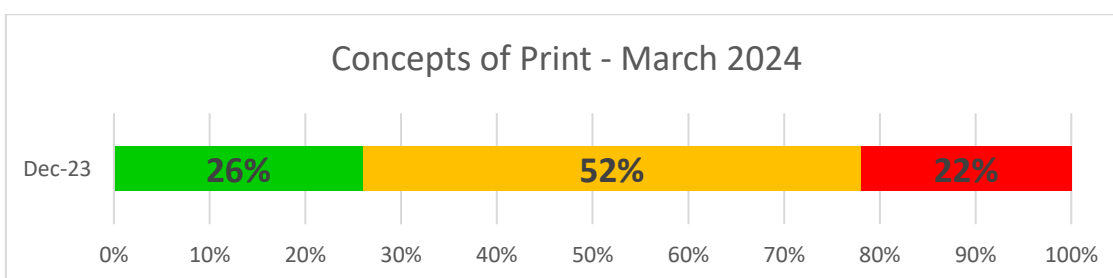
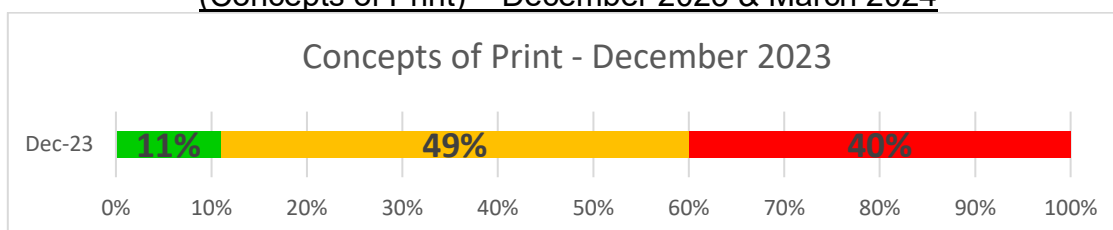
Average Attendance Percentage within WDC Early Years Settings

August 2023	September 2023	October 2023	November 2023	December 2023	January 2024	February 2024	March 2024
80.2%	81.9%	81.7%	78.2%	78%	80.6%	80.3%	82.71%

4.3 Assessment Data

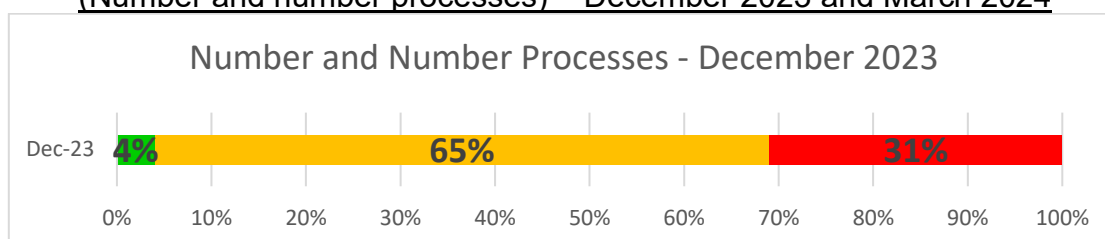
Assessment data gathered in December 2023 and March 2024 shows that children continue to progress well in literacy and numeracy outcome measures.

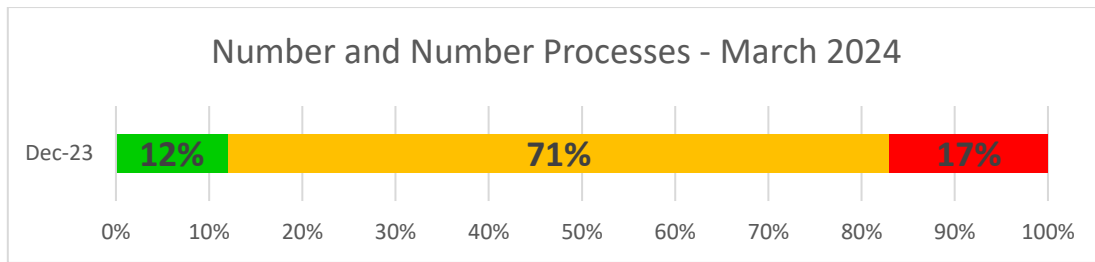
Percentage of Children Achieving Literacy Benchmark (Concepts of Print) – December 2023 & March 2024



Our literacy stretch aim is 69% of all children will achieve the benchmark in Concepts of Print. Since 2017 we have progressed overall from 52% to 59%. Data gathered in March 2024 shows that 26% of children have already met this benchmark, despite this being a benchmark spanning the whole of early level, achievable by the end of Primary 1. This is an increase of 15% from the data provided in December 2023. Additionally in March 2024 52% of children are making good progress towards reaching this benchmark, an increase from the December 2023 data of 3% putting us on track to meet this stretch aim. Those not yet on track has decreased by 18% from December 2023 to March 2024.

Percentage of Children Achieving Numeracy Benchmark (Number and number processes) – December 2023 and March 2024





Our numeracy stretch aim is 35% of children will achieve the benchmark in Number and Number Processes. Last session we achieved 32% and as with Literacy we have seen a steady upwards trajectory since 2017. We continue to promote the Stages of Early Arithmetical Learning Programme as the key driver for raising attainment in numeracy and will engage with the new numeracy programme, 'Count with me in WDC' next session. Data gathered in March 2024 shows that 12% of children have met this benchmark, despite this being a benchmark spanning the whole of early level, achievable by the end of Primary 1. This is an increase of 8% from the data provided in December 2023. Additionally in March 2024 71% of children are making good progress towards reaching this benchmark, an increase from the December 2023 data of 6% putting us on track to meet this stretch aim. Those not yet on track has decreased by 14% from December 2023 to March 2024.

4.4 Staffing Realignment

We are carrying out consultation with the Trade Unions, settings and staff to implement the realignment of some staff to meet the agreed budget savings and better match staffing to the occupancy of settings. Additionally we have advertised for Early Learning and Childcare Officers to enhance our temporary supply list to provide cover for absence when required.

We have also reviewed our current data on children attending settings that live in Scottish Index of Multiple Deprivation Quintile 1 and as a result will transfer some of our Excellence and Equity Leads to those settings that have been identified as having a higher number of children living in this quintile. We are also working with our Early Stage Teachers to support them whilst we work to meet the agreed saving and reduction of the team.

5. People Implications

5.1 Support is provided for Early Learning and Childcare staff teams and leaders to enable effective delivery of the high quality ELC and the expectations of the statutory offer of 1140 hours for eligible 2 year olds and 3 year olds to pre school aged children.

5.2 Since 2022 we have supported 18 Modern Apprentices. 10 have completed their training, achieving a Scottish Vocational Qualification (SVQ) Level 3 within our Early Learning and Childcare settings and have been supported into employment with the council.

Additionally since 2022 we have supported 18 career changers, 11 have completed their qualification and 7 are currently participating in working

towards achieving their qualification. We will continue to promote this career path and route to qualification.

6. Financial and Procurement Implications

6.1 Financial Year	Revenue £m	Capital £m
2018/19	1.410	0.580
2019/20	5.268	2.380
2020/21	8.717	4.480
2021/22	9.723	5.880
2022/23	9.485	0.794
2023/24	9.742	0.287

7. Risk Analysis

7.1 The Key Risks:

- Maintaining high quality Early Learning and Childcare at all funded providers to ensure that they meet the National Standard Criteria.
- Failure to deliver 1140 hours curriculum by confident, well-trained Early Learning and Childcare staff teams.
- Evaluations of good for environment by Care Inspectorate are at risk if Early Learning and Childcare building assets are not maintained.

8. Equalities Impact Assessment

8.1 An Equalities Impact Assessment for the Expansion Plan was undertaken previously. There was no requirement to undertake another Equalities Impact Assessment for the purposes of this report as it is providing an update for Committee.

9. Consultation

9.1 Regular consultation with stakeholders including parents and carers, Early Learning and Childcare staff, Unions, Council partners in the project and partner Early Learning and Childcare providers continues through the various Council fora and regular meetings.

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

10. Strategic Assessment

10.1 This report reflects the Council's aspiration to have resilient and thriving communities, a strong and flourishing economy and a council that is inclusive and adaptive. These are some of the strategic priorities for 2022-2027.

Laura Mason
Chief Education Officer

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Email: alison.bowers@west-dunbarton.gov.uk

Background Papers: none

Wards Affected: All

WEST DUNBARTONSHIRE COUNCIL**Report by Laura Mason, Chief Education Officer****Educational Services Committee: 12th June 2024**

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

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

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

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

3. Background**3.1** In January 2019 a national review of the implementation of Additional Support for Learning began. The subsequent report and action plan had nine key themes which set standards nationally, locally and at establishment level.**3.2** The national report recommends that local authorities must take account of the findings of the report to review and align their quality assurance processes. This must drive improvements in processes, practice and outcomes at all levels in the system.**3.3** West Dunbartonshire Council (WDC) is committed to ensuring all children and young people are enabled to progress through Early Learning and School with the support they need.

When this support is more or different to what is generally provided for children and young people of the same age, then the child or young person is said to have additional needs.

3.4 The Education (Additional Support for Learning) (Scotland) Act 2009 lists four interrelated factors which individually or jointly impact on ability to learn:

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

Additional support may be required throughout a child or young person's educational journey: others may only require additional support for a short

period.

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

4. Main Issues

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

The trajectory of ASN needs in WDC has increased over time (from 36.9% in 2013 to 43.2% in 2023) and been supported by the investment in our ASN estate expansion. Over the past four years this has resulted in the availability of 78 additional places in specialist settings.

- 4.2** In preparation for transition to school session 2024-2025 there has been a significant increase in numbers of children's cases considered by the Joint Review Panel (JRP) which allocates specialist places. This is reflective of local and national ASN statistics and increases post pandemic. 53 children who had cases heard at the Joint Review Panel (JRP) were identified as having needs which would require additional support when transitioning to primary school. 31 of the group were identified as having the most complex needs and allocated places in our Specialist Settings. 9 children were identified as having needs which would be able to be supported in mainstream establishments within the existing ranges of support planning by team around the child processes, and a further group of 13 were identified, who would require enhanced support in mainstream establishments.

No child considered at JRP this year has a Coordinated Support Plan (CSP). To meet the criteria for a CSP, the child requires significant and ongoing support from another agency, other than education, to meet their educational targets and this does not currently apply to this cohort.

- 4.3** In line with National Guidance, we have a presumption to mainstream and most children with additional support needs have them successfully met in mainstream settings (95.4% of all pupils with ASN).

Our ASN Strategy identifies and addresses these issues with a focus on the four pillars of inclusive education in Scotland which are: present, participating, achieving and supported, in order that children meet their full potential. Mainstreaming is the 'central pillar' to this approach.

Our strategy is successfully upskilling staff and building on consistent approaches to meeting learner needs across all settings, ensuring our legal obligations are being met.

- 4.4** In order to provide this enhanced support, a Local Learning Community (LLC) model has been established. This model builds on inclusive practices and our processes of moving towards a 'new normal', where the expectation will be a presumption to mainstream schooling for all children, with child's planning, support, and professional learning for staff key to this. In this phase (session 2024-25), additional staffing capacity and support will be provided to 3 identified schools; Linnvale, Knoxland and Levenvale, to support the transition and approaches to meeting learners' needs. The 13 identified pupils have been offered places in the school closest to them and to date final acceptance numbers are not clear. A group of Central Officers and Educational Psychologists have produced an action plan and associated tasks to be undertaken to ensure that staff are appropriately trained and supported; that school environments meet the requirements of children attending and that the team around the child works with parents to ensure the transition and supports in place will support a settled start in P.1.

- 4.5** Development of an Enhanced Model of Support in Mainstream Schools using a LLC Model

The new model will be introduced to support delivery of inclusive environments which meet the needs of all learners and makes best use of resources. Through this we will support the 13 children identified this year as requiring enhanced support, with a local learning community approach, as well as improving abilities to respond to future need.

This year, the model will enable three schools to manage the needs of children who require significant additional support in a responsive manner via a blended mix of access to mainstream and enhanced supports. Each LLC will be allocated an additional class teacher and a learning assistant who will work in collaboration with existing school staff to plan and support children identified as requiring enhanced support, with access to their curriculum and associated care.

This team of staff will be trained and supported to develop their skills and expertise in a range of ways and will be supervised and managed as part of the Collaborative Support Service (CSS). They will work in collaboration with other members of the team to identify the most appropriate and relevant approaches to support and allocation of the wider CSS, Educational Psychology and Early Years team support.

This model will ensure capacity building in our school staff, developing our approaches towards a 'new normal', with a workforce skilled in meeting the severe and complex learning needs of children across our establishments.

The model will consider and prioritise support at different times in the academic year to support identification and transition planning, starting the new term and preparing for changes across the year.

Parents of the children involved will be invited to meetings which will explain the model, confirm the details of the school, and outline the support offered for their child and the ways in which staff will deliver the enhanced transition processes to meet their needs.

The ambition of the model is to: support children with a curriculum and experience which meets their needs and to build capacity in mainstream schools to plan and meet the range of learners' needs across our Council. Mainstream schools need to reflect that almost half the pupils in attendance have additional support needs.

In line with the introduction of this model, further review of the JRP processes and timings of these will take place. This will include continued training for our Early Years staff, Educational Psychology staff and school staff in Getting it Right for Every Child and (GIRFEC) and approaches to inclusive practices.

- 4.6** Education Leaders have collaborated to identify key areas of development and focus for Year 4 of the Additional Support Needs (ASN) Strategy. Work streams will continue to be underpinned by the National Improvement Framework and focus on developing the capacity of all staff to best meet the needs of individual children and young people. We recognise from our survey of parents that they too need help supporting their children. Planned work with our partners in HSCP will enhance the programme of parenting supports being established.
- 4.7** Notable progress has been as follows:
- Year 3 of the implementation of the Child Inclusion Research into Curriculum Learning Education (CIRCLE) has been completed and monitoring via school improvement visits and in dialogue with school

leaders and Champions, informs us this is supporting inclusive practices and improving learners' experiences.

- The Professional Learning team are currently revising and reviewing the forthcoming professional learning programme for session 2024-25, in collaboration with a range of central staff, to ensure a range of professional learning opportunities aimed at continuing implementation and support of inclusive practices.
- The implementation of social communication, emotional regulation, transactional supports (SCERTS) in all specialist settings has ensured consistent approaches to using the SCERTS framework with parents/carers at review points for their children. Aligned with work developing parent understanding of the programme, this has enabled practical strategies to supporting home school collaboration and provided a basis to build upon vital communication skills developed in each setting.
- A May Conference enabled staff from all settings the opportunity to learn from each other and share good practice of P1- S3 class case studies, demonstrating impact on learners' abilities and experiences and building upon shared planning and learning which has taken places across the year.
- We continue to develop approaches to supporting our care experienced children and young people in a range of ways such as specific tracking of attendance and attainment with targeted interventions to address gaps. In addition, a Principal Teacher and class teacher from the Collaborative Support Service will continue to develop our interrogation of data and progress of looked after children and young people through the implementation of cyclical approaches to monitoring progress and delivering of interventions to support the narrowing of gaps in attendance and attainment.

4.8 The Children's Rights Officer has continued to develop Council wide approaches to ensuring the Rights of the Child are understood and upheld. The Rights Advisory Board comprising of a representative group of young people across the Council, had its inaugural meeting in April 2024. The group will review and feedback on service areas approaches to UNCRC and support the formulation of our UNCRC annual report.

4.9 Work continues centrally and across all establishments, to support improved school attendance rates. This term, the focus will be on a programme of communications across the Council area aimed at supporting changes in behaviour patterns with regards to condoning non-attendance. In addition, Central Officers will work in partnership with schools to focus on the pupils who are most at risk of being classed as 'persistent non-attenders'. These are pupils who have attendance of 80% or less and for whom the risk of a negative impact on outcomes increases greatly.

4.10 Our programme of Child Protection Training has been revised and further developed to mirror that of other Children's Services partners. In addition to a Universal Training model which all employees must undertake, a further enhanced programme has been developed to ensure staff who are in a

position of leadership within establishments have enhanced training on a two-yearly cycle, which provides more detailed supports, knowledge and skills development. By June 2024 all Child Protection Coordinators, Senior Leadership teams and Pastoral Care teams will have undertaken this.

5. People Implications

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

6. Financial and Procurement Implications

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

7. Risk Analysis

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

8. Equalities Impact Assessment (EIA)

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

9. Consultation

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

10. Strategic Assessment

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

Laura Mason
Chief Education Officer

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Wards Affected:

All Wards

WEST DUNBARTONSHIRE COUNCIL**Report by Chief Education Officer****Education Services Committee: Wednesday 12th June 2024**

Subject: Increase Sustainable Rate paid to Funded Early Learning and Childcare Providers**1. Purpose**

1.1 This report proposes an increase in the hourly rate paid by West Dunbartonshire Council to contracted private providers for funded Early Learning and Childcare (ELC).

2. Recommendations

2.1 It is recommended that Committee:

- (a) Refer to the guidance for setting sustainable rates contained in the 'Funding Follows the Child and the National Standard for Early Learning and Childcare Providers – Guidance for setting sustainable rates for the delivery of funded early learning and childcare (ELC) in 2024-25', published in March 2024.
- (b) Agree to increase the hourly rate paid to Early Learning and Childcare private providers, including childminders, for the provision of funded ELC from £5.84 to £6.43 for Eligible 2 year olds and from £5.84 to £6.28 for all children aged from 3 to pre school age from 1st April 2024. This is an increase of 10% for the Eligible 2 year old provision and 7.6% for all 3 year olds and above.
- (c) Note the external factors influencing the sustainability of the hourly rates paid to contracted providers of funded ELC in West Dunbartonshire, including rising costs and to enable payment of the real Living Wage to those childcare workers delivering the funded entitlement.

3. Background

3.1 Approximately one quarter of children eligible for a funded Early Learning and Childcare place, access their place in the private sector in West Dunbartonshire Council. The Council is dependent on these places to fulfil its statutory duty. Therefore, settings in this sector need to remain financially viable and the Scottish Government requires Councils to establish and pay a rate that ensures this sustainability.

3.2 If a sustainable rate is not paid, there is a risk of services in the private sector closing which would incur capital and revenue costs for the Council, and, would reduce choice and local provision for parents. The closure of services who also provide childcare which is paid for by the parents would have a negative impact on the local economy, with parents not being able to access work or training.

3.3 As a result of continuing concerns regarding financial sustainability by funded providers, the Scottish Government issued the Sustainable Rates Guidance, published in April 2019. The report highlighted that the rate should support delivery of a high quality ELC experience and should allow for investment in the setting in terms of staff, resources and the physical environment. It should also enable the payment of the real Living Wage for those childcare workers delivering the funded entitlement.

3.4 The Financial sustainability health check confirmed that a national rate will not be set, however, the guidance issued in March 2024, advises that councils should, 'apply a minimum 7.6% uplift to 2023-24 rates to reflect the estimated increase in the average staff cost element of the sustainable rate required to meet the £12 per hour (real Living Wage) pay commitment in 2024-25. It also noted that, 'if sustainable rates for 2024-25 are set after April 2024, any payments that reflect the increased real Living Wage should be backdated to 1 April 2024'.

4. Current Position

4.1 The hourly rate paid by West Dunbartonshire Council to our funded private ELC providers, including childminders, to deliver an hour of funded ELC to Eligible 2 year olds and all children aged from 3 years old to pre school age is currently £5.84 per hour. Last session the rate for children aged 3 and above was increased by 3% from £5.67 to £5.84. The rate for eligible 2 year olds did not increase and remained at £5.84.

4.2 Increasing the rate for 3 year olds and above by 7.6% is in accordance with the recommended guidance from Scottish Government. By increasing the rate for eligible 2 year olds by 10% this takes into consideration that this rate was not increased last session and acknowledges that in order to comply with the required ratios of adult to children staffing costs are higher for 2 year old children than for children aged 3 and above.

4.3 The current hourly rate that West Dunbartonshire Council pay does not represent all of the other benefits of the partnership arrangement which we have with funded providers. These benefits include free access to all professional learning, working groups and annual mandatory training, leaders' meetings, partner provider meetings, early stages teacher allocated resource 0.2/0.1 FTE, a link named psychologist, support from the central Early Years team, including preparation for inspection, sharing of all guidance developed to support staff and access to workforce development budget.

4.4 Improving outcomes for children and reducing the attainment gap is at the heart of ELC provision. Therefore, as well as meeting the requirements of the National Standard to pay staff the real Living Wage, settings in the private sector need to be able to recruit and retain staff, support staff training and invest in their services. Commitment to an increase would provide reassurance to providers, protect jobs and enable providers to invest in their services and to put effective business plans into place. The Scottish Government requires Councils to establish and pay a rate that ensures this sustainability.

5. People Implications

5.1 A significant number of families in West Dunbartonshire Council access ELC at private providers. This equates to one quarter of children accessing ELC in

the Council area at any time. Parents and carers rely on funded providers of their choice; to provide flexible childcare at funded provision to enable them to access work and training. If providers cease to be sustainable, there would be significant work and resource required to increase the number of local authority places to ensure that the Council meets its statutory duty.

6. Financial Implications

- 6.1** The hourly rate paid has increased over time to achieve the current rate of £5.84 for all eligible children.
- 6.2** The increase in the hourly rate paid to childcare providers can be increased by 10%, for eligible 2 year olds, and 7.6%, for those eligible children aged from 3 years old covered by a combination of Scottish Government funding, £292k, and redirecting £121k currently budgeted.
- 6.3** The hourly increase does not include £3.00 allocated per day, per child for food.
- 6.4** This hourly rate proposal captures an increase in the Scottish Living Wage.

7. Risk Analysis

7.1 The Key Risks:

If the Council does not increase the hourly rate to a level that enables providers in the private and voluntary sectors to be sustainable, there is the risk that:

- There will be insufficient places in West Dunbartonshire Council to enable parents to access their children's funded ELC entitlement which will incur additional cost for the Council as it will need to expand existing services and/or open new services;
- There will be a risk to the policy of Funding Follows the Child which is part of the National Standard and fulfilling the statutory duty;
- There may be reputational damage to the Council if services close due to not being sustainable, leading to loss of local provision, choice and flexibility for families, loss of employment and community based services;
- Providers in the private and voluntary sector may not be able to recruit and retain staff or meet the National Standard, if they are not able to pay the Real Living Wage;
- Potential reduction in the quality of service provided if qualified and experienced staff cannot be recruited.
- We have received some funding from Scottish Government for this purpose.

8. Equalities Impact Assessment (EIA)

- 8.1** An Equalities Impact Assessment has not been undertaken for this report. The proposal to increase the hourly rates for funded ELC has no negative impact on people with protected characteristics but has the potential to impact positively on the ELC workforce, which is predominantly female.

9. Consultation

9.1 Regular consultation with funded providers.

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

10. Strategic Assessment

10.1 This report reflects the Council's aspiration that all West Dunbartonshire children have the best start in life and are ready to succeed. Families are supported in accessing education, learning and attainment opportunities and improved life chances for all children, young people and families.

Laura Mason

Chief Education Officer

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Background Papers: Sustainable Rates Guidance
Financial Sustainability Health Check
Funding Follows the Child and the National Standard for
ELC Providers: Interim Guidance
Ipsos National Cost Collection Report

Wards Affected: All

WEST DUNBARTONSHIRE COUNCIL

Report by Chief Education Officer

Committee: Educational Services Committee 12 June 2024

Subject: Senior Phase Curriculum**1 Purpose**

- 1.1 This report updates members on the offer of courses and awards to young people through the Senior Phase curriculum for session 2024/25, and sets out plans to ensure an equitable offer across all establishments.

2 Recommendations

- 2.1 It is recommended that Committee:
- Note the breadth of the offer to young people by our schools and partner providers;
 - Agree next steps to explore development of a common Senior Phase timetable across our all of our secondary schools, bringing a proposal to Education Committee in March 2025; and
 - Agree to develop the use of digital courses and Interdisciplinary Learning (IDL) courses on offer in our schools

3 Background

- 3.1 The present Education Reform agenda will bring about change in our approach to the Senior Phase. Recommendations of the Hayward Review *'It's our Future – Independent Review of Assessment and Qualifications'* proposed changes to the design, modes of delivery and output of the curriculum. Our own context requires us to ensure that we make best use of resources, and ensure that the offer to our young people is equitable, irrespective of what school they choose to attend. Helping our young people understand their skills and strengths will better prepare them for life beyond school.
- 3.2 Curriculum for Excellence contains six interlinked entitlements for our children and young people:
- a curriculum that is coherent from 3 to 18
 - a broad general education (from early years to S3)
 - a senior phase (S4-S6) where they can obtain qualifications
 - opportunities to develop skills for learning, skills for life and skills for work, focusing on literacy, numeracy and health and wellbeing
 - personal support to enable them to gain as much as possible from the opportunities that Curriculum for Excellence can provide
 - support in moving into positive and sustained destinations beyond school.

- 3.3** Our individual secondary schools each offer their own range of courses, based largely on the availability of staff working in their establishment. Courses range from National 2 to Advance Higher. The range of courses on offer in our schools is shown in **Appendix A**.
- 3.4** Our secondary schools also offer a range of certificated and uncertificated wider achievement experiences. To date we have over 50 separate wider achievement opportunities. For example, the John Muir Award, Barista Training, Young Enterprise Award, Youth Philanthropy Initiative, and Mark Scott Award. A full list of our wider achievement offer is provided in **Appendix B**.
- 3.5** Duke of Edinburgh remains a successful venture within our 5 Secondary schools and 2 ASN schools. This session we had 51 young people working towards their Bronze award, 20 working towards Silver Award and 2 towards their Gold Award. We have managed to secure £6,500 of funding for schools through DofE grants and bursaries to ensure these programmes are continuing to be delivered in schools and supporting inclusion and diversity amongst the participants. Uptake varies across schools, with different time allocated to initiatives – in some schools, time is given within the timetable for young people, in others, young people and staff give of their own time.
- 3.6** For the past 15 years, our secondary schools have worked together to provide a ‘Consortium’ offer – where subjects are more specialist in their nature, or where uptake in an individual school is low, schools work together to provide the opportunity to study a subject. This has largely been at the upper end of the qualifications framework, making it possible for a number of young people to travel to a neighbouring school to participate in an Advanced Higher subject not available in their own school.
- 3.7** As a consortium, we have 39 different courses being offered across all five of our secondary schools, with 612 learners pathways involved. Ranging from SCQF Level 5 National 5 up to and including Level 7 Advanced Higher.
- 3.8** Working with partners, we provide our young people with access to a wider range of qualifications and awards, such as college courses, Skills for Work, Foundation Apprenticeships and other bespoke courses offered in partnership with employers, where young people spend part of their week in school, part in college and part of their time working directly with an employer.
- 3.9** We are working in partnership with West College Scotland (Clydebank and Paisley campus), Glasgow Clyde College (Anniesland), City of Glasgow College (new partnership), Working4U and Strathclyde University (new partnership). Each week, 592 young people across our schools attend courses with partners.
- 3.10** Courses offered through partners range from SCQF Level 4 up to Level 8, with 43 separate learner pathways running. This includes areas such as Technologies, Business & Leisure, Construction, Education, Media and Computing. We offer 5 unique Foundation Apprenticeship opportunities in the

areas of Engineering, Social Services Children and Young people, Business Skills, Health Care and Craft Skills.

- 3.11** There is clear articulation between Apprenticeship programmes, with 10 out of 11 young people who were part of our college Engineering course with Babcock International going on to secure a Babcock Modern Apprenticeship. 5 out of 11 young people in our college Engineering course with BAE Systems have secured BAE Modern Apprenticeships. Within our Working4U courses, we have a number of pupils who have secured Modern Apprenticeships with the council after completing their Foundation Apprenticeships.

4 Main Issues

- 4.1** Although we make steady progress increasing the success rate of those presented for awards, a number of our young people find themselves with a limited choice at the time of selecting courses for their Senior Phase. This can be due to which school a young person attends, and which curriculum subjects are available in. For some of our young people, this can result in a lack of motivation to engage with studies, as they find themselves taking a subject they may have little interest or aptitude in. This can impact on both attendance and behaviour. For staff, this can present additional challenges of working with young people who may struggle in class and disengage from learning.
- 4.3** Some young people struggle to progress in a curriculum area or subject, finding themselves being withdrawn from presentation following the interim assessments in January. For some of our young people, this can mean that they can focus on studies where they have a greater chance of success, but are therefore presented for fewer subjects. Some parents are reluctant for their child to be withdrawn from presentation, resulting in additional pressure on the young person to continue studying a subject, and require staff to support a young person who is displaying little sign of progress.
- 4.4** For many of our secondary schools, there is a concerted effort to encourage young people to achieve in all of the subjects they elect to take. Clydebank High School has had demonstrable impact in its 'Strive for Five' programme, to encourage young people to work hard across all of the subjects they take. We presently offer differing curriculum models across our schools, making it possible to study more subjects in S4 in Our Lady & St. Patrick's High School than any other. Across all the curriculum models, there is significant variety in the number of courses young people are being presented for across our establishments. **Figure 1** below shows the distribution of subjects with SQA presentations for young people in S4:

Number of subjects with SQA presentations	0	1	2	3	4	5	6	7	8	9	10	11+
Scotland	2	1	2	2	3	6	15	27	23	12	4	2
West Dunbartonshire	2	4	4	4	5	9	34	16	8	12	1	0
Clydebank High School	2	3	4	6	6	11	23	41	3	0	0	0
Dumbarton Academy	3	3	9	2	7	11	62	3	0	0	0	0
Our Lady & St Patrick's High School	1	5	2	1	2	2	1	3	6	67	8	1

St Peter the Apostle High School	2	4	6	4	7	14	63	1	0	0	0	0
Vale Of Leven Academy	4	5	3	4	4	8	13	30	31	0	0	0

Figure 1 – Distribution of the number of subjects with SQA presentations in S4.

4.5 Figure 2 below shows the distribution of subjects with SQA presentations for young people in S5:

Number of subjects with SQA presentations	0	1	2	3	4	5	6	7	8	9	10	11+
Scotland	3	5	4	7	17	47	13	3	1	0	0	0
West Dunbartonshire	6	7	7	13	23	42	2	0	0	0	0	0
Clydebank High School	2	9	7	13	30	39	1	0	0	0	0	0
Dumbarton Academy	5	7	5	7	15	47	13	0	0	0	0	0
Our Lady & St Patrick's High School	8	8	3	11	29	40	1	0	0	0	0	0
St Peter the Apostle High School	5	6	12	20	17	38	2	0	0	0	0	0
Vale Of Leven Academy	8	4	4	9	22	52	1	0	0	0	0	0

Figure 2 – Distribution of the number of subjects presented in S5.

4.6 Differing curriculum models presents a challenge for working together. Whilst our schools have worked together to align two columns across all schools, this provides limited opportunity for our young people to benefit. It also results in these two columns being ‘crowded’, as all partnership courses and consortium courses need to be offered here. To achieve a more equitable offer across our schools, we would need to move beyond the alignment of two columns into a fully aligned Senior Phase timetable. This approach is already in place in a number of local authorities across Scotland. It would take time to consult on and develop a common Senior Phase timetable, which will be developed as part of the Delivery Plan for Education in 2024/25, returning to Education Committee with a proposal in March 2025, with a view to young people making choices in a new model during session 2025/26, implementing a new model in time for the start of session 2026/27.

4.7 During the pandemic, our schools made good use of technology to deliver courses, but when schools returned to face to face provision, so too did Senior Phase courses. Digital is almost solely used as an add-on for homework and revision, but seldom used for course delivery beyond its use as a presentation tool or sharing of content/resources. In most of the local authorities of Scotland, they have continued to build their online course offer, and better meet the needs and interests of their young people, whilst also preparing them more adequately for future study or employment.

4.8 Schools have agreed to offer one qualification online in the coming session, but significantly more could be done to increase this offer, either by developing our own approach to digital learning, or participating further in the offer of Comhairle Nan Eilean Siar ‘e-Sgoil’. Barriers to adoption of digital courses previously were staff skills in delivering online courses, supervision of young people remotely taking a course, and the monitoring of progress of a young person who was not physically taking part in a school course. Other

local authorities have overcome these barriers. We will develop our digital offer as part of the Delivery Plan for 2024/25, returning to the Education Committee in November 2024 with a proposal for implementation in session 2025/26.

- 4.9** Many subjects are delivered in a compartmentalized way, allowing young people little opportunity to make connections across their learning, or help deepen awareness of their development of cross-transferable skills. Whilst almost all young people will be able to list their qualifications, many struggle to articulate the skills they have developed, potentially underselling their value in a labour market, or inhibiting their ability to secure a place in further or higher education. As part of our partnership agreement with Skills Development Scotland we will work to strengthen links made between course content and skills that young people develop in session 2024/25.
- 4.10** During their time in the Broad General Education up until the end of S3, our young people will have participated in interdisciplinary learning (IDL) projects, helping them develop skills across subject areas. One of the recommendations of the Hayward Review of Assessment and Qualifications was the inclusion of 'Project Learning' as part of a wider 'Scottish Diploma of Achievement'. The pursuit of IDL in the Senior Phase would make us well placed for any change required of us, and many of our young people would be better equipped to articulate the skills they have developed in context. A working group will be established across our schools to develop this proposal, returning with recommendations for committee in November 2024.

5 People Implications

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

6 Financial & Procurement Implications

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

7 Risk Analysis

- 7.1** Failure to deliver a high quality Senior Phase may have a direct impact on the delivery of the Council's Strategic Plan, particularly in relation to an economy that is strong and flourishing.

8 Equalities Impact Assessment

- 8.1** Screening and impact assessments will be carried out proposals to alter the delivery of the Senior Phase.

9 Consultation

9.1 Secondary Head Teachers, Legal and Finance were consulted in the development of this paper.

10 Strategic Assessment

10.1 An equitable, high quality Senior Phase contributes directly to the council's strategic priority of an economy that is strong and flourishing.

Chief Officer: Laura Mason
Service Area: Education
Date: 20 May 2024

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Appendices: Appendix A: Senior Phase Offer
Appendix B: Wider Achievement Offer

Background Papers: none

Wards Affected: All

West Dunbartonshire Council Schools Offer							
Course Title	Choices	Kilpatrick School	Clydebank High School	Dumbarton Academy	Our Lady & St. Patrick's High School	St. Peter the Apostle High School	Vale of Leven Academy
SCQF Level 2							
Business in Practice	Yes						
Creative Arts		Yes					
English and Communication		Yes				Yes	
Food, Health and Wellbeing		Yes					
Information and Communications Technology		Yes					
Lifeskills Mathematics		Yes			Yes	Yes	
Performance Arts		Yes					
Physical Education	Yes	Yes					
Practical Craft Skills	Yes						
Science in the Environment		Yes				Yes	
Social Subjects		Yes					

West Dunbartonshire Council Schools Offer							
Course Title	Choices	Kilpatrick School	Clydebank High School	Dumbarton Academy	Our Lady & St. Patrick's High School	St. Peter the Apostle High School	Vale of Leven Academy
SCQF Level 3							
Administration and IT		Yes		Yes	Yes	Yes	Yes
Applications of Mathematics	Yes		Yes	Yes	Yes	Yes	Yes
Art and Design		Yes			Yes	Yes	Yes
Biology				Yes	Yes	Yes	
Business					Yes	Yes	Yes
Chemistry				Yes	Yes		
English	Yes	Yes	Yes	Yes	Yes	Yes	Yes
English for Speakers of Other Languages			Yes				Yes
French					Yes		
Geography					Yes	Yes	
History				Yes	Yes	Yes	
Italian					Yes		
Modern Studies					Yes	Yes	
Music		Yes			Yes	Yes	
Physical Education	Yes			Yes	Yes	Yes	Yes
Physics	Yes		Yes	Yes	Yes		
Practical Cookery	Yes			Yes	Yes		
Practical Craft Skills	Yes				Yes		
Spanish			Yes			Yes	

West Dunbartonshire Council Schools Offer							
Course Title	Choices	Kilpatrick School	Clydebank High School	Dumbarton Academy	Our Lady & St. Patrick's High School	St. Peter the Apostle High School	Vale of Leven Academy
SCQF Level 4							
Administration and IT			Yes	Yes	Yes	Yes	Yes
Applications of Mathematics	Yes	Yes	Yes	Yes	Yes		
Art and Design		Yes	Yes	Yes	Yes	Yes	Yes
Biology			Yes	Yes	Yes	Yes	Yes
Business			Yes	Yes	Yes	Yes	Yes
Chemistry			Yes	Yes	Yes	Yes	Yes
Computing Science				Yes	Yes	Yes	Yes
Design and Manufacture			Yes	Yes		Yes	Yes
Drama						Yes	Yes
Early Learning and Childcare						Yes	
English	Yes	Yes	Yes	Yes	Yes	Yes	Yes
English for Speakers of Other Languages						Yes	Yes
Fashion and Textile Technology					Yes	Yes	
French			Yes	Yes	Yes	Yes	Yes
Geography			Yes	Yes	Yes	Yes	Yes
Graphic Communication			Yes	Yes	Yes	Yes	Yes
Hairdressing							Yes
History			Yes	Yes	Yes	Yes	Yes
Mathematics			Yes	Yes	Yes	Yes	Yes
Media			Yes				
Modern Studies			Yes	Yes	Yes	Yes	Yes
Music		Yes		Yes	Yes	Yes	Yes
Music Technology					Yes		
Physical Education		Yes		Yes	Yes	Yes	Yes
Physics			Yes	Yes	Yes	Yes	Yes
Practical Cookery	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Practical Electronics			Yes				Yes	
Practical Metalworking				Yes		Yes	Yes	
Practical Woodworking				Yes	Yes	Yes	Yes	
Religious, Moral and Philosophical Studies							Yes	
Science							Yes	
Spanish			Yes	Yes		Yes	Yes	
Travel and Tourism						Yes		

West Dunbartonshire Council Schools Offer							
Course Title	Choices	Kilpatrick School	Clydebank High School	Dumbarton Academy	Our Lady & St. Patrick's High School	St. Peter the Apostle High School	Vale of Leven Academy
SCQF Level 5							
Administration and IT			Yes	Yes	Yes	Yes	Yes
Applications of Mathematics	Yes		Yes	Yes	Yes	Yes	Yes
Art and Design			Yes	Yes	Yes	Yes	Yes
Biology			Yes	Yes	Yes	Yes	Yes
Business Management			Yes	Yes	Yes	Yes	Yes
Ceramics						Yes	
Chemistry			Yes	Yes	Yes	Yes	Yes
Computing Science			Yes	Yes	Yes	Yes	Yes
Creative Thinking						Yes	
Dance						Yes	Yes
Design and Manufacture			Yes	Yes		Yes	Yes
Drama			Yes	Yes	Yes	Yes	Yes
E-Sports						Yes	
Early Learning and Childcare							
Energy			Yes				
English			Yes	Yes	Yes	Yes	Yes
English for Speakers of Other Languages			Yes			Yes	Yes
Fashion and Textile Technology					Yes	Yes	
French			Yes	Yes	Yes	Yes	Yes
Furniture Making						Yes	
Geography			Yes	Yes	Yes	Yes	Yes
German			Yes		Yes		Yes
Graphic Communication			Yes	Yes	Yes	Yes	Yes
Hairdressing							
Health Sector			Yes				
History			Yes	Yes	Yes	Yes	Yes

Italian					Yes		
Laboratory Science				Yes		Yes	Yes
Mathematics			Yes	Yes	Yes	Yes	Yes
Media			Yes			Yes	
Modern Languages for Life and Work						Yes	
Modern Studies			Yes	Yes	Yes	Yes	Yes
Music			Yes	Yes	Yes	Yes	Yes
Music Technology			Yes	Yes	Yes		
Philosophy							Yes
Physical Education			Yes	Yes	Yes	Yes	Yes
Physics			Yes	Yes	Yes	Yes	Yes
Practical Cake Craft			Yes			Yes	Yes
Practical Cookery			Yes	Yes	Yes	Yes	Yes
Practical Electronics					Yes	Yes	Yes
Practical Metalworking			Yes	Yes	Yes	Yes	Yes
Practical Woodworking			Yes	Yes	Yes	Yes	Yes
Psychology							Yes
Religious, Moral and Philosophical Studies							Yes
Social Sciences						Yes	
Spanish			Yes	Yes		Yes	Yes
Sport and Recreation				Yes			
Sports Leaders						Yes	
Travel and Tourism						Yes	

West Dunbartonshire Council Schools Offer							
Course Title	Choices	Kilpatrick School	Clydebank High School	Dumbarton Academy	Our Lady & St. Patrick's High School	St. Peter the Apostle High School	Vale of Leven Academy
SCQF Level 6							
Accounting						Yes	Yes
Administration and IT			Yes	Yes	Yes	Yes	Yes
Art and Design			Yes	Yes	Yes	Yes	Yes
Business Management			Yes	Yes	Yes	Yes	Yes
Business Skills						Yes	
Chemistry			Yes	Yes	Yes	Yes	Yes
Computing Science				Yes	Yes	Host	Yes
Creative Thinking						Yes	
Dance						Host	Yes
Design and Manufacture			Yes	Yes		Yes	Yes
Drama				Host		Host	Yes
English			Yes	Yes	Yes	Yes	Yes
English for Speakers of Other Languages			Yes			Yes	Yes
Exercise and Fitness Leadership						Yes	
French				Yes	Yes	Yes	Yes
Geography			Yes	Yes	Yes	Yes	
German							
Graphic Communication			Yes	Yes	Yes	Yes	Yes
Health and Food Technology			Yes			Yes	Yes
Health and Social Care			Yes				
History			Yes	Yes	Yes	Yes	Yes
Human Biology			Yes	Yes	Yes	Yes	Yes
Italian					Yes		
Mathematics			Yes	Yes	Yes	Yes	Yes
Media						Yes	
Modern Studies			Yes	Yes	Yes	Yes	Yes

Music			Yes	Yes	Yes	Yes	Yes
Music Technology			Yes	Host	Host		
Philosophy							Yes
Photography			Yes		Yes		Yes
Physical Education			Yes	Yes	Yes	Yes	Yes
Physics			Yes	Yes	Yes	Yes	Yes
Politics				Host		Host	
Psychology						Host	
Religious, Moral and Philosophical Studies				Yes	Yes		Yes
Social Sciences						Yes	
Sociology							
Spanish				Yes		Yes	Yes

West Dunbartonshire Council Schools Offer							
Course Title	Choices	Kilpatrick School	Clydebank High School	Dumbarton Academy	Our Lady & St. Patrick's High School	St. Peter the Apostle High School	Vale of Leven Academy
SCQF Level 7							
Art and Design (Design)				Yes	Yes		Yes
Art and Design (Expressive)				Yes	Yes	Host	Yes
Biology					Host	Host	Host
Chemistry					Host	Host	Host
Computing Science			Yes			Host	
Design & Manufacture							
Drama							
English			Host		Yes	Yes	Host
French							
Graphic Communication				Yes			Yes
Health and Food Technology							
History						Host	
Mathematics			Yes	Yes	Yes	Yes	Yes
Mathematics of Mechanics							
Music			Host	Yes	Host	Yes	
Physical Education			Host				
Physics			Host		Host		
Referee Development Award				Host		Yes	
Religious, Moral and Philosophical Studies							
Science Baccalaureate				Yes			
Spanish						Host	
Statistics							

West Dunbartonshire Council Schools Offer					
Course Title	West College Scotland	Glasgow Clyde College (Anniesland)	City of Glasgow College	Working4U	
SCQF Level 7					
Activity Tourism with Events Management (level 4)	Yes				
Begin Makeup Artistry (level 4)	Yes				
Introduction to Travel & Tourism including Airport Operations & Cabin Crew (level 5)	Yes				
Professional Cookery and Bakery (level 4)	Yes				
Construction Crafts (level 5)	Yes				
Creative Beauty Skills (level 4)	Yes				
Creative Industries (level 5)	Yes				
Criminology (level 5)	Yes				
Cyber Security (level 5)	Yes				
Early Education and Childcare (level 4)	Yes				
Early Education and Childcare (level 5)	Yes				
Engineering (level 5) - In partnership with Babcock International	Yes				
Engineering (level 5) - In partnership with BAE Systems	Yes				
Engineering Skills (level 5)	Yes				
Fashion Retail Branding (level 6)			Yes		
Games Development (level 5)	Yes				
Graphic Design (level 6)			Yes		
Hairdressing (level 5)	Yes				
Healthcare (level 5)	Yes				
International Event & Enterprise (level 6)			Yes		
Introduction Building Design and Civil Engineering (level 5)			Yes		
Introduction to Midwifery and Children's Nursing (levels 4 & 5)		Yes			
Introduction to Plumbing (level 4)	Yes				
Introduction to 3D Design Skills (level 5)			Yes		
Journalism (level 6)		Yes			

Introduction to Motor Vehicle Industry and Technologies (level 4)	Yes			
Applied Science incorporating Forensics (level 5)	Yes			
Pre-Apprenticeship Carpentry & Joinery (level 4)	Yes			
Professional Cookery (level 4)	Yes			
Set Design and Construction for Television (level 6)			Yes	
Sport and Recreation (level 5)	Yes			
Foundation Apprenticeship in Construction Craft (level 5)				Yes
Foundation Apprenticeship in Business Skills (level 6)				Yes
Foundation Apprenticeship in Civil Engineering (level 6)				Yes
Foundation Apprenticeship in Social Services Children & Young People (level 6)				Yes
Foundation Apprenticeship in Social Services & Healthcare (level 6)				Yes
Human Body Structure and Function (level 8)	Yes			

Appendix B - Wider Achievement

	Award in Religion, Belief and Values	Barista Skills	Employability Award	Employability Skills: Horticulture & Agriculture	Games Development	Leadership Award	Mental Health and Wellbeing	PC Passport	Personal Achievement Bronze Award	Personal Development Award	Print Making	Saltire Award	Scottish Studies Award	SQA Tenancy Award	Wellbeing Award
SQA Wider Achievement Awards															
Choices								Timetabled				Volunteering			
Clydebank High School		Timetabled								Timetabled					Timetabled
Dumbarton Academy					Timetabled	Timetabled				Timetabled					Timetabled
Kilpatrick School	Timetabled								Timetabled	Timetabled					
Our Lady & St. Patrick's High School	Timetabled				Timetabled	Timetabled		Timetabled			Timetabled		Timetabled		
St. Peter the Apostle High School	Timetabled										Timetabled		Timetabled	Timetabled	Timetabled
Vale of Leven Academy			Extraction	Timetabled					Timetabled						

	John Muir Trust	ASDAN	Bikeability Award	Career Ready	Caritas Award	Duke of Edinburgh Award	Eco Flags	Equine Facilitated Learning	his award	Junior Park Ranger	Keep Safe Ambassador Award	Mark Scott Award	Paths	Pitching In Program	Police Scotland Interventions
Other Wider Achievement Awards															
Choices	Timetabled			Extraction		Timetabled									
Clydebank High School				Extraction		Lunch/ After school									
Dumbarton Academy				Extraction		After School									
Kilpatrick School	Timetabled		Timetabled	Extraction		Timetabled	Extraction		Timetabled		Timetabled		Timetabled	Extraction	Timetabled
Our Lady & St. Patrick's High School	Extraction			Extraction	Timetabled	After School	Extraction								
St. Peter the Apostle High School	Timetabled			Extraction	Timetabled	After School (S3), Timetabled S4-6	Timetabled								
Vale of Leven Academy	Timetabled	Timetabled		Extraction		Lunch / Afterschool		Extraction		Extraction		Lunch / Afterschool			

	Prince's Trust Award	REACH	Rights Respecting Schools Award	Scouts	SFA Refereeing	Sports Leaders UK	Top up	Turing & Ada Lovelace Award (ICT)	Young leaders for learning	Young STEM Leaders	YPI
Other Wider Achievement Awards (cont)											
Choices	Timetabled										
Clydebank High School	Timetabled	Timetabled				Timetabled	Timetabled				Timetabled
Dumbarton Academy	Extraction	Timetabled			Timetabled	Timetabled	Timetabled				Timetabled
Kilpatrick School	Timetabled		Extraction	Timetabled		Timetabled		Extraction			
Our Lady & St. Patrick's High School		Timetabled					Timetabled	Extraction			
St. Peter the Apostle High School	Extraction	Timetabled			Timetabled	Timetabled	Timetabled			Timetabled	
Vale of Leven Academy	Timetabled	Timetabled					Timetabled			Lunchtime	

WEST DUNBARTONSHIRE COUNCIL**Report by Chief Education Officer****Committee: Educational Services Committee 12 June 2024**

Subject: Education Delivery Plan 2024/25**1 Purpose**

1.1 This report sets out the Education Delivery Plan for 2024/25.

2 Recommendations

2.1 It is recommended that Committee agrees the new plan.

3 Background

3.1 In line with the Strategic Planning & Performance Framework, each Chief Officer develops an annual Delivery Plan which sets out actions to help deliver the Strategic Plan and address the performance challenges and service priorities identified in the planning process. The Plan also provides an overview of services and resources, including employees and budgets, sets out the performance indicators (PIs) for monitoring progress and considers the relevant risks.

4 Main Issues

4.1 The 2024/25 Delivery Plan is set out at Appendix 1.

4.2 Key priorities include:

- delivering sustainable, quality services within the context of significant financial challenges;
- Place the human rights and needs of every child and young person at the centre of education ;
- Improve children and young people's health and wellbeing;
- Narrow the attainment gap between the most and least disadvantaged children and young people;
- Improve attainment, particularly in literacy and numeracy;
- Improve skills and sustained, positive school leaver destinations for all young people;
- Develop and implement wellbeing, employee engagement, equality and training plans to enable capabilities, improved resilience and promotion of a diverse workforce;
- Develop and implement employee life cycle plans in line with the People First Strategy to attract and retain the workforce;
- Implement service review process including role design, use of new technology and new ways of working to add resilience, address gaps, and establish opportunities for efficiencies;

- Develop and implement training plans and development opportunities to improve capabilities and resilience within the workforce; and
- Liaising with national agencies in response to the Muir Review of the national education agencies, and planning for the recommendations following the Hayward review of assessment and qualifications in the Senior Phase.

4.3 Implementation of the Plan will be monitored by the management team with mid-year and year-end progress reported to Educational Services Committee around March 2025 and late 2025 respectively, based on a school year.

5 People Implications

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

6 Financial & Procurement Implications

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

7 Risk Analysis

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

8 Equalities Impact Assessment

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

9 Consultation

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

10 Strategic Assessment

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

Chief Officer: Laura Mason
Service Area: Education
Date: 20 May 2024

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

Appendices: Appendix 1: Education Delivery Plan 2024/25

Background Papers: Strategic Planning & Performance Framework 2022/27

Wards Affected: All

Appendix 1: Education Delivery Plan 2024/25

2024/25
DELIVERY PLAN

EDUCATION



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1. Introduction

Education comprises a wide range of services covering: 29 Early Learning & Childcare Centres; 34 Primary Schools; 5 Secondary Schools; 7 Specialist Settings; Policy, Performance and Resources; Services for Children and Young People; Raising Attainment; Early Learning and Childcare; and Educational Psychology Service. It is one of seven strategic areas responsible for delivering the Council's Strategic Plan. Key actions to help achieve that are set out in this Delivery Plan, together with actions to address any performance issues and service priorities identified in the planning process.

The progress of this Plan will be monitored and managed by the Education Leadership Team and reported to Educational Services Committee twice yearly, at the mid-point and end of the academic year.

2. Performance Review

The Education Leadership Team completed a detailed review of 2023/24 performance, focusing on the following:

- 2023/24 Delivery Plan mid-year progress;
- National Improvement Framework report;
- Local Government Benchmarking Framework (LGBF) comparative data;
- Citizens' Panel feedback;
- Telephone Survey feedback;
- Complaints;
- Continuous Improvement; and
- West Partnership Critical Indicators.

This review highlighted our key achievements in 2023/24 as well as the challenges to be addressed in 2024/25. These are summarised below.

Key Achievements in 2023/24

- Developed our 'Strategy for Excellence and Equity (2023-2026)' which builds on the improvement programme delivered across all educational establishments 2015- 2023; and includes an improvement plan for 2023-2026 which aims to embed practice identified through research and evaluation as highly effective at delivering excellence and equity.
- Development and implementation of UNCRC Strategy, and Young Carers Strategy
- Participation in 'Visible Learning' Programme by all primary schools, and middle leaders in Secondary Schools.
- Expansion of literacy strategy, with development of 'Come Read with me @ WDC' programme
- Development of Assessment and Moderation framework
- Strengthened procedures to monitor and track progress with stretch aims
- Deployment of 'Parental and Family Engagement Strategy 3-18, with clear links to the Child Poverty Action Group's 'Cost of the School Day Toolkit'
- Support provided for parents/carers impacted by poverty, including families of young carers; families with experience of care; families on the edge of care; and families with children who have other additional support needs. In addition to supporting learning at home, we also offer parenting support programmes, family therapy, financial advice, employability support, a summer holiday programme, school attendance support and training to support the parents of children with a neuro-diverse profile.
- Support for 3 multi-agency whole family wellbeing hubs
- We now deliver, across all our Early learning and Childcare settings, up to 1140 hours to eligible 2 year olds and children aged from 3 to those not yet attending primary school. Places for children under the age of 2 are available in our partner settings for working families and in our council settings for those families who require some support.
- In the first six months of 2023, 11 Early Learning establishments were visited by the Care Inspectorate, with all achieving grades of 'good' or 'very good', with two establishments receiving 'excellent' for the quality of their staff teams.
- During session 2023-24, His Majesty's Inspectorate visited Knoxland, Linnvale, Levenvale and Clydebank High School, with all achieving 'good' or 'very good' reports.
- Reached financial close and commenced construction of the new Faifley Campus, due to open in 2025.
- West Dunbartonshire has a strong record of progress and performance against National Benchmarks and Quality Indicators for excellence and equity. We rank 9th out of the 32 local authorities for performance with narrowing the attainment gap in the Broad General Education; and in Senior Phase national qualifications rank 5th out of the 32 local authorities for the attainment of our young people versus deprivation.

- Targeted intervention of partners supporting young people at risk of entering a negative destination having great impact on School Leaver Destinations, giving us 95.3% of our young people leaving school and entering a positive destination, our highest ever achievement in this area.

Key Challenges from 2023/24

- Supporting ELC staff to provide inclusive practice for children with ASN.
- Monitoring wider impact of Deferred Entry policy
- Developing ASN provision at ELC for children with autism.
- The complexity of need and therefore support required arising from mental health and well-being concerns and increasing number of children and young people identified as having an Additional Support Need (ASN).
- Delivering on the ASN estate expansion to meet growth in requirements, and phase one of Faifley Campus
- Implementation of digital change programmes (School Funds, Parents Portal, Enrolment and Transport, Senior Phase course delivery)
- Managing implementation of Clerical Review
- Whilst strong progress has been made with outcomes and targets for excellence and equity there still remains a poverty related attainment gap and concerted efforts and resource are necessary to sustain the rates of progress and success achieved.
- Designing change programme for Senior Phase provision.

3. Strategic Assessment

The Education management team completed a strategic assessment to determine the major influences on service delivery and priorities in 2024/25 and beyond. These are summarised below.

Financial Challenges

The entire public sector is continuing to face significant financial challenges due to a range of factors including inflationary cost increases, pay awards not being fully funded by the Scottish Government and insufficient overall funding to support the delivery of front line and back office services. The Council are currently faced with an estimated cumulative funding gap in 2025/26 of £9.8m rising to £40.4m by 2028/29. We will continue to monitor the overall financial position of the Council and updates on estimated future budget gaps will be reported to Elected Members throughout 2024/25.

These challenges require further action to balance our budget and protect services for residents. This will mean available funding will be reduced over time and we will need to reconfigure how we work, what we do, where we work, and potentially reduce the number of people employed. In this context, we will aim to continue to provide a sustainable, quality service to internal clients and the public. In Education, this is always a significant area of challenge, as we are tasked with maintaining teacher numbers, which accounts for 57% of our annual spend.

Budget Sensitivity Analysis

In reviewing the service budget projections, consideration has been given to the sensitivity of these budgets, in particular for higher risk/ higher value budgets which may have a significant impact on budgetary control and future budget projections. The analysis has considered sensitivity around demand, costs and charges, and income levels. Two particular areas were identified as set out in the table below:

Budget Sensitivity Area	Rational
Teacher pay costs	Budget assumed 5% pay increase but actual award is 7.1%
Additional Support Needs residential placements	Given the high annual cost for such placements (an average £250k per annum) a small increase in the number of external placements can lead to a considerable overspend

National Improvement Framework (NIF)

Scottish Government revised the National Improvement Framework in 2022, to be formed around five priorities. To aid delivery and reporting, our Delivery Plan will continue to be structured according to these priorities.

In 2024/25 we will:

- Place the human rights and needs of every child and young person at the centre of education;
- Improve children and young people's health and wellbeing;
- Narrow the attainment gap between the most and least disadvantaged children and young people;
- Improve skills and sustained, positive school leaver destinations for all young people; and
- Improve attainment, particularly in literacy and numeracy.

Meeting Staffing Conditions Established by Scottish Government

Scottish Government expect local authorities to maintain teacher numbers at a pre-determined level. This is particularly challenging within the context of budget savings and school roll reductions.

In 2024/25 we will:

- Develop and implement employee life cycle plans in line with the People First Strategy to attract and retain the workforce.

Rise in the Number of Children with Additional Support Needs

Since the pandemic, we have seen a growth in the number of children with Additional Support Needs.

In 2024/25 we will:

- Place the human rights and needs of every child and young person at the centre of education; and
- Improve children and young people's health and wellbeing.

National Reform

In February 2022, Prof Ken Muir published his review into the national education agencies, recommending the formation or a replacement for Education Scotland, the Scottish Qualifications Authority and the formation of an independent Inspectorate. Following a delay to implementation, these will be operational by 2025. In June 2023, Prof Louise Hayward published 'It's our Future – Independent Review of Qualification and Assessment'. We await confirmation of the plan to adopt recommendations, which will have significant impact on the shape and structure of the Senior Phase in our schools.

In 2024/25 we will:

- Develop and implement training plans and development opportunities to improve capabilities and resilience within the workforce;
- Improve attainment, particularly in literacy and numeracy; and
- Improve skills and sustained, positive school leaver destinations for all young people.

Continuous Improvement

Continuous improvement is central to all that we do. The actions set out in this section, as well as those at an operational level not included in this Delivery Plan, demonstrate our commitment to continuous improvement and take account of the wider Best Value focus on vision and leadership; governance and accountability; effective use of resources; partnerships and collaborative working; working with communities; sustainability; and fairness and equality.

Action Plan

The challenges identified in Section 2 and the key factors identified in Section 3 have informed Education priorities for 2024/25. Appendix 1 sets out the action plan to address them. While this shows the top level actions, there are a significant number of sub actions sitting below each.

The Plan also includes:

- performance indicators that will enable progress to be monitored and reported to stakeholders;
- strategic workforce actions to address workforce issues identified in the planning process;
- strategic and/or service risks.

In relation to the latter, strategic risks represent the potential for the Council to take advantage of opportunities or fail to meet stated strategic objectives and those that require strategic leadership. Service risks relate to service delivery and represent the potential for impact on individual services, or the experience of those who work within the services, i.e. employees, partners, contractors and volunteers or service users and clients in receipt of the services provided. In identifying the relevant risks for 2024/25 and actions to mitigate them, we aim to improve or maintain the current position (i.e. the current risk score) set out in the appendix.

4. Resources

Finance

The Finance team are currently creating the detailed service budgets to accurately reflect all savings, management adjustments and other budget adjustments agreed by Council on 6 March 2024. Once this is complete the service plans will be updated with each Service's Gross Expenditure, Gross Income and Net Revenue Expenditure Budgets.

Employees

Employee Numbers

The headcount and full time equivalent staff in each service area (as of 31st March 2024) are as follows:

Service Area – Support Staff	Headcount	FTE
Central ASN Support Service	35	24.45
Children and Young People	6	5.6
Early Years	495	381.67
Education Central Management	5	5
Education Development	17	15.5
Music Service	19	13
Performance and Improvement	6	6
Primary Schools	313	185.76
Psychological Services	13	10.8
Schools - Peripatetic	2	0
Secondary Schools	120	95.86
Special Schools and Units	129	91.33

Technician Services	22	17.6
Workforce CPD	12	9.6
Total – Support Staff	1192	862.17

Service Area – Teachers	Headcount	FTE
Central ASN Support Service	36	33.74
Primary Schools	475	391.20
Schools – Peripatetic	0	0
Secondary Schools	454	389.93
Special Schools and Units	75	69.31
Total – Teachers	1040	883.82
Grand Total	2232	1745.99

Employee Absence

The 2023/24 quarterly absence figures for Education are shown below, together with the Council average for the same periods for comparison.

Absence in 2023/24	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Annual FTE days lost per FTE employee
Education – Support Staff	3.96	2.99	5.16	5.51	15.80
Teachers	1.92	1.65	2.95	3.05	8.09
Council wide Total	3.64	3.36	4.67	5.01	13.74

Appendix 1: Action Plan

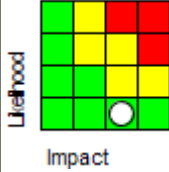
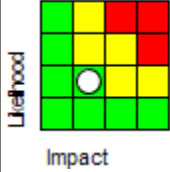
Please note, all 2024/25 targets will be finalised once year-end data for 2023/24 becomes available.

P	Our communities
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Ob	Our neighbourhoods are safe, resilient and inclusive
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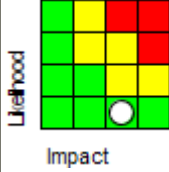
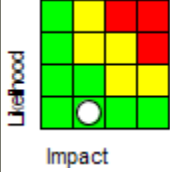
Performance Indicator	2024/25	Owner
	Target	
Cases of exclusion per 1,000 school pupils		Claire Cusick
School Attendance Rates (per 100 pupils)	88.0%	Claire Cusick
School Attendance Rates for Looked After Children (per 100 Looked After Children)	88.2%	Claire Cusick
School Exclusion Rates (per 1000 pupils)	20.5%	Claire Cusick
School Exclusion Rates for Looked After Children (per 1000 looked after children)	66.9%	Claire Cusick

Action	Due Date	Owner
Place the human rights and needs of every child and young person at the centre of education	30-Jun-2025	Claire Cusick

Risk	Description	Current Assessment	Target Assessment	Owner
Failure to place the human rights and needs of every child and young person at the centre of education	This risk concerns the delivery of UNCRC and ensuring these are integral to the planning, experiences and supports we offer children, young people and their families.			Claire Cusick

Ob Our residents health and wellbeing remains a priority

Action	Due Date	Owner
Improve children and young people's health and wellbeing	30-Jun-2025	Claire Cusick

Risk	Description	Current Assessment	Target Assessment	Owner
Failure to improve children and young people's health and wellbeing	This risk concerns our ability to develop curriculum, opportunities and supports in collaboration with key stakeholders which will meet the wellbeing needs of our children, young people and families.			Claire Cusick; Alison Bowers

Ob Our residents are supported to increase life and learning skills

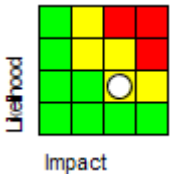
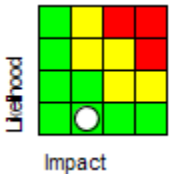
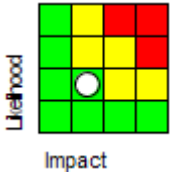
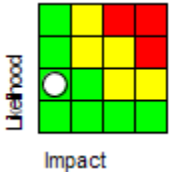
Performance Indicator	2024/25	Owner
	Target	
Percentage of children and young people achieving Curriculum for Excellence levels in literacy & numeracy		Julie McGrogan

Performance Indicator	2024/25	Owner
	Target	
% of establishments delivering good or very good high-quality learning & teaching (Outcome of Improvement Framework)	100%	Julie McGrogan
Percentage of school attendance	89.4%	Claire Cusick
Percentage of children and young people with less than 80% attendance	13.5%	Claire Cusick
Percentage of 3 & 4 year old children at ELC achieving the benchmark in literacy and numeracy	72.3%	Alison Bowers
Percentage of ELC settings meeting the National Standard Criteria of good and above	97.3%	Alison Bowers
Percentage of pupils gaining 1 + awards at SCQF level 5		Andrew Brown
Percentage of pupils gaining 1 + awards at SCQF level 6		Andrew Brown
Percentage of S3 pupils achieving ACEL Third level+ in Literacy and numeracy		Julie McGrogan
Percentage of S3 pupils achieving ACEL Fourth in Literacy and numeracy		Julie McGrogan
Referrals and families engaged in family hubs		Claire Cusick
Percentage of educational establishments receiving positive inspection reports	100%	Julie McGrogan
% of pupils gaining 5 + awards at level 5	58%	Andrew Brown
% of pupils gaining 5+ awards at level 6	29%	Andrew Brown
% pupils in 20% most deprived areas getting 5+ awards at level 5	48%	Andrew Brown
% pupils in 20% most deprived areas getting 5+ awards at level 6	21%	Andrew Brown
Overall Average Total Tariff	792	Andrew Brown
% of pupils being presented for 4+ awards in S4	92%	Andrew Brown

Performance Indicator	2024/25	Owner
	Target	
% of pupils being presented for 4+ awards in S5	81%	Andrew Brown
% of P1, P4 and P7 pupils combined achieving expected CFE Level in Literacy	73.5%	Julie McGrogan
% of P1, P4 and P7 pupils combined achieving expected CFE Level in Numeracy	80.2%	Julie McGrogan
Literacy Attainment Gap (P1,4,7 Combined) - percentage point gap between the least deprived and most deprived pupils	11.5%	Julie McGrogan
Numeracy Attainment Gap (P1,4,7 Combined) - percentage point gap between the least deprived and most deprived pupils	13.9%	Julie McGrogan
Percentage of pupils achieving expected levels in Writing by P7		Julie McGrogan
% of funded Early Years Provision which is graded good or better	100%	Alison Bowers

Action	Due Date	Owner
Narrow the attainment gap between the most and least disadvantaged children and young people	30-Jun-2025	Julie McGrogan
Improve attainment, particularly in literacy and numeracy	30-Jun-2025	Julie McGrogan

Risk	Description	Current Assessment	Target Assessment	Owner
Failure to narrow the attainment gap between the most and least disadvantaged children and young people	<p>This risk concerns the delivery of the key areas within the Scottish Government Strategic Equity Fund.</p> <p>This risk concerns the delivery of approaches to address the equalities gap and those with protected characteristics.</p>	<p>Likelihood</p> <p>Impact</p>	<p>Likelihood</p> <p>Impact</p>	Claire Cusick

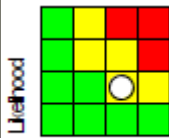
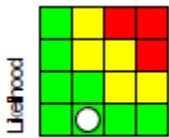
Risk	Description	Current Assessment	Target Assessment	Owner
	<p>This risk concerns the delivery of approaches to address the poverty related equity gap in all sectors.</p> <p>This risk concerns our ability to work successfully to collaboratively plan with a range of partners for successful delivery.</p>			
<p>Failure to improve attainment, particularly in literacy and numeracy</p>	<p>This risk concerns the successful implementation of the four dimensions of the revised West Dunbartonshire Improvement Framework; 1. Collaborative Improvement 2. Enhanced Support 3. Enhanced Scrutiny and Support 4. Leadership Development.</p> <p>This risk concerns our ability to develop of the literacy and numeracy curriculum, opportunities and supports in collaboration with key stakeholders which will meet the needs of our children, young people and families.</p>			<p>Julie McGrogan</p>
<p>Challenges in implementing broad-ranging school improvement to raise attainment and achievement</p>	<p>This risk concerns the delivery of excellence and equity for our young people to support them to attain and achieve at the highest level. In particular, it is aimed at bridging the attainment gap and breaking the cycle of disadvantage. This also includes the focus on intervention at early years to improve life chances at all points on the learning journey.</p> <p>A key national and local priority is to accelerate progress with the aspirations to deliver improved attainment, tackle the poverty related attainment gap and recover from any negative impact of the pandemic. Scottish Equity funding devolved to local authorities aims to deliver on priorities between 2023-26.</p>			<p>Julie McGrogan</p>

P	Our Economy
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Ob	Our residents are supported to access employment and training opportunities
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Performance Indicator	2024/25	Owner
	Target	
Percentage of young people entering a positive destination	95.3%	Andrew Brown
Participation Rate for 16-19 year olds (per 100)	93.0%	Andrew Brown

Action	Due Date	Owner
Improve skills and sustained, positive school leaver destinations for all young people	30-Jun-2025	Andrew Brown

Risk	Description	Current Assessment	Target Assessment	Owner
Failure to improve skills and sustained, positive school leaver destinations for all young people	<p>This risk concerns the ability to expand course provision and revised learner pathways in the Senior Phase leading including for those young people with Additional Support Needs.</p> <p>This risk concerns our ability to work successfully to collaboratively plan with a range of partners for successful delivery.</p> <p>This risk concerns the development of a skills based approach to the curriculum within the BGE and Senior Phase.</p>			Andrew Brown; Julie McGrogan

 P	Our Council
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 Ob	Our workforce is resilient and skilled where digital technology supports service delivery for our residents
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Action	Due Date	Owner
Develop and implement wellbeing, employee engagement, equality and training plans to enable capabilities, improved resilience and promotion of a diverse workforce.	31-Mar-2025	Claire Cusick
Develop and implement employee life cycle plans in line with the People First Strategy to attract and retain the workforce.	31-Mar-2025	Andrew Brown
Implement service review process including role design, use of new technology and new ways of working to add resilience, address gaps, and establish opportunities for efficiencies	31-Mar-2025	Andrew Brown
Develop and implement training plans and development opportunities to improve capabilities and resilience within the workforce.	31-Mar-2025	Claire Cusick