

# 2020-21 DELIVERY PLAN

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## EDUCATION, LEARNING & ATTAINMENT



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# 1. Overview & Profile

## Overview

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Education, Learning and Attainment (ELA) comprises a wide range of services covering Early Learning and Childcare provision, Primary, Secondary and Special education provision, and meeting the educational needs of all of our children and young people. This is a statutory provision under the Standards in Scotland's Schools etc. Act, 2000, and Education (Scotland) Act, 2016.

With 2090 employees (1856 full time equivalents) and a budget of £101.7m, it is one of 8 strategic areas with responsibility for delivering the Council's Strategic Plan.

This Plan sets out key actions to help deliver the Strategic Plan priorities and address the performance issues and service priorities identified through our planning process. It outlines the Performance Indicators we will monitor to measure our success, provides an overview of services and resources, including employees and budgets, and considers the relevant risks.

Progress will be monitored and managed on a regular basis by the ELA leadership and reported twice yearly to Educational Services Committee, at mid-year and year end. It should be noted that this schedule follows the school academic year, rather than the financial year.

Education, Learning and Attainment also report directly to Scottish Government in relation to progress with the Scottish Attainment Challenge, Pupil Equity Funding and the National Improvement Framework.

## Profile

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The strategic area is led by the Chief Education Officer. Brief details of each service are outlined below and a structure chart as at April 2020 is set out at Appendix 1.

### ***Early Learning, Primary, Secondary and ASN schools***

The service is responsible for the education of around 12,300 school age pupils in our mainstream education establishments and for 201 school age pupils who are based outside of mainstream education. Our Early Learning and Childcare Centres (ELCC) are non-denominational and co-educational, providing 3 and 4 year olds with 1140 hours or 600 hours early learning and childcare. Eligible 2 year olds also receive 600 hours or 1140 hours early learning and childcare. Several ELCCs cater for children under 3 years of age and two centres provide out of school care.

This is delivered through:

- 28 Council managed Early Learning and Childcare Centres (ELCCs);
- 11 partner providers of early learning and childcare;
- 32 primary schools;

- 5 secondary schools;
- 2 schools for children and young people with additional support needs; and
- 1 programme for young people whose needs are not being met by mainstream secondary schools.

The strategic area is divided across Four Senior Education Officers, one Principal Educational Psychologist.

### ***Services for Children and Young People***

Services for Children and Young People works in close partnership with the Health and Social Care Partnership (HSCP) and other partner providers to ensure the needs of all our children are met. They manage the development of our staff through the offer of career long professional learning, and coordinate our activities relating to the Pupil Equity Fund.

The service covers:

- Additional Support Needs in Education
- Child Protection
- Professional Learning
- Curriculum Support Networks
- Our work on the Pupil Equity Fund

### ***Raising Attainment***

Raising Attainment is responsible for supporting establishments to change the provision of the curriculum in line with both national and local priorities. It is principally focused on the national raising attainment agenda, and in helping establishments improve through a nationally aligned quality assurance process.

The Raising Attainment team are responsible for:

- School Improvement
- Support for inspections
- Our work on the Scottish Attainment Challenge
- Promoting Science, Technologies, Engineering and Maths (STEM)
- Languages 1+2
- Health and Wellbeing
- Learning Technologies
- Instrumental Music Service
- Dance Development

### ***Performance, Policy and Resources***

The Performance, Policy and Resources team aim to support front line staff to improve how they deliver their services. They are also responsible for our work with partner providers in delivering the curriculum in the Senior Phase.

Our support to staff covers the wide range of:

- Senior Phase partnership working, and Developing the Young Workforce
- Service planning
- Risk management
- Data management
- Performance management
- Policies and Procedures
- Information management and research
- Change Management
- School Transportation
- Staffing
- Schools Estate

### ***Early Learning and Childcare***

The Early Learning and Childcare team support local authority, partner providers and childminders in the provision of early learning and childcare. The Early Learning and Child Care team provide:

- support in preparation for inspections
- policy and improvement
- staffing
- risk management
- workforce development (including supporting the voluntary sector)
- policies and procedures
- performance management

### ***Psychological Services***

Psychological Services offer a specialist service to schools and parents to help children and young people with additional learning needs. The service talks to children about their feelings and their likes and how they get on with other people and at school.

They work with:

- Individual children to help them achieve the most out of their learning
- Schools and teachers to make sure they have effective policies and procedures in place
- The local authority to provide training and to contribute to policy and planning

## 2. Performance Review

The ELA management team completed a detailed performance review of 2019/20, looking at:

- current and previous performance;
- how our performance compares with other local authorities (known as benchmarking);
- feedback from service users gathered through monthly telephone surveys, internal surveys, and complaints; and
- self-evaluations.

The performance review highlighted our key achievements in 2019/20 as well as a number of performance challenges to be addressed in 2020/21.

### Key Achievements

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The key achievements highlighted by the performance review are set out below.

- Maintained our success record of 100% positive external inspections of our educational establishments by Her Majesty's Inspectorate for Education (HMIE), with the inspection of St Stephen's Primary School, Gartocharn Primary School and Gartocharn Early Learning and Childcare Centre, Villa Kindergarten and Vale of Leven Academy.
- Improvements in Curriculum for Excellence (CfE) Levels across all Scottish Index of Multiple Deprivation (SIMD) bands. Across West Dunbartonshire in 2019 we have seen an increase of 6% in the percentage of pupils who attained the CfE level appropriate to their age and stage to be 79%  
Literacy (achieved all 3 components – reading, writing and listening & talking)
  - 73% of children achieved early level by the end of P1
  - 65% of children achieved first level by the end of P4
  - 66% of children achieved second level by the end of P7
  - 83% of young people achieved third level by the end of S3Numeracy
  - 83% of children achieved early level by the end of P1
  - 75% of children achieved first level by the end of P4
  - 71% of children achieved second level by the end of P7
  - 90% of young people achieved third level by the end of S3
- Used data gathered from validation processes to report on progress of National Improvement Framework (NIF)
- Implementation of broad-ranging school improvement to raise attainment and achievement, evidenced in the publication of our establishment standards and quality reports in the summer of 2019.
- Delivery of 'Year4' of the Scottish Raising Attainment Challenge, reporting progress with Raising Attainment projects to both Educational Services committee and Scottish Government.

- Delivery of 'Year 2' of Pupil Equity Funding, with a total of 172 projects running across our establishments, helping us work towards our target of narrowing the poverty related attainment gap by 2021.
- Delivery of the Authority's Duties in Relation to GIRFEC, with the implementation of the Lead Professional role, Latest Pastoral Notes and Chronologies in all establishments.
- Deliver the Early Learning and Childcare (ELC) agenda, with the ELC Plan for Expansion to 1140 hours reviewed and submitted to Scottish Government.
- Implement WDC's strategy for assessment in schools, evidenced through a 3 year cycle of school moderation in literacy, numeracy and health and wellbeing, and the associated toolkit to track progress.
- Continued to contribute to the roll out of the Corporate Parenting Strategy

## **Challenges**

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The challenges identified by the performance review are set out below.

### ***COVID-19 Recovery***

March 2020 saw the nation enter lockdown in our response to COVID-19, with our schools performing educational functions for all of our children and young people in a new, remote, digital way, and face to face in support hubs for some of our most vulnerable children and the children of our keyworkers. This was a significant change for our staff, for our children and young people and for their families. With schools returning in August 2020, the challenge remains to deliver education in very different ways during this time of COVID-19, and to support the wellbeing of our staff, our children and young people and their families. There are specific challenges in areas of the curriculum such as PE, music, home economics, sciences and technologies where certain activities are precluded or greatly curtailed. Time spent on sanitising activities by staff and pupils will also impact on the available time for educational activities.

### ***Recruitment***

Many of the actions required a human resource to deliver them, which is still a challenge in the present climate of teacher recruitment. Until the numbers of new teachers entering the profession changes, this will continue to be a barrier to be overcome. Our activities in marketing and recruitment will ensure West Dunbartonshire is seen as an attractive place to work for teachers.

### ***Continuing to Narrow the Poverty Related Attainment Gap***

Whilst work continues to narrow the poverty related attainment gap, in some instances where interventions take time to bed in the gap has widened. Close analysis of the progress of interventions need to be undertaken to ensure the gap narrows.

With the cancellation of the SQA exam diet in the summer of 2020, many of our young people have missed out on the experience gained and skills developed during formal

written examinations. We continue to work with national agencies as they prepare for the 2021 exam diet, and any changes proposed to that.

### ***Exit from Scottish Attainment Challenge Funding***

At the outset of equity interventions, we identified exit strategies to ensure the on-going sustainability of the impact. This will have implications for the organisational structure moving forward.

### ***Service Modernisation***

In line with the digital modernisation of the organisation, there are many areas of work where processes can be modernised. Many of these relate to interactions by parents with education service delivery, and the associated office administration activities. Streamlining these activities will improve the experience for the end user, and reduce the amount of administration time needed to complete functions.

### ***Service Users' Feedback***

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The Council has a clear focus on learning from the feedback we receive from our service users. Complaints data, monthly telephone surveys and a range of other mechanisms provide invaluable feedback to help us improve our services.

### ***Complaints***

Between 1 April 2019 and 31 March 2020, ELA received a total of 94 complaints, comprising 89 Stage 1 and 5 Stage 2 complaints. During the same period, 69 complaints were closed, 65 at Stage 1 and 4 at Stage 2.

Of the 65 complaints closed at Stage 1, 37 (57%) met the 5 working days target set for resolving Stage 1 complaints, with an average of 9 working days to resolve all complaints closed at Stage 1. Of the 4 complaints closed at Stage 2, all met the 20 working days target, with an average of 14 days to resolve all Stage 2 complaints.

38 (58%) of the complaints closed at Stage 1 were upheld and 1 (25%) at Stage 2. These are shown in the tables below by service area and by complaint category:

**Table 1:**

Service Area	Upheld Stage 1	Upheld Stage 2
Early Education & Child Care Services	7	0
Education Maintenance Allowance	2	0
Learning Disabilities	0	0
Primary Schools	12	0
Secondary Schools	16	1
School transport	1	0
<b>Total</b>	<b>38</b>	<b>1</b>

**Table 2:**

Complaint Category	Upheld Stage 1	Upheld Stage 2
Citizen expectation not met - quality of service	32	1
Council policy – level of service provision	1	0
Employee behaviour	1	0
Error in Service Delivery	3	0
Contractor	1	0
<b>Total</b>	<b>38</b>	<b>1</b>

The increase in complaints can be attributed to better handling and channelling of issues raised. We will continue to review complaints on a regular basis to identify and address any issues that emerge. Complaints upheld this year have brought us to review service delivery in the areas of communication with parents and equity of provision across our establishments.

### ***Residents' Telephone Survey***

Every month, a telephone survey of 100 residents is carried out to gauge satisfaction levels with a range of Council services. The most recent satisfaction rates are set out below. Satisfaction across all 4 indicators remains high, although there has been a decrease in satisfaction in three of the four areas. It is worth noting that the number of respondents who have experience of these areas and can respond to the survey questions is relatively low.

% Satisfied with:	2018/19	2019/20	Performance Trend
Early Learning & Childcare	99%	95%	↓
Primary Schools	97%	92%	↓
Secondary Schools	98%	92%	↓
Additional Support Needs	89%	100%	↑

## **Continuous Improvement**

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### ***Self-Evaluation Programme***

Education, Learning & Attainment is subject to both external and internal structured self-evaluation models using the 'How Good is Our School 4' and the 'How Good is Our Early Learning and Childcare' frameworks. As such, Education, Learning & Attainment will not be utilising the West Dunbartonshire Self-Evaluation Framework.

'How Good is Our School 4' was published by Education Scotland in September 2015, and is now the framework for evaluation used by Her Majesties Inspectorate for Education (HMIE) in their external inspections of educational establishments. Following its publication, a period of testing took place, prior to its formal rollout for wider use for inspections in September 2016.

Using this framework, Education, Learning & Attainment has revised their internal Improvement Framework, bringing it into line with the National Improvement Framework, local improvement objectives and latest national inspection framework for self evaluation and improvement provides guidance to establishments on a cycle for review. Core Quality Indicators are evaluated annually with a 3 year cycle supporting evaluation and review of all Quality Indicators and NIF Drivers.

The criteria in the National Standard focus on what children and their families should expect from their ELC experience. The National Standard criteria applies to all settings offering funded early learning and childcare entitlement. Challenge questions have been devised to ensure that our ELC meet the standard criteria. This is a focus at the annual improvement visits. We work closely with the Care inspectorate who register and inspect our ELC care services. They are a regulatory body who make sure that our services abide by the law as set out in the Public Services Reform (Scotland) Act 2010. They also check that our ELC meet the National Care Standards, which set out standards of care that families should expect. Inspectors use quality frameworks to evaluate the quality of care during inspections and improvement planning. We work closely with our ELC to ensure that they comply and meet the standards of the Care Inspectorate.

As part of each schools self-evaluation procedures, the views of parents and pupils are sought and incorporated into both the school improvement planning process, and the day to day life and operation of the school. Mechanisms such as the Parent Council and Pupil Council are excellent vehicles to gather the views of stakeholders, who increasingly make more and more use of other tools at their disposal to canvas opinion, and provide feedback on subsequent actions taken.

### ***Benchmarking***

The Council has a three year programme to ensure that all services benchmark their performance in relation to service delivery, cost and user satisfaction. Within ELA, this is carried out via the Local Government Benchmarking Programme (LGBF).

## Local Government Benchmarking Framework (LGBF)

All 32 councils in Scotland measure a common set of performance indicators called the Local Government Benchmarking Framework. It comprises service delivery, cost, and satisfaction indicators covering all major council service areas, including education, housing, social work, and leisure.

Using the same indicators across all councils allows us to compare our performance so that we can identify best practice, learn from each other, and improve what we do.

The most recent comparative data for all councils was published in January 2020 and relates to the period 2018/19. The indicators for ELA are set out in the table at Appendix 5.

In summary, year on year performance has improved for 4 of the 23 PIs, 2 are unchanged, 6 have not yet been reported on by the Improvement Service and 11 have seen a decline in performance. Six indicators improved their ranking positions within the 32 authorities, 1 was unchanged and 10 had lower ranking positions. The biggest increase was a change of 20 positions to position 4 for indicator "SCHN12d Average tariff score SIMD quintile 3". The biggest decline was of 9 positions to position 14 for indicator "SCHN06 % pupils in 20% most deprived areas getting 5+ awards at level 5". WDC is the top ranked Local Authority in Scotland for the indicator "SCHN10 % of Adults Satisfied with local schools", which increased by just 0.77 percentage points to 88.77%, improving our ranking position by two places to number 1. Three indicators improved both their performance and ranking positions, two indicators had poorer performance, but improved their ranking positions and nine indicators had both poorer performance and lower ranking positions.

It should be noted that many indicators focus on academic success, which can vary year on year by cohort. As such, Education, Learning & Attainment carry out trend analyses to ensure improvement over time.

## **Employee Survey**

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30% of ELA employees completed the Employee Survey. The results, published in November 2019, highlight areas of high and improved satisfaction across ELA as a whole as well as areas for improvement at a service level:

### High satisfaction

- 96% of respondents have a clear understanding of their role and responsibilities;
- 92% feel their direct line manager is sufficiently approachable;
- 80% think they are treated fairly and consistently at work; and
- 80% think that overall, their team is well managed.

### Evidence of improvement

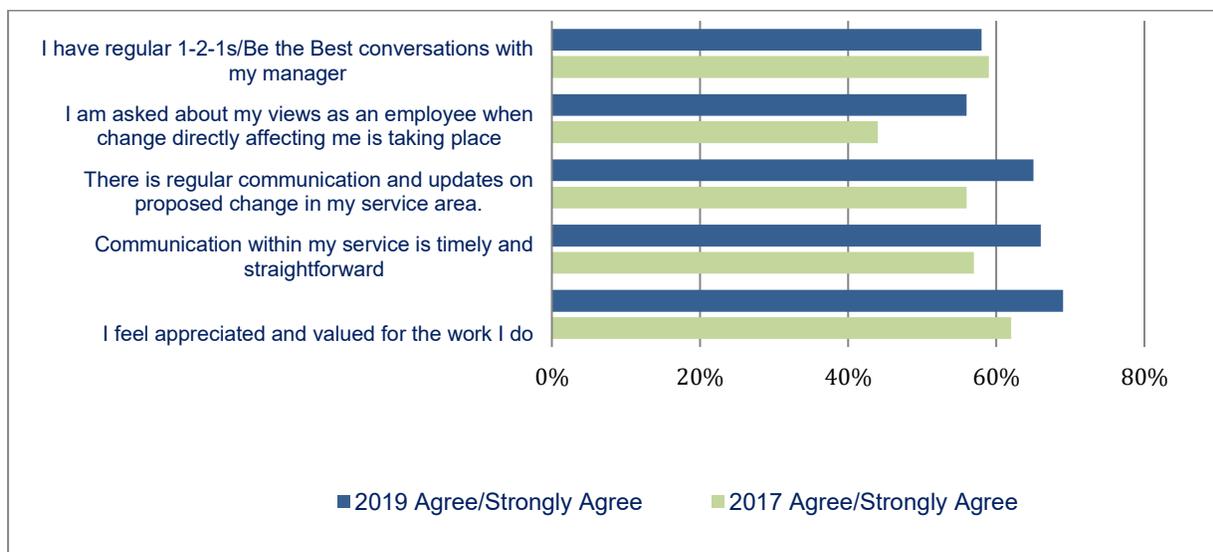
- I am asked about my views as an employee when change directly affecting me is taking place, up 12 percentage points (pp) to 56%;

- There is regular communication and updates on proposed change in my service area, up 9pp to 65%;
- Communication within my service is timely and straightforward, up 9pp to 66%; and
- I feel appreciated and valued for the work I do, up 7 (pp) to 69%.

Key areas for improvement in 2020/21 are:

- ensuring regular 1-2-1/Be the Best conversations are taking place; and
- improving the response rate for any future employee surveys.

Indicators recording significant improvement and areas of focus are set out below:



## Quality Standards

Quality standards help to define what users of our services can expect to receive, and remind both the organisation and our employees of the challenges and obligations they face in delivering best value services.

Quality standards for ELA are set out in Appendix 3. These will be monitored and managed by the management team on a regular basis and reported annually to Educational Services Committee.

### 3. Strategic Assessment

The ELA management team completed a detailed strategic assessment to determine the major influences on service delivery and priorities in 2020/21 and beyond. This covered a review of the financial context, local and national political priorities, new legislation and technology, and Council policies among others. The factors below were identified as significant.

#### Key Factors

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##### ***Financial Context***

The entire public sector is facing significant financial challenges. When the 2020/21 budget was set in March 2020, the Council was predicting cumulative funding gaps in 2021/22 and 2022/23 of £6.051m and £13.067m respectively. Since last reported, the Council's likely financial projections have changed, with the projected level of available reserves held by the Council and the unknown longer term cost outcomes associated with COVID-19 both increasing the likely gaps. The long term finance strategy is due to be reported to Council in November 2020, together with a draft 3-year detailed budget position. This means that further action continues to be required to balance our budget and protect services for residents.

This will undoubtedly mean that within the Education, Learning & Attainment strategic area, over time, available funding will be reduced and we will need to change how we do our jobs, what we do, and potentially reduce the number of people employed. This presents a significant challenge, as our greatest area of spend – teaching staff – are protected as Scottish authorities have committed to maintaining their teacher numbers and pupil-teacher ratios as this is supported by a funding package from Scottish Government. Failure to meet the commitment could result in sanctions being applied which would impact on funding.

There are a number of areas where approaches and processes can be re-evaluated, in an effort to both modernise the service provision and realise savings. In this context, we will aim to continue to provide a sustainable quality service to residents.

In 2020/21, we will:

- Identify future service modernisation projects
- Continue to maintain pupil : teacher ratio

##### ***National Improvement Framework***

In December 2018, Scottish Government published the second update to its National Improvement Framework, updating the way ahead to meet the four identified national priorities:

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children and young people

3. Improvement in children and young people's health and wellbeing
4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people

Our work continues to be aligned to the four national priorities along with locally identified priorities. To ensure that we continue to deliver against the drivers contained within the National Improvement Framework, we have introduced an action relating to Parental Engagement. We are required to report to Scottish Government annually on our progress with the implementation of the National Improvement Framework, so this alignment significantly helps this process.

We will enter the fourth year of the Scottish Attainment Challenge, so our attention now shifts to the continuity of the change delivered by projects at the same time as preparation for financial exit. This could present structural changes for the central service as we plan to exit from the funding stream.

We will enter the third year of Pupil Equity Funding, presenting challenges to the schools to deliver against stated expected outcomes, and the management of additional budget responsibilities. For many schools, entering the third year of PEF will introduce new projects, as the initial projects commenced in 2017 have now come to an end.

In 2020/21, we will:

- Deliver the Raising Attainment Agenda
- Deliver Service-Wide Self-Evaluation for Educational Improvement
- Narrow the Poverty Related Attainment Gap
- Deliver the Scotland's Young Workforce Programme
- Deliver Improvement in Young People's Health and Wellbeing
- Develop and Implement the Parental Engagement Strategy in all settings
- Deliver Excellence and Equity in all Educational Opportunities

### ***Empowering Schools: Education Reform Joint Agreement***

In June 2018, Scottish Government published the 'Education Reform Joint Agreement'. This agreement established the principles that:

- Effective system-wide improvement requires strong leadership, collaborative working and clarity of purpose at all layers of the system – school, local, regional and national. Headteachers are the leaders of learning and teaching in their school. They are senior officers of the Local Authority and have operational responsibility for the service they provide, therefore the majority of decisions should be made at school level.
- Schools are empowered to make the decisions that most affect their children and young people's outcomes, while being part of a collaborative learning community, the Local Authority and working with others.
- Empowered schools require both strong and distributive leadership, working in partnership with pupils, parents, staff and the wider community.

- The principle of headteacher empowerment will be applied consistently across Scotland.
- Local Authorities' duty to provide education for children and young people means that they must be able to intervene in decisions made by headteachers where statutory, financial, or contractual obligations would be breached.
- Local Authorities and their headteachers should have a mutually respectful and supportive relationship, with clear processes in place to minimise the need for such intervention.
- Decisions by all parties should reflect mutually supportive and respectful relationships.

The Joint Agreement advises that through the Headteachers Charter, Local Authorities are to empower headteachers in areas of curriculum, improvement, staffing and funding. Our work this session will continue to develop our processes to ensure decisions are taken at a local level, whilst maintaining the benefit of working collaboratively with peers across both local learning communities and the local authority area.

In 2020/21, we will:

- |  |
|--|
| <ul style="list-style-type: none"> <li>• Deliver Service-Wide Self-Evaluation for Educational Improvement</li> <li>• Deliver Leadership and Professional Learning for the Service</li> <li>• Delivery Service Modernisation Programme</li> </ul> |
|--|

### ***West Partnership - Glasgow City Region Education Improvement Collaborative***

In September 2018, Glasgow City Region Education Improvement Collaborative (henceforth referred to as the West Partnership) published its second iteration of its three year Regional Improvement Plan, detailing the governance context for the West Partnership and eight workstreams:

1. Collaborative learning networks
2. Empowerment
3. Curricular networks and networks of ASL schools
4. CLPL which will build learning networks
5. Systems improvement
6. Curriculum design
7. Leadership and succession planning
8. Families and Communities

As a partner in this collaborative, we work with our 7 neighbouring authorities to jointly address these areas. Existing staff from within the 8 local authorities will be deployed which may have an impact on local service delivery. This will be ascertained as the detail supporting the Improvement Plan is collaboratively developed. It could also mean that West Dunbartonshire gains from the input of staff from neighbouring local authorities.

In 2020/21, we will:

- |   |
|---|
| <ul style="list-style-type: none"> <li>• Deliver Service-Wide Self-Evaluation for Educational Improvement</li> <li>• Deliver Improvement in the use of Performance Information</li> </ul> |
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- Deliver Leadership and Professional Learning for the Service
- Deliver Service Modernisation Programme

### ***Progress with the Delivery of 1140 hours Provision in Early Learning and Childcare Establishments***

The Scottish Government published 'A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland – 2017/18 Action Plan' in March 2017. The Blueprint sets out the Scottish Government's vision for the expansion of ELC provision across Scotland, underpinned by the principles of quality, flexibility, accessibility and affordability and to be fully implemented by academic year 2020/21.

The statutory duty to provide 1140 hours of early learning and childcare available to each eligible child from 1 August 2020 has been suspended. This decision was taken in response to the Covid-19 pandemic. Our aim is to ensure that, we can progress as quickly as reasonably possible with our plans for 1140 hours. We will minimise, as far as we can, the impact of not delivering 1140 hours for families. In order to do that our Implementation Plan and Contingency Plan have been revised and projects re-phased to ensure that 1140 hours is in place for all families by August 2021.

WDC Early Learning & Childcare Expansion Plan 2018 – 2021 has developed a service model for delivery of 1140 hours of high quality early learning and childcare which reflects, and is responsive to the needs of families. The plan includes actions for improvement: to ensure and plan for quality, workforce development including additional graduates, physical capacity/resources, process/technologies and administration changes, implementation of the delivery model.

We face the continual challenge of recruitment of staff to cope with demand, and the associated challenges of preparing establishments to be ready to provide a new service, and meet the conditions outlined by the Care Inspectorate.

In 2020/21, we will:

- Deliver the Early Years Strategy
- Develop the Schools Estate in Line with Local Regeneration
- Deliver Leadership and Professional Learning for the Service

### ***Regenerating Learning***

In 2020/21 we will work with the Capital Investment Team to deliver the build phase of the new Renton and Riverside campus, and continue to explore the future needs of the schools estate in the Clydebank area, particularly in Faifley.

We continue to work with staff in all establishments to ensure that the methodologies used for learning and teaching are fit for purpose, and that establishments are making the best use of available space – be that within the school buildings, or learning outdoors. Of particular benefit in our response to the Covid-19 pandemic is the greater use of learning outdoors and online learning, with our campus@WDC being a key focus for us to support learning of our children and young people at a distance.

In 2020/21, we will:

- Deliver Service-Wide Self-Evaluation for Educational Improvement
- Deliver the Early Years Strategy
- Develop the Schools Estate in Line with Local Regeneration

### ***Preparation for Migration from SEEMiS 'Click & Go' to 'Schools'***

For the past 16 years, the local authority has made use of SEEMiS 'Click & Go' as our Management Information System (MIS). This product has developed over this period of time to include a variety of modules that support the wider work of education. SEEMiS were due to launch their next generation of their product, SEEMiS 'Early Years' and 'Schools' in 2020, but this has been delayed until 2021. Much of the functionality of the existing SEEMiS 'Click & Go' will be retained and improved by these new products, but some functionality will be retired. We will need to consider replacement products for both 'budgeting and finance' and 'supply teacher booking' as these will not be part of SEEMiS 'Early Years' or 'Schools'.

In 2020/21, we will:

- Deliver Service Modernisation Programme

### ***Climate Change***

Whilst it is acknowledged that much of the activity of Education, Learning and Attainment would have an indirect impact on the environment, it is important that we consider how carbon neutral (or carbon positive) we can make our service. There is a significant drive in the content of education to ensure our young people and their families are aware of their impact on the environment and how we can all live more sustainably. We have established a cross-sector Learning for Sustainability Group to drive our work in this area.

Ensuring our procured services are carbon neutral and by encouraging active travel to school, we can help reduce our negative impact on the environment. Each establishment has an Eco Committee, where young people themselves can help direct the agenda to promote positive change.

Where our work looks to modernise or regenerate learning or the schools estate, we can work with partners and contractors to ensure sustainable approaches are delivered.

In 2020/21, we will:

- Develop and Implement a Sustainability Framework for the service
- Develop the Schools Estate in Line with Local Regeneration
- Deliver Service Modernisation Programme

## ***Community Empowerment Strategy***

The West Dunbartonshire Community Empowerment Strategy was approved by Council in November 2019. It details the ambitions of the Council and its partners to deliver the Community Empowerment (Scotland) Act 2015. Informed by an engagement process with local community organisations and citizens, the strategy sets out objectives to be delivered in partnership with communities, underpinned by clear principles for empowerment.

To support the implementation of the strategy, a partnership and community owned delivery plan is being developed, setting out specific actions and ownership for taking forward. ELA will fully support the development of these actions and will include empowerment related activity in future delivery plans to support community empowerment.

### **Action Plan**

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The challenges and issues identified in the performance review and strategic assessment sections have informed ELA priorities for 2020/21. The management team has developed an action plan to address them (Appendix 2), supported by a range of performance indicators to enable progress to be monitored and reported to stakeholders. Progress will be monitored and managed on a regular basis and reported twice yearly to Educational Services Committee, at mid-year and year end. It should be noted that this schedule follows the school academic year, rather than the financial year.

As Education, Learning and Attainment covers a wide scope of activity, the Delivery Plan is articulated through a structure of high-level actions, actions and milestones. There are 14 high-level actions, and 82 sub-actions sitting beneath them. For ease of reporting, only the high-level actions have been reported here, however the detail provided by the larger list of actions is available. The 14 high level actions are:

1. Improve life-chances by narrowing the poverty-related attainment gap
2. Deliver excellence and equity in all educational opportunities
3. Deliver the Raising Attainment Agenda
4. Deliver service-wide self-evaluation for educational improvement
5. Deliver the Early Years Strategy
6. Develop and implement the parental engagement strategy in all settings
7. Deliver the Scotland's Young Workforce Programme
8. Deliver leadership and professional learning for the service
9. Deliver Improvement in Young People's Health and Wellbeing
10. Develop, Review and Improve GIRFEC Processes
11. Develop and implement a sustainability framework for the service
12. Develop the Schools Estate in Line with Local Regeneration
13. Deliver Service Modernisation Programme
14. Deliver improvement in the use of performance information

The high-level actions and associated performance indicators are shown in appendix 2.

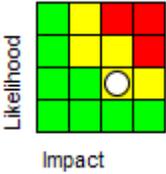
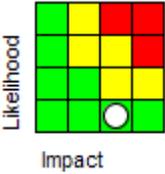
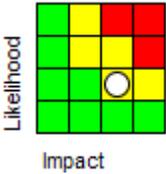
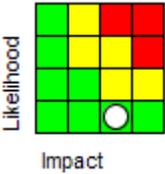
## 4. Risks

The Council has identified risks at both a strategic and service level. 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 planning for 2020/21, the ELA leadership team considered the Council's strategic risks and identified additional risks specific to the service (below).

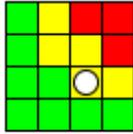
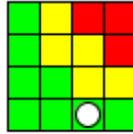
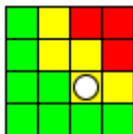
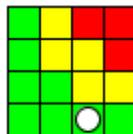
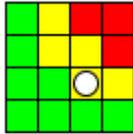
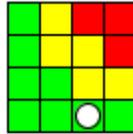
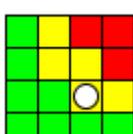
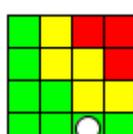
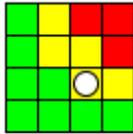
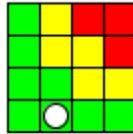
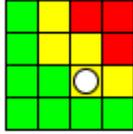
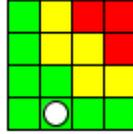
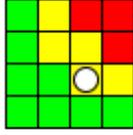
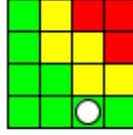
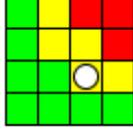
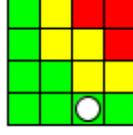
Actions to mitigate these risks are set out in our action plan at Appendix 2 or in our operational plans, with the aim of improving or maintaining the current position (i.e. the current risk score). The current risk scores reflect current actions taken to reduce the risks.

### Strategic Risks

Title	Description	Current Risk Matrix	Target Risk Matrix
Failure to implement broad-ranging school improvement to raise attainment and achievement	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. A key driver is the Council's participation in the Scottish Attainment Challenge which will be delivered over 4-years from 2015. Year 3 commenced in April 2017 and will bring together the workstreams to deliver a self improving school system programme.		
Failure to deliver the Early Years Agenda	This risk concerns an increase in entitled hours which the Scottish Government is planning to provide for early years children, from 600 to 1140 hours by 2020. In project management terms this is a complex piece of work of products, demanding timescales and dependencies across its duration.		

## Service Risks

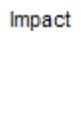
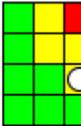
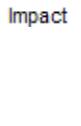
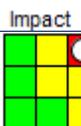
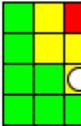
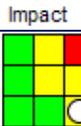
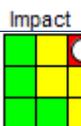
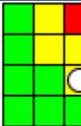
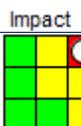
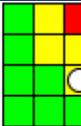
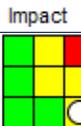
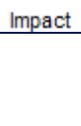
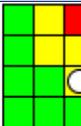
There are fifteen service area risks:

Title	Description	Current Risk Matrix	Target Risk Matrix
Failure to deliver the Raising Attainment Agenda	This risk concerns the delivery of the key areas within the Scottish Governments agenda for improvement		
Failure to develop and deliver educational improvement across West Dunbartonshire	This risk is aligned to the National Improvement Drivers.		
Failure to narrow the poverty related attainment gap	This risk relates to the delivery of the Scottish Attainment Challenge, and our commitment to deliver the priorities established in the National improvement Framework.		
Failure to deliver Scotland's Young Workforce Programme	This risk concerns the delivery of approaches to the development of skills for learning, life and work. The delivery of revised learner pathways in the Senior Phase, and the increase in the number of young people entering positive destinations.		
Failure to develop, review and improve GIRFEC processes	This risk concerns the improvement of systems and processes which underpin the Authority's duties in relation to GIRFEC		
Failure to deliver improvement in young people's health and wellbeing	This risk concerns the implementation of the Health and Wellbeing Strategy as well as activities to support wellbeing in families.		
Failure to implement the Parental Engagement Strategy	This risk is aligned to the driver from the National Improvement Framework, ensuring that families are activity involved in planning improvement in our education service.		
Failure to develop and promote approaches to sustainability	This risk concerns the entitlement for building values, attitudes, knowledge and skills to develop practices and take decisions compatible with a sustainable and equitable society.		

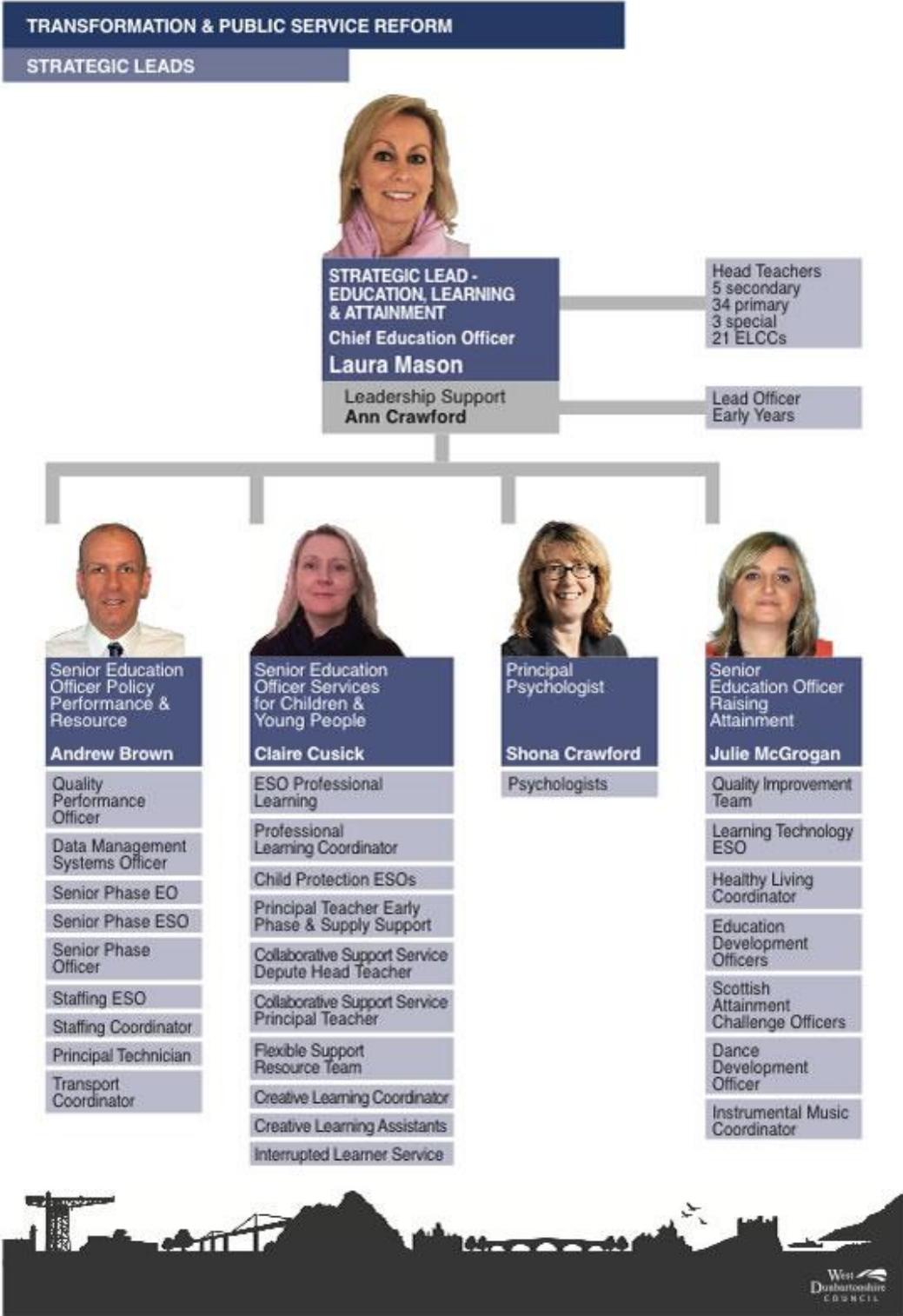
Title	Description	Current Risk Matrix	Target Risk Matrix
Failure to ensure equitable access to educational opportunities	This risk relates to the priority of the National Improvement Framework to ensure that opportunities are available to all, irrespective of their Scottish Index of Multiple Deprivation (SIMD) classification.		
Failure to provide analysis and publication of performance information	This risk concerns the analysis and subsequent publication of performance information in response to the National Improvement Framework.		
Failure to deliver the Early Years Strategy	This risk concerns the phasing of each project from 2018 to 2020 and is the increase in entitled hours which the Scottish Government is planning to provide for early years children, from 600 to 1140 hours by 2020. In project management terms this is a complex piece of work of products, demanding timescales and dependencies across its duration.		
Failure to develop the schools estate in line with local regeneration	This risk concerns the delivery of new build projects, the re-purposing of the existing schools estate to meet the curricular requirements and the development of staff to deliver revised approaches to learning and teaching.		
Failure to deliver service-wide self evaluation and improvement	This risk relates to our statutory obligation to quality assure the provision of education in our local authority establishments.		
Failure to deliver professional development for the service	The risk concerns the identification and delivery of professional development to staff for all aspects of service delivery		
Failure to deliver the service modernisation programme	This risk relates to the need to deliver more efficient services, and in keeping pace with the digital expectations of service users.		

## COVID-19 Risks

This table sets out the Council-wide risks associated with the COVID-19 pandemic. Over the coming months, we will consider the impact and likelihood of these risks for Regulatory services and mitigate them where possible.

Risk	Description	Current Risk	Target Risk
COVID-19 Significant Service and Workforce Disruption	<p>The Council is faced with significant ongoing demands with disruption to service delivery, increasing PPE and workforce pressures as a result of COVID-19 and subsequent local and national outbreaks.</p> <p>This involves both responding to the crisis and from services returning to a new normality based on Response, Recovery and Renew guidance produced by Scottish and National Government.</p> <p>NB. Financial risk is also reflected in SR001</p>	<p>Likelihood </p> <p>Impact </p>	<p>Likelihood </p> <p>Impact </p>
<b>Sub risks – All COVID-19 sub risks are managed via operational risk register</b>			
Workforce	The Council is faced with significant workforce demands in relation to absence, reduction, recruitment and wellbeing.	<p>Likelihood </p> <p>Impact </p>	<p>Likelihood </p> <p>Impact </p>
Service delivery	The Council is faced with significant delivery demands in relation to moving services online, disruption, reduction and quality.	<p>Likelihood </p> <p>Impact </p>	<p>Likelihood </p> <p>Impact </p>
Protection	The Council is faced with significant demands for protection in relation to additional and constant changing legislation and guidelines, PPE requirements, supply chain, cost of PPE and ensuring workforce safety.	<p>Likelihood </p> <p>Impact </p>	<p>Likelihood </p> <p>Impact </p>
Public uncertainty	The Council is faced with significant demands around public uncertainty and leads to additional burdens upon services, seeking information, advice and support.	<p>Likelihood </p> <p>Impact </p>	<p>Likelihood </p> <p>Impact </p>

# Appendix 1: Structure Chart



## Appendix 2: Action Plan

Strategic Priority	Strategic Outcome	Action	End Date	Assigned to
A strong local economy and improved job opportunities	Increased employment and training opportunities	Deliver service-wide self-evaluation for educational improvement	31/06/21	J McGrogan
	Increased skills for life and learning	Improve life-chances by narrowing the poverty-related attainment gap	31/06/21	C Cusick
		Deliver the Raising Attainment Agenda	31/06/21	J McGrogan
		Deliver the Scotland's Young Workforce Programme	31/06/21	A Brown
Supported individuals, families and carers living independently and with dignity	Enhanced life chances	Develop, Review and Improve GIRFEC Processes	31/06/21	C Cusick
	Improved wellbeing	Deliver Improvement in Young People's Health and Wellbeing	31/06/21	C Cusick
		Develop and implement the parental engagement strategy in all settings	31/06/21	C Cusick
Meaningful engagement with active, empowered and informed citizens who feel safe and engaged	Strong and active communities	Develop and implement a sustainability framework for the service	31/06/21	J McGrogan
Open, accountable and accessible local government	Equity of access for all residents	Deliver excellence and equity in all educational opportunities	31/06/21	J McGrogan
		Deliver improvement in the use of performance information	31/06/21	A Brown
Efficient and effective frontline services that improve the everyday lives of residents	A committed and skilled workforce	Deliver leadership and professional learning for the service	31/06/21	C Cusick
	A continuously improving council delivering best value	Deliver the Early Years Strategy	31/06/21	K Morrison
		Deliver Service Modernisation Programme	31/06/21	A Brown
	Sustainable & attractive local communities	Develop the Schools Estate in Line with Local Regeneration	31/06/21	A Brown

## Appendix 3: Quality Standards

West Dunbartonshire Council has a Good Governance Code based on guidance from CIPFA (Chartered Institute of Public Finance & Accountancy). It sets out a range of principles which the Council should adhere to, and details the behaviours and actions which demonstrate good governance in practice. The Council's compliance with this Code is reviewed each year and a supporting action plan is developed to improve compliance.

As part of the Good Governance Code, we must consider our approach to quality standards. Quality standards help to define what service users can expect to receive, and remind both the organisation and our employees of the challenges and obligations they face in delivering best value services.

The quality standards for ELA are set out below, together with performance in 2019/20 and targets for 2020/21. They will be monitored and managed regularly by the management team and reported annually to Corporate Services committee, together with this delivery plan.

### Early Learning, Primary Secondary and ASN schools

Quality Standard	19/20	Target 20/21	Note
We will deliver the quantity of education provision expected by Scottish Government			Based on positive establishment inspections by Her Majesties Inspectorate of Education (HMIE)
We will meet the requirements of the pupil : teacher ratio			Scottish Government report in December each year
We will ensure every education establishment has a working time agreement in place for the academic session			Government census
We will ensure that all building defects are reported to asset management within one working day			Schools Estate

### Services for Children and Young People

Quality Standard	19/20	Target 20/21	Note
We will report on Pupil Equity Funding (PEF) impact and spend to Scottish Government			Scottish Government. report

### Raising Attainment

Quality Standard	19/20	Target 20/21	Note

Quality Standard	19/20	Target 20/21	Note
	We will ensure that all establishments report on their 'CfE Achievement of a Level' data (ACEL)		
We will report progress with the Scottish Attainment Challenge (SAC) to Scottish Government as required			Scottish Government
We will carry out evaluations of educational establishments, in line with our improvement framework			Improvement Framework from Her Majesties Inspectorate of Education (HMIe) and WDC Improvement Framework

### Performance, Policy and Resources

Quality Standard	19/20	Target 20/21	Note
	We will publish annually our response to the National Improvement Framework		
We will ensure that each establishment publishes its Standards and Quality report and Improvement Plan			Audit of publications

### Early Learning and Childcare

Quality Standard	19/20	Target 20/21	Note
	We will ensure that all providers of Early Learning and Childcare meet a minimum standard of 'good' or greater		
We will ensure that establishments are ready for the provision of 1140 hours as outlined in the Early Learning & Childcare			Care Inspectorate

## Appendix 4: Resources

### Financial

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The 2020/21 net revenue budget for ELA is £100.759m. A breakdown by service area is given below. We will make the best use of the resources available to deliver on key priority areas and secure external/match funding where this is possible.

Area	Gross Expenditure 2020/21 (£m)	Gross Income 2020/21 (£m)	Net Expenditure 2020/21 (£m)
Schools - Primary	£29.331	£0.308	£29.023
Schools - Secondary	£29.918	£1.063	£28.855
Schools - ASN	£15.712	£0.139	£15.573
Psychological Services	£0.812	£0.316	£0.497
Sports Develop./Active Schools	£0.853	£0.264	£0.590
Early Learning & Childcare	£17.094	£8.811	£8.283
Creative Arts	£0.699	£0.157	£0.542
Cultural Services	£0.037	£0.000	£0.037
PPP	£15.532	£0.705	£14.827
Curriculum Development	£0.204	£0.000	£0.204
Central Admin	£0.322	£0.056	£0.266
Workforce/CPD	£0.332	£0.003	£0.328
Performance and Improvement	£0.489	£0.051	£0.439
Education Development	£1.456	£0.160	£1.296
Raising Attainment	£2.044	£2.044	£0.000
PEF	£3.167	£3.167	£0.000
<b>Total: ELA</b>	<b>£118.003</b>	<b>£17.243</b>	<b>£100.759</b>

### *Sensitivity analysis*

ASN day and residential placements – The requirement for day/residential placements are demand-led services and decisions are taken jointly with HSCP following an assessment of the best option for all concerned. Given the high average annual cost of such placements small changes in the number of pupils being placed can have a large impact on the budgetary position.

### Employees

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#### *Employee Numbers*

The headcount and full time equivalent staff in each service area is as follows:

<b>Service Area</b>	<b>Total Headcount</b>	<b>Total FTE</b>
Central ASN Support Services	20	15.43
Children & Young People	7	6.89
Early Years	393	331.89
Education Central Management	5	5.00
Education Development	13	11.80
Music Service	24	14.80
Performance & Improvement	6	5.90
<b>Service Area</b>	<b>Total Headcount</b>	<b>Total FTE</b>
Primary Schools	259	199.18
Psychological Services	13	10.40
Raising Attainment Improving Learning	1	1
Schools Peripatetic	4	0
Secondary Schools	120	98.26
Special Schools & Units	87	69.05
Technician Services	20	16.80
Workforce / CPD	7	7
<b>Education, Learning &amp; Attainment (Non-Teaching) Total</b>	<b>979</b>	<b>793.40</b>
Central ASN Support Services	36	33.60
Primary Schools	521	476.80
Secondary Schools	3	0
Schools Peripatetic	488	457.85
Special Schools & Units	72	65.00
<b>Education, Learning &amp; Attainment (Teachers) Total</b>	<b>1120</b>	<b>1033.25</b>
<b>Education, Learning &amp; Attainment Total</b>	<b>2099</b>	<b>1826.65</b>

### ***Absence in 2019/20***

The quarterly absence statistics for ELA are shown below together with the Council average for the same periods for comparison. On balance the service has reported sickness absence levels that are generally lower than the Council wide average throughout 2019/20. It has also reported lower levels of absence annually than the Council wide average.

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>	<b>Annual FTE days lost per FTE employee</b>
<b>ELA – Support Staff</b>	<b>2.08</b>	<b>1.44</b>	<b>3.58</b>	<b>3.98</b>	<b>9.58</b>
<b>ELA - Teachers</b>	<b>0.92</b>	<b>0.95</b>	<b>2.21</b>	<b>2.26</b>	<b>5.46</b>
<b>Council Wide</b>	<b>2.83</b>	<b>2.54</b>	<b>3.50</b>	<b>3.35</b>	<b>10.25</b>

## ***Annual Workforce Plan***

Workforce planning is integrated within the strategic planning process, highlighting the key workforce related activities for the year and reflecting the longer term strategic aims of the services. Each Strategic Lead is responsible for the annual review of requirements for their respective service areas to ensure that any key actions are identified at an early stage. The workforce plan for 2020/21 is set out below:

**1. Early Years Expansion – Addressing recruitment and development gaps between workforce supply and predicted future demand in 2020/21 and beyond**

**Strategy**

. Continue with the service review to identify the recruitment and retention requirements informed by workforce planning data.

. Develop and implement the Leadership and development Program. Promotion of Early Years as a Career choice providing increased opportunities for individuals to qualify in this area.

**Expected Outcome**

Achieved staffing quota by 2021 having all Early Years Establishments staffed with the appropriate levels of staff with the skills and abilities to provide a high calibre early years provision.

Action Title	Resources needed	Measure of Outcome	Due Date	Assigned To
Develop an action plan for early years expansion fulfilling all recruitment needs for the future model	Workforce	Action plan maintained in line with early years expansion developments.	31-Mar-2021	Linda McAlister; Kathy Morrison
Manage actions from Early years expansion working group	Workforce	Progress against actions to achieve roll out by 2020/21	31-Mar-2021	Kathy Morrison
Identify recruitment and retention requirements in line with Early Years Strategy	Workforce	Reviewed in line with the project and reported through regular updates to committee	31-Mar-2021	Kathy Morrison
Develop and implement the leadership and development programme	Workforce	Monitored against recruitment and retention.	31-Mar-2021	Kathy Morrison
Maximise development and retention of Early Years practitioners, improving the profile of the workforce	Workforce	Benchmarking with others and monitoring retention and development of workforce	31-Mar-2021	Kathy Morrison
Promotion of early Years as a career opportunity and support those who wish to retrain, supporting the early years expansion	Workforce	Number of employees who obtain the early years qualification and subsequent EECC roles	31-Mar-2021	Louise Hastings; Kathy Morrison
Promote early years as a career of choice	Workforce	Monitor Recruitment information	31-Mar-2021	Kathy Morrison
Develop qualification routes and career paths to enhance view of ELC as a career of choice	Workforce	Launched and communicated through Early years sessions for the workforce / career changers	31-Mar-2021	Kathy Morrison
To build capacity for the Early Years expansion work in partnership with high schools for the delivery of ELC apprenticeships	Workforce		31-Mar-2021	Susie Byrne
Support service redesign reflecting management adjustments and changes / reductions in funding streams	Workforce	Managed in line with organisational change and SWITCH.	31-Mar-2021	Andrew Brown; Kathy Morrison

## Appendix 5: Benchmarking Data

### Local Government Benchmarking Framework (LGBF)

Description	2017/18 Value & Rank*	2018/19 Value & Rank*	Scotland 2018/19	2018/19 Vs 2017/18	Change in Rank
Cost Per Primary School Pupil (CHN1)	£5,687 27	£6,062 28	£5,250	Higher Cost	Down 1 place 
There is significant work in the schools estates programme to improve the quality of educational provision. These improvements should also bring cost benefits.					
Cost per Secondary School Pupil (CHN2)	£6,869 12	£6,966 11	£7,185	Higher Cost	Up 1 place 
Cost per secondary school pupil is £219 less than the Scottish average of £7,185.					
Cost per Pre-School Education Registration (CHN3)	£4,906 20	£6,117 25	£5,070	Higher Cost	Down 5 places 
Cost per pre-school place is £1,047 more than the Scottish average of £5,070. Our figures include interventions and activities relating to children aged 0-3, as well as 4-5 year olds, hence our higher than average costs.					
% of Pupils Gaining 5+ Awards at Level 5 (CHN4)	57% 26	56% 29	63%		Down 3 places 
Between 2017/18 and 2018/19, % of pupils gaining 5 + awards at level 5 has reduced by 1 percentage point to 56%. This is 7 percentage points less than the Scottish average of 63%.					
% of Pupils Gaining 5+ Awards at Level 6 (CHN5)	29% 25	29% 27	35%	No Change	Down 2 places 
Between 2017/18 and 2018/19, % of pupils gaining 5 + awards at level 6 has remained at the same level of 29%. This is 6 percentage points less than the Scottish average of 35%.					
% of Pupils from Deprived Areas Gaining 5+ Awards at Level 5 (SIMD) (CHN6)	48% 5	44% 14	44%		Down 9 places 
Between 2017/18 and 2018/19, % pupils in 20% most deprived areas getting 5+ awards at level 5 has reduced by 4 percentage points to 44%. This is the same level as the Scottish average.					

Description	2017/18 Value & Rank*	2018/19 Value & Rank*	Scotland 2018/19	2018/19 Vs 2017/18	Change in Rank
% of Pupils from Deprived Areas Gaining 5+ Awards at Level 6 (SIMD) (CHN7)	20% 5	18% 10	18%		Down 5 places 
Between 2017/18 and 2018/19, % pupils in 20% most deprived areas getting 5+ awards at level 6 has reduced by 2 percentage points to 18%. This is the same level as the Scottish average.					
% of Adults Satisfied with Local Schools (CHN10)	88% 3	88.8% 1	71.8%		Up 2 places 
Between 2017/18 and 2018/19, % of Adults Satisfied with local schools has increased by 0.77 percentage points to 88.77%. This is 16.9 percentage points more than the Scottish average of 71.83%.					
Proportion of Pupils Entering Positive Destinations (CHN11)	94.2% 20	DNA	DNA	N/A	N/A
2018/19 data will be available around March/April 2020.					
Overall Average Total Tariff (CHN12a)	808 28	785 29	892		Down 1 place 
Between 2017/18 and 2018/19, overall average total tariff has reduced by 23 to 785. This is 107 below the Scottish average of 892.					
Average Total Tariff SIMD quintile 1 (CHN12b)	669 7	613 15	625		Down 8 places 
Between 2017/18 and 2018/19, average tariff score SIMD quintile 1 has reduced by 56 to 613. This is 12 below the Scottish average of 625.					
Average total tariff SIMD quintile 2 (CHN12c)	772 14	772 13	740	No Change	Up 1 place 
Between 2017/18 and 2018/19, average tariff score SIMD quintile 2 has remained at the same value of 772. This is 32 above the Scottish average of 740.					
Average total tariff SIMD quintile 3 (CHN12d)	840 24	986 4	872		Up 20 places 
Between 2017/18 and 2018/19, average tariff score SIMD quintile 3 has increased by 146 to 986. This is 114 above the Scottish average of 872.					
Average total tariff SIMD quintile 4 (CHN12e)	1119 8	1017 16	1013		Down 8 places 
Between 2017/18 and 2018/19, average tariff score SIMD quintile 4 has reduced by 102 to 1,017. This is 4 above the Scottish average of 1,013.					

Description	2017/18 Value & Rank*	2018/19 Value & Rank*	Scotland 2018/19	2018/19 Vs 2017/18	Change in Rank
Average total tariff SIMD quintile 5 (CHN12f)	1185 15	1145 19	1193		Down 4 places 
Between 2017/18 and 2018/19, average tariff score SIMD quintile 5 has reduced by 40 to 1,145. This is 48 below the Scottish average of 1,193.					
% of P1, P4 and P7 pupils combined achieving expected CFE Level in Literacy (CHN13a)	New for 2018/19	68 25	72	N/A	N/A
This is a new indicator for 2018/19 and so no year-on-year comparative data is available.					
% of P1, P4 and P7 pupils combined achieving expected CFE Level in Numeracy (CHN13b)	New for 2018/19	76 25	79	N/A	N/A
This is a new indicator for 2018/19 and so no year-on-year comparative data is available.					
Literacy Attainment Gap (P1,4,7 Combined) - percentage point gap between the least deprived and most deprived pupils (CHN14a)	New for 2018/19	12.76 1	20.66	N/A	N/A
This is a new indicator for 2018/19 and so no year-on-year comparative data is available.					
Numeracy Attainment Gap (P1,4,7 Combined) - percentage point gap between the least deprived and most deprived pupils (CHN14b)	New for 2018/19	16.89 12	17	N/A	N/A
This is a new indicator for 2018/19 and so no year-on-year comparative data is available.					
% of funded early years provision which is graded good/better (CHN18)	78.13% 31	77.42% 30	90.58%		Up 1 place 
Between 2017/18 and 2018/19, % of funded Early Years Provision which is graded good or better has reduced by 0.71 percentage points to 77.4%. This is 13.2 percentage points below the Scottish average of 90.6%. Intensive support is being given to ELC with grades that are not good or better; to ensure that they meet the National Standard by August 2020.					

Description	2017/18 Value & Rank*	2018/19 Value & Rank*	Scotland 2018/19	2018/19 Vs 2017/18	Change in Rank
School attendance rate (CHN19a)	91.80% 31	91.84% 30	92.95%		Up 1 place 
Between 2017/18 and 2018/19, School Attendance Rates (per 100 pupils) has improved by 0.04 91.84. This is 1.11 below the Scottish average of 92.95.					
School attendance rate (Looked After Children) (CHN19b)	90.89% 21	DNA	DNA	N/A	N/A
2018/19 data will be available around March/April 2020.					
School exclusion rates (per 1,000 pupils) (CHN20a)	44.26 30	DNA	DNA	N/A	N/A
2018/19 data will be available around March/April 2020.					
School exclusion rates (per 1,000 'looked after children') (CHN20b)	130.54 25	DNA	DNA	N/A	N/A
2018/19 data will be available around March/April 2020.					
Participation rate for 16-19 year olds (per 100) (CHN21)	90.10 26	90.27 26	91.56		No Change
Between 2017/18 and 2018/19, Participation Rate for 16-19 year olds (per 100) has improved by 0.17 to 90.27. This is 1.29 below the Scottish average of 91.56.					

\*Rank based on 32 local authorities unless stated otherwise

Note: Cash values for 2017/18 have been updated in line with inflation to make them comparable with 2018/19 values.