

Agenda



Educational Services Committee

Date: Wednesday, 1 December 2021

Time: 14:00

Format: Hybrid Meeting

Contact: Scott Kelly, Committee Officer
Email: scott.kelly@west-dunbarton.gov.uk

Dear Member

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

The Convener has directed that the powers contained in Section 43 of the Local Government in Scotland Act 2003 will be used and Members will have the option to attend the meeting remotely or in person at the Civic Space, Church Street, Dumbarton.

The business is shown on the attached agenda.

Yours faithfully

JOYCE WHITE

Chief Executive

Distribution:

Councillor Karen Conaghan (Chair)
Councillor Jim Brown
Councillor Ian Dickson (Vice Chair)
Councillor Diane Docherty
Councillor Jim Finn
Provost William Hendrie
Councillor Daniel Lennie
Councillor David McBride
Councillor Jonathan McColl
Councillor Iain McLaren
Councillor John Millar

Councillor John Mooney
Councillor Sally Page
Councillor Martin Rooney
Mrs Barbara Barnes
Mr Gavin Corrigan
Miss Ellen McBride
Ms Hannah Redford
Miss Sheila Rennie
Ms Julia Strang
Vacancy

All other Councillors for information

Chief Education Officer

Date of Issue: 18 November 2021

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EDUCATIONAL SERVICES COMMITTEE

WEDNESDAY, 1 DECEMBER 2021

AGENDA

1 STATEMENT BY CHAIR – AUDIO STREAMING

The Chair will be heard in connection with the above.

2 APOLOGIES

3 DECLARATIONS OF INTEREST

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

4 RECORDING OF VOTES

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

5 MINUTES OF PREVIOUS MEETING 5 – 11

Submit, for approval as a correct record, the Minutes of Meeting of the Educational Services Committee held on 22 September 2021.

6 LOCAL NEGOTIATING COMMITTEE FOR TEACHERS 13 – 15

Submit for information, and where necessary ratification, the Minutes of the Annual General Meeting of the Local Negotiating Committee for Teachers held on 21 September 2021.

7 OPEN FORUM

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

8/

- 8 STRATEGY TO RAISE ATTAINMENT AND ACHIEVEMENT IN WEST DUNBARTONSHIRE 17 – 32**
- Submit report by the Chief Education Officer providing an update on activity and progress with regard to implementing West Dunbartonshire’s Strategy to Raise Attainment and Achievement, and advising of any future changes to the Scottish Attainment Challenge.
- 9 EARLY YEARS IMPLEMENTATION UPDATE 33 – 67**
- Submit report by the Chief Education Officer providing an update of the plan for expansion of Early Learning and Childcare in West Dunbartonshire Council.
- 10 SCOTTISH YOUTH PARLIAMENT MEMBERSHIP OF EDUCATIONAL SERVICES COMMITTEE 69 – 80**
- Submit report by the Chief Education Officer requesting determination of whether there should be Scottish Youth Parliament members nominated to serve on the Educational Services Committee.
- 11 WEST PARTNERSHIP IMPROVEMENT COLLABORATIVE: IMPROVEMENT PLAN 2021-2022 81 – 109**
- Submit report by the Chief Education Officer outlining the main content and process followed to develop the West Partnership Improvement Plan for 2021-2022.
- 12 PROCUREMENT OF ONLINE PAYMENTS SYSTEM AND CASHLESS CATERING SYSTEM 111 – 122**
- Submit report by the Chief Education Officer seeking approval to tender for an online payments system for all establishments to allow parents and carers to make online payments to their children’s school, and a cashless catering system for use in the Authority’s secondary schools which would work in conjunction with the online payments system.
- 13 EDUCATIONAL SERVICES BUDGETARY CONTROL REPORT TO 31 OCTOBER 2021 (PERIOD 7) To Follow**
- Submit report by the Chief Officer – Resources providing an update on the financial performance of Education Services to 31 October 2021 (Period 7).

EDUCATIONAL SERVICES COMMITTEE

At a Meeting of the Educational Services Committee held by video conference on Wednesday, 22 September 2021 at 2.05 p.m.

Present: Provost William Hendrie and Councillors Jim Brown*, Karen Conaghan, Ian Dickson, Diane Docherty, Jim Finn, Daniel Lennie, David McBride, Jonathan McColl, Iain McLaren, John Millar, John Mooney, Sally Page and Martin Rooney, and Mrs Barbara Barnes, Mr Gavin Corrigan, Miss Ellen McBride, Ms Hannah Redford, Miss Sheila Rennie and Ms Julia Strang.

*Arrived later in the meeting.

Attending: Laura Mason, Chief Education Officer; Andrew Brown, Senior Education Officer – Policy, Performance & Resources; Claire Cusick, Senior Education Officer – Pupil Support; Julie McGrogan, Senior Education Officer – Raising Attainment/Improving Learning; Kathy Morrison, Senior Education Officer – Education, Learning & Attainment; Linda McAlister, Education Support Officer; Michelle Lynn, Assets Co-ordinator; Joe Reilly, Business Unit Finance Partner (Education); Alan Douglas, Legal Manager; and Scott Kelly, Committee Officer.

Also Attending: Hayley Paku, Member of the Scottish Youth Parliament; Sophie Marshall, Working 4U Development Officer; and Jimmy Monaghan, Working 4U Assistant.

Councillor Karen Conaghan in the Chair

STATEMENT BY CHAIR – AUDIO STREAMING

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

DECLARATIONS OF INTEREST

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

MINUTES OF PREVIOUS MEETING

The Minutes of Meeting of the Educational Services Committee held on 9 June 2021 were submitted and approved as a correct record.

LOCAL NEGOTIATING COMMITTEE FOR TEACHERS

The Minutes of Meeting of the Local Negotiating Committee for Teachers held on 22 June 2021 were submitted and all decisions contained therein were approved.

OPEN FORUM

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

RESPONSE ON THE PROPOSAL TO CONSULT ON CHANGES TO THE ADMISSIONS AND PLACING REQUEST POLICY FOR MAINSTREAM SCHOOLS

A report was submitted by the Chief Education Officer informing of the outcome and findings of the statutory consultation exercise undertaken in respect of the formal consultation on the proposed changes to West Dunbartonshire's Admissions and Placing Requests Policy.

After discussion and having heard the Education Support Officer and the Legal Manager in further explanation of the report and in answer to Members' questions, the Committee agreed:-

- (1) to note the findings from the statutory consultation exercise; and
- (2) to approve the implementation of the proposal to make a limited variation to the Admissions and Placing Requests Policy for mainstream schools within West Dunbartonshire Council from school session 2022/23.

Note: Councillor Brown entered the meeting during consideration of this item.

PROPOSAL PAPER AND LAUNCH OF STATUTORY CONSULTATION FOR THE CONSTRUCTION OF A NEW CAMPUS IN FAIFLEY

A report was submitted by the Chief Education Officer seeking approval for the launch of the statutory consultation document by the Chief Education Officer under the terms of the Schools (Consultation) (Scotland) Act 2010 on the proposal to construct co-located replacements for St Joseph's Primary School, St Joseph's Rainbow Base and Edinbarnet Primary School, together with a new ELCC to replace Auchnacraig and Lennox ELCCs, and also provide a Community Library and Community space within a new campus to be located on the site of the current St Joseph's Primary School.

After discussion and having heard the Senior Education Officer – Policy, Performance & Resources, the Legal Manager and the Assets Co-ordinator in further explanation of the report and in answer to Members’ questions, the Committee agreed:-

- (1) to approve the launch of the statutory consultation document by the Chief Education Officer under the terms of the Schools (Consultation) (Scotland) Act 2010 on the proposal to construct co-located replacements for St Joseph’s Primary School, St Joseph’s Rainbow Base and Edinbarnet Primary School, together with a new ELCC to replace Auchnacraig and Lennox ELCCs, and also provide a Community Library and Community space within a new campus to be located on the site of the current St Joseph’s Primary School;
- (2) that the consultation period should run from Thursday, 30 September 2021 to Wednesday, 17 November 2021, a total of 32 days when the schools are open for pupils; and
- (3) that a report outlining the results of the consultation and making appropriate recommendations be presented to the meeting of the Educational Services Committee provisionally scheduled to be held on 16 March 2022.

The Legal Manager then advised the Committee that, in view of its decision to launch the statutory consultation, and because Members would in due course require to make a decision based on the evidence presented during the consultation process, Members who wished to participate in the decision-making should exercise caution when making any public comment, and in particular should avoid any comment which may lead members of the public to consider that the issues have been pre-judged.

SCHOOL TRANSPORT CONTRACTS – SESSION 2021/22

A report was submitted by the Chief Education Officer setting out the steps taken to secure school transport contracts in liaison with Strathclyde Partnership for Transport for mainstream school transport and the Corporate Procurement Unit for Additional Support Needs (ASN) school transport from school session 2021/22 until 2024/25.

Having heard the Senior Education Officer – Policy, Performance & Resources in further explanation of the report, the Committee agreed:-

- (1) to note the necessary arrangements, in liaison with SPT, for renewed mainstream school transport contracts for session 2021/22; and
- (2) to note that, in consultation with the Corporate Procurement Unit, a Corporate Taxis Services framework had been approved for a maximum period of four years and that all ASN transport would be procured via this framework for the duration of this period.

STRATEGY TO RAISE ATTAINMENT AND ACHIEVEMENT IN WEST DUNBARTONSHIRE

A report was submitted by the Chief Education Officer providing an update on activity and progress with regard to implementing West Dunbartonshire's Strategy to Raise Attainment and Achievement.

After discussion and having heard the Senior Education Officer – Raising Attainment/Improving Learning, the Legal Manager and the Chief Education Officer in further explanation of the report and in answer to Members' questions, the Committee agreed to note the progress made in the past three months with two key priorities: (i) the Scottish Attainment Challenge; and (ii) Education recovery and renewal.

SCOTTISH QUALIFICATIONS AUTHORITY (SQA) ATTAINMENT UPDATE

The Senior Education Officer – Policy, Performance & Resources provided a verbal update in relation to the Scottish Qualifications Authority (SQA) Attainment Update and informed the Committee:-

- (1) that a revised alternative certification model had been developed by SQA for awards which relied on a rigorous process of internal assessment, moderation and quality assurance within schools and local authorities to derive provisional grades for young people;
- (2) that the exceptional circumstances of the pandemic made it difficult to draw meaningful statistical comparisons with previous years' results;
- (3) that 2,136 pupils had been entered for qualifications with 2,110 (99%) obtaining one or more qualification;
- (4) that 3,980 passes were achieved at National 5 out of 4,267 entries (93%), an increase of 9% in comparison to the previous year, with 96% of students achieving one or more qualification at this level;
- (5) that 72% of graded National 5 awards had received a grade A or B;
- (6) that 93% of the 1,748 entries for National 4 had resulted in a pass;
- (7) that 96% of the 2,546 Higher entries had resulted in a pass and 76% of Higher passes were either grade A or B;
- (8) that 95% of the 302 Advanced Higher entries had resulted in a pass with 77% of passes being either grade A or B;
- (9) that the percentage of passes in literacy and numeracy had increased from 82% last year to 93% this year; and

- (10) that a full analysis of young people's performances would be reported to Members in due course.

EARLY YEARS IMPLEMENTATION UPDATE

A report was submitted by the Chief Education Officer providing an update of the plan for expansion of Early Learning and Childcare in West Dunbartonshire Council.

After discussion and having heard the Senior Education Officer – Education, Learning & Attainment in further explanation of the report, the Committee agreed to note the progress that had been made in delivering the statutory entitlement of 1,140 hours early learning and childcare.

LITERACY AND NUMERACY – BENCHMARKING

A report was submitted by the Chief Education Officer advising on the performance of literacy and numeracy in West Dunbartonshire at Early Years, P1, P4, P7 in 2021.

After discussion and having heard the Senior Education Officer – Raising Attainment/Improving Learning in further explanation of the report and in answer to a Member's question, the Committee agreed to note the analysis and action plan for recovery and improvement.

SUMMER HOLIDAY 2021 PROGRAMME EVALUATION

A report was submitted by the Chief Education Officer providing an update on plans to reduce holiday hunger across West Dunbartonshire Council during summer 2021 and providing information about the additional Scottish Government funding allocations.

After discussion and having heard the Senior Education Officer – Pupil Support in further explanation of the report and in answer to a Member's question, the Committee agreed:-

- (1) to note the progress and impact of authority-wide plans by partners to reduce holiday hunger; and
- (2) to note the associated administration and governance of the funds.

ALTERNATIVE TO FREE SCHOOL MEALS PAYMENT IN HOLIDAYS

A report was submitted by the Chief Education Officer providing an update on Free School Meal payments and to seeking approval for administering Holiday Hunger payments based on entitlement as a result of low income.

After discussion and having heard the Senior Education Officer – Pupil Support in further explanation of the report and in answer to Members’ questions, the Committee agreed:-

- (1) to note the progress of national and local plans to support Holiday Hunger payments; and
- (2) to approve how the Holiday Hunger funds would be administered.

EDUCATION DELIVERY PLAN 2020/21 YEAR-END PROGRESS

A report was submitted by the Chief Education Officer providing the year-end position against the 2020/21 Delivery Plan.

After discussion and having heard the Senior Education Officer – Policy, Performance & Resources in further explanation of the report and in answer to a Member’s question, the Committee agreed to note the year-end position for 2020/21.

EDUCATIONAL SERVICES BUDGETARY CONTROL REPORT TO 31 JULY 2021 (PERIOD 4)

A report was submitted by the Chief Officer – Resources providing an update on the financial performance of Educational Services to 31 July 2021 (Period 4).

After discussion and having heard the Business Unit Finance Partner (Education) in further explanation of the report and in answer to Members’ questions, the Committee agreed:-

- (1) to note that paragraph 3.1 of the report contained a typographical error and that the budget which had been agreed by Council on 3 March 2021 was £103.679m;
- (2) to note that the revenue account currently showed a projected annual adverse revenue variance of £1.058m (1% of the total budget) of which £0.906m (86%) was COVID-related and therefore resulting in an underlying adverse variance of £0.152m (0.15% of the total budget); and
- (3) to note that the capital account showed a projected in-year favourable variance of £2.444m made up of £0.117m overspend (1% of the current year budget), and slippage to 2022/23 of £2.561m (27% of the current year budget).

PRESENTATION BY MEMBER OF THE SCOTTISH YOUTH PARLIAMENT

Hayley Paku, Member of the Scottish Youth Parliament, gave a presentation on the work of MSYPs during the COVID-19 pandemic. The main points covered in the presentation were an overview of West Dunbartonshire Youth Council campaigns relating to mental health and employability, and the promotion of 'COVID conversations' in local secondary schools.

Councillor Conaghan, Chair, thanked Hayley for her informative presentation.

The meeting closed at 3.55 p.m.

DRAFT

LOCAL NEGOTIATING COMMITTEE FOR TEACHERS

At the Annual General Meeting of the Local Negotiating Committee for Teachers held by video conference on Tuesday, 21 September 2021 at 10.00 a.m.

Present: Councillors Karen Conaghan and Ian Dickson; Laura Mason, Chief Education Officer; Andrew Brown, Senior Education Officer; Alison Boyles, Head Teacher, Dumbarton Academy; Lindsay Thomas, Head Teacher, Linnvale Primary School; Gavin Corrigan, Michael Dolan, James Halfpenny*, Julia Strang and Caroline Yates (all EIS); and Claire Mackenzie (SSTA).

*Arrived later in the meeting.

Attending: Linda McAlister, Education Support Officer; Louise Hastings, People and Change Partner; and Scott Kelly, Committee Officer.

Apologies: Apologies for absence were intimated on behalf of Councillor John Mooney; and Dawn Wilson and Stephen McCrossan (EIS).

Gavin Corrigan in the Chair

DECLARATIONS OF INTEREST

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

MEMBERSHIP

In accordance with Paragraph 6 of the Local Recognition and Procedure Agreement, the Committee noted that the membership of the Local Negotiating Committee for Teachers (LNCT) for 2021/2022 would be as follows:-

Management Side

Members: Councillors Karen Conaghan, Ian Dickson, Daniel Lennie and John Mooney; Laura Mason, Chief Education Officer; Andrew Brown, Senior Education Officer; Alison Boyles, Head Teacher, Dumbarton Academy; and Lindsay Thomas, Head Teacher, Linnvale Primary and ELCC.

Substitutes for any member of the Management Side: Louise Hastings, People and Change Partner; and Linda McAlister, Education Support Officer.

Teachers' Side

Members: Gavin Corrigan, Michael Dolan, James Halfpenny, Campbell Lloyd, Julia Strang, Dawn Wilson and Caroline Yates (all EIS); and Claire Mackenzie (SSTA).

Substitute for any member of the Teachers' Side: Karen Jakeman (EIS).

Advisers: Stephen McCrossan, Area Officer (EIS); and Euan Duncan, Professional Officer (SSTA).

Note: Mr Halfpenny entered the meeting at this point.

CHAIR AND VICE CHAIR

In accordance with Paragraph 9 of the Local Recognition and Procedure Agreement, the Committee noted that in this, the nineteenth year of the LNCT, Councillor Karen Conaghan would assume the position of Chair for the Management Side and Gavin Corrigan would assume the position of Vice Chair for the Teachers' Side. Accordingly, Councillor Conaghan assumed the Chair.

Councillor Karen Conaghan in the Chair

MINUTES OF PREVIOUS MEETING

The Minutes of Meeting of the Local Negotiating Committee for Teachers held on 22 June 2021 were submitted and approved as a correct record.

SCHOOL TERM DATES/ACADEMIC CALENDAR 2022/23

A report was submitted by the Joint Secretaries to the LNCT seeking agreement for setting the academic calendar for Teachers and Associated Professionals for the session 2022/2023.

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

- (1) to note that a consultation process would be undertaken to seek views from educational establishments on the proposed school terms dates for 2022/2023, as detailed in Appendix 1 to the report; and
- (2) to delegate the final decision on the academic calendar for 2022/2023 to the Trade Union Convenors and management representatives based on the outcome of the consultation survey.

LNCT AGREEMENT NO. 12 – GUIDANCE FOR HEAD TEACHERS ON THE USE OF SECONDMENTS

A report was submitted by the Joint Secretaries to the LNCT seeking agreement to amend LNCT Agreement No.12, 'Guidance for Head Teachers on the use of Secondments' to incorporate the SNCT agreed Code of Practice on Secondments (Circular SNCT 21/80).

After discussion and having heard both Sides, the Committee agreed to note the contents of the report and to approve the implementation of the revised LNCT Agreement No.12 (Appendix 1 to the report).

PROGRAMME OF FUTURE MEETINGS

The Committee agreed:-

- (1) that future meetings of the Local Negotiating Committee for Teachers be held on:-
 - Tuesday, 14 December 2021 at 2.00 p.m.
 - Tuesday, 15 March 2022 at 10.00 a.m.
 - Tuesday, 21 June 2022 at 2.00 p.m.; and
- (2) to note that these would be hybrid meetings with Members being able to attend remotely, or in person in the Civic Space, Council Offices, Church Street, Dumbarton.

The meeting closed at 10.10 a.m.

WEST DUNBARTONSHIRE COUNCIL**Report by Laura Mason, Chief Education Officer****Educational Services Committee: 1 December 2021**

Subject: Strategy to Raise Attainment and Achievement in West Dunbartonshire**1. Purpose**

1.1 The purpose of this report is to update the Educational Services Committee on activity and progress with regard to implementing West Dunbartonshire's Strategy to Raise Attainment and Achievement; and advise of any future changes to the Scottish Attainment Challenge.

2. Recommendations

2.1 The Educational Services Committee is recommended to note the progress made in the past three months with two key priorities:

1) The Scottish Attainment Challenge; and

2) Education recovery and renewal.

2.2 The Educational Services is asked to note the refreshed national mission and reduced financial distribution model for the Scottish Attainment Challenge from 2022/23.

2.3 The Committee will be provided with regular update reports advising of progress

3. Background

3.1 In line with the Strategy to Raise Attainment and Achievement the Committee receives a regular report outlining progress against this strategic priority.

3.2 West Dunbartonshire Council is one of 9 Challenge Authorities allocated funding from the Scottish Attainment Challenge Fund since 2015. The Challenge Fund is allocated to those schools and local authorities with the highest concentrations of primary pupils living in multiple deprivation.

3.3 The Challenge Authority Programme set out to accelerate the pace in which Scotland closes the poverty related attainment gap. The funding set out to ensure every child and young person had the same opportunity to succeed focusing particularly on closing the poverty related attainment gap.

- 3.4** In January 2021, Scottish Government announced a continuation of the Attainment Scotland Fund for one more year. The allocation to the Council for 2021/22 is £2,043,815m funding 4 West Dunbartonshire Council Scottish Attainment Challenge projects: Early Level Play and Learning; Raising Attainment and Narrowing the Gap focusing on literacy and numeracy; Better Well Being Better Learning; and School Improvement Partnerships. The projects aim to improve outcomes for all children and young people (equity) and deliver sustained educational improvement (excellence).
- 3.5** West Dunbartonshire Council's Scottish Attainment Challenge Project Plan for 2021/22 is on track with a mid year budget forecast submitted to Scottish Government in October predicting full budget spend for the session 2021/22.
- 3.6** In March 2017 Scottish Government introduced Pupil Equity Funding (PEF); allocating funds directly to schools to help close the poverty related attainment gap as another dimension of the Scottish Attainment Challenge. Individual school funding is based on Free Meal Entitlement. In 2021/22 West Dunbartonshire schools received £3,797,365m Pupil Equity Funding.
- 3.7** In November 2021 Scottish Government announced a refreshed Scottish Attainment Challenge programme. There are three major areas of change: mission, funding, governance/accountability.

Mission

The refreshed Scottish Attainment Challenge mission:

'To use education to improve outcomes for children and young people impacted by poverty;

By tackling the poverty related attainment gap to deliver on the Government's vision of equity and excellence in education'.

Funding

A tapered redistribution of the £43million of Challenge Authority funding currently distributed to the nine Challenge Authorities to a strategic needs based distribution across all 32 local authorities will be introduced in 2022/23.

PEF funding will continue to be distributed directly to schools and in 2022/23 will continue to be allocated based on Free Meal Entitlement (FME).

Governance / Accountability

Governance of the Scottish Attainment Challenge is under review/revision in three areas: reporting requirements; setting clear ambitions for progress; and creating an accountability framework.

4.0 Main Issues

4.1 The Scottish Attainment Challenge

- 4.1.1** From 2022/23 the new Scottish Attainment Challenge funding model will reduce the annual income to West Dunbartonshire reducing the capacity of

the service to deliver strategic priorities for raised attainment and achievement.

- 4.1.2** Building on achievements made since 2015 the service is developing plans to both accelerate and embed progress in academic session 2021/22 and 2022/23. Plans to support delivery will be reviewed to reflect any changes to the Scottish Attainment Challenge funding and governance model.
- 4.1.3** The continuation of PEF funding directly to schools will increase the level of accountability for delivering outcomes by schools. The local authority is responsible for the quality of education in West Dunbartonshire and will require sufficient capacity to deliver any increased scrutiny and accountability for the delivery of PEF funded outcomes by schools.
- 4.1.4** West Dunbartonshire has a mature and embedded Scottish Attainment Challenge strategy. In session 2021/22 a set of thematic reviews are being conducted by central officers and headteachers to review the Scottish Attainment Challenge projects across early, primary, secondary and specialist settings. The first review took place in November 2021 focussing on the provision of nurture education in primary and secondary schools. The review considered the impact of nurture on children and young people's well being and attainment. A report and recommendations will be submitted to the Chief Education Officer in January 2022.

4.2 COVID Recovery and Renewal

- 4.2.1** In the period September to December the service progressed with the action plans presented to September's Education Committee as part of the Covid recovery and renewal strategy for session 2021/22. Elected members are asked to note that in the period September to October some pausing of plans was necessary to take account of any COVID related pupil and / or staff absence.
- 4.2.2** Working in collaboration with schools and early learning centres central officers have focussed in this period on key workstreams in the areas of attainment, learning, teaching and assessment.

Attainment

Primary headteachers have engaged in a series of professional learning sessions reviewing leadership and management of attainment in literacy in the Broad General Education. The sessions provided opportunity for sharing what works well and developing a shared quality standard for use in all West Dunbartonshire primary schools. The delivery of the shared standard will be monitored by officers at school visits in January to March 2022.

Central Officers have met with all headteachers to review school progress and achievement and identify areas for collaboration and improvement. West Dunbartonshire's Attainment Advisor from Education Scotland is engaged in visits to schools to discuss progress with outcomes for equity. Three

headteachers have been seconded to work alongside central officers to deliver recovery and renewal projects to support improvement.

Learning, Teaching and Assessment

A group of primary and secondary teachers are engaged in a West Partnership Programme aimed at supporting on-going professional learning for teachers about high quality learning and teaching. The programme involves attendance at professional learning seminars; being mentored by an experienced deputy headteacher; and delivering a case study project to improve an aspect of learning, teaching and assessment. The participants have engaged in dialogue with their headteachers regarding areas they wish to develop and are now beginning to plan case studies which will be implemented in January / February 2022. Eight experienced West Dunbartonshire deputy headteachers are supporting the programme by acting as mentors for the teachers involved. The mentors are being supported to deliver their role by attending the Delivering Mentorship accreditation programme at Glasgow Caledonia University.

- 4.2.3** The service Improvement Framework developed to monitor quality and standards in all educational settings has been revised as part of the recovery and renewal programme. The Framework provides a model for developing and implementing changes leading to improvement. The revised Improvement Framework is structured around aims, strands and dimensions:

Aims

- Strengthen the impact of our collaborative culture to support delivery of improved attainment and achievement for all children and young people;
- deliver consistently high quality learning experiences which lead to high quality outcomes across all classrooms and establishments; and
- build the capacity for sustained change through the sharing of learning and expertise across improvement partnerships within and outwith West Dunbartonshire.

Strands

- Monitoring and Quality Assurance
- Building Capacity for Improvement

Dimensions

- Collaborative Improvement
- Enhanced Support
- Enhanced Scrutiny and Support
- Leadership Development

The Improvement Framework has been developed by senior officers and is reflective of any national indicators and measures of success and quality. It will be implemented by central officers, headteachers and heads of centres who will work collaboratively to deliver the programme dimensions. This builds on the strong commitment by the service to empowering headteachers and schools.

4.3 Achievement through positive values

In accordance with the Council strategic priorities to achieve independent, empowered and safe communities two contexts for learning have been made priority for all West Dunbartonshire schools:

- Anti- sectarian education; and
- Learning for Sustainability.

These contexts are included as part of the curriculum on offer to promote positive social values in all schools. The social values promoted in West Dunbartonshire Schools are in line with the attributes and capabilities of Curriculum for Excellence the national curriculum for Scottish Schools. The Curriculum for Excellence capacities aspire for young people in Scotland to become successful learners, confident individuals, responsible citizens and effective contributors.

4.3.1 Anti- sectarian education

West Dunbartonshire Council has commissioned an education programme to be offered to all schools between 2021 and the end of 2022. Two organisations will deliver the programme: Show Racism the Red Card and Nil By Mouth. Workshops will be offered to key stages in primary and secondary schools. Headteacher briefing sessions with each organisation are planned for the end of November.

4.3.2 Learning for Sustainability

All West Dunbartonshire schools and early learning centres have developed action plans for COP26 focussing on the United Nations Sustainable Development Goals. These Sustainable Development Goals are part of on-going developments in Learning for Sustainability and support action points in West Dunbartonshire's Learning for Sustainability Action Plan.

In October children and young people posed questions to our local elected members on climate change as part of 'The Moment' on 29th October. 'The Moment' was an opportunity for children and young people across Scotland to engage with their local elected representatives to voice their expectations and wants for their future. Questions about a range of subjects were posed to local elected members by West Dunbartonshire primary and secondary pupils. Some examples of the questions asked are:

- How can we make car charging units more available?
- What can we do about the shocking amount of clothing wasted each year?
- How can we stop plastic pollution?
- How can we save endangered animals?
- How does the council plan to fulfil the COP26 promises?

The voices of the young people of West Dunbartonshire and responses from local elected representatives were videoed and collated in an online book.

The project was a collaboration between Educational Services and Working 4U.

During the period of COP 26 all schools and early learning centres provided a wide range of experiences to engage and motivate our young people including assemblies, workshops, creative learning and STEM challenges, research and investigations. Examples can be found at [#WDCCOP26](#)

The work of two schools Saint Peter the Apostle and St Eunan's was presented at the COP26 Conference in November as part of a partnership project with Glasgow University. Both schools engaged in a video link with students from Chile to discuss local and international climate issues impacting their lives. The students from Chile presented four local projects they were undertaking to tackle climate change from dealing with odours in landfill sites to the recycling and repurposing of plastic bottles.

The West Dunbartonshire COP26 Programme can be accessed at the [WDC COP26 website](#).

5. People Implications

- 5.1** The new Scottish Attainment Challenge tiered funding approach from 2022/ 23 will reduce the number of staff West Dunbartonshire is able to fund to deliver Scottish Attainment Challenge workstreams. Initial scoping of Scottish Attainment Challenge funded posts has identified that the majority are seconded and if there is not sufficient funding they will revert to their substantive posts in line with their terms and conditions of employment.

6. Financial Implication and Procurement Implications

- 6.1** For 2021/22 the Council has been awarded the same sum as received in 2020/21, £2.044m. This is divided broadly as follows: £1.056m to primaries and £0.988m to secondaries. The exact level of funding for 2022/ 23 is still to be confirmed. However, as Scottish Attainment Challenge funding from 2022/ 23 will now be spread across all 32 authorities rather than the 9 Challenge Authorities the allocation to West Dunbartonshire Council will be less than we have been awarded in previous years. However, the Scottish Government have advised that in the first phase of tapered funding across the 32 local authorities mitigations will be put in place to minimise the impact on the 9 Challenge Authorities.

- 6.2** There are no procurement implications arising from this report.

7. Risk Analysis

- 7.1** Impact of the revised Scottish Attainment Challenge funding model could impact on delivery of strategic outcomes as Scottish Attainment Challenge funded staffing will be reduced. This will be fully clarified when Scottish Government advise local authorities of the detail of the funding from 2022/23 onwards.

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

8. Equalities Impact Assessment (EIA)

8.1 An Equalities Impact Assessment Screening has been carried out and no equality issues have been identified (**Appendix 1**).

8.2 The Council recognises the diverse needs of learners, parents, guardians and carers and will ensure language and communication needs are carefully considered and met, and that suitable material and resources are accessible.

8.3 Building on the established provision of professional learning for staff we will ensure all staff are aware of and able to access appropriate training.

8.4 The Council is committed to the health and wellbeing of employees and we will continue to ensure that staff, children and parents are aware of the range of support available from Council Services, including support from psychological services and the measures in place to mitigate any impact on protected groups.

9. Consultation

9.1 In developing these plans there has been consultation with Education Scotland, the Scottish Government, local Trade Unions, parent councils and heads of establishment.

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

10. Strategic Assessment

10.1 Strong governance and contingency planning in place for the education recovery plan.

10.2 This reports reflects the Council' s 2017-2022 overarching priority to reduce inequalities for the people of West Dunbartonshire which supports improved outcomes for all learners in our community.

Laura Mason
Chief Education Officer
November 2021

Person to Contact: Julie McGrogan, Senior Education Officer, Department of Education, Learning and Attainment, Council Offices, 16 Church Street, Dumbarton, G82 1QL

Telephone No: 01389 737316
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Appendix: Equalities Impact Assessment Screening

Background Papers: None

Wards Affected: All wards

Appendix 1

EQUALITY IMPACT: SCREENING AND ASSESSMENT FORM

This form is to be used in conjunction with the Equality Impact Assessment Guidelines. Please refer to these before starting; if you require further guidance contact community.planning@west-dunbarton.gov.uk

Section 1: Policy/Function/Decision (PFD) Details	
A PFD is understood in the broad sense including the full range of functions, activities and decisions the council is responsible for.	
Name of PFD:	Strategy to Raise Attainment and Achievement in West Dunbartonshire Update
Lead Department & other departments/ partners involved:	Educational Services
Responsible Officer	Laura Mason/ Julie Mc Grogan
Impact Assessment Team	Julie Mc Grogan – Senior Education Officer Alan Munro – Quality and Performance Officer
Is this a new or existing PFD?	NEW
Start date: 1.12.21	End date: 1.12.21
Who are the main target groups/ who will be affected by the PFD?	Children, young people and families in West Dunbartonshire
Is the PFD Relevant to the General duty to eliminate discrimination, promote equal opportunities or foster good relations? Please enter brief detail	NO - The purpose of this PFD is to update members on the activity and progress with regard to implementing West Dunbartonshire's Strategy to Raise Attainment and Achievement; and advise of any future changes to the Scottish Attainment Challenge.
Yes:	If yes, complete all sections, 2-9
No:	If no, complete only sections 8-9

	If don't know, complete sections 2 & 3 to help assess relevance
--	---

Section 2: Evidence
 Please list the available evidence used to assess the impact of this PFD, including the sources listed below. Please also identify any gaps in evidence and what will be done to address this.

Available evidence:

Consultation/ Involvement with community, including individuals or groups or staff as relevant	
Research and relevant information	
Officer knowledge	
Equality Monitoring information – including service and employee monitoring	
Feedback from service users, partner or other organisation as relevant	
Other	

Are there any gaps in evidence? Please indicate how these will be addressed

Gaps identified	
Measure to address these	

Note: Link to Section 6 below Action Plan to address any gaps in evidence

Section 3: Involvement and Consultation

Include involvement and consultation relevant to this PFD, including what has already been done and what is required to be done, how this will be taken and results of the consultation.

Please outline details of any involvement or consultation, including dates carried out, protected characteristics. Also include involvement or consultation to be carried out as part of the developing and implementing the policy.

Details of consultations	Dates	Findings	Characteristics
			Race
			Sex
			Gender Reassignment
			Disability
			Age
			Religion/ Belief
			Sexual Orientation
			Civil Partnership/ Marriage
			Pregnancy/ Maternity

			Cross cutting
--	--	--	---------------

Note: Link to Section 6 below Action Plan

Section 4: Analysis of positive and Negative Impacts

Protected Characteristic	Positive Impact	Negative Impact	No impact
Race			
Sex			
Gender Re-assignment			
Disability			
Age			
Religion/ Belief			
Sexual Orientation			

Civil Partnership/ Marriage; this PC is not listed as relevant for Specific Duties; however under the General Duty we are required to eliminate any discrimination for this PC.			
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Note: Link to Section 6 below Action Plan in terms of addressing impacts

Section 5: Addressing impacts
 Select which of the following apply (use can choose more than one) and give a brief explanation – to be expanded in Section 6: Action Plan

1. No major change	
2. Continue the PFD	
3. Adjust the PFD	
4. Stop and remove the PFD	

Give reasons:
<i>Note: Link to Section 6 below Action Plan</i>

Section 6: Action Plan describe action which will be taken following the assessment in order to; reduce or remove any negative impacts, promote any positive impacts, or gather further information or evidence or further consultation				
Action	Responsible person	Intended outcome	Date	Protected Characteristic
				Disability
				Gender
				Gender Reassignment
				Race
				Age
				Religion/ Belief
				Sexual Orientation
				Civil Partnership/ Marriage
				Pregnancy/ Maternity
				Cross cutting
Are there any negative impacts which cannot be reduced or removed? please outline the reasons for continuing the PFD				

Section 7: Monitoring and review		
Please detail the arrangements for review and monitoring of the policy		
How will the PFD be monitored? What equalities monitoring will be put in place?		
When will the PFD be reviewed?		
Is there any procurement involved in this PFD? If yes please confirm that you have read the WDC Equality and Diversity guidance on procurement		
Section 8: Signatures		
The following signatures are required:		
Lead/ Responsible Officer:	Signature: Julie Mc Grogan	Date:17/11/21
EIA Trained Officer:	Signature: Alan Munro	Date: 17/11/21
Section 9: Follow up action		
Publishing: Forward to community Planning and Policy for inclusion on intranet/internet pages	Signature:	Date:
Service planning: Link to service planning/ covalent – update your service plan/ covalent actions accordingly	Signature:	Date:
Give details, insert name and number of covalent action and or related PI:		
Committee Reporting: complete relevant paragraph on committee report	Signature:	Date:

and provide further information as necessary		
Completed form: completed forms retained within department and copy passed to Policy Development Officer (Equality) within the CPP team	Signature:	Date:

WEST DUNBARTONSHIRE COUNCIL**Report by Chief Education Officer****Education Services Committee: 1 December 2021**

Subject: Early Years Implementation Update**1. Purpose**

- 1.1** This report details an update of the plan for expansion of Early Learning and Childcare (ELC) in West Dunbartonshire Council (WDC).

2. Recommendations

- 2.1** It is recommended that committee:

- (i) Notes the progress in meeting our statutory duties; expansion delivery and Funding Follows the Child; and
- (ii) The contents of Appendix 1, Early Learning and Childcare Expansion Delivery Progress; and
- (iii) The contents of Appendix 2, West Dunbartonshire Early Learning and Childcare Expansion Delivery Progress; and
- (iv) The contents of Appendix 3, The Early Learning & Childcare Financial Phasing Plan 2018 - 2022

3. Background - ELC Statutory Duty

- 3.1** The Early Learning and Childcare (ELC) Statutory Guidance places a duty on the Council to deliver 1140 hours which was phased in for eligible 2 year olds and all 3 and 4 year olds by May 2021.

- 3.2** West Dunbartonshire Council has responsibility for ensuring that the statutory entitlement is available to all eligible children in their area and are the primary guarantors of quality, responsible for assessing and monitoring compliance with the National Standard. The guiding principles of the expansion of ELC; quality, flexibility, and accessibility continue to exemplify our commitment to children and families and to improve education outcomes for children and families.

4. Early Learning and Childcare Expansion Delivery Progress

- 4.1** The duty on local authorities to secure 1140 hours funded ELC for all eligible children has been in effect since 1st August 2021. To provide information on the implementation of this commitment, the Improvement Service and Scottish Futures Trust collect and analyse data on the progress of the delivery of the expansion programmes across local authorities. Data gathering is planned for the beginning of each academic term through to April 2022. The purpose of this data collection is to understand the status of the ELC sector

across the country regarding uptake, workforce and capacity as of the last week in August 2021.

- 4.2** The latest report (Appendix 1, Early Learning and Childcare Expansion Delivery Progress) provides an analysis of the collected data on the progress of the delivery of the expansion programme across all local authorities. This data gathering will continue until April 2022. The report summarises the status of the ELC sector regarding uptake, workforce and capacity in the last week of August 2021.

National Key Messages of Expansion Delivery

- 1140 hours funded ELC delivered at all Councils
- 90,890 children were accessing funded ELC
- 97% were accessing more than 600 hours
- 87% were accessing 1140 hours
- 5 councils reported a reduction in the total number of children accessing funded ELC
- 6 councils reported an increase in in the total number of children accessing funded ELC
- 26% rise in the numbers of eligible 2-year-olds accessing funded ELC
- The workforce has increased by 7,942 FTE since academic year 2016/17
- Funded providers in the private and voluntary sectors and childminders provide 32% of all funded provision
- 912 projects in the capital programme (81% are now complete)
- Variability at local level remains a key feature of the expansion.

- 4.4** West Dunbartonshire progress compares favourably to the national picture reported in September 2021. See Appendix 2, West Dunbartonshire Early Learning and Childcare Expansion Delivery Progress for the full report

WDC Key Messages of Expansion Delivery:

- All three and four year olds and two year olds whose parents applied for a funded 1140 hours place have had this since May 2021
- In September 2021, 1,680 children were accessing funded ELC. By April 2022, approx. 2,230 children will have their placements at ELC.
- There is a reduction in the total number of children accessing funded ELC from the number we projected in 2018 which was 2,407 children.
- The year-on-year change in total numbers of children accessing funded ELC represents a reduction of 8% this school session. From our original prediction of 2,407 children to 2,230 children by April 2022. This is due to a decrease in birth rate impacting population numbers
- Of the 1,680 accessing 1140 hours in September, only eleven 2 year old children access less than 1140 hours but more than 600 hours, at the parents request. See 4.5 for our plan for this.
- The estimated number of eligible two year olds is 321 children. The total number accessing ELC funding in August was 155 children

- Our ELC workforce has increased by 469 FTE since academic year 2016/17.
- Funded providers in the private and voluntary sectors and childminders provide 34% of our funded provision.
- The capital projects required for delivery of 1140 hours were completed by August 2020. The remaining projects will improve our ELC assets and ensure compliance with Care Inspectorate regulations. The outstanding projects do not impact our delivery of 1140 hours.

4.5 As noted above, uptake is lower than projected in 2018. Access to flexible, high quality ELC has significant benefits for children and families, and increasing uptake is an important challenge for us, particularly for eligible 2 year olds. Our support for families has a significant role in addressing many of the issues that children, young people and their families face that lead to poor attainment and poorer life chances. Our focus is on early intervention and eligible 2's, but we will also ensure that 3 and 4 year olds access the hours that are right for them and their families. We continue to review all services and will include variations to service registrations if they can accommodate 2 year olds as we are doing at Dalmuir ELCC.

5. Funding Follows the Child: Meeting the National Standard Criteria

5.1 The Interim Guidance on the implementation of Funding Follows the Child and the National Standard, the latest version of which was published in March 2021, set out that the Joint Delivery Board would be asked to undertake a review of the timetable for moving to full implementation of Funding Follows the Child following the national roll-out of 1,140 hours. To capture this information an in-depth survey was completed by all local authorities which provided information on the implementation of Funding Follows the Child in line with the Interim Guidance. The survey results will allow a review of the timetable towards full implementation.

5.2 Our continued challenge for Funding Follows the Child and meeting the National Standard, is to continue to improve the quality of our ELC and education outcomes for our children while also tackling the effects of the poverty related attainment gap. Our ELC meet the National Standard Criteria through inspection by the Care Inspectorate. We have requested that the Care Inspectorate prioritise re-inspection at our 5 ELC with below good evaluations. This session re-inspections have been carried out at two out of five ELC with evaluations below good. Both ELC re-inspected have achieved evaluations of good and above. Of our 40 ELC, including 11 funded providers, 3 ELC do not meet the national standard and await re-inspection. To date 93% of our ELC provision is currently evaluated at good and above. As previously reported to Committee, we continue to robustly support ELC with evaluative grades below good to ensure that they meet the standard. We expect our new ELC to be prioritised for inspection.

6. People Implications

6.1 As previously reported a high quality, diverse and well-qualified professional workforce is key to delivering the expansion and the quality of ELC that we

need. Recruitment for expansion is complete with no issues relating to recruitment and retention of staff.

7. Financial and Procurement Implications

7.1 As reported previously to ensure that it is protected for investment in early learning and childcare, the multi-year funding package for expansion is allocated through a specific grant. There are no changes to the multi-year funding allocation to this authority; figures are cumulative. The multi-year allocations for West Dunbartonshire:

Financial Year	Revenue £m	Capital £m
2018/19	1.410	0.580
2019/20	5.268	2.380
2020/21	8.717	4.480
2021/22	9.723	5.880

7.2 The Scottish Government has confirmed that the expansion funding should remain a specific grant for at least until 2022/23.

7.3 To further improve quality of our ELC provision, we have planned and agreed funding for several projects. These projects, some of which were in our expansion plan for outdoor work are at: Whitcrook ELCC, Lennox ELCC (Alexandria) and Brucehill ELCC. Improvements and care inspection compliance work is also planned for Clydebank ELCC, Linnvale ELCC, Dalmonach ELCC and Dalmuir ELCC. The plans can be accommodated within existing ELC Expansion budgeted resources.

7.4 Our approach to setting a local sustainable hourly rate with our funded providers was developed with the West Partnership local authority ELC leads. All private and voluntary providers took part in a survey of their costs however, the process and survey findings were not accepted by our funded providers. We continue to work on setting a sustainable rate as an exercise to renew and refresh the work we have already done. Our partner providers are preparing a proposal and exemplification of their costs for our review. This approach may ensure sustainability of the private and voluntary sector, which has a key role in supporting economic recovery and access to ELC by our families.

8. Risk Analysis

8.1 The Key Risks:

- The quality of the offer of ELC at all funded providers to ensure that they meet the National Standard Criteria.
- Agreeing a sustainable rate year on year with funded partner providers.
- Completion of our final year projects to improve quality and compliance of our ELC assets.

9. Equalities Impact Assessment (EIA)

9.1 An EIA for the Expansion Plan was undertaken previously. There was no requirement to undertake another EIA for the purposes of this report as it is providing an update to Committee on the expansion.

10. Consultation

10.1 Regular consultation with stakeholders including parents and carers, ELC staff, Unions, Council partners in the project and partner ELC providers continues through the various WDC fora and regular meetings.

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

11. Strategic Assessment

11.1 This report reflects the Council's aspiration to have a strong local economy, improved employment opportunities and efficient and effective frontline services that improve the everyday lives of residents. These are strategic priorities for 2017-2022.

Laura Mason

Chief Education Officer

Person to Contact: Kathy Morrison, Senior Education Officer, Education, Learning and Attainment
Telephone No: 07813 534420
Email: kathy.morrison@west-dunbarton.gov.uk

Background Papers: Appendix 1, Early Learning and Childcare Expansion Delivery Progress
Appendix 2, West Dunbartonshire Early Learning and Childcare Expansion Delivery Progress
Appendix 3, The Early Learning & Childcare Financial Phasing Plan 2018 - 2022

Wards Affected: All



Early Learning and Childcare Expansion Delivery Progress Report

September 2021



Contents

Key Messages	3
Background and Context	4
Objectives, Methodology and Assumptions	5
Data Analysis	6
Uptake	6
Provision in Local Authority, Private Partner and Childminder Settings	9
Local Authority ELC Workforce	10
Scottish Futures Trust – Infrastructure Commentary	12
Conclusions	14

Key Messages



- This data collection provides an update on the status of ELC delivery in August 2021.
- In early August 2021 all local authorities confirmed by correspondence that they were able to offer a place to all eligible children who applied for funded ELC, indicating successful delivery of the expansion to 1140 hours funded ELC.
- Data returned by local authorities indicates that 90,890 children were accessing funded ELC as of the end of August 2021.
- Of these, 88,122 children (97%) were accessing more than 600 hours, and 79,262 children (87%) were accessing 1140 hours funded ELC.
- The year-on-on change in total numbers of children accessing funded ELC is small, with 5 councils reporting a reduction in the total number of children accessing funded ELC by more than 10%, and 6 councils reporting an increase in of more than 10%. 14 councils show a year-on-year change of less than 5%.
- There is reported to have been a year-on-year increase of 26% in the numbers of eligible 2-year-olds accessing funded ELC, up from 4,711 in August 2020 to 5,954 in August 2021.
- The local authority ELC workforce is reported to have increased by 7,942 FTE since academic year 2016/17, including an increase of 757 FTE since April 2021.
- Funded providers in the private and voluntary sectors and childminders provide 32% of all funded provision.
- As of August 2021, there were 912 projects in the capital programme, 81% of which are now complete.
- Of the capital projects required to support the delivery of 1140 from August, 87% are complete and robust contingency plans or transitional arrangements have been put in place for the remaining projects to ensure continued service delivery.
- Variability at the local level remains a key feature of the expansion.

Background and Context

The duty on local authorities to secure 1140 hours funded ELC for all eligible children has been in effect since 1st August 2021.

To provide information on the implementation of this commitment, the Improvement Service (IS) and Scottish Futures Trust (SFT) collect and analyse data on the progress of the delivery of the expansion programmes across local authorities. Data gathering is planned for the beginning of each academic term through to April 2022.

The objective of this data collection is to understand the status of the ELC sector across the country regarding uptake, workforce and capacity as of the last week in August 2021.

This report informs the Joint Delivery Board. Co-chaired by the Minister for Children and Young People and the COSLA Spokesperson for Children and Young People, the Joint Delivery Board is responsible for reviewing implementation of the 1140 hours expansion across all 32 local authorities and for agreeing actions to mitigate risk, respond to emerging issues or put support in place where that may be required.

This report aims to summarise the status of the sector at the end of August 2021 as reported by local authorities, comparing this to their reported position from the previous academic year.

Objectives, Methodology and Assumptions

To collect the data, all 32 Scottish local authorities were issued with a template spreadsheet and guidance document containing instructions for completion and detailed definitions for each of the key readiness indicators to be measured.

Each collection requests the status of delivery in a reference week. For this collection, the reference week was that commencing on 23rd August 2021.

Scottish Futures Trust collect ELC infrastructure data on a quarterly basis from local authorities. An extract of the executive summary from Scottish Futures Trust's Infrastructure Progress Report is included here.

Although the Improvement Service and Scottish Futures Trust have liaised with individual local authorities in seeking to ensure consistency of data returns, they have not undertaken an audit of the data, systems and processes used to capture the data within the 32 local authorities. The data submitted by local authorities is, therefore, presented in good faith without having been audited by the Improvement Service or Scottish Futures Trust.

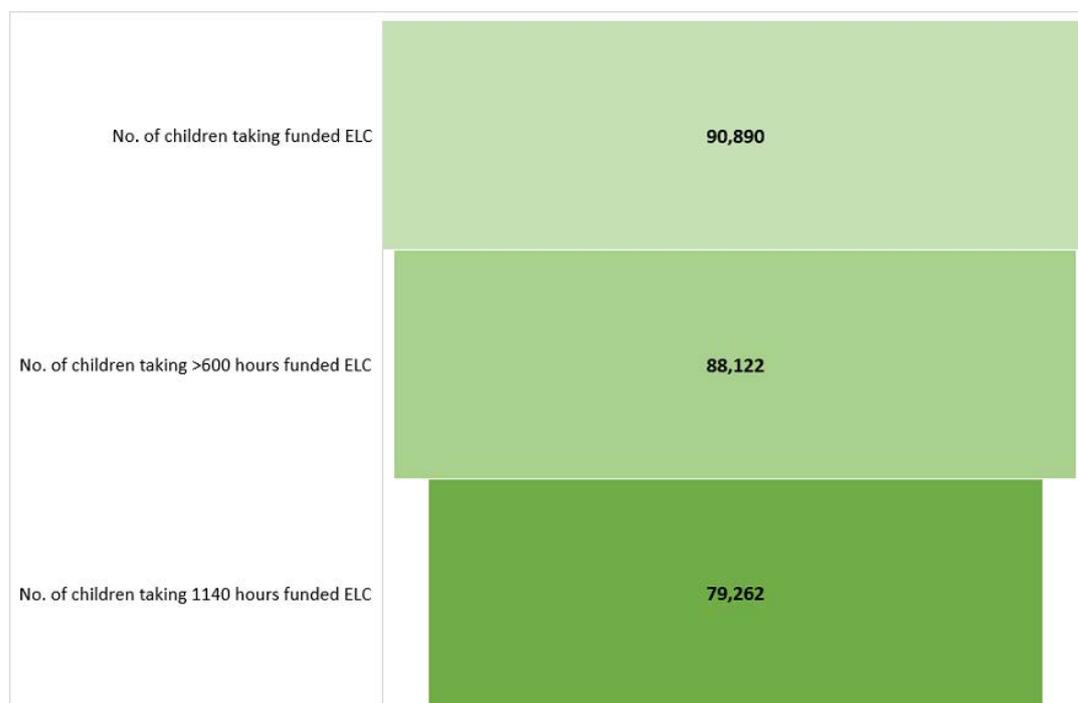
During quality assurance of the data returns, errors in reported uptake figures from the collection in August 2020 were identified in three local authority areas. Errors were mainly down to double-counting children accessing funded ELC in this return. For these local authorities, the August 2020 figures have been retrospectively corrected so that August 2020 can be used as a comparison point in this report.

Data Analysis

Uptake

Total uptake (2- to 5-year-old)

Figure 1: Number of children (2-5-years-old) accessing levels of funded ELC



The number reported to be receiving funded ELC in August 2021 was 90,890 children. Of these, 97% (88,122 children) were reported to be accessing more than 600 funded hours, and 87% (79,262 children) were reported to be accessing 1140 funded hours (Figure 1).

The number of children eligible for funded ELC increases throughout the academic year as more children turn 3-years-old. As such, the number of children accessing funded ELC is necessarily lower in this session (August 2021) than was noted in the last Delivery Progress Report (April 2021).

For a comparison point, we instead look back to the collection that took place in August 2020. In doing so, it can be seen that at a national level, the year-on-on change in numbers of 2- to 5-year-old children reported to be accessing funded ELC is small (<1% difference).

There is of course variability within this, with 5 councils reporting a reduction in total uptake of more than 10%, and 6 councils reporting an increase in total uptake of more than 10%. 14 councils showed year-on-year change of less than 5%.

As expected, with the introduction of the statutory duty, there has been an increase since April 2021 in the proportion of children receiving more than 600 hours (from 87% to 97%) and the proportion of children accessing 1140 hours (from 72% to 87%).

It should be noted that this measurement reflects the number of children accessing different levels of provision, which does not directly reflect the hours that are available. In early August 2021 all local authorities confirmed by correspondence that they were able to offer a place to all eligible children who applied for funded ELC up to 1140 hours. 100% uptake of the full 1140 hours was not expected at any point through the expansion.

As in all previous delivery progress reports there is variability between local authorities. Some local authorities report that all children in receipt of funded ELC are accessing 1140 hours, while others report lower uptake of the full offer.

3- to 5-year-old uptake of funded ELC

Figure 2: Number of children (3-5-years-old) accessing levels of funded ELC



The number of 3 to 5-year-olds reported to be receiving funded ELC in August 2021 was 84,936 children. Of these, 97% (82,748 children) were reported to be accessing more than 600 funded hours, and 88% (74,962 children) were reported to be accessing 1140 funded hours (Figure 2).

There has been a year-on-year decrease in the numbers of 3- to 5-year-old children accessing funded ELC by 1% (down from 86,109 in August 2020).

Variability continues to be seen at a local level, with some local authorities noting uptake of the expanded hours in a greater proportion of their 3- to 5-year-old children in funded ELC than others.

2-year-old uptake of funded ELC

Figure 3: Number of children (2-year-olds) accessing levels of funded ELC



The number of 2-year-olds reported to be receiving funded ELC in August 2021 was 5,954 children. Of these, 90% (5,374 children) were reported to be accessing more than 600 funded hours, and 72% (4,300 children) were reported to be accessing 1140 funded hours (Figure 3). It can be noted that the proportions of children accessing expanded hours (both categories of over 600 and the full 1140) are lower for the 2-year-old population than they are for the 3- to 5-year-old population.

There has been a year-on-year increase in the number of 2-year-old children accessing funded ELC by 26% (up from 4,711 in August 2020).

Variability continues to be seen at a local level, with some local authorities noting uptake of the expanded hours in a greater proportion of their 2-year-old children in funded ELC than others.

Provision in Local Authority, Private Partner and Childminder Settings

The graph below shows the reported proportion of uptake split by provider types in August 2021.

To ensure that the data collection is not too burdensome, local authorities report on how many children access most of their provision in each setting type (rather than the number of hours being accessed in each type). Consequently, the statistics quoted do not account for blended models.

Figure 4: Uptake of funded ELC split by provider type

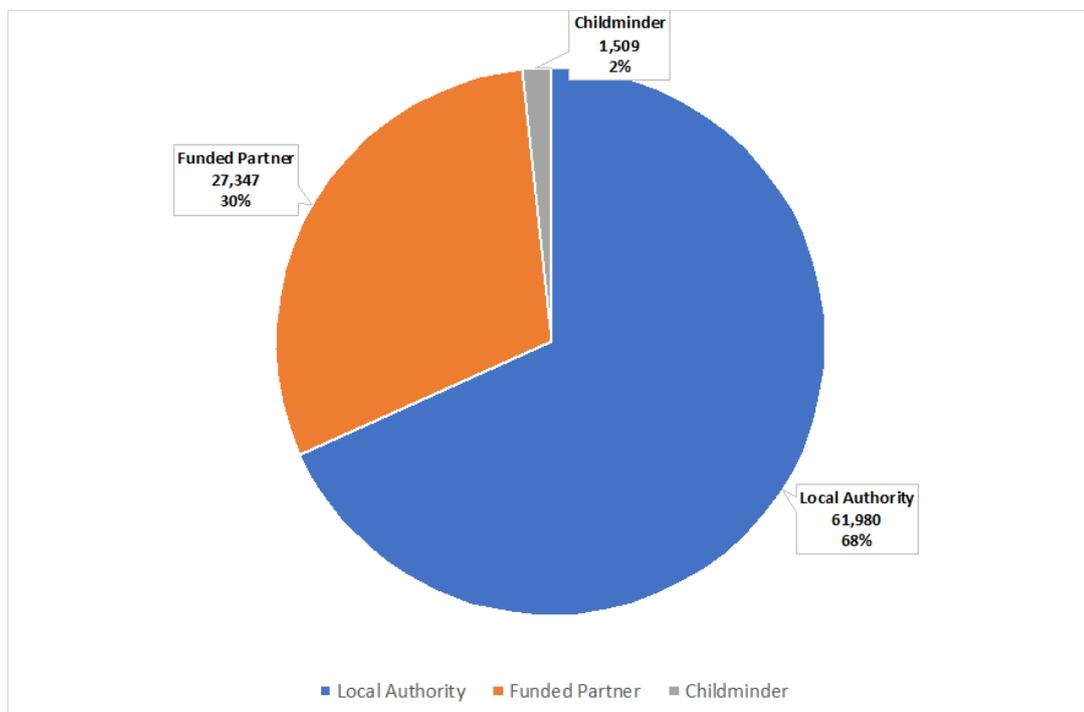


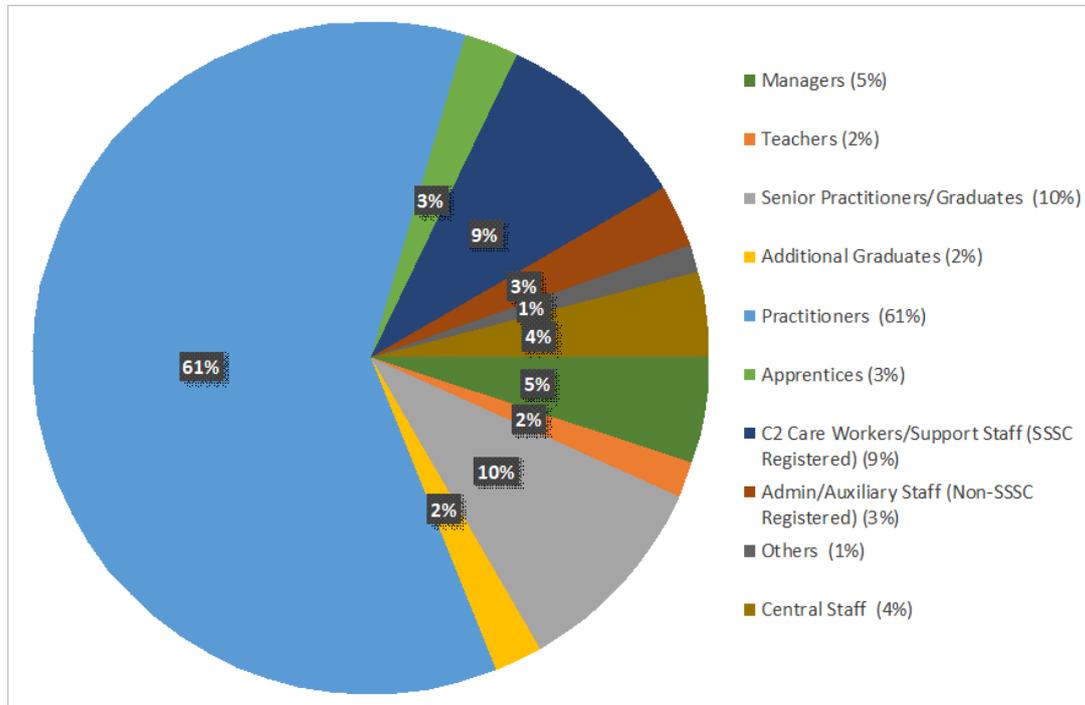
Figure 4 shows that for August 2021, 30% of provision was being accessed in private settings, compared to 68% in local authority settings, with the remainder being accessed with childminders. This shows a continued shift towards uptake with funded partners (increased from 27% in August 2020).

Of all children who are accessing the majority of their hours with funded providers, 83% are accessing 1140 hours, compared with 89% in local authority settings.

Local authorities reported that, as of August 2021, 1,249 childminders were in partnership to deliver funded hours. This is an increase of 16 since April 2021. 1,716 children were reported to be accessing some level of provision with childminders, an increase of 361 since August 2020.

Local Authority ELC Workforce

Figure 5: Local authority ELC workforce split by job type



Local authorities reported that as of August 2021 the ELC workforce in local authorities comprised of 17,516 FTE across Scotland. Figure 5 shows the split of job types in ELC nationally as of August 2021. By far the largest section of the ELC workforce are Practitioners, comprising of 10,597 FTE (61%).

When compared to the total local authority ELC workforce in academic year 2016/17, there has been an increase of 7,942 FTE. This is an increase of 83% from 9,576 FTE in academic year 2016/17.

Since April 2021, there has been an increase of 757 FTE. By far the biggest increase since April 2021 has been seen amongst the practitioners (+593 FTE).

Figure 6: Total local authority workforce (FTE) in place since beginning of expansion

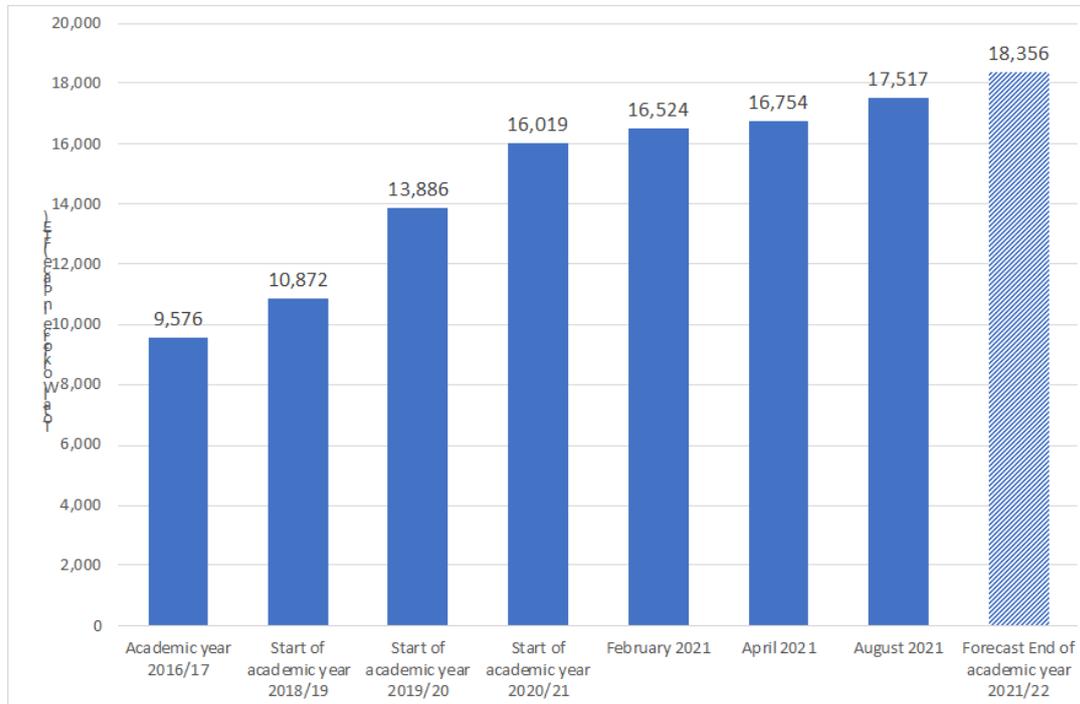


Figure 6 shows the profile of the workforce expansion over time, since the beginning of expansion activities in academic year 2016/17.

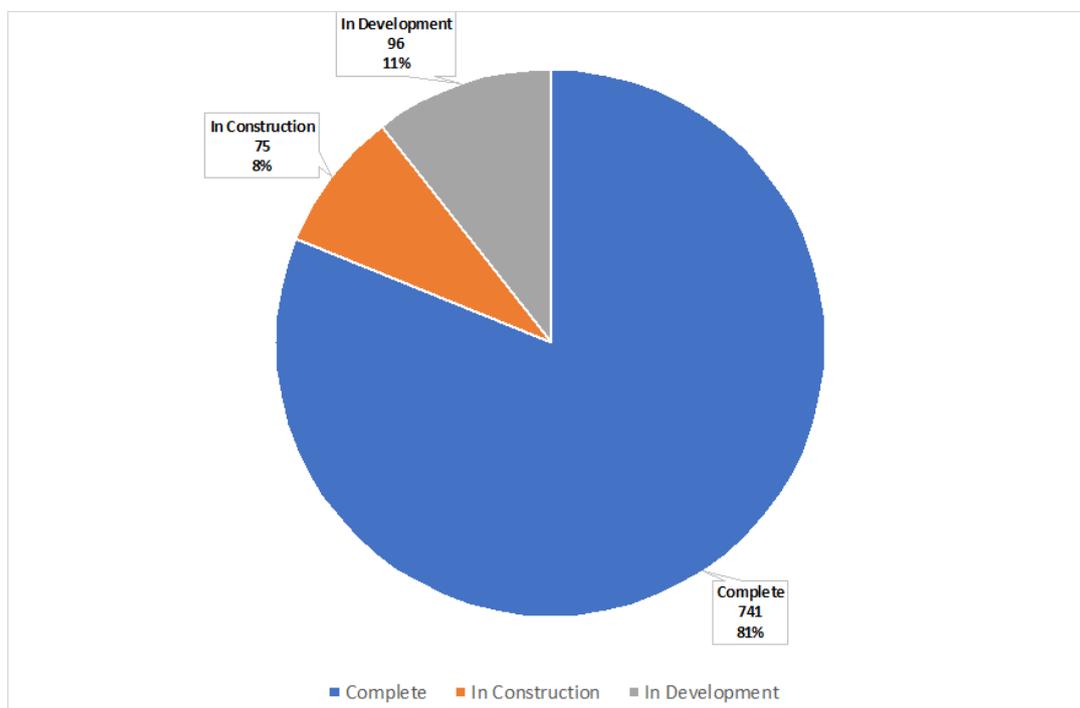
While local authorities note that they have the staff in place to deliver the requisite capacity in August 2021, most local authorities are expecting to continue to take additional staff over the course of this academic year. Local authorities report that they expect an additional 839 FTE to be in place by the end of the academic year. This increase throughout the year is in line with the increasing numbers of eligible children.

As on other indicators, there is variability at a local level, with some authorities noting that their recruitment is complete and others indicating that recruitment continues. On average, each local authority expects to increase their workforce by 26 FTE between August 2021 and April 2022.

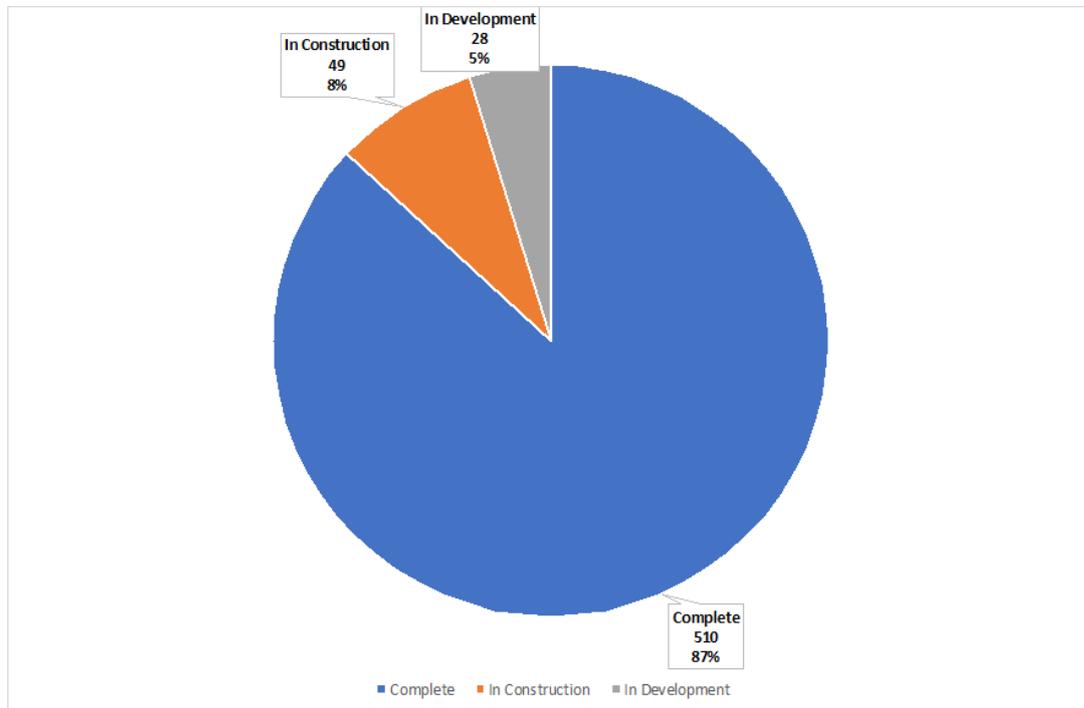
Scottish Futures Trust – Infrastructure Commentary

As of August 2021, there were 912 projects in the capital programme which will deliver c.22,000 additional spaces. 81% of all capital projects are now complete, delivering 73% of the total planned additional space. Figure 7 illustrates the status of the overall capital programme as of August 2021.

Figure 7: Total Number of Projects



Not all capital projects were required to deliver 1140 hours from August. 587 of the 912 capital projects were identified by local authorities as being required for August; the remaining projects being linked to increased flexibility, forecast growth and longer-term learning estate development projects. Figure 8 illustrates the status of the projects that were required for August.

Figure 8: Number of Projects Required for August 2021

Based on local authorities' infrastructure updates in August 2021, of the 587 projects required for August, 510 projects are now complete (87%) and robust contingency plans or transitional arrangements have been put in place for the remaining projects to ensure continued service delivery.

SFT will continue to monitor progress and work with local authorities to support the remaining projects on the programme.

Conclusions

Local authorities successfully delivered the expansion of funded ELC in August 2021 to secure 1140 hours funded ELC for all eligible children.

Across the key indicator measurements and incorporating returned narrative, the national picture shows high uptake of the expanded offer, and success in resourcing the requisite capacity and workforce to support this.

As in previous delivery progress reports, there is variability at a local level with some local authorities reporting higher uptake of the expanded funded hours than others.

Data returned by local authorities indicates that 90,890 children were accessing funded ELC as of the end of August 2021, with 88,122 children (97%) accessing more than 600 hours, and 79,262 children (87%) accessing 1140 hours funded ELC.

Comparing this uptake to that seen in August 2020, at a national level, the year-on-year change in numbers of 2- to 5-year-old children reported to be accessing funded ELC is small (<1% difference). Within this overall picture, there has been an increase in the numbers of 2-year-olds accessing funded ELC, and a small reduction in the total number of 3- to 5-year-olds accessing funded ELC.

The local authority ELC workforce is reported to have increased by 7,942 FTE since academic year 2016/17, including an increase of 757 FTE since April 2021.

As of August 2021, there were 912 projects in the capital programme, 81% of which are now complete. Of the capital projects required to support the delivery of 1140 from August, 87% are complete and robust contingency plans or transitional arrangements have been put in place for the remaining projects to ensure continued service delivery.

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Early Learning and Childcare Expansion Delivery Progress Report

September 2021

Introduction

Our plan for expansion was accepted by the Scottish Government in January 2018. Progress was monitored by the Early Years Expansion Board and updates provided for Education Committee. The project continues to report progress through data reports to the Scottish Government at very regular intervals. The latest progress report published by the Scottish Government in October 2021 provides progress delivery report up to and including end of September 2021. The report provides a summary of progress made across all local authorities.

In West Dunbartonshire the statutory offer of 1140 hours has been in place from August 2021 for all eligible 2 year olds and entitlement for all 3 and 4 year olds. This expansion of ELC hours has been planned and phased in over time at Council ELC and funded private providers including childminders. Working in partnership with colleagues in Facilities Management, Asset Management, Environmental Health, Health and Safety, Building Standards and Care Inspectorate we have repurposed our school assets to ensure quality, drive improvement and have recruited the skilled workforce and leaders that we need.

Funding Follows the Child

Funding Follows the Child is the policy that our plan is based on which is 'provider neutral'; underpinned by the National Standard Criteria, which all providers who wish to deliver the funded entitlement will have to meet from the full statutory roll-out of 1140 hours of funded ELC entitlement by August 2021.

Figure 1: Data Analysis – Total Uptake of ELC by 2-5 Year olds

Number of children accessing funded ELC	1680
Number of children accessing 600 hours funded ELC	11
Number of children accessing 1140 funded ELC	1669

Data returned by all local authorities indicated that 90,890 children were accessing funded ELC at the end of August 2021 of these, 88,122 children (97%) were accessing more than the statutory entitlement of 600 hours, and 79,262 children (87%) were accessing 1140 hours funded ELC. In WDC 1680 children were accessing 1140 hours and 11, 2 year old children were accessing 600 hours. In

Appendix 2

WDC that equates to almost 99% of children accessing 1140 hours and less than 1% accessing 600 hours by end of August 2021. It should be noted that of the 11 children accessing 600 hours that this was the parents choice.

Figure 2: Data Analysis – Total Uptake of ELC by 3-5 Year olds

Number of children accessing funded ELC	1514
Number of children accessing 600 hours funded ELC	0
Number of children accessing 1140 funded ELC	1514

Data returned by all local authorities indicated that 84,936 children were accessing funded ELC at the end of August 2021 of these, 82,748 children (97%) were accessing more than 600 hours funded entitlement, and 74,962 children (88%) were accessing 1140 hours funded ELC. In WDC 1680 children were accessing 1140 hours. In WDC 1514 (100%) of children were accessing 1140 hours. It should be noted that one child has a reduction in hours (at the parent's request).

The number of children eligible for funded ELC increases throughout the academic year as more children turn 3-years-old. As such, the number of children accessing funded ELC is necessarily lower in this session (August 2021) than was noted in the last Delivery Progress Report (April 2021).

Figure 3: Provision in Local Authority, Private Partner Provider and Childminder Settings

The proportion of uptake split in WDC by provider types in August 2021.

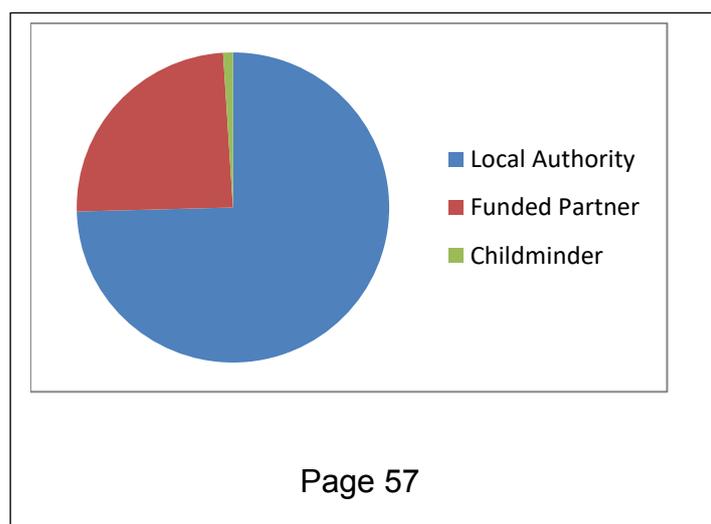


Figure 3, shows that at August 2021 in West Dunbarton, 33% of funded places were taken at a private provider or childminder, 66% of all funded places were with a local authority ELC setting. Childminder funded places continue to remain low at 1%. The placements with childminders are blended placements with an ELC provider.

Figure 4: Workforce

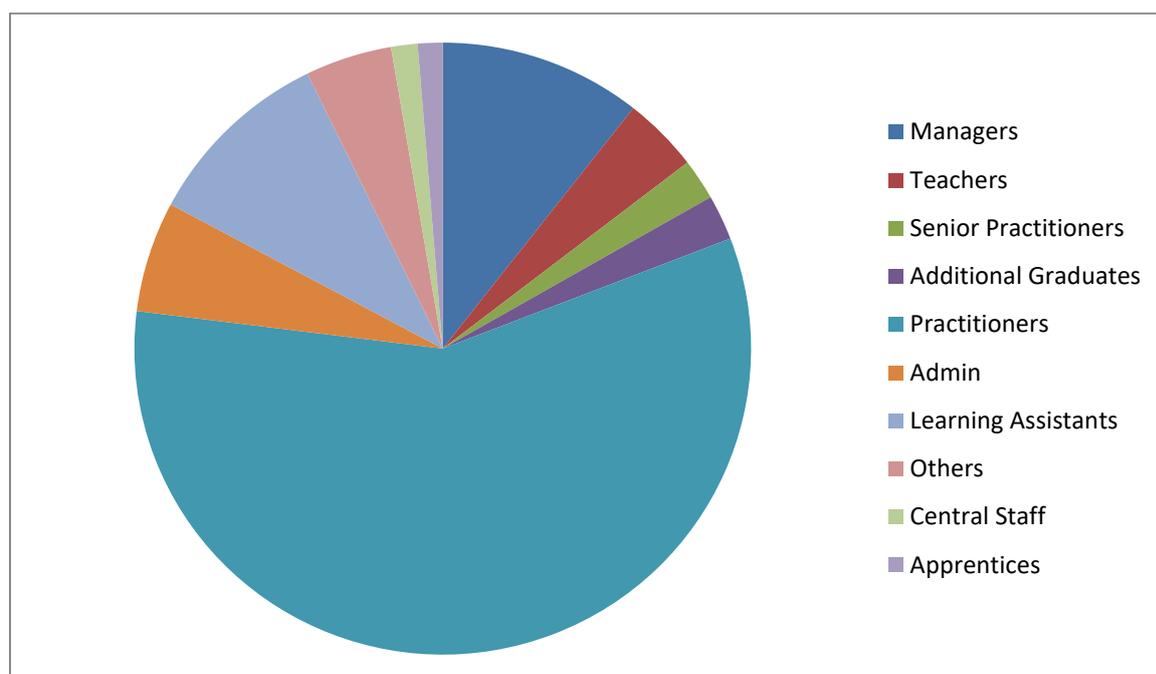
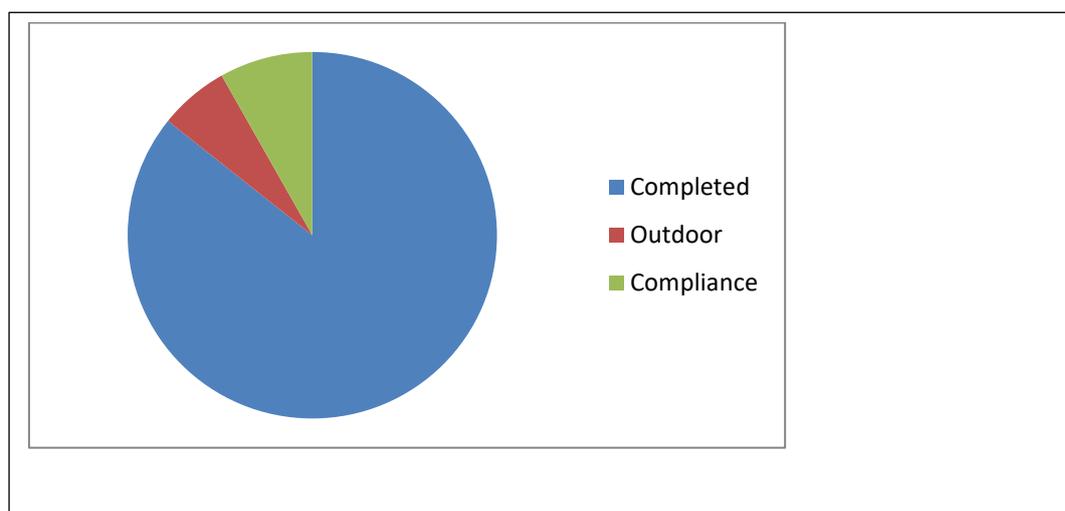


Figure 4 shows the job split types in West Dunbarton. The greatest increase is at ELC practitioner level of which the increase is representative of 267 workers. This is a trend across Scotland with an increase of 593 to the reported figure of 10,597 in April this year. In WDC we required an increase of 447 staff in total to deliver the expanded hours. We have phased our increased workforce requirements over time as new ELC have opened to deliver 1140 hours. The expanded workforce recruitment programme included central staff, facilities workers, ELC practitioners, teachers, EELs and ELC leaders.

Figure 5: Capital Projects Programme - Infrastructure



Of the completed projects at Figure 5, 10 were new ELC within existing assets within schools, 15 were refurbished ELC, 13 were compliance works that were required and 4 new build ELC within a school campus and Leisure Centre. The projects remaining in West Dunbarton will deliver improved quality and compliance at four ELC and outdoor learning facilities at three locations. In August there were 912 projects in the capital projects programme across Scotland. However, not all capital projects were required to deliver the additional hours.

Conclusions

West Dunbarton has successfully delivered the expansion of funded ELC to secure 1140 hours funded ELC for all eligible children. All parents of three and four year olds have taken the offer of 1140 hours. We continue to work with our partners in health and social work to target and increase the uptake of eligible 2 year old placements.

Our parents feedback exemplifies that the principles of expansion and increased hours has provided; quality, flexibility, choice and affordability. Our focus is on maintaining and achieving quality ELC.

Our workforce recruitment for expansion has been successful, providing jobs and opportunities for local people. Adult returners to education, career changers as well as school leavers have successfully gained employment. The apprenticeship programme continues to provide training on the job, for workers who do not have the relevant entrance qualifications for the HNC in Childhood Practice. New posts have been created providing pathways to a career in ELC. Our ambition for closing the gap by improving education outcomes includes employing more teachers who are choosing ELC as a career with a promoted structure built in.

Appendix 2

Our ELC assets are much improved providing the best that we can for children and families. There are exciting learning spaces which children can learn and grow in. Our assets meet the care inspectorate regulations. We continue to improve our ELC with well thought out plans for improvement in partnership with our Asset and building colleagues.

Our celebration of achievements can be viewed at:

<https://www.youtube.com/watch?v=1KuOmXiicZ4>

draft

WEST DUNBARTONSHIRE COUNCIL**EARLY YEARS EXPANSION - BREAKDOWN AREA REVENUE EXPENDITURE**

Income	18/19	19/20	20/21	21/22
SG Grant	1,410,298	5,268,000	8,717,000	9,723,000
Grant c/f	150,963	357,040	1,063,328	800,077
TOTAL INCOME	1,561,261	5,625,040	9,780,328	10,523,077
Expenditure - Area				
Vale of Leven	202,274	1,452,864	1,705,438	2,218,423
Dumbarton	44,870	1,002,290	1,788,711	2,210,332
Clydebank	54,443	989,836	2,933,338	4,019,179
All Areas	902,634	1,116,722	2,552,765	2,075,142
TOTAL EXPENDITURE	1,204,221	4,561,712	8,980,251	10,523,077
Variance	357,040	1,063,328	800,077	0

Appendix 3: Early Learning & Childcare Financial Phasing Plan 2018 - 2022								
Area	ELCC	Revenue Spend 18/19	Revenue Spend 19/20	Revenue Spend 20/21	Revenue Spend 21/22	Project Completion Date	Date of Opening to Children for 1140 hours	Comments
		£	£	£	£			
Vale of Leven	Balloch ELCC	0	39,690	96,911	102,467	Complete	Aug-19	Project Completed
Vale of Leven	St. Mary's ELCC Alexandria 3-5 Service	168,589	297,732	271,258	280,257	Complete	Apr-18	Project Completed
Vale of Leven	Ferryfield ELCC 0-3 Service	33,685	15,986	7,615	49,330	Complete	Oct-18	Project Completed
Vale of Leven	Levensale ELCC 3-5 Service	0	585,316	455,014	516,266	Complete	Aug-19	Project Completed
Vale of Leven	Gartocharn ELCC 0-5 Service	0	94,934	24,406	12,045	Complete	Aug-19	Project Completed
Vale of Leven	Dalmonach ELCC 3-5 Service	0	144,785	335,651	348,662	Complete	Aug-19	Budget allocated for building compliance
Vale of Leven	Renton ELCC	0	31,706	69,998	233,760	Complete	Aug-19	Project Completed
Vale of Leven	Lennox ELCC Bonhill 3-5 Service	0	0	73,757	72,702	Complete	Dec-20	Project Completed
Vale of Leven	St Ronan's ELCC 3-5 Service	0	142,702	233,541	279,202	Complete	Dec-19	Project Completed
Vale of Leven	Ladyton ELCC 2-3 Service	0	0	18,063	173,745	Complete	Jan-21	Project Completed
Vale of Leven	Carousel Alexandria	0	100,014	119,224	149,987	Complete	Apr-20	Project Completed
TOTAL VALE OF LEVEN		202,274	1,452,864	1,705,438	2,218,423			

Area	ELCC	Revenue Spend 18/19	Revenue Spend 19/20	Revenue Spend 20/21	Revenue Spend 21/22	Project Completion Date	Date of Opening to Children for 1140 hours	Comments
Dumbarton	Andrew B Cameron ELCC 3-5 Service	39,870	534,405	468,365	521,663	Complete	Aug-19	Project Completed
Dumbarton	Braehead ELCC 0-3 / 3-5 Services	0	21,028	501,354	379,122	Complete	Dec-20	Project Completed
Dumbarton	Bellsmyre ELCC 3-5 Service	5,000	161,634	184,882	196,190	Complete	Aug-19	Project Completed
Dumbarton	Dalreoch ELCC 3-5 service	0	0	168,166	513,058	Complete	Aug-19	Project Completed
Dumbarton	Brucehill ELCC 3-5 Service	0	5,182	71,583	94,092	Complete	Aug-19	Project Completed
Dumbarton	Great Start	0	104,864	98,725	168,736	Complete	Apr-20	Project Completed
Dumbarton	Tots R Us	0	75,162	155,988	123,739	Complete	Apr-20	Project Completed
Dumbarton	Carousel Dumbarton	0	100,014	139,648	213,732	Complete	Apr-20	Project Completed
TOTAL DUMBARTON		44,870	1,002,290	1,788,711	2,210,332			

Area	ELCC	Revenue Spend 18/19	Revenue Spend 19/20	Revenue Spend 20/21	Revenue Spend 21/22	Project Completion Date	Date of Opening to Children for 1140 hours	Comments
Clydebank	Linnvale ELCC 3-5 Service	54,443	21,221	106,877	141,703	Complete	Aug-18	Budget allocated for building compliance
Clydebank	St. Eunan's ELCC 3-5 Service	0	96,431	177,659	177,750	Complete	Aug-19	Project Completed.
Clydebank	Clydebank ELCC 3-5 Service	0	22,025	0	315,802	Complete	Oct-19	Project Completed.
Clydebank	Whitcrook ELCC 3-5 Service	0	87,585	70,495	62,063	Complete	Jan-20	Project Completed.
Clydebank	Whitcrook PS ELCC 3-5 Service	0	113,167	184,060	340,876	Complete	Jan-20	Project Completed.
Clydebank	OLOL ELCC 3-5 Service	0	8,626	380,124	379,735	Complete	Aug-20	Project Completed.
Clydebank	Dalmuir ELCC 3-5 Service	0	6,091	23,345	45,291	Aug-20	Aug-20	Project Completed.
Clydebank	Gavinburn PS ELCC 3-5 Service	0	0	82,639	108,697	Complete	Aug-20	Project Completed.
Clydebank	Lennox ELCC 0-3 Service	0	0	37,737	17,920	Complete	Apr-21	Project Completed.

Area	ELCC	Revenue Spend 18/19	Revenue Spend 19/20	Revenue Spend 20/21	Revenue Spend 21/22	Project Completion Date	Date of Opening to Children for 1140 hours	Comments
Clydebank	St. Mary's PS ELCC Duntocher 3-5 Service	0	2,540	38,371	26,016	Complete	Jan-21	Project Completed.
Clydebank	Carleith PS ELCC 3-5 Service	0	0	136,214	383,012	Complete	Jan-21	Project Completed.
Clydebank	Auchnacraig ELCC 3-5 Service	0	0	420,212	519,833	Complete	Sep-20	Budget allocated for lunch service
Clydebank	Kilbowie ELCC 3-5 Service	0	21,153	79,194	180,595	Complete	Aug-20	Project Completed.
Clydebank	Bright Beginnings	0	71,525	113,061	142,488	Complete	Apr-20	Project Completed.
Clydebank	Brookland	0	87,285	226,966	217,481	Complete	Apr-20	Project Completed.
Clydebank	Nursery Times	0	100,014	202,663	183,734	Complete	Apr-20	Project Completed.
Clydebank	Sunflower	0	109,713	262,788	303,724	Complete	Apr-20	Project Completed.
Clydebank	Villa Kindergarten	0	72,738	99,338	93,742	Complete	Apr-20	Project Completed.
Clydebank	Lucky Little Stars	0	72,738	186,955	202,483	Complete	Apr-20	Project Completed.
Clydebank	Children's Hour	0	96,984	104,641	176,235	Complete	Apr-20	Project Completed.
CLDEBANK TOTAL		54,443	989,836	2,933,338	4,019,179			

Area	ELCC	Revenue Spend 18/19	Revenue Spend 19/20	Revenue Spend 20/21	Revenue Spend 21/22	Project Completion Date	Date of Opening to Children for 1140 hours	Comments
All Areas	Kilpatrick Early Years Service	0	5,000	5,000	55,368	Complete	Aug-19	Project Completed
All Areas	Childminders	0	0	20,000	30,000			
All Areas	Facilities Management	29,839	0	0	0			
All Areas	Central Management	268,654	353,644	329,203	456,915			
All Areas	Graduates	118,400	338,470	332,656	405,332			
All Areas	Psychological Service	0	32,882	74,285	80,183			
All Areas	Early Years Outreach Posts	0	0	42,439	56,605			
All Areas	Cover	0	20,000	33,419	20,000			
All Areas	Workforce Development	0	18,495	0	20,000			
All Areas	Expansion Management Service Structure	267,649	281,167	139,000	139,000			
All Areas	Resourcing Better Futures	200,504	0	0	166,963			
All Areas	Modern Apprentices	17,588	67,065	72,772	46,662			
All Areas	CFCR Expansion (Dabden, Pram Shelters)	0	0	0	180,000			
All Areas	Kitchen Equipment (upgrade to legacy facilities)	0	0	0	0			
All Areas	Provision of outdoor areas	0	0	0	100,000			

Area	ELCC	Revenue Spend 18/19	Revenue Spend 19/20	Revenue Spend 20/21	Revenue Spend 21/22	Project Completion Date	Date of Opening to Children for 1140 hours	Comments
All Areas	Salaries Recharge	0	0	0	0			
All Areas	Loss of Income	0	0	100,000	100,000			
All Areas	Early Years COVID-19	0	0	0	218,114			
All Areas	Early Years Flexibility	0	0	1,403,992	0			
TOTAL EXPENDITURE		902,634	1,116,722	2,552,765	2,075,142			
SCOTTISH GOVERNMENT FUNDING		1,410,298	5,268,000	8,717,000	9,723,000			
UNALLOCATED GRANT FROM		150,963	357,040	1,063,328	800,077			
TOTAL GRANT INCOME		1,561,261	5,625,040	9,780,328	10,523,077			
TOTAL - ALL EXPENDITURE		1,204,221	4,561,712	8,980,251	10,523,077			
VARIANCE		357,040	1,063,328	800,077	0			

WEST DUNBARTONSHIRE COUNCIL**Report by Chief Education Officer****Education Services Committee – 01 December 2021**

Subject: Scottish Youth Parliament Membership of Educational Services Committee

1. Purpose

- 1.1 The purpose of the report is to ask Committee to determine whether there should be Scottish Youth Parliament members nominated to serve on the Educational Services Committee.

2. Recommendations

- 2.1 It is recommended that the Committee:
- (i) Approves the submission of a report to Council recommending the addition of two Scottish Youth Parliament members on the Education Services Committee.
 - (ii) Agrees that voting members of the Committee require to be over the age of sixteen years old.

3. Background

- 3.1 Following the presentation to the Educational Services Committee on 22 September 2021 by the Scottish Youth Parliament there was a request from the Educational Services Convenor to investigate the possibility of creating two places on the Committee for the Scottish Youth Parliament Candidates.

4. Main Issues

- 4.1 This report asks the Educational Services Committee to determine whether it believes there should be Scottish Youth Parliament representation on the Educational Services Committee.
- 4.2 The decisions of the Educational Services Committee have a direct impact on the children and young people of West Dunbartonshire and as such it is important that their voice is heard as part of the democratic process. Schools involve young people in their own decision making processes through Pupil Councils and pupils aged 16 upwards have voting rights in Scottish Parliamentary Elections. We have all seen very recently just how young people have embraced the climate change agenda reminding decision makers that they require to have their voices heard globally. This proposal opens up the opportunity for them to influence local educational matters as key stakeholders.

- 4.3** The presence of members of Scottish Youth Parliamentarians on the Educational Services Committee will add an additional dimension to the Committee and will contribute in supporting adoption of the principles in The United Nations Convention on the Rights of the Child by allowing the youth representatives a voice and voting position within the Educational Services Committee
- 4.4** Scottish Youth Parliament elections are held in Scotland every two years and will next take place in November 2021, so the method chosen for the selection of the Members is straightforward and transparent. West Dunbartonshire Council has two nominated Scottish Youth Parliament members with this process replicated every two years, resulting in an automatic renewal of membership to serve on the Educational Services Committee.
- 4.4** While it is possible for members of the Scottish Youth Parliament to be as young as 14 years it is proposed that membership of the Committee and Voting Rights be restricted to those aged 16 and over. This suggested age qualification reflects the law of Scotland as regards the age of legal capacity and the fact that sixteen years and above is recognised, through the grant of democratic rights, as an age of which individuals can be expected to understand and participate in significant decision making processes.
- 4.5** Given the implications for confidentiality in respect of potentially sensitive information any report to Council will consider whether, in, the event of exclusion of press and public, such Members would require to be excluded from consideration of certain items.
- 4.6** Similarly Council will need to further consider the appropriateness of the requirement of such members to participate in matters such as school closures where they may be more vulnerable than other Committee Members to lobbying from individuals and pressure groups.
- 4.7** While the Committee would offer Membership to the local members of the Scottish Youth Parliament, they are under no obligation to accept and in such circumstances the position would remain vacant.
- 4.8** In terms of Section 124(2)(a) of the Local Government (Scotland) Act 1973, it is essential that any committee determining educational matters has at least half of its membership drawn from Members of the Authority. Were Council to agree to amend membership as recommended this requirement would be met.

5. People Implications

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

6. Financial and Procurement Implications

- 6.1** There are no financial or procurement implications associated with this report.

7. Risk Analysis

- 7.1** Elected Members are governed by the Councillor Code of Conduct and as such are bound by those rules with sanctions available for breaching such rules. Whilst lay people can be bound by such rules, there are no sanctions available to the Council, other than through court processes, for any breaches. Accordingly the Council would require to carefully consider what restrictions it may consider around particular items of business

8. Equalities Impact Assessment (EIA)

- 8.1** EIA screening conducted and included as Appendix 1

9. Consultation

- 9.1** The Chief Education Officer consulted Legal Services and Finance in the preparation of this report.

10. Strategic Assessment

- 10.1** The inclusion of the Scottish Youth Parliament members will further provide an additional level of scrutiny to the Education policies which will accordingly assist the Council in delivering a fit for purpose Education Services.

Laura Mason
Chief Education Officer
9 November 2021

Person to Contact: Laura Mason – Chief Education Officer
Laura.Mason@west-dunbarton.gov.uk
Contact Number –

Appendices: Appendix 1 – Equality Impact Assessment

Background Papers: None

Wards Affected: All Council Wards

Appendix 1

EQUALITY IMPACT: SCREENING AND ASSESSMENT FORM

This form is to be used in conjunction with the Equality Impact Assessment Guidelines. Please refer to these before starting; if you require further guidance contact community.planning@west-dunbarton.gov.uk

Section 1: Policy/Function/Decision (PFD) Details	
A PFD is understood in the broad sense including the full range of functions, activities and decisions the council is responsible for.	
Name of PFD:	Scottish Youth Parliament
Lead Department & other departments/ partners involved:	Education, Learning and Attainment
Responsible Officer	Laura Mason – Chief Education Officer
Impact Assessment Team	Laura Mason – Chief Education Officer Alan Munro – Quality & Performance Officer
Is this a new or existing PFD?	New
Start date: 1 December 2021	End date: 1 December 2021
Who are the main target groups/ who will be affected by the PFD?	Primary and secondary sector pupils within West Dunbartonshire
Is the PFD Relevant to the General duty to eliminate discrimination, promote equal opportunities or foster good relations? Please enter brief detail	Yes – The PDF proposes extending membership of the Education Services Committee to include two Scottish Youth Parliament members. In doing so, the aim is to allow the voice of young people in West Dunbartonshire to participate and influence local educational matters as key stakeholders.
Yes:	If yes, complete all sections, 2-9
No:	If no, complete only sections 8-9
	If don't know, complete sections 2 & 3 to help assess relevance

Section 2: Evidence	
Please list the available evidence used to assess the impact of this PFD, including the sources listed below. Please also identify any gaps in evidence and what will be done to address this.	
Available evidence:	
Consultation/ Involvement with community, including individuals or groups or staff as relevant	
Research and relevant information	The participation by Scottish Youth Parliament members on the committee will contribute in supporting adoption of the principles in The United Nations Convention on the Rights of the Child.
Officer knowledge	
Equality Monitoring information – including service and employee monitoring	
Feedback from service users, partner or other organisation as relevant	
Other	
Are there any gaps in evidence? Please indicate how these will be addressed	
Gaps identified	
Measure to address these	

Note: Link to Section 6 below Action Plan to address any gaps in evidence

Section 3: Involvement and Consultation

Include involvement and consultation relevant to this PFD, including what has already been done and what is required to be done, how this will be taken and results of the consultation.

Please outline details of any involvement or consultation, including dates carried out, protected characteristics. Also include involvement or consultation to be carried out as part of the developing and implementing the policy.

Details of consultations	Dates	Findings	Characteristics
N/A			Race
			Sex
			Gender Reassignment
			Disability
			Age
			Religion/ Belief
			Sexual Orientation
			Civil Partnership/ Marriage
			Pregnancy/ Maternity

			Cross cutting
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Note: Link to Section 6 below Action Plan

Section 4: Analysis of positive and Negative Impacts

Protected Characteristic	Positive Impact	Negative Impact	No impact
Race			
Sex			
Gender Re-assignment			
Disability			
Age	Inclusion of and participation by Scottish Youth Parliament members will allow them to have a direct impact on educational decisions affecting children and young people in West Dunbartonshire.		
Religion/ Belief			
Sexual Orientation			

Civil Partnership/ Marriage; this PC is not listed as relevant for Specific Duties; however under the General Duty we are required to eliminate any discrimination for this PC.			
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Note: Link to Section 6 below Action Plan in terms of addressing impacts

Section 5: Addressing impacts
 Select which of the following apply (use can choose more than one) and give a brief explanation – to be expanded in Section 6: Action Plan

1. No major change	
2. Continue the PFD	
3. Adjust the PFD	
4. Stop and remove the PFD	

Give reasons:	
<i>Note: Link to Section 6 below Action Plan</i>	

Section 6: Action Plan describe action which will be taken following the assessment in order to; reduce or remove any negative impacts, promote any positive impacts, or gather further information or evidence or further consultation				
Action	Responsible person	Intended outcome	Date	Protected Characteristic
				Disability
				Gender
				Gender Reassignment
				Race
				Age
				Religion/ Belief
				Sexual Orientation
				Civil Partnership/ Marriage
				Pregnancy/ Maternity
				Cross cutting

Are there any negative impacts which cannot be reduced or removed? please outline the reasons for continuing the PFD

--

Section 7: Monitoring and review
Please detail the arrangements for review and monitoring of the policy

How will the PFD be monitored? What equalities monitoring will be put in place?	
When will the PFD be reviewed?	
Is there any procurement involved in this PFD? If yes please confirm that you have read the WDC Equality and Diversity guidance on procurement	

Section 8: Signatures

The following signatures are required:

Lead/ Responsible Officer:	Signature: Laura Mason – Chief Education Officer	Date: 16/11/21
EIA Trained Officer:	Signature: Alan Munro – Quality & Performance Officer	Date: 16/11/21

Section 9: Follow up action

Publishing: Forward to community Planning and Policy for inclusion on intranet/internet pages	Signature:	Date:
Service planning: Link to service planning/ covalent – update your service plan/ covalent actions accordingly	Signature:	Date:

Give details, insert name and number of covalent action and or related PI:

Committee Reporting: complete relevant paragraph on committee report and provide further information as necessary	Signature:	Date:
Completed form: completed forms retained within department and copy passed to Policy Development Officer (Equality) within the CPP team	Signature:	Date:

WEST DUNBARTONSHIRE COUNCIL**Report by the Chief Education Officer****Educational Services Committee: 1 December 2021**

Subject: West Partnership Improvement Collaborative: Improvement Plan2021-2022**1. Purpose**

- 1.1** The purpose of this report is to outline the main content and process followed to develop the West Partnership Improvement Plan for 2021-2022.

2. Recommendations

- 2.1** The Educational Services Committee is asked to note the contents of this report.

3. Background

- 3.1** The West Partnership Regional Improvement Collaborative (RIC) is made up of eight authorities which are East Dunbartonshire, East Renfrewshire, Glasgow City, Inverclyde, North Lanarkshire, Renfrewshire, South Lanarkshire and West Dunbartonshire.
- 3.2** The West Partnership aims to enhance the work of authorities by supporting them to close the poverty-related attainment gap and raise attainment and achievement for all.

4. Main Issues

- 4.1** The Partnership is required to produce an annual improvement plan (Appendix 1), linked to a three-year planning cycle which outlines the vision, purpose and key activities of the collaborative for the year ahead.
- 4.2** Over the past session, a comprehensive range of engagements with key stakeholders took place and the feedback, as well as evaluation data, contributed to the development of the Improvement Plan.

- 4.3** This year, there are three main workstreams established to support and add value to the work of authorities. These are: Wellbeing for Learning; Leadership, Empowerment and Improvement; and Curriculum, Learning, Teaching and Assessment. The Partnership will work closely with local authorities, as well as with colleagues from Education Scotland and the Robert Owen Centre for Educational Change, to achieve key objectives set out for each workstream.
- 4.4** A renewed format will be introduced for the work of some of the West Partnership networked groups. These Specialist Networks meet with a common purpose to enhance the work of the local authorities in themed areas such as curriculum, additional support needs and digital learning. Renfrewshire are benefitting from the collaboration and support from the networks.
- 4.5** A revised plan has been included within this session which attempts to articulate more clearly: vision, values, purpose and priorities of The West Partnership. As the Partnership moves into a new 3-year planning cycle at the end of this session, there is an intention to develop this work further.
- 4.6** The plan was considered and endorsed at the last Glasgow City Region Education Committee on 24th August 2021 with the recommendation that each council area considers the plan through its own local governance arrangements.
- 4.7** The West Partnership's Evaluation Report 2020-2021 is the subject of a separate paper to that committee.

5. People Implications

- 5.1** There are no personnel issues.

6. Financial and Procurement Implications

- 6.1** There are no financial and/or procurement implications.

7. Risk Analysis

- 7.1** It was not necessary to carry out a risk assessment.

8. Equalities Impact Assessment (EIA)

- 8.1** There is no EIA impact.

9. Consultation.

- 9.1** In developing these plans there has been consultation with Education Scotland, the Scottish Government, local Trade Unions, parent councils and head of establishment.
- 9.2** Legal Services and the Section 95 Officer have been consulted in relation to the content of this report.

10. Strategic Assessment

- 10.1** Strong governance and contingency planning in place for the Education recovery plan.
- 10.2** This report reflects the Council's 2017-2022 overarching priority to reduce inequalities for the people of West Dunbartonshire which supports improved outcomes for all learners in our community.

Laura Mason
Chief Education Officer
22 October 2021

Person to Contact: Laura Mason, Chief Education Offices, Council Offices,
16 Church Street, Dumbarton, telephone: 01389 737304,
e-mail: laura.mason@west-dunbarton.gov.uk

Appendices: Appendix 1 - Annual Improvement Plan
Appendix 2 - Equality Impact Assessment

Background Papers: None

Wards Affected: All Wards

The West Partnership

IMPROVEMENT PLAN 2021-22

**Equity, Excellence
& Empowerment**



GLASGOW
CITY REGION
Education

Contents.

- 3** Foreword | Councillor Jim Paterson
- 4** Introduction | Tony McDaid
- 5** Our Vision
- 6** Governance & Operational Structure:
 - Overview
- 7** ➤ Regional Education Committee
- 8** ➤ West Partnership Board
 - West Partnership Implementation Group
 - Finance Sub Group
- 9** West Partnership Delivery Model:
 - Role of West Partnership Core Team
 - Role of Central Officers and Practitioners
- 10** ➤ Specialist Networks
- 11** ➤ The West Partnership Approach
 - School to School Partnerships
- 12** Developing Through Consultation
- 13** Evaluating the Impact of the Improvement Plan
- 14** Critical Indicators
- 15** The West Partnership | Plan on a Page 2021–22
- 16** Delivery Model Overview

Foreword



As Convenor of the Glasgow City Region Education Committee, I am once again pleased to present the West Partnership's Regional Improvement Plan 2021–2022.



Since its establishment in 2017, the West Partnership has drawn together the eight partner authorities of the City Region. It is clear there is a close working relationship across our individual authorities with very strong and increasing collaborative working at all levels. This supports our collective drive towards ongoing improvement in outcomes for all of our region's children and young people.

This latest plan, for 2021-22, continues to set out our vision for equity, excellence and empowerment across all eight partner authorities. The plan recognises the unprecedented challenges that have resulted from COVID-19 and outlines the West Partnership's clear commitment to supporting recovery.

Over the past year in particular, a number of programmes and activities have been designed to address the challenges faced by schools and educational settings across the West Partnership. The offer has included introducing a range of leadership opportunities; tracking learners' wellbeing; extending curricular networks for teachers to help implement the Scottish Qualifications Authority

Alternative Certification Model as well as developing our significant contribution to the national digital learning offer through West Online School (West OS).

The main goal of the Partnership is to add value to our existing strengths and achievements for the benefit of learners across each of our partner authorities. Therefore, it is crucial that the work of the West Partnership is relevant to the priorities of each local authority.

We are now able to show how we gain from the scale and diversity of the West Partnership. As we saw last session with the introduction of West OS, the Partnership was able to utilise the skills and expertise of staff to develop an offer that has been used by almost every school and many thousands of our children and young people and has played a key role in the national digital learning offer.

The work carried out last session provides us with the confidence that the West Partnership will continue to grow from strength to strength. It helps reinforce the importance of purposeful collaboration focussed on the areas that matter to staff, children, and young people.

We were able to demonstrate that collaboration can take place in innovative ways through the use of technology; not just in physical settings. Staff have embraced this opportunity and have been able to share good practice and ideas across all eight partner authorities. We believe that empowering our teachers and other staff to learn from others' experiences will lead to further improvements in practice across our schools and early years' centres.

The plan complements and enhances the excellent work already underway across each of our authorities and outlines our ongoing approach to working together. It relies on practitioners being empowered to make decisions that best suit their learners, and leaders being supported to navigate the challenges ahead.

It is essential that equity, excellence and empowerment continue to be the driving vision for everyone in the West Partnership. The challenges of COVID-19 have highlighted the importance of providing education of the highest quality for all of our children and young people and, in particular, those living in social and economic disadvantage.

As we focus on recovery, we rely on working together to support our communities. I am delighted to present our West Partnership Improvement Plan for 2021-22.

.....
Councillor Jim Paterson, Convenor of the West Partnership

Introduction



During the past two school sessions, education staff have faced unprecedented challenges as a result of the impact of COVID-19. This period has highlighted the importance of working together and the need for staff to develop new ways of supporting each other for the benefit of learners. Therefore, it is essential that the work of the West Partnership Regional Improvement Collaborative builds on progress made. In practice, this means continuing to add value to local authorities, being accessible to those who will benefit most and focussing on activities that have the greatest impact on learner experiences and outcomes.



Research carried out by the Robert Owen Centre for Educational Change, Progress and Challenge: Reflections on the development of the West Partnership 2018-2020, offers insight into the progression of the West Partnership Regional Improvement Collaborative. The report draws on evidence collected for the external interim evaluation, January 2018 until October 2020, and states that:

'The West Partnership has contributed to the work of the local authorities in many ways and has, in the main, provided professional learning and built capacity, which otherwise would not have existed. In addition, there is progression towards systems change, through for example, volunteer-led subject networks, collaborative learning networks between schools and cross-authorities and a national model of an online school in development.'

The report highlighted a number of key strengths that were supporting progress within the West Partnership including increased opportunities for empowerment; systematic as well as informal collaborative efforts that was leading to significant learning and teaching developments; access to expanding networks to share ideas and advice to help deal with the effects of the pandemic; and capacity building taking place through knowledge mobilisation and individual agency and development of professional capital.

Some practical examples of work includes the introduction of West Online School (West OS), created by teachers, and accessed by teachers, learners and families across the West Partnership area and in all local authorities in Scotland. A range of networks for teachers, subject and school leaders and local authority central teams has also demonstrated the increasing reach of the West Partnership.

Of course, challenges do exist as we strive to build a networked learning system; a system that enables collaboration, encourages 'connectedness' and supports practitioners at all levels. Our challenge is to ensure as many practitioners as possible interact, learn and contribute across the West Partnership.

It is also important to consider national and international research. A number of reports on Scottish education were published during school session 2020-21 which have detailed recommendations which provide an opportunity to utilise the potential of the West Partnership. Many of the actions within our plan take these recommendations into account and are designed to support any future national changes.

The period of the pandemic has shown us that staff within schools and educational settings can achieve outstanding results, despite the most challenging of circumstances. However, appropriate opportunities to collaborate and work together are essential. Consequently, the West Partnership Improvement Plan 2021-22 is designed to build on our successes to date, and focus on the areas of recovery and renewal highlighted by key stakeholders as the most important.

Our three main workstreams of – Wellbeing for Learning; Leadership, Empowerment and Improvement; and Curriculum, Learning, Teaching and Assessment are designed to focus on the areas that matter and we will work closely across local authorities, as well as with colleagues from Education Scotland and the Robert Owen Centre for Educational Change, to achieve our key objectives.

.....
Tony McDaid, Regional Lead Officer, West Partnership

Our Vision

The West Partnership has a clear vision: to embed the values of equity, excellence and empowerment in everything we do, building a collaborative, networked learning system to improve learning experiences and increase attainment for every learner across the region.

The plan for 2021-22 also includes our vision for recovery and renewal as we meet the challenges of working through the Covid-19 pandemic and supporting improvement as part of the recovery process. We will work collaboratively within and across the system to ensure that we can respond with agility to the changed circumstances in which we now live, providing support and developing flexible approaches to learning and teaching across the region.

The West Partnership sets an ambitious and aspirational agenda to close the poverty-related attainment gap (equity) and improve attainment and achievement for all (excellence). By creating the conditions for authentic empowerment, the ownership of change can be shifted and enable all staff to take collective action to deliver our ambitious vision.

As the largest of Scotland's Regional Improvement Collaboratives, with approximately one third of all Scotland's school population, to truly deliver sustainable improvement, change needs to be driven collectively. This means ensuring that every stakeholder is empowered to address the needs of each individual learner, devise experiences which will enthuse and engage them and support them to lead their own learning. This will in turn, lead to improvements in learners' achievements and attainment.

In the longer term, there is a commitment to ensure each educator in the West Partnership has the opportunity to engage and collaborate with colleagues and partners to bring about improvement in their class and playrooms.

In the West Partnership, building collective agency to improve results and supporting individuals to work together to secure what they cannot accomplish on their own is a key focus. Our purpose, therefore, is to establish and facilitate networks of professionals to work collaboratively to achieve our vision of equity, excellence and empowerment.

Governance & Operational Structures

OVERVIEW

As part of evaluation and review procedures, the West Partnership continues to reflect on the effectiveness of the existing governance and operational structures, ensuring the Partnership continues to operate efficiently, while adding value to the provision of the eight partner local authorities.

Through a wide ranging review process, a revised governance and operational structure has evolved and been agreed by the West Partnership Board and endorsed by the Regional Education Committee to ensure that we can proceed in the delivery of this ambitious plan over the coming years. The revised structure builds on the strengths of the previous governance framework, which had been recognised as a key strength of the West Partnership in our initial formative years, whilst seeking to strengthen the strategic role of the senior leaders to maintain our ongoing successes.



Governance & Operational Structures

REGIONAL EDUCATION COMMITTEE

The West Partnership is overseen by the Glasgow City Region Education Committee (the Committee), made up of the Education Conveners (or similar) from each of the eight partner authorities, as follows:



The Committee is responsible for scrutinising and endorsing the West Partnership Improvement Plan, receiving regular reports on the progress of the plan and its impact on stakeholders. Chaired by the Convener and elected by the membership, the Committee is attended by the eight Directors of Education/Chief Education Officers with other attendees invited as appropriate.

Additionally, the governance framework in which the Committee operates provides the opportunity for regular engagement with the Glasgow City Region Cabinet, allowing a further level of oversight and scrutiny, whilst enabling strategic links to be established with the wider Glasgow City Regional Economic Strategy.

Governance & Operational Structures

WEST PARTNERSHIP BOARD

The West Partnership Board (the Board), has responsibility for the strategic overview of the work of the West Partnership, with overall responsibility for the development and delivery of the West Partnership Improvement Plan, including overall responsibility for the finance and resources for the Partnership.

The Board is made up of the Director of Education/Chief Education Officer of each of the eight partner authorities which make up the West Partnership. In addition, the Board is advised by the West Partnership's Senior Partnership Officer, the Senior Regional Advisor appointed by Education Scotland, and has professorial representation from Policy Scotland at the University of Glasgow. Staff supporting the work of the West Partnership also attend by invitation.

Specific, identified Board members link with each workstream, and have responsibility for the strategic direction of that workstream and for reporting to the Board on its progress. Workstream Lead Officers support Board members with this work and provide leadership for all aspects of the operational activity of the workstream including: planning, implementation, evaluation and reporting.



WEST PARTNERSHIP IMPLEMENTATION GROUP

Following feedback from the West Partnership core team and partners, a review has taken place of the purpose and efficacy of the previous Operational Delivery Group. In order to ensure efficiency and pace of progress, in the coming session, the Operational Delivery Group will be replaced by the West Partnership Implementation Group. This will be chaired by the Regional Improvement Collaborative Lead (RIC Lead) and attended by the Senior Partnership Officer, Senior Regional Advisor from Education Scotland and professorial representation from the Robert Owen Centre. Meeting quarterly, this will provide an opportunity for rich professional discussion on the progress of the West Partnership Improvement Plan and the contributions of the core team and partners.



FINANCE SUBGROUP

The West Partnership Board continues to be supported very well by the Finance Sub-Group. The Finance Sub-group meets quarterly and includes representatives from all eight local authorities, providing additional rigour and accountability as well as streamlining financial procedures across the Partnership. They have a particular responsibility for the management of the grant award from the Scottish Government, as well as advising on staffing and other resource issues, as required.



The West Partnership Delivery Model

The work of the West Partnership is predominantly delivered through the structures of three key workstreams, each led by a Workstream Lead Officer (WLO) seconded to work with The West Partnership.

For 2021-22, the three workstreams identified are:

- ➔ Wellbeing for Learning;
- ➔ Leadership, Empowerment and Improvement; and
- ➔ Curriculum and Learning, Teaching & Assessment

These workstreams provide 'umbrella themes' for the programmes and activity of the West Partnership. Regular opportunities are provided to link the work of the workstreams and ensure connectivity and cohesion.



THE ROLE OF THE WEST PARTNERSHIP CORE TEAM

A small core team, led by the Senior Partnership Officer, has been appointed to lead and facilitate the operational aspects of the West Partnership Plan. They work collaboratively to ensure that the Improvement Plan progresses and that all activities and opportunities for colleagues across the Collaborative, provide added value to the offer both locally and nationally.

THE ROLE OF CENTRAL OFFICERS, TEACHERS AND PRACTITIONERS

A primary function of the core team is to provide systematic and supported opportunities to work collaboratively with colleagues at all levels from across all eight local authorities. The West Partnership Improvement Plan provides opportunities for colleagues to co-create programmes and activities, as well as participate in those planned and delivered by the core team. This provides a unique setting for collaboration, builds capacity and grows connection, all leading to our vision of a networked learning system.



The West Partnership Delivery Model

SPECIALIST NETWORKS

As part of the extensive Stakeholder Consultation Exercise this session, a renewed format will be introduced for the work of some of the networked groups, supported by the West Partnership. These Specialist Networks will comprise of representatives from across the eight local authorities who meet with a common purpose and remit.

The group will create its own short action plan comprising 2-3 priorities which have been self-generated from existing local authority priorities. This will allow the work of the West partnership to support ongoing local authority activity.

The West Partnership core team will support this collaborative approach to overtaking the action plan.

This key contact will also be responsible for supporting the evaluating and reporting on progress and impact as part of governance procedures.

Specialist Network have been planned across all three workstreams with special consideration given to contribution made by Community Learning & Development colleagues, third sector staff and partners in each.

The groups planned for 2021-22 include networks for:



The West Partnership Delivery Model

THE WEST PARTNERSHIP APPROACH

We are well aware that working in collaboration supports meaningful professional learning and can contribute to improved practice. Importantly, the past eighteen months have shown that even the most challenging of circumstances can be overcome through helping each other.

Our approach within the West Partnership is underpinned by the development of a network learning system; a system that enables collaboration, encourages 'connectedness' and supports practitioners at all levels. Our work is built around collaborative learning and practitioners are supported to develop ways of working together that are effective and build upon well-established research based models of delivery. We will continue to work in partnership with the Robert Owen Centre for Educational Change and the Education Scotland Regional Improvement Team to ensure these approaches to collaborative learning make the greatest difference for our practitioners and learners.



SCHOOL TO SCHOOL PARTNERSHIPS

One new development we will undertake this school session will be the introduction of School to School Partnerships. These partnerships will allow schools to support each other in professional practice through school improvements using a collaborative learning approach. This approach can be seen in all three workstreams.



Developing Through Consultation

The West Partnership remains committed to ensuring that it reflects the views and ambitions of the workforce, parents and learners across the eight partner authorities to achieve our vision of equity, excellence and empowerment.

As the largest of the Regional Improvement Collaboratives, the West Partnership is home to over one third of Scotland's school population, with thousands of teachers and education staff working in around 1000 schools and early learning centres, in some of Scotland's most diverse and challenged communities.



Taking account of the pressures on stakeholders as a result of supporting families and learners during the pandemic, meant the West Partnership has had to be flexible and agile in its approach to stakeholder engagement as part of the improvement planning process. While regular evaluations are undertaken at the end of professional learning sessions or programmes, a Stakeholder Consultation Exercise was also completed to provide a more holistic review and reflection of the West Partnership's activity during the last session, and allow this feedback to inform the plan for session 2021-22.

A set of seven focus group interviews were supported with feedback being sought on themes which included:

- ➔ Pathways and motivations for engagement
- ➔ Purpose of West Partnership
- ➔ Strengths
- ➔ Impact of provision
- ➔ Development needs
- ➔ Communications

A range of supportive reflections highlighted strengths including the West Partnership's ability to:

- ➔ use high quality and credible colleagues to organise and deliver activities;
- ➔ react and respond flexibly and with agility to emergent needs, many of which were consequences of the pandemic;
- ➔ use of technology, to ensure accessibility;
- ➔ provide space to network and collaborate;
- ➔ draw upon partners with expertise in particular areas; and
- ➔ encourage evidence and research in practice.

The consultation process informs the plan for session 2021-22 and all recommendations have been agreed with planned responses in place, embedded within the improvement plan. Two clear areas for focus emerged:

1. Clarify and develop the West Partnership communication strategy.
2. Review and refine the West Partnership offer, particularly the **HOW** of the offer.

Plans to respond directly to stakeholder recommendations are in place.

The West Partnership values, and benefits from, the support provided by Education Scotland's Regional Improvement Team. This team adds to the West Partnership's existing capacity for improvement and provides a helpful external perspective which draws on good practice from across the country. Additional opportunities to work more collaboratively have been undertaken this session, with Education Scotland Workstream Links being invited to participate with the core team and partners in an Improvement Plan Development Day. In addition, Education Scotland Workstream Links have contributed to discussions on both 'what' and 'how' of Improvement Plan activities for the coming session.

Evaluating The Impact of The Improvement Plan

The Evaluating and Reporting Group continues to retain overall responsibility for evaluating, measuring and reporting on the progress and impact of the West Partnership's Improvement Plan.

This work is crucial in supporting the West Partnership to evaluate its activities and programmes as well as using the quantitative and qualitative evidence to identify future priorities. The Evaluating and Reporting Group also has responsibility for evaluating and reporting more widely on the achievements and attainment of learners across the West Partnership collectively. Evaluation reports include updates on the progress and impact of each workstream as well as more holistic evaluations, including the proportion of learners who attain at key performance measures. Tools to systematically evaluate the quality of West Partnership professional learning events / programmes, and the important longer term impact on participants and learners allow us to gather evidence to demonstrate the added value of collaboration.

To assist in this process, new workstream planning processes will focus more acutely on outcome based planning and reporting, not only on progress but on impact in the classroom or playroom too. Evaluation strategies and approaches will be planned by the Workstream Lead Officers at the start



of each professional learning session/ programme to ensure appropriate and robust evidence is gathered systematically and evaluated. This will serve to strengthen the very good work done in this area by the Evaluating and Reporting Group.

The West partnership continues to engage the services of the Robert Owen Centre for Educational Change, Glasgow University (ROC), as external evaluators. During last session, research was carried out by ROC entitled Progress and Challenge: Reflections on the development of the West Partnership 2018-2020. It offers insight into the progression of the West Partnership Regional Improvement Collaborative. Findings and recommendations have been discussed fully by the West Partnership core team and the Board and have influenced the Improvement Plan for session 2021-22.



The Scottish Government has commissioned a full review of Regional Improvement Collaboratives which, although delayed by Covid-19, should lead to a published report in 2021. A range of personnel from within and across the West Partnership have met with Colleagues from Research Scotland to assist in the evidence collection for this review.



Critical Indicators

INDICATORS	2016-17 BASELINE	2017-18 VALUE	2018-19 VALUE	2019-20 VALUE ⁽¹⁾	2020-21 TARGET
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening)	71.3	72.4	73.0	**	78
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy	78.1	79.5	80.3	**	85
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening)	89.7	90.1	89.6	**	91
% of S3 pupils achieving third level or better in numeracy	90.1	89.7	90.0	**	91
% of S3 pupils achieving fourth level or better in literacy (based on reading, writing and talking and listening)	46.7	48.8	49.7	**	55
% of S3 pupils achieving fourth level or better in numeracy	56.7	57.7	56.5	**	63
% of leavers achieving 1 or more awards at SCQF Level 6 or better	67.3	68.7	69.3	70.4	74
% of leavers achieving 5 or more awards at SCQF Level 6 or better	36.2	37.6	38.3	42.1	35
Percentage of leavers from SIMD Quintile 1 achieving 3 or more passes at SCQF Level 6	N/A	33.2	36.9	38.8	40
Percentage of leavers from SIMD Quintile 5 achieving 3 or more passes at SCQF Level 6	N/A	80.6	80.2	82.8	83
Percentage gap between Quintile 1 and Quintile 5 in leavers achieving 3 or more passes at SCQF Level 6	N/A	47.4	43.3	44.0	43.0
% of leavers achieving SCQF Level 5 or better in literacy	81.9	82.8	82.6	83.1	86
% of leavers achieving SCQF Level 5 or better in numeracy	69.1	70.2	69.2	70.8	76
Number of Practitioners accessing professional learning opportunities provided by the West Partnership	****	****	****	3185	TBC
% of establishments evaluated as good or better for leadership of change	59	63	*	***	75
Primary Exclusion Rates (Rate per 1000 pupils)	9.9	N/A	3.7	N/A	6.5
Secondary Exclusion Rates (Rate per 1000 pupils)	46.8	N/A	23.7	N/A	45
Primary Attendance Rates	94.6	N/A	94.2	N/A	95
Secondary Attendance Rates	90.7	N/A	90.3	N/A	92
Initial School Leaver Destinations (Positive)	93.6	94.4	95.2	93.6	95
Percentage of leavers from SIMD Quintile 1 entering a positive leavers destination	N/A	90.5	93.3	90.7	92
Percentage of leavers from SIMD Quintile 5 entering a positive leavers destination	N/A	98.4	98.1	97.3	98
Percentage gap between Quintile 1 and Quintile 5 in leavers entering a positive leavers destination	N/A	7.9	4.8	6.6	6.0
Percentage of leavers entering Higher or Further Education	69.7	70.1	69.5	73.6	75
% of establishments evaluated as good or better for learning, teaching and assessment	57	66	*	***	75

⁽¹⁾ 2019-20 attainment values cannot be directly compared with previous data because of the alternate assessment model used.

* Impacted by Covid-19.

** BGE data not collected.

*** Limited number of inspections completed in 19/20.

**** New indicator from 19/20 onwards.

CRITICAL INDICATORS 2019-20

The West Partnership Plan on a Page 2021-22



OUR VISION

By building a networked learning system, improve learner experience, attainment and achievement across the West Partnership.

OUR VALUES

EQUITY • EXCELLENCE • EMPOWERMENT

OUR PURPOSE



OUR PRIORITIES

To develop readiness for learning with learners and families

To build networks

To build capacity in leaders at all levels

To promote practice-based research and innovation

To support innovation in curriculum design and promote high quality approaches to pedagogy

TO ACHIEVE OUR PRIORITIES, WE WILL:



The West Partnership Delivery Model 2021-22



WELLBEING FOR LEARNING

- ➔ Youth Ambassadors
- ➔ Supporting Learners with ASN**
Families & Communities
- ➔ Family Learning
- ➔ UNCRC
- ➔ Stand-alone ASN*
- ➔ CLD*
- ➔ *Inclusion**
- ➔ *HWB (previous workstream group)**
- ➔ *PSHE Primary / EY**
- ➔ *PSHE Secondary**
- ➔ *Home Education**
- ➔ *Family & Communities**

LEADERSHIP, EMPOWERMENT & IMPROVEMENT

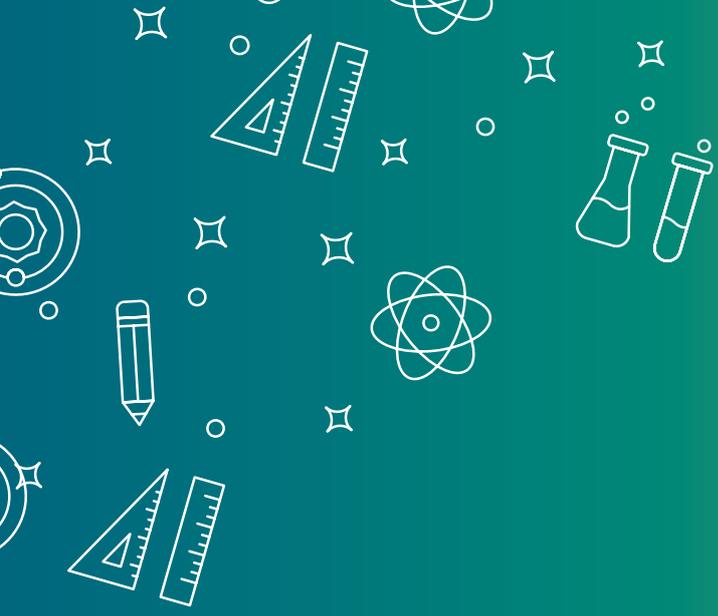
- ➔ Leadership Coaching
- ➔ HT Learning Sets
- ➔ Leadership Hexagon Coaching
- ➔ Leadership Mentoring
- ➔ Leadership for Learning
- ➔ Thinking About Headship
- ➔ *VLN-Deputes and Headteachers***
- ➔ *Improving Our Classrooms-digital and whole school models*
- ➔ *FOCUS*
- ➔ *Equalities (Teaching in a Diverse Scotland)**

CURRICULUM & LEARNING, TEACHING & ASSESSMENT

- ➔ Assessment & Moderation
- ➔ EY / Primary Curriculum
- ➔ Secondary Curriculum –Sharing the Change**
- ➔ Subject Specialist Networks
- ➔ West OS
- ➔ Pedagogy**
- ➔ *Play***
- ➔ *Assessment & Moderation**
- ➔ *Senior Phase Assessment**
- ➔ *Maths**
- ➔ *Literacy**
- ➔ *Digital Learning & Pedagogy**

* Items in italics are delivered through facilitated specialist networks as described on **pages 10 & 11**.

** Programmes will include supported elements of school to school partnership using a collaborative learning network approach.



How to connect with us



WWW.WESTPARTNERSHIP.CO.UK



/ WP_EDUCATION





Appendix 2

EQUALITY IMPACT: SCREENING AND ASSESSMENT FORM

This form is to be used in conjunction with the Equality Impact Assessment Guidelines. Please refer to these before starting; if you require further guidance contact community.planning@west-dunbarton.gov.uk

Section 1: Policy/Function/Decision (PFD) Details	
A PFD is understood in the broad sense including the full range of functions, activities and decisions the council is responsible for.	
Name of PFD:	West Partnership Improvement Collaborative: Improvement Plan 2021-2022
Lead Department & other departments/ partners involved:	Education, Learning and Attainment within West Dunbartonshire and Councils forming the West Partnership Regional Improvement Collaborative
Responsible Officer	Laura Mason – Chief Education Officer
Impact Assessment Team	Laura Mason – Chief Education Officer Alan Munro – Quality & Performance Officer
Is this a new or existing PFD?	New
Start date: 1 December 2021	End date: 1 December 2021
Who are the main target groups/ who will be affected by the PFD?	All communities within the West Partnership
Is the PFD Relevant to the General duty to eliminate discrimination, promote equal opportunities or foster good relations? Please enter brief detail	No – The PFD outlines the main content and processes of the West Partnership Improvement Plan 2021-22 for Members which will be followed in terms of its delivery.
Yes:	If yes, complete all sections, 2-9
No:	If no, complete only sections 8-9
	If don't know, complete sections 2 & 3 to help assess relevance

Section 2: Evidence

Please list the available evidence used to assess the impact of this PFD, including the sources listed below. Please also identify any gaps in evidence and what will be done to address this.

Available evidence:

Consultation/ Involvement with community, including individuals or groups or staff as relevant	
Research and relevant information	
Officer knowledge	
Equality Monitoring information – including service and employee monitoring	
Feedback from service users, partner or other organisation as relevant	
Other	

Are there any gaps in evidence? Please indicate how these will be addressed

Gaps identified	
Measure to address these	

Note: Link to Section 6 below Action Plan to address any gaps in evidence

Section 3: Involvement and Consultation

Include involvement and consultation relevant to this PFD, including what has already been done and what is required to be done, how this will be taken and results of the consultation.

Please outline details of any involvement or consultation, including dates carried out, protected characteristics. Also include involvement or consultation to be carried out as part of the developing and implementing the policy.

Details of consultations	Dates	Findings	Characteristics
			Race
			Sex
			Gender Reassignment
			Disability
			Age
			Religion/ Belief
			Sexual Orientation
			Civil Partnership/ Marriage
			Pregnancy/ Maternity
			Cross cutting

Note: Link to Section 6 below Action Plan

Section 4: Analysis of positive and Negative Impacts

Protected Characteristic	Positive Impact	Negative Impact	No impact
Race			
Sex			
Gender Re-assignment			
Disability			
Age			
Religion/ Belief			
Sexual Orientation			
Civil Partnership/ Marriage; this PC is not listed as relevant for Specific Duties; however under the General Duty we are required to eliminate any discrimination for this PC.			

Note: Link to Section 6 below Action Plan in terms of addressing impacts

Section 5: Addressing impacts

Select which of the following apply (use can choose more than one) and give a brief explanation – to be expanded in Section 6: Action Plan

1. No major change	
2. Continue the PFD	
3. Adjust the PFD	
4. Stop and remove the PFD	

Give reasons:

Note: Link to Section 6 below Action Plan

Section 6: Action Plan describe action which will be taken following the assessment in order to; reduce or remove any negative impacts, promote any positive impacts, or gather further information or evidence or further consultation

Action	Responsible person	Intended outcome	Date	Protected Characteristic
				Disability
				Gender
				Gender Reassignment
				Race
				Age
				Religion/ Belief
				Sexual Orientation
				Civil Partnership/ Marriage
				Pregnancy/ Maternity
				Cross cutting

Are there any negative impacts which cannot be reduced or removed? please outline the reasons for continuing the PFD

Section 7: Monitoring and review		
Please detail the arrangements for review and monitoring of the policy		
How will the PFD be monitored? What equalities monitoring will be put in place?		
When will the PFD be reviewed?		
Is there any procurement involved in this PFD? If yes please confirm that you have read the WDC Equality and Diversity guidance on procurement		
Section 8: Signatures		
The following signatures are required:		
Lead/ Responsible Officer:	Signature: Laura Mason – Chief Education Officer	Date: 18/11/21
EIA Trained Officer:	Signature: Alan Munro – Quality & Performance Officer	Date: 18/11/21
Section 9: Follow up action		
Publishing: Forward to community Planning and Policy for inclusion on intranet/internet pages	Signature:	Date:
Service planning: Link to service planning/ covalent – update your service plan/ covalent actions accordingly	Signature:	Date:
Give details, insert name and number of covalent action and or related PI:		
Committee Reporting: complete relevant paragraph on committee report and provide further information as necessary	Signature:	Date:
Completed form: completed forms retained within department and copy passed to Policy Development Officer (Equality) within the CPP team	Signature:	Date:

WEST DUNBARTONSHIRE COUNCIL

Report by Chief Education Officer

Educational Services Committee: 1 December 2021

Subject: Procurement of Online Payments System and Cashless Catering System

1. Purpose

- 1.1** This report seeks approval from Members to tender for an online payments system for all establishments to allow parents and carers to make online payments to their children's school. Approval is also sought for a cashless catering system for use in the Authority's secondary schools which will work in conjunction with the online payments system.

2. Recommendations**2.1** Members are asked to:

- a. Note the plan for the replacement of the online payment system for all establishments and the replacement of the existing cashless catering system in use within West Dunbartonshire's secondary schools utilising the Scot Excel Framework for Online School Payments, Cashless Catering and Kitchen Management Systems.
- b. Note that the cost of both new systems will come from the existing budget for the current systems being used in schools.
- c. Approve the proposal to tender for the provision of an online payments system and cashless catering system. The award recommendation will be reported to a future Tendering Committee.

3. Background

- 3.1** In June 2017, WDC approved the procurement of an online payments system for parents to allow establishments to receive online payments direct to both the schools' and Council bank accounts for meals, trips and other costs. The procurement of the system was part of the Council's Digital Strategy to maximize the proportion of digital transactions and reduce the need for cash handling in schools.

- 3.2** Initially, the online payments system, which is provided by ParentPay, was an option for parents and carers to use. The effect of COVID-19 in 2020 however required this option be reviewed in terms of safe cash handling and the potential spread of the virus. Consequently, a decision was taken to cease all cash handling and require all payments to schools to be made using ParentPay. The system has proved popular with parents and has resulted in a high take-up across the Authority.

4. Main Issues

- 4.1** The contract with ParentPay for the online payments system was scheduled to end in August 2021, however an extension was put in place to allow the Council to take advantage of a procurement framework which Scot Excel were developing and have recently released to Scottish Local Authorities in November 2021. The procurement framework is designed to assist Council's in the tender and purchase of online payments, cashless catering and kitchen management systems. A consequence of awaiting the release of the framework has meant the extension to the existing contract with ParentPay will continue into early 2022. This will allow WDC to take advantage of Scot Excel's research and their scrutiny of suppliers.
- 4.2** The cashless catering system in use in WDC secondary schools is provided by CRB Cunningham: Educational Solutions, and has been in use for a number of years with the maintenance contract operating on a year-to-year basis. The market for such systems has developed significantly since this system was acquired by WDC and it is felt wholly appropriate to bring this area of service provision within a contract framework to improve on best value and to take advantage of newer technologies which are available in this field.
- 4.3** The procurement framework developed by Scot Excel lists four separate systems which integrate to provide the payments service to parents as well as all aspects of cashless catering and kitchen management -
- a) Online School Payments
 - b) Cashless Catering
 - c) Kitchen Management System (to include nutritional analysis)
 - d) Nutritional Analysis System
- 4.4** Presently, we have existing provision for online payments and cashless catering. The cost of the online payments system provided by ParentPay for the years 2018-2021 is £61,548 with the cashless catering system from CRB Cunningham: Educational Solutions over the same period costing £128,484. The procurement of a new solution will be met by existing budget provision.

5. People Implications

The procurement of these systems will provide staff with improved and efficient technology in core areas of their job.

6. Financial and Procurement Implications

6.1 Financial Implications

It is anticipated that the revenue costs of running a newly procured system will be met within the existing budget provision as detailed at 4.4 above.

6.2 Procurement Implications

All procurement activity carried out by the Council in excess of £50K is subject to a contract strategy. The contract strategy for the online payments system and cashless catering system will be produced by the Corporate Procurement Unit in close consultation with Education, Learning and Attainment officers. The contract strategy shall include but may not be limited to; contract scope, service forward plan, the market, procurement model and routes – including existing frameworks such as Scot Excel, roles and responsibilities, risks, issues and opportunities and ongoing contract management.

The online payments system and cashless catering system will contribute to delivery of the Council strategic priorities through providing efficient and effective frontline services. Further opportunities to maximise the positive social, economical and environmental impact for West Dunbartonshire through the contract will also be explored, e.g. through the use of Community Benefit Clauses.

7. Risk Analysis

- 7.1** Failure to review and modernize the processes involved in the receiving, handling and management of school funds poses the risk that the Council will not fulfil the requirements of its Digital Strategy. These changes will contribute directly to efficient and effective frontline roles and provide easy and convenient methods of payment to parents and carers.

8. Equalities Impact Assessment (EIA)

- 8.1** An equalities screening has been carried out for this report and there are no equalities issues identified.

9. Consultation

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

10. Strategic Assessment

- 10.1** The procurement of the online payments system and cashless catering system is consistent with the Council's objectives to make innovative use of information technology and provide efficient service delivery.

Laura Mason

Chief

Education

Officer

Date:

16/11/2021

Person to Contact: Andrew Brown – Senior Education Officer -
andrew.brown@west-dunbarton.gov.uk

Appendices: Equality Impact Assessment

Background Papers: None

Wards Affected: All wards

Appendix 1

EQUALITY IMPACT: SCREENING AND ASSESSMENT FORM

This form is to be used in conjunction with the Equality Impact Assessment Guidelines. Please refer to these before starting; if you require further guidance contact community.planning@west-dunbarton.gov.uk

Section 1: Policy/Function/Decision (PFD) Details	
A PFD is understood in the broad sense including the full range of functions, activities and decisions the council is responsible for.	
Name of PFD:	Procurement of Online Payments System and Cashless Catering System
Lead Department & other departments/ partners involved:	Education, Learning and Attainment
Responsible Officer	Andrew Brown – Senior Education Officer
Impact Assessment Team	Andrew Brown – Senior Education Officer Alan Munro – Quality & Performance Officer
Is this a new or existing PFD?	New
Start date: 1 December 2021	End date: 1 December 2021
Who are the main target groups/ who will be affected by the PFD?	Young children, pupils and their parents and carer's who make use of the school meal service in educational establishments
Is the PFD Relevant to the General duty to eliminate discrimination, promote equal opportunities or foster good relations? Please enter brief detail	No – The PFD seeks approval from Members to tender for replacement systems for the existing online payment system for parents for all establishments, and the cashless catering system which is based in the Authority's secondary schools.
Yes:	If yes, complete all sections, 2-9
No:	If no, complete only sections 8-9
	If don't know, complete sections 2 & 3 to help assess relevance

Section 2: Evidence	
Please list the available evidence used to assess the impact of this PFD, including the sources listed below. Please also identify any gaps in evidence and what will be done to address this.	
Available evidence:	
Consultation/ Involvement with community, including individuals or groups or staff as relevant	
Research and relevant information	
Officer knowledge	
Equality Monitoring information – including service and employee monitoring	
Feedback from service users, partner or other organisation as relevant	
Other	
Are there any gaps in evidence? Please indicate how these will be addressed	
Gaps identified	
Measure to address these	

Note: Link to Section 6 below Action Plan to address any gaps in evidence

Section 3: Involvement and Consultation

Include involvement and consultation relevant to this PFD, including what has already been done and what is required to be done, how this will be taken and results of the consultation.

Please outline details of any involvement or consultation, including dates carried out, protected characteristics. Also include involvement or consultation to be carried out as part of the developing and implementing the policy.

Details of consultations	Dates	Findings	Characteristics
			Race
			Sex
			Gender Reassignment
			Disability
			Age
			Religion/ Belief
			Sexual Orientation
			Civil Partnership/ Marriage
			Pregnancy/ Maternity

			Cross cutting
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Note: Link to Section 6 below Action Plan

Section 4: Analysis of positive and Negative Impacts

Protected Characteristic	Positive Impact	Negative Impact	No impact
Race			
Sex			
Gender Re-assignment			
Disability			
Age			
Religion/ Belief			
Sexual Orientation			

Civil Partnership/ Marriage; this PC is not listed as relevant for Specific Duties; however under the General Duty we are required to eliminate any discrimination for this PC.			
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Note: Link to Section 6 below Action Plan in terms of addressing impacts

Section 5: Addressing impacts
 Select which of the following apply (use can choose more than one) and give a brief explanation – to be expanded in Section 6: Action Plan

1. No major change	
2. Continue the PFD	
3. Adjust the PFD	
4. Stop and remove the PFD	

Give reasons:	
<i>Note: Link to Section 6 below Action Plan</i>	

Section 6: Action Plan describe action which will be taken following the assessment in order to; reduce or remove any negative impacts, promote any positive impacts, or gather further information or evidence or further consultation				
Action	Responsible person	Intended outcome	Date	Protected Characteristic
				Disability
				Gender
				Gender Reassignment
				Race
				Age
				Religion/ Belief
				Sexual Orientation
				Civil Partnership/ Marriage
				Pregnancy/ Maternity
				Cross cutting

Are there any negative impacts which cannot be reduced or removed? please outline the reasons for continuing the PFD

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Section 7: Monitoring and review
Please detail the arrangements for review and monitoring of the policy

How will the PFD be monitored? What equalities monitoring will be put in place?	
When will the PFD be reviewed?	
Is there any procurement involved in this PFD? If yes please confirm that you have read the WDC Equality and Diversity guidance on procurement	

Section 8: Signatures

The following signatures are required:

Lead/ Responsible Officer:	Signature: Andrew Brown – Senior Education Officer	Date: 15/12/21
EIA Trained Officer:	Signature: Alan Munro – Quality & Performance Officer	Date: 15/12/21

Section 9: Follow up action

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