Scottish Attainment Challenge
Challenge Authorities Programme 2019/20

Local Authority	West Dunbartonshire
Project Lead/Contact	Julie McGrogan

END-YEAR Academic Report – March 2020 to July 2020

Impact of Covid-19
Please provide a summary (up to 500 words) of the impact of Covid-19 on the delivery of your plans between March 2020 and June 2020. Please include an overview of how many interventions had to be paused or adjusted as a result to Covid-19 between March and June.

Following the closure of school building on 23 March 2020 and upon confirmation of permitted flexibility in use of Attainment Scotland Funding, risk assessments and analysis of relevant data identified three immediate risks for our most disadvantaged learners:

- the potential for new, widened or exacerbated of poverty-related attainment and wellbeing gaps caused by the closure of school buildings which would result in learners being away from the routine of school life and learning, support from teachers and key adults;
- the potential for lack of engagement with learning during lockdown period because of digital poverty and/or because of lack of parental support for learning;
- potential risks to health and wellbeing caused by low income and food poverty.

Following identification of these key risks, planning ensured at pace for the following most pressing priorities:

- taking immediate steps to ensure that the our digital learning platform Ourcloud.buzz was used to deliver effective remote learning including making arrangements for distribution of devices;
- upskilling teaching staff to deliver remote digital differentiated teaching and learning;
- ensuring all learners including in particular our most disadvantaged children and young people could access and engage with learning materials remotely, digitally and/or in paper form;
- taking steps to prevent food poverty including provision of packed lunches, food vouchers and essential supplies;
- providing targeted support for families including support to enable them to support their child's remote learning.
- Providing childcare for children of key workers and for vulnerable children and families.

In addition to taking steps to mitigate and overcome these immediate short term risks, strategic planning and preparations for return to school continued which until the end of June was expected to be on a blended learning basis. In this phase of preparation attention was focused on:

- creating an online virtual school Campus@WDC and preparing lessons to be delivered on an asynchronous basis as and when needed;
- preparing a recovery curriculum for session 2020/21;
- ensuring teaching and other staff had access to relevant professional learning to allow appropriate wellbeing support for children, young people and families who had experienced loss and bereavement ; social isolation
- provision of well being support for staff

Providing for these priorities necessitated an agile adjustment of authority planning including SAC work stream plans and priorities, re-allocation of resources, and re-alignment where necessary of staff remits. As a result almost all of workstream plans were paused and/or readjusted as detailed with respect to the relevant workstreams in the sections below.

Number of schools supported by this funding?	All secondary, primary and ELCCs
How many pupils are benefiting from this funding?	12458
What progress has been made towards achieving your short, medium and long-term outcomes since March 2020, taking into account the impact of Covid-19 and the resultant school closures?	

End-year:

The adjustment of workstream priorities and resourcing within the period from 23 March impacted upon further expected gains in meeting short term goals particularly since there was no formal collection of Achievement of a Level data in June 2020. However continued engagement of learners with learning during the period of lockdown was achieved as surveys showed:
- 95% of all school aged learners engaged positively with remote online learning and 75% of all school aged learners completed work set on a weekly basis.
- 40,000 hours of video conferences including online learning and staff meetings.
- Learners visited the Our Cloud Virtual Learning sites more than 60,0000 times in a sample week to access applications and lessons.
- Almost all learners reported they had access to a digital device for learning using Google classroom.

The overwhelmingly positive and agile collaborative response of our workforce to plan for and meet the most pressing needs of our most disadvantaged children and young people through the period of lockdown suggest that significant sustainable progress has been made toward achieving our long term aim of delivering a system wide model of change and improvement focusing on building capacity at all levels and in all sectors.

The conditions for effective collaboration at school, learning community and across authority basis and embedded use of data to improve outcomes has been created as a result of the foundations laid by the SAC work streams, projects and interventions. The quality of the sustained, targeted support for our most disadvantaged learners during the period of lockdown is evidence in and of itself that the work of the work streams is becoming embedded and sustained. Senior leaders have reported that staff 'speak the language' of contextual analysis, use of measures and outcomes and focus on impact, the 'so what' of intervention and projects.

Mid-year:
Long Term Outcomes
The strategy for The Challenge in West Dunbartonshire aimed to deliver a system wide model of change and improvement focusing on building capacity at all levels and in all sectors. Project reach has extended with projects influencing change and improvement

across all early years, primary and secondary establishments.

The projects focus on:

- early level learning and early intervention
- integrated approaches to the curriculum offering personalisation and choice as outlined in Curriculum for Excellence
- integrated approaches to engaging and supporting families

The strategy has influenced change and improvement to the system of delivery but is also increasing and improving the range of interventions being used to improve learning and narrow the poverty related attainment gap. The next phase of development is to deliver a 'whole systems model' to ensure sustained commitment to interventions for equity.

Short , Medium Term

- ACEL data across literacy and numeracy for P1, P4 and P7 combined has continued to increase with a narrowing of the attainment gap.
- The data showed that the focus on P4 has led to an increase in ACEL achievement in 2019 of 3 % for literacy and 4 % for numeracy.
- The data showed that the focus on P7 has led to an increase in ACEL achievement in 2019 of 2 % for literacy and 5 % for numeracy.
- More specifically, there is an increasing 3 year trend in numeracy at P4 and in literacy and numeracy at P7.

Evaluations from quality assuring school delivery highlights that the cohort effect is influencing attainment patterns and trends. However, we are seeing on an individual school basis positive trends for individual pupils and groups although this is yet to influence significantly the attainment gap. Attendance and engagement for identified pupils is improving but this requires significant investment of time and support and is difficult for all families to sustain at all times.

OVERALL PROGRESS AND REFLECTIONS TO DATE

Overall progress towards long-term outcomes and reflections

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<tr>
<td rowspan="6">Long –term outcomes</td>
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The long-term outcomes of the Attainment Scotland Fund are to:
   a. Improve literacy and numeracy attainment
   b. Improve health and wellbeing
   c. Close the attainment gap between pupils from the most and least deprived areas.
What evidence are you collecting to measure these long-term outcomes in your authority? Please specify the type of evidence you are collecting.

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End-year: *(no update required if covered by the mid-year report detail below).*

- Evaluations from the local school improvement programme, quality assurance of school tracking data and school evaluations provided confidence to Senior Education Officers that attainment would have been expected to improve as at June 2020. However, as Achievement of a Level data was not collected in June 2020, it is not possible to provide evidence of improved attainment or progress towards closing the poverty-related attainment gap in the BGE.

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Mid-year
- Early years literacy and numeracy baseline assessment at nursery and P1.
- ACEL for literacy and numeracy.
- Curriculum and pedagogy data from School Improvement Framework.
- Moderation and verification data on literacy and numeracy.
- Individual and group wellbeing questionnaires and surveys.
- Strengths and difficulties questionnaires.
- Needs analysis.
- Case studies.
- Professional learning data.
- Pupil, staff and parent questionnaires.
- Collaborative Action Research pre and post intervention data and reports.
- Local Authority, Learning Community and School Statistical Reports (SSR) examine whole school achievement and achievement broken down by attainment gap.
- Qualitative data from school improvement, evaluation and monitoring reports.
- Family learning and engagement.
- Parent and pupil questionnaire and focus group feedback.
- Wider community benefits.

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What did this evidence show so far? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available at this stage in the year, just leave blank.*

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End year: *(no update required if covered by the mid-year report detail below).*

- Covered by mid-year report detailed below.

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Attainment Data

- Since 2017, attainment in P1 in literacy has increased from 67 % to 73 %, while in numeracy it has remained steady at around 83 %.
- Since 2017, attainment in P4 in numeracy has increased from 71 % to 75 %, while in literacy it has remained steady at around 65 %.
- Since 2017, attainment in P7 in literacy has increased from 57 % to 66 %, while in numeracy it has increased from 63 % to 71 %.
- Since 2017, attainment in S3 in literacy and numeracy has remained steady at around 85%.

Closing the attainment gap
- The attainment gap between Quintile 1 and Quintile 5 in literacy and numeracy in 2019 has decreased compared to 2018 for reading, writing and numeracy at all stages.
- In 2019, the attainment gap between Quintile 1 and Quintile 5 for P1 in writing and numeracy is less than in 2017 and 2018.
- In 2019, the attainment gap between Quintile 1 and Quintile 5 for P4 in reading, writing and numeracy is less than in 2017 and 2018.
- In 2019, the attainment gap between Quintile 1 and Quintile 5 for P7 in reading and writing is less than in 2017 and 2018.
- In 2019, the attainment gap between Quintile 1 and Quintile 5 for S3 in reading, writing and numeracy is less than in 2017 and 2018.

Health and wellbeing
- There is a reduction in exclusions for pupils in schools where nurture principles are being applied. More pro-active approaches to de-escalate conflict are resulting in reduced disruption to engagement in learning. Annual exclusion rates have declined across all secondary schools, with one school reducing exclusions by two-thirds, from 91 incidents to 34 in 2019.
- Increased staff confidence when dealing with high and medium tariff challenging behaviour.
- Decrease in the total difficulties scores and positive increase in prosocial behaviour.
- Improved staff knowledge, understanding and skills in implementing nurture principles.
- Attendance at free holiday programmes delivered in the local schools is increasing each year. Feedback from parents and pupils is very positive with high levels of demand for future provision.
- The 2018 SALSUS survey shows that:
  - since 2013 the number of 15 year olds who have never smoked has increased by 4% to 32 %;
  - the number of 15 year olds who have drunk alcohol in the last week has decreased by 4 % to 15 %;
  - the number of 15 year olds who felt it was 'ok' for someone their age to try drinking alcohol is 14 % below the national average;
  - the number of 15 year olds who felt it was 'ok' for someone their age to try smoking (37 %) is 8 % below the national average;
  - the number of 15 year olds who reported using an e-cigarette (1 %) is 3 % below the national average;
  - the number of 13 year olds who felt it was 'ok' for someone their age to try drinking alcohol (34 %) is 16 % below the national average.

Can you share any learning on what has worked well in your overall strategy to achieve impact?

End-year*: (no update required if covered by the mid-year report detail below).*

- Covered by mid-year report detailed below.

Mid-Year:

Highlights include:
- Implementing a whole school approach to nurture in primary and secondary schools.
- Practitioner led literacy and numeracy strategy and implementation groups.
- Integrating support services for pupils and families in school premises.
- Headteacher leadership and collaboration of school improvement.
- Local authority system and process for using data to plan and target support for schools.
- Quality assurance and intelligence led approaches to school and LA improvement.
- Incremental progress is being achieved with increased attainment for all in literacy and numeracy and an increasing narrowing of the poverty related attainment gap in literacy and numeracy.
- Clear strategic frameworks are in place to support head teachers, lead practitioners to manage and lead workstreams.
- Effective tracking and monitoring systems are enhancing planning for improvement in outcomes for learners.
- Workstream leads are increasingly skilled at sharing and scaling up 'what works' to enhance impact for wider groups of learners, families and practitioners.

Can you share any learning on what has worked less well or could be improved

End-year*: (no update required if covered by the mid-year report detail below).*

- Covered by mid-year report detailed below.

- It is difficult to capture in a quantitative mode individual health and wellbeing measures as they are not sensitive to reflect behaviour types. New national census and guidance on this will be helpful.
- As new practitioners enter the system at every level, rolling programmes of training are necessitated, as is ongoing support for new staff.
- As school collegiate calendars and improvement priorities are required to absorb new national policy initiatives, it can be challenging for school leaders and practitioners to find sufficient time for in-depth training sessions for existing workstream priorities.
- Many of our vulnerable families find it challenging to sustain engagement with interventions in the context of complex social and economic disadvantage.

EARLY LEVEL PLAY AND LEARNING – HIGHLIGHTS AND CHALLENGES

Activities: *Please comment on progress in implementing / impact of your planned activities in the year 2019/20*

End-year*: (no update required if covered by the mid-year report detail below).*

- The majority of the plans for this work stream were required to be paused during the period of lockdown however aspects of professional learning including Incredible Years Classrooms Management training continued on a remote basis.

Early years Scotland provided webinars for 50 early level practitioners in Realising the Ambition: Being Me. This national practice guidance is an early years priority and will contribute to delivering high quality ELC at early level and closing the attainment gap.

16 early stages teachers and 11 equity and excellence leads engaged weekly with Education Scotland's 'wee blether' series during lockdown which focused on Realising the Ambition: Being Me.

Psychological Services continued to collaborate virtually and offer professional discussion networks remotely on Word Aware to 16 early stages teachers. The early stages teachers continue to have a lead role in delivering and modelling Word Aware to the nursery. The Scottish Book Trust provided books and resources to support our most vulnerable children and families during lockdown which were distributed through our HUBs with 'Word Aware' guidance for families. The evaluation questions and project details are attached

Weekly production of home learning activities and production of literacy and numeracy lessons at early level for parents to use at home

16 early stages teachers and 11 equity and excellence met virtually to discuss Realising the Ambition: Being Me and the impact of this on learning and teaching in ELC.

30 ELC practitioners engaged in the Scottish Virtual Nature Kindergarten virtual training sessions to enhance quality experiences in the outdoors.

Mid-Year

- 420 staff have been trained in play and learning for primary 1 to 3: each participant who attends the training is required to complete two tasks involving literacy and numeracy play based approaches.
- Incredible Years Classroom Management training for teachers and early years teachers: 72 staff have been trained since 2016, with a further 12 staff mid-way through training. Staff report improved confidence and more success in dealing with difficult behaviour.
- Incredible Years Parenting groups have run between August 2019 and January 2020 with a reach of 33 parents and carers.
- 'Connecting with parents' motivation' training has been delivered between August and December 2019 to a further 20 staff across education, health and social work. This brings the total number trained over the last two years to 117. A further training in 'connecting with parents' is being delivered in March 2020.
- Training in '*Word Aware'* early intervention literacy programme has been provided to a new cohort of P1 and early stages teachers across WDC totalling almost 300 teachers and early years staff since 2016, with early stages teachers taking forward the roll out supported by Educational Psychology. Staff are using early years baseline data to plan and target their focus for this term when the baseline will be completed again and comparisons made.

- 60 early years practitioners and P1 teachers took part in outdoor learning CLPL as the next phase of early level play based approaches in this period. A recent evaluation of impact of professional learning identified:
    - o increased confidence in relation to planning responsively;
    - o improvements in the quality of observations ;
    - o improved use of open ended materials and increased confidence in use of higher order questions ;
    - o significant enhancements to professional practice were noted in relation to the provision of literacy and numeracy environments and experiences; and
    - o a range of positive impacts on children was noted including improvements in engagement, metacognitive skills, children leading their own learning and improvements in social skills.
- Compassionate and Connected Community trauma informed practice training has been delivered in 12 schools across our 5 Local Learning Communities.

Slippage from plans: *Please comment on slippage from your original plans for implementing activities in the year 2019/20*

End-year: *(no update required if covered by the mid-year report detail below).*

- Covered by mid-year report detailed below.

Mid-year:

Work with the library service is to be developed further.

Reflections on progress to date: *Can you share any learning on what has worked well in implementing this initiative during 2019/20? Please highlight any quantitative data, people's views or direct observations that have informed your evaluation of progress.*

End-year: *(no update required if covered by the mid-year report detail below).*

- Covered by mid-year report detailed below.

Mid-Year

- Significant improvements to learning experiences for children as a result of professional learning.
- An increase in the numbers of parents from SIMD 1/2 attending parent/engagement support and training. Pupil Family and Support Workers are working to support individual parents to build confidence to attend and engage.
- IYCMT is successful in decreasing Strengths and Difficulties Questionnaire (SDQ) scores. 60% of the parents reported a decreased score after engaging in the training.
- IYCMY improves confidence in managing pupil behaviour with a noted decrease across all SDQ sub-sets and an increase in pro social behaviour demonstrated by targeted pupils.
- Provision of additional books to children, families and ELCC's is promoting reading.
- Use of baseline testing to identify areas of development for individual children in literacy to support identification of core areas for targeted improvement for individuals and groups.
- Outreach work is encouraging more families to seek support and advice plus engage in supports and opportunities.

Can you share any learning on what has worked less well or could be improved?

End-year: *(no update required if covered by the mid-year report detail below).*

- Covered by mid-year report detailed below.

Mid-year:

MATHS AND NUMERACY – HIGHLIGHTS AND CHALLENGES

Activities: *Please comment on progress in implementing / impact of your planned activities in the year 2019/20*

End-year*: (no update required if covered by the mid-year report detail below).*

- Maths Mastery professional learning continued remotely during the period of lockdown

- Local Learning Community collaboration continued with practitioners sharing resources, strategies and lesson plans drawing on Maths Mastery techniques to support remote learning provision for learners.

- Numeracy lessons early level to third level produced and shared on Campus@WDC

Mid-year:

- Challenge Leads from 18 schools are engaged in 10 enhanced learning sessions.
- 2 teachers in every primary and secondary school are trained in Maths Mastery. This practical training looks at different teaching approaches. Feedback from teachers attending the training is that it has made them think differently about the methodology used to teach identified concepts and provided them with increased knowledge and understanding of how children learn.
- School Improvement visits are focusing on the quality and range of approaches used to support meeting learner needs.
- Local Learning Community collaborative programme is developing maths/numeracy assessment and moderation approach. Teachers at key stages have engaged in visits to colleagues in other schools to review approaches and conduct assessments.
- Distribution of a model and framework for schools to review the quality of maths/numeracy in their own establishment and Local Learning Community. This has been used in a number of establishments to support improvement.

Slippage from plans: *Please comment on slippage from your original plans for implementing activities in the year 2019/20*

End-year*: (no update required if covered by the mid-year report detail below).*

- Covered by mid-year report detailed below.

Mid-year:

- Challenge leads to engage in coaching and modelling training in summer term. This will establish staff 'experts' in core components of maths/numeracy.

Reflections on progress to date: *Can you share any learning on what has worked well in implementing this initiative during 2019/20? Please highlight any quantitative data, people's views or direct observations that have informed your evaluation of progress.*
End-year: *(no update required if covered by the mid-year report detail below).* • Continued support for moderation and teacher professional judgement in the period immediately before lockdown provided confidence to school leaders and central staff that attainment would have been expected to have improved as at June 2020 however Achievement of a Level data was not collected in June 2020, it is not possible to provide evidence of improved attainment or progress towards closing the poverty-related attainment gap in the BGE.
Mid-year: • Since 2017 attainment in numeracy at P1 has remained steady, while for P4 it has increased from 71 % to 75 % and for P7 it has increased from 63 % to 71 %. • The attainment gap between Quintile 1 and Quintile 5 for P1 and P4 in numeracy was less in 2019 than in 2017 and 2018. • There is evidence that SEAL (Stages of Arithmetical Learning) as an intervention at First level and as a approach for all children at Early level is supporting a deeper level of pupil understanding. • Collaborative planning and delivery by teachers from different sectors is influencing teacher awareness of need to adapt and modify approaches to the delivery of maths/ numeracy to children not attaining levels for their age and stage. • Protected time for assessment and moderation in collegiate calendars. • Early intervention and use of data to monitor and track learning and attainment. • Collaboration between sectors is improving cohesion at transition. • There is a real commitment and professional value being placed on teacher networks supporting improved transition and personalised support for pupils in their experience of learning in maths/numeracy. • Practitioners report that Maths Mastery has supported their ability to teach maths. They have an increased confidence to try new approaches when learners are finding key concepts difficult.
Can you share any learning on what has worked less well or could be improved?
End-year: *(no update required if covered by the mid-year report detail below).*
Mid-year:

**School Improvement Partnership/ Collaborative Action Research (CAR) –
HIGHLIGHTS AND CHALLENGES**

Activities: *Please comment on progress in implementing/ impact of your planned activities in the year 2019/20*

End-year: *(no update required if covered by the mid-year report detail below)*

- Where aspects of the plans for this work stream could be delivered remotely, such as professional learning programme and collaborative learning projects, these continued wherever possible during the period of lockdown adjusted as appropriate

- It was not practicable however to continue to deliver many aspects of this work stream plan, such as for example the collaborative monitoring and review visits, performance and review meetings and the School Improvement Alliances planned with East Dunbartonshire Council. In those cases the work of this work stream was readjusted to ensure provision of remote learning and physical learning packs delivered to learners where access or confidence in accessing remote learning created potential barriers to learning.

- The conditions for strong effective collaboration created by the Collaborative Action Research projects proved a strong foundation for school leader and practitioners 'pooling resources to support remote learning.

- Professional learning for assessment and moderation continued remotely and a new project based professional learning programme links to the refreshed Curriculum for Excellence narrative continued remotely.

- Funds allocated to this work stream were released to ensure all schools were able to provide learning packs where there was identified need. Teacher time was released to create a bank of 250 teaching videos for our virtual school Campus@WDC for use in the first term, which are accessible for all to use for independent and/or home learning.'Campus@WDC' also provides a comprehensive contingency package for curriculum, collaboration and learning providing literacy, numeracy and wellbeing lessons across the BGE.

- A new interdisciplinary learning context was also been developed: 'West Dunbartonshire Back to the Future 2020'

Mid-year:

- The Enhanced School Improvement Team (ESIT) comprised of headteachers and central officers has conducted over 150 collaborative, monitoring and review visits to schools focusing on outcome focussed planning, setting milestones for improvement, PEF, assessment/moderation at key stages and quality of teaching and learning focusing on differentiation.
- Performance and review meetings focussing on narrowing the gap have been conducted to monitor the quality of planning and target setting for improvement.
- A professional learning programme has been developed for primary and secondary depute headteachers.
- Staff are engaged in collaborative learning between primary and secondary to develop a shared understanding across sectors of quality learning and teaching focusing on differentiation.
- Agreement has been reached with East Dunbartonshire Council to form School

Improvement Alliances.
- Principal Teacher (PT) Network has been formed led by one headteacher in one Local Learning Community. PT's are engaged in projects focusing on their own leadership development through working in a partnership school.
- Two headteachers are working collaboratively to improve the quality of provision in one establishment using West Dunbartonshire's School Improvement Enhanced Support Programme.
- Over 90 Collaborative Action Research Projects led by early years staff and teachers are in progress.
- All probationer teachers are implementing CAR projects.
- All Early Years Centres are engaged in CAR projects.
- The Attainment Advisor, Depute Principal Psychologist and one headteacher are leading a review and improvement strategy for literacy.
- In August 2019 literacy leaders conducted a focused review of literacy attainment, including a review of the poverty related attainment gaps in reading, writing and listening and talking. A refreshed strategic programme for literacy improvement has included:
  - conducting a detailed analysis of practitioner professional learning needs;
  - a review of approaches to planning a rich literacy curriculum;
  - provision of focused support for practitioners with assessment and moderation of reading;
  - sharing and scaling up of effective literacy interventions;
  - increasing opportunities collaboration for improvement at teacher level.

Slippage from plans: *Please comment on slippage from your original plans for implementing activities in the year 2019/20*

End-year*: (no update required if covered by the mid-year report detail below).*

- Review and improvement strategy for literacy.
- School Improvement Alliances with East Dunbartonshire Council.

Mid-year:

Reflections on progress to date: *Can you share any learning on what has worked well in implementing this initiative during 2019/20? Please highlight any quantitative data, people's views or direct observations that have informed your evaluation of progress.*

End-year*: (no update required if covered by the mid-year report detail below).*

- As covered by the mid-year report below.

Mid-year:

- Our empowered system of school improvement is led by staff at all levels with increasing levels of challenge evident colleague to colleague, school to school.
- We are beginning to broaden the scope of our School Improvement Partnership Programme through partnership with schools in other local authorities.
- Headteachers are sharing practice, experience and expertise. This is generating a self-sustaining model of school improvement with headteachers supporting and challenging colleagues to raise attainment, improve learning and narrow the gap.
- Project leads experienced in CAR approach and committed to the model support continuous programme of delivery.
- The Lesson Study approach is a common expectation across the authority and is

allowing practitioners to share a common understanding of high quality learning experiences.
- Four years of evidence of impact on learners in small scale projects focussing on literacy, numeracy, health and well-being.
- We have an effective collaborative learning culture with national agencies to deliver excellence ad equity.

Can you share any learning on what has worked less well or could be improved?

End-year: *(no update required if covered by the mid-year report detail below).*

- As covered by the mid-year report below. These constraints have been exacerbated and compounded by the pandemic and the readjustments required of school leaders in light of revised national guidance.

Mid-year:

Constraints of competing priorities can influence numbers of staff available to engage at times.

MULTI AGENCY HUB – HIGHLIGHTS AND CHALLENGES

Activities: *Please comment on progress in implementing/impact of your planned activities in the year 2019/20*

End-year: *(no update required if covered by the mid-year report detail below).*

- Many aspects of the work stream plan for the period March – June 2020 were readjusted in light of the needs of our most disadvantaged learners and families. The infrastructure and pre-existing arrangements to support our most vulnerable families created by this work stream were ideally suited for readjustment to provide the most vital support.

- Multi agency support continued throughout the period of the lockdown for targeted families including provision of targeted support for identified learners and families which included support to access remote learning, support with access to benefits, and funding.

- In many ways the work of this work stream provided a direct life line for those families who were affected financially, mentally, physically by the pandemic and who needed the most targeted support.

- The success of ongoing engagement with remote learning during the period of the lockdown as noted above was in part as a result of ongoing daily and weekly one to one support and check-ins by relevant members of staff with our most vulnerable learners and families

- At school level professional learning continued to be delivered to practitioners in relation to nurture; trauma informed practices and supporting loss and bereavement. Nurture practice has continued to be supported through the delivery of online nurture group training and collegiate discussions with nurture practitioners. Collegiate discussions enables support to be offered to staff seeking to improve health and well-being outcomes for identified children.

- A range of wellbeing resources was produced and shared with all stakeholders via school links and social media, including The Big White Wall (now Together All); supporting social and emotional wellbeing of all 16-24 year olds. Also for parents a weekly Feel Good Friday programme and Mindful Monday programme was shared on Ourcloud

- A suite of transition guidance was produced for mainstream and specialist staff for the return to school, with wellbeing at the heart of the transition processes. Supporting S1 and P1 transition programme in June.

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Mid-year:

- Over 250 staff are fully trained in Nurture principles and approach. Nurture Groups are established in all of the mainstream secondary schools
- The extension of Hub and Children's Neighbourhood to one more secondary school with a second one under development.
- Increased number of community learning and development, family support workers and youth workers.
- Staff are working with care experienced, young carers and poor school attenders and their families to provide a range of advice, support and interventions to encourage improved attendance and engagement with and outwith school.
- Formation of a strategic management group involving SLT, Community Learning Senior Officers, Youth Worker senior officers to monitor planning of supports impact and

- evaluate quality of integrated approach to support in the Family Hub model.
- 95 currently active cases working with Hub Staff. This totals more than 400 families since 2016.
- Introduction of Care Connections Programme which focuses on young people who are looked after at home. Care Connections offers those young people an opportunity to access the programme at the stage appropriate to their needs. It focuses on three key areas which link to provide a continuous pathway of support for targeted young people across all phases of school life. The key element being a Care Connect Worker providing the link between School, Community and Family life. Support includes:
  - P1 to P3 (prior to and beyond if required) - Out of School Hours Learning/ Homework Club
  - P4 to S6 (and beyond up to age 18) - Youth Mentoring
  - S4 to S6 Access to the Apprenticeship Pathway
- Intensive 1 to 1 support for clients to make and attend Housing Options interviews to review housing applications to ensure all housing points applicable have been awarded and to gain information on the properties available in their requested areas.
- Partnership working with WDC Housing Operations to support customers to apply for medical housing points where relevant.
- Families have accessed support from the West Dunbartonshire Community Food Share and also emergency food supplies through St Augustine's Food for Thought services.
- Families received gifts and hampers from the West Dunbartonshire Community Food Share Christmas Toy Appeal. Families accessed support with school uniforms from West Dunbartonshire Community Food Share. Families have accessed support through The Recycle Room for household items.
- Inspire training was delivered to support customers to develop confidence.
- CSCS Course access for Family Opportunity Hub service users in Bellsmyre.

Slippage from plans: *Please comment on slippage from your original plans for implementing activities in the year 2019/20*

End-year*: (no update required if covered by the mid-year report detail below).*

- The planned further extension of the Hub provision during the period March to June 2020 was not possible as a result of the lockdown.

Mid-year:

Planned to further extend provision of the Hub - further extensions are planned for the period March to June 2020.

Reflections on progress to date: *Can you share any learning on what has worked well in implementing this initiative during 2019/20 Please highlight any quantitative data, people's views or direct observations that have informed your evaluation of progress.*

End-year*: (no update required if covered by the mid-year report detail below).*

- As covered in mid-year report.

Mid-year:

- Implementation of nurture principles (whole school) and nurture groups (targeted) is reducing incidents of disruptive behaviour and has reduced number of exclusions for the pupils in the nurture groups. There is robust evidence that children who attend nurture groups in secondary report that they feel safe, can talk openly to staff, are better engaged, have improved time-keeping and increased attendance and are more ready to

learn. Staff report that "classes are more settled", staff feel "better able to manage stressful situations" and the "learning environment is better".

- Increased numbers of pupils are engaging in volunteering opportunities and courses.
- Evidence that young people engaged in targeted approaches have improved attendance. Examples are: out of 30 pupils, 40% of pupils have improved attendance.
- Increasing numbers of pupils are attending breakfast clubs.
- Mindfulness training has had a positive impact on staff wellbeing. Staff report feeling calmer and kinder to themselves and to others.
- Using Local Learning Community data from primary to identify young people who require interventions is supporting an improved provision of differentiated curriculum in secondary.
- Staff report that the Multi-Agency Hubs have enhanced the nurturing and inclusive culture of the schools.
- Delivery in training courses for parents in has resulted in:
    - 18 parents achieving SCQF Level 3 Technology
    - 20 parents achieving SCQF Level 4 Technology
    - 18 parents achieving 'Introduction to Psychology'
    - 13 parents achieving 'English as an Additional Language'
- Families engaging with Hub staff are being supported with access to education and training, employment, destitution, welfare rights, financial support, health and housing.
- Development of cross agency support network that is seamless and meaningful to the family customer base.

Can you share any learning on what has worked less well or could be improved?

End-year: *(no update required if covered by the mid-year report detail below).*

Mid-year:

ENHANCED BGE / SKILLS ACADEMY – HIGHLIGHTS AND CHALLENGES

Activities: *Please comment on progress in implementing/impact of your planned activities in the year 2019/20*

End-year: *(no update required if covered by the mid-year report detail below).*

- Many aspects of the workstream plan for the period March – June 2020 were required to be paused during the period March to June 2020, particularly the skills academies, however some aspects were able to be readjusted to meet the needs of our most disadvantaged learners and families.

- As noted with respect to the Multi-Agency Hubs, the infrastructure and pre-existing arrangements put in place as a result of this work stream provided a strong foundation for targeted support for our most disadvantaged learners and showed approaches are becoming embedded in line with long term goals for sustainable approaches.

- Targeted pupils received one to one tuition and enhanced study support. Music tuition was able to be provided remotely for targeted learners. Key staff remained in contacted with targeted cohorts throughout the period of lockdown which maximised opportunities for continued engagement with learning and meant that transition back to physical school building in August was easier for those targeted learners, thus maximizing attendance at school in session 2020/21.

- Leadership advice and support to targeted the poverty- related attainment gap continued throughout the period of lockdown with equity principles permeating remote teaching and learning of numeracy and literacy across the BGE.

Mid-year:

- Dance is being offered at SCQF level 6 with review ongoing with possible offer into SCQF level 7.
- First phase of extension of Skills Academy offering is support to Choices School and Kilpatrick School in the development of cosmetology and hairdressing.
- Production of rigorous data base of projects and impact measures using Ourcloud Digital Platform.
- Over 200 first and second year pupils are engaged in personalised literacy, numeracy and health wellbeing curriculum resulting in improved attendance, engagement and attainment. The pupils have been allocated a raising attainment teacher who is also their pupil support teacher resulting in very close monitoring and quick follow up on attendance, discipline, effort and progress across all curricular areas.
- Data from pupil strengths and difficulties questionnaires are used to deliver a personalised social and emotional well-being programme. Children have benefitted from individual and group interventions.
- Targeted pupils in S3 have demonstrated 96% improvement in literacy from primary data and 100% improvement in numeracy from primary data.
- 20 pupils have attended Columba 1400 programme to develop their leadership skills and confidence in their own unique voice.
- From BGE tracking information it is evident that 38% of targeted pupils are on track with progress with Level 3 within all 8 Curricular areas and 83% are on track with progress with Level 3 within at least 7 out of 8 curricular areas.

- 60 direct observations of targeted pupils in classroom settings have been carried out to assess levels of pupil interaction, coping strategies, presentation of work, completion of homework and friendship groupings. Feedback from observations are that an increased number of pupils are demonstrating enhanced creativity, effective communication, planning and teamwork skills. An increased number of targeted pupils are taking part in extracurricular clubs. An increased number of targeted pupils are regularly completing homework and demonstrating progression in curricular areas.
- Overall, more than 200 pupils are engaged in the Skills Academy programme providing alternative pathways to awards in senior phase.
- Skills Framework has been embedded across Skills Academy courses. The expectation is staff and pupils must relate all learning to identified skills that employers find desirable. This ensures Skills Academy students are capable of writing CVs as well as thriving interview circumstances, helping achievement of positive destinations.
- 89 young people have attained a N4/N5 award from courses at the Skills Academy, with another 60 expected to attain an award by August 2020.
- Over 90 % of pupils have expressed the opinion that the courses offered through Skills Academy have improved their confidence, while 75% stated that it motivated them to learn in other subjects and 60 % believe the courses have made them more resilient.

Slippage from plans: *Please comment on slippage from your original plans for implementing activities in the year 2019/20*
End-year: *(no update required if covered by the mid-year report detail below).*
Mid-year:

Reflections on progress to date: *Can you share any learning on what has worked well in implementing this initiative during 2019/20? Please highlight any quantitative data, people's views or direct observations that have informed your evaluation of progress.*
End-year: *(no update required if covered by the mid-year report detail below).*
Mid-year:

- Update and qualification awards are increasing year on year, for example, for Hairdressing from 20 qualifications in 2017 to 48 in 2019 (expected level) and for dance from 6 to 12.
- Since 2019, average attendance at Skills Academy courses ranges from 2-6% above the school average for S1 and S2 pupils.
- There have been no exclusions across Skills Academy courses.
- Due to provision of SCQF Level 6 Hairdressing at school, to ensure progression the curriculum offering at the local college has been changed to meet the needs of the young people.
- Surveys show significant improvement in health and well-being with majority of pupils who previously scored "red" in SDQ now recorded as "amber".

Can you share any learning on what has worked less well or could be improved?
End-year: *(no update required if covered by the mid-year report detail below).*
Mid-year: